

DEPARTMENT OF EDUCATION

ANNUAL REPORT

2014 / 2015

About this Report

This report meets the Department of Education's legislative reporting obligations and provides information for all Tasmanians with an interest in education, training and information services. The report provides an overview of the operations, major initiatives and performance of the Department during the 2014-15 year.

Information on the Department's activities and achievements that have contributed to the successes in education, training and information services in Tasmania is also included.

Feedback or enquiries regarding this report are welcome. They should be directed to Strategic Marketing, Communications and Media at marketing@education.tas.gov.au.

This report, and further information is available on the Department's website at www.education.tas.gov.au.

Structure of the report

The report is presented in the following sections to meet the different information needs of a range of readers:

Major Government Commitments

This section provides an update on the progress and implementation of the Tasmanian Government's major commitments relating to education over the 2014-15 financial year.

Department at a Glance

This section provides a snapshot of the Department's key highlights and achievements against the strategic plan over the 2014-15 financial year, the strategic focus and structure, as well as an overview of our clients and services.

Pre-Compulsory and Compulsory Education

This section highlights the direction, major initiatives and performance of the Department's Output Group 1,

which is the responsibility of the Early Years and Schools Division. This includes the provision of early years services, compulsory education and literacy and numeracy services across the Department.

Post-Compulsory Education

This section highlights the Department's direction, major initiatives and performance in the provision of education and skills training beyond the compulsory years. This relates to the Department's Output Group 2.

LINC Tasmania

This section highlights the direction, major initiatives and performance of the Department's Output Group 3, which includes the operations of all LINC Tasmania services.

Required Reporting

This section provides information on the financial, administrative and human resource management aspects of the Department. The annual reports of related bodies and boards are also included.

Financial Statements

This section provides the financial statements of the Department for the 2014-15 financial year.

Appendices

This section includes additional performance information, indexes and supplementary data and information. This meets the Tasmanian Government's commitment to providing the community with open and transparent information, as well as the Department's strategic driver to use its data and information in the most effective way possible to support our students and improve educational outcomes.

© State of Tasmania,
Department of Education, 2015

You may copy, distribute, display, download and otherwise freely deal with this work provided that you attribute the Department of Education, Tasmania.

Department of Education

Level 1, 73 Murray Street, Hobart Tasmania 7000

GPO Box 169 Hobart Tasmania 7001

Telephone 1800 816 057 www.education.tas.gov.au

ISSN 1449-1575

Dear Minister



Stephen Conway

Secretary, Department of Education

In accordance with the requirements of section 36 of the *Tasmanian State Service Act 2000* and section 27 of the *Financial Management and Audit Act 1990*, I am pleased to submit to you this report of the activities of the Department of Education for the financial year 2014–15.

We are playing a key role in delivering the Government's vision to lead the nation in education: extending Years 11 and 12 into rural and regional communities through local secondary schools, with six schools already underway this year and a further six to commence next year; increasing capital works spending to provide first class facilities that better meet the needs of our learners; undertaking a comprehensive consultation process as part of the review of Tasmania's Education Act which will deliver more contemporary legislation

that better meets the needs of our learners into the future; strengthening our approach to career education through the implementation of *My Education*; and continuing our strong focus on improving literacy and numeracy outcomes for Tasmanian students.

The Department's strategic plan is built around its core focus as an organisation of learners. Through *Learners First*, our vision is for successful, skilled and innovative Tasmanians with a goal to promote lifelong learning.

This report details achievements from across the Department's broad range of services and activities. Specifically, they are reported against the *Learners First* key drivers:

- Successful Learners
- A Skilled Workforce
- Empowered Leadership
- Positive Environments
- Community Partnerships.

And the priorities:

- Early Years – *Bright Beginnings* (Ages 0 – 4 years)
- School Education – *Great Schools...Great Communities* (Kindergarten – Year 12)
- Skills, Community, International and Education Services – *Purposeful Pathways*.

Since commencing my position as Secretary of the Department on 31 August 2015, I have visited a number of schools, corporate offices, and LINC Tasmania sites and been very impressed with the level of commitment and dedication of our people who are delivering quality education opportunities in this state. I would also like to especially acknowledge

and sincerely thank Colin Pettit who had been leading the Department for almost five years prior to my commencement, and whose leadership and vision is reflected in the many wonderful achievements highlighted in this report.

This year, we have continued to ensure that our learners are at the centre of everything we do as a Department, firmly underpinning our commitment to both providing our young people with a broad education, together with families, as well as providing lifelong learning opportunities for adults.

We have a robust network structure in place, and we are building the capacity of our leaders and supporting them to lead and manage continued school improvement and provide positive, respectful learning environments for all learners. Through the provision of high quality service oriented business units with high performing staff, we are also able to provide relevant, timely and strategic support that ensures continued growth in schools and school communities.

We have had much to celebrate and be proud of this year, including the dedication and passion of people who are committed to making a difference to the Tasmanian community. There is also much to look forward to.

The information contained in the following pages shows the benchmarks the Department has set and how we are progressing in achieving these goals. All Tasmanians can be confident that we are focused on raising the standard and importance of education in this state.

Stephen Conway
Secretary

October 2015

Major Government Commitments – Progress as at 2014–15



“Total funding of \$8.36 million over four years was provided to appoint 25 specialist literacy and numeracy teachers.”

Literacy and Numeracy Specialists

Total funding of \$8.36 million over four years was provided to appoint 25 specialist literacy and numeracy teachers. These teachers were appointed in July 2014, and are continuing to work with students in Years 7 to 9 who are performing below the National Minimum Standard in NAPLAN testing.

School Health Nurse Programme

Total funding of \$5.8 million was committed over four years to introduce a contemporary model of child and health nurses across Tasmanian Government schools. The full programme was scoped in the 2014–15 financial year and the first 10 full time equivalent nurses were appointed to commence in schools from Term 3 in 2015.

Year 7–12 Implementation Plan

Total funding of \$45.5 million has been provided to extend 21 secondary schools to Year 11 and 12 in rural and regional communities by 2018. In 2014–15 \$3.5 million was allocated to implement this plan, with the first six schools providing Year 11 and 12 programmes from the beginning of the 2015 school year.

These six schools were Scottsdale High School; Smithton High School; Huonville and Dover District High Schools (in partnership); and St Helens and St Mary's District High Schools (in partnership). First term census figures indicate 201.11 enrolments across the schools for 2015. A further six schools will

commence Year 11 and 12 offerings in 2016: Tasman District School; Campbell Town District High School; New Norfolk High School and Glenora District High School (in partnership); and Mountain Heights School and Rosebery District High School (in partnership).

Review of the Tasmanian Education Act

In September 2014, the Minister for Education and Training announced a comprehensive review of the state's *Education Act 1994*, releasing a discussion paper to facilitate community and stakeholder discussion and feedback. Submissions closed on 31 December 2014 with more than 230 responses received from a broad cross section of the community. Extensive consultation is continuing into 2015–16 in order to ensure all possible options for reform are explored and Tasmania has the best framework for its education system today and into the future. It is anticipated that legislation will be introduced to Parliament late in 2016.

Ministerial Taskforce on Students with Disability

An independent Taskforce was established in June 2014 to review the current framework for supporting students with disability in schools. This includes the examination of the current level of support for students with disability, the review of evidence-based research and recommendations to improve educational support for these students and their families. A report was delivered by the Taskforce in August 2015.

My Education

The introduction of a new approach to career and life education was scoped in 2014, which included a focus for Year 10 students in 2015, and full implementation over 2016 (Years 7–12) and 2017 (K–12). All Year 10 students this year were supported in the development of their transition plans.

My Education is a supportive and inclusive approach to career education that will inspire and guide all students from Kindergarten to Year 12. It supports students to identify their personal interests, values, strengths and aspirations, and teaches them how to use this knowledge to make decisions about their future learning, work and life opportunities.

My Education is a coordinated whole-school approach to career and life planning. It is a partnership between the student, parents and carers, the school and the community, and also aims to engage with business

and industry in Tasmania by linking education with students' future employment options.

Supporting Tasmanian Teacher Assistants

Funding of \$4.4 million over four years was allocated to make available up to one week of extra paid hours during school terms to Teacher Assistants, as well as school administration staff and library technicians, in Government schools. The one week of extra paid hours for these part-time employees provides valuable support time for teachers and students, with 529 staff taking up this opportunity so far from January 2015.

Autism Specific Unit

Funding of \$170,000 was provided to establish an autism-specific unit, which is being piloted at Lindisfarne North Primary School and commenced from Term 2, 2015.

Office of Tasmanian Assessment, Standards and Certification (TASC)

A result of collaboration across Tasmania's education sectors and other educational providers and with the support of the Catholic Education Office, Independent Schools Tasmania, the University of Tasmania, TasTAFE and the Department of Education, TASC replaces the Tasmanian Qualifications Authority (TQA).

The office maintains independent regulation of assessment and certification and provides clarity in the areas of curriculum and data management, while helping to ensure greater stakeholder engagement, improved standards, and openness and transparency across all educational providers.



“My Education is a supportive and inclusive approach to career education that will inspire and guide all students from Kindergarten to Year 12.”

“This year, we have continued to ensure that our learners are at the centre of everything we do as a Department, firmly underpinning our commitment to both providing our young people with a broad education, together with families, as well as providing lifelong learning opportunities for adults.”

Stephen Conway, Secretary



Contents

09

DEPARTMENT AT A GLANCE

Strategic Plan 2014–2017	10
Strategic Focus	11

19

CLIENTS AND SERVICES

Department of Education Organisational Chart	21
Clients	22
Workforce	28
Expenditure Summary 2014-2015	32

33

PRE-COMPULSORY AND COMPULSORY EDUCATION OUTPUT GROUP 1

Early Years	34
Direction	34
Major Initiatives	34
Performance	37
Literacy and Numeracy	42
Direction	42
Major Initiatives	44
Performance	46

55

POST-COMPULSORY EDUCATION OUTPUT GROUP 2

Direction	56
Major Initiatives	57
Performance	60

61

LINC TASMANIA OUTPUT GROUP 3

Direction	62
Major Initiatives	63
Performance	69

73**REQUIRED REPORTING**

Employment	74
General Workforce Recruitment	80
Employee Relations	82
Employee Performance and Development Programmes	85
Disability Framework for Action	89
Public Access to the Department	91
Legislation Administered, Enacted and Amended	92
Statutory Bodies	93
Non-statutory Bodies	93
Asset Management and Risk Assessment	94
Climate Change	95
Pricing Policies	98
Loss and Damage	99
Major Capital Projects	100
Contracts and Tenders	103
Superannuation Certificate	109
Other Annual Reports	109

123**FINANCIAL STATEMENTS**

Statement of Comprehensive Income	124
Statement of Financial Position	125
Statement of Cash Flows	126
Statement of Changes in Equity	127
Notes	128
Statement of Certification	175
Auditor's Report	176

177**APPENDICES**

Key Data	178
Abbreviations and Acronyms	217
Publications	218
Contact Details	220
Compliance Index	221

DEPARTMENT AT A GLANCE

9



Strategic Plan 2014/17



2014/17
Strategy

Our **Vision**

We aim to develop successful, skilled and innovative Tasmanians.

Our **Mission**

To provide every Tasmanian with the opportunity to continue to learn and reach their potential, to lead fulfilling and productive lives and to contribute positively to the community.

Our **Values**

Learning

Tasmanians are engaged in positive, productive and supported learning experiences; and encouraged towards lifelong learning.

Excellence

We have high expectations for our learners and a strong commitment to the pursuit of excellence and innovation in our people, in our programs and in our resources.

Equity

We all have the right to challenging and engaging learning opportunities in appropriate settings.

Respect

Positive and effective interactions, with each other and with our environment, are conducted on the basis of responsibility, integrity and accountability.

Relationships

We achieve growth and strength through partnerships and connections with our learners, their communities and the world.

Our **Key Drivers**

Successful Learners

- Engage and retain students through creative, innovative and supportive learning programs and environments.
- Empower learners to set high expectations for their education and reach their potential through tailored learning.
- Establish balanced, flexible and responsive learning and training pathways for students to encourage lifelong learning.
- Empower people by providing opportunities to acquire the knowledge and skills they need.

A Skilled Workforce

- Create and retain a qualified, motivated and supported workforce, through high-quality professional development, that has high expectations of all learners.
- Develop a strong feedback culture to support and enhance the performance of all staff.
- Value health and wellbeing of our staff through targeted programs across the agency.
- Support Tasmanian employers by fostering a shared understanding of skills needs for future success and by ensuring that the training system can be responsive to this.

Empowered Leadership

- Provide professional learning, coaching and mentoring opportunities for aspiring, newly appointed and experienced leaders.
- Equip leaders with the skills to manage and encourage innovation and continuous improvement.
- Develop a framework for the whole agency that empowers decision making and the development of leadership skills and strategies.

Positive Environments

- Develop a culture of respectful workplaces founded in mutual modelling and understanding of, and compliance with, the department's behavioural expectations.
- Foster the growth of sustainable networks of schools to deliver high-quality education for excellent student outcomes through continuous improvement.
- Provide resources, facilities and infrastructure that support dynamic learning and teaching and business practices.

Community Partnerships

- Effectively communicate the value of public education and lifelong learning as key to improving the social and economic wellbeing of Tasmanians.
- Support parents and carers as key partners and stakeholders within all educational programs.
- Develop meaningful partnerships with all stakeholders, including those within industry, to collectively achieve educational and skills development outcomes for all learners in Tasmania.
- Develop an improved value of, and understanding of, education and training to raise retention and the attainment of meaningful qualifications.

Our **Priorities**

EARLY YEARS

Bright Beginnings

- Ensure quality education and care programs and services for young children so they develop as confident and curious learners prior to commencing full-time school.
- Be a central agency in leading inter-agency support for families and their children to assist them in learning in the early years.
- Continue to implement *Launching into Learning* and support the ongoing establishment of child and family centres especially in communities with greatest need.

SCHOOL EDUCATION

Great Schools... Great Communities

- Enable students to successfully develop 21st Century competencies as an integral part of K-12 curriculum implementation through the Early Years Learning Framework and the Australian Curriculum.
- Provide continuing opportunities for quality literacy and numeracy pedagogies for all students K-12.
- Build a culture of respect and mutual trust through the *Respectful Schools Program* that allows schools to focus on quality teaching and learning, leading to creative and innovative approaches that meet the needs of all students.

SKILLS, COMMUNITY, INTERNATIONAL AND EDUCATION SERVICES

Purposeful Pathways

- Develop a State training system where all key stakeholders work collaboratively and share accountability to achieve improved system outcomes.
- Construct an integrated educational environment that inspires learners to attain qualifications through programs and courses in the VET and Higher Education sectors.
- Connect Tasmanians to learning through LINC Tasmania's development of innovative and traditional systems.
- Promote enduring partnerships internationally to provide learners with knowledge and experience to enable them to engage globally.

The Department's 2014/2017 Strategic Plan will be reviewed and updated in 2016. The next iteration will acknowledge progress made thus far against the goals and objectives and will update the overall context in which the Department is operating.

Strategic Focus

Education is the cornerstone of both social and economic reform in Tasmania, and participation, retention and engagement of our students is a strong focus for the Department of Education. Our system is dynamic and inclusive, and aims to provide a comprehensive and lifelong approach to learning for all Tasmanians. We aim to develop successful, skilled and innovative young Tasmanians, providing them with the opportunity to continue to learn and reach their potential; lead fulfilling and productive lives; and to contribute positively to the community.

The Agency's services and primary responsibilities include Education and Care; Child and Family Centres; Early Childhood Intervention Service (ECIS); provision of early years services; primary, secondary and senior secondary schools; Trade Training Centres; LINC Tasmania; and Government Education and Training International.

Learners First is integral to all that we do, driving our work and key projects and programmes through our values of learning, excellence, equity, respect, and relationships. Underpinning these values is:

- Our belief that all learners have a right to participate in challenging and engaging learning opportunities;
- A commitment to excellence and equitable access to learning;
- Achieving a culture of continuous improvement;
- Commitment to maintaining a qualified, motivated and supported workforce; and
- The desire to work collaboratively with learners and their communities.

As a Department, we support all of our schools and business units to promote and understand these values and our key drivers, in particular through our

annual *School Support and Expectations* document and our shared priorities – *Bright Beginnings, Great Schools...Great Communities and Purposeful Pathways*.

This strategic focus collectively supports a strong, robust and sustainable public education system in Tasmania, and our strategies, policies and initiatives all align to these key drivers which ultimately aim to improve educational outcomes for all Tasmanian learners.

Successful Learners

As a Department, our prime focus is *Learners First* – meaning learners are at the forefront of everything we do. It is important that we seek to connect learners with education at any stage of their life, and we continually strive to provide the Tasmanian community with opportunities to access the skills and knowledge they need to be lifelong learners and to contribute positively to the Tasmanian community.

Literacy and Numeracy

Across our schools, Tasmania's *Literacy and Numeracy Framework (2012–2015)* is providing a systemic, statewide approach to literacy and numeracy improvement. Based on the Framework, every school has an explicit literacy and numeracy strategy as part of their School Improvement Plan so that every student's literacy and numeracy learning needs can be supported. It assists teachers to assess students' learning according to the curriculum, and develop appropriate and effective learning opportunities to meet their needs. The Framework will be reviewed in the 2015-16 financial year to re-establish and confirm our goals for the future.

Further to this, the *Supporting Literacy and Numeracy Success* resource provides advice regarding quality teaching and effective practice at a whole-school

and classroom level. Network Lead Teachers and Curriculum Teacher Leaders provide direct systemic support to schools to improve teacher effectiveness.

As part of the Government's election commitment, 25 Literacy and Numeracy Specialist Teachers were also appointed in Term 3 2014 to support students below the National Minimum Standard and complement the comprehensive support already available to schools. These specialist teachers are working both with students directly and with subject teachers (co-teaching and co-planning models) on a number of strategies to help improve results. They also support school leaders to build a culture of literacy and numeracy learning across all subjects.

Extending regional and rural schools to Year 11 and 12

In support of the Government's goals for young Tasmanians, engagement, retention and attainment are key priorities for the Department. We want more students in the Tasmanian education system to go on and complete Year 12 with strong literacy and numeracy skills and a meaningful qualification, providing them with real choices for their future employment, education or training. The vast majority of jobs today and in the future will require higher-level formal qualifications and ongoing participation in learning.

In 2015, the first round of rural and regional high schools were selected to extend to Year 11 and 12 as part of the Government's key election commitment. Scottsdale High School; Smithton High School; Huonville High School and Dover District High School (in partnership); and St Marys and St Helens District High Schools (in partnership) began offering Year 11 and 12 programmes from the beginning of the school year, with first term census figures indicating that 2011 enrolments had been confirmed for 2015. The early

results of the extension programme are very positive with enrolments in Years 11 and 12 at the six extension schools increasing, on average, 38 per cent this year. The funding has provided \$10,000 to each base school and an additional 18.3 FTE staff.

A further six schools have been selected to commence in 2016 as Stage Two of this initiative – Tasman District School; Campbell Town High School; New Norfolk High School and Glenora District High School (in partnership); and Rosebery District High School and Mountain Heights School (in partnership).

Improving youth transitions and engaging learners so that they stay in education and training is the focus of a number of reform initiatives. Tasmania's implementation of the *National Partnership Agreement on Youth Attainment and Transitions* and the *Trade Training Centres in Schools Programme* are examples of significant work aimed to support improved rates of attainment and completion.

My Education

Actively addressing students' skills and knowledge needs for the future is central to the curriculum. A key focus area for the Department in 2015 is the ongoing implementation of the *Australian Curriculum*, including a carefully managed roll out of our new approach to career education, *My Education*.

My Education is a coordinated, whole-school (K-12) approach that is supportive and inclusive and aims to inspire and guide students. It supports students to identify their personal interests, values, strengths, opportunities and aspirations and teaches them how to use this knowledge to make decisions about their future learning, work and life.

It also supports school leaders, teachers, parents and the community in their shared responsibility

to ensure students successfully transition from one phase of schooling to another, and transition from school to further education or work. It strengthens our approach to career development in schools, and is supported through an inquiry, curriculum-based approach as well as *Learners First*. Initially scoped in 2014, further consultation has been undertaken in 2015 on a range of resources, including professional learning, which aims to support teachers, students and parents as we roll out a staged implementation.

The focus for 2015 has been Year 10 students, with teachers supported to implement the *Australian Curriculum: Work Studies* for current information about engaging career development activities and the world of work for every Year 10 student. In 2016 the focus will be on Years 7–12, including the introduction of the associated online career planning tool for students and parents. Full implementation across Kindergarten to Year 12 will occur from the commencement of the 2017 school year.

eStrategy

Our *eStrategy* is an integral aspect of *Learners First*, supporting our students and responding to the need to have a systemic framework and structure in place for students to be able to develop essential 21st century skills. It enables all students, especially those in rural and regional areas, to engage with digital technologies to support their learning and provides dynamic, engaging learning environments that support the *eStrategy* vision: personalised learning for any learner, anywhere, anytime. In 2015, we have produced a number of curriculum resources as part of the strategy in partnership with the Tasmanian Archives and Heritage Office (TAHO), as well as the development of professional learning resources for teachers around copyright, blended learning and eLearning. We have

also been trialling the use of cloud services to enable students access to learning resources anywhere, anytime and there has been increased use of the Virtual Learning Environment by teachers and students, particularly in regional and rural schools.

We continue to develop and promote learning opportunities and activities for our students to build 21st century skills and capabilities through the curriculum. As an example, this year New Town High School offered students an innovative new course teaching Game App Design, which more importantly connects with industry leader Appster who has made its experts available to mentor the students as part of the course. This partnership between the school and this leading industry provider is the first of its kind in Australia, providing Tasmanian students with a valuable and innovative opportunity to learn from experts in the field how to create, develop, market and publish an original Game App. This new curriculum is essentially providing students with hands-on, real-life experience in the technology and business industries, reflecting the aims of the Department's *eStrategy* in providing real world experience and potential career opportunities to learners. Promoting and assisting students as digital producers as well as digital consumers is a large part of learning in the 21st century, and this includes the creation and development of Apps. New Town High is looking to expand the course following an excellent response by students, and to ultimately teach the course online to students from other schools. This is an outstanding example of the leading digital education that is being delivered across Tasmanian Government schools.

A Skilled Workforce

The Department places a high value on recognising, rewarding and retaining highly skilled and motivated employees, working across the organisation and the broader education portfolio. Professional learning is also a key priority, with national and international research consistently showing that improving teacher and leadership quality in schools is the single most influential factor in improving student outcomes and sustained system improvement.

Developing Our Workforce Strategy

With our Professional Learning Institute's (PLI) focus now expanded to encompass the whole Department, it is integral to our vision of a successful, skilled and innovative workforce. This year, in partnership with the University of Tasmania through the Peter Underwood Centre for Educational Attainment, we launched the \$4.2 million *Developing Our Workforce Strategy* which invests in supporting and developing the skills of our educational professionals, with a focus on driving school improvement and improved student learning outcomes. Funded through the *Better Schools Tasmania Agreement*, an important partnership between the Australian and Tasmanian Governments, this strategy will assist in improving the quality of teaching across Tasmanian Government schools. Initiatives include an opportunity for current teachers to upskill through university-accredited study in the priority curriculum areas of maths and science teaching; a programme for our 'best and brightest' graduating teachers to undertake their final year of study based full-time in a school, including financial incentives and a permanent position in a Government school upon completion of the programme; opportunities to develop and grow the professional skills of both our School Business Managers and corporate staff and our

Teacher Assistants; and a programme that allows our current school principals the opportunity to obtain formal qualifications at Professional Honours level, developing their skills in the areas of school and executive leadership, curriculum leadership and school management.

Further to this, we again awarded the prestigious Hardie Fellowship to four groups of talented educators to undertake study and learning experiences across a number of areas. This programme aligns with our strong commitment to professional learning and educational leadership to improve and support our system.

Performance and Development Framework

Our *Performance and Development Framework* provides an opportunity for all our employees to work with their managers to regularly identify key performance goals and professional development needs. *Learners First* provides a strong foundation to deliver this Framework to our employees, and our key focus is to provide a supportive culture of effective performance and continuous improvement. The Framework requires that all employees have a Performance Development Plan (PDP) in place, with performance assessed at least annually. In 2014-15 95% of our employees had a PDP in place, emphasising our commitment to the process of supporting our employees to continually grow and develop. We also have in place our important *Healthy@Work* programme, which prioritises the health and wellbeing of our staff with a range of initiatives available to all employees across the Department. It is supported by an intranet page where staff are able to access these initiatives and resources, with a strong focus on improving physical activity and nutrition and reducing psychological distress.

RBF Department of Education Awards for Excellence

In October 2014, we celebrated the third annual *RBF Department of Education Awards for Excellence*. This is a key event not only for the Department but for the broader Tasmanian education sector, as it celebrates excellence in public education and recognises the outstanding contribution our staff, volunteers and communities make across all areas of education. Generously sponsored by the Retirement Benefit Fund (RBF), ME Bank and the Teachers Health Fund, awards were presented in 17 categories across a range of services and we had a huge response from the Tasmanian community throughout the nomination process. As the success of this important awards programme continues to build, in 2015 we have received a record number of nominations and this year's winners will be announced at a ceremony in October 2015. Our staff and communities make a wonderful contribution to shaping Tasmania's future, and we will continue to recognise their commitment, dedication and talent to assist in raising the profile of public education in Tasmania.

“The Department places a high value on recognising, rewarding and retaining highly skilled and motivated employees, working across the organisation and the broader education portfolio.”

Empowered Leadership

We are committed to promoting a strong leadership culture within the Department, and we place a high priority on equipping committed and empowered leaders with the skills to manage and drive innovative and continuous improvement across all areas of education.

Professional Learning

The PLI provides all of our leaders and aspiring leaders with access to quality professional learning programmes. Flagship leadership programmes to build capacity, develop aspiring leaders and create highly accomplished leaders have continued, including our *Leadership Starts From Within* and *Growing Your Leadership* programmes, as well as *Leading a Digital School*, *Building a Feedback Culture*, *Leading Teaching and Learning* and *Shadowing for Aspiring Principals*.

In 2014, we invited renowned international leaders Professor Donna Cross, Dr Yong Zhao and Professor Michael Fullan to work and engage with our staff both in and out of schools around driving systemic change in education. In 2015, we built on the success and feedback of these visits with a second session for our leaders and staff from Professor Fullan. Professor Fullan worked with staff and focused on empowering Tasmania's public schools and school leaders to put in place networks that support improved educational outcomes. Looking at changes in education systems in a global context and implementing innovative teaching and learning frameworks supported by new technologies are two of the ways we are improving educational outcomes in Tasmania. While in the state, Professor Fullan led an interactive video cast on global educational trends and maximising education leadership, which was beamed into more than 200

staffrooms enabling all leaders, principals, teachers and school staff could participate in the conversation.

Through our work with international educators, we are strengthening our connections with other education systems and ensuring we are providing all students with the opportunity to reach their full potential.

Data management and the edi portal

Ensuring we have effective data management practices in place has been a priority for us for some time, as the use of data to identify student need and measure success at an individual student, programme, school and system level is critical in improving educational outcomes in Tasmania. Aligned to *Learners First*, the effective management of the Department's broad range of data is a long term initiative. However in June 2014 we launched our award-winning **edi** web portal which is now extensively used across the Department and in all of our schools.

edi, short for Education Information, is an Australian-first web portal developed by the Department that provides classroom teachers and school leaders with real-time data about every single student, class and school through a single entry point. It puts our students at the very centre of classroom practice and ensures that every decision a teacher makes is informed by current, accurate and meaningful data.

It is user-friendly, attractive and most importantly, useful to the school community. It brings together data from several data management systems and puts it directly at the fingertips of leaders, principals, teachers and other staff who need it.

Key benefits that **edi** delivers include: saving time allowing teachers to get on with job of teaching; assisting leaders with planning and communication by providing easy-to-use data to communicate progress to staff, school communities and parents; and monitoring performance and driving school improvement by automatically comparing Business Plan objectives with actual progress. The system is completely scalable and enables the Department to monitor trends and changes in data from a whole-of-Department level, to drilling right down to individual students.

The portal has received much acclaim outside of the Department with demonstrations to several other jurisdictions and key national forums. Other jurisdictions have approached us to learn more about the system's significant value to student, school and system improvement, and this powerful tool demonstrates how Tasmania is leading the way in both the management and the way we use significant education data to drive school improvement and empower our staff to make effective decisions about their students, learning programmes and schools.

"...the use of data to identify student need and measure success at an individual student, programme, school and system level is critical in improving educational outcomes in Tasmania."

“We aim to develop successful, skilled and innovative young Tasmanians, providing them with the opportunity to continue to learn and reach their potential, lead fulfilling and productive lives and to contribute positively to the community.”



Positive Environments

We are committed to creating positive learning environments for all of our students and other learners, with fairness, equity and respect key elements of our public education system. It is important to us as a Department that schools in particular feel empowered to make important decisions on how to best meet the needs of their students and school communities.

Respectful Schools and Workplaces

We have continued our work across all areas in implementing our *Respectful Schools and Workplaces Framework*, which outlines the priorities and strategies we have in place that contribute to safe and inclusive learning and working environments throughout our Department. This Framework enacts our values, as articulated in *Learners First*, and aims to build a whole-of-school and community approach to respectful behaviour.

This year, we continued to promote key events within our schools and workplaces that promote respectful behaviour with both the launch of the Minister for Education and Training's *Bystanders Stand Up* video competition, and the annual National Day of Action Against Bullying and Violence. *Bystanders Stand Up* was a competition open to all Tasmanian school students, inviting them to develop a short video either as an individual, group or class focusing on the bystander and the role they can play in reducing bullying amongst our community. We had a high number of entries across a number of schools, with the six best entries winning an iPad and receiving recognition and promotion of their messages to the wider community through the Department's Facebook page and amongst school communities. Over 90 Tasmanian Government

schools also registered to take a stand against bullying and violence in the community as part of the National Day of Action, Australia's key anti-bullying event for schools. It provided the opportunity for schools to showcase how they are creating a safe and supportive school community, aligning with school policies as well as our *Respectful Schools Framework*. The Department and our schools are working hard to address the issues of bullying and violence and create safe environments, and we will continue to work with all stakeholders, staff, students, parents and the wider community to build and maintain sustainable, respectful relationships.

Capital Investment

Under the Capital Investment Programme for 2014-15, a number of projects were undertaken and completed that improved facilities and environments for our students and those that use our services. A number of science and technology upgrades were completed across our schools as part of the *Science and Trades Refurbishment Stimulus Programme*, committing \$16 million to deliver these important refurbishments. Clarence High School, Don College, Hobart College, Mountain Heights School, Prospect High School, Rosny College and Wynyard High School had their science and material, design and technology upgrades completed this financial year and officially opened, providing students at these schools with facilities that meet the requirements of 21st century learning and curriculum delivery.

We also completed refurbishment works for a new Kindergarten at Howrah Primary School and relocated Lindisfarne North Primary School to the former Geilston Bay High School site, providing the school community with more space to accommodate

the growing school as well as modern and contemporary learning facilities. Trade Training Centres at Hellyer College, Mountain Heights School and Tasman District School were also completed.

The \$6.9 million George Town Community Services Hub opened its doors in December 2014, providing the local community with a modern and integrated service centre that incorporates LINC, a Child and Family Centre, a Service Tasmania shop as well as spaces for delivery of a number of other services including Child Health and Centrelink services. In the first half of 2015, Launceston LINC also underwent a \$3.15 million refurbishment across all four floors of the Civic Square building which includes a suite of well-equipped training and meeting rooms for community use, a café, a refreshed children's area and refurbished collection and lounge spaces. It uses new technologies and contemporary design to meet the needs of current and future LINC clients and has been very well-received by the Launceston community.

Other projects which have commenced and will continue into the new financial year include the redevelopment of Brooks High School, the completion of the new Dunalley Primary School, the Latrobe High School Gym extension, a refurbished kindergarten at East Devonport Primary School, refurbishment works at Kings Meadows High School and capital works and new classroom construction to support the Year 7-12 Implementation Plan for rural and regional secondary schools. The State Government has also committed \$95 million over the next four years in the 2015-16 State Budget for a range of education and training infrastructure projects, including \$68 million to upgrade secondary school infrastructure. This work is now underway.

New LINC client services

With LINC Tasmania an integral part of the Tasmanian learning sector, we have continued to provide the Tasmanian community with a number of new learning opportunities and services this year. In March 2015, we introduced the Freegal eMusic service which offers library card holders free access to a wide range of digital music. Further to this, the Zinio eMagazine service also connected Tasmanians with contemporary information and recreational material, with more than 45,000 items accessed by the end of June 2015. This new service allows clients to download and keep full digital versions of more than 200 popular magazines for free using their library card.

Our focus on increasing online services and content for 21st century LINC clients was also boosted this year with the launch of the *Tasmanian Names Index* and substantial work on the development of the *Convict Portal*. These new resources provide easier access to the wealth of records, images and published information that tell the story of Tasmania's history and convict past. Family history content and the *Tasmanian Names Index* are amongst the most highly used of LINC Tasmania's online resources and are significant and innovative developments built on standard software products that have attracted interest from a number of other states and services around Australia.

Community Partnerships

We are committed to working with key stakeholders and the Tasmanian community to boost the profile of public education in Tasmania, as well as improve educational standards. Building positive and sustainable relationships and meaningful partnerships is integral to *Learners First*, and is important to ensuring that

education is valued by everyone in our community and helps us to collectively achieve our goals.

We also work closely with a range of stakeholders and community members outside of compulsory schooling to ensure Tasmanians have access to quality learning opportunities throughout their life. Our Trade Training Centres provide accessible training opportunities to both Tasmanian students and adult learners living in rural and regional communities, at the same time as providing a facility that business and industry can use to provide skills training to their existing workforce. Our Australian School-based Apprenticeship team is also working to assist in the improvement of industry workforce planning and development to support Tasmania's economic growth with a number of key Tasmanian industry sectors, and LINC Tasmania continues to work with communities to provide ongoing learning programmes and services for all age groups and training facilities in local regions.

“Building positive and sustainable relationships and meaningful partnerships is integral to Learners First, and is important to ensuring that education is valued by everyone in our community and helps us to collectively achieve our goals.”

Review of Tasmania's Education Act

In September 2014, the Minister for Education and Training announced a significant review of the Tasmanian *Education Act 1994*. The purpose of this review is to deliver a contemporary legislative framework that supports our education system to provide the best possible outcomes for all learners now and into the future. In doing so, it is important that all school communities, stakeholders, interested individuals and other groups are consulted and have an opportunity to provide their feedback and advice. A *Discussion Paper for Consultation* which outlined a number of themes and possible options for reform was released in September, with submissions closing on 31 December 2014. A total of 230 submissions were received from a cross section of the community including members of the public, academics, non-government organisations, school associations, home educators, unions, other school sectors, business and industry. A Stakeholder Reference Group has been established to provide feedback to the Department around key points of the review. The group includes representatives from unions, Catholic Education Office Tasmania, Independent Schools Tasmania, Tasmanian Association of State School Organisations, Tasmanian Catholic Schools Parents Association, Tasmanian Home Education Advisory Committee, Tasmanian Principals Association, TasTAFE, the University of Tasmania, the early childhood sector, Australian Parents Council, and the Teachers Registration Board. The review process is ongoing, and there have been further opportunities for stakeholders and community members to have their say on potential changes to the Education Act this financial year. At the conclusion of this consultation and review process, it is likely that legislation will be introduced into Parliament late in 2016.

Parent, community and education partnerships are an important part of Tasmania's education legislation, and so it is vital that communities are able to continue to work constructively with schools. The opportunity to be part of the decision-making process is an important tool to engage parents in their child's learning and it also assists in driving school improvement based on local student needs and priorities.

Office of Tasmanian Assessment, Standards and Certification (TASC)

As part of the 2014-15 State Budget, a new operational model has been implemented to undertake the functions previously performed by the Tasmanian Qualifications Authority (TQA). This model is a result of collaboration across Tasmania's education sectors and other educational providers and has the support of the Catholic Education Office, Independent Schools Tasmania, the University of Tasmania, TasTAFE and the Department. TASC will continue to accredit senior secondary courses, conduct and quality assure assessment for senior secondary courses and issue certificates, including the Tasmanian Certificate of Education (TCE). Through the new model, the Department has responsibility, in consultation with the non-government sector, for Years 11 and 12 curriculum review and development. In addition, and through appropriate agreements, the Department is also tasked with providing data management services to TASC. This new model seeks to ensure greater stakeholder engagement, improved standards, and openness and transparency across all educational providers.

Since the legislation received Royal Assent of 29 May 2015, TASC has put in place its new operational model and established the Framework Advisory Council. Work on course accreditation, quality assurance and

external assessment processes has continued. An Executive Officer was appointed early in July 2015 to independently manage the operations and resources of TASC within the legislative framework, reporting directly to the Minister for Education and Training. As a Department, we have undertaken significant work to support the legislative process and following assent, assist and support the implementation of the new model. In the area of curriculum review and development, the Department has established the Curriculum Framework Advisory Group, to advise on curriculum priorities in Years 11 and 12; this group has representation from key stakeholder groups.

Community Empowered Schools

We have been working closely with the Tasmanian Association of State School Organisations (TASSO) on the *Community Empowered Schools* project, which aims to provide schools and their communities with the opportunity to effectively and confidently participate in school governance and decision making. Most importantly, this project also supports the engagement of the wider school community, together with teachers and school leaders, which is important in promoting the value and importance of education amongst Tasmanian communities. We know that engaging parents and carers as partners in their children's education has a positive effect on their learning. This project allows schools to strengthen the partnerships that already exist between parents, teachers and schools and builds on the autonomy schools already have in Tasmania. It is providing specific training opportunities for parents and community members of school associations through the Department's PLI, and we will continue to encourage more Tasmanian Government schools to take advantage of this unique opportunity.

Community engagement

We are committed to openly communicating with the Tasmanian public and providing relevant and transparent information where possible. Our website provides current information for parents and the community, particularly with regard to our policies and procedures. Most importantly, our social media presence has grown significantly in the last 12 months with Facebook subscribers doubling and just over 80 per cent of schools now having their own Facebook page or public group. Facebook is fast becoming one of the most effective ways of engaging with the community for us as a Department, and over an average week about 650 posts attract 200,000 views. We are also finding our Facebook page to be a particularly valuable communication tool for events such as school closures, as well as for the promotion of good news stories.

"We know that engaging parents and carers as partners in their children's education has a positive effect on their learning."

CLIENTS AND SERVICES



Clients and Services

At the commencement of 2015, there were 195 Government schools¹ across Tasmania, which include:

- 126 primary
- 28 secondary
- 25 combined (primary and secondary)
- 8 senior secondary²
- 8 support³.

Schools are distributed across the following Learning Services:

- Learning Services (Northern Region) – 106
- Learning Services (Southern Region) – 89.

Education services for students who are unable to attend a school are provided by the Tasmanian eSchool.

There are also 12 Child and Family Centres (CFCs) around Tasmania.

The LINC Tasmania network comprises an online service channel (LINC Online www.linc.tas.gov.au), and 86 physical service points in 69 locations across the state, including:

- 12 urban and regional Learning and Information Network Centres (LINC), including Risdon Prison LINC
- 18 branch libraries
- 17 combined libraries and online access centres
- 35 Online Access Centres
- Tasmanian Archive and Heritage Office and State Library Service.

In order to support and facilitate the vision, mission and values of *Learners First* and ensure that all learners are provided with the opportunity to learn and reach their full potential, our business units are structured to support our schools, as identified in School

Improvement Plans, and provide a high level of service to the Tasmanian community.

As at June 2015, the Department consisted of three separate divisions:

Early Years and Schools provides services to almost 63,000 Tasmanian school-aged students and oversees schooling delivered through programmes operating in schools and senior secondary schools. It also manages the operations of the state's Child and Family Centres, and includes a number of other business units including Early Years, Education and Care, Curriculum Services, Professional Learning Institute, Educational Performance Services, Aboriginal Education Services, English as an Additional Language (EAL), Learning Services in the North and South of the state (which provide support for networks of schools), eLearning, the State Support Service and Disability Programmes, and the Strategic Policy and Planning Unit. Education Services is also a part of this Division and includes support for senior secondary students to continue education and training beyond Year 10, as well as initiatives such as career awareness programmes and Australian School-based Apprenticeships, Trade Training Centres and the policy framework for VET in schools.

Department Services provides support to service delivery areas across the Department through business units responsible for corporate support, policy development, regulation and assessment and review. This includes Human Resources and Employee Relations, Facility Services, Finance and Business Services, Information and Technology Services, Internal Audit and Strategic Marketing, Communications and Media. LINC Tasmania and Government Education and Training International (GETI) were also included in the Department Services Division as at June 2015.

Office of the Secretary provides support to the Secretary, and also incorporates Ministerial Services, Intergovernmental Relations, Legal Services, eStrategy and Quality Assurance to support school improvement planning and reviews.

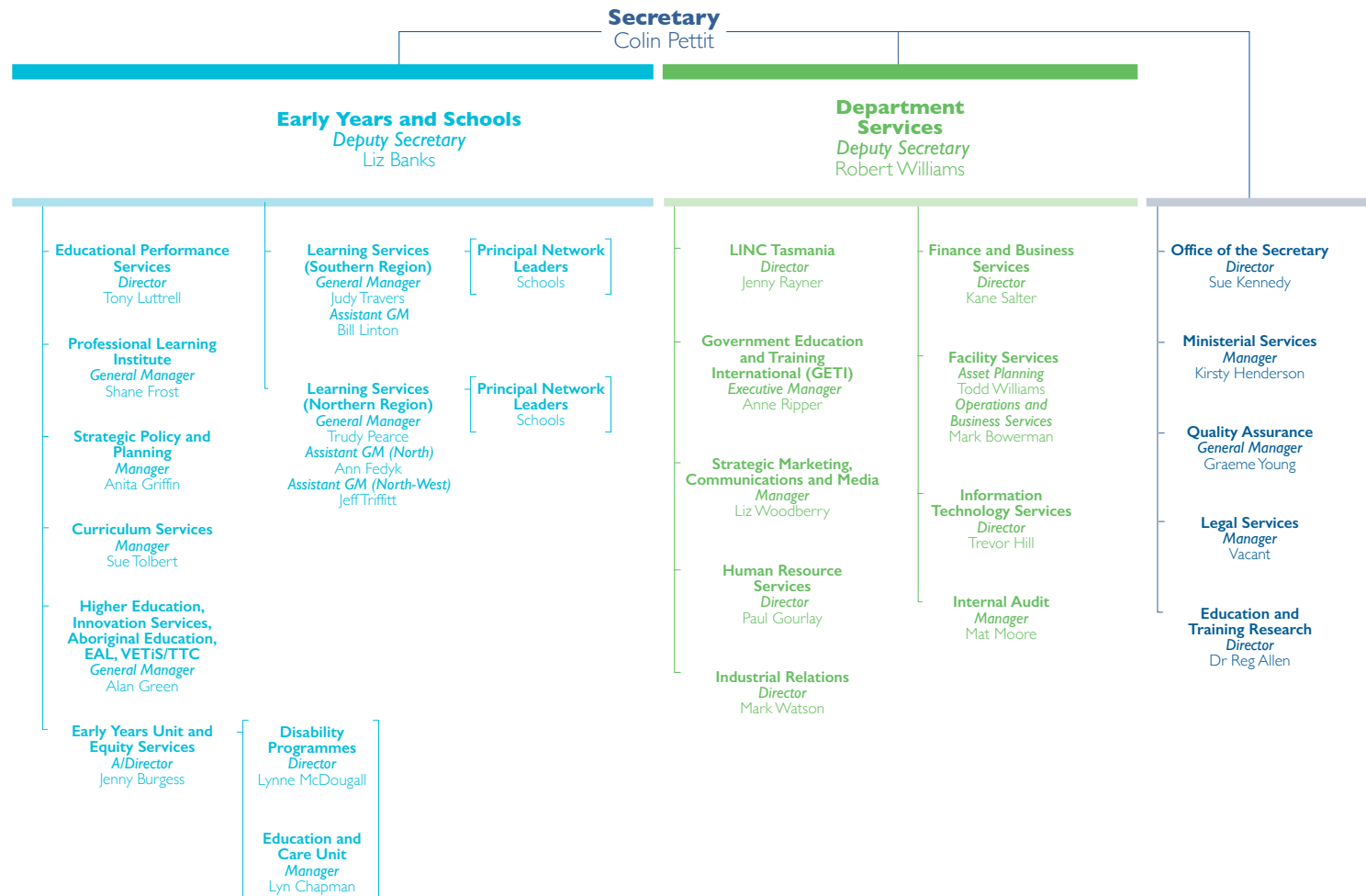
New Arrangements

- Glenora District High School has been renamed Glenora District School.
- Meander Primary School was closed.
- Learning Services Northern Region was established in January 2015 – an amalgamation of Learning Services North and Learning Services North West.
- Skills Tasmania transferred from the Department of Education to the Department of State Growth on 1 July 2014.
- Following an organisational restructure in January 2015, Corporate Services and the Skills, Community, International and Education Services Division combined to become Department Services under newly appointed Deputy Secretary Robert Williams.

1. This is a count of school entities and is not a count of school campuses.
2. Senior secondary schools are also referred to as colleges.
3. Count of support schools includes four Early Childhood Intervention Service Centres. Although these are services, they are classified in the Department's organisational structure as 'schools'.

DoE Organisational Chart - June 2015

This chart is current as at 30 June 2015. The chart is updated from time-to-time and the most recent version is available from http://www.education.tas.gov.au/About_us/Pages/Our-Structure.aspx
 This chart represents the Department's reporting lines only – it does not portray functional relationships for some units.



Clients

Number of education and child care services in Tasmania (as at June 2015)

Service Type	Number of Services in Government School Sites	Total number of services	Total number of places
Education and Care Services ¹	86 ^{3,4}	223	11,523
Number of Licensed Child Care Services ²	2	35	758
Total	88	258	12,281

1. Number of services and places approved under the *Education and Care National Law (Application) Act 2011*.

2. Number of services and places licensed under the *Child Care Act 2001*. These services may transition to education and care services over time; there has been a general reduction in the number of these services since 2012–13 due to changing community needs and economic considerations.

3. Of these services on Government school sites, 59 provide Outside School Hours Care, 10 provide Long Day Care, 16 provide both service types and one is a Family Day Care Coordination Unit.

4. This figure excludes two small family day care operations that are part of larger services already counted in the total number of services.

Students (as at August 2014)

School Type	FTE	Number
Combined	6,616.8	6,826
Primary	31,347.3	33,108
Secondary	14,178.5	14,206
Senior secondary only	7,279.7	7,662
Special	432.2	827
Total	59,854.6	62,629

The primary school FTE student count includes Kindergarten students who attend school on a part-time basis.

Senior secondary schools were previously referred to as colleges.

Class sizes (as at First Term Census)

Sector	2012	2013	2014	2015
Kindergarten	19.3	19.5	19.7	19.3
Primary	23.2	23.4	23.4	24.0
Secondary	23.4	23.4	23.3	24.2

Class size is based on FTE for Prep to Year 10 and headcount for Kindergarten. The FTE of students in classes containing the relevant year levels is divided by the number of classes containing those year levels.

Secondary school students are not organised into classes which exclusively undertake a complete education programme, therefore the Department has adopted the English class size as a proxy measure.

Schools and students in each Learning Service (as at August 2014):
Learning Services NORTH

School Type	No. Students
Combined	2,536
Primary	9,295
Secondary	3,976
Senior secondary only	2,143
Special	251

Learning Services NORTH WEST

School Type	No. Students
Combined	1,916
Primary	7,222
Secondary	3,598
Senior secondary only	1,786
Special	198

Learning Services SOUTH

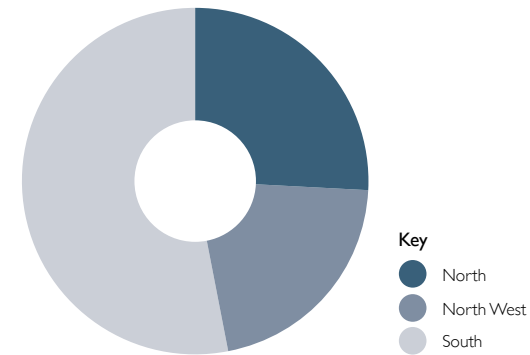
School Type	No. Students
Combined	2,374
Primary	16,591
Secondary	6,632
Senior secondary only	3,733
Special	378



From January 2015, Learning Services North and North West amalgamated to become Learning Services Northern Region.

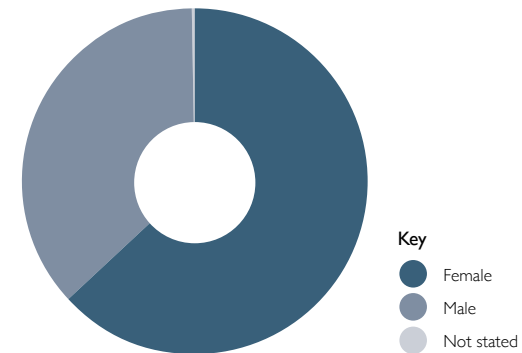
Number of active registered library users by region (as at 30 June 2015)

Region	Number
North	31,232
North West	25,713
South	64,848
Total	121,793



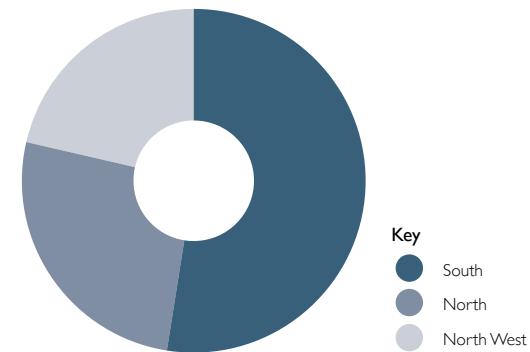
Number of active registered library users by gender (as at 30 June 2015)

Gender	Number
Female	77,006
Male	44,730
Not stated	57
Total	121,793



Visits to LINC networks (by region) 2014–15

LINC Network Region	Number of visits
South	1,642,828
North	816,723
North West	669,777
Total (physical visits)	3,129,328

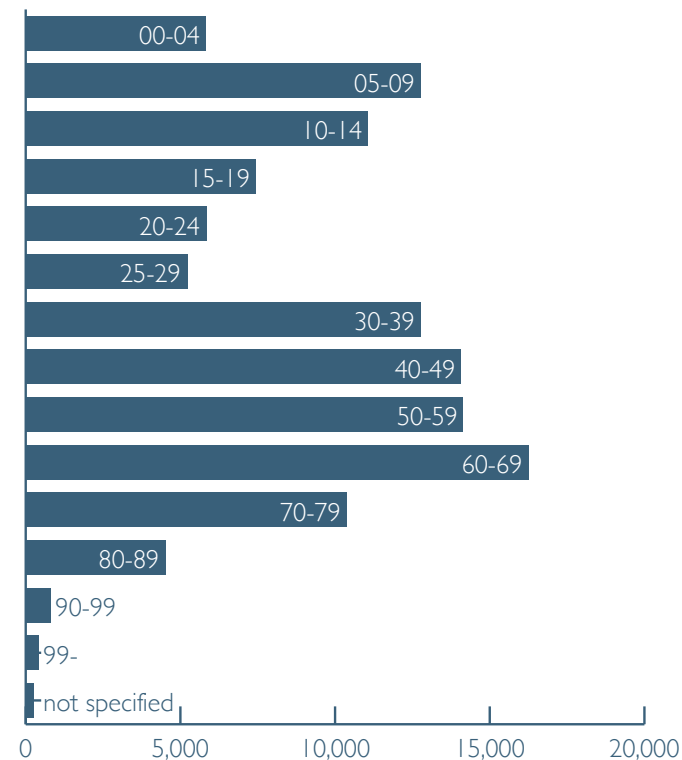


Record retrievals for clients

Client	2010–11	2011–12	2012–13	2013–14	2014–15
Public Clients (For use in History Room 91 Murray St Hobart)	12,717	10,538	11,636	11,793	10,624
Government Clients	1,377	1,337	1,286	2,797	1,439
Total	14,094	11,875	12,922	14,590	12,063

Active registered library users by age range (as at 30 June 2015)

Age	Total	%
00-04	5,813	5
05-09	12,774	10
10-14	11,068	9
15-19	7,437	6
20-24	5,865	5
25-29	5,230	4
30-39	12,775	10
40-49	14,068	12
50-59	14,141	12
60-69	16,250	13
70-79	10,363	9
80-89	4,517	4
90-99	821	1
99-	412	0.34
not specified	259	0.21
Total	121,793	100%



“The LINC Tasmania network comprises an online service channel and 86 physical service points in 69 locations across the state.”

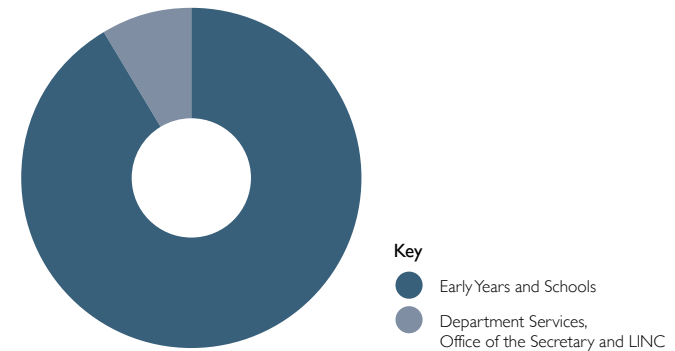


Workforce

Employment summary by Departmental division

Full-time equivalent as at 30 June 2015

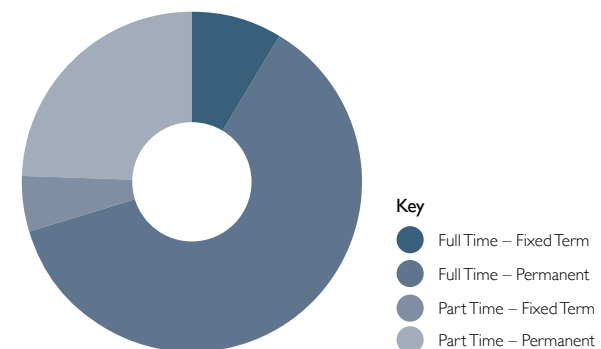
Division	FTE	%
Early Years and Schools	6,753.66	91.4
Department Services, Office of the Secretary and LINC	634.66	8.6
Total	7,388.32	100%



Employment status of teachers

Full-time equivalent as at 30 June 2015

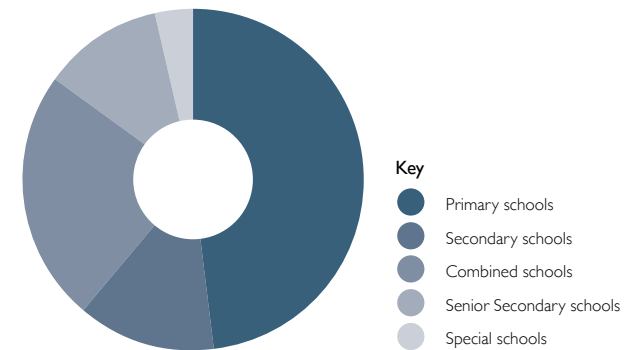
Employment Status	FTE	%
Full Time – Fixed Term	368.00	9
Full Time – Permanent	2,632.83	62
Part Time – Fixed Term	217.30	5
Part Time – Permanent	1,041.05	24
Total	4,259.18	100%



School employees – teaching and non-teaching

Full-time equivalent as at 30 June 2015

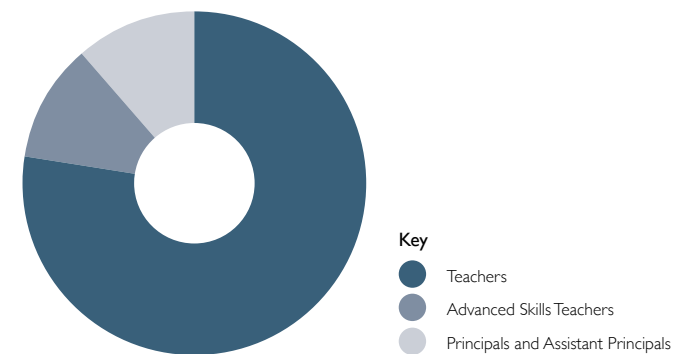
School Category	FTE	%
Primary	3,026.48	48
Secondary	829.23	13
Combined	1,493.44	24
Senior secondary only	730.04	12
Special	213.39	3
Total	6,292.58	100%



Teachers employed

Full-time equivalent as at 30 June 2015

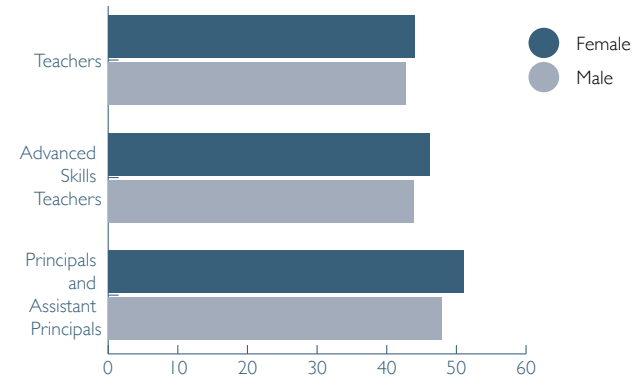
Position	FTE	%
Teachers	3,305.56	78
Advanced Skills Teachers	475.62	11
Principals and Assistant Principals	478.00	11
Total	4,259.18	100%



Average age of teachers (years)

As at 30 June 2015

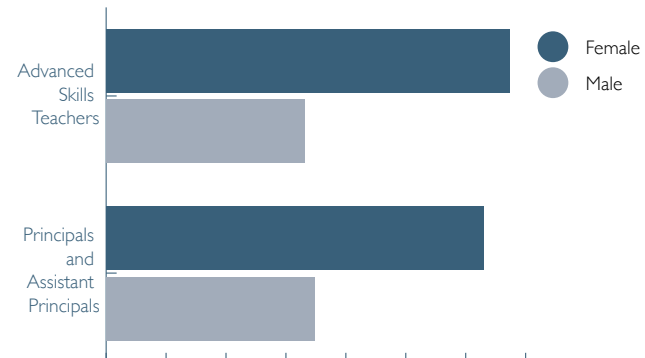
Position	Female	Male
Teachers	44.04	42.75
Advanced Skills Teachers	46.10	43.81
Principals and Assistant Principals	51.08	47.86



Gender distribution in promoted positions

As at 30 June 2015

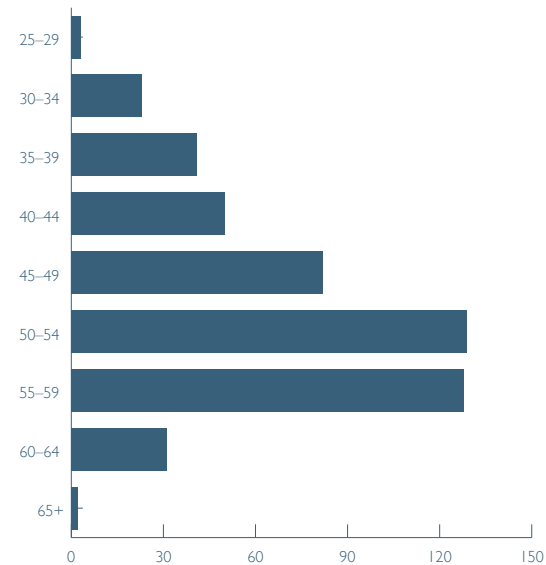
Position	Female	Male	Total
Advanced Skills Teachers	337	166	503
Principals and Assistant Principals	315	174	489
Total	652	340	992



Age groups of Principals and Assistant Principals

Numbers as at 30 June 2015

Age Group	Number
25–29	3
30–34	23
35–39	41
40–44	50
45–49	82
50–54	129
55–59	128
60–64	31
65+	2
Total	489



Aboriginals and/or Torres Strait Islanders employed

At 30 June 2015 there were 195 individuals identifying as Aboriginals and/or Torres Strait Islanders employed within the Department, representing 2.1 per cent of the total workforce.

Expenditure Summary 2014–15

Output Group	Expenditure \$'000
OUTPUT GROUP 1: Pre-Compulsory and Compulsory Education	821,449
OUTPUT GROUP 2: Post-Compulsory Education	96,937
OUTPUT GROUP 3: LINC Tasmania	37,786
Administered Payments	274,742
Capital Investment Programme**	1,130
Total	1,232,044

Expenditure figures are accrual based as reported in the Department's financial statements.

** Actual expenditure \$19.543 million – adjustment made for capitalisation of building works to the Statement of Comprehensive Income.

PRE-COMPULSORY AND COMPULSORY EDUCATION

33

OUTPUT GROUP I



EARLY YEARS

Direction

Reflecting the *Bright Beginnings* early years priorities, we are committed to developing strong relationships between schools, parents and community services, including strategies and programmes that promote and support the importance of the early years for children's successful learning and development.

The early years are a critical time for all learning and specifically for laying down the foundations for success in literacy and numeracy. *Belonging, Being and Becoming: The Early Years Learning Framework for Australia* guides teachers working with children from birth to five years in *Launching into Learning* (LiL) programmes, Kindergartens and Child and Family Centres across Tasmania.

Under the Council of Australian Governments (COAG) *Investing in the Early Years – A National Early Childhood Development Strategy*, we regulate and support education and care services through the ongoing implementation of the *National Quality Framework for Early Childhood Education and Care* across Tasmanian child care and early learning settings.

Major Initiatives

Launching into Learning (LiL)

Launching into Learning aims to give Tasmania's youngest children the best possible start in life through support and intervention in the years prior to Kindergarten, with a particular emphasis on improving educational outcomes for children from socially and economically disadvantaged backgrounds. LiL acknowledges the important role of parents as their child's first and often most influential teacher and seeks to work in partnership with them to ensure a positive transition for their child into Kindergarten.

LiL programmes operate in all Tasmanian Government primary and combined schools and are funded using the Fairer Funding model principles. LiL programmes place an emphasis on the development of the whole child including literacy and numeracy, social and emotional development and creativity.

LiL provides opportunities for teachers, parents and children to play and learn together in a variety of ways such as music sessions, water awareness programmes, baby massage, playgroups, story time and baby and toddler 'gym' sessions.

All schools use the *Early Years Learning Framework for Australia* (EYLF) and the *Launching into Learning Accountability Framework* to inform planning and practice. Through the Professional Learning Institute (PLI) a range of professional learning opportunities are provided to support teachers in building their knowledge and skills and to guide a consistent statewide approach.

During the 2014-15 financial year, we also undertook a collaborative project with Aboriginal Education and Aboriginal Early Years Liaison Officers to develop resources and professional learning about culturally responsive practice for LiL teachers. Further to this, we developed the *Kinder Ready Child* resources which aim to support families help their child to make the best possible start to Kindergarten.

LiL continues to strengthen partnerships with other agencies as schools seek to meet the needs of families in their local community.



“Launching into Learning aims to give Tasmania’s youngest children the best possible start in life...”

Child and Family Centres

There are 12 Child and Family Centres (CFCs) around Tasmania, which are funded and administered by the Department. The two Indigenous CFCs *tagari lia* (Bridgewater) and *wayraparatee* (Geeveston) have been funded through the COAG *National Partnership Agreement on Indigenous Early Childhood Development*. This agreement finished on 30 June 2014, with ongoing operations to be funded by the Tasmanian Government.

CFCs support and promote our early years programmes by providing a holistic and cohesive approach to supporting families and their young children. They seek to improve the learning, health and wellbeing of Tasmania's very young children by supporting their parents and enhancing the accessibility of services. As part of our focus on the early years, CFCs have a strategic priority to deliver quality education programmes and services for young children; engage with children and families by connecting and integrating services; and develop and maintain strong relationships between schools, families, services and the broader community.

Centre Leaders and Community Inclusion Workers work closely with their local community and with schools to facilitate a variety of programmes aimed at supporting parents as their children's first teachers. This includes a number of schools running a LiL programme within CFCs.

CFCs work closely with the Early Years team to support the delivery of the EYLF. CFCs also work closely with Aboriginal Education Services—including with the Aboriginal Early Years Liaison Officers—to strengthen educational and culturally appropriate programme delivery, including in *tagari lia* (Bridgewater) and *wayraparatee* (Geeveston) CFCs.



Education and Care Unit

The Education and Care Unit (ECU) regulates education and care (child care) in Tasmania. As the Tasmanian Regulatory Authority, we are responsible for the implementation of the National Quality Framework for Early Childhood Education and Care, including the administration of the *Education and Care Services National Law (Application) 2011* and the *Child Care Act 2001*.

We apply the principles of best practice regulation to ensure the safety, health and wellbeing of children attending education and care services in Tasmania, and to improve educational and developmental outcomes for children attending these services.

The Unit is integral to maintaining the provision of quality education and care in Tasmania by:

- Implementing nationally consistent regulation under the National Partnership Agreement on the *National Quality Agenda for Early Childhood Education and Care*, including the *Education and Care Services National Law (Application) 2011*;
- Assessing and rating the quality of services under the *National Quality Framework* – long day care, family day care and outside school hours care services;
- Providing related support and advice regarding the quality of early childhood education and care and outside school hours care services to parents, educators, carers and the general public;
- Communicating the importance of implementing the National Quality Standards, including the approved learning frameworks, *Belonging, Being and Becoming – The Early Years Learning Framework (EYLF)* and the *Framework for School Aged Care* to drive quality outcomes for children;

- Funding eligible services through specific programmes;
- Participating, as applicable, in strategies to build a skilled workforce; and
- Providing a system of licensing under the *Child Care Act 2001* for the 35 services not included in the National Law.

Assessment and rating of education and care services

From mid-2012, assessment and rating of long day care, family day care and outside school hours care services commenced under National Law in Tasmania. To determine a rating for a service the 58 elements that relate to the National Quality Standard are assessed as 'met' or 'not met'; followed by assessment of the 18 standards within seven Quality Areas.

There are four possible rating levels applied through this process:

- Significant Improvement Required
- Working Towards National Quality Standard
- Meeting National Quality Standard
- Exceeding National Quality Standard.

From 1 May 2013, the ratings of services have been published and are available nationally on both the ACECQA website and the Australian Government's *MyChild* website.

Authorised officers have been provided with nationally consistent training in assessment and rating under National Law. Tasmanian officers undertaking service assessments have been tested and confirmed to be reliable under a nationally administered process.

Tasmania has assessed and rated 79 per cent of services which is the highest proportion of any jurisdiction. At this rate, it is expected that all Tasmanian services will have received a quality rating by the end of 2015. This financial year we also implemented a Stakeholder Reference Group in order to provide advice on early childhood education and care matters, as well as participation in a number of education and care national working groups and reviews to represent Tasmania's interests, promote national comparability and foster cross-functional working relationships with key stakeholders and other jurisdictions.

We are also continuing to work with the Department of Justice to develop an appropriate transition for education and care employees to the requirement to hold a Working with Children registration.



Australian Early Development Census

The Australian Early Development Census (AEDC) is a national population measure of early childhood development. The Australian Government provides funding to facilitate the data collection in all Australian states and territories.

Research shows that investing resources and energy into children's early years brings lifelong benefits to the whole community.

AEDC data is collected nationally across all education sectors. The Department manages the data collection for government and non-government schools in Tasmania.

Teachers of children in their first full-time year of formal schooling (Prep in Tasmania) complete a comprehensive questionnaire about each Prep student. The AEDC measures five domains of early childhood development – physical health and wellbeing; social competence; emotional maturity; language and cognitive skills (school-based domain); communication skills and general knowledge.

The AEDC is conducted nationally every three years with the first Australia-wide collection occurring in 2009. Results help communities understand how their children are doing both at a local level and in comparison with other children nationally. The results also assist communities to understand where their strengths and vulnerabilities lie. This information

allows communities to determine how best to enhance the experiences and outcomes of their young children and families.

The AEDC website provides a wide range of information and resources. AEDC Community Profiles for 2009 and 2012 are publicly available on the website (www.aedc.gov.au).

AEDC School Profiles provide confidential summary information for use by schools.

The 2015 AEDC data collection was undertaken between May and July 2015, with school profile information available later in 2015 and Australian data to be published in early 2016.

Performance

Launching into Learning (LiL)

The Department collected information on 1,107 students who regularly attended LiL in 2012 across 125 schools.¹ The data shows that regular participation in a LiL programme was associated with higher educational outcomes for children across all performance measures and across socioeconomic backgrounds. The proportion of students who achieved all markers on the Kindergarten Development Check (KDC) continues to be higher for LiL students than it is for non-LiL students. The number of LiL students scoring below expected standards on the Preparatory (Prep) assessments Performance Indicators in Primary School (PIPS) is lower for LiL students compared to non-LiL students for both reading and maths.

The following results were derived for the 2012 LiL cohort:

- The proportion of students who achieved all KDC second assessment developmental markers was 77 per cent of LiL students compared to 72.1 per cent of non-LiL students;
- The proportion of Prep students below the expected standard for reading on PIPS (first assessment) was 8.7 per cent of LiL students, compared to 14.4 per cent of non-LiL students;
- The proportion of Prep students below the expected standard for maths on PIPS (first assessment) was 9.3 per cent of LiL students, compared to 14.7 per cent of non-LiL students;

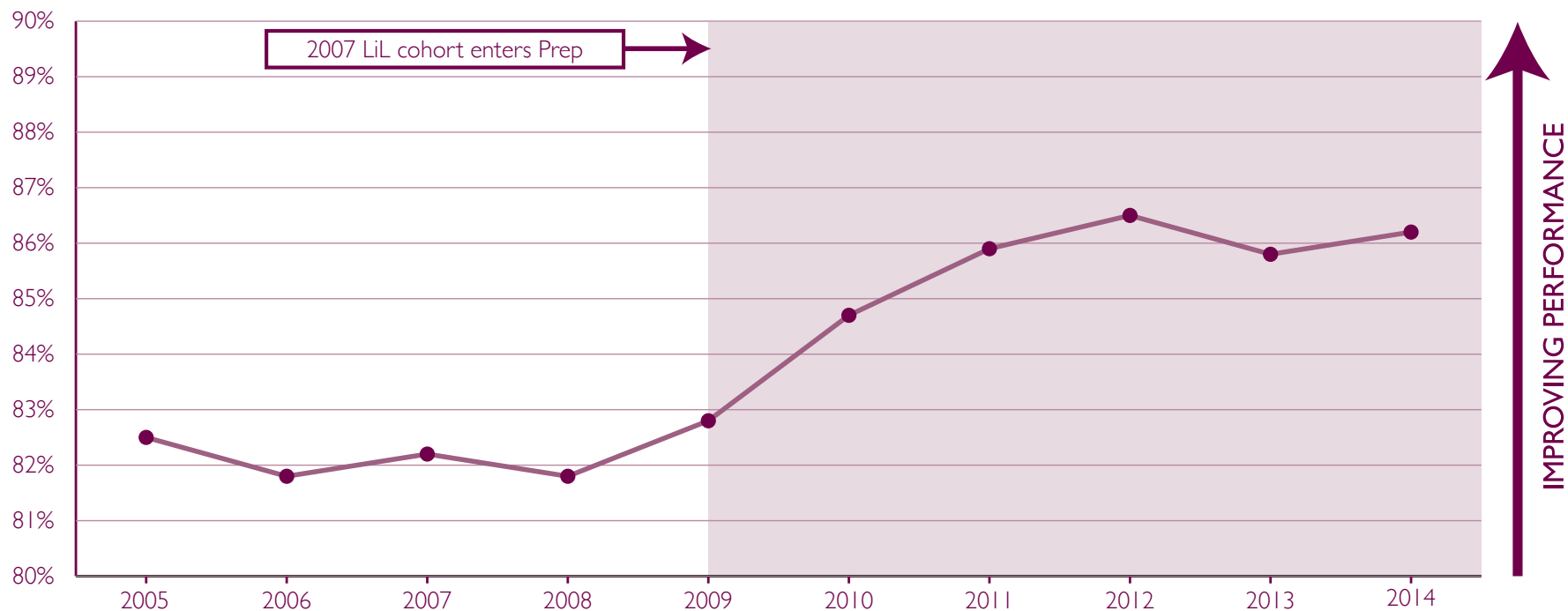
- On average, students from higher socioeconomic backgrounds had greater participation rates in 2012 LiL than those from lower socioeconomic backgrounds; and
- Since the introduction of LiL programmes in 2007, reading performance for Prep students across Tasmanian Government schools has improved.

1. Defined as attendance at 15 or more LiL sessions for the year. Participation may have been higher, as records for several schools were incomplete.

Figure 1 shows the longitudinal correlation between the introduction of LiL programmes in 2007 and the improvement in reading performance for Prep students across Tasmanian Government schools.

Since 2009, when the first LiL cohort entered Prep, the proportion of students achieving expected standards has increased by about four percentage points. The graph shows the percentage of students at Government schools who achieved PIPS (first assessment) reading scores at or above the expected standard. The historical pattern of results is represented by a moving average line. Tasmania's performance started improving around the time when the LiL programmes were introduced. The results for PIPS maths assessment show a similar pattern.

Figure 1: Students achieving expected PIPS reading standards in Tasmanian Government schools



Australian Early Development Census – AEDC

Tasmania achieved an AEDC checklist completion rate of 98.4 per cent of schools during the data collection period (1 May–31 July 2012).

The results of the 2012 AEDC data capture were released in April 2013 (latest available results). The results showed that in Tasmania in 2012, the proportion of children developmentally vulnerable on one or more of the AEDC domain was 21.5 per cent, compared to 21.8 per cent in 2009.

These Tasmanian AEDC results indicate that our early years programmes, including *Launching into Learning* offered in all Tasmanian Government schools, are helping to reduce the level of vulnerability.

The 2015 AEDC school profile information will be available in late 2015 and Australian data will be published in early 2016.

Early Years school improvement measures

Measure	2012	2013	2014
Budget Papers	2012-13	2013-14	2014-15
KDC ¹	75.9	74.5	74.1
PIPS - Literacy ²	85.3	85.4	85.9
PIPS - Numeracy ²	86.4	85.5	87.0

1. This measure is the percentage of Kindergarten students in Tasmanian Government schools achieving all 21 markers of the Kindergarten Development Check (KDC) by the end of the school year. The KDC is an assessment administered on two occasions (Term 1 and Term 4) by Kindergarten teachers for the early identification of students at risk of not achieving expected developmental outcomes.

2. Performance Indicators in Primary Schools (PIPS) is an assessment of early literacy and numeracy for Prep students in Tasmanian Government schools and is administered in two assessments (Term 1 and Term 4) for each Prep student. This data is from the second assessment.

Approved Education and Care Services in Tasmania (as at 30 June 2015)

Service	Number of Services
Centre-based services	210
Family day care services	12
Total	222

Assessment and Rating of Education and Care Services (as at 30 June 2015)

	Rating Levels				Total
	Significant Improvement Required	Working Towards National Quality Standard	Meeting National Quality Standard	Exceeding National Quality Standard	
Number of services with a final rating ¹	0	73	59	43	175
Percentage of services at rating level ¹	0%	42%	34%	25%	100%

1. Of those services rated as at 30 June 2015.

Commentary – Education and Care

Almost 80 per cent of Tasmanian services had a quality rating by 30 June 2015. Across Australia the average percentage of services with a quality rating at this time was 62.7 per cent.

The *National Quality Standard* sets a higher benchmark than the previous system for all children's education and care services. At this stage in the assessment and rating process, a rating of 'Working Towards National Quality Standard' is expected for many, as services continue to implement quality improvement strategies to achieve even better outcomes for children.

It is encouraging that, of the rated services, 59 per cent of Tasmanian services have been assessed as meeting or exceeding the standard. No service in Tasmania has received the lowest rating of 'Significant Improvement Required'.

Ratings for all services can be viewed from the website of the Australian Children's Education and Care Quality Authority (ACECQA). A link to this website is available in the Education and Care section of the Department's website.





“...we are committed to developing strong relationships between schools, parents and community services, including strategies and programmes that promote and support the importance of the early years for children’s successful learning and development.”

LITERACY AND NUMERACY

Direction

Learners First provides a strategic framework for improvement in literacy and numeracy performance, which continues to be one of our highest priorities.

In particular, *Great Schools... Great Communities* details the priorities for improving the literacy and numeracy performance of all Tasmanians. In 2014–15, we continued to implement comprehensive reforms to address these priorities, with a strong emphasis on literacy and numeracy achievement in the early years, schools, further education and training, and in adult learning.

As a Department, we support school improvement through closer alignment of assessment data with targeted curriculum planning. Teachers are supported to understand and use data to plan and monitor student progress, including using online tools such as the NAPLAN Toolkit. This important resource, developed by the Department, allows teachers to view, sort and analyse students' NAPLAN data and to access links to relevant teaching strategies to support improved student performance.

Relevant reports and data provided to schools through Educational Performance Services (EPS) assist schools to determine targets for whole school improvement and student performance, also assisting teachers to reflect on the effectiveness of programmes over time.

Building this capacity for teachers to use data to inform their planning and deliver quality literacy and numeracy opportunities for students continues

to be a priority, and this year professional learning opportunities for *Working with Data* were provided to principals and teachers through the Professional Learning Institute (PLI).

In addition, Curriculum Services and Educational Performance Services provide further school-level support, including help-desk assistance for school staff in their data analysis and planning. Principals and teachers translate their findings into revised literacy and numeracy plans (as part of school improvement plans) at the school level, and implement teaching and learning strategies to address the identified areas of future action outlined in our *School Support and Expectations 2015* document which focuses on:

- Development of whole-school approaches to literacy and numeracy;
- Actively engaging with Departmental support; and
- Use of data to support good teaching practice.

During 2015, *Australian Curriculum: English, Mathematics, Science, History and Health and Physical Education* are being taught, assessed and reported against in all schools from Prep to Year 10 and *Australian Curriculum: Geography* from Prep to Year 8. Other subjects will be implemented progressively from 2016. Literacy and numeracy are General Capabilities under the *Australian Curriculum* and are expected to be taught across all subjects and learning areas.

“Building this capacity for teachers to use data to inform their planning and deliver quality literacy and numeracy opportunities for students continues to be a priority...”



The senior secondary curriculum is based upon a combination of the Office of Tasmanian Assessment Standards and Certification (TASC) accredited courses and nationally accredited VET courses. The TASC courses are progressively being aligned with the *Australian Curriculum*.

Nine Curriculum Teacher Leaders with specific learning area responsibility across Years 9–12 provide direct school-based support for the *Australian Curriculum*, including literacy and numeracy in senior secondary schools and those secondary schools that will be implementing the State Government's initiative to extend Years 11 and 12 into rural and regional communities in 2015 and beyond.

The *Tasmanian Literacy and Numeracy Framework 2012–2015* explicitly sets out the priorities, intentions, and approaches to teaching and learning as well as progress measures, reflecting a statewide approach to improving learning outcomes for all students. Schools have an explicit literacy and numeracy strategy as part of their School Improvement Plan so that every child's literacy and numeracy learning needs can be supported.

The PLI and Curriculum Services identified, developed, delivered and supported a range of professional learning opportunities focusing on improving literacy and numeracy over the course of 2014–15. These include:

- *Leading Literacy* programme that provides participants with a deep understanding of recent research around the processes of reading, writing, speaking and listening and best practices for literacy instruction;
- *Statewide Literacy Focus (Grammar)* programme that provides an introduction to functional grammar as outlined in the *Australian Curriculum*, the

developmental sequence of language knowledge, and how to teach grammar effectively;

- *Statewide Literacy Focus (Spelling)* programme supporting teachers in developing their own knowledge about spelling along with strategies of how to apply this knowledge to effective classroom pedagogy;
- *Statewide Numeracy Focus (Algebra)* programme supporting teachers in understanding the important links between number and algebra;
- *Statewide Numeracy Focus (Decimals)* programme supporting teachers in understanding the development of key skills and understandings in number;
- *Teaching Mathematics in Secondary Schools* supporting participants in their understanding of effective mathematics teaching and supporting

teachers in using effective evidence-based approaches in their teaching and learning programmes;

- Lead Teachers in conjunction with Principal Network Leaders identifying areas of priority and need through data analysis. These are then addressed through inquiry-based professional learning opportunities facilitated through the PLI;
- The State Government's specialist teacher strategy, which is supported through the PLI in literacy and numeracy practice and evidence-based teaching strategies to enable the specialist teachers to support their schools; and
- The *Good Teaching* suite of programmes: *Curriculum Mapping and Planning*, *Quality Assessment Practices* and *Differentiated Classroom Learning and Inclusive Schools-Disability Focus*, which continue to support quality teaching practices to address the learning needs of all students.



“Schools have an explicit literacy and numeracy strategy as part of their School Improvement Plan so that every child’s literacy and numeracy learning needs can be supported.”

Major Initiatives

Our direction and literacy and numeracy goals are supported by a range of targeted initiatives.

Literacy and Numeracy Framework

The *Literacy and Numeracy Framework* supports improved student outcomes in literacy and numeracy. The Framework's emphasis on effective leadership and teaching is underpinned by the importance of using evidence-based approaches. Educational Performance Services works collaboratively with schools to provide data to inform their approach to literacy and numeracy, and analyse performance at the school and system level.

Lead Teachers

Lead Teachers provide leadership, direction and high level support to principals and schools across the network in the implementation of the *Literacy and Numeracy Framework*. They mentor and coach to build the capacity of teachers to teach effective literacy and numeracy. They also support teachers to be self-reflective and to share best practice across their network.

Lead Teachers also work with Principal Network Leaders and school principals to provide support in:

- Prioritising areas of need and recipients for support;
- Following up on established outcomes from professional learning delivery;
- Developing the culture of shared responsibility between schools; and

- Making recommendations regarding professional learning needs at local and state level.

In 2015, seven of the 11 Lead Teachers were based in large primary schools to provide targeted support in literacy and numeracy in those schools, while the other four provided support for secondary schools.

Curriculum Teacher Leaders

To ensure the effective delivery of the curriculum, eight Curriculum Teacher Leaders (CTLs) provide professional learning and support to senior secondary teachers (Years 11 and 12) focusing on literacy and numeracy and assisting teachers to differentiate the curriculum to better meet the needs of all Tasmanian students. CTLs also work across Years 9–12 to support transition and continuity of learning pathways. From 2015, they have also been working closely with and providing collegial support for teachers implementing the State Government's initiative to extend Years 11 and 12 into rural and regional communities.

Literacy and Numeracy Specialist Teachers

Support for students in Years 7 and 9 performing below the national minimum standard in NAPLAN is provided by 25 literacy and numeracy specialist teachers across Tasmania. The specialists also work with Year 6 and Year 8 students as a base for support into Years 7 to 9. All 25 teachers have been working in our schools since July 2014. They are working directly with students and their teachers to improve literacy and numeracy skills. Literacy and numeracy specialist teachers work using an evidence-based approach.

Raising the Bar (RTB)

The *Raising the Bar* (RTB) initiative supports implementation of the priorities of *Learners First* and the *Literacy and Numeracy Framework*. The initiative aims to improve literacy and numeracy outcomes in low socioeconomic communities and increase the number of children finishing school with functional literacy and numeracy skills.

As a Department, we committed \$11 million to this initiative in 2014–15 in order to continue the programme in targeted primary and secondary schools.

The implementation of this initiative has provided additional staffing to targeted schools whilst building teacher capability and whole-of-school improvement approaches.

Supporting Literacy and Numeracy across Years 5 to 8

We have also implemented a project to improve literacy and numeracy outcomes across Years 5 to 8 with support from the University of Tasmania's Faculty of Education. The project targeted the transition from primary to secondary school, in response to the outcomes of NAPLAN results in Years 7 and 8. The project commenced in January 2013, and was initially intended to operate for 12 months but was extended into 2014 to enable richer data collection and evidence synthesis.

The purpose of the research was to explore issues, share pedagogy, beliefs and practices to investigate how the performance of students in Years 7 and 9 could be improved. Five secondary schools and their associated primary schools and one district secondary

school worked as clusters, in action-based research, with a strong focus on professional learning for teachers. The aim was to develop and trial a number of ideas and initiatives that may be transferable to all Tasmanian Government schools.

We are currently working with the University of Tasmania on finalising the report now that the project has come to an end.

Closing the Gap on Aboriginal Education Outcomes

The *National Aboriginal and Torres Strait Islander Education Action Plan (ATSIEAP)* is complete and the final combined summary report for 2013 and 2014 has been provided to the Australian Education Early Childhood Development and Youth Affairs Senior Officials Committee (AEEYSOC) for consideration. The findings will be used in the development of the *National Aboriginal and Torres Strait Islander Education Strategy 2015*.

Tasmania's *Closing the Gap in Aboriginal Education Outcomes 2010–2014* is also now complete and will be reviewed in the second half of 2015. Tasmania will develop a new strategy for *Closing the Gap* in Aboriginal Education informed by the National Strategy and local needs and initiatives.

Tasmania has the smallest achievement gap nationally between non-Aboriginal and Aboriginal students across the majority of tests and year levels in literacy and numeracy results for Years 3, 5, 7 and 9. Studies show that our Early Years programmes, such as LiL and our CFCs have proven to be valuable strategies in closing the gap in education for Aboriginal students, and that Aboriginal students that regularly participate in LiL

experience a significant boost in general development, reading and maths performance once they reach school.

The *Aboriginal Early Years* programme emphasises early literacy, language development and school readiness. Four Aboriginal Early Years Liaison Officers (AEYLOs) work with some CFCs and primary schools across the state, and provide professional learning and high level advice to enable successful implementation across the early years of *Tasmania's Aboriginal Education Framework 2012–2015* and *Closing the Gap in Aboriginal Educational Outcomes 2010–2014 Strategy*. The Framework addresses the challenges of readiness for school, engagement and connections, attendance, literacy and numeracy, leadership, quality teaching, workforce development and pathways to post-school options.

It also provides guidance, through culturally responsive pedagogy, to support young Aborigines to grow into confident culturally informed young people who are strong in their identity and equipped to actively contribute to their community and participate in the wider world in which they live. The Framework is aligned to *Learners First* and the *National Aboriginal and Torres Strait Islander Education Action Plan*.

Aboriginal Education Officers (AEOs) and Aboriginal Education Workers (AEWs) operate in the primary and secondary sectors and play an important part in education for staff, students and the Aboriginal community. An understanding of local culture and strong community ties contribute to the improvement of educational outcomes for Aboriginal and non-Aboriginal students and supports *Closing the Gap in Aboriginal Educational Outcomes* strategies. AEOs and AEWs also assist with the transition process for Aboriginal students from Year 6 to 7 and Year 10 to 11.

Other literacy and numeracy initiatives

The following funded literacy and numeracy initiatives also occurred in 2014–15:

- *Premier's Reading Challenge* - this 10 week programme offers all Tasmanian students and schools a range of incentives to read more often and more widely. Students from Prep to Year 6 are challenged to read at least one book in each week of the programme. The Challenge aims to improve the reading and literacy skills of students, raise parent and community awareness about the importance of reading with children and give young students a pathway to a lifelong love of books and reading.
- In 2014, 31,045 students and 158 schools completed the *Premier's Reading Challenge*, with more than 142,380 books read and 1,300 book reviews submitted.

“Studies show that our Early Years programmes, such as LiL and our CFCs have proven to be valuable strategies in closing the gap in education for Aboriginal students...”

Performance

Through our commitment to improving student outcomes and supporting school improvement processes, we promote increased transparency and accountability to the Tasmanian community through the provision of a range of school improvement data and international, national and statewide assessments, including:

- Performance Indicators in Primary Schools (PIPS)
- Trends in International Mathematics and Science Study (TIMSS)
- Progress in International Reading Literacy Study (PIRLS)
- Programme for International Student Assessment (PISA)
- The National Assessment Program – Literacy and Numeracy (NAPLAN).

National Assessment Program – Literacy and Numeracy (NAPLAN)

In May each year, students from Years 3, 5, 7 and 9 across Australia are tested on aspects of literacy and numeracy using a common test in Reading, Writing, Language Conventions (spelling, grammar and punctuation) and Numeracy known as the National Assessment Programme – Literacy and Numeracy (NAPLAN). All NAPLAN commentary in this section is inclusive of both government and non-government schools.

Results from these tests are used at school and state levels to confirm current and future directions for continued improvement of student learning in literacy and numeracy performance and to evaluate the effectiveness of teaching and learning initiatives

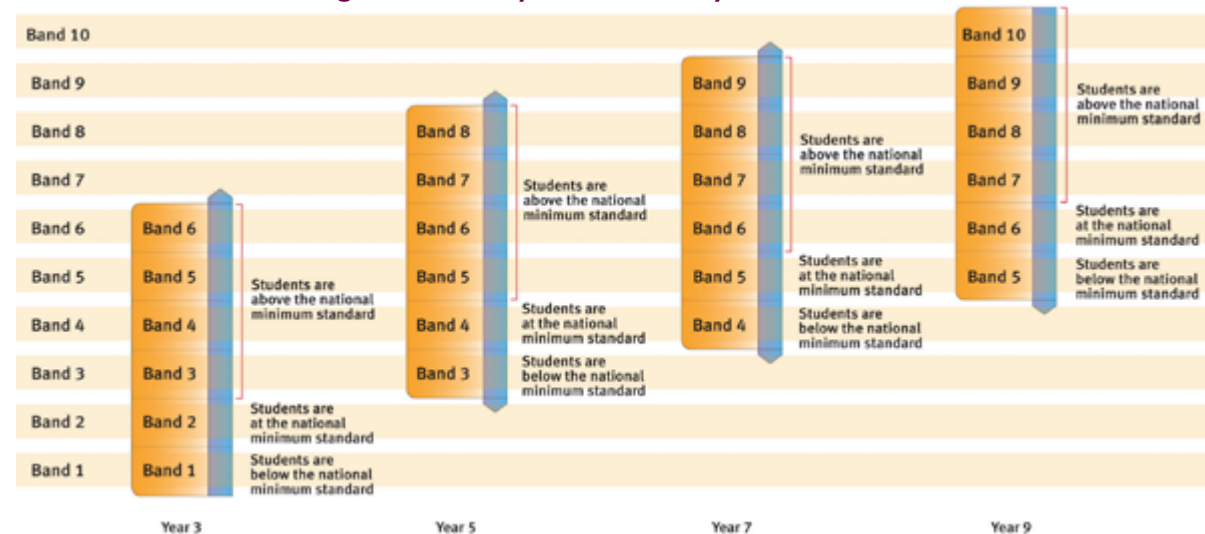
and programmes. Results from NAPLAN testing assist us as a Department to address educational disadvantage and enabling resources to be directed to where they are most needed.

Student results in NAPLAN tests are reported against a continuous reporting scale for each test type, described by 10 achievement bands that enable individual achievement to be compared to the national average.

The achievement scale for each year level is described using six of the 10 achievement bands; the first band being the lower level of knowledge and skills attained; and the sixth band being the top band describing higher-level knowledge and skills. One band is designated as the national minimum standard (NMS) for each test and year level.

“Through our commitment to improving student outcomes and supporting school improvement processes, we promote increased transparency and accountability to the Tasmanian community...”

National Assessment Program - Literacy and Numeracy National Assessment Scale



NAPLAN 2015 Performance

Tasmania performs above the Australian average after socioeconomic factors are considered. Tasmania's 2015 results show evidence that progress has been made and consolidated since 2011.

Tasmania's participation data confirms that inclusive and supportive practice is occurring in Tasmanian schools in relation to the NAPLAN assessments. We will continue to implement strategies across the Department and all schools that support the improvement of our students' literacy and numeracy results.

Our withdrawal rates are lower than Australia for every year level and domain and our exemption rates are lower than Australia for all year levels and domains.

Tasmania's participation rates either equal or marginally exceed Australia in 19 of the 20 assessments, ranging from 0.1 per cent to 1.3 per cent.

Mean Score Results

- For all year levels and assessments, Tasmania's 2015 results were statistically comparable with 2014. There were no significant increases or decreases in any of the 2015 NAPLAN measures.
- In 2015, Tasmania improved its mean score results slightly from 2014 in eight of the 20 assessments. The improvements ranged from 0.3 of a point (Year 9 Reading) to 12.6 points (Year 3 Persuasive Writing).
- The remaining measures declined marginally. The extent of the decline ranged from -0.6 points (Year 5 Grammar and Punctuation) to -7.1 points (Year 7 Grammar and Punctuation). This is not considered to be statistically significant.

Percentage At or Above National Minimum Standard (%AANMS) results

- In 2015, Tasmania improved its results for %AANMS from 2014 in 14 of the 20 measures. The improvements ranged from 0.3 per cent (Year 3 Spelling) to 2.2 per cent (Year 9 Numeracy).
- The remaining six measures declined marginally. The extent of the decline ranged from -0.2 per cent (Year 7 Reading) to -1.8 per cent (Year 7 Persuasive Writing).

Year 3

- In 2015, Year 3 students improved from 2014 in every assessment except for Numeracy. For Grammar and Punctuation, 2.1 per cent more Year 3 students achieved NMS than in 2014.

Year 5

- In 2015, Year 5 students improved from 2014 in all assessments. The biggest improvement was in Numeracy where 2.1 per cent more Year 5 students achieved NMS than in 2014.

Year 7

- In 2015, Tasmania's result for Year 7 Numeracy (96.1 per cent) was comparable to the Australian figure (96.0 per cent). Results for other assessments declined marginally from 2014 with the biggest decline being 1.8 per cent for Persuasive Writing.

Year 9

- In 2015, Tasmania's result for Year 9 Numeracy (95.7 per cent) equalled the Australian figure. Results for Spelling, Grammar and Punctuation and Reading improved from 2014 with a marginal decline of 1.3 per cent from 2014 for Persuasive Writing.

From 2016–17 onwards key stakeholders of Tasmania's NAPLAN results will be consulted in respect to the appropriate manner to benchmark the state's results with the overall national results.

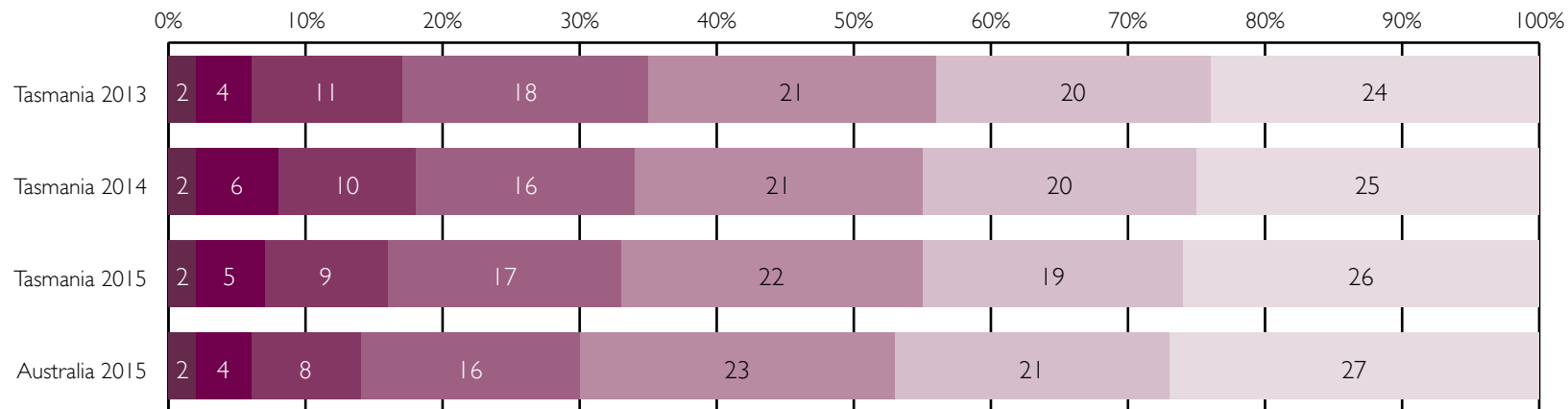
“Tasmania's participation data confirms that inclusive and supportive practice is occurring in Tasmanian schools in relation to the NAPLAN assessments.”



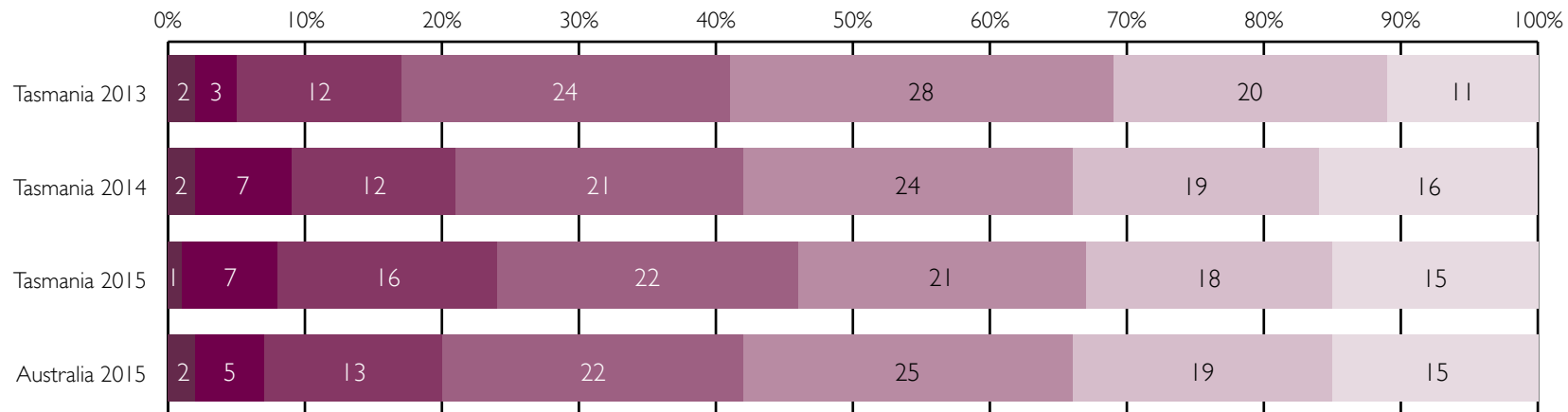
Performance in NAPLAN – Reading



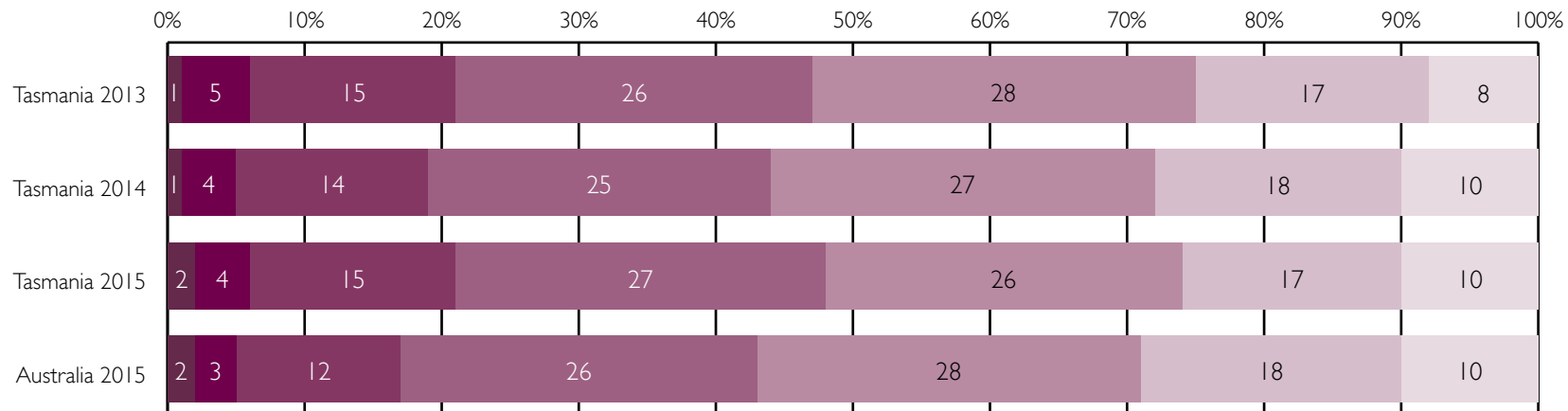
Achievement of Year 3 Students



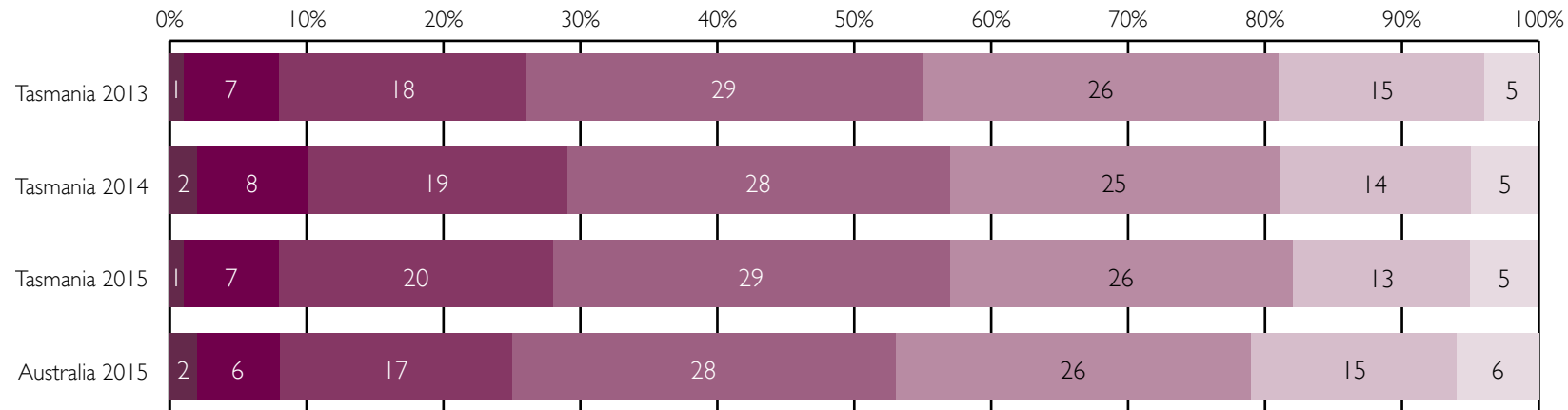
Achievement of Year 5 Students



Achievement of Year 7 Students



Achievement of Year 9 Students



Commentary

In 2015 Tasmania improved on its 2014 results for Reading in Years 3, 5 and 9 for the percentage of students at or above national minimum standard. The biggest improvement from 2014 for the percentage of students at or above national minimum standard was 1.2 percentage points in Year 9.

Since 2008 Tasmania's Year 5 mean score results for Reading show a statistically significant improvement. Results in other year levels are comparable with both 2014 and 2008 for the mean score measure.

This data indicates that Reading remains an area of strength for Tasmania.

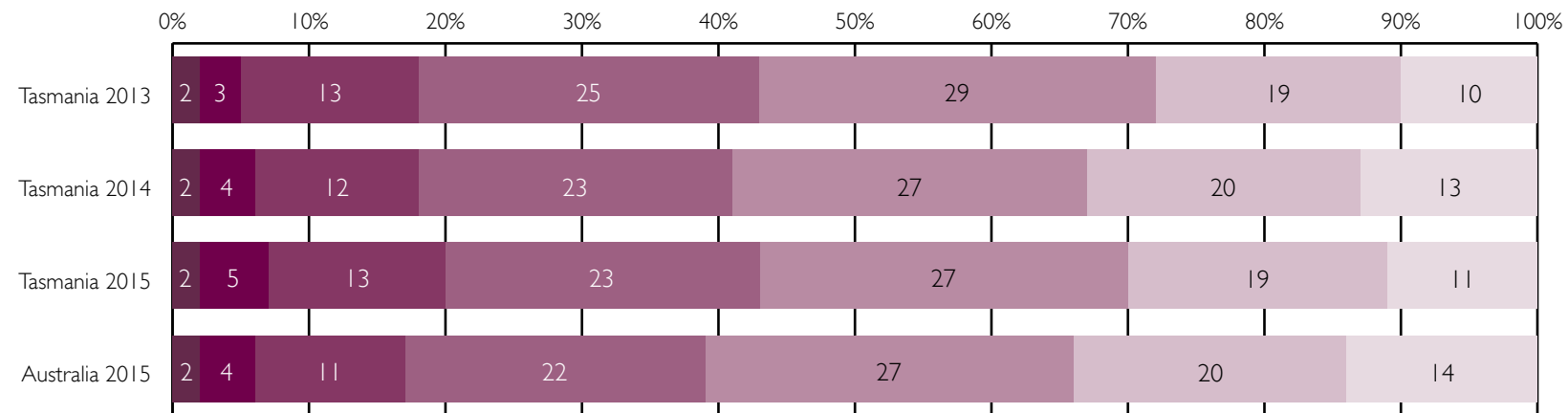
Explanatory notes to the charts

- All figures are inclusive of government and non-government schools.
- Literacy performance is represented by achievement on the Reading tests, because Reading is generally considered the most reliable measure of overall literacy achievement.
- The percentages of students represented have been rounded and may not sum to 100.
- Exempt students are counted as assessed and are deemed not to have met the national minimum standard. They are included as such in the result for each test at jurisdictional and national levels. They are not included in school level calculations for mean scores or the percentages of students below national minimum standard, but are reported.
- These measures have been sourced from the national website for NAPLAN – <http://reports.acara.edu.au/>
- The 2013 and 2014 measures are taken from the final Stage 2 release of those results.
- The 2015 measures are taken from the Stage 1 (preliminary) release of the 2015 results. Some minor changes can occur between the Stage 1 and Stage 2 reporting due to be released in December 2015.

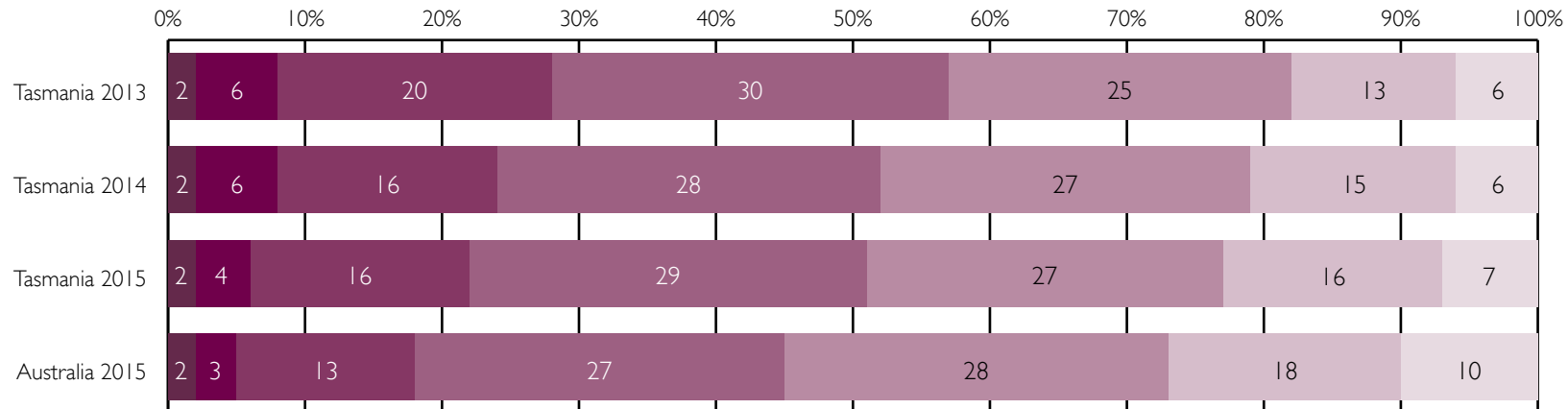
Performance in NAPLAN - Numeracy



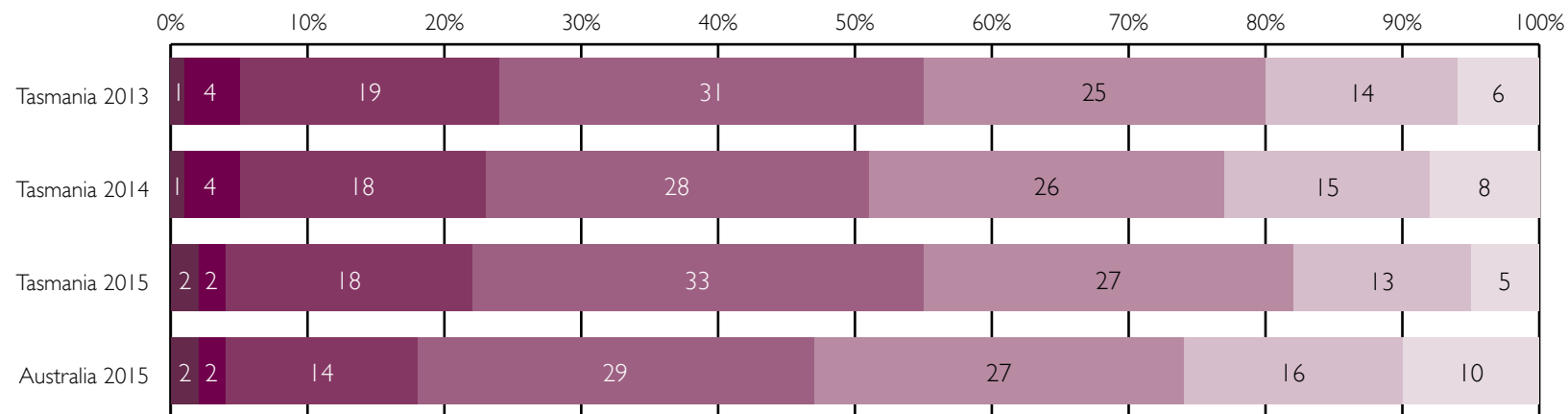
Achievement of Year 3 Students



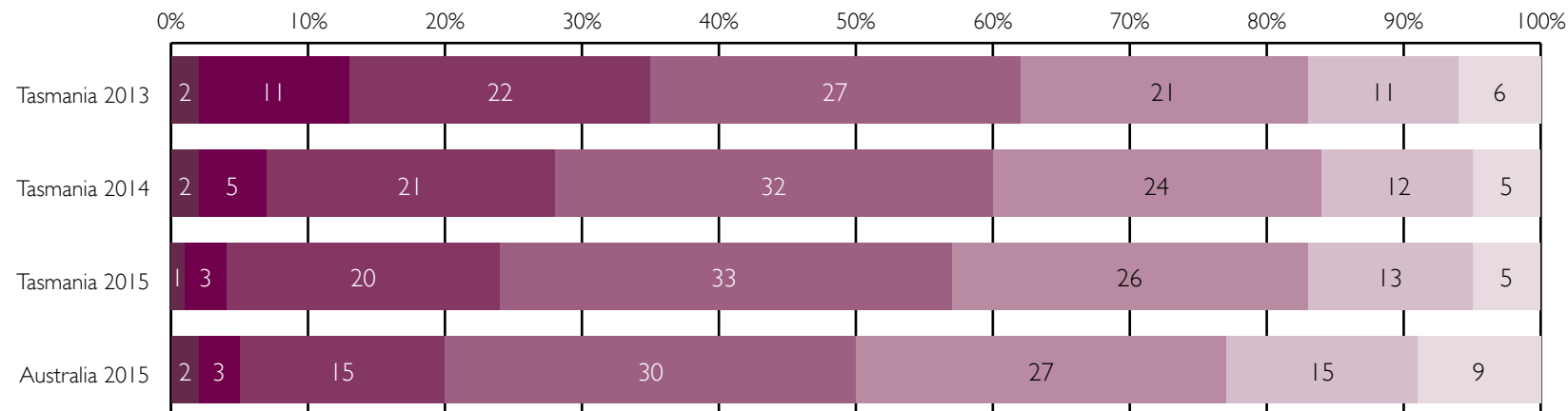
Achievement of Year 5 Students



Achievement of Year 7 Students



Achievement of Year 9 Students



Commentary

In 2015 Tasmania improved on its 2014 results for Numeracy in Years 5, 7 and 9 for the percentage of students at or above national minimum standard. The biggest improvement from 2014 for the percentage of students at or above national minimum standard was 2.2 percentage points in Year 9.

Tasmania's results for both Years 7 and Year 9 Numeracy (96.1 per cent and 95.7 per cent respectively) were comparable to the Australian figures.

In 2015 Tasmania improved on its 2014 mean score results for Numeracy in Years 5 and 9.

Since 2008 Tasmania's Year 5 mean score results for Numeracy show a statistically significant improvement. Results in other year levels are comparable with both 2014 and 2008 for the mean score measure.

Overall, Tasmania's 2015 Numeracy results are very encouraging and demonstrate progress.

Explanatory notes to the charts

- All figures are inclusive of government and non-government schools.
- The percentages of students represented have been rounded and may not sum to 100.
- Exempt students are counted as assessed and are deemed not to have met the national minimum standard. They are included as such in the results for each test at jurisdictional and national levels. They are not included in school level calculations for mean scores and the percentages of students below national minimum standard, but are reported.

- These measures have been sourced from the national website for NAPLAN – <http://reports.acara.edu.au/>
- The 2013 and 2014 measures are taken from the final Stage 2 release of those results.
- The 2015 measures are taken from the Stage 1 (preliminary) release of the 2015 results. Some minor changes can occur between the Stage 1 and Stage 2 reporting.

Closing the Gap on Aboriginal Education Outcomes

Performance measure*	Measurement	2011-14 (3 years)	2013	2014**
Indigenous equity	Percentage gap in Indigenous students achieving expected outcomes	8.5%	8.2%	6.8%

* This measure represents the gap between Indigenous and non-Indigenous students in Tasmania (all students, government and non-government schools) in the proportions of students at or above the national minimum standards (AANMS), as published by ACARA at <http://reports.acara.edu.au/Home/TimeSeries>, averaged across gaps for Reading Years 3, 5, 7 and 9, and Numeracy Years 3, 5, 7 and 9.

**NAPLAN 2015 data by Indigenous Status is scheduled for release in December 2015.

NAPLAN 2014 (latest Indigenous Status data available)

- Across Australia, non-Indigenous students outperform their Indigenous counterparts.
- In Tasmania, these differences are less significant.

POST-COMPULSORY EDUCATION

55

OUTPUT GROUP 2



Direction

A key strategic priority for us as a Department is to ensure that all Tasmanians have access to opportunities that will enable them to gain the knowledge, skills, and qualifications they need to contribute productively to a globalised community and economy. It is also important to us to promote both the Tasmanian Certification of Education (TCE) and vocational education; provide supported and relevant learning to both adult learners and students; provide tangible pathways to further education and employment; and enable Tasmanian businesses to access skilled and job-ready young Tasmanians. We are working towards these strategic priorities across a number of areas.

A significant focus of our *Retention and Attainment Strategy* is improving the transition of students from Year 10 to Year 11, as well as the engagement of students in their learning to Year 12 to gain a meaningful qualification. We know that improving retention and attainment after Year 10 is crucial to support our young people to achieve a more prosperous future.

Increasing access to Years 11 and 12 in rural and regional areas of Tasmania also continues to be a strong focus, with six regional schools offering Year 11 and 12 curriculum to their students from the beginning of the 2015 school year, and a further six to commence from 2016.

We have a comprehensive plan in place in this area, with resources concentrated on retention and attainment, and better supporting students from rural and regional communities to continue with their education and training beyond Year 10.

There has been some improvement with the Apparent Retention Rate across Tasmanian Government schools increasing from 68.4 per cent in 2013 to 70.1 per cent in 2014. Also in 2014, more Tasmanian students

achieved their TCE and more students also received an Australian Tertiary Admission Rank (ATAR) than in 2013. While these results are encouraging, we will continue to maintain our focus on improving the retention of Tasmanian students.

Our Trade Training Centres and Trade Skills Centres continue to provide quality and accessible training opportunities to both Tasmanian students and adult learners living in rural and regional communities. They also work with local businesses and communities by preparing young people for local employment and by providing a facility that businesses can use to provide skills training to their existing workforce. Australian School-based Apprenticeships (ASbA) assist in the improvement of industry workforce planning and development to support economic growth, and has worked closely with a number of key Tasmanian industry sectors this year to identify opportunities for Tasmanian students.

We are strengthening our approach to career education in Tasmanian Government schools with the implementation of *My Education*. This programme has been progressively rolled out from the beginning of 2015 with a focus on ensuring Year 10 transition profiles are completed. We are implementing the initiative across Years 7-12 from 2016.

We continue to grow and develop our relationship with the University of Tasmania, in particular this year through the *Underwood Centre for Educational Attainment* which aims to improve education outcomes in Tasmania. One of our main areas of activity through the Professional Learning Institute is to address the training and professional development needs of our education workforce, in partnership with the University of Tasmania, through our \$4.2 million *Developing Our Workforce Strategy*. Some other

partnerships and programmes with the University include providing young people with a better understanding of the range of educational pathways that are available to them when seeking to pursue their career aspirations.



“A key strategic priority...is to ensure that all Tasmanians have access to opportunities that will enable them to gain the knowledge, skills, and qualifications they need to contribute productively to a globalised community and economy.”

Major Initiatives

Retention and Attainment Strategy

In 2014-15 we maintained a focus on improving the transition of students from Year 10 into further education and training options to achieve a meaningful qualification, and supporting increased retention and completion rates. This included the first rollout of the Government's policy to extend regional and rural high schools to Years 11 and 12 in February 2015. Encouraging and supporting students to move into post-Year 10 learning options and successfully complete their learning programmes has required a multi-layered approach. This includes:

- The provision of quality, accurate and timely information to students and families about education and training options;
- Working closely with senior secondary schools to streamline course offerings and improve transition programmes for students;
- Working together with schools to improve processes to track students from Year 10 into a range of course options and more effectively follow up in circumstances where students begin to disconnect from their education; and
- The provision of high quality programmes supported by quality teaching.

We have a strong commitment to providing high quality education and training to Year 11 and 12 students living in rural and regional areas, aligned to employment opportunities, attainment of qualifications, or pathways to higher or further education. A range of options are provided for these students including:

- Enrolling on-campus in a senior secondary school for the full range of academic, general and vocational courses;
- Enrolling in a rural and regional secondary school that provides Year 11 and 12 programmes;
- Accessing the Flexible Learning Network (FLN) that allows courses to be delivered through a senior secondary school via distance education;
- Accessing courses delivered by senior secondary schools using high definition video links to a rural and regional school;
- A combination of traditional study on-campus and study by distance through the FLN to benefit from both options;
- Accessing Year 11 and 12 programmes through combined schools' programmes;
- Accessing VET through an agreement between the school and a Registered Training Organisation (RTO); and
- Accessing industry-aligned VET qualifications through the innovative Trade Training Centres located in rural and regional areas around Tasmania.

Year 11 and 12 education in rural and regional areas

We also continued to implement the Tasmanian Government's initiative to extend rural and regional secondary schools to provide Year 11 and 12 programmes. A key strategy in supporting this important initiative was the appointment of a senior secondary school principal to work with secondary

school principals and their communities as they consider how they will participate in the programme. Supporting students to consider the option of undertaking their senior schooling in their local setting is a key aspect of the broader attainment and retention focus for the Department.

Scottsdale High School; Smithton High School; Huonville High and Dover High Schools (in partnership); and St Helens and St Marys District High (in partnership) were selected as the first schools to extend to Year 11 and 12 following an Expression of Interest process. These schools received increased resources to deliver Year 11 from the beginning of the 2015 school year. They are delivering programmes in a range of ways, including in partnership with senior secondary schools to provide high quality curriculum to students.

Further Expressions of Interest were sought from remote and regional schools to begin delivering Years 11 and 12 from the commencement of the 2016 school year. Following this process, another six schools were selected, and also received increased resources in order to support students at their local secondary school. These schools are:

- Campbell Town District High School
- Mountain Heights School
- New Norfolk High School and Glenora District School (in partnership)
- Rosebery District High School
- Tasman District High School.

My Education

In order to contribute to our goals of improving retention and attainment in Tasmania, it was identified that career education needed to commence much earlier in students' education to assist them in understanding their interests, goals and plans for their future as they reach senior secondary school.

Late in 2014, we announced *My Education*, a comprehensive, supportive and inclusive approach that will inspire and guide students from Kindergarten to Year 12.

This approach strengthens career education in our schools, supporting students to identify their personal interests, values, strengths, opportunities and aspiration, and teaching them how to use this knowledge to make decisions about their future learning, work and life opportunities.

We want our young people to have the opportunity to participate in learning that ensures a strong focus on their future – from Kindergarten right through into adulthood.

My Education is a coordinated whole-school approach to career and life planning, as well as a partnership between the student, parents and carers, the school and the community. It aims to meaningfully engage with business and industry in Tasmania by linking education with a student's future employment options.

My Education has been progressively rolled out in schools from the beginning of the 2015 school year, and the programme, which aligns closely with the *Australian Curriculum* delivered in all of our schools, looks to develop student skills and knowledge for the future.

The first phase of the programme is underway in all Year 10 classes and will be progressively implemented

over the next few years. Adding a comprehensive whole-of-school approach to career understanding and decision making is a key component of a broad approach to improving retention and attainment.

Australian School-based Apprenticeships (ASbA)

ASbA has been repackaged and marketed as one of the key elements in supporting increased retention, attainment and skills development of Tasmanian students, and improving industry workforce planning and development to support economic growth. We have been working closely with a number of key Tasmanian industry sectors this year to assist with this and further identify opportunities for Tasmanian students. We also have a number of regional development strategies in place in the Huon, West Coast and North West regions in particular, to link established and emerging industries with school communities in these areas.

This work has built on implementation of our *Australian School-based Apprenticeships Smart Workforce Development, A Tasmanian Strategy 2013–2015*, and is underpinned by four key action areas:

1. ASbA Support Skills Growth

Growing the quality and quantity of ASbAs across a range of targeted industry sectors is the key objective of the Tasmanian ASbA strategy, and aims to increase the engagement of a variety of industry sectors. We have been working closely with the aquaculture, early childhood education, aged care, and transport and logistics sectors in the development of ASbA workforce development initiatives.

This work has resulted in substantial industry engagement, modelling of school to employment career pathways for students, and the creation of new ASbA opportunities statewide.

2. Marketing and Promotion of ASbA

New marketing and support materials have been developed for schools, students and employers, which are easily accessed by all school and Departmental staff through the ASbA SharePoint site, as well as by students and employers at the ASbA Facebook page. Both sites provide us with a strong web presence and allow access to high quality information on ASbA initiatives, requirements and approved pathways for a variety of audiences, including key stakeholders, schools and students.

3. Improved Quality of ASbA Delivery and Management

In collaboration with ASbA stakeholders, a best practice approach towards coordination, management and support of ASbA has been developed and implemented. This work has included direct stakeholder engagement and support in addition to the development of the ASbA Implementation Management Kit (IMK).

All secondary and senior secondary schools have had professional learning in the new IMK and ongoing advice and support is being provided to all stakeholders; schools, industry, Skills Tasmania and Australian Apprenticeship Support Network members.

4. ASbA Quality Assurance and Continuous Improvement

Ongoing work with Skills Tasmania and the Department's Educational Performance Services

is enabling development of better data and reporting mechanisms. This contribution to *Learners First* ensures that strategically using the variety of quality data we have access to targets improved student learning that will contribute to increased retention and completion rates generally, as well as ASbA completion rates.

Trade Training Centres

The Tasmanian Government accessed the Australian Government's *Trade Training and Trades Skills Centres in Schools* programme as part of its strategy to increase Vocational Education and Training (VET) opportunities for students living in rural and remote areas.

Schools have collaborated with their local communities to establish skill hubs in regional areas. There are now 12 Trade Training Centres and Trades Skills Centres operating in Tasmania, located at Huonville, Bridgewater, Sorell, Triabunna, St Helens, St Marys, Scottsdale, Georgetown, Deloraine, Smithton, Mountain Heights and Tasman schools.

The centres are designed to deliver a number of trade competencies (not all at each site) covering metals, carpentry and joinery, welding, cookery, aged care, agriculture, aquaculture and horticulture. The competencies are generally up to Certificate II level qualifications which will articulate to Certificate III.

They offer a suite of VET programmes for students enrolled in Years 11 and 12, as well as pre-employment VET programmes for young people and adults preparing to undertake apprenticeship employment. Students in Years 9 and 10 also utilise the facilities as part of their curriculum based studies.

In 2014, there were more than 550 students enrolled in accredited training with more than 180 receiving a full Certificate qualification and 250 receiving a Statement of Attainment.

Government Education and Training International (GETI)

Government Education and Training International (GETI) provides Tasmanian students with an enriching educational experience by attracting students from over 30 countries to study in Tasmania for full-time school and vocational qualifications, short-term study abroad programmes and English language courses.

The provision of Tasmanian Government education services to offshore students in a number of countries including China, the Philippines and Kuwait is managed through GETI.

International students bring cultural understanding, global connections and revenue to benefit our education institutions and the broader Tasmanian community.

One of GETI's strategic objectives in contributing to the goals of *Learners First* is to increase international student enrolments in Tasmanian Government schools and at TasTAFE.

To achieve this objective, the following initiatives were implemented over 2014–15:

- Recruitment materials focusing on the key benefits of studying in Tasmania were updated and translated into key languages;
- Marketing and recruitment investment on key markets was consolidated, based on statistical evidence and return on investment;
- Education programmes were developed including pathways between sectors to ensure Tasmania remains a viable option for international education compared with other countries as markets evolve;
- New streamlined visa processing pathways from vocational qualifications to undergraduate degrees (in conjunction with the University of Tasmania);

- A three-fold increase was achieved in short term study tour programmes in Tasmanian Government schools;
- A study tour run in cooperation with the Shanghai Media Group gained media exposure for Tasmanian education institutions across one of the largest television networks in China;
- An enhanced student-focused website was made available in multiple formats in line with contemporary communications platforms;
- Management of Tasmania's international education brand, Study Tasmania – the Minister's International Education Roundtable – including several strategically planned events welcoming and recognising our international students; and
- A number of Overseas Education Agent Familiarisation Tours of Tasmania allowed agents to gain first-hand experience of the safe and welcoming community, and world class education facilities available in Tasmania – sponsored by the Minister's International Education Roundtable – Study Tasmania.

“International students bring cultural understanding, global connections and revenue to benefit our education institutions and the broader Tasmanian community.”

Performance

Performance Measure	Unit of Measure	2012–13 Actual (2013 calendar year)	2013–14 Actual (2014 calendar year)	2014–15 Target
Attainment Measures for all Tasmanian 15–19 year olds, achieving:				
120 credit points in education and training	Number	4,880	4,879	4,900
Some vocational education and training	Number	6,290	5,892	6,500
A Tasmanian Certificate of Education	Number	3,268	3,319	3,500
An Australian Tertiary Admission Rank (ATAR)	Number	2,246	2,306	2,450
Apparent retention rate Years 10-12**	%	68.4	70.1	72.0

Sources

Tasmanian Qualifications Authority Annual Reports; National Schools Statistics Collection (NSSC), *Schools, Australia* ABS Cat No 4221.0.

Notes

Completion and participation rates are affected by economic circumstances and targets assume these circumstances, especially youth employment opportunities, will remain stable over this period.

**Apparent Retention Rates above relate to government full-time school students; when part-time enrolments are included, the 2013 Apparent Retention Rate is 81.6 per cent (this is the most recent value published, sourced from *Report on Government Services*, 2015, Table 4A.187). The ABS notes that relatively small changes in student numbers can create large movements in apparent retention rates. ABS also notes care should be exercised in the interpretation of apparent retention rates as the method of calculation does not take into account a range of factors.



“A significant focus of our Retention and Attainment Strategy is improving the transition of students from Year 10 to Year 11, as well as the engagement of students in their learning to Year 12 to gain a meaningful qualification. We know that improving retention and attainment after Year 10 is crucial to support our young people to achieve a more prosperous future.”



LINC TASMANIA

6 |

OUTPUT GROUP 3

Direction

LINC Tasmania is an integral member of the Tasmanian cultural and learning sectors. Our mission aligns with the overall vision and mission of *Learners First* in that we aim to 'provide every Tasmanian with the opportunity to continue to learn and reach their potential, to lead fulfilling and productive lives and to contribute positively to the community'. We have close relationships with many other organisations in the arts, heritage, community service and learning fields. Our objectives centre on four main drivers:

- Informed Tasmanians: high quality, accessible information services
- Skilled Tasmanians: providing skills through adult literacy and community learning programmes
- Connected Tasmanians: opportunities, spaces and resources for interaction and engagement
- Innovative Organisation: a sustainable, flexible and forward-looking organisation.

Our statewide network of LINC's, branch libraries and online access centres comprises 85 physical service points across 68 Tasmanian communities, with an increasing range of online and digital services provided through www.linc.tas.gov.au. The network offers access to library and information services; adult literacy support; community learning programmes; online access; and archive and heritage services.

Our focus on increasing online services and content culminated in 2014-15 with the launch of the *Tasmanian Names Index* and substantial work on development of *Convict Portal*. These new resources provide easier access to the wealth of records, images and published information that tell the story of Tasmania's history and convict past held by the Tasmanian Archive and Heritage Office (TAHO).

Family history content and the name indexes are amongst the most highly used of LINC Tasmania's online resources. The portal and Names Index are significant leading-edge developments built on standard software products that have attracted interest and enquiries from a number of other states and services.

A major redevelopment of the LINC Tasmania website has been underway throughout the year in response to the growing availability of digital library resources and changes in how our clients find and access library and other resources. In particular, the increasing development of services and resources directly accessible online, such as eResources (books, music, magazines), digitised archives and heritage content, has meant our online presence must be attractive, responsive, engaging and welcoming. Similarly, the increasing use of mobile devices, smartphones and tablets require us to ensure our website adapts its display and features to match smaller screens. Our increasing heritage content available online has sparked the need for better search functionality and simplified navigation structure and pages. Online content for event management and integration of social media for promotion has also been included as a feature of the redesign.

LINC Tasmania's Hub model is engaging more people with effective integrated access to services across Government agencies. The most recent Hub at George Town was officially opened on 26 February 2015 and includes a new LINC, a Child and Family Centre and Service Tasmania all under the same roof. The success of integrating/co-locating LINC's with other Government services is built on the original successful model at Huon LINC and now operates at Bridgewater, Scottsdale, the West Coast and George Town.

In addition to the above, other major achievements this year included:

- The introduction of free eMagazines and eMusic services;
- A major capital works project to refurbish the Launceston LINC;
- Delivering the organisation-wide *Digital Literacy Training Needs Analysis* and *Respectful Workplaces Professional Development Programme*;
- Revitalising the Family History Portal;
- Implementing the Online Retention and Disposal Application tool (a tool for developing schedules online between Government agencies and Government Recordkeeping in TAHO);
- Completion of the first adult literacy client satisfaction survey with results confirming the LINC Literacy Service is meeting client needs and having a positive impact on individuals, their families and communities;
- The launch of the *26TEN Communities Guide*, *26TEN Steps Toolkit* and *Plain English Guide*; and
- Continuation of the wi-fi roll-out across the LINC network.

Major Initiatives

Connecting clients to information and services online

LINC Tasmania continues to respond to smartphone and mobile technology, which has revolutionised the ways in which people access information. A priority in 2014-15 has been to meet demand for electronic formats, internet and online access, wi-fi, and access to local or original resources, particularly where these support local or family history research. Digital services and social media have also offered opportunities for new ways to communicate with clients, for information to be created, shared and stored.

“Digital services and social media have also offered opportunities for new ways to communicate with clients, for information to be created, shared and stored.”

Connecting people to the internet

We are committed to the provision of wireless access to enable more flexible and convenient access to the internet and web-based services. Wi-Fi has been progressively rolled out across LINC Tasmania sites since 2013. Free public Wi-Fi is now available at 43 urban and regional LINC Tasmania sites statewide. Feedback from clients has been overwhelmingly positive with 710,610 individual sessions of Wi-Fi usage recorded across the network during 2014-15.

Connecting with our past and convict history

In the first six months since the *Tasmanian Names Index* went live in October 2014, over 2.3 million pages have been viewed. This exciting new resource provides access to over 800,000 records about Tasmanian people via a single search. Included is immediate access for the first time to digitised Tasmanian birth, death and marriage records. During WWI commemoration events in April 2015, 8,500 names of soldiers and nurses from the *Weekly Courier* and *Tasmanian Mail* newspapers were added to the Index. The names link to photographs and articles about soldiers and nurses from all over Tasmania.

The *Convict Portal* will showcase the Tasmanian Archive and Heritage Office's World Heritage-listed convict records, images, and published information that tell the story of Tasmania's convict history.

Digitising our collections

Our digitisation programme has continued to grow, providing all Tasmanians with improved access to TAHO's rich and varied collections. Priorities for inclusion are based on collection preservation needs and public access criteria. The number of images produced from the proactive digitisation programme was high in 2014-15 at 241,789 pages/images. Significant items digitised include:

- Burial records including the 'Registers of burials and cremations at Cornelian Bay Cemetery 1872-1994' (series AF35), 'Cornelian Bay Cemetery orders for burials and cremations from 1873 to 2001' (series AF70), and assorted records of Local Cemetery Trusts from all parts of Tasmania;
- Patient admission papers 1843-1934 from the Royal Derwent Hospital (series HSD285 consignment 1);

- Inquest files from 1868 to 1914 containing brief reports, orders, depositions, and affidavits (series AGD20);
- Photographic inserts for the years 1908-1920 from the *Tasmanian Mail* newspaper, covering the increasingly popular WWI period;
- All of the district registrations of births, deaths and marriages have now been digitised to 1913 (births) and 1938 (deaths and marriages). The digitised content in these series amounts to 130 volumes of records;
- Henry Savery's *Quintus Servinton*, the first Australian novel;
- A significant collection of over 600 WWI photographs from Colonel Charles Hazell Elliot;
- WWI newspapers and broadsheets including *The Mercury extraordinary: latest war news*, *Tassie Times* and *The North Western Advocate* (October 1914);
- Maps and diaries related to WWI from Sir William Crowther (series CRO2); and
- Photographs of the Southern Master Metropolitan Planning Authority (series AA116) from the 1950s and 1960s. This Authority was a joint Local Government body established to prepare an overall master plan for the areas covered by the municipalities of Brighton, Clarence, Glenorchy, Hobart and Kingborough.

Reaching out with our collections and services

The changing use of the lending collection shows the growing preference for non-book and online recreational material and a narrowing interest in print collections.

We seek active engagement through provision of programmes and services that encourage participation, especially of targeted user and community groups. Outreach programs and partnerships help to extend our presence into places where people live, work, study, shop and relax.

Free eMusic and eMagazine services

In March 2015, we introduced the Freegal eMusic service which offers library card holders free access to digital music. The eMusic database contains more than seven million recordings of music by thousands of artists across a wide range of genres, including jazz, pop, country, classical, opera, and world, for clients to stream or download on their personal devices. This new service has been extremely popular with library members who collectively have accessed and downloaded music 38,015 times since the service was launched.

The Zinio eMagazines service, connecting Tasmanians with contemporary information and recreational material, has also been very popular with 45,722 items accessed to the end of June 2015. eMagazines allow clients to download and keep full digital versions of more than 200 popular magazines for free using their library card. Women's magazines and home interest titles have proved most popular to date but the service offers a broad coverage of titles including technology, computers, history, pets, science, health, sport and travel.

Family literacy and promoting the value of reading to children

In 2014-15, we strengthened the connections between our family literacy and children's programmes through the *Bookstart for Babies* initiative, using family literacy as a means to build relationships with harder to reach adults who could benefit from literacy support. Through a partnership with the 12 Child and Family Centres, LINC Tasmania is providing a free board book and information to help parents read to their children, in conjunction with children's programmes such as *Storytime* and *Rock & Rhyme*, or activities supported through adult literacy funding delivered at the CFCs.

This is building relationships with parents and carers, introducing them to LINC services, including adult literacy, and promoting the importance of literacy development and early reading. Parents and carers needing help are encouraged to register as a LINC literacy client. Parents are also encouraged to visit their local LINC, borrow from the collections and join regular children's programmes. Preselected packs of children's titles for three early age groups are also available to borrow in *Baby Bookpacks*, intended to help parents who are uncertain about how to choose the right book for their child.



Children's Book Week was celebrated 16-22 August 2014 with the theme 'Connect to Reading'. Activities across LINC Tasmania included displays, such as a Lego display at Huon LINC, school group visits to libraries, staff dressing up as characters from books, as well as competitions and activities. Kingston LINC's 'Bottle Books' competition invited local children to decorate glass jars to represent a favourite book, while the 'Story Walk' at Devonport LINC used images and text from 'Two Bad Teddies' by Kilmeny Niland to create a display along the walkway from the car park to the LINC entrance.

The Reading Hour was also celebrated nationally on 19 August 2014 between 6pm and 7pm. Selected sites held events which included well-attended pyjama parties at Rosny LINC, West Coast Hub, Glenorchy LINC and Devonport LINC.

National Simultaneous Storytime at 11am on 27 May 2015 saw many LINC's hosting well-attended special events with local 'celebrity' readers all reading the selected book, *The Brothers Quibble* by Aaron Blabey.

ANZAC Centenary Commemorations

The Tasmanian Information and Research Service (TIRS) and National Archives of Australia (NAA) Hobart Office shared a booth at Princes Wharf Number One on Anzac Day 2015. Staff assisted the public to search for photographs of WWI soldiers and nurses in the *Tasmanian Names Index* and war records on the NAA database. The event also provided an opportunity to promote the nine online stories of soldiers and nurses that had been researched and compiled by TIRS. The stories were complemented by photographs of the soldiers and nurses reproduced on postcards, which were

displayed on the day and distributed to clients throughout our networks. The booth received a high number of visitors and a great deal of positive feedback about the quality of the display and the services offered.

WWI soldiers and nurses data and images from the *Tasmanian Names Index* were used by *The Mercury* newspaper to create a striking visual feature on its cover issued on Anzac Day 2015. The accompanying article acknowledged the Names Index and the newspapers from the TAHO collections.

New places and spaces

George Town Community Services Hub

The George Town Community Services Hub opened its doors on 17 December 2014 with over 1,000 locals visiting the centre on the first day. The integrated service centre incorporates a Child and Family Centre, LINC and a Service Tasmania shop as well as a range of other partners including Child Health and Centrelink services. The new facility at Regent Square, developed over an extended period for a total cost of \$6.9 million, provides an impressive space for a range of community activities including health, learning and support services. Early indicators are very positive with usage data captured to date exceeding expectations. Both the LINC and the Child and Family Centre have had strong participation levels, and the Child Health and Parenting Service has identified benefits from "opportunistic catch-ups" resulting from their co-location with the Child and Family Centre. The Hub was officially opened by the Honourable Jeremy Rockliff MP, Deputy Premier and Minister for Education and Training, on Thursday 26 February 2015.

Launceston LINC redevelopment

In the first half of 2015, Launceston LINC underwent a \$3.15 million refurbishment across all four floors of the Civic Square building. The redevelopment has reassigned some storage areas for staff use, releasing additional spaces for community access which now include a suite of well-equipped meeting and training rooms, a café, a refreshed children's area, and refurbished collection and lounge spaces, utilising new technologies and contemporary design to meet the needs of current and future LINC clients. An art feature, commissioned through the arts@work programme and designed by a Hobart design studio, includes a sculpture that weaves its way from the awnings of the Launceston LINC to the highest points of the building's façade.

Devonport City Living

Living City is an urban renewal project of the Devonport City Council that aims to boost the economy in Devonport and the broader region, create jobs, and link the city centre to the waterfront. Following extensive public consultation, LINC Tasmania has been involved in initial planning of a multi-purpose civic building to house a new LINC and Service Tasmania facility along with the Council chambers and conference/function facilities. The project has a high level of community support.

Strahan Community Library

The previously separate branch library and online access centre at Strahan was successfully incorporated into the local school through a partnership with the Strahan Primary School, following a period of consultation with the community. The move included

appropriate assessment of access and infrastructure and has resulted in improved library services for the school and a more effective and integrated service to the wider community. A new entry door and covered ramp was constructed at the school to improve access to the library, with advice sought from interested community members around opening times.

Literacy and Learning

Tasmanian Adult Literacy Action Plan

In July 2014, the Department (through LINC Tasmania) took on full responsibility for implementation of the *Tasmanian Adult Literacy Action Plan 2010-2015*, including programmes that were previously undertaken by Skills Tasmania. For the first time we have managed the 26TEN community and employer grants, literacy workforce development, the community of practice for service providers, and broader engagement with industry groups and employers on workplace programmes. This is in addition to previous responsibilities under the Plan to deliver literacy services, promote broad community awareness and action, and measure success.

26TEN Strategy

The second anniversary of 26TEN was marked by a week of activities (26TEN Week) from Friday 24 October to Friday 31 October 2014, with a focus on numeracy and the theme of 'Read it. Write it. Make it Count!' Events to engage with the wider community were coordinated by the 26TEN Strategy Team, as well as many local events hosted by LINC and regional sites.

A particular feature of 26TEN Week was the launch of the *26TEN Communities Guide, Becoming a 26TEN Community: Lifting adult literacy levels in Tasmania* by the Minister for Education and Training, the Honourable Jeremy Rockliff MP. The *26TEN Communities Guide* follows Burnie and Circular Head's lead as 26TEN communities in Tasmania as they bring together government, business and community organisations to implement a plan for change.

A series of 26TEN events proved to be very popular amongst adult literacy practitioners statewide. This included the launch of the *26TEN Year of Numeracy for Adult Literacy Practitioners* in March 2015 and an address by Dave Tout, adult numeracy expert, on the importance of numeracy and how to teach it more effectively by connecting it to the real world.

A panel discussion was well attended involving plain English advocates Greg Moriarty, Plain English Foundation, Greg Johannes, Secretary DPAC and Tim Tierney from Tierney Law. The session aimed to build momentum for plain English in Tasmania towards a state where everyone communicates clearly.

The 26TEN Grants Programme continued to fund opportunities for employers and community groups to implement initiatives which build literacy and numeracy skills in workplaces and community settings. Eleven grants were awarded through the Employer Stream which included a mix of agri-food organisations (in conjunction with TasTAFE) to make plain English operating procedures that will be useful across the sector. A further \$200,000 was awarded to community groups through the 26TEN Grants Programme (Community Stream) for literacy and numeracy skill building activities in community settings.

After three years of implementation, the Adult Literacy Coalition remains committed to improving literacy in Tasmania by focusing on awareness, discussion and local action. The 26TEN Coalition's broad membership of influential Tasmanians supports a collective effort to improve adult literacy.

Community Learning

Our statewide network and capacity to provide non-formal learning opportunities for adults and families makes a valuable contribution to the state's goal of lifting educational attainment and aspiration for Tasmanians of all ages.

Programmes that enable people to create pathways to employment; further learning and/or overcome social and regional disadvantage are our priority. These programmes, which include opportunities to build skills, extend networks, and to provide a fresh chance for disengaged learners are the highest priority of funded programmes at LINC Tasmania.

Strong partnerships with TasTAFE and other Registered Training Organisations continued to be developed in urban and regional LINC in 2014–15. A range of accredited training opportunities were offered from Certificate I-III, including qualifications in Tourism through Huon LINC and Cleaning Operations at Kingston LINC.

Informal learning, lifelong learning and social inclusion opportunities are enabled through Adult Education. We provide these courses on a fee-for-service basis where demand exists.

An innovative organisation

Building Respectful Workplaces

In February 2015, all of our staff commenced the *Building Respectful Workplaces* programme. The programme was developed in partnership with the Department's Professional Learning Institute and aligns with *Learn First*. It aims to build knowledge and practice of safe, respectful workplace cultures in LINC Tasmania.

The course runs for a year and builds understanding of both client and colleague-to-colleague behaviours. It develops staff skills to respond to the needs of people interacting with each other across our workplaces. The format of blended learning has engaged staff with four facilitated workshops and six online modules. Initial feedback from staff is that they are finding the discussions very beneficial and it has led to some positive team building and more respectful workplace behaviour.

New management model for smaller regional libraries and online access centres

A plan to decentralise management support for regional branch libraries and online access centres was implemented following an internal review into the most effective way to support small regional services. Staff retirements and resignations in 2014–15 presented a good opportunity to undertake a restructure of the management of smaller sites from a central team to a distributed catchment model, with minimal impact on existing employees. Although some roles have been transferred or redesigned, some staff savings have been achieved through this strategy.

While there is a commitment to maintain key services as long as there is community demand, we will continue to pursue opportunities to achieve economies in service delivery and improve viability through use of technological solutions, consolidation of services, or integration with other Government or Department of Education infrastructure.

Tasmanian Archive and Heritage Office

The Tasmanian Archive and Heritage Office (TAHO) captures and preserves published and non-published Tasmanian resources of the Tasmanian Government and community.

Under the leadership of the State Archivist, TAHO also regulates the creation, preservation and disposition of Tasmanian state and local government records as required under the *Archives Act 1983*.

As the majority of government and private records are now 'born digital', TAHO faces significant challenges to enable the long-term preservation and accessibility of Tasmania's digital assets. In response TAHO continues to promote the need for a whole-of-government approach to storage and preservation of digital information of enduring value and investment in appropriate solutions to enable this.

Crowther Diaries Curriculum Resources for Teachers – eStrategy

We have been working under the *eStrategy* initiative to develop a resource in key areas of the *Australian Curriculum* to increase knowledge of local Tasmanian history. An example is the development of a web-based curriculum resource using the personal diaries and related memorabilia of Sir William Crowther that

document his experience as an Army Medical Officer from 1915–1919. The website was developed by a local production company in close consultation with the Department's Curriculum team and will be used in schools, and made available on LINC Online at <http://www.linc.tas.gov.au/events/featured/research/the-crowther-war-diaries>

Collection Development

The TAHO collection includes material dating from early European settlement (and pre-settlement exploration) to the present day and is acquired by legal deposit, transfer from government agencies, purchase, donation or bequest.

Notable transfers from state agencies in 2014–15 include:

- Tasmanian Adoption Apology Book (Adoptions and Permanency Services DHHS)
- Admission registers and other records from Tasmanian schools, statewide
- District Birth Death and Marriage registers from Registrar General
- Records from the Tasmanian Audit Office
- Glenorchy City Council local government records
- Tourism Tasmania slides and transparencies, from Department of State Growth
- Crime and Occurrence Books from several Police Stations.

While state records make up the bulk of the collection, TAHO also seeks to acquire private records and publications which have long-term value to the community and best document the political, social, cultural, economic and natural history of Tasmania.

Significant TAHO purchases in 2014-15 included:

- A collection of letters and postcards from two brothers, Cyril and Leo Dunphy, serving on the Western Front 1916-1918, to family and friends in Burnie;
- A collection of contemporary photographs by Darren Clark of people and hand-craft industries in southern and eastern Tasmania;
- Two photographs of William Lanne, and two of Truganini;
- A rare Tasmanian tourism poster by John Vickery, printed in Melbourne ca.1933;
- The official account of the German Antarctic Expedition 1938-39, by Alfred Ritscher, published in Leipzig in 1942;
- A rare chapbook, *Van Dieman's Land*, to which are added, *The Haughs of Crumdel* and *Leeze me on this drap o' drink*, published in Glasgow ca.1850; and
- A rare broadside, advertising for "respectable unmarried women" to emigrate to Van Diemen's Land, printed in London ca.1830.

A total of 38 private deposits were made during the year to add to the non-government component of the TAHO collection. Significant non-government donations in 2014-15 included:

- Records from Motors Pty Ltd;
- Registers and photographs from the Bethany Boys Home;
- Photographs and Papers from the estate of Jessie Luckman;
- Records from Roberts Pty Ltd;
- Records from the Australian Institute of Architects, Tasmanian Branch;

- Photographs, transparencies and prints from Ash Bester and Co.;
- Records from Red Cross; and
- National Trust records.

Preserving Tasmania's documentary heritage

TAHO undertakes a range of activities to ensure the ongoing preservation of Tasmanian documentary heritage. Significant collection management and conservation activities this year included:

- Re-housing collection items to enhance their protection and safe access, including Supreme Court Legislative Acts, and volumes of Henry Savery's *Quintus Servinton*;
- Collaborating with volunteers to undertake conservation projects such as work on Latrobe building approvals (AC654) and re-housing and listing 284 Michael Sharland photographic negatives (NS4023). These negatives form part of the Mercury Historical Collection and were used in *The Mercury* newspaper from the 1920s to 1940s. TAHO volunteers reached a major milestone in 2014 with 3,000 *Mercury* collection negatives cleaned, re-housed and listed;
- Preparing collection items for digitisation, including Lands Department records, soldier settlement files (AB11, AB15), passenger records (CUS36), photographs of convicted criminals, 1890-1931 (POL708), and WWI diaries;
- Preparation of items for loan to other institutions, such as a 1917 Crowther Silk Regatta program prepared for loan to the Australian Sports Museum, and eight iconic photographs loaned to the Art Gallery of New South Wales; and
- Treatments, preparation and installation of material for a range of exhibitions presented in

the Allport Gallery including *Architecture drawing/ Drawing architecture, Tasmanian Love Stories*, and Lauren Black's *Memento Mori*.

Public Engagement: Public Lectures at the Allport Library and Museum of Fine Arts

A programme of public lectures held in the Allport Library has been developed for 2015 as part of a joint programme between the Professional Historians Association (Tasmania) and the Tasmanian Archive and Heritage Office. Highlights from the program include:

- Alicia Marchant, '*More Appealing as a Ruin: the Affective History of Port Arthur's Decay*'
- Malcolm Kays, '*Orlando Baker: Architect for the Tasmanian Museum and Art Gallery's Federation-period Buildings*'
- Nicola Goc, '*Postcards from the Front: World War One Tasmanians as Soldier Tourists*'
- Simon Cocker, '*A Community at Work: Tasmanian Consumptive Sanatorium, 1906-1946*'
- Gwenda Sheridan, '*Plants, People, Historic Gardens and Nurseries: The Launceston Horticultural Society, 1838-2013*'.

The *Tasmanian Love Stories* Exhibition ran from December 2014 to February 2015. It featured art works by nine local artists and printmakers, who were inspired by characters and events from Tasmania's history exemplifying love and passion from the classic to the unusual and amusing.

Nan Chauncy's *Travelling Suitcase Exhibition* launch was held in the Allport Library and Museum of Fine Arts gallery space on Thursday 28 May 2015. Nan Chauncy was raised in Tasmania and wrote 14 novels between 1947 and 1969, with many stories set in Tasmania. She was the first Australian to receive the Hans Christian Andersen Award diploma of merit

and was awarded the Children's Book Council of Australia (CBCA) Book of the Year three times. The *Travelling Suitcase Exhibition* will be travelling around the state and displayed in various LINC's during the year. In conjunction with the preparation for this exhibition, Nan's daughter donated a number of family artefacts and first editions of her books for addition to the TAHO collections.

The *Architecture drawing/drawing architecture* exhibition displayed architectural plans from the collections of TAHO, complemented by contemporary drawings of buildings by Hobart artist Emma McDowell. Curated by Paul Johnston, the drawings in the exhibition represent the 12 architects who have been commemorated in the Tasmanian Awards programme of the Australian Institute of Architects.

Government Recordkeeping

To enable consistent application of good practice in recordkeeping across state and local government agencies in accordance with the requirements of the *Archives Act 1983*, TAHO provides the Tasmanian Government with a framework of advice, policy and guidance to support the creation, disposition and management of state records.

This year TAHO released 14 Information Management Advices, six State Records Guidelines, and 10 Records Disposal Schedules/Authorities. A major review and rewrite of *State Records Guideline 1 – Records Management Principles: Overview* was completed and the new version issued in February 2015 to Heads of Agencies, all General Managers across local government and heads of other authorities subject to

the *Archives Act 1983*. The revised Guideline 1 aims to assist agencies to develop a strategic approach to records and information management and introduces a range of key concepts to promote a culture where organisations value their corporate information as a business asset. The guideline provides the framework for TAHO to commence regular audit of recordkeeping function across agencies.

TAHO ran a half-day course aimed at records management employees working in state and local government agencies and authorities titled: *Digital recordkeeping on a shoe-string budget*. The course provided practical strategies to allow implementation of basic digital recordkeeping in budget-strapped conditions as well as broad principles for managing digital records.

Performance

LINC Tasmania library members and clients

As of 30 June 2015, we had 121,793 active library members (defined as those who have borrowed at least once in the last two years), approximately 24.6 per cent of Tasmania's population. This figure has remained fairly stable over the last few years, although recent information shows that library membership reflects only a small percentage of actual use of LINC services.

An Omnibus Research Survey Report (EMRS, May 2014) showed that 48 per cent of Tasmanians surveyed had used LINC Tasmania's services – or around 250,000 people. Services that do not require use of a registration card include literacy and learning programmes, using heritage collections, documents

and digitised Tasmanian resources, browsing the catalogue, using LINC spaces, reading newspapers and magazines and accessing Wi-Fi.

Physical and online visits

Total physical visitor numbers to our sites in 2014–15 were slightly lower than 2013–14, although visitor numbers were just 7 per cent short of the annual target of 3,350,000.

Visits to LINC Online reached 99 per cent (2,674,746) of the yearly target of 2.7 million visits which is also up slightly compared with the previous year. Mobile usage of our site continued to increase.

Approximately 20 per cent of visits to www.linc.tas.gov.au were from mobile devices, compared with 13 per cent in 2013–14. This growth supports the development of the new LINC Tasmania website to include responsive design in 2015 so that its display and features adjusts to suit smaller screens.

In 2014–15, select family history pages (name indexes, convicts, general family history information) continued to be the most highly used pages. The redevelopment of the family history portal and implementation of the new Enterprise server, launched in October 2014, has increased exposure to our collections with the family history page seeing an increase in usage of 36 per cent. The launch of eMusic and eMagazine has seen the eResources pages to be extremely popular.

Participation in community learning programmes

In 2014-15, we continued to provide statewide non-accredited courses and a range of non-formal learning activities, along with accredited training opportunities. There were 9,798 enrolments in both individual accredited units, many within qualifications, and short courses in LINC, libraries and OACs during the financial year. The annual target of 9,000 was exceeded by 9 per cent.

In 2014-15, the Adult Education programme recorded a total of 1,536 active enrolments statewide. This reflects a continuing decline in enrolments in the programme. Contributory factors that have been identified include course fees and a diverse number of alternative course providers. We are exploring alternative strategies to improve programme viability.

Participation in literacy services

The extensive literacy coordinator network operates from all regional and urban LINC sites across Tasmania as well as some regional sites including Deloraine, New Norfolk, Sorell, Smithton and St Helens. Literacy coordinators also work with Department of Justice clients through Risdon Prison and Community Corrections in the North/North West and South. In 2014-15, the annual target of 1,660 individuals receiving literacy support was exceeded by 36 per cent, with 993 clients receiving individualised support. An additional 1,259 individuals participated in literacy learning through group activities and context-based literacy courses. In many cases, the activities were initial, confidence building entry

points. A total of 167 trained volunteer literacy tutors supported clients undertaking one-on-one literacy tutoring.

Positive results from literacy client satisfaction survey

Results from a recent literacy client survey confirmed that when adult Tasmanians with low confidence and skill levels decide to take action to improve their lives, they are finding valuable support through LINC Tasmania literacy services. Literacy clients have confidence that LINC staff and volunteers can provide the real support they need to develop the literacy skills to meet the demands of everyday life – in their families, communities and workplaces.

The success of LINC Tasmania's literacy service was highlighted through the positive results of a survey with 408 former and current LINC Tasmania's literacy clients. The results show that:

- Three quarters of surveyed clients were 'very satisfied' with the service;
- Over a third were satisfied due to having their 'skills improved/achieved goals;'; and
- Every six in 10 clients were 'very confident' their skills would improve through the service.

Another extremely positive finding from the survey was that 84 per cent of survey respondents agreed that receiving literacy support from LINC improved their family literacy, enabling them to read to their children and help them with school. This shows the broader impact of LINC's adult literacy service on the family members of those it supports.

Physical collections

A further 53,498 Tasmanian items have been added to physical collections during 2014-15, which sees the target of 50,000 exceeded by 7 per cent. This figure includes new acquisitions (purchased and Legal Deposit) and completed transfers of records, as well as retrospective data entry. At the end of 2014-15 the Archives database provided access to 3,139,266 items.

Reference enquiries and requests

The Tasmanian Information and Reference Services (TIRS) received 70,588 enquiries via five channels – desk, phone, written, chat and social media. TIRS answered over 500 requests to publish items from the TAHO collections. All channels of enquiry have increased this financial year. Reference chat enquiries are 51 per cent higher and permission to publish enquiries are 26 per cent higher than in 2013-14.

The majority of enquiries received online through chat and the online enquiry system 'Reftracker' are information and research enquiries with 40 per cent relating to archive and heritage matters.

Lending services

We achieved 93 per cent of the 2014-15 issues target of 4,500,000, with total issues (including eResources) of 4,195,308. This is a decrease in issues of four per cent from 2013-14.

The number of eBook titles has increased by 29 per cent for 2014-15 compared to 2013-14 due to a wider range of recent releases from Macmillan and Simon & Schuster publishers since November 2014. As a result

eBook issues have increased by 9 per cent and holds decreased by 11 per cent reflecting an increase in popular titles available from the e-browsing collection.

The introduction of Zinio eMagazines in December 2014 and Freegal eMusic in March 2015 has further boosted the total eResource issues, up by 91 per cent for 2014–15 compared to 2013–14. eResource issues account for 5 per cent of total issues in 2014–15, up by 2 per cent compared to 2013–14.

Volunteering

In 2014–15 volunteers contributed 107,742 hours to LINC Tasmania which is equivalent to 57 full time equivalent positions. The 115,000 hours target of volunteer hours for 2014–15 was 94 per cent met with 107,742 hours undertaken. Volunteers provide assistance in a range of LINC services and programmes and include home library service couriers, literacy tutors, learning mentors and general volunteers in LINC services including at online access centres.

“In 2014–15 volunteers contributed 107,742 hours to LINC Tasmania which is equivalent to 57 full time equivalent positions.”



Performance measure	2013–14	2014-15	Target 2014–15	% of Target reached
Number of in-person visits to LINC ^s (all LINC Tasmania)	3,283,397	3,141,871	3,350,000	94%
Number of visits to LINC Online	2,348,609	2,674,746	2,700,000	99%
Work and Life Skills	8,438	9,913	9,000	110%
Adult Education ¹	1,491	1,536	4,000	38%
Library items issued (including eBook issues)	4,366,611	4,195,308	4,500,000	93%
Number of people accessing literacy support services through LINC ^s	1,879 ²	2,252	1,660	136%
Number of volunteer hours contributed to LINC services	114,852	107,742	115,000	94%
Number of Tasmanian items newly available	53,596	53,498	50,000	107%
Number of heritage documents and artefacts publicly available in digital format	246,637	274,712 ³	300,000	92%

1. The Adult Education (previously called Leisure and Lifestyle) program commenced operating on a full cost-recovery basis from 20 August 2011. The 2014–15 target reflects the number of enrolments required to achieve full cost-recovery.

2. From 2013 this figure includes both registered literacy clients and clients undertaking literacy support activities.

3. The annual figure for total heritage items available in digital form was less than the target. This figure measures single items rather than pages within an item. If pages (or images) were counted then the total would be closer to the target.

REQUIRED REPORTING



Employment

Workforce in Summary

Across the Department, we have approximately 13,000 full-time, part-time and casual staff working in locations throughout Tasmania undertaking a wide range of duties. The Human Resources Management Branch provides human resource consultancy services, advice and develops systems that enable employees and managers to achieve the Department's outcomes.

Employment status

Employment Status	Full Time Equivalents (FTE) ^{1 2}			Headcount ²		
	Female	Male	Total	Female	Male	Total
Full Time Fixed Term	317.72	164.50	482.22	321	165	486
Full Time Permanent	2,550.74	1,385.30	3,936.04	2,560	1,389	3,949
Part Time Fixed Term	460.78	127.35	588.13	897	262	1,159
Part Time Permanent	2,071.24	310.69	2,381.93	3,412	473	3,885
Total	5,400.48	1,987.84	7,388.32	7,190	2,289	9,479

1. Where staff proceed on unpaid leave (i.e. maternity leave without pay, sick leave without pay, leave without pay) as at the reporting date the FTE will be reduced accordingly.

2. These figures do not include casual staff working in the Department.

Staff employed as at 30 June 2015

Services ^{1, 2, 3}	FTE	Headcount
Early Years and Schools Division		
Primary Schools	3,026.48	4,086
Combined Schools	829.23	1,072
Secondary Schools	1,493.44	1,783
Senior Secondary Schools	730.04	919
Special Schools	213.39	315
Learning Services Northern Region ^{5,7}	111.08	135
Learning Services Southern Region ⁷	103.12	139
Office of the Deputy Secretary Early Years and Schools	1.58	2
Early Years Unit	18.9	20
Aboriginal Education	12.40	14
Australian School-Based Apprenticeships	7.4	8
Child and Family Centres	21.95	29
Curriculum Services ⁶	57.93	60
Education and Care Unit	19.11	20
Educational Performance Services	24.37	25
English as an Additional Language	32.50	38
Professional Learning Institute	11.00	11
Strategic Policy and Planning	6.22	6
Students with Disabilities Support	33.52	44

Services ^{1, 2, 3}	FTE	Headcount
Department Services, Office of the Secretary and LINC		
Office of the Secretary	3.70	4
Legal Services	2.00	2
Ministerial Services	6.73	8
Office of the Deputy Secretary Department Services	2.00	2
Facility Services	97.41	108
Finance & Budget Services	36.38	39
Human Resources	68.80	75
Information and Technology Services	109.55	116
Internal Audit	4.40	5
Strategic Marketing, Communications and Media	10.60	12
Government Education and Training International (GETI)	15.45	17
LINC Tasmania	277.64	365
Total⁴	7,388.32	9,479

1. As per the Department's organisational chart as at 30 June 2015.

2. Detailed information on these services and related business units is provided in the 'Department at a Glance' chapter.

3. Skills Tasmania no longer resides in the Department of Education's structure. Skills Tasmanian now forms part of the Department of State Growth.

4. The total number of staff is exclusive of the following statutory authorities counted in annual reports prior to 2011-12: Tasmanian Qualifications Authority (TQA) and the Teachers Registration Board (TRB).

5. Learning Services North and North West merged to form Learning Services Northern Region

6. Curriculum Services includes staff from the Department's eLearning unit and literacy and numeracy officers.

7. Includes staff in School Support in each region.

Teachers employed

Positions	FTE	Headcount
Base Grade Teachers	3,305.56	4,107
Advanced Skills Teachers	475.62	503
Principals and Assistant Principals	478.00	489
Total	4,259.18	5,099

Employment status of teachers

Employment Status	Average Age	Headcount
Female		
Full Time Fixed Term	32.82	253
Full Time Permanent	46.94	1,785
Part Time Fixed Term	40.44	305
Part Time Permanent	45.35	1,456
All Female	44.80	3,799
Male		
Full Time Fixed Term	34.50	118
Full Time Permanent	44.32	858
Part Time Fixed Term	41.13	120
Part Time Permanent	46.74	204
All Male	43.56	1,300
All Teachers	44.49	5,099

Average age of teachers

Position	2011		2012		2013		2014		2015	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Base Grade Teachers	44.00	44.10	44.60	44.10	44.57	44.39	44.26	43.42	44.04	42.75
Advanced Skills Teachers	46.90	45.80	47.30	45.60	46.87	46.79	46.84	45.02	46.10	43.81
Principals and Assistant Principals	50.50	49.60	49.90	49.50	50.03	49.60	50.73	48.29	51.08	47.86

Age distribution Principals and Assistant Principals

Age Group	Number
25 – 29	3
30 – 34	23
35 – 39	41
40 – 44	50
45 – 49	82
50 – 54	129
55 – 59	128
60 – 64	31
65+	2
Total	489

Gender distribution in promoted positions

Position	Female	Male	Total
Advanced Skills Teachers	337	166	503
Principals and Assistant Principals	315	174	489
Total	652	340	992

Qualifications of teachers and other professional staff

Percentage of teachers and other professional staff who were four or five-year trained (based on the total number of base grade staff):

	2011	2012	2013	2014	2015
4 Year-Trained	78%	77%	76%	74%	74%
5 Year-Trained	18%	19%	20%	22%	24%

Support staff employed

As at June 2015

Support Staff	FTE	Headcount
Teacher Assistants	837.38	1,559
School Psychologists	58.04	79
Social Workers	49.80	68
Speech Pathologists	45.45	60
Total	990.67	1,766



“Across the Department, we have approximately 13,000 full-time, part-time and casual staff working in locations throughout Tasmania undertaking a wide range of duties.”

General Workforce Recruitment

Advertising and filling of jobs

	2010–11	2011–12	2012–13	2013–14	2014–15
Permanent jobs that were advertised	360 ¹	378	396	463	342
Permanent jobs that were advertised and filled	401 ¹	349	297	504	364
Permanent jobs that were advertised and filled by staff from within the department	323	294	255	444	316
Permanent jobs that were advertised and filled by people outside the department but within the state public service	12	9	10	11	13
Permanent jobs that were advertised and filled by people outside the state public service	66	46	25	49	35

1. Variation due to jobs being filled that were advertised late in the preceding reporting period.

Appointment of part-time employees

	2010–11	2011–12	2012–13	2013–14	2014–15
Part-time positions advertised	288	182	141	161	155
Full-time employees who reduced their hours to part-time	391	351	546	548	524
Part-time employees	5,593	5,244	5,394	5,211	5,044

Separations

	2010–11	2011–12	2012–13	2013–14	2014–15
Permanent employees who resigned from jobs	95	109	135	118	131
Permanent employees who retired from jobs	230	203	334	336	196

Secondments and inter-agency transfer

	2010-11	2011-12	2012-13	2013-14	2014-15
Employees who participated in secondment	25	19	18	17	17
Employees who participated in inter-agency transfer	25	9	21	18	23

Appointment of permanent base grade teachers

Calendar year	New graduates appointed through scholarship programme	Appointments through Merit Application	Conversions to program permanent status
2010	18	70	183
2011	24	40	118
2012	22	16	122
2013	32	22	248
2014	0	18	167
2015 (to 30 June)	0	24	66

Teaching Graduates

Approximately 80 University of Tasmania teacher graduates were employed with the Department of Education throughout 2014-15. In April 2015, we also launched the *Teacher Intern Placement Programme* as part of the *Developing Our Workforce Strategy*, which will provide an opportunity for up to 40 of our highest-performing students studying Education at the University of Tasmania to an alternative final year study option that allows them to work full-time in a Tasmanian Government school, along with a number of other incentives. This also includes a permanent position in a Tasmanian Government school upon successful completion of the programme.

Applications are open now through the PLI and the programme will begin in the 2016 school year.

Employee Relations

Workplace diversity programmes

Workplace diversity is well established within our culture and management systems, with initiatives aligning with the key drivers of *Learners First*, of 'an innovative workforce' and 'inspired leadership'.

The formal review of our *Workplace Diversity Programme 2008–2012* (WDP) is ongoing.

As a result of the first stage of the review of the WDP, the new *Disability Access Plan 2014–2017* was implemented in August 2014. The next stage involves a review of the key goals and actions of the WDP before commencing consultation with key stakeholders and employees.

Current WDP strategies are aligned with planning and implementation activities within frontline service delivery areas.

As a Department, we promote a range of Disability Awareness and Mental Health Awareness sessions to all staff. A series of online modules aimed at increasing awareness of mental health issues and providing information around resilience and work life balance was made available to all staff between May 2014 and May 2015. In addition to this, further modules were available for managers to increase their understanding of mental health issues amongst their staff and maximise workplace wellbeing.

Workplace diversity, cultural awareness and anti-bullying and harassment professional development sessions for new and existing managers and staff also continues to be provided. An information session is available to all managers and new employees through the online induction modules.

Aboriginal Education Services offered a Cultural Understandings Professional Learning module through the PLI in 2014 for all teachers, as well as an interactive activity (*Gumnuts to Buttons*) for all employees to improve cultural competency; ongoing professional learning is offered to Aboriginal employees of the Department and support and guidance is offered through the Performance and Development Plan to these employees.

The above will be offered again in the 2015–16 financial year, with improvements and modifications. In addition, an online cultural understandings module will be available to all of our staff and schools.

Promotion of flexible working options such as the *Workplace Flexibility Arrangement Policy*, the *Right to Request (Parental Leave Provisions) Guidelines for Employees and Principals/Managers* and the *State Service Purchased Leave Scheme* is ongoing.

There is support provided for employees with carer responsibilities. A dedicated staff intranet page was developed to provide information and resources for carers. Information has also been included in the Department's Workplace Diversity section of the staff intranet.

Through the PLI, a four-day spaced programme titled *Empowering Diversity in our Schools* was offered in 2014.

Our *Performance and Development Framework* allows for Performance and Development Plans to be tailored to the individual needs and learning styles of all of our employees.

Employee participation in industrial relations matters

Unions and employees were represented on a range of Departmental consultative committees and processes relating to professional, industrial and operational matters. Employees and unions were consulted regularly to ensure employees were fully informed on these matters as they progressed.

Grievance Resolution Procedures

Grievance Resolution Procedures are available to all employees. During 2014–15, three new grievances were dealt with by the Conduct and Investigations Unit through a formal investigation process.

Conduct and Investigations managed the process of good character clearances for schools, LINC's and other areas of the Department, together with safety screening applications for the childcare sector.

“Workplace diversity is well established within our culture and management systems, with initiatives aligning with the key drivers of Learners First, of ‘an innovative workforce’ and ‘inspired leadership’.”

Work health and safety

The Department proactively applies hazard reduction strategies across all of our work sites, aimed at preventing, mitigating and reducing work-related injuries. We recognise the importance of reducing workplace hazards and reducing risks to employees that might occur when employees and students are exposed to hazards.

A Work Health and Safety web portal for the Department's Work Health and Safety information/knowledge management system has been established and is updated regularly. This portal enables employees to look for information on work health and safety topics, such as ergonomics, and find all of the Department's policies, procedures and best practice information relating to the topic.

Employees are also encouraged to contribute to the ongoing development of the Work Health and Safety portal via workplace consultation on work health and safety matters. For example, if employees have produced a checklist for the safe use of equipment, it is posted on the site after approval and is available for use across the Department in order to share knowledge and facilitate the reduction and control of workplace hazards.

There is also a strong emphasis on the support and rehabilitation of injured workers and the removal of the hazards that may have caused or contributed to their injury. This assists employees to return to work in the shortest possible timeframe and reduces the cause of the injury.

Workers compensation – injury management

Claims made by body location of injury

Body location/ Injury Type	Number of Claims			Injury Management Coordinator Appointments ¹		
	2012–13	2013–14	2014-15	2012–13	2013–14	2014-15
Back	74	98	71	16	30	20
Head – ears/face/eyes	54	40	72	3	6	2
Lower limbs	130	94	85	27	17	8
Multiple	85	29	28	24	4	7
Neck	6	22	21	1	0	10
Shoulder	24	30	27	11	15	20
Mental Illness/Mind	73	53	56	57	36	45
Systemic	3	3	1	1	0	0
Trunk	13	13	9	3	0	2
Upper limbs	112	117	74	26	23	20
Total	574	499	444	169	131	134

1. Note: In accordance with the *Workers Rehabilitation and Compensation Act 1988*, an Injury Management Coordinator is appointed when an employee is incapacitated beyond 28 days. Previous Annual Reports outlined Rehabilitation Referral which is no longer applicable in line with amendments to the legislation.

Claims made by nature of the injury

Nature of Injury	Number of Claims 2014-15
Bruising/contusion	26
Burns	2
Electric shocks	2
Fractures/dislocations	27
Lacerations	25
Multiple injuries	3
Sprains/strains	238
Stress	56
Superficial	19
Systemic	-
Non-specific/Other	46
Total	444

Health and wellbeing programmes

The Department's *Healthy@Work Plan* focuses on activities targeted at improving the health, happiness and productivity of all our employees. The key areas of the plan, identified through a range of staff surveys and consultation, are to improve physical activity, improve nutrition and reduce psychological distress.

This Plan represents our strong commitment to support all employees in improving their health

and wellbeing across key aspects of their lives. The Plan has been designed as a framework that allows individual work groups to expand and develop their own strategies, initiatives and actions.

We have a *Healthy@Work* intranet page which provides information regarding the DoE *Healthy@Work Plan*, as well as a number of internal and external resources relating to the key areas of the Plan and current initiatives and events.

A range of *Healthy@Work* articles are published regularly in staff newsletters and on the *Healthy@Work* website.

The main focus of the programme is to target the priority areas of physical activity and improving nutrition. The major initiative to encourage improvement in these areas has been through the Department's ongoing participation in the Global Corporate Challenge (GCC).

The GCC encourages participants to undertake 10,000 steps a day which is the recommended daily average set by the World Health Organisation for a lifestyle to be considered active. Participants also receive access to the GCC website for 12 months which provides valuable information on healthy eating, physical activity, general health and wellbeing and good sleep 'hygiene'. As a Department, we entered into the GCC in 2014 for the fifth year running, with 644 employees taking up the challenge.

Of the employees participating in 2014:

- 70 per cent exceeded the 10,000 step recommended daily activity level (vs 18 per cent pre-GCC);
- 54 per cent reported an average weight loss of 3.4kg;

- 67 per cent reported a decrease in their stress levels at either home or work; and
- 66 per cent felt that taking part in GCC improved their energy levels.

We have 533 employees taking up the challenge in 2015.

In November/December 2014, a Skin Check Programme was trialled in the Southern region with a view to offering further sessions across Tasmania at a later time. Sessions were offered on a 'first in, first served' basis, and assessments were carried out by a qualified Skin Cancer Registered Nurse.

Health and wellbeing programmes for 2014-15 also provided a focus on improving the overall mental health and wellbeing of all employees. The major initiative relating to this priority area was the launch of a series of online modules aimed at managing stress and relationships, as well as providing some helpful strategies for managing work-life balance. The modules were available to all employees and managers from May 2014 until May 2015.

Further to this, 128 schools reported that they have implemented their own initiatives related to improving health and wellbeing. Some examples include awareness sessions in staff meetings and professional learning days, healthy eating options in canteens and at functions, staff participation alongside students in the 'Move Well Eat Well Programme', exploration of the 'Kids Matter' mental health and wellbeing initiative for children, after school fitness programmes for staff and their families, colleague support programmes, mindfulness practices and other self-care strategies.

Employee Assistance Programme (EAP)

Positive Solutions (the Department's EAP provider) provides independent and confidential counselling services at no cost to employees and their immediate family for personal, family or work-related issues.

Positive Solutions conducted awareness sessions across the state at the request of individual workplaces and also responded to workplace requests to provide on-site counselling availability whenever the workplace identified a need in response to the occurrence of a serious incident.

Flu vaccination programme

The Department once again offered a free influenza vaccination programme to all employees. Approximately 4,000 employees were vaccinated at various sites across Tasmania as part of this programme.

Employee Performance and Development Programmes

As a Department, we have a strong focus on employee development and professional learning to support the growth and skills of our workforce.

Performance management

The *State Service Act 2000*, and *Employment Direction No 26: Managing Performance in the State Service*, requires all agencies to implement a performance management system to facilitate the effective performance of all employees.

The Department of Education's *Performance and Development Framework* has been in operation since 2012. This Framework provides a consistent approach to performance management throughout the Department and ensures a structured and formal approach to performance management which fulfills all requirements of the Act and the employment direction.

The Framework applies to all permanent employees (teaching and non-teaching) and all fixed-term non-teaching employees employed for a period greater than six months. Separate performance management arrangements apply to fixed-term teaching staff and probationary employees.

Key features of the Framework include:

- Establishment of strong linkages and alignment between the *Learners First* strategic drivers and values, school and workplace improvement priorities and individual employee goals;
- The requirement for every employee to participate in formal performance management discussions with their manager to establish performance improvement goals, outcomes and measures of success and professional development goals;
- Documentation of the agreed outcomes of these discussions in the form of a *Performance and Development Plan* (PDP);
- Performance formally assessed annually against a three-tier assessment model ensuring early intervention and structured management of underperformance; and
- Introduction of capability and values profiles for non-teaching staff and professional standards for teaching staff as the basis for establishing improvement goals and assessing performance.

Learners First provides a strong foundation for our *Performance and Development Framework*, with links to our key strategic drivers and values as well as a strong alignment to the *State Service Code of Conduct* and *State Service Principles*. Our key focus is providing a supportive culture of effective performance and continuous improvement. Employee responsibilities in accordance with these requirements and principles are an inherent part of the Framework, ensuring all employees are aware of, and assessed against, these responsibilities.

The *Australian Professional Standards for Teachers* forms the foundation for the establishment of performance improvement goals and assessment for teaching staff.

The focus of performance management for teachers is on improving the overall quality of teaching in Tasmanian Government schools, and these professional standards describe the core aspects of quality teaching. The PLI also has a key ongoing role in delivering on identified professional learning needs to enhance quality teaching for our staff.

For non-teaching staff, a range of capability and values profiles have been developed which describe the standard of work and behaviour required at

each classification level. These are supplemented by professional standards and capability profiles which describe the standard of professional practice required of school support staff including psychologists, language and speech pathologists and social workers.

Principal Network Leaders work closely with principals across their networks to support the ongoing consolidation of the Framework requirements and the alignment of the Framework with school improvement planning and processes.

All managers were provided with training during the implementation of the Framework, and training continues to be delivered as required. During 2014-15 a further 462 managers across the Department have participated in training on the Framework. Employees across schools and non-school work sites have been provided with support and training also to ensure their full and effective participation in the performance management arrangements. This has been achieved through the provision of information as well as briefings about the arrangements in place. Data collected indicates over 7,000 employees have been involved in these sessions during 2014-15.

In addition, an online training module is also available to all employees and is designed for individual access, or to be used for a facilitated group discussion. The module provides a training path specific to each employment category. Since implementation in 2013, the module has been accessed by 3,133 individual employees.

The *Performance and Development Framework* requires that all relevant employees have a Performance Development Plan (PDP) in place, assessing performance at least annually. At 30 June 2015, 95 per cent of employees had a PDP in place.

Professional Learning Institute (PLI)

In line with *Learners First*, the PLI places a high priority on promoting a strong leadership culture across the Department. It develops, brokers and conducts professional learning programmes across all areas of the Department: professional learning for all staff is fundamental to both school and organisational improvement. National and international research consistently shows improving teacher and leadership quality in schools is the single most influential factor in improving student outcomes and sustained system improvement. In 2014-15, 3,100 employees took part in structured leadership development programmes through the PLI.

The PLI has continued to evolve to meet the changing needs of the Department, with a focus to encompass all areas of the Department and build capacity across the organisation to develop a skilled, innovative and inspired workforce.

Flagship leadership programmes to build capacity, develop aspiring leaders and create highly accomplished leaders have continued, including our *Leadership Starts From Within* and *Growing Your Leadership* programmes, as well as *Leading a Digital School*, *Building a Feedback Culture*, *Leading Teaching and Learning* and *Shadowing for Aspiring Principals*.

Our *Good Teaching* paper was distributed to all teachers in 2014 to stimulate whole school discussions and understandings of Good Teaching Practice. The PLI supports this paper through the development and delivery of professional learning programs focused around Curriculum Mapping and Planning, Quality Assessment Practices and Differentiated Classroom Practice.

We introduced a number of new programmes in 2015 to support successful learners based on student

data and identified areas of need for a system focus, including our Statewide Literacy and Numeracy Focus programmes for Grammar, Spelling, Decimals and Algebra. These programmes have been delivered in partnership with Dr Beverly Derewianka, Dr Misty Adoniou, and the University of Tasmania.

Further to this, we introduced the *Developing Our Workforce Strategy* in partnership with the University of Tasmania, which is our plan to invest in supporting and developing the skills of our education professionals with a key focus on driving school improvement and student learning.

Funded through the *Better Schools Tasmania Agreement*, an important partnership between the Australian and Tasmanian Governments, this strategy will assist in improving the quality of teaching across all Tasmanian Government schools.

The strategy includes five key initiatives:

Teacher Development Initiative: the Teacher Development Initiative is an exciting and innovative opportunity which commenced in Term 3, 2015. Designed to foster excellence and support the growth and development of our teachers in high priority curriculum areas and/or geographical locations, the programme offers teachers a unique opportunity to be supported by the Department to undertake University accredited study to develop their skills, knowledge and teaching practices in maths and science teaching.

Teacher Intern Placement Programme: this programme is designed to identify, attract and retain Tasmania's 'best and brightest' graduating teachers into priority teaching areas and locations, with the opportunity to undertake their final year of study based full-time in a school. Successful candidates will be offered a \$15,000 financial incentive and starting salary at the Department of Education one level above

normal graduate salary level, as well as a permanent position in a Tasmanian Government school upon the successful completion of the programme.

Business Management Development Initiative:

this initiative aims to develop current School Business Managers (SBMs) and Corporate staff by providing high quality, on-the-job training and professional learning to Associate Degree and Bachelor Degree level. It does not require any previous study experience, and focuses on development in areas that relate closely to participants' current role.

Paraprofessional Development Initiative:

this initiative is designed to support the professional growth and development of our Teacher Assistants, expanding both their career options and role within the classroom. It aims to develop high performing Teacher Assistants by providing professional development through high quality, on-the-job training and education with the University of Tasmania and the PLI. Further to this, the initiative will allow Teacher Assistants the opportunity to offer high level support to students and teachers, and negotiates a career structure for those who complete the course to fill a new role of a paraprofessional (to be established).

School Leadership Development Initiative:

this unique new programme has been created to foster excellence and support the growth and development of our current school Principals. It consists of a formal training programme to undertake study and develop specialised skills in the areas of school and executive leadership, curriculum leadership and school management, and obtain formal qualifications at Professional Honours or Masters level through the University of Tasmania and the PLI.

Empowering Leadership is another key driver for the Department, and the PLI offered a range of leadership and aspiring leadership programmes throughout 2014–15 to support this.

All newly appointed principals were supported through the PLI's *Thrive Principal Induction Programme*; a system-wide induction designed to provide intensive and explicit support for newly appointed principals. The programme seeks to develop the professional and personal skills and capabilities of new principals so that they have the confidence, skills and professional knowledge to create school cultures that support the achievement of high-quality educational outcomes for all students.

Another new leadership programme was introduced called *Synergy – For System Leadership*. This involved a small network of 10 experienced principals interested in system leadership to identify a *Learners First* 'wicked problem' and develop a study plan to investigate it. Participants then developed an action plan to solve the 'wicked problem' in Tasmanian Government schools.

Forty aspiring leaders from across Tasmania were also identified to take part in the *Changemakers Programme*, an exclusive professional learning opportunity with one of Australia's premier leadership programmes. The programme was run by Education Changemakers and focused on helping emerging and middle leaders become more innovative and entrepreneurial in their education careers.

The PLI has also partnered with the Tasmanian Association of State School Organisations (TASSO) to create *Community Empowered Schools*. The aim of *Community Empowered Schools* is to support effective and confident parent and community participation in school governance and decision making processes, and engage the wider school community in the life of the school to support student learning.

The *Community Empowered Schools* project seeks to build stronger bonds between schools and their communities, an important factor to improving student learning.

To build capacity across the entire system, the PLI will continue to design and implement various programmes to meet the needs of the whole agency.

Ethical Conduct Training

Section 32 of the *Integrity Commission Act 2009* requires all public officers to be given education and training relating to ethical conduct.

We have ensured that staff are aware of their obligations relating to the Code of Conduct which is widely disseminated to staff. In particular, the *Tasmanian State Service Code of Conduct* is referenced in all statements of duties and contextualised further in the Department's *Conduct and Behaviour Standards* published on the intranet.

A recent Departmental survey identified that an average of 20 per cent of senior and middle managers from across the Department have participated in workplace training activities relating to awareness raising and the prevention of misconduct.

The *Tasmanian State Service Workforce Survey* also identified that 91.6 per cent of the Department's respondents understood our values; 95.7 per cent are aware of the *Tasmanian State Service Code of Conduct* and how it applies to them; and 98.2 per cent have a good understanding of the ethical standards expected of them.

“As a Department, we have a strong focus on employee development and professional learning to support the growth and skills of our workforce.”



Disability Framework for Action

We have worked closely with the Department of Premier and Cabinet (DPAC) on the development of the *Disability Access Plan 2014–2017*. This plan is available on DPAC's website.

The sections that follow describe some of the outcomes and achievements from the plan for 2014-15.

Disability Standards for Education 2005

The University of Canberra and education jurisdictions (including the Department) have completed the collaborative development of an eLearning resource to improve participants' capacity to enact their obligations under the *Disability Discrimination Act 1992* and the *Disability Standards for Education 2005* (DSE).

This eLearning is targeted to meet the different learning needs of key client groups (i.e. school teachers and administrative staff, educational leaders, and parents and caregivers) with a common core of content material.

It is designed to develop the learner's practical skills and strategies in regard to meeting the DSE through interactive, experiential learning, such as scenario-based problem solving. In each course participants proceed through a series of compliance lessons and then work through the remaining material within the course to achieve desired learning outcomes. All learning material, including compliance lessons, is presented in the following eight courses to reflect the learner's specific context:

1. Early childhood – prior to full-time school
2. Early childhood – school
3. Primary
4. Junior secondary

5. Senior secondary
6. Educational leaders
7. Parents and community
8. Education assistants.

To date, 4,792 staff members have enrolled and successfully completed courses – an increase of 829 participants from the same time last year.

More Support for Students with Disability National Partnership Agreement

In the 2011 Federal Budget, funding was made available over two years to support programmes for students with disability. The funding available to the Tasmanian Government system totalled \$3.8 million, commencing in March 2012 and ceasing at the end of 2013. This was then extended until the end of 2014. A final report was due to the Australian Government in January 2015, which showed all outcomes within the Tasmanian Government school agreement had been met or exceeded, and the final payment of \$1.5 million was received in May 2015.

The funding was delivered through a national partnership agreement to ensure schools and teachers are better able to support students with disability, contributing to improved student learning experiences, educational outcomes and transitions to further education or work.

The funding had to be used to meet outputs devised at the Commonwealth level within the advised timeline. Therefore consideration of sustainability was important and was addressed by focusing on building professional expertise, skills and knowledge through professional learning using train-the-trainer and cascade learning models.

Project funding within Tasmanian Government schools achieved the following:

I. Training for teachers to build their skills in special education

A license was purchased that gave all staff across the Department access to a range of online professional learning modules across a range of disability areas.

Twenty-three staff, including specialist support staff and class teachers, were originally trained as facilitators to support the use of online disability modules within schools. After successfully completing modules, a number of other staff have progressed to become facilitators.

The module topics accessed by staff include: Motor Co-ordination Difficulties, Autism Spectrum Disorder, Speech and Language Communication, Managing Behaviour Difficulties, Vision and Hearing Loss. A total of 672 staff successfully completed modules by December 2013 and by December 2014 this grew to 1,053. Participation rates have been highest for the Managing Difficult Behaviour, Autism and Dyslexia modules.

In 2014, and continuing into 2015, each Tasmanian Government school has an allocated support teacher additional to their base-staff quota. These staff members are currently completing disability modules and being trained as school-based facilitators for the online modules to lead colleagues within their school to complete a disability module. This will further embed capacity building in all school staff in relation to disability knowledge.

Modules have been completed by support school, primary and secondary school teachers and principals, teacher assistants, school psychologists, speech and language pathologists and social workers.

2. Assistive technologies to support the teaching and participation of students with disability

The provision of current technologies supports students with disability in both support and mainstream schools to access and engage in the broader curriculum – especially in literacy learning and augmented communication.

In 2014, a further 108 iPads were purchased bringing the total to 1,008 iPads allocated for individual students with disability in schools. A range of Apps (software applications) were also bulk purchased that supported the use of iPads as assistive communication devices including Proloquo2Go, Tap Choice Speak, Touch Chat and Pragmatic Organisation Dynamic Display (PODD).

The provision of iPads was seen as successful because the process was underpinned by:

- Demonstrated need within the student's learning plan;
- Multidisciplinary ICT assessment/profile developed;
- Consultation with parent/carer;
- Statewide moderation process for allocation; and
- iPads provided as a personal learning device for use between home and school.

A range of assistive technologies for students with vision impairment in mainstream schools, including Braille display devices, portable magnification devices and upgraded JAWS (screen reader software) and Duxbury (Braille translation software) licenses, was also purchased.

In 2014 a range of software and hardware was purchased to support teaching and learning programs for students who are deaf and hearing impaired. These include: DynaMics, wall pilot, Reading Doctor Reading Sounds! Pro-10 licence, Auslan apps and iPads for individual students.

3. Training for teachers to strengthen their skills in the use of assistive technology within the classroom

Professional learning has been provided for special education advisors, teachers and teacher assistants in the use of assistive technologies for communication and literacy development for students with disability. This professional learning has challenged staff to think beyond using apps in isolation, to move towards using the iPad as a learning tool across the teaching and learning programme. In addition to the provision of professional learning through local ICT networks, external IT consultants have also led professional learning in 2014. Haylee Parfett, speech pathologist from Victoria, led a professional learning workshop for 75 speech and language pathologists across the state. This focused on supporting students with complex communication needs and the implementation of functional communication approaches and Augmentative and Alternative Communication (AAC) strategies and principles for students, and included the use of PODD communication books to support the communication needs of children on the Autism Spectrum

4. Additional support for students with disabilities to transition effectively between the stages of schooling and/or from schooling into further education, training or employment

To reduce problems and stress during transition for students with disability and their families, the Department, in collaboration with Tascare Society for Children, developed a set of materials and resources for use by schools and families to support effective transition between stages of schooling.

A web-based application to support individual students and their families at points of transition was produced in collaboration with Tascare.

This application supports the transfer of information and assists families to provide up-to-date information. This application is currently being shared with families and school staff and can be found at:

<https://knowme.net.au>

In 2015, the Department, in collaboration with the National Disability Insurance Agency (NDIA), is trialling a programme for 2015 school leavers for students with a disability to implement a Transition to Work (TTW) programme. This trial is based on the model that has been operating in New South Wales since 2004 which has resulted in significant increase in the engagement in employment pathways by young people with disability. Key staff in each of our senior secondary schools will be trained in an online assessment tool developed by the University of Wollongong, which replaces the Job Capacity Assessment (JCA) that has previously been used. It is envisaged the project will be introduced in other jurisdictions after the Tasmanian trial is completed.

“The provision of current technologies supports students with disability in both support and mainstream schools to access and engage in the broader curriculum – especially in literacy learning and augmented communication.”

Public Access to the Department

Community awareness of the Department and its services

A key role of the Strategic Marketing, Communications and Media (SMCM) Unit is to keep the Tasmanian community and Departmental staff informed about our programmes and initiatives and to promote public education. The SMCM unit takes a proactive approach to promoting the achievements of the Department and its various public services, as well as Tasmania's Government schools.

Advice and assistance is provided to departmental staff and schools in response to media enquiries, as well as the coordination of proactive and reactive media directly. The unit actively seeks media opportunities through newspapers, magazines, radio and television, writes feature stories showcasing recent achievements, releases good news stories and organises interviews with staff to promote targeted programmes.

Opportunities for media coverage promoting education and information services including launches and events, feature stories and interviews showcasing departmental programmes and community engagement initiatives are proactively identified and managed.

Further to this, the Department's social media presence has grown significantly in the last 12 months. Facebook subscribers to our page have doubled over the last year, with just over 80 per cent of schools now having their own Facebook page or public group. The total number of subscribers across all our pages at the end of the 2014-15 financial year was 88,500. Over an average week, about 650 posts attract 200,000 views and 20 videos per week are now being posted to Facebook pages which is a significant increase on the previous year.

An additional 80 videos were added to our YouTube channel in the year to June 2015, which included a viewing audience of 11,800. Our social media presence continues to grow and has become integral in how we disseminate important information to the Tasmanian community, whether this be good news and the promotion of our schools and programmes or community service information such as school closures due to weather conditions, for example.

Public interest disclosures

The main objective of the *Public Interest Disclosures Act 2002* is to encourage and facilitate disclosures about improper conduct or detrimental action by public officers and public bodies. The Department's *Public Interest Disclosures Policy* and *Public Interest Disclosures Procedures* are available on our website. From 1 July 2014 through to 30 June 2015, the Department did not receive any public interest disclosures.

Right to information (RTI) requests

Under the *Right to Information Act 2009*, a person can make an application for assessed disclosure to government agencies, public authorities (including statutory bodies and local government authorities that are bound by the Act) or Ministers who the applicant believes hold certain information.

During the 2014-15 year, the Department received 37 requests under the Act, an increase from 27 requests in 2013-14.

The *Personal Information Protection Act 2004* allows applications for access to, or amendment of, personal information to be released without the need for a formal assessment of the information under the *Right to Information Act 2009*. The introduction of the

Personal Information Protection Act 2004 has allowed access to personal information to be provided in a more efficient and timely manner.

Lists of Departmental publications are located in the appendices to this report.

Right to Information Requests	Number
Number of applications received for assessed disclosure	37 ^{1,2}
Number of applications withdrawn/transferred to other agency	1
Number of applications accepted for assessed disclosure	34
Number of applications determined	32 ¹
Granted in full	15
Granted in part	9
Refused/exempt/not held by agency	8
Determined within 20 days	18
Internal reviews requested	1
Internal reviews finalised by 30 June	1
Internal review decision upheld in full	1

1. Four applications were received from the same applicant which were combined into one application.

2. Includes one application not yet determined and within the 20 day limit.

Legislation Administered, Enacted and Amended

Legislation administered

Allport Library and Museum of Fine Arts Agreement Act 1966

Subordinate legislation: *Allport Library and Museum of Fine Arts Regulations 2012*

Archives Act 1983

Subordinate legislation: *Archives Regulations 2014*

Child Care Act 2001

Subordinate legislation: *Child Care (Fees) Regulations 2013*

Christ College Act 1926

Education Act 1994

Subordinate legislation: *Education Regulations 2015*

Education and Care Services National Law (Application) Act 2011

Subordinate legislation: *Education and Care Services National Regulations*

Education and Training (Tasmanian Academy) Act 2008

Subordinate legislation: *Education and Training (Tasmanian Academy) Regulations 2011*

Education and Training (Transitional Provisions) Act 2010

Libraries Act 1984

Subordinate legislation: *Libraries Regulations 2012*

Office of Tasmanian Assessment, Standards and Certification Act 2003

Subordinate legislation: *Office of Tasmanian Assessment, Standards and Certification (Fees) Regulations 2013*

Teachers Registration Act 2000

Subordinate legislation: *Teachers Registration Regulations 2013*

University of Tasmania Act 1992

Youth Participation in Education and Training (Guaranteeing Futures) Act 2005

Legislation enacted and amended

Tasmanian Qualifications Authority Act 2003 - Royal Assent was granted on 29 May 2015 for the *Tasmanian Qualifications Authority Act 2003* to be replaced by the *Office of Tasmanian Assessment, Standards and Certification Act 2003*. The title of the regulations was amended to reflect this change

Child Care Amendment Act 2014 – consequential amendments to align with introduction of *Registration to Work with Vulnerable People Act 2013*

Subordinate legislation

Archives Regulations 2014

Education Regulations 2015

Statutory Bodies

Allport Library and Museum of Fine Arts Management Committee

The function of this committee is to administer the funds and property of the Allport Library and Museum of Fine Arts and of the Allport Bequest, and to give effect to the provisions and general purpose of the will of Henry Allport. The committee was established under section 19 of the *Libraries Act 1984*.

Schools Registration Board (SRB)

The SRB was established in 1995. Its primary function is to register non-government schools and ensure that non-government schools comply with the educational standards determined by the Minister for Education and Training. The legislative basis for registration is contained in section 51 of the *Education Act 1994*.

State Library and Archives Trust

The Trust administers property acquired by gift, bequest, or device, and ensures that all applicable conditions are met. It was established under section 16 of the *Libraries Act 1984*.

Tasmanian Library Advisory Board

The functions of the Board are to consider and report on matters referred to it by the Secretary

of the Department and to advise the Minister for Education and Training on any issues relating to library services. It must also report to the Secretary of the Department at the end of each financial year. The Board was established under section 11 of the *Libraries Act 1984*.

Tasmanian Qualifications Authority (TQA)

The *Tasmanian Qualifications Authority Act 2003* was replaced by the *Office of Tasmanian Assessment, Standards and Certification Act 2003*. Royal Assent was granted on 29 May 2015. Accordingly, the TQA was disbanded as a consequence of the new arrangements.

Teachers Registration Board (TRB)

The TRB was established in 2002 to administer the provisions of the *Teachers Registration Act 2000*. The primary functions of the Board are to:

- Register all teachers working in Tasmanian Government, Catholic and Independent schools and TasTAFE;
- Conduct investigations, make findings and where appropriate, take disciplinary action, in regard to complaints about teacher competence, conduct, character and fitness to teach;

- Work with teachers and other local and national stakeholders to develop and improve teaching standards;
- Support teachers to move from provisional to full registration;
- Promote the profession of teaching within the Tasmanian community; and
- Approve pre-service teacher education courses; and collaborate with other registration authorities on national priorities.

The Board's annual report is available online at www.trb.tas.gov.au

University of Tasmania Council

Established under the *University of Tasmania Act 1992*, the Council appoints the Vice-Chancellor and Principal, who is the Chief Academic and Executive Officer of the University of Tasmania. The Council also appoints the Deans and the Heads of Schools, on the recommendation of the Vice-Chancellor. An academic senate advises the Council on all academic matters relating to the University.

The Council's annual report is available online at www.utas.edu.au.

Non-Statutory Bodies

Tasmanian Home Education Advisory Council (THEAC)

The Council assists in the management and support of home education in Tasmania. The role of the Council

is also to provide advice and information to the Minister about home education. It is responsible for monitoring individual home education programmes; being a reference point for enquiries; responding to community

concerns; and maintaining liaison with other agencies about home education.

Asset Management and Risk Assessment

Asset management

Assets are managed within whole-of-government policies and guidelines. Key strategies for the effective and efficient use of assets include:

- Optimising the use of built resources to support the provision of a range of educational programmes and curriculum choices at dispersed sites;
- Managing capital funding for building improvements equitably and according to priorities, ensuring appropriate standards of accommodation to support best practice in service delivery;
- Optimising maintenance effort through strategic management and managing resources in accordance with statutory obligations, occupational health and safety, optimum service delivery and asset retention progressing initiatives to identify, rank and mitigate risks within the context of the Government's overall risk management strategy;
- Progressing towards industry best practice in procurement practices and full compliance with Treasury requirements;
- Maximising the responsible use of facilities, facilitating partnership agreements for sharing facilities, and using community and shared facilities where appropriate;
- Supporting the Asset Strategy Steering Committee to provide strategic oversight and direction in asset management; and
- Oversight of the *Strategic Asset Management Plan*.

Risk management

Our risk management activities are governed by a Risk Management and Audit Committee (RiMAC). RiMAC provides independent assurance and advice to the Secretary on the Department's risk, control and compliance framework. The committee is chaired by the Deputy Secretary (Departmental Services) and includes the Deputy Secretary (Early Years and Schools), Director Finance and Business Services, the Director LINC Tasmania and the Manager Internal and Risk Management Services. An open invitation is extended to the Tasmanian Auditor-General and staff of the Tasmanian Audit Office.

Five meetings were held during the year. The work of RiMAC included a review of the Department's strategic risks; the review of risk management plans for key management areas within the Department; the approval and monitoring of the implementation of the internal audit annual work plan; and the review and endorsement of a Fraud Corruption and Control Policy.

Our Internal Audit and Risk Management Services area also provides general and specific advice and support to schools and other business units in the application of risk management.

ICT risk management

ICT risks are managed within a whole-of-government framework, and are supported by our own policies and guidelines. The following key strategies enable effective and efficient use of the ICT system:

- Backups of all systems occur regularly to minimise the risks of losing data, with backups stored offsite. High availability options are considered for critical systems, with specific redundant hardware components in servers (e.g. additional power supplies and network cards) included as a minimum requirement;
- IT Infrastructure Recovery Plans are tested for several major systems on a rotational basis;
- Access from outside the Departmental network is restricted and a range of access levels have been set for staff, students and the public to ensure that access to information is limited to a 'needs-only' level; and
- Risks to confidentiality, integrity and availability are identified and mitigation strategies implemented where appropriate.

Climate Change

Our long-term vision is for all Tasmanian schools to be environmentally sustainable, with students having the opportunity to learn as part of a whole-school approach to sustainability.

Under the *Tasmanian Framework for Action on Climate Change*, we produced an *Emissions Reduction Plan* in 2009 which works in conjunction with our *Strategic Asset Management Plan* to develop energy efficiency improvements in existing facilities.

These plans provide the framework for achieving our broader goals of contributing to the reduction of global greenhouse gas emissions by also encouraging innovation in areas such as recycling, transportation, green building initiatives and moving towards carbon-neutral facilities. Our intentions are to:

- Use less energy;
- Reduce transport/travel-related emissions while maintaining continuity of business operations;
- Reduce levels of office waste; and
- Develop and lead an education programme aimed at engaging staff, students and the broader community.

Since 2012, sustainability has been a cross-curriculum priority in the *Australian Curriculum* and therefore a focus in all Tasmanian schools. Since this time, schools have either built on the sustainability initiatives already in place or have started to work on sustainability. As a Department, we support schools through initiatives such as the establishment of the Sustainability Learning Centre at Mt Nelson and the appointment of a sustainability curriculum officer.

We also run an incentive-based energy funding model which provides improved opportunities for schools to make long-term commitments to energy savings and utilise incentives.

Key elements of our initiatives are:

- Five-Star Green Star Ratings for new schools: Kingston High, Austins Ferry Primary, Romaine Primary, Windermere Primary and Port Sorell Primary schools and new buildings at the Jordan River Learning Federation in Bridgewater were designed as 5-Star facilities under the Green Star environmental rating system for the environmental design and construction of buildings;
- Actively implementing a stringent and ongoing review of the vehicle fleet requirements to include more fuel efficient vehicles and the use of hybrid cars where feasible. All of our light vehicle fleet meets the minimum greenhouse ratings and overall, the size of the fleet has reduced from 310 in 2010–11 to 259 in 2014–15;
- The introduction of the Energy Saving Guide for Tasmanian Government schools, an incentive-based energy funding model and an increased focus on climate change which has resulted in a significant reduction in electricity consumption since 2010;
- The innovative Sustainability Learning Centre at the Hobart College site, which opened in November 2012. The \$2.8 million centre, funded by the Australian Government, was built through a partnership between Greening Australia, CSIRO, the Department of Education, the Tasmanian Catholic Education Office and the Association of Independent Schools. This world-class centre delivers specialist science, ecology and sustainability education, provides a home for Greening Australia (Tasmania) (which contributed \$300,000 to the project) and the CSIRO Education Centre, is the first educational 6-Star Green Star rated building in Tasmania and uses materials from a large warehouse and cottage in Hobart that were recycled to make up 70-80 per cent of the new centre's building materials. It encourages 'hands-on' education using the building itself, which demonstrates sustainability principles as an educational tool as well as using nurseries, field activities, interpretive trails and bush classrooms. The centre also maximises the use of solar energy, resulting in zero net external energy for teaching areas, features recycled storm water and sewerage, and is a carbon-neutral building in initial construction and ongoing use, exhibiting plant cultivation and biodiversity;
- Installation of LED emergency exit lights, an ongoing programme to replace conventional emergency exit lights with energy efficient LED exit lights. This conversion project continues to be rolled out in stages as funds permit. The new LED lights are estimated to consume 44kWh of energy per annum – which is 87 per cent less energy than the traditional exit lights that consume approximately 350kWh per annum; and
- Participation in the *National Solar Schools Programme* (NSSP). This programme is now complete. A total of 109 Tasmanian schools participated from its inception in 2008, with the following outcomes:
 - Solar panels were installed in 103 schools with a maximum generating capacity of 675.5 kWh;
 - Two schools installed wind-powered generating systems;
 - Twenty-nine schools replaced 11,795 lights with high efficiency units
 - Thirteen schools installed rainwater tanks for irrigation purposes with a capacity of 302,584 litres; and

- Other energy-efficiency measures were taken, including the installation of heat pumps, solar hot water units, sensors, timers, thermostats, ceiling fans, door closers and draught seals.

We will continue to monitor the outputs of solar panels with a view to maintaining the optimum efficiency. This overview assists schools to maximise the energy produced through this renewable energy resource, which in turn provides cost savings for the schools and reduces their carbon footprint.

In addition to this, with the assistance of Commonwealth-provided funding, we undertook a project to install solar panels to five Trade Training Centres across the state. This project resulted in 67 kW of panels being installed and it is expected that these panels will reduce the carbon footprint of these centres, and provide cost savings through the reduced reliance on energy from the grid.

Other initiatives include:

- Implementation of the *Sustainability Initiatives* programme to further reduce the carbon footprint of Tasmanian schools as part of the our 2012–13 and 2013–14 minor works and essential maintenance programmes. Under this programme, schools were able to access funding to undertake capital projects to improve water management, waste management, deliver energy efficiency, or address other climate change concerns.
- Engagement of qualified consultants to conduct energy assessment audits of high energy use sites. These audits contain both short term/low cost and longer term/higher cost recommendations to reduce energy consumption, which we will continue to implement.

- A statewide waste management contract that commenced during 2011 to promote the importance of effective waste management. A key feature of the contract is the reporting of levels of waste removal and the resultant greenhouse gas emissions. The reports substantially improve our information and management of waste and enable improvements in recycling to be identified and introduced.

Through this improved reporting, we have managed to reduce the total volume of waste generated from 4,373 tonnes in 2012–13 to 4,182 tonnes in 2014–15.

Waste emission levels 2014–15 (t CO₂-e)

	2013–14	2014–15
Total emissions if all waste to landfill	4,612	4,835 ¹
Greenhouse gas (GHG) emissions saved due to diverting waste from landfill ²	416	381
Current total GHG emissions	4,196	4,454
Percentage reduction	9.01%	7.88%

GHG emissions saved due to diverting from landfill – equivalent²

	2013–14	2014–15
Number of cars removed from the road for one year	93	85
Number of trees planted	1,554	1,423
Number of passengers off-setting a flight Sydney to Hong Kong	546	500

1. There has been an increase of 19.1 per cent in the Methane generation factor in 2014-15 relating to waste sent to landfill.
2. The contractor has been reporting to the Department a saving in emissions due to using landfill sites with gas recovery ability. The contractor advised that they were unable to audit the veracity of the landfill operator’s claimed gas recovery volumes, which supported the saving. The contractor decided to remove this reduction from its reporting. In order for the Department to provide an accurate comparison, the 2013–14 comparative amount has been adjusted to reflect this change.

“Through this improved reporting, we have managed to reduce the total volume of waste generated from 4,373 tonnes in 2012–13 to 4,182 tonnes in 2014–15.”

Measuring and Reporting

In 2008, the Department of Premier and Cabinet commissioned Parsons Brinckerhoff Australia Pty Ltd to perform an audit of all Tasmanian Government agency activities. The scope of this audit included quantifying the Tasmanian Government's greenhouse gas emissions by Department/unit. The audit was sample-based and extrapolations of data for the Department indicated that in 2006–07 the Department had emitted 20,886 tonnes of greenhouse gas emissions.

Since this time, we have been developing more mature data collection and evidence-based reporting regimes.

In full support of the targets contained in the *Climate Smart Tasmania: A 2020 Climate Change Strategy*, we will continue to develop systems to accurately measure the quantities for the extensive set of emission types and targets addressed in the strategy.

The data collected in these systems will be utilised to develop strategies to further reduce our emissions as a Department to meet the targets set for 2020.

Greenhouse gas emissions during the financial year 2014–15 were approximately 22,028 tonnes. The following table provides a breakdown of 2014–15 figures, along with 2013–14 figures for comparison:

Activity	2013–14		2014–15	
	Volume	t CO ₂ -e	Volume	t CO ₂ -e
Electricity	71.55 GWh	15,740.8	72.17 GWh	16,600
Unleaded petrol ¹	464.8 kL	1,106.5	247.5 kL	566.6
Diesel fuel ¹	191.0 kL	515.4	114.8 kL	309.4
Air travel	1.57 million km	248.56	618,535 km	98.0
Waste	4,278 t	4,196 ²	4,182 t	4,454.0
Total		21,807.3		22,028.0

1. The 2013-14 figures included data relating to vehicles operated by TasTAFE. With the transition of these vehicles to a stand-alone TasTAFE account, the 2014-15 data relates solely to those vehicles operated by the Department. Additionally, in full support of the Government's Vehicle Fleet Cost Saving Strategy, the Department has revised its organisational and operational structures to reduce its leased vehicles.

2. The contractor has been reporting to the Department a saving in emissions due to using landfill sites with gas recovery ability. The contractor advised that they were unable to audit the veracity of the landfill operator's claimed gas recovery volumes, which supported the saving. The contractor decided to remove this reduction from its reporting. In order for the Department to provide an accurate comparison, the 2013-14 comparative amount has been adjusted to reflect this change. In addition, there has been an increase of 19.1 per cent in the methane generation factor in 2014-15 relating to waste sent to landfill.

Pricing Policies

Department fees and charges subject to the *Fee Units Act 1997* are published annually in the *Tasmanian Government Gazette* as required under section 8(1) of the Act.

The Department has responsibility for some service delivery activities which, in accordance with the Government's policy on fees and charges, requires that fees and charges should be set at a level which ensures that the full cost of providing a good or service can be accounted for explicitly and recovered at an appropriate level.

Administered payments

The administered payments managed by the Department are outlined below:

Australian Government grants to non-government schools

This grant programme represents Australian Government funding relating to non-government schools.

It also includes funding provided under the following National Partnerships Agreements between Tasmania and the Australian Government:

- *Support for Improving Learning Experiences and Educational Outcomes for School Students with a Disability*

These funds are administered on behalf of the Australian Department of Education, Employment and Workplace Relations (DEEWR) and, upon receipt, are forwarded to non-government schools.

Non-government schools: capital assistance

These grants provide funding to non-government schools and non-government school authorities for assistance with eligible capital projects in accordance with sections 64–70 of the *Education Act 1994*.

Non-government schools: general education grants

This programme covers the cost of grants which are distributed to registered non-government schools in accordance with Part 5, Division 3 of the *Education Act 1994* and Part 6 of the *Education Regulations 2005*.

From 1 January 2014 funding under this item is based on the Australian Government's Students First methodology and is now inclusive of student assistance funding (excluding the *Spectacle Assistance Scheme*) and special needs funding.

Non-government schools: spectacle and accommodation assistance

This includes the operation of the *Spectacle Assistance Scheme* and the *Senior Secondary Accommodation Allowance Scheme* for assistance to families who meet the criteria.

Administered payments: Expenditure 2014–15

Program Expenditure	\$ '000
Australian Government grants to non-government schools	215,040
Non-government schools: Capital assistance	1,141
Non-government schools: General Education Grants	56,872
Non-government schools: Spectacle and accommodation assistance	94
Total	273,147

Loss and Damage

The Tasmanian Risk Management Fund (TRMF) covers the Department's insurable risks including workers compensation, general liability and property damage and loss. Contributions to the fund totalled \$14.5 million (excluding GST). The contributions included \$10.3 million for workers compensation and \$3.5 million for property loss and damage.

In addition, the Department purchased legal liability insurance from a commercial insurer to protect hirers

of our facilities against legal liability claims being made against them.

The potential exists for general liability claims to be brought against the Department. Facilities, contents and motor vehicles are subject to loss and damage arising from various causes, including vandalism.

Under our asset management policy, responsibility for the management of facilities rests with individual sites.

We also operate the *Property Protection Scheme* which is a self-funded pool that covers the cost of damage and losses incurred by schools and Child and Family Centres up to \$56,000. Claims in excess of this amount become TRMF claims.

The following is a summary of insurance claims lodged with TRMF during the year:

Summary of claims lodged with the Tasmanian Risk Management Fund in 2014–15

Item	Number of claims	Total value of claims \$
General property	4	307,298
General liability	9	85,542
Motor vehicle	40	74,387
Personal accident (for students engaged in workplace learning activities and volunteers)	1	510
Transit/removal	2	4,937
Total	49	472,674

Property protection scheme

Summary of claims for 2013–14	
Number of claims lodged	694
Total value of claims	\$2,394,499
Highest valued claim	\$49,774
Number of sites lodging claims	141
Average cost per claim	\$3,450

Debts written off

Category	Number of debts	Amount \$
Minor debts up to \$50	36,588	165,287
Minor debts between \$50 and \$1,000	178	18,745
Debts over \$1,000	17	91,082
Subtotal	36,783	275,114
School debt write-offs	1,261	265,729
Total	38,044	540,843

The majority of the minor debts relate to LINC Tasmania Debtors. The fees raised are mostly for the late return of library books.

Major Capital Projects**Summary of major capital projects completed during 2014-15**

Capital Program	Total cost \$'000
<i>Capital Investment Programme</i>	60,200
<i>Science & Trades Refurbishment Stimulus Programme</i>	14,426
Total	74,626



List of individual major capital projects completed during 2014-15

Capital Investment Programme	Project	Estimated total cost \$'000
Clarence High School	Science Upgrade	2,000
Don College	Science Upgrade	2,500
Child and Family Centres	Development of 11 Child and Family Centres: Beaconsfield, Burnie, Chigwell, Clarence Plains, East Devonport, Derwent Valley, George Town, Queenstown, Ravenswood, Risdon Cove, St Helens	34,493
Exeter Primary School	Kindergarten Redevelopment	450
Fairview Kindergarten	Kindergarten Refurbishment	900
Hellyer College	Construction of a new Trade Training Centre	335
Hobart College	Science Upgrade	3,000
LINC Projects	Development of new LINC's located at Queenstown, Scottsdale and George Town	11,000
Lindisfarne North Primary School	Refurbishment of the former Geilston Bay High School to relocate Lindisfarne North Primary School	2,100
Howrah Kindergarten	Kindergarten Refurbishment	1,400
Mountain Heights School	School Science Refurbishment	926
Mountain Heights School	Construction of a new Trade Training Centre	1,356
Prospect High School	MDT Upgrade	1,500
Rose Bay High School	Construction of a New Block & Refurbishment to existing rooms	3,300
Rosny College	Science Upgrade	3,000
Smithton High School	New Gymnasium	3,535
Tasman District School	Construction of a new Trade Training Centre	841
Taroona High School and Primary School	Traffic management improvements - modifications to car park	490
Wynyard High School	Science Upgrade	1,500
Total		74,626

List of individual ongoing major capital projects

Capital Investment Programme	Project	Estimated total cost \$'000	Estimated cost to complete \$'000	Estimated completion year
Brooks High School	Redevelopment of Brooks High School	7,300	3,107	2016
Devonport High School	Toilet and change rooms for the gymnasium and adjoining teaching blocks	850	797	2016
Dunalley Primary School	Construction of new Dunalley Primary School	5,876	1,966	2016
Latrobe High School	Latrobe High School Gym extension	550	86	2015
Latrobe Primary School	Double classroom	660	117	2015
Exeter High School	Replacement of retaining wall	270	115	2015
Kings Meadows High	Redevelop, refurbish and modernise teaching area	7,150	7,100	2017
Lauderdale Primary School	Construction of additional GLA and the demolition of old demountable units	1,600	1,568	2016
Launceston LINC, Civic Square	Redevelopment	3,150	835	2015
New Town High School	School entrance/building upgrade and redevelopment	2,830	2,324	2016
Professional Learning Institute	Refurbishment to establish permanent accommodation	1,500	1,195	2016
East Devonport Kinder	Provision of refurbished Kinder	525	508	2016
Southern Support and E-School Relocation	Refurbishment works to relocate Southern Support and E-School	1,200	883	2016
Year 7-12 Implementation Plan	Capital works and new classroom construction to support the Years 7-12 Implementation Plan.	6,000	5,885	2017
Total		39,461	26,486	

Contracts and Tenders

Contracts and Tenders | July 2014 - 30 June 2015	Totals
Total number of contracts awarded	65
Total number of contracts awarded to Tasmanian businesses	59
Total value of contracts awarded	\$48,836,765
Total value of contracts awarded to Tasmanian businesses	\$38,672,486
Total number of tenders called and/or quotation processes run	59
Total number of bids and/or written quotations received	228
Total number of bids and/or written quotations received from Tasmanian businesses	198

Contracts for Goods and Services > \$50,000

Information and Communication Technology >\$50,000

Contractor	Location	Description	Period of contract	Value of contract \$
Alphawest	Hobart, Tasmania	Provision of Symantec Endpoint Software	07/14 - 06/17	214,000
Ditech Systems Pty Ltd (T/A Intuit Technologies)	Hobart, Tasmania	Provision of Replacement School Servers	04/15 - 12/15	585,091
Kuder Visions Unlimited	Iowa, USA	Provision of Career Planning System	06/15 - 12/17	2,893,029
UXC Eclipse	Hobart, Tasmania	Platform as a Service (PaaS) - CRM 2011	05/15 - 01/17	235,123
Tempus Pty Ltd	Hobart, Tasmania	Provision of an Electronic Forms and Workflow Product	06/15 - 06/18	233,700
Total				4,160,943

Building and Construction >\$50,000

Contractor	Location	Description	Period of Contract	Value of contract \$
CDC Development (Tas) Pty Ltd	Derwent Park, Tasmania	Fairview Primary School - New Kindergarten	07/14 - 12/15	820,796
Maveric Builders Pty Ltd	Kingston, Tasmania	South Hobart Primary School - Kindergarten Modifications	09/14 - 05/15	154,390
Vos Construction & Joinery Pty Ltd	Devonport, Tasmania	Railton Primary School - Refurbishment and Demolition	09/14 - 05/15	193,533
Macquarie Builders Pty Ltd	Hobart, Tasmania	Construction of the Dunalley Primary School	09/14 - 11/16	5,071,277
Tascon Constructions Pty Ltd	Moonah, Tasmania	Construction of the Tasman Trade Training Centre	09/14 - 12/16	616,976
Fairbrother Pty Ltd	Battery Point, Tasmania	Refurbishment of former Geilston Bay High School	10/14 - 01/16	1,576,892
Fairbrother Pty Ltd	Devonport, Tasmania	Hellyer College - Teaching Kitchen Refurbishment	11/14 - 01/15	297,240
Fairbrother Pty Ltd	Devonport, Tasmania	Mountain Heights School, Trades Skills Centre Works	11/14 - 01/16	971,780
Tascon Constructions Pty Ltd	New Town, Tasmania	New Town High School, Toilet Refurbishment	11/14 - 01/16	194,000
Fairbrother Pty Ltd	Devonport, Tasmania	Hellyer College Teaching Kitchen Refurbishment	11/14 - 02/16	297,240
CDC Development (Tas) Pty Ltd	Derwent Park, Tasmania	Montrose Bay High School - Big Picture Relocation	12/14 - 02/16	121,965
Maveric Builders Pty Ltd	Kingston, Tasmania	Taroona High School, MDT Reconfiguration	12/14 - 02/16	138,324
TDK Construction Pty Ltd	Kingston, Tasmania	Kingston High School, expansion of learning areas	12/14 - 02/16	212,866
Premium Constructions (Tas) Pty Ltd	Legana, Tasmania	Launceston LINC Redevelopment	01/15 - 06/16	2,198,600
Fairbrother Pty Ltd	Launceston, Tasmania	Brooks High School, Redevelopment of General Learning Areas	01/15 - 12/17	5,342,326
Fire & Safety Tasmania Pty Ltd	Kings Meadows, Tasmania	Provision of Fire Main Upgrade at Forest Primary School	02/15 - 05/15	203,250
A K Madden	Newstead, Tasmania	Structural Rectification of a Heritage Building at Hagley Farm School	03/15 - 06/15	53,538
Wayston Pty Ltd	Glenorchy, Tasmania	Upgrade Student Accommodation Facilities	03/15 - 06/15	211,193

Contractor	Location	Description	Period of Contract	Value of contract \$
Mead Con	Devonport, Tasmania	Latrobe High School, Gymnasium Extension	03/15 - 06/15	432,537
Statewide Earthworks Pty Ltd	Granton, Tasmania	Princes Street Primary School mini oval project (work package 1, Wall Construction)	04/15 - 05/15	99,529
Bassett Building Pty Ltd	Relbia, Tasmania	Exeter High School Retaining Wall Rectification	04/15 - 07/15	270,295
Fairbrother Pty Ltd	Devonport, Tasmania	Latrobe Primary School, New Classrooms	04/15 - 08/15	417,530
Tascon Constructions Pty Ltd	Moonah, Tasmania	Internal Refurbishment of the Professional Learning Institute	05/15 - 06/15	434,500
Tascon Constructions Pty Ltd	Moonah, Tasmania	Internal alterations to Level 1 Murray House	05/15 - 06/15	124,980
Andrew Walter Constructions Pty Ltd	Claremont, Tasmania	New Access Road for Lindisfarne North Primary School	05/15 - 06/15	206,385
Macquarie Builders Pty Ltd	Hobart, Tasmania	New Town High School New Administration Building	05/15 - 12/15	1,999,500
Maveric Builders Pty Ltd	Kingston, Tasmania	Huonville Primary School, New Kindergarten	06/15 - 01/16	1,222,182
Vos Construction & Joinery Pty Ltd	Devonport, Tasmania	Southern Support School, Alterations & Additions	06/15 - 09/15	436,583
Total				24,320,207

Other >\$50,000

Contractor	Location	Description	Period of Contract	Value of contract \$
Lazaro Pty Ltd	Hobart, Tasmania	Provision of Contract Cleaning at Break 'O Day Child and Family Centre	09/14 - 09/19	134,180
Lazaro Pty Ltd	Hobart, Tasmania	Provision of Contract Cleaning Services at Break 'O Day Trade Training Centre	09/14 - 09/19	160,150
Powercom Systems Pty Ltd	Kingston, Tasmania	Provision of Solar PV Systems at Trade Training Centres in Southern Tasmania	10/14 - 01/16	76,255

Contractor	Location	Description	Period of Contract	Value of contract \$
Mode Electrical	St Leonards, Tasmania	Provision of Solar PV Systems at Trade Training Centres in Northern Tasmania	10/14 - 01/16	77,994
Lazaro Pty Ltd	Hobart, Tasmania	Provision of Contract Cleaning Services at Letitia House Mt Nelson	10/14 - 09/18	222,590
Ascot Commercial Interiors	Burnie, Tasmania	Supply and Installation of Mobile Compactus Units, Launceston LINC.	10/14 - 12/15	60,570
Specialised Landscape Services	Derwent Park, Tasmania	Fairview Primary School, Kindergarten Landscape Works Package	11/14 - 01/15	84,800
ALS Library Services	Edwardstown, South Australia	Supply of Library Materials	11/14 - 11/19	3,125,000
Peter Pal Library Suppliers	Shailer Park, Queensland	Supply of Library Materials	11/14 - 11/19	2,730,000
Digital Education Services	South Melbourne, Victoria	Supply of Library Materials	11/14 - 11/19	500,000
Ellison Hawker	Hobart, Tasmania	Supply of Library Materials	11/14 - 11/19	415,000
Fuller Bookshop	Hobart, Tasmania	Supply of Library Materials	11/14 - 11/19	115,000
Hobart Bookshop	Hobart, Tasmania	Supply of Library Materials	11/14 - 11/19	110,000
iSubscribe Pty Ltd	Dawes Point, New South Wales	Supply of Library Materials	11/14 - 11/19	420,000
Lazaro Pty Ltd	Hobart, Tasmania	Provision of Contract Cleaning Services at George Town HUB	01/15 - 12/19	184,000
Toll IPEC	Moonah, Tasmania	Provision of Cartage Services for Library Materials	02/14 - 02/19	1,431,700
Programmed Property Services	Derwent Park, Tasmania	Provision of Exterior Painting Maintenance Services at Geeveston Primary School	02/15 - 02/19	74,820
KONE Elevators Pty Ltd	Hobart, Tasmania	Provision of Lift Maintenance Services	03/15 - 02/20	652,500

Contractor	Location	Description	Period of Contract	Value of contract \$
Tiifrino Pty Ltd	Glenorchy, Tasmania	Provision of Roof Maintenance Services (Southern Region)	03/15 - 02/20	1,065,864
Skyline Roofing	Newstead, Tasmania	Provision of Roof Maintenance Services (Northern Region)	03/15 - 02/20	1,493,875
SERS Sheetmetal & Roofing	South Burnie, Tasmania	Provision of Roof Maintenance Services (North West Region)	03/15 - 02/20	789,246
ECTS Electrical and Fire Pty Ltd	Hobart, Tasmania	Provision of Fire Services Maintenance	03/15 - 02/20	2,604,955
Klimate Solutions	Hobart, Tasmania	Provision of Mechanical Services Maintenance	05/15 - 06/20	2,150,460
Brownbuilt Pty Ltd	Coburg North, Victoria	The supply and delivery of mobile compactus units and track system for Tasmania's State archive and heritage collections	06/15 - 02/16	496,250
Total				19,175,209

Contracts for Consultancies >\$50,000

Building and Construction

Consultant	Location	Description	Period of Consultancy	Value of Contract \$
Heffernan Button Vos Architects	Hobart, Tasmania	Architectural Consultancy Services for the New Town High School New Administration and Amenities	08/14 - 08/16	220,702
M2architecture	North Hobart, Tasmania	Architectural Consultancy Services for the New Huonville Primary School Kindergarten	12/14 - 12/16	99,960
Architects Designhaus	Hobart, Tasmania	Architectural and Sub-Consultancy Services for Taroona High School, Stage 3 works	04/15 - 05/15	98,250

Consultant	Location	Description	Period of Consultancy	Value of Contract \$
GHD Burnie	Burnie, Tasmania	Primary consultancy for the redevelopment of the Devonport High School Gymnasium	04/15 - 12/15	52,515
Morrison Breytenbach Architects Pty Ltd	Hobart, Tasmania	Architectural Consultancy for the relocation of the Professional Learning Institute	04/15 - 07/16	117,400
Architects Designhaus	Hobart, Tasmania	Architectural Consultancy Services for Refurbishment of Raminea Road to Office Accommodation	05/15 - 01/16	96,140
Michael R Cooper & Associates Architects	Hobart, Tasmania	Architectural Consultancy Services for Southern Support School. Alterations, Covered Way and Garage	05/15 - 12/15	87,440
6TYo	Riverside, Tasmania	Provision of Architectural Consultancy Services for Kings Meadows High School - general learning areas	06/15 - 06/17	408,000
Total				1,180,407

Other

Nil

Summary of total costs of contracts and consultancies awarded > \$50,000

Item	Total Cost \$
Information and Communication Technology	4,160,943
Building and Construction	25,500,614
Other	19,175,209
Total	48,836,766

Superannuation Certificate

"I, Colin Pettit, hereby certify that the Department of Education has met its obligations under the *Superannuation Guarantee (Administration) Act 1992* of the Commonwealth in respect of any employee who is a member of a complying superannuation scheme to which the Department of Education contributes."

Colin Pettit
Secretary (– 28 August 2015)

Other Annual Reports

TASMANIAN LIBRARY ADVISORY BOARD ANNUAL REPORT

On behalf of the Tasmanian Library Advisory Board (TLAB), I am pleased to submit the 29th annual report of the board as required under the *Libraries Act 1984* as amended in 2000.

Role and Structure

The statutory role of the TLAB, as defined by the *Libraries Act 1984*, is to advise the Minister for Education and Training and the Secretary of the Department of Education on matters relevant to the provision of public library services in Tasmania. The *Libraries Amendment Act 2000* extended the board membership structure to provide a wide representation from the Tasmanian community, comprising a mix of rural and urban interests.

The current board was appointed on 1 January 2014 until 31 December 2015.

Board Membership

Ministerial nominees:

Ms Mary Bent (Chair); Ms Donna Bain (resigned 30 July 2014); Dr Mark Briggs; Ms Sue Chapple; Ms Jen Fitzgerald; Ms Hilary Schofield, Ms Kay Thompson (appointed 1 January 2014); Ms Beverley Jennings; Dr Dianne Snowden; and Lyn Cameron (appointed 24 February 2015).

Local Government Association of Tasmania nominees:

Alderman Sandra French; Alderman Doug Chipman; Councillor Susan Nolan; Mrs Kym Matthews.

Nominee of the Secretary of the Department of Education:

Ms Jenny Rayner, Director, LINC Tasmania

Board meetings

The Board held four meetings during 2014–15 in Hobart:

17 November 2014; 4 September 2014; 5 March 2015; and 4 June 2015

An extraordinary meeting was held on 12 August 2014.

Major issues considered by the Board

LINC Tasmania Budget

The LINC Tasmania budget strategy became a regular item on the Board's meeting agenda during 2014-15 and was the subject of an extraordinary meeting held on 12 August 2014. The Board is conscious of the difficult economic circumstances that Tasmania faces and the Government's commitment to constrain expenditure. The Board supported LINC Tasmania's proposal for structural savings to be implemented incrementally as opportunities arise.

The Board recognised that implementing budget savings measures without impact on service provision would be challenging for LINC, given previous demands made on the organisation, and they accepted with some regret that some service reductions would be necessary. The Board stressed the critical need to preserve and protect the core services provided by LINC, especially those services provided to the most disadvantaged, such as the literacy programme.

The Board supported LINC Tasmania's work to decentralise management of regional service sites and move to a catchment model which now sees a host LINC with operational oversight of several smaller regional sites. The Board is pleased to note that this internal restructure has not impacted on services to the public and affected staff have been transitioned to new roles as appropriate with some staff savings made.

The Board has consistently advocated for an increase to the Bookvote, together with annual indexation to maintain the purchasing power of the allocation over time, and is appreciative of the support provided by the Department of Education in this regard.

Exploration of alternative service delivery models

The Board has consistently supported the LINC Tasmania concept, and the capacity for its programmes to contribute to employability and individual growth across the state. TLAB are committed to ensuring LINC services and the network continues to be relevant and sustainable.

Given the challenges around finding budget savings, the Board requested LINC Tasmania to undertake research into alternative, more sustainable and efficient service delivery models and their applicability in the Tasmanian context, in order to strengthen its financial viability in the longer term. This was in response to observed changes in client usage behaviours, expectations, shifting areas of demand, and budgetary considerations.

The Board discussed a paper at the March 2015 meeting which looked at examples of re-shaping and re-engineering of regional public library networks in other parts of Australia and internationally. This included service alternatives such as book depots, shared facilities, self-service book lockers, internet access points in local agencies and schools, and enhancement of outreach services.

Whilst the Board was interested in how other states manage their library networks, it acknowledged that the Tasmanian context is different in its geography, demographics, funding and administration. They agreed that there was no simple answer to the question of finding more affordable service alternatives, and have encouraged LINC to continue its research in this area.

New Hub at George Town, redeveloped Launceston LINC and proposed redevelopment at Burnie and Devonport LINC

The Board believes that in order for the statewide model to be sustainable it must have a strong contemporary collection, access to up-to-date technology and physical infrastructure that supports effective and efficient delivery of services. The Board has been impressed with the success of the hub model with all LINC hub sites demonstrating sustained increases in community participation.

The Board took a keen interest in the development and opening of LINC Tasmania's newest LINC at the George Town Community Hub which sees the integration of LINC services with Service Tasmania and a Child and Family Centre. Several Board members attended the official opening by the Minister for Education and Training on 26 February 2015. The Board fully supports the integrated service model which provides a broad range of complementary Government services to communities including access to information, learning, Government transactions and specialised services for young children and their families. The Board is pleased that further opportunities to integrate Government services are being pursued with Service Tasmania co-locating with Glenorchy LINC in 2015–16.

The Board has followed the progress of the Launceston LINC redevelopment with much interest and looks forward to holding one of its meetings there at a future date. Members have been impressed by the scale of the changes and the ability of the design to transform the building into a modern learning facility. A suite of new meeting/training rooms has significantly increased opportunities for Launceston LINC to serve the community and contribute to the development of individual skills and social capital.

The Board has throughout the year kept abreast of the proposal for the Devonport City Living Project and its impact on the LINC. The Board welcomed the Departmental and Ministerial commitment to ensure that the LINC is not disadvantaged in any way and that the amenity of Devonport LINC will be maintained.

The Board was very pleased to note that \$2.8 million has been allocated in the 2015-16 State Budget for a much needed redevelopment of Burnie LINC over the next two years.

Preserving Tasmanian Government records through establishment of appropriate archive repositories

The Tasmanian Heritage and Archives Office (TAHO) has been seeking a replacement for its current offsite storage for some time. The Board has welcomed a proposal to redevelop the former Geilston Bay High School for this purpose over a period of years.

Additionally, the Board has supported a business case to identify options for an improved system to take in, manage and preserve the digital outputs of government agencies.

Information services

The Board acknowledges the innovative work undertaken by LINC staff 'behind the scenes' to develop the Tasmanian Names Index. The Index allows researchers to sort through more than 850,000 records about Tasmanian people from all walks of life, including convicts, prisoners and everyday Tasmanians via a single free online search, and is a model of simplicity that is attracting users from around the world.

The Board noted with pleasure the introduction of free eMagazines and eMusic to library card holders through the LINC Tasmania website. The new services respond to a trend for clients wanting more

contemporary information and recreational material which can be downloaded to their smart phones, tablets and computers. The services complement the existing eBook service which continues to attract strong demand.

Literacy and learning

The Board noted the extensive activities undertaken across the network in support of adult literacy and learning, particularly around foundation and core skills development.

The Board continues its strong commitment for LINC's literacy services and the 26TEN initiative, which it considers to be leading the nation in its strategy and vision. It was particularly impressed with the results of a survey in May 2015 showing high levels of client satisfaction with LINC Tasmania literacy services. The results highlight the success of the whole of LINC effort to make adult literacy part of core business since 2011, and the great work of staff and volunteers throughout the network.

Meetings with the Minister for Education and Training

During the year the Minister was periodically briefed on the activities of the Board and major issues concerning the provision of LINC Tasmania services in this state.

The Chair met with the Minister for Education and Training, Hon. Jeremy Rockliff MP on 3 July 2014, 29 October 2014, 15 December 2014 and 13 March 2015. The Minister attended the November 2014 meeting of the Board.

Board Operations

On behalf of the Board, I would like to sincerely thank Board members, past and present, for their commitment and voluntary contribution to the business of the TLAB.

As dedicated members of the Board, the interests of LINC Tasmania and the Tasmanian community as a whole have been well served.

I would also like to acknowledge the contributions from a range of LINC Tasmania staff who provide the Board with professional expertise and comprehensive briefing papers for each meeting. I also acknowledge and thank LINC Tasmania's support staff who manage the practicalities of the meeting schedule so efficiently.

TLAB looks forward to continuing its productive relationship with LINC Tasmania, particularly as it evolves, innovates, and employs new technologies in an increasingly digital environment. The financial challenges faced by the Tasmanian Government and indeed LINC Tasmania mean that the service network must be sustainable; in order to continue to provide Tasmanians with access to opportunities for skills development, and to the information they need to function effectively in the 21st Century.

Mary Bent
Chair

“The Board has consistently supported the LINC Tasmania concept, and the capacity for its programmes to contribute to employability and individual growth across the state.”



STATE LIBRARY AND ARCHIVES TRUST ANNUAL REPORT

I am pleased to submit the 30th annual report of the State Library and Archives Trust (SLAT). The Trust is required by the *Libraries Act 1984* to administer any property acquired by the Trust through gift, bequest or device for the advancement of library and/or archives knowledge in Tasmania. The Trust awards grants and, on occasions, travelling scholarships aimed at assisting the professional development of librarians, archivists, and library and archives workers.

Conferences and seminars

Tasmanian librarians, archivists and library workers have attended, with the support from the Sir John Morris Memorial Trust Fund, a number of professional development conferences and workshops in 2014–15 including, among others:

- Australian Library and Information Association (ALIA) National Conference, Melbourne, September 2014
- iPres 214 Digital Preservation Conference, Melbourne, October 2014
- Australian Council for Adult Literacy Conference, Surfers Paradise, October 2014
- Libraries Australia Forum 2014, Canberra, October 2014
- ALIA Information Online, Sydney, February 2015.

Funding support was also provided to the organising committee of the 2015 ALIA National Library and Information Technicians' Symposium to be held in Hobart in September 2015 (funding is to be provided over two years).

Sixteen applications were funded by the Sir John Morris Memorial Trust Fund for the 2014–15 year in accordance with the Trust Deed. The total amount of grant funding awarded was \$19,774. This compares with last year's grant allocation of \$14,935 which was shared across 16 applicants.

The successful applicants prepared reports on their activities and also made presentations to gatherings of library and archives professionals in order to share the knowledge gained through their participation. All reports are available on request from the Secretary of the Trust. Through the assistance provided for these activities, the Trust has continued to help raise the skills and knowledge of library and archives workers throughout Tasmania.

Travelling scholarships

The Trust did not offer a Sir John Morris Memorial Trust Travelling Scholarship in 2014–15.

TM Crisp Memorial Sporting Library Fund

The Trust also administers the TM Crisp Memorial Sporting Library Fund, which provides grants for the purchase of sporting books for public and reference libraries. The sum of \$3,000 was made available from the fund to LINC Tasmania in 2014–15 for the purchase of books on sporting pursuits, including cricket, tennis and other popular sporting activities.

Kula Bequest Fund

In 2014–15 a sum of \$6,210 was transferred to LINC Tasmania. This fund stipulates that the yearly income of the trust fund is utilised to purchase works of foreign fiction subsequently published in English.

Meetings and funds

Two ordinary meetings of SLAT were held during the reporting year in November 2014 and May 2015.

As previously reported the Trust is now reliant on utilising safer bank-managed funds to grow its assets for investment in the continued professional development of library and archives workers across the state, and has exercised prudence and equity with the distribution of Trust funds. The Trust considers funding applications for each coming six month period at meetings held in May and November.

I would like to express my sincere appreciation to each of the members of the State Library and Archives Trust, Ms Simone Bingham of the University of Tasmania; Mr Duncan Hall of the Public Trustee, Mr Ross Latham, State Archivist; and Ms Jenny Rayner, Director, LINC Tasmania, for their ongoing dedication and contribution to the success of the Trust, and to thank Mr Jason Lockley for his support in the role of Secretary.

Mary Bent PSM
Chair

ALLPORT LIBRARY AND MUSEUM OF FINE ARTS ANNUAL REPORT

The mission of the Allport Library and Museum of Fine Arts (ALMFA) is to ensure that the bequest which Henry Allport made in 1965 is highly valued and enjoyed by its beneficiaries, the people of Tasmania, and is recognised for its major contribution to Australia's heritage.

The objectives and principles which support that mission are:

- Providing maximum access to the collection within the limits of preservation and security considerations;
- Maintaining the highest standards in collection development and service; and
- Encouraging the Tasmanian community to participate in the development and preservation of the collection.

Exhibitions and displays

Stuffing the Porcupine: an exhibition of Tasmanian cookery books (May – August 2014)

Stuffing the Porcupine: an exhibition of Tasmanian cookery books (May – August 2014) featured books, manuscripts, photographs and posters from Allport and other TAHO collections, including Mary Morton Allport's journal (the source of the exhibition title) and some Edward Swarbreck Hall material recently discovered in the W.L. Crowther Library. This exhibition has also attracted widespread media attention and been well attended. Total visitor numbers exceeded 2,500.

Architecture drawing | drawing architecture (September – December 2014)

This exhibition featured architectural plans from TAHO collections as well as original artwork by Emma McDowell. It received good media attention, including a report on Southern Cross News.

Tasmanian love stories (December 2014 – February 2015)

Featuring the work of a group of contemporary printmakers, this was opened on 11 December by the Minister for the Arts, The Hon. Vanessa Goodwin MP, and ran until 28 February. A total of 107 people attended the opening; total exhibition visitor numbers were 2,294.

Memento mori: art, medicine and the body (March – July 2015)

Curated by Lauren Black, this was a medically-themed exhibition developed through a creative collaboration between artist Lauren Black, The R.A. Rodda Museum of Pathology at University of Tasmania and the Allport Library and Museum of Fine Arts. It was opened on 13 March by Peter Timms to a crowd of 171, received media coverage and was well attended.

Access, public programmes and events

Visitor numbers

There were 10,772 visitors in 2014-15, an increase from 2013-14 in line with a general upward trend since 2009-10.

Online presence

ALMFA continues to make use of social media to connect with the online community. The Facebook page currently has 278 followers and is used to promote upcoming exhibitions, talks, lectures, tours and other events.

Tours

A monthly behind-the-scenes tour programme was launched in April 2015. It features guest tour guides and tours that focus on elements of the collection such as objects, decorative arts and botanical artists. The programme has been successful to date with the tours well attended so far:

- | | |
|-------------------------|--|
| 16 Apr: | Marian Jameson, <i>'Wigs, Money & Weapons: Curious objects you rarely see'</i> |
| 21 & 28 May: | Tony Brown, <i>'Georgian Glass: Hot, Heavy, Taxable, Treasonable'</i> |
| 19 June: | Warwick Oakman, <i>'The dark Allport all-nighter'</i> |

Merchandise

A series of six postcards based on medical illustrations from the W.L. Crowther Library were produced as part of *Memento mori: art, medicine and the body*.

Group visits

Group visits, other tours and events included:

2014

- 1 August:** Charles Sturt University librarianship students
- 6 August:** New Town High School students
- 12 August:** A small family group of Thomas Bock descendants
- 29 September:** Dobson Mitchell Allport 180th celebration
- 3 November:** Kempton Primary School
- 17 November:** Mount Stuart Primary School
- 18 November:** TAFE English conversation students
- 20 November:** Australian Library and Information Association
- 22 November:** Open House Hobart, tour of 91 Murray Street

2015

- 14 January:** Rebecca Woods 'Tasmanian Love Stories' floor talk
- 12 February:** Christina Baehr harp concert
- 16 February:** Rebecca Woods 'Tasmanian Love Stories' floor talk
- 20 February:** School for Seniors
- 20 February:** Ron Moss book launch
- 6 March:** Pustaka Negeri, CEO of State Archives and Library of Sarawak

- 19 March:** Bridgewater Family History group
- 19 March:** Ross McMullin talk on the lost generation of World War One
- 23 March:** Rosetta Primary School
- 26 March:** Lauren Black and Dr Sorrel Standish-White, Gallery floor talk
- 21 May:** Friends of the Tasmanian Museum and Art Gallery
- 28 May:** Children's Book Council Australia Nan Chauncy exhibition launch
- 1 June:** Bridgewater Family History group
- 13 June:** Hobart Town (1804) First Settlers Association members
- 18 June:** Lauren Black, Artist Talk

Curriculum resource

The Department of Education has granted funding through its eStrategy to facilitate the development of a curriculum resource for primary school children. The resource focuses on the life and work of convict artist William Buelow Gould, and is expected to be launched at the end of 2015.

Lecture program

ALMFA continues to host the joint Professional Historians Association Tasmania and Tasmanian Archive and Heritage Office monthly lecture series. Since relocating the lectures to the Allport Library in 2013, an upward trend in attendance has been recorded. Total numbers attending talks were 357.

2014

- 7 August:** Paul Johnston, 'Domain House: the conservation project'
- 4 September:** Penny Edmonds, 'Travelling under concern: Backhouse and Walker's Quaker travel archives'
- 9 October:** Rod Ewins, 'Fijian whale teeth in the W L Crowther Library'
- 6 November:** Kristyn Harman, 'As much as they can gorge: colonial containment and indigenous mobility at Oyster Cover Aboriginal Station'
- 4 December:** Marian Walker, 'A thousand texts for a thousand fallacious commentaries': Port Arthur and Tasmanian tourist guidebooks

2015

- 5 February:** Alicia Marchant, 'More appealing as a ruin': the affective history of Port Arthur's decay
- 5 March:** Malcolm Keys, 'Orlando Baker, architect'
- 2 April:** Nicola Goc, 'Postcards from the front'
- 7 May:** Tony Rayner, 'John Glover and the Aborigines'
- 4 June:** Simon Cocker, 'A Community at Work: Tasmanian Consumptive Sanatorium'

Publicity and promotion

Items from the Allport Library and Museum of Fine Arts collection were reproduced in 2014-15 in a wide range of books, reports, brochures, signs, exhibitions and television and film documentaries. The collection and exhibition programme was also promoted widely in the media:

- 20/7/2014 *Sunday Tasmanian*, '212 year old German language almanac snapped up by Allport Library', Duncan Abey Goettingischer Taschen Calender fur das Jahr 1802, Ian Morrison
- 8/8/2014 *The Mercury*, 'Tasmanian colonial cookbook garners global attention' Michelle Paine, Exhibition 'Stuffing the porcupine', Hobart LINC volunteer Chong Ket Yun
- 4/9/2014 *Southern Cross News*, Exhibition 'Architecture drawing', Ian Morrison
- 5/9/2014 *ABC 7.30 Tasmania*, Exhibition, 'Architecture drawing | drawing architecture'
- 8/11/2014 *The Mercury*, 'Building on their success', Clyde Selby, Exhibition 'Architecture drawing'
- 20/11/2014 *The Mercury*, 'Talking point: drawings mirror our inner spirit', Paul Johnston, Allport exhibition Architecture drawing | drawing architecture
- 21/12/2014 *Sunday Examiner*, 'Museum thrilled with acquisitions', Manika Dadson, Significant Allport acquisitions (purchases and donations) 2014 Ian Morrison
- 17/1/2015 *The Mercury Tas Weekend*, 'Hidden history', Tim Martain, Allport and Crowther collections Ross Latham and Anna Zylstra
- 1/2/2015 *Sunday Tasmanian*, 'Rare tigers on display, David Beniuk, Allport acquisition - lithograph of thylacines at London Zoo 1850' Ian Morrison
- 1/2/2015 and 8/2/2015 *Sunday Tasmanian* 'Sunday easy' What's On: Tasmanian Love Stories
- 8/2/2015 *Sunday Tasmanian* 'Sunday easy', What's On: Harp concert Christina Baehr harp concert
- 15/3/2015 *Sunday Tasmanian*, 'Exhibition draws on medical history' Allport exhibition Memento mori: art, medicine and the body, Lauren Black
- 16/4/2015 *The Mercury*, 'Allport Library and Museum opens doors for guided tours', Caitlin Sutton

Acquisitions of note

Accession No.	Title	Price (not inc. premiums etc.)
Fine Arts		
FAI306	Unknown artist, <i>Portrait of George Carr Clark</i> , watercolour on ivory	\$3,260
FAI307	Unknown artist, <i>Portrait of John Hunt Butcher</i> , oil on canvas	Donation
FAI308	Margaret Anderson Hope, <i>Overlooking the Derwent River from Mt Wellington</i> , watercolour	\$950
FAI310	Auguste Legrand, <i>Punition des matelots a Hobart Town (Ile Van Diemen)</i> , lithograph 1842	\$240
FAI311	Thomas Bock, <i>Portrait of William Knight</i> , charcoal and chalk on paper 1852	\$28,500
FAI312 and FAI313	Unknown artist, <i>Portraits of Henry and Sarah Cook</i> , oil on board ca.1870	Donation
FAI314 and FAI315	Emma McDowell, <i>Drawings for Architecture drawing | drawing architecture</i> exhibition, pencil on paper 2014	\$4,300
FA 1316	Unknown artist, <i>Portrait of George Sorell</i> , silhouette ca.1830	\$700
FAI317	Joseph Wolf, <i>Thylacinus cynocephalus</i> , lithograph 1850	\$700
FAI318	Elsbeth Vaughan, <i>Seagers Lookout from Wombat Moor</i> , watercolour	Donation

Accession No.	Title	Price (not inc. premiums etc.)
FAI319	Samuel Prout Hill, <i>The Tasmanian Steam Navigation Company Boat "Tasmania" running for Hobart</i> , watercolour	6,000
FAI320	Thomas Bock Untitled [<i>Obelisk tombstone of Captain Mathew Forster (1796-1846), St. John's Churchyard, New Town, Van Diemen's Land</i>], print	7,700
Books		
1391	<i>For the benefit of Mr Sloman ... Michael Howe the terror of Van Diemen's Land</i> , playbill 1821	\$8,750
1392	Bamber Gascoigne, <i>How to identify prints : a complete guide to manual and mechanical processes from woodcut to ink jet</i>	Transfer
1393	Gowans Auctions, <i>Special antique auction, 8 estates : Saturday 16 June 2012</i>	Donation
1394	Collection of sheet music bound for Mrs W Fletcher (Hannah Hone), Hobart 1834, 3 volumes	\$4,500
1395	Judy Annear, <i>The Photograph and Australia Sydney</i> , AGNSW	Donation

Conservation

The Management Committee continues to support the conservation and maintenance of the collection by allocating up to 25 per cent of its annual income from the Endowment Fund and from interest earned for conservation treatments. In 2014-15 the committee funded:

- Maintenance work on antique clocks;
- Glazing of oil paintings by William Charles Piquenit and Conway Hart; and
- Repair and conservation work on rare books and manuscripts.

Staff

Management Committee

The Allport Library and Museum of Fine Arts Management Committee held three meetings in 2014–15, on 24 July 2014, 14 November 2014 and 2 April 2015.

Membership of the committee comprised:

- Mr Tim Bugg, Chair (nominated by the trustees of the estate of Henry Allport)
- Ms Amanda Wojtowicz (nominated by the trustees of the estate of Henry Allport)
- Dr AV (Tony) Brown, a Trustee of the Tasmanian Museum and Art Gallery (nominated by the Board of Trustees)
- Mr Cobus Van Breda (appointed by the Minister for Education)
- Ms Jenny Rayner, Director, LINC Tasmania (nominated by the Secretary of the Department of Education).

Ian Morrison acted as the Allport Librarian during 2014 and Caitlin Sutton returned to the position on a part-time basis from February 2015.

Tim Bugg

Chair

TASMANIAN HOME EDUCATION ADVISORY COUNCIL

Home education occurs when parents/guardians are formally recognised as conducting the child/ren's learning programme from a home base. While they may purchase or borrow curriculum materials or learning resources, the responsibility for planning and implementing the educational programme rests with the home educator. In Tasmania, parents/guardians who are home educating their children are required to register with the Tasmanian Home Education Advisory Council (THEAC).

Role of THEAC

THEAC was established by the Minister for Education to assist in the management and support of home education in Tasmania. The role of THEAC is to:

- Provide policy advice and information to the Minister in relation to home education;
- Maintain a register of parents/guardians who are home educating;
- Monitor the educational programmes of children whose parent/guardian/s have applied for registration as home educators, and make appropriate recommendations to the Minister as a result of initial and periodic monitoring;
- Provide a reference point for inquiries regarding home education;
- Respond to community concerns about home education;
- Maintain liaison with other agencies on matters regarding home education; and
- Organise ongoing support and assistance to home educators.

Membership

THEAC consists of seven members appointed by the Minister for Education and Training, three nominated by home educators and four nominated by the Minister. Members for 2014-15 are detailed below:

Member	Comments	From	Until
Ms Suzanne Pennicott-Jones	Ministerial Nominee - DoE	01/01/2012	31/12/2014
Mr David Fischmann	Ministerial Nominee	01/07/2012	30/6/2015
Ms Colleen Crawford	Ministerial Nominee	01/06/2013	31/05/2016
Mrs Faith Dickers	Ministerial Nominee	29/05/2013	28/05/2016
Jacinta Sinclair	Home Educator Nominee (chair from 1/4/2012)	01/08/2009	31/07/2015
Mrs Keren Golab	Home Educator Nominee	01/10/2009	30/09/2015
Mrs Margaret Sonnemann	Home Educator Nominee	01/10/2009	30/09/2015

Employees

THEAC employed one part-time Administration Officer, two part-time Monitoring Officers, a part-time Executive Assistant (this position changed to Business Manager from 1 July 2014) and a part-time Finance Officer during 2014.

The key function of the Administration Officer is to provide administrative support to THEAC, including maintaining data, and to execute THEAC decisions.

The key function of the Monitoring Officers is to assist THEAC in the monitoring of home education according to established policies and practices.

The key function of the Executive Assistant is to support the operations of THEAC by providing high level administrative and research support to the Council and Chair. The key function of the Business Manager is to run the day-to-day business of THEAC as well as provide high level research and administrative support to the Council and Chair.

The key function of the Finance Officer is to undertake payroll and accounting work.

Contact details

3 Dowling Street, Launceston, Tasmania 7250

Phone: 6334 5381

Email: admin@theac.org.au

Website: www.theac.org.au

Charter

Context

THEAC is responsible for monitoring new and ongoing home education programmes for families who have registered for home education.

Beliefs and Values

THEAC members believe that:

- All children are entitled to receive an education that enables them to reach their potential, including children who are being home educated;
- Home education is a viable educational option for many children;
- Home education should continue to be recognised and supported as a legitimate option for education in Tasmania;
- Monitoring should be unobtrusive and sensitive to differing beliefs and practices, and be undertaken in a spirit of collaboration, support and assistance;
- Home educating parents/guardians should be free to choose from a wide variety of resources, commercial programmes and curriculum materials in line with their educational values and beliefs; and
- THEAC should not favour any particular home education program or curriculum materials.

Operating principles

The employees and members of THEAC operate according to the following principles:

- Maintain a non-intrusive and professional point of reference for all home education queries;
- Ensure that all families registered with THEAC are adequately monitored in a collaborative manner according to THEAC procedures;
- Maintain accurate records of matters pertaining to THEAC's business; and
- Provide accurate and timely information and policy advice to the Minister.

Report on Council Activities for 2014

Meetings

THEAC conducted nine regular meetings during the year. The main function of the meetings was to consider the monitoring reports relating to home educators' programmes and new applications for home education. Two workshops were held to discuss the administration and management role and function of THEAC and to review and update policies and procedures.

Ministerial Liaison

THEAC maintained liaison with the Minister for Education throughout the year through the provision of minutes of meetings and regular contact with the advisor in the Minister's office. The *THEAC Handbook for Council Members* as well as the THEAC website were submitted to the Minister and approved. Learning Services within the Department were provided with weekly updates of newly registered and ceasing home educating families.

Registration and Monitoring

During 2014, the parents/guardians of 282 children were approved for registration as home educators through THEAC. Together with families with ongoing home education programmes, monitoring reports for 440 children from 265 families were prepared. A total of 830 students from 456 families were registered with THEAC as at December 31, 2014.

Administration

The Administration Officer continued to maintain administrative procedures for THEAC and support for home educators.

The Monitoring Officers visited families statewide as requested by THEAC and presented reports on these families to THEAC for consideration.

The Executive Assistant continued to provide high level support to Council and Chair in all areas of THEAC operations. This role was made redundant on 1 July 2014 and a new position of Business Manager was implemented with significant operational responsibility.

THEAC continued implementing the disposal schedule as developed in conjunction with the Tasmanian Archive and Heritage Office (TAHO).

THEAC developed a new format for the family reports; *Home education summary and plan (HESP)* which includes a pedagogy, literacy, numeracy, socialisation, evaluation and research focus.

Public and Professional Relations

THEAC maintained liaison with various government departments in carrying out its support for home educators including contributing to the Education Act Review.

THEAC maintained a strong working relationship with the eSchool and Learning Services.

THEAC continued to disseminate information both within the community at large and within the community of home educators throughout the State.

A home educator Get-together/Information session was held in Kingston in November, in addition to THEAC members attending open information sessions of home educator groups during Home Education Week.

THEAC developed relationships with Autism Tasmania and Positive Partnerships.

Support for Home Educating Families

National Curriculum continued to be monitored to gauge any impact on home educators.

Fifty-four home educated children were registered for the 2014 National Program for Literacy and Numeracy [NAPLAN].

Three newsletters were published for home educators over the year. These newsletters provided information updates and were used to continue a supportive liaison between THEAC and home educators.

Financial Report

THEAC employs a Finance Officer to prepare relevant financial documents with a THEAC member maintaining the Treasurer's position. An audited financial report for the period July 2014 to June 2015 has been presented to the Minister for Education and Training.

J Sinclair

**Chair
May 2015
ABN 24 541 552 357**

“THEAC members believe that all children are entitled to receive an education that enables them to reach their potential, including children who are being home educated.”

SCHOOLS REGISTRATION BOARD ANNUAL REPORT

Establishment and function

The Schools Registration Board (the Board) was established on 1 July 1995 under Part 5 of the *Education Act 1994*. The Board is an independent statutory body with its composition and powers defined under the Act and its supplementary Regulations. Its primary function is to assess and determine applications for the:

- Registration of new non-government schools; and
 - Renewal of registration of existing schools.
-

Members

The Schools Registration Board consists of eight persons appointed by the Minister (*Education Act 1994* 45 (1–3)) and the following held appointments from 1 July 2014 – 30 June 2015:

Ms Jenny Cranston	Chair
Mr John Green	Organisations representing Registered Schools
Mr Tony Crehan	Organisations representing Registered Schools (1 July 2014 – 31 December 2014 and from 23 March 2015)
Ms Jill Morgan	Tasmanian Catholic Education
Ms Katherine O'Donnell	Department of Education (from 16 December 2014)
Mr Michael Cole	Organisations representing Teachers in Registered Schools (from 23 March 2015)
Ms Ann Roberts	Organisations representing Teachers in Registered Schools (from 23 March 2015)
Mr Greg Boon	Organisations representing Parents of Children at Registered Schools (from 23 March 2015)
Mr Ian Dalton	Organisations representing Parents of Children at Registered Schools (1 July 2014 – 31 December 2014)
Ms Angela Briant	Organisations representing Teachers in Registered Schools (1 July 2014 – 31 December 2014)
Ms Gillian Unicomb	Organisations representing Teachers in Registered Schools (1 July 2014 – 31 December 2014)
Ms Judy Travers	Department of Education (1 July 2014 – 31 December 2014)

The Schools Registration Board expresses sincere gratitude to those members who departed from the Board over this period for their long-standing commitment to the work of the Board and to maintaining the quality of education for children in non-government schools.

Registrar

Ms Monique Gowans held the position of Registrar of the Schools Registration Board until 12 June 2015.

Ms Kerry Brown commenced as Registrar on 15 June 2015.

Standards for the registration of schools

In determining an application for registration as a school, the Schools Registration Board takes into account the matters prescribed in section 53 (1) of the *Education Act 1994*.

These matters are:

- The proposed curriculum of a school;
- The qualifications required of teachers at a school;
- The facilities to be provided at a school;
- The minimum number of students to attend a school;
- The kinds of students to attend a school;
- The enrolment and attendance procedures of a school;
- The financial viability of a school;
- The governance of a school;
- The likely impact of a new school on other schools;
- The proposed grievance process; and
- Any other prescribed matters.

In April 2015, the Minister determined Standards that must be complied with in order for schools to be registered. Complementing the Standards, the Board developed Board Instructions that explicitly

outline what documentation should be provided by schools to address each Standard. The aim of the Board Instructions is to provide clarity around the documentation required for registration.

In 2015, the Board simplified processes for those undertaking a registration review. These changed processes are designed to ensure the maintenance of quality in registration reviews but in a more streamlined and efficient manner.

The SRB website www.srb.tas.gov.au provides comprehensive information about the registration process including the Registration Handbook and relevant forms.

Board meetings

The Board met seven times in 2014–15 when it considered matters relating to applications for the renewal of registration of existing schools, as well as other procedural and policy issues.

All meetings were held in Hobart. The meeting dates were:

2014 6 August
 8 October
 26 November
 10 December

2015 3 February
 8 April
 3 June

Registration of schools

There are 66 registered schools in Tasmania; 11 of these schools have more than one campus.

For a current list of non-government schools in Tasmania see:

www.srb.tas.gov.au – School Directory

Application for a new school

There were two applications received for the establishment of a new school in 2014–15:

- Arethusa College in Hobart
- Tamar Valley Steiner School in Launceston.

Review of registered schools

The following 12 schools were reviewed for renewal of registration between July 2014 and June 2015:

- Seabrook Christian School
- The Cottage School
- Giant Steps Tasmania
- John Paul II Catholic School
- North Western Christian School
- Calvin Christian School
- Channel Christian School
- Devonport Christian School
- Fahan School
- Herrick Presbyterian Covenant School
- Marist Regional College
- Tarremah Steiner School.

School closures/amalgamations

There were no school closures or amalgamations in 2014–15.

Changes to registration

Schools are required to notify the Schools Registration Board of any significant changes in relation to their registration details.

Community Christian Academy changed its name to Newstead Christian School on 15 October 2014, ceased delivering Years 11 and 12 and distance education, and now operates from a single campus.

Jenny Cranston
Chair

Statement of expenditure | July 2014 to 30 June 2015

Expenditure	\$
Salary costs (Registrar)	58,759
7 Schools Registration Board meetings (sitting fees) as well as costs of 12 registration reviews (see above)	24,457
Miscellaneous	966
Travel	7,411
Total expenditure	91,593

FINANCIAL STATEMENTS

FOR THE YEAR ENDED 30 JUNE

123

TABLE OF CONTENTS

	Page No
Statement of Comprehensive Income for the year ended 30 June 2015	124
Statement of Financial Position as at 30 June 2015	125
Statement of Cash Flows for the year ended 30 June 2015	126
Statement of Changes in Equity for the year ended 30 June 2015	127
Notes to and forming part of the Financial Statements for the year ended 30 June 2015	128
Statement of Certification	175
Auditor's Report	176



Statement of Financial Position as at 30 June 2015

	Notes	2015 Budget \$'000	2015 Actual \$'000	2014 Actual \$'000		Notes	2015 Budget \$'000	2015 Actual \$'000	2014 Actual \$'000
Assets					Equity				
<i>Financial assets</i>					Reserves				
Cash and deposits	2.12(a), 14.1	47,741	86,587	81,711	Accumulated funds	13.1	392,524	301,542	383,074
Receivables	2.12(b), 10.1	18,196	13,649	18,786	Total equity	2.5(c)	1,486,338	1,346,843	1,472,211
<i>Non-financial assets</i>					This Statement of Financial Position should be read in conjunction with the accompanying notes. Budget information refers to original estimates for the Department and has not been subject to audit. Explanations of material variances between budget and actual outcomes are provided in Note 4 of the accompanying notes.				
Assets held for sale	2.12(c), 10.2	9,639	5,648	7,997					
Property, plant and equipment	2.12(d), 10.3	1,495,063	1,325,349	1,455,438					
Library book stock	2.12(d), 10.4	....	8,500	9,834					
Heritage collections	2.12(d), 10.5	67,447	66,513	66,116					
Intangibles	2.12(f), 10.6	758	3,572	3,078					
Other assets	2.12(e), 10.7	2,335	6,618	2,109					
Total assets		1,641,179	1,516,436	1,645,069					
Liabilities									
Payables	2.13(a), 11.1	8,249	5,762	7,090					
Employee benefits	2.13(b), 11.2	144,885	153,029	142,332					
Other liabilities	2.13(d), 11.3	1,707	10,802	23,436					
Total liabilities		154,841	169,593	172,858					
Net assets	2.5(c)	1,486,338	1,346,843	1,472,211					

Statement of Cash Flows for the year ended 30 June 2015

	Notes	2015 Budget \$'000	2015 Actual \$'000	2014 Actual \$'000		Notes	2015 Budget \$'000	2015 Actual \$'000	2014 Actual \$'000
Cash flows from operating activities					Cash flows from investing activities				
Cash inflows					Cash inflows				
Appropriation receipts – recurrent		831,840	836,080	901,521	Receipts from non-operational capital funding				
Grants – continuing operations		29,872	22,309	45,817	Appropriation receipts – works and services		16,465	13,065	26,515
Sales of goods and services		44,326	38,809	49,042	Repayment of Polytechnic deficit		718	....	718
Fees and fines		....	268	305	Total cash inflows		17,183	13,065	27,233
GST receipts		28,503	32,031	25,647	Cash outflows				
Interest received		1,111	925	1,020	Payments for acquisition of non-financial assets		(33,684)	(39,438)	(26,444)
Other cash receipts		23,414	28,301	22,202	Works and Services repayment to Treasury		....	(293)	(1,541)
Total cash inflows		959,066	958,723	1,045,554	Cash outflow on administrative restructure		....	(363)	(544)
Cash outflows					Total cash outflows		(33,684)	(40,094)	(28,529)
Employee benefits		(686,987)	(696,496)	(688,571)	Net cash from (used by) investing activities		(16,501)	(27,029)	(1,296)
GST payments		(29,207)	(30,630)	(28,605)	Net increase (decrease) in cash and cash equivalents held		(25,742)	4,876	28,141
Supplies and consumables		(232,016)	(180,588)	(175,079)	Cash and deposits at the beginning of the reporting period		73,483	81,711	53,570
Grants and subsidies		(9,815)	(8,623)	(113,127)	Cash and deposits at the end of the reporting period		47,741	86,587	81,711
Other cash payments		(10,282)	(10,481)	(10,735)					
Total cash outflows		(968,307)	(926,818)	(1,016,117)					
Net cash from (used by) operating activities	14.2	(9,241)	31,905	29,437					

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

Budget information refers to original estimates for the Department and has not been subject to audit.

Explanations of material variances between budget and actual outcomes are provided in Note 4 of the accompanying notes.

Statement of Changes in Equity for the year ended 30 June 2015

	Notes	Reserves \$'000	Accumulated Funds \$'000	Total Equity \$'000
Balance as at 1 July 2014		383,074	1,089,137	1,472,211
Comprehensive result		(81,532)	(42,652)	(124,184)
Decrease in equity associated with CLAF* proceeds		....	(2,469)	(2,469)
Administrative restructure – net assets transferred	13.2	....	1,285	1,285
Total		(81,532)	(43,836)	(125,368)
Balance as at 30 June 2015		301,542	1,045,301	1,346,843
Balance as at 1 July 2013		385,387	1,247,241	1,632,628
Comprehensive result		940	(22,730)	(21,790)
Decrease in equity associated with CLAF* proceeds		....	(876)	(876)
Recognition of Polytechnic deficit		....	2,152	2,152
Administrative restructure – net assets transferred	13.2	(3,253)	(136,650)	(139,903)
Total		(2,313)	(158,104)	(160,417)
Balance as at 30 June 2014		383,074	1,089,137	1,472,211

*CLAF = Crown Land Administration Fund. CLAF proceeds from property disposals are controlled by the Department of Treasury and Finance. The Department recognises these proceeds at the time of sale.

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

Notes to and forming part of the financial statements for the year ended 30 June 2015

Note	Description	Page No.	Note	Description	Page No.
1	Administered financial statements	130	2.22	Goods and services tax	139
1.1	Schedule of Administered Income and Expenses	130	3	Departmental output schedules	140
1.2	Schedule of Administered Assets and Liabilities	130	3.1	Output group information	140
1.3	Schedule of Administered Cash Flows	131	3.2	Reconciliation of total output groups comprehensive result to Statement of Comprehensive Income	145
1.4	Schedule of Administered Changes in Equity	131	3.3	Reconciliation of total output groups net assets to Statement of Financial Position	145
2	Significant accounting policies	132	3.4	Administered output schedule	145
2.1	Objectives and funding	132	4	Explanations of material variances between budget and actual outcomes	146
2.2	Basis of accounting	132	4.1	Statement of Comprehensive Income	146
2.3	Reporting entity	133	4.2	Statement of Financial Position	146
2.4	Functional and presentation currency	133	4.3	Statement of Cash Flows	147
2.5	Changes in accounting policies	133	5	Events occurring after balance date	148
2.6	Administered transactions and balances	134	6	Underlying net operating balance	148
2.7	Activities undertaken under a trustee or agency relationship	134	7	Income from transactions	149
2.8	Transactions by the government as owner – restructuring of administrative arrangements	134	7.1	Revenue from government	149
2.9	Income from transactions	135	7.2	Grants	150
2.10	Expenses from transactions	135	7.3	Sales of goods and services	150
2.11	Other economic flows included in net result	136	7.4	Contributions received	150
2.12	Assets	136	7.5	Other revenue	150
2.13	Liabilities	137	8	Expenses from transactions	151
2.14	Leases	138	8.1	Employee benefits	151
2.15	Unrecognised financial instruments	138	8.2	Depreciation	153
2.16	Judgements and assumptions	138	8.3	Supplies and consumables	153
2.17	Foreign currency	138	8.4	Grants and subsidies	153
2.18	Comparative figures	139	8.5	Other expenses	153
2.19	Budget information	139	9	Other economic flows included in net result	154
2.20	Rounding	139	9.1	Net gain/(loss) on non-financial assets	154
2.21	Departmental taxation	139			

Note	Description	Page No.	Note	Description	Page No.
9.2	Net gain/(loss) on financial instruments and statutory receivables/payables	154	15.3	Reclassification of financial assets	170
10	Assets	155	15.4	De-recognition of financial assets	170
10.1	Receivables	155	15.5	Comparison between carrying amount and net fair value of financial assets and liabilities	170
10.2	Assets held for sale	155	15.6	Net fair values of financial assets and liabilities	170
10.3	Property, plant and equipment	156	16	Details of aggregated entities	171
10.4	Library book stock	159	16.1	List of entities	171
10.5	Heritage collections	160	16.2	Statement of expenditure for Schools Registration Board	171
10.6	Intangibles	160	17	Notes to administered statements	172
10.7	Other assets	161	17.1	Explanations of material variances between budget and actual outcomes	172
11	Liabilities	162	17.2	Administered revenue from government	172
11.1	Payables	162	17.3	Administered grants	172
11.2	Employee benefits	162	17.4	Administered sales of goods and services	172
11.3	Other liabilities	162	17.5	Administered fees and fines	172
12	Commitments and contingencies	163	17.6	Administered other revenue	173
12.1	Schedule of commitments	163	17.7	Administered grants and subsidies	173
12.2	Contingent assets and liabilities	163	17.8	Administered receivables	173
13	Reserves	164	18	Transactions and balances relating to a trustee or agency arrangement	174
13.1	Reserves	164			
13.2	Administrative restructuring	164			
14	Cash flow reconciliation	165			
14.1	Cash and deposits	165			
14.2	Reconciliation of net result to net cash from operating activities	165			
14.3	Acquittal of capital investment and special capital investment funds	166			
15	Financial instruments	168			
15.1	Risk exposures	168			
15.2	Categories of financial assets and liabilities	170			

Note I: Administered financial statements

I.1 Schedule of Administered Income and Expenses

	Notes	2015 Budget \$'000	2015 Actual \$'000	2014 Actual \$'000
Administered revenue and other income from transactions				
Appropriation revenue – recurrent	2.9(a), 17.2	261,815	272,414	252,061
Grants	2.9(b), 17.3	....	220	1,121
Sales of goods and services	2.9(c), 17.4	355	144	174
Fees and fines	2.9(d), 17.5	....	23	18
Other revenue	2.9(g), 17.6	....	1,941	....
Total administered revenue and other income from transactions		262,170	274,742	253,374
Administered expenses from transactions				
Grants and subsidies	2.10(d), 17.7	261,815	273,147	253,182
Transfers to the Consolidated Fund		355	1,595	192
Total administered expenses from transactions		262,170	274,742	253,374
Administered net result from transactions attributable to the State		....	....	....
Other economic flows		....	....	....
Administered comprehensive result		....	....	....

This Schedule of Administered Income and Expenses should be read in conjunction with the accompanying notes.

Budget information refers to original estimates for the Department and has not been subject to audit. Explanations of material variances between budget and actual outcomes are provided in Note 17.1 of the accompanying notes.

I.2 Schedule of Administered Assets and Liabilities

	Notes	2015 Budget \$'000	2015 Actual \$'000	2014 Actual \$'000
Administered assets				
Administered financial assets				
Cash and deposits	2.12(a)	....	(505)	....
Receivables	2.12(b), 17.8	....	505	....
Total administered assets		....	....	....
Administered net assets		....	....	....
Administered equity				
Accumulated funds		....	....	....
Total administered equity		....	....	....

This Schedule of Administered Assets and Liabilities should be read in conjunction with the accompanying notes.

Budget information refers to original estimates for the Department and has not been subject to audit.

Explanations of material variances between budget and actual outcomes are provided in Note 17.1 of the accompanying notes.

1.3 Schedule of Administered Cash Flows

Notes	2015 Budget \$'000	2015 Actual \$'000	2014 Actual \$'000
Administered cash flows from operating activities			
Administered cash inflows			
Appropriation receipts – recurrent	261,815	272,419	252,061
Grants	....	220	1,121
Sales of goods and services	355	139	174
Fees and fines	....	23	18
Other cash receipts	....	1,436	....
Total administered cash inflows	262,170	274,237	253,374
Administered cash outflows			
Grants and subsidies	(261,815)	(273,147)	(253,182)
Transfers to Consolidated Fund	(355)	(1,595)	(192)
Total administered cash outflows	(262,170)	(274,742)	(253,374)
Administered net cash from (used by) operating activities	....	(505)	....
Net increase (decrease) in administered cash held	....	(505)	....
Administered cash and deposits at the beginning of the reporting period	....	....	....
Administered cash and deposits at the end of the reporting period	....	(505)	....

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

Budget information refers to original estimates for the Department and has not been subject to audit. Explanations of material variances between budget and actual outcomes are provided in Note 17.1 of the accompanying notes.

1.4 Schedule of Administered Changes in Equity

	Accumulated funds \$'000	Total Equity \$'000
Balance as at 1 July 2014
Total comprehensive result
Balance as at 30 June 2015
	Accumulated funds \$'000	Total Equity \$'000
Balance as at 1 July 2013
Total comprehensive result
Balance as at 30 June 2014

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

Note 2: Significant accounting policies

2.1 Objectives and funding

The Department is responsible to the Minister for Education and Training. The Department provides services through the following:

- Early Years and Schools
- LINC Tasmania
- Department Services
- Government Education and Training International (GETI)

Further details on the divisions are provided in the annual report.

Departmental activities are classified as either controlled or administered.

Controlled activities involve the use of assets, liabilities, revenues and expenses controlled or incurred by the Department in its own right. Administered activities involve the management or oversight by the Department on behalf of the government of items controlled or incurred by the government.

The Department is predominantly funded through Parliamentary appropriations. It also provides services on a fee for service basis, as outlined in Note 7.3. The financial report encompasses all funds through which the Department controls resources to carry on its functions.

*As a result of an administrative arrangements order effective from 1 July, 2014 Skills Tasmania has transferred from the Department of Education to the Department of State Growth. See Note 5 for further detail.

Outputs of the Department

The individual outputs of the Department are provided under the following output groups:

Output Group 1: Pre-Compulsory and Compulsory Education

Output Group 2: Post-Compulsory Education

Output Group 3: LINC Tasmania

Output Group 1: Pre-Compulsory and Compulsory Education

Description

The purpose of this output group is to provide a range of educational services that will help students develop intellectually, socially, morally, emotionally and physically in a stimulating, inclusive and supportive environment.

Output Group 2: Post-Compulsory Education

Description

The purpose of this output group is to facilitate the provision of Years 11 and 12 education with a focus on both academic and vocational learning. This output group also provides for the operation of the Department's International Education unit.

Output Group 3: LINC Tasmania

Description

The purpose of this output group is to provide statewide library and information services, archival and community learning services.

2.2 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 Treasurer's Instructions issued under the provisions of the *Financial Management and Audit Act 1990*.

The financial statements were originally signed by the Secretary on 14 August 2015 and re-signed on 21 September 2015.

Compliance with the Australian Accounting Standards (AAS) may not result in compliance with International Financial Reporting Standards (IFRS) as the AAS include requirements and options available to not-for-profit organisations that are inconsistent with IFRS.

The Department 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 except for those changes outlined in Note 2.5.

The financial statements have been prepared as a going concern. The continued existence of the Department in its present form, undertaking its current activities, is dependent on government policy and on continuing appropriations by Parliament for the Department's administration and activities.

2.3 Reporting entity

The financial statements include all the controlled activities of the Department. The financial statements aggregate material transactions and balances of the Department and entities included in its output groups. Material transactions and balances between the Department and such entities have been eliminated.

The Office of Tasmanian Assessment, Standards and Certification; Schools Registration Board; and Teachers Registration Board transactions and balances are included in these financial statements.

2.4 Functional and presentation currency

The financial statements are presented in Australian dollars, which is the Department's functional currency.

2.5 Changes in accounting policies

a) *Impact of new and revised Accounting Standards*

In the current year, the Department has adopted all of the new and revised standards and interpretations issued by the Australian Accounting Standards Board (AASB) that are relevant to its operations and effective for the current annual reporting period.

None of these changes result in a financial impact to the Department's financial statements and instead only relate to immaterial changes in disclosure. The changes considered relevant to the Department are summarised below:

- AASB 1055 *Budgetary Reporting* – The objective of this Standard is to specify budgetary disclosure requirements for the whole of government, General Government Sector (GGS) and not-for-profit entities

within the GGS of each government. Disclosures made in accordance with this Standard provide users with information relevant to assessing performance of an entity, including accountability for resources entrusted to it. There is no financial impact. Disclosures are provided in Note 4.

- 2013-9 *Amendments to Australian Accounting Standards – Conceptual Framework, Materiality and Financial Instruments* [operative dates: Part A Conceptual Framework – 20 December 2013; Part B Materiality – 1 January 2014; Part C Financial instruments – 1 January 2015] – The objective of this Standard is to make amendments to the Standards and Interpretations listed in the Appendix:

- (a) as a consequence of the issue of Accounting Framework AASB CF 2013-1 *Amendments to the Australian Conceptual Framework*, and editorial corrections, as set out in Part A of this Standard;
- (b) to delete references to AASB 1031 *Materiality* in other Australian Accounting Standards, and to make editorial corrections, as set out in Part B of this Standard; and
- (c) as a consequence of the issuance of IFRS 9 *Financial Instruments – Hedge Accounting* and amendments to IFRS 9, IFRS 7 and IAS 39 by the IASB in November 2013, as set out in Part C of this Standard.
The Department has determined there is no financial impact.

b) *Impact of new and revised accounting standards yet to be applied*

The following applicable standards have been issued by the AASB and are yet to be applied. The changes considered relevant to the Department are summarised below:

- AASB 15 *Revenue from Contracts with Customers* – The objective of this Standard is to establish the principles that an entity shall apply to report useful information to users of financial statements about the nature, amount, timing, and uncertainty of revenue and cash flows arising from a contract with a customer. This Standard applies to annual reporting periods beginning on or after 1 January 2017. It is anticipated that there is no material financial impact.
- AASB 9 *Financial Instruments* – This Standard supersedes AASB 139 *Financial Instruments: Recognition and Measurement*, introducing a number of changes to accounting treatments. The Standard was reissued in December 2014 and is available from 1 January 2018 for application by not-for-profit entities. The Department has determined that there is no financial impact.
- 2014-4 *Amendments to Australian Accounting Standards – Clarification of Acceptable Methods of Depreciation and Amortisation* [AASB 116 & AASB 138] – The objective of this Standard is to make amendments to:
 - (a) AASB 11 *Property, Plant and Equipment*; and
 - (b) AASB 138 *Intangible Assets*;
 As a consequence of the issuance of International Financial Reporting Standard *Clarification of Acceptable Methods of Depreciation and Amortisation* (Amendments to IAS 16 and IAS 38) by the International Accounting Standards Board in May 2014. The Department has determined there is no financial impact.
- 2010-7, 2014-7 and 2014-8 *Amendments to Australian Accounting Standards arising from AASB 9* – The objective of these Standards is to make amendments to various standards as a consequence of the issuance

of AASB Financial Instruments in December 2010. It is anticipated that there will not be any financial impact.

- 2015-2 Amendments to Australian Accounting Standards – Disclosure Initiative: Amendments to AASB 101 [AASB7, AASB 101, AASB 134 and AASB 1049] – The objective of this Standard is to make amendments to various standards (as noted) as a consequence of the issuance of International Financial Reporting Standard Disclosure Initiative (amendments to IAS 1) by the International Accounting Standards Board in December 2014, to make an editorial correction. The Department has determined there is no financial impact.
- 2015-3 Amendments to Australian Accounting Standards arising from the Withdrawal of AASB 1031 Materiality – The objective of this Standard is to effect the withdrawal of AASB 1031 Materiality and to delete references to AASB 1031 in the Australian Accounting Standards, as set out in paragraph 132 of this Standard. The Department has determined there is no financial impact.
- AASB 2015-6 Amendments to Australian Accounting Standards – Extending Related Party Disclosures to not-for-profit public sector entities. The objective of this Standard is to extend the scope of AASB 124 Related Party Disclosures to include not-for-profit public sector entities. This Standard makes an editorial correction to AASB 124. This Standard applies to annual reporting periods beginning on or after 1 July 2016. It is anticipated that there will not be any material financial impact other than the likelihood of additional disclosures.

c) Correction of Error

During 2014-15 it was identified that land and building assets to the value of \$15.179 million recorded on the Department's Asset Register, had been previously disposed of and was incorrectly recorded in the Financial Statements. The transactions were recorded as Land and Buildings still held by the Department, the correct treatment was for these to have been disposed of prior to 2013-14.

The impact of the correction is as follows:

	2014 \$,000
Statement of Financial Position	
Net assets	1,487,390
Opening balance adjustment for prior disposals	(15,179)
Net assets including impact of adjustment	1,472,211

2.6 Administered transactions and balances

The Department administers, but does not control, certain resources on behalf of the government as a whole. These resources primarily relate to Australian Government funding programs supporting non-government schools within Tasmania. The Department is accountable for the transactions involving such administered resources, but does not have the discretion to deploy resources for the achievement of the Department's objectives.

Administered assets, liabilities, expenses and revenues are disclosed in Note 17 to the financial statements.

2.7 Activities undertaken under a trustee or agency relationship

Transactions relating to activities undertaken by the Department in a trust or fiduciary (agency) capacity do not form part of the Department's activities. Trustee and agency arrangements, and transactions/balances relating to those activities, are neither controlled nor administered.

Fees, commissions earned and expenses incurred in the course of rendering services as a trustee or through an agency arrangement are recognised as controlled transactions.

2.8 Transactions by the government as owner – restructuring of administrative arrangements

Net assets received under a restructuring of administrative arrangements are designated as contributions by owners and adjusted directly against equity. Net assets relinquished are designated as distributions to owners. Net assets transferred are initially recognised at the amounts at which they were recognised by the transferring agency immediately prior to the transfer.

Skills Tasmania transferred to the Department of State Growth as at 1 July 2014. Details of these transactions are provided in Note 13.2.

The Tasmanian Polytechnic transferred from the Department to TasTAFE as at 1 July 2013.

2.9 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.

a) Revenue from government

Appropriations, whether recurrent or capital, are recognised as revenues in the period in which the Department gains control of the appropriated funds. Except for any amounts identified as carried forward in Notes 7.1 and 17.2, control arises in the period of appropriation.

b) Grants

Grants payable by the Australian Government are recognised as revenue when the Department gains control of the underlying assets. Where grants are reciprocal, revenue is recognised as performance occurs under the grant.

Non-reciprocal grants are recognised as revenue when the grant is received or receivable. Conditional grants may be reciprocal or non-reciprocal depending on the terms of the grant.

c) Sales of goods and services

Amounts earned in exchange for the provision of goods are recognised when the significant risks and rewards of ownership have been transferred to the buyer. Revenue from the provision of services is recognised in the proportion to the stage of completion of the transactions at the reporting date. The stage of completion is assessed by reference to surveys of work performed.

d) Fees and fines

Revenue from fees and fines is recognised upon the time the obligation to pay arises, pursuant to the issue of a notice or invoice.

e) Interest

Interest on funds invested is recognised as it accrues using the effective interest rate method.

f) Contributions received

Services received free of charge by the Department, are recognised as income when a fair value can be reliably determined and at the time the services would have been purchased if they had not been donated. Use of those resources is recognised as an expense.

Contributions of assets at no cost of acquisition or for nominal consideration are recognised at their fair value when the Department obtains control of the asset, it is probable that future economic benefits comprising the contribution will flow to the Department and the amount can be measured reliably. However, where the contribution received is from another government agency as a consequence of restructuring of administrative arrangements, they are recognised as contributions by owners directly within equity. In these circumstances, book values from the transferor agency have been used.

g) Other revenue

Revenue from other sources, including revenue generated from school activities and also school levies, is recognised as revenue when the Department obtains control over the assets comprising the contributions. Control is normally obtained upon their receipt.

2.10 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.

a) 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.

b) 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. Land, being an asset with an unlimited useful life, is not depreciated. Heritage assets are also not depreciated as their value does not diminish. Depreciation is provided for on a straight-line basis, using rates which are reviewed annually. Major depreciation periods are:

Plant and equipment	3 - 20 years
Buildings	50 - 60 years
Sundry structures	25 years
Library book stock	10 - 25 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 the Department. The Department has assessed amortisation for intangible assets as 25%.

The Department undertook a revaluation of its land and buildings assets during 2014-15. As part of this revaluation exercise the Department reviewed and amended the useful lives of its building and related assets, as per the lives in the above list. These amendments were made based on advice from the valuers, Office of the Valuer-General. For further details refer to Note 10.3(a).

c) *Supplies and consumables*

Supplies and consumables are recognised when the items have been received by the Department.

d) *Grants and subsidies*

Grants and subsidies expenditure is recognised to the extent that:

- the services required to be performed by the grantee have been performed; or
- the grant eligibility criteria have been satisfied.

A liability is recorded when the Department has a binding agreement to make the grants but services have not been performed or criteria satisfied. Where grant monies are paid in advance of performance or eligibility, a prepayment is recognised.

e) *Other expenses*

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

2.11 Other economic flows included in net result

Other economic flow measures the change in volume or value of assets or liabilities that do not result from transactions.

a) *Gain/(loss) on sale of non-financial assets*

Gains or losses from the sale of Non-financial assets are recognised when control of the assets has passed to the buyer.

b) *Impairment – Financial assets*

Financial assets are assessed at each reporting date to determine whether there is any objective evidence that there are any financial assets that are impaired.

A financial asset is considered to be impaired if objective evidence indicates that one or more events have had a negative effect on the estimated future cash flows of that asset.

An impairment loss, in respect of a financial asset measured at amortised cost, is calculated as the difference between its carrying amount, and the present value of the estimated future cash flows discounted at the original effective interest rate.

All impairment losses are recognised in the Statement of Comprehensive Income.

An impairment loss is reversed if the reversal can be related objectively to an event occurring after the impairment loss was recognised. For financial assets measured at amortised cost and available-for-sale financial assets that are debt securities, the reversal is recognised directly in equity.

c) *Impairment – Non-financial assets*

All non-financial assets are assessed to determine whether any impairment exists. Impairment exists when the recoverable amount of an asset is less than its carrying amount. Recoverable amount is the higher of fair value less costs to sell and value in use. The Department's assets are not used for the purpose of generating cash flows; therefore value in use is based on depreciated replacement cost where the asset would be replaced if deprived of it.

All impairment losses are recognised in the Statement of Comprehensive Income unless a credit exists for the same class of asset in the asset revaluation reserve.

In respect of other assets, impairment losses recognised in prior periods are assessed at each reporting date for any indications that the loss has decreased or no longer exists. An impairment loss is reversed if there

has been a change in the estimates used to determine the recoverable amount. An impairment loss is reversed only to the extent that the asset's carrying amount does not exceed the carrying amount that would have been determined, net of depreciation or amortisation, if no impairment loss had been recognised.

2.12 Assets

Assets are recognised in the Statement of Financial Position where it is probable that the future economic benefits will flow to the Department and the asset has a cost or a value that can be measured reliably.

a) *Cash and deposits*

Cash means notes, coins and deposits held at call with a bank or financial institution, for the Department and schools, as well as funds held in the Special Deposits and Trust Fund. Deposits are recognised at amortised cost being their face value.

b) *Receivables*

Receivables are recognised at amortised cost, less any impairment losses, however, due to the short settlement period, receivables are not discounted back to their present value.

c) *Assets held for sale*

Assets held for sale (or disposal groups comprising assets and liabilities) that are expected to be recovered primarily through sale rather than continuing use are classified as held for sale. Immediately before classification as held for sale, the assets (or components of a disposal group) are remeasured in accordance with the Department's accounting policies. Thereafter the assets (or disposal group) are measured at the lower of carrying amount and fair value less costs to sell.

d) *Property, plant, equipment, infrastructure, library book stock and heritage*

(i) *Valuation basis*

Land, buildings and land under buildings have been revalued by the Office of the Valuer-General as at 30 June 2015. Specific notes are provided about the revaluations at Note 10.3(a).

Land, buildings, infrastructure, heritage and cultural assets and other long-lived assets are recorded at fair value less accumulated depreciation.

All other non-current physical assets, including work in progress, are recorded at historic cost less accumulated depreciation and accumulated impairment losses. Intangible assets are recorded at impaired cost. All assets within a class of assets are measured on the same basis.

In determining the fair value of land reference is made to the best available market evidence of the price of the same or similar asset, evidence is drawn from sale of nearby land where available.

In determining the fair value of buildings and infrastructure assets a determination is made whether the asset is of a specialised nature or openly traded in the market. The majority of the Department's building and infrastructure assets are of a specialised nature, i.e. school buildings. The fair value of the Department's specialised buildings and infrastructure is estimated by the sum of current market prices for one or more transactions required to reproduce or replace the assets with the modern equivalent, less accumulated depreciation. As part of calculating an asset's depreciation a 'utility' factor has been applied which factors in the current spare capacity. For non-specialised building and infrastructure assets the fair value is derived from market evidence on a direct comparison basis.

Heritage assets with an intrinsic value are valued with reference to sales of identical or similar assets, evidenced in an open and transparent market place. Assets for which a buying price is readily accessible are valued at this replacement cost.

All other non-current physical assets, including work in progress and library book stock, are recorded at historic cost less accumulated depreciation and accumulated impairment losses.

Cost includes expenditure that is directly attributable to the acquisition of the asset. The costs of self-constructed assets includes the cost of materials and direct labour, any other costs directly attributable to bringing the asset to a working condition for its intended use, and the costs of dismantling and removing the items and restoring the site on which they are located. Purchased software that is integral to the functioning ability of the related equipment is capitalised as part of that equipment.

When parts of an item of property, plant and equipment have different useful lives, they are accounted for as separate items (major components) of property, plant and equipment.

Fair value is based on the highest and best use of the asset. Unless there is an explicit government policy to the contrary, the highest and best use of an asset is the current purpose for which the asset is being used or build occupied.

(ii) *Subsequent costs*

The cost of replacing part of an item of property, plant and equipment is recognised in the carrying amount of the item if it is probable that future economic benefits embodied within the part will flow to the Department and its costs can be measured reliably. The carrying amount of the replaced part is derecognised. The costs of day-to-day servicing of property, plant and equipment are recognised in profit or loss as incurred.

(iii) *Asset recognition threshold*

The asset capitalisation threshold adopted by the Department is \$150,000 for intangible assets and major capital works, and \$10,000 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).

(iv) *Revaluations*

The Department revalues applicable assets on a program of five years. In accordance, with AASB 116 *Property, Plant and Equipment*, in years between valuations, indices supplied by qualified valuers are used to establish fair value.

Assets are grouped on the basis of having a similar nature or function in the operations of the Department.

e) *Other assets*

The Department recognises some other small assets such as prepayments of expenditure, revenue received in advance and GST input tax credits received.

f) *Intangibles*

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

2.13 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.

a) 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 the Department becomes obliged to make future payments as a result of a purchase of assets or services.

b) Employee benefits

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.

c) Superannuation 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.

Defined benefit plans

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

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

d) Other liabilities

Other liabilities, includes revenue received in advance, where the Department has received funds for which goods or services have not yet been provided or where specific conditions have not been met. The revenue will be recognised in the following financial year when the Department gains control of the funds when the goods or services have been provided or when specific conditions have been met.

2.14 Leases

The Department has entered into a number of operating lease agreements for property, plant and equipment, where the lessors effectively retain all of the risks and benefits incidental to ownership of the items leased. Equal instalments of lease payments are charged to the Statement of Comprehensive Income over the lease term, as this is representative of the pattern of benefits to be derived from the leased property.

The Department is prohibited under Treasurer's Instruction 502 *Leases from holding finance leases*.

2.15 Unrecognised financial instruments

The Department has no unrecognised financial instruments.

2.16 Significant Accounting Judgements and assumptions

In the application of Australian Accounting Standards, the Department is required to make judgements, estimates and assumptions about carrying values of assets and liabilities that are not readily apparent from other sources. The estimates and associated assumptions are based on historical experience and various other factors that are believed to be reasonable under the circumstances, the

results of which form the basis of making the judgements. Actual results may differ from these estimates.

The estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised if the revision affects only that period or in the period of the revision and future periods if the revision affects both current and future periods.

Judgements made by the Department that have significant effects on the Financial Statements are disclosed in the relevant notes as follows:

- impairment (refer Notes 2.11(b), 2.11(c)); and
- provisions and contingencies (refer Notes 2.13(b), 2.13(d) 11.2, 11.3).

The Department has made some judgements and assumptions in its determination of fair value for buildings. In particular:

- (i) the application of a utility factor to the valuation of specialised buildings to address the underutilisation of some school buildings;
- (ii) the determination of projected long term enrolments if the Department were deprived of the asset and they would be replaced.

Refer to Note 10.3 for further details.

The Department has made no other material assumptions or judgements that may cause a material adjustment to the carrying amounts of assets and liabilities within the next reporting period.

2.17 Foreign currency

Transactions denominated in a foreign currency are converted at the exchange rate at the date of the transaction. Foreign currency receivables and payables are translated at the exchange rates current as at balance date.

2.18 Comparative figures

Comparative figures have been adjusted to reflect any changes in accounting policy or the adoption of new standards. Details of the impact of changes in accounting policy on comparative figures are at Note 2.5.

Amendments to comparative figures arising from correction of an error are disclosed at Note 2.5.

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

Restructures of outputs within the Department (internal restructures) that do not affect the results shown on the face of the financial statements are reflected in the comparatives in the Output Schedule at Note 3.

The 2013-14 comparatives include Skills Tasmania which from 1 July 2014 was transferred to the Department of State Growth. See Note 13.2 for details of assets and liabilities transferred.

The comparatives for administrative restructures are not reflected in the financial statements.

2.19 Budget information

Budget information refers to original estimates as disclosed in the 2014-15 Budget Papers and is not subject to audit.

2.20 Rounding

All amounts in the financial statements have been rounded to the nearest thousand dollars unless otherwise stated. Where the result of expressing amounts to the nearest thousand dollars would result in an amount of zero, the financial statement will contain a note expressing the amount to the nearest whole dollar.

2.21 Departmental taxation

The Department is exempt from all forms of taxation except Fringe Benefits Tax, and Goods and Services Tax (GST).

2.22 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 (ATO). Receivables and payables are stated inclusive of GST. The net amount recoverable, or payable, to the ATO is recognised as an asset or liability within the Statement of Financial Position. In the Statement of Cash Flows, the GST component of cash flows arising from operating, investing or financing activities which is recoverable from, or payable to, the Australian Taxation Office is, in accordance with the Australian Accounting Standards, classified as operating cash flows.

Note 3: Departmental output schedules

3.1 Output group information

Comparative information has not been restated for external administrative restructures.
Budget information refers to original estimates for the Department and has not been subject to audit.

Output group I – Pre-Compulsory and Compulsory Education

	2015 Budget \$'000	2015 Actual \$'000	2014 Actual \$'000		2015 Budget \$'000	2015 Actual \$'000	2014 Actual \$'000
Continuing operations				Maintenance and property services ¹	38,897	61,989	64,046
Revenue and other income from transactions				Travel and transport ¹	3,561	6,680	6,694
Revenue from appropriation	703,951	711,149	656,005	Other supplies and consumables ¹	131,854	57,339	54,235
Other Revenue from Government	12,000	12,000	....	Other expenses	9,541	11,408	9,918
Interest revenue	1,111	1,121	1,020	Total expenses from transactions	844,351	821,449	795,659
Grants	25,393	22,320	35,804	Net operating result from continuing transactions	(41,460)	(17,436)	(57,294)
Sales of goods and services	37,057	32,325	25,403	Other economic flows included in net result			
Contributions received	....	1,874	1,614	Net gain/(loss) on sale of non-financial assets	215	(5,736)	682
Other revenue	23,379	23,223	18,519	Net gain/(loss) on revaluation	....	(30,545)	....
Total revenue and other income from transactions	802,891	804,012	738,365	Net gain/(loss) on financial instruments and statutory receivables/payables	....	(577)	(734)
Expenses from transactions				Total other economic flows included in net result	215	(36,858)	(52)
Employee benefits	523,078	534,601	514,221	Net result	(41,245)	(54,294)	(57,346)
Superannuation	62,796	61,809	58,366	Other economic flows – other non-owner changes in equity			
Depreciation	43,410	44,128	44,284	Changes in physical asset revaluation reserve	38,539	(82,552)	7,296
Grants and subsidies	9,054	7,155	10,535	Total other economic flows – other non-owner changes in equity	38,539	(82,552)	7,296
Supplies and consumables				Comprehensive result	(2,706)	(136,846)	(50,050)
Communications	1,080	2,005	2,373				
Consultants	1,590	4,092	3,449				
Information and technology	19,490	30,242	27,538				

	2015 Budget \$'000	2015 Actual \$'000	2014 Actual \$'000
Expense by output			
I.1 In school education	821,629	802,337	775,214
I.2 Learning Services	8,559	8,569	8,304
I.3 Educational Performance Services	2,285	2,527	3,247
I.4 Early Years	5,111	5,838	5,642
I.5 Grants and financial assistance	6,767	2,178	3,252
Total	844,351	821,449	795,659
Net assets			
Total assets deployed for Pre-Compulsory and Compulsory Education		1,259,422	1,274,730
Total liabilities incurred for Pre-Compulsory and Compulsory Education		(132,845)	(125,287)
Net assets deployed for Pre-Compulsory and Compulsory Education		1,126,577	1,149,443

Note 1: The variance of budget to actual for Maintenance and Property Services and Other Supplies and Consumables has largely been influenced by the different categorisation of expenses used in the budget to where actual expenditure has been coded. The variance in other Supplies and Consumables has also been due to under expenditure on Australian Government's National Partnership programs.

Output Group 2 – Post-Compulsory Education

	2015 Budget \$'000	2015 Actual \$'000	2014 Actual \$'000		2015 Budget \$'000	2015 Actual \$'000	2014 Actual \$'000
Continuing operations							
Revenue and other income from transactions				Net gain/(loss) on financial instruments and statutory receivables/payables	....	(6)	(89)
Revenue from appropriation	96,460	92,768	202,568	Total other economic flows included in net result	....	(1,095)	(89)
Grants ¹	323	....	7,430	Net result	(2,509)	1,081	18,180
Sales of goods and services	6,627	6,222	25,018	Other economic flows – other non-owner changes in equity			
Contributions received	....	....	....	Changes in physical asset revaluation reserve	....	(11,954)	(9,157)
Other revenue	37	122	1,191	Total other economic flows – other non-owner changes in equity	....	(11,954)	(9,157)
Total revenue and other income from transactions	103,447	99,112	236,207	Comprehensive result	(2,509)	(10,873)	9,023
Expenses from transactions				Expense by output			
Employee benefits	73,657	76,290	83,536	2.1 Tasmanian Academy	83,740	77,811	67,425
Superannuation	9,149	9,809	10,056	2.2 Post-compulsory in school education	19,091	15,715	12,732
Depreciation	2,496	3,375	7,097	2.3 Tasmanian Qualifications Authority	3,125	3,411	3,531
Grants and subsidies	761	855	101,490	<i>2013-14 Output 2 transferred to State Growth</i>			
Supplies and consumables				Skills development contestable funding	....	....	45,226
Communications	66	70	244	TasTAFE	....	....	79,331
Consultants	9	9	370	Skills Tasmania	....	....	7,945
Information and technology	1,922	902	1,549	Grants and financial assistance	....	....	1,748
Maintenance and property services	3,359	1,463	7,926	Total	105,956	96,937	217,938
Travel and transport	406	605	817	Net assets			
Other supplies and consumables	13,395	2,794	4,330	Total assets deployed for Post-Compulsory Education		98,724	216,626
Other expenses	736	765	523	Total liabilities incurred for Post-Compulsory Education		(21,921)	(19,845)
Total expenses from transactions	105,956	96,937	217,938	Net assets deployed for Post-Compulsory Education		76,803	196,781
Net operating result from continuing transactions	(2,509)	2,175	18,269				
Other economic flows included in net result							
Net gain/(loss) on sale of non-financial assets	....	....	....	
Net gain/(loss) on revaluation	....	(1,089)	....			

Note 1: The variance on Grants is the result of lower than budgeted revenue from the Australian Government for National Partnerships due to timing differences on expenditure and the associated drawdown of funds from the Department of Treasury and Finance. These funds will be received during the 2014–15 financial year.

Output Group 3 – LINC Tasmania

	2015 Budget \$'000	2015 Actual \$'000	2014 Actual \$'000		2015 Budget \$'000	2015 Actual \$'000	2014 Actual \$'000
Continuing operations							
Revenue and other income from transactions				Net gain/(loss) on financial instruments and statutory receivables/payables	....	(1)	(24)
Revenue from appropriation	31,429	32,162	30,949	Total other economic flows included in net result	....	(689)	(1,452)
Fees and Fines	....	....	305	Net result	(1,879)	(4,019)	(3,888)
Sales of goods and services	2,153	487	549	Other economic flows – other non-owner changes in equity			
Contributions received	....	74	78	Changes in physical asset revaluation reserve	1,646	12,973	2,800
Other revenue	....	1,734	1,283	Total other economic flows – other non-owner changes in equity	1,646	12,973	2,800
Total revenue and other income from transactions	33,582	34,457	33,164	Comprehensive result	(233)	8,954	(1,088)
Expenses from transactions				Expense by output			
Employee benefits	22,108	22,880	21,449	3.1 Information Services and Community Learning	33,037	34,951	33,087
Superannuation	2,783	2,855	2,504	3.2 Tasmanian Archives and Heritage Office	2,424	2,835	2,513
Depreciation	3,324	4,030	4,093	Total	35,461	37,786	35,600
Grants and subsidies	....	1,080	459	Net assets			
Supplies and consumables				Total assets deployed for LINC Tasmania		137,821	131,993
Communications	454	156	185	Total liabilities incurred for LINC Tasmania		(8,027)	(5,987)
Consultants	7	53	21	Net assets deployed for LINC Tasmania		129,794	126,006
Information and technology	1,364	1,161	973				
Maintenance and property services	2,213	2,573	2,715				
Travel and transport	213	202	216				
Other supplies and consumables	2,900	2,574	2,691				
Other expenses	95	222	294				
Total expenses from transactions	35,461	37,786	35,600				
Net operating result from continuing transactions	(1,879)	(3,330)	(2,436)				
Other economic flows included in net result							
Net gain/(loss) on sale of non-financial assets	....	(1,021)	(1,428)				
Net gain/(loss) on revaluation	....	333	....			

Output Group – Capital Investment Program

	2015 Budget \$'000	2015 Actual \$'000	2014 Actual \$'000
Continuing operations			
Revenue and other income from transactions			
Grants	4,156	....	2,377
Other revenue	....	....	....
Total revenue and other income from transactions	4,156	....	2,377
Expenses from transactions			
Expenditure program*	1,189	1,130	444
Total expenses from transactions	1,189	1,130	444
Net operating result from continuing transactions	2,967	(1,130)	1,933
Non-operational capital funding			
Revenue from government			
Appropriation revenue – works and services	16,465	6,284	16,794
Other revenue from government	10,149	9,427	1,598
Total non-operating capital funding	26,614	15,711	18,392
Net result from transactions (net operating balance)	29,581	14,581	20,325
Net result	29,581	14,581	20,325
Other economic flows	....	....	....
Comprehensive result	29,581	14,581	20,325
Net assets			
Total assets deployed for Capital Investment Program		20,470	21,721
Total liabilities incurred for Capital Investment Program		(6,801)	(21,740)
Net assets deployed for Capital Investment Program		13,670	(19)

*Expenditure program relates to maintenance programs, and capital expenditure which falls under the Department's capitalisation threshold.

3.2 Reconciliation of total output groups comprehensive result to Statement of Comprehensive Income

	2015 Budget \$'000	2015 Actual \$'000	2014 Actual \$'000
Total comprehensive result of output groups	24,133	(124,183)	(21,790)
Comprehensive result	24,133	(124,183)	(21,790)

3.3 Reconciliation of total output groups net assets to Statement of Financial Position

	2015 Actual \$'000	2014 Actual \$'000
Total net assets deployed for output groups	1,346,843	1,472,211
Reconciliation to net assets		
Assets unallocated to output groups	....	....
Net assets	1,346,843	1,472,211

3.4 Administered output schedule

Comparative information has not been restated for external administrative restructures.

Budget information refers to original estimates for the Department and has not been subject to audit.

	2015 Budget \$'000	2015 Actual \$'000	2014 Actual \$'000
Administered revenue and other income from transactions			
Revenue from appropriation	261,815	272,414	252,061
Grants	....	220	1,121
Sales of goods and services	....	144	174
Fees and fines	....	23	18
Other revenue	....	1,941	....
Total administered revenue and other income from transactions	261,815	274,742	253,374
Administered expenses from transactions			
Australian Government: grants to non-government schools	199,934	215,039	194,293
Non-government schools: grants	60,767	56,941	57,675
Non-government schools: capital assistance	1,114	1,141	1,141
Non-government schools: student assistance	....	26	73
Transfers to Consolidated Fund	....	1,595	192
Total administered expenses from transactions	261,815	274,742	253,374
Administered net result from transactions (net operating balance)	....	....	....
Administered net assets			
Total administered assets deployed	....	....	....
Administered net assets deployed	....	....	....

Note 4: Explanations of Material Variances between Budget and Actual Outcomes

The following are brief explanations of material variances between budget estimates and actual outcomes. Variances are considered material where the variance exceeds the greater of 10 per cent of budget estimate or \$5.5 million.

4.1 Statement of Comprehensive Income

	Note	Budget \$'000	Actual \$'000	Variance \$'000	Variance %
Grants	1	29,872	22,320	(7,552)	(25)
Sales of Goods and Services	2	45,837	39,034	(6,803)	(15)
Employee benefits	3	694,756	708,820	(14,064)	(2)
Supplies and consumables	4	222,874	175,464	47,410	21
Net gain/(loss) on non-financial assets	5	215	(38,058)	(38,273)	<(100)
Changes in property, plant and equipment revaluation reserve	5	40,185	(81,532)	(121,717)	<(100)

Notes to Statement of Comprehensive Income

- The variance is the result of lower than budgeted revenue from the Australian Government for National Partnerships due to timing differences on expenditure and the associated drawdown of funds from the Department of Treasury and Finance. These funds will be received during the 2015-16 financial year.
- The variance for Sales of Goods and Services primarily reflects incorrect categorisation of budgeted income for asset sales, income, minor variations across several Departmental income streams and some categorisation change between sales of goods and services and other revenue, together with a change to the TasTAFE corporate contribution charge resulting in the Department incurring less costs, and thus receiving lower corporate contribution fee from TasTAFE.
- The variance in Employee Benefits mainly reflects an increase in long service leave entitlements due to a change in discount factors from those applied in calculating the leave liability from 2013-14 and also an increase in leave balances and increased separation payments. The budget factored in a decrease in salary and wages as a result of FTE reductions. Refer to Note 8.1 for further detail.
- The decrease in Supplies and Consumables reflects lower than expected expenditure for National Partnership funded programs, an increase in capitalised project expenditure and some categorisation changes between supplies and consumables and other expense categories, together with a change to the TasTAFE corporate contribution charge resulting in the Department incurring less costs, and thus receiving lower corporate contribution fee from TasTAFE.

- The variance mainly relates to the revaluation of Land and Building Assets that occurred in 2014-15. The Land values were decreased significantly as a result of external valuation advice. At the time the original budget was formed the estimate was that there would be a slight increase in values.

4.2 Statement of Financial Position

Budget estimates for the 2014-15 Statement of Financial Position were compiled prior to the completion of the actual outcomes for 2014-15. As a result, the actual variance from the Original Budget estimate will be impacted by the difference between estimated and actual opening balances for 2014-15. The following variance analysis therefore includes major movements between the 30 June 2014 and 30 June 2015 actual balances.

	Note	Budget \$'000	2015 Actual \$'000	2014 Actual \$'000	Budget Variance \$'000	Actual Variance \$'000
Cash and Deposits	1	47,741	86,587	81,711	38,846	4,876
Receivables	2	18,196	13,649	18,786	(4,547)	(5,137)
Property, Plant and Equipment	3	1,495,063	1,325,349	1,455,439	(169,714)	(130,090)
Other Assets	4	2,335	6,618	2,109	4,283	4,509
Employee Benefits	5	144,885	153,029	142,332	(8,144)	(10,697)
Other Liabilities	6	1,707	10,802	23,436	(9,095)	12,634

Notes to Statement of Financial Position

- The variance on the budget to actual for cash and deposits reflects an underestimate of the budget, the impact of the approved section 8A(2) carry forwards and the timing of instalments to schools which fluctuates over the course of the calendar year. The end of calendar year balance is a better reflection of schools' positions.
- The reduction for both budget to actual and actual to actual on receivables reflects a reduction in the receivable from Finance-General for the rebuilding of the Dunalley Primary school which was destroyed by bushfires in January 2011 and also a reduction due to a receivable being recognised for 2013-14 for the TasTAFE Corporate Services Charge which for 2014-15 is reported as accrued revenue in other assets.
- Property, Plant and Equipment reduction reflects the outcome of the revaluation of Land and Buildings. The Land and Buildings were revalued after a five year cycle and the result was a significant reduction to Land assets partially offset by an increase in Building assets.

4. The variance for both budget to actual and actual to actual on Other Assets is due to an increase in accrued revenue for the TasTAFE Corporate Services Charge and also an increase in prepayments which can fluctuate as a result of operational requirements.
5. The increase in Employee Benefits for both budget to actual and actual to actual is due to a change in discount factors from those applied in calculating the leave liability from 2013-14 and also an increase in leave balances.
6. The increase in budget to actual for Other Liabilities reflects the section 8A(2) carry forward and the accrual of workers compensation expenses for the provision for Employee Entitlements. The decrease in actual to actual for Other Liabilities reflects a lower section 8A(2) carry forward than 2013-14.

4.3 Statement of Cash Flows

	Note	Budget \$'000	Actual \$'000	Variance \$'000	Variance %
Grants – continuing operations	1	29,872	22,309	(7,563)	(25)
Sales of Goods and services	2	44,326	38,809	(5,517)	(12)
Supplies and consumables	3	232,016	180,588	51,428	22

1. The variance is the result of lower than budgeted cash receipts from the Australian Government for National Partnerships due to timing differences on cash payments and the associated drawdown of funds from the Department of Treasury and Finance. These funds will be received during the 2015-16 financial year.
2. The variance for Sales of Goods and Services primarily reflects incorrect categorisation of budgeted receipts for asset sales receipts, minor variations across several Departmental receipt streams and some categorisation change between sales of goods and services and other receipts, together with a change to the TasTAFE corporate contribution charge resulting in the Department incurring less costs, and thus receiving lower corporate contribution fee from TasTAFE.
3. The decrease in Supplies and Consumables reflects lower than expected cash payments for National Partnership funded programs, an increase in capitalised project cash payments and some categorisation changes between supplies and consumables and other cash payment categories together with a change to the TasTAFE corporate contribution charge resulting in the Department incurring less costs, and thus receiving lower corporate contribution fee from TasTAFE.

Note 5: Events occurring after balance date

There have been no events subsequent to balance date which would have a material effect on the Department's financial statements as at 30 June 2015.

Note 6: Underlying net operating balance

Non-operational capital funding is the income from transactions relating to funding for capital projects. This funding is classified as income from transactions and included in the net operating balance. However, the corresponding capital expenditure is not included in the calculation of the net operating balance.

For this reason, the net operating result is adjusted to remove the effects of funding for capital projects.

	Notes	2015 Budget \$'000	2015 Actual \$'000	2014 Actual \$'000
Net result from transactions (net operating balance)		(16,267)	(4,010)	(20,469)
Less impact of Non-operational capital funding				
Revenue from government – works and services	2.9(a), 7.1	16,465	6,284	16,794
Other revenue from government	2.9(a), 7.1	22,149	9,427	1,598
Total		38,614	15,711	18,392
Underlying net operating balance		(54,881)	(19,721)	(38,861)

Note 7: Income from transactions

7.1 Revenue from government

Revenue from government includes revenue from appropriations, appropriations carried forward under section 8A(2) of the *Public Account Act 1986* and items Reserved by Law.

The budget information is based upon original estimates which have not been subject to audit.

	2015 Budget \$'000	2015 Actual \$'000	2014 Actual \$'000
Continuing operations			
Appropriation revenue – recurrent			
Current year	831,840	836,080	901,521
Less: Section 8A(2) carry forward	....	....	(12,000)
Total	831,840	836,080	889,521
Appropriation revenue – works and services	16,465	13,065	26,515
Less: Section 8A(2) carry forward	....	(6,781)	(9,721)
Total	16,545	6,284	16,794
Revenue from government – other			
Appropriation carried forward under Section 8A(2) of the <i>Public Account Act 1986</i> taken up as revenue in the current year	22,149	21,427	1,598
Total	22,149	21,427	1,598
Total revenue from government	870,454	863,791	907,913
Comprising of:			
Appropriation revenue – recurrent	831,840	836,080	889,521
Appropriation revenue – works and services	16,465	6,284	16,794
Revenue from government – other	22,149	21,427	1,598
Total	870,454	863,791	907,913

Section 8A(2) of the *Public Account Act 1986* allows for an unexpended balance of an appropriation to be transferred to an Account in the Special Deposits and Trust Fund for such purposes and conditions as approved by the Treasurer. In the initial year, the carry forward is recognised as a liability, revenue received in advance. The carry forward from the initial year is recognised as revenue in the reporting year, assuming that the conditions of the carry forward are met and the funds are expended.

1. The increase in Appropriation revenue – recurrent of \$4.240 million compared to budget is as follows:

	2015 \$'000
Asset Sales funding from Crown Land Administration funding	2,295
Pay Pause Adjustment	1,095
Transfer between Controlled and Administered	3,800
Year 7-12 Initiative savings	(2,950)
<i>Total</i>	4,240

2. The decrease in Appropriation revenue – works and services of \$10.181 million compared to budget is as follows:

	2015 \$'000
Section 8A(2) Carry Forward	(6,781)
Savings: Brooks High School Project and George Town Child and Family Centre	(3,500)
Hagley Farm School Centre of Excellence – project brought forward	100
<i>Total</i>	(10,181)

3. The decrease in Revenue from government - other of \$0.722 million compared to budget is a result of variations to section 8A(2) carry forwards.

7.2 Grants

	2015 \$'000	2014 \$'000
Continuing operations		
Grants from the Australian Government		
Specific grants	429	2,150
National Partnership grants	20,215	42,434
Total	20,644	44,584
Grants – other		
Grants	1,676	1,026
Total	1,676	1,026
Total revenue from grants	22,320	45,610

7.3 Sales of goods and services

	2015 \$'000	2014 \$'000
Goods		
School supplies	6,436	7,247
Services		
Overseas students	5,573	5,661
Adult education fees	337	407
School levies	11,449	11,467
Other student collections	5,960	4,866
Teachers registration fees	1,183	1,117
TasTAFE service provision and reimbursement of costs*	6,092	18,282
Other	2,004	1,923
Total	39,034	50,970

* This relates to an agreement between the Department and TasTAFE for the Department to provide corporate services, and the management of specific expenditure on behalf of TasTAFE. In 2014-15 costs are being incurred by TasTAFE directly, resulting in a significant decrease in both related expenditure and revenue within the Department.

7.4 Contributions received

	2015 \$'000	2014 \$'000
Donations	1,874	1,603
Fair value of library books donated	74	89
Total	1,948	1,692

7.5 Other revenue

	2015 \$'000	2014 \$'000
Workers' compensation refunds	4,945	5,086
Miscellaneous school revenue	18,114	14,237
Salary recovered from external bodies	175	372
Rental properties	900	744
Other	672	549
Total	24,806	20,988

Note 8: Expenses from transactions

8.1 Employee benefits

(a) Employee Expenses

	2015 \$'000	2014 \$'000
Wages and salaries	566,670	573,504
Annual leave	16,149	15,139
Sick leave	15,496	14,900
Long service leave	35,622	16,017
Superannuation – contribution scheme	50,556	45,307
Superannuation – defined benefit scheme	23,974	25,692
Other employee expenses	353	417
Total	708,820	690,976

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 12.75 per cent (2014: 12.5 per cent) of salary.

Superannuation expenses relating to defined contribution schemes are paid directly to superannuation funds at a rate of 9.5 per cent (2014: 9.25 per cent) of salary. In addition, departments are also required to pay into the Consolidated Fund a "gap" payment equivalent to 3.5 per cent of salary in respect of employees who are members of contribution schemes.

(b) Remuneration of key management personnel

Key management personnel are those persons having authority and responsibility for planning directing and controlling the activities of the agency, directly or indirectly. Remuneration during 2014-15 for key personnel is set by the *State Service Act 2000*. Remuneration and other terms of employment are specified in employment contracts. Remuneration includes salary, motor vehicle and other non-monetary benefits. Long-term employee expenses include superannuation obligations and termination payments.

Acting Arrangements

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

2015	Short-term benefits			Long-term benefits		Total \$'000
	Salary \$'000	Other Benefits \$'000	Superannuation \$'000	Termination Benefits \$'000	Other Benefits and Long Service Leave \$'000	
<i>Key management personnel</i>						
Colin Pettit - Secretary	328	19	31	....	11	389
Elisabeth Banks - Deputy Secretary - Early Years and Schools	239	18	29	....	....	286
Jennifer Rayner - Director - LINC Tasmania	175	18	22	....	7	222
Andrew Finch - Deputy Secretary - Corporate Services, separation date 28 January 2015	150	10	18	....	(10)	168
Kane Salter - Director - Finance and Business Services	142	18	18	....	6	184
Shane Frost - General Manager - Professional Learning Institute, appointment date 6 October 2014	119	13	15	....	15	162
Robert Williams - Deputy Secretary - Department Services, appointment date 19 January 2015	84	8	8	....	7	107
Total Remuneration For Key Management Personnel	1,237	104	141	....	36	1,518

8.2 Depreciation

	2015 \$'000	2014 \$'000
Depreciation		
Plant and equipment	2,137	1,509
Buildings	45,805	51,005
Library book stock	2,123	2,204
Intangibles	1,468	757
Total	51,533	55,475

8.3 Supplies and consumables

Audit fees – financial audit	189	265
Consultants	4,262	3,323
Property services	43,030	44,740
Maintenance	23,383	28,565
Communications	2,234	2,823
Information technology	32,305	30,513
Travel and transport	7,499	7,767
Advertising and promotion	580	790
Materials and supplies	24,678	22,967
Miscellaneous school expenses	18,633	17,665
Books and periodicals	2,745	2,855
Equipment leases	1,575	1,746
Postage and freight	1,321	1,383
Training and development	2,988	3,221
Contractors	2,195	2,472
Finance and administration expenses	1,994	2,090
Other supplies and consumables	5,853	5,823
Total	175,464	179,008

8.4 Grants and subsidies

	2015 \$'000	2014 \$'000
Apprentice and trainee subsidies	....	1,869
Child care	642	532
Sundry grants, fees and scholarships	894	1,242
VET delivery	1,155	99,477
Accommodation allowance for tertiary students	16	122
Tasmanian communities online	416	436
Non-government schools	952	3,285
Senior secondary accommodation allowance	345	383
Spectacles and special bursaries	255	175
Other grant payments	4,416	5,257
Total	9,091	112,778

8.5 Other expenses

	2015 \$'000	2014 \$'000
Salary on-costs	12,395	10,735
Total	12,395	10,735

Note 9: Other economic flows included in net result

9.1 Net gain/(loss) on non-financial assets

	2015 \$'000	2014 \$'000
Net gain/(loss) on current year disposal of physical assets ¹	(5,732)	709
Net gain/(loss) on disposal of library books, plant and equipment	(1,025)	(1,455)
Net gain/(loss) on revaluation of physical assets	(31,301)	....
Total net gain/(loss) on non-financial assets	(38,058)	(746)

The current year disposal of physical assets relates to assets disposed of through the Crown Land Administration Fund (CLAF).

9.2 Net gain/(loss) on financial instruments and statutory receivables/payables

	2015 \$'000	2014 \$'000
Impairment of Receivables	(584)	(1,515)
Total net loss on financial instruments	(584)	(1,515)

Note 10: Assets

10.1 Receivables

	2015 \$'000	2014 \$'000
Central office receivables	9,393	13,794
LINC receivables	286	699
Polytechnic deficit	718	1,436
Less: Provision for impairment	(333)	(1,182)
Total	10,064	14,747
School receivables	4,887	4,448
Less: Provision for impairment	(1,302)	(409)
Total	3,585	4,039
Total receivables	13,649	18,786
Comprising:		
Sale of goods and services (inclusive of GST)	10,707	15,410
Tax assets	2,942	3,376
Total	13,649	18,786
Settled within 12 months	13,649	18,068
Settled in more than 12 months	....	718
Total	13,649	18,786

Reconciliation of movement in provisions for impairment of receivables

Carrying amount at 1 July	1,591	900
Amounts written off during the year	(540)	(668)
Increase/(decrease) in provision recognised in profit or loss	584	1,515
Polytechnic closing balance transferred out	....	(156)
Carrying amount at 30 June	1,635	1,591

10.2 Assets held for sale

(a) Carrying amount

	2015 \$'000	2014 \$'000
Land and buildings	5,648	7,997
Total	5,648	7,997
Settled within 12 months	5,648	7,997
Total	5,648	7,997

The assets held for sale consists of land and some buildings which have become surplus to the Department's requirements. It is intended that these be disposed by way of sale. Steps have been taken for this purpose and it is likely that the disposals could occur within the next twelve months.

(b) Fair value measurement of assets held for sale (including fair value levels)

	Carrying value at 30 June \$'000	Fair value measurement at end of reporting period		
		Level 1 \$'000	Level 2 \$'000	Level 3 \$'000
2015				
Land	3,432	....	3,432	....
Buildings	2,216	....	2,216	....
Total	5,648	....	5,648	....
2014				
Land	6,468	....	6,468	....
Buildings	1,529	....	1,529	....
Total	7,997	....	7,997	....

The assets held for sale are carried at fair value.

The land assets are valued as per the formal valuation undertaken by the Office of the Valuer-General during 2014–15.

The building assets are written down against reserves if the building is classified as a specialised building and therefore have no resale value. The non-specialised buildings are retained at their current fair value at the time at which they were transferred to assets held for sale.

10.3 Property, plant and equipment

(a) Carrying amount

	2015 \$'000	2014 \$'000
Land		
At fair value	201,457	372,617
Total land	201,457	372,617
Buildings		
At fair value	2,409,983	2,413,826
Less: Accumulated depreciation / Impairment	(1,305,326)	(1,352,148)
	1,104,657	1,061,678
Works in progress (at cost)	13,689	14,525
Total buildings	1,118,346	1,076,203
Plant and equipment		
At cost	34,207	33,143
Less: Accumulated depreciation	(28,661)	(26,524)
Total plant and equipment	5,546	6,619
Total property, plant and equipment	1,325,349	1,455,439

The Department undertook a valuation of land, buildings and land under buildings during 2014-15. The valuations were completed by the Officer of the Valuer-General. The valuation resulted in a significant decrease of \$169.4 million in the value of assets in the category of Land. Of the decrease \$31.3 million was recognised in the statement of comprehensive income as a loss on revaluation with the balance taken to the Asset Revaluation Reserve. The value of buildings increased by \$56.1 million as a result of the valuation, this was taken to the Asset Revaluation Reserve. The valuation of the Land and Building assets was completed in accordance with AASB 116 *Plant and Equipment* and AASB13 *Fair Value Measurement*. Three methods of valuation were adopted when valuing the land and building assets being depreciated replacement cost, a comparable sales approach and an income approach.

Specialised building assets such as school buildings are valued using a depreciated replacement cost method because there is no comparable sale transactions. The majority of Departmental building assets are valued using depreciated replacement cost. With specialised School buildings a utility factor has been applied to classroom assets to reflect the service capacity of the asset if the asset was required to be replaced. The utility is calculated by considering the current enrolment compared to the total capacity of the building. The utility factor calculated results in a reduction of \$147.958 million in the value of school assets.

The comparable sales approach was used to value market type assets such as vacant land. This approach considers market sales evidence that is comparable to the subject asset. The income approach was adopted for market type assets such as office buildings. This approach considers the rental earning capacity of the building to calculate the valuation.

During 2014-15 it was identified that land and building assets to the value of \$15.179 million recorded on the Department's Asset Register, had been previously disposed of and was incorrectly recorded in the Financial Statements. The transactions were recorded as Land and Buildings still held by the Department, the correct treatment was for these to have been disposed of prior to 2013-14. The impact of this error has been corrected through the opening asset balances of 2013-14 in line with AASB 108 *Accounting Policies, Changes in Accounting Estimates and Errors* as noted in Note 2.5(c).

(b) Reconciliation of movements (including fair value levels)

Reconciliations of the carrying amounts of each class of property, plant and equipment at the beginning and end of the current and previous financial year are set out below. Carrying value means the net amount after deducting accumulated depreciation and accumulated impairment losses.

2015	Note	Land Level 2 (land in general use / residential assets) \$'000	Land Level 3 (land with no active markets and/ or significant restrictions) \$'000	Buildings Level 2 (general use/ residential buildings) \$'000	Buildings Level 3 (specific purpose / use buildings) \$'000	Work in progress \$'000	Plant and equipment \$'000	Total \$'000
Carrying value at 1 July		4,283	368,334	11,773	1,049,905	14,525	6,619	1,455,439
Additions		....	....	....	....	34,558	1,064	35,622
Transfer out of Level 3 (to Level 2)		8,186	(8,186)	12,165	(12,165)	....	....	....
Disposals / Assets held for sale		....	(1,765)	....	(2,777)	....	....	(4,542)
<i>Gains/(losses) recognised in operating result</i>					....	....	....	....
Revaluation	I	....	(31,299)	....	....	....	....	(31,299)
<i>Gains/(losses) recognised in other comprehensive income</i>								
Revaluation increments/(decrements)	I	5,053	(143,149)	7,236	48,931	....	....	(81,929)
Capitalised works to assets		....	....	....	35,394	(35,394)	....	....
Depreciation/amortisation expense		....	....	(2,381)	(43,424)	....	(2,137)	(47,942)
Carrying value as at 30 June		17,522	183,935	28,793	1,075,864	13,689	5,546	1,325,349

Notes to Reconciliation of movements

I. Land and buildings were revalued to fair value during 2014-15 by the Office of the Valuer-General. Refer to Note 10.3(a) for further detail.

2014	Note	Land Level 2 (land in general use / residential assets) \$'000	Land Level 3 (land with no active markets and/ or significant restrictions) \$'000	Buildings Level 2 (general use/ residential buildings) \$'000	Buildings Level 3 (specific purpose / use buildings) \$'000	Work in progress \$'000	Plant and equipment \$'000	Total \$'000
Carrying value at 1 July		4,363	367,774	13,465	1,231,786	3,949	8,554	1,629,891
Additions		....	....	....	....	19,383	972	20,355
Disposals		....	(5)	....	....	....	(33)	(38)
Assets held for sale		(256)	3,127	(643)	(758)	....	....	1,470
Revaluation – Indexation	1	176	15,433	56	5,633	....	....	21,298
Revaluation – Other	2	....	....	....	(11,294)	....	....	(11,294)
Capitalised works to assets		....	....	....	8,807	(8,807)	....	....
Asset transfer – administrative restructure	3	....	(12,558)	....	(130,474)	....	(1,365)	(144,397)
Asset transfers – prior years	4	....	(5,437)	....	(3,896)	....	....	(9,333)
Depreciation/amortisation expense		....	....	(1,105)	(49,899)	....	(1,509)	(52,513)
Carrying value as at 30 June		4,283	368,334	11,773	1,049,905	14,525	6,619	1,455,439

Notes to Reconciliation of movements

1. An indexation factor is applied each year in between the last formal valuation to determine fair value each year. Refer Notes 2.12(d), 10.3(a), 13.1
2. Reflects adjustment for a duplicate asset with the movement taken directly to the Asset Revaluation Reserve.
3. Transfer of assets from the Department to TasTAFE. Refer Note 13.2.
4. Reflects asset transfer to the Department of Treasury and Finance in a prior year taken directly to the Asset Revaluation Reserve.
5. During 2014-15 it was identified that land and building assets to the value of \$15.179 million recorded on the Department's Asset Register, had been previously disposed of and was incorrectly recorded in the Financial Statements. The transactions were recorded as Land and Buildings still held by the Department, the correct treatment was for these to have been disposed of prior to 2013-14. The impact of this error has been corrected through the opening asset balances of 2013-14 in line with AASB 108 *Accounting Policies, Changes in Accounting Estimates and Errors* as noted in Note 2.5(c).

(c) Level 3 significant valuation inputs and relationship to fair value

Description	Fair value at 30 June \$'000	Significant unobservable inputs used in valuation	Possible alternative values for level 3 inputs	Sensitivity of fair value to changes in level 3 inputs
Land – with no active markets and/or significant restrictions)	183,935	A – economic conditions B – availability of and demand for similar assets for sale C – costs of credit	Note 1	Economic conditions have stabilised over the last 12 months with demand at subdued levels. Interest rates are at historical lows and are expected to remain at those levels. As a result, it is unlikely that significant variations in values will arise in the short term.
Buildings – specific purpose / use buildings	1,075,864	A – Construction costs B – Design life C – Age and condition of asset D – Remaining useful life	Note 1	Tasmanian construction indexes have remained stable over the last 12 months. Design and useful lives are reviewed regularly but generally remain unchanged. As a result, it is unlikely that significant variations in values will arise in the short term.

Note 1: When valuing these assets, their existing use and unlikely alternative uses, are taken into account by valuers. As a result, it is most unlikely that alternative values will arise unless there are more changes in known inputs.

(d) Assets where current use is not the highest and best use

The agency holds land and building assets that are used specifically for the provision of services to the community. Unless there is an explicit government policy to the contrary, the highest and best use of an asset is the purpose for which that asset is currently used / occupied.

10.4 Library book stock**(a) Carrying amount**

	2015 \$'000	2014 \$'000
At cost	25,274	25,927
Less: Accumulated depreciation	(16,774)	(16,093)
Total library book stock	8,500	9,834

(b) Reconciliation of movements (including fair value levels)

	2015 \$'000	2014 \$'000
Carrying value at 1 July	9,834	15,095
Additions	1,853	2,176
Disposals	(1,064)	(1,460)
Asset transfers – administrative restructure 13.2	....	(3,773)
Depreciation	(2,123)	(2,204)
Carrying value at 30 June	8,500	9,834

10.5 Heritage collections

All the heritage assets are considered to be level 2 in the fair value hierarchy.

(a) Carrying amount

	2015 \$'000	2014 \$'000
At fair value	66,513	66,116
Total heritage	66,513	66,116

(b) Reconciliation of movements

	2015 \$'000	2014 \$'000
Carrying value at 1 July	66,116	64,153
Additions	....	188
Asset transfers – administrative restructure 13.2	....	(20)
Revaluation increments	397	1,795
Carrying value at 30 June	66,513	66,116

The Department holds a number of heritage assets. A significant component of these assets relate to the Allport Library and Museum of Fine Arts and the Crowther Library. The Allport library, donated by the late Henry Allport, comprises books, pamphlets, prints, historical maps and charts relating to Australia and the Pacific including art works by convict and colonial landscape artists. The Crowther Library is a collection of books, pamphlets, maps, manuscripts, photographs, works of art and museum objects such as medical instruments and scrimshaw. It was formed during the lifetime of Sir William Crowther and presented by him to the State Library of Tasmania over a period from 1964 until his death in 1981.

These items are not depreciated as they do not have limited useful lives as appropriate curatorial policies are in place.

An inflation factor is applied each year in between the last formal valuation to determine fair value each year. For 2014–15, this inflation factor was 0.6% for heritage assets.

10.6 Intangibles

All the intangible assets are recorded at cost.

(a) Carrying amount

	2015 \$'000	2014 \$'000
Software at cost	6,554	3,029
Less: Accumulated amortisation	(2,983)	(1,515)
	3,571	1,514
Work in progress	....	1,564
Total intangibles	3,571	3,078

(b) Reconciliation of movements

	2015 \$'000	2014 \$'000
Carrying value at 1 July	3,078	2,271
Work in progress	...	1,564
Additions	1,962	...
Amortisation	(1,468)	(757)
Carrying value at 30 June	3,572	3,078

10.7 Other assets**(a) Carrying amount**

	2015 \$'000	2014 \$'000
Other current assets		
Prepayments	4,663	2,086
Other current assets	1,956	23
Total	6,619	2,109
Recovered within 12 months	6,619	2,109
Total	6,619	2,109

(b) Reconciliation of movements

Carrying value at 1 July	2,109	2,780
Additions	6,618	....
Prepayments and other assets expensed	(2,109)	(671)
Carrying value at 30 June	6,618	2,109

Note 11: Liabilities

11.1 Payables

	2015 \$'000	2014 \$'000
Creditors	1,425	851
Accrued expenses	4,337	6,239
Total	5,762	7,090
Settled within 12 months	5,762	7,090
Total	5,762	7,090

Settlement is usually made within 30 days.

11.2 Employee benefits

	2015 \$'000	2014 \$'000
Accrued salaries	24,400	22,025
Annual leave	11,654	11,733
Long service leave	115,984	107,959
State Service Accumulated Leave Scheme	626	615
Termination provision	365	....
Total	153,029	142,332
Expected to settle wholly within 12 months	56,927	56,715
Expected to settle wholly after 12 months	96,103	85,617
Total	153,029	142,332

11.3 Other liabilities

	2015 \$'000	2014 \$'000
Revenue received in advance		
Appropriation carried forward from current and previous years under section 8A(2) of the <i>Public Account Act 1986</i>	6,781	21,721
Other revenue received in advance	2,046	1,653
Provision for workers compensation	1,913	....
Other liabilities	62	62
Total	10,802	23,436
Settled within 12 months	9,248	23,228
Settled in more than 12 months	1,554	208
Total	10,802	23,436

Note 12: Commitments and contingencies

12.1 Schedule of commitments

	2015 \$'000	2014 \$'000
By type		
Capital commitments		
Buildings	5,592	4,785
Total capital commitments	5,592	4,785
Lease commitments		
Operating leases	8,414	8,174
Total lease commitments	8,414	8,174
By maturity		
Capital commitments		
One year or less	5,592	4,785
Total capital commitments	5,592	4,785
Operating lease commitments		
One year or less	3,759	3,722
From one to five years	4,655	4,452
Over five years	....	....
Total operating lease commitments	8,414	8,174
Total	14,006	12,959

NB: Commitments are GST inclusive where relevant.

Capital commitments generally relate to the outstanding contractual amounts on building works but may be subject to contract variations.

The Department leases buildings, plant and equipment and fleet under operating leases expiring from one to ten years. Leases generally provide the Department with a right of renewal at which time all terms are re-negotiated.

12.2 Contingent assets and liabilities

Contingent assets and liabilities are not recognised in the Statement of Financial Position due to uncertainty regarding the amount or timing of the underlying claim or obligation.

(a) Unquantifiable contingencies

At 30 June 2015, the Department had a number of legal claims against it, generally relating to personal injury arising from accidents on Departmental premises. The Crown Solicitor has advised the Department that the estimated personal injury liability to be \$0.567 million for 2014–15 (\$0.870 million for 2013–14).

The Department has a number of leases on property it occupies. Some of these leases contain a "make good provision".

A liability for these provisions has not been recognised in the Statement of Financial Position as the Department considers a value of these provisions cannot be reliably measured due a variety of factors. The majority of leases cover a 5 to 10 year period and are generally renewed, hence deferring any make good liability.

Note 13: Reserves

13.1 Reserves

	Land \$'000	Buildings \$'000	Heritage \$'000	Total \$'000
2015				
Asset Revaluation Reserve				
Balance at the beginning of financial year	138,096	220,420	24,558	383,074
Revaluation	(138,096)	56,167	....	(81,929)
Revaluation – indexation	....	....	397	397
Balance at end of financial year	....	276,587	24,955	301,542
	Land \$'000	Buildings \$'000	Heritage \$'000	Total \$'000
2014				
Asset Revaluation Reserve				
Balance at the beginning of financial year	129,301	233,324	22,762	385,387
Asset transfer – administrative restructure	(428)	(2,825)	....	(3,253)
Revaluation – indexation	15,609	5,689	1,796	23,094
Revaluation – other adjustments	(5,437)	(15,191)	....	(20,628)
Revaluation – assets held for sale	(949)	(577)	....	(1,526)
Balance at end of financial year	138,096	220,420	24,558	383,074

(a) Nature and purpose of reserves

Asset revaluation reserve

The asset revaluation reserve is used to record increments and decrements on the revaluation of non-current assets, as described in accounting policy Note 2.12(d).

13.2 Administrative restructuring

From 1 July 2014 Skills Tasmania relate to the restructuring of administrative arrangements of the Department, in respect of activities relinquished, the Department transferred the following assets and liabilities to the Department of State Growth.

	2015 \$'000	2014 \$'000
Net assets relinquished on restructure		
Cash and deposits	363	544
Receivables	23	1,896
Property, plant and equipment	25	144,396
Library book stock	....	3,773
Heritage collections	....	20
Other assets	14	137
Payables	(410)	(210)
Employee benefits	(1,299)	(10,637)
Other liabilities	....	(16)
Sub-total	(1,284)	139,903
Polytechnic deficit	....	(2,152)
Total	(1,284)	137,750

Prior year comparatives have not been adjusted to reflect the restructure.

The 2014 actuals relate to the restructuring of administrative arrangements for the Tasmanian Polytechnic which occurred on 1 July 2013 with the assets and liabilities being transferred to TasTAFE.

Note 14: Cash flow reconciliation

14.1 Cash and deposits

Cash and deposits includes the balance of the Special Deposits and Trust Fund Accounts held by the Department, and other cash held, excluding those accounts which are administered or held in a trustee capacity or agency arrangement.

	2015 \$'000	2014 \$'000
Special Deposits and Trust Fund balance		
T511 – Department of Education Operating Account	30,398	39,423
T521 – Department of Education School Banking Account	55,807	41,897
Total	86,205	81,320
Other cash held		
Cash receipting account	7	40
Other bank accounts	256	231
Cash floats	119	120
Total	382	391
Total cash and deposits	86,587	81,711
Cash and deposits (as per Statement of Financial Position)	86,587	81,711
Total cash and cash equivalents	86,587	81,711

The definition of cash can be found at Note 2.12(a).

Included in the Department of Education Operating Account is an amount of \$21.721 million, which is an approved carry-forward from 2013-14 under section 8A(2) of the *Public Account Act 1986*.

14.2 Reconciliation of net result to net cash from operating activities

	2015 \$'000	2014 \$'000
Net result	(42,651)	(22,730)
Revenue from government – works and services	(13,065)	(16,794)
Depreciation and amortisation	51,533	55,475
(Gain)/loss on Revaluation of Buildings	31,301	....
(Gain)/loss from sale of non-financial assets	6,756	746
Impairment losses	584	847
Contributions received at no cost	74	....
Decrease/(increase) in Receivables	5,137	(2,109)
Decrease/(increase) in Other assets	(4,511)	535
Increase/(decrease) in Employee benefits	10,698	2,425
Increase/(decrease) in Payables	(1,328)	(1,190)
Increase/(decrease) in Other liabilities	(12,623)	12,232
Net cash from operating activities	31,905	29,437

14.3 Acquittal of capital investment and special capital investment funds

The Department received Works and Services Appropriation funding to fund specific projects.

Not all projects listed below are capitalised as they may not meet the Department's capitalisation threshold of \$150,000 or have been deemed maintenance projects and are expensed through the Statement of Comprehensive Income.

Cash outflows relating to these projects are listed below by category.

Budget information refers to original estimates for the Department and has not been subject to audit.

(a) Project expenditure

	2015 Budget \$'000	2015 Actual \$'000	2014 Actual \$'000	2015 Budget \$'000	2015 Actual \$'000	2014 Actual \$'000
Capital Investment Program						
New projects						
Devonport High School ¹	200	53	....		
Kings Meadows High School ¹	100	55	....		
Lauderdale Primary School ¹	100	32	....		
Wynyard High Trade	100	100	....		
Year 7 - 12 Implementation Plan ¹	1,500	116	....		
Continuing projects						
Brooks High School ²	9,019	3,860	332			
New Town High School ³	2,780	400	106			
Completed Projects						
Bridgewater Child & Family Centre ⁴	1,189	787	1,431			
Community Knowledge Network - Learning and Information Network Centres ⁵	1,600	100	1,598			
Derwent Valley Telecommunications	100	100	....		
				Hagley Farm School Centre of Excellence ⁶	....	100
				George Town Child and Family Centre ⁵	3,300	3,300
				Renewing our Education System (Rose Bay High) ⁷	1,145	1,092
				School Science & Technology Stimulus Package ⁷	2,800	2,704
				School Transition Fund ⁷	635	489
				Smithton High School ⁷	3,235	3,208
				Tasmania Tomorrow - Infrastructure support ⁸	....	....
				Trade Training Centres	2,967	3,049
				Total	30,770	19,545
						21,013
				Notes:		
				1. The balance of funds for these projects were carried over through section 8A(2) transfers.		
				2. During 2014-15 a \$2.000 million saving was declared against the Brooks High School project. The saving was a result of being able to utilise the vacant Rocherlea Primary School Buildings to refurbish to high school requirements and fully integrate the two sites into one.		
				3. The balance of funds for this project were carried forward through a combination of a section 8A(2) transfer and reappropriation of funds.		
				4. This is an Australian Government funded project. The capital element is complete with the balance of funds utilised for operational costs of the Bridgewater and Geeveston Child and Family Centres.		
				5. The George Town Hub incorporating the Child and Family Centre and LINC was completed in 2014-15 with a saving of \$1.500 million achieved.		
				6. Funding for the Hagley Farm School Centre of Excellence was approved to be brought forward from 2015-16 to 2014-15.		
				7. These projects were completed to budget with the variance due to the 2014-15 actual carry forward being lower than the estimate at the time of budget preparation.		
				8. The budget for this item was transferred to the Department of State Growth as part of the transfer of Skills Tasmania from 1 July 2014.		

(b) Classification of cash flows

The project expenditure above is reflected in the Statement of Cash Flows as follows

	2015 Actual \$'000	2014 Actual \$'000
Cash outflows		
Other cash payments		
Wages and salaries	510	672
Long service leave	6	4
Superannuation	57	72
Other employee expenses	5	13
Buildings and infrastructure works and services	16,365	18,072
Advertising and promotion	....	6
Supplies and consumables	43	97
Consultants	2,530	2,013
Travel and transport	25	39
Communications	2	25
Total cash outflows	19,543	21,013

Note 15: Financial instruments

15.1 Risk exposures

(a) Risk management policies

The Department has exposure to the following risks from its use of financial instruments:

- credit risk
- liquidity risk
- market risk.

The Head of Agency has overall responsibility for the establishment and oversight of the Department's risk management framework. Risk management policies are established to identify and analyse risks faced by the Department, to set appropriate risk limits and controls, and to monitor risks and adherence to limits.

(b) Credit risk exposures

Credit risk is risk of financial loss to the Department if a customer or counterparty to a financial instrument fails to meet its contractual obligations.

The credit risk in relation to cash is deemed to be low as counterparty failure is managed by dealing with financially sound and reputable banks. The carrying amount of financial assets recorded in the financial statements, net of any allowances for losses, represents the Department's maximum exposure to credit risk. The Department is not exposed to concentration of credit risk of any significance.

The Department does not hold any collateral or other security against any financial assets.

Standard debtor terms are 30 days net. The Department has established an allowance for impaired losses that are re-assessed each year. Bad debts written-off during the year are used to determine estimated impairment. Before any write-off, debtors are sent reminder notices and their debt may be forwarded onto a collection agency. Individual debtors tend to be small in nature with no significant credit risk exposure to any individual debtor. The collection of the amounts disclosed below is considered more likely than not therefore the amounts have not been impaired.

The following tables analyse financial assets that are past due but not impaired:

Analysis of non-impaired financial assets at 30 June 2015

	Not past due \$,000	Past due 30–59 days \$'000	Past due 60–89 days \$'000	Past due 90 days greater \$'000	Total \$'000
Receivables	4,034	393	363	8,859	13,469

Analysis of non-impaired financial assets at 30 June 2014

	Not past due \$,000	Past due 30–59 days \$'000	Past due 60–89 days \$'000	Past due 90 days greater \$'000	Total \$'000
Receivables	12,424	504	372	5,486	18,786

(c) Liquidity risk

Liquidity risk is the risk that the Department will not be able to meet its financial obligations as they fall due. The Department's approach to managing liquidity is to ensure that it will always have sufficient liquidity to meet its liabilities when they fall due by regularly reviewing budgeted cash outflows to ensure that there is sufficient cash to meet all obligations.

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

2015**Maturity analysis for financial liabilities**

	1 year \$'000	Undiscounted total \$'000	Carrying amount \$'000
Financial liabilities			
Payables	5,762	5,762	5,762
Other financial liabilities	10,802	10,802	10,802
Total	16,564	16,564	16,564

2014**Maturity analysis for financial liabilities**

	1 year \$'000	Undiscounted total \$'000	Carrying amount \$'000
Financial liabilities			
Payables	7,090	7,090	7,090
Other financial liabilities	23,436	23,436	23,436
Total	30,526	30,526	30,526

(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 that the Department is exposed to is interest rate risk.

The Department currently has the majority of its financial assets in variable interest rates to take advantage of interest rate rises.

	2015 \$'000	2014 \$'000
Variable rate instruments		
Financial assets	56,063	42,116
Total	56,063	42,116

The Department does not hold any financial instruments available for sale which would directly affect equity as a result of changes in interest rates. Changes in variable rates of 100 basis points at reporting date would have the following effect on the Department's profit or loss and equity:

	Statement of Comprehensive Income		Equity	
	100 basis points increase \$'000	100 basis points decrease \$'000	100 basis points increase \$'000	100 basis points decrease \$'000
30 June 2015				
Financial assets	561	(561)	561	(561)
Net sensitivity	561	(561)	561	(561)
30 June 2014				
Financial assets	421	(421)	421	(421)
Net sensitivity	421	(421)	421	(421)

This analysis assumes all other variables remain constant. The analysis was performed on the same basis for 2014.

15.2 Categories of financial assets and liabilities

	2015 \$'000	2014 \$'000
Financial assets		
Cash and cash equivalents	86,587	81,711
Receivables	13,649	18,786
Total	100,236	100,497
	2015 \$'000	2014 \$'000
Financial liabilities		
Payables	5,762	7,090
Other revenue received in advance	8,827	23,374
Total	14,589	30,464

15.3 Reclassifications of financial assets

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

15.4 De-recognition of financial assets

The Department has not derecognised any financial assets during the financial year.

15.5 Comparison between carrying amount and net fair value of financial assets and liabilities

	Carrying Amount 2015 \$'000	Net Fair Value 2015 \$'000	Carrying Amount 2014 \$'000	Net Fair Value 2014 \$'000
Financial assets				
Cash and cash equivalents	86,587	86,587	81,711	81,711
Receivables	13,649	13,649	18,786	18,786
Total financial assets	100,236	100,236	100,497	100,497
Financial liabilities				
Payables	5,762	5,762	7,090	7,090
Other revenue received in advance	8,827	8,827	23,374	23,374
Total financial liabilities	14,589	14,589	30,464	30,464

15.6 Net fair values of financial assets and liabilities

The Department does not recognise any financial assets or financial liabilities at fair value.

Financial assets

The net fair values of cash and non-interest bearing monetary financial assets approximate their carrying amounts.

The net fair value of receivables are approximated by their carrying values.

Financial liabilities

The net fair values of revenue received in advance are approximated at the carrying amount.

The net fair values for trade creditors are approximated by their carrying values.

Note 16: Details of aggregated entities

16.1 List of entities

The following entities have been aggregated by the Department:

- Schools Registration Board¹
- Teachers Registration Board²
- Office of Tasmanian Assessment, Standards and Certification^{2,3}

Although the above are separate reporting entities for administrative purposes they operate as part of the Department.

1. Provided below at Note 16.2 is a Statement of Payments for the Schools Registration Board. This disclosure is provided as there are no separate financial statements prepared for this entity.
2. Office of Tasmanian Assessment, Standards and Certification and Teachers Registration Board have separate financial statements prepared. For details of their financial activities please refer to these financial statements.
3. The Office of Tasmanian Assessments, Standard and Certification offers the same services as the former Tasmanian Qualifications Authority.

16.2 Statement of Payments for the Schools Registration Board

	2015 \$'000	2014 \$'000
Salaries	59	57
Travel	7	8
Meetings	24	32
Miscellaneous	2	3
Total expenditure	92	100

Note 17: Notes to administered statements

17.1 Explanations of material variances between budget and actual outcomes

The following are brief explanations of material variances between budget estimates and actual outcomes. Variances are considered material where the variance exceeds the greater of 10 per cent of budget estimate and \$1.5 million.

(a) Schedule of Administered Income and Expenses

	Note	Budget \$'000	Actual \$'000	Variance \$'000	Variance %
Appropriation revenue – recurrent	I	261,815	272,414	10,599	4
Grants and subsidies	I	261,815	273,147	11,332	4

Notes to Administered Income and Expenses variances

I. The variance relates to increased revenue from the Australian Government for Students First that is on forwarded as a grant to non-government schools.

This explanation also applies to the administered cash flow statement line items.

17.2 Administered revenue from government

Administered revenue from government includes revenue from appropriations, appropriations carried forward under section 8A(2) of the *Public Account Act 1986* and items Reserved by Law.

Budget information refers to original estimates for the Department and has not been subject to audit.

	2015 Budget \$'000	2015 Actual \$'000	2014 Actual \$'000
Continuing operations			
Appropriation revenue – recurrent			
Current year	261,815	272,414	252,061
Total administered revenue from government	261,815	272,414	252,061

17.3 Administered grants

	2015 \$'000	2014 \$'000
General grants		
National Partnership Funding	220	1,121
Total	220	1,121

17.4 Administered sales of goods and services

	2015 \$'000	2014 \$'000
Archives services	20	8
Curriculum services	95	101
State Library services	28	57
Other	1	8
Total	144	174

17.5 Administered fees and fines

	2015 \$'000	2014 \$'000
Group assurance commission	23	18
Total	23	18

I7.6 Administered other revenue

	2015 \$'000	2014 \$'000
Other revenue	1,941	....
Total	1,941	....

I7.7 Administered grants and subsidies

	2015 \$'000	2014 \$'000
Non-government schools: Grants by Australian Government	215,040	194,293
Non-government schools: Grants by State Government	56,872	57,675
Non-government schools: Capital assistance	1,141	1,141
Non-government schools: Student assistance	94	73
Total	273,147	253,182

I7.8 Administered receivables

	2015 \$'000	2014 \$'000
Appropriation receivable	505	....
Total	505	....

Note 18: Transactions and balances relating to a trustee or agency arrangement

Account name	Opening balance 1 July 2014 \$'000	Net transactions during 2014–15 \$'000	Closing balance 30 June 2015 \$'000
Critchley Parker Junior Student Loan Fund	20	3	23
Sir John Morris Memorial Fund	1,134	25	1,159
TM Crisp Memorial Sporting Library	18	(2)	16
Kula Bequest	102	(4)	98

The Department acts under a trustee arrangement in the administration of certain library and student funds. These funds are neither administered nor controlled. Accordingly they are not recognised in the financial statements. However, disclosure is made in aggregate the amount collected and distributed to external parties during the reporting period and any amount undistributed at 30 June 2015.

Statement of Certification

The accompanying financial statements of the Department of Education and its related bodies are in agreement with the relevant accounts and records and have been prepared in compliance with Treasurer's Instructions issued under the provisions of the *Financial Management and Audit Act 1990* to present fairly the financial transactions for the year ended 30 June 2015 and the financial position as at the end of the year.

At the date of signing, I am not aware of any circumstances which would render the particulars included in the financial statements misleading or inaccurate.

Stephen Conway
SECRETARY

Date: 21/09/15



Auditor's Report



Independent Auditor's Report

To Members of the Tasmanian Parliament

Department of Education

Financial Statements for the Year Ended 30 June 2015

Report on the Financial Statements

I have audited the accompanying financial statements of the Department of Education (the Department), which comprise the statement of financial position as at 30 June 2015 and the statements of comprehensive income, changes in equity and cash flows for the year ended on that date, a summary of significant accounting policies, other explanatory notes and the statement by the Secretary of the Department.

Auditor's Opinion

In my opinion the Department's financial statements:

- (a) present fairly, in all material respects, its financial position as at 30 June 2015 and its financial performance, cash flows and changes in equity for the year then ended
- (b) are in accordance with the *Financial Management and Audit Act 1990* and Australian Accounting Standards.

The Responsibility of the Secretary for the Financial Statements

The Secretary of the Department is responsible for the preparation and fair presentation of the financial statements in accordance with Australian Accounting Standards and Section 27 (1) of the *Financial Management and Audit Act 1990*. This responsibility includes establishing and maintaining internal controls relevant to the preparation and fair presentation of the financial statements that are free from material misstatement, whether due to fraud or error; selecting and applying appropriate accounting policies; and making accounting estimates that are reasonable in the circumstances.

Auditor's Responsibility

My responsibility is to express an opinion on the financial statements based upon my audit. My audit was conducted in accordance with Australian Auditing Standards. These Auditing Standards

...1 of 2

require that I comply with relevant ethical requirements relating to audit engagements and plan and perform the audit to obtain reasonable assurance as to whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on my judgement, including the assessment of risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, I considered internal control relevant to the Secretary's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate to the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Department's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by the Secretary, as well as evaluating the overall presentation of the financial statements.

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

My audit is not designed to provide assurance on the accuracy and appropriateness of the budget information in the Department's financial statements.

Independence

In conducting this audit, I have complied with the independence requirements of Australian Auditing Standards and other relevant ethical requirements. The *Audit Act 2008* further promotes independence by:

- providing that only Parliament, and not the executive government, can remove an Auditor-General
- mandating the Auditor-General as auditor of State Entities but precluding the provision of non-audit services, thus ensuring the Auditor-General and the Tasmanian Audit Office are not compromised in their role by the possibility of losing clients or income.

Tasmanian Audit Office

H M Blake
Auditor-General

Hobart
22 September 2015

...2 of 2

APPENDICES



Key Data

The effective management and use of data is a key strategic priority for the Department, as it enables us to identify student need and measure success at an individual student, programme, school and whole-of-system level. This is critical to improving educational outcomes for Tasmania, ensuring that funding is distributed according to student need and programmes and policies are developed and implemented appropriately to suit the requirements of all our students.

We are committed to continuing to manage our data in the most effective way possible and most importantly to reflect, review, plan and implement initiatives across the state, including professional learning and resource support.

There will be further consideration of more specific retention and attainment data for Year 12 in preparation for reporting on the 2015 school year.

School Resource Package Allocations 2014–15, including Fairer Funding Model Allocations and Enrolments

Funding for Tasmanian Government schools includes two separate elements – Approved Establishment Staffing and the School Resource Package (SRP). The SRP includes three allocations - the Fairer Funding Model (FFM) allocation, facility funding and discrete funding. Discrete funding includes funding which is dependent on the needs of the students in the school in that particular year, such as *Raising the Bar*. It can also include variable National Partnership funding.

From January 2014, the FFM has been used by the Tasmanian Government to allocate funding under the *Better Schools Tasmania Agreement* (Gonski), which results in additional funding being available to meet student need.

All schools are provided with a core allocation of funding based on the things all schools have in common. Fairer Funding will then consider things like how many students are enrolled at the school, whether the school offers primary, secondary, combined or senior secondary education, as well as the fact that some schools have students with greater needs than others and require extra funding to ensure that these students

get the same opportunities as others. Because of this, the Department looks at each school and considers factors such as the socioeconomic status of the school, the location of the school, and the number of high or special needs students at the school.

Socioeconomic status and student need is based on the Occupational Education Needs Index (OENI). The OENI is derived from parental background data collected from enrolment form information. A weight is assigned to each student according to the highest parental occupation group. An average score is then determined for each school. The OENI score will range from zero to one with a score of one representing the highest level of need. What this means, is that while a school may have an increase in their enrolments compared to another school in

any one year, their OENI may be lower meaning they receive less funding based on student need than a school with a higher level of student need.

The total funding available under the model increased in both 2014 and 2015; therefore all schools received an increase in FFM funding rates per student. Any changes to a school's FFM allocation is the result of changes to student enrolments and student need.

Schools locational funding is distributed according to the geographic remoteness of the school using the Accessibility/Remoteness Index of Australia (ARIA+) which is an ABS endorsed measure.

The table following outlines details of schools' total SRP, the FFM component of the SRP and school enrolments.

“...the Department looks at each school and considers factors such as the socioeconomic status of the school, the location of the school, and the number of high or special needs students at the school.”

School Resource Package Allocations – Fairer Funding Model Component

School Name	2014 Students 1 st Term FTE ¹	2015 Students 1 st Term FTE	Variation 2014 to 2015 FTE	2014 Final FFM ² \$	2015 Final FFM \$	Variation 2014 to 2015 \$	2014 Final SRP ³ \$	2015 Final SRP ⁴ \$	Variation 2014 to 2015 \$	2013 OENI ^{5,6}	2014 OENI ⁶	ARIA+
Albuera Street Primary School	242.8	248.2	5.4	234,133	250,234	16,101	386,571	419,358	32,787	0.1814	0.2066	1.83
Andrews Creek Primary School	124.0	131.4	7.4	148,562	166,877	18,315	248,920	326,253	77,333	0.4607	0.4180	2.60
Austins Ferry Primary School	416.6	434.6	18.0	539,841	601,380	61,539	1,113,322	1,228,935	115,613	0.5991	0.6000	1.83
Avoca Primary School	24.8	22.0	-2.8	56,444	53,069	-3,375	105,683	89,065	-16,618	0.5341	0.5217	5.00
Bagdad Primary School	129.2	124.0	-5.2	169,700	170,333	633	282,582	315,513	32,931	0.5527	0.5363	2.34
Beaconsfield Primary School	225.4	240.2	14.8	324,134	366,537	42,403	603,813	655,779	51,966	0.5887	0.6035	2.74
Bellerive Primary School	386.6	433.2	46.6	404,260	469,775	65,515	684,555	758,942	74,387	0.4249	0.3909	1.83
Bicheno Primary School	103.6	93.4	-10.2	183,390	179,989	-3,401	283,305	273,711	-9,594	0.4375	0.4737	7.03
Blackmans Bay Primary School	328.4	286.0	-42.4	325,661	292,204	-33,457	642,347	600,405	-41,942	0.3724	0.3616	1.83
Boat Harbour Primary School	241.6	248.2	6.6	291,590	318,941	27,351	427,832	505,075	77,243	0.4348	0.4157	3.48
Bothwell District High School	79.8	75.6	-4.2	151,247	154,377	3,130	346,555	380,843	34,288	0.7063	0.7113	4.14
Bowen Road Primary School	246.2	256.6	10.4	332,370	365,607	33,237	653,044	623,599	-29,445	0.6324	0.6195	1.83

School Name	2014 Students 1 st Term FTE ¹	2015 Students 1 st Term FTE	Variation 2014 to 2015 FTE	2014 Final FFM ² \$	2015 Final FFM \$	Variation 2014 to 2015 \$	2014 Final SRP ³ \$	2015 Final SRP ⁴ \$	Variation 2014 to 2015 \$	2013 OENI ^{5,6}	2014 OENI ⁶	ARIA+
Bracknell Primary School	67.4	60.4	-7.0	99,787	98,984	-803	178,562	169,632	-8,930	0.5809	0.5636	2.93
Bridport Primary School	150.2	151.2	1.0	206,520	223,039	16,519	305,343	324,098	18,755	0.5222	0.4956	3.38
Brighton Primary School	586.4	578.0	-8.4	693,457	700,963	7,506	1,120,915	1,150,822	29,907	0.5345	0.5055	1.85
Brooks High School	512.0	508.0	-4.0	801,624	841,713	40,089	1,332,661	1,296,390	-36,271	0.7399	0.7343	1.83
Bruny Island District School	41.0	41.0	0.0	81,901	85,996	4,095	179,302	186,517	7,215	0.3571	0.3643	6.10
Burnie High School	530.0	548.0	18.0	511,080	560,242	49,162	842,315	837,787	-4,528	0.4199	0.4289	2.74
Burnie Primary School	344.6	346.2	1.6	341,184	351,151	9,967	574,469	598,246	23,777	0.3723	0.3681	2.74
Cambridge Primary School	318.0	313.4	-4.6	310,573	320,515	9,942	531,429	530,189	-1,240	0.3149	0.2754	1.83
Campania District School	145.6	183.2	37.6	224,967	308,135	83,168	515,820	580,233	64,413	0.6636	0.7134	2.70
Campbell Street Primary School	233.4	232.4	-1.0	235,965	239,767	3,802	385,578	404,061	18,483	0.3781	0.3821	1.83
Campbell Town District High School	197.0	193.8	-3.2	322,551	351,789	29,238	768,318	751,408	-16,910	0.6271	0.6392	4.61
Cape Barren Island School	4.6	7.6	3.0	67,135	92,585	25,450	132,570	159,003	26,433	0.7917	0.4500	13.36

School Name	2014 Students 1 st Term FTE ¹	2015 Students 1 st Term FTE	Variation 2014 to 2015 FTE	2014 Final FFM ² \$	2015 Final FFM \$	Variation 2014 to 2015 \$	2014 Final SRP ³ \$	2015 Final SRP ⁴ \$	Variation 2014 to 2015 \$	2013 OENI ^{5,6}	2014 OENI ⁶	ARIA+
Claremont College	743.3	722.4	-20.9	897,869	1,043,638	145,769	1,781,832	2,080,120	298,288	0.6563	0.6529	1.83
Clarence High School	507.6	505.0	-2.6	514,933	547,548	32,615	858,163	893,086	34,923	0.4618	0.4760	1.83
Clarendon Vale Primary School	103.0	108.0	5.0	170,676	190,537	19,861	477,970	486,310	8,340	0.8464	0.8209	1.83
Collinsvale Primary School	50.2	48.0	-2.2	70,482	71,016	534	170,742	168,518	-2,224	0.3688	0.4048	2.00
Cooee Primary School	133.8	130.8	-3.0	164,158	164,362	204	281,534	293,072	11,538	0.5357	0.5294	2.74
Cosgrove High School	254.0	249.0	-5.0	409,612	428,359	18,747	821,536	788,669	-32,867	0.7989	0.7953	1.83
Cressy District High School	337.8	332.6	-5.2	472,310	523,357	51,047	827,893	915,089	87,196	0.6373	0.6370	2.75
Cygnat Primary School	228.2	211.6	-16.6	277,577	276,118	-1,459	458,107	459,606	1,499	0.4891	0.4615	3.06
Deloraine High School	252.2	244.0	-8.2	347,276	354,434	7,158	669,144	643,246	-25,898	0.5707	0.5642	2.96
Deloraine Primary School	301.8	326.0	24.2	373,431	435,484	62,053	651,073	697,447	46,374	0.5017	0.5190	2.96
Devonport High School	596.1	578.0	-18.1	619,678	617,919	-1,759	956,151	932,237	-23,914	0.4769	0.4698	2.37
Devonport Primary School	286.6	275.4	-11.2	345,898	348,235	2,337	614,189	638,526	24,337	0.5638	0.5449	2.37

School Name	2014 Students 1 st Term FTE ¹	2015 Students 1 st Term FTE	Variation 2014 to 2015 FTE	2014 Final FFM ² \$	2015 Final FFM \$	Variation 2014 to 2015 \$	2014 Final SRP ³ \$	2015 Final SRP ⁴ \$	Variation 2014 to 2015 \$	2013 OENI ^{5,6}	2014 OENI ⁶	ARIA+
Dodges Ferry Primary School	424.4	427.4	3.0	481,693	505,410	23,717	831,705	846,823	15,118	0.4869	0.4875	2.36
Don College	963.5	983.9	20.4	987,274	1,086,745	99,471	1,831,468	2,060,191	228,723	0.5087	0.5241	2.37
Dover District High School	101.8	100.2	-1.6	193,069	202,665	9,596	313,100	330,028	16,928	0.7107	0.6270	4.43
Dunalley Primary School	123.8	123.4	-0.4	152,447	160,282	7,835	293,164	304,251	11,087	0.4469	0.4241	3.11
East Devonport Primary School	277.2	248.2	-29.0	411,311	402,411	-8,900	1,040,872	978,854	-62,018	0.7146	0.7476	2.37
East Launceston Primary School	571.0	575.6	4.6	542,776	580,003	37,227	827,263	859,348	32,085	0.3263	0.3625	1.83
East Tamar Primary School	324.4	291.2	-33.2	507,190	483,104	-24,086	1,033,675	983,253	-50,422	0.7942	0.8120	1.83
East Ulverstone Primary School	235.0	229.6	-5.4	279,317	291,570	12,253	459,346	434,443	-24,903	0.5474	0.5148	2.63
Edith Creek Primary School	38.6	27.8	-10.8	79,218	67,645	-11,573	144,979	123,231	-21,748	0.5208	0.5600	5.36
Elizabeth College	953.2	969.8	16.6	822,922	880,074	57,152	1,251,352	1,329,153	77,801	0.4043	0.3949	1.83
Evandale Primary School	155.0	158.0	3.0	165,875	181,093	15,218	274,420	312,716	38,296	0.4012	0.4082	2.15
Exeter High School	367.3	349.6	-17.7	440,650	445,753	5,103	709,417	701,306	-8,111	0.5232	0.5296	2.53

School Name	2014 Students 1 st Term FTE ¹	2015 Students 1 st Term FTE	Variation 2014 to 2015 FTE	2014 Final FFM ² \$	2015 Final FFM \$	Variation 2014 to 2015 \$	2014 Final SRP ³ \$	2015 Final SRP ⁴ \$	Variation 2014 to 2015 \$	2013 OENI ^{5,6}	2014 OENI ⁶	ARIA+
Exeter Primary School	400.4	400.6	0.2	464,341	492,099	27,758	767,998	798,105	30,107	0.4940	0.5038	2.53
Fairview Primary School	325.2	343.5	18.3	485,118	537,110	51,992	848,546	1,046,596	198,050	0.6821	0.6891	1.94
Flinders Island District High School	68.5	81.0	12.5	218,506	259,084	40,578	368,173	406,267	38,094	0.4754	0.4549	14.03
Forest Primary School	132.6	135.4	2.8	219,369	236,789	17,420	339,991	353,265	13,274	0.5726	0.5786	4.71
Forth Primary School	182.2	181.6	-0.6	196,032	206,269	10,237	305,752	280,130	-25,622	0.3287	0.3543	2.60
Franklin Primary School	99.8	98.2	-1.6	150,036	154,604	4,568	275,869	302,142	26,273	0.5833	0.5643	2.86
Geeveston Primary School	67.6	66.4	-1.2	141,570	148,648	7,078	436,252	341,569	-94,683	0.7794	0.8085	3.54
Glen Dhu Primary School	287.4	335.8	48.4	311,146	366,475	55,329	557,067	581,705	24,638	0.4630	0.4559	1.83
Glen Huon Primary School	127.4	128.0	0.6	158,857	170,148	11,291	272,327	280,705	8,378	0.4563	0.4890	2.93
Glenora District School	192.2	186.8	-5.4	309,309	317,552	8,243	742,580	712,881	-29,699	0.6953	0.6595	2.83
Glenorchy Primary School	390.4	398.4	8.0	597,981	632,843	34,862	1,228,680	1,373,848	145,168	0.7588	0.7530	1.83
Goodwood Primary School	111.0	115.6	4.6	175,716	188,440	12,724	495,282	542,710	47,428	0.7134	0.6818	1.83

School Name	2014 Students 1 st Term FTE ¹	2015 Students 1 st Term FTE	Variation 2014 to 2015 FTE	2014 Final FFM ² \$	2015 Final FFM \$	Variation 2014 to 2015 \$	2014 Final SRP ³ \$	2015 Final SRP ⁴ \$	Variation 2014 to 2015 \$	2013 OENI ^{5,6}	2014 OENI ⁶	ARIA+
Goulburn Street Primary School	207.2	224.4	17.2	199,892	226,845	26,953	298,891	332,622	33,731	0.2255	0.2336	1.83
Hagley Farm Primary School	393.2	381.6	-11.6	405,746	428,757	23,011	671,333	723,782	52,449	0.4138	0.4130	2.45
Havenview Primary School	131.8	127.6	-4.2	175,185	170,822	-4,363	480,081	297,724	-182,357	0.5784	0.5703	2.70
Hellyer College	894.1	870.7	-23.4	946,482	962,411	15,929	1,643,802	1,854,071	210,269	0.5222	0.5000	2.72
Hillcrest Primary School	211.2	207.0	-4.2	290,492	302,704	12,212	756,134	636,924	-119,210	0.6382	0.6429	2.37
Hobart College	919.2	1023.0	103.8	816,214	947,870	131,656	1,925,801	2,106,153	180,352	0.4235	0.4124	1.83
Howrah Primary School	538.2	538.6	0.4	540,415	573,088	32,673	906,321	928,235	21,914	0.4230	0.4136	1.83
Huonville High School	472.1	470.3	-1.8	661,236	693,508	32,272	1,125,592	1,164,763	39,171	0.6120	0.6072	2.50
Huonville Primary School	417.2	401.8	-15.4	535,787	547,287	11,500	1,023,449	1,059,982	36,533	0.5715	0.5622	2.50
Illawarra Primary School	386.6	408.6	22.0	367,189	419,845	52,656	624,122	717,777	93,655	0.2727	0.2611	1.83
Invermay Primary School	280.4	266.2	-14.2	411,507	406,912	-4,595	655,112	627,446	-27,666	0.6816	0.6469	1.83
JRLF - East Derwent Primary School	370.0	362.0	-8.0	582,694	588,843	6,149	1,218,253	1,238,987	20,734	0.7831	0.7719	1.83

School Name	2014 Students 1 st Term FTE ¹	2015 Students 1 st Term FTE	Variation 2014 to 2015 FTE	2014 Final FFM ² \$	2015 Final FFM \$	Variation 2014 to 2015 \$	2014 Final SRP ³ \$	2015 Final SRP ⁴ \$	Variation 2014 to 2015 \$	2013 OENI ^{5,6}	2014 OENI ⁶	ARIA+
JRLF - Gagebrook Primary School	142.8	144.6	1.8	240,326	250,650	10,324	773,808	744,101	-29,707	0.9057	0.9181	1.83
JRLF - Herdsman's Cove Primary School	172.0	168.0	-4.0	277,745	281,668	3,923	717,993	718,479	486	0.8702	0.8457	1.83
JRLF - Senior School	340.7	360.3	19.6	552,165	621,969	69,804	1,387,681	1,483,394	95,713	0.8310	0.8060	1.83
Kempton Primary School	39.0	37.6	-1.4	73,991	74,664	673	186,442	182,358	-4,084	0.6163	0.6111	2.82
King Island District High School	162.6	157.8	-4.8	440,256	457,196	16,940	633,537	716,799	83,262	0.4638	0.4722	15.00
Kingston High School	723.0	718.0	-5.0	699,076	728,935	29,859	995,124	991,182	-3,942	0.4236	0.4197	1.83
Kingston Primary School	379.0	379.0	0.0	420,801	434,305	13,504	803,871	811,603	7,732	0.4985	0.4834	1.83
KMHS - City Campus	87.6	67.8	-19.8	112,313	100,514	-11,799	196,274	183,941	-12,333	0.6027	0.6447	1.83
KMHS - Kings Meadows Campus	501.0	519.0	18.0	557,758	617,451	59,693	981,184	960,986	-20,198	0.5282	0.5228	1.83
Lansdowne Crescent Primary School	380.8	393.6	12.8	356,010	383,541	27,531	600,986	637,289	36,303	0.1851	0.1902	1.83
Latrobe High School	428.0	417.6	-10.4	512,217	519,386	7,169	699,488	733,495	34,007	0.5272	0.5122	2.42
Latrobe Primary School	333.6	326.8	-6.8	404,333	454,830	50,497	698,173	746,777	48,604	0.5833	0.5632	2.42

School Name	2014 Students 1 st Term FTE ¹	2015 Students 1 st Term FTE	Variation 2014 to 2015 FTE	2014 Final FFM ² \$	2015 Final FFM \$	Variation 2014 to 2015 \$	2014 Final SRP ³ \$	2015 Final SRP ⁴ \$	Variation 2014 to 2015 \$	2013 OENI ^{5,6}	2014 OENI ⁶	ARIA+
Lauderdale Primary School	548.8	563.2	14.4	547,367	585,633	38,266	906,157	964,522	58,365	0.3765	0.3811	1.83
Launceston College	1387.1	1370.5	-16.6	1,238,363	1,306,791	68,428	1,834,284	1,858,898	24,614	0.4326	0.4464	1.83
Lenah Valley Primary School	461.8	482.4	20.6	443,478	496,470	52,992	731,880	805,727	73,847	0.3261	0.3216	1.83
Lilydale District School	395.5	372.7	-22.8	422,973	438,658	15,685	762,506	771,184	8,678	0.4299	0.4549	2.70
Lindisfarne North Primary School	281.8	277.8	-4.0	287,998	297,652	9,654	460,405	616,408	156,003	0.4125	0.4177	1.83
Lindisfarne Primary School	332.6	316.8	-15.8	330,482	329,890	-592	529,496	580,390	50,894	0.3945	0.3907	1.83
Longford Primary School	240.6	240.8	0.2	304,428	307,799	3,371	541,419	497,690	-43,729	0.5508	0.5445	2.23
Margate Primary School	433.8	454.4	20.6	428,527	469,246	40,719	805,508	818,845	13,337	0.3452	0.3430	1.95
Miandetta Primary School	321.4	322.2	0.8	366,755	373,277	6,522	551,583	571,821	20,238	0.5134	0.5063	2.39
Mole Creek Primary School	62.0	76.0	14.0	105,974	131,149	25,175	167,224	233,289	66,065	0.5882	0.5560	3.73
Molesworth Primary School	138.0	152.0	14.0	167,658	191,412	23,754	271,048	311,143	40,095	0.5135	0.4923	2.10
Montagu Bay Primary School	308.0	321.0	13.0	297,711	320,287	22,576	485,545	565,754	80,209	0.3074	0.2699	1.83

School Name	2014 Students 1 st Term FTE ¹	2015 Students 1 st Term FTE	Variation 2014 to 2015 FTE	2014 Final FFM ² \$	2015 Final FFM \$	Variation 2014 to 2015 \$	2014 Final SRP ³ \$	2015 Final SRP ⁴ \$	Variation 2014 to 2015 \$	2013 OENI ^{5,6}	2014 OENI ⁶	ARIA+
Montello Primary School	300.6	284.8	-15.8	436,011	426,886	-9,125	771,009	861,216	90,207	0.6784	0.6341	2.72
Montrose Bay High School	677.2	630.0	-47.2	961,197	944,670	-16,527	1,404,165	1,440,909	36,744	0.6420	0.6449	1.83
Moonah Primary School	272.2	259.0	-13.2	375,229	378,734	3,505	731,125	647,948	-83,177	0.6318	0.6158	1.83
Mount Nelson Primary School	146.1	171.4	25.3	145,914	177,070	31,156	239,032	292,533	53,501	0.2208	0.1581	1.83
Mount Stuart Primary School	343.4	340.6	-2.8	326,155	329,944	3,789	538,830	537,360	-1,470	0.2154	0.2160	1.83
Mountain Heights School	211.4	208.3	-3.1	424,709	445,269	20,560	1,095,289	1,012,560	-82,729	0.7034	0.7110	6.16
Mowbray Heights Primary School	465.4	468.0	2.6	654,665	698,823	44,158	1,098,213	1,155,986	57,773	0.6589	0.6427	1.83
Natone Primary School	44.0	33.6	-10.4	74,010	60,825	-13,185	125,175	108,239	-16,936	0.5962	0.6014	3.14
New Norfolk High School	285.6	280.0	-5.6	422,468	451,268	28,800	819,648	849,210	29,562	0.6679	0.6918	1.94
New Norfolk Primary School	225.2	185.6	-39.6	325,885	288,569	-37,316	593,407	520,932	-72,475	0.6820	0.6812	1.94
New Town High School	783.7	777.2	-6.5	789,895	829,629	39,734	1,206,108	1,223,194	17,086	0.4571	0.4639	1.83
New Town Primary School	305.0	316.4	11.4	302,285	340,817	38,532	526,400	601,460	75,060	0.4116	0.4323	1.83

School Name	2014 Students 1 st Term FTE ¹	2015 Students 1 st Term FTE	Variation 2014 to 2015 FTE	2014 Final FFM ² \$	2015 Final FFM \$	Variation 2014 to 2015 \$	2014 Final SRP ³ \$	2015 Final SRP ⁴ \$	Variation 2014 to 2015 \$	2013 OENI ^{5,6}	2014 OENI ⁶	ARIA+
Newstead College	900.4	824.3	-76.1	994,592	992,044	-2,548	1,940,712	2,114,965	174,253	0.5543	0.5695	1.83
Nixon Street Primary School	496.0	479.0	-17.0	545,205	547,546	2,341	942,708	910,954	-31,754	0.4989	0.4995	2.37
Norwood Primary School	437.4	452.2	14.8	431,610	477,623	46,013	745,498	781,283	35,785	0.3856	0.3759	1.83
Oatlands District High School	299.3	292.6	-6.7	465,095	486,780	21,685	1,066,888	991,333	-75,555	0.5806	0.5856	4.55
Ogilvie High School	815.6	805.6	-10.0	815,924	871,335	55,411	1,384,260	1,347,274	-36,986	0.4545	0.4765	1.83
Orford Primary School	83.8	78.0	-5.8	127,733	126,240	-1,493	220,034	223,838	3,804	0.4903	0.4929	4.29
Ouse District School	29.0	30.8	1.8	75,499	83,446	7,947	167,343	172,095	4,752	0.5278	0.5673	4.38
Parklands High School	450.0	403.0	-47.0	621,815	586,316	-35,499	907,555	1,012,355	104,800	0.6244	0.6095	2.72
Penguin District School	625.4	635.2	9.8	688,767	742,323	53,556	1,265,071	1,326,910	61,839	0.4396	0.4523	2.76
Perth Primary School	254.4	250.2	-4.2	272,179	291,294	19,115	435,912	486,339	50,427	0.4583	0.4552	2.13
Port Dalrymple School	486.5	509.2	22.7	814,147	900,050	85,903	1,438,663	1,562,186	123,523	0.7421	0.7520	3.01
Port Sorell Primary School	272.0	312.0	40.0	306,911	366,580	59,669	437,524	504,965	67,441	0.4401	0.4473	2.63

School Name	2014 Students 1 st Term FTE ¹	2015 Students 1 st Term FTE	Variation 2014 to 2015 FTE	2014 Final FFM ² \$	2015 Final FFM \$	Variation 2014 to 2015 \$	2014 Final SRP ³ \$	2015 Final SRP ⁴ \$	Variation 2014 to 2015 \$	2013 OENI ^{5,6}	2014 OENI ⁶	ARIA+
Princes Street Primary School	329.4	344.4	15.0	313,280	334,197	20,917	486,167	554,354	68,187	0.1215	0.1165	1.83
Prospect High School	456.0	446.6	-9.4	495,880	509,903	14,023	935,820	908,506	-27,314	0.5084	0.4930	1.83
Punchbowl Primary School	296.6	317.4	20.8	292,471	317,245	24,774	486,081	520,789	34,708	0.3481	0.3517	1.83
Queechy High School	655.3	682.0	26.7	736,183	819,595	83,412	1,340,663	1,238,325	-102,338	0.5274	0.5328	1.83
Ravenswood Heights Primary School	279.2	285.4	6.2	442,968	468,645	25,677	1,076,390	1,060,159	-16,231	0.8178	0.8198	1.83
Redpa Primary School	26.8	25.2	-1.6	70,293	67,238	-3,055	121,831	113,092	-8,739	0.4022	0.3269	6.82
Reece High School	537.0	480.0	-57.0	668,783	627,363	-41,420	1,224,995	1,234,558	9,563	0.5769	0.5824	2.37
Riana Primary School	91.6	91.8	0.2	128,385	134,997	6,612	220,425	243,839	23,414	0.4948	0.5089	3.28
Richmond Primary School	217.4	230.2	12.8	233,201	252,174	18,973	433,271	451,972	18,701	0.3849	0.3801	2.40
Ridgley Primary School	153.0	130.8	-22.2	217,406	196,191	-21,215	334,514	278,241	-56,273	0.5802	0.5765	3.17
Ringarooma Primary School	78.0	78.2	0.2	120,289	127,965	7,676	195,234	210,965	15,731	0.5000	0.5000	4.22
Risdon Vale Primary School	159.2	154.2	-5.0	258,943	260,666	1,723	653,667	620,063	-33,604	0.7968	0.7804	1.83

School Name	2014 Students 1 st Term FTE ¹	2015 Students 1 st Term FTE	Variation 2014 to 2015 FTE	2014 Final FFM ² \$	2015 Final FFM \$	Variation 2014 to 2015 \$	2014 Final SRP ³ \$	2015 Final SRP ⁴ \$	Variation 2014 to 2015 \$	2013 OENI ^{5,6}	2014 OENI ⁶	ARIA+
Riverside High School	790.4	763.0	-27.4	719,400	729,157	9,757	967,408	960,698	-6,710	0.3529	0.3504	1.83
Riverside Primary School	639.6	650.6	11.0	619,065	653,912	34,847	942,126	997,950	55,824	0.3709	0.3627	1.83
Rokeyby High School	160.5	168.0	7.5	262,331	289,380	27,049	660,780	584,288	-76,492	0.7466	0.7946	1.83
Rokeyby Primary School	215.8	237.8	22.0	337,587	381,187	43,600	707,964	784,798	76,834	0.7961	0.7903	1.83
Romaine Park Primary School	392.2	367.0	-25.2	544,979	545,394	415	1,113,860	1,065,737	-48,123	0.6566	0.6587	2.72
Rose Bay High School	735.8	745.0	9.2	711,549	780,277	68,728	1,028,981	1,079,336	50,355	0.4275	0.4553	1.83
Rosebery District High School	103.0	90.8	-12.2	224,436	208,069	-16,367	604,603	566,085	-38,518	0.7957	0.8086	5.25
Rosetta Primary School	352.2	383.4	31.2	396,762	463,345	66,583	813,720	886,875	73,155	0.5023	0.5138	1.83
Rosny College	1203.8	1154.5	-49.3	1,088,142	1,118,007	29,865	2,045,064	2,144,404	99,340	0.4350	0.4540	1.83
Sandy Bay Infant School	56.6	65.6	9.0	70,320	83,530	13,210	130,098	146,137	16,039	0.1927	0.1875	1.83
Sassafras Primary School	52.4	53.6	1.2	72,516	84,753	12,237	132,277	186,003	53,726	0.5156	0.5357	2.75
Scottsdale High School	333.3	334.0	0.7	451,173	475,992	24,819	762,689	782,351	19,662	0.5558	0.5335	3.23

School Name	2014 Students 1 st Term FTE ¹	2015 Students 1 st Term FTE	Variation 2014 to 2015 FTE	2014 Final FFM ² \$	2015 Final FFM \$	Variation 2014 to 2015 \$	2014 Final SRP ³ \$	2015 Final SRP ⁴ \$	Variation 2014 to 2015 \$	2013 OENI ^{5,6}	2014 OENI ⁶	ARIA+
Scottsdale Primary School	340.2	336.2	-4.0	413,174	421,790	8,616	844,823	725,992	-118,831	0.4777	0.4755	3.23
Sheffield School	536.3	512.2	-24.1	697,285	697,705	420	1,299,700	1,211,236	-88,464	0.5570	0.5667	2.76
Smithton High School	271.2	296.1	24.9	442,131	515,329	73,198	962,919	877,776	-85,143	0.6025	0.5994	4.83
Smithton Primary School	207.4	208.2	0.8	325,489	338,073	12,584	567,496	624,788	57,292	0.5497	0.5610	4.83
Snug Primary School	369.0	351.2	-17.8	372,952	368,696	-4,256	632,202	598,905	-33,297	0.3614	0.3607	2.17
Somerset Primary School	297.2	318.4	21.2	348,166	394,291	46,125	561,278	596,763	35,485	0.5341	0.4764	2.77
Sorell School	724.4	716.6	-7.8	969,194	1,012,138	42,944	1,952,905	1,970,791	17,886	0.6104	0.6087	1.99
South Arm Primary School	140.0	124.6	-15.4	158,333	143,766	-14,567	273,412	250,719	-22,693	0.3866	0.3873	2.78
South George Town Primary School	261.6	261.6	0.0	336,960	400,460	63,500	534,451	687,258	152,807	0.6054	0.6024	3.01
South Hobart Primary School	326.6	352.6	26.0	314,372	352,153	37,781	514,219	576,884	62,665	0.2359	0.2297	1.83
Sprent Primary School	40.4	26.4	-14.0	65,786	49,096	-16,690	136,161	124,964	-11,197	0.5369	0.5368	3.10
Spreyton Primary School	417.0	431.6	14.6	430,094	470,294	40,200	731,657	784,362	52,705	0.4432	0.4272	2.38

School Name	2014 Students 1 st Term FTE ¹	2015 Students 1 st Term FTE	Variation 2014 to 2015 FTE	2014 Final FFM ² \$	2015 Final FFM \$	Variation 2014 to 2015 \$	2014 Final SRP ³ \$	2015 Final SRP ⁴ \$	Variation 2014 to 2015 \$	2013 OENI ^{5,6}	2014 OENI ⁶	ARIA+
Springfield Gardens Primary School	287.2	299.0	11.8	414,971	447,265	32,294	1,031,351	984,632	-46,719	0.6796	0.6544	1.83
St Helens District High School	545.2	547.5	2.3	806,087	888,402	82,315	1,311,862	1,509,396	197,534	0.5287	0.5607	5.07
St Leonards Primary School	237.0	236.0	-1.0	292,444	311,343	18,899	542,408	532,353	-10,055	0.5887	0.5950	1.83
St Marys District School	306.4	303.1	-3.3	528,919	559,168	30,249	1,049,473	850,833	-198,640	0.6080	0.6255	5.32
Stanley Primary School	52.2	48.6	-3.6	92,716	91,796	-920	136,604	134,651	-1,953	0.4783	0.4122	5.10
Strahan Primary School	50.8	52.2	1.4	117,604	131,107	13,503	176,855	220,525	43,670	0.5233	0.5052	7.85
Summerdale Primary School	499.0	489.4	-9.6	553,832	584,904	31,072	976,109	996,137	20,028	0.5062	0.5259	1.83
Swansea Primary School	63.4	55.6	-7.8	129,191	126,580	-2,611	217,110	204,955	-12,155	0.4737	0.5288	7.18
Table Cape Primary School	311.0	306.2	-4.8	440,253	457,292	17,039	946,140	919,745	-26,395	0.5848	0.5390	3.03
Taroona High School	870.2	911.0	40.8	765,093	841,906	76,813	1,255,558	1,143,163	-112,395	0.2354	0.2209	1.83
Taroona Primary School	352.8	365.8	13.0	323,059	360,687	37,628	453,119	514,272	61,153	0.1969	0.1710	1.83
Tasman District School	236.7	235.9	-0.8	380,641	398,188	17,547	596,072	693,534	97,462	0.5721	0.5604	5.08

School Name	2014 Students 1 st Term FTE ¹	2015 Students 1 st Term FTE	Variation 2014 to 2015 FTE	2014 Final FFM ² \$	2015 Final FFM \$	Variation 2014 to 2015 \$	2014 Final SRP ³ \$	2015 Final SRP ⁴ \$	Variation 2014 to 2015 \$	2013 OENI ^{5,6}	2014 OENI ⁶	ARIA+
Tasmanian eSchool ⁷	199.5	48.2	-151.3	260,786	67,197	-193,589	683,964	1,282,338	598,374	0.6057	0.5401	1.83
Trevallyn Primary School	459.4	451.6	-7.8	435,862	445,430	9,568	628,765	681,441	52,676	0.2991	0.2980	1.83
Triabunna District School	148.4	167.0	18.6	261,576	312,711	51,135	529,656	504,894	-24,762	0.6607	0.6327	4.70
Ulverstone High School	492.0	459.0	-33.0	590,896	568,955	-21,941	886,614	973,009	86,395	0.5529	0.5215	2.63
Ulverstone Primary School	397.4	391.6	-5.8	450,829	464,811	13,982	729,226	757,970	28,744	0.5175	0.5037	2.63
Waimea Heights Primary School	310.0	328.2	18.2	290,161	322,276	32,115	417,891	449,381	31,490	0.1239	0.1362	1.83
Warrane Primary School	185.2	155.2	-30.0	288,909	261,953	-26,956	516,335	672,300	155,965	0.7572	0.7609	1.83
Waverley Primary School	147.0	146.2	-0.8	221,208	233,001	11,793	467,328	500,100	32,772	0.6886	0.6905	1.83
West Launceston Primary School	337.4	371.8	34.4	338,143	388,104	49,961	623,959	653,382	29,423	0.3811	0.4028	1.83
West Ulverstone Primary School	194.8	186.2	-8.6	272,546	275,713	3,167	727,745	678,868	-48,877	0.6217	0.6491	2.63
Westbury Primary School	123.4	98.6	-24.8	157,025	133,767	-23,258	250,763	213,267	-37,496	0.5236	0.4930	2.53
Westerway Primary School	61.4	73.6	12.2	119,095	149,853	30,758	214,822	249,107	34,285	0.7409	0.7731	3.28

School Name	2014 Students 1 st Term FTE ¹	2015 Students 1 st Term FTE	Variation 2014 to 2015 FTE	2014 Final FFM ² \$	2015 Final FFM \$	Variation 2014 to 2015 \$	2014 Final SRP ³ \$	2015 Final SRP ⁴ \$	Variation 2014 to 2015 \$	2013 OENI ^{5,6}	2014 OENI ⁶	ARIA+
Wilmot Primary School	40.4	23.4	-17.0	79,517	55,759	-23,758	132,449	109,287	-23,162	0.6250	0.6552	3.78
Windermere Primary School	461.6	477.0	15.4	661,140	714,677	53,537	1,187,153	1,283,011	95,858	0.6629	0.6188	1.83
Winnaleah District High School	118.0	121.8	3.8	230,410	246,258	15,848	355,230	377,749	22,519	0.7096	0.7204	4.75
Woodbridge School	151.0	177.2	26.2	229,072	282,217	53,145	631,597	599,966	-31,631	0.5870	0.5774	2.75
Wynyard High School	296.0	298.0	2.0	385,527	409,165	23,638	731,063	705,139	-25,924	0.5373	0.5396	3.03
Yolla District High School	213.0	196.0	-17.0	280,008	286,824	6,816	613,831	574,486	-39,345	0.5284	0.5446	3.44
Youngtown Primary School	334.6	329.4	-5.2	378,132	386,217	8,085	600,872	614,250	13,378	0.5136	0.4947	1.83
Zeehan Primary School	47.8	46.2	-1.6	109,488	123,186	13,698	212,373	215,932	3,559	0.6750	0.7326	6.49

1. FTE stands for Full Time Equivalent

2. FFM stands for Fairer Funding Model

3. SRP stands for School Resource Package

4. There can be minor variations in the SRP throughout the course of the year for discrete funding items

5. The 2013 OENI was used in the 2014 Final FFM calculation.

6. The maximum of the 2013 OENI and the 2014 OENI was used in the 2015 Final FFM

7. For 2015 there was a change in process which meant some students that had previously been treated as an enrolment with the E-School were treated as a registration.

For 2015 the enrolment is now recorded at their home school. The home school transfers funding to the E-School for the registration. This has impacted the 2015 reduction in the FFM and the increase in the overall SRP.

School Name	2014 Students 1 st Term FTE ¹	2015 Students 1 st Term FTE	Variation 2014 to 2015 FTE	2014 Final SRP ² \$	2015 Final SRP \$	Variation 2014 to 2015 \$	2013 OENI	2014 OENI	ARIA+
Ashley School ³	30.0	30.0	0.0	220,283	224,856	4,573	0.6591	0.6667	2.96
Northern Support School	96.5	96.0	-0.5	2,072,644	2,085,221	12,577	0.5967	0.6234	1.83
Southern Support School	70.8	75.9	5.1	1,666,720	1,768,135	101,415	0.5078	0.5323	1.83
School of Special Education North West	51.9	58.7	6.8	1,182,234	1,424,090	241,856	0.7095	0.6829	2.72

1. FTE stands for Full Time Equivalent

2. SRP stands for School Resource Package

3. Ashley School is resourced using an agreed FTE and this may differ to the First Term census.

Student Assistance Scheme (STAS)

The Student Assistance Scheme (STAS) provides assistance for low-income families towards the cost of levies for students enrolled from Kindergarten through to Year 12. The provision of assistance within non-government schools is in accordance with procedures as determined by Independent and Catholic Schools.

From 2014, funding for the State Government Student Assistance Scheme is incorporated into the overall Students First funding pool and distributed to schools as part of the new needs based funding arrangements.

Number of students receiving STAS Assistance (including proportion across education sectors):

STAS	2014 at 31 Dec	2015 at 30 June
Government	24,921 (90.7%)	23,678 (96.9%)
Non-Government	2,556 (9.3%)	762 (3.1%)
Total	27,477	24,448

The 2014 non-government student numbers include all assessments for students from Tasmanian non-government schools. From 2015 Catholic sector schools directly assess eligibility for student assistance and are not included in the non-government student assistance numbers.

Student Enrolments

Student enrolments for first term census on 21/02/2014 and 20/02/2015:

Note that national enrolment statistics, published by the Australian Bureau of Statistics (ABS) are based upon the National Schools Statistics Collection (NSSC) which is a subset of states' and territories' mid-year (August) census.

Student Enrolments – First term census	2014		2015	
	Headcount	FTE ¹	Headcount	FTE ¹
All schools	63,057	60,604.8	62,689	60,391.4

Student Enrolments – First term census	2014		2015	
	Headcount	FTE ¹	Headcount	FTE
School				
Albuera Street Primary School	259	242.8	264	248.2
Andrews Creek Primary School	131	124.0	140	131.4
Austins Ferry Primary School	439	416.6	463	434.6
Avoca Primary School	26	24.8	22	22.0
Bagdad Primary School	136	129.2	130	124.0
Beaconsfield Primary School	245	225.4	259	240.2
Bellerive Primary School	415	386.6	462	433.2
Bicheno Primary School	108	103.6	97	93.4
Blackmans Bay Primary School	348	328.4	300	286.0
Boat Harbour Primary School	254	241.6	264	248.2
Bothwell District High School	83	79.8	80	75.6
Bowen Road Primary School	257	246.2	269	256.6
Bracknell Primary School	69	67.4	64	60.4

Student Enrolments – First term census	2014		2015	
	School	Headcount	FTE ¹	Headcount	FTE
Bridport Primary School	159	150.2	162	151.2
Brighton Primary School	624	586.4	606	578.0
Brooks High School	512	512.0	508	508.0
Bruny Island District School	43	41.0	43	41.0
Burnie High School	530	530.0	548	548.0
Burnie Primary School	365	344.6	363	346.2
Cambridge Primary School	338	318.0	333	313.4
Campania District School	151	145.6	186	183.2
Campbell Street Primary School	249	233.4	244	232.4
Campbell Town District High School	203	197.0	199	193.8
Cape Barren Island School	5	4.6	8	7.6
Claremont College	811	743.3	741	722.4
Clarence High School	508	507.6	505	505.0
Clarendon Vale Primary School	109	103.0	116	108.0
Collinsvale Primary School	53	50.2	50	48.0
Cooee Primary School	143	133.8	137	130.8
Cosgrove High School	255	254.0	249	249.0
Cressy District High School	344	337.8	341	332.6
Cygnets Primary School	239	228.2	224	211.6
Deloraine High School	253	252.2	244	244.0
Deloraine Primary School	319	301.8	346	326.0

Student Enrolments – First term census	2014		2015	
	Headcount	FTE ¹	Headcount	FTE
School				
Devonport High School	597	596.1	578	578.0
Devonport Primary School	299	286.6	287	275.4
Dodges Ferry Primary School	446	424.4	447	427.4
Don College	1,046	963.5	1,056	983.9
Dover District High School	124	101.8	105	100.2
Dunalley Primary School	129	123.8	129	123.4
East Devonport Primary School	290	277.2	264	248.2
East Launceston Primary School	600	571.0	603	575.6
East Tamar Primary School	342	324.4	308	291.2
East Ulverstone Primary School	247	235.0	244	229.6
Edith Creek Primary School	41	38.6	29	27.8
Elizabeth College	1,028	953.2	1,045	969.8
Evandale Primary School	163	155.0	168	158.0
Exeter High School	369	367.3	350	349.6
Exeter Primary School	420	400.4	419	400.6
Fairview Primary School	348	325.2	367	343.5
Flinders Island District High School	74	68.5	85	81.0
Forest Primary School	141	132.6	143	135.4
Forth Primary School	191	182.2	190	181.6
Franklin Primary School	107	99.8	105	98.2
Geeveston Primary School	74	67.6	68	66.4

Student Enrolments – First term census	2014		2015	
	School	Headcount	FTE ¹	Headcount	FTE
Glen Dhu Primary School	307	287.4	351	335.8
Glen Huon Primary School	135	127.4	134	128.0
Glenora District School	197	192.2	192	186.8
Glenorchy Primary School	410	390.4	414	398.4
Goodwood Primary School	119	111.0	122	115.6
Goulburn Street Primary School	220	207.2	238	224.4
Hagley Farm Primary School	406	393.2	402	381.6
Havenview Primary School	141	131.8	133	127.6
Hellyer College	938	894.1	905	870.7
Hillcrest Primary School	222	211.2	219	207.0
Hobart College	963	919.2	1,046	1,023.0
Howrah Primary School	565	538.2	569	538.6
Huonville High School	477	472.1	475	470.3
Huonville Primary School	434	417.2	421	401.8
Illawarra Primary School	408	386.6	437	408.6
Invermay Primary School	298	280.4	281	266.2
JRLF - East Derwent Primary School	394	370.0	380	362.0
JRLF - Gagebrook Primary School	154	142.8	153	144.6
JRLF - Herdsmans Cove Primary School	180	172.0	174	168.0
JRLF - Senior School	358	340.7	366	360.3
Kempton Primary School	41	39.0	40	37.6

Student Enrolments – First term census	2014		2015	
	Headcount	FTE ¹	Headcount	FTE
King Island District High School	167	162.6	165	157.8
KMHS - City Campus	89	87.6	68	67.8
KMHS - Kings Meadows Campus	501	501.0	519	519.0
Kingston High School	723	723.0	718	718.0
Kingston Primary School	401	379.0	397	379.0
Lansdowne Crescent Primary School	400	380.8	412	393.6
Latrobe High School	428	428.0	418	417.6
Latrobe Primary School	354	333.6	344	326.8
Lauderdale Primary School	584	548.8	596	563.2
Launceston College	1,432	1,387.1	1,396	1,370.5
Lenah Valley Primary School	487	461.8	514	482.4
Lilydale District School	409	395.5	398	372.7
Lindisfarne North Primary School	300	281.8	295	277.8
Lindisfarne Primary School	351	332.6	334	316.8
Longford Primary School	257	240.6	250	240.8
Margate Primary School	459	433.8	480	454.4
Miandetta Primary School	341	321.4	335	322.2
Mole Creek Primary School	66	62.0	80	76.0
Molesworth Primary School	146	138.0	160	152.0
Montagu Bay Primary School	326	308.0	337	321.0
Montello Primary School	318	300.6	298	284.8

Student Enrolments – First term census	2014		2015	
	School	Headcount	FTE ¹	Headcount	FTE
Montrose Bay High School	678	677.2	630	630.0
Moonah Primary School	289	272.2	277	259.0
Mount Nelson Primary School	155	146.1	181	171.4
Mount Stuart Primary School	363	343.4	355	340.6
Mountain Heights School	215	211.4	209	208.3
Mowbray Heights Primary School	489	465.4	496	468.0
Natone Primary School	46	44.0	34	33.6
New Norfolk High School	286	285.6	280	280.0
New Norfolk Primary School	235	225.2	194	185.6
New Town High School	785	783.7	778	777.2
New Town Primary School	319	305.0	334	316.4
Newstead College	990	900.4	908	824.3
Nixon Street Primary School	522	496.0	501	479.0
Norwood Primary School	461	437.4	482	452.2
Oatlands District High School	308	299.3	303	292.6
Ogilvie High School	816	815.6	806	805.6
Orford Primary School	89	83.8	82	78.0
Ouse District School	31	29.0	34	30.8
Parklands High School	450	450.0	403	403.0
Penguin District School	645	625.4	654	635.2
Perth Primary School	266	254.4	267	250.2

Student Enrolments – First term census	2014		2015	
	Headcount	FTE ¹	Headcount	FTE
Port Dalrymple School	506	486.5	522	509.2
Port Sorell Primary School	288	272.0	328	312.0
Princes Street Primary School	349	329.4	360	344.4
Prospect High School	457	456.0	447	446.6
Punchbowl Primary School	315	296.6	331	317.4
Queechy High School	657	655.3	682	682.0
Ravenswood Heights Primary School	296	279.2	299	285.4
Redpa Primary School	30	26.8	26	25.2
Reece High School	537	537.0	480	480.0
Riana Primary School	98	91.6	97	91.8
Richmond Primary School	231	217.4	241	230.2
Ridgley Primary School	159	153.0	135	130.8
Ringarooma Primary School	82	78.0	83	78.2
Risdon Vale Primary School	170	159.2	163	154.2
Riverside High School	791	790.4	763	763.0
Riverside Primary School	672	639.6	679	650.6
Rokeby High School	162	160.5	168	168.0
Rokeby Primary School	227	215.8	245	237.8
Romaine Park Primary School	410	392.2	389	367.0
Rose Bay High School	737	735.8	745	745.0
Rosebery District High School	105	103.0	92	90.8

Student Enrolments – First term census	2014		2015	
	Headcount	FTE ¹	Headcount	FTE
Rosetta Primary School	375	352.2	409	383.4
Rosny College	1,285	1,203.8	1,202	1,154.5
Sandy Bay Infant School	65	56.6	74	65.6
Sassafras Primary School	54	52.4	58	53.6
Scottsdale High School	344	333.3	335	334.0
Scottsdale Primary School	357	340.2	349	336.2
Sheffield School	555	536.3	521	512.2
Smithton High School	275	271.2	299	296.1
Smithton Primary School	222	207.4	217	208.2
Snug Primary School	389	369.0	368	351.2
Somerset Primary School	314	297.2	338	318.4
Sorell School	744	724.4	737	716.6
South Arm Primary School	146	140.0	127	124.6
South George Town Primary School	274	261.6	278	261.6
South Hobart Primary School	347	326.6	373	352.6
Sprent Primary School	42	40.4	28	26.4
Spreyton Primary School	440	417.0	457	431.6
Springfield Gardens Primary School	302	287.2	311	299.0
St Helens District High School	569	545.2	566	547.5
St Leonards Primary School	249	237.0	244	236.0
St Marys District School	318	306.4	312	303.1

Student Enrolments – First term census	2014		2015	
	School	Headcount	FTE ¹	Headcount	FTE
Stanley Primary School	55	52.2	51	48.6
Strahan Primary School	54	50.8	57	52.2
Summerdale Primary School	525	499.0	514	489.4
Swansea Primary School	67	63.4	58	55.6
Table Cape Primary School	331	311.0	327	306.2
Taroona High School	871	870.2	911	911.0
Taroona Primary School	367	352.8	385	365.8
Tasman District School	247	236.7	244	235.9
Tasmanian eSchool ¹	216	199.5	49	48.2
Trevallyn Primary School	483	459.4	473	451.6
Triabunna District School	150	148.4	169	167.0
Ulverstone High School	492	492.0	459	459.0
Ulverstone Primary School	419	397.4	412	391.6
Waimea Heights Primary School	326	310.0	345	328.2
Warrane Primary School	194	185.2	166	155.2
Waverley Primary School	155	147.0	155	146.2
West Launceston Primary School	359	337.4	391	371.8
West Ulverstone Primary School	208	194.8	193	186.2
Westbury Primary School	129	123.4	103	98.6
Westerway Primary School	65	61.4	78	73.6
Wilmot Primary School	44	40.4	25	23.4

Student Enrolments – First term census		2014		2015	
School	Headcount	FTE ¹	Headcount	FTE	
Windermere Primary School	490	461.6	505	477.0	
Winnaleah District High School	124	118.0	125	121.8	
Woodbridge School	155	151.0	182	177.2	
Wynyard High School	296	296.0	298	298.0	
Yolla District High School	217	213.0	204	196.0	
Youngtown Primary School	354	334.6	345	329.4	
Zeehan Primary School	51	47.8	49	46.2	

1. Enrolment procedures at the Tasmanian eSchool were amended for the 2015 school year, and vary according to the criterion under which the student is enrolling. The two enrolment criteria are Isolation and School Initiated Registrations whereby school principals are able to register students at the eSchool when it is believed that it is likely to improve the student's access to schooling or participation and educational outcomes. This would include medical, psychological, travel and pregnancy criteria.

Student Enrolments – First term census		2014		2015	
School	Headcount	FTE ¹	Headcount	FTE ¹	
Ashley School	12	10.0	8	8.0	
Early Childhood Intervention Service - Tasmania Burnie	42	14.5	44	15.1	
Early Childhood Intervention Service - Tasmania Devonport	53	18.0	61	21.7	
Early Childhood Intervention Service - Tasmania Hobart	212	74.0	213	73.1	
Early Childhood Intervention Service - Tasmania Launceston	88	29.7	105	38.4	
Northern Support School	105	97.0	102	96.1	
School of Special Education North West	57	52.0	68	59.2	
Southern Support School	79	71.5	88	76.3	

1. FTE stands for Full Time Equivalent

Student Enrolments – First term census	2014		2015	
	Headcount	%	Headcount	%
Female	30,540	48.4	30,217	48.2
Male	32,517	51.6	32,472	51.8
Total	63,057	100.0	62,689	100.0

Student Enrolments – First term census	2014		2015	
	Headcount	%	Headcount	%
Non-Aboriginal & Torres Strait Islander	57,335	90.9	56,720	90.5
Aboriginal & Torres Strait Islander ¹	5,722	9.1	5,969	9.5
Total	63,057	100.0	62,689	100.0

1. A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. The term 'origin' is considered to relate to people's Australian Aboriginal or Torres Strait Islander descent and for some, but not all, their cultural identity. This information is collected from students' parents or guardians via enrolment forms for students.

Student Enrolments – First term census	2014		2015	
	Headcount	%	Headcount	%
Language Background Other Than English	2,816	4.5	2,918	4.7
Non-Language Background Other Than English	60,241	95.5	59,771	95.3
Total	63,057	100.0	62,689	100.0

A student is considered to have a Language Background Other Than English (LBOTE) if either the student or a parent/guardian speaks a language other than English at home. Non-LBOTE students includes some students for which status is not stated. This information is collected from students' parents (or guardians) via enrolment forms.

Note: School counts include students studying at more than one school. Therefore, the sum of students by school is greater than the total for "all schools".

Attendance

Student Attendance

Attendance Rate	2012	2013	2014*
Annual average daily attendance rate ¹ (proportion of students present)	90.2%	90.7%	90.3%

1. Data pertains to students in Prep to Year 10. Data is not reported for students in senior secondary schools, Ashley School or the Tasmanian eSchool.

* From 2014 attendance figures include half day absences and suspensions as absences to align with the *National Standards for Student Attendance Reporting*. All of the change from 2013 to 2014 can be attributed this required change in attendance reporting.

School Attendance Rates are based on the total (aggregated) attendance rate:

Rates are based on the number of actual student days attended during the period as a percentage of the number of possible student days attended during the period. Data for the year pertains to students in Prep to Year 10.

Historically, definitions and methods of collection have varied across states and territories. However, new *National Standards for Student Attendance Data Reporting* have been agreed by education jurisdictions. From 2014, Tasmanian attendance figures include half day absences and suspensions as absences to align with the *National Standards for Student Attendance Reporting*; a different methodology was used in 2013. Change in rates from 2013 to 2014 can be attributed to this required change in attendance reporting; if using the same methodology as 2013, overall 2014 attendance has improved.

Further technical notes on the attendance rates are available at <http://myschool.edu.au/AboutUs/Glossary/glossaryLink>

School Name	2013 (%)	2014 ¹ (%)
Albuera Street Primary School	93	94
Andrews Creek Primary School	95	94
Austins Ferry Primary School	92	91
Avoca Primary School	92	93
Bagdad Primary School	95	92
Beaconsfield Primary School	93	92
Bellerive Primary School	94	94
Bicheno Primary School	93	93
Blackmans Bay Primary School	94	93
Boat Harbour Primary School	93	92
Bothwell District High School	89	90
Bowen Road Primary School	92	93
Bracknell Primary School	95	93
Bridport Primary School	94	92
Brighton Primary School	92	92
Brooks High School	84	81
Bruny Island District School	94	94
Burnie High School	91	91
Burnie Primary School	94	95
Cambridge Primary School	94	94
Campania District School	84	88
Campbell Street Primary School	93	93

School Name	2013 (%)	2014 ¹ (%)
Campbell Town District High School	90	91
Cape Barren Island School	93	91
Clarence High School	89	88
Clarendon Vale Primary School	90	93
Collinsvale Primary School	93	94
Cooee Primary School	92	91
Cosgrove High School	79	76
Cressy District High School	92	91
Cygnets Primary School	90	90
Deloraine High School	89	85
Deloraine Primary School	92	91
Devonport High School	89	88
Devonport Primary School	92	92
Dodges Ferry Primary School	91	92
Dover District High School	89	86
Dunalley Primary School	92	92
East Devonport Primary School	92	92
East Launceston Primary School	93	93
East Tamar Primary School ²	N/A	90
East Ulverstone Primary School	93	94
Edith Creek Primary School	92	92
Evandale Primary School	93	93

School Name	2013 (%)	2014 ¹ (%)
Exeter High School	87	86
Exeter Primary School	93	92
Fairview Primary School	91	90
Flinders Island District High School	93	93
Forest Primary School	94	93
Forth Primary School	93	94
Franklin Primary School	86	91
Geeveston Primary School	88	90
Glen Dhu Primary School	92	92
Glen Huon Primary School	91	91
Glenora District School	86	86
Glenorchy Primary School	91	90
Goodwood Primary School	90	86
Goulburn Street Primary School	93	93
Hagley Farm Primary School	93	94
Havenview Primary School	93	94
Hillcrest Primary School	91	92
Howrah Primary School	93	93
Huonville High School	84	83
Huonville Primary School	91	92
Illawarra Primary School	93	93
Invermay Primary School	93	93

School Name	2013 (%)	2014 ¹ (%)
JRLF - East Derwent Primary School	89	88
JRLF - Gagebrook Primary School	88	87
JRLF - Herdsmans Cove Primary School	90	89
JRLF - Senior School ³	65	71
Kempton Primary School	91	92
King Island District High School	91	93
Kingston High School	88	87
Kingston Primary School	93	93
Kings Meadows High School - City Campus	78	68
Kings Meadows High School - Kings Meadows Campus	90	88
Lansdowne Crescent Primary School	93	94
Latrobe High School	90	89
Latrobe Primary School	93	93
Lauderdale Primary School	93	93
Lenah Valley Primary School	93	93
Lilydale District School	91	91
Lindisfarne North Primary School	94	94
Lindisfarne Primary School	94	94
Longford Primary School	93	93
Margate Primary School	94	93
Miandetta Primary School	94	93

School Name	2013 (%)	2014 ¹ (%)
Mole Creek Primary School	90	94
Molesworth Primary School	92	91
Montagu Bay Primary School	94	94
Montello Primary School	91	91
Montrose Bay High School	86	83
Moonah Primary School	91	91
Mount Nelson Primary School	94	94
Mount Stuart Primary School	94	94
Mountain Heights School	84	84
Mowbray Heights Primary School	93	93
Natone Primary School	92	92
New Norfolk High School	82	79
New Norfolk Primary School	91	89
New Town High School	89	88
New Town Primary School	93	93
Nixon Street Primary School	93	93
Norwood Primary School	94	94
Oatlands District High School	90	89
Ogilvie High School	88	87
Orford Primary School	93	95
Ouse District School	92	91
Parklands High School	85	85

School Name	2013 (%)	2014 ¹ (%)
Penguin District School ²	N/A	92
Perth Primary School	94	94
Port Dalrymple School	87	89
Port Sorell Primary School	93	93
Princes Street Primary School	93	93
Prospect High School	88	87
Punchbowl Primary School	95	95
Queechy High School	86	86
Ravenswood Heights Primary School	92	90
Redpa Primary School	91	90
Reece High School	88	87
Riana Primary School	95	93
Richmond Primary School	94	94
Ridgley Primary School	94	94
Ringarooma Primary School	95	94
Risdon Vale Primary School	92	90
Riverside High School	90	90
Riverside Primary School	93	93
Rokeby High School	79	74
Rokeby Primary School	91	91
Romaine Park Primary School	92	92
Rose Bay High School	89	88

School Name	2013 (%)	2014 ¹ (%)
Rosebery District High School	86	87
Rosetta Primary School	92	92
Sandy Bay Infant School	92	93
Sassafras Primary School	92	94
Scottsdale High School	90	90
Scottsdale Primary School	94	93
Sheffield School	91	90
Smithton High School	90	87
Smithton Primary School	94	92
Snug Primary School	94	94
Somerset Primary School	94	95
Sorell School	89	88
South Arm Primary School	92	92
South George Town Primary School	93	94
South Hobart Primary School	93	92
Sprent Primary School	91	91
Spreyton Primary School	94	94
Springfield Gardens Primary School	91	91
St Helens District High School	88	88
St Leonards Primary School	93	93
St Marys District School	88	87
Stanley Primary School	95	94

School Name	2013 (%)	2014 ¹ (%)
Strahan Primary School	92	92
Summerdale Primary School	94	94
Swansea Primary School	92	92
Table Cape Primary School	92	92
Taroona High School	89	89
Taroona Primary School	92	93
Tasman District School	90	87
Trevallyn Primary School	93	92
Triabunna District School	93	93
Ulverstone High School	88	87
Ulverstone Primary School	93	93
Waimea Heights Primary School	94	92
Warrane Primary School	88	88
Waverley Primary School	91	92
West Launceston Primary School	94	94
West Ulverstone Primary School	93	93
Westbury Primary School	93	92
Westerway Primary School	92	92
Wilmot Primary School	93	93
Windermere Primary School	91	92
Winnaleah District High School	89	90
Woodbridge School	88	86
Wynyard High School	88	85

School Name	2013 (%)	2014 ¹ (%)
Yolla District High School	91	90
Youngtown Primary School	94	94
Zeehan Primary School	92	91

Support Schools Attendance Rates

School Name	2013 (%)	2014 (%)
Northern Support School ⁴	90	89
School of Special Education North West ⁵	83	86
Southern Support School	90	89

1. From 2014 attendance figures include half day absences and suspensions as absences to align with the *National Standards for Student Attendance Reporting*.

2. 2013 data is not available due to school not operating under this name in 2013.

3. 2013 data is only for students in Years 9 to 10. From 2014 onwards the data includes Years 7 to 10.

4. 2014 data includes students from the Newstead Campus

5. 2014 data includes students from the Devonport Campus

Suspensions

Suspensions	2012	2013	2014*
Proportion of students suspended ¹	5.2%	4.8%	4.6%

1. The proportion of students includes all students enrolled, with the exception of students enrolled in the Ashley School.

* The figure for 2014 includes Year 11 and 12 students enrolled in combined schools and senior secondary schools (colleges). The figures for 2012 and 2013 include Year 11 and 12 students enrolled in combined schools only. For the years when some senior secondary schools were part of *Tasmania Tomorrow* (2009–2013) not all suspension data for senior secondary schools was available to the Department.

Class Sizes

Average number of students in each class

School Type	2013	2014	2015
Kindergartens			
Kindergarten-only classes	19.5	19.7	19.3
Kindergarten in combined classes	20.5	18.8	20.2
Primary schools			
Prep	21.7	21.8	21.9
Year 1	23.1	23.0	23.5
Year 2	23.5	23.3	23.8
Year 3	23.8	23.9	24.5
Year 4	23.7	24.0	24.4
Year 5	24.1	24.2	24.5
Year 6	24.1	23.8	24.3
Prep – Year 6 overall	23.4	23.4	24.0
Secondary schools by school type			
Secondary	23.9	23.8	24.7
Combined	21.3	21.6	21.9
All secondary	23.4	23.3	24.2

Class size is based on FTE for Prep to Year 10 and headcount for Kindergarten. The FTE of students in classes containing the relevant year levels is divided by the number of classes containing those year levels. Secondary school students are not organised into classes which exclusively undertake a complete education programme, therefore the Department has adopted the English class size as a proxy measure.

School Satisfaction Surveys

School satisfaction information is an important element of school improvement planning. School satisfaction data was collected for students, parents and staff in all Tasmanian Government schools during 2014.

Satisfaction Ratings	2013	2014
Student general satisfaction	88%	83%***
Parent general satisfaction	90%**	91%
Staff general satisfaction	N/A*	89%

* The national survey questions were not available prior to 2013, hence any previous survey data is not directly comparable with data in 2013. A staff satisfaction survey was trialled in some schools only in 2013, hence data are not reported because they are not representative of all Tasmanian Government schools.

** This result needs to be considered in the context of a low response rate in 2013.

*** The change in student satisfaction between 2013 and 2014 reflects differences over time in participation rates across primary and high schools.

Access to Computers in Classrooms

Ratio of number of students per computer device provided by the Department¹

School type	2013	2014	2015
Primary	2.6	2.4	2.6
Secondary	1.2	1.4	1.4
Combined	1.8	1.5	1.6
Senior secondary	1.2	1.2	1.1
Special ²	0.5	0.3	0.3
All (Kindergarten to Year 12)	1.7	1.7	1.7

1. Figures are as at April in each calendar year. A lower ratio indicates greater student access to computers. Includes desktop, laptop and tablet computer devices provided by the Department.

2. iPads for students with disability are included in the figures for special schools.

Rate of staff attendance

	2012	2013	2014
All Department Staff	97.7	96.5	96.2
Teaching Staff	97.4	96.4	96.1

Separation rates for staff aged less than 55 years

	2012-13	2013-14	2014-15
Tasmanian State Service Award (TSSA) General	2.5%	2.5%	5.1%
Education Facility Attendants	1.9%	1.0%	2.6%
Teaching Service	1.3%	1.1%	1.6%
Teacher Assistant	2.6%	1.7%	2.6%
TSSA Professional	1.5%	0.0%	4.3%
Allied Health Professional	8.8%	4.8%	7.8%
Senior Executive Services (SES)	0.0%	4.8%	5.6%
Average – all employment classifications	1.9%	1.5%	2.6%

The variance in separation rates between 2013-14 and 2014-15 is due to the number of employees separating through the WRIP program.

Supporting Student Need

It is important to note that the Early Childhood Intervention Service (ECIS) is a statewide service working in partnership with very young children (0-4 years) and their families, maximising developmental achievements of young children with developmental disabilities and delays. While ECIS is managed through the Department's Learning Services, ECIS is a service for families with children prior to these children reaching compulsory school age.

Student	2013	2014	2015
Students attending Early Childhood Intervention Service centres ¹			
Number	557	606	583
Full-time Equivalents	192.7	211.0	198.7
Students with the highest support needs (Register for Students with Severe Disabilities) in special schools			
Number	230	235	252
Full-time Equivalents	216.4	216.0	228.2
Students with the highest support needs (Register for Students with Severe Disabilities) in regular schools			
Number	729	781	775
Full-time Equivalents	704.3	752.4	747.7

1. Enrolment numbers are as at August of the year prior

Note: Please see the Register of Students with Severe Disabilities on the Department's website at <https://www.education.tas.gov.au/documentcentre/Documents/Register-of-Students-with-Severe-Disabilities.pdf> for an outline of eligibility criteria and guidelines for students on the Register.

Element	2014 Allocated FTE - as at March	2015 Allocated FTE - as at March
Teachers	235.49	249.66
Respectful Schools Support Team*	10.00	10.00
Specialist Staff (School Psychologists, Speech and Language Pathologists, Social Workers)	146.50	145.55
School Nurses	N/A	10
Total FTE	391.99	415.21

* The Respectful Schools Support Team (RSST) established in 2014 is providing extra specialist services in each Learning Service. This includes a School Psychologist, Behavioural Learning Leader and a Teacher Learning Leader (this role replaced the role of Inclusive Learning Leaders).

Students with Disability Elements	2014 Allocation - as at March \$ '000	2015 Allocation - as at March \$ '000
Severe Disability Register Per Capita Funding	18,068	18,807
Severe Disability Register Support Teachers	18,562	20,627
IQ 55-70	7,500	7,500
Students with Disabilities Support	8,421	7,537
Learning Services Support	2,656	2,683
Specialist Staff	14,157	14,746
Total	69,364	71,900

Abbreviations and Acronyms

AAS	Australian Accounting Standards	GETI	Government Education and Training International Tasmania	RTB	Raising the Bar
AASB	Australian Accounting Standards Board	GST	Goods and Services Tax	RTI	Right to Information
ABS	Australian Bureau of Statistics	HRS	Human Resource Services	RTOs	Registered Training Organisations
ACARA	Australian Curriculum, Assessment and Reporting Authority	IFRS	International Financial Reporting Standards	SCIES	Skills, Communities, International and Education Services
ACECQA	Australian Children's Education and Care Quality Authority	ITS	Information and Technology Services	SCSEEC	Standing Council on School Education and Early Childhood
AEDC	Australian Early Development Census	LiL	Launching into Learning	SES	Socioeconomic status
AEDI	Australian Early Development Index	LINC	Learning and Information Network Centre	SLAT	State Library and Archives Trust
AES	Aboriginal Education Services	LOTE	Languages other than English	SMCM	Strategic Marketing, Communications and Media
ASbA	Australian School-based Apprenticeships	MDT	Materials, Design and Technology	SPA	Superannuation Provision Account
CFC	Child and Family Centre	MP	Member of Parliament	SRB	Schools Registration Board
CIP	Capital Investment Programme	N/A	not available	SSS	Student Support System
COAG	Council of Australian Governments	NAPLAN	National Assessment Programme – Literacy and Numeracy	S&TRS	Science & Trades Refurbishment Stimulus programme
DFA	Disability Framework for Action	NMS	National Minimum Standard	TasTAFE	Tasmanian Technical and Further Education
DoE	Department of Education	NQS	National Quality Standard (Education and Care)	THEAC	Tasmanian Home Education Advisory Council
DSE	Disability Standards for Education	NSSC	National Schools Statistics Collection	TLAB	Tasmanian Library Advisory Board
EAL	English as an Additional Language	PDP	Performance and Development Plan	TRB	Teachers Registration Board
ECU	Education and Care Unit	PIPS	Performance Indicators in Primary Schools	TSSA	Tasmanian State Service Award
edi	the portal to the new data warehouse	PiTE	Partnerships in Teaching Excellence	VET	Vocational Education and Training
EPS	Educational Performance Services	PLI	Professional Learning Institute	VLE	Virtual Learning Environment
EYLF	Early Years Learning Framework	PNL	Principal Network Leader	UTAS	University of Tasmania
FABS	Finance and Business Services				
FTE	Full-Time Equivalent				

Publications

Curriculum Services

- Good Teaching – A discussion paper for staff
- Good Teaching – Differentiated Classroom Practice – Learning for All
- Good Teaching – Quality Assessment Practices – Guiding Learning
- Good Teaching – Curriculum Mapping and Planning – Planning for Learning
- Good Teaching – Inclusive Schools-Disability Focus

Education and Care

- Tasmanian Licensing Standards for Centre Based Child Care Class 4 (amended)
- Tasmanian Licensing Standards for Centre Based Child Care Class 5 (amended)
- Tasmanian Licensing Standards for In-Home Child Care (ARB) (amended)
- Tasmanian Licensing Standards for In-Home Child Care (Carers) (amended)
- Licensing Operational Guide for CBC5
- Licensing Operational Guide for In-Home Child Care (ARB)
- Licensing Operational Guide for In-Home Child Care (Carers)
- Sundry information sheets

LINC Tasmania

- Baby's first library card brochure
- LINC Tasmania contact information pocket guides
- Premier's Reading Challenge – various promotional materials
- Allport Library and Museum of Fine Arts Exhibition posters:
 - Tasmanian Love Stories
 - Memento Mori: Art, Medicine and the Body
 - Architect drawing | drawing architecture
- Exhibition merchandise:
 - Postcards (set of 6), Memento Mori: Art, Medicine and the Body
 - Postcards (set of 4), Architecture drawing | drawing architecture
 - Architecture drawing | drawing architecture – exhibition catalogue
- 26TEN Strategy:
 - Get the Tools for Life brochure
 - Reflections: Adult Literacy Tutors' Stories booklet
 - The 26TEN Artists with Conviction Prize for Writing 2014 Booklet: Prison inmates writing competition entries
 - Communicate Clearly: Guide to Plain English
 - Becoming a 26TEN Community Guide
 - 26TEN Steps Kits
- Various site-specific promotional materials and flyers for LINC events
- Various short videos published to YouTube for LINC Tasmania and TAHO

The Tasmanian Archive and Heritage Office – Government recordkeeping publications

- On the Record (No. 15 September 2014; No. 16 April 2015)
- State Records Guideline 1: Records Management Principles: Overview
- State Records Guideline 3: Managing Recordkeeping during administrative change
- State Records Guideline 8: Digitisation and Disposal of Source Records
- State Records Guideline 18: Managing Social media records
- State Records Guideline 25: Managing Information Risk
- Information Management Advice 2: All about Appraisal (and appendix)
- Information Management Advice 6: Information Classification tools
- Information Management Advice 20: Managing Change in EDRMS implementation projects
- Information Management Advice 21: Plan before you scan
- Information Management Advice 54: Records Management toolkit for Local Government
- Information Management Advice 57: Managing Social Media Records (part 1 to 4)
- Information Management Advice 60: Risk Management (part 1 to 3)
- Information Management Advice 61: How to review your records holdings
- Information Management Advice 62: Help We're Moving

- Information Management Advice 63: Information Management – Part 1 Management of Records during Administrative Change Handbook; and Part 2 Government Administrative Change Advice for Senior Management
- Information Management Advice 65: What to do if your Agency is Closed or Privatised
- Information Management Advice 66: Classification Scheme Considerations
- Information Management Advice 67: Tasmanian Government Information Security policy considerations for Local Government
- Information Management Advice 69: Register of Records Destroyed
- Retention and Disposal Schedule 2157: Common Administrative Functions (DA2157) (re-issue)
- Retention and Disposal Schedule 2281: Department of Education (DA2281) (re-issue)
- Retention and Disposal Schedule 2299: Tasmanian Qualifications Authority (DA2299) (re-issue)
- Retention and Disposal Schedule 2437: Administrative records of Inter-Governmental Agencies (DA2437)
- Retention and Disposal Schedule 2439: Tasmanian Home Education Advisory Council (DA2439)
- Retention and Disposal Schedule 2440: Inland Fisheries Service (DA2440)
- Retention and Disposal Schedule 2442: Department of State Growth (DA2442)

- Retention and Disposal Schedule 2444: Sport and Recreation Tasmania (DA2444)
- Retention and Disposal Schedule 2447: Retention and Disposal Schedule to support sentencing of DEDTA records created prior to March 2014 (DA2447)
- Retention and Disposal Schedule 2448: Tasmanian Ports Corporation (DA2448)
- Retention and Disposal Schedule 2450: Tasmanian Registry of Births, Deaths and Marriages (DA2450)
- Retention and Disposal Schedule 2452: Asbestos Compensation Tribunal (DA2452)

Strategic Marketing, Communications and Media¹

- RBF Department of Education Awards programme poster and flyer 2014
- DoE Annual Report

1. A number of publications listed under other business units in this section were produced by the Strategic Marketing, Communications & Media Unit

Professional Learning Institute

- Prospectus

Education Services

- Course Information Handbook for Years 11 and 12

Government Education and Training International (GETI)

- Education agent handbook and procedures manual
- Education agent registration policy and procedure
- GETI Tasmania tuition, accommodation and administration fee information and term/semester dates
- Homestay accommodation overview – booklet and brochure
- Homestay host – handbook and general overview
- Student pre-departure guide
- Tasmanian Government Schools Australia brochure
- TasTAFE Course Overview 2015/16
- Homestay Newsletter
- Agent Newsletter
- TasTAFE Capability Statement
- Study Tour brochure
- Promotional materials: flyers, brochures and presentations for education exhibitions, events and agent training sessions

Strategic Policy and Planning

- Chaplaincy Guidelines for Tasmanian Government Schools
- Child and Family Centre Strategic Plan
- Education Act Review – Summary of Submissions to Discussion Paper
- Education Act Review Stakeholder Reference Group, Communique 1 and 2
- Education Act Review – Enrolment, Attendance and Participation Working Group, Communique 1 and 2
- Education Act Review – Government School Operations Working Group, Communique 1 and 2
- Education Act Review – Student and Adult Behaviour Working Group, Communique 1
- My Education Consultation Group, Communique 1, 2, 3
- Review of the Tasmanian Education Act – Discussion Paper for Consultation
- Talking Out Newsletter
- School Information Brochures for Parents (reviewed and updated for 2015 school year)

Contact Details

Postal address:

Department of Education
GPO Box 169
Hobart TAS 7001

Telephone: 1800 816 057

Facsimile: (03) 6233 7720

Email: servicecentre@education.tas.gov.au

Website: www.education.tas.gov.au

Compliance Index

This index identifies compliance with the statutory disclosure requirements for annual reporting of:

- *Financial Management and Audit Act 1990*
- *State Service Act 2000*
- *Right to Information Act 2009*
- *Public Interest Disclosures Act 2002*
- *State Service Regulations 2011*
- *Integrity Commission Act 2009*
- *Various Treasurer's Instructions and whole-of-government directions*
- *National Education Agreement (2012).*

Requirement	Section	Page
Aids to Access		
Table of contents	Introduction	7
Compliance Index	Appendices – Compliance Index	221
List of abbreviations	Appendices – Abbreviations and Acronyms	217
Head of Agency Performance		
A report on the performance of the functions and powers of the Head of Agency under any written law	Annual Report	
Strategic Planning		
An overview of agency's strategic plan including its aims, functions and related programmes	Department at a Glance – Strategic Focus	11
Major Changes		
Details of any major changes that have taken place in relation to the programmes, aims, functions or organisational structure of the agency	Clients and Services – New Arrangements	20
Organisational Structure		

Requirement	Section	Page
Organisational chart as at the end of the reporting year showing administrative structure	Clients and Services – Organisation	21
A description of the relationship between the organisational structure and the programme management structure of the agency	Clients and Services	20-21
Performance Information		
A narrative summary together with quantitative measures where relevant, of the functions and targets of programmes or projects	Output Group Chapters	33-72
Economic and other factors that have affected the achievement of operational objectives	Department at a Glance – Strategic Focus	11-18
Major Initiatives		
Details of major initiatives taken by the Department to develop and give effect to Government policy	Progress on Major Government Commitments	4-5
	Output Group Chapters	33-72
Statutory Offices		
A report by any statutory office holder employed in or attached to the Department except where required to report under any other Act	Required Reporting – Other Annual Reports	109-122
	Appendices – TASC Annual Report	225
Statutory/Non Statutory Bodies		
A list of names of organisations	Required Reporting – Statutory and Non-Statutory Bodies	93
Legislation Administered		
A list of legislation administered by the Department	Required Reporting – Legislation, Administered Enacted and Amended	92
Community Awareness		
Details of activities to develop community awareness of the Department and the services it provides	Required Reporting – Public Access to the Department	91
Whole-of-government Policies		
Carbon Emission Reduction Plan	Required Reporting – Climate Change	95

Requirement	Section	Page
Disability Framework for Action	Required Reporting – Disability Framework for Action	89
Right to Information		
Right to Information details	Required Reporting – Public Access to the Department	91
Public Interest Disclosures		
The location of procedures for public interest disclosures	Required Reporting – Public Access to the Department	91
Asset management, risk management and pricing policies		
Statement of pricing policies of goods and services	Required Reporting – Pricing Policies	98
Statement of administered payments	Required Reporting – Administered payments	98
Information on major capital projects	Required Reporting – Major capital projects	100
Statement of risk management policies, activities or initiatives	Required Reporting – Asset management	94
Statement of asset management policies, strategies and initiatives	Required Reporting – Asset management	94
Statement of debts written off	Required Reporting – Debts written off	100
Statement of loss and damage	Required Reporting – Loss and damage	99
Human Resources Management		
Details of recruitment policies and programmes, including statistical information	Required Reporting – Employment	74-87
Information on workforce composition, including indigenous	Clients and Services – Workforce	28
Information relating to employee training and development activities	Required Reporting – Employee Development Programmes	85
Outline of training provided to staff in relation to ethical conduct	Required Reporting – Employee Performance and Development Programmes	87
Description of Department workplace diversity programmes, including statistical information	Required Reporting – Employment	82
Summary of internal grievance procedures	Required Reporting – Employment	82
Outline of occupational health and safety strategies	Required Reporting – Employment	83

Requirement	Section	Page
Outline of processes available against decisions made by the agency	Required Reporting – Public Access to the Department	91
Certification by the relevant agency manager relating to contributions to non-RBF superannuation funds	Required Reporting – Superannuation Certificate	109
Government Procurement		
A narrative statement regarding the Department's support for local business	Required Reporting – Contracts and Tenders	103
Table summarising Department support for local business, including the number of procurement contracts awarded, the number of tenders called and the number of bids received and the extent of local participation in procurement activities	Required Reporting – Contracts and Tenders	103
Detailed information on all contracts awarded, including consultancy contracts, including a description of the contract, the total value of the contract and the name and locality of contractors	Required Reporting – Contracts and Tenders	103-108
Financial Statements		
Financial statements of the Department including statements of any public body not required to report under any other Act, together with the audit opinion on those statements	Financial Statements	123-176
Agency Publications		
A list of major documents or publications produced by the Department	Appendices – Publications	218
Contacts		
A list of contact officers and points of public access in relation to services provided by the Agency	Appendices – Contact Details	220



Department of Education

Level 1, 73 Murray Street
Hobart Tasmania 7000

Telephone 1800 816 057
GPO Box 169
Hobart Tasmania 7001

www.education.tas.gov.au

ISSN 1449-1575



© State of Tasmania, Department of Education, 2015

You may copy, distribute, display, download and otherwise freely deal with this work provided that you attribute the Department of Education, Tasmania.