



OFFICE OF TASMANIAN
ASSESSMENT, STANDARDS
& CERTIFICATION

16
17



Empowering Tasmanians to achieve

ANNUAL
REPORT

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Our purpose

Empowering Tasmanians to achieve.

Disclaimer: the information contained in the Office of Tasmanian Assessment, Standards and Certification Annual Report 2016/17 is considered to be correct at the time of printing.

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11 October 2017

Ms Jenny Gale
Secretary
Department of Education
GPO Box 169
HOBART TAS 7001

Dear Ms Gale

In accordance with Section 24 of the *Office of Tasmanian Assessment, Standards and Certification Act 2003*, I am pleased to submit to you the Annual Report for the Office of Tasmanian Assessment, Standards and Certification (TASC).

This Report documents the Office of TASC's activities in the period from 1 July 2016 to 30 June 2017 and includes Financial Statements for that period.

I acknowledge the staff of the Office of TASC for their commitment and support throughout this period.

Yours sincerely

Katrina Beams
Executive Officer

REPORT FROM THE EXECUTIVE OFFICER



In 2016, 56.4 per cent of the Tasmanian potential Year 12 population achieved the Tasmanian Certificate of Education. This is an increase of 6 per cent from 2015, and the biggest increase ever.

I'm proud that, as a statutory authority, the Office of Tasmanian Assessment, Standards and Certification (TASC) plays an integral part in this education success for young Tasmanians. By ensuring the high quality delivery and assessment of senior secondary education in Tasmania, we are providing the basis of lifelong learning opportunities for all Tasmanians.

Our work is underpinned by a new Strategic Plan 2017 – 2022 which guides the continuous improvement and modernisation of senior secondary education in Tasmania. Our vision, to be internationally recognised as a provider of premium qualifications, provides a focus for our three goals of creating a modern qualifications system, influencing the culture of education in Tasmania, and continuing to ensure the value of our qualifications for all Tasmanians.

Current Tasmanian Government initiatives such as the implementation of the new *Tasmanian Education Act 2016*, carrying out recommendations from the Years 9-12 curriculum review by the Australian Council of Educational Research, and supporting the Extending Schools to Years 11 and 12 initiative, also inform the work of TASC.

In 2016, there was an increase in schools and other education providers delivering TASC accredited senior secondary courses across all education sectors in Tasmania.

TASC has maintained a focus to continuously improve its systems and processes, and to assure the quality of course delivery and assessment. A significant number of achievements have been delivered in 2016/17.

We have developed a new suite of key policies to support our work. We have established improvements and efficiencies to assure the quality of senior secondary data. We have developed and started implementing an enhanced quality assurance model to maintain continued community confidence in the integrity of our qualifications. We continue to manage and assure the integrity of external assessment of Level 3 and Level 4 TASC accredited courses.

Our goals

Every aspect of TASC's work is underpinned by our values of integrity, equity, being connected, life-long learning and a future focus.

The modernisation of TASC systems and functions is a key aspect of our current work. We have initiated a future focused systems replacement project which embraces the best new technologies, to meet our current and future business needs and ensure the quality of our qualifications.

We continue to build strong relationships with all stakeholders and work with all school sectors to provide information and support them in the delivery of high quality senior secondary education in Tasmania. I have visited many schools across the state and gained insights into the variety of approaches, environments and communities which influence the delivery of senior secondary education in Tasmania. I am buoyed by the collaborative rapport and positive relationships.

I thank all those who have supported the work of TASC in 2016/17, particularly principals, teachers and TASC Liaison Officers and others in schools across Tasmania delivering TASC accredited courses and supporting students in their years of senior secondary education.

I thank also the Department of Education who manage TASC data on our behalf and who, in consultation with all education sectors, develop the courses we accredit.

I thank the Framework Advisory Council and Principals Reference Group for their council and advice. Of course, TASC could not function without the hard work of its dedicated staff. I thank them for their continued commitment to supporting the education of young Tasmanians.

I am proud to present this Annual Report as summary of the achievements of TASC throughout 2016/17. I invite you to share my passion for empowering Tasmanians to achieve.



Katrina Beams
Executive Officer

- 1 Create a qualifications system aligned with what students learn and how it is recognised.
- 2 Participate in, and influence changing culture about the value of education for all Tasmanians.
- 3 Be competitive in a cutting edge educational environment.



FUNCTIONS OF THE OFFICE OF TASMANIAN ASSESSMENT, STANDARDS AND CERTIFICATION

The Office of Tasmanian Assessment, Standards and Certification (TASC) is an independent statutory office responsible to the Tasmanian Minister for Education and Training.

TASC is responsible for the development of appropriate standards, the accreditation of courses, and the assessment and certification of student achievement in senior secondary education across all educational sectors in Tasmania.

TASC is governed by the *Office of Tasmanian Assessment, Standards and Certification Act 2003* (The Act) with day-to-day operations managed by the Executive Officer.

OUR KEY RESPONSIBILITIES

- Accredite courses for senior secondary education in Tasmania.
- Issue certifications and qualifications, and ensure that these meet approved standards.
- Provide advice to the Minister for Education and Training on matters relating to senior secondary qualifications.
- Guide strategic planning for senior secondary qualifications management.
- Conduct and moderate assessment of TASC accredited senior secondary courses.

FRAMEWORK ADVISORY COUNCIL

The Framework Advisory Council (FAC), appointed under The Act includes educational expertise from the government, Catholic and independent education sectors, TasTAFE and the University of Tasmania, as well as an independent member and Chair.

The FAC advises the Executive Officer, TASC on the development, review and implementation of a senior secondary accreditation framework for Tasmania. The accreditation framework will identify the key principles and processes that inform the accreditation of senior secondary curriculum in Tasmania.

Our vision

To be internationally recognised as a provider of premium qualifications.



TASC QUALIFICATIONS AND CERTIFICATES

TASC supports lifelong learning for all Tasmanians and issues the following qualifications to Tasmanians.

TASMANIAN CERTIFICATE OF EDUCATION

The Tasmanian Certificate of Education (TCE) is a premium qualification consisting of five standards.

1. Participation and achievement of 120 credit points in senior secondary education and training, with at least 80 credit points in studies at Level 2 or higher.
2. Everyday adult reading and writing in English standard.
3. Everyday adult mathematics standard.
4. Everyday adult use of computers and the internet standard.
5. Development and review of future career and education plans standard.

56.4% of the potential Year 12 population achieved the TCE in 2016, an increase from 50.4% in 2015 and the biggest increase ever. 3,767 students achieved their TCE.

TASMANIAN CERTIFICATE OF EDUCATIONAL ACHIEVEMENT

The Tasmanian Certificate of Educational Achievement (TCEA) provides students, including some students with special or additional needs, with a record of their participation and achievement in senior secondary education.

The number of TCEAs issued in 2016 increased significantly.

QUALIFICATIONS CERTIFICATE

The Qualifications Certificate is a record of a Tasmanian student's lifelong learning. It includes senior secondary courses, vocational education and training, as well as other recognised learning.

TASC issued 5,600 Qualifications Certificates during the 2016/17 financial year.



TASC STRATEGIC PLAN 2017 – 2022

TASC has developed a strategic plan to guide the continuous improvement and modernisation of senior secondary assessment, standards and certification in Tasmania. The Strategic Plan ensures TASC can fulfil its legislative obligations and progress new initiatives across Tasmania's senior secondary school system.

VISION

To be internationally recognised as a provider of premium qualifications.

PURPOSE

Empowering Tasmanians to achieve.

VALUES

We are engaged and collaborative.

We are fair, impartial and accessible.

We consistently uphold standards, we are accountable, independent, open and transparent.

We recognise achievements through meaningful qualifications.

We are innovative, informed and strive for excellence.

GOALS

1. Create a qualifications system aligned with what students learn and how it is recognised.
2. Participate in, and influence changing culture about the value of education for all Tasmanians.
3. Be competitive in a cutting edge educational environment.

POLICY DEVELOPMENT

TASC has completed the development of a suite of key policies. The policies have been developed through extensive consultation and guide TASC in fulfilling its functions as legislated within The Act and in accordance with other legislation.

Policies have been developed in the following key areas – Assessment, Communication, Registration, Certification, Course Accreditation, Data and Reporting, and Quality Assurance.

MODERNISATION OF TASC FUNCTIONS AND SYSTEMS

TASC is committed to embracing new technologies and modernising its systems to ensure the high quality of the qualifications it issues, and to support our strategic goal 1.

TASC has initiated a systems replacement project to develop a new student administration system to meet current and future business needs. The new system, to be launched from 2019 will include a stakeholder portal and a cutting edge data management platform.



TASC REPORTING

TASC has established improvements and efficiencies to ensure the continued quality of the senior secondary data it manages, creating opportunities for a more comprehensive picture of students' achievements.

In 2016, for the first time, High Achiever Program and University College Program units at the University of Tasmania were scaled using the established and rigorous scaling processes for TASC Level 3 and Level 4 courses.

PILOT PROGRAM FOR ONLINE TESTING

TASC developed a secure online testing environment for the *Everyday adult use of computers and the internet* standard safety net test. The successful pilot program, run in 2016, received very positive feedback from schools and students who participated and will help inform the development of future online assessment. After thorough evaluation the online test will be offered to all schools from August 2017.

COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT

TASC continues to work towards its goal of participating in, and influencing the changing culture about the value of education for all Tasmanians. TASC works with all stakeholders to share quality information, consult and develop positive relationships.

TASC has worked closely with Tasmanian Government schools in the Extending High Schools to Years 11 and 12 initiative to ensure they are fully informed of TASC's standards and requirements for delivering TASC accredited courses. This included presenting at, and attending extension school professional learning and other forums.

Key communications activities include:

- hosting regional forums in August 2016 and March 2017
- the introduction of a quarterly newsletter to principals and TASC Liaison Officers
- visiting schools in all sectors by the Executive Officer and other TASC officers
- coordinating continued, informative and timely communications with stakeholders
- managing and enhancing the TASC brand
- presenting at the Tasmanian branch of the Association of Heads of Independent Schools of Australia
- hosting the TASC Outstanding Achievement Awards.

The launch of a new TASC website in July 2017 will provide a central point for all stakeholders to access up-to-date information about TASC services.

REVIEW OF YEARS 9 – 12 IN TASMANIA

The Australian Council for Educational Research (ACER) Review of Years 9 – 12 in Tasmania was provided to the Minister for Education and Training in December 2016. The Executive Officer, TASC is a participant in the Years 9 – 12 Review Advisory Committee which has outlined the implementation of the review findings.

TASC will undertake the implementation of key recommendations from the review over the next two years.

ACACA WORKING GROUP CONFERENCE

TASC hosted the annual Australasian Curriculum, Assessment and Certification Authorities (ACACA) working group meeting in Hobart in September 2016. Delegates from senior secondary boards of study, and their equivalents from New Zealand and other jurisdictions attended the conference to share professional learning, best practice, challenges and initiatives.

The conference was opened by Jeremy Rockliff MP, Minister for Education and Training. Professor Geoff Masters OBE, Chief Executive of the Australian Council for Educational Research provided the keynote address and discussed some of the significant future challenges in senior secondary schooling, including the effect of socio-economic factors on completion rates.

Our values

We are engaged and collaborative.

We are fair, impartial and accessible.

We consistently uphold standards, we are accountable, independent, open and transparent.

We recognise achievements through meaningful qualifications.

We are innovative, informed and strive for excellence.

2016 TASC OUTSTANDING ACHIEVEMENT AWARDS

The TASC Outstanding Achievement Awards celebrate the successful academic and vocational education and training results of young Tasmanians.

The 2016 Awards were presented by Her Excellency Professor the Honourable Kate Warner, AC, Governor of Tasmania at Government House on Monday 6 February 2017.

34 students received a 2016 TASC Outstanding Academic Achievement Award. Recipients are students who have achieved the top Australian Tertiary Admission Rank (ATAR) in Tasmania with rankings of 99.5 and above.

19 students received a 2016 Outstanding Achievement in Vocational Education and Training (VET) Award. VET award recipients are nominated by their school and selected by a TASC appointed panel of experts with extensive experience in the VET sector.

Her Excellency Professor the Honourable Kate Warner, AC, Governor of Tasmania and the 2016 Outstanding Achievement in Vocational Education and Training Award recipients.

OUTSTANDING ACHIEVEMENT IN VOCATIONAL EDUCATION AND TRAINING AWARD 2016 RECIPIENTS

STUDENT	SCHOOL
Rosie Bird	Hobart College
Corey Burgess	Jordan River Learning Federation
Laura Clear	Guilford Young College
Hannah Cox	Rosny College
Bethany Dureau	Claremont College
Alyssa Frerk	Hellyer College
Candice Glover	Hobart College
Timothy Horton	The Hutchins School
Shelbie Hutchinson	Hellyer College
Chelsea Jamieson	Circular Head Christian School
Grace Lovell	Hobart College
Laura Massie	Rosny College
Celeste Meincke	Hobart College
Tika Pokhrel	Hobart College
Ashley Russell	Jordan River Learning Federation
Ruby Stewart	Rosny College
Ashley Sutton	Guilford Young College
Dana Van Andel	Hobart College
Kiara Wilson	Hellyer College



OUTSTANDING ACADEMIC ACHIEVEMENT AWARD 2016 RECIPIENTS

STUDENT	SCHOOL	STUDENT	SCHOOL
James Beattie	Scotch Oakburn College	Owen Lennon	Hobart College
Patrick Chilvers	St Patrick's College	Harry Nutting	Rosny College
Luke Cooper	Rosny College	Meg Phillips	Guilford Young College
Alice Cox	Elizabeth College	Alex Pointon	The Friends' School
Niamh Crocker	Scotch Oakburn College	Grace Ransley	Rosny College
Sam Curtis	St Brendan-Shaw College	Emily Scott	Launceston College
Evangeline Drinnan	St Michael's Collegiate School	James Smallwood	Launceston Church Grammar School
Lara Els	Scotch Oakburn College	Eve Sullivan Rowland	Hobart College
Rebecca Green	The Friends' School	Marcel Swanepoel	Calvin Christian School
Zachary Hall	Rosny College	Georgia Whiteley	Marist Regional College
Giorgia Hill	Newstead College	Seniya Wijewardena	Marist Regional College
Jessie Horder-Geraghty	St Michael's Collegiate School	Scanlon Williams	Launceston College
Vivian Imbriotis	The Friends' School	Samuel Williams	The Friends' School
Larissa Jerrim	The Friends' School	Wang Yau	Elizabeth College
Edward Johnstone	The Hutchins School	Olivia Young	Fahan School
Solbi Kang	St Michael's Collegiate School	Yu Qin Qian	The Friends' School
Irene Legg	Elizabeth College	Zhang Yutao	Launceston College

Her Excellency Professor the Honorable Kate Warner AC,
Governor of Tasmania and the 2016 Outstanding Academic
Achievement Award 2016 recipients.



TASC's strategic vision to be internationally recognised as a provider of premium qualifications is supported by a number of quality assurance mechanisms that ensure confidence in the integrity and value of TASC accredited courses and the standards that underpin the qualifications issued by TASC.

TASC quality assures internal and external assessments as well as the processes schools use to deliver TASC accredited courses.

Curriculum Services, within the Department of Education, ensures that courses are developed to a high standard, via consultation and to a set of TASC course accreditation criteria. This is key to assuring course standards and quality. 23 new courses were accredited by the Executive Officer for use in 2017.

TASC continues to review and enhance policies and procedures for ensuring confidence in the academic integrity and authenticity of work that students submit for assessment.

TASC monitors year-on-year comparability of standards setting.

QUALITY ASSURANCE ACTIVITIES

12 course specific quality assurance meetings were held in the north and south of Tasmania with approximately 120 teachers from Tasmanian Government, Catholic and independent schools. In 2017/18, meeting locations will also include the north west as more Tasmanian Government schools extend to offer Years 11 and 12. The meetings are an opportunity for teachers to share best practice in the delivery of courses and to assure the standards of the courses they are teaching.

TASC visited 12 schools to undertake face-to-face quality assurance audits.

In early 2017, TASC began implementing a new approach to quality assurance. The new TASC quality assurance model is a comprehensive approach that draws on a range of data and tools. It takes a best practice, continuous improvement approach to quality assurance and includes desktop auditing, regional workshops, course specific quality assurance meetings and onsite audits, where necessary.

Under the new model, a Quality Assurance Advisory Panel will meet four times annually to consider a range of data from across the Tasmanian senior secondary sector and provide advice on a quality assurance plan.

COURSES ACCREDITED BY TASC IN 2016 FOR USE FROM 2017 AS AT 31 DECEMBER 2016

Course	Level	Size value	Code	TCE everyday adult standards
Agricultural enterprise	2	15	AGR215117	nil
Agricultural systems	3	15	AGR315117	computers and the internet
Ancient history	3	15	ANH315117	reading and writing
Art making	1	10	ART110117	nil
Art practice	2	15	ART215217	nil
Art production	3	15	ART315117	nil
Visual art	2	15	ART215117	nil
Community access	1	10	CAC110117	nil
Contemporary music	2	15	MSC215117	nil
Drama foundations	2	15	SDS215117	nil
English	3	15	ENG315117	reading and writing
English foundations	2	15	ENG215117	reading and writing
Learning through internship	2	15	LTI215117	nil
Legal studies	3	15	LST315117	reading and writing
Legal studies foundation	2	15	LST215117	reading and writing
Mathematics methods	4	15	MTM415117	mathematics
Mathematics methods foundation	3	15	MTM315117	mathematics
Media production	3	15	MED315117	reading and writing, computers and the internet
Media production foundations	2	15	MED215117	computers and the internet
Modern history	3	15	HSM315117	reading and writing
Pathways to work	1	15	WRK115117	nil
Student directed inquiry	3	15	SDI315117	nil
Work readiness	2	15	WRK215117	reading and writing, mathematics, computers and the internet

Assessment is a critical part of TASC's quality assurance. TASC monitors internal assessments and manages external assessment, and collects and processes internal and external results for TASC accredited courses for all Year 11 and 12 students in Tasmania.

All TASC accredited courses are assessed internally by schools. TASC Level 3 and Level 4 courses also include external assessment such as written examinations, folios, oral and practical assessments. In 2016, TASC developed high quality external assessment specifications for exams, ensuring all elements of courses were assessed at the standard expected.

TASC continues to collect vocational education and training (VET) in schools data and data from other registered training organisations delivering VET in Tasmania. The data provides meaningful information about participation and achievement across the state in senior secondary studies and VET. TASC also provides the VET data to the National Centre for Vocational Educational Research for publication.

TASC works in partnership with the University of Tasmania under a Memorandum of Understanding, to quality assure the process for calculation of the ATAR.

TASC's external assessment activities are supported by:

- staff who set and critique external exams
- exam marking groups with subject matter experts
- course assessment panels

- the Conduct Review Committee who review alleged breaches of TCE external assessment rules
- the Scaling Committee who approve the annual equivalence table for TASC Level 3 and Level 4 courses, and approved University of Tasmania units.

ASSESSMENT HIGHLIGHTS

- Set written exams for 46 Level 3 and Level 4 TASC accredited courses.
- Administered, marked and processed 18,685 Year 11 and 12 written external assessments, with the help of 259 examination supervisors and 731 markers.
- Externally assessed 3,687 folios in 11 courses.
- Conducted oral assessments for 239 students in six language courses.
- Calculated the ATAR for 2,239 students.
- Recognised students' formal learning qualifications from 16 education providers.
- Increased the use of electronic marking where markers have online access to students' work.



HUMAN RESOURCES

At 30 June 2017 there were 12.44 people assigned to duties within the Office of TASC, led by the Executive Officer.

Employee expenses for the 2016/17 financial year were \$2,171,857.

Staffing resources to support data management are located within Educational Performance and Review in the Department of Education.

The data is based on the total paid full time equivalent (FTE) and headcount for the last pay in June 2017.

EMPLOYMENT STATUS	PAID FTE	HEAD-COUNT
Permanent – full time	7.00	7
Permanent – part time	0.94	1
Total permanent	7.94	8
Fixed term – full time	3.00	3
Fixed term – part time	1.50	2
Total fixed term	4.50	5
Grand total	12.44	13



SENIOR SECONDARY ATTAINMENT DATA

DATA HIGHLIGHTS 2016/17

56.4% of the potential Year 12 population achieved their TCE in 2016, an increase of 6% from 2015.

See Table 1.

In 2016, 33.5% of Year 12 students received an ATAR.
In total 2,239 students achieved an ATAR in 2016.

See Table 1.

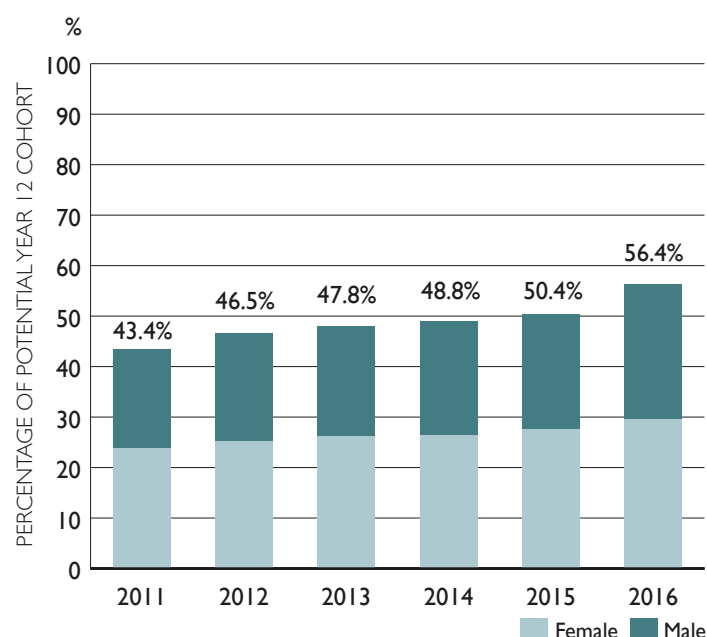
79.1% of Year 12 students aged 15 – 19 achieved a TCE in 2016 in a Tasmanian school.

See Table 4.

TABLE 1. RATES OF TCE ATTAINMENT

	Count of 15 – 19 year old persons					Percentage of potential Year 12 population				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Potential Year 12 population*	6832	6831	6797	6719	6682					
Achieved the TCE this year	3179	3268	3319	3385	3767	46.5%	47.8%	48.8%	50.4%	56.4%
Achieved an ATAR this year	2237	2246	2306	2202	2239	32.7%	32.9%	33.9%	32.8%	33.5%
Potential Year 12 population (females)	3301	3224	3326	3233	3240					
Achieved the TCE this year	1726	1788	1799	1853	1985	52.3%	55.5%	54.1%	57.3%	61.3%
Achieved an ATAR this year	1287	1293	1325	1278	1273	39.0%	40.1%	39.8%	39.5%	39.3%
Potential Year 12 population (males)	3531	3610	3470	3490	3441					
Achieved the TCE this year	1453	1480	1520	1532	1782	41.1%	41.0%	43.8%	43.9%	51.8%
Achieved an ATAR this year	950	953	981	924	966	26.9%	26.4%	28.3%	26.5%	28.1%

PROPORTION OF POTENTIAL YEAR 12 POPULATION ACHIEVING THE TCE



Note: gender is graphed as a proportion of the percentage of students achieving the TCE.

SENIOR SECONDARY ATTAINMENT DATA

TABLE 2. POST-YEAR 10 DIRECT CONTINUATION DATA

All Tasmanian students	Numbers					Percentage of Year 10 cohort				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Year 10 cohort										
Year 12 cohort										
Year 10 students	6699	6803	6644	6269	6680					
Year 11 students	5322	5502	5543	5287	5661	79.4%	80.9%	83.4%	84.3%	84.7%
Year 12 students	4582	4673	4858	4577	4949	68.4%	68.7%	73.1%	73.0%	74.1%
Achieved TCE	2827	2988	3235	3196	3595	42.2%	43.9%	48.7%	51.0%	53.8%
Achieved an ATAR	2092	2144	2209	2055	2173	31.2%	31.5%	33.2%	32.8%	32.5%
Attained VET certificate	1220	1359	1600	1481	1459	18.2%	20.0%	24.1%	23.6%	21.8%

Notes for Table 2

Direct continuation: a student must achieve at least 1 credit point towards their TCE in the next year to be considered a direct continuation. This credit point can be from any TASC accredited course, VET unit or recognised formal learning. This study can be undertaken at any Tasmanian school, registered training organisation (RTO) or recognised formal learning provider. International Baccalaureate students are considered as directly continuing students.

Year 10 students: students at the school who were registered with TASC.

Year 11 students: students who directly continued into Year 11 in the year after Year 10.

Year 12 students: students who directly continued into Year 12 two years after Year 10, in any sector. The student must have achieved at least 1 credit point in each year to be considered as a direct continuation. International Baccalaureate students are considered as continuing students.

TCE: attained the TCE, having met the criteria for the TCE.

ATAR: attained an ATAR, having met the criteria for the ATAR.

VET: attained a VET certificate within two years after Year 10.

PROPORTION OF YEAR 10 STUDENTS ACHIEVING THE TCE AFTER TWO YEARS POST-YEAR 10 STUDY

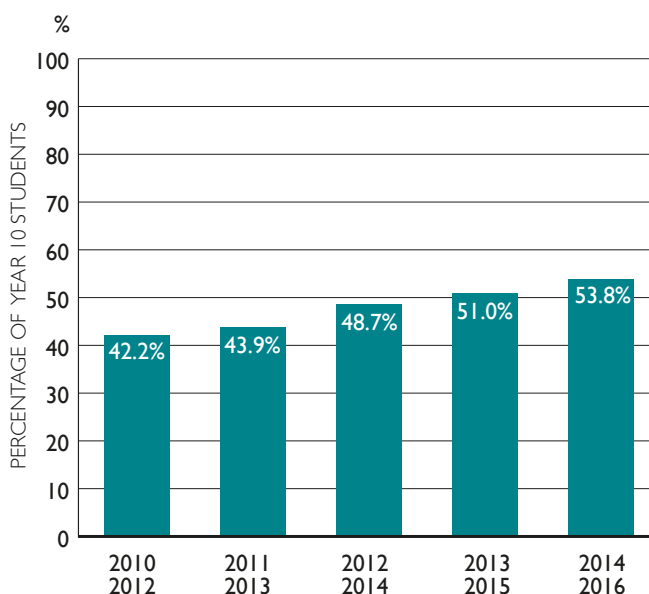


TABLE 3. PARTICIPATION IN SENIOR SECONDARY EDUCATION

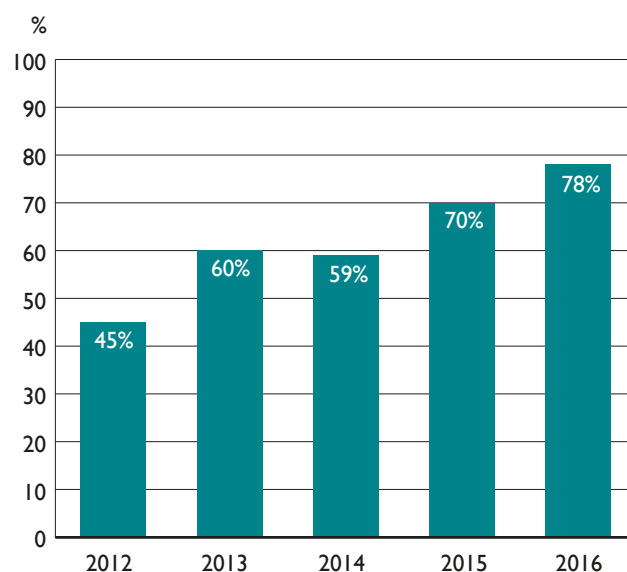
	Count of persons				
	2012	2013	2014	2015	2016
Students 15 –19 years old two years after Year 10	9918	8114	8298	6985	6738
Undertook some VET in this year	7751	6290	5892	5120	4912
Completed a total of the equivalent of two years full-time studies in post-compulsory education and training	4481	4880	4879	4884	5245

Notes for Table 3

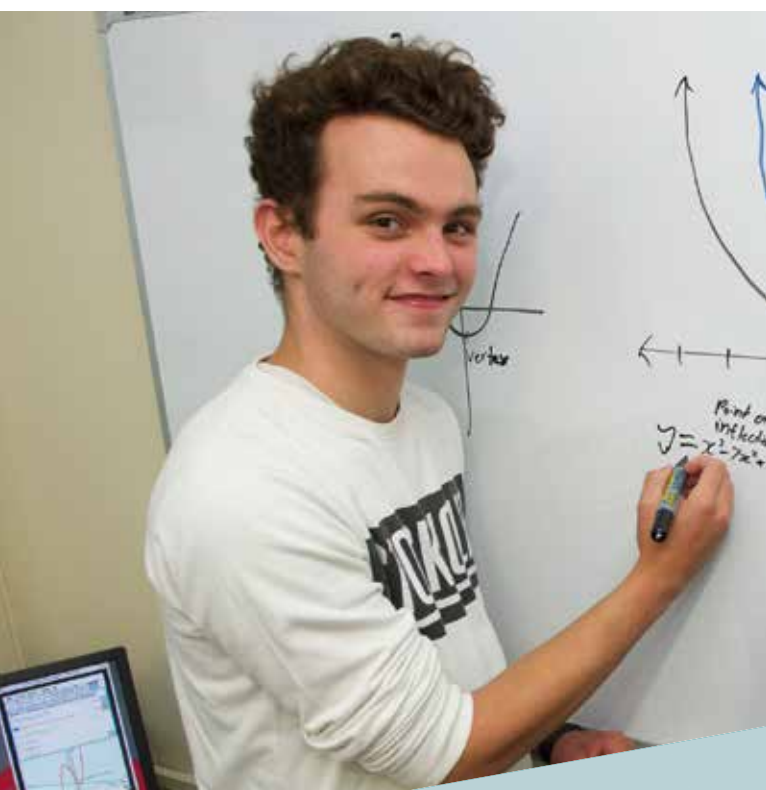
Students 15-19 years old two years after Year 10: students who completed a second year or more after Year 10 who are 15 –19 years of age as at 31 December 2016 and are Australian residents.

Undertook some VET in this year: students that have completed at least one unit of competence in VET. This unit of competency may have been undertaken at any time during the learners' studies.

Completed a total equivalent of two years full-time studies: students must have attained 1 or more credit point in a TASC accredited course, a VET unit or recognised formal learning in the given year.

COMPLETED A TOTAL OF THE EQUIVALENT OF TWO YEARS FULL-TIME STUDIES IN POST-COMPULSORY EDUCATION AND TRAINING


Note: The proportion of those students who undertook study in Year 10, aged 15 –19 years old and completed two years of study after Year 10.



SENIOR SECONDARY ATTAINMENT DATA

TABLE 4. TCE ATTAINMENT IN TASMANIAN SCHOOLS

Measure	Numbers					Percentage of Year 12 school students aged 15 – 19 who...				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Year 12 school students	4942	4761	4961	4779	4882					
Australian residents	4850	4684	4879	4684	4791					
aged over 19 years old	340	151	117	64	46					
aged 15 – 19	4507	4533	4762	4620	4745					
Of Year 12 school students aged 15 – 19										
are female	2329	2325	2460	2369	2391	52%	51%	52%	51%	50%
are male	2178	2208	2302	2251	2354	48%	49%	48%	49%	50%
Mean SES advantage/disadvantage	951.9	953.7	956.6	954.2	952.1					
Standard deviation SES advantage/disadvantage	78.4	79.1	79.9	80.4	83.9					
Mean remoteness	2.7	2.7	2.6	2.6	2.6					
Standard deviation remoteness	1.6	1.5	1.4	1.3	1.3					
Of Year 12 school students aged 15 – 19										
achieved TCE	2949	3078	3353	3475	3751	65%	68%	70%	75%	79%
achieved an ATAR	2218	2234	2282	2201	2239	49%	49%	48%	48%	47%
Tasmanian Certificate of Educational Achievement (TCEA)	1	5	5	3	20					
completed at least 120 credits points previously	3376	3526	3714	3678	3912	75%	78%	78%	80%	82%
did some VET	2460	2735	3063	2885	2925	55%	60%	64%	62%	62%
did at least one TASC Level 3 course	3505	3548	3633	3496	3684	78%	78%	76%	76%	78%
did some Maths at TASC Level 3	2006	2103	2103	2086	2166	45%	46%	44%	45%	46%
did some Science at TASC Level 3	1530	1576	1632	1550	1355	34%	35%	34%	34%	29%
did some VET and have an ATAR	830	1033	1166	1151	1127	18%	23%	24%	25%	24%
did at least four TASC Level 3 courses	2719	2749	2854	2683	2758	60%	61%	60%	58%	58%

Notes for Table 4

Comparisons: TASC urges caution when making comparisons across datasets. These figures are not directly comparable with the Tasmanian state values. The Tasmanian state values are published in Table 1 and on the TASC website at www.tasc.tas.gov.au/about/data/tce-statistics

Year 12 students: students that are recorded as being in Year 12 or higher.

... aged between 15 – 19: students recorded as being in Year 12 or higher; are aged 15 – 19 years of age as at 31 December 2016 and are Australian residents.



Mean socio-economic statistic (SES) advantage/disadvantage:

estimated from the Australian Bureau of Statistics Socio-Economic Indexes for Areas (SEIFA), data linked by address. Values are standardised for Australia with an average of 1,000 and standard deviation of 100. Values lower than 900 are in the bottom 16% of Australian values.

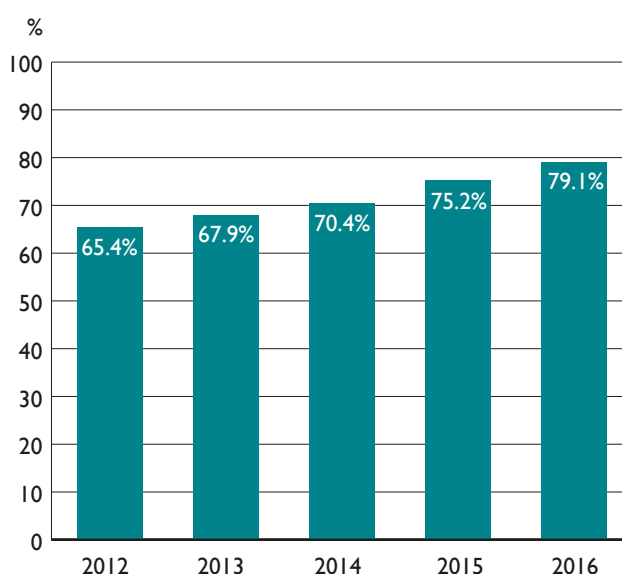
Mean Remoteness: estimated from the Accessibility/Remoteness Index of Australia (ARIA) data linked by address. More information can be found at <http://www.adelaide.edu.au/hugo-centre/>. ARIA is a geographical approach to defining remoteness. It provides a measure of remoteness for all areas in Australia with values ranging from 0 (highly accessible) to 15 (highly remote).

Did some maths at TASC Level 3: the proportion of students who completed a TASC Level 3 Maths course.

Did some science at TASC Level 3: the proportion of students who completed a TASC Level 3 Science course.

Did some VET and have an Australian Tertiary Admission Rank (ATAR): students who attained an ATAR and also completed at least one VET unit of competence that contributed towards the TCE with any Australian registered training organisation.

PERCENTAGE OF YEAR 12 STUDENTS WHO HAVE ACHIEVED THEIR TCE



SENIOR SECONDARY ATTAINMENT DATA

QUALIFICATIONS CERTIFICATES AWARDED TO YEAR 12 STUDENTS AGED 15 – 19 (AUSTRALIAN RESIDENTS)

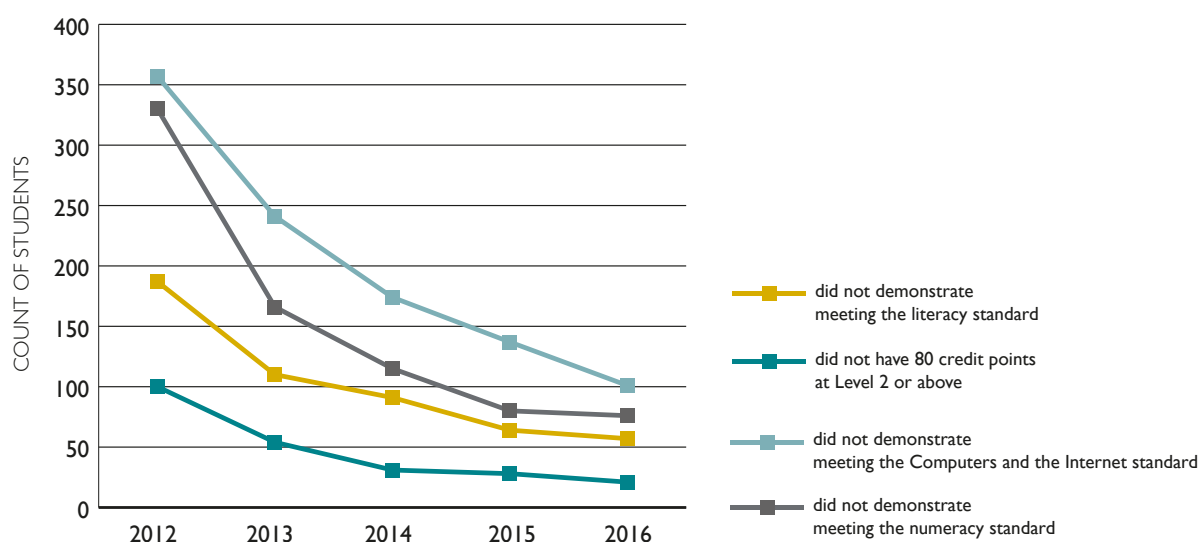
Measure	Numbers		Percentage of Year 12 school students aged 15 – 19 who achieved a QC	
	2015	2016	2015	2016
Qualifications Certificate (QC)	4575	4720	99.0%	99.5%

TABLE 5. REASONS FOR NOT ACHIEVING THE TCE

Students completing the equivalent of two years full time post-Year 10 study (that is, 120 credit points towards the TCE) and reasons for not achieving the TCE.

	Count of 15 – 19 year old persons				
	2012	2013	2014	2015	2016
did not achieve the TCE	641	408	297	222	181
did not have 80 credit points at Level 2 or above	100	54	31	28	21
did not demonstrate meeting the everyday adult reading and writing in English standard	187	110	91	64	57
did not demonstrate meeting the everyday adult mathematics standard	330	166	115	80	76
did not demonstrate meeting the everyday adult use of computers and the internet standard	357	241	174	137	101

REASONS FOR NOT ACHIEVING THE TCE



TCE COURSE RESULT SUMMARY

Learning area	Courses	Code	TASC level ¹	Credit points ²	Total	GENDER				GRADES				AWARDS					
						Male	Female	% Male	% Female	<Year 11 ³	Year 11	Year 12	Year 13	Failure (NN)	Preliminary Achievement (PA)	Satisfactory Achievement (SA)	Commendable Achievement (HA)	High Achievement (HA)	Exceptional Achievement (EA)
ENGLISH	English as an Additional Language or Dialect	EAL115114	1	15	44	26	18	59%	41%	2	26	15	1	5	3	11	12	10	3
	English as an Additional Language or Dialect	EAL215114	2	15	109	75	34	69%	31%	0	78	26	5	0	14	32	35	22	6
	English as an Additional Language or Dialect	EAL315115	3	15	120	66	54	55%	45%	0	39	75	6	4	23	18	39	26	10
	English Applied	ENA215114	2	15	967	618	349	64%	36%	1	703	254	9	166	107	313	251	90	40
	English Communications	ENC315116	3	15	1807	835	972	46%	54%	3	1394	399	11	40	74	581	878	151	83
	Practical English	ENG110114	1	10	162	102	60	63%	37%	0	110	50	2	28	24	110	0	0	0
	General English	ENG215115	2	15	1260	759	501	60%	40%	21	1109	128	2	90	113	410	426	166	55
	English Literature	ENL315114	3	15	677	249	428	37%	63%	0	481	194	2	6	18	142	294	149	68
	English Writing	ENW315114	3	15	739	273	466	37%	63%	0	259	473	7	15	51	217	262	113	81
	Essential Skills – Reading and Writing	ERW210114	2	10	282	181	101	64%	36%	0	199	80	3	61	41	179	0	0	1
HEALTH AND PHYSICAL EDUCATION	Athlete Development	ATH215113	2	15	527	373	154	71%	29%	81	297	146	3	28	28	89	193	113	76
	Health Studies	HLT315113	3	15	982	318	664	32%	68%	1	352	624	5	27	150	232	254	227	92
	Outdoor Experiences	EXP105113	1	5	783	564	219	72%	28%	1	458	322	2	104	0	679	0	0	0
	Outdoor Education	EXP215113	2	15	790	503	287	64%	36%	53	532	202	3	46	56	211	229	134	114
	Outdoor Leadership	EXP315113	3	15	275	151	124	55%	45%	0	36	238	1	7	28	65	104	36	35
	Personal Care	PER110113	1	10	232	147	85	63%	37%	0	180	51	1	31	0	201	0	0	0
	Personal Health and Wellbeing	PER215113	2	15	350	85	265	24%	76%	0	170	177	3	50	41	80	93	43	43
	Physical Recreation	REC110113	1	10	1024	723	301	71%	29%	0	602	418	4	90	0	934	0	0	0
	Sport Science – Foundation	SPT215113	2	15	272	166	106	61%	39%	66	143	62	1	11	30	39	108	53	31
	Sport Science	SPT315113	3	15	466	267	199	57%	43%	0	210	254	2	21	67	112	162	70	34

TCE COURSE RESULT SUMMARY

Learning area	Courses	Code	TASC level ¹	Credit points ²	Total	GENDER				GRADES				AWARDS					
						Male	Female	% Male	% Female	<Year 11 ³	Year 11	Year 12	Year 13	Failure (NN)	Preliminary Achievement (PA)	Satisfactory Achievement (SA)	Commendable Achievement (HA)	High Achievement (HA)	Exceptional Achievement (EA)
HUMANITIES AND SOCIAL SCIENCES	Australia in Asia and the Pacific	AAP315116	3	15	169	62	107	37%	63%	0	42	124	3	10	23	38	59	20	19
	Accounting	ACC315116	3	15	318	174	144	55%	45%	0	74	242	2	13	26	62	95	90	32
	Ancient Civilisations	ANC315115	3	15	268	130	138	49%	51%	0	108	155	5	17	22	98	94	23	14
	Focus on Children	BHC115116	1	15	5	1	4	20%	80%	0	5	0	0	2	1	2	0	0	0
	Working with Children	BHC215116	2	15	232	38	194	16%	84%	0	148	82	2	36	20	49	68	31	28
	Exploring Issues in Society	BHF215116	2	15	162	84	78	52%	48%	0	154	8	0	8	10	32	57	29	26
	Psychology	BHP315116	3	15	759	210	549	28%	72%	0	181	571	7	42	70	210	234	120	83
	Sociology	BHS315116	3	15	574	143	431	25%	75%	0	143	427	4	21	25	156	238	88	46
	Introduction to Sociology and Psychology	BHX215116	2	15	689	240	449	35%	65%	72	476	138	3	51	56	175	255	71	81
	You, Your Family and the Community	BHY105116	1	5	10	6	4	60%	40%	0	7	3	0	9	0	1	0	0	0
	Financial Literacy	BST105116	1	5	182	120	62	66%	34%	0	123	57	2	52	7	123	0	0	0
	Business Studies – Foundation	BST215116	2	15	383	243	140	63%	37%	50	180	150	3	28	50	100	120	53	32
	Business Studies	BST315116	3	15	471	250	221	53%	47%	0	127	340	4	15	54	111	164	90	37
	Community Access	CAC110112	1	10	70	31	39	44%	56%	0	46	23	1	12	16	42	0	0	0
	Community Service Learning	CSL205113	2	5	269	105	164	39%	61%	0	47	221	1	20	23	160	0	66	0
	Economics	ECN315116	3	15	324	205	119	63%	37%	0	18	304	2	4	27	68	120	69	36
	Geography	GGY315115	3	15	190	84	106	44%	56%	0	28	162	0	1	9	58	62	43	17
	History and the Environment	HAE215115	2	15	19	9	10	47%	53%	2	7	9	1	3	6	1	6	1	2
	Modern History	HSM315115	3	15	353	172	181	49%	51%	0	114	238	1	17	34	98	150	34	20
	Legal Studies – Foundation	LST215115	2	15	241	109	132	45%	55%	0	165	75	1	11	32	50	79	34	35
	Legal Studies	LST315116	3	15	416	178	238	43%	57%	0	85	327	4	20	38	100	197	33	28
	Philosophy	PHL315113	3	15	184	87	97	47%	53%	0	41	141	2	9	16	46	70	26	17
	Studies of Religion	REL315116	3	15	256	91	165	36%	64%	0	147	108	1	5	9	78	109	32	23
	Making Moral Decisions	RLP205115	2	5	72	39	33	54%	46%	0	62	10	0	14	5	26	0	27	0
	Religion in Society	RLP215115	2	15	525	247	278	47%	53%	0	345	180	0	13	36	176	188	58	54
	Basic Road Safety	RSE105115	1	5	85	49	36	58%	42%	34	23	27	1	13	2	70	0	0	0
	Road Safety Education	RSE205115	2	5	161	87	74	54%	46%	0	65	93	3	28	13	84	0	13	23

Learning area	Courses	Code	TASC level ¹	Credit points ²	Total	GENDER				GRADES				AWARDS					
						Male	Female	% Male	% Female	<Year 11 ³	Year 11	Year 12	Year 13	Failure (NN)	Preliminary Achievement (PA)	Satisfactory Achievement (SA)	Commendable Achievement (HA)	High Achievement (HA)	Exceptional Achievement (EA)
LANGUAGES	Chinese – Foundation	CHN215114	2	15	26	15	11	58%	42%	0	14	11	1	0	0	4	9	7	6
	Chinese	CHN315114	3	15	22	7	15	32%	68%	0	12	9	1	0	2	4	4	9	3
	Chinese (Specialist Level)	CN813	3	15	68	42	26	62%	38%	0	44	24	0	0	17	21	9	12	9
	French – Foundation	FRN215114	2	15	63	25	38	40%	60%	0	44	18	1	1	5	11	13	17	16
	French	FRN315114	3	15	68	16	52	24%	76%	0	48	20	0	1	5	10	15	17	20
	German – Foundation	GRM215114	2	15	43	18	25	42%	58%	0	35	8	0	0	4	5	12	13	9
	German	GRM315114	3	15	23	6	17	26%	74%	0	17	6	0	0	0	2	6	5	10
	Indonesian (continuers)	IND315115	3	15	1	0	1	0%	0%	0	0	1	0	0	1	0	0	0	0
	Italian – Foundation	ITN215114	2	15	45	15	30	33%	67%	11	25	9	0	1	3	6	12	14	9
	Italian	ITN315114	3	15	31	6	25	19%	81%	0	9	21	1	0	3	2	11	9	6
	Japanese – Foundation	JPN215114	2	15	102	52	50	51%	49%	3	71	26	2	5	6	24	39	12	16
	Japanese	JPN315114	3	15	94	35	59	37%	63%	0	51	42	1	6	5	15	26	24	18
	Korean	KR857	3	15	10	9	1	90%	10%	0	8	2	0	0	4	2	1	2	1
	Persian	PS892	3	15	5	3	2	60%	40%	0	0	3	2	0	1	3	1	0	0
	Punjabi	PUN5C	3	15	1	1	0	0%	0%	0	1	0	0	0	1	0	0	0	0
MATHEMATICS	Russian	RU869	3	15	2	0	2	0%	0%	0	0	2	0	0	0	0	1	1	0
	Spanish	SP877	3	15	2	1	1	50%	50%	0	1	1	0	0	0	0	0	1	1
	Vietnamese	VT876	3	15	2	1	1	50%	50%	0	2	0	0	0	0	0	0	2	0
	Everyday Maths	MTE110114	1	10	129	77	52	60%	40%	0	92	37	0	17	31	81	0	0	0
	General Mathematics – Foundation	MTG215114	2	15	1825	968	857	53%	47%	64	1598	160	3	85	123	525	618	315	159
	General Mathematics	MTG315115	3	15	1834	872	962	48%	52%	0	1190	635	9	64	308	586	483	225	168
	Mathematics Methods – Foundation	MTM215116	2	15	967	592	375	61%	39%	649	283	31	4	30	63	185	318	218	153
	Mathematics Methods	MTM315114	3	15	763	470	293	62%	38%	3	568	188	4	15	101	220	230	108	89
	Essential Skills – Maths	MTN210114	2	10	380	215	165	57%	43%	23	211	142	4	70	62	248	0	0	0
	Mathematics Specialised	MTS415114	4	15	220	150	70	68%	32%	0	1	216	3	2	18	49	70	40	41
	Workplace Maths	MTW215114	2	15	1126	675	451	60%	40%	0	900	221	5	104	93	375	290	160	104
	Personal Pathway Planning	PPP205113	2	5	7826	4085	3741	52%	48%	227	4389	3137	73	848	114	6864	0	0	0
	Project Implementation	PRJ205113	2	5	682	466	216	68%	32%	9	497	173	3	137	0	545	0	0	0
	Student Directed Inquiry	SDI315113	3	15	47	19	28	40%	60%	0	1	46	0	1	3	16	9	7	11
	Work Readiness (Level 1)	WRK110112	1	10	130	70	60	54%	46%	0	77	53	0	28	0	102	0	0	0
	Work Readiness (Level 2)	WRK210112	2	10	1323	711	612	54%	46%	0	695	600	28	321	0	841	0	161	0
MIXED FIELD																			

TCE COURSE RESULT SUMMARY

Learning area	Courses	Code	TASC level ¹	Credit points ²	Total	GENDER				GRADES				AWARDS					
						Male	Female	% Male	% Female	<Year 11 ³	Year 11	Year 12	Year 13	Failure (NN)	Preliminary Achievement (PA)	Satisfactory Achievement (SA)	Commendable Achievement (HA)	High Achievement (HA)	Exceptional Achievement (EA)
SCIENCE	Physical Sciences – Foundation	SPW215114	2	15	313	181	132	58%	42%	83	186	44	0	17	22	96	94	62	22
	Physical Sciences	PSC315114	3	15	1280	711	569	56%	44%	5	1127	142	6	49	190	313	304	236	188
	Biology	BIO315116	3	15	862	288	574	33%	67%	0	95	757	10	11	68	225	295	146	117
	Chemistry	CHM415115	4	15	640	344	296	54%	46%	0	3	631	6	16	119	184	141	118	62
	Environmental Science and Society	ESS315114	3	15	199	77	122	39%	61%	0	78	118	3	3	18	45	61	43	29
	Life Sciences	LSC215115	2	15	562	187	375	33%	67%	6	408	141	7	38	33	150	183	108	50
	Physics	PHY415115	4	15	332	274	58	83%	17%	0	0	330	2	7	61	76	71	76	41
	TCE Literacy Standard (assessment only)	TCE001	2	0	59	45	14	76%	24%	0	9	47	3	9	0	50	0	0	0
TCE EVERYDAY ADULT STANDARDS SKILL TESTS	TCE Numeracy Standard (assessment only)	TCE002	2	0	67	39	28	58%	42%	0	9	55	3	29	0	38	0	0	0
	TCE Computers & Internet Standard (assessment only)	TCE003	2	0	642	364	278	57%	43%	0	137	498	7	71	0	571	0	0	0

Learning area	Courses	Code	TASC level ¹	Credit points ²	Total	GENDER				GRADES				AWARDS					
						Male	Female	% Male	% Female	<Year 11 ³	Year 11	Year 12	Year 13	Failure (NN)	Preliminary Achievement (PA)	Satisfactory Achievement (SA)	Commendable Achievement (HA)	High Achievement (HA)	Exceptional Achievement (EA)
TECHNOLOGIES	Automotive and Mechanical Technologies	AMT215116	2	15	195	178	17	91%	9%	0	112	81	2	48	36	55	36	15	5
	Computer Graphics and Design – Foundation	CGD215113	2	15	323	268	55	83%	17%	8	186	125	4	34	44	104	92	27	22
	Computer Graphics & Design	CGD315113	3	15	241	207	34	86%	14%	0	76	161	4	13	31	94	72	24	7
	Design and Production	DAP215116	2	15	649	522	127	80%	20%	70	303	275	1	47	103	197	148	101	53
	Electronics – Foundation	ELT215114	2	15	144	137	7	95%	5%	0	98	45	1	15	12	39	46	11	21
	Electronics	ELT315114	3	15	27	26	1	96%	4%	0	5	22	0	2	10	2	10	1	2
	Essential Skills – Using Computers and the Internet	ESC205114	2	5	1576	931	645	59%	41%	11	1005	551	9	164	48	1364	0	0	0
	Food and Cooking Essentials	FCE110114	1	10	140	68	72	49%	51%	4	71	64	1	24	17	99	0	0	0
	Food, Cooking and Nutrition	FDN215113	2	15	404	141	263	35%	65%	15	187	197	5	30	55	83	127	77	32
	Food & Nutrition	FDN315113	3	15	587	178	409	30%	70%	0	125	456	6	20	48	146	225	85	63
	Food and Hospitality Enterprise	FHE215116	2	15	176	83	93	47%	53%	0	117	52	7	19	19	51	57	25	5
	Housing and Design	HDS315113	3	15	300	162	138	54%	46%	0	65	234	1	24	44	96	103	23	10
	Basic Computing	ICT110114	1	10	53	28	25	53%	47%	0	29	24	0	4	2	47	0	0	0
	Computer Applications	ICT205114	2	5	413	322	91	78%	22%	11	213	188	1	45	58	181	72	0	57
	Computer Science	ITC315113	3	15	248	232	16	94%	6%	0	120	126	2	16	34	79	70	29	20
	Information Systems & Digital Technologies	ITS315113	3	15	56	51	5	91%	9%	0	22	34	0	0	1	20	25	8	2
	Technical Graphics – Foundation	TEG215115	2	15	82	77	5	94%	6%	0	44	38	0	5	8	25	27	12	5
	Technical Graphics	TEG315115	3	15	50	41	9	82%	18%	0	24	26	0	0	6	21	17	3	3
	Workshop Techniques – Introduction	WTE110114	1	10	133	106	27	80%	20%	6	70	56	1	11	18	86	0	0	18

TCE COURSE RESULT SUMMARY

Learning area	Courses	Code	TASC level ¹	Credit points ²	Total	GENDER				GRADES				AWARDS					
						Male	Female	% Male	% Female	<Year 11 ³	Year 11	Year 12	Year 13	Failure (NN)	Preliminary Achievement (PA)	Satisfactory Achievement (SA)	Commendable Achievement (HA)	High Achievement (HA)	Exceptional Achievement (EA)
THE ARTS	Art Theory and Criticism	ARA315116	3	15	90	24	66	27%	73%	0	8	82	0	5	7	21	24	19	14
	Art Making	ART110112	1	10	44	19	25	43%	57%	0	23	21	0	2	1	17	6	11	7
	Visual Art Practice	ART210112	2	10	27	8	19	30%	70%	5	12	10	0	1	1	6	6	8	5
	Art Production – Foundation	ART215112	2	15	1154	547	607	47%	53%	24	647	481	2	100	141	333	341	160	79
	Art Production	ART315112	3	15	792	283	509	36%	64%	0	420	363	9	19	21	191	354	155	52
	Art Studio Practice	ART315214	3	15	249	59	190	24%	76%	0	0	246	3	7	4	41	94	68	35
	Music Technology Projects – Foundation	AUD215115	2	15	51	44	7	86%	14%	0	32	18	1	3	5	15	9	9	10
	Dance the Basic Moves	DNC110115	1	10	17	8	9	47%	53%	1	16	0	0	0	0	1	2	4	10
	Dance	DNC215115	2	15	74	13	61	18%	82%	14	41	19	0	6	1	15	17	15	20
	Dance Choreography and Performance	DNC315115	3	15	60	12	48	20%	80%	0	33	25	2	1	4	16	22	11	6
	Media Production – Foundation	MED215115	2	15	176	137	39	78%	22%	17	88	71	0	12	25	50	45	31	13
	Media Production	MED315112	3	15	187	114	73	61%	39%	0	58	127	2	3	19	53	68	34	10
	Contemporary Music	MSC215115	2	15	273	181	92	66%	34%	0	186	84	3	9	25	58	42	62	77
	Music Ensemble	MSM205115	2	5	269	104	165	39%	61%	40	119	108	2	0	0	59	0	210	0
	Music	MSM315115	3	15	86	44	42	51%	49%	0	56	30	0	0	13	36	24	6	7
	Music Studies	MSS215115	2	15	166	100	66	60%	40%	13	106	46	1	7	17	49	44	29	20
	Musical Theatre	MUT215115	2	15	299	99	200	33%	67%	84	94	114	7	6	6	19	73	79	116
	Drama	SDD315115	3	15	259	118	141	46%	54%	0	215	44	0	0	15	83	105	42	14
	Theatre Performance	SDP315115	3	15	184	75	109	41%	59%	0	2	178	4	1	8	60	70	31	14
	Drama – Foundation	SDS215115	2	15	98	42	56	43%	57%	15	58	25	0	4	6	34	36	13	5
	Technical Theatre Production	SDT215115	2	15	74	42	32	57%	43%	0	35	38	1	3	3	18	21	11	18

Notes

1. TASC Level 3 and Level 4 courses contribute towards the ATAR. Further information can be found on the TASC website: www.tasc.tas.gov.au/students/university.
2. Students receive credit points towards the TCE if they achieve at least a PA award in any TASC accredited course.
3. Some students in Year 10 (and possibly earlier) may receive awards in an accredited TASC course.

**TABLE 7. 2016 UNIVERSITY OF TASMANIA HIGH ACHIEVER PROGRAM (HAP)
AND UNIVERSITY COLLEGE PROGRAM (UCP)***

	Unit	Code	TASC credit points	Total	STUDENTS				Year 11	Year 12	Year 13
					Males	Females	% Males	% Females			
HAP	Japanese 2A	HMJ204	8	5	1	4	20%	80%		5	
HAP	Japanese 2B	HMJ205	8	5	1	4	20%	80%		5	
HAP	French Language 2A	HEF215	8	6	1	5	17%	83%		6	
HAP	French Language 2B	HEF216	8	6	1	5	17%	83%		6	
HAP	German 2A	HEG207	8	6	1	5	17%	83%		6	
HAP	German 2B	HEG208	8	6	1	5	17%	83%		6	
HAP	Latin 1A	HTL101	8	6	1	5	17%	83%	5	1	
HAP	Latin 1B	HTL102	8	6	1	5	17%	83%	5	1	
HAP	Mathematics 1A	KMA152	8	6	5	1	83%	17%		6	
HAP	Mathematics 1B	KMA154	8	6	5	1	83%	17%		6	
HAP	Mathematics II	JEE104	8	7	4	3	57%	43%		6	1
HAP	Mathematics I	JEE103	8	8	4	4	50%	50%		7	1
UCP	A Practical Introduction To Temperate Marine Biology	XAS101	8	14	7	7	50%	50%	3	11	
UCP	Music Technology Projects 2	FCJ111	15	21	19	2	90%	10%		19	2
UCP	Advanced Practical Studies	FCPI20	15	21	7	14	33%	67%		21	
UCP	Sports and Recreation Management	BMA114	15	26	17	9	65%	35%		26	
UCP	Music Technology Projects	FCJ110	15	84	72	12	86%	14%	32	52	
UCP	Asian Studies	HMA104	15	93	25	68	27%	73%	4	89	
UCP	Foundation Practical Study	FCPI13	15	130	57	73	44%	56%	35	94	1
UCP	Object Design	FSF104	15	145	89	56	61%	39%	39	106	
UCP	Music Project 1	FCE107	15	235	62	173	26%	74%	192	42	1
UCP	Music Project 2	FCE202	15	103	46	57	45%	55%	1	98	4
UCP	Accounting and Financial Decision Making	BFA113	8	37	18	19	49%	51%	8	29	

*The University College Program was renamed the University Connections Program from late 2016.

Note: this table does not include extension units.

Notes for Table 7

High Achiever Program (HAP) is a program for high achieving students that offers senior secondary school students an opportunity to undertake studies at the University of Tasmania to complement or extend their TCE or International Baccalaureate studies.

Information about the HAP program can be found on the University of Tasmania website:

www.utas.edu.au/schools-engagement/hap

University College Program (UCP)* allows Years 11 and 12 students to study university level units at the same time, or in addition to their TCE studies. This program is offered in partnership with schools and senior secondary colleges and individual University of Tasmania faculties.

Information about the UCP program can be found on the University of Tasmania website:
www.utas.edu.au/schools-engagement/ucp





OFFICE OF TASMANIAN
ASSESSMENT, STANDARDS
& CERTIFICATION

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FINANCIAL
STATEMENTS

Independent Auditor's Report

To the Members of Parliament

Office of Tasmanian Assessment, Standards and Certification

Report on the Audit of the Financial Report

Opinion

I have audited the financial report of the Office of Tasmanian Assessment, Standards and Certification (TASC), which comprises the statement of financial position as at 30 June 2017 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 and the statement of certification by the Executive Officer.

In my opinion, the accompanying financial report:

- (a) presents fairly, in all material respects, the financial position of TASC as at 30 June 2017 and of its financial performance and its cash flows for the year then ended
- (b) is in accordance with the *Office of Tasmanian Assessment, Standards and Certification Act 2003* 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 Report* section of my report. I am independent of TASC in accordance with the ethical requirements of the Accounting Professional and Ethical Standards Board's APES 110 *Code of Ethics for Professional Accountants* (the Code) that are relevant to my audit of the financial report 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.

Responsibilities of the Executive Officer for the Financial Report

The Executive Officer is responsible for the preparation and fair presentation of the financial report in accordance with Australian Accounting Standards, and the financial reporting requirements of the *Office of Tasmanian Assessment, Standards and Certification Act 2003* and for such internal control as determined is necessary to enable the preparation of the financial report that is free from material misstatement, whether due to fraud or error.

In preparing the financial report, the Executive Officer is responsible for assessing TASC's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the TASC is to be dissolved by an Act of Parliament, or the Executive Officer intends to cease operations, or has no realistic alternative but to do so.

Auditor's Responsibilities for the Audit of the Financial Report

My objectives are to obtain reasonable assurance about whether the financial report as a whole is 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 this financial report.

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:

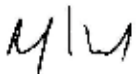
- Identify and assess the risks of material misstatement of the financial report, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for my opinion. The risk of not detecting a material 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 TASC's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Executive Officer.
- Conclude on the appropriateness of the Executive Officer'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 TASC'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 report or, if such disclosures are inadequate, to modify my opinion. My conclusion is based on the

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audit evidence obtained up to the date of my auditor's report. However, future events or conditions may cause TASC to cease to continue as a going concern.

- Evaluate the overall presentation, structure and content of the financial report, including the disclosures, and whether the financial report represents the underlying transactions and events in a manner that achieves fair presentation.

I communicate with the Executive Officer 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 2017
Hobart

The Office of Tasmanian Assessment, Standards and Certification (TASC) is primarily funded by the Consolidated Fund. The 2016/17 Financial Statements include the full year of operations for TASC.

PRICING POLICIES

TASC's 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.

Revenue raised through fees and charges for 2016/17 was \$104,962.

The accompanying financial statements of the Office of Tasmanian Assessment, Standards and Certification have been prepared in accordance with provisions of the *Office of Tasmanian Assessment, Standards and Certification Act 2003* and are in agreement with the relevant accounts and records to present fairly the financial transactions from 1 July 2016 to 30 June 2017 and the financial position as at 30 June 2017.

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



Katrina Beams

Executive Officer, Office of Tasmanian Assessment, Standards & Certification

Date: 2 October 2017

Statement of Comprehensive Income for the year ended 30 June 2017

	Notes	2017 Budget \$	2017 Actual \$	2016 Actual \$
Continuing operations				
Revenue and other income from transactions				
Revenue from Government	1.1	2,398,000	2,734,286	2,706,139
Sales of goods and services	1.2	27,000	104,962	43,843
Total revenue and other income from transactions		2,425,000	2,839,248	2,749,982
Expenses from transactions				
Employee benefits	2.1	1,586,000	2,171,857	1,801,698
Supplies and consumables	2.2	896,000	710,420	739,126
Other expenses	2.3	4,000	15,322	14,991
Total expenses from transactions		2,486,000	2,897,599	2,555,816
Net result from transactions (net operating balance)		(61,000)	(58,351)	194,166
Comprehensive result		(61,000)	(58,351)	194,166

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

2016/17 FINANCIAL STATEMENTS

Statement of Financial Position as at 30 June 2017

	Notes	2017 Actual \$	2016 Actual \$
Assets			
Financial assets			
Cash and deposits	6.1	64,469	84,389
Receivables	3.1	3,590	15,269
Total assets		68,059	99,658
Liabilities			
Payables	4.1	19,039	14,303
Employee benefits	4.2	187,195	165,179
Total liabilities		206,234	179,482
Net assets		(138,175)	(79,824)
Equity			
Accumulated funds		(138,175)	(79,824)
Total equity		(138,175)	(79,824)

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

Statement of Cash Flows for the year ended 30 June 2017

	Notes	2017 Budget \$	2017 Actual \$	2016 Actual \$
Cash flows from operating activities				
Cash inflows				
Revenue from Government		2,398,000	2,734,286	2,706,139
Sales of goods and services		27,000	116,641	35,243
Total cash inflows		2,425,000	2,850,927	2,741,382
Cash outflows				
Employee benefits		1,544,000	(2,149,841)	(1,930,355)
Supplies and consumables		877,000	(705,684)	(770,742)
Other cash payments		4,000	(15,322)	(15,042)
Total cash outflows		2,425,000	(2,870,847)	(2,716,139)
Net cash from/(used by) operating activities	6.2	....	(19,920)	25,243
Net increase/(decrease) in cash held		....	(19,920)	25,243
Cash and deposits at the beginning of the reporting period		....	84,389	59,146
Cash and deposits at the end of the reporting period		....	64,469	84,389

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

2016/17 FINANCIAL STATEMENTS

Statement of Changes in Equity for the year ended 30 June 2017

	Accumulated Funds \$	Total Equity \$
Balance as at 1 July 2016	(79,824)	(79,824)
Total comprehensive result	(58,351)	(58,351)
Balance as at 30 June 2017	(138,175)	(138,175)

	Accumulated Funds Actual \$	Total Equity Actual \$
Balance as at 1 July 2015	(273,990)	(273,990)
Total comprehensive result	194,166	194,166
Balance as at 30 June 2016	(79,824)	(79,824)

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

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 2017

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NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 2017

NOTE 1. INCOME 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.

1.1 Revenue from Government

Appropriations, whether recurrent or capital, are recognised as revenues in the period in which the Office of Tasmanian Assessment, Standards and Certification (TASC) gains control of the appropriated funds. Except for any amounts identified as carried forward, control arises in the period of appropriation.

	2017 Budget \$	2017 Actual \$	2016 Actual \$
Continuing operations			
Appropriation revenue – recurrent			
Current year	2,398,000	2,734,286	2,706,139
Total	2,398,000	2,734,286	2,706,139

1.2 Sales of goods and services

Amounts earned in exchange for the provision of goods are recognised when the significant risks and rewards of ownership have been transferred to the buyer. Revenue from the provision of services is recognised in the proportion to the stage of completion of the transactions at the reporting date. The stage of completion is assessed by reference to surveys of work performed.

	2017	2016
Overseas student fees	57,260	16,029
Test kits	29,107	12,073
Certificates	12,067	12,025
Other sales of goods and services	6,528	3,716
Total	104,962	43,843

NOTE 2. EXPENSES FROM TRANSACTIONS

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

2.1 Employee benefits

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

	2017 Actual \$	2016 Actual \$
Wages and salaries	1,816,990	1,473,020
Annual leave	55,364	66,284
Long service leave	31,266	12,761
Sick leave	71,632	54,860
Superannuation – defined contribution scheme	155,653	153,598
Superannuation – defined benefit scheme	40,951	41,176
Total	2,171,856	1,801,699

Superannuation expenses relating to defined benefits schemes relate to payments into the Consolidated Fund. The amount of the payment is based on an employer contribution rate determined by the Treasurer, on the advice of the State Actuary. The current employer contribution is 12.85 per cent (2016: 12.75 per cent) of salary.

Superannuation expenses relating to defined contribution schemes are paid directly to superannuation funds at a rate of 9.5 per cent (2016: 9.5 per cent) of salary. In addition, TASC is also required to pay into the Consolidated Fund a “gap” payment equivalent to 3.35 per cent (2016: 3.25 per cent) of salary in respect of employees who are members of contribution schemes.

(a) Remuneration of Key management personnel

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

Remuneration during 2016-17 for key personnel is set by the *State Service Act 2000*. Remuneration and other terms of employment are specified in employment contracts. Remuneration includes salary, motor vehicle and other non monetary benefits. Long-term employee expenses include superannuation obligations and termination payments.

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

Related Party Transactions

There are no significant related party transactions requiring disclosure.

	SHORT-TERM BENEFITS		LONG-TERM BENEFITS		Total
	Salary	Other Benefits	Superannuation	Other Benefits and Long Service Leave	
2017	\$	\$	\$	\$	\$
<i>Key Management Personnel</i>					
Executive Officer	146,304	4,038	18,800	5,285	174,428
Total Remuneration For Key Management Personnel	146,304	4,038	18,800	5,285	174,428
2016					
<i>Key Management Personnel</i>					
Executive Officer*	134,522	5,456	17,152	1,430	158,560
Total Remuneration For Key Management Personnel	134,522	5,456	17,152	1,430	158,560

*The Executive Officer role was vacant for four weeks throughout 2015-16, and was occupied by three separate personnel over the remainder of the year whilst the role was being filled.

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 2017

2.2 Supplies and consumables

	2017 Actual \$	2016 Actual \$
Consultants	82,847	30,546
Rent	105,904	106,424
Property services	60,802	47,027
Maintenance	12,585	8,993
Communications	19,448	25,513
Information technology	12,866	61,324
Travel and transport	133,481	131,242
Materials and supplies	50,453	63,537
Postage and freight	46,437	28,648
Printing and document reproduction	132,646	168,204
Conferences, seminars and meetings	39,804	62,371
Other supplies and consumables	13,147	5,297
Total	710,420	739,126

2.3 Other expenses

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

	2017 Actual \$	2016 Actual \$
Workers' compensation premiums	15,322	14,991
Total	15,322	14,991

NOTE 3. ASSETS

An asset is recognised in the Statement of Financial Position where it is probable that the future economic benefits flow to TASC and the asset has a cost or a value that can be measured reliably.

3.1 Receivables

Receivables are recognised at amortised cost, less any impairment losses, however, due to the short settlement period, receivables are not discounted back to their present value.

	2017 Actuals \$	2016 Actuals \$
Receivables	966	8,660
Tax asset	2,624	6,609
Total	3,590	15,269
Settled within 12 months	3,590	15,269
Total	3,590	15,269

NOTE 4. 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.

4.1 Payables

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

	2017 \$	2016 \$
Creditors	19,039	14,303
Total	19,039	14,303
Settled within 12 months	19,039	14,303

4.2 Employee benefits

Key estimate and judgement

Liabilities for wages and salaries and annual leave are recognised when the 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 benefits are measured as the present value of the benefit at 30 June 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.

	2017 \$	2016 \$
Accrued salaries	8,432	3,803
Annual leave	67,886	53,417
Long service leave	110,877	107,959
Total	187,195	165,179
Current	174,765	146,205
Non-current	12,430	18,974
Total	187,195	165,179

4.3 Superannuation

(i) *Defined contribution plans*

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

(ii) *Defined benefit plans*

A defined benefit plan is a post-employment benefit plan other than a defined contribution plan.

Key estimate and judgement

TASC does not recognise a liability for the accruing superannuation benefits of employees. This liability is held centrally and recognised within the Finance-General Division of the Department of Treasury and Finance.

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 2017

NOTE 5. COMMITMENTS AND CONTINGENCIES

5.1 Schedule of Commitments

By type	2017 \$	2016 \$
<i>Lease Commitments</i>		
Property	227,043	319,543
Operating Leases	10,463	17,762
Total Operating Lease Commitments	237,506	337,305
By maturity		
<i>Operating Lease Commitments</i>		
One year or less	106,135	106,691
From one to five years	131,371	230,614
Total Operating Lease Commitments	237,506	337,305
Total	237,506	337,305

Commitments are GST inclusive where material.

NOTE 6. CASH FLOW RECONCILIATION

6.1 Cash and deposits

Cash means notes, coins and deposits held at call with the Department of Education. Deposits are recognised at amortised cost being their face value.

For the purpose of the Statement of Cash Flows and the Statement of Financial Position, cash included cash on hand and held in bank accounts.

Cash at the end of the year as shown in the Statement of Cash Flows and the Statement of Financial Position:

	2017 \$	2016 \$
Cash held	64,469	84,389
Total cash and deposits	64,469	84,389

6.2 Reconciliation of Net Result to Net Cash from Operating Activities

Net Result	(58,351)	194,166
Decrease/(increase) in receivables	11,679	(15,269)
Increase/(decrease) in payables	4,736	14,303
Increase/(decrease) in employee benefits	22,016	(167,957)
Net cash from operating activities	(19,920)	25,243

NOTE 7. FINANCIAL INSTRUMENTS

7.1 Risk Exposures

(a) Risk management policies

TASC has minimal 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 of Education's risk management framework, within which TASC's funds are held. Risk management policies are established to identify and analyse risks; to set appropriate risk limits and controls; and to monitor risks and adherence to limits.

(b) Credit risk exposures

Credit risk is the risk of financial loss to TASC if a customer or counterparty to a financial instrument fails to meet its contractual obligations. TASC does not have a material credit risk.

(c) Liquidity risk

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

TASC regularly reviews budgeted cash outflows to ensure that there is sufficient cash to meet all obligations.

(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 is interest rate risk. TASC does not have interest bearing financial instruments.

7.2 Categories of Financial Assets and Liabilities

	2017 \$	2016 \$
Financial assets		
Cash & Cash equivalents	64,469	84,389
Receivables	3,590	15,269
Total	68,059	99,658
Financial liabilities		
Payables	19,039	14,303
Total	19,039	14,303

Financial Assets

The net fair value of cash and cash equivalent assets is based on their carrying amount.

The net fair value of receivables is based on the carrying amount of the asset.

Financial Liabilities

The net fair value of payables is based on the carrying amount of the liability.

7.3 Reclassifications of Financial Assets

TASC has made no reclassifications of any financial assets held for the financial year.

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 2017

NOTE 8. OTHER SIGNIFICANT ACCOUNTING POLICIES AND JUDGEMENTS

There have been no events subsequent to balance date which would have a material effect on TASC's Financial Statements as at 30 June 2017.

8.1 Objectives and Funding

TASC is an independent statutory office responsible to the Tasmanian Minister for Education and Training, serving both government and non-government schools. TASC works within its legislative framework 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 is primarily funded through the Consolidated Fund. This financial report encompasses all funds through which TASC controls resources to carry on its functions.

8.2 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 Office of *Tasmanian Assessment, Standards and Certification Act 2003*.

The Financial Statements were signed by the Executive Officer of TASC on 2 October 2017.

Compliance with the Australian Accounting Standards (AASs) may not result in compliance with International Financial Reporting Standards (IFRS) as the AASs include requirements and options available to not-for-profit organisations that are inconsistent with IFRS. TASC 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.

8.3 Reporting Entity

The Financial Statements include all the controlled activities of TASC. TASC is supported by the Department of Education, transactions reported here are also aggregated within the Department's Financial Statements.

8.4 Functional and Presentation Currency

These Financial Statements are presented in Australian dollars, which is TASC's functional currency.

8.5 Changes in Accounting Policies

(a) Impact of new and revised Accounting Standards

Impact of new and revised Accounting Standards

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

These include:

- 2015-6 *Amendments to Australian Accounting Standards – Extending Related Party Disclosures to Not-for-Profit Public Sector Entities* – The objective of this Standard is to make amendments to AASB 124 *Related Party Disclosures* to extend the scope of that Standard to include not-for-profit public sector entities. This Standard applies to annual reporting periods beginning on or after 1 July 2016. The impact is increased disclosure in relation to related parties. There is no financial impact.

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

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

- AASB 9 *Financial Instruments* and 2014-7 *Amendments to Australian Accounting Standards arising from AASB 9 (December 2014)* – the objective of these Standards is to establish principles for the financial reporting of financial assets and financial liabilities that will present relevant information to users of financial statements for their

assessment of the amounts, timing, uncertainty of an entity's future cash flows, and to make amendments to various accounting standards as a consequence of the issuance of AASB 9. These standards apply to annual reporting periods beginning on or after 1 January 2018. TASC has not yet determined the potential effect of the revised standard on the financial statements.

- *AASB 15 Revenue from Contracts with Customers* – The objective of this Standard is to establish the principles that an entity shall apply to report useful information to users of financial statements about the nature, amount, timing, uncertainty of revenue and cash flows arising from a contract with a customer. This Standard applies to annual reporting periods beginning on or after 1 January 2018. Where an entity applies the Standard to an earlier annual reporting period, it shall disclose that fact. TASC has not yet determined the potential effect of the revised standard on the financial statements.
- *2014-5 Amendments to Australian Accounting Standards arising from AASB 15* – The objective of this Standard is to make amendments to Australian Accounting Standards and Interpretations arising from the issuance of AASB 15 *Revenue from Contracts with Customers*. This Standard applies when AASB 15 is applied, except that the amendments to AASB 9 (December 2009) and AASB 9 (December 2010) apply to annual reporting periods beginning on or after 1 January 2018. This Standard shall be applied when AASB 15 is applied.
- *2016-2 Amendments to Australian Accounting Standards – Disclosure Initiative: Amendments to AASB 107* – The objective of this Standard is to amend AASB 107 *Statement of Cash Flows* to require entities preparing statements in accordance with Tier 1 reporting requirements to provide disclosures that enable users of financial statements to evaluate changes in liabilities arising from financing activities, including both changes arising from cash flows and non-cash changes. This Standard applies to annual periods beginning on or after 1 January 2017. The impact is increased disclosure in relation to cash flows and non-cash changes.
- *2016-3 Amendments to Australian Accounting Standards – Clarifications to AASB 15* – The objective of this Standard is to clarify the requirements on identifying performance obligations, principal versus agent considerations and the timing of recognising revenue from granting a licence. This Standard applies to annual periods beginning on or after 1 January 2018. The impact is enhanced disclosure in relation to revenue. TASC has not yet determined the potential effect of the revised standard on the financial statements.
- *AASB 16 Leases* – The objective of this Standard is to introduce a single lessee accounting model and require a lessee to recognise assets and liabilities for all leases with a term of more than 12 months, unless the underlying asset is of low value. This Standard applies to annual reporting periods beginning on or after 1 January 2019. The impact is enhanced disclosure in relation to leases. TASC has not yet determined the potential effect of the revised standard on the financial statements.
- *2016-4 Amendments to Australian Accounting Standards – Recoverable Amount of Non-Cash-Generating Specialised Assets of Not-for-Profit Entities* – The objective of this Standard is to amend AASB 136 *Impairment of Assets* to remove references to depreciated replacement cost as a measure of value in use for not-for-profit entities and to clarify that the recoverable amount of primarily non-cash-generating assets of not-for-profit entities which are typically specialised in nature and held for continuing use of their service capacity, is expected to be materially the same as fair value determined under AASB 13 *Fair Value Measurement*, with the consequence that AASB 136 does not apply to such assets that are regularly revalued to fair value under the revaluation model in AASB 116 and AASB 138, and AASB 136 applies to such assets accounted for under the cost model in AASB 116 and AASB 138. This Standard applies to annual reporting periods beginning on or after 1 January 2017. The impact is enhanced disclosure in relation to non-cash-generating specialised assets of not-for-profit entities. TASC has not yet determined the potential effect of the revised standard on the financial statements.

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 2017

- AASB 1058 *Income of Not-for-Profit Entities* – The objective of this Standard is to establish principles for not-for-profit entities that apply to transactions where the consideration to acquire an asset is significantly less than fair value principally to enable a not-for-profit entity to further its objectives, and the receipt of volunteer services. This Standard applies to annual reporting periods beginning on or after 1 January 2019. The impact is enhanced disclosure in relation to income of not-for-profit entities.

8.6 Comparative Figures

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

8.7 Rounding

All amounts in the Financial Statements have been rounded to the nearest dollar unless otherwise stated.

8.8 Taxation

TASC is exempt from all forms of taxation except Fringe Benefits Tax and Goods and Services Tax.

8.9 Goods and Services Tax

Revenue, expenses and assets are recognised net of the amount of Goods and Services Tax, except where the GST incurred is not recoverable from the Australian Taxation Office. The net amount recoverable, or payable, to the Australian Taxation Office is recognised as an asset or liability within the Statement of Financial Position.

GST is not recognised in the Statement of Cash Flows as TASC is not a separate GST entity from the Department of Education.



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