

DEPARTMENT OF EDUCATION

ANNUAL REPORT

2021-22



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 2021–22 financial year.

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

This report, along with further information about the Department, is available on our website at www.decyp.tas.gov.au

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I

OVERVIEW



From the Secretary



Normally on this page I would write about some of the key achievements of the Department of Education during the last year. This year is different.

On 16 December 2021 a tragedy occurred at Hillcrest Primary School which saw the loss of six young children's lives, significant injuries to three of their friends and immense grief for families and a community.

It is still difficult to comprehend how a day that promised such happiness and celebration could turn so quickly to tragedy.

My thoughts and condolences continue to be with the families of the children. I cannot begin to imagine the grief or loss you feel.

It is a day that will be forever etched in our memories. It has affected the Tasmanian community deeply. We will all continue to grieve and process these events for a long time to come.

In the days following, I developed a deep admiration for the Hillcrest community as I not only witnessed an outpouring of collective grief, but an outpouring of incredible support as the community rallied around its own.

Through all of this - the resolve and resilience of each member of staff, and each student and their families, has shone through.

So, I would like to say thank you.

Thank you to all first responders – for all that you did and the care and comfort you provided.

Thank you to the school community – for your commitment to your school, your students, and each other.

Thank you to all staff, from right across the Department of Education and other government agencies, who have provided support since.

And thank you to the Hillcrest and Devonport community – you have provided much needed strength and comfort as we continue our recovery journey together.

I hope that the memory of how so many people have come together will be something we can hold to and be proud of.

Please remember that there is support available to you if you need it.

Our commitment to the Hillcrest Primary community is a priority for the Department and the Tasmanian Government more broadly. Support will be provided for as long as needed. That will not change.

A handwritten signature in blue ink, which appears to read 'Tim Bullard'. The signature is fluid and cursive, written in a professional style.

Tim Bullard
SECRETARY

Our services

At the commencement of 2022, there were 195 Government Schools¹ across Tasmania, which included:

- 125 primary
- 29 secondary
- 25 combined (primary and secondary)
- 8 senior secondary²
- 8 support.³

Education services for students who are unable to attend a 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'.



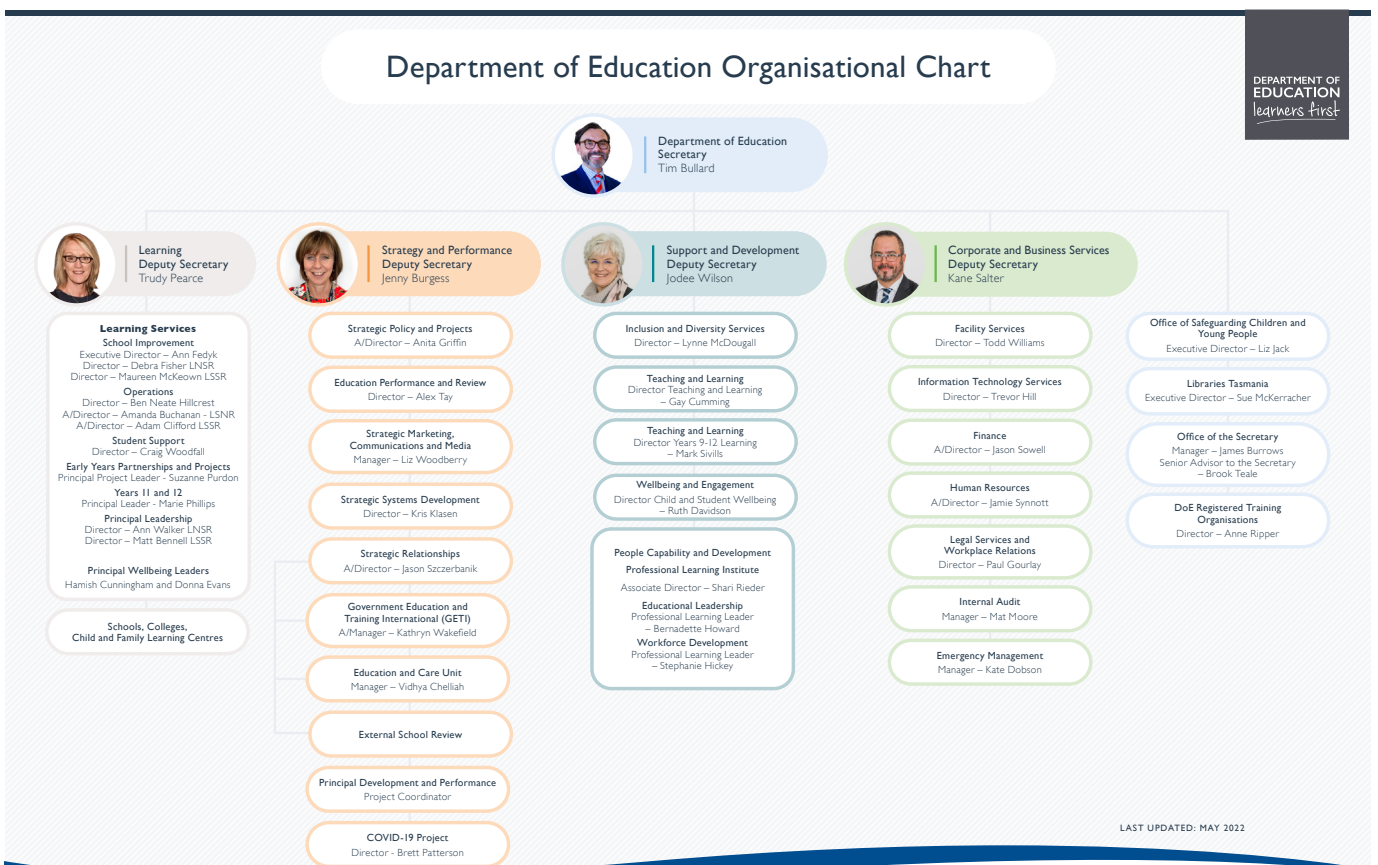
Our organisational structure

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 2022, the Department consisted of four separate 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
learners first

LAST UPDATED: MAY 2022

Our Strategic Plan 2022-2024

In November 2021 the new *Department of Education Strategic Plan 2022-2024* was released. The 2022-2024 Strategic Plan vision is to put learners first to inspire and support them to succeed as connected, resilient, creative and curious thinkers.


The new Plan builds on the strong foundations of our 2018-2021 Strategic Plan.

It reflects the work we are doing on our way to becoming an exemplary child safe organisation. The plan makes the *Rights of the Child* explicit, so that children's best interests are our first priority. Particularly their right to safety, right to an education, and right to a voice on things that affect them.

The Plan articulates the importance of wellbeing and safety of learners and staff.


It makes our intention for improvement clearer and enhances the focus on measurement of our progress.


Department of Education Strategic Plan 2022-2024




OUR VISION

LEARNERS FIRST: CONNECTED, RESILIENT, CREATIVE AND CURIOUS THINKERS


OUR COMMITMENT 

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


OUR VALUES




A culture of high expectations and high achievement.



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



Accepting challenges and embracing opportunities.



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

OUR SYSTEM GOALS

Access, Participation and Engagement

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

Early Learning

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

Wellbeing for Learning

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

Literacy and Numeracy

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


OUR PRIORITIES

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

OUR SYSTEM IMPROVEMENT DRIVERS


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

THE RIGHTS OF THE CHILD




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

OUR APPROACH TO SCHOOL IMPROVEMENT



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

OUR EVIDENCE OF IMPROVEMENT



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

LAST UPDATED: NOVEMBER 2021



Our new department

In February 2022, the Tasmanian Government announced it was making changes to improve departmental structures to deliver better services and outcomes for Tasmanians in line with the recommendations made through the Tasmanian State Service Review undertaken by Dr Ian Watt.

As part of Phase 1, from 1 October 2022, Children, Youth and Families, Office of the Commissioner for Children and Young People and the Tasmanian Autism Diagnostic Service will transfer to the new Department for Education, Children and Young People.

Our new name truly reflects what and who we are working for. The consolidation will create a child centred organisation that works together to deliver education and support so that all children in Tasmania are known, safe, well, and learning.

This is a natural next step in the alignment of supports for our children and young people.

Over time, we will work together on our shared plan for the future. This work will include:

- building a new Strategic Plan
- creating new, shared goals and values
- aligning our policies and ways of thinking.

Our response to COVID-19

Learning in Tasmanian Government Schools has continued throughout the past two years of the pandemic through a combination of face-to-face and online learning, depending on the impacts of COVID-19 at the time.

In 2021 Tasmania transitioned from keeping COVID-19 cases out while focusing on increasing vaccination rates, to opening the state borders on 15 December and living with COVID-19 as a highly vaccinated community. Despite Tasmania's high vaccination rate and other controls in place, we expected to see cases of COVID-19 in our community and in our learning sites.

For school communities this meant adjusting to significant change; from attending school with zero cases of COVID-19 in Term 4 2021, to returning to school in Term 1 2022 with community transmission occurring. This shift was also significant for libraries and CFLCs which were impacted following the opening of borders.

Schools and our workplaces were prepared and well placed to support staff and students as COVID-19 impacted across all our sites, especially in our schools.

We undertook significant planning work in 2021 for returning to school in 2022, in close consultation with Public Health. This work included identifying key areas for action to keep our sites as safe as possible, including: increased ventilation, increased hygiene and cleaning, vaccination of all staff, supply of face masks and rapid antigen tests, safe site management and other Public Health measures such as physical distancing.

Schools have adapted to operating with COVID-19 active in our community and continue to demonstrate innovation and local solutions to learning.

Premier's Economic Social and Recovery Advisory Council

The *Premier's Economic and Social Recovery Advisory Council (PESRAC)* interim and final reports identified recommendations for supporting students in areas that we had already recognised in the design of our response to COVID-19.

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

We have maintained our strong commitment to improving learner outcomes and supporting vulnerable students, both prior to and during our COVID-19 response.

Final report recommendations

F-11

Status: Underway

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

- career education
- work-based learning, vocational education, and training
- apprenticeships and traineeships for school-aged learners
- industry engagement.

Consultation with industry, education and training stakeholders was undertaken in 2018–19 to inform the direction of a work program to be delivered over two years to July 2023.

This included development of a *Vocational Learning in Tasmanian Schools Framework* and cross-sectoral requirements and guidelines for the delivery of career education, work-based Learning, VET for school students and apprenticeships and traineeships for school-aged learners. Supports and projects for schools and learners in government schools are ongoing. The Department has a Vocational Learning Team dedicated to implementing this work program in government schools. Industry engagement is a key component of the work of Years 9-12 Learning and informs the work of both the Vocational Learning and Curriculum teams. Dedicated DoE Industry Advisory Groups across key industry areas have been established in 2022 to provide a more formal structure for the Department's engagement with industry.

F-12

Status: Underway

Additional funding should be provided to the Department of Education to support implementation.

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

**F-19****Status: Underway**

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

The following is underway for this recommendation:

- Upgrading of infrastructure, for example upgraded sign-in and attendance infrastructure and a dedicated physical careers space in each Trade Training Centre was intended to be completed by June 2022, however, this work was paused during Terms 1 and 2 2022 as the Department prioritised supporting students and school communities in response to COVID-19.
- Full implementation of the *Trade Training Centre Policy and Procedure* by all Department school sites and delivery of associated professional learning program by July 2022.
- Commencement of vocational learning network leaders (contracted June 2021 – June 2023) and an enhanced governance structure.

Interim report recommendations

I-41**Status: completed**

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

Packages of Learning – Pilot – Health and Community Services

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

Four Tasmanian Government Schools (inclusive of the two pilot schools) are delivering the *Package of Learning Health and Community Services* in 2022. This is part of a suite of five *Packages of Learning* being delivered to Years 9 and 10 students.

Scoping Work – Careers Pathways Maps and Career Selection Guides

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

Six General Capabilities Short Qualifications

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

I-51**Status: completed**

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

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

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

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

2

KEY PROJECTS AND PROGRAMS



Access, Participation and Engagement

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

Upper Secondary Education

We continue to support effective pedagogy by providing professional learning for teachers and trainers delivering senior secondary courses and vocational learning in Tasmanian Government Schools. This includes the provision of online *Communities of Practice* for school staff, based on their learning area or professional focus.

The *Tas Ed Talks* online conference was again delivered to secondary schools across all education sectors in December 2021. The free three-day event attracted over 500 people, including teachers, leaders of learning, principals, and support staff from across the State.

In collaboration with the community, we developed resources and practices to promote inclusivity and more culturally respectful environments for Aboriginal learners in senior secondary education, supporting wellbeing for learning.

In 2021-22, we continued our focus on certification and standards, by issuing six new General Capabilities Short Qualifications, developed by the Department, granted Recognised Formal Learning status by the Office of Tasmanian Assessment, Standards and Certification (TASC) until the end of 2022.

In 2021-22, we have continued to provide relevant curriculum and assessment, with our senior secondary curriculum team continuing work on curriculum renewal, with 26 new senior secondary courses accredited for use in schools - five for delivery in 2022 and 21 for 2023.

The number of schools delivering industry-aligned *Packages of Learning* has continued to increase since the 2019 pilot year. As at June 2022, 17 DoE schools are delivering these packages to 326 students.

We continued our focus on supporting schools to deliver high-quality Vocational Education and Training (VET) to students, through a new process to gauge industry support and advice for VET programs being delivered in Tasmanian Government Schools, and through the development of a policy and procedure to guide the use of Trade Training and Trade Skills Centres across Tasmania.

A pilot program using an intermediary service to source placements for DoE students undertaking a VET program was successfully undertaken in the 2021 school year. This intermediary service has been scaled up through the launch of the Beacon Foundation Work-based Learning Service in 2022.

In 2021-22, we launched a suite of digital career services, including an online course guide for Years 11 and 12 and a new careers website, *Careerify*, to help young people explore their options and guide them on how to make career decisions. In 2021-22, 20 participants (teachers and school staff) undertook the *Graduate Certificate in Career Development*. This cohort is scheduled to graduate at the end of Term 3, 2022.

We are committed to supporting access and equity, with all Tasmanian Government Schools now extended to Year 12, with the last two schools commencing Years 11 and 12 delivery for the first time in the 2022 school year, giving young Tasmanians unprecedented choice in where and how they learn.

At the 2022 First Term Census, there were 983.6 FTE Years 11 and 12 students in schools which have extended to Year 12, representing 12.8 per cent of total Years 11 and 12 enrolments in Tasmanian Government Schools.

Schools and colleges are working together in *Regional Partnerships* to ensure more students are accessing, participating and engaging in education until the end of Year 12, focussing on the areas of Transition, Curriculum Provision and Retention.

Regions work together to provide access to a breadth of curriculum and support transition to meet each individual student's need. Through collaborative approaches in Regional Partnerships we are building aspiration in our communities to increase Year 12 completion and prepare all young people for life beyond school.

Regions are providing more locally relevant and engaging learning programs to meet the individual needs of learners to improve retention and ensure students are engaged in learning. These partnerships between Colleges and schools are responding to the opportunities arising through the new senior secondary landscape and implementing engaging programs of learning from Years 9-12.

More than one-third of students at schools which have extended now have a shared enrolment, either with a College, another secondary school or through Virtual Learning Tasmania (VLT), which provides online learning across the state. VLT enables students to access to 38 online courses including a range of senior secondary and VET courses. We are continuing to remove barriers to access to learning through transport allocations, enabling travel to specialist programs at sites across the region.

Virtual Learning Centre (VLC)

In 2022, we launched the VLC to provide access to quality online learning modules and teacher support for students learning from home for short periods due to COVID-19. The VLC reduced the need for teachers to deliver concurrent learning both in the classroom and learning from home and provided continuation of learning for our students when they weren't able to be at school. 13,248 students were supported to learn through the VLC during Terms 1 and 2, 2022.

Over 2,200 lessons and 1,600 video recordings of explicit teaching were developed and continue to be available to schools to augment classroom teaching and learning and to support 'catch-up' learning, revision and engagement for students learning at home or at school.

The VLC provided a model for improving access, participation and engagement for our learners.

Students, through their schools, also had access to a wide range of senior secondary subjects via *Virtual Learning Tasmania*.

Family Engagement Review

Family engagement continues to be an area of focus in 2021–22. As part of the continuing work to embed the *Together with Families* approach, we delivered the *Families and Us: Together with Families ARACY Pilot Project*. The Project was a practical strategy to build family engagement practices in DoE sites. The pilot worked with 10 diverse DoE sites for 18 months. The learnings from the pilot will inform new resources, tools and supports to improve the way we work in partnership with families.

Education Regulation

Tasmania's education regulators drive quality in the Tasmanian education system across all sectors. They include the Teachers Registration Board, the Office of Tasmanian Assessment Standards and Certification, the Registrar Education and the Non-Government Schools Registration Board.

The Review of Education Regulation Project will modernise education's regulatory framework through:

- contemporary governance for the delivery of outcomes
- better practice regulation with a focus on outcomes
- provision of independent advice
- sustainability of funding.

The Government accepted all recommendations made by the Steering Committee in its Review of Education Regulation report. Enabling legislation received Royal Assent in April 2022, with implementation of the recommendations occurring from 2022-23.

Early Learning

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

B4 Early Years Coalition

B4 continues to connect, support, and engage with individuals and organisations to value, support and work together to ensure every child in Tasmania is nurtured through the early years, no matter what.

From August 2021, as part of the Governments' new *It takes a Tasmanian Village: Child and Youth Wellbeing Strategy* (the Strategy) B4 now has additional roles in improving the focus, actions and outcomes for the First 1,000 Days.

B4 has established the B4 Technical Data and Measurement Working Group with a key output being the delivery of an annual data snapshot on Tasmania's children in the First 1,000 days.

The *B4 Community Storytellers Project* was successfully implemented across 10 communities through the B4 Grants Program.

Child and Family Learning Centres (CFLCs)

CFLCs are safe and inclusive environments that create the right conditions for learning and wellbeing, where families with children aged 5 and under can access wrap around services and supports that are responsive to their needs.

In addition to the existing 12 CFLCs already operating, 6 new CFLCs are being built and will be operational by 2024. The first of the 2 new CFLCs will open in East Tamar in November 2022, followed by Iarapi in Waratah-Wynyard in early 2023. Centres in Kingborough, Glenorchy and West Ulverstone are due to open in late 2023 and Sorell in late 2024.

In 2022, school psychologists, speech and language pathologists and social workers began providing associated services in CFLCs. Also in 2022, CFLCs recruited full time centre assistants to help increase access, participation and engagement, and support more families across the State to thrive.

A CFLC Quality Improvement Tool has been developed in collaboration with the Murdoch Children's Research Institute, and co-designed with CFLC staff, families and service partners to explicitly drive the learning and improvement of CFLC quality. The tool is being trialled in centres during 2022 and is a nation-first for the integrated early years' setting.

Working Together – Supporting Early Learning

Working Together continued to partner with Early Childhood Education and Care services across Tasmania to support children and families to access and participate in quality early learning.

In 2021 *Working Together* supported a total of 122 three to four-year olds with access to early learning, family support services and the transition to Kindergarten, with another 120 places available in 2022.

The Tasmanian Government has announced that *Working Together* will expand in 2024 to include delivery from CFLCs and, where needed, on a school site or at a local library if the demand exists.

Launching into Learning (LiL)

We continue to support families with children from birth to four years to engage in learning through the free LiL program. In 2021, 7039 Tasmanian children attended LiL sessions. These sessions focused on supporting families to talk, read and play with their children every day. As part of our support for families during COVID-19, we produced 13 online LiL sessions, available to families through the *Great Start* website (www.greatstart.tas.gov.au). These sessions guided singing, moving and talking activities through play and learning.

The launch of the *Passport to Learning* Project has also supported families to access and attend face-to-face sessions of LiL with families receiving a quality Australian picture book after attending 10 sessions.

National Quality Framework (NQF) review

The 2019 NQF Review aimed to identify areas in the National Law and National Regulations that can be improved. The purpose of the Review was to ensure the NQF remains current and continues to lift quality of practice in the education and care sector. Decisions from the Review have been made following two rounds of consultation with the education and care sector, families and the broader community. Based on these findings a *Decision Regulation Impact Statement* (DRIS) has been developed was released in June 2022. Most changes will come into effect from mid-2023.

The Education and Care Unit, within DoE, is continuing to work with Early Childhood Education and Care services to ensure the changes are adopted and to assist them to improve their practice.

National Quality Standard Kindergartens

The National Quality Standard (NQS) in Tasmanian Government Kindergartens promotes high quality teaching, learning and leading in the early years. Schools participating in the NQS test and trial engaged in professional learning and reflective practices to build on children's educational experiences and learning outcomes. A review and evaluation of the NQS was completed in 2022 and the initiative will continue in 2023 to support quality practices and continuous improvement in the early years.

Wellbeing

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

Safeguarding Children and Young People

The Office of Safeguarding Children and Young People was established in August 2021 following a recommendation from the *Independent Inquiry into the Department's Responses to Child Sexual Abuse*. The Office is continuing to implement further recommendations from that Inquiry as well as those arising from the *Royal Commission into Institutional Responses to Child Sexual Abuse* and any that eventuate from the current *Commission of Inquiry into the Tasmanian Government's Responses to Child Sexual Abuse in Institutional Settings*.

To date, the Office's work has included:

- Building awareness of the importance of safeguarding children and young people from the harm of abuse, including the creation of a visual identity to underpin key messages.
- Finalisation of a Memorandum of Understanding with Tasmania Police to support a collaborative approach to preventing and responding to child sexual abuse in Government schools and Education and Care services.
- Development of guidance materials for staff to support their reporting obligations and to increase their understanding and build their ability to identify and respond to incidents, disclosures or suspicions of child sexual abuse.
- Enhancements to existing content on both the public internet and staff intranet sites to improve accessibility to relevant, up-to-date, safeguarding information.

Work is also progressing on:

- Establishing safeguarding officers in every Tasmanian Government School to provide additional safeguarding support to children and young people, their families/ carers and staff.
- Developing a comprehensive, integrated, *Safeguarding Children and Young People Policy*.

- Delivering a new website that will support children and young people, as well as parents/carers and the wider community by providing them with information, resources and support to help keep them safe from abuse.
- Producing child sexual abuse-related professional learning materials for principals and aspiring principals and updated mandatory reporting training for all staff.

Child and Student Wellbeing Strategy – Student Wellbeing and Engagement Survey

During May 2022, we released the next iteration of the *Child and Student Wellbeing Strategy: Wellbeing for Learning*. The Strategy continues our focus on wellbeing for learning, informed by the voice of our learners.

In 2021, the annual Student Wellbeing and Engagement Survey was undertaken by almost 30,000 students in Years 4 to 12. Now in its third year, the Survey provides critical measures of student wellbeing through the voice of our learners. The Survey data informs our school and system planning, our policies and services, and efforts to support the wellbeing of children and young people across Government.

Supporting Students Impacted by Trauma

We are providing increased trauma support for students. A total of 455 students will receive individual funding support in 2022, and a total of 66 Tasmanian Government Schools have received targeted funding to build capacity in their school to support students impacted by trauma. We have also partnered with the Australian Childhood Foundation and the University of Tasmania (UTAS) to deliver a comprehensive professional development program for staff on trauma-informed practice in education settings. The program will be available to all Tasmanian Government teachers, teacher assistants, school support and wellbeing leads and principals during 2022–23.

School Support and Wellbeing Teams

School Support and Wellbeing Teams play an important role in planning and implementing school strategies and processes that support the wellbeing of all students, with a particular focus on those students with diverse and complex needs requiring coordinated support. The functions undertaken by the School Support and Wellbeing Team align with creating and maintaining a learning environment that is safe, respectful, inclusive and that promotes engagement in learning.

These teams have been established since 2020. In 2020-21, we have focussed on supporting schools to embed these teams, by coordinating regular network meetings with School Support and Wellbeing Team Leads from all Tasmanian Government Schools. Key student support and wellbeing information is communicated to schools and resources demonstrating effective collaborative team approaches are shared through these network meetings, assisting all schools to plan for improvement.

Case Management Platform (CMP)

The CMP, which aims to replace the outdated Student Support System (SSS), continued development in 2021-22. The CMP will provide a platform that will allow us to have a 360-degree view of the work we do to support our young people.

Consultation with relevant business units and over 36 reference schools continue to inform the CMP development. Two schools piloted the CMP in Term 1, 2022 and a further 10 schools expressed interest in participating in Term 3, 2022. The CMP development will continue through to the 2024-25 financial year. Initial roll out of the vulnerability functionality is planned for Term 3, 2022.

School Health Nurses

In June 2021, further funding was allocated to deliver an additional 11.4 FTE, Grade 4 School Health Nurses, and 3 FTE Clinical Nurse Educators. This brings the statewide FTE to 53.1.

This ensures that all schools and colleges are supported to foster healthy choices, create positive outcomes for students and a culture of lifelong learning. It enables a continued focus on the priority areas of smoking prevention and cessation and obesity prevention, and it further supports the North, North-West and Southern Support Schools in meeting their competency-based assessment requirements.

Speak Up Stay ChatTY

The *Speak Up Stay ChatTY* schools program continued to support young people's awareness, knowledge and skills in relation to their own mental health needs and those of others around them for students in Years 9 – 12 across Tasmania. During the 2021 school year, a total of 51 sessions took place (42 student sessions, 8 teacher sessions, and 1 parent session) within 15 Tasmanian Government Schools.

Working It Out and A Fairer World

During 2021-22 we continued our partnership with Working It Out to support schools in developing inclusive and accepting learning environments, and to provide practical support to schools for LGBTIQ+ students.

Working it Out received \$450,000 over two years in 2021-22 under the *Tasmanian Child and Youth Wellbeing Strategy*. This additional funding will increase existing support within schools for LGBTIQ+ students through the *Working it Out: Valuing Diversity in Schools* program.

We also continued to fund A Fairer World to deliver the *Let's Get Together* program in our secondary schools and to deliver their *Human Library* program to increase an understanding of diversity and address bullying and discrimination.

Sanitary Items in Schools

We are supporting the provision of sanitary items in all Tasmanian Government Schools to support student engagement in school, ensuring that students are able to attend school and feel ready to learn.

Schools receive an annual allocation to support the provision of sanitary products for those students who may need them. Schools were also supported to incorporate student voice in decisions about which items are provided and where students will access them.

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 provide a system-level focus and evidence-based approach to support literacy from birth to adulthood across our schools. In 2021-22, we built on and strengthened existing supports and resources to improve literacy outcomes for our learners.

In 2021, a literacy target was set for learners entering Year 7 to meet an expected reading standard above the National Minimum Standard by no later than 2030. This target is measured by the Progressive Achievement Test (PAT) for Year 6 Reading. We continue to support this target by early identification for students not meeting expected standards and provision of support, explicit phonics instruction for students Prep to Year 2 and targeted professional learning for teachers.

In 2022, we launched our oral language *Let's Talk* campaign to educate the Tasmanian community on the importance of talking to our children and how this supports their development.

The *Literacy Framework and Plan for Action* are due for review in 2022.

Numeracy Framework and Action Plan

We commenced implementation of the *Numeracy Framework and Action Plan 2021-25* which outlines five key actions to support system priorities. These include the importance of numeracy skills and understandings across the ages, and the quality teaching of mathematics to improve numeracy outcomes.

The *Numeracy Coaching Initiative* pilot continued with six lead quality teaching coaches working across 19 schools, supporting in-school coaches and teachers with a focus on what we teach, how we teach and how we assess student learning.

Teaching and Learning Support

We have 125.4 FTE quality teaching coaches supporting literacy and/or numeracy teaching and learning in schools. In 2022, we increased the number of in-school coaches by 40 FTE. They are supported by 12 lead quality teaching coaches providing professional learning, resources and mentoring for teachers to enhance quality teaching practices in every school.

In 2022, our lead quality teaching coaches also designed and delivered online teaching and learning resources in the VLC for the focus areas of *Number and Reading* and *Writing*. These quality resources supported students learning from home due to the impacts of COVID-19 and are available for teacher use in schools.

Progressive Achievement Test

Our schools continued to access the Progressive Achievement Tests (PAT), developed by the Australian Council for Education Research.

PAT assessments provide data that assists system and school level monitoring of student growth and achievement from Prep to Year 10. From 2022, schools are required to administer PAT Reading and Mathematics (or an approved alternate assessment tool) for all year levels from Year 2 to Year 10. PAT Early Years Reading and Mathematics are required assessments twice per year for all Prep and Year 1 students.

In 2022, there has been a focus on supporting system-wide understanding and use of PAT data to better inform teaching and learning for school improvement.

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 2021-22, 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.

School Improvement

Our Approach to School Improvement

Our Approach to School Improvement is our framework to drive school improvement by focussing on the quality of learning, teaching and leading in a school.

Our Approach to School Improvement was released as provisional in November 2021, to enable us to test, try and learn from its implementation through the 2022 school year. *Our Approach to School Improvement* includes a supporting guide and resources that provide schools with:

- a shared understanding of what school improvement looks like in Tasmanian Government Schools
- a shared language
- clear expectations
- roles and responsibilities.

Our Approach to School Improvement is fundamental to achieving *Our System Goals* under our 2022–24 Strategic Plan.

We will finalise *Our Approach to School Improvement* ahead of the 2023 school year, with supporting resources being developed on an ongoing basis.

External School Review

External School Review is an integral part of our *Approach to School Improvement*. The *National School Improvement Tool* underpins the *External School Review Framework*, with reviews providing an external perspective to verify or challenge a school's current improvement initiatives. Each school

receives approximately three recommendations that outline improvement priorities for the next 3 to 4 years.

In 2021–22 reviews were conducted in 45 schools, with 142 recommendations made for inclusion in school improvement planning.

Support Partnerships

The Department provides universal and differentiated support to schools and CFLCs to improve learner outcomes.

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

The primary goal of a Support Partnership is to work strategically to address the issues or improvement needs of the school or CFLC, through accessing, enacting, and bringing together the relevant resources from across the Department. Examples of focus areas addressed through these partnerships include school leadership, behaviour management, asset management, financial operations, staffing and pedagogy.

A formalised plan is co-constructed for all partnerships including actions and progress measures to support schools to transition to universal support. In 2021–22 there were 17 Support Partnerships with schools and none with CFLCs.

Performance

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 2022, 91 per cent of Tasmanian services had a quality rating.

	Significant Improvement Required	Working towards NQS	Meeting NQS	Exceeding NQS	Total
Number of services with a final rating	1	40	119	54	214
Percentage of services at rating level ¹	1%	19%	56%	25%	101%

1. Rounding to whole figures results in total not adding to 100 per cent.



Early years school improvement measures

Kindergarten students 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. KDC outcomes showed an improvement in 2021 due to 16 of the markers, such as 'Understands most classroom instructions', 'Predicts and understands, and 'Asks questions?', being achieved by more students compared to 2020.

In 2021, changes were made to how the gross motor marker was assessed¹. To provide some context for the methodology change, we have also reported KDC for the proportion of students achieving 20 as well as 21 markers.

Increased supports for schools are currently in place to understand each student's and each school's KDC results, and to work with families to ensure students' developmental needs are addressed.

We are currently working towards establishing additional measures to benchmark progress of students in the early years.

Measure	2019 (Actual)	2020	2021
Percentage of children meeting the 21 Kindergarten Development Check markers ²	67.1	60.7	61.5
Percentage of children meeting at least 20 Kindergarten Development Check markers	81.0	75.9	78.1

- In 2021, the Gross Motor marker was changed to improve targeted supports for schools, families and children for 13 specific Gross Motor Skills 'sub-markers'. The change meant assessment of Gross Motor skills moved from an 'on balance' assessment using the 13 'sub-markers', to an assessment that requires all 13 to be met for a student to be assessed as meeting the 'overall' Gross Motor marker.
- Students are assessed twice in their kindergarten year. The 'percentage meeting markers' shown above are based on second assessments towards the end of the school year. In 2020, due to COVID-19, only the second assessment was undertaken.

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).

NAPLAN: Percentages of students at or above national minimum standards

Measure	2019	2020	2021	2022
Reading Year 3	94.6	NR	94.7	NA
Reading Year 5	92.7	NR	93.3	NA
Reading Year 7	92.0	NR	91.0	NA
Reading Year 9	89.3	NR	86.4	NA
Numeracy Year 3	95.5	NR	95.8	NA
Numeracy Year 5	93.9	NR	93.7	NA
Numeracy Year 7	91.8	NR	90.3	NA
Numeracy Year 9	95.2	NR	92.7	NA

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

Notes:

NR: not reported

NA: not available at time of reporting

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 student 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 average gap between Aboriginal and non-Indigenous students in the percentages of students at or above the National Minimum Standard in Years 3, 5, 7 and 9 reading and numeracy. Tasmanian average gaps of 6 to 10 percentage points across years are smaller than Australian gaps of 16 to 18 percentage points.

Measure	2019	2020	2021
Education outcome gap across Years 3, 5, 7 and 9 reading and numeracy	7.8	NR	9.0

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

Student attendance and retention measures

Student attendance performance reporting is based on a nationally agreed measure of the proportion of government school students attending 90 per cent or more of the Semester 1 period. Other reporting measures we use include attendance rates across the school years. Attendance data for 2020 and 2021 has been adversely impacted by COVID-19. In 2020 this included periods of learning from home. Consequently, attendance data for 2019-20 excludes Term 1 Week 7 – Term 2 Week 6 inclusive.

While attendance across all years is important, the current Performance Indicator focuses on secondary years of schooling, where attendance challenges have been particularly evident.

While there has been a decline in the proportion of Years 7 – 10 students attending school 90 per cent or more of the time, attendance levels nationally have also been impacted by COVID-19. To provide additional context, the attendance rate (which measures the total time students attend out of the total time they could attend) for Years 7-10 was 84.3 per cent in 2021.

Student retention performance reporting includes both direct retention and apparent retention rates from Years 10 – 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 (ARR) for Years 10 – 12 measure the number of Year 12 students in government schools divided by the number of Year 10 students in government schools two years prior, without tracking individual students. The Australian Bureau of Statistics (ABS) notes that care should be exercised in the interpretation of ARR as the method of calculation does not take into account a range of factors, such as movement between the government and nongovernment 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.

ARR, published nationally, show increases over the long term: the Tasmanian rate for all schools of 74.5 per cent in 2021 is up from 70.7 per cent in 2010.

Measure	2019	2020	2021
Tasmanian Government School students whose attendance is 90% or more			
Years 7 to 10	60.2	58.2	52.3
Direct Retention Rate Years 10 to 12 among Tasmanian Government Schools			
Percentage retained to Year 12 (Census 1)	72.2	71.5	76.1
Percentage retained to Year 12 (Census 2)	66.2	66.0	66.4
Apparent Retention Rate Years 10 to 12			
Rate among Tasmanian government schools	80.4	79.5	79.9
Rate among all Tasmanian schools	74.3	73.9	74.5

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.



Clients

Number of education and care and licensed child care services

	Service type	Number of services on government school sites	Total number of services
NQF Services	Education and Care Services	81	234
Licensed Services	Licensed Child Care Services	1	24
Total		82	258

Government school students – Mid-Year Census 2021^{1,2}

School type	FTE	Headcount
Combined	6,486.60	6,707
Primary	31,318.70	32,957
Secondary	14,238.80	14,275
Senior Secondary Only	6,199.70	6,328
Support	601.9	1,165
Total	58,845.70	61,432

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

Students by school type and region – Mid Year Census¹

School type	Northern region	Southern region
Combined	4,042	2,665
Primary	16,046	16,911
Secondary	7,723	6,552
Senior Secondary Only	3,048	3,280
Support	723	442
Total	31,582	29,850

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

Class sizes - First Term Census 2022¹

Year level	2020	2021	2022
Kindergarten	18.6	17.8	18.1
Prep - Year 6	23.3	22.9	22.9
Year 7 - 10	23	22.7	23.1

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, we have 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.

3

LIBRARIES TASMANIA



Libraries Tasmania – Key Achievements

Contributed to the Department of Education’s Learners First agenda with informal, beyond-the-classroom learning opportunities for children and young people. Libraries Tasmania ran just over 1,300 early learning programs including *Baby Play* and *Rock & Rhyme* sessions for babies and toddlers, and *Storytime* sessions for pre-schoolers, encouraging parents and carers to introduce their children to language, stories and books from the earliest age. We provided 220 school holiday programs during the year, attracting just over 2,700 participants. Our TALIS team provided library management support to 184 Tasmanian Government Schools and systems support to eight TAFE libraries. DoE’s eight regional joint-use libraries with co-located school and public library services continued to be an effective model providing benefits to the local school students with access to a broad range of library resources, as well as delivering essential library and information services to all age groups across a regional community.

Improved digital skills, access and inclusion by delivering 1,900 digital inclusion programs to just over 4,800 individuals through our digital skills programs. Seventy-four per cent of participants said that they felt more confident using digital technology after receiving support from our staff or volunteers. Sessions included our popular basic computer and technology courses as well as new topics such as, *how to stop unwanted calls to your mobile*, *planning your digital legacy*, *understanding and using QR Codes*, the *Check-In TAS App* and *accessing MyHealth Record*. We improved our website accessibility score by 13 per cent and made all our website electronic documents accessible. 130 staff members completed *Digital Accessibility Awareness* training with 70 participating in further digital accessibility professional learning.

Invested in public library lending collections using State Government Contemporary Library Resources funding to purchase over 20,000 physical books for the lending collections including 5,000 adult fiction books, 5,000 children’s picture books and 2,000 adult non-fiction books. These funds were also used to expand the increasingly popular *Book Groups* (652 items) and *New Release Express Service* (756 items) collections.

Facilitated and supported adult learning with 12,130 individuals participating in 1,870 lifelong learning courses (not including digital inclusion programs). We introduced a new Lifelong Learning Information Service (LLIS) across our public library network under the State Government’s *Adult Learning Strategy (2020-23)* to help people find a learning activity that suits their needs across the expansive array of courses and providers. We offered courses on new and diverse topics to entice people who may not have previously used our services. Sessions include *Storytelling through Collage*, *Robotics*, *Science*, *Technology*, *Engineering*, *Arts and Mathematics* sessions, *Crafternoon*, using assistive technology, repairing old books, cheesemaking, tax help, *Coffee, cake and computers*, digital photography, author talks and many more. We supported 540 individuals to improve their literacy skills through one-to-one learning with trained volunteer literacy tutors. We confirmed our critical role in lifting Tasmania’s adult literacy levels and commitment to 26TEN’s work in this space by representing the Tasmanian Government in the Australian Government’s Inquiry into adult literacy and its importance, as well providing a submission to the Tasmanian Literacy Advisory Panel for a Tasmanian community-wide literacy framework.

Increased engagement with our cultural collections with our multi-year “GET CURIOUS” campaign and another successful *Stories After Dark* signature event held in Hobart attracting over 2 000 intrigued members of the public. The event held during Dark MOFO in June had the heritage-listed 91 Murray Street building’s walls, ceilings, floors and stairwells adorned with projected digital archival images. Visitors were treated to visual art displays from the collections and performance art including a theatrical performance depicting Lucy Benson, Australia’s first female conductor, telling the story of *The Toreador* play in the Allport gallery.

We delved deeper into submissions inspired by items from our heritage collections from last year’s *91 Stories* community-led online exhibition which received over 11,600 online views. This year we featured five stories from the public submissions the first in a series to highlight these treasures from Tasmania’s history, and the people’s stories that they represent.

We hosted two exhibitions that offered a glimpse into the lives and strength of the continuing culture that defines lutruwita's / Tasmania's First People: *Vision of a palawa* featured the work of Tasmanian Aboriginal artist Rodney Gardner; and *The Lanney Pillar*, installation celebrated the "extraordinary life" of William Lanney (1835-1869) created by the late Tasmanian filmmaker Roger Scholes and Tasmanian Aboriginal writer Professor Greg Lehman. Two smaller exhibitions commemorated two significant anniversaries – 100 years of Cadbury at Claremont in Tasmania and 150 years of Tasmanian Railways, with the latter presented at 13 libraries across Tasmania as a touring exhibition.

We raised the profile of the State Library and Tasmanian Archive family history records with an almost fully-subscribed events program during Family History Month in August 2021. Guest speaker historical talks were livestreamed and included renowned artist, writer, curator and trawlwoolway woman Dr Julie Gough, who presented the talk "Missing in action – Aboriginal people across the 'settled' districts of Van Diemen's Land." The Program also featured Ros Escot, speaking on "Using DNA to solve family history mysteries", and Dianne Snowden speaking on "Remembering Convict Women and Orphan School Children."

We exceeded our target of 1,200,000 visits to our archive and heritage website pages by 27 per cent and saw a 200 per cent increase in State Library and Tasmanian Archives Blog readership – attributed to increased promotion through Libraries Tasmania's client newsletter, social media and radio interviews.

Managed State Library and Tasmanian Archives collections for future access

with items across 21 kilometres of shelving packed and ready to relocate to the new purpose-built archives repository at Geilston Bay. Tasmanian Federation data was added to the Tasmanian Names Index (with approaching 1.3 million entries) representing 220,000 individuals who were born from 1900–1919, or who died or were married from 1900–1930, and 23,300 deeds of land grants records to Tasmanian colonists from 1832–1935.

We conserved nearly 1,180 items/series from our archival collections including over 1,000 rolls of plans from the former Public Works Department. We digitised just over 1,900 analogue audio/visual items to digital formats with dedicated State Government ongoing funding of \$150,000 per year. Newly digitised footage includes two Tasmanian tourism promotional tapes from 1987, "Tasmanian Experience, It's a Temptation" from the Tasmanian Film Corporation, and "Tasmanian Trout Fishing Holiday" from Tourism Tasmania.

Acquired significant items for the Tasmanian heritage collection

including *Art in Australia* magazine series from 1916 to 1942 including the rare war-time issues; artworks for the Allport Museum and Library of Fine Art (see Other Annual Reports – Allport Library and Museum of Fine Arts Management Committee); extensive archives from the Tasmanian Baptist Union (1830s); a commonplace book that belonged to Lilius Murray of Hobart Town including two unpublished poems by James Knox, "Hobart Town Poet" (1836); family papers, photographs and transparencies of important Tasmanian watercolourist Patricia Giles; the journal of 12-year-old Francis James Ashburner, covering an 85-day voyage from Launceston to London (1859-1860) and records of the Launceston Bank for Savings, Hobart Savings Bank and related and subsequent financial institutions.

Set the scene for the future with our new Strategic Directions 2022-24 and a bold new vision and commitment that: "All Tasmanians are connected, resilient, creative and curious thinkers, enriched by the State's libraries and archives." We confirmed what guides us including: our position in the Department of Education, the United Nations 2030 Agenda for Sustainable Development and conventions on the Rights of the Child, commitment to evidence-based practice and our place in the global community.

Improved services and facilities with new after-hours return chutes installed at seven libraries, new plaster and paint work at Bruny Online Access Centre, an accessible toilet installed at Ulverstone Library, replacement of outdated and inefficient shelving at Cygnet, Hobart, Rosny, St Helens and Westbury Libraries and the first major revamp to Smithton and Exeter Libraries in over 50 years. The refurbished library spaces at both Smithton and Exeter Libraries includes new shelving, carpet and paint work creating a more modern look and feel. Changes to existing configurations including rearranging the collections resulted in an improved children's area, greater space around shelving to improve accessibility, new seating areas and device charging station.

Staff participated in workshops on providing excellent client experiences and service and how to embed this in what we do, and continued efforts to improve the client experience by undertaking service evaluation research using user experience techniques such as client journey mapping and service blueprinting.

Delivered programs through outreach to where the people are, including Rock & Rhyme and Storytime sessions delivered at Child and Family Learning Centres located at Beaconsfield, Clarence Plains, Bridgewater and New Norfolk as well as at Green Point's Early Learning Discovery Centre,



Beaconsfield Child Care Centre and at Glenorchy Council's Children's Gig in the Gardens event. Glenorchy Library delivered a Little Bang Discovery Club, four-week STEAM program, to Chigwell and ptunarra Child and Family Learning Centres. The hands-on program allowed children between ages three to five and their accompanying carers to combine everyday objects and experiences with genuine scientific enquiry methods.

We hosted more pop-up libraries with events held at: Smithton for Circular Head Council's Harmony Day community event, Devonport's 2022 Rotary Motor Show and Dementia Prevention and Wellbeing Expo as well as at Glenorchy's Northgate Shopping Centre. Events like these provide incentives for new users to become Libraries Tasmania members and borrow physical items available at the displays, as well as learning how to browse and borrow the extensive range of eResources available anytime.

Committed to reconciliation with our First Nations peoples, with staff engaging in cultural awareness training through the Australian Institute of Aboriginal and Torres Strait Islander Studies and working with Tasmanian Aboriginal communities to bring Aboriginal stories and culture to the fore through our public spaces, collections, programs and services. A particular highlight during National Reconciliation Week library network celebrations was a collaboration with Reconciliation Tasmania's 'From Our Heart to Yours' campaign and Launceston Library who hosted 60 children in canvas art school holiday workshops with a local Aboriginal elder and Aunty Judith-Rose Thomas.

We partnered with Reconciliation Tasmania for their Youth Speakout 2022 campaign and ran school holiday programs for young people in Years 5-12 which focussed on engaging young people into civic life, particularly regarding Indigenous issues of the day.

Supported diversity, inclusion and access with improved discoverability interfaces including a new Libraries Tasmania Lending App, contemporary shelving and interactive touch screens in several libraries that resulted in 92.6 per cent of members reporting that they found what they were looking for.

The demand for English Conversation Groups continued with just under 400 programs offered for culturally and linguistically diverse clients. We promoted and celebrated diversity during Harmony Week with some locations offering multilingual *Storytime* sessions. We purchased 587 bilingual board and picture book titles for the children's collection which saw loan rates quadruple since bilingual titles were brought into the children's lending collection in early 2021.

We marked International Day Against Homophobia, Biphobia and Transphobia in May 2022 with displays and talks, and promoted a list of LGBTIQ+ related eBooks and audiobooks from our online lending collection during Pride Month.

We introduced a gender-neutral title field for new memberships and enabled 36 former non-users to become Libraries Tasmania members by introducing a new user profile for those without a permanent address. Several frontline library staff from Hobart Library participated in training that provided insight and practical tools for staff who encounter people living with and under the stress of homelessness.

We continued to support people with disability or special needs and introduced a weekly sensory-friendly hour at Glenorchy Library, offered free use of library spaces and technology for "The Lab's" technology clubs for children on the autism spectrum, used Lexia (online literacy tool) for adult learners to access tutoring from home, installed new shelving and reconfigured existing library layouts to make it easier for wheelchair users to navigate around and access lending items and computers.

Collaborated with our national counterparts, for example we remained a highly active contributor to NED (National eDeposit) and participated in *Untapped* the Australian Literary Heritage Project as a National State and Territory Libraries Australasia member. This latter national collaboration saw 160 out-of-print Australian books of national significance digitised. As a leader in providing adult literacy support in a library setting, we established a new national Australian Libraries and Information Association Adult Literacy Group for library and information professionals. We responded to the growing issue of misinformation and continued to deepen our knowledge in the emerging field of Media and Information Literacy. Former Libraries Tasmania's Executive Director, Liz Jack presented on the topic at the International Federation of Library Associations and Institutions (IFLA) 86th World Library and Information Congress. We actively participated in national groups, including the Australian Media Literacy Alliance for which we are the current representative for National and State Libraries Australasia and the Australian Public Library Alliance.

Connected communities through 10 and 50 year anniversary celebrations: at Bridgewater Library and Launceston Library, respectively bringing staff, volunteers and locals together to reflect on the libraries' histories and the special role they play in people's lives and their communities. To coincide with birthday celebrations at Bridgewater Library, new Aboriginal artwork was installed in the library titled

“Communities on kotalayna” created by Aboriginal artists Leanne Pelikan and Kylie Dickson featuring five suspended woven baskets that represent the five Aboriginal communities in the Jordan River area. Friends of Launceston Library met to reflect on 50 years of partnership between volunteers, staff and local community partners.

Glenorchy Library hosted 13 stall holders over its three-day expo held during Mental Health Week in October 2021. The expo was attended by 160 members of the public and raised awareness of the importance of mental health. The Tasmanian Symphony Orchestra performed at George Town Community Hub and Launceston Library as part of their community roadshow, attracting high visitor numbers from a range of ages and backgrounds.

Contributed to Tasmania’s COVID-19 Public Health Emergency response and helped over 1,900 people boost their digital skills to access vital COVID-19 related information, book vaccinations, download digital vaccination certificates and access the Check-In TAS App. Queenstown Library at the West Coast Hub was fundamental in the fight against COVID-19 serving as a COVID-19 vaccination site in early 2022 with over 1 000 vaccinations administered in collaboration with a north-west pharmacy. Local library staff and volunteers assisted local residents with literacy support to complete forms and digital assistance during the vaccination program.

Provided quality volunteer experiences to our 600 plus volunteers who gave 41,150 hours of their time as home library couriers, adult literacy tutors, learning mentors or general volunteers – many providing digital support. We proudly recognised two of our volunteers selected as 2022 Tasmanian Volunteering Awards finalists, along with another volunteer who celebrated 25 years of service to Libraries Tasmania. We saw our overall volunteer numbers stabilise; however, volunteer numbers continue to be impacted by the pandemic. A total of 133 online volunteers participated in projects via Digivol, a crowdsourcing platform used by many institutions worldwide to transcribe digitised content. This work contributed to over 45,000 Libraries Tasmania items indexed and validated since we commenced using online volunteers in 2018.

Improved prison library services at Ron Barwick facility at Risdon Prison and removed old and damaged items from the lending collection. These were replaced with 700 new book titles, including new magazine titles, as well as more stock for the *Books to CD* literacy program – prisoners record reading a children’s book onto a CD for their family to help maintain family connections. Literacy programs continue to benefit prisoners, with 96 assisted learner license tests undertaken in the last 12 months.



Libraries Tasmania – Whole-of-Government strategies 2021-22

Office of the State Archivist

In 2021-22, the Office of the State Archivist (OSA):

Provided government agencies with records management advice to the Department of Education response to the Commission of Inquiry into the *Tasmanian Government's Response to Child Sexual Abuse in Institutional Settings*. The Commission reinforced the importance of accurate creation and retention of official records in government agencies. OSA released a free online training module for institutions to use to increase staff understanding of best practice recordkeeping.

Developed new record Disposal Schedules covering records from Commissions of Inquiry, the Health Complaints Commissioner, Ambulance Tasmania, Sustainable Timber Tasmania and the Tasmanian Health Service.

Issued new guidelines: *Managing records in Microsoft 365* guidelines to support records management compliance for items created in cloud-based platforms such as Microsoft 365 and Microsoft Teams, which are being increasingly used across all levels of government since COVID-19-related restrictions.

26TEN

In 2021-22, 26TEN:

Launched the first four 26TEN communities, as part of the *26TEN Communities: Local Literacy for Work Program*, delivered through the *Adult Learning Strategy*. The new program aims to build capacity for communities to make a lasting difference to adult literacy and numeracy skills where people live and work. This year each community built on their relationships with adult learners, literacy practitioners, employers and service providers to develop the networks and activities that are essential to community-led, place-based change.

The four 26TEN Communities and their funding agencies are: Glenorchy City Council - Building a 26TEN Community; Hobart City Mission Clarence Plains - Parents, Families and Carers - Learning for our Kids; Starting Point Neighbourhood House, Ravenswood - Connecting with literacy across Launceston Northern Suburbs - 26TEN Community Hub; and Geeveston Community Centre - Huon 26TEN Community.

Increased the number of practitioners skilled in lifting literacy and numeracy in the workplace by promoting opportunities for the role of the Adult Literacy Skills Officer and offering specialist training. Six new officers completed training and were mentored by current practitioners experienced in providing Language, Literacy and Numeracy support to employees and volunteers in the workplace as part of the 26TEN Employer Grants Program.

Awarded more than \$500,000 in 26TEN Employer grants to 11 organisations across a wide range of sectors including agriculture, community, aged and disability care. The organisations included: Lenah Game Meats, Blueline Laundry New Town, Burnie Community House, Blueline Laundry Kings Meadows, CatholicCare, Friends of Zafira, Glenhaven Homes, Glenorchy City Council, Interact Australia, NOSS Bluegum Grounds Maintenance and Rural Business Tasmania

Introduced the Get Ready grant of up to \$5,000 to support employers to work with an Adult Literacy Skills Officer to identify Language, Literacy and Numeracy needs in their organisation and develop a plan to address those needs, before applying for a larger grant.

The grants selection criteria were reviewed to emphasise the importance of factors that indicate the likelihood of a successful employer grant project.

Streamlined how members interact with 26TEN by simplifying how they choose to support adult literacy and numeracy in their organisations. Asthma Tasmania, Worksafe Tasmania and Landcare Tasmania were among the 25 organisations that joined the 26TEN Network in the last 12 months.

Strengthened the importance of plain English, for example, working with the School of Law at the University of Tasmania by providing plain English training to honours students and support to the Tasmanian Legal Practice Course. 26TEN also delivered a successful online webinar to over 40 staff at Early Childhood Intervention Service and Clarendon Vale Primary School on *Writing in Plain English to Parents and Carers*.

Ran a successful awareness raising campaign using "Emoji" aimed at encouraging young adult Tasmanians to ask for help with literacy and numeracy; as well as investing in Snapchat which proved to be a valuable addition to the social media suite, receiving the most engagement when compared to Facebook and Instagram.

Performance

Performance measure	2019-20 Actual	2020-21 Actual	2021-22 Target	2021-22 Actual	% of target reached
Percentage of people satisfied with Libraries Tasmania services	92.5	95.2	95	93.1	98
Average of library loans per lending item per annum	5.22	5.74	5.8	5.24 ¹	90.3
Number of visits to archive and heritage pages on Libraries Tasmania websites ²	1,300,084	1,276,340	1,200,000	1,519,806	126.7
Attendance in Libraries Tasmania programs and events per annum per 1 000 people ³	128.2	95.6	125	98.9	79.1
Percentage of people who feel more confident using digital technology after receiving support from Libraries Tasmania staff (including volunteers), or participating in courses	84.8	80.6	85	73.7 ⁴	86.7

1. The 2020-21 actual for 'Average number of loans per lending item' was impacted by COVID-19, affecting physical item loans, with ongoing physical distancing and related requirements, and changes to the movement of people within their communities.
2. COVID-19 has contributed to more online activity on Libraries Tasmania's archive and heritage pages since 2019-20.
3. Since 2019-20, COVID-19 has had an impact on actuals for 'Attendance in Libraries Tasmania programs and events per annum per 1 000 people' with library site closures in 2020 and ongoing physical distancing and related requirements, along with changes to the movement of people within their communities.
4. While the percentage of people reporting increased confidence as a result of support from Libraries Tasmania declined in 2021-22, the group reporting that they were "not sure" whether their confidence had increased is larger. Ongoing COVID-19 related restrictions and the resulting need for people to do more online, may have contributed to an increased sense of uncertainty using digital technology which is harder to overcome.



Clients

Members

There were 105,245 active members as at 30 June 2022.
This represents 19.5 per cent of the Tasmanian population.

Active library members by region – as at 30 June 2022

Region	Members	Percentage (%)
North	25,852	24.6%
North-west	21,039	20.0%
South	58,354	55.4%
Total	105 245	100%

Active library members by gender – as at 30 June 2022

Gender	Members	Percentage (%)
Female	67 694	64.3%
Male	37 203	35.3%
Other	246	0.23%
Not specified	102	0.1%
Total	105 245	100%

Active library users by age range – as at 30 June 2022

Age	Total	Percentage (%)
0–17	23 694	22.5%
18–24	5 520	5.2%
25–34	11 777	11.2%
35–44	13 545	12.9%
45–54	11 052	10.5%
55–64	12 537	11.9%
65+	26 572	25.2%
Not specified	548	0.5%
Total	105 245	100%

4

REQUIRED REPORTING



Employment

Employment status

Employment Status	Full Time Equivalents (FTE) ^{1,2,3}			Headcount ^{2,3}		
	Female	Male	Total	Female	Male	Total
Full-Time Fixed Term	387.97	225.86	613.83	391	228	619
Full-Time Permanent	2824.82	1356.42	4,181.24	2,846	1,361	4,207
Part-Time Fixed Term	780.52	232.91	1,013.43	1,400	420	1,820
Part-Time Permanent	2,411.50	441.94	2,853.44	3,847	655	4,502
Total	6,404.81	2,257.13	8,661.94	8,484	2,664	11,148

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

Staff employed

Services ¹	FTE ²	Headcount
LEARNING DIVISION	7,718.27	10,051
Primary Schools	3,535.65	4,766
Combined Schools	979.32	1,284
Secondary Schools	1,762.79	2,125
Senior Secondary Schools	696.27	903
Special Schools	283.29	396
Child and Family Centres	41.14	51
Office of the Deputy Secretary Learning	3.00	3
Learning ³	3.00	3
Year 11 and 12 Extension	6.85	7
Operations	7.40	8
Business Operations	5.00	5
Administration	13.92	15
Staffing	14.81	16
School Improvement	14.00	14
Student Support	16.30	17
Strong Families Safe Kids	16.30	18
Professional Support	189.77	257
Inclusive Learning	19.10	20
Student Engagement	25.53	27
School Health Nurse Program	55.99	84
Principal Wellbeing	3.00	3
Principal Leadership	2.00	2
Early Years Partnerships and Projects	23.84	27

Services¹	FTE²	Headcount
STRATEGY AND PERFORMANCE DIVISION	125.32	140
Office of the Deputy Secretary Strategy and Performance	1.00	1
Education and Care Unit	23.00	24
Government Education Training International	20.53	24
Education Performance and Review	29.53	31
Strategic Policy and Projects	19.94	24
Strategic Marketing, Communications and Media	17.43	20
Strategic Systems Development	5.71	6
External School Review	4.00	4
Principal Capability	1.00	1
Culture and Growth	3.18	5
SUPPORT AND DEVELOPMENT	214.80	253
Office of the Deputy Secretary Support and Development	3.00	3
Support and Development ³	2.00	2
Curriculum Services	26.42	31
Vocational Learning and Career Education	19.00	20
Aboriginal Education Services	19.30	22
Inclusion and Diversity Services	85.86	111
Professional Learning Institute	4.00	4
Child and Student Wellbeing	7.12	9
Teaching and Learning	5.40	6
Years 9-12 Curriculum	13.80	14
Years 9 – 12 Learning	2.00	2
Workforce Strategy	2.60	3
People Capability and Development	1.00	1
Literacy and Numeracy	23.30	25
CORPORATE AND BUSINESS SERVICES	302.97	323
Office of the Deputy Secretary Corporate and Business Services	3.00	3
Security and Emergency Management	3.00	3
Finance and Budget Services	34.44	37
Facility Services	35.15	36
Information and Technology Services	132.27	138
Human Resources Management	80.81	90
Internal Audit Office	3.70	4
Legal Services	10.6	12

**REQUIRED REPORTING**

Services ¹	FTE ²	Headcount
LIBRARIES TASMANIA ⁴	276.70	354
Libraries Tasmania	1.00	1
Library Network	193.24	260
Collections	41.03	47
Governance and Operations	19.53	22
Strategy and Engagement	21.90	24
OFFICE OF THE SECRETARY	23.88	27
Office of the Secretary	10.24	12
Ministerial Services	3.80	4
Registered Training Organisation	3.50	4
Safeguarding Children and Young People	6.34	7
Total	8,661.94	11,148

1. As per the Department's divisional structure as at 30 June 2022.
2. In some instances business units can have a higher FTE count due to some staff members working across multiple business units. Their headcount is generally attributed to the business unit with the highest FTE.
3. Includes employees who support various initiatives across the Department who are located in this division.
4. Previously counted under Learning Division.

Teachers employed

Positions	FTE	Headcount
Base Grade Teachers ¹	3,580.72	4,453
Advanced Skills Teachers ¹	661.78	709
Principals and Assistant Principals ¹	529.46	534
Non-School Based Band 4	4.00	4
Total	4,775.96	5,700

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	35.06	249
Full-Time Permanent	44.11	1,936
Part-Time Fixed Term	43.22	358
Part-Time Permanent	45.09	1,650
All Female	43.88	4,193
MALE		
Full-Time Fixed Term	36.60	151
Full-Time Permanent	43.17	921
Part-Time Fixed Term	43.64	134
Part-Time Permanent	46.43	301
All Male	43.20	1,507
All teachers	43.70	5,700

Support staff employed

Support staff	FTE	Headcount
Teacher Assistants	1,190.11	2,116
School Psychologists	74.75	101
Social Workers	89.71	119
Speech Pathologists	42.35	56
Nurses	55.99	84
Education Support Specialists	33.95	35
Total	1,486.86	2,511

Qualifications of teachers

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

	2020	2021	2022
4 Year-Trained	68%	67%	65%
5 Year-Trained	28%	29%	30%

Average age of teachers

Position	2020		2021		2022	
	Female	Male	Female	Male	Female	Male
Base Grade Teachers	43.10	42.31	43.17	42.41	42.98	42.53
Advanced Skills Teachers	46.09	44.60	45.59	44.27	45.11	44.26
Principals and Assistant Principals	50.97	46.54	50.74	46.81	50.53	46.20
Non-School Based Band 4	56.00	48.00	57.00	49.00	58.67	44.00

Age distributions of principals and assistant principals

Age group	Number
25 – 29	5
30 – 34	12
35 – 39	66
40 – 44	95
45 – 49	89
50 – 54	112
55 – 59	90
60 – 64	55
65+	10
Total	534



Gender Diversity

Gender ratio

Year	Female	Male	Total
2020	8,115	2,562	10,677
2021	8,248	2,619	10,867
2022	8,484	2,664	11,148

Award classifications by gender

Females make up 76 per cent of the total workforce. The predominance of females is consistent across all classification groups with the exception of Education Facility Attendants which are much closer to an even gender distribution.

TEACHING AWARD

Classification Group	Female ⁵	Male ⁵
Principals	130	78
Assistant Principals	146	74
Advanced Skills Teachers	482	185
Teachers	3,244	1,114
School Psychologists	2	0
Education Support Specialist	32	3

NON-SCHOOL BASED TEACHING AWARD¹

Classification Group	Female ⁵	Male ⁵
Band 4 Teaching	3	1
Band 3 Teaching	75	31
Band 2 Teaching	33	9
Band 1 Teaching	80	15
School Psychologists	85	14

NON-TEACHING

Classification Group	Female ⁵	Male ⁵
School Based Trainee	-	-
TSSA General Band 1 - 3 ²	863	82
TSSA General Band 4 - 6	616	169
TSSA General Band 7 - 8	126	44
TSSA General Band 9 - 10	2	1
TSSA Professional Band 1 ³	7	1
TSSA Professional Band 2 ³	26	5
TSSA Professional Band 3	2	1
TSSA Professional Band 4	4	0
Facility Attendants 4	480	407
Nurses	78	6
Social Workers	108	11
Speech and Language Pathologists	55	1
Teacher Assistants	1,789	327
ICT Technician	5	68

1. Includes School Improvement, Student Support and Teachers in Strategy and Performance and Support and Development and Year 11 and 12 Extension.
2. Excludes Band 2 Teacher Assistants.
3. TSSA Professional includes Archivists, Curators and Librarians.
4. Includes Libraries Cleaners.
5. Where an employee is on paid leave and another employee backfills the position of the employee on paid leave, both employees will be included in the FTE and headcount calculation as both employees have been paid against that position.

Gender distribution in promoted positions

Position	Female	Male	Total
Advanced Skills Teachers	515	194	709
Principals and Assistant Principals	351	183	534
Total	866	377	1,243

Senior Executive count by gender

Office	2020		2021		2022	
	Female	Male	Female	Male	Female	Male
SES 1	6	8	3	8	4	7
SES 2	1	6	1	6	1	8
SES 3	2	0	2	0	3	0
SES 4	3	1	3	1	3	1
Total	12	15	9	15	11	16

**REQUIRED
REPORTING****Senior Executive salary equivalents by gender**

Position	2020		2021		2022	
	Female	Male	Female	Male	Female	Male
Head of Agency	0	1	-	1	0	1
SES 1	6	8	3	8	4	7
SES 2	1	6	1	6	1	8
SES 3	2	0	2	-	3	0
SES 4	3	1	3	1	3	1
Senior Education Manager/Director Band 4 Level 2	1	1	1	1	3	1
Principal Band 3A Level 2	24	12	25	12	23	14
Principal Band 3A Level 3	28	24	36	23	37	21
Principal Band 3A Level 4	26	11	24	13	27	15
Principal Band 3A Level 5	7	10	11	11	7	11
Principal Band 3A Level 6	7	5	6	4	8	5
Principal Band 3C Level 1	-	-	-	-	-	-
Principal Band 3C Level 3	1	-	-	-	-	-
Principal Band 3C Level 4	1	-	-	-	-	-
Principal Band 3C Level 5	-	-	-	-	-	-
Principal Band 3C Level 6	1	-	1	-	1	0
Principal Band 3C Level 7	-	-	-	-	-	-
Principal Band 3C Level 8	-	-	-	-	-	-
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	0
Principal Non-Teaching Band 3A Level 4	3	1	3	1	2	1
Principal Non-Teaching Band 3A Level 5	2	-	3	-	2	0
Principal Non-Teaching Band 3A Level 6	11	3	14	7	16	8
Principal/Manager Non-Teaching Band 3 Level 5	8	5	6	4	6	4
Principal/Manager Non-Teaching Band 3 Level 6	1	1	-	-	-	-
Principal/Manager Non-Teaching Band 3 Level 8	-	-	-	-	-	-
Assistant Principal Band 3*	-	1	-	-	-	-
TSSA General Band 9	2	2	2	1	2	1
Total	143	88	142	93	146	98

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

June 2020 SES 1 base salary point was \$131,769

June 2021 SES 1 base salary point was \$134,800

June 2022 SES 1 base salary point was \$137,901

Recruitment and staff movement

Advertising and filling of jobs

	2019-20	2020-21	2021-22
Permanent jobs that were advertised	535	428 ¹	635
Permanent jobs that were filled	514	327 ¹	622 ²
Permanent jobs that were filled by staff from within the Department	410	272	471
Permanent jobs that were filled by people outside of the Department but within the state public service	14	5	53
Permanent jobs that were filled by people outside of the state public service	90	70	98

1. Permanent jobs advertised (and filled) reduced in 2020-21 by Employment Direction IA (COVID) measures.
2. 2021-22 Onwards statistic is those filled (appointments) during 2021-22 (including those advertised prior to 1 July 2021). Prior years 'advertised and filled'.

Appointment of part-time employees

	2019-20	2020-21	2021-22
Part-time positions advertised		105	218
Full-time employees who reduced their hours to part-time	666	670	678
Part-time employees	5,901	6,109	6,322

Appointment of permanent base grade teachers

Financial year ending	New graduates appointed through scholarship program	Appointments through merit application	Conversions to program permanent status	Total
2022	19 (intern placement program only)	81	237	337
2021	13 (intern placement program only)	56	181	250
2020	12 (intern placement program only)	124	79	215

Separations

	2019-20	2020-21	2021-22
Permanent employees who resigned	145	182	271
Permanent employees who retired	270	313	370

Secondments and interagency transfers

	2019-20	2020-21	2021-22
Employees who were seconded	12	11	8
Employees who participated in an inter-agency transfer	65	83	86



Building our workforce

Education Workforce Roundtable and More Teachers, Quality Teaching Action Plan

We continue to deliver on our strong commitment to build a workforce of talented people, capable of delivering outcomes for every learner.

We recognise that leading and resourcing innovative initiatives requires strong partnerships, that is why in 2018, the Government established the Education Workforce Roundtable to commit to taking collective action to deliver a quality education workforce for Tasmania.

The six Roundtable organisations include the DoE and:

- The University of Tasmania (UTAS)
- The Peter Underwood Centre for Educational Attainment (PUC)
- The Teachers Registration Board (TRB)
- The Australian Education Union (AEU)
- The Tasmanian Principals Association (TPA).

Through this partnership, the *More Teachers, Quality Teaching (MTQT) Action Plan (2019-22)* was created, which has seen Tasmania's education partners commit to working together to design solutions to increase the quality and quantity of Tasmanian teachers and leaders.

The Roundtable continued to meet regularly and work collaboratively to progress the *MTQT Action Plan*.

Through the development of the *Tasmanian Teacher Profile (TTP)*, we defined what a quality teacher looks like in the Tasmanian Government school context - beyond technical expertise and qualifications.

In 2021, a draft toolkit concept was designed to support schools utilising the TTP for recruitment conducted at the school level.

The TTP is used as part of quality assessment protocols for the recruitment of new teachers and *Teacher Intern Placement Program (TIPP)* scholarships into Tasmanian Government Schools.

We continued to deliver annual national recruitment campaigns leveraging the *Teach Tasmania* campaign and associated marketing materials.

We leveraged findings from the 2020 TIPP review to implement ongoing improvements to the program during 2021-22. These improvements focussed on increased support for interns, mentors and schools, a review of financial support for interns, and an increased focus on marketing the program

The *Highly Accomplished and Lead Teacher Pilot* was delivered by the three education sectors in collaboration with the Teacher's Registration Board and UTAS in 2021.

The draft *Good Practice Guide: Induction for Early Career Teachers* concept has been designed to provide further support for early career teachers in our workforce and covers five key areas: induction, mentoring, networking, community integration and time release.

Teach Tasmania Welcome to the Profession Days continued to be delivered, in partnership with UTAS, to provide early career teachers with the opportunity to learn about what it means to be a quality teacher within Tasmania's public education system.

More staff in schools

Since 2018, we have appointed 320 permanent teachers through targeted annual campaigns, focusing on regional and hard to staff schools and specialisations. This investment supports the *MTQT Action Plan*. The fourth annual teacher campaign resulted in 75 permanent appointments. During the year, funding was allocated to continue to expand the TIPP and introduce the *TTP* to support the assessment of quality teachers during recruitment. Finally, a *Permanent Relief Pool Program* of up to 30 FTE has been developed to allow funding of permanent staff to undertake relief work at targeted schools, reducing pressure and improving learner outcomes.

Workforce capability

The development of our Workforce Capability System (MyCareer@DoE) has continued throughout 2021, with the system being progressively configured to capture, maintain and report key workforce capability data. Integration of data from existing source systems has enabled initial data on teacher qualifications and teaching experience aligned to learning areas to be brought together to develop preliminary workforce audit reporting. As the quality and quantity of available data improves over time, this data will provide a more comprehensive understanding of teacher specialisation.

With the implementation of MyCareer@DoE across our workforce over the next two years, current data will be combined with professional learning and performance data to provide a more complete view of teacher capability and specialisation. Increased understanding of teacher specialisation and the broad capability profiles of the DoE workforce will support improvements to system level workforce planning, strategic recruitment and targeted professional learning strategies.

Principal capability and performance

School leaders have one of the biggest impacts on student outcomes. From 2022, we have increased our focus on building principal capability to inspire principals in their professional growth and set clear expectations about how they can impact learner outcomes. This includes investing in a number of key projects to prepare principals and aspiring principals with the skills, knowledge and capability to thrive and continually grow in their leadership practice. These key projects include:

- A *Principal Capability Framework* that makes clear what a high-performing Principal needs to know, do, and be like.
- A refreshed *Principal Classification Structure* to ensure remuneration more accurately reflects school complexity, and the introduction of salary progressions.
- A strengthened Performance and Development Plan (PDP) that enhances accountability and supports growth.
- Introduction of essential professional learning – the *School Leadership and Management Prerequisites* – to ensure aspiring principals have the foundational knowledge and skills to undertake the role.

Professional learning

The Professional Learning Institute (PLI) brokers and delivers professional learning. In the past 12 months, in addition to face-to-face adult learning, there has been a shift towards professional learning delivered as online and blended learning (a combination of online and face-to-face). Between July 2021 and June 2022 the following delivery and participation rates occurred through the PLI:

- A total of 461 professional learning programs.
- A total of 10,397 confirmed enrolments in professional learning.
- 6625 enrolments in online programs.
- 847 enrolments in blended learning programs.
- 2925 face-to-face enrolments.

Performance and Development Framework

The *Performance and Development Framework* has been in operation since 2012. This Framework provides a consistent approach to performance management and ensures a structured and formal approach to performance management which fulfils all requirements of the *State Service Act 2000* and the employment direction.

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

Key features of the Framework include:

- Establishment of strong linkages and alignment to our Strategic Plan goals and values, and to school and workplace improvement priorities and professional standards.
- The requirement for all employees to participate in formal performance management discussions with their managers.
- Documentation of the agreed outcomes of these discussions in the form of a PDP.
- Formal annual assessment of performance.
- A structured process for early intervention and management of underperformance.
- Capability and values profiles for non-teaching staff and professional standards for teaching staff as the basis for establishing improvement goals and assessing performance.

Our key focus is providing a supportive culture underpinned by a skilled and capable workforce. Employee responsibilities in accordance with these requirements and principles are an inherent part of the Framework, ensuring all employees are aware of, and assessed against, these responsibilities.

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

The focus of performance management for teachers is on improving the overall quality of teaching in Tasmanian Government Schools, and these professional standards describe the core aspects of quality teaching. The PLI has a key ongoing role in delivering on identified professional learning needs to enhance quality teaching for our staff.



For non-teaching staff, a range of capability and values profiles guide self-assessment and performance discussions. These profiles describe the standard of work and behaviour required at each classification level. They are supplemented by professional standards and capability profiles which describe the standard of professional practice required of school support staff including psychologists, speech and language pathologists and social workers.

In addition, an online training module is available to all employees and is designed for individual access, or to be used for a facilitated group discussion. The module provides a training path specific to each employment category.

Staff wellbeing

Work is underway to implement the *Staff Wellbeing Framework 2022-2024*, developed in late 2021. The Framework was developed in consultation with staff across the Department to:

- Have a common language and understanding for when we discuss, assess and measure wellbeing at work.
- Have a flexible, evidence-based approach for all staff to promote, communicate about, and support their wellbeing.
- Identify priorities to improve staff wellbeing.
- Create inclusive workplaces where diversity is supported and celebrated.

This work has aligned strategic workforce inclusion and engagement initiatives and is enabling staff to continue to implement actions through key Diversity and Inclusion commitments and actions to implement the *Our Watch: Workplace Equality and Respect Standards*.

The *Staff Wellbeing Framework* is guided in 2022 by a *Staff Wellbeing and Inclusion Plan* which sets out five foundational actions we are delivering to achieve the priorities in the Framework. These actions are to:

- Undertake an awareness raising campaign to improve our understanding of staff wellbeing.
- Build the capability of all staff and leaders by developing a suite of tailored resources to build shared responsibility for wellbeing across the wellbeing continuum.
- Establish a baseline measure of staff wellbeing to inform continuous improvement.
- Strengthen our supports by developing a wellbeing peer network to promote staff wellbeing and offer support and referral.

- Maintain safe, healthy, and accessible workplaces by embedding key inclusion and equality commitments.

This year Action 3 includes our own *Staff Wellbeing Survey* which will be delivered for the first time. This survey will help to measure levels of staff wellbeing and ensure we are providing targeted wellbeing support and services.

Principal wellbeing

The Department acknowledged the unprecedented challenges that our schools and community faced in the past year. Through the challenging time, the leadership of a principal was proven to be a critical element that kept schools open, creating and maintaining conditions that allow learners to continue to learn, thrive and achieve. Recognising the increased need for and importance of providing effective supports for our principals during this time, we have focused resources and implemented initiatives that supported the wellbeing of our principals, both directly and indirectly.

At the end of 2021, a review of the inaugural *Principal Wellbeing Action Plan (PWAP) 2019–21* was undertaken. The aims of the Review were to evaluate the perceived impacts of the actions on the wellbeing of our principals, identify gaps and potential areas for improvement. Feedback from principals, other key internal and external stakeholders – including the Tasmanian Principals Association and the Australian Education Union – were triangulated with two years' worth of Tasmanian principal wellbeing data as well as with robust data sets at the state and national levels.

Overall, the Review found that the PWAP had brought principal wellbeing into focus for school and system leaders. There was also a general appreciation from principals for the initiatives implemented and that 'principal voice' was listened to during the process. Consistent with the findings of state and national studies, workload, staffing, and managing challenging behaviours continued to be the main work-related challenges that impact principals' wellbeing.

The review findings provided the basis for the construction of the *Principal Wellbeing Action Plan 2022–2024* that outlines the next iteration of wellbeing supports, building on the strong foundation of the previous plan in alignment with the *Staff Wellbeing Framework*. There are four key Focus Areas under the PWAP 2022–24:

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

During 2021-22, the focus of actions have included:

- Ongoing cross-divisional work and coordination of all actions within the PWAP.
- Embedding the formal provision of a *Proactive Wellbeing Supervision* service which offers principals five one-on-one sessions per year with a suitably experienced psychologist.
- Continued provision of professional learning around wellbeing delivered by qualified professionals
 - A suite of professional learning opportunities continues to be available from the PLI, designed to support principals and other school leaders lead for wellbeing.
 - Live webinars on a range of relevant and up-to-date topics around wellbeing were made available to all staff across the 2022 calendar year.
 - A range of pre-recorded wellbeing modules that can be accessed at any time to allow a greater flexibility for schools, especially for rural and isolated schools.
- Continuation of the *Mentoring Program for Principals*. Principals are eligible for up to 20 hours of one-on-one confidential mentoring support with a retired principal.
- Commitment and delivery of further funding and training to schools to support more students impacted by trauma or with emotional and behavioural challenges.
- Embedding the *Respectful Schools Campaign*, a three-year community education campaign to encourage respectful behaviours in schools, developed through rigorous consultation with principals and other key stakeholders.
- Embedding the *Enquiries and Complaints Policy, Procedure and Guidelines* and the accompanying resources and professional learning modules to support school leaders and staff.

- Embedding the formal provision of an *Alternative Dispute Resolution (ADR)* service for principals to access when resolving complex complaints with students and families. ADR involves multiple strategies that can be utilised when seeking a resolution to a complaint, provided by an independent service provider. Such strategies include:
 - facilitated meetings
 - mediation
 - conciliation
 - one-on-one conflict coaching (a skills development strategy explicitly designed to support principals when managing complex complaints).
- Fostering collaboration with other key DoE stakeholders towards the implementation of the *AITSL National Strategy to Address the Abuse of Teachers, School Leaders and Other School Staff*, for example, by making it easier to report incidents of abuse through a streamlined staff abuse app.
- Active engagement with national networks focused on supporting principal and staff wellbeing.

Principal Wellbeing supports utilisation figures (1 July 2021 – 30 June 2022)

Live wellbeing webinars	1,155 enrolments across 20 sessions from 579 DoE staff
Mentoring	45 individuals
Proactive Wellbeing Supervision	61 individuals/ 201 sessions/ 225 hours
WorkWell wellbeing survey	153 individuals
Alternative Dispute Resolution	5 cases
Principal Induction	21 individuals
Preparing for School Principalship	12 individuals
Flourish	21 individuals



**REQUIRED
REPORTING**

Health and Safety

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

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

Our WHS Action Plan 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 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.

Workers compensation

Number of claims made by nature of the injury

Nature of injury	2019-20	2020 -21	2021-22
Bruising/contusion	55	80	66
Burns	4	4	2
Electric shocks	-	5	1
Fractures/dislocations	35	19	24
Lacerations	31	19	27
Multiple injuries	-	-	-
Sprains/strains	241	206	195
Stress	59	62	91
Superficial	2	3	-
Systemic	-	-	-
Concussion	6	6	9
Hearing loss	-	3	1
Student bites	-	7	6
Non-specific/other	20	17	17
Total	453	431	439

Workers compensation claims – injury management

Body location/injury type	2019-20			2020-21			2021-22		
	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22
Back	52	53	54	21	25	19			
Head – ears/face/eyes	41	39	49	-	1	2			
Lower limbs	131	117	91	50	42	25			
Multiple	27	11	21	9	4	4			
Neck	18	7	7	3	2	2			
Shoulder	32	27	34	18	14	12			
Mental illness/mind	59	61	91	59	36	59			
Systemic	4	6	-	-	-	-			
Trunk	6	14	13	-	2	-			
Upper limbs	83	96	79	26	13	10			
Total	453	431	439	186	139	133			

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

Employee conduct

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

Our *Ethical Conduct Framework* provides a range of policies and procedures, information and tools to support employees and officers to undertake their duties and fulfil their responsibilities, while behaving in a professional manner, upholding the reputation of the Department and its value of respect. The Framework has been reviewed and updated in 2021-22 to provide a range of additional information and resources focussed on reporting and responding to allegations, particularly as they relate to child sexual abuse.

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

Alleged breaches of the Code or Professional Conduct Standards are investigated in a timely manner, through a fair and structured process in order to convey the message that inappropriate conduct will not be tolerated, does have consequences and to provide the safest possible environment for learners.

In 2021-22, 28 ED5 investigations were commenced, of these 23 remain active matters and six remain ongoing from

2020-21. In addition to ED5 matters, investigations were commenced in relation to allegations of misconduct against 11 former or relief employees.

Grievance resolution procedures

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

In 2021-22 two matters were received for consideration as a formal grievance. Both of these matters remain under assessment at the time of reporting. A number of grievance type matters were managed by the Workplace Relations Unit through informal processes and resulted in resolutions at a local level without requiring a formal investigation or review.

Employee participation in industrial relations matters

Unions and employees were represented on a range of departmental consultative committees and processes in relation to various 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.



Inclusion and diversity

Disability Action Plan 2018-21

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

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

In the past 12 months, we continued to make 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.

The Australian Government released a new *National Disability Strategy 2021–2031*, this will drive the Tasmanian Disability Framework for Action Plan for 2022 and beyond.

Early Childhood Education Services (ECIS)

Early Childhood Intervention Service (ECIS) provides specialist, evidence based, educational support to children 0-4 years and their families with a developmental delay or disability across Tasmania. During 2021-22 ECIS commenced a review of service provision focusing on greater inclusion for more children in more communities. We are building on the strong foundations of inclusion in schools and are committed to providing early years inclusion support across all DoE birth – four services and programs.

Educational Adjustments: Disability Funding, Meeting Learner Needs

In 2022, the Educational Adjustments model allocated funding and staffing resources to schools where students with disability required adjustments to the usual educational program to support their access and engagement in their learning. This is a needs-based model and is determined by the level of educational adjustments in place.

An additional \$34 million has been allocated by the Tasmanian Government to implement this model over four years from 2019 to 2023. In 2022, over \$97 million was invested to directly support students with disability across schools.

The model supports more students from previous years. The model currently recognises 7,064 students with disability in our Tasmanian Government Schools, 5,377 of whom receive additional funding into their School Resource Package. The funding contributes to the educational adjustments in place, aligned to student Individual Learning Plans.

Support teachers are employed in every school to guide and coordinate the inclusive practices in supporting students with disability. The support teacher allocation has increased from 199.7 FTE in 2021 to 211.9 FTE in 2022.

Quality Differentiated Teaching Practice

Differentiated teaching practice plays a key role in all learning environments. It ensures learners can access, take part, and engage in education.

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

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 provide many opportunities for students to show their knowledge and understanding.

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

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

- personalised learning through learning plans and goal setting
- quality educational adjustments beyond teacher assistants
- evidence collection for students included in the Nationally Consistent Collection of Data (NCCD)
- disability specific professional learning
- universal design for inclusive classrooms.

Each term professional learning is also available through online training 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 and mental health whole school practice
- trauma theory.

In the past 12 months, 275 staff have enrolled in the tutored courses.

All staff have access to the Community Hub which includes information, resources, and best practice guidance to support students with disability.

Professional learning is available to individual schools on request. We aim to build capacity of staff to support students with disability. We work with school staff to analyse school data and identify areas of greatest need.

English as an Additional Language (EAL)

In 2022 we welcomed and supported students and families from many different countries. Students with diverse cultural and linguistic backgrounds enrolled in schools all around the State.

Over the past year, the EAL service supported 1,056 EAL students to learn English. This is an increase from 920 students, who received EAL support in the previous year.

The EAL Service continued to implement a needs-based support model. The model provides a resource allocation to schools based on each school's EAL student numbers and the students' English proficiency levels. The allocation to schools may include funding plus EAL teacher time.

Schools determine when and how to use the resource to suit their context and the needs of students. They may use the funding to purchase EAL teacher assistant time, EAL teacher time, resources, professional learning or to support student transitions. Advanced skills teachers continue to provide advice and support to principals, EAL teachers and classroom teachers.

The model now allocates contingency funding to schools to support new EAL students who enrol during the year. The funding is allocated to schools on a pro-rata basis, as it aligns to the 'needs based' support model. This allows schools to increase resources as required to meet the needs of new enrolments throughout the year.

The EAL Service now has two permanent EAL social workers. Their role provides an EAL lens and facilitates the school's connection with services that are available in the local community. They work with and through school based social workers to help the schools better support EAL students and families.

The EAL Service developed a new EAL Community Hub this year to enable all government schools to easily access EAL information and resources. Approximately 95 principals currently have direct access to their EAL student files that are housed within the Hub.



Aboriginal Education Services

We continue to contribute to the whole-of-government *Closing the Gap Implementation Plan 2021-2023* that was developed in partnership with Tasmanian Aboriginal community organisations.

Planning is underway to strengthen capacity with Aboriginal Education Services to fulfill Recommendation 23 in *The Pathway to Truth-Telling and Treaty*.

Aboriginal Education Services and Parks Australia collaborated to provide access to learning opportunities through the *Explore Sea Country* project, 2022 and 2023.

In collaboration with Aboriginal communities, we are progressing a *Statement of Commitment*, to take meaningful steps to support Reconciliation.

Gifted education

We are committed to inspiring and challenging gifted and highly able learners by developing:

- Teacher capacity to meet the needs of gifted learners everyday.
- Providing resources and supports to schools designed specifically for gifted learners.

Gifted students have the capacity for development in the top 10 per cent of at least one ability domain (cognitive, physical, creative or social). There are currently 224 gifted students who have an active learning plan.

During 2021-22 there were 21 different Gifted Online courses delivered in Canvas, an online learning management system. There were courses for students from Prep to

Year 10 across all curriculum areas except Health and Physical Education. Our Gifted and Highly Able team comprise a total of 17 teachers with specialist knowledge and skills for teaching gifted students. As at 30 June 2022, there were 1,232 Department students with an approved enrolment and a total 7.6 FTE teachers. Students in these courses come from 107 different Tasmanian Government Schools.

During 2021-22, ten students gained early entry to school through the Early Entry to School Cross Sectoral Placement Committee.

In May 2022 we signed an agreement with Catholic Education Tasmania (CET) to allow 116 students and 131 teachers from 15 CET schools to access 8 Gifted Online courses.

Gifted Insight professional learning was offered free to all our teachers. A total of 25 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 829 teachers who have accessed this course. This is an increase of 44 teachers from the previous year. Materials in the course and learning content is designed to support teachers with the latest resources for meeting the needs of gifted learners. There were 181 teachers with access to the Gifted Insight Learning Community where teachers are able to pose questions and network to develop their capacity to challenge gifted learners.

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 is integral to how we share important information to the Tasmanian community.

Our social media presence continues to grow with Facebook followers to our page now around 28,000. Over 95 per cent of Tasmanian Government Schools 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 families and other community members 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

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* (the PID Act) is to encourage and facilitate disclosures about improper conduct or detrimental action by public officers and public bodies.

Our *Public Interest Disclosures Procedure* establish a system for reporting disclosures of improper conduct or detrimental action by the Department or our officers or employees. They are publicly available for departmental employees, contractors and members of the public to view on our website. A Whistle Blowing Policy is currently being drafted in line with recommendations from the Tasmanian Ombudsman.

From 1 July 2021 through to 30 June 2022, the Department did not accept any public interest disclosures. It is noted that the Department received one complaint referring to the PID Act. The Delegate determined it was not a matter that the Department could accept and advised the complainant to contact the relevant external authorities.

Personal information

During 2021-22, the Department processed 219 requests for personal information, compared to 260 in the 2020-21 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.

During 2021-22, we received 215 requests under the Act, which is an increase from the 154 requests in 2020-21 of approximately 40%.

**REQUIRED REPORTING**

Right to Information requests	Total
Number of applications received for assessed disclosure	215
Number of applications withdrawn	5
Number of applications transferred in full to another agency	1
Number of applications refused before acceptance	0
Number of applications accepted for assessed disclosure	200 ¹
Number of applications determined by 30 June	168²
Released in full	49
Released in part with the balance refused or claimed as exempt	107
All information applied for was exempt	2
Information applied for not held by the agency	0
No information located	10
Determined within 20 working days	43
Determined more than 20 working days	125
Determined more than 20 working days which involved an extension of time negotiated under s15(4)(a) by agreement with the applicant	85
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)	1
Determined more than 20 working days with no extension of time negotiated	39
Internal reviews requested	2
Internal reviews finalised by 30 June	2
Internal reviews decision upheld in full	1
Internal reviews decision upheld in part	1
Internal reviews resolved by other means	0

1. There were 15 applications not accepted at the time of reporting due to being incomplete, transferred or withdrawn.

2. Includes fifty-nine RTI applications received during 2020-21 and determined in 2021-22.

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 2021*
- *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 to 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.

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 advises 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.



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. Our contributions to the fund in 2021-22 totaled \$19.5 million (excluding GST). The contributions included \$15 million for workers compensation and \$4 million for property loss and damage.

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

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

Under our asset management policy, responsibility for the day-to-day management of facilities rests with individual site managers.

We also operate the *Property Protection Scheme* which is a self-funded pool that covers the cost of damage and losses incurred 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:

Tasmanian Risk Management Fund – summary of claims for 2021-22

Item	Number of claims	Total value of claims (\$)
General property	11	\$1,268,291
General liability	1	\$0
Motor vehicle	58	\$145,800
Personal accident (for students engaged in workplace learning activities and volunteers)	11	\$1,313,086
Total	81	\$2,727,177

Property Protection Scheme – summary of claims for 2021-22

Summary of claims for 2021-22	
Number of claims lodged	1,111
Total value of claims	\$4,530,362
Highest valued claim	\$53,354
Number of sites lodging claims	174
Average cost per claim	\$4,077

New Arrangements

- Created a Security and Emergency Management Section under the Corporate and Business Services Division – September 2021
- Created and renamed sections under the Support and Development Division including Engagement and Wellbeing, Differentiation and Diversity, Teaching and Learning, Australian Curriculum, People Capability and Development – September 2021
- Renamed Differentiation and Diversity to Inclusion and Diversity Services – November 2021
- Created Hobart City High School under Schools (Southern Region) then included New Town High and Ogilvie High School – November 2021 and January 2022
- Moved the Libraries Tasmania Division to report directly to the Secretary (previously Learning) – November 2021
- Created Safeguarding Children and Young People, reporting to the Secretary – November 2021
- Created the Registered Training Organisation, reporting to the Secretary – February 2022

Risk Management

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

Asset Management

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

- Optimising the use of built resources to support the provision of a range of educational programs, accommodate new ways of teaching and learning, and help foster better educational outcomes for students, 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.
- Following industry best practice in procurement practices and full compliance with Treasury requirements.
- Managing asset management information to inform both short and long term strategic decisions and maximise Department of Education funding.
- Maximising the responsible use of facilities, facilitating partnership agreements for sharing facilities, and using community and shared facilities where appropriate.
- Supporting the Asset Strategy Steering Committee to provide strategic oversight and direction in asset management.
- Development and management of the *Strategic Asset Management Plan*.



Climate change

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

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

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

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

Through these actions, we aim to:

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

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

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

Under the Program, the installation of 747 kW of solar panels on the first tranche of schools is set to be completed by the end of the 2022 calendar year.

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

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

- The selection, whenever possible, of hybrid or fully electric vehicles to replace internal combustion engine vehicles.
As at 30 June 2022, we have four fully electric vehicles (EV) and 112 hybrid or plug-in hybrid vehicles in our fleet, and have installed EV charging stations at Department sites.
- Use of the innovative SLC on the site of the Hobart College to promote and provide broad understanding of sustainability practices across the education sector. The SLC was the first building in Tasmania to be awarded a 6 star accreditation from the Australian Green Building Council. The centre operates as a unique partnership between the Department, Hobart College, Greening Australia, EPA Tasmania, the Tasmanian Catholic Education Office and Independent Schools Tasmania.
- As part of our Capital Investment Program, providing opportunities to re-use existing materials in our building projects when feasible. Additionally, with all building works, the requirement to incorporate energy saving components are in each architectural commissioning brief.
- Promoting the importance of effective waste management, we entered into a state-wide waste management contract in 2011. A key feature of the contract was the reporting of different waste streams, their volumes and associated greenhouse gas emissions, which enables identification of opportunities for reducing waste to landfill and improvements in recycling.
- As a result of a recent tender process to renew, we are in the process of negotiating a contract with the successful supplier and this will further promote recycling and identify opportunities to reduce waste being sent to landfill.

This contract will also support our efficient use and access to the *Container Refund Scheme* (due to come into effect in the first half of 2023); the Scheme being designed to further encourage recycling and reduce impacts on the environment.

Waste emissions levels 2021-22

	2021-22	2020-21
Total Waste (tonnes) ¹	4,161	3,981
Current total Green House Gas (GHG) emissions ¹	2,873	2,641

Measuring and Reporting

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

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

Greenhouse gas emissions during the financial year 2021–22 were approximately 12,577 tonnes.

The following is a breakdown of 2021–22 figures, along with 2020–21 figures for comparison:

Use	2021-22		2020-21	
	Volume	Emissions (t CO ₂ e) ¹	Volume	Emissions (t CO ₂ e) ¹
Electricity (kWh) ²	54,936,204	8,790	56,402,240	9,588
Natural gas (MJ)	2,587,104	133	2,658,251	137
Transport fuel (litres) ³	321,204	775	404,699	991
Air travel (passenger kms) ⁴	22,513	6	53,056	13
Waste (tonnes) ⁵	4,161	2,873	3,981	2,641
Emissions total		12,577		13,770

1. t CO₂e = Tonnes of carbon dioxide equivalent.

2. Greenhouse gas emissions are calculated using emissions factors and methods from the *National Greenhouse and Energy Reporting (Measurement) Determination 2008* and published in the *National Greenhouse Accounts Factors* for 2019 and 2020. Note that these emissions factors are calculated each year and the factor for scope 2 emissions from grid delivered electricity in Tasmania is slightly lower for 2022 than for 2021.

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 is significantly reduced 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.



**REQUIRED
REPORTING**

Major Capital Projects

Summary of major capital projects completed during 2021-22

Capital Program	Total cost \$'000
Capital Investment Program	37,205
Department-funded major projects	500
Total	37,705

List of individual major capital projects completed during 2021-22

Site/Program	Project	Total cost \$'000
Devonport High School	Major redevelopment including the provision of contemporary learning environments, support spaces and administration, and car parking improvements	10,500
East Launceston Primary School	Major redevelopment to construct new kindergarten facilities, general learning environments, staff and support facilities, amenities and multi-purpose facilities to cater for enrolment demands	4,500
Lansdowne Crescent Primary School	Construction of additional learning areas and amenities. Refurbishment of existing learning areas, staff and administration areas and amenities	4,730
Montagu Bay Primary School	Construction of new general learning environments, support space, amenities and car parking to cater for enrolment demand	1,750
School Farm Redevelopment (Sheffield)	Redevelopment of Sheffield School Farm	3,000
School Infrastructure Upgrades	This project provides for upgrades at Hellyer College, Ulverstone Primary School, Launceston College and the Molesworth Environment Centre	6,770
Southern Support School	Construction of additional learning and support areas	4,300
Spreyton Primary School	Construction of new kindergarten learning facilities and relocation of playground	1,655
Taroona Bus Stop Upgrade and Pedestrian Signals	Contribution towards Department of State Growth upgrades to bus stop and to install pedestrian crossing signals on Channel Highway to increase student transport capacity and safety	500
Total		37,705

List of ongoing major capital projects

Site/Program	Project	Estimated total cost \$'000	Total remaining \$'000	Estimated completion year
Brighton High School	Construction of a new Years 7 - 12 high school at Brighton for 600 students	50,000	45,906	2025
Bothwell District School	Agricultural facilities at Bothwell District School will be upgraded and consolidated to enable the school to increase and expand agricultural VET programs	2,000	1,917	2024
Cambridge Primary School	Provision of additional contemporary learning environments, associated support spaces and amenities for a gymnasium, and traffic and car parking improvements	15,100	15,019	2026
Campbell Town District School	Agricultural facilities will be upgraded and consolidated to enable the school to increase and expand agricultural VET programs	2,000	1,972	2024
Contemporary Classrooms Program	This initiative provides for a co-ordinated state-wide program to renew and upgrade outdated classrooms, with a focus on schools in low socio-economic areas	10,000	9,756	2027
Cosgrove High School	Revitalisation of the school to provide a contemporary school providing education to Year 12	20,000	18,953	2025
Education Act 2016 Implementation Capital	Funding to ensure State Kindergarten facilities comply with the <i>National Quality Framework</i> for Early Years and Care and meeting the capital requirements associated with the Later Finishing Age.	18,000	480	2024
Exeter High School	Provision of contemporary learning spaces, associated support spaces and amenities, and specialist facilities such as kitchens, library and arts facilities	11,000	10,896	2025
Electrical Switchboard Maintenance Program	Upgrade ageing electrical switchboard infrastructure within schools	11,000	9,423	2026
Glen Dhu Pool	Upgrade and reopening of the Glen Dhu pool	3,450	3,450	2024
Hobart City Partner Schools	Funding for immediate requirements such as new bathroom amenities and learning area upgrades, with additional works for further priority infrastructure requirements identified through the Hobart City High School masterplan	21,600	20,642	2027
Lauderdale Primary School	Provision of additional contemporary learning spaces, associated support spaces and amenities, and the redevelopment of outdoor play areas	6,500	6,399	2024
Legana Primary School	Construction of a new primary school for 350 students	24,000	20,967	2025
Montello Primary School	Redevelopment to provide students with contemporary learning environments, associated support spaces and amenities	7,100	7,044	2024
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	4,113	2022
Renewable Energy Schools Program	Funding is allocated to deliver a Renewable Energy Schools Program that will roll out solar panels to government schools	5,000	4,924	2027

**REQUIRED REPORTING**

Site/Program	Project	Estimated total cost \$'000	Total remaining \$'000	Estimated completion year
Rosny College	Upgrade works to the Fly bridge and Theatre to increase safety and amenity	400	225	2023
School Farm Redevelopment (Brighton)	Redevelopment of School Farm	4,300	276	2022
Six New Early Learning Hubs	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	23,895	2024
Sorell School	Major redevelopment including provision of contemporary learning areas	25,750	18,052	2024
Southern Support School	Upgrade to mechanical services	310	265	2022
Springfield Gardens Primary School	This project provides for an extension of the existing multi-purpose hall	1,450	1,332	2023
Supporting Safer Schools Program	This program of works provides for anti-bullying measures, with the upgrade of toilets at 42 High Schools and District School sites improving the safety of student bathrooms	6,300	6,245	2027
Support School Package including NW Support School	Funding is allocated to construct a brand new purpose built North West Support School on a new site to ensure mobility access for students, including a hydrotherapy pool. Additional funding for remaining works required at the Southern Support School, and for upgrades at the North West support school, Burnie campus	20,000	17,150	2026
Tasmanian Archives Office (TAO)	Redevelopment of vacant area at the Lindisfarne North Primary site and relocation of TAO from its current location at Berriedale	7,465	487	2022
Years 7-12 Implementation Plan	Capital works and new classroom construction to support the Years 7-12 Implementation Plan	16,500	2,532	2023
Total		337,225	252,320	

Contracts and Tenders

Contracts and tenders – 1 July 2021 – 30 June 2022

Total number of contracts awarded	149
Total number of contracts awarded to Tasmanian businesses	133
Total value of contracts awarded	\$113,262,346
Total value of contracts awarded to Tasmanian businesses	\$104,850,259
Total number of tenders called and/or quotation processes run ¹	147
Total number of bids and/or written quotations received	381
Total number of bids and/or written quotations received from Tasmanian businesses	318

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

Information and communications technology > \$50,000

Contractor	Location	Description	Period of Contract	Value of contract (\$)
Acrodata Tasmania Pty Ltd	Mornington, TAS	Libraries Tas - Digital Asset Management and Preservation System	10/21-10/26	200,000
Kinetta / DeMott Kreines Films	Alabama, USA	Libraries Tas - Film Digitisation Scanner	11/21 - 11/22	207,711
DXC Eclipse Pty Ltd	Hobart, TAS	Development of Case Management Platform for EduPoint Integration	1/22-12/22	83,000
CGI Technologies and Solutions Australia Pty Ltd	Hobart, TAS	Data Warehouse Support Services	8/21-7/26	389,688
			Total	880,399

**REQUIRED REPORTING****Building and construction > \$50,000**

Contractor	Location	Description	Period of Contract	Value of contract (\$)
Premium Constructions (Tas) Pty Ltd	Launceston, TAS	Youngtown Primary School – water damage repairs	06/21-10/21	298,600
CDC Development (Tas) Pty Ltd	Derwent Park, TAS	Professional Learning Institute – refurbishment of sound studios	06/21-10/21	144,356
Darcon Constructions Pty Ltd	Launceston, TAS	Exeter High School – Years 11 and 12 farm redevelopment	7/21-12/21	812,895
Fairbrother Pty Ltd	Sandy Bay, TAS	Jordan River Learning Federation Senior School – farm redevelopment	6/21-03/22	3,156,112
Fairbrother Pty Ltd	Devonport, TAS	Sorell School redevelopment and Child and Family Learning Centre	07/21-05/23	24,598,248
R&T Rosier Constructions Pty Ltd	St Leonards, TAS	Campbell Town District High School – refurbishment of technology and automotive facilities	07/21-02/22	789,363
Anstie Constructions (TAS) Pty Ltd	South Launceston, TAS	Construction of East Tamar Child and Family Learning Centre	07/21-11/22	3,179,000
Patrick Graham Landscapes Pty Ltd	Launceston, TAS	East Launceston Primary School – playground development	6/21-08/21	103,672
Maveric Builders Pty Ltd	Kingston, TAS	Kingston High School – Years 11 and 12 facility	09/21-12/21	385,663
Anstie Constructions (TAS) Pty Ltd	South Launceston, TAS	Cressy District School – foods department upgrade	09/21-02/22	440,270
AJR Construct Pty Ltd	Spreyton, TAS	Triabunna District School – Years 11 and 12 facility	10/21-2/22	745,985
Fairbrother Pty Ltd	Hobart, TAS	Hobart City Partner Schools – Ogilvie Campus enabling works	09/21-12/21	573,273
Southern Plumbing Pty Ltd	Mornington, TAS	Rose Bay High School – trade waste upgrade	09/21-02/22	171,580
Aqua Line Plumbing and Gas Pty Ltd	Huntingfield, TAS	Montrose Bay High School – trade waste upgrade	09/21-02/22	140,780
R & T Rosier Constructions Pty Ltd	St Leonards, TAS	St Helens District High School – water damage repairs	10/21-02/22	329,401
Tascon Constructions Pty Ltd	Moonah, TAS	Glenorchy Library – new entrance	11/21-02/22	317,132
Premium Constructions as the trustee for Premium Construction Unit Trust	Launceston, TAS	Queechy High School – Years 11 and 12 extension	10/21-07/22	1,239,750
CDC Development (Tas) Pty Ltd	Derwent Park, TAS	Bothwell District School – Years 11 and 12 redevelopment	11/21-06/22	1,367,891
Stubbs Constructions Pty Ltd	Burnie, TAS	Forest Primary School – Kindergarten toilet refurbishment	12/21-02/22	63,223

Contractor	Location	Description	Period of Contract	Value of contract (\$)
Fast Fibre Pty. Ltd. trading as Sutton Services	Molesworth, TAS	New Norfolk Primary School – sports court resurface	01/22-01/22	102,248
Stubbs Constructions Pty Ltd	Wivenhoe, TAS	Construction of Waratah-Wynyard Child and Family Learning Centre	01/22-02/23	3,561,830
Tascon Constructions Pty Ltd	Moonah, TAS	Letitia House – ground floor refurbishment	06/21-07/21	207,160
Batchelor Construction Group Pty Ltd	Kingston, TAS	New Norfolk Primary School – retaining wall	10/21-2/22	199,869
Continental Builders Pty Ltd	South Launceston, TAS	Early Childhood Intervention Services – office and classrooms refurbishment	10/21-2/22	229,950
Wormald Australia Pty Ltd	Derwent Park, TAS	Fire systems and equipment maintenance	10/21-09/26	2,258,881
SJE Constructions Pty Ltd	Legana, TAS	Longford Primary School – replacement of classroom floors and extension of verandah	12/21-02/22	247,224
Elite Painters Pty Ltd	Kingston, TAS	Goulburn Street Primary School – glazing repairs	1/22-1/22	79,243
The Young Group Tasmania Pty Ltd	Cambridge, TAS	Oatlands District School – carpark asphaltting	1/22-2/22	97,892
TasNetworks	Cambridge, TAS	Sorell School – high voltage sub installation	08/21-01/22	191,973
RBD Electrical	Spreyton, TAS	Hellyer College student residences – switchboard upgrades	12/21-12/21	71,940
Davis Electrical	South Launceston, TAS	Exeter Primary School – switchboard upgrades	12/21-12/21	72,190
Phil Templeton Building Pty Ltd	Ulverstone, TAS	Rosebery residence refurbishments	03/22-06/22	404,292
OTIS Elevator Company Pty Ltd	North Hobart, TAS	Hobart College – A Block lift upgrade	01/22-08/22	219,650
Vineyard Trellising Tasmania Pty Ltd	Sorell, TAS	Jordan River Learning Federation School Farm – paddock fencing and gates	03/22-03/22	54,534
McWilky's Electrical Contractors	Wynyard, TAS	Burnie and Wynyard High Schools – switchboard upgrades	03/22-03/22	52,882
VOS Construction and Joinery Pty Ltd	Devonport, TAS	Penguin District School – Years 7 to 12 redevelopment	1/22-09/22	2,427,955
DCM Civil Pty Ltd	Margate, TAS	Huonville High School and Primary School – carpark remediation	1/22-5/22	138,959
CDC Development (Tas) Pty Ltd	Derwent Park, TAS	Moonah Primary School – external timber window remediation	01/22-06/22	224,412

**REQUIRED REPORTING**

Contractor	Location	Description	Period of Contract	Value of contract (\$)
AJR Construct Pty Ltd	Spreyton, TAS	Deloraine High School – Years 11 and 12 extension project	02/22-09/22	934,718
AJR Construct Pty Ltd	Spreyton, TAS	Miandetta Primary School – toilet Upgrades	04/22-05/22	159,917
Astrotec Pty Ltd	Huntingfield, TAS	Huonville Primary School – main switchboard replacement	3/22-3/22	82,407
Davis Electrical	South Launceston, TAS	St Helens District School – switchboard upgrades	3/22-3/22	50,950
AWC Pty Ltd	Granton, TAS	Legana Primary School – early works package	3/22-7/22	1,445,911
Advanced Contracting Pty Ltd	Glenorchy, TAS	Southern Support School – pool thermal plant upgrade – stage 1	4/22-5/22	291,524
Contact Electrical	South Launceston, TAS	East Ulverstone Swim Centre – upgrade of air handling units	03/22-09/22	237,668
Stubbs Constructions Pty Ltd	Wivenhoe, TAS	Smithton High School – glazing replacement	04/22-06/22	146,805
Fairbrother Pty Ltd	Quoiba, TAS	Burnie High School – window replacement	04/22-05/22	177,133
R & T Rosier Constructions Pty Ltd	St Leonards, TAS	Ringarooma Primary School – toilet refurbishment	03/22-06/22	255,511
Scapeform Pty Ltd	Launceston, TAS	Riverside Primary School – play space	05/22-06/22	165,140
Stubbs Constructions Pty Ltd	Burnie, TAS	Montello Primary School – outdoor learning area	01/22-2/22	64,515
Bennett Construction Pty Ltd	Hobart, TAS	Warrane Primary School – kindergarten refurbishment	9/21-12/21	182,024
T&V Mead Pty Ltd trading as Mead Con	Spreyton, TAS	Ulverstone Library – main entrance upgrade	1/22-4/22	80,949
Southern Plumbing Pty Ltd	Mornington, TAS	Lenah Valley Primary School – bank remediation and seating	4/22 – 6/22	352,743
Maveric Builders Pty Ltd	Kingston, TAS	Redevelopment of Woodbridge District School	3/22-12/22	923,137
RMB Construction Pty Ltd	Legana, TAS	Kings Meadows High School – Years 11 and 12 facility	5/22-12/22	776,493
Imagination Play	Yarra Glen, VIC	Cooee Primary School – supply and installation of playground equipment	5/22-9/22	77,013
Precision Contractors Pty Ltd	Moonah, TAS	Clarence High School – electrical works	8/21-8/21	70,000
			Total	56,174,836

Other > \$50,000

Contractor	Location	Description	Period of Contract	Value of contract (\$)
Murdoch Children's Research Institute	Parkville, Vic	Child and Family Learning Centre Quality Improvement Tool	7/21-11/21	102,905
Gwen Pinnington Pty Ltd trading as Gwen Pinnington Consulting & Coaching	Rosny, TAS	Executive Culture Development Program	5/21-5/22	51,000
ABC Health Care Services Pty Ltd	Moonah, TAS	Professional Learning Institute – contract cleaning services	8/21-7/26	98,280
Lazaro Pty Ltd	Hobart, TAS	Huonville Library – contract cleaning services	10/21-9/26	96,867
James Cook University	Douglas, QLD	Graduate Certificate in Career Development (or Equivalent) Qualification	07/21-12/24	86,512
Lazaro Pty Ltd	Hobart, TAS	Claremont College – contract cleaning services	11/21 – 11/26	596,052
ABC Health Care Services Pty Ltd	Moonah, TAS	Ulverstone Library – contract cleaning services	11/21 – 10/26	72,000
Access Programs Australia Ltd trading as Newport and Wildman	Hobart, TAS	Alternative Dispute Resolution	9/21 – 9/26	274,120
UCI Tasmania Pty Ltd	Ulverstone, TAS	Devonport High School – supply and installation of library furniture, administration furniture and task chairs	12/21-2/22	124,455
Ascot Commercial Group Pty Ltd	Burnie, TAS	Devonport High School – supply and installation of learning furniture	12/21-2/22	309,763
Paul Whelan trading as Earthworm	West Hobart, TAS	Princes Street Primary School – tinkering play space	4/22-6/22	129,705
KPMG	Hobart, TAS	Australian Tertiary Admissions Rank Process Review	12/21-1/24	62,100
General and Window Cleaning Pty Ltd	Montrose, TAS	Libraries Tasmania – 91 Murray Street – contract cleaning services	12/21-12/26	478,626
Stephen Edgerton Roofing Services Pty Ltd	South Burnie, TAS	Roof maintenance services – North West	10/21-09/26	906,432
Skyline Roofing and Sheetmetal Pty Ltd	Newstead, TAS	Roof maintenance services – North	10/21-09/26	1,186,999
Roofing Group Tas Pty Ltd trading as Frank Hill Roof Contractors	Eastern Shore, TAS	Roof maintenance services – South	10/21-09/26	1,364,426
Access Solutions (Tasmania) Pty Ltd	Kingston, TAS	Lift maintenance and repairs – statewide	10/21-09/26	804,997
Aurora Energy Pty Ltd	Hobart, TAS	Supply of retail electricity services	01/23-12/25	17,904,000
Wormald Australia Pty Ltd	Derwent Park, TAS	Fire systems and equipment maintenance – statewide	10/21-09/26	2,258,881
Midland Tractors	Longford, TAS	Exeter High School – purchase of tractor	01/22-01/22	80,119
The Australian Council of Education Research Limited	Camberwell, VIC	Principal capability and performance	10/21-12/22	510,831
Sarah Elizabeth Lethborg	West Hobart, TAS	NAPLAN contractor	12/21-12/22	90,000
Lowes Manhattan Pty Ltd	Rosny, TAS	Lindisfarne North Primary School – outsourced supply of uniforms	03/22-02/25	125,000

**REQUIRED REPORTING**

Contractor	Location	Description	Period of Contract	Value of contract (\$)
KEH Partnership Pty Ltd trading as The School Locker	Cambridge, TAS	Lauderdale Primary School – outsourced supply of uniforms	12/21-11/26	135,000
Vision Australia Limited	Kooyong, VIC	Provision of technology support for Vision Services	1/22-12/24	130,000
FATS Media Lab Pty Ltd	St Leonards, NSW	Libraries Tasmania – supply of film digitisation services	1/22-6/22	134,655
Tas Pumps and Pipes Pty Ltd	Sheffield, TAS	Sheffield School Farm – supply and installation of pasture irrigation system	2/22-3/22	105,940
Lazaro Pty Ltd	Hobart, TAS	Hobart College – contract cleaning services	1/22-1/27	1,006,951
Lazaro Pty Ltd	Hobart, TAS	Rosny College – contract cleaning services	2/22-1/27	670,044
Gareth Benjamin Kays trading as GK Productions Australia	Kingston, TAS	Rosny College Theatre upgrade – supply lighting infrastructure	1/22-4/22	210,896
Lowes – Manhattan Pty Ltd	Rosny, TAS	Lindisfarne Primary School – outsourced supply of uniforms	3/22-2/27	79,200
Alexander James Consulting Pty Ltd	Hobart, TAS	Emergency Management Framework Review	3/22-9/22	64,200
Rapid Supply	Devonport, TAS	Supply of Rapid Antigen Tests (RATS)	3/22-3/22	67,500
The University of Tasmania	Hobart, TAS	Supply of work based learning training	1/22-9/22	140,000
Prensa Pty Ltd	Hobart, TAS	Asbestos Register – update and site audit	12/21-4/22	335,940
Lowes – Manhattan Pty Ltd	Rosny, TAS	Rosetta Primary School – outsourced supply of uniforms	03/22-02/27	84,000
Refraction Media	Oyster Bay, NSW	Tasmanian Renewable Energy Education Package	04/22-05/22	92,500
Australian Childhood Foundation	Hobart, TAS	Supporting Students Impacted by Trauma – Professional Development Program	03/22-12/24	897,600
NCS Pearson Pty Ltd	Nunawading, VIC	National Assessment Program Literacy and Numeracy	01/22-12/26	2,936,443
St John Ambulance Aust (Tas) Inc	Moonah, TAS	Medical credentialling	1/22-12/23	216,000
Education Changemakers Pty Ltd	Melbourne, VIC	School Leadership and Management Prerequisite Online Modules	4/22-04/25	84,100
UCI Tasmania Pty Ltd	Ulverstone, TAS	Letitia House – ground Floor refurbishment – supply and installation of office furniture	6/21-7/21	78,815
ABC Health Care Services Pty Ltd	Moonah, TAS	Letitia House – contract cleaning services	7/22-6/27	197,712
General and Window Cleaning Pty Ltd	Montrose, TAS	Don College – contract cleaning services	3/22-2/27	844,233
ABC Health Care Services Pty Ltd	Moonah, TAS	Glenorchy Library – contract cleaning services	12/21-12/26	150,000
UCI Tasmania Pty Ltd	Hobart, TAS	188 Collins Street Hobart – supply and installation of office furniture	5/22-8/22	99,716
Lowes – Manhattan Pty Ltd	Rosny, TAS	St Marys District School – outsourced supply of uniforms	4/22-3/27	82,500
Total				36,558,015

Contracts for consultancies > \$50,000 – building and construction

Consultant	Location	Description	Period of Contract	Value of contract (\$)
Liminal Studio Pty Ltd	Hobart, TAS	Cosgrove High School - architectural services	8/21-7/25	1,305,250
David Denman and Associates	Launceston, TAS	Montello Primary School - architectural services	11/21-06/25	449,353
Morrison and Breytenbach Architects Pty Ltd	Hobart, TAS	Exeter High School - architectural services	12/21-12/24	718,630
Liminal Studio Pty Ltd	New Town, TAS	State Library, 91 Murray Street, Hobart - architectural services - client experience foyer development	10/21-12/22	76,440
Xsquared Architects Pty Ltd	Hobart, TAS	Lauderdale Primary School - architectural services	1/22-06/24	410,408
m arkitecture	Devonport, TAS	Havenview Primary School - architectural services	03/22-6/23	56,380
m arkitecture	Devonport, TAS	Northwest Safer Student Bathroom Program - architectural services	04/22-6/23	61,800
Xsquared Architects Pty Ltd	Hobart, TAS	Glen Dhu Pool – architectural services	6/22-12/23	340,644
			Total	3,418,905

**REQUIRED REPORTING****Contracts awarded as a result of direct/limited sourcing process**

Contractor	Location	Description	Reason	Period of Contract	Value of contract (\$)
Stephen Edgerton Roofing Services (SERS) Pty Ltd	South Burnie, TAS	Roof maintenance services – North West – interim contract	Extreme urgency to continue maintenance obligations	5/21 – 09/21	251,873
Tiifreno Builders Pty Ltd	Glenorchy, TAS	Roof maintenance services – South – interim contract	Extreme urgency to continue maintenance obligations	5/21 – 9/21	282,538
Electrical Testing & Compliance Service Pty Ltd	Launceston, TAS	Fire services maintenance – State-wide – interim contract	Extreme urgency to continue maintenance obligations	5/21 – 9/21	615,047
Skyline Roofing and Sheetmetal Pty Ltd	Invermay, TAS	Roof maintenance services – North – interim contract	Extreme urgency to continue maintenance obligations	5/21 – 09/21	313,001
Kone Elevators Pty Ltd	Hobart, TAS	Lift maintenance services – State-wide – interim contract	Extreme urgency to continue maintenance obligations	5/21 – 09/21	108,750
GHD Woodhead Architecture Pty Ltd	Hobart, TAS	Hobart City Partner Schools – enabling works at Ogilvie and New Town High campuses	Extreme urgency to enable co-education ahead of 2022 school year	10/21/01/22	105,600
DXC Eclipse Pty Ltd	Hobart, TAS	Student Management Software – EduPoint – software as a service	Specialist proprietary software product developed and maintained	1/22-12/24	871,036
Big Picture Education Australia Ltd	Marrickville, NSW	Big Picture Education Service	Specialist and unique model of education	02/22-12/24	485,453
Tim Penny Architecture + Interiors	Hobart, TAS	Bothwell District School – architectural services – agricultural upgrade	Additional goods and services by the original supplier, to not cause significant inconvenience or substantial duplication of costs for the agency	2/22-12/23	118,932
Instructure Global Ltd	Sydney, NSW	Canvas On-line Learning Management System – software as a service	Technical integration requirements and significant inconvenience	4/22-3/27	1,105,650
Tiifreno Builders Pty Ltd	Glenorchy, TAS	Jordan River Learning Federation – East Derwent Primary School – building refurbishment	No responses/ satisfactory responses received to tender	12/21-2/22	113,352
Total					4,371,230

Contract awarded as a result of direct/limited sourcing process – COVID-19

Contractor	Location	Description	Reason	Period of Contract	Value of contract (\$)
Samsung Electronics Australia Pty Ltd	Olympic Park, NSW	Supply and installation of air purifying units	Urgent requirements – necessary to protect human health	11/21-11/21	295,160
Airmaster Australia	Invermay, TAS	Supply and installation of air purifying units	Urgent requirements – necessary to protect human health	11/21-11/21	435,500
St John Ambulance Aust (Tas) Inc	Moonah, TAS	Supply and distribution of face masks	Urgent requirements – necessary to protect human health	12/21-12/21	1,300,000
Samsung Electronics Australia Pty Ltd	Olympic Park, NSW	Supply and installation of air purifying units	Urgent requirements – necessary to protect human health	12/21-12/21	858,915
Airmaster Australia	Invermay, TAS	Supply and installation of air purifying units	Urgent requirements – necessary to protect human health	12/21-12/21	1,219,500
Samsung Electronics Australia Pty Ltd	Olympic Park, NSW	Supply and installation of air purifying units	Urgent requirements – necessary to protect human health	3/22-3/22	1,253,250
Airmaster Australia	Invermay, TAS	Supply and installation of air purifying units	Urgent requirements – necessary to protect human health	3/22-3/22	1,743,308
St John Ambulance Aust (Tas) Inc	Moonah, TAS	Supply of Rapid Antigen Test Kits	Urgent requirements – necessary to protect human health	1/22-1/22	145,445
St John Ambulance Aust (Tas) Inc	Moonah, TAS	Supply and distribution of further COVID-19 products	Urgent requirements – necessary to protect human health	2/22-2/22	610,870
M2 Logistics	Launceston, TAS	Supply and distribution of further COVID-19 products – P2 face masks	Urgent requirements – necessary to protect human health	2/22-2/22	355,200
Active Environmental Solutions	Thomastown, VIC	Supply and distribution of further COVID-19 products – carbon dioxide monitors	Urgent requirements – necessary to protect human health	2/22-2/22	177,700
M2 Logistics	Launceston, TAS	Further supply of COVID-19 related products – face masks	Urgent requirements – necessary to protect human health	3/22-3/22	330,000
JB HiFi	Hobart, TAS	Supply and distribution of electric fans	Urgent requirements – necessary to protect human health	3/22-3/22	122,700

**REQUIRED REPORTING**

Contractor	Location	Description	Reason	Period of Contract	Value of contract (\$)
Harvey Norman	Hobart, TAS	Supply and distribution of electric fans	Urgent requirements – necessary to protect human health	3/22-3/22	394,718
M2 Logistics	Launceston, TAS	Supply and distribution of face masks	Urgent requirements – necessary to protect human health	4/22-4/22	145,500
Airmaster Australia	Invermay, TAS	Supply and replacement of HEPA filters	Urgent requirements – necessary to protect human health	5/22-4/23	704,600
TCM Building Services Pty Ltd	Moonah, TAS	Supply and replacement of HEPA filters	Urgent requirements – necessary to protect human health	5/22-4/23	864,159
Clifford Hallam Healthcare Pty Ltd	Derwent Park, TAS	Supply of P2 face masks	Urgent requirements – necessary to protect human health	4/22-4/22	325,620
				Total	11,282,144

Contract extensions approved

Contractor	Location	Description	Period of Contract	Value of contract (\$)	
General and Window Cleaning Pty Ltd	Glenorchy, TAS	Hellyer College – contract cleaning services	5/22-4/23	223,327	
Collings Property Services Pty Ltd	Launceston, TAS	Newstead College – contract cleaning services	7/22-6/23	222,490	
Dr Adam Fraser Consulting	Leichhardt, NSW	Delivery of Principal Wellbeing Program – Flourish Movement	2/22-2/23	81,000	
Red Jelly	Hobart, TAS	COVID-19 Attendance Campaign in Schools	06/22-12/22	50,000	
				Total	576,817

Other Annual Reports

Allport Library and Museum of Fine Arts

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

The Allport aims to:

- Provide maximum access to the collection within the limits of preservation and security considerations.
- Maintain the highest standards in collection development and service.
- Encourage the Tasmanian community to participate in the development and preservation of the collection.

Management Committee

The term for the current committee membership is from 1 July 2021 to 30 June 2024.

Committee members are:

- Tim Bugg AM, Chair (nominated by the trustees of the estate of Henry Allport)
- Amanda Wojtowicz (nominated by the trustees of the estate of Henry Allport)
- Tony Brown, (a representative of the Tasmanian Museum and Art Gallery nominated by its Board of Trustees)
- Cobus Van Breda (nominated by the Minister for Education and Training)
- Sue McKerracher Executive Director, Libraries Tasmania (nominated by the Secretary, Department of Education).

Three ordinary meetings of the Management Committee were held in Hobart during 2021-22:

- Friday, 28 July 2021
- Monday, 16 December 2021
- Wednesday, 25 May 2022.

Exhibitions

91 Stories – 9 August 2021 to 5 November 2021 – Part of the Libraries Tasmanian cultural campaign featuring 91 submissions from the public showcasing their favourite items from the Libraries Tasmania heritage collection together with their stories.

Vision of a palawa - by Tasmanian contemporary Aboriginal artist Rodney Gardner (with original drawings from the Baudin voyage of 1802) – 25 November 2021 to 12 March 2022. Rodney Gardner created portraits of members of his community in response to the acquisition of rare and significant works by Nicolas Martin Petit by the Allport in 2019 and 2020. The 48 page catalogue was groundbreaking, being the first time members of the Tasmanian Aboriginal community had publicly published opinions about the 1802 Nicolas Martin Petit drawings of palawa people.

The Lanney Pillar – 8 April to 25 June 2022. A collaboration between Tasmanian Aboriginal writer and curator Professor Greg Lehman and internationally recognised Tasmanian filmmaker Roger Scholes. We pay our respect to Roger Scholes who sadly passed away during the exhibition.

**REQUIRED REPORTING****Lecture program, tours and events****Key of Acronyms:**

Professional Historians Association - Tasmania (PHAT)

Friends of the Allport (FOTA)

Date	Talk
8 July 2021	Alistair Scott –The Point Puer boys: 'I am afraid no good has been produced' Professional Historians Association of Tasmania. (PHAT)
17 July 2021	Leisha Owen – Curator's tour Banks' Florilegium Society Islands, 1769 – Tasmanian Historical Society
20 July 2021	Anita Hansen – 'When you take a flower in your hand and really look at it, it's your world for the moment': The Allport's W. B. Gould flower drawings. Friends of the Allport (FOTA)
29 July 2021	Leisha Owen – Goulburn Street Primary School Grade 5/6 tour and talk Banks' Florilegium Society Islands 1769
August 2021	13 Family History Month talks arranged by the State Library and Archives Service. Included second part of Life of Curzon Allport by Kate Vermey (FOTA)
3 September 2021	Honey Dower – Injurious to Minds and Bodies: Transportation from Pentonville Prison to Port Arthur, 1842-77 (PHAT)
27 Sept 2021	Leisha Owen – The Allport Library and Museum of Fine Arts Collections. At PROBUS Kingston
7 Oct 2021	Jennifer Jones-Travers – Historical Archaeology of Tourism at Port Arthur (PHAT)
12 Oct 2021	Stephanie McDonald & Marian Jameson – Behind the scenes with Allport's Treasures. (FOTA)
2 Nov 2021	Ruth Mollison – <i>91 Stories: The Curious Cabinet</i> (FOTA)
19 Nov 2021	Richard Tuffin – Book launch: <i>Recovering convict lives : a historical archaeology of the Port Arthur Penitentiary</i> / Richard Tuffin, David Roe, Sylvana Szydzik, E. Jeanne Harris, and Ashley Matic, Sydney University Press, 2021. Book launch.
12 Jan 2022	Australian Studying Abroad Cultural Tour – A tour of Georgian era collection items including a special display of paintings and books, a talk by Caitlin Sutton on the collection and a talk by Lauren Black on her artistic practice.
3 Mar 2022	Hamish Maxwell-Stewart – Unfree Workers: Insubordination and Resistance in Convict Australia 1788-1860 (PHAT)
8 Mar 2022	David Owen and Kate Warner – The remarkable story of our Government House. (FOTA)
11 Mar 2022	Ron Moss – Book launch <i>C Cloud Hands</i>
7 Apr 2022	Lucy Frost: Lessons from the Cook-house (PHAT)
8 Apr 2022	Rodney Dillon and Roger Scholes – <i>The Lanney Pillar</i> - Special Event – (Exhibition series)
5 May 2022	Imogen Wegman – Interpreting the Thousand Words (PHAT)
11 May 2022	Stefan Petrow – The Last Man – the mutilation of William Lanne in 1869 (Exhibition series)
18 May 2022	Tim McCormack – Pathway to Truth-telling and Treaty – looking ahead (Exhibition series)
25 May 2022	Zoe Rimmer and Rebe Taylor – A pakana "victory"! (Exhibition series)
14 June 2022	Tony Marshall and Leisha Owen – Discovering the Allport Library (FOTA)
18 June 2022	Stories After Dark (Libraries Tasmania)

These talks and events required booking on Eventbrite and were limited to 35 seats due to COVID-19 restrictions. They were also live streamed with the audio recorded and made freely accessible via the Libraries Tasmania website.

Visits to the Allport Gallery, ground floor 91 Murray Street Hobart

	2017-18	2018-19	2019-20	2020-21	2021-22
No. of visits	10,413	11,724	8,394 [^]	8,571 [^]	17,117 [*]

* An automatic door counter was installed on 17 June 2021 resulting in more accurate visit counts as well as increased numbers attending exhibitions.

[^] Visitor numbers impacted by the COVID-19 pandemic

Online engagement

Libraries Tasmania continued to make use of social media to connect with our online community via Facebook, Instagram and the Libraries Tasmania Blog. The Allport Facebook page combined with the State Library and Tasmanian Archives page, and was used to promote upcoming exhibitions, talks, tours and other events. Eventbrite is used to schedule and promote all events.

Media

TasWeekend, 7-8 August 2021: *Stories of our lives*

The Mercury, 9 August 2021: *Bringing all sorts of oddities on board*

Glass Matters, Issue no 12 October 2021, *A Tasmanian Gem* by Dr Peter Henderson

TasWeekend, 11-12 December 2021, *A fresh new perspective* by Andrew Harper Review of *Vision of a palawa*

Sunday Tasmanian, 16 January 2022, *Palawa exhibition highlights culture* by Rob Inglis. Review of *Vision of a palawa*

ABC TV and ABC iview January 2022, series *Books that made us*. Episode 2: Place featured William Gould's sketchbook of fishes and footage of Allport Library and staff

Feb 2022: *Promotional tour of Vision of a palawa with Caitlin Sutton*. Video for www.libraries.tas.gov.au by Department of Education

2 Mar 2022: WIN TV news segment – Interview with Rodney Gardner about *Vision of a palawa*

18-19 March 2022: *Travel + Luxury Weekend Australian 'Bridgerton moments on the Apple Isle'*

Loans

HA384 Cattewater, Plymouth by Joseph Mallord William Turner was loaned to the Queen Victoria Museum and Art Gallery in Launceston for Tony Smibert's *Tao Sublime* exhibition.

**REQUIRED REPORTING****Significant acquisitions**

Title/Artist/Author	Date	Details	Acquired via	Acquired from
<i>Butts of Ben Lomond</i> William Charles Piguenit (1836-1914) FA1397	1886	Monochrome watercolour on paper; 35.8 x 54.3cm	Private sale purchase	Trish Baily (Koonya, TAS)
<i>Mina Freeman's album</i> (1529)	1860-1900	56 photographic prints in 1 album of 50 pages	Donation	Patricia Giles Estate
<i>The Princess Album</i> (1530)	1850-1900	83 photographic prints in 1 album of 36 pages	Donation	Patricia Giles Estate
<i>Map of the south western or unexplored portion of V.D. Land</i> John Arrowsmith (1531)	1849	1 map ;46 x 52 cm.	Purchase \$558.80	Peter Arnold Antiquarian Booksellers (From the Trevor Nicholson Collection of Maps of Tasmania
<i>Portrait of Edward Kennedy Murray</i> CHT Costantini FA139	C1850	1 painting, watercolour	Donation (value \$8,000)	Joshua Cocker (Tasmania) - descendant of Edward Kennedy Murray
<i>Joseph Hone (1784-1861), Hobart, Tasmania c.1858</i> Frederick Frith (1819-1871) FA1398	C1858	Silver albumen portrait print on card with watercolour tinting, laid on board with paper mount. Original veneered musk frame, clip, glass and gilt brass hangers. Frame size 400mm x 360mm	\$2,750	Private sale from Kim Knight. \$2750 as valued by Warwick Oakman April 2022.
<i>The mammals of Australia / illustrated by Harriett Scott and Helena Forde for the Council of Education; with a short account of all the species hitherto described by Gerard Krefft</i>	1871	[45] pages in various pagings, [16] leaves of plates ; 49 cm.	\$9,500	Hordern House Rare Books. (HH 5000650). Item 24 p 42 2022 Catalogue.

Conservation

Conservation work and training undertaken in the period included:

- continued a glazing project to protect oil paintings on display
- conserved the 1890s leather bedroom folding panel screen (reference: F119)
- rehoused all friable media in the flat storage collection.

Friends of the Allport (FOTA)

FOTA currently has 59 financial members. In 2021-22 FOTA members delivered lectures as listed above and completed the library interpretation project with information sheets interpreting selected books in the Allport library.

Closing thanks

I extend my sincere thanks to the Allport Library and Museum of Fine Arts Management Committee (ALMFAMC) 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 more visible, known and engaging. Through the energetic leadership of Amanda Wojtowicz, the Friends coordinated and presented a series of public presentations and a suite of new interpretation sheets which allow the public a more detailed understanding of selected rare and significant books in the library collection.

Thank you also to Liz Jack for her contribution to the ALMFAMC from 2017-2021.

Tim Bugg AM
Chair



Other Annual Reports

State Library and Archives Trust

I am pleased to submit the 37th annual report of the State Library and Archives Trust (Trust). The Trust is required by the *Libraries Act 1984* (Tas) to administer any property acquired by the Trust through gift, bequest, or device for the advancement of library and/or archives knowledge in Tasmania. The Trust awards grants aimed at assisting the professional development of librarians, archivists, and library and archives workers.

Trust membership

The term for the current Trust membership is from 1 February 2022 until 31 December 2024.

Current Trust members:

Name	Position
Ms Mary Bent	Chair, State Library and Archives Trust
Ms. Sue McKerracher	Executive Director, Libraries Tasmania
Mr. Ross Latham	Director – Collections and State Archivist, Libraries Tasmania
Ms. Gaylene Cunningham	Public Trustee's appointee
Mr. Brendan McManus	Minister's Legal appointee
Ms Sally Christensen	Secretary

Trust meetings

Two ordinary meetings of the Trust were held in Hobart during 2021-22:

- Monday, 22 November 2021
- Monday, 16 May 2022.

Visibility of the Sir John Morris Memorial Fund

The guidelines governing the operation of the Sir John Morris Memorial Fund were revised to make the fund more visible and better understood across the library and archives sectors. The Fund encourages professional development for people working in libraries and archives and offers grant funding to advance the knowledge, training and services in Tasmania's libraries and archives sector. Trust members endorsed the new guidelines at the May meeting.

Funding support to attend conferences and seminars

Tasmanian librarians, archivists, and library workers received funding from the Sir John Morris Memorial Trust Fund to attend professional development conferences and workshops.

A library manager and library services officer from Libraries Tasmania were supported to attend the Australian Library and Information Association (ALIA) Conference in Canberra, in May 2022.

Funding support for research

The Trust endorsed two requests supporting research in 2021-22:

Research into an Electronic Portal for Online Clinical Help by a Tasmanian Health Service staff member.

A series of visits and research in the United Kingdom into 'Completeness and authenticity in early 20th century book collection' to be undertaken by a Libraries Tasmania Heritage Librarian.

TM Crisp Memorial Sporting Library Fund

The Trust also administers the TM Crisp Memorial Sporting Library Fund, which provides grants for the purchase of sporting books for Tasmanian public and reference libraries. No funds were disbursed during 2021-22.

Welcome and closing thanks

I would like to warmly welcome Sue McKerracher, Executive Director, Libraries Tasmania, and Brendan McManus, the Minister's Legal Appointee to the Trust.

I also wish to sincerely thank outgoing Trust members Ms Elizabeth Jack, former Executive Director, Libraries Tasmania, and Jason Lockley, Secretary to the Trust for their dedication, support, and contribution to the ongoing success of the Trust in recent years.

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 36th annual report, as required under the *Libraries Act 1984 (Act)*.

Role and structure

The statutory role of TLAB, as defined by the Act, is to advise the Minister for Education, Children and Youth (Minister) and the Secretary of the Department 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 January 2022 to 31 December 2024.

Board membership

Ministerial nominees:

- Ms Mary Bent PSM (Chair)
- Ms Jen Fitzgerald
- Dr Dianne Snowden AM
- Ms Mary Lijnzaad
- Ms Jan Butler
- Ms Sue Costello
- Ms Suzanne Martin
- Ms Jan Richards AM

Local Government Association of Tasmania (LGAT) nominees:

- Councillor Dick Adams OAM
- Dr Mary Duniam
- Alderman Beth Warren
- Councillor Jo Westwood

Representing the Secretary of the Department of Education:

- Ms Sue McKerracher, Executive Director Libraries Tasmania.

Board meetings

TLAB held three meetings during 2021–22 in Hobart, with members attending in person and online. Meeting dates were:

- Thursday, 27 August 2021
- Monday, 29 November 2021
- Wednesday, 11 May 2022.

Major issues considered by the board

Libraries Tasmania input into Australian Government inquiry into adult literacy

TLAB acknowledged Libraries Tasmania's valuable contribution to the Tasmanian Government's submission to the inquiry. The Board also highlighted staff member Iona Johnson's contribution to the submission, which provided insight into the Risdon Prison library literacy service.

Hobart building revitalisation and cultural campaign

TLAB continued to advocate for the redevelopment of the 91 Murray Street building in Hobart, recognising the key role a revitalised building would play in growing Tasmania's cultural economy. TLAB also acknowledged the success of the first year of the Cultural Campaign and its contribution to raising the profile and engagement with Libraries Tasmania's rich cultural collections.

Libraries Tasmania Strategic Directions 2022-24

The Libraries Tasmania Executive Director presented the organisation's new Strategic Directions 2022-24. TLAB noted, in particular, the priority action of ensuring authentic engagement with First Nations peoples to shape collections and services for all Tasmanians and committed to actively contribute to this priority.

Community Consultation on State Budget 2022-23

TLAB continued to advocate for additional State Government funding to ensure the Libraries Tasmania library and archive collections remain contemporary and meet changing community needs.



TLAB welcomed the State Governments' continuing provision of \$750,000 per annum in the May 2022 budget to support Libraries Tasmania to service a growing population, purchase contemporary library resources, expand library and archives collections, and provide more contemporary library and learning experiences.

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 want to sincerely thank Elizabeth Jack for her transformative leadership, and acknowledge the many impressive things achieved during her tenure as Executive Director, Libraries Tasmania from December 2016 to August 2021.

I also would like to acknowledge the end of appointment terms for Kim Boyer, Alistair Scott, Simon Fraser, Daryl Connelly, and Yolanda Sam, and thank them for their contribution to TLAB, and for their interest in and support of Libraries Tasmania.

I warmly welcome our new Board members: Local Government Association of Tasmania nominees Alderman Beth Warren, and Councillor Jo Westwood, Ministerial nominees, Ms Sue Costello, Ms Suzanne Martin, and Ms Jan Richards AM, and Ms Sue McKerracher, Executive Director Libraries Tasmania representing the Secretary of the Department of Education.

I look forward to working 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

In accordance with section 227 of the *Education Act 2016* (Tasmania), I am pleased to submit to you the 2021-22 Annual Report of the Registrar, Education.

About the OER

The Office of the Education Registrar (OER) was established under the *Education Act 2016* and is an independent authority from the Department of Education. Katharine O'Donnell was appointed as the Registrar, Education in April 2017.

Our focus

To provide high quality regulatory support and advice to the non-state education sector.

To foster the value of education and the availability of high quality and accessible education to all Tasmanian children.

Our role

Under the *Education Act 2016*, the role of the OER involves the:

- Registration and monitoring of home education in Tasmania.
- Administration of non-government schools registration process and for the operational aspects of the regulatory process.
- Management of the compulsory conciliation process for non-attendance at school and to re-engage children and their families in school.

Other responsibilities of the Registrar, Education include:

- The approval of part-time attendance applications for independent and non-government schools.
- To undertake reviews concerning an appeal of a decision for early entry to Kindergarten.
- Co-ordinating and the follow-up of notifications about the cancellation or withdrawal of enrolments from non-government schools.

Our stakeholders

The OER works closely with its stakeholders to develop and nurture effective stakeholder relationships with a shared commitment to providing quality education for all Tasmanian children. This includes:

- The Non-government Schools Registration Board
- Tasmanian Home Education Advisory Council
- Catholic Education Office Tasmania
- Independent Schools Tasmania.

Our staff

In 2021-22 the Office of the Education Registrar held a total of 14.2 full-time equivalent staff members state-wide, 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:

- 8 registration officers who perform work associated with the registration of non-government schools
- 14 registration officers who support the home education registration process.

About our work

Home education

The registration and monitoring of home education in Tasmania is managed by OER.

Parents seeking registration to home educate their child are required to provide an application and a home education summary and program addressing 10 Standards as outlined in the *Education Regulations 2017*. The document, known as a HESP is provided annually and explains the program from the previous year and outlines the program for the coming year.

Following a review of the program, a registration officer visits the family to assess the program so that appropriate advice can be made to the Registrar, Education so a decision can be made whether to approve registration.



The Registrar seeks advice from the Tasmania Home Education Advisory Council in relation to new home education applications as well as seeking advice on selected re-registrations as and when required.

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

On 30 June 2022, there were 1303 registrations for children from 776 families across Tasmania.

For the 1 July 2021 – 30 June 2022 period, the following registration activities occurred:

- 527 new provisional registrations were approved.
 - 54 of these provisional registrations were then withdrawn prior to reaching full registration.
- 36 new applications were withdrawn prior to reaching provisional registration.
- 5 provisional registrations were revoked.
- 766 renewals of registrations were approved.
- 0 registrations with conditions were approved.
- 0 registrations revoked by the Registrar.
- 291 students withdrew from home education.
 - Students who registered and then withdrew between 1 July 2021 and 30 June 2022 spent an average of 113 days in home education before returning to a school.
- 44 registrations involving part-time attendance at a school were approved. This figure only includes advice from parents who formally notified the OER that their child had a part time enrolment with a school.
 - 9 at non-government schools
 - 35 at Government Schools
- 25 Statement of Year 10 Completion certificates were issued by the Registrar in accordance with Section 91 of the Act
- 14 Statement of Year 12 Completion certificates were issued by the Registrar in accordance with Section 93 of the Act
- 113 5 year old students entered their first year of compulsory education and were registered for home education.

Impact of COVID-19 on Home Education

For the period 1 October 2021 until 30 March 2022, 292 students entered home education. These were students previously enrolled at a school. 60 of these students have since returned to the school environment after spending an average of 103 days registered for home education.

This increase can be somewhat attributed to the opening of the Tasmanian State border in December 2021 and community concern regarding Covid-19 and how it might impact students in the school environment.

The breakdown of students entering home education during this 6-month period was:

- 56 students from the early years (up to and including Year 2)
- 162 from the primary years (Years 3 – 6)
- 67 from the secondary years
- 7 from the senior secondary years.

Understanding the Standards

As part of the OER's commitment to supporting our stakeholders and providing best practice regulatory support, a document titled *Understanding the Standards* was created. This document takes home educators through each of the regulatory standards for home education applications and provides advice and support on how to meet the Standards.

The document has had a limited hard copy production which will allow all current registered home educators to have access to a copy as well as being placed on the OER webpage for electronic access.

Compulsory Conciliation Conferences

The Compulsory Conciliation Conference (CCC) is a referral-based process available to schools across all education sectors. The main objective of the conciliation process is to reengage the student and at times, their family, with their education.

The Registrar, Education extends invitation to the student, parents and the school to participate in the conference to explore and identify any barriers as to why the child is not attending or consistently attending school. The Registrar also invites any third party who may have information which can assist in returning the child to school. This can include medical practitioners, transport operators or bodies to assist with housing for example.

The conferences are undertaken restoratively and facilitated by an independent conciliator they aim to involve everyone

necessary to support a resolution to non-attendance, including parents/guardians, the child (if the child wants to), and relevant school staff.

Once the CCC has concluded, the appointed conciliator is required to provide a report including recommendations to the Registrar, Education. If an agreement has been reached the Registrar, Education may make a formal Requirement.

A Requirement is a formal order issued by the Registrar, Education requiring relevant parties i.e. parent, school or third party to actualise agreements made at conference and any other requirement that the Registrar considers appropriate. The issue of Requirements that are based on agreed outcomes are preferable.

There were no Compulsory Schooling Orders made in 2021.

Data for CCC is presented on a calendar year basis rather than financial year as conferences are aligned to school attendance data and conferences are only run during the school year.

Number of referrals

For the period of 1 January 2021 to 31 December 2021:

- 234 referrals were received
- 234 of these referrals went to conciliation conference.

Number of referrals received by type of school in 2021

Type of School	Number
Government schools	208
Non-government schools (Catholic and independent schools)	26
Total	234

Number of referrals received by region in 2021

Region	Number
South	129
North	53
North West	50
North East	2

For the same period there were 40 reconvene conferences.

These conferences are held as a second conference that is requested by the school and approved by the Registrar, Education when a parent has not met the requirements issued by the Registrar from the initial conference.

**Number of Referrals received since 2019 to end of March 2022 (figures are calculated on calendar year)**

Calendar Year	Referrals	Conference	Reconvene	Requirements
2019	182	173	60	161
2020	144	141	53	137
2021	234	234	40	230
2022*	14	14	1	13

* Figures taken as at 31 March 2022

Student age at time of referral to the Registrar Education in 2021

Age	Number
5 years	6
6 years	5
7 years	12
8 years	16
9 years	13
10 years	23
11 years	23
12 years	19
Total Primary School	117
13 years	33
14 years	39
15 years	29
16 years	14
Total High School	115
17 years	2
18 years	0
Total Senior Secondary School	2
Total	234

Re-engagement outcomes from Compulsory Conciliation Conferences

Data was obtained for a total of 188 Government School Referrals for analysis.

The average daily attendance rate at the time of referral for students Kinder – Year 6 was 41.9 per cent.

The average daily attendance rate at six weeks post conference for students in Kinder – Year 6 was 57.8 per cent and then at 12 weeks post conference the average attendance rate for the same cohort increased to 64.2 per cent.

This amounts to an average total increase of 22.3 per cent for the Prep – Year 6 cohort from the time of referral to 12 weeks post conference.

The average daily attendance rate at the time of referral for students in Years 7-12 was 20.1 per cent.

The average daily attendance rate at six weeks post conference for students in Years 7-12 is 55.5 per cent and at 12 weeks post conference the average attendance rate for the same cohort is 61.4 per cent.

This amounts to an average total increase of 41.3 per cent for the Years 7-12 cohort from the time of referral to 12 weeks post conference.

The average daily attendance rates for total referrals showed an increase of 30.4 per cent.

Analysis of data suggests that the average daily attendance rate post conference continues to increase over time.

Data also suggests that the average daily attendance rate shows a slight increase from the time of referral to the date of the conference suggesting that merely scheduling a conference causes an increase in attendance.

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, who then makes a decision on the registration of a school.

In 2021-22, the Registrar provided 18 reports to the Board in relation to the registration of nongovernment schools. This included reports arising from registration reviews, inspections, complaints, applications for a change of education type, campus amendments, as well as reports concerning the closure of non-government schools.

A report of the Non-Government Schools Registration Board, as required under section 233 of the *Education Act 2016*, is included below.

Executive support is provided to the Board through the OER. Work undertaken to provide advice and support to the Board in 2021-22 included the development of a policy concerning complaints about non-government schools, the development of a length of registration rubric, and a significant review of the Board's risk register.

One of the priorities within OER's Strategic Plan is to *Develop and nurture effective stakeholder relations*, with the objective being to ensure that we understand our stakeholder needs and expectations. The operational implementation of this objective was to develop an open and transparent feedback policy.

To meet this objective, the OER undertook a feedback survey in late 2021 to identify areas for improvement relating to the nongovernment schools re-registration process.

Overall, the response to the survey was very positive and enabled us to gain a greater understanding of the needs of our stakeholders and identify key areas for operational improvement. Two key areas were highlighted with strategies identified to manage these areas.

A focus on implementing these strategies will occur during 2022-23, as well as again seeking feedback from those involved in the re-registration process to support on-going improvements of the regulatory processes.

Part-time attendance applications

The Registrar has been delegated by the Minister for Education and Training to approve part-time attendance applications made under section 17 of the *Education Act 2016*, for applications made by an Administrative Authority of a non-government school that is not the Tasmanian Catholic Education Office.

In 2021-22, the Registrar approved 66 applications for part-time attendance from 11 independent non-government schools.

Early entry to school cross-sectoral placement committee

The Registrar, Education has been appointed to review appeals from decisions made by the Committee. In 2021/22, no appeals were received by the Registrar to review a decision.

Review of Education Regulation

The *Education Legislation Amendments (Education Regulation) Bill 2021* was tabled by the Tasmanian Government on 27 October 2021, and subsequently passed by both Houses of Parliament.

It is understood that work is beginning now to implement these legislative and policy changes to enable a stronger and more contemporary regulatory system. The OER will continue to work with the Department and the other Regulators on the implementation of the legislation and the recommendations of the Steering Committee.



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 the 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 2021-22:

Name	Position
Tony Freeman	Chair
Michael Cole	Nominee of Organisations representing teachers in registered schools
Jaqueline Conboy	Nominee of Organisations representing teachers in registered schools <i>Completed term of appointment on 18 December 2021</i>
Cawley Farrell	Nominee of organisations representing registered schools
Denise Long	Nominee of the Tasmanian Catholic Education Office
Terese Phillips	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 and Training for a period not exceeding three years, however persons may be re-appointed.

Board meetings

The Board met six times in 2021-22 when it considered matters relating to the reregistration of existing schools, and to discuss procedural and policy issues.

All meetings were held in Hobart. The meeting dates were 22 July 2021, 2 September 2021, 7 October 2021, 2 December 2021, 17 March 2022, and 12 May 2022.

Registration activities

Registered schools in Tasmania

There are currently 73 registered schools in Tasmania, 38 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 2021-22, the Board made decisions relating to the re-registration of the following schools:

- Channel Christian School
- Eastside Lutheran College
- Launceston Christian School
- Launceston Grammar School
- Leighland Christian School
- Tarremah Steiner School

One school was issued with conditions of registration that related to the following Registration Standards: Governance, Student Welfare, and Facilities and Environment.

Inspections

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

Conditions may only be issued where the Board is satisfied that the deficiency does not pose a risk of harm to the health and safety of the students and staff at, or visitors to, the school, and is capable of being rectified within the period determined by the Board.

Complaints concerning non-government schools

Inspections can also be undertaken where the Board has reason to be concerned that a School may be in breach of the Registration Standards.

In 2021-22, one complaint was received in respect of non-compliance with the Registration Standards. These Standards being Student Learning and Complaints Management.

The Inspection found that the school was non-compliant in one Registration Standard at the time of the complaint made to the school, with the other Registration Standard fully compliant.

Application for registration as a new individual school

The Board did not consider any applications for the registration of new individual schools.

Applications to amend registration

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

Changes of Education Type

In 2021-22, the Board approved an application for a change to education type for the:

Australian Christian College Launceston – An application to provide Distance Education commencing 1 January 2022.

New Campus

In 2021-22, the Board received and approved three applications associated with a change of campus.

- **Indie School Glenorchy** applied for an additional campus to be located at 35-37 Gordon Street, Sorell. This campus commenced operation with students attending at the beginning of Term 2, 2022.
- **Indie School Devonport** applied for an additional campus to be located at 12a Wilson Street, Burnie. This campus commenced operation with students attending at the beginning of Term 1, 2022.
- **St Francis Flexible Learning Centre** applied to move their existing school from Chigwell to a new campus located at 62 Ashbourne Grove, West Moonah. This new campus commenced operation with students attending the new campus at the beginning of Term 2, 2022.

Closure of Non-Government Schools

In 2021-22, the Board was advised by the owners of two separate schools that they would close and would no longer seek to be registered as a non-government school in Tasmania.

- **Capstone College** – Closed effective 31 December 2021
- **Ballarat Clarendon College** – Campus closed in September 2021

Tasmanian Catholic Education System of Schools

In April 2018, a Tasmanian Catholic Education System of Registered Schools was approved by the Board forming a system consisting of 38 Tasmanian Catholic Schools.

Under this approval, the Tasmanian Catholic Education Commission is to ensure that all system schools are complying with the requirements for the re-registration of a registered school. Each year, the System Authority is to provide a report to the Board about the compliance of its schools.

The Board considered and noted the report as well as seven inspection reports prepared by Catholic Education Tasmania.



Board activities

Supporting schools to understand the Registration Standards

In August 2021, four board members participated in information sessions held by the Registrar, Education and Independent Schools Tasmania for school personnel involved in the re-registration process of non-government schools.

In these sessions, the Registrar and board members provided information about what schools are required to provide as part of the re-registration process and how a school demonstrates compliance in meeting each Registration Standard.

School Principals, along with members of school leadership teams and school governing bodies attended, and all 12 Schools due for re-registration prior to the end of 2022 were represented.

In May 2022, five board members participated in Child Safe Sessions to discuss and provide information about amendments to the Board Guidelines. These amendments were a direct result from the recommendations of the Royal Commission into Institutional Sexual Abuse.

These Child Safe Sessions were designed to support school staff to understand the Child Safe Principles and how the Guidelines amendments included these, as well as what these principles might look like in practice for a school.

Length of Registration Periods

At the end of 2021, the Board approved a rubric that will be used by the Board to determine the length of a registration period to be granted for each individual school.

This rubric is intended to assist the Board to make consistent decisions based on the findings of the Registration Report, and for schools to be aware of what the Board considers when making a decision about how long a school should be re-registered for.

Complaints management policy

In July 2021, the Board approved a Policy that outlines how the Board will handle complaints concerning non-government schools.

In respect of a complaint, the Board can only consider whether a school is not fully compliant with any of the Registration Standards.

The aim of the Board is to ensure that non-government schools are meeting the Standards and to support them to do so.

When it is identified that a registration standard is not fully compliant, the Board cannot undertake punitive measures such as a monetary penalty, or to impose sanctions of any kind as this is not an option under the Act. The Board will always initially take steps to ensure compliance.

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 recommendations from the Review are implemented, the Board will continue to support this work and further align the Board's discussions and to make decisions within a modern regulatory framework.

I would like to extend my appreciation to the Registrar, Education, Katharine O'Donnell and her team for the continued high level of advice and support to enable the Board to make fair, transparent and consistent decisions concerning school registration.

I look forward to working with the Board and the Education Registrar in the coming year.

Tony Freeman
Chair

Other Annual Reports

Tasmanian Home Education Advisory Council

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

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.tas.gov.au.

During the past year THEAC continued to work closely with the Registrar, Education in providing support and advice on matters relating to home education. Advice was provided to the Registrar in respect of 527 applications recommending provisional registration be approved as well as providing advice to move these applications from provisional to full registration. In addition, THEAC reviewed 10 per cent of the renewing applications each year.

As part of its role, THEAC continued to provide advice to the Registrar on many special advice situations. THEAC also provided a reference point for queries, responding to community concerns and liaised with other agencies about home education.

The draft *Education Legislation Amendments Bill 2021* was released in July 2021. THEAC provided a submission in response to the draft bill. The amendments have passed parliament and this is currently in the implementation stage.

THEAC responded to concerns within the Home Education community in regard to the library mandate policy in December 2021. As a result of this, changes were made to allow limited access for all parents and carers.

The THEAC Chair, Denise Cox, along with THEAC member, William Linton and the Registrar, Education Katharine O'Donnell, spoke to the Legislative Council on the Home Education application process in Tasmania. The aim of this was to clarify the home education application and monitoring process in Tasmania.

We have continued to see a steady increase in home education during 2021. COVID continued to impact home education numbers and there continues to be discussion within THEAC on the number of children with diverse learning needs who continue to enter into home education. THEAC, in conjunction with the OER, have been in discussions with Allied Health to run some seminars specifically directed towards parents with children who have diverse learning needs. This is ongoing.

As at 30 June 2022, there were 1303 registrations for children from 776 families across Tasmania. This is an increase of 145 children across 112 families from the same time last year.

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

Denise Cox
Chair



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FINANCIAL STATEMENTS

FOR THE YEAR ENDED
30 JUNE 2022



Statement of Comprehensive Income

for the year ended 30 June 2022

	Notes	2022 Budget \$'000	2022 Actual \$'000	2021 Actual \$'000
Income from continuing operations				
Revenue from Government				
Appropriation revenue – operating	5.1	1 124 611	1 122 063	1 062 425
Appropriation revenue – capital	5.1	35 017	29 234	31 181
Other revenue from Government	5.1	17 805	22 113	26 065
Grants	5.2	11 596	14 413	16 865
Sales of goods and services	5.3	45 966	38 625	38 562
Interest		219	309	226
Contributions received	5.4	...	30 665	3 027
Other revenue	5.5	18 707	20 348	16 780
Total income from continuing operations		1 253 921	1 277 771	1 195 131
Net gain/(loss) on non-financial assets	6.1	243	(415)	(1 303)
Net gain/(loss) on financial instruments and statutory receivables/payables	6.2	...	(889)	(859)
Total income from continuing operations		1 254 164	1 276 466	1 192 969
Expenses from continuing operations				
Employee benefits	7.1	964 392	930 619	907 885
Depreciation and amortisation	7.2	56 900	66 115	65 164
Supplies and consumables	7.3	218 442	229 411	197 278
Grants and subsidies	7.4	13 424	13 555	13 029
Finance costs	7.5	91	218	208
Contributions provided	7.6	...	1 768	1 523
Other expenses	7.7	13 548	14 886	11 086
Total expenses from continuing operations		1 266 797	1 256 572	1 196 172
Net result from continuing operations	12.2	(12 633)	19 895	(3 204)
Other comprehensive income				
Items that will not be reclassified subsequently to profit or loss				
Changes in property, plant and equipment revaluation surplus	11.1	43 517	234 824	235 462
Total other comprehensive income		43 517	234 824	235 462
Comprehensive result		30 884	254 719	232 258

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

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

Explanations of material variances between budget and actual outcomes are provided in Note 3 of the accompanying notes.

Statement of Financial Position

as at 30 June 2022

	Notes	2022 Budget \$'000	2022 Actual \$'000	2021 Actual \$'000
Assets				
<i>Financial Assets</i>				
Cash and cash equivalents	12.1	64 119	108 121	84 861
Receivables	8.1	8 882	8 207	8 814
Other financial assets	8.2	...	9 605	11 007
<i>Non-Financial Assets</i>				
Assets held for sale	8.3	2 819	3 508	4 490
Property, plant and equipment	8.4	1 611 180	1 869 076	1 671 760
Infrastructure	8.5	...	163 141	147 659
Right-of-use assets	8.6	7 043	7 771	8 933
Library book stock	8.7	5 535	3 768	4 118
Heritage collections	8.8	47 192	69 975	43 819
Intangibles	8.9	2 377	8 096	8 689
Other assets	8.10	14 196	7 472	5 837
Total Assets		1 763 343	2 258 738	1 999 988
Liabilities				
Payables	9.1	11 531	15 333	9 272
Lease Liabilities	9.2	7 455	7 592	8 819
Employee benefit liabilities	9.3	209 868	197 459	198 675
Contract liabilities	9.4	2 979	3 159	2 648
Other liabilities	9.5	2 876	2 759	2 857
Total Liabilities		234 709	226 302	222 270
Net Assets		1 528 634	2 032 436	1 777 717
Equity				
Reserves	11.1	527 709	913 882	679 058
Accumulated Surplus		1 000 925	1 118 554	1 098 659
Total Equity		1 528 634	2 032 436	1 777 717

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

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

Explanations of material variances between budget and actual outcomes are provided in Note 3 of the accompanying notes.

Statement of Cash Flows

for the year ended 30 June 2022

	Notes	2022 Budget \$'000	2022 Actual \$'000	2021 Actual \$'000
Cash flows from operating activities				
Cash inflows				
Appropriation receipts - operating		1 124 611	1 122 063	1 062 425
Other revenue from Government		17 805	23 148	27 157
Grants – continuing operations		11 596	11 885	15 233
Sales of goods and services		44 700	38 503	37 460
GST receipts		28 503	36 652	34 755
Interest received		219	277	295
Other cash receipts		17 707	21 588	18 933
Total cash inflows		1 245 141	1 254 115	1 196 258
Cash outflows				
Employee benefits		(954 389)	(931 603)	(891 985)
Borrowing costs		(91)	(218)	(208)
GST payments		(29 207)	(36 841)	(35 044)
Supplies and consumables		(226 118)	(207 420)	(195 925)
Grants and subsidies		(13 424)	(12 554)	(14 240)
Contributions provided		...	...	(3)
Other cash payments		(13 548)	(14 983)	(10 915)
Total cash outflows		(1 236 777)	(1 203 619)	(1 148 319)
Net cash from (used by) operating activities	12.2	8 364	50 496	47 939
Cash flows from investing activities				
Cash inflows				
Receipts from non-operational capital funding		35 017	29 234	31 181
Receipts from repayment of loans		5 000	5 000	...
Proceeds from the disposal of non-financial assets		...	1	36
Total cash inflows		40 017	34 235	31 216
Cash outflows				
Payments for acquisition of non-financial assets		(48 342)	(58 630)	(60 969)
Loan made to other entities		...	...	(2 531)
Total cash outflows		(48 342)	(58 630)	(63 501)
Net cash from (used by) investing activities		(8 325)	(24 395)	(32 284)
Cash flows from financing activities				
Cash outflows				
Repayment of Lease liabilities (excluding interest)		...	(2 842)	(2 780)
Net cash from (used by) financing activities		(1 143)	(2 842)	(2 780)
Net increase (decrease) in cash and cash equivalents held		(1 104)	23 260	12 874
Cash and deposits at the beginning of the reporting period		65 223	84 861	71 987
Cash and deposits at the end of the reporting period	12.1	64 119	108 121	84 861

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 2022

	Reserves \$'000	Accumulated Funds \$'000	Total Equity \$'000
Balance as at 1 July 2021	679 058	1 098 659	1 777 717
Net Result	...	19 898	19 898
Other comprehensive income	234 824	...	234 824
Total comprehensive result	234 824	19 898	254 722
Balance as at 30 June 2022	913 882	1 118 557	2 032 439
Balance as at 1 July 2020	443 596	1 101 864	1 545 460
Net Result	...	(3 205)	(3 205)
Other comprehensive income	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

Notes to and forming part of the financial statements

for the year ended 30 June 2022

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Notes to and forming part of the financial statements

for the year ended 30 June 2022

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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	2022 Budget \$'000	2022 Actual \$'000	2021 Actual \$'000
I.1 Schedule of Administered Income and Expense				
Revenue from Government				
Appropriation revenue – operating	15.2	441 038	462 973	416 657
Other revenue from Government		121	121	229
Sales of goods and services	15.3	423	...	2
Fees and fines		...	...	2
Other revenue	15.4	...	...	1 721
Total administered revenue and other income from transactions		441 582	463 094	418 611
Administered expenses from transactions				
Grants and subsidies	15.5	441 159	463 093	418 609
Transfers to the Consolidated Fund		423	1	2
Total administered expenses from transactions		441 582	463 094	418 611
Administered net result from transactions attributable to the State		...	...	...
Other economic flows		...	...	...
Administered comprehensive result		...	...	...

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

Explanations of material variances between budget and actual outcomes are provided in Note 15 of the accompanying notes.

I.2 Schedule of Administered Assets and Liabilities

	Notes	2022 Budget \$'000	2022 Actual \$'000	2021 Actual \$'000
Administered assets				
<i>Administered financial assets</i>				
Cash and deposits		...	...	(1 721)
Accrued revenue	15.6	...	...	1 721
Total administered assets		...	...	...
Administered Liabilities				
Other liabilities		...	...	...
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 of the accompanying notes.

Note 2: Departmental Output Schedules

2.1 Output Group Information

The Department has implemented an Output restructure for the 2021-22 Budget, which is effective from 1 July 2021. The changes to the Output structure are:

- The former Output 1.2 School Support Services has been amalgamated with Output 1.1 In School Education. The former Output 1.3 Early Learning is re-numbered as Output 1.2;
- The former Output 2.1 Information Services and Community Learning and Output 2.2 Tasmanian Archives have been amalgamated to create Output 2.1 Libraries Tasmania; and
- A new Output Group 3 - Education Regulation has been created and includes Output 3.1 Education Regulation. The former Output 1.4 Statutory Offices has transferred to the new Output 3.1.

The restructure relating to Education Regulation is related to the recommendations endorsed by the Government as part of its review of education regulation. The consolidation of Libraries Tasmania into a single Output reflects changes within Libraries Tasmania, including the integration of all library and archive functions. This new model has led to a more coordinated approach to programs, services, budgeting and Output measures.

Comparative information has been restated for administrative restructures.

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

Output Group 1 – Education

	2022 Budget \$'000	2022 Actual \$'000	2021 Actual \$'000
Continuing operations			
Revenue and other income from transactions			
Revenue from appropriation	1 078 821	1 074 008	1 016 216
Other revenue from government	...	6 506	...
Interest revenue	219	309	226
Grants	11 596	14 381	16 865
Sales of goods and services	44 717	36 252	35 376
Contributions received	...	22 579	1 491
Other revenue	17 909	19 784	17 190
Total revenue and other income from transactions	1 153 262	1 173 820	1 087 364
Expenses from transactions			
Employee benefits	929 927	893 905	871 317
Depreciation and amortisation	54 543	60 808	59 795
Grants and subsidies	12 409	12 158	11 798
Supplies and consumables			
Communications	2 091	2 064	1 879
Consultants	3 879	1 608	3 237
Information and technology	32 761	35 723	35 359
Lease expenses	3 997	3 906	3 888
Maintenance and property services	76 038	70 234	68 258
Covid supplies and consumables	...	30 477	760
Travel and transport	7 308	3 283	3 248
Other supplies and consumables	74 183	66 421	64 452
Other expenses	13 500	14 747	11 177
Total expenses from transactions	1 210 636	1 195 336	1 135 166
Net result from transactions (net operating balance)	(57 374)	(21 516)	(47 802)

	2022 Budget \$'000	2022 Actual \$'000	2021 Actual \$'000
Other economic flows included in net result			
Net gain/(loss) on sale of non-financial assets	243	(1 338)	(784)
Net gain/(loss) on financial instruments and statutory receivables/payables	...	(881)	(886)
Total other economic flows included in net result	243	(2 218)	(1 671)
Net Result	(57 131)	(23 735)	(49 473)
Other comprehensive income			
Items that will not be reclassified subsequently to profit or loss			
Changes in property, plant and equipment revaluation surplus	41 731	206 618	243 489
Total other comprehensive income	41 731	206 618	243 489
Comprehensive result	(15 400)	182 883	194 016
Expense by Output*1			
I.1 In School Education	1 193 191	1 181 518	1 121 633
I.2 Early Learning	17 445	13 818	13 533
	1 210 636	1 195 337	1 135 166
Net assets			
Total assets deployed for Education		2 037 746	1 836 612
Total liabilities incurred for Education		(210 714)	(211 704)
Net assets deployed for Education		1 827 032	1 624 908

*1 - The Department has implemented an Output restructure for the 2021-22 Financial year which is effective from 1 July 2021. Comparatives have been restated to reflect the restructure.

Output Group 2 – Libraries Tasmania

	2022 Budget \$'000	2022 Actual \$'000	2021 Actual \$'000
Continuing operations			
Revenue and other income from transactions			
Revenue from appropriation	39 232	40 512	38 409
Other revenue from government	665	705	582
Grants	...	32	...
Sales of goods and services	...	850	448
Contributions received	...	8 086	1 535
Other revenue	285	563	705
Total revenue and other income from transactions	40 182	50 748	41 679
Expenses from transactions			
Employee benefits	29 780	29 315	29 279
Depreciation and amortisation	2 349	4 817	4 787
Grants and subsidies	1 015	1 396	1 230
Contributions provided	...	1 768	1 523
Supplies and consumables			
Communications	185	154	156
Consultants	193	35	10

	2022 Budget \$'000	2022 Actual \$'000	2021 Actual \$'000
Information and technology	1 269	1 042	985
Maintenance and property services	2 811	2 765	2 537
Covid supplies and consumables	...	66	...
Travel and transport	262	194	147
Other supplies and consumables	4 733	3 556	3 305
Other expenses	107	121	103
Total expenses from transactions	42 704	45 230	44 062
Net result from transactions (net operating balance)	(2 522)	5 518	(2 383)
Other economic flows included in net result			
Net gain/(loss) on sale of non-financial assets	...	(458)	(519)
Net gain/(loss) on financial instruments and statutory receivables/payables	...	(8)	1
Total other economic flows included in net result	...	(466)	(518)
Net Result	(2 522)	5 052	(2 901)
Other comprehensive income			
Items that will not be reclassified subsequently to profit or loss			
Changes in property, plant and equipment revaluation surplus	1 786	29 451	(8 005)
Total other comprehensive income	1 786	29 451	(8 005)
Comprehensive result	(736)	34 503	(10 906)
Expense by Output*1			
2.1 Libraries Tasmania	42 704	45 230	44 062
	42 704	45 230	44 062
Net assets			
Total assets deployed for Libraries Tasmania		163 985	127 340
Total liabilities incurred for Libraries Tasmania		(9 564)	(9 537)
Net assets deployed for Libraries Tasmania		154 422	117 803

*1 - The Department has implemented an Output restructure for the 2021-22 Financial year which is effective from 1 July 2021. Comparatives have been restated to reflect the restructure.

Output Group 3 – Education Regulation

	2022 Budget \$'000	2022 Actual \$'000	2021 Actual \$'000
Continuing operations			
Revenue and other income from transactions			
Revenue from appropriation	6 558	7 543	7 260
Sales of goods and services	584	1 523	1 235
Other revenue	513	1	5
Total revenue and other income from transactions	7 655	9 066	8 500
Expenses from transactions			
Employee benefits	4 685	7 203	7 142
Depreciation and amortisation	8	489	582
Supplies and consumables			
Communications	62	45	59
Consultants	164	331	188
Information and technology	42	100	424
Lease expenses	...	88	72
Maintenance and property services	381	134	121
Covid supplies and consumables	...	1	...
Travel and transport	280	168	166
Other supplies and consumables	2 009	1 053	738
Other expenses	32	18	15
Total expenses from transactions	7 663	9 630	9 508
Net result from transactions (net operating balance)	(8)	(563)	(1 008)
Other economic flows included in net result			
Net gain/(loss) on financial instruments and statutory receivables/payables	...	...	26
Total other economic flows included in net result	...	...	26
Net Result	(8)	(563)	(982)
Other comprehensive income			
Items that will not be reclassified subsequently to profit or loss			
Changes in property, plant and equipment revaluation surplus		2	...
Total other comprehensive income	...	2	...
Comprehensive result	(8)	(561)	(982)
Expense by Output*¹			
3.1 Education Regulation	7 663	9 630	9 508
	7 663	9 630	9 508
Net assets			
Total assets deployed for Education Regulation	...	2 651	...
Total liabilities incurred for Education Regulation	...	(2 455)	...
Net assets deployed for Education Regulation	...	196	...

The Department has implemented an Output restructure for the 2021-22 Financial year which is effective from 1 July 2021. Comparatives have been restated to reflect the restructure.

¹ - The increase in expenses to budget reflects additional resources provided to support education regulation, depreciation and amortisation not previously budgeted for within this output and further realignment of budgets in future years. The extra resources are provided from funding that supports government schools through the National School reform agreement.

Capital Investment Program

	2022 Budget \$'000	2022 Actual \$'000	2021 Actual \$'000
Non-operational capital funding			
Revenue from government			
Appropriation revenue - works and services	35 017	29 234	31 181
Other revenue from government	12 011	10 866	12 644
Total non-operational capital funding	47 028	40 100	43 825
Expenses from transactions			
Expenditure program* ¹	...	2 206	695
Total expenses from transactions	...	2 206	695
Net result from transactions (net operating balance)	47 028	37 894	43 130
Comprehensive result	47 028	37 894	43 130
Net assets			
Total assets deployed for Capital Investment Program		54 357	35 586
Total liabilities incurred for Capital Investment Program		(3 570)	(971)
Net assets deployed for Capital Investment Program		50 787	34 615

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

Output Group 89 – Public Building Maintenance Program

	2022 Budget \$'000	2022 Actual \$'000	2021 Actual \$'000
Continuing operations			
Revenue and other income from transactions			
Grant revenue	5 794	4 036	7 553
Total revenue and other income from transactions	5 794	4 036	7 553
Expenses from transactions			
Expenditure program	5 794	4 036	7 553
Total expenses from transactions	5 794	4 036	7 553
Net result from transactions (net operating balance)	...	...	...
Comprehensive result	...	...	...
Net assets			
Total assets deployed for Public Building Maintenance Program		...	450
Total liabilities incurred for Public Building Maintenance Program		...	(58)
Net assets deployed for Public Building Maintenance Program		...	392

Output Group 90 - COVID-19 School Excursions

	2022 Budget \$'000	2022 Actual \$'000	2021 Actual \$'000
Continuing operations			
Revenue and other income from transactions			
Appropriation revenue	540
Total revenue and other income from transactions	540
Expenses from transactions			
Expenditure program	540
Total expenses from transactions	540
Net result from transactions (net operating balance)
Comprehensive result
Net assets			
Total assets deployed for Covid-19 School Excursions	
Total liabilities incurred for Covid-19 School Excursions	
Net assets deployed for Covid-19 School Excursions	

The Output information above reflects only the Covid-19 school excursion scheme. Expenditure incurred relating to Covid-19 response and recovery are mainly reflected in output group 1 – Education, with the main supplies and consumables disclosed in Note 7.3.

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

	2022 Budget \$'000	2022 Actual \$'000	2021 Actual \$'000
Total comprehensive result of Output Groups	30 884	254 719	232 258
Comprehensive result	30 884	254 719	232 258

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

	2022 \$'000	2021 \$'000
Total net assets deployed for Output Groups	2 032 435	1 777 717
Reconciliation to net assets		
Assets unallocated to Output Groups	2 258 738	1 999 988
Liabilities unallocated to Output Groups	(226 303)	(222 271)
Net assets	2 032 435	1 777 717

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.

	2022 Budget \$'000	2022 Actual \$'000	2021 Actual \$'000
Administered Income			
Revenue from appropriation	441 038	462 973	416 657
Other revenue from Government	121	121	229
Sales of goods and services	423	...	2
Other revenue	...	...	1 721
Total administered income	441 582	463 094	418 611
Administered expenses from continuing operations			
Australian Government: Grants to non-government schools	353 760	370 704	330 841
State Government: Grants to non-government schools	84 605	91 216	86 594
State Government: Capital assistance to non-government schools	2 794	1 173	1 173
Transfers to the Public Account	423	1	2
Total administered expenses	441 582	463 094	418 611
Net result from transactions (net operating balance)	...	...	...
Administered Net Result	...	...	...
Net assets			
Total administered assets deployed		...	...
Total administered liabilities deployed		...	...
Administered net assets deployed		...	...

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

Budget information refers to original estimates as disclosed in the 2021-22 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	35 017	29 234	(5 783)	(17)
Other revenue from Government	2	17 805	22 113	4 308	24
Sales of goods and services	3	45 966	38 625	(7 341)	(16)
Contributions received	4	...	30 665	30 665	100
Employee benefits	5	964 392	930 619	(33 773)	(4)
Depreciation and amortisation	6	56 900	66 115	9 215	16
Contributions provided	7	...	1 768	1 768	100

1. The decrease in capital appropriation is detailed in note 5.1 Revenue from Government.
2. The increase in Other Revenue from Government is due to reimbursements relating to expenditure for Covid 19 response activities that are funded by a National Partnership that is funded jointly by the State and Australian governments.
3. The decrease in Sales of Goods and Services relates to reductions in revenue received for Schools, a reduction in fees from International Students with the ongoing impact of Covid and lower than estimated contributions for the TasTAFE service provision and reimbursement of costs.
4. The variance in contributions is due predominately to the receipt of rapid antigen tests (RATs) from the Department of Health in response to the Covid pandemic, in conjunction with Donations and Sponsorships received within Schools, which is included within other revenue in the budget papers. In addition, this includes recognition of Library volunteers and the Community Archives collection which was valued for the first time this year.
5. The decrease in employee benefits mainly relates to a decrease in employee benefit liabilities due to the impact of inflation rates being markedly higher than the wage inflation rate. The decrease in Employee Benefits expenses relates to delays with filling all budgeted positions during the course of the financial year due to the available internal resources being focused on assisting with managing Covid responses and an increasingly tight labour market.
6. The increase in Depreciation is due to the combined impact of underground infrastructure being recognised for the first time in the prior year, after finalisation of the original budget, and the increase in value of Buildings.
7. The increase in Contributions provided is due to the recognition of volunteer services for Libraries.

3.2 Statement of Financial Position

Budget estimates for the 2021-22 Statement of Financial Position were compiled prior to the completion of the actual outcomes for 2020-21. As a result, the actual variance from the Original Budget estimate will be impacted by the difference between estimated and actual opening balances for 2021-22. The following variance analysis therefore includes major movements between the 30 June 2021 and 30 June 2022 actual balances.

	Note	Budget \$'000	2022 Actual \$'000	2021 Actual \$'000	Budget Variance \$'000	Actual Variance \$'000
Cash and cash equivalents	1	64 119	108 121	84 861	44 002	23 260
Other financial assets	2	...	9 605	11 007	9 605	(1 402)
Property, plant and equipment	3	1 611 180	1 869 076	1 671 760	257 896	197 315
Infrastructure	3	...	163 141	147 659	163 141	15 482
Intangibles	4	2 377	8 096	8 689	5 719	(593)
Heritage collections	5	47 192	69 975	43 819	22 783	26 156
Employee benefit liabilities	6	209 868	197 459	198 675	(12 409)	(1 216)

- The increase in cash and deposits is partially due to the repayment of the loan to TasTAFE in 2022. In addition, the variance is impacted by the difference between estimated and actual opening balances for 2021-22. This includes the impact of the timing of instalments to schools which fluctuate over the course of the calendar year. The end of calendar year position is a better reflection of school's position. The variance on budget to actual also reflects a lower requirement to draw down on trust funds as part of management of global budget and school balances increased due to additional initiatives provided through the School Resource Package. The variance on actual 2022 to actual 2021 for cash reflects a lower requirement to draw down on trust funds as part of management of global budget, asset sale receipts retained to support key capital projects in schools and school balances increased due to additional initiatives provided through the School Resource Package.
- The decrease in other financial assets is due to repayment of the loan to TasTAFE partially offset by accrued revenue.
- The increase in Infrastructure and Property plant and equipment is due to indexation to reflect significant increases in the market value of land and buildings.
- The 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.
- The increase in heritage collections is predominately due to the increased value of the paintings within the Allport and Crowther collections.
- The decrease in employee benefit liabilities is due to the impact of inflation rates being markedly higher than the wage inflation rate.

3.3 Statement of Cash Flows

	Note	Budget \$'000	Actual \$'000	Variance \$'000	Variance %
Other revenue from Government	1	17 805	23 148	5 343	30
Sales of goods and services	2	44 700	38 503	(6 197)	(14)
Other cash receipts	3	17 707	21 588	3 881	22
Employee benefits	4	(954 389)	(931 603)	22 786	(2)

- The decrease in other revenue from Government is detailed in note 5.1 Revenue from Government.
- The decrease in Sales of Goods and Services relates to reductions in revenue received for Schools, a reduction in fees from International Students with the ongoing impact of Covid and lower than estimated contributions for the TasTAFE service provision and reimbursement of costs.
- The increase in other cash receipts against budget is due to donations and sponsorships paid to schools.
- The decrease in Employee Benefits expenses relates to delays with filling all budgeted positions during the course of the financial year due to the available internal resources being focused on assisting with managing Covid responses and an increasingly tight labour market.

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.

		2022 Budget \$'000	2022 Actual \$'000	2021 Actual \$'000
Net Result from continuing operations	Notes	(12 633)	19 898	(3 204)
Less impact of:				
Non-operational capital funding				
Revenue from Government - works and services	5.1	35 017	29 234	31 181
Other revenue from Government	5.1	17 805	22 113	26 065
Fair value of assets assumed at no cost	5.4	...	30 665	3 027
Total		52 822	82 012	60 273
Underlying net result from continuing operations		(65 455)	(62 114)	(63 476)

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

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

	Notes	2022 Budget \$'000	2022 Actual \$'000	2021 Actual \$'000
Continuing Operations				
Appropriation Revenue - recurrent Current year		1 124 611	1 122 063	1 062 425
Appropriation revenue - works and services		35 017	29 234	31 181
Total Revenue from Government from continuing operations		1 159 628	1 151 297	1 093 606
Other Revenue from Government				
Appropriation Rollover under section 23 of the <i>Financial Management Act 2016</i>		12 132	10 866	12 644
Government Stimulus Funding		5 673	11 247	13 421
Total other revenue from Government		17 805	22 113	26 065
Total		1 177 433	1 173 410	1 119 671

The decrease in Appropriation revenue – recurrent of \$2.548 million compared to budget is as follows:

	\$'000
Decrease in Appropriation revenue - recurrent compared to budget	
Request for Additional Funding: COVID Additional Education Measures	8 000
Rollover: Minor Works Projects	(6 000)
Rollover: COVID Additional Education Measures to Keep Tasmanians Safe	(4 300)
Saving: Government Schools SPP Update (December 2021)	(248)
	(2 548)

The decrease in Appropriation revenue – works and services of \$5.783 million compared to budget is as follows:

	\$'000
Decrease in Appropriation works and services - recurrent compared to budget	
Funding Rolled Forward	
Glen Dhu Pool	(1 500)
Six New Child and Family Learning Centres	(3 378)
New Brighton High School	(790)
Cambridge Primary School - Major School Redevelopment	(20)
Exeter High School - Major School Redevelopment	(50)
Hobart City Partner Schools Project (Ogilvie and New Town High)	(350)
Lauderdale Primary School - Major School Redevelopment	(120)
Montello Primary School - Major School Redevelopment	(105)
Mt Nelson School Oval	(50)
Supporting Safer Schools	(445)
Woodbridge School Oval	(40)
Legana Primary	(770)
New K-12 Sorell School	(500)
Renewable Energy Schools Program	(180)
Campbell Town District School - Agriculture in Schools	(50)
Bothwell District School - Agriculture in Schools	(325)
Savings	
Campbell Town District School - Agriculture in Schools	(50)
Contemporary Classrooms	(50)
Eastern Shore Multi-Sports Facility	(500)
Springfield Gardens Primary School	(985)
Funding brought forward	
Bothwell District School - Agriculture in Schools	300
Hobart City Partner Schools	500
New K-12 Penguin District	1 500
Support school Package including North West School	850
New K-12 Penguin School	900
Revitalising Cosgrove High School	50
Education Act Implementation	375
	(5 783)

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

5.2 Grants

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

Grants revenue without a significantly specific performance obligation 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.

	2022 \$'000	2021 \$'000
Grants with sufficiently specific performance obligations		
Grants from the Australian Government		
Specific Grants	...	207
National Partnership grants	11 370	14 069
Total	11 370	14 276
Grants without sufficiently specific performance obligations		
Other Grants	3 043	2 588
Total	3 043	2 588
Total revenue from Grants	14 413	16 864

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.

	2022 \$'000	2021 \$'000
Goods		
School Supplies	9 144	9 550
Services		
Overseas students	6 834	5 784
Adult education fees	255	215
School levies	12 673	13 113
Other student collections	1 623	1 200
Teachers registration fees	1 510	1 893
TasTAFE service provision and reimbursement of costs	3 339	3 569
Rental properties	984	1 120
Other	2 264	2 118
Total	38 625	38 562

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.

	2022 \$'000	2021 \$'000
Donations	1 464	1 492
Fair value of volunteer services provided ¹	1 768	1 520
Fair value of assets assumed at no cost ²	6 304	...
Fair value of Covid supplies provided at no cost ³	21 116	...
Fair value of library books donated	13	14
Total	30 665	3 026

¹ The Department recognises Library volunteers based on recorded hours. These volunteers provide services relating to adult literacy and learning mentors, State library archives, home library couriers and programs and services support.

² Assets received at no cost refer to Community Archive collections capitalised for the first time in the 2021-22 valuations.

³ Covid supplies provided at no cost refer to rapid antigen tests provided by the Department of Health.

5.5 Other Revenue

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

	2022 \$'000	2021 \$'000
Workers' compensation refunds	4 505	3 637
Miscellaneous school revenue	9 047	8 248
Paid Parental Leave Funding	2 520	2 502
Salary recovered from external bodies	341	347
Other	3 936	2 032
Total	20 348	16 767

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.

	2022 \$'000	2021 \$'000
Net gain/(loss) on disposal of physical assets	42	(781)
Net gain/(loss) on disposal of library / P&E	(458)	(523)
Total net gain/(loss) on non-financial assets	(415)	(1 303)

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.

	2022 \$'000	2021 \$'000
Impairment of receivables	(889)	(859)
Total Net Gain/(loss) on Financial Instruments	(889)	(859)

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

	2022 \$'000	2021 \$'000
Wages and salaries	755 163	734 552
Annual Leave	23 128	20 185
Sick leave	33 054	27 400
Long service leave	12 657	26 084
Superannuation - contribution scheme	91 967	83 608
Superannuation - defined benefits scheme	14 262	15 622
Other employee expenses	389	434
Total	930 619	907 885

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 13.45 per cent (2021: 12.95 per cent) of salary.

Superannuation expenses relating to contribution schemes are paid directly to superannuation funds at a rate of 10 per cent (2021: 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 (2021: 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 2021-22 for key personnel is set by the *State Service Act 2000*. Remuneration and other terms of employment are specified in employment contracts. Remuneration includes salary, motor vehicle and other nonmonetary benefits. Long-term employee expenses include long service leave and superannuation obligations.

Acting Arrangements

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

2022	Short-term benefits		Long-term benefits		Total \$'000
	Salary \$'000	Other Benefits \$'000	Super- annuation \$'000	Other Benefits and Long Service Leave \$'000	
<i>Key management personnel</i>					
Timothy Bullard, Secretary	402	19	25	9	455
Kane Salter, Deputy Secretary Corporate and Business Services – Commencing 6 December 2021	134	11	17	17	179
Jodee Wilson, Deputy Secretary Support and Development	247	19	32	17	315
Trudy Pearce, Deputy Secretary Learning	256	19	33	16	324
Jennifer Burgess, Deputy Secretary Strategy and Performance	228	17	23	10	278
<i>Acting key management personnel</i>					
Kane Salter, Acting Deputy Secretary Corporate and Business Services – to 5 December 2021	101	8	13	13	135
Liz Jack, Acting Deputy Secretary Strategy and Performance – 8 January to 6 March 2022	43	3	6	1	53
Jenny Burgess, Acting Secretary 7-18 July 2021, 8-23 January 2022, 15 - 25 April 2022	38	2	4	1	45
Total	1 449	99	153	84	1 784

2021	Short-term benefits		Long-term benefits		Total \$'000
	Salary \$'000	Other Benefits \$'000	Super- annuation \$'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 - Separation 14 December 2020	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	306
<i>Acting key management personnel</i>					
Kane Salter, Acting Deputy Secretary Corporate and Business Services – Commencing 14 December 2020	113	9	14	8	144
Total	1 411	104	141	48	1 704

1. Remuneration includes backpay relating to 2020

(a) 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

	2022 \$'000	2021 \$'000
Depreciation		
Plant & equipment	2 294	1 640
Buildings	50 504	50 583
Infrastructure	7 261	6 933
Library book stock	1 955	1 942
Right of Use Assets	2 777	2 889
Total	64 791	63 989
Amortisation		
Intangibles Work in progress	968	820
Leasehold Improvements	355	355
Total	1 324	1 175
Total depreciation and amortisation	66 115	65 164

7.3 Supplies and Consumables

	2022 \$'000	2021 \$'000
Audit fees - financial audit ¹	203	241
Consultants	1 459	3 425
Property services	49 911	48 272
Maintenance	28 676	29 518
Communications	2 278	2 079
Information technology	36 865	37 033
Lease expense ²	3 603	3 574
Travel and transport	3 654	3 565
Advertising and promotion	1 381	1 223
Materials & supplies	31 137	30 056
Covid supplies ³	30 544	760
Miscellaneous School expenses	16 679	17 039
Books & periodicals	3 261	3 302
Postage & freight	1 266	1 147
Training & development	3 814	4 246
Contractors	7 714	5 162
Finance and administration expenses	1 877	2 278
Other supplies and consumables	5 086	4 358
Total	229 408	197 277

1 – Audit fees paid or payable to the Tasmanian Audit Office for the audit of the Department's financial statements were \$0.176m (2021 \$0.169m).

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.

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

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.

	2022	2021
	\$'000	\$'000
24 Carrot Gardens	250	...
26 Ten	969	801
A fairer world - Lets Get Together	89	...
Alannah and Madeline Foundation - Cyber Safety in Schools	40	35
Australian Music Examinations Board	111	113
Beacon Foundation	1 434	873
Bravehearts	200	200
Children's book Council of Australia	...	50
Digital Connections Grants Program	426	429
Duke of Edinburgh	20	40
Education and Care	858	631
First aid in Schools	25	100
Government Education and Training International – transfers to TasTAFE	1 694	1 496
Life without Barriers	139	134
Non-government school ¹	2 834	3 721
Other grant payments	409	515
Save the Children Australia – Out Teach Mobile Education Program	368	326
School Sports Associations	262	257
Senior secondary accommodation allowance	299	211
Sexual Assault Support Service	102	50
Smith family - learning for life	120	80
Spectacles and uniforms	355	268
Stay ChatTy - Relationships Australia	250	250
Studentworks	283	277
Tasmanian School Canteen Association	142	139
Tasmanian Youth Orchestra	102	100
TASSO	209	205
Teacher Intern Scholarships	478	317
University of Tasmania – Schools Engagement Project	43	52
Vision Australia	47	60
Working it out – Program to Combat Bullying	200	218
Working Together for 3 Year Olds ²	798	1 080
Total	13 555	13 028

¹ - The decrease in payments to non-government schools relates to the timing of payments expected under the revised agreement, there is no decrease in the overall program expenditure.

² - The decrease in Working Together for 3 year olds is due to the timing of grant payments, there is no decrease in the overall program expenditure.

7.5 Finance costs

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

	2022 \$'000	2021 \$'000
Interest on lease liabilities	218	208
Total	218	208

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.

	2022 \$'000	2021 \$'000
Volunteer services provided	1 768	1 523
Total	1 768	1 523

7.7 Other Expenses

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

	2022 \$'000	2021 \$'000
Salary on-costs - Workers comp premiums	14 886	11 086

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.

	2022 \$'000	2021 \$'000
Central Office receivables	6 256	7 234
Library receivables	2	2
Less: Expected credit loss	(1 020)	(852)
Total	5 238	6 384
School receivables	5 117	3 948
Less: Expected credit loss	(2 148)	(1 519)
Total	2 969	2 430
Total Receivables	8 207	8 814
Comprising		
Sale of goods and services (inclusive of GST)	5 167	5 996
GST Receivable	3 040	2 818
Total	8 207	8 814
Settled within 12 months	8 207	8 814
Settled in more than 12 months	...	...
Total	8 207	8 814

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

	2022 \$'000	2021 \$'000
Carrying amount at 1 July	2 371	1 472
Amounts written off during the year	(279)	(625)
Increase/decrease in provision recognised in profit or loss	1 076	1 524
Carrying amount at 30 June	3 169	2 371

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.

	2022 \$'000	2021 \$'000
Accrued Revenue	9 605	6 007
Loan advances	...	5 000
Total	9 605	11 007

* Loans advances refers to advance funding paid to TasTAFE for the purpose of Campus Consolidation in Launceston, this loan was repaid in 2022.

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

	2022 \$'000	2021 \$'000
Land and buildings	3 508	4 490
Total	3 508	4 490
Settled within 12 months	3 508	4 490
Total	3 508	4 490

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
2022			
Land	712	712	...
Buildings	2 795	2 795	...
Total	3 507	3 507	...
2021			
Land	1 202	1 202	...
Buildings	3 288	3 288	...
Total	4 490	4 490	...

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 valued as at 31 December 2019 by independent valuers. The revaluation was undertaken in accordance with relevant Valuation and Accounting Standards and is based on fair value.

Assets are assessed for material value movements regularly and indexed where necessary to reflect movements in fair value. Based on a review of construction costs by the Office of the Valuer General with appropriate allowance for regional influences across Tasmania the preliminary percentage variation in building and infrastructure cost between 1 January 2020 and 30 June 2022 is calculated at 15% increase.

The market movement in value of residential land between 1 January 2020 and 30 June 2022 has shown a significant increase of 30%. Although schools are predominantly zoned “public purposes” their location is normally within residential areas and the market change in value of surrounding residential land is considered the best evidence of value for land under school buildings.

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

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

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

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

(a) Carrying amount

	2022	2021
	\$'000	\$'000
Land		
At fair value	342 585	290 277
Total land	342 585	290 277
Buildings		
At fair value	3 583 832	3 180 014
Less: Accumulated Depreciation	(1 891 973)	(1 646 344)
Less: Impairment	(240 671)	(212 910)
	1 451 189	1 320 760
Works in progress (at cost)	47 935	35 055
Total buildings	1 499 124	1 355 815
Leasehold improvements		
At fair value	15 258	15 258
Less: Accumulated amortisation	(2 116)	(1 761)
Total	13 142	13 497
Plant and equipment		
At cost	44 879	47 365
Less: Accumulated Depreciation	(30 796)	(36 270)
	14 083	11 095
Works in progress (at cost)	143	1 076
Total plant and equipment	14 225	12 171
Total property, plant and equipment	1 869 076	1 671 760

(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 18% (12% in 2021) to reflect the movement in value of residential land. Buildings have been indexed by 11.5% (3.5% in 2021) 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.

2022		Land Level 2	Land Level 3 (land with no active markets and/or significant restrictions)	Buildings Level 2 (general office buildings)	Buildings Level 3 (specific purpose /use buildings)	Buildings Work in progress	Leasehold improve- ments	Plant and equipment	Total
	Note	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
Carrying value at 1 July		23 267	267 010	37 580	1 283 179	35 055	13 497	12 171	1 671 760
Additions ¹		...	537	...	...	47 722	...	4 329	52 588
Assets transferred to held for sale		...	(56)	...	...	...	...	...	(56)
Disposals		(360)	...	...	...	...	...	(6)	(366)
Capitalised works to assets		...	...	397	34 421	(34 818)	...	...	...
Change in asset class ²		...	...	...	...	(25)	...	25	...
<i>Gains/losses recognised in operating result</i>									
Depreciation and amortisation	7.2	...	...	(1 437)	(49 066)	...	(354)	(2 294)	(53 151)
<i>Gains/losses recognised in other comprehensive income</i>									
Revaluation increments (decrements)	11.1	4 141	48 045	4 571	144 544	...	...	...	201 301
Impairment losses	11.1	...	...	...	(3 000)	...	...	...	(3 000)
Carrying value at 30 June		27 048	315 536	41 111	1 410 078	47 935	13 142	14 225	1 869 076

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

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

2021		Land Level 2	Land Level 3 (land with no active markets and/or significant restrictions)	Buildings Level 2 (general office buildings)	Buildings Level 3 (specific purpose/use buildings)	Buildings Work in progress	Leasehold improvements	Plant and equipment	Total
	Note	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'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)	...	...	...	(146 358)
<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}	11.1	...	...	...	(2 151)	...	...	...	(2 151)
Assets held for sale	11.1	(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, and building infrastructure such as internal roads and underground infrastructure have been separately disclosed as Infrastructure Assets - see note 8.5.

*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.

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)	315 536	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 18% based on assessment by the Office of the Valuer General.
Buildings – specific purpose / use buildings	1 410 078	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 11.5% 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 based on having a similar nature or function in the operations of the Department. Infrastructure assets are revalued every five years to ensure they reflect fair value at balance date. The Department's Infrastructure assets were last revalued as at 31 December 2019 by independent valuers. The revaluation was undertaken in accordance with relevant Valuation and Accounting Standards and is based on fair value.

Assets are assessed for material value movements regularly and indexed where necessary to reflect movements in fair value. Based on a review of construction costs by the Office of the Valuer General with appropriate allowance for regional influences across Tasmania the preliminary percentage variation in building and infrastructure cost between 1 January 2020 and 30 June 2022 is calculated at 15% increase, the indexation for this financial year is calculated at 11.5% (2022: 3.5%).

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

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

(a) Carrying amount

	2022	2021
	\$'000	\$'000
At fair value - underground infrastructure	348 465	306 487
Less: Accumulated depreciation	(186 097)	(159 642)
Works in progress	773	814
	163 141	147 659

(b) Reconciliation of movements (including fair value levels)

2022	Level 2	Level 3	Total
	\$'000	\$'000	\$'000
Carrying value at 1 July	1 982	145 677	147 659
Additions	...	5 997	5 997
Revaluation increments	222	16 524	16 746
Depreciation expense	(50)	(7 211)	(7 261)
Carrying value at 30 June	2 154	160 987	163 141

2021	Level 2	Level 3	Total
	\$'000	\$'000	\$'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	160 987	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 11.5% 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.

	Buildings	Plant and Equipment	Total
2022			
Carrying value at 1 July	6 850	2 083	8 933
Additions	604	1 010	1 615
Depreciation and amortisation	(1 637)	(1 140)	(2 777)
Carrying value at 30 June	5 818	1 953	7 771

	Buildings	Plant and Equipment	Total
2021			
Carrying value at 1 July	2 274	2 323	4 597
Additions	6 180	1 045	7 225
Depreciation and amortisation	(1 604)	(1 285)	(2 889)
Carrying value at 30 June	6 850	2 083	8 933

8.7 Library Book Stock

(a) Carrying amount

	2022 \$'000	2021 \$'000
At Cost	23 017	22 977
Less: Accumulated depreciation	(19 249)	(18 859)
Total Library book stock	3 768	4 118

(b) Reconciliation of movements

	2022 \$'000	2021 \$'000
Carrying Value at 1 July	4 118	4 741
Additions	2 077	1 851
Disposals	(472)	(532)
Depreciation expense	(1 955)	(1 942)
Carrying Value at 30 June	3 768	4 118

8.8 Heritage Collections

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

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

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

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

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

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

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

(a) Carrying amount

	2022	2021
	\$'000	\$'000
At fair value	69 975	43 819
Total heritage collections	69 975	43 819

(b) Reconciliation of movements

	2022	2021
	\$'000	\$'000
Carrying Value at 1 July	43 819	43 472
Additions	15	347
Revaluation increments	19 837	...
Assets recognised through statement of comprehensive income	6 304	...
Carrying Value at 30 June	69 975	43 819

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

	2022 \$'000	2021 \$'000
Intangibles with a finite useful life		
Software at cost	21 140	19 506
Less: Accumulated amortisation	(13 044)	(12 076)
	8 096	7 430
Work in progress	...	1 259
Total intangibles	8 096	8 689

(b) Reconciliation of movements

	2022 \$'000	2021 \$'000
Carrying Value at 1 July	8 689	7 846
Additions	375	1 663
Amortisation	(968)	(820)
Carrying Value at 30 June	8 096	8 689

8.10 Other Assets

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

(a) Carrying amount

	2022 \$'000	2021 \$'000
Other current assets		
Prepayments	4 279	3 789
Inventories	3 193	2 048
Total	7 472	5 837
Recovered within 12 months	7 472	5 837
Total	7 472	5 837

(b) Reconciliation of movements

	2022 \$'000	2021 \$'000
Carrying Value at 1 July	5 837	5 589
Additions	1 145	3 789
Prepayments and other assets expensed	490	(3 541)
Carrying Value at 30 June	7 472	5 837

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.

	2022 \$'000	2021 \$'000
Creditors	12 900	7 875
Accrued expenses	2 433	1 397
Total	15 333	9 272
Settled within 12 months	15 333	9 272
Total	15 333	9 272

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

	2022 \$'000	2021 \$'000
Carrying value at 1 July	8 819	4 374
Additions	1 615	7 225
Lease payments excluding interest	(2 842)	(2 780)
Total	7 592	8 819

	2022 \$'000	2021 \$'000
Maturity analysis of lease liabilities		
One year or less	2 637	2 569
From two to three years	3 801	3 740
From four to five years	1 745	2 043
More than five years	662	1 311
Total	8 845	9 664

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

	2022 \$'000	2021 \$'000
The following amounts are recognised in the Statement of Comprehensive income		
Interest on lease liabilities included in note 7.5	218	208
Lease expenses included in note 7.3	3 603	3 574
	3 822	3 782

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.

	2022 \$'000	2021 \$'000
Accrued salaries	22 969	17 766
Annual leave	16 526	16 400
Long service leave	156 808	163 267
State Service Accumulated Leave Scheme	1 156	1 241
Total	197 459	198 675
Expected to settle wholly within 12 months	61 051	55 230
Expected to settle wholly after 12 months	136 408	143 445
Total	197 459	198 675

9.4 Contract Liabilities

A Contract Liability relates to the Department's obligation to transfer goods or services to a customer for which the Department has received consideration in advance. Contract liabilities relate to Teachers' registration fees and international student fees paid for future years. The transaction dates occur at the time the receipt was made, and the performance obligations occur evenly over the period of the registration or enrollment.

	2022 \$'000	2021 \$'000
Revenue received in advance		
Revenue received in advance	3 159	2 648
Settled within 12 months	2 671	2 182
Settled in more than 12 months	488	466
Total	3 159	2 648

9.5 Other Liabilities

	2022 \$'000	2021 \$'000
Provision for Workers compensation	2 601	2 695
Other liabilities	158	162
Total	2 759	2 857
Settled within 12 months	560	552
Settled in more than 12 months	2 199	2 305
Total	2 759	2 857

Note 10: Commitments and Contingencies

10.1 Schedule of Commitments

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

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

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

	2022 \$'000	2021 \$'000
By type		
Capital commitments		
Buildings	28 480	47 230
Total capital commitments	28 480	47 230
Other commitments		
Property and tenancies	34 480	38 624
Motor vehicle fleet	3 942	2 622
Total other commitments	38 422	41 246
By maturity		
Capital commitments		
One year or less	398	23 194
From one to five years	28 082	24 036
Total capital commitments	28 480	47 230
Other commitments		
One year or less	3 059	4 842
From one to five years	14 843	12 756
More than five years	20 520	23 648
Total other commitments	38 422	41 246

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 2021-22 Annual Report.

At 30 June 2022, the Department had 10 legal claims against it for negligence. The Crown Solicitor has advised the Department that the estimated potential liability to be \$1.55 million for 2021-22 (\$0.624 million for 2020-21). It is not possible at the reporting date to accurately estimate the amounts of any eventual payments that may be required in relation to these claims.

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

Note II: Reserves

II.1 Reserves

	Land \$'000	Buildings \$'000	Infrastructure \$'000	Heritage \$'000	Total \$'000
2022					
Asset Revaluation Reserve					
Balance at the beginning of financial year	88 155	584 690	4 966	1 247	679 058
Indexation	52 126	149 115	16 746	...	217 987
Revaluation increments (decrements)	...	...	...	19 837	19 837
Reversals of impairment losses	...	(3 000)	...	...	(3 000)
Balance at end of financial year	140 281	730 805	21 712	21 084	913 882
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

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

	2022 \$'000	2021 \$'000
Special Deposits and Trust Fund balance		
Department of Education Operating Account	43 419	25 633
Department of Education School Banking Account	64 410	59 023
Total	107 829	84 656
Other bank accounts	169	92
Cash floats	123	114
Total	292	206
Total cash and deposits	108 121	84 861

12.2 Reconciliation of Net Result to Net Cash from Operating Activities

	2022 \$'000	2021 \$'000
Net result from transactions (net operating balance)	19 898	(3 204)
Non-Operational capital funding	(29 234)	(31 181)
Non-cash contributions and provisions	(27 730)	(1 531)
Covid supplies distributed free of charge	21 368	...
Depreciation and amortisation	66 115	65 176
(Gain)/Loss from sale of non-financial assets	1 876	1 351
Expected credit and impairment losses	797	1 989
Decrease/(increase) in Prepayments	(490)	(313)
Decrease/(increase) in Accrued revenue	(3 598)	591
Decrease/(increase) in Inventories	(1 147)	53
Decrease/(increase) in tax assets	(189)	(380)
Increase/(decrease) in Employee benefits	(1 216)	15 992
Increase/(decrease) in Payables	2 601	5 007
Increase/(decrease) in Accrued expenses	1 036	(5 464)
Increase/(decrease) in Other liabilities	413	(147)
Net cash from / (used by) operating activities	50 496	47 940

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

	Budget \$'000	2022 Actual \$'000	2021 Actual \$'000
Capital Investment Program			
New Projects			
Bothwell District School – Agriculture in Schools ²	100	75	...
Cambridge Primary School – Major School Redevelopment ²	100	80	...
Campbell Town District School - Agriculture in Schools ^{2,3}	100	...	...
Contemporary Classrooms ³	200	150	...
Eastern Shore Multi-sports Facility ³	500	...	...
Exeter High School - Major School Redevelopment ²	150	100	...
Glen Dhu Pool ²	1 500	...	...
Hobart City Partner Schools (Ogilvie and New Town High) ¹	800	950	...
Lauderdale Primary School – Major School Redevelopment ²	200	80	...
Montello Primary School – Major School Redevelopment ²	150	45	...
Mt Nelson School Oval ²	50	...	...
Renewable Energy Schools Program ²	250	70	...
Support School Package including North West Support School ¹	2 000	2 850	...
Supporting Safer Schools	500	55	...
Woodbridge School Oval ²	40	...	...
Continuing Projects			
Devonport High	4 602	4 602	5 300
Legana Primary ²	2 570	1 800	280
New Brighton High School	2 000	1 210	2 890
New K-12 Sorell School ²	3 500	3 000	1 000
School Farm Redevelopment (Brighton/JRLF)	3 787	3 787	433
School Farm Redevelopment (Sheffield)	242	242	2 358
Education Act – Capital	1 800	1 375	4 255
Penguin School – New K-12 School ¹	5 719	8 119	6 620
Revitalising Cosgrove High School ¹	550	600	450
School Infrastructure Upgrades	1 700	1 700	1 200
Six New Child and Family Learning Centres ²	6 000	2 622	1 420
Sorell School	2 836	2 836	479
Springfield Gardens Primary School ³	1 425	95	25
Year 7 - 12 Implementation Plan ¹	2 515	2 652	2 993

	Budget \$'000	2022 Actual \$'000	2021 Actual \$'000
Completed Projects			
East Launceston Primary School ⁴	624	487	101
Lansdowne Crescent Primary School	127	127	4 232
Montagu Bay Primary School	36	36	214
Southern Support School	355	355	3 236
Taroona High School	...	...	3 000
Spreyton Primary School	...	...	1 520
Riverside High School	...	...	100
Molesworth Primary School	...	...	1 650
Hobart College	...	...	69
	47 028	40 100	43 825

1. Funding was brought forward from the Forward Estimates into 2021-22 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 balance of funds for these projects were rolled forward into 2022-23 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.
3. The actual is lower than budget for these projects due to unexpended rollover funding from 2021-22 under section 23 of the Financial Management Act 2016, which will be re-appropriated to the Department in 2022-23
4. There was a minor saving in the East Launceston Primary School project, which is being transferred to meet additional costs incurred in the Year 7-12 Implementation capital project to be expended.

(b) Classification of cash flows

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

	2022 \$'000	2021 \$'000
Cash outflows from operating activities		
Consultants	4 525	4 342
Total cash outflows from operating activities	4 525	4 342
Cash outflows from investing activities		
Buildings and infrastructure - works and service	35 575	39 483
Total cash outflows from investing activities	35 575	39 483
Total cash outflows	40 100	43 825

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.

	2022 \$'000	2021 \$'000
Balance as at 1 July	8 819	4 374
New Leases	1 615	7 225
<i>Changes from financing cashflows:</i>		
Lease payments	(2 842)	(2 780)
Balance as at 30 June	7 592	8 819

Note 13: Financial instruments

13.1 Risk exposures

(a) Risk management policies

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

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

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

(b) Credit risk exposures

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

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

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

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

Expected Credit Loss Analysis of Receivables

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

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

2022	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)	0.4%	1.9%	33.2%	47.5%	
Total gross carrying amount (B)	3 290	1 433	190	6 463	11 375
Expected credit loss (A x B)	12	27	63	3 067	3 169

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)	0.6%	2.4%	25.3%	42.6%	
Total gross carrying amount (B)	4 769	823	348	5 245	11 185
Expected credit loss (A x B)	27	20	88	2 236	2 371

(c) Liquidity risk

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

Financial Instruments	Accounting and strategic policies	Nature of underlying instrument
Financial Liabilities		
Payables	The Department's liquidity is managed on a whole-of-government basis by the Department of Treasury and Finance. The Department uses the annual budget to assist in liquidity management.	The majority of Departmental suppliers offer 14 day terms of trade.
Other financial liabilities	Other financial liabilities include revenue received in advance. Revenue received for future periods are held as a liability and recognised in the statement of comprehensive income as services are provided.	Revenue received in advance per the nature of the revenue.

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

2022	1 year \$'000	2 years \$'000	3 years \$'000	4 years \$'000	5 years \$'000	5+ years \$'000	Undis- counted total \$'000	Carrying Amount \$'000
Financial liabilities								
Payables	15 333	...	...	...	...	...	15 333	15 333
Other financial liabilities	2 671	254	167	66	...	...	3 159	3 159
Total	18 004	254	167	66	...	...	18 492	18 492

2021	1 year \$'000	2 years \$'000	3 years \$'000	4 years \$'000	5 years \$'000	5+ years \$'000	Undis- counted total \$'000	Carrying Amount \$'000
Financial liabilities								
Payables	9 272	...	...	...	...	...	9 272	9 272
Other financial liabilities	2 182	260	114	92	...	...	2 648	2 648
Total	11 454	260	114	92	...	...	11 920	11 920

(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:

	2022 \$'000	2021 \$'000
Variable rate instruments		
Financial assets	64 579	59 111
Total	64 579	59 111

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 2022				
Financial assets	649	(649)	649	(649)
Net sensitivity	649	(649)	649	(649)
30 June 2021				
Financial assets	591	(591)	591	(591)
Net sensitivity	591	(591)	591	(591)

This analysis assumes all other variables remain constant. The analysis was performed on the same basis for 2021.

13.2 Categories of Financial Assets and Liabilities

	2022 \$'000	2021 \$'000
Financial assets		
Amortised cost	125 933	104 683
Total	125 933	104 683
Financial liabilities		
Amortised cost	18 492	11 920
Total	18 492	11 920

13.3 Net Fair Values of Financial Assets and Liabilities

Financial assets

The net fair values of cash and non-interest bearing monetary financial assets approximate their carrying amounts.

The net fair value of receivables are approximated by their carrying values.

Financial liabilities

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

Note 14: Details of Consolidated Entities

14.1 List of Entities

The following reporting entities have been consolidated by the Department:

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

Although the above are separate reporting entities for administrative purposes, they operate as part of the Department and are reported in Output 3.1. These entities have separate financial statements prepared. For details of their financial activities please refer to these financial statements.

14.2 Statement of Payments for the Office of the Education Registrar

The Office of the Education Registrar (OER) was established under the Education Act 2016. Although the OER is an independent authority, for administrative purposes, it operates as part of the Department and is reported in Output 3.1. 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.

	2022 \$'000	2021 \$'000
Salaries	1 652	1 570
Travel	72	103
Consultants	210	151
Maintenance and Property Services	206	153
Supplies and Consumables	121	113
Miscellaneous	56	58
Total Expenditure	2 317	2 149

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 2021-22 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.

	Notes	2022 Budget \$'000	2022 Actual \$'000	2021 Actual \$'000
Continuing operations				
Appropriation revenue – recurrent		441 038	462 973	416 657
Total administered revenue from Government		441 038	462 973	416 657

The increase in Appropriation revenue – recurrent of \$21.934 million compared to budget is as follows:

	\$'000
<i>Requests for additional funding</i>	
Quality Schools Quality Outcomes - State government component ¹	4 612
Quality Schools Quality Outcomes - Australian government component ¹	16 858
Capital Assistance Program	464
	21 934

¹ The increases in funding relate to increases in contributions in accordance with the National School reform agreement.

15.3 Administered Sales of Goods and Services

For significant Accounting Policies relating to sales of goods and services please refer to Note 5.3.

	Notes	2022 \$'000	2021 \$'000
State Library services		...	2
Total		...	2

15.4 Administered Other Revenue

For significant Accounting Policies relating to other revenue please refer to Note 5.5.

	Notes	2022 \$'000	2021 \$'000
Other revenue ¹		...	1 721
Total		...	1 721

*1 Other revenue accrued in 2020-21 related to Commonwealth Non-Government School Funding

15.5 Administered Grants and Subsidies

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

	Notes	2022 \$'000	2021 \$'000
Non-government schools: Grants by Australian Government		370 704	330 928
Non-government schools: Grants by State Government		91 216	86 507
Non-government schools: Capital assistance		1 173	1 173
Total		463 093	418 608

15.6 Administered Accrued Revenue

For significant Accounting Policies relating to Accrued Revenue please refer to Note 8.2.

	Notes	2022 \$'000	2021 \$'000
Accrued Revenue ¹		...	1 721
Total		...	1 721

*1 Accrued revenue 2020-21 related to Commonwealth Non-Government School Funding

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

The Department acts under a trustee arrangement in the administration of certain library and student funds. These funds are neither administered nor controlled. Accordingly, they are not recognised in the financial statements. However, disclosure is made in aggregate of the amount collected and distributed to external parties during the reporting period and any amount undistributed on 30 June 2022.

Account Name	Opening balance 1 July 2021	Net Transactions during 2021-22	Closing balance 30 June 2022 \$'000
Critchley Parker Junior Student Loan Fund	23	...	23
Sir John Morris Memorial Fund	1 272	(78)	1 194
TM Crisp Memorial Sporting Library	15	...	15
	1 310	(78)	1 232

Note 17: Events occurring after balance date

On 24 February 2022, the Government announced it would strengthen departmental administrative structures to deliver better services and outcomes. This restructure moves major functions pertaining to children and young people from the Department of Communities Tasmania to the Department of Education, which will be renamed the Department for Education, Children and Young People.

Note 18: Other Significant Accounting Policies and Judgements

18.1 Objectives and Funding

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

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 5.3. The financial report encompasses all funds through which the Department controls resources to carry on its functions.

Outputs of the Department

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

Output group 1:	Education;
Output group 2:	Libraries Tasmania;
Output group 3:	Education Regulation;
Output group 89:	Public Building Maintenance Program;
Output group 90:	COVID-19 School excursions

Output group 1: Education

Description

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

Output group 2: Libraries Tasmania

Description

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

Output group 3: Education Regulation

Description

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

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 23 September 2022.

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

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

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

18.6 Unrecognised Financial Instruments

The Department has no unrecognised financial instruments.

18.7 Foreign Currency

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

18.8 Comparative Figures

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

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

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

18.9 Rounding

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

18.10 Departmental Taxation

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

18.11 Goods and Services Tax

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

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

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

Statement of Certification

The accompanying financial statements of the Department of Education and its related bodies are in agreement with the relevant accounts and records and have been prepared in compliance with Treasurer's Instructions issued under the provisions of the *Financial Management Act 2016* to present fairly the financial transactions for the year ended 30 June 2022 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 23 September 2022

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 2022 and statements of comprehensive income, changes in equity and cash flows for the year then ended, notes to the financial statements, including a summary of significant accounting policies, other explanatory notes and the statement of certification by the Secretary of the Department.

In my opinion, the accompanying financial statements:

- (a) present fairly, in all material respects, the Department's financial position as at 30 June 2022 and its financial performance and its cash flows for the year then ended
- (b) are in accordance with the *Financial Management Act 2016* and Australian Accounting Standards.

Basis for Opinion

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

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

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

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

Responsibilities of the Secretary for the Financial Statements

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

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

Auditor's Responsibilities for the Audit of the Financial Statements

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

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

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

uncertainty exists, I am required to draw attention in my auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify my opinion. My conclusion is based on the audit evidence obtained up to the date of my auditor's report. However, future events or conditions may cause the Department to cease to continue as a going concern.

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

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



Rod Whitehead
Auditor-General

Tasmanian Audit Office

28 September 2022
Hobart

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APPENDICES



Abbreviations and Acronyms

Acronym	In full
ABS	Australian Bureau of Statistics
ACARA	Australian Curriculum, Assessment and Reporting Authority
ALIA	Australian Library and Information Association
ADR	Alternative Dispute Resolution
ARR	Apparent Retention Rate
ASbA	Australian School-based Apprenticeships
CMP	Case Management Platform
CFLC	Child and Family Learning Centre
DoE	Department of Education
DRIS	Decision Regulation Impact Statement
ECEC	Early Childhood Education and Care
FTE	Full-Time Equivalent
GETI	Government Education and Training International Tasmania
GST	Goods and Services Tax
HESP	Home Education Summary and Program
ICT	Information and Communication Technology
ITS	Information Technology Services
LAT	Limited Authority to Teach
LIFT	Learning in Families Together
LiL	Launching into Learning
LLIS	Lifelong Learning Information Systems
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

Acronym	In full
OSA	Office of the State Archivist
PAT	Progressive Achievement Tests
PDP	Performance and Development Plan
PESRAC	Premier's Economic Social and Recovery Advisory Council
PIPS	Performance Indicators in Primary Schools
PISA	Program for International Student Assessment
PLI	Professional Learning Institute
PWAP	Principal Wellbeing Action Plan
RIMAC	Risk Management and Audit Committee
RATS	Rapid Antigen Tests
RTI	Right to Information
RTOs	Registered Training Organisations
SSS	Student Support System
STEM	Science, Technology, Engineering and Mathematics
SRB	Schools Registration Board
TASC	Office of the Tasmanian Assessment, Standards and Certification
TCE	Tasmanian Certificate of Education
TFA	Teach for Australia
THEAC	Tasmanian Home Education Advisory Council
TIMSS	Trends in International Mathematics and Science Study
TIPP	Teacher Intern Placement Program
TLAB	Tasmanian Library Advisory Board
TRB	Teachers Registration Board
TRMF	Tasmanian Risk Management Fund
UTAS	University of Tasmania
VET	Vocational Education and Training
VLC	Virtual Learning Centre
VLT	Virtual Learning Tasmania
WCAG	Web Content Accessibility Guidelines

Compliance Index

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

- *Education Act 2016*
- *Financial Management Act 2016*
- *State Service Act 2000*
- *Right to Information Act 2009*
- *Public Interest Disclosures Act 2002*
- *State Service Regulations 2011*
- *Integrity Commission Act 2009*
- Various Treasurer's Instructions and whole-of-government directions
- *National Education Agreement (2012)*.

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Publications and Websites

Aboriginal Education Services

- Explore Sea Country resources –the Orb

Child and Student Wellbeing

- Wellbeing for Learning – Child and Student Wellbeing Strategy
- Good Teaching: Trauma Informed Practice in Action workbook
- You've Got the Data... Now Get Going resource packs
- Approach to Student Engagement
- 2021 Student Wellbeing and Engagement Survey resources, updated with 2021 data
- School Food Plan toolkit

COVID-19 Support Team

- COVID Return to Schools Overview Plan Term 1, Weeks 1 to 5
- COVID Return to Schools Overview Plan Term 1, Weeks 6 to 10
- COVID Return to Schools Overview Plan Term 2
- COVID Operational Plan Term 1, Weeks 1 to 5
- COVID Operational Plan Term 1, Weeks 6 to 10
- COVID Operational Plan Term 2
- How to talk to your child about COVID-19 – Infosheet
- Supporting Your Wellbeing – Back to School – Infosheet

Early Years

A range of online and printed material to support families with children in the early years was developed including:

- Passport to Learning
- Print promotion and information resources including Launching into Learning and Pre Kinder postcards
- Online resources including Launching into Learning Online sessions and Playing Together videos.

Education and Care

The Education and Care Unit produced a range of information sheets, newsletters and online resources to support the implementation of the National Quality Framework (NQF) in Education and Care Services.

This includes:

- Early Childhood Education and Care COVID-19 guidelines
- Regular Early Childhood Education and Care sector newsletters
- Additional information published to our website on Function Control Processes
- Information sheets inclusive of but not limited to; Regulation 97 - Emergency and Evacuation Procedures, Strict Liability, Working With Vulnerable People registrations, key changes or practice.

GETI

- 2022 Tasmanian Government Schools Guide for International Students
- 2022-23 TasTAFE International Course Guide

Learning Services

- Respectful Schools – The Line campaign posters

Libraries Tasmania

- Libraries Tasmania Strategic Directions booklet
- Tasmanian Library Advisory Board (TLAB) Strategic Action Plan
- A range of promotional material for Libraries Tasmania's campaigns and events:
 - Cadbury campaign
 - Stories After Dark
 - Follow your curiosity
 - The Lanney Pillar
 - Vision of a palawa campaign
 - Celebrating 150 years of Tasmanian railways campaign
 - National Family History Month campaign
 - Libraries Tasmania Top 10s campaign
 - 91 Stories – The Toreador and Around the Globe
- Generic DLs for:
 - Allport Library and Museum of Fine Arts
 - New Release Express Service
 - Home Library Service
 - Little Explorers x 4 kinds
 - Little Explorers Generic
 - Learn at the Library

Strategic Marketing, Communications and Media*

- Annual Report 2020-21
- Key Data Report - March 2022

Strategic Policy and Planning

- Strategic Plan 2022-2024

Teaching and Learning

- Virtual Learning Centre - A range of quality online lessons and resources to support students learning from home for short periods due to COVID-19 - Over 1 600 video recordings of explicit teaching and 2,200 lessons focussed on Reading and Writing, Number, Physical Activity and Wellbeing from Kindergarten to Year 10.
- A range of resources to support quality teaching focussed on curriculum, pedagogy and assessment
- *2021-2025 Numeracy Framework*
- *Numeracy Plan for Action 2021-2025*
- 'Let's Talk' website and public campaign – a range of resources and advertising (television and social media) to educate the Tasmanian community on the importance of talking to our children and how this supports their development.



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.oert.tas.gov.au
STEM	www.stem.education.tas.gov.au
Years 11&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
TASC	www.tasc.tas.gov.au
Premier's Reading Challenges	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
My Education	www.my.education.tas.gov.au
Lets Talk	www.talk.tas.gov.au
DoE Intranet	-
Teaching & Learning Centre	tlc.education.tas.gov.au
Emergency App	-

Libraries Tasmania sites	
Libraries Tasmania	www.libraries.tas.gov.au
26Ten	www.26ten.tas.gov.au
26Ten Chat	www.26ten.tas.gov.au
Office of the State Archivist	www.informationstrategy.tas.gov.au

All Tasmanian Government schools manage their own website.



Tasmanian
Government

Department for Education, Children and Young People

Salamanca Building, Parliament Square
Level 8, 4 Salamanca Place,
Hobart Tasmania 7000

GPO Box 169
Hobart Tasmania 7001

Telephone 1800 816 057

Email servicecentre@decyp.tas.gov.au

Website www.decyp.tas.gov.au

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