

ANNUAL REPORT

22
23



TASMANIAN
ASSESSMENT, STANDARDS
& CERTIFICATION



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Letter from TASC Board to the Minister



GPO Box 333
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Phone 6165 6000

1 October 2023

Hon Roger Jaensch MP
Minister for Education, Children and Youth
GPO Box 123
HOBART TAS 7001

Dear Minister

In accordance with Section 24 of the *Tasmanian Assessment, Standards and Certification Act 2003* (the Act), I am pleased to submit to you the 2022–23 Tasmanian Assessment, Standards and Certification (TASC) Annual Report.

The report details TASC's activities and functions in the period from 1 July 2022 to 30 June 2023, including independently audited financial statements for that period.

This is the first Annual Report that has been submitted by the newly established TASC Board. The Board commenced operation on 1 July 2023 (immediately after this report period) following the amendment of the *Tasmanian Assessment, Standards and Certification Act 2003*.

On behalf of the Board, I would like to acknowledge the Office of TASC for their commitment and expertise throughout this period and thank all those who have supported them in their work. We would also like to recognise the generous contributions and wise counsel of the outgoing Framework Advisory Committee.

As a Board, we look forward to working with the TASC team in the best interests of Tasmanian learners and Tasmania's education system.

Warm regards

A handwritten signature in dark ink, appearing to read 'N. Brown'.

Prof. Natalie Brown
Chair, TASC Board



Address from the Deputy Director, TASC

CENTRING EDUCATION REGULATION AROUND SENIOR SECONDARY LEARNERS



Having worked with TASC from within schools and in various sessional staff roles, I'm well aware of the vital role that TASC plays in senior secondary education in Tasmania and how united we are with Principals, teachers and students completing their senior secondary studies.

It's an exciting and somewhat daunting time to take on the leadership of TASC as we implement the first significant legislative changes to the TASC Act since TASC's initial establishment in 2015. Lead by Chair Professor Natalie Brown, the TASC Board started operating on 1 July 2023. The Board members share a dedication to placing learners at the centre of education regulation and I look forward to working with them.

Recent years have tested the resilience of us all as we have faced unexpected and trying circumstances. Throughout this period, TASC has supported learners with flexible and supportive measures. I am most proud to have seen school leaders and students continue to make the very best of

each situation, displaying significant strength and positivity. Reflecting students' persistence and hard work, Tasmanian Certificate of Education (TCE) achievement levels have remained consistent at historically high levels in 2022.

In this year's Annual Report, we have included reporting on the senior secondary student measures outlined in the Literacy Advisory Panel *Final Report to Government: Lifting Literacy*. In Table 8 you can see reporting on Year 12 students' attainment of the TCE Everyday Adult Standards, including Reading, Writing and Communication (in English). Currently 92% of Year 12 students are achieving this standard with the target of increasing achievement levels to 100% by 2035.

As well as supporting senior secondary learners, one of TASC's most important functions is to ensure the validity and integrity of the qualifications we issue. TASC works diligently to ensure that students receive fair and reliable results and qualifications. Our connection with schools and our quality assurance practices enhances the value of TASC-issued qualifications and the confidence the community, education providers and employers can place in them.

TASC remains committed to developing quality assurance self-evaluation tools and resources to support schools. These resources are particularly focused on assisting schools to understand the Provider standards and to continue improving their practices.

Accrediting contemporary courses that are consistent with national standards and meet the current and emerging needs of Tasmanian students is a priority for TASC. We continued collaborating with the 9 – 12 Learning team developing senior secondary courses. During the 12-month period, we accredited 15 new courses for first teaching in 2024 and renewed 86 existing courses, ensuring continuity of course provision for schools.

I recognise the value of working together with stakeholders to understand the needs of our community and to find new ways of supporting them. I would like to sincerely thank all our colleagues in senior secondary education, particularly our TASC Liaison Officers and those providing invaluable advice and feedback, both informally and in our reference and advisory groups.

Stakeholder consultation has been essential to the successful development of various policies and support materials, including an updated suite of academic integrity resources for schools and students.

I would also like to thank the more than 800 sessional staff who work with TASC each year, ensuring students complete external assessments and receive their senior secondary results. I appreciate the diligence of sessional staff to maintaining the highest integrity and standards in external assessment for Tasmanian senior secondary students.

Previous Executive Officer Kristy Pereira deserves thanks and recognition for moving TASC forward on a path of continuous improvement. I am grateful for the ongoing conscientiousness and professionalism of TASC staff. Together we look forward to the year ahead and the opportunity to continue to develop and grow as a modern education regulator for our times.



Alison Savage

Deputy Director,
Tasmanian Assessment,
Standards and Certification



10 key achievements in 2022–23



Successfully delivered senior secondary results to more than

11 500

students

with

7686



Year 12 students

achieving a TASC-issued senior secondary certificate

Held external assessments at

34



exam centres

with more than

6100

students assessed

and



960

sessional staff employed

to set, critique, administer and mark assessments

Accredited



21

new/evolution courses

for first teaching in 2023

plus

15 courses

for first teaching in 2024



Revised

**external exam rules,
calculator use policy
and academic
integrity policy**

to better suit the needs of students following stakeholder consultation

Introduced a

quality assurance

‘Tools for Teachers’



**web
hub**

with updated tools and resources
to improve support and clarity on
processes and regulatory requirements



Commenced implementation of a
**comprehensive
and staged
policy review
project**

to support TASC’s functions and
strategic direction

Developed accessible

exam paper templates

with content layout and larger fonts
making it easier for everyone to read
and understand the exam questions



Contributed to the
**Review of
Tasmanian
education
regulators**

and prepared for the commencement
of the TASC Board



Made ongoing

performance improvements

to maintain and improve functionalities in the
TRACS Student Management system

Moved offices and

co-located



other Tasmanian education regulators

Accrediting courses



21 new/evolution courses for first teaching in 2023 being delivered



15 new/evolution courses accredited for first teaching in 2024



86 existing courses re-accredited for 2024 and 2025

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

Senior secondary courses

Young people 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 2022 is available in Table I3. Our website provides course documents for all TASC accredited courses, including the course criteria, content and supporting documents such as past exam papers.

For the 2022 school year, there were:

- ▶ 133 senior secondary level courses accredited by TASC
- ▶ more than 70 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* ensures that senior secondary 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. The current Framework was approved by the (former) Minister for Education in December 2021, following a review of the existing Framework and in consultation with TASC's (former) Framework Advisory Council and the Department for Education, Children and Young People's Years 9–12 Learning team.

From 1 July 2023, the TASC Board is responsible for the development and/or review of the Framework for the Minister's approval.

New contemporary and evolution courses

We continued 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.

TABLE I: NEW / EVOLUTION COURSES ACCREDITED FOR FIRST TEACHING

New / Evolution Course	Level
Teaching from 2022	
<i>Civics and Citizenship</i> (CVC115122)	Level 1
<i>Engineering Design</i> (EDN215122)	Level 2
<i>Enterprise at Work</i> (EPW215112)	Level 2
<i>Science</i> (SCC115122)	Level 1
<i>Transdisciplinary Science</i> (TDS215122)	Level 2
Teaching from 2023	
<i>Arts</i> (ART115123)	Level 1
<i>Biology</i> (BIO215123)	Level 2
<i>Chinese</i> (CHN215123)	Level 2
<i>Contemporary Music and Songwriting</i> (CMS215123)	Level 2
<i>Digital Projects</i> (DGPI115123)	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

TABLE I (CONTINUED): NEW / EVOLUTION COURSES ACCREDITED FOR FIRST TEACHING

New / Evolution Course	Level
Teaching from 2024	
<i>Biology (BIO315124)</i>	Level 3
<i>Contemporary Art Practice (CAP215124)</i>	Level 2
<i>Contemporary Art Practice (CAP315124)</i>	Level 3
<i>Dance (DNC215124)</i>	Level 2
<i>Dance (DNC315124)</i>	Level 3
<i>Data Science and Digital Solutions (DSD315124)</i>	Level 3
<i>Digital Technologies (DGT215124)</i>	Level 2
<i>Electronics and Advanced Technologies (EAT215124)</i>	Level 2
<i>Electronics and Advanced Technologies (EAT315124)</i>	Level 3
<i>English Inquiry (ENT315124)</i>	Level 3
<i>English Studio (ENS215124)</i>	Level 2
<i>English Studio (ENS315124)</i>	Level 3
<i>History (ENS315124)</i>	Level 2
<i>Studies of Religion (REL215124)</i>	Level 2
<i>Studies of Religion (REL315124)</i>	Level 3

Renewing course accreditation

There were 35 TASC accredited courses with expiring accreditation on 31 December 2022. Of these, 18 courses were renewed for accreditation without amendment. The remaining seventeen existing courses were not renewed as they were replaced by new/evolution courses.

There were 98 TASC accredited courses with expiring accreditation in 2023 and 2024. In June 2023, all of the courses that did not have an accredited replacement course were renewed through to the end of 2025. This included 84 courses renewed without amendment and two courses renewed with minor amendment. The decision on course renewals ensures continuity of course provision and supports schools to plan their curriculum offerings for the next two years.

There were 12 existing courses not renewed as these courses are replaced by new/evolution courses.

Upholding quality and standards



229 teachers
attended hands-on
quality assurance
meetings



75 schools
participated in
desktop audits +
11 on-site audits



Quality Assurance
Tools for Teachers
hub created

TASC is responsible for ensuring that national and state standards for senior secondary education are monitored and met.

We implement a quality assurance model of audits, practical quality assurance meetings, and regional workshops to ensure high-quality course delivery and assessment. Our quality assurance activities ensure the validity, reliability and integrity of the qualifications we issue, including the TCE.

Quality assurance meetings

Quality assurance meetings give us direct evidence of schools' interpretation and application of the assessment standards and provide an opportunity for teachers to engage in professional conversations and share best practice in the delivery and assessment of courses. The hands-on assessment processes at the meetings and reporting back to schools helps ensure comparability of assessment judgements in the same course by different schools.

The compulsory meetings covering 11 TASC accredited courses were held across Tasmania in September with 229 teachers from 64 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 75 schools were involved in selected desktop audits of TASC accredited senior secondary courses. The audits focused on schools' plans for the delivery and assessment of the courses in the table below:

TABLE 2: 2022–23 DESKTOP AUDITS OF TASC ACCREDITED COURSES

Course name	Level
English Writing (ENW315114)	Level 3
Sport Science (SPT315118)	Level 3
Essential Skills – Maths (MTN210114)	Level 2
Essential Skills – Reading and Writing (ERW210114)	Level 2
Essential Skills – Using Computers and the Internet (ESC205114)	Level 2
Learning Through Internship (LTI215117)	Level 2
Project Implementation (PRJ205118)	Level 2
Student Directed Inquiry (SDI315117)	Level 2
Work Readiness (WRK215117)	Level 2
Working with Children (BHC215116)	Level 2

A total of 11 schools and colleges were involved in selected on-site focused audits of TASC accredited senior secondary courses. The audits focused on schools' plans for the delivery and assessment of *Engineering Design* (EDN215122), *Agricultural Enterprise* (AGR215117), *Agricultural Systems* (AGR315117) and *Housing and Design* (HDS315118).

Extended on-site audits were also undertaken involving seven schools and colleges from around the State. In addition to the audit of the selected TASC courses, the extended audit included evaluation and feedback on provider-developed policy and procedural documentation.

We also provided all schools and colleges with self-evaluation tools to monitor their obligations against the following specific provider standards:

- ▶ Standard 6: Course providers will have policies and procedures to ensure that any disputes regarding internal assessments are resolved prior to final reporting to TASC.
- ▶ Standard 8: 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 10: 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.

Professional learning and quality assurance workshops

We continued to seek feedback from schools on what would assist them in meeting their provider responsibilities and responded with supports to best meet their current needs. This included creating a Quality Assurance Tools for Teachers hub on the TASC website bringing together key tools to understand quality assurance processes and requirements, and developing and refining concise new resources, such as a one-page *QA Meeting Preparation: Overview*.

We have continued to focus on providing support to meet the 10 provider standards through the campaign *Take the Stand: Actioning the Standards for Providers of TASC Courses* which began in 2021. The targeted campaign uses the *TASC Update* newsletter to progressively increase understanding of the standards in small segments that specifically relate to school activities that need to be done at that time. We are also providing new resources, examples and other documents that schools can adapt or adopt to help them fulfil the standards.

To support teachers new to senior secondary education in Tasmania, we held three seminars across the State with 39 teachers from 17 schools attending the professional learning opportunity. The seminars introduced new teachers to:

- ▶ TASC and TASC-issued certificates
- ▶ the principles of criterion-based assessment
- ▶ planning course delivery and assessment
- ▶ quality assurance processes and requirements.

The regional Quality Assurance Workshops in March provided opportunities for schools to work with TASC and experienced course providers in a guided, self-evaluation of their plans for course delivery and assessment. Alternative methods were used to deliver these developmental opportunities during COVID-19 impacted years and the resumption of in-person workshops was warmly welcomed. Four workshops were held with 52 participants and 10 observers from 39 schools and colleges.

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 2022 external assessments.

The checks included assessments of the physical sites (such as ease of access for exam paper delivery, security of lock-boxes and access to them, and the movement of exam papers from temporary storage to exam room/s), and that both school-based and TASC-appointed staff with direct involvement in the exam process were aware of their responsibilities and workplace safety practices.

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

As the designated State Authority of the (Australian Government) Department of Education, Skills and Employment, TASC undertakes various duties and responsibilities associated with overseas students undertaking studies in Tasmania. In 2022–23, a desktop audit commenced and remains underway. This audit, and associated planned on-site audits are part of renewal of CRICOS registration.

Managing 2022 external assessments



6 198
students in
50 TASC
Level 3 and
Level 4 courses



More than
17 500 total
external
assessments,
including **13 037**
written exams



34 exam
centres
across
Tasmania,
interstate
and overseas



942
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 2022 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 34 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 present some logistical challenges, we successfully and seamlessly delivered the 2022 external assessments for 6 198 students undertaking 50 Level 3 and Level 4 courses.

We are committed to providing all students with the opportunity and access to participate in TASC courses with external assessments, including providing 942 students with reasonable adjustments to support equitable access to complete the external assessments.

Preparation is underway to deliver external assessments and issue the senior secondary student results for all students at the end of 2023. Strategies are in place to manage potential risks and ensure the continued delivery of fair and equitable assessments and results.

FIGURE 2: 2022 EXAM PAPER DECOLLATION AHEAD OF MARKING



TABLE 3: 2022 EXTERNAL ASSESSMENTS

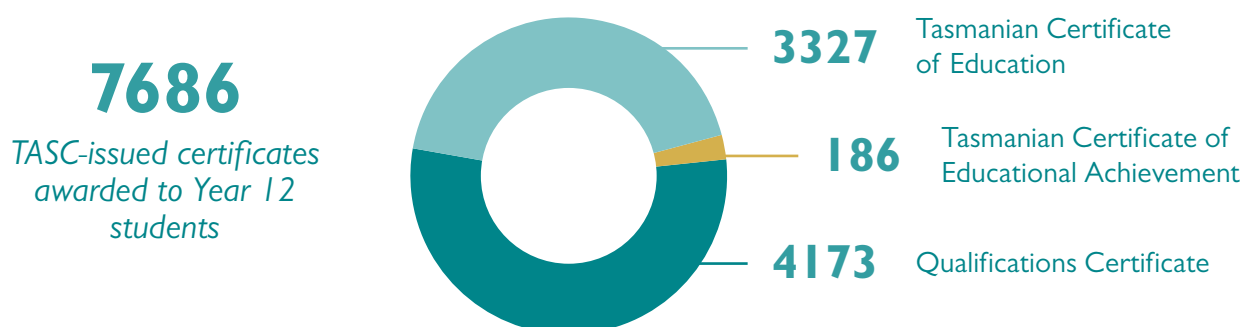
	Students ²	Assessments ³
External assessments¹ – TOTAL	6198	17 543
• Written assessments	5649	13 037
• Performance (oral/practical) assessments	635	660
• Folio and display assessments	2824	3846

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 2022 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.

FIGURE 3: TASC OUTSTANDING ACHIEVEMENT AWARD RECIPIENTS FOR 2022 WITH GOVERNOR OF TASMANIA, THE HON. BARBARA BAKER AC



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 January 2023, 59 students were awarded a TASC Outstanding Achievement Award:

- ▶ 27 students received the TASC Outstanding Achievement in VET Award, recognising students who demonstrated excellence in their VET programs, ranging from agriculture, creative industries, aquaculture, sport coaching and construction, and successfully achieved the Tasmanian Certificate of Education (TCE).
- ▶ 32 students received the TASC Outstanding Academic Achievement Award, recognising the students who attained Tasmania's highest academic results with an Australian Tertiary Admission Rank (ATAR) of 99.5 or above.

Students received their awards at a presentation ceremony in Hobart Town Hall attended by the Governor of Tasmania, Her Excellency the Honourable Barbara Baker AC.

**TABLE 4: 2022 TASC
OUTSTANDING ACHIEVEMENT
IN VET AWARD RECIPIENTS**

Student name	School
Talon Best	Marist Regional College
Hugh Clements	Hobart College
Dorian Clennett	Hobart College
Sarah Cornish	Elizabeth College
Edwin Coward	Hobart College
Chelsea Crellin	Hobart College
Callum Dobbie	Marist Regional College
Jacob Doohan	Scottsdale High School
Rubi Everard	Launceston College
Layla Ferguson	Hobart College
Jordan Gale	Ulverstone Secondary College
Matilda Harvey	Hobart College
Emily Hepburn	St Patrick's College
Piper Hoey	Ulverstone Secondary College
Lachlan Johnstone	Hobart College
Jessica Lloyd	St Michael's Collegiate School
Taylor Nash	Marist Regional College
Kezziah O'Toole	Hobart College
Lilly Reeman	Hellyer College
Bethany Reeves	St Michael's Collegiate School
Shania Saward	Marist Regional College
Alec Turale	Ulverstone Secondary College
Bryony Watts	Hobart College
Abby Wilson	St Mary's College
Chloe Woodhall	VLT / Deloraine High School
(Name withheld)	St Patrick's College
(Name withheld)	St Michael's Collegiate School

**TABLE 5: 2022 TASC OUTSTANDING
ACADEMIC ACHIEVEMENT
AWARD RECIPIENTS**

Students that achieved an ATAR of 99.5 or above.

Student name	School
Zachariah Bartlett	The Friends' School
Oscar Breslin	Guilford Young College
Max Brideson	Guilford Young College
Chi Canty	Scotch Oakburn College
Hugh Clarke	The Hutchins School
William Coulson	Launceston Church Grammar School
Liam Fassett	Launceston Church Grammar School
William Gaffney	Rosny College
Francesca Harkin	Hobart College
Isobel Heathcote	The Friends' School
Kasuni Indralal	Marist Regional College
Akihiro Katsuta	Hobart College
Thomas King	The Hutchins School
Alexander Kwa	The Friends' School
Jacob Lancaster	Hobart College
Adelle Massom	Hobart College
Jarroch Maywald	Hellyer College
Cassandra McLoughlin	Guilford Young College
Naoise Michelin	Elizabeth College
Mackenna Minstrell	Hobart College
Olive Morris	St Patrick's College
Nirmit Ganesh Naik	Hobart College
Narryna Nicholas	Hobart College
Eugenie O'Rourke	Don College
Sienna Palser	St Michael's Collegiate School
Max Reardon	The Friends' School
Bailey Reardon	St Patrick's College
Lachlan Rogers	Hobart College
James Skinner	The Friends' School
Alexander Wood	Scotch Oakburn College
Grace Young	St Brendan-Shaw College
Raina Zhao	Marist Regional College

Student results, attainment and participation data



More than 11 500
senior secondary
students received a
statement of results



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



Increase in student
participation in
Level 3 (or above)
courses

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

Under the *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.

State-wide data and data by school sector and for individual schools is published on our website at tasc.tas.gov.au/about/data

- ▶ Table 10: Participation in Senior Secondary Education and Training Two Years after Year 10
- ▶ Table 11: Post Year 10 Direct Continuation towards the TCE
- ▶ Table 12: Participation in TASC Levels 3–4 Course Learning Areas
- ▶ Table 13: Participation and Achievement in all TASC Accredited Courses by School Students
- ▶ Table 14: Participation in the University of Tasmania High Achiever Program (HAP) and University Connections Program (UCP)

2022 results, attainment and participation data tables:

- ▶ Table 6: Attainment by Potential Year 12 Population (TCE and ATAR)
- ▶ Table 7: Attainment and Participation by Year 12 School Students (TCE, ATAR and VET)
- ▶ Table 8: TCE Standards met by Year 12 School Students
- ▶ Table 9: Other Certificate and Qualification Attainment by Year 12 School Students

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					
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	1 year trend ³
TOTAL:	6416	6334	6164	6027	6197						
Attained TCE	3756	3672	3673	3556	3416	58.5%	58.0%	59.6%	59.0%	55.1%	↓
Attained an ATAR	2163	2108	2047	2017	1913	33.7%	33.3%	33.2%	33.5%	30.9%	↓
Female⁴:	3061	3039	2995	2933	2978						
Attained TCE ⁴	2005	2028	1987	1997	1855	65.5%	66.7%	66.3%	68.1%	62.3%	↓
Attained an ATAR ⁴	1233	1253	1195	1214	1122	40.3%	41.2%	39.9%	41.4%	37.7%	↓
Male⁴:	3359	3296	3169	3092	3216						
Attained TCE ⁴	1751	1644	1685	1559	1556	52.1%	49.9%	53.2%	50.4%	48.4%	↓
Attained an ATAR ⁴	930	854	851	803	790	27.7%	25.9%	26.9%	26.0%	24.6%	↓

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 year 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	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	1 year trend ³
Year 12 school students	4818	4631	4585	4511	4223						
Australian residents	4714	4532	4513	4445	4187						
Aged over 19 years	34	18	14	11	11						
Aged 15–19 ⁴	4680	4514	4499	4434	4176						
Year 12 school students aged 15–19: Gender											
Female ⁵	2375	2388	2382	2399	2211						
Male ⁵	2305	2125	2115	2035	1958						
Non-binary (or other gender identified) ⁵		1	2		7						
Year 12 school students aged 15–19: Attainment and Participation											
Attained TCE	3730	3664	3610	3534	3327	79.7%	81.2%	80.2%	79.7%	79.7%	→
Attained an ATAR	2163	2108	2047	2017	1913	46.2%	46.7%	45.5%	45.5%	45.8%	→
Completed at least 120 credit points ⁶	3852	3797	3727	3627	3422	82.3%	84.1%	82.8%	81.8%	81.9%	→
Completed at least one TASC Level 3 course or above	3550	3350	3338	3278	3133	75.9%	74.2%	74.2%	73.9%	75.0%	↑
Completed at least four TASC Level 3 courses or above	2687	2518	2448	2408	2320	57.4%	55.8%	54.4%	54.3%	55.6%	↑
Completed at least one VET unit ⁷	2908	2752	2752	2804	2600	62.1%	61.0%	61.2%	63.2%	62.3%	→
Completed at least one VET Certificate ⁸	1332	1366	1284	1162	1046	28.5%	30.3%	28.5%	26.2%	25.0%	↓
Completed at least one VET Certificate and attained the TCE	1117	1132	1097	979	865	23.9%	25.1%	24.4%	22.1%	20.7%	↓
Completed at least one VET Certificate and attained an ATAR	248	287	234	227	219	5.3%	6.4%	5.2%	5.1%	5.2%	→

TABLE NOTES

1. Attainment of the TCE, an ATAR and VET Certificate are not mutually exclusive – ie 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 year 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.

TABLE 8: TCE STANDARDS MET BY YEAR 12 SCHOOL STUDENTS

TCE standards attained ¹	Number of persons aged 15 to 19 years					Percentage attainment of Year 12 school students ²					
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	1 year trend ³
Number of students aged 15–19 years	4680	4514	4499	4434	4176						
Participation and Achievement Standard:											
Achieved 120 credit points	3852	3797	3727	3627	3422	82.3%	84.1%	82.8%	81.8%	81.9%	→
Achieved 80 credit points at Level 2 or above	4373	4237	4115	3993	3745	93.4%	93.9%	91.5%	90.0%	89.7%	→
TCE Everyday Adult Standards:											
• Reading, Writing and Communication (in English)	4360	4278	4172	4095	3841	93.2%	94.8%	92.7%	92.4%	92.0%	→
• Mathematics	4378	4283	4196	4120	3865	93.5%	94.9%	93.3%	92.9%	92.6%	→
• Use of Computers and the Internet	4311	4175	4139	4018	3639	92.1%	92.5%	92.0%	90.6%	87.1%	↓

TABLE NOTES

1. **TCE Standards attained:** Reports on Year 12 students' attainment of each of the Tasmanian Certificate of Education (TCE) standards as at the end of two years of senior secondary studies. The number of students who attained the TCE (met all of the above TCE standards) is reported in Table 7. Table 8 replaces the previous table 'Reasons for Not Attaining the TCE' which reported on the reasons for non-attainment of the TCE where the 120 credit points threshold had been met. The new table was developed to report on the measures and targets for TASC reporting in the Literacy Advisory Panel Final Report to Government: Lifting Literacy.
2. Percentage figures are used as the number of actual students fluctuates each year. It is preferable to refer to the percentages for comparison, rather than the number of students.
3. **1 year trend:** Indicates if there has been an increase/decrease of 1 per cent or more in the most recent year.

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

Certificate/Qualification ¹	Number attained				
	2018	2019	2020	2021	2022
Qualifications Certificate ²	4667	4533	4535	4414	4173
Tasmanian Certificate of Educational Achievement (TCEA) ³	73	78	116	161	186
International Baccalaureate (IB) Diploma ⁴	13	23	24	25	21
Big Picture Learning Credential ⁵	0	0	0	22	14
VET Certificate I ⁶	293	347	378	352	298
VET Certificate II or above ⁶	1343	1394	1266	1102	897

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.

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

Participation ¹	Number of students aged 15–19 years				
	2018	2019	2020	2021	2022
Students aged 15–19 years two years after Year 10	6805	7196	7195	7547	7507
• Completed at least one VET unit ²	4991	5420	5416	5865	5936
• Completed 120 credit points ³	5186	4971	4896	4863	4658

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 II: 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 year trend ⁶
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	
Year 12 Cohort in Calendar Year	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	
Year 10 students	6562	6103	6257	6039	5938						
Year 11 students	5588	5020	5313	5203	5212	85.2%	82.3%	84.9%	86.2%	87.8%	↑
Year 12 students	4894	4322	4655	4642	4507	74.6%	70.8%	74.4%	76.9%	75.9%	↓
• Attained TCE ⁷	3631	3477	3461	3373	3184	55.3%	57.0%	55.3%	55.9%	53.6%	↓
• Attained an ATAR ⁷	2131	2044	1977	1964	1844	32.5%	33.5%	31.6%	32.5%	31.1%	↓
• Attained a VET Certificate ⁷	1600	1236	1294	1178	1202	24.4%	20.3%	20.7%	19.5%	20.2%	→

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 year 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 – ie 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					
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	1 year trend ²
English	2571	2476	2437	2291	2241	54.9%	53.6%	54.2%	51.7%	53.7%	↑
Mathematics	2242	2231	1982	2049	2075	47.9%	48.3%	44.0%	46.2%	49.7%	↑
Humanities and Social Sciences	2018	1897	1831	1870	1701	43.1%	41.1%	40.7%	42.2%	40.7%	↓
Science	1593	1573	1509	1499	1452	34.0%	34.0%	33.5%	33.8%	34.8%	↑
Health and Physical Education	1307	1259	1216	1214	1150	27.9%	27.2%	27.0%	27.4%	27.5%	→
The Arts	1235	1230	1174	1170	1112	26.4%	26.6%	26.1%	26.4%	26.6%	→
Technologies	1163	1111	1003	978	968	24.8%	24.0%	22.3%	22.1%	23.2%	↑
Languages	210	242	235	201	168	4.5%	5.2%	5.2%	4.5%	4.0%	→
Mixed Field	42	25	25	18	23	0.9%	0.5%	0.6%	0.4%	0.6%	→

TABLE NOTES

- 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.
- 1 year 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	2022 Course	Course Code	TASC Level ¹	TCE Credit Points ²	Total Students	Males ³	Females ³	< Year 10 ⁴	Year 11	Year 12	Year 13	(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	13	9	4	0	8	5	0	0	1	3	6	2	1
	Practical English	ENG110114	1	10	150	82	68	0	115	34	1	33	15	102	-	-	-
	English as an Additional Language or Dialect	EAL215114	2	15	46	18	28	0	33	12	1	4	5	13	10	8	6
	English Applied	ENA215114	2	15	1167	708	458	0	877	281	9	296	68	358	317	91	37
	English Foundations	ENG215117	2	15	846	430	413	0	762	84	0	99	68	206	272	112	89
	Essential Skills - Reading and Writing	ERW210114	2	10	441	224	216	0	296	136	9	162	42	237	-	-	-
	English as an Additional Language or Dialect	EAL315120	3	15	83	50	33	0	34	48	1	1	18	19	28	12	5
	English	ENG315117	3	15	1559	689	869	0	1277	279	3	31	53	337	750	226	162
	English Literature	ENL315114	3	15	387	122	263	0	310	77	0	14	7	51	178	89	48
	English Writing	ENW315114	3	15	621	228	391	0	240	378	3	28	16	134	269	101	73
	Preliminary English Stage 1	PRE005119	Pre	0	6	4	2	0	4	2	0	1	2	3	-	-	-
	Preliminary English Stage 2	PRE005219	Pre	0	25	17	8	0	16	9	0	1	4	20	-	-	-
	Preliminary English Stage 3	PRE005319	Pre	0	38	27	11	0	29	5	4	4	3	31	-	-	-
	Preliminary English Stage 4	PRE005419	Pre	0	23	17	6	0	10	9	4	1	4	18	-	-	-

Learning Area	2022 Course	Course Code	TASC Level ¹	TCE Credit Points ²	Total Students	Males ³	Females ³	< Year 10 ⁴	Year 11	Year 12	Year 13	(NN)	Preliminary Achievement (PA)	Satisfactory Achievement (SA)	Commendable Achievement (CA)	High Achievement (HA)	Exceptional Achievement (EA)
Health and Physical Education	Fitness Experiences	HPEI05I18	I	5	461	319	142	0	197	264	0	59	25	377	-	-	-
	Sport and Recreation Experiences	HPEI10I18	I	10	761	512	249	0	356	404	1	80	33	648	-	-	-
	Outdoor Experiences	OXPI05I18	I	5	267	169	98	0	145	121	1	27	18	222	-	-	-
	Personal Care	PERI10I18	I	10	135	61	73	0	69	66	0	43	19	73	-	-	-
	Athlete Development	ATH2I5I18	2	15	661	509	152	4	427	229	1	49	71	116	242	82	101
	Community Sport and Recreation	HPE2I5I18	2	15	442	315	127	0	252	189	1	65	40	131	118	40	48
	Outdoor Education	OXPI2I5I18	2	15	634	400	234	0	451	181	2	60	48	161	172	99	94
	Personal Health and Wellbeing	PER2I5I18	2	15	279	64	213	0	155	119	5	69	21	58	78	22	31
	Sport Science - Foundation	SPT2I5I18	2	15	160	115	45	13	91	55	1	19	20	38	52	19	12
	Health Studies	HLT3I5I18	3	15	738	207	531	0	260	476	2	42	165	131	256	103	41
	Outdoor Leadership	OXPI3I5I18	3	15	301	164	136	0	50	250	1	10	25	65	126	49	26
	Sport Science	SPT3I5I18	3	15	451	228	223	0	131	320	0	15	50	93	172	95	26
	Preliminary Health and Physical Education Stage 1	PRL005I19	Pre	0	8	6	2	0	4	4	0	0	1	7	-	-	-
	Preliminary Health and Physical Education Stage 2	PRL0052I9	Pre	0	15	9	6	0	10	5	0	1	1	13	-	-	-
	Preliminary Health and Physical Education Stage 3	PRL0053I9	Pre	0	11	9	2	0	8	3	0	0	2	9	-	-	-
	Preliminary Health and Physical Education Stage 4	PRL0054I9	Pre	0	29	26	3	0	14	14	1	2	0	27	-	-	-

Learning Area	2022 Course	Course Code	TASC Level ¹	TCE Credit Points ²	Total Students	Males ³	Females ³	< Year 10 ⁴	Year 11	Year 12	Year 13	(NN)	Preliminary Achievement (PA)	Satisfactory Achievement (SA)	Commendable Achievement (CA)	High Achievement (HA)	Exceptional Achievement (EA)
Humanities and Social Sciences	Focus on Children	BHC115116	I	15	13	2	11	0	8	4	1	10	0	0	1	2	0
	You, Your Family and the Community	BHY105116	I	5	1028	409	616	0	692	332	4	108	63	857	-	-	-
	Financial Literacy	BST105116	I	5	457	202	254	0	252	193	12	213	34	210	-	-	-
	Civics and Citizenship	CVC115122	I	15	5	2	3	0	1	4	0	NR	NR	NR	-	-	-
	Basic Road Safety	RSE105120	I	5	241	117	124	0	99	135	7	82	41	118	-	-	-
	Working with Children	BHC215116	2	15	301	18	283	0	199	98	4	55	29	54	61	46	56
	Exploring Issues in Society	BHF215116	2	15	91	32	59	0	78	12	1	13	3	14	28	14	19
	Introduction to Sociology and Psychology	BHX215118	2	15	673	184	487	5	484	182	2	107	70	135	184	74	103
	Business Studies - Foundation	BST215116	2	15	264	141	123	0	136	128	0	35	15	55	76	41	42
	Community Service Learning	CSL205118	2	5	386	137	249	0	337	48	1	45	10	56	108	78	89
	History and the Environment	HAE215120	2	15	102	54	48	0	49	53	0	26	9	19	20	12	16
	Legal Studies - Foundation	LST215117	2	15	302	117	185	0	181	116	5	44	50	45	76	35	52
	Making Moral Decisions	RLP205120	2	5	212	90	122	0	197	15	0	14	9	92	0	97	0
	Religion in Society	RLP215120	2	15	184	109	75	0	173	11	0	11	17	67	53	20	16
	Road Safety Education	RSE205120	2	5	74	32	42	0	22	47	5	24	4	35	0	3	8
	Tasmanian Aboriginal Studies	TAS215118	2	15	69	26	43	0	33	36	0	20	5	25	13	4	2
	Australia in Asia and the Pacific	AAP315116	3	15	28	17	11	0	2	26	0	1	2	4	10	9	2
	Accounting	ACC315116	3	15	142	84	58	0	29	113	0	6	10	39	58	17	12
	Ancient History	ANH315117	3	15	196	78	117	0	75	120	1	14	19	49	77	17	20
	Psychology	BHP315116	3	15	521	125	393	0	159	359	3	21	41	137	186	78	58
	Sociology	BHS315116	3	15	469	110	356	0	176	293	0	18	27	101	210	67	46
	Business Studies	BST315116	3	15	430	247	183	0	122	308	0	19	50	108	153	71	29
	Economics	ECN315116	3	15	236	148	88	0	28	207	1	2	17	36	118	36	27
	Geography	GGY315120	3	15	147	71	76	0	15	131	1	7	8	48	60	18	6
	Modern History	HSM315117	3	15	229	98	130	0	76	153	0	6	20	72	85	19	27
	Legal Studies	LST315117	3	15	268	79	189	0	69	199	0	9	19	49	126	47	18
	Philosophy	PHL315118	3	15	216	85	130	0	57	159	0	6	16	38	106	19	31
	Studies of Religion	REL315116	3	15	155	55	100	0	123	32	0	6	7	33	59	23	27
	First Nations Studies	TAS315119	3	15	78	23	55	0	11	67	0	2	10	22	21	16	7
	Preliminary Humanities Stage 1	PRH005119	Pre	0	3	1	2	0	1	2	0	NR	NR	NR	-	-	-
	Preliminary Humanities Stage 2	PRH005219	Pre	0	6	5	1	0	4	2	0	0	1	5	-	-	-
	Preliminary Humanities Stage 3	PRH005319	Pre	0	10	7	3	0	6	4	0	0	2	8	-	-	-
	Preliminary Humanities Stage 4	PRH005419	Pre	0	20	16	4	0	11	9	0	3	1	16	-	-	-

Learning Area	2022 Course	Course Code	TASC Level ¹	TCE Credit Points ²	Total Students	Males ³	Females ³	< Year 10 ⁴	Year 11	Year 12	Year 13	(NN)	Preliminary Achievement (PA)	Satisfactory Achievement (SA)	Commendable Achievement (CA)	High Achievement (HA)	Exceptional Achievement (EA)
Languages	Chinese - Foundation	CHN215114	2	15	13	5	8	0	13	0	0	0	2	5	1	3	2
	French - Foundation	FRN215114	2	15	50	18	32	7	33	9	1	2	5	6	12	11	14
	German - Foundation	GRM215114	2	15	13	5	8	0	11	2	0	1	2	2	5	2	1
	Italian - Foundation	ITN215114	2	15	15	4	11	1	7	7	0	1	1	3	3	2	5
	Japanese - Foundation	JPN215114	2	15	163	89	74	0	102	59	2	21	23	37	33	16	33
	Auslan	AU825	3	15	3	0	3	0	2	1	0	NR	NR	NR	NR	NR	NR
	Chinese	CHN315114	3	15	15	6	9	0	12	3	0	0	1	2	1	9	2
	Chinese (Specialist Level)	CN813	3	15	16	11	5	0	7	9	0	0	5	5	2	2	2
	Filipino	FI801	3	15	3	1	2	0	1	2	0	NR	NR	NR	NR	NR	NR
	French	FRN315114	3	15	36	7	29	0	21	15	0	0	0	4	11	13	8
	Modern Greek	GK859	3	15	1	1	0	0	0	1	0	NR	NR	NR	NR	NR	NR
	German	GRM315114	3	15	9	5	4	0	6	3	0	1	0	2	2	3	1
	Italian	ITN315114	3	15	19	5	14	1	12	6	0	0	0	1	4	6	8
	Japanese	JPN315114	3	15	76	37	39	0	36	40	0	2	13	21	16	13	11
	Korean	KR857	3	15	2	1	1	0	0	2	0	NR	NR	NR	NR	NR	NR
	Polish	PL866	3	15	2	2	0	0	0	2	0	NR	NR	NR	NR	NR	NR
	Persian	PS892	3	15	4	0	4	0	1	3	0	NR	NR	NR	NR	NR	NR
	Spanish	SP877	3	15	5	4	1	0	1	4	0	NR	NR	NR	NR	NR	NR
	Tamil	TM801	3	15	1	1	0	0	1	0	0	NR	NR	NR	NR	NR	NR
	Vietnamese	VT876	3	15	3	2	1	0	1	2	0	NR	NR	NR	NR	NR	NR
Mathematics	Everyday Maths	MTE110114	1	10	125	70	55	0	99	26	0	36	4	85	-	-	-
	General Mathematics - Foundation	MTG215114	2	15	1453	667	785	0	1335	116	2	112	88	416	470	242	125
	Essential Skills - Maths	MTN210114	2	10	454	215	236	0	287	161	6	137	41	276	-	-	-
	Workplace Maths	MTW215120	2	15	1352	682	668	0	1127	216	9	291	104	385	373	127	72
	General Mathematics	MTG315120	3	15	1119	508	608	0	866	248	5	48	127	250	390	187	117
	Mathematics Methods - Foundation	MTM315117	3	15	1197	651	546	323	734	136	4	48	128	216	380	187	238
	Mathematics Methods	MTM415117	4	15	668	392	276	5	392	269	2	7	64	167	251	87	92
	Mathematics Specialised	MTS415118	4	15	179	117	62	1	3	175	0	2	5	26	70	30	46
	Preliminary Mathematics Stage 1	PRM005119	Pre	0	6	5	1	0	3	3	0	2	1	3	-	-	-
	Preliminary Mathematics Stage 2	PRM005219	Pre	0	24	15	9	0	15	9	0	2	8	14	-	-	-
	Preliminary Mathematics Stage 3	PRM005319	Pre	0	35	24	11	0	28	7	0	3	7	25	-	-	-
	Preliminary Mathematics Stage 4	PRM005419	Pre	0	39	24	15	0	21	14	4	5	1	33	-	-	-

Learning Area	2022 Course	Course Code	TASC Level ¹	TCE Credit Points ²	Total Students	Males ³	Females ³	< Year 10 ⁴	Year 11	Year 12	Year 13	(NN)	Preliminary Achievement (PA)	Satisfactory Achievement (SA)	Commendable Achievement (CA)	High Achievement (HA)	Exceptional Achievement (EA)
Mixed Field	Building Connections	BUC115018	1	15	28	9	19	0	17	10	1	10	2	16	-	-	-
	Pathways to Work	WRK115117	1	15	91	42	48	0	51	39	1	25	10	21	0	35	0
	Career and Life Planning	CLP205118	2	5	3098	1434	1660	0	1781	1299	18	460	204	2434	-	-	-
	Enterprise at Work	EPW215122	2	15	19	13	6	0	12	5	2	6	2	8	1	0	2
	Learning Through Internship	LT1215117	2	15	1	1	0	0	0	1	0	NR	NR	NR	NR	NR	NR
	Project Implementation	PRJ205118	2	5	580	419	160	0	302	273	5	110	90	380	-	-	-
	Work Readiness	WRK215117	2	15	200	91	109	0	106	93	1	71	12	69	7	23	18
	Student Directed Inquiry	SDI315117	3	15	20	13	7	0	0	20	0	1	5	3	8	1	2
	Preliminary Access to Work Stage 1	PRW005119	Pre	0	5	4	1	0	2	3	0	NR	NR	NR	-	-	-
	Preliminary Access to Work Stage 2	PRW005219	Pre	0	8	6	2	0	4	4	0	0	1	7	-	-	-
	Preliminary Access to Work Stage 3	PRW005319	Pre	0	13	12	1	0	10	3	0	3	0	10	-	-	-
	Preliminary Access to Work Stage 4	PRW005419	Pre	0	45	32	13	0	15	27	3	3	6	36	-	-	-
Science	Science	SCC115122	1	15	6	5	1	0	3	2	1	3	2	0	0	0	1
	Life Sciences	LSC215120	2	15	495	131	363	0	406	86	3	52	38	88	169	86	62
	Physical Sciences - Foundation	PSC215118	2	15	85	39	46	33	41	11	0	7	4	16	23	18	17
	Transdisciplinary Science	TDS215122	2	15	1	0	1	0	1	0	0	NR	NR	NR	NR	NR	NR
	Biology	BIO315116	3	15	737	202	534	1	80	652	4	11	107	198	245	100	76
	Environmental Science	ESS315118	3	15	186	78	108	0	72	113	1	6	21	61	61	20	17
	Physical Sciences	PSC315118	3	15	1121	621	498	2	1022	93	4	47	169	304	297	156	148
	Chemistry	CHM415115	4	15	472	230	242	0	3	464	5	12	68	107	88	105	92
	Physics	PHY415115	4	15	294	228	66	1	1	290	2	1	19	81	70	62	61
	Preliminary Science Stage 1	PRS005119	Pre	0	6	5	1	0	4	2	0	1	1	4	-	-	-
	Preliminary Science Stage 2	PRS005219	Pre	0	11	7	4	0	6	5	0	1	4	6	-	-	-
	Preliminary Science Stage 3	PRS005319	Pre	0	7	7	0	0	3	4	0	0	1	6	-	-	-
	Preliminary Science Stage 4	PRS005419	Pre	0	13	10	3	0	2	11	0	1	1	11	-	-	-

Learning Area	2022 Course	Course Code	TASC Level ¹	TCE Credit Points ²	Total Students	Males ³	Females ³	< Year 10 ⁴	Year 11	Year 12	Year 13	(NN)	Preliminary Achievement (PA)	Satisfactory Achievement (SA)	Commendable Achievement (CA)	High Achievement (HA)	Exceptional Achievement (EA)
Technologies	Food and Cooking Essentials	FCE110114	I	10	194	96	98	0	104	89	1	44	11	139	-	-	-
	Basic Computing	ICT110114	I	10	36	26	10	0	17	19	0	7	4	25	-	-	-
	Workshop Techniques - Introduction	WTE110114	I	10	193	158	34	0	111	81	1	39	11	79	30	0	34
	Agricultural Enterprise	AGR215117	2	15	23	7	16	0	14	9	0	7	1	11	3	1	0
	Automotive and Mechanical Technologies	AMT215116	2	15	321	267	53	0	200	121	0	85	39	111	62	20	4
	Computer Graphics and Design - Foundation	CGD215118	2	15	250	198	51	0	159	88	3	29	19	70	85	26	21
	Design and Production	DAP215116	2	15	746	463	282	0	419	321	6	110	58	163	207	118	90
	Engineering Design	EDN215122	2	15	109	100	8	0	70	39	0	9	11	25	32	19	13
	Electronics - Foundation	ELT215114	2	15	101	97	4	0	74	26	1	8	11	25	17	14	26
	Essential Skills - Using Computers and the Internet	ESC205114	2	5	716	459	257	0	461	248	7	217	49	450	-	-	-
	Food, Cooking and Nutrition	FDN215118	2	15	553	234	319	0	260	293	0	124	41	79	176	81	52
	Food and Hospitality Enterprise	FHE215116	2	15	148	59	89	0	85	60	3	19	12	33	45	19	20
	Computer Applications	ICT205114	2	5	241	209	32	0	138	98	5	51	46	63	37	0	44
	Agricultural Systems	AGR315117	3	15	20	9	11	0	4	16	0	0	7	3	5	4	1
	Computer Graphics and Design	CGD315118	3	15	130	96	34	0	46	84	0	3	12	42	51	14	8
	Electronics	ELT315114	3	15	38	36	2	0	7	30	1	1	4	6	14	6	7
	Food and Nutrition	FDN315118	3	15	540	161	378	0	112	427	1	9	46	101	257	85	42
	Housing and Design	HDS315118	3	15	273	139	134	0	77	195	1	9	32	79	105	37	11
	Computer Science	ITC315118	3	15	142	125	17	0	67	73	2	9	10	46	37	20	20
	Information Systems and Digital Technologies	ITS315118	3	15	37	33	4	0	15	22	0	0	3	19	13	2	0
	Preliminary Technologies Stage 1	PRT005119	Pre	0	6	5	1	0	2	4	0	0	0	6	-	-	-
	Preliminary Technologies Stage 2	PRT005219	Pre	0	7	5	2	0	4	3	0	0	0	7	-	-	-
	Preliminary Technologies Stage 3	PRT005319	Pre	0	11	6	5	0	9	2	0	1	0	10	-	-	-
	Preliminary Technologies Stage 4	PRT005419	Pre	0	21	14	7	0	14	7	0	1	0	20	-	-	-

Learning Area	2022 Course	Course Code	TASC Level ¹	TCE Credit Points ²	Total Students	Males ³	Females ³	< Year 10 ⁴	Year 11	Year 12	Year 13	(NN)	Preliminary Achievement (PA)	Satisfactory Achievement (SA)	Commendable Achievement (CA)	High Achievement (HA)	Exceptional Achievement (EA)
The Arts	Art Making	ART110117	1	10	75	19	56	0	48	23	4	17	9	12	9	16	12
	Dance the Basic Moves	DNC110120	1	10	58	9	48	0	34	24	0	2	0	1	16	7	32
	Visual Art	ART215117	2	15	949	338	605	0	506	433	10	106	106	209	286	137	105
	Art Practice	ART215217	2	15	292	97	194	0	162	128	2	49	29	62	69	42	41
	Music Technology Projects - Foundation	AUD215120	2	15	57	47	10	0	33	23	1	9	8	13	10	8	9
	Dance	DNC215120	2	15	38	3	35	0	24	13	1	6	0	8	13	7	4
	Media Production Foundations	MED215117	2	15	154	106	48	0	86	64	4	15	12	40	53	21	13
	Contemporary Music	MSC215117	2	15	298	179	119	2	173	121	2	31	49	48	79	55	36
	Music Ensemble	MSM205120	2	5	148	62	86	5	72	71	0	3	0	33	0	112	0
	Music Studies	MSS215120	2	15	107	57	50	0	59	47	1	13	15	29	29	13	8
	Musical Theatre	MUT215120	2	15	131	32	99	0	69	62	0	6	6	11	29	48	31
	Drama Foundations	SDS215117	2	15	54	23	30	0	33	21	0	2	1	14	20	10	7
	Technical Theatre Production	SDT215120	2	15	129	60	68	0	64	64	1	7	20	24	38	16	24
	Art Theory and Criticism	ARA315116	3	15	64	8	55	0	5	59	0	4	4	9	26	7	14
	Art Production	ART315117	3	15	828	196	627	0	391	431	6	29	26	162	356	210	45
	Art Studio Practice	ART315214	3	15	235	56	178	0	0	234	1	4	12	59	86	57	17
	Dance Choreography and Performance	DNC315120	3	15	53	8	45	0	28	25	0	0	1	17	21	8	6
	Media Production	MED315117	3	15	132	85	47	0	26	104	2	7	16	33	57	12	7
	Music	MSM315120	3	15	67	38	29	0	38	29	0	1	11	15	21	9	10
	Drama	SDD315120	3	15	182	70	112	0	150	32	0	1	9	50	81	30	11
	Theatre Performance	SDP315120	3	15	118	42	76	0	1	116	1	0	7	31	39	31	10
	Preliminary Arts Stage 1	PRA005119	Pre	0	6	5	1	0	1	5	0	2	0	4	-	-	-
	Preliminary Arts Stage 2	PRA005219	Pre	0	6	3	3	0	4	2	0	1	0	5	-	-	-
	Preliminary Arts Stage 3	PRA005319	Pre	0	19	5	14	0	16	3	0	4	4	11	-	-	-
	Preliminary Arts Stage 4	PRA005419	Pre	0	35	21	14	0	27	8	0	0	5	30	-	-	-

Learning Area	2022 Course	Course Code	TASC Level ¹	TCE Credit Points ²	Total Students	Males ³	Females ³	< Year 10 ⁴	Year 11	Year 12	Year 13	(NN)	Preliminary Achievement (PA)	Satisfactory Achievement (SA)	Commendable Achievement (CA)	High Achievement (HA)	Exceptional Achievement (EA)
TCE Everyday Adult Standards	Standards Test - Everyday adult reading, writing and communication (in English)	TCE001	2	0	112	61	50	0	37	68	7	0	0	112	-	-	-
	Standards Test - Everyday adult mathematics	TCE002	2	0	134	82	51	0	50	80	4	-	-	134	-	-	-
	Standards Test - Everyday adult use of computers and the internet	TCE003	2	0	363	168	192	0	47	296	20	-	-	363	-	-	-
	TCE ICT Standard (in-class work)	TCE004	2	0	1160	567	592	0	1	1153	6	-	-	1160	-	-	-

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.
- NR (Not Reported):** Courses with five or less students do not have students' results reported to protect the privacy of individual students within the small cohort.

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

2022 High Achiever Program Units ¹	Course Code	TCE Credit Points	Total Students	Males ³	Females ³	Year 11	Year 12	Year 13
Artificial Intelligence	KIT108	8	1	1	0	0	1	0
Biology of Animals	KZAI61	8	1	0	1	0	1	0
Biology of Plants	KPAI61	8	1	0	1	0	1	0
Calculus and Applications 2	KMA252	8	1	1	0	0	1	0
Chemistry IA	KRAI13	8	1	1	0	0	1	0
Chemistry IB	KRAI14	8	1	1	0	0	1	0
Chinese 2A	HMC219	8	3	0	3	0	3	0
Chinese 2B	HMC220	8	3	0	3	0	3	0
Complex Analysis and Transform Theory	KMA323	8	1	1	0	1	0	0
Data Handling and Statistics I	KMAI53	8	1	1	0	0	1	0
Ecology	KPZI63	8	1	0	1	0	1	0
European History: Renaissance to Revolutions	HTAI01	8	1	1	0	0	1	0
Foundations of Law	LAWI07	8	1	1	0	0	1	0
German 2A	HEG207	8	1	0	1	0	1	0
German 2B	HEG208	8	1	0	1	0	1	0
Group Theory and Functional Analysis	KMA322	8	1	1	0	1	0	0
Human Anatomy and Physiology IA	CZZI01	8	3	1	2	0	3	0
Human Anatomy and Physiology IB	CZZI02	8	3	1	2	0	3	0
Introduction to Data Science	KIT102	8	1	1	0	0	1	0
Introduction to Indonesian IA	HMNI01	8	2	0	2	2	0	0
Introduction to Indonesian IB	HMNI02	8	2	0	2	2	0	0
Introduction to International Relations	HIRI01	8	2	0	2	0	2	0
Introduction to Politics and Policy	HPPI01	8	2	0	2	0	2	0
Introductory Philosophy: Knowledge and Reality	HPHI05	8	1	1	0	0	1	0
Introductory Philosophy: Moral and Political Philosophy	HPHI04	8	1	1	0	0	1	0
Japanese 2A	HMJ204	8	3	2	1	0	3	0
Japanese 2B	HMJ205	8	3	2	1	0	3	0
Mathematics IA	KMAI52	8	7	7	0	0	7	0
Mathematics IB	KMAI54	8	5	5	0	0	5	0
Mathematics I	JEEI03	8	7	4	3	0	7	0
Mathematics II	JEEI04	8	7	4	3	0	7	0
Physics IA	KYAI01	8	1	1	0	0	1	0
Physics IB	KYAI02	8	1	1	0	0	1	0
Programming	KIT107	8	3	3	0	1	2	0
Programming Fundamentals	KIT101	8	2	2	0	1	1	0
Psychology: Brain and Behaviour	PSYI12	8	3	1	2	0	3	0
Psychology: Mental Health and Individual Differences	PSYI24	8	1	0	1	0	1	0
Psychology: Psychological Processes	PSYI25	8	2	1	1	0	2	0
World History: The First Globalisation	HTAI02	8	1	1	0	0	1	0

2022 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	22	4	18	6	16	0
Accounting and Financial Decision Making	BFAI13	8	9	6	3	1	8	0
Advanced Practical Study	FCPI20	15	28	16	12	0	28	0
Asian Studies	HMAI04	15	31	12	19	1	30	0
Entrepreneurship	BAA203	15	2	2	0	2	0	0
Foundation Practical Study	FCPI13	15	121	61	60	39	81	1
Music Projects 1	FCEI07	15	195	71	124	151	44	0
Music Projects 2	FCE202	15	87	24	63	0	86	1
Music Technology Project 1	FCJI10	15	84	65	19	30	54	0
Music Technology Project 2	FCJI11	15	39	32	7	0	39	0
Object Design	FSFI04	15	160	66	94	21	139	0
Songwriting	FCAI18	15	63	34	29	14	49	0
Sports and Recreation Management	BMAI14	15	66	28	38	2	64	0

TABLE NOTES

1. **High Achiever Program** (HAP) is for high-achieving senior secondary students, offering them 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
2. **University Connections Program** (UCP) allows Year 11 and 12 students to study introductory university units at the same time or in addition to their TCE studies. The program is offered in partnership with schools and the University of Tasmania. Information about the UCP program is available on the University of Tasmania website: utas.edu.au/underwood-centre/projects-and-initiatives/ucp
3. Sum of counts by gender may not equal total students due to variability in gender reporting.

About TASC

TASC is an independent education regulator for senior secondary education and responsible to the Tasmanian Minister for Education, Children and Youth.

Our role:

- ▶ 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.

Education Regulation Act

The *Education Legislation Amendments (Education Regulation) Act 2022* amended the *Office of Tasmanian Assessment, Standards and Certification Act 2003*. The amended Act, the *Tasmanian Assessment, Standards and Certification Act 2003*, came into effect on 1 July 2023.

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

- ▶ the introduction of regulator and function-specific principles and 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
- ▶ the introduction of 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 skills-based TASC Board commenced operation on 1 July 2023.

Figure 4: TASC Board Members with the Deputy Director TASC Alison Savage and the Minister for Education, Children and Youth, Roger Jaensch MP.



TASC Board membership

Chair

Professor Natalie Brown (3rd from left)

Board members

- ▶ Donna Bucher
- ▶ Sam Thompson
- ▶ Kristy Pereira
- ▶ Shaun Sargent
- ▶ Bobby Court
- ▶ Kathy Cameron

Selection criteria

The Board is to consist of between five and seven members, including the chairperson, as appointed by the Minister. When appointing members, the Minister is to ensure that the members will collectively have the following skills:

- ▶ General board governance skills
- ▶ Safeguarding children
- ▶ Data management and reporting
- ▶ Contemporary curriculum delivery, design, and assessment

- ▶ Leadership in education
- ▶ Industry expertise relevant to key stakeholder groups.

Additionally, the Board should represent the diversity of the community, and each member must hold a current registration to work with vulnerable people.

Termination provisions

The Minister may remove a member from the Board if that member:

- ▶ Does not attend three meetings in a row, without permission from the Board
- ▶ Does not hold a current registration to work with vulnerable people, or if that registration has been suspended
- ▶ Becomes bankrupt, or applies to benefit from any law for the relief of bankruptcy or insolvent debtors
- ▶ Is convicted of a crime or offense that attracts imprisonment for 12 months or longer
- ▶ Is convicted of any offense under the TASC Act.

The Minister may remove a member from office if satisfied that the member is unable to competently perform their duties.

Our strategic goals and values

The TASC Board is leading development of a corporate plan and targets which will be reported against in future annual reports.

For the 2022–23 period, TASC's strategic goals were to:

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

Our strategic priorities were to:

- ▶ Grow and embed our values-based culture – Goal 2.
- ▶ Prepare for and support the changes resulting from the *Education Legislation Amendments (Education Regulation) Act 2022* – Goal 2.
- ▶ Continuously improve our assessment, accreditation, recognition, quality assurance and certification practices – Goal 1 & 3.
- ▶ Build more effective communication practices and foster stakeholder relationships – Goal 2.
- ▶ Apply the revised Senior Secondary Accreditation Framework to accredit contemporary and evolutionary courses – Goal 1 & 3.

Our focus was on ensuring:

- ▶ The relevant standards for senior secondary education, vocational education and training (VET) and higher education are monitored and met.
- ▶ The links between senior secondary, VET and higher education are developed or improved.
- ▶ Schools in the non-Government sector new to delivering senior secondary courses are supported.
- ▶ Support is provided to schools and teachers across all sectors delivering senior secondary courses.
- ▶ Tasmanians can, throughout their life, obtain and be recognised for a wide range of qualifications.

Our values guided us:

▶ 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 COVID-19 response

With the support of key stakeholder groups, we reviewed which 2020 and 2021 COVID-response measures would apply in 2022 to ensure Tasmania's senior secondary students were supported in the best way possible.

The student-centred supports included:

- ▶ continuity of learning and internal assessment
- ▶ course specific considerations
- ▶ external assessment, resulting and certification mechanisms
- ▶ reintroduction of the Preliminary Achievement (PA) Guarantee for 2022.

The PA Guarantee operated in 2022 (and 2020) as a support to encourage students who were finding their courses challenging after a COVID disrupted year to continue to sit their exams.

Under the temporary support measure, students on track to achieve a PA (partial attainment of the course objectives/criteria) based on their internal results, received at least a PA if they sat their exam (written, oral, performance or presentation). A PA overall result provides students with the TCE credit points for that course.

There were 72 students that had the PA Guarantee applied to their course results in 2022. These students' exam performance would have otherwise resulted in an NN rating and not receiving TCE credit points.

In 2023, we returned to pre-pandemic practices as COVID impacts on students and schools lessened and students were able to fully engage with the enriching learning activities that were most impacted by COVID-19, such as excursions and work experience opportunities. As always, we are committed and ready to respond if required to ensure the best possible outcomes for Tasmanian senior secondary students.

How we work with stakeholders

We work 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 2023 and the 128 Registered Training Organisations reporting training data for Tasmanians in 2022. Our fortnightly *TASC Update* electronic newsletter is a key channel to provide information to schools and school staff.

In 2022–23, we undertook stakeholder collaboration informing the development of updated policies for Academic Integrity, Calculator Use and the External Assessment Rules to apply for the 2023 assessments.

TASC coordinated advisory groups and committees including the:

- ▶ (former) **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 Deputy Director 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 Deputy Director on matters related to recognition arrangements for Vocational Education and Training (VET) in the TCE.
- ▶ **Accreditation Advisory Group:** Provides advice to the Deputy Director on the accreditation of senior secondary courses.
- ▶ **External Assessment Specifications Advisory Panel:** Provides advice to the Deputy Director 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. We welcome the opportunity to meet with all stakeholders.

Our staff



A total of 960 individual people were employed as temporary sessional staff to support the delivery of the 2022 external assessment program, including some people who were employed for multiple external assessment roles (setting, critiquing, supervising and marking external assessments). While the number of roles available remained broadly the same, the number of individual people employed increased due to fewer people undertaking multiple roles.

There were 20 TASC staff (headcount) at 30 June 2023.

TABLE 15: PERMANENT AND FIXED TERM EMPLOYEES WITHIN TASC AT 30 JUNE 2023

Employment Status	Paid FTE	Headcount
Permanent – full-time	9.00	9
Permanent – part-time	1.40	2
Total permanent	10.4	11
Fixed term – full-time	7.00	7
Fixed term – part-time	1.60	2
Total fixed term	8.60	9
TOTAL	19.00	20

The number of individual people employed as sessional staff in each category in 2022 were:

39

Setting Examiners

and

71

Exam Critics

employed to develop the 41 written exams

37

Supervisor Coordinators

(plus two co-
Coordinators
in training)

and an additional

251

Exam Supervisors

employed to administer the exams at endorsed exam centres

67

Marking Coordinators

employed to lead
marking teams
(who also marked),

and an additional

493

markers

undertook 608 marking roles to mark more than 17 500 external assessments

34

casual staff

employed to process exam papers for marking (decollation and re-collation), data entry of results, and posting results and certificates

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FINANCIAL
STATEMENTS



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 *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 2022 to 30 June 2023 and the financial position as at 30 June 2023.

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.



Professor Natalie Brown
Chairperson



Alison Savage
Deputy Director

Date: 22 September 2023

Statement of Comprehensive Income for the year ended 30 June 2023

	Notes	2023 Budget \$	2023 Actual \$	2022 Actual \$
<i>Continuing operations</i>				
Revenue and other income from transactions				
Revenue from Government	1.1	5,026,836	4,649,463	4,581,070
Sales of goods and services	1.2	128,000	59,834	80,258
Contributions received	1.3	52,438
Total revenue and other income from transactions		5,154,836	4,709,297	4,713,765
Expenses from transactions				
Employee benefits	2.1	3,712,292	3,887,040	3,489,202
Depreciation and amortisation	2.2	...	463,460	452,676
Supplies and consumables	2.3	1,314,544	834,784	814,335
Finance costs	2.4	...	386	1,238
Other expenses	2.5	22,217	24,292	19,477
Total expenses from transactions		5,049,053	5,209,962	4,776,928
Net result from transactions (net operating balance)		105,783	(500,666)	(63,162)
Comprehensive result		105,783	(500,666)	(63,162)

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

Statement of Financial Position as at 30 June 2023

	Notes	2023 Budget \$	2023 Actual \$	2022 Actual \$
Assets				
<i>Financial assets</i>				
Cash and deposits	6.1	74,186	242,225	212,586
Receivables	3.1	3,592	125	16,872
Other assets	3.2	33,263	19,295	54,149
<i>Non-financial assets</i>				
Plant and equipment	3.3	...	39,963	24,703
Intangibles	3.4	1,865,000	1,628,751	1,930,768
Right of use assets	3.5	774,000	...	24,913
Total assets		2,750,041	1,930,360	2,263,991
Liabilities				
Payables	4.1	24,787	29,908	21,482
Employee benefits	4.2	517,498	497,734	319,860
Lease liabilities	4.3	909,000	...	21,824
Other liabilities	4.4	...	2,559	...
Total liabilities		1,451,285	530,201	363,166
Net assets		1,298,756	1,400,159	1,900,824
Equity				
Accumulated funds		1,298,756	1,400,159	1,900,824
Total equity		1,298,756	1,400,159	1,900,824

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

Statement of Cash Flows for the year ended 30 June 2023

	Notes	2023 Budget \$	2023 Actual \$	2022 Actual \$
Cash flows from operating activities				
Cash inflows				
Revenue from Government	1.1	5,026,836	4,649,463	4,581,070
Sales of goods and services		128,000	60,084	64,511
Other cash inflows		...	73,419	...
Total cash inflows		5,154,836	4,782,966	4,645,581
Cash outflows				
Employee benefits		(3,712,292)	(3,704,565)	(3,578,181)
Interest payment	2.4	...	(386)	(1,238)
Supplies and consumables		(1,314,544)	(853,028)	(847,354)
Other cash payments	2.5	...	(21,734)	(19,477)
Total cash outflows		(5,026,836)	(4,579,713)	(4,446,250)
Net cash from/(used by) operating activities	6.2	128,000	203,253	199,332
Cash flows from investing activities				
Cash outflows				
Payments for acquisition on non-financial assets	3.3 & 3.4	...	(151,790)	(41,368)
Total cash flows		...	(151,790)	(41,368)
Net cash from/(used by) investing activities		...	(151,790)	(41,368)
Cash flows from Financing activities				
Cash outflows				
Repayment of lease liabilities (excluding interest)	4.3	(146,814)	(21,824)	(114,217)
Total cash outflows		(146,814)	(21,824)	(114,217)
Net cash from/(used by) financing activities		(146,814)	(21,824)	(114,217)
Net increase/(decrease) in cash held		(18,814)	29,639	43,747
Cash and deposits at the beginning of the reporting period		93,000	212,586	168,839
Cash and deposits at the end of the reporting period	6.1	74,186	242,225	212,586

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 2023

	Accumulated Funds \$	Total Equity \$
Balance as at 1 July 2022	1,900,824	1,900,824
Total comprehensive result	(500,666)	(500,666)
Balance as at 30 June 2023	1,400,159	1,400,159
	Accumulated Funds Actual \$	Total Equity Actual \$
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

This Statement of Changes in Equity should be read in conjunction with the accompanying notes.

Notes to and forming part of the Financial Statements for the year ended 30 June 2023

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Note 1: Income from Transactions

Income is recognised in the Statement of Comprehensive Income when an increase in future economic benefits related to an increase in an asset or a decrease of a liability has arisen that can be measured reliably.

1.1 Revenue from Government

Appropriations, whether recurrent or capital, are recognised as revenues in the period in which the Office of Tasmanian Assessment, Standards and Certification (TASC) gains control of the appropriated funds. Except for any amounts identified as carried forward, control arises in the period of appropriation.

	2023 Budget \$	2023 Actual \$	2022 Actual \$
Continuing operations			
Appropriation revenue – recurrent			
Current year	5,026,836	4,649,463	4,581,070
Total	5,026,836	4,649,463	4,581,070

1.2 Sales of goods and services

Revenue from Sales of goods is 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.

	2023 \$	2022 \$
Overseas student fees	37,750	40,653
Test kits	8,964	7,391
Certificates	12,920	13,554
Other sales of goods and services	199	18,660
Total	59,834	80,258

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 for Education, Children and Young People.

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

	2023 Actual \$	2022 Actual \$
Fair value of assets assumed at no cost or for nominal consideration	...	52,438
Total	...	52,438

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.

	2023 Actual \$	2022 Actual \$
Wages and salaries	3,081,001	3,019,312
Annual leave	155,362	127,812
Long service leave	179,136	(99,776)
Sick leave	62,694	59,722
Superannuation - defined contribution scheme	408,847	382,131
Total	3,887,040	3,489,202

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 13.95 per cent (2022: 13.45 per cent) of salary.

Superannuation expenses relating to defined contribution schemes are paid directly to superannuation funds at a rate of 10.5 per cent (2022: 10.0 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 (2022: 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 2022-23 for key personnel is set by the *State Service Act 2000*. Remuneration and other terms of employment are specified in employment contracts. Remuneration includes salary, motor vehicle and other non monetary benefits. Long-term employee expenses include superannuation obligations and termination payments.

Acting Arrangements

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

	Short-term benefits		Long-term benefits		Total \$
	Salary \$	Other Benefits \$	Superannuation \$	Other Benefits and Long Service Leave \$	
2023					
<i>Key management personnel</i>					
Kristy Pereira, Executive Officer (to 12 May 2023)	133,047	15,462	13,970	(25,320)	137,158
Julie Herbert, Acting Executive Officer (6 March to 7 May 2023)	25,933	419	2,715	838	29,906
Alison Savage, Executive Officer (from 8 May 2023)	21,631	2,602	2,271	698	27,202
Total remuneration for key management personnel	180,611	18,483	18,955	(23,784)	194,266
2022					
<i>Key management personnel</i>					
Wendy Spencer, Executive Officer – to 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

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

(b) Related Party Transactions

There are no significant related party transactions requiring disclosure.

2.2 Depreciation and amortisation

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

Major depreciation asset categories and their useful lives are:

Plant and equipment 3 – 20 years

Right of use of assets 2 – 35 years

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

Intangible assets are amortised over 10 years.

(a) Depreciation

	2023 Actual \$	2022 Actual \$
Plant and equipment	7,555	477
Right of use assets ¹	24,913	109,555
Total	32,468	110,032

¹Decrease in depreciation of Right of use assets is due to the expiration of the previous office lease in September 2022. The new lease agreement, via the Department of Treasury and Finance, does not meet the reporting requirements of AASB 16 Leases and is excluded from the Right of Use Asset and Lease Liability calculations and therefore no depreciation expense was recognised for the new lease.

(b) Amortisation

	2023 Actual \$	2022 Actual \$
Intangible assets	430,991	342,644
Total	430,991	342,644
Total Depreciation and Amortisation	463,460	452,676

2.3 Supplies and consumables

	2023 Actual \$	2022 Actual \$
Consultants ¹	18,555	32,175
Rent ²	173,506	10,332
Property services ³	40,052	29,968
Maintenance	3,017	2,540
Communications	16,500	21,000
Information technology ⁴	90,859	237,492
Travel and transport	108,616	97,991
Materials and supplies ⁵	64,071	83,777
Postage and freight	62,422	52,213
Printing and document reproduction	145,894	147,665
Conferences, seminars, and meetings	14,264	6,675
Corporate overhead costs	67,793	67,868
Other supplies and consumables	29,235	24,640
Total	834,784	814,335

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

²Higher rent costs in 2023 are due to the new office not being capitalised in accordance with direction from the Department of Treasury and Finance.

³Higher 2022-23 property services expenditure is due to office relocation during the financial year.

⁴Higher 2021-22 information technology expenses related to maintenance and heightened support services provided for TRACS.

⁵Higher 2021-22 Materials and Supplies 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.

	2023 Actual \$	2022 Actual \$
Interest expense		
Interest on lease liabilities ¹	386	1,238
Total	386	1,238

¹Decrease in interest on lease liabilities is due to the expiration of the previous office lease in September 2022. The new lease agreement, via the Department of Treasury and Finance, does not meet the reporting requirements of AASB 16 Leases and is excluded from the Right of Use Asset and Lease Liability calculations and therefore no interest expense was recognised for the new lease.

2.5 Other expenses

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

	2023 Actual \$	2022 Actual \$
Workers' compensation premiums	24,292	19,477
Total	24,292	19,477

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.

	2023 Actual \$	2022 Actual \$
Receivables	125	375
Goods and Services Tax Receivable ¹	...	16,497
Total	125	16,872
Settled within 12 months	125	16,872
Total	125	16,872

¹Decrease in Tax Receivable is due to 2022 being a higher than usual balance. Payments were made in June 2022 for TRACS retainer; office furniture and IT devices.

3.2 Other Assets

TASC recognises other assets such as prepayments of expenditure.

Other Current Assets	2023 Actual \$	2022 Actual \$
Prepayments ¹	19,295	54,149
Total	19,295	54,149
Recovered within 12 months	19,295	54,149
Total	19,295	54,149

¹Decrease due to 2022 balance being higher than usual. Contracted retainer invoice for TRACS for second half of 2022.

3.3 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

	2023 Actual \$	2022 Actual \$
Plant and equipment		
At cost ¹	47,733	24,918
Less: Accumulated depreciation	(7,770)	(214)
Total plant and equipment assets	39,963	24,703

¹Increase in Plant and equipment relates to acquisition of new office furniture, IT equipment and new office fitout.

(b) Reconciliation of movements

Reconciliations of the carrying amounts of each class of 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	2023 Actual \$	2022 Actual \$
Carrying amount at start of year	24,703	263
Additions	22,815	24,918
Depreciation expense	(7,555)	(477)
Total	39,963	24,703

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	2023 Actual \$	2022 Actual \$
Software at cost	3,587,443	3,458,468
Less: Accumulated amortisation	(1,958,692)	(1,527,700)
Total	1,628,751	1,930,768

(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	2023 Actual \$	2022 Actual \$
Carrying value at 1 July	1,930,768	2,204,524
Additions	128,975	68,888
Amortisation	(430,991)	(342,644)
Carrying value at 30 June	1,628,751	1,930,768

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, rental arrangements for which Finance-General has substantive substitution rights over the assets and leases for which the underlying asset is of low-value. Substantive substitution rights relate primarily to office accommodation. An asset is considered low-value when it is expected to cost less than \$10 000.

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

The TASC property lease reflected below expired in September 2022. A new lease commenced in October 2022, for which the Finance-General has substantive substitution rights over the assets and as such is recognised as a commitment in Note 5.

Property Leases	2023 Actual \$	2022 Actual \$
Carrying value at 1 July	24,913	134,468
Depreciation and amortisation	(24,913)	(109,555)
Carrying value at 30 June	...	24,913

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.

	2023 Actual \$	2022 Actual \$
Accrued Expenses	29,908	21,482
Total	29,908	21,482
Settled within 12 months	29,908	21,482
Total	29,908	21,482

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.

	2023 \$	2022 \$
Accrued salaries	62,305	48,549
Annual leave	170,674	157,438
Long service leave ¹	264,755	113,873
Total	497,734	319,860
Current	260,452	228,191
Non-current	237,282	91,669
Total	497,734	319,860

¹Increase in Long Service Leave liability due to transfer of long-standing State Service employees to 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, rental arrangements for which Finance-General has substantive substitution rights over the assets and leases for which the underlying asset is of low-value. Substantive substitution rights relate primarily to office accommodation. An asset is considered low-value when it is expected to cost less than \$10 000.

The TASC leasing arrangement reported below expired in September 2022. The new leasing arrangement is one for which Finance-General has substantive rights over the asset and as such has not been recognised as a lease liability.

Class of right of use asset	Details of leasing arrangements	
Property leases	Land and buildings leased up to 50 years	
	2023 Actual \$	2022 Actual \$
Carrying value at 1 July	21,824	136,041
Lease Payment	(22,210)	(115,455)
Interest on lease liabilities included in note 2.4	386	1,238
Net expenses from leasing activities	(21,824)	(114,217)
Carrying value at 30 June	...	21,824

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:

2023	1 year \$	Undiscounted total \$	Carrying Amount \$
Financial liabilities			
Lease liabilities
Total			
2022	1 year \$	Undiscounted total \$	Carrying Amount \$
Financial liabilities			
Lease liabilities	26,254	26,254	21,824
Total	26,254	26,254	21,824

4.4 Other liabilities

	2023 Actual \$	2022 Actual \$
Provision for Workers compensation	2,559	...
Total	2,559	...
Settled within 12 months	1,165	...
Settled in more than 12 months	1,395	...
Total	2,559	...

4.5 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

Commitments represent those contractual arrangements entered by the TASC that are not reflected in the Statement of Financial Position.

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.

Property and tenancies include major accommodation and other arrangements held between the TASC and other Government Agencies, including the Department of Treasury and Finance. These agreements do not meet the reporting requirements of AASB 16 Leases and are excluded from the Right of Use Asset and Lease Liability calculations.

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

	2023 Actual \$	2022 Actual \$
By type		
<i>Commitments</i>		
Property and tenancies ¹	428,411	...
Operating commitments ²	49,068	9,428
Total Commitments	477,479	9,428
By maturity		
<i>Commitments</i>		
One year or less	210,766	3,405
From one to five years	266,713	6,023
Total Commitments	477,479	9,428
Total	477,479	9,428

Commitments are GST inclusive where relevant.

¹The property commitment is a major office accommodation lease coordinated by the Department of Treasury and Finance.

²The increase in operating commitments is due to the commencement of two new vehicle leases in 2022-23.

Note 6: Cash Flow Reconciliation

6.1 Cash

Cash means notes, coins and deposits held at call with the Department for Education, Children and Young People. 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:

	2023 \$	2022 \$
Cash held	242,225	212,586
Total cash and deposits	242,225	212,586

6.2 Reconciliation of Net Result to Net Cash from Operating Activities

	2023 \$	2022 \$
Net Result	(500,666)	(63,162)
Depreciation	463,460	452,676
Contributions Received	...	(52,438)
Decrease/(increase) in Receivables	16,747	(13,221)
Decrease/(increase) in Prepayments	34,854	(42,995)
Increase/(decrease) in Payables	8,427	7,551
Increase/(decrease) in Employee Benefits	177,873	(88,979)
Increase/(decrease) in Other liabilities	2,559	...
Net cash from operating activities	203,253	199,332

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.

2023	Lease Liabilities \$
Balance as at 1 July 2022	21,824
Changes from financing cashflows	
Interest expense	386
Lease payments	(22,210)
Balance as at 30 June 2023	...

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

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 for Education, Children and Young People'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

	2023 \$	2022 \$
Financial assets		
Amortised cost (Cash & Cash equivalents)	242,225	212,586
Amortised cost (Receivables)	125	16,872
Total	242,350	229,458
Financial liabilities		
Financial liabilities measured at amortised cost (Payables)	29,908	21,482
Total	29,908	21,482

Financial Assets

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

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

Financial Liabilities

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

7.3 Reclassifications of Financial Assets

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

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

Budget information refers to original estimates as disclosed in the 2022-23 Budget Papers against output 03001 Education Regulation 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	2023 Budget	2023 Actual	Variance \$	Variance %
Sales of goods and services	(a)	128,000	59,834	(68,166)	(53)
Supplies and consumables	(b)	1,314,544	834,784	(479,760)	(36)

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 support of the TRACS system.

8.2 Statement of Financial Position

Budget estimates for the 2022-23 Statement of Financial Position were compiled prior to the completion of the actual outcomes for 2022-23. As a result, the actual variance from the original budget estimate will be impacted by the difference between estimated and actual opening balances for 2022-23. The following variance analysis therefore includes major movements between the 30 June 2022 and 30 June 2023 actual balances.

	Notes	2023 Budget \$	2023 Actual \$	2022 Actual \$	Budget Variance \$	Actual Variance \$
Cash and deposits	(a)	74,186	242,225	212,586	168,039	29,639
Receivables	(b)	3,593	125	16,872	(3,468)	(16,747)
Other assets	(c)	33,263	19,295	54,149	(13,968)	(34,854)
Plant and equipment	(d)	...	39,963	24,703	39,963	15,260
Intangibles	(e)	1,865,000	1,628,751	1,930,768	(236,249)	(302,016)
Right of use asset	(f)	774,000	...	24,913	(774,000)	(24,913)
Employee entitlements	(g)	517,498	497,734	319,860	(19,764)	177,874
Lease liabilities	(f)	909,000	...	21,824	(909,000)	(21,824)

Notes to Statement of Financial Position Variances

- a. The variance in cash and deposits is explained by the below movements.
- b. The decrease in receivables is mainly the result of the Goods and Services Tax associated with expenses for TRACS in June 2022.
- c. The variance in other assets is due to the contract retainer invoice for TRACS for second half of 2022.
- d. The increase in property, plant and equipment is the result of the acquisition of IT equipment, office furniture and office setup costs.
- e. The decrease in intangibles is due to increased accumulated depreciation for the TRACS system.
- f. The movement in right of use assets and lease liabilities relates to the Murray Street office lease expiring in September 2022, with the replacement lease being managed through the Department of Treasury and Finance so being excluded from Right of use assets and liabilities. This is reported in note 5.1 Commitments.
- g. The variance in employee entitlements is largely attributed to the transfer in of State Service employees with existing long service leave balances.

8.3 Statement of Cash Flows

	Notes	2023 Budget	2023 Actual	Variance \$	Variance %
Sales of goods and services	(a)	128,000	60,084	(67,916)	(53)
Supplies and consumables	(b)	(1,314,544)	(853,028)	461,516	(35)
Other cash payments	(c)	...	(21,734)	21,734	100
Payments for acquisition of non-financial assets	(d)	...	(151,790)	151,790	100
Repayment of leases liabilities (excluding interest)	(e)	(146,814)	(21,823)	124,991	(85)

Notes to Statement of Cash Flows Variances

- a. The variance in sales of goods and services mainly relates to reduced revenue sourced from overseas students, certificates and other sales of goods and services.
- b. The variance in supplies and consumables is predominantly due to the other supplies and consumables costs being less than budget.
- c. The variance in other cash payments is due to the workers' compensation payment not being budgeted for.
- d. The variance in Payments for acquisition of non-financial assets is due to office/IT equipment and software development not being budgeted for.
- e. The variance in the repayment of lease liabilities is due to the expiry of the Murray Street lease in September 2022.

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, Children and Youth serving both government and non-government schools. TASC works within its legislative framework to ensure the development of appropriate standards, the accreditation of courses, and the assessment and certification of student achievement in the senior secondary years across all educational sectors.

TASC is primarily funded through the Consolidated Fund. This financial report encompasses all funds through which TASC controls resources to carry on its functions.

9.2 Basis of Accounting

- ▶ 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 Chairperson and Deputy Director TASC on 22 September 2023.

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 for Education, Children and Young People, 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.

Auditor's Report



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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 the Office of Tasmanian Assessment, Standards & Certification (the Office) which comprises the statement of financial position as at 30 June 2023 and statements of comprehensive income, changes in equity and cash flows for the year then ended, notes to the financial statements, including a summary of significant accounting policies, other explanatory notes and the statement of certification signed by the Chairperson of the Board.

In my opinion, the accompanying financial report:

- (a) presents fairly, in all material respects, the Office's financial position as at 30 June 2023 and its financial performance and its cash flows for the year then ended
- (b) is in accordance with the *Office of Tasmanian Assessment, Standards and Certification Act 2003* and Australian Accounting Standards.

Basis for Opinion

I conducted the audit in accordance with Australian Auditing Standards. My responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Financial Report* section of my report. I am independent of the Office in accordance with the ethical requirements of the Accounting Professional and Ethical Standards Board's APES 110 *Code of Ethics for Professional Accountants (including Independence Standards)* (the Code) that are relevant to my audit of the financial report in Australia. I have also fulfilled my other ethical responsibilities in accordance with the Code.

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

My audit is not designed to provide assurance on the accuracy and appropriateness of the budget information 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 Board for the Financial Report

The Board 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 Board 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 Board 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.

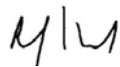
As part of an audit in accordance with the Australian Auditing Standards, I exercise professional judgement and maintain professional scepticism throughout the audit. I also:

- 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 Board.
- Conclude on the appropriateness of the Board'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 Board regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that I identify during my audit.



Rod Whitehead
Auditor-General
Tasmanian Audit Office

25 September 2023
Hobart



TASMANIAN
ASSESSMENT, STANDARDS
& CERTIFICATION

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