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**Teachers
Registration Board**
OF SOUTH AUSTRALIA



**Government
of South Australia**

TEACHERS REGISTRATION BOARD OF SOUTH AUSTRALIA

2022-23 Annual Report

TEACHERS REGISTRATION BOARD
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2022-23 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:

Ms Carolyn Grantskalns

Deputy Presiding Member

Date 29.9.23

Signature 

From the Presiding Member



I am pleased to present the Teachers Registration Board 2022-2023 Annual Report.

This year has seen a significant period of reform and implementation of processes foreshadowed in the Teachers Registration and Standards (Miscellaneous) Amendment Act 2020.

The Board commenced consultation to explore the development of a draft Code of Conduct for teachers focused on a South Australian perspective and in October 2022 a Discussion Paper was made available for feedback. Submissions were received from early childhood, primary and secondary teachers, school leaders, teacher educators, pre-service teachers, parents, employer groups, and education unions.

The Board continued its consultation throughout the year with a series of focus groups. These sessions allowed participants to explore issues that were raised in previous rounds of consultation, including the challenges and implications of working as a teacher in different locations, and the intersection of teachers' professional and private lives. I was privileged to be present at community-wide sessions and hear first-hand of the professional commitments of teachers and the unique bonds so important between teachers and their learners and families.

The generous input from so many assisted the Board in considering the further development of the draft Code. As the Board continues to develop the Code, it's hoped it will be an important resource used by the entire profession when it's finalised.

In April this year the Board was also invited to submit a Discussion Paper to the Royal Commission into Early Childhood Education and Care following the release of the Interim Report in April 2023.

The Board was invited to send a witness to the fourth hearing of the Royal Commission on Tuesday 23 May 2023. As Presiding Member at that time, I attended as the representative of the Board and expressed my Board's commitment to the work of the early childhood sector, with a focus on their specific professional needs.

The final report of the Royal Commission into Early Childhood Education and Care was delivered by the Commissioner, Julia Gillard AC, to the Minister for Education, Training and Skills on Sunday 27 August 2023. It is now publicly available online.

As Presiding Member of the Teachers Registration Board for the last 6 years, I have had the opportunity to oversee many significant changes and as I move on from my role (as of 31 July 2023), I am heartened to know that these changes have ensured that the Board's focus remains on improving outcomes for teachers and students in South Australia, now and into the future.

I thank the Registrar, Leonie Paulson, for her ongoing leadership and commitment to the Board and the teachers of South Australia. I also thank each one of the Board members for their contributions and commitment to engage with diligence in panels and subcommittee work. In addition, I especially thank Ms Carolyn Grantskalns, who has been a generous Deputy Chair, offering substantial insights and support throughout the year. I wish them well in their future work with the Teachers Registration Board of South Australia.

Dr Jane Lomax-Smith

Presiding Member

Teachers Registration Board of South Australia

From the Registrar



The 2022/23 financial year was a busy and important time for the Teachers Registration Board of South Australia, on many fronts.

In 2022/23 there were 12,337 applications received, 15,587 phone calls for assistance and 1,275 teachers transitioned from provisional to full registration. In addition, many important projects were undertaken.

Throughout this period, the Board maintained a strong focus on child safety ensuring the continuation of long-term efforts to recognise child safety as the paramount consideration in the work the Board does and in all future planning.

In its work to support the 36,000 teachers in South Australia, the Board continued 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.

The second half of 2022 saw the 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).

This year (2023) is also an important year for the Board as we approach a number of milestone dates including marking 50 years since the first meeting of the Board in 1973. This anniversary has provided an opportunity to promote the Board's history and also celebrate and acknowledge the existing and emerging teachers, schools, students, parents, and other stakeholders in the story of the Teachers Registration Board of South Australia.

Recently, a timeline of important milestones throughout the Board's 50-year history was placed in the reception area of the office at 70 Pirie Street. This has provided a focus point for reflection on many social, legislative and professional achievements over the last 50 years, and the role of our teachers at the centre of those important achievements.

Ensuring the Board sets and monitors standards for the profession remains central to its function, both at the time a teacher first registers, and ongoing. A key project which exemplifies this commitment is the development of a proposed standard for all teachers, regardless of their work setting. In March and April of 2023, groups of teachers, principals, and other stakeholders generously participated in focus group sessions to talk through common understandings of professional standards for teachers in developing a proposed Code of Conduct. This involved considerations as to its possible impact upon teaching different age groups, teaching in different locations, and the intersection between teachers' professional and personal lives.

The Board is grateful for this essential input in the development of a first Draft Code of Conduct.

In May, the Presiding Member of the Board, Dr Jane Lomax-Smith, was called as a witness at the Royal Commission into Early Childhood Education and Care. The Royal Commission is looking into the importance of the first 1 000 days of a child's life and the opportunities to offer three-year old kindergarten for all children.

Prior to Dr Lomax-Smith appearing, the Board provided a written submission and a discussion paper sharing the history of registration of early childhood teachers in South Australia. The public submission can be found online.

As we now focus on the second half of 2023, it is hoped that changes implemented and the new Code of Conduct will help the Board protect the integrity of the teaching profession and will continue to give parents peace of mind in knowing their children are in the care of rigorously assessed, competent and enthusiastic teachers.

I would like to thank all Board members and staff for their work during a very busy year and who continue their dedication to creating, improving and promoting standards for teachers in the same manner of the Board who first met 50 years ago.

The Teachers Registration Board also thanks our outgoing Presiding Member, Dr Jane-Lomax Smith for her tireless work after 6 years in the role, and Deputy Presiding Member, Carolyn Grantskalns for stepping into the role temporarily.

Leonie Paulson

Registrar

Teachers Registration Board of South Australia

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Overview: About the Agency

Our strategic focus

Is to provide innovative leadership that is focussed on the safety and wellbeing of children and young people through efficient, responsive, justifiable and accountable policies and practices.

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.

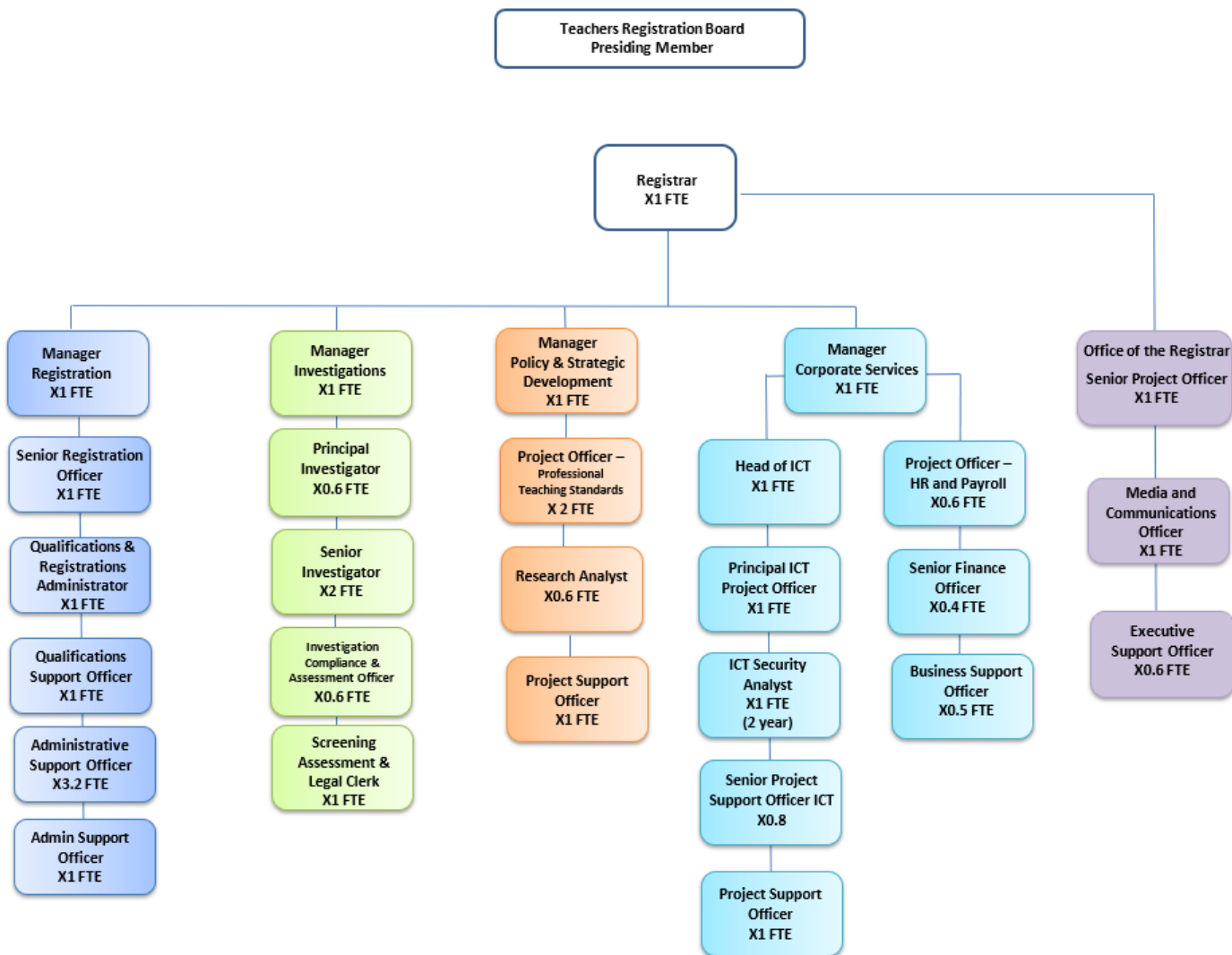
Our values

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 are 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.
- 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 and standards of conduct for registered teachers and persons granted a special authority to teach under the Act.

Our organisational structure



Changes to the agency

During 2022-23 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 appointment of a Senior Project Officer in the Office of the Registrar.



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 Registrar exercises judgement, working to investigate, be informed, and commence Inquiries through the laying of complaints. The Registrar exercises power to suspend teachers on a reasonable suspicion that a teacher poses an unacceptable risk to children and works closely with all state and territory teacher regulatory authorities to relieve regulatory burden and improve consistency of teacher community of practice across Australia and New Zealand.

The Office of the Registrar supports national policy initiatives and cooperation, media and communications management and Board decision-making.

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 for teachers working 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 updated information to support their professional engagement in the education sector and assist their continuing professional development.

The 2022-2023 year continued to see a significant increase in the number of advertised special authorities for unregistered persons to teach (SAT) and specifically in the number of Initial Teacher Education students gaining employment under this category of SAT to meet the current teacher shortages.

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 which supports the operations of the Board include information and communications technology (ICT) management and support, human resources and payroll management, financial management, corporate governance and facilities management.

Board members during the 2022-23 financial year were:

Board Members	Deputy Board Members
Jane Lomax-Smith - Presiding Member (reappointed 19 January 2023)	
Carolyn Grantskalns – Deputy Presiding Member	
Fiona Brady (re-appointed 19 January 2023)	David Caruso (ceased 18 January 2023) Cindy Hynes (appointed 19 January 2023)
Kate Cameron (re-appointed 19 January 2023)	
Marina Elliott* (ceased 18 January 2023)	
Peter Mader (appointed 19 January 2023)	
Nigel Stevenson	
Peter McKay*	
Susan Boucher	
Anthony Haskell	Michael Francis
Britta Jureckson	David Freeman
Colleen Tomlian*	Mark Ward*

David Coulter (ceased 18 January 2023) Howard Spreadbury (appointed 19 January 2023, resigned 31 January 2023)	Amanda Dempsey* (re-appointed 19 January 2023, ceased 31 January 2023)
Amanda Dempsey (appointed 29 June 2023)	Catherine Cavouras (appointed 29 June 2023)
Oksana Kaczmarisky*	Nikki Johnston*
Tracey Chapman*	Marika Marlow*

*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.

The *Teachers Registration and Standards Act, 2004*, outlines how members of the Board can be appointed. Persons can only be appointed for a term not exceeding 3 years and, at the expiration of a term of appointment, are eligible for reappointment. However, a member cannot hold office for consecutive terms which exceed 9 years in total.

One board member reached the maximum consecutive terms at the end of 2022 and a further 4 persons' appointments expired after 3-year terms.

On 19 January 2023, 3 current appointment terms of sitting members were extended, and 2 new appointments were made.

On 29 June 2023, one Board member and one deputy member were appointed to fill the vacant position after a member resigned on 31 January 2023.

Two new legal practitioners, Rocco Perrotta and Nadine Lambert, were appointed by the Board for the period of 19 June 2023 to 18 June 2026 inclusive. These appointments were pursuant to sections 16 and 17 of the Act to preside over matters to determine applications and Inquiries under Parts 5 and 7 respectively of the Act, in addition to the current legal member Ms Brady and her deputy Ms Hynes.

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.

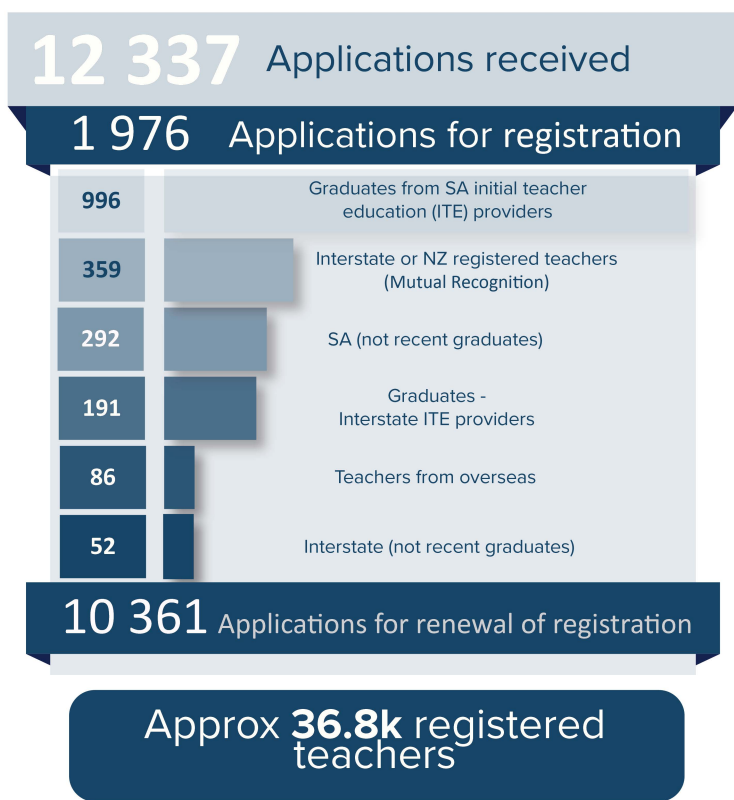
The Board is an independent statutory authority, exercises the powers in the Act, and has the responsibilities determined in the Act. The Board is a specialist body and members are appointed with a view that they will bring specialist expertise to their responsibilities as Board members.

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



Professional Learning

280

teachers randomly selected for an audit of professional learning

Transition from provisional to full registration (TPR)

1 275

Applications processed

96%

of applications processed within **10 working days**

50 TPR applications audited

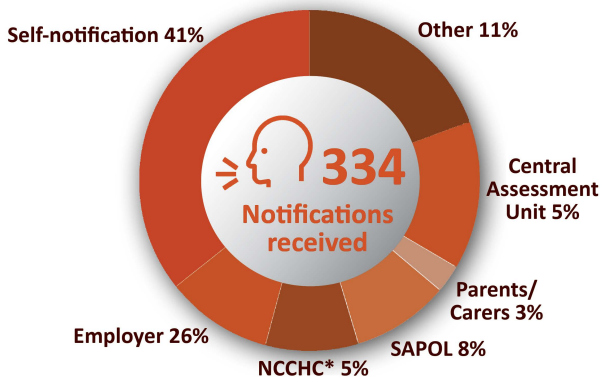
9 suspensions for being charged with a prescribed offence

Hearings conducted by the Board

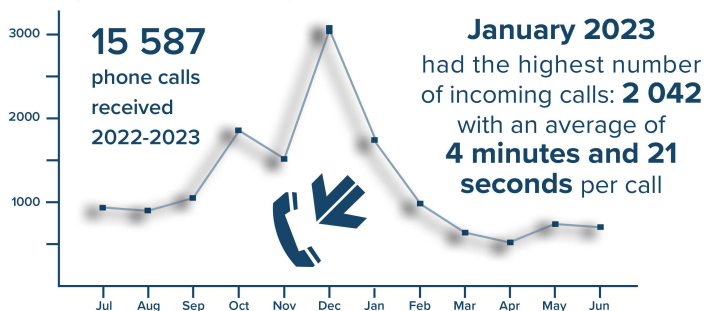
2 Part 7 hearings
Investigation of allegations of unprofessional conduct against teachers

1 Part 5 hearings
Regarding an applicant's eligibility for registration in relation to fitness and propriety

Sources of notifications regarding teachers



*Nationally Coordinated Criminal History Check



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 had not increased since 2014. Commencing 1 July 2021, the fee increased as it progressed from three to five-year registration terms. We continue to fulfil 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 teachers' portal.

Agency Specific Objectives and Performance

Registration

- 10 361 renewal of registration applications were completed.
- 1 976 new applications for registration were completed.
- 1 275 applications were processed to move from Provisional to full Registration.

Table 1: Applications for Teacher Registration

Applications for Teacher Registration	2021-2022	%	2022-2023	%
Renewal of Registration	10 088	83.25%	10 361	83.98%
New Applicants	2 030	16.71%	1 976	16.02%
<ul style="list-style-type: none"> • Graduates from SA initial teacher education (ITE) providers 	1092	53.93%	996	50.40%
<ul style="list-style-type: none"> • SA first time applicants (not recent graduates) 	266	13.13%	292	14.77%
<ul style="list-style-type: none"> • Interstate (or NZ) registered teachers - Mutual Recognition 	417	20.5%	359	18.16%
<ul style="list-style-type: none"> • Graduates from interstate ITE providers 	156	7.70%	191	9.66%
<ul style="list-style-type: none"> • Interstate first time applicants (not recent graduates) 	41	2.02%	52	2.63%
<ul style="list-style-type: none"> • Overseas qualified teachers 	58	2.9%	86	4.35%
Total Applications	12 118		12 337	

Table 2: Mutual Recognition

Movement of Teachers via Mutual Recognition (MR)	2021-2022	2022-2023
Incoming MR applicants from other States, Territories and NZ	417	359
Outgoing MR applicants to other States, Territories and NZ	292	370

Table 3: New Applicants - Overseas Qualified

Origin of New Applicants – Overseas Qualified	2021-2022	%	2022-2023	%
Africa	8	13.8%	22	25.88%
Americas	9	15.52%	8	9.41%
Asia	19	32.75%	26	30.59%
Europe (excl. UK)	7	12.06%	9	10.59%
United Kingdom	12	20.69%	16	18.82%
Middle East	0	0%	0	0%
Australasia (NZ)	3	5.17%	4	4.70%
Total	58		85	

Table 4: Assessment of Overseas Qualifications from 1 July 2022 to 30 June 2023

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	Total 2022-2023
Completed - Approved	79	150
Completed - Refused	19	42
Refunded/ Withdrawn	0	0
Incomplete - Returned/ Notified	0	0
Total:	98	192

Table 5: Special Authorities to Teach Granted from 1 July 2022 to 30 June 2023

Special Authorities for an Unregistered Person to Teach may be granted by the Board after a teaching position has been advertised externally and no registered teacher has been found 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	2021-2022	2022-2023
Anangu Education	0	1
Instrumental Music Instructors	15	23
Religious/Spiritual Leaders	10	5
Early Childhood	30	70
Covid-19 Pandemic Exceptions Policy	98	270
Employment Pathways	12	5
Unregistered Persons to Teach – Subject Based	78	201
Total	243	575

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. This is promoted within their first 5-year term. 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	2021-2022	%	2022-2023	%
Number of applications received	1471		1 275	
• processed within 1 week	1 363	92%	1 217	95%
• processed within 2 weeks	37	2.5%	16	1.2%
• processed beyond 2 weeks	53	3.6%	7	0.5%
• returned as incomplete	16	1%	31	2.4%
• exception/in progress	2	0.1%	4	0.3%
Number of TPR applications audited*	20	1.3%	50	3.9%

*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 2023.

The Department for Education (the Department) provided data for 17 251 staff attached to over 900 sites. Independent Schools, Catholic schools and long day care centres provided data for 742 sites including 485 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

Accreditation

The Board is responsible for the accreditation for all pre-service teacher programs offered by a South Australian higher education institution (provider).

There are currently four pre-service course providers in South Australia.

Notification was received from the Australian College of Christian Studies and from an interstate based higher education provider, seeking to deliver programs in South Australia once their programs are accredited by authorities in other jurisdictions.

During the 2022-23 reporting period, the Board:

- Accredited three programs through Stage 1 assessments

Flinders University

- Master of Teaching (Early Childhood)
- Master of Teaching (Primary)
- Master of Teaching (Secondary)

- Accredited one program through Stage 2 assessment

University of South Australia

- Master of Teaching (Early Childhood, Primary, Secondary)

- Approved variations to existing programs

The University of Adelaide

- Master of Teaching (Secondary)

Flinders University

- Bachelor of Education (Secondary Health and Physical Education)
- Master of Teaching (Early Childhood)

Tabor College

- Bachelor of Education (Secondary)

Flinders University and Tabor College both had a blanket minor variation to all programs for 2022 only to accommodate Her Majesty Queen Elizabeth II's funeral public holiday.

- Commenced accreditation of two programs through Stage 2 assessments

University of South Australia

- Bachelor of Early Childhood Education (Honours)
- Bachelor of Primary Education (Honours)

- Commenced initial discussions for accreditation of programs in 2023 - 2024

University of South Australia

- Bachelor of Secondary Education (Honours)

The University of Adelaide

- Master of Teaching (Secondary)

Teaching Performance Assessment (TPA)

The South Australian landscape is unique in its adoption of applicable TPAs. Although still in their infancy in terms of implementation, the University of South Australia and Adelaide University joined TPA consortia in late 2021. Flinders University and Tabor have developed their own TPA.

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

Two providers submitted information to the Expert Advisory Group during 2022-2023.

Support for Pre-Service and Experienced Teachers

The Board holds regular on-campus or online sessions for final year pre-service teachers to guide them through the registration process and requirements.

Information sessions were held for several teacher groups on the process to move to (full) Registration. The Board attended workshops for evaluators who support early career teachers move to (full) Registration.

Information on the Board website regarding professional learning requirements was updated.

Annual Surveys

The Board conducts an annual survey of teachers who did not renew their registration. In 2022-2023 a total of 1 239 teachers were invited to complete the survey.

Approximately 31% (388) of those invited chose to participate. The purpose of this survey is to identify reasons for non-renewal, helping to shape future registration requirements and informing decision making.

Audits

Transition from Provisional to full Registration (TPR) Audit

- 1 471 applications processed between 1 July 2022 and 30 June 2023
- 50 applications were audited.

Professional Learning Audit

In the 2022-2023 renewal period 280 teachers had their professional learning audited. Teachers are required to log their professional learning hours (100 hours in total across a five-year term) on the TRB Teachers Portal. For the first time, Special Authority to Teach holders were also required to submit their Professional Learning records.

The Policy and Strategic Development team worked with the Office of the Registrar to deliver projects at a national level by:

- sending delegates for national training as Stage 1 and 2 pre-service accreditation panellists
- providing panellists for 4 interstate panels
- collecting data and reporting on the performance of pre-service programs
- making a submission to the Royal Commission for Early Childhood and Care
- surveying registered teachers and providing data to AITSL for the Australian Teacher Workforce Data project
- being involved in consultation and review of registration systems in light of Automatic Mutual Recognition developments
- working toward national information sharing standards between regulatory bodies
- developing Memorandums of Understanding for regulatory information sharing
- providing support for the planning of the International Forum of Teacher Regulatory Authorities Conference to be held in 2024
- participating in all ATRA groups – Professional Learning and Standards group, Executive Officers group, Professional Conduct and Legal group, Registration group.
- responding to the National Workforce Teacher Action Plan Discussion Paper.

Code of Conduct

In the second half of 2023 the Board distributed a Discussion Paper for stakeholder comment on a South Australian Code of Conduct. The Discussion Paper was designed to further explore areas identified from the roundtable and survey undertaken in 2022. Feedback was received from teachers, school leadership, sector representatives, parent groups and unions.

Examination of these responses resulted in a series of focus groups being held in early 2023 to investigate three emerging themes: teaching across age groups, teaching in metropolitan and non-metropolitan locations, and the intersection of teachers' professional and personal lives. An online and a face-to-face session was held for each focus group.

From this feedback a Draft Code of Conduct has been developed. A roundtable consultation was held on 28 June 2023, with written feedback due in late July 2023.

Investigations

Professional Conduct, Competence or Capacity to Teach

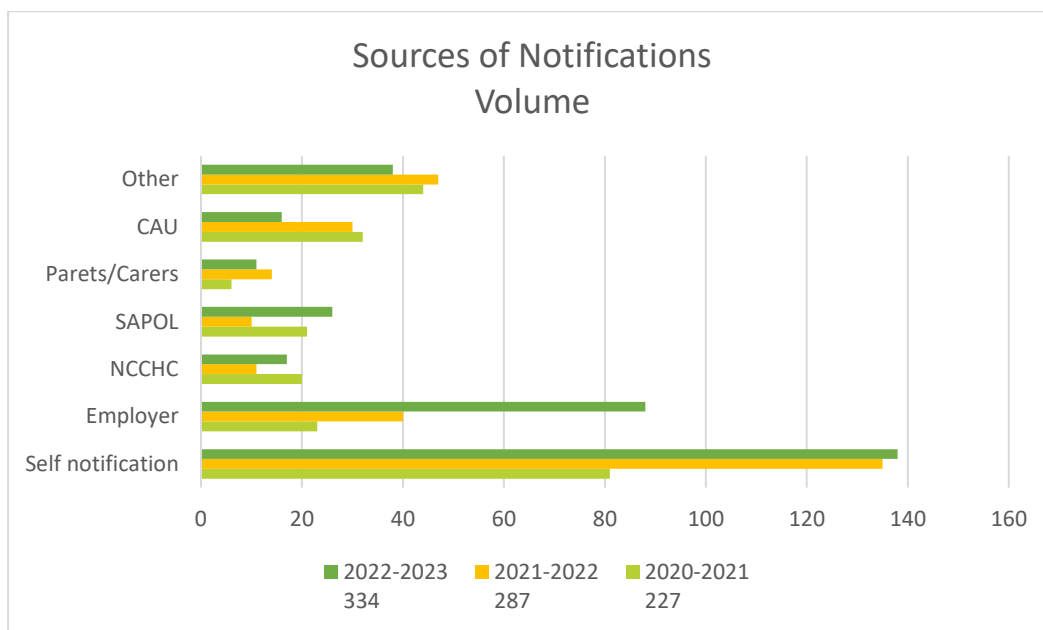
The Board has a duty to screen, monitor and assess the suitability of people to be, or continue to be, registered as teachers to safeguard the public interest and to ensure teachers are competent educators and fit and proper to have the care of children.

Suitability to teach encompasses both professional conduct, competence and capacity, i.e. the behaviour of teachers, the competence 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 334 Reportable notifications were received by the Board (refer Sources of Notifications chart below).



Self-notifications

On application for registration or renewal of registration all applicants are required to declare to the Board any information that may have a bearing on their professional conduct/competence 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 or incompetence, or when allegations of unprofessional conduct/incompetence 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 a 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.

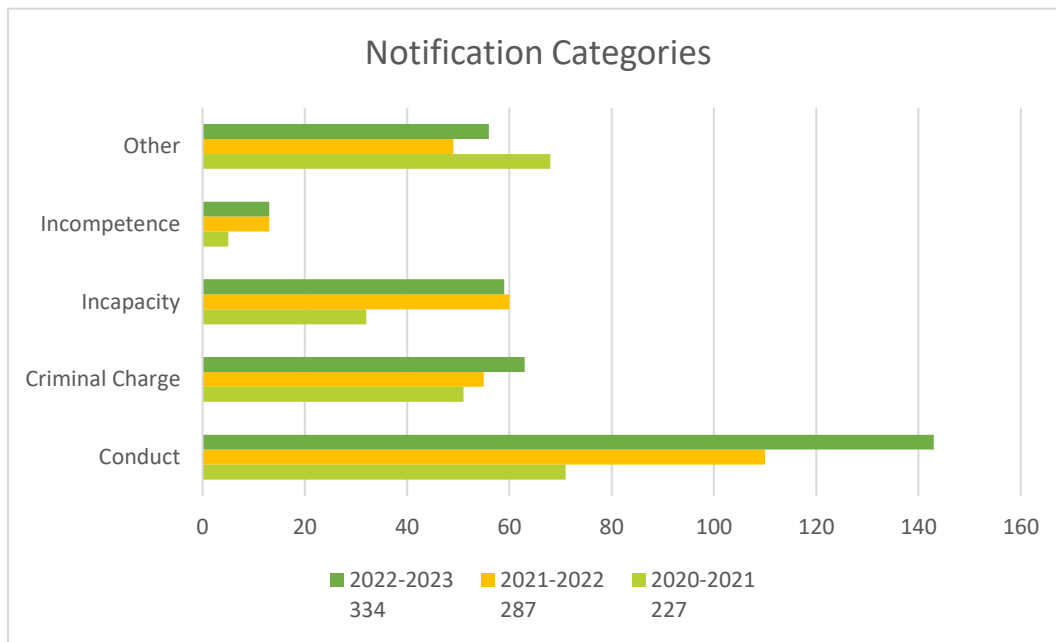
The Board also notifies the CAU of certain matters as required by the Act as well as matters which may call into question a teacher's fitness to work with children.

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 334 reportable notifications reported to the Board were classified in the following broad categories (refer to the Notification Categories chart below). “Other” categories include existing conditions dealt with administratively at renewal, monitoring of conditions, subpoenas, information requests from SAPOL, non-specific complaints (including frivolous/unfounded), Education Standards Board information requests and FOI requests.



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.

Following an assessment/investigation of matters notified to the Board the Registrar has taken the following actions during the reporting period:

- issued **54** letters of advice
- issued **11** letters of warning
- recommended the imposition of conditions (agreed to) on the registration of **10** teachers (further reviewed and imposed by the Board such that Inquiries/Admissions Hearings were not required to be held).

Conditions imposed included, but were not limited to;

- Random drug and alcohol screening requirements
- A requirement to maintain a therapeutic relationship with an approved medical practitioner
- Providing regular medical reports
- Providing principal/mentor reports
- A requirement to undertake a Board approved professional practices and professional boundaries program for teachers.

The Registrar presented **30** memorandums to the Board during the reporting period in relation to matters notified to the Board either for noting the action taken by the Registrar or for a decision of the Board to either impose or remove conditions.

Section 24A Automatic Cancellation of Registration of Prohibited Person

On 1 July 2019, *Child Safety (Prohibited Persons) Act 2016* 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, **6** teachers had their teacher registration cancelled in accordance with section 24A of the Act (23 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 has 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 **9** teachers in accordance with section 34A(1)(a)(c) of the Act (31 in total since the inception of section 34A of the Act).

During the reporting period the Board conducted **4** suspension reviews pursuant to section 34A(2) of the Act. At the conclusion of **3** of the reviews held, a Sub-Committee of the Board resolved to confirm the suspension of the teacher’s registration as imposed by the Registrar pursuant to section 34A(1)(a) of the Act. At the conclusion of one of the reviews, the Sub-Committee of the Board resolved to cancel the suspension of the teacher’s registration as imposed by the Registrar pursuant to section 34A(1)(a) of the Act as the criminal charge laid against the

teacher had been withdrawn prior to the hearing date. Three (3) scheduled suspension reviews did not progress as the teacher's registration was cancelled, pursuant to section 24A of the Act, prior to the review hearing date.

Two (2) further suspension reviews have been scheduled outside of this reporting period.

Section 34A – Suspension of Teacher's Registration Unacceptable Risk to Children

On 1 July 2021 section 34A(1)(a)(d) of the Act came into effect providing the Registrar with the power to suspend a teacher's registration if the Registrar reasonably suspects that the teacher poses an unacceptable risk to children.

During the reporting period the Registrar suspended the registration of 2 teachers in accordance with section 34A(1)(a)(d) of the Act (2 in total since the inception of this section of the Act).

During the reporting period the Board conducted 1 suspension review pursuant to section 34A(2) of the Act:

- The teacher had been suspended as there was a significant amount of witness evidence and objective information to suggest the teacher had been experiencing issues with overuse of alcohol in addition to mental health issues; this included appearing intoxicated at a school graduation and on school grounds after hours. The teacher's driver's licence had previously been suspended for driving under the influence and they were involved in a traffic accident where the teacher was found to have a high breath analysis result for alcohol. The accident occurred within a few hours of leaving the school site.

At the conclusion of the review held, a Sub-Committee of the Board resolved to confirm the suspension of the teacher's registration as imposed by the Registrar pursuant to section 34A(1)(a)(d) of the Act.

One (1) further suspension review has been scheduled outside of this reporting period.

Crown Solicitor Advice

During the reporting period the Registrar referred 11 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 imposing 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
- requiring teachers to attend for Independent Medical Examinations
- suspending teacher registration for posing an unacceptable risk to children.

Matters Before the Board

Fitness and Propriety

During the reporting period the Board conducted **2** disciplinary inquiries under Part 7 of the Act and **1** admissions (application for registration) hearing under Part 5 of the Act in relation to fitness and propriety issues.

Inquiries – Part 7

One of the methods through 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 **2** 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 registered teacher admitted they were guilty of unprofessional conduct (being both disgraceful and improper conduct) and that they were not a fit and proper person to be registered as a teacher. Their registration was cancelled and they were disqualified from being a registered teacher on a permanent basis.

- The teacher engaged in extensive inappropriate electronic communication with a student and gifted items to the student inappropriate for a student/teacher relationship. After the student had graduated the teacher engaged in alcohol consumption and sexual relations with the student.

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

- The teacher touched four students inappropriately over their clothing. Further, the teacher took indecent photographs of students, used their work computer to upload the images onto personal devices and stored the images on personal devices. The teacher also stored images constituting adult pornography on their digital camera, which was accessible to students in their classroom.

Admissions Hearings – Part 5 – Fitness and Propriety

There was **1** hearing held regarding an applicant's 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 that 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 their provisional teacher registration.

The Board resolved to renew their provisional teacher registration and impose conditions upon it.

- The teacher had not completed the required 60 hours of professional learning previously imposed on their provisional registration by the Board, citing health and family reasons for their inability to meet the conditions.

Appeals

There was **1** Appeal against a Decision of the Board, made in the previous reporting period, pursuant to Part 5 of *Teachers Registration and Standards Act 2004* to the Administrative and Disciplinary Division of the District Court during this reporting period. There has been no decision made by the District Court regarding the appeal, with the decision reserved on 16 February 2023. The appeal related to the Board's determination that the applicant was not a fit and proper person to be a registered teacher.

Work Health and Safety

Workplace injury claims	Current year 2022- 2023	Past year 2021- 2022	% Change (+ / -)
Total new workplace injury claims	0	1	-100%

Executive Employment in the Agency

Executive classification	Number of executives
The current Registrar is contracted until 1 January 2026 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 2022-2023 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 financial performance of the Board was consistent between 2022-23 and the previous financial year. The Board has set conservative budgets for the financial years based on the long-term average of new teachers registering to teach and those leaving the profession each year in South Australia. In these previous two years, there has been higher than the average new teachers registering, as well as a slightly lower number exiting. This has resulted in the actual performance significantly exceeding budget expectations.

Statement of Comprehensive Income	2022-23 Budget \$000s	2022-23 Actual \$000s	Variation \$000s	2021-22 Actual \$000s
Total Income	5,673	6,391	3,619	6,005
Total Expenses	5,982	5,665	188	5,186
Net Result	(309)	726	3,807	819
Total Comprehensive Result	(309)	726	3,807	819

Statement of Financial Position	2022-23 Actual \$000s	2021-22 Actual \$000s
Current assets	12,553	10,676
Non-current assets	428	426
Total assets	12,981	11,102
Current liabilities	3,823	3,927
Non-current liabilities	5,325	4,068
Total liabilities	9,148	7,995
Net assets	3,833	3,107
Equity	3,833	3,107

Consultants Disclosure

The following is a summary of external consultants which 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
All consultancies below \$ 10,000 each - combined	Various	NIL

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

Consultancies	Purpose	\$ Actual payment
Gifford Partners	HR consultant for staff development and training	\$19,350

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 the total value of consultancy contracts across the South Australian Public Sector.

Contractors Disclosure

The following is a summary of external contractors which 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	\$116,806

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

Contractors	Purpose	\$ Actual payment
Australian Criminal Intelligence Commission	Controlled access to Nationally Coordinated Criminal History check service (NCCHC)	\$275,356
Xmplify Pty Ltd	Specialised support required for the CRM system	\$223,431
Hays	Temporary staff services	\$167,521
Loftus IT	ICT maintenance and support services	\$98,126
Hoban Recruitment Pty Ltd	Temporary staff services	\$64,421
Randstad Pty Limited	Temporary staff services	\$61,636
Orion Enterprise Business Solutions Pty Ltd	Specialised support required for the CRM system	\$36,000
Australia Post	Postage services, primarily Registration Certificates	\$34,457
Data #3 Ltd	Supply of ICT software licences	\$34,092
Frontier Software	Payroll software and support	\$31,011
Interintra Pty Ltd	ICT maintenance and support services	\$29,000
Micro Focus	Supply of ICT software licences	\$21,977
Cinderella's Services Pty Ltd	Cleaning of TRB tenancy	\$21,579
Genesys Cloud Services Pty Ltd	Licencing and telephone support for hardware and software	\$20,241

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Bentley's SA Pty Ltd	Specialist business analysis support	\$18,511
HWL Ebsworth Lawyers	Legal services	\$15,332
Optus	Internet service provision	\$14,093
Ricoh Australia Pty Ltd	Photocopier and printer equipment and maintenance	\$13,834
Katarina Grenfell	Legal services	\$12,655
Queensland College of Teachers	TRB SA contribution to national project officer position	\$11,602
Human Psychology	Staff training and development services	\$11,000
Kaseya	Supply of ICT software licences	\$10,074
	Total	\$1,225,949

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.	0

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 which 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 maintenance of effective system of internal controls.
 - o an 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 2022-23 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 2022-23
Professional behaviour	Staff attitude	Failure to demonstrate values such as empathy, respect, fairness, courtesy, extra mile; cultural competency	0
Service delivery	Systems/technology	System offline; inaccessible to customer; incorrect result/information provided; poor system design	1
Policy	Policy application	Incorrect policy interpretation; incorrect policy applied; conflicting policy advice given	4
		Total	5

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 2022-2023