

ANNUAL REPORT

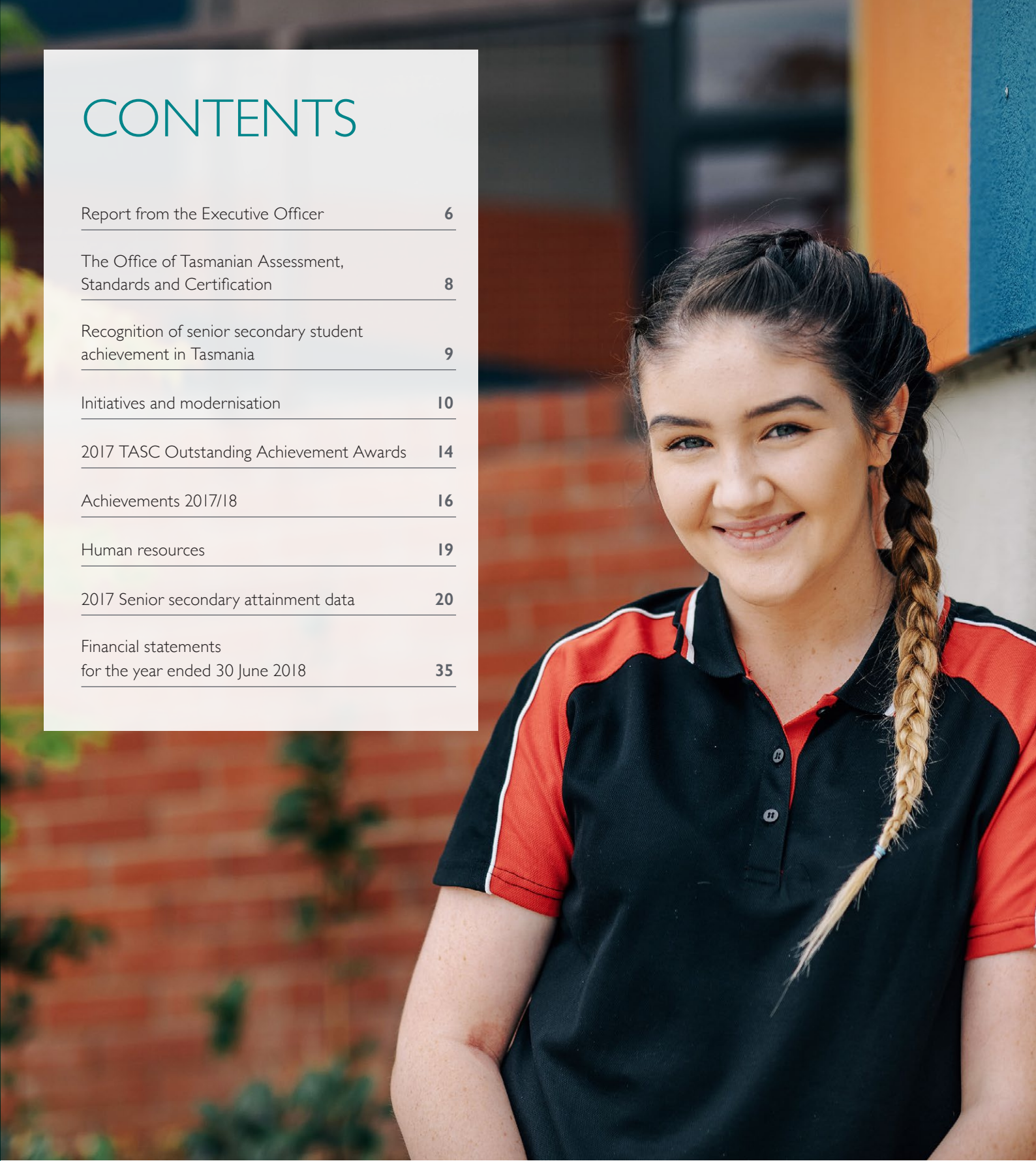
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OFFICE OF TASMANIAN
ASSESSMENT, STANDARDS
& CERTIFICATION

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EMPOWERING TASMANIANS TO ACHIEVE

Disclaimer: the information contained in the Office of Tasmanian Assessment, Standards and Certification Annual Report 2017/18 is considered to be correct at the time of printing.



OFFICE OF TASMANIAN
ASSESSMENT, STANDARDS
& CERTIFICATION

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10 October 2018

Mr Tim Bullard
Secretary
Department of Education
GPO Box 169
HOBART TAS 7001

Dear Mr Bullard

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 2017 to 30 June 2018 and includes Financial Statements for that period.

I thank and 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 2017/18 there continued to be an increase in the potential Year 12 population in Tasmania who achieved the Tasmanian Certificate of Education, rising from 56.4 per cent to 58.9 per cent. This symbolises the increasing aspirations of Tasmanian students, their families and the broader education community. I am delighted that this organisation has the privilege to play such a pivotal role in this change.

As a statutory authority, the Office of Tasmanian Assessment, Standards and Certification (TASC) plays an integral role in this education success for young Tasmanians. By continuing to refine and improve the mechanisms for monitoring the high quality delivery and assessment of senior secondary education in Tasmania, TASC provides the platform for life long opportunities for all Tasmanians.

During 2017/18, TASC commenced the implementation of the 2018–2022 Strategic Plan that guides the strategy and activities of the Office to ensure that TASC is recognised as a provider of premium qualifications. The Plan provides a focus for our three goals – to be recognised as providing premium qualifications that are meaningful and relevant; participating in, and influencing cultural change regarding the value of learning for all Tasmanians; and leading best practice and continuous improvement within the educational environment.

During 2017/18 TASC has continued to see the positive impact of the Tasmanian Government initiatives such as Extending Schools to Year 12, the new Education Act and the Years 9–12 Project. More schools are offering more TASC accredited courses and the percentage of students receiving TASC qualifications continues to grow.

Within this context, TASC has continued to improve and modernise its systems and processes to ensure the quality of course delivery and assessment in those schools who are new to the senior secondary context as well as monitoring these standards across all schools. Significant achievements have been delivered in 2017/18.

We have developed new ways of working aligned with best practice models. We have implemented and enhanced our quality assurance model to maintain community confidence in the integrity of our qualifications and to ensure that they meet national standards. We have refined the quality of TASC data and I am pleased to share some of our new data tables with you in this report.

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

The modernisation of TASC systems and functions has been a key priority throughout this year. We have worked closely with experts to develop the new TASC Reporting, Assessment and Certification System (TRACS), seeking feedback from our stakeholders regarding its functionality and design as it evolves. TRACS embraces the best new technologies to meet current and future business needs and ensure the quality of our qualifications.

Throughout the year, we have expanded our consultation model, establishing a number of feedback groups to guide our work and ensure that we respond to the needs of those who work with us. We continue to build strong relationships with our stakeholders and work with all school sectors to provide them with information and support them with the delivery of high quality senior secondary education in Tasmania.

I thank all those who have supported the work of the Office throughout the past year. The support TASC and students receive from principals, teachers and TASC Liaison Officers across all school sectors in course delivery, managing external assessments and supporting senior secondary students is phenomenal.

I thank the Department of Education who manage TASC data and the development of TASC accredited courses on our behalf, and in consultation with educators across all sectors.

I thank all those who have worked closely with us in other capacities, including the Framework Advisory Council and the Principals Reference Group, as well as other working groups who are assisting TASC with the development of TRACS and other projects.

TASC has a very hard working and dedicated team of staff who are committed to supporting Tasmania's senior secondary students. I thank them whole-heartedly for their enthusiasm and commitment to the work of the Office.

I am proud to present this Annual Report outlining the achievements of TASC throughout 2017/18.

A stylized signature of Katrina Beams in black ink.

Katrina Beams
Executive Officer
Office of Tasmanian Assessment, Standards and Certification



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 and monitoring 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.

LEGISLATIVE FRAMEWORK

TASC is governed by the Office of *Tasmanian Assessment, Standards and Certification Act 2003* with day-to-day operations managed by the Executive Officer. TASC undertakes the following work as required under The Act.

- 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.

TASC STRATEGIC PLAN 2018–2022

TASC's Strategic Plan 2018–2022 guides the continuous improvement and modernisation of senior secondary assessment, standards and certification in Tasmania. The Plan ensures TASC fulfils its legislative obligations as well as progressing initiatives across senior secondary education in Tasmania.

TASC STRATEGIC PLAN 2018–2022

VISION

To be internationally recognised as a provider of premium qualifications.

PURPOSE

Empowering Tasmanians to achieve.

VALUES

CONNECTEDNESS

We are open, engaged and collaborative.

EQUITY

We are fair, impartial and accessible.

FUTURE FOCUS

We are innovative, informed and strive for excellence.

INTEGRITY

We uphold standards and are independent, accountable and transparent.

LEARNING

We recognise lifelong achievements through meaningful qualifications.

STRATEGIC GOALS

To be recognised as:

1. Providing premium qualifications that are meaningful and relevant.
2. Participating in, and influencing cultural change regarding the value of learning for all Tasmanians.
3. Leading best practice and continuous improvement within the educational environment.

RECOGNITION OF SENIOR SECONDARY STUDENT ACHIEVEMENT IN TASMANIA

TASC supports lifelong learning for all Tasmanians and issues a number of high quality, nationally comparable senior secondary certificates to Tasmanian students.

TASMANIAN CERTIFICATE OF EDUCATION

In 2017 80.9 per cent of Tasmanian Year 12 students aged 15–19 achieved the TCE.

The Tasmanian Certificate of Education (TCE) is Tasmania's premium senior secondary 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.

TASC accredited courses, vocational education and training units, University of Tasmania High Achiever Program units and some University Connections Program units, as well as other formal learning recognised by TASC can all contribute towards TCE credit points. The TASC website provides details of all learning which is recognised by the Office towards the TCE and the Qualifications Certificate.

2. Everyday adult reading and writing in English standard.

3. Everyday adult Mathematics standard.

4. Everyday adult use of computers and the internet standard.

Standards 2, 3 and 4 can be achieved by students undertaking courses which have the standards embedded in the course, or students may take a 'safety net test' to achieve the standards.

5. Development and review of future career and education plans standard.

This is undertaken by students in Year 10.

QUALIFICATIONS CERTIFICATE

All senior secondary students in Tasmania who have successfully undertaken TASC accredited courses, vocational education and training or other formal learning recognised by TASC will achieve a Qualifications Certificate at the completion of Year 12.

The Qualifications Certificate is a record which lists all of a student's achievements in these learning areas and all Tasmanians can continue to add post school qualifications to their Certificate so it becomes record of their life-long learning outcomes.

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 individual achievement in senior secondary education. The TCEA recognises the learning achievements of eligible students and describes these achievements in written form. A review of the TCEA commenced in June 2017 with the intention of updating the current eligibility and practice.

TASMANIAN CERTIFICATE OF EDUCATIONAL ACHIEVEMENT REVIEW

In response to the increasing number of Tasmanian students wishing to receive the TCEA, TASC initiated a review of the TCEA including the mechanisms by which students can apply and provide information to achieve the Certificate. A TCEA Working Group with representatives from all school sectors, the disability sector and other stakeholders was established to provide advice on enhancements to the Certificate. Refinements include a simplified application process and streamlined mechanisms for providing student evidence and information to TASC.



AUSTRALASIAN CURRICULUM ASSESSMENT AND CERTIFICATES AUTHORITY (ACACA) SPECIAL PROVISIONS WORKSHOP

In March, TASC hosted the 2018 ACACA National Special Provisions Workshop. 40 experienced senior secondary practitioners attended the workshop facilitated by former Victorian Curriculum and Assessment Authority Chief Executive, John Firth. Practitioners shared best practice and research and discussed initiatives in the application of special provisions for the external assessment of senior secondary education. Specialist presenters provided insight into areas such as student wellbeing and students with a disability to initiate opportunities for further discussion.

TASC SYSTEM MODERNISATION

TASC continues to modernise its information and data management systems through the development of a new TASC Reporting Assessment and Certification System (TRACS). TRACS will ensure the continued delivery of premium qualifications and high quality communications with schools and students, management of TASC data and other information is supported by a robust, modern platform built with best practice technology.

TRACS has six system components.

- **A student database** to hold all student, school and teacher information and the source of identity data for all students registered with TASC in Tasmania.
- **A portal for school principals, TASC Liaison Officers and teachers** to manage student registration information, enrolment and provision for schools to update internal assessment results.
- **A student administration and management component** will underpin communication between schools, students and TASC.
- **Examination control component** combines all of the practical planning for exams including the development of papers, management of exam centres, markers, supervisors and candidates sitting exams.
- **An assessment database** will store and manage all student assessment data for TASC certificates and qualifications.
- **Enhanced reporting capability** of student data for senior secondary attainment and other high level reporting, ensuring the continued reliability and integrity of all TASC data and making reporting more consistent and readily available.

TASC continues to consult widely with stakeholders for advice and feedback on the 2019 implementation of TRACS including the heads of each school sector, Principals Reference Group, Framework Advisory Council as well as specialist feedback and advisory groups which include Principals, TASC Liaison Officers and IT specialists from all sectors.

As the development of TRACS progresses resources to support the rollout including training and communications have been allocated to ensure all stakeholders are full informed and a smooth transition to the new system is assured.

EXTERNAL ASSESSMENT PROCESSES REVIEW

In May 2018 TASC commissioned an independent review of the external assessment processes of the Office, particularly in relation to recruitment processes for sessional staff in 2017.

The Terms of Reference for the Review were determined through consultations with stakeholders and the Review was conducted by two independent consultants, John Firth from Victoria and Wise Lord and Ferguson who consulted widely throughout the state. The scope of the Review included recruitment processes for sessional staff, determination of marking loads, payment rates for sessional staff, operational logistics and timely communications.

Key findings and 24 recommendations were provided to TASC at the end of June 2018 which the Executive Officer accepted in full. TASC is committed to implementing the Review recommendations throughout 2018 and 2019.

ACACA VOCATIONAL EDUCATION AND TRAINING RESEARCH PROJECT

All ACACA agencies, including TASC as the Tasmanian representative, have been working with lead researchers from the University of Melbourne on a national research project into the development of life and career skills amongst senior secondary students who have undertaken vocational education and training (VET) as part of their senior secondary education.

Initial findings of the research project will be available in 2019 and it is anticipated they will help inform the development of school curriculum and policy decisions that support students to develop life and career skills, and prepare them to succeed in future studies and employment.



YEARS 9–12 PROJECT INCLUDING THE DEVELOPMENT OF AN ACCREDITATION FRAMEWORK

As the Years 9–12 Project implementation is underway, TASC continues the work on its legislated requirements including the development of a senior secondary accreditation framework. This work is being undertaken concurrently with other Project initiatives to ensure synergy between all project components.

As well as the Framework Advisory Council who is legislated to oversee this work, TASC has established an Accreditation Framework Working Group consisting of a wide group of educators with high level expertise and experience. It is expected that a draft of the accreditation framework will be provided to the Minister in early 2019.

TASC is involved in a number of key working groups for the Years 9–12 Project including the 9–12 Steering Committee, Risk Management Committee, the Vocational Education and Training / Vocational Learning Sub-Group, Curriculum Assessment and Teaching Working Group and the 9–12 Project Team, some of which are yet to be convened.

CONTINUOUS IMPROVEMENT IN QUALITY ASSURANCE AND THE MONITORING OF STANDARDS

In response to a continued increase in the number of schools and students in Tasmania's senior secondary system, TASC has initiated enhancements to the mechanisms it uses to quality assure the delivery and assessment of TASC accredited courses to make sure the required standards are being met across the state.

In addition to face-to-face school audits and quality assurance meetings, in 2017 and 2018 TASC introduced a number of quality assurance initiatives including regional network meetings for schools new to the senior secondary sector, desktop audits and established the Quality Assurance Advisory Panel to provide advice regarding the implementation of quality assurance mechanisms.



COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT

TASC continues to broaden its consultation and build relationships with stakeholders, meeting and consulting regularly with a range of committees and feedback groups on broad matters in senior secondary education as well as specific projects and initiatives. All TASC consultation groups include representation from each school sector and other representation as required. TASC appreciates the time and valuable expertise offered by stakeholders which helps to assure the continuous improvement of the work of the Office and senior secondary education in Tasmania.

TASC COMMITTEES AND FEEDBACK GROUPS

DEVELOPMENT OF AN ACCREDITATION FRAMEWORK

The Framework Advisory Council is legislated to advise the Minister for Education and Training through TASC on the development, review and implementation of a senior secondary accreditation framework.

The Accreditation Framework Working Group provides advice to the Executive Officer, TASC on the development of a senior secondary accreditation framework.

QUALITY ASSURANCE

The Quality Assurance Advisory Panel provides advice and assists TASC in relation to establishing and implementing a new quality assurance model.

TASC REPORTING AND CERTIFICATION SYSTEM (TRACS) DEVELOPMENT

The TASC Steering Committee oversees the TASC system redevelopment.

The TRACS Feedback Group provides advice and feedback to ensure the successful implementation of TRACS.

The Data and Systems Advisory Group provides advice to the TASC Steering Committee on data and system matters and guides the development of future data and system requirements.



OTHER PROJECTS

The Tasmanian Certificate of Educational Achievement (TCEA) Working Group reviews the eligibility criteria and application processes for the TCEA and provides recommendations to the Executive Officer, TASC regarding any amendments to ensure equity and fairness for all students.

OTHER STAKEHOLDER ENGAGEMENT

The Principals Reference Group provides feedback to the Executive Officer, TASC regarding risks and opportunities, communications and other matters affecting senior secondary education in Tasmania.

TASC meets regularly with the heads of each school sector, the University of Tasmania, vocational education and training providers, teacher unions, the Tasmanian Association of State School Organisations and other stakeholders.

Throughout 2018 TASC will continue to develop opportunities to engage with stakeholders including Marking Coordinators and TASC Liaison Officers.

2017 TASC OUTSTANDING ACHIEVEMENT AWARDS

THE TASC OUTSTANDING ACHIEVEMENT AWARDS CELEBRATE THE STELLAR ACADEMIC AND VET ACCOMPLISHMENTS OF TASMANIAN SENIOR SECONDARY STUDENTS.

The 2017 Awards were presented by Her Excellency Professor the Honourable Kate Warner AC, Governor of Tasmania at Government House on Monday, 5 February 2018.

32 students received a 2017 TASC Outstanding Academic Achievement Award. These award recipients have achieved Australian Tertiary Admissions Rankings (ATAR) of 99.5 or above and are the top ranked students in Tasmania in 2017.

30 students received a 2017 TASC Outstanding Achievement in Vocational Education and Training Award. These award recipients are nominated by their school and selected from a TASC appointed panel of experts with extensive experience in the VET sector.

Her Excellency Professor the Honourable Kate Warner AC, Governor of Tasmania, the 2017 Outstanding Academic Achievement and Outstanding Achievement in Vocational Education and Training award recipients.



2017 OUTSTANDING ACHIEVEMENT IN VOCATIONAL EDUCATION AND TRAINING AWARD RECIPIENTS

STUDENT	SCHOOL
Rebecca Anning	St Mary's College
Molly Bartels	Hobart College
Shaya Barwick	Jordan River Learning Federation
Danielle Brain	Launceston College
Lazuli Burgess	Hobart College
Jesse Clark	Jordan River Learning Federation
Kyle Clark	Launceston College
Jordan Cram	Guilford Young College
Harry David	St. Patrick's College
Angela Durrant	Launceston College
Nicholas Hadrill	Hobart College
Hayley Hill	Hellyer College
Connor Irvine	Hobart College
Chloe Jones	Hellyer College
Hey Blu Lay	Elizabeth College
Jennah Lockley	Hobart College
McKenzi Maher	Newstead College
Stephanie McManus	Jordan River Learning Federation Senior School
Shannen Morrison	Elizabeth College
Jaimie Noye-Burgess	Hobart College
Joshua Oates	Sorell School
Josh Raspin	Hobart College
Daria Reeve	Hobart College
Pieta Rice	St. Patrick's College
Spenser Rose	Rosny College
Mikayla Rumbold	Hellyer College
Cooper Sawdy	Hobart College
Bonnie Scott	Rosny College
Amber Wilson	Hellyer College
Grace Wilson	Sorell School/Rosny College

2017 OUTSTANDING ACADEMIC ACHIEVEMENT AWARD RECIPIENTS – ACHIEVED 99.5 ATAR OR ABOVE

STUDENT	SCHOOL
Toby Jacob Bott	Launceston College
Matthew James Burgess	The Hutchins School
Sophie Michaela Burgess	Launceston College
George Xavier Coe	Scotch Oakburn College
Alice Louise Curtain	Elizabeth College
Isabelle Jane Dadswell	Hobart College
Kimvy Dong	The Friends' School
Alexis Benson Duddridge	Scotch Oakburn College
Thomas Cornelis Dunbabin	The Hutchins School
Harrison John Graeme Evans	The Hutchins School
William Francis Derham Foster	Scotch Oakburn College
Thomas James Godfrey	Launceston College
Max Joseph Green	St Brendan-Shaw College
Logan Grant Howell	Don College
Eden Abigail Isaac	St Michael's Collegiate School
Surya Kannan	Launceston College
Edwina Simone Knevett	The Friends' School
Jennifer Susan Moore	St Michael's Collegiate School
Max James Douglas Neville	Scotch Oakburn College
Alice Clara Pickering	The Friends' School
Toby Edward Pointon	The Friends' School
Thomas Andrew Rehrmann	Scotch Oakburn College
Varun Sankaramoorthy	Launceston Church Grammar School
Django Thomas Scrivener	Elizabeth College
Isabelle Harriet Sharman	Don College
Angelica Rose Madalena Smail	The Friends' School
Lucinda Mary Southcott	The Friends' School
Angus Thomas Paul Szoke	The Hutchins School
Laura Jean Thomas	The Friends' School
James Richard Tucker	The Hutchins School
Charlotte Lily Young	Fahan School
Anni Zhang	Elizabeth College

EXTERNAL ASSESSMENT

External assessment is critical to assuring the quality and standards of the Tasmanian Certificate of Education.

While all TASC accredited courses are assessed internally by schools, Level 3 and Level 4 courses also include an external assessment component such as written examinations, portfolios, oral and practical assessments. TASC continues to use high quality external assessment specifications for exams, ensuring all elements of courses are assessed at the standard expected.

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

TASC'S EXTERNAL ASSESSMENT ACTIVITIES ARE SUPPORTED BY:

- Expert educators who set and critique 42 external written examinations.
- Marking Coordinators who lead expert teams to mark all externally assessed courses including written, practical, portfolio and oral assessments.
- Course Assessment Panels who quality assure the work of Markers.

- 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 University of Tasmania units which contribute to the TCE.

RECOGNITION OF VOCATIONAL EDUCATION AND TRAINING (VET)

TASC is legislated to collect data from all registered training organisations delivering VET to Tasmanian residents, including senior secondary students. All nationally recognised VET Units of Competency contribute credit points towards a students' 120 credit point requirement for the TCE as well as towards the achievement of the Qualifications Certificate. VET data provides meaningful information about participation and achievement across the state in senior secondary studies and VET. TASC also provides VET in schools data to the National Centre for Vocational Educational Research and the Australasian Curriculum Assessment and Reporting Authority for publication.

Of those students who achieved their TCE in 2017, 63 per cent undertook some VET as part of their studies.

EXTERNAL ASSESSMENT – KEY FACTS 2017

- TASC set written examinations in 42 Level 3 and Level 4 TASC accredited courses.
- TASC administered, marked and processed 23,385 Years 11 and 12 written external assessments.
- TASC externally assessed 4,623 portfolios (such as investigation projects) in 15 TASC accredited courses.
- TASC conducted oral assessments for 355 students in six language courses.
- In partnership with the University of Tasmania, TASC provided an ATAR to 2,171 students.
- TASC recognised students' formal learning qualifications from 25 education providers.
- TASC continued to increase electronic marking where Markers have online access to students' work through iPads.
- TASC granted 644 students with special examination provisions enabling them to access additional support to sit their external assessments.

ENSURING THE QUALITY AND STANDARDS OF TASMANIA'S SENIOR SECONDARY QUALIFICATIONS

TASC has the responsibility to ensure that national and state standards for senior secondary education are monitored and met. In response to an increasing number of schools offering TASC accredited courses to Years 11 and 12 students, TASC continues to enhance quality assurance mechanisms which allow for flexibility to suit specific contexts and which draw on a wider evidence base.

A new quality assurance model for TASC accredited courses was piloted during 2017. It drew on previous quality assurance mechanisms and includes new opportunities to ensure the delivery and assessment standards of TASC accredited courses.

QUALITY ASSURANCE ADVISORY PANEL

TASC established the Quality Assurance Advisory Panel in 2018 to provide evidence-based advice regarding the selection of courses and schools for quality assurance mechanisms including full day face-to-face school audits, focused audits, regional quality assurance workshops, quality assurance meetings and desktop audits.

QUALITY ASSURANCE MEETINGS

Eleven course specific quality assurance meetings were held across all regions of Tasmania with teachers from approximately 50 Tasmanian Government, Catholic and independent schools. The compulsory meetings are an opportunity for teachers to share best practice in the delivery of courses and to ensure the standards of the courses they are teaching are maintained.

FACE-TO-FACE SCHOOL AUDITS

TASC visited seven schools to undertake full day face-to-face quality assurance audits.

DESKTOP AUDITS

In 2017 10 schools participated in a desktop audit of the Personal Pathway Planning (PPP2015113) course.

REGIONAL QUALITY ASSURANCE WORKSHOPS

In 2017 TASC implemented a new quality assurance process, regional quality assurance workshops which focus on supporting Tasmanian Government schools who have recently extended to Year 12. The workshops are based on a collaborative and supportive model, where teams of teachers from a geographic region unpack the key elements and requirements of TASC accredited courses in the context of their school environment. In 2017 the workshops focused on Workplace Mathematics and Essential Skills – Using Computers and the Internet.



COURSE ACCREDITATION

In 2018 TASC offered 169 accredited courses. 31 courses were newly accredited for use in 2018.

COURSES ACCREDITED BY TASC IN 2017 FOR USE FROM JANUARY 2018

COURSE	LEVEL	TCE CREDIT POINTS	CODE	TCE EVERYDAY ADULT STANDARD
Athlete Development	2	15	ATH215118	Nil
Building Connections	1	15	BUC115018	Nil
Career and Life Planning	2	5	CLP205118	Nil
Community Service Learning	2	5	CSL205118	Nil
Community Sport and Recreation	2	15	HPE215118	Nil
Computer Graphics and Design – Foundation	2	15	CGD215118	Computers and the internet
Computer Graphics and Design	3	15	CGD315118	Use of computers and the internet
Computer Science	3	15	ITC315118	Use of computers and the internet
Engineering Design	2	15	EDN215118	Nil
Environmental Science	3	15	ESS315118	Nil
Fitness Experiences	1	5	HPE105118	Nil
Food, Cooking and Nutrition	2	15	FDN215118	Nil
Food and Nutrition	3	15	FDN315118	Reading and writing
Health Studies	3	15	HLT315118	Reading and writing
Housing and Design	3	15	HDS315118	Use of computers and the internet
Information Systems and Digital Technologies	3	15	ITS315118	Use of computers and the internet
Introduction to Sociology and Psychology	2	15	BHX215118	Reading and writing
Mathematics Specialised	4	15	MTS415118	Mathematics
Outdoor Experiences	1	5	OXPI05118	Nil
Outdoor Education	2	15	EXP215118	Nil
Outdoor Leadership	3	15	EXP315118	Reading and writing
Personal Care	1	10	PER110118	Nil
Personal Health and Wellbeing	2	15	PER215118	Nil
Philosophy	3	15	PHL315118	Reading and writing
Physical Sciences – Foundation	2	15	PSC215118	Nil
Physical Sciences	3	15	PSC315118	Mathematics
Project Implementation	2	5	PRJ205118	Nil
Sport Science – Foundation	2	15	SPT215118	Nil
Sport Science	3	15	SPT315118	Nil
Sport and Recreation Experiences	1	10	HPE110118	Nil
Tasmanian Aboriginal Studies	2	15	TAS215118	Reading and writing

HUMAN RESOURCES

As at 30 June 2018 there were 11.81 people assigned to duties within the Office.

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

The data is based on the total paid full time equivalent (FTE) and headcount for the last pay in June 2018.

EMPLOYMENT STATUS	PAID FTE	HEAD-COUNT
Permanent – full time	7	7
Permanent – part time	1.64	2
Total permanent	8.64	9
Fixed term – full time	0	0
Fixed term – part time	3.17	4
Total fixed term	3.17	4
Grand total	11.81	13

2018 SENIOR SECONDARY ATTAINMENT DATA



DATA HIGHLIGHTS 2017/18

58.9% of the potential Year 12 population achieved their TCE in 2017, an increase of 2.5% from 2016. 3871 students achieved their TCE.

See Table 1.

80.9% of Year 12 students aged 15–19 achieved a TCE in 2017 in a Tasmanian school.

See Table 4.

In 2017 33% of Year 12 students received an ATAR. In total 2,171 students achieved an ATAR in 2017.

See Table 1.

TABLE 1. RATES OF TCE ATTAINMENT

	Count of 15–19 year old persons					Percentage of potential Year 12 population				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Potential Year 12 population*	6831	6797	6719	6682	6575					
Achieved the TCE this year	3268	3319	3385	3767	3871	47.8%	48.8%	50.4%	56.4%	58.9%
Achieved an ATAR this year	2246	2306	2202	2239	2171	32.9%	33.9%	32.8%	33.5%	33.0%
Potential Year 12 population (females)	3224	3326	3233	3240	3175					
Achieved the TCE this year	1788	1799	1853	1985	1990	55.5%	54.1%	57.3%	61.3%	62.7%
Achieved an ATAR this year	1293	1325	1278	1273	1245	40.1%	39.8%	39.5%	39.3%	39.2%
Potential Year 12 population (males)	3610	3470	3490	3441	3400					
Achieved the TCE this year	1480	1520	1532	1782	1881	41.0%	43.8%	43.9%	51.8%	55.3%
Achieved an ATAR this year	953	981	924	966	926	26.4%	28.3%	26.5%	28.1%	27.2%

*Note: Cohort and percentage values in the above table are based on an age-weighted values using ABS estimates for the number of 15–19 year old persons in Tasmania in a given year.

PROPORTION OF POTENTIAL YEAR 12 POPULATION
ACHIEVING THE TCE

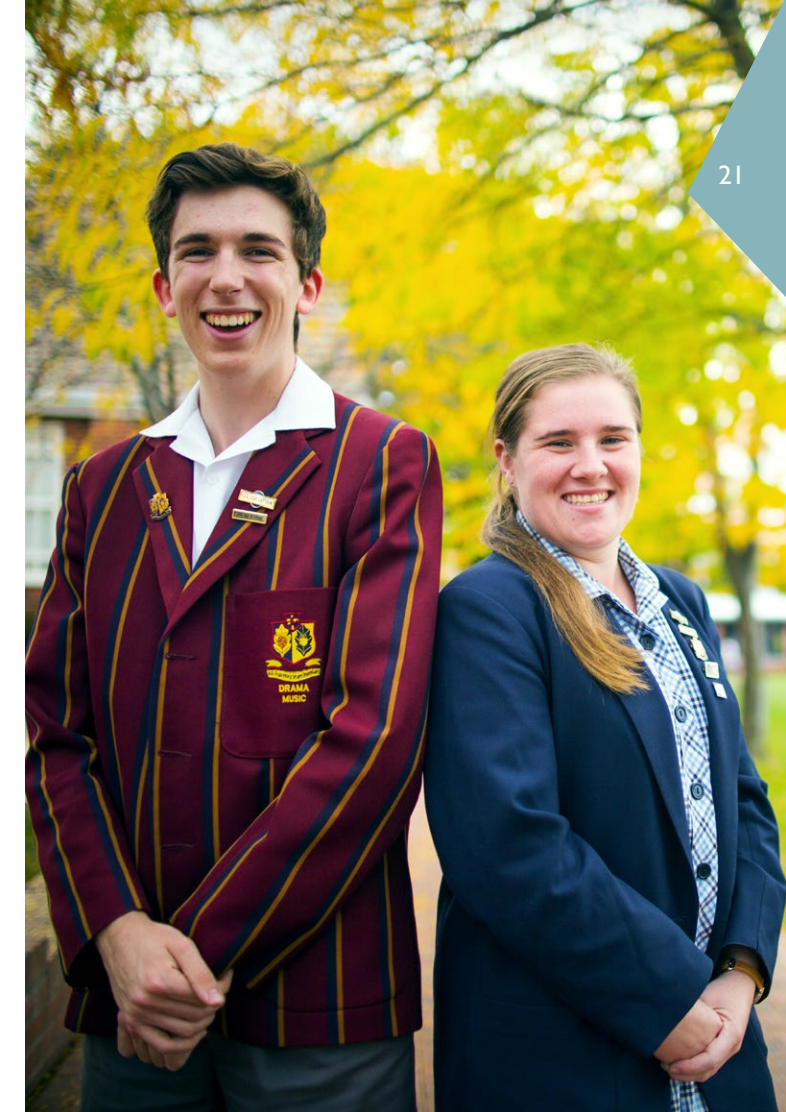
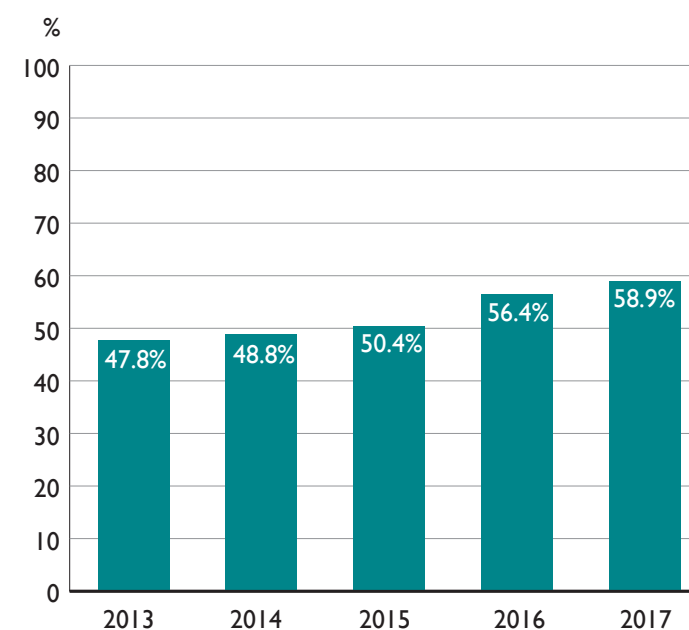


TABLE 2. POST-YEAR 10 DIRECT CONTINUATION DATA

All Tasmanian students	Numbers					Percentage of Year 10 cohort				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Year 10 cohort	2011	2012	2013	2014	2015	2013	2014	2015	2016	2017
Year 12 cohort	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Year 10 students	6803	6644	6269	6680	6732					
Year 11 students	5502	5543	5287	5661	5758	80.9%	83.4%	84.3%	84.7%	85.5%
Year 12 students	4673	4858	4577	4949	4977	68.7%	73.1%	73.0%	74.1%	73.9%
Achieved TCE	2988	3235	3196	3595	3755	43.9%	48.7%	51.0%	53.8%	55.8%
Achieved an ATAR	2144	2209	2055	2173	2126	31.5%	33.2%	32.8%	32.5%	31.6%
Attained VET certificate	1359	1600	1481	1459	1672	20.0%	24.1%	23.6%	21.8%	24.8%

2018 SENIOR SECONDARY ATTAINMENT DATA

TABLE 2. POST-YEAR 10 DIRECT CONTINUATION DATA CONT.

Notes for Table 2

Direct continuation: a student must achieve at least one 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 cohort: students at the school who were registered with TASC.

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

Year 12 cohort: students who directly continued into Year 12 two years after Year 10, in any sector.

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

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

VET: The number of students who 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

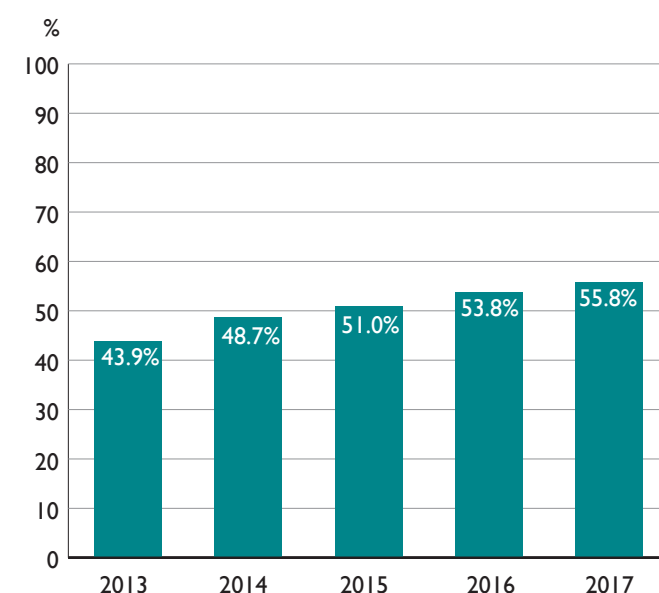


TABLE 3. PARTICIPATION IN SENIOR SECONDARY EDUCATION

	Count of persons				
	2013	2014	2015	2016	2017
Students 15–19 years old two years after Year 10	8114	8298	6985	6738	6768
Undertook some VET	6290	5892	5120	4912	5012
Completed a total of the equivalent of two years full-time studies in post-compulsory education and training	4880	4879	4884	5245	5214

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 2017 and are Australian residents.

Undertook some VET 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 one or more credit point in a TASC accredited course, a VET unit or recognised formal learning in the given year.

TABLE 4. TCE ATTAINMENT IN TASMANIAN SCHOOLS

Measure	Numbers					Percentage of Year 12 school students aged 15–19 who...				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Year 12 school students	4761	4961	4779	4882	4870					
Australian residents	4684	4879	4684	4791	4784					
aged over 19 years old	151	117	64	46	26					
aged 15–19	4533	4762	4620	4745	4758					
Of Year 12 school students aged 15–19										
are female	2325	2460	2369	2391	2339					
are male	2208	2302	2251	2354	2419					
Of Year 12 school students aged 15–19										
achieved TCE	3078	3353	3475	3751	3851	67.9%	70.4%	75.2%	79.1%	80.9%
achieved an ATAR	2234	2282	2201	2239	2171	49.3%	47.9%	47.6%	47.2%	45.6%
achieved the IB Diploma	18	19	17	24	21					
Tasmanian Certificate of Educational Achievement (TCEA)	5	5	3	20	49					
completed at least 120 credits points previously	3526	3714	3678	3912	3987	77.8%	78.0%	79.6%	82.4%	83.8%
did at least one TASC Level 3 course	3548	3633	3496	3684	3611	78.3%	76.3%	75.7%	77.6%	75.9%
did at least four TASC Level 3 courses	2749	2854	2683	2758	2720	60.6%	59.9%	58.1%	58.1%	57.2%
did some VET	2735	3063	2885	2925	3004	60.3%	64.3%	62.4%	61.6%	63.1%
did some VET and have an ATAR	1033	1166	1151	1127	1137	22.8%	24.5%	24.9%	23.8%	23.9%

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.

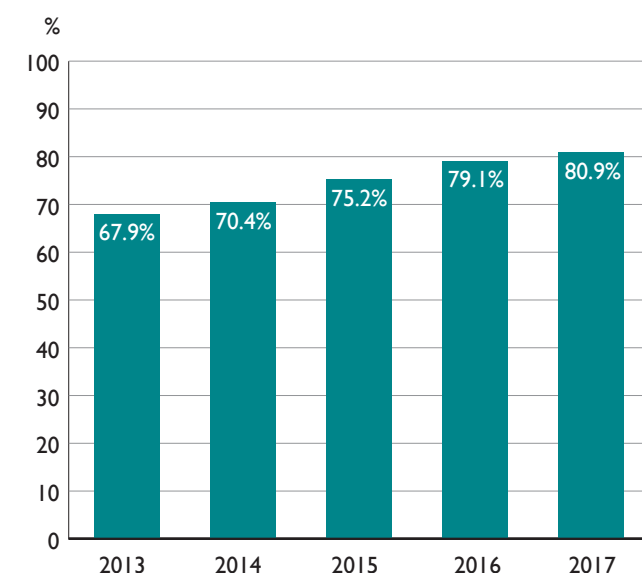
...aged between 15–19: students recorded as being in Year 12 or higher; are aged 15–19 years of age as at 31 December 2017 and are Australian residents.

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.

SENIOR SECONDARY ATTAINMENT DATA

TABLE 4. TCE ATTAINMENT IN TASMANIAN SCHOOLS CONT.

PERCENTAGE OF YEAR 12 SCHOOL STUDENTS WHO HAVE ACHIEVED THEIR TCE



PERCENTAGE OF YEAR 12 SCHOOL STUDENTS WHO DID SOME VET

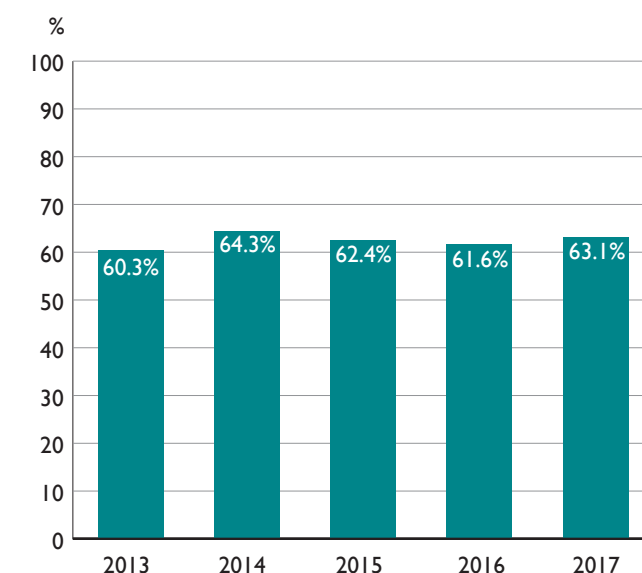


TABLE 5. QUALIFICATIONS CERTIFICATES AWARDED TO YEAR 12 STUDENTS AGED 15–19 (AUSTRALIAN RESIDENTS)

Measure	Numbers			Percentage of Year 12 school students aged 15–19 who achieved a QC		
	2015	2016	2017	2015	2016	2017
Qualifications Certificate (QC)	4575	4720	4742	99.0%	99.5%	99.7%

TABLE 6. 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				
	2013	2014	2015	2016	2017
did not achieve the TCE	408	297	222	181	142
did not have 80 credit points at Level 2 or above	54	31	28	21	23
did not demonstrate meeting the everyday adult reading and writing in English standard	110	91	64	57	62
did not demonstrate meeting the everyday adult Mathematics standard	166	115	80	76	65
did not demonstrate meeting the everyday adult use of computers and the internet standard	241	174	137	101	52

REASONS FOR NOT ACHIEVING THE TCE

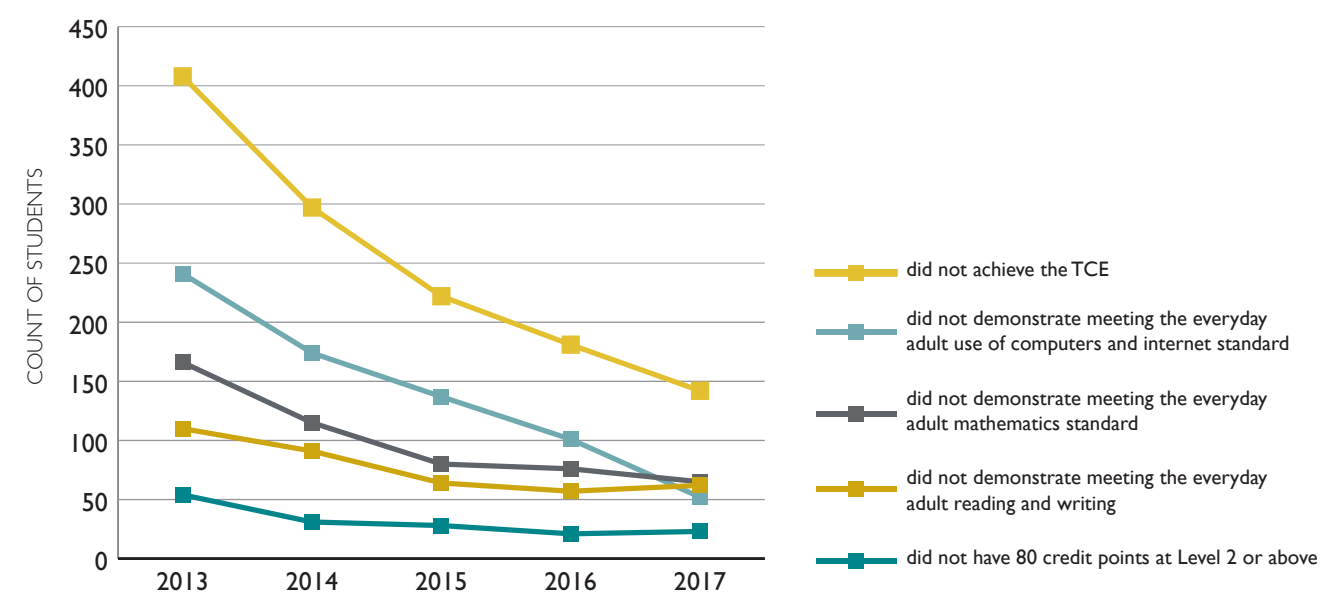


TABLE 7. PERCENTAGE OF YEAR 12 STUDENTS AGED 15–19 WHO COMPLETED AT LEAST ONE TASC LEVEL 3 OR LEVEL 4 COURSE IN A LEARNING AREA

	2015	2016	2017	2015	2016	2017
Of Year 12 schools students aged 15–19						
English	2719	2858	2729	59%	60%	57%
Health and Physical Education	1366	1354	1291	30%	29%	27%
Humanities and Social Sciences	2051	2196	2073	44%	46%	44%
Languages	220	222	216	5%	5%	5%
Mathematics	2085	2165	2211	45%	46%	46%
Mixed Field	78	46	38	2%	1%	1%
Science	1551	1588	1570	34%	33%	33%
Technologies	1114	1233	1158	24%	26%	24%
The Arts	1163	1191	1207	25%	25%	25%

TABLE 8. TCE COURSE SUMMARY

LEARNING AREA	SYLLABUS CODE	SYLLABUS CODE	TASC LEVEL ¹	CREDIT POINTS ²	TOTAL	MALES	FEMALES	% MALES	% FEMALES	< YEAR 11	YEAR 11	YEAR 12	YEAR 13	FAILURE (NN)	PRELIMINARY ACHIEVEMENT (PA)	SATISFACTORY ACHIEVEMENT (SA)	COMMENDABLE ACHIEVEMENT (CA)	HIGH ACHIEVEMENT (HA)	EXCEPTIONAL ACHIEVEMENT (EA)
ENGLISH	EAL115114	English as an Additional Language or Dialect	1	15	40	22	18	55%	45%	5	24	11	0	3	6	16	10	2	3
	EAL215114	English as an Additional Language or Dialect	2	15	108	68	40	63%	37%	0	83	25	0	0	12	29	39	16	12
	EAL315115	English as an Additional Language or Dialect	3	15	127	81	46	64%	36%	0	44	77	6	6	24	22	49	18	8
	ENA215114	English Applied	2	15	1082	671	411	62%	38%	3	814	253	12	148	120	374	304	93	43
	ENG110114	Practical English	1	10	147	94	53	64%	36%	0	91	56	0	19	15	113	0	0	0
	ENG215117	English Foundations	2	15	1214	659	555	54%	46%	31	1117	65	1	96	72	389	414	119	124
	ENG315117	English	3	15	1663	780	883	47%	53%	0	1298	360	5	61	44	457	771	213	117
	ENL315114	English Literature	3	15	565	194	371	34%	66%	0	404	160	1	12	16	138	220	124	55
	ENW315114	English Writing	3	15	681	231	450	34%	66%	0	198	478	5	23	34	197	258	96	73
	ERW210114	Essential Skills – Reading and Writing	2	10	324	174	150	54%	46%	2	235	83	4	75	40	209	0	0	0
HEALTH AND PHYSICAL EDUCATION	ATH215113	Athlete Development	2	15	558	398	160	71%	29%	77	305	174	2	15	48	95	223	92	85
	HLT315113	Health Studies	3	15	993	319	674	32%	68%	0	372	616	5	23	166	259	297	183	65
	OXPI05113	Outdoor Experiences	1	5	818	554	264	68%	32%	63	427	325	3	137	0	681	0	0	0
	OXPI05113	Outdoor Education	2	15	855	563	292	66%	34%	43	561	250	1	44	31	212	307	128	133
	OXPI05113	Outdoor Leadership	3	15	298	187	111	63%	37%	0	45	253	0	9	36	59	99	58	37
	PER110113	Personal Care	1	10	206	144	62	70%	30%	0	147	58	1	30	0	176	0	0	0
	PER215113	Personal Health and Wellbeing	2	15	305	81	224	27%	73%	0	161	137	7	35	33	86	87	38	26
	REC110113	Physical Recreation	1	10	1069	783	286	73%	27%	14	595	454	6	49	25	995	0	0	0
	SPT215113	Sport Science – Foundation	2	15	230	158	72	69%	31%	52	111	65	2	10	18	47	77	57	21
	SPT315113	Sport Science	3	15	517	264	253	51%	49%	0	221	296	0	13	72	169	163	74	26

LEARNING AREA	SYLLABUS CODE	SYLLABUS CODE	TASC LEVEL ¹	CREDIT POINTS ²	TOTAL	MALES	FEMALES	% MALES	% FEMALES	< YEAR 11	YEAR 11	YEAR 12	YEAR 13	FAILURE (NN)	PRELIMINARY ACHIEVEMENT (PA)	SATISFACTORY ACHIEVEMENT (SA)	COMMENDABLE ACHIEVEMENT (CA)	HIGH ACHIEVEMENT (HA)	EXCEPTIONAL ACHIEVEMENT (EA)
HUMANITIES AND SOCIAL SCIENCES	AAP315116	Australia in Asia and the Pacific	3	15	145	57	88	39%	61%	0	32	112	1	4	17	53	41	21	9
	ACC315116	Accounting	3	15	184	116	68	63%	37%	0	40	144	0	12	15	40	65	33	19
	ANH315117	Ancient History	3	15	257	103	154	40%	60%	0	102	155	0	14	25	81	85	27	25
	BHC115116	Focus on Children	1	15	1	0	1	0%	100%	0	0	1	0	0	1	0	0	0	0
	BHC215116	Working with Children	2	15	258	16	242	6%	94%	0	172	84	2	32	12	64	53	52	45
	BHF215116	Exploring Issues in Society	2	15	192	93	99	48%	52%	0	182	10	0	5	8	36	77	24	42
	BHP315116	Psychology	3	15	676	181	495	27%	73%	0	179	490	7	16	46	216	212	113	73
	BHS315116	Sociology	3	15	480	128	352	27%	73%	0	131	347	2	13	22	133	205	64	43
	BHX215116	Introduction to Sociology and Psychology	2	15	671	199	472	30%	70%	37	473	154	7	54	57	167	216	72	105
	BHY105116	You, Your Family and the Community	1	5	218	113	105	52%	48%	0	212	6	0	18	2	198	0	0	0
	BST105116	Financial Literacy	1	5	55	30	25	55%	45%	3	25	25	2	19	2	34	0	0	0
	BST215116	Business Studies - Foundation	2	15	385	234	151	61%	39%	65	147	171	2	33	40	102	108	50	52
	BST315116	Business Studies	3	15	456	254	202	56%	44%	0	115	340	1	11	35	135	151	86	38
	CAC110117	Community Access	1	10	59	36	23	61%	39%	0	28	30	1	3	5	51	0	0	0
	CSL205113	Community Service Learning	2	5	338	149	189	44%	56%	0	127	207	4	62	12	138	0	126	0
	ECN315116	Economics	3	15	263	156	107	59%	41%	0	15	248	0	4	17	40	96	76	30
	GGY315115	Geography	3	15	189	83	106	44%	56%	0	30	157	2	6	8	59	59	41	16
	HAE215115	History and the Environment	2	15	58	29	29	50%	50%	10	22	25	1	8	8	9	12	11	10
	HSM315117	Modern History	3	15	356	168	188	47%	53%	0	111	245	0	9	32	111	138	34	32
	LST215117	Legal Studies – Foundation	2	15	292	126	166	43%	57%	9	193	87	3	30	39	66	88	39	30
	LST315117	Legal Studies	3	15	408	152	256	37%	63%	0	72	335	1	10	37	100	193	32	36
	PHL315113	Philosophy	3	15	209	93	116	44%	56%	0	29	179	1	4	18	67	72	31	17
	REL315116	Studies of Religion	3	15	236	59	177	25%	75%	0	138	98	0	8	12	71	80	35	30
	RLP205115	Making Moral Decisions	2	5	259	132	127	51%	49%	0	107	152	0	49	20	103	0	87	0
	RLP215115	Religion in Society	2	15	279	148	131	53%	47%	0	263	16	0	11	17	110	82	30	29
	RSE105115	Basic Road Safety	1	5	88	42	46	48%	52%	1	28	53	6	13	2	73	0	0	0
	RSE205115	Road Safety Education	2	5	30	14	16	47%	53%	0	13	16	1	6	1	17	0	3	3

TABLE 8. TCE COURSE SUMMARY CONT.

LEARNING AREA	SYLLABUS CODE	TITLE	TASC LEVEL ¹		CREDIT POINTS ²	TOTAL	MALES	FEMALES	% MALES	% FEMALES	< YEAR 11				FAILURE (NN)	PRELIMINARY ACHIEVEMENT (PA)	SATISFACTORY ACHIEVEMENT (SA)	COMMENDABLE ACHIEVEMENT (CA)	HIGH ACHIEVEMENT (HA)	EXCEPTIONAL ACHIEVEMENT (EA)
											< YEAR 11	YEAR 11	YEAR 12	YEAR 13						
LANGUAGES	AR802	Arabic	3	15	1	1	0	100%	0%	0	0	1	0	0	0	0	1	0	0	0
	CHN215114	Chinese – Foundation	2	15	34	12	22	35%	65%	2	17	15	0	0	1	3	9	10	11	
	CHN315114	Chinese	3	15	41	19	22	46%	54%	0	32	9	0	0	3	5	11	11	11	
	CN813	Chinese (Specialist Level)	3	15	67	47	20	70%	30%	0	41	26	0	0	20	17	15	9	6	
	DU814	Dutch	3	15	1	1	0	100%	0%	0	1	0	0	0	0	0	1	0	0	
	FRN215114	French – Foundation	2	15	67	14	53	21%	79%	0	37	30	0	2	5	16	16	12	16	
	FRN315114	French	3	15	52	14	38	27%	73%	0	29	23	0	0	4	4	8	28	8	
	GRM215114	German – Foundation	2	15	21	14	7	67%	33%	2	11	8	0	0	2	3	5	4	7	
	GRM315114	German	3	15	37	11	26	30%	70%	0	19	18	0	1	4	9	11	7	5	
	HN868	Hindi	3	15	1	0	1	0%	100%	0	1	0	0	0	0	1	0	0	0	
	ITN215114	Italian – Foundation	2	15	25	5	20	20%	80%	10	7	7	1	0	1	6	6	7	5	
	ITN315114	Italian	3	15	17	4	13	24%	76%	0	5	12	0	0	0	4	3	6	4	
	JPN215114	Japanese – Foundation	2	15	128	65	63	51%	49%	3	84	41	0	7	18	28	36	12	27	
	JPN315114	Japanese	3	15	88	38	50	43%	57%	0	50	37	1	2	4	14	33	24	11	
	KR857	Korean	3	15	10	8	2	80%	20%	0	3	7	0	0	5	2	1	1	1	
	PS892	Persian	3	15	6	4	2	67%	33%	0	0	3	3	0	3	2	0	1	0	
	RU869	Russian	3	15	1	0	1	0%	100%	0	1	0	0	0	0	1	0	0	0	
	SP877	Spanish	3	15	1	0	1	0%	100%	0	1	0	0	0	0	0	1	0	0	
	UK807	Ukrainian	3	15	1	0	1	0%	100%	0	1	0	0	0	0	0	0	0	1	
	VT876	Vietnamese	3	15	1	0	1	0%	100%	0	0	1	0	0	1	0	0	0	0	

LEARNING AREA	SYLLABUS CODE	TITLE	TASC LEVEL ¹		CREDIT POINTS ²	TOTAL	MALES	FEMALES	% MALES	% FEMALES	< YEAR 11				FAILURE (NN)	PRELIMINARY ACHIEVEMENT (PA)	SATISFACTORY ACHIEVEMENT (SA)	COMMENDABLE ACHIEVEMENT (CA)	HIGH ACHIEVEMENT (HA)	EXCEPTIONAL ACHIEVEMENT (EA)
											< YEAR 11	YEAR 11	YEAR 12	YEAR 13						
MATHEMATICS	MTE110114	Everyday Maths	1	10	112	68	44	61%	39%	30	51	31	0	28	19	65	0	0	0	
	MTG215114	General Mathematics – Foundation	2	15	1748	860	888	49%	51%	90	1480	176	2	61	92	541	568	310	176	
	MTG315115	General Mathematics	3	15	1567	802	765	51%	49%	0	1045	517	5	50	197	520	506	167	127	
	MTM315117	Mathematics Methods – Foundation	3	15	1010	547	463	54%	46%	252	555	191	12	41	155	287	274	142	111	
	MTM415117	Mathematics Methods	4	15	650	402	248	62%	38%	0	487	162	1	14	74	182	215	97	68	
	MTN210114	Essential Skills – Maths	2	10	443	225	218	51%	49%	14	262	163	4	83	42	318	0	0	0	
	MTS415114	Mathematics Specialised	4	15	239	170	69	71%	29%	1	5	232	1	2	19	26	85	58	49	
	MTW215114	Workplace Maths	2	15	1142	617	525	54%	46%	22	901	214	5	115	92	405	314	139	77	
MIXED FIELD	LT1215117	Learning Through Internship	2	15	7	2	5	29%	71%	0	5	2	0	0	0	2	0	0	5	
	PPP205113	Personal Pathway Planning	2	5	7100	3648	3452	51%	49%	251	3878	2921	50	632	81	6387	0	0	0	
	PRJ205113	Project Implementation	2	5	599	414	185	69%	31%	17	374	208	0	93	0	506	0	0	0	
	SDI315117	Student Directed Inquiry	3	15	38	14	24	37%	63%	0	1	36	1	3	1	12	8	6	8	
	WRK115117	Pathways to Work	1	15	174	113	61	65%	35%	20	96	58	0	18	30	48	0	78	0	
	WRK215117	Work Readiness	2	15	582	336	246	58%	42%	0	374	206	2	149	73	203	61	58	38	
SCIENCE	BIO315116	Biology	3	15	839	250	589	30%	70%	0	92	743	4	12	51	216	304	146	110	
	CHM415115	Chemistry	4	15	591	303	288	51%	49%	0	4	581	6	17	103	155	130	111	75	
	ESS315114	Environmental Science and Society	3	15	194	73	121	38%	62%	0	70	123	1	9	15	40	70	33	27	
	LSC215115	Life Sciences	2	15	564	156	408	28%	72%	37	404	121	2	30	32	127	183	131	61	
	PHY415115	Physics	4	15	351	264	87	75%	25%	0	2	343	6	12	59	67	66	84	63	
	PSC315114	Physical Sciences	3	15	1272	757	515	60%	40%	1	1141	128	2	48	205	400	277	197	145	
	SPW215114	Physical Sciences – Foundation	2	15	372	222	150	60%	40%	126	195	49	2	13	18	98	146	69	28	

TABLE 8. TCE COURSE SUMMARY CONT.

LEARNING AREA	SYLLABUS CODE	TITLE	TASC LEVEL ¹		CREDIT POINTS ²	TOTAL	MALES	FEMALES	% MALES	% FEMALES	< YEAR 11	YEAR 11	YEAR 12	YEAR 13	FAILURE (NN)	PRELIMINARY ACHIEVEMENT (PA)	SATISFACTORY ACHIEVEMENT (SA)	COMMENDABLE ACHIEVEMENT (CA)	HIGH ACHIEVEMENT (HA)	EXCEPTIONAL ACHIEVEMENT (EA)
TECHNOLOGIES	AGR2I5I17	Agricultural Enterprise	2	15	18	9	9	50%	50%	0	11	7	0	5	3	6	4	0	0	
	AGR3I5I17	Agricultural Systems	3	15	7	5	2	71%	29%	0	5	2	0	0	1	2	3	0	1	
	AMT2I5I16	Automotive and Mechanical Technologies	2	15	215	191	24	89%	11%	0	130	84	1	26	36	81	42	19	11	
	CGD2I5I13	Computer Graphics and Design – Foundation	2	15	294	254	40	86%	14%	7	156	128	3	30	33	97	90	25	19	
	CGD3I5I13	Computer Graphics & Design	3	15	223	185	38	83%	17%	0	81	141	1	7	22	77	84	21	12	
	DAP2I5I16	Design and Production	2	15	610	470	140	77%	23%	45	297	265	3	49	84	152	179	83	63	
	ELT2I5I14	Electronics - Foundation	2	15	112	102	10	91%	9%	0	66	46	0	11	12	36	28	6	19	
	ELT3I5I14	Electronics	3	15	47	44	3	94%	6%	0	6	41	0	2	18	9	7	7	4	
	ESC205I14	Essential Skills – Using Computers and the Internet	2	5	1511	905	606	60%	40%	54	923	521	13	142	46	1323	0	0	0	
	FCEI10I14	Food and Cooking Essentials	1	10	147	64	83	44%	56%	2	85	59	1	13	25	109	0	0	0	
	FDN2I5I13	Food, Cooking and Nutrition	2	15	368	158	210	43%	57%	17	156	194	1	22	32	98	129	68	19	
	FDN3I5I13	Food & Nutrition	3	15	585	192	393	33%	67%	0	125	457	3	14	55	126	203	137	50	
	FHE2I5I16	Food and Hospitality Enterprise	2	15	189	70	119	37%	63%	21	107	60	1	31	26	56	49	20	7	
	HDS3I5I13	Housing and Design	3	15	281	150	131	53%	47%	0	73	206	2	15	33	79	108	32	14	
	ICT1I0I14	Basic Computing	1	10	70	50	20	71%	29%	0	42	28	0	7	10	53	0	0	0	
	ICT205I14	Computer Applications	2	5	380	313	67	82%	18%	18	225	137	0	32	48	156	82	0	62	
	ITC3I5I13	Computer Science	3	15	204	185	19	91%	9%	0	66	137	1	4	33	65	53	27	22	
	ITS3I5I13	Information Systems & Digital Technologies	3	15	70	67	3	96%	4%	0	18	52	0	3	3	25	27	9	3	
	TEG2I5I15	Technical Graphics - Foundation	2	15	52	49	3	94%	6%	0	30	22	0	5	9	17	10	6	5	
	TEG3I5I15	Technical Graphics	3	15	21	17	4	81%	19%	0	9	12	0	1	6	6	3	2	3	
	WTEI10I14	Workshop Techniques – Introduction	1	10	180	155	25	86%	14%	63	64	51	2	29	13	122	0	0	16	

LEARNING AREA	SYLLABUS CODE	TITLE	TASC LEVEL ¹		CREDIT POINTS ²	TOTAL	MALES	FEMALES	% MALES	% FEMALES	< YEAR 11	YEAR 11	YEAR 12	YEAR 13	FAILURE (NN)	PRELIMINARY ACHIEVEMENT (PA)	SATISFACTORY ACHIEVEMENT (SA)	COMMENDABLE ACHIEVEMENT (CA)	HIGH ACHIEVEMENT (HA)	EXCEPTIONAL ACHIEVEMENT (EA)
THE ARTS	ARA3I5I16	Art Theory and Criticism	3	15	35	7	28	20%	80%	0	6	29	0	2	3	11	11	6	2	
	ART1I0I17	Art Making	1	10	76	41	35	54%	46%	1	46	28	1	8	4	21	14	19	10	
	ART2I5I17	Visual Art	2	15	971	452	519	47%	53%	30	479	460	2	69	123	249	280	164	86	
	ART2I52I7	Art Practice	2	15	210	70	140	33%	67%	12	99	96	3	17	12	58	57	31	35	
	ART3I5I17	Art Production	3	15	883	304	579	34%	66%	0	420	461	2	46	36	179	386	168	68	
	ART3I52I4	Art Studio Practice	3	15	227	66	161	29%	71%	0	0	226	1	3	5	60	59	78	22	
	AUD2I5I15	Music Technology Projects – Foundation	2	15	56	48	8	86%	14%	0	28	28	0	3	4	22	12	6	9	
	DNC1I0I15	Dance the Basic Moves	1	10	20	3	17	15%	85%	0	18	2	0	0	0	0	0	4	16	
	DNC2I5I15	Dance	2	15	85	11	74	13%	87%	12	52	21	0	4	5	29	21	14	12	
	DNC3I5I15	Dance Choreography and Performance	3	15	61	5	56	8%	92%	0	32	29	0	1	2	26	17	10	5	
	MED2I5I17	Media Production Foundations	2	15	186	138	48	74%	26%	8	86	92	0	13	22	61	50	22	18	
	MED3I5I17	Media Production	3	15	202	134	68	66%	34%	0	58	144	0	14	28	58	77	13	12	
	MSC2I5I17	Contemporary Music	2	15	212	143	69	67%	33%	0	137	72	3	13	27	38	58	39	37	
	MSM205I15	Music Ensemble	2	5	213	103	110	48%	52%	21	98	93	1	0	1	41	0	171	0	
	MSM3I5I15	Music	3	15	92	46	46	50%	50%	0	70	22	0	0	15	30	32	8	7	
	MSS2I5I15	Music Studies	2	15	166	96	70	58%	42%	12	108	46	0	7	19	49	38	30	23	
	MUT2I5I15	Musical Theatre	2	15	226	71	155	31%	69%	30	94	100	2	1	10	19	75	46	75	
	SDD3I5I15	Drama	3	15	225	69	156	31%	69%	0	202	23	0	2	21	63	92	37	10	
	SDP3I5I15	Theatre Performance	3	15	165	74	91	45%	55%	0	2	163	0	0	8	48	52	38	19	
	SDS2I5I17	Drama Foundations	2	15	119	61	58	51%	49%	29	48	42	0	2	11	32	38	23	13	
	SDT2I5I15	Technical Theatre Production	2	15	60	30	30	50%	50%	0	26	33	1	1	2	15	17	13	12	

SENIOR SECONDARY ATTAINMENT DATA

TABLE 8. TCE COURSE SUMMARY CONT.

	TASC LEVEL ¹	CREDIT POINTS ²	TOTAL	MALES	FEMALES	% MALES	% FEMALES	< YEAR 11	YEAR 11	YEAR 12	YEAR 13	FAILURE (NN)	PRELIMINARY ACHIEVEMENT (PA)	SATISFACTORY ACHIEVEMENT (SA)	COMMENDABLE ACHIEVEMENT (CA)	HIGH ACHIEVEMENT (HA)	EXCEPTIONAL ACHIEVEMENT (EA)
TCE EVERYDAY ADULT STANDARDS	TCE001 TCE Everyday adult reading and writing in English standard (assessment only)																
	2	0	79	56	23	71%	29%	0	1	74	4	31	0	48	0	0	0
	TCE002 TCE Everyday adult mathematics standard (assessment only)																
	2	0	99	53	46	54%	46%	0	1	96	2	58	0	41	0	0	0
	TCE003 TCE Everyday adult use of computers and the internet standard (assessment only)																
	2	0	847	453	394	53%	47%	0	43	788	16	88	0	759	0	0	0
	TCE004 TCE Everyday adult use of computers and the internet standard (in-class work)																
	2	0	2194	1073	1121	49%	51%	0	0	2149	45	0	0	2194	0	0	0

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 9. 2017 UNIVERSITY OF TASMANIA HIGH ACHIEVER PROGRAM (HAP) AND UNIVERSITY CONNECTIONS PROGRAM (UCP)

	UNIT	CODE	TASC CREDIT POINTS	TOTAL	MALES	FEMALES	% MALES	% FEMALES	YEAR 11	YEAR 12	YEAR 13
HAP	Accounting and Financial Decision Making	BFA103	8	1	0	1	0%	100%	0	1	0
HAP	Introduction to Management	BMA101	8	1	0	1	0%	100%	0	1	0
HAP	French Language 2A	HEF215	8	3	2	1	67%	33%	0	3	0
HAP	French Language 2B	HEF216	8	3	2	1	67%	33%	0	3	0
HAP	German 2A	HEG207	8	5	2	3	40%	60%	0	5	0
HAP	German 2B	HEG208	8	5	2	3	40%	60%	0	5	0
HAP	Japanese 2A	HMJ204	8	4	3	1	75%	25%	0	4	0
HAP	Japanese 2B	HMJ205	8	4	3	1	75%	25%	0	4	0
HAP	Latin 1A	HTL101	8	3	0	3	0%	100%	3	0	0
HAP	Latin 1B	HTL102	8	3	0	3	0%	100%	3	0	0
HAP	Intermediate Latin B	HTL219	8	2	0	2	0%	100%	0	2	0
HAP	Latin 2: From Learning to Reading	HTL261	8	2	0	2	0%	100%	0	2	0
HAP	Mathematics I	JEE103	8	4	4	0	100%	0%	0	4	0
HAP	Mathematics II	JEE104	8	4	4	0	100%	0%	0	4	0
HAP	Mathematics 1A	KMA152	8	6	5	1	83%	17%	0	6	0
HAP	Mathematics 1B	KMA154	8	6	5	1	83%	17%	0	6	0
HAP	Philosophy 1: Ethics	HPH101	8	1	0	1	0%	100%	0	1	0
HAP	Philosophy 2: Mind and Metaphysics	HPH102	8	1	0	1	0%	100%	0	1	0
HAP	Human Biology 1	CHG105	8	2	1	1	50%	50%	0	2	0
HAP	Human Biology 2	CHG106	8	2	1	1	50%	50%	0	2	0
HAP	Biology of Plants	KPA161	8	1	1	0	100%	0%	0	1	0
HAP	Cell Biology, Genetics and Evolution	KPZ164	8	1	1	0	100%	0%	0	1	0
UCP	Accounting and Financial Decision Making	BFA113	8	29	21	8	72%	28%	6	23	0
UCP	Sports and Recreation Management	BMA114	15	36	22	14	61%	39%	2	34	0
UCP	Asian Studies (TCE)	HMA104	15	57	16	41	28%	72%	1	56	0
UCP	A Practical Introduction to Temperate Marine Biology	XASI01	8	16	6	10	38%	63%	8	8	0
UCP	Music Project 1	FCE107	15	281	97	184	35%	65%	177	102	2
UCP	Music Project 2	FCE202	15	89	30	59	34%	66%	0	89	0
UCP	Music Technology Projects	FCJ110	15	84	69	15	82%	18%	36	48	0
UCP	Music Technology Projects 2	FCJ111	15	17	13	4	76%	24%	0	17	0
UCP	Foundation Practical Study	FCPI13	15	126	59	67	47%	53%	36	88	2
UCP	Advanced Practical Study	FCPI20	15	18	6	12	33%	67%	0	18	0
UCP	Object Design	FSFI04	15	133	59	74	44%	56%	52	81	0

Notes 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 Connections 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

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18FINANCIAL
STATEMENTS

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 2017 to 30 June 2018 and the financial position as at 30 June 2018.

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: 25/09/2018

STATEMENT OF COMPREHENSIVE INCOME FOR THE YEAR ENDED 30 JUNE 2018

	Notes	2018 Budget \$	2018 Actual \$	2017 Actual \$
<i>Continuing operations</i>				
Revenue and other income from transactions				
Revenue from Government	1.1	2,940,318	3,193,193	2,734,286
Sales of goods and services	1.2	27,000	97,424	104,962
Total revenue and other income from transactions		2,967,318	3,290,617	2,839,248
Expenses from transactions				
Employee benefits	2.1	2,108,116	2,503,505	2,138,144
Depreciation and amortisation	2.2	....	355	....
Supplies and consumables	2.3	832,202	739,875	744,133
Other expenses	2.4	....	15,740	15,322
Total expenses from transactions		2,940,318	3,259,476	2,897,599
Net result from transactions (net operating balance)		27,000	31,141	(58,351)
Comprehensive result		27,000	31,141	(58,351)

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

2017/2018 FINANCIAL STATEMENTS

STATEMENT OF FINANCIAL POSITION AS AT 30 JUNE 2018

	NOTES	2018 Actual \$	2017 Actual \$
Assets			
<i>Financial assets</i>			
Cash and deposits	6.1	99,092	64,469
Receivables	3.1	1,646	3,590
<i>Non-financial assets</i>			
Property, plant and equipment	3.2	2,115	....
Total assets		102,853	68,059
Liabilities			
Payables	4.1	23,030	19,039
Employee benefits	4.2	186,857	187,195
Total liabilities		209,887	206,234
Net assets		(107,034)	(138,175)
Equity			
Accumulated funds		(107,034)	(138,175)
Total equity		(107,034)	(138,175)

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

STATEMENT OF CASH FLOWS FOR THE YEAR ENDED 30 JUNE 2018

	NOTES	2018 Budget \$	2018 Actual \$	2017 Actual \$
Cash flows from operating activities				
Cash inflows				
Revenue from Government		2,940,318	3,193,193	2,734,286
Sales of goods and services		27,000	93,176	116,641
Total cash inflows		2,967,318	3,286,369	2,850,927
Cash outflows				
Employee benefits		(2,108,116)	(2,503,844)	(2,149,841)
Supplies and consumables		(832,202)	(729,692)	(705,684)
Other cash payments		....	(15,740)	(15,322)
Total cash outflows		(2,940,318)	(3,249,276)	(2,870,847)
Net cash from/(used by) operating activities	6.2	27,000	37,093	(19,920)
Cash flows from investing activities				
Cash outflows				
Payments for acquisition on non-financial assets		...	(2,470)	...
Net cash from (used by) investing activities		...	(2,470)	...
Net increase/(decrease) in cash held		....	34,623	(19,920)
Cash and deposits at the beginning of the reporting period		....	64,469	84,389
Cash and deposits at the end of the reporting period		....	99,092	64,469

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 2018

	Accumulated Funds \$	Total Equity \$
Balance as at 1 July 2017	(138,175)	(138,175)
Total comprehensive result	31,141	31,141
Balance as at 30 June 2018	(107,034)	(107,034)

	Accumulated Funds Actual \$	Total Equity Actual \$
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)

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 2018

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NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 2018

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.

	2018 Budget \$	2018 Actual \$	2017 Actual \$
Continuing operations			
Appropriation revenue – recurrent			
Current year	2,940,318	3,193,193	2,734,286
Total	2,940,318	3,193,193	2,734,286

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.

	2018	2017
Overseas student fees	60,295	57,260
Test kits	12,336	29,107
Certificates	12,882	12,067
Other sales of goods and services	11,911	6,528
Total	97,424	104,962

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.

	2018 Actual \$	2017 Actual \$
Wages and salaries	2,132,417	1,793,220
Annual leave	61,343	55,364
Long service leave	8,633	25,098
Sick leave	55,441	70,699
Superannuation – defined contribution scheme	207,421	152,812
Superannuation – defined benefit scheme	38,251	40,951
Total	2,503,505	2,138,144

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 12.95 per cent (2017: 12.85 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 of salary. In addition, TASC is also required to pay into the Consolidated Fund a “gap” payment equivalent to 3.45 per cent (2017: 3.35 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 2017–18 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.

(b) 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	
2018	\$	\$	\$	\$	\$
<i>Key management personnel</i>					
Executive Officer	153,253	11,059	19,846	5,514	189,672
Total Remuneration For Key Management Personnel	153,253	11,059	19,846	5,514	189,672
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

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 2018

2.2 Depreciation and amortisation

All applicable non-financial assets having a limited useful life are systematically depreciated over their useful lives in a manner which reflects the consumption of their service potential. Depreciation is provided for on a straight-line basis, using rates which are reviewed annually. All intangible assets having a limited useful life are amortised on a straight line basis over their estimated useful life. Major depreciation asset categories and their useful lives are:

Plant and equipment 3–20 years

Depreciation

	2018 Actual \$	2017 Actual \$
Plant and equipment	355	...
Total	355	...

2.3 Supplies and consumables

	2018 Actual \$	2017 Actual \$
Consultants	62,053	82,789
Rent	106,017	105,113
Property services	28,094	45,733
Maintenance	4,898	11,257
Communications	23,473	19,072
Information technology	36,917	4,222
Travel and transport	147,115	132,807
Materials and supplies	34,360	48,740
Postage and freight	36,959	45,802
Printing and document reproduction	135,119	130,593
Conferences, seminars and meetings	29,048	39,745
Corporate overhead costs	77,929	70,219
Other supplies and consumables	17,893	8,041
Total	739,875	744,133

2.4 Other expenses

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

	2018 Actual \$	2017 Actual \$
Workers' compensation premiums	15,740	15,322
Total	15,740	15,322

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.

	2018 Actuals \$	2017 Actuals \$
Receivables	...	966
Tax asset	1,646	2,624
Total	1,646	3,590
Settled within 12 months	1,646	3,590
Total	1,646	3,590

3.2 Property, plant and equipment

(i) Valuation basis

Plant and equipment assets are recorded at historic cost less accumulated depreciation and accumulated impairment losses.

(ii) Asset recognition threshold

The asset capitalisation threshold adopted by the Office is \$10,000 for intangible assets and major capital works, and \$1,000 for all other assets. Assets valued at less than these thresholds are charged to the Statement of Comprehensive Income in the year of purchase (other than where they form part of a group of similar items which are material in total).

(a) Carrying amount

	2018 \$	2017 \$
Plant and equipment		
At cost	2,470	...
Less: Accumulated depreciation	(355)	...
Total property, plant, equipment assets	2,115	...

(b) Reconciliation of movements

Reconciliations of the carrying amounts of each class of property, plant and equipment at the beginning and end of the current and previous financial year are set out below. Carrying value means the net amount after deducting accumulated depreciation and accumulated impairment losses.

	2018 \$	2017 \$
Plant and equipment		
Carrying amount at start of year	...	...
Additions	2,470	...
Depreciation expense	(355)	...
Total	2,115	...

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.

	2018 \$	2017 \$
Creditors	23,030	19,039
Total	23,030	19,039
Settled within 12 months	23,030	19,039

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.

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 2018

NOTE 5. COMMITMENTS AND CONTINGENCIES

5.1 Schedule of Commitments

	2018 \$	2017 \$
Accrued salaries	10,282	8,432
Annual leave	75,636	67,886
Long service leave	100,939	110,877
Total	186,857	187,195
Current	172,871	174,765
Non-current	13,986	12,430
Total	186,857	187,195

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.

By type	2018 \$	2017 \$
<i>Lease Commitments</i>		
Property	128,034	227,043
Operating Leases	23,070	10,463
Total Operating Lease Commitments	151,104	237,506
<i>By maturity</i>		
<i>Operating Lease Commitments</i>		
One year or less	107,470	106,135
From one to five years	43,634	131,371
Total Operating Lease Commitments	151,104	237,506
Total	151,104	237,506

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:

	2018 \$	2017 \$
Cash held	99,092	64,469
Total cash and deposits	99,092	64,469

6.2 Reconciliation of Net Result to Net Cash from Operating Activities

Net Result	31,141	(58,351)
Depreciation	355	
Decrease/(increase) in receivables	1,944	11,679
Increase/(decrease) in payables	3,991	4,736
Increase/(decrease) in employee benefits	(338)	22,016
Net cash from operating activities	37,093	(19,920)

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

	2018 \$	2017 \$
Financial assets		
Cash & Cash equivalents	99,092	64,469
Receivables	1,646	3,590
Total	100,738	68,059
Financial liabilities		
Payables	23,030	19,039
Total	23,030	19,039

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 2018.

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 25 September 2018.

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.

TASC is an independent educational Statutory Authority established under the Office of Tasmanian Assessment, Standards and Certification Act 2003. TASC receives appropriation funding from Government via the Department of Education and is administratively supported by the Department.

As disclosed in the Statement of Financial Position, TASC had a deficiency of net assets of \$126,910 at 30 June 2018 which may indicate an inability to pay debts as and when they fall due.

It is relevant to note that the net deficiency of assets primarily relates to Employee Benefits liabilities. All TASC Employees are State Service Employees and the cash expense that is incurred in relation to the payment of the liabilities is met on an emerging basis from within the TASC operational budget which is funded by appropriation through the Department of Education. Further to that in some instances Employees can transfer within the State Service and the liability for leave transfers with the employee. TASC expects it will be able to pay debts as and when they fall due.

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:

- 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. 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 the financial statements.

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 2018

- 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.
- 2016–3 *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.

- 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.



Independent Auditor's Report

To the Members of Parliament

Office of the 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 (the Office), which comprise the statement of financial position as at 30 June 2018 and statements of comprehensive income, changes in equity and cash flows for the year then ended, notes to the financial statements, including a summary of significant accounting policies, other explanatory notes and the statement of certification by the Executive Officer.

In my opinion, the accompanying financial report:

- presents fairly, in all material respects, the Office's financial position as at 30 June 2018 and its financial performance and its cash flows for the year then ended
- 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 the Office 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.

My audit is not designed to provide assurance on the accuracy and appropriateness of the budget information included in the financial report.

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 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 the Office’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 Office 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.

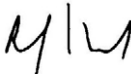
As part of an audit in accordance with the Australian Auditing Standards, I exercise professional judgement and maintain professional scepticism throughout the audit. I also:

- 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 the Office’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 the Office’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 audit evidence obtained up to the date of my auditor’s report. However, future events or conditions may cause the Office 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

27 September 2018
Hobart





OFFICE OF TASMANIAN
ASSESSMENT, STANDARDS
& CERTIFICATION

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