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ANNUAL REPORT



OFFICE OF TASMANIAN
ASSESSMENT, STANDARDS
& CERTIFICATION

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Office of Tasmanian Assessment, Standards and Certification

GPO Box 333
HOBART TAS 7001

3 October 2022

Mr Tim Bullard
Secretary
Department for Education, Children and Young People
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 2021-22 Annual Report for the Office of Tasmanian Assessment, Standards and Certification (TASC).

The report details TASC's activities and functions in the period from 1 July 2021 to 30 June 2022, including independently audited financial statements for that period.

I want to particularly acknowledge the hard work, expert knowledge and adaptiveness of the TASC team. This includes our ongoing staff and the sessional staff employed for specific roles supporting external assessments. Thank you to you all for welcoming me to the Executive Officer role and your extraordinary commitment to Tasmanian students.

This Annual Report demonstrates the broad range of TASC's activities, including the active focus on course accreditation processes to ensure Tasmania's courses meet and maintain standards including their equivalency with national standards.

During 2021-22, TASC has collaboratively developed a revised Senior Secondary Accreditation Framework outlining a best-practice accreditation process and accredited 26 courses coming from the cross-sectoral *Years 9-12 Project*. We also renewed the accreditation of 106 existing courses following review.

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

Warm regards



Kristy Pereira
Executive Officer, TASC

Address from the Executive Officer: Building on solid foundations



Upon joining TASC in September 2021 (as Program Manager, Results and Certification), the vital role that TASC plays in senior secondary education in Tasmania was

immediately revealed. It also became apparent that the small team at TASC work determinedly to ensure that students are issued with fair and reliable results and qualifications within national timeframes.

The unique challenges of the last few years remained ever-present in 2021 and we continued to support learners with flexible and supportive measures. Following the announcement of the lockdown in October 2021, we worked with stakeholders to ensure that affected students, teachers, schools and relevant sessional staff were provided with support and advice. We rescheduled performance-based external assessments and reviewed the externally assessed folio schedule, extending due dates, where possible, to provide students and schools with additional time. Our planning and actions in 2021 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.

In 2022 we continue to be directed by our *Guiding Principles for Responding to COVID-19*. We have thoroughly planned for a safe, supportive and successful external assessment and resulting period.

In 2022 we have:

- ▶ introduced course considerations, where the impact of COVID impeded the ability of students to complete specific course content.
- ▶ reinstated the Preliminary Achievement (PA) Guarantee to support students to participate in their external assessments.
- ▶ waived the Safety Net Test waiting period to offer additional opportunities to meet the Everyday Adult Standards for the TCE following issuing of student results.
- ▶ provided individual support for students, on a case-by-case basis, such as reasonable adjustments, folio extensions, and additional flexibility for exhibition assessments.
- ▶ ensured requirements in place during the external assessments period provide COVID-safe arrangements for students and staff.

The 2021 external assessment and resulting period highlighted the fortitude and resilience of Tasmania's senior secondary learners, with almost 8 in 10 of Year 12 students achieving the Tasmanian Certificate of Education (TCE). Over 11 000 Tasmanian senior secondary students were issued with results in 2021, with more than 6000 of these students participating in one or more external assessments. The Tasmanian Certificate of Educational Achievement continues to grow with the individualised learning of 161 students being recognised through an information-rich certificate. I am pleased to report that there was a 39 per cent increase in the number of students issued with the TCEA between 2020 and 2021. Direct continuation of learners into senior secondary education and training also increased in 2021, reaching its highest level since this data has been tracked.

One of our most important functions is the role we play to ensure the validity, reliability and integrity of the qualifications we issue. The value of TASC-issued qualifications and the confidence the Tasmanian public can place in them is maintained and enhanced by our

connection with schools and our quality assurance practices. In 2021–22 we continued to develop self-evaluation tools and resources to support schools. I am most proud of the work we are doing in this area to support schools to objectively assess and manage their quality assurance practices and we continue to prioritise work in this space.

We continued our collaboration with the 9-12 Learning team in course accreditation and during the 12-month period we worked to accredit 26 new courses from the *Years 9-12 Project* and renew 106 existing courses. We also reviewed the *Senior Secondary Accreditation Framework* in consultation with the Framework Advisory Council. This framework sets out the standards and priorities for senior secondary courses. It aims to ensure courses are robust, consistent with national standards and meet the current and emerging needs of Tasmanian students.

In 2021–22 our work with the Cross-sector Data Working Group was a priority. We have worked intensively with stakeholders to understand the senior secondary education data needs of our community, to find new ways of supporting data literacy, and have reviewed a number of our data reports. The work in this space has been supported by our strong relationships with all sectors and Education Performance and Review.

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 Framework Advisory Council, the Principals' Reference Group, the Accreditation Advisory Group, the Cross-sector Data Working Group and TASC Liaison Officers who all provide invaluable feedback and advice leading to improved outcomes for students. In my first year as Executive Officer the support from these colleagues has been of particular importance.

I would also like to thank the TASC sessional staff (all 800+) who together with TASC staff ensure that our students receive their results each year and maintain the highest integrity and standards in the certification, delivery and assessment of senior secondary education for Tasmanian senior secondary students.

Throughout the year and especially at the end-of-year resulting peak, I am genuinely thankful for the dedication, professionalism and commitment of TASC staff to deliver outcomes. In 2021–22 the team have worked hard in embedding the values of Equity, Integrity, Learning and Connection while on a path of continuous improvement. I look forward to the year ahead and the opportunity to continue to develop and grow as an Office.

I would like to especially thank and acknowledge the previous Executive Officer, Wendy Spencer, whose legacy of valuing the feedback from our stakeholders and maintaining a student-centred approach remains core to our approach. A number of initiatives were enacted during Wendy's tenure and I would like to acknowledge some of the work achieved such as: the recognition of the Everyday Adult Standard – Use of Computers and the Internet Standard, the review of the Senior Secondary Accreditation Framework, the Cross-sector Data Working Group, Course Accreditation, the work to refine and articulate TASC policies, and undertake System improvements. Wendy also focused on developing the TASC workforce and highlighted the importance of forging strong relationships between schools and TASC. Wendy was passionate in leading TASC and I am personally grateful for the opportunity to continue and build on the work started during her 18 months.

Lastly, I welcome Minister Jaensch to the Education, Children and Youth portfolio and look forward to working with him to ensure that Tasmania's young people have exciting and innovative learning opportunities that encourage pathways into future work, study and training.



Kristy Pereira

Executive Officer,
Office of Tasmanian Assessment,
Standards and Certification



key achievements in 2021–22

TASC HAS:

Successfully delivered
SENIOR SECONDARY RESULTS

to more than

11 000
STUDENTS



WITH

3534

Year 12 students achieving
the Tasmanian Certificate
of Education



+ 161

students achieving the
Tasmanian Certificate of
Educational Achievement

Operated COVID-safe
EXTERNAL ASSESSMENTS



38 EXAM
CENTRES

6200
STUDENTS
assessed

MORE THAN

800
SESSIONAL
STAFF



883

students approved for
reasonable adjustments
to assessments

**Updated exam
paper cover pages**
with a focus on providing



**SIMPLE AND EXPLICIT
INSTRUCTIONS TO STUDENTS**



and making key
information about
completing the exam
easy to locate

**PUBLISHED A SERIES OF
'What we Heard' reports**



drawing on findings from
the TASC 2021 Student
Surveys and staff surveys

**TO CONTINUE
TO IMPROVE THE
RESOURCES AND
SUPPORTS AVAILABLE**



RESPONDED BY
*developing new resources,
including fact sheets and videos*



*Understanding Year 11–12
Ratings and Awards, Study
Tips, Managing Exam Stress
and University Entrance*

AND AN ENHANCED
PARENT INFORMATION
PORTAL AND NEW VET
HUB ON TASC WEBSITE



*Accredited five new and innovative
YEAR 11–12 COURSES
for implementation in 2022*

+21 COURSES
to be offered in 2023



*Continued the
TAKE THE STAND CAMPAIGN
providing information and supports
to schools on the*

**10 STANDARDS
FOR PROVIDERS**



*with continuous
improvement
responding to feedback*

FROM TEACHERS AND SCHOOL
STAFF PARTICIPATING IN QA
MEETINGS AND DESKTOP AUDITS



***Reviewed, and secured
Ministerial sign-off***

FOR A NEW
SENIOR SECONDARY
ACCREDITATION
FRAMEWORK



to apply to all courses in development



*Undertaken performance
improvements to the
**TRACS STUDENT
MANAGEMENT SYSTEM***

*resulting in increased
timeliness and refinement
of communication to
students and schools*



Implemented a whole team focus on

VALUES *to guide how
TASC works*

AS A TEAM AND WITH OUR STAKEHOLDERS



Accrediting Courses



**Revised Senior
Secondary Accreditation
Framework approved**



**26 courses from
the Years 9–12
Project accredited**



**106 existing
courses
re-accredited**

TASC is responsible for accrediting, and setting the standards for, senior secondary courses in Tasmania to ensure the quality and integrity of our certificates and qualifications.

SENIOR SECONDARY COURSES

Students can choose TASC accredited courses, Vocational Education and Training (VET), recognised formal learning or a combination of these to make up a program of study to achieve TASC qualifications and certificates.

Data about student participation and achievement in all TASC accredited courses in 2021 is available in Table 13. Our website provides course documents for all TASC accredited courses, including the course criteria, content and supporting documents such as previous exam papers.

For the 2022 school year, there were:

- ▶ a total of 127 senior secondary level courses are accredited by TASC
- ▶ more than 60 UTAS units formally recognised by TASC
- ▶ more than 100 other formal qualifications (recognised formal learning, not including VET) delivered by other providers.

COURSE ACCREDITATION PROCESSES

The *Senior Secondary Accreditation Framework* sets out the standards and priorities for senior secondary courses to ensure courses are robust, consistent with national standards and meet the current and emerging needs of Tasmanian students.

The Framework provides a vision, underpinning principles, priorities, the standards to be met for accreditation and the process for accreditation of courses.

A revised Framework was approved by the former Minister for Education in December 2021, following a review of the existing Framework and in consultation with the Framework Advisory Council and Department of Education's Years 9–12 Learning team.

NEW CONTEMPORARY AND EVOLUTION OF COURSES

We are working closely with the cross-sectoral *Years 9–12 Project* to progress and consider for accreditation new and innovative senior secondary courses for delivery in schools.

Further courses will continue to be developed each year until a full suite of contemporary courses are available, focused on equipping Year 11 and 12 students with skills for life, work and future studies.

**TABLE I: ACCREDITED IN 2021–22;
NEW CONTEMPORARY OR EVOLUTION OF PREVIOUS COURSE**

For 2022 delivery		For 2023 delivery	
Course name	Level	Course name	Level
<i>Civics and Citizenship</i> (CVC115122)	Level 1	<i>Arts</i> (ART115123)	Level 1
<i>Engineering Design</i> (EDN215122)	Level 2	<i>Biology</i> (BIO215123)	Level 2
<i>Enterprise at Work</i> (EPW215112)	Level 2	<i>Chinese</i> (CHN215123)	Level 2
<i>Science</i> (SCC115122)	Level 1	<i>Contemporary Music and Songwriting</i> (CMS215123)	Level 2
<i>Transdisciplinary Science</i> (TDS215122)	Level 2	<i>Digital Projects</i> (DGPI15123)	Level 1
		<i>Engineering Design</i> (EDN315123)	Level 3
		<i>English Inquiry</i> (ENT115123)	Level 1
		<i>English Inquiry</i> (ENT215123)	Level 2
		<i>Essential Mathematics – Personal</i> (MEP215123)	Level 2
		<i>Essential Mathematics – Workplace</i> (MEW215123)	Level 2
		<i>French</i> (FRN215123)	Level 2
		<i>General Mathematics</i> (MTG215123)	Level 2
		<i>General Mathematics</i> (MTG315123)	Level 3
		<i>German</i> (GRM215123)	Level 2
		<i>Italian</i> (ITN215123)	Level 2
		<i>Japanese</i> (JPN215123)	Level 2
		<i>Mathematics</i> (MAT115123)	Level 1
		<i>Numeracy</i> (NUM115123)	Level 1
		<i>Transdisciplinary Science</i> (TDS315123)	Level 3
		<i>Visual Art</i> (ART215123)	Level 2
		<i>Visual Art</i> (ART315123)	Level 3

RENEWING COURSE ACCREDITATION

110 TASC accredited courses had expiring accreditation on 31 December 2021. Of these, 106 courses were renewed for accreditation, 15 with minor amendments, for 2022 delivery.

Four courses were not renewed:

- ▶ Two courses were replaced by new courses released as part of the *Years 9–12 Project*.
- ▶ Two were not renewed or replaced due to consistently low enrolments.

Upholding quality and standards



**239 teachers
attended quality
assurance meetings**



**56 schools
involved in
desktop audits**



**Self-evaluation tools and
resources supporting
provider standards**

TASC is responsible for ensuring that national and state standards for senior secondary education are monitored and met. We continue to refine and adjust our quality assurance model of audits, quality assurance meetings, and regional workshops to ensure high-quality course delivery and assessment.

QUALITY ASSURANCE MEETINGS

Quality assurance meetings give us 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.

Compulsory meetings covering 11 TASC accredited courses were held across Tasmania with teachers from 239 Tasmanian Government, Catholic and independent schools attending.

AUDITS

We use quality assurance audits to monitor a range of TASC accredited courses and school-based policies and procedures relating to meeting requirements for registration, delivery and assessment of accredited courses.

A total of 56 schools were involved in selected desktop audits of TASC accredited senior secondary courses. The audits focused on school's plans for the delivery and assessment of the courses in the table below:

TABLE 2: 2021–22 DESKTOP AUDITS OF TASC ACCREDITED COURSES

Course name	Level
<i>Athlete Development</i> (ATH215118)	Level 2
<i>Essential Skills – Maths</i> (MTN210114)	Level 2
<i>Essential Skills – Reading and Writing</i> (ERW210114)	Level 2
<i>Essential Skills – Using Computers and the Internet</i> (ESC205114)	Level 2
<i>Project Implementation</i> (PRJ205118)	Level 2
<i>Student Directed Inquiry</i> (SDI315117)	Level 3
<i>Work Readiness</i> (WRK215117)	Level 2
<i>Working with Children</i> (BHC215116)	Level 2

A total of nine schools were involved in selected on-site focused audits of TASC accredited senior secondary courses. The audits focused on school's plans for the delivery and assessment of *Agricultural Systems* Level 3 and *Engineering and Design* Level 2.

In addition to audits of specific courses, we also provided schools and colleges with self-evaluation tools to monitor their obligations 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 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).

Course providers have been provided with an Assessment Documentation Self-evaluation Tool Kit related to Standard 1, Standard 2 and Standard 4.

PROFESSIONAL LEARNING AND QUALITY ASSURANCE WORKSHOPS

We facilitated online 'Introduction to TASC' regional professional learning (PL) sessions in March 2022 for teachers new to the senior secondary sector.

The sessions covered ongoing support for teachers and understanding best practice in meeting requirements in planning, teaching and assessing TASC accredited courses. The sessions also explained TASC's external assessment and quality assurance mechanisms and processes.

We have continued to focus on providing support on the 10 Standards through the campaign *Take the Stand: Actioning the Standards for Providers of TASC Courses* which began in 2021. 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. We are also providing new resources, examples and other documents that schools can adapt or adopt to help them fulfil the standards.

The regional Quality Assurance Workshops provide opportunities for schools new to the senior secondary curriculum. Schools work with TASC Officers and more experienced course providers in a guided, self-evaluation of their plans for course delivery and assessment.

The face-to-face workshops are usually held in March each year. Due to the impact of COVID-19 at the time we are using alternative methodologies, including use of self-evaluation tools, to deliver these opportunities.

EXAM CENTRE INTEGRITY

TASC staff undertook on-site spot checks to ensure Exam Centre integrity and security as part of the delivery of exam papers to Exam Centres before the 2021 external assessments.

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 2021–22, six CRICOS registered schools underwent desktop and on-site audits prior to renewal of their registration.

Responding to COVID-19



**Ongoing,
flexible and
student-centred
response**



**Delivered external
assessments and results in
line with evolving Public
Health requirements**



**Measures
continued to
assist students,
where required**

2021 RESPONSE

- ▶ We reviewed and drew on the experiences of other interstate regulatory bodies with planning in place to ensure Tasmania's senior secondary students were supported in the best way possible.
- ▶ TASC, with the support of key stakeholder groups, reviewed which 2020 COVID-response measures would be retained in 2021.
- ▶ Continuity of learning considerations continued to be applied to two TASC accredited courses to alleviate the circumstances of restricted access to community events, venues, and specialist equipment.
- ▶ One External Assessment Specifications modification for a TASC Level 3 course was carried forward, following consultation with school sectors and the External Assessment Working Group.
- ▶ In response to the three-day Tasmanian lockdown in October 2021, we:
 - ▶ responded quickly to provide prompt advice to affected students, teachers, schools and sessional staff
 - ▶ rescheduled 16 performance-based external assessments for eight schools
 - ▶ reviewed the externally assessed folio schedule and extended four due dates to provide students and schools with additional time to submit folios.
- ▶ Students unable to attend their external assessments due to COVID-19 testing received derived ratings, with a process established for TASC to confirm COVID-19 testing with Public Health.

2022 RESPONSE

- ▶ We continued to monitor and respond to the impact of COVID-19 as Public Health restrictions were progressively lifted in the first half of 2022.
- ▶ TASC remained flexible and reinstated broad, state-wide, maintainable supports as needed to best support students to achieve quality education outcomes.
- ▶ This includes applying our *Guiding Principles for Responding to COVID-19* and reinstating:
 - ▶ a small number of course considerations, where the impact of COVID impeded the ability of students to complete specific course content
 - ▶ the Preliminary Achievement (PA) Guarantee to support students to participate in their external assessments.
- ▶ The Safety Net Test waiting period waiver may also be reintroduced to offer additional opportunities to meet the Everyday Adult Standards for the TCE, if needed.
- ▶ We will again align with any Public Health requirements in place during the external assessments period to provide COVID-safe arrangements for students and staff.

Managing 2021 external assessments



**6229 students
in 51 TASC
Level 3 and
Level 4 courses**



**More than 18 000
total external
assessments, including
13 419 written exams**



**38 exam centres
across Tasmania,
interstate and
overseas**



**883
reasonable
adjustments**

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).

For students, the 2021 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 18 November.

The conduct and marking of external assessments are a significant state-wide logistical operation, including delivery, return and decollation of exam papers, collection by markers, inputting of results, exam paper re-collation and resulting activities.

As well as the written exams at 38 exam centres, we managed the submission, marking and resulting for

student folios, and marking and resulting for other assessment types, including oral, practical, performance and displays around the State.

While the large scale and diverse types of student assessments inevitably presents some challenges, we successfully and seamlessly delivered the 2021 external assessments.

We are committed to providing all students with the opportunity and access to participate in TASC courses, including providing 883 students with reasonable adjustments to support equitable access to complete external assessments.

TASC is again prepared to deliver external assessments and student results in 2022, with contingency planning and risk management strategies in place to ensure continued delivery of fair and equitable assessments and results.

TABLE 3: 2021 EXTERNAL ASSESSMENTS

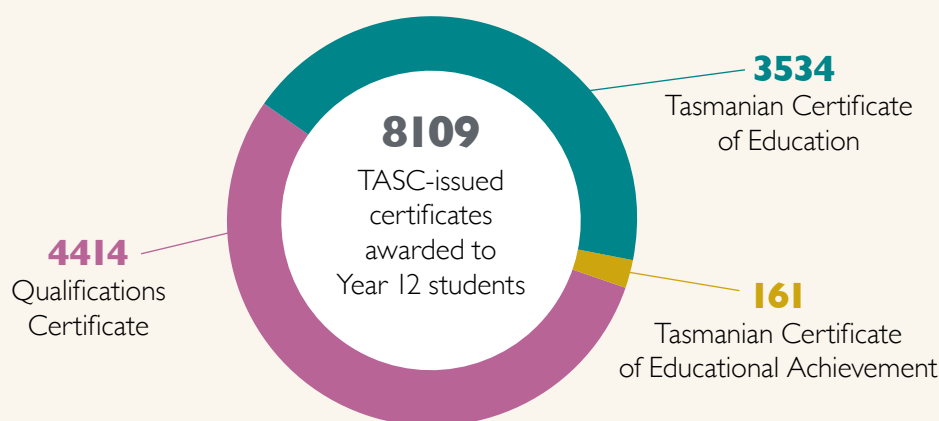
	Students ²	Assessments ³
External assessments¹ – TOTAL	6229	18 120
Written assessments	5704	13 419
Performance (oral/practical) assessments	630	818
Folio and display assessments	2850	3883

TABLE NOTES

1. Some courses have multiple types of external assessments and some students sat multiple assessment types.
2. **Students:** the distinct singular person/individual, regardless of how many assessments they participate in.
3. **Assessments:** the number of assessments that students completed/submitted.

Reporting on 2021 Senior Secondary Results

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 Tasmanian senior secondary certificate requiring the highest level of educational achievement. 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 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. In 2021, 66 students were awarded a TASC Outstanding Achievement Award:

- ▶ 36 students received a TASC Outstanding Achievement in Vocational Education and Training (VET) Award. These award recipients were nominated by their school and selected by a panel of experts with extensive experience in VET and the education sector. The recipients were recognised for demonstrated excellence in a wide range of VET programs, ranging from animal studies, fitness, electrotechnology and construction, and having successfully achieved the TCE.
- ▶ 30 students received a TASC Outstanding Academic Achievement Award. These award recipients achieved an Australian Tertiary Admissions Rank (ATAR) of 99.5 or above and attained the highest academic results in Tasmania in 2021.

As a full presentation ceremony was not able to proceed due to the COVID-safe event requirements. Students' schools were provided with a celebration package to celebrate their students' success at the start of the 2022 school year.

**TABLE 4: 2021 TASC
OUTSTANDING ACHIEVEMENT
IN VET AWARD RECIPIENTS**

Student name	School
Alana Porro	Marist Regional College
Alisha DeBattista	St Patrick's College
Amelia Hill-Mundy	Guilford Young College
Anastasia Frantzis-Kantar	Hobart College
Brad Minehan	Hobart College
Brodie Bonde	Ulverstone Secondary College
Brooke Scott	Marist Regional College
Elizabeth Denison	Lilydale District
Georgina Murdoch	Newstead College
Isabelle Double	Newstead College
Isobelle Mathers	St Patrick's College
Macey Wolfe	Marist Regional College
Mackenzie Lewis	Elizabeth College
Meg McPherson	Huonville High School
Meghan Hilton	Elizabeth College
Mistire Fenney-Walch	St Michael's Collegiate
Noah Beskin-Clarke	Marist Regional College
Olivia Pearce-Davis	Hobart College
Piaf George	St Patrick's College
Renae Palmer	Elizabeth College
Ruby Hull	Tasman District School
Ruby Mundy	Huonville High School
Samuel Burr	Sorell School
Sarah Lakoseljic	St Michael's Collegiate
Sarah Phillips	Lilydale District
Skye Louise Walker	Hobart College
Sophie Granquist	Sorell School
Sophie Weeding	St Mary's College
Summer Pilkington	Hellyer College
Taylor Tyne	Lilydale District
Tiffiani Adkins	Hobart College
Tyrone Sherriff-Sherman	Ulverstone Secondary College
Will McCredden	Huonville High School
Will Whittington	Hobart College
William Coad	Hobart College
Zac Newton	Elizabeth College

**TABLE 5: 2021 TASC OUTSTANDING
ACADEMIC ACHIEVEMENT
AWARD RECIPIENTS**

Students that achieved an ATAR of 99.5 or above.

Student name	School
Angus Christie	The Hutchins School
Benjamin Horsham	The Hutchins School
Bolong Shen	The Hutchins School
Edward Reynolds	The Friends' School
Hamish McDougall	The Hutchins School
Hannah Ireland	St Michael's Collegiate School
Harrison Arnold	St Patrick's College
Harry Furzer	Scotch Oakburn College
Harry Sillifant	The Hutchins School
Henry Burnett	The Hutchins School
Imogen Kennedy	Elizabeth College
Jack Chesterman	Scotch Oakburn College
Jessica Grove	Scotch Oakburn College
Jim Howard	Hobart College
Joel Verdouw	Hobart College
Joseph Fracalossi	Elizabeth College
Joshua Young	Guilford Young (Hobart)
Laurie Dean	St Patrick's College
Manuthi Wijayasinghe	Marist Regional College
Nathan Smith	Hobart College
Nicholas Yam	St Patrick's College
Nina Daniels	The Friends' School
Phoenix Robey	Elizabeth College
Ronan Pritchard	The Friends' School
Roseanna Green	Hobart College
Sienna Thorp	Marist Regional College
Thomas Brown	Hobart College
Trinh Quoc Anh Vo	Elizabeth College
William Baird	The Friends' School
Withheld name	Hobart College

STUDENT RESULTS, ATTAINMENT AND PARTICIPATION DATA



More than 11 000
Year 11 and 12
students received a
statement of results



TCE attainment
stable at almost
at 8 in 10
Year 12 students



Direct continuation
in education and
training after Year 10
reaches highest level

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 for individual schools is published on our website at tasc.tas.gov.au/about/data

2021 results, attainment and participation data tables:

- ▶ **Table 6:** Attainment by Potential Year 12 Population (TCE and ATAR)
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TABLE 6: ATTAINMENT BY POTENTIAL YEAR 12 POPULATION (TCE AND ATAR)

Potential Year 12 population ¹	Number of persons aged 15 to 19 years					Percentage ² attainment of potential Year 12 population					
	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	1 yr trend ³
TOTAL:	6575	6416	6334	6164	6027						
Attained TCE	3871	3756	3672	3673	3556	58.9%	58.5%	58.0%	59.6%	59.0%	→
Attained an ATAR	2171	2163	2108	2047	2017	33.0%	33.7%	33.3%	33.2%	33.5%	→
Female:	3175	3061	3039	2995	2933						
Attained TCE ⁴	1990	2005	2028	1987	1997	62.7%	65.5%	66.7%	66.3%	68.1%	↑
Attained an ATAR ⁴	1245	1233	1253	1195	1214	39.2%	40.3%	41.2%	39.9%	41.4%	↑
Male:	3400	3359	3296	3169	3092						
Attained TCE ⁴	1881	1751	1644	1685	1559	55.3%	52.1%	49.9%	53.2%	50.4%	↓
Achieved an ATAR ⁴	926	930	854	851	803	27.2%	27.7%	25.9%	26.9%	26.0%	→

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 attainment 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.
- 1 yr trend:** Indicates if there has been an increase/decrease of 1 per cent or more in the most recent year.
- Sum of counts of TCE and ATAR by gender may not equal totals due to variability in gender reporting.

TABLE 7: ATTAINMENT¹ AND PARTICIPATION BY YEAR 12 SCHOOL STUDENTS (TCE, ATAR AND VET)

Year 12 school students	Number of Year 12 school students					Percentage ² attainment of Year 12 school students					
MEASURE	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	1 yr trend ³
Year 12 school students	4870	4818	4631	4585	4511						
Australian residents	4784	4714	4532	4513	4445						
Aged over 19 years	26	34	18	14	11						
Aged 15–19⁴	4758	4680	4514	4499	4434						
Year 12 school students aged 15–19: Gender											
Female ⁵	2339	2375	2388	2382	2399						
Male ⁵	2419	2305	2125	2115	2035						
Non-binary (or other gender identified) ⁵			1	2							
Year 12 school students aged 15–19: Attainment and Participation											
Attained TCE	3851	3730	3664	3610	3534	80.9%	79.7%	81.2%	80.2%	79.7%	→
Attained an ATAR	2171	2163	2108	2047	2017	45.6%	46.2%	46.7%	45.5%	45.5%	→
Completed at least 120 credit points ⁶	3987	3852	3797	3727	3627	83.8%	82.3%	84.1%	82.8%	81.8%	↓
Completed at least one TASC Level 3 course or above	3611	3550	3350	3338	3278	75.9%	75.9%	74.2%	74.2%	73.9%	→
Completed at least four TASC Level 3 courses or above	2720	2687	2518	2448	2408	57.2%	57.4%	55.8%	54.4%	54.3%	→
Completed at least one VET unit ⁷	3004	2908	2752	2752	2804	63.1%	62.1%	61.0%	61.2%	63.2%	↑
Completed at least one VET Certificate ⁸	— ⁹	1332	1366	1284	1162	— ⁹	28.5%	30.3%	28.5%	26.2%	↓
Completed at least one VET Certificate and attained the TCE	— ⁹	1117	1132	1097	979	— ⁹	23.9%	25.1%	24.4%	22.1%	↓
Completed at least one VET Certificate and attained an ATAR	— ⁹	248	287	234	227	— ⁹	5.3%	6.4%	5.2%	5.1%	→

TABLE NOTES

1. 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.
2. Percentage attainment 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.
3. **1 yr trend:** Indicates if there has been an increase/decrease of 1 per cent or more in the most recent year.
4. **Year 12 school students aged 15–19:** Students enrolled at a Tasmanian school in Year 12/13 who were Australian citizens or permanent residents and achieved at least one TCE credit point during the school year.
5. Sum of counts of TCE and ATAR by gender may not equal totals due to variability in gender reporting.
6. **Completed 120 credit points:** The equivalent of two-years fulltime post-Year 10 study.
7. **Completed at least one VET unit:** Students who successfully completed at least one unit of competency or module 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.
8. **Completed at least one VET Certificate:** Students who successfully completed all of the required units of competency or modules, as specified in the relevant training package qualification or accredited course.
9. VET datasets only available for 2018 onwards with initial transfer of data for the introduction of TRACS (the TASC Registration, Assessment and Certification System).

TABLE 8: REASONS FOR STUDENTS NOT ATTAINING THE TCE

Non-attainment reasons	Number of students 15–19 years				
	2017	2018	2019	2020	2021
Achieved 120 credit points and did not attain the TCE – TOTAL^{1,2}	142	122	146	248	93
• Did not have 80 credit points at Level 2 or above	23	15	25	25	23
• Did not achieve the TCE Everyday Adult Standards:					
– Reading, Writing and Communication (in English)	62	48	56	121	52
– Mathematics	65	56	64	91	40
– Use of Computers and the Internet	52	57	66	160	42

TABLE NOTES

- 1. Achieved 120 credit points and did not attain the TCE – Total:** Students who completed 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 due to not meeting the Achievement Standard (80 credit points in studies at Level 2 or higher) and/or the Everyday Adult Standards.
- 2.** Sum of reasons may not equal the total as more than one reason may apply for not attaining the TCE.

TABLE 9: OTHER CERTIFICATE AND QUALIFICATION ATTAINMENT BY YEAR 12 SCHOOL STUDENTS

Certificate/Qualification ¹	Number attained				
	2017	2018	2019	2020	2021
Qualifications Certificate ²	4742	4667	4533	4535	4414
Tasmanian Certificate of Educational Achievement (TCEA) ³	49	73	78	116	161
International Baccalaureate (IB) Diploma ⁴	21	13	23	24	25
Big Picture Learning Credential ⁵	0	0	0	0	22
VET Certificate I ⁶	— ⁷	293	347	378	352
VET Certificate II or above ⁶	— ⁷	1343	1394	1266	1102

TABLE NOTES

- 1.** Attainment of the certificates/qualifications are not mutually exclusive – i.e. students can attain more than one of the above certificates and qualifications.
- 2. 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.
- 3. 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.
- 4. 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.
- 5. Big Picture Learning Credential:** The International Big Picture Learning Credential (IBPLC) qualification is issued by Big Picture Education Australia, warranted by the University of Melbourne Assessment Research Centre (ARC) and recognised by TASC.
- 6. VET Certificate:** VET qualifications successfully completed by Year 12 students up to and including Year 12/13.
 - Certificate I courses develop basic skills required by industry or for participation in life and further learning.
 - Certificate II courses develop skills in specific career-related fields as preparation for employment.
- 7.** VET datasets only available for 2018 onwards with initial transfer of data for the introduction of TRACS (the TASC Registration, Assessment and Certification System).

TABLE 10: PARTICIPATION IN SENIOR SECONDARY EDUCATION AND TRAINING TWO YEARS AFTER YEAR 10

Participation ¹	Number of students aged 15–19 years				
	2017	2018	2019	2020	2021
Students aged 15–19 years two years after Year 10	6768	6805	7196	7195	7547
Completed at least one VET unit ²	5012	4991	5420	5416	5865
Completed 120 credit points ³	5214	5186	4971	4896	4863

TABLE NOTES

1. Participation 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.
2. **Completed at least one VET unit:** Students who successfully completed at least one unit of competency 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.
3. **Completed 120 credit points:** The equivalent of two-years fulltime post-Year 10 study.

TABLE 11: POST YEAR 10 DIRECT CONTINUATION TOWARDS THE TCE^{1,2,3,4}

Year 10 Cohort in Calendar Year	Number of students					Percentage ⁵ of Year 10 cohort					1 yr trend ⁶
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	
Year 12 Cohort in Calendar Year	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	
Year 10 students	6732	6562	6103	6257	6039						
Year 11 students	5758	5588	5020	5313	5203	85.5%	85.2%	82.3%	84.9%	86.2%	↑
Year 12 students	4977	4894	4322	4655	4642	73.9%	74.6%	70.8%	74.4%	76.9%	↑
• Attained TCE ⁷	3755	3631	3477	3461	3373	55.8%	55.3%	57.0%	55.3%	55.9%	→
• Attained an ATAR ⁷	2126	2131	2044	1977	1964	31.6%	32.5%	33.5%	31.6%	32.5%	→
• Attained a VET Certificate ⁷	1672	1600	1236	1294	1178	24.8%	24.4%	20.3%	20.7%	19.5%	↓

TABLE NOTES

1. 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.
2. A student must achieve at least 1 credit point towards their TCE (or successfully complete a TASC-accredited Preliminary course) 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.
3. 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.
4. TASC does not have access to data about students for the above circumstances.
5. 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.
6. **1 yr trend:** Indicates if there has been an increase/decrease of 1 per cent or more in the most recent year.
7. 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.

TABLE 12: PARTICIPATION IN TASC LEVELS 3–4 COURSE LEARNING AREAS

Learning Areas ¹	Number of Year 12 school students aged 15–19					Percentage of Year 12 school students aged 15–19					
	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	1 yr trend ²
English	2729	2571	2476	2437	2291	57%	55%	54%	54%	52%	↓
Mathematics	2211	2242	2231	1982	2049	46%	48%	49%	44%	46%	↑
Humanities and Social Sciences	2073	2018	1897	1831	1870	44%	43%	41%	41%	42%	↑
Science	1570	1593	1573	1509	1499	33%	34%	34%	34%	34%	→
Health and Physical Education	1291	1307	1259	1216	1214	27%	28%	27%	27%	27%	→
The Arts	1207	1235	1230	1174	1170	25%	26%	27%	26%	26%	→
Technologies	1158	1163	1111	1003	978	24%	25%	24%	22%	22%	→
Languages	216	210	242	235	201	5%	4%	5%	5%	5%	→
Mixed Field	38	42	25	25	18	1%	1%	1%	1%	1%	→

TABLE NOTES

- 1. Learning areas:** that a Year 12 student completed a Level 3 or Level 4 TASC Course in anytime during their senior secondary years. Level 3 and Level 4 courses include internal and external assessment, and can contribute towards a Tertiary Entrance score and Australian Tertiary Admission Rank.
- 2. 1 yr trend:** Indicates if there has been an increase/decrease of 1 per cent or more in the most recent year.

TABLE 13: PARTICIPATION AND ACHIEVEMENT IN ALL TASC ACCREDITED COURSES BY SCHOOL STUDENTS

Learning Area	2021 Course	Course Code	TASC Level ¹	TCE Credit Points ²	Total Students	Males ³	Females ³	% Males	% Females	<Year 11 ⁴	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	14	6	8	43%	57%	0	10	4	0	1	1	4	4	4	0
	Practical English	ENG110114	1	10	154	92	61	60%	40%	0	112	40	2	33	20	101	—	—	—
	English as an Additional Language or Dialect	EAL215114	2	15	51	29	22	57%	43%	0	39	11	1	4	4	7	17	11	8
	English Applied	ENA215114	2	15	1041	604	437	58%	42%	0	804	230	7	218	69	376	262	72	44
	English Foundations	ENG215117	2	15	918	514	404	56%	44%	4	806	105	3	86	66	277	305	103	81
	Essential Skills – Reading and Writing	ERW210114	2	10	486	263	222	54%	46%	2	308	169	7	143	50	293	—	—	—
	English as an Additional Language or Dialect	EAL315120	3	15	89	44	45	49%	51%	0	29	58	2	1	12	23	31	13	9
	English	ENG315117	3	15	1638	703	933	43%	57%	0	1279	355	4	17	55	354	779	263	170
	English Literature	ENL315114	3	15	352	85	267	24%	76%	0	271	81	0	4	9	54	142	84	59
	English Writing	ENW315114	3	15	574	181	393	32%	68%	0	185	384	5	24	17	139	241	76	77
	Preliminary English Stage 1	PRE005119	Pre	0	12	9	3	75%	25%	0	9	3	0	0	2	10	—	—	—
	Preliminary English Stage 2	PRE005219	Pre	0	18	15	3	83%	17%	0	12	6	0	0	1	17	—	—	—
	Preliminary English Stage 3	PRE005319	Pre	0	25	18	7	72%	28%	0	15	10	0	1	2	22	—	—	—
	Preliminary English Stage 4	PRE005419	Pre	0	33	27	6	82%	18%	0	14	19	0	2	2	29	—	—	—
Health and Physical Education	Fitness Experiences	HPE105118	1	5	359	259	100	72%	28%	0	157	198	4	59	18	282	—	—	—
	Sport and Recreation Experiences	HPE110118	1	10	603	430	173	71%	29%	0	269	330	4	59	25	519	—	—	—
	Outdoor Experiences	OXPI05118	1	5	218	146	72	67%	33%	0	90	128	0	22	13	183	—	—	—
	Personal Care	PER110118	1	10	95	44	51	46%	54%	0	43	51	1	15	8	72	—	—	—
	Athlete Development	ATH215118	2	15	565	436	129	77%	23%	8	343	214	0	34	55	115	225	63	73
	Community Sport and Recreation	HPE215118	2	15	439	275	164	63%	37%	0	255	181	3	29	42	146	130	40	52
	Outdoor Education	EXP215118	2	15	779	476	302	61%	39%	29	510	237	3	58	62	197	235	116	111
	Personal Health and Wellbeing	PER215118	2	15	278	44	234	16%	84%	0	114	163	1	73	19	48	71	38	29
	Sport Science – Foundation	SPT215118	2	15	165	102	63	62%	38%	18	96	51	0	25	20	38	51	22	9
	Health Studies	HLT315118	3	15	727	188	538	26%	74%	0	275	450	2	50	123	144	254	106	50
	Outdoor Leadership	EXP315118	3	15	302	158	144	52%	48%	0	41	260	1	7	18	73	122	54	28
	Sport Science	SPT315118	3	15	402	205	197	51%	49%	0	119	279	4	16	38	106	142	69	31
	Preliminary Health and Physical Education Stage 1	PRL005119	Pre	0	6	5	1	83%	17%	0	3	3	0	0	1	5	—	—	—
	Preliminary Health and Physical Education Stage 2	PRL005219	Pre	0	13	11	2	85%	15%	0	7	6	0	1	4	8	—	—	—
	Preliminary Health and Physical Education Stage 3	PRL005319	Pre	0	14	13	1	93%	7%	0	6	8	0	0	0	14	—	—	—
	Preliminary Health and Physical Education Stage 4	PRL005419	Pre	0	37	29	8	78%	22%	0	9	28	0	2	2	33	—	—	—

Learning Area	2021 Course	Course Code	TASC Level ¹	TCE Credit Points ²	Total Students	Males ³	Females ³	% Males	% Females	<Year 11 ⁴	Year 11	Year 12	Year 13	Failure (NN)	Preliminary Achievement (PA)	Satisfactory Achievement (SA)	Commendable Achievement (CA)	High Achievement (HA)	Exceptional Achievement (EA)
Humanities and Social Sciences	Focus on Children	BHCI15116	1	15	8	0	8	0%	100%	0	4	4	0	1	0	3	1	2	1
	You, Your Family and the Community	BHY105116	1	5	1281	639	642	50%	50%	0	773	506	2	77	117	1087	–	–	–
	Financial Literacy	BST105116	1	5	142	76	66	54%	46%	0	45	95	2	56	13	73	–	–	–
	Community Access	CACI10117	1	10	58	21	37	36%	64%	0	27	30	1	10	9	39	–	–	–
	Basic Road Safety	RSE105120	1	5	574	266	308	46%	54%	0	269	293	12	207	87	280	–	–	–
	Working with Children	BHC215116	2	15	340	27	313	8%	92%	0	186	153	1	32	25	72	100	49	62
	Exploring Issues in Society	BHF215116	2	15	86	22	64	26%	74%	0	72	14	0	2	3	19	29	14	19
	Introduction to Sociology and Psychology	BHX215118	2	15	580	179	401	31%	69%	34	389	154	3	68	62	119	164	62	105
	Business Studies – Foundation	BST215116	2	15	337	175	162	52%	48%	22	161	152	2	29	33	89	107	31	48
	Community Service Learning	CSL205118	2	5	277	84	192	30%	69%	0	177	99	1	31	12	50	83	34	67
	History and the Environment	HAE215120	2	15	108	53	55	49%	51%	0	48	57	3	34	7	30	20	9	8
	Legal Studies – Foundation	LST215117	2	15	255	97	158	38%	62%	3	148	103	1	31	30	35	69	62	28
	Making Moral Decisions	RLP205120	2	5	83	38	44	46%	53%	0	55	27	1	2	0	29	0	52	0
	Religion in Society	RLP215120	2	15	332	184	148	55%	45%	0	318	14	0	17	11	119	93	38	54
	Road Safety Education	RSE205120	2	5	142	74	68	52%	48%	0	63	74	5	48	17	68	0	1	8
	Tasmanian Aboriginal Studies	TAS215118	2	15	51	18	33	35%	65%	0	27	24	0	21	4	13	8	2	3
	Australia in Asia and the Pacific	AAP315116	3	15	70	34	36	49%	51%	0	19	51	0	4	7	17	26	13	3
	Accounting	ACC315116	3	15	133	84	49	63%	37%	0	21	112	0	7	16	23	55	18	14
	Ancient History	ANH315117	3	15	202	80	121	40%	60%	0	66	134	2	10	19	59	67	22	25
	Psychology	BHP315116	3	15	559	128	431	23%	77%	0	134	423	2	9	47	170	182	79	72
	Sociology	BHS315116	3	15	469	99	370	21%	79%	0	120	348	1	10	23	121	195	71	49
	Business Studies	BST315116	3	15	369	221	148	60%	40%	0	100	268	1	7	42	88	141	60	31
	Economics	ECN315116	3	15	264	153	111	58%	42%	0	13	251	0	2	14	35	133	48	32
	Geography	GGY315120	3	15	171	71	100	42%	58%	0	29	142	0	3	18	53	56	26	15
	Modern History	HSM315117	3	15	312	141	171	45%	55%	0	94	216	2	15	19	92	120	31	35
	Legal Studies	LST315117	3	15	293	120	173	41%	59%	0	72	220	1	11	13	69	129	39	32
	Philosophy	PHL315118	3	15	240	101	139	42%	58%	0	30	210	0	18	17	53	95	20	37
	Studies of Religion	REL315116	3	15	191	55	136	29%	71%	0	133	58	0	3	8	46	77	23	34
	First Nations Studies	TAS315119	3	15	70	15	55	21%	79%	0	15	55	0	5	2	15	23	16	9
	Preliminary Humanities Stage 1	PRH005119	Pre	0	1	1	0	100%	0%	0	0	1	0	0	1	0	–	–	–
	Preliminary Humanities Stage 2	PRH005219	Pre	0	9	8	1	89%	11%	0	5	4	0	0	4	5	–	–	–
	Preliminary Humanities Stage 3	PRH005319	Pre	0	19	13	6	68%	32%	0	12	6	1	2	1	16	–	–	–
	Preliminary Humanities Stage 4	PRH005419	Pre	0	31	19	12	61%	39%	0	7	24	0	2	2	27	–	–	–

Learning Area	2021 Course	Course Code	TASC Level ¹	TCE Credit Points ²	Total Students	Males ³	Females ³	% Males	% Females	<Year 11 ⁴	Year 11	Year 12	Year 13	Failure (NN)	Preliminary Achievement (PA)	Satisfactory Achievement (SA)	Commendable Achievement (CA)	High Achievement (HA)	Exceptional Achievement (EA)
Languages	Chinese – Foundation	CHN215114	2	15	19	8	11	42%	58%	0	12	7	0	0	3	1	4	4	7
	French – Foundation	FRN215114	2	15	45	10	35	22%	78%	3	23	19	0	2	1	6	8	11	17
	German – Foundation	GRM215114	2	15	17	5	12	29%	71%	1	11	5	0	0	1	3	7	2	4
	Italian – Foundation	ITN215114	2	15	21	0	21	0%	100%	13	2	5	0	0	1	3	8	4	5
	Japanese – Foundation	JPN215114	2	15	145	71	74	49%	51%	0	97	48	0	14	15	25	31	23	37
	Russian	AR802	3	15	2	0	2	0%	100%	0	0	1	1	0	0	1	0	0	1
	Arabic	CHN315114	3	15	31	9	22	29%	71%	0	19	12	0	0	2	0	5	16	8
	Chinese	CHN315114	3	15	53	20	33	38%	62%	0	30	23	0	1	3	4	18	20	7
	Chinese (Specialist Level)	CN813	3	15	30	23	7	77%	23%	0	18	10	2	0	1	12	4	5	8
	Filipino	FI801	3	15	3	1	2	33%	67%	0	0	2	1	0	0	1	1	0	1
	French	FRN315114	3	15	36	8	28	22%	78%	0	25	11	0	0	3	6	8	11	8
	German	GRM315114	3	15	12	8	4	67%	33%	0	5	7	0	0	1	5	2	1	3
	Hungarian	HU816	3	15	1	0	1	0%	100%	0	0	1	0	0	0	0	0	1	0
	Italian	ITN315114	3	15	10	0	10	0%	100%	0	2	8	0	0	0	2	1	2	5
	Japanese	JPN315114	3	15	59	25	34	42%	58%	0	22	36	1	2	2	21	12	10	12
	Japanese (Background Speaker)	JPN801	3	15	5	2	3	40%	60%	0	2	3	0	0	1	2	0	2	0
	Korean	KR857	3	15	3	1	2	33%	67%	0	1	2	0	0	0	1	0	2	0
	Persian	PS892	3	15	4	0	4	0%	100%	0	2	2	0	0	1	0	1	2	0
	Portuguese	PT829	3	15	1	1	0	100%	0%	0	0	1	0	0	0	0	0	1	0
	Spanish	SP877	3	15	1	0	1	0%	100%	0	0	1	0	0	0	0	0	1	0
	Vietnamese	VT876	3	15	7	2	5	29%	71%	0	4	3	0	0	0	5	1	1	0
Mathematics	Everyday Maths	MTE110114	1	10	155	97	57	63%	37%	0	125	29	1	42	11	102	–	–	–
	General Mathematics – Foundation	MTG215114	2	15	1428	668	758	47%	53%	8	1275	141	4	84	71	378	488	259	148
	Essential Skills – Maths	MTN210114	2	10	469	238	230	51%	49%	2	287	175	5	158	32	279	–	–	–
	Workplace Maths	MTW215120	2	15	1294	652	642	50%	50%	0	1036	254	4	248	112	420	344	118	52
	General Mathematics	MTG315120	3	15	1209	589	620	49%	51%	0	904	300	5	40	155	304	391	174	145
	Mathematics Methods – Foundation	MTM315117	3	15	1145	614	531	54%	46%	315	695	132	2	43	122	212	349	197	222
	Mathematics Methods	MTM415117	4	15	634	354	280	56%	44%	1	379	248	6	8	59	194	190	106	77
	Mathematics Specialised	MTS415118	4	15	200	148	52	74%	26%	0	9	190	1	2	7	26	57	59	49
	Preliminary Mathematics Stage 1	PRM005119	Pre	0	14	11	3	79%	21%	0	11	3	0	2	1	11	–	–	–
	Preliminary Mathematics Stage 2	PRM005219	Pre	0	17	14	3	82%	18%	0	8	8	1	1	3	13	–	–	–
	Preliminary Mathematics Stage 3	PRM005319	Pre	0	25	15	10	60%	40%	0	13	12	0	1	4	20	–	–	–
	Preliminary Mathematics Stage 4	PRM005419	Pre	0	42	33	9	79%	21%	0	20	22	0	0	2	40	–	–	–

Learning Area	2021 Course	Course Code	TASC Level ¹	TCE Credit Points ²	Total Students	Males ³	Females ³	% Males	% Females	<Year 11 ⁴	Year 11	Year 12	Year 13	Failure (NN)	Preliminary Achievement (PA)	Satisfactory Achievement (SA)	Commendable Achievement (CA)	High Achievement (HA)	Exceptional Achievement (EA)
Mixed Field	Building Connections	BUC115018	1	15	36	16	20	44%	56%	0	18	17	1	4	5	27	–	–	–
	Pathways to Work	WRK115117	1	15	114	60	54	53%	47%	0	75	37	2	41	8	13	0	52	0
	Career and Life Planning	CLP205118	2	5	3117	1398	1717	45%	55%	0	1770	1310	37	466	187	2464	–	–	–
	Learning Through Internship	LT1215117	2	15	20	5	15	25%	75%	12	7	1	0	1	2	6	6	3	2
	Project Implementation	PRJ205118	2	5	656	467	189	71%	29%	20	295	335	6	126	62	468	–	–	–
	Work Readiness	WRK215117	2	15	166	80	86	48%	52%	0	56	110	0	33	13	78	12	11	19
	Student Directed Inquiry	SDI315117	3	15	20	7	13	35%	65%	0	3	17	0	0	0	6	5	4	5
	Preliminary Access to Work Stage 1	PRW005119	Pre	0	5	5	0	100%	0%	0	3	2	0	0	1	4	–	–	–
	Preliminary Access to Work Stage 2	PRW005219	Pre	0	6	5	1	83%	17%	0	2	4	0	0	2	4	–	–	–
	Preliminary Access to Work Stage 3	PRW005319	Pre	0	8	5	3	63%	38%	0	1	7	0	2	0	6	–	–	–
	Preliminary Access to Work Stage 4	PRW005419	Pre	0	36	25	11	69%	31%	0	15	20	1	0	5	31	–	–	–
Science	Life Sciences	LSC215120	2	15	562	133	429	24%	76%	39	419	101	3	46	25	121	178	131	61
	Physical Sciences – Foundation	PSC215118	2	15	221	118	103	53%	47%	148	59	14	0	4	10	36	88	45	38
	Biology	BIO315116	3	15	819	214	605	26%	74%	0	77	736	6	20	82	210	268	143	96
	Environmental Science	ESS315118	3	15	169	51	118	30%	70%	0	61	107	1	7	18	56	57	16	15
	Physical Sciences	PSC315118	3	15	1106	588	518	53%	47%	2	1004	96	4	55	172	310	267	156	146
	Chemistry	CHM415115	4	15	503	220	283	44%	56%	0	2	495	6	6	58	130	102	125	82
	Physics	PHY415115	4	15	294	234	60	80%	20%	1	1	291	1	4	18	65	71	73	63
	Preliminary Science Stage 1	PRS005119	Pre	0	7	5	2	71%	29%	0	2	5	0	2	0	5	–	–	–
	Preliminary Science Stage 2	PRS005219	Pre	0	12	11	1	92%	8%	0	6	6	0	1	3	8	–	–	–
	Preliminary Science Stage 3	PRS005319	Pre	0	18	14	4	78%	22%	0	10	8	0	0	4	14	–	–	–
	Preliminary Science Stage 4	PRS005419	Pre	0	22	13	9	59%	41%	0	5	17	0	2	0	20	–	–	–

Learning Area	2021 Course	Course Code	TASC Level ¹	TCE Credit Points ²	Total Students	Males ³	Females ³	% Males	% Females	<Year 11 ⁴	Year 11	Year 12	Year 13	Failure (NN)	Preliminary Achievement (PA)	Satisfactory Achievement (SA)	Commendable Achievement (CA)	High Achievement (HA)	Exceptional Achievement (EA)
Technologies	Food and Cooking Essentials	FCEI10114	I	10	158	89	69	56%	44%	0	73	80	5	24	21	113	–	–	–
	Basic Computing	ICTI10114	I	10	52	29	22	56%	42%	0	23	29	0	11	3	38	–	–	–
	Workshop Techniques – Introduction	WTEI10114	I	10	202	174	28	86%	14%	0	130	72	0	35	19	76	26	0	46
	Agricultural Enterprise	AGR215117	2	15	53	30	23	57%	43%	0	33	20	0	8	2	26	12	5	0
	Automotive and Mechanical Technologies	AMT215116	2	15	255	221	34	87%	13%	0	137	118	0	61	26	96	48	17	7
	Computer Graphics and Design – Foundation	CGD215118	2	15	239	181	58	76%	24%	2	137	98	2	20	23	84	63	32	17
	Design and Production	DAP215116	2	15	754	504	250	67%	33%	26	405	320	3	91	80	207	179	105	92
	Engineering Design	EDN215118	2	15	98	92	6	94%	6%	0	64	33	1	10	14	26	32	13	3
	Electronics – Foundation	ELT215114	2	15	102	93	9	91%	9%	0	53	48	1	12	13	30	14	11	22
	Essential Skills – Using Computers and the Internet	ESC205114	2	5	1019	658	360	65%	35%	23	594	390	12	253	47	719	–	–	–
	Food, Cooking and Nutrition	FDN215118	2	15	500	222	278	44%	56%	6	223	266	5	77	64	105	159	50	45
	Food and Hospitality Enterprise	FHE215116	2	15	180	65	114	36%	63%	0	90	89	1	46	15	38	46	19	16
	Computer Applications	ICT205114	2	5	338	281	57	83%	17%	20	174	140	4	37	59	115	52	0	75
	Technical Graphics – Foundation	TEG215120	2	15	50	35	15	70%	30%	0	36	14	0	4	4	19	15	4	4
	Agricultural Systems	AGR315117	3	15	35	21	14	60%	40%	0	7	27	1	3	2	9	10	4	7
	Computer Graphics and Design	CGD315118	3	15	139	107	32	77%	23%	0	38	101	0	2	7	60	47	16	7
	Electronics	ELT315114	3	15	20	20	0	100%	0%	0	3	17	0	1	3	3	9	2	2
	Food and Nutrition	FDN315118	3	15	521	158	363	30%	70%	0	88	430	3	10	45	87	236	93	50
	Housing and Design	HDS315118	3	15	232	120	112	52%	48%	0	60	171	1	4	21	80	71	44	12
	Computer Science	ITC315118	3	15	121	110	11	91%	9%	0	49	72	0	3	9	36	39	21	13
	Information Systems and Digital Technologies	ITS315118	3	15	75	70	5	93%	7%	0	30	45	0	3	3	31	26	8	4
	Technical Graphics	TEG315120	3	15	12	7	5	58%	42%	0	8	4	0	0	0	7	4	1	0
	Preliminary Technologies Stage 1	PRT005119	Pre	0	6	4	2	67%	33%	0	4	2	0	0	0	6	–	–	–
	Preliminary Technologies Stage 2	PRT005219	Pre	0	8	6	2	75%	25%	0	5	3	0	0	0	8	–	–	–
	Preliminary Technologies Stage 3	PRT005319	Pre	0	20	15	5	75%	25%	0	10	9	1	0	1	19	–	–	–
	Preliminary Technologies Stage 4	PRT005419	Pre	0	37	26	11	70%	30%	0	18	18	1	1	3	33	–	–	–

Learning Area	2021 Course	Course Code	TASC Level ¹	TCE Credit Points ²	Total Students	Males ³	Females ³	% Males	% Females	<Year 11 ⁴	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	76	31	45	41%	59%	0	36	38	2	8	8	27	8	14	11
	Dance the Basic Moves	DNC110120	1	10	46	9	37	20%	80%	0	22	23	1	1	2	5	12	9	17
	Visual Art	ART215117	2	15	903	320	583	35%	65%	15	414	465	9	73	90	187	286	145	122
	Art Practice	ART215217	2	15	271	71	199	26%	73%	4	137	125	5	24	31	68	58	48	42
	Music Technology Projects – Foundation	AUD215120	2	15	87	78	9	90%	10%	0	47	39	1	12	17	28	15	7	8
	Dance	DNC215120	2	15	73	8	65	11%	89%	5	43	24	1	15	2	18	19	7	12
	Media Production Foundations	MED215117	2	15	176	127	49	72%	28%	0	100	73	3	31	15	36	60	15	19
	Contemporary Music	MSC215117	2	15	244	159	85	65%	35%	8	156	78	2	9	26	42	81	53	33
	Music Ensemble	MSM205120	2	5	143	56	87	39%	61%	8	50	83	2	0	0	24	0	119	0
	Music Studies	MSS215120	2	15	120	64	56	53%	47%	0	73	46	1	9	11	29	38	22	11
	Musical Theatre	MUT215120	2	15	132	25	107	19%	81%	2	64	66	0	2	8	9	40	31	42
	Drama Foundations	SDS215117	2	15	92	43	49	47%	53%	6	55	31	0	2	7	18	30	15	20
	Technical Theatre Production	SDT215120	2	15	119	58	61	49%	51%	0	48	70	1	1	20	21	39	22	16
	Art Theory and Criticism	ARA315116	3	15	53	9	44	17%	83%	0	4	49	0	3	4	7	19	13	7
	Art Production	ART315117	3	15	857	244	613	28%	72%	0	393	460	4	26	36	158	374	218	45
	Art Studio Practice	ART315214	3	15	213	40	173	19%	81%	0	0	212	1	7	4	35	86	64	17
	Dance Choreography and Performance	DNC315120	3	15	64	4	60	6%	94%	0	38	26	0	1	3	17	30	8	5
	Media Production	MED315117	3	15	154	93	61	60%	40%	0	55	98	1	12	12	43	66	12	9
	Music	MSM315120	3	15	83	46	37	55%	45%	0	47	36	0	2	17	25	23	9	7
	Drama	SDD315120	3	15	152	53	99	35%	65%	0	131	20	1	2	9	37	66	27	11
	Theatre Performance	SDP315120	3	15	137	45	92	33%	67%	0	5	130	2	2	0	38	52	31	14
TCE Everyday Adult Standards	Preliminary Arts Stage 1	PRA005119	Pre	0	6	3	3	50%	50%	0	6	0	0	0	0	6	–	–	–
	Preliminary Arts Stage 2	PRA005219	Pre	0	8	6	2	75%	25%	0	4	4	0	0	0	8	–	–	–
	Preliminary Arts Stage 3	PRA005319	Pre	0	30	19	11	63%	37%	0	16	14	0	2	1	27	–	–	–
	Preliminary Arts Stage 4	PRA005419	Pre	0	39	24	15	62%	38%	0	14	25	0	1	4	34	–	–	–
	Standards Test – Everyday Adult Reading and Writing in English	TCE001	2	0	89	47	42	53%	47%	0	19	70	0	–	–	89	–	–	–
	Standards Test – Everyday Adult Mathematics	TCE002	2	0	105	56	49	53%	47%	0	37	67	1	–	–	105	–	–	–
	Standards Test – Everyday Adult Use of Computers and the Internet	TCE003	2	0	879	408	471	46%	54%	0	31	844	4	–	–	879	–	–	–
	TCE ICT Standard (in-class work)	TCE004	2	0	422	224	198	53%	47%	0	0	419	3	–	–	422	–	–	–

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.
- Sum of counts by gender may not equal total students due to variability in gender reporting.
- <Year 11:** Some students who have not commenced Year 11 may undertake a TASC Accredited course where approved.

TABLE 14: PARTICIPATION IN THE UNIVERSITY OF TASMANIA HIGH ACHIEVER PROGRAM (HAP) AND UNIVERSITY CONNECTIONS PROGRAM (UCP)

2021 High Achiever Program Units ¹	Course Code	TCE Credit Points	Total Students	Males ³	Females ³	Year 11	Year 12	Year 13
Ancient Civilisations 1A: Introduction to Ancient Greece	HTCI03	8	3	1	2	1	2	0
Ancient Civilisations 1B: Introduction to Ancient Rome	HTCI04	8	3	1	2	1	2	0
Biology of Plants	KPA161	8	2	1	1	0	2	0
Calculus and Applications 2	KMA252	8	1	1	0	0	1	0
Chemistry 1A	KRA101	8	2	1	1	0	1	1
Chemistry 1B	KRA102	8	2	1	1	0	1	1
Chinese 2A	HMC219	8	2	2	0	0	2	0
Chinese 2B	HMC220	8	2	2	0	0	2	0
Creative and Critical Reading	HEN106	8	1	0	1	0	1	0
Ecology	KPZ163	8	2	1	1	0	2	0
English Texts and Traditions	HEN102	8	1	0	1	0	1	0
European History: Renaissance to Revolutions	HTA101	8	3	1	2	0	2	1
German 1A	HEG101	8	1	0	1	1	0	0
German 1B	HEG102	8	1	0	1	1	0	0
German 2A	HEG207	8	3	0	3	0	3	0
German 2B	HEG208	8	3	0	3	0	3	0
Human Anatomy and Physiology 1A	CZZI01	8	3	1	2	0	3	0
Human Anatomy and Physiology 1B	CZZI02	8	3	1	2	0	3	0
Indonesian 1A	HMNI01	8	3	2	1	1	2	0
Indonesian 1B	HMNI02	8	3	2	1	1	2	0
Indonesian 2A	HMN207	8	1	1	0	0	1	0
Indonesian 2B	HMN208	8	1	1	0	0	1	0
Introduction to Computational Science	KIT103	8	1	1	0	0	1	0
Introduction to Data Science	KIT102	8	1	1	0	0	1	0
Introduction to International Relations	HIR101	8	2	0	2	0	2	0
Introduction to Politics and Policy	HPPI01	8	2	0	2	0	2	0
Japanese 1A	HMJI01	8	1	1	0	0	1	0
Japanese 1B	HMJI02	8	1	1	0	0	1	0
Japanese 2A	HMJ204	8	7	2	5	0	7	0
Japanese 2B	HMJ205	8	6	2	4	0	6	0
Latin 1A	HTLI01	8	1	0	1	0	1	0
Latin 1B	HTLI02	8	1	0	1	0	1	0
Linear Algebra and Application 2	KMA254	8	1	1	0	0	1	0
Mathematics 1A	KMA152	8	6	5	1	0	6	0
Mathematics 1B	KMA154	8	6	5	1	0	6	0
Mathematics I	JEE103	8	4	3	1	1	3	0
Mathematics II	JEE104	8	4	3	1	1	3	0
Philosophy 1 Ethics	HPHI04	8	2	1	1	0	2	0
Philosophy 2: Mind and Metaphysics	HPHI05	8	2	1	1	0	2	0
Programming	KIT107	8	3	3	0	0	3	0
Programming Fundamentals	KIT101	8	1	1	0	0	1	0
Psychology: Brain and Behaviour	PSY112	8	2	0	2	0	2	0
Psychology: Mental Health and Individual Differences	PSY124	8	2	0	2	0	2	0
World History: War, Feast and Famine	HTA102	8	3	1	2	1	2	0

2021 University Connections Program Units ²	Course Code	TCE Credit Points	Total Students	Males ³	Females ³	Year 11	Year 12	Year 13
A Practical Introduction to Temperate Marine Biology	XASI01	8	13	2	11	0	13	0
Accounting and Financial Decision Making	BFAI13	8	10	4	6	2	8	0
Advanced Practical Study	FCPI20	15	28	13	15	0	28	0
Asian Studies	HMAI04	15	50	18	32	2	48	0
Foundation Practical Study	FCPI13	15	121	53	68	38	81	2
Learning through Work	ZCPI01	0	7	1	6	1	6	0
Music Projects 1	FCEI07	15	287	78	209	137	140	10
Music Projects 2	FCE202	15	48	19	29	0	42	6
Music Technology Project 1	FCJI10	15	142	120	22	55	80	7
Music Technology Project 2	FCJI11	15	27	24	3	0	27	0
Object Design	FSFI04	15	179	86	93	25	153	1
Songwriting	FCAI18	15	11	5	6	4	7	0
Sports and Recreation Management	BMAI14	15	42	18	24	0	40	2

TABLE NOTES

- High 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: 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: utas.edu.au/underwood-centre/projects-and-initiatives/ucp
- Sum of counts by gender may not equal total students due to variability in gender reporting.

About TASC

EDUCATION REGULATION ACT

The *Education Legislation Amendments (Education Regulation) Act 2022* will amend the *Office of Tasmanian Assessment, Standards and Certification Act 2003*.

The Education Regulation Act makes important amendments for TASC, and Tasmania's other education regulators, including:

- ▶ broader application of the *Education Act 2016* principles to facilitate an approach to regulation that is centred around the learner and achievement of outcomes for learners
- ▶ providing for a performance framework, including the development of outcome-based performance targets
- ▶ establishing a skills-based board.

The Bill received Royal Assent on 12 April 2022 and the implementation phase has commenced. The Act is expected to be proclaimed and the board commence in 2023.

OUR STRATEGIC GOALS AND VALUES

TASC was established in 2015 revitalising the management of senior secondary assessment, standards and qualifications in Tasmania. TASC provides relevant, high-quality certification that supports all learners through senior secondary education and life beyond.

Our strategic goals:

1. Provide qualifications that are meaningful and relevant.
2. Establish trusted governance and regulatory practices.
3. To continuously improve the delivery and assessment of contemporary senior secondary learning.

Our values:

- ▶ **Equity**
 - ▶ We apply fair processes and procedures
 - ▶ We respect the contribution of everyone
 - ▶ We value individual skills and perspectives

- ▶ **Integrity**

- ▶ We are clear and open in decision making
- ▶ We take responsibility for our work commitments
- ▶ We approach every task mindfully and give our best effort

- ▶ **Learning**

- ▶ We set aside time to reflect on our work
- ▶ We give, seek and receive feedback to inform growth
- ▶ We are open and adaptive to new ideas and leading practices

- ▶ **Connection**

- ▶ We seek to understand what other people need to feel appreciated
- ▶ We prioritise shared goals over personal or team goals
- ▶ We welcome the contribution of others and provide a safe space to share

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, Children and Youth 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. We work directly with our stakeholders valuing their skills and perspectives, and clear and open decision making.

This includes liaison with the 91 Tasmanian schools registered to provide senior secondary courses in 2022 and the 141 Registered Training Organisations reporting training data for Tasmanians in 2021. Our fortnightly *TASC Update* electronic newsletter is a key channel to provide information to schools and school staff.

In 2021–22, we have worked in conjunction with our:

- ▶ **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.
- ▶ **VET in TCE Reference Group:** Provides advice to the Executive Officer on matters related to recognition arrangements for Vocational Education and Training (VET) in the TCE.
- ▶ **Accreditation Advisory Group:** Provides advice to the Executive Officer on the accreditation of senior secondary courses.
- ▶ **External Assessment Specifications Advisory Panel:** Provides advice to the Executive Officer regarding TASC external assessment.
- ▶ **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 also meets regularly with the Australian Education Union (AEU) and the Tasmanian Association of State School Organisations (TASSO) to identify and promptly respond to relevant issues or concerns as they arise, and welcomes the opportunity to meet with other stakeholders.

OUR STAFF



A total of 813 individuals were employed as temporary sessional staff to support the delivery of the 2021 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.

The number of individual people employed as sessional staff in each category in 2021 were:

- ▶ 37 Setting Examiners and 72 Exam Critics employed to develop the 42 written exams.
- ▶ 35 Supervisor Coordinators and an additional 226 Exam Supervisors employed to administer the exams at endorsed exam centres.
- ▶ 70 Marking Coordinators employed to lead marking teams who also marked, and an additional 428 Markers to mark more than 18 000 external assessments.
- ▶ 28 casual staff employed to process exam papers for marking (decollation and re-collation), data entry of results, and posting results and certificates.

There were 21 TASC staff (headcount).

**TABLE 15: PERMANENT AND
FIXED TERM EMPLOYEES WITHIN
TASC AT 30 JUNE 2022**

Employment Status	Paid FTE	Headcount
Permanent – full time	16.00	16
Permanent – part-time	0.80	1
Total permanent	16.80	17
Fixed term – full-time	2.00	2
Fixed term – part-time	1.60	2
Total fixed term	3.60	4
TOTAL	20.40	21



21 22

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 2021 to 30 June 2022 and the financial position as at 30 June 2022.

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.



Kristy Pereira

Executive Officer
Office of Tasmanian Assessment,
Standards & Certification

Date: 15 September 2022

Statement of Comprehensive Income for the year ended 30 June 2022

	Notes	2022 Budget \$	2022 Actual \$	2021 Actual \$
<i>Continuing operations</i>				
Revenue and other income from transactions				
Revenue from Government	1.1	4,452,114	4,581,070	4,491,140
Sales of goods and services	1.2	97,000	80,258	103,396
Contributions received	1.3	...	52,438	173,063
Total revenue and other income from transactions		4,549,114	4,713,765	4,767,599
Expenses from transactions				
Employee benefits	2.1	3,221,874	3,489,202	3,483,035
Depreciation and amortisation	2.2	474,000	452,676	449,131
Supplies and consumables	2.3	1,230,240	814,335	894,987
Finance costs	2.4	...	1,238	2,234
Other expenses	2.5	...	19,477	14,186
Total expenses from transactions		4,926,114	4,776,928	4,843,572
Net result from transactions (net operating balance)		(377,000)	(63,162)	(75,973)
Comprehensive result		(377,000)	(63,162)	(75,973)

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

Statement of Financial Position as at 30 June 2022

	Notes	2022 Budget \$	2022 Actual \$	2021 Actual \$
Assets				
<i>Financial assets</i>				
Cash and deposits	6.1	93,000	212,586	168,839
Receivables	3.1	4,000	16,872	3,550
Other assets	3.2	32,000	54,149	11,154
<i>Non-financial assets</i>				
Property, plant and equipment	3.3	...	24,703	263
Intangibles	3.4	2,204,000	1,930,768	2,204,524
Right of use assets	3.5	...	24,913	134,468
Total assets		2,333,000	2,263,991	2,522,798
Liabilities				
Payables	4.1	25,000	21,482	13,931
Employee benefits	4.2	363,000	319,860	408,839
Lease liabilities	4.3	...	21,824	136,041
Total liabilities		388,000	363,166	558,811
Net assets		1,945,000	1,900,824	1,963,987
Equity				
Accumulated funds		1,945,000	1,900,824	1,963,987
Total equity		1,945,000	1,900,824	1,963,987

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

Statement of Cash Flows

for the year ended 30 June 2022

	Notes	2022 Budget \$	2022 Actual \$	2021 Actual \$
Cash flows from operating activities				
Cash inflows				
Revenue from Government	1.1	4,452,114	4,581,070	4,491,140
Sales of goods and services		97,000	64,511	104,496
Total cash inflows		4,549,114	4,645,581	4,595,636
Cash outflows				
Employee benefits		(3,208,874)	(3,578,181)	(3,475,439)
Interest payment	2.4	...	(1,238)	(2,234)
Supplies and consumables		(1,206,240)	(847,354)	(892,180)
Other cash payments	2.5	...	(19,477)	(14,186)
Total cash outflows		(4,415,114)	(4,446,250)	(4,384,039)
Net cash from/(used by) operating activities	6.2	134,000	199,332	211,597
Cash flows from investing activities				
Cash outflows				
Payments for acquisition on non-financial assets	3.3 & 3.4	...	(41,368)	...
Total cash flows		...	(41,368)	...
Net cash from/(used by) investing activities		...	(41,368)	...
Cash flows from Financing activities				
Cash outflows				
Repayment of lease liabilities (excluding interest)	4.3	(135,000)	(114,217)	(109,400)
Total cash outflows		(135,000)	(114,217)	(109,400)
Net cash from/(used by) financing activities		(135,000)	(114,217)	(109,400)
Net increase/(decrease) in cash held		(1,000)	43,747	102,198
Cash and deposits at the beginning of the reporting period		94,000	168,839	66,641
Cash and deposits at the end of the reporting period	6.1	93,000	212,586	168,839

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 2022

	Accumulated Funds \$	Total Equity \$
Balance as at 1 July 2021	1,963,987	1,963,987
Total comprehensive result	(63,162)	(63,162)
Balance as at 30 June 2022	1,900,824	1,900,824
	Accumulated Funds Actual \$	Total Equity Actual \$
Balance as at 1 July 2020	2,039,959	2,039,959
Total comprehensive result	(75,973)	(75,973)
Balance as at 30 June 2021	1,963,986	1,963,986

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 2022

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.

	2022 Budget \$	2022 Actual \$	2021 Actual \$
Continuing operations			
Appropriation revenue – recurrent			
Current year	4,452,114	4,581,070	4,491,140
Total	4,452,114	4,581,070	4,491,140

1.2 Sales of goods and services

In 2021-22, 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.

	2022 \$	2021 \$
Overseas student fees	40,653	48,067
Test kits	7,391	10,082
Certificates	13,554	21,181
Other sales of goods and services	18,660	24,066
Total	80,258	103,396

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 transfer or department have been used.

In 2021-22 TASC recognised an inflow of resources in the form of an 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.

In 2021-22 TASC received \$0.05 million of contributions from the Department for TRACS development.

	2022 Actual \$	2021 Actual \$
Fair value of assets assumed at no cost or for nominal consideration	52,438	173,063
Total	52,438	173,063

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.

	2022 \$	2021 \$
Wages and salaries	3,019,312	2,963,014
Annual leave	127,812	87,598
Long service leave	(99,776)	23,184
Sick leave	59,722	58,543
Superannuation – defined contribution scheme	382,131	345,580
Superannuation – defined benefit scheme	...	5,116
Total	3,489,202	3,483,035

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 13.45 per cent (2021: 12.95 per cent) of salary.

Superannuation expenses relating to defined contribution schemes are paid directly to superannuation funds at a rate of 10.0 per cent (2021: 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 (2021: 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 2021-22 for key personnel is set by the *State Service Act 2000*. Remuneration and other terms of employment are specified in employment contracts. Remuneration includes salary, motor vehicle and other non-monetary benefits. Long-term employee expenses include superannuation obligations and termination payments.

Acting arrangements

When members of key management personnel are unable to fulfil their duties, consideration is given to appointing other members of senior staff to their position during their period of absence. Individuals are considered members of key management personnel when acting arrangements are for more than a period of one month.

(b) Related party transactions

There are no significant related party transactions requiring disclosure.

	Short-term benefits		Long-term benefits		
	Salary \$	Other Benefits \$	Superannuation \$	Other Benefits and Long Service Leave \$	Total \$
2022					
<i>Key management personnel</i>					
Wendy Spencer, Executive Officer – separation date 1 April 2022	249,714	21,613	17,807	(70,224)	218,910
Kristy Pereira, Acting Executive Officer ¹	33,941	233	3,394	741	38,309
Total remuneration for key management personnel	283,655	21,847	21,201	(69,484)	257,219
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 – 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

¹ Kristy Pereira acted in this role from 3–11 February, and 4 April to 30 June 2022.

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.

(a) Depreciation

	2022 Actual \$	2021 Actual \$
Plant and equipment	477	618
Right of use assets	109,555	109,555
Total	110,032	110,173

(b) Amortisation

	2022 Actual \$	2021 Actual \$
Intangible assets	342,644	338,958
Total	342,644	338,958
Total Depreciation and Amortisation	452,676	449,131

2.3 Supplies and consumables

	2022 Actual \$	2021 Actual \$
Consultants ¹	32,175	10,519
Rent	10,332	10,655
Property services	29,968	29,323
Maintenance	2,540	1,873
Communications	21,000	30,620
Information technology ²	237,492	359,064
Travel and transport	97,991	95,547
Materials and supplies ³	83,777	60,552
Postage and freight	52,213	57,574
Printing and document reproduction	147,665	137,522
Conferences, seminars and meetings	6,675	6,542
Corporate overhead costs	67,868	72,062
Other supplies and consumables	24,640	23,135
Total	814,335	894,987

1 Higher consultant expenditure due to payments for project management support for end of year assessment and Web Application Penetration Testing in 2021-22.

2 Higher 2020-21 information technology expenses related to maintenance and heightened support services provided for TRACS.

3 Increase in materials and supplies in 2021-22 relate to the acquisition of office supplies recommended from workplace assessments and increased staff professional learning.

2.4 Finance costs

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

Finance costs refer to lease charges.

	2022 Actual \$	2021 Actual \$
Interest expense		
Interest on lease liabilities	1,238	2,234
Total	1,238	2,234

2.5 Other expenses

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

	2022 Actual \$	2021 Actual \$
Workers' compensation premiums	19,477	14,186
Total	19,477	14,186

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.

	2022 Actual \$	2021 Actual \$
Receivables	375	1,125
Goods and Services Tax Receivable ¹	16,497	2,425
Total	16,872	3,550
Settled within 12 months	16,872	3,550
Total	16,872	3,550

¹ Increase in tax receivable is due to payments for TRACS retainer; office furniture and IT devices in June 2022.

3.2 Other assets

TASC recognises other assets such as prepayments of expenditure.

Other current assets	2022 Actual \$	2021 Actual \$
Prepayments ¹	54,149	11,154
Total	54,149	11,154
Recovered within 12 months	54,149	11,154
Total	54,149	11,154

¹ Increase due to contracted retainer invoice for TRACS for second half of 2022.

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

	2022 Actual \$	2021 Actual \$
Plant and equipment		
At cost ¹	24,918	2,470
Less: Accumulated depreciation	(214)	(2,207)
Total property, plant, equipment assets	24,703	263

¹ Increase in plant and equipment relates to acquisition of new office furniture and IT equipment.

(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	2022 Actual \$	2021 Actual \$
Carrying amount at start of year	263	880
Additions	24,918	...
Depreciation expense	(477)	(618)
Total	24,703	263

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 cost 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 10 years.

(a) Carrying amount

Intangibles with a finite useful life	2022 Actual \$	2021 Actual \$
Software at cost	3,458,468	3,389,581
Less: Accumulated depreciation	(1,527,700)	(1,185,057)
Total	1,930,768	2,204,524

(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	2022 Actual \$	2021 Actual \$
Carrying value at 1 July	2,204,524	2,370,419
Additions	68,888	173,063
Amortisation	(342,644)	(338,958)
Carrying value at 30 June	1,930,768	2,204,524

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. 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 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 asset's 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 September 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	2022 Actual \$	2021 Actual \$
Carrying value at 1 July	134,468	244,023
Depreciation and amortisation	(109,555)	(109,555)
Carrying value at 30 June	24,913	134,468

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.

	2022 Actual \$	2021 Actual \$
Accrued expenses	21,482	13,931
Total	21,482	13,931
Settled within 12 months	21,482	13,931
Total	21,482	13,931

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.

	2022 Actual \$	2021 Actual \$
Accrued salaries	48,549	35,311
Annual leave	157,438	149,989
Long service leave ¹	113,873	223,539
Total	319,860	408,839
Current	228,191	211,119
Non-current	91,669	197,720
Total	319,860	408,839

¹ Decrease in Long Service Leave liability due to departure of a long-standing State Service employee from TASC.

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 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.

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

	2022 Actual \$	2021 Actual \$
Carrying value at 1 July	136,041	245,441
Lease payment	(115,455)	(111,633)
Interest on lease liabilities included in note 2.4	1,238	2,234
Net expenses from leasing activities	(114,217)	(109,400)
Carrying value at 30 June	21,824	136,041

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:

2022	1 year \$	Undiscounted total \$	Carrying amount \$
Financial liabilities			
Lease liabilities	26,254	26,254	21,824
Total	26,254	26,254	21,824

2021	1 year \$	2 years \$	Undiscounted total \$	Carrying amount \$
Financial liabilities				
Lease liabilities	111,633	25,385	137,018	136,041
Total	111,633	25,385	137,018	136,041

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

	2022 Actual \$	2021 Actual \$
By type		
<i>Commitments</i>		
Operating Commitments ¹	9,428	16,374
Total Operating Commitments	9,428	16,374
By maturity		
<i>Operating Commitments</i>		
One year or less	3,405	8,267
From one to five years	6,023	8,107
Total Operating Commitments	9,428	16,374
Total	9,428	16,374

Commitments are GST inclusive where material.

¹ The decrease in operating leases is due to the departure in April 2022 of the Executive Officer with a leased vehicle.

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:

	2022 \$	2021 \$
Cash held	212,586	168,839
Total cash and deposits	212,586	168,839

6.2 Reconciliation of Net Result to Net Cash from Operating Activities

	2022 Actual \$	2021 Actual \$
Net Result	(63,162)	(75,973)
Depreciation	452,676	449,131
Contributions Received	(52,438)	(173,063)
Decrease/(increase) in Receivables	(13,221)	3,117
Decrease/(increase) in Prepayments	(42,995)	(924)
Increase/(decrease) in Payables	7,551	1,713
Increase/(decrease) in Employee Benefits	(88,979)	7,596
Net cash from operating activities	199,332	211,597

6.3 Reconciliation of Liabilities arising from Financing 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.

2022	Lease Liabilities \$
Balance as at 1 July 2021	136,042
Changes from financing cashflows	
Interest expense	1,238
Lease payments	(115,455)
Balance as at 30 June 2022	21,824

2021	Lease Liabilities \$
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

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

	2022 Actual \$	2021 Actual \$
Financial assets		
Amortised cost (Cash & Cash equivalents)	212,586	168,839
Amortised cost (Receivables)	16,872	3,550
Total	229,458	172,390
Financial liabilities		
Financial liabilities measured at amortised cost (Payables)	21,482	13,931
Total	21,482	13,931

Financial Assets

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

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

Financial Liabilities

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

7.3 Reclassification of Financial Assets

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

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

Budget information refers to original estimates as disclosed in the 2021-22 Budget Papers against output 03001 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	2022 Budget	2022 Actual	Variance \$	Variance %
Sales of goods and services	(a)	97,000	80,258	(16,742)	(17)
Supplies and consumables	(b)	1,230,240	814,335	(415,905)	(34)

Notes to Statement of Comprehensive Income Variances

- (a) The variance in sales of goods and services mainly relates to reduced revenue sourced from overseas students, test kits, certificates and other sales of goods and services.
- (b) The variance in supplies and consumables is predominately driven by lower expenses for maintenance and heightened support of TRACS.

8.2 Statement of Financial Position

Budget estimates for the 2021-22 Statement of Financial Position were compiled prior to the completion of the actual outcomes for 2021-22. As a result, the actual variance from the original Budget estimate will be impacted by the difference between estimated and actual opening balances for 2020-21. The following variance analysis therefore includes major movements between the 30 June 2021 and 30 June 2022 actual balances.

	Notes	2022 Budget \$	2022 Actual \$	2021 Actual \$	Budget Variance \$	Actual Variance \$
Cash and deposits	(a)	93,000	212,586	168,839	119,586	43,747
Receivables	(b)	4,000	16,872	3,550	12,872	13,321
Other assets	(c)	32,000	54,149	11,154	22,149	42,995
Property, plant, and equipment	(d)	...	24,703	263	24,703	24,441
Intangibles	(e)	2,204,000	1,930,768	2,204,524	(273,232)	(273,756)
Right of use asset	(f)	...	24,913	134,468	24,913	(109,555)
Employee entitlements	(g)	363,000	319,860	408,839	(43,140)	(88,979)
Lease liabilities	(h)	...	21,824	136,041	21,824	(114,217)

Notes to Statement of Financial Position Variances

- (a) The variance in cash and deposits relates predominantly to the decrease in expenses for supplies and consumables.
- (b) The increase in receivables is mainly as the result of the Goods and Services Tax associating with expenses for TRACS in June 2022.
- (c) The variance in other assets is due to the contract retainer invoice for TRACS for the second half of 2022.
- (d) The increase in property, plant and equipment is the result of the newly acquired IT and office furniture supply.
- (e) The decrease in intangibles is primarily driven by the increased accumulated depreciation for TRACS.
- (f) The decrease in right of use assets balance relates to the depreciation on the leased Murray Street office.
- (g) The variance in employee entitlements is largely attributed to the fall in long service leave.
- (h) The variance in lease liabilities is the present value of the Murray Street lease liability.

8.3 Statement of Cash Flows

	Notes	2022 Budget	2022 Actual	Variance \$	Variance %
Sales of goods and services	(a)	97,000	64,511	(32,489)	(33)
Employee benefits	(b)	(3,208,874)	(3,578,181)	(369,307)	12
Supplies and consumables	(c)	(1,206,240)	(847,354)	358,886	(30)
Other cash payments	(d)	...	(19,477)	(19,477)	100
Payments for acquisition of non-financial assets	(e)	...	(41,368)	(41,368)	100
Repayment of leases liabilities (excluding interest)	(f)	(135,000)	(114,217)	(20,783)	(15)

Notes to Statement of Cash Flows Variances

- (a) The variance in sales of goods and services is caused by the GST on invoices paid in June 2022 that have not been recouped from the ATO.
- (b) The variance in employee benefits primarily relates to sessional staff salaries actuals greater than budgeted.
- (c) The variance in supplies and consumables is predominantly due to the requirements for IT consultants and travel and transport costs being less than budget.
- (d) The variance in other cash payments is due to workers' compensation payment not being budgeted.
- (e) The variance in other payments for acquisition of non-financial assets is due to office equipment and software development not being budgeted.
- (f) The variance in the lease liabilities is the present value of the Murray Street lease liability.

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 senior secondary 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 15 September 2022.

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 there are no new or revised Standards and Interpretations issued by the Australian Accounting Standards Board that are relevant to the TASC's operations and effective for the current annual reporting period.

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

TASC has reviewed the pending Standards and Interpretations issued by the Australian Accounting Standards Board and conclude they will not have a material impact on TASC's operations.

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.

Auditor's Report



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 2022, 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 2022 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 Office'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 and Certification Act 2003* and for such internal control as determined necessary to enable the preparation of the financial report that is free from material misstatement, whether due to fraud or error.

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

Auditor's Responsibilities for the Audit of the Financial Report

My objectives are to obtain reasonable assurance about whether the financial report as a whole is free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes my opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with the Australian Auditing Standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of the financial report.

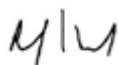
As part of an audit in accordance with the Australian Auditing Standards, I exercise professional judgement and maintain professional scepticism throughout the audit. I also:

- 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.



Rod Whitehead
Auditor-General

16 September 2022
Hobart



OFFICE OF TASMANIAN
ASSESSMENT, STANDARDS
& CERTIFICATION

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