

20-21

ANNUAL REPORT



OFFICE OF TASMANIAN
ASSESSMENT, STANDARDS
& CERTIFICATION

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OFFICE OF TASMANIAN
ASSESSMENT, STANDARDS
& CERTIFICATION

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Office of Tasmanian Assessment, Standards and Certification

GPO Box 333
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30 September 2021

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

Dear Secretary

In accordance with Section 24 of the *Office of Tasmanian Assessment, Standards and Certification Act 2003* (the Act), I am pleased to submit to you the 2020-21 Annual Report for the Office of Tasmanian Assessment, Standards and Certification (TASC).

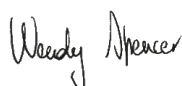
This report details TASC's activities and functions in the period from 1 July 2020 to 30 June 2021, including independently audited financial statements for that period. As required under the Act, the Annual Report also includes publication of the Ministerial Direction issued to TASC on 1 July 2020.

Our Annual Report shows TASC's flexible approach taken over the period to meet the needs of students ensuring they are provided with fair and equitable delivery and assessment of Years 11 and 12 courses during a uniquely uncertain and difficult year.

We thank you for the support of the Department during this period and look forward to continuing to work together in the best interests of students, schools and Tasmania's education system.

I am most appreciative of the great commitment and skill of the TASC team, including our ongoing and sessional staff employed to undertake external assessments. Our achievements are only possible through their efforts.

Warm regards



Wendy Spencer
Executive Officer, TASC

Address from the Executive Officer: 2020 a unique year



2020 was a unique year for everyone in the Tasmanian community. Those of us working in senior secondary education tasked ourselves with responding to the extraordinary challenges in a way that would support all of our students.

TASC remained committed to learners throughout the challenges of 2020. We understood the need to respond quickly with substantial supports and accommodations that would make a difference for students navigating their senior secondary studies under immense and unprecedented challenges.

In 2020 we worked with schools and other stakeholders to support students to continue their learning. The range of measures supported student wellbeing and provided student-centred options to assist our young Tasmanians to achieve their goals. In partnership with schools and other stakeholders we achieved a number of positive outcomes to support students, while maintaining the integrity of senior secondary certification in Tasmania. Below are some of the measures we implemented to ensure a fair and equitable approach to learning.

In 2020 we:

- o completed a review of 126 TASC accredited courses (Levels 1-4) developing considerations for courses and adjustments to the External Assessment Specifications for all Level 3 and 4 courses
- o implemented the Preliminary Achievement (PA) Guarantee to encourage students to participate in external assessment, even when challenged by the disrupted year

- o waived the TCE Everyday Adult Standards safety net tests waiting period, reducing the waiting time between testing from three months to zero days, and opportunities to attempt the safety net test online were extended
- o extended the scope of the derived rating process for students unable to participate in external assessment due to public health requirements for COVID-19 testing
- o recognised six new General Capabilities Short Qualifications, each providing two credit points towards the TCE
- o coordinated additional exam centres, as required, to support students in regional and remote areas, and interstate and overseas
- o worked in partnership with stakeholders to determine the best approach to recognise VET in 2020.

We planned for whatever eventuality we would face during the 2020 external assessment period. While not all of the contingencies were required, the planning ensured we successfully conducted external assessment in a safe and supportive way. Our planning also guaranteed that eligible students could attain a Senior Secondary Certificate that would facilitate access to university, other further education or training and employment, while maintaining confidence in the certification of their achievements.

The class of 2020 shone with incredible results achieved in all areas of Certification. Recognising that 2020 learning was impacted by COVID-19 I was delighted to see a slight increase in Tasmanian Certificate of Education (TCE) attainment. Of the eligible cohort of Year 12 students, 59.6% attained their TCE, up from 58% in 2019. There was also an increase in students achieving the Tasmanian Certificate of Educational Achievement (TCEA), with the individualised learning of 116 students being recognised through this information-rich certificate. Vocational Education and Training continues to be an important pathway for senior secondary students with 75.3% of the eligible cohort undertaking some VET. TASC recognises the diversity of student achievement and all students' successes towards their learning goals and I remain committed to providing flexibility in the way students' learning is recognised for the Tasmanian Certificate of Education (TCE).

Last year we learned new ways of working with our valued stakeholders, including schools across all sectors. We have brought some of these new ways of working into 2021 and as a result our relationships continue to grow positively

through additional opportunities to connect. A key driver of improved relationships is the work we have undertaken to highlight the importance of the feedback we receive. I want our schools and other stakeholders to know that what they tell us is important and that we will continue to improve processes and policy that will benefit Tasmanian students and the broader Tasmanian community of educators because of this ongoing relationship.

Our work, in partnership with the Years 9 to 12 Learning Team, on accreditation has provided a number of opportunities for us to work on clarifying, refining and documenting policy positions. Of particular note is the work on the Everyday Adult Standards Policy, the Work Requirements Policy, the Criteria, Criterion Elements and Standards Policy and the Levels of Complexity guidelines. All of these pieces of significant work clarify and support the work of course development and accreditation.

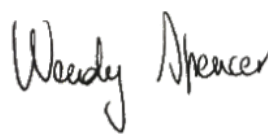
2020–21 was a unique year but it was not without significant achievement. I am delighted to be able to confirm that we fully delivered on all policy expectations outlined in the *Ministerial Direction 2020-2021*, while implementing innovative stakeholder engagement practices, publishing new school supports such as our Take the Stand Campaign, articulating new and clarified policy work and the successful operation of 39 exam centres where approximately 6,200 candidates sat the written exams in a COVID-safe environment.

In closing I would like to sincerely thank all of our colleagues in senior secondary education for their contributions and support of the Office and Tasmania's senior secondary students. Particularly, I would like to thank the Ministerial Advisory Committee, the Framework Advisory Council, the Principals' Reference Group, the Accreditation Advisory Group and the TASC Liaison Officer Feedback Group who provide invaluable feedback and advice leading to improved outcomes for students. The support from these colleagues

was of particular importance during this exceptional year and I am sincerely grateful.

I thank the TASC sessional staff (all 700+) who ensure that our students receive their results each year and the dedicated staff at TASC who maintain the highest integrity and standards in the certification, delivery and assessment of senior secondary education for Tasmanian senior secondary students.

Finally, I would also like to make special acknowledgment of the work of the previous Executive Officer, Katrina Beams, who left in August 2020. Katrina's leadership legacy remains strong. I would like to thank Minister Rockliff for his support of the Office and Tasmania's senior secondary students during this extraordinary year. I welcome Minister Courtney to the Education portfolio and look forward to working with her to ensure that Tasmania's young people have exciting and innovative learning opportunities that encourage pathways into future work, study and training.



Wendy Spencer
Executive Officer, TASC

10 Key achievements in 2020-21

TASC HAS:

Operated
39

Tasmanian exam centres with COVID-safe practices and contact tracing arrangements for around

6,200

exam candidates to sit their written exams

Issued

10,490

senior secondary students with a statement of results (and the certificates attained)

Focused on
continuous improvement

through hearing from our Exam Setters and Markers and responding to what they told us, including exam layout improvements for the 2021 exam papers

Successfully used the
TRACS student management system to administer assessments and certification of student results

Implemented
online delivery

of the Everyday Adult Standards safety net tests for mathematics and reading, writing and communication (in English) supporting students to attain the Tasmanian Certificate of Education

Conducted a survey of almost
1,600

current Year 11 and 12 students to better understand students' aims and priorities for their senior secondary years, what resources and supports are helping and how we can respond

Continued to work closely with the Department of Education's
Years 9-12 Project to progress towards accreditation of a suite of innovative and contemporary new courses that will equip students with skills for life, work and future studies

Commenced a
'Take the Stand' campaign to deepen education providers' knowledge of the 10 TASC Standards for Providers, what they mean in practice and how they benefit students, teachers, schools and the Tasmanian education system

Fully delivered all policy expectations outlined in the Ministerial Direction 2020-21, including planning, risk management, and risk mitigation measures to complete

all 14

workstreams

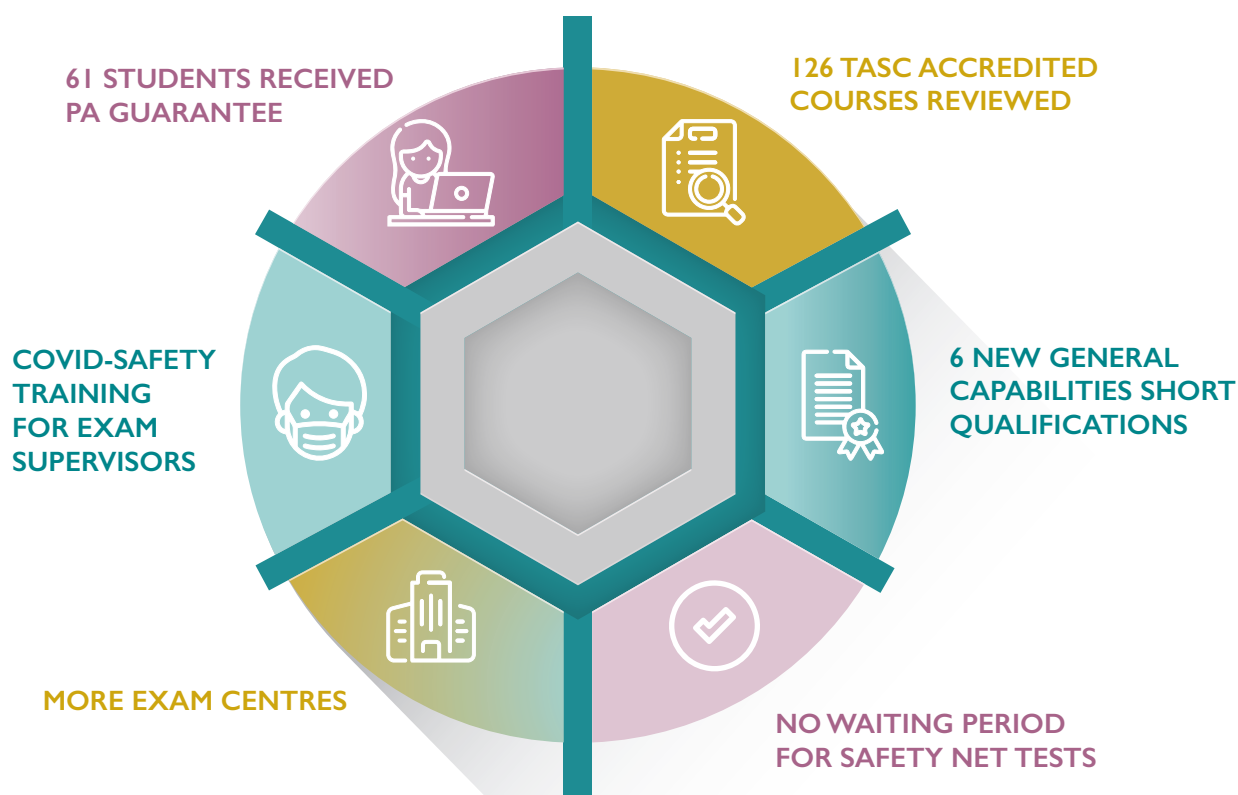
by end March 2021

Actively participated in the
Review of Education Regulation,

which will form the basis of the first significant legislative update since TASC's establishment in 2015

Responding to COVID-19

IMMEDIATE AND STUDENT-CENTRED RESPONSE:

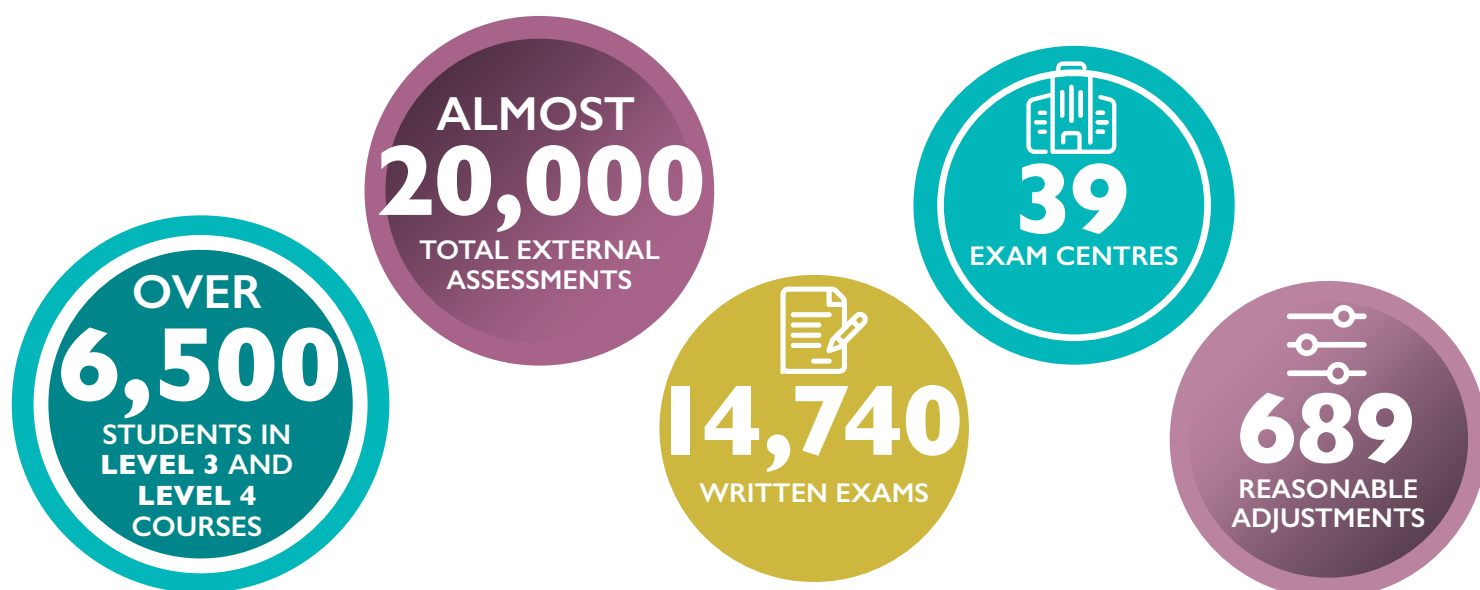


TASC responded to the emergence of the COVID-19 pandemic and its potential impact by:

- Completing a review of 126 TASC accredited courses developing considerations for courses and adjustments to the External Assessment Specifications for all Level 3 and 4 courses.
 - 46 TASC accredited courses had continuity of learning considerations applied to address restricted access to community events, venues, and specialist equipment.
 - 52 (all) Level 3 and 4 courses had the External Assessment Specifications reviewed and modified in consultation with all school sectors and an External Assessment Working Group.
- Recognising six new General Capabilities Short Qualifications, each providing two credit points towards the TCE.
- Supporting VET students by recognising all VET units undertaken as part of a full qualification (Certificate I, II or III) at the level of the qualification regardless of whether the qualification was completed or not.
- Waiving the TCE Everyday Adult Standards safety net tests waiting period, reducing the waiting time between testing from three months to zero days, and opportunities to attempt the safety net test online were extended. 1,613 candidates achieved an Everyday Adult Standard through a safety net test (online and paper tests combined) in 2020, up from 1,175 in 2019.
- Coordinating additional Exam Centres to support students in regional and remote areas, and interstate and overseas. Nine additional Exam Centres were created, including four regional centres in Tasmania. Additional COVID-safety training was provided to Exam Supervisors to ensure COVID-safe exam practices were in place.
- Implementing the Preliminary Achievement (PA) Guarantee to encourage students to participate in their external assessments, even when challenged by the disruptive year. Under the guarantee, students on track to achieve a PA (partial attainment of the course objectives/ criteria) based on their internal results received at least a PA if they sat their exam (written, oral, performance or presentation).
- Extending the scope of the derived rating process for students unable to participate in external assessment due to public health requirements for COVID-19 testing. A process was developed to confirm COVID-19 testing arranged through the Tasmanian Public Health Hotline.

Managing 2020 external assessments

DELIVERING SAFE AND EQUITABLE EXTERNAL ASSESSMENTS



TASC determines the assessment requirements for TASC accredited courses, manages external assessments for courses at Levels 3 and 4 and sets the requirements and procedures for these end of year exams (written, oral, practical, performance, display and project assessments).

The emergence of the COVID-19 pandemic in 2020 brought additional challenges to the delivery of senior secondary education, however TASC responded quickly and the external assessment process went smoothly.

For students, the 2020 external assessment period commenced in September with submission of externally assessed folios (and other project work) and ceased at the end of the written exam period on 19 November.

In 2020, 6,504 students completed TASC external assessments, with TASC administering a total of 19,961 written, oral, practical, performance, display and project assessments.

Almost 6,200 students sat written exams at 39 exam centres around the state, interstate and overseas. Reasonable adjustments were granted to 689 students to support them to complete external assessments.

TASC continues to be on track to deliver external assessments and student results in 2021, with contingency planning and risk management strategies in place to ensure continued delivery of fair and equitable assessments and results.

Table 1: 2020 External Assessments

	Students	Assessments
Total external assessments	6504	19,961
• written assessments	6187	14,740
• performance (oral / practical) assessments	780	818
• folio and display assessments	3147	4403

Table notes:

- Some courses have multiple types of external assessments and some students sat multiple assessment types.
- 'Students' is the distinct singular person/individual, regardless of how many assessments they participate in.

Reporting on Senior Secondary results and data

TASMANIA'S CERTIFICATES AND QUALIFICATIONS



Tasmanian Certificate of Education (TCE)

Issued to learners who meet the Participation and Achievement Standard and the Everyday Adult Standards

The TCE is the highest level of senior secondary certificate awarded in Tasmania. Students need to attain the TCE to be awarded an ATAR for university entrance.

The TCE enables prospective employers and higher education providers to have confidence that a person who has attained the TCE has undertaken a volume of study (the Participation and Achievement Standard) and demonstrated everyday adult level skills in:

- reading, writing and communication (in English)
- mathematics
- use of computers and the internet.

The TCE evidence of planning for future education and training standard was removed at the end of 2020 with the requirements under the *Education Act 2016* requiring all schools to support young people to plan and stay engaged in education and training.

The flexibility that has been built into the TCE ensures senior secondary students have a broad range of pathways to demonstrate the standards.

VET units, TASC-accredited courses, High Achiever Program and University Connections Program courses, as well as other recognised formal learning such as the Department of Education's General Capabilities Short Courses – all contribute to the TCE and support students to achieve their education, training and career goals.

Tasmanian Certificate of Educational Achievement (TCEA)

Issued to eligible students to provide a fair and broader account of their participation and achievement

The TCEA recognises senior secondary education for students whose participation and achievements are best represented by descriptive text against their personalised learning goals.

Qualifications Certificate

Issued to all students as a complete record of their achievement at the end of their senior secondary studies

The Qualifications Certificate is available to all Tasmanians who have gained one or more post-Year 10 qualifications, accredited or recognised by TASC.

All students are issued with their initial Qualifications Certificate when they finish senior secondary education. The certificate can be updated to reflect new qualifications (formally recognised by TASC) achieved to be a record of life-long education and training.

TASC OUTSTANDING ACHIEVEMENT AWARDS

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

- 23 students received a TASC Outstanding Achievement in Vocational Education and Training (VET) Award in 2020. These award recipients were nominated by their school and selected by a TASC appointed panel of experts with extensive experience in the VET sector.
- 29 students received a TASC Outstanding Academic Achievement Award in 2020. These award recipients achieved an Australian Tertiary Admissions Rank (ATAR) of 99.5 or above and are the top-ranking students in Tasmania.



Table 2: 2020 TASC Outstanding Achievement in VET Award Recipients

Student Name	School
Molly Belbin	Sorell School
Kane Byard	Lilydale District
Mia Cane	Hobart College
Gabrielle Connolly	Hobart College
Cameron Coulson	Hobart College
Zane Cusack	Hobart College
Crystelle Dawkins	Lilydale District
Sarah Duffy	Lilydale District
Keeley Jones	St Patrick's College
Daniel Matzolic	Hobart College
Siena O'Connell	Hellyer College
Olivia Onions	Hellyer College
Seth Pitsch	Lilydale District
Jin Ju Redding	Hobart College
Henry Rheinberger	The Friends' School
Georgina Rigby	Lilydale District
Patrick Rosevear	Lilydale District
Kiarna Strauss	Launceston College
Alyssa Thomasson	Hobart College
Charli White	Hobart College
Thomas Williams	Hobart College
Ayden Young	Lilydale District
Harry Young	The Hutchins Schools

Table 3: 2020 TASC Outstanding Academic Achievement Award Recipients

Students achieved an ATAR of 99.5 or above.

Student Name	School
Panayiota Antypas	Scotch Oakburn College
Muhammad Athaillah	Launceston College
Rayyan Baig	Marist Regional College
Lilli Boucher	The Friends' School
Flynn Bradbury	The Friends' School
Margaret Brown	Scotch Oakburn College
Ruby-Questa Collis	Elizabeth College
Asha Doolabh	St Michael's Collegiate School
Siqi Gao	St Michael's Collegiate School
Jarod Grining	Hellyer College
Ethan Hamilton	Scotch Oakburn College
Jacob Horton	Launceston College
Sophie Janes	Hobart College
Jet Jankiewicz	Guilford Young College (Hobart)
Miki Koizumi-Smith	Don College
Simon Little	Hobart College
Georgia McCulloch	St Michael's Collegiate School
Eleanor Mclean	Launceston Church Grammar School
Tristan Meffre	Elizabeth College
Julia Mountain	The Friends' School
Maxwell Powell	The Friends' School
Ewan Sloan	The Hutchins School
Oscar Smith	Marist Regional College
Lachlan Stewart	Scotch Oakburn College
Lewis Traill	The Hutchins School
Harrison Tunks	Elizabeth College
Finn Turton	Guilford Young College (Glenorchy)
Edward Watson	Scotch Oakburn College
Oliver White	Guilford Young College (Hobart)

STUDENT RESULTS, ATTAINMENT AND PARTICIPATION



TASC recognises the diversity of student achievement and all students' successes towards their learning goals.

Under the *Office of Tasmanian Assessment, Standards and Certification Act 2003*, TASC collects and records data relating to the educational outcomes, attainment, retention and assessment of senior secondary students.

Data by school sector and individual school is published on the TASC website at www.tasc.tas.gov.au/about/data/

2020 results, attainment and participation data tables:

- **Table 4:** TCE and ATAR Attainment by Potential Year 12 Population
- **Table 5:** TCE and ATAR Attainment by Year 12 School Students
- **Graph:** TCE Attainment Rates
- **Table 6:** Reasons for Students Not Attaining the TCE
- **Table 7:** Other Certificate and Qualification Attainment by Year 12 School Students
- **Table 8:** Participation in Senior Secondary Education and Training Two Years after Year 10
- **Table 9:** Post-Year 10 Direct Continuation towards the TCE
- **Table 10:** Participation in TASC Levels 3-4 Course Learning Areas by School Students
- **Table 11:** Participation and Achievement in all TASC-Accredited Courses by School Students
- **Table 12:** Participation in the University of Tasmania High Achievers Program (HAP) and University Connections Program (UCP)

Table 4: TCE and ATAR Attainment by Potential Year 12 Population

Potential Year 12 population*	Number of persons aged 15 to 19 years					Percentage attainment of potential Year 12 population				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
TOTAL:	6682	6575	6416	6334	6164					
Attained TCE	3767	3871	3756	3672	3673	56.4%	58.9%	58.5%	58.0%	59.6%
Attained an ATAR	2239	2171	2163	2108	2047	33.5%	33.0%	33.7%	33.3%	33.2%
Female:	3240	3175	3061	3039	2995					
Attained TCE	1985	1990	2005	2028	1987	61.3%	62.7%	65.5%	66.7%	66.3%
Attained an ATAR	1273	1245	1233	1253	1195	39.3%	39.2%	40.3%	41.2%	39.9%
Male:	3441	3400	3359	3296	3169					
Attained TCE	1782	1881	1751	1644	1685	51.8%	55.3%	52.1%	49.9%	53.2%
Achieved an ATAR	966	926	930	854	851	28.1%	27.2%	27.7%	25.9%	26.9%

Table notes:

- **Potential Year 12 population:** The potential Year 12 population is based on an age-weighted value using Australian Bureau of Statistics estimates for the number of persons aged 15-19 years in Tasmania in the given year.
- Percentage figures are used as the number of actual students fluctuates each year. It is preferable to refer to the attainment percentages for comparison, rather than the number of students/qualifications.
- Sum of counts of TCE and ATAR by gender may not equal totals due to variability in gender reporting.

Table 5: TCE and ATAR Attainment by Year 12 School Students

Year 12 school students	Number of Year 12 school students					Percentage attainment of Year 12 school students				
MEASURE	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Year 12 school students	4882	4870	4818	4631	4585					
Australian residents	4791	4784	4714	4532	4513					
Aged over 19 years	46	26	34	18	14					
Aged 15-19	4745	4758	4680	4514	4499					

Year 12 school students aged 15-19: Gender

Female	2391	2339	2375	2388	2382					
Male	2354	2419	2305	2125	2115					
Non-binary (or other gender identified)				1	2					

Year 12 school students aged 15-19: Attainment and Participation

Attained TCE	3751	3851	3730	3664	3610	79.1%	80.9%	79.7%	81.2%	80.2%
Attained an ATAR	2239	2171	2163	2108	2047	47.2%	45.6%	46.2%	46.7%	45.5%
Completed at least 120 credit points	3912	3987	3852	3797	3727	82.4%	83.8%	82.3%	84.1%	82.8%
Completed at least one TASC Level 3 course or above	3684	3611	3550	3350	3338	77.6%	75.9%	75.9%	74.2%	74.2%
Completed at least four TASC Level 3 courses or above	2758	2720	2687	2518	2448	58.1%	57.2%	57.4%	55.8%	54.4%
Did some VET	2925	3004	2908	2752	2752	61.6%	63.1%	62.1%	61.0%	61.2%
Did some VET and attained an ATAR	1127	1137	1081	1046	1007	23.8%	23.9%	23.1%	23.2%	22.4%

Table notes:

- **Year 12 school students aged 15-19:** Students enrolled at a Tasmanian school in Year 12/13 who were Australian citizens and achieved at least one TCE credit point during the school year.
- **Completed 120 credit points:** The equivalent of two-years fulltime post-Year 10 study.
- **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 the school provision.
- Percentage figures are used as the number of actual students fluctuates each year. It is preferable to refer to the attainment percentages for comparison, rather than the number of students/qualifications.
- Sum of counts of TCE and ATAR by gender may not equal totals due to variability in gender reporting.

Graph: TCE Attainment Rates (2016-2020)

The graph *TCE Attainment Rates* shows the difference in TCE attainment by Year 12 school students and the potential Year 12 population (the number of persons aged 15-19 years in Tasmania based on Australian Bureau of Statistics estimates) over five years.

TCE ATTAINMENT RATES

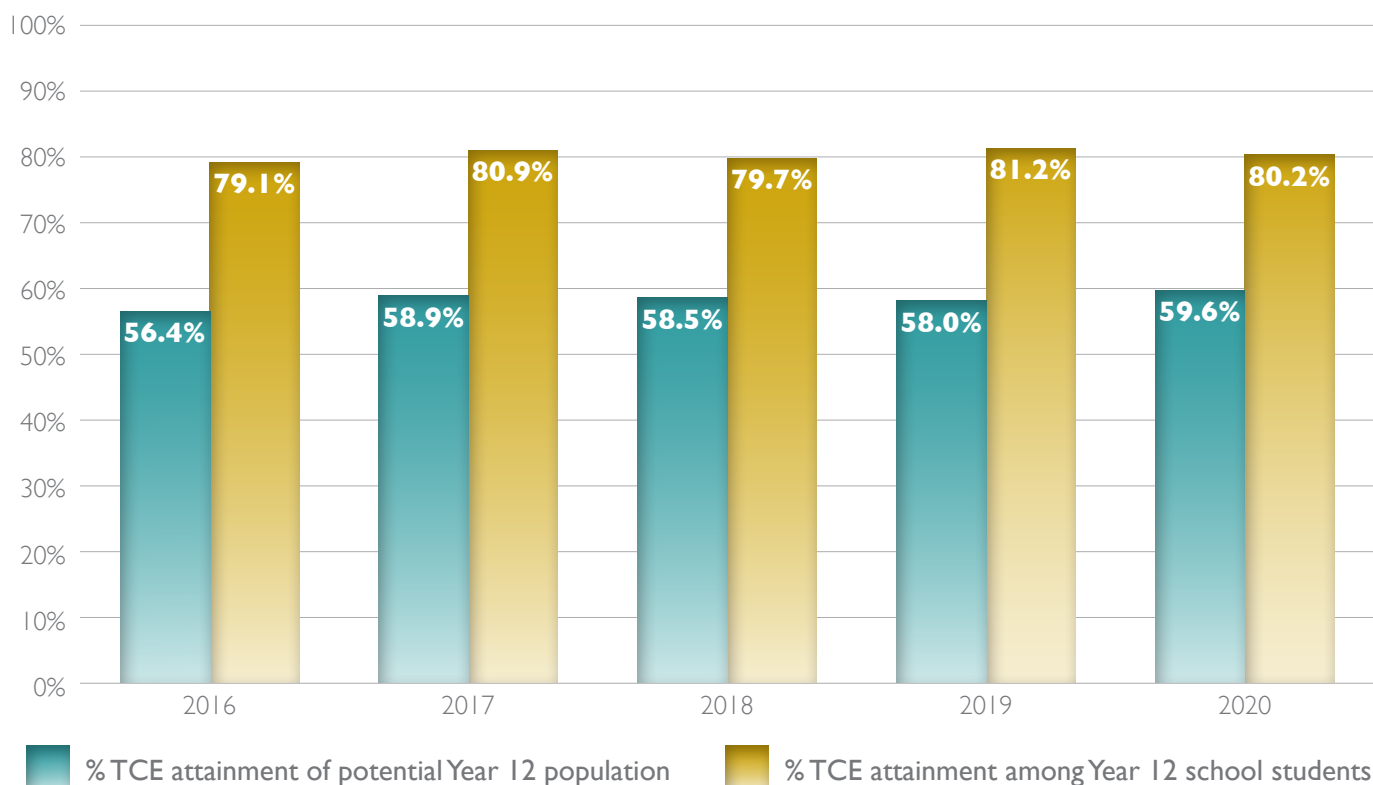


Table 6: Reasons for Students Not Attaining the TCE

Non-attainment	Number of students 15-19 years				
	2016	2017	2018	2019	2020
Did not attain the TCE	181	142	122	146	248
Did not have 80 credit points at Level 2 or above	21	23	15	25	25
Did not achieve the TCE Everyday Adult Standard:					
• Reading, Writing and Communication (in English)	57	62	48	56	121
• Mathematics	76	65	56	64	91
• Use of Computers and the Internet	101	52	57	66	160

Table notes:

- **Students who did not attain the TCE:** Students completing the equivalent of two-years full-time post-Year 10 study (that is, 120 credit points towards the TCE) but did not attain the TCE.

Table 7: Other Certificate and Qualification Attainment by Year 12 School Students

Certificate/Qualification	Number attained				
	2016	2017	2018	2019	2020
Qualifications Certificate	4720	4742	4667	4533	4535
Tasmanian Certificate of Educational Achievement (TCEA)	20	49	73	78	116
International Baccalaureate (IB) Diploma	24	21	13	23	24

Table notes:

- **Qualifications Certificate:** All senior secondary students in Tasmania who successfully undertake TASC accredited courses, vocational education and training or other formal learning recognised by TASC are issued with a Qualifications Certificate at the end of Year 12.
- **Tasmanian Certificate of Educational Achievement:** The TCEA is issued to eligible students at the end of their studies when other certificates (such as the TCE and the Qualifications Certificate) do not provide an adequately just and fair account of their participation and achievements in their senior secondary years.
- **IB Diploma:** The International Baccalaureate Diploma is for students across the world aged 16-19. Students awarded the IB Diploma are also awarded the TCE.

Table 8: Participation in Senior Secondary Education and Training two years after Year 10

Participation	Number of students 15-19 years				
	2016	2017	2018	2019	2020
Students aged 15-19 years two years after Year 10	6738	6768	6805	7196	7195
Did some VET	4912	5012	4991	5420	5416
Completed 120 credit points	5245	5214	5186	4971	4896

Table notes:

- Data includes **all Tasmanian students** aged 15-19 engaged in a school or with a Registered Training Organisation (RTO), who undertook studies in a second year or more after Year 10, who have attained one or more credit points in a TASC accredited course, a VET unit or recognised formal learning in the given year, who are Australian residents.
- **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 the school provision.
- **Completed 120 credit points:** The equivalent of two-years fulltime post-Year 10 study.

Table 9: Post-Year 10 Direct Continuation towards the TCE

Year 10 Cohort in Calendar Year	Number of students					Percentage of Year 10 cohort				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Year 12 Cohort in Calendar Year	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Year 10 students	6680	6732	6562	6103	6257					
Year 11 students	5661	5758	5588	5020	5313	84.7%	85.5%	85.2%	82.3%	84.9%
Year 12 students	4949	4977	4894	4322	4655	74.1%	73.9%	74.6%	70.8%	74.4%
• Attained TCE	3595	3755	3631	3477	3461	53.8%	55.8%	55.3%	57.0%	55.3%
• Attained an ATAR	2173	2126	2131	2044	1977	32.5%	31.6%	32.5%	33.5%	31.6%
• Attained a VET certificate	1459	1672	1600	1236	1294	21.8%	24.8%	24.4%	20.3%	20.7%

Table notes:

- Post-Year 10 direct continuation data tracks students from Year 10 who continue in an educational and training pathway that contributes to attaining the Tasmanian Certificate of Education (TCE). Noting that students can pursue a wide range of education and training options after Year 10.
- 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, Registered Training Organisation, or organisation delivering TASC-recognised formal learning.
- The data does not include students who:
 - left the state to continue Year 11 or 12
 - left the state and continued their studies with an interstate VET provider
 - secured early admission to university via a gifted students' program or similar
 - secured full time work.
- TASC does not have access to data about students for the above circumstances.
- Attainment of the TCE, an ATAR and VET certificate are not mutually exclusive - i.e. students can attain both the TCE and a VET certificate.
- Percentage figures are used as the number of actual students fluctuates each year. It is preferable to refer to the direct continuation percentages for comparison, rather than the number of students/qualifications.

Table 10: Participation in TASC Levels 3-4 Course Learning Areas by School Students

LEARNING AREAS	Number of Year 12 school students aged 15-19					Percentage of Year 12 school students aged 15-19				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
English	2858	2729	2571	2476	2437	60%	57%	55%	54%	54%
Mathematics	2165	2211	2242	2231	1982	46%	46%	48%	49%	44%
Humanities and Social Sciences	2196	2073	2018	1897	1831	46%	44%	43%	41%	41%
Science	1588	1570	1593	1573	1509	33%	33%	34%	34%	34%
Health and Physical Education	1354	1291	1307	1259	1216	29%	27%	28%	27%	27%
The Arts	1191	1207	1235	1230	1174	25%	25%	26%	27%	26%
Technologies	1233	1158	1163	1111	1003	26%	24%	25%	24%	22%
Languages	222	216	210	242	235	5%	5%	4%	5%	5%
Mixed Field	46	38	42	25	25	1%	1%	1%	1%	1%

Table notes:

- Table shows the learning areas that a Year 12 student completed a Level 3 or Level 4 TASC Course in anytime during their senior secondary years.

Table 11: Participation and Achievement in all TASC-Accredited Courses by School Students

2020 COURSE	COURSE CODE	TASC LEVEL ¹	TCE CREDIT POINTS ²	TOTAL STUDENTS	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	22	9	13	41%	59%	0	17	4	1	4	4	3	4	3	4
Practical English	ENG110114	1	10	166	91	74	55%	45%	0	109	56	1	18	7	141	0	0	0
English as an Additional Language or Dialect	EAL215114	2	15	78	46	32	59%	41%	0	62	15	1	5	2	16	33	15	7
English Applied	ENA215114	2	15	1085	650	435	60%	40%	0	820	251	14	208	70	403	298	72	34
English Foundations	ENG215117	2	15	1080	556	524	51%	49%	0	959	120	1	75	51	331	437	104	82
Essential Skills - Reading and Writing	ERW210114	2	10	460	252	208	55%	45%	1	296	158	5	194	49	217	0	0	0
English as an Additional Language or Dialect	EAL315120	3	15	86	41	45	48%	52%	0	33	51	2	0	19	12	28	22	5
English	ENG315117	3	15	1507	631	876	42%	58%	2	1170	332	3	35	44	346	711	218	153
English Literature	ENL315114	3	15	439	127	312	29%	71%	0	317	121	1	4	12	93	162	100	68
English Writing	ENW315114	3	15	722	257	463	36%	64%	0	195	522	5	40	24	189	279	105	85
Preliminary English Stage 1	PRE005119	Pre	0	15	11	4	73%	27%	0	8	7	0	2	0	13	0	0	0
Preliminary English Stage 2	PRE005219	Pre	0	14	7	7	50%	50%	0	8	6	0	0	0	14	0	0	0
Preliminary English Stage 3	PRE005319	Pre	0	47	31	16	66%	34%	0	32	15	0	1	2	44	0	0	0
Preliminary English Stage 4	PRE005419	Pre	0	21	13	8	62%	38%	0	7	14	0	0	0	21	0	0	0
HEALTH AND PHYSICAL EDUCATION																		
Fitness Experiences	HPE105118	1	5	325	230	95	71%	29%	0	169	152	4	56	24	245	0	0	0
Sport and Recreation Experiences	HPE110118	1	10	662	480	182	73%	27%	0	327	331	4	63	43	556	0	0	0
Outdoor Experiences	OXPI05118	1	5	266	198	68	74%	26%	0	119	147	0	23	21	222	0	0	0
Personal Care	PER110118	1	10	78	31	47	40%	60%	0	16	59	3	22	9	47	0	0	0
Athlete Development	ATH215118	2	15	512	385	127	75%	25%	12	328	170	2	29	60	85	175	72	91
Community Sport and Recreation	HPE215118	2	15	376	261	115	69%	31%	0	198	173	5	27	30	136	117	34	32
Outdoor Education	EXP215118	2	15	750	452	298	60%	40%	21	529	197	3	58	51	203	204	99	135
Personal Health and Wellbeing	PER215118	2	15	301	89	212	30%	70%	0	134	163	4	112	35	68	47	25	14
Sport Science - Foundation	SPT215118	2	15	169	97	72	57%	43%	20	89	59	1	17	11	50	55	26	10
Health Studies	HLT315118	3	15	828	242	586	29%	71%	0	342	484	2	34	126	163	308	130	67
Outdoor Leadership	EXP315118	3	15	290	165	125	57%	43%	0	39	251	0	10	33	101	90	35	21
Sport Science	SPT315118	3	15	481	226	255	47%	53%	0	189	290	2	9	48	127	177	91	29
Preliminary Health and Physical Education Stage 1	PRL005119	Pre	0	9	7	2	78%	22%	0	5	4	0	1	2	6	0	0	0
Preliminary Health and Physical Education Stage 2	PRL005219	Pre	0	9	8	1	89%	11%	0	8	1	0	0	0	9	0	0	0
Preliminary Health and Physical Education Stage 3	PRL005319	Pre	0	9	7	2	78%	22%	0	7	2	0	0	1	8	0	0	0
Preliminary Health and Physical Education Stage 4	PRL005419	Pre	0	25	16	9	64%	36%	0	10	15	0	0	1	24	0	0	0

2020 COURSE	COURSE CODE	TASC LEVEL ¹	TCE CREDIT POINTS ²	TOTAL STUDENTS	MALES	FEMALES	% MALES	% FEMALES	< YEAR 11 ³	YEAR 11	YEAR 12	YEAR 13	FAILURE (NN)	PRELIMINARY ACHIEVEMENT (PA)	SATISFACTORY ACHIEVEMENT (SA)	COMMENABLE ACHIEVEMENT (CA)	HIGH ACHIEVEMENT (HA)	EXCEPTIONAL ACHIEVEMENT (EA)
HUMANITIES AND SOCIAL SCIENCES																		
Focus on Children	BHCI15116	I	15	9	1	8	11%	89%	0	6	3	0	0	3	4	1	1	0
You, Your Family and the Community	BHY105116	I	5	1133	567	565	50%	50%	0	681	448	4	62	83	988	0	0	0
Financial Literacy	BST105116	I	5	624	336	288	54%	46%	0	352	247	25	283	86	255	0	0	0
Community Access	CAC110117	I	10	69	21	48	30%	70%	0	35	33	1	11	1	57	0	0	0
Basic Road Safety	RSE105120	I	5	297	138	159	46%	54%	17	131	145	4	117	18	162	0	0	0
Working with Children	BHC215116	2	15	251	10	241	4%	96%	0	172	78	1	41	30	59	56	27	38
Exploring Issues in Society	BHF215116	2	15	318	139	179	44%	56%	0	296	22	0	20	8	73	124	38	55
Introduction to Sociology and Psychology	BHX215118	2	15	753	194	558	26%	74%	41	516	192	4	97	74	168	209	80	125
Business Studies - Foundation	BST215116	2	15	290	180	110	62%	38%	10	137	142	1	48	23	70	85	27	37
Community Service Learning	CSL205118	2	5	172	41	131	24%	76%	0	71	100	1	41	9	37	38	9	38
History and the Environment	HAE215120	2	15	117	55	62	47%	53%	0	50	66	1	26	10	32	30	6	13
Legal Studies - Foundation	LST215117	2	15	269	100	169	37%	63%	2	154	110	3	37	30	41	86	30	45
Making Moral Decisions	RLP205120	2	5	183	91	92	50%	50%	0	116	67	0	6	17	99	0	61	0
Religion in Society	RLP215120	2	15	231	144	87	62%	38%	0	222	8	1	8	10	86	71	27	29
Road Safety Education	RSE205120	2	5	165	64	101	39%	61%	0	65	96	4	55	13	80	0	7	10
Tasmanian Aboriginal Studies	TAS215118	2	15	42	15	27	36%	64%	10	15	17	0	9	2	13	11	4	3
Australia in Asia and the Pacific	AAP315116	3	15	44	25	19	57%	43%	0	16	28	0	1	5	11	16	7	4
Accounting	ACC315116	3	15	182	102	80	56%	44%	0	32	150	0	5	14	42	70	31	20
Ancient History	ANH315117	3	15	206	86	119	42%	58%	0	93	113	0	19	18	60	64	22	23
Psychology	BHP315116	3	15	685	180	505	26%	74%	0	170	511	4	17	39	188	237	119	85
Sociology	BHS315116	3	15	472	116	355	25%	75%	0	124	344	4	18	24	130	187	68	45
Business Studies	BST315116	3	15	310	174	136	56%	44%	0	69	241	0	11	18	64	122	65	30
Economics	ECN315116	3	15	252	158	94	63%	37%	0	17	235	0	7	8	40	113	52	32
Geography	GGY315120	3	15	239	97	142	41%	59%	0	34	204	1	7	27	80	77	27	21
Modern History	HSM315117	3	15	328	143	185	44%	56%	1	101	223	3	10	21	93	124	43	37
Legal Studies	LST315117	3	15	325	126	199	39%	61%	0	70	253	2	15	25	93	125	48	19
Philosophy	PHL315118	3	15	194	87	107	45%	55%	0	25	167	2	3	12	40	87	30	22
Studies of Religion	REL315116	3	15	197	66	131	34%	66%	0	141	56	0	2	8	36	90	32	29
First Nations Studies	TAS315119	3	15	10	1	9	10%	90%	0	0	10	0	0	1	0	4	3	2
Preliminary Humanities Stage 1	PRH005119	Pre	0	4	3	1	75%	25%	0	2	2	0	1	2	1	0	0	0
Preliminary Humanities Stage 2	PRH005219	Pre	0	4	3	1	75%	25%	0	3	1	0	0	0	4	0	0	0
Preliminary Humanities Stage 3	PRH005319	Pre	0	4	3	1	75%	25%	0	3	1	0	0	0	4	0	0	0
Preliminary Humanities Stage 4	PRH005419	Pre	0	10	7	3	70%	30%	0	7	3	0	0	0	10	0	0	0

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LANGUAGES																		
Chinese - Foundation	CHN215114	2	15	38	10	27	26%	71%	0	24	14	0	0	3	7	4	7	17
French - Foundation	FRN215114	2	15	65	20	45	31%	69%	0	32	33	0	2	4	13	17	12	17
German - Foundation	GRM215114	2	15	36	20	16	56%	44%	1	18	16	1	5	3	9	8	5	6
Italian - Foundation	ITN215114	2	15	16	0	16	0%	100%	9	6	1	0	0	0	4	6	1	5
Japanese - Foundation	JPN215114	2	15	149	80	69	54%	46%	2	100	45	2	21	23	19	26	21	39
Russian	2RUC20	3	15	2	1	1	50%	50%	0	1	1	0	0	0	0	0	2	0
Arabic	AR802	3	15	1	0	1	0%	100%	0	0	1	0	0	0	0	0	1	0
Auslan	AU825	3	15	1	0	1	0%	100%	0	0	1	0	0	0	1	0	0	0
Chinese	CHN315114	3	15	31	12	19	39%	61%	0	24	7	0	1	2	3	5	13	7
Chinese (Specialist Level)	CN813	3	15	26	11	15	42%	58%	0	17	8	1	0	7	3	3	10	3
Filipino	FI801	3	15	2	1	1	50%	50%	0	0	2	0	0	0	0	1	1	0
French	FRN315114	3	15	52	17	35	33%	67%	0	25	27	0	0	3	13	5	18	13
German	GRM315114	3	15	24	10	14	42%	58%	0	10	14	0	2	0	1	8	6	7
Hindi	HN868	3	15	1	0	1	0%	100%	0	0	1	0	0	1	0	0	0	0
Italian	ITN315114	3	15	20	4	16	20%	80%	0	5	15	0	0	2	1	6	5	6
Japanese	JPN315114	3	15	78	34	44	44%	56%	0	37	41	0	4	8	13	23	15	15
Japanese (Background Speaker)	JPN801	3	15	7	2	5	29%	71%	0	6	1	0	0	2	3	2	0	0
Korean	KR857	3	15	2	0	2	0%	100%	0	1	1	0	0	0	0	1	1	0
Persian	PS892	3	15	10	0	10	0%	100%	0	3	4	3	0	3	1	3	3	0
Portuguese	PT829	3	15	2	1	1	50%	50%	0	1	1	0	0	0	0	0	2	0
Spanish	SP877	3	15	3	0	3	0%	100%	0	0	2	1	0	0	0	1	2	0
Vietnamese	VT876	3	15	4	2	2	50%	50%	0	3	1	0	0	2	0	1	1	0
MATHEMATICS																		
Everyday Maths	MTE110114	1	10	158	86	71	54%	45%	0	103	54	1	25	19	114	0	0	0
General Mathematics - Foundation	MTG215114	2	15	1643	785	858	48%	52%	34	1437	166	6	88	71	450	571	291	172
Essential Skills - Maths	MTN210114	2	10	473	240	233	51%	49%	1	277	190	5	203	29	241	0	0	0
Workplace Maths	MTW215120	2	15	1330	713	617	54%	46%	0	1070	255	5	235	116	392	370	144	73
General Mathematics	MTG315120	3	15	1197	532	665	44%	56%	2	884	305	6	43	110	263	394	208	179
Mathematics Methods - Foundation	MTM315117	3	15	1032	513	519	50%	50%	234	655	140	3	28	90	170	357	167	220
Mathematics Methods	MTM415117	4	15	575	340	235	59%	41%	4	387	177	7	4	62	149	205	91	64
Mathematics Specialised	MTS415118	4	15	205	140	65	68%	32%	0	4	200	1	2	11	29	65	37	61
Preliminary Mathematics Stage 1	PRM005119	Pre	0	15	11	4	73%	27%	0	8	7	0	3	1	11	0	0	0
Preliminary Mathematics Stage 2	PRM005219	Pre	0	18	8	10	44%	56%	0	9	9	0	0	4	14	0	0	0
Preliminary Mathematics Stage 3	PRM005319	Pre	0	30	22	8	73%	27%	0	22	8	0	1	2	27	0	0	0
Preliminary Mathematics Stage 4	PRM005419	Pre	0	46	22	24	48%	52%	0	21	25	0	0	1	45	0	0	0

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MIXED FIELD																		
Building Connections	BUC115018	1	15	39	22	17	56%	44%	0	13	25	1	12	4	23	0	0	0
Pathways to Work	WRK115117	1	15	129	77	52	60%	40%	0	77	52	0	45	13	17	0	54	0
Career and Life Planning	CLP205118	2	5	3387	1541	1845	45%	54%	0	1861	1494	32	587	157	2643	0	0	0
Learning Through Internship	LTI215117	2	15	60	25	35	42%	58%	1	34	25	0	9	2	25	9	6	9
Project Implementation	PRJ205118	2	5	603	441	162	73%	27%	20	312	263	8	116	64	423	0	0	0
Work Readiness	WRK215117	2	15	245	125	120	51%	49%	0	110	133	2	50	22	112	26	18	17
Student Directed Inquiry	SDI315117	3	15	25	12	13	48%	52%	0	1	24	0	2	0	6	4	6	7
Preliminary Access to Work Stage 1	PRW005119	Pre	0	6	5	1	83%	17%	0	3	3	0	0	1	5	0	0	0
Preliminary Access to Work Stage 2	PRW005219	Pre	0	8	6	2	75%	25%	0	6	2	0	1	0	7	0	0	0
Preliminary Access to Work Stage 3	PRW005319	Pre	0	31	20	11	65%	35%	0	19	12	0	1	3	27	0	0	0
Preliminary Access to Work Stage 4	PRW005419	Pre	0	42	25	17	60%	40%	0	21	21	0	1	4	37	0	0	0
SCIENCE																		
Life Sciences	LSC215120	2	15	517	108	409	21%	79%	38	376	100	3	33	42	94	158	110	80
Physical Sciences - Foundation	PSC215118	2	15	208	118	90	57%	43%	109	81	18	0	3	13	40	67	51	34
Biology	BIO315116	3	15	718	209	508	29%	71%	0	64	648	6	8	74	191	227	122	96
Environmental Science	ESS315118	3	15	248	94	154	38%	62%	0	105	141	2	4	15	73	84	36	36
Physical Sciences	PSC315118	3	15	1094	567	527	52%	48%	1	1012	78	3	35	187	366	220	161	125
Chemistry	CHM415115	4	15	517	255	262	49%	51%	0	0	512	5	8	84	150	98	99	78
Physics	PHY415115	4	15	313	235	78	75%	25%	0	0	310	3	4	22	84	56	76	71
Preliminary Science Stage 1	PRS005119	Pre	0	7	5	2	71%	29%	0	3	4	0	0	1	6	0	0	0
Preliminary Science Stage 2	PRS005219	Pre	0	11	9	2	82%	18%	0	7	4	0	1	0	10	0	0	0
Preliminary Science Stage 3	PRS005319	Pre	0	21	14	7	67%	33%	0	11	10	0	1	1	19	0	0	0
Preliminary Science Stage 4	PRS005419	Pre	0	13	10	3	77%	23%	0	9	4	0	0	0	13	0	0	0

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TECHNOLOGIES																		
Food and Cooking Essentials	FCE110114	1	10	227	107	120	47%	53%	0	121	102	4	64	34	129	0	0	0
Basic Computing	ICT110114	1	10	56	25	30	45%	54%	0	19	37	0	5	3	48	0	0	0
Workshop Techniques - Introduction	WTE110114	1	10	132	95	37	72%	28%	0	87	44	1	28	17	48	20	0	19
Agricultural Enterprise	AGR215117	2	15	52	33	19	63%	37%	0	32	19	1	9	7	17	9	7	3
Automotive and Mechanical Technologies	AMT215116	2	15	283	251	32	89%	11%	0	169	113	1	49	26	96	65	32	15
Computer Graphics and Design - Foundation	CGD215118	2	15	272	233	39	86%	14%	0	155	117	0	17	31	110	78	22	14
Design and Production	DAP215116	2	15	733	511	222	70%	30%	14	367	348	4	86	91	190	197	110	59
Engineering Design	EDN215118	2	15	91	86	5	95%	5%	0	56	33	2	8	14	20	32	7	10
Electronics - Foundation	ELT215114	2	15	122	114	8	93%	7%	0	66	55	1	16	18	35	31	11	11
Essential Skills - Using Computers and the Internet	ESC205114	2	5	1125	675	450	60%	40%	21	612	469	23	299	35	791	0	0	0
Food, Cooking and Nutrition	FDN215118	2	15	497	202	295	41%	59%	3	224	265	5	71	41	80	178	73	54
Food and Hospitality Enterprise	FHE215116	2	15	175	71	104	41%	59%	0	113	59	3	31	18	41	46	26	13
Computer Applications	ICT205114	2	5	391	302	89	77%	23%	20	173	192	6	55	61	144	76	0	55
Technical Graphics - Foundation	TEG215120	2	15	42	36	6	86%	14%	0	26	15	1	2	7	9	12	5	7
Agricultural Systems	AGR315117	3	15	19	10	9	53%	47%	0	4	15	0	0	0	2	5	5	7
Computer Graphics and Design	CGD315118	3	15	128	103	25	80%	20%	0	42	83	3	2	10	50	49	11	6
Electronics	ELT315114	3	15	34	32	2	94%	6%	0	7	27	0	2	11	8	5	3	5
Food and Nutrition	FDN315118	3	15	453	123	330	27%	73%	0	77	372	4	8	48	91	186	83	37
Housing and Design	HDS315118	3	15	286	150	136	52%	48%	0	62	222	2	7	19	109	102	37	12
Computer Science	ITC315118	3	15	140	131	9	94%	6%	1	49	90	0	2	14	35	48	21	20
Information Systems and Digital Technologies	ITS315118	3	15	27	26	1	96%	4%	0	21	6	0	1	1	14	8	2	1
Technical Graphics	TEG315120	3	15	5	3	2	60%	40%	0	0	5	0	0	0	1	3	0	1
Preliminary Technologies Stage 1	PRT005119	Pre	0	7	6	1	86%	14%	0	3	4	0	0	1	6	0	0	0
Preliminary Technologies Stage 2	PRT005219	Pre	0	10	7	3	70%	30%	0	5	5	0	0	0	10	0	0	0
Preliminary Technologies Stage 3	PRT005319	Pre	0	19	11	8	58%	42%	0	13	6	0	0	1	18	0	0	0
Preliminary Technologies Stage 4	PRT005419	Pre	0	40	22	18	55%	45%	0	22	17	1	0	2	38	0	0	0

2020 COURSE	COURSE CODE	TASC LEVEL ¹	TCE CREDIT POINTS ²	TOTAL STUDENTS	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)
THE ARTS																		
Art Making	ART110117	1	10	65	28	37	43%	57%	0	41	23	1	5	9	22	10	10	9
Dance the Basic Moves	DNC110120	1	10	19	3	16	16%	84%	0	12	6	1	0	0	4	4	4	7
Visual Art	ART215117	2	15	901	317	584	35%	65%	6	448	439	8	67	113	241	229	128	123
Art Practice	ART215217	2	15	249	60	189	24%	76%	3	124	119	3	31	20	70	62	28	38
Music Technology Projects - Foundation	AUD215120	2	15	72	61	11	85%	15%	0	46	26	0	11	13	25	11	7	5
Dance	DNC215120	2	15	60	6	54	10%	90%	8	33	19	0	9	1	6	22	9	13
Media Production Foundations	MED215117	2	15	166	101	65	61%	39%	1	97	66	2	26	23	40	45	17	15
Contemporary Music	MSC215117	2	15	265	180	85	68%	32%	3	149	107	6	17	31	50	71	56	40
Music Ensemble	MSM205120	2	5	205	73	132	36%	64%	7	90	106	2	4	0	48	0	153	0
Music Studies	MSS215120	2	15	145	78	67	54%	46%	4	76	64	1	9	17	34	38	28	19
Musical Theatre	MUT215120	2	15	157	46	111	29%	71%	15	79	61	2	3	11	8	47	49	39
Drama Foundations	SDS215117	2	15	96	39	57	41%	59%	16	38	42	0	5	1	26	23	21	20
Technical Theatre Production	SDT215120	2	15	82	41	41	50%	50%	0	43	37	2	4	4	20	28	14	12
Art Theory and Criticism	ARA315116	3	15	35	9	26	26%	74%	0	1	34	0	0	2	6	13	6	8
Art Production	ART315117	3	15	891	245	644	27%	72%	0	401	487	3	32	39	148	405	205	62
Art Studio Practice	ART315214	3	15	225	54	171	24%	76%	0	0	222	3	5	8	38	76	77	21
Dance Choreography and Performance	DNC315120	3	15	62	2	60	3%	97%	0	32	29	1	0	5	18	24	10	5
Media Production	MED315117	3	15	180	112	68	62%	38%	0	48	129	3	7	7	53	79	21	13
Music	MSM315120	3	15	115	58	57	50%	50%	1	58	54	2	2	20	29	34	9	21
Drama	SDD315120	3	15	202	80	122	40%	60%	0	167	34	1	1	11	52	97	29	12
Theatre Performance	SDP315120	3	15	140	64	76	46%	54%	0	4	134	2	3	5	40	45	26	21
Preliminary Arts Stage 1	PRA005119	Pre	0	11	6	5	55%	45%	0	4	7	0	2	3	6	0	0	0
Preliminary Arts Stage 2	PRA005219	Pre	0	18	8	10	44%	56%	0	8	10	0	1	0	17	0	0	0
Preliminary Arts Stage 3	PRA005319	Pre	0	15	7	8	47%	53%	0	6	9	0	0	0	15	0	0	0
Preliminary Arts Stage 4	PRA005419	Pre	0	56	30	26	54%	46%	0	37	19	0	1	4	51	0	0	0
TCE EVERYDAY ADULT STANDARDS																		
Safety Net Test - Reading, Writing and Communication (in English)	TCE001	2	0	114	61	53	54%	46%	0	32	76	6	0	0	114	0	0	0
Safety Net Test - Mathematics	TCE002	2	0	135	76	59	56%	44%	0	34	96	5	0	0	135	0	0	0
Safety Net Test - Use of Computers and the Internet	TCE003	2	0	1352	640	711	47%	53%	0	464	868	20	0	0	1352	0	0	0
In-class achievement - Use of Computers and the Internet Standard	TCE004	2	0	273	143	130	52%	48%	0	0	273	0	0	0	273	0	0	0

Table notes:

- TASC Level:** TASC courses have five levels (Preliminary to Level 4).
- TCE Credit Points:** Students receive credit points towards the TCE for completion of Level 1-4 TASC courses if they achieve an award of at least Preliminary Achievement.
- <Year 11:** Some students who have not commenced Year 11 may undertake a TASC Accredited course where approved.

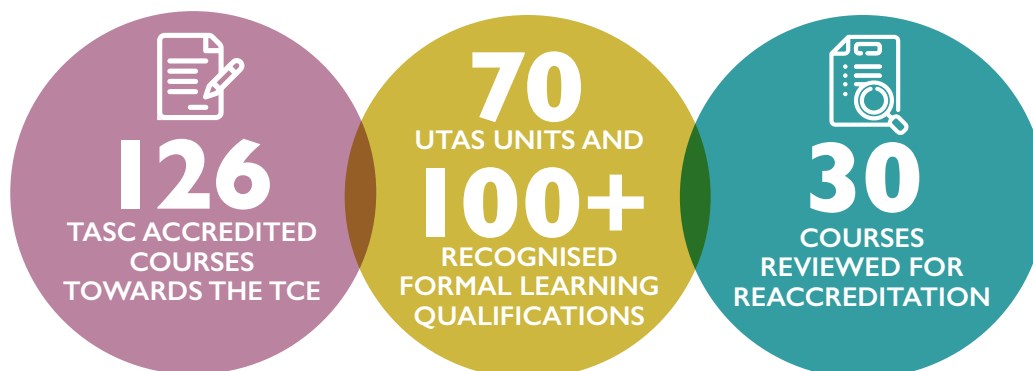
Table 12: Participation in the University of Tasmania High Achievers Program (HAP) and University Connections Program (UCP)

2020	CODE	TCE CREDIT POINTS	TOTAL STUDENTS	MALES	FEMALES	YEAR 11	YEAR 12	YEAR 13
HIGH ACHIEVER PROGRAM UNITS								
Artificial Intelligence	KIT108	8	2	2	0	0	2	0
Chinese 2A	HMC219	8	4	2	2	0	4	0
Chinese 2B	HMC220	8	3	2	1	0	3	0
Data Structures and Algorithms	KIT205	8	1	1	0	0	1	0
German 2A	HEG207	8	2	0	2	0	2	0
German 2B	HEG208	8	2	0	2	0	2	0
Human Anatomy and Physiology 1A	CZZ101	8	2	0	2	0	2	0
Human Anatomy and Physiology 1B	CZZ102	8	2	0	2	0	2	0
Indonesian 1A	HMN101	8	1	1	0	1	0	0
Indonesian 1B	HMN102	8	1	1	0	1	0	0
Introduction to Computational Science	KIT103	8	1	1	0	0	1	0
Introduction to Law	LAW121	8	1	1	0	0	1	0
Japanese 2A	HMJ204	8	4	1	3	0	4	0
Japanese 2B	HMJ205	8	4	1	3	0	4	0
Latin 1A	HTL101	8	1	0	1	1	0	0
Latin 1B	HTL102	8	1	0	1	1	0	0
Legal Systems	LAW122	8	1	1	0	0	1	0
Mathematics 1A	KMA152	8	5	1	4	1	4	0
Mathematics 1B	KMA154	8	5	1	4	1	4	0
Mathematics I	JEE103	8	12	7	5	0	12	0
Mathematics II	JEE104	8	12	7	5	0	12	0
Philosophy 1: Ethics	HPH101	8	1	0	1	0	1	0
Philosophy 2: Mind and Metaphysics	HPH102	8	1	0	1	0	1	0
Physics 1A	KYA101	8	3	2	1	0	3	0
Physics 1B	KYA102	8	3	2	1	0	3	0
Programming	KIT107	8	2	2	0	0	2	0
UNIVERSITY CONNECTIONS PROGRAM UNITS								
Accounting and Financial Decision Making	BFA113	8	10	6	4	1	9	0
Advanced Practical Study	FCP120	15	18	8	10	0	18	0
Asian Studies	HMA104	15	58	15	43	0	58	0
Foundation Practical Study	FCP113	15	98	48	50	37	58	3
Learning through Work	ZCP101	0	9	1	8	7	2	0
Music Projects 1	FCE107	15	79	28	51	60	16	3
Music Projects 2	FCE202	15	50	17	33	0	50	0
Music Technology Project 1	FCJ110	15	88	77	11	37	48	3
Music Technology Project 2	FCJ111	15	15	14	1	0	14	1
Object Design	FSF104	15	163	78	85	20	141	2
Sports and Recreation Management	BMA114	15	34	7	27	0	34	0

Table notes:

- **Higher Achiever Program (HAP)** is for high-achieving students offering 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 is available on the University of Tasmania website: www.utas.edu.au/underwood-centre/projects-and-initiatives/hap
- **University Connections Program (UCP)** allows Year 11 and 12 students to study university level units at the same time or in addition to their TCE studies. The program is offered in partnership with schools and individual University of Tasmania facilities. Information about the UCP program is available on the University of Tasmania website: www.utas.edu.au/underwood-centre/projects-and-initiatives/ucp

Accrediting Courses



TASC works in partnership with Tasmania's senior secondary education and training providers providing oversight of national and state standards, accrediting and setting standards for senior secondary courses. This ensures the quality and integrity of our certificates and qualifications.

In 2020-21 there were:

- 126 senior secondary courses accredited by TASC, providing credit points towards the attainment of the Tasmanian Certificate of Education (TCE).
- 70 University of Tasmania units formally recognised by TASC and providing TCE credit points.
- Over 100 other formal qualifications (recognised formal learning, not including VET) delivered by other providers also formally recognised by TASC and providing TCE credit points.

Renewing Course Accreditation

Thirty TASC accredited courses had expiring accreditation on 31 December 2020. All of these courses have been renewed for accreditation, some with amendments, for 2021.

Table 13: Senior Secondary Courses with Renewed Accreditation for 2021 (onwards)

COURSES	CODE	LEVEL	TCE CREDIT POINTS	AMENDED
Accounting	ACC315116	3	15	✓
Art Theory and Criticism	ARA315116	3	15	-
Australia in Asia and the Pacific	AAP315116	3	15	✓
Automotive and Mechanical Technologies	AMT215116	2	15	-
Biology	BIO315116	3	15	✓
Business Studies	BST315116	3	15	-
Business Studies Foundation	BST215116	2	15	✓
Chinese	CHN315114	3	15	-
Chinese Foundation	CHN215114	2	15	✓
Design and Production	DAP215116	2	15	-
Economics	ECN315116	3	15	✓
Electronics	ELT315114	3	15	-
Electronics Foundation	ELT215114	2	15	-
Exploring Issues in Society	BHF215116	2	15	✓
Financial Literacy	BST105116	1	5	✓

COURSES	CODE	LEVEL	TCE CREDIT POINTS	AMENDED
Focus on Children	BHC115116	1	15	✓
Food and Hospitality Enterprise	FHE215116	2	15	-
French	FRN315114	3	15	-
French Foundation	FRN215114	2	15	✓
German	GRM315114	3	15	-
German Foundation	GRN215114	2	15	✓
Italian	ITN315114	3	15	-
Italian Foundation	ITN215114	2	15	✓
Japanese	JPN315114	3	15	-
Japanese Foundation	JPN215114	2	15	✓
Psychology	BHP315116	3	15	✓
Sociology	BHS315116	3	15	-
Studies of Religion	REL315116	3	15	✓
Working with Children	BHC215116	2	15	✓
You, Your Family and the Community	BHY105116	1	5	✓

New Course Accreditation

New courses are accredited by TASC in accordance with the Senior Secondary Accreditation Framework, approved by the former Minister under section 24F of the *Office of Tasmanian Assessment, Standards and Certification Act 2003*.

Policy development to support course development is ongoing, with TASC releasing policies on: Everyday Adult Standards; Criteria, Criterion Elements and Standards; and Work Requirements in the first half of 2021.

TASC is working closely with the Department of Education to progress and consider for accreditation new and innovative courses for delivery in schools. Further courses will continue to be developed each year until a full suite of contemporary courses are available to equip Year 11 and 12 students with skills for life, work and future studies.

There are six proposed courses for accreditation ahead of their potential delivery in schools in 2022:

- Civics and Citizenship Level 1
- Science Level 1
- Engineering Design Level 2
- Learning Through the Workplace Level 2
- Transdisciplinary Science Level 2
- Enterprise at Work Level 2.

To support the course development process TASC developed a 'Health Check' to undertake an initial analysis on all proposed new courses. TASC conducted Health Checks on the six proposed courses for 2022 in June 2021.

An additional 31 courses are proposed for consideration by TASC during 2021-2022 for potential delivery in schools in 2023.



Upholding Quality and Standards



TASC is responsible for ensuring that national and state standards for senior secondary education are monitored and met. TASC continues to refine and adjust its quality assurance model of audits, quality assurance meetings, and regional workshops to support schools and colleges in their continuous improvement of course delivery and assessment.

Quality Assurance Meetings

In 2020-21 quality assurance meetings covering 11 TASC accredited courses were held across Tasmania with teachers from 55 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 engage in professional conversations and share best practice in the delivery and assessment of courses.

Audits

TASC uses quality assurance audits to monitor a range of TASC accredited courses and school-based policies and procedures relating to meeting TASC's requirements for registration, delivery and assessment of its accredited courses. TASC has made increasing use of desktop audits, moving away from onsite audits as a result of COVID-19. A total of 48 schools were involved in selected desktop audits of TASC-accredited senior secondary courses in 2020-21. The audits focused on school's plans for the delivery and assessment of the following courses:

Table 14: 2020-21 Desktop Audits of TASC Accredited Courses

COURSES	CODE	LEVEL
Essential Skills - Maths	MTN210114	Level 2
Essential Skills - Reading and Writing	ERW210114	Level 2
Essential Skills - Using Computers and the Internet	ESC205114	Level 2
General Mathematics - Foundation	MTG215114	Level 2
Project Implementation	PRJ205118	Level 2
Student Directed Inquiry	SDI315117	Level 3
Work Readiness	WRK215117	Level 2
Working with Children	BHC215116	Level 2



In addition to audits of specific courses, TASC also undertook audits of 24 schools and colleges against the following specific provider standards:

- Course providers will have policies and procedures to ensure that any disputes regarding internal assessments are resolved prior to final reporting to TASC (*Standard 6*).
- Course providers will have policies and procedures to ensure that any disputes regarding a school's refusal to endorse the academic integrity of externally assessed folios are resolved (*Standard 8*).
- Course providers will undertake all quality assurance processes required by the Office of TASC (*Standard 9*).
- Course providers will ensure that their registered scope of courses and associated enrolments are accurate and up to date, that they have policies and procedures regarding student movement between courses, and that final reporting to TASC occurs by due dates (*Standard 10*).

A new Desktop Audit Report format was introduced with audited school's providing positive feedback (4.5 out of 5 stars) on the usefulness and clarity of the new report.

Regional Quality Assurance Workshops

These workshops held in March provide opportunities for schools new to the senior secondary curriculum to work with TASC Officers and more experienced course providers in a guided, self-evaluation of their plans for course delivery and assessment. All schools and colleges participating in the workshops create continuous improvement plans that celebrate achievement and guide future improvements. These plans are also lodged with TASC and used as a point of reference in quality assurance processes.

Exam Centre Integrity

TASC staff undertook on-site spot checks to ensure Exam Centre integrity as part of the delivery of exam papers to Exam Centres prior to students undertaking the 2020 end of year assessments.

Introduction to TASC Professional Learning

TASC and the Years 11 and 12 Extension Project Team facilitated two 'Introduction to TASC' regional professional learning (PL) sessions for teachers new to the senior secondary sector. The sessions covered ongoing support for teachers and understanding best practice in meeting TASC requirements in planning, teaching and assessing TASC accredited courses. The sessions also explained TASC's external assessment and quality assurance mechanisms and processes.

Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) Audits

As the designated State Authority of the Commonwealth Department of Education, Skills and Employment, TASC undertakes various duties and responsibilities associated with overseas students undertaking studies in Tasmania. In 2020-21, six CRICOS registered schools are undergoing audits prior to renewal of their registration.

Supporting Provider Standards: Take the Stand

TASC commenced *Take the Stand: Actioning the Standards for Providers of TASC Courses* at the start of 2021 as a year-long focus on the 10 Standards for Providers, what they mean in practice and how they benefit students, teachers, schools and the Tasmanian education system.

The Standards for Providers are the ongoing requirements to ensure consistency and comparability of courses and results, fairness and equity for students, and that the qualifications issued are valid and reliable.

The targeted campaign aims to increase understanding and provide supports to enable schools to comply with the standards. TASC is providing information about the standards progressively, in small segments that specifically relate to school activities (including planning, enrolment, attendance, recordkeeping, internal moderation and internal assessment reporting). We are also providing new resources, examples and other documents that schools can adapt or adopt to help them fulfil the standards.

About TASC

Our role and focus

TASC was established in 2015 to better prepare young Tasmanians as a job-ready generation by revitalising the management of senior secondary assessment, standards and qualifications in Tasmania.

Our focus:

- Tasmanians can, throughout their life, obtain and be recognised for a wide range of qualifications
- extension schools and schools in the non-Government sector that increasingly deliver senior secondary TASC accredited courses are supported in delivering Years 11 and 12
- the relevant standards for senior secondary education, vocational education and training (VET) and higher education are monitored and met
- the links between senior secondary, VET and higher education are developed or improved.

Our role is to:

- accredit courses for senior secondary education in Tasmania
- issue certificates and qualifications, and ensure that these meet approved standards
- provide advice to the Minister for Education and Training on matters relating to senior secondary qualifications
- guide strategic planning for senior secondary qualifications management
- conduct and quality assure assessment of TASC accredited senior secondary courses
- accredit education programs for overseas students and register providers of such programs
- collect, record and distribute individual student information relating to senior secondary education, vocational education, higher education and other education.

How we work with stakeholders

TASC works closely with our stakeholders and all of Tasmania's school and education and training sectors to understand their views and how we can work together to achieve the best outcomes for young people. This includes our:

- **Ministerial Advisory Committee:** Established to provide advice to the Minister for 2020-21 monitoring the implementation of TASC's work plan.
- **Framework Advisory Council:** Advises the Minister and TASC on the development, review and implementation of the Senior Secondary Accreditation Framework.
- **Principals' Reference Group:** Provides feedback to the Executive Officer on risks and opportunities regarding TASC processes, communications and other services.
- **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.
- **Accreditation Advisory Group:** Provides advice to the Executive Officer on the accreditation of senior secondary courses.
- **External Assessment Advisory Panel:** Provides advice to the Executive Officer regarding TASC external assessment.
- **Reasonable Adjustments Advisory Panel:** Provides expert advice to the Executive Office on specific Reasonable Adjustments applications as required to ensure an equitable outcome is achieved for Tasmanian students.
- **Conduct Review Committee:** Provides advice on potential breaches of the external assessment rules.
- **Scaling Committee:** Reviews and verifies that the scores for each individual course are appropriate before scores are finalised.

TASC meets regularly with the Australian Education Union (AEU) and the Tasmanian Association of State School Associations (TASSO) to identify and promptly respond to relevant issues or concerns as they arise, and also meets with other stakeholders as required.

Our staff



A total of 737 individuals were employed as sessional staff to support the delivery of the 2020 external assessment program (including some people who were employed for multiple roles). The short-term assessment roles included setting, critiquing, supervising and marking external assessments.

In 2020, sessional staff included:

- 45 Setting Examiners and 85 Exam Critics employed to develop written exams.
- 35 Supervisor Coordinators and 254 Exam Supervisors employed to administer the exams at endorsed exam centres.

- 63 Marking Coordinators employed to lead marking teams.
- 735 Markers employed to mark external assessments.
- 32 casual staff employed to process exam papers for marking (decollation and re-collation), data entry of results, and posting results and certificates.

There were 20 TASC staff (headcount).

Table 15: Permanent and Fixed Term Employees within TASC as at 30 June 2021

Employment Status	Paid FTE	Headcount
Permanent - full-time	15.00	15
Permanent - part-time	0.60	1
Total permanent	15.60	16
Fixed term - full-time	2.00	2
Fixed term - part-time	1.60	2
Total fixed term	3.60	4
Total	19.20	20

2020-21 Ministerial Direction

The *2020-21 Ministerial Direction*, providing policy expectations for TASC in exercising its powers and functions under the Act, was signed by the Minister for Education and Training on 1 July 2020.

The policy expectations applied for the period 1 July 2020 to 31 March 2021 and included:

- delivery of an adjusted approach for the 2020 TCE
- reporting on the delivery of the assessment program for 2020
- advice to the Minister on matters relating to qualifications and certification.

TASC's work planning process responding to the Direction commenced in July identifying more than 18 high risks, including four at risk work streams:

- Setting Exams
- COVID-19 Scenario and Contingency Planning
- Stakeholder Engagement and Communications
- Data Collection and Reporting.

At the end of the March reporting period, all 14 work streams for 2020 assessment and certification were complete.

Mitigation measures and additional resources were used to mitigate and successfully manage these risks in a year like no other. Throughout the times of challenge there was also opportunity, with the work plan further strengthening planning processes within TASC.

Ministerial Direction - Statement of Policy Expectations 2020 - 2021

Ministerial Direction

Statement of Policy Expectations 2020-21 – Office of Tasmanian Assessment, Standards and Certification

July 2020

I, Jeremy Rockliff, as Minister for Education and Training, issue the following Ministerial Direction – Statement of Policy Expectations 2020-21 – Office of Tasmanian Assessment, Standards and Certification in accordance with section 13 of the *Office of Tasmanian Assessment Standards and Certification Act 2003* (the Act).



Hon Jeremy Rockliff MP

Minister for Education and Training

Date: 1-7-20

Ministerial Direction: Statement of Policy Expectations 2020-21 – Office of Tasmanian Assessment, Standards and Certification

The purpose of this Statement is to provide policy expectations for the Office of Tasmanian Assessment, Standards and Certification (TASC) in exercising its powers and functions under the Act.

Tasmanian students have been impacted by disruptions to their learning as a result of the COVID-19 pandemic. There is particular concern regarding the impact of this disruption on Years 11 and 12 students. The Minister and TASC are focussed on ensuring that no Tasmanian student is further disadvantaged as a result of the impact of COVID-19, and that student wellbeing is at the forefront in any decision making processes.

These policy expectations apply for the period 1 July 2020 to 31 March 2021 and include:

- delivery of an adjusted approach for the 2020 Tasmanian Certificate of Education (TCE)
- reporting to the Minister on the delivery of the assessment program for 2020
- advice to the Minister on matters relating to qualifications and certification.

This Statement of Expectations is to be published as soon as practicable on TASC's website and in TASC's Annual Report in accordance with section 13(3) of the Act.

Policy Expectation 1: Delivery of an adjusted approach for the 2020 TCE

In recognition of the impact of COVID-19 on student learning, TASC has made a number of adjustments to its accredited courses. This has included adjustments to the course considerations for 2020 only, to ensure effective continuity of learning while maintaining the integrity of course requirements.

Adjustments have also been made to external assessments for Level 3 and Level 4 courses, in line with the adjusted course considerations and in consultation with TASC's External Assessment Specifications Advisory Panel. The adjustments to external assessments have been reviewed for overall consistency and equity by a cross-sector Working Group. These adjustments fall into four categories:

- Adjustments to reflect 2020 adjustments to course considerations
- Adjustments to written exams to streamline content
- Adjustments to some folio due dates
- Adjustments to externally assessed performances.

TASC is to align its work program to ensure the adjusted external assessments are delivered in 2020, and that the final results for the TCE reflect these adjustments.

TASC is also required to ensure that the risks associated with students not completing their Vocational Education and Training (VET) qualification are addressed through a range of adjustments, including:

- recognition of formal qualifications (such as Department of Education certified short qualifications), and
- adjusting the way VET contributes to the TCE, to ensure no learner is disadvantaged by not completing a VET qualification.

TASC is to ensure that scenario planning continues to make sure that any further disruptions to student learning as a result of COVID-19 are taken into account in course considerations and any necessary further adjustments to external assessments and adjustments to recognition of VET in the TCE.

This scenario planning is to include consideration of the use of Common Assessment Tasks.

TASC is to develop a detailed work plan setting out the processes by which it will ensure delivery of its key functions as set out in the Act, including:

- accreditation of courses
- collecting, recording and distributing data to the Secretary of the Department of Education, Catholic Education Tasmania and Independent Schools Tasmania
- delivery of the adjusted external assessments for 2020.

The work plan is to include:

- key deliverables or outputs
- key dates by which outputs will be delivered
- a timeline, schedule, or Gantt chart which maps how outputs will be delivered, including interdependencies
- articulation of roles and responsibilities
- identification of risks and appropriate risk mitigation strategies
- a comprehensive stakeholder engagement and communication strategy
- provision for regular progress reports to the Minister.

The work plan is to be completed and submitted to the Minister for Education and Training no later than four (4) weeks after this Statement of Expectations has been issued.

Policy Expectation 2: Reporting to the Minister on the Statement of Expectations

TASC is to provide the Minister with regular reports on the progress of the implementation of the work plan, an outline of stakeholder engagement undertaken since the last report, changes or updates to risks including emergent risks or changes to existing assessments, and any emerging issues which may impact on its ability to deliver the plan in 2020. Each report is to include an update on progress towards delivering key outputs and detail processes in place to deal with any emerging issues or risks.

Progress reports are to be provided to the Minister on or before the following dates for the term of this direction: 31 August 2020; 30 September 2020; 31 October 2020; 30 November 2020; 31 December 2020; 31 January 2021; 28 February 2021 and 31 March 2021.

Policy Expectation 3: Advice to the Minister on matters relating to qualifications and certification

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

The Minister may request TASC to provide him with advice on any other matters arising in the exercise of TASC's powers and functions under the Act, including but not limited to the impact of the COVID-19 pandemic on the delivery of the adjusted assessment program for 2020.

20-21

FINANCIAL STATEMENTS



OFFICE OF TASMANIAN
ASSESSMENT, STANDARDS
& CERTIFICATION

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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 2020 to 30 June 2021 and the financial position as at 30 June 2021.

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.



Wendy Spencer

Executive Officer
Office of Tasmanian
Assessment,
Standards & Certification

Date: 12 August 2021

STATEMENT OF COMPREHENSIVE INCOME FOR THE YEAR ENDED 30 JUNE 2021

	Notes	2021 Budget \$	2021 Actual \$	2020 Actual \$
Continuing operations				
Revenue and other income from transactions				
Revenue from Government	1.1	4,167,133	4,491,140	4,569,755
Sales of goods and services	1.2	95,000	103,396	103,572
Contributions received	1.3	...	173,063	2,892,213
Total revenue and other income from transactions		4,262,133	4,767,599	7,565,540
Expenses from transactions				
Employee benefits	2.1	3,035,583	3,483,035	3,646,590
Depreciation and amortisation	2.2	120,000	449,131	956,272
Supplies and consumables	2.3	1,011,550	894,987	775,205
Finance Costs	2.4	...	2,234	3,218
Other expenses	2.5	...	14,186	15,457
Total expenses from transactions		4,167,133	4,843,572	5,396,742
Net result from transactions (net operating balance)		95,000	(75,973)	2,168,798
Comprehensive result		95,000	(75,973)	2,168,798

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

STATEMENT OF FINANCIAL POSITION AS AT 30 JUNE 2021

	Notes	2021 Budget \$	2021 Actual \$	2020 Actual \$
Assets				
Financial assets				
Cash and deposits	6.1	94,000	168,839	66,641
Receivables	3.1	4,000	3,550	6,668
Other Assets	3.2	32,000	11,154	10,231
Non-financial assets				
Property, plant and equipment	3.3	...	263	880
Intangibles	3.4	2,370,000	2,204,524	2,370,419
Right of use assets	3.5	135,000	134,468	244,023
Total assets		2,635,000	2,522,798	2,698,862
Liabilities				
Cash and deposits	4.1	22,000	13,931	12,218
Receivables	4.2	350,000	408,839	401,244
Other Assets	4.3	135,000	136,041	245,441
Total liabilities		507,000	558,811	658,903
Net assets		2,128,000	1,963,987	2,039,959
Equity				
Accumulated funds		2,128,000	1,963,987	2,039,959
Total equity		2,128,000	1,963,987	2,039,959

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

STATEMENT OF CASH FLOWS FOR THE YEAR ENDED 30 JUNE 2021

	Notes	2021 Budget \$	2021 Actual \$	2020 Actual \$
Cash flows from operating activities				
Cash inflows				
Cash and deposits	1.1	4,167,133	4,491,140	4,569,755
Receivables		95,000	104,496	101,972
Total cash inflows		4,262,133	4,595,636	4,671,727
Cash outflows				
Employee benefits		(3,035,583)	(3,475,439)	(3,572,511)
Interest Payment	2.4	...	(2,234)	(3,218)
Supplies and consumables		(1,011,550)	(892,180)	(796,180)
Other cash payments	2.4	...	(14,186)	(15,457)
Total cash outflows		(4,047,133)	(4,384,039)	(4,387,366)
Net cash from/(used by) operating activities	6.2	215,000	211,597	284,361
Cash flows from investing activities				
Cash outflows				
Payments for acquisition on non-financial assets		(324,305)
Total cash flows		(324,305)
Net cash from/(used by) investing activities		(324,305)
Cash flows from Financing activities				
Cash outflows				
Repayment of Lease liabilities (excluding interest)		(135,000)	(109,400)	(108,137)
Total cash outflows		(135,000)	(109,400)	(108,137)
Net cash from/(used by) financing activities		(135,000)	(109,400)	(108,137)
Net increase/(decrease) in cash held		80,000	102,198	(148,081)
Cash and deposits at the beginning of the reporting period		...	66,641	214,722
Cash and deposits at the end of the reporting period	6.1	80,000	168,839	66,641

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

STATEMENT OF CHANGES IN EQUITY FOR THE YEAR ENDED 30 JUNE 2021

	Accumulated Funds \$	Total Equity \$
Balance as at 1 July 2020		
Total comprehensive result	(75,973)	(75,973)
Balance as at 30 June 2021	1,963,987	1,963,987
	Accumulated Funds Actual \$	Total Equity Actual \$
Balance as at 1 July 2019	(128,839)	(128,839)
Total comprehensive result	2,168,798	2,168,798
Balance as at 30 June 2020	2,039,959	2,039,959

This Statement of Changes in Equity 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 2021

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.

	2021 Budget \$	2021 Actual \$	2020 Actual \$
Continuing operations			
Appropriation revenue – recurrent			
Current year	4,167,133	4,491,140	4,569,755
Total	4,167,133	4,491,140	4,569,755

1.2 Sales of goods and services

In 2020-21, revenue from sales of goods are recognised when TASC satisfies a performance obligation by transferring the goods to the customer.

Revenue from the provision of services is recognised in proportion to the stage of completion of the transaction at the reporting date. The stage of completion is assessed by reference to surveys of work performed.

	2021 \$	2020 \$
Overseas student fees	48,067	67,465
Test kits	10,082	10,870
Certificates	21,181	17,000
Other sales of goods and services	24,066	8,237
Total	103,396	103,572

1.3 Contributions received

Contributions of assets at no cost of acquisition or for nominal consideration are recognised at their fair value when TASC obtains control of the asset, it is probable that future economic benefits comprising the contribution will flow to TASC and the amount can be measured reliably. However, where the contribution received is from another government department as a consequence of restructuring

of administrative arrangements, they are recognised as contributions by owners directly within equity. In these circumstances, book values from the transferor department have been used.

In both 2019-20 and 2020-21 TASC has recognised an inflow of resources in the form of intangible assets where the fair value of those assets can be measured reliably, and the assets would have been developed if they had not been donated by the Department of Education.

	2021 Actual \$	2020 Actual \$
Fair value of assets assumed at no cost or for nominal consideration*	173,063	2,892,213
Total	173,063	2,892,213

* In 2019-20 TASC received \$2.9 million of contributions from the Department of Education for the TASC Registration, Assessment and Certification System (TRACS) development.

In 2020-21 TASC received \$0.17 million of contributions from the Department for TRACS development due to changing business requirements since the asset was acquired.

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.

	2021 Actual \$	2020 Actual \$
Wages and salaries	2,963,014	3,099,119
Annual leave	87,598	95,249
Long service leave	23,184	42,670
Sick leave	58,543	53,567
Superannuation - defined contribution scheme	345,580	335,044
Superannuation - defined benefit scheme	5,116	20,941
Total	3,483,035	3,646,590

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 (2020: 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 (2020: 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 (2020: 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 2020-21 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		
	Salary	Other Benefits	Superannuation	Other Benefits and Long Service Leave	Total
	\$	\$	\$	\$	\$
2021					
<i>Key management personnel</i>					
Wendy Spencer, Executive Officer (commencing 17 August 2020)	149,530	26,998	14,215	2,913	193,655
Katrina Beams, Executive Officer (up to 14 August 2020)	23,086	...	2,990	8,301	34,377
Total Remuneration for Key Management Personnel	172,616	26,998	17,204	11,214	228,032
2020					
<i>Key management personnel</i>					
Katrina Beams, Executive Officer	161,823	1,763	20,941	5,598	190,124
Total Remuneration for Key Management Personnel	161,823	1,763	20,941	5,598	190,124

(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
- Right of use of assets 2 - 35 years

All intangible assets having a limited useful life are systematically amortised over their useful lives reflecting the pattern in which the asset's future economic benefits are expected to be consumed by TASC.

Intangible assets are amortised over 10 years.

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 2021 (CONTINUED)

(a) Depreciation

	2021 Actual \$	2020 Actual \$
Plant and equipment	618	618
Right of use assets	109,555	109,555
Total	110,173	110,173

(b) Amortisation

	2021 Actual \$	2020 Actual \$
Intangible assets*	338,958	846,099
Total	338,958	846,099
Total Depreciation and Amortisation	449,131	956,272

* TRACS useful life was revised in 2020-21 from 4 years to 10 years following further analysis of the period for which the asset is likely to remain operational.

2.3 Supplies and consumables

	2021 Actual \$	2020 Actual \$
Consultants	10,519	21,618
Rent	10,655	7,287
Property services	29,323	32,102
Maintenance	1,873	702
Communications	30,620	42,117
Information technology*	359,064	96,846
Travel and transport	95,547	165,351
Materials and supplies	60,552	74,343
Postage and freight	57,574	58,098
Printing and document reproduction	137,522	137,221
Conferences, seminars and meetings	6,542	41,173
Corporate overhead costs	72,062	71,154
Other supplies and consumables	23,135	27,193
Total	894,987	775,205

*The 2020-21 information technology expenses relate to maintenance and support services provided for TRACS, information technology expenses were lower in 2019-20 as development costs relating to TRACS were capitalised.

2.4 Finance Costs

All finance costs are expensed as incurred using the effective interest method.

Finance costs include:

- Lease charges

	2021 Actual \$	2020 Actual \$
Interest expense		
Interest on lease liabilities	2,234	3,218
Total	2,234	3,218

2.5 Other expenses

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

	2021 Actual \$	2020 Actual \$
Workers' compensation premiums	14,186	15,457
Total	14,186	15,457

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 expected credit losses, however, due to the short settlement period, receivables are not discounted back to their present value.

	2021 Actual \$	2020 Actual \$
Receivables	1,125	2,225
Goods and Services Tax Receivable	2,425	4,443
Total	3,550	6,668
Settled within 12 months	3,550	6,668
Total	3,550	6,668

3.2 Other Assets

TASC recognises other assets such as prepayments of expenditure.

Other Current Assets	2021 Actual \$	2020 Actual \$
Prepayments	11,154	10,231
Total	11,154	10,231
Recovered within 12 months	11,154	10,231
Total	11,154	10,231

3.3 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

Plant and equipment	2021 Actual \$	2020 Actual \$
Plant and equipment		
At cost	2,470	2,470
Less: Accumulated depreciation	(2,207)	(1,590)
Total property, plant, equipment assets	263	880

(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.

Plant and equipment	2021 Actual \$	2020 Actual \$
Carrying amount at start of year	880	1,498
Additions
Depreciation expense	(618)	(618)
Total	263	880

3.4 Intangibles

An intangible asset is recognised where:

- it is probable that an expected future benefit attributable to the asset will flow to the TASC; and
- the cost of the asset can be reliably measured.

Intangible assets held by TASC are valued at fair value less any subsequent accumulated amortisation and any subsequent impairment losses where an active market exists. Where no active market exists, intangibles are valued at cost less any accumulated amortisation and any accumulated impairment losses.

All intangible assets are recorded at cost and amortised over 4 years.

(a) Carrying amount

Intangibles with a finite useful life	2021 Actual \$	2020 Actual \$
Software at cost ¹	3,389,581	3,216,518
Less: Accumulated amortisation	(1,185,057)	(846,099)
Total	2,204,524	2,370,419

¹ Cost of developing TRACS

(b) Reconciliation of movements

Reconciliations of the carrying amounts for intangibles 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 amortisation and accumulated impairment losses.

Intangibles with a finite useful life	2021 Actual \$	2020 Actual \$
Carrying value at 1 July	2,370,419	...
Additions	173,063	3,216,518
Amortisation	(338,958)	(846,099)
Carrying value at 30 June	2,204,524	2,370,419

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 2021 (CONTINUED)

3.5 Right of use assets

TASC recognises a right-of-use asset, where it has control of the underlying asset over the lease term as per AASB 16 Leases. A right-of-use asset is measured at the present value of initial lease liability, adjusted by any lease payments made at or before the commencement date and lease incentives, any initial direct costs incurred, and estimated costs of dismantling and removing the asset or restoring the site.

TASC has elected not to recognise right-of-use assets and lease liabilities arising from short-term leases, rental arrangements for which Finance-General has substantive substitution rights over the assets and leases for which the underlying asset is of low-value. Substantive substitution rights relate primarily to office accommodation. An asset is considered low-value when it is expected to cost less than \$10,000.

Right-of-use assets are depreciated over the shorter of the assets useful life and the term of the lease. Where TASC obtains ownership of the underlying leased asset or if the cost of the right-of-use asset reflects that TASC will exercise a purchase option, TASC depreciates the right-of-use asset over its useful life.

The TASC property lease reflected below is due to expire in 2022. It is expected that a new lease will be commenced at this time, and future statements will reflect the timeframe of any new agreement.

Property Leases	2021 Actual \$	2020 Actual \$
Carrying value at 1 July	244,023	353,578
Depreciation and amortisation	(109,555)	(109,555)
Carrying value at 30 June	134,468	244,023

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.

Payables	2021 Actual \$	2020 Actual \$
Accrued Expenses	13,931	12,218
Carrying value at 30 June	13,931	12,218
Settled within 12 months	13,931	12,218
Total	13,931	12,218

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.

Employee benefits	2021 \$	2020 \$
Accrued salaries	35,311	29,206
Annual leave	149,989	142,665
Long service leave	223,539	229,373
Total	408,839	401,244
Current	211,119	195,538
Non-current	197,720	205,706
Total	408,839	401,244

4.3 Lease Liabilities

A lease liability is measured at the present value of the lease payments that are not paid at that date. The discount rate used to calculate the present value of the lease liability is the rate implicit in the lease. Where the implicit rate is not known and cannot be determined the Tascorp indicative lending rate including the relevant administration margin is used.

TASC has elected not to recognise right-of-use assets and lease liabilities arising from short-term leases, rental arrangements for which Finance-General has substantive substitution rights over the assets and leases for which the underlying asset is of low-value. Substantive substitution rights relate primarily to office accommodation. An asset is considered low-value when it is expected to cost less than \$1,000.

TASC has entered into the following leasing arrangements:

Class of right of use asset	Details of leasing arrangements	
Property Leases	Land and buildings leased up to 50 years	
	2021	2020
	Actual	Actual
	\$	\$
Carrying value at 1 July	245,441	353,578
Lease Payment	(111,633)	(111,355)
Interest on lease liabilities included in note 2.4	2,234	3,218
Net expenses from leasing activities	(109,400)	(108,137)
Carrying value at 30 June	136,041	245,441

Maturity analysis for financial liabilities

The following tables detail the undiscounted cash flows payable by TASC by remaining contractual maturity for its financial liabilities. It should be noted that as these are undiscounted, totals may not reconcile to the carrying amounts presented in the Statement of Financial Position:

	1 year	Undiscounted total	Carrying Amount
	\$	\$	\$
2021			
Financial liabilities			
Payables	13,931	13,931	13,931
Lease liabilities	136,041	136,041	136,041
Total	149,972	149,972	149,972

	1 year	2 years	Undiscounted total	Carrying Amount
	\$	\$	\$	\$
2020				
Financial liabilities				
Payables	12,218	...	12,218	12,218
Lease liabilities	...	245,441	245,441	245,441
Total	12,218	245,441	257,659	257,659

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 2021 (CONTINUED)

4.4 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.

(iii) 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

Leases are recognised as right of use assets and lease liabilities in the Statement of Financial Position, excluding short term leases and leases for which the underlying asset is of low value, which are recognised as an expense in the Statement of Comprehensive Income.

Operating commitments are short term equipment and vehicle agreements TASC has entered into which do not meet the reporting requirements of AASB 16 Leases and are excluded from the Right of Use Asset and Lease Liability calculations.

5.1 Schedule of Commitments

	2021 Actual \$	2020 Actual \$
By type		
Commitments		
Operating Commitments ¹	16,374	7,362
Total Operating Commitments	16,374	7,362
By maturity		
Operating Commitments	8,267	848
One year or less	8,107	6,514
From one to five years	16,374	7,362
Total	16,374	7,362

Commitments are GST inclusive where material.

¹ The increase in Operating leases is due to the commencement of a new copier lease, and the addition of a vehicle for the acting Executive Officer.

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:

	2021 Actual \$	2020 Actual \$
Cash held	168,839	66,641
Total cash and deposits	168,839	66,641

6.2 Reconciliation of Net Result to Net Cash from Operating Activities

	2021 Actual \$	2020 Actual \$
Net Result	(75,973)	2,168,799
Depreciation	449,131	956,272
Contributions Received	(173,063)	(2,892,213)
Decrease/(increase) in Receivables	3,117	(3,768)
Decrease/(increase) in Prepayments	(924)	(10,231)
Increase/(decrease) in Payables	1,713	(8,576)
Increase/(decrease) in Employee Benefits	7,596	74,079
Net cash from operating activities	211,597	284,361

6.3 Reconciliation of Liabilities arising from Financial Activities

Liabilities arising from financing activities are liabilities for which cash flows were, or future cash flows will be, classified in the Statement of Cash Flows as cash flows from financing activities.

	Lease Liabilities
2021	\$
Balance as at 1 July 2020	245,441
Changes from financing cashflows	
Interest expense	2,234
Lease payments	(111,633)
Balance as at 30 June 2021	136,041
	Lease Liabilities
2020	\$
Balance as at 1 July 2019	353,578
Changes from financing cashflows	
Interest expense	3,218
Lease payments	(111,355)
Balance as at 30 June 2021	245,441

Note 7: Financial Instruments

7.1 Risk Exposures

(a) Risk management policies

TASC has minimal exposure to the following risks from its use of financial instruments:

- credit risk;
- liquidity risk; and
- market risk.

The Head of Agency has overall responsibility for the establishment and oversight of the Department of Education's risk management framework, within which TASC's funds are held. Risk management policies are established to identify and analyse risks; to set appropriate risk limits and controls; and to monitor risks and adherence to limits.

(b) Credit risk exposures

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

(c) Liquidity risk

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

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

(d) Market risk

Market risk is the risk that the fair value of future cash flows of a financial instrument will fluctuate because of changes in market prices. The primary market risk is interest rate risk. TASC does not have interest bearing financial instruments.

7.2 Categories of Financial Assets and Liabilities

	2021	2020
	\$	\$
Financial assets		
Amortised cost (Cash & Cash equivalents)	168,839	66,641
Amortised cost (Receivables)	3,550	6,668
Total	172,390	73,309
Financial liabilities		
Financial liabilities measured at amortised cost (Payables)	13,931	12,218
Financial liabilities recognised (lease liabilities)	136,041	245,441
Total	149,972	257,659

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. TASC lease liabilities are measured at the present value of the lease payments not paid at that date.

7.3 Reclassifications of Financial Assets

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

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 2021 (CONTINUED)

Note 8: Explanations of Material Variances between Budget and Actual Outcomes

Budget information refers to original estimates as disclosed in the 2020-21 Budget Papers against Output 01004 Statutory Offices and is not subject to audit.

Variances are considered material where the variance exceeds the greater of 10 per cent of Budget estimate and \$10,000.

8.1 Statement of Comprehensive Income

	Notes	2021 Budget \$	2021 Actual \$	Variance \$	Variance %
Contributions Received	(a)	...	173,063	173,063	100
Employee benefits	(b)	3,035,583	3,483,035	447,452	15
Depreciation and amortisation	(c)	120,000	449,131	329,131	274
Supplies and consumables	(d)	1,011,550	894,987	(116,563)	(12)

Notes to Statement of Comprehensive Income Variances

- (a) The variance in contributions received relates to the Department of Education spend on improvements made to TASC Reporting, Assessment and Certification System (TRACS) due to changing business requirements.
- (b) The variance in employee benefits primarily relates to sessional staff salaries greater than budgeted.
- (c) The budget for depreciation and amortisation excludes depreciation for TRACS and will be rectified in the 2021-22 budget.
- (d) The variance in supplies and consumables is predominately driven by a higher budget for consultants, catering and travel and transport expenses.

8.2 Statement of Financial Position

The Output (01004) which includes TASC has historically not included a Statement of Financial Position budget. 2020-21 is the first-time budget estimates are recorded against a Statement of Financial Position for TASC.

The following variance analysis therefore includes major movements between the 30 June 2020 and 30 June 2021 actual balances.

	Notes	2021 Budget \$	2021 Actual \$	2020 Actual \$	Budget Variance \$	Actual Variance \$
Cash and deposits	(a)	94,000	168,839	66,641	74,839	102,198
Other Assets	(b)	32,000	11,154	10,231	(20,846)	924
Employee Entitlements	(c)	350,000	408,839	401,244	58,839	7,596

Notes to Statement of Financial Position Variances

- (a) The variance in cash and deposits mainly relates to increased retained revenue sourced from overseas students, test kits, certificates and other sales of goods and services.
- (b) The variance in other assets lower is due to lower than estimated prepayments.

- (c) The increase in employee entitlements is the combined impact of increased accrued salaries, annual and long service leave to budgets.

8.3 Statement of Cash Flows

	Notes	2021 Budget \$	2021 Actual \$	Variance \$	Variance %
Employee benefits	(a)	(3,035,583)	(3,475,439)	(439,856)	14
Supplies and consumables	(b)	(1,011,550)	(892,180)	119,370	(12)
Repayment of leases liabilities (excluding interest)	(c)	135,000	109,400	25,600	(19)

Notes to Statement of Cash Flows Variances

- (a) The variance in employee benefits primarily relates to sessional staff salaries actuals greater than budgeted.
- (b) The variance in supplies and consumables is predominately driven by a higher budget for consultants, catering and travel and transport expenses.
- (c) The variance in the lease liabilities is the present value of the Murray Street lease liability.

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 2021 (CONTINUED)

Note 9: Other Significant Accounting Policies and Judgements

9.1 Objectives and Funding

TASC is an independent statutory office responsible to the Tasmanian Minister for Education 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.

9.2 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 TASC on 22 September 2021.

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.

9.3 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.

9.4 Functional and Presentation Currency

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

9.5 Changes in Accounting Policies

(a) Impact of new and revised Accounting Standards

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

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

There are currently no applicable Standards that have been issued by the AASB and are yet to be applied.

9.6 Comparative Figures

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

9.7 Rounding

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

9.8 Taxation

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

9.9 Goods and Services Tax

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

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



Independent Auditor's Report

To the Members of Parliament

Office of Tasmanian Assessment, Standards & Certification

Report on the Audit of the Financial Report

Opinion

I have audited the financial report of the Office of Tasmanian Assessment, Standards & Certification (the Office), which comprises the statement of financial position as at 30 June 2021, 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) present fairly, in all material respects, the financial position of the Office as at 30 June 2021 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 (including Independence Standards)* (the Code) that are relevant to my audit of the financial report in Australia. I have also fulfilled my other ethical responsibilities in accordance with the Code.

The *Audit Act 2008* further promotes the independence of the Auditor-General. The Auditor-General is the auditor of all Tasmanian public sector entities and can only be removed by Parliament. The Auditor-General may conduct an audit in any way considered appropriate and is not subject to direction by any person about the way in which audit powers are to be exercised. The Auditor-General has for the purposes of conducting an audit, access to all documents and property and can report to Parliament matters which in the Auditor-General's opinion are significant.

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

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

Responsibilities of the Executive Officer for the Financial Report

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

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

Auditor's Responsibilities for the Audit of the Financial Report

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

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

- Identify and assess the risks of material misstatement of the financial report, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for my opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Office's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Executive Officer.
- Conclude on the appropriateness of the Executive Officer's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Office's ability to continue as a going concern. If I conclude that a material uncertainty exists, I am required to draw attention in my auditor's report to the related disclosures in the financial report or, if such disclosures are inadequate, to modify my opinion. My conclusion is based on the audit evidence obtained up to the

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

- Evaluate the overall presentation, structure and content of the financial report, including the disclosures, and whether the financial report represent 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.



Stephen Morrison
Assistant Auditor-General - Audit
Delegate of the Auditor-General
Tasmanian Audit Office

22 September 2021
Hobart



OFFICE OF TASMANIAN
ASSESSMENT, STANDARDS
& CERTIFICATION

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