

DEPARTMENT OF
EDUCATION
15/16
ANNUAL REPORT

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 2015–16 financial 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 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:

DEPARTMENT AT A GLANCE

This section provides a snapshot of the progress and implementation of the Tasmanian Government's major commitments and the Department's key highlights and achievements against the strategic plan over the 2015–16 financial year; the strategic priorities and structure.

EDUCATION

This section highlights the direction, major initiatives, performance and clients of the Department's Output Group 1, which was the responsibility of the Early Years and Schools Division. This includes the provision of early years services, compulsory and post compulsory education and literacy and numeracy services across the Department.

LINC TASMANIA

This section highlights the direction, major initiatives, performance and clients of the Department's Output Group 2, 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 2015–16 financial year.

APPENDICES

This section includes indexes and supplementary information. Additional performance information that was reported in last year's Annual Report is now published through: <http://data.gov.au>



DEAR MINISTER



JENNY GALE – 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 2015–16.

I believe that all Tasmanian children deserve the best possible start to life. Tasmania's prosperity depends upon more young people staying in education for longer and achieving higher

qualifications; and a quality public education system that has high expectations for its students, irrespective of where they live or their ability or their background, is crucial to our future. Through our commitment to the Department's strategic plan, *Learners First*, we have been working together to achieve our vision for successful, skilled and innovative Tasmanians with a goal to promote lifelong learning.

Since commencing in my position as Secretary of the Department in January 2016, I have visited many schools, LINC Tasmania sites, Trade Training Centres and Child and Family Centres. I have been pleased and proud to note the fantastic work that is occurring in each of our places of learning where we continue to embed high quality teaching practice, evidence based programs and support for all Tasmanians.

I thank Mr Colin Pettit and Mr Stephen Conway for their contributions as Secretaries of the Department during the 2015–16 financial year. Their commitment to our learners and staff is evident through a number of initiatives currently underway, including our Years 11 and 12 extension schools, the School Health Nurse model and our *Respectful Schools and Workplaces Framework*, which includes specific support for our students affected by family violence. I am committed to building on the strengths of these initiatives.

During this year we have continued to implement and improve our literacy and numeracy support programs and further strengthened our practice in supporting students with disability, which has included providing more Family Partnership

Training and opportunities for teachers and teacher assistants to gain qualifications in inclusive education.

In March 2016, the Tasmanian Government released the draft *Education Bill 2016*. The review of the *Education Act* has been undertaken in the context of Tasmania's social and economic challenges and the role education plays to address those challenges and improve educational outcomes for all Tasmanians. The draft Bill establishes higher standards for education in Tasmania, reflecting the expectations and aspirations of the Tasmanian community that all young people should complete at least Year 12 or equivalent and there has been a focus on strengthening support in the early years. Once the outcome of the Bill is known, we will begin the work to implement the delivery of a modern education system that supports a positive future for our children and young people.

This annual report details achievements from across the Department's broad range of services and activities. We are ensuring that all Tasmanians are provided with the opportunity to learn and reach their potential and lead fulfilling and productive lives.

Learning in Families Together (LIFT) funding in targeted schools is supporting our goal that every child is a successful learner. LIFT highlights the importance of engaging parents in their child's early learning to better support their literacy and numeracy skill development. This initiative builds on the success of *Launching into Learning* (LiL) where schools and parents work in partnership to ensure our children get the right

start to their education and experience a positive transition into Kindergarten.

Actively addressing students' skills and knowledge needs for the future is central to ensuring that all Tasmanians are job ready and have the necessary skills and qualifications to thrive. The implementation of *My Education*, a whole school approach to career and life planning, has been a priority in our secondary schools and colleges this year. Building on the success of *My Education* in Years 7 to 12 will be the implementation of *My Education* in primary schools in 2017.

We are playing a key role in supporting the Government's goal for more young Tasmanians to complete Year 12 with strong literacy and numeracy skills and a meaningful qualification. Our secondary schools and colleges are working together, so that we can provide the types of subjects that students want to study, wherever they are in our state. In 2016 we have provided genuine choice to young people through the delivery of Years 11 and 12 subjects in 12 extension schools. In 2017, a further 18 schools are planning to commence their extension programs.

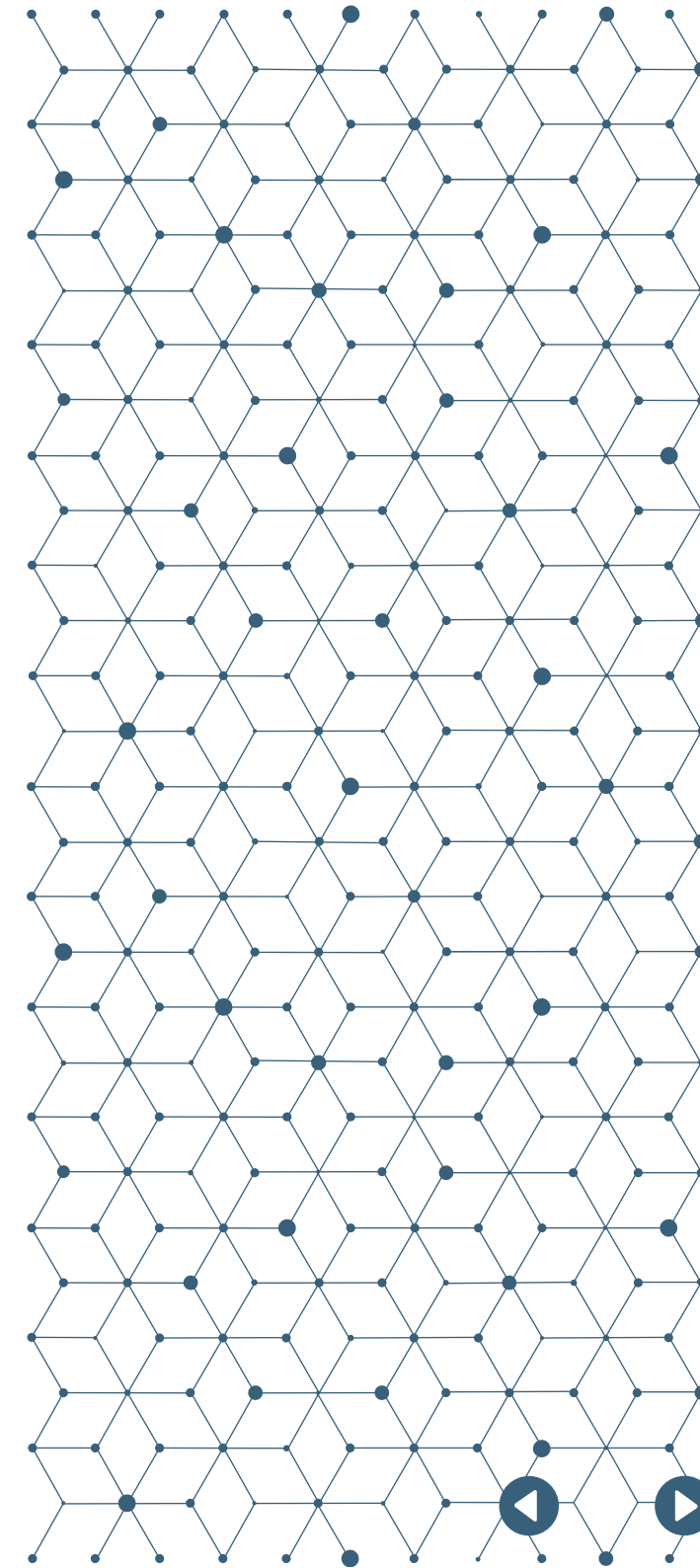
Lifting adult literacy and numeracy skills is crucial to give every Tasmanian the chance to contribute fully to our state. We have strengthened the

growing 26TEN network with a new 10 year plan, launched in October 2015. This will better support the expanded 26TEN Coalition and 26TEN member organisations in the Network, focused on improving adult literacy levels through community based action.

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

Jenny Gale
Secretary

October 2016



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A photograph of two young girls, one of South Asian descent and one of European descent, both smiling and wearing maroon school uniforms. They are holding LEGO Mindstorms robots. The girl on the left is holding a robot with a black sensor, while the girl on the right is holding a robot with a camera and a light sensor. The background is a blurred indoor setting with large windows.

I DEPARTMENT AT A GLANCE

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.

Department of Education



STRATEGIC PRIORITIES

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.

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

This section lists some of the major Government and Department initiatives and achievements from 2015–16 under our strategic plan's key priorities.



"As a Department, our prime focus is Learners First – meaning learners are at the forefront of everything we do."

BRIGHT BEGINNINGS

MAJOR GOVERNMENT COMMITMENT

LEARNING IN FAMILIES TOGETHER (LIFT)

The *Learning in Families Together* (LIFT) initiative is a \$17 million literacy and numeracy investment over four years which in 2016 is supporting 80 schools with the highest student need. LIFT builds on the success of programs already operating in schools and helps to ensure that young learners are engaged in positive, productive and supported learning experiences. It is aligned to best practice research and to the *Early Years Learning Framework* and the *Australian Curriculum*.

Parents and carers are supported as key partners in their children's learning. Engaging parents in the planning process for LIFT is a crucial element of the respectful principles for working with families. The initiative helps to ensure that children have the best opportunities to gain the fundamental skills necessary for positive literacy and numeracy outcomes.

KEY INITIATIVE

NATIONAL QUALITY STANDARDS IN THE EARLY YEARS

Since the commencement of the *National Quality Framework* (NQF) in January 2012, a number of measures have been implemented, or are in progress, to support schools to mirror, where practicable, the national requirements while maintaining quality learning environments for children in Kindergarten.

The NQF includes qualification and specialisation requirements to support high quality practice in the early years. These are being mirrored for teachers and teacher assistants working in Kindergartens, whose qualifications are already regulated under the *Education Act 1994*.

In the 2015–16 financial year, a trial project on the *National Quality Standards* (NQS) was undertaken in two Tasmanian Government schools. This project aimed to develop a process for implementing the NQS in Tasmanian schools to improve the quality of early years programs. This is part of the Tasmanian Government's National Partnership commitment to improve outcomes in the early years (COAG, 2009).

The Department is committed to an intentional and focused implementation of the NQS in Tasmanian Government schools. With a renewed focus on the early years, schools will be supported to continue to implement the NQS through targeted resources and professional learning.

"The Learning in Families Together (LIFT) initiative is a \$17 million literacy and numeracy investment over four years which in 2016 is supporting 80 schools with the highest student need."



GREAT SCHOOLS, GREAT COMMUNITIES

MAJOR GOVERNMENT COMMITMENTS

LITERACY AND NUMERACY SPECIALISTS

Total funding of \$8.36 million over four years was provided to appoint 25 specialist literacy and numeracy teachers. Specialists commenced working with Years 6 and 8 students in Terms 3 and 4, 2015 to provide a base from which to support targeted students in Years 7 and 9 during Terms 1 and 2, 2016.

The Literacy and Numeracy Specialist Teachers work with identified students who are performing below the National Minimum Standard. They also work with teachers to build their knowledge, skills and understanding to deliver targeted literacy and numeracy programs for these students.

SCHOOL HEALTH NURSE PROGRAM

Total funding of \$5.8 million was committed over four years to introduce a contemporary model of primary and secondary school nurses across Tasmanian Government schools. The first 10 full time equivalent nurses were appointed and commenced work in targeted schools from Term 3, 2015. The program is supporting schools, families and communities to help foster healthy choices, (physical, social and emotional), to create positive outcomes and a culture of lifelong learning.

Primary School Nurses focus on Kindergarten assessments, hearing and vision screening, developmental checks, local/state/national health promotion initiatives, targeted screening and health education aligned with the *Australian Curriculum*.

Secondary School Nurses focus on health education aligned with the *Australian Curriculum*, including healthy relationships, mental health and wellbeing, body image, nutrition, local/state and national health promotion initiatives, targeted screening and positive parenting programs.

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. The Ministerial Taskforce examined the system that supports the education of students with disability in all schools, government and non-government. The Taskforce released a report and recommendations in August 2015 titled *Improved Support for Students with Disability*. In 2016, \$1 million was allocated to support implementation of the first three Taskforce recommendations:

- Provision of access to Family Partnership Training to assist school communities to work together more effectively.
- Provision of incentives and scholarships to increase the number of teachers and teacher assistants with formal inclusive education qualifications.
- Provision of practice models for support staff and classroom teachers to work more effectively together to improve student learning.

The Taskforce has now been replaced by the Inclusion Advisory Panel – Disability Focus to

oversee the implementation of the Ministerial Taskforce recommendations across all education sectors within the context of the national and state agenda for students with disability.



"The Literacy and Numeracy Specialist Teachers...work with teachers to build their knowledge, skills and understanding to deliver targeted literacy and numeracy programs..."

KEY INITIATIVES

CLOSING THE GAP

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 programs, such as *Launching into Learning* (LiL) and our Child and Family Centres have proven to be valuable strategies in closing the gap in education for Aboriginal students, and that Aboriginal students who regularly participate in LiL experience a significant boost in general development, reading and mathematics performance once they reach school.

The Department has approved the employment of a further three Aboriginal early years education workers who will be based in three Child and Family Centres working with our most vulnerable Aboriginal families.

RESPECTFUL SCHOOLS AND WORKPLACES

The Department believe that safe, respectful and inclusive schools and workplaces are critical to achieving staff and student wellbeing and high-quality educational goals and targets.

Schools are supported to use an evidence-based, planned, whole-school approach to ensure safe and respectful learning environments, through the *Respectful Schools and Workplaces Framework* and accompanying resources.

As part of the Tasmanian Government's family violence action plan, *Safe Homes, Safe Families*,

the Department is developing a Respectful Relationships Birth-Year 12 resource that will be aligned to the *Early Years Learning Framework* and the *Australian Curriculum*.

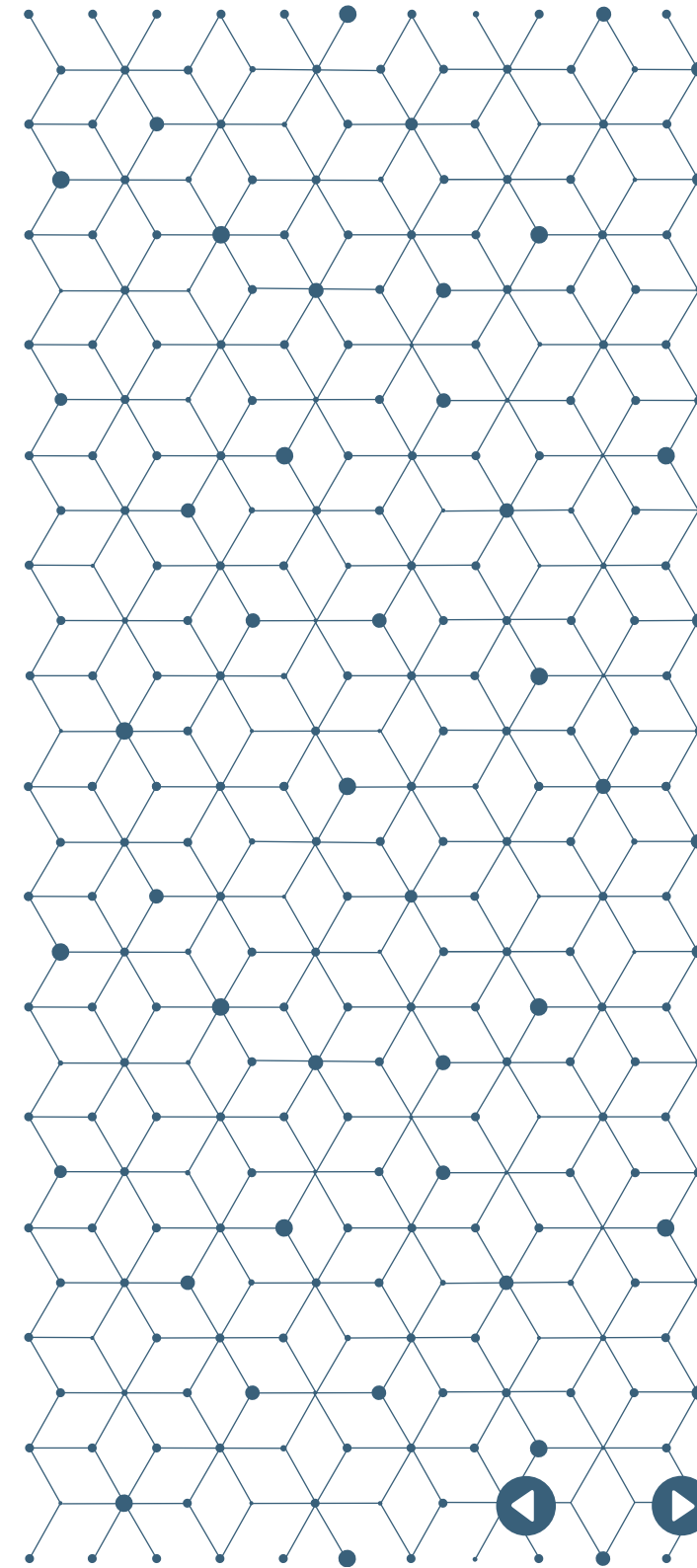
The resource will include a Birth-Year 12 learning continuum aligned to the *Australian Curriculum: Health and Physical Education Standards* for each band of education.

To support the National Day of Action, the Department offered an online Virtual Classroom for Years 4, 5 and 6 students on Cyberbullying. The presentation assisted students to:

- identify ways to manage and prevent cyberbullying behaviour
- seek support if they are experiencing cyberbullying
- be 'good' bystanders if they witness cyberbullying
- recognise bullying online
- deal with cyberbullying behaviour.

With the help of classroom teachers, the presentation featured interactive questions and answers. The presentation was a guided experience for classrooms with complementary resources aligned to the theme.

The *English as an Additional Language* (EAL) Program supports newly arrived migrant students. From July 2015 to June 2016 approximately 500 students from diverse ethnic backgrounds were supported by the EAL Program.



PURPOSEFUL PATHWAYS

MAJOR GOVERNMENT COMMITMENTS

THE YEARS 11 AND 12 EXTENSION PROGRAM

This initiative is providing more choice to students undertaking Years 11 and 12 at their local high school.

Total funding of \$45.5 million has been provided to extend secondary schools to Years 11 and 12 in rural, regional and urban communities by 2018. In 2015–16, \$7 million was allocated to commence the school roll out with the first six schools providing Years 11 and 12 programs from the beginning of the 2015 school year.

Joining the initial six schools, the six new high schools that commenced offering Years 11 and 12 in 2016 were: Campbell Town District High School; Mountain Heights District School; New Norfolk and Glenora District High Schools (in partnership); and Rosebery District High School and Tasman District High School.

A further 18 schools are planning for extension to Years 11 and 12 from 2017.

MY EDUCATION

The Government has taken a new, more contemporary approach to career and life education; that means all students K–12 will be supported for the first time. *My Education* embeds career and life planning from Kindergarten to Year 12. It strengthens the current approaches to career education in schools and recognises that in a rapidly changing world, a whole-school

approach integrated in curriculum will better support our students in the future.

My Education is aligned with the *Australian Curriculum*. It is being introduced and implemented over a three year period through a focus for Year 10 students in 2015, and full implementation over 2016 (Years 7–12) and 2017 (K–12). Year 10 students in 2015 and 2016 were supported in the development of their transition plans.

The initiative is a partnership between the student, parents and carers, the school and the community. It also aims to engage with business and industry in Tasmania by linking education with a student's future employment options.

26TEN TASMANIA: TASMANIA'S STRATEGY FOR ADULT LITERACY AND NUMERACY 2016–2025

In October 2015, the Tasmanian Government announced its 10-year strategy to improve adult literacy and numeracy. The new strategy provides the opportunity for 26TEN to engage with a broader cross-section of the Tasmanian community and communicate about the importance of adult literacy and numeracy.

The strategy provides a framework to help business, community groups, government, education and training providers and individuals to work together to ensure all adults have the reading, writing, numeracy and communications skills they need for life and work.

The Tasmanian Government is committed to funding this strategy and is providing \$4.5 million to fund the direct provision of literacy and numeracy support to adults through LINC Tasmania and through a 26TEN grants program.

KEY INITIATIVE

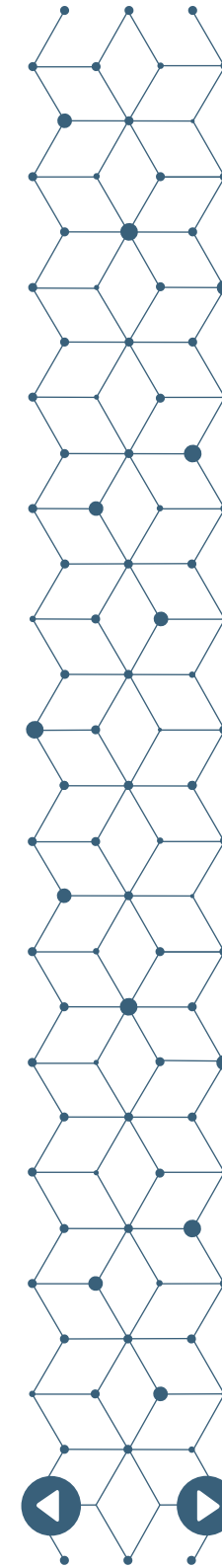
CHINESE STUDENTS TASMANIAN STUDY TOUR

Tasmania's reputation for providing a world-class secondary education drew 68 high school students and 10 teachers from China (Wenzhou) to Hobart for a week long study tour of four Tasmanian Government schools.

The study tour from 2 to 9 August 2015 came about through the relationship between the Tasmanian Department of Education and the Wenzhou Education Bureau.

The Chinese students and their teachers attended either Rosny College, Clarence High, Kingston High or Taroona High participating in local classes and stayed with Tasmanian homestay families.

As well as learning more about what it's like to be a Tasmanian student the group had the chance to visit some of Tasmania's tourist attractions such as Mt Field, Bonorong Wildlife Sanctuary, Mt Wellington and TMAG.



SUPPORTING LEARNING

MAJOR GOVERNMENT COMMITMENTS

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*. Extensive consultation continued in 2015–16 with the release of the draft Bill in March 2016. The aim of the Review has been to ensure all possible options for reform are explored and Tasmania has the best framework for its education system today and into the future.

The review of the Education Act has been undertaken in the context of Tasmania's social and economic challenges and the role improving educational outcomes can have in addressing those challenges.

It is anticipated that legislation will be introduced to Parliament during the Spring Parliament session.

CAPITAL INVESTMENT PROGRAM

Significant capital investment allocations were made in 2015–16 to ensure high quality education facilities that support improved learning and engagement. The Budget announcement in 2015–16 committed \$95 million to the Education and Training *Capital Investment Program* over four years. This included an additional \$56.3 million over four years to a range of significant new infrastructure projects in schools and the LINC at Burnie.

The \$68 million invested in 2015–16 for upgrading high school infrastructure is the largest state investment in Tasmania's high schools in 20 years, with a particular focus on reinvigorating Tasmania's high schools to provide modern and flexible facilities for 21st Century learning.

In November 2015, a further \$9.975 million was announced to support capital projects in schools.

Information on schools supported by the *Capital Investment Program* is provided in the Required Reporting chapter of this report.



KEY INITIATIVES

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 the past 12 months there have been new digital resources developed by LINC Tasmania that are also used within schools to support the *Australian Curriculum*. These include the Crowther Diary – a development of the digitised and enhanced WWI diary and experience of Sir William Crowther who was a Tasmanian doctor who served for a month at Gallipoli in 1915. The *Buelow the Sea* – teaching resources developed around the Gould Book of Fish. The eResource includes over 150 discussion questions, 20 videos and 50 activities related to themes around William Buelow Gould's life and work.

The Virtual Learning Environment (VLE) and development of VLE resources has continued with a focus on the *Australian Curriculum* and digital resources to support the implementation. There have also been a number of digital resources developed to support many of the centres of excellence – Environment Learning Centre, Hagley Farm School Museum, and the Marine Studies Centre that support operations at the centre pre, during and post class onsite visits by students.

There was VLE courses created for 23 TASC courses to support the Years 11 and 12

Extension Program into high schools for senior secondary students and development of VLE rooms for languages including Chinese, French, German, Indonesian, Italian and Japanese for primary grade students.

The Futures Room facility at the Professional Learning Institute is now set up to showcase flexible classroom technologies and provide learning for teachers in new technologies supported by *Australian Curriculum* resources.

DEVELOPING OUR WORKFORCE STRATEGY

We are committed to improving educational outcomes and we understand that working with, and supporting our educational professionals will help us to achieve this. The *Developing Our Workforce Strategy* is a \$4.2 million investment to support and develop the skills of those working in education, with a focus on school improvement and student learning.

The strategy focuses on driving school improvement and student learning, supporting teacher quality and the skills of our educational professionals. It is funded through the *Better Schools Tasmania Agreement* and is assisting in improving the quality of teaching across all Tasmanian Government schools.

Key areas of focus under the strategy include graduate teacher preparation and recruitment, development and training of high-performing teachers to teach in identified priority curriculum and geographical areas, development for school leaders, and support for the growth and development of teacher assistants and non-teaching corporate support staff.

"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."

The five exciting initiatives announced as part of the *Developing Our Workforce Strategy* include:

- Teacher Development initiative
- Teacher Intern Placement program
- Business Management Development initiative
- School Leadership Development initiative
- Paraprofessional Development initiative

In the 2015–16 reporting year (1 April 2015 – 31 March 2016) the Professional Learning Institute had 144 enrolments in the *Developing our Workforce* initiatives.

RBF DEPARTMENT OF EDUCATION AWARDS FOR EXCELLENCE

In October 2015, we celebrated the fourth annual RBF Department of Education Awards for Excellence. The awards are an opportunity to publicly acknowledge the dedication and commitment of staff and volunteers who have demonstrated outstanding excellence, innovation and talent.

Generously sponsored by the Retirement Benefit Fund (RBF), ME Bank and the Teachers Health Fund, awards were presented in 16 categories across a range of services and received a huge response from the Tasmanian community throughout the nomination process. 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.

DATA MANAGEMENT AND THE EDI PORTAL

The Department's data management solution, of which *edi* is one component, is a long term

initiative to consolidate an extensive range of data from different systems and sections of the Department to support schools and improve decision making.

A key objective is to provide teachers and principals with the data they need for supporting students and school improvement. The project has been funded through National Partnerships, *Digital Regions Initiative* and *Students First* funding.

The *edi* portal was launched with schools in June 2014 and is providing teachers, principals and school staff with student and school performance data on demand. It is widely utilised in government schools with 4,000 users since launch. It was extensively used for planning during 2016 with over 40,000 student education history profiles accessed in Term 1 alone.

It has been a success story with a number of awards including the Gold Award at the 2015 Prime Minister's Awards for Public Sector Management, a 2015 Tasmanian iAward and merit at the National iAwards.

edi is used daily by school leaders to monitor areas such as student attendance and other school improvement focus areas; human resources and finances. Teachers use the system to quickly identify and monitor the learning and support needs of students in their classes. It provides teachers with attendance, achievement and enrolment datasets for every student.

Class level specific dashboards were added this year to alert teachers to the key learning and support issues for the students in their year level, class or support group.

An information warehouse continues to deliver efficiencies to the Department by simplifying or automating reporting obligations. Ad-hoc or on-

demand reporting is now easier due to a single, reliable source of accurate information.

In 2015–16 there were enhancements to the Student Support System (SSS) to support ongoing Department programs, for example the *School Health Nurse Program* and students with disability.

OPEN DATA POLICY

In June 2016, the Department released a key data report in line with the Tasmanian Government's *Open Data Policy* as part of our commitment to transparency and openness. Open data makes data access easier and allows government information to be shared with the public for commercial and community benefit, therefore increasing transparency amongst the Tasmanian community.

The effective management and use of education data is a key strategic priority, helping to measure success at an individual student, program, school and whole-of-system level.

Key data for 2015–16 released in the report, includes:

- School Resource Package Allocations, including Fairer Funding Model Allocations
- Student enrolments and attendance (2016 First Term Census figures)
- Student suspensions and class sizes
- Supporting student need
- Workforce data.

The data is available from: <http://data.gov.au>

SERVICES

At the commencement of 2016, there were 196 Government schools¹ across Tasmania, which include:

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

Schools are distributed across the following Learning Services:

- Learning Services (Northern Region) – 107
- 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 (LINC) statewide network provides Tasmanians with integrated access to library and information services, adult literacy support, community learning programs, online access and archive and heritage services.

The LINC Tasmania network comprises online and digital services (www.linc.tas.gov.au) and 75 physical service points in 61 locations across the state, including:

- 13 urban and regional LINC, including Risdon Prison LINC
- 34 branch libraries

- 25 online access centres
- Concierge and general enquiries, 91 Murray Street Hobart
- Tasmanian Archive and Heritage Office (includes government recordkeeping)
- Allport Library and Museum of Fine Arts
- Reading Room and History Room.

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'.

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 2016*, the Department consisted of three separate divisions:

Early Years and Schools provided services to almost 63,000 Tasmanian school-aged students and oversaw schooling delivered through programs operating in schools and senior secondary schools. It also managed the operations of the state's Child and Family Centres, and the operations of a number of business units including Education and Care, Curriculum Services, Professional Learning Institute, Education Performance and Review,

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), the State Support Service and Disability Programs, and the Strategic Policy and Planning Unit. The Division also supported senior secondary students to continue education and training beyond Year 10, as well as initiatives such as career awareness programs and Australian School-based Apprenticeships and Trade Training Centres.

Department Services provided support to service delivery areas across the Department through business units responsible for corporate support, policy development, regulation and assessment and review. This included Human Resources and Industrial Relations, Facility Services, Finance and Budget Services, Information and Technology Services, Legal Services, Quality Assurance and Strategic Marketing, Communications and Media.

Office of the Secretary provided support to the Secretary, and also incorporated Ministerial Services. Intergovernmental Relations, LINC Tasmania and Government Education and Training International (GETI) were also included in this Division as at June 2016.

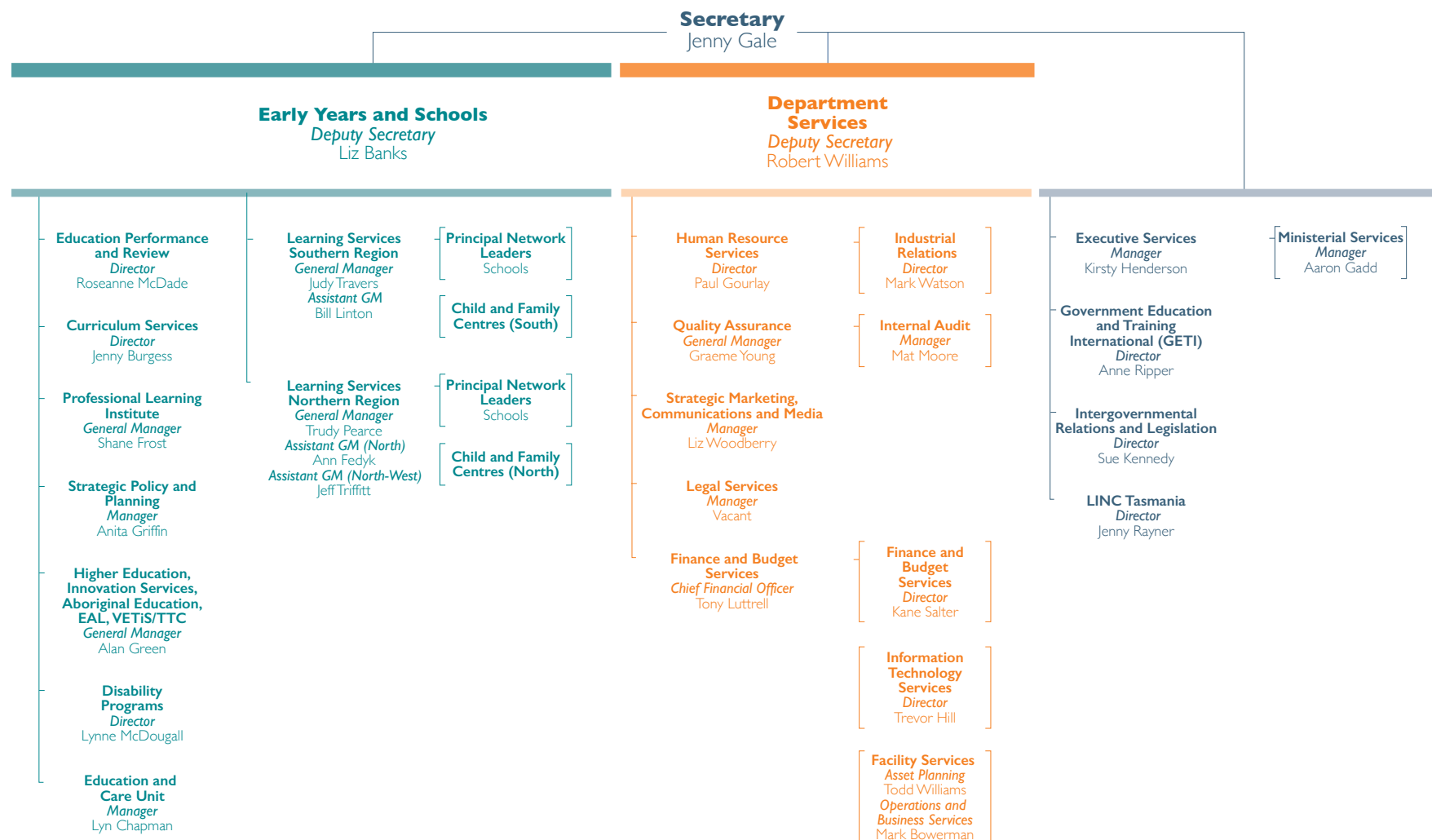
* Note: In 2016–17 the Department restructured its organisation into five divisions and this will be reported on in the 2016–17 Annual Report.

DOE ORGANISATIONAL CHART – JUNE 2016*

This chart represents the Department's reporting lines only – it does not portray functional relationships for some units.

The most recent version of the organisational chart is available from http://www.education.tas.gov.au/About_us/Pages/Our-Structure.aspx

* Note: In 2016–17 the Department restructured its organisation into five divisions and this will be reported on in the 2016–17 Annual Report.



EXPENDITURE SUMMARY 2015–16

OUTPUT GROUP

EXPENDITURE \$'000

OUTPUT GROUP 1: Education	925,039
OUTPUT GROUP 2: LINC Tasmania	37,287
Administered Payments	288,659
<i>Capital Investment Program**</i>	1,565
TOTAL	1,252,550

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

** Actual expenditure \$36.082 million – adjustment made for capitalisation of building works to the Statement of Comprehensive Income.



2
EDUCATION
OUTPUT GROUP I

EARLY YEARS

DIRECTION

Reflecting the *Bright Beginnings* early years priorities, we are committed to implementing comprehensive strategies that will ensure our youngest children have the best possible start in life. Extensive evidence-based research shows that continuing to invest in the early years is the key to helping our youngest children and their families reach their full potential. Developing genuine partnerships and strong family engagement between schools, parents, carers and community services is essential in promoting and supporting 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 in the early years, including *Launching into Learning* (LiL) programs, Kindergartens and Child and Family Centres across Tasmania. In partnership with parents, carers and local communities, teachers use play-based learning to ensure developmentally appropriate and relevant experiences underpin programs in the early years.

Under the Council of Australian Government's (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. We are committed to supporting Tasmanian Kindergartens in mirroring the *National Quality Framework for Early Childhood Education and Care*, to ensure all children benefit from the National Quality Standards.

MAJOR INITIATIVES

LAUNCHING INTO LEARNING (LiL)

Launching into Learning (LiL) 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 programs operate in all Tasmanian Government primary and combined schools and are funded using the Fairer Funding model principles. LiL programs place an emphasis on the

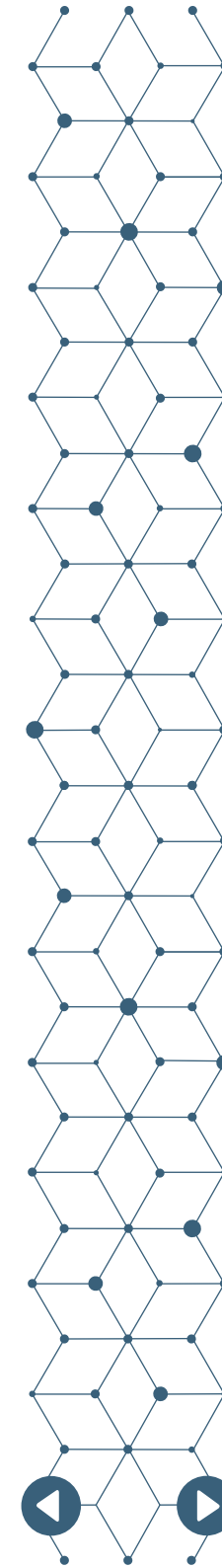
development of the whole child including literacy and numeracy, social and emotional development and creativity.

LiL provides opportunities for teachers, parents and children to play and learn together in a variety of ways such as music sessions, water awareness programs, 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 2015–16 financial year, a collaborative project was funded under the eStrategy with Roar Educate to develop an interactive website *Kinder Ready* (<http://kinder-ready.tas-education.org/>). *Kinder Ready* focuses on the importance of relationships, adult responsiveness to children, learning through play and developing positive dispositions for learning. These focal points help adults support children in developing the skills, knowledge and attitudes that will help them positively transition into Kindergarten and actively engage in learning.

LiL has been operating in Tasmanian Government schools for 10 years and an independent review is being undertaken to evaluate current LiL programs and practices. The findings will inform the LiL initiative into the future.



CHILD AND FAMILY CENTRES

There are 12 Child and Family Centres (CFCs) around Tasmania, which are funded and administered by the Department. CFCs support and promote our early years' programs 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.

During 2015, the CFC Evaluation and Research Project was undertaken by the Telethon Kids Institute (TKI) in partnership with the Department of Education to evaluate CFCs. The research findings show that parents who accessed services and supports at the CFCs reported increased confidence, new skills and knowledge, increased social connections and also reported their children were well prepared for school (*CFC Evaluation Project*).

As part of our focus on the early years, CFCs have a strategic priority to deliver quality education programs 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. At the commencement of 2016, CFCs were each allocated the equivalent of one full-time equivalent Education Officer. This staffing allocation supports continued provision of high quality early learning and play environments, underpinned by the *Early Years Learning Framework*.

CFCs also work closely with Aboriginal Education Services to strengthen educational and culturally appropriate program delivery. Aboriginal Early

Years Education Workers play a key role in building connections between schools and *Launching into Learning* programs and are based in four CFCs around the State – including *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, they 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*.

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

The ECU 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*
- monitoring services to influence compliance with regulatory requirements and promote continuous quality improvement
- 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 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 a grants program
- participating in strategies to build a skilled workforce, where applicable
- 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

Long day care, family day care and outside school hours care services are assessed and rated under the National Law in Tasmania.

There are four possible overall quality rating levels:

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

These ratings can be viewed for each service and are available nationally on both the Australian Children's Education and Care Quality Authority (ACECQA) website and the Australian Government's *MyChild* website.

Tasmanian authorised officers have been provided with nationally consistent training in assessment and rating. Officers have been tested and continue to be confirmed as reliable under a nationally administered process.

COMPLIANCE AND MONITORING FOR EDUCATION AND CARE SERVICES

Authorised officers monitor services' compliance with the requirements of education and care legislation. This includes assessing approval applications, notifications and complaints, investigating matters and recommending actions to mitigate risk.

The regulatory authority conducts targeted campaigns to raise services' awareness of regulatory requirements, identify non-compliance and promote continuous improvement. Specific areas of compliance may be targeted, such as provisions to maintain the health and wellbeing of children.

Authorised officers have completed formal investigations qualifications to ensure monitoring and compliance responsibilities are undertaken in a professional manner.

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.

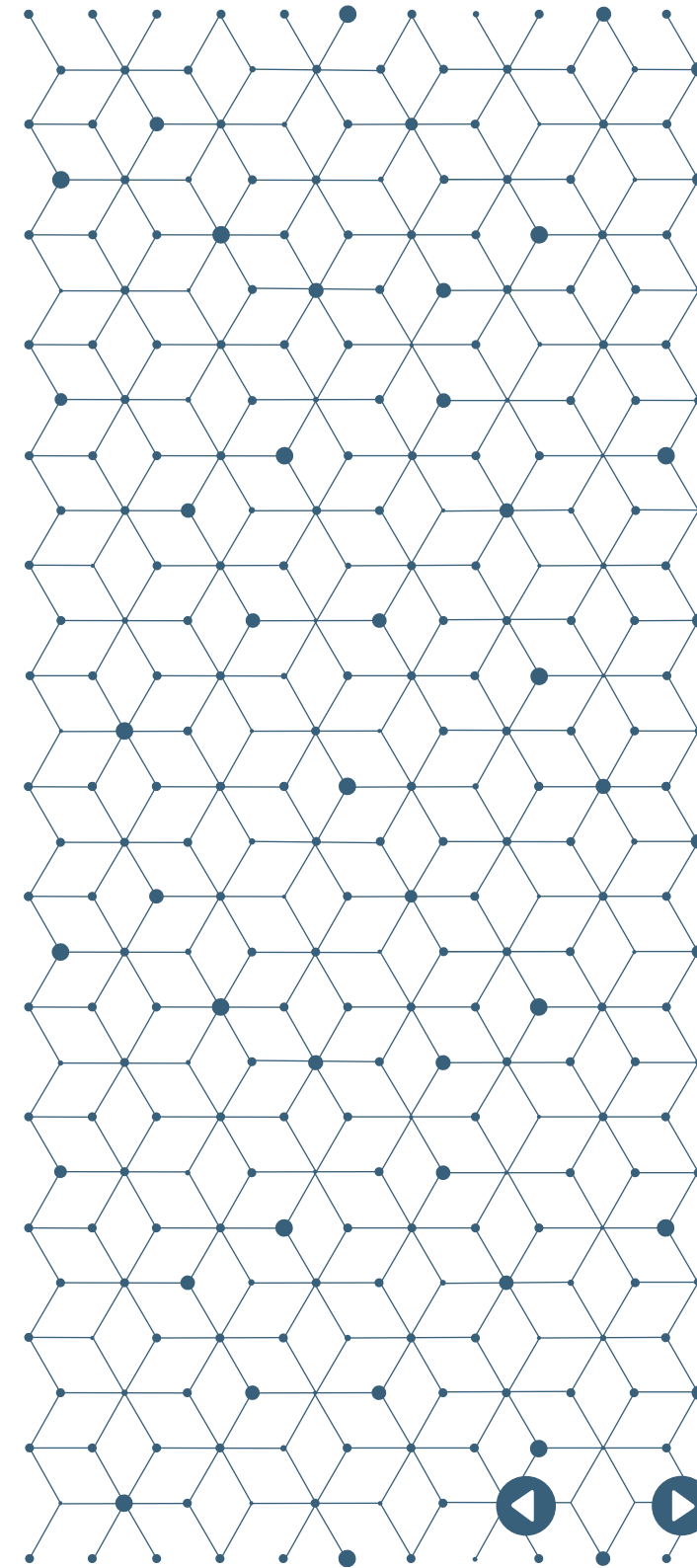
Teachers of children in their first full-time year of formal schooling (Prep in Tasmania) complete a comprehensive questionnaire about each Prep student. The AEDC measures five domains of early childhood development – physical health and wellbeing; social competence; emotional maturity; language and 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 level data, including Community Profiles, for 2009, 2012 and 2015 are publicly available on the website (www.aedc.gov.au).

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

The next AEDC data collection is scheduled for 2018.



PERFORMANCE

LAUNCHING INTO LEARNING (LiL)

The Department collects information on students attending LiL: 8,205 students attended at least one session, in 2015. Regular participation in a LiL program, delivered through Government schools is associated with higher educational outcomes for children across all performance measures and across socioeconomic backgrounds. Monitoring LiL cohorts since 2007, it has been found:

- the proportion of students who achieved all markers on the Kindergarten Development Check (KDC) was higher by 5 to 10 percentage points for LiL students than for non-LiL students
- the proportion of students achieving expected standards on the Preparatory (Prep) assessments Performance Indicators in Primary School (PIPS), for both reading and maths, was higher by 5 to 10 percentage points for LiL students than for non-LiL students.

Longer-term impacts are also possible to assess in relation to achievement in NAPLAN testing in Years 3 and 5. Over 1,000 LiL students in 2011 sat NAPLAN Year 3 in 2016 in a government school, and over 1,000 LiL students in 2009 sat NAPLAN Year 5 in 2016 in a government school:

- Comparing participating LiL students and non-LiL students in the same schools, across all five testing areas of NAPLAN in Years 3 and 5, average NAPLAN scores were 18-28 points higher for participating LiL students, with the proportion of students achieving outcomes at or above National Minimum Standards 1 to 6 percentage points higher.

- These differences tended to be greater for students from lower socioeconomic backgrounds and for students whose parents had not completed Year 12. The proportion of students achieving outcomes at or above National Minimum Standards were 2 to 11 percentage points higher for students who had participated in LiL.

AUSTRALIAN EARLY DEVELOPMENT CENSUS – AEDC

All Tasmanian schools with active Prep enrolments participated in the 2015 AEDC collection. Questionnaires were completed for 99 per cent of Tasmanian Prep students during the data collection period (May – August 2015).

The results of the 2015 AEDC data capture were publicly released in March 2016. The results showed that in Tasmania in 2015 the proportion of children developmentally vulnerable on one or more of the AEDC domains was 21.0 per cent, compared to 21.5 percent in 2012 and 21.8 per cent in 2009.

These Tasmanian AEDC results indicate that our commitment to delivering quality early years programs is helping to address the developmental needs of our youngest learners.

"Regular participation in a LiL program is associated with higher educational outcomes for children across all performance measures and across socioeconomic backgrounds."



EARLY YEARS SCHOOL IMPROVEMENT MEASURES

Kindergarten students in Tasmanian Government schools are assessed by teachers against the Kindergarten Development Check (KDC), involving 21 developmental markers in the areas of Gross Motor Skills; Fine Motor Skills; Personal and Social Behaviour; Listening, Speaking and Understanding; and Cognitive Development. In recent years, KDC outcomes have been relatively stable with a modest decline; during the same period, the Department has refined reporting to schools, including links to additional resources to guide assessments, which may have influenced the ways teachers undertake these assessments.

Performance Indicators in Primary Schools (PIPS) is an assessment of early literacy and numeracy for Prep students in Tasmanian Government schools. Students are supported by teachers on an individual basis to respond to online tasks that involve audio and pictorial support. In recent years, outcomes for this standardised assessment have been relatively stable with modest improvements.

MEASURE	2013	2014	2015
KDC ¹	74.5	74.1	72.6
PIPS – Literacy ²	85.4	85.9	86.8
PIPS – Numeracy ²	85.5	87.0	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.



"Kindergarten students in Tasmanian Government schools are assessed by teachers against the Kindergarten Development Check (KDC), involving 21 developmental markers in the areas of Gross Motor Skills; Fine Motor Skills; Personal and Social Behaviour; Listening, Speaking and Understanding; and Cognitive Development."

ASSESSMENT AND RATING OF EDUCATION AND CARE SERVICES (AS AT 30 JUNE 2016)

	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	0	61	88	68	217
Percentage of services at rating level ¹	0%	28%	41%	31%	100%

¹ Of those services rated as at 30 June 2016.

COMMENTARY – EDUCATION AND CARE

In 2015, Tasmania was the first jurisdiction to complete an initial round of assessment and ratings for all eligible education and care services.

Ninety-four per cent of Tasmanian services had a quality rating by 30 June 2016. Across Australia the average percentage of services with a quality rating at this time was 80 per cent.

Of the Tasmanian services rated, over 70 per cent received a rating of 'Meeting National Quality Standard' or 'Exceeding National Quality Standard'. Services that received a 'Working Towards National Quality Standard' accounted for 28 per cent of ratings. No service in Tasmania has received the lowest rating of 'Significant Improvement Required'.

Fifty-three services were assessed for a second time by 30 June 2016. The number of services that received a 'Working Toward National Quality Standard' rating for their next assessment was halved, with significantly more services rated as 'Meeting National Quality Standard' or 'Exceeding National Quality Standard'.

Ratings for all services are published and are available nationally on both the ACECQA website and the Australian Government's *MyChild* website. A link to the ACECQA website is available in the Education and Care section of the Department's website.

CLIENTS

NUMBER OF EDUCATION AND CARE AND LICENSED CHILD CARE SERVICES IN TASMANIA (AS AT JUNE 2016)

SERVICE TYPE	NUMBER OF SERVICES IN GOVERNMENT SCHOOL SITES	TOTAL NUMBER OF SERVICES
Education and Care Services ¹	87	231
Number of Licensed Child Care Services ²	2	35
TOTAL	89	266

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.

Education and care services include long day care, outside school hours care, family day care and occasional care.



"Learners First provides a strategic framework for improvement and articulates our vision for connected and inspired learners. Ongoing improvement in literacy and numeracy continue to be priorities in all educational settings."

LITERACY AND NUMERACY

DIRECTION

Learners First provides a strategic framework for improvement and articulates our vision for connected and inspired learners. Ongoing improvements in literacy and numeracy continue to be priorities in all educational settings.

In particular, the *Great Schools... Great Communities* section of the Strategic Plan details the priorities for improving the literacy and numeracy performance of all Tasmanians. In 2015–16, we continued to implement comprehensive reforms to address these priorities, with a strong emphasis on literacy and numeracy achievement in the early years, schools, and in adult learning.

As a Department, we support school improvement through closer alignment of assessment data with targeted curriculum planning. Rigorous system and school-based data collection processes support schools and teachers to understand and use data to plan and monitor student progress. This includes 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 Education Performance and Review (EPR) assist schools to determine specific targets for whole school improvement based on improved student performance. The review of this data also

supports schools and teachers to reflect upon program effectiveness over time ensuring well informed school-based decisions.

Building the capacity of teachers to use data to inform planning and deliver quality literacy and numeracy opportunities for students continues to be a priority. This year professional learning provided through the Professional Learning Institute (PLI) maintained a specific focus on the timely and effective use of data. Professional learning and funding to support the use of the Progressive Achievement Test (PAT) online data were provided statewide to principals and teachers. This was supported by EPR.

In addition, Curriculum Services and EPR continue to provide further school-level support, including help-desk assistance for school staff in data analysis and planning. Principals and teachers translate school data 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 action outlined in our *School Support and Expectations 2016* document which focuses on:

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

During 2016, *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. Humanities and Social Sciences (HASS) will replace History and Geography from 2017 as an integrated subject in primary schools, incorporating Civics and Citizenship and Economics and Business. *Australian Curriculum* subject areas will continue to be implemented in 2017 in line with implementation processes. Literacy and numeracy are General Capabilities under the *Australian Curriculum* and are expected to be addressed across all subjects and learning areas. Increasing school-based capacity to address the General Capabilities is being undertaken through school-based professional learning.

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 are and will be implementing the State Government's initiative to extend Years 11 and 12 into communities from 2015 and beyond.

The *Tasmanian Literacy and Numeracy Framework* 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 ensuring that every child's literacy and numeracy learning needs can be supported. The framework has been updated to include details relating to the use of evidence-based pedagogies that schools can focus on to support student learning. Further support to schools in the development of School Improvement Plans is available through Learning Services and Principal Network Leaders.

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 2015–16. Professional learning opportunities provided targeted and multi-levelled opportunities for schools and teachers commencing their professional learning, while also catering to those who were continuing their learning.

These include:

- *Leading Literacy* program that provides participants with a deep understanding of recent research around the processes for teaching reading, writing, extending vocabulary and best practices for literacy instruction
- *Statewide Literacy Focus (Grammar)* program 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)* program 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)* program supporting teachers in understanding the important links between number and algebra
- *Leading Numeracy* program that provides participants with a deep understanding of recent research around mathematics teaching and best practices for mathematics instruction to support numeracy development
- *Statewide Numeracy Focus (Decimals)* program 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 programs
- 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

- The *Good Teaching* suite of programs was extended, providing participants with understandings of current evidence based approaches aligned to the *Australian Curriculum* including: *Curriculum Mapping and Planning*, *Quality Assessment Practices* and *Differentiated Classroom Learning and Inclusive Schools- Teaching for Students with Disability, Aboriginal focus and Diversity focus*, *Gifted Insight*, *Trauma* and sector specific programs in literacy and numeracy. All of these resources continue to support quality teaching practices to address the learning needs of all students.



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* provides a systemic, statewide approach to supporting 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 Review works collaboratively with schools to provide data to inform their approach to literacy and numeracy, and analyse performance at the school and system level.

LEARNING IN FAMILIES TOGETHER (LIFT)

The *Learning in Families Together* (LIFT) initiative targets support for families of children from Kindergarten to Year 2 in 80 schools with the highest student need. LIFT aims to increase each family's engagement in their children's education with the intention of improving students' literacy and numeracy learning outcomes. Family engagement opportunities provided through LIFT, empower families with the skills to build on their own learning and thereby enhance their skills to support the literacy and numeracy learning of their children.

LIFT is underpinned by three key drivers from *Learners First*: Positive environments; Successful learners; and Community partnerships. It supports the implementation of the *Literacy and Numeracy Framework 2015–17* where 'Family and Community Engagement' is identified as a

key element of effective literacy and numeracy teaching. LIFT supports the development of fundamental literacy and numeracy skills, in response to best practice research and aligned with the *Early Years Learning Framework* and the *Australian Curriculum*.

LIFT builds on the success of early years' programs such as Child and Family Centres (CFCs) and *Launching into Learning* (LiL). LIFT reflects the many different ways in which families, community organisations and schools engage with, and support one another to ensure that every child is a successful and engaged literacy and numeracy learner.

RAISING THE BAR (RTB)

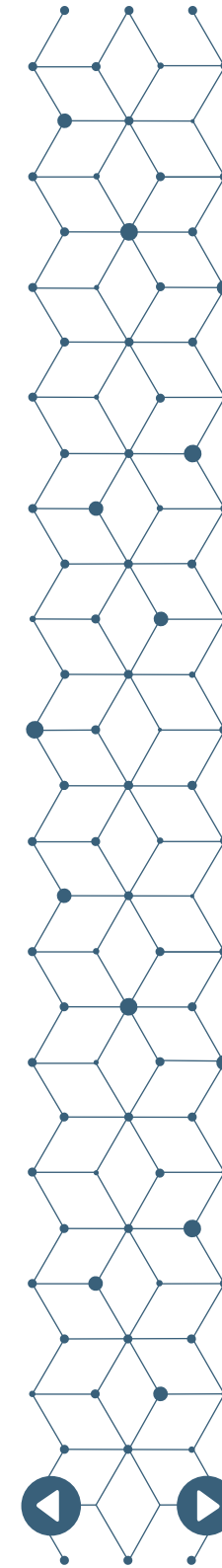
The *Raising the Bar* (RTB) initiative supports implementation of the priorities of *Learners First* and the *Literacy and Numeracy Framework*. The initiative aims to improve literacy and numeracy outcomes in low socioeconomic communities and increase the number of children finishing school with functional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

In 2015–16, the Department has continued to provide direct funding to targeted primary and secondary schools to support this strategy. This funding provides schools with additional staffing and professional learning to directly focus on improving literacy and numeracy outcomes.

The implementation of this initiative focuses on building teacher capacity and the development of whole-of-school literacy and numeracy improvement approaches.

In 2015, as part of the RTB initiative, Lead Teachers continued to provide leadership, direction and high level support to principals and schools to implement the *Literacy and Numeracy Framework*. Part of their role was to build the capacity of teachers to teach literacy and numeracy effectively. They also supported teachers to be self-reflective and to share best practice across their network. 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.

In 2016, the *Lead Teacher* initiative was replaced with the *Literacy and Numeracy Coach* initiative to enable a greater number of schools to be supported. Literacy and numeracy coaches work in government schools funded through the *Raising the Bar* initiative. The primary goal of literacy and numeracy coaches in schools is to improve literacy and numeracy achievement. Coaches achieve this by working collaboratively with teachers and principals to deepen their understanding of literacy and/or numeracy and to extend their repertoire of teaching and learning strategies. The *Literacy and Numeracy Coach* initiative is also supported by a Principal Education Officer in each of the Learning Services.



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 Years 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.

SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS (STEM)

Science, Technology, Engineering, and Mathematics (STEM) education is a priority in preparing our learners for an increasingly complex society and world of work.

In December 2015, a *National STEM School Education Strategy* was endorsed by Australian Education Ministers. The strategy focuses on action that lifts foundational skills in STEM learning areas, develops mathematical, scientific and technological literacy and promotes the development of 21st century skills of problem solving, critical analysis and creative thinking.

The STEM approach has been developed, based on international best practice and is guiding approaches to STEM learning in Tasmanian schools. It makes links with the *Early Years Framework*, *Australian Curriculum* and accredited learning for senior secondary students. It also complements the *My Education* initiative in which students learn about the future world of work and the STEM competencies.

As part of our focus on STEM education, schools have an opportunity to participate in the *Amplify STEM* early adopter program, which will support schools to develop integrated STEM approaches and resources aligned with the principles of the *STEM Framework*.

The *Amplify STEM* project and our future work seeks to inspire and motivate students so that they develop the knowledge, skills and attributes to successfully maximise opportunities in the knowledge-based economy and the community. This will help us to increase our students' engagement, achievement and retention in STEM fields as well as improve progression to further education and careers in their respective fields.

CLOSING THE GAP ON ABORIGINAL EDUCATION OUTCOMES

The Department of Education is committed to *Closing the Gap* in the performance of Aboriginal students compared to non-Aboriginal students.

As part of its commitment to *Closing the Gap* in Aboriginal education outcomes the Department is working to support the Premier's recent initiative to *Reset the Relationship with the Tasmanian Aboriginal Community*. Also, the Department is developing curriculum resources that will support our teachers to focus on Tasmanian Aboriginal History and Culture in the delivery of the *Australian Curriculum*.

The Department is consulting with the Aboriginal community to develop a *Framework for Tasmanian Aboriginal Histories and Cultures* for use in schools. Aboriginal Education Services works closely with schools and the Aboriginal community to support Aboriginal students and has made changes to funding strategies resulting in an increase in Aboriginal Education workers in schools.

Tasmanian gaps between Aboriginal and non-Aboriginal performance are generally the smallest of all jurisdictions.

The *National Aboriginal and Torres Strait Islander Education Strategy 2015* is based on findings from the previous plan.

Current Council of Australian Governments' (COAG) education targets are to:

- halve the gap in reading, writing and numeracy achievement for Indigenous children by 2018
- halve the gap in Year 12 or equivalent attainment rates for Indigenous young people by 2020
- close the gap between Indigenous and non-Indigenous school attendance by 2018.

In response to the National Strategy, COAG targets and Tasmania's unique context, Tasmania is developing a new strategy, *Closing the Gap in Aboriginal Educational Outcomes 2016–19: A Tasmanian Strategy for Aboriginal Student Success through School Improvement*. This strategy focuses on a range of school-based actions that address the factors identified by research as being most important for supporting Aboriginal student success. These include:

- parental participation in early learning
- Aboriginal community engagement with the school
- student attendance
- student wellbeing
- understanding each student's context
- culturally aware leadership and inclusive teaching practice
- culturally informed curriculum
- participation of Aboriginal staff in support and teaching
- clear and actively supported pathways to further education and training.

OTHER LITERACY AND NUMERACY INITIATIVES

The following funded literacy and numeracy initiatives also occurred in 2015–16:

- *Premier's Reading Challenge* – this 10 week program 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 program. 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 2015, 31,960 students from Prep to Year 6, from government, non-government schools and home education settings participated in the *Premier's Reading Challenge*. 163 schools registered. More than 136,000 books were read and well over 1,500 book reviews submitted.



"The Tasmanian Literacy and Numeracy Framework 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."

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)
- Program 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 Program – Literacy and Numeracy (NAPLAN). All NAPLAN commentary in this section is inclusive of both government and non-government schools.

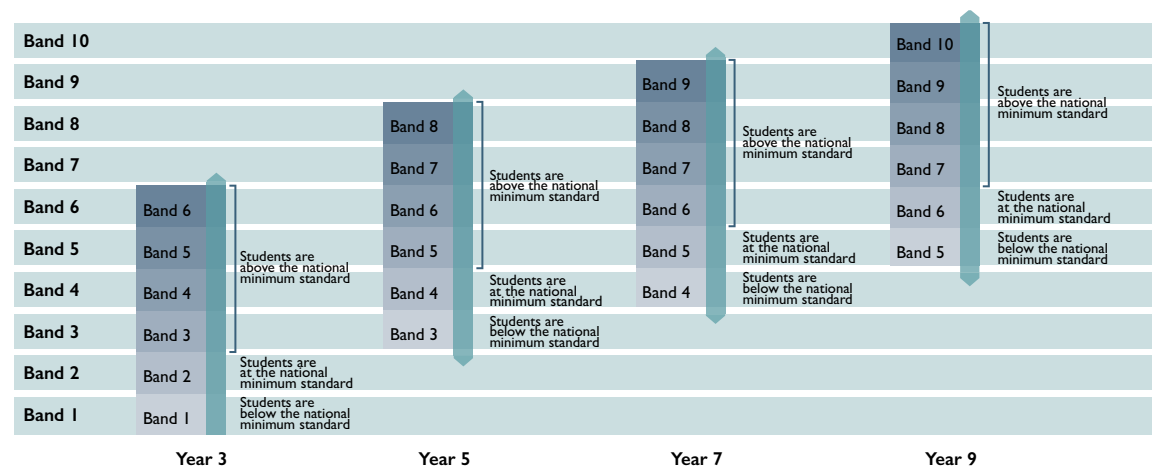
Results from these tests are used at school and state levels to confirm current and future directions for continued improvement of student learning in literacy and numeracy performance and to evaluate the effectiveness of teaching and learning initiatives and programs. Results from NAPLAN testing assist us as a Department to address educational disadvantage 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.

NAPLAN 2016 PERFORMANCE

Tasmania's 2016 results show evidence that progress has been made and consolidated since 2008. We will continue to implement strategies across the Department and all schools that support the improvement of our students' literacy and numeracy results.



MEAN SCORE RESULTS

Tasmania closed its 2015 mean score gaps to Australia in 15 of the 20 assessments. The extent of the closures ranged from +0.4 of a scale point (Year 3 Grammar and Punctuation) to +8.2 scale points (Year 9 Writing).

In 2016, Tasmania improved its mean score results from 2015 in 13 of the 20 assessments. The improvements ranged from 1.7 scale points (Year 5 Reading) to 11.6 scale points (Year 7 Writing).

Overall, Tasmania's 2016 results were statistically comparable with 2015. There were no statistically significant increases or decreases in any of the 2016 NAPLAN measures.

PERCENTAGE AT OR ABOVE NATIONAL MINIMUM STANDARD (%AANMS) RESULTS

For the %AANMS the Tasmanian figures exceeded the Australian figure for both Year 9 Numeracy (+0.2 per cent) and Year 3 Numeracy (+0.1 per cent).

In 2016, Tasmania improved its results for the %AANMS from 2015 in 14 of the 20 assessments. The improvements ranged from 0.1 percentage points (Year 9 Spelling) to 4.0 percentage points (Year 9 Writing).

Tasmania closed its 2015 gaps to Australia in 11 of the 20 assessments.

YEAR LEVEL FINDINGS

Year 3

Tasmanian Year 3 students improved from 2015 in every assessment for the %AANMS. Based on mean score the Year 3 Reading was 4.5 scale points lower than in 2015.

Year 5

Year 5 students improved from 2015 in Writing, and Grammar and Punctuation for the %AANMS. For the other domains small declines of between 0.7 percentage points and 1.0 percentage points occurred.

Year 7

Year 7 students closed their 2015 mean score gaps to Australia in all assessments. The biggest closure of 7.5 scale points occurred in the Writing assessment.

Year 9

Year 9 students closed their 2015 mean score gaps to Australia in all assessments. The biggest closure of 8.2 scale points occurred in the Writing assessment.

PARTICIPATION

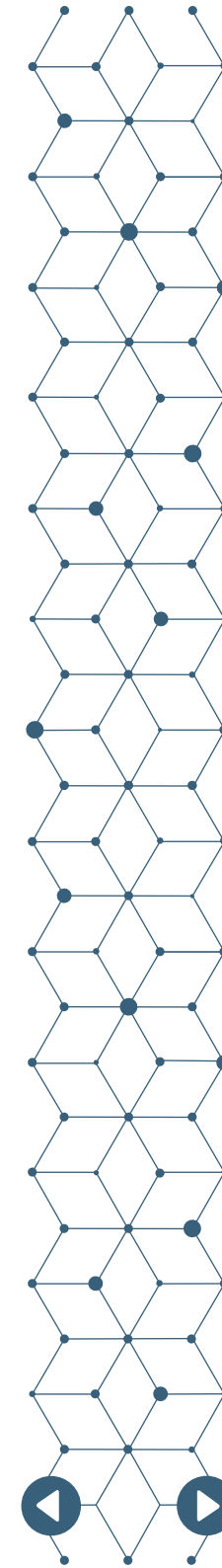
Tasmania's exemption and withdrawal data confirms that inclusive and supportive practice is occurring in Tasmanian schools in relation to the NAPLAN assessments. Our withdrawal rates are equal to or lower than Australia for every year level and domain (except for Year 3 Numeracy) and our exemption rates are equal to or lower than Australia for all year levels and domains.

Tasmania's participation rates either equal or marginally exceed Australia in 4 of the 20 assessments, and are marginally lower in the remaining assessment from 0.1 per cent (Year 5 Spelling) to 0.8 per cent (Year 9 Numeracy).

NAPLAN ONLINE

Nationally, the transition to NAPLAN Online will occur from 2017 to 2019 with schools in all states and territories expected to participate by 2019.

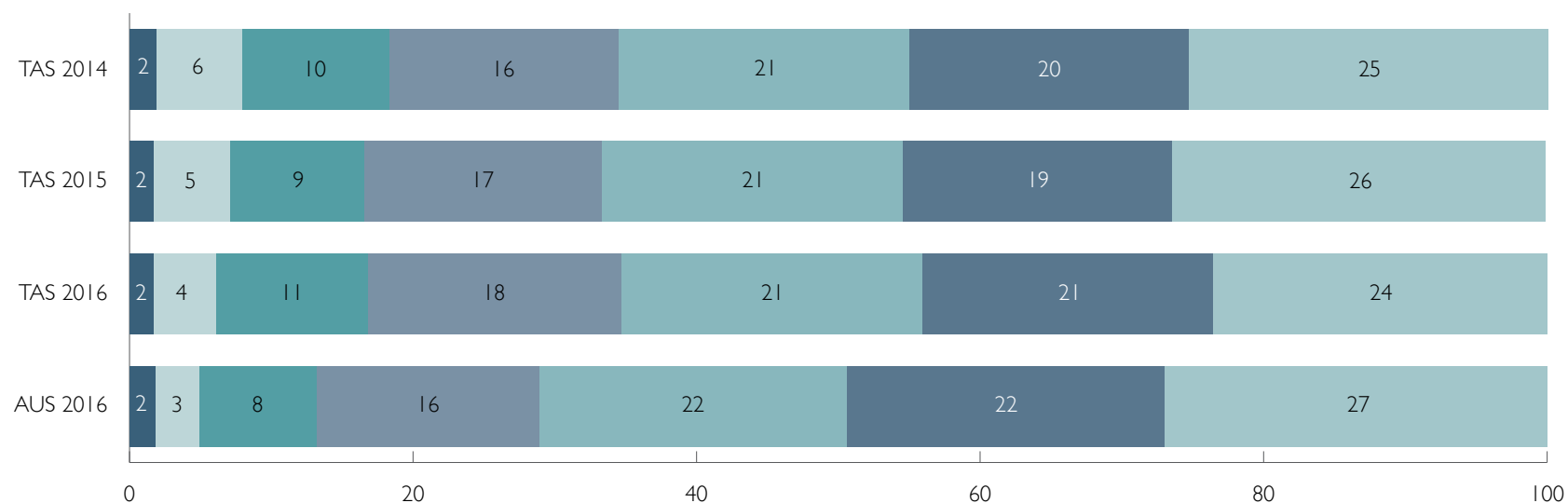
In December 2014, State Cabinet determined that all Tasmanian Government schools will participate from 2019 with prior opportunities to trial the online platform.



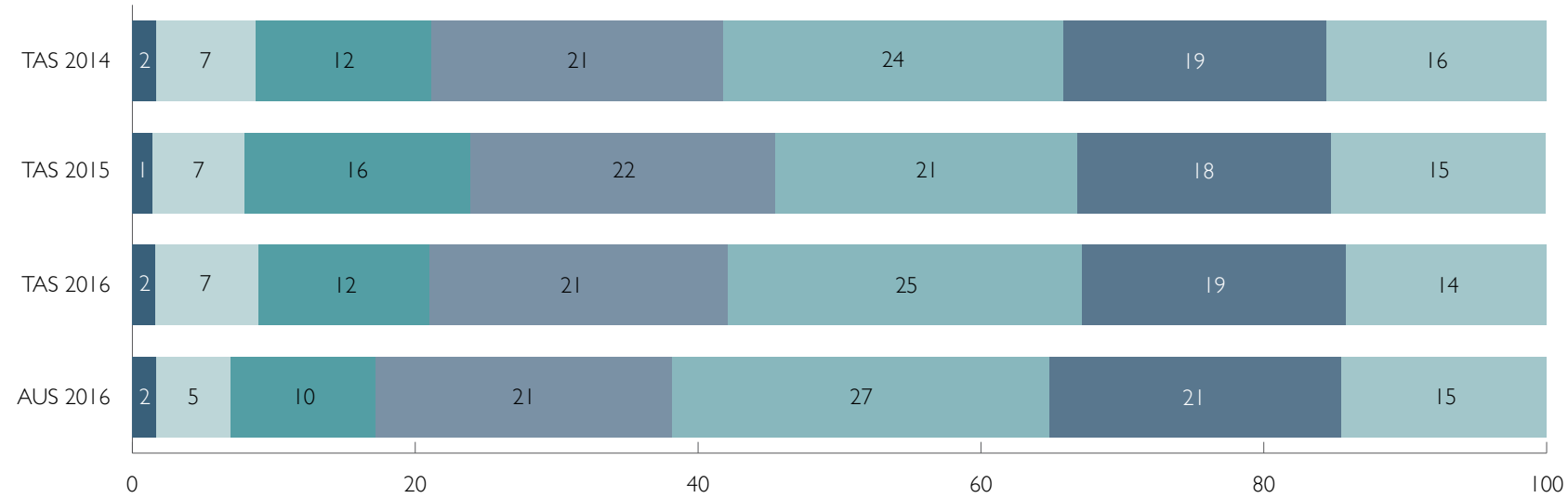
PERFORMANCE IN NAPLAN – READING



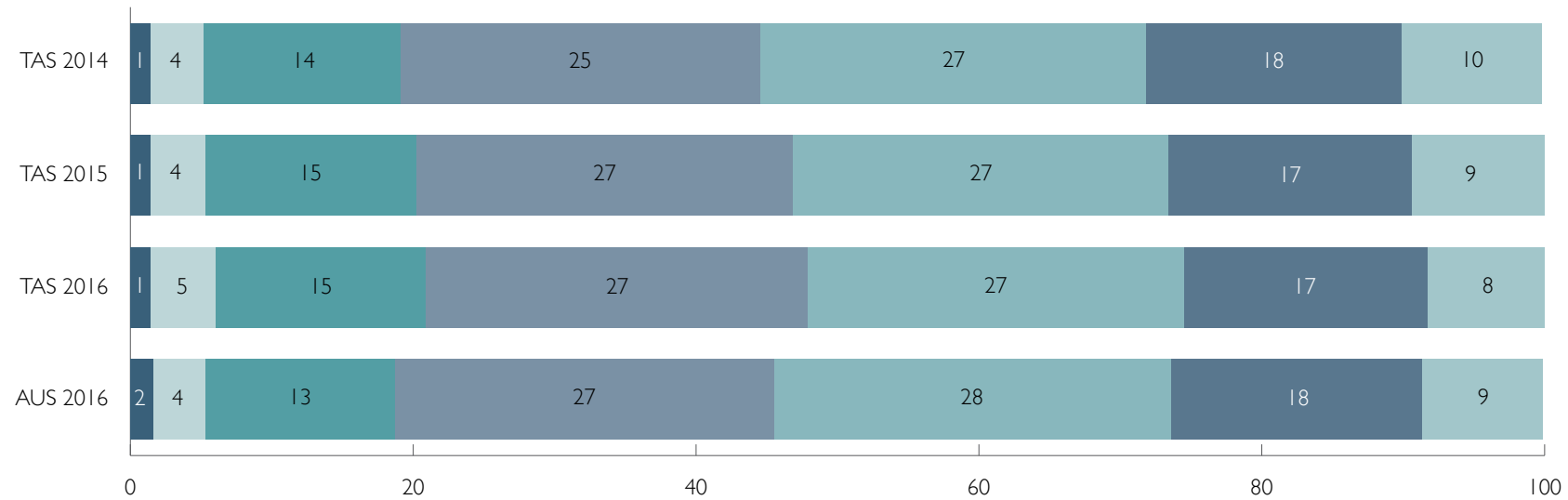
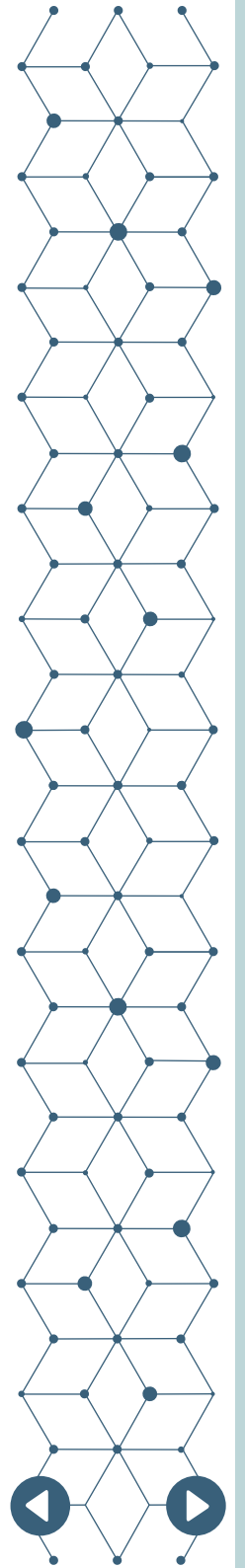
ACHIEVEMENT OF YEAR 3 STUDENTS – READING



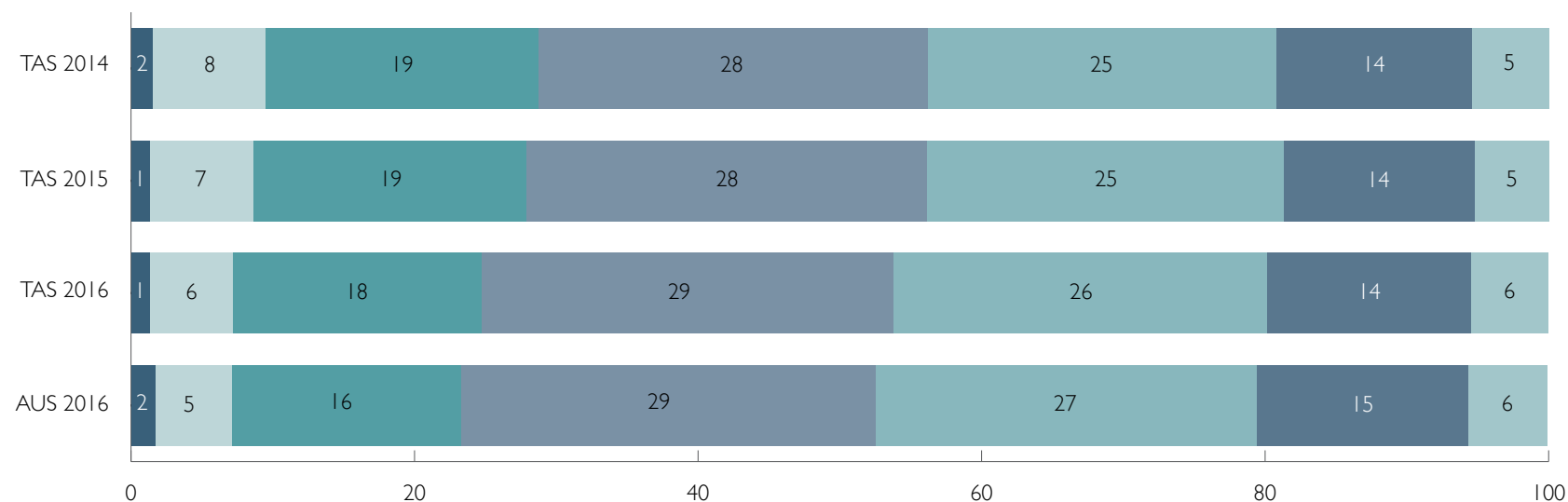
ACHIEVEMENT OF YEAR 5 STUDENTS – READING



ACHIEVEMENT OF YEAR 7 STUDENTS – READING



ACHIEVEMENT OF YEAR 9 STUDENTS – READING



COMMENTARY (READING)

In 2016, Tasmania improved on its 2015 results for Reading in Years 3 and 9 for the percentage of students at or above national minimum standard. Tasmania continues to make gains in Year 9 where the percentage of students at or above national minimum standard was 1.4 percentage points higher than in 2015.

In 2016, Tasmania improved its mean score results from 2015 for Year 5 Reading by 1.7 score points. Since 2008 the mean score results for Year 5 Reading have improved by a statistically significant margin.

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

EXPLANATORY NOTES TO THE CHARTS

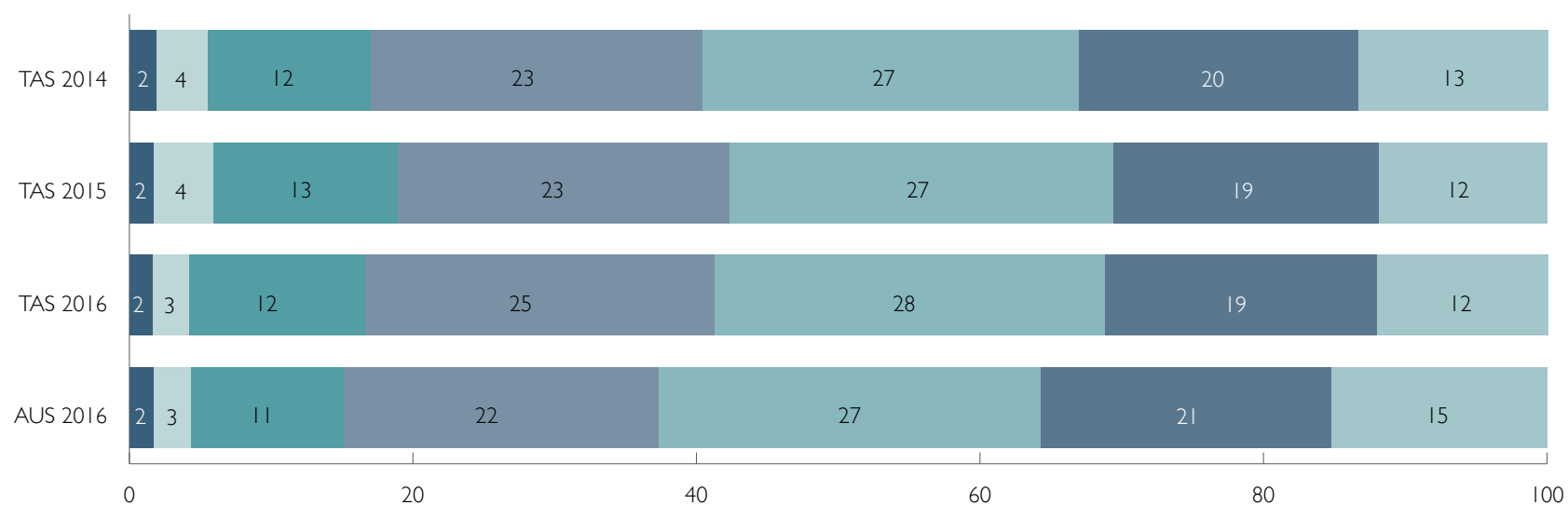
- All figures are inclusive of government and non-government schools.
- Literacy performance is represented by achievement on the Reading tests, because Reading is generally considered the most reliable measure of overall literacy achievement.
- The percentages of students represented have been rounded 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 2014 and 2015 measures are taken from the final release of those results.
- The 2016 measures are taken from the preliminary release of the 2016 results. Some minor changes can occur between the preliminary and final reporting due to be released in December 2016.

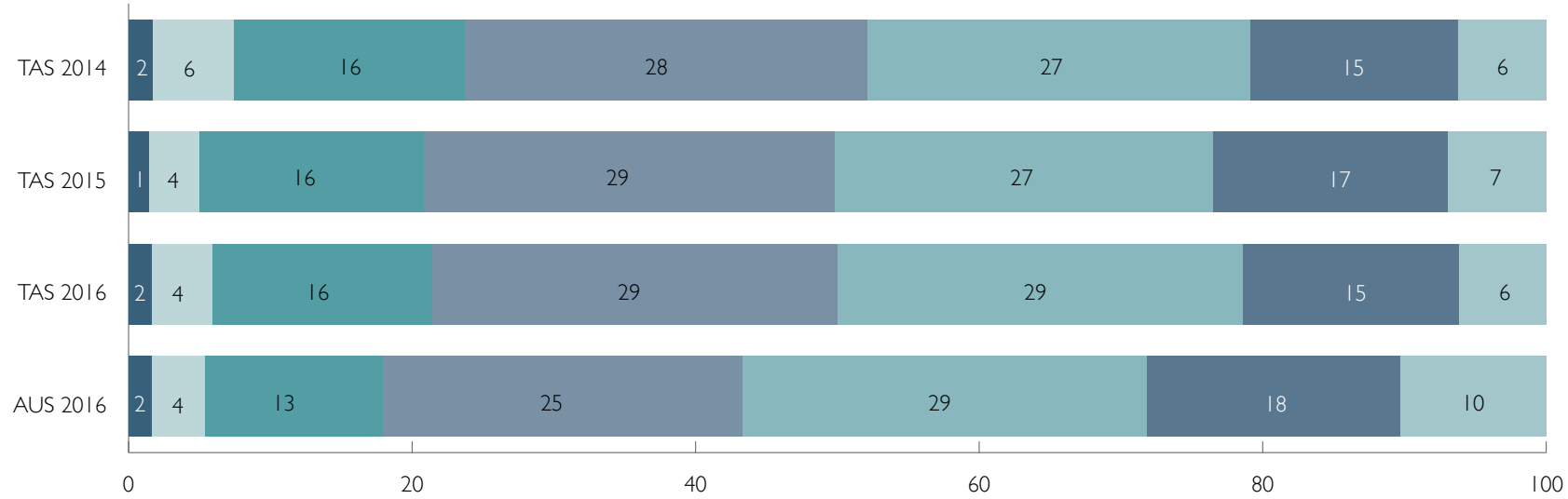
PERFORMANCE IN NAPLAN – NUMERACY



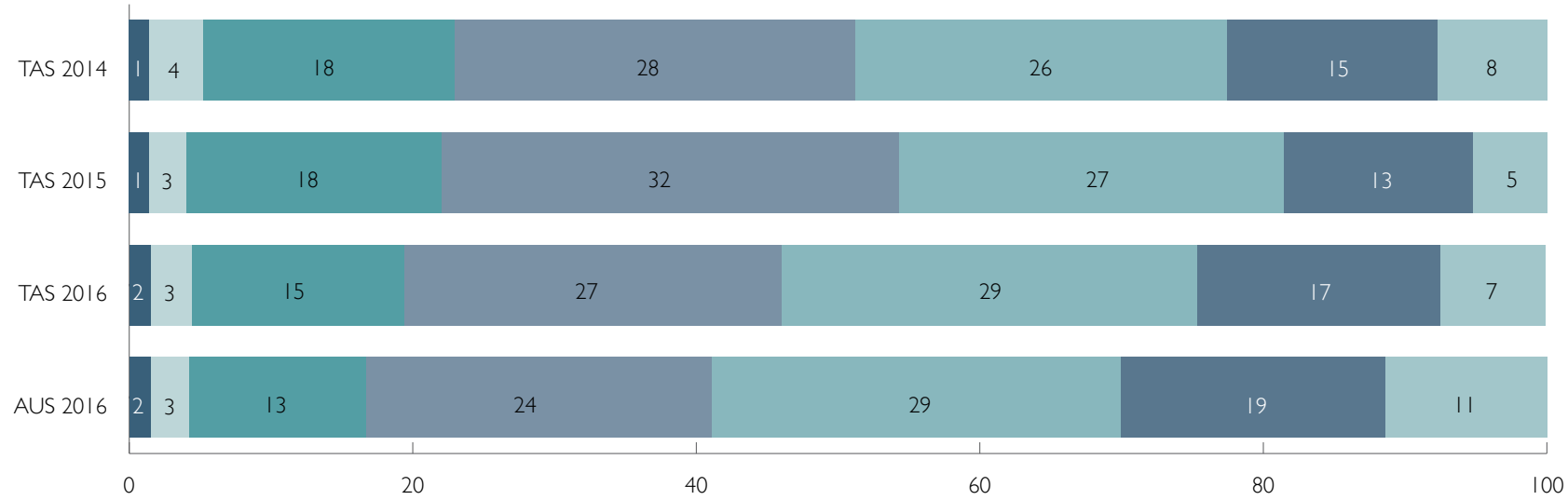
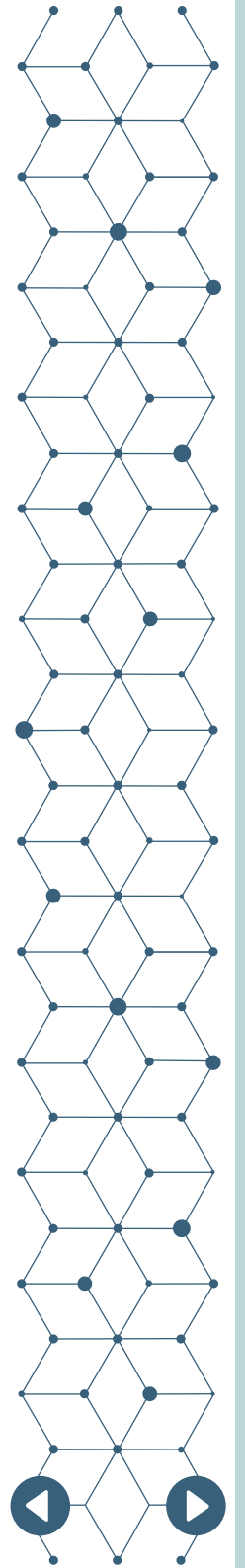
ACHIEVEMENT OF YEAR 3 STUDENTS – NUMERACY



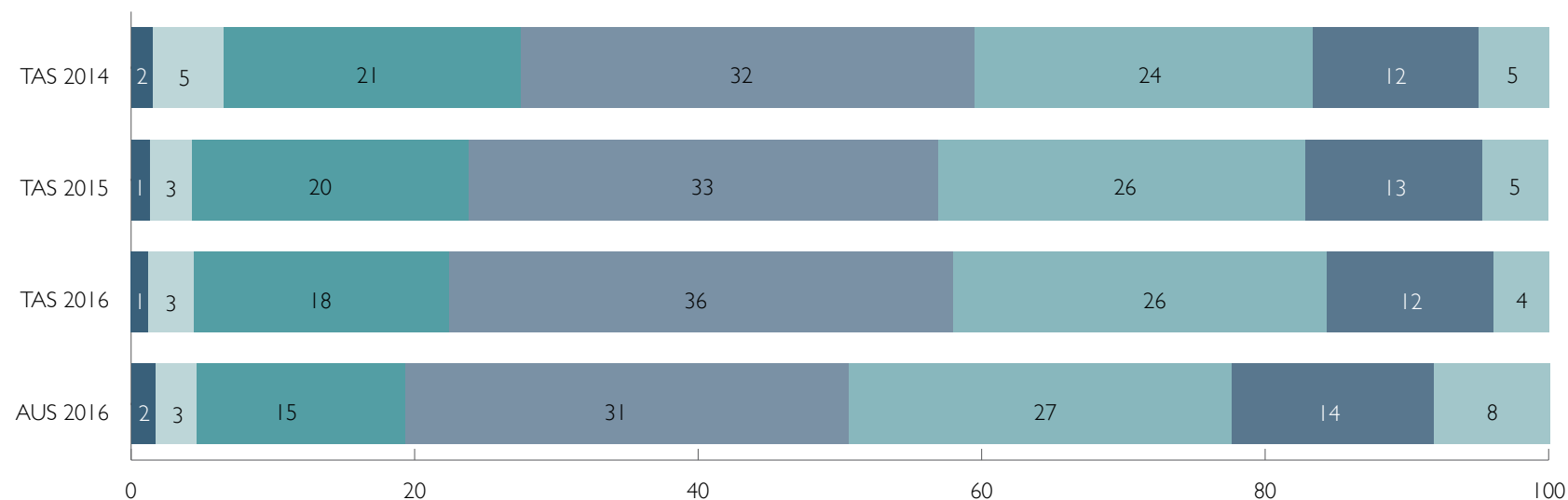
ACHIEVEMENT OF YEAR 5 STUDENTS – NUMERACY



ACHIEVEMENT OF YEAR 7 STUDENTS – NUMERACY



ACHIEVEMENT OF YEAR 9 STUDENTS – NUMERACY



COMMENTARY (NUMERACY)

In 2016, Tasmania improved on its 2015 results for Numeracy in Years 3 and 9 for the percentage of students at or above national minimum standard compared to Australia.

In 2016, Tasmania improved on its 2015 mean score results for Numeracy in Years 3 and 7. Tasmania's Year 5 mean score results for Numeracy is statistically significantly higher than in 2008.

Overall, Tasmania's 2016 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.

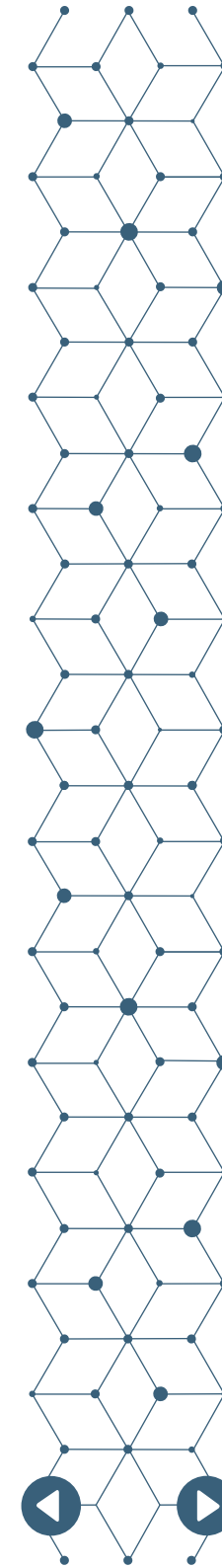
- These measures have been sourced from the national website for NAPLAN – <http://reports.acara.edu.au/>
- The 2014 and 2015 measures are taken from the final release of those results.
- The 2016 measures are taken from the preliminary release of the 2016 results. Some minor changes can occur between the preliminary and final reporting due to be released in December 2016.

CLOSING THE GAP ON ABORIGINAL EDUCATION OUTCOMES

PERFORMANCE MEASURE*	MEASUREMENT	2013–2015 (3 YEARS)	2013	2014	2015**
Indigenous equity	Percentage gap in Indigenous students achieving expected outcomes	7.3%	8.2%	6.8%	6.7%

* 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 (latest Indigenous Status data available) – Across Australia, non-Indigenous students outperform their Indigenous counterparts. In Tasmania, these differences are smaller. NAPLAN 2016 data by Indigenous Status is scheduled for release in December 2016



CLIENTS

STUDENTS (AS AT AUGUST 2015)

SCHOOL TYPE	FTE	NUMBER
Combined	6,399.5	6,588
Primary	31,573.3	33,250
Secondary	13,892.4	13,909
Senior secondary only	7,190.5	7,422
Special	452.9	852
TOTAL	59,508.7	62,021

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

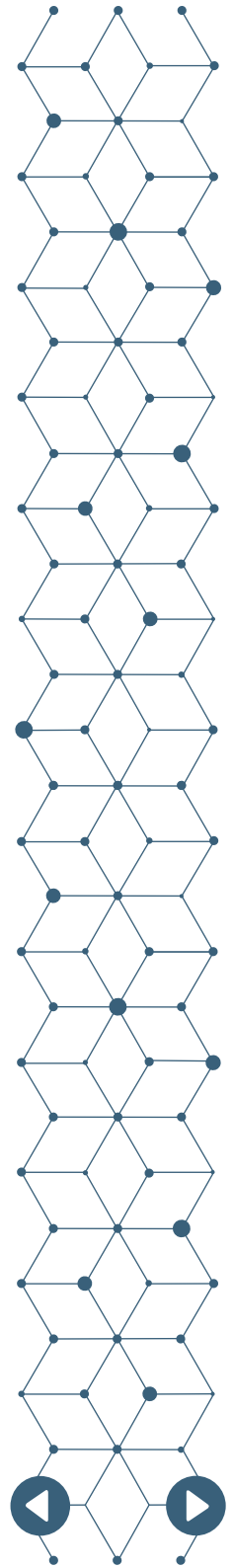
Senior secondary schools were previously referred to as colleges.

CLASS SIZES (AS AT FIRST TERM CENSUS)

YEAR LEVEL	2014	2015	2016
Kindergarten	19.6	19.4	18.7
Prep – Year 6	23.5	24.0	23.9
Year 7–10	23.5	24.2	24.0

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.

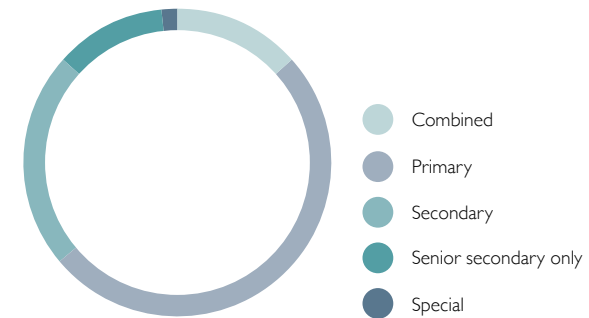
Secondary school students are not organised into classes which exclusively undertake a complete education program, therefore the Department has adopted the English class size as a proxy measure.



SCHOOLS AND STUDENTS IN EACH LEARNING SERVICE (AS AT AUGUST 2015)

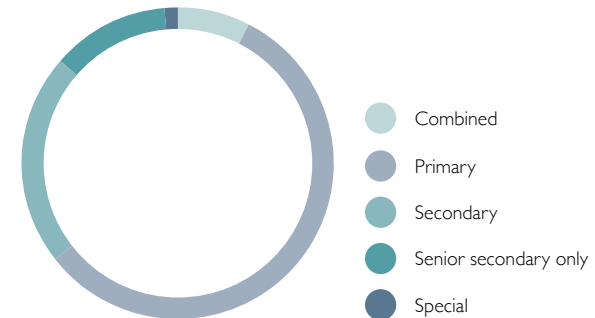
LEARNING SERVICES NORTHERN REGION

SCHOOL TYPE	STUDENTS
Combined	4,327
Primary	16,392
Secondary	7,352
Senior secondary only	3,826
Special	471



LEARNING SERVICES SOUTHERN REGION

SCHOOL TYPE	STUDENTS
Combined	2,261
Primary	16,858
Secondary	6,557
Senior secondary only	3,596
Special	381



PARTICIPATION, RETENTION AND ATTAINMENT

DIRECTION

A key strategic priority for us as a Department is increasing the amount of education that young Tasmanians receive. Participation in education is likely to make a positive difference to the number of Tasmanians completing Year 12 or its equivalent while improving their life chances and making a positive social and economic contribution to Tasmania. More education is associated with a greater likelihood of employment, higher income, better health, longer life expectancy, less crime, greater social participation and more satisfaction in life.

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 continues to be a strong focus, with twelve regional schools offering Year 11 and 12 curriculum to their students from the beginning of the 2016 school year, and a further eighteen schools to commence from 2017.

The Years 10 to 12 Apparent Retention Rate (ARR) for full-time Tasmanian Government students has risen for the third consecutive year. The latest improvement is an increase from

70.1 per cent in 2014 to 73.8 per cent in 2015. The percentage of Year 12 students receiving an Australian Tertiary Admission Rank (ATAR) has remained steady over the past five years. While these results are encouraging, we will continue to maintain our focus on improving the retention of Tasmanian students.

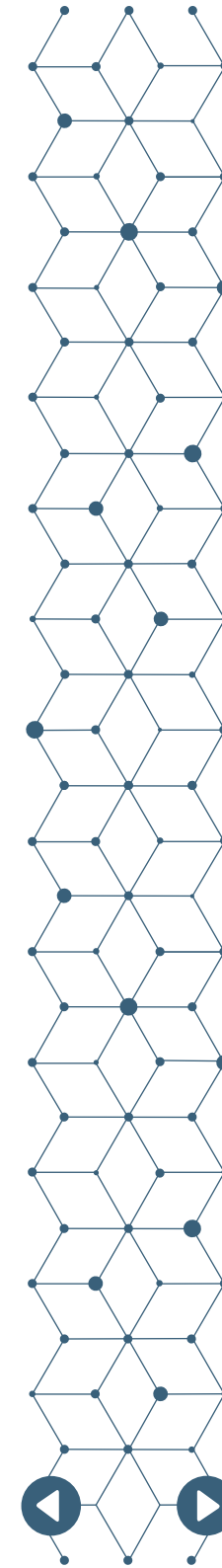
Trade Training Centres and Trade Skills Centres continue to provide quality and accessible training opportunities to both Tasmanian students and adult learners living in rural and regional communities. They also work with local businesses and communities by preparing young people for local employment and by providing a facility that businesses can use to provide skills training to their existing workforce.

The Australian School-based Apprenticeship (ASbA) unit facilitates the implementation of innovative strategies that support the engagement, retention, transition and skills development of young people. They also assist in the improvement of industry workforce planning and development to support economic growth, and work closely with a number of key Tasmanian industry sectors to identify opportunities for Tasmanian students.

My Education is a K–12 approach that has been developed to focus on career and life opportunities. *My Education* has been implemented in all secondary and combined

schools in 2016 using a variety of models to cater for local context. It has been a particular focus for students in Years 10 to 12 as they transition into further study and careers. In 2017, *My Education* will begin to be implemented in primary schools. Teachers in primary schools will be assisted in implementing *My Education* into their classroom practices in 2017, through professional learning opportunities and Lead Teacher support.

The Department of Education continues to work closely with the University of Tasmania and subsequently over the last twelve months a suite of initiatives included in *The Developing Our Workforce Strategy* have been established. This suite of initiatives aims to maximise opportunities for our current workforce, as well as promoting a unique opportunity for our future teachers to engage in training and development. Another aspect of the relationship that has been strengthened, is the Department's contribution to the work of the Peter Underwood Centre for Educational Attainment. This enables the Centre to be a centre of excellence in Tasmania and to support its activity to address training and professional development opportunities for staff in our schools.



MAJOR INITIATIVES

RETENTION AND ATTAINMENT

In 2015–16, the Department continued to maintain 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 rollout of an additional six schools as part of the Government's policy to extend high schools to Years 11 and 12 in February 2016. Encouraging and supporting students to move into post-Year 10 learning options and successfully complete their learning programs 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 programs 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
- the provision of high quality programs supported by quality teaching
- the development of a number of online courses for students in Years 11 and 12.

The Department has a strong commitment to providing high quality education and training to students in Years 11 and 12. 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 programs
- accessing courses delivered through a senior secondary school via distance education including the use of an online Virtual Learning Environment
- 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
- accessing Year 11 and 12 programs through combined schools' programs
- accessing VET through an agreement between the school and a Registered Training Organisation (RTO)
- accessing industry-aligned VET qualifications through the innovative Trade Training Centres located in rural and regional areas around Tasmania.

"The Department has a strong commitment to providing high quality education and training to students in Years 11 and 12."

YEARS 11 AND 12 EXTENSION SCHOOLS

We continue to implement the State Government's initiative to extend secondary schools to provide Years 11 and 12 programs. Additional staff have been put in place to support this initiative including an Assistant Director Curriculum (Extension High Schools) and a Change Leader to work alongside the senior secondary principal managing the extension school initiative.

A key element of the strategy is providing students with a choice of where to complete Years 11 and 12 to meet their pathways, by removing barriers such as travel. The State Government is also breaking down the perception that education finishes in Year 10 and building the ambition for even more Tasmanian students to want to complete Year 12.

Campbell Town District High School, Mountain Heights School, New Norfolk High School and Glenora District School (in partnership), Rosebery District High School and Tasman District School started delivering Years 11 and 12 from the beginning of the 2016 school year.

Scottsdale High School, Smithton High School, Huonville High and Dover High Schools (in partnership) and St Helens and St Marys District High Schools (in partnership) have completed their first years as part of the extension school program and are now delivering Years 11 and 12 for the second year. These schools have received increased resources to deliver Years 11 and 12.

Further Expressions of Interest were sought to begin delivering Years 11 and 12 from the commencement of the 2017 school year. Eighteen

additional schools have been selected to begin delivering Years 11 and 12 as part of the extension school program. These are Campania District High School, Rose Bay High School, Clarence High School, Rokeby High School, Sorell School, Triabunna District High School and Rosny College in the teegana partnership, Latrobe High School, Devonport High School, Reece High School, Sheffield School and Don College in the Devonport partnership, Oatlands District High School and Jordan River Learning Federation Senior School Campus (in partnership), Burnie High School, Yolla District High School, (in partnership with Hellyer College), Lilydale District High, Port Dalrymple School, Ulverstone High School and Cressy District High School.

Additional resources were allocated to these schools at the beginning of Term 2 to plan their implementation of Years 11 and 12.

First Term Census data shows a 57 per cent increase in enrolments at the first 12 high schools to extend to Years 11 and 12 since 2014. The census confirms that these increases have not come at a cost to colleges, with an overall increase in the number of young Tasmanians enrolling in senior secondary education.

MY EDUCATION

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

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.

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

This initiative provides young people with the opportunity to participate in learning that ensures a strong focus on their future – from Kindergarten right through into adulthood.

My Education is being progressively rolled out in schools from the beginning of the 2015 and seeks to develop student skills and knowledge for the future. Implementation is underway in Years 7 to Years 12. *My Education* is being taught through *Australian Curriculum – Work Studies* in Years 9 and 10, and in Years 11 and 12 through the Office of Tasmanian Assessment and Certification (TASC) accredited course *Personal Pathway Planning*.

In 2017, implementation of *My Education* will begin in Kindergarten to Year 6.

The curriculum is supported in Years 7–12 by *My Education Online* (ME Online), an online portal for students to explore their future learning and work opportunities, take interest, skills and values assessments and develop a digital portfolio.

AUSTRALIAN SCHOOL-BASED APPRENTICESHIPS (ASbA)

ASbA is 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.

Over the past 12 months the Department's ASbA Unit has been working closely with a number of key Tasmanian industry sectors to further identify ASbA pathway opportunities for Tasmanian students. ASbA also has a number of regional development strategies in place in the Huon, West Coast and Northern Midlands regions in particular, to link established and emerging industries with school communities in these areas. Work has also recently commenced to identify ASbA opportunities across the North-West region.

This work continues to build on implementation of our *Australian School-based Apprenticeships Smart Workforce Development, A Tasmanian Strategy*, 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. ASbA has 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 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 accessible by all school and Departmental staff through the ASbA SharePoint site. 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.

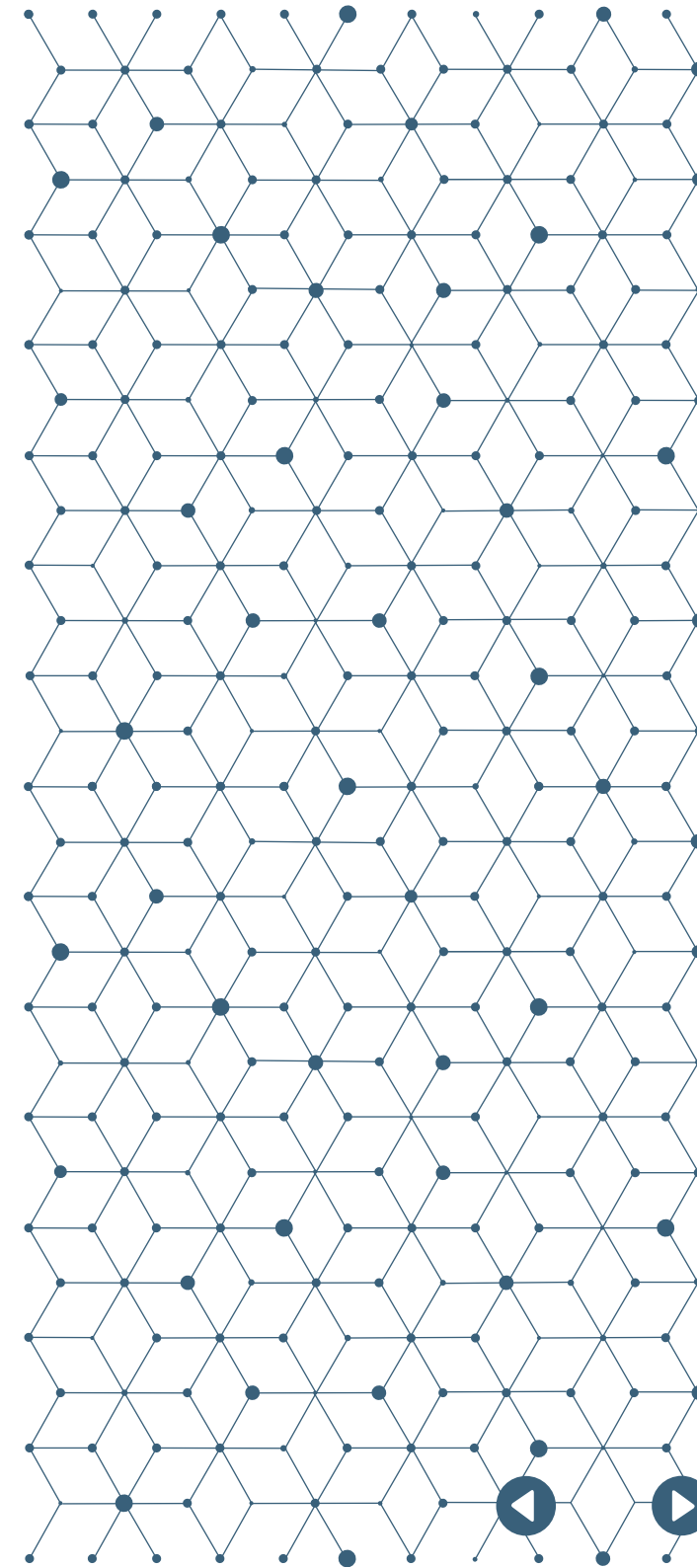
3. IMPROVED QUALITY OF ASbA DELIVERY AND MANAGEMENT

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 continued rollout of the Department's ASbA policy, procedures and 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 are being provided to all stakeholders: schools, industry, Skills Tasmania and Australian Apprenticeship Support Network members.

4. ASbA QUALITY ASSURANCE AND CONTINUOUS IMPROVEMENT

Continuous improvement is a key focus for the Department's ASbA Unit with work undertaken with the Department's Education Performance and Review continuing to refine and develop data collection and reporting mechanisms. This contribution to *Learners First* ensures that we are strategically using the quality data we have access to, which targets improved student learning that will contribute to increased retention and completion rates generally, as well as ASbA completion rates.





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

TRADE TRAINING CENTRES

The Tasmanian Government accessed the Australian Government's *Trade Training and Trades Skills Centres in Schools* program 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) including metals, carpentry and joinery, welding, cookery, aged care, agriculture, aquaculture and horticulture. The competencies are generally at Certificate II level qualifications which will articulate to Certificate III.

They offer a suite of VET programs for students enrolled in Years 11 and 12, as well as pre-employment VET programs 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.



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 programs and English language courses.

The provision of Tasmanian Government education services to offshore students in China and Kuwait is managed through GETI, along with development of further offshore partnerships.

International education in Tasmania develops skills, knowledge and enduring people, country and professional links. 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 2015–16:

- 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 programs were developed including pathways between sectors to ensure Tasmania remains a viable option for international education compared with other countries as markets evolve.

- Continued growth of short term study tour programs in Tasmanian Government schools.
- An enhanced student-focused website was made available in multiple formats available in overseas countries 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.
- 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 education in Tasmania develops skills, knowledge and enduring people, country and professional links. 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	2013–14 ACTUAL (2014 CALENDAR YEAR)	2014–15 ACTUAL (2015 CALENDAR YEAR)	2015–16 TARGET
Attainment Measures for all Tasmanian 15–19 year olds, achieving*#:				
120 credit points in education and training	Number	4,879	4,993	5,000
Some vocational education and training	Number	5,892	5,120	6,500
A Tasmanian Certificate of Education	Number	3,319	3,385	3,500
A Tertiary Entrance Rank	Number	2,306	2,202	2,450
Apparent retention rate Years 10–12**	%	70.1	73.8	72.5

Sources

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

Notes

* Actual performance measures are based on calendar years. The measures for the 2013–14 Actuals are based on the 2014 calendar year; while the measures for the 2014–15 Actuals are based on the 2015 calendar year.

Completion and participation numbers are affected by state-level cohort sizes. Further, rates of completion and participation are affected by economic circumstances and targets assume these circumstances, especially youth employment opportunities, will remain stable over this period.

**Apparent retention rate is a measure of the number of government school students in a designated year of education expressed as a percentage of their respective cohort group in a base year. Figures relate to government full-time school students. For small populations, like Tasmania, the Australian Bureau of Statistics (ABS) notes that relatively small changes in student numbers can create large movements in apparent retention rates. The 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 such as:

- students progressing at a faster or slower than expected rate of one grade a year
- interstate/international migration
- movement between the government and non-government sector
- enrolment policies
- students enrolled in alternative education and training pathways, such as vocational education and training.

Sustained improvement in retention is long-term in nature and will be subject to variations from year to year.



3

LINC TASMANIA OUTPUT GROUP 2



DIRECTION

Learning Information Network Centres (LINC) Tasmania operates a network of 75 service outlets statewide delivering library, adult literacy and learning support, reference and archives services. LINC Tasmania is increasingly using technology to connect more directly with clients through electronic resources and services that can be accessed anywhere, any time. LINC Online provides access to a growing range of online services including the ability to search the catalogue, place books on hold for delivery to the nearest library, download electronic copies of books, magazines and music, and access to research materials including digitised records and heritage resources.

LINC Tasmania is established in seven urban and five regional locations. They combine the delivery of information and learning services. Some are also colocated with other key government and community services such as Service Tasmania, Centrelink or Child and Family Centres. For many in our community, LINC Tasmania, libraries, and online access centres (OACs) act as a 'stepping stone' to further learning or employment, especially to those who have experienced barriers to learning. Integrated in a LINC, these informal settings help individuals to build the basic confidence, literacy and work skills to embark on formal education programs provided through colleges, TAFE and university.

LINC Tasmania's mission aligns with the Department of Education: 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.

Partnerships with other government agencies and community organisations help to deliver services efficiently and reach out to more Tasmanians of all ages. Our objectives are:

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

LINC Tasmania is highly valued and deeply embedded in the communities it serves. During 2015, our organisation committed to preventing racism by pledging to undertake activities to support the *Racism: It stops with me* national anti-racism campaign. This support was demonstrated through events hosted across our sites statewide in the lead up to, and as part of Harmony Day celebrations on 21 March 2016. The Harmony Day message that 'everyone belongs' resonates with LINC Tasmania's vision to provide places which are safe and welcoming to meet others, collaborate, share ideas, access information and

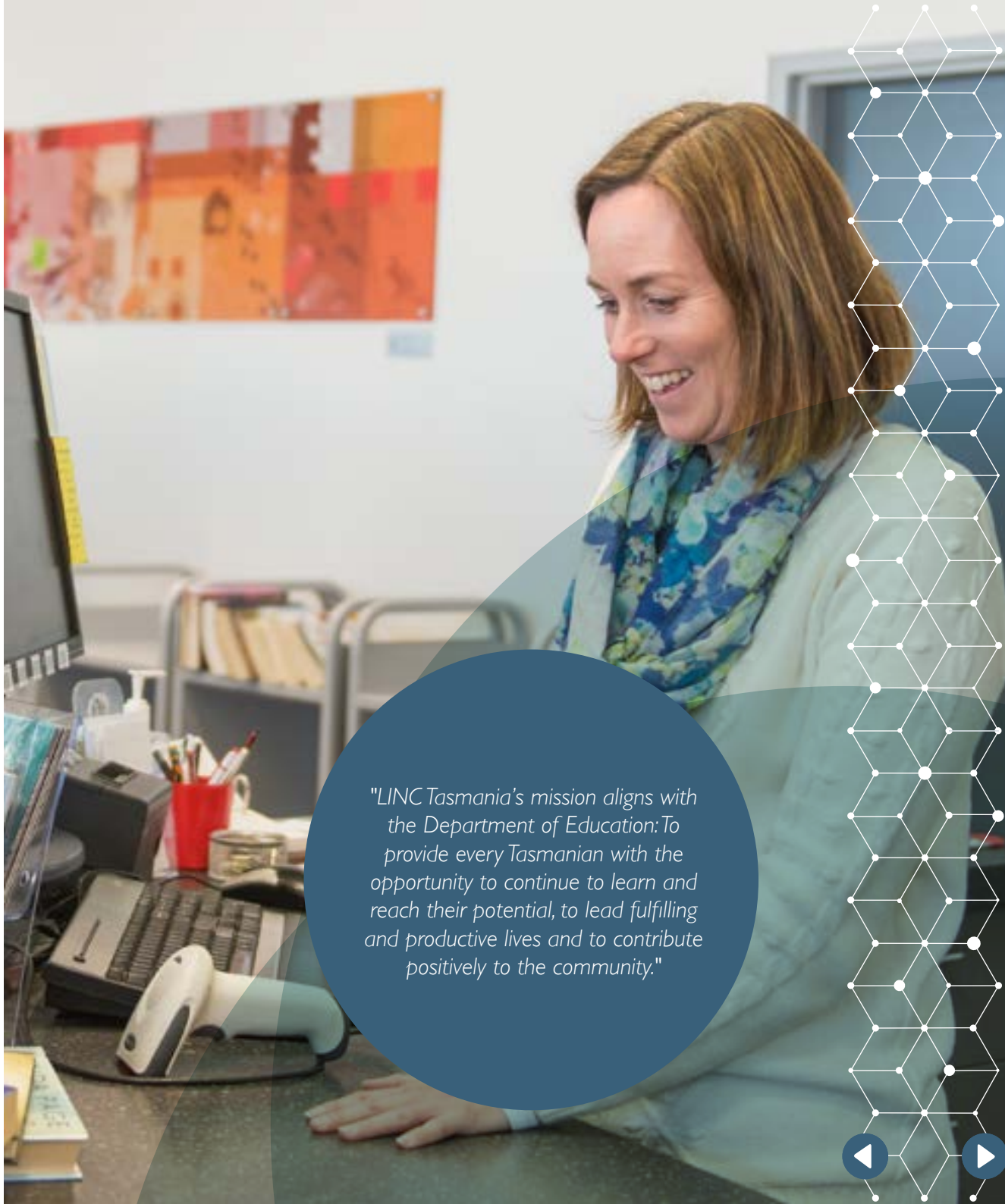
undertake learning activities. 110 staff attended training on behaviours relating to racism and how to manage it in public and in the workplace. LINC Tasmania prides itself on providing an inclusive environment for all clients.

Throughout 2015, major work was undertaken to reshape regional services to ensure future network sustainability. This followed observed changes in client usage behaviours, expectations, shifting areas of demand, and budgetary considerations, particularly in regional areas. Strategies to keep the network sustainable included the following:

- Decentralising regional service management into a LINC catchment model with a host LINC responsible for managing several small sites in its catchment. A benefit of the new catchment model is stronger relationships between staff in small branches and their direct line managers, now mostly much closer geographically, and the support of a host LINC. In some cases, it has resulted in greater staff inclusion in LINC Tasmania's strategic planning and workforce development initiatives.
- Consolidating library and OAC services where more than one service site operated in the same town, and consolidating some small branch libraries with school libraries. Where service changes have been implemented in small locations there is a stronger focus on one LINC service offering a wider range of client services.
- Adjusting opening hours at some branch libraries.

Some OACs have closed following agreement with their local communities or have transferred their clients to another local service provider; e.g. Neighbourhood House. Where centres have closed, equipment including PCs have been transferred to local services including in one instance to the local Post Office and another to a Men's Shed for ongoing community use.

During 2015–16, LINC Tasmania continued to enhance client online experiences through the redeveloped LINC Online website. Digital services and social media have offered new ways to communicate with clients, for information to be created, shared and stored. A significant highlight was working with the Department's Early Years and Schools division to develop curriculum resources using content from the Tasmanian Archive and Heritage Office (TAHO) collections. Two significant resources were developed during 2015–16 from the TAHO collections: William Buelow Gould's *Sketchbook of Fishes* and the Crowther War Diaries.

A woman with brown hair, wearing a light blue blazer and a blue and green patterned scarf, is sitting at a desk in an office. She is looking at a computer monitor and smiling. On the desk, there is a keyboard, a red cup with pens, and a white handheld device. In the background, there is a colorful abstract painting on the wall and a metal shelving unit with books.

"LINC Tasmania's mission aligns with the Department of Education: 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."

MAJOR INITIATIVES

INFORMED TASMANIANS

ENABLING DIGITAL CITIZENSHIP

LINC Tasmania has taken a leading role in the national push for libraries to be key players in enabling digital citizenship. With more organisations and some government services adopting digital service delivery as a cheaper, more consistent and quicker alternative to face-to-face services, digital citizenship is becoming essential for people to participate in society.

There are barriers and potential dangers for many citizens, in terms of costs of internet, literacy and the ability to comprehend complex information, commercialisation of information, privacy, cyber safety and security. Libraries already have a major role in providing access to information and online services and in helping people acquire the skills they need to participate in an increasingly digital society. Digital citizenship encapsulates many of LINC Tasmania's existing services and support mechanisms by:

- providing free access to WiFi, computers and devices
- providing formal and informal learning support and courses, e.g. Computing Foundations, iPads for Me, Learn How To Skype, Cloud Computing and internet security etc
- embedding digital literacy in all learning programs
- providing information online – LINC Online, ref chat, eBooks, eMagazines, eMusic, family history portal, Crowther War Diaries website

- increasing accessibility to other government services, e.g. supporting Service Tasmania in an integrated environment
- collaborating with other services to facilitate online learning, e.g. *Go Digi*
- providing self-issue terminals, networked photocopiers
- hosting events and public programs with a digital focus, e.g. Introduction to eBooks and eMagazines, Netcave, QR Find and Seek
- facilitating access and support for third party online courses, e.g. University of Tasmania.

LINC Tasmania has made two significant partnerships which acknowledges our role in enabling and facilitating digital citizenship.

- LINC Tasmania has joined up to *Go Digi* – a national digital literacy program aiming to support more than 300,000 Australians to improve their digital skills and realise their online potential. Our role as a network partner includes promoting events to raise the online confidence and skills of those in our community and to add events to the *Go Digi* Online Platform. This partnership increases the visibility of the role we already play in digital literacy and inclusion.
- LINC Tasmania and the Australian Bureau of Statistics (ABS) are working together to make the 2016 Census more accessible to everyone. This partnership will promote LINC Tasmania's extensive network of LINC's, libraries and online access centres as places where Tasmanians can go to get help accessing the Census online or to complete the traditional paper forms and for literacy support.

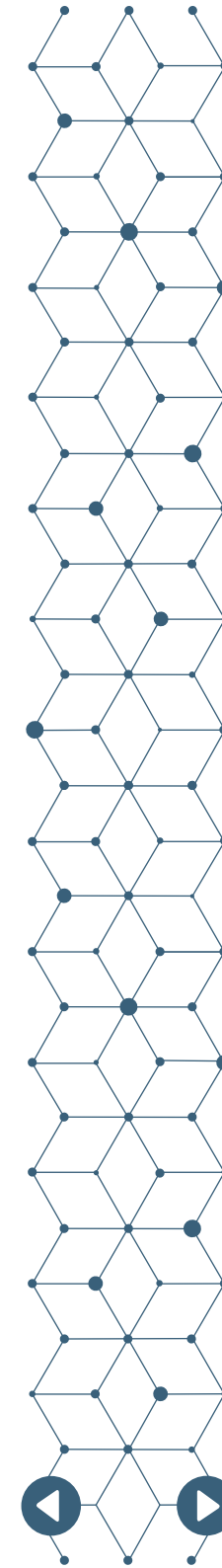
LINC Tasmania will continue to focus on digital citizenship and collaborate with other entities such as the Australian Library and Information Association (ALIA) and National and State Libraries Australasia (NSLA) to develop coordinated responses to emerging issues.

OPEN DATA

LINC has been actively involved in discussions about the establishment of a Tasmanian Open Data portal. The role of the portal is seen as complementary to LINC's role in government record-keeping and preservation, and to our broader role in providing public access to information.

Open data refers to information or data which can be freely used, re-used and re-distributed, e.g. the data that sits behind this annual report. In response to the Tasmanian Government's *Open Data Policy* launched in 2016, the Department of Education sought LINC Tasmania's expertise to help produce data contained in the 2014–15 Annual Report tables in open data format. The Department of Education Annual Report data has been converted to a number of machine readable formats including xls, csv, xml and json, with appropriate supporting notes for their use. The datasets have been released on the Australian Government Data Portal (data.gov.au) and include a range of data not previously publicly available.

LINC Tasmania is well positioned to play a lead role in further Tasmanian Government open data initiatives.



CONVICT PORTAL

<http://www.linc.tas.gov.au/convict-portal>

TAHO keeps extensive records from the administration of the Van Diemen's Land convict system. The elaborate convict system kept track of incarcerated convicts and those put to work around the state. This convict information has always been popular. Its usage has been enhanced through development of an online convict portal. The portal was launched in September 2015 and resulted in a centrally-accessible place to store information, with links to any physical sites that contained convict and built heritage information. The portal incorporates innovative maps and timelines and delivers a large amount of information in a succinct and interesting way. It provides an overview of the convict story in Tasmania which will continue to grow over time. It is divided into sections: before transportation, convict life, after transportation, and founders and survivors' storylines.

Additional convict records were digitised during 2015–16 via a partnership between TAHO and family history web service www.ancestry.com. This work included digitisation of the core sets of convict related records that enable verification of convict arrivals, sentences and deaths as well as convict records held on behalf of TAHO by the Queen Victoria Museum and Art Gallery.

AUSTRALIAN ELECTORAL COMMISSION VOTER INFORMATION SESSIONS

In 2016, LINC Tasmania responded to a request from the Australian Electoral Commission (AEC) for public libraries throughout Australia to help run information sessions in the lead-up to the 2016 federal election. Through our centrally-coordinated, public statewide library network,

we were able to promptly meet this request with great success. There were 18 voter information sessions delivered across 9 LINC Tasmania sites from 24 May to 30 June 2016. A total of 112 participants attended and included recent migrants, senior citizens, people experiencing literacy difficulties, young and middle-aged clients. Clients came from a range of cultures. The partnership helped to improve community participation and engagement in the electoral system through the LINC Tasmania network, and potentially reduced the number of invalid votes in Tasmania.

INVESTING IN LIBRARY RESOURCES

LINC Tasmania continues to pursue ways to make its library collections accessible and appealing to more Tasmanians. Purchasing materials for lending, reference and heritage collections is based on an extensive policy framework for developing and managing LINC Tasmania's collections.

LINC Tasmania operates across 47 LINC's and branch libraries across urban and regional Tasmania, supplying resources from a statewide collection, using new technology to provide material in a range of different formats to an increasingly diverse client group. Library collections need regular refreshment to ensure a wide selection, keep items in appealing condition and meet new and contemporary interests in a timely manner.

The range of eServices is expanding and includes:

- eBooks and eMagazines which continue to be popular with approximately 3,000 and 8,000 downloads per month respectively
- eMusic sees between 7,000 and 9,000 digital audio files streamed or downloaded per month

- new eComics and eGraphic novel streaming service launched in June 2016.

Most of our loans continue to come from the traditional print and non-print (DVDs, CDs and audiobooks). The following shows the breakdown of purchases across the various genres and loan types:

- children's books continue to be popular with 24,893 new items purchased
- non-fiction items showed a continuing interest in biographies, crafts, travel, history/war and food with 7,700 new items purchased
- adventure, crime, romance and thrillers also remain popular and 16,992 new adult fiction items were purchased
- media lending purchases included 9,203 DVDs, 965 CDs, and 1,945 audio books on CD.

"LINC Tasmania continues to pursue ways to make its library collections accessible and appealing to more Tasmanians."

CONNECTED TASMANIANS

LINC ONLINE REDEVELOPMENT

www.linc.tas.gov.au

The LINC Tasmania website is a core service delivering information and key services to our clients. In September 2015, the redeveloped website was launched with the following highlights:

- responsive design enabling services to be accessed via tablets and smart phones
- improved user experience and alignment of related services and content
- contemporary new look and client focused site
- incorporation of social media through the LINC Tasmania Facebook feeds
- a plain English approach to content creation ensuring content across the site is managed for consistency
- new One Search functionality allowing users to search across our wide variety of information resources including library, archives, name indexes and other resources
- new Online registration functionality.

"The LINC Tasmania website is a core service delivering information and key services to our clients."

LAUNCESTON LINC

LINC Tasmania's newest contemporary space in Launceston was officially opened by the Honourable Jeremy Rockliff MP, Minister for Education and Training on 31 August 2015. The major facelift across four levels transformed Launceston LINC's 43-year-old building into a modern learning environment with more accessible public space. The \$2.1 million state-of-the-art LINC site for greater Launceston included a major interior overhaul that responds to a shift in the way communities use libraries. This modern, new LINC includes:

- expansive windows facing into the Launceston Civic Square making the LINC more visible and accessible
- more meeting and training rooms for community and commercial use during business and after hours
- art gallery systems for pop-up exhibitions
- increase in public spaces from 50 to 75 per cent of the building
- a café
- refreshed children's area and collection and reading spaces
- a contemporary space for young adults
- new technologies throughout including WiFi and technology device recharge stations.

Community response to the redevelopment has been very positive. Visits to Launceston LINC make up about 10 per cent of all visits to LINC Tasmania each year.

TWO NEW CURRICULUM RESOURCES USING CONTENT FROM TAHO COLLECTION

The Crowther Diaries

School students will have first-hand experience of WWI as the new Crowther Diaries website is fully linked to the *Australian Curriculum* as part of the Department of Education's eStrategy.

The aim of the Crowther Diaries was to develop online resources in key areas of the *Australian Curriculum* that increase local knowledge of Tasmanian history by using Tasmanian Archive and Heritage Office (TAHO) related content. The personal diaries and related memorabilia of Sir William Crowther documenting his experience as an Army Medical Officer from 1915–1919 were selected as the first item from the TAHO collections to be used for this purpose.

Dr Crowther's diaries encompass his time as an Army Medical Officer from enlistment in Hobart through to Gallipoli, the Western Front, the Armistice and his return to Tasmania.

The diaries have been digitised and incorporated into an interactive website developed by Roar Film available at: www.crowtherdiaries.education.tas.gov.au

Sketchbook of Fishes

That Celebrated & Eccentric Genius Gould is a further resource developed using items from the TAHO collection. It is aimed at primary school students and covers the *Australian Curriculum* areas of Science, English, Visual and Media Arts, Digital Technologies and History by exploring marine science, watercolour painting, the craft of book binding, colonial history and creative writing.

The resource allows students to explore the life and artistic work of convict and artist, William Buelow Gould. In 1832 Gould painted the *Sketchbook of Fishes* which inspired Richard Flanagan to write his novel *Gould's Book of Fish*. The original *Sketchbook of Fishes* is housed in the Allport Library and Museum of Fine Arts and the eResource was launched by Richard Flanagan in March 2016.

The eResource includes over 150 discussion questions, 20 videos and 50 activities related to themes around William Buelow Gould's life and work. It contains seven in-depth assignments encouraging students to become artists, biographers/historians, designers/artists, writers, scientists, art critics and curators. It is designed as an integrated, project based learning tool enabling Tasmanian students to study their own local history, environment and literature.

ENGAGING WITH THE ALLPORT COLLECTION

The Allport Library and Museum of Fine Arts explored creative approaches to engaging with the public during 2015–16. Seasonal tours were run from early 2016 in the Allport Library and Museum of Fine Arts. Summer was celebrated with *Summer Ceramics: Seaweed, the Sheriff and the Spode Confusion*, while autumn offered a *Lily Allport's Penchant for Poultry* tour. Young

Tasmanians took part in a botanical sketching activity over the summer holidays in conjunction with the Margaret Anderson Hope 'Character of the Blossom' exhibition. Children were invited into the Allport Library to dress up in colonial costumes borrowed from TMAG. They had their photographic portraits taken while sitting in an 18th century chair and created frames for their portraits. Interactive behind the scenes collection tours were also offered to the public including *Exploding teapots – stories from the ceramics collection*, *War and the terrible death of Morton Allport*, *For the love of flowers*, *From Dog Kennels to Davey St – Allport Family Houses*, and *A day in the life of a conservator*.

The newly formed Friends of the Allport Library and Museum of Fine Arts held their inaugural event *In Praise of the Tender Flower Loose Canon Chamber Singers* within the Allport Library space on 6 November 2015. 51 new friends attended the event.

Character of the Blossom

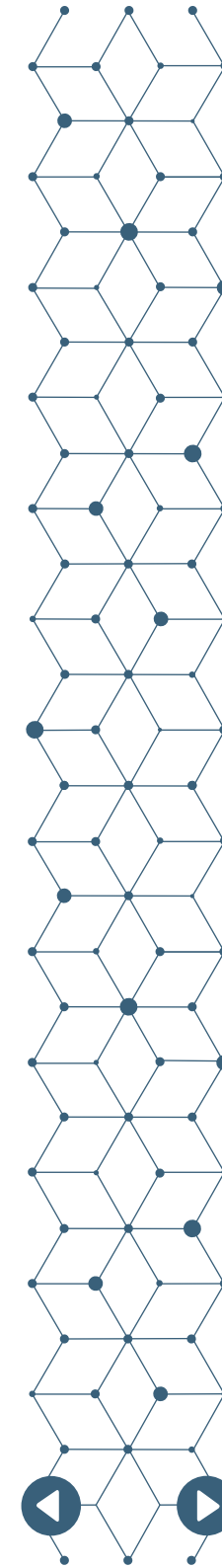
The *Character of the Blossom* exhibition attracted 2,595 visitors from October to December 2015. The exhibition celebrated the work of Tasmanian botanical artist Margaret Anderson Hope (1848–1934), and was held in the Allport Library and Museum of Fine Arts. Allport purchased a set of 36 watercolours of Tasmanian plants and flowers painted by Hope in the 1880s and originally intended for publication.

Allport has partnered with the local branch of the Australian Garden History Society to publish the work for the first time in a limited edition, in conjunction with the exhibition. A total of 300 of the *Character of the Blossom* books were sold to the public, recovering all costs associated with

the production. The works have been digitised and can also be viewed from LINC Online.

DIGITISING OUR COLLECTIONS

- LINC Tasmania's digitisation program 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 program in 2015–16 was 25,821 pages/images. Significant items digitised included:
- Photographic collections reflecting aspects of Tasmania's story – the Frederick Smithies Photographic Albums, 1920–1945, [LPIC27](#) recording Tasmanian bush and landscapes between 1920 and 1945; selected early glass plate and cellulose acetate negatives from the Mercury Historical Collection [NS4023](#); aerial views of Tasmania by Dudley Ransom (1919, [NS4787](#)) and J.J.N Barnett (1930s, [NS3305](#)); selected albums of the Electrolytic Zinc Company depicting the site and works at Risdon ([NS3631](#)); and images of family life in Sandy Bay, 1890–1920 (Perkins family, [NS5098](#)).
- Tasmanian art works including Eliza Errington's [Watercolours](#) depicting Port Arthur, Hobart and Sydney in the 1840s, and Margaret Anderson Hope's (1848–1934) [Wildflowers of Tasmania](#).
- Records related to WWI including a range of records of the Returned Soldier Settlement program, 1916–1940 ([LSD166](#), [AB13](#), [LSD190](#), [AB11](#), [AB12](#), [AB15](#), [AB3](#)), along with personal records such as letters from Cyril John Allen to his family while in the Australian Infantry Forces, 1915–1919, [NS933](#).





- The complete set of *Tasmanian Mail* and *Illustrated Tasmanian Mail* newspapers from 1877–1935. These newspapers are now online together with their high resolution pictorial supplements from which clients can download photographic images to use.
- Convict related records held by the Queen Victoria Museum and Art Gallery (QVMAG). QVMAG is an Approved Place of Deposit for Government Records and holds convict records, including pardon documents, conduct sheets, and other key convict treatment and behaviour information, now available on the LINC website.
- Records of particular interest to family historians such as shipping arrival records ([CSO92](#)), Personal history cards of teachers 1886–1945, and teacher registration applications 1910–1935 ([ED238](#), [CB23/6](#)), and a range of hospital records such as [HSD145](#) deaths in colonial hospital.

OUTDOOR DIGITAL PROJECTION DURING DARK MOFO

Each year local business are invited to paint the town red as part of the Museum of Old and New Art's (MONA) midwinter festival, Dark Mofo. As a pilot project, several business units within LINC Tasmania collaborated to develop a short compilation of Tasmanians films from the TAHO collection to project on an external wall at 91 Murray Street, Hobart each night 10–21 June from 6 pm – 2 am. The compilation included clips that resonated with the Dark Mofo theme:

- Fire at Ocean Pier, Hobart (1948)
- Tasmanian Tiger, original zoo footage (c1930)
- Glimpses: Puppet Theatre (1979)
- Angels and Acorns (1965).

The compilation can be viewed on YouTube at:
<https://www.youtube.com/watch?v=dtRPJb4CBwM>

SKILLED TASMANIANS

26TEN TASMANIA

27 October 2015, Minister Rockliff launched *26TEN Tasmania: Tasmania's strategy for adult literacy and numeracy 2016–2025* at Parliament House. With tripartisan support, the new long term strategy gives a strong focus to collective community action and builds on the progress made as a result of the *Tasmanian Adult Literacy Action Plan 2010–2015*. The three goals which underpin the vision of 26TEN are:

1. Everyone knows about adult literacy and numeracy
2. Everyone is supported to improve their skills and to help others
3. Everyone communicates clearly.

The 26TEN strategy provides a framework for business, community and government to work together to raise adult literacy and numeracy skills in Tasmania. It is now supported by:

- an expanded 26TEN Coalition – a group of Tasmanians committed to motivating a broader range of sectors in Tasmania to join the effort
- an expanded 26TEN Network – business, community, government and individuals become 26TEN members and supporters to raise awareness, harnessing combined effort to achieving its vision and extending the support available to Tasmanians
- a more accessible and friendly website www.26ten.tas.gov.au that focuses on building collective action for the 26TEN Network and informs Tasmanians about adult literacy programs and services and how they can get involved.

26TEN also continues to offer:

- a targeted 26TEN grants program to fund projects to improve the literacy skills of Tasmanians in workplaces and 26TEN communities
- free literacy awareness workshops to raise awareness and promote action
- free plain English workshops to encourage a commitment to clearer communication
- easy access to a 1300 002 610 service providing a free and confidential guide to refer Tasmanians seeking help.

26TEN now has 390 members and supporters, including a health literacy supporters network established in 2015. Five 26TEN communities (Burnie, Circular Head, Derwent Valley, Huon Valley and Break O'Day) now exist across Tasmania, with Break O'Day joining in March 2015. Thirteen organisations also received 26TEN employer grants to improve the literacy and numeracy skills of their workforces.

26TEN WEEK

26TEN Week continues to be celebrated in October (26 October–31 October 2015) with a range of events held across Tasmania to engage the wider community. Events featured reading, writing, and numbers as the theme and presented learning in a fun way. 26TEN week included a *Maths in Action* photo competition which attracted many entries demonstrating the connection between maths and everyday life. This theme builds on the highly successful 26TEN Year of Numeracy professional development activities for language, literacy and numeracy practitioners run throughout 2015.

HARNESSING THE POWER OF PLAIN ENGLISH

The momentum and commitment to plain English emanating from the 26TEN strategy is making headway. Plain English events run by LINC Tasmania have attracted a diverse range of participants.

During May 2016, 26TEN and LINC Tasmania ran events to promote plain English month. This successful campaign included events which encouraged the discussion of the benefits of clear communication.

Over 110 people attended a plain English panel breakfast on 4 May 2016, including Neil James (Director, Plain English Foundation), Robin Banks (Equal Opportunity Commissioner) and Dr Tim Greenaway (President Australian Medical Association Tasmania). Panel discussions focused on the importance of clear communication for social justice.

Since October 2015, 195 participants have attended 14 plain English workshops including staff from Department of Education (corporate services, disability support teachers, teachers and principals), Department of Premier and Cabinet Communications, and LINC Tasmania staff.

MEASURING LITERACY OUTCOMES

LINC Tasmania's literacy services have made further progress in understanding and measuring outcomes for learners, including capturing learner confidence, setting and achieving learner goals and finer grained measurement of learner skills.

Increases in client self-confidence has been anecdotally reported as a consequence of engaging in LINC's literacy program since its inception. Since May 2015, a dedicated tool to capture these increases has been trialled. Literacy Coordinators and volunteer tutors use the tool to develop and agree on shared concepts of four levels of confidence experienced in different learning contexts. Clients have an initial Catching Confidence session and follow-up sessions where their personal sense of changes in confidence are articulated.

Adult learning clients present to LINC's literacy service with a broad range of learning goals ranging from increasing competency in basic communication technology to acquiring the necessary skills to enrol in vocational courses. Since 1 July 2015, the literacy service has recorded learner goals and their achievements in three categories:

- personal and community
- work and employment
- education and training.

A further enhancement to measuring learner gains has been achieved through reporting finer grained measures of skills progression against the *Australian Core Skills Framework* literacy benchmarks. Finer grained assessment measures enable the recognition and capture of the small but meaningful progress made by many clients. These incremental gains acknowledge progress that would not be indicated when measured against whole indicators. They provide a fuller picture of the impacts of a targeted and tailored literacy service on client skill development.

REFINING LITERACY SUPPORT

During 2015–16, LINC Tasmania has maintained a strong focus on professional development and in refining how literacy support is delivered. Working with the Department and external speech and language pathologists has been a key feature. The innovative Sound Systems project targeted existing LINC literacy clients with language processing difficulties affecting their reading skills. The project acknowledges the fundamental basis for learning literacy through phonemic awareness, and the need for individuals to build their neural connections to automate these skills. Learner sessions were delivered through intensive skills sessions. These involved coordinators and tutors working in close collaboration with speech pathologists from the Department of Education and Speech Pathology Tasmania. The project is being delivered across LINC sites.



"LINC Tasmania invested in staff training to build capability in responding to the challenges of maintaining access to digital collection content over time."

INNOVATIVE ORGANISATION

LINC TASMANIA'S WORKPLACE CONTACT OFFICER NETWORK

As an extension of the 2015 *Building Respectful Workplaces* program, and in line with LINC's commitment to providing a respectful and equal opportunity workplace, in 2016 LINC introduced a Workplace Contact Officer Network. 12 volunteer officers were appointed and trained. Workplace Contact Officers provide a first point of contact for workers who believe there is a concern regarding discrimination, harassment, bullying or other workplace issues.

The Contact Officer Network provides peer to peer discussion, enabling resolution of workplace issues and preventing escalation to serious grievances. Contact Officers assist colleagues to identify options and solutions. The Contact Officer Network provides valuable support across LINC Tasmania, supporting safe and productive workplaces where staff are treated fairly and with respect.

LITERACY VOLUNTEER SURVEY

LINC Tasmania conducted a survey for past and present literacy volunteer tutors to seek feedback on their experiences and perceptions of the program. A total of 356 people were interviewed. Across the full sample of respondents, 43 percent were current LINC Tasmania adult literacy tutor volunteers, while 37 per cent were former tutors. Others included those who registered as volunteers but didn't undertake tutor training or actively support literacy clients. The positive

results focussed on the elements and stages involved in becoming a LINC adult literacy tutor. Significant findings include:

- helpfulness of information provided by LINC staff – 67 per cent very helpful
- high rates of satisfaction with the volunteer tutor training received by TasTAFE
- high rates of satisfaction with the process of becoming a literacy tutor and with aspects of working as a tutor
- 76 per cent felt highly valued as volunteers and would recommend being a LINC adult literacy tutor volunteer to friends and family.

The results will be used to improve the way we interact with and support volunteers in 2016–17.

TRAINING FOR LINC STAFF TO SUPPORT ADULT LEARNING

To support this goal, training for LINC staff to help clients with their learning was trialled. Participating staff were not literacy or community learning coordinators.

20 LINC staff undertook an accredited unit of learning CHCEDU013 *Facilitate adult learning and development* in a workshop delivered in May 2016. Feedback from participants in the first training session was positive. This additional training assists staff do their current jobs and meet changing client needs and expectations. More staff training is scheduled for later in 2016.

TRAINING IN DIGITAL PRESERVATION

LINC Tasmania invested in staff training to build capacity in responding to the challenges of maintaining access to digital collection content over time. Digital content is reliant upon technology to access and read, but technology becomes obsolete as new versions of hardware, software, file formats and media supersede older versions. This results in digital information being completely lost, losing authenticity or becoming inaccessible in a relatively short period of time. Several staff participated in intensive training with colleagues from across Australia and New Zealand. This training has been used to further build LINC Tasmania's understanding of the theory and practical application of digital preservation strategies.

"Encouraging and facilitating lifelong learning is a key objective of LINC Tasmania. To support this, we trialled some training for LINC staff who may need to help LINC clients with their learning, but who are not Literacy or Community Learning Coordinators."

PERFORMANCE

LINC TASMANIA LIBRARY MEMBERS AND CLIENTS

On 30 June 2016, LINC Tasmania had 118,507 active library members (defined as those who have borrowed at least once in the last 2 years). Around a quarter of the Tasmanian population are active library members but almost half of all Tasmanians access LINC Tasmania services, as reported in the 2015 Client Satisfaction Survey.

Changes in the way people use LINC Tasmania services is reflected in a decline in memberships and physical visits. However, as LINC Tasmania embraces the digital era and offers more services and easily accessible information online, there has been an increase in online users and eResources borrowing.

Trends indicate that spaces are less about people borrowing books, and more about people engaging with their communities, information, services and technology to build their personal and civic identities. The range of client groups are varied and include those:

- borrowing lending resources including physical and eResources
- accessing literacy and/or community learning services
- enrolling in Adult Education courses
- browsing the catalogue or website
- undertaking research through reference and information services
- using LINC's free computers and the internet/WiFi
- attending public events such as author visits, children's *Storytime* and *Rock and Rhyme*

- accessing and discovering the extensive range of free, readily accessible online resources including Convict Portal, family history and other heritage resources
- requesting inter-library loans, books, serials or archives records
- Using LINC Tasmania spaces, including meeting rooms for community or business use.

Although online services are expanding, the foundation of over 75 physical service points continue to be a highly trusted community anchor where everyone is welcome to learn, discover or access information. As LINC Tasmania's role changes and expands, staff have refined and broadened their skills to meet new needs and define their continuing value to the community.

PHYSICAL AND ONLINE VISITS

Total physical visitor numbers to LINC Tasmania sites in 2015–16 were slightly lower than 2014–15 numbers, reaching 87 per cent of the annual target of 3,400,000.

In 2015–16, LINC Tasmania recorded 2,595,110 visits to its websites. This was just 7 per cent short of the annual target of 2,800,000 visits. Excluding the home page, family history continues to be LINC's most popular page.

25 per cent of visits to LINC Online were on mobile devices, an overall increase of 5 per cent from the previous year. This increase indicates changes to the way online content is accessed by clients and the importance of ensuring that websites and online services are responsive and compatible with the use of mobile devices.

Social media is increasing LINC's reach. Two particular Facebook posts achieved an exceptional reach: *Do Unto Others* (a Tasmanian Government Film Unit production from 1960) posted 12 April 2016, and *Launceston Floods 1927* posted 7 June 2016 reached 47,572 and 52,596 people reached respectively.

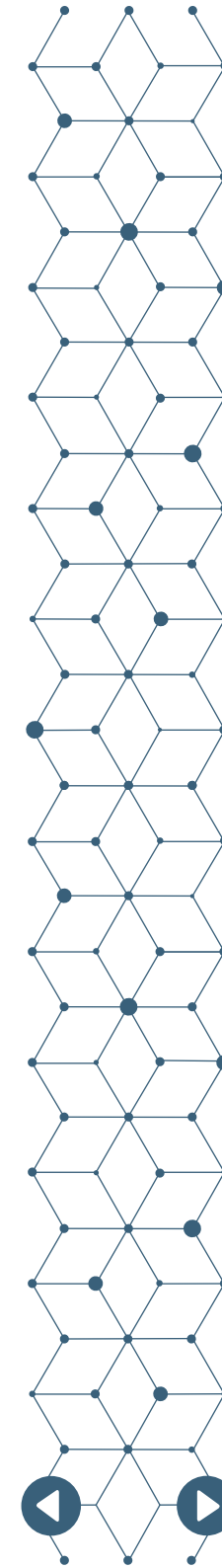
The range of eResources that can be accessed from LINC Online is growing steadily and includes, eBooks, eMagazines, eMusic, information databases and indexes, and digitised content from TAHO collections. Clients can also register for membership, place orders online, make payments and lodge information enquiries.

LINC Tasmania has invested in WiFi technology to connect more people to the internet with free WiFi now available at 34 locations.

COORDINATED, INFORMAL AND FORMAL LEARNING

A key feature of LINC Tasmania is its support for informal learning. In recent years it has moved from being an access institution to a learning institution. Community learning coordinators are based in LINC's and work with local providers to address gaps in local learning opportunities.

In 2015–16, there were 10,716 enrolments in accredited and non-accredited courses and scheduled learning events. This figure is 13 per cent greater than the 2015–16 target of 9,500 and an 8 per cent increase on the previous financial year. 61 per cent of enrolments in non-accredited courses were in computer and technology based courses, highlighting LINC's key role in enabling digital citizenship.



LINC Tasmania's involvement in accredited training involves partnerships with registered training providers, often delivering additional learner support through volunteer learning mentors and literacy support.

PARTICIPATION IN LITERACY PROGRAMS

LINC Tasmania's literacy network of 23 literacy coordinators work across all urban and regional LINC's as well as regional sites including Deloraine, New Norfolk, Sorell, Smithton and St Helens. Three literacy coordinators are based within the Department of Justice Risdon Prison and Community Corrections providing literacy support to inmates and those on community orders.

LINC's Literacy Service provided a range of literacy support services to 1,980 clients in 2015, exceeding the target of 1,660 by 19 per cent. This total is made up of 1,037 active clients and 943 clients that received one or more occasional literacy support session, such as to develop their resume, or to pass the Learner Licence LI test.

In this period, a total of 375 clients achieved their learning goals affirming a central goal of the literacy service. A total of 101 clients reported increased confidence resulting from their participation in LINC's literacy programs. These new measures of achievement are still being refined and will be used more broadly across the network in 2016–17.

INFORMATION AND RESEARCH SERVICES

Tasmanian Information and Research Services is a statewide service based in the Reading Room at 91 Murray Street. It provides services remotely through telephone, social media and online chat. Remote reference enquiries and online chat enquiries are continuing to be popular with 2,385 and 1,299

enquiries respectively received in 2015–16. After enquiries on direction and policy, the next highest number of enquiries related to general reference, family history and heritage and archive matters.

LENDING SERVICES

LINC Tasmania has a statewide network with a single card and library system and a central approach to collection development and management. In general terms, 25 per cent of our collection items are on loan at any one time. There are approximately 600,000 items in the lending collection at the end of the 2015–16, down from approximately 640,000 at the end of the 2014–15. This is due to an accelerated discard program of worn out or damaged collection items ahead of implementation of radio frequency identification device (RFID) technology. Once implemented RFID will enable a faster issue process and inform future development of the collection.

eResources issues (eBooks, eMagazines and eMusic) account for 8 per cent of total issues in 2015–16. This figure is increasing each year as more eResources are made available. The number of eBook titles is increasing with 13,163 titles available at 30 June 2016.

LINC Tasmania achieved 92 per cent of the 2015–16 issues target of 4,500,000, with total issues (including eResources) of 4,132,875. This is a slight decrease on the total number of 4,195,308 in the previous year.

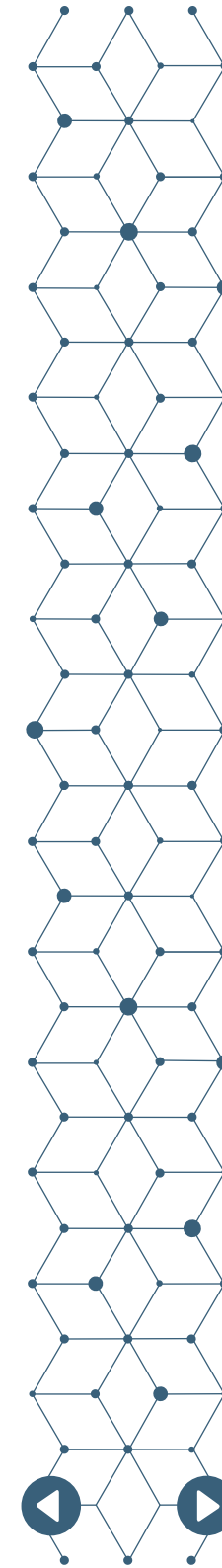
VOLUNTEERS

In 2015–16 volunteers contributed 97,040 hours to LINC Tasmania, equivalent to 51 full-time equivalent positions and 83 per cent of the 2015–16 target for number of volunteer hours. This is a decrease of 10 per cent on the

previous year and reflects the dynamic of our aging population. This factor affects the demand and supply of volunteers. Volunteers are an integral part of LINC Tasmania and facilitate the delivery of services to the Tasmanian community. Without volunteers, wide public access to information resources, learning opportunities, archives and heritage programs and services, information technologies and the internet would be significantly reduced.

In October 2015, Robyn Tiedeman and Glenda Ellis, volunteer literacy tutors at Burnie LINC won the *RBF Department of Education Awards for Excellence* in the volunteer category.

As part of new crowdsourcing functionality, LINC Tasmania will be seeking alternative volunteering effort through online participation. This will enable the Tasmanian community to be active partners in LINC's collections, and assist individuals to engage in Tasmania's documented history regardless of where they are located, providing us with richer Tasmanian heritage collections.



HERITAGE COLLECTIONS

15,094 new Tasmanian items have been added to the Tasmanian Archive and Heritage (TAHO) collections during 2015–16, which sees 30 per cent of the target of 50,000 achieved. This figure includes new acquisitions (digital and physical) and completed transfers of records. In 2015–16, TAHO focused on quality assurance and enhancing the accessibility of existing collection items.

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.

TAHO received 36 transfers from Government Agencies during 2015–16. The majority were continuations of existing series and provide evidence of continuing government activity such as court records. Notable transfers include:

- Executive Council and Cabinet documents, 1984–1999 including Bacon, Lennon, Bartlett and Giddings Governments.
- School admission registers from across Tasmania, including assorted small schools that have since closed and for which we previously had no records. These records add to TAHO's holdings of registers from over 80 Tasmanian schools dating back to 1853 (the Lower Sandy Bay School).
- Surveyors Field books from the 1840's to the 20th Century from DPIPW. The field books were used by surveyors when making maps.

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. Private deposits totalled 55 during the year which added to the non-government component of the TAHO collection.

Significant TAHO purchases in 2015–16 included:

- First edition of *The life and adventures of Peter Wilkins* (London, 1751), imaginary voyage to Antarctica
- Emmanuel Bowen, *A complete map of the Southern Continent* (London, 1744), hand-coloured copy of first British-published map showing Tasmania
- *Commonplace* book compiled by James Scott, colonial surveyor; 1830s
- Darren Clark Tasmanian photographs
- William McAlpine Antarctic photographs
- Collection of letters from early colonial notables including John West, Henry Hopkins, and Frederick Miller (1820s–1840s)
- Items from the Geoffrey Stilwell estate: an album of over 40 art works (1820–1850); several notable publications from the 1830–1840s; a WWI nurses journal; and a travel journal from 1891.

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:

- Treatment and re-housing of collection materials including Public Works Department road plans (PWD266/1/3462 – 3504) and unique items such as the collection of bladder stones from Sir William Crowther's patients (CRO Medical #26 Calculi).
- Conservation project to repackage and freeze cellulose acetate negatives (PI 300 and NS4024/41/1-95), and a project to clean and re-bind Post WWI Soldier Settlement Plans.
- Preparation and crating of Crowther collection oil paintings sent to Victoria for specialist conservation treatment.
- Work on exhibitions in the Allport Gallery including the installation of the Margaret Hope 'Character of the Blossom'; *Maatsuyker Guiding Light* and the *Unhoused* exhibitions. This work enables access while ensuring all original material is treated, handled and displayed safely for ongoing preservation.
- Preparation of loans to and from other cultural organisations including the return of loans from the *Sideshow Alley* exhibition at the National Portrait Gallery and the loan of a Crowther notebook and Tasmanian pamphlet for *The Suspense was awful: Tasmania and the Great War* exhibition at TMAG.
- Treatment and re-housing new acquisitions ranging from documents, Governor Davey's Proclamation (FA1321) to oil paintings by Lilly Allport, to Constable's staffs from the Stilwell auction.

"TAHO undertakes a range of activities to ensure the ongoing preservation of Tasmanian documentary heritage."

LINC TASMANIA EXTERNALLY REPORTED KEY PERFORMANCE INDICATORS

PERFORMANCE MEASURE	2013–14	2014–15	2015–16	TARGET 2015–16	% OF TARGET REACHED
Number of in-person visits to LINC Tasmania	3,283,397	3,141,871	2,947,437	3,400,000	87%
Number of visits to LINC Online	2,348,609	2,674,746	2,595,110	2,800,000	93%
Number of people accessing education and training programs (number of enrolments):					
Work and Life Skills	8,438	9,913	10,716	9,000	113%
Adult Education ¹	1,491	1,536	1,171	3,000	39%
Library items issues (including eBook issues)	4,366,611	4,195,308	4,132,875	4,500,000	92%
Number of people accessing literacy support services through LINC Tasmania	1,879 ²	2,252	1,980	1,660	119%
Number of volunteer hours contributed to LINC services	114,852	107,742	97,040	116,500	83%
Number of Tasmanian items newly available	53,596	53,498	15,094³	50,000	30%
Number of heritage documents and artefacts publicly available in digital format	246,637	274,712	270,495	300,000	90%

¹ The Adult Education program commenced operating on a full cost-recovery basis from 20 August 2011. The 2015–16 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 In 2015–16 the focus has been on enhancing the accessibility of existing collection items. This will no longer be a KPI in future annual reports due to LINC Tasmania not being able to influence outputs associated with this measure.

CLIENTS

ACTIVE LIBRARY MEMBERS BY REGION

30 JUNE 2016

North	26,190	22.10%
North-West	26,531	22.39%
South	65,786	55.51%
TOTAL	118,507	100.00%



ACTIVE REGISTERED LIBRARY USERS BY GENDER

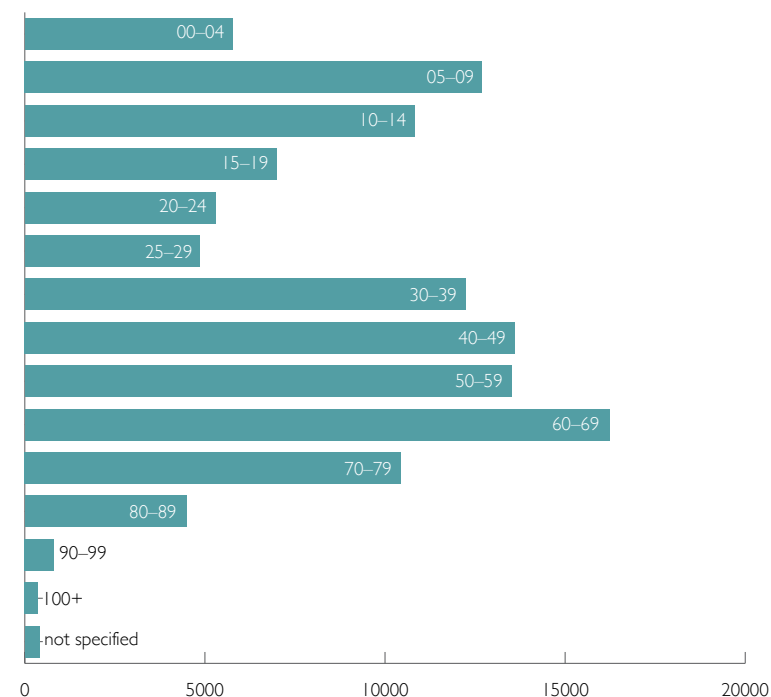
30 JUNE 2016

Female	74,850	63.16%
Male	43,545	36.74%
Not stated	112	0.10%
TOTAL	118,507	100.00%



ACTIVE REGISTERED LIBRARY USERS BY AGE RANGE (AS AT 30 JUNE 2016)

AGE	TOTAL	%
00-04	5,765	5%
05-09	12,696	11%
10-14	10,817	9%
15-19	6,985	6%
20-24	5,301	4%
25-29	4,853	4%
30-39	12,240	10%
40-49	13,606	12%
50-59	13,516	11%
60-69	16,224	14%
70-79	10,440	9%
80-89	4,489	4%
90-99	815	1%
100+	361	
not specified	399	
TOTAL	118,507	100%



ACTIVE REGISTERED LIBRARY CLIENTS IN BROAD AGE GROUPS (AS AT 30 JUNE 2016)

AGE	TOTAL	%
0-14	29,278	25%
15-19	6,985	6%
20-69	65,740	55%
70+	16,105	14%
not specified	399	0%
TOTAL	118,507	100%



As of 30 June 2016, there were 118,507 active library members – those who have borrowed at least once in the last 2 years using a LINC Tasmania card. This represents around a quarter of the Tasmanian population. However, we know that almost half of all Tasmanians, who are not necessarily active library borrowers, also access LINC Tasmania's range of services, including:

- literacy support
- community learning and Adult Education
- research and information services
- public PCs and free WiFi
- author visits, exhibitions and other public events such as *Rock & Rhyme* and *Storytime*
- online resources including convict portal, family history and other heritage resources
- inter-library loans, books, serial, archives records
- meeting rooms for community and business use.

4

REQUIRED REPORTING

EMPLOYMENT

WORKFORCE IN SUMMARY

Across the Department, there are 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 consultancy services, advice and processes to support employees and achieve the Department's outcomes.

ABORIGINALS AND/OR TORRES STRAIT ISLANDERS EMPLOYED

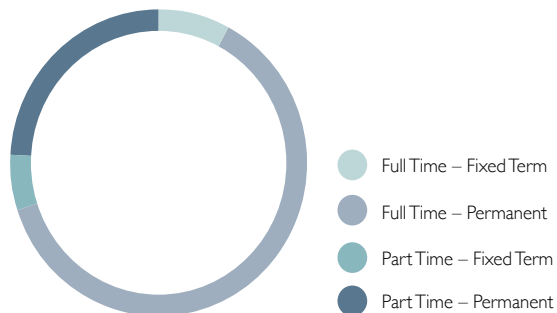
At 30 June 2016 there were 240 individuals identifying as Aboriginals and/or Torres Strait Islanders employed within the Department, representing 2.5 per cent of the total workforce.

EMPLOYMENT STATUS AS AT 30 JUNE 2016

Employment Status	FULL TIME EQUIVALENTS (FTE) ^{1,2}			HEADCOUNT ²		
	Female	Male	Total	Female	Male	Total
Full Time Fixed Term	308.90	169.90	478.80	313	170	483
Full Time Permanent	2,631.70	1,379.12	4,010.82	2,646	1,384	4,030
Part Time Fixed Term	544.77	155.17	699.94	1,019	304	1,323
Part Time Permanent	2,099.85	308.22	2,408.07	3,432	472	3,904
TOTAL	5,585.22	2,012.41	7,597.63	7,410	2,330	9,740

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 2016

SERVICES ^{1,2,3}	FTE ⁴	HEADCOUNT
EARLY YEARS AND SCHOOLS DIVISION		
Primary Schools	3,173.76	4,264
Combined Schools	852.33	1,098
Secondary Schools	1,508.91	1,799
Senior Secondary Schools	761.93	967
Special Schools	220.57	334
Learning Services Northern Region	121.08	146
Learning Services Southern Region	110.74	147
School Support Northern Region	12.71	12
School Support Southern Region	15.37	15
Office of the Deputy Secretary Early Years and Schools	1.58	2
Early Years Unit	2	2
Aboriginal Education	12.40	14
Tertiary and Equity	4.8	5
Curriculum Services ⁵	33.33	35
Education and Care Unit	21.74	23
Education Performance and Review	33.4	35
English as an Additional Language	28.6	36
Professional Learning Institute ⁶	17.04	18
Strategic Policy and Planning	4.74	5
Students with Disabilities Support	43.19	55

SERVICES^{1,2,3}FTE⁴

HEADCOUNT

DEPARTMENT SERVICES

Facility Services	94.63	103
Finance and Budget Services	33.01	35
Human Resources Management	63.21	69
Information and Technology Services	99.26	104
Quality Assurance	7.81	8
Strategic Marketing, Communications and Media	10.3	12
Legal Services	1.87	3
Office of the Deputy Secretary Department Services	2.00	2
OFFICE OF THE SECRETARY AND LINC		
Office of the Secretary	4.11	4
Executive Services	3.83	4
Ministerial Services	6	6
Government Education and Training International (GETI)	16.56	19
LINC Tasmania	274.82	359
TOTAL	7,597.63	9,740

1 As per the Department's organisational chart as at 30 June 2016.

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

3 The total number of staff is exclusive of the following statutory authorities counted in annual reports prior to 2011–12: Office of Tasmanian Assessment Standards and Certification (TASC) and the Teachers Registration Board (TRB).

4 In some instances business units can have a higher FTE count due to some staff members working across multiple business units, their headcount is generally attributed to the business unit with the highest FTE.

5 Curriculum Services includes literacy and numeracy officers.

6 Professional Learning Institute includes eLearning.

TEACHERS EMPLOYED

POSITIONS	FTE	HEADCOUNT
Base Grade Teachers	3,300.10	4,115
Advanced Skills Teachers	550.75	585
Principals and Assistant Principals	521.50	522
TOTAL	4,372.35	5,222

EMPLOYMENT STATUS OF TEACHERS

EMPLOYMENT STATUS	AVERAGE AGE	HEADCOUNT
FEMALE		
Full Time Fixed Term	32.75	237
Full Time Permanent	46.53	1,842
Part Time Fixed Term	43.74	320
Part Time Permanent	45.84	1,490
All Female	45.16	3,889
MALE		
Full Time Fixed Term	35.66	127
Full Time Permanent	43.89	859
Part Time Fixed Term	41.04	139
Part Time Permanent	46.75	208
All Male	43.33	1,333
ALL TEACHERS	44.70	5,222

QUALIFICATIONS OF TEACHERS

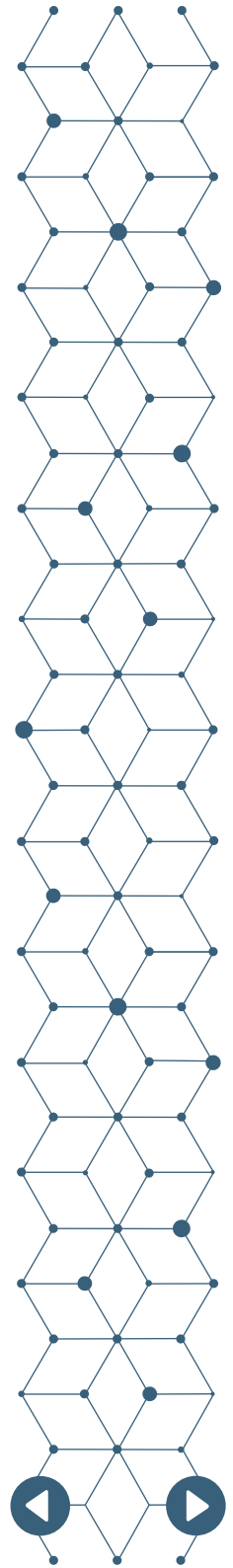
Percentage of teachers who were four or five-year trained (based on the total number of base grade staff):

	2012	2013	2014	2015	2016
4 Year-Trained	77%	76%	74%	74%	72%
5 Year-Trained	19%	20%	22%	24%	24%

SUPPORT STAFF EMPLOYED

As at June 2016

SUPPORT STAFF	FTE	HEADCOUNT
Teacher Assistants	926.71	1,692
School Psychologists	59.85	81
Social Workers	58.34	77
Speech Pathologists	46.25	60
TOTAL	1,091.15	1,910



AVERAGE AGE OF TEACHERS

	2012		2013		2014		2015		2016	
Position	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Base Grade Teachers	44.60	44.10	44.57	44.39	44.26	43.42	44.04	42.75	44.38	42.98
Advanced Skills Teachers	47.30	45.60	46.87	46.79	46.84	45.02	46.10	43.81	46.33	42.72
Principals and Assistant Principals	49.90	49.50	50.03	49.60	50.73	48.29	51.08	47.86	50.51	46.00

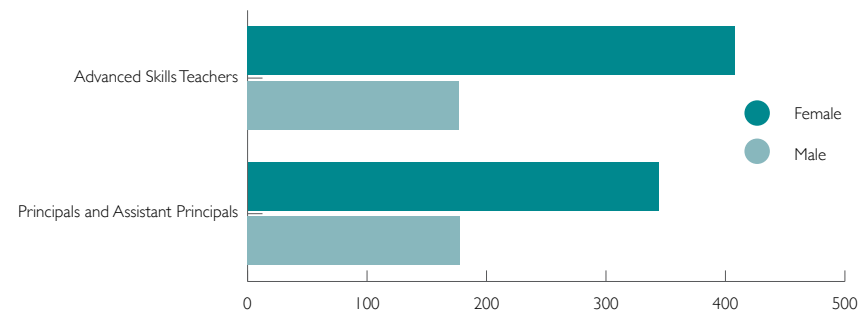
AGE DISTRIBUTION PRINCIPALS AND ASSISTANT PRINCIPALS

AGE GROUP	NUMBER
25 – 29	6
30 – 34	28
35 – 39	52
40 – 44	62
45 – 49	84
50 – 54	111
55 – 59	141
60 – 64	35
65+	3
TOTAL	522*

* This data includes all classified Principals and Assistant Principals, i.e. staff in non-school based positions are included.

GENDER DISTRIBUTION IN PROMOTED POSITIONS

POSITION	FEMALE	MALE	TOTAL
Advanced Skills Teachers	408	177	585
Principals and Assistant Principals	344	178	522
TOTAL	752	355	1,107



GENERAL WORKFORCE RECRUITMENT

ADVERTISING AND FILLING OF JOBS

	2011-12	2012-13	2013-14	2014-15	2015-16
Permanent jobs that were advertised	378	396	463 ¹	342 ¹	452
Permanent jobs that were advertised and filled	349	297	504 ¹	364 ¹	361
Permanent jobs that were advertised and filled by staff from within the Department	294	255	444	316	303
Permanent jobs that were advertised and filled by people outside the Department but within the state public service	9	10	11	13	20
Permanent jobs that were advertised and filled by people outside the state public service	46	25	49	35	38

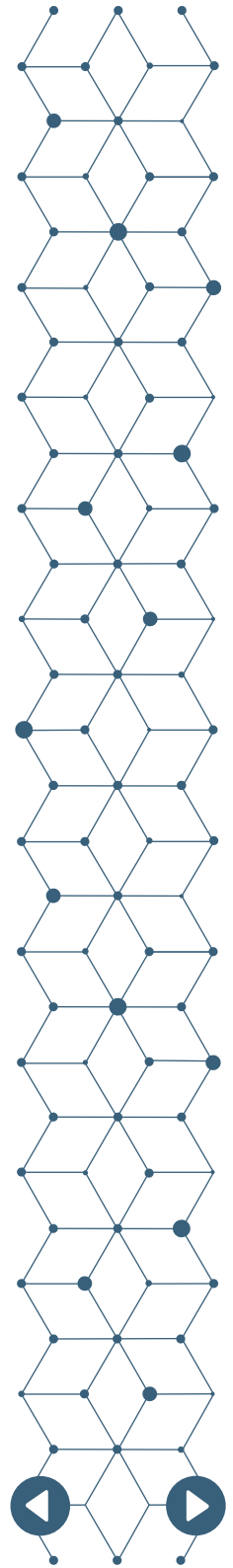
¹ Variation due to jobs being filled that were advertised late in the preceding reporting period.

APPOINTMENT OF PART-TIME EMPLOYEES

	2011-12	2012-13	2013-14	2014-15	2015-16
Part-time positions advertised	182	141	161	155	160
Full-time employees who reduced their hours to part-time	351	546	548	524	523
Part-time employees	5,244	5,394	5,211	5,044	5,227

SEPARATIONS

	2011-12	2012-13	2013-14	2014-15	2015-16
Permanent employees who resigned	109	135	118	131	110
Permanent employees who retired	203	334	336	196	183



SECONDMENTS AND INTER-AGENCY TRANSFER

	2011–12	2012–13	2013–14	2014–15	2015–16
Employees who were seconded	19	18	17	17	23
Employees who participated in an inter-agency transfer	9	21	18	23	37

APPOINTMENT OF PERMANENT BASE GRADE TEACHERS

CALENDAR YEAR	NEW GRADUATES APPOINTED THROUGH SCHOLARSHIP PROGRAM	APPOINTMENTS THROUGH MERIT APPLICATION	CONVERSIONS TO PROGRAM PERMANENT STATUS
2011	24	40	118
2012	22	16	122
2013	32	22	248
2014	0	18	167
2015	0	24	165
2016 (to 30 June)	0	47	59

TEACHING GRADUATES

Approximately 66 University of Tasmania teacher graduates were employed within the Department of Education throughout 2015–16. In February 2016, thirty-two student teachers with suitable academic, personal and professional aptitude were recruited as part of the *Developing Our Workforce Strategy* into the *Teacher Intern Placement Program* and placed into priority teaching areas and locations as identified by the Department. These UTAS student teachers are based full-time in a school, whilst undertaking their final year of study. The program is designed to provide student teachers with the option of an alternative final year of study which will help better prepare them for work in government schools. This important initiative aims to attract passionate and enthusiastic teaching graduates to Tasmania's Government education system. It is a key investment in supporting and developing a new generation of proficient and accomplished teachers. The program will be further refined and will continue in 2017.

HUMAN RESOURCES

WORKPLACE DIVERSITY PROGRAMS

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

The Department has moved into Stage 2 of the formal review of our *Workplace Diversity Program 2008–2012* (WDP) which involves the 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, a range of Disability Awareness and Mental Health Awareness sessions are promoted to all staff. A mental health training program for principals and managers focusing on proactive, preventative and early intervention strategies was piloted in May 2016 and will be rolled out across the Department in late 2016/early 2017.

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

Aboriginal Education Services continues to offer the Cultural Understandings Professional Learning module through the Professional Learning Institute (PLI) for all teachers to improve cultural competency.

Ongoing professional learning is offered to Aboriginal employees of the Department and support and guidance is offered to these employees through the Department's *Performance and Development Framework*.

The Department has a range of flexible working options such as part-time work, *Workplace Flexibility Arrangements*, the *Right to Request (Parental Leave Provisions) Guidelines for Employees and Principals/Managers*, *Working from Home arrangements*, and the *State Service Purchased Leave Scheme*.

Support is provided for employees with carer responsibilities. Information and resources for carers is available on the staff intranet.

The PLI offered the *Good Teaching – Inclusive Schools* program for teachers and school leaders which focuses on inclusive practice for all students including Aboriginal, English as an Additional Language, Lesbian Gay Bi-sexual Transgender Intersex, gifted students and students with a disability.

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

The Department has established the *Respectful Schools and Workplaces Framework* and a range of supporting resources to help promote safe, respectful and inclusive working and learning environments for all people.

All publications developed (for students, school communities or staff) ensure a balance of cultures are represented.

LINC Tasmania has a number of programs in place to support diversity such as, the *Workplace Contact Officer Network*, *Racism. It stops with me* and *Building Respectful Workplaces*.

Production of videos uses functionality that allows for the closed captions to be translated into other languages – this included staff training videos.

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 2015–16, one new grievance was managed by the Conduct and Investigations Unit through a formal investigation process.

Conduct and Investigations managed the process of good character clearances for schools, LINC and other areas of the Department, together with safety screening applications for the childcare sector up to 31 December 2015.

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		
	2013–14	2014–15	2015–16	2013–14	2014–15	2015–16
Back	98	71	65	30	20	22
Head – ears/face/eyes	40	72	54	6	2	6
Lower limbs	94	85	109	17	8	31
Multiple	29	28	1	4	7	0
Neck	22	21	13	0	10	2
Shoulder	30	27	40	15	20	19
Mental Illness/Mind	53	56	39	36	45	31
Systemic	3	1	1	0	0	1
Trunk	13	9	29	0	2	7
Upper limbs	117	74	103	23	20	26
TOTAL	499	444	454	131	134	145

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 2015-16
Bruising/contusion	62
Burns	4
Electric shocks	5
Fractures/dislocations	12
Lacerations	31
Multiple injuries	-
Sprains/strains	275
Stress	39
Superficial	-
Systemic	-
Non-specific/Other	12
Concussion	14
TOTAL	454

HEALTH AND WELLBEING PROGRAMS

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 major initiative to encourage improvement in the priority areas of physical activity and improving nutrition 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'. 2015 was the Department's sixth year in the GCC, with 623 employees taking up the challenge.

Of the employees participating in 2015:

- 67% of employees now exceed the 10,000 step recommended daily activity level vs 22% pre-GCC
- 45% of employees are now more aware of what they eat
- 65% of employees who tracked their weight have lost weight

- 83% of employees now meet the recommended amount of sleep vs. 66% pre-GCC
- 75% of employees reported a decrease in their stress levels either at home or work
- 69% of employees reported an increase in either their productivity or concentration.

We have 413 employees taking up the challenge in 2016.

In August 2015, the Department launched an online health assessment module for all employees to help them take a proactive approach to managing their health. Upon completion of the module participants received:

- a snapshot of their current health status, including their 'real' health age
- suggestions for managing some of their health risks
- an immediate personalised report.

The main focus of the *Healthy@Work* program has initially been in the priority areas of physical activity and improving nutrition. In 2014 the focus shifted to improving the overall mental health and wellbeing of all employees. Following on from the online modules for employees in 2014 aimed at managing stress, relationships and work-life balance, a range of training options for principals and managers was explored, with a view to identifying programs to assist in developing knowledge, skills and strategies to support employees experiencing mental health issues and to manage challenging workplace situations. As a result a pilot mental health training program for principals and managers focusing on proactive, preventative and early intervention strategies was conducted in May 2016 and will be rolled out across the Department in late 2016/early 2017.

Further to this, 135 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 Program', exploration of the 'Kids Matter' mental health and wellbeing initiative for children, after school fitness programs for staff and their families, such as walking groups, personal training sessions and yoga classes, colleague support programs, mindfulness practices and other self-care strategies.

The Department once again offered a free influenza vaccination program to all employees. Approximately 4,626 employees were vaccinated at various sites across Tasmania as part of this program.

The Department's Healthy@ Work Plan focuses on activities targeted at improving the health, happiness and productivity of all our employees.



EMPLOYEE PERFORMANCE AND DEVELOPMENT PROGRAMS

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 fulfils 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 all employees to participate in formal performance management discussions with their managers 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
- 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 Professional

Learning Institute (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, speech and language 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 2015–16 a further 549 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 8,276 employees have been involved in these sessions during 2015–16.

In addition, an online training module is 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 3,388 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 2016, 96.5 per cent of employees had a PDP in place.

PROFESSIONAL LEARNING INSTITUTE (PLI)

The Professional Learning Institute (PLI) develops, brokers and conducts professional learning programs across the Department of Education.

The PLI is integral to the Department's strategic plan. Its main purpose is, in partnership with others, to ensure the realisation of the Department's vision of a successful, skilled and innovative workforce.

National and international research consistently shows improving teacher and leadership quality in schools are the most influential factors in improving student outcomes and sustained system improvement.

In line with the strategic drivers *a Skilled Workforce* and *Empowered Leadership* the PLI ensures leaders are equipped with the skills to manage, lead and encourage innovation and continuous improvement; and all staff across the Department are provided with professional learning, coaching and mentoring opportunities to build their capacity.

At its inception in 2012, the PLI offered programs primarily aimed at school-based leadership roles including programs that support aspiring, newly appointed and experienced leaders.

From 2013 to 2015 the PLI expanded its focus to encompass all areas of the Department (including LINC and Corporate Services).

To increase access to professional learning when and how clients require it, the PLI is transitioning to an online strategy; professional learning will be delivered both face-to-face and online, or through a blend of the two.

In 2016 the PLI moved into a new custom-built centre. The new home for the PLI is innovative and cutting-edge and harnesses the power of technology to deliver engaging professional learning.

In the 2015–16 financial year, the PLI had 5,805 enrolments in professional learning programs. The PLI will continue to evolve to meet the changing needs of the Department, and is integral to improving education in Tasmania.

2016 has seen the PLI continue its flagship leadership programs to build capacity, develop aspiring leaders and create highly accomplished leaders across the Department.

The *Leadership Starts from Within* program focuses on understanding leadership and management. Participants undertake a 360° feedback survey which is explored through the lens of building understanding and practice of leadership in the workplace. 162 aspiring leaders took part during this financial year.

Growing your Leadership is a leadership development program focusing on non-teaching employees who want to grow their leadership skills and contribute to effective team practice in the workplace. The program works to enact leadership across the

workplace, raise awareness of the responsibilities of workplace management and support responsibility for personal learning in leadership. 53 aspiring leaders took part this financial year.

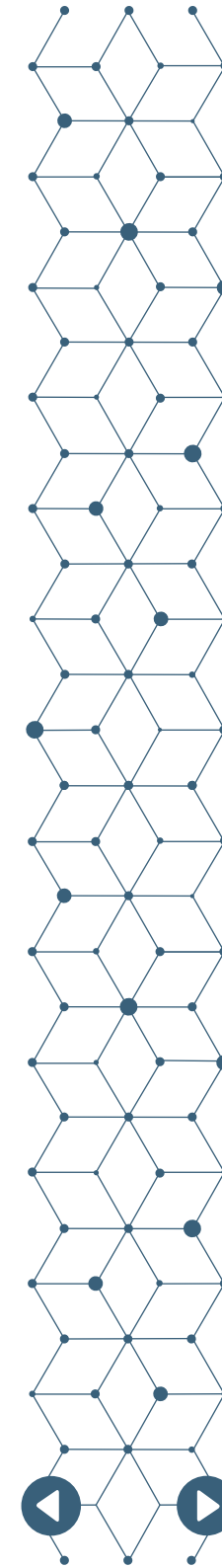
All newly appointed principals were supported through the PLI's *Thrive Principal Induction Program*; a system wide induction designed to provide intensive and explicit support for newly appointed principals. The program seeks to develop the professional and personal skills and capabilities of new principals 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. 49 new principals took part this financial year.

Leading a Digital School, Building a Feedback Culture, Leading Teaching and Learning and *Shadowing for Aspiring Principals* programs have continued to support 295 participants in leadership and improvement in schools.

Teachers were supported through targeted teaching and learning professional learning aligned to the strategic plan and areas highlighted by data.

170 beginning teachers undertook the *Foster Teacher Induction* program, for teachers in the first year of their career. The program focuses on the elements of effective teaching that optimise learning outcomes for students, and on creating a classroom environment that positively influences student achievement.

In *21st Century Learning Design* (21 CLD), 61 teachers deepened their understanding of the 21st Century skills (collaboration, knowledge construction, self-regulation, real world innovation and problem solving, use of ICT for learning and skilful communication) that support students to be successful, confident, engaged and collaborative global learners.



The PLI continued the four programs based on statewide student data which indicated a need for a system focus on the teaching of grammar, spelling, decimals and algebra.

Statewide Literacy Focus (Grammar), delivered in partnership with Dr Beverly Derewianka, supported 152 teachers in developing their own knowledge about how language works in order to teach students how to create well-constructed texts. *Statewide Literacy Focus (Spelling)* delivered in partnership with Misty Adoniou from the University of Canberra, supported 200 teachers in developing their own knowledge about spelling along with strategies of how to apply this knowledge to effective classroom pedagogy.

Statewide Numeracy Focus (Decimals), delivered in partnership with the University of Tasmania, supported 66 teachers in understanding the development of key skills and understandings in number as outlined in the *Australian Curriculum: Mathematics*, and explores evidence-based teaching approaches and diagnostic tools to support student learning. *Statewide Numeracy Focus (Algebra)* supported 90 teachers in understanding the important links between number and algebra in the *Australian Curriculum: Mathematics*.

To build capacity across the entire system the PLI designed and implemented a number of programs to meet the needs of the whole agency.

New tailored professional learning for administration staff and education facility attendants was delivered across all regions of the state, designed to enable participants to build a greater understanding of issues relating to workplace health and wellbeing, as well as providing opportunities to engage in professional learning relating to factors

that influence student behaviour. 55 participants have undertaken the programs, with more programs to run later in 2016.

Shadowing for Aspiring Business Managers provided 48 participants with an understanding of the practices that underpin the work of effective School Business Managers (SBMs). The program is about developing an understanding of leadership styles and interpersonal skills, as well as observing the finance-based and school demands of the SBM role.

Supporting Instruction in the Classroom has been designed specifically for Teacher Assistants – focusing on developing knowledge about student learning and instructional skills that support learning in the classroom. 124 Teacher Assistants have taken part this financial year.

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.

In addition, an *Ethical Conduct Framework* has been developed to provide a range of information and tools to support officers and employees to undertake their duties and fulfil their responsibilities, while behaving at all times with honesty and integrity. The Framework is available on the staff intranet.

A recent Departmental survey identified that an average of 27 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* identified that 95 per cent of respondents are aware of their responsibilities under the *Tasmanian State Service Code of Conduct* and 92 per cent have a good understanding of the ethical standards expected of them.



"National and international research consistently shows improving teacher and leadership quality in schools are the most influential factors in improving student outcomes and sustained system improvement."

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 2015–16.

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.

As at 30 June 2016, 6,042 staff members had enrolled and successfully completed courses – an increase of 1,250 participants from the same time last year.

KEY AREAS OF WORK FOR 2015–16

INCLUSION ADVISORY PANEL – DISABILITY FOCUS

The Inclusion Advisory Panel – Disability Focus will oversee the implementation of the Ministerial Taskforce (see Major Government commitments section for more information) recommendations and will provide practical advice to the Minister on the opportunities and barriers to implementing the recommendations. The Panel will advise across all education sectors within the context of the national and state agenda for students with disability.

The Inclusion Advisory Panel is chaired by Ms Cheryl Larcombe. Membership of the Panel includes representatives from: the Tasmanian Principals Association, Australian Education Union, Tasmanian Association of State School Organisations, Tasmanian Catholic Education Office, Independent Schools Tasmania, UTAS,

Anti-Discrimination Commissioner, Secretary of the Department of Education, Director of Disability Programs, and two representatives from the Ministerial Taskforce.



"Over time, students move forward in their learning when they can use personal knowledge to construct meaning, have skills of self-monitoring to realise that they don't understand something, and have ways of deciding what to do next." (Earl, L 2003).

SPEECH AND LANGUAGE PATHOLOGY LITERACY PROGRAM

The *Speech and Language Pathology Literacy Program* has been designed to improve literacy achievement in Tasmanian schools. The program will initially target students in Prep and Year 1 one who are at risk of not developing oral language skills and phonological awareness that will impact their attainment of literacy skills.

As part of this program an online resource package has been developed that includes video demonstrations of classroom-based phonological awareness activities.

All schools involved have received two resources: the *Astronaut Invented Spelling TEST* (AIST-2) and the *Early Literacy Foundations* (ELF) resource.

An additional 1.5 FTE speech pathologist staffing resource has been made available in 2016 to deliver this program statewide in both Learning Services.

REVISED PROFESSIONAL SUPPORT SERVICE MODEL

During 2015–16, a review of the Professional Support Service Model was undertaken to ensure a more effective and responsive approach is developed to support service delivery for students through networks. This new model has been developed in consultation with a working group and across school principals and professional support staff.

The new model is currently being embedded across the state, and a new Policy, Procedure and Operational Plan has been developed to guide the implementation of the new model for Professional Support Staff Services in Tasmanian Government schools.

NATIONAL DISABILITY INSURANCE SCHEME (NDIS)

From 1 July 2016, the National Disability Insurance Scheme (NDIS) began its roll out across Australia. The Scheme is being introduced in stages across Tasmania over the next three years to ensure it is successful and sustainable.

The NDIS will provide a new way of individualised support for people with disability and will replace the current Tasmanian disability support system.

By June 2019, approximately 10,600 Tasmanians will be on the NDIS.

The Department is currently working with the National Disability Insurance Agency (NDIA) and DHHS in preparation to move to the full roll out of the NDIS by 2019.

School principals have been contacted in relation to the transition to the NDIS, and information is available on the Department's website.

GOOD TEACHING: INCLUSIVE TEACHING FOR STUDENTS WITH DISABILITY

The Department is committed to providing equitable education and creating safe and inclusive learning and working environments for all staff and students. This Good Teaching guide on Inclusive Teaching for Students with Disability is a resource designed to support teachers to adopt inclusive teaching and learning practices for students with disability in mainstream schools.

Inclusive education means that all students are able to attend and are welcomed and supported to learn, contribute and participate in all aspects of school life. Inclusive schools demonstrate

respect and support for student diversity through the school's inclusive actions and structures. This includes enabling all students with disability to access appropriate teaching and learning programs within the *Australian Curriculum*.

This Good Teaching guide aims to support teachers in meeting their obligations under the *Disability Standards for Education (DSE) 2005* to ensure that reasonable adjustments are provided for students so that they can participate and succeed in learning experiences on the same basis as their peers.

Accompanying this resource is a range of resources, an online portal in *Fronter*, and professional learning opportunities to assist staff in adopting inclusive practice.

"Teaching inclusively means creating a learning environment where students, irrespective of their background can maximise the potential for their own learning and the learning of others."

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 programs 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 programs.

Opportunities for media coverage promoting education and information services including launches and events, feature stories and interviews showcasing departmental programs and community engagement initiatives are proactively identified and managed. Further to this, the Department's social media presence has grown significantly in the last 24 months. Facebook subscribers to our page have continued to grow strongly over the last year with the DoE Facebook page now having over 11,000 individuals engaged. Also, over 90 per cent of Tasmanian Government schools now have their own Facebook page or public group.

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 programs 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 2015 through to 30 June 2016, the Department did not receive any public interest disclosures.

OPEN DATA POLICY

In June 2016, the Department released a key data report in line with the Tasmanian Government's Open Data Policy as part of our commitment to transparency and openness. Open data makes data access easier and allows government information to be shared with the public for commercial and community benefit, therefore increasing transparency amongst the Tasmanian community.

Key data for 2015–16 released in the report, includes:

- School Resource Package Allocations, including Fairer Funding Model Allocations
- Student enrolments and attendance (2016 First Term Census figures)
- Student suspensions and class sizes
- Supporting student need
- Workforce data.

The data is available from: <http://data.gov.au>



"...the Department's social media presence has grown significantly in the last 24 months. Facebook subscribers to our page have continued to grow strongly over the last year with the DoE Facebook page now having over 11,000 individuals engaged."

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 whom the applicant believes hold certain information.

The aim of the *Right to Information Act 2009* is to improve the operation of democracy in Tasmania by:

- increasing the accountability of the Government to the people of Tasmania
- increasing the ability of the people to participate in government decision-making

- acknowledging that the information held by Tasmanian public authorities belongs to the people of the State and has been collected for them and on their behalf.

During the 2015–16 year, the Department received 24 requests under the Act, which is a decrease from 37 requests in 2014–15.

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

RIGHT TO INFORMATION REQUESTS

NUMBER

Number of applications received for assessed disclosure	24 ¹
Number of applications withdrawn/transferred to other agency	3
Number of applications accepted for assessed disclosure	15
Number of applications determined	15
Granted in full	4
Granted in part with the balance refused or claimed as exempt	8
All information applied was exempt	1
Information applied not held by the agency	2
Determined within 20 working days	5
Determined more than 20 working days	7
Determined more than 20 working days and involved an extension of time negotiated with the applicant	3
Internal reviews requested	0
Internal reviews finalised by 30 June	0
Internal review decision upheld in full	0

¹ Includes six applications not yet determined and carried forward to 2016–17.

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 (Repeals and Transitional Provisions) Act 2008

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

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)

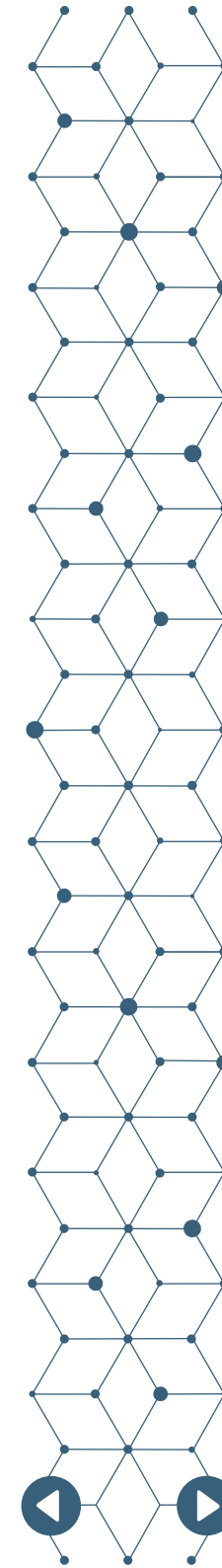
The SRB was established in 1995. Its primary function is to register non-government schools and ensure that non-government schools comply with the educational standards determined by the Minister for Education and Training. The legislative basis for registration is contained in section 51 of the *Education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



OFFICE OF TASMANIAN ASSESSMENT, STANDARDS AND CERTIFICATION (TASC)

TASC ensures the development of appropriate standards, the accreditation of courses, and the assessment and certification of student achievement in the senior secondary years across all educational sectors. TASC is established under the *Office of Tasmanian Assessment, Standards and Certification Act 2003*.

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
- approve pre-service teacher education courses

- 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 programs; being a reference point for enquiries; responding to community concerns; and maintaining liaison with other agencies about home education.



TASC ensures the development of appropriate standards, the accreditation of courses, and the assessment and certification of student achievement in the senior secondary years across all educational sectors.

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 program 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
- 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 (Corporate and Business Services) and in 2015–16 included the Deputy Secretary (Early Years and Schools), Director Finance and Budget 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 the monitoring of the Department's educational, corporate, financial and business risks including fraud. RiMAC also approved and monitored the implementation of the internal audit annual work plan.

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 and Information Management risks are managed within a whole-of-government framework, and are supported by our own policies and guidelines. Information Technology Services (ITS) reports to each RiMAC meeting on any IT Security issues during the reporting period as well updating RiMAC on whole-of-government and Department Information Management issues and strategies.



CLIMATE CHANGE

The Department's 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.

The Department's *Emissions Reduction Plan* (2009), in conjunction with the Department's *Strategic Asset Management Plan*, works to develop energy efficiency improvements in existing facilities.

Our goal is to contribute to the reduction of global greenhouse gas emissions by encouraging innovation in recycling, transportation, green building initiatives and moving towards carbon-neutral facilities. The Department intends to:

- use less energy
- reduce transport/travel related emissions while maintaining continuity of business operations
- reduce our levels of office waste
- develop and lead an education program aimed at engaging staff, students and the broader community.

The *Emissions Reduction Plan* is currently under review.

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

The Department's 'incentive based' energy funding model helps schools to make long term commitments to energy savings and utilise incentives.

Key elements of the Department's initiatives are:

- Five-Star Green Star rating for new schools.
- The introduction of the *Energy Saving Guide* for Tasmanian Government schools.
- 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.
- The innovative Sustainability Learning Centre on the site of the Hobart College at Mount Nelson.
- Installation of LED emergency exit lights.
- Participation in the National Solar Schools Program (up until program end in 2013), including ongoing monitoring of solar panel outputs and installation of solar panels at five Trade Training Centres.
- Implementation of the Sustainability Initiatives program to further reduce the carbon footprint of Tasmanian schools.
- 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 the Department continues to implement.
- To promote the importance of effective waste management, the Department entered into a statewide waste management contract in 2011.

A key feature of the contract is the reporting of levels of greenhouse gas emissions. The report substantially improves the Department's information and management of waste, and is enabling improvements in recycling to be identified and introduced.

This reporting means the Department is ideally placed to track and meet the waste reduction targets contained in the *Climate Smart Tasmania: A 2020 Climate Change Strategy*.

Through this improved reporting, the Department has managed to reduce the total volume of waste generated from 4,373 tonnes in 2012–13 to 4,103 tonnes in 2015–16.



WASTE EMISSION LEVELS 2015–16 (t CO₂-e)

	2014–15	2015–16
Total emissions if all waste to landfill	4,835	5,187¹
Greenhouse gas (GHG) emissions saved due to diverting waste from landfill	381	415
Current total GHG emissions	4,454	4,772
Percentage reduction	7.88%	13.86%

¹ There was an increase of 19.1% in the Methane generation factor on 1 January 2015 relating to waste sent to landfill.

GHG EMISSIONS SAVED DUE TO DIVERTING FROM LANDFILL – EQUIVALENT

	2014–15	2015–16
Number of cars removed from the road for one year	85	92
Number of trees planted	1,423	1,550
Number of passengers off-setting a flight Sydney to Hong Kong	500	545

MEASURING AND REPORTING

Since an audit in 2008, the Department has 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*, the Department has developed systems to more accurately measure the quantities for the extensive set of emission types and targets addressed in the strategy.

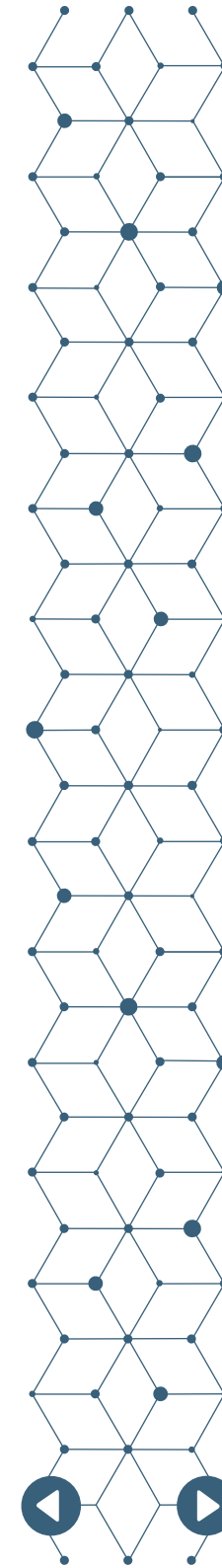
The data collected in these systems will be utilised to develop strategies to further reduce the Department's emissions to meet the targets set for 2020.

Greenhouse gas emissions during the financial year 2015–16 were approximately 15,931 tonnes of greenhouse gas emissions. The following table provides a breakdown of 2015–16 figures, along with 2014–15 figures for comparison.

	2014–15		2015–16	
Activity	Volume	t CO ₂ -e	Volume	t CO ₂ -e
Electricity	72.17 GWh	16,600	71.83 GWh	10,056.9¹
Unleaded petrol	247.5 kL	566.6	240.3 kL	550.0
Diesel fuel	114.8 kL	309.4	112.8 kL	304.0
Air travel	618,535 km	98.0	1,579 m km	249.5
Waste	4,182 t	4,454.0	4,103 t	4,772²
TOTAL		22,028.0		15,932.40

¹ The National Greenhouse Accounts Factors released by the Commonwealth Department of Environment and Energy reduced by 40% in relation to electricity emissions for the 2015–16 period.

² There was an increase of 19.1% in the Methane generation factor on 1 January 2015 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 program represents Australian Government funding relating to non-government schools.

These funds are administered on behalf of the Australian Department of Education and Training 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 program 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 7 of the *Education Regulations 2015*.

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 2015–16

PROGRAM EXPENDITURE	\$ '000
Australian Government grants to non-government schools	226,278
Non-government schools: Capital assistance	1,173
Non-government schools: General Education Grants	60,396
TOTAL	287,847

NEW ARRANGEMENTS

- Relocated Quality Assurance organisational unit from Early Years and Schools into Department Services – October 2015
- Relocated Legal Services organisational unit from Office of the Secretary into Department Services – October 2015
- Tertiary and Equity and Australian School based Apprenticeships (ASbA) realigned within Early Years and Schools – October 2015
- Learning Services (South) renamed to Learning Services (Southern Region) – January 2016
- Relocated Child and Family Centre organisational units from Early Years and Schools into Learning Services (Northern Region) and Learning Services (Southern Region) – January 2016
- Established Launceston Big Picture School at Inveresk, former site of City Campus – January 2016
- Relocated eLearning from Curriculum Services to Professional Learning Institute – March 2016
- Finance and Business Services renamed to Finance and Budget Services – May 2016



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 totaled \$15.4 million (excluding GST). The contributions included \$11.5 million for workers compensation and \$3.1 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 2015–16

ITEM	NUMBER OF CLAIMS	TOTAL VALUE OF CLAIMS \$
General property	6	1,036,536
General liability	12	208,000
Motor vehicle	23	32,688
Personal accident (for students engaged in workplace learning activities and volunteers)	1	11,500.00
Transit/removal	0	0
TOTAL	42	1,288,724

PROPERTY PROTECTION SCHEME

SUMMARY OF CLAIMS FOR 2015–16

Number of claims lodged	678
Total value of claims	\$2,264,465.57
Highest valued claim	\$48,163.00
Number of sites lodging claims	154
AVERAGE COST PER CLAIM	\$3,339.92

DEBTS WRITTEN OFF 2015–16

CATEGORY	NUMBER OF DEBTS	AMOUNT \$
Minor debts up to \$50	33,463	154,895
Minor debts between \$50 and \$1,000	165	10,908
Debts over \$1,000	13	29,079
Subtotal	33,641	194,882
School debt write-offs	1,481	285,277
TOTAL	35,122	480,159

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 2015–16

CAPITAL PROGRAM	TOTAL COST \$'000
Capital Investment Program	31,042
Department-funded Major Projects	6,703
TOTAL	37,745



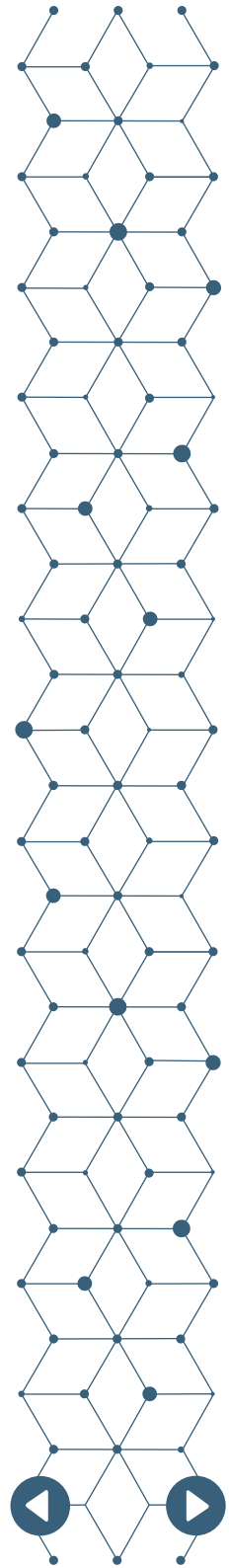
LIST OF INDIVIDUAL MAJOR CAPITAL PROJECTS COMPLETED DURING 2015–16

CAPITAL INVESTMENT PROGRAM	PROJECT	ESTIMATED TOTAL COST \$'000
Brooks High School	Major refurbishment of existing general learning areas	7,300
Devonport High School	Toilet and change rooms for the gymnasium and adjoining teaching blocks	850
Dunalley Primary School	Construction of new Dunalley Primary School	5,876
Lauderdale Primary School	Construction of additional General Learning Area (GLA) and the demolition of old demountable units	1,600
Latrobe High School	Gym extension	550
Latrobe Primary School	Double classroom	660
New Town High School	School entrance/building upgrade and redevelopment	2,830
Launceston LINC, Civic Square	Redevelopment of LINC	3,150
Taroona High School	Construction of four general learning areas, a science facility and a home economics facility	2,100
Wynyard High School	Upgrade and refurbishment of the trades and manual arts rooms	280
Bothwell High School	General upgrade of learning and specialist areas, toilets and external spaces	500
Margate Primary School	Refurbish a terrapin building, relocate after school care and online access centre to provide an additional learning area	450
Oatlands District High School	Upgrade to the administration area, toilets and general learning areas	500
Rokeby High School	Major refurbishment to provide contemporary science facilities	1,500
Springfield Gardens Primary School	Internal refurbishment to create an additional four general learning areas	600
East Devonport Primary School Kindergarten	Provision of refurbished Kindergarten	525
Science and Technology Upgrades	Upgrades to science facilities at Bothwell, Exeter, St Mary's and Woodbridge Schools	1,271
Sheffield School	Refurbishment to provide contemporary science facilities (2 x labs and prep room)	500
TOTAL		31,042

DEPARTMENT-FUNDED MAJOR PROJECTS	PROJECT	ESTIMATED TOTAL COST \$'000
Raminea Road Project	Convert former Lindisfarne North Primary School site for office accommodation	1,500
Professional Learning Institute	Refurbishment to establish permanent accommodation	1,500
Southern Support and eSchool relocation	Refurbishment works to relocate Southern Support and Tasmanian eSchool	1,200
New Norfolk Primary School	Relocation of Kindergarten	591
Waimea Heights Primary School	Two additional general learning areas	758
New Town High School	Road and car park improvements	534
Kingston High School	Provision of operable walls and space realignment in three pods	350
Exeter High School	Replacement of retaining wall	270
TOTAL		6,703

LIST OF INDIVIDUAL ONGOING MAJOR CAPITAL PROJECTS

CAPITAL INVESTMENT PROGRAM	PROJECT	ESTIMATED TOTAL COST \$'000	ESTIMATED COST TO COMPLETE \$'000	ESTIMATED COMPLETION YEAR
Glenorchy Primary School	Refurbishment, extensions and an additional building to provide contemporary learning and support spaces	4,000	3,669	2017
Kings Meadows High School	Major refurbishment of existing areas to provide modern contemporary flexible learning environments	7,150	4,055	2017
Latrobe High School	Major refurbishment to provide modern learning environments, visual and performing arts facilities, hospitality facilities and gym	10,000	8,316	2017
LINCTas Burnie	Modernisation of Library and Information Network Centre (LINC)	2,800	1,000	2016
Montrose Bay High School	Redevelopment of gymnasium, A and B blocks, and provision of new administration centre	5,800	5,045	2017
Parklands High School	Major refurbishment to provide modern learning environments including performing arts centre, canteen and student centre	9,145	8,568	2017
Prospect High School	Major refurbishment to provide modern learning environments and hospitality facilities	8,500	5,800	2017



Northern Support School	Refurbishment of the Ravenswood site to accommodate all activities on the one site	7,900	7,300	2017
School of Special Education – North West	Major refurbishment of Acton site and relocation of students from the current Burnie facility	4,500	3,498	2016
Smithton High School	Major refurbishment to provide modern learning environments, science facilities, and visual and performing arts facilities	7,000	5,885	2017
South Hobart Primary School	Refurbishment and construction of general learning areas, administration, library and multipurpose area, and amenities	3,600	3,100	2017
Year 7–12 Implementation Plan	Capital works and new classroom construction to support the Years 7–12 Implementation Plan	6,000	3,000	2018
Cooee Primary School	Provision of an additional flexible learning area	500	66	2016
Cressy District High School	Refurbishment of existing areas to provide modern contemporary flexible learning environments	1,100	234	2016
Elizabeth College	Refurbishment of existing storage facilities and provision of additional facilities for performing arts centre	400	297	2016
New Norfolk High School	Refurbishment to provide modern contemporary flexible learning environments	1,400	490	2016
Strahan Primary School	Multipurpose hall upgrade to resolve acoustic issues and appearance	400	174	2016
Ulverstone Primary School	Alterations and additions to provide a more spacious and appropriate administration area and main entrance	525	44	2016
Woodbridge School	Refurbishment to provide modern contemporary flexible learning environments	1,100	570	2016
Glen Dhu Primary School	Construction of new general learning areas and associated structural repairs	900	125	2016
Beachside Kindergarten	Subdivision of land for sale purposes	350	64	2016
TOTAL		83,070	61,300	

CONTRACTS AND TENDERS

CONTRACTS AND TENDERS | JULY 2015–30 JUNE 2016

	TOTALS
Total number of contracts awarded	92
Total number of contracts awarded to Tasmanian businesses	90
Total value of contracts awarded	\$68,888,120
Total value of contracts awarded to Tasmanian businesses	\$68,228,785
Total number of tenders called and/or quotation processes run	92
Total number of bids and/or written quotations received	347
Total number of bids and/or written quotations received from Tasmanian businesses	320

CONTRACTS FOR GOODS AND SERVICES > \$50,000

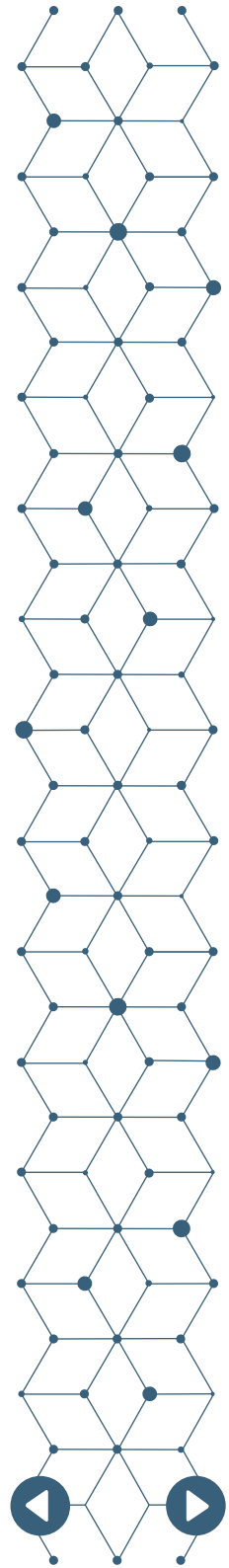
INFORMATION AND COMMUNICATION TECHNOLOGY >\$50,000

CONTRACTOR	LOCATION	DESCRIPTION	PERIOD OF CONTRACT	VALUE OF CONTRACT \$
CGI Australia	Hobart, Tasmania	Provision of Data Warehouse and Business Intelligence Development and Support	10/15–09/18	1,000,000
Rummin Productions Pty Ltd	Hobart, Tasmania	Provision of Online Learning Hub and Content Product Services	02/16–01/19	547,500
TOTAL				1,547,500

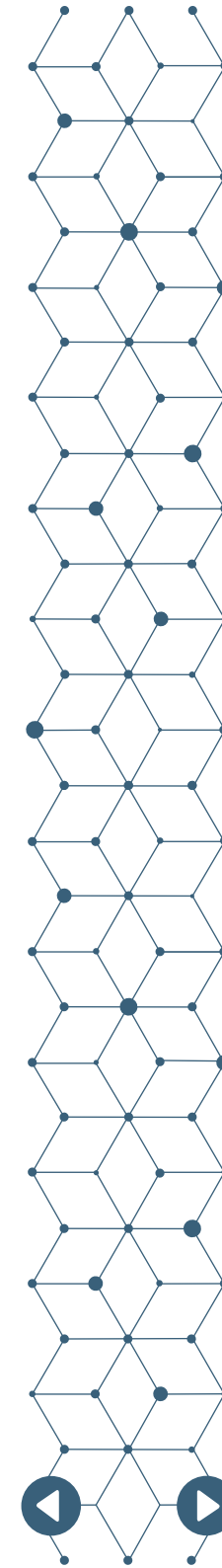
BUILDING AND CONSTRUCTION >\$50,000

CONTRACTOR	LOCATION	DESCRIPTION	PERIOD OF CONTRACT	VALUE OF CONTRACT \$
T&V Mead Pty Ltd T/A Mead Con	Quoiba, Tasmania	East Devonport Primary School – refurbishment of Kindergarten	07/15–11/16	334,458
Vos Construction & Joinery Pty Ltd	Kingston, Tasmania	Taroona High School – Stage 3 extensions and alterations	07/15–12/15	1,675,742
RCCC Civil Contracting Pty Ltd	Blackmans Bay, Tasmania	Timsbury Road – road and carparking works	08/15–09/16	314,000
Stubbs Constructions Pty Ltd	Wivenhoe, Tasmania	Devonport High School – alterations and additions to gymnasium	09/15–01/17	671,888
T & V Mead Pty Ltd T/A Mead Con	Moonah, Tasmania	Lindisfarne Primary School – Kindergarten extension	09/15–08/17	179,830
Tascon Constructions Pty Ltd	Moonah, Tasmania	Raminea Road – refurbishment of offices	10/15–01/17	1,093,183
Henry Weston Smith Garden Design and Maintenance	Hobart, Tasmania	Professional Learning Institute – landscape works package	11/15–01/17	75,000
Vos Construction & Joinery Pty Ltd	Hobart, Tasmania	Learning Services North – Devonport Campus alterations	11/15–02/16	209,350
Bennett Construction (Tas) Pty Ltd	Hobart, Tasmania	New Norfolk High School – redevelopment to accommodate Years 11 and 12	12/15–01/17	227,087
Anstie Constructions Pty Ltd	Launceston, Tasmania	Campbell Town District High School – redevelopment of existing areas to accommodate Years 11 and 12	12/15–02/16	220,817
T&V Mead Pty Ltd T/A Mead Con	Quoiba, Tasmania	Devonport Primary School – remediation to retaining wall	12/15–02/17	213,120
Stubbs Constructions Pty Ltd	Wivenhoe, Tasmania	Wynyard High School – refurbishment of general learning areas	12/15–02/17	165,913
De Jong and Sons Constructions Pty Ltd	Ulverstone, Tasmania	Burnie Primary School – toilets upgrade	12/15–02/17	84,500
Vos Construction & Joinery Pty Ltd	Hobart, Tasmania	Glenorchy LINC – redevelopment and relocation of Service Tasmania	12/15–04/16	753,163
Fairbrother Pty Ltd	Hobart, Tasmania	Lauderdale Primary School – new general learning areas	12/15–06/17	1,172,577
Fairbrother Pty Ltd	Launceston, Tasmania	Kings Meadows High School – redevelopment of general learning areas	12/15–12/17	5,221,714
Vos Construction & Joinery Pty Ltd	Devonport, Tasmania	Burnie LINC – modernise existing library and facilities	12/15–12/17	1,918,710
Hansen Yuncken Pty Ltd	Hobart, Tasmania	Howrah Beachside Kindergarten – demolition	01/16–02/16	60,275
Construction 3 Pty Ltd	Hobart, Tasmania	Montrose Bay High School – redevelopment and early works package	01/16–02/17	91,000
Bennett Construction (Tas) Pty Ltd	Hobart, Tasmania	Tasman District High School – redevelopment Years 11 and 12	01/16–02/17	99,861
Continental Builders Pty Ltd	Launceston, Tasmania	Glen Dhu Primary School – structural roof repairs to heritage listed buildings	01/16–02/17	165,000
Squires Plumbing	Moonah, Tasmania	Tasman District High School – drainage upgrade	01/16–02/17	108,540

CONTRACTOR	LOCATION	DESCRIPTION	PERIOD OF CONTRACT	VALUE OF CONTRACT \$
Treloar Transport	Sheffield, Tasmania	Latrobe High School – proposed carpark additions	01/16–03/16	58,003
Vos Construction & Joinery Pty Ltd	Hobart, Tasmania	Bothwell District High School – science lab redevelopment	01/16–03/17	198,700
Continental Builders Pty Ltd	South Launceston, Tasmania	Exeter High School – science lab redevelopment	01/16–03/17	280,000
De Jong and Sons Constructions Pty Ltd	Ulverstone, Tasmania	St Marys District High School – science lab redevelopment	01/16–03/17	297,898
De Jong and Sons Constructions Pty Ltd	Ulverstone, Tasmania	Woodbridge School – science lab redevelopment	01/16–03/17	290,780
Continental Builders Pty Ltd	Launceston, Tasmania	Glen Dhu Primary School – new classrooms	01/16–03/17	472,000
TDK Construction Pty Ltd	Kingston, Tasmania	Kingston High School – pod refurbishment	01/16–04/17	217,400
Vos Construction & Joinery Pty Ltd	Western Junction, Tasmania	Prospect High School – refurbish existing facilities and hospitality areas	01/16–04/18	5,579,155
Stubbs Constructions Pty Ltd	Wivenhoe, Tasmania	School of Special Education North West – Devonport campus works	01/16–06/17	264,767
Maveric Builders Pty Ltd	Kingston, Tasmania	Waimea Heights Primary School – additional learning areas	01/16–07/17	648,294
Maveric Builders Pty Ltd	Kingston, Tasmania	Bellerive Primary School – Kindergarten alterations	02/16–05/16	263,811
Vos Construction & Joinery Pty Ltd	Devonport, Tasmania	Sheffield School – science laboratory redevelopment	02/16–05/17	306,500
Wyatt Construction	Kingston, Tasmania	Springfield Gardens Primary School – classroom modifications	02/16–05/17	318,663
Bennett Construction (Tas) Pty Ltd	Hobart, Tasmania	Rokeby High School – redevelopment of science laboratories	02/16–06/17	986,272
Tascon Constructions Pty Ltd	Hobart, Tasmania	Margate Primary School – refurbishment of terrapin building and relocate after school care	02/16–06/17	323,550
Back in a Flash	Hobart, Tasmania	Strahan Primary School – hall extension upgrade	02/16–06/17	263,327
Stubbs Constructions Pty Ltd	Wivenhoe, Tasmania	Smithton High School – refurbish science, visual and performing arts area	03/16–01/18	4,198,870
Wyatt Construction	Kingston, Tasmania	Westerway Primary School – Kindergarten extension and associated works	03/16–05/17	363,261
T&V Mead Pty Ltd T/A Mead Con	Devonport, Tasmania	Cooee Primary School – upgrade and additional learning areas	03/16–06/17	297,600
De Jong and Sons Constructions Pty Ltd	Ulverstone, Tasmania	Woodbridge School – redevelopment of existing learning areas	03/16–06/17	731,000
Tascon Constructions Pty Ltd	Moonah, Tasmania	Oatlands District High School – upgrade of administration, toilets and general learning areas	03/16–06/17	291,000
Bennett Construction (Tas) Pty Ltd	Hobart, Tasmania	New Norfolk High School – refurbishment of existing learning areas	03/16–06/17	703,577



CONTRACTOR	LOCATION	DESCRIPTION	PERIOD OF CONTRACT	VALUE OF CONTRACT \$
Fairbrother Pty Ltd	Devonport, Tasmania	Cressy District High School – refurbishment of learning areas	03/16–06/17	1,325,917
Vos Construction & Joinery Pty Ltd	Devonport, Tasmania	Latrobe High School – refurbish existing facilities and gymnasium	03/16–06/18	6,622,591
Hutchinson Builders	Hobart, Tasmania	Montrose Bay High School – new gymnasium, refurbish blocks A and B	04/16–01/18	4,904,553
Maveric Builders Pty Ltd	Kingston, Tasmania	South Hobart Primary School – redevelopment	04/16–03/18	2,663,040
Merlin Constructions	Mornington, Tasmania	New Norfolk Primary School – Kindergarten relocation	04/16–05/17	484,795
Bassett Building Pty Ltd	Relbia, Tasmania	Trevallyn Primary School – upgrade of toilet facilities	04/16–05/17	76,463
Stubbs Constructions Pty Ltd	Wivenhoe, Tasmania	Ulverstone Primary School – administration and library refurbishment	04/16–06/17	359,836
RCCC Civil Contracting Pty Ltd	Huntingfield, Tasmania	Howrah Beachside Kindergarten – subdivision of 51 South Street, Bellerive	04/16–06/17	190,394
Stubbs Constructions Pty Ltd	Wivenhoe, Tasmania	School of Special Education North West – refurbish Acton site and relocate from Hellyer College site	04/16–12/17	3,259,590
Macquarie Builders Pty Ltd	Hobart, Tasmania	Glenorchy Primary School – new and refurbish general learning areas and administration area	05/16–07/18	3,470,210
AJR Construct	Don, Tasmania	Elizabeth College – provide new and refurbish existing storage facilities	05/16–06/17	367,913
TOTAL				56,135,458



OTHER >\$50,000

CONTRACTOR	LOCATION	DESCRIPTION	PERIOD OF CONTRACT	VALUE OF CONTRACT \$
Chubb Fire and Security	Statewide, Tasmania	Provision of security monitoring and reporting	01/12–11/18	412,333
General and Window Cleaning Pty Ltd	Hobart, Tasmania	Hobart College – provision of contract cleaning services	10/15–09/18	1,340,319
Detail First Pty Ltd	Hobart, Tasmania	Alanvale Campus – provision of contract cleaning services	11/15–10/18	816,013
Detail First Pty Ltd	Hobart, Tasmania	New Norfolk LINC – provision of contract cleaning services	04/16–04/19	70,120
Lazaro Pty Ltd	Hobart, Tasmania	Rosny College – provision of contract cleaning services	11/15–10/18	963,076
Quad Services Pty Ltd	Hobart, Tasmania	Huon LINC – provision of contract cleaning services	10/15–09/18	101,750
Lowes Manhattan Pty Ltd	Hobart, Tasmania	Rose Bay High School – provision of school uniform services	10/15–09/18	401,150
Lowes Manhattan Pty Ltd	Hobart, Tasmania	Taroona High School – provision of school uniform services	10/15–09/18	467,223
Goanna Energy Consulting Pty Ltd	Sandy Bay, Tasmania	Energy consultancy services	01/16–12/18	82,620
Medimobile Pty Ltd, National Flu Services	Spring Hill, Queensland	Influenza vaccination program	01/16–12/18	370,000
Lazaro Pty Ltd	Hobart, Tasmania	Launceston LINC – provision of contract cleaning service	02/16–01/19	400,540
Australian Council for Educational Research(ACER) Limited	Camberwell, Victoria	Provision of Progressive Achievement Tests for Tasmanian Government schools	01/16–01/17	289,335
Lazaro Pty Ltd	Hobart, Tasmania	Professional Learning Institute – provision of contract cleaning services	05/16–04/19	141,750
Lazaro Pty Ltd	Hobart, Tasmania	Claremont College – contract cleaning services	06/16–06/20	870,750
Andrew Wright Auctioneers and Valuers	Glenorchy, Tasmania	Valuation of heritage assets and library collection	06/16–06/16	75,000
TOTAL				6,801,979

CONTRACTS FOR CONSULTANCIES >\$50,000

BUILDING AND CONSTRUCTION

CONSULTANT	LOCATION	DESCRIPTION	PERIOD OF CONSULTANCY	VALUE OF CONTRACT \$
Architects DesignHaus Pty Ltd	Hobart, Tasmania	Raminea Road site – provision of architectural consultancy services for the refurbishment of office accommodation	07/15–01/16	96,140
Preston Lane Architects	Hobart, Tasmania	Lauderdale Primary School – provision of architectural consultancy services for the upgrade of facilities	07/15–02/17	125,480
Shane Mann & Associates - Architects	Hobart, Tasmania	Glenorchy LINC – provision of architectural consultancy services for the redevelopment	07/15–04/17	49,938
Carroll & Cockburn Architects Pty Ltd	Launceston, Tasmania	Burnie LINC – provision of architectural consultancy services for the redevelopment	07/15–06/17	182,942
Carroll & Cockburn Architects Pty Ltd	Launceston, Tasmania	Prospect High School – provision of architectural consultancy services for the redevelopment	07/15–06/17	373,300
Phil Lighton Architects Pty Ltd	Launceston, Tasmania	Smithton High School – provision of architectural consultancy services for the redevelopment	07/15–06/17	399,210
ARTAS Architects	Launceston, Tasmania	Latrobe High School – provision of architectural consultancy services for the redevelopment	07/15–06/17	521,950
GHD Pty Ltd	Burnie, Tasmania	School of Special Education Burnie – provision of architectural consultancy services for the relocation	07/15–12/16	298,309
ARTAS Architects Pty Ltd	Launceston, Tasmania	Northern Support School – provision of architectural consultancy services for the redevelopment	07/15–12/16	328,700
Dunbabin Architects Pty Ltd	Hobart, Tasmania	South Hobart Primary School – provision of architectural consultancy services for the redevelopment	08/15–08/18	304,390
Morrison Breytenbach Architects Pty Ltd	Hobart, Tasmania	Glenorchy Primary School – provision of architectural consultancy services for the redevelopment	09/15–06/18	277,466
ARTAS Architects Pty Ltd	Launceston, Tasmania	Parklands High School – provision of architectural consultancy services for the redevelopment	09/15–06/18	314,500
HBV Architects Pty Ltd	Hobart, Tasmania	Montrose Bay High School – provision of architectural consultancy services for the new Gymnasium and refurbishment of blocks A and B	09/15–06/18	422,100
Tim Penny Architecture and Interiors Pty Ltd	Hobart, Tasmania	New Norfolk Primary School – provision of architectural consultancy services for the Kindergarten relocation	10/15–04/17	62,696
Phil Lighton Architects Pty Ltd	Launceston, Tasmania	Cressy District High School – commissioning of consultant for the redevelopment of Years 11 and 12 learning areas	10/15–05/17	56,310

CONSULTANT	LOCATION	DESCRIPTION	PERIOD OF CONSULTANCY	VALUE OF CONTRACT \$
Tim Penny Architecture and Interiors Pty Ltd	Hobart, Tasmania	Woodbridge School – provision of architectural consultancy services for the redevelopment of general learning areas	11/15–05/17	82,293
M2Architecture Pty Ltd	Hobart, Tasmania	Waimea Heights Primary School – commissioning of consultant for the additional learning areas	11/15–06/17	83,525
Tim Penny Architecture and Interiors Pty Ltd	Hobart, Tasmania	Rokeby High School – provision of architectural consultancy services for the redevelopment of science laboratories	12/15–06/17	98,163
Michael Cooper Architects Pty Ltd	Hobart, Tasmania	Drysdale Hobart – provision of architectural consultancy services for the refurbishment	01/16–06/17	68,500
Phil Lighton Architects Pty Ltd	Launceston, Tasmania	Cressy District High School – commissioning of consultant for the redevelopment	03/15–06/17	91,132
GPJ Architects Pty Ltd	Sandy Bay, Tasmania	New Norfolk High School – provision of architectural consultancy services for the refurbishment of existing learning areas	04/16–06/17	100,670
Loop Architecture Pty Ltd	Launceston, Tasmania	TasTAFE Nursing Devonport – provision of architectural consultancy services for the relocation	06/16–3/18	65,470
TOTAL				4,403,184

CONTRACTS AWARDED AS A RESULT OF DIRECT/LIMITED SOURCING PROCESS

SUPPLIER	DESCRIPTION	REASONS	VALUE \$
KuderVisions Unlimited	Further services in relation to online career planning tool to allow development of business and industry connections	Additional delivery of services by original supplier as an extension for existing software where a change of supplier would not meet interchangeability requirements	125,000
Tim Penny Architecture	Architectural services for the redevelopment of science laboratories and preparation room at Rokeby High School	Extreme urgency brought about by events unforeseen and the services could not be obtained in time using an open or selective tender	110,000
Australian Council for Educational Research	Progressive Achievement Testing for 2016 and 2017	The required services can be supplied only by a particular supplier and no reasonable alternative or substitute services exist due to an absence of competition due to technical requirements	289,335
Janice Atkin	Development of curriculum for <i>Respectful Relationships Program</i>	Extreme urgency brought about by events unforeseen and the services could not be obtained in time using an open or selective tender	127,000

CONTRACT EXTENSIONS APPROVED BY HEAD OF AGENCY

SUPPLIER	DESCRIPTION	PERIOD	VALUE \$
PANDA Physiotherapy	Physiotherapy and occupational therapy services to students with disabilities – Southern region	1/1/16–31/12/16	175,000
St Giles Society	Physiotherapy and occupational therapy services to students with disabilities – Northern region	1/1/16–31/12/16	135,000
North West Area Health Services (THO–NW)	Physiotherapy and occupational therapy services to students with disabilities – North-West region	1/1/16– 31/12/16	135,000

SUMMARY OF TOTAL COSTS OF CONTRACTS AND CONSULTANCIES AWARDED > \$50,000

ITEM	TOTAL COST \$
Information and Communication Technology	1,547,500
Building and Construction	56,135,458
Other	6,801,979
TOTAL	64,484,937

SUPERANNUATION CERTIFICATE

"I, Jenny Gale, 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."

Jenny Gale
Secretary (28 August 2016)

OTHER ANNUAL REPORTS

TASMANIAN LIBRARY ADVISORY BOARD ANNUAL REPORT

On behalf of the Tasmanian Library Advisory Board (TLAB), I am pleased to submit the 30th 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 previous board completed its term on 31 December 2015. The current board was appointed on 1 January 2016 until 31 December 2018.

BOARD MEMBERSHIP

MINISTERIAL NOMINEES

During 2015–16, ministerial nominees were:

Ms Mary Bent (Chair), Ms Jen Fitzgerald, Ms Hilary Schofield, Dr Dianne Snowden, Jan Butler, Ms Kay Thompson, Dr Mark Briggs, Ms Sue Chapple, and Lyn Cameron (until 31 December 2015).

LOCAL GOVERNMENT ASSOCIATION OF TASMANIA (LGAT) NOMINEES:

The following LGAT nominees concluded their term on 31 December 2015:

- Councillor Susan Nolan
- Mayor Doug Chipman
- Mrs Kym Matthews

The following LGAT nominees were appointed for a new term from 1 January 2016 to 31 December 2018:

- Alderman Sandra French
- Councillor Dick Adams
- Alderman Suzanne Cooper (resigned April 2016)
- Alderman James Walker

NOMINEE OF THE SECRETARY OF THE DEPARTMENT OF EDUCATION:

Ms Jenny Rayner, Director, LINC Tasmania

BOARD MEETINGS

The board held four meetings during 2015–16 in Hobart and George Town.

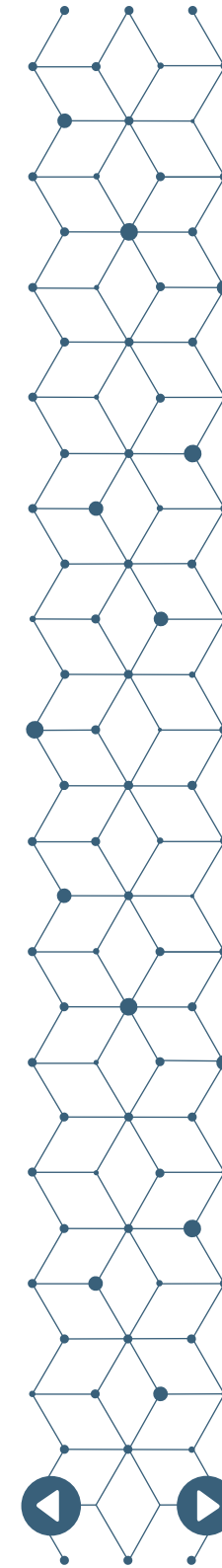
- 27 August 2015
- 3 December 2015 (George Town)
- 3 March 2016
- 2 June 2016

MAJOR ISSUES CONSIDERED BY THE BOARD

LINC TASMANIA BUDGET SAVINGS STRATEGY

The Board continued to support the LINC Tasmania budget strategy and commends the actions achieved during 2015–16 to meet budget targets. Strategies focused on Department managed Online Access Centres (OACs) reflecting the changed community and service needs. The Board notes that although the budget targets have now been achieved, this work will continue at a lesser level into 2016–17, with further minor service changes to OACs and libraries where appropriate. The Board commends LINC Tasmania staff for the extensive background work involving data and underlying principles to give the necessary rationale to Board deliberations.

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 having operational oversight of several smaller regional sites. The benefit of this model has been closer relationships with staff in outlying areas and host LINC managers. The Board is pleased that the internal restructure has not impacted on services to the public and affected staff have been transitioned to new roles as appropriate with some FTE savings made.



The Board continues to support LINC Tasmania in ensuring the LINC network remains relevant and sustainable through changes to hours of service, consolidation of services with schools, or investigation of other community solutions that reduce the overheads of service delivery.

CAPITAL WORKS PROGRESS

The Board was kept informed of several significant new buildings developments and redevelopment over the year which continued the LINC model. The Board were pleased that work is progressing to plan with the Burnie LINC redevelopment and Devonport Living City. The co-location of Glenorchy LINC and Service Tasmania will be completed in late July 2016 and the Board looks forward to achieving greater interaction between Service Tasmania and LINC clients. The Board was very impressed with the completed Launceston LINC facelift and is proud to have such a contemporary facility with extensive public spaces as part of the LINC network. The various building projects were each unique, and brought with them varying local needs and challenges along with internal cultural change needed to continue the LINC vision.

The Board continues to advocate for the establishment of more regional LINC/hubs believing the Hub model is a cost-effective and highly accessible way to deliver services, especially for regional communities. The Board is encouraged by the purchase of the existing Sorell Library building by the Department and hopes this may reinstate the deferred planning for a regional LINC or community hub at Sorell.

The Board welcomed the concept of a Masterplan for the Hobart building with some enthusiasm and will be strong advocates in bringing it to fruition should funding become available.

DIGITAL STRATEGY AND DEVELOPMENTS

The role of libraries in 'digital citizenship,' is a concept gaining increasing attention throughout the National and State Libraries Australasia member network. The Board is keen to see LINC Tasmania as a key player in improving digital communication between government and the community. It acknowledges that many of LINC Tasmania's existing services and support mechanisms already encapsulate this notion. The Board notes with interest LINC's partnership with the Australian Bureau of Statistics in delivering the 2016 Census, and look forward to seeing more opportunities for working with other agencies to progress community access to online services.

The Board was impressed to see a demonstration of the two new online curriculum resources developed in conjunction with the Department's Early Years and Schools division: *Crowther War Diaries*, and *Gould's Sketchbook of Fishes*. They expressed the hope that other resources might be given similar treatment as a way of improving recognition of the rich resources within the TAHO collections.

The redeveloped LINC Online website with new online registration function was well received by the Board. The Board appreciated the new contemporary look and feel and commended those involved in the extensive process of website design and user testing to create the new site. The navigation design elements help create the most simple and direct route to where clients want to go and encourage the visitor to stay and have a good experience – ultimately leading to more clients using LINC Tasmania services.

NEW DIRECTIONS IN COMMUNITY LEARNING

The Board has followed the progress of many discussions on the status and future of 'Adult Education' over the last five years. They have welcomed recent proposals for a new model for Community Learning and Adult Education to provide a consistent approach allowing for local initiatives and variations relevant to each community.

The Board recognises this as an exciting opportunity and sees that strengthening partnerships with other providers will allow for a flourishing of formal and informal learning opportunities being provided for all Tasmanians.

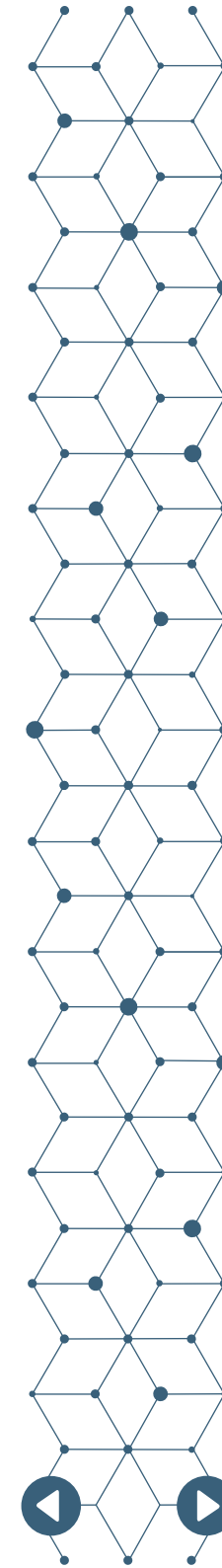
The Board will be asked to support a targeted external consultation to build community support and commitment to a new approach.

26TEN AND ADULT LITERACY

The Board has followed the progress of 26TEN and LINC Tasmania's literacy service with keen interest.

The launch of the new *26TEN Tasmania Strategy* in October 2015, website and expanded 26TEN Coalition membership has created renewed focus on adult literacy and numeracy in Tasmania. The snowballing increased 26TEN members and supporters, requests for plain English and literacy awareness workshops, and communities and businesses becoming involved in 26TEN has been extremely encouraging.

In addition, the Board is pleased to see the LINC Tasmania adult literacy service is continuing to have a positive impact on many individuals engaged in the various programs including one-to-one tutoring, and group literacy programs.



The Board commends LINC Tasmania's efforts in developing innovative measures of client outcomes in its literacy programs. This includes measuring incremental gains in an individual's literacy learning through a finer grained assessment approach, learner self-confidence and achievement of their learning goals. The Board notes that the finer grained approach is unique in Australia and recognises that learner gains against the national *Australian Core Skills Framework* literacy benchmarks takes time, and any improvement should be acknowledged.

The success of the literacy program would not be possible without the 400 plus volunteers who support over 1,000 literacy clients. From a literacy volunteer survey conducted in May 2016, the Board noted the high levels of satisfaction of literacy volunteers, in their engagement with LINC Tasmania and their role in supporting adult learners.

STATE BUDGET SUBMISSION 2016–17

The Board prepared a submission to the State Government for consideration in the 2016–17 budget process and put forward an ongoing strategy to enable LINC Tasmania to address current challenges and opportunities in a planned and coherent manner. The Board was most pleased to see that several of the recommendations were accepted and LINC Tasmania has benefitted from these initiatives.

There have been additional resources allocated to 26TEN, as well as family literacy outreach to disadvantaged communities. This will strengthen 26TEN's program delivery and LINC Tasmania's early years strategy. The Board also commends the Department in investing in Radio Frequency Identification (RFID) technology to support the circulation and security of the statewide lending collection. The Board welcomes the opportunities that RFID will bring to implement more efficient collection management processes, and the scope to develop future service improvements which have not been possible with the current security and identification system. The announcement for \$3 million for a new Archives Repository at the former Geilston Bay High School site provides a level of certainty for the future preservation of Tasmania's documentary heritage.

The Board is excited to be part of future digital strategies including crowdsourcing potential and hopes this might be a way to enhance and share the wealth of digital content. Crowdsourcing options will increase opportunities for LINC clients to contribute to the LINC website and collections online.

In this context the Board discussed the importance of Tasmania's documentary history, and members are keen to see more widespread recognition of LINC Tasmania/Tasmanian Archive and Heritage Office (TAHO) as a major cultural asset for the state.

On behalf of the Board, I would like to thank everyone at LINC Tasmania who contributes to Board meetings, from composing briefing notes for deliberation to organising meetings and papers. The Board appreciates all the effort into developing briefing papers, which are always well thought out, researched and gives the Board enough information to initiate a discussion.

Finally, the Board would like to formally acknowledge the outstanding work from Jenny Rayner who has been Director of LINC Tasmania for the past four and a half years, and has been an enormous support to me and the Board during this time. On behalf of the Board, we'd like to wish Jenny all the very best in her retirement.

Mary Bent PSM
Chair

The launch of the new 26TEN Tasmania Strategy in October 2015, website and expanded 26TEN Coalition membership has created renewed focus on adult literacy and numeracy in Tasmania.

STATE LIBRARY AND ARCHIVES TRUST ANNUAL REPORT

I am pleased to submit the 31st 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 2015–16 including, among others:

- Linked Open Data in Libraries, Archives and Museums (LODLAM) Summit, Sydney, June 2015
- New Librarians Symposium, Sydney, July 2015
- Australian Society of Archivists (ASA) Conference, Hobart, August 2015
- Australian Library and Information Association (ALIA) Technicians Symposium, Hobart, September 2015. In addition to supporting a number of individuals with attendance at this event funding support was also provided to organising committee to assist with costs of Symposium
- VALA 2016 – Libraries, Technology and the future conference, Melbourne, February 2016.

Nineteen applications were funded by the Sir John Morris Memorial Trust Fund for the 2015–16 year

in accordance with the Trust Deed. The total amount of grant funding awarded was \$19,222. This compares with last year's grant allocation of \$19,774 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 2015–16.

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 Tasmanian public and reference libraries. \$504 was made available from the fund to LINC Tasmania in 2015–16 for the purchase of books on topics, including cricket, tennis and other popular sporting activities.

KULA BEQUEST FUND

This fund stipulates that the yearly income of the trust fund is utilised to purchase works of foreign fiction subsequently published in English.

In 2015–16 an amount of \$1,721 was transferred to LINC Tasmania and 29 titles were purchased for the collections.

MEETINGS AND FUNDS

Two ordinary meetings of SLAT were held during the reporting year in November 2015 and May 2016.

As previously reported, the Trust is now reliant on utilising more conservative 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 in 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 (to November 2015); Mr Duncan Hall of the Public Trustee (to May 2016), Mr Ross Latham, State Archivist; and Ms Jenny Rayner, Director, LINC Tasmania, for their ongoing dedication and contribution to the success of the Trust. I welcome Ms Catherine Saunders as replacement for Ms Simone Bingham and look forward to Ms Gaylene Cunningham joining the Trust as the new member representing the Public Trustee. I also extend my gratitude to Mr Jason Lockley for his ongoing 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 consideration
- Maintaining the highest standards in collection development and service
- Encouraging the Tasmanian community to participate in the development and preservation of the collection.

EXHIBITIONS AND DISPLAYS

AUSTRALIAN AND TURKISH SURVIVORS OF GALLIPOLI

The Allport gallery hosted a national photographic exhibition featuring the last Australian and Turkish survivors of Gallipoli in August, 2015. Australian photographer Vedat Acikalin, who emigrated from Turkey in the 1970s, captured some of the veterans' last days in 1990, and expanded his collection to include families who continue to honour their memories.

CHARACTER OF THE BLOSSOM: WILDFLOWERS OF TASMANIA BY MARGARET HOPE

Character of the Blossom was opened by Mark Fountain from the Royal Tasmanian Botanical Gardens with guest speaker Tino Carnevale from

Gardening Australia on 25 September. Around 100 guests attended the opening. The book, *Character of the Blossom*, was also launched at the opening.

GUIDING LIGHT: MAATSUYKER ISLAND

Guiding Light: Maatsuyker Island was opened on 29 January 2016 by Christine Scott, Curator of the Henry Jones Art Hotel. The guest speakers included Marina Campbell, Chair of the Friends of Maatsuyker Group and Peter Mooney, Deputy Secretary of the Parks and Wildlife Service. Around 115 guests attended the opening. Many visitors with a past or present association with Maatsuyker Island visited Allport to view the artwork and archival material.

UNHOUSED: ENCOUNTERS WITH THE HIDDEN IN THE ALLPORT

Unhoused was opened by Joanna Richardson (whose PhD focused on Mary Morton Allport's journals), to a crowd of 70 people on 9 June 2016. *Unhoused* is a collaborative exhibition curated by Dr Emily Bullock featuring the work of five Tasmanian artists: Linda Freidheim, Julie Gough, Brigita Ozolins, Sally Rees and Elissa Ritson.

ACCESS, PUBLIC PROGRAMS AND EVENTS

VISITOR NUMBERS

There were 9,210 visitors in 2015–16, a slight decrease from 2014–15 perhaps due to the temporary closure of the Allport for two weeks at the end of May, 2016.

ONLINE PRESENCE

ALMFA continues to make use of social media to connect with the online community. The Facebook page currently has 402 followers and is used to promote upcoming exhibitions, talks, lectures, tours and other events. ALMFA has also started using Eventbrite to schedule and promote events.

TOURS

During 2015, the behind-the-scenes tours were run monthly. This changed in 2016 to a tour every quarter and themed as seasonal tours. The tour program features experts in different parts of the collection, and have a limit of up to 25 participants. They have been very popular and generally fully subscribed, with several sessions repeated.

- July 2015 Sue Knop 'Exploding teapots—stories from the ceramics collection'
- August 2015 Marian Jameson 'War and the terrible death of Morton Allport'
- October 2015 Marian Jameson 'For the Love of Flowers and female artists'
- October 2015 Marian Jameson 'From Dog Kennels to Davey St—Allport Family Houses'
- February 2016 Sue Knop 'Summer Ceramics: Seaweed, the Sheriff and the Spode Confusion'
- May 2016 Marian Jameson 'Autumn Artists: Lily Allport's Pendant for Poultry'

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 444.

- 2/07/2016 Peter Henning, 'Tasmanian nurses in the 2nd World War'
- 6/08/2015 Julie Gough, 'Colonial representations of Aboriginal people'
- 3/09/2015 Sarah Waight, 'Celebrating brick—Hobart's brick heritage'
- 1/10/2015 Alison Alexander, 'The Challenging Art of Writing Biographies'
- 5/11/2015 Pete Hay, 'The NorthWest of my Growing Years'
- 3/12/2015 Gwenda Sheridan, 'An exploration of Plants, People, Historic Gardens and Nurseries'
- 10/3/2016 Henry Reynolds, 'Growing up in Hobart'
- 7/04/2016 Nic Haygarity, 'A cup of tea with your cave madam?'
- 5/05/2016 Nic Brodie, 'Apprehending for £5 each'
- 2/06/2016 Caitlin Sutton, 'Faking Old Hobart'

MERCHANDISE

A new book authored by Caitlin Sutton based on the Margaret Anderson Hope exhibition, titled *Character of the Blossom* was published with the assistance of the Australian Garden History Society. A series of prints from the same exhibition were produced for sale.

GROUP VISITS

Group visits, other tours and events included:

2015

29 July: Behind the Scenes - Hobart Macquarie Probus Club

21 August: Poetry reading: Robyn Rowland, 'This intimate war'

16 October: Talk provided to Rosny School for Seniors

26 October: In Praise of the Tender Flower Loose Canon Chamber Singers

The younger generation has been encouraged to visit the Allport with school activities and the development of an eLearning resource based on Gould's *Sketchbook of Fishes*. The number of younger people, teachers and parents involved in these activities and visits was 215.

Activities and visits for the younger generation include:

2015

6 August: Behind the Scenes - Home Educators

October: Goulburn Street Primary Grade 5 visits for *Gould's Book of Fish*

2016

13 January: Botanical Art holiday activity

14 January: School holiday activity 'Lost Worlds in the Library' with Hobart LINC

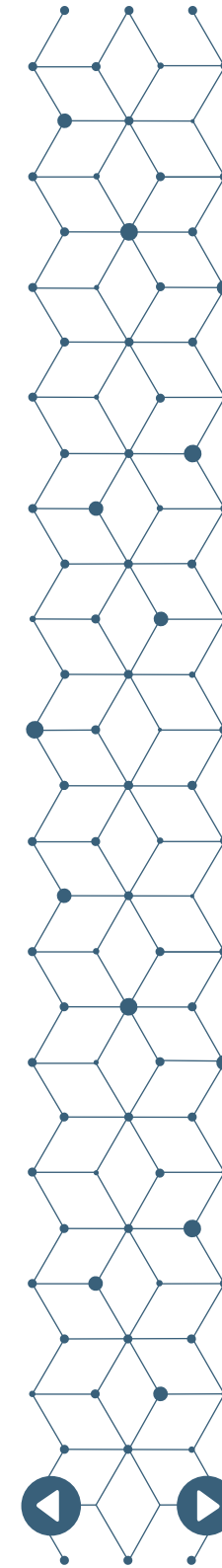
21 March: Launch of Gould's eBook

11 April: Allport quiz questions as part of school holiday activities

14 April: School holiday activity: Colonial Portraits

CURRICULUM RESOURCE

The eBook *That Celebrated & Eccentric Genius, Gould* was launched on 21 March 2016 by Richard Flanagan. The launch was attended by the Minister for Education, Jeremy Rockliff, as well as Department of Education Secretary, Jenny Gale, and teachers and students from Goulburn Street Primary School, members of the Department of Education and the public. In May 2016, ALMFA was recognised nationally for the Gould resource. The resource was shortlisted in the Museums Australia Multimedia and Publication Design Awards and Highly Commended in the Museums and Galleries National Awards. The ceremony was held in Auckland, New Zealand on 18 May 2016. This project was the only Tasmanian finalist in the prestigious annual awards.



PUBLICITY AND PROMOTION

Items from the Allport Library and Museum of Fine Arts collection were reproduced in 2015–16 in a wide range of books, reports, brochures, signs, exhibitions and television and film documentaries. The collection and exhibition program was also promoted widely in the media:

- 31/7/2015 *The Mercury*, 'Gallipoli comes home to Tassie' *Gallipoli Then and Now: Bonds Forged by War* Ian Morrison
- 19/9/2015 *The Mercury*, 'Late bloomer' Margaret Hope Allport exhibition
- 24/9/2015 *ABC tv local news*, Margaret Hope Allport exhibition
- 25/9/2015 *93.6 radio ABC Hobart Drive* with Louise Saunders – Alison Alexander talks about public talk
- 25/9/2015 *Breakfast with Ryk Goddard* – Ross Latham's talks about new Allport exhibition
- 6/12/2015 *Sunday Tasmanian Art Shows* column, 'Character of the Blossom' exhibition
- 14/12/2015 *The Mercury*, 'Rare little Wonders' – Stillwell auction purchases
- 1/1/2016 *Australian Garden History* 27(3) – 'AGHS supports *Character of the Blossom*'
- 6/2/2016 *The Mercury TasWeekend*, 'A walk on the wildside' – *Guiding Light* exhibition review
- 21/3/2016 *Southern Cross TV news*, Launch of Gould's eBook
- 21/3/2016 *Win TV news*, Launch of Gould's eBook
- 22/3/2016 *The Mercury*, 'Dark Days shed Light on Inspiration' Launch of Gould's eBook
- 02/5/2016 National Trust Tasmania Heritage Week editorial, *Guiding Light* exhibition
- 28/5/2016 *Mercury TasWeekend*, 'Please Explain! Samuel James Marchant and Faking Old Hobart' Allport talk by Caitlin Sutton

ACQUISITIONS OF NOTE

ACCESSION No.	TITLE	PRICE (NOT INC. PREMIUMS ETC.)
FINE ARTS		
FA 1322	Charles Robinson, <i>Old Barn Rokeby</i> aquatint	\$280
FA 1323	Curzona (Lily) Allport [Church] linocut	\$150
FA 1324	Curzona (Lily) Allport [Oak Lane] linocut	\$150
FA 1325	Curzona (Lily) Allport [Piglets] linocut	\$150
FA 1326	Curzona (Lily) Allport [Swans] linocut	\$150
FA 1327	Curzona (Lily) Allport [Teatree] linocut	\$150
FA 1328	Curzona (Lily) Allport [Tryptich of Geese] oil painting	\$9,500
FA 1329	Artist Unknown, [GT Stilwell] paper silhouette	\$200
FA 1330	C. Yeoland, <i>A Trip around Van Diemens Land</i> pencil sketch	\$920
FA 1331	Antione Maurin, <i>Williaumez</i> lithograph	\$280
FA 1332	TG Dutton (lithographer), <i>The Schooner Yacht 'Nancy Dawson'</i> lithograph	\$650
FA 1333	W.C. Piquenit, <i>Rocky Coastline</i> monochrome painting	\$2,000
FA 1334	Artist Unknown, [Geoffrey Stilwell] oil painting	donation
FA 1335	B. Duterrau, <i>Kangaroo caught by a wild native's dog</i> etching	\$3,500
BOOKS		
1416	Beeton, Isabella <i>The Book of Household Management</i> , 18-	Donation
1417	Lander, Richard & Lander, John. <i>The Journal of an Expedition to explore the course and termination of the Niger</i> , Vols I and II	Donation

ACQUISITIONS OF NOTE CONT.

ACCESSION NO.	TITLE	PRICE (NOT INC. PREMIUMS ETC.)
1418	Jules Sebastian Dumont D'Urville, <i>Voyage de Decourvetes de L'Astrolabe execute par ordre Du Roi, Pendant les annees 1826-1827-1828-1829. Zoologie Atlas and octavo 'Poissons'</i>	\$1,737
1422	Jupe, Richard <i>Now and Then</i> , Sandy Bay 1920s	Donation
1424	Bleeker, P, <i>Over Eenige Visschen Van Diemanland</i> [title translates as 'On a few fishes from Van Diemensland'] 1855	\$970
CERAMICS		
C460	Dessert Plate, inscribed 'Gardeners and Amateurs Horticultural Society' c.1850	Donation
C461 –C465	Seaweed Pattern part dinner set Chamberlain and Co. 1825-1830	Donation
C466 – C473	X8 various cups, saucers and jugs	Donation
C474	Octagonal jug with Hobart inscription	\$2,326
OBJECTS		
031	Pair of constables truncheons 1848	\$350
FURNITURE		
201	Blackwood towel rack, c.1920	\$200
202	Tasmanian cedar carved bookcase C19th	\$3,800

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 2015–16 the committee funded:

- Maintenance work on antique clocks
- Glazing of oil paintings
- Repair and conservation work on rare books and manuscripts.

STAFF

MANAGEMENT COMMITTEE

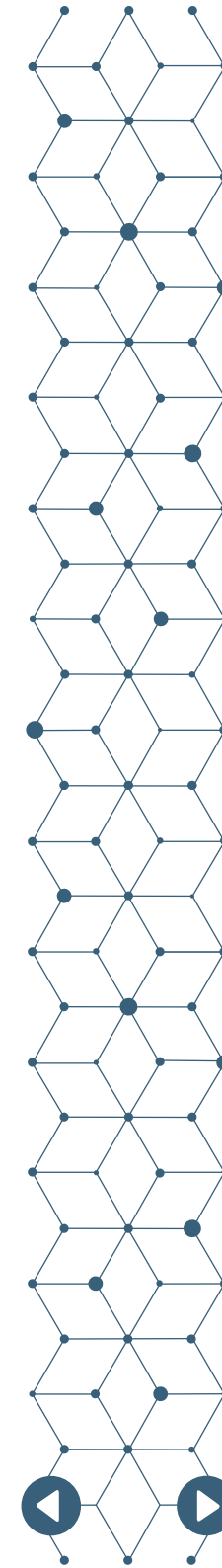
The Allport Library and Museum of Fine Arts Management Committee held three meetings in 2015–16, on 30 July 2015, 28 November 2015 and 28 April 2016.

Membership of the committee comprised:

- Mr Tim Bugg AM, 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).

On her retirement as Director of LINC Tasmania, the Committee thanked Jenny Rayner for her significant service as a member of the Committee for a number of years. In her roles both as Director and a member of the Committee Jenny has been a great supporter of ALMFA. The Committee wishes Jenny the very best for the future.

Tim Bugg AM
Chair



TASMANIAN HOME EDUCATION ADVISORY COUNCIL

Home education occurs when parents/guardians are formally recognised as conducting the child/ren's learning program from a home base. While they may purchase or borrow curriculum materials or learning resources, the responsibility for planning and implementing the educational program 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 programs 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
- Organise ongoing support and assistance to home educators.

MEMBERSHIP

THEAC consists of seven members, three nominated by home educators and four nominated by the Minister for Education. Members for 2015–16 are detailed below:

MEMBER	COMMENTS	FROM	UNTIL
Ms Suzanne Pennicott-Jones	Ministerial Nominee - DoE	01/01/2012	31/12/2017
Mr David Fischmann	Ministerial Nominee	01/07/2012	31/07/2016
Ms Colleen Crawford	Ministerial Nominee	01/06/2013	31/05/2019
Mrs Faith Dickers	Ministerial Nominee	29/05/2013	28/05/2019
Jacinta Sinclair	Home Educator Nominee (chair from 1/4/2012)	01/08/2009	31/07/2016
Mrs Keren Golab	Home Educator Nominee	01/10/2009	30/04/2015
Mrs Margaret Sonnemann	Home Educator Nominee	01/10/2009	30/09/2015
Mrs Rebecca Jenkins	Home Educator Nominee	25/05/2015	24/05/2018
Mrs Amanda Bartle	Home Educator Nominee	13/01/2016	13/01/2019

EMPLOYEES

THEAC employed two part-time Administration Officers, two part-time Monitoring Officers, a part-time Business Manager and a part-time Finance Officer during 2015. For eight months a third Monitoring Officer was employed part-time in the North-West of the state.

The key function of the Administration Officers 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 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 programs 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 programs and curriculum materials in line with their educational values and beliefs
- THEAC should not favour any particular home education program or curriculum materials.

OPERATING PRINCIPLES

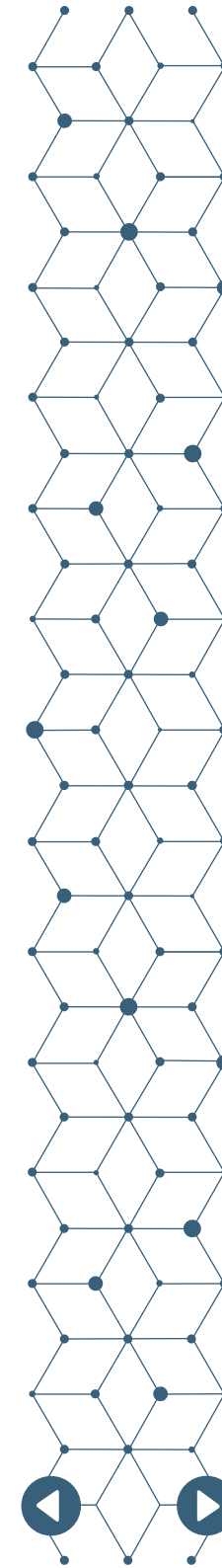
The employees and members of THEAC operate according to the following principles:

- 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
- Provide accurate and timely information and policy advice to the Minister.

REPORT ON COUNCIL ACTIVITIES FOR 2015

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' programs 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. Learning Services within the Department were provided with weekly updates of newly registered and ceasing home educating families.

DRAFT EDUCATION BILL

A THEAC representative participated in all Stakeholder Reference Group Meetings relating to the Draft Education Bill 2016. THEAC also met with the Minister and the Secretary of the Department during this process.

REGISTRATION AND MONITORING

During 2015, the parents/guardians of 237 children were approved for registration as home educators through THEAC. Together with families with ongoing home education programs, monitoring reports for 504 children from 296 families were prepared. A total of 897 students from 477 families were registered with THEAC as at 31 December, 2015.

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 Business Manager provided high level support to Council and Chair in all areas of THEAC operations as well as undertaking significant operational responsibility including staff management

THEAC continued implementing the disposal schedule as developed in conjunction with the Tasmanian Archive and Heritage Office (TAHO).

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.

Home educator Get-together/Information sessions were held in Kingston, Launceston and Ulverstone 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.

Sixty-four home educated children were registered for the 2015 National Assessment Program for Literacy and Numeracy (NAPLAN).

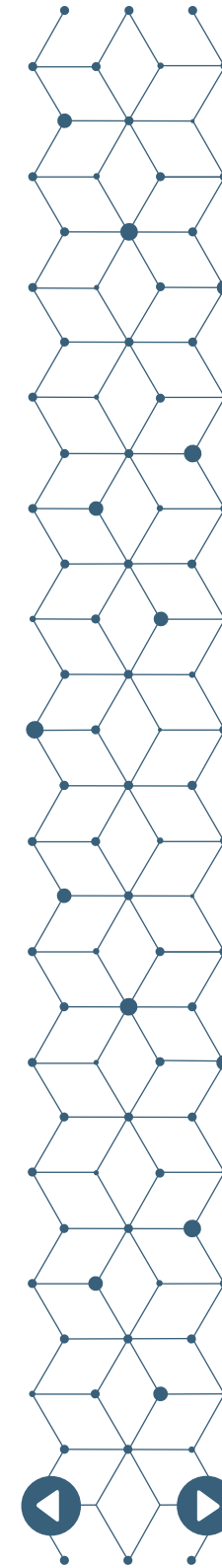
Four newsletters were published for home educators over the year. These newsletters provided information updates and were used to continue a supportive liaison between THEAC and home educators.

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 2015 to June 2016 has been presented to the Minister for Education and Training.

D. Fischmann

Chair
July 2016
ABN 24 541 552 357



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* section 45 (1–3)). The following persons were members of the Board in 2015–16:

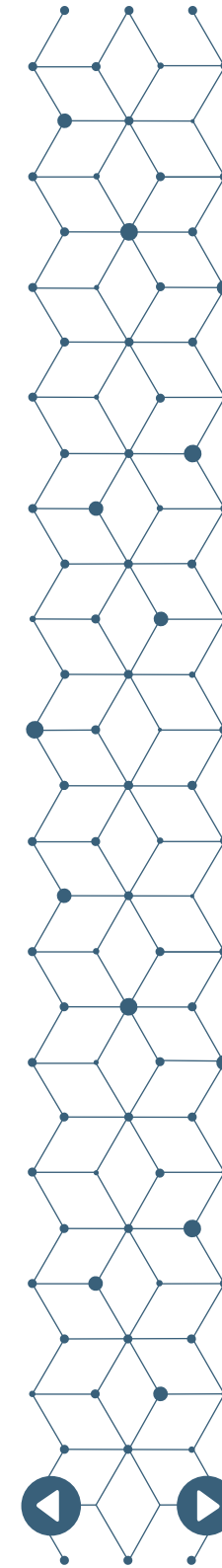
Ms Jenny Cranston	Chair
Mr John Green	Organisations representing Registered Schools
Mr Tony Crehan	Organisations representing Registered Schools (from 1 July 2015 to 22 June 2016)
Ms Jill Morgan	Representing the Tasmanian Catholic Education Sector
Ms Katherine O'Donnell	Department of Education
Mr Michael Cole	Organisations representing Teachers in Registered Schools
Ms Jaqueline Conboy	Organisations representing Teachers in Registered Schools (from 1 January 2016)
Mr Greg Boon	Organisations representing Parents of Children at Registered Schools
Ms Terese Philips	Organisations representing Registered Schools (from 23 June 2016)
Ms Ann Roberts	Organisations representing Teachers in Registered Schools (from 1 July 2015 to 23 September 2015)

The Schools Registration Board expresses sincere gratitude to 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 Kerry Brown held the position of Registrar of the Schools Registration Board until 3 June 2016.

Mrs Jo Spencer commenced as Registrar on 3 June 2016.



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
- Any other prescribed matters.

The Education Regulations were remade in June 2015 to include two additional standards in relation to any other prescribed matters to be taken into account. These being:

- a. The proposed code of conduct for employees at the school; and
- b. The proposed plan for school review and development.

The Minister also determined appropriate Standards relating to the new prescribed matters: Standard 4.11 Code of Conduct, and Standard 4.12 Review and Development.

In March 2016, the Minister determined a revised Standard 4.1 Curriculum to provide for situations in which an education and care provider wishes to register as a non-government school for the purposes of delivering Kindergarten.

As the Education and Care Services Sector already meets regulatory requirements under the *Education and Care National Law Act 2010* and associated regulations, the Board considered that there were strong similarities between these regulatory requirements and the SRB Standards.

The Standard was amended to note that the Education and Care Services are already subject to a rigorous regulatory framework, and that where there is consistency between the SRB Standards and the education and care regulatory requirements, evidence of compliance with those requirements will be accepted by the SRB as evidence of meeting the relevant school registration standard where applicable.

In addition the Minister made other amendments to Standard 4.1 Curriculum to reflect the progress in the *Australian Curriculum* with the endorsement by the Education Council on 18 September 2015 of the *Australian Curriculum* from Foundation to Year 10 in eight learning areas.

A footnote was also added to the Board Instructions for Standard 4.10 – Grievance Process, to specify that the implementation of a school's grievance process may be inspected during the Review visit.

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 six times in 2015–16 when it considered matters relating to applications for the registration of new schools and renewal of registration of existing schools, as well as other procedural and policy issues.

All meetings were held in Hobart. The meeting dates were:

2015 12 August
 7 October
 25 November

2016 9 February
 6 April
 8 June

REGISTRATION OF SCHOOLS

There are 70 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

The Board considered three applications for the registration of new schools in 2015–16:

- Hobart Flexible Learning Centre (Hobart) Registered to deliver secondary education Years 7–10 commencing January 2016.
- Tamar Valley Steiner School (Launceston) Registered to deliver primary education Kindergarten – Year 6 commencing January 2016
- Herrick Presbyterian Covenant School (Launceston) Registered to deliver primary education Prep to Year 6 commencing January 2016 (see school closures below).

These applications were approved by the Board in 2015.

CHANGES TO REGISTRATION

Schools are required to notify the Schools Registration Board of any significant changes in relation to their registration details.

- **Capstone College**
The College did not operate in 2015. The College requested that the Board amend its registration type from the delivery of secondary education Years 7–12 to Years 9–10 from 2016. This was approved by the Board.
- **Seabrook Christian School**
As part of its renewal of registration application in 2016, the school requested that the Board amend its registration type from the delivery of secondary education Years 7–12 to Years 7–10, effective from 2017.

REVIEW OF REGISTERED SCHOOLS

The following 19 schools were reviewed for renewal of registration between July 2015 and June 2016:

- Capstone College
- Hobart Flexible Learning Centre
- John Calvin School
- Launceston Church Grammar School
- Leighland Christian School
- Mount Carmel College
- Sacred Heart Catholic School
- Seabrook Christian School
- Southern Christian College
- St Aloysius Catholic College
- St Anthony's Catholic School
- St Brigid's Catholic School

- St Cuthbert's Catholic School
- St Mary's College
- St Therese's Catholic School
- St Virgil's College
- Star of the Sea Catholic College
- Stella Maris Catholic School
- Tamar Valley Steiner School.

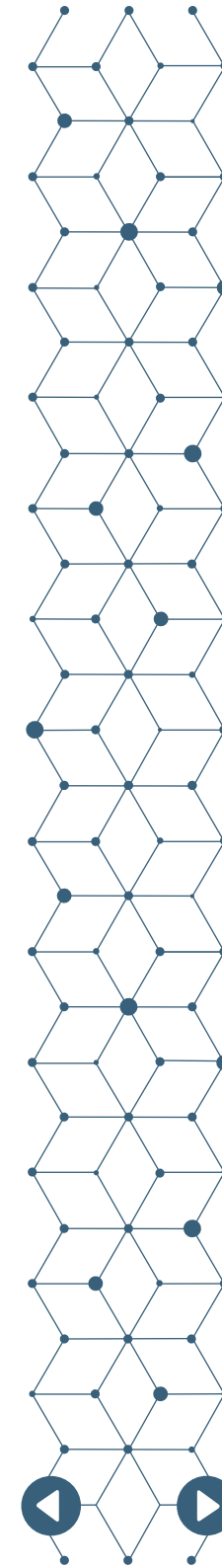
SCHOOL CLOSURES/AMALGAMATIONS

- The Herrick Presbyterian Covenant School at Herrick was closed at the end of 2015. The new school in Launceston was registered to deliver primary education Prep to Year 6 commencing January 2016. However due to unforeseen circumstances, the school did not commence operation in 2016, and consequently, its registration was cancelled by the Minister.

Jenny Cranston
Chair

STATEMENT OF EXPENDITURE | JULY 2015 TO 30 JUNE 2016

EXPENDITURE	\$
Salary costs (Registrar)	93,214
6 Schools Registration Board meetings (sitting fees) as well as costs of 19 registration reviews (see above)	30,309
Miscellaneous	3,617
Travel	7,696
TOTAL EXPENDITURE	134,836





5

FINANCIAL
STATEMENTS
FOR THE YEAR ENDED
30 JUNE

STATEMENT OF COMPREHENSIVE INCOME FOR THE YEAR ENDED 30 JUNE 2016

	NOTES	2016 BUDGET \$'000	2016 ACTUAL \$'000	2015 ACTUAL \$'000
Continuing Operations				
Revenue and other income from transactions				
Revenue from government				
Appropriation revenue – recurrent	5.1	894,787	892,517	836,080
Appropriation revenue – works and services	5.1	24,580	28,906	6,284
Other revenue from government	5.1	9,600	6,781	21,427
Grants	5.2	18,861	10,393	22,320
Sale of goods and services	5.3	38,326	39,108	39,034
Fees and fines			228	273
Interest		1,561	844	1,121
Contributions received	5.4		5,113	1,948
Other revenue	5.5	23,413	21,598	24,806
Total revenue and other income from transactions		1,011,128	1,005,488	953,293
Expenses from transactions				
Employee benefits	6.1	714,419	706,295	708,820
Depreciation and amortisation	6.2	52,180	47,012	51,533
Supplies and consumables	6.3	218,767	186,827	175,464
Grants and subsidies	6.4	7,803	12,183	9,091
Other expenses	6.5	10,481	11,574	12,395
Total expenses from transactions		1,003,650	963,890	957,303
Net result from transactions (net operating balance)		7,478	41,598	(4,010)

	NOTES	2016 BUDGET \$'000	2016 ACTUAL \$'000	2015 ACTUAL \$'000
Other economic flows included in net result				
Net gain/(loss) on non-financial assets	7.1	243	(2,277)	(38,058)
Net gain/(loss) on financial instruments and statutory receivables/payables	7.2		(459)	(584)
Total other economic flows included in net result		243	(2,736)	(38,642)
Net result	12.2	7,721	38,861	(42,652)
Other comprehensive income				
<i>Items that will not be reclassified subsequently to profit or loss</i>				
Changes in property, plant and equipment revaluation reserve	11.1	34,557	(19,980)	(81,532)
Total other economic flows – Other non-owner changes in equity		34,557	(19,980)	(81,532)
Comprehensive result¹		42,278	18,881	(124,184)

This Statement of Comprehensive Income 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 3 of the accompanying notes.

Note 1: The Comprehensive Result in 2015–16 relates predominately to the revaluation of Heritage assets as noted in note 8.5. The Comprehensive Result in 2014–15 largely relates to the revaluation of Land and Building assets to fair value and the resulting reduction to Land values. Refer to note 8.3a for detail. The Department managed its Consolidated Fund budget allocation.

STATEMENT OF FINANCIAL POSITION AS AT 30 JUNE 2016

	NOTES	2016 BUDGET \$'000	2016 ACTUAL \$'000	2015 ACTUAL \$'000
Assets				
<i>Financial assets</i>				
Cash and deposits		51,008	103,038	86,587
Receivables	8.1	22,019	9,849	13,649
<i>Non-financial assets</i>				
Assets held for sale	8.2	6,069	6,706	5,648
Property, plant and equipment	8.3	1,478,877	1,334,563	1,325,349
Library book stock	8.4	8,759	7,642	8,500
Heritage collections	8.5	69,448	42,825	66,513
Intangibles	8.6	1,282	3,707	3,572
Other assets	8.7	2,080	4,568	6,618
Total assets		1,639,542	1,512,900	1,516,436
Liabilities				
Payables	9.1	6,518	6,343	5,762
Employee benefits	9.2	126,826	133,985	153,029
Other liabilities	9.3	2,119	8,515	10,802
Total liabilities		135,463	148,843	169,593
Net assets		1,504,079	1,364,057	1,346,843
Equity				
Reserves	11.1	423,487	281,562	301,542
Accumulated funds		1,080,592	1,082,495	1,045,301
Total equity		1,504,079	1,364,057	1,346,843

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 3 of the accompanying notes.

STATEMENT OF CASH FLOWS FOR THE YEAR ENDED 30 JUNE 2016

	NOTES	2016 BUDGET \$'000	2016 ACTUAL \$'000	2015 ACTUAL \$'000
Cash flows from operating activities				
Cash inflows				
Appropriation receipts – recurrent		894,787	892,517	836,080
Grants – continuing operations		18,861	9,327	22,309
Sales of goods and services		36,949	41,454	38,809
Fees and fines			229	268
GST receipts		28,503	31,738	32,031
Interest received		1,561	856	925
Other cash receipts		23,413	29,605	28,301
Total cash inflows		1,004,074	1,005,725	958,723
Cash outflows				
Employee benefits		(729,297)	(726,022)	(696,496)
GST payments		(29,207)	(32,339)	(30,630)
Supplies and consumables		(227,909)	(186,727)	(180,588)
Grants and subsidies		(7,803)	(13,079)	(8,623)
Other cash payments		(10,481)	(11,532)	(10,481)
Total cash outflows		(1,004,697)	(969,699)	(926,818)
Net cash from (used by) operating activities	12.2	(623)	36,026	31,905
Cash flows from investing activities				
Cash inflows				
Receipts from non-operational capital funding				
Appropriation receipts – works and services		24,580	32,322	13,065
Total cash inflows		24,580	32,322	13,065

NOTES	2016 BUDGET \$'000	2016 ACTUAL \$'000	2015 ACTUAL \$'000
Cash outflows			
Payments for acquisition of non-financial assets	(37,763)	(51,896)	(39,438)
Works and Services repayment to Treasury			(293)
Cash outflow on administrative restructure			(363)
Total cash outflows	(37,763)	(51,896)	(40,094)
Net cash from (used by) investing activities	(13,183)	(19,574)	(27,029)
Net increase (decrease) in cash and cash equivalents held	(13,806)	16,452	4,876
Cash and deposits at the beginning of the reporting period	64,814	86,587	81,711
Cash and deposits at the end of the reporting period	51,008	103,039	86,587

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 3 of the accompanying notes.



STATEMENT OF CHANGES IN EQUITY FOR THE YEAR ENDED 30 JUNE 2016

NOTES	RESERVES \$'000	ACCUMULATED FUNDS \$'000	TOTAL EQUITY \$'000
Balance as at 1 July 2015	301,542	1,045,301	1,346,843
Comprehensive result	(19,980)	38,861	18,881
Decrease in equity associated with CLAF* proceeds		(1,667)	(1,667)
Total	(19,980)	37,194	17,214
Balance as at 30 June 2016	281,562	1,082,495	1,364,057
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)
Recognition of Polytechnic deficit		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

*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 2016

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NOTE 1: ADMINISTERED FINANCIAL STATEMENTS

The Department administers, but does not control, certain resources on behalf of the Government as a whole. It 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.

1.1 SCHEDULE OF ADMINISTERED INCOME AND EXPENSES

	NOTES	2016 BUDGET \$'000	2016 ACTUAL \$'000	2015 ACTUAL \$'000
Administered revenue and other income from transactions				
Appropriation revenue – recurrent	15.2	288,073	288,352	272,414
Grants	15.3			220
Sales of goods and services	15.4	364	67	144
Fees and fines	15.5		26	23
Other revenue	15.6		214	1,941
Total administered revenue and other income from transactions		288,437	288,659	274,742
Administered expenses from transactions				
Grants and subsidies	15.7	288,073	287,847	273,147
Transfers to the Consolidated Fund		364	812	1,595
Total administered expenses from transactions		288,437	288,659	274,742
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 15.1 of the accompanying notes.

I.2 SCHEDULE OF ADMINISTERED ASSETS AND LIABILITIES

ADMINISTERED ASSETS	NOTES	2016 BUDGET \$'000	2016 ACTUAL \$'000	2015 ACTUAL \$'000
Administered financial assets				
Cash and deposits				(505)
Receivables	15.8			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 15.1 of the accompanying notes.



1.3 SCHEDULE OF ADMINISTERED CASH FLOWS

NOTES	2016 BUDGET \$'000	2016 ACTUAL \$'000	2015 ACTUAL \$'000
Administered cash flows from operating activities			
Administered cash inflows			
Appropriation receipts – recurrent	288,073	288,352	272,419
Grants			220
Sales of goods and services	364	67	139
Fees and fines		26	23
Other cash receipts		719	1,436
Total administered cash inflows	288,437	289,164	274,237
Administered cash outflows			
Grants and subsidies	(288,073)	(287,847)	(273,147)
Transfers to Consolidated Fund	(364)	(812)	(1,595)
Total administered cash outflows	(288,437)	(288,659)	(274,742)
Administered net cash from (used by) operating activities		505	(505)
Net increase (decrease) in administered cash held		505	(505)
Administered cash and deposits at the beginning of the reporting period		(505)	
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 15.1 of the accompanying notes.

I.4 SCHEDULE OF ADMINISTERED CHANGES IN EQUITY

	ACCUMULATED FUNDS \$'000	TOTAL EQUITY \$'000
Balance as at 1 July 2015		
Total comprehensive result		
Balance as at 30 June 2016		

	ACCUMULATED FUNDS \$'000	TOTAL EQUITY \$'000
Balance as at 1 July 2014		
Total comprehensive result		
Balance as at 30 June 2015		

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

NOTE 2: DEPARTMENTAL OUTPUT SCHEDULES

2.1 OUTPUT GROUP INFORMATION

The Department has implemented an Output restructure for the 2015–16 Budget which is effective from 1 July 2015. The new Output structure has been revised to better align with

the Government's education policy and initiatives. The Outputs no longer distinguish between compulsory education and post-compulsory education with Output Group 1 being renamed to Education from Pre-Compulsory and Compulsory Education.

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 1 – EDUCATION

	2016 BUDGET \$'000	2016 ACTUAL \$'000	2015 ACTUAL \$'000
Continuing operations			
Revenue and other income from transactions			
Revenue from appropriation	861,421	856,027	803,917
Other Revenue from Government			12,000
Interest revenue	1,561	837	1,121
Grants	18,549	9,998	22,320
Sales of goods and services	36,889	38,008	38,548
Contributions received		4,771	1,874
Other revenue	23,413	20,542	23,346
Total revenue and other income from transactions	941,833	930,183	903,125
Expenses from transactions			
Employee benefits	612,905	607,752	610,890
Superannuation	75,190	72,717	71,618
Depreciation	48,413	43,459	47,503
Grants and subsidies	7,803	10,950	8,011

	2016 BUDGET \$'000	2016 ACTUAL \$'000	2015 ACTUAL \$'000
Supplies and consumables			
Communications	1,221	2,062	2,075
Consultants	1,178	3,565	4,101
Information and technology	24,160	33,671	31,144
Maintenance and property services ¹	39,853	68,923	63,452
Travel and transport ¹	4,691	7,176	7,285
Other supplies and consumables ¹	140,872	63,213	60,134
Other expenses	10,387	11,550	12,173
Total expenses from transactions	966,673	925,039	918,387
Net operating result from continuing transactions	(24,840)	5,144	(15,262)
Other economic flows included in net result			
Net gain/(loss) on sale of non-financial assets	243	(1,105)	(5,736)
Net gain/(loss) on revaluation			(31,634)
Net gain/(loss) on financial instruments and statutory receivables/payables		(446)	(582)
Total other economic flows included in net result	243	(1,551)	(37,952)
Net result	(24,597)	3,593	(53,214)
Other economic flows – other non-owner changes in equity			
Changes in physical asset revaluation reserve	32,871	3,728	(94,506)
Total other economic flows – other non-owner changes in equity	32,871	3,728	(94,506)
Comprehensive result	8,274	7,321	(147,719)
Expense by output			
I.1 In school education	943,742	899,189	
I.2 School Support Services	13,592	14,179	
I.3 Early Learning	6,514	7,598	
I.4 Statutory Offices	2,825	4,055	
Total	966,673	925,039	

	2016 BUDGET \$'000	2016 ACTUAL \$'000	2015 ACTUAL \$'000
2015 Expenses by Outputs			
1.1 In school education			802,338
1.2 Learning Services			8,569
1.3 Educational Performance Services			2,527
1.4 Early Years			5,838
1.5 Grants and financial assistance			2,178
2.1 Tasmanian Academy			77,811
2.2 Post Compulsory in school education			15,715
2.3 Tasmanian Qualifications Authority			3,411
Net assets			918,387
Total assets deployed for Education		1,366,013	1,358,145
Total liabilities incurred for Education		(140,041)	(154,766)
Net assets deployed for Education		1,225,971	1,203,379

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 budget for Maintenance and Property Services has been adjusted from 2016–17 onwards. The variance in other Supplies and Consumables has also been due to under-expenditure on Australian Government's National Partnership programs.

OUTPUT GROUP 2 – LINC TASMANIA

	2016 BUDGET \$'000	2016 ACTUAL \$'000	2015 ACTUAL \$'000
Continuing operations			
Revenue and other income from transactions			
Revenue from appropriation	33,366	36,490	32,162
Sales of goods and services	1,437	1,100	487
Contributions received		342	74
Other revenue		1,291	1,734
Total revenue and other income from transactions	34,803	39,223	34,457
Expenses from transactions			
Employee benefits	23,236	22,606	22,880
Superannuation	2,860	2,843	2,855
Depreciation	3,767	3,553	4,030
Grants and subsidies		1,233	1,080
Supplies and consumables			
Communications	473	168	156
Consultants	7	68	53
Information and technology	970	1,216	1,161
Maintenance and property services	2,242	2,567	2,573
Travel and transport	232	205	202
Other supplies and consumables	2,784	2,804	2,574
Other expenses	94	24	222
Total expenses from transactions	36,665	37,287	37,786
Net operating result from continuing transactions	(1,862)	1,937	(3,330)

	2016 BUDGET \$'000	2016 ACTUAL \$'000	2015 ACTUAL \$'000
Other economic flows included in net result			
Net gain/(loss) on sale of non-financial assets		(1,172)	(1,021)
Net gain/(loss) on revaluation			333
Net gain/(loss) on financial instruments and statutory receivables/payables		(13)	(1)
Total other economic flows included in net result		(1,185)	(689)
Net result	(1,862)	752	(4,020)
Other economic flows – other non-owner changes in equity			
Changes in physical asset revaluation reserve	1,686	(23,708)	12,973
Total other economic flows – other non-owner changes in equity	1,686	(23,708)	12,973
Comprehensive result	(176)	(22,957)	8,954
Expense by output			
2.1 Information Services and Community Learning	33,972	33,961	34,952
2.2 Tasmanian Archives and Heritage Office	2,693	3,325	2,835
Total	36,665	37,287	37,787
Net assets			
Total assets deployed for LINC Tasmania		128,814	137,821
Total liabilities incurred for LINC Tasmania		(5,596)	(8,027)
Net assets deployed for LINC Tasmania		123,218	129,794

OUTPUT GROUP – CAPITAL INVESTMENT PROGRAM

	2016 BUDGET \$'000	2016 ACTUAL \$'000	2015 ACTUAL \$'000
Continuing operations			
Revenue and other income from transactions			
Grants	312	395	
Other revenue			
Total revenue and other income from transactions	312	395	
Expenses from transactions			
Expenditure program*	312	1,565	1,130
Total expenses from transactions	312	1,565	1,130
Net operating result from continuing transactions		(1,170)	(1,130)
Non-operational capital funding			
Revenue from government			
Appropriation revenue – works and services	24,580	28,906	6,284
Other revenue from government	9,600	6,781	9,427
Total non-operating capital funding	34,180	35,687	15,711
Net result from transactions (net operating balance)	34,180	34,517	14,581
Net result	34,180	34,517	14,581
Other economic flows			
Comprehensive result	34,180	34,517	14,581
Net assets			
Total assets deployed for Capital Investment Program		18,434	20,470
Total liabilities incurred for Capital Investment Program		(3,568)	(6,801)
Net assets deployed for Capital Investment Program		14,867	13,670

*Expenditure program relates to maintenance programs, and capital expenditure which falls under the Department's capitalisation threshold.



2.2 RECONCILIATION OF TOTAL OUTPUT GROUPS COMPREHENSIVE RESULT TO STATEMENT OF COMPREHENSIVE INCOME

	2016 BUDGET \$'000	2016 ACTUAL \$'000	2015 ACTUAL \$'000
Total comprehensive result of output groups	42,278	18,881	(124,183)
Comprehensive result	42,278	18,881	(124,183)

2.3 RECONCILIATION OF TOTAL OUTPUT GROUPS NET ASSETS TO STATEMENT OF FINANCIAL POSITION

	2016 ACTUAL \$'000	2015 ACTUAL \$'000
Total net assets deployed for output groups	1,364,057	1,346,843
Reconciliation to net assets		
Assets unallocated to output groups		
Net assets	1,364,057	1,346,843

2.4 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.

	2016 BUDGET \$'000	2016 ACTUAL \$'000	2015 ACTUAL \$'000
Administered revenue and other income from transactions			
Revenue from appropriation	288,073	287,352	272,414
Grants			220
Sales of goods and services	364	67	144
Fees and fines		26	23
Other revenue		214	1,941
Total administered revenue and other income from transactions	288,437	288,659	274,742

	2016 BUDGET \$'000	2016 ACTUAL \$'000	2015 ACTUAL \$'000
Administered expenses from transactions			
Australian Government: grants to non-government schools	226,163	226,278	215,039
Non-government schools: grants	60,773	60,396	56,967
Non-government schools: capital assistance	1,137	1,173	1,141
Transfers to Consolidated Fund	364	812	1,595
Total administered expenses from transactions	288,437	288,659	274,742
Administered net result from transactions (net operating balance)			
Administered net assets			
Total administered assets deployed			
Administered net assets deployed			

NOTE 3: EXPLANATIONS OF MATERIAL VARIANCES BETWEEN BUDGET AND ACTUAL OUTCOMES

Budget information refers to original estimates as disclosed in the 2015–16 Budget Papers and is not subject to audit. Variances are considered material where the variance exceeds the greater of 10 per cent of Budget estimate and \$2 million.

3.1 STATEMENT OF COMPREHENSIVE INCOME

	NOTE	BUDGET \$'000	ACTUAL \$'000	VARIANCE \$'000	VARIANCE %
Grants	1	18,861	10,393	(8,468)	(45)
Contributions Received	2		5,113	5,113	
Grants and Subsidies	3	7,803	12,183	4,380	56
Supplies and consumables	4	218,767	186,827	(31,940)	(15)
Changes in property, plant and equipment revaluation reserve	5	34,557	(19,980)	(54,537)	(158)

Notes to Statement of Comprehensive Income

- 1 The variance is the result of a lower requirement than estimated to draw down on National Partnership funds in 2015–16 due to the revision and management of program cash-flows as part of management of the global budget.
- 2 The variance is the result of the transfer from TasTAFE of the South Burnie Campus and Donations and Sponsorships received within Schools which is reported within other revenue in the budget papers.
- 3 The increase is due to a grant for the Peter Underwood Centre of Excellence approved by the Minister; a cash flow timing increase to Non-government schools for Australian Government funding for Universal Access and the Teacher Intern Placement program.
- 4 The decrease in Supplies and consumables is primarily due to the reclassification of some expenditure to Employee Benefits expense and Grants and Subsidies, originally budgeted for as Supplies and consumables, variations to cash flows relating to some National Partnership projects and cash flow of expenditure by schools on a calendar year basis.
- 5 The variance mainly relates to the indexation of Land and Building Assets. At the time the original budget was formed an indexation increase was applied to land and building asset values, in the actuals no indexation increase has been applied after consideration of the result of the 2014–15 re-valuation and immaterial movement in relevant asset value inputs over the 1 year period that has elapsed.

3.2 STATEMENT OF FINANCIAL POSITION

Budget estimates for the 2015–16 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 2015–16. The following variance analysis therefore includes major movements between the 30 June 2015 and 30 June 2016 actual balances.

	NOTE	BUDGET \$'000	2016 ACTUAL \$'000	2015 ACTUAL \$'000	BUDGET VARIANCE \$'000	ACTUAL VARIANCE \$'000
Cash and Deposits	1	51,008	103,038	86,857	52,030	16,181
Receivables	2	22,019	9,849	13,649	(12,170)	(3,800)
Property, Plant and Equipment	3	1,478,877	1,334,563	1,325,349	(144,314)	9,214
Reserves	3,4	423,487	281,562	301,542	141,925	(19,980)
Heritage Collections	4	69,448	42,825	66,513	26,623	(23,688)
Intangibles	5	1,282	3,707	3,572	2,425	135
Employee Benefits	6	126,826	133,985	153,029	7,159	(19,044)
Other Liabilities	7	2,119	8,515	10,802	6,396	(2,287)

Notes to Statement of Financial Position

- 1 As noted above, the variance on the budget to actual for cash and deposits is impacted by the difference between estimated and actual opening balances for 2015–16. This includes the impact of the approved section 8A(2) carry forwards and the timing of instalments to schools fluctuates over the course of the calendar year. The end of calendar year balance is a better reflection of schools' position. The variance on actual to actual for cash reflects a lower requirement to draw down on trust funds as part of management of the global budget, asset sale receipts retained to support key capital projects for schools, and school balances increased due to additional initiatives provided through the School Resource Package.
- 2 The decrease for budget to actual on receivables reflects an overestimate of the budget due to not removing the receivable for the rebuilding of the Dunalley Primary School which was finalised during 2015–16. The actual to actual variance mainly reflects the decrease in the receivable for the rebuilding of the Dunalley Primary School which was finalised during 2015–16.
- 3 The decrease in Property, Plant and Equipment and Reserves on the budget to actual reflects the outcome of the revaluation of Land and Buildings in 2014–15. The re-valuation occurred after the completion of the 2015–16 budget and the adjustment that occurred is not reflected in the budget estimate.
- 4 The decrease in actual to actual in Reserves reflects the decrease in value of Heritage Assets which have been revalued in 2015–16.
- 5 The increase in budget to actual in Intangibles mainly relates to the capitalisation of expenditure on the Department's Data Warehouse 3 project.
- 6 The budget to actual increase reflects the difference between estimated and actual opening balances for 2015–16. The decrease in actual to actual for Employee Benefits primarily reflects a reduction in accrued salaries due to the timing of the final pay of the year.
- 7 The increase in budget to actual for Other Liabilities primarily reflects the section 8A(2) carry forward and the accrual of workers compensation expenses for the provision for Employee Entitlements (which was first recognised in 2014–15). The decrease in actual to actual reflects lower section 8A(2) carry forwards.

3.3 STATEMENT OF CASH FLOWS

	NOTE	BUDGET \$'000	ACTUAL \$'000	VARIANCE \$'000	VARIANCE %
Grants – continuing operations	1	18,861	9,327	(9,534)	(51)
Sales of Goods and Services	2	36,949	41,454	4,505	12
Other Cash Receipts	3	23,413	29,605	6,192	26
Supplies and consumables	4	227,909	186,727	(41,182)	(18)

- 1 The variance is the result of a lower requirement than estimated to draw down on National Partnership funds in 2015–16 due to the revision and management of program cash-flows as part of management of the global budget.
- 2 The increase in Sales of Goods and Services mainly relates to increased Overseas Students Receipts and the timing of teacher registrations due for renewed in 2015-16. The renewals include multi year registrations.
- 3 The increase mainly relates to the receipt of expenditure for the rebuild of Dunalley Primary School.
- 4 The decrease in Supplies and Consumables is primarily due to the reclassification of some expenditure to Employee Benefits payments and Grants and Subsidies, originally budgeted for as Supplies and consumables, variations to cash flows relating to some National Partnership projects and cash flow of payments by schools on a calendar year basis.

NOTE 4: 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. Accordingly, the net operating balance will portray a position that is better than the true underlying financial result.

For this reason, the net operating result is adjusted to remove the effects of funding for capital projects.

	NOTES	2016 BUDGET \$'000	2016 ACTUAL \$'000	2015 ACTUAL \$'000
Net result from transactions (net operating balance)		7,478	41,598	(4,010)
Less impact of Non-operational capital funding				
Revenue from government – works and services	5.1	24,580	28,906	6,284
Other revenue from government	5.1	9,600	6,781	21,427
Total		34,180	35,687	27,711
Underlying net operating balance		(26,702)	5,911	(31,721)

NOTE 5: INCOME FROM TRANSACTIONS

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

5.1 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, control arises in the period of appropriation.

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.

Section 8A(2) of the *Public Account Act* 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 (refer note 9.3). 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. The budget information is based upon original estimates which have not been subject to audit.

	2016 BUDGET \$'000	2016 ACTUAL \$'000	2015 ACTUAL \$'000
Continuing operations			
Appropriation revenue – recurrent			
Current year	894,787	892,517	836,080
Total	894,787	892,517	836,080
Appropriation revenue – works and services	24,580	32,322	13,065
Less: Section 8A(2) carry forward		(3,416)	(6,781)
Total	24,580	28,906	6,284
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	9,600	6,781	21,427
Total	9,600	6,781	21,427
Total revenue from government	928,967	928,204	863,791

	2016 BUDGET \$'000	2016 ACTUAL \$'000	2015 ACTUAL \$'000
<i>Comprising of:</i>			
Appropriation revenue – recurrent	894,787	892,517	836,080
Appropriation revenue – works and services	24,580	28,906	6,284
Revenue from government – other	9,600	6,781	21,427
Total¹	928,967	928,204	863,791

1. The decrease in Appropriation revenue – recurrent of \$2.270 million compared to budget is as follows:

	2016 \$'000
Asset Sales funding from Crown Land Administration funding	1,666
Australian Government Students First Government	(1,136)
Overhead Transfer from State Growth	200
Saving Year 7-12 Implementation Plan	(3,000)
Total	(2,770)

2. The increase in Appropriation revenue – works and services of \$4.326 million compared to budget is as follows:

	2016 \$'000
Section 8A(2) Carry Forward	(3,416)
Supplementary Appropriation: School Upgrade Program	9,475
Supplementary Appropriation: Prospect High School ¹	2,500
Supplementary Appropriation: LINC Tasmania Burnie ¹	1,000
School of Special Education North and North West ¹	(4,570)
Montrose Bay High School ¹	(445)
Smithton High School ¹	(63)
Appropriation Adjustment New Town High School	(156)
Total	4,326

1. The adjustment in appropriation for these projects represents a change in the timing of project expenditures and do not reflect any overall change in the project appropriation.

5.2 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.

	2016 \$'000	2015 \$'000
Continuing operations		
Grants from the Australian Government		
Specific grants	306	429
National Partnership grants	8,023	20,215
Total	8,329	20,644
Grants – other		
Grants	2,063	1,676
Total	2,063	1,676
Total revenue from grants	10,393	22,320

5.3 SALES OF GOODS AND SERVICE

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 proportion to the stage of completion of the transaction at the reporting date. The stage of completion is assessed by reference to surveys of work performed.

	2016 \$'000	2015 \$'000
Goods		
School supplies	6,375	6,436
Services		
Overseas students	6,681	5,573
Adult education fees	310	337
School levies	11,728	11,449
Other student collections	5,756	5,960
Teachers registration fees	1,343	1,183
TasTAFE service provision and reimbursement of costs*	5,517	6,092
Other	1,398	2,004
Total	39,108	39,034

* 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.

5.4 CONTRIBUTIONS RECEIVED

Interest on funds invested is recognised as it accrues using the effective interest rate method.

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 and 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.

In 2015–16 The former Australian Technical College (ATC) site in South Burnie was transferred from TasTAFE as control of the property no longer resided with TasTAFE. This property was identified as surplus to TasTAFE requirements and approved for lease to the Tasmanian Minerals and Energy Council as a Tasmanian Advanced Manufacturing Innovation and Training Hub.

	2016 \$'000	2015 \$'000
Transfer of Asset from TasTAFE	2,731	
Donations	1,904	1,874
Fair value of library books donated	246	74
Other Contributions	231	
Total	5,113	1,948

5.5 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.

	2016 \$'000	2015 \$'000
Workers' compensation refunds	4,109	4,945
Miscellaneous school revenue	11,442	11,924
Paid Parental Leave Funding	2,090	2,138
Salary recovered from external bodies	103	175
Rental properties	946	900
Other	2,907	4,724
Total	21,598	24,806



NOTE 6: EXPENSES FROM TRANSACTIONS

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

6.1 EMPLOYEE BENEFITS

Employee benefits include, where applicable, entitlements to wages and salaries, annual leave, sick leave, long service leave, superannuation and any other post-employment benefits.

(a) Employee Expenses

	2016 \$'000	2015 \$'000
Wages and salaries	576,966	566,670
Annual leave	17,187	16,149
Sick leave	16,854	15,496
Long service leave	19,357	35,622
Superannuation – contribution scheme	52,644	50,556
Superannuation – defined benefit scheme	22,914	23,974
Other employee expenses	373	353
Total	706,295	708,820

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 (2015: 12.75 per cent) of salary.

Superannuation expenses relating to contribution schemes are paid directly to superannuation funds at a rate of 9.5 per cent (2015: 9.5 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 2015–16 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 nonmonetary

benefits. Long-term employee expenses include superannuation obligations and termination payments. Salary figures are not adjusted for accruals and as such include a 27th pay in 2015–16.

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 positions during periods of absence. Individuals are considered members of key management personnel when acting arrangements are for more than a period of one month.

2016

SHORT-TERM BENEFITS

LONG-TERM BENEFITS

	SALARY \$'000	OTHER BENEFITS \$'000	SUPERANNUATION \$'000	TERMINATION BENEFITS \$'000	OTHER BENEFITS AND LONG SERVICE LEAVE \$'000	TOTAL \$'000
<i>Key management personnel</i>						
Colin Pettit – Secretary, separation date 28 August 2015	66	3	26	205		300
Stephen Conway – Acting Secretary 31 August 2015 to 15 January 2016	127	7	12			146
Jenny Gale – Secretary, appointment date 18 January 2016	158	9	15		10	192
Elisabeth Banks – Deputy Secretary Early Years and Schools	257	18	32			307
Robert Williams – Deputy Secretary Corporate and Business Services	215	18	20			253
Jennifer Rayner – Director LINC Tasmania	188	18	24		1	231
Anthony Luttrell – Chief Financial Officer, 3 August 2015 to 24 June 2016	166	16	21		2	205
Timothy Bullard – Deputy Secretary Strategy and Performance, appointment date 27 June 2016	2					2
Shane Frost – General Manager – Professional Learning Institute	180	18	23		7	228
Jennifer Burgess – Acting Deputy Secretary Early Years and Schools, appointment date 18 April 2016*	21	4	2		2	29
Trudy Pearce – Acting Deputy Secretary Early Years and Schools, appointment date 18 April 2016*	21	4	3		2	30
Total Remuneration For Key Management Personnel	1,401	115	178	205	24	1,923

*The duties of the Deputy Secretary Early Years and Schools are being split between Jennifer Burgess and Trudy Pearce for the duration of the recruitment process.



2015

SHORT-TERM BENEFITS

LONG-TERM BENEFITS

	SALARY \$'000	OTHER BENEFITS \$'000	SUPERANNUATION \$'000	TERMINATION BENEFITS \$'000	OTHER BENEFITS AND LONG SERVICE LEAVE \$'000	TOTAL \$'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



6.2 DEPRECIATION

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.

Key estimate and judgement

Depreciation is provided for on a straight line using rates which are reviewed annually. Major depreciation periods are:

Plant and equipment	3 - 20 years
Buildings and Infrastructure	50 - 60 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%.

(a) Depreciation

	2016 \$'000	2015 \$'000
Plant and equipment	1,325	2,137
Buildings	41,784	45,805
Library book stock	2,077	2,123
Intangibles	1,826	1,468
Total	47,012	51,533

6.3 SUPPLIES AND CONSUMABLES

Supplies and consumables are recognised when the items have been received by the Department.

	2016 \$'000	2015 \$'000
Audit fees – financial audit	171	189
Consultants	3,678	4,262
Property services	42,916	43,030
Maintenance	29,721	23,383
Communications	2,230	2,234
Information technology	34,887	32,305
Travel and transport	7,378	7,499
Advertising and promotion	796	580
Materials and supplies	26,373	24,678
Miscellaneous school expenses	19,564	18,633
Books and periodicals	3,541	2,745
Equipment leases	1,603	1,575
Postage and freight	1,275	1,321
Training and development	3,174	2,988
Contractors	2,433	2,195
Finance and administration expenses	2,384	1,994
Other supplies and consumables	4,704	5,853
Total	186,827	175,464

6.4 GRANTS AND SUBSIDIES

Grant 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.

	2016 \$'000	2015 \$'000
Child care	462	642
Sundry grants, fees and scholarships	953	894
VET delivery	1,433	1,155
Tasmanian communities online	629	416
Non-government schools	3,536	952
Senior secondary accommodation allowance	287	345
Spectacles and special bursaries	254	255
University of Tasmania Centre for Educational Attainment	1,440	
Other grant payments	3,189	4,432
Total	12,183	9,091

6.5 OTHER EXPENSES

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

	2016 \$'000	2015 \$'000
Salary on-costs – Workers' Compensation premiums	11,574	12,395
Total	11,574	12,395

NOTE 7: OTHER ECONOMIC FLOWS INCLUDED IN NET RESULT

Other economic flows measure the change in volume or value of assets or liabilities that do not result from transactions.

7.1 NET GAIN/(LOSS) ON 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.

Key Judgement

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 Statement of Comprehensive Income.

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.

Net gain/(loss) on physical assets includes the write down of specific purpose assets upon identification and transferred for sale.

	2016 \$'000	2015 \$'000
Net gain/(loss) on physical assets	(1,112)	(5,732)
Net gain/(loss) on disposal of library books, plant and equipment	(1,165)	(1,025)
Net gain/(loss) on revaluation of physical assets		(31,301)
Total net gain/(loss) on non-financial assets	(2,277)	(38,058)

7.2 NET GAIN/(LOSS) ON FINANCIAL INSTRUMENTS AND STATUTORY RECEIVABLES/PAYABLES

Financial assets are assessed at each reporting date to determine whether there is any objective evidence of 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.

Key Judgement

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 and Schedule of Administered Income and Expenses.

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 in profit or loss. For available-for-sale financial assets that are equity securities, the reversal is recognised directly in equity.

	2016 \$'000	2015 \$'000
Impairment of Receivables	(459)	(584)
Total net loss on financial instruments	(459)	(584)

NOTE 8: ASSETS

Assets are recognised in the Statement of Financial Position when it is probable that the future economic benefits will flow to the Department and the asset has a cost or value that can be measured reliably.

8.1 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.

	2016 \$'000	2015 \$'000
Central office receivables	5,769	9,393
LINC receivables	263	286
Polytechnic deficit		718
Less: Provision for impairment	(344)	(333)
Total	5,688	10,064
School receivables	5,441	4,887
Less: Provision for impairment	(1,280)	(1,302)
Total	4,161	3,585
Total receivables	9,849	13,649
Comprising:		
Sale of goods and services (inclusive of GST)	6,383	10,707
Tax assets	3,465	2,942
Total	9,849	13,649
Settled within 12 months	9,849	13,649
Total	9,849	13,649
Reconciliation of movement in provisions for impairment of receivables		
Carrying amount at 1 July	1,635	1,591
Amounts written off during the year	(470)	(540)
Increase/(decrease) in provision recognised in profit or loss	459	584
Carrying amount at 30 June	1,624	1,635

During 2015–16 non school receivables over 90 days, and school receivables over 180 days with no action or payments on their accounts were assessed as being impaired.

8.2 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 re-measured 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.

(a) Carrying amount

	2016 \$'000	2015 \$'000
Land and buildings	6,706	5,648
Total	6,706	5,648
Settled within 12 months	6,706	5,648
Total	6,706	5,648

The assets held for sale consist 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
2016				
Land	5,005		5,005	
Buildings	1,702		1,702	
Total	6,706		6,706	
2015				
Land	3,432		3,432	
Buildings	2,216		2,216	
Total	5,648		5,648	

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 ValuerGeneral 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.

8.3 PROPERTY, PLANT AND EQUIPMENT

(A) Carrying amount

	2016 \$'000	2015 \$'000
Land		
At fair value	200,256	201,457
Total land	200,256	201,457
Buildings		
At fair value	2,406,909	2,409,983
Less: Accumulated depreciation / Impairment	(1,297,222)	(1,305,326)
	1,109,687	1,104,657
Works in progress (at cost)	18,434	13,689
Total buildings	1,128,121	1,118,346
Plant and equipment		
At cost	36,069	34,207
Less: Accumulated depreciation	(29,883)	(28,661)
Total plant and equipment	6,186	5,546
Total property, plant and equipment	1,334,563	1,325,349

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 AASB 13 Fair Value Measurement. Three methods of valuation were adopted when valuing the land and building assets: depreciated replacement cost, a comparable sales approach and an income approach.

Further review of these valuations throughout 2015–16 identified a number of errors, totaling \$0.17 million increase in Land Values and \$3.6 million in Building values. These corrections have been processed in the 2015–16 year against the relevant revaluation reserves.

Specialised building assets such as school buildings are valued using a depreciated replacement

cost method because there are 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 were 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.

(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.

The asset values for 2015–16 have not had indexation applied. As Land and Buildings were re-valued at the end of 2014–15 and there has been immaterial movement in relevant indices, the values have not materially changed. Consideration of the application of indices will occur during each financial reporting period after discussions with the Office of the Valuer General.

2016	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		17,522	183,935	28,793	1,075,864	13,689	5,546	1,325,349
Additions		420	720		2,792	46,266	1,968	52,166
Disposals / Assets held for sale		(425)	(2,087)		(1,046)		(3)	(3,560)
Revaluation increments/ (decrements)	I		170		3,558			3,728
Capitalised works to assets					41,511	(41,521)		(10)
Depreciation/ amortisation expense				(2,164)	(39,620)		(1,325)	(43,109)
Carrying value as at 30 June		17,517	182,738	26,629	1,083,058	18,434	6,186	1,334,563

Notes to Reconciliation of movements

I. Further review of 2015 valuations of Land and Buildings identified a number of immaterial inaccuracies which have been corrected in 2015–16, and reported against the revaluation reserve.

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)
Gains/(losses) recognised in operating result								
Revaluation			(31,299)					(31,299)
Gains/(losses) recognised in other comprehensive income								
Revaluation increments/ (decrements)		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

(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)	183,578	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	1,083,157	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.

8.4 LIBRARY BOOK STOCK

(a) Carrying amount

	2016 \$'000	2015 \$'000
At cost	24,703	25,274
Less: Accumulated depreciation	(17,061)	(16,774)
Total library book stock	7,642	8,500

(b) Reconciliation of movements (including fair value levels)

	2016 \$'000	2015 \$'000
Carrying value at 1 July	8,500	9,834
Additions	2,413	1,853
Disposals	(1,194)	(1,064)
Depreciation	(2,077)	(2,123)
Carrying value at 30 June	7,642	8,500

8.5 HERITAGE COLLECTIONS

All the heritage assets are considered to be level 2 in the fair value hierarchy.

(a) Carrying amount

	2016 \$'000	2015 \$'000
At fair value	42,825	66,513
Total heritage	42,825	66,513

(b) Reconciliation of movements

	2016 \$'000	2015 \$'000
Carrying value at 1 July	66,513	66,116
Additions	20	
Revaluation increments	(23,708)	397
Carrying value at 30 June	42,825	66,513

The Department holds a number of heritage assets. These assets were revalued during 2015–16 by independent valuers. 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.

8.6 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. All the intangible assets are recorded at cost.

(a) Carrying amount

	2016 \$'000	2015 \$'000
Software at cost	8,051	6,554
Less: Accumulated amortisation	(4,808)	(2,983)
	3,243	3,571
Work in progress	464	
Total intangibles	3,707	3,571

(b) Reconciliation of movements

	2016 \$'000	2015 \$'000
Carrying value at 1 July	3,572	3,078
Work in progress	464	...
Additions	1,497	1,962
Amortisation	(1,826)	(1,468)
Carrying value at 30 June	3,707	3,572

8.7 OTHER ASSETS

The Department recognises some other small assets such as prepayments of expenditure, revenue received in advance and GST input tax credits received.

(a) Carrying amount

	2016 \$'000	2015 \$'000
Other current assets		
Prepayments	2,534	4,663
Accrued Revenue	1,878	1,933
Other current assets	157	22
Total	4,568	6,618
Recovered within 12 months	4,568	6,618
Total	4,568	6,618

(b) Reconciliation of movements

	2016 \$'000	2015 \$'000
Carrying value at 1 July	6,618	2,109
Additions	4,568	6,618
Prepayments and other assets expensed	(6,618)	(2,109)
Carrying value at 30 June	4,568	6,618

NOTE 9: 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.

9.1 PAYABLES

Payables, including goods received and services incurred but not yet invoiced, are recognised at 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.

	2016 \$'000	2015 \$'000
Creditors	2,551	1,425
Accrued expenses	3,792	4,337
Total	6,343	5,762
Settled within 12 months	6,343	5,762
Total	6,343	5,762

Settlement is usually made within 30 days.

9.2 EMPLOYEE BENEFITS

Liabilities for wages and salaries and annual leave are recognised when an 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 entitlements are measured as the present value of the benefit at 31 May, 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.

	2016 \$'000	2015 \$'000
Accrued salaries	2,818	24,400
Annual leave	11,575	11,654
Long service leave	118,735	115,984
State Service Accumulated Leave Scheme	711	626
Termination provision	145	365
Total	133,985	153,029
Expected to settle wholly within 12 months	35,687	56,927
Expected to settle wholly after 12 months	98,298	96,103
Total	133,985	153,029

9.3 OTHER LIABILITIES

	2016 \$'000	2015 \$'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>	3,416	6,781
Other revenue received in advance	3,087	2,046
Provision for workers' compensation	1,954	1,913
Other liabilities	58	62
Total	8,515	10,802
Settled within 12 months	6,676	9,256
Settled in more than 12 months	1,839	1,546
Total	8,515	10,802

NOTE 10: COMMITMENTS AND CONTINGENCIES

10.1 SCHEDULE OF COMMITMENTS

	2016 \$'000	2015 \$'000
By type		
<i>Capital commitments</i>		
Buildings	30,438	5,592
Total capital commitments	30,438	5,592
<i>Lease commitments</i>		
Operating leases	7,571	8,414
Total lease commitments	7,571	8,414
By maturity		
<i>Capital commitments</i>		
One year or less	30,438	5,592
Total capital commitments	30,438	5,592
<i>Operating lease commitments</i>		
One year or less	3,719	3,759
From one to five years	3,852	4,655
Over five years		
Total operating lease commitments	7,571	8,414
Total	38,009	14,006

NB: Commitments are GST inclusive where relevant.

The Department has entered into a number of operating lease agreements for property, plant and equipment, where the lessors effectively retain all 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 by Treasurer's Instruction 502 Leases from holding finance leases.

Lease income from operating leases where the Department is a lessor is recognised in income on a straight line basis. Capital commitments generally relate to the outstanding contractual amounts on building works but may be subject to contract variations.



10.2 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 2016, 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 \$0.137 million for 2015–16 (\$0.567 million for 2014–15).

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 11: RESERVES

11.1 RESERVES

2016	LAND \$'000	BUILDINGS \$'000	HERITAGE \$'000	TOTAL \$'000
Asset Revaluation Reserve				
Balance at the beginning of financial year		276,587	24,955	301,542
Revaluation	170	3,558	(23,708)	(19,980)
Balance at end of financial year	170	280,145	1,247	281,562
2015	LAND \$'000	BUILDINGS \$'000	HERITAGE \$'000	TOTAL \$'000
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

(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.

11.2 ADMINISTRATIVE RESTRUCTURING

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.

No administrative restructures occurred in 2015–16. The 2015 comparatives relate to the transfer of the assets and liabilities of Skills Tasmania which transferred to the Department of State Growth effective 1 July 2015.

	2016 \$'000	2015 \$'000
Net assets relinquished on restructure		
Cash and deposits		363
Receivables		23
Property, plant and equipment		25
Other assets		14
Payables		(410)
Employee benefits		(1,299)
Total		(1,284)

NOTE 12: CASH FLOW RECONCILIATION

Cash means notes, coins, any deposits held at call with a bank or financial institution, as well as funds held in the Special Deposits and Trust Fund, being short term of three months or less and highly liquid. Deposits are recognised at amortised cost, being their face value.

12.1 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.

	2016 \$'000	2015 \$'000
Special Deposits and Trust Fund balance		
T511 – Department of Education Operating Account	42,014	30,398
T521 – Department of Education School Banking Account	60,566	55,807
Total	102,580	86,205
Other cash held		
Cash receipting account	17	7
Other bank accounts	324	256
Cash floats	118	119
Total	458	382
Total cash and deposits	103,038	86,587
Cash and deposits (as per Statement of Financial Position)	103,038	86,587
Total cash and cash equivalents	103,038	86,587

Included in the Department of Education Operating Account is an amount of \$6.781 million, which is an approved carry-forward from 2014–15 under section 8A(2) of the *Public Account Act 1986*.

12.2 RECONCILIATION OF NET RESULT TO NET CASH FROM OPERATING ACTIVITIES

	2016 \$'000	2015 \$'000
Net result	38,794	(42,651)
Revenue from government – works and services	(32,322)	(13,065)
Depreciation and amortisation	47,012	51,533
(Gain)/Loss on Revaluation of Buildings		31,301
(Gain)/loss from sale of non-financial assets	2,277	6,756
Impairment losses	459	584
Contributions received at no cost	2,977	74
Decrease/(increase) in Receivables	3,341	5,137
Decrease/(increase) in Other assets	2,780	(4,511)
Increase/(decrease) in Employee benefits	(19,045)	10,698
Increase/(decrease) in Payables	(82)	(1,328)
Increase/(decrease) in Other liabilities	(10,166)	(12,623)
Net cash from operating activities	36,026	31,905

12.3 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

	2016 BUDGET \$'000	2016 ACTUAL \$'000	2015 ACTUAL \$'000
Capital Investment Program			
New projects			
Glenorchy Primary School ¹	500	331	...
Kings Meadows High School	1,000	1,000	...
Latrobe High School ¹	2,000	1,684	...
LINC Tasmania Burnie ²	800	1,800	...
Montrose Bay High School ³	1,200	755	...
Parklands High School ¹	700	577	...
Prospect High School ²	500	2,700	...
School of Special Education North ³	2,600	570	...
School of Special Education North West ³	3,950	1,002	...
School Upgrade Program ⁴	...	7,598	...
Smithton High School ¹	1,400	1,115	...
Continuing projects			
Kings Meadows High School	2,100	2,095	55
Year 7 - 12 Implementation Plan ¹	2,900	2,884	116
Completed projects			
Bridgewater Child & Family Centre	312	395	787



	2016 BUDGET \$'000	2016 ACTUAL \$'000	2015 ACTUAL \$'000
Brooks High School ²	5,900	3,107	3,860
Community Knowledge Network - Learning and Information Network Centres			100
Derwent Valley Telecommunications			100
Devonport High School	800	797	53
Dunalley Primary School	1,000	1,000	...
George Town Child and Family Centre			3,300
Hagley Farm School Centre of Excellence			100
Lauderdale Primary School	1,570	1,568	32
New Town High School	2,480	2,324	400
Renewing our Education System (Rose Bay High)			1,092
School Science & Technology Stimulus Package			2,704
School Transition Fund			489
Smithton High School			3,208
South Hobart Primary School	500	500	
Taroona High School	2,100	2,100	
Trade Training Centres			3,049
Wynyard High Trade	180	180	180
Total	34,492	36,082	19,545

Notes:

1. The balance of funds for these projects were carried over through section 8A(2) transfers.
2. The adjustment in appropriation for these projects represents a change in the timing of project expenditures and do not reflect any overall change in the project appropriation.
3. The balance of funds for this project were carried forward through a combination of a section 8A(2) transfer and re-appropriation of funds.
4. The School Upgrade Program was additional program funding allocated during 2015–16. The total allocation was \$9.475 million with the balance to be expended during the 2016–17 year.

(b) *Classification of cash flows*

The project expenditure above is reflected in the Statement of Cash Flows as follows

CASH OUTFLOWS	2016 ACTUAL \$'000	2015 ACTUAL \$'000
Wages and salaries	285	510
Long service leave	...	6
Superannuation	...	57
Other employee expenses	...	5
Buildings and infrastructure works and services	30,401	16,365
Supplies and consumables	110	43
Consultants	5,286	2,530
Travel and transport	...	25
Communications	...	2
Total cash outflows	36,082	19,543

NOTE 13: FINANCIAL INSTRUMENTS

13.1 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 2016

	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	5,479	631	527	3,222	9,849

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

(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.

2016 Maturity analysis for financial liabilities

FINANCIAL LIABILITIES	1 YEAR \$'000	UNDISCOUNTED TOTAL \$'000	CARRYING AMOUNT \$'000
Payables	5,680	5,680	5,680
Other financial liabilities	8,515	8,515	8,515
Total	14,195	14,195	14,195

2015 Maturity analysis for financial liabilities

FINANCIAL LIABILITIES	1 YEAR \$'000	UNDISCOUNTED TOTAL \$'000	CARRYING AMOUNT \$'000
Payables	5,762	5,762	5,762
Other financial liabilities	10,802	10,802	10,802
Total	16,564	16,564	16,564

(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.

VARIABLE RATE INSTRUMENTS	2016 \$'000	2015 \$'000
Financial assets	60,890	56,063
Total	60,890	56,063

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 2016				
Financial assets	609	(609)	609	(609)
Net sensitivity	609	(609)	609	(609)
30 June 2015				
Financial assets	561	(561)	561	(561)
Net sensitivity	561	(561)	561	(561)

This analysis assumes all other variables remain constant. The analysis was performed on the same basis for 2015.

13.2 CATEGORIES OF FINANCIAL ASSETS AND LIABILITIES

	2016 \$'000	2015 \$'000
Financial assets		
Cash and cash equivalents	103,038	86,587
Receivables	9,849	13,649
Total	112,887	100,236
Financial liabilities		
Payables	5,680	5,762
Other revenue received in advance	8,515	8,827
Total	14,195	14,589

13.3 RECLASSIFICATIONS OF FINANCIAL ASSETS

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

13.4 DE-RECOGNITION OF FINANCIAL ASSETS

The Department has not derecognised any financial assets during the financial year.

13.5 COMPARISON BETWEEN CARRYING AMOUNT AND NET FAIR VALUE OF FINANCIAL ASSETS AND LIABILITIES

	CARRYING AMOUNT 2016 \$'000	NET FAIR VALUE 2016 \$'000	CARRYING AMOUNT 2015 \$'000	NET FAIR VALUE 2015 \$'000
Financial assets				
Cash and cash equivalents	103,038	103,038	86,587	86,587
Receivables	9,849	9,849	13,649	13,649
Total financial assets	112,887	112,887	100,236	100,236
Financial liabilities				
Payables	6,343	6,343	5,762	5,762
Other financial liabilities	6,503	6,503	8,827	8,827
Total financial liabilities	12,846	12,846	14,589	14,589

13.6 NET FAIR VALUES OF FINANCIAL ASSETS AND LIABILITIES

FINANCIAL ASSETS

The net fair value 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 payables and other financial liabilities are based on 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.

UNRECOGNISED FINANCIAL INSTRUMENTS

The net fair values of indemnities are regarded as the maximum possible loss which the State faces while the indemnity remains current.

NOTE 14: DETAILS OF CONSOLIDATED ENTITIES

14.1 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 14.2 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.

14.2 STATEMENT OF PAYMENTS FOR THE SCHOOLS REGISTRATION BOARD

	2016 \$'000	2015 \$'000
Salaries	93	59
Travel	8	7
Meetings	30	24
Miscellaneous	4	2
Total expenditure	135	92

NOTE 15: NOTES TO ADMINISTERED STATEMENTS

15.1 EXPLANATIONS OF MATERIAL VARIANCES BETWEEN BUDGET AND ACTUAL OUTCOMES

There are no material variances between budget estimates and actual outcomes for the administered statements for 2015–16. Variances are considered material where the variance exceeds the greater of 10 per cent of budget estimate and \$1.5 million.

15.2 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.

	2016 BUDGET \$'000	2016 ACTUAL \$'000	2015 ACTUAL \$'000
Continuing operations			
Appropriation revenue – recurrent			
Current year	288,073	288,352	272,414
Total administered revenue from government	288,073	288,352	272,414

The increase in Appropriation revenue recurrent of \$0.279 million compared to budget reflects a change in Australian Government Funding for the Non-Government Sector.

15.3 ADMINISTERED GRANTS

	2016 \$'000	2015 \$'000
General grants		
National Partnership Funding		220
Total		220

15.4 ADMINISTERED SALES OF GOODS AND SERVICES

	2016 \$'000	2015 \$'000
Archives services	12	20
Curriculum services	44	95
State Library services	11	28
Other		1
Total	67	144

15.5 ADMINISTERED FEES AND FINES

	2016 \$'000	2015 \$'000
Group assurance commission	26	23
Total	26	23

15.6 ADMINISTERED OTHER REVENUE

	2016 \$'000	2015 \$'000
Other Revenue	214	1,941
Total	214	1,941

15.7 ADMINISTERED GRANTS AND SUBSIDIES

	2016 \$'000	2015 \$'000
Non-government schools: Grants by Australian Government	226,277	215,040
Non-government schools: Grants by State Government	60,396	56,966
Non-government schools: Capital assistance	1,173	1,141
Total	287,846	273,147

15.8 ADMINISTERED RECEIVABLES

	2016 \$'000	2015 \$'000
Appropriation receivable		505
Total		505

NOTE 16: TRANSACTIONS AND BALANCES RELATING TO A TRUSTEE OR AGENCY ARRANGEMENT

ACCOUNT NAME	OPENING BALANCE 1 JULY 2015 \$'000	NET TRANSACTIONS DURING 2015-16 \$'000	CLOSING BALANCE 30 JUNE 2016 \$'000
Critchley Parker Junior Student Loan Fund	23	(1)	22
Sir John Morris Memorial Fund	1,159	33	1,192
TM Crisp Memorial Sporting Library	16		16
Kula Bequest	98	(1)	97

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 2016.

NOTE 17: 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 2016.

NOTE 18: OTHER SIGNIFICANT ACCOUNTING POLICIES AND JUDGEMENTS

18.1 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 5.3. The financial report encompasses all funds through which the Department controls resources to carry on its functions.

OUTPUTS OF THE DEPARTMENT

The Department has implemented an Output restructure for the 2015–16 Budget which is

effective from 1 July 2015. The new Output structure has been revised to better align with the Government's education policy and initiatives. The Outputs no longer distinguish between compulsory education and post-compulsory education with Output Group 1 being renamed to Education from Pre-Compulsory and Compulsory Education.

The individual outputs of the Department are provided under the following output groups:

Output group 1: Education

Output group 2: LINC Tasmania

OUTPUT GROUP 1: 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: LINC TASMANIA

Description

The purpose of this output group is to provide statewide library and information services, archival services and community learning services.

18.2 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 15 August 2016.

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 18.5.

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.

18.3 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.

18.4 FUNCTIONAL AND PRESENTATION CURRENCY

The financial statements are presented in Australian dollars, which is the Department's functional currency.

18.5 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 that are relevant to its operations and effective for the current annual reporting period. These include:

- 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 2015; Part C Financial Instruments – 1 January 2016] – 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 the 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 the 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 the Standard.

There is no financial impact to the Department.

- AASB 2015 -2 Amendments to Australian Accounting Standards – Disclosure Initiative: Amendments to AASB 101 [AASB 7, AASB 101, AASB 134 & AASB 1049] – The objective of this Standard is to amend AASB 101 to provide clarification regarding the disclosure requirements in AASB 101. This Standard applies to annual reporting periods beginning on or after 1 January 2016. This has resulted in some changes in the presentation of these financial statements.
- AASB 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. This Standard is applicable to annual reporting periods beginning on or after 1 July 2015. The

Department has determined that the potential financial impact is nil.

(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:

- 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, an 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. Where an entity applies the Standard to an earlier annual reporting period, it shall disclose that fact. The Department has not yet determined the potential effect of the revised standard on the Departments' financial statements.
- 2015-1 Amendments to Australian Accounting Standards – Annual Improvements to Australian Accounting Standards 2012-2014 Cycle [AASB 1, AASB 2, AASB 3, AASB 5, AASB 7, AASB 11, AASB 110, AASB 119, AASB 121, AASB 133, AASB 134, AASB 137 & AASB 140] – The objective of this Standard is to make amendment to Australian Accounting Standards that arise from the issuance of International Financial Reporting Standard Annual Improvements to IFRSs 2012-2014 Cycle by the IASB. This Standard applies to annual reporting periods beginning on or after 1 January 2016. The Department has determined that the potential financial impact is nil.

- 2010-7, 2014-7 and 2015-7 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 9 Financial Instruments in December 2010. The Department has determined that the potential financial impact is nil.
- 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 make amendments to AASB 124 Related Party Disclosures to extend the scope of that Standard to include not-for-profit public sector entities. This Standard applies to annual reporting periods beginning on or after 1 July 2016. There is no material financial impact however there will be additional disclosures in relation to related parties.
- 2016-2 Amendments to Australian Accounting Standards – Disclosure Initiative: Amendments to AASB 107 – The objective of this Standard is to amend AASB 107 Statement of Cash Flows to require entities preparing statements in accordance with Tier 1 reporting requirements to provide disclosures that enable users of financial statements to evaluate changes in liabilities arising from financing activities, including both changes arising from cash flows and non-cash changes. This Standard applies to annual periods beginning on or after 1 January 2017. The impact is increased disclosure in relation to cash flows and non-cash changes.
- AASB 16 Leases – The objective of this Standard is to introduce a single lessee accounting model and require a lessee to recognise assets and liabilities for all leases with

a term of more than 12 months, unless the underlying asset is of low value. This Standard applies to annual reporting periods beginning on or after 1 January 2019. The impact is enhanced disclosure in relation to leases. The Department has not yet determined the potential effect of the revised standard on the Department's financial statements.

18.6 UNRECOGNISED FINANCIAL INSTRUMENTS

The Department has no unrecognised financial instruments.

18.7 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.

18.8 COMPARATIVE FIGURES

Comparative figures have been adjusted to reflect any changes in accounting policy or the adoption of new standards.

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 2.

The comparatives for administrative restructures are not reflected in the financial statements.

18.9 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.

18.10 DEPARTMENTAL TAXATION

The Department is exempt from all forms of taxation except Fringe Benefits Tax, and Goods and Services Tax (GST).

18.11 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 ATO is, in accordance with the Australian Accounting Standards, classified as operating cash flows.



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 2016 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.

Jenny Gale
Secretary (15 August 2016)

AUDITOR'S REPORT



Independent Auditor's Report

To Members of the Tasmanian Parliament

Department of Education

Financial Statements for the Year Ended 30 June 2016

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 2016 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 2016 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 require that I comply with relevant ethical requirements relating to audit engagements and plan and perform the

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To provide independent assurance to the Parliament and Community on the performance and accountability of the Tasmanian Public sector.
Professionalism | Respect | Camaraderie | Continuous Improvement | Customer Focus

Strive | Lead | Excel | To Make a Difference

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

Tasmanian Audit Office

Rod Whitehead
Auditor-General

Hobart
15 September 2016

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To provide independent assurance to the Parliament and Community on the performance and accountability of the Tasmanian Public sector.
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6

APPENDICES



ABBREVIATIONS AND ACRONYMS

ABS	Australian Bureau of Statistics
ACARA	Australian Curriculum, Assessment and Reporting Authority
ACECQA	Australian Children's Education and Care Quality Authority
AEDC	Australian Early Development Census
ASbA	Australian School-based Apprenticeships
CFC	Child and Family Centre
COAG	Council of Australian Governments
DFA	Disability Framework for Action
DoE	Department of Education
DSE	Disability Standards for Education
EAL	English as an Additional Language
ECU	Education and Care Unit
edi	the portal to the data warehouse
EPR	Education Performance and Review
EYLF	Early Years Learning Framework
FTE	Full-Time Equivalent
GCC	Global Corporate Challenge
GETI	Government Education and Training International Tasmania
GST	Goods and Services Tax
ITS	Information and Technology Services
LIFT	Learning in Families Together
LiL	Launching into Learning

LINC	Learning and Information Network Centre
MP	Member of Parliament
NAPLAN	National Assessment Program – Literacy and Numeracy
NMS	National Minimum Standard
NQS	National Quality Standard (Education and Care)
NSSC	National Schools Statistics Collection
PDP	Performance and Development Plan
PIPS	Performance Indicators in Primary Schools
PLI	Professional Learning Institute
RTB	Raising the Bar
RTI	Right to Information
RTOs	Registered Training Organisations
STEM	Science, Technology, Engineering and Mathematics
SRB	Schools Registration Board
TasTAFE	Tasmanian Technical and Further Education
THEAC	Tasmanian Home Education Advisory Council
TRB	Teachers Registration Board
VET	Vocational Education and Training
VLE	Virtual Learning Environment
UTAS	University of Tasmania

PUBLICATIONS:

CURRICULUM SERVICES

- *Good Teaching – Inclusive Teaching for Students with Disability*
- *Good Teaching – Numeracy K–2*
- *Good Teaching – Literacy K–2*
- *Good Teaching – Numeracy 3–6*
- *Good Teaching – Literacy 3–6*
- *Good Teaching – Numeracy 7–10*
- *Good Teaching – Literacy 7–10*
- *Learning in Families Together (LIFT) parent brochure*
- *MyEducation parent brochure*

EDUCATION AND CARE

- Sundry information sheets

LINC TASMANIA

- *5 good reasons to join your local LINC brochure*
- *Children's Services at the LINC brochure*
- *Baby's first library card brochure*
- Premier's Reading Challenge – various promotional materials
- Allport Library and Museum of Fine Arts
 - » Exhibition posters:
 - » *Memento Mori: Art, Medicine and the Body*
 - » *Architecture drawing | drawing architecture*
 - » *Character of the blossom: Wildflowers of Tasmania*, by Margaret Hope 1848-1934

- » *Unhoused: Encounters with the hidden in the Allport* – exhibition poster
- » *That celebrated & eccentric genius, Gould: a Tasmanian integrated curriculum resource for Years 5 and 6*
- » *Set of 6 Wildflowers of Tasmania by Margaret Anderson Hope* – print
- » *Set of 6 Tasmanian linocuts by Curzona Frances Louise Allport* – print
- » 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
- » Allport Talks, Tours and Exhibitions – flyer
- 26TEN Strategy
 - » *26TEN Tasmania: Tasmania's strategy for adult literacy and numeracy 2016–2025 handbook*
 - » *26TEN Action Plan October 2015–2017 brochure*
 - » A4 brochure – Launch speech by the Hon Jeremy Rockliff MP
 - » 26TEN posters (2 designs):
 - » Better literacy and numeracy means a better Tasmania for all
 - » Need help with reading, writing and maths?
 - » Plain English postcards – *three things you can do*
 - » DL brochures – literacy awareness

- » *Communicate Clearly: Guide to Plain English*
- » *Communicate Clearly: Short Courses Resources*
- » *The 26TEN Artists with Conviction Prize for Writing 2015 Booklet*
- » *Health Literacy Communications Checklist*
- » Various promotional materials
- Various LINC postcards
- Various LINC posters
- 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. 17 August 2015)
- *State Records Guideline 5: Recordkeeping Metadata*
- *State Records Guideline 5: Template Metadata mapping*
- *Information Management Advice 17: Recordkeeping by Design – Requirements for Managing State Records in New Business Systems*
- *Information Management Advice 60 Part 5: Successfully manage Information Risks during System Migration*
- *Information Management Advice 68: Migrating Records from Network Drives to EDRMS systems*
- *Information Management Advice 72: Overview of a Business Classification Scheme development project*

- Checklist: *How to Identify Recordkeeping Requirements in Legislation*
- Retention and Disposal Schedule 2280: *Functional Records of Government Schools and Colleges (DA2280)* (re-issue)

STRATEGIC POLICY AND PLANNING

- Draft *Education Bill 2016 – Regulatory Impact Statement*
- Draft *Education Bill 2016 – Fact Sheets*:
 - » Frequently Asked Questions
 - » Frequently Asked Questions: Early Learning
 - » Legislation 101
 - » Objects and Principles
 - » Starting Age and Leaving Age
 - » Approved Learning Program (Years 11 and 12)
 - » Health and Safety Risks
 - » Non-attendance
 - » Students with Disability
 - » Adult Behaviour
 - » Home Education
 - » Non-government Schools
 - » Government Schools
 - » Government Schools (Student Behaviour and Discipline)

- » Government Schools (School Associations)
- » Government Schools (Fees and Levies)
- » Government Schools (Home Areas)
- » Government Schools (Religious Instruction)
- *Talking Out* Newsletter

EARLY YEARS

- *Engaging, supporting and working with children and families in Tasmania's Child and Family Centres* – Report on the impact of Centres on parents' use and experiences of services and supports in the Early Years.

EDUCATION SERVICES

- *Course Information Handbook for Years 11 and 12*

STRATEGIC MARKETING, COMMUNICATIONS AND MEDIA*

- DoE Annual Report 2014–15
- RBF DoE Awards for Excellence program 2015

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 2016/17*
- Homestay Newsletter
- Agent Newsletter
- *TasTAFE Capability Statement*
- Study Tour brochure
- School fact sheets
- Promotional materials – flyers, brochures and presentations for education exhibitions, events and agent training sessions

* A number of publications listed under other business units in this section were produced by the Strategic Marketing, Communications and Media Unit

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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).*

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