

ANNUAL
REPORT

18
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OFFICE OF TASMANIAN
ASSESSMENT, STANDARDS
& CERTIFICATION



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Disclaimer – the information contained in the Office of Tasmanian Assessment, Standards and Certification Annual Report 2018/19 is considered to be correct at the time of printing.

The Office of Tasmanian Assessment, Standards and Certification would like to thank schools for the images used in this Annual Report.





10 October 2019

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 2018 to 30 June 2019 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



► **Image credit:** *Loic Le Guilly*

Since its establishment in May 2015, the Office of Tasmanian Assessment, Standards and Certification (TASC) continues to enhance community confidence in the accreditation, delivery and assessment of senior secondary education in Tasmania.

Through the work of TASC, Tasmanian students and the community can be assured that schools are delivering senior secondary accredited courses to the standards expected, and can have confidence in the integrity and value of the qualifications issued by TASC, including the Tasmanian Qualifications Certificate and the Tasmanian Certificate of Education (TCE).

TASC continues to deliver successful initiatives. Over the past twelve months, TASC has progressed work of national significance in partnership with the senior secondary authorities across the nation, formally recognised the professional learning outcomes of teachers participating in external marking activities against the Australian Professional Standards for Teachers.

It has established a new partnership with TasTAFE to provide students, who have met the participation and achievement standard of the TCE, the opportunity to undertake the everyday adult standards 'safety net' tests, and fulfil the requirements to receive a TCE. These initiatives all make a positive difference for Tasmanian senior secondary students.

The Office has hosted a series of national meetings for the Australasian Curriculum Assessment and Certification Authorities (ACACA), including the ACACA VET group, Chief Executives and the annual Special Provisions Workshop.

TASC has implemented a new model for the Tasmanian Certificate of Educational Achievement (TCEA), providing a robust structure for the presentation of student learning outcomes. We have established an Examination Centre Working Group that is considering the current status of Examination Centres and how Examination Centres will be managed into the future.



Stakeholders have responded very positively to recent initiatives and the importance placed on continuous improvement. The Office meets regularly with its stakeholders including teachers' unions, heads of school sectors, principals, TASC Liaison Officers, Marking Coordinators and others through a number of committees and working groups who provide feedback and advice to TASC on a range of matters. This includes the Framework Advisory Council, Principals' Reference Group and the TASC Liaison Officer Feedback Group. I would like to take this opportunity to thank all participants for their contributions. The Office has also established an Accreditation Advisory Group that provides advice to me, as the Executive Officer, in relation to the accreditation of senior secondary courses.

I am pleased to advise the successful implementation of TASC's new Reporting, Assessment and Certification System (TRACS) in April 2019 which provides a launchpad for future developments, to modernise systems and maximise the opportunities for Tasmanian students.

Tasmania is currently the only Australian jurisdiction that has rolled out a completely new, purpose built system for managing senior secondary assessment and certification.

The Office has implemented a new quality assurance and audit model to ensure TASC's high standards for the delivery and assessment of TASC accredited courses are upheld and community expectations can be met, with particular support for schools that are new to the delivery of senior secondary education.

TASC's external assessment program continues to expand, with more schools and students accessing TASC accredited courses. The Office has enhanced the assessment program, ensuring the continued integrity of student results. Markers have recognised the improved management of marking activities, improved responsiveness to stakeholder needs, and improved efficiencies throughout the marking process.

TASC, with the support of the Framework Advisory Council and the Accreditation Framework Working Group, continues to progress the development of a Senior Secondary Accreditation Framework. The principles of the draft framework have been endorsed by the Minister. Work is underway to further develop the proof of concept and implementation of the framework in consultation with the Department of Education, Curriculum Services.

As a member of the Tasmanian Government's Years 9 to 12 Project Steering Committee, TASC is involved in a number of the initiatives focused on the future for students in the senior secondary years of education. The Office also contributes to a number of Years 9 to 12 Project working groups.

I would like to thank the dedicated staff of TASC who maintain the highest integrity and standards in the assessment and certification of senior secondary education for Tasmanian students.

I am proud to present this Annual Report outlining the achievements of TASC throughout 2018/19.

Katrina Beams
Executive Officer

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 manages 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:

- accredits courses for senior secondary education in Tasmania
- issues certifications and qualifications, and ensures that these meet approved standards
- provides advice to the Minister for Education and Training on matters relating to senior secondary qualifications
- guides strategic planning for senior secondary qualifications management
- conducts and moderates assessment of TASC Level 1 – 4 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.

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.

TASC issues and quality assures a number of premium senior secondary qualifications including the Tasmanian Qualifications Certificate (TQC), the Tasmanian Certificate of Education (TCE) and the Tasmanian Certificate of Educational Achievement (TCEA).

TASMANIAN QUALIFICATIONS CERTIFICATE

The Tasmanian Qualifications Certificate (TQC) recognises the achievement of students in reaching and successfully completing Year 12. The TQC is a record of the successful completion of post-Year 10 learning that is accredited or recognised by TASC. It celebrates student achievements and provides a mechanism for formal recognition of lifelong learning beyond Year 12.

The TQC is first issued on the completion of senior secondary schooling and can be updated to reflect new TASC-recognised qualifications achieved throughout a person's life. It is a formal record of a person's lifelong achievements in education and training.

TASMANIAN CERTIFICATE OF EDUCATION

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

1. Participation and achievement Standard

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 Tasmanian 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.

TASMANIAN CERTIFICATE OF EDUCATIONAL ACHIEVEMENT

The Tasmanian Certificate of Educational Achievement (TCEA) recognises a student's participation and achievement in senior secondary education against their personalised learning goals. Eligibility to work towards a TCEA is determined on application and is considered by TASC on an individual basis and includes, but is not limited to:

- personal circumstances which have had a significant impact on learning or caused difficulties in learning
- an impairment, disability and/or illness that has a significant impact on a student's learning
- special and/or additional educational needs which have a significant impact on a student's learning.

The TCEA is complementary to the TQC and TCE and is not intended as an alternative for students who do not meet the requirements of the TCE or TQC. A student who has achieved the TCE and/or TQC may also attain a TCEA. TASC continues to raise awareness about the TCEA resulting in a steady increase in TCEA attainment.



ACHIEVEMENTS AND INITIATIVES

TASC has successfully implemented a range of initiatives, delivering improved transparency and efficiencies in every aspect of its functions.

TASC ensures a collaborative approach that builds on the knowledge and expertise of its stakeholders and ensures systems and policy development have a positive impact on students, teachers, schools and the community.

DEVELOPMENT OF AN ACCREDITATION FRAMEWORK

Significant progress has been made on the development of a Senior Secondary Accreditation Framework. The Framework Advisory Council, with support from its Accreditation Framework Working Group, has formulated a set of principles and requirements for the accreditation of courses that have been endorsed by the Minister. These underpinning principles and requirements will form the basis for the operational aspects of the Accreditation

Framework, including the priorities and standards required for a course to be accredited, and the processes for determining whether a course will be accredited.

The Framework Advisory Council continues its work to ensure the Accreditation Framework will:

- enable positive educational outcomes for Tasmanian students that prepares students for the future
- ensure senior secondary qualifications have value for students, higher education providers, employers and the community
- ensure courses have clearly articulated purposes, content and learning outcomes
- align with the Years 9 to 12 draft Curriculum Framework and other, relevant aspects of the Years 9 to 12 Project.

The Framework Advisory Council will outline its recommendations in relation to the Accreditation Framework in its report to TASC in late 2019.

YEARS 9 TO 12 PROJECT

TASC continues to work closely with the Years 9 to 12 Project team to ensure the successful development and implementation of this crucial work and in ensuring that all TASC initiatives and developments are aligned and achieve synergy with project outcomes, including the draft Curriculum Framework.

The Executive Officer is a member of the 9 to 12 Steering Committee and the Office contributes to Project working groups, including Chairing the Data Working Group as well as membership of the Project Team, Curriculum, Assessment and Teaching Working Group, Assessment Subgroup and all three Vocation Education and Training / Vocational Learning Working Groups and subgroups.

TASC EXTERNAL ASSESSMENT REVIEW

In 2018, TASC initiated an independent review of its external assessment processes to streamline how TASC delivers external examinations into the future. The Review was conducted by independent consultant Mr John Firth in May 2018, who was appointed following a Request for Quotation process.

The Australian Education Union, the Independent Education Union as well as the TASC Principals Reference Group and the Framework Advisory Council provided input into the Terms of Reference for the review and supported the appointment of Mr Firth. Mr Firth undertook a holistic review with a particular focus on recruitment processes for sessional staff, operational logistics and timely communications.

WLF Advisory & Consultancy were also engaged to specifically consider the payment rates for sessional staff and what constitutes a marking load.

All Review recommendations were accepted and are scheduled for implementation by the end of 2020. Stakeholders have responded very positively to TASC's focus on continuous improvement.

SPECIAL PROVISIONS

During 2018/19 TASC initiated a project to consider the current arrangements for special provisions and make recommendations to support TASC's continuous improvement agenda. Mental health and the use of technology were a particular focus of the project, as well as consideration of ongoing medical conditions and situations where a student's circumstances will not change throughout their secondary schooling years.

In 2019, changes were implemented by TASC in the application process to ease the administrative burden for schools associated with applying for special provisions. For 2019, students with an ongoing diagnosed condition, who had previously been granted special provisions, were not required to provide a full application again, unless their circumstances changed.

This initiative streamlined the process and enabled teachers and staff to focus on supporting students in the classroom. The process has been further refined following the roll-out of the new TRACS system in April 2019 which has enabled greater visibility of applications for schools.

MODERNISATION OF TASC SYSTEMS AND DATA MANAGEMENT – TRACS

The new TASC Reporting Assessment and Certification System (TRACS) was made available to schools in April 2019.

TRACS manages all student assessment and certification data and the reporting of Tasmanian senior secondary results. TRACS includes a schools-facing portal which ensures communications between schools and TASC is streamlined and efficient. An internal administration portal is used by TASC to efficiently manage student information and data.

TRACS is built with best-practice technology, and ensures TASC will continue to provide premium qualifications and support Tasmanian students in their senior secondary education. TRACS is a system that manages the security of student information, improves compliance and ensures communications are efficient and timely.

For schools, TRACS streamlines the management of student information and results through a portal which enables schools to have access to student information at their fingertips.

During 2018/19 TASC commenced testing for the rollout of the next stage of TRACS which manages exams, assessments and reporting.

TASC is currently the only Australian jurisdiction rolling out a completely new system for managing senior secondary assessment and certification.

ACHIEVEMENTS AND INITIATIVES CONTINUED

TRACS CHANGE MANAGEMENT

The rollout of TRACS has been supported by a comprehensive Change Management Strategy.

TASC has undertaken extensive stakeholder engagement including the establishment of a TRACS Feedback Group to provide valuable community and school input and feedback on TRACS' development.

TASC met regularly with stakeholders including:

- school sector heads
- System Redevelopment Steering Committee
- Data and Systems Advisory Group
- Principals Reference Group
- Framework Advisory Council
- TASC Liaison Officer Feedback Group
- Marking Coordinators
- registered training organisations
- The University of Tasmania
- other stakeholders including the Australian Education Union and the Independent Education Union.

Successful training and engagement activities with schools and teachers has included face-to-face statewide training, online training, the development of a help site and training portal and comprehensive communications and information materials.



TASTAFE AND TASC TCE INITIATIVE

TASC has established a partnership with TasTAFE to support students to achieve the Tasmanian Certificate of Education (TCE). Students who have successfully completed the TCE Participation and Achievement Standard through vocational education and training (VET) and other formal learning recognised by TASC, now have the opportunity to meet the other standards of the TCE by sitting Everyday Adult Standard safety net tests as required.

This initiative commenced in 2019, with four TasTAFE students sitting the *Everyday adult use of computers and the internet safety net test* and successfully achieving their TCE. TASC and TasTAFE are working together to ensure eligible students undertaking VET studies can complete their TCE in the future.





EVERYDAY ADULT STANDARDS SAFETY NET TESTS

The TCE Everyday Adult Standards can be achieved by students undertaking TASC accredited courses which include the Standards. Students who have successfully completed the TCE Participation and Achievement Standard through their studies and have not achieved the other Everyday Adult Standards are able to take a 'safety net' test to achieve the Standard they require.

The *Everyday Adult Use of Computers and the Internet safety net* test has successfully transitioned to an online test which is administered by the Office twice annually to eligible students. TASC is currently developing a pilot model to transition the *Everyday Adult Reading and Writing in English* and the *Everyday Adult Mathematics safety net* tests which are currently a paper based test, to an online test.

The pilot will be trialled with participating schools across the state in September 2019.

NATIONAL PROJECTS

AUSTRALASIAN CURRICULUM ASSESSMENT AND CERTIFICATION AUTHORITIES (ACACA) SPECIAL PROVISIONS WORKSHOP

TASC hosted the ACACA national Special Provisions Workshop again in 2019. Senior secondary practitioners from all Australian and New Zealand jurisdictions attended the workshop facilitated by former Victorian Curriculum and Assessment Authority Chief Executive, John Firth. The focus of the workshop was to share best practice and

research, and to discuss initiatives in the application of special considerations for the external assessment of senior secondary education. Specialists provided insight into areas such as student wellbeing and students with a disability to initiate opportunities for further discussion. Outcomes from the workshop include agreement to progress projects of national significance.

ACACA VOCATIONAL EDUCATION AND TRAINING RESEARCH PROJECT

For the past 12 months, ACACA agencies, including TASC as the Tasmanian representative, have been working with lead researchers from the University of Melbourne on a research project into the development of life and career skills amongst senior secondary students.

An online survey was undertaken by participating students to reflect on their life and career skills, career aspirations and participation in activities outside of school.

Students from nine senior secondary schools across the State and from each of the three educational sectors participated in the online survey in August 2018. The findings of the research project will be available in late 2019.

COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT

TASC recognises and values the expertise and specialist knowledge of stakeholders and is committed to consult broadly to ensure the Office is working towards best practice and with a future focus for senior secondary education in Tasmania. The Office continues to liaise with consultation groups which provide opportunities for feedback and advice on broad matters in senior secondary education as well as specific projects and initiatives.

TASC CONSULTATION MECHANISMS

FRAMEWORK ADVISORY COUNCIL

Advises the Minister and TASC on the development, review and implementation of the Senior Secondary Accreditation Framework.

ACCREDITATION FRAMEWORK WORKING GROUP

Provides advice to the Executive Officer, TASC on the development of the Accreditation Framework.

QUALITY ASSURANCE ADVISORY PANEL

Provides advice and assists TASC in relation to implementing quality assurance mechanisms.

ACCREDITATION ADVISORY GROUP

Provides advice to the Executive Officer, TASC, in relation to the accreditation of senior secondary courses.

MARKING COORDINATOR FEEDBACK GROUP

Provides advice to the Executive Officer, TASC on matters of importance regarding the marking of TASC external assessments.

PRINCIPALS' REFERENCE GROUP

Provides feedback to the Executive Officer, TASC regarding risks and opportunities for TASC processes, communications and other matters affecting senior secondary education in Tasmania.

TASC LIAISON OFFICER FEEDBACK GROUP

Provides advice to TASC on matters of importance to schools, students and teachers regarding the administration of senior secondary education.

TASC EXAMINATION CENTRE WORKING GROUP

Provides advice to TASC regarding the development of clear policy, principles and procedures under which Examination Centres are established for the external assessment of TASC accredited Level 3 and Level 4 courses.

OTHER

- TASC meets regularly with the Australian Education Union and provides updates to the Independent Education Union as required to identify and promptly respond to relevant issues or concerns as they arise.
- TASC also meets regularly with the heads of each school sector, the University of Tasmania, vocational education and training providers, the Tasmanian Association of State School Organisations and other stakeholders.



2018 TASC OUTSTANDING ACHIEVEMENT AWARDS

The TASC Outstanding Achievement Awards celebrate the successful academic and vocational education and training results of young Tasmanians in the Tasmanian Certificate of Education (TCE).

29 students were awarded a 2018 TASC Outstanding Academic Achievement Award. These award recipients

achieved an Australian Tertiary Admissions Rank (ATAR) of 99.5 or above and are the top ranking students in Tasmania.

27 students received a 2018 TASC Outstanding Achievement in Vocational Education and Training Award. These award recipients were nominated by their school and selected from a TASC appointed panel of experts with extensive experience in the VET sector.

2018 OUTSTANDING ACHIEVEMENT IN VOCATIONAL EDUCATION AND TRAINING AWARD RECIPIENTS

NAME	SCHOOL
Douglas Boothroyd	Rosny College
Brittany Bucholz	Marist Regional College
Rodney Carver	Hobart College
Georgie Davis	Launceston College
Ella De Cesare	The Friends' School
Shakiah Dick	Hellyer College
Shae Donoghue	St Patrick's College
Isaac Duggan	Huonville High School
Madison Hill	Hobart College
Rhodes Hippman	Rosny College
Sophie Jenkins	Hobart College
Sarah Johansen	Sorell School
Dillion Johnson	St Patrick's College
Brody Jones	Rosny College

NAME	SCHOOL
Danielle Kennedy	Hellyer College
Holly Leonard	Launceston College
Sophie Lovell	Claremont College
Troy Mainwaring	Don College
Maddison Mitchell	Hellyer College
Feaumeilangi Moala	Hellyer College
Josie Pearton	Launceston College
Will Polley	Elizabeth College & The Hutchins School
Meg Radford	Lilydale District
Hannah Steinhauser	Hobart College
Isaac Thomas-Henderson	Hobart College
Chelsey Van Muijlwijk	Guilford Young College
Hayley Willson	Launceston College

Image facing page: Her Excellency Professor the Honourable Kate Warner AC, Governor of Tasmania, the 2018 Outstanding Academic Achievement and Outstanding Achievement in Vocational Education and Training award recipients.



2018 OUTSTANDING ACADEMIC ACHIEVEMENT AWARD RECIPIENTS ACHIEVED 99.5 ATAR OR ABOVE

NAME	SCHOOL
Kieren Black	Hobart College
Stella Brown	St Michael's Collegiate School
James Browne	The Hutchins School
Jesse Cameron	Launceston College
Hannah Chesterman	Scotch Oakburn College
Emma Condie	Friends' School
Jack Crawford	Launceston Church Grammar School
Georgia Fletcher	Marist Regional College
Oliver Gunn	Friends' School
Hanlon Innocent	Scotch Oakburn College
Dylan Johnson	Friends' School
Ho Yin Kam	Rosny College
Koh Kawaguchi	The Hutchins School
Olivia Kingston	St Michael's Collegiate School

NAME	SCHOOL
Riley Kirkland	Hellyer College
Sapna Devani Kodithuwakku	St Brendan-Shaw College
Maya Koizumi-Smith	Don College
Campbell Lane	The Hutchins School
Thomas Little	Hobart College
Emmaline Lonergan	Elizabeth College
Amelie McCarthy	Friends' School
Georgina Newton	Hobart College
James Parkyn	Hobart College
Liam Rogers	Friends' School
Jesse Spratt	Don College
Amy Wallace	St Michael's Collegiate School
Lily Ward	Guilford Young (Hobart)
Madeline White	Elizabeth College
Margot Wilson	Launceston College



QUALITY AND STANDARDS IN 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. TASC continues to refine and adjust its quality assurance model as part of its continuous improvement strategy in order to meet the changing nature of course providers while maintaining and enhancing the effectiveness of its quality assurance of accredited senior secondary 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 and quality assurance mechanisms including full day face-to-face school audits, focused audits, regional quality assurance workshops, quality assurance, meetings and desktop audits. The Panel meets regularly to provide advice to the Executive Officer.

QUALITY ASSURANCE MEETINGS

Throughout the 2018 school year, eighteen quality assurance meetings covering thirteen courses were held across Tasmania with teachers from approximately 48 Tasmanian Government, Catholic and independent schools attending. These compulsory meetings give TASC direct evidence of school-based interpretation and application of assessment standards, and provide an opportunity for teachers to assure quality and share best practice in the delivery and assessment of courses.

ON-SITE SCHOOL AUDITS

TASC visited ten schools to undertake full-day quality assurance audits. Full day on-site audits monitor a range of courses and school-based policies and procedures relating to TASC's meeting requirements for registration, delivery and assessment of its accredited courses.

Eight schools were involved in focused audits. In this new approach to quality assurance auditing, TASC visits a school to audit one or two courses only. The approach allows TASC to gather evidence about a school's delivery and assessment of targeted courses and also provides the Office with valuable feedback on courses that are new to the senior secondary curriculum or that represent high levels of risk to the integrity of the TCE.

DESKTOP AUDITS

In 2018/19 a total of 38 schools participated in desktop audits of their plans for the delivery and assessment of three school-specific selected TASC courses. Additionally, the courses Workplace Maths Level 2 and Outdoor Experience Level 1 were selected for special audit in 2019. A total of 54 schools were involved in these special desktop audits.

REGIONAL QUALITY ASSURANCE WORKSHOPS

Regional quality assurance workshops are based on a collaborative and supportive model whereby TASC leads teams of teachers from a geographic region through a structured process of self-evaluation of their school's documentation related to the standards of course delivery and assessment. Teachers unpack the key elements and requirements of TASC accredited courses in the context of their own school environment. The process is especially valuable for schools such as those extending to Years 11 and 12 as it supports capacity building and provides significant networking opportunities.

Four workshops were held in 2018/19, in Hobart, Launceston, Burnie and Lilydale. 32 schools, including 18 Tasmanian Government Schools extending (or recently extended) to Years 11 and 12 engaged in the process.

Outcomes of the process included individual schools developing a Quality Assurance Improvement Plan highlighting the strengths and opportunities for improvement identified by the self-evaluation. Once endorsed by each school's principal, the document provides a map for future development.

RECOGNITION OF FORMAL LEARNING QUALIFICATIONS

TASC recognises a range of formal learning qualifications issued by other institutions and organisations. Recognition means that these qualifications can be included on a learner's TASC-issued Tasmanian Qualifications Certificate, and in some instances may contribute to the attainment of the TCE. In 2019, TASC granted new periods of recognition to the International Baccalaureate and the Professional Association of Diving Instructors.

COURSE ACCREDITATION

In 2019, TASC offered 126 accredited senior secondary courses, 32 accredited 'other education' courses designed for learners with special needs, and 27 Collaborative Curriculum and Assessment Framework for Languages (CCAFL) assessment-only qualifications.

For 2019, 84 senior secondary courses had renewed accreditation and two courses were newly accredited. The newly accredited courses were *First Nations Level 3* and *Workplace Maths Level 2*. While a version of *Workplace Maths* had existed previously, the new course is markedly different in its structure and standards. All 32 'other education' courses were new for 2019.

QUALITY AND STANDARDS OF TASMANIA'S SENIOR SECONDARY QUALIFICATIONS CONTINUED

SENIOR SECONDARY COURSES ACCREDITED BY TASC IN 2018 FOR USE FROM JANUARY 2019

COURSE	LEVEL	TCE CREDIT POINTS	CODE	TCE EVERYDAY ADULT STANDARD
Agricultural Enterprise	2	15	AGR215117	Nil
Agricultural Systems	3	15	AGR315117	Use of Computers and the Internet
Ancient History	3	15	ANH315117	Reading and Writing in English
Art Making	1	10	ART110117	Nil
Art Practice	2	15	ART215217	Nil
Art Production	3	15	ART315117	Nil
Art Studio Practice	3	15	ART315214	Nil
Athlete Development	2	15	ATH215118	Nil
Basic Computing	1	10	ICT110114	Nil
Building Connections	1	15	BUC115018	Nil
Career and Life Planning	2	5	CLP205118	Nil
Chemistry	4	15	CHM415115	Mathematics
Chinese	3	15	CHN315114	Nil
Chinese - Foundation	2	15	CHN215114	Nil
Community Access	1	10	CAC110117	Nil
Community Service Learning	2	5	CSL205118	Nil
Community Sport and Recreation	2	15	HPE215118	Nil
Computer Applications	2	5	ICT205114	Use of Computers and the Internet
Computer Graphics and Design	3	15	CGD315118	Use of Computers and the Internet
Computer Graphics and Design - Foundation	2	15	CGD215118	Use of Computers and the Internet
Computer Science	3	15	ITC315118	Use of Computers and the Internet
Contemporary Music	2	15	MSC215117	Nil
Drama Foundations	2	15	SDS215117	Nil
Electronics	3	15	ELT315114	Nil
Electronics - Foundation	2	15	ELT215114	Nil
Engineering Design	2	15	EDN215118	Nil
English	3	15	ENG315117	Reading and Writing in English
English Applied	2	15	ENA215114	Reading and Writing in English

COURSE	LEVEL	TCE CREDIT POINTS	CODE	TCE EVERYDAY ADULT STANDARD
English as an Additional Language or Dialect	2	15	EAL2I5I14	Nil
English as an Additional Language or Dialect	1	15	EALI5I14	Nil
English Foundations	2	15	ENG2I5I17	Reading and Writing in English
English Literature	3	15	ENL3I5I14	Reading and Writing in English Use of Computers and the Internet
English Writing	3	15	ENW3I5I14	Reading and Writing in English Use of Computers and the Internet
Environmental Science	3	15	ESS3I5I18	Nil
Essential Skills - Maths	2	10	MTN2I0I14	Mathematics
Essential Skills - Reading and Writing	2	10	ERW2I0I14	Reading and Writing in English
Essential Skills - Using Computers and the Internet	2	5	ESC205I14	Use of Computers and the Internet
Everyday Maths	1	10	MTEI10I14	Nil
Fitness Experiences	1	5	HPEI05I18	Nil
Food and Cooking Essentials	1	10	FCEI10I14	Nil
Food and Nutrition	3	15	FDN3I5I18	Reading and Writing in English
Food, Cooking and Nutrition	2	15	FDN2I5I18	Nil
French	3	15	FRN3I5I14	Nil
French - Foundation	2	15	FRN2I5I14	Nil
General Mathematics - Foundation	2	15	MTG2I5I14	Mathematics
German	3	15	GRM3I5I14	Nil
German - Foundation	2	15	GRM2I5I14	Nil
Health Studies	3	15	HLT3I5I18	Reading and Writing in English
Housing and Design	3	15	HDS3I5I18	Use of Computers and the Internet
Information Systems and Digital Technologies	3	15	ITS3I5I18	Use of Computers and the Internet
Introduction to Sociology and Psychology	2	15	BHX2I5I18	Reading and Writing in English
Italian	3	15	ITN3I5I14	Nil
Italian - Foundation	2	15	ITN2I5I14	Nil
Japanese	3	15	JPN3I5I14	Nil
Japanese - Foundation	2	15	JPN2I5I14	Nil
Learning Through Internship	2	15	LT2I5I17	Nil
Legal Studies	3	15	LST3I5I17	Reading and Writing in English
Legal Studies - Foundation	2	15	LST2I5I17	Reading and Writing in English
Mathematics Methods	4	15	MTM4I5I17	Mathematics

QUALITY AND STANDARDS OF TASMANIA'S SENIOR SECONDARY QUALIFICATIONS CONTINUED

SENIOR SECONDARY COURSES ACCREDITED BY TASC IN 2018 FOR USE FROM JANUARY 2019

COURSE	LEVEL	TCE CREDIT POINTS	CODE	TCE EVERYDAY ADULT STANDARD
Mathematics Methods - Foundation	3	15	MTM315117	Mathematics
Mathematics Specialised	4	15	MTS415118	Mathematics
Media Production	3	15	MED315117	Reading and Writing in English Use of Computers and the Internet
Media Production Foundations	2	15	MED215117	Use of Computers and the Internet
Modern History	3	15	HSM315117	Reading and Writing in English
Outdoor Education	2	15	EXP215118	Nil
Outdoor Experiences	1	5	EXP105118	Nil
Outdoor Leadership	3	15	EXP315118	Reading and Writing in English
Pathways to Work	1	15	WRK115117	Nil
Personal Care	1	10	PER110118	Nil
Personal Health and Wellbeing	2	15	PER215118	Nil
Philosophy	3	15	PHL315118	Reading and Writing in English
Physical Sciences	3	15	PSC315118	Mathematics
Physical Sciences - Foundation	2	15	PSC215118	Nil
Physics	4	15	PHY415115	Mathematics
Practical English	1	10	ENG110114	Nil
Project Implementation	2	5	PRJ205118	Nil
Sport and Recreation Experiences	1	10	HPE110118	Nil
Sport Science	3	15	SPT315118	Nil
Sport Science - Foundation	2	15	SPT215118	Nil
Student Directed Enquiry	3	15	SDI315117	Nil
Tasmanian Aboriginal Studies	2	15	TAS215118	Reading and Writing in English
Visual Art	2	15	ART215117	Nil
Work Readiness	2	15	WRK215117	Reading and Writing in English Mathematics Use of Computers and the Internet
Workshop Techniques - Introduction	1	10	WTE110114	Nil

'OTHER' EDUCATION COURSES ACCREDITED BY TASC IN 2018 FOR USE FROM JANUARY 2019

COURSE	LEVEL	CODE
Preliminary Access to Work Stage 1	Preliminary to Level I	PRW005119
Preliminary Access to Work Stage 2	Preliminary to Level I	PRW005219
Preliminary Access to Work Stage 3	Preliminary to Level I	PRW005319
Preliminary Access to Work Stage 4	Preliminary to Level I	PRW005419
Preliminary Arts Stage 1	Preliminary to Level I	PRA005119
Preliminary Arts Stage 2	Preliminary to Level I	PRA005219
Preliminary Arts Stage 3	Preliminary to Level I	PRA005319
Preliminary Arts Stage 4	Preliminary to Level I	PRA005419
Preliminary English Stage 1	Preliminary to Level I	PRE005119
Preliminary English Stage 2	Preliminary to Level I	PRE005219
Preliminary English Stage 3	Preliminary to Level I	PRE005319
Preliminary English Stage 4	Preliminary to Level I	PRE005419
Preliminary Health and Physical Education Stage 1	Preliminary to Level I	PRL005119
Preliminary Health and Physical Education Stage 2	Preliminary to Level I	PRL005219
Preliminary Health and Physical Education Stage 3	Preliminary to Level I	PRL005319
Preliminary Health and Physical Education Stage 4	Preliminary to Level I	PRL005419
Preliminary Humanities Stage 1	Preliminary to Level I	PRH005119
Preliminary Humanities Stage 2	Preliminary to Level I	PRH005219
Preliminary Humanities Stage 3	Preliminary to Level I	PRH005319
Preliminary Humanities Stage 4	Preliminary to Level I	PRH005419
Preliminary Mathematics Stage 1	Preliminary to Level I	PRM005119
Preliminary Mathematics Stage 2	Preliminary to Level I	PRM005219
Preliminary Mathematics Stage 3	Preliminary to Level I	PRM005319
Preliminary Mathematics Stage 4	Preliminary to Level I	PRM005419
Preliminary Science Stage 1	Preliminary to Level I	PRS005119
Preliminary Science Stage 2	Preliminary to Level I	PRS005219
Preliminary Science Stage 3	Preliminary to Level I	PRS005319
Preliminary Science Stage 4	Preliminary to Level I	PRS005419
Preliminary Technologies Stage 1	Preliminary to Level I	PRT005119
Preliminary Technologies Stage 2	Preliminary to Level I	PRT005219
Preliminary Technologies Stage 3	Preliminary to Level I	PRT005319
Preliminary Technologies Stage 4	Preliminary to Level I	PRT005419

EXTERNAL ASSESSMENT OF TASC ACCREDITED COURSES

TASC is responsible for the assessment and certification of student achievement in senior secondary schooling across all educational sectors in Tasmania. TASC externally assesses Level 3 and Level 4 TASC accredited courses using a variety of mechanisms including written, oral and practical examinations as well as through the submission of portfolios such as investigation and research projects.

2018 KEY FACTS

- TASC set written examinations in 42 Level 3 and Level 4 TASC accredited courses.
- TASC externally assessed 4370 portfolios (such as investigation projects) in 16 TASC accredited courses.
- In partnership with the University of Tasmania, TASC issued an ATAR to 2221 students.
- 5818 students achieved a Certificate I, II or III
- TASC granted 667 students with special examination provisions enabling them to access additional support to undertake their external assessments.

SPECIAL PROVISIONS

TASC ensures all students are supported to access and participate in their assessments in senior secondary courses by providing eligible students with special provisions. These include access arrangements and reasonable adjustments provided for students when undertaking their external assessments.

Students can apply for special provisions to ensure they have a fair and equitable opportunity to access and participate in external examinations. A range of supports and accommodations are available, based on identified need.

In Tasmania, a student may be eligible for special provisions if they have:

- a formal diagnosed condition, impairment, disability or mental health condition, or
- refugee student status.

The types of support available to students in Tasmania is consistent with provisions available across all Australian jurisdictions.



HUMAN RESOURCES

As at 30 June 2019 there were 17.95 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 2019.

EMPLOYMENT STATUS	PAID FTE	HEADCOUNT
Permanent - full-time	11.00	11
Permanent - part-time	2.30	3
Total permanent	13.30	14
Fixed term - full-time	1.00	1
Fixed term - part-time	3.65	5
Total fixed term	4.65	6
Grand total	17.95	20





PARTICIPATION AND ATTAINMENT IN SENIOR SECONDARY EDUCATION

TASC is responsible for managing and reporting on senior secondary attainment data in Tasmania. The data shows consolidation of the continued improvement in senior secondary retention and attainment in Tasmania.

DATA HIGHLIGHTS 2018/19

- 58.5% of the potential Year 12 student cohort achieved the TCE in 2018, compared with 47.8% of the potential cohort who achieved the TCE five years ago, in 2013.
- In 2018, 74.6% of Tasmanian students who were in Year 10 in 2016 went on to complete Year 12. This is higher than in previous years.
- In 2018, 99.7% of Year 12 school students achieved a Tasmanian Qualifications Certificate.

TABLE I. 2018 SENIOR SECONDARY ATTAINMENT DATA

	Count of 15–19 year old persons					Percentage of Potential Year 12 Population				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Potential Year 12 population*	6797	6719	6682	6575	6416					
Achieved the TCE this year	3319	3385	3767	3871	3756	48.8%	50.4%	56.4%	58.9%	58.5%
Achieved an ATAR this year	2306	2202	2239	2171	2163	33.9%	32.8%	33.5%	33.0%	33.7%
Potential Year 12 population (females)	3326	3233	3240	3175	3061					
Achieved the TCE this year	1799	1853	1985	1990	2005	54.1%	57.3%	61.3%	62.7%	65.5%
Achieved an ATAR this year	1325	1278	1273	1245	1233	39.8%	39.5%	39.3%	39.2%	40.3%
Potential Year 12 population (males)	3470	3490	3441	3400	3359					
Achieved the TCE this year	1520	1532	1782	1881	1751	43.8%	43.9%	51.8%	55.3%	52.1%
Achieved an ATAR this year	981	924	966	926	930	28.3%	26.5%	28.1%	27.2%	27.7%

NOTE FOR TABLE I

*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.

PARTICIPATION AND ATTAINMENT CONTINUED

TABLE 2. POST-YEAR 10 DIRECT CONTINUATION DATA

All Tasmanian students	Numbers					Percentage of Year 10 cohort				
Year 10 Cohort	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Year 12 Cohort	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Year 10 students	6644	6269	6680	6732	6562					
Year 11 students	5543	5287	5661	5758	5588	83.4%	84.3%	84.7%	85.5%	85.2%
Year 12 students	4858	4577	4949	4977	4894	73.1%	73.0%	74.1%	73.9%	74.6%
Achieved TCE	3235	3196	3595	3755	3631	48.7%	51.0%	53.8%	55.8%	55.3%
Achieved an ATAR	2209	2055	2173	2126	2131	33.2%	32.8%	32.5%	31.6%	32.5%
Attained VET certificate	1600	1481	1459	1672	1600	24.1%	23.6%	21.8%	24.8%	24.4%

NOTES FOR TABLE 2

Direct Continuation: A student must achieve at least 1 credit point towards their TCE in the next year to be considered a direct continuation. The study can be at any Tasmanian school or registered training organisation.

Year 10 Cohort: Students registered with TASC at the school.

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.

Of the Year 10 students who direct continued to Years 11 and 12

TCE: the number who attained the Tasmanian Certificate of Education.

ATAR: the number of students who attained an Australian Tertiary Admission Rank.

VET: the number of students who attained a vocational education and training certificate.





TABLE 3. PARTICIPATION IN SENIOR SECONDARY EDUCATION

	Count of persons				
	2014	2015	2016	2017	2018
Students 15–19 years old two years after Year 10	8298	6985	6738	6768	6805
Undertook some VET	5892	5120	4912	5012	4991
Completed a total of the equivalent of two years full-time studies in post-compulsory education and training	4879	4884	5245	5214	5186

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 2018 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 students' 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.



PARTICIPATION AND ATTAINMENT

CONTINUED

TABLE 4. TCE ATTAINMENT IN TASMANIAN SCHOOLS

Measure	Numbers					Percentage of Year 12 school students aged 15-19 who...				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Year 12 school students	4961	4779	4882	4870	4818					
Australian residents	4879	4684	4791	4784	4714					
aged over 19 years old	117	64	46	26	34					
aged 15-19	4762	4620	4745	4758	4680					
Of Year 12 school students aged 15-19										
are female	2460	2369	2391	2339	2375					
are male	2302	2251	2354	2419	2305					
Of Year 12 school students aged 15-19										
achieved TCE	3353	3475	3751	3851	3730	70.4%	75.2%	79.1%	80.9%	79.7%
achieved an ATAR	2282	2201	2239	2171	2163	47.9%	47.6%	47.2%	45.6%	46.2%
achieved the IB Diploma	19	17	24	21	13					
Tasmanian Certificate of Educational Achievement (TCEA)	5	3	20	49	73					
completed at least 120 credits points previously	3714	3678	3912	3987	3852	78.0%	79.6%	82.4%	83.8%	82.3%
did at least one TASC Level 3 course or above	3633	3496	3684	3611	3550	76.3%	75.7%	77.6%	75.9%	75.9%
did at least four TASC Level 3 course or above	2854	2683	2758	2720	2687	59.9%	58.1%	58.1%	57.2%	57.4%
did some VET	3063	2885	2925	3004	2908	64.3%	62.4%	61.6%	63.1%	62.1%
did some VET and have an ATAR	1166	1151	1127	1137	1081	24.5%	24.9%	23.8%	23.9%	23.1%

NOTES FOR TABLE 4

Comparisons: TASC urges caution when making comparisons across datasets. These figures are not directly comparable with the Tasmanian state values.

Year 12 students aged 15-19: Students enrolled at a school in Year 12/13 who were Australian citizens, aged 15-19 years at 31 December, and completed at least 1 TCE credit point.

Achieved TCE: Year 12/13 students aged 15-19 years old, Australian citizens who were awarded the TCE in any year.

Did some VET: Students who successfully completed at least one unit of competence in vocational education and training (VET). This includes student VET activity in the reported year or prior, and includes activity undertaken independent of school provision.



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

Measure	Numbers				Percentage of Year 12 school students aged 15 – 19 who achieved a TQC			
	2015	2016	2017	2018	2015	2016	2017	2018
Tasmanian Qualifications Certificate	4575	4720	4742	4667	99.0%	99.5%	99.7%	99.7%

NOTES FOR TABLE 5

Tasmanian 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 be issued with a Tasmanian Qualifications Certificate at the end of Year 12.

PARTICIPATION AND ATTAINMENT CONTINUED

TABLE 6. REASONS FOR NOT ACHIEVING THE TCE

Year 12 school 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.

	Year 12 school students aged 15–19 with 120 credit points who...				
	2014	2015	2016	2017	2018
did not achieve the TCE	297	222	181	142	122
did not meet the TCE Participation and Achievement Standard (80 credit points at Level 2 or above)	31	28	21	23	15
did not demonstrate meeting the TCE Everyday Adult...					
... Reading and Writing in English Standard	91	64	57	62	48
... Mathematics Standard	115	80	76	65	56
... Use of Computers and the Internet Standard	174	137	101	52	57

REASONS FOR NOT ACHIEVING THE TCE

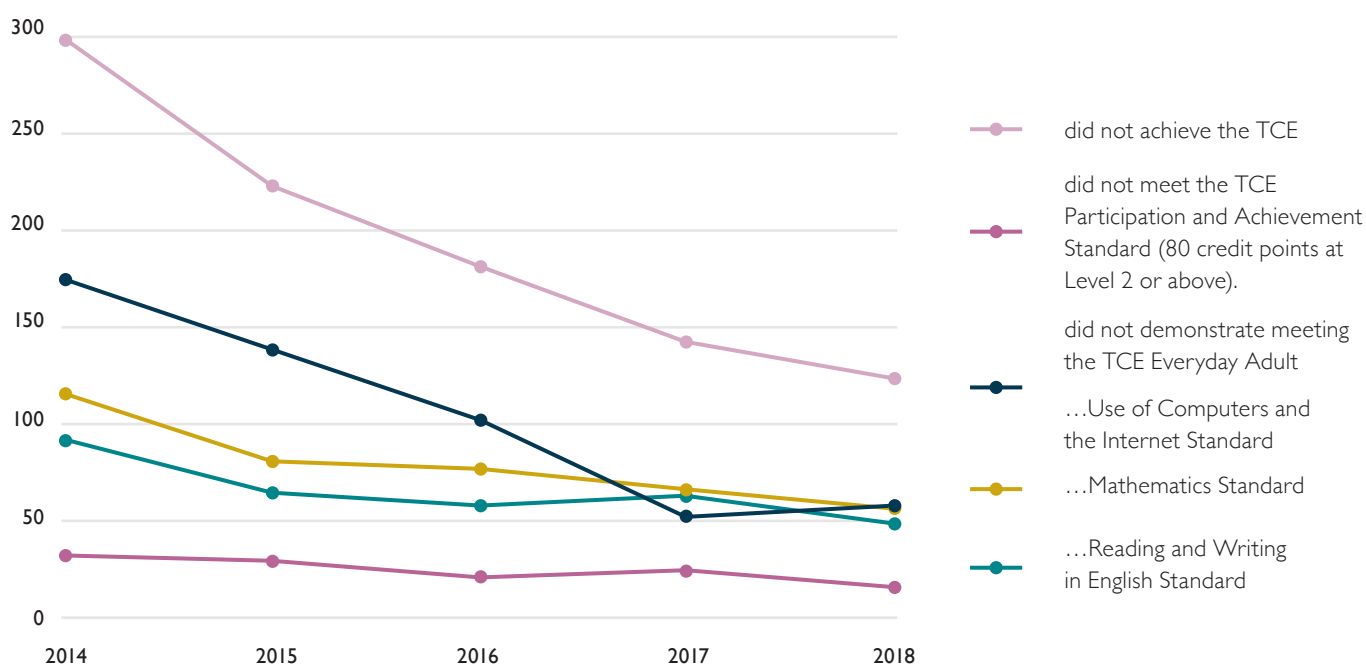




TABLE 7. PERCENTAGE OF YEAR 12 SCHOOL STUDENTS AGED 15–19 WHO COMPLETED AT LEAST ONE TASC LEVEL 3 OR LEVEL 4 COURSE IN A LEARNING AREA

	Year 12 school students aged 15–19				Percentage of Year 12 school students aged 15–19 who...			
	2015	2016	2017	2018	2015	2016	2017	2018
English	2719	2858	2729	2571	59%	60%	57%	55%
Health and Physical Education	1366	1354	1291	1307	30%	29%	27%	28%
Humanities and Social Sciences	2051	2196	2073	2018	44%	46%	44%	43%
Languages	220	222	216	210	5%	5%	5%	4%
Mathematics	2085	2165	2211	2242	45%	46%	46%	48%
Mixed Field	78	46	38	42	2%	1%	1%	1%
Science	1551	1588	1570	1593	34%	33%	33%	34%
Technologies	1114	1233	1158	1163	24%	26%	24%	25%
The Arts	1163	1191	1207	1235	25%	25%	25%	26%

PARTICIPATION AND ATTAINMENT

CONTINUED

TABLE 8. TCE COURSE SUMMARY

LEARNING AREA	COURSE	CODE	TASC LEVEL ¹	CREDIT POINTS ²	TOTAL	MALES	FEMALES	% MALES	% FEMALES	<YEAR 11 ³	YEAR 11	YEAR 12	YEAR 13	FAILURE (NN)	PRELIMINARY ACHIEVEMENT (PA)	SATISFACTORY ACHIEVEMENT (SA)	COMMENDABLE ACHIEVEMENT (CA)	HIGH ACHIEVEMENT (HA)	EXCEPTIONAL ACHIEVEMENT (EA)
ENGLISH	English as an Additional Language or Dialect	EAL115114	1	15	26	19	7	73%	27%	1	19	6	0	1	1	10	9	2	3
	English as an Additional Language or Dialect	EAL215114	2	15	112	55	57	49%	51%	0	80	27	5	3	9	31	38	21	10
	English as an Additional Language or Dialect	EAL315115	3	15	142	92	50	65%	35%	0	60	69	13	10	21	25	51	27	8
	English Applied	ENA215114	2	15	1040	614	426	59%	41%	0	758	277	5	157	75	373	285	101	49
	Practical English	ENG110114	1	10	131	74	57	56%	44%	0	84	47	0	22	16	93	0	0	0
	English Foundations	ENG215117	2	15	1164	597	567	51%	49%	15	1034	110	5	98	60	337	421	137	111
	English	ENG315117	3	15	1723	748	975	43%	57%	5	1314	399	5	111	51	371	869	205	116
	English Literature	ENL315114	3	15	532	176	356	33%	67%	0	377	154	1	29	15	95	204	121	68
	English Writing	ENW315114	3	15	755	244	511	32%	68%	1	241	509	4	54	27	213	290	108	63
	Essential Skills - Reading and Writing	ERW210114	2	10	375	234	141	62%	38%	7	238	123	7	92	43	240	0	0	0
HEALTH AND PHYSICAL EDUCATION	Athlete Development	ATH215118	2	15	434	303	131	70%	30%	55	235	143	1	21	48	96	145	63	61
	Health Studies	HLT315118	3	15	877	257	620	29%	71%	0	323	543	11	45	122	198	305	128	79
	Fitness Experiences	HPE105118	1	5	312	232	80	74%	26%	3	150	158	1	37	23	252	0	0	0
	Sport and Recreation Experiences	HPE110118	1	10	529	393	136	74%	26%	3	248	276	2	21	29	479	0	0	0
	Community Sport and Recreation	HPE215118	2	15	400	259	141	65%	35%	1	238	160	1	21	29	134	139	27	50
	Outdoor Experiences	OXPI05118	1	5	458	272	186	59%	41%	95	219	143	1	16	10	432	0	0	0
	Outdoor Education	OXPI215118	2	15	785	502	283	64%	36%	52	516	216	1	45	56	229	251	120	84
	Outdoor Leadership	OXPI315118	3	15	325	180	145	55%	45%	0	52	271	2	14	31	83	123	41	33
	Personal Care	PER110118	1	10	46	20	26	43%	57%	0	20	24	2	1	4	41	0	0	0
	Personal Health and Wellbeing	PER215118	2	15	216	65	151	30%	70%	0	120	92	4	31	17	68	50	26	24
	Sport Science - Foundation	SPT215118	2	15	152	82	70	54%	46%	27	85	40	0	8	8	44	56	22	14
	Sport Science	SPT315118	3	15	513	265	248	52%	48%	1	210	301	1	34	87	106	173	88	25

LEARNING AREA	COURSE	CODE	TASC LEVEL ¹	CREDIT POINTS ²	TOTAL	MALES	FEMALES	% MALES	% FEMALES	<YEAR11 ³	YEAR11	YEAR12	YEAR13	FAILURE (NN)	PRELIMINARY ACHIEVEMENT (PA)	SATISFACTORY ACHIEVEMENT (SA)	COMMENDABLE ACHIEVEMENT (CA)	HIGH ACHIEVEMENT (HA)	EXCEPTIONAL ACHIEVEMENT (EA)
HUMANITIES AND SOCIAL SCIENCES	Australia in Asia and the Pacific	AAP315116	3	15	65	28	37	43%	57%	0	22	43	0	4	4	19	27	8	3
	Accounting	ACC315116	3	15	234	148	86	63%	37%	0	60	172	2	18	23	54	66	44	29
	Ancient History	ANH315117	3	15	170	78	92	46%	54%	0	76	93	1	16	19	56	49	12	18
	Focus on Children	BHC115116	1	15	2	0	2	0%	100%	0	1	1	0	0	1	1	0	0	0
	Working with Children	BHC215116	2	15	280	18	262	6%	94%	0	192	83	5	32	21	64	87	41	35
	Exploring Issues in Society	BHF215116	2	15	237	109	128	46%	54%	0	221	15	1	15	11	50	104	29	28
	Psychology	BHP315116	3	15	654	169	485	26%	74%	0	165	484	5	52	31	188	194	130	59
	Sociology	BHS315116	3	15	451	99	352	22%	78%	0	138	310	3	22	16	109	210	63	31
	Introduction to Sociology and Psychology	BHX215118	2	15	705	202	503	29%	71%	39	485	180	1	78	70	201	203	59	94
	You, Your Family and the Community	BHY105116	1	5	162	80	82	49%	51%	0	161	1	0	23	3	136	0	0	0
	Financial Literacy	BST105116	1	5	315	161	154	51%	49%	0	163	138	14	32	10	273	0	0	0
	Business Studies - Foundation	BST215116	2	15	347	222	125	64%	36%	45	139	160	3	40	22	104	96	37	48
	Business Studies	BST315116	3	15	483	304	179	63%	37%	0	143	336	4	24	52	101	193	83	30
	Community Access	CAC110117	1	10	69	23	46	33%	67%	0	35	34	0	12	14	43	0	0	0
	Community Service Learning	CSL205118	2	5	194	57	137	29%	71%	0	115	78	1	38	5	26	48	31	46
	Economics	ECN315116	3	15	285	198	87	69%	31%	0	22	262	1	15	13	40	127	66	24
	Geography	GGY315115	3	15	211	79	132	37%	63%	0	34	175	2	9	12	71	59	43	17
	History and the Environment	HAE215115	2	15	91	39	52	43%	57%	0	37	50	4	10	10	43	14	8	6
	Modern History	HSM315117	3	15	350	155	195	44%	56%	0	102	247	1	16	18	120	142	31	23
	Legal Studies - Foundation	LST215117	2	15	336	129	207	38%	62%	8	209	119	0	40	35	67	103	43	48
	Legal Studies	LST315117	3	15	348	139	209	40%	60%	0	74	273	1	26	31	69	155	44	23
	Philosophy	PHL315118	3	15	219	103	116	47%	53%	1	44	171	3	16	15	54	89	26	19
	Studies of Religion	REL315116	3	15	238	53	185	22%	78%	0	141	97	0	9	5	60	90	46	28
	Making Moral Decisions	RLP205115	2	5	228	122	106	54%	46%	0	92	136	0	21	20	126	0	61	0
	Religion in Society	RLP215115	2	15	268	128	140	48%	52%	0	256	12	0	8	17	96	97	26	24
	Basic Road Safety	RSE105115	1	5	506	255	251	50%	50%	291	91	122	2	128	66	312	0	0	0
	Road Safety Education	RSE205115	2	5	88	38	50	43%	57%	0	36	48	4	33	5	22	0	5	23
	Tasmanian Aboriginal Studies	TAS215118	2	15	7	2	5	29%	71%	0	1	6	0	0	0	2	2	2	1

PARTICIPATION AND ATTAINMENT

CONTINUED

LEARNING AREA	COURSE	CODE	TASC LEVEL ¹	CREDIT POINTS ²	TOTAL	MALES	FEMALES	% MALES	% FEMALES	<YEAR11 ³	YEAR11	YEAR12	YEAR13	FAILURE (NN)	PRELIMINARY ACHIEVEMENT (PA)	SATISFACTORY ACHIEVEMENT (SA)	COMMENDABLE ACHIEVEMENT (CA)	HIGH ACHIEVEMENT (HA)	EXCEPTIONAL ACHIEVEMENT (EA)
LANGUAGES	Arabic	AR802	3	15	1	0	1	0%	100%	0	0	1	0	0	1	0	0	0	0
	Chinese - Foundation	CHN2I5I14	2	15	36	12	24	33%	67%	0	30	6	0	2	1	4	3	5	21
	Chinese	CHN3I5I14	3	15	49	19	30	39%	61%	0	36	12	1	2	0	10	11	17	9
	Chinese (Specialist Level)	CN8I3	3	15	70	43	27	61%	39%	0	46	23	1	0	21	22	15	10	2
	Dutch	DU8I4	3	15	1	0	1	0%	100%	0	0	1	0	0	1	0	0	0	0
	French - Foundation	FRN2I5I14	2	15	69	22	47	32%	68%	0	45	24	0	2	1	9	21	17	19
	French	FRN3I5I14	3	15	48	8	40	17%	83%	0	30	18	0	2	1	6	4	27	8
	German - Foundation	GRM2I5I14	2	15	35	17	18	49%	51%	3	19	13	0	3	4	2	9	5	12
	German	GRM3I5I14	3	15	32	20	12	63%	38%	0	21	11	0	4	2	6	8	5	7
	Italian - Foundation	ITN2I5I14	2	15	16	6	10	38%	63%	0	12	3	1	0	0	2	3	2	9
	Italian	ITN3I5I14	3	15	23	11	12	48%	52%	0	14	8	1	4	1	2	7	5	4
	Japanese - Foundation	JPN2I5I14	2	15	121	54	67	45%	55%	4	87	30	0	7	10	29	31	16	28
	Japanese	JPN3I5I14	3	15	84	23	61	27%	73%	1	46	36	1	6	8	16	18	23	13
	Korean	KR857	3	15	6	2	4	33%	67%	0	4	2	0	0	0	1	2	3	0
	Persian	PS892	3	15	12	6	6	50%	50%	0	1	7	4	0	2	4	3	3	0
	Portuguese	PT829	3	15	1	1	0	100%	0%	0	0	1	0	0	0	0	0	0	1
	Russian	RU869	3	15	1	0	1	0%	100%	0	0	1	0	0	0	0	0	1	0
	Vietnamese	VT876	3	15	4	2	2	50%	50%	0	2	2	0	0	3	1	0	0	0
MATHEMATICS	Everyday Maths	MTEI10I14	1	10	102	56	46	55%	45%	2	77	23	0	20	12	70	0	0	0
	General Mathematics - Foundation	MTG2I5I14	2	15	1574	756	818	48%	52%	0	1390	176	8	58	95	500	522	281	118
	General Mathematics	MTG3I5I15	3	15	1572	737	835	47%	53%	1	1104	464	3	166	192	359	471	235	149
	Mathematics Methods - Foundation	MTM3I5I17	3	15	1115	634	481	57%	43%	274	678	157	6	91	114	259	317	180	154
	Mathematics Methods	MTM4I5I17	4	15	685	414	271	60%	40%	4	440	232	9	20	51	179	262	99	74
	Essential Skills - Maths	MTN2I0I14	2	10	386	197	189	51%	49%	12	200	169	5	106	37	243	0	0	0
	Mathematics - Specialised	MTS4I5I18	4	15	231	164	67	71%	29%	1	3	223	4	3	20	32	71	49	56
	Workplace Maths	MTW2I5I14	2	15	1103	583	520	53%	47%	0	880	214	9	139	92	330	320	150	72



LEARNING AREA	COURSE	CODE	TASC LEVEL ¹	CREDIT POINTS ²	TOTAL	MALES	FEMALES	% MALES	% FEMALES	<YEAR11 ³	YEAR11	YEAR12	YEAR13	FAILURE (NN)	PRELIMINARY ACHIEVEMENT (PA)	SATISFACTORY ACHIEVEMENT (SA)	COMMENDABLE ACHIEVEMENT (CA)	HIGH ACHIEVEMENT (HA)	EXCEPTIONAL ACHIEVEMENT (EA)
MIXED FIELD	Building Connections	BUC115018	1	15	43	30	13	70%	30%	0	11	31	1	9	0	34	0	0	0
	Career and Life Planning	CLP205118	2	5	5781	2733	3048	47%	53%	303	2950	2487	41	698	288	4795	0	0	0
	Learning Through Internship	LT1215117	2	15	30	11	19	37%	63%	2	16	10	2	4	1	5	8	5	7
	Project Implementation	PRJ205118	2	5	581	360	221	62%	38%	14	325	238	4	78	68	435	0	0	0
	Student Directed Inquiry	SDI315117	3	15	43	21	22	49%	51%	0	1	41	1	8	3	13	9	5	5
	Pathways to Work	WRK115117	1	15	65	30	35	46%	54%	0	50	15	0	14	17	20	0	14	0
	Work Readiness	WRK215117	2	15	473	235	238	50%	50%	0	263	207	3	171	37	145	58	38	24
SCIENCE	Biology	BIO315116	3	15	874	268	606	31%	69%	0	92	775	7	40	76	232	282	137	107
	Chemistry	CHM415115	4	15	623	339	284	54%	46%	0	3	612	8	22	113	141	133	127	87
	Environmental Science	ESS315118	3	15	172	63	109	37%	63%	0	61	107	4	6	14	38	67	30	17
	Life Sciences	LSC215115	2	15	528	149	379	28%	72%	50	363	112	3	25	41	123	167	94	78
	Physics	PHY415115	4	15	349	269	80	77%	23%	0	4	340	5	11	47	71	78	82	60
	Physical Sciences - Foundation	PSC215118	2	15	309	181	128	59%	41%	112	158	37	2	23	24	95	110	42	15
	Physical Sciences	PSC315118	3	15	1266	674	592	53%	47%	1	1120	135	10	96	191	335	316	181	147

NOTES FOR TABLE 8

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 a TASC accredited course.
3. Some students in Year 10 may receive awards in a TASC accredited course.

PARTICIPATION AND ATTAINMENT

CONTINUED

LEARNING AREA	COURSE	CODE	TASC LEVEL ¹	CREDIT POINTS ²	TOTAL	MALES	FEMALES	% MALES	% FEMALES	<YEAR11 ³	YEAR11	YEAR12	YEAR13	FAILURE (NN)	PRELIMINARY ACHIEVEMENT (PA)	SATISFACTORY ACHIEVEMENT (SA)	COMMENDABLE ACHIEVEMENT (CA)	HIGH ACHIEVEMENT (HA)	EXCEPTIONAL ACHIEVEMENT (EA)
TECHNOLOGIES	Agricultural Enterprise	AGR2I5I17	2	15	38	17	21	45%	55%	0	17	21	0	11	7	15	2	2	1
	Agricultural Systems	AGR3I5I17	3	15	26	13	13	50%	50%	0	6	19	1	1	0	5	7	8	5
	Automotive and Mechanical Technologies	AMT2I5I16	2	15	202	187	15	93%	7%	0	116	86	0	22	31	77	56	10	6
	Computer Graphics and Design - Foundation	CGD2I5I18	2	15	295	239	56	81%	19%	3	175	113	4	30	47	108	69	28	13
	Computer Graphics and Design	CGD3I5I18	3	15	195	161	34	83%	17%	0	53	138	4	22	29	71	51	14	8
	Design and Production	DAP2I5I16	2	15	639	455	184	71%	29%	11	329	293	6	47	76	188	185	101	42
	Engineering Design	EDN2I5I18	2	15	28	27	1	96%	4%	0	17	10	1	1	1	7	11	5	3
	Electronics - Foundation	ELT2I5I14	2	15	116	109	7	94%	6%	0	65	51	0	16	17	46	24	9	4
	Electronics	ELT3I5I14	3	15	42	40	2	95%	5%	0	6	36	0	7	13	8	7	4	3
	Essential Skills - Using Computers and the Internet	ESC205I14	2	5	1355	763	592	56%	44%	32	701	600	22	210	38	1107	0	0	0
	Food and Cooking Essentials	FCE1I0I14	1	10	139	80	59	58%	42%	0	87	51	1	28	20	91	0	0	0
	Food, Cooking and Nutrition	FDN2I5I18	2	15	413	167	246	40%	60%	7	187	211	8	52	50	84	126	55	46
	Food and Nutrition	FDN3I5I18	3	15	592	168	424	28%	72%	0	128	462	2	33	37	131	229	104	58
	Food and Hospitality Enterprise	FHE2I5I16	2	15	190	76	114	40%	60%	0	129	61	0	25	24	57	59	16	9
	Housing and Design	HDS3I5I18	3	15	295	172	123	58%	42%	0	71	223	1	17	26	89	112	39	12
	Basic Computing	ICT1I0I14	1	10	60	29	31	48%	52%	0	25	35	0	13	3	44	0	0	0
	Computer Applications	ICT205I14	2	5	351	254	97	72%	28%	15	168	160	8	31	58	127	78	0	57
	Computer Science	ITC3I5I18	3	15	228	210	18	92%	8%	1	92	135	0	16	27	66	62	30	27
	Information Systems and Digital Technologies	ITS3I5I18	3	15	76	69	7	91%	9%	0	28	48	0	9	4	35	17	7	4
	Technical Graphics - Foundation	TEG2I5I15	2	15	56	53	3	95%	5%	0	26	30	0	6	3	17	19	5	6
	Technical Graphics	TEG3I5I15	3	15	24	15	9	63%	38%	0	2	21	1	7	2	11	2	1	1
	Workshop Techniques - Introduction	WTE1I0I14	1	10	124	105	19	85%	15%	18	57	48	1	17	16	74	0	0	17

LEARNING AREA	COURSE	CODE	TASC LEVEL ¹	CREDIT POINTS ²	TOTAL	MALES	FEMALES	% MALES	% FEMALES	<YEAR11 ³	YEAR11	YEAR12	YEAR13	FAILURE (NN)	PRELIMINARY ACHIEVEMENT (PA)	SATISFACTORY ACHIEVEMENT (SA)	COMMENDABLE ACHIEVEMENT (CA)	HIGH ACHIEVEMENT (HA)	EXCEPTIONAL ACHIEVEMENT (EA)
THE ARTS	Art Theory and Criticism	ARA315116	3	15	75	16	59	21%	79%	0	5	70	0	5	4	13	23	17	13
	Art Making	ART110117	1	10	52	21	31	40%	60%	0	29	23	0	3	11	12	7	6	13
	Visual Art	ART215117	2	15	915	362	553	40%	60%	12	453	437	13	58	98	237	312	128	82
	Art Practice	ART215217	2	15	215	66	149	31%	69%	20	109	83	3	18	25	58	65	20	29
	Art Production	ART315117	3	15	961	275	686	29%	71%	0	444	514	3	110	48	161	403	184	55
	Art Studio Practice	ART315214	3	15	231	73	158	32%	68%	0	0	229	2	15	7	43	83	59	24
	Music Technology Projects - Foundation	AUD215115	2	15	70	63	7	90%	10%	0	31	39	0	9	9	20	14	10	8
	Dance the Basic Moves	DNC110115	1	10	13	1	12	8%	92%	0	11	2	0	3	0	1	0	4	5
	Dance	DNC215115	2	15	58	6	52	10%	90%	6	38	13	1	3	0	11	25	8	11
	Dance Choreography and Performance	DNC315115	3	15	58	4	54	7%	93%	0	35	22	1	7	0	17	18	11	5
	Media Production Foundations	MED215117	2	15	165	123	42	75%	25%	17	77	71	0	15	15	51	57	18	9
	Media Production	MED315117	3	15	186	115	71	62%	38%	0	65	119	2	26	20	46	69	12	13
	Contemporary Music	MSC215117	2	15	228	128	100	56%	44%	8	146	73	1	15	29	41	61	32	50
	Music Ensemble	MSM205115	2	5	214	96	118	45%	55%	32	100	78	3	0	1	55	0	158	0
	Music	MSM315115	3	15	116	56	60	48%	52%	0	64	52	0	17	24	30	20	15	10
	Music Studies	MSS215115	2	15	188	107	81	57%	43%	5	112	69	2	15	19	45	48	38	23
	Musical Theatre	MUT215115	2	15	245	69	176	28%	72%	15	118	108	3	3	4	26	58	70	84
	Drama	SDD315115	3	15	238	91	147	38%	62%	0	201	35	2	11	17	75	101	27	7
	Theatre Performance	SDP315115	3	15	168	58	110	35%	65%	0	2	166	0	7	3	62	58	30	8
	Drama Foundations	SDS215117	2	15	130	50	80	38%	62%	25	67	35	3	5	6	29	48	22	20
	Technical Theatre Production	SDT215115	2	15	86	46	40	53%	47%	0	45	41	0	3	6	20	23	21	13
TCE EVERYDAY ADULT STANDARDS	TCE Reading and Writing in English Standard (assessment only)	TCE001	2	0	85	60	25	71%	29%	0	9	76	0	14	0	71	0	0	0
	TCE Mathematics Standard (assessment only)	TCE002	2	0	94	54	40	57%	43%	0	20	73	1	30	0	64	0	0	0
	TCE Use of Computers and the Internet Standard (assessment only)	TCE003	2	0	935	477	458	51%	49%	1	80	843	11	49	0	886	0	0	0
	TCE Use of Computers and the Internet Standard (in-class work)	TCE004	2	0	864	430	434	50%	50%	0	0	863	1	0	0	864	0	0	0

PARTICIPATION AND ATTAINMENT

CONTINUED

TABLE 9. 2018 UNIVERSITY OF TASMANIA HIGH ACHIEVER PROGRAM (HAP) AND UNIVERSITY COLLEGE PROGRAM (UCP)

UNIT	CODE	TASC CREDIT POINTS	TOTAL	MALES	FEMALES	% MALES	% FEMALES	YEAR 11	YEAR 12	YEAR 13
HAP French Language 2A	HEF215	8	1	0	1	0%	100%	0	1	0
HAP French Language 2B	HEF216	8	1	0	1	0%	100%	0	1	0
HAP Introduction to International Relations	HIR101	8	1	0	1	0%	100%	1	0	0
HAP Chinese 2A	HMC219	8	2	1	1	50%	50%	0	2	0
HAP Chinese 2B	HMC220	8	2	1	1	50%	50%	0	2	0
HAP Japanese 2A	HMJ204	8	2	0	2	0%	100%	0	2	0
HAP Japanese 2B	HMJ205	8	2	0	2	0%	100%	0	2	0
HAP Philosophy 1: Ethics and Equality	HPH101	8	3	2	1	67%	33%	0	3	0
HAP Philosophy 2: Mind and Metaphysics	HPH102	8	1	1	0	100%	0%	0	1	0
HAP Introduction to Politics and Policy	HPP101	8	1	0	1	0%	100%	1	0	0
HAP Mathematics I	JEE103	8	12	9	3	75%	25%	0	12	0
HAP Mathematics II	JEE104	8	12	9	3	75%	25%	0	12	0
HAP Psychology A	KHA111	8	2	0	2	0%	100%	1	1	0
HAP Psychology B	KHA112	8	1	0	1	0%	100%	1	0	0
HAP Programming	KIT107	8	1	1	0	100%	0%	0	1	0
HAP Mathematics 1A	KMA152	8	4	3	1	75%	25%	1	3	0
HAP Mathematics 1B	KMA154	8	4	3	1	75%	25%	1	3	0
HAP Discrete Mathematics with Applications I	KMA155	8	1	1	0	100%	0%	0	1	0
HAP Chemistry 1A	KRA101	8	1	1	0	100%	0%	0	1	0
UCP Accounting and Financial Decision Making	BFA113	8	23	11	12	48%	52%	4	19	0
UCP Sports and Recreation Management	BMA114	15	40	17	23	43%	58%	2	38	0
UCP Music Project 1	FCE107	15	208	63	145	30%	70%	154	54	0
UCP Music Project 2	FCE202	15	73	33	40	45%	55%	2	68	3
UCP Music Technology Project 1	FCJ110	15	61	52	9	85%	15%	20	40	1
UCP Music Technology Project 2	FCJ111	15	16	14	2	88%	13%	0	16	0
UCP Foundation Practical Study	FCPI13	15	96	45	51	47%	53%	38	58	0
UCP Advanced Practical Studies	FCPI20	15	21	10	11	48%	52%	0	21	0
UCP Object Design	FSF104	15	157	83	74	53%	47%	32	124	1
UCP Asian Studies	HMA104	15	69	18	51	26%	74%	0	69	0
UCP A Practical Introduction to Temperate Marine Biology	XASI01	8	7	3	4	43%	57%	3	4	0

NOTES FOR TABLE 9

The High Achiever Program (HAP) is a program for high achieving students that offers senior secondary school students with 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:
utas.edu.au/schools-engagement/hap

The University College Program (UCP) allows Year 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 individual University of Tasmania faculties.

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



OFFICE OF TASMANIAN
ASSESSMENT, STANDARDS
& CERTIFICATION

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FINANCIAL
STATEMENTS



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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 2018 to 30 June 2019 and the financial position as at 30 June 2019.

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 and Certification

Date: 10 October 2019

STATEMENT OF COMPREHENSIVE INCOME FOR THE YEAR ENDED 30 JUNE 2019

	Notes	2019 Budget \$	2019 Actual \$	2018 Actual \$
<i>Continuing operations</i>				
Revenue and other income from transactions				
Revenue from Government	1.1	2,901,009	4,224,383	3,193,193
Sales of goods and services	1.2	27,000	122,670	97,424
Total revenue and other income from transactions		2,928,009	4,347,053	3,290,617
Expenses from transactions				
Employee benefits	2.1	2,043,250	3,323,005	2,503,505
Depreciation and amortisation	2.2	...	618	355
Supplies and consumables	2.3	857,759	1,028,747	739,875
Other expenses	2.4	...	16,488	15,740
Total expenses from transactions		2,901,009	4,368,858	3,259,476
Net result from transactions (net operating balance)				
		27,000	(21,805)	31,141
Comprehensive result		27,000	(21,805)	31,141

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

STATEMENT OF FINANCIAL POSITION AS AT 30 JUNE 2019

	Notes	2019 Actual \$	2018 Actual \$
Assets			
<i>Financial assets</i>			
Cash and deposits	6.1	214,722	99,092
Receivables	3.1	2,899	1,646
<i>Non-financial assets</i>			
Property, plant and equipment	3.2	1,498	2,115
Total assets		219,119	102,853
Liabilities			
Payables	4.1	20,794	23,030
Employee benefits	4.2	327,164	186,857
Total liabilities		347,958	209,887
Net assets		(128,839)	(107,034)
Equity			
Accumulated funds		(128,839)	(107,034)
Total equity		(128,839)	(107,034)

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

STATEMENT OF CASH FLOWS FOR THE YEAR ENDED 30 JUNE 2019

	Notes	2019 Budget \$	2019 Actual \$	2018 Actual \$
Cash flows from operating activities				
Cash inflows				
Revenue from Government	1.1	2,901,009	4,224,383	3,193,193
Sales of goods and services		27,000	122,044	93,176
Total cash inflows		2,928,009	4,346,427	3,286,369
Cash outflows				
Employee benefits		(2,043,250)	(3,182,697)	(2,503,844)
Supplies and consumables		857,759)	(1,031,612)	(729,692)
Other cash payments	2.4	...	(16,488)	(15,740)
Total cash outflows		(2,901,009)	(4,230,797)	(3,249,276)
Net cash from/(used by) operating activities	6.2	27,000	115,630	37,093
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		...	115,630	34,623
Cash and deposits at the beginning of the reporting period		...	99,092	64,469
Cash and deposits at the end of the reporting period	6.1	...	214,722	99,092

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

STATEMENT OF CHANGES IN EQUITY FOR THE YEAR ENDED 30 JUNE 2019

	Accumulated Funds \$	Total Equity \$
Balance as at 1 July 2018	(107,034)	(107,034)
Total comprehensive result	(21,805)	(21,805)
Balance as at 30 June 2019	(128,839)	(128,839)

	Accumulated Funds Actual \$	Total Equity Actual \$
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)

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

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NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 2019

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.

	2019 Budget \$	2019 Actual \$	2018 Actual \$
Continuing operations			
Appropriation revenue – recurrent			
Current year ¹	2,901,009	4,224,383	3,193,193
Total	2,901,009	4,224,383	3,193,193

1. In 2018-19 additional funding was allocated to meet legislative and demand pressures, pending the outcomes of the Cross Sector Regulatory Function Review.

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.

	2019	2018
Overseas student fees	80,073	60,295
Test kits	11,775	12,336
Certificates	21,832	12,882
Other sales of goods and services	8,990	11,911
Total	122,670	97,424

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.

	2019 Actual \$	2018 Actual \$
Wages and salaries	2,773,089	2,132,417
Annual leave	64,860	61,343
Long service leave	128,778	8,633
Sick leave	38,046	55,441
Superannuation		
- defined contribution scheme	287,827	207,421
Superannuation		
- defined benefit scheme	30,405	38,251
Total	3,322,005	2,503,506

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 (2018: 12.95 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 (2018: 3.45 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 2018-19 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.

	SHORT-TERM BENEFITS		LONG-TERM BENEFITS		Total
	Salary	Other Benefits	Superannuation	Other Benefits and Long Service Leave	
2019	\$	\$	\$	\$	\$
<i>Key management personnel</i>					
Executive Officer	155,589	6,946	20,149	4,613	187,292
Total Remuneration For Key Management Personnel	155,589	6,946	20,149	4,613	187,292
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

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 2019 CONTINUED

(b) Related Party Transactions

There are no significant related party transactions requiring disclosure.

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

	2019 Actual \$	2018 Actual \$
Plant and equipment	618	355
Total	618	355

2.3 Supplies and consumables

	2019 Actual \$	2018 Actual \$
Consultants	92,205	62,053
Rent	138,065	106,017
Property services	24,973	28,094
Maintenance	19,312	4,898
Communications	56,355	23,473
Information technology	124,815	36,917
Travel and transport	172,468	147,115
Materials and supplies	59,841	34,360
Postage and freight	58,193	36,959
Printing and document reproduction	178,131	135,119
Conferences, seminars and meetings	37,465	29,048
Corporate overhead costs	60,691	77,929
Other supplies and consumables	6,233	17,893
Total	1,028,747	739,875

2.4 Other expenses

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

	2019 Actual \$	2018 Actual \$
Workers' compensation premiums	16,488	15,740
Total	16,488	15,740

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.

	2019 Actuals \$	2018 Actuals \$
Receivables	625	...
Goods and Services Tax Receivable	2,274	1,646
Total	2,899	1,646
Settled within 12 months	2,899	1,646
Total	2,899	1,646

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

	2019 \$	2018 \$
Plant and equipment		
At cost	2,470	2,470
Less: Accumulated depreciation	(973)	(355)
Total property, plant, equipment assets	1,498	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.

	2019 \$	2018 \$
Plant and equipment		
Carrying amount at start of year	2,115	...
Additions	...	2,470
Depreciation expense	(618)	(355)
Total	1,498	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.

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 2019 CONTINUED

	2019 \$	2018 \$
Accrued Expenses	20,794	23,030
Total	20,794	23,030
Settled within 12 months	20,794	23,030

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.

	2019 \$	2018 \$
Accrued salaries	12,923	10,282
Annual leave	118,747	75,636
Long service leave	195,494	100,939
Total	327,164	186,857
Current	154,317	172,871
Non-current	172,848	13,986
Total	327,164	186,857

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

	2019 \$	2018 \$
By type		
<i>Lease Commitments</i>		
Property	271,576	128,034
Operating Leases	27,085	23,070
Total Operating Lease Commitments	298,661	151,104
By maturity		
<i>Operating Lease Commitments</i>		
One year or less	87,712	107,470
From one to five years	210,949	43,634
Total Operating Lease Commitments	298,661	151,104
Total	298,661	151,104

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:

	2019 \$	2018 \$
Cash held	214,722	99,092
Total cash and deposits	214,722	99,092

6.2 Reconciliation of Net Result to Net Cash from Operating Activities

Net Result	(21,805)	31,141
Depreciation	618	355
Decrease/(increase) in receivables	(1,253)	1,944
Increase/(decrease) in payables	(2,236)	3,991
Increase/(decrease) in employee benefits	140,307	(338)
Net cash from operating activities	115,630	37,093

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.

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 2019 CONTINUED

7.2 Categories of Financial Assets and Liabilities

	2019 \$'000	2018 \$'000
Financial assets		
Amortised cost (Cash & Cash equivalents)	214,722	99,092
Amortised cost (Receivables)	2,899	1,646
Total	217,621	100,738
Financial liabilities		
Financial liabilities measured at amortised cost (Payables)	20,794	23,030
Total	20,794	23,030

Financial Assets

The net fair value of cash and cash equivalent assets is based on their amortised cost.

The net fair value of receivables is based on the amortised cost of the asset.

Financial Liabilities

The net fair value of payables is based on the amortised cost 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

The Public Sector Union Wages Agreement 2018 was registered by the Tasmanian Industrial Commission on 19 August 2019. As part of the terms of this Agreement, TASC employees covered by the Tasmanian State Service Award, are entitled to receive an increase of 2.1 per cent per annum effective from the pay period commencing on 13 December 2018.

The Department of Education is expecting to pay this retrospective increase in respect of the period from 13 December 2018 to 30 June 2019 by 23 October 2019. The estimated amount of the payment is \$17,825.

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 14 August 2019.

Compliance with the Australian Accounting Standards (AASs) may not result in compliance with International Financial Reporting Standards (IFRS) as the AASs include requirements and options available to not-for-profit organisations that are inconsistent with IFRS. TASC is considered to be not-for-profit and has adopted some accounting policies under the AAS that do not comply with IFRS.

The Financial Statements have been prepared on an accrual basis and, except where stated, are in accordance with the historical cost convention. The accounting policies are generally consistent with the previous year.

8.3 Reporting Entity

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

8.4 Functional and Presentation Currency

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

8.5 Changes in Accounting Policies

(a) Impact of new and revised Accounting Standards

Impact of new and revised Accounting Standards

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

- *AASB 7 Financial Instruments: Disclosures* – the objective of this Standard is to require entities to provide disclosures in their financial statements that enable users to evaluate the significance of financial instruments for the entity's financial position and performance; and

the nature and extent of risks arising from financial instruments to which the entity is exposed during the period and at the end of the reporting period, and how the entity manages those risks. The amendments to this Standard have resulted in a reconciliation being required where there is a reclassification of financial assets or liabilities resulting from the adoption of AASB 9. It is not anticipated that there will be any material financial impact.

- *AASB 9 Financial Instruments* – the objective of this Standard 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. AASB 9 has replaced accounting for impairment losses with a forward looking expected credit loss approach. It is not anticipated that there will be any material 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 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. In accordance with 2015-8 *Amendments to Australian Accounting Standards - Effective Date of AAS 15*, this Standard applies to annual reporting periods beginning on or after 1 January 2019. Where an entity applies the Standard to an earlier annual reporting period, it will disclose that fact.
- *2014-5 Amendments to Australian Accounting Standards arising from AASB 15 – 2* – 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 will be applied when AASB 15 is applied. It is not anticipated that there will be any material financial impact.
- *2016-3 Amendments to Australian Accounting Standards - Clarifications to AASB 15* – The objective of this Standard is to clarify the requirements on identifying performance

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 2019 CONTINUED

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 2019. The impact is enhanced disclosure in relation to revenue. It is not anticipated that there will be any material financial impact.

- **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 standard will result in TASC's operating leases being brought onto the Statement of Financial Position and additional note disclosures. The calculation of the lease liability will take into account appropriate discount rates, assumptions about the lease term, and required lease payments. A corresponding right to use asset will be recognised, which will be amortised over the term of the lease. There are limited exceptions relating to low-value leases and short-term leases. Operating lease costs will no longer be shown. The Statement of Comprehensive Income impact of the leases will be through amortisation and interest charges. TASC's current operating lease cost is shown at note 5.1. In the Statement of Cash Flows, lease payments will be shown as cash flows from financing activities instead of operating activities. Further information on the TASC's current operating lease position can be found at note 5.1. The financial impact is expected to be \$0.24m increase in non-financial assets and a corresponding \$0.24m increase in non-financial liabilities.
- **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. TASC will be acquiring an intangible asset from the Department of Education in 2019-20 for nil consideration. The estimated value of the asset is approximately \$2.7 million.

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.

AUDITORS REPORT



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 comprises the statement of financial position as at 30 June 2019 and statements of comprehensive income, changes in equity and cash flows for the year then ended, notes to the financial statements, including a summary of significant accounting policies and the statement of certification by the Executive Officer.

In my opinion, the accompanying financial report:

- (a) presents fairly, in all material respects, the financial position of the Office as at 30 June 2019 and its financial performance and its cash flows for the year then ended
- (b) is in accordance with the *Office of Tasmanian Assessment, Standards and Certification Act 2003* and Australian Accounting Standards.

Basis for Opinion

I conducted the audit in accordance with Australian Auditing Standards. My responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Financial Report* section of my report. I am independent of 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.

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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 they determine is necessary to enable the preparation of the financial report that is free from material misstatement, whether due to fraud or error.

In preparing the financial report, the Executive Officer is responsible for assessing 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 have 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

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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.



Rob Luciani
Director Financial Audit Services
Delegate of the Auditor-General

Tasmanian Audit Office

27 September 2019
Hobart

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OFFICE OF TASMANIAN
ASSESSMENT, STANDARDS
& CERTIFICATION

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