

DEPARTMENT OF  
EDUCATION

ANNUAL REPORT

16/17



# 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 2016–17 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](mailto:marketing@education.tas.gov.au).

This report, and further information is available on the Department's website at [www.education.tas.gov.au](http://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:

### OVERVIEW

This section provides an overview of our services and structure.

### EDUCATION

This section highlights the focus, ongoing strategies, performance and clients of the Department's Output Group 1 – Education.

### 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 2016–17 financial year.

### APPENDICES

This section includes indexes and supplementary information. Additional performance information on the Department is 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 this report of the activities of the Department of Education for the 2016–17 financial year.

Our work this year has been guided by our *Learners First Strategic Plan 2017*, which includes key priorities - the Early Years, Respectful Schools and Workplaces and Positive Environments, Literacy and Numeracy, Engagement and Support and Purposeful Learning. A new DoE Strategic Plan for 2018–2021 is currently being developed.

The passing of the *Education Act 2016* through Parliament in November 2016 and its commencement on 10 July 2017 has established a new legislative framework that supports our delivery of education in Tasmania into the future. The changes in the Act are an opportunity for the Department to build on previous work and to look at new ways of delivering the highest quality education to Tasmania's learners.

Our *Learning in Families Together (LIFT)* initiative in the early years is a key strategy to support targeted schools with the highest educational need. It is developing genuine partnerships with families so that trust, respectful communication and shared decision making can maximise the learning potential of each child.

The *School Health Nurse Program* commenced its third phase at the beginning of 2017. This program has employed 20 FTE nurses across 81 schools under the guidance of the Department's Director

of Nursing in targeted primary and secondary schools. The model will evolve into district schools during 2017–18. This contemporary model of school nursing across the state acknowledges health and wellbeing as pre-conditions for learning.

An essential element of our work for the Tasmanian Government's *Safe Homes, Safe Families Action Plan* has been the development of an extensive range of resources targeted at supporting schools, communities and individuals to understand why family violence occurs and how to reduce occurrences in our community. At the centre of this initiative is an online and publicly available resource identifying strategies, processes and skills to guide schools and communities in the explicit teaching of respectful relationships.

Our focus on improving our students' literacy and numeracy skills has continued with a number of initiatives in place, including our 25 additional Literacy and Numeracy Specialists, who have been working with students at greatest risk and supporting teachers to refine their teaching practice. I am delighted that our 2017 NAPLAN results showed improvement over time in Tasmania's average scores in 14 of the 20 assessments.

In 2017 we have seen the introduction of the Middle Years Project which is providing additional literacy and numeracy support for schools. This has commenced with a literacy focus in four associations of schools across the state. The project is off to an excellent start with more targeted leadership practices, access to tailored professional learning and resources to support improved teaching and learning.



Family literacy is critical to raising literacy levels in Tasmania, and LINC Tasmania has worked hard to ensure the quality of the family literacy programs we offer complements our firmly established adult literacy program.

The Department has continued to strengthen its efforts to bolster the transition of students from Year 10 into Years 11 and 12 as a means to increase retention and the achievement of a meaningful qualification by more students. As a result of the Government's policy to extend high schools to Years 11 and 12, there is increased choice in where students may choose to complete their senior secondary study. In 2017 we had 30 schools extending to Years 11 and 12, which will increase to a total of 38 from 2018.

Attainment across all sectors continues to increase and the most recent figures available show that in 2016, 56 per cent of 15–19 year old Tasmanian students completed their TCE, and this is an improvement of around 10 per cent since 2012.

Another notable achievement is our *Capital Investment Program*, building high quality education facilities to support improved learning and engagement. The State Budget over the last few years has made provision for the biggest State spend on school infrastructure in over 20 years – in total, \$110 million will be invested over four years, with this work progressing well.

This report details achievements from across the Department's broad range of services and activities.

The information contained in the following pages shows the benchmarks the Department has set and how we are progressing towards achieving these goals.

This report also notes our progress against the *Major Government Initiatives* we are implementing, however we have changed the format using a logo within the report where initiatives appear, rather than as a separate section.

All Tasmanians can be confident that all our efforts and resources are directed towards raising the standard and valuing of education in this state, and I am very proud of the work we are doing in supporting all Tasmanians to learn and reach their full potential.

**Jenny Gale**  
Secretary

October 2017

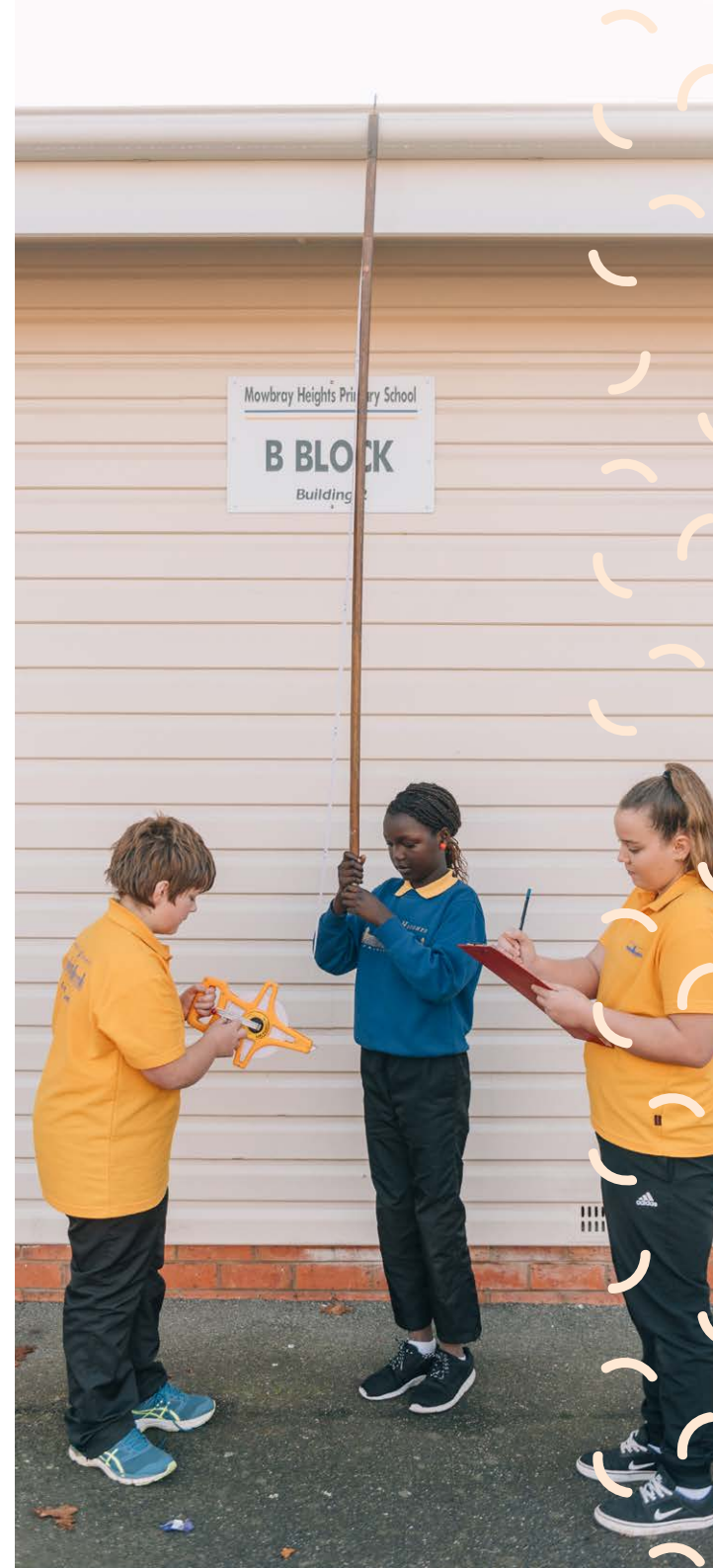
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I  
OVERVIEW



# STRATEGIC PLAN 2017 UPDATE



2017 Update

## Our Vision

A successful, skilled and innovative Tasmanian community.

## Our Mission

To provide every child, young person and adult in Tasmania 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   | Excellence  | Equity  | Respect  | Relationships   |
|--|---|---|--|---|
| People in Tasmania are engaged in positive, productive and supported learning experiences, and encouraged towards lifelong learning. | 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. | We all have the right to challenging and engaging learning opportunities. | Positive and effective interactions, with each other and with our environment, are conducted on the basis of responsibility, integrity and accountability. | We achieve growth and strength through partnerships and connections with our learners, their communities and the world. |

### Our Key Drivers

| Successful Learners   | A Skilled Workforce   | Empowered Leadership  | Positive Environments  | Community Partnerships  |
|---|---|---|--|---|
| <ul style="list-style-type: none"> <li>Engage and retain learners through creative, innovative and supportive programs and environments.</li> <li>Empower learners to set high expectations and reach their potential through tailored learning.</li> <li>Establish balanced, flexible and responsive pathways to encourage lifelong learning.</li> <li>Empower people by providing information and opportunities to acquire the knowledge and skills they need.</li> </ul> | <ul style="list-style-type: none"> <li>Attract, create and retain a qualified, motivated and innovative workforce that has high expectations of all learners.</li> <li>Develop a strong feedback culture to support and enhance the performance of all staff.</li> <li>Value health and wellbeing of our staff through targeted programs across the organisation.</li> <li>Build workforce capacity for quality teaching and instruction informed by data, evidence and best practice.</li> </ul> | <ul style="list-style-type: none"> <li>Provide professional learning, coaching and mentoring opportunities for aspiring, newly appointed and experienced leaders.</li> <li>Equip leaders with the skills to manage and encourage innovation and continuous improvement.</li> <li>Develop a framework for the whole organisation that empowers decision making and the development of leadership skills and strategies.</li> </ul> | <ul style="list-style-type: none"> <li>Strengthen a culture of respectful workplaces based on understanding of, and compliance with, the department's behavioural expectations.</li> <li>Foster the growth of sustainable networks to deliver learning outcomes through continuous improvement.</li> <li>Provide resources, facilities and infrastructure that support dynamic lifelong learning and teaching and business practices.</li> <li>Provide spaces where all community members feel comfortable, welcome and included.</li> </ul> | <ul style="list-style-type: none"> <li>Effectively communicate the value of public education and lifelong learning as key to improving the social and economic wellbeing of Tasmanians.</li> <li>Support parents and carers as key partners and stakeholders in a child's education.</li> <li>Develop meaningful partnerships with community, business and industry to collectively achieve positive outcomes for all Tasmanians.</li> <li>Preserve and make available Tasmania's documentary heritage to inform current and future generations.</li> </ul> |

### Our Way of Working\*

| An explicit improvement agenda   | Using data and evidence   | A culture that promotes learning  | Targeted use of resources  | Partnerships   |
|--|---|---|--|--|
| Our leadership teams establish and drive a continuous improvement agenda, grounded in evidence from research and practice. | We prioritise the analysis, communication and discussion of systematically collected data and other evidence to improve outcomes. | We are driven by a deep belief that every person is capable of successful learning and we foster a strong collegial culture of mutual respect, trust and support across the organisation and with families and community. | We apply our resources in a targeted way to flexibly meet the learning and wellbeing needs of the community. | We actively seek ways to enhance learning and wellbeing by partnering with parents, carers and families, other services, business and community organisations. |

### Our Priorities

| Early Years | Respectful Schools and Workplaces and Positive Environments | Literacy and Numeracy | Engagement and Support | Purposeful Learning |
|-------------|---|-----------------------|------------------------|---------------------|
|-------------|---|-----------------------|------------------------|---------------------|

\* Adapted from the National School Improvement Tool at <https://www.acer.edu.au/school-improvement/>

# SERVICES

At the commencement of 2017, there were 196 Government schools<sup>1</sup> across Tasmania, which include:

- 126 primary
- 29 secondary
- 25 combined (primary and secondary)
- 8 senior secondary<sup>2</sup>
- 8 support<sup>3</sup>

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.

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'.

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

LINC Tasmania is Tasmania's statewide publicly-funded library and archive service.

LINC Tasmania offers research, information, literacy and learning services in contemporary and friendly environments where people from all walks of life can meet, learn and engage in community-focused experiences. We preserve the documentary heritage of Tasmania for present and future generations, and serve as the continuing memory of Tasmania's government and people.

The LINC Tasmania network comprises online and digital services ([www.linc.tas.gov.au](http://www.linc.tas.gov.au)) and 74 physical service points in 61 locations across the state, including:

- 13 urban and regional LINCs, including Risdon Prison LINC
- 34 branch libraries
- 24 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.

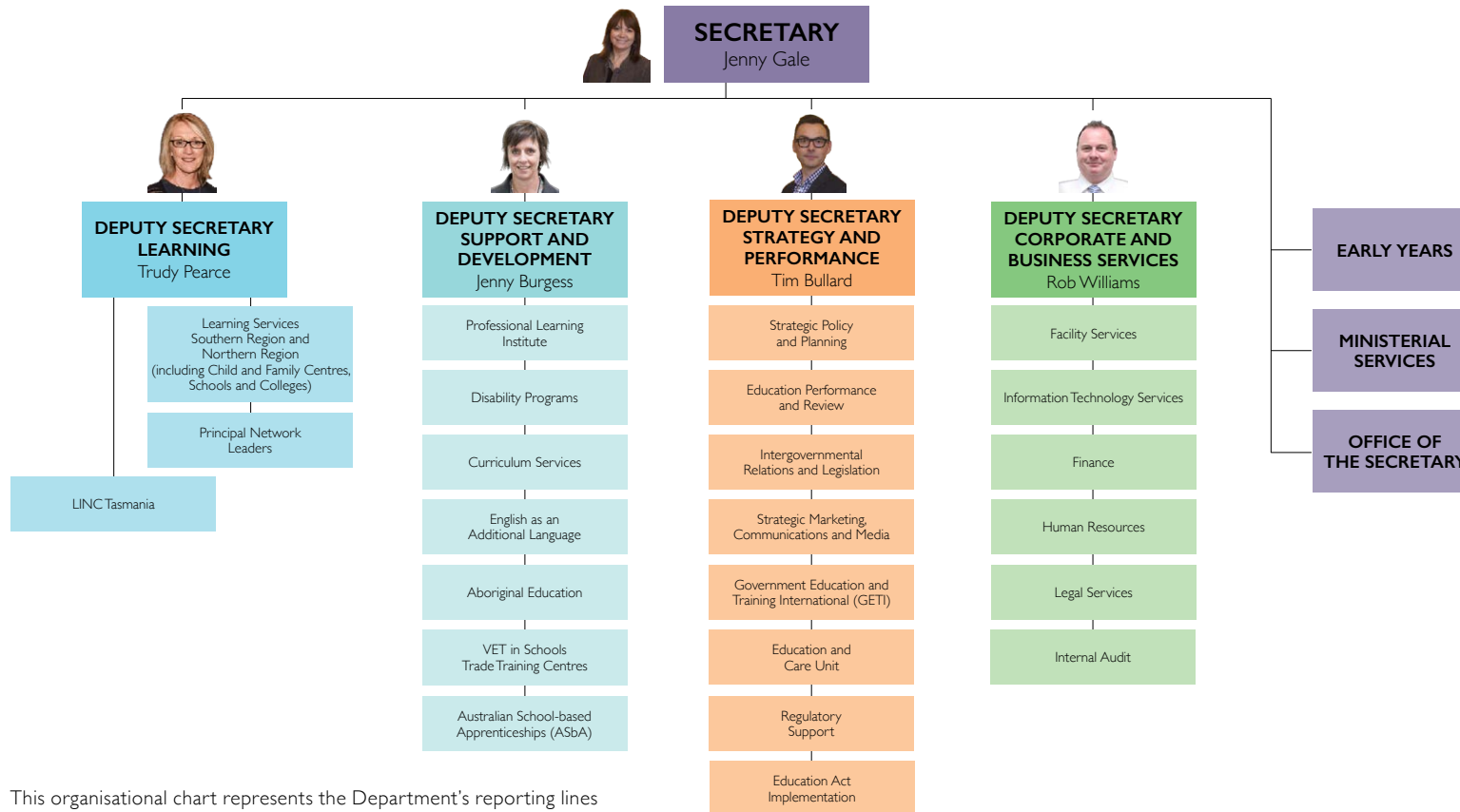


# DOE ORGANISATIONAL CHART – JUNE 2017

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, in the areas identified in School Improvement Plans, and provide a high level of service to the Tasmanian community.

As at June 2017, the Department consisted of five separate divisions\*:

- Learning
- Support and Development
- Strategy and Performance
- Corporate and Business Services
- Office of the Secretary



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

# EXPENDITURE SUMMARY 2016–17

| OUTPUT GROUP                  | EXPENDITURE<br>\$'000 |
|-------------------------------|-----------------------|
| OUTPUT GROUP 1: Education     | 975,611               |
| OUTPUT GROUP 2: LINC Tasmania | 40,788                |
| Administered Payments         | 312,560               |
| Capital Investment Program *  | 2,256                 |
| <b>TOTAL</b>                  | <b>1,331,215</b>      |

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

\* Actual expenditure \$46.096 million – adjustment made for capitalisation of building works to the Statement of Comprehensive Income.



2  
EDUCATION  
OUTPUT GROUP I



## EDUCATION OUTPUT GROUP I

The Department of Education (DoE) is responsible for providing early years and school education services to students from birth. We provide education services through our 12 Child and Family Centres, *Launching into Learning* programs (babies to 4 year olds and their families), primary, combined, secondary and senior secondary schools around the state, including education delivered flexibly or via blended learning.

The 2014–2017 *Learners First Strategic Plan* was published in October 2013. Structured around the concept of 'Learners First', the Plan outlines

the Department's vision, mission, key drivers and priorities over the three year planning period.

In 2016 a broad consultation process was undertaken with all Government school principals and DoE services and business units regarding the strengths and opportunities for improvement in the 2014–2017 *Learners First Strategic Plan*.

Following the consultation period, the new 2017 *Learners First Strategic Plan* was released – an update of the 2014–2017 *Learners First Strategic Plan* representing the final year of the current planning period.

The following section outlines our progress against the priorities set out in the 2017 *Learners First Strategic Plan*. The Priority areas for 2017 were:

- Early Years
- Respectful Schools and Workplaces and Positive Environments
- Literacy and Numeracy
- Engagement and Support
- Purposeful Learning

## OUR PRIORITIES – EARLY YEARS

Evidence shows that high quality early learning experiences benefit all children and improve education and life outcomes. We are committed to delivering strategies, services and programs to ensure our youngest learners have the best possible start to life. Throughout 2016–17, we continued to build on our investment in the early years, including supporting the establishment of the B4 Early Years Coalition and launching the *It's A Great Start* campaign. 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 Australian Early Development Census (AEDC) continues to show that the focus on early childhood in Tasmania is delivering strong outcomes for children, with lower percentages of Tasmanian students vulnerable for one or more,

and two or more domain measures compared to Australia. Further to this, compared to Australia, Tasmanian children tend to be slightly less developmentally vulnerable in the social competence, communications skills and general knowledge domains.

The 2016 Performance Indicators in Primary Schools (PIPS) literacy outcomes remain the highest on record, whilst PIPS numeracy outcomes remain strong.

### Our 2017 Focus

#### *IT'S A GREAT START*

Parents and carers are a child's first and most influential teachers – recognising this, the Department developed the *It's A Great Start* website during the year. The website is a key tool for parents and carers to access information via one resource in relation to early years

programs offered through the Department. These include Child and Family Centres (CFCs), *Launching into Learning* (LiL), Kindergarten, *Learning in Families Together* (LIFT) and LINC's Early Years programs. The website is easy to navigate and includes engaging videos to present important information to parents. There are also links to useful resources to support parents with their children's learning. The website can be accessed at [www.greatstart.tas.gov.au](http://www.greatstart.tas.gov.au).

### B4 EARLY YEARS COALITION

The B4 Early Years Coalition was launched in September 2016 and builds on the good work of the Tasmanian Early Years Foundation. B4 is based on the collective impact model, bringing together members and supporters from across Tasmania to work together to improve early childhood outcomes for Tasmanian children. B4 is part of the Tasmanian Government's



commitment to providing quality early learning and development experiences for all young children, regardless of where they live or their family backgrounds.

In the 2016–17 financial year, B4 was co-chaired by the former Chair of the Tasmanian Early Years Foundation, Elizabeth Daly and the now former Tasmanian Commissioner for Children, Mark Morrissey. Elizabeth and Mark are both passionate supporters of Tasmania's children, and understand the importance of the early years for strong and healthy development.

The new B4 Leaders were announced by the Minister for Education and Training on 28 March 2017. These leaders have determined the B4 vision of 'Every child in Tasmania, is cared for and nurtured through the early years, no matter what'. Three goals have been identified for Leaders, Members, and Supporters to concentrate on, as we work together to achieve the B4 vision. These goals are that everyone values the early years, everyone supports the early years, and everyone works together for the early years.

The B4 Support team has provided valuable assistance to the B4 Leaders. B4 is a key element of the Department's new early years strategy.

## Our Ongoing Strategies

### LEARNING IN FAMILIES TOGETHER (LIFT)



The *Learning in Families Together* (LIFT) initiative is a \$17 million literacy and numeracy investment over four years. The initiative continues to support targeted schools with the highest educational need. It is currently in its second year of implementation.

LIFT is informed by the understanding that active, engaged parents and carers have a

significant impact on improving the learning outcomes for children.

The work being undertaken in schools is aligned with the *Early Years Learning Framework* and the *Australian Curriculum*. The scope of the initiative is to engage all families in their children's learning from Kindergarten to the completion of Year 2. Each school has a LIFT coordinator who is responsible for working with families and staff members to increase their understanding of family engagement.

In 2016, all LIFT Coordinators were offered the opportunity to enhance their knowledge of family engagement through attendance at professional learning workshops. In 2017, the Department has continued to support schools by providing professional learning in the explicit teaching of phonics and numeracy.

### EARLY YEARS LEARNING FRAMEWORK FOR AUSTRALIA (EYLF)

All schools use the *Early Years Learning Framework for Australia* (EYLF) and the *Launching into Learning Accountability Framework* to inform planning and quality early years practice from birth through to Kindergarten. Through the Department's Professional Learning Institute (PLI), a range of professional learning opportunities are provided to support teachers to build on their knowledge and skills and to guide a consistent statewide approach. Providing high quality, evidence-based, early years education continues to be a priority for the Department.

Targeted professional learning during the year has included a focus on transitions and learning through play and inquiry. Supporting smooth and effective transitions in the early years through a range of approaches and in partnership with families, services and communities, is key to

supporting the health and wellbeing of young children. Providing children with high quality play and inquiry led learning experiences ensures that the learning environments are age and developmentally appropriate.

## EDUCATION AND CARE

The Education and Care Unit (The Unit) regulates education and care services (child care) in Tasmania. The Unit is responsible for implementing the *National Quality Framework for Early Childhood Education and Care* (NQF), including administering the *Education and Care Services National Law (Tasmania) 2011* and the *Child Care Act 2001*. The Unit also regulates 232 education and care services under the NQF and licenses 35 services under the *Child Care Act 2001*.

The Unit applies the principles of best practice regulation to mitigate risk and ensure the safety, health and wellbeing of children attending education and care services in Tasmania. A range of regulatory processes are undertaken to improve educational and developmental outcomes for these children.

Maintaining the provision of quality education and care in Tasmania is achieved through monitoring, assessing and rating services to influence compliance with regulatory requirements, and promote continuous quality improvement.

Quality ratings for long day care, family day care and outside school hours care services can be viewed on the Australian Children's Education and Care Quality Authority (ACECQA) website and the Australian Government's *MyChild* website.

The Unit provides quality support and advice to long day care, family day care and outside school hours care services, educators, families and the general public.

# OUR PRIORITIES – RESPECTFUL SCHOOLS AND WORKPLACES AND POSITIVE ENVIRONMENTS

Respectful schools and workplaces and positive environments are critical to the success and wellbeing of learners and professionals. We prioritise positive and effective interactions that are conducted on the basis of mutual respect, responsibility, integrity and accountability. Key projects for 2016–17 included the development of a comprehensive Respectful Relationships Education package, embedding our commitment to White Ribbon and its values across the organisation and continuing to strengthen our approach to combatting bullying and unacceptable behaviour. We also progressed a number of capital investment commitments across a number of our schools and worksites, providing modern and contemporary environments and facilities to support learning.

## Our 2017 Focus

### RESPECTFUL RELATIONSHIPS EDUCATION



*Respectful Relationships Education* is pivotal to support students to understand and build respectful relationships throughout life, and to bringing about the attitudinal change necessary to address family violence.

The *Respectful Relationships Education* package, launched in 2017, has been delivered as a key priority of the Tasmanian Government's Family Violence Action Plan, *Safe Homes, Safe Families*. The *Respectful Relationships Education* package is a comprehensive response to respectful relationships education, and includes teaching and learning resources, school leadership

implementation support, online and workshop based professional learning and parent and community engagement resources for children and young people from birth to Year 12.

The *Respectful Relationships Education* package is freely available to the Tasmanian community through a dedicated website, supporting respectful relationships education across all sectors ([www.respectfulrelationships.education.tas.gov.au](http://www.respectfulrelationships.education.tas.gov.au)).

All Tasmanian Government schools will implement *Respectful Relationships Education* by the end of Term 1, 2018, in their context.

### WHITE RIBBON AUSTRALIA WORKPLACE ACCREDITATION PROGRAM

The Department is committed to zero-tolerance of all forms of violence against women and children, and expresses the obligation to be a leader in driving change in attitudes that underpin family violence and violence against women. In June 2016, as part of the whole of government commitment to the *Safe Homes, Safe Families: Tasmania's Family Violence Action Plan (Action 5)*, the Department signed an agreement with White Ribbon Australia to commence the *Workplace Accreditation Program*, demonstrating its leadership in this area.

Under the *Workplace Accreditation Program* requirements, the Department is submitting evidence to demonstrate that it has achieved the three standards of White Ribbon: Leadership and Commitment; Prevention of Violence Against Women; and Responses to Violence against Women.

A Steering Committee chaired by the Deputy Secretary, Corporate and Business Services has been established to lead this work. This has included rolling out the *Family Violence and Violence Against Women Policy*, the *Manager Training Strategy* and support documents, including the risk assessment, and the *Employee Workplace Safety Plan*.

Three full-time roles have also been created to support White Ribbon. Two are based in the Learning Services, working directly with schools and workplaces on risk assessment, safety planning, coordinating events and generally raising awareness of the Department's involvement in the White Ribbon campaign.

In November 2017, the Department will submit evidence against each of the specified White Ribbon criteria and will receive advice on the outcome of its accreditation in February 2018.

### COMBATTING BULLYING



Bullying of students has a negative impact on student learning. The 2016–17 State Budget provided funding for combatting bullying, including cyber bullying, in schools and to further strengthen the Department's *Respectful Schools and Workplaces Framework*. Through a partnership with the Alannah and Madeline Foundation, Tasmanian Government schools are supported to improve digital skills and cyber safety for students and increase staff confidence and understanding in this area. All Tasmanian Government schools can now participate in the *eSmart Schools Cyber Safety Program*.

National and international evidence-based resources and professional learning are also being identified and developed to complement the work already being done in schools to address bullying in a supportive, respectful school community.

Community partnership funding is supporting schools to work with community organisations to deliver needs-based programs that promote the valuing of diversity. School grants are enabling schools to access funds for programs and resources to complement their anti-bullying approach, and build supportive school communities.

Every Tasmanian Government school is required to have an approach to address bullying as part of their Respectful Schools Plan.

## Our Ongoing Strategies

### RESPECTFUL SCHOOLS AND WORKPLACES FRAMEWORK

Safe, respectful and inclusive schools and workplaces are critical to improving staff and student wellbeing, a necessary precondition to successful teaching and learning.

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.

### SAFE HOMES, SAFE FAMILIES

Further to supporting the Tasmanian Government's *Safe Homes, Safe Families Action Plan* through the development of its *Respectful Relationships Education* package, the Department has recently appointed three additional psychologists and three additional social workers to support children impacted



by family violence in Government schools and Child and Family Centres. These staff provide practical support to schools and access to professional support for children and young people who are impacted by family violence.

All front-line staff have undertaken the 'Recognise, Respond, Refer' family violence awareness training program, which is an online training program including information on:

- recognising family violence
- understanding the impact of family violence at work and the barriers for individuals in reporting and taking action
- support and entitlements available to Tasmanian State Service employees who experience family violence.

The Department will continue to support *Safe Homes, Safe Families* through these key commitments.

### CAPITAL INVESTMENT PROGRAM

The *Capital Investment Program* provides high quality education facilities that support improved learning and engagement. In total, \$110 million will be invested over four years to upgrade facilities at schools around the state – across the forward estimates this is the largest state investment in school infrastructure for 20 years. This also included upgrades to Burnie LINC for the financial year, as well as a number of school infrastructure projects.

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



# OUR PRIORITIES – LITERACY AND NUMERACY

Literacy and numeracy are the foundational skills for life and learning that provide every child, young person and adult with the best opportunity to succeed and contribute fully to the community. We prioritise continuous improvement in literacy and numeracy across all ages and learning settings. Ongoing professional learning continues to be a strong focus through the Department's Professional Learning Institute (PLI), ensuring all staff have the opportunity to build on their capacity to deliver world-class learning opportunities and meet the needs of learners. During the year we launched the *Middle Years Literacy Project*, which aims to improve instructional leadership and literacy teaching practices in Years 4–8, with a particular focus on transition from Years 6–7, an area in which we know students sometimes struggle. Our NAPLAN results are showing steady progress, with Tasmanian students improving and closing the gap to Australia in 16 of the 20 assessments between 2013 and 2016.

## Our 2017 Focus

### MIDDLE YEARS LITERACY PROJECT

In 2017, funding was made available for four associations of schools (secondary/combined and associated primary feeder schools) to plan and implement a *Middle Years Literacy Project*. These grants were provided to embed improved instructional leadership and literacy teaching practices in Years 4–8 and especially the transition from Years 6–7.



The project focuses on:

- Explicit teaching of literacy skills
- Using evidence-based approaches for teaching literacy
- Developing professional learning communities to support a focus on rigorous teaching to develop literacy skills, knowledge and dispositions
- Providing professional learning for leaders and teachers.

These associations of schools are working in partnership with the Literacy and Numeracy Team in Curriculum Services to achieve improvements in outcomes for their students using evidence-based approaches.

### REVIEW OF CURRENT 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 and the benefits of increased family engagement.

The Department's Education Performance and Review team works collaboratively with schools to provide data to inform their approach to literacy and numeracy, and analyse performance at the school and system level.

The Framework was reviewed in 2016 and a new version, linked to the *National School Improvement Tool*, will guide schools in 2017–18.

## Our Ongoing Strategies

### PROGRESSIVE ACHIEVEMENT TESTS

Supporting teachers to identify what a student knows, in order to determine what they need to learn next is a key priority for the Department. All Tasmanian Government schools are supported to access Progressive Achievement Tests online to assess multiple dimensions of literacy and numeracy. This online assessment process supports monitoring student outcomes and provides specific information to inform teaching and learning, with links to teacher strategies. Assessments are now available online for spelling and vocabulary, as well as reading and numeracy.

### LITERACY AND NUMERACY SPECIALISTS AND COACHING



Total funding of \$8.36 million over four years was provided to appoint 25 Specialist Literacy and Numeracy Teachers (14 literacy and 11 numeracy) across the State. Literacy and Numeracy Specialist Teachers work with identified students who are performing below the national minimum standard, as well as working with teachers to build their knowledge, skills and understanding to deliver targeted literacy and numeracy interventions for these students.

The *Literacy and Numeracy Coaching* initiative also supports schools to improve the literacy and numeracy achievement of all students. Coaches work 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 Coaching* initiative is also supported by a Principal Education Officer in each of the Learning Services.

In 2016–17, 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 focus directly on improving literacy and numeracy outcomes. The initiative focuses on building teacher capacity and the development of whole-of-school literacy and numeracy improvement approaches linked to the School Improvement Plan. Tasmania's NAPLAN results are steadily improving, with Tasmanian students closing the gap to Australia in 16 of the 20 assessments between 2013 and 2016.

#### ONGOING PROFESSIONAL LEARNING

High quality professional learning opportunities for all staff remains a high priority for the Department. Research consistently shows that improving teacher and leadership quality in schools is the most influential factor in improving student outcomes and sustained system improvement. The Department's Professional Learning Institute (PLI) develops, brokers and conducts a comprehensive suite of professional learning programs across the Department, with opportunities for all staff to build capacity across the entire system. Throughout the year in review, the PLI had 6,459 enrolments in professional learning programs. Further details about the PLI can be found in the Required Reporting section of this report.

For information on the Department's 26TEN strategy see the LINC chapter.



# OUR PRIORITIES – ENGAGEMENT AND SUPPORT

All learners have the right to challenging and engaging learning opportunities. Timely and tailored interventions support learners with additional needs to engage and succeed in their learning. We provide educational adjustments and differentiated curriculum to support children and young people to engage successfully in learning. Our learning and workplace settings actively promote and support diversity.

This year, the Department launched the Student Health Initiative and continued its focus on supporting student wellbeing, recognising that it is a key factor to support improved student learning and outcomes. The *Education Act 2016* was also passed by the Tasmanian Parliament during the financial year, marking a significant milestone in education reform in Tasmania.

## Our 2017 Focus

### STUDENT HEALTH INITIATIVE



The *Student Health Initiative* (SHI) recognises that students' health and wellbeing impact significantly on their ability to learn. The SHI focuses on four key areas which include nutrition, food and agriculture, physical activity, drug education, and emotional health and wellbeing.

The SHI provides \$2 million funding over four years to schools with the greatest need in order to partner with community organisations to promote broad change, and meet the health and wellbeing needs of the school community.

Forty-six schools were successful for funding in the 2016–17 year, and are implementing their chosen initiatives within their school communities.

### IMPLEMENTING THE NEW *EDUCATION ACT 2016*



The passing of the *Education Act 2016* by the Tasmanian Parliament in November 2016 marked a significant milestone in education reform in Tasmania. The legislative framework for education had not received significant review for more than 20 years. The Bill brings together separate legislative instruments as a single comprehensive piece of legislation with additional functions and powers.

The *Education Act 2016* provides Tasmania with a contemporary and cohesive legislative framework to address the state's key educational challenges, including attendance, attainment and retention. It is the result of extensive consultation, shaped by input from education stakeholders during two years of consultation with more than 1,000 responses from three consultation periods. Research and reviews of practices proven to improve educational outcomes, and which have been embraced by other states, also informed the process.

The Act was given Royal Assent on 21 December 2016 with a commencement date of 10 July 2017. During the second half of the 2017 financial year, a small Education Implementation Project Team was established and focused on completing the legislative framework through the development of the *Education Regulations 2017* and Ministerial and Secretary's Instructions; new instruments detailing operational matters under the Act. Key to the development process was comprehensive face-to-face consultation and engagement with key external education stakeholders, including the Tasmanian Catholic Education Office, Independent

Schools Tasmania, the Tasmanian Principals Association, Tasmanian Association of State School Organisations, the Commissioner for Children and Young People, the Inclusion Advisory Panel (including disability advocates and the Anti-Discrimination Commissioner) and a specially-convened Tasmanian Government Schools Consultation Group (including Learning Services staff, Principals, Assistant Principals, Advanced Skills Teachers and School Business Managers).

The implementation of the Act from its commencement on 10 July 2017 will be a transitional and ongoing process, continuing through 2018–2021, as policies and processes are updated and changes are embedded in schools and their communities.

### STUDENT WELLBEING INITIATIVE



As part of the *Strong Families, Safe Kids Implementation Plan 2016–2020*, the Government has invested \$5.2 million over four years to support at-risk children and young people to remain engaged or to re-engage in education. Ten additional student wellbeing staff have been appointed as part of a Student Wellbeing Team to support this initiative. The Student Wellbeing Team comprises two senior student wellbeing principals, six experienced student wellbeing social workers, and two senior social workers.

To promote collaboration and drive efficiencies, the work of the student wellbeing social workers will be integrated with the six additional psychologists and social workers appointed within the Department as part of the *Safe Homes, Safe Families Family Violence Action Plan* and the Department's existing student support services.

The Department will also support the broader actions of the *Strong Families, Safe Kids Implementation Plan* by contributing to the development of:

- a cross-government coordination model to support children and families with complex needs and those who have been unable to have their needs met through the normal provision of services
- a schedule of common training and professional development opportunities across agencies
- a single multi-agency Child Wellbeing Plan which is a more collaborative approach to keeping children safe and builds strength and resilience by sharing information.

#### GOOD TEACHING SUITE

During the year, the *Good Teaching* suite of resources and programs continued to be implemented in our schools, enabling the diverse learning needs of our students to be supported in the context of the *Australian Curriculum*.

The suite includes a set of literacy and numeracy resources to support school improvement and quality teaching across the curriculum. Professional learning programs such as *Gifted Insight* are complemented by resources that include: *Differentiated Classroom Practice*, *Curriculum Mapping and Planning*, *Quality Assessment Practices and Inclusive Schools – Teaching for Students with Disability*.

An additional resource published this year was the *Trauma Informed Practice: Including a Guide for Working with Children in Out-of-Home Care* and the *Good Teaching Data Literacy* resource. The *Respectful Schools Respectful Behaviour* guide for valuing diversity and acting responsively has also been updated to reflect the priorities and actions

of the *Safe Homes, Safe Families* initiative and *Respectful Relationships Education* resources also developed to help change attitudes to violence.

#### DIVERSITY ACTION PLAN

Workplace diversity is well established within the Department's culture and management systems, including a reference group established to develop and implement the Workplace Diversity and Inclusion initiative. This aligns with the *Tasmanian State Service Diversity and Inclusion Framework*. The Department's key Workplace Diversity Programs are outlined in greater detail in the Required Reporting section of this report.

#### A FRAMEWORK FOR TASMANIAN ABORIGINAL HISTORIES AND CULTURES (CLOSING THE GAP)

The Department is committed to continuous school improvement through developing curriculum, pedagogies and environments that are culturally responsive and inclusive of Aboriginal students and their families. The Department reviews and strengthens policies to ensure equitable access to all programs and services for Aboriginal students and their families. It upholds the whole of government employment strategy supporting employment targets for Aboriginal identified positions and develops strategies and programs to improve outcomes for Aboriginal students and their families. These strategies and programs are described in detail in the Department's *Tasmania's Closing the Gap Strategy 2017–18*.

As part of this commitment, the Department is supporting the Premier's *Resetting the Relationship with the Tasmanian Aboriginal Community*. A number of curriculum resources have been developed to support teachers to focus on Tasmanian Aboriginal

histories and cultures in the delivery of the *Australian Curriculum*. This work is ongoing, with a further series of curriculum projects underway and being developed and released over the next three years.

The Department has consulted with the Aboriginal community to develop a *Framework for Tasmanian Aboriginal Histories and Cultures* in order to inform the development of these curriculum resources. The rollout of these curriculum resources and the accompanying professional learning resources to schools commenced during 2017. The Department will continue to work collaboratively with Aboriginal people, historians and teachers to develop curriculum resources of the highest quality.

## Our Ongoing Strategies

### STUDENT ENGAGEMENT AND RETENTION POLICY

Student engagement and retention are key priority areas for the Department, as education is a critical factor that significantly impacts on a young person's future learning, work and life opportunities. The new *Student Engagement and Retention Policy* prioritises a collaborative approach to supporting students from the early years through to Year 12, recognising that every student is entitled to make progress within relevant curriculum frameworks, in a learning program that is responsive to their needs and aspirations, and within an environment that is safe and inclusive.

The policy outlines four tiers of support for students, identifying key approaches and goals to support all students to maximise their capacity to engage with, and continue their learning. This has been complemented by strengthening targeted re-engagement programs and the enhancement of the Learning Plan Procedure to cater to a diverse range of specific engagement needs and better reflect the students' input and their valued outcomes.

Educators use evidence-based practice to work collaboratively with students and their families in an ongoing partnership from birth to Year 12. Key approaches include:

- personalised learning designed to accommodate the needs, strengths and goals of every student.
- balanced, flexible and responsive programs to enable each student to attain Year 12 or equivalent.

In addition, the policy prioritises proactive measures to address non-attendance and the creation of safe learning environments. At key transition points: school entry, Year 6 into Year 7, Year

10 into Year 11 and on to further education, training or employment. The importance of effective support for all students and their families is also highlighted.

### SUPPORTING STUDENT LEARNING AND WELLBEING



The Department places a strong emphasis on supporting student health and wellbeing, recognising that this has a significant impact on learning. Professional support staff, including psychologists, social workers, speech and language pathologists and school health nurses support the mental and emotional wellbeing of students to enable them to participate in the curriculum and their learning. They work extensively with students who need support, prioritising students based on need, and work collaboratively with other agencies and organisations for students and their families who require specialist assistance. Extra funding has been provided in this year's State Budget to help meet increasing demand for professional support services by building the capacity of existing trauma, autism, speech pathology and mental health services through an additional 14.8 FTE professional support staff.

The Tasmanian Government's *School Health Nurse Program* has continued its successful rollout throughout the financial year. The program supports schools, families and communities to foster healthy physical, social and emotional choices that will enable positive outcomes and a culture of lifelong learning through prevention, early detection and health promotion and education. The third phase of the program was brought forward from July 2017 to January 2017, taking its employment total to 20 FTE nurses across 81 primary and secondary schools. Further funding was announced in the 2017–18

Budget to extend the program into Government District Schools.

Schools continue to build on and strengthen student engagement and flexible learning programs, ensuring that they are working with every student to provide relevant and meaningful learning within curriculum frameworks in an inclusive environment responsive to individual student need. In response to students' identified needs, schools provide a range of on-site, targeted interventions and extra support in the academic, social and/or emotional domains – the Department recognises that some students' life experiences make attending and engaging successfully with learning in a regular school setting challenging. These programs currently include RADAR, SPACE, EdZONE and EZOL.

### MINISTERIAL TASKFORCE ON STUDENTS WITH DISABILITY – IMPLEMENTING RECOMMENDATIONS



In August 2015, the *Ministerial Taskforce Report – Improved Support for Students with Disability* was released, which made recommendations to achieve a more inclusive education experience for Tasmanian students with a disability.

Over the past 12 months, the Department has utilised the allocated \$3 million to implement a range of programs and initiatives to address the key priority areas as outlined in the Taskforce report. These reforms will assist all Tasmanian Government schools:

- to be disability ready and responsive
- to continuously improve through high quality teaching and learning
- to work in partnership with communities
- to align resources with inclusive education practice

DoE has implemented the following programs and initiatives in response to the Ministerial Taskforce recommendations:

- Establishment of the Inclusion Advisory Panel
- Family Partnerships Model Program
- Inclusive Education Specialisation Initiative
- Education Support Specialist Initiative
- Support School Collaborations Program
- Inclusive Practices Resources
- Professional Support Staff Network
- Speech Literacy Support Program
- Autism Support Classes.

Further detail is provided in the Department's [Nurturing Unique Abilities: Supporting Students with Disability – 2017 Update](#)

In October 2016, the Department also engaged KPMG to conduct surveys and forums with principals, support teachers, class teachers and parents to gather information about the lived experience and satisfaction of parents of students with disability in Tasmanian Government schools and for teachers working with students with disability.

This data collection process established baseline data on inclusive practices and supports in schools for students with disability, and informed areas for school improvement. Principals, teachers and parents who responded to the survey indicated their schools were completely or mostly inclusive, with over 80 per cent of respondents in all surveys selecting one of these two response options. Teachers and parents provided a range of suggestions for the improvement of inclusive practice for students with a disability, including increased support staff and continued professional development and training for school staff. This

data will continue to be collected on an annual basis and will be used to measure and monitor the progress of implementation of the Ministerial Taskforce recommendations, and to measure the impact of these initiatives across schools statewide.

#### LEARNING PLANS

The Department has recently reviewed and updated the Learning Plan Procedure. It is available to assist staff, including principals, teachers and support and professional staff, in developing, implementing and reviewing Learning Plans for students in all Department learning environments. This new procedure clearly outlines the Department's expectations and obligations in relation to student Learning Plans.

*These reforms will assist all Tasmanian Government schools to: be disability ready and responsive; to continuously improve through high quality teaching and learning; to work in partnership with communities; and align resources to inclusive education practice.*



# OUR PRIORITIES – PURPOSEFUL LEARNING

Purposeful learning informed by data, evidence and best practice supports the achievement and engagement of all learners. Linking learning to meaningful pathways improves retention and attainment of senior secondary education. We connect children, young people and adults with high quality learning and supported transitions, so that they can develop the skills and knowledge to be lifelong learners. We place a high value on recognising, rewarding and retaining highly skilled and motivated employees and ongoing professional learning that drives system improvement.

We have continued to progress *My Education*, with implementation into primary schools from the start of the 2017 school year, following the roll out across Years 7–12. A focus on Science, Technology, Engineering, and Mathematics (STEM) education will help prepare our learners for an increasingly complex society and world of work, with a *STEM Framework* now finalised. In addition, a *Tasmanian Agricultural Education Framework* has been developed to provide an overview of agricultural education in Tasmanian schools from Kindergarten to Year 12, recognising the importance of this industry to our state.

## Our 2017 Focus

### MY EDUCATION (INCLUDING IMPLEMENTATION IN PRIMARY SCHOOLS)

*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 the curriculum will better support our students in the future.

*My Education* is aligned with the *Australian Curriculum*, and all schools have been provided with a financial resource totalling \$4.48 million to support the effective implementation of *My Education* into every Tasmanian Government school. It supports students with a range of online resources, career field interest assessment tools and an online transition planning tool for Year 10 students. The initiative is a partnership between the student, parents and carers, the school and the community. Schools engage with business and industries in Tasmania by linking education with a student's future employment options.

During 2017, *My Education* is being implemented into all primary schools. Professional learning for teachers is occurring statewide and is led by two Primary *My Education* Managers. These Managers are located in the North and the South of the state supporting all schools in their implementation journey, working in partnership with the two *My Education* Managers Years 7–12.

A suite of teacher resources and a scope and sequence have been developed to support schools integrate *My Education* into existing curriculum and broader school programs.

### SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS (STEM)

Science, Technology, Engineering, and Mathematics (STEM) education continues to be a priority in preparing our learners for an increasingly complex society and world of work, with the Department recently finalising its *STEM Framework*. Eight secondary schools and 16 primary schools took up the opportunity to participate in the *Amplify STEM* early adopter program which is supporting



schools to develop integrated STEM approaches and resources, aligned with the principles of the *STEM Framework*, supporting them to demonstrate the connections between the subject areas and real world applications.

Integrated STEM units of work have been developed by the *Amplify STEM* schools as a result of the project and support from Curriculum Services, and they will be available to schools in the future on a dedicated STEM website.

### GIFTED RESOURCE DEVELOPMENT

The *Resources to Support Gifted Students* budget initiative is funding the implementation of strategies explored by the 2016 Hardie Fellowship study tour that was titled '*Gifted Education for Secondary Students*'.



Selected secondary schools during 2017 and 2018 are engaging their teachers in professional learning to implement evidence-based, innovative practices with their gifted and talented students. These practices are being developed into an online collection of information, resources and *Australian Curriculum* units of work to extend and enrich learning for gifted and talented students.

### PRIMARY SCHOOLS TO PRIMARY INDUSTRIES

The *Tasmanian Agricultural Education Framework*, *Grow, Make, Protect*, was launched in October 2016 and provides an overview of agricultural education in Tasmanian schools from Kindergarten to Year 12. This work has been a collaboration between the Departments of Education, and Primary Industries, Parks, Water and Environment (DPIPWE) and the Hagley Farm School: Centre for Agricultural Education.



The Framework identifies key links between schools, primary producers, industry and community to support student learning in agricultural education. It also aligns with the three core components of DPIPW's Agri-Food Plan – *Grow, Make, Protect*.

## YEARS 9–12 REVIEW

In the 2016–17 Budget, the Government committed to an independent review of the provision of education in Years 9–12, including vocational education and training provisions.

The review, conducted by the Australian Council for Education Research (ACER), included an independent review of data, and the design and delivery of curriculum across the three Tasmanian education sectors: Department of Education, Independent Schools Tasmania, and Tasmanian Catholic Education Office.

ACER's report, and its recommendations, provide a solid platform to strengthen the provision of Years 9–12 education into the future. Implementation will support key themes outlined in the Years 9–12 Review:

- Supporting students to transition easily through Years 9–12 by creating an aligned and developmentally appropriate curriculum
- Promoting the relevance and value of VET and vocational learning
- Supporting workforce development
- Promoting the value of completing Year 12.

The report highlighted that one of the critical elements for increasing retention and attainment rates in Tasmania is providing an engaging, integrated curriculum for students in Years 9–12.



A key output to be developed throughout 2017–19 is the construction of a Years 9–12 curriculum framework. This will support students to transition smoothly between different courses and programs, and packages of learning which link to priority Tasmanian industry areas.

To inform the development of the Years 9–12 curriculum framework, other actions for implementation include:

- the development of an Accreditation Framework for Years 11 and 12 by the Office of Tasmanian Assessment, Standards and Certification and endorsed by the Framework Advisory Council
- a set of Tasmanian education outcome measures agreed by all three school sectors by mid-2018
- a cross-sectoral position paper that outlines shared goals for aligning career paths with the Australian Institute for Teaching and School Leadership professional standards for teachers
- professional learning opportunities to support teachers through changes to the curriculum.

## Our Ongoing Strategies

### *e*STRATEGY

The Department's *eStrategy* continues to support students in providing a systemic framework and structure 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 year the continued provision of portable tablets to students in extension high schools has supported access to Years 11 and 12 curriculum. Video conferencing equipment has also been installed on portable trolleys in each extension high school and senior college to further students' access to curriculum and teacher subject expertise. These devices have been utilised to support high school teachers through access to subject matter experts, professional services and learning opportunities.

A further 16 Virtual Learning Environment (VLE) courses were created for TASC subjects this year to support students studying at extension high schools, including history, music, drama, English, mathematics, legal studies and science, at varying levels of study. In addition, resources have been provided to extend the learning opportunities at the Marine Studies Centre where underwater remote control vehicles have been fitted with environment sensors which relay information to the surface. Students engaging with this equipment broaden their knowledge and understanding of the sea environment, in line with the importance of marine science in Tasmanian industry.

The *eStrategy* has supported the work curriculum leaders to capture illustrations of teaching practice to further the implementation of the *Australian Curriculum* in the areas of STEM. This has enabled the development of resources to further the professional learning and shared experience of teachers across the state. Video capture has enabled critical observation of teaching practice for evaluation and professional learning.

To further the development and sharing of learning resources amongst teachers across the curriculum, the *eStrategy* has provided training in online resource development combined with blended learning pedagogies.

Schools continue to be supported in updating IT infrastructure identified in their IT plans. This has included:

- 122 schools had their networking racks remediated and updated to cater for current cabling and electrical requirements
- 33 schools had copper links between school buildings replaced with fibre links
- 119 schools purchased an additional 1,492 wireless access points
- 60 schools replaced old PABX systems replaced with new VoIP systems
- 114 schools traded-in 2,646 old computers for new devices
- 74 schools had 644 networks switches purchased
- 95 schools had bandwidth upgrades with 41 of these being NBN connections.

#### YEARS 11–12 EXTENSION SCHOOL PROGRAM



The Government has a long-term plan to provide young Tasmanians with every opportunity to complete their senior secondary education by extending high schools through to Year 12. This has provided more choice for Years 11 and 12 students by enabling them to undertake education at their local high schools.

The 2016–17 budget provided \$12 million for the recurrent costs of the Years 11–12 Extension School Program. A Steering Committee has been formed to provide strategic oversight, direction and advice on activities and resourcing related to the *Years 11 and 12 Extension School Program*. Using feedback from schools the Steering Committee has made significant changes to support the increased needs for schools and

colleges during the implementation phase. The total resources have been provided to schools as flexible cash allocations and can now be utilised to support various levels of staffing, student support, VET, transport, technology resources, materials or other program support functions.

This flexibility has supported schools and colleges to meet the high demands of the implementation phase of the program such as developing partnerships and coalitions, community consultation, compiling course offerings, student engagement and advice, professional development, compliance and resourcing sharing across coalitions.

In 2017, a further 18 schools extended their offering to provide Years 11 and 12 in addition to the 12 schools that had extended in the previous two years. These included Cressy District High School, Lilydale District School, Port Dalrymple School, Ulverstone High School as well as two partnerships and two coalitions.

Partnerships included:

- Burnie High School and Yolla District High School (in partnership with Hellyer College)
- Jordan River Learning Federation Senior School Campus in partnership with Oatlands District High School.

Coalitions included:

- the Devonport coalition which includes Devonport High School, Reece High School, Latrobe High School and Sheffield School supported by Don College
- the teggana Collective which includes Campania District High School, Clarence High School, Bayview Secondary College (formerly Rokeby High School), Rose Bay High School, Sorell School and Triabunna District School.

The Term 1 Census 2017 indicated that 533 students were studying Year 11 and 12 at the 30 extension schools.

#### RETENTION AND ATTAINMENT STRATEGY

The Department has a strong commitment to providing quality education and training to students in Years 11 and 12 through the development of nationally aligned courses and professional learning. The Years 10 to 12 Apparent Retention Rate (ARR) for full-time Tasmanian Government students was 73.4 per cent in 2016, an increase from 70.1 per cent in 2014. The Year 10 to 11 Direct Retention Rate has been at 87 per cent for the last three years, which is a 10 year high.

In 2016–17, the Department continued to maintain a focus on improving the transition of students from Year 10 into Years 11 and 12 to support retention and the achievement of a meaningful qualification. As a result of the Government's policy to extend high schools to Years 11 and 12, there is increased choice in where students may choose to complete their senior secondary study.

Retention and attainment is further supported by *My Education*, which supports students and their families to identify their learning pathways. Schools access a range of data systems and use student tracking processes to monitor Year 10 students as they transition into a range of senior secondary course options, and more effectively follow up in circumstances where students begin to disconnect from their education.

Supporting successful student transitions include providing quality, accurate and timely information to students and families about education and training options in the *Student Guide for Years 11 and 12*. Schools, extension schools and colleges

are also working together to streamline course offerings and improve transition programs for students. A range of options are provided for senior secondary students including:

- enrolling on-campus in a senior secondary school for the full range of academic, general and vocational courses
- enrolling in an extension school that provides Years 11 and 12 programs
- accessing courses delivered through a college or extension school via flexible provision including the use of an online Virtual Learning Environment
- accessing courses delivered by colleges using high definition video links to an extension school
- a combination of traditional study on-campus and flexible provision
- 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 in Tasmania.

Attainment of the Tasmanian Certificate of Education (TCE) for Tasmanian Government senior secondary students has been rising steadily. The percentage of Year 12 students receiving an Australian Tertiary Admission Rank (ATAR) has remained steady over the past five years.

Completion of Year 12 and the attainment of the TCE is an ongoing priority for our students. Monitoring of student progress towards attainment of the TCE enables timely support by senior secondary providers for students who are potentially at risk of not meeting the attainment requirements.

## AUSTRALIAN SCHOOL-BASED APPRENTICESHIPS (ASbA)

ASbA support increased retention, attainment and skills development of Tasmanian students, and improve 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, as well as developing specific strategies for the Huon and North West Coast regions. These strategies are linking established and emerging industries with school communities in these areas.

This work continues to build on implementation of the *Australian School-based Apprenticeships Smart Workforce Development: A Tasmanian Strategy*, and the team continues to work closely with key Tasmanian industry sectors to identify opportunities for Tasmanian students, supporting them to complete their education while achieving real world experience by working at the same time.

## TRADE TRAINING CENTRES

Trade Training Centres and Trades Skills Centres support young people to complete Year 12 or equivalent qualifications, through the provision of industry standard Vocational Education and Training (VET) facilities in rural and regional school communities.

Trade Training Centres contribute to local business and industry by preparing people for local employment and by providing a facility that local businesses can use to develop skills training for their existing workforces.

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.

There are 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.

In 2016 more than 1,400 people participated in training across the 12 Centres including full qualifications, single units and skill sets.

*ASbA is key to supporting increased retention, attainment and skills development of Tasmanian students, and improving industry workforce planning and development to support economic growth.*



## 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. As well as the economic benefit, international students enhance the cultural diversity of our communities and schools by providing local students with the opportunity to make global connections, experience other cultures and languages, and gain a better understanding of international issues.

One of GETI's strategic objectives is to increase international student enrolments in Tasmanian Government schools and at TasTAFE. Substantial growth in both sectors has been achieved over 2016–17.

To achieve this objective, the following initiatives were implemented:

- Recruitment materials focusing on the key benefits of studying in Tasmania were updated and translated into key languages
- Investment in marketing and recruitment activities in 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 in overseas countries in line with contemporary communications platforms
- Management of Tasmania's international education brand, *Study Tasmania* including several strategically planned events welcoming and recognising our international students and an overseas Education Agent Familiarisation Tour of Tasmania which allowed agents to gain first-hand experience of the safe and welcoming community, and world class education facilities available in Tasmania.

### DEVELOPING OUR WORKFORCE STRATEGY



The Department of Education's PLI and the Peter Underwood Centre for Educational Attainment work in partnership to develop and deliver professional learning to improve education in Tasmania. The *Developing Our Workforce Strategy* (the Strategy) is the first project to emerge from this partnership, as part of our plan to invest in supporting and developing the skills of those working in education and to improve learner outcomes.

The 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. Key areas of focus include improving teacher quality, developing the skills of our educational professionals and building leadership capability.

In 2016–17, key initiatives delivered under the Strategy focused on 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.

*Business Management Development initiative* aims to advance and retain motivated and enthusiastic aspiring and current School Business Managers, and staff in non-school positions.

It provides employees with a unique opportunity to undertake a University of Tasmania accredited course in a range of areas of contemporary business management practices and to develop their knowledge, skills and business practices with the support of the Department.

The initiative will support employees to gain an Associate Degree in Applied Business.

There are 65 current and aspiring School Business Managers undertaking an Associate Degree in Applied Business with the University of Tasmania through the University College. Twenty-three participants are on track to graduate at the end of 2017.

*Paraprofessional Development initiative* provides permanent teacher assistants with the opportunity to study a Diploma of Education Support with the University of Tasmania.

The initiative supports current teacher assistants to develop their skills and offer high-level support to students and teachers through a more practical and targeted approach.

Forty-three teacher assistants are studying a Diploma in Education support with five graduating with a Diploma of Education Support in mid-2017.

*School Leadership Development initiative* provides experienced school and system leaders with a structured opportunity to further develop their skills and expertise in educational and executive leadership.

The initiative consists of a formal training program for identified high performing principals with more than three years' experience to undertake study in the area of school and executive leadership and obtain formal qualifications at Professional Honours or Masters Level at University of Tasmania and the Professional Learning Institute. Two leaders are currently engaged in the initiative.

*Teacher Development initiative – Specialists* provides teachers with a unique opportunity to undertake university accredited courses in Mathematics and Science and Early Childhood and Inclusive Education to develop their knowledge, understanding and skills to impact student learning.

Since 2015, 89 teachers have undertaken discipline specialisation under the Teacher Development Initiative. In 2016–17:

- 13 teachers completed the Graduate Certificate in Mathematics Education.
- 8 teachers are currently undertaking the Graduate Certificate in Science specialisation.
- 24 teachers completed the Graduate Certificate in Inclusive Education specialisation.
- 44 teachers are currently enrolled in the Graduate Certificate in Early Childhood specialisation.

*Teacher Intern Placement Program* provides an opportunity for University of Tasmania student-teachers to be based full-time in a school, while undertaking their final year of study.

The program identifies, attracts and retains student teachers with suitable academic, personal and professional aptitude into priority teaching areas and locations as identified by the Department.

Successful candidates receive a \$15,000 financial scholarship and are offered a permanent position with the Department upon satisfactory completion of their Degree.

Thirty-three student teachers started at the beginning of 2016, with 27 converted to permanency in 2017.

A further 22 student interns are on track to be 'classroom ready' by late 2017.

In 2016, the Department developed a new partnership with Teach for Australia (TFA) to support the supply of up to 16 discipline specialist teachers in identified schools offering the *Years 11–12 Extension Schools Program* in 2017. The two year partnership supported nine schools to identify, attract, support and retain twelve graduate secondary teachers with specialised expertise in priority areas for identified locations.

#### DATA LITERACY

The Department has continued to refine and upgrade its data management systems, of which *edi* is one component. A key objective is to provide teachers, principals and support staff with comprehensive, current, quality-assured data at student, class and school level, to enable them to make evidence-based decisions in their support of all students in their learning and to drive school improvement.

To support school staff and leaders in the collection and analysis of student and school data, the *Good Teaching Guide – Data Literacy* was developed and published on the Department's intranet site in December 2016. Hard copies of this document were delivered to all schools, for all teachers, prior to the commencement of Term 1 2017. This resource supports staff working individually or in groups, to develop their skills in the use of data for school improvement.



# 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)
- Program for International Student Assessment (PISA)
- National Assessment Program – Science Literacy (NAP-SL)
- National Assessment Program – Literacy and Numeracy (NAPLAN).

## 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 items. In recent years, outcomes for this standardised assessment have been relatively stable with modest improvements.

| MEASURE                      | 2014 | 2015 | 2016 |
|------------------------------|------|------|------|
| KDC <sup>1</sup>             | 74.1 | 72.6 | 71.4 |
| PIPS – Literacy <sup>2</sup> | 85.9 | 86.8 | 86.8 |
| PIPS – Numeracy <sup>2</sup> | 87.0 | 87.0 | 86.5 |

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.

Education and Care services are assessed and rated against the National Quality Standard to determine their level of quality. New services are given time to establish and demonstrate practice before they are assessed and rated. As at 30 June 2017, 96% of Tasmanian services had a quality rating.

## Assessment and rating of education and care services (as at 30 June 2017)

Education and Care services are assessed and rated against the National Quality Standard to determine their level of quality. New services are provided time to establish and demonstrate practice before they are assessed and rated. As at 30 June 2017, 96% of Tasmanian services had a quality rating.

|  | 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                                | 50  | 88                                | 84                                  | 222   |
| Percentage of services at rating level | 0%                               | 22%                                       | 40%                               | 38%                                 | 100%  |

### Commentary – education and care

78 per cent of assessed Tasmanian services received a rating of 'Meeting National Quality Standard' or 'Exceeding National Quality Standard'. 22 per cent of services received a 'Working Towards National Quality Standard' rating. No service in Tasmania has a rating of 'Significant Improvement Required'.

### International assessments and science literacy

Trends in International Mathematics and Science Study (TIMSS) is an international study conducted every four years with a sample of Year 4 and Year 8 students selected to represent the population of students in each country.

- In Year 4, Tasmania's Mathematics and Science results were comparable to Australian results: Tasmania's Year 4 Science results were just above Australia's, and Tasmania's Year 4 Mathematics were just below Australia's.
- Tasmania's Year 8 results improved compared to results in 2011, however results remained behind Australia's.

- The National Assessment Program – Science Literacy assessments were conducted nationally from October to early November 2015 with a sample of Year 6 students.
- Tasmania's results were above Australia and other states.
- Tasmania was the only jurisdiction whose results have steadily improved since 2009.

The Program for International Student Assessment (PISA) assesses a sample of fifteen year old students from across Australia in scientific literacy, reading literacy and mathematical literacy. Tasmanian results were behind Australia in all three assessments. PISA results should be treated with caution in a Tasmanian context. Whereas NAPLAN tests all students in a year level, PISA tests only a sample of fifteen year olds and these are spread across different year levels in different states and different countries.

### Literacy and numeracy measures

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.

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 performance.

The achievement scale for each year level is described using six of the ten achievement bands. The first band represents the lower level of knowledge and skills attained, and the sixth band being the top band describes higher level knowledge and skills.

These standards represent increasingly challenging skills and require increasingly higher scores on the NAPLAN scale.

### NAPLAN 2017 PERFORMANCE

Tasmania's 2017 results show evidence that progress has been made and consolidated since 2008. We will continue to implement strategies across the Department and all schools to support the improvement of our students' literacy and numeracy results.

- Tasmanian Year 3 results have improved across all domains from 2008, with statistically significant improvement for Reading and Grammar and Punctuation.
- Tasmanian Year 5 numeracy results have improved statistically significantly from 2008.
- In recent years, there has been a gradual redistribution of Tasmania students from lower bands of achievement to higher ones, particularly in some domains and year levels, similar to Australia, for Year 3 outcomes particularly.

- In Reading, Tasmanian results have remained statistically comparable with Australia at all year levels, with considerable overlap in performance in most achievement levels.
- In Numeracy, Tasmanian results have remained close to Australia in primary years, however fewer Tasmanian students demonstrated higher levels of performance in the secondary year levels.
- While Reading remains an area of strength for Tasmania, other aspects of literacy, such as Spelling and Grammar and Punctuation, show areas of focus to work towards Australia performance levels.

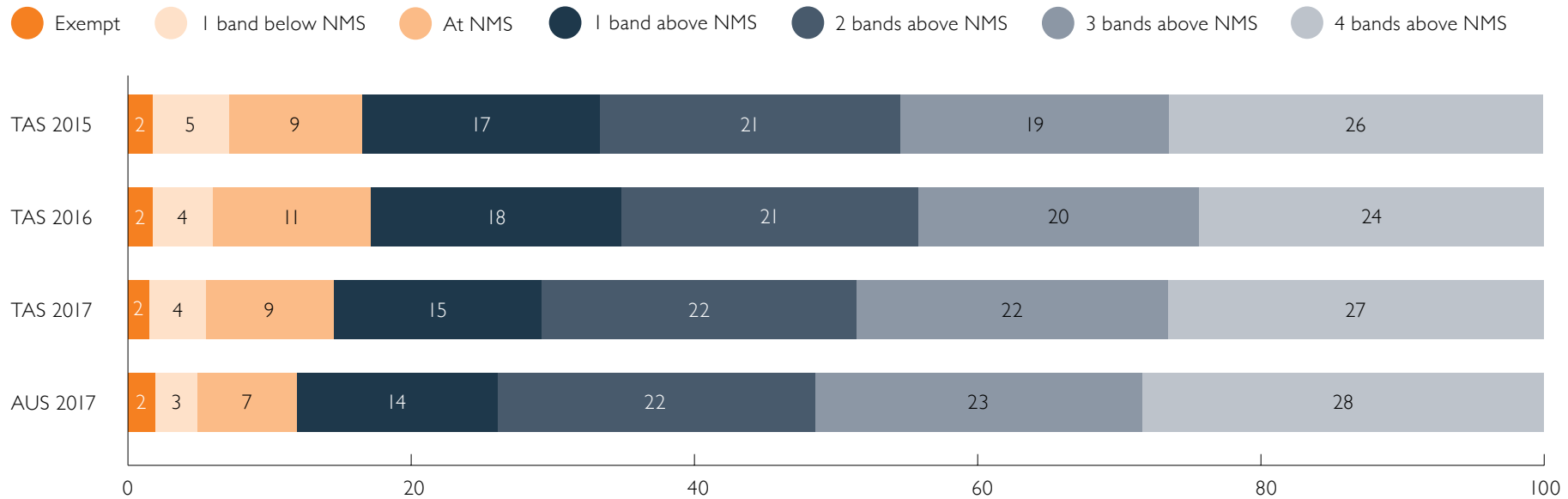
EXPLANATORY NOTES

These measures have been sourced from the national website for NAPLAN – <http://reports.acara.edu.au/>

- The 2015 and 2016 measures are taken from the final release of those results.
- The 2017 measures are taken from the preliminary release of the 2017 results. Some minor changes can occur between the preliminary and final reporting due to be released in December 2017.

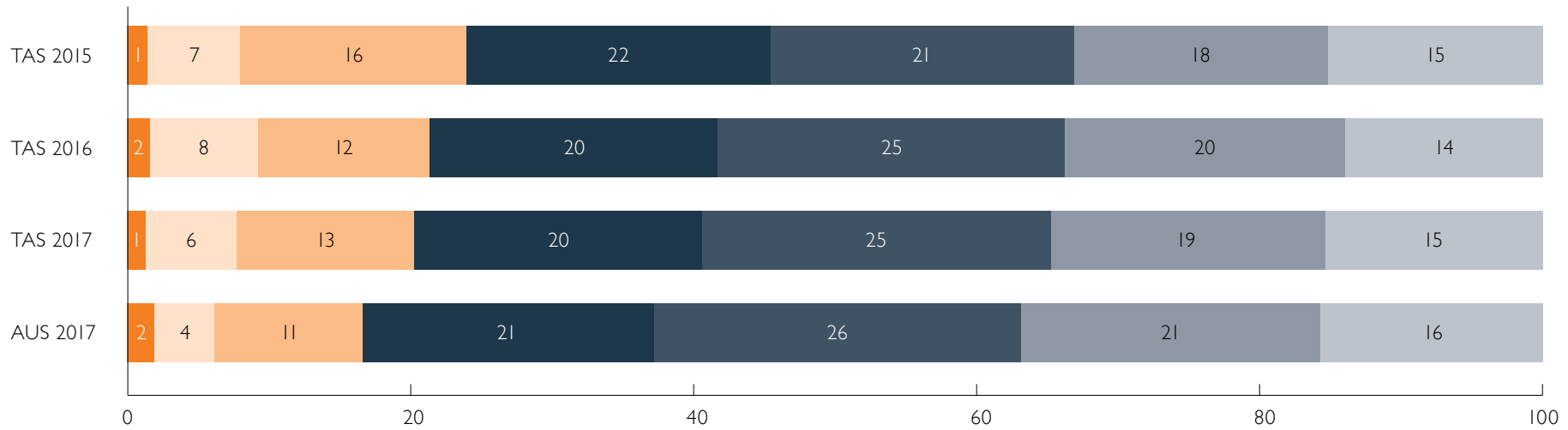
Performance in NAPLAN – Reading

ACHIEVEMENT OF YEAR 3 STUDENTS – READING

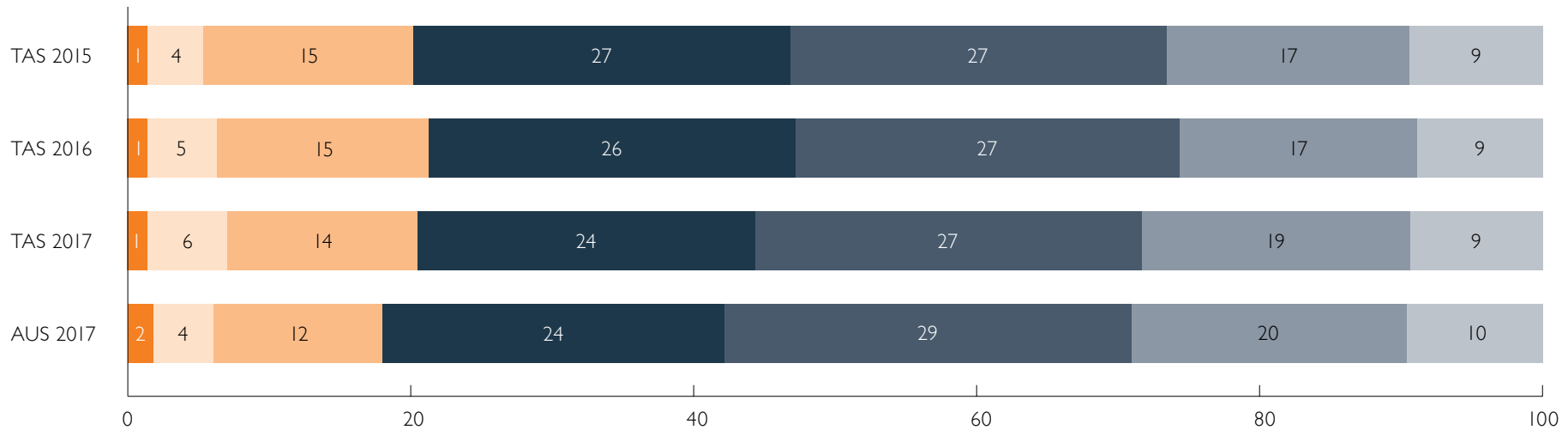


NMS = National Minimum Standard

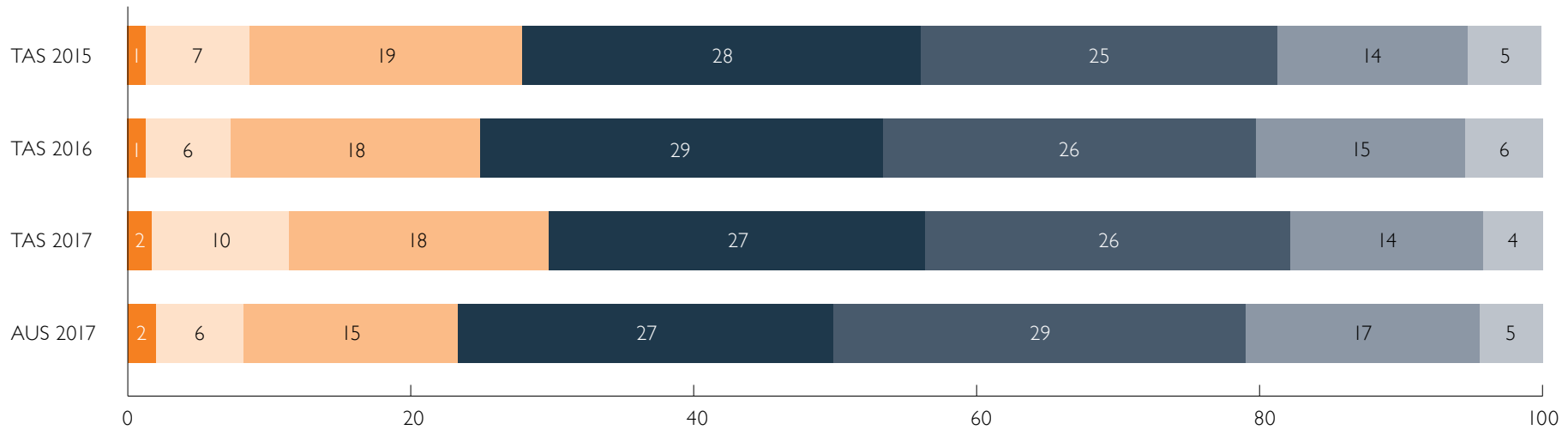
### ACHIEVEMENT OF YEAR 5 STUDENTS – READING



### ACHIEVEMENT OF YEAR 7 STUDENTS – READING

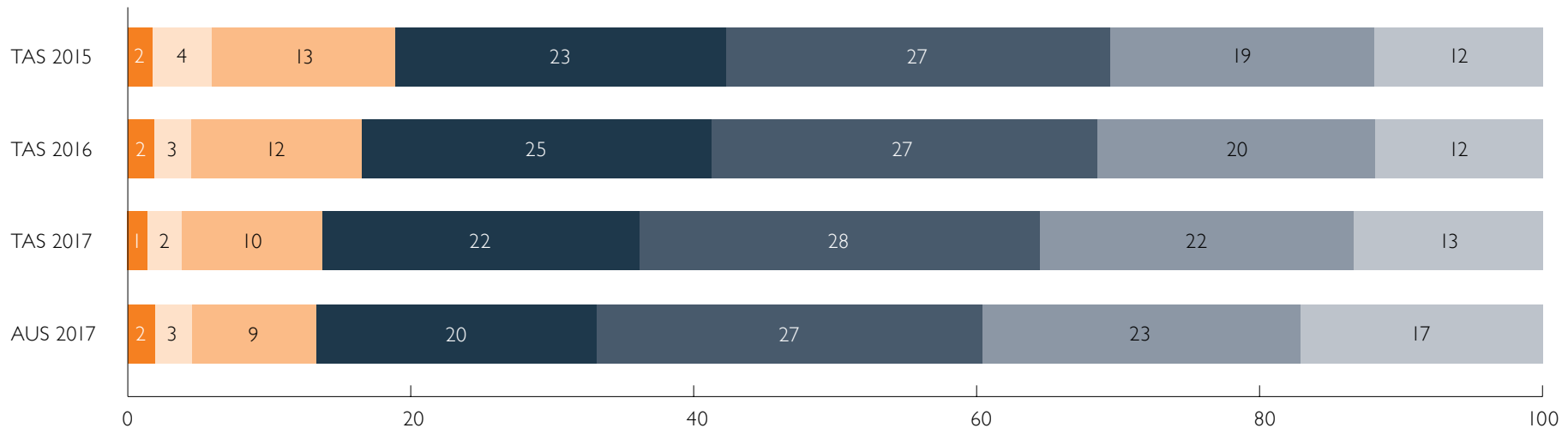


## ACHIEVEMENT OF YEAR 9 STUDENTS – READING

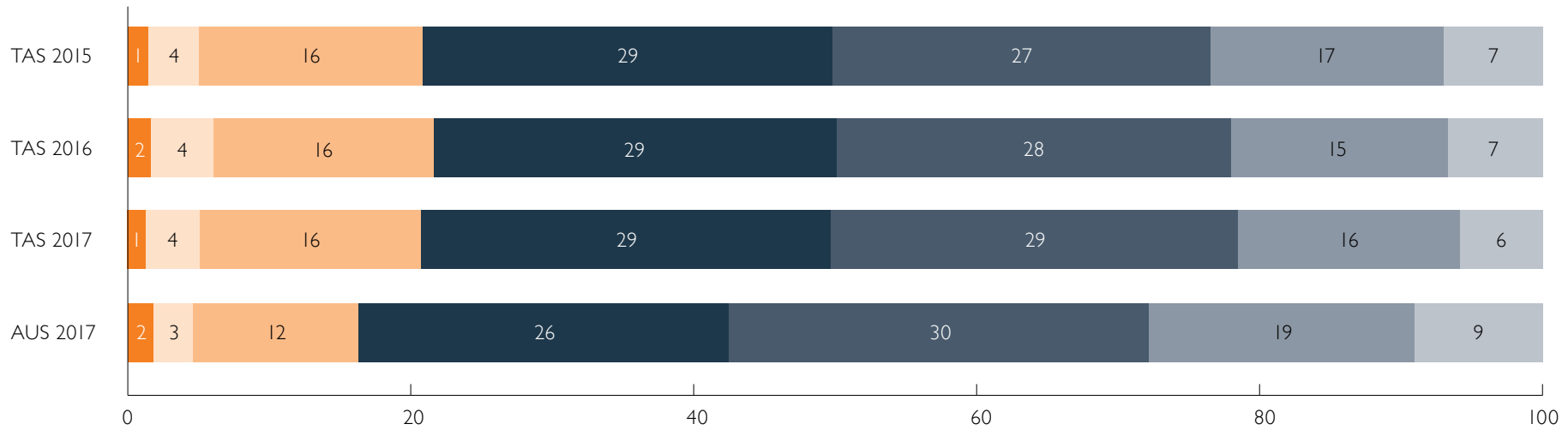


## Performance in NAPLAN – Numeracy

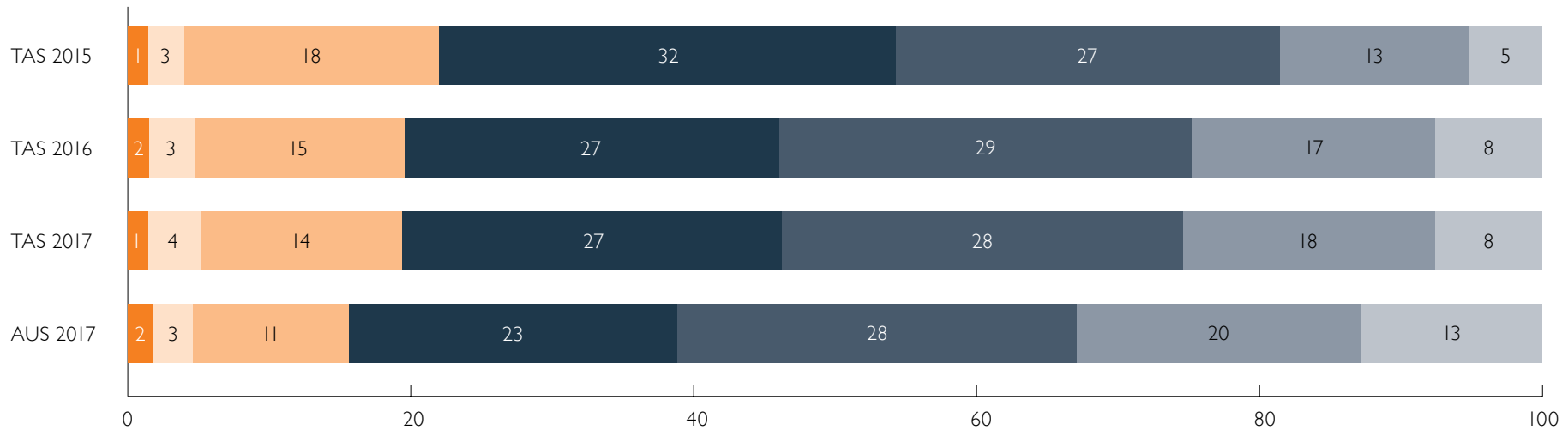
### ACHIEVEMENT OF YEAR 3 STUDENTS – NUMERACY



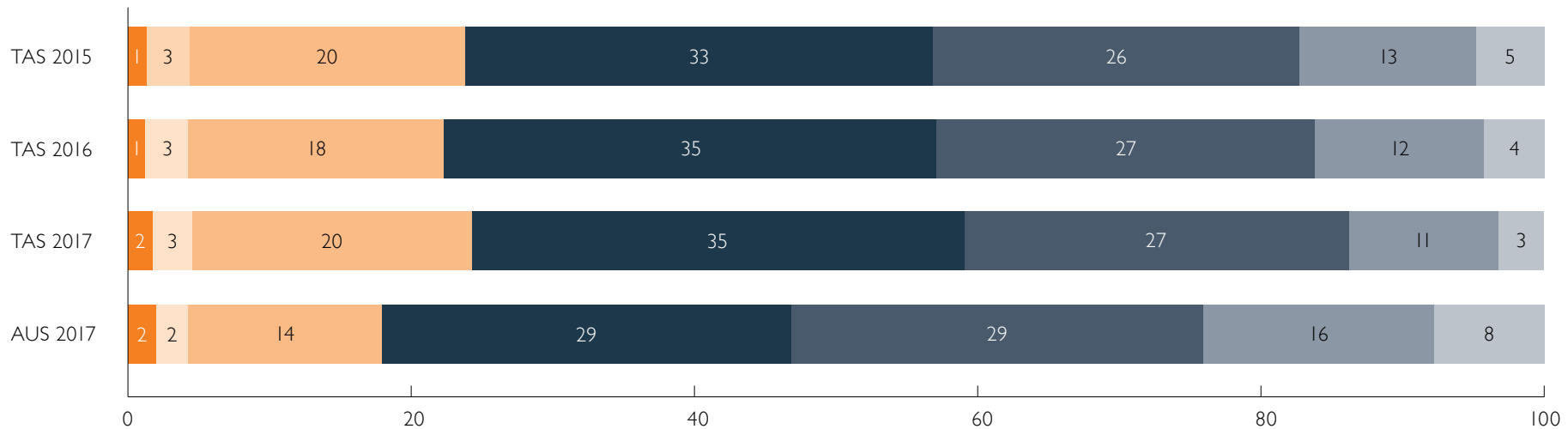
### ACHIEVEMENT OF YEAR 5 STUDENTS – NUMERACY



### ACHIEVEMENT OF YEAR 7 STUDENTS – NUMERACY



## ACHIEVEMENT OF YEAR 9 STUDENTS – NUMERACY



## Closing the gap on Aboriginal education outcomes

Closing the gap in Aboriginal students' educational outcomes is an essential part of ensuring that students in Tasmanian Government schools have the opportunity to achieve excellence at every stage of their education and ensuring that Aboriginal people are active members of our community at every level of employment.

| PERFORMANCE MEASURE <sup>1</sup> | MEASUREMENT   | 2013 | 2014 | 2015 | 2016 <sup>2</sup> |
|----------------------------------|---|------|------|------|-------------------|
| Indigenous equity                | Percentage gap in Indigenous students achieving expected outcomes | 8.2% | 6.8% | 6.7% | 5.6%              |

1. 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.
2. NAPLAN 2016 (latest Indigenous Status data available) – Across Australia, non-Indigenous students outperform their Indigenous counterparts. In Tasmania, these differences are smaller. NAPLAN 2017 data by Indigenous Status is scheduled for release in December 2017.

## Education attainment measures

| PERFORMANCE MEASURE  | UNIT OF MEASURE | 2014–15 ACTUAL<br>(2015 CALENDAR YEAR) | 2015–16 ACTUAL<br>(2016 CALENDAR YEAR) | 2016–17 TARGET |
|--|-----------------|--|--|----------------|
| <b>ATTAINMENT MEASURES FOR ALL TASMANIAN 15–19 YEAR OLD STUDENTS <sup>1</sup>:</b>     |                 |  |  |                |
| Completed 120 credit points in education and training <sup>2</sup>                     | Number          | 4,993                                  | 5,245                                  | 5,250          |
| Undertaken some vocational education and training (in this year or prior) <sup>2</sup> | Number          | 5,120                                  | 4,912                                  | 6,500          |
| Attained a Tasmanian Certificate of Education (this year) <sup>2</sup>                 | Number          | 3,385                                  | 3,767                                  | 3,800          |
| Attained a Tertiary Entrance Rank (this year) <sup>2</sup>                             | Number          | 2,202                                  | 2,239                                  | 2,450          |
| Government school senior secondary students (NSSC Census) <sup>3</sup>                 | Number          | 7,497                                  | 7,535                                  | 7,850          |
| Apparent retention rate Years 10–12 for government schools (full-time) <sup>4</sup>    | %               | 73.8                                   | 73.4                                   | 75.0           |

### SOURCES

Office of Tasmanian Assessment, Standards and Certification 2015–16 Annual Report; National Schools Statistics Collection (NSSC), Schools, Australia ABS Cat No 4221.0.

### NOTES

1. Students aged 15-19 years old (as at 31 Dec), Australian citizens, who completed some activity in this year, as a second or subsequent year since completing Year 10. Students are only included if they have attained one or more units of credit in TASC accredited, TASC recognised or nationally recognised Vocational Education and Training (VET) by the given year.
2. Actual performance measures are based on calendar years. The measures for the 2014–15 Actuals are based on the 2015 calendar year, while the measures for the 2015–16 Actuals are based on the 2016 calendar year. Measures include students from government and non-government schools.

3. Actuals are the total full time equivalent of government senior secondary students regardless of age, at the Mid-Year Census. The measures for the 2014–15 Actuals are based on the 2015 calendar year, while the measures for the 2015–16 Actuals are based on the 2016 calendar year.

4. 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. The measures for the 2014–15 Actuals are based on retention to Year 12 in the 2015 calendar year, while the measures for the 2015–16 Actuals are based on retention to Year 12 in the 2016 calendar year. 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.

# CLIENTS

## Number of education and care and licensed child care services in Tasmania (as at June 2017)

| SERVICE TYPE  | NUMBER OF SERVICES<br>IN GOVERNMENT<br>SCHOOL SITES | TOTAL NUMBER<br>OF SERVICES |
|---|---|-----------------------------|
| Education and Care Services <sup>1</sup>            | 88  | 232                         |
| Number of Licensed Child Care Services <sup>2</sup> | 2   | 35                          |
| <b>TOTAL</b>  | <b>90</b>   | <b>267</b>                  |

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

## Students (as at August 2016)

| SCHOOL TYPE           | FTE             | NUMBER        |
|-----------------------|-----------------|---------------|
| Combined              | 6,318.7         | 6,500         |
| Primary               | 32,033.6        | 33,760        |
| Secondary             | 13,454.4        | 13,473        |
| Senior secondary only | 7,120.9         | 7,289         |
| Special               | 472.8           | 903           |
| <b>TOTAL</b>          | <b>59,400.3</b> | <b>61,295</b> |

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    | 2015 | 2016 | 2017 |
|---------------|------|------|------|
| Kindergarten  | 19.4 | 18.7 | 18.3 |
| Prep – Year 6 | 24.0 | 23.9 | 23.7 |
| Year 7–10     | 24.2 | 24.0 | 23.6 |

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.

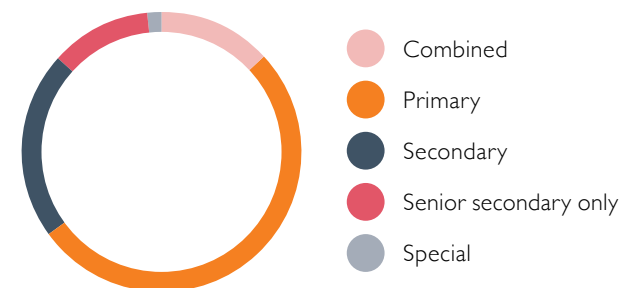
Secondary school students are not organised into classes which exclusively undertake a complete education program, therefore the Department has adopted the English class size as a proxy measure.



## Schools and students in each Learning Service (as at August 2016)

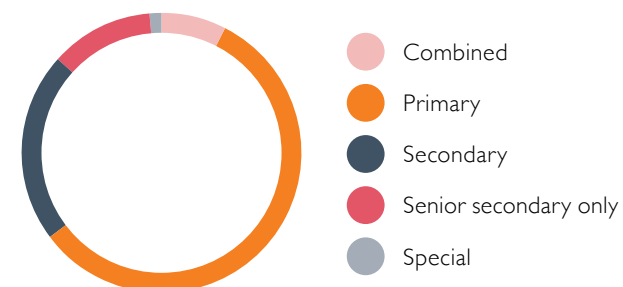
### LEARNING SERVICES NORTHERN REGION

| SCHOOL TYPE           | STUDENTS |
|-----------------------|----------|
| Combined              | 4,244    |
| Primary               | 16,680   |
| Secondary             | 6,965    |
| Senior secondary only | 3,757    |
| Special               | 502      |



### LEARNING SERVICES SOUTHERN REGION

| SCHOOL TYPE           | STUDENTS |
|-----------------------|----------|
| Combined              | 2,256    |
| Primary               | 17,080   |
| Secondary             | 6,508    |
| Senior secondary only | 3,532    |
| Special               | 401      |





# 3

## LINC TASMANIA OUTPUT GROUP 2

# DIRECTION

LINC Tasmania is Tasmania's publicly funded statewide library and archive service. We are an enabler of learning, growth and connection, offering research, information, literacy and learning services. We provide contemporary and friendly environments where people from all walks of life can meet, learn and engage in community-focused experiences. In addition, we are mandated through the *Libraries Act 1984* and *Archives Act 1983*, to preserve the documentary heritage of Tasmania for present and future generations, and to serve as the continuing memory of Tasmania's government and people.

Our contemporary state and public library services include:

- an extensive collection of lending items including books, magazines, CDs, DVDs, audio-books, and eResources (eBooks, eMagazines, eMusic, eGraphic novels, eComics and eFilms)
- online sources of information, including databases and heritage collections
- research and information services
- computers, access to the internet and support in their use
- flexible spaces for individual study, recreation and group activity
- services, programs and events, including:
  - » digital and technical literacy
  - » early childhood literacy
  - » cultural and recreational activities
  - » job-seeking skills
  - » adult literacy
  - » opportunities for lifelong learning.

Our strategic direction is focused on four objectives: *Informed Tasmanians, Connected Tasmanians, Skilled Tasmanians and an Innovative Organisation.*


A recent focus for LINC Tasmania has been on positioning ourselves to respond to current, emerging and future needs and expectations of the communities we serve. We are seeing a change to the way people use our services, with fewer people borrowing books and using traditional library services, and more people engaging in literacy and learning programs, and engaging with our online heritage collections. To respond to these changes, and to remain relevant into the future, we have committed to develop a high performing culture, which will be achieved by:

- creating flexible and agile structures
- increasing communication and collaboration across the organisation
- empowering and giving authority to staff
- developing a client-centric strategy
- increasing leadership at all levels
- implementing effective performance management processes.

An important element of a high performing culture is having a fit-for-purpose organisational structure that allows us to more effectively deliver on our strategic priorities. This includes having an understanding of what our primary functions are, how they align and what functions we will need into the future. After extensive consultation with staff, we have developed a new organisational framework, which will underpin our revised and refreshed organisational structure.

Further work on aligning the functions framework with restructured business units will continue over the coming year.

Adult Education is proudly offered and delivered by LINC Tasmania. Adult education offers a range of courses designed to suit the needs and interests of adult learners in Tasmania. Courses are offered in leisure and lifestyle activities, as well as courses to learn new skills for employment, personal development or general life skills.



*We provide contemporary and friendly environments where people from all walks of life can meet, learn and engage in community-focused experiences.*

# MAJOR INITIATIVES

## Tasmanian Cultural Connections

### Art Exhibitions @ Allport Library and Museum of Fine Arts

From the classically beautiful to the decidedly quirky, the Allport Library and Museum of Fine Arts contains a myriad of priceless treasures. Housed within LINC Tasmania at 91 Murray Street, it is sometimes referred to as Hobart's secret jewel.

#### ***Unhoused: Encounters with the hidden in the Allport***

*Unhoused* ran from 9 June to 30 September 2016 and featured work by Tasmanian artists Linda Fredheim, Julie Gough, Brigita Ozolins, Sally Rees and Elissa Ritson. The artists responded to the Allport collection, reflecting on its haunted and hidden aspects. *Unhoused* altered the visitor experience. The lights were low and the usually carefully ordered displays were unsettled. Surprising objects were unearthed.

On 17 June 2016 one of Tasmania's leading installation artists, Brigita Ozolins, invited women only to help her read aloud Australia's very rare second novel, Mary Grimstone's 'Woman's Love' in the Allport gallery from 12:00 pm until 8:00 pm. Published in 1832, the only other known copy is in the British Library. Fifty people attended, with 32 taking turns to read the novel aloud with the artist.

#### **Revference [sic]**

A group of local artists were invited to study the collection, to read the stories and to draw and photograph the objects. In doing so, they chose their favourite pieces as inspiration for making new works. These contemporary works are now displayed inside the Allport 'rooms', interrupting the calm, distorting the known, and reflecting on cultural change.

*Revference [sic]* encouraged viewers to reconsider how every family's life and home reflects time and place, and how family interactions reverberate across generations. By studying the Allport family, we can learn about early Hobart, but also reflect upon our own ancestors and our role in the story of this city. The exhibition was opened by the Governor of Tasmania, Kate Warner, and attracted approximately 80 guests on opening night. The exhibition was part of the Ten Days on the Island Festival and ran from 16 March until 26 August 2017.

#### **Commemorating the 50th anniversary of Black Tuesday**

Tuesday, 7 February 2017 was the 50th anniversary of the 1967 bushfire disaster known as Black Tuesday. This was the worst natural disaster in Tasmania's history. The fires burnt through built-up suburbs of Hobart, as well as bush and rural areas. Sixty-four people were killed and thousands were affected by injury or loss.

To commemorate this event, LINC Tasmania developed an extensive online feature using records, photos and films from the Tasmanian Archive and Heritage office collections. This included statements from residents, police, firefighters and army personnel, copies of police records and maps showing areas damaged, and the timeline of emergency radio communications during the perilous weather conditions on that day in February.

The feature reflected on the chaos of the disaster, its aftermath, and the beginnings of recovery. The feature was promoted through the local newspapers and radio and is available at: [www.linc.tas.gov.au/archive-heritage](http://www.linc.tas.gov.au/archive-heritage)



## Literacy programs and reading for recreation

### REFRESHING FAMILY LITERACY PROGRAMS IN LINC'S

LINC Tasmania has increased its focus on family literacy, to ensure the quality of the family literacy programs we offer complement our firmly established adult literacy program. Family literacy is critical to raising literacy levels in Tasmania. Our locations across the LINC network participate in various forms of family literacy through popular *Rock and Rhyme* and *Storytime* sessions. These activities are designed to support parents to help their children develop early language skills as a foundation for literacy, as well as a love of reading.

To extend its capacity to support family literacy, LINC Tasmania increased collaboration with the Department's *Learning in Families Together* initiative and the Early Years Unit. To strengthen our expertise in library-based family literacy and develop appropriate training programs for staff, we collaborated with the State Library of Queensland's *First 5 Forever* Literacy Foundation Program, through National and State Libraries Australasia. This collaboration generated significant energy and enthusiasm about LINC Tasmania's role in helping parents develop children's language and literacy.

Work on improving LINC Tasmania's family literacy capability will continue in 2017–18, including:

- production of videos containing tips for parents about how to support children's language development
- a booklet version of the video content
- training for all LINC staff delivering family literacy programs
- a handbook and videos to support the training.

### COMMUNICATING CLEARLY IN THE LAW

26TEN has been working with the Law Faculty at the University of Tasmania to help lecturers model and embed plain English in their teaching. In late 2016 they completed plain language training with lawyer and trainer, Greg Moriarty, and subsequently workshopped applying plain English to teaching materials in the law units with language consultant Lea McInerney. The training and workshops were based on the recognition that plain English is important for people to access and understand the law, which is an essential skill in a democracy.

May 2017 was Plain English Month and, to celebrate, 26TEN hosted a highly successful breakfast in partnership with the Faculty of Law at the University of Tasmania and the Law Society of Tasmania to raise the importance of communicating clearly in law. The breakfast featured renowned former High Court Justice and plain English advocate, the Hon Michael Kirby AC. Forty participants filled the room at Wrest Point to capacity and were also joined by speakers Hamish Locke, State Director of the Tasmanian Aboriginal Community Legal Centre, and Terese Henning, Director of the Tasmanian Law Reform Institute. The breakfast presentation highlighted how failing to use plain English can exclude large numbers of people from participating fully in society.

### 26TEN LENDING COLLECTION

New '26TEN collection' allocation guidelines were developed in 2016 to detail how the \$20,000 annual funds is used to purchase new books. The 26TEN collection consists of books and e-resources, across the breadth of subjects in LINC Tasmania's collection, which are suitable for adults with low levels of literacy to borrow and read independently. The items are identified by

the series heading '26TEN collection' (LINC Tasmania) and are discoverable in the catalogue.

This lending collection also supports low literacy clients and connects closely with the work of the LINC Literacy Service and 26TEN in raising adult literacy levels in Tasmania. The LINC literacy service provides direct support to help people learn how to read and write better, but we know that literacy practice (that is, reading regularly) is also key to improving skills

During 2016–17, there were 10,326 loans of items from the 26TEN collection, with a total of 3,732 physical items making up the 26TEN collection. This is an increase of 63 per cent and 42 per cent respectively compared with the previous year. Seventy-five per cent of 26TEN items are located in urban LINC's and the remainder in branch libraries. LINC Tasmania is gradually building the number of items available in a range of subject matters—fiction and non-fiction—across the collection.

### PARTNERSHIP WITH THE HAWTHORN FOOTBALL CLUB AND THE TASMANIAN PREMIER'S READING CHALLENGE

In early 2017, LINC Tasmania and the Hawthorn Football Club (HFC) formed a new three-year partnership, which has successfully increased Premier's Reading Challenge (PRC)'s exposure to schools and students by incorporating the HFC brand and incentives to the program. The rebranded program was launched in February 2017 at the University of Tasmania Stadium and included the Premier, Minister for Education and Training, members of the HFC and teachers, school students and their families.

The Premier's Reading Challenge is a great way to encourage young Tasmanians to read regularly and sets them up for the lifelong benefits that reading brings. It involves students reading at

least 10 books during the 10-week Challenge and encourages them to set their own personal reading goals when taking part.

In 2016, the Challenge ran from 9 June to 23 August 2016. In that time, students read more than 133,340 books, with many students succeeding in their personal reading goals. In 2016, 32,895 students from 166 government and non-government schools, together with home-educated students, took part. Forty per cent of those registered, successfully completed the Challenge, with over 1,390 book reviews being submitted online by students sharing the books they enjoyed reading.

The 2017 Challenge ran from 13 June to 18 August 2017 and received a record number of 39,000 student registrations, which is over 6,000 more than last year, and the highest number since the PRC started in 2008.

The 2017 PRC also includes a new initiative to encourage school-based Student Reading Ambassadors to promote the Challenge, and reading in general, within their school community.

## Building digital citizenship capability

In 2016, LINC Tasmania developed a position statement on digital citizenship that articulates:

- what digital citizenship is
- why online access and digital skills are important
- why libraries are getting involved in digital citizenship
- how LINC Tasmania supports digital citizenship.

The statement is available at: [www.linc.tas.gov.au/about-us/Pages/digital-citizenship.aspx](http://www.linc.tas.gov.au/about-us/Pages/digital-citizenship.aspx).

The Digital Inclusion Index Report 2016 found that Tasmania is the least digitally included state or territory. Digital inclusion is impacted

by accessibility, affordability and digital ability. Simultaneously, there is a digital transformation happening across government and the private sector for more services to be accessible online. Although LINC Tasmania has always been an active enabler of digital inclusion, these findings give more impetus for LINC Tasmania to:

- provide public access to information and online services
- help people gain the skills they need to engage in an increasingly digital society.

This change means there are more opportunities for LINC Tasmania to collaborate with other organisations to deliver services and meet client needs. There is also more demand for the support we provide to help people gain the skills they need to be digital citizens.

## AUSTRALIAN BUREAU OF STATISTICS AND LINC TASMANIA 2016 CENSUS PARTNERSHIP

The 2016 Census on 9 August 2016 saw a new digital-first approach to have as many people as possible complete the Census online, rather than using the traditional paper forms.

Following the success of a pilot literacy partnership from the 2011 Census, the Australian Bureau of Statistics (ABS) Tasmanian branch approached LINC Tasmania to develop a statewide partnership for the 2016 Census. The aim of the partnership was to make the 2016 Census more accessible for all Tasmanians, including for those with low literacy or who experience barriers to online access. The partnership was designed to promote the extensive statewide network of LINC Tasmania, libraries and online access centres as places where Tasmanians could go to get help accessing the Census online, or for additional support, including literacy. This benefited both organisations by supporting a high-quality Census count for

Tasmania while continuing to connect Tasmanians with services, infrastructure and people, and building upon the community networks that LINC Tasmania has already established.

The partnership was considered a great success and despite the ABS taking down the Census online form for two days and high media interest, LINC Tasmania and libraries had already supported many families to complete the Census. It also attracted national interest and was showcased at the National and State Libraries Australasia (NSLA) Digital Literacy Forum in Adelaide as an excellent example of public libraries' role in enabling digital citizenship. The partnership was a natural fit to the services LINC Tasmania already provides and anecdotal feedback indicated that it meant a great deal to the community to have a friendly face available to help when people needed it.

Just over 1,400 Tasmanians received Census support from the LINC Tasmania partnership (including form completion, general enquiries and obtaining paper forms). Thirty-one Census-related events were scheduled in LINC Tasmania and libraries in the lead-up to, and after Census night. Other positive outcomes from the partnership included:

- Enhanced existing local partnerships with LINC Tasmania, libraries, Child and Family Centres and Neighbourhood Houses
- Reinforced good networks and care for the community
- More people came to LINC Tasmania to use our services, with several new literacy clients as a result
- The opportunity to promote LINC Tasmania services broadly through local media, radio, and interviews.

## EXPERIMENTING WITH TECHNOLOGY

Glenorchy LINC trialled a Makerspace project for six months, which provided a new space equipped with a range of technology devices for use in free classes aimed at helping people gain better digital literacy skills. Classes at the Makerspace included 3D printing, learning how to use virtual reality glasses, how to build a computer, coding with Scratch and Spheros, technology-based games and robotics. The courses, which were delivered by staff, allowed people to discover, learn and get hands-on with technology that they may not have access to at home. It gave people an opportunity to explore how things work, why they work, and what they can do to get things moving and working in ways they may not have thought of before.

The Makerspace was popular with local schools, with groups of students attending sessions. In addition to partnerships with schools, other collaborations have emerged from the pilot project, including with not-for-profit organisations, TasTAFE and the University of Tasmania through the Peter Underwood Centre.

The space is accessible to everybody, with people aged from six to 90 years of age experiencing the technology in the first six months. By the end of the pilot 1,332 people had participated in Makerspace sessions. This total included 1,033 children as individuals and in school groups, and 299 adults.

The Makerspace at Glenorchy LINC will be offering ongoing sessions with a broader rollout of similar spaces planned across the LINC Tasmania network during 2017–18.

A similar program, TECH Cred Club, was implemented at Devonport LINC, and proved to be highly popular with local school students on Friday afternoons. The sessions were designed to connect young people with the real world and

encourage their interest in Science, Technology, Engineering, Art and Maths, while offering individual progressive skill development. Activities have been wide-ranging and included Robotics with Dash, Coding with Scratch and the Hour of Code, Minecraft Coding and Challenges, and engineering tasks such as building a device for a robot to hold a pen, and using that to code a piece of art as a drawing.

## CROWDSOURCING OPPORTUNITIES

Libraries have the potential to harness large numbers of digital volunteers, with many collecting institutions looking to crowdsourcing to achieve goals they do not have the time or resources to achieve on their own. During 2016–17, LINC Tasmania started investigating the potential for crowdsourcing in adding value to our existing archive and heritage content.

Crowdsourcing in archives and special collections can take the form of transcribing handwritten documents, indexing genealogical records, identifying people and places in photos, correcting optical character recognition (OCR) errors in digitised newspaper collections, tagging or captioning historical images, adding pictorial content to maps, transcribing oral histories, and much more.

During January and May 2017 LINC Tasmania introduced 'Unidentified' features to our website, which encouraged people to make comments on heritage images of unknown locations. This was very popular with our clients, who added their comments to help improve the quality of our collections. As part of recent staff training on SharePoint (the tool used to manage our website content), staff from around the state are producing a series of similar 'unidentified' features, to be promoted in various ways over the following months.

## LINC TASMANIA BECOMES AN ESMART LIBRARY

In 2017, LINC Tasmania became the first Australian state library to become fully accredited as an eSmart Library through the Alannah and Madeline Foundation's (AMF) eSmart Library program. eSmart Library accreditation assists LINC Tasmania to:

- better integrate cyber safety and wellbeing practices
- promote the safe use of online technology
- educate the library community and up-skill staff to model responsible online behaviour
- reduce the digital divide by empowering staff and clients to increase knowledge and skills to navigate the online world in a safe, smart and responsible way, and
- improve our guidance and training for library clients.

As an eSmart Library, LINC Tasmania promotes cyber safety awareness to existing audiences and more broadly across the wider community, reinforcing its position as an important community hub.

To coincide with becoming an eSmart library, staff and volunteers have been trained in how to assist people to report cyber bullying and broader online safety issues.

## COMMUNITY-MANAGED ONLINE ACCESS CENTRES PROVIDE DIGITAL ACCESS AND SUPPORT IN REGIONS

LINC Tasmania plays an important role in digital inclusion and digital literacy through its statewide service points, including LINC's, libraries and online access centres. Twenty sites are online access centres (OACs) operated by local communities through a Deed of Grant. Community-managed

OACs complement LINC Tasmania's existing role in digital inclusion and mostly exist in small, regional locations, including, for example, Tullah, King Island, Mole Creek and Dover, where they provide digital access and support in their communities.

As the digital world is changing, with many individuals having access to devices and the internet at home, there is a need for community-managed OACs to keep better pace with that change through more effective funding arrangements and clearer expectations. As a result, a new *Digital Connections Grants Program* was developed to provide funding to OACs from 1 January 2017 until 30 June 2019. Under these arrangements, OACs are guaranteed funding until 30 June 2019 which will:

- allow them to provide greater access to digital technologies, the internet and digital literacy training
- give them responsibility for operational decisions, including opening hours and staffing, according to the needs of their respective communities
- enable them to apply for a range of additional community grants, which was not possible under previous funding arrangements.

New banners and signs have been provided to the OACs, which acknowledges LINC Tasmania's support in strengthening digital inclusion and capacity in local communities.

#### *RADIO IDENTIFICATION FREQUENCY DEVICE (RFID) PROJECT*

During 2016, LINC Tasmania completed a major project to replace electromagnetic security and barcodes for identifying lending stock items with RFID technology. RFID tags have been applied to all items in the lending collection, and new

technology for desensitising, self-issue machines and security have been installed across the state. This technology is being used increasingly across contemporary libraries nationally and internationally, largely due to the many efficiencies it brings for managing collections. This is particularly true in the case of LINC Tasmania, which has a lending collection that is circulated around the state. Examples of these efficiencies include the following:

- Clients can self-issue a bundle of 10 items at once, rather than issuing items individually, therefore saving time and reducing queues.
- Inventories can be prepared without scanning each item individually, significantly reducing the time required at each site to conduct this annual activity.
- Items can be returned after hours and clients can get a receipt to that effect.
- Missing items can be more easily identified by running a scanner along the shelves, or identifying items that have been incorrectly shelved.
- If an internal 'returns' chute is used, items can be checked back in immediately, so there are no restrictions with borrowing limits when new items are checked out.
- When security gates are triggered, staff receive a message identifying which unissued item the client has walked out with.
- Security gate counters are multi-directional, so that they can more accurately count the number of people walking in as part of a group and the number of items they take out. Additionally, the gates can be spaced further apart, improving access for wheelchairs and prams.

The project took six months and involved many staff across the network. It was completed in

November 2016 resulting in 500,000 items being RFID tagged. Other highlights included:

- The level of teamwork that was displayed. Despite the logistics, staff at all sites embraced the challenge of tagging the circulating the collection and achieved an incredible task within an unlikely timeframe.
- A relatively smooth introduction of new technology to all sites, including scanners and security equipment.
- Some sites took the opportunity to reconfigure the layout of circulation and security equipment during the project to improve client flow.

#### ADULT LEARNER SURVEY

From 3 to 23 April 2017, LINC Tasmania conducted a statewide survey into adult and lifelong learning. The aim of the survey was to provide Tasmanians with the opportunity to share their ideas about the adult learning services and programs on offer by LINC Tasmania. Just under 900 responses were received, providing a variety of views and suggestions from a diverse range of people.

Almost all respondents commented on the value that lifelong learning brings to their lives and communities. Respondents emphasised the importance of keeping their skills current for both professional development and personal growth. They also stressed that being a lifelong learner keeps them connected, active and healthy members of their communities. These responses reaffirmed LINC Tasmania's strategic commitment to promoting and strengthening adult and lifelong learning.

Respondents also made suggestions on possible improvements for LINC Tasmania including the provision of a broader variety of learning opportunities, improving marketing, more frequent

and flexible scheduling, and strengthening our partnerships with other learning providers and community organisations.

## Redevelopments and contemporary facilities

### BURNIE LINC OPENS FOR BUSINESS



A \$2.8 million investment resulted in a new-look Burnie LINC to service the local community for decades to come. The redevelopment was the first major building works on the site since the building was opened as the Hellyer Regional Library in 1975.

Officially opened by the Minister for Education and Training, Jeremy Rockliff, MP on 4 November 2016, the redeveloped LINC includes eight state-of-the-art meeting and workshop spaces, a revamped children's area and parenting room, device charge bars, a 'chill out' space and improved amenities for staff.

A large, vibrant 'Digi glass' panel, installed above the entrance, is part of the art for public buildings component of the redevelopment. This large feature is visible from the inside and outside, and is lit up at night.

### DEVONPORT LIVING CITY

Work on Devonport City Council's \$250 million Living City development is well underway, with a number of important milestones achieved in 2017. These included work on the carpark, food pavilion, and multi-purpose civic building that will house the new Devonport LINC over two floors. The multi-purpose building is expected to be completed by 31 July 2018 and will include a Service Tasmania outlet, the Devonport City Council, a café and an 800-seat convention centre.

Planning for civic building occupancy progressed over 2016–17, with working groups looking at the anticipated customer service experience and building operations. The customer service experience working group, involving LINC Tasmania and Service Tasmania staff, has mapped the range of services on offer to develop a shared vision for customer service in the civic building.

### NEW CHILDREN'S ART SPACE IN HOBART

A new Children's Art Space was established on the ground floor of the Murray St building (opposite the Allport Gallery entrance).

Since opening in December 2016, public feedback has been extremely positive. The space has had up to 25 children and their carers using the area over the course of a day, which has also inspired more visits to the adjacent Allport Library and Museum of Fine Arts.

The glassed-in area provides children with an opportunity to explore arts and craft activities, with a range of supplies being provided for their use. Children are encouraged to submit their completed artworks for display, adding colour and life to the area.

Other works completed during 2016-17 to make LINC Tasmania sites more contemporary included:

- new carpet and modern furniture at Kingston LINC, and a new enlarged children's area with additional shelving
- consolidation and site refurbishment at Campbell Town, combining the previously separate online access centre with the Campbell Town library
- refurbishment at Wynyard library with new paint, recarpeting, installation of a new client service point and power and data to accommodate new technologies

- refurbishment at Longford library, including new carpet and fixtures, painting, general building repairs and redesign of customer service points, and
- co-location of Glenorchy Service Tasmania into the Glenorchy LINC, providing a single access point for information and services, increased access to community meeting rooms and opportunities or referrals between the two entities, including literacy support for identified clients.





There were  
2,864,702 physical  
visits to LINC  
Tasmania sites in  
2016–17

# PERFORMANCE

## PHYSICAL AND ONLINE VISITS

Total physical visitor numbers to LINC Tasmania sites in 2016–17 reached 2,864,702, which was slightly lower than 2015–16, and 86 per cent of the annual target of 3,300,000. The declining trend in physical visits to libraries is consistent with national and international trends. Based on this, LINC Tasmania has adjusted next year's annual target to be more realistic; however, we will continue to work on strategies to increase physical visits to LINC Tasmania sites in the coming year.

In 2016–17, LINC Tasmania recorded 2,676,282 visits to its websites. This was just four per cent short of our annual target of 2,800,000 visits. The primary website, [www.linc.tas.gov.au](http://www.linc.tas.gov.au), is a core service delivery channel for LINC Tasmania, encompassing all business areas within the organisation. LINC Online is an important part of our strategy to build community engagement and meet the changing needs of our clients and business objectives. Excluding the home page, family history continues to be our most popular page.

LINC Tasmania has invested in WiFi technology to connect more people to the internet, with free WiFi now available at 43 sites statewide. The number of individual WiFi sessions recorded in 2016–17 was 28 per cent higher than in the previous year.

## COORDINATED, INFORMAL AND FORMAL LEARNING

In 2016–17, there were 13,021 enrolments in accredited and non-accredited courses and scheduled learning events. This included a steady growth in work and lifeskills courses, in particular

computing courses, which account for just over half all enrolments. These include:

- **Computing 4 me classes** – basic computing courses, using the internet, downloading and organising photos and customising Microsoft Word.
- **Introduction to technology sessions** – one to two-hour sessions in response to local demand, including email and the internet, Facebook or Twitter basics, iPad user groups and computing for seniors weekly sessions.
- **Computing Foundations** – helping to build computing skills with this free, online accredited course run by TasTAFE in partnership with LINC Tasmania.
- **Information sessions on online resources** – Local LINC and libraries run sessions on how to download eBooks, music, magazines and other LINC Online resources.

LINC Tasmania's involvement in accredited training involves partnerships with registered training providers, often providing 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 sites as well as regional sites, including Deloraine, New Norfolk, Sorell, Smithton and St Helens. Three literacy coordinators are based within the Department of Justice at Risdon Prison and in Community Corrections, providing literacy support to inmates and those on community orders.

LINC's Literacy Service provided a range of literacy support services to 1,970 clients in 2016–17. This total is made up of 1,183 active clients and 787 clients who received one or more occasional literacy support session, such as how to develop a resume, or pass the Learner Licence LI test.

During the period, 546 clients achieved their learning aspirations and goals, which is central to the literacy service. A total of 231 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 years to come.

## 26TEN STRATEGY

26TEN Tasmania is a long-term strategy for all of Tasmania. It sets a framework for action by the whole state – business, community groups, government, education and training providers and individuals who want to live in a state where all adults have the reading, writing, numeracy and communication skills they need for life.

LINC Tasmania hosts 26TEN and provides administrative support to the statewide collective effort of the 26TEN network. In 2016–17, the 26TEN team in LINC Tasmania increased its support with an additional staff member.

A progress report was produced in 2016, outlining the progress that had been made after five years of having a Tasmanian adult literacy strategy. The report included the following indicators of success:

- Just under 600 organisations and supporters have taken action and joined 26TEN.

- A total of 86 workshops helped people with clear communication and literacy awareness, involving 450 participants in 32 sessions across the state.
- The *26TEN Grants Program* supported 14 businesses to improve the literacy and numeracy skills of their employees and improve the accessibility of their workplaces to people with low literacy and numeracy skills.

The full report is available at [www.26ten.tas.gov.au](http://www.26ten.tas.gov.au).

During 2016, 26TEN became a valued participant in broader education debates in Tasmania. We contributed to discussions about the educational attainment of Tasmanian children, showing that helping parents to raise their literacy and numeracy skills will improve outcomes for their children. 26TEN was highlighted nationally as an effective literacy program on SBS' Insight television program about the everyday challenges faced by Australians who have low literacy and numeracy.

As a 26TEN member in 2016–17, LINC Tasmania also increased its commitment to plain English with the following activities:

- Three 3.5 hour skills-based plain English workshops were delivered for LINC Tasmania staff.
- The Plain English Foundation delivered high-level, two-day plain English training to 12 LINC Tasmania staff.
- LINC Tasmania statewide hosted eight public plain English workshops.
- LINC Tasmania's literacy coordinators hosted 14 literacy awareness sessions in LINC Tasmania around the state, with staff and members of the public attending.

## INFORMATION AND RESEARCH SERVICES

The Tasmanian Information and Research Service is a statewide service. It provides services in person in the Reading Room at 91 Murray Street in Hobart, and remotely through telephone, social media and online chat. There were 68,560 reference enquiries received in 2016–17. After enquiries on direction and policy, the next highest number of enquiries related to general reference, family history and heritage and archive matters.

The Tasmanian Names Index is one of the most popular research tools on the LINC website, providing access to a unique range of historical records about Tasmanian people from all walks of life. The Index provides access to over 870,000 records about Tasmanian people via a single search.

## LENDING SERVICES

LINC Tasmania has a statewide network with a single card and library system, and a central approach to collection development and management. The number of lending item issues in 2016–17 was 3,913,410, reaching 87 per cent of the annual target. This includes print items, DVDs, CDs, audio books and eResources such as eBooks. The overall declining trend in borrowing is consistent with overall international trends and the increasing availability of online books elsewhere.

The eLending service continues to grow in size, range of content and demand. This includes 10,000,000 eMusic titles, 379 eMagazine titles and 18,368 unique eBook and eAudio titles.

## 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, archive and heritage programs and services, information technology and the internet would be significantly reduced.

In 2016–17 volunteers contributed 72,443 hours to LINC Tasmania, which was 63 per cent of the annual target. This indicator is also showing a decline; however, it is worth noting that LINC Tasmania only includes traditional volunteer services in this count, such as computer support, literacy tutors, learning mentors and home library couriers. In future, we will include all forms of volunteer activity, including time spent by members on various voluntary boards and committees such as the Tasmanian Library Advisory Board, the 26TEN Coalition and the State Library and Archive Trust. This is consistent with the way other state libraries count volunteer hours.

In 2016, LINC Tasmania outsourced a research company to survey 356 current and past trained, volunteer literacy tutors. The survey findings were very positive and showed the majority of literacy volunteers feel:

- satisfied with the literacy program
- valued by LINC Tasmania staff and their literacy clients
- rewarded by seeing client skills progress.

Areas for improvement were also identified, such as needing to make volunteers feel more strongly a part of the LINC Tasmania team and part of 26TEN Network. We will be working to address this in 2017–18.

## PRESERVING TASMANIA'S DOCUMENTARY HERITAGE

In 2016–17, just under 30,000 additional heritage documents and artefacts were made available in digital format to the public through LINC Online, bringing the total to 300,076.

The Tasmanian Archive and Heritage (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.

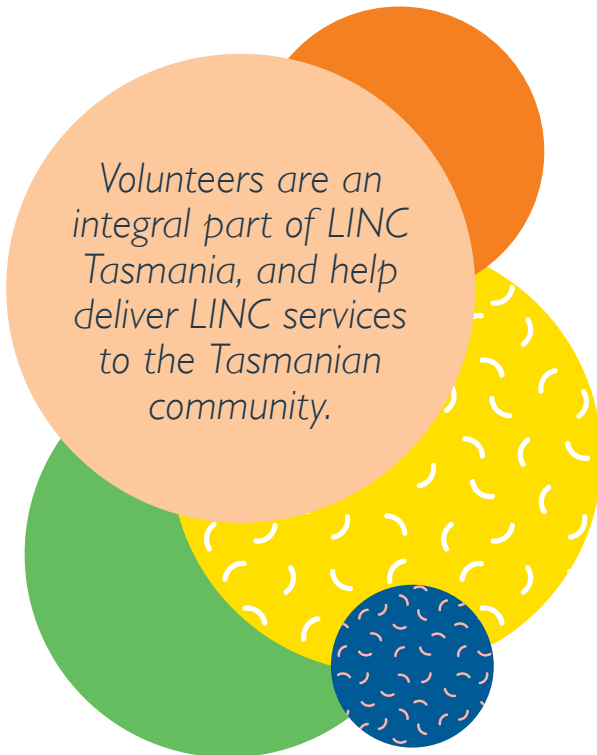
While state records make up the bulk of the collection, TAHO also seeks to acquire private records and publications that have long-term value for the community and best document the political, social, cultural, economic and natural history of Tasmania.

Significant TAHO acquisitions and records transfers in 2016–17 included:

- Narrative of the United States Exploring Expedition during the years 1838, 1839, 1840, 1841, 1842 / by Charles Wilkes. Imperial octavo edition. Five volumes and atlas. Philadelphia: Lea & Blanchard, 1845.
- First public edition of the official account of the United States Exploring Expedition, notable among other things for attempting to chart the coast of Antarctica. The expedition's scientific collections formed the basis of the Smithsonian Institution.
- Mr Barlow's magnificent exhibition Hobart Town, Van Diemen's Land (London, 1841).
- Only known copy of a handbill advertising a moving panorama of Hobart Town, first exhibited in Australia in 1840, then in London in 1841.
- Books collected by academic and designer, Diana Hardy Wilson (granddaughter of William Hardy Wilson, who was regarded as one of the most outstanding architects of the twentieth century) for use in her teaching and design practice.

- Two additions to LINC Tasmania's polar collection – *Armata* – a rare Antarctic fantasy novel published in 1817 by Thomas Erskine, and 'The possibility of approaching the North Pole asserted', by the Hon Daines Barrington, an 1818 proposal for polar exploration, published shortly before Sir John Franklin's 1819-1822 expedition. The item is bound with another rare voyage narrative, an abridged 1789 edition of Portlock and Dixon's 'Voyage round the world'.
- An extremely rare and possibly unique broadside account of the trial of a poacher, transported to Van Diemen's Land after initially being sentenced to death for accidentally shooting a gamekeeper – *Royal clemency! respited execution & commutation of sentence of Lowther the condemned murderer* (York, 1844).
- Further WWI related items including:
  - » Papers of John Allen 1857-1917 (NGT3090)
  - » Diary of Haydn Geoffrey Nicholas (NGT3089)
  - » John Trethewey WWI and WW2 documents and photographs (NGT3095)
  - » Limbless Soldiers Association – Tasmanian Branch (NGT3100).
- Ingrid McGaughey collection of books, photographs and manuscripts relating to Macquarie Island and Antarctica.
- 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.

- Books and personal papers from the collection of Geoffrey Stilwell AM, former curator of the Allport Gallery (donation to TAHO).
- Collection of letters from early colonial notables include John West, Henry Hopkins, Frederick Miller 1820s-1840s.
- Database of Aboriginal use of Tasmanian Plants – Beth Gott.
- The transfer of a large number of records from the Department of Primary Industries, Parks, Water and Environment continued this quarter with a new transfer of rolled maps (TR3117), and a transfer of Land Grant and County Charts (TR3121).



*Volunteers are an integral part of LINC Tasmania, and help deliver LINC services to the Tasmanian community.*

## LINC Tasmania externally reported key performance indicators

| PERFORMANCE MEASURE <sup>1,2</sup>   | 2014–15   | 2015–16   | 2016–17          | TARGET<br>2016–17 | % OF TARGET<br>REACHED |
|--|-----------|-----------|------------------|-------------------|------------------------|
| Number of in-person visits to LINC Tasmania  | 3,141,871 | 2,947,437 | <b>2,864,702</b> | 3,300,000         | 86                     |
| Number of visits to LINC Online  | 2,674,746 | 2,595,110 | <b>2,676,282</b> | 2,800,000         | 96                     |
| Library items issues (including eBook issues)  | 4,195,308 | 4,132,875 | <b>3,913,410</b> | 4,500,000         | 87                     |
| Number of people accessing education and training programs (number of enrolments):           |           |           |                  |                   |                        |
| Work and Life Skills   | 9,913     | 10,716    | <b>13,021</b>    | 10,000            | 130                    |
| Adult Education  | 1,536     | 1,171     | <b>1,422</b>     | 1,600             | 89                     |
| Number of people accessing literacy support services through LINC Tasmania                   | 2,252     | 1,980     | <b>1,970</b>     | 2,000             | 99                     |
| Number of new members and supporters of 26TEN <sup>3</sup>                                   | N/A       | N/A       | <b>349</b>       | 100               | 349                    |
| Number of volunteer hours contributed to LINC services                                       | 107,742   | 97,040    | <b>72,443</b>    | 116,500           | 63                     |
| Number of heritage documents and artefacts publicly available in digital format <sup>4</sup> | 274,712   | 270,495   | <b>300,076</b>   | 300,000           | 100                    |

1. The performance measure *New Tasmanian* items publicly available, which had been reported in previous Budget Papers is no longer being reported. This is due to LINC Tasmania not being able to influence outputs associated with this measure.
2. A new set of outcomes-based measures will be reported from 2018–19. Actuals for current activity-based performance measures will be available if required.
3. This new measure has not previously been reported in Annual Reports. It is a key goal of the *26TEN Strategy* launched in October 2016. The launch saw a high level of interest in 26TEN, and the number of new 26TEN members and supporters is now expected to stabilise.
4. This number provides a snapshot of the portion of the Tasmanian Archive and Heritage Office (TAHO) collection available online. It comprises items from the TAHO collection that have been digitised, plus Tasmanian websites and other digital content collected by TAHO. While it appears the 2015–16 figure has dropped from the previous year, this is due to improved and more accurate methods of calculation.

# CLIENTS

## Active library members by region

|              | 30 JUNE 2017   |                |
|--------------|----------------|----------------|
| North        | 29,517         | 25.63%         |
| North-West   | 23,749         | 20.62%         |
| South        | 61,888         | 53.74%         |
| <b>TOTAL</b> | <b>115,154</b> | <b>100.00%</b> |



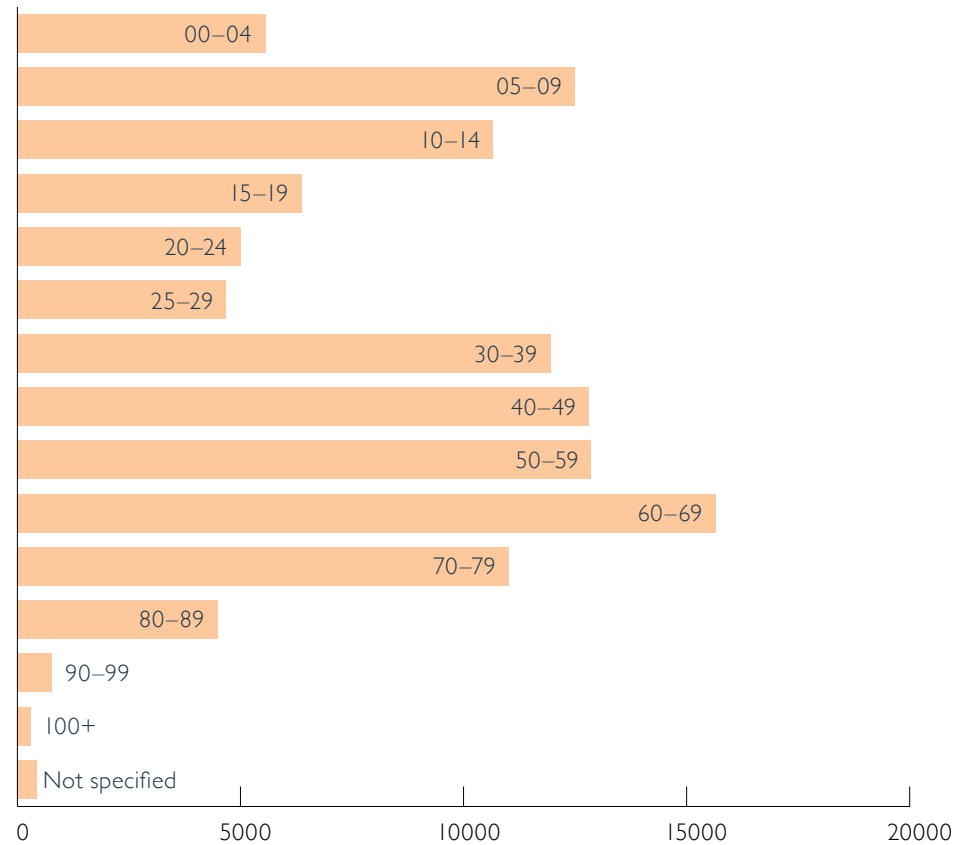
## Active registered library users by gender

|              | 30 JUNE 2017   |             |
|--------------|----------------|-------------|
| Female       | 72,616         | 63.06%      |
| Male         | 42,442         | 36.86%      |
| Not stated   | 96             | 0.08%       |
| <b>TOTAL</b> | <b>115,154</b> | <b>100%</b> |



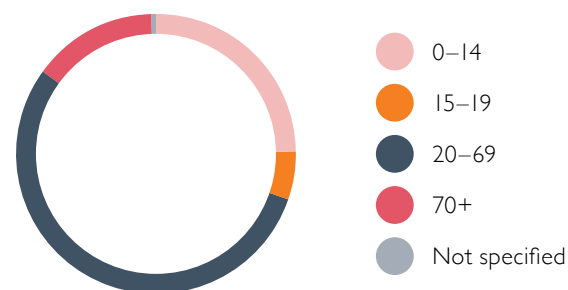
## Active registered library users by age range (as at 30 June 2017)

| AGE           | TOTAL          | %           |
|---------------|----------------|-------------|
| 00-04         | 5,569          | 5%          |
| 05-09         | 12,505         | 11%         |
| 10-14         | 10,667         | 9%          |
| 15-19         | 6,389          | 6%          |
| 20-24         | 5,003          | 4%          |
| 25-29         | 4,675          | 4%          |
| 30-39         | 11,965         | 10%         |
| 40-49         | 12,806         | 11%         |
| 50-59         | 12,858         | 11%         |
| 60-69         | 15,657         | 14%         |
| 70-79         | 11,027         | 10%         |
| 80-89         | 4,495          | 4%          |
| 90-99         | 778            | 1%          |
| 100+          | 306            |             |
| Not specified | 454            |             |
| <b>TOTAL</b>  | <b>115,154</b> | <b>100%</b> |



## Active registered library clients in broad age groups (as at 30 June 2017)

| AGE           | TOTAL          | %           |
|---------------|----------------|-------------|
| 0–14          | 28,741         | 25%         |
| 15–19         | 6,389          | 6%          |
| 20–69         | 62,964         | 55%         |
| 70+           | 16,606         | 14%         |
| Not specified | 454            | 0%          |
| <b>TOTAL</b>  | <b>115,154</b> | <b>100%</b> |



On 30 June 2017, there were 115,154 active library members, representing those who have borrowed a lending item at least once in the last two years using a LINC Tasmania card.

This represents around a quarter of the Tasmanian population. Additionally 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 and archive records
- meeting rooms for community and business use.

**4**  
**REQUIRED  
REPORTING**



# EMPLOYMENT

## Workforce in Summary

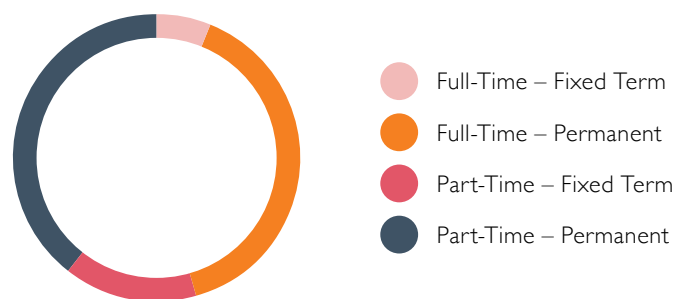
Across the Department, there are approximately 13,500 full-time, part-time and casual (relief) staff working in locations throughout Tasmania undertaking a wide range of duties. The Human Resources Management Branch provides consultancy services, advice and a range of system processes to support employees in undertaking their responsibilities and achieving the Department's strategies and outcomes.

## Employment status as at 30 June 2017

| EMPLOYMENT STATUS    | FULL TIME EQUIVALENTS (FTE) <sup>1,2</sup> |                 |                 | HEADCOUNT <sup>2</sup> |              |               |
|----------------------|--|-----------------|-----------------|------------------------|--------------|---------------|
|                      | FEMALE                                     | MALE            | TOTAL           | FEMALE                 | MALE         | TOTAL         |
| Full-Time Fixed Term | 428.02                                     | 199.61          | <b>627.63</b>   | 431                    | 200          | <b>631</b>    |
| Full-Time Permanent  | 2,597.42                                   | 1,361.42        | <b>3,958.84</b> | 2,611                  | 1,366        | <b>3,977</b>  |
| Part-Time Fixed Term | 619.11                                     | 186.05          | <b>805.16</b>   | 1,140                  | 356          | <b>1,496</b>  |
| Part-Time Permanent  | 2,147.11                                   | 309.13          | <b>2,456.24</b> | 3,492                  | 472          | <b>3,964</b>  |
| <b>TOTAL</b>         | <b>5,791.66</b>                            | <b>2,056.21</b> | <b>7,847.87</b> | <b>7,674</b>           | <b>2,394</b> | <b>10,068</b> |

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 2017

| SERVICES <sup>1</sup>                                   | FTE <sup>2</sup> | HEADCOUNT |
|---|------------------|-----------|
| <b>LEARNING DIVISION</b>                                |                  |           |
| Primary Schools   | 3,275.32         | 4,411     |
| Combined Schools  | 876.32           | 1,125     |
| Secondary Schools                                       | 1,523.10         | 1,821     |
| Senior Secondary Schools                                | 756.98           | 970       |
| Special Schools   | 236.17           | 346       |
| Office of the Deputy Secretary Learning                 | 1.00             | 1         |
| School Health Nurse Program                             | 20.90            | 25        |
| Learning Services Northern Region                       | 28.00            | 28        |
| Learning Services Southern Region                       | 18.02            | 20        |
| Child and Family Centres Northern Region                | 14.93            | 24        |
| Child and Family Centres Southern Region                | 14.40            | 20        |
| Operations Northern Region                              | 3.00             | 3         |
| Operations Southern Region                              | 0.80             | 1         |
| School Support Northern Region                          | 12.51            | 12        |
| School Support Southern Region                          | 18.35            | 19        |
| Student Support Northern Region                         | 84.31            | 106       |
| Student Support Southern Region                         | 84.64            | 117       |
| LINC Tasmania   | 279.07           | 366       |
| <b>STRATEGY AND PERFORMANCE DIVISION</b>                |                  |           |
| Office of the Deputy Secretary Strategy and Performance | 8.10             | 9         |
| Education and Care Unit                                 | 21.03            | 22        |
| Education Performance and Review                        | 34.10            | 36        |
| Government Education and Training International (GETI)  | 18.02            | 21        |
| Regulatory Support                                      | 6.00             | 8         |
| Strategic Marketing, Communications and Media           | 13.22            | 15        |
| Strategic Policy and Planning                           | 9.90             | 12        |

| SERVICES <sup>1</sup>   | FTE <sup>2</sup> | HEADCOUNT     |
|---|------------------|---------------|
| <b>SUPPORT AND DEVELOPMENT DIVISION</b>   |                  |               |
| Office of the Deputy Secretary Support and Development                              | 4.40             | 5             |
| Aboriginal Education Services   | 16.90            | 18            |
| Curriculum Services <sup>3</sup>  | 49.93            | 53            |
| English as an Additional Language   | 34.86            | 43            |
| Professional Learning Institute   | 16.30            | 16            |
| Students with Disabilities Support  | 34.73            | 45            |
| Vocational Education and Training in Schools (VETiS) / Trade Training Centres (TTC) | 3.70             | 4             |
| <b>CORPORATE AND BUSINESS SERVICES DIVISION</b>                                     |                  |               |
| Office of the Deputy Secretary Corporate and Business Services                      | 4.00             | 4             |
| Facility Services   | 94.82            | 101           |
| Finance and Budget Services   | 38.32            | 40            |
| Human Resources Management  | 70.85            | 74            |
| Information and Technology Services   | 98.00            | 102           |
| Internal Audit Office   | 5.89             | 6             |
| Legal Services  | 2.90             | 4             |
| <b>OFFICE OF THE SECRETARY</b>  |                  |               |
| Office of the Secretary   | 8.88             | 9             |
| Ministerial Services  | 5.20             | 6             |
| <b>TOTAL</b>  | <b>7,847.87</b>  | <b>10,068</b> |

1. As per the Department's divisional structure as at 30 June 2017.

2. 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.

3. Curriculum Services includes literacy and numeracy officers.

## Teachers employed

| POSITIONS                           | FTE             | HEADCOUNT    |
|-------------------------------------|-----------------|--------------|
| Base Grade Teachers                 | 3,365.28        | 4,219        |
| Advanced Skills Teachers            | 574.91          | 599          |
| Principals and Assistant Principals | 551.27          | 562          |
| <b>TOTAL</b>                        | <b>4,491.46</b> | <b>5,380</b> |

## Employment status of teachers

| EMPLOYMENT STATUS    | AVERAGE AGE  | HEADCOUNT    |
|----------------------|--------------|--------------|
| <b>FEMALE</b>        |              |              |
| Full-Time Fixed Term | 33.57        | 322          |
| Full-Time Permanent  | 46.37        | 1,819        |
| Part-Time Fixed Term | 42.37        | 369          |
| Part-Time Permanent  | 45.29        | 1,505        |
| <b>All Female</b>    | <b>44.57</b> | <b>4,015</b> |
| <b>MALE</b>          |              |              |
| Full-Time Fixed Term | 35.14        | 151          |
| Full-Time Permanent  | 43.89        | 842          |
| Part-Time Fixed Term | 44.82        | 162          |
| Part-Time Permanent  | 46.94        | 210          |
| <b>All Male</b>      | <b>43.50</b> | <b>1,365</b> |
| <b>ALL TEACHERS</b>  | <b>44.30</b> | <b>5,380</b> |

## Qualifications of teachers

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

|                | 2014 | 2015 | 2016 | 2017 |
|----------------|------|------|------|------|
| 4 Year-Trained | 74%  | 74%  | 72%  | 71%  |
| 5 Year-Trained | 22%  | 24%  | 24%  | 25%  |

## Support staff employed as at June 2017

| SUPPORT STAFF        | FTE             | HEADCOUNT    |
|----------------------|-----------------|--------------|
| Teacher Assistants   | 961.63          | 1,746        |
| School Psychologists | 64.93           | 86           |
| Social Workers       | 68.48           | 90           |
| Speech Pathologists  | 47.09           | 62           |
| <b>TOTAL</b>         | <b>1,142.13</b> | <b>1,984</b> |

## Average age of teachers

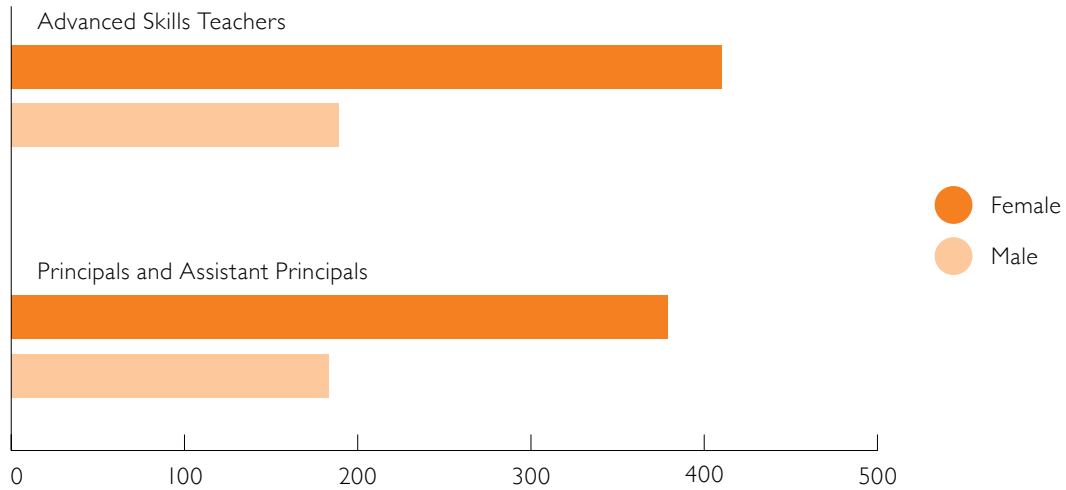
| POSITION                            | 2014   |       | 2015   |       | 2016   |       | 2017   |       |
|-------------------------------------|--------|-------|--------|-------|--------|-------|--------|-------|
|                                     | FEMALE | MALE  | FEMALE | MALE  | FEMALE | MALE  | FEMALE | MALE  |
| Base Grade Teachers                 | 44.26  | 43.42 | 44.04  | 42.75 | 44.38  | 42.98 | 43.72  | 43.15 |
| Advanced Skills Teachers            | 46.84  | 45.02 | 46.10  | 43.81 | 46.33  | 42.72 | 45.80  | 42.67 |
| Principals and Assistant Principals | 50.73  | 48.29 | 51.08  | 47.86 | 50.51  | 46.00 | 50.43  | 46.24 |

## Age distribution Principals and Assistant Principals

| AGE GROUP    | NUMBER     |
|--------------|------------|
| 25 – 29      | 7          |
| 30 – 34      | 38         |
| 35 – 39      | 61         |
| 40 – 44      | 59         |
| 45 – 49      | 98         |
| 50 – 54      | 98         |
| 55 – 59      | 150        |
| 60 – 64      | 47         |
| 65+          | 4          |
| <b>TOTAL</b> | <b>562</b> |

## Gender distribution in promoted positions

| POSITION                            | FEMALE     | MALE       | TOTAL        |
|-------------------------------------|------------|------------|--------------|
| Advanced Skills Teachers            | 410        | 189        | <b>599</b>   |
| Principals and Assistant Principals | 379        | 183        | <b>562</b>   |
| <b>TOTAL</b>                        | <b>789</b> | <b>372</b> | <b>1,161</b> |



## Appointment of part-time employees

|  | 2013–14 | 2014–15 | 2015–16 | 2016–17      |
|--|---------|---------|---------|--------------|
| Full-time employees who reduced their hours to part-time | 548     | 524     | 523     | <b>608</b>   |
| Part-time employees                                      | 5,211   | 5,044   | 5,227   | <b>5,460</b> |

# GENERAL WORKFORCE RECRUITMENT

## Advertising and filling of jobs

|   | 2013–14          | 2014–15          | 2015–16 | 2016–17    |
|---|------------------|------------------|---------|------------|
| Permanent jobs that were advertised   | 463 <sup>1</sup> | 342 <sup>1</sup> | 452     | <b>561</b> |
| Permanent jobs that were advertised and filled  | 504 <sup>1</sup> | 364 <sup>1</sup> | 361     | <b>451</b> |
| Permanent jobs that were advertised and filled by staff from within the Department                                  | 444              | 316              | 303     | <b>378</b> |
| Permanent jobs that were advertised and filled by people outside the Department but within the state public service | 11               | 13               | 20      | <b>12</b>  |
| Permanent jobs that were advertised and filled by people outside the state public service                           | 49               | 35               | 38      | <b>61</b>  |

1. Variation due to the filling of jobs advertised late in the preceding reporting period.

## Appointment of part-time employees

|  | 2013–14 | 2014–15 | 2015–16 | 2016–17      |
|--|---------|---------|---------|--------------|
| Part-time positions advertised                           | 161     | 155     | 160     | <b>163</b>   |
| Full-time employees who reduced their hours to part-time | 548     | 524     | 523     | <b>608</b>   |
| Part-time employees                                      | 5,211   | 5,044   | 5,227   | <b>5,460</b> |

## Separations

|                                  | 2013–14 | 2014–15 | 2015–16 | 2016–17    |
|----------------------------------|---------|---------|---------|------------|
| Permanent employees who resigned | 118     | 131     | 110     | <b>119</b> |
| Permanent employees who retired  | 336     | 196     | 183     | <b>332</b> |

## Secondments and inter-agency transfer

|  | 2013–14 | 2014–15 | 2015–16 | 2016–17   |
|--|---------|---------|---------|-----------|
| Employees who were seconded                            | 17      | 17      | 23      | <b>28</b> |
| Employees who participated in an inter-agency transfer | 18      | 23      | 37      | <b>50</b> |

## 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                     | 0   | 47                                     | 129*                                    |
| <b>2017 (to 30 June)</b> | <b>27 (intern placement program only)</b>           | <b>30</b>                              | <b>69</b>                               |

\* 2016 data has been updated.

## Teaching Graduates

Approximately 149 University of Tasmania (UTAS) teacher graduates were employed within the Department of Education throughout 2016–17. In February 2017, 27 Student Teacher Interns became permanent employees following successfully completing all requirements during their Student Intern Placement period in 2016. In addition, twenty-six 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* at the beginning of 2017. 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 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.

In 2017 a partnership with Teach for Australia (TFA) was established to identify, attract, support and retain graduate secondary teachers with specialised expertise in priority areas and identified locations undertaking the *Years 11 and 12 Extension Program*. Accordingly TFA supplied 12 teachers (Associates) to teach in nine high-demand Tasmanian schools for the 2017 and 2018 school years, with up to eight Associates qualified in high-demand Science, Technology, English and Mathematics (STEM) subjects. Associates in the TFA program are concurrently enrolled in Deakin University Master of Teaching (TFA) Secondary (M-Teach-TFA-Se). These Associates are engaged on a two-year fixed term contract (teacher registration being a LAT – Limited Authority to Teach) as a part-time (0.8 FTE) uncertificated teacher.



*The program is designed to provide student teachers with the option of an alternative final year of study which will better prepare them for work in Government schools.*

# HUMAN RESOURCES

## Workforce diversity programs

Workforce 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'.

A reference group was established to develop and implement the Department of Education's Workforce Diversity and Inclusion initiative to align with the Tasmanian State Service Diversity and Inclusion Framework.

Aboriginal Education Services (AES) commenced development of a suite of curriculum resources with a focus on Aboriginal histories and cultures to support culturally responsive teaching and learning. These are being developed for schools in collaboration with Aboriginal people, including Aboriginal employees.

The AES developed a draft professional learning course for schools to improve cultural competency and the quality of teaching with a particular focus on Australian Institute for Teaching and School Leadership (AITSL) standards 1.4 and 2.4. The Department offered ongoing professional learning to Aboriginal employees and support and guidance was offered to them through the Performance and Development Plan (PDP) process.

The Inclusion Advisory Panel – Disability Focus was established in June 2016 to oversee the implementation of the Ministerial Taskforce recommendations across all education sectors within the context of the national and state agenda. A full account of the actions from the Department in relation to disability can be found within the *Report on the Disability Action Plan*.

The Professional Learning Institute delivered the *English as an Additional Language (EAL): Strategies for teacher assistants working with newly arrived EAL students* program. This provides teacher assistants with an overview of what it means to work in a culturally safe and inclusive classroom, some general language principles which will guide them in their collaboration with the EAL student's classroom teacher, and some tips and strategies to use when working with EAL students in the classroom.

The Department also recruited and trained multilingual teacher assistants to work in primary, secondary and senior secondary schools with students from culturally and linguistically diverse backgrounds.

The Early Years Unit (EYU) developed and delivered the following professional learning courses to educators across DoE schools:

- *Early Years Core Day: Thinking about Behaviour as an Area of Learning: Respectful Schools, Respectful Behaviours in the Early Years* – strengths based focus on inclusive education and respecting diversity to support and extend learning
- *Starting Out in Launching into Learning* – focus on building educators' understanding and capacity to involve families from a diverse range of backgrounds in Launching into Learning programs across the state
- *Parents as Active Companions in Children's Learning (PaAC)* – support for families experiencing vulnerability and language and literacy development.

*Tasmania's Children's Strategy – Pregnancy to Eight Years* was developed by the Early Years Unit, focusing on quality, equity and partnerships and supporting the improvement of diversity and inclusion outcomes.

A Working Together Agreement was developed by the EYU which utilises the Family Partnership Model to promote working inclusively and respectfully with both internal and external stakeholders.

LINC Tasmania had a number of programs in place to support diversity including *Racism. It Stops with Me.* and *Building Respectful Workplaces.* LINC also hosted statewide events in the lead up to, and as part of *Harmony Day* celebrations on 21 March 2017. Glenorchy LINC ran two cultural awareness sessions for staff on 4 November 2016 and 25 May 2017.

LINC Tasmania Contact Officers Network continued through the financial year in order to meet obligations under the *Anti-Discrimination Act 1998* and to provide information and support to address workplace issues.

LINC Tasmania, in conjunction with Adult Learning Australia, hosted a national conference in Hobart on 13 and 14 June 2017 entitled *Exploring Possibilities – changing lives.* Learning as an enabler for disadvantaged groups was the focus of the conference.

The Department provided educational support for young people to successfully engage in learning by offering a *Teacher Internship Placement Program* and by partnering with the University of Tasmania to offer pre-service teacher education. Students with suitable academic, personal and professional aptitude were placed in priority teaching areas and locations to finish their final year of study full-time in a school. Those selected are supported by a \$15,000 grant and—contingent upon the

successful completion of the program—will attain a permanent role in a Tasmanian Government school. 33 students participated in the program in 2016 and 23 in 2017.

Another powerful key strategy utilised by the Department was the *Meeting the Standard: Supporting Early Career Teachers* program. This program utilised practice-focused mentoring by one or more expert colleagues to implement induction programs that take teachers from the graduate to proficient career stage in the Australian Professional Standards for Teachers. A key role for the mentor is to ensure that the early career teacher understands that a commitment to improvement should be embedded in daily practice rather than occurring in association only with formal professional learning opportunities such as the PLI Program, *Meeting the Standards – Early Career Teacher Induction.* Ninety teachers participated in the program in 2017.

Further consideration of youth will be part of the DoE Workforce Inclusion and Diversity planning going forward.

The *Respectful Schools, Respectful Behaviour* resource was implemented by the Department. The Department's *Combatting Bullying Initiative* and *Respectful Relationships Educational Package* provided a holistic framework and outlined a best practice approach to creating safe and supportive school communities.

The initiative provided:

- resources to schools including an audit and action planning tool and processes, teaching and learning resources including scope and sequence frameworks
- grants for schools to access professional learning and resources

- funding to partnerships with community organisations to support safe and inclusive school environments where the funding was shared between Working it Out and A Fairer World (\$50,000 each in 2017).

Working it Out provided schools with practical support and resources to foster inclusive school communities including targeted professional learning that addressed prejudice and bullying on the grounds of sexual orientation or gender identity. A Fairer World delivered *Let's Get Together*, a program that enabled students to use their school environment as a social learning opportunity, to explore underlying causes of bullying and other discriminatory behaviours.



## Gender diversity in the Tasmanian State Service

The State Service has a commitment to achieve 50/50 gender diversity in the senior executive, with at least 40% being females by 2020.

As at 30 June 2017, the overall gender profile for Department of Education is 76% female and 24% male.

The Department established a dataset to identify the gender profile and strategies to examine specific barriers and issues impacting on gender diversity in order to increase the proportion of females in leadership roles including:

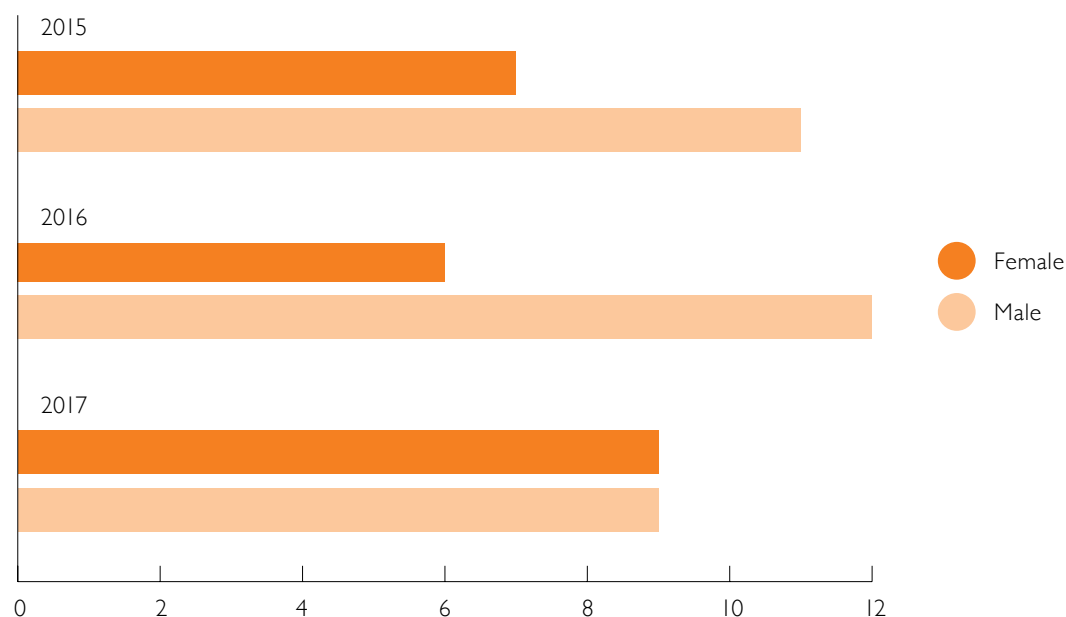
- focus groups for women to share experiences
- a confidential voluntary survey
- an invitation to submit a personal story about working in the DoE.

The Executive Group participated in a four-phase unconscious bias training program. The four phases were:

1. Inclusive leadership health check survey
2. One-on-one debriefing session
3. Inclusive Leadership and Unconscious Bias Awareness training session
4. Post workshop coaching session.

## GENDER PROFILE

### Senior Executive by gender past three years effective as at 30 June



The proportion of females in the Senior Executive has increased from 39% in 2015 to 50% in 2017.

| OFFICE       | 2015     |           | 2016     |           | 2017     |          |
|--------------|----------|-----------|----------|-----------|----------|----------|
|              | FEMALE   | MALE      | FEMALE   | MALE      | FEMALE   | MALE     |
| SES 1        | 3        | 2         | 2        | 2         | 3        | 2        |
| SES 2        | -        | 5         | 1        | 3         | 1        | 4        |
| SES 3        | 3        | 3         | 2        | 5         | 4        | 1        |
| SES 4        | 1        | 1         | 1        | 2         | 1        | 2        |
| <b>TOTAL</b> | <b>7</b> | <b>11</b> | <b>6</b> | <b>12</b> | <b>9</b> | <b>9</b> |

## Senior Executive salary equivalents by gender for past three years effective as at 30 June

All classifications in the table below are equal to or greater than the SES 1 annual salary in the relevant reporting period.

| POSITION                                      | 2015       |           | 2016       |           | 2017       |           |
|---|------------|-----------|------------|-----------|------------|-----------|
|   | FEMALE     | MALE      | FEMALE     | MALE      | FEMALE     | MALE      |
| Head of Agency                                | -          | 1         | 1          | -         | 1          | -         |
| SES 1   | 3          | 2         | 2          | 2         | 3          | 2         |
| SES 2   | -          | 5         | 1          | 3         | 1          | 4         |
| SES 3   | 3          | 3         | 2          | 5         | 4          | 1         |
| SES 4   | 1          | 1         | 1          | 2         | 1          | 2         |
| Principal Band 3A Level 2                     | 9          | 8         | 15         | 11        | 14         | 12        |
| Principal Band 3A Level 3                     | 6          | 4         | 12         | 10        | 17         | 16        |
| Principal Band 3A Level 4                     | 7          | 3         | 11         | 8         | 13         | 8         |
| Principal Band 3A Level 5                     | 2          | 3         | 5          | 1         | 6          | 5         |
| Principal Band 3A Level 6                     | 4          | -         | 5          | -         | 7          | 1         |
| Principal Band 3C Level 3                     | 1          | -         | 1          | -         | -          | 1         |
| Principal Band 3C Level 4                     | 24         | 11        | 18         | 8         | 15         | 4         |
| Principal Band 3C Level 5                     | 17         | 19        | 16         | 11        | 13         | 9         |
| Principal Band 3C Level 6                     | 18         | 9         | 10         | 9         | 9          | 3         |
| Principal Band 3C Level 7                     | 3          | 2         | 3          | 2         | 3          | 1         |
| Principal Band 3C Level 8                     | 3          | 1         | 3          | 1         | 2          | 1         |
| Principal Non-School Based Band 3B Level 5    | -          | 1         | -          | -         | -          | -         |
| Principal Non-School Based Band 3B Level 6    | -          | -         | -          | -         | 1          | -         |
| Principal Non-School Based Band 3B Level 7    | 1          | -         | 1          | -         | 1          | -         |
| Principal Non-Teaching Band 3A Level 3        | -          | -         | -          | -         | 1          | -         |
| Principal Non-Teaching Band 3A Level 4        | -          | -         | 2          | -         | 2          | 3         |
| Principal Non-Teaching Band 3A Level 5        | 4          | -         | 5          | 1         | 3          | 3         |
| Principal Non-Teaching Band 3A Level 6        | 4          | 4         | 8          | 3         | 9          | 5         |
| Principal/Manager Non-Teaching Band 3 Level 5 | 6          | 3         | 5          | 3         | 6          | 4         |
| Principal/Manager Non-Teaching Band 3 Level 6 | 1          | -         | -          | 1         | 1          | 1         |
| Principal/Manager Non-Teaching Band 3 Level 8 | 3          | 1         | -          | -         | -          | -         |
| TSSA General Band 9                           | 6          | 1         | 4          | 1         | 4          | 1         |
| <b>TOTAL</b>                                  | <b>126</b> | <b>82</b> | <b>131</b> | <b>82</b> | <b>137</b> | <b>87</b> |

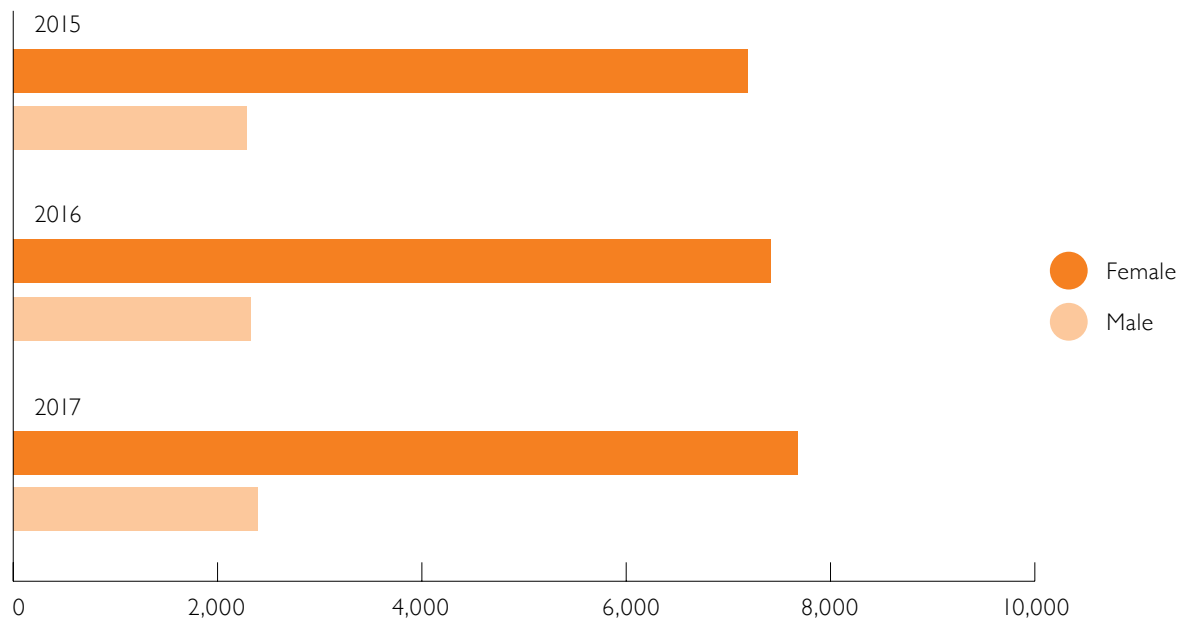
1. June 2015 SES 1 base salary point was \$118,939

2. June 2016 SES 1 base salary point was \$121,318

3. June 2017 SES 1 base salary point was \$123,744

## Gender ratio for past three years effective as at 30 June

| YEAR        | FEMALE       | MALE         | TOTAL         |
|-------------|--------------|--------------|---------------|
| 2015        | 7,190        | 2,289        | 9,479         |
| 2016        | 7,410        | 2,330        | 9,740         |
| <b>2017</b> | <b>7,674</b> | <b>2,394</b> | <b>10,068</b> |



## Award classifications by gender (30 June 2017 data only)

### TEACHING AWARD

| CLASSIFICATION GROUP     | FEMALE | MALE |
|--------------------------|--------|------|
| Principals               | 138    | 72   |
| Assistant Principals     | 186    | 82   |
| Advanced Skills Teachers | 405    | 188  |
| Teachers                 | 3,213  | 993  |

### NON-SCHOOL BASED TEACHING AWARD <sup>1</sup>

| CLASSIFICATION GROUP | FEMALE | MALE |
|----------------------|--------|------|
| Band 3 Teaching      | 55     | 29   |
| Band 2 Teaching      | 5      | 1    |
| Band 1 Teaching      | 13     | -    |
| School Psychologists | 71     | 15   |

## NON-TEACHING

| CLASSIFICATION GROUP                  | FEMALE | MALE |
|---------------------------------------|--------|------|
| TSSA General Band 1 - 3 <sup>2</sup>  | 794    | 134  |
| TSSA General Band 4 - 6               | 509    | 173  |
| TSSA General Band 7 - 8               | 67     | 40   |
| TSSA General Band 9 - 10              | 4      | 1    |
| TSSA Professional Band 1 <sup>3</sup> | 11     | -    |
| TSSA Professional Band 2 <sup>3</sup> | 25     | 9    |
| TSSA Professional Band 3              | 4      | -    |
| TSSA Professional Band 4              | 4      | -    |
| Facility Attendants <sup>4</sup>      | 462    | 419  |
| Nurses                                | 25     | 3    |
| Social Workers                        | 82     | 8    |
| Speech and Language Pathologists      | 61     | 1    |
| Teacher Assistants                    | 1,530  | 217  |

1. Includes Learning Services, School Support, School Support and Teachers in Corporate and Business Services, Strategy and Performance and Support and Development

2. Excludes Band 2 Teacher Assistants

3. TSSA Professional includes Archivists, Curators and Librarians

4. Includes LINC Cleaners

Females make up 76% of the total workforce. The predominance of females is consistent across all classification groups with the exception of Education Facility Attendants which are much closer to an even gender distribution.

## 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.

The following Industrial Agreements were negotiated and approved by the Tasmanian Industrial Commission:

- *Teachers Agreement 2017*
- *Education Facility Attendant Salaries and Conditions of Employment Agreement 2016.*

## Grievance resolution procedures

Grievance resolution procedures are available to all employees. During 2016–17, one new grievance was managed by the Conduct and Investigations Unit through a formal investigation process.

## Registration to Work with Vulnerable People

Registration to Work with Vulnerable People became applicable for non-teaching employees and volunteers from 1 September 2016 and for teaching staff as part of teacher registration from 1 January 2017.

The Registration to Work with Vulnerable People requirement has now replaced the Department's Good Character Check.

## 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 <sup>1</sup> |            |            |            |
|---------------------------|------------------|------------|------------|------------|---|------------|------------|------------|
|                           | 2013–14          | 2014–15    | 2015–16    | 2016–17    | 2013–14   | 2014–15    | 2015–16    | 2016–17    |
| Back                      | 98               | 71         | 65         | 70         | 30  | 20         | 22         | 24         |
| Head – ears/face/eyes     | 40               | 72         | 54         | 52         | 6   | 2          | 6          | 6          |
| Lower limbs               | 94               | 85         | 109        | 132        | 17  | 8          | 31         | 47         |
| Multiple                  | 29               | 28         | 1          | -          | 4   | 7          | -          | -          |
| Neck                      | 22               | 21         | 13         | 16         | -   | 10         | 2          | 4          |
| Shoulder                  | 30               | 27         | 40         | 43         | 15  | 20         | 19         | 17         |
| Mental illness/mind       | 53               | 56         | 39         | 62         | 36  | 45         | 31         | 44         |
| Systemic                  | 3                | 1          | 1          | 2          | -   | -          | 1          | 1          |
| Trunk                     | 13               | 9          | 29         | 20         | -   | 2          | 7          | 4          |
| Upper limbs               | 117              | 74         | 103        | 99         | 23  | 20         | 26         | 26         |
| <b>TOTAL</b>              | <b>499</b>       | <b>444</b> | <b>454</b> | <b>496</b> | <b>131</b>  | <b>134</b> | <b>145</b> | <b>173</b> |

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 | NUMBER OF CLAIMS 2016–17 |
|------------------------|--------------------------|--------------------------|
| Bruising/contusion     | 62                       | 60                       |
| Burns                  | 4                        | 6                        |
| Electric shocks        | 5                        | 1                        |
| Fractures/dislocations | 12                       | 16                       |
| Lacerations            | 31                       | 42                       |
| Multiple injuries      | -                        | -                        |
| Sprains/strains        | 275                      | 291                      |
| Stress                 | 39                       | 62                       |
| Superficial            | -                        | 1                        |
| Systemic               | -                        | 5                        |
| Non-specific/Other     | 12                       | 3                        |
| Concussion             | 14                       | 9                        |
| <b>TOTAL</b>           | <b>454</b>               | <b>496</b>               |

## 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 areas 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.

The *Healthy@Work* intranet page 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 results of the *People Matter Survey* were used to implement a number of strategies to improve employee health, safety and wellbeing during 2016–17 including:

- commencement of a Creating a Safer Workplace strategic project
- increased utilisation of incident/accident injury data to formulate a risk profile to inform strategies to enhance employee safety, health and wellbeing
- *Back on Track*, a mental health training program for principals and managers focusing on proactive, preventative and early intervention strategies was rolled out across the Department in late 2016 and early 2017

- implementation of the White Ribbon Workplace Accreditation program
- provision of comprehensive information and resources via the *Healthy@Work* intranet page, and through regular publication of a range of health and wellbeing articles.

In order to encourage improvement in the priority areas of physical activity and improving nutrition, the Department continued to participate in the Virgin Pulse Global Corporate Challenge (GCC).

The Challenge 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 Challenge website for 12 months which provides valuable information on healthy eating, physical activity, general health and wellbeing and good sleep 'hygiene'. 2016 was the Department's seventh year in the Challenge, with 413 employees taking up the challenge.

Of the employees participating in 2016:

- 65% of employees now exceed the 10,000 step recommended daily activity level vs 27% pre-GCC
- 40% of employees are now more aware of what they eat
- 53% of employees who tracked their weight have lost weight
- 71% of employees now meet the recommended amount of sleep vs. 66% pre-GCC
- 67% of employees reported a decrease in their stress levels either at home or work
- 57% of employees reported an increase in either their productivity or concentration



- A total of 217 employees are currently taking up the challenge in 2017
- The Department once again offered a free influenza vaccination program to all employees. Approximately 4,194 employees were vaccinated at various sites across Tasmania as part of this program.

# 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*, require 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

- establishment of 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)
- formal annual assessment of performance 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) 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.

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 3,595 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 2017, 89 percent of employees had a PDP in place.

Currently, the High Performing People project is proceeding. This project is aligned to the key HR Strategic Pillar of Continuing to Build an Effective Workforce and will endeavour to shift the culture to one that values improvement. The goal for the organisation is to have current Performance and

Development Plans (PDP) in place for 100% of employees, presently, there is no real-time visibility of the quality and completion rates of PDPs. Therefore, this project will review, recommend, design and implement changes based on the current end-to-end Performance Management process, current practices, future needs and best practice.

## OBJECTIVES

The objectives of the Project are to have, first, a clearly articulated Performance Management process that is unambiguously linked to improved learning outcomes for students, and, second, a process that supports Managers and Employees to achieve improved individual and organisational performance. It is intended that this will be a highly consultative process and the deliverables of this project are to:

- analyse the current end-to-end DoE Performance Management process and practices
- design the future whole-of-agency approach to Performance Management based on current processes and views, future needs, and best practice
- implement the recommendations
- improve capability for all employees in relation to best practice performance management.



## Professional Learning Institute (PLI)

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

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

In line with the strategic driver a *Skilled Workforce and Empowered Leadership*, the PLI ensures leaders are equipped with the skills to manage, lead and encourage innovation and continuous improvement. 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 to support aspiring, newly appointed and experienced leaders as well as programs to equip leaders with the skills to manage and encourage innovation and continuous improvement.

From 2013, the PLI has expanded its focus from predominately school leadership to encompass all areas of the Department (including LINC and Corporate and Business Services).

To improve access to professional learning for all our clients, no matter where they are located, the PLI is transitioning to a blended strategy. Professional learning will be delivered both face-to-face and online, or through a blend of the two.

In the 2016–17 financial year, the PLI had 6,459 enrolments in professional learning programs. The PLI will continue to evolve to meet the changing strategic needs of the Department, and is integral to improving education in Tasmania.

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.

During 2017 the PLI has continued its flagship leadership programs to build capacity, develop aspiring leaders and create highly accomplished leaders across the Department.

*Your Journey to Authentic Leadership* is designed to build the capacity of aspiring and emerging leaders, enable practice of contemporary leadership and develop an understanding of 'self as leader'. This program provides a pathway to post-graduate studies at the University of Tasmania. Forty-seven aspiring leaders took part this financial year.

*Leading Teams* assists aspiring entry-level non-teaching leaders to gain an understanding of effective teamwork, communication skills, resolving conflict and enacting leadership for effective workplace management practices. Thirty-three aspiring leaders took part this financial year.

*Building a Feedback Culture* is designed to create a culture of continual improvement, learning and growth which enables evidence-based reflection on classroom instruction. Sixty-four leaders took part this financial year.

*Digital Schools* enables educators and leaders to harness the power of technology to change personal and professional practice. Digital Horizons builds on educators' and leaders' existing digital leadership and identifies new trends and directions for their schools as a model for others across the Department. These two programs supported sixteen leaders for this financial year.

*Strategic Leadership* provides opportunities to understand a range of frameworks, research and standards that support leading the improvement of quality teaching and learning, and builds the

effective leadership of teaching and learning. Forty-two leaders took part in the program in 2016–17.

*Shadowing for Aspiring Principals* provides participants with an understanding of the practices that underpin the work of effective principals. Supportive leadership is provided by experienced principals in a mentor capacity. Fourteen future leaders took part in this program for the financial year.

A total of 126 beginning teachers undertook *Meeting the Standards – Teacher Induction for Early Career Teachers*. The program assists early career teachers who have achieved Graduate career stage in the Standards to move to the proficient career stage of the Australian Professional Standards for Teachers.

*Meeting the Standards – Mentoring Early Career Teachers* supports early career teachers to become active participants in their profession, taking responsibility for their own learning, and seeking and using collegial advice and evidence to improve their practice. Seventy-four mentors participated in this program in the 2016–17 financial year.

In *Digital Classrooms*, sixteen teachers deepened their understanding of the 21st century skills that support students to be successful, confident, engaged and collaborative global learners. The skills identified are collaboration, knowledge construction, self-regulation, real world innovation and problem solving, use of ICT for learning and skilful communication.

*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. A total of 266 participants have undertaken the programs in the 2016–17 financial year.

*Supporting Instruction in the Classroom* has been designed specifically for teacher assistants developing knowledge about student learning and instructional skills that support learning in the classroom. Seventeen teacher assistants have taken part this financial year.

*Community Empowered Schools* aims to increase effective and confident parental and community participation in school governance and decision making and the engagement of the wider school community to support student learning. Seventy-eight parents, community and school staff members of School Association committees took part in this program in the 2016–17 financial year.

The PLI supports the *Family Partnership Model Program* in exploring all aspects of building genuine and respectful partnerships to achieve improved outcomes for children and their families.

A total of 104 participants took part this financial year, with a further 29 undertaking the *Family Partnership Model Program Refresher*.

The PLI has partnered with JLD Restorative Practice to deliver Restorative Practice training. The program assists with the management of challenging behaviours and suspension rates through the delivery of restorative practice training to teachers and staff in primary and secondary schools. The two-day program attracted 77 participants in 2016–17.

*Professional Learning Communities at Work* provides a research proven approach to developing high

impact professional learning communities in which student outcomes continually improve. Fifty-three leaders took part in 2016–2017.

*Synergy – For System Leadership* continued in 2017 with a leadership team of 15, comprising Learning Services General Managers, Assistant General Managers, Operations Managers and Principal Network Leaders. The team will undertake collaborative research into the key strategies and practices in high performing systems that guide the practice of Middle Tier Leadership.

As part of the *Masterclass Series*, the PLI brought Dr Douglas Reeves and Dr Susan Brookhart to Tasmania.

Dr Douglas Reeves delivered his *High Impact Leadership: What Matters Most for Improving Student Results* program. This Masterclass enabled 64 school leaders to develop practical tools based on shared experiences and best research to use in their schools.

Dr Susan Brookhart expanded on elements of formative assessment and feedback as they fit within the inquiry cycle for improvement. The program aligns with system-wide strategies for school improvement. Forty-six school and non-school education leaders took part in this program in 2016–17.

During *A conversation with Stephen Heppel*, the 89 participants had an informal interactive conversation with a global leader in the critical role of architecture in contemporary education, school leadership and task design. Participants listened to the experience and wisdom of Stephen, and then built on their own understanding through an interactive, informal conversation.

*Blended and Flipped Learning* introduces and uses the software Panopto among other blended learning tools. The program creates action research findings, resources and case studies that can be used later to support teachers and students in both Senior Secondary and Years 11 and 12 Extension Schools. Twenty teachers took part in this program in 2016–17.

The *Changemakers* program focuses on supporting emerging leaders to deeply understand the ‘how’ of change and the leadership skills and strategies that support effective change in a workplace. Thirty-six aspiring leaders took part in this program this financial year.

*Cognitive Coaching* assists leaders to develop and strengthen this important element of their organisational and team improvement culture. Nine participants undertook this program in 2016–17.

*Developing Collaborative Groups* is designed to provide skills development, improved collaboration and increased capacity for teams to reach greater levels of success. Forty-one school leaders took part in this program in the 2016–17 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.

Staff are aware of their obligations relating to the *Code of Conduct* which is widely disseminated. 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 in relation 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.



# DISABILITY FRAMEWORK FOR ACTION

We have worked closely with the Department of Premier and Cabinet (DPAC) to implement and report on the *Disability Access Plan 2014–17*. The Plan is available on DPAC's website.

The sections that follow describe the outcomes and achievements from the Plan for 2016–17.

## Disability Standards for Education 2005

- The *Disability Standards for Education (DSE) 2005* clarifies the obligations of education providers, and the rights of people with disabilities, under the *Disability Discrimination Act (DDA) 1992*.
- Online modules providing accredited professional learning in relation to staff understanding their obligations with the DSE to make reasonable adjustments for students with disability continue to be available to all staff.
- To date, a total of 6,856 DoE staff members have enrolled and successfully completed courses – this is an increase of 814 participants from the same time last year.

## Key Areas of Work for 2016–17

### STUDENTS' PRIORITY LEARNING GOALS AND THE AUSTRALIAN CURRICULUM

Providing greater clarity and assistance in relation to personalised learning planning requirements and responses to students' aspirations, strengths and needs were identified as key drivers. The *Learning Plan Procedure* was devised to assist teachers in this work.

ACARA recognises the challenges for teachers in terms of adjusting the curriculum for students

whose learner readiness levels and functional performance are well below that of their same age peers. In 2016 ACARA captured video stories to help convey how schools attend to student learning, wellbeing and engagement for students with significant disability. Taroona High School was included in the video collection. This video illustration is available on the Australian Curriculum website.

The *Individual Education Plan (IEP) Guidelines and Learning Plan Procedure* were refined and combined into one Procedure, following extensive consultations.

The revised *Learning Plan Procedure* was made available to all schools in March 2017 and has been the platform for reinforcing improvements in planning documentation for students with disability.

The IEP reporting Framework has been renamed the *Personalised Learning Plan Framework*. This reporting framework places greater importance on the goal setting and assessment processes in students' learning plans, and has been used increasingly by teachers.

The DoE has committed to undertaking an audit of 33 per cent of all Learning Plans for students with disability on an annual basis with sector counterparts as part of a commitment developed by the Inclusion Advisory Panel. This undertaking supports the process commenced in 2016 and reinforces the principle to draw on data to measure progress and drive improvements in this area.



## INCLUSIVE EDUCATION SPECIALISATION INITIATIVE

In 2017, DoE partnered with the University of Tasmania and the Professional Learning Institute to deliver a new Graduate Certificate in Inclusive Education for teachers.


The Graduate Certificate took place in Terms 1 and 2 in 2017, and a total of 25 teachers participated in the course, which included four compulsory units:

- Inclusive Education
- Learning Difficulties and Dyslexia
- Engaging Disengaged Students
- Multiple and Complex Disability.

The aim of the course is to develop the skills, knowledge and teaching practices of teachers to provide quality inclusive educational practices across DoE schools and improve educational outcomes for students with disability.

The course has received positive feedback regarding the rigour of the content, whilst participants have noted the challenging academic requirements combined with 0.5 FTE teaching responsibilities.

The PLI is currently exploring opportunities with UTAS to continue the course in 2018 due to strong interest from staff to attain an inclusive education qualification.



*In 2017, DoE partnered with the University of Tasmania and the Professional Learning Institute to deliver a new Graduate Certificate in Inclusive Education for teachers.*

## INCLUSIVE EDUCATION COURSE FEEDBACK

*"The Inclusive Education Course has been a valuable addition to my learning journey. It has enhanced my understanding and knowledge about supporting individual learning needs, especially when connecting theory and practice.*

*The Inclusive Education Course reiterated that working with parents and key stakeholders is best practice when making decisions regarding student educational programs and curriculum adjustments. I will continue to advocate for parents and support staff to take active roles in the learning plans and programs being devised for students and feel comfortable doing so knowing that research indicates student outcomes are greater when this practice is utilised in **all** case meetings and planning sessions."*



## PROVISION OF ASSISTIVE TECHNOLOGIES

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

The Vision Services team provide mainstream technology and specialist adaptive technology to students who are blind or have low vision to support their access and engagement. Technology equipment is updated on a regular basis via the Vision Services Technology Library and specialist training/maintenance is provided by DoE technologists, technologists from Vision Australia and the VS Team. The close surveillance of equipment in the Technology Library aims to minimise disruptions to learning related to technology failure or connectivity issues and it ensures that students are provided with current devices and technology options to suit various learning tasks. There is an extensive range of loan equipment which includes:

- Hardware (laptops, desktop computers)
- Software (magnification and screen reading options, literacy acquisition and development programs, speech to text and text to speech options)
- Braille reading and writing options (manual and electronic)
- Braille embossers
- Desktop and portable video magnifiers
- iPads with specialist apps for people with vision impairment (magnification, visual enhancements, optical character recognition/text reading)
- Specialist CD and auditory equipment.

- Support to set up programs such as Join.Me. Join.Me enables students to use an iPad or laptop to mirror what is displayed on the classroom interactive white boards, giving access to personal copy at close working distance.

The Speech Language Pathology team assess and prescribe Alternate and Augmentative Communication devices for students where appropriate, such as iPads with proloquo2go, touchchat or LAMP.

The Department's Physical Impairment Coordinators manage the information technology grants which are available to students with disability who would benefit from technology to assist their learning programs. These grants cover both hardware and software and can include training for school staff and families to learn how to use the technology to assist student learning.

## PROFESSIONAL SUPPORT FOR SCHOOLS TO RESPOND TO STUDENTS IMPACTED BY TRAUMA

In 2017, the Department released a new professional resource, *Good Teaching – Trauma Informed Practice: Including a Guide for Working with Children in Out-of-Home Care*.

This new resource focuses on how teachers can better relate to, and support the wellbeing and learning of children who have been impacted by trauma. It provides guidance on how to better understand why traumatised children and young people act and react in the ways they do and acknowledges that many students who have experienced trauma are students who live in Out-of-Home Care (OOHC).

This resource was distributed to all school teaching and support staff during Term 1, 2017, in conjunction with professional learning workshops

led by a highly regarded and knowledgeable practitioner and author in this field.

Recognising that trauma is a highly complex and an emerging issue facing schools, the Department has partnered with the Australian Childhood Foundation to provide a series of tailored professional learning sessions on trauma for professional support staff, class teachers and principals during 2017. The training sessions have covered topics including; introduction to family violence, assessment relating to children and families impacted by family violence, safety and stability, Safe and Secure, and Making Space for Learning.



## NATIONAL DISABILITY INSURANCE SCHEME (NDIS)

In the past year a number of Tasmanian Government school students have accessed packages of support through the National Disability Insurance Scheme (NDIS). As of 30 June 2017, 921 students aged from seven to 18 years have an approved NDIA plan. The Department has worked closely with schools and families to ensure adequate supports are provided for eligible students as they transition. The Department continues to work closely with the NDIA, DHHS-Disability Services and other agencies as the four to 11 year age group transitions from 1 July 2017.

# 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 Departmental programs and community engagement initiatives.

The Department's social media presence has been a focus for the unit in 2016–17. Facebook subscribers to our page have continued to grow strongly over the last year with the DoE Facebook page now having over 14,000 individuals engaged. Also, over 90 per cent of Tasmanian Government schools now have their own Facebook page or public group. Our online presence including both web and social media is integral to how we disseminate important information to the Tasmanian community.

Another focus of SMCM for 2016–17 has been on internal communication, initiatives have included the development of the *Together We Inspire* branding which has become the key focus of our internal communication and of our

major Departmental events including the annual *Together We Inspire* conference and Department of Education Awards program. A new newsletter platform was devolved, allowing for improved sharing of stories across the Department as well as a more targeted approach to news.

## 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 2016 through to 30 June 2017, the Department did not receive any public interest disclosures.

Under the *Right to Information Act 2009* (the Act), 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 Act 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 2016–17 year, the Department received 34 requests under the Act, which is an increase from 24 requests in 2015–16.

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* has allowed access to personal information to be provided in a more efficient and timely manner.

## Open Data Policy

In June 2017, 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 2016–17 included:

- School Resource Package Allocations, including Fairer Funding Model Allocations and Enrolments
- Student enrolments and attendance (2017 First Term Census figures)
- Student suspensions and class sizes
- Supporting student need; and
- Workforce data.

This release included a new dataset highlighting Years 11 and 12 First Census Enrolment data for 2016 and 2017. The data is available from: <http://data.gov.au>

| RIGHT TO INFORMATION REQUESTS  | NUMBER          |
|--|-----------------|
| Number of applications received for assessed disclosure  | 34 <sup>1</sup> |
| Number of applications withdrawn/transferred to another agency                                       | 2               |
| Number of applications accepted for assessed disclosure  | 28              |
| Number of applications determined  | 27 <sup>2</sup> |
| Granted in full  | 8               |
| Granted in part with the balance refused or claimed as exempt  | 13              |
| All information applied for was exempt   | -               |
| Information applied for not held by the agency   | 6               |
| Determined within 20 working days  | 8               |
| Determined more than 20 working days   | 8               |
| Determined more than 20 working days and involved an extension of time negotiated with the applicant | 11              |
| Internal reviews requested   | 5               |
| Internal reviews finalised by 30 June  | 5               |
| Internal review decision upheld in full  | 3               |

1. Includes seven applications not yet determined and carried forward to 2017–18.

2. Includes six applications accepted in 2015–16 and determined in 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 (Repealed July 2017)*
- Subordinate legislation: *Education Regulations 2015 (Rescinded July 2017)*
- *Education and Care Services National Law (Application) Act 2011*
- Subordinate legislation: *Education and Care Services National Regulations*
- *Education and Training (Tasmanian Academy) Act 2008 (Repealed July 2017)*
- Subordinate legislation: *Education and Training (Tasmanian Academy) Regulations 2011 (Rescinded July 2017)*
- *Education and Training (Repeals and Transitional Provisions) Act 2008 (Repealed July 2017)*
- *Education and Training (Transitional Provisions) Act 2010 (Repealed July 2017)*
- *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 (Repealed July 2017)*

Note: On 10 July 2017, the *Education Act 2016* (passed by Parliament in November 2016) commenced along with the legislative framework of the Education Regulations 2017. A number of Acts and their subordinate legislation were subsequently repealed/rescinded.

# 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*.

NOTE: As at 10 July 2017, the Non-Government Schools Registration Board was established under the *Education Act 2016* and replaced the Schools Registration Board.

## 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](http://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](http://www.utas.edu.au).

## Office of the Education Registrar

As at 10 July 2017, the Office of the Education Registrar was established under the *Education Act 2016*.

This new statutory office is accountable for administering and implementing parts of the Act and is primarily responsible for:

- managing the new compulsory conciliation conference for non-attendance at school
- administering the non-government schools registration process and for the operational aspects of the regulatory process
- the registration and monitoring of home education in Tasmania.

# 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 for Education and Training about home education.

It is responsible for monitoring individual home education programs, is a reference point for enquiries, responds to community concerns, and maintains liaison with other agencies about home education.

NOTE: As at 10 July 2017, and in accordance with the Education Act 2016 the role of the council is to provide:

- advice to the Registrar in relation to applications for approval of a home education program
- the Minister and the Registrar with advice in relation to home education generally
- a reference point for queries, responds to community concerns and maintains liaison with other agencies about home education.

# ASSET MANAGEMENT AND RISK MANAGEMENT

## 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 programs 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). In 2016–17 membership included the Director Finance and Budget Services, Deputy Secretary (Support and Development), Director LINC Tasmania and the Director (Strategic Data Management Project). 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*, 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.

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 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 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:

- 5 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
- 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 state-wide 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 4,149 tonnes in 2016–17.

## Waste emission levels 2016–17 (t CO2-e)

|   | 2015–16 | 2016–17      |
|---|---------|--------------|
| Total emissions if all waste to landfill                                  | 5,187   | <b>5,328</b> |
| Greenhouse gas (GHG) emissions saved due to diverting waste from landfill | 415     | <b>409</b>   |
| Current total GHG emissions   | 4,772   | <b>4,919</b> |
| Percentage reduction  | 8.00%   | <b>7.67%</b> |

## GHG emissions saved due to diverting from landfill – equivalent

|   | 2015–16 | 2016–17      |
|---|---------|--------------|
| Number of cars removed from the road for one year             | 92      | <b>91</b>    |
| Number of trees planted                                       | 1,550   | <b>1,528</b> |
| Number of passengers off-setting a flight Sydney to Hong Kong | 545     | <b>537</b>   |

## Measuring and Reporting

Since an audit in 2008, the Department has been developing more sophisticated 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 2016–17 were approximately 16,173 tonnes. The following table provides a breakdown of 2016–17 figures, along with 2015–16 figures for comparison.

| ACTIVITY        | VOLUME     | 2015–16              |           | 2016–17              |        |
|-----------------|------------|----------------------|-----------|----------------------|--------|
|                 |            | T CO <sub>2</sub> -E | VOLUME    | T CO <sub>2</sub> -E | VOLUME |
| Electricity     | 71.83 GWh  | 10,056.9             | 71.64 GWh | 10,029.3             |        |
| Unleaded petrol | 240.3 kL   | 550.0                | 286.0 kL  | 681.7                |        |
| Diesel fuel     | 112.8 kL   | 304.0                | 125.2 kL  | 340.7                |        |
| Air travel      | 1.579 m km | 249.5                | 1.281m km | 202.4                |        |
| Waste           | 4,103 t    | 4,772.0              | 4,149 t   | 4,918.8              |        |
| <b>TOTAL</b>    |            | <b>15,932.4</b>      |           | <b>16,172.9</b>      |        |



# 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 2016–17

| PROGRAM EXPENDITURE                                    | \$ '000        |
|--|----------------|
| Australian Government grants to non-government schools | 245,497        |
| Non-government schools: Capital assistance             | 1,207          |
| Non-government schools: General Education Grants       | 65,856         |
| <b>TOTAL</b>   | <b>312,560</b> |

# 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 \$14.7 million (excluding GST). The contributions included \$11.8 million for workers compensation and \$2.2 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 2016–17

| ITEM   | NUMBER OF CLAIMS | TOTAL VALUE OF CLAIMS \$ |
|--|------------------|--------------------------|
| General property   | 6                | \$1,499,188              |
| General liability  | 16               | \$173,824                |
| Motor vehicle  | 53               | \$94,910                 |
| Personal accident (for students engaged in workplace learning activities and volunteers) | 5                | \$2,404                  |
| Transit/removal  | -                | -                        |
| <b>TOTAL</b>   | <b>80</b>        | <b>\$1,770,326</b>       |

## Property protection scheme

### SUMMARY OF CLAIMS FOR 2016–17

|                                |             |
|--------------------------------|-------------|
| Number of claims lodged        | 743         |
| Total value of claims          | \$1,882,938 |
| Highest valued claim           | \$31,500    |
| Number of sites lodging claims | 158         |
| Average cost per claim         | \$2,534     |

### Debts written off 2016–17

| CATEGORY                             | NUMBER OF DEBTS | AMOUNT \$      |
|--------------------------------------|-----------------|----------------|
| Minor debts up to \$50               | 31,869          | 142,175        |
| Minor debts between \$50 and \$1,000 | 129             | 14,651         |
| Debts over \$1,000                   | 1               | 3,559          |
| <b>Subtotal</b>                      | <b>31,999</b>   | <b>160,386</b> |
| School debt write-offs               | 1,196           | 310,104        |
| <b>TOTAL</b>                         | <b>33,196</b>   | <b>470,489</b> |

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

## NEW ARRANGEMENTS

- Renamed Dover District High School to Dover District School – November 2016
- Renamed Rokeby High School to Bayview Secondary College – January 2017
- Relocated eLearning from Professional Learning Institute to Curriculum Services – January 2017
- Renamed Clarendon Vale Child and Family Centre to Clarence Plains Child and Family Centre – January 2017
- Relocated School Health Nurse Program from Support and Development to Learning – May 2017
- Renamed Department Services to Corporate and Business Services – July 2016
- Renamed Quality Assurance to Internal Audit – July 2016
- Created the new Strategy and Performance division – July 2016
- Relocated Strategic Policy and Planning from Early Years and Schools to Strategy and Performance division – July 2016
- Renamed Educational Performance Services to Education Performance and Review and relocated from Early Years and Schools to Strategy and Performance division – July 2016
- Relocated Early Years and School Innovation from Office of the Secretary to Strategy and Performance division – July 2016
- Relocated Education and Care Unit from Early Years and Schools to Strategy and Performance division – July 2016
- Relocated Strategic Marketing, Communications and Media from Corporate and Business Services to Strategy and Performance division – July 2016
- Relocated Government Education Training International from Office of the Secretary to Strategy and Performance division – July 2016
- Renamed Early Years and Schools to Support and Development – July 2016
- Relocate VETiS/TTC from Tertiary and Equity to Support and Development – July 2016
- Rename Disability and Support Services to Disability Programs – July 2016
- Rename Tertiary and Equity to Support Programs – July 2016
- Created new Regulatory Support unit within Strategy and Performance division – August 2016

## MAJOR CAPITAL PROJECTS

### Summary of major capital projects completed during 2016–17

| CAPITAL PROGRAM                   | TOTAL COST \$'000 |
|-----------------------------------|-------------------|
| <i>Capital Investment Program</i> | 26,575            |
| Department-funded major projects  | 1,150             |
| <b>TOTAL</b>                      | <b>27,725</b>     |

## List of individual major capital projects completed during 2016–17

| CAPITAL INVESTMENT PROGRAM               | PROJECT  | ESTIMATED TOTAL COST \$'000 |
|--|--|-----------------------------|
| Cooee Primary School                     | Provision of an additional flexible learning area  | 500                         |
| Cressy District High School              | Refurbishment of existing areas to provide modern, contemporary flexible learning environments.                | 1,100                       |
| Elizabeth College                        | Refurbishment of existing storage facilities and provision of additional facilities for performing arts centre | 400                         |
| Glen Dhu Primary School                  | Construction of new general learning areas and associated structural repairs                                   | 900                         |
| Kings Meadows High School                | Major refurbishment of existing areas to provide modern contemporary flexible learning environments            | 7,150                       |
| LINC Tas Burnie                          | Modernisation of Library and Information Network Centre (LINC)   | 2,800                       |
| Montrose Bay High School                 | Redevelopment of gymnasium, A and B blocks, and provision of new administration centre                         | 5,800                       |
| New Norfolk High School                  | Refurbishment to provide modern contemporary flexible learning environments                                    | 1,400                       |
| School of Special Education – North West | Major refurbishment of Acton site and relocation of students from the current Burnie facility                  | 4,500                       |
| Strahan Primary School                   | Multi-purpose hall upgrade to resolve acoustic issues and appearance   | 400                         |
| Ulverstone Primary School                | Alterations and additions to provide a more spacious and appropriate administration area and main entrance     | 525                         |
| Woodbridge School                        | Refurbishment to provide modern contemporary flexible learning environments                                    | 1,100                       |
| <b>TOTAL</b>                             |  | <b>26,575</b>               |
| DEPARTMENT-FUNDED MAJOR PROJECTS         | PROJECT  | ESTIMATED TOTAL COST \$'000 |
| Beachside Kindergarten                   | Subdivision of land for sale purposes  | 350                         |
| Bellerive Primary School                 | Upgrade of toilets   | 250                         |
| Hobart LINC                              | Upgrade of mechanical services   | 300                         |
| Lindisfarne North Primary School         | Upgrade of general learning environment and mechanical services  | 250                         |
| <b>TOTAL</b>                             |  | <b>1,150</b>                |

## List of individual ongoing major capital projects

| CAPITAL INVESTMENT PROGRAM     | PROJECT  | ESTIMATED TOTAL COST \$'000 | ESTIMATED COST TO COMPLETE \$'000 | ESTIMATED COMPLETION YEAR |
|--------------------------------|--|-----------------------------|-----------------------------------|---------------------------|
| Austins Ferry Primary School   | Major redevelopment to add a new building to accommodate additional learning areas   | 5,500                       | 5,135                             | 2018                      |
| Deloraine Primary School       | Major redevelopment to construct new learning areas and refurbish toilet facilities  | 850                         | 767                               | 2017                      |
| East Devonport Primary School  | Major refurbishment to provide modern learning, support and administration areas   | 1,750                       | 1,703                             | 2018                      |
| East Launceston Primary School | Major redevelopment to construct new kindergarten facilities, general learning environments, staff and support facilities, amenities and multi-purpose facilities to cater for enrolment demands | 4,500                       | 4,460                             | 2018                      |
| Exeter High School             | Upgrade of general learning areas and toilet facilities  | 250                         | 19                                | 2017                      |
| Glenorchy Primary School       | Refurbishment, extensions and an additional building to provide contemporary learning and support spaces   | 4,000                       | 176                               | 2017                      |
| Havenview Primary School       | Refurbishment of canteen area  | 250                         | 236                               | 2017                      |
| Latrobe High School            | Major refurbishment to provide modern learning environments, visual and performing arts facilities, hospitality facilities and gym   | 10,000                      | 1,598                             | 2017                      |
| Lenah Valley Primary School    | Major redevelopment to construct five new learning areas and associated external works   | 3,000                       | 2,600                             | 2018                      |
| New Norfolk High School        | Landscaping works to new courtyard precinct  | 325                         | 65                                | 2017                      |
| Northern Support School        | Refurbishment of the Ravenswood site to accommodate all activities on the one site   | 7,900                       | 4,907                             | 2017                      |
| Parklands High School          | Major refurbishment to provide modern learning environments including performing arts centre, canteen and student centre   | 10,600                      | 7,036                             | 2018                      |
| Prospect High School           | Major refurbishment to provide modern learning environments and hospitality facilities   | 8,500                       | 531                               | 2017                      |
| Queechy High School            | Major refurbishment to provide modern learning environments  | 5,000                       | 4,955                             | 2018                      |
| Riverside Primary School       | Major redevelopment to construct new learning environments, support space and amenities and refurbish existing environments  | 2,500                       | 2,430                             | 2018                      |
| Riverside Primary School       | Improve drainage and resurfacing of oval   | 300                         | 290                               | 2018                      |
| Somerset Primary School        | Major redevelopment to construct new learning environments, support spaces and amenities   | 1,800                       | 1,574                             | 2018                      |

| CAPITAL INVESTMENT PROGRAM    | PROJECT   | ESTIMATED TOTAL COST \$'000 | ESTIMATED COST TO COMPLETE \$'000 | ESTIMATED COMPLETION YEAR |
|-------------------------------|---|-----------------------------|-----------------------------------|---------------------------|
| Southern Support School       | Major works to create suitable external environments for learning and recreation  | 750                         | 551                               | 2017                      |
| Smithton High School          | Major refurbishment to provide modern learning environments, science facilities, and visual and performing arts facilities                | 7,000                       | 868                               | 2017                      |
| South Hobart Primary School   | Refurbishment and construction of general learning areas, administration, library and multi-purpose area, and amenities                   | 3,600                       | 207                               | 2017                      |
| St Mary's District School     | Major redevelopment to provide contemporary learning environments, music and performing arts areas, support and staff areas and amenities | 5,000                       | 4,920                             | 2018                      |
| Tasman District School        | Major redevelopment to provide contemporary learning, library and administration areas and amenities                                      | 4,000                       | 3,650                             | 2018                      |
| Trevallyn Primary School      | Construction of new learning areas and associated amenities   | 850                         | 792                               | 2017                      |
| Waimea Heights Primary School | Construction of new learning areas and associated amenities   | 850                         | 325                               | 2017                      |
| Warrane Primary School        | Demolition of former Adult Education building and traffic management improvements   | 635                         | 325                               | 2017                      |
| Windermere Primary School     | Major redevelopment to provide contemporary early years learning environments   | 5,500                       | 5,200                             | 2018                      |
| Woodbridge School             | Works required to raise the Marine Discovery Centre, including construction of aquarium, office toilet and support facilities             | 900                         | 797                               | 2017                      |
| Year 7-12 Implementation Plan | Capital works and new classroom construction to support the Years 7-12 Implementation Plan.   | 10,500                      | 6,000                             | 2021                      |
| <b>TOTAL</b>                  |   | <b>106,610</b>              | <b>62,117</b>                     |                           |

# CONTRACTS AND TENDERS

## Contracts and tenders | July 2016 – 30 June 2017

|   | TOTALS       |
|---|--------------|
| Total number of contracts awarded   | 96           |
| Total number of contracts awarded to Tasmanian businesses                         | 87           |
| Total value of contracts awarded  | \$53,495,876 |
| Total value of contracts awarded to Tasmanian businesses                          | \$46,469,683 |
| Total number of tenders called and/or quotation processes run                     | 96           |
| Total number of bids and/or written quotations received                           | 351          |
| Total number of bids and/or written quotations received from Tasmanian businesses | 308          |

### Contracts for goods and services >\$50,000

#### INFORMATION AND COMMUNICATION TECHNOLOGY >\$50,000

| CONTRACTOR                     | LOCATION                | DESCRIPTION   | PERIOD OF CONTRACT | VALUE OF CONTRACT \$ |
|--------------------------------|-------------------------|---|--------------------|----------------------|
| Instructure Global Ltd         | Sydney, New South Wales | Provision, hosting and support of a multi-tenanted Learning Management System | 12/16 – 12/21      | 2,491,556            |
| Open Windows Australia Pty Ltd | Hawthorn, Victoria      | Identity and Access Management System   | 7/17 – 06/22       | 2,724,511            |
| <b>TOTAL</b>                   |                         |   |                    | <b>5,216,067</b>     |

## OTHER &gt;\$50,000

| CONTRACTOR   | LOCATION              | DESCRIPTION  | PERIOD OF CONTRACT | VALUE OF CONTRACT \$ |
|--|-----------------------|--|--------------------|----------------------|
| Staples Australia                                  | Hobart, Tasmania      | Supply and distribution of copy paper  | 08/16 – 07/21      | 3,800,000            |
| Australian Council for Educational Research (ACER) | Camberwell, Victoria  | Years 9 to 12 Review   | 07/16 – 12/16      | 248,947              |
| Detail Firsty Pty Ltd                              | Hobart, Tasmania      | Wayraparatte Child and Family Centre Geeveston – provision of cleaning services        | 08/16 – 08/21      | 75,405               |
| Lowes Manhattan Pty Ltd                            | Thomastown, Victoria  | Lindisfarne Primary School – provision of school uniform services                      | 09/16 – 08/21      | 80,250               |
| Lazaro Pty Ltd                                     | Hobart, Tasmania      | Ulverstone LINC – provision of cleaning services                                       | 11/16 – 10/21      | 46,950               |
| Lazaro Pty Ltd                                     | Launceston, Tasmania  | LINC Tasmania 91 Murray Street – provision of cleaning services                        | 11/16 – 10/21      | 405,661              |
| Detail First Pty Ltd                               | Hobart, Tasmania      | Raminea Road Offices Lindisfarne –provision of contract cleaning services              | 12/16 – 12/21      | 145,004              |
| Detail First Pty Ltd                               | Hobart, Tasmania      | Glenorchy LINC – provision of cleaning services  | 12/16 – 12/21      | 149,679              |
| Aurora Energy Pty Ltd                              | Hobart, Tasmania      | Supply of retail electricity services  | 01/17 – 12/19      | 6,735,000            |
| Vision Australia                                   | Kooyong, Victoria     | Provision of technology support to school students with vision impairment              | 01/17 – 12/19      | 68,809               |
| Prensa Pty Ltd                                     | Hawthorn, Victoria    | Update of asbestos register information  | 01/17 – 06/17      | 246,173              |
| P.A.N.D.A Physiotherapy                            | West Hobart, Tasmania | Provision of therapy services to school students with disabilities – southern region   | 01/17 – 12/17      | 232,200              |
| St Giles Services                                  | Launceston, Tasmania  | Provision of therapy services to school students with disabilities – northern region   | 01/17 – 12/17      | 159,964              |
| General and Window Cleaning Pty Ltd                | Montrose, Tasmania    | Don College – provision of contract cleaning services                                  | 01/17 – 12/21      | 1,343,235            |
| Lowes Manhattan Pty Ltd                            | Thomastown, Victoria  | Rosetta Primary School – provision of school uniforms                                  | 12/16 – 11/21      | 69,000               |
| Lowes Manhattan Pty Ltd                            | Thomastown, Victoria  | St Marys District School – provision of school uniforms                                | 12/16 – 11/21      | 75,000               |
| Tasmanian Health Service                           | Burnie, Tasmania      | Provision of therapy services to school students with disabilities – north west region | 01/17 – 12/17      | 169,426              |
| KPMG   | Hobart, Tasmania      | Review of impact of change to school starting ages                                     | 02/17 – 06/17      | 236,740              |
| General and Window Cleaning Pty Ltd                | Montrose, Tasmania    | Hellyer College – provision of contract cleaning services                              | 05/17 – 04/22      | 609,180              |

| CONTRACTOR                                     | LOCATION             | DESCRIPTION   | PERIOD OF CONTRACT | VALUE OF CONTRACT \$ |
|--|----------------------|---|--------------------|----------------------|
| Life Without Barriers                          | Hobart, Tasmania     | Provision of liaison and mediation services to schools and families of students with disability | 03/17 – 12/17      | 139,699              |
| Lazaro Pty Ltd                                 | Hobart, Tasmania     | Clarence Plains Child and Family Centre – provision of cleaning services                        | 03/17 – 02/22      | 70,270               |
| Lazaro Pty Ltd                                 | Hobart, Tasmania     | George Town Trade Training Centre – provision of contract cleaning services                     | 03/17 – 02/22      | 55,995               |
| Red Jelly                                      | Hobart, Tasmania     | Engaging Tasmania in Education  | 05/17 – 06/17      | 100,000              |
| Lazaro Pty Ltd                                 | Hobart, Tasmania     | East Devonport Child and Family Centre – provision of cleaning services                         | 05/17 – 04/22      | 69,908               |
| Detail First Pty Ltd                           | Hobart, Tasmania     | Burnie LINC – provision of cleaning services  | 07/17 – 06/22      | 99,742               |
| Collings Property Services                     | Launceston, Tasmania | Newstead College – provision of cleaning services   | 07/17 – 06/22      | 629,607              |
| Crown Developments (TAS.)<br>T/A 4Lunch        | Hobart, Tasmania     | Professional Learning Institute kitchen – lease and provision of catering services              | 01/17 – 02/20      | 90,000               |
| CardServices Australia Pty Ltd<br>T/A CardServ | Hornsby, NSW         | LINC Tasmania membership cards  | 06/17 – 06/17      | 116,248              |
| Biniris  | Hobart, Tasmania     | West Coast Community Services Hub – cleaning  | 08/17 – 07/22      | 90,982               |
| <b>TOTAL</b>                                   |                      |   |                    | <b>16,359,073</b>    |

## CONTRACTS FOR BUILDING AND CONSTRUCTION >\$50,000

| CONTRACTOR   | LOCATION              | DESCRIPTION  | PERIOD OF CONTRACT | VALUE OF CONTRACT \$ |
|--|-----------------------|--|--------------------|----------------------|
| Fairbrother Pty Ltd                                  | Launceston, Tasmania  | Northern Support School – redevelopment  | 08/16 – 08/17      | 6,173,494            |
| Stubbs Constructions Pty Ltd                         | Wivenhoe, Tasmania    | Parklands High School – redevelopment  | 06/16 – 07/18      | 8,936,997            |
| Southern Plumbing Pty Ltd                            | Mornington, Tasmania  | Bellerive Primary School – sewerage drainage works   | 07/16 – 07/16      | 81,340               |
| T & V Mead Pty Ltd T/A Mead Con                      | Spreyton, Tasmania    | Penguin District School – refurbishment of toilets   | 10/16 – 01/17      | 90,000               |
| R & S Rosier Constructions Pty Ltd                   | St Leonards, Tasmania | Scottsdale High School – additions to existing Trade Skills Centre                               | 11/16 – 02/17      | 399,000              |
| Fairbrother Pty Ltd                                  | Devonport, Tasmania   | TasTAFE Devonport – nursing relocation   | 11/16 – 04/17      | 462,841              |
| Fairbrother Pty Ltd                                  | Riverside, Tasmania   | Riverside Primary School Verandah  | 01/17 – 03/17      | 92,830               |
| T & V Mead Pty Ltd T/A Mead Con                      | Spreyton, Tasmania    | Don College – new outdoor education shed   | 01/17 – 01/17      | 59,979               |
| Oliver Kelly Constructions Pty Ltd                   | Don, Tasmania         | Reece High School – refurbishment of existing classrooms, Years 11 and 12 facility               | 01/17 – 02/17      | 88,251               |
| T & V Mead Pty Ltd T/A Mead Con                      | Quoiba, Tasmania      | Burnie High School – gymnasium change room refurbishment   | 01/17 – 03/17      | 120,000              |
| T & V Mead Pty Ltd T/A Mead Con                      | Quoiba, Tasmania      | Havenview Primary School –toilets refurbishment  | 01/17 – 02/17      | 73,368               |
| T & V Mead Pty Ltd T/A Mead Con                      | Quoiba, Tasmania      | Burnie High School – refurbishment of an existing terrapin building and Years 11 and 12 facility | 01/17 – 03/17      | 75,000               |
| Wyatt Holdings (Tas) Pty Ltd T/A Wyatt Constructions | Margate, Tasmania     | Oatlands District High School – refurbishment of existing building                               | 01/17 – 02/17      | 164,839              |
| Vos Construction and Joinery Pty Ltd                 | Devonport, Tasmania   | Ulverstone High School – refurbishment existing classrooms                                       | 01/17 – 03/17      | 345,816              |
| Tascon Constructions Pty Ltd                         | Moonah, Tasmania      | Lindisfarne North Primary School – refurbishment and HVAC upgrade                                | 01/17 – 02/17      | 346,000              |
| Premium Constructions (Tas) Pty Ltd                  | Launceston, Tasmania  | Exeter High School – general learning areas and library refurbishment                            | 12/16 – 01/17      | 119,950              |
| Southern Plumbing Pty Ltd                            | Mornington, Tasmania  | Dover District High School – drainage upgrade  | 01/17 – 02/17      | 63,734               |
| Wyatt Holdings (Tas) Pty Ltd T/A Wyatt Constructions | Margate, Tasmania     | Woodbridge School – toilet upgrade   | 02/17 – 03/17      | 212,877              |
| D Howard Landscapes & Excavations                    | Margate, Tasmania     | New Norfolk High School – courtyard redevelopment  | 02/17 – 05/17      | 345,500              |

| CONTRACTOR  | LOCATION                  | DESCRIPTION  | PERIOD OF CONTRACT | VALUE OF CONTRACT \$ |
|---|---------------------------|--|--------------------|----------------------|
| Professional Plumbing Pty Ltd                           | Derwent Park, Tasmania    | Launceston College – trade waste upgrade   | 02/17 – 03/17      | 120,960              |
| Professional Plumbing Pty Ltd                           | Derwent Park, Tasmania    | Newstead College – trade waste upgrade   | 03/17 – 03/17      | 69,800               |
| Stephen Salter Builders Pty Ltd                         | Lutana, Tasmania          | Glenora District High School – science refurbishment                               | 03/17 – 04/17      | 113,491              |
| Continental Builders Pty Ltd                            | Launceston, Tasmania      | Lilydale District School – Years 11 and 12 redevelopment                           | 03/17 – 06/17      | 325,000              |
| Vos Construction and Joinery Pty Ltd                    | Devonport, Tasmania       | Don College – windows  | 03/17 – 04/17      | 88,540               |
| Wyatt Holdings (Tas) Pty Ltd T/A<br>Wyatt Constructions | Kingston, Tasmania        | Lindisfarne Primary School – toilet redevelopment                                  | 03/17 – 05/17      | 124,698              |
| Vos Construction and Joinery Pty Ltd                    | Devonport, Tasmania       | Yolla District High School – toilet facilities and cladding/<br>window replacement | 02/17 – 05/17      | 215,619              |
| Mendelssohn Construction Pty Ltd                        | Prospect, Tasmania        | Port Dalrymple School – Years 11 and 12 facility                                   | 03/17 – 06/17      | 239,999              |
| Maveric Investments Pty Ltd T/A<br>Maveric Builders     | Kingston, Tasmania        | Waimea Heights Primary School – provision of additional<br>classrooms              | 04/17 – 06/17      | 748,298              |
| Vos Construction and Joinery Pty Ltd                    | Bellerive Tasmania        | Bellerive Primary School – new toilet facilities                                   | 04/17 – 06/17      | 396,978              |
| Cordwell Lane Developments<br>Pty Ltd                   | Hobart, Tasmania          | Glenorchy LINC – external works  | 03/17 – 06/17      | 247,837              |
| Batchelor Construction Group<br>Pty Ltd                 | Kingston, Tasmania        | Warrane Primary School – demolition of school building<br>and carpark construction | 03/17 – 05/17      | 261,146              |
| MSCD Construction and<br>Development Pty Ltd            | Huonville Tasmania        | Glen Huon Primary School – refurbishment   | 05/17 – 06/17      | 113,285              |
| Maveric Investments Pty Ltd T/A<br>Maveric Builders     | Kingston, Tasmania        | Sorell School – construction of general learning area                              | 04/17 – 07/17      | 318,562              |
| Castle Constructions (TAS) Pty Ltd                      | Triabunna, Tasmania       | Triabunna District School – classroom refurbishment                                | 05/17 – 06/17      | 113,038              |
| Vos Construction and Joinery Pty Ltd                    | Devonport, Tasmania       | Strahan Primary School – covered walkway   | 05/17 – 06/17      | 114,790              |
| Sealed Solutions Pty Ltd                                | Lower Sandy Bay, Tasmania | Rosny College – Deck   | 05/17 – 07/17      | 191,742              |
| Continental Builders Pty Ltd                            | Launceston, Tasmania      | Kings Meadows High School – gym redevelopment                                      | 06/17 – 08/17      | 210,000              |
| Fairbrother Pty Ltd                                     | Sandy Bay, Tasmania       | Tasman District School – early works infrastructure<br>package                     | 05/17 – 07/17      | 320,314              |
| Fairbrother Pty Ltd                                     | Sandy Bay, Tasmania       | Lenah Valley Primary School – major redevelopment                                  | 04/17 – 12/17      | 2,126,912            |
| Vos Construction and Joinery Pty Ltd                    | Devonport, Tasmania       | Devonport High School – Years 11 and 12 building works                             | 06/17 – 08/17      | 293,420              |

| CONTRACTOR  | LOCATION                | DESCRIPTION   | PERIOD OF CONTRACT | VALUE OF CONTRACT \$ |
|---|-------------------------|---|--------------------|----------------------|
| Stubbs Construction Pty Ltd                             | Wivenhoe, Tasmania      | Somerset Primary School – major redevelopment           | 06/17 – 10/18      | 1,223,172            |
| Tastech Building Systems                                | Bridgewater, Tasmania   | Hobart College – vehicle storage shed                   | 06/17 – 09/17      | 139,000              |
| ilec Pty Ltd  | Cambridge, Tasmania     | New Town High School – lighting upgrade                 | 06/17 – 07/17      | 222,572              |
| DCS Civil Tas Pty Ltd                                   | Blackmans Bay, Tasmania | Kingston Primary School – traffic management            | 07/17 – 07/17      | 68,200               |
| Wyatt Holdings (Tas) Pty Ltd<br>T/A Wyatt Constructions | Kingston, Tasmania      | Woodbridge School – raising the Marine Discovery Centre | 05/17 – 09/17      | 760,976              |
| <b>TOTAL</b>  |                         |   |                    | <b>27,420,164</b>    |

## Contracts for consultancies >\$50,000

### BUILDING AND CONSTRUCTION

| CONSULTANT                                 | LOCATION               | DESCRIPTION  | PERIOD OF CONSULTANCY | VALUE OF CONTRACT \$ |
|--|------------------------|--|-----------------------|----------------------|
| Artas Pty Ltd                              | Launceston, Tasmania   | East Launceston Primary School – provision of architectural consultancy services                     | 10/16 – 06/18         | 319,750              |
| Artas Pty Ltd                              | Launceston, Tasmania   | Somerset Primary School – provision of architectural consultancy services                            | 10/16 – 06/18         | 124,744              |
| Xsquared Architects Pty Ltd                | Hobart, Tasmania       | Austins Ferry Primary School – provision of architectural consultancy services                       | 10/16 – 06/18         | 356,557              |
| M2 Architecture                            | North Hobart, Tasmania | Windermere Primary School – provision of architectural consultancy services                          | 10/16 – 06/18         | 388,308              |
| Architects Designhaus Pty Ltd              | Hobart, Tasmania       | Lenah Valley Primary School – provision of architectural consultancy services                        | 10/16 – 06/18         | 205,540              |
| HBV Architects                             | Hobart, Tasmania       | Tasman District School – provision of architectural consultancy services                             | 10/16 – 06/18         | 299,800              |
| M2 Architecture                            | Hobart, Tasmania       | Waimea Heights Primary School – consultancy services for the provision of additional classrooms      | 10/16 – 06/17         | 95,308               |
| Tim Penny Architecture & Interiors Pty Ltd | Hobart, Tasmania       | Woodbridge District School Marine Discovery Centre – provision of architectural consultancy services | 12/16 – 06/17         | 97,517               |
| CMK Architects                             | Launceston, Tasmania   | Deloraine Primary School – provision of architectural consultancy services                           | 12/16 – 06/17         | 64,992               |

|                                  |                      |   |               |                  |
|----------------------------------|----------------------|---|---------------|------------------|
| HBV Architects                   | Launceston Tasmania  | Trevalyn Primary School – provision of architectural consultancy services       | 12/16 – 06/17 | 68,659           |
| Artas Pty Ltd                    | Launceston Tasmania  | Riverside Primary School – provision of architectural consultancy services      | 01/17 – 06/18 | 164,800          |
| CMK Architects                   | Launceston Tasmania  | Queechey High School – provision of architectural consultancy services          | 01/17 – 06/18 | 188,495          |
| 6ty                              | Launceston, Tasmania | St Marys District High School – provision of architectural consultancy services | 02/17 – 06/18 | 313,500          |
| Philp Lighton Architects Pty Ltd | Hobart, Tasmania     | East Devonport Primary School – provision of architectural consultancy services | 03/17 – 06/18 | 115,800          |
| <b>TOTAL</b>                     |                      |   |               | <b>2,803,770</b> |

#### CONTRACT AWARDED AS A RESULT OF DIRECT / LIMITED SOURCING PROCESS

| SUPPLIER  | DESCRIPTION   | REASONS   | VALUE \$         |
|---|---|---|------------------|
| Pearson Australia Group Pty Ltd                           | Purchase of psychological assessment kits   | The required kits are only produced by one supplier in Australia. Direct sourcing under T11114 (1) (b) approved.                                    | 73,562           |
| Griffith University                                       | Principals as Literacy Leader Program (PALL)                                      | This program is the intellectual property of Griffith University who is therefore the only supplier. Direct sourcing under T11114 (1) (b) approved. | 765,000          |
| Australian Council of Educational Research Limited (ACER) | Provision of Progressive Achievement Tests (PAT) for Tasmanian Government schools | The required PAT tests are only available through this supplier. Direct sourcing under T11114 (1) (b) approved.                                     | 438,560          |
| <b>TOTAL</b>  |   |   | <b>1,277,122</b> |

#### CONTRACT EXTENSIONS APPROVED BY HEAD OF AGENCY

| SUPPLIER   | DESCRIPTION  | PERIOD        | VALUE \$       |
|--|--|---------------|----------------|
| Aurora Energy Pty Ltd  | Supply of Natural Gas                                | 01/17 – 12/17 | 310,000        |
| Peaceful Playgrounds Australia Pty Ltd T/A Janiceatkin.com Education | Respectful Schools Program                           | 03/17 – 12/17 | 99,000         |
| ABC Healthcare   | South East Trade Training Centre – cleaning services | 07/17 – 06/18 | 10,680         |
| <b>TOTAL</b>   |  |               | <b>419,680</b> |

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

| ITEM   | TOTAL COST \$     |
|--|-------------------|
| Information and Communication Technology >\$50,000 | 5,216,067         |
| Building and Construction                          | 27,420,164        |
| Other  | 18,055,875        |
| Consultancies                                      | 2,803,770         |
| <b>TOTAL</b>                                       | <b>53,495,876</b> |

## 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

## OTHER ANNUAL REPORTS

# TASMANIAN LIBRARY ADVISORY BOARD ANNUAL REPORT

On behalf of the Tasmanian Library Advisory Board (TLAB), I am pleased to submit the 31st annual report of the board, as required under the *Libraries Act 1984*.

### Role and Structure

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

The term for the current board is 1 January 2016 until 31 December 2018.

### Board Membership

#### MINISTERIAL NOMINEES:

- Ms Mary Bent PSM (Chair)
- Ms Jen Fitzgerald
- Ms Hilary Schofield
- Dr Dianne Snowden AM
- Ms Jan Butler
- Ms Kay Thompson
- Dr Mark Briggs
- Ms Sue Chapple.

#### LOCAL GOVERNMENT ASSOCIATION OF TASMANIA (LGAT) NOMINEES:

- Alderman Sandra French AM
- Councillor Dick Adams
- Alderman James Walker
- Ms Amanda Davison.

#### NOMINEE OF THE SECRETARY OF THE DEPARTMENT:

Ms Liz Jack, Director LINC Tasmania, replacing former Director, Ms Jenny Rayner (retired) from December 2016.

### Board meetings

The board held four meetings during 2016–17 in Hobart and Launceston. Meeting dates were:

- 7 September 2016
- 1 December 2016 (Launceston)
- 15 February 2017
- 15 June 2017

### Major issues considered by the board

#### MANAGING HERITAGE COLLECTIONS

On 7 September 2016, the Minister attended the board meeting, where the board raised the importance for appropriate digital storage to increase the size of TAHO's digital collections and digitised content to preserve Tasmania's documentary heritage. The board looks forward to hearing about progress on the joint submission by LINC Tasmania and the Tasmanian Museum

and Art Gallery to the State Government's Structured Infrastructure Investment Review Process. This submission was for a new collection management system with digital storage and online search facilities across both collections.

#### LINC TASMANIA AS A MAJOR CULTURAL ICON

In early 2017, TLAB formed a sub-committee comprising Ms Mary Bent, Ms Hilary Schofield and Dr Dianne Snowden to explore how LINC Tasmania could better promote itself and its heritage collections as a major cultural asset and contributor to the state's cultural development and profile. TLAB is cognisant of the fact that LINC Tasmania has not been included in the Department of State Growth's *Cultural and Creative Industries Strategy*, which attests to it not currently being properly recognised in this space.

The sub-committee developed a paper, with assistance from LINC managers, which was used to inform TLAB's submission to the 2017–18 State Budget Community Consultation. The budget submission to promote LINC Tasmania as a cultural icon, including support for the Hobart building redevelopment, was not successful. However, the board looks forward to further promoting the need for appropriate investment and support in the future.

The board will continue its advocacy role for government support for LINC Tasmania. In particular, the board is of the view that LINC Tasmania is a major cultural icon, housing some of Tasmania's important cultural assets, including

government records, private papers, books, film, photographs, and fine art that document Tasmania's unique history. These rich cultural assets are an untapped resource that, with the right promotion, could further contribute to state growth and strengthen Tasmania's brand as a cultural destination.

Tasmanian Archive and Heritage Office collections are widely used and valued by a broad spectrum of the community, including researchers, family historians, authors, teachers, students, members of the media, marketing and film production companies, tourists and other cultural institutions.

This includes documents of significant national and international value and interest. Our Tasmanian convict records are part of the UNESCO Memory of the World International Register, which, for documents, is the equivalent of the World Heritage List for built and natural sites.

The board sees great opportunities in harnessing the power and richness of TAHO collections, which:

- give people a sense of pride and connection with their community by having access to Tasmania's documentary heritage
- contribute to the visitor economy by attracting family history travellers who specifically visit Hobart to undertake research
- are highly valued and used by related industries (film, literature, museums etc.).

## HELPING LINC TASMANIA ACHIEVE ITS STRATEGIC VISION

On 15 February 2017, the board held a half-day strategic workshop on the potential for the board to take a more proactive role in helping LINC Tasmania become a major cultural icon, and achieve its strategic vision using the principles of collective impact.

The workshop included a joint session with the 26TEN Coalition, which is successfully using collective impact principles to gain greater buy-in and support from local communities, businesses and individuals on raising awareness about adult literacy.

The board used this discussion as a starting point for its workshop, noting that the principles of collective impact provide an opportunity for the board to raise the profile of LINC Tasmania and its collections as a major Tasmanian cultural icon. A range of challenges and opportunities were considered during the workshop, with the following matters being identified as areas in which TLAB can play a stronger role:

- Connections and partnerships
- Advocacy and public relations
- Philanthropy.

## TLAB STRATEGIC ACTION PLAN

An important focus for the June 2017 meeting was developing a strategic action plan for TLAB. This was based on the outcomes from the workshop mentioned above. While the board has actively supported and advocated for LINC Tasmania for many years, the development of a strategic action plan provides a framework for a new way of working, and a stronger commitment

to action. This has great potential in supporting LINC Tasmania to achieve its strategic direction. TLAB's strategic action plan has three high-level goals, with relevant actions under each, which outlines how the board collectively, and as individual members, will contribute.

### **Goal 1: All Tasmanians know about and value LINC Tasmania**

- We will champion and advocate for LINC Tasmania
- We will raise the profile of LINC Tasmania
- We will increase awareness of LINC Tasmania's contribution to the community
- We will engage with third-party supporters and advocates.

### **Goal 2: LINC Tasmania's collections are more accessible**

- We will build partnerships to expand LINC Tasmania's reach
- We will support and promote LINC Tasmania's online presence and digital resources
- We will promote items in the collection that are less well-known
- We will educate the community about LINC Tasmania's offerings.

### **Goal 3: LINC Tasmania has the resources to fulfil its mission**

- We will engage with government to promote contribution and investment opportunities
- We will seek opportunities for non-government investment in LINC Tasmania
- We will analyse the environment in which we operate, to take advantage of opportunities and mitigate risk.

Specific actions have been developed against each of these goals, and key performance indicators have been formulated.

## FAMILY LITERACY

With adult literacy programs at LINC Tasmania now firmly established and functioning well, LINC Tasmania is well-placed to combine its adult literacy expertise with national best practice in early literacy to deliver quality family literacy suited to the Tasmanian context.

Throughout the past year, the board has taken a keen interest in LINC Tasmania's increased collaboration on family literacy with the Department's *Learning in Families Together* (LIFT) initiative, the Early Years Unit and the State Library of Queensland (SLQ)'s "First 5 Forever Program". LINC Tasmania's collaboration with SLQ, in particular, generated significant energy and enthusiasm about LINC Tasmania's role in helping parents develop children's language and literacy. The board is pleased to note LINC Tasmania is an active partner in the LIFT initiative, with a number of schools now working directly with LINC Tasmania and 26TEN to support parents with low literacy and give them the skills they need to engage in their children's learning. One example is a partnership between Bridgewater LINC and the Jordan River Learning Federation, where a Literacy Skills Development project has been designed and funded to support parents identified through the LIFT program at Gagebrook Primary School.

The board supports the concept that literacy foundations must begin in the early years, and that programs such as LINC's *Rock and Rhyme*, aimed at 0–4 year olds, are a catalyst for improving parent and family literacy.

The board welcomed LINC Tasmania's increased capacity to fund family literacy priorities in 2016–17 from a one-off budget supplementation of \$80,000 for Outreach to Disadvantaged Communities. This was the amount sought in the TLAB 2016–17 State budget submission, which aimed to extend the *Bookstart for Babies* program over five years. The structure of *Bookstart for Babies* is such that expenditure of the full \$80,000 was not possible. This gave LINC Tasmania the opportunity to direct some of these funds to other initiatives to meet the objective of reaching disadvantaged communities and connecting them with the literacy and learning opportunities offered by LINC Tasmania.

The board advocates for lifting adult literacy and numeracy skills to give every Tasmanian the chance to thrive and contribute fully to our state. The additional \$85,000 per annum allocated in the 2016–17 State Budget to support the 26TEN team, demonstrates this Government's commitment to adult literacy.


## CLOSE

On behalf of the board, I extend my thanks to all those staff at LINC Tasmania who contribute to board meetings, from composing briefing notes for deliberation, to organising meetings and papers. The board appreciates the effort that goes into developing thorough, informative and well-researched briefing papers, which provide the board with the details and information it needs to make informed, strategic decisions.

I also welcome the new Director of LINC Tasmania, Liz Jack, who has been leading the organisation since December 2016. Liz's ability to quickly pick up the business of LINC Tasmania and support me in enhancing the board's role has been greatly appreciated.

And finally, to my board colleagues, I extend my sincere thanks for your ongoing commitment to documentary heritage, literacy and lifelong learning. I look forward to continuing to work with you to provide even stronger advocacy and support for LINC Tasmania; helping to raise its status as an important Tasmanian cultural icon, and a contemporary, vibrant and well-recognised statewide library and archive service.

**Mary Bent PSM**  
Chair



*The board advocates for lifting adult literacy and numeracy skills to give every Tasmanian the chance to thrive and contribute fully to our state.*

# STATE LIBRARY AND ARCHIVES TRUST ANNUAL REPORT

I am pleased to submit the 32nd 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

With the support of the Sir John Morris Memorial Trust Fund, Tasmanian librarians, archivists and library workers have attended a number of professional development conferences and workshops in 2016–17, including:

- Australian Library and Information Association (ALIA) National Conference, Adelaide, September 2016
- Australian Society of Archivists (ASA) Conference, Sydney, August 2015
- Australian Library and Information Association (ALIA) Information Online Conference, February 2017
- Council of Australian University Librarians (CAUL) Institutional Repositories Community Symposium, Brisbane, June 2017.

Sixteen applications were funded by the Sir John Morris Memorial Trust Fund for the 2016–17 year in accordance with the Trust Deed. The total amount of grant funding awarded was \$17,548. This compares with last year's grant allocation of \$19,222, 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 this assistance, 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 2016–17.

## 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. LINC Tasmania was allocated \$529 from the fund in 2016–17 for the purchase of books on topics such as 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 \$1,062 was transferred to LINC Tasmania.

## Meetings and funds

Two ordinary meetings of SLAT were held during the reporting year in November 2016 and May 2017.

As previously reported, the Trust is now reliant on the use of 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 Catherine Saunders, the Minister's appointee with knowledge and experience in law; Ms Gaylene Saunders from the Public Trustee; Mr Ross Latham, State Archivist; and Ms Liz Jack, Director, LINC Tasmania, for their ongoing dedication and contribution to the success of the Trust. 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 that 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 that support the mission are:

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

## Exhibitions and displays

### *UNHOUSED: ENCOUNTERS WITH THE HIDDEN IN THE ALLPORT*

*Unhoused* was 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. The Mercury art critic nominated it as his favourite exhibition for 2016. *Unhoused* was opened by Joanna Richardson (whose PhD focused on Mary Morton Allport's journals), to an audience of 70 people on 9 June 2016 and closed on 3 September 2016.

### *STORIES IN INK: JOHN SCOT'S DIARY 1836–1847*

'*Stories in Ink*' is a personal response by artist Judith Klavins to the diary of retired sealer, John Scot written in the years 1836–1847. The diary is held in the TAHO collection. John Scot lived on King Island with his family, including several Tasmanian aboriginal wives, during this period. To complement the exhibition, Graeme Broxam and Judith Klavins gave a talk on the Scot family to 15 visitors on 10 November 2016. This exhibition opened in the Allport Library and Museum of Fine Arts on the 14 October and closed on the 25 February 2017.

### *REFERENCE [SIC]*

Her Excellency, the Governor, Kate Warner opened this exhibition on Thursday, 16 March 2017, with 180 people attending the opening. The exhibition was part of the Ten Days on the Island Festival, and attracted 830 people during the 10 days of the festival. The exhibition is the result of a group of local artists' study of the Allport collection over the last year. The artists read stories of collection items, as well as drawing

and photographing collection objects. They then chose their favourite pieces as inspiration for new works. Curated by Christl Berg and Penny Carey–Wells the show also includes Lorraine Biggs, Irene Briant, Faridah Cameron, Chantale Delrue, Diane Masters, Janelle Mendham, Leonie Oakes, Julie Payne, Diane Perndt and Francis Watson.

## Access, public programs and events

### VISITOR NUMBERS

There were 9,160 visitors in the 2016–17 financial year, an increase in numbers by 111 over the previous year.

### ONLINE PRESENCE

ALMFA continues to make use of social media to connect with our online community. The Facebook page currently has 505 followers and is used to promote upcoming exhibitions, talks, lectures, tours and other events. ALMFA uses Eventbrite to schedule and promote events.

### TOURS

The Friends of the Allport took on the role of organising the Allport seasonal tours in 2017. The tour program featured experts in different parts of the collection, and had a limit of up to 25 participants. They were very popular and generally fully subscribed. The following tours were held:

- August 2016: Tony Colman's winter tour of Allport furniture
- November 2016: Tony Brown's glass tour
- February 2017: Penny Carey-Wells '*The Many Loves of Mary Morton Allport*'
- May 2017: Marian Jameson '*The Lady and the Leviathon. Lily and the Royal Academy*'

## LECTURE PROGRAM

ALMFA continues to host the joint Professional Historians Association of Australia (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 510.

- 7 July 2016: Kathleen Flanagan: *Building the public housing system in Tasmania*
- 4 August 2016: Brendan Lennard: *The Hobart Town Hall organ and the city organists*
- 1 September 2016: Richard Blythe: *Prospect House and Hercules: history, heritage and design*
- 6 October 2016: Keith and Ruth Moon: *Doo Town*
- 3 November 2016: Kris Harman: *New Zealand Convicts Transported to Van Diemen's Land 1843–1853*
- 1 December 2016: Ian Morrison: *James Scott's Omnium Gatherum*
- 2 February 2017: Professor Stefan Petrow: *Moral Activist: Dr Edward Swarbbreck Hall in Tasmania 1850–1881*
- 2 March 2017: Nic Haygarth: *The original Gordon–Below–Franklin dispute: BHP, Beattie and the Marble cliffs*
- 6 April 2017: Imogen Wegman: *'Pretended to the theory of farming'*
- 4 May 2017: Robert Vincent: *Resident action in North Hobart, 1977–1992*
- 1 June 2017: Chris Cheater: *Remembering Mathinna*

## MERCHANDISE

### Posters

The Allport has published a poster by John Gould & H.C.Richter of the *Euphema australis* (orange bellied parrot) for sale. Posters to advertise the exhibitions, *Stories in Ink: John Scott's Diary* and *Revference [sic]*, and a pamphlet with details of talks, tours and exhibitions were also prepared.

### GROUP VISITS

Group visits, other tours and events included:

- 23 November 2016: ALIA reception and talk
- 20 March 2017: The book launch of *The Diary of Philip Thomas Smith* by Richard Fotheringham
- 24 March 2017: The poetry book launch of *Bushfire Moon* by Ron Moss
- 21 March 2017: A visit by the Tasmanian Tourism Students
- 17 May 2017: Woodbridge Probus Club tour.

The younger generation has been encouraged to visit the Allport with school holiday activities and the opening of the Children's Art Space in December 2016.

Activities and visits for the younger generation include:

- 10 January 2017: Whales and whaling diorama school holiday activity
- 20 January 2017: Treasure Hunt school holiday activity
- 12 April 2017: Waimea Heights Primary School Grades 5/6 Gould e-resource visit
- 16 June 2017: Mt Carmel College Grade 3
- 19 June 2017: LINC tour of Allport for Fahan Kindergarten
- 20 June 2017: LINC tour of Allport for Albuera Street Primary School Grade 5/6.

## CHILDREN'S ART SPACE

The Children's Art Space opened in December 2016 in the foyer space that was previously Henry's den. It has proved popular with pre-school children and parents, and is encouraging more families to come into the Allport. The space accommodates two to four children at a time and is currently averaging 15 visitors a day, with a higher number on Saturdays.

### PUBLICITY AND PROMOTION

Items from the Allport Library and Museum of Fine Arts collection were reproduced in 2016–17 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:

- 9 July 2016: Andrew Harper, art critic with *The Mercury* reviewed *Unhoused*
- 16 July 2016: ABC radio's Chris Wisby interviewed Ruth Mollison about *Unhoused*.
- 16 August 2016: ABC radio's Sarah Gillman talked to Brigita Ozolins about the reading hour event for *Unhoused*.
- 17 October 2016: ABC radio's Ryk Goddard interviewed Judith Klavins about 'Stories in Ink'
- 24 December 2016: *Mercury Tasweekend* Andrew Harper called *Unhoused* 'the best locally produced show this year'.
- 17 March 2017: *Revference [sic]* in *Ten Days on the Island Program*.

## Acquisitions of note

| ACCESSION NO.   | FINE ARTS TITLE              | PRICE (NOT INC. PREMIUMS ETC.) |
|---|------------------------------|--------------------------------|
| <b>FINE ARTS</b>  |                              |                                |
| NA  | Ada Butler Photos            | \$600                          |
| FA I336   | [Blackberries and rose hips] | \$1,800                        |
| FAI337  | [Climbing blueberries]       | \$1,800                        |
| FAI338  | [Pink Cheeseberry]           | \$900                          |
| FAI339  | [Daffodils]                  | \$500                          |
| FAI340  | [Sketchbook, bound]          | \$5,000                        |
| FAI341  | [sketchbook, unbound]        | \$4,000                        |
| <b>LEWIS FAMILY PORTRAITS BY THOMAS AND ALFRED BOCK</b> |                              |                                |
| tbc   | Richard Lewis                | \$18,000                       |
| tbc   | Mrs Richard [Isabella] Lewis | \$18,000                       |
| tbc   | Charles Benjamin Lewis       | \$12,000                       |
| tbc   | George Richard Lewis         | \$18,000                       |
| tbc   | Richard Lewis                | \$3,000                        |
| tbc   | Charles Benjamin Lewis       | \$10,000                       |
| tbc   | Charles Benjamin Lewis       | \$2,000                        |
| tbc   | Thomas Lewis                 | \$10,000                       |
| tbc   | Thomas Lewis                 | \$2,000                        |
| tbc   | Neil Lewis                   | \$10,000                       |
| tbc   | Neil Lewis                   | \$2,000                        |
| tbc   | David Lewis                  | \$15,000                       |
| tbc   | Charles Benjamin Lewis       | \$12,000                       |

|                    |   |          |
|--------------------|---|----------|
| tbc                | Richard Lewis Esq.  | \$5,000  |
| tbc                | Isabella Lewis  | \$5,000  |
| tbc                | Charles Benjamin Lewis  | \$12,000 |
| tbc                | collegiate class photo  | Donation |
| tbc                | Aldridge Lodge garden photo   | Donation |
| tbc                | <i>Calyptorhynchus zanthonotes</i> Black cockatoo   | Donation |
| tbc                | <i>Trichoglossus concinnus</i> musky lorikeet   | Donation |
| tbc                | Dudley and Marion Allport miniature watercolour portrait  | Donation |
| <b>BOOKS TITLE</b> |   |          |
| tbc                | <i>Our Island Home</i> : a Tasmanian sketch book by Louisa Anne Meredith                              | \$950    |
|                    | Various books belonging to Geoffrey Stilwell estate donated from the estate of Rosemary Stilwell 2015 | Donation |

## Conservation

The Management Committee continues to support the conservation and maintenance of the collection by allocating up to 25 per cent of its annual income from the Endowment Fund and from interest earned for conservation treatments. In 2015–16, the committee funded:

- Maintenance work on antique clocks
- Glazing and repair of oil paintings
- Repair of furniture
- Cataloguing of the glass collection
- Restoration of Allport albums.

## Staff

### MANAGEMENT COMMITTEE

The Allport Library and Museum of Fine Arts Management Committee held three meetings in 2016–17, on 28 July 2016, 24 November 2016 and 26 April 2017.

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)
- Mr Ross Latham, Acting Director, LINC Tasmania (July to December 2016)
- Ms Liz Jack, Director, LINC Tasmania (Since December 2016).

**Tim Bugg AM**  
Chair

# TASMANIAN HOME EDUCATION ADVISORY COUNCIL

Home education occurs when parents and 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 and guardians who are home educating their children are now required to register with the Office of the Education Registrar. THEAC provides support and advice on any and all matters relating to Home Education to the Office of the Education Registrar, the Minister for Education and Training and the community at large.

## Role of THEAC

THEAC was established by the Minister for Education and Training 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 for Education and Training and the Office of the Education Registrar in relation to home education.
- Advocate for the recognition of and future success of Home Education.
- 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 and Training.

## Current Membership as at July 2017

| MEMBER                     | COMMENTS   | FROM       | UNTIL      |
|----------------------------|--|------------|------------|
| Mrs Rebecca Jenkins        | Home Educator Nominee (Chair 1/8/2016 – 31/7/2017)                             | 25/05/2015 | 31/7/2017  |
| Mrs Amanda Bartle          | Home Educator Nominee (Deputy Chair 1/8/2016–31/7/2017), (Chair from 1/8/2017) | 13/01/2016 | 13/01/2019 |
| Mrs Anne French            | Ministerial Nominee (Deputy Chair from 1/8/2017)                               | 1/8/2016   | 1/8/2019   |
| Ms Suzanne Pennicott-Jones | Ministerial Nominee – DoE  | 01/01/2012 | 31/12/2017 |
| Mrs Alison Cuthbert        | Ministerial Nominee – DoE  | 23/2/2017  | 23/2/2020  |
| Mrs Tara Ulbrich           | Home Educator Nominee  | 10/4/2017  | 30/6/2020  |
| Mrs Jan Deeth              | Home Educator Nominee  | 1/8/2016   | 1/8/2019   |

## Employees

THEAC staff were employed by the Department of Education on an interim basis until the establishment of the Office of the Education Registrar.

Staff will have the opportunity to apply for and continue in their current roles under the *Education Act 2016*.

## Contact details

Email enquiries to: [chair@theac.org.au](mailto:chair@theac.org.au)

Website: [www.theac.org.au](http://www.theac.org.au)

## Charter

### CONTEXT

The Tasmanian Home Education Advisory Council (THEAC) was established in 1993 to advise the Minister for Education and Training and the general public on matters to do with home education and to register and monitor individual home education programs. The roles and responsibilities of THEAC have changed under the *Education Act 2016*.

Under the current legislation, THEAC is responsible for:

- Providing advice to the Registrar in relation to applications for approval of a home education program
- Providing the Minister and the Registrar with advice in relation to home education generally.

THEAC continues to provide a reference point for queries, responds to community concerns and maintains liaison with other agencies about home education.

THEAC is made up of seven voluntary members, including a Chair and Deputy Chair. All members

are appointed by the Minister as a result of public expressions of interest. At least half of THEAC must consist of people with experience in 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 and 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 principle

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 registered home educating families are adequately monitored in a collaborative manner.
- Maintain accurate records of matters pertaining to THEAC's business.

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

## Report on Council Activities for 2016–17

### MEETINGS

THEAC conducted regular meetings during the 2016–17 financial year. The main function of meetings during this period remained to consider the monitoring reports relating to home educators' programs and new applications for home education. Recommendations regarding home education registration are decided upon collaboratively by the council and made to the Minister for Education and Training after each meeting.

Many changes have occurred and are occurring to THEAC processes in preparation for the *Education Act 2016*. The role of maintaining a register of home educating families in Tasmania and the processing of applications for registration is now held by the Office of the Education Registrar.

### 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 Minister's Office. Learning Services within the Department of Education were provided with weekly updates of newly registered and ceasing home educating families.

### EDUCATION ACT 2016

THEAC representatives liaised wherever necessary with the Minister's Office and the Department of Education during the establishment of the *Education Act 2016*.

The THEAC Chair and Deputy Chair represented THEAC at a meeting of the Legislative Council in September 2016, providing a briefing of home education in Tasmania and the anticipated impact of the *Education Act 2016*.

The THEAC Chair sat on the selection panel for the appointment of the Education Registrar.

## REGISTRATION AND MONITORING

At the time of reporting, there are 928 registered home educating students in Tasmania from 493 families across the state.

Home education programs represent a wide range of pedagogical approaches ranging from School-at-Home to Classical to Natural Learning.

## 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 support to Council and Chair in all areas of THEAC operations as well as 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 2016*.

THEAC continued to work closely with the Education Registrar in providing support and advice on any and all matters relating to Home Education.

THEAC continued to disseminate information and advice regarding Home Education both within the community at large and within the community of home educators throughout the state.

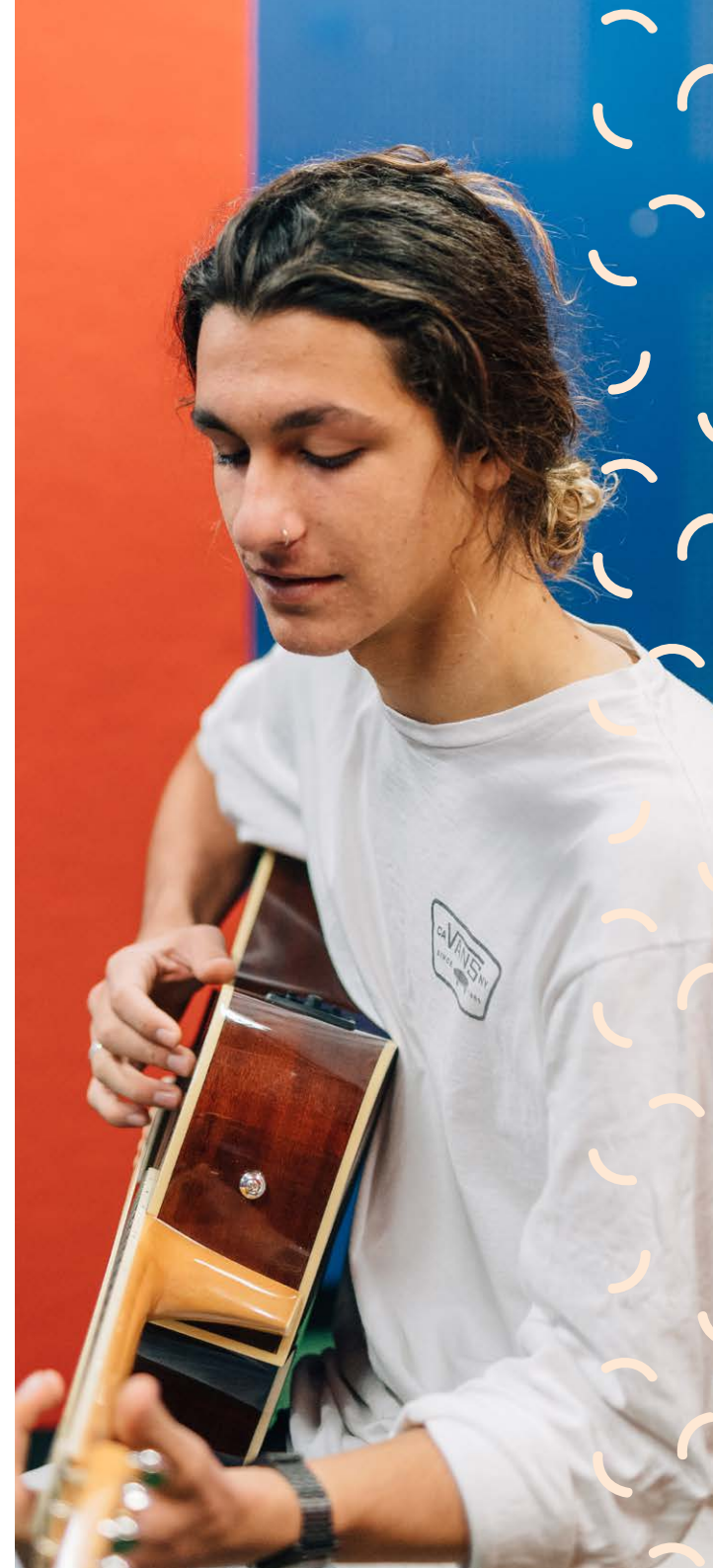
Information Sessions regarding the establishment of the Office of the Education Registrar and the *Education Act 2016* were held in three locations around the state during the month of June, 2017. These sessions were well attended and productive.

THEAC continued to develop a positive working relationship with the Home Education Association.

## SUPPORT FOR HOME EDUCATING FAMILIES

Quarterly 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. Newsletters also offer information on events and opportunities for home educated students around the state.

**Rebecca Jenkins**  
Chair THEAC



# 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 whose composition and powers are 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
- Renewal of registration of existing schools.

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Following the commencement of the *Education Act 2016*, the Schools Registration Board will be known as the Non-Government Schools Registration Board with its membership representation remaining unchanged.

## Members

The Schools Registration Board consists of eight persons appointed by the Minister for Education and Training (*Education Act 1994* section 45 (1–3)).

THE FOLLOWING PERSONS WERE MEMBERS OF THE BOARD IN 2016–17:

|                             |  |
|-----------------------------|--|
| Ms Jenny Cranston           | Chair (until 19 May 2017)  |
| Ms Jenny Self               | Chair (from 20 May 2017)   |
| Mrs Jill Morgan             | Representing the Tasmanian Catholic Education Sector                 |
| Mrs Katharine O'Donnell     | Department of Education (until 20 April 2017)                        |
| Mrs Suzanne Pennicott–Jones | Department of Education (from 9 June 2017)                           |
| Mr Michael Cole             | Organisations representing Teachers in Registered Schools            |
| Ms Jaqueline Conboy         | Organisations representing Teachers in Registered Schools            |
| Mr Greg Boon                | Organisations representing Parents of Children at Registered Schools |
| Mr John Green               | Organisations representing Registered Schools                        |
| Ms Terese Philips           | Organisations representing Registered Schools                        |

## Registrar

Mrs Jo Spencer held the position of Registrar of the Schools Registration Board.

## 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:

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

## Board meetings

The Board met eight times in 2016–17 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:

|      |                                   |
|------|-----------------------------------|
| 2016 | 10 August 2016                    |
|      | 12 October 2016                   |
|      | 16 November 2016                  |
|      | 2 December 2016                   |
|      | 15 December 2016 (out of session) |
| 2017 | 13 January 2017                   |
|      | 17 February 2017                  |
|      | 28 April 2017                     |

## Registration of schools

There are 71 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.schoolregistration.tas.gov.au](http://www.schoolregistration.tas.gov.au) – School Directory

## Application for a new schools

The Board considered and approved two new applications for the registration of new schools in 2016–17:

- Goodstart Early Learning, Hobart West
- Hilliard Christian School

## Changes to registration

Schools are required to seek approval from the Schools Registration Board for any significant changes in relation to their registration details.

Significant changes include closures or amalgamations, changes to the type of registration, or a decrease in the school's financial capacity to continue operations.

There were no changes to registration in 2016–17.

## Review of registered schools

The following 21 schools were reviewed for renewal of registration between July 2016 and June 2017:

- Capstone College
- Circular Head Christian School
- Emmanuel Christian School
- Geneva Christian College
- Good Start Early Learning, Hobart West
- Hilliard Christian School
- Holy Rosary Catholic School
- Immaculate Heart of Mary Catholic School
- Launceston Christian School
- Newstead Christian School
- Northern Christian School
- Oakwood School
- Peregrine
- Sacred Heart Catholic School (Geeveston)
- Scotch Oakburn College
- St Brendan Shaw College
- St James Catholic College
- St Joseph's Catholic School (Rosebery)
- St Joseph's Catholic School, (Queenstown)
- Star of the Sea Catholic College
- The Lambert School.

## School closures/amalgamations

There were no school closures or amalgamations of registered non-government schools in 2016–17.

## Education Act 2016

With the commencement of the *Education Act 2016*, there are some changes to the role and functions of the Board.

The Board will be known as the Non-Government Schools Registration Board.

Whilst the Board will continue to determine registrations of existing schools and will now make recommendations to the Minister regarding applications for new schools, the Education Registrar will manage the day-to-day operations and the operational aspects of the regulatory process. Reviews will be undertaken by Registration Officers with educational qualifications. The Registrar will provide advice to the Board in relation to the compliance of schools with the Standards which are outlined in the *Education Regulations 2017*.

I look forward to working with the Board and the Education Registrar to provide advice and support to non-government schools in relation to the registration and regulatory process under the new Act.

**Jenny Self**  
Chair

## Statement of expenditure | July 2016 to 30 June 2017

| EXPENDITURE  | \$             |
|--|----------------|
| Salary costs (SRB Registrar)   | 69,273         |
| 8 Schools Registration Board meetings (sitting fees) as well as costs of 21 registration reviews | 40,412         |
| Miscellaneous  | 5,166          |
| Travel   | 8,434          |
| <b>TOTAL EXPENDITURE</b>   | <b>123,285</b> |

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## FINANCIAL STATEMENTS

FOR THE YEAR ENDED 30 JUNE



# STATEMENT OF COMPREHENSIVE INCOME FOR THE YEAR ENDED 30 JUNE 2017

|   | NOTES | 2017 BUDGET<br>\$'000 | 2017 ACTUAL<br>\$'000 | 2016 ACTUAL<br>\$'000 |
|---|-------|-----------------------|-----------------------|-----------------------|
| <b>CONTINUING OPERATIONS</b>                            |       |                       |                       |                       |
| <b>Revenue and other income from transactions</b>       |       |                       |                       |                       |
| Revenue from government                                 |       |                       |                       |                       |
| Appropriation revenue – recurrent                       | 5.1   | 901,983               | 899,726               | 892,517               |
| Appropriation revenue – works and services              | 5.1   | 56,223                | 42,700                | 28,906                |
| Other revenue from government                           | 5.1   | ....                  | 3,396                 | 6,781                 |
| Grants  | 5.2   | 17,791                | 17,371                | 10,393                |
| Sales of goods and services                             | 5.3   | 40,486                | 40,390                | 39,108                |
| Fees and fines  |       | 240                   | 216                   | 228                   |
| Interest  |       | 1,080                 | 680                   | 844                   |
| Contributions received                                  | 5.4   | ....                  | 2,093                 | 5,113                 |
| Other revenue   | 5.5   | 25,882                | 19,886                | 21,598                |
| <b>Total revenue and other income from transactions</b> |       | <b>1,043,685</b>      | <b>1,026,459</b>      | <b>1,005,488</b>      |
| <b>EXPENSES FROM TRANSACTIONS</b>                       |       |                       |                       |                       |
| Employee benefits                                       | 6.1   | 752,760               | 744,995               | 706,295               |
| Depreciation and amortisation                           | 6.2   | 51,113                | 45,449                | 47,012                |
| Supplies and consumables                                | 6.3   | 209,928               | 203,985               | 186,827               |
| Grants and subsidies                                    | 6.4   | 7,958                 | 12,389                | 12,183                |
| Other expenses  | 6.5   | 12,180                | 11,838                | 11,574                |
| <b>Total expenses from transactions</b>                 |       | <b>1,033,939</b>      | <b>1,018,656</b>      | <b>963,890</b>        |

|   | NOTES | 2017 BUDGET<br>\$'000 | 2017 ACTUAL<br>\$'000 | 2016 ACTUAL<br>\$'000 |
|---|-------|-----------------------|-----------------------|-----------------------|
| <b>Net result from transactions (net operating balance)</b>                 |       | <b>9,746</b>          | <b>7,804</b>          | <b>41,598</b>         |
| <b>OTHER ECONOMIC FLOWS INCLUDED IN NET RESULT</b>                          |       |                       |                       |                       |
| Net gain/(loss) on non-financial assets                                     | 7.1   | 243                   | (1,351)               | (2,277)               |
| Net gain/(loss) on financial instruments and statutory receivables/payables | 7.2   | ....                  | (1,030)               | (459)                 |
| <b>Total other economic flows included in net result</b>                    |       | <b>243</b>            | <b>(2,381)</b>        | <b>(2,736)</b>        |
| <b>Net result</b>   | 12.2  | <b>9,989</b>          | <b>5,422</b>          | <b>38,861</b>         |
| <b>OTHER COMPREHENSIVE INCOME</b>   |       |                       |                       |                       |
| <i>Items that will not be reclassified subsequently to profit or loss</i>   |       |                       |                       |                       |
| Changes in property, plant and equipment revaluation reserve                | 11.1  | (4,872)               | 33,287                | (19,980)              |
| <b>Total other economic flows – Other non-owner changes in equity</b>       |       | <b>(4,872)</b>        | <b>33,287</b>         | <b>(19,980)</b>       |
| <b>COMPREHENSIVE RESULT</b>   |       | <b>5,117</b>          | <b>38,709</b>         | <b>18,881</b>         |

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.

# STATEMENT OF FINANCIAL POSITION AS AT 30 JUNE 2017

|                               | NOTES | 2017 BUDGET<br>\$'000 | 2017 ACTUAL<br>\$'000 | 2016 ACTUAL<br>\$'000 |
|-------------------------------|-------|-----------------------|-----------------------|-----------------------|
| <b>ASSETS</b>                 |       |                       |                       |                       |
| <b>Financial assets</b>       |       |                       |                       |                       |
| Cash and deposits             |       | 68,372                | 105,355               | 103,038               |
| Receivables                   | 8.1   | 17,013                | 12,521                | 9,849                 |
| <b>Non-financial assets</b>   |       |                       |                       |                       |
| Assets held for sale          | 8.2   | 3,720                 | 5,970                 | 6,706                 |
| Property, plant and equipment | 8.3   | 1,346,695             | 1,382,303             | 1,334,563             |
| Library book stock            | 8.4   | 3,377                 | 6,729                 | 7,642                 |
| Heritage collections          | 8.5   | 69,928                | 42,930                | 42,825                |
| Intangibles                   | 8.6   | 4,408                 | 4,511                 | 3,707                 |
| Other assets                  | 8.7   | 7,545                 | 5,446                 | 4,568                 |
| <b>Total assets</b>           |       | <b>1,521,058</b>      | <b>1,565,766</b>      | <b>1,512,900</b>      |
| <b>LIABILITIES</b>            |       |                       |                       |                       |
| Payables                      | 9.1   | 4,710                 | 6,895                 | 6,343                 |
| Employee benefits             | 9.2   | 139,565               | 141,658               | 133,985               |
| Other liabilities             | 9.3   | 4,021                 | 15,188                | 8,515                 |
| <b>Total liabilities</b>      |       | <b>148,296</b>        | <b>163,741</b>        | <b>148,843</b>        |
| <b>Net assets</b>             |       | <b>1,372,762</b>      | <b>1,402,024</b>      | <b>1,364,057</b>      |
| <b>EQUITY</b>                 |       |                       |                       |                       |
| Reserves                      | 11.1  | 305,126               | 314,849               | 281,562               |
| Accumulated funds             |       | 1,067,636             | 1,087,176             | 1,082,495             |
| <b>Total equity</b>           |       | <b>1,372,762</b>      | <b>1,402,024</b>      | <b>1,364,057</b>      |

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 2017

|   | NOTES | 2017 BUDGET<br>\$'000 | 2017 ACTUAL<br>\$'000 | 2016 ACTUAL<br>\$'000 |
|---|-------|-----------------------|-----------------------|-----------------------|
| <b>CASH FLOWS FROM OPERATING ACTIVITIES</b>         |       |                       |                       |                       |
| <b>Cash inflows</b>                                 |       |                       |                       |                       |
| Appropriation receipts – recurrent                  |       | 901,983               | 902,710               | 892,517               |
| Grants – continuing operations                      |       | 17,791                | 17,383                | 9,327                 |
| Sales of goods and services                         |       | 39,387                | 40,534                | 41,454                |
| Fees and fines                                      |       | 240                   | 216                   | 229                   |
| GST receipts  |       | 28,503                | 34,833                | 31,738                |
| Interest received                                   |       | 1,080                 | 712                   | 856                   |
| Other cash receipts                                 |       | 24,882                | 20,871                | 29,605                |
| <b>Total cash inflows</b>                           |       | <b>1,013,866</b>      | <b>1,017,258</b>      | <b>1,005,725</b>      |
| <b>Cash outflows</b>                                |       |                       |                       |                       |
| Employee benefits                                   |       | (743,662)             | (737,841)             | (726,022)             |
| GST payments  |       | (29,207)              | (35,171)              | (32,339)              |
| Supplies and consumables                            |       | (219,070)             | (209,020)             | (186,727)             |
| Grants and subsidies                                |       | (7,958)               | (11,382)              | (13,079)              |
| Other cash payments                                 |       | (12,180)              | (11,769)              | (11,532)              |
| <b>Total cash outflows</b>                          |       | <b>(1,012,077)</b>    | <b>(1,005,183)</b>    | <b>(969,699)</b>      |
| <b>Net cash from (used by) operating activities</b> | 12.2  | <b>1,789</b>          | <b>12,075</b>         | <b>36,026</b>         |

| NOTES   | 2017 BUDGET<br>\$'000 | 2017 ACTUAL<br>\$'000 | 2016 ACTUAL<br>\$'000 |
|---|-----------------------|-----------------------|-----------------------|
| <b>CASH FLOWS FROM INVESTING ACTIVITIES</b>                       |                       |                       |                       |
| <b>Cash inflows</b>   |                       |                       |                       |
| Receipts from non-operational capital funding                     |                       |                       |                       |
| Appropriation receipts – works and services                       | 56,223                | 48,156                | 32,322                |
| Proceeds for the disposal of non-financial assets                 | ....                  | 125                   | ....                  |
| <b>Total cash inflows</b>   | <b>56,223</b>         | <b>48,281</b>         | <b>32,322</b>         |
| <b>Cash outflows</b>  |                       |                       |                       |
| Payments for acquisition of non-financial assets                  | (61,506)              | (58,020)              | (51,896)              |
| Works and Services repayment to Treasury                          | 0                     | (20)                  | ....                  |
| <b>Total cash outflows</b>  | <b>(61,506)</b>       | <b>(58,040)</b>       | <b>(51,896)</b>       |
| <b>Net cash from (used by) investing activities</b>               | <b>(5,283)</b>        | <b>(9,759)</b>        | <b>(19,574)</b>       |
| <b>Net increase (decrease) in cash and cash equivalents held</b>  | <b>(3,494)</b>        | <b>2,316</b>          | <b>16,452</b>         |
| <b>Cash and deposits at the beginning of the reporting period</b> | <b>71,866</b>         | <b>103,039</b>        | <b>86,587</b>         |
| <b>Cash and deposits at the end of the reporting period</b>       | <b>68,372</b>         | <b>105,355</b>        | <b>103,039</b>        |

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 2017

| NOTES   | RESERVES<br>\$'000 | ACCUMULATED<br>FUNDS \$'000 | TOTAL EQUITY<br>\$'000 |
|---|--------------------|-----------------------------|------------------------|
| <b>BALANCE AS AT 1 JULY 2016</b>                  | 281,562            | 1,082,495                   | 1,364,057              |
| Comprehensive result                              | 33,287             | 5,422                       | 38,709                 |
| Decrease in equity associated with CLAF* proceeds | ....               | (741)                       | (741)                  |
| <b>Total</b>                                      | <b>33,287</b>      | <b>4,681</b>                | <b>37,968</b>          |
| <b>BALANCE AS AT 30 JUNE 2017</b>                 | <b>314,849</b>     | <b>1,087,176</b>            | <b>1,402,025</b>       |
| <b>BALANCE AS AT 1 JULY 2015</b>                  | 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)                |
| <b>Total</b>                                      | <b>(19,980)</b>    | <b>37,194</b>               | <b>17,214</b>          |
| <b>BALANCE AS AT 30 JUNE 2016</b>                 | <b>281,562</b>     | <b>1,082,495</b>            | <b>1,364,057</b>       |

\*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 2017

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| 2.3      | Reconciliation of total output groups net assets to Statement of Financial Position             | 142        | <b>7</b> | <b>Other economic flows included in net result</b>                          | <b>160</b> |
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| NOTE      | DESCRIPTION   | PAGE NO.   |
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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.

## I.1 Schedule of Administered Income and Expenses

|  | NOTES | 2017 BUDGET<br>\$'000 | 2017 ACTUAL<br>\$'000 | 2016 ACTUAL<br>\$'000 |
|--|-------|-----------------------|-----------------------|-----------------------|
| <b>ADMINISTERED REVENUE AND OTHER INCOME FROM TRANSACTIONS</b>             |       |                       |                       |                       |
| Appropriation revenue – recurrent  | 15.2  | 306,139               | 312,560               | 288,352               |
| Sales of goods and services  | 15.3  | 373                   | 52                    | 67                    |
| Fees and fines   | 15.4  | ....                  | 1                     | 26                    |
| Other revenue  | 15.5  | ....                  | 2                     | 214                   |
| <b>Total administered revenue and other income from transactions</b>       |       | <b>306,512</b>        | <b>312,615</b>        | <b>288,659</b>        |
| <b>ADMINISTERED EXPENSES FROM TRANSACTIONS</b>                             |       |                       |                       |                       |
| Grants and subsidies   | 15.6  | 306,139               | 312,560               | 287,847               |
| Transfers to the Consolidated Fund   |       | 373                   | 55                    | 812                   |
| <b>Total administered expenses from transactions</b>                       |       | <b>306,512</b>        | <b>312,615</b>        | <b>288,659</b>        |
| <b>Administered net result from transactions attributable to the State</b> |       | ....                  | ....                  | ....                  |
| <b>Other economic flows</b>  |       | ....                  | ....                  | ....                  |
| <b>Administered comprehensive result</b>                                   |       | ....                  | ....                  | ....                  |

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 | 2017 BUDGET<br>\$'000 | 2017 ACTUAL<br>\$'000 | 2016 ACTUAL<br>\$'000 |
|--------------------------------------|-------|-----------------------|-----------------------|-----------------------|
| <b>ADMINISTERED FINANCIAL ASSETS</b> |       |                       |                       |                       |
| Cash and deposits                    |       | ....                  | (429)                 | ....                  |
| Receivables                          | 15.7  | ....                  | 429                   | ....                  |
| <b>Total administered assets</b>     |       | ....                  | ....                  | ....                  |
| <b>Administered net assets</b>       |       | ....                  | ....                  | ....                  |
| <b>ADMINISTERED EQUITY</b>           |       |                       |                       |                       |
| Accumulated funds                    |       | ....                  | ....                  | ....                  |
| <b>Total administered equity</b>     |       | ....                  | ....                  | ....                  |

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.

### I.3 Schedule of Administered Cash Flows

| NOTES  | 2017 BUDGET<br>\$'000 | 2017 ACTUAL<br>\$'000 | 2016 ACTUAL<br>\$'000 |
|--|-----------------------|-----------------------|-----------------------|
| <b>ADMINISTERED CASH FLOWS FROM OPERATING ACTIVITIES</b>                       |                       |                       |                       |
| <b>Administered cash inflows</b>   |                       |                       |                       |
| Appropriation receipts – recurrent   | 306,139               | 312,131               | 288,352               |
| Sales of goods and services  | 373                   | 52                    | 67                    |
| Fees and fines   | ....                  | 1                     | 26                    |
| Other cash receipts  | ....                  | 2                     | 719                   |
| <b>Total administered cash inflows</b>   | <b>306,512</b>        | <b>312,186</b>        | <b>289,164</b>        |
| <b>Administered cash outflows</b>  |                       |                       |                       |
| Grants and subsidies   | (306,139)             | (312,560)             | (287,847)             |
| Transfers to Consolidated Fund   | (373)                 | (55)                  | (812)                 |
| <b>Total administered cash outflows</b>  | <b>(306,512)</b>      | <b>(312,615)</b>      | <b>(288,659)</b>      |
| <b>Administered net cash from (used by) operating activities</b>               | <b>....</b>           | <b>....</b>           | <b>505</b>            |
| <b>Net increase (decrease) in administered cash held</b>                       | <b>....</b>           | <b>(429)</b>          | <b>505</b>            |
| <b>Administered cash and deposits at the beginning of the reporting period</b> | <b>....</b>           | <b>....</b>           | <b>(505)</b>          |
| <b>Administered cash and deposits at the end of the reporting period</b>       | <b>....</b>           | <b>(429)</b>          | <b>....</b>           |

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<br>\$'000 | TOTAL EQUITY<br>\$'000 |
|-----------------------------------|-----------------------------|------------------------|
| <b>BALANCE AS AT 1 JULY 2016</b>  | ....                        | ....                   |
| Total comprehensive result        | ....                        | ....                   |
| <b>BALANCE AS AT 30 JUNE 2017</b> | ....                        | ....                   |

|                                   | ACCUMULATED FUNDS<br>\$'000 | TOTAL EQUITY<br>\$'000 |
|-----------------------------------|-----------------------------|------------------------|
| <b>BALANCE AS AT 1 JULY 2015</b>  | ....                        | ....                   |
| Total comprehensive result        | ....                        | ....                   |
| <b>BALANCE AS AT 30 JUNE 2016</b> | ....                        | ....                   |

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

# NOTE 2: DEPARTMENTAL OUTPUT SCHEDULES

## 2.1 Output group information

### OUTPUT GROUP 1 – EDUCATION

|   | 2017 BUDGET<br>\$'000 | 2017 ACTUAL<br>\$'000 | 2016 ACTUAL<br>\$'000 |
|---|-----------------------|-----------------------|-----------------------|
| <b>CONTINUING OPERATIONS</b>                            |                       |                       |                       |
| <b>REVENUE AND OTHER INCOME FROM TRANSACTIONS</b>       |                       |                       |                       |
| Revenue from appropriation                              | 868,710               | 862,433               | 856,027               |
| Interest revenue  | 1,080                 | 680                   | 837                   |
| Grants  | 17,791                | 17,371                | 9,998                 |
| Sales of goods and services                             | 35,530                | 39,884                | 38,008                |
| Contributions received                                  | ....                  | 1,903                 | 4,771                 |
| Other revenue   | 28,692                | 18,950                | 20,542                |
| <b>Total revenue and other income from transactions</b> | <b>951,803</b>        | <b>941,223</b>        | <b>930,183</b>        |
| <b>EXPENSES FROM TRANSACTIONS</b>                       |                       |                       |                       |
| Employee benefits                                       | 646,819               | 640,852               | 607,752               |
| Superannuation  | 79,465                | 76,882                | 72,717                |
| Depreciation  | 47,202                | 42,015                | 43,459                |
| Grants and subsidies                                    | 7,446                 | 11,110                | 10,950                |
| Supplies and consumables                                |                       |                       |                       |
| Communications  | 1,957                 | 2,457                 | 2,062                 |
| Consultants   | 2,376                 | 4,745                 | 3,565                 |
| Information and technology                              | 29,583                | 43,840                | 33,671                |
| Maintenance and property services                       | 72,577                | 66,680                | 68,923                |
| Travel and transport                                    | 9,079                 | 7,880                 | 7,176                 |
| Other supplies and consumables                          | 87,676                | 67,649                | 63,213                |
| Other expenses  | 12,086                | 11,502                | 11,550                |

|   | 2017 BUDGET<br>\$'000 | 2017 ACTUAL<br>\$'000 | 2016 ACTUAL<br>\$'000 |
|---|-----------------------|-----------------------|-----------------------|
| <b>Total expenses from transactions</b>                                     | <b>996,266</b>        | <b>975,611</b>        | <b>925,039</b>        |
| <b>Net operating result from continuing transactions</b>                    | <b>(44,463)</b>       | <b>(34,389)</b>       | <b>5,144</b>          |
| <b>OTHER ECONOMIC FLOWS INCLUDED IN NET RESULT</b>                          |                       |                       |                       |
| Net gain/(loss) on sale of non-financial assets                             | 243                   | (557)                 | (1,105)               |
| Net gain/(loss) on revaluation  | ....                  | ....                  | ...                   |
| Net gain/(loss) on financial instruments and statutory receivables/payables | ....                  | (886)                 | (446)                 |
| <b>Total other economic flows included in net result</b>                    | <b>243</b>            | <b>(1,443)</b>        | <b>(1,551)</b>        |
| <b>Net result</b>   | <b>(44,220)</b>       | <b>(35,832)</b>       | <b>3,593</b>          |
| <b>OTHER ECONOMIC FLOWS – OTHER NON-OWNER CHANGES IN EQUITY</b>             |                       |                       |                       |
| Changes in physical asset revaluation reserve                               | (4,872)               | 31,402                | 3,728                 |
| <b>Total other economic flows – other non-owner changes in equity</b>       | <b>(4,872)</b>        | <b>31,402</b>         | <b>3,728</b>          |
| <b>Comprehensive result</b>   | <b>(49,092)</b>       | <b>(4,430)</b>        | <b>7,321</b>          |
| <b>EXPENSE BY OUTPUT</b>  |                       |                       |                       |
| I.1 In school education   | 973,477               | 948,058               | 899,189               |
| I.2 School Support Services   | 14,034                | 14,119                | 14,179                |
| I.3 Early Learning  | 6,269                 | 8,263                 | 7,598                 |
| I.4 Statutory Offices   | 2,486                 | 5,170                 | 4,055                 |
| <b>Total</b>  | <b>996,266</b>        | <b>975,611</b>        | <b>925,039</b>        |
| <b>NET ASSETS</b>   |                       |                       |                       |
| Total assets deployed for Education   |                       | 1,414,489             | 1,366,013             |
| Total liabilities incurred for Education                                    |                       | (152,640)             | (140,041)             |
| <b>Net assets deployed for Education</b>                                    |                       | <b>1,261,848</b>      | <b>1,225,971</b>      |

Note 1: The variance of budget to actual for Maintenance and Property Services and Other Supplies and Consumables.

Note 2: The Budget for Output I.4 for 2016–17 only included TASC, the actual includes all Statutory Offices, including Teacher' Registration Board and Office of the Education Registrar. These have been reflected in future budgets.

OUTPUT GROUP 2 – LINC TASMANIA

|  | 2017 BUDGET<br>\$'000 | 2017 ACTUAL<br>\$'000 | 2016 ACTUAL<br>\$'000 |
|--|-----------------------|-----------------------|-----------------------|
| <b>CONTINUING OPERATIONS</b>                             |                       |                       |                       |
| <b>REVENUE AND OTHER INCOME FROM TRANSACTIONS</b>        |                       |                       |                       |
| Revenue from appropriation                               | 33,273                | 37,292                | 36,490                |
| Sales of goods and services                              | 871                   | 506                   | 1,100                 |
| Contributions received                                   | ....                  | 190                   | 342                   |
| Other revenue  | 1,275                 | 1,152                 | 1,291                 |
| <b>Total revenue and other income from transactions</b>  | <b>35,419</b>         | <b>39,139</b>         | <b>39,223</b>         |
| <b>EXPENSES FROM TRANSACTIONS</b>                        |                       |                       |                       |
| Employee benefits  | 23,606                | 24,275                | 22,606                |
| Superannuation   | 2,870                 | 2,986                 | 2,843                 |
| Depreciation   | 3,911                 | 3,434                 | 3,553                 |
| Grants and subsidies                                     | 512                   | 1,273                 | 1,233                 |
| Supplies and consumables                                 |                       |                       |                       |
| Communications   | 475                   | 172                   | 168                   |
| Consultants  | 41                    | 119                   | 68                    |
| Information and technology                               | 1,218                 | 1,179                 | 1,216                 |
| Maintenance and property services                        | 2,330                 | 3,655                 | 2,567                 |
| Travel and transport                                     | 243                   | 245                   | 205                   |
| Other supplies and consumables                           | 2,373                 | 3,114                 | 2,804                 |
| Other expenses   | 94                    | 336                   | 24                    |
| <b>Total expenses from transactions</b>                  | <b>37,673</b>         | <b>40,788</b>         | <b>37,287</b>         |
| <b>Net operating result from continuing transactions</b> | <b>(2,254)</b>        | <b>(1,649)</b>        | <b>1,937</b>          |

|   | 2017 BUDGET<br>\$'000 | 2017 ACTUAL<br>\$'000 | 2016 ACTUAL<br>\$'000 |
|---|-----------------------|-----------------------|-----------------------|
| <b>OTHER ECONOMIC FLOWS INCLUDED IN NET RESULT</b>                          |                       |                       |                       |
| Net gain/(loss) on sale of non-financial assets                             | ....                  | (795)                 | (1,172)               |
| Net gain/(loss) on revaluation  | ....                  | ....                  | ....                  |
| Net gain/(loss) on financial instruments and statutory receivables/payables | 0                     | (144)                 | (13)                  |
| <b>Total other economic flows included in net result</b>                    | <b>0</b>              | <b>(938)</b>          | <b>(1,185)</b>        |
| <b>Net result</b>   | <b>(2,014)</b>        | <b>(2,587)</b>        | <b>752</b>            |
| <b>OTHER ECONOMIC FLOWS – OTHER NON-OWNER CHANGES IN EQUITY</b>             |                       |                       |                       |
| Changes in physical asset revaluation reserve                               | ....                  | 1,885                 | (23,708)              |
| <b>Total other economic flows – other non-owner changes in equity</b>       | <b>....</b>           | <b>1,882</b>          | <b>(23,708)</b>       |
| <b>Comprehensive result</b>   | <b>(2,014)</b>        | <b>(702)</b>          | <b>(22,957)</b>       |
| <b>EXPENSE BY OUTPUT</b>  |                       |                       |                       |
| 2.1 Information Services and Community Learning                             | 34,722                | 37,273                | 33,961                |
| 2.2 Tasmanian Archives and Heritage Office                                  | 2,951                 | 3,515                 | 3,325                 |
| <b>Total</b>  | <b>37,673</b>         | <b>40,788</b>         | <b>37,287</b>         |
| <b>NET ASSETS</b>   |                       |                       |                       |
| Total assets deployed for LINC Tasmania                                     |                       | 130,247               | 128,814               |
| Total liabilities incurred for LINC Tasmania                                |                       | (5,645)               | (5,596)               |
| <b>Net assets deployed for LINC Tasmania</b>                                |                       | <b>124,601</b>        | <b>123,218</b>        |

OUTPUT GROUP – CAPITAL INVESTMENT PROGRAM

|   | 2017 BUDGET<br>\$'000 | 2017 ACTUAL<br>\$'000 | 2016 ACTUAL<br>\$'000 |
|---|-----------------------|-----------------------|-----------------------|
| <b>CONTINUING OPERATIONS</b>                                |                       |                       |                       |
| <b>REVENUE AND OTHER INCOME FROM TRANSACTIONS</b>           |                       |                       |                       |
| Grants  | ....                  | ....                  | 395                   |
| <b>Total revenue and other income from transactions</b>     | <b>....</b>           | <b>....</b>           | <b>395</b>            |
| <b>EXPENSES FROM TRANSACTIONS</b>                           |                       |                       |                       |
| Expenditure program*  | ....                  | 2,256                 | 1,565                 |
| <b>Total expenses from transactions</b>                     | <b>....</b>           | <b>2,256</b>          | <b>1,565</b>          |
| <b>Net operating result from continuing transactions</b>    | <b>....</b>           | <b>(2,256)</b>        | <b>(1,170)</b>        |
| <b>NON-OPERATIONAL CAPITAL FUNDING</b>                      |                       |                       |                       |
| Revenue from government                                     |                       |                       |                       |
| Appropriation revenue – works and services                  | 56,223                | 42,700                | 28,906                |
| Other revenue from government                               | ....                  | 3,396                 | 6,781                 |
| <b>Total non-operating capital funding</b>                  | <b>56,223</b>         | <b>46,096</b>         | <b>35,687</b>         |
| <b>Net result from transactions (net operating balance)</b> | <b>56,223</b>         | <b>....</b>           | <b>34,517</b>         |
| <b>Net result</b>   | <b>56,223</b>         | <b>46,096</b>         | <b>34,517</b>         |
| <b>Other economic flows</b>                                 | <b>....</b>           | <b>....</b>           | <b>....</b>           |
| <b>Comprehensive result</b>                                 | <b>56,223</b>         | <b>43,841</b>         | <b>34,517</b>         |
| <b>NET ASSETS</b>   |                       |                       |                       |
| Total assets deployed for Capital Investment Program        |                       | 21,030                | 18,434                |
| Total liabilities incurred for Capital Investment Program   |                       | (5,456)               | (3,568)               |
| <b>Net assets deployed for Capital Investment Program</b>   |                       | <b>15,574</b>         | <b>14,867</b>         |

\* 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

|   | 2017 BUDGET<br>\$'000 | 2017 ACTUAL<br>\$'000 | 2016 ACTUAL<br>\$'000 |
|---|-----------------------|-----------------------|-----------------------|
| Total comprehensive result of output groups | 5,117                 | 38,709                | 18,881                |
| Comprehensive result                        | 5,117                 | 38,709                | 18,881                |

## 2.3 Reconciliation of total output groups net assets to Statement of Financial Position

|   | 2017 ACTUAL<br>\$'000 | 2016 ACTUAL<br>\$'000 |
|---|-----------------------|-----------------------|
| Total net assets deployed for output groups | 1,402,024             | 1,364,057             |
| RECONCILIATION TO NET ASSETS                |                       |                       |
| Assets unallocated to output groups         | ....                  | ....                  |
| Net assets                                  | 1,402,024             | 1,364,057             |

## 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.

|  | 2017 BUDGET<br>\$'000 | 2017 ACTUAL<br>\$'000 | 2016 ACTUAL<br>\$'000 |
|--|-----------------------|-----------------------|-----------------------|
| <b>ADMINISTERED REVENUE AND OTHER INCOME FROM TRANSACTIONS</b>           |                       |                       |                       |
| Revenue from appropriation   | 306,139               | 312,560               | 287,352               |
| Grants   | ....                  | ....                  | ....                  |
| Sales of goods and services  | 373                   | 52                    | 67                    |
| Fees and fines   | ....                  | 1                     | 26                    |
| Other revenue  | ....                  | 2                     | 214                   |
| <b>Total administered revenue and other income from transactions</b>     | <b>306,512</b>        | <b>312,615</b>        | <b>288,659</b>        |
| <b>ADMINISTERED EXPENSES FROM TRANSACTIONS</b>                           |                       |                       |                       |
| Australian Government: grants to non-government schools                  | 240,748               | 245,497               | 226,278               |
| State Government: grants to Non-government schools                       | 64,254                | 65,856                | 60,396                |
| State Government: capital assistance to Non-government schools           | 1,137                 | 1,207                 | 1,173                 |
| Transfers to Consolidated Fund   | 373                   | 55                    | 812                   |
| <b>Total administered expenses from transactions</b>                     | <b>306,512</b>        | <b>312,615</b>        | <b>288,659</b>        |
| <b>Administered net result from transactions (net operating balance)</b> | <b>....</b>           | <b>....</b>           | <b>....</b>           |
| <b>ADMINISTERED NET ASSETS</b>   |                       |                       |                       |
| Total administered assets deployed                                       |                       | ....                  | ....                  |
| <b>Administered net assets deployed</b>                                  |                       | <b>....</b>           | <b>....</b>           |

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

Budget information refers to original estimates as disclosed in the 2016–17 Budget Papers and is not subject to audit.

Variations 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<br>\$'000 | ACTUAL<br>\$'000 | VARIANCE<br>\$'000 | VARIANCE<br>% |
|--|------|------------------|------------------|--------------------|---------------|
| Contributions Received                                       | 1    | ....             | 2,093            | 2,093              | ....          |
| Other Revenue  | 2    | 25,882           | 19,886           | 5,995              | (23)          |
| Grants and Subsidies   | 3    | 7,958            | 12,389           | 4,431              | 56            |
| Changes in property, plant and equipment revaluation reserve | 4    | (4,872)          | 33,287           | 38,159             | (783)         |

#### Notes to Statement of Comprehensive Income

1. The variance is the result of Donations and Sponsorships received within Schools which is reported within other revenue in the budget papers.
2. The decrease in Other Revenue partly relates to Contributions Received included in the Other Revenue budget offset by lower than estimated revenue for Worker's Compensation recoveries.
3. The increase is mainly due to grants not reflected in the original estimate for a grant to the Beacon Foundation for the Collective Education program approved by the Minister, the transfer to TasTAFE for asset sales proceeds received from the Crown Lands Administration Fund and the transfer of Australian Government funding to the non-government sector for Universal Access to 15 hours Kindergarten.
4. The variance mainly relates to larger than estimated increases for Land and Building Assets as a result of using indexed values for buildings provided by the Valuer-General.

### 3.2 Statement of Financial Position

Budget estimates for the 2016–17 Statement of Financial Position were compiled prior to the completion of the actual outcomes for 2016–17. As a result, the actual variance from the Original Budget estimate will be impacted by the difference between estimated and actual opening balances for 2016–17. The following variance analysis therefore includes major movements between the 30 June 2016 and 30 June 2017 actual balances.

|                      | NOTE | BUDGET<br>\$'000 | 2017 ACTUAL<br>\$'000 | 2016 ACTUAL<br>\$'000 | BUDGET VARIANCE<br>\$'000 | ACTUAL VARIANCE<br>\$'000 |
|----------------------|------|------------------|-----------------------|-----------------------|---------------------------|---------------------------|
| Cash and Deposits    | 1    | 68,372           | 105,355               | 103,038               | 36,983                    | 2,316                     |
| Receivables          | 2    | 17,013           | 12,521                | 9,849                 | (4,492)                   | 2,672                     |
| Heritage Collections | 3    | 69,928           | 42,930                | 42,825                | (26,998)                  | 105                       |
| Other Liabilities    | 4    | 4,021            | 15,188                | 8,515                 | 11,167                    | 6,673                     |

#### Notes to Statement of Financial Position

- 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 2016–17. 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 school's position.
- 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 an increase in the receivable for Corporate Services provided to TasTAFE.
- The budget to actual decrease reflects the impact of the revaluation of Heritage Assets during 2015–16 by independent valuers. The revaluation was not completed until after the 2016–17 budget was completed and has been reflected in the 2017–18 budget.
- The increase in budget to actual and actual to actual for Other Liabilities primarily reflects the section 8A(2) carry forward and higher than estimated Revenue Received in Advance for Overseas from International Students.

### 3.3 Statement of Cash Flows

|                      | NOTE | BUDGET<br>\$'000 | ACTUAL<br>\$'000 | VARIANCE<br>\$'000 | VARIANCE<br>% |
|----------------------|------|------------------|------------------|--------------------|---------------|
| Other Cash Receipts  | 1    | 24,882           | 20,843           | (4,039)            | (16)          |
| Grants and Subsidies | 3    | 7,958            | 11,382           | 3,424              | 43            |

- The decrease in Other Revenue partly relates to Contributions Received included in the Other Revenue budget offset by lower than estimated receipts for Worker's Compensation recoveries.
- The increase is mainly due to grants not reflected in the original estimate for a grant to the Beacon Foundation for the Collective Education program approved by the Minister, the transfer to TasTAFE for asset sales proceeds received from the Crown Lands Administration Fund and the transfer of Australian Government funding to the non-government sector for Universal Access to 15 hours Kindergarten.

## 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 | 2017 BUDGET<br>\$'000 | 2017 ACTUAL<br>\$'000 | 2016 ACTUAL<br>\$'000 |
|---|-------|-----------------------|-----------------------|-----------------------|
| <b>Net result from transactions (net operating balance)</b> |       | <b>9,746</b>          | <b>7,804</b>          | <b>41,598</b>         |
| <b>LESS IMPACT OF NON-OPERATIONAL CAPITAL FUNDING</b>       |       |                       |                       |                       |
| Revenue from government – works and services                | 5.1   | 56,223                | 42,700                | 28,906                |
| Other revenue from government                               | 5.1   | ....                  | 3,396                 | 6,781                 |
| <b>Total</b>  |       | <b>56,223</b>         | <b>46,097</b>         | <b>35,687</b>         |
| <b>Underlying net operating balance</b>                     |       | <b>(46,477)</b>       | <b>(38,293)</b>       | <b>5,911</b>          |

## NOTE 5: INCOME FROM TRANSACTIONS

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

### 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.

|   | 2017 BUDGET<br>\$'000 | 2017 ACTUAL<br>\$'000 | 2016 ACTUAL<br>\$'000 |
|---|-----------------------|-----------------------|-----------------------|
| <b>CONTINUING OPERATIONS</b>  |                       |                       |                       |
| <b>Appropriation revenue – recurrent</b>  |                       |                       |                       |
| Current year  | 901,983               | 902,710               | 892,517               |
| Less: Section 8A(2) carry forward   | ....                  | (2,984)               | ....                  |
| <b>Total</b>  | <b>901,983</b>        | <b>899,726</b>        | <b>892,517</b>        |
| <b>Appropriation revenue – works and services</b>   |                       |                       |                       |
| Less: Section 8A(2) carry forward   | 0                     | (5,456)               | (3,416)               |
| <b>Total</b>  | <b>56,223</b>         | <b>42,700</b>         | <b>28,906</b>         |
| <b>REVENUE FROM GOVERNMENT – OTHER</b>  |                       |                       |                       |
| Appropriation carried forward under Section 8A(2) of the <i>Public Account Act 1986</i> taken up as revenue in the current year | ....                  | 3,396                 | 6,781                 |
| <b>Total</b>  | <b>....</b>           | <b>3,396</b>          | <b>6,781</b>          |
| <b>Total revenue from government</b>  | <b>958,206</b>        | <b>945,822</b>        | <b>928,204</b>        |
| <b>COMPRISING OF:</b>   |                       |                       |                       |
| Appropriation revenue – recurrent   | 901,983               | 899,726               | 892,517               |
| Appropriation revenue – works and services  | 56,223                | 42,700                | 28,906                |
| Revenue from government – other   | ....                  | 3,396                 | 6,781                 |
| <b>Total <sup>1</sup></b>   | <b>958,206</b>        | <b>945,822</b>        | <b>928,204</b>        |

1. The decrease in Appropriation revenue – recurrent of \$2.257 million compared to budget is as follows:

## DECREASE IN APPROPRIATION REVENUE COMPARED TO BUDGET

|  | 2017<br>\$'000 |
|--|----------------|
| Asset Sales funding from Crown Land Administration funding | 1,746          |
| Australian Government Students First Government            | (585)          |
| Year 11-12 Implementation Plan transferred to Capital      | (434)          |
| Section 8A(2) Carry Forward                                | (2,984)        |
| <b>Total</b>   | <b>(2,257)</b> |

The decrease in Appropriation revenue – works and services of \$13.523 million compared to budget is as follows:

|  | 2017<br>\$'000  |
|--|-----------------|
| Section 8A(2) Carry Forward                                | (5,456)         |
| Glenorchy Primary School                                   | (176)           |
| Austins Ferry Primary School                               | (700)           |
| East Launceston Primary School                             | (800)           |
| Latrobe High School  | (750)           |
| Lenah Valley Primary School                                | (400)           |
| Parklands High School                                      | (5,500)         |
| Tasman District High School                                | (450)           |
| Windermere Primary School                                  | (700)           |
| Year 7-12 Implementation Plan Capital                      | 434             |
| Supplementary Appropriation: East Devonport Primary School | 150             |
| Supplementary Appropriation: Queechey High School          | 250             |
| Supplementary Appropriation: Riverside Primary School      | 200             |
| Supplementary Appropriation: St Mary's District School     | 375             |
| <b>Total</b>   | <b>(13,523)</b> |

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.

|  | 2017<br>\$'000 | 2016<br>\$'000 |
|--|----------------|----------------|
| <b>CONTINUING OPERATIONS</b>                 |                |                |
| <b>Grants from the Australian Government</b> |                |                |
| Specific grants                              | 28             | 306            |
| National Partnership grants                  | 12,913         | 8,023          |
| <b>Total</b>                                 | <b>12,941</b>  | <b>8,329</b>   |
| <b>Grants – other</b>                        |                |                |
| Grants                                       | 4,431          | 2,063          |
| <b>Total</b>                                 | <b>4,431</b>   | <b>2,063</b>   |
| <b>Total revenue from grants</b>             | <b>17,371</b>  | <b>10,393</b>  |

### 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.

|   | 2017<br>\$'000 | 2016<br>\$'000 |
|---|----------------|----------------|
| <b>GOODS</b>  |                |                |
| School supplies                                       | 6,427          | 6,375          |
| <b>SERVICES</b>                                       |                |                |
| Overseas students                                     | 8,624          | 6,681          |
| Adult education fees                                  | 323            | 310            |
| School levies   | 12,249         | 11,728         |
| Other student collections                             | 5,088          | 5,756          |
| Teachers registration fees                            | 1,300          | 1,343          |
| TasTAFE service provision and reimbursement of costs* | 3,424          | 5,517          |
| Other   | 2,955          | 1,398          |
| <b>Total</b>  | <b>40,390</b>  | <b>39,108</b>  |

\*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. 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, where 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.

|                                     | 2017<br>\$'000 | 2016<br>\$'000 |
|-------------------------------------|----------------|----------------|
| Transfer of Asset from TasTAFE      | ....           | 2,731          |
| Donations                           | 1,905          | 1,904          |
| Fair value of library books donated | 188            | 246            |
| Other contributions                 | ....           | 231            |
| <b>Total</b>                        | <b>2,093</b>   | <b>5,113</b>   |

## 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.

|                                       | 2017<br>\$'000 | 2016<br>\$'000 |
|---------------------------------------|----------------|----------------|
| Workers' compensation refunds         | 3,745          | 4,109          |
| Miscellaneous school revenue          | 9,711          | 11,442         |
| Paid Parental Leave Funding           | 2,336          | 2,090          |
| Swimming and Water Safety             | 525            | 340            |
| Salary recovered from external bodies | 176            | 103            |
| Rental properties                     | 968            | 946            |
| Other                                 | 2,424          | 2,567          |
| <b>Total</b>                          | <b>19,886</b>  | <b>21,598</b>  |

## 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

|   | 2017<br>\$'000 | 2016<br>\$'000 |
|---|----------------|----------------|
| Wages and salaries                      | 610,500        | 576,966        |
| Annual leave                            | 17,534         | 17,187         |
| Sick leave                              | 18,852         | 16,854         |
| Long service leave                      | 17,881         | 19,357         |
| Superannuation – contribution scheme    | 58,828         | 52,644         |
| Superannuation – defined benefit scheme | 21,039         | 22,914         |
| Other employee expenses                 | 360            | 373            |
| <b>Total</b>                            | <b>744,995</b> | <b>706,295</b> |

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 12.85 per cent (2016: 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 (2016: 9.5 per cent) of salary. In addition, Departments are also required to pay into the Consolidated Fund a “gap” payment equivalent to 3.35 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 2016–17 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.

### Acting Arrangements

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

| 2017  | SHORT-TERM BENEFITS |                             |                          | LONG-TERM BENEFITS                |   |                 |
|---|---------------------|-----------------------------|--------------------------|-----------------------------------|---|-----------------|
|   | SALARY<br>\$'000    | OTHER<br>BENEFITS<br>\$'000 | SUPERANNUATION<br>\$'000 | TERMINATION<br>BENEFITS<br>\$'000 | OTHER BENEFITS<br>AND LONG<br>SERVICE LEAVE<br>\$'000 | TOTAL<br>\$'000 |
| <b>KEY MANAGEMENT PERSONNEL</b>   |                     |                             |                          |                                   |   |                 |
| Jennifer Gale – Secretary   | 355                 | 19                          | 34                       | ....                              | 11  | 419             |
| Elisabeth Banks – Deputy Secretary Early Years and Schools,<br>separation date 10 July 2016 * | 9                   | ....                        | 1                        | 238                               | ....  | 249             |
| Robert Williams – Deputy Secretary Corporate and Business Services                            | 211                 | 19                          | 20                       | ....                              | 27  | 277             |
| Timothy Bullard – Deputy Secretary Strategy and Performance                                   | 230                 | 19                          | 22                       | ....                              | 9   | 280             |
| Jennifer Burgess – Deputy Secretary Support and Development                                   | 154                 | 19                          | 17                       | ....                              | 9   | 198             |
| Trudy Pearce – Deputy Secretary Learning  | 208                 | 19                          | 27                       | ....                              | 23  | 276             |
| <b>Total Remuneration For Key Management Personnel</b>  | <b>1,167</b>        | <b>94</b>                   | <b>120</b>               | <b>238</b>                        | <b>80</b>   | <b>1,700</b>    |

\* The Termination Benefits included for Elisabeth Banks refers to the severance payment upon separation. At separation, the total payment including payout of accrued leave totaled \$0.355 million.

\*\* Salary figures are not adjusted for accruals and as such include a 27th pay in 2015–16 compared to 2016–17 with 26 pays.

\*\*\* The Key management personnel disclosed are the Executive Group of the Department. The Executive Group structure was revised in September 2016 to consist of the Secretary and the four Deputy Secretaries.

| 2016   | SHORT-TERM BENEFITS |                             |                          | LONG-TERM BENEFITS                |   |                 |
|--|---------------------|-----------------------------|--------------------------|-----------------------------------|---|-----------------|
|  | SALARY<br>\$'000    | OTHER<br>BENEFITS<br>\$'000 | SUPERANNUATION<br>\$'000 | TERMINATION<br>BENEFITS<br>\$'000 | OTHER BENEFITS<br>AND LONG<br>SERVICE LEAVE<br>\$'000 | TOTAL<br>\$'000 |
| <b>KEY MANAGEMENT PERSONNEL</b>  |                     |                             |                          |                                   |   |                 |
| 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             |
| Jennifer 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                   | 0                           | 0                        | ....                              | ....  | 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              |
| <b>Total Remuneration For Key Management Personnel</b>   | <b>1,401</b>        | <b>115</b>                  | <b>178</b>               | <b>205</b>                        | <b>24</b>   | <b>1,923</b>    |

\* 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. Salary figures are not adjusted for accruals and as such include a 27th pay in 2015–16.

### (C) RELATED PARTY TRANSACTIONS

There are no significant material related party transactions requiring disclosure.

## 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

|                     | 2017<br>\$'000 | 2016<br>\$'000 |
|---------------------|----------------|----------------|
| Plant and equipment | 1,654          | 1,325          |
| Buildings           | 40,463         | 41,784         |
| Library book stock  | 2,010          | 2,077          |
| Intangibles         | 1,322          | 1,826          |
| <b>Total</b>        | <b>45,449</b>  | <b>47,012</b>  |

## 6.3 Supplies and consumables

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

|                                     | 2017<br>\$'000 | 2016<br>\$'000 |
|-------------------------------------|----------------|----------------|
| Audit fees – financial audit        | 115            | 171            |
| Consultants                         | 5,045          | 3,678          |
| Property services                   | 43,851         | 42,916         |
| Maintenance                         | 28,550         | 29,721         |
| Communications                      | 2,629          | 2,230          |
| Information technology              | 45,019         | 34,887         |
| Travel and transport                | 8,126          | 7,378          |
| Advertising and promotion           | 1,016          | 796            |
| Materials and supplies              | 28,308         | 26,373         |
| Miscellaneous school expenses       | 21,099         | 19,564         |
| Books and periodicals               | 2,744          | 3,541          |
| Equipment leases                    | 1,644          | 1,603          |
| Postage and freight                 | 1,451          | 1,275          |
| Training and development            | 3,644          | 3,174          |
| Contractors                         | 3,171          | 2,433          |
| Finance and administration expenses | 2,598          | 2,384          |
| Other supplies and consumables      | 4,974          | 4,704          |
| <b>Total</b>                        | <b>203,985</b> | <b>186,827</b> |

## 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.

|  | 2017<br>\$'000 | 2016<br>\$'000 |
|--|----------------|----------------|
| Child care   | 660            | 462            |
| 26TEN  | 587            | 588            |
| Sundry grants, fees and scholarships                                     | 1,154          | 953            |
| VET delivery   | 1,612          | 1,433          |
| Tasmanian communities online   | 597            | 629            |
| Non-government schools   | 2,485          | 3,536          |
| Senior secondary accommodation allowance                                 | 283            | 287            |
| Spectacles and special bursaries   | 294            | 254            |
| University of Tasmania Centre for Educational Attainment                 | ....           | 1,440          |
| Beacon Foundation – Collective Education                                 | 1,000          | ....           |
| Review of Literacy Teaching, Training and Practice in Government Schools | 330            | ....           |
| Learning for Life  | 400            | ....           |
| Student Health Initiative  | 140            | ....           |
| Bravehearts  | 200            | 200            |
| TasTAFE – CLAF Proceeds  | 1,004          | ....           |
| Kitchen Garden – Colony 47   | 100            | ....           |
| Other grant payments   | 1,160          | 2,169          |
| School Sports Associations   | 225            | 232            |
| Cyber Safety in Schools  | 158            | ....           |
| <b>Total</b>   | <b>12,389</b>  | <b>12,183</b>  |

## 6.5 Other expenses

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

|   | 2017<br>\$'000 | 2016<br>\$'000 |
|---|----------------|----------------|
| Salary on-costs – Workers compensation premiums | 11,838         | 11,574         |
| <b>Total</b>                                    | <b>11,838</b>  | <b>11,574</b>  |



## 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.

|   | 2017<br>\$'000 | 2016<br>\$'000 |
|---|----------------|----------------|
| Net gain/(loss) on physical assets                                | (547)          | (1,112)        |
| Net gain/(loss) on disposal of library books, plant and equipment | (805)          | (1,165)        |
| <b>Total net gain/(loss) on non-financial assets</b>              | <b>(1,351)</b> | <b>(2,277)</b> |

## 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 that there are any financial assets that are impaired. A financial asset is considered to be impaired if objective evidence indicates that one or more events have had a negative effect on the estimated future cash flows of that asset.

### 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.

|  | 2017<br>\$'000 | 2016<br>\$'000 |
|--|----------------|----------------|
| Impairment of Receivables                      | (1,030)        | (459)          |
| <b>Total net loss on financial instruments</b> | <b>(1,030)</b> | <b>(459)</b>   |

## 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.

|   | 2017<br>\$'000 | 2016<br>\$'000 |
|---|----------------|----------------|
| Central office receivables  | 8,290          | 5,769          |
| LINC receivables  | 246            | 263            |
| Less: Provision for impairment  | (711)          | (344)          |
| <b>Total</b>  | <b>7,824</b>   | <b>5,688</b>   |
| School receivables  | 6,160          | 5,441          |
| Less: Provision for impairment  | (1,463)        | (1,280)        |
| <b>Total</b>  | <b>4,697</b>   | <b>4,161</b>   |
| <b>Total receivables</b>  | <b>12,521</b>  | <b>9,849</b>   |
| Comprising:   |                |                |
| Sale of goods and services (inclusive of GST)                                 | 8,766          | 6,383          |
| Tax assets  | 3,755          | 3,465          |
| <b>Total</b>  | <b>12,521</b>  | <b>9,849</b>   |
| Settled within 12 months  | 12,521         | 9,849          |
| <b>Total</b>  | <b>12,521</b>  | <b>9,849</b>   |
| <b>RECONCILIATION OF MOVEMENT IN PROVISIONS FOR IMPAIRMENT OF RECEIVABLES</b> |                |                |
| <b>Carrying amount at 1 July</b>  | <b>1,624</b>   | <b>1,635</b>   |
| Amounts written off during the year   | (480)          | (470)          |
| Increase/(decrease) in provision recognised in profit or loss                 | 1,030          | 459            |
| <b>Carrying amount at 30 June</b>   | <b>2,174</b>   | <b>1,624</b>   |

During 2016–17 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

|                          | 2017<br>\$'000 | 2016<br>\$'000 |
|--------------------------|----------------|----------------|
| Land and buildings       | 5,970          | 6,706          |
| <b>Total</b>             | <b>5,970</b>   | <b>6,706</b>   |
| Settled within 12 months | 5,970          | 6,706          |
| <b>Total</b>             | <b>5,970</b>   | <b>6,706</b>   |

The assets held for sale consists of land and some buildings which have become surplus to the Department's requirements. It is intended that these be disposed by way of sale. Steps have been taken for this purpose and it is likely that the disposals could occur within the next twelve months.

(B) FAIR VALUE MEASUREMENT OF ASSETS HELD FOR SALE (INCLUDING FAIR VALUE LEVELS)

|              | FAIR VALUE MEASUREMENT AT END OF REPORTING PERIOD |                   |                   |                   |
|--------------|---|-------------------|-------------------|-------------------|
|              | CARRYING VALUE AT 30 JUNE<br>\$'000               | LEVEL 1<br>\$'000 | LEVEL 2<br>\$'000 | LEVEL 3<br>\$'000 |
| <b>2017</b>  |   |                   |                   |                   |
| Land         | 4,960   | ....              | 4,960             | ....              |
| Buildings    | 1,010   | ....              | 1,010             | ....              |
| <b>Total</b> | <b>5,970</b>                                      | <b>....</b>       | <b>5,970</b>      | <b>....</b>       |
| <b>2016</b>  |   |                   |                   |                   |
| Land         | 5,005   | ....              | 5,005             | ....              |
| Buildings    | 1,702   | ....              | 1,702             | ....              |
| <b>Total</b> | <b>6,706</b>                                      | <b>....</b>       | <b>6,706</b>      | <b>....</b>       |

The assets held for sale are carried at fair value.

The land assets are valued as per the formal valuation undertaken by the Office of the Valuer-General during 2014–15.

The building assets are written down against reserves if the building is classified as a specialised building and therefore have no resale value. The non-specialised buildings are retained at their current fair value at the time at which they were transferred to assets held for sale.

## 8.3 Property, plant and equipment

### (A) CARRYING AMOUNT

|   | 2017<br>\$'000   | 2016<br>\$'000   |
|---|------------------|------------------|
| <b>LAND</b>                                 |                  |                  |
| At fair value                               | 199,485          | 200,256          |
| <b>Total land</b>                           | <b>199,485</b>   | <b>200,256</b>   |
| <b>BUILDINGS</b>                            |                  |                  |
| At fair value                               | 2,512,776        | 2,406,909        |
| Less: Accumulated depreciation / Impairment | (1,376,606)      | (1,297,222)      |
|   | <b>1,136,170</b> | <b>1,109,687</b> |
| Works in progress (at cost)                 | 39,464           | 18,434           |
| <b>Total buildings</b>                      | <b>1,175,634</b> | <b>1,128,121</b> |
| <b>PLANT AND EQUIPMENT</b>                  |                  |                  |
| At cost                                     | 38,392           | 36,069           |
| Less: Accumulated depreciation              | (31,208)         | (29,883)         |
| <b>Total plant and equipment</b>            | <b>7,184</b>     | <b>6,186</b>     |
| <b>Total property, plant and equipment</b>  | <b>1,382,303</b> | <b>1,334,563</b> |

## (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.

\* In accordance with advice by the Office of the Valuer General, Land has not had indexation applied as there has been immaterial movement in the relevant indicies and the values have not materially changed. Buildings have been indexed by 3%.

2017

|   | LAND LEVEL 2<br>(LAND IN GENERAL<br>USE/RESIDENTIAL<br>ASSETS) \$'000 | LAND LEVEL 3<br>(LAND WITH NO<br>ACTIVE MARKETS AND/<br>OR SIGNIFICANT<br>RESTRICTIONS) \$'000 | BUILDINGS LEVEL 2<br>(GENERAL USE<br>RESIDENTIAL<br>BUILDINGS) \$'000 | BUILDINGS LEVEL 3<br>(SPECIFIC PURPOSE/<br>USE BUILDINGS)<br>\$'000 | WORK IN<br>PROGRESS<br>\$'000 | PLANT AND<br>EQUIPMENT<br>\$'000 | TOTAL<br>\$'000  |
|---|---|--|---|---|-------------------------------|----------------------------------|------------------|
| <b>Carrying value at 1 July</b>         | <b>17,517</b>   | <b>182,738</b>   | <b>26,629</b>   | <b>1,083,058</b>  | <b>18,434</b>                 | <b>6,186</b>                     | <b>1,334,563</b> |
| Additions                               | ....  | ....   | ....  | 5,390   | 49,205                        | 2,669                            | 57,264           |
| Withdrawal from sale                    | ....  | 68   | ....  | 94  | ....                          | ....                             | 162              |
| Disposals/Assets held for sale          | ....  | (839)  | ....  | ....  | ....                          | (17)                             | (856)            |
| Revaluation increments/<br>(decrements) | ....  | ....   | ....  | 33,287  | ....                          | ....                             | 33,287           |
| Capitalised works to assets             | ....  | ....   | ....  | 28,175  | (28,175)                      | ....                             | ....             |
| Depreciation/amortisation<br>expense    | ....  | ....   | (1,640)   | (38,822)  | ....                          | (1,654)                          | (42,117)         |
| <b>Carrying value as at 30 June</b>     | <b>17,517</b>   | <b>181,968</b>   | <b>24,989</b>   | <b>1,111,182</b>  | <b>39,464</b>                 | <b>7,183</b>                     | <b>1,382,303</b> |

|   | LAND LEVEL 2<br>(LAND IN GENERAL<br>USE/RESIDENTIAL<br>ASSETS) \$'000 | LAND LEVEL 3<br>(LAND WITH NO<br>ACTIVE MARKETS AND/<br>OR SIGNIFICANT<br>RESTRICTIONS) \$'000 | BUILDINGS LEVEL 2<br>(GENERAL USE<br>RESIDENTIAL<br>BUILDINGS) \$'000 | BUILDINGS LEVEL 3<br>(SPECIFIC PURPOSE/<br>USE BUILDINGS)<br>\$'000 | WORK IN<br>PROGRESS<br>\$'000 | PLANT AND<br>EQUIPMENT<br>\$'000 | TOTAL<br>\$'000  |
|---|---|--|---|---|-------------------------------|----------------------------------|------------------|
| <b>Carrying value at 1 July</b>         | <b>17,522</b>   | <b>183,935</b>   | <b>28,793</b>   | <b>1,075,864</b>  | <b>13,689</b>                 | <b>5,546</b>                     | <b>1,325,349</b> |
| 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/<br>(decrements) | ....  | 170  | ....  | 3,558   | ....                          | ....                             | 3,728            |
| Capitalised works to assets             | ....  | ....   | ....  | 41,511  | (41,521)                      | ....                             | (10)             |
| Depreciation/amortisation<br>expense    | ....  | ....   | (2,164)   | (39,620)  | ....                          | (1,325)                          | (43,109)         |
| <b>Carrying value as at 30 June</b>     | <b>17,517</b>   | <b>182,738</b>   | <b>26,629</b>   | <b>1,083,058</b>  | <b>18,434</b>                 | <b>6,186</b>                     | <b>1,334,563</b> |

## (C) LEVEL 3 SIGNIFICANT VALUATION INPUTS AND RELATIONSHIP TO FAIR VALUE

| DESCRIPTION   | FAIR VALUE AT<br>30 JUNE \$'000 | SIGNIFICANT UNOBSERVABLE<br>INPUTS USED IN VALUATION   | POSSIBLE ALTERNATIVE<br>VALUES FOR LEVEL 3 INPUTS | SENSITIVITY OF FAIR VALUE TO<br>CHANGES IN LEVEL 3 INPUTS  |
|---|---------------------------------|--|---|--|
| <b>LAND</b> – with no active<br>markets and/or significant<br>restrictions) | 181,968                         | A – economic conditions<br>B – availability of and demand<br>for similar assets for sale<br>C – costs of credit                                    | Note 1  | Economic conditions have stabilised<br>over the last 12 months with demand<br>at subdued levels. Interest rates are at<br>historical lows and are expected to remain<br>at those levels. As a result, it is unlikely that<br>significant variations in values will arise in<br>the short term. |
| <b>BUILDINGS</b> – specific<br>purpose / use buildings                      | 1,108,443                       | A – Construction costs<br>B – Design life<br>C – Age and condition of asset<br>D – Remaining useful life<br>E– Utility factor for school buildings | Note 1  | Tasmanian construction indexes have<br>remained stable over the last 12 months.<br>Design and useful lives are reviewed regularly<br>but generally remain unchanged. As a result,<br>it is unlikely that significant variations in values<br>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

|                                 | 2017<br>\$'000 | 2016<br>\$'000 |
|---------------------------------|----------------|----------------|
| At cost                         | 24,456         | 24,703         |
| Less: Accumulated depreciation  | (17,727)       | (17,061)       |
| <b>Total library book stock</b> | <b>6,729</b>   | <b>7,642</b>   |

#### (B) RECONCILIATION OF MOVEMENTS (INCLUDING FAIR VALUE LEVELS)

|                                  | 2017<br>\$'000 | 2016<br>\$'000 |
|----------------------------------|----------------|----------------|
| <b>Carrying value at 1 July</b>  | <b>7,642</b>   | <b>8,500</b>   |
| Additions                        | 1,933          | 2,413          |
| Disposals                        | (837)          | (1,194)        |
| Depreciation                     | (2,009)        | (2,077)        |
| <b>Carrying value at 30 June</b> | <b>6,729</b>   | <b>7,642</b>   |

## 8.5 Heritage collections

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

### (A) CARRYING AMOUNT

|                       | 2017<br>\$'000 | 2016<br>\$'000 |
|-----------------------|----------------|----------------|
| At fair value         | 42,930         | 42,825         |
| <b>Total heritage</b> | <b>42,930</b>  | <b>42,825</b>  |

### (B) RECONCILIATION OF MOVEMENTS

|                                  | 2017<br>\$'000 | 2016<br>\$'000 |
|----------------------------------|----------------|----------------|
| <b>Carrying value at 1 July</b>  | <b>42,825</b>  | <b>66,513</b>  |
| Additions                        | 105            | 20             |
| Revaluation increments           | ....           | (23,708)       |
| <b>Carrying value at 30 June</b> | <b>42,930</b>  | <b>42,825</b>  |

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

|                                | 2017<br>\$'000 | 2016<br>\$'000 |
|--------------------------------|----------------|----------------|
| Software at cost               | 10,048         | 8,051          |
| Less: Accumulated amortisation | (6,130)        | (4,808)        |
|                                | <b>3,918</b>   | <b>3,243</b>   |
| Work in progress               | 593            | 464            |
| <b>Total intangibles</b>       | <b>4,511</b>   | <b>3,707</b>   |

### (B) RECONCILIATION OF MOVEMENTS

|                                  | 2017<br>\$'000 | 2016<br>\$'000 |
|----------------------------------|----------------|----------------|
| <b>Carrying value at 1 July</b>  | <b>3,707</b>   | <b>3,572</b>   |
| Work in progress                 | 593            | 464            |
| Additions                        | 1,533          | 1,497          |
| Amortisation                     | (1,322)        | (1,826)        |
| <b>Carrying value at 30 June</b> | <b>4,511</b>   | <b>3,707</b>   |

## 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

|                             | 2017<br>\$'000 | 2016<br>\$'000 |
|-----------------------------|----------------|----------------|
| <b>OTHER CURRENT ASSETS</b> |                |                |
| Prepayments                 | 2,782          | 2,534          |
| Accrued Revenue             | 1,107          | 1,878          |
| Other current assets        | 1,557          | 157            |
| <b>Total</b>                | <b>5,446</b>   | <b>4,568</b>   |
| Recovered within 12 months  | 5,446          | 4,568          |
| <b>Total</b>                | <b>5,446</b>   | <b>4,568</b>   |

### (B) RECONCILIATION OF MOVEMENTS

|                                       | 2017<br>\$'000 | 2016<br>\$'000 |
|---------------------------------------|----------------|----------------|
| <b>Carrying value at 1 July</b>       | <b>4,568</b>   | <b>6,618</b>   |
| Additions                             | 5,446          | 4,568          |
| Prepayments and other assets expensed | (4,568)        | (6,618)        |
| <b>Carrying value at 30 June</b>      | <b>5,446</b>   | <b>4,568</b>   |

## 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.

|                          | 2017<br>\$'000 | 2016<br>\$'000 |
|--------------------------|----------------|----------------|
| Creditors                | 2,724          | 2,551          |
| Accrued expenses         | 4,172          | 3,792          |
| <b>Total</b>             | <b>6,895</b>   | <b>6,343</b>   |
| Settled within 12 months | 6,895          | 6,343          |
| <b>Total</b>             | <b>6,895</b>   | <b>6,343</b>   |

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.

|  | 2017<br>\$'000 | 2016<br>\$'000 |
|--|----------------|----------------|
| Accrued salaries                           | 6,003          | 2,818          |
| Annual leave                               | 12,787         | 11,575         |
| Long service leave                         | 122,220        | 118,735        |
| State Service Accumulated Leave Scheme     | 647            | 711            |
| Termination provision                      | ....           | 145            |
| <b>Total</b>                               | <b>141,658</b> | <b>133,985</b> |
| Expected to settle wholly within 12 months | 42,396         | 35,687         |
| Expected to settle wholly after 12 months  | 99,262         | 98,298         |
| <b>Total</b>                               | <b>141,658</b> | <b>133,985</b> |

### 9.3 Other liabilities

|   | 2017<br>\$'000 | 2016<br>\$'000 |
|---|----------------|----------------|
| <b>REVENUE RECEIVED IN ADVANCE</b>  |                |                |
| Appropriation carried forward from current and previous years under section 8A(2) of the <i>Public Account Act 1986</i> | 8,440          | 3,416          |
| Other revenue received in advance   | 4,596          | 3,087          |
| Provision for workers compensation  | 2,025          | 1,954          |
| Other liabilities   | 127            | 58             |
| <b>Total</b>  | <b>15,188</b>  | <b>8,515</b>   |
| Settled within 12 months  | 13,577         | 6,676          |
| Settled in more than 12 months  | 1,611          | 1,839          |
| <b>Total</b>  | <b>15,188</b>  | <b>8,515</b>   |

# NOTE 10: COMMITMENTS AND CONTINGENCIES

## 10.1 Schedule of commitments

|  | 2017<br>\$'000 | 2016<br>\$'000 |
|--|----------------|----------------|
| <b>BY TYPE</b>                           |                |                |
| <b>Capital commitments</b>               |                |                |
| Buildings                                | 17,032         | 30,438         |
| <b>Total capital commitments</b>         | <b>17,032</b>  | <b>30,438</b>  |
| <b>LEASE COMMITMENTS</b>                 |                |                |
| Operating leases                         | 6,595          | 7,571          |
| <b>Total lease commitments</b>           | <b>6,595</b>   | <b>7,571</b>   |
| <b>BY MATURITY</b>                       |                |                |
| <b>Capital commitments</b>               |                |                |
| One year or less                         | 16,164         | 30,438         |
| From one to five years                   | 867            | ....           |
| <b>Total capital commitments</b>         | <b>17,032</b>  | <b>30,438</b>  |
| <b>OPERATING LEASE COMMITMENTS</b>       |                |                |
| One year or less                         | 3,252          | 3,719          |
| From one to five years                   | 3,343          | 3,852          |
| <b>Total operating lease commitments</b> | <b>6,595</b>   | <b>7,571</b>   |
| <b>Total</b>                             | <b>23,627</b>  | <b>38,009</b>  |

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 2017, the Department had four 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 \$0.434 million for 2016–17 (\$0.137 million for 2015–16).

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 II: RESERVES

## II.1 Reserves

| 2017                                       | LAND<br>\$'000 | BUILDINGS<br>\$'000 | HERITAGE<br>\$'000 | TOTAL<br>\$'000 |
|--|----------------|---------------------|--------------------|-----------------|
| <b>ASSET REVALUATION RESERVE</b>           |                |                     |                    |                 |
| Balance at the beginning of financial year | 170            | 280,145             | 1,247              | 281,562         |
| Revaluation – indexation                   | ...            | 33,287              | ....               | 33,287          |
| <b>Balance at end of financial year</b>    | <b>170</b>     | <b>313,432</b>      | <b>1,247</b>       | <b>314,849</b>  |
| 2016                                       | LAND<br>\$'000 | BUILDINGS<br>\$'000 | HERITAGE<br>\$'000 | TOTAL<br>\$'000 |
| <b>ASSET REVALUATION RESERVE</b>           |                |                     |                    |                 |
| Balance at the beginning of financial year | ....           | 276,587             | 24,955             | 301,542         |
| Revaluation                                | 170            | 3,558               | (23,708)           | (19,980)        |
| <b>Balance at end of financial year</b>    | <b>170</b>     | <b>280,145</b>      | <b>1,247</b>       | <b>281,562</b>  |

### (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.

## 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.

|  | 2017<br>\$'000 | 2016<br>\$'000 |
|--|----------------|----------------|
| <b>SPECIAL DEPOSITS AND TRUST FUND BALANCE</b>             |                |                |
| T511 – Department of Education Operating Account           | 43,636         | 42,014         |
| T521 – Department of Education School Banking Account      | 61,307         | 60,566         |
| <b>Total</b>   | <b>104,943</b> | <b>102,580</b> |
| <b>OTHER CASH HELD</b>                                     |                |                |
| Cash receipting account                                    | ....           | 17             |
| Other bank accounts  | 294            | 324            |
| Cash floats  | 118            | 118            |
| <b>Total</b>   | <b>412</b>     | <b>458</b>     |
| <b>Total cash and deposits</b>                             | <b>105,355</b> | <b>103,038</b> |
| Cash and deposits (as per Statement of Financial Position) | 105,355        | 103,038        |
| <b>Total cash and cash equivalents</b>                     | <b>105,355</b> | <b>103,038</b> |

Included in the Department of Education Operating Account is an amount of \$8.44 million, which is an approved carry-forward from 2015–16 under section 8A(2) of the *Public Account Act 1986*.

## 12.2 Reconciliation of net result to net cash from operating activities

|   | 2017<br>\$'000 | 2016<br>\$'000 |
|---|----------------|----------------|
| Net result                                    | 5,422          | 38,794         |
| Revenue from government – works and services  | (48,188)       | (32,322)       |
| Depreciation and amortisation                 | 45,449         | 47,012         |
| (Gain)/loss from sale of non-financial assets | 1,351          | 2,277          |
| Impairment losses                             | 1,030          | 459            |
| Contributions received at no cost             | 124            | 2,977          |
| Decrease/(increase) in Receivables            | (2,102)        | 3,341          |
| Decrease/(increase) in Other assets           | (878)          | 2,780          |
| Increase/(decrease) in Employee benefits      | 7,673          | (19,045)       |
| Increase/(decrease) in Payables               | 552            | (82)           |
| Increase/(decrease) in Other liabilities      | 1,609          | (10,166)       |
| <b>Net cash from operating activities</b>     | <b>12,075</b>  | <b>36,026</b>  |

## 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

|   | 2017 BUDGET<br>\$'000 | 2017 ACTUAL<br>\$'000 | 2016 ACTUAL<br>\$'000 |
|---|-----------------------|-----------------------|-----------------------|
| <b>CAPITAL INVESTMENT PROGRAM</b>           |                       |                       |                       |
| <b>New projects</b>                         |                       |                       |                       |
| Austins Ferry Primary School <sup>3</sup>   | 1,000                 | 300                   | ...                   |
| East Devonport Primary School <sup>1</sup>  | ...                   | 47                    | ...                   |
| East Launceston Primary School <sup>3</sup> | 1,000                 | 40                    | ...                   |
| Lenah Valley Primary School <sup>3</sup>    | 800                   | 400                   | ...                   |
| Queechy High School <sup>1</sup>            | ...                   | 45                    | ...                   |
| Somerset Primary School <sup>3</sup>        | 750                   | 176                   | ...                   |
| Riverside Primary School <sup>1</sup>       | ...                   | 70                    | ...                   |
| St Marys District School <sup>1</sup>       | ...                   | 80                    | ...                   |
| Tasman District School <sup>3</sup>         | 800                   | 350                   | ...                   |
| Windermere Primary School <sup>3</sup>      | 1,000                 | 300                   | ...                   |
| <b>Continuing projects</b>                  |                       |                       |                       |
| Latrobe High School <sup>2,3</sup>          | 8,000                 | 6,718                 | 1,684                 |
| Glenorchy Primary School <sup>4</sup>       | 3,500                 | 3,493                 | 331                   |
| Parklands High School <sup>2,3,5</sup>      | 8,445                 | 1,533                 | 577                   |
| Prospect High School <sup>2</sup>           | 5,500                 | 5,270                 | 2,700                 |

|   | 2017 BUDGET<br>\$'000 | 2017 ACTUAL<br>\$'000 | 2016 ACTUAL<br>\$'000 |
|---|-----------------------|-----------------------|-----------------------|
| School of Special Education North <sup>6,7</sup>    | 2,000                 | 2,031                 | 570                   |
| Smithton High School <sup>2</sup>                   | 5,663                 | 5,018                 | 1,115                 |
| South Hobart Primary School <sup>2</sup>            | 3,100                 | 2,893                 | ...                   |
| <b>Completed projects</b>                           |                       |                       |                       |
| Bridgewater Child & Family Centre                   | ...                   | ...                   | 395                   |
| Brooks High School                                  | ...                   | ...                   | 3,107                 |
| Devonport High School                               | ...                   | ...                   | 797                   |
| Dunalley Primary school                             | ...                   | ...                   | 1,000                 |
| Lauderdale Primary School                           | ...                   | ...                   | 1,568                 |
| Kings Meadows High School                           | 4,000                 | 4,000                 | 1,000                 |
| Burnie LINC   | 1,000                 | 1,000                 | 1,800                 |
| Montrose Bay High School                            | 5,045                 | 5,045                 | 755                   |
| New Town High School                                | ...                   | ...                   | 2,324                 |
| South Hobart Primary School                         | ...                   | ...                   | 500                   |
| School of Special Education North West <sup>7</sup> | 3,120                 | 3,498                 | 1,002                 |
| Taroona High School                                 | ...                   | ...                   | 2,100                 |
| Wynyard High Trade                                  | ...                   | ...                   | 180                   |
| School Upgrade Program                              | ...                   | 1,855                 | 7,598                 |
| Kings Meadows High School                           | ...                   | ...                   | 2,095                 |
| Year 7–12 Implementation Plan                       | 1,500                 | 1,934                 | 2,884                 |
| <b>Total</b>  | <b>56,223</b>         | <b>46,096</b>         | <b>36,082</b>         |

1. A supplementary appropriation was provided to the Department for these projects during 2016–17 as the projects were brought forward by Government.

2. The balance of funds for these projects were carried forward through a section 8A(2) transfer.

3. The adjustment in appropriation for these projects represents a change in the timing of project expenditures and does not reflect any overall change in the project appropriation.
4. Glenorchy Primary School has a balance of appropriation of \$176,000 that will be requested to be re-appropriated in 2017–18 due to the timing of the final payment for the project.
5. Parklands High School has had an additional \$1.5 million of expenditure from funding separate to the Capital Investment Program allocation.
6. The School of Special Education North project has fully utilised the Capital Investment Program allocation, with the balance of the project funding being met from asset sale proceeds.
7. The actual is higher than budget for these projects due to the approved carry forward from 2015–16 not being in the original budget.

## (B) CLASSIFICATION OF CASH FLOWS

The project expenditure above is reflected in the Statement of Cash Flows as follows

| CASH OUTFLOWS                                   | 2017 ACTUAL<br>\$'000 | 2016 ACTUAL<br>\$'000 |
|---|-----------------------|-----------------------|
| <b>OTHER CASH PAYMENTS</b>                      |                       |                       |
| Wages and salaries                              | ...                   | 285                   |
| Buildings and infrastructure works and services | 43,356                | 30,401                |
| Supplies and consumables                        | ...                   | 110                   |
| Consultants                                     | 2,740                 | 5,286                 |
| <b>Total cash outflows</b>                      | <b>46,096</b>         | <b>36,082</b>         |

# 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 2017

|             | NOT<br>PAST DUE<br>\$'000 | PAST DUE<br>30–59 DAYS<br>\$'000 | PAST DUE<br>60–89 DAYS<br>\$'000 | PAST DUE 90<br>DAYS GREATER<br>\$'000 | TOTAL<br>\$'000 |
|-------------|---------------------------|----------------------------------|----------------------------------|---------------------------------------|-----------------|
| Receivables | 7,204                     | 939                              | 308                              | 4,070                                 | 12,521          |

### ANALYSIS OF NON-IMPAIRED FINANCIAL ASSETS AT 30 JUNE 2016

|             | NOT<br>PAST DUE<br>\$'000 | PAST DUE<br>30–59 DAYS<br>\$'000 | PAST DUE<br>60–89 DAYS<br>\$'000 | PAST DUE 90<br>DAYS GREATER<br>\$'000 | TOTAL<br>\$'000 |
|-------------|---------------------------|----------------------------------|----------------------------------|---------------------------------------|-----------------|
| Receivables | 5,479                     | 631                              | 527                              | 3,222                                 | 9,849           |

## (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.

### 2017 MATURITY ANALYSIS FOR FINANCIAL LIABILITIES

| FINANCIAL LIABILITIES       | 1 YEAR<br>\$'000 | UNDISCOUNTED TOTAL<br>\$'000 | CARRYING AMOUNT<br>\$'000 |
|-----------------------------|------------------|------------------------------|---------------------------|
| Payables                    | 6,895            | 6,895                        | 6,895                     |
| Other financial liabilities | 13,036           | 13,036                       | 13,036                    |
| <b>Total</b>                | <b>19,931</b>    | <b>19,931</b>                | <b>19,931</b>             |

### 2016 MATURITY ANALYSIS FOR FINANCIAL LIABILITIES

| FINANCIAL LIABILITIES       | 1 YEAR<br>\$'000 | UNDISCOUNTED TOTAL<br>\$'000 | CARRYING AMOUNT<br>\$'000 |
|-----------------------------|------------------|------------------------------|---------------------------|
| Payables                    | 5,680            | 5,680                        | 5,680                     |
| Other financial liabilities | 8,515            | 8,515                        | 8,515                     |
| <b>Total</b>                | <b>14,195</b>    | <b>14,195</b>                | <b>14,195</b>             |

## (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.

|                                  | 2017<br>\$'000 | 2016<br>\$'000 |
|----------------------------------|----------------|----------------|
| <b>VARIABLE RATE INSTRUMENTS</b> |                |                |
| Financial assets                 | 61,601         | 60,890         |
| <b>Total</b>                     | <b>61,601</b>  | <b>60,890</b>  |

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<br>INCREASE<br>\$'000 | 100 BASIS POINTS<br>DECREASE<br>\$'000 | 100 BASIS POINTS<br>INCREASE<br>\$'000 | 100 BASIS POINTS<br>DECREASE<br>\$'000 |
| <b>30 JUNE 2017</b>    |  |  |  |  |
| Financial assets       | 616                                    | (616)                                  | 616                                    | (616)                                  |
| <b>Net sensitivity</b> | <b>616</b>                             | <b>(616)</b>                           | <b>616</b>                             | <b>(616)</b>                           |
| <b>30 JUNE 2016</b>    |  |  |  |  |
| Financial assets       | 609                                    | (609)                                  | 609                                    | (609)                                  |
| <b>Net sensitivity</b> | <b>609</b>                             | <b>(609)</b>                           | <b>609</b>                             | <b>(609)</b>                           |

This analysis assumes all other variables remain constant. The analysis was performed on the same basis for 2016.

## 13.2 Categories of financial assets and liabilities

|                                   | 2017<br>\$'000 | 2016<br>\$'000 |
|-----------------------------------|----------------|----------------|
| <b>FINANCIAL ASSETS</b>           |                |                |
| Cash and cash equivalents         | 105,355        | 103,038        |
| Receivables                       | 12,521         | 9,849          |
| <b>Total</b>                      | <b>117,877</b> | <b>112,887</b> |
| <hr/>                             |                |                |
|                                   | 2017<br>\$'000 | 2016<br>\$'000 |
| <b>FINANCIAL LIABILITIES</b>      |                |                |
| Payables                          | 6,895          | 5,680          |
| Other revenue received in advance | 13,036         | 8,515          |
| <b>Total</b>                      | <b>19,931</b>  | <b>14,195</b>  |

### 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<br>AMOUNT 2017<br>\$'000 | NET FAIR<br>VALUE 2017<br>\$'000 | CARRYING<br>AMOUNT 2016<br>\$'000 | NET FAIR<br>VALUE 2016<br>\$'000 |
|------------------------------------|-----------------------------------|----------------------------------|-----------------------------------|----------------------------------|
| <b>FINANCIAL ASSETS</b>            |                                   |                                  |                                   |                                  |
| Cash and cash equivalents          | 105,355                           | 105,355                          | 103,038                           | 103,038                          |
| Receivables                        | 12,521                            | 12,521                           | 9,849                             | 9,849                            |
| <b>Total financial assets</b>      | <b>117,877</b>                    | <b>117,877</b>                   | <b>112,887</b>                    | <b>112,887</b>                   |
| <b>FINANCIAL LIABILITIES</b>       |                                   |                                  |                                   |                                  |
| Payables                           | 6,895                             | 6,895                            | 6,343                             | 6,343                            |
| Other financial liabilities        | 13,036                            | 13,036                           | 6,503                             | 6,503                            |
| <b>Total financial liabilities</b> | <b>19,931</b>                     | <b>19,931</b>                    | <b>12,846</b>                     | <b>12,846</b>                    |

### 13.6 Net fair values of financial assets and liabilities

#### FINANCIAL ASSETS

The net fair values of cash and non-interest bearing monetary financial assets approximate their carrying amounts.

The net fair value of receivables are approximated by their carrying values.

#### FINANCIAL LIABILITIES

The net fair values of 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 Board <sup>1</sup>
- Teachers Registration Board <sup>2</sup>
- Office of Tasmanian Assessment, Standards and Certification <sup>2,3</sup>

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

|                          | 2017<br>\$'000 | 2016<br>\$'000 |
|--------------------------|----------------|----------------|
| Salaries                 | 70             | 93             |
| Travel                   | 9              | 8              |
| Meetings                 | 40             | 30             |
| Miscellaneous            | 5              | 4              |
| <b>Total expenditure</b> | <b>124</b>     | <b>135</b>     |

# 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.

|   | 2017 BUDGET<br>\$'000 | 2017 ACTUAL<br>\$'000 | 2016 ACTUAL<br>\$'000 |
|---|-----------------------|-----------------------|-----------------------|
| <b>CONTINUING OPERATIONS</b>                      |                       |                       |                       |
| Appropriation revenue – recurrent                 |                       |                       |                       |
| Current year                                      | 306,139               | 312,560               | 288,352               |
| <b>Total administered revenue from government</b> | <b>306,139</b>        | <b>312,560</b>        | <b>288,352</b>        |

The increase in Appropriation revenue recurrent of \$6 million compared to budget reflects the following:

|   | \$'000 |
|---|--------|
| Australian Government Funding for the Non-Government Sector | 4,747  |
| State Funded Educational Grants                             | 1,638  |
| State Capital Assistance                                    | 36     |

### 15.3 Administered sales of goods and services

|                        | 2017<br>\$'000 | 2016<br>\$'000 |
|------------------------|----------------|----------------|
| Archives services      | 4              | 12             |
| Curriculum services    | (12)           | 44             |
| State Library services | 52             | 11             |
| Other                  | 7              | -              |
| <b>Total</b>           | <b>52</b>      | <b>67</b>      |

### 15.4 Administered fees and fines

|                            | 2017<br>\$'000 | 2016<br>\$'000 |
|----------------------------|----------------|----------------|
| Group assurance commission | 1              | 26             |
| <b>Total</b>               | <b>1</b>       | <b>26</b>      |

### 15.5 Administered other revenue

|               | 2017<br>\$'000 | 2016<br>\$'000 |
|---------------|----------------|----------------|
| Other revenue | 2              | 214            |
| <b>Total</b>  | <b>2</b>       | <b>214</b>     |

## 15.6 Administered grants and subsidies

|   | 2017<br>\$'000 | 2016<br>\$'000 |
|---|----------------|----------------|
| Non-government schools: Grants by Australian Government | 245,497        | 226,277        |
| Non-government schools: Grants by State Government      | 65,856         | 60,396         |
| Non-government schools: Capital assistance              | 1,207          | 1,173          |
| <b>Total</b>  | <b>312,560</b> | <b>287,846</b> |

## 15.7 Administered receivables

|                          | 2017<br>\$'000 | 2016<br>\$'000 |
|--------------------------|----------------|----------------|
| Appropriation receivable | 429            | ...            |
| <b>Total</b>             | <b>429</b>     | <b>...</b>     |

## NOTE 16: TRANSACTIONS AND BALANCES RELATING TO A TRUSTEE OR AGENCY ARRANGEMENT

| ACCOUNT NAME                              | OPENING<br>BALANCE<br>1 JULY 2016<br>\$'000 | NET<br>TRANSACTIONS<br>DURING 2016-17<br>\$'000 | CLOSING<br>BALANCE<br>30 JUNE 2017<br>\$'000 |
|---|---|---|--|
| Critchley Parker Junior Student Loan Fund | 22  | 8   | 30   |
| Sir John Morris Memorial Fund             | 1,192                                       | 20  | 1,212  |
| TM Crisp Memorial Sporting Library        | 16  | ...   | 16   |
| Kula Bequest                              | 97  | ...   | 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 2017.

## 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 2017.

# 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
- Schooling
- LINC Tasmania

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 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 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 lodged with Management Certification by the Deputy Secretary Corporate and Business Services, and the Director of Finance and Budget services

on 14 August. They were later signed by the Secretary on 21 September 2017.

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, Office of the Education Registrar 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:

- 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. The impact is increased disclosure in relation to related parties. There is no financial impact.

### (B) IMPACT OF NEW AND REVISED ACCOUNTING STANDARDS YET TO BE APPLIED

The following applicable Standards have been issued by the AASB and are yet to be applied:

- 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, 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 2018. 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 Department's 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 Australian Taxation Office 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 2017 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

Date 21 September 2017

# AUDITOR'S REPORT



## Independent Auditor's Report

### To the Members of Parliament

### Department of Education

### Report on the Audit of the Financial Statements

#### Opinion

I have audited the financial statements of the Department of Education (the Department), which comprises the statement of financial position as at 30 June 2017 and statements of comprehensive income, changes in equity and cash flows for the year then ended, notes to the financial statements, including a summary of significant accounting policies, other explanatory notes and the statement by the Secretary of the Department.

In my opinion, the accompanying financial statements:

- (a) present fairly, in all material respects, the Department's financial position as at 30 June 2017 and of its financial performance and its cash flows for the year then ended
- (b) are in accordance with the *Financial Management and Audit Act 1990* and Australian Accounting Standards.

#### Basis for Opinion

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

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

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

My audit is not designed to provide assurance on the accuracy and appropriateness of the budget information in the Department's financial statements.

#### Responsibilities of the Secretary for the Financial Statements

The Secretary is responsible for the preparation and fair presentation of the financial statements in accordance with Australian Accounting Standards, and the financial reporting requirements of Section 27 (1) of the *Financial Management and Audit Act 1990*. This responsibility includes such internal control as determined necessary to enable the preparation of the financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Secretary is responsible for assessing the Department's ability to continue as a going concern unless the Department's operations will cease as a result of an administrative restructure. The assessment must disclose, as applicable, matters related to going concern and the appropriateness of using the going concern basis of accounting.

#### Auditor's Responsibilities for the Audit of the Financial Statements

My objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes my opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with the Australian Auditing Standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of the financial statements.

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

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for my opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Department's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Secretary.
- Conclude on the appropriateness of the Secretary's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Department's ability to continue as a going concern. If I conclude that a material uncertainty exists, I am

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# AUDITOR'S REPORT

required to draw attention in my auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify my opinion. My conclusion is based on the audit evidence obtained up to the date of my auditor's report. However, future events or conditions may cause the Department to cease to continue as a going concern.

- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

I communicate with the Secretary regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that I identify during my audit.



Rod Whitehead  
**Auditor-General**

**Tasmanian Audit Office**

27 September 2017  
Hobart

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# 6

## APPENDICES



# ABBREVIATIONS AND ACRONYMS

|        |  |         |   |
|--------|--|---------|---|
| ABS    | Australian Bureau of Statistics                            | LIL     | <i>Launching into Learning</i>                      |
| ACARA  | Australian Curriculum, Assessment and Reporting Authority  | LINC    | Learning and Information Network Centre             |
| ACECQA | Australian Children's Education and Care Quality Authority | MP      | Member of Parliament                                |
| AEDC   | Australian Early Development Census                        | NAPLAN  | National Assessment Program – Literacy and Numeracy |
| ASBA   | Australian School-based Apprenticeships                    | NMS     | National Minimum Standard                           |
| CFC    | Child and Family Centre                                    | NQS     | National Quality Standard (Education and Care)      |
| COAG   | Council of Australian Governments                          | NSSC    | National Schools Statistics Collection              |
| DFA    | Disability Framework for Action                            | PDP     | Performance and Development Plan                    |
| DOE    | Department of Education                                    | PIPS    | Performance Indicators in Primary Schools           |
| DSE    | Disability Standards for Education                         | PLI     | Professional Learning Institute                     |
| EAL    | English as an Additional Language                          | RTB     | Raising the Bar                                     |
| ECU    | Education and Care Unit                                    | RTI     | Right to Information                                |
| edi    | the portal to the data warehouse                           | RTOs    | Registered Training Organisations                   |
| EPR    | Education Performance and Review                           | STEM    | Science, Technology, Engineering and Mathematics    |
| EYLF   | <i>Early Years Learning Framework</i>                      | SRB     | Schools Registration Board                          |
| FTE    | Full-Time Equivalent                                       | TasTAFE | Tasmanian Technical and Further Education           |
| GCC    | Global Corporate Challenge                                 | THEAC   | Tasmanian Home Education Advisory Council           |
| GETI   | Government Education and Training International Tasmania   | TRB     | Teachers Registration Board                         |
| GST    | Goods and Services Tax                                     | VET     | Vocational Education and Training                   |
| ITS    | Information and Technology Services                        | VLE     | Virtual Learning Environment                        |
| LIFT   | <i>Learning in Families Together</i>                       | UTAS    | University of Tasmania                              |

# PUBLICATIONS

## CURRICULUM SERVICES

- *Course Information Handbook for Years 11 and 12*
- Science, Technology, Engineering, Mathematics (STEM) Framework
- *Grow, Make, Protect* – Tasmanian Agricultural Education Framework
- Respectful Schools, Respectful Behaviour Resource (Third Edition)

## LINC TASMANIA

- Various LINC Tasmania general promotional materials, including postcards, bookmarks, posters, pull up banners, stickers and canvas bags
- Various promotional materials and flyers for LINC Tasmania events, including Australian Children's Laureate 2016–2017 and Centenary of ANZAC 2014–2018 National Program
- *Help your child become a reader* brochure
- *Children's Services at the LINC* brochure
- *Five good reasons to join your local LINC* promotional brochure
- LINC Tasmania Service Commitment flyer and poster
- Various promotional materials for Premier's Reading Challenge 2016–17, including pencils, reading log, bookmarks, stickers, banners, posters and certificates.

## 26TEN STRATEGY

- *26TEN Tasmania: Tasmania's strategy for adult literacy and numeracy 2016–2025* handbook
- *Write for the people: the law and plain English* – brochure and fact sheet
- 26TEN grant recipient foam board promotional cheque
- 26TEN literacy awareness workshop flyers
- *Working together on adult literacy and numeracy* – brochure
- Various 26TEN promotional materials including rulers, pens, business cards, welcome packs, flash drive and retractable banners
- 26TEN Steps: adult literacy awareness activity pack
- Various online publications, including newsletters, progress report and cards
- *26TEN Artists with Conviction Prize for Writing* 2016 booklet
- *Communicate Clearly: A guide to plain English* – Short course resources, handouts and activities

## ALLPORT LIBRARY AND MUSEUM OF FINE ARTS

- Merchandise: *Euphema australis* (orange bellied parrot) by John Gould & H.C.Richter – poster
- Exhibition posters
  - » *Stories in Ink: John Scot's Diary*
  - » *Revference* [sic]
- Allport Talks, Tours and Exhibitions – flyer

## TASMANIAN ARCHIVE AND HERITAGE OFFICE – GOVERNMENT RECORDKEEPING PUBLICATIONS

- On the Record (No. 19 September 2016)
- Retention and Disposal Schedule 2426: *Functional Records of Client Health Records* (DA2426) (re-issue)

## EARLY YEARS

- B4 Launch fact sheet

## EDUCATION PERFORMANCE AND REVIEW

- *Good Teaching – Data Literacy*

## STRATEGIC MARKETING, COMMUNICATIONS AND MEDIA \*

- DoE Annual Report 2015–16
- RBF DoE Awards for Excellence program 2016
- DoE Key Data – March 2017
- Education Bill 2016 Fact Sheets:
  - » *An Introduction to the Education Bill 2016*
  - » *Providing Access to Early Years Education*
  - » *Changes to the Requirement to Complete Education and Training*
  - » *Supporting Students with Disability*
  - » *Home Education*
  - » *Non-Government Schools*
  - » *Student Wellbeing*
  - » *Supporting Students who are not Attending School*

## GOVERNMENT EDUCATION AND TRAINING INTERNATIONAL (GETI)

- *TasTAFE Course Overview 2017*
- Pre-departure Guide for Tasmanian Government School Students
- 2017 Tasmanian Government Schools Guide
- Homestay Host Guide
- School fact sheets
- TasTAFE Graduate Success Stories
- TasTAFE Course flyers

## DISABILITY PROGRAMS

- *Good Teaching – Trauma Informed Practice: Including a Guide for Working with Children in Out-of-Home Care*
- *Nurturing Unique Abilities – Supporting Students with Disability – 2017 Update*

\*A number of publications listed under other business units in this section were produced by the Strategic Marketing, Communications and Media Unit

## CONTACT DETAILS

### Postal address

Department of Education  
GPO Box 169  
Hobart TAS 7001

Telephone 1800 816 057

Email [servicecentre@education.tas.gov.au](mailto:servicecentre@education.tas.gov.au)

Website [www.education.tas.gov.au](http://www.education.tas.gov.au)



# COMPLIANCE INDEX

This index identifies compliance with the statutory disclosure requirements for annual reporting of:

- *Financial Management and Audit Act 1990*
- *State Service Act 2000*
- *Right to Information Act 2009*
- *Public Interest Disclosures Act 2002*
- *State Service Regulations 2011*
- *Integrity Commission Act 2009*
- Various Treasurer's Instructions and whole-of-government directions
- National Education Agreement (2012).

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Tasmanian  
Government

#### Department of Education

Salamanca Building, Parliament Square  
Level 8, 4 Salamanca Place,  
Hobart Tasmania 7000

GPO Box 169  
Hobart Tasmania 7001  
Telephone 1800 816 057

[www.education.tas.gov.au](http://www.education.tas.gov.au)  
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