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**Teachers
Registration Board**
OF SOUTH AUSTRALIA



**Government
of South Australia**

TEACHERS REGISTRATION BOARD OF SOUTH AUSTRALIA

2021-22 Annual Report

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2021-22 ANNUAL REPORT for the Teachers Registration Board of South Australia

To:

Hon Blair Boyer, MP

Minister for Education, Training and Skills.

This annual report will be presented to Parliament to meet the statutory reporting requirements of *Public Sector Act 2009* and *Public Finance and Audit Act 1987* and the requirements of Premier and Cabinet Circular *PC013 Annual Reporting*.

This report is verified as accurate for the purposes of annual reporting to the Parliament of South Australia.

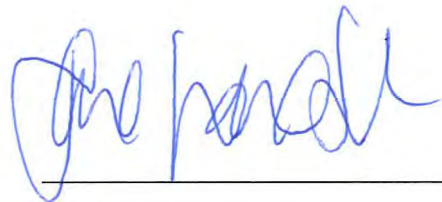
Submitted on behalf of the Teachers Registration Board by:

Dr Jane Lomax-Smith

Presiding Member

Date 29th September 22

Signature



A handwritten signature in blue ink, appearing to read 'Jane Lomax-Smith', written over a horizontal line.

From the Presiding Member



2021 -2022 was a year of great change, sometimes in difficult circumstances, for the Teachers Registration Board, as well as the entire profession in South Australia.

Improvements to the Board facilitated by changes to the *Teachers Registration and Standards Act, 2004* are now well underway. From July 1, 2021, the newly transformed registration process came into effect, with teachers renewing their registration for a five-year period. Other areas of strategic focus included the development of a draft Code of Conduct and a Board Strategic Plan 2022 to 2025.

The clear focus from the preceding 12 months was in working towards an adaptable business system to accommodate these new changes to registration and embedding child safety focussed measures into our systems. These were implemented through improvements made to the online registration system for the first large group of teachers renewing under the new scheme in January 2022.

Our focus has been on continuing to improve the experience of teachers during their renewal process.

Following changes to the *Teachers Registration and Standards Act, 2004*, the Board began the consultation process to develop a Code of Conduct for teachers (the Code). Development of this new Code is part of the Board's commitment to the teaching profession in South Australia and aims to complement existing site or employer codes and provide a resource that is useful and valued by all involved with the teaching profession.

After community consultation at a round-table event in March 2022, a Code of Conduct Discussion Paper was developed, and this will be the basis for continuing engagement and consultation with the community and stakeholders to inform the final drafting of the Code.

Whilst preparation for the new legislation was finalised by the previous Board whom I commend for their commitment and insights, the new Board has shown great diligence to ensure the smooth transition that has occurred. The Board have undertaken, induction programmes, training sessions and worked on a future focused Strategic Plan. I thank them for their contributions, wide governance skills and vision.

Much work has also been done with staff to develop the Teachers Registration Board Strategic Plan 2022 to 2025, including setting agency objectives, focus areas, strategic actions and measurable outcomes. The creation of the Plan included consultation with Board staff and feedback from the Board through each stage of development.

Covid-19 continued to be a presence that provided challenges to the Board, however staff were able to continue their work and ensure that flexible arrangements were in place. The Board continues to be inspired by the way staff and teachers have managed the many challenges caused by the pandemic.

I thank the Registrar, Leonie Paulson, for her ongoing leadership throughout this time of change, noting her vision and commitment to the Board and the teachers of South

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2021-22 ANNUAL REPORT for the Teachers Registration Board of South Australia

Australia. I also thank each one of the Board members for their contributions, and Board staff for their skills, continued diligence and effort.

Transitioning to new procedures under new legislation in the midst of a pandemic provided unexpected challenges. The profession, Registrar, Board and our staff, have worked together with a shared sense of purpose that continues to build.

My profound thanks to all.

Dr Jane Lomax-Smith

Presiding Member

Teachers Registration Board of South Australia

From the Registrar



The Teachers Registration Board had clear priorities for the 2021-22 year in its service to over 36,000 registered teachers in South Australia. These included the implementation of changes to the *Teachers Registration and Standards Act, 2004* (the Act) and updated regulations (*Teachers Registration and Standards Regulations 2021*), development of a proposed Code of Conduct for the teaching profession, improvements to registration processes and the introduction of risk-based evaluation in respect of child safety.

I would like to acknowledge all registered teachers in SA and the profound impact they have on the lives of children and young people in our state. The difficulties associated with the Covid-19 pandemic only further demonstrated the commitment and dedication our teachers show to their profession. I extend that acknowledgement to Board staff who were able to adapt and ensure that teachers were provided with uninterrupted service in a safe and reliable manner, despite disruptions caused by Covid-19.

Since the introduction of changes to the Act, which came into effect from 1 July 2021, staff have undertaken a great deal of work to update systems and processes and to communicate with teachers and stakeholders the impact of the changes. This included presentations to employer bodies explaining the changes to registration and increased reporting obligations pertaining to allegations against teachers.

The registration process has been transformed, with new and existing teachers registering for a five-year period. Registration fees are now payable annually, and 51% of registering teachers have opted to pay for five years of annual fees up front.

The Board continue to verify that all teachers are qualified and competent, while providing the means to suspend and disqualify those who fall short of the standards expected of teachers, or who are deemed not fit and proper persons to have the care of children. Child safety has been further enhanced with the introduction of risk-based evaluation. If it is reasonably suspected a teacher poses an unacceptable risk to children, the Registrar may immediately suspend a teacher's registration.

In the 2021-22 year, the Board saw significant growth in the number of interstate trained teachers coming to South Australia as well as an increased number of applications granted under Mutual Recognition. The Board also introduced a new Special Authority for an Unregistered Person to Teach for fourth year graduate teacher students, allowing them to be placed in sites to address teacher shortages arising from the pandemic.

The development of a draft Code of Conduct for teachers was another area of focus for the Board in its commitment to the teaching profession in South Australia. The draft Code of Conduct Discussion Paper is available on the Board website for feedback and aims to complement existing site or employer codes. It is hoped that such a Code will be useful and valued by all involved within the teaching profession.

National teacher regulatory authorities continue to collaborate on innovative information sharing approaches to ensure child safety where there is cross-border teacher movement. The Commonwealth government granted the Board a five-year exemption,

until 30 June 2027, from the operation of Automatic Mutual Recognition under section 42S of the *Mutual Recognition Act, 1992* (Cth).

Finally, the Teachers Registration Board welcomed eight new Board members who are continuing the exemplary work of past members.

Leonie Paulson

Registrar

Teachers Registration Board of South Australia

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Overview: about the agency

Our strategic focus

Our purpose

The Teachers Registration Board (the Board) regulates the teaching profession to ensure that educators working in South Australia meet the highest quality teaching and safety standards expected by the community.

Our vision

Exceptional teachers for a strong and diverse learning community, now and into the future.

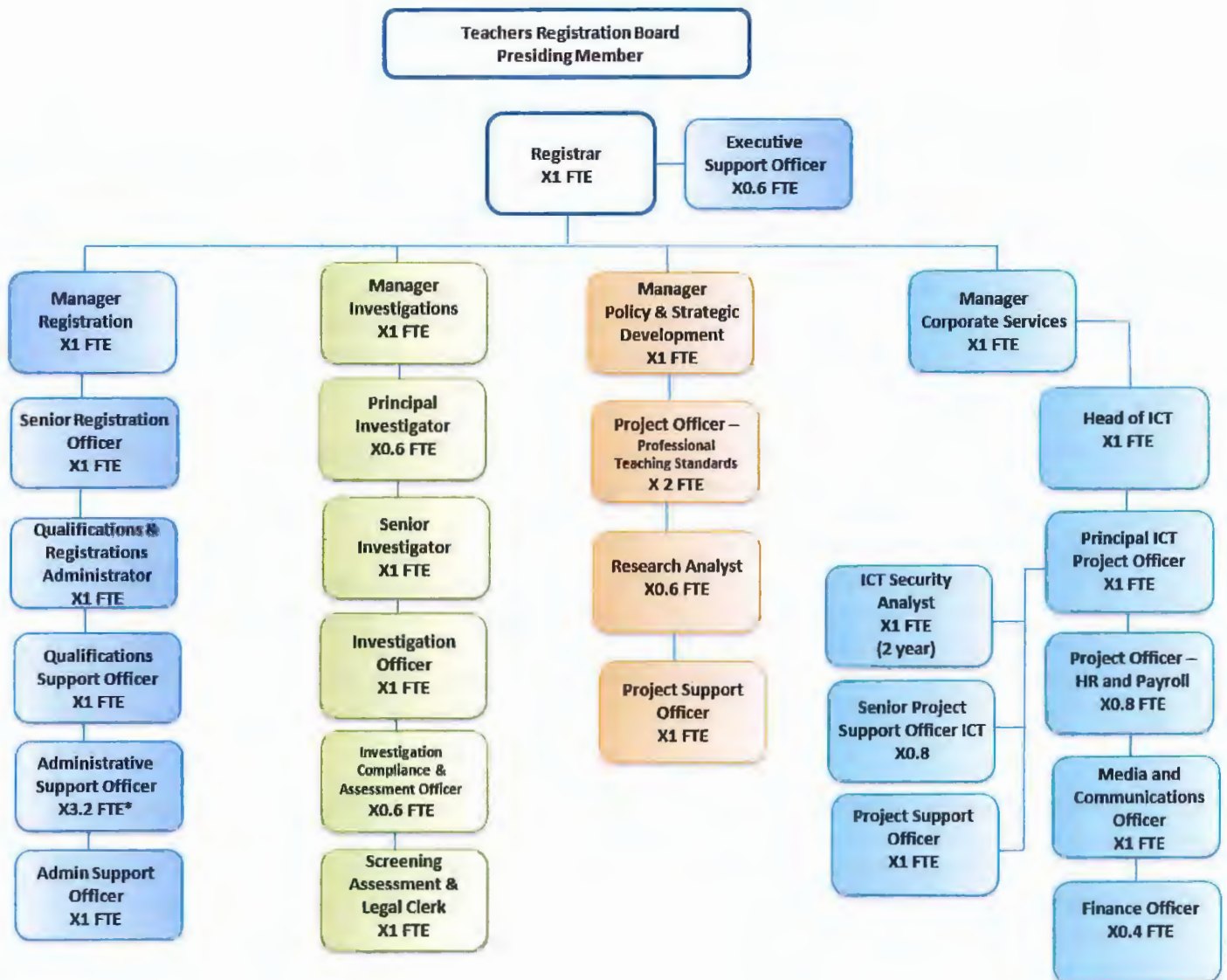
Our values

Integrity, Innovation, Transparency and Collaboration.

Our functions, objectives and deliverables

- Maintain an accurate public register of teachers.
- Ensure the welfare and best interests of children is the paramount consideration in all functions and administration of the Act.
- Ensure only teachers meeting the standards remain in the profession.
- Recognise quality teaching and leadership in the profession.
- To undertake or support reviews of research and data collection relating to the teaching profession.
- Prepare beginning teachers and support experienced teachers.
- Promote and inspire public confidence in the teaching profession.
- Empower stakeholders to work with us.
- Confer and collaborate with teacher education institutions with respect to the appropriateness for registration purposes of teacher education courses.
- Accredite initial teacher education programs.
- Develop and maintain codes of conduct for registered teachers and persons granted a special authority to teach under the Act.

Our organisational structure



Changes to the agency

During 2021-22 there were no changes to the agency’s structure and objectives as a result of internal reviews or machinery of government changes.

There has been an internal appointment of a Manager of Investigations.



Our Minister

The Hon Blair Boyer MP is Minister for Education, Training and Skills and is responsible for the administration of the *Teachers Registration and Standards Act 2004*. He has been the Member for Wright since 2018.

Minister Boyer served as shadow Education Minister since 2020, having previously served as shadow Assistant Minister for Health and Wellbeing since 2018.

Our Executive team

Leonie Paulson, Registrar

The Registrar of the Board is appointed by Her Excellency the Governor of South Australia pursuant to section 15 of the *Teachers Registration and Standards Act 2004*. The Registrar manages the Secretariat, implements the policies and decisions of the Board and is responsible for the Register of Teachers.

The Secretariat is comprised of four units and is structured to carry out the operational functions of the agency and to provide executive support to the Board.

Registration

The Registration team processes applications for registration as a teacher in South Australia, including initial teacher education students together with applicants from interstate and New Zealand under Mutual Recognition principles. The team also processes registration renewal applications, assesses qualifications of overseas-trained applicants, and applications for a 'Special authority for an unregistered person to teach'.

Assessment is made of an applicant's suitability to teach and their ability to provide quality education and safe learning environments for all children and young people. Each newly registered teacher is provided with an updated information pack to support their professional engagement in the education sector and assist their continuing professional development.

During 2021-22 there has been a significant growth in the number of Mutual Recognition applications. There was also an increase in the number of grants for authorisations for unregistered persons to teach to address teacher shortages due to the impacts of COVID-19.

Policy & Strategic Development

The Policy & Strategic Development team accredits Initial Teacher Education Programs offered by South Australian providers. The team also supports pre-service teachers who are due to complete their degree and register to teach. The team also oversees teachers' transition from Provisional to full Registration, supports teachers with professional learning enquiries and undertakes projects and research.

Investigations

The Investigations team ensures that only fit and proper persons are, or continue to be, registered as teachers by investigating allegations of unprofessional conduct, incompetence, or incapacity. Following an investigation and where appropriate, the Registrar may lay a complaint against a teacher, initiating a formal Inquiry to be heard before a sub-committee of the Board to determine whether there is proper cause for disciplinary action and/or whether the person is fit and proper to be a teacher.

Corporate Services

Corporate Services ensures the efficient operation and administration of the Teachers Registration Board.

The functions of the team that support the operations of the Board include information and communications technology (ICT) management and support, media and communications management, human resources and payroll management, financial management, corporate governance and facilities management.

Board members during the 2021-22 financial year were:

Board members

Jane Lomax-Smith - Presiding Member
Carolyn Grantskalns – Deputy Presiding Member
Susan Boucher
Fiona Brady
Kate Cameron
Tracey Chapman
David Coulter
Marina Elliott
Anthony Haskell
Britta Jureckson
Oksana Kaczmarek
Peter McKay
Nigel Stevenson
Colleen Tomlian

Deputy Board members

David Caruso

Marika Marlow
Amanda Dempsey

Michael Francis
David Freeman
Nikki Johnson

Mark Ward

Previously, the Board comprised 16 members and 15 deputies. Presiding member, Jane Lomax-Smith continued in her role under the amended legislation. Persons can only be appointed for 3 consecutive appointments of 3 years, to a total of 9 years.

On 1 July 2021, 14 members and 7 Deputy Members were appointed to align with commencement or amendments to the *Teachers Registration and Standards Act, 2004*.

Changes involved appointment of a Deputy Presiding Member and enshrining:

- at least half of the members must be registered teachers;
- pre-school, primary and secondary education must be represented in practising teacher appointments;
- 4 members must be nominated by the Australian Education Union and 2 members nominated by the Independent Education Union.

Membership preserved a legal practitioner and a parent of a current student to represent the community interest.

Legislation administered by the agency

Teachers Registration and Standards Act 2004

Teachers Registration and Standards Regulations 2021

The Teachers Registration Board is established under the *Teachers Registration and Standards Act 2004* (the Act) and the *Teachers Registration and Standards Regulations 2021* (the Regulations) to regulate the teaching profession. The object of the Act is to establish and maintain a teacher registration system and professional standards for teachers to safeguard the public interest in there being a teaching profession whose members are competent educators and fit and proper persons to have the care of children.

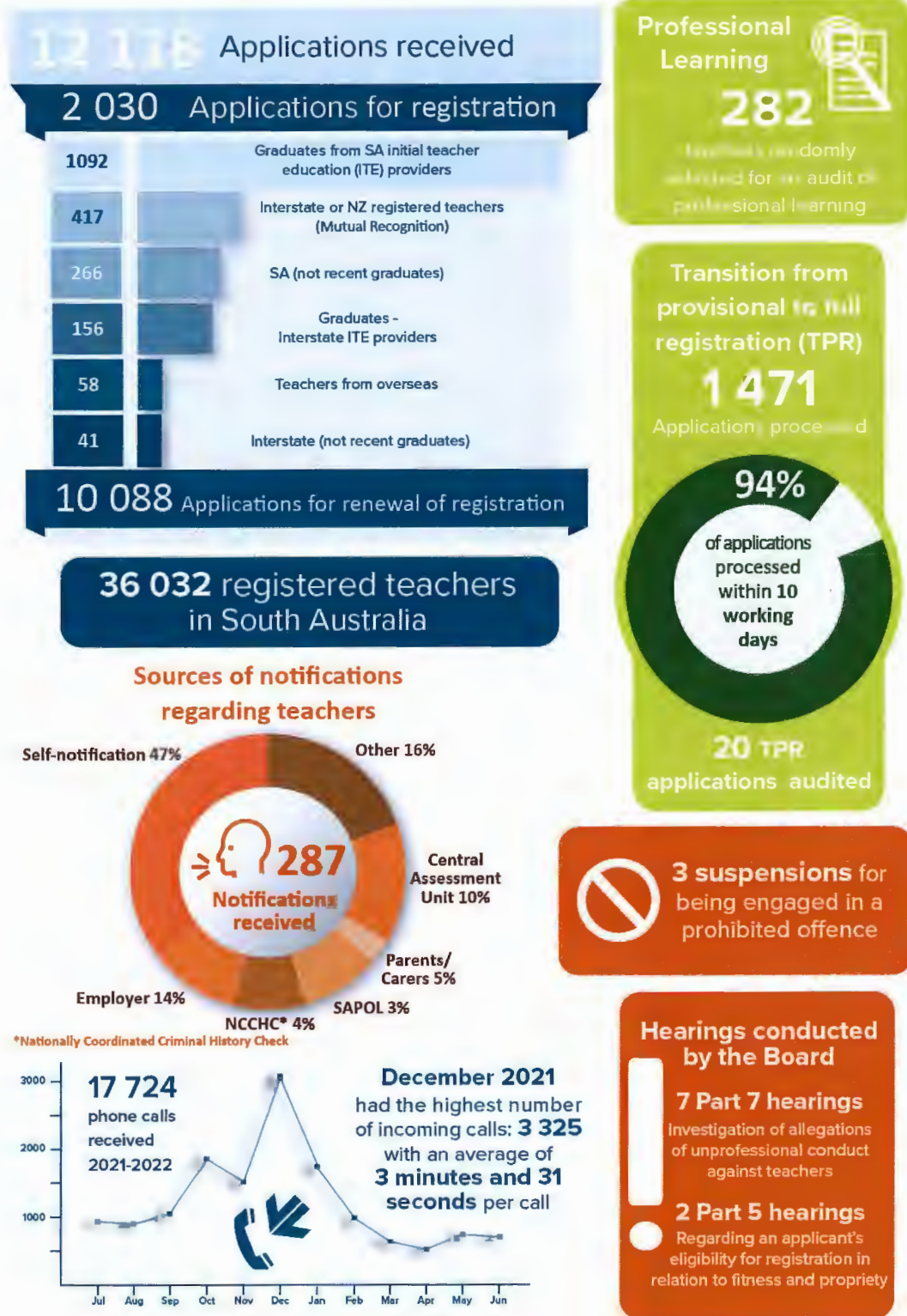
The Board is an independent statutory authority and exercises the powers in the Act, and has the responsibilities determined in the Act. The Board is a specialist body and members are appointed with a view that they will bring specialist expertise to their responsibilities as Board members.

Other related agencies (within the Minister's area/s of responsibility)

- Education Standards Board of SA
- SACE Board of South Australia

The agency's performance

Performance at a glance



Agency contribution to whole of Government objectives

Key objective	Agency's contribution
More jobs	The Board is an independent statutory body with a predominantly regulatory function.
Lower costs	The teacher registration fee has not increased since 2014. Commencing 1 July 2021, the fee increased as it progressed from three to five-year registration terms. We continue to fulfill our obligations in an effective and timely manner within our budget.
Better services	<p>The Board continues to build capacity and capability through partnerships with co-regulators, fulfillment of our remit to accredit initial teacher education programs, our work towards national consistency of teacher registration, and the continued implementation of online services.</p> <p>Work is continuing to facilitate Automatic Mutual Recognition for teachers following its introduction by National Cabinet under Commonwealth provisions late in the 2020-21 financial year. The change will require innovative solutions to enable cross-border teacher movement whilst ensuring child safety.</p> <p>The Board continues to implement the amendments to the <i>Teachers Registration and Standards Act 2004</i> aimed at reducing red tape and providing better services for teachers.</p> <p>These activities include:</p> <ul style="list-style-type: none">• Increasing the term of registration from 3 years to 5 years reducing the administrative burden on teachers• Streamlined Application for Teacher Registration form to integrate NCCHC consent to reduce duplication of information required by applicants• The ability to pay fees upfront allowing teachers to set and forget• The ability to pay annual fees at any time via the teacher's portal.

Agency specific objectives and performance

Registration

- 10 088 renewal of registration applications were completed.
- 2 030 new applications for registration were completed.
- 1 471 applications were processed to move from Provisional to full Registration.

Table 1: Applications for Teacher Registration

Applications for Teacher Registration	2020-2021	%	2021-2022	%
Renewal of Registration	10 924	85.70%	10 088	83.25%
New Applicants	1 816	14.30%	2 030	16.71%
• Graduates from SA initial teacher education (ITE) providers	1070	58.9%	1092	53.93%
• SA first time applicants (not recent graduates)	234	12.9%	266	13.13%
• Interstate (or NZ) registered teachers - Mutual Recognition	291	16%	417	20.5%
• Graduates from interstate ITE providers	131	7.2%	156	7.70%
• Interstate first time applicants (not recent graduates)	42	2.3%	41	2.02%
• Overseas qualified teachers	48	2.7%	58	2.9%
Total Applications	12 740		12 118	

Table 2: Mutual Recognition

Movement of Teachers via Mutual Recognition (MR)	2020-2021	2021-2022
Incoming MR applicants from other states, territories and NZ	291	417
Outgoing MR applicants to other states, territories and NZ	268	292

Table 3: New Applicants - Overseas Qualified

Origin of New Applicants – Overseas Qualified	2020-2021	%	2021-2022	%
Africa	10	20.9%	8	13.8%
Americas	5	10.4%	9	15.52%
Asia	12	25%	19	32.75%
Europe (excl. UK)	4	8.3%	7	12.06%
United Kingdom	16	33.3%	12	20.69%
Middle East	1	2.1%	0	0%
Australasia (NZ)			3	5.17%
Total	48		58	

Table 4: Assessment of Overseas Qualifications from 1 July 2021 to 30 June 2022

Applicants who hold teaching qualifications awarded by an overseas higher education institution are required to have their qualifications assessed to determine the qualification’s comparability, in general academic terms, to the educational level of an Australian (three-year or four-year) bachelor degree, diploma or other qualification. Following this, the next phase is to determine whether the qualification held is a recognised teaching qualification. This is undertaken by assessing the academic transcript from the higher education institution, in relation to the professional teacher education i.e. pedagogy subjects, which includes the theory studies in pedagogy and the supervised teaching practice component.

Note: Applicants who are assessed as meeting the qualification requirements may not necessarily proceed to apply for registration as a teacher.

Assessment Application Stage	Total 2021-2022
Completed - Approved	79
Completed - Refused	19
Refunded/ Withdraw	0
Incomplete - Returned/ Notified	0
Total:	98

Table 5: Special Authorities to Teach Granted from 1 July 2021 to 30 June 2022

Special authorities to teach may be granted by the Board after a teaching position has been advertised externally and no registered teacher is available to fill the position. Special authorities to teach are granted on a case-by-case basis after consideration of a formal application and supporting documentation submitted in line with Board requirements.

Special Authority Type	2020-2021	2021-2022
Anangu Education	0	0
Instrumental Music Instructors	21	15
Religious/Spiritual Leaders	5	10
Early Childhood	46	30
Covid-19 Pandemic Exceptions Policy	0	98
Employment Pathways	3	12
Unregistered Persons to Teach – Subject Based	28	78
Total	103	243

Table 6: Application for Transition from Provisional to full Registration (TPR)

It is a condition of a teacher's Provisional Registration that they move to (full) Registration as soon as possible. Teachers are expected to apply for (full) Registration once they have completed one year of full-time (or part-time equivalent of 200 days) satisfactory teaching service in Australia or New Zealand within the last five years and shared evidence with an evaluator to demonstrate meeting the Proficient level in each of the seven Australian Professional Standards for Teachers which includes observations of their teaching practice.

Application for Transition from Provisional to full Registration Processing	2020-2021	%	2021-2022	%
Number of applications received	1563		1471	
• processed within 1 week	1 407	90%	1 363	92%
• processed within 2 weeks	36	2.3%	37	2.5%
• processed beyond 2 weeks	83	5.3%	53	3.6%
• returned as incomplete	33	2.1%	16	1%
• exception/in progress	4	0.3%	2	0.1%
Number of TPR applications audited*	156	10%	20	1.3%

*A random selection of teachers who transitioned to full Registration were audited to monitor and ensure consistency in decision-making.

Compliance audit

To ensure only registered teachers are teaching in South Australian schools, preschools and early childhood services, the Board undertakes an annual Compliance Audit of all sites.

The audit was conducted in February 2022.

The Department for Education (the Department) provided data for 17 306 staff attached to over 900 sites. Independent Schools, Catholic schools and long day care centres provided data for 681 sites including 431 from long day care services.

With the exception of directors of long day care and out of school hours care centres, no staff employed as teachers, principals, or directors were found to be employed and unregistered in South Australia.

Policy and Strategic Development

Initial Teacher Education

The Board is responsible for the accreditation of all Initial Teacher Education (ITE) programs offered by a South Australian higher education institution (provider).

COVID-19 continued to impact the delivery of programs by the four ITE providers. The Board acknowledged this early in 2022 and initiated further COVID-19 variations to remain in place throughout 2022.

During 2021-22 reporting period, the Board:

- Accredited eleven programs through Stage 1 assessments.

Flinders University

- *Bachelor of Early Childhood Education – Birth to 8*
- *Bachelor of Inclusive and Specialised Education (Early Childhood)*
- *Bachelor of Education (Primary)*
- *Bachelor of Inclusive and Specialised Education (Primary)*
- *Bachelor of Education (Secondary)*
- *Bachelor of Inclusive and Specialised Education (Secondary)*
- *Bachelor of Education (Secondary Health and Physical Education)*

University of Adelaide

- *Bachelor of Teaching (Secondary) / Bachelor of Arts*
- *Bachelor of Teaching (Secondary) / Bachelor of Mathematical and Computer Sciences*
- *Bachelor of Teaching (Secondary) / Bachelor of Music*
- *Bachelor of Teaching (Secondary) / Bachelor of Science*

- Commenced initial discussions for accreditation of programs in 2022/23.

University of South Australia

- *Bachelor of Early Childhood (Honours) – 1 program*
- *Bachelor of Primary Honours – 1 program*

Adelaide University

- *Master of Teaching (Secondary)*

- Approved variations to existing programs.

Adelaide University

- Deletion of Middle suite and variations to Secondary suite
- *Bachelor of Teaching (Middle) / Bachelor of Arts*
- *Bachelor of Teaching (Middle) / Bachelor of Mathematical and Computer Sciences*
- *Bachelor of Teaching (Middle) / Bachelor of Music*
- *Bachelor Teaching (Middle) / Bachelor of Science*

- *Master of Teaching (Middle and Secondary)*
- Noted changes to the conditions of continuing enrolment in Education degrees
- Addition of an online summer school offering for existing Semester 1
- Temporary online learning for 3 weeks for 28 international students
- Variation of *Bachelor of Teaching* double degree program (in teach out) placement days.

University of South Australia

- Modification of *Professional Experience* and courses to meet updated TPA requirements
- *Bachelor of Education (Honours) - all streams*
- *Bachelor of Early Childhood Education (Honours)*.

- Commenced State 2 accreditation of 1 program.

University of South Australia

- *Master of Teaching (Early Childhood, Primary, Secondary) - One program with 3 strands.*

Teaching Performance Assessments

South Australia is in a unique position, with all four Initial Teacher Education providers adopting different Teaching Performance Assessment (TPA). University of South Australia and Adelaide University joined a TPA consortia in late 2021. Flinders University and Tabor have developed their own TPA.

All providers provided information to the Board regarding how the TPAs are integrated within all of their ITE programs. Two providers submitted information to the Expert Advisory Group.

Provider	Teaching Performance Assessment (TPA) adopted
Adelaide University	Assessment for Graduate Teaching (AfGT) Teaching Performance Assessment
Flinders University	Flinders University Teaching Performance Assessment (FU_TPA)
Tabor College	Tabor College Teaching Performance Assessment (TTPA)
University of South Australia	Graduate Teacher Performance Assessment (GTPA)

Preservice teachers

The Board holds regular on-campus or online sessions for final year ITE students to guide them through the registration process and requirements. This year, a narrated PowerPoint presentation was uploaded to the website for pre-service teachers to access.

Support experienced teachers

The Board conducts an annual survey with teachers who did not renew their registration. In 2021-22 a total of 2 327 teachers were invited to complete the survey.

Approximately 27% (632) of those invited chose to participate. The purpose of this survey is to identify reasons for non-renewal, helping to shape future registration requirements.

Audits**Transition from Provisional to full Registration (TPR) Audit**

- 1 471 applications processed between 1 July 2021 and 30 June 2022.
- 20 applications were audited.

Professional Learning Audit

282 teachers had their professional learning audited for the 2021-2022 renewal period. Teachers are required to log their professional learning hours (60 hours in total across a three-year term) on the TRB Teachers Portal.

Involvement with projects at the National Level

- Sent delegates for national training as Stage 1 and 2 ITE accreditation panellists
- Provided panellists for 3 interstate panels
- Contributed to the Steering Group for Teacher Effectiveness project, emerging from AITSL's Provisional to Full Registration Project. Its aim is to support national consistency of judgements in the decision-making process through the provision of relevant teacher professional learning as provided by AITSL
- Collection of data and annual reporting on the performance of ITE programs
- Participation in Children's Education Care National Workforce Strategy steering group
- Surveyed registered teachers and providing data to AITSL for the Australian Teacher Workforce Data project
- Involved in consultation and review of registration systems in light of Automatic Mutual Recognition developments
- Working toward national information sharing standards between regulatory bodies
- Attended policy makers session at the HALT Summit in Adelaide
- 0-3 Taskforce Early Years, Kate Ellis working group.

Code of Conduct

The Board formally commenced the development of a proposed Code of Conduct with a launch in Adelaide on 24 March 2022. This event was attended by representatives from early childhood, primary and secondary teachers, as well as employer groups, parents, and unions. These participants were invited to complete an online follow up survey.

Feedback from these activities has been developed in a discussion paper which is due for stakeholder distribution in August 2022, to be followed by further in person consultation sessions later in the year.

Professional Conduct or Capacity to Teach

The Board has a duty to screen, monitor and assess the suitability of people to be, or continue to be, registered as teachers to safeguard the public interest and to ensure teachers are competent educators and fit and proper to have the care of children.

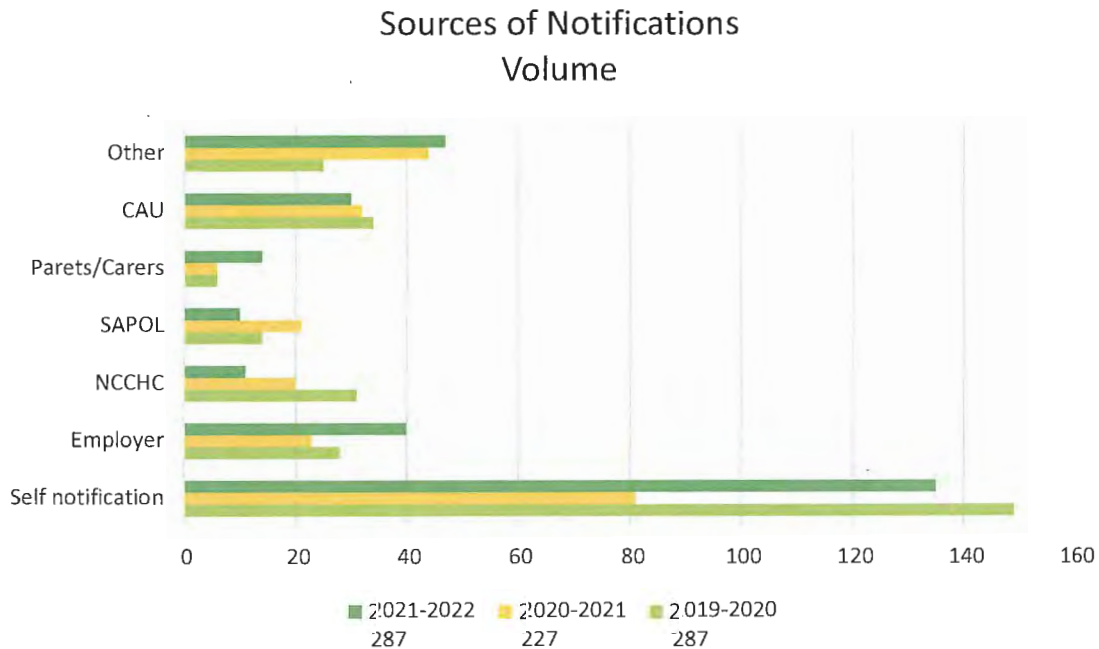
Suitability to teach encompasses both professional conduct and capacity, i.e., the behaviour of teachers, as well as the fitness of teachers to perform their role.

The Board receives notifications regarding teachers from a range of sources including:

- self-notifications
- employer notifications
- results of Nationally Coordinated Criminal History Checks (NCCHC).
- South Australia Police (SAPOL) and the Director of Public Prosecutions (DPP)
- Parents and carers
- Central Assessment Unit (CAU), Department of Human Services
- Other sources including media, colleagues, and interstate regulatory authorities

When a notification is received, a thorough assessment is conducted, and serious matters are referred for further detailed investigation. In the current reporting period, 287 notifications were reported to the Board (Chart 1 refers).

Chart 1: Volume of Sources of Notifications



Self-notifications

On application for registration or renewal of registration, all applicants are required to declare to the Board any information that may have bearing on their professional conduct as a teacher and/or their capacity to teach.

Section 24 of the *Teachers Registration and Standards Act 2004* (the Act) pertains to conditions placed upon every registration which includes a requirement that a teacher must notify the Board within 14 days of certain matters.

Employer

Employers must notify the Board of the dismissal or resignation of a teacher following allegations of unprofessional conduct (including incompetence) or when allegations of unprofessional conduct are (formally) made against a teacher. Employers must also notify the Board if they have reason to believe a teacher's capacity to teach is seriously impaired by an illness or disability affecting their behaviour or competence as a teacher. Employers must also notify the Board if they are of the opinion a teacher is not a fit and proper person to be a registered teacher.

Nationally Coordinated Criminal History Check (NCCHC)

On application for registration and renewal of registration, an NCCHC is conducted by the Board with the consent of the applicant.

South Australia Police (SAPOL) / Director of Public Prosecutions (DPP)

The Board has arrangements with SAPOL and the DPP, in accordance with sections 50 and 51 of the Act, regarding the provision of information relative to a person's fitness to be or continue to be a registered teacher.

In instances where a teacher is charged with a prescribed offence under regulation 14 (and Schedule 1) of the *Teachers Registration and Standards Regulations 2021* (the Regulations) the Registrar, in accordance with section 34A of the Act, may suspend the registration of a teacher or vary the conditions of the teacher's registration (including by imposing conditions).

Parents/Carers

The Board receives notifications from parents and carers. These are carefully evaluated by the Registrar to determine appropriate action.

Central Assessment Unit (CAU)

In accordance with the *Child Safety (Prohibited Persons) Act 2016*, the Board receives requests for information held by the Board from the Registrar of the CAU relative to specific matters/allegations.

The Board also notifies the CAU of certain matters as required by the Act as well as matters which may call into question a teacher's fitness to work with children.

The CAU notifies the Board when a teacher has been issued with a prohibition notice, prohibiting the teacher from engaging in child related work. In instances where a teacher becomes a prohibited person, the registration of the teacher is cancelled in accordance with section 24A of the Act.

Other

This includes any source, other than those covered in the above categories, and includes complaints from members of the public, colleagues, anonymous source(s), and interstate regulatory authorities.

The Board can inquire into any notification that provides evidence a teacher may be seriously incompetent; has engaged in unprofessional conduct; is unfit to teach; or their capacity to teach is seriously impaired by an illness or disability affecting their behaviour or competence as a teacher. In the current reporting period, the 287 notifications reported to the Board were classified in the following broad categories (Chart 2 refers). “Other” categories include existing conditions dealt with administratively at renewal, non-specific complaints (including frivolous/unfounded) and FOI requests.

Chart 2: Notification Categories



The Board will not investigate where a notification is frivolous or vexatious, is not supported by evidence, or is not within the Board’s jurisdiction.

In addition, the Board monitors teachers with conditions imposed on their registration following a formal hearing by the Board or by consent of the teacher.

Section 24A Automatic cancellation of registration of prohibited person

On 1 July 2019, the CSPP Act commenced operation. Section 15 of the CSPP Act sets out those persons who are prohibited from working with children. Consequential amendments to the Act also came into effect on 1 July 2019. Section 24A of the Act provides for the automatic cancellation of registration of prohibited persons. During the reporting period, five teachers had their teacher registration cancelled in accordance with section 24A of the Act (17 in total since the consequential amendments to the Act).

Section 34A – Suspension of teacher’s registration when charged with certain offences

On 20 December 2018, section 34A(1)(a) of the Act came into effect providing the Registrar with the power to suspend a teacher’s registration following receipt of information that the teacher had been charged with a prescribed offence(s) set out in section 12A of the (former) Regulations.

During the reporting period, the Registrar suspended the registration of three teachers in accordance with section 34A(1)(a) of the Act (22 in total since the inception of this section of the Act).

During the reporting period, the Board conducted two suspension reviews pursuant to section 34A(2) of the Act. At the conclusion of each review, a Sub-Committee of the Board resolved to confirm suspension of the teachers’ registration as imposed by the Registrar pursuant to section 34A(1)(a) of the Act. One scheduled suspension review did not progress as the teacher’s registration was cancelled, pursuant to section 24A of the Act, prior to the hearing.

Crown Solicitor Advice

During the reporting period, the Registrar referred 12 matters to the Crown Solicitor’s Office for legal advice. Advice received resulted in the Registrar:

- laying complaints against teachers initiating Part 7 Inquiry proceedings to determine whether there is proper cause for disciplinary action
- issuing letters of warning and/or the imposition of agreed conditions upon teachers’ registration
- initiating part 5 admissions hearing to determine if an applicant for registration (new or renewing) was a fit and proper person to be registered.

Matters before the Board**Fitness and propriety**

During the reporting period, the Board conducted 7 disciplinary inquiries under Part 7 of the Act and 2 admissions (application for registration) hearings under Part 5 of the Act in relation to fitness and propriety issues. Three of the Part 7 inquiries were combined with admissions (renewal application) hearings pursuant to Part 5.

Inquiries – Part 7

One of the methods by which the Board ensures that only fit and proper persons are, or continue to be, registered as teachers is by investigating allegations of unprofessional conduct against teachers to determine whether there is proper cause for disciplinary action.

Proceedings commence when a formal complaint is lodged before the Board by the Registrar or on the Board's own motion. There were **4** inquiries conducted pursuant to Part 7, Section 35 of the Act to determine whether the conduct of a teacher constitutes proper cause for disciplinary action.

A formerly registered teacher admitted he was guilty of unprofessional conduct (being both disgraceful and improper conduct) and that he was not a fit and proper person to be registered as a teacher. He was disqualified from being a registered teacher on a permanent basis.

- The teacher engaged in extensive inappropriate electronic communication with two students and breached the proper and accepted boundaries between a teacher and students.

A registered teacher was found guilty of unprofessional conduct (being both disgraceful and improper conduct) and that he was not a fit and proper person to be registered as a teacher. His registration was cancelled and he was disqualified from being registered until further order.

- The teacher engaged in inappropriate communication with a student and breached the Protective Practices Guidelines on multiple occasions.

A registered teacher admitted he was guilty of unprofessional conduct (being disgraceful and/or improper conduct). He received a reprimand, his registration was suspended, and conditions were imposed requiring the completion of a Professional Practice and Professional Boundaries program.

- The teacher failed to make a mandatory notification of abuse to the Child Abuse Report Line on three separate occasions.

A formerly registered teacher was found guilty of unprofessional conduct (being both disgraceful and improper conduct) and that he was not a fit and proper person to be registered as a teacher. He was disqualified from being a registered teacher on a permanent basis.

- The teacher breached the Protective Practices Guideline on multiple occasions by being alone with a student before, during and after school on a regular basis; attending a student's home (including staying overnight) without approval of his site leader; and transporting a student in his private vehicle on multiple occasions without approval of his site leader.

Combined Part 5 and Part 7 Matters

The Board conducted **3** combined hearings to consider renewal applications from formerly registered teachers (Part 5) and whether their conduct whilst registered constituted proper cause for disciplinary action (Part 7).

A formerly registered teacher admitted he was guilty of unprofessional conduct (being both disgraceful and/or improper conduct). His application for renewal of registration was granted and conditions were imposed requiring him to maintain a program of counselling or treatment and to submit to random hair follicle testing for illicit substances at the request of the Registrar.

- The teacher admitted to engaging in the use of ecstasy (MDMA) socially and the purchase, use and supply (to his friends for no fee) of cocaine.

A formerly registered teacher admitted he was guilty of unprofessional conduct (namely incompetence). His application for renewal of registration was granted and conditions were imposed restricting him to work as a Temporary Relief Teacher in Primary settings whilst being subject to a Supervision, Training and Mentorship plan.

- The teacher had been subject to a 'Managing Unsatisfactory Performance' process before being suspended and dismissed by his employer.

A formerly registered teacher was found guilty of unprofessional conduct (namely incompetence and improper conduct). Her application for renewal of registration was refused and she was disqualified from being a registered teacher until further order.

- The teacher was unable to consistently demonstrate satisfactory and proficient levels of performance in her duties over a sustained period and consequently her employment was terminated.

Admissions Hearings – Part 5 – Fitness and Propriety

There were **2** hearings held regarding applicants' eligibility for registration pursuant to Part 5 of the Act in relation to fitness and propriety. The Board must determine if a person is "fit and proper" to be registered as a teacher. "Fit and proper" is a legal term which has been used for over 100 years. The Board must be satisfied that a teacher is honest, competent, knowledgeable, skilful, and is of good character.

A registered teacher applied to renew his teacher registration. The Board refused his application for renewal of registration.

- The teacher had been unable to transition from Provisional to (full) Registration during his three previous periods of registration and had been subject to a 'Managing Unsatisfactory Performance' process before being suspended and dismissed by his employer.

An applicant for registration was determined not to be a fit and proper person to be registered as a teacher. The Board refused his application for registration.

- The applicant made no disclosures on his application form. A subsequent Nationally Coordinated Criminal Record Check revealed he had been charged with two drug related offences (including trafficking in a controlled drug) that were not proceeded with and withdrawn.

Work Health and Safety

Workplace injury claims	Current year 2021- 2022	Past year 2020- 2021	% Change (+ / -)
Total new workplace injury claims	1	1	0

Executive employment in the agency

Executive classification	Number of executives
The current Registrar is contracted until 1 January 2023 at the SAES 2 level.	1

Data for previous years is available <https://data.sa.gov.au/>.

The [Office of the Commissioner for Public Sector Employment](#) has a [workforce information](#) page that provides further information on the breakdown of executive gender, salary and tenure by agency.

Financial performance

Financial performance at a glance

The following is a brief summary of the overall financial position of the agency. The information is unaudited. Full audited financial statements for 2021-2022 are attached to this report.

The fees paid by teachers fund the operation of the Board with no financial support from external sources, including South Australian or Commonwealth Governments, other than reimbursement of expenditure incurred. Financial sustainability is critical for the Board with prudent financial modelling aligning with the new five-year registration cycle for teachers and known fluctuations in annual registration volumes.

The prior year values have been restated due to the change in the Board's Revenue Policy from 1 July 2021. As the impact of that policy change was significant, Accounting Standard AASB 108 required the prior year to be restated to show the result on the basis that the new policy also applied to the prior year.

The effect of the restatement also brought \$3,485,000 income into 2021-22 that had previously been reported in prior years. The budget was not amended for that adjustment as it was made after 30 June 2022.

Statement of Comprehensive Income	2021-22 Budget \$000s	2021-22 Actual \$000s	Variation \$000s	2020-21 Restated \$000s
Total Income	2,400	6,019	3,619	4,414
Total Expenses	5,437	5,249	188	4,753
Net Result	(3,037)	770	3,807	(339)
Total Comprehensive Result	(3,037)	770	3,807	(339)

Statement of Financial Position	2021-22 Actual \$000s	2020-21 Restated \$000s
Current assets	10,700	9,396
Non-current assets	363	527
Total assets	11,063	9,923
Current liabilities	1,872	1,407
Non-current liabilities	6,200	6,295
Total liabilities	8,072	7,702
Net assets	2,991	2,221
Equity	2,991	2,221

Consultants disclosure

The following is a summary of external consultants that have been engaged by the agency, the nature of work undertaken, and the actual payments made for the work undertaken during the financial year.

Consultancies with a contract value above \$10,000 each

Consultancies	Purpose	\$ Actual payment
Nil		

Data for previous years is available at: <https://data.sa.gov.au/>

See also the [Consolidated Financial Report of the Department of Treasury and Finance](#) for total value of consultancy contracts across the South Australian Public Sector.

Contractors disclosure

The following is a summary of external contractors that have been engaged by the agency, the nature of work undertaken, and the actual payments made for work undertaken during the financial year.

Contractors with a contract value below \$10,000

Contractors	Purpose	\$ Actual payment
All contractors below \$10,000 each - combined	Various	\$100,694

Contractors with a contract value above \$10,000 each

Contractors	Purpose	\$ Actual payment
Australian Criminal Intelligence Commission	Controlled access to National Police Checking Service (NPCS)	\$ 280,186
Xmplify Pty Ltd	Enhancements required to the CRM system	\$ 147,188
Hoban Recruitment Pty Ltd	Temporary staff services	\$ 144,089
Randstad Recruitment	Temporary Staff Services	\$ 95,051
Hays	Temporary staff services	\$ 92,093
Loftus IT	ICT maintenance and support services	\$ 62,780
Orion Enterprise Business Solutions Pty Ltd	ICT maintenance and support services	\$ 61,758
Australia Post	Postage services, primarily Registration Certificates	\$ 31,789
Genesys Cloud Services Pty Ltd	Maintenance of telephone hardware and software	\$ 29,172
Frontier Software	Payroll system	\$ 26,411
LeighSet Design	Printing of information for teachers	\$ 26,153

Data#3 Ltd	Supplier of ICT software licences	\$ 25,812
Optus	Internet service provision	\$ 23,075
Ricoh Australia	Photocopier and Printer equipment & maintenance	\$ 21,794
Cinderella's Services Pty Ltd	Cleaning of the TRB tenancy	\$ 20,996
Wallmans Lawyers	Legal services	\$ 18,093
Human Psychology	Staff training and development services	\$ 16,680
Katarina Grenfell	Legal services	\$ 14,912
VIQ Solutions	Transcript services	\$ 13,238
	Total	\$ 1,151,270

Data for previous years is available at: <https://data.sa.gov.au/>

The details of South Australian Government-awarded contracts for goods, services, and works are displayed on the SA Tenders and Contracts website. [View the agency list of contracts.](#)

The website also provides details of [across government contracts.](#)

Risk management

Fraud detected in the agency

Category/nature of fraud	Number of instances
There were no instances of fraud in this reporting period.	Zero

NB: Fraud reported includes actual and reasonably suspected incidents of fraud.

Strategies implemented to control and prevent fraud

The risk of fraud, corruption and other criminal conduct, misconduct and maladministration within the Board is systematically identified, analysed and evaluated on a regular basis, consistent with the Board's Risk Management Framework.

Each business unit develops and tailors internal controls and systems that are appropriate for their operations and risk profile.

The following is a summary of prevention activities currently in place:

- all employees have completed the Department of the Premier and Cabinet 'Code of Ethics Awareness' program
- the TRB has adopted the South Australian Public Sector Fraud and Corruption Control Policy
- promotion of established systems to staff and awareness development including:
 - o maintain effective system of internal controls.
 - o established policy, procedure and register for the 'Receipt of Gifts, Benefits and Favours'
- periodic sessions with employees to raise awareness of legislated ethical obligations
- risk assessments embedded into daily operations and projects
- employment screening upon employment and at regular intervals
- employee exit procedures and checks
- employee assistance program in place with an external provider
- regular review of financial management policies and procedures
- maintain effective procurement governance framework with periodic audits.

Data for previous years is available at <https://www.trb.sa.edu.au/annual-report>

Public interest disclosure

The Board has appointed a responsible officer for the purposes of the Public Interest Disclosure Act 2018(PID), pursuant to section 7 of the Public Sector Act 2009.

There have been zero instances of disclosure of public interest information to a responsible officer of the Board under the PID during the 2021-22 year.

Data for previous years is available at: <https://www.trb.sa.edu.au/annual-report>

Note: Disclosure of public interest information was previously reported under the *Whistleblowers Protection Act 1993* and repealed by the *Public Interest Disclosure Act 2018* on 1/7/2019.

Public complaints

Number of public complaints reported

Complaint categories	Sub-categories	Example	Number of Complaints 2021-22
Professional behaviour	Staff attitude	Failure to demonstrate values such as empathy, respect, fairness, courtesy, extra mile; cultural competency	1
Service delivery	Systems/technology	System offline; inaccessible to customer; incorrect result/information provided; poor system design	3
Policy	Policy application	Incorrect policy interpretation; incorrect policy applied; conflicting policy advice given	3
		Total	

Data for previous years is available at: <https://data.sa.gov.au/>

Service Improvements

Nil

Compliance Statement

The Teachers Registration Board of South Australia is compliant with Premier and Cabinet Circular 039 – complaint management in the South Australian public sector	Y
Teachers Registration Board of South Australia has communicated the content of PC 039 and the agency’s related complaints policies and procedures to employees.	Y

Appendix: Audited financial statements 2021-2022

FINANCIAL STATEMENTS

for the year ended

30 June 2022



CERTIFICATION OF THE FINANCIAL STATEMENTS

We certify that the:

- financial statements of the Teachers Registration Board of South Australia (the Board):
 - are in accordance with the accounts and records of the Board,
 - comply with relevant Treasurer's Instructions,
 - comply with relevant accounting standards; and
 - present a true and fair view of the financial position of the Board at the end of the financial year and the result of its operation and cash flows for the financial year.
- internal controls employed by the Board for the financial year over its financial reporting and its preparation of financial statements have been effective.



Dr Jane Lomax-Smith
Presiding Member

30 September 2022



Brett Dixon
Acting Registrar

30 September 2022



Alan Herman
Acting Manager, Corporate Services

30 September 2022

TEACHERS REGISTRATION BOARD OF SOUTH AUSTRALIA STATEMENT OF COMPREHENSIVE INCOME

for the year ended 30 June 2022

	Note No.	2022 \$'000	Restated 2021 ¹ \$'000
Income			
Fees and charges	2.1	6,005	4,352
Interest revenue		-	3
Other income	2.2	-	4
Total income		6,005	4,359
Expenses			
Employee benefits expenses	3.3	3,313	3,087
Supplies and services	4.1	1,758	1,502
Depreciation and amortisation expense	5	178	164
Total expenses		5,249	4,753
Net result		756	(394)
Total comprehensive income		756	(394)

The accompanying notes form part of these financial statements. The net result and total comprehensive result are attributable to the SA Government as owner.

¹ The 2021 financial year is restated due to a change in accounting policy. See note 1.3 for details.

TEACHERS REGISTRATION BOARD OF SOUTH AUSTRALIA STATEMENT OF FINANCIAL POSITION

as at 30 June 2022

	Note No	2022 \$'000	Restated 2021 ¹ \$'000	Restated 2020 ¹ \$'000
Current assets				
Cash and cash equivalents	6.2	10,630	9,352	10,108
Receivables	6.3	46	44	24
Total current assets		10,676	9,396	10,132
Non-current assets				
Property, plant, and equipment	5.1	23	27	59
Intangible assets	5.4	340	500	351
Receivables	6.3	-	-	1
Total non-current assets		363	527	411
Total assets		11,039	9,923	10,543
Current liabilities				
Employee benefits	3.4	426	297	301
Payables	7.2	252	229	207
Unearned revenue	7.3	3,237	3,407	3,419
Provisions	7.4	12	-	-
Total current liabilities		3,927	3,933	3,927
Non-current liabilities				
Employee benefits	3.4	504	693	1,073
Payables	7.2	49	65	108
Unearned revenue	7.3	3,479	2,944	2,753
Provisions	7.4	36	-	-
Total non-current liabilities		4,068	3,702	3,934
Total liabilities		7,995	7,635	7,861
Net assets		3,044	2,288	2,682
Equity				
Retained earnings		3,044	2,288	2,682
Total equity		3,044	2,288	2,682

The accompanying notes form part of these financial statements. The total equity is attributable to the SA Government as owner.

¹ The 2020 and 2021 financial years are restated due to a change in accounting policy. See note 1.3 for details.

TEACHERS REGISTRATION BOARD OF SOUTH AUSTRALIA STATEMENT OF CHANGES IN EQUITY

for the year ended 30 June 2022

	Retained earnings \$'000
Balance at 30 June 2020	8,854
Adjustment to Restate Balance	(6,172)
Restated Balance at 1 July 2020 (Note 1.3)	2,682
Total comprehensive result for 2020-21	(394)
Balance at 30 June 2021	2,288
Total comprehensive result for 2021-22	756
Balance at 30 June 2022	3,044

The accompanying notes form part of these financial statements. All changes in equity are attributable to the SA Government as owner.

TEACHERS REGISTRATION BOARD OF SOUTH AUSTRALIA STATEMENT OF CASH FLOWS

for the year ended 30 June 2022

	Note No.	2022 \$'000	2021 \$'000
Cash flows from operating activities			
Cash inflows			
Fees and charges		6,370	4,532
Interest received		-	3
Other income		4	-
GST recovered from ATO		164	164
Cash generated from operations		6,538	4,699
Cash outflows			
Employee benefits payments		(3,319)	(3,755)
Payments for supplies and services		(1,928)	(1,435)
Cash used in operations		(5,247)	(5,190)
Net cash provided by/ (used in) operating activities		1,291	(491)
Cash flows from investing activities			
Cash outflows			
Purchase of property, plant, and equipment		(13)	(15)
Purchase of intangible assets		-	(250)
Cash used in investing activities		(13)	(265)
Net increase/(decrease) in cash and cash equivalents		1,278	(756)
Cash and cash equivalents at the beginning of the period		9,352	10,108
Cash and cash equivalents at the end of the period	6.2	10,630	9,352

The accompanying notes form part of these financial statements.

NOTES TO
AND
FORMING PART
OF THE FINANCIAL
STATEMENTS

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1. About the Teachers Registration Board of South Australia

The Teachers Registration Board (the Board) is an independent statutory authority established under the *Teachers Registration and Standards Act 2004* (the Act) and the *Teachers Registration and Standards Regulations 2021* (the Regulations) to regulate the teaching profession.

The object of the Act is to establish and maintain a teacher registration system and professional standards for teachers to safeguard the public interest in there being a teaching profession whose members are competent educators and fit and proper persons to have the care of children.

The functions of the Board are stated in Section 6 of the Act:

- (a) to administer the provisions of this Act for the regulation of the teaching profession;
- (ab) to accredit initial teacher education programs;
- (ac) to develop and maintain codes of conduct for registered teachers and persons granted a special authority to teach under this Act;
- (b) to promote the teaching profession, and to promote and implement professional standards for teachers;
- (d) to confer and collaborate with teacher employers, the teaching profession, teacher unions or other organisations and other bodies and persons with respect to requirements for teacher registration and professional and other standards for teachers;
- (e) to confer and collaborate with other teacher regulatory authorities to ensure effective national exchange of information and promote uniformity and consistency in the regulation of the teaching profession within Australia and New Zealand;
- (ea) to undertake or support reviews of research and data collection relating to the teaching profession;
- (eb) to recognise quality teaching and leadership in the teaching profession;
- (f) to keep the teaching profession, professional standards for teachers and other measures for the regulation of the profession under review and to introduce change or provide advice to the Minister as appropriate;
- (g) such other functions as may be assigned to the Teachers Registration Board under this Act or by the Minister.

The Board does not control any other entity and has no interests in unconsolidated structured entities. The financial statements and accompanying notes include all controlled activities of the Board.

1.1. Basis of preparation

The financial statements are general purpose financial statements prepared in compliance with:

- section 23 of the *Public Finance and Audit Act 1987*;
- Treasurer's Instructions and Accounting Policy Statements issued by the Treasurer under the *Public Finance and Audit Act 1987*; and
- relevant Australian Accounting Standards, applying simplified disclosures.

For the purposes of preparing the financial statements, the Board is a not-for-profit entity. The financial statements are prepared based on a 12-month reporting period and presented in Australian currency. The historical cost convention is used unless a different measurement basis is identified in the notes to the financial statements.

All amounts in the financial statements and accompanying notes have been rounded to the nearest thousand dollars (\$'000).

Income, expenses, and assets are recognised net of the amount of GST except:

- when the GST incurred on a purchase of goods or services is not recoverable from the Australian Taxation Office (ATO), in which case the GST is recognised as part of the cost of acquisition of the asset or as part of the expense item applicable; and
- receivables and payables, which are stated with the amount of GST included.

Cash flows include GST in the Statement of Cash Flows.

Assets and liabilities that are to be sold, consumed or realised as part of the normal 12-month operating cycle have been classified as current assets or current liabilities. All other assets and liabilities are classified as non-current.

1.2. Impact of COVID-19 pandemic on the Board

As was the case in the previous financial year, the COVID-19 pandemic has impacted on the operations of the Board.

There was no material impact on the Board's 2021-22 and 2020-21 financial statements as a result of the COVID-19 pandemic.

1.3. Change in accounting policy

From 1 July 2021, amendments to the *Teachers Registration and Standards Act 2004* and the new *Teachers Registration and Standards Regulations 2021* became effective. One of the main changes in the amended legislation is that most new and renewing teachers are now registered for a five-year period, rather than the previous three-year term. In addition, teachers can choose to pay for 1, 2, 3, 4, or 5 years of annual fees upfront when they register or renew their registration.

Teachers choosing to pay less than the total five years of annual fees upfront can pay their remaining annual fees during the five-year registration period. Teachers must ensure they have paid the annual fee relating to a year in which they are teaching to remain registered. Registration lapses if an annual fee is not paid.

Prior to the current financial year (2021-22), the Board's fees and charges revenues were recorded entirely on a cash basis. The Board's previous cash accounting policy resulted from a determination that registration fees paid by teachers were a low value licence. Under *Accounting Standard AASB 15 Revenue from Contracts with Customers*, an exemption applies for this category of revenue, such that the entire amount of the licence fee can be recognised as revenue on receipt. The change in legislation has resulted in a different timing of cash receipts from teachers for their registration fees than in previous financial years. Whilst the fees may still be considered as a low value licence, the change in accounting policy to apply the revenue over the term of the licence will better reflect the timing of the revenue to the periods in which the teacher is registered.

The new accounting policy has been applied from 1 July 2021 and applied retrospectively. Reported revenue in the Statement of Comprehensive Income now reflects the annual fees paid by teachers in respect of the 2021-22 financial year. Fees

received that apply to future financial years are recorded as unearned revenue liabilities in the Statement of Financial Position.

Pursuant to *Accounting Standard AASB 108 Accounting Policies, Changes in Accounting Estimates and Errors*, the voluntary change in accounting policy requires the Board to restate the impact of the new accounting policy on prior accounting periods. This impacts revenues, liabilities, and equity. The table below shows the changes to 2020-21.

Note	Description	2020-21 Original \$'000	Accounting Policy change \$'000	2020-21 Restatement \$'000
Statement of Comprehensive Income				
Note 2 Income	Fees and charges	4,531	(179)	4,352
Statement of Financial Position				
Note 7 Liabilities	Unearned revenue - current	-	3,407	3,407
Note 7 Liabilities	Unearned revenue – non-current	-	2,944	2,944
Equity	Retained earnings	8,639	(6,351)	2,288

The table below shows the impact of the new accounting policy on the current 2021-22 financial year. The Teachers Registration Board received cash payments of \$6,371,000 during the 1 July 2021 to 30 June 2022 period.

Note	Description	2021-22 Previous policy \$'000	Accounting Policy change \$'000	2021-22 New policy \$'000
Statement of Comprehensive Income				
Note 2 Income	Fees and charges	6,371	(366)	6,005
Statement of Financial Position				
Note 7 Liabilities	Unearned revenue - current	-	3,237	3,237
Note 7 Liabilities	Unearned revenue – non-current	-	3,479	3,479
Equity	Retained earnings	9,760	6,716	3,044

2. Income

2.1. Fees and charges

	2022 \$'000	Restated 2021 \$'000
Regulatory application fees and other charges	1,487	36
Regulatory annual registration fees	4,211	3,998
Criminal history check fees	307	318
Total fees and charges	6,005	4,352

Revenues from fees and charges are recognised by the Board at the time the applicable amounts are earned. Application fees, including applications for renewal of registration are recognised on receipt to match the timing of processing those applications. Annual fees are recognised on a straight-line basis over the registration period. Annual fees received in advance of future periods are recorded as unearned revenue liabilities and are brought to the revenue account in the corresponding future period.

An annual fee for teacher registration applies from 1 February to 31 January in the following year.

Registration for most new and renewing teachers up to 30 June 2021 was for a fixed three-year period. Amendments to the *Teachers Registration and Standards Act 2004* and the new *Teachers Registration and Standards Regulations 2021*, that commenced on 1 July 2021 provide new and renewing teachers from that date with a five-year registration period, and includes a separate fee for application for both new and renewing teachers. Those teachers also now have the option to pay for their five annual fees over the duration of their registration period, rather than all upfront. Refer to Note 1.3 for further information.

The amended legislation also provides for a fee to be paid to the Board by a tertiary education provider applying for an Initial Teacher Education program to be accredited. In 2021-22, the Board received one fee-paying application.

2.2. Other income

	2022 \$'000	2021 \$'000
Other income	-	4
Total other income	-	4

In 2020-21, the Board received a reimbursement from Australian Institute for Teaching and School Leadership (AITSL) for costs incurred in administering the Australian Teacher Workforce Data survey.

3. Board, committees and employees

3.1. Key management personnel

The Board is an independent statutory authority established under the *Teachers Registration and Standards Act 2004* (the Act) and is a wholly owned entity of the Crown.

Key management personnel of the Board include the Minister for Education, the Registrar and Board and Deputy members of the Board who have responsibility for the strategic direction and management of the Board. Total compensation for the Board's key management personnel was \$291,000, (2021: \$311,000).

The compensation disclosed in this note excludes salaries and other benefits the Minister for Education receives. The Minister's remuneration and allowances are set by the *Parliamentary Remuneration Act 1990* and the Remuneration Tribunal of SA respectively and are payable from the Consolidated Account (via the Department of Treasury and Finance) under section 6 the *Parliamentary Remuneration Act 1990*.

Transactions with key management personnel and other related parties

Nil.

3.2. Board and committee members

Members during the 2022 financial year were:

Board members

Jane Lomax-Smith - Presiding Member

Carolyn Granskalns – Deputy Presiding Member (appointed 1 July 2021)

Fiona Brady

Kate Cameron

Marina Elliot*

Nigel Stevenson (appointed 1 July 2021)

Peter McKay* (appointed 1 July 2021)

Susan Boucher (appointed 1 July 2021)

Anthony Haskell (appointed 1 July 2021)

Britta Jureckson (appointed 1 July 2021)

Colleen Tomlian*

David Coulter*

Oskana Kaczmarsky *(appointed 1 July 2021)

Tracey Chapman*(appointed 1 July 2021)

Deputy Board members

David Caruso

Michael Francis

David Freeman

Mark Ward *(appointed 1 July 2021)

Amanda Dempsey *(appointed 1 July 2021)

Nikki Johnston *(appointed 1 July 2021)

Marika Marlow *(appointed 1 July 2021)

All of the above Board and Deputy Board Members were either newly appointed or re-appointed on 1 July 2021. New members are shown as appointed. All the other members were re-appointed.

* In accordance with the Department of Premier and Cabinet Circular 016, government employees did not receive any remuneration for board/committee duties during the financial year.

Board and committee remuneration

The number of members whose remuneration received falls within the following bands during the financial year:	2022	2021
\$0 - \$19,999	11	15
Total number of members	11	15

The total value of remuneration paid or payable to eligible Board members and deputy Board members during the year was \$48,000 (2021: \$53,000). This amount comprised sitting fees for Board attendance including Initial Teacher Education accreditation panels and disciplinary hearings, and the Admissions and Audit and Risk Sub-Committees of the Board. Eligible Board, panel and Sub-Committee members also receive superannuation where required under Commonwealth law.

As part of these arrangements, legal fees paid to two Board members appointed in their legal capacity during the year was \$4,000 (2021: \$7,000). These legal fees were charged at an hourly rate approved by the Commissioner for Public Sector Employment.

3.3. Employee benefits expenses

	2022	2021
	\$'000	\$'000
Salaries and wages ¹	2,437	2,436
Long service leave ²	(68)	(197)
Annual leave	246	173
Skills and experience retention leave	11	16
Employment on-costs – superannuation	287	267
Employment on-costs – other	117	108
Workers compensation expenses	151	166
Board and committee fees	48	53
Other employee related expenses	84	65
Total employee benefits expenses	3,313	3,087

¹ Temporary agency contractor costs have been reclassified from Salary and wages into supplies and services. Those costs are paid to third party suppliers rather than the individuals which is more appropriately shown as supplies and services (refer Note 4.1).

Employment on-costs superannuation

The superannuation employment on-cost charge represents the Board's contributions to superannuation plans in respect of current services of current employees and Board members.

In addition to those directly employed by the Board during 2020-21, there was one staff member nominally employed by the Department for Education. The Board reimbursed the Department for Education for this staff member's salaries and superannuation. Those costs are included in the Board's expenses in the above table.

² The negative long service leave expense in 2021 and 2022 has occurred due to a decrease in the long service liability measurement. The reduction in the liability resulted from an increased discount rate applied (refer Note 3.4), and a further reduction due to employees exiting the agency during the two years.

Executive remuneration

	2022 No	2021 No
The number of employees whose remuneration received or receivable falls within the following bands:		
\$177,001 - \$197,000	-	1
\$237,001 - \$257,000	1	1
Total	1	2

The total remuneration received by those employees for the year was \$243,000 (2021: \$432,000).

The table includes Board employees whose normal remuneration was equal to or greater than the base executive remuneration level during the year. Remuneration of employees reflects all costs of employment including salaries and wages, payments in lieu of leave, superannuation contributions, salary sacrifice and fringe benefits and any fringe benefits paid or payable in respect of those benefits as well as any termination benefits for employees who have left the Board.

The Board has only one executive, however a long-term employee exited during 2020-21 and their termination payments are included in the above amounts.

3.4. Employee benefits liability

	2022 \$'000	2021 \$'000
Current		
Accrued salaries and wages	128	55
Annual leave	224	180
Skills and experience retention leave	13	18
Long service leave	61	44
Total current employee benefits	426	297
Non-current		
Long service leave	504	693
Total non-current employee benefits	504	693
Total employee benefits	930	990

Long-term employee benefits are measured at present value and short-term employee benefits are measured at nominal amounts.

Long service leave

The liability for long service leave is measured as the present value of expected future payments to be made in respect of services provided by employees up to the end of the reporting period using the projected unit credit method. The expected timing and amount of long service leave payments is determined through whole-of-government actuarial calculations, which is then applied to the Board's employee details.

Key assumptions include whether the characteristics of employee remuneration, terms of service with the public sector, and expectations as to when employees take long service leave, as established by the actuary, are applicable to the employees of the Board. These assumptions affect both the expected amount to be paid that has been factored into the calculation of the liability. The discount rate used in measuring the liability is another key assumption. The discount rate is reflective of long-term Commonwealth Government bonds. The yield on long term Commonwealth Government bonds has increased from 2021(1.25%) to 2022 (3.5%).

This increase in the bond yield, results in a decrease in the reported long service leave liability of \$69,000.

The portion of the long service leave provision classified as current is estimated in accordance with the average amounts of long service leave taken over the past three years.

4. Expenses

Employee benefits expenses are disclosed in note 3.3.

4.1. Supplies and services

	2022 \$'000	2021 \$'000
Accommodation and cleaning	294	312
Consultants	-	12
Criminal history checks	287	309
Information technology expenses	388	281
Insurance	11	11
Legal costs	213	157
Minor works, maintenance, and equipment	15	5
Postage and courier expenses	36	35
Printing, stationery, and office consumables	53	34
Professional fees	33	22
Promotions, research, and sponsorship	20	13
Sundry operating expenses	34	26
Telecommunications	43	40
Temporary agency contractors ¹	331	245
Total supplies and services	1,758	1,502

¹ Temporary agency contractor costs have been reclassified from Salary and wages into supplies and services. Those costs are paid to third party suppliers rather than the individuals which is more appropriately shown as a supplies and services expense.

Professional fees include audit fees paid / payable to the Auditor-General's Department relating to work performed under the *Public Finance and Audit Act 1987* were \$27,000, (2021: \$22,000). No other services were provided by the Auditor-General's Department.

Accommodation

The Board's accommodation is provided by the Department for Infrastructure and Transport (DIT) under Memoranda of Administrative Arrangement (MoAA) issued in accordance with Government-wide accommodation policies. These arrangements do not meet the definition of lease set out in AASB 16.

Consultants

The number of consultancies and the dollar amount paid/payable (included in supplies and services expense) to consultants that fell within the following bands:

	No	2022 \$'000	No	2021 \$'000
Below \$10,000	-	-	-	-
\$10,000 or above	-	-	1	12
Total	-	-	1	12

5. Non-financial assets

5.1. Property, plant, and equipment by asset class

Property, plant, and equipment comprises tangible assets owned by the Board.

	2022 \$'000	2021 \$'000
Accommodation improvements		
Accommodation improvements at cost (deemed fair value)	579	579
Accumulated depreciation at the end of the period	(579)	(567)
Total accommodation improvements	-	12
Plant and equipment		
Plant and equipment at cost (deemed fair value)	149	135
Accumulated depreciation at the end of the period	(126)	(120)
Total plant and equipment	23	15
Total property, plant, and equipment	23	27

5.2. Useful life and depreciation/amortisation

Depreciation and amortisation are calculated on a straight-line basis and are calculated over the estimated useful life as follows:

Class of asset	Useful life (years)
Plant and equipment	1-7
Computer software	5
Accommodation improvements	Life of MoAA

Review of accounting estimates

Assets' residual values, useful lives and depreciation or amortisation methods are reviewed and adjusted, if appropriate, on an annual basis. Changes in the expected life or the expected pattern of consumption of future economic benefits embodied in the asset are accounted for prospectively by changing the time period or method, as appropriate.

5.3. Property, plant, and equipment owned by the Board

Property, plant, and equipment owned by the Board with a value equal to or in excess of \$10,000 is capitalised, otherwise it is expensed. Owned property, plant and equipment is subsequently measured at fair value.

Plant and equipment

All items of plant and equipment owned by the Board had a fair value at the time of acquisition less than \$1.5 million or had an estimated useful life less than three years have not been revalued. The carrying value of these items is deemed to approximate fair value.

All non-current assets with a limited useful life, are systematically depreciated/amortised over their useful lives in a manner that reflects the consumption of their service potential.

Reconciliation 2021-22

	Accommodation improvements	Plant and equipment	Total
	\$'000	\$'000	\$'000
Carrying amount at 1 July 2021	12	15	27
Additions	-	14	14
Depreciation	(12)	(6)	(18)
Carrying amount at 30 June 2022	-	23	23

5.4. Intangible assets

	2022 \$'000	2021 \$'000
Computer software		
Computer software	1,804	1,598
Accumulated amortisation	(1,464)	(1,304)
Total computer software	340	294
Work in progress	-	206
Total intangible assets	340	500

Intangible assets are initially measured at cost and are tested for indications of impairment at each reporting date. Following initial recognition, intangible assets are carried at cost less any accumulated amortisation and any accumulated impairment losses.

The acquisition of internally development of software is capitalised only when the expenditure meets the definition and recognition criteria and when the amount of expenditure is greater than or equal to \$10,000.

The work in progress relates to enhancements to the Board's Customer Relationship Management system to enable it to manage with changes to the Regulations, including the move to a five-year registration term. The project was completed by 30 June 2021, with the enhancements being moved into production for amortisation from 1 July 2021.

Reconciliation 2021-22

	Work in Progress	Computer software	Total
	\$'000	\$'000	\$'000
Carrying amount at 1 July 2021	206	294	500
Transfer from WIP	(206)	206	-
Amortisation	-	(160)	(160)
Carrying amount at 30 June 2022	-	340	340

6. Financial assets

6.1. Categorisation of financial assets

	2022 Carrying amount \$'000	2021 Carrying amount \$'000
<u>Financial assets</u>		
Financial assets at amortised cost		
Cash and cash equivalents	10,630	9,352
Receivables	-	4
Total financial assets	10,630	9,356

Receivables as disclosed in this note does not include prepayments or statutory amounts as these are not financial instruments.

6.2. Cash and cash equivalents

	2022 \$'000	2021 \$'000
Deposits with the Treasurer	10,630	9,352
Imprest account/ cash on hand	-	-
Total cash and cash equivalents	10,630	9,352

The Teachers Registration Board has one deposit account with the Treasurer which is a general operating account. The Board earned interest on its deposits with the Treasurer until October 2020 when the Treasurer advised that the effective interest rate had reduced to 0%. The interest rate continued to be 0% for the full 2021-22 financial year and this meant no interest was received by the Board for the year.

6.3. Receivables

	2022 \$'000	2021 \$'000
Current		
Contractual receivables		
<u>Trade receivables</u>		
From non- government entities	-	4
Total contractual receivables	-	4
Statutory receivables		
GST input tax recoverable	30	30
Total statutory receivables	30	30
<u>Other</u>		
Prepayments	16	10
Total other receivables	16	10
Total current receivables	46	44
Total receivables	46	44

Trade receivables arise in the normal course of selling goods and services to other government agencies and to the public. Trade receivables are normally settled within 30 days after the issue of an invoice for the goods/services have been provided under a contractual arrangement.

Statutory receivables do not arise from contracts with customers. They are recognised and measured similarly to contractual receivables (except impairment) but are not classified as financial instruments for disclosure purposes.

Receivables are non-interest bearing. Receivables are held with the objective of collecting the contractual cash flows and they are measured at amortised cost.

There are no impairment losses recognised.

7. Liabilities

Employee benefits liabilities are disclosed in note 3.4.

7.1. Categorisation of financial liabilities

	2022 Carrying amount \$'000	2021 Carrying amount \$'000
<u>Financial liabilities</u>		
Financial liabilities at amortised cost		
Payables	60	88
Accrued expenses	36	10
Total financial liabilities	96	98

Payables as disclosed in this note does not include statutory amounts as these are not financial instruments.

7.2. Payables

	2022 \$'000	2021 \$'000
<u>Current</u>		
Contractual payables		
Trade payables	60	88
Accrued expenses	36	10
Total contractual payables	96	98
Statutory payables		
PAYG	58	40
Employee-on-costs	76	70
Audit fees payable	22	21
Total statutory payables	156	131
Total current payables	252	229
<u>Non-current</u>		
Statutory payables		
Employee on-costs	49	65
Total non-current payables	49	65
Total payables	301	294

Payables and accruals are raised for all amounts owing but unpaid. Trade payables are normally settled within 30 days from the date the invoice is first received. All payables are non-interest bearing. The carrying amount of payables represent fair value due to their short-term nature.

Statutory payables do not arise from contracts.

Employment on-costs

Employee on-costs include payroll tax, ReturnToWorkSA levies and superannuation contributions and are settled when the respective employee benefits that they relate to are discharged. These on-costs primarily relate to the balance of leave owing to employees. Estimates as to the portion of long service leave estimated to be taken as leave, rather than paid on termination, affects whether certain on-costs are recognised as a consequence of long service leave liabilities.

The Board contributes to several State Government and externally managed superannuation schemes. These contributions are treated as an expense when they occur. There is no liability for payments to beneficiaries as they have been assumed by the respective superannuation schemes. The only liability outstanding at reporting date relates to any contributions due but not yet paid to the employee's superannuation funds.

7.3. Unearned revenue

	2022 \$'000	Restated 2021 \$'000
<u>Current</u>		
Unearned revenue	3,237	3,407
Total current unearned revenue	3,237	3,407
<u>Non-current</u>		
Unearned revenue	3,479	2,944
Total non-current unearned revenue	3,479	2,944
Total unearned revenue	6,716	6,351

The liabilities for unearned revenue relate to annual registration fees received from teachers in advance of the periods for which the fees cover. See note 2.1 for details.

7.4. Provisions

	Workers Compensation 2022 \$'000	Total 2022 \$'000
Carrying amount at the beginning of the period	-	-
Additions	48	48
Carrying amount at the end of the period	48	48

The Board is self-insured for workers compensation purposes. The workers compensation provision is based on an actuarial assessment of the outstanding liability as at 30 June 2022 provided by a consulting actuary engaged through the Office of the Commissioner for Public Sector Employment.

The provision is for the estimated cost of ongoing payments to employees as required under current legislation. The Board is responsible for the payment of workers compensation claims. For the period from 1 July 2021 to 30 June 2022 the Board received 1 workers compensation claim (2021:1).

The compensation claim received during the period from 1 July 2021 to 30 June 2022 was finalised at 30 June 2022.

8. Outlook

8.1. Unrecognised contractual commitments

Commitments arising from contractual sources and are disclosed at their nominal value.

Capital commitments

	2022 \$'000	2021 \$'000
Not later than one year	-	13
Total capital commitments	-	13

Expenditure commitments	2022 \$'000	2021 \$'000
Not later than one year	302	196
Later than one year not longer than five years	1,200	798
More than five years	404	511
Total expenditure commitments	1,906	1,505

The Board had only two commitments as at 30 June 2022. The primary commitment relates to its office accommodation contracted with the Department of Infrastructure and Transport (DIT). The MoAA arrangement was renewed during the 2021 financial year and ends in September 2028. The second commitment relates to a small purchase of IT equipment.

8.2. Contingent assets and liabilities

The Board did not identify any contingent assets or liabilities as at 30 June 2022.

8.3. Events after the reporting period

The Board has not identified any events after the 30 June 2022 that would have an impact on the financial statements.

