Education Regulation
Corporate Plans 2026-27

TASMANIAN ASSESSMENT, STANDARDS & CERTIFICATION

TEACHERS REGISTRATION BOARD TASMANIA

Office of the Education Registrar

Non-government Schools Registration Board

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Letter to the Minister for Education

Dear Minister,

As you are aware, since July 2025, Tasmania's Education Regulators have embraced a unified Board Member appointment model, bringing together the expertise of seven board members across three independent Boards: Tasmanian Assessment, Standards and Certification Board, Teachers Registration Board and the Non-government Schools Registration Board. This approach strengthens governance, enhances collaboration, and streamlines regulatory processes, while preserving each Board's independence.

By aligning strategic direction and leveraging shared skills, we are driving consistent decision-making and strong outcomes for learners, educators, and the community. This Corporate Plan reflects that alignment by presenting a clear vision, regulator-specific performance targets and measures, and risk identification and management from a single source.

The Regulators are working towards aligning their approach to risk and risk appetite and this can be seen in the joint risk management statement. While each of the Regulators have identified individual risks and risk mitigation, it is clear that there is a joint approach to managing risk developing.

This Corporate Plan reflects the governance framework put in place by relevant legislation for the Regulators including Ministerial Instructions and Ministerial Statements of Expectations. Each of the Regulators have developed their own Strategic Direction and have indicated how they will adapt a shared set of priorities to meet their area of regulation.

We have adopted a model of one Corporate Plan document with individual Chapters this year to show the development of alignment across the Regulators. In future years we expect this to become one Plan for all of the Education Regulators with an aligned Strategic Direction demonstrating your government's commitment to move towards a cohesive and aligned approach to Education Regulation.

Sally Darke
Chair, Education Regulation Boards

Katharine O'Donnell
Director, Education Regulation

TASMANIAN ASSESSMENT, STANDARDS & CERTIFICATION

Tasmanian Assessment, Standards and Certification Board

Tasmanian Assessment, Standards and Certification (TASC) is an independent education regulator, governed by the TASC Board. It is responsible to the Tasmanian Minister for Education and operates in accord with the *Tasmanian Assessment, Standards and Certification Act 2003* (Tas). TASC is responsible for the development of appropriate standards, the accreditation of courses, and the assessment and certification of student achievement in senior secondary schooling across all educational sectors in Tasmania.

Purpose

To provide relevant, high-quality certification, accreditation of courses and recognition of learning, supporting all students through senior secondary education.

Vision

A trusted regulatory environment where high standards, fair assessment and quality assurance safeguard the learning and achievement of all senior secondary students.

Values

- **Equity:**
  - consistent demonstration of respect for diversity and commitment to accessibility for all.
  - the design and implementation of fair and inclusive policies and procedures.
- **Integrity:**
  - the upholding of regulatory requirements through clear and transparent decision making aligned with our values.
  - acting ethically and responsibly in making informed, principled decisions with students and schools at the centre of our thinking.
- **Learning:**
  - acknowledgement and celebration of the achievements of all students.
  - commitment to continuous professional learning and upskilling.
  - the regular use of data to inform our decision making and reflect on our practice and performance.
- **Connection:**
  - active engagement with stakeholders to listen, understand and respond.
  - working collaboratively and being accountable.

Strategic Direction for the next 3-5 years

The TASC Board is committed to purposeful regulation and to working collaboratively with other Tasmanian education regulators to support positive outcomes for students and young people in senior secondary education. We will act with integrity and apply a risk-based approach to the regulation, implementation and management of our responsibilities.

In all its strategic planning and decision-making processes, the TASC Board commits to meeting the annual Minister for Education's Statement of Expectations.

Priority 1 – Effective Regulation

Efficient and effective regulation supports and enhances educational outcomes

Effective regulation of Tasmanian senior secondary providers to underpin positive student learning and assessment outcomes:

> The TASC Board works to support high-quality learning and assessment outcomes for senior secondary learners and schools. We share this commitment with principals, teachers, students and families by fostering positive engagement. Effective regulation of all schools delivering senior secondary education is crucial to support quality outcomes for students. By streamlining regulatory processes and ensuring consistent and transparent decision-making, we help schools understand and meet TASC's Provider Standards.

The TASC Board will achieve this through:

- Ensuring schools address TASC's Provider Standards to support improved student learning and assessment outcomes.
- Ensuring qualifications are meaningful and relevant.
- Investigating contemporary assessment strategies for Tasmanian learners.
- Providing timely, clear and workable Quality Assurance advice to stakeholders.

What will we measure?	What is our target?
Compliance with internal rating timelines.	95%
Progress reporting towards the Lifting Literacy target of 100% of Year 12 students meeting the Tasmanian Certificate of Education (TCE) Reading, Writing and Communication Everyday Adult Standard by 2035.	More than 92%

Priority 2 – Regulatory Influence

Influence the regulatory environment to support educational outcomes and the best interest of students

Utilise the regulatory environment to enhance education outcomes:

TASC operates within complex state and national regulatory environments, where accurate reporting of education outcomes is essential. The TASC Board is committed to purposeful regulation that upholds system integrity and enhances student learning. We provide fit-for-purpose certification that recognises the diverse achievements of Tasmanian learners.

The TASC Board will achieve this through:

- Maintaining a contemporary policy framework aligned with best practice regulation.
- Contributing to national regulatory discussions.
- Ensuring governance structures, including our Charter and Terms of Reference, are contemporary and reflective of the regulatory framework.
- Monitoring and responding to Government education policies, priorities and commitments, including the Independent Education Review, the Independent Review of TASC's external examination processes and the Lifting Literacy Framework.

What will we measure?	What is our target?
Independent Review of Education in Tasmania areas of responsibility (ie Recommendation 1, Finding 3) responded to by set times.	100%
Implementation Plan of the Deloitte Investigation and Exam Process Independent Review complete.	100%
Participation in national regulatory discussions held by the Australasian Curriculum, Assessment and Certification Authorities (ACACA).	Staff to participate in more than 80% of ACACA national meetings and report back to the Office and (where relevant) the TASC Board.

Priority 3 – Stakeholder Engagement

Clear and effective communication drives meaningful stakeholder engagement

Targeted communication and consultation to enable strong stakeholder engagement:

The TASC Board values strong relationships with education sectors and key stakeholders. Through transparent, consistent and open communication, we build and maintain trust with students, parents, educators, providers and the broader community. By actively engaging with stakeholders such as the Department for Education, Children and Young People (DECYP), Independent Schools Tasmania (IST) and Catholic Education Tasmania (CET), we ensure their perspectives inform our regulatory work. This approach demonstrates the importance we place on quality teaching and learning, and continuous improvement in the education sector.

The TASC Board will achieve this through:

- Fostering a collaborative culture across the TASC Board, Office, Education Regulators and stakeholders.
- Implementing the Stakeholder Engagement and Communication Plan to:
    - Maintain and strengthen cooperation with school sectors (DECYP, IST, CET) on key projects.
    - Regularly gauge stakeholder satisfaction through targeted feedback.
    - Incorporate student views into decision making through focused engagement.
    - Develop personalised engagement strategies to ensure timely and transparent information exchange.
- Providing opportunities for stakeholder perspective (including student voice) to inform policy and procedures and shape regulatory approaches where appropriate.
- Keeping the Minister for Education informed of significant regulatory performance, operational or policy issues and providing timely responses.

What will we measure?	What is our target?
Regular liaison with stakeholders to understand their views and how we can work together to achieve the best outcomes for young people.	20+ stakeholder reference, working group and advisory panel meetings per year.
Reach of communications to students guided by the Student Voice Framework.	100% All providers have the opportunity for student engagement.
Matters referred through the Audit of Tasmanian's Current Senior Secondary Curriculum (DECYP) are addressed.	100%

Risk Identification and Management

The TASC Board has identified their risks and developed risk appetite statements to ensure robust governance and alignment with organisational objectives.

Risk	Risk appetite statement
Failure to ensure that courses are adequately assured through a quality accreditation process.	The TASC Board accept a **moderate** level of risk as we pursue the assurance of contemporary and potentially innovative courses that will drive educational advancement and future-focused learning.
Failure to successfully develop and deliver senior secondary external assessments.	The TASC Board has **low to no** appetite for risk in the development and delivery of senior secondary level 3 and 4 external assessments, and seek the utmost accuracy, timeliness, and reliability throughout all processes.
Failure to ensure the integrity of course delivery across the state.	The TASC Board maintain a **low** risk appetite for failures in ensuring statewide integrity of course delivery and provider standards. We prioritise consistency and fairness in educational experiences across all sectors.
Failure to appropriately and accurately manage student information and resulting data.	The TASC Board maintain a **low** risk appetite for resulting errors or mismanagement of student information ensuring statewide integrity of resulting and certification standards, and require the utmost accuracy, timeliness, and reliability throughout all processes.

TEACHERS REGISTRATION BOARD TASMANIA

Teachers Registration Board

The TRB's functions are established under section 6A of the *Teachers Registration Act 2000* (the Act)

Purpose

To regulate for the safety, welfare and best interests of students, the teaching profession and the community.

Vision

All Tasmanian students are safe and taught by high quality teachers.

Values

- **Integrity:** We act with fairness, transparency, honesty and respect for ethical principles. We take responsibility for our actions and decisions and ensure that they are consistent, promoting trust and cooperation.
- **Respect:** We respectfully embrace diversity and inclusion and are committed to accessible and flexible service delivery.
- **Excellence:** We challenge ourselves to meet high standards and commit to achieving our best through innovation, purposeful action and empathy.

Strategic Direction for the next 3-5 years

The TRB's strategic direction for the next 3-5 years is to work collaboratively with key stakeholders (including DECYP, CET, IST), consistent with our stakeholder engagement plan, to develop and implement a new Teachers Registration Act and associated policies and processes and a new registration system that will ensure teacher registration in Tasmania is contemporary, purposeful and achieves the TRB's purpose.

In all its decision-making processes, the TRB commits to meeting the annual Minister for Education's Statement of Expectations.

Priority 1 – Effective Regulation

Efficient and effective regulation supports and enhances student safety and wellbeing and educational outcomes

To ensure students are safe and their welfare is protected we will:

- ensure the teacher registration process is efficient, streamlined and that professional conduct issues are handled appropriately.
- work with teachers and schools, so they clearly understand their professional responsibilities and Australian teaching standards.

The TRB will achieve this through:

- Implementing the relevant recommendations from the Commission of Inquiry to improve our systems and practices.
- Regularly testing our policies and processes, in consultation with key stakeholders, to ensure we regulate in a fair, consistent, and efficient way.
- Handling conduct matters promptly, comprehensively, and with care.
- Increasing awareness and involvement across education sectors with the Australian Professional Standards for Teachers (APST), the Code of Professional Ethics, and Professional Boundaries Guidelines.
- Supporting teachers, particularly new and early career teachers in meeting their professional obligations and understanding the teacher standards.
- Maintaining an operating framework that includes clear guidelines, policies and procedures for our staff to carry out their roles.
- Prioritising quality, efficiency, and enhancing teacher experience.

What will we measure?	What is our target?
All registered teachers in Tasmania have appropriate authority under the *Teachers Registration Act 2000* (Tas).	100%
Conduct notifications are resolved within set operational timeframes (i.e. assessment and triage within 5 days, notification of hearing outcome to relevant parties within 21 days).	100%
Relevant Commission of Inquiry recommendations (6.10 – 6.16) achieved by 30 June 2026.	100%
Number of TRB regulatory decisions reviewed.	<2%

Priority 2 – Regulatory Influence

Influence the regulatory environment to support educational outcomes and the safety, wellbeing and best interest of students

To deliver efficient and responsive regulation, aligned with contemporary regulatory principles we will:

- inform and contribute to the implementation of the new Teachers Registration Act, working closely with the DECYP and other stakeholders.
- contribute to national policy discussions, initiatives and strategies to support the quality and sustainability of the teaching profession.
- provide robust, evidence-based advice to the Minister for Education and other key decision makers.

The TRB will achieve this through:

- Maintaining a strong governance framework to support our work, ensuring decisions are fair, consistent, and transparent.
- Working with other teacher regulatory authorities and child safety entities to make sure we are aligned and consistent.
- Collecting data and sharing information to inform decision making.
- Encouraging innovation and continuous improvement.
- Building confidence in our regulatory processes, system capabilities and expertise.
- Addressing matters referred to us by the Minister for Education identified from the Independent Review of Education in Tasmania.

What will we measure?	What is our target?
Overall perception of TRB performance.	80%
Staff satisfaction – proportion with a rating high or above.	90%
Implementation of new registration system (Customer Relationship Management (CRM)) on time.	By July 2026
Policies reviewed at a minimum every 12 months.	100%
Independent Review of Education in Tasmania referred matters addressed.	100%

Priority 3 – Stakeholder Engagement

Clear and effective communication drives meaningful stakeholder engagement

To ensure effective stakeholder engagement, to support a high quality and sustainable teaching profession in Tasmania, we will:

- maintain collaborative relationships with teachers, employers and other stakeholders.
- value the opinions of students, teachers and our stakeholders and aim to build trust and foster collaboration to achieve positive student outcomes.

The TRB will achieve this through:

- Involving students, teachers, and other stakeholders and encouraging their participation in decisions that impact them.
- Collaborating with the University of Tasmania to ensure high-quality Initial Teacher Education (ITE) programs, including core content.
- Informing, sharing data and facilitating collaboration to help shape policy and program designs.
- Supporting teachers, with a focus on new and early-career teachers, in understanding the APST and their professional responsibilities.
- Supporting teachers to advance in their career stages, including ongoing professional learning and guiding them toward Full registration and Highly Accomplished and Lead Teacher (HALT) status.

What will we measure?	What is our target?
ITE accreditation processes will consider ITE student voice.	100%
Satisfaction of teachers completing the Provisional to Full (P2F) process.	80%
Satisfaction of teachers completing the HALT process.	80%
Satisfaction of teachers with communication and engagement by the TRB.	80%

Risk Identification and Management

The TRB Board has identified their risks and developed risk appetite statements to ensure robust governance and alignment with organisational objectives.

Risk	Risk appetite statement
A data security or privacy breach occurs resulting in personal information being disclosed.	The TRB accept a **low** level of risk as we ensure the collection, storage and disclosure of information is done in line with legislative and policy requirements.
The Teachers Registration Bill 2026 (Tas) is drafted in a way that does not provide the Board with the necessary powers, functions, or regulatory mechanisms required to effectively regulate the teaching profession and protect children from harm.	The TRB has a **low** appetite for the new legislative framework to be insufficent in scope, compromising the ability to regulate teacher registration, monitor and respond to conduct and competence concerns, or ensure child safety. The Board requires legislation that is clear, contemporary, enforceable, and aligned with best-practice regulatory principles.
The replacement CRM system is not delivered within scope or budget.	The TRB has a **low** appetite for delays or significant scope compromises in the delivery of a new CRM system where such delays impact regulatory effectiveness, service delivery, statutory decision-making, data integrity, or cyber resilience. The TRB has a **medium** appetite for phased delivery, controlled adjustments to scope, and iterative implementation approaches where these changes strengthen long-term capability, reduce delivery risk, or support better regulatory outcomes.

Office of the
Education
Registrar

Office of the Education Registrar

The Education Registrar is an independent statutory authority established under the *Education Act 2016*. The Registrar is supported by the Office of the Education Registrar (OER). The OER is responsible for the registration and monitoring of home education in Tasmania, for administering the registration and regulation of non-government schools, for providing advice to the Non-government Schools Registration Board (NGSRB), and for the Compulsory Conciliation Conference (CCC) process for non-attendance at school.

Purpose

To regulate and administer:

- **Home education:** registering and monitoring home education in Tasmania.
- **Compulsory conciliation:** managing and coordinating compulsory conciliation conferences for non-attendance at government and non-government schools.
- **Non-government schools:** processing the registration of non-government schools and undertaking the operational aspects of related regulatory processes. With this responsibility, the Registrar reports to, and advises, the Non-government Schools Registration Board (NGSRB) as required. *The NGSRB corporate plan is incorporated into the OER corporate plan. This plan details how the OER and the NGSRB work together to regulate non-government schools effectively.*

Vision

Home education, non-government schools and compulsory conciliation are regulated effectively and transparently so that all Tasmanian children have access to quality education.

Values

- Integrity
- Respect
- Acceptance
- Empowerment
- Innovation

Strategic Direction for the next 3-5 years

The OER's strategic direction for the next 3-5 years includes implementing best practice regulation approaches to ensure our work is contemporary, future focused and always in the interests of children and young people. We embrace continuous improvement and will be evaluating our processes and practices to ensure we are operating effectively. We are committed to being clear and transparent in all communication and engagement with stakeholders.

We will focus on identifying meaningful updates to the *Education Regulations 2017* that support our vision and that will have a positive impact on outcomes for children and young people. In all its decision making, the OER has regard to the regulator principles outlined in Ministerial Instruction 16 and commits to meeting Minister's Statement of Expectations each year.

Priority 1 – Effective Regulation

Efficient and effective regulation supports and enhances educational outcomes

Effective regulation ensures home educated children receive a high-quality individualised program that leads to positive learning outcomes.

The OER will achieve this through:

- Making decisions that are:
  - evidence-based
  - proportionate to the risk being managed
  - consistent
  - timely
- Providing advice and support to home educators to develop a high-quality individualised program.
- Continuing to embed the education regulator principles and *Education Act 2016* principles in practice.

What will we measure?	What is our target?
Home education reports processed within 4 weeks of registration visit	90%

Priority 2 – Regulatory Influence

Influence the regulatory environment to support educational outcomes and the best interest of students

The OER operates within a complex regulatory environment and is committed to purposeful regulation that enhances student outcomes through both Home Education and Compulsory Conciliation Conferences.

The OER will achieve this through:

- Identifying, exploring, and understanding current or emerging issues that may impact on our regulatory approach
- Recommending updates to the standards for home education as outlined in the *Education Regulations 2017*
- Responding to whole of government education reforms and engage with Department for Education, Children and Young People (DECYP) and other agencies on regulatory changes.

What will we measure?	What is our target?
Engage with the Department for Education, Children and Young People on amendments to the *Education Regulations 2017.*	December 2026

Priority 3 – Stakeholder Engagement

Clear and effective communication drives meaningful stakeholder engagement

OER stakeholders include DECYP, individual non-government schools, students, parents and guardians, Catholic Education Tasmania, Independent Schools Tasmania, Minister for Education, and other regulators.

Strong communication and relationships with our stakeholders support the success of the OER across all regulatory functions

The OER will achieve this through:

- Strengthening existing relationships between the OER, NGSRB, DECYP and THEAC to enhance connection and collaboration.
- Distributing regular newsletters and information communiques to home educators
- Reviewing information to support the development of a high-quality home education program, ensuring that information is clear and easy to understand.
- Updating the website to ensure all information is clear and accessible.
- Updating the Guidelines for Compulsory Conciliation Conferencing.

What will we measure?	What is our target?
OER website is reviewed and updated	December 2026
Home educators that feel they are well informed about the registration process	> 90%

Risk Management Statement

The OER is committed to proactive, evidencebased risk management that supports our legislative responsibilities and ensures Tasmanian children and young people have access to quality education. Our approach recognises the complexity of the regulatory environment in which we operate and prioritises early identification, assessment, and mitigation of risks across home education, compulsory conciliation, and non-government school regulation. The OER applies a risk-based approach that directs regulatory effort to areas of highest likelihood and consequence of risk, ensures effective and targeted oversight, and reduces unnecessary administrative burden. A live register of risks, mitigations and appetites is maintained.

Through strong governance, clear communication, and a commitment to integrity and accountability, the OER works to ensure that regulatory risks are well managed and do not impede positive educational outcomes.

The OER Corporate Plan incorporates the corporate plan of the NGSRB as required by s227(2)(b) of the Education Act 2016.

Non-government Schools Registration Board

The Non-government Schools Registration Board is an independent statutory body whose composition, functions and powers are defined under the *Education Act 2016*. The NGSRB regulates the registration of non-government schools and their compliance with the Registration Standards outlined in the *Education Regulations 2017*.

The NGSRB is supported by the OER in the regulation of non-government schools. The NGSRB is responsible for making decisions about school registration, while the OER is responsible for undertaking the regulatory work needed to provide the NGSRB with required information.

Purpose

To register non-government schools (including systems of schools) in accordance with the *Education Act 2016*, and in alignment with the Registration Standards set in the *Education Regulations 2017*, and to safeguard the best interests of students.

Vision

To regulate the compliance of all Tasmanian non-government schools to ensure students are safe and have quality educational outcomes.

Values

The NGSRB's values are:

- **Integrity –** we will act fairly and ethically and take responsibility for our actions and decisions. We will act with independence, accountability, and transparency to promote trust and cooperation.
- **Respect –** we will support all stakeholders and embrace diversity and inclusion.
- **Excellence –** we will commit to achieving our best through efficiency, innovation, and the best practice of modern regulation.
- **Collaboration –** we will support non-government schools to meet the required regulatory outcomes and shared objectives.

Strategic Direction for the next 3-5 years

The NGSRB's strategic direction for the next 3-5 years includes implementing risk-based regulation to ensure our actions are proportionate to the risk being managed. In 2026, the NGSRB and OER will commence using a risk-based regulation model. This model will be monitored, and an approach of continuous improvement applied to ensure we are regulating effectively and proportionately to the risks being managed.

We will also focus on recommending meaningful amendments to the Standards for Registration for non-government schools in the *Education Regulations 2017* that will have a positive impact on student outcomes.

In all its decision making, the NGSRB and OER have regard to the regulator principles outlined in Ministerial Instruction 16 and commits to meeting Minister's Statement of Expectations each year.

Priority 1 – Effective Regulation

Efficient and effective regulation supports and enhances educational outcomes

Effective regulation of non-government schools is crucial to support compliance with the Registration Standards. By streamlining regulatory processes and ensuring consistent, transparent decision making, non-government schools will be well supported to achieve compliance.

The NGSRB will:	OER will:
Make decisions that are: o Evidence-based o Proportionate to the risk being managed o Consistent o Timely Continue to embed the education regulator principles and *Education Act 2016* principles in practice. Implement risk-based regulation for the monitoring of non-government school's compliance outside of their renewal cycle.	Monitor and improve processes that support the functions and decision-making of the NGSRB. Continue to embed the education regulator principles and *Education Act 2016* principles in practice. Support NGSRB in applying risk-based regulation to monitor non-government school's compliance outside of their renewal cycle. Ensure policies, procedures and guidelines are accessible and comprehensible and located on an updated website.

What will we measure?	What is our target?
Compliance with the Standards at renewal of registration inspections.	95%
Conditions placed on schools are met within the prescribed period of time.	100%

Priority 2 – Regulatory Influence

Influence the regulatory environment to support educational outcomes and the best interest of students

The OER and NGSRB operate within complex regulatory environments. We are committed to purposeful regulation that enhances student outcomes.

How will we achieve this?

NGSRB will:	OER will:
Be responsive to whole of government education reforms. Recommend amendments to the Standards for Registration of non-government schools through the review of the *Education Regulations 2017.* Advocate for change that supports positive student outcomes in Tasmania's regulatory environment.	Be responsive to whole of government education reforms. Consider the broader policy context such as the implementation of the lifting literacy framework, findings of the Independent Education Review, and recommendations arising from the Commission of Inquiry into the Tasmanian Government's response to child sexual abuse in institutional settings. Engage with DECYP and other agencies regarding regulatory reforms. Propose updates to the Standards for Registration of non-government schools for consideration by the NGSRB, to inform recommendations for the review of the *Education Regulations 2017.*

What will we measure?	What is our target?
Reach of communications to non-government schools.	100% of non-government schools receive communication on key matters and have the opportunity to engage with the OER about the regulatory environment.
Recommended amendments to Registration Standards are provided to the DECYP.	March 2026

Priority 3 – Stakeholder Engagement

Clear and effective communication drives meaningful stakeholder engagement

OER and NGSRB stakeholders include individual non-government schools, students, parents and guardians, Catholic Education Tasmania, Independent Schools Tasmania, Minister for Education, other regulators and DECYP. Strong communication and relationships with our stakeholders support the success of the NGSRB and OER across all regulatory functions.

How will we achieve this?

NGSRB will:	OER will:
Be clear, targeted and effective in communication. Implement the Student Voice Strategy. Develop a stakeholder engagement strategy. Update the NGSRB Guidelines to reflect contemporary best practice and support compliance.	Facilitate the Schools Leaders Reference Group. Implement transparent processes for regulation. Implement the Student Voice Strategy. Maintain positive relationships with non-government school sectors, including Catholic Education Tasmania and Independent Schools Tasmania. Support the NGSRB to develop recommendations for updates to the Board.

What will we measure?	What is our target?
Regulated entities report greater understanding of regulatory processes following targeted engagement.	95%

Risk Identification and Management

The NGSRB has identified their top risks and developed risk appetite statements to ensure robust governance and alignment with organisational objectives.

Risk	Risk appetite statement
Inadequate monitoring of the compliance of non-government schools.	The NGSRB has a **low** risk appetite for failing to monitor the compliance of non-government schools. Effective monitoring is essential to ensure student safety, educational quality, and adherence to legislative requirements.
Effectiveness of the NGSRB and its ability to make informed decisions.	The NGSRB has a **low** risk appetite for not being effective or making informed decisions. The NGSRB prioritises accuracy, transparency, and evidence-based legislation-making in all regulatory activities.
Inconsistent application of registration standards.	The NGSRB has a **low** risk appetite for the inconsistent application of registration standards. Consistency is critical to maintaining fairness, transparency, and community confidence in the regulatory process. While the Board accepts minimal risk associated with interpretation differences during policy updates or continuous improvement initiatives, it does not tolerate decisions that result in inequity or undermine compliance.

TEACHERS
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ASSESSMENT, STANDARDS
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