

ANNUAL REPORT **2024**–25



Contents

Letter from TASC Board to the Minister	3
From the Deputy Director, TASC	4
10 key achievements in 2024–25	10
Reporting 2024 senior secondary outcomes	8
Student results, attainment and participation data	8
About TASC	34
TASC Board membership	34
Statement of achievement of targets in Corporate Plan 2024–25	36
How we work with stakeholders	39
Our staff	41
Accrediting courses	42
Upholding quality and standards	44
Managing 2024 external assessments	47
Issuing results and certificates	50
Tasmania’s certificates and qualifications	50
TASC Outstanding Achievement Awards	52
Appendices	55
2024–25 Financial Statements	57



Tasmanian Assessment, Standards and Certification
Level 2, Letitia House, Mount Nelson
GPO Box 333, Hobart TAS 7001

(03) 6165 6000
enquiries@tasc.tas.gov.au
www.tasc.tas.gov.au

Copyright Notice: creativecommons.org/licenses/by/4.0

With the exception of logos, trademark protected and other third-party material as indicated this content is licensed under Creative Commons Attribution 4.0 International. We request attribution as: © State of Tasmania (Tasmanian Assessment, Standards and Certification) 2025.

Cover image: kindly supplied by Calvin Christian School.

Letter from TASC Board to the Minister



GPO Box 333
HOBART TAS 7001

Phone 6165 6000

1 October 2025

Hon Jo Palmer
Minister for Education
GPO Box 123
HOBART TAS 7001

Dear Minister

In accordance with Section 24 of the *Tasmanian Assessment, Standards and Certification Act 2003* (TASC Act), I am pleased to submit to you the 2024–25 *Tasmanian Assessment, Standards and Certification Annual Report*.

The Annual Report includes reporting of Tasmanian 2024 senior secondary education outcomes, as well as TASC's senior secondary education regulation activities and functions in the period from 1 July 2024 to 30 June 2025. The report includes TASC's independently audited financial statements for that financial year.

On behalf of the Board, I would like to thank TASC staff for their considerable work and expertise and all stakeholders who have supported TASC in our work to achieve positive outcomes for Tasmania's senior secondary learners and the education system.

As a new Board, we look forward to implementing the 2025–26 Corporate Plan in response to the Ministerial Statement of Expectations. The reporting on the achievement of targets set in the previous and first TASC Corporate Plan is included in this report.

Warm regards

A handwritten signature in black ink, reading 'S. Darke', is positioned below the 'Warm regards' text.

Sally Darke
Chair, TASC Board



From the Deputy Director, TASC



Insights on Every Page: Unpacking the 2025 Annual Report

At TASC, we believe that robust data and transparent reporting are essential to driving meaningful improvements in

education. Our Annual Report is designed to provide stakeholders with clear, accessible insights into Tasmania's senior secondary education outcomes. By verifying areas of success and identifying opportunities for growth, we ensure that our work together as an education system remains focused, accountable, and impactful.

The report presents a comprehensive overview of student achievement across Tasmania's senior secondary schools. It includes detailed data on student study choices, academic results, continuation in education and training, and attainment of key certificates and qualifications. These insights are critical for educators, decision-makers and the broader community to understand how Tasmania's young people are progressing and where support may be needed.

Student Attainment and Educational Outcomes

TASC continues to report on a wide range of educational achievements, including:

- Tasmanian Certificate of Education (TCE)
- Tasmanian Certificate of Educational Achievement (TCEA)
- Vocational Education and Training (VET) Certificates
- Big Picture Learning Credential
- International Baccalaureate Diploma.

This year's Annual Report includes a new Year 12 attainment combined measure to provide more holistic reporting on Year 12 school student education outcomes with combined reporting on attainment of either the TCE, TCEA or a VET Certificate III. In 2024, 87.3 per cent of Year 12 school students obtained at least one of these certificates. This represents close to nine out of ten Year 12 students completing their schooling with a recognised qualification that supports further education, training, or employment.

Overall, Tasmania's 2024 senior secondary student outcomes state-wide were slightly improved when compared with 2023 outcomes. There were small increases in the majority of the attainment measures, including TCE, VET Certificate and TCEA attainment by Year 12 students, and increases in the direct continuation (retention) of Year 11 students into further education and training.

Governance, Performance and Regulatory Functions

Our Annual Report also includes detailed information about TASC, our governance and strategic priorities, reporting against the performance targets set in our Corporate Plan and how we go about our roles and functions as a senior secondary education regulator. This includes data and reporting about our work:

- Accrediting senior secondary courses
- Upholding quality and standards
- Managing external assessments
- Issuing results and certificates.



Figure 1: TASC Deputy Director, Alison Savage (towards the right-hand side of photo) with attendees of the meeting of the Tasmanian Association of College Students at the Sustainability Learning Centre Mt Nelson in August 2024.

I encourage you to read TASC's 10 key achievements in 2024 over the next two-pages of the report and the highlights at the start of each section of the report to celebrate all that is being achieved and the progress being made.

Our People, Senior Secondary Educators and Students

Essential to our work is the dedication of our people. In 2024, 992 sessional staff contributed their expertise in key TASC external assessment roles such as:

- Setting Examiners
- Exam Critics
- Supervisor Coordinators
- Exam Supervisors
- Marking Coordinators
- Markers.

These professionals bring deep commitment and skill to their work delivering Tasmania's external assessment processes. Together with the Principals, TASC Liaison Officers and teachers delivering senior secondary education across our schools, I'd like to extend our sincere thanks to each of you for your invaluable contribution.

I must also acknowledge and express my deep gratitude for the unflagging efforts of our permanent TASC staff, who continue to strive to achieve the best possible outcomes and to keep students at the centre of our focus.

Which brings me to our senior secondary students many of whom I had the pleasure of meeting at the Tasmanian Association of College Students meeting (see photo). We welcome any opportunity to hear from students and to answer questions directly – so don't hesitate to contact TASC with any and all your queries and suggestions.

And finally, I'd like to acknowledge our outgoing Board for your two years of service as TASC's first Board and keeping us on course throughout that time. I look forward to working with the newly established TASC Board for the remainder of 2025 and onwards.

Alison Savage
Deputy Director,
Tasmanian Assessment,
Standards and Certification

10 key achievements in 2024–25



Provided statement of results to

11 900

senior secondary
students, with



8 305

TASC-issued senior
secondary certificates to
Year 12 students

Held external assessments at

32

exam centres



for more than

6 200

students, with

992

sessional staff employed to set,
critique, administer and mark
assessments



Provided

165

TASC-accredited course documents
as Word documents, as well as
web and PDF, supporting teachers'
use of the content in their teaching



Celebrated student success with
production of a **video montage** of
the class of 2024 in addition to the
TASC Outstanding Achievement
Awards, and a new Congratulations
letter included in the mailout of
certificates and results



Developed a **more equitable ATAR calculation methodology** for 2025 onwards, approved by the Tasmanian Admissions Centre, and new information resources on ATAR eligibility and calculation



Established the TASC Board under a **new board model** across the three Tasmanian education regulators



Worked with the Minister's Advisory Council for Education to develop and publish a **new Year 12 Attainment combined measure** including the TCE, TCEA or a VET Certificate III



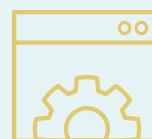
Conducted **reviews and consultation** informing the re-making of the expiring TASC Fees Regulations



Accredited

29

senior secondary courses revised/ amended for teaching in 2025



Continued **upgrades to functions and reports in TRACS** (the TASC Registration, Assessment and Certification System) responding to school user feedback.

Reporting 2024 senior secondary outcomes

Student results, attainment and participation data



87% of Year 12 students attained a TCE, TCEA, or VET Certificate III



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



Completion of a VET Certificate has increased to more than 25% of senior secondary students

TASC recognises the diversity of student achievement and all students' successes towards their learning goals achieved during their senior secondary studies.

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

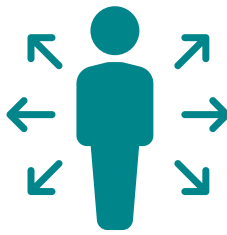
This section of the Annual Report provides key data about Tasmania's senior secondary education outcomes.

Icons are used to help identify the measures that are being reported in each table.



Demographics

"About me"



Study Choices

"What studies am I completing?"



Assessment

"What results have I received?"



Retention

"Am I continuing in education and training?"



Attainment

"What certificates & qualifications have I achieved?"

2024 results, attainment and participation data tables:

- ▶ Table 1: Year 12 School Students (TCE, ATAR and VET)
- ▶ Table 2: Potential Year 12 (Age) Population (TCE and ATAR)
- ▶ Table 3: TCE Standards met by Year 12 School Students
- ▶ Table 4: Qualification and Certificate Attainment
- ▶ Table 5: Year 11 Direct Continuation in Senior Secondary Education
- ▶ Table 6: Participation in TASC Level 3 and 4 Course Learning Areas
- ▶ Table 7: Participation in VET Field of Education (Top 10 Fields)
- ▶ Table 8: Participation and Achievement in all TASC Accredited Courses by School Students
- ▶ Table 9: Participation in the University of Tasmania High Achiever Program (HAP) and University Connections Program (UCP)

Table 1: Year 12 School Students
(TCE, ATAR and VET)



Demographics



Attainment



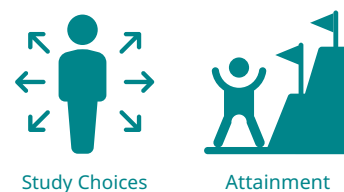
Study Choices

Year 12 school students	Number of Year 12 school students					Percentage ⁴ attainment of Year 12 school students 15–19 yrs					
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	1 yr trend ⁵
Year 12 school students ¹	4585	4511	4223	4399	4523						
Australian residents	4513	4445	4187	4378	4477						
Aged over 19 years	14	11	11	5	8						
Aged 15–19 years ²	4499	4434	4176	4373	4469						
Year 12 school students 15–19 yrs: Gender											
Female ³	2382	2399	2211	2304	2344						
Male ³	2115	2035	1958	2046	2101						
Non-binary (or other gender identified) ³	2		7	23	24						
Year 12 school students 15–19 yrs: Attainment ⁶ and Participation											
Attained TCE	3610	3534	3327	3468	3557	80.2%	79.7%	79.7%	79.3%	79.6%	→
Attained an ATAR	2047	2017	1913	2019	1992	45.5%	45.5%	45.8%	46.2%	44.6%	↓
Completed at least 120 credit points ⁷	3727	3627	3422	3548	3631	82.8%	81.8%	81.9%	81.1%	81.2%	→
Completed at least one TASC Level 3 course or above	3338	3278	3133	3293	3329	74.2%	73.9%	75.0%	75.3%	74.5%	→
Completed at least four TASC Level 3 courses or above	2448	2408	2320	2416	2383	54.4%	54.3%	55.6%	55.2%	53.3%	↓
Completed at least one VET unit ⁸	2752	2804	2600	2800	2861	61.2%	63.2%	62.3%	64.0%	64.0%	→
Completed at least one VET Certificate ⁹	1284	1162	1046	1074	1146	28.5%	26.2%	25.0%	24.6%	25.6%	↑
Completed at least one VET Certificate and attained the TCE	1097	979	865	885	942	24.4%	22.1%	20.7%	20.2%	21.1%	→
Completed at least one VET Certificate and attained an ATAR	234	227	219	203	244	5.2%	5.1%	5.2%	4.6%	5.5%	→

Table notes

1. **Year 12 school students:** Students enrolled at a Tasmanian school in Year 12/13 who achieved at least one TCE credit point during the school year.
2. **Year 12 school students aged 15–19 years:** Cohort used for percentage attainment and participation reporting. Students 15–19 years of age 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.
3. Sum of counts of TCE and ATAR by gender may not equal totals due to variability in gender reporting.
4. 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.
5. **1 yr trend:** Indicates if there has been an increase/decrease of 1 per cent or more in the most recent year.
6. Attainment of the TCE, an ATAR and VET Certificate are not mutually exclusive – i.e. students can attain both the TCE and a VET Certificate.
7. **Completed 120 credit points:** The equivalent of two-years full-time post-Year 10 study.
8. **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.
9. **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 2: Potential Year 12 (Age) Population (TCE and ATAR)



Potential Year 12 (age) population ¹	Number of persons aged 15 to 19 years					Percentage ² attainment of potential Year 12 population					
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	1 yr trend ³
TOTAL:	6164	6027	6197	6472	6746						
Attained TCE	3673	3556	3416	3516	3628	59.6%	59.0%	55.1%	54.3%	53.8%	→
Attained an ATAR	2050	2018	1913	2019	1992	33.2%	33.5%	30.9%	31.2%	29.5%	↓
Female⁴:	2995	2933	2978	3090	3226						
Attained TCE ⁴	1987	1997	1855	1885	1952	66.3%	68.1%	62.3%	61.0%	60.5%	→
Attained an ATAR ⁴	1195	1214	1122	1161	1166	39.9%	41.4%	37.7%	37.6%	36.1%	↓
Male⁴:	3169	3092	3216	3383	3520						
Attained TCE ⁴	1685	1559	1556	1614	1660	53.2%	50.4%	48.4%	47.7%	47.2%	→
Attained an ATAR ⁴	851	803	790	853	819	26.9%	26.0%	24.6%	25.2%	23.3%	↓

Table notes

- Potential Year 12 (age) 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. Attainment by the potential (estimated) Year 12 population is used to assess the proportion of total young people who are both choosing and successfully completing an education and training pathway that includes TCE and ATAR attainment (noting that Tasmanian young people have many options in how they participate in education beyond Year 10, which may not include pursuing or the successful attainment of the TCE or an ATAR within a two-year senior secondary education period).
- Percentage attainment figures are used as the number of actual students fluctuates each year. It is preferable to refer to the attainment percentages for comparison, rather than the number of students/qualifications.
- 1 yr trend:** Indicates if there has been an increase/decrease of 1 per cent or more in the most recent year.
- Sum of counts by gender may not equal totals due to variability in gender reporting.

Table 3: TCE Standards met by Year 12 School Students



Assessment



Attainment

TCE standards attained ¹	Number of Year 12 school students					Percentage ³ attainment of Year 12 school students 15–19 years					
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	1 yr trend ⁴
Year 12 school students aged 15–19 years ²	4499	4434	4176	4373	4469						
Participation and Achievement Standard:											
Achieved 120 credit points	3727	3627	3422	3548	3631	82.8%	81.8%	81.9%	81.1%	81.2%	→
Achieved 80 credit points at Level 2 or above	4115	3993	3745	3874	3940	91.5%	90.0%	89.7%	88.6%	88.2%	→
TCE Everyday Adult Standards:											
Reading, Writing and Communication (in English)	4172	4095	3841	4020	4107	92.7%	92.4%	92.0%	91.9%	91.9%	→
Mathematics	4196	4120	3865	4062	4159	93.3%	92.9%	92.6%	92.9%	93.1%	→
Use of Computers and the Internet ⁵	4139	4018	3639	3778	3837	92.0%	90.6%	87.1%	86.4%	85.9%	→

Table notes

- 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. Table 3 includes reporting on the measures and targets for TASC reporting in the Literacy Advisory Panel *Final Report to Government: Lifting Literacy*.
- Year 12 school students aged 15–19 years:** Cohort used for percentage attainment and participation reporting. Students 15–19 years of age 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.
- 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.
- 1 yr trend:** Indicates if there has been an increase/decrease of 1 per cent or more in the most recent year.
- The reduction in student attainment of the Use of Computers and the Internet Everyday Adult Standard in recent years is not necessarily representative of a decline in student skills and capabilities. There are increases in the number of students planning to use the recognition pathway to achieve this standard and subsequently not meeting the full requirements for that recognition (i.e. not achieving the Participation and Achievement Standard and the other two Everyday Adult Standards required). There are reductions in the number of students using the other pathways to achieve the Use of Computers and the Internet Everyday Adult Standard [the number of students sitting and passing the Use of Computers and the Internet Everyday Adult Standard safety net test, or choosing and successfully completing a course including the Use of Computers and the Internet Everyday Adult Standard (see Table 8 for participation and achievement in courses)].



Attainment

Table 4: Qualification and Certificate Attainment

Qualification/Certificate attainment ¹	Attainment (number of persons)				
	2020	2021	2022	2023	2024
Year 12 attainment combined measure:²					
Attained a TCE, TCEA, or VET Certificate III or above (number of Year 12 students ³)	-	-	-	-	3901
Attained a TCE, TCEA, or VET Certificate III or above (% of Year 12 students)	-	-	-	-	87.3%
Year 12 students³ attaining:					
Tasmanian Certificate of Education ⁴	3610	3534	3327	3468	3557
Tasmanian Certificate of Educational Achievement (TCEA) ⁵	116	161	186	249	315
VET Certificate II or above ⁶	1266	1102	897	933	981
VET Certificate I ⁶	378	352	298	270	294
International Baccalaureate (IB) Diploma ⁷	24	25	21	22	27
Big Picture Learning Credential ⁸	0	22	14	16	27
Qualifications Certificate ⁹	4499	4414	4173	4343	4433
Tasmanians, post-school age attaining:¹⁰					
Tasmanian Certificate of Education (TCE)	217	162	151	159	148

Table notes

1. Attainment of the qualifications/certificates are not mutually exclusive – i.e. students can attain more than one of the above qualifications and certificates.
2. **Year 12 attainment combined measure:** A new measure introduced in 2024 to provide combined reporting on Year 12 students' attainment of the TCE, TCEA or a VET Certificate III. A student is only counted once in the combined measure (regardless of attaining more than one of the certificates). The percentage is determined using the total number of Year 12 students (students enrolled at a Tasmanian school in Year 12/13 who were Australian citizens, aged 15-19 years as at 31 December, and achieved at least one TCE credit point). Note that:
 - The achievement of TCE credit points is not a requirement to achieve the TCEA.
 - The achievement of VET Certificate III or above by Year 12 students is up to and including their Year 12 year and attained with any Registered Training Organisation.
3. **Year 12 school students:** Cohort used for attainment and participation reporting. Students 15–19 years of age 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.
4. **Tasmanian Certificate of Education:** The TCE is awarded to all eligible Tasmanians who reach the prescribed TCE standards.
5. **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.

6. **VET Certificate:** Year 12 students' successful completion of VET qualifications up to and including in Year 12/13.
 - Certificate I courses develop basic skills required by industry or for participation in life and further learning.
 - Certificate II courses develop skills in specific career-related fields as preparation for employment.
7. **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.
8. **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.
9. **Qualifications Certificate:** All senior secondary students in Tasmania who successfully undertake TASC accredited courses, Vocational Education and Training (VET) or other formal learning recognised by TASC are issued with a Qualifications Certificate at the end of Year 12.
10. **Tasmanians, post-school age:** The Tasmanian Certificate of Education (TCE) is awarded to all eligible Tasmanians who reach the prescribed TCE standards. Reporting shows TCE attainment by Tasmanians who are post-school age (at least 20 years of age) who didn't achieve their TCE at school.

**Table 5: Year 11 Direct Continuation
in Senior Secondary Education**



Retention



Attainment

Direct Continuation	Number of students					Percentage ⁴ of Year 11 cohort					
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	
Year 11 students ¹	5992	5848	5584	5904	5991						
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	1 yr trend ⁵
Continued to next year of education and training ²	4743	4761	4484	4722	4836	79.2%	81.4%	80.3%	80.0%	80.7%	➡
Attained TCE ³	3528	3496	3276	3410	3544	58.9%	59.8%	58.7%	57.8%	59.2%	⬆
Attained a VET Certificate ³	1349	1228	1135	1138	1234	22.5%	21.0%	20.3%	19.3%	20.6%	⬆
Attained an ATAR ³	2053	2064	1935	2035	1997	34.3%	35.3%	34.7%	34.5%	33.3%	⬇

Table notes

- Year 11 students (number):** Based on schools' initial reporting to TASC on the Year 11 students they have commencing senior secondary studies at their school. This is the earliest reporting point that TASC receives information on senior secondary student numbers.
- Continued to next year of education and training:** To be direct continuation to the next year of education and training, a student must achieve at least one credit point towards their TCE (or successfully complete a TASC-accredited Preliminary course) in the next year. The further study can be at any Tasmanian school, Registered Training Organisation, or an organisation delivering TASC-recognised formal learning.

The continuation tracking data for the next year of education and training may underestimate continuation as it does not include students who:

- left the state to continue Year 12 (including international students)
- left the state and continued their studies with an interstate VET provider
- secured early admission to university via a gifted students' program or similar
- secured full-time work.

TASC does not have access to data about students for the above circumstances.

- Attainment of the TCE, an ATAR and VET Certificate are not mutually exclusive – i.e. students can attain both the TCE and a VET Certificate.
- Percentage figures are used as the number of actual students fluctuates each year. It is preferable to refer to the direct continuation percentages for comparison, rather than the number of students/qualifications.
- 1 yr trend:** Indicates if there has been an increase/decrease of 1 per cent or more in the most recent year.



Study Choices

Table 6: Participation in TASC Level 3 and 4 Course Learning Areas

Learning Areas ¹	Number of Year 12 school students 15–19 years ²					Percentage ³ of Year 12 school students 15–19 years					
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	1 yr trend ⁴
English	2437	2291	2241	2393	2367	54.2%	51.7%	53.7%	54.7%	53.0%	↓
Mathematics	1982	2049	2075	2072	2166	44.0%	46.2%	49.7%	47.4%	48.5%	↑
Humanities and Social Sciences	1831	1870	1701	1825	1746	40.7%	42.2%	40.7%	41.7%	39.1%	↓
Science	1509	1499	1452	1447	1406	33.5%	33.8%	34.8%	33.1%	31.5%	↓
Health and Physical Education	1216	1214	1150	1184	1278	27.0%	27.4%	27.5%	27.1%	28.6%	↑
The Arts	1174	1170	1112	1159	1101	26.1%	26.4%	26.6%	26.5%	24.6%	↓
Technologies	1003	978	968	980	1081	22.3%	22.1%	23.2%	22.4%	24.2%	↑
Languages	235	201	168	169	169	5.2%	4.5%	4.0%	3.9%	3.8%	→
Mixed Field	25	18	23	13	18	0.6%	0.4%	0.6%	0.3%	0.4%	→

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.
- Year 12 school students 15–19 years:** Cohort used for attainment and participation reporting. Students 15–19 years of age 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.
- Percentage figures are used as the number of actual students fluctuates each year. It is preferable to refer to the participation percentages for comparison, rather than the number of students.
- 1 yr trend:** Indicates if there has been an increase/decrease of 1 per cent or more in the most recent year.



Study Choices

**Table 7: Participation in VET Field of Education
(Top 10 Fields)**

Top ¹ VET Fields of Education ² in 2024	Number of Year 12 school students 15–19 years ³
Food and Hospitality	370
Sport and Recreation	240
Building	236
Human Welfare Studies and Services	177
Automotive Engineering and Technology	115
Veterinary Studies	108
Personal Services	100
Office Studies	98
Electrical and Electronic Engineering and Technology	94
Teacher Education	77

Table notes

- Top VET Fields (participation):** based on VET qualifications that a Year 12 student successfully completed anytime during their education up to and including in Year 12/13.
- VET Field of Education:** based on Australian Bureau of Statistics (ABS) field of education structure and definitions, the Australian Standard Classification of Education (ASCED).
- Year 12 school students 15–19 years:** Cohort used for attainment and participation reporting. Students 15–19 years of age 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.

Table 8: Participation and Achievement in all TASC Accredited Courses by School Students



Study Choices



Demographics



Assessment

Learning Area	2024 Course	Course Code	TASC Level ¹	TCE Credit Points ²	Total Students	Males ³	Females ³	Pre-Year 11 ⁴	Year 11	Year 12	Year 13	Limited Achievement (LA)	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	15	10	5	0	7	8	0	2	3	3	4	1	2
	English Inquiry	ENT115123	1	15	90	45	45	0	68	22	0	47	4	19	11	2	7
	English as an Additional Language or Dialect	EAL215114	2	15	60	29	31	0	48	11	1	0	9	16	23	7	5
	English Foundations	ENG215117	2	15	759	434	323	0	667	90	2	100	41	194	252	71	101
	English Studio	ENS215124	2	15	231	71	158	0	150	80	1	26	17	42	88	33	25
	English Inquiry	ENT215123	2	15	891	526	363	0	695	191	5	190	74	270	238	75	44
	Essential Skills - Reading and Writing	ERW210114	2	10	564	304	254	0	391	166	7	231	37	296	-	-	-
	English as an Additional Language or Dialect	EAL315120	3	15	61	26	34	0	30	30	1	0	11	14	20	13	3
	English	ENG315117	3	15	1489	581	907	0	1196	292	1	40	41	315	727	225	141
	English Literature	ENL315114	3	15	447	155	289	0	317	129	1	8	7	82	198	107	45
	English Studio	ENS315124	3	15	600	174	417	0	226	374	0	25	14	115	263	98	85
	English Inquiry	ENT315124	3	15	43	13	30	0	30	13	0	0	2	16	19	1	5
	Preliminary English Stage 1	PRE005119	Pre	0	24	11	13	0	19	5	0	3	0	21	-	-	-
	Preliminary English Stage 2	PRE005219	Pre	0	21	14	7	0	12	8	1	1	2	18	-	-	-
	Preliminary English Stage 3	PRE005319	Pre	0	19	15	4	0	13	6	0	3	0	16	-	-	-
	Preliminary English Stage 4	PRE005419	Pre	0	93	55	38	0	74	18	1	19	0	74	-	-	-

Learning Area	2024 Course	Course Code	TASC Level ¹	TCE Credit Points ²	Total Students	Males ³	Females ³	Pre-Year 11 ⁴	Year 11	Year 12	Year 13	Limited Achievement (LA)	Preliminary Achievement (PA)	Satisfactory Achievement (SA)	Commendable Achievement (CA)	High Achievement (HA)	Exceptional Achievement (EA)
Health and Physical Education	Fitness Experiences	HPE105118	1	5	680	484	196	0	340	334	6	106	35	539	-	-	-
	Sport and Recreation Experiences	HPE110118	1	10	1045	752	293	0	559	483	3	115	62	868	-	-	-
	Outdoor Experiences	OXP105118	1	5	460	303	157	0	272	187	1	59	29	372	-	-	-
	Personal Care	PER110118	1	10	152	68	81	0	85	65	2	29	20	103	-	-	-
	Athlete Development	ATH215118	2	15	592	466	126	3	367	222	0	66	54	125	205	62	80
	Community Sport and Recreation	HPE215118	2	15	510	350	160	0	303	207	0	62	36	172	126	55	59
	Outdoor Education	OXP215118	2	15	717	465	251	0	498	218	1	72	52	191	213	81	108
	Personal Health and Wellbeing	PER215118	2	15	232	47	185	0	108	122	2	39	13	39	73	39	29
	Sport Science - Foundation	SPT215118	2	15	231	156	75	0	169	62	0	34	23	62	55	44	13
	Health Studies	HLT315118	3	15	875	236	637	0	361	514	0	46	157	139	313	147	73
	Outdoor Leadership	OXP315118	3	15	327	172	155	0	55	272	0	5	30	60	163	47	22
	Sport Science	SPT315118	3	15	515	277	238	0	113	402	0	11	45	93	208	109	49
	Preliminary Health and Physical Education Stage 1	PRL005119	Pre	0	16	10	6	0	11	5	0	2	1	13	-	-	-
	Preliminary Health and Physical Education Stage 2	PRL005219	Pre	0	20	13	7	0	12	7	1	2	1	17	-	-	-
	Preliminary Health and Physical Education Stage 3	PRL005319	Pre	0	19	14	5	0	5	14	0	1	1	17	-	-	-
	Preliminary Health and Physical Education Stage 4	PRL005419	Pre	0	25	22	3	0	12	13	0	5	0	20	-	-	-

Learning Area	2024 Course	Course Code	TASC Level ¹	TCE Credit Points ²	Total Students	Males ³	Females ³	Pre-Year 11 ⁴	Year 11	Year 12	Year 13	Limited Achievement (LA)	Preliminary Achievement (PA)	Satisfactory Achievement (SA)	Commendable Achievement (CA)	High Achievement (HA)	Exceptional Achievement (EA)
Humanities and Social Sciences	Focus on Children	BHC115116	1	15	6	0	6	0	3	2	1	1	1	2	2	0	0
	You, Your Family and the Community	BHY105116	1	5	281	113	165	0	201	72	8	74	15	192	-	-	-
	Financial Literacy	BST105116	1	5	1380	693	674	0	730	650	0	113	90	1177	-	-	-
	Civics and Citizenship	CVC115122	1	15	0	0	0	0	0	0	0	0	0	0	0	0	0
	Basic Road Safety	RSE105120	1	5	300	156	137	0	122	175	3	75	54	171	-	-	-
	Working with Children	BHC215116	2	15	377	17	358	0	220	156	1	62	22	55	101	55	82
	Exploring Issues in Society	BHF215116	2	15	11	5	6	0	5	6	0	4	1	0	4	1	1
	Introduction to Sociology and Psychology	BHX215118	2	15	632	156	474	0	474	157	1	103	55	117	172	77	108
	Business Studies - Foundation	BST215116	2	15	389	208	181	0	187	201	1	57	30	92	109	42	59
	Community Service Learning	CSL205118	2	5	133	34	99	0	109	24	0	8	1	30	42	11	41
	History	HIS215124	2	15	144	75	67	0	69	74	1	33	11	32	43	15	10
	Legal Studies - Foundation	LST215117	2	15	315	125	190	0	212	102	1	47	33	49	100	34	52
	Studies of Religion	REL215124	2	15	538	257	280	0	512	26	0	29	36	165	170	74	64
	Making Moral Decisions	RLP205120	2	5	0	0	0	0	0	0	0	0	0	0	-	0	-
	Road Safety Education	RSE205120	2	5	98	46	52	0	46	49	3	35	9	36	0	7	11
	Tasmanian Aboriginal Studies	TAS215118	2	15	36	12	24	0	13	23	0	10	3	12	7	3	1

Learning Area	2024 Course	Course Code	TASC Level ¹	TCE Credit Points ²	Total Students	Males ³	Females ³	Pre-Year 11 ⁴	Year 11	Year 12	Year 13	Limited Achievement (LA)	Preliminary Achievement (PA)	Satisfactory Achievement (SA)	Commendable Achievement (CA)	High Achievement (HA)	Exceptional Achievement (EA)
Humanities and Social Sciences	Australia in Asia and the Pacific	AAP315116	3	15	64	33	31	0	6	58	0	2	5	16	29	10	2
	Accounting	ACC315116	3	15	114	82	32	0	24	90	0	3	9	26	35	26	15
	Ancient History	ANH315117	3	15	165	71	94	0	73	92	0	15	19	46	52	19	14
	Psychology	BHP315116	3	15	468	111	354	0	103	365	0	17	29	136	152	75	59
	Sociology	BHS315116	3	15	436	90	346	0	146	290	0	15	28	125	141	82	45
	Business Studies	BST315116	3	15	443	259	184	0	120	323	0	9	41	105	174	81	33
	Economics	ECN315116	3	15	301	186	115	0	32	269	0	6	6	43	150	56	40
	Geography	GGY315120	3	15	125	62	63	0	25	100	0	5	16	35	36	26	7
	Modern History	HSM315117	3	15	290	124	165	0	120	170	0	12	18	97	103	27	33
	Legal Studies	LST315117	3	15	264	87	177	0	61	203	0	13	21	45	115	45	25
	Philosophy	PHL315118	3	15	148	52	94	0	35	112	1	9	6	25	68	24	16
	Studies of Religion	REL315124	3	15	197	64	133	0	156	41	0	6	14	38	71	41	27
	First Nations Studies	TAS315119	3	15	40	7	32	0	11	29	0	2	2	11	11	9	5
	Preliminary Humanities Stage 1	PRH005119	Pre	0	5	2	3	0	4	1	0	NR	NR	NR	-	-	-
	Preliminary Humanities Stage 2	PRH005219	Pre	0	9	6	3	0	4	5	0	1	3	5	-	-	-
	Preliminary Humanities Stage 3	PRH005319	Pre	0	1	0	1	0	1	0	0	NR	NR	NR	-	-	-
	Preliminary Humanities Stage 4	PRH005419	Pre	0	3	2	1	0	2	1	0	NR	NR	NR	-	-	-

Learning Area	2024 Course	Course Code	TASC Level ¹	TCE Credit Points ²	Total Students	Males ³	Females ³	Pre-Year 11 ⁴	Year 11	Year 12	Year 13	Limited Achievement (LA)	Preliminary Achievement (PA)	Satisfactory Achievement (SA)	Commendable Achievement (CA)	High Achievement (HA)	Exceptional Achievement (EA)
Languages	Chinese	CHN215123	2	15	25	10	15	0	17	8	0	2	2	4	4	6	7
	French	FRN215123	2	15	71	18	53	0	40	31	0	10	9	4	20	13	15
	German	GRM215123	2	15	28	9	19	0	17	11	0	4	4	6	5	1	8
	Italian	ITN215123	2	15	21	1	20	6	9	6	0	1	0	4	7	2	7
	Japanese	JPN215123	2	15	82	38	43	0	54	27	1	7	7	13	17	15	23
	Arabic	AR802	3	15	1	1	0	0	1	0	0	NR	NR	NR	NR	NR	NR
	Chinese	CHN315114	3	15	15	5	10	0	8	7	0	0	1	1	2	9	2
	Chinese (Specialist Level)	CN813	3	15	21	7	14	0	13	8	0	0	1	7	1	8	4
	Filipino	FI801	3	15	5	5	0	0	2	3	0	NR	NR	NR	NR	NR	NR
	French	FRN315114	3	15	41	12	29	0	22	19	0	0	1	3	6	16	15
	German	GRM315114	3	15	13	4	9	0	3	10	0	0	2	1	0	2	8
	Hindi	HN868	3	15	3	1	2	0	1	2	0	NR	NR	NR	NR	NR	NR
	Italian	ITN315114	3	15	15	3	12	0	8	7	0	0	0	2	3	2	8
	Japanese	JPN315114	3	15	61	25	35	0	21	37	3	2	9	14	10	13	13
	Japanese (First Language)	JPN801	3	15	1	1	0	0	1	0	0	NR	NR	NR	NR	NR	NR
	Korean (First Language)	KR857	3	15	1	1	0	0	0	1	0	NR	NR	NR	NR	NR	NR
	Punjabi	PJ805	3	15	2	1	1	0	0	2	0	NR	NR	NR	NR	NR	NR
	Persian	PS892	3	15	4	1	3	0	1	3	0	NR	NR	NR	NR	NR	NR
	Romanian	RO801	3	15	1	0	1	0	0	1	0	NR	NR	NR	NR	NR	NR
	Spanish	SP877	3	15	4	2	2	0	2	2	0	NR	NR	NR	NR	NR	NR
	Vietnamese	VT876	3	15	18	6	12	0	10	8	0	2	10	2	3	1	0

Learning Area	2024 Course	Course Code	TASC Level ¹	TCE Credit Points ²	Total Students	Males ³	Females ³	Pre-Year 11 ⁴	Year 11	Year 12	Year 13	Limited Achievement (LA)	Preliminary Achievement (PA)	Satisfactory Achievement (SA)	Commendable Achievement (CA)	High Achievement (HA)	Exceptional Achievement (EA)
Mathematics	Mathematics	MAT115123	1	15	35	16	19	0	25	9	1	19	2	7	4	3	0
	Numeracy	NUM115123	1	15	42	22	20	0	35	7	0	17	3	8	12	1	1
	Essential Mathematics - Personal	MEP215123	2	15	119	56	63	0	95	22	2	9	6	49	34	13	8
	Essential Mathematics - Workplace	MEW215123	2	15	1317	640	671	0	1079	236	2	280	66	439	329	113	90
	General Mathematics	MTG215123	2	15	1490	690	796	0	1331	154	5	123	69	461	485	204	148
	Essential Skills - Maths	MTN210114	2	10	480	232	243	0	335	141	4	210	59	211	-	-	-
	General Mathematics	MTG315123	3	15	1118	481	635	0	885	230	3	41	102	249	369	197	160
	Mathematics Methods - Foundation	MTM315117	3	15	1140	590	546	342	695	101	2	44	66	231	361	208	230
	Mathematics Methods	MTM415117	4	15	650	403	244	2	375	272	0	14	46	200	210	95	85
	Mathematics Specialised	MTS415118	4	15	177	125	52	1	7	168	1	2	10	35	80	35	15
	Preliminary Mathematics Stage 1	PRM005119	Pre	0	25	13	12	0	19	6	0	3	1	21	-	-	-
	Preliminary Mathematics Stage 2	PRM005219	Pre	0	14	10	4	0	8	5	1	1	0	13	-	-	-
	Preliminary Mathematics Stage 3	PRM005319	Pre	0	25	19	6	0	15	10	0	0	3	22	-	-	-
	Preliminary Mathematics Stage 4	PRM005419	Pre	0	94	54	40	0	70	23	1	20	12	62	-	-	-

Learning Area	2024 Course	Course Code	TASC Level ¹	TCE Credit Points ²	Total Students	Males ³	Females ³	Pre-Year 11 ⁴	Year 11	Year 12	Year 13	Limited Achievement (LA)	Preliminary Achievement (PA)	Satisfactory Achievement (SA)	Commendable Achievement (CA)	High Achievement (HA)	Exceptional Achievement (EA)
Mixed Field	Building Connections	BUC115018	1	15	49	26	21	0	25	23	1	14	5	30	-	-	-
	Pathways to Work	WRK115117	1	15	122	76	46	0	68	54	0	46	13	15	0	48	0
	Career and Life Planning	CLP205118	2	5	1551	755	791	0	912	626	13	272	108	1171	-	-	-
	Enterprise at Work	EPW215122	2	15	31	18	13	0	20	11	0	10	2	10	5	1	3
	Learning Through Internship	LTI215117	2	15	12	7	5	0	4	8	0	0	1	2	4	5	0
	Project Implementation	PRJ205118	2	5	715	412	303	0	305	408	2	109	51	555	-	-	-
	Work Readiness	WRK215117	2	15	302	178	124	0	164	136	2	71	36	137	30	14	14
	Student Directed Inquiry	SDI315117	3	15	18	6	12	0	1	17	0	0	0	4	5	2	7
	Preliminary Access to Work Stage 1	PRW005119	Pre	0	6	3	3	0	4	2	0	1	0	5	-	-	-
	Preliminary Access to Work Stage 2	PRW005219	Pre	0	13	8	5	0	6	7	0	1	2	10	-	-	-
	Preliminary Access to Work Stage 3	PRW005319	Pre	0	12	9	3	0	4	7	1	0	0	12	-	-	-
	Preliminary Access to Work Stage 4	PRW005419	Pre	0	35	25	10	0	8	27	0	2	4	29	-	-	-

Learning Area	2024 Course	Course Code	TASC Level ¹	TCE Credit Points ²	Total Students	Males ³	Females ³	Pre-Year 11 ⁴	Year 11	Year 12	Year 13	Limited Achievement (LA)	Preliminary Achievement (PA)	Satisfactory Achievement (SA)	Commendable Achievement (CA)	High Achievement (HA)	Exceptional Achievement (EA)
Science	Science	SCC115122	1	15	18	9	8	0	11	7	0	9	0	4	5	0	0
	Biology	BIO215123	2	15	580	132	444	0	470	110	0	35	48	107	194	105	91
	Physical Sciences - Foundation	PSC215118	2	15	90	56	33	35	43	12	0	2	2	16	35	21	14
	Transdisciplinary Science	TDS215122	2	15	3	3	0	0	1	2	0	NR	NR	NR	NR	NR	NR
	Biology	BIO315124	3	15	722	223	498	0	102	618	2	17	106	210	191	128	70
	Environmental Science	ESS315118	3	15	169	63	104	0	48	121	0	7	16	58	51	28	9
	Physical Sciences	PSC315118	3	15	1029	548	478	4	956	69	0	37	141	264	307	144	136
	Transdisciplinary Science	TDS315123	3	15	2	0	2	0	1	1	0	NR	NR	NR	NR	NR	NR
	Chemistry	CHM415115	4	15	488	238	250	0	1	485	2	7	47	107	112	136	79
	Physics	PHY415115	4	15	257	203	54	0	3	253	1	3	20	69	54	66	45
	Preliminary Science Stage 1	PRS005119	Pre	0	2	1	1	0	1	1	0	NR	NR	NR	-	-	-
	Preliminary Science Stage 2	PRS005219	Pre	0	13	9	4	0	6	6	1	1	3	9	-	-	-
	Preliminary Science Stage 3	PRS005319	Pre	0	11	10	1	0	5	6	0	0	0	11	-	-	-
	Preliminary Science Stage 4	PRS005419	Pre	0	17	11	6	0	5	12	0	3	0	14	-	-	-

Learning Area	2024 Course	Course Code	TASC Level ¹	TCE Credit Points ²	Total Students	Males ³	Females ³	Pre-Year 11 ⁴	Year 11	Year 12	Year 13	Limited Achievement (LA)	Preliminary Achievement (PA)	Satisfactory Achievement (SA)	Commendable Achievement (CA)	High Achievement (HA)	Exceptional Achievement (EA)
Technologies	Digital Projects	DGP115123	1	15	34	20	14	0	22	9	3	10	6	6	1	3	8
	Food and Cooking Essentials	FCE110114	1	10	224	121	103	0	131	93	0	75	22	127	-	-	-
	Workshop Techniques - Introduction	WTE110114	1	10	219	166	53	0	130	89	0	56	20	76	22	0	45
	Agricultural Enterprise	AGR215117	2	15	54	28	26	0	36	18	0	16	6	20	9	1	2
	Automotive and Mechanical Technologies	AMT215116	2	15	367	300	67	0	221	145	1	128	44	83	76	27	9
	Computer Graphics and Design - Foundation	CGD215118	2	15	206	165	39	0	126	79	1	27	18	49	66	24	22
	Design and Production	DAP215116	2	15	845	574	262	0	446	399	0	139	116	206	169	115	100
	Digital Technologies	DGT215124	2	15	80	72	8	0	40	38	2	20	2	34	16	5	3
	Electronics and Advanced Technologies	EAT215124	2	15	110	98	12	0	54	55	1	15	13	38	18	10	16
	Engineering Design	EDN215122	2	15	101	85	15	0	59	40	2	15	8	36	25	9	8
	Essential Skills - Using Computers and the Internet	ESC205114	2	5	591	346	239	0	353	232	6	209	18	364	-	-	-
	Food, Cooking and Nutrition	FDN215118	2	15	729	364	363	0	362	363	4	144	91	128	205	81	80
	Food and Hospitality Enterprise	FHE215116	2	15	209	92	116	0	95	114	0	47	17	39	52	33	21
	Computer Applications	ICT205114	2	5	171	132	39	0	79	90	2	32	40	46	30	0	23
	Agricultural Systems	AGR315117	3	15	27	11	16	0	13	14	0	4	1	9	7	3	3
	Computer Graphics and Design	CGD315118	3	15	119	89	27	0	20	99	0	5	8	44	44	12	6
	Data Science and Digital Solutions	DSD315124	3	15	41	37	4	0	13	28	0	0	3	20	12	4	2
	Electronics and Advanced Technologies	EAT315124	3	15	27	26	1	0	8	19	0	0	3	5	8	6	5
	Engineering Design	EDN315123	3	15	57	51	6	0	6	51	0	6	6	16	12	10	7

Learning Area	2024 Course	Course Code	TASC Level ¹	TCE Credit Points ²	Total Students	Males ³	Females ³	Pre-Year 11 ⁴	Year 11	Year 12	Year 13	Limited Achievement (LA)	Preliminary Achievement (PA)	Satisfactory Achievement (SA)	Commendable Achievement (CA)	High Achievement (HA)	Exceptional Achievement (EA)
Technologies	Food and Nutrition	FDN315118	3	15	542	196	345	0	97	445	0	15	56	111	232	79	49
	Housing and Design	HDS315118	3	15	280	131	149	0	70	210	0	6	27	105	100	31	11
	Computer Science	ITC315118	3	15	123	115	7	0	47	75	1	2	13	28	44	22	14
	Preliminary Technologies Stage 1	PRT005119	Pre	0	15	10	5	0	12	3	0	2	3	10	-	-	-
	Preliminary Technologies Stage 2	PRT005219	Pre	0	16	12	4	0	10	6	0	0	3	13	-	-	-
	Preliminary Technologies Stage 3	PRT005319	Pre	0	16	15	1	0	8	7	1	1	0	15	-	-	-
	Preliminary Technologies Stage 4	PRT005419	Pre	0	35	26	9	0	19	16	0	8	3	24	-	-	-

Learning Area	2024 Course	Course Code	TASC Level ¹	TCE Credit Points ²	Total Students	Males ³	Females ³	Pre-Year 11 ⁴	Year 11	Year 12	Year 13	Limited Achievement (LA)	Preliminary Achievement (PA)	Satisfactory Achievement (SA)	Commendable Achievement (CA)	High Achievement (HA)	Exceptional Achievement (EA)
The Arts	Arts	ART115123	1	15	216	70	145	0	126	90	0	37	20	39	64	25	31
	Visual Art	ART215123	2	15	1020	300	710	0	427	589	4	144	100	222	245	145	164
	Music Technology Projects - Foundation	AUD215120	2	15	46	35	11	0	16	28	2	11	7	9	9	5	5
	Contemporary Art Practice	CAP215124	2	15	305	70	229	0	153	150	2	51	26	56	99	32	41
	Contemporary Music and Songwriting	CMS215123	2	15	292	175	117	0	178	114	0	38	30	62	90	37	35
	Dance	DNC215124	2	15	58	4	53	2	37	18	1	11	4	6	22	6	9
	Media Production Foundations	MED215117	2	15	122	76	44	0	63	59	0	20	11	20	51	13	7
	Music Ensemble	MSM205120	2	5	156	66	89	0	68	88	0	7	0	13	0	136	0
	Music Studies	MSS215120	2	15	130	74	55	0	77	52	1	17	17	32	33	20	11
	Musical Theatre	MUT215120	2	15	126	25	101	0	63	63	0	3	9	9	28	31	46
	Drama Foundations	SDS215117	2	15	82	32	48	0	50	32	0	9	5	24	20	14	10
	Technical Theatre Production	SDT215120	2	15	126	43	78	0	54	71	1	8	16	27	30	16	29
	Visual Art	ART315123	3	15	913	234	667	0	383	526	4	27	41	203	375	173	94
	Art Studio Practice	ART315214	3	15	235	45	186	0	2	231	2	4	9	40	93	67	22
	Contemporary Art Practice	CAP315124	3	15	38	8	28	0	7	31	0	3	2	1	11	13	8
	Dance	DNC315124	3	15	31	1	30	0	19	12	0	0	1	12	8	7	3
	Media Production	MED315117	3	15	122	73	49	0	34	88	0	6	21	26	42	14	13
	Music	MSM315120	3	15	44	29	15	0	20	24	0	2	8	13	15	3	3
	Drama	SDD315120	3	15	121	42	78	0	101	20	0	1	8	42	53	9	8
	Theatre Performance	SDP315120	3	15	120	40	79	0	8	112	0	0	4	37	38	26	15
	Preliminary Arts Stage 1	PRA005119	Pre	0	2	1	1	0	2	0	0	NR	NR	NR	-	-	-
	Preliminary Arts Stage 2	PRA005219	Pre	0	7	4	3	0	4	3	0	1	0	6	-	-	-
	Preliminary Arts Stage 3	PRA005319	Pre	0	1	1	0	0	1	0	0	NR	NR	NR	-	-	-
	Preliminary Arts Stage 4	PRA005419	Pre	0	28	18	10	0	17	11	0	2	2	24	-	-	-

Learning Area	2024 Course	Course Code	TASC Level ¹	TCE Credit Points ²	Total Students	Males ³	Females ³	Pre-Year 11 ⁴	Year 11	Year 12	Year 13	Limited Achievement (LA)	Preliminary Achievement (PA)	Satisfactory Achievement (SA)	Commendable Achievement (CA)	High Achievement (HA)	Exceptional Achievement (EA)
TCE Everyday Adult Standards	Standards Test ⁶ - Everyday Adult Reading, Writing and Communication (in English)	TCE001	2	0	136	60	75	0	35	100	1	-	-	136	-	-	-
	Standards Test ⁶ - Everyday Adult Mathematics	TCE002	2	0	228	120	108	0	90	135	3	-	-	228	-	-	-
	Standards Test ⁶ - Everyday Adult Use of Computers and the Internet	TCE003	2	0	194	101	91	0	19	170	5	-	-	194	-	-	-
	Everyday Adult Standard – Use of Computers and the Internet (recognition)	TCE004	2	0	1426	717	707	0	0	1410	16	-	-	1426	-	-	-

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. Non-binary (or other gender identified) students are included in Total Students but not reported as a separate column to protect the privacy of individual students within the small cohort.
- Pre-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.
- TCE Everyday Adult Standard Test:** Reporting shows instances of successful test completion, with students able to sit the test multiple times until successfully completed.

Table 9: Participation in the University of Tasmania High Achiever Program (HAP) and University Connections Program (UCP)



Study Choices



Demographics

2024	Course Code	TCE Credit Points	Total students	Males ³	Females ³	Year 11	Year 12	Year 13
High Achiever Program Units¹								
Accounting and Financial Decision Making	BFA103	8	16	9	7	3	13	0
Artificial Intelligence	KIT108	8	1	1	0	1	0	0
Behavioural and Cognitive Neuroscience	PSY224	8	1	1	0	0	1	0
Biology of Animals	KZA161	8	1	0	1	1	0	0
Chemistry 1A	KRA113	8	1	1	0	0	1	0
Chemistry 1B	KRA114	8	1	1	0	0	1	0
Chinese 2A	HMC219	8	1	1	0	0	1	0
Chinese 2B	HMC220	8	1	1	0	0	1	0
Computer Graphics and Animation: Principles and Programming	KIT307	8	1	1	0	0	1	0
Data Structures and Algorithms	KIT205	8	1	1	0	1	0	0
Database Fundamentals	KIT119	8	1	1	0	1	0	0
Ecology	KPZ163	8	1	0	1	1	0	0
Economic Policy in Action	BEA121	8	1	1	0	0	1	0
European History: Renaissance to Revolutions	HTA101	8	1	1	0	0	1	0
Foundations of Law	LAW107	8	1	0	1	0	1	0
Gender and World	HAF105	8	1	0	1	0	1	0
Gender: Being Human	HAF104	8	1	0	1	0	1	0
German 2A	HEG207	8	1	0	1	0	1	0
German 2B	HEG208	8	1	0	1	0	1	0
Human Anatomy and Physiology 1A	CZZ101	8	5	0	5	0	5	0
Human Anatomy and Physiology 1B	CZZ102	8	5	0	5	0	5	0
Indonesian 2A	HMN207	8	1	0	1	0	1	0
Indonesian 2B	HMN208	8	1	0	1	0	1	0
Introduction to Computational Science	KIT103	8	1	1	0	1	0	0
Introduction to Indonesian 1A	HMN101	8	4	2	2	4	0	0
Introduction to Indonesian 1B	HMN102	8	4	2	2	4	0	0
Introduction to International Relations	HIR101	8	3	0	3	0	3	0
Introduction to Markets and the Economy	BEA111	8	1	1	0	0	1	0
Introduction to Politics and Policy	HPP101	8	3	0	3	0	3	0
Introductory Philosophy: Knowledge and Reality	HPH105	8	2	0	2	0	2	0

2024	Course Code	TCE Credit Points	Total students	Males ³	Females ³	Year 11	Year 12	Year 13
Introductory Philosophy: Moral and Political Philosophy	HPH104	8	2	0	2	0	2	0
Japanese 2A	HMJ204	8	4	2	2	0	4	0
Japanese 2B	HMJ205	8	4	2	2	0	4	0
Making Media: Filming, Editing and Design	HEJ140	8	1	1	0	0	1	0
Mathematics 1A	KMA152	8	9	6	3	0	9	0
Mathematics 1B	KMA154	8	9	6	3	0	9	0
Mobile Application Development	KIT305	8	1	1	0	0	1	0
Physics 1A	KYA101	8	2	0	2	0	2	0
Physics 1B	KYA102	8	2	0	2	0	2	0
Programming	KIT107	8	1	1	0	1	0	0
Programming Fundamentals	KIT101	8	1	1	0	0	1	0
Psychology of Language	PSY331	8	1	1	0	0	1	0
Psychology: Brain and Behaviour	PSY112	8	5	0	5	1	4	0
Psychology: Mental Health and Individual Differences	PSY124	8	4	0	4	1	3	0
Psychology: Psychological Processes	PSY125	8	1	0	1	1	0	0
Research Skills in Psychology	PSY211	8	1	1	0	0	1	0
Screen Cultures	HEJ109	8	1	1	0	0	1	0
World History: The First Globalisation	HTA102	8	1	1	0	0	1	0

2024	Course Code	TCE Credit Points	Total students	Males ³	Females ³	Year 11	Year 12	Year 13
University Connections Program Units²								
A Practical Introduction to Temperate Marine Biology	XAS101	8	9	4	5	1	8	0
A Primer of Marine and Antarctic Science	KSM101	0	13	3	10	3	10	0
Advanced Practical Study	FCP120	15	30	22	8	0	30	0
Asian Studies	HMA104	15	68	23	45	1	67	0
Entrepreneurship	BAA203	15	11	8	3	4	7	0
Foundation Practical Study	FCP113	15	133	64	68	43	90	0
Music Projects 1	FCE107	15	199	49	147	133	66	0
Music Projects 2	FCE202	15	86	19	67	0	86	0
Music Technology Projects 1	FCJ110	15	87	69	18	30	57	0
Music Technology Projects 2	FCJ111	15	27	23	4	0	27	0
Object Design	FSF104	15	125	54	69	7	118	0
Song Writing	FCA118	15	49	25	23	13	36	0
Sports and Recreation Management	BMA114	15	60	26	34	4	56	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/study/pathways-to-university/high-achiever-program
2. **University Connections Program (UCP)** allows Year 11 and 12 students to study introductory university units designed for senior secondary students. Some units (not extension units) are able to count towards TCE studies and an ATAR. 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/study/pathways-to-university/university-connections-program
3. Sum of counts by gender may not equal total students due to variability in gender reporting.

About TASC



Figure 2: TASC Board Members (left to right) Cawley Farrell, Mike Mogridge, Anne Ripper, Margaret Otlowski, Sally Darke, Malcolm Wells (not shown: Scott Adams).

TASC is an independent education regulator for senior secondary education.

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 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 and vocational education for results documents

- ▶ Collect and record data relating to the educational outcomes, attainment, retention and assessment of students.

See our 10 key achievements for the year at the start of the Annual Report, following the address from the Deputy Director, TASC. Significant outcomes and highlights for 2024–25 are shown at the start of each of the following chapters.

TASC Board membership

In June 2025, Board member appointments were made for TASC Board positions applying a new board model commencing from 1 July 2025. Under the new model, the three education regulators (TASC, the Teachers Registration Board and the Non-government Schools Registration Board) have the same Chair and the same six board members as their board.

Chair: Sally Darke

Board members:

- ▶ Anne Ripper
- ▶ Cawley Farrell
- ▶ Malcolm Wells
- ▶ Margaret Otlowski
- ▶ Mike Mogridge
- ▶ Scott Adams.

The *Ministerial Statement of Expectations 2025–26* and the *TASC Corporate Plan 2025–26* are published on the TASC website at tasc.tas.gov.au/about/governance.

Message from the outgoing TASC Board

The TASC Board was first established on 1 July 2023, with this 2024–25 TASC Annual Report marking the initial two years of operation of the Board with the following Board membership:

Chair: Professor Natalie Brown.

Board members:

- ▶ Bobby Court
- ▶ Donna Bucher
- ▶ Kathy Cameron
- ▶ Kristy Pereira
- ▶ Sam Thompson (to 8/04/2025)
- ▶ Shaun Sargent.

As a new Board, both for TASC and members, our key focus has been on ensuring we practise purposeful regulation, establish best-practice governance arrangements, set a clear vision and purpose, and build a strong foundation for monitoring and managing risk.

With this focus, we have developed two Corporate Plans, including the 2025–26 *Corporate Plan* approved by the Minister in May 2025. The plans set TASC's strategic priorities for coming years and respond directly to the Minister's Statement of Expectations.

The Board has continued to develop and refine outcome-based performance targets that are measurable and achieve TASC's 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.

It has been an exciting time to oversee senior secondary education regulation and to be directly involved in shaping Government priorities and commitments, including the *Independent Education Review into the Tasmanian Education System*.

It has also been a challenging time with the Board establishing the *Investigation and Exam Process Independent Review*. We have not shied away from a commitment to a rigorous investigation on what occurred, and seeking comprehensive recommendations on the exam development process and resourcing required.

We particularly commend and thank the staff in the TASC Office for their significant expertise and unflagging dedication to achieving the best for Tasmania's senior secondary learners and our education system. Also, to the around 1 000 staff who join TASC each year for essential roles to set, critique, administer and mark external assessments.

It has been a privilege to be the inaugural TASC Board. We wish TASC well as the Board moves into its next phase and builds on the foundation of the past two years.

Board member selection criteria

The Board is to consist of between five (5) and seven (7) 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
- ▶ 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 (3) 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.

Statement of achievement of targets in Corporate Plan 2024–25

Reporting against the outcome-based performance targets in the Corporate Plan is a requirement of *Ministerial Instruction No. 17 Education Regulator Performance Schedule (3.3.2.)*.

Table 10: Corporate Plan 2024–25 – Priorities and Targets Reporting

Our priorities	Outcome-based performance targets	Reporting against targets
Continue and improve delivery of high-quality curriculum, assessment and reporting consistent with our legislative obligations	Ensure schools meet the regulatory framework requirements to support improved outcomes for students	Supporting schools to understand and comply with regulatory framework requirements, including the <i>Take the Stand</i> communication campaign to increase understanding of and engagement with the Provider Standards.
	Contemporary assessment strategies for Tasmanian learners are investigated	Progressing the Online Senior Secondary Assessment Project, investigating software options for on-demand online Everyday Adult Standards tests using a single TASC-managed platform.
	Accessibility for learners is improved	Publishing existing student factsheets as accessible web content, as well as designed PDF documents that are compliant with accessibility guidelines.
	Quality Assurance advice to stakeholders is timely, understood and workable	Monitoring, refining and adjusting the quality assurance model of audits, quality assurance meetings, and regional workshops to support providers in continuous improvement of course delivery and assessment.
	- Ensure qualifications are meaningful and relevant: 95% compliance with internal rating timelines - Less than 1% change to ratings following final resulting	- Supporting schools to ensure they meet requirements to submit students' internal ratings on time and accurately: - Compliance with internal rating timelines was 99.8%, which significantly exceeded the target of 95%. - Change to internal ratings following final submission was 0.002%, which is significantly less change than the target of less than 1%.
Strengthen our stakeholder relationships	- Develop and implement a stakeholder implementation 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 strategies tailored to the needs of students and key stakeholders	Developing the <i>TASC Stakeholder Engagement and Communication Strategy 2025–2030</i>, in conjunction with the Stakeholder Engagement Sub-committee, and approval of the strategy by the TASC Board in March 2025.
	Enhance communication channels to ensure timely and transparent information exchange	Regular liaison and direct meetings with stakeholders to understand their views and how we can work together to achieve the best outcomes for young people.
	Advise government on current processes and reform agendas	Keeping the Minister informed on regulatory, operational and policy issues that arise, including active participation and provision of data for the <i>Independent Review into the Tasmanian Education System</i> and subsequent development of joint implementation advice with the <i>Advisory Council for Education</i>.

Continue to strengthen our governance and regulatory approach	• Maintain a contemporary policy framework that adheres to best practice regulation	• Updating TASC policy documents on External Assessment, Reasonable Adjustments and Establishing an Exam Centre.
	• Introduce an efficient and effective complaints management process	• Commencing development of a complaints management process based on processes used by other education regulators.
	• Improve internal efficiency and productivity to support the functions of TASC	• Improving process efficiency by expanding TRACS functionalities, including enabling students to complete a Derived Exam Rating Application via a TRACS online form and working towards replacing the paper-based Reasonable Adjustments Application with a TRACS online form.
	• Strengthen processes to enable evidence-based decision making	• Ensuring revised policies and processes prioritise the use of evidence to inform decision-making practices.
	• Actively participate in and contribute to national regulatory discussions	• Participating in the Australian Curriculum, Assessment and Certification Authorities (ACACA) Australia and New Zealand Chief Executive Officer Meetings and Working Groups for curriculum and assessment, reasonable adjustments, languages and international education.
	• Implement regulatory changes	• Supporting functions of the TASC Board and regulatory direction set in the Ministerial Expectations.
Develop, empower and support our people	• Align purpose and values with our actions as a regulator	• Developing a shared understanding of the TASC values and their strong linkages to the DECYP values through several Board and Office exercises exploring values.
	• Establish and maintain effective relationships between the Board and TASC leadership team	• Maintaining regular contact between the Board and Office, including through members of the TASC leadership team briefing the Board and the Board Chair and a Board Member attending a TASC all staff meeting to speak about the Board's role.
	• Cultivate a positive workplace culture and climate that embodies the values of TASC	• Holding activities to support staff wellbeing and acknowledging the additional challenges experienced during 2024–25.
	• Develop staff capabilities to meet current and future operational needs	• Discussing individual staff development and training opportunities as part of Performance and Development Plans. Re-developing selected team leader Statement of Duties to reflect TASC roles and focuses going forward.

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 stakeholders valuing their skills and perspectives, and ensuring clear and open decision-making processes.

This includes liaison with the 87 Tasmanian schools registered to provide senior secondary courses in 2025 and the 130 Registered Training Organisations reporting training data for Tasmanians in 2024. Our fortnightly *TASC Update* electronic newsletter is a key channel to provide information to schools and school staff.

In 2024–25, we collaborated with stakeholders and focused on stakeholder needs in the development of updated TASC policies, including the External Assessment Policy, Reasonable Adjustments Policy, the Exam Centre MoU Procedures and Guidelines and Prescribed Texts for English Courses Procedure.

Consultation and feedback from schools and students informed the ongoing development of targeted resources, with new resources including a TCE Achievement Checklist, How to answer exam questions and marking, and FAQs on Reasonable Adjustments. Existing information recourses continued to be updated and refined and there has been a focus on ensuring resources are available as accessible web content as well as PDFs for printing and distribution.

We worked with DECYP to conduct the second phase of stakeholder and public consultation for the review of the *Tasmanian Assessment, Standards and Certification (Fees) Regulations 2023*. Updated Regulations [the *Tasmanian Assessment, Standards and Certification (Fees) Regulations 2025*] apply from 1 July 2025. Feedback from the consultation process will be considered in DECYP and TASC's work to develop a new role and payment structure for exam staff roles for the future.

TASC coordinated a number of advisory groups and committees including the:

- ▶ **Principals' Reference Group:** Provides feedback to the Deputy Director on risks and opportunities regarding TASC processes, communications and other services.
- ▶ **TLO Advisory Group:** A subset of representative TLOs from around the state to provide advice to the Deputy Director on matters of importance to schools, teachers and students regarding TASC operations and projects.
- ▶ **VET in TCE Reference Group:** Provides feedback and advice to the Deputy Director on matters related to Vocational Education and Training (VET) delivered to senior secondary students and recognition arrangements for VET in the TCE.
- ▶ **Accreditation Process Working Group:** To review and test a proposed new accreditation model, identify next steps and provide recommendations to the Board.
- ▶ **Audit and Risk Committee:** Assists the Board in fulfilling its governance responsibilities in regard to financial oversight, audit processes, risk and compliance management.
- ▶ **Stakeholder Engagement Committee:** Provides oversight and recommendations to the Board regarding stakeholders and strategic consultation processes.
- ▶ **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), the Independent Education Union (IEU) and the Tasmanian Association of State School Organisations (TASSO) to identify and promptly respond to relevant issues or concerns as they arise.

TASC holds regular meetings with Principals and our 100+ TASC Liaison Officers (TLOs) throughout the year, meeting at least once per Term. We held in-person professional learning workshops for TLOs in February 2025 in the three geographic regions around Tasmania.

We welcome the opportunity to meet with all stakeholders.

Our staff



A total of 992 individual people were employed as temporary sessional staff to support the delivery of the 2024 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.

The number of individual people employed as sessional staff in each category in 2024 were:

- ▶ 37 Setting Examiners and 73 Exam Critics employed to develop the 40 written exams
- ▶ 39 Supervisor Coordinators and an additional 242 Exam Supervisors employed to administer the exams at endorsed exam centres
- ▶ 68 Marking Coordinators employed to lead marking teams (who also marked), and an additional 484 Markers undertook 730 marking roles to mark more than 17 200 external assessments
- ▶ 49 casual staff employed to process exam papers for marking (decollation and re-collation), data entry of results, and posting results and certificates.

There were 23 TASC staff (headcount) at 30 June 2024.

Table 11: TASC Permanent and Fixed Term Employees at 30 June 2025

Employment Status	Paid FTE	Headcount
Permanent – full-time	14.00	14
Permanent – part-time	2.40	3
Total permanent¹	16.40	17
Fixed term – full-time	3.00	3
Fixed term – part-time	2.40	3
Total fixed term²	5.40	6
TOTAL	21.80	23

Table notes:

1. Two (2) permanent full-time positions are paid and reported against TASC, while providing shared services across the Education Regulation portfolio. While three (3) of the permanent full-time positions are vacant and/or have staff on extended leave.
2. One (1) position is a short-term project role.

Accrediting courses



134 senior secondary level courses accredited by TASC were available in the 2024 school year



29 existing courses were revised/amended for 2025 delivery

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 2024 is available in Table 8. 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 2024 school year, there were:

- ▶ 134 senior secondary level courses accredited by TASC
- ▶ more than 74 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 TASC Board approved the Terms of Reference for the establishment of an Accreditation Advisory Panel to provide advice and recommendations to be considered by the TASC Deputy Director and/or Board in decision-making on accreditation in 2025 onwards.

The existing *Senior Secondary Accreditation Framework* remains in place. 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 then Minister for Education in December 2021.

Courses accredited and amended

TASC and the Department for Education, Children and Young People, work closely together to review and progress the accreditation of senior secondary courses and provide for the effective delivery of quality learning and assessment.

There were 15 new contemporary and evolutions of previous courses accredited for first teaching in 2024. In 2025, there were amendments to existing accredited courses responding to the findings from the review phases for the courses for first teaching in 2022, 2023 and 2024.

Table 12: Accreditation of New / Evolution Courses and Review (2024–2025)

Course accredited	Level
Teaching from 2024	
<i>Biology</i> (BIO315124)	Level 3
<i>Contemporary Art Practice</i> (CAP215124)	Level 2
<i>Contemporary Art Practice</i> (CAP315124)	Level 3
<i>Dance</i> (DNC215124)	Level 2
<i>Dance</i> (DNC315124)	Level 3
<i>Data Science and Digital Solutions</i> (DSD315124)	Level 3
<i>Digital Technologies</i> (DGT215124)	Level 2
<i>Electronics and Advanced Technologies</i> (EAT215124)	Level 2
<i>Electronics and Advanced Technologies</i> (EAT315124)	Level 3
<i>English Inquiry</i> (ENT315124)	Level 3
<i>English Studio</i> (ENS215124)	Level 2
<i>English Studio</i> (ENS315124)	Level 3
<i>History</i> (HIS215124)	Level 2
<i>Studies of Religion</i> (REL215124)	Level 2
<i>Studies of Religion</i> (REL315124)	Level 3
Teaching from 2025	
<i>Arts</i> (ART115123)	Level 1
<i>Biology</i> (BIO315124)	Level 3
<i>Chinese</i> (CHN215123)	Level 2
<i>Contemporary Art Practice</i> (CAP215124)	Level 2
<i>Contemporary Art Practice</i> (CAP315124)	Level 3
<i>Contemporary Music and Songwriting</i> (CMS215123)	Level 2
<i>Dance</i> (DNC215124)	Level 2
<i>Dance</i> (DNC315124)	Level 3
<i>Data Science and Digital Solutions</i> (DSD315124)	Level 3
<i>Digital Projects</i> (DGP115123)	Level 1
<i>Electronics and Advanced Technologies</i> (EAT315124)	Level 3
<i>Engineering Design</i> (EDN215122)	Level 2
<i>Engineering Design</i> (EDN315123)	Level 3
<i>English Inquiry</i> (ENT215123)	Level 2
<i>English Inquiry</i> (ENT315124)	Level 3
<i>English Studio</i> (ENS215124)	Level 2
<i>English Studio</i> (ENS315124)	Level 3
<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> (MTG315123)	Level 3
<i>German</i> (GRM215123)	Level 2
<i>History</i> (HIS215124)	Level 2
<i>Italian</i> (ITN215123)	Level 2
<i>Japanese</i> (JPN215123)	Level 2
<i>Mathematics</i> (MAT115123)	Level 1
<i>Studies of Religion</i> (REL215124)	Level 2
<i>Studies of Religion</i> (REL315124)	Level 3
<i>Transdisciplinary Science</i> (TDS315123)	Level 3

Upholding quality and standards



242 teachers attended hands-on quality assurance meetings



67 schools participated in desktop audits + 5 on-site audits



Audits of all renewing CRICOS providers completed

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 2024 with 242 teachers from 63 Tasmanian Government, Catholic and independent schools attending.

Course delivery and provider 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 67 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 13: 2024–25 Desktop Audits of TASC Accredited Courses

Course audited	Level
<i>English as an Additional Language or Dialect</i> (EAL215114)	Level 2
<i>English as an Additional Language or Dialect</i> (EAL315120)	Level 3
<i>Essential Skills – Maths</i> (MTN210114)	Level 2
<i>Essential Skills – Reading and Writing</i> (ERW210114)	Level 2
<i>Essential Skills – Using Computers and the Internet</i> (ESC205114)	Level 2
<i>Project Implementation</i> (PRJ205118)	Level 2
<i>Student Directed Inquiry</i> (SDI315117)	Level 3
<i>Work Readiness</i> (WRK215117)	Level 2
<i>Working with Children</i> (BHC215116)	Level 2

A total of five (5) schools 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 *Work Readiness* (WRK215117) and *Digital Technologies* (DGT215124).

Extended on-site audits were also undertaken involving 11 schools 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.

Professional learning for senior secondary teachers

To support teachers new to senior secondary education in Tasmania, TASC held three (3) Introduction to TASC seminars across the State with 55 teachers from 27 schools attending the professional learning opportunity.

We have continued to focus on providing support for schools to meet the 10 provider standards through the campaign *Take the Stand: Actioning the Standards for Providers of TASC Courses*. The targeted campaign aims to increase understanding and provide supports to enable schools to comply with the standards.

Pre-Year 11 course enrolment approvals

In some circumstances, students who have not commenced Year 11 may undertake a TASC accredited course where approved. When a school requests approval for a pre-Year 11 course enrolment TASC undertakes an individual analysis of the student's past results and career and course plans to assess the suitability of the requested course. We work with schools to ensure appropriate delivery and assessment. TASC approved 447 pre-Year 11 student enrolments in TASC accredited courses for the 2025 school year.

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 2024 end-of-year 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.

Recognition of overseas/international qualifications

TASC provides a service to assess completed overseas university and senior secondary qualifications comparing them for equivalency against the Australian Qualifications Framework (AQF) or Tasmanian Certificate of Education (TCE).

To be eligible, a person applying for recognition must hold a qualification type we can assess, and they must be an Australian citizen (or hold a valid Australian visa) and live in Tasmania. A fee applies for the service as set in the *TASC (Fees) Regulations 2025*.

During the 2024–25 financial year, 29 persons applied for recognition for their overseas/international qualification/s and 46 statements of recognition for individual qualifications were issued.

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

As the designated State Authority of the (Australian Government) Department of Education, TASC undertakes various duties and responsibilities associated with overseas students undertaking studies in Tasmania.

The registration of all six (6) independent school sector CRICOS providers in the state expired on 30 June 2025. One (1) provider advised they wish to cease operating as a CRICOS provider and has cancelled their registration. Following desktop audits and on-site audit visits, five (5) independent school providers have been re-registered.

International Secondary Student Exchange (ISSE) audits

TASC is responsible for monitoring the compliance of Student Exchange Organisations (SEOs) operating in Tasmania. There are currently six (6) SEOs registered with TASC. Registration for all SEOs is due for renewal in May 2026. A mid-registration audit for all SEOs was undertaken in 2024 focussing on child safety standards.

Managing 2024 external assessments



6 277 students in 53 TASC Level 3 and Level 4 courses



More than 17 200 total external assessments, including 12 889 written exams



32 exam centres across Tasmania, interstate and overseas



1 in 6 students received reasonable adjustments to assessment conditions

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).

End-of-year external assessments

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

For students, the 2024 external assessment period commenced in September with submission of externally assessed folios (and other project work) and ceased at the end of the written exams on 21 November. Following marking and results processing, students received their end-of-year course results on 18 December 2024, based on their internal and external assessments.

As well as the written exams at 32 exam centres [including one (1) interstate exam

centre], 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.

There were 6 277 students enrolled in 53 TASC Level 3 and Level 4 courses who completed 17 232 external assessments. The introduction of the Level 3 course *English Inquiry* (ENT315124) in 2024, added one additional senior secondary course requiring an external assessment (folio assessment).

We are committed to providing all students with the opportunity and access to participate in TASC courses with external assessments, including providing 1 039 students with reasonable adjustments to support equitable access to complete the external assessments. Almost 1 in 6 students (16.5% of students) sitting an external assessment were provided with reasonable adjustments.

Preparation is underway to deliver external assessments and issue the senior secondary student results for all students at the end of 2025. Contingency planning and risk management strategies are in place to ensure continued delivery of fair and equitable assessments and results for all students.



Figure 3: The end stage of 2024 exam paper decollation, with marked exam papers being returned.

2024 written exams with errors

TASC worked to ensure that student results weren't negatively impacted by the errors in some of the 2024 written exam papers. The management of the marking and Assessment Panels mitigated impacts on students' final results, with a close correlation between students' internal ratings and the external ratings from the exams that is consistent with previous years.

The TASC Board commissioned an independent review and investigation into exam development processes relating to the 2024 exam errors. An external and independent consultant was engaged to undertake the review. The review commenced in February 2025 with a final

report provided to the TASC Board in late June 2025.

The report of findings, including any identified gaps and improvement opportunities in the exam development procedures, will be used to inform the ongoing accuracy of exam development in future years. TASC is committed to providing high quality external assessment processes and has apologised to students who sat the affected exams in 2024.

Table 14: 2024 External Assessment Participation

External assessments ¹	Students ²	Assessments ³
• written assessments	5691	12 889
• performance (oral/practical) assessments	508	526
• folio and display assessments	2877	3817
TOTAL	6277	17 232

Table notes

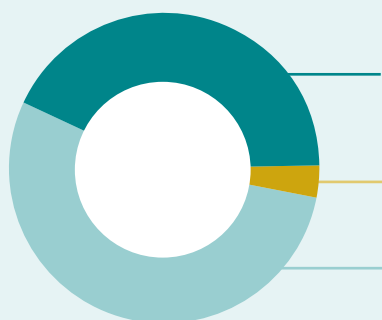
1. Some courses have multiple types of external assessments and some students sat multiple assessment types.
2. **Students:** the distinct singular person/individual, regardless of how many assessments they participate in.
3. **Assessments:** the number of assessments that students completed/submitted.

Issuing results and certificates

Tasmania's certificates and qualifications

8 305

TASC-issued certificates awarded to Year 12 students:



3 557

Tasmanian Certificate of Education

315

Tasmanian Certificate of Educational Achievement

4 433

Qualifications Certificate

Tasmanian Certificate of Education (TCE)

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

The TCE is a Tasmanian senior secondary certificate requiring specific levels of educational achievement and is achievable using a combination of courses and pathways. Students need to attain the TCE to be awarded an Australian Tertiary Admission Rank (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, 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.

Replacement certificates

TASC provides replacement certificates and results statements on request for a fee under the TASC regulations.



During 2024–25, we provided 274 people with 543 replacement certificate/s and results documents.



Figure 4: TASC Outstanding Achievement Award recipients for 2024 with Governor of Tasmania, the Hon. Barbara Baker AC, then TASC Board Chair Professor Natalie Brown, and TASC Deputy Director Alison Savage.

TASC Outstanding Achievement Awards

The TASC Outstanding Achievement Awards celebrate the successful academic and Vocational Education and Training (VET) results of young Tasmanians who have achieved the TCE. In January 2025, 64 students were awarded a TASC Outstanding Achievement Award:

- ▶ 30 students received the TASC Outstanding Achievement in VET Award, recognising students who demonstrated excellence in their VET programs, ranging from tourism, cookery, hospitality, construction, automotive, information technology, fitness, community services, music and early education and care, while successfully achieving the TCE.
- ▶ 34 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 Government House hosted by the Governor of Tasmania, Her Excellency the Honourable Barbara Baker AC. The Minister for Education, Jo Palmer MLC gave the keynote address to award recipients, parents and school representatives.

Table 15: 2024 TASC Outstanding Achievement in VET Award Recipients

Student name	School
Sarah Carr	Calvin Christian School
Anna Fewkes	Guilford Young College
Cate Clingeffer	Guilford Young College
Makenzie Williams	Guilford Young College
Raven Binstadt	Hellyer College
Benji Bunton	Hobart College
Cameron McEwan	Hobart College
Jet Cyngler	Hobart College
Marli Haigh Arnott	Hobart College
Stephanie Lowe	Hobart College
Tais Hennekam	Hobart College
Ruby Williams	Launceston College
Lachlan Denholm	MacKillop Catholic College
William Gavin	MacKillop Catholic College
<i>Name withheld</i>	Marist Regional College
Nathaniel Brooks	Marist Regional College
Liam Fagan	Marist Regional College
Taiha Finnen	Marist Regional College
Isaac Turner	Marist Regional College
Abbey Cleaver	New Norfolk High School
Olivia Holt	Newstead College
Elham Osman	Newstead College
Izabella Wicks	Newstead College
Macey Thomas	Tasmanian eSchool
Violet Bunting	The Friends' School
Eva Downie	The Friends' School
Elizabeth Ralph	The Friends' School
Henry Webster	The Friends' School
Will Clayton	Ulverstone Secondary College
Declan Slater	Ulverstone Secondary College

Table 16: 2024 TASC Outstanding Academic Achievement Award Recipients

Students that achieved an ATAR of 99.5 or above.

Student name	School
Shenghe Li	Calvin Christian School
Daniel Ocoleanu	Elizabeth College
Prue Clarke	Fahan School
Henrietta Akerman	Hobart College
Addie Hawkes	Hobart College
Jacob Ren	Hobart College
Sahansa Udawatta	Hobart College
Ethan Vince	Hobart College
Hannah Wigston	Hobart College
Keila Burnie	Launceston College
Elliott Findlay	Launceston College
Nikitha Radhakrishnan	Launceston College
Tara Stewart	Launceston College
Lily Collins	Marist Regional College
Cooper Pilgrim	Marist Regional College
Penny Tassicker	Marist Regional College
Eason Liu	Newstead College
Stefano Dirita	Rosny College
Monique Schnitzer	Rosny College
Eliza Chapman	Scotch Oakburn College
Xavier Nesbit	Scotch Oakburn College
Jet Spicer	St Brendan-Shaw College
Rachel Horsham	St Michael's Collegiate School
Tin Yi Wong	St Michael's Collegiate School
Owen Millar	St Patrick's College
Gabriella Smith	St Patrick's College
Logan Boxall	The Friends' School
Charlie Bradford	The Friends' School
Siddharth Gupta	The Friends' School
Stella Petheram	The Friends' School
Joy Zhang	The Friends' School
James Baird	The Hutchins School
William Rumley	The Hutchins School
Archie Yarrow	The Hutchins School

Appendices

1. TASC Fees and Charges

Under Treasurer's Instruction FR-4, the pricing policies of an Accountable Authority are to be included in the Annual Report. TASC fees and charges are subject to the *Fee Units Act 1997*, with the value of a Fee Unit published annually in the Tasmanian Government Gazette.

Fees generally and fees relating to examinations are set by the *Tasmanian Assessment, Standards and Certification (Fees) Regulations 2025*. The Schedules to the Regulations set the costs charged for various TASC services, as well as payments to sessional staff for the setting, critiquing, supervising and marking of external assessments. Updated Regulations apply from 1 July 2025, following a review and consultation process.

The exam staff roles and payments in the updated Regulations remain the same as the previous Regulations and are indexed as normal from 1 July. DECYP is working with TASC to develop a new role and payment structure.

The changes in the new regulations include the fee for:

- ▶ registration/re-registration as an overseas students' education provider
- ▶ providing a statement that compares a qualification issued overseas
- ▶ providing a statement of all recognised qualifications, with priority processing to be a 48-hour turn around.

2. Public Interest Disclosures

The main objective of the *Public Interest Disclosures Act 2002* (the PID Act) is to encourage and facilitate disclosures about improper conduct or detrimental action by public officers and public bodies. During the reporting period, TASC received no public interest disclosures. TASC applies the DECYP Public Interest Disclosures Procedures available on the department website.

3. Personal Information and Right to Information disclosure requests

How TASC manages information protection and access under the *Personal Information Protection (PIP) Act 2004* or an application under the *Right to Information (RTI) Act 2009* is detailed on the TASC website at 'Information Protection and Access'.

Personal Information disclosure requests 2024-25

In the 2024-25 financial year, TASC processed one (1) request received under the *Personal Information Protection (PIP) Act 2004*.

Right to Information disclosure requests 2024-25

In the 2024-25 financial year, TASC received three (3) applications under the *Right to Information (RTI) Act 2009*.

Table 17: Right to Information disclosures 2024–25

Number of applications for assessed disclosure of information received	3
• Number of applications for assessed disclosure accepted for decision	3
• Number of applications for assessed disclosure received and not accepted for decision	0
Number of applications accepted for assessed disclosure and decided	2
• The information requested was provided in part	1
• Number of applications where some of information requested was not in possession	1
• The number of applications decided where information requested was exempted from disclosure in full or part	1
• Number of accepted applications decided between 1 and 20 working days of the application being accepted	1
• Number of accepted applications decided after 20 working days of the application being accepted	1
• Number of applications that involved an extension negotiated with the applicant under s.15(4)(a)	1
Internal and external reviews	4
• Number of internal reviews that were requested	0
• Number of internal reviews that were decided	0
• Number of external reviews that were requested	4
• Number of external reviews that were decided	2
• Number where the original decision upheld in part	1
• Number resolved by other means	1

2024–25

FINANCIAL STATEMENTS

Contents

Statement of Certification	59
Statement of Comprehensive Income for the year ended 30 June 2025	60
Statementt of Financial Position as at 30 June 2025	61
Statement of Cash Flows for the year ended 30 June 2025	62
Statement of Changes in Equity for the year ended 30 June 2025	63
Notes to and forming part of the Financial Statements for the year ended 30 June 2025	64
Auditor's Report	85

Statement of Certification

The accompanying financial statements of Tasmanian Assessment, Standards and Certification have been prepared in accordance with provisions of the *Tasmanian Assessment, Standards and Certification Act 2003*, are in agreement with the relevant accounts and records and have been prepared in compliance with the Treasurer's Instructions issued under the provision of the *Financial Management Act 2016* to present fairly the financial transactions for the year ended 30 June 2025 and the financial position as at the end of the year.

At the date of signing, we are not aware of any circumstances which would render the particulars included in the financial statements to be misleading or inaccurate.



Sally Darke
Chair

Tasmanian Assessment,
Standards & Certification



Scott Adams
Chair

Finance, Risk & Audit Committee
for Tasmanian Assessment, Standards
and Certification

Date: 12 September 2025

TASMANIAN ASSESSMENT, STANDARDS & CERTIFICATION
Statement of Comprehensive Income for the year ended 30 June 2025

	Notes	2025 Budget \$	2025 Actual \$	2024 Actual \$
Continuing Operations				
Revenue and other income from transactions				
Appropriation revenue	1.1	5,226,349	5,015,672	4,898,777
Sales of goods and services	1.2	50,000	78,314	69,838
Contributions received	1.3	-	455,919	654,654
Total revenue and other income from transactions		5,276,349	5,549,905	5,623,269
Expenses from transactions				
Employee benefits	2.1	3,863,754	4,266,161	4,245,655
Depreciation and amortisation	2.2	340,547	434,334	412,461
Supplies and consumables	2.3	1,416,875	1,194,049	1,249,780
Total expenses from transactions		5,621,176	5,894,544	5,907,896
Net result from transactions (net operating balance)		(344,827)	(344,639)	(284,627)
Comprehensive result		(344,827)	(344,639)	(284,627)

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

Budget information refers to the budget published in the 2024-25 State Budget papers against Output 03001 Education Regulation. This budget information has not been subject to audit.

Explanations of material variances between budget and actual outcomes are provided in Note 8 of the accompanying notes.

TASMANIAN ASSESSMENT, STANDARDS & CERTIFICATION
Statement of Financial Position as at 30 June 2025

	Notes	2025 Budget \$	2025 Actual \$	2024 Actual \$
Assets				
Financial assets				
Cash and cash equivalents	6.1	266,343	411,687	333,156
Receivables	3.1	2,461	158	375
Other assets	3.2	28,266	23,148	22,801
Non-financial assets				
Plant and equipment	3.3	30,877	30,666	46,718
Intangible assets	3.4	1,111,348	987,489	1,311,423
Total Assets		1,439,295	1,453,148	1,714,473
Liabilities				
Payables	4.1	28,522	27,831	28,969
Employee benefit liabilities	4.2	498,968	638,066	569,972
Other liabilities	4.3	-	16,358	-
Total Liabilities		527,490	682,255	598,941
Net Assets		911,805	770,893	1,115,532
Equity				
Accumulated funds		911,805	770,893	1,115,532
Total Equity		911,805	770,893	1,115,532

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

Budget information refers to the budget published in the 2024-25 State Budget papers against Output 03001 Education Regulation. This budget information has not been subject to audit.

Explanations of material variances between budget and actual outcomes are provided in Note 8 of the accompanying notes.

TASMANIAN ASSESSMENT, STANDARDS & CERTIFICATION
Statement of Cash Flows for the year ended 30 June 2025

	Notes	2025 Budget \$	2025 Actual \$	2024 Actual \$
Continuing Operations				
Cash flows from operating activities				
Cash inflows				
Appropriation revenue - operating	1.1	5,226,349	5,015,672	4,898,777
Sales of goods and services	1.2	50,000	78,780	69,588
Other cash receipts		-	48	75,204
Total cash inflows		5,276,349	5,094,500	5,043,569
Cash outflows				
Employee benefits	2.1	(3,865,085)	(3,970,664)	(3,948,422)
Supplies and consumables	2.3	(1,411,264)	(950,957)	(902,328)
Total cash outflows		(5,276,349)	(4,921,621)	(4,850,750)
Net cash from / (used by) operating activities		-	172,879	192,819
Cash flows from investing activities				
Cash outflows				
Payments for acquisition of non-financial assets	3.3 & 3.4	-	(94,348)	(101,888)
Net cash from / (used by) investing activities		-	(94,348)	(101,888)
Net increase (decrease) in cash held		-	78,531	90,931
Cash and deposits at the beginning of the reporting period		266,343	333,156	242,225
Cash and deposits at the end of the reporting period	6.1	266,343	411,687	333,156

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

Budget information refers to the budget published in the 2024-25 State Budget papers against Output 03001 Education Regulation. This budget information has not been subject to audit.

Explanations of material variances between budget and actual outcomes are provided in Note 8 of the accompanying notes.

TASMANIAN ASSESSMENT, STANDARDS & CERTIFICATION
Statement of Changes in Equity for the year ended 30 June 2025

	Accumulated Funds \$	Total Equity \$
Balance as at 1 July 2023	1,400,159	1,400,159
Total comprehensive result	(284,627)	(284,627)
Balance as at 30 June 2024	1,115,532	1,115,532
 Balance as at 1 July 2024	 1,115,532	 1,115,532
Total comprehensive result	(344,639)	(344,639)
Balance as at 30 June 2025	770,893	770,893

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

TASMANIAN ASSESSMENT, STANDARDS & CERTIFICATION
Notes to and forming part of the Financial Statements for the year ended
30 June 2025

Note 1: Income from Transactions.....	66
1.1 Revenue from Government	66
1.2 Sales of goods and services	66
1.3 Contributions received	66
Note 2: Expenses from Transactions.....	67
2.1 Employee benefits	67
2.2 Depreciation and amortisation	71
2.3 Supplies and consumables	72
Note 3: Assets.....	72
3.1 Receivables.....	72
3.2 Other assets	73
3.3 Plant and equipment.....	73
3.4 Intangible assets.....	74
Note 4: Liabilities.....	74
4.1 Payables.....	74
4.2 Employee benefit liabilities	76
4.3 Other liabilities	76
4.4 Superannuation	76
Note 5: Commitments and Contingencies.....	78
5.1 Schedule of Commitments	78
Note 6: Cash Flow Reconciliation	79
6.1 Cash and cash equivalents.....	79
6.2 Reconciliation of Net Result to Net Cash from Operating Activities	79
Note 7: Financial Instruments.....	79
7.1 Risk Exposures	79
7.2 Categories of Financial Assets and Liabilities.....	80
7.3 Reclassifications of Financial Assets.....	80
Note 8: Explanations of Material Variances between Budget and Actual Outcomes	81
8.1 Statement of Comprehensive Income	81
8.2 Statement of Financial Position.....	81
8.3 Statement of Cash Flows.....	82
Note 9: Matters Subsequent to the End of the Financial Year	82

Note 10: Other Significant Accounting Policies and Judgements	82
10.1 Objectives and Funding	82
10.2 Basis of Accounting	82
10.3 Reporting Entity	83
10.4 Functional and Presentation Currency	83
10.5 Changes in Accounting Policies	83
10.6 Comparative Figures	84
10.7 Rounding	84
10.8 Taxation	84
10.9 Goods and Services Tax	84

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 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.

	2025 Budget \$	2025 Actual \$	2024 Actual \$
Continuing operations			
Appropriation revenue - recurrent			
Current year	5,226,349	5,015,672	4,898,777
Total	5,226,349	5,015,672	4,898,777

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.

	2025 \$	2024 \$
Overseas student fees	54,552	49,534
Test kits	3,700	5,502
Certificates	19,936	14,021
Other sales of goods and services	126	781
Total	78,314	69,838

1.3 Contributions received

Contributions of services or assets at no cost of acquisition or for nominal consideration are recognised at their fair value when a fair value can be reliably determined and when the services or assets would have been purchased if they had not been provided.

	2025 Actual \$	2024 Actual \$
Services received free of charge (refer note 2.3)	244,873	427,100
Board fees (refer note 2.1)	211,046	227,554
Total	455,919	654,654

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.

TASC's office (the office) consists of employees provided through the Department for Education, Children and Young People (the Department). These employees are state servants who are bound by Department policies, procedures and guidelines. The office enables TASC to perform and exercise its functions, powers and duties. As a result, for the purposes of these Financial Statements, office employees are brought to account as though they are employees of TASC.

	2025 Actual \$	2024 Actual \$
Wages and salaries	3,319,822	3,256,027
Annual leave	134,532	191,484
Long service leave	63,062	13,590
Sick leave	72,971	93,270
Superannuation - defined benefits scheme	11,272	1,627
Superannuation - defined contribution schemes	453,456	462,103
Board fees (refer note 1.3)	211,046	227,554
Total	4,266,161	4,245,655

Superannuation expenses relating to defined benefits schemes relate to payments into the Consolidated Fund. The amount of the payment is based on an employer contribution rate determined by the Treasurer, on the advice of the State Actuary. The current employer contribution is 12.95 per cent (2024: 12.95 per cent) of salary.

Superannuation expenses relating to defined contribution schemes are paid directly to superannuation funds at a rate of 11.5 per cent (2024: 11 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 (2024: 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.

Board members are appointed by the Minister pursuant to the *Tasmanian Assessment, Standards and Certification Act 2003*. Remuneration for Management personnel is set by the *State Service Act 2000*. Remuneration and other terms of employment are specified in employment contracts. Remuneration may include salary, motor vehicle and other non-monetary benefits. Long-term employee expenses include long service leave, 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	
2025	\$	\$	\$	\$	\$
Board Members					
Natalie Brown	42,989		4,942	-	47,931
Donna Bucher	25,189		2,897	-	28,086
Kathy Cameron	25,189		2,897	-	28,086
Bobby Court	25,189		2,897	-	28,086
Kristy Pereira	25,189		2,897	-	28,086
Shaun Sargent	25,189		2,897	-	28,086
Sam Thompson (to 08/04/2025)	20,345		2,340	-	22,685
Management Personnel					
Alison Savage, Deputy Director	157,530	37,838	18,140	10,529	224,037
Total remuneration for key management personnel	346,809	37,838	39,907	10,529	435,083

1 Short-term other benefits include motor vehicle lease costs and associated fringe benefit expense and car parking allowance received during 2024-25

2 Long-term other benefits include the movement in leave entitlements during 2024-25

	Short-term benefits		Long-term benefits		Total
	Salary	Other Benefits	Superannuation	Other Benefits and Long Service Leave	
2024	\$	\$	\$	\$	\$
Board Members					
Natalie Brown	42,969	-	4,732	-	47,701
Donna Bucher	25,189	-	2,774	-	27,963
Kathy Cameron	25,189	-	2,774	-	27,963
Bobby Court	25,189	-	2,774	-	27,963
Kristy Pereira	25,189	-	2,774	-	27,963
Shaun Sargent	25,189	-	2,774	-	27,963
Sam Thompson	25,189	-	2,774	-	27,963
Management Personnel					
Alison Savage, Deputy Director	147,599	39,059	16,274	15,307	218,239
Total remuneration for key management personnel	341,702	39,059	37,650	15,307	433,718

1 Short-term other benefits include motor vehicle lease costs and associated fringe benefit expense and car parking allowance received during 2023-24.

2 Long-term other benefits include the movement in leave entitlements during 2023-24.

(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

	2025	2024
	\$	\$
Plant and equipment	16,052	13,495
Total	16,052	13,495

(b) Amortisation

Intangible assets	418,282	398,966
Total	418,282	398,966

Total Depreciation and Amortisation	434,334	412,461
--	----------------	----------------

2.3 Supplies and consumables

	2025	2024
	\$	\$
Consultants	47,750	8,819
Rent	210,052	203,678
Property services	18,862	17,301
Communications	16,853	15,113
Information technology	11,351	95,509
Travel and transport	130,802	141,359
Materials and supplies	209,692	44,599
Postage and freight	80,835	66,867
Printing and document reproduction	173,909	188,905
Conferences, seminars and meetings	13,056	11,363
Overhead services received free of charge (refer note 1.3)	244,873	427,100
Other supplies and consumables	36,014	29,167
Total	1,194,049	1,249,780

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.

	2025	2024
	\$	\$
Receivables	158	375
Total	158	375
Settled within 12 months	158	375
Total	158	375

3.2 Other assets

TASC recognises other assets such as prepayments of expenditure.

	2025	2024
	\$	\$
Prepayments	23,148	22,801
Total	23,148	22,801
Settled within 12 months	23,148	22,801
Total	23,148	22,801

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

	2025	2024
	\$	\$
Plant and equipment		
At cost	67,983	67,983
Less: Accumulated depreciation	(37,317)	(21,265)
Total plant and equipment	30,666	46,718

(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.

	2025	2024
	\$	\$
Plant and equipment		
Carrying amount at beginning of year	46,718	39,963
Additions	-	20,250
Depreciation expense	(16,052)	(13,495)
Total	30,666	46,718

3.4 Intangible assets

An intangible asset is recognised where:

- it is probable that an expected future benefit attributable to the asset will flow to 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

	2025	2024
Intangibles with a finite useful life	\$	\$
Software at cost	3,763,429	3,669,081
Less: Accumulated amortisation	(2,775,940)	(2,357,658)
Total	987,489	1,311,423

(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.

	2025	2024
Intangibles with a finite useful life	\$	\$
Carrying value at 1 July	1,311,423	1,628,752
Additions	94,348	81,637
Amortisation	(418,282)	(398,966)
Carrying value at 30 June	987,489	1,311,423

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.

	2025	2024
	\$	\$
Accrued expenses	27,831	28,969
Total	27,831	28,969
Settled within 12 months	27,831	28,969
Total	27,831	28,969

4.2 Employee benefit liabilities

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.

	2025	2024
	\$	\$
Accrued salaries	80,497	64,934
Annual leave	247,027	233,117
Long service leave	310,542	271,921
Total	638,066	569,972
Current	349,679	318,828
Non-current	288,387	251,144
Total	638,066	569,972

4.3 Other liabilities

TASC incurs a liability of an additional 3.45% of superannuation on permanent staff members not in the defined benefits scheme. This amount is payable to the Department of Treasury and Finance and not the employee's superannuation fund. This has been disclosed separately for increased transparency.

	2025	2024
	\$	\$
Provision for superannuation gap payable to Treasury	16,358	-
Total	16,358	-
Settled within 12 months	6,516	-
Settled in more than 12 months	9,842	-
Total	16,358	-

4.4 Superannuation

(i) Defined contribution plans

A defined contribution plan is a post-employment benefit plan under which an entity pays fixed contributions into a separate entity and will have no legal or constructive obligation to pay further amounts. Obligations for contributions to defined contribution plans are recognised as an expense when they fall due.

(ii) Defined benefit plans

A defined benefit plan is a post-employment benefit plan other than a defined contribution plan.

(iii) Key estimate and judgement

TASC does not recognise a liability for the accruing superannuation benefits of employees. This liability is held centrally and recognised within the Finance-General Division of the Department of Treasury and Finance.

Note 5: Commitments and Contingencies

Commitments represent those contractual arrangements entered by 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 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

	2025	2024
	\$	\$
By type		
<i>Commitments</i>		
Property and tenancies ¹	74,560	270,167
Operating commitments	3,366	28,019
Total commitments	77,926	298,186
By maturity		
<i>Commitments</i>		
One year or less	77,926	236,560
From one to five years	-	61,626
Total commitments	77,926	298,186
Total	77,926	298,186

Commitments are GST inclusive where relevant.

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

Note 6: Cash Flow Reconciliation

6.1 Cash and cash equivalents

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:

	2025	2024
	\$	\$
Cash held	411,687	333,156
Total	411,687	333,156

6.2 Reconciliation of Net Result to Net Cash from Operating Activities

	2025	2024
	\$	\$
Net result from transactions (net operating balance)	(344,639)	(284,627)
Depreciation	434,334	412,461
Decrease/(increase) in receivables	217	(250)
Decrease (increase) in prepayments	(347)	(3,505)
Increase/(decrease) in payables	(1,138)	(939)
Increase/(decrease) in employee benefit liabilities	68,094	72,238
Increase/(decrease) in other liabilities	16,358	(2,559)
Net cash from / (used by) operating activities	172,879	192,819

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

	2025	2024
	\$	\$
Financial assets		
Amortised cost (cash and cash equivalents)	411,687	333,156
Amortised cost (receivables)	158	375
Total	411,845	333,531
Financial liabilities		
Amortised cost (payables)	27,831	28,969
Total	27,831	28,969

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 2024-25 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	2025 Budget	2025 Actual	Variance \$	Variance %
Sales of goods and services	(a)	50,000	78,314	28,314	57%
Contributions received	(b)	0	455,919	455,919	100%
Employee benefits	(c)	3,863,754	4,266,161	402,407	10%
Depreciation and amortisation	(d)	340,547	434,334	93,787	28%
Supplies and consumables	(e)	1,416,875	1,194,049	(222,826)	-16%

(a) The variance in sales of goods and services is primarily attributable to increases in overseas student fees and certificates to recognise overseas qualifications

(b) Contributions received refer to board members' fees and overhead costs for services provided free of charge through the Department for Education, Children and Young People that are not budgeted for.

(c) The variance in employee benefits is attributable to higher than budgeted staff costs and the recognition of TASC Board sitting fees.

(d) The variance in depreciation and amortisation is due to higher than budgeted intangible asset amortisation.

(e) The variance in supplies and consumables is due to a management focus on keeping supplies and consumables costs under budget.

8.2 Statement of Financial Position

Budget estimates for the Statement of Financial Position were compiled prior to the completion of the actual outcomes for 2024-25. As a result, the actual variance from the original budget estimate will be impacted by the difference between estimated and actual opening balances for 2024-25. The following variance analysis therefore includes major movements between the 30 June 2024 and 30 June 2025 actual balances.

	Notes	2025 Budget \$	2025 Actual \$	2024 Actual \$	Budget Variance \$	Actual Variance \$
Cash and deposits	(a)	266,343	411,687	242,225	145,344	169,462
Intangibles	(b)	1,111,348	987,489	1,628,752	(123,859)	(641,263)
Employee benefits	(c)	498,968	638,066	497,734	139,098	140,333

(a) The increase in cash and deposits is due to overseas student fees and a management focus on reducing expenditure

(b) The variance in intangibles is due to the ongoing amortisation of the TRACS system.

(c) The increase in employee benefits is attributable to long service leave balances.

8.3 Statement of Cash Flows

	Notes	2025 Budget	2025 Actual	Variance \$	Variance %
Sales of goods and services	(a)	50,000	78,780	28,780	39%
Supplies and consumables	(b)	(1,411,264)	(950,957)	460,307	-35%

(a) The variance in sales of goods and services is primarily attributable to increases in overseas student fees and certificates to recognise overseas qualifications

(b) The variance in supplies and consumables is due to a management focus on keeping supplies and consumables costs under budget.

Note 9: Matters Subsequent to the End of the Financial Year

On 1 July 2025, a new governance model was introduced, resulting in a restructuring of the TASC Board. Under the revised model, the three education regulators - TASC, the Teachers Registration Board and the Non-government Schools Registration Board - now share the same Chair and the same six board members as their board.

The appointed Board members from 1 July 2025 are:

- Sally Darke – Chair
- Anne Ripper
- Malcolm Wells
- Mike Mogridge
- Cawley Farrell
- Scott Adams
- Margaret Otlowski

Natalie Brown, Donna Bucher, Kathy Cameron, Bobby Court, Kristy Pereira, and Shaun Sargent tenure on the Board concluded on 1 July 2025.

Note 10: Other Significant Accounting Policies and Judgements

10.1 Objectives and Funding

TASC is an independent statutory regulator responsible to the Tasmanian Minister for Education, serving both government and non-government schools. TASC works within its legislative framework to ensure the development of appropriate standards, the accreditation of courses, and the assessment and certification of student achievement in the senior secondary years across all educational sectors.

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

10.2 Basis of Accounting

The Financial Statements are a general purpose financial report and have been prepared in accordance with:

- Australian Accounting Standards and interpretations issued by the Australian Accounting Standards Board; and
- The *Tasmanian Assessment, Standards and Certification Act 2003*.

The Financial Statements were signed by the Chairperson TASC Board and the Chairperson TASC Audit & Risk Committee on 12 September 2025.

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.

10.3 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.

10.4 Functional and Presentation Currency

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

10.5 Changes in Accounting Policies

(a) Impact of new and revised Accounting Standards

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

- AASB 2021-2 Amendments to AASB7, 101, 134 and AASB Practice Statement 2 Making Materiality Judgements – Disclosure of Accounting Policies;
- AASB 2021-2 Amendments to Australian Accounting Standards 108 – Definition of Accounting Estimates;
- AASB 2021-5 Amendments to Australian Accounting Standards – Deferred Tax related to Assets and Liabilities arising from a Single Transaction;
- AASB 2021-6 Amendments to Australian Accounting Standards – Disclosure of Accounting Policies: Tier 2 and Other Australian Accounting Standards;
- AASB 17 Insurance Contracts; and
- AASB 2022-1 Amendments to Australian Accounting Standards – Initial Application for AASB 17 and AASB 9 Comparative Information.

There has been no material impact on TASC's financial results.

(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.

10.6 Comparative Figures

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

10.7 Rounding

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

10.8 Taxation

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

10.9 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



Independent Auditor's Report

To the Members of Parliament

Tasmanian Assessment, Standards and Certification

Report on the Audit of the Financial Report

Opinion

I have audited the financial report of the Tasmanian Assessment, Standards and Certification (TASC), which comprises the statement of financial position as at 30 June 2025, statements of comprehensive income, changes in equity and cash flows for the year then ended, notes to the financial statements, including a summary of significant accounting policies and the statement of certification signed by the Chairperson of the Board.

In my opinion, the accompanying financial report:

- (a) present fairly, in all material respects, the financial position of (TASC) as at 30 June 2025 and its financial performance and its cash flows for the year then ended
- (b) is in accordance with the *Tasmanian Assessment, Standards and Certification Act 2003* and the Treasurer's Instructions issued under the provision of *the Financial Management Act 2016*.

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 TASC in accordance with the ethical requirements of the Accounting Professional and Ethical Standards Board's APES 110 *Code of Ethics for Professional Accountants (including Independence Standards)* (the Code) that are relevant to my audit of the financial report in Australia. I have also fulfilled my other ethical responsibilities in accordance with the Code.

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

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

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

Responsibilities of the 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 TASC *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 TASC's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of unless TASC 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:

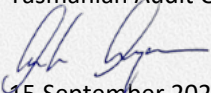
- Identify and assess the risks of material misstatement of the financial report, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for my opinion. The risk of not detecting a material 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 TASC's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made 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 TASC'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 TASC 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.

Martin Thompson
Auditor-General
Tasmanian Audit Office



15 September 2025
Hobart



TASMANIAN
ASSESSMENT, STANDARDS
& CERTIFICATION

GPO Box 333, Hobart TAS 7001
(03) 6165 6000

enquiries@tasc.tas.gov.au
www.tasc.tas.gov.au

© State of Tasmania 2025