



TASC Corporate Plan **2025–26**



TASMANIAN
ASSESSMENT, STANDARDS
& CERTIFICATION

Context

Tasmanian Assessment, Standards and Certification (TASC) is an independent education regulator, governed by the TASC Board. It is responsible to the Tasmanian Minister for Education and operates in accord with the *Tasmanian Assessment, Standards and Certification Act 2003*.

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

TASC has adopted the regulator and function-specific principles outlined in Ministerial Instruction 16. The principles are reflected in the priorities and outcome-based performance targets.

The TASC Corporate Plan 2025–26 enables the collection of evidence and measurements on outcome-based performance targets.



Our Vision

To ensure learners have equitable access to quality educational outcomes through the regulation of all Tasmanian schools and other education providers delivering senior secondary education.



Our Purpose

To provide relevant, high-quality certification, accreditation of courses and recognition of learning, supporting all students through senior secondary education and beyond.

Cover image is kindly supplied by Guilford Young College

Our Values



Equity:

- consistent demonstration of respect for diversity and commitment to accessibility for all.
- the design and implementation of fair and inclusive policies and procedures.

Integrity:

- the upholding of regulatory requirements through clear and transparent decision making aligned with our values.
- acting ethically and responsibly in making informed, principled decisions with students and schools at the centre of our thinking.

Learning:

- acknowledgement and celebration of the achievements of all students.
- commitment to continuous professional learning and upskilling.
- the regular use of data to inform our decision making and reflect on our practice and performance.

Connection:

- active engagement with stakeholders to listen, understand and respond.
- working collaboratively and being accountable.



Image: Hobart College

Priorities

1. Effective regulation of Tasmanian senior secondary providers to support positive student learning and assessment outcomes.
2. Clear communication and consultation to enable strong stakeholder engagement.
3. Utilise the regulatory environment to enhance education outcomes.

Strategic Direction Statement

The TASC Board is committed to practising purposeful regulation and working closely with other education regulators in Tasmania to support positive outcomes for students and young people undertaking senior secondary education in Tasmania. In doing so, we act with integrity to implement and manage risk-based regulation.

In all its decision-making processes, the Board commits to meeting the annual Minister's Statement of Expectations.



Image: Calvin Christian School

Risk Identification and Management

The TASC Board takes a proactive approach to risk management. We have established a sub-committee, the Audit and Risk Committee (ARC), to oversee risk management.

We have identified key strategic risks, presented as a risk matrix that details the risk appetite statement for each risk together with mitigation strategies. We will regularly revisit and update these key risks and the process for risk mitigation.

While the Board is willing to take risks in the development and maintenance of innovative curriculum delivery and assessment, there is no appetite for risks that adversely impact student learning or safety. We will prioritise identifying, eliminating or ameliorating risks to guide our Strategic Direction and operating principles.

Priority 1: Effective regulation of Tasmanian senior secondary providers to support positive student learning and assessment outcomes

The TASC Board works to ensure the best possible learning and assessment outcomes for senior secondary learners and schools. We work towards and share this commitment with principals and teachers, families and students by fostering positive engagement. Effective regulation of all schools delivering senior secondary education is crucial to support quality outcomes for their students. By streamlining regulatory processes and ensuring consistent, transparent decision-making, schools will be well positioned to understand and comply with TASC's Provider Standards.

We will achieve this by:

- Ensuring schools address TASC's Provider Standards to support improved learning and assessment outcomes for students
- Ensuring qualifications are meaningful and relevant
- Investigating contemporary assessment strategies for Tasmanian learners
- Providing timely, clear and workable Quality Assurance advice to stakeholders
- Considering the implications of Government education policies, priorities and commitments, including the *Independent Education Review* into the Tasmanian Education System, the Independent Review of TASC's external examination processes and the *Lifting Literacy Framework*.

We will measure:	Our target is:
Compliance with internal rating timelines.	95%
Progress reporting towards the Lifting Literacy target of 100 per cent of Year 12 students meeting the TCE Reading, Writing and Communication Everyday Adult Standard by 2035.	More than 92%

Priority 2:

Clear communication and consultation to enable strong stakeholder engagement

The TASC Board values strong relationships with the education sectors and key stakeholders. Through transparent, consistent and open communication, TASC will maintain and build trust with students, parents, educators, providers and educational sectors whilst meeting the expectations of the wider community.

By actively engaging with stakeholders such as the Department for Education, Children and Young People (DECYP), Independent Schools Tasmania (IST) and Catholic Education Tasmania (CET), we will ensure their perspectives are valued as we provide effective regulation. This approach demonstrates the importance we place on quality teaching and learning, and continuous improvement in the education sector.

We will achieve this by:

- Fostering a culture of collaboration between the TASC Board and Office and the Education Regulators and stakeholders
- Developing and implementing a Stakeholder Engagement and Communication Plan to:
 - Maintain and strengthen cooperation between TASC and the school sectors (DECYP, IST, CET) on key projects
 - Regularly gauge stakeholder satisfaction through targeted feedback mechanisms
 - Develop personalised engagement and communication strategies tailored to the needs of students and key stakeholders to ensure timely and transparent information exchange

- Providing opportunities for stakeholder perspective to be incorporated in policy, and procedure where appropriate, including capturing student voice in the design and delivery of regulatory approaches
- Keeping the Minister informed in relation to significant regulatory performance, operational or policy issues that arise and providing timely responses to the Minister.

We will measure:	Our target is:
Regular liaison with stakeholders to understand their views and how we can work together to achieve the best outcomes for young people.	20+ stakeholder reference, working group and advisory panel meetings per year.
Collaboration among the Education Regulators – Office of the Education Registrar and the Teachers Registration Board.	At least one work deliverable developed or actioned in collaboration with the other Education Regulators.

Priority 3:

Utilise the regulatory environment to enhance education outcomes

TASC operates within complex regulatory environments at both state and national levels. Accurate reporting of education outcomes is of paramount importance. The TASC Board is committed to purposeful regulation that enhances student learning and assessment outcomes and providing fit-for-purpose certification for all Tasmanians that recognises a diverse range of educational achievements.

We will achieve this by:

- Maintaining a contemporary policy framework that adheres to best practice regulation
- Developing a complaints policy to underpin efficient and effective complaints management processes
- Engaging with external review opportunities with the aim of creating a sustainable resource base to enable TASC to fulfill operational functions
- Actively participating in and contributing to national regulatory discussions
- Ensuring governance structures, including our Charter and Terms of Reference, are contemporary and reflective of the regulatory framework.

We will measure:	Our target is:
Policy feedback with a newly established Student Advisory Panel.	100% of TASC policies with students as the primary audience to go to the Student Advisory Panel for input during policy development and review.
Participation in national regulatory discussions held by the Australasian Curriculum, Assessment and Certification Authorities (ACACA).	Staff to participate in more than 80% of ACACA national meetings and report back to the Office and (where relevant) the Board.

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