

# 2023-24

## ANNUAL REPORT



TASMANIAN  
ASSESSMENT, STANDARDS  
& CERTIFICATION

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TASMANIAN  
ASSESSMENT, STANDARDS  
& CERTIFICATION

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# Letter from TASC Board to the Minister



GPO Box 333  
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Phone 6165 6000

1 October 2024

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

Dear Minister

In accordance with Section 24 of the *Tasmanian Assessment, Standards and Certification Act 2003* (TASC Act), I am pleased to submit to you the *2023–24 Tasmanian Assessment, Standards and Certification Annual Report*.

The Annual Report includes reporting of Tasmanian 2023 senior secondary education outcomes, as well as TASC's senior secondary education regulation activities and functions in the period from 1 July 2023 to 30 June 2024. The report includes TASC's independently audited financial statements for that financial year.

The reporting period includes the first 12 months of operation of the newly established TASC Board. The Board commenced operation on 1 July 2023 following the amendment of the TASC Act.

On behalf of the Board, I would like to thank staff in the Office of TASC for their expert support and commitment and everyone who has supported TASC in our collaborative work for Tasmania's senior secondary learners and the education system.

As a Board, we look forward to implementing our 2024–25 Corporate Plan, outlined in this Annual Report, responding to the Ministerial Statement of Expectations. Our plan sets our priorities and the outcome-based performance targets to be reported on in the next Annual Report.

Warm regards

A handwritten signature in black ink, appearing to read 'N. Brown'.

Prof. Natalie Brown  
Chair, TASC Board



# From the Deputy Director, TASC



## A new regulatory framework begins

2023–24 saw the TASC Board commence and the implementation of a new regulatory framework with the

support of the Director Education Regulation. As well as changed governance structures, opportunities for greater collaboration amongst the Education Regulators, the TASC Board and office, and with our stakeholders have been possible.

The TASC Board oversees our work in education regulation ensuring the best possible outcomes for senior secondary learners and schools. We share our commitment to Tasmanian students with Principals and teachers, families and students.

TASC's Annual Report demonstrates the broad range of activities we undertake with 10 key achievements in 2023–24 highlighted on the next pages of the report. They include everything from hosting a national meeting to the development of practical resources for students and implementation of positive language in assessment reporting.

This year's Annual Report includes a new dataset on Year 11 direct continuation in senior secondary education as an important measure of how many young Tasmanians are continuing their senior secondary education and training into a second year, and therefore setting themselves up to achieve one or more senior secondary certificates and qualifications.

Eight in 10 of our Year 12 students are achieving the TCE, steady with recent years, and achievement of the TCEA has increased to almost 6 per cent of Year 12 students. This Annual Report also adds reporting on TCE attainment by Tasmanians who are post-school age (at least 20 years of age) with 159 Tasmanians achieving their TCE in 2023 after they had finished school.

Completion of VET Units has increased with 64 per cent of senior secondary students completing at least one VET Unit. In direct response to this focus shift for Tasmanian students, this report includes a new table on the top 10 VET Fields of Education looking at students' study choices for VET Units. The table provides comparable data to the reporting of Course Learning Areas for TASC-accredited courses that students are studying.

All of TASC's reporting on senior secondary outcomes has been brought together in a single dedicated section of the report for ease of use. We have also introduced visual icons to help identify what measures are being reported in each table.

As well as reporting on student outcomes, TASC is responsible for administering external assessments and ensuring that students receive fair and reliable results and qualifications. I would like to sincerely thank all our colleagues in senior secondary education, particularly our TASC Liaison Officers, for the essential role they play as a conduit between TASC and schools and in supporting their school to comply with all TASC policies, procedures and reporting requirements.



Figure 1: Alison Savage (second from the left) with attendees of the inaugural meeting of the Tasmanian Association of College Students at Launceston College in August 2023.

Tasmania's senior secondary students, who I've had the pleasure of meeting around the state, are exceptional young people and I'm always impressed and awed by their positivity and dedication. One of my personal highlights of the past year was attending the inaugural Tasmanian Association of College Students meeting at Launceston College in August 2023. We look forward to continuing to hear from students and always welcome the opportunity to answer questions directly – so do get in touch.

And finally, I acknowledge our TASC team for their professionalism, flexibility and determination. Their devotion to TASC and support for our education system goes well above and beyond.

The efforts of the 981 sessional staff who joined the TASC Team in 2023 to set, critique, supervise and mark the external assessments and the casual staff employed to process exam papers, enter results

and posting of results and certificates is invaluable. It's a big job and we couldn't do it without their meticulous work.

The review of the *Tasmanian Assessment, Standards and Certification (Fees) Regulations 2023*, which sets payments for sessional staff, is underway and we appreciate the high levels of engagement in this process we have seen from the Tasmanian education community. Participation ensures the Regulations are fit-for-purpose and properly recognise the work undertaken for TASC and Tasmania's young people.

**Alison Savage**  
Deputy Director,  
Tasmanian Assessment,  
Standards and Certification

# 10 key achievements in 2023–24



Provided results  
to more than

**11 500**

senior secondary  
students, with



**8 060**

TASC-issued senior  
secondary certificates to  
**Year 12 students**

Released a **Previous  
Exam Papers webpage**  
to assist students with  
revision and exam  
preparation



Commenced  
the first year of  
operation of the  
**TASC Board**



Held external  
assessments at

**36**

exam centres



for more than

**6 300**

students, with

**981**

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





**Developed Memorandums of Understanding for recognised formal learning** with DECYP (Applied Capability Qualifications), Girl Guides Tasmania and Pony Club Australia; and with Western Australia's School Curriculum and Standards Authority for use of online literacy and numeracy assessment



Overseen  
**36**  
new/evolution courses accredited for first teaching in **2023 and 2024**

Changed to **more positive language** for the lowest overall award for a course – from Failure to Limited Achievement



Completed the first phase of public consultation in the **review of the TASC Fees Regulations 2023**



**Made upgrades to functions and reports in TRACS** (the TASC Registration, Assessment and Certification System)



Hosted a national **Australasian Curriculum, Assessment and Certification Authorities (ACACA) Meeting**



# Reporting 2023 senior secondary outcomes

## Student results, attainment and participation data



TCEA attainment has grown to almost 6% of Year 12 students



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



Completion of VET Units has increased to 64% of senior secondary students

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

Under the *Tasmanian Assessment, Standards and Certification Act 2003*, TASC collects and records data relating to the educational outcomes, attainment, retention and assessment of senior secondary students.

State-wide data and reporting for individual schools is published on our website at [tasc.tas.gov.au/about/data](https://tasc.tas.gov.au/about/data)

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



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



Demographics

*"About me"*



Study Choices

*"What am I studying?"*



Assessment

*"What results have I received?"*



Retention

*"Am I continuing in education and training?"*



Attainment

*"What certificates and qualifications have I achieved?"*

### 2023 results, attainment and participation data tables:

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



Demographics



Attainment



Study Choices

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

Year 12 school students	Number of Year 12 school students					Percentage <sup>4</sup> attainment of Year 12 school students 15–19 years					
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	1 year trend <sup>5</sup>
Year 12 school students <sup>1</sup>	4631	4585	4511	4223	4399						
Australian residents	4532	4513	4445	4187	4378						
Aged over 19 years	18	14	11	11	5						
Aged 15–19 years <sup>2</sup>	4514	4499	4434	4176	4373						
<b>Year 12 school students 15–19 years: Gender</b>											
Female <sup>3</sup>	2388	2382	2399	2211	2304						
Male <sup>3</sup>	2125	2115	2035	1958	2046						
Non-binary (or other gender identified) <sup>3</sup>	1	2		7	23						
<b>Year 12 school students 15–19 years: Attainment<sup>6</sup> and Participation</b>											
Attained TCE	3664	3610	3534	3327	3468	81.2%	80.2%	79.7%	79.7%	79.3%	→
Attained an ATAR	2108	2047	2017	1913	2019	46.7%	45.5%	45.5%	45.8%	46.2%	→
Completed at least 120 credit points <sup>7</sup>	3797	3727	3627	3422	3548	84.1%	82.8%	81.8%	81.9%	81.1%	→
Completed at least one TASC Level 3 course or above	3350	3338	3278	3133	3293	74.2%	74.2%	73.9%	75.0%	75.3%	→
Completed at least four TASC Level 3 courses or above	2518	2448	2408	2320	2416	55.8%	54.4%	54.3%	55.6%	55.2%	→
Completed at least one VET unit <sup>8</sup>	2752	2752	2804	2600	2800	61.0%	61.2%	63.2%	62.3%	64.0%	↑
Completed at least one VET Certificate <sup>9</sup>	1366	1284	1162	1046	1074	30.3%	28.5%	26.2%	25.0%	24.6%	→
Completed at least one VET Certificate and attained the TCE	1132	1097	979	865	885	25.1%	24.4%	22.1%	20.7%	20.2%	→
Completed at least one VET Certificate and attained an ATAR	287	234	227	219	203	6.4%	5.2%	5.1%	5.2%	4.6%	→

## Table notes

1. **Year 12 school students:** Students enrolled at a Tasmanian school in Year 12/13 who achieved at least one TCE credit point during the school year.
2. **Year 12 school students aged 15–19 years:** Cohort used for percentage attainment and participation reporting. Students 15–19 years of age enrolled at a Tasmanian school in Year 12/13 who were Australian citizens or permanent residents and achieved at least one TCE credit point during the school year.
3. Sum of counts of TCE and ATAR by gender may not equal totals due to variability in gender reporting.
4. Percentage attainment figures are used as the number of actual students fluctuates each year. It is preferable to refer to the attainment percentages for comparison, rather than the number of students/qualifications.
5. **1 year trend:** Indicates if there has been an increase/decrease of 1 per cent or more in the most recent year.
6. Attainment of the TCE, an ATAR and VET Certificate are not mutually exclusive – ie students can attain both the TCE and a VET Certificate.
7. **Completed 120 credit points:** The equivalent of two-years full-time post-Year 10 study.
8. **Completed at least one VET unit:** Students who successfully completed at least one unit of competency or module in Vocational Education and Training (VET). This includes student VET activity in the reported year or prior, and includes activity undertaken independent of the school provision.
9. **Completed at least one VET Certificate:** Students who successfully completed all of the required units of competency or modules, as specified in the relevant training package qualification or accredited course.



**Table 2: Potential Year 12 (Age) Population (TCE and ATAR)**

Potential Year 12 (age) population <sup>1</sup>	Number of persons aged 15 to 19 years					Percentage <sup>2</sup> attainment of potential Year 12 population					
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	1 year trend <sup>3</sup>
<b>TOTAL:</b>	<b>6334</b>	<b>6164</b>	<b>6027</b>	<b>6197</b>	<b>6472</b>						
Attained TCE	3672	3673	3556	3416	3516	58.0%	59.6%	59.0%	55.1%	54.3%	→
Attained an ATAR	2108	2050	2018	1913	2019	33.3%	33.2%	33.5%	30.9%	31.2%	→
<b>Female<sup>4</sup>:</b>	<b>3039</b>	<b>2995</b>	<b>2933</b>	<b>2978</b>	<b>3090</b>						
Attained TCE <sup>4</sup>	2028	1987	1997	1855	1885	66.7%	66.3%	68.1%	62.3%	61.0%	↓
Attained an ATAR <sup>4</sup>	1253	1195	1214	1122	1161	41.2%	39.9%	41.4%	37.7%	37.6%	→
<b>Male<sup>4</sup>:</b>	<b>3296</b>	<b>3169</b>	<b>3092</b>	<b>3216</b>	<b>3383</b>						
Attained TCE <sup>4</sup>	1644	1685	1559	1556	1614	49.9%	53.2%	50.4%	48.4%	47.7%	→
Attained an ATAR <sup>4</sup>	854	851	803	790	853	25.9%	26.9%	26.0%	24.6%	25.2%	→

**Table notes**

- Potential Year 12 (age) population:** The potential Year 12 population is based on an age-weighted value using Australian Bureau of Statistics estimates for the number of persons aged 15–19 years in Tasmania in the given year. Attainment by the potential (estimated) Year 12 population is used to assess the proportion of total young people who are both choosing and successfully completing an education and training pathway that includes TCE and ATAR attainment (noting that Tasmanian young people have many options in how they participate in education beyond Year 10, which may not include pursuing or the successful attainment of the TCE or an ATAR within a two-year senior secondary education period).
- Percentage attainment figures are used as the number of actual students fluctuates each year. It is preferable to refer to the attainment percentages for comparison, rather than the number of students/qualifications.
- 1 year trend:** Indicates if there has been an increase/decrease of 1 per cent or more in the most recent year.
- Sum of counts by gender may not equal totals due to variability in gender reporting.



**Table 3: TCE Standards met by Year 12 School Students**

TCE standards attained <sup>1</sup>	Number of students aged 15–19 years					Percentage attainment of Year 12 school students <sup>2</sup>					
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	1 year trend <sup>3</sup>
Number of students aged 15–19 years	4514	4499	4434	4176	4373						
<b>Participation and Achievement Standard:</b>											
Achieved 120 credit points	3797	3727	3627	3422	3548	84.1%	82.8%	81.8%	81.9%	81.1%	→
Achieved 80 credit points at Level 2 or above	4237	4115	3993	3745	3874	93.9%	91.5%	90.0%	89.7%	88.6%	↓
<b>TCE Everyday Adult Standards:</b>											
Reading, Writing and Communication (in English)	4278	4172	4095	3841	4020	94.8%	92.7%	92.4%	92.0%	91.9%	→
Mathematics	4283	4196	4120	3865	4062	94.9%	93.3%	92.9%	92.6%	92.9%	→
Use of Computers and the Internet	4175	4139	4018	3639	3778	92.5%	92.0%	90.6%	87.1%	86.4%	→

**Table notes**

- TCE Standards attained:** Reports on Year 12 students' attainment of each of the Tasmanian Certificate of Education (TCE) standards as at the end of two years of senior secondary studies. The number of students who attained the TCE (met all of the above TCE standards) is reported in Table 1. Table 3 replaces the previous table 'Reasons for Not Attaining the TCE' which reported on the reasons for non-attainment of the TCE where the 120 credit points threshold had been met. The table was developed to report on the measures and targets for TASC reporting in the Literacy Advisory Panel *Final Report to Government: Lifting Literacy*.
- Percentage figures are used as the number of actual students fluctuates each year. It is preferable to refer to the percentages for comparison, rather than the number of students.
- 1 year trend:** Indicates if there has been an increase/decrease of 1 per cent or more in the most recent year.



**Table 4: Other Certificates and Qualifications Attainment**

Certificate/Qualification <sup>1</sup>	Number of certificates/qualifications				
	2019	2020	2021	2022	2023
<b>Year 12 school students<sup>2</sup></b>					
Qualifications Certificate <sup>3</sup>	4533	4535	4414	4173	4343
VET Certificate II or above <sup>4</sup>	1394	1266	1102	897	933
VET Certificate I <sup>4</sup>	347	378	352	298	270
Tasmanian Certificate of Educational Achievement (TCEA) <sup>5</sup>	78	116	161	186	249
International Baccalaureate (IB) Diploma <sup>6</sup>	23	24	25	21	22
Big Picture Learning Credential <sup>7</sup>	0	0	22	14	16
<b>Tasmanians, post-school age<sup>8</sup></b>					
Tasmanian Certificate of Education (TCE)	140	217	162	151	159

**Table notes**

1. Attainment of the certificates/qualifications are not mutually exclusive – ie students can attain more than one of the above certificates and qualifications.
2. **Year 12 school students:** Cohort used for attainment and participation reporting. Students 15–19 years of age enrolled at a Tasmanian school in Year 12/13 who were Australian citizens or permanent residents and achieved at least one TCE credit point during the school year.
3. **Qualifications Certificate:** All senior secondary students in Tasmania who successfully undertake TASC accredited courses, Vocational Education and Training (VET) or other formal learning recognised by TASC are issued with a Qualifications Certificate at the end of Year 12.
4. **VET Certificate:** VET qualifications successfully completed by Year 12 students up to and including Year 12/13.
  - Certificate I courses develop basic skills required by industry or for participation in life and further learning.
  - Certificate II courses develop skills in specific career-related fields as preparation for employment.
5. **Tasmanian Certificate of Educational Achievement:** The TCEA is issued to eligible students at the end of their studies when other certificates (such as the TCE and the Qualifications Certificate) do not provide an adequately just and fair account of their participation and achievements in their senior secondary years.
6. **IB Diploma:** The International Baccalaureate Diploma is for students across the world aged 16–19. Students awarded the IB Diploma are also awarded the TCE.
7. **Big Picture Learning Credential:** The International Big Picture Learning Credential (IBPLC) qualification is issued by Big Picture Education Australia, warranted by the University of Melbourne Assessment Research Centre (ARC) and recognised by TASC.
8. **Tasmanians, post-school age:** The Tasmanian Certificate of Education (TCE) is awarded to all eligible Tasmanians who reach the prescribed TCE standards. This new reporting shows TCE attainment by Tasmanians who are post-school age (at least 20 years of age) who didn't achieve their TCE at school.



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

Direct Continuation	Number of students					Percentage <sup>3</sup> of Year 11 cohort					
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	
Year 11 students	5625	5992	5848	5584	5904						
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	1 year trend <sup>4</sup>
Continued to next year of education and training <sup>1</sup>	4822	4743	4761	4484	4722	85.7%	79.2%	81.4%	80.3%	80.0%	→
Attained TCE <sup>2</sup>	3611	3528	3496	3276	3410	64.2%	58.9%	59.8%	58.7%	57.8%	→
Attained an ATAR <sup>2</sup>	2174	2053	2064	1935	2035	38.6%	34.3%	35.3%	34.6%	34.5%	→
Attained a VET Certificate <sup>2</sup>	926	855	758	867	723	16.5%	14.3%	13.0%	15.5%	12.2%	↓

**Table notes**

1. **Continued to next year of education and training:** To be considered direct continuation to the next year of education and training, a student must achieve at least 1 credit point towards their TCE (or successfully complete a TASC-accredited Preliminary course) in the next year. The study can be at any Tasmanian school, Registered Training Organisation, or an organisation delivering TASC-recognised formal learning.

The data does not include students who:

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

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

2. Attainment of the TCE, an ATAR and VET Certificate are not mutually exclusive – ie students can attain both the TCE and a VET Certificate.

3. Percentage figures are used as the number of actual students fluctuates each year. It is preferable to refer to the direct continuation percentages for comparison, rather than the number of students/qualifications.

4. **1 year trend:** Indicates if there has been an increase/decrease of 1 per cent or more in the most recent year.

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

Learning Areas <sup>1</sup>	Number of Year 12 school students 15–19 years <sup>2</sup>					Percentage <sup>3</sup> of Year 12 school students 15–19 years					
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	1 year trend <sup>3</sup>
English	2476	2437	2291	2241	2393	53.6%	54.2%	51.7%	53.7%	54.7%	↑
Mathematics	2231	1982	2049	2075	2072	48.3%	44.0%	46.2%	49.7%	47.4%	↓
Humanities and Social Sciences	1897	1831	1870	1701	1825	41.1%	40.7%	42.2%	40.7%	41.7%	↑
Science	1573	1509	1499	1452	1447	34.0%	33.5%	33.8%	34.8%	33.1%	↓
Health and Physical Education	1259	1216	1214	1150	1184	27.2%	27.0%	27.4%	27.5%	27.1%	→
The Arts	1230	1174	1170	1112	1159	26.6%	26.1%	26.4%	26.6%	26.5%	→
Technologies	1111	1003	978	968	980	24.0%	22.3%	22.1%	23.2%	22.4%	→
Languages	242	235	201	168	169	5.2%	5.2%	4.5%	4.0%	3.9%	→
Mixed Field	25	25	18	23	13	0.5%	0.6%	0.4%	0.6%	0.3%	→

#### Table notes

- Learning areas:** that a Year 12 student completed a Level 3 or Level 4 TASC course in anytime during their senior secondary years. Level 3 and Level 4 courses include internal and external assessment, and can contribute towards a Tertiary Entrance Score and Australian Tertiary Admission Rank.
- Year 12 school students 15–19 years:** Cohort used for attainment and participation reporting. Students 15–19 years of age enrolled at a Tasmanian school in Year 12/13 who were Australian citizens or permanent residents and achieved at least one TCE credit point during the school year.
- Percentage figures are used as the number of actual students fluctuates each year. It is preferable to refer to the participation percentages for comparison, rather than the number of students.
- 1 year trend:** Indicates if there has been an increase/decrease of 1 per cent or more in the most recent year.





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

Top VET Fields of Education <sup>1</sup> in 2023	Number of Year 12 school students 15–19 years <sup>2</sup>
Food and Hospitality	492
Building	218
Human Welfare Studies and Services	194
Sport and Recreation	179
Automotive Engineering and Technology	148
Sales and Marketing	123
Veterinary Studies	103
Office Studies	97
Personal Services	97

**Table notes**

- VET Field of Education:** based on Australian Bureau of Statistics (ABS) field of education structure and definitions, the Australian Standard Classification of Education (ASCED).
- Year 12 school students 15–19 years:** Cohort used for attainment and participation reporting. Students 15–19 years of age enrolled at a Tasmanian school in Year 12/13 who were Australian citizens or permanent residents and achieved at least one TCE credit point during the school year.

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



Learning Area	2023 Course	Course Code	TASC Level <sup>1</sup>	TCE Credit Points <sup>2</sup>	Total Students	Males <sup>3</sup>	Females <sup>3</sup>	Pre-Year 11 <sup>4</sup>	Year 11	Year 12	Year 13	Limited Achievement (LA)	Preliminary Achievement (PA)	Satisfactory Achievement (SA)	Commendable Achievement (CA)	High Achievement (HA)	Exceptional Achievement (EA)
English	English as an Additional Language or Dialect	EAL115114	1	15	18	14	4	0	17	0	1	2	0	3	4	4	5
	English Inquiry	ENT115123	1	15	92	55	36	0	65	27	0	26	10	25	18	7	6
	English as an Additional Language or Dialect	EAL215114	2	15	51	23	27	0	36	14	1	6	2	10	19	11	3
	English Foundations	ENG215117	2	15	857	488	367	0	761	96	0	102	46	221	319	82	87
	English Inquiry	ENT215123	2	15	975	519	453	0	728	243	4	249	76	273	263	75	39
	Essential Skills – Reading and Writing	ERW210114	2	10	492	226	261	0	336	153	3	168	34	290	-	-	-
	English as an Additional Language or Dialect	EAL315120	3	15	68	34	34	0	35	31	2	4	12	13	25	6	8
	English	ENG315117	3	15	1543	681	860	0	1253	288	2	46	47	336	760	222	132
	English Literature	ENL315114	3	15	484	120	362	0	367	117	0	7	15	75	195	125	67
	English Writing	ENW315114	3	15	672	222	444	0	234	437	1	23	25	141	308	96	79
	Preliminary English Stage 1	PRE005119	Pre	0	29	23	6	0	20	9	0	5	0	24	-	-	-
	Preliminary English Stage 2	PRE005219	Pre	0	13	10	3	0	9	4	0	0	0	13	-	-	-
	Preliminary English Stage 3	PRE005319	Pre	0	32	22	10	0	19	13	0	4	1	27	-	-	-
	Preliminary English Stage 4	PRE005419	Pre	0	53	30	23	0	37	16	0	14	3	36	-	-	-

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Health and Physical Education	Fitness Experiences	HPE105118	1	5	624	433	190	0	304	319	1	83	41	500	-	-	-
	Sport and Recreation Experiences	HPE110118	1	10	990	702	286	0	493	497	0	108	54	828	-	-	-
	Outdoor Experiences	OXPE105118	1	5	383	262	121	0	201	182	0	36	25	322	-	-	-
	Personal Care	PER110118	1	10	142	58	83	0	74	67	1	29	22	91	-	-	-
	Athlete Development	ATH215118	2	15	629	474	155	1	399	229	0	57	63	101	228	64	116
	Community Sport and Recreation	HPE215118	2	15	426	276	150	0	285	138	3	59	36	144	107	40	40
	Outdoor Education	OXPE215118	2	15	726	419	305	0	525	198	3	72	45	157	193	92	167
	Personal Health and Wellbeing	PER215118	2	15	252	60	192	0	119	132	1	82	9	35	66	26	34
	Sport Science – Foundation	SPT215118	2	15	143	94	49	0	82	61	0	18	15	43	41	20	6
	Health Studies	HLT315118	3	15	792	222	569	0	289	499	4	55	116	148	291	127	55
	Outdoor Leadership	OXPE315118	3	15	289	170	119	0	44	244	1	19	34	59	107	46	24
	Sport Science	SPT315118	3	15	477	261	215	0	162	315	0	17	40	93	212	85	30
	Preliminary Health and Physical Education Stage 1	PRL005119	Pre	0	11	4	7	0	7	4	0	1	2	8	-	-	-
	Preliminary Health and Physical Education Stage 2	PRL005219	Pre	0	18	13	5	0	10	8	0	1	4	13	-	-	-
	Preliminary Health and Physical Education Stage 3	PRL005319	Pre	0	16	12	4	0	9	7	0	2	1	13	-	-	-
	Preliminary Health and Physical Education Stage 4	PRL005419	Pre	0	24	18	6	0	9	15	0	4	1	19	-	-	-
Humanities and Social Sciences	Focus on Children	BHC115116	1	15	6	1	5	0	3	3	0	0	0	3	3	0	0
	You, Your Family and the Community	BHY105116	1	5	272	124	147	0	232	40	0	44	9	219	-	-	-
	Financial Literacy	BST105116	1	5	126	49	77	0	57	69	0	25	15	86	-	-	-
	Basic Road Safety	RSE105120	1	5	216	99	117	0	87	129	0	33	39	144	-	-	-
	Working with Children	BHC215116	2	15	316	20	292	0	191	123	2	59	17	57	85	38	60
	Exploring Issues in Society	BHF215116	2	15	25	11	14	0	9	15	1	2	6	5	5	5	2
	Introduction to Sociology and Psychology	BHX215118	2	15	621	176	442	0	461	156	4	124	56	105	167	76	93
	Business Studies – Foundation	BST215116	2	15	359	198	161	0	182	176	1	67	25	78	90	44	55
	Community Service Learning	CSL205118	2	5	224	82	142	0	208	16	0	21	4	35	68	32	64

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Humanities and Social Sciences	History and the Environment	HAE215120	2	15	106	59	47	0	50	55	1	27	11	22	30	7	9
	Legal Studies – Foundation	LST215117	2	15	325	120	205	0	215	108	2	51	38	60	94	42	40
	Making Moral Decisions	RLP205120	2	5	78	32	46	0	76	2	0	3	4	39	0	32	0
	Religion in Society	RLP215120	2	15	383	195	187	0	366	17	0	26	22	118	135	33	49
	Road Safety Education	RSE205120	2	5	64	31	33	0	20	42	2	8	3	49	0	2	2
	Tasmanian Aboriginal Studies	TAS215118	2	15	69	31	38	0	44	25	0	20	5	26	13	2	3
	Australia in Asia and the Pacific	AAP315116	3	15	89	42	47	0	16	73	0	1	2	19	43	18	6
	Accounting	ACC315116	3	15	128	70	58	0	29	99	0	3	12	37	39	22	15
	Ancient History	ANH315117	3	15	225	98	126	0	98	125	2	24	24	62	79	15	21
	Psychology	BHP315116	3	15	537	124	410	0	144	389	4	22	45	137	181	87	65
	Sociology	BHS315116	3	15	452	87	364	0	158	293	1	24	14	104	194	73	43
	Business Studies	BST315116	3	15	429	250	179	0	128	301	0	13	40	119	174	44	39
	Economics	ECN315116	3	15	258	151	106	0	19	237	2	11	14	52	118	36	27
	Geography	GGY315120	3	15	91	42	47	0	18	73	0	2	7	36	25	12	9
	Modern History	HSM315117	3	15	276	129	145	0	92	182	2	15	21	88	99	26	27
	Legal Studies	LST315117	3	15	278	92	185	0	71	207	0	11	14	62	114	56	21
	Philosophy	PHL315118	3	15	195	81	111	0	34	161	0	9	12	43	82	32	17
	Studies of Religion	REL315116	3	15	181	48	133	0	109	71	1	6	11	35	68	29	32
	First Nations Studies	TAS315119	3	15	80	26	54	0	16	63	1	2	3	25	32	13	5
	Preliminary Humanities Stage 1	PRH005119	Pre	0	6	4	2	0	6	0	0	0	2	4	-	-	-
	Preliminary Humanities Stage 2	PRH005219	Pre	0	4	2	2	0	3	1	0	NR	NR	NR	-	-	-
	Preliminary Humanities Stage 3	PRH005319	Pre	0	3	2	1	0	2	1	0	NR	NR	NR	-	-	-
	Preliminary Humanities Stage 4	PRH005419	Pre	0	10	7	3	0	7	3	0	0	0	10	-	-	-

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Languages	Chinese	CHN215123	2	15	25	8	16	0	18	7	0	2	3	2	4	4	10
	French	FRN215123	2	15	72	23	49	0	38	34	0	3	3	10	15	12	29
	German	GRM215123	2	15	17	10	7	0	12	5	0	0	1	7	6	2	1
	Italian	ITN215123	2	15	11	1	10	0	6	5	0	1	2	0	1	1	6
	Japanese	JPN215123	2	15	140	62	78	1	82	57	0	8	9	32	29	33	29
	Russian	2RUC20	3	15	1	0	1	0	0	1	0	NR	NR	NR	NR	NR	NR
	Auslan	AU825	3	15	1	0	1	0	0	1	0	NR	NR	NR	NR	NR	NR
	Chinese	CHN315114	3	15	23	10	13	0	11	11	1	1	0	2	2	7	11
	Chinese (Specialist Level)	CN813	3	15	10	4	6	0	6	4	0	0	0	3	1	2	4
	Filipino	FI801	3	15	9	6	3	0	4	4	1	0	0	3	4	1	1
	French	FRN315114	3	15	34	10	24	0	18	16	0	0	0	3	9	16	6
	German	GRM315114	3	15	3	1	2	0	1	2	0	NR	NR	NR	NR	NR	NR
	Hindi	HN868	3	15	2	1	1	0	0	2	0	NR	NR	NR	NR	NR	NR
	Italian	ITN315114	3	15	8	2	6	0	2	6	0	0	1	0	2	1	4
	Japanese	JPN315114	3	15	57	28	29	0	28	28	1	2	4	21	12	10	8
	Japanese (First Language)	JPN801	3	15	2	1	1	0	2	0	0	NR	NR	NR	NR	NR	NR
	Korean (First Language)	KR857	3	15	1	1	0	0	0	1	0	NR	NR	NR	NR	NR	NR
	Nepali	NE805	3	15	2	0	2	0	1	1	0	NR	NR	NR	NR	NR	NR
	Punjabi	PJ805	3	15	2	1	1	0	2	0	0	NR	NR	NR	NR	NR	NR
	Polish	PL866	3	15	2	1	1	0	0	2	0	NR	NR	NR	NR	NR	NR
	Persian	PS892	3	15	4	1	3	0	1	2	1	NR	NR	NR	NR	NR	NR
	Spanish	SP877	3	15	4	3	1	0	2	2	0	NR	NR	NR	NR	NR	NR
	Tamil	TM801	3	15	2	1	1	0	2	0	0	NR	NR	NR	NR	NR	NR
Vietnamese	VT876	3	15	6	3	3	0	3	3	0	0	1	4	1	0	0	

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Mathematics	Mathematics	MAT115123	1	15	46	28	17	0	35	10	1	22	3	12	7	2	0
	Numeracy	NUM115123	1	15	65	42	22	0	50	15	0	19	2	26	15	3	0
	Essential Mathematics – Personal	MEP215123	2	15	174	86	88	0	128	46	0	37	16	62	40	8	11
	Essential Mathematics – Workplace	MEW215123	2	15	1262	638	618	0	1042	215	5	249	89	389	314	123	98
	General Mathematics	MTG215123	2	15	1464	672	786	0	1309	155	0	130	76	406	463	204	185
	Essential Skills – Maths	MTN210114	2	10	432	167	262	0	277	154	1	140	49	243	-	-	-
	General Mathematics	MTG315123	3	15	1192	557	634	0	962	227	3	43	127	389	338	160	135
	Mathematics Methods – Foundation	MTM315117	3	15	1142	633	501	316	715	108	3	26	83	232	400	170	231
	Mathematics Methods	MTM415117	4	15	642	393	249	9	364	268	1	6	35	169	266	93	73
	Mathematics Specialised	MTS415118	4	15	179	132	47	1	4	173	1	1	10	43	72	27	26
	Preliminary Mathematics Stage 1	PRM005119	Pre	0	19	14	5	0	12	7	0	3	0	16	-	-	-
	Preliminary Mathematics Stage 2	PRM005219	Pre	0	19	13	6	0	13	6	0	0	2	17	-	-	-
	Preliminary Mathematics Stage 3	PRM005319	Pre	0	24	14	10	0	12	12	0	2	1	21	-	-	-
	Preliminary Mathematics Stage 4	PRM005419	Pre	0	63	39	24	0	41	22	0	10	6	47	-	-	-

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Mixed Field	Building Connections	BUC115018	1	15	15	3	12	0	7	8	0	0	4	11	-	-	-
	Pathways to Work	WRK115117	1	15	95	44	50	0	51	44	0	32	4	14	0	45	0
	Career and Life Planning	CLP205118	2	5	3098	1449	1636	0	1763	1329	6	584	214	2300	-	-	-
	Enterprise at Work	EPW215122	2	15	25	16	9	0	16	9	0	9	6	8	2	0	0
	Learning Through Internship	LTI215117	2	15	18	11	7	0	3	15	0	5	4	7	1	1	0
	Project Implementation	PRJ205118	2	5	713	448	263	0	368	340	5	111	40	562	-	-	-
	Work Readiness	WRK215117	2	15	278	150	127	0	136	141	1	76	19	123	23	24	13
	Student Directed Inquiry	SDI315117	3	15	14	3	11	0	1	13	0	0	0	5	4	2	3
	Preliminary Access to Work Stage 1	PRW005119	Pre	0	7	5	2	0	5	2	0	1	2	4	-	-	-
	Preliminary Access to Work Stage 2	PRW005219	Pre	0	13	9	4	0	5	8	0	1	3	9	-	-	-
Preliminary Access to Work Stage 3	PRW005319	Pre	0	14	9	5	0	7	7	0	1	6	7	-	-	-	
Preliminary Access to Work Stage 4	PRW005419	Pre	0	50	33	17	0	19	31	0	4	5	41	-	-	-	
Science	Science	SCC115122	1	15	13	8	5	0	5	8	0	6	2	2	1	2	0
	Biology	BIO215123	2	15	501	153	347	1	392	104	4	47	42	119	166	64	63
	Physical Sciences - Foundation	PSC215118	2	15	101	53	48	17	70	14	0	12	5	23	22	24	15
	Transdisciplinary Science	TDS215122	2	15	10	7	3	6	1	3	0	0	2	1	3	3	1
	Biology	BIO315116	3	15	724	234	485	0	90	629	5	28	79	203	253	93	68
	Environmental Science	ESS315118	3	15	172	57	114	0	59	111	2	4	18	54	55	23	18
	Physical Sciences	PSC315118	3	15	1098	587	509	3	1009	84	2	61	156	301	298	155	127
	Transdisciplinary Science	TDS315123	3	15	2	1	1	0	0	2	0	NR	NR	NR	NR	NR	NR
	Chemistry	CHM415115	4	15	456	236	219	0	1	452	3	11	61	86	93	117	88
	Physics	PHY415115	4	15	299	238	61	0	0	298	1	5	14	67	82	58	73
	Preliminary Science Stage 1	PRS005119	Pre	0	6	2	4	0	5	1	0	0	0	6	-	-	-
	Preliminary Science Stage 2	PRS005219	Pre	0	9	6	3	0	4	5	0	0	0	9	-	-	-
	Preliminary Science Stage 3	PRS005319	Pre	0	9	5	4	0	3	6	0	0	0	9	-	-	-
	Preliminary Science Stage 4	PRS005419	Pre	0	21	11	10	0	6	15	0	2	2	17	-	-	-

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Technologies	Digital Projects	DGP115123	1	15	36	31	5	0	20	15	1	11	4	13	4	1	3
	Food and Cooking Essentials	FCE110114	1	10	188	94	94	0	85	103	0	42	10	136	-	-	-
	Workshop Techniques – Introduction	WTE110114	1	10	221	158	62	0	149	72	0	43	18	92	34	0	34
	Agricultural Enterprise	AGR215117	2	15	73	42	31	0	49	24	0	20	8	28	13	4	0
	Automotive and Mechanical Technologies	AMT215116	2	15	285	232	52	0	199	85	1	71	45	83	58	19	9
	Computer Graphics and Design – Foundation	CGD215118	2	15	280	205	74	0	172	105	3	22	21	75	85	48	29
	Design and Production	DAP215116	2	15	774	516	254	0	431	340	3	97	71	247	188	102	69
	Engineering Design	EDN215122	2	15	134	118	15	0	84	50	0	24	12	49	28	12	9
	Electronics – Foundation	ELT215114	2	15	134	128	6	0	79	54	1	8	16	25	33	20	32
	Essential Skills – Using Computers and the Internet	ESC205114	2	5	570	352	214	0	307	258	5	136	29	405	-	-	-
	Food, Cooking and Nutrition	FDN215118	2	15	584	276	305	0	294	285	5	87	74	113	188	69	53
	Food and Hospitality Enterprise	FHE215116	2	15	194	84	110	0	112	82	0	44	15	43	57	20	15
	Computer Applications	ICT205114	2	5	219	174	44	0	103	115	1	34	37	60	52	0	36
	Agricultural Systems	AGR315117	3	15	24	17	7	0	6	18	0	1	1	7	8	3	4
	Computer Graphics and Design	CGD315118	3	15	125	93	31	0	33	91	1	2	8	41	58	8	8
	Engineering Design	EDN315123	3	15	53	46	7	0	17	36	0	3	12	9	16	11	2
	Electronics	ELT315114	3	15	37	33	4	0	6	31	0	0	8	7	12	3	7
	Food and Nutrition	FDN315118	3	15	473	151	322	0	97	373	3	17	45	108	207	61	35
	Housing and Design	HDS315118	3	15	257	121	136	0	77	179	1	9	23	86	95	34	10
	Computer Science	ITC315118	3	15	155	140	13	2	57	96	0	7	10	43	54	22	19
Information Systems and Digital Technologies	ITS315118	3	15	45	42	3	0	21	24	0	2	4	17	17	4	1	
Preliminary Technologies Stage 1	PRT005119	Pre	0	12	7	5	0	8	4	0	1	0	11	-	-	-	
Preliminary Technologies Stage 2	PRT005219	Pre	0	6	4	2	0	2	4	0	0	1	5	-	-	-	
Preliminary Technologies Stage 3	PRT005319	Pre	0	11	8	3	0	6	5	0	3	0	8	-	-	-	
Preliminary Technologies Stage 4	PRT005419	Pre	0	20	14	6	0	9	11	0	0	0	20	-	-	-	



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The Arts	Arts	ART115123	1	15	139	41	97	0	71	68	0	15	13	24	40	32	15
	Dance the Basic Moves	DNC110120	1	10	2	0	2	0	1	1	0	NR	NR	NR	NR	NR	NR
	Visual Art	ART215123	2	15	1071	332	726	0	527	539	5	133	88	209	278	171	192
	Art Practice	ART215217	2	15	248	52	195	0	138	107	3	31	22	43	77	34	41
	Music Technology Projects – Foundation	AUD215120	2	15	71	57	14	0	26	45	0	6	10	21	14	11	9
	Contemporary Music and Songwriting	CMS215123	2	15	274	159	113	0	176	98	0	20	36	49	73	49	47
	Dance	DNC215120	2	15	42	3	38	0	30	12	0	6	2	6	14	9	5
	Media Production Foundations	MED215117	2	15	159	112	46	0	73	86	0	15	24	30	58	15	17
	Music Ensemble	MSM205120	2	5	179	81	97	0	83	94	2	4	0	23	0	152	0
	Music Studies	MSS215120	2	15	116	55	59	0	77	38	1	15	14	28	29	24	6
	Musical Theatre	MUT215120	2	15	145	48	97	0	68	77	0	0	6	12	51	40	36
	Drama Foundations	SDS215117	2	15	98	40	57	0	61	34	3	11	3	25	30	19	10
	Technical Theatre Production	SDT215120	2	15	125	56	66	0	44	80	1	6	17	27	35	18	22
	Art Theory and Criticism	ARA315116	3	15	57	9	48	0	8	48	1	1	3	8	21	16	8
	Visual Art	ART315123	3	15	862	220	634	0	371	489	2	29	50	174	358	178	73
	Art Studio Practice	ART315214	3	15	251	57	190	0	0	249	2	10	11	33	102	71	24
	Dance Choreography and Performance	DNC315120	3	15	35	2	33	0	16	19	0	0	1	11	13	6	4
	Media Production	MED315117	3	15	157	96	60	0	45	110	2	8	20	35	63	18	13
	Music	MSM315120	3	15	71	43	27	0	42	29	0	4	20	20	19	6	2
	Drama	SDD315120	3	15	153	56	94	0	122	30	1	2	16	44	64	17	10
	Theatre Performance	SDP315120	3	15	139	52	87	0	5	134	0	1	9	33	52	29	15
	Preliminary Arts Stage 1	PRA005119	Pre	0	9	6	3	0	6	3	0	3	1	5	-	-	-
	Preliminary Arts Stage 2	PRA005219	Pre	0	5	3	2	0	3	2	0	NR	NR	NR	-	-	-
Preliminary Arts Stage 3	PRA005319	Pre	0	13	5	7	0	6	7	0	3	0	10	-	-	-	
Preliminary Arts Stage 4	PRA005419	Pre	0	32	21	11	0	15	17	0	2	1	29	-	-	-	

Learning Area	2023 Course	Course Code	TASC Level <sup>1</sup>	TCE Credit Points <sup>2</sup>	Total Students	Males <sup>3</sup>	Females <sup>3</sup>	Pre-Year 11 <sup>4</sup>	Year 11	Year 12	Year 13	Limited Achievement (LA)	Preliminary Achievement (PA)	Satisfactory Achievement (SA)	Commendable Achievement (CA)	High Achievement (HA)	Exceptional Achievement (EA)
TCE Everyday Adult Standards	Standards Test – Everyday adult reading, writing and communication (in English)	TCE001	2	0	112	59	52	0	13	92	7	-	-	112	-	-	-
	Standards Test – Everyday adult mathematics	TCE002	2	0	110	52	58	0	14	94	2	-	-	110	-	-	-
	Standards Test – Everyday adult use of computers and the internet	TCE003	2	0	235	112	119	0	8	219	8	-	-	235	-	-	-
	Everyday Adult Standard – Use of computers and the internet (recognition)	TCE004	2	0	1201	621	577	0	3	1184	14	-	-	1201	-	-	-

### Table notes

- TASC Level:** TASC courses have five levels (Preliminary to Level 4).
- TCE Credit Points:** Students receive credit points towards the TCE for completion of Level 1–4 TASC courses if they achieve an award of at least Preliminary Achievement.
- Sum of counts by gender may not equal total students. Non-binary (or other gender identified) students are included in Total Students but not reported as a separate column to protect the privacy of individual students within the small cohort.
- Pre-Year 11:** Some students who have not commenced Year 11 may undertake a TASC accredited course where approved.
- NR (Not Reported):** Courses with five or less students do not have students' results reported to protect the privacy of individual students within the small cohort.

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



Study Choices



Demographics

2023 High Achiever Program Units <sup>1</sup>	Course Code	TCE Credit Points	Total students	Males <sup>3</sup>	Females <sup>3</sup>	Year 11	Year 12	Year 13
Accounting and Financial Decision Making	BFA103	8	17	8	9	1	16	0
Advanced Topics in Algebra	KMA453	8	1	1	0	0	1	0
Advanced Topics in Discrete Mathematics	KMA456	8	1	1	0	0	1	0
Artificial Intelligence	KIT108	8	1	1	0	0	1	0
Chemistry 1A	KRA113	8	1	0	1	1	0	0
Chemistry 1B	KRA114	8	1	0	1	1	0	0
Chinese 2A	HMC219	8	1	0	1	0	1	0
Chinese 2B	HMC220	8	1	0	1	0	1	0
Computational Techniques 3	KMA350	8	1	1	0	0	1	0
Data Structures and Algorithms	KIT205	8	2	2	0	1	1	0
Economic Policy in Action	BEA121	8	1	1	0	0	1	0
European History: Renaissance to Revolutions	HTA101	8	2	0	2	0	2	0
Foundations of Law	LAW107	8	1	0	1	0	1	0
Indonesian 2A	HMN207	8	1	0	1	0	1	0
Indonesian 2B	HMN208	8	1	0	1	0	1	0
International Law	LAW102	8	1	0	1	0	1	0
Introduction to Computational Science	KIT103	8	4	4	0	0	4	0
Introduction to Data Science	KIT102	8	1	1	0	0	1	0
Introduction to Indonesian 1A	HMN101	8	4	0	4	4	0	0
Introduction to Indonesian 1B	HMN102	8	4	0	4	4	0	0
Introduction to International Relations	HIR101	8	1	0	1	0	1	0
Introduction to Markets and the Economy	BEA111	8	1	1	0	0	1	0
Introduction to Politics and Policy	HPP101	8	1	0	1	0	1	0
Japanese 2A	HMJ204	8	7	1	6	0	7	0
Japanese 2B	HMJ205	8	7	1	6	0	7	0
Latin 1A	HTL101	8	1	0	1	0	1	0
Latin 1B	HTL102	8	1	0	1	0	1	0
Machine Learning and Applications	KIT315	8	1	1	0	0	1	0
Mathematics 1A	KMA152	8	10	6	4	3	7	0
Mathematics 1B	KMA154	8	8	4	4	1	7	0
Partial Differential Equations, Applications and Methods	KMA354	8	1	1	0	0	1	0
Physics 1A	KYA101	8	5	5	0	3	2	0
Physics 1B	KYA102	8	3	3	0	1	2	0

2023 High Achiever Program Units <sup>1</sup>	Course Code	TCE Credit Points	Total students	Males <sup>3</sup>	Females <sup>3</sup>	Year 11	Year 12	Year 13
Programming	KIT107	8	7	7	0	1	6	0
Programming Fundamentals	KIT101	8	4	4	0	2	2	0
Psychology: Brain and Behaviour	PSY112	8	2	1	1	1	1	0
Psychology: Psychological Processes	PSY125	8	1	1	0	1	0	0
World History: The First Globalisation	HTA102	8	2	0	2	0	2	0
<b>2023 University Connections Program Units<sup>2</sup></b>								
A Practical Introduction to Temperate Marine Biology	XAS101	8	8	2	6	3	5	0
Advanced Practical Study	FCP120	15	28	20	8	2	26	0
Asian Studies	HMA104	15	65	18	46	2	63	0
Entrepreneurship	BAA203	15	9	7	2	4	5	0
Foundation Practical Study	FCP113	15	131	83	47	43	87	1
Music Projects 1	FCE107	15	225	59	164	150	74	1
Music Projects 2	FCE202	15	92	31	61	0	92	0
Music Technology Project 1	FCJ110	15	99	83	16	45	54	0
Music Technology Project 2	FCJ111	15	14	9	5	0	13	1
Object Design	FSF104	15	153	64	86	19	134	0
Songwriting	FCA118	15	45	20	25	20	24	1
Sports and Recreation Management	BMA114	15	39	9	30	0	38	1

### Table notes

1. **High Achiever Program (HAP)** is for high-achieving senior secondary students, offering them an opportunity to undertake studies at the University of Tasmania to complement or extend their TCE or International Baccalaureate studies. Information about the HAP program is available on the University of Tasmania website: [utas.edu.au/underwood-centre/projects-and-initiatives/hap](https://utas.edu.au/underwood-centre/projects-and-initiatives/hap)
2. **University Connections Program (UCP)** allows Year 11 and 12 students to study introductory university units designed for senior secondary students. Some units (not extension units) are able to count towards TCE studies and an ATAR. The program is offered in partnership with schools and the University of Tasmania. Information about the UCP program is available on the University of Tasmania website: [utas.edu.au/underwood-centre/projects-and-initiatives/ucp](https://utas.edu.au/underwood-centre/projects-and-initiatives/ucp)
3. Sum of counts by gender may not equal total students due to variability in gender reporting.

# About TASC



Figure 2: TASC Board Members with the Deputy Director TASC, Alison Savage and (former) Minister for Education, Children and Youth, Roger Jaensch MP.

## TASC is an independent education regulator for senior secondary education.

Our role:

- ▶ Accredit courses for senior secondary education in Tasmania
- ▶ Issue certificates and qualifications, and ensure that these meet approved standards
- ▶ Provide advice to the Minister on matters relating to senior secondary qualifications
- ▶ Guide strategic planning for senior secondary qualifications management
- ▶ Conduct and quality assure assessment of TASC accredited senior secondary courses
- ▶ Accredit education programs for overseas students and register providers of such programs
- ▶ Collect, record and distribute individual student information relating to senior secondary education, vocational education, higher education and other education.

See our 10 key achievements for the year at the start of the Annual Report following the address from the TASC Deputy Director. Outcomes and highlights for 2023–24 are shown at the start of each of the following chapters.

### TASC Board membership

**Chair:** Professor Natalie Brown  
(3rd from left)

### Board members:

- ▶ Donna Bucher
- ▶ Sam Thompson
- ▶ Kristy Pereira
- ▶ Shaun Sargent
- ▶ Bobby Court
- ▶ Kathy Cameron.

## Selection criteria

The Board is to consist of between five and seven members, including the chairperson, as appointed by the Minister. When appointing members, the Minister is to ensure that the members will collectively have the following skills:

- ▶ General board governance
- ▶ Safeguarding children
- ▶ Data management and reporting
- ▶ Contemporary curriculum delivery, design, and assessment
- ▶ Leadership in education
- ▶ Industry expertise relevant to key stakeholder groups.
- ▶ Additionally, the Board should represent the diversity of the community, and each member must hold a current registration to work with vulnerable people.

## Termination provisions

The Minister may remove a member from the Board if that member:

- ▶ Does not attend three meetings in a row, without permission from the Board
- ▶ Does not hold a current registration to work with vulnerable people, or if that registration has been suspended
- ▶ Becomes bankrupt, or applies to benefit from any law for the relief of bankruptcy or insolvent debtors
- ▶ Is convicted of a crime or offense that attracts imprisonment for 12 months or longer
- ▶ Is convicted of any offense under the TASC Act.

The Minister may remove a member from office if satisfied that the member is unable to competently perform their duties.

## TASC Corporate Plan 2024–25

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

The amended Act establishing the TASC Board came into effect on 1 July 2023. TASC is responsible for the development of appropriate standards, the accreditation of courses, and the assessment and certification of student achievement in senior secondary schooling across all educational sectors in Tasmania.

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

The Corporate Plan 2024–25 enables TASC to collect baseline evidence and measurements on outcome-based performance targets.

**Our purpose:** To provide relevant, high-quality certification that supports all learners through senior secondary education and life beyond.

**Our values:** Our values are equity, integrity, learning and connection.

**Risk:** The Board has identified key strategic risks, presented as a risk matrix. A risk appetite statement will be developed for each risk to guide actions and mitigation strategies. The Board will regularly revisit and update these key risks and the process for risk mitigation. While the Board is willing to take risks in the development and maintenance of innovative curriculum delivery and assessment, there is no appetite for risks that adversely impact student learning or safety.

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

Our priorities	Outcome-based performance targets
Continue and improve delivery of high-quality curriculum, assessment and reporting consistent with our legislative obligations	<ul style="list-style-type: none"> <li>• Ensure schools meet the regulatory framework requirements to support improved outcomes for students</li> <li>• Contemporary assessment strategies for Tasmanian learners are investigated</li> <li>• Accessibility for learners is improved</li> <li>• Quality Assurance advice to stakeholders is timely, understood and workable</li> <li>• Ensure qualifications are meaningful and relevant:               <ul style="list-style-type: none"> <li>◦ 95% compliance with internal rating timelines</li> <li>◦ Less than 1% change to ratings following final resulting</li> </ul> </li> </ul>
Strengthen our stakeholder relationships	<ul style="list-style-type: none"> <li>• Develop and implement a stakeholder implementation plan to:               <ul style="list-style-type: none"> <li>◦ Maintain and strengthen cooperation between TASC and the school sectors (DECYP, IST, CET) on key projects</li> <li>◦ Regularly gauge stakeholder satisfaction through targeted feedback mechanisms</li> <li>◦ Develop personalised engagement strategies tailored to the needs of students and key stakeholders</li> </ul> </li> <li>• Enhance communication channels to ensure timely and transparent information exchange</li> <li>• Advise government on current processes and reform agendas</li> </ul>
Continue to strengthen our governance and regulatory approach	<ul style="list-style-type: none"> <li>• Maintain a contemporary policy framework that adheres to best practice regulation</li> <li>• Introduce an efficient and effective complaints management process</li> <li>• Improve internal efficiency and productivity to support the functions of TASC</li> <li>• Strengthen processes to enable evidence-based decision making</li> <li>• Actively participate in and contribute to national regulatory discussions</li> <li>• Implement regulatory changes</li> </ul>
Develop, empower and support our people	<ul style="list-style-type: none"> <li>• Align purpose and values with our actions as a regulator</li> <li>• Establish and maintain effective relationships between the Board and TASC leadership team</li> <li>• Cultivate a positive workplace culture and climate that embodies the values of TASC</li> <li>• Develop staff capabilities to meet current and future operational needs</li> </ul>

Corporate Plan targets will be reported against in future annual reports.

## How we work with stakeholders

We work closely with our stakeholders and all of Tasmania's school and education and training sectors to understand their views and how we can work together to achieve the best outcomes for young people. We work directly with our stakeholders valuing their skills and perspectives, and clear and open decision making.

This includes liaison with the 87 Tasmanian schools registered to provide senior secondary courses in 2024 and the 110 Registered Training Organisations reporting training data for Tasmanians in 2023. Our fortnightly *TASC Update* electronic newsletter is a key channel to provide information to schools and school staff.

In 2023–24, we collaborated and focused on stakeholder needs in the development of updated TASC policies for Quality Assurance, Confidentiality and Conflict of Interest.

We also worked with DECYP to conduct stakeholder and public consultation for the review of the current TASC Fees Regulations (the *Tasmanian Assessment, Standards and Certification (Fees) Regulations 2023*). The Regulations set the costs that are charged for various TASC services as well as the payments to sessional staff for the setting, critiquing, supervising and marking of external assessments.

In June 2024, we actively consulted with a wide range of TASC stakeholders from our Principal Reference Group through to education unions and previous sessional staff. A Consultation Paper was provided with the feedback from the first round of consultation used to develop a Proposed Amendments Consultation Paper for a further stage of consultation in July.

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

- ▶ **Principals' Reference Group:** Provides feedback to the Deputy Director on risks and opportunities regarding TASC processes, communications and other services.
- ▶ **VET in TCE Reference Group:** Provides advice to the Deputy Director on matters related to recognition arrangements for Vocational Education and Training (VET) in the TCE.
- ▶ **Accreditation Process Working Group:** To review and test a proposed new accreditation model, identify next steps and provide recommendations to the Board.
- ▶ **Audit and Risk Committee:** Assists the Board in fulfilling its governance responsibilities in regard to financial oversight, audit processes, risk and compliance management.
- ▶ **Stakeholder Engagement Committee:** Provides oversight and recommendations to the Board regarding stakeholders and strategic consultation processes.
- ▶ **External Assessment Specifications Advisory Panel:** Provides advice to the Deputy Director regarding TASC external assessment.
- ▶ **Conduct Review Committee:** Provides advice on potential breaches of the external assessment rules.
- ▶ **Scaling Committee:** Reviews and verifies that the scores for each individual course are appropriate before scores are finalised.

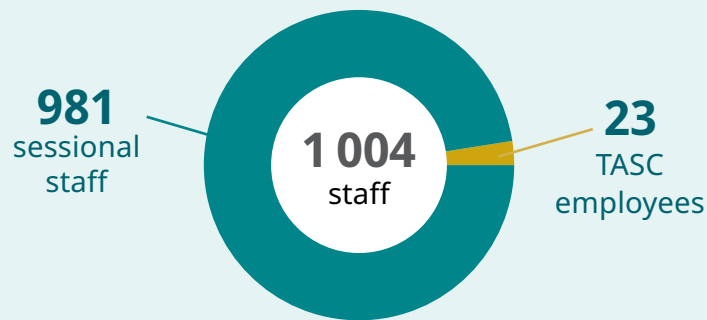
TASC also meets regularly with the Australian Education Union (AEU), the Independent Education Union (IEU) and the Tasmanian Association of State School Organisations (TASSO) to identify and promptly respond to relevant issues or concerns as they arise.

TASC holds regular meetings with Principals and TASC Liaison Officer (TLOs) throughout the year, meeting at least once per Term. We also held the new TLO's professional development workshops in March 2024 as an in-person workshop for the first time in some years.

We welcome the opportunity to meet with all stakeholders.



# Our staff



A total of 981 individual people were employed as temporary sessional staff to support the delivery of the 2023 external assessment program, including some people who were employed for multiple external assessment roles (setting, critiquing, supervising and marking external assessments). While the number of roles available remained broadly the same, the number of individual people employed increased due to fewer people undertaking multiple roles.

The number of individual people employed as sessional staff in each category in 2023 were:

- ▶ 38 Setting Examiners and 73 Exam Critics employed to develop the 41 written exams
- ▶ 38 Supervisor Coordinators and an additional 242 Exam Supervisors employed to administer the exams at endorsed exam centres
- ▶ 69 Marking Coordinators employed to lead marking teams (who also marked), and an additional 490 Markers undertook 615 marking roles to mark more than 17 800 external assessments
- ▶ 42 casual staff employed to process exam papers for marking (decollation and re-collation), data entry of results, and posting results and certificates.

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

**Table 11: TASC Permanent and Fixed Term Employees at 30 June 2024**

Employment Status	Paid FTE	Headcount
Permanent – full-time	14.00	14
Permanent – part-time	2.98	4
<b>Total permanent</b>	<b>16.98</b>	<b>18</b>
Fixed term – full-time	3.00	3
Fixed term – part-time	1.40	2
<b>Total fixed term</b>	<b>4.40</b>	<b>5</b>
<b>TOTAL<sup>1</sup></b>	<b>21.38</b>	<b>23</b>

**Table notes**

1. Four full-time positions are paid and reported against TASC’s FTE and headcount, while providing shared services across the Education Regulation portfolio.

# Accrediting courses



**36 new/evolution courses for first teaching in 2023 and 2024**



**86 existing courses re-accredited for 2024 and 2025**

TASC is responsible for setting the standards for and accrediting the senior secondary courses in Tasmania to ensure the quality and integrity of our certificates and qualifications.

## Senior secondary courses

Young people can choose TASC accredited courses, Vocational Education and Training (VET), recognised formal learning or a combination of these to make up a program of study to achieve TASC qualifications and certificates.

Data about student participation and achievement in all TASC accredited courses in 2023 is available in Table 8. Our website provides course documents for all TASC accredited courses, including the course criteria, content and supporting documents such as past exam papers.

For the 2024 school year, there were:

- ▶ 134 senior secondary level courses accredited by TASC
- ▶ more than 74 UTAS units formally recognised by TASC
- ▶ more than 100 other formal qualifications (recognised formal learning, not including VET) delivered by other providers.

## Course accreditation processes

The TASC Board has established an Accreditation Process Working Group to review and test a proposed new accreditation model, identify next steps and provide recommendations to the Board.

The existing *Senior Secondary Accreditation Framework* remains in place while a new model is developed. The Framework provides a vision, underpinning principles, priorities, the standards to be met for accreditation and the process for accreditation of courses. The current Framework was approved by the (former) Minister for Education in December 2021.

## Courses accredited

TASC and Senior Secondary Provision in the Department for Education, Children and Young People, work closely together to ensure new and evolving senior courses meet accreditation requirements and provide for the effective delivery of quality learning and assessment.

There were 21 new contemporary and evolutions of previous courses for first teaching in 2023, while 15 new contemporary and evolutions of previous courses were accredited for first teaching in 2024.

**Table 12: New/Evolution Courses Accredited for First Teaching (2023–2024)**

<b>Course accredited</b>	<b>Level</b>
<b>Teaching from 2023</b>	
<i>Arts (ART115123)</i>	Level 1
<i>Biology (BIO215123)</i>	Level 2
<i>Chinese (CHN215123)</i>	Level 2
<i>Contemporary Music and Songwriting (CMS215123)</i>	Level 2
<i>Digital Projects (DGP115123)</i>	Level 1
<i>Engineering Design (EDN315123)</i>	Level 3
<i>English Inquiry (ENT115123)</i>	Level 1
<i>English Inquiry (ENT215123)</i>	Level 2
<i>Essential Mathematics – Personal (MEP215123)</i>	Level 2
<i>Essential Mathematics – Workplace (MEW215123)</i>	Level 2
<i>French (FRN215123)</i>	Level 2
<i>General Mathematics (MTG215123)</i>	Level 2
<i>General Mathematics (MTG315123)</i>	Level 3
<i>German (GRM215123)</i>	Level 2
<i>Italian (ITN215123)</i>	Level 2
<i>Japanese (JPN215123)</i>	Level 2
<i>Mathematics (MAT115123)</i>	Level 1
<i>Numeracy (NUM115123)</i>	Level 1
<i>Transdisciplinary Science (TDS315123)</i>	Level 3
<i>Visual Art (ART215123)</i>	Level 2
<i>Visual Art (ART315123)</i>	Level 3
<b>Teaching from 2024</b>	
<i>Biology (BIO315124)</i>	Level 3
<i>Contemporary Art Practice (CAP215124)</i>	Level 2
<i>Contemporary Art Practice (CAP315124)</i>	Level 3
<i>Dance (DNC215124)</i>	Level 2
<i>Dance (DNC315124)</i>	Level 3
<i>Data Science and Digital Solutions (DSD315124)</i>	Level 3
<i>Digital Technologies (DGT215124)</i>	Level 2
<i>Electronics and Advanced Technologies (EAT215124)</i>	Level 2
<i>Electronics and Advanced Technologies (EAT315124)</i>	Level 3
<i>English Inquiry (ENT315124)</i>	Level 3
<i>English Studio (ENS215124)</i>	Level 2
<i>English Studio (ENS315124)</i>	Level 3
<i>History (HIS215124)</i>	Level 2
<i>Studies of Religion (REL215124)</i>	Level 2
<i>Studies of Religion (REL315124)</i>	Level 3

## **Courses renewed and minor amendments**

All senior secondary courses that did not have an accredited replacement course and were expiring in 2023 and 2024 were renewed. Continuity of provision was ensured by 84 courses being renewed without amendment and two courses being renewed with minor amendments. These renewals supported schools to plan their curriculum offerings for two years.

Senior Secondary Provision (DECYP) and TASC collaborated to seek and review feedback about the new and evolution courses. Minor course amendments were made at the start of 2023 in response to feedback provided by teachers.

# Upholding quality and standards



**215 teachers attended hands-on quality assurance meetings**



**57 schools participated in desktop audits + 21 on-site audits**



**Attendance doubled at Introduction to TASC professional learning seminars**

TASC is responsible for ensuring that national and state standards for senior secondary education are monitored and met.

We implement a quality assurance model of audits, practical quality assurance meetings, and regional workshops to ensure high-quality course delivery and assessment. Our quality assurance activities ensure the validity, reliability and integrity of the qualifications we issue, including the TCE.

## Quality assurance meetings

Quality assurance meetings give us direct evidence of schools' interpretation and application of the assessment standards and provide an opportunity for teachers to engage in professional conversations and share best practice in the delivery and assessment of courses. The hands-on assessment processes at the meetings and reporting back to schools helps ensure comparability of assessment judgements in the same course by different schools.

The compulsory meetings covering 11 TASC accredited courses were held across Tasmania in September with 215 teachers from 69 Tasmanian Government, Catholic and independent schools attending.

## Audits

We use quality assurance audits to monitor a range of TASC accredited courses and school-based policies and procedures relating to meeting requirements for registration, delivery and assessment of accredited courses.

A total of 57 schools were involved in selected desktop audits of TASC accredited senior secondary courses. The audits focused on schools' plans for the delivery and assessment of the courses in the table below:

**Table 13: 2023–24 Desktop Audits of TASC Accredited Courses**

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

A total of eight schools and colleges were involved in selected on-site focused audits of TASC accredited senior secondary courses. The audits focused on schools' plans for the delivery and assessment of *Work Readiness* (WRK215117), *Housing and Design* (HDS315118), *Learning Through Internship* (LTI215117), *Data Science and Digital Solutions* (DSD315124), and *Digital Technologies* (DGT215124).

Extended on-site audits were also undertaken involving 13 schools and colleges from around the State. In addition to the audit of the selected TASC courses, the extended audit included evaluation and feedback on provider-developed policy and procedural documentation.

## Professional learning and quality assurance workshops

We have continued to focus on providing support to meet the 10 provider standards through the campaign *Take the Stand: Actioning the Standards for Providers of TASC Courses*. The targeted campaign aims to increase understanding and provide supports to enable schools to comply with the standards. We provide information about the standards progressively, in small segments that specifically relate to school activities (including planning, enrolment, attendance, recordkeeping, internal moderation and internal assessment reporting). We are also providing new resources, examples and other documents that schools can adapt or adopt to help them fulfil the standards.

To support teachers new to senior secondary education in Tasmania, we held five Introduction to TASC seminars across the State with 77 teachers from 18 schools attending the professional learning opportunity. The seminars introduced new teachers to:

- ▶ TASC's functions
- ▶ the TCE and other TASC-issued certificates
- ▶ the principles of criterion-based assessment
- ▶ planning course delivery and assessment
- ▶ quality assurance processes and requirements.

The regional Quality Assurance Workshops in March–April provided opportunities for schools to work with TASC and experienced course providers in a guided, self-evaluation of their plans for course delivery and assessment.

All schools and colleges participating in the workshops create continuous improvement plans that celebrate achievement and guide future improvements. These plans are also lodged with TASC and used as a point of reference in future quality assurance processes.

In 2024, three Quality Assurance Workshops were held around the state with 40 participants and five observers from 24 schools and colleges. Participant feedback was extremely positive.

Issues discussed at the 2024 workshops and seminars provide TASC with rich feedback regarding matters of concern for schools and teachers. TASC will use this information to guide the development of future information packages for course providers.

## **Pre-Year 11 course enrolment approvals**

In some circumstances, students who have not commenced Year 11 may undertake a TASC accredited course where approved. When a school requests approval for a pre-Year 11 course enrolment TASC undertakes an individual analysis of the student's past results and career and course plans to assess the suitability of the requested course. We work with schools to ensure appropriate delivery and assessment. TASC approved 287 pre-Year 11 enrolments in TASC accredited courses for 2024.

## **Exam centre integrity**

TASC staff undertook on-site spot checks to ensure Exam Centre integrity and security as part of the delivery of exam papers to Exam Centres before the 2023 end-of-year external assessments.

The checks included assessments of the physical sites (such as ease of access for exam paper delivery, security of lock-boxes and access to them, and the movement of exam papers from temporary storage to exam room/s), and that both school-based and TASC-appointed staff with direct involvement in the exam process were aware of their responsibilities and workplace safety practices.

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

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

In the second half of 2023, the desktop audit of Government Education and Training International (GETI) was completed. This audit was complemented by on-site audit visits as part of GETI's renewal of CRICOS registration process. Seven schools across the state were visited, including primary and secondary schools, and senior secondary colleges. The audit identified some opportunities for continuous improvement. GETI worked with TASC to address these. GETI's registration was renewed on 15 December 2023 until 1 July 2028.

# Managing 2023 external assessments



6 327 students in 52 TASC Level 3 and Level 4 courses



More than 17 800 total external assessments, including 13 150 written exams



36 exam centres across Tasmania, interstate and overseas



1 in 6 students received reasonable adjustments to assessment conditions

TASC determines the assessment requirements for TASC accredited courses, manages external assessments for courses at Levels 3 and 4 and sets the requirements and procedures for these end-of-year exams (written, oral, practical, performance, display and project assessments).

## End-of-year external assessments

For students, the 2023 external assessment period commenced in September with submission of externally assessed folios (and other project work) and ceased at the end of the written exam period on 17 November.

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

As well as the written exams at 36 exam centres, we managed the submission, marking and resulting for student folios, and marking and resulting for other assessment types, including oral, practical, performance and displays around the State.

While the large-scale and diverse types of student assessments inevitably present some logistical challenges, we successfully and seamlessly delivered the 2023 external assessments for 6 327 students undertaking 52 Level 3 and Level 4 courses.

We are committed to providing all students with the opportunity and access to participate in TASC courses with external assessments, including providing 1 032 students with reasonable adjustments to support equitable access to complete the external assessments. Almost 1 in 6 students (16.3% of students) sitting an external assessment were provided with reasonable adjustments.

Preparation is underway to deliver external assessments and issue the senior secondary student results for all students at the end of 2024. Strategies are in place to manage potential risks and ensure the continued delivery of fair and equitable assessments and results.





Figure 3: The end stage of 2023 exam paper decollation, with the last of the exam papers being sent for marking.

**Table 14: 2023 External Assessment Participation**

External assessments <sup>1</sup>	Students <sup>2</sup>	Assessments <sup>3</sup>
• Written assessments	5747	13 150
• Performance (oral/practical) assessments	562	590
• Folio and display assessments	2995	4094
<b>TOTAL</b>	<b>6327</b>	<b>17 834</b>

**Table notes**

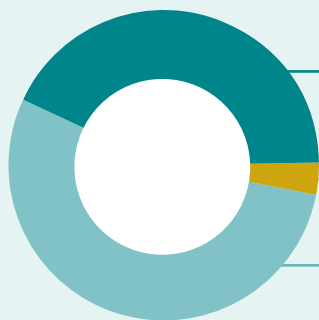
1. Some courses have multiple types of external assessments and some students sat multiple assessment types.
2. **Students:** the distinct singular person/individual, regardless of how many assessments they participate in.
3. **Assessments:** the number of assessments that students completed/submitted.

# Issuing results and certificates

## Tasmania's certificates and qualifications

**8 060**

TASC-issued certificates awarded to Year 12 students



**3 468** Tasmanian Certificate of Education

**249** Tasmanian Certificate of Educational Achievement

**4 343** Qualifications Certificate

### Tasmanian Certificate of Education (TCE)

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

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

The TCE enables prospective employers and higher education providers to have confidence that a person who has attained the TCE has undertaken a volume of study (the Participation and Achievement Standard) and demonstrated everyday adult level skills in:

- ▶ reading, writing and communication (in English)
- ▶ mathematics
- ▶ use of computers and the internet.

The flexibility that has been built into the TCE ensures senior secondary students have a broad range of pathways to demonstrate the standards.

VET units, TASC accredited courses, High Achiever Program and University Connections Program courses, as well as other recognised formal learning, all contribute to the TCE and support students to achieve their education, training and career goals.

## Tasmanian Certificate of Educational Achievement (TCEA)

*Issued to eligible students to provide a fair and broader account of their participation and achievement*

The TCEA recognises senior secondary education for students whose participation and achievements are best represented by descriptive text against their personalised learning goals.

## Qualifications Certificate

*Issued to all students as a complete record of their achievement at the end of their senior secondary studies*

The Qualifications Certificate is available to all Tasmanians who have gained one or more post Year 10 qualifications, accredited or recognised by TASC.

All students are issued with their initial Qualifications Certificate when they finish senior secondary education. The certificate can be updated to reflect new qualifications (formally recognised by TASC) achieved to be a record of life-long education and training.

## Replacement certificates

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



**During 2023–24, we provided 283 people with 566 replacement certificate/s and results documents.**



*Figure 4: TASC Outstanding Achievement Award recipients for 2023 with Governor of Tasmania, the Hon. Barbara Baker AC, (former) Minister for Education, Children and Youth, Roger Jaensch MP, (former) Shadow Minister for Education, Josh Willie and TASC Board Chair, Prof. Natalie Brown.*

## Outstanding Achievement Awards

The TASC Outstanding Achievement Awards celebrate the successful academic and Vocational Education and Training (VET) results of young Tasmanians who have achieved the TCE. In January 2024, 63 students were awarded a TASC Outstanding Achievement Award:

In January 2023, 59 students were awarded a TASC Outstanding Achievement Award:

- ▶ 30 students received the TASC Outstanding Achievement in VET Award, recognising students who demonstrated excellence in their VET programs, ranging from agriculture, creative industries, aquaculture, sport coaching and construction, and successfully achieved the Tasmanian Certificate of Education (TCE).
- ▶ 33 students received the TASC Outstanding Academic Achievement Award, recognising the students who attained Tasmania's highest academic results with an Australian Tertiary Admission Rank (ATAR) of 99.5 or above.

Students received their awards at a presentation ceremony in Government House hosted by the Governor of Tasmania, Her Excellency the Honourable Barbara Baker AC.

**Table 15: 2023 TASC Outstanding Achievement in VET Award Recipients**

<b>Student name</b>	<b>School</b>
Layla Andersen	Launceston College
Jade Bambery	Hellyer College
Alexandra Belbin	The Friends' School
Mollie Bretzke	St Patrick's College
Libby Callinan	Port Dalrymple School
Jacob Chandler	Hobart College
Ashlee Cherry	St Patrick's College
Tynesha Clark	Guilford Young College
Joel Cooper	Marist Regional College
Molli Crane	Port Dalrymple School
Elyza Crespan	Guilford Young College
Tayla Delaney	Marist Regional College
Bradley Downham	Rosny College
Harrison Fitze	Hobart College
Grace Hall	Guilford Young College
Somer Harper	St Patrick's College
Heidi Hartman	Calvin Christian School
Jing Qi Hii	Hobart College
Amy Holbrook	Scotch Oakburn College
Ethan Loring	Hobart College
Hayley Maxwell	Marist Regional College
Molly Mitchell	St Michael's Collegiate
Narges Moradi	Newstead College
Aran O'Neil	Ulverstone Secondary College
Hayley Rice	The Friends' School
Briele Robertson	Newstead College
Jonty Savory	Hobart College
Bianca Severini	Hobart College
Michala Soros	Newstead College
Lucy Veldhuis	Rosny College

**Table 16: 2023 TASC Outstanding Academic Achievement Award Recipients**

Students that achieved an ATAR of 99.5 or above.

<b>Student name</b>	<b>School</b>
Hamish Ayliffe	Guilford Young College
Jemima Baghurst	Hobart College
Jack Bowerman	Hobart College
Reichan Bransden	The Friends' School
Zoe Bremner	Scotch Oakburn College
Fernando Brito Carvalheiro	Hobart College
Regine Chua	The Friends' School
Felicianantonio Churchill	The Friends' School
Kasota Clayton	St Mary's College
Sophie Connolly	The Friends' School
Isabelle Gan-Pain	The Friends' School
Finlay Grant	Hobart College
Noelle Harradine	Hobart College
James Hyde	Launceston Church Grammar School
Felicity Jackson	Hobart College
Shannon Kelly	St Patrick's College
Wai Lam Lo	The Friends' School
Chelsea March	Hobart College
Henry McMahan	Newstead College
Ewan Michelin	Hobart College
Taj Parsons	The Hutchins School
Tara Powell	The Friends' School
Samuel Rein	Scotch Oakburn College
Toby Reynolds	Hobart College
Django Richardson	Hobart College
Samuel Roberts	The Hutchins School
Binithi Rubasinghe	St Brendan-Shaw College
Nithush Sheyamalan	Marist Regional College
Cate Simpson	Marist Regional College
Benjamin Stankovich	The Friends' School
Oscar Tiernan	Launceston College
Thomas Wilkins	The Friends' School
Bianca Williamson	Leighland Christian School

# Appendices

## 1. TASC Fees and Charges

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

Fees generally and fees relating to examinations are set by the *Tasmanian Assessment, Standards and Certification (Fees) Regulations 2023*. The Regulations, which include setting the payments received by sessional staff with roles in external assessments, are under review.

## 2. Public Interest Disclosures

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

## 3. Personal Information and Right to Information disclosure requests

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

### ***Personal Information disclosure requests 2023–24***

In the 2023–24 financial year, TASC processed 10 requests received under the *Personal Information Protection (PIP) Act 2004*.

### ***Right to Information disclosure requests 2023–24***

In the 2023–24 financial year, TASC received five applications under the *Right to Information (RTI) Act 2009*.

**Table 17: Right to Information disclosures 2023–24**

<b>Number of applications for assessed disclosure of information received</b>	<b>5</b>
• Number of applications for assessed disclosure <b>accepted</b> for decision	5
• Number of applications for assessed disclosure received and <b>not accepted</b> for decision	0
<b>Number of applications accepted for assessed disclosure and decided</b>	<b>4</b>
• The information requested was provided in part	4
• Number of applications where some of information requested was not in possession	3
• The number of applications decided where information requested was exempted from disclosure in full or part	2
• Number of accepted applications decided between 1 and 20 working days of the application being accepted	1
• Number of accepted applications decided after 20 working days of the application being accepted	3
• Number of applications that involved an extension negotiated with the applicant under s.15(4)(a)	3
<b>Internal and external reviews</b>	<b>4</b>
• Number of internal reviews that were requested	1
• Number of internal reviews that were decided	1
• Number of external reviews that were requested	3
• Number of external reviews that were decided	1
• Number where the original decision upheld in full	1



# 2023-24

## FINANCIAL STATEMENTS



TASMANIAN  
ASSESSMENT, STANDARDS  
& CERTIFICATION

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# Statement of Certification

The accompanying financial statements of Tasmanian Assessment, Standards and Certification have been prepared in accordance with provisions of the *Tasmanian Assessment, Standards and Certification Act 2003* and are in agreement with the relevant accounts and records to present fairly the financial transactions from 1 July 2023 to 30 June 2024 and the financial position as at 30 June 2024.

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



**Professor Natalie Brown**  
Chairperson TASC Board

**Date:** 13 September 2024



**Sam Thompson**  
Chairperson TASC Audit & Risk Committee

# Statement of Comprehensive Income for the year ended 30 June 2024

	Notes	2024 Budget \$	2024 Actual \$	2023 Actual \$
<i>Continuing Operations</i>				
<b>Revenue and other income from transactions</b>				
Revenue from Government	1.1	5,044,950	4,898,777	4,649,463
Sales of goods and services	1.2	50,000	69,838	59,833
Contributions received	1.3	-	654,654	-
<b>Total revenue and other income from transactions</b>		<b>5,094,950</b>	<b>5,623,269</b>	<b>4,709,296</b>
<b>Expenses from transactions</b>				
Employee benefits	2.1	3,690,833	4,245,655	3,887,040
Depreciation and amortisation	2.2	340,016	412,461	463,460
Supplies and consumables	2.3	1,385,041	1,249,780	834,784
Finance costs	2.4	-	-	386
Other expenses	2.5	25,467	-	24,292
<b>Total expenses from transactions</b>		<b>5,441,357</b>	<b>5,907,896</b>	<b>5,209,962</b>
<b>Net result from transactions (net operating balance)</b>		<b>(346,407)</b>	<b>(284,627)</b>	<b>(500,666)</b>
<b>Comprehensive result</b>		<b>(346,407)</b>	<b>(284,627)</b>	<b>(500,666)</b>

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

Budget information refers to the budget published in the 2023-24 State Budget papers against Output 03001 Education Regulation. This budget information has not been subject to audit.

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

# Statement of Financial Position as at 30 June 2024

	Notes	2024 Budget \$	2024 Actual \$	2023 Actual \$
<b>Assets</b>				
<b>Financial assets</b>				
Cash and deposits	6.1	223,524	333,156	242,225
Receivables	3.1	4,616	375	125
Other assets	3.2	21,933	22,801	19,295
<b>Non-financial assets</b>				
Plant and equipment	3.3	27,600	46,718	39,963
Intangibles	3.4	1,129,000	1,311,423	1,628,752
<b>Total Assets</b>		<b>1,406,673</b>	<b>1,714,473</b>	<b>1,930,360</b>
<b>Liabilities</b>				
Payables	4.1	22,911	28,969	29,908
Employee benefits	4.2	500,299	569,972	497,734
Other liabilities	4.4	835	-	2,559
<b>Total Liabilities</b>		<b>524,045</b>	<b>598,941</b>	<b>530,201</b>
<b>Net Assets</b>		<b>882,628</b>	<b>1,115,532</b>	<b>1,400,159</b>
<b>Equity</b>				
Accumulated funds		882,628	1,115,532	1,400,159
<b>Total Equity</b>		<b>882,628</b>	<b>1,115,532</b>	<b>1,400,159</b>

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

Budget information refers to the budget published in the 2023-24 State Budget papers against Output 03001 Education Regulation. This budget information has not been subject to audit.

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

# Statement of Cash Flows for the year ended 30 June 2024

	Notes	2024 Budget \$	2024 Actual \$	2023 Actual \$
<i>Continuing Operations</i>				
<b>Cash flows from operating activities</b>				
<b>Cash inflows</b>				
Revenue from government	1.1	5,044,950	4,898,777	4,649,463
Sales of goods and services	1.2	50,000	69,588	60,084
Other cash inflows		-	75,204	73,419
<b>Total cash inflows</b>		<b>5,094,950</b>	<b>5,043,568</b>	<b>4,782,966</b>
<b>Cash outflows</b>				
Employee benefits	2.1	(3,708,032)	(3,948,422)	(3,704,565)
Interest payments	2.4	-	-	(386)
Supplies and consumables	2.3	(1,386,918)	(902,328)	(853,028)
Other cash outflows	2.5	-	-	(21,734)
<b>Total cash outflows</b>		<b>(5,094,950)</b>	<b>(4,850,750)</b>	<b>(4,579,713)</b>
<b>Net cash from/(used by) operating activities</b>		<b>-</b>	<b>192,819</b>	<b>203,253</b>
<b>Cash flows from investing activities</b>				
<b>Cash outflows</b>				
Payments for acquisition of non-financial assets	3.3 & 3.4	-	(101,888)	(151,790)
<b>Net cash from/(used by) investing activities</b>		<b>-</b>	<b>(101,888)</b>	<b>(151,790)</b>
<b>Cash flows from financing activities</b>				
<b>Cash outflows</b>				
Repayment of leases liabilities (excluding interest)	4.3	-	-	(21,824)
<b>Net cash from/(used by) financing activities</b>		<b>-</b>	<b>-</b>	<b>(21,824)</b>
<b>Net increase/(decrease) in cash held</b>		<b>-</b>	<b>90,931</b>	<b>29,639</b>
<b>Cash and deposits at the beginning of the reporting period</b>		<b>223,524</b>	<b>242,225</b>	<b>212,586</b>
<b>Cash and deposits at the end of the reporting period</b>	6.1	<b>223,524</b>	<b>333,156</b>	<b>242,225</b>

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

Budget information refers to the budget published in the 2023-24 State Budget papers against Output 03001 Education Regulation. This budget information has not been subject to audit.

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

# Statement of Changes in Equity for the year ended 30 June 2024

	Accumulated Funds \$	Total Equity \$
<b>Balance as at 1 July 2022</b>	<b>1,900,824</b>	<b>1,900,824</b>
Total comprehensive result	(500,666)	(500,666)
<b>Balance as at 30 June 2023</b>	<b>1,400,159</b>	<b>1,400,159</b>
<b>Balance as at 1 July 2023</b>	<b>1,400,159</b>	<b>1,400,159</b>
Total comprehensive result	(284,627)	(284,627)
<b>Balance as at 30 June 2024</b>	<b>1,115,532</b>	<b>1,115,532</b>

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 2024

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## Note 1: Income from Transactions

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

### 1.1 Revenue from Government

Appropriations, whether recurrent or capital, are recognised as revenues in the period in which Tasmanian Assessment, Standards and Certification (TASC) gains control of the appropriated funds. Except for any amounts identified as carried forward, control arises in the period of appropriation.

	2024 Budget \$	2024 Actual \$	2023 Actual \$
<b>Continuing operations</b>			
Appropriation revenue – recurrent			
Current year	5,044,950	4,898,777	4,649,463
<b>Total</b>	<b>5,044,950</b>	<b>4,898,777</b>	<b>4,649,463</b>

### 1.2 Sales of goods and services

Revenue from Sales of goods is recognised when TASC satisfies a performance obligation by transferring the goods to the customer.

Revenue from the provision of services is recognised in proportion to the stage of completion of the transaction at the reporting date. The stage of completion is assessed by reference to surveys of work performed.

	2024 \$	2023 \$
Overseas student fees	49,534	37,750
Test kits	5,502	8,964
Certificates	14,021	12,920
Other sales of goods and services	781	199
<b>Total</b>	<b>69,838</b>	<b>59,833</b>

### 1.3 Contributions received

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

	2024 Actual \$	2023 Actual \$
Services received free of charge (refer note 2.3)	427,100	-
Board members' fees (refer note 2.1)	227,554	-
<b>Total</b>	<b>654,654</b>	<b>-</b>

## Note 2: Expenses from Transactions

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

### 2.1 Employee benefits

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

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

	2024 Actual \$	2023 Actual \$
Wages and salaries	3,256,027	3,081,001
Annual leave	191,484	155,362
Long service leave	13,590	179,136
Sick leave	93,270	62,694
Superannuation – defined benefits scheme	1,627	-
Superannuation – defined contribution schemes	462,103	408,847
Board members' fees (refer note 1.3)	227,554	-
<b>Total</b>	<b>4,245,655</b>	<b>3,887,040</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 12.95 per cent (2023: 12.95 per cent) of salary.

Superannuation expenses relating to defined contribution schemes are paid directly to superannuation funds at a rate of 11 per cent (2023: 10.5 per cent) of salary. In addition, TASC is also required to pay into the Consolidated Fund a "gap" payment equivalent to 3.45 per cent (2023: 3.45 per cent) of salary in respect of employees who are members of contribution schemes.

### (a) Remuneration of Key management personnel

Key management personnel are those persons having authority and responsibility for planning, directing and controlling the activities of the agency, directly or indirectly.

Board members are appointed by the Minister pursuant to the *Tasmanian Assessment, Standards and Certification Act 2003*. Remuneration for Management personnel is set by the *State Service Act 2000*. Remuneration and other terms of employment are specified in employment contracts. Remuneration may include salary, motor vehicle and other non-monetary benefits. Long-term employee expenses include long service leave, superannuation obligations and termination payments.

### Acting Arrangements

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

2024	Short-term benefits		Long-term benefits		Total \$
	Salary \$	Other Benefits <sup>1</sup> \$	Superannuation \$	Other Benefits and Long Service Leave <sup>2</sup> \$	
<b>Board Members</b>					
Natalie Brown	42,969	-	4,732	-	47,701
Donna Bucher	25,189	-	2,774	-	27,963
Kathy Cameron	25,189	-	2,774	-	27,963
Bobby Court	25,189	-	2,774	-	27,963
Kristy Pereira	25,189	-	2,774	-	27,963
Shaun Sargent	25,189	-	2,774	-	27,963
Sam Thompson	25,189	-	2,774	-	27,963
<b>Management Personnel</b>					
Alison Savage, Deputy Director	147,599	39,059	16,274	15,307	218,239
<b>Total remuneration for key management personnel</b>	<b>341,702</b>	<b>39,059</b>	<b>37,650</b>	<b>15,307</b>	<b>433,718</b>

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

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

2023	Short-term benefits		Long-term benefits		Total \$
	Salary \$	Other Benefits <sup>1</sup> \$	Superannuation \$	Other Benefits and Long Service Leave <sup>2</sup> \$	
<b>Board Members</b>					
Natalie Brown	3,305	-	364	-	3,669
Donna Bucher	1,259	-	139	-	1,398
Kathy Cameron	1,259	-	139	-	1,398
Bobby Court	1,259	-	139	-	1,398
Kristy Pereira	1,259	-	139	-	1,398
Shaun Sargent	1,259	-	139	-	1,398
Sam Thompson	1,259	-	139	-	1,398
<b>Management Personnel</b>					
Julie Herbert, Acting Executive Officer (6 March to 7 May 2023)	25,933	419	2,715	838	29,905
Kristy Pereira, Acting Executive Officer (to 12 May 2023)	133,047	15,462	13,970	(25,320)	137,159
Alison Savage, Executive Officer (from 8 May 2023)	21,631	2,602	2,271	698	27,202
<b>Total remuneration for key management personnel</b>	<b>191,470</b>	<b>18,483</b>	<b>20,154</b>	<b>(23,784)</b>	<b>206,323</b>

1 Short-term other benefits include motor vehicle lease costs and car parking allowance received during 2022-23.

2 Long-term other benefits include the movement in leave entitlements and termination benefits paid during 2022-23.

## (b) Related Party Transactions

There are no significant related party transactions requiring disclosure.

## 2.2 Depreciation and amortisation

All applicable non-financial assets having a limited useful life are systematically depreciated over their useful lives in a manner which reflects the consumption of their service potential. Depreciation is provided for on a straight-line basis, using rates which are reviewed annually. All intangible assets having a limited useful life are amortised on a straight-line basis over their estimated useful life.

Major depreciation asset categories and their useful lives are:

Plant and equipment	3 – 20 years
Right of use of assets	2 – 35 years

All intangible assets having a limited useful life are systematically amortised over their useful lives reflecting the pattern in which the asset's future economic benefits are expected to be consumed by TASC.

Intangible assets are amortised over 10 years.

### (a) Depreciation

	2024 \$	2023 \$
Plant and equipment	13,495	7,556
Right of use assets	-	24,913
<b>Total</b>	<b>13,495</b>	<b>32,469</b>

### (b) Amortisation

	2024 \$	2023 \$
Intangible assets	398,966	430,991
<b>Total</b>	<b>398,966</b>	<b>430,991</b>
<b>Total Depreciation and Amortisation</b>	<b>412,461</b>	<b>463,460</b>

## 2.3 Supplies and consumables

	2024 \$	2023 \$
Consultants	8,819	18,555
Rent	203,678	173,506
Property services	17,301	40,052
Maintenance	-	3,017
Communications	15,113	16,500
Information technology	95,509	90,859
Travel and transport	141,359	108,616
Materials and supplies	44,599	64,071
Postage and freight	66,867	62,422
Printing and document reproduction	188,905	145,894
Conferences, seminars and meetings	11,363	14,264
Overhead services received free of charge (refer note 1.3)	427,100	67,793
Other supplies and consumables	29,167	29,235
<b>Total</b>	<b>1,249,780</b>	<b>834,784</b>

## 2.4 Finance costs

All finance costs are expensed as incurred using the effective interest method.

Finance costs refer to lease charges.

	2024 \$	2023 \$
<b>Interest expense</b>		
Interest on lease liabilities	-	386
<b>Total</b>	<b>-</b>	<b>386</b>

## 2.5 Other expenses

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

	2024 \$	2023 \$
Workers' compensation premium	-	24,292
<b>Total</b>	<b>-</b>	<b>24,292</b>

Workers' compensation for TASC Staff is managed through the Department as part of the Framework Agreement. Workers' compensation premiums are not separately identified within the Framework Agreement and form part of the Overhead services received free of charge in note 2.3.

## Note 3: Assets

An asset is recognised in the Statement of Financial Position where it is probable that the future economic benefits flow to TASC and the asset has a cost or a value that can be measured reliably.

### 3.1 Receivables

Receivables are recognised at amortised cost, less any expected credit losses, however, due to the short settlement period, receivables are not discounted back to their present value.

	2024 \$	2023 \$
Receivables	375	125
<b>Total</b>	<b>375</b>	<b>125</b>
Settled within 12 months	375	125
<b>Total</b>	<b>375</b>	<b>125</b>

## 3.2 Other assets

TASC recognises other assets such as prepayments of expenditure.

	2024 \$	2023 \$
Prepayments	22,801	19,295
<b>Total</b>	<b>22,801</b>	<b>19,295</b>
Settled within 12 months	22,801	19,295
<b>Total</b>	<b>22,801</b>	<b>19,295</b>

## 3.3 Plant and equipment

### (i) Valuation basis

Plant and equipment assets are recorded at historic cost less accumulated depreciation and accumulated impairment losses.

### (ii) Asset recognition threshold

The asset capitalisation threshold adopted by the Office is \$10 000 for intangible assets and major capital works, and \$1 000 for all other assets. Assets valued at less than these thresholds are charged to the Statement of Comprehensive Income in the year of purchase (other than where they form part of a group of similar items which are material in total).

### (a) Carrying amount

	2024 \$	2023 \$
<b>Plant and equipment</b>		
At cost	67,983	47,733
Less: Accumulated depreciation	(21,265)	(7,770)
<b>Total plant and equipment</b>	<b>46,718</b>	<b>39,963</b>

## (b) Reconciliation of movements

Reconciliations of the carrying amounts of each class of plant and equipment at the beginning and end of the current and previous financial year are set out below. Carrying value means the net amount after deducting accumulated depreciation and accumulated impairment losses.

	2024 \$	2023 \$
<b>Plant and equipment</b>		
<b>Carrying amount at beginning of year</b>	<b>39,963</b>	<b>24,703</b>
Additions	20,250	22,816
Depreciation expense	(13,495)	(7,556)
<b>Total</b>	<b>46,718</b>	<b>39,963</b>

### 3.4 Intangibles

An intangible asset is recognised where:

- ▶ it is probable that an expected future benefit attributable to the asset will flow to the TASC; and
- ▶ the cost of the asset can be reliably measured.

Intangible assets held by TASC are valued at cost less any subsequent accumulated amortisation and any subsequent impairment losses where an active market exists. Where no active market exists, intangibles are valued at cost less any accumulated amortisation and any accumulated impairment losses.

All intangible assets are recorded at cost and amortised over 10 years.

## (a) Carrying amount

Intangibles with a finite useful life	2024 \$	2023 \$
Software at cost	3,669,081	3,587,444
Less: Accumulated amortisation	(2,357,658)	(1,958,692)
<b>Total</b>	<b>1,311,423</b>	<b>1,628,752</b>

## (b) Reconciliation of movements

Reconciliations of the carrying amounts for intangibles at the beginning and end of the current and previous financial year are set out below. Carrying value means the net amount after deducting accumulated amortisation and accumulated impairment losses.

Intangibles with a finite useful life	2024 \$	2023 \$
<b>Carrying value at 1 July</b>	<b>1,628,752</b>	<b>1,930,768</b>
Additions	81,637	128,975
Amortisation	(398,966)	(430,991)
<b>Carrying value at 30 June</b>	<b>1,311,423</b>	<b>1,628,752</b>

### 3.5 Right of use assets

TASC recognises a right-of-use asset, where it has control of the underlying asset over the lease term as per AASB 16. A right-of-use asset is measured at the present value of initial lease liability, adjusted by any lease payments made at or before the commencement date and lease incentives, any initial direct costs incurred, and estimated costs of dismantling and removing the asset or restoring the site.

TASC has elected not to recognise right-of-use assets and lease liabilities arising from short-term leases, rental arrangements for which Finance-General has substantive substitution rights over the assets and leases for which the underlying asset is of low-value. Substantive substitution rights relate primarily to office accommodation. An asset is considered low-value when it is expected to cost less than \$10 000.

Right-of-use assets are depreciated over the shorter of the asset's useful life and the term of the lease. Where TASC obtains ownership of the underlying leased asset or if the cost of the right-of-use asset reflects that TASC will exercise a purchase option, TASC depreciates the right-of-use asset over its useful life.

The TASC property lease reflected below expired in September 2023. A new lease commenced in October 2023, for which the Finance-General has substantive substitution rights over the assets and as such is recognised as a commitment in Note 5.

Property leases	2024 \$	2023 \$
<b>Carrying value at 1 July</b>	-	<b>24,913</b>
Depreciation and amortisation	-	(24,913)
<b>Carrying value at 30 June</b>	-	-

#### Note 4: Liabilities

Liabilities are recognised in the Statement of Financial Position when it is probable that an outflow of resources embodying economic benefits will result from the settlement of a present obligation and the amount at which the settlement will take place can be measured reliably.

#### 4.1 Payables

Payables, including goods received and services incurred but not yet invoiced, are recognised at the amortised cost which due to the short settlement period, equates to face value, when TASC becomes obliged to make future payments as a result of a purchase of assets or services.

	2024 \$	2023 \$
Accrued expenses	28,969	29,908
<b>Total</b>	<b>28,969</b>	<b>29,908</b>
Settled within 12 months	28,969	29,908
<b>Total</b>	<b>28,969</b>	<b>29,908</b>

#### 4.2 Employee benefits

##### Key estimate and judgement

Liabilities for wages and salaries and annual leave are recognised when the employee becomes entitled to receive a benefit. Those liabilities expected to be realised within 12 months are measured as the amount expected to be paid. Other employee benefits are measured as the present value of the benefit at 30 June where the impact of discounting is material, and at the amount expected to be paid if discounting is not material.

A liability for long service leave is recognised and is measured as the present value of expected future payments to be made in respect of services provided by employees up to the reporting date.

	2024 \$	2023 \$
Accrued salaries	64,934	62,305
Annual leave	233,117	170,674
Long service leave	271,921	264,755
<b>Total</b>	<b>569,972</b>	<b>497,734</b>
Current	318,828	260,452
Non-current	251,144	237,282
<b>Total</b>	<b>569,972</b>	<b>497,734</b>

### 4.3 Lease liabilities

A lease liability is measured at the present value of the lease payments that are not paid at that date. The discount rate used to calculate the present value of the lease liability is the rate implicit in the lease. Where the implicit rate is not known and cannot be determined the TASCORP indicative lending rate including the relevant administration margin is used.

TASC has elected not to recognise right-of-use assets and lease liabilities arising from short-term leases, rental arrangements for which the Finance-General has substantive substitution rights over the assets and leases for which the underlying asset is of low-value. Substantive substitution rights relate primarily to office accommodation. An asset is considered low-value when it is expected to cost less than \$10 000.

The TASC leasing arrangement reported below expired in September 2023. The new leasing arrangement entered into in 2022-23 is one for which the Finance-General has substantive rights over the asset and as such has not been recognised as a lease liability. The new lease arrangement is reported in note 5.

Class of right of use asset	Details of leasing arrangements	
Property leases	Land and buildings leased up to 50 years	
	2024 \$	2023 \$
<b>Carrying value at 1 July</b>	-	<b>21,824</b>
Lease payments	-	(22,210)
Interest on lease liabilities included in Note 2.4	-	386
<b>Net expenses from leasing activities</b>	-	<b>(21,824)</b>
<b>Carrying value at 30 June</b>	-	-

### 4.4 Other liabilities

	2024 \$	2023 \$
Provision for Workers' Compensation	-	2,559
<b>Total</b>	-	<b>2,559</b>
Settled within 12 months	-	1,164
Settled in more than 12 months	-	1,395
<b>Total</b>	-	<b>2,559</b>

Workers' compensation for TASC Staff is managed through the Department as part of the Framework Agreement.

### 4.5 Superannuation

#### (i) Defined contribution plans

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



### (ii) Defined benefit plans

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

### (iii) Key estimate and judgement

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

## Note 5: Commitments and Contingencies

Commitments represent those contractual arrangements entered by the TASC that are not reflected in the Statement of Financial Position.

Leases are recognised as right of-use assets and lease liabilities in the Statement of Financial Position, excluding short-term leases and leases for which the underlying asset is of low value, which are recognised as an expense in the Statement of Comprehensive Income.

Property and tenancies include major accommodation and other arrangements held between the TASC and other Government Agencies, including the Department of Treasury and Finance. These agreements do not meet the reporting requirements of AASB 16 *Leases* and are excluded from the Right of Use Asset and Lease Liability calculations.

Operating commitments are short term equipment and vehicle agreements TASC has entered into which do not meet the reporting requirements of AASB 16 *Leases* and are excluded from the Right of Use Asset and Lease Liability calculations.

## 5.1 Schedule of Commitments

	2024 \$	2023 \$
<b>By type</b>		
<i>Commitments</i>		
Property and tenancies <sup>1</sup>	270,167	428,411
Operating commitments <sup>2</sup>	28,019	49,068
Total commitments	<b>298,186</b>	<b>477,479</b>
<b>By maturity</b>		
<i>Commitments</i>		
One year or less	236,560	210,766
From one to five years	61,626	266,713
Total commitments	<b>298,186</b>	<b>477,479</b>
<b>Total</b>	<b>298,186</b>	<b>477,479</b>

Commitments are GST inclusive where relevant.

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

2 The decrease in operating commitments is due to the commencement of two new vehicle leases in 2022-23 and no new vehicle leases entered into in 2023-24.

## Note 6: Cash Flow Reconciliation

### 6.1 Cash

Cash means notes, coins and deposits held at call with the Department for Education, Children and Young People. Deposits are recognised at amortised cost being their face value.

For the purpose of the Statement of Cash Flows and the Statement of Financial Position, cash included cash on hand and held in bank accounts.

Cash at the end of the year as shown in the Statement of Cash Flows and the Statement of Financial Position:

	2024 \$	2023 \$
Cash held	333,156	242,225
<b>Total cash and deposits</b>	<b>333,156</b>	<b>242,225</b>

## 6.2 Reconciliation of Net Result to Net Cash from Operating Activities

	2024 \$	2023 \$
Net result from transactions (net operating balance)	(284,627)	(500,666)
Depreciation	412,461	463,460
Decrease/(increase) in receivables	(250)	16,747
Decrease/(increase) in prepayments	(3,505)	34,854
Increase/(decrease) in payables	(939)	8,426
Increase/(decrease) in employee benefits	72,238	177,873
Increase/(decrease) in other liabilities	(2,559)	2,559
<b>Net cash from/(used by) operating activities</b>	<b>192,819</b>	<b>203,253</b>

## 6.3 Reconciliation of Liabilities arising from Financing Activities

Liabilities arising from financing activities are liabilities for which cash flows were, or future cash flows will be, classified in the Statement of Cash Flows as cash flows from financing activities.

	2024 \$	2023 \$
<b>Balance as at 1 July</b>	-	<b>21,824</b>
<b>Changes from financing cashflows</b>		
Interest expense	-	386
Lease payments	-	(22,210)
<b>Balance as at 30 June</b>	-	-

## Note 7: Financial Instruments

### 7.1 Risk Exposures

#### (a) Risk management policies

TASC has minimal exposure to the following risks from its use of financial instruments:

- ▶ credit risk;
- ▶ liquidity risk; and
- ▶ market risk.

The Head of Agency has overall responsibility for the establishment and oversight of the Department for Education, Children and Young People's risk management framework, within which TASC's funds are held. Risk management policies are established to identify and analyse risks; to set appropriate risk limits and controls; and to monitor risks and adherence to limits.

#### (b) Credit risk exposures

Credit risk is the risk of financial loss to TASC if a customer or counterparty to a financial instrument fails to meet its contractual obligations. TASC does not have a material credit risk.

#### (c) Liquidity risk

Liquidity risk is the risk that TASC will not be able to meet its financial obligations as they fall due. TASC's approach to managing liquidity is to ensure that it will always have sufficient liquidity to meet its liabilities when they fall due.

TASC regularly reviews budgeted cash outflows to ensure that there is sufficient cash to meet all obligations.

#### (d) Market risk

Market risk is the risk that the fair value of future cash flows of a financial instrument will fluctuate because of changes in market prices. The primary market risk is interest rate risk. TASC does not have interest bearing financial instruments.

## 7.2 Categories of Financial Assets and Liabilities

	2024 \$	2023 \$
<b>Financial assets</b>		
Amortised cost (cash and cash equivalents)	333,156	242,225
Amortised cost (receivables)	375	125
<b>Total</b>	<b>333,531</b>	<b>242,350</b>
<b>Financial liabilities</b>		
Financial liabilities measured at amortised cost (Payables)	28,969	29,908
<b>Total</b>	<b>28,969</b>	<b>29,908</b>

### Financial Assets

The net fair value of cash and cash equivalent assets is based on their amortised cost.

The net fair value of receivables is based on the amortised cost of the asset.

### Financial Liabilities

The net fair value of payables is based on the amortised cost of the liability.

## 7.3 Reclassifications of Financial Assets

TASC has made no reclassifications of any financial assets held for the financial year.

## Note 8: Explanations of Material Variances between Budget and Actual Outcomes

Budget information refers to original estimates as disclosed in the 2023-24 Budget Papers against output 03001 Education Regulation and is not subject to audit.

Variances are considered material where the variance exceeds the greater of 10 per cent of Budget estimate and \$10 000.

### 8.1 Statement of Comprehensive Income

	Notes	2024 Budget	2024 Actual	Variance \$	Variance %
Sales of goods and services	(a)	50,000	69,838	19,838	40%
Contributions received	(b)	-	654,654	654,654	100%
Employee benefits	(c)	3,690,833	4,245,655	554,822	15%
Depreciation and amortisation	(d)	340,016	412,461	72,445	21%
Supplies and consumables	(e)	1,385,041	1,249,780	(135,261)	-10%
Other expenses	(f)	25,468	0	(25,468)	-100%

#### Notes to Statement of Comprehensive Income Variances

- (a) The variance in sales of goods and services is primarily attributable to an increase in overseas student fees.
- (b) The variance in contributions received is due to the recognition of contributions from DECYP for services provided by TASC board members and overhead costs. These have been recognised as contributions for the first time in 2023-24.
- (c) The variance in employee benefits is attributable to higher than budgeted staff costs and the recognition of TASC Board sitting fees for the first time in 2023-24.
- (d) The variance in depreciation and amortisation is due to higher than budgeted depreciating asset additions.
- (e) The variance in supplies and consumables is due to a management focus on keeping supplies and consumables costs under budget.
- (f) The variance in other expenses is due to a change in the methodology for allocating the workers compensation premium across the entities within DECYP in 2023-24.

## 8.2 Statement of Financial Position

Budget estimates for the 2023-24 Statement of Financial Position were compiled prior to the completion of the actual outcomes for 2023-24. As a result, the actual variance from the original budget estimate will be impacted by the difference between estimated and actual opening balances for 2023-24. The following variance analysis therefore includes major movements between the 30 June 2023 and 30 June 2024 actual balances.

	Notes	2024 Budget \$	2024 Actual \$	2023 Actual \$	Budget Variance \$	Actual Variance \$
Cash and deposits	(a)	223,524	333,156	242,225	109,632	90,931
Plant and equipment	(b)	27,600	46,718	39,963	19,118	6,755
Intangibles	(c)	1,129,000	1,311,423	1,628,751	182,423	(317,328)
Employee benefits	(d)	500,299	569,972	497,734	69,673	72,238

### Notes to Statement of Financial Position Variances

- (a) The variance in cash and deposits is explained by the below movements.
- (b) The variance in plant and equipment is the result of higher costs incurred in the 2022-23 financial year relating to the TASC office move.
- (c) The variance in intangibles is due to the ongoing amortisation of the TRACS system and decreased ongoing development costs.
- (d) The increase in employee benefits is largely attributable to the transfer in of long serving DECYP employees with significant long service leave balances.

## 8.3 Statement of Cash Flows

	Notes	2024 Budget	2024 Actual	Variance \$	Variance %
Sales of goods and services	(a)	50,000	69,588	19,588	39%
Supplies and consumables	(b)	(1,386,918)	(902,328)	484,590	-35%
Payments for acquisition of non-financial assets	(c)	-	(101,888)	101,888	100%

### Notes to Statement of Cash Flows Variances

- (a) The variance in sales of goods and services is primarily attributable to an increase in overseas student fees.
- (b) The variance in supplies and consumables is due to supplies and consumables costs being less than budget.
- (c) The variance in payments for acquisition of non-financial assets is due to asset acquisitions not being budgeted for.

Further, in 2022-23, there was an Other Cash Outflow of \$21 734 which was the 2022-23 workers' compensation premium, treated as a payment to DECYP by TASC. In 2023-24, the workers' compensation premium was treated as a non-cash contribution consistent with the overhead charge methodology change for 2023-24.

## Note 9: Other Significant Accounting Policies and Judgements

### 9.1 Objectives and Funding

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

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

### 9.2 Basis of Accounting

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

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

The Financial Statements were signed by the Chairperson TASC Board and the Chairperson TASC Audit & Risk Committee on 13 September 2024.

Compliance with the Australian Accounting Standards (AASs) may not result in compliance with International Financial Reporting Standards (IFRS) as the AASs include requirements and options available to not-for-profit organisations that are inconsistent with IFRS. TASC is considered to be not-for-profit and has adopted some accounting policies under the AAS that do not comply with IFRS.

The Financial Statements have been prepared on an accrual basis and, except where stated, are in accordance with the historical cost convention. The accounting policies are generally consistent with the previous year.

The financial statements have been prepared as a going concern. The continued existence of TASC in its present form, undertaking its current activities, is dependent on Government policy and on continuing appropriations by Parliament for TASC's administration and activities.

TASC has made no assumptions concerning the future that may cause a material adjustment to the carrying amounts of assets and liabilities within the next reporting period.

### 9.3 Reporting Entity

The Financial Statements include all the controlled activities of TASC. TASC is supported by the Department for Education, Children and Young People, transactions reported here are also aggregated within the Department's Financial Statements.

### 9.4 Functional and Presentation Currency

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

## 9.5 Changes in Accounting Policies

### (a) Impact of new and revised Accounting Standards

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

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

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

### (b) Impact of new and revised Accounting Standards yet to be applied

TASC has reviewed the pending Standards and Interpretations issued by the Australian Accounting Standards Board and conclude they will not have a material impact on TASC's operations.

## 9.6 Comparative Figures

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

### 9.7 Rounding

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

### 9.8 Taxation

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

### 9.9 Goods and Services Tax

Revenue, expenses and assets are recognised net of the amount of Goods and Services Tax, except where the GST incurred is not recoverable from the Australian Taxation Office. The net amount recoverable, or payable, to the Australian Taxation Office is recognised as an asset or liability within the Statement of Financial Position.

# Auditor's Report



## Independent Auditor's Report

### To the Members of Parliament

### Office of Tasmanian Assessment, Standards & Certification

### Report on the Audit of the Financial Report

#### Opinion

I have audited the financial report of the Office of Tasmanian Assessment, Standards & Certification (the Office), which comprises the statement of financial position as at 30 June 2024, 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 and the statement of signed by the Chairperson of the Board.

In my opinion, the accompanying financial report:

- (a) present fairly, in all material respects, the Office's financial position as at 30 June 2024 and its financial performance and its cash flows for the year then ended
- (b) is in accordance with the *Office of Tasmanian Assessment, Standards and Certification Act 2003* 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 Report* section of my report. I am independent of the Office in accordance with the ethical requirements of the Accounting Professional and Ethical Standards Board's APES 110 *Code of Ethics for Professional Accountants (including Independence Standards)* (the Code) that are relevant to my audit of the financial report in Australia. I have also fulfilled my other ethical responsibilities in accordance with the Code.

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

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

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



## **Responsibilities of the Board for the Financial Report**

The Board is responsible for the preparation and fair presentation of the financial report in accordance with Australian Accounting Standards and the financial reporting requirements of the *Office of Tasmanian Assessment, Standards and Certification Act 2003* and for such internal control as determined necessary to enable the preparation of the financial report that is free from material misstatement, whether due to fraud or error.

In preparing the financial report, the Board is responsible for assessing the Office's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the Office is to be dissolved by an Act of Parliament, or the Board intends to cease operations, or has no realistic alternative but to do so.

## **Auditor's Responsibilities for the Audit of the Financial Report**

My objectives are to obtain reasonable assurance about whether the financial report as a whole is free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes my opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with the Australian Auditing Standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of the financial report.

As part of an audit in accordance with the Australian Auditing Standards, I exercise professional judgement and maintain professional scepticism throughout the audit. I also:

- Identify and assess the risks of material misstatement of the financial report, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for my opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of Office's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- Conclude on the appropriateness of the Board's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on Office's ability to continue as a going concern. If I conclude that a material uncertainty exists, I am required to draw attention in my auditor's report to the related disclosures in the financial report or, if such disclosures are inadequate, to modify my opinion. My conclusion is based on the audit evidence obtained up to the

date of my auditor's report. However, future events or conditions may cause the Office to cease to continue as a going concern.

- Evaluate the overall presentation, structure and content of the financial report, including the disclosures, and whether the financial report represent the underlying transactions and events in a manner that achieves fair presentation.

I communicate with the Board regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that I identify during my audit.



Martin Thompson  
**Auditor-General**  
Tasmanian Audit Office

16 September 2024  
Hobart



OFFICE OF TASMANIAN  
ASSESSMENT, STANDARDS  
& CERTIFICATION

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