



OFFICE OF TASMANIAN
ASSESSMENT, STANDARDS
& CERTIFICATION

2015/16 ANNUAL REPORT

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OFFICE OF TASMANIAN
ASSESSMENT, STANDARDS
& CERTIFICATION

28 September 2016

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

Dear Ms Gale,

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

On May 29 2015, Royal Assent was given to the legislation that replaced the Tasmanian Qualifications Authority with the Office of TASC. This Report documents the Office of TASC's activities in the period from 1 July 2015 to 30 June 2016, its first full year of operation.

I thank 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



The Office of Tasmanian Assessment, Standards and Certification (TASC) has completed its first full year of operation since its establishment on 29 May 2015. This report documents the work of the Office for the period July 2015 – June 2016, including our key achievements and operational responsibilities.

As a new organisation, TASC works to a senior secondary assessment and certification model, with a new outlook. Our most important functions are to ensure there is rigour in the accreditation and provision of senior secondary courses, ensuring the integrity of assessment and standards as well as transparency and accountability of TASC certifications, including the Tasmanian Certificate of Education.

The new TASC model brings together key stakeholders to achieve our common goal of ensuring successful, skilled and innovative Tasmanians.

TASC has four key values – independence, leadership, collaboration and transparency – which form the vision for the work of the Office and permeate all our activity.

TASC operates with independence, autonomy and integrity, and within the legislated authority to make informed decisions based on sound evidence. We have undertaken quality assurance audits at 25 schools across all sectors to ensure there is rigour in the integrity of qualifications issued by TASC. We have audited all new schools in the Extending High Schools to Years 11 and 12 initiative to ensure their procedures and processes reflect the standards expected in senior secondary education.

TASC leads positive, proactive change in Tasmania's senior secondary education sector in pursuit of educational goals and informed by data. For the first time we have released direct continuation data which tracks students' progress, regardless of their enrolment location or school. We are enhancing our IT platforms and data collection systems to improve the provision and proficiency of senior secondary attainment data.

TASC have collaborated with stakeholders on a wide range of educational interests and work in partnership with other organisations to enhance efficiency in service delivery. We have worked closely with Education,

Performance and Review in the Department of Education, who manage data on behalf of TASC, and with Curriculum Services who develop the courses we accredit.

TASC works closely with the Minister for Education and Training, school principals, TASC Liaison Officers, teachers and leaders across all sectors and higher education who help inform and endorse the work of the Office.

TASC communicates openly and transparently with stakeholders, using a Minister-endorsed high-level communications strategy to inform our ongoing activities and engagement with all players in the senior secondary sector in Tasmania.

After one full year of operation we have made significant progress in a short time. TASC is very well-placed to enact the legislation and has developed a strong culture of continuous improvement, internally and externally.

Other key activities this year have included the commencement of work to develop a senior secondary accreditation framework. The Framework Advisory Council, which includes representation from a broad range of stakeholders across the education sector, has been established to inform and advise this important work. I would like to thank the Council for its expertise, dedication and leadership in its first year.

I also acknowledge and thank other key groups who advise and support the work of the Office, including the Curriculum Framework Advisory Group, the Principals Reference Group and the TASC Liaison Officers, whose wealth of expertise and knowledge are essential to the ongoing improvement of senior secondary education in Tasmania.

Of course, the work achieved by the Office would not be possible without the hardworking team at TASC whose professional expertise and dedication ensures we fulfil our strategic and operational responsibilities to a very high standard.

Katrina Beams
Executive Officer

*TASC's core values are
independence, leadership,
collaboration and
transparency.*

REPORT FROM THE FRAMEWORK ADVISORY COUNCIL

The role of the Framework Advisory Council (FAC) is to advise and assist the Office of Tasmanian Assessment, Standards and Certification (TASC) and the Minister for Education and Training with the development, review and implementation of the senior secondary accreditation framework.

This governance arrangement draws on the expertise of educational leaders and provides a sufficient level of oversight to ensure the accreditation framework is comprehensive and rigorous. FAC members have shared their significant experience and knowledge of education in Tasmania to inform the work of TASC.

Over the past 12 months, the FAC has overseen the development of the TASC Communications Framework and Communications Strategy.

The FAC members are awaiting the outcomes of the upcoming Years 9–12 Review to inform a policy framework, risk register and revision of the senior secondary accreditation framework.

FAC members are appointed by the Minister and comprise of Heads of Agency from the Department of Education, Catholic Education Tasmania, Independent Schools Tasmania, TasTAFE, University of Tasmania and an independent member.

The FAC is chaired by Dr Irene Gray.



REPORT FROM THE PRINCIPALS REFERENCE GROUP

The Principals Reference Group (PRG) consists of 12 invited principals representing Catholic, independent and Tasmanian Government schools who offer TASC accredited courses.

The PRG meets six times per year and is chaired by Katrina Beams, Executive Officer, TASC.

The PRG have provided advice regarding the development of the TASC Communications Framework and Communications Strategy and data reporting to schools.

Key functions

- Identify and explore opportunities for improvement in TASC processes and communications.
- Identify any potential risks and issues that could impact on the work of TASC.
- Discuss issues relevant to assessment, standards and certification at both a Tasmanian and national level.
- Provide feedback to TASC regarding the services provided by TASC.



REPORT FROM THE CURRICULUM FRAMEWORK ADVISORY GROUP

The Curriculum Framework Advisory Council Group (CFAG) provides strategic advice to the Minister for Education and Training and the Secretary of the Department of Education in relation to the development or revision of the curriculum for senior secondary education.

The work of the CFAG includes reviewing current curriculum provisions, and the effectiveness of that provision, design and delivery from the perspective of teachers and students, together with business and industry.

The CFAG includes representatives from the Department of Education, Tasmanian Catholic Education, Independent Schools Tasmania, TasTAFE, the University of Tasmania, Australian Education Union, Independent Education Union, Association of Heads of Independent Schools of Australia, Network of Education Associations of Tasmania, Tasmanian Association of State School Organisations and TASC.

The CFAG is chaired by Jenny Gale, Secretary, Department of Education.



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, serving both government and non-government schools.

The legislation establishing TASC requires the Minister for Education and Training to identify the priorities for the curriculum development and course accreditation for senior secondary education in Tasmania.

TASC works within its legislative framework to ensure the development of appropriate standards, the accreditation of courses, and the assessment and certification of learners' achievement in the senior secondary years across all educational sectors in Tasmania.

TASC supports Tasmanian learners to achieve their full potential, to have adult-level core skills and to have the confidence to pursue post-school qualifications, employment and adult life.

TASC's accreditation and qualification systems are based on fairness, equity, credibility, integrity and quality.

TASC works collaboratively with the Department of Education, and Education Performance and Review (EPR) in particular. EPR is responsible for the management of TASC data, provision of reports for a wide range of stakeholders and ensuring the security of data. TASC and EPR collaborate to provide dataflow between Tasmanian Government, independent and Catholic schools.

TASC also works in partnership with Curriculum Services, which has responsibility for curriculum and course development in collaboration with independent and Catholic schools. Courses are submitted to TASC and assessed according to the course accreditation procedure.

Role of TASC

- Accredit all relevant courses for senior secondary education.
- Ensure that certifications issued meet approved standards.
- Provide quality assurance to maintain the rigorous standards of the qualifications it issues.
- Conduct and moderate assessment for senior secondary courses and issue the Tasmanian Certificate of Education.
- Ensure the collection, recording and distribution of data.
- Provide advice to the Minister for Education and Training on matters relating to senior secondary qualifications.

KEY ACTIVITIES 2015/16

The Office of Tasmanian Assessment, Standards and Certification (TASC) has been in operation for one year and has undertaken a number of key activities.

RELEASE OF DIRECT CONTINUATION DATA FOR SCHOOLS

For the first time TASC released direct continuation data for individual schools which tracks student movement regardless of their enrolment location. This has enabled a more open and transparent approach to data. It is vital that schools, parents, students and the community have access to data to help inform their decisions and discussions.

The Direct Continuation of Year 10 Cohort (2009-2013) Report presents information regarding Year 10 students' continuation into Years 11 and 12 of study, up to 2015.

*In 2015/16
TASC released direct
continuation data for the
first time, tracking student
movement regardless
of their enrolment
location.*

RISK MANAGEMENT

TASC has established a Risk Management Register to ensure TASC staff have an ongoing, proactive approach for dealing with potential risks that may arise in our assessment, standards and certification processes, as well as our internal office functions such as staffing. The Risk Management Register is already proving to be a useful tool in our forward planning.

IT STRATEGY

TASC is improving the current systems and data used by the Office to ensure they are efficient, robust and secure. This work will provide TASC with modern, contemporary platforms and technologies.

SENIOR SECONDARY COURSE ACCREDITATION 2015

Each year TASC accredits courses for use in the senior secondary curriculum. On the following page is a list of courses accredited by TASC and the Tasmanian Qualifications Authority (TQA) for use in 2016.



COURSES ACCREDITED BY TASC IN 2015 FOR USE FROM 2016 AS AT 30 JUNE 2015

Course	Level	Size value	Code	TCE 'Everyday Adult' standards
Art Theory and Criticism	3	15	ARA315116	reading & writing, using computers & the internet
Automotive and Mechanical Technology	2	15	AMT215116	nil
Biology	3	15	BIO315116	nil
Business Studies – Foundation	2	15	BST215116	nil
Design and Production	2	15	DAP215116	nil
Economics	3	15	ECN315116	reading & writing, mathematics (conditional)
English Communications (reaccredited for 2016)	3	15	ENC315116	reading & writing
Financial Literacy	1	5	BST105116	nil
Focus on Children	1	15	BHC115116	nil
Food and Hospitality Enterprise	2	15	FHE215116	nil
Introduction to Sociology and Psychology	2	15	BHX215116	reading & writing
Working with Children	2	15	BHC215116	nil
You, Your Family and the Community	1	5	BHY105116	nil

COURSES ACCREDITED IN 2015 BY THE TQA FOR USE FROM 1 JANUARY 2015 UNTIL 31 DECEMBER 2016

Course	Level	Size value	Code	TCE 'Everyday Adult' standards
Drama – Foundation	2	15	SDS215115	nil

COMMUNICATIONS

TASC's Communications Strategy was developed in consultation with the Framework Advisory Council, the Principals Reference Group and endorsed by the Minister for Education and Training.

The aim of the Strategy is to ensure communication with stakeholders is proactive, responsive, collaborative and transparent.

Key objectives

- To provide a framework for communicating with stakeholders to prevent misinformation about the senior secondary and Tasmanian Certificate of Education (TCE) accreditation and assessment processes, so the wider community is assured of the integrity of Tasmania's qualifications and certifications, and learners can pursue post-school qualifications and employment with confidence.

- To ensure stakeholders are provided with clear and consistent information in a form appropriate to their level of engagement, about the assessment, standards and certification systems of TASC.
- To ensure that TASC engages with stakeholders in a transparent and consultative manner that adds clarity to our internal and external processes, informing our continuous improvement.
- To fulfil legislative requirements by ensuring all TASC stakeholders are provided with clear communication.

POLICY AUDIT

A thorough policy audit was undertaken to document current policies to identify their location and status and, where possible, identify issues and gaps. The audit involved extensive research and highlighted the need for consolidation of policy so it can be easily identified and readily accessed via the TASC website. The audit will inform a policy development framework to be rolled out in 2016/17.

KEY ACTIVITIES 2015/16

2015 OUTSTANDING ACHIEVEMENT AWARDS

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

The ceremony for students studying in 2015 was held on Tuesday, 2 February 2016 at Government House in

Hobart. Her Excellency, Professor The Honourable Kate Warner, AM, Governor of Tasmania, and Mr Richard Warner hosted the event.

The ceremony recognised the achievements of 58 students from around the state.



2015 Outstanding Achievement in a Vocational Education and Training Program Award

The Outstanding Achievement in a Vocational Education and Training (VET) Program Award recipients have demonstrated excellence in a VET program and successfully achieved the TCE, including a significant amount of VET as a component of the TCE. VET award recipients were selected from nominees by a TASC-appointed judging panel of experts with extensive experience in the VET sector.

Her Excellency, Professor The Honourable Kate Warner, AM, Governor of Tasmania and the 2015 Outstanding Achievement in a Vocational Education and Training Program Award winners.



STUDENT	SCHOOL
Freya Allen	Launceston College
Kiara Allen	Hellyer College
Stacey Antunovich	St Patrick's College
Anastasia Barnes	Launceston College
Izaak Bishop	Rosny College
Nicholas Bonnittha	The Hutchins School
Krystal Bryson	Hellyer College
Sharnie-Lee Clark	Jordan River Learning Federation Senior School
Evelyn Clarkson	Hobart College
Alex Cooney	Hobart College
Brandon Copleman	Hobart College
Isabella Firth	St Patrick's College
Sarah Fisher	Circular Head Christian School
Sam Gaudins	Rosny College
Shantel Jacobson	Rosny College
Jessica Martin	Guilford Young College
Taylor Mills	Rosny College
Tyler-Jane Quarrell	Marist Regional College
Jayson Seaman	The Hutchins School
Jordyn Webb	Elizabeth College
Felicity White	Hellyer College

Note: Three students preferred not to have their names released. The schools they attended are Elizabeth College, Guilford Young College and Jordan River Learning Federation Senior School.

KEY ACTIVITIES 2015/16

2015 Outstanding Academic Achievement Award

The Outstanding Academic Achievement Award recognises students who achieved a Tertiary Entrance Rank of 99.5 or above while completing their TCE. These students have attained the highest academic results in Tasmania in 2015.





Her Excellency, Professor The Honourable Kate Warner, AM, Governor of Tasmania and the 2015 Outstanding Academic Achievement Award winners.

STUDENT	SCHOOL
Henry Austin-Stone	Launceston College
Luke Bombardieri	The Friends School
Samantha Climie	The Friends School
Ignacio Cuello-Reyes	Hellyer College
Jarrah Day	Elizabeth College
Elena Devlin	Hobart College
Connor Doherty	Marist Regional College
Isobel Dunbabin	Fahan School
Kate Easter	Hobart College
Tristan Eskenderi	Launceston College
Alexandra Fuller	Don College
Adeline Gabriel	St Michael's Collegiate School
Jarrod Garlick	Hobart College
Sila Han	Launceston College
Kieva Hobbs	The Friends School
Benjamin James	Rosny College
Lewis Johnson	Hobart College
Sylvia Lawrence	St Michael's Collegiate School
Harshvardhan Makharia	The Hutchins School
Damian Mazur	Hobart College
Madeleine McGregor	St Michael's Collegiate School
Michael McTigue	St Patrick's College
Lachlan Paul	The Hutchins School
Matthew Pearce	Newstead College
Ryan Powell	St Brendan Shaw College
Matthew Robertson	Scotch Oakburn College
Anneke Rose	The Friends School
Jacob Rundle	Don College
Simone Saville	Scotch Oakburn College
Marie Stewart	Launceston College
Sharifah Syed-Rohan	Don College
Thomas Webster	The Friends School
Bridget Williams	Hobart College
Michael Young	The Hutchins School

QUALITY ASSURANCE

Effective quality assurance ensures the integrity of qualifications issued by the Office of Tasmanian Assessment, Standards and Certification (TASC), both in individual courses and the Tasmanian Certificate of Education (TCE).

The two main methods of quality assurance used by TASC are quality assurance meetings and quality audits.

QUALITY ASSURANCE MEETINGS

TASC quality assurance meetings use an evidence-based process, with providers of TASC accredited courses assessing bodies of individual students' work for the selected courses.

There are two sets of data that inform the process: providers assessing student work prior to the meeting; and reports on student work assessed during the meetings. Assessment judgments made by the meeting are given to providers along with pre-meeting provider judgements. Providers are required to consider the two sets of assessments and take any required action.

In 2015/16, 16 meetings were held for 12 courses. A total of 30 providers took part in the process. For four courses there were enough providers to hold regional meetings.

One of the new features of the 2015/16 process was the role of the Department of Education's Curriculum Teacher Leaders as meeting chairs, while TASC Officers prepared meetings and acted as responsible officers. Feedback from stakeholders on this change was very positive. The Office of TASC values this collaborative partnership with Curriculum Services.

TASC introduced a number of other refinements to the process, including:

- the publication of supporting documentation
- collaborating with the Department of Education's Curriculum Services to refine individual course meeting requirements and guidelines
- the early distribution of a report kit to providers regarding meeting outcomes and future actions
- systems to identify and follow up non-compliance issues.

As part of TASC's continuous improvement processes, feedback from Curriculum Services and other stakeholders will be used to further refine the process.

QUALITY AUDITS

TASC quality audits focus on the systems, processes and procedures used by providers for the delivery and assessment of TASC accredited senior secondary courses. While compliance with the requirements for the delivery and assessment of courses is the primary focus, audits are also viewed by TASC and providers as valuable inputs to continuous improvement practices and, in some cases, capacity building.

TASC audit processes are designed to create a non-confrontational environment and focus on the positive nature of the audit experience.

In 2015/16, 25 providers were audited. Audits were undertaken between 29 July-26 October 2015 and 17 May-29 June 2016.

Providers were selected for audit using a risk-based approach.

All six schools taking part in the 2015 Extending High Schools to Years 11 and 12 initiative were included in the audit schedule. TASC worked in collaboration with the Department of Education staff who support the Extending High Schools to Years 11 and 12 initiative.

Across the 25 providers a total of 97 individual course audits took place.

The 2015/16 TASC audits resulted in 93 requirement findings (including five interim requirements), with several commonalities emerging. There is value in ensuring all providers are aware of these common issues and how they might be addressed. TASC has been undertaking this task in a partnership with Curriculum Services.

Procedures for continuous improvement of TASC auditing include a formal Issues and Opportunities Register for recording issues from the audit process and any actions to resolve them.

CHARACTERISTICS OF PROVIDERS SELECTED FOR 2015/16 AUDIT

	Number audited
School sector	
Department of Education	15
Independent school	6
Catholic school	4
Type	
Department of Education, Year 11-12 extension school	6
Department of Education, college	3
Department of Education, high school	4
Department of Education, 7-12 school	2
Independent, K-12 school	6
Catholic, high school	1
Catholic, 7-12 college	3
Region	
Far north west	2
North west	8
North east	2
South	9
West	1
South east	1
Midlands	2

2015 TEST CENTRE SPOT CHECKS

During 2015, TASC Officers visited all 25 registered Test Centres for TCE safety-net tests. This was an opportunity to check Memorandum of Understanding (MoU) requirements and to discuss other issues, such as refinements to Test Registers and security arrangements.

Spot checks found no issues at 48 per cent of Test Centres. Breaches of the MoU were found at three Test Centres. In each case the Test Centre was suspended and required to provide evidence of remedial actions.

TASC quality assurance processes assure the integrity of qualifications issued for individual courses and the TCE.

ASSESSMENT AND CERTIFICATION

HIGHLIGHTS

In 2015/16 the Office of Tasmanian Assessment, Standards and Certification (TASC):

- worked with 60 providers registered to deliver accredited senior secondary courses, including senior secondary colleges, high schools and district high schools from the Catholic, Government and independent sectors
- issued certificates to 4,973 senior secondary students and 3,385 students who received the Tasmanian Certificate of Education
- issued the Tasmanian Certificate of Educational Achievement (TCEA) to four eligible applicants in 2015
- calculated Australian Tertiary Admission Ranks (ATAR) for 2,202 students
- set written examinations for 42 subjects using subject expert panels
- administered, marked and processed 15,874 Year 11 and 12 written external assessments, with the help of 273 examination supervisors and 587 markers
- externally assessed 3,259 folios in 11 subjects
- conducted oral assessments for 351 students in six language subjects
- conducted practical assessments for 615 students in four subjects
- assessed the project work of 1,056 students in two art subjects
- recognised the formal learning qualifications of 16 organisations offering a large variety of TASC accredited courses.

TASC EXTERNAL ASSESSMENT FUNCTIONS

- Issues the Tasmanian Certificate of Education (TCE) and statements of results.
- Issues the Qualifications Certificate (QC) at the completion of Year 12 or its equivalent, with updated versions on request.

In 2015/16 TASC calculated Australian Tertiary Admission Ranks (ATAR) for 2,202 students.

- Issues the Tasmanian Certificate of Educational Achievement (TCEA) to eligible applicants.
- Calculates and notifies students of their Australian Tertiary Admission Rank (ATAR).
- Manages a table and schedule for the inclusion of approved units of study at the University of Tasmania to be included in the ATAR.
- Provides detailed result information to students, schools and the tertiary admissions system.
- Publishes systematic and comprehensive profiles of attainment data at state-wide, sector and school/college level.

Results in TASC level 3 and level 4 courses include external assessment in various forms, including written examinations, folios, orals and practical assessments.

Results in these courses are high stakes for students as they are used to determine their ATAR. This is a nationally comparable indicator of overall achievement in Year 12 academic studies and is used by Australian universities:

- to make selection decisions for admission to highly competitive university courses
- to prescribe basic entry requirements
- to report on the minimum academic standard of persons admitted to university courses.

2015/16 ACHIEVEMENTS

- Collected and processed ratings for TASC accredited courses from schools for all Year 11 and 12 students, using mark-sensitive sheets, electronic transfer or manual data entry.
- Continued professional proof reading and editing of examination papers.
- Developed external assessment specifications, ensuring coverage of required elements of the course and that questions in the exams show suitable variety and levels of challenge.
- Continued improvements in achieving and monitoring year-to-year comparability of standards setting.
- Increased the use of distributed electronic marking where markers have online access to students' work.

- Enhanced policies and procedures for ensuring confidence in the academic integrity and authenticity of work that students submit for assessment.
- Continued growth in the submission of online queries by students about their results, ensuring accurate documentation of queries and tracking of follow-up actions.
- Processed school results, combining them with external results when appropriate.

TASC plays an essential role in collecting and recording Vocational Education and Training (VET) in Schools outcomes, and client attainment reports from other registered training organisations delivering VET in Tasmania. TASC also produces VET Certificates and Statements of Attainment for most of those students not enrolled through TasTAFE.

The outcomes of this work is that TasTAFE, universities and employers in Tasmania, interstate and overseas can trust the qualifications TASC issues. Further, the Australian and Tasmanian Governments gain accurate and meaningful information about participation and achievement across the state in senior secondary studies and VET.

TASC maintains a web planner tool that enables students, teachers, parents and other interested parties to develop a plan for a course of study, using up-to-date data derived from the TASC database.

Groups, panels and working parties that assist TASC with these functions

- Exam setting groups of expert setters and critics.
- Exam marking groups including teachers of the subject and other people with current subject matter experience.
- Assessment panels of subject leaders who review the marking process and make determinations about individual results where required.
- The Conduct Review Committee who meet to review senior secondary assessment administration outcomes and alleged breaches of TCE External Assessment Rules.
- The Scaling Committee that considers, amends as necessary, and approves the annual equivalence table for senior secondary TASC level 3 and level 4 subjects.

OVERSEAS QUALIFICATIONS ASSESSMENTS

TASC advises immigrants and refugees who have been granted permanent residency in Australia on the procedures for gaining recognition of their overseas qualifications, skills and experience. TASC assesses overseas qualifications using the Australian Qualifications Framework and the National Office of Overseas Skills Recognition Country Education Profiles.

TASC also provides information to overseas-qualified tradespersons and professionals, including referrals to relevant professional bodies, and responds to requests from other Tasmanian agencies about the comparability of specific overseas qualifications.

In 2015/16, TASC assessed 47 overseas qualifications against the Australian Qualifications Framework.

Groups, panels and working parties that assist TASC with these functions

- Australia Education International – National Office of Overseas Skills Recognition.
- Trade Recognition Australia.
- Adult Migrant Education Program.
- Multicultural Tasmania.
- Tasmanian Immigration and Settlement Committee.
- Other state/territory Overseas Qualifications Units.

*In 2015/16,
TASC administered,
marked and processed
15,874 Year 11 and 12
written external
assessments.*

FUTURE ACTIVITIES 2016/17

The Office of Assessment, Standards and Certification (TASC) will undertake a range of activities in 2016/17.

- Continue to communicate the benefits of Year 12 Attainment to employer and recruitment bodies.
- Continue working towards the recognition of life-long learning.
- Develop and implement a communications action plan informed by the Communications Strategy.
- Commence work on development, consolidation and publication of key policies and procedures.
- Continue to build strong relationships with all stakeholders including ongoing engagement with principals, TASC Liaison Officers, schools involved in the Extending High Schools to Years 11 and 12 initiative and sector leaders via regional forums, meetings and other events.
- Work with all new schools in the Extending High Schools to Years 11 and 12 initiative to ensure they are fully informed of TASC's policies and processes.
- Undertake work which affects TASC as a result of the Years 9–12 Review for Tasmanian Education.
- Through the Minister for Education and Training, establish priorities for the accreditation of senior secondary courses.



HUMAN RESOURCES MANAGEMENT

At 30 June 2016 there were 10.54 people assigned to duties within the Office of Assessment, Standards and Certification, led by the Executive Officer.

Employee expenses for the 2015/16 financial year were \$1,762,398.

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 2016.

EMPLOYMENT STATUS	PAID FTE	HEAD-COUNT
Permanent – full time	7.00	7
Permanent – part time	1.91	3
Total permanent	8.91	10
Fixed term – full time	–	–
Fixed term – part time	0.60	1
Total fixed term	0.60	1
Grand total	9.51	11



POST-YEAR 10 ATTAINMENT DATA

HIGHLIGHTS

The Office of Assessment, Standards and Certification (TASC) celebrated an increase in proportion of students receiving a Tasmanian Certificate of Education (TCE) in 2015. Table 1 details TCE attainment by gender showing the following information.

- In 2015, 50.4 per cent of the Tasmanian Potential Year 12 Population received a TCE in Year 12, up from 48.8 per cent in 2014 and 47.8 per cent in 2013.
- In 2015, 32.8 per cent of Year 12 students received an Australian Tertiary Admission Rank (ATAR). The percentage of students receiving an ATAR has remained steady over the last five years.

OTHER DATA REPORTING

Shown in Table 2 is revised reporting by TASC during 2015-16 that has included reporting, by school, of direct continuation data as students progress from Year 10 into Years 11 and 12 in Tasmanian schools. These data show that 51.0 per cent of the Tasmanian Year 10 students in 2013 received a TCE in Year 12 in 2015, up from 48.7 per cent in 2014. These proportions are similar to those proportions of the Tasmanian age cohort.

Participation of 15-19 year olds, including VET, showed some reductions in the reported number of students in their second or subsequent year since completing Year 10 in 2015 (Table 3).

This reduction is due in part to:

- The introduction of the Australian Government's Unique Student Identifier and more rigorous quality assurance processes introduced this year have improved the ability to match VET activity to unique student identities.
- A number of registered training organisations did not furnish vocational education and training data in 2015. This could be due to 'null activity' for the period or cessation of business.



For students undertaking Year 12 in a school setting, 75.2 per cent achieved TCE in 2015, up from 70.4 per cent in 2014. Further details, on these and other measures, are provided in Table 4.

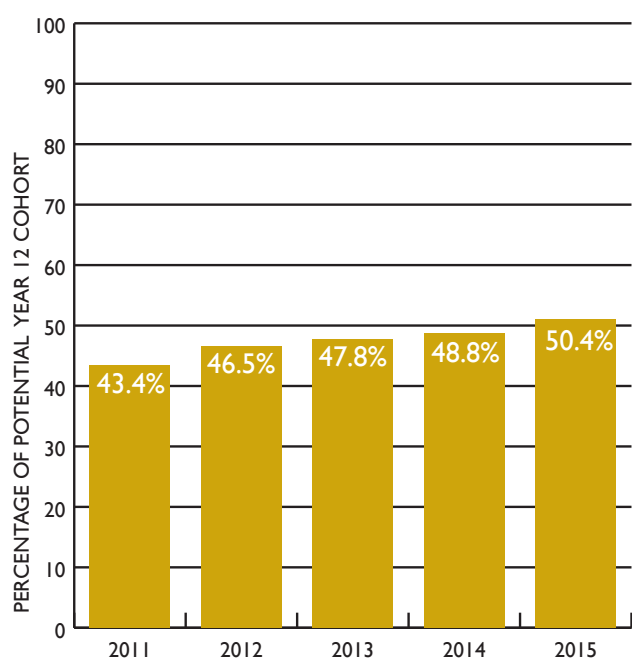
TASC continues to report:

- selected reasons for students not achieving the TCE (Table 5)
- subject result summaries.

TABLE I – RATES OF ATTAINMENT

	Count of 15 to 19 year old persons					Percentage of Potential Year 12 Population				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Potential Year 12 population*	6636	6832	6831	6797	6719					
Achieved the TCE this year	2878	3179	3268	3319	3385	43.4%	46.5%	47.8%	48.8%	50.4%
Achieved an ATAR this year	2224	2237	2246	2306	2202	33.5%	32.7%	32.9%	33.9%	32.8%
Potential Year 12 Population (females)	3218	3301	3224	3326	3233					
Achieved the TCE this year	1578	1726	1788	1799	1853	49.0%	52.3%	55.5%	54.1%	57.3%
Achieved an ATAR this year	1280	1287	1293	1325	1278	39.8%	39.0%	40.1%	39.8%	39.5%
Potential Year 12 Population (males)	3418	3531	3610	3470	3490					
Achieved the TCE this year	1300	1453	1480	1520	1532	38.0%	41.1%	41.0%	43.8%	43.9%
Achieved an ATAR this year	944	950	953	981	924	27.6%	26.9%	26.4%	28.3%	26.5%

PROPORTION OF THE POTENTIAL YEAR 12 POPULATION ACHIEVING THE TCE



Notes

* Potential Year 12 populations are based on age-weighted values using ABS estimates for the numbers of 15 to 19 year old persons in Tasmania in each year.



Due to the method of age-weighting, the sum of females and males may not sum the total population exactly.

POST-YEAR 10 ATTAINMENT DATA

TABLE 2 – POST-YEAR 10 DIRECT CONTINUATION

All Tasmanian Students	Numbers					Percentage of Year 10 cohort				
Year 10 cohort	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Year 12 cohort	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Year 10 Students	6539	6699	6803	6644	6269					
Year 11 Students	5179	5322	5502	5543	5287	79.2%	79.4%	80.9%	83.4%	84.3%
Year 12 Students	4410	4582	4673	4858	4577	67.4%	68.4%	68.7%	73.1%	73.0%
Achieved TCE	2579	2827	2988	3235	3196	39.4%	42.2%	43.9%	48.7%	51.0%
Achieved an ATAR	2059	2092	2144	2209	2055	31.5%	31.2%	31.5%	33.2%	32.8%
Attained VET certificate	992	1220	1359	1600	1481	15.2%	18.2%	20.0%	24.1%	23.6%
Achieved an ATAR this year	944	950	953	981	924	27.6%	26.9%	26.4%	28.3%	26.5%

Notes

Direct continuation: a student must achieve at least one credit point towards their TCE in the next year to be considered a direct continuation. The study can be at any Tasmanian school or registered training organisation.

Year 10 students: students who submitted a pathway plan to the TQATASC in the year.

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.

TCE: attained the Tasmanian Certificate of Education two years after Year 10.

ATAR: attained an Australian Tertiary Admission Rank two years after Year 10.

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

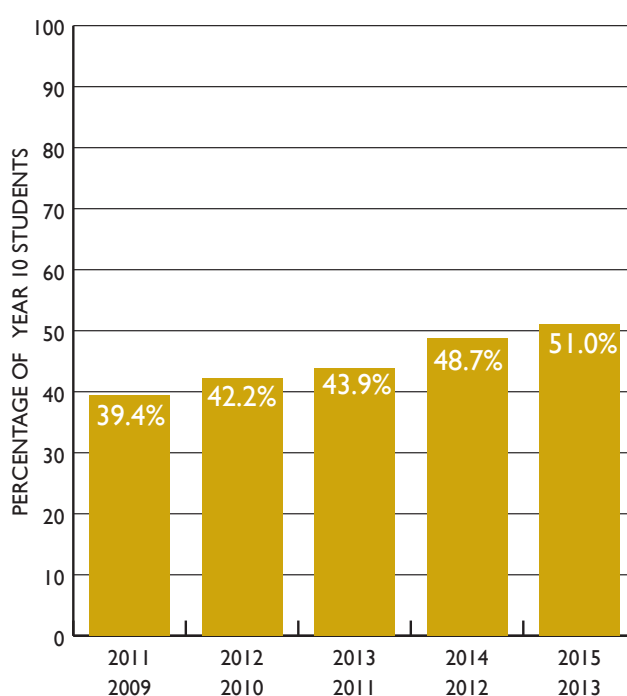


Table 3 shows participation of 15-19 year olds, including VET, showing some reductions in the reported number of students in their second or subsequent year since completing year 10.

TABLE 3 – PARTICIPATION

	Count of persons				
	2011	2012	2013	2014	2015
Learners 15-19 years old two years after Year 10*	7763	9918	8114	8298	6985
Undertook some VET	5591	7751	6290	5892	5120
Completed a total of the equivalent of two years full-time studies in post-compulsory education and training	4186	4481	4880	4879	4884

Notes

* Learners completing a second or subsequent year after Year 10. Includes students in Year 12 (15-19 year olds) and includes VET data from registered training organisations, Australian citizens aged 15-19 as at 31 December. Learners are included only if they have attained one or more units of credit in TASC-accredited,

TASC-recognised or nationally recognised VET in this year and where information has been provided to TASC. That is, students who are not assessed, or who do not successfully complete any competencies or other studies, are not included.



POST-YEAR 10 ATTAINMENT DATA

TABLE 4 – ATTAINMENT IN TASMANIAN SCHOOLS

Measure	Numbers					Percentage of Year 12 school students aged 15-19 who...				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Year 12 school students	4833	4942	4761	4961	4779					
Australian Residents	4734	4850	4684	4879	4684					
aged over 19 years old	320	340	151	117	64					
aged between 15 and 19	4414	4507	4533	4762	4620					
Of Year 12 school students aged 15-19...										
– are female	2245	2329	2325	2460	2369	51%	52%	51%	52%	51%
– are male	2169	2178	2208	2302	2251	49%	48%	49%	48%	49%
Mean SES advantage / disadvantage	945.8	951.9	953.7	956.6	954.2					
– Standard Deviation SES advantage / disadvantage	119.0	78.4	79.1	79.9	80.4					
Mean Remoteness	2.7	2.7	2.7	2.6	2.6					
– Standard Deviation Remoteness	1.5	1.6	1.5	1.4	1.3					
Of Year 12 school students aged 15-19...										
Achieved the TCE	2688	2949	3078	3353	3475	60.9%	65.4%	67.9%	70.4%	75.2%
Achieved an ATAR	2205	2218	2234	2282	2201	50.0%	49.2%	49.3%	47.9%	47.6%
completed at least 120 credits points previously	3203	3376	3526	3714	3678	73%	75%	78%	78%	80%
did some VET	2297	2460	2735	3063	2885	52%	55%	60%	64%	62%
did at least one TASC Level 3	3449	3505	3548	3633	3496	78%	78%	78%	76%	76%
did some Maths at TASC Level 3	2071	2006	2103	2103	2086	47%	45%	46%	44%	45%
did some Science at TASC Level 3	1685	1530	1576	1632	1550	38%	34%	35%	34%	34%
did some VET and have an ATAR	684	830	1033	1165	1151	15%	18%	23%	24%	25%
did at least four TASC Level 3 subjects	2714	2719	2749	2854	2683	61%	60%	61%	60%	58%

Notes

Caution on comparisons: Percentages are based upon the Year 12/13 students within schools. These figures are not directly comparable with Tasmanian state values. For example, Tasmanian TCE attainment in 2015 of 50.4 per cent is of the age-weighted cohort of Tasmanian people aged 15-19. Hence it is concerned with the potential Year 12 student population. School figures are based only on those students already engaging with Year 12 and hence tend to result in higher values than would be obtained using a potential Year 12 student population. State values are available at: www.tasc.tas.gov.au/1782, noting this caution on comparisons.

Mean SES advantage /disadvantage: Socio-economic status estimated from ABS Socio-Economic Indexes for Areas data linked by address.

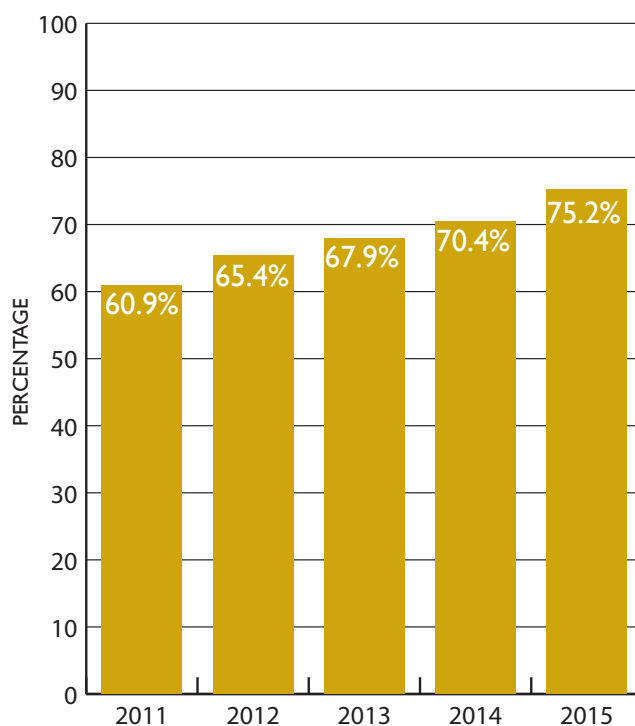
Values are standardised for Australia, with average of 1000 and standard deviation of 100. Values lower than 900 are in the bottom 16 % of Australian values.

Mean remoteness: Estimated from Accessibility/Remoteness Index of Australia data linked by address.

Did some Maths at TASC Level 3: The proportion taking (even those not completing) TASC Level 3 maths or science can be seen as an (indirect) indicator of the aspirations of the student group.

Did some VET and have an ATAR: This percentage is the proportion of those students with an ATAR who have done some VET.

PROPORTION OF YEAR 12 SCHOOL STUDENTS ACHIEVING THE TCE



TASC continues to report on why learners do not achieve the TCE. Table 5 shows subject result summaries for reasons why the TCE was not achieved.

TABLE 5 – REASONS FOR NOT ACHIEVING THE TCE

Year 12/13 students in 2015 with 120 credit points who:

	Male		Female		Total	
did not achieve the TCE	136	3.9%	86	2.7%	222	3.3%
did not have 80 credit points at level 2 or above	22	0.6%	6	0.2%	28	0.4%
did not demonstrate meeting the literacy standard	45	1.3%	19	0.6%	64	1.0%
did not demonstrate meeting the numeracy standard	39	1.1%	41	1.3%	80	1.2%
did not demonstrate meeting the ICT standard	84	2.4%	53	1.6%	137	2.0%

TCE SUBJECT RESULT SUMMARY

Subject	Code	TQA 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)
Australia in Asia and the Pacific	AAP315115	3	15	206	72	134	35%	65%	0	41	165	0	10	20	57	73	31	15
Accounting	ACC315111	3	15	215	104	111	48%	52%	0	50	162	3	8	21	41	81	41	23
Ancient Civilisations	ANC315115	3	15	301	150	151	50%	50%	0	126	170	5	15	31	82	135	16	22
Art Appreciation	ARA315111	3	15	53	10	43	19%	81%	0	2	48	3	6	1	7	23	10	6
Art Making	ART110112	1	10	52	23	29	44%	56%	0	31	20	1	2	2	18	7	9	14
Visual Art Practice	ART210112	2	10	48	16	32	33%	67%	10	18	20	0	2	4	12	14	7	9
Art Production – Foundation	ART215112	2	15	1053	442	611	42%	58%	27	572	437	17	112	123	289	315	141	73
Art Production	ART315112	3	15	840	226	614	27%	73%	0	442	391	7	22	15	190	365	190	58
Art Studio Practice	ART315214	3	15	216	70	146	32%	68%	0	0	207	9	6	7	50	72	59	22
Athlete Development	ATH215113	2	15	479	314	165	66%	34%	97	270	108	4	18	49	54	172	100	86
Music Technology Projects – Foundation	AUD215115	2	15	75	64	11	85%	15%	0	44	30	1	10	11	21	18	9	6
Automotive Workshop Practices	AWP110111	1	10	182	164	18	90%	10%	0	118	63	1	15	31	84	0	52	0
Focus on Children	BHC110111	1	10	30	9	21	30%	70%	0	10	18	2	3	1	7	16	0	3
Working with Children	BHC215111	2	15	334	19	315	6%	94%	0	219	104	11	31	34	71	98	65	35
Exploring Issues in Society	BHF210111	2	10	92	38	54	41%	59%	0	80	12	0	1	10	26	34	10	11
Psychology	BHP315111	3	15	688	182	506	26%	74%	0	207	471	10	19	59	144	260	138	68
Sociology	BHS315111	3	15	471	89	382	19%	81%	0	97	365	9	11	21	135	179	77	48
Introduction to Sociology and Psychology	BHX215111	2	15	724	213	511	29%	71%	57	495	166	6	48	70	164	238	104	100
You, Your Family and the Community	BHY105111	1	5	6	2	4	33%	67%	0	1	5	0	0	0	2	2	0	2
Biology	BIO315114	3	15	790	239	551	30%	70%	0	78	697	15	14	59	190	291	136	100
Financial Literacy	BST105111	1	5	59	34	25	58%	42%	0	22	34	3	2	8	49	0	0	0
Business Studies – Foundation	BST215111	2	15	383	210	173	55%	45%	45	156	178	4	24	44	126	90	70	29
Business Studies	BST315111	3	15	496	276	220	56%	44%	0	153	336	7	12	29	149	173	100	33
Community Access	CAC110112	1	10	21	16	5	76%	24%	0	13	8	0	0	4	17	0	0	0

Subject	Code	TQA 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)
Computer Graphics and Design – Foundation	CGD215113	2	15	279	241	38	86%	14%	6	175	94	4	34	44	80	75	26	20
Computer Graphics & Design	CGD315113	3	15	305	248	57	81%	19%	0	131	167	7	21	27	114	102	36	5
Chemistry	CHM415115	4	15	651	352	299	54%	46%	0	2	639	10	11	97	165	130	150	98
Chinese – Foundation	CHN215114	2	15	28	9	19	32%	68%	0	16	11	1	4	2	3	4	8	7
Chinese	CHN315114	3	15	21	12	9	57%	43%	0	18	3	0	0	0	5	6	8	2
Chinese (Specialist Level) 5C	CN813	3	15	68	33	35	49%	51%	0	37	29	2	1	14	23	12	13	5
Community Service Learning	CSL205113	2	5	191	78	113	41%	59%	9	111	70	1	20	10	83	0	78	0
Design and Production	DAP215114	2	15	636	468	168	74%	26%	35	312	285	4	60	79	262	132	0	103
Dance the Basic Moves	DNC110115	1	10	4	0	4	0%	100%	0	4	0	0	0	0	1	3	0	0
Dance	DNC215115	2	15	76	13	63	17%	83%	8	41	27	0	6	5	15	25	13	12
Dance Choreography and Performance	DNC315115	3	15	73	11	62	15%	85%	0	43	28	2	0	2	20	30	12	9
English as an Additional Language or Dialect	EAL115114	1	15	57	30	27	53%	47%	1	39	15	2	7	1	13	18	11	7
English as an Additional Language or Dialect	EAL215114	2	15	109	60	49	55%	45%	0	70	35	4	3	14	21	33	28	10
English as an Additional Language or Dialect	EAL315115	3	15	120	54	66	45%	55%	0	43	73	4	3	30	17	41	23	6
Economics	ECN315111	3	15	257	154	103	60%	40%	0	21	235	1	3	15	54	102	59	24
Electronics – Foundation	ELT215114	2	15	121	117	4	97%	3%	0	69	51	1	5	11	40	33	15	17
Electronics	ELT315114	3	15	30	29	1	97%	3%	0	7	21	2	3	10	8	4	2	3
English Applied	ENA215114	2	15	1014	632	382	62%	38%	0	687	309	18	156	109	352	273	84	40
English Communications	ENC315115	3	15	2008	917	1091	46%	54%	9	1582	408	9	39	112	598	900	222	137
Practical English	ENG110114	1	10	197	131	66	66%	34%	0	138	53	6	30	22	145	0	0	0
General English	ENG215115	2	15	1264	698	566	55%	45%	0	1112	145	7	91	81	373	446	204	69
English Literature	ENL315114	3	15	541	153	388	28%	72%	0	385	153	3	2	22	120	230	108	59
English Writing	ENW315114	3	15	741	273	468	37%	63%	0	275	455	11	29	44	206	283	106	73

TCE SUBJECT RESULT SUMMARY

Subject	Code	TQA 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)
Essential Skills – Reading and Writing	ERW210114	2	10	305	175	130	57%	43%	0	179	117	9	62	56	187	0	0	0
Essential Skills – Using Computers and the Internet	ESC205114	2	5	1563	873	690	56%	44%	29	975	545	14	145	40	1378	0	0	0
Environmental Science and Society	ESS315114	3	15	164	68	96	41%	59%	0	64	97	3	4	16	39	58	24	23
Food and Cooking Essentials	FCE110114	1	10	177	79	98	45%	55%	4	91	74	8	37	3	137	0	0	0
Food, Cooking and Nutrition	FDN215113	2	15	399	153	246	38%	62%	8	204	179	8	35	52	98	119	61	34
Food and Nutrition	FDN315113	3	15	525	144	381	27%	73%	0	120	396	9	11	71	111	177	103	52
French – Foundation	FRN215114	2	15	82	21	61	26%	74%	0	57	24	1	8	3	17	18	21	15
French	FRN315114	3	15	80	18	62	23%	78%	0	47	33	0	0	2	12	15	25	26
Geography	GGY315115	3	15	215	107	108	50%	50%	0	37	177	1	1	10	71	79	40	14
Modern Greek 5C	GK859	3	15	1	0	1	0%	100%	0	1	0	0	0	0	0	0	0	1
German – Foundation	GRM215114	2	15	23	10	13	43%	57%	2	13	8	0	0	4	1	7	4	7
German	GRM315114	3	15	19	5	14	26%	74%	0	14	5	0	0	0	6	5	6	2
History and the Environment	HAE215115	2	15	40	20	20	50%	50%	0	9	25	6	7	5	9	11	5	3
Housing and Design	HDS315113	3	15	237	127	110	54%	46%	0	71	161	5	15	28	94	71	23	6
Health Studies	HLT315113	3	15	1126	324	802	29%	71%	0	421	695	10	35	129	289	319	251	103
Modern History	HSM315115	3	15	297	131	166	44%	56%	0	107	183	7	5	25	90	118	30	29
Introduction to Catering	HTPI10111	1	10	126	53	73	42%	58%	11	80	35	0	15	9	79	0	23	0
Basic Computing	ICT110114	1	10	59	35	24	59%	41%	0	38	19	2	7	1	51	0	0	0
Computer Applications	ICT205114	2	5	410	301	109	73%	27%	28	182	195	5	42	44	191	79	0	54
Computer Science	ITC315113	3	15	258	247	11	96%	4%	0	117	134	7	12	47	75	65	34	25
Italian – Foundation	ITN215114	2	15	24	9	15	38%	63%	0	16	8	0	0	0	3	6	5	10
Italian	ITN315114	3	15	14	2	12	14%	86%	0	6	8	0	1	1	1	3	4	4
Information Systems & Digital Technologies	ITS315113	3	15	89	78	11	88%	12%	0	32	56	1	2	13	38	26	6	4
Japanese – Foundation	JPN215114	2	15	151	92	59	61%	39%	3	95	52	1	10	16	24	56	20	25

Subject	Code	TQA 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)
Japanese	JPN315114	3	15	103	33	70	32%	68%	0	52	51	0	3	12	29	23	25	11
Japanese (Background Speaker)	JPN801	3	15	1	0	1	0%	100%	0	1	0	0	0	0	1	0	0	0
Korean 5C	KR857	3	15	3	3	0	100%	0%	0	3	0	0	0	1	0	1	1	0
Life Sciences	LSC215115	2	15	468	146	322	31%	69%	2	364	99	3	24	48	110	147	86	53
Legal Studies – Foundation	LST215115	2	15	253	98	155	39%	61%	14	130	102	7	19	26	53	81	44	30
Legal Studies	LST315115	3	15	381	150	231	39%	61%	0	81	295	5	4	23	117	148	51	38
Media Production – Foundation	MED215115	2	15	138	99	39	72%	28%	12	84	37	5	9	12	39	41	19	18
Media Production	MED315112	3	15	148	77	71	52%	48%	0	43	101	4	1	11	45	54	26	11
Contemporary Music	MSC215115	2	15	252	160	92	63%	37%	3	164	82	3	27	10	47	36	76	56
Music Ensemble	MSM205115	2	5	188	80	108	43%	57%	29	87	70	2	0	1	41	0	146	0
Music	MSM315115	3	15	100	51	49	51%	49%	0	71	27	2	1	20	28	36	7	8
Music Studies	MSS215115	2	15	171	98	73	57%	43%	5	113	51	2	11	20	32	40	45	23
Everyday Maths	MTE110114	1	10	188	119	69	63%	37%	1	134	50	3	40	35	113	0	0	0
General Mathematics – Foundation	MTG215114	2	15	1825	907	918	50%	50%	58	1554	201	12	68	107	481	634	350	185
General Mathematics	MTG315115	3	15	1787	875	912	49%	51%	0	1065	702	20	37	262	436	545	311	196
Mathematics Methods – Foundation	MTM215114	2	15	860	492	368	57%	43%	527	311	21	1	21	43	198	291	193	114
Mathematics Methods	MTM315114	3	15	804	474	330	59%	41%	0	588	209	7	15	101	231	258	110	89
Essential Skills – Maths	MTN210114	2	10	471	242	229	51%	49%	19	233	209	10	127	47	297	0	0	0
Mathematics Specialised	MTS415114	4	15	217	153	64	71%	29%	0	2	211	4	0	28	38	72	42	37
Workplace Maths	MTW215114	2	15	1321	683	638	52%	48%	3	1010	297	11	133	114	377	392	177	128
Musical Theatre	MUT215115	2	15	132	43	89	33%	67%	3	56	65	8	3	2	8	34	32	53
Outdoor Experiences	OXPI05113	1	5	816	579	237	71%	29%	0	506	305	5	166	0	650	0	0	0
Outdoor Education	OXPI05113	2	15	661	424	237	64%	36%	37	485	137	2	31	39	163	216	121	91
Outdoor Leadership	OXPI05113	3	15	212	133	79	63%	37%	0	31	179	2	19	30	48	69	30	16
Personal Care	PER110113	1	10	148	88	60	59%	41%	0	107	38	3	9	0	139	0	0	0

TCE SUBJECT RESULT SUMMARY

Subject	Code	TQA 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)
Personal Health and Wellbeing	PER215113	2	15	280	72	208	26%	74%	11	142	122	5	33	20	52	89	36	50
Philosophy	PHL315113	3	15	145	79	66	54%	46%	0	28	112	5	6	19	39	52	15	14
Physics	PHY415115	4	15	354	298	56	84%	16%	0	0	349	5	7	59	98	77	64	49
Personal Pathway Planning	PPP205113	2	5	6135	2993	3142	49%	51%	86	3666	2285	98	846	90	5199	0	0	0
Project Implementation	PRJ205113	2	5	422	300	122	71%	29%	10	220	191	1	117	0	305	0	0	0
Persian 5C	PS892	3	15	2	2	0	100%	0%	0	0	2	0	0	2	0	0	0	0
Physical Sciences	PSC315114	3	15	1271	715	556	56%	44%	3	1135	122	11	45	220	322	310	224	150
Physical Recreation	REC110113	1	10	1077	779	298	72%	28%	12	629	429	7	102	0	975	0	0	0
Studies of Religion	REL315111	3	15	332	113	219	34%	66%	0	124	204	4	4	13	65	165	42	43
Making Moral Decisions	RLP205115	2	5	115	70	45	61%	39%	0	83	32	0	6	8	39	0	62	0
Religion in Society	RLP215115	2	15	579	288	291	50%	50%	0	399	180	0	23	58	208	169	55	66
Basic Road Safety	RSE105115	1	5	177	113	64	64%	36%	58	58	61	0	36	10	122	0	0	9
Road Safety Education	RSE205115	2	5	98	63	35	64%	36%	0	29	64	5	23	12	49	0	6	8
Russian 5C	RU869	3	15	1	0	1	0%	100%	0	1	0	0	0	0	0	1	0	0
Drama	SDD315115	3	15	266	96	170	36%	64%	0	235	29	2	0	12	94	113	34	13
Student Directed Inquiry	SDI315113	3	15	77	35	42	45%	55%	0	1	75	1	7	2	15	21	14	18
Theatre Performance	SDP315115	3	15	179	73	106	41%	59%	0	6	166	7	0	9	71	56	31	12
Drama – Foundation	SDS215115	2	15	143	81	62	57%	43%	33	76	33	1	3	19	37	39	27	18
Technical Theatre Production	SDT215115	2	15	90	53	37	59%	41%	0	47	40	3	3	5	17	35	14	16
Spanish 5C	SP877	3	15	4	1	3	25%	75%	0	2	2	0	0	0	1	2	0	1
Sport Science – Foundation	SPT215113	2	15	202	119	83	59%	41%	61	100	40	1	16	14	40	72	33	27
Sport Science	SPT315113	3	15	500	276	224	55%	45%	0	197	298	5	19	45	120	188	81	47
Physical Sciences – Foundation	SPW215114	2	15	279	163	116	58%	42%	91	151	32	5	14	12	73	95	58	27
TCE Literacy Standard (assessment only)	TCE001	2	0	59	46	13	78%	22%	0	3	47	9	16	0	43	0	0	0

Subject	Code	TQA level ¹	Credit points ²	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)
TCE Numeracy Standard (assessment only)	TCE002	2	0	39	42	48%	52%	0	2	74	5	36	0	45	0	0	0
TCE ICT Standard (assessment only)	TCE003	2	0	244	193	56%	44%	1	69	359	8	42	0	395	0	0	0
TCE ICT Standard (in-class work)	TCE004	2	0	7	2	78%	22%	0	0	9	0	0	0	9	0	0	0
Technical Graphics – Foundation	TEG215115	2	15	57	6	90%	10%	0	37	24	2	6	6	23	19	3	6
Technical Graphics	TEG315115	3	15	27	6	82%	18%	0	18	15	0	0	5	12	9	3	4
Vietnamese 5C	VT876	3	15	1	1	50%	50%	0	1	1	0	0	1	1	0	0	0
Work Readiness	WRK110112	1	10	66	36	65%	35%	0	61	39	2	20	0	82	0	0	0
Work Readiness	WRK210112	2	10	499	541	48%	52%	25	503	493	19	259	0	643	0	138	0
Workshop Techniques – Introduction	WTE110114	1	10	123	33	79%	21%	22	86	48	0	9	26	111	0	0	10

Notes

TASC level 3 subjects contribute towards the ATAR. Further information on the score is available from <http://www.tasc.tas.gov.au/0472>

Students receive credit points towards the TCE if they achieve at least a PA award in a subject.

Some students in Year 10 (and possibly earlier) may receive awards in TCE senior secondary syllabuses. Further information about TCE courses is available from <http://www.tasc.tas.gov.au/2436>



OFFICE OF TASMANIAN
ASSESSMENT, STANDARDS
& CERTIFICATION

2015/16 FINANCIAL STATEMENTS

INDEPENDENT AUDITOR'S REPORT

To Members of the Parliament of Tasmania

Office of Tasmanian Assessment, Standards and Certification

Financial Report for the Year Ended 30 June 2016

Report on the Financial Report

I have audited the accompanying financial report of the Office of Tasmanian Assessment, Standards and Certification (TASC) which comprises the statement of financial position as at 30 June 2016 and the statements of comprehensive income, changes in equity and cash flows for the year ended on that date, a summary of significant accounting policies, other explanatory notes and the Statement of Certification.

Opinion

In my opinion the financial report presents fairly, in all material respects, the financial transactions of TASC for the year ended 30 June 2016 and is in accordance with the financial reporting provisions of the *Office of Tasmanian Assessment, Standards and Certification Act 2003*.

Basis of Accounting and Restriction on Distribution

Without modifying my opinion, I draw attention to the explanatory notes to the financial report, which describes the basis of accounting. The financial report has been prepared in accordance with Ministerial approval and has been prepared to assist TASC to meet its reporting obligations under the *Office of Tasmanian Assessment, Standards and Certification Act 2003* and the *Audit Act 2008*. As a result, the financial report may not be suitable for another purpose.

Responsibility of the Executive Officer for the Special Purpose Financial Report

The Executive Officer is responsible for the preparation and fair presentation of the financial report. This responsibility includes establishing and maintaining internal controls relevant to the preparation and fair presentation of the financial report that is free from material misstatement, whether due to fraud or error; selecting and applying appropriate accounting policies; and making accounting estimates that are reasonable in the circumstances.

Auditor's Responsibility

My responsibility is to express an opinion on the financial report based upon my audit. My audit was conducted in accordance with Australian Auditing Standards. These Auditing Standards require that I comply with relevant ethical requirements relating to audit engagements and plan and perform the audit to obtain reasonable assurance as to whether the financial report is free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial report. The procedures selected depend on my judgement, including the assessment of risks of material misstatement of the financial report, whether due to fraud or error. In making those risk assessments, I considered internal control relevant to TASC's preparation and fair presentation of the financial report in order to design audit procedures that are appropriate to the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the TASC's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by the Executive Officer, as well as evaluating the overall presentation of the financial report. No opinion is expressed as to whether the accounting policies used are appropriate to the needs of TASC.

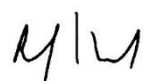
I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my audit opinion.

Independence

In conducting this audit, I have complied with the independence requirements of Australian Auditing Standards and other relevant ethical requirements. The *Audit Act 2008* further promotes independence by:

- providing that only Parliament, and not the executive government, can remove an Auditor-General, and
- mandating the Auditor-General as auditor of State Entities but precluding the provision of non-audit services, thus ensuring the Auditor-General and the Tasmanian Audit Office are not compromised in their role by the possibility of losing clients or income.

Tasmanian Audit Office



Rod Whitehead
Auditor-General

Hobart
29 September 2016

...2 of 2

FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 2016

The Office of the Tasmanian Assessment, Standards and Certification (TASC) is primarily funded by Consolidated Fund. The 2015/16 financial statements include the first full year of operations for TASC. The 2014/15 comparative amounts included in the financial statements are for six months due to the legislative change from calendar year reporting to financial year reporting.

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 2015/16 was \$43,843.

STATEMENT OF CERTIFICATION

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 2015 to 30 June 2016 and the financial position as at 30 June 2016.

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: 28 September 2016

2015/16 FINANCIAL STATEMENTS

Statement of Comprehensive Income for the year ended 30 June 2016

	Notes	2016 (year) \$	2015 (6 months) \$
Continuing operations			
Revenue and other income from transactions			
Revenue from Government	1.1	2,706,139	740,564
Sales of goods and services	1.2	43,843	16,712
Total revenue and other income from transactions		2,749,982	757,276
Expenses from transactions			
Employee benefits	2.1	1,762,398	771,614
Supplies and consumables	2.2	778,374	252,151
Other expenses	2.3	15,044	....
Total expenses from transactions		2,555,816	1,023,765
Net result from transactions (net operating balance)		194,166	(266,489)
Comprehensive result		194,166	(266,489)

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

Statement of Financial Position as at 30 June 2016

	Notes	2016 (year) \$	2015 (6 months) \$
Assets			
<i>Financial assets</i>			
Cash and deposits	6.1	84,389	59,146
Receivables	3.1	15,269	....
Total assets		99,658	59,146
Liabilities			
Payables	4.1	14,303	...
Employee benefits	4.2	165,179	333,136
Total liabilities		179,482	333,136
Net assets		(79,824)	(273,990)
Equity			
Accumulated funds		(79,824)	(273,990)
Total equity		(79,824)	(273,990)

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

2015/16 FINANCIAL STATEMENTS

Statement of Cash Flows for the year ended 30 June 2016

	Notes	2016 (year) \$	2015 (6 months) \$
Cash flows from operating activities			
Cash inflows			
Revenue from Government		2,706,139	740,564
Sales of goods and services		35,243	16,712
Total cash inflows		2,741,382	757,276
Cash outflows			
Employee benefits		(1,930,355)	(771,614)
Supplies and consumables		(770,742)	(252,151)
Other cash payments		(15,042)	....
Total cash outflows		(2,716,139)	(1,023,765)
Net cash from/(used by) operating activities	6.2	25,243	(266,489)
Net increase/(decrease) in cash held		25,243	(266,489)
Cash and deposits at the beginning of the reporting period		59,146	325,635
Cash and deposits at the end of the reporting period		84,389	59,146

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

Statement of Changes in Equity for the year ended 30 June 2016

	Accumulated Funds \$	Total Equity \$
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)
Balance as at 1 January 2015	(7,501)	(7,501)
Total comprehensive result	(266,489)	(266,489)
Balance as at 30 June 2015	(273,990)	(273,990)

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 2016

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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.

	2016 (year) \$	2015 (6 months) \$
Continuing operations		
Appropriation revenue – recurrent		
Current year	2,706,139	740,564
Total	2,706,139	740,564

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.

Overseas student fees	16,029	....
Test kits	12,073	2,677
Certificates	12,025	5,003
Other sales of goods and services	3,716	9,032
Total	43,843	16,712

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.

	2016 (year) \$	2015 (6 months) \$
Wages and salaries	1,433,719	590,207
Annual leave	61,685	54,929
Long service leave	17,360	21,574
Sick leave	54,860	22,947
Superannuation - defined contribution scheme	153,598	57,959
Superannuation - defined benefit scheme	41,176	23,998
Total	1,762,398	771,614

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 12.75 per cent (2015: 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 (2015: 9.5 per cent) of salary. In addition, TASC is also required to pay into the Consolidated Fund a 'gap' payment equivalent to 3.25 per cent (2015: 3.25 per cent) of salary in respect of employees who are members of contribution schemes.

NOTES TO, AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 2016 (cont.)

(a) Remuneration of Key management personnel

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

Remuneration during 2015/16 for key personnel is set by the *State Service Act 2000*. TASC is currently managed by the Executive Officer who is remunerated at Principal Non Teaching Band 3 under the Teaching Service (Tasmanian Public Sector) award.

2.2 Supplies and consumables

	2016 (year) \$	2015 (6 months) \$
Consultants	28,775	....
Rent	105,582	52,160
Property services	47,869	9,949
Maintenance	8,993	7,573
Communications	25,513	13,502
Information technology	61,324	30,561
Travel and transport	131,242	32,679
Materials and supplies	46,552	2,482
Postage and freight	28,648	20,465
Printing and document reproduction	168,204	17,668
Relief teachers	39,300	7,622
Conferences, seminars and meetings	32,343	9,430
Other supplies and consumables	54,029	48,060
Total	778,374	252,151

2.3 Other expenses

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

Workers' compensation premiums	15,044	....
Total	15,044	....

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.

	2016 \$	2015 \$
Receivables	8,660	....
Tax asset	6,609	....
Total	15,269	....
Settled within 12 months		
Total	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.

	2016 \$	2015 \$
Creditors	14,303	....
Total	14,303	....
Settled within 12 months	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.

	2016 \$	2015 \$
Accrued salaries	3,803	45,336
Annual leave	53,417	97,396
Long service leave	107,959	190,404
Total	165,179	333,136
Current	146,205	249,046
Non-current	18,974	84,090
Total	165,179	333,136

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.

NOTE 5:

Commitments and contingencies

5.1 Schedule of commitments

By type	2016 \$	2015 \$
<i>Lease commitments</i>		
Property	319,543	414,553
Operating leases	17,762	25,341
<i>Total operating lease commitments</i>	<i>337,305</i>	<i>439,894</i>
 By maturity		
<i>Operating lease commitments</i>		
One year or less	106,691	120,034
From one to five years	230,614	319,860
<i>Total operating lease commitments</i>	<i>337,305</i>	<i>439,894</i>
Total	337,305	439,894

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.

Cash held	84,389	59,146
Total cash and deposits	84,389	59,146

NOTES TO, AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 2016 (cont.)

6.2 Reconciliation of net result to net cash from operating activities

	2016 \$	2015 \$
Net result	194,166	(266,489)
Decrease/(increase) in receivables	(15,269)	....
Increase/(decrease) in payables	14,303	....
Increase/(decrease) in employee benefits	(167,957)	....
Net cash from operating activities	25,243	(266,489)

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
- 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

	2016 \$'000	2015 \$'000
Financial assets		
Cash and cash equivalents	84,389	59,146
Receivables	15,269	....
Total	99,658	59,146
Financial liabilities		
Payables	14,303	....
Total	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.

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 2016.

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

The Financial Statements were subsequently resigned by the Executive Officer of TASC on 28 September 2016.

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

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:

- 2013-9 Amendments to Australian Accounting Standards – Conceptual Framework, Materiality and Financial Instruments [Operative dates: Part A Conceptual Framework – 20 December 2013; Part B Materiality – 1 January 2015; Part C Financial Instruments – 1 January 2016] - The objective of this standard is to make amendments to the standards and interpretations listed in the appendix:
 - (a) as a consequence of the issue of Accounting Framework AASB CF 2013-1 Amendments to the Australian Conceptual Framework, and editorial corrections, as set out in Part A of the standard
 - (b) to delete references to AASB 1031 Materiality in other Australian Accounting Standards, and to make editorial corrections, as set out in Part B of the standard
 - (c) as a consequence of the issuance of IFRS 9 Financial Instruments – Hedge Accounting and amendments to IFRS 9, IFRS 7 and IAS 39 by the IASB in November 2013, as set out in Part C of the standard.

There is no financial impact to TASC.

- 2015-1 Amendments to Australian Accounting Standards – Annual Improvements to Australian Accounting Standards 2012-2014 Cycle [AASB 1, AASB 2, AASB 3, AASB 5, AASB 7, AASB 11,

NOTES TO, AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 2016 (cont.)

AASB 110, AASB 119, AASB 121, AASB 133, AASB 134, AASB 137 & AASB 140] – The objective of this standard is to make amendment to Australian Accounting Standards that arise from the issuance of International Financial Reporting Standard Annual Improvements to IFRSs 2012-2014 Cycle by the IASB. This standard applies to annual reporting periods beginning on or after 1 January 2016. TASC has determined that the potential financial impact is nil.

- AASB 2015 -2 Amendments to Australian Accounting Standards – Disclosure Initiative: Amendments to AASB 101 [AASB 7, AASB 101, AASB 134 & AASB 1049] – The objective of this standard is to amend AASB 101 to provide clarification regarding the disclosure requirements in AASB 101. This standard applies to annual reporting periods beginning on or after 1 January 2016. This has resulted in some changes in the presentation of these financial statements.
- AASB 2015-3 Amendments to Australian Accounting Standards arising from the Withdrawal of AASB 1031 Materiality – The objective of this standard is to effect the withdrawal of AASB 1031 Materiality and to delete references to AASB 1031 in the Australian Accounting Standards. This standard is applicable to annual reporting periods beginning on or after 1 July 2015. TASC has determined that the potential financial impact is nil.

(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 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, an 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 2017. 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 TASC's financial statements.

- 2010-7, 2014-7 and 2015-7 Amendments to Australian Accounting Standards arising from AASB 9 – The objective of these standards is to make amendments to various standards as a consequence of the issuance of AASB 9 Financial Instruments in December 2010. TASC has determined that the potential financial impact is nil.
- 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.
- 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 TASC's financial statements.

8.6 Comparative figures

On 29 May 2015 the *Tasmanian Qualifications Authority Amendment Act 2015* commenced and the Tasmanian Qualifications Authority continued as TASC. Subsequently the reporting period changed from a calendar year to a financial year basis. A cash statement of receipts and payments was prepared for the period 1 January to 30 June 2015, and an Employee Entitlements note was incorporated into the audited statement. The comparative figures for the 2015/16 financial statements are taken from the audited amounts for the six months from 1 January 2015 to 30 June 2015.

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 (GST), 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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