

70th Annual Report 1999 – 2000

improving learning



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Australian Council for Educational Research

ACER's mission is to create and disseminate knowledge and tools that can be used to improve learning.

Underlying this mission is our belief in the importance of ongoing, lifelong learning both for the fulfilment of individuals and for the well-being of society, and our commitment to the use of systematic investigation, evaluation and critical reflection in the search for ways to improve learning.

As an independent, not-for-profit organisation, we are able to bring a high level of expertise and objectivity to our work.

Research

Our research projects investigate topics of importance to education and training and play a significant role in shaping education policy and direction for parents, teachers, schools and governments.

ACER staff have developed a special strength in the area of large scale survey research. We are uniquely placed within Australia to mount longitudinal studies of student progress through school and into the world beyond school. Our staff also have high levels of expertise in the study of classroom teaching and learning, in the economics of education, and in educational measurement and statistical analysis.

As a national organisation, we are well placed to undertake Australia-wide studies to address research questions of importance in all States and Territories. These research

projects are funded either through annual research grants provided by State, Territory and Commonwealth government education authorities, or by individual commissioning agencies.

Increasingly ACER's research is having an international impact.

Services

Other ACER projects are based on services we provide to the education community, such as selection and scholarship tests for schools and universities. Most of these tests are developed and administered annually by ACER. The Special Tertiary Admissions Test and the Cooperative Scholarship Testing Program are two of the larger assessment services delivered throughout Australia. The Graduate Australian Medical School Admissions Test is another significant assessment service offered by ACER.

International training workshops also are an important element of our educational services. These workshops are provided in overseas locations as well as being available to persons wishing to be trained in Australia.

Materials

ACER develops and distributes educational materials such as tests, kits, books and software. Some of our materials development occurs as part of externally commissioned projects. Other work leads to products that are distributed through ACER Press.

Our 140 staff are engaged in a range of projects, including commissioned research studies, the provision of educational services, and the development and dissemination of educational materials for sale. Some of these projects are highlighted on the following pages.

Recent developments

As a dynamic research organisation, ACER is involved in many projects and is continually reviewing, developing and reporting on its various projects and services. Following are some significant ACER activities during 1999–2000:

Literacy conference

ACER's fourth national research conference *Improving Literacy Learning: What does the research tell us?* was held in Adelaide in October 1999. The conference looked at a number of recent research studies that have provided important new insights into literacy learning in schools. ACER was pleased to welcome Dr M Susan Burns from the National Academy of Science in the United States as keynote speaker. ACER's involvement in the OECD Programme for International Student Assessment (PISA) and the Longitudinal Literacy and Numeracy Study (LLANS) was also highlighted.

Graduate Skills Assessment

This year also saw the first trial test of the Graduate Skills Assessment project which tests university students upon entry to university and again just prior to graduation. The results of this test will help universities monitor how their students are performing in areas important to employers.

TestGrid

In March 2000 a joint venture between ACER and the Hubbub Group launched TestGrid.com, an integrated, web-enabled assessment facility designed to screen job applicants more effectively. TestGrid uses the power of the internet to provide a range of competency and psychometric tests online, and the website – www.testgrid.com – allows employers and recruiters to obtain and administer a range of tests including the well established and respected recruitment materials from ACER.

Relocation of ACER Press

ACER has experienced such growth in the last few years that it has been necessary to relocate a whole division to another building in Melbourne. The ACER Press staff moved to new premises at 347 Camberwell Road, Camberwell in Melbourne in April.

Improving Literacy Learning: What Works?

The 1999 ACER Research Conference addressed the theme *'Improving Literacy Learning: What does the research tell us?'*.

The conference – which brought together some of Australia's leading literacy researchers – provided an opportunity to pause and review international research evidence on effective practices in improving literacy learning. The focus throughout the conference was on the identification of reliable, research-based findings with direct implications for improving literacy policies and practices.

A keynote speaker at the conference was Dr Susan Burns, co-author of the influential 1998 US report *Preventing Reading Difficulties in Young Children*¹. This report was the first of two major recent reviews of the state of research-based knowledge in the area of literacy learning. The second report, *Teaching Children to Read*², was prepared by a National Reading Panel established by the US Congress to identify clear research findings and to evaluate the implications of these findings for improved teaching practices.

In addition to these two American reports, there have been a number of other recent research reviews, including the British report *National Literacy Strategy: Review of Research and Other Related Evidence*³, and the Australian report *Literacy Advance: Reviewing the Literature*⁴ (Ainley *et al*, 2000).

Two striking observations emerge from these various reviews of international research. The first is that an astounding volume of research exists into literacy learning. The US National Reading Panel identified 100 000 published research studies on reading since 1966 and estimated that there had been a further 15 000 studies before that date. The second is that surprisingly clear conclusions can be drawn from these studies, particularly from studies using rigorous research methodologies. If an example were required of the capacity of research to provide clear answers to important questions of educational policy and practice, then research into literacy learning provides such an illustration.



Geoff N Masters
ACER Executive Director

The US National Reading Panel (NRP) included in its review only studies that used an experimental or quasi-experimental design with a control group or a multiple-baseline method and, where possible, incorporated statistical meta-analyses. The rigour of the NRP methodology and the consistency of the reviewed evidence suggest that the Panel's findings merit serious consideration in the Australian context.

The NRP conducted in-depth reviews of research in several areas, including the teaching of alphabets, fluency and comprehension:

Alphabets

Research shows that teaching children to focus on and manipulate sounds, or phonemes, in spoken words (eg, 'g-o', 'sh-e') is highly effective in improving children's reading under a variety of teaching conditions across a range of grade levels. Teaching *phonemic awareness* to children is significantly more effective in improving reading ability than instruction which lacks attention to phonemic awareness. Research strongly indicates that the effects of training

in phonemic awareness last well beyond the end of training and result in improved reading and spelling, making phonemic awareness an essential element of a complete and integrated reading program.

Research also shows that systematic *phonics instruction* produces significant benefits for children throughout the primary years and for children having difficulty learning to read. In phonics instruction, children are taught how letters are linked to sounds to form letter-sound correspondences (eg, teaching children to read 'stump' by analogy to 'jump'). Year 1 children who are taught phonics systematically are better able to decode and spell and show significant improvements in their understandings of text. There is research evidence that systematic phonics instruction is most effective when used as one element of a total reading program, integrated with instruction in phonemic awareness, fluency and comprehension strategies.

Fluency

Research shows that *repeated oral reading* that includes guidance from teachers, other children or parents has a significant and positive impact on word recognition, fluency and comprehension across a range of grade levels. Guided oral reading is effective in developing fluency (the ability to read with speed, accuracy and proper expression) which itself is one of several critical factors in reading comprehension. These research results appear to apply to all students – good readers as well as those experiencing difficulties.

Comprehension

Research shows that *vocabulary instruction* leads to gains in comprehension, but that, to be effective, instructional methods must be appropriate to the age and ability of the reader. There is evidence that the use of a single vocabulary instruction method does not produce optimal learning, and that repetition and multiple exposures to vocabulary items are important. There is little evidence on the best methods or combinations of methods of vocabulary instruction.

Research also suggests that the explicit teaching of *reading comprehension strategies* is effective in enhancing students' understanding of texts. Of 16 teaching strategies studied, there is research evidence for the effectiveness of seven: developing students' own awareness of their

understandings; having students cooperate when learning reading strategies; making graphic representations of text content; having students answer questions about texts; encouraging students to generate their own questions; teaching students to use story structure in obtaining meaning; and teaching students to integrate ideas and to generalise from text. It is not known which strategies are effective for which age groups, but there is evidence that these comprehension strategies are most effective when used in combination.

The available research provides strong support for the inclusion of each of the above instructional strategies in primary school literacy programs. This is not to suggest that other instructional strategies – such as the integration of reading and writing – are not also effective in developing literacy skills. But there is clear international research evidence to support at least these five teaching strategies.

Numerous literacy research studies over recent decades also have identified the significant role that *home support* can play in supporting children's literacy development. There is evidence that engagement in literacy activities at home influences children's motivation to read, and that reading at home has a significant positive influence on reading achievement and attitude to reading.

Reviews of the available research point to the importance of *early intervention* in literacy programs. There is converging evidence that children who fall behind in their reading development by the end of Year 3 fall further behind in subsequent years of school. Research supports regular assessment of children's reading comprehension so that intervention can be taken as soon as difficulties or delays are apparent.

In addition to research into effective literacy teaching strategies, other research has provided insights into more general school and classroom factors underlying improved student learning: for example, the role of high teacher expectations; the importance of teaching focused on the learning needs of individuals; the value of engaged learning time; and the importance of whole-school support mechanisms.

A number of Australian studies, including some studies reported at the 1999 ACER Research Conference, have investigated the effectiveness of primary school literacy programs that incorporate research-based practices of the kind outlined above. In their paper to the conference, Hill and Crévola⁵

presented results from two programs – the *Early Years Literacy Program* and the *Children’s Literacy Success Strategy* – as research evidence supporting the systematic integration of proven strategies into a whole-school, design approach.

In their report of the *Literacy Advance Research Project*, Ainley and Fleming⁶ drew attention to the importance of the pre-school years in establishing a foundation for early literacy skills; the consistent and strong influence of children’s engagement and motivation on reading development; and the fact that achievement growth in Year 1 is a little higher in classrooms where teachers are more strongly oriented to specific skill development.

Australian literacy research is contributing to international knowledge about the best ways to support and encourage young children’s literacy learning. This accumulating knowledge base is providing an anchor against the waves of fashion that have buffeted this area of educational practice, and is making an important contribution to the development of teaching as a ‘research-based’ profession⁷. ■



- 1 Snow CE, Burns MS, & Griffin P (Eds.) (1998). *Preventing Reading Difficulties in Young Children*. Washington, DC: National Academy Press.
- 2 National Reading Panel (2000). *Teaching Children to Read: An Evidence Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction*. Washington, DC.
- 3 Department for Education and Employment (1999). *National Literacy Strategy: Review of Research and Other Related Evidence*. London: DfEE.
- 4 Ainley J, Fullarton S, Frigo T, & Owen J (2000). *Literacy Advance: Reviewing the Literature*. Melbourne: Catholic Education Commission of Victoria.
- 5 Hill PW & Crevola CA (1999). *Key features of a whole-school, design approach to literacy teaching in schools*. Paper presented at the 1999 ACER Research Conference, Glenelg.
- 6 Ainley J & Fleming M (2000). *Learning to Read in the Early Primary Years: A Report of the Literacy Advance Research Project*. Melbourne: Catholic Education Commission of Victoria.
- 7 Barber M (1996). *The Learning Game*. London: Victor Gollancz.



Mapping literacy and numeracy development



The Longitudinal Literacy and Numeracy Study (LLANS) is increasing our understanding of how literacy and numeracy development occurs

Literacy and numeracy are pivotal skills in a child's education and in recent times they have become central to the debate on education standards. Large-scale assessment has provided detailed information about the achievements of particular cohorts of students, but less is known about how individual growth takes place over an extended period of time.

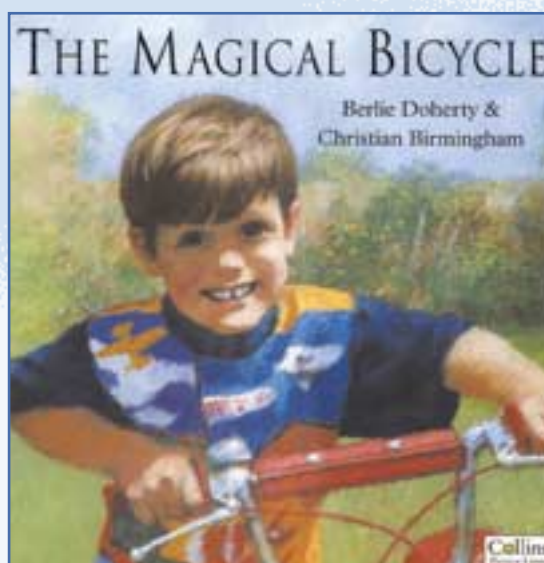
ACER has instigated one of Australia's few national longitudinal studies on patterns of development in literacy and numeracy. LLANS follows the progress of 1000 children across the country from their first year of school to their seventh year (1999–2005).

Common assessment tasks and portfolios of classroom work are used to explore the nature of development itself. The impact of background influences, the measurement of change over time, the relationship between literacy and numeracy development, and the effects of different teaching approaches in a special target sample are also being investigated.

'If we can identify and describe typical growth in these key areas then teachers can see what to work on with individuals,' says Project Director Ms Marion Meiers. 'One of the major outcomes of the LLANS work in following these children's progress over seven years will be that we'll be able to establish maps of typical literacy and numeracy development.'

The role of home activities in developing literacy and numeracy is also being investigated. Parents complete an annual questionnaire, providing information about television and computer use at home as well as the kinds of reading, writing and number work that take place.

The study does not provide test results for individual students, and all results remain confidential. LLANS plans to deliver annual



progress reports to the staff of each school participating in the study. Parents of children being studied will also receive information each year describing patterns of learning emerging from the research. When they finish primary school the children themselves will be presented with the complete portfolios of their work submitted to the LLANS team.

ACER research partnership with teachers

Teachers are vital partners in LLANS, Ms Meiers emphasises. In the first three years of the study the children work in a one-to-one situation with their teachers to give oral responses to specially designed assessment activities. As they progress through grades three to six they will provide written responses to assessment activities. In each year of the study teachers are also collecting examples of students' day-to-day writing and number work in special portfolios. This work is assessed by a panel which includes some of the teachers involved in the study.

‘The commitment of the teachers involved is critical to the success of LLANS,’ says Ms Meiers.

‘They are appreciative of the need to work one-on-one, and they report that being able to see assessment results immediately by working this way with individual students is useful to them too.’

Parents have also made efforts to assist LLANS by keeping their children in the study when they change schools. Due to student transfers the number of schools at which children are being tracked has increased from 100 to 130 in the first 12 months of the study.

Emphasis on quality materials

Developing valid and reliable common assessment tasks for the early years of school has been a complex process. A team of test developers designed the LLANS materials using everyday objects wherever possible, and taking children’s experiences into account.

The analysis of literacy in the first two years of school covers phonemic awareness, print concepts, reading and making meaning from text. The relevance and depth of a key

literary text used at the beginning of the second year of school – *The Magical Bicycle* by Berlie Doherty and Christian Birmingham – evoked thoughtful responses and writing of unanticipated richness in the grade one children. They were able to retell their favourite part of the story with perception and freshness at widely differing ability levels.

Numeracy at grade one level is assessed by LLANS in the areas of number, space, measurement, chance and data. Tasks require hands-on activity with plastic tiles as well as mental computation. Using the scenario of a pet shop, children undertake calculations including construction of a rudimentary graph.

The wide range of responses and ability levels confronting every primary school teacher is a key concern of LLANS, and one which it will address comprehensively.

‘Children arrive at school with very different knowledge and experiences. Given all that diversity, we’re asking ‘what does growth look like?’ and ‘what are typical variations?’” says Ms Meiers.

‘The ultimate aim is to help teachers improve students’ learning.’ ■



Surveying Vietnamese primary schools

Supporting improvements in teacher training and facilities in a country where education is under-resourced but highly valued

There is no such thing as a typical primary school in Vietnam, according to ACER Project Director Mr Graeme Withers who managed the Technical Assistance for the Preparation of Primary Teacher Training Project for the Vietnam government during 1999.

Schools in urban areas are far better equipped and teachers often better paid than in the provinces, where intense community effort is required to create and maintain schools. Many teachers in the provinces resign, some in response to poor pay and facilities, others because they feel isolated from any chance of transfer, promotion or professional development. Many feel their social life suffers, and often they are unable to speak the local language.

Rural communities, however, are intensely supportive of their schools. Because of

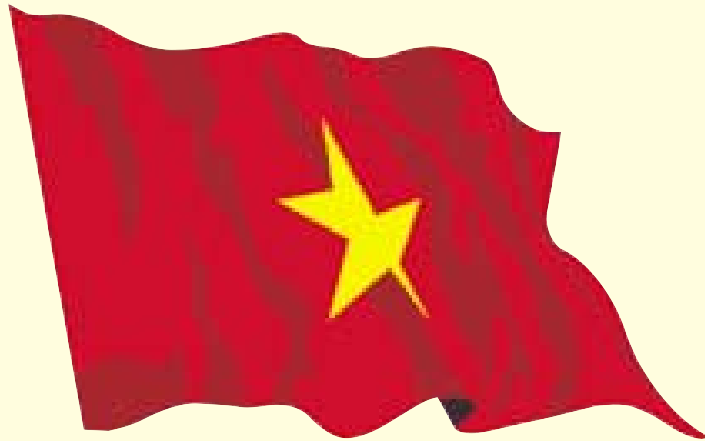
pressures of space and population, schools are often run according to a 'three shift system': one primary school stream in the morning, a second in the afternoon and a secondary school commencing at 4 pm using the same staff and building.

'Despite all the difficulties, there is great national pride in learning and a highly developed, active and positive bureaucracy which is keen to advance education,' Mr Withers said.

A huge task

Funded by the World Bank, the project to assist development of primary teacher training – conducted by Mr Graeme Withers, Professor John Izard and Dr Trevor Johnson – is ACER's largest overseas survey to date. Its findings are central to Vietnam's dynamic and ongoing national development.





The surveys were drafted in English and then translated by the project's two interpreters. Ten thousand local census collectors were trained.

To process the survey results the project hired a team of 40 Vietnamese nationals who had not previously touched a computer. Dr Johnson conducted a two-day data entry training program, and the data entry took about a month. A skill level certificate was awarded to each operator, and there was a bonus paid for the early completion of the task.

'Our data entry operators were exceptionally willing and intelligent learners. Their rapid learning and excellent productivity both have a basis in the good literacy and numeracy skills which are so highly valued in Vietnamese schools. These skills are often taught in extremely crude facilities in harsh conditions, but both learners and teachers have a strong belief in the value of education,' Mr Withers says.

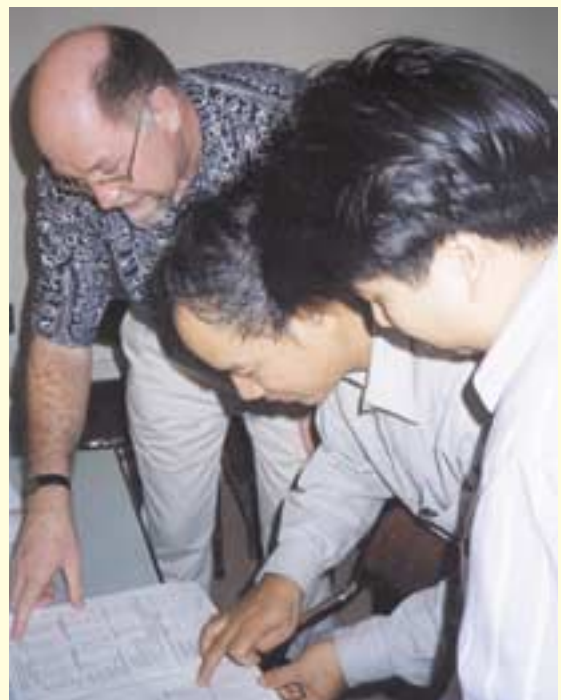
Mr Withers says this is probably ACER's most successful census ever. It has resulted in a huge database with 1000 tables indexed by region, by province, and by urban, remote and rural categories.

Using and maintaining the database, the Vietnamese Education Ministry will re-design its teacher training and career development projects, upscale its building program, calculate deployment and staff ratios across the country and form estimates for its training and construction needs. As a reliable source of data and research, the results of the surveys will also serve as a basis for the review of education policies. It is likely that Vietnam will embark on similar studies of its secondary and tertiary education systems and their interface.

Postscript: Keeping track of resources

Vietnam is constantly affected by severe weather catastrophes. A week after this census was conducted a large number of classrooms which had just been counted in the Central provinces were swept out to sea. There was no loss of life, but a previous disaster of this nature killed 10 000 people.

A further illustration of the fluctuating nature of Vietnam's education resources is contained in the census statistics – 104 per cent response from schools, 103 per cent teacher response. The central ministry which provided the information base for the census did not know that some schools and teachers existed. ■



Testing job applicants online

A new assessment facility for the competitive electronic recruitment market

In today's pressured labour market there are high costs associated with recruitment. Advertising, assessment and selection costs can be as high as 30 per cent of a first year salary, and if the candidate chosen is unsuitable, employers face the additional expenses of lost revenue, low productivity and reduced morale.

The electronic recruitment market has grown rapidly in response to the need for cost reduction, but its success in cutting costs has not always been matched by accuracy in identifying the best qualified candidates.

In March 2000 a joint venture between ACER and the Hubbub Group launched TestGrid.com, an integrated, web-enabled assessment facility designed to screen job applicants more effectively.

ACER has a 70-year history of developing quality assessment tools incorporating research-based psychometric procedures. The Hubbub Group was founded in 1995 and is the developer of some leading Australian Internet businesses. The result of our combined endeavour – testgrid.com – has already been acknowledged by the human resources industry as bringing significant refinement to the scope and standard of test materials.

'Research shows that ability tests have a high level of predictive accuracy in the job screening process,' says Ms Patricia Genat, who was seconded to head TestGrid (Australia) Pty Ltd to September 2000.

'They are the most accurate predictor of a person's performance in a new role when partnered with interviews and resumes. The scientific basis of TestGrid instruments enables real comparisons to be made based on standardised norms.'

A user-friendly service for candidates and employers

Job applicants being assessed on TestGrid are sent a password and user name by the prospective employer, HR consultant or job board. With these code details they can access the tests from anywhere in the world at any time.

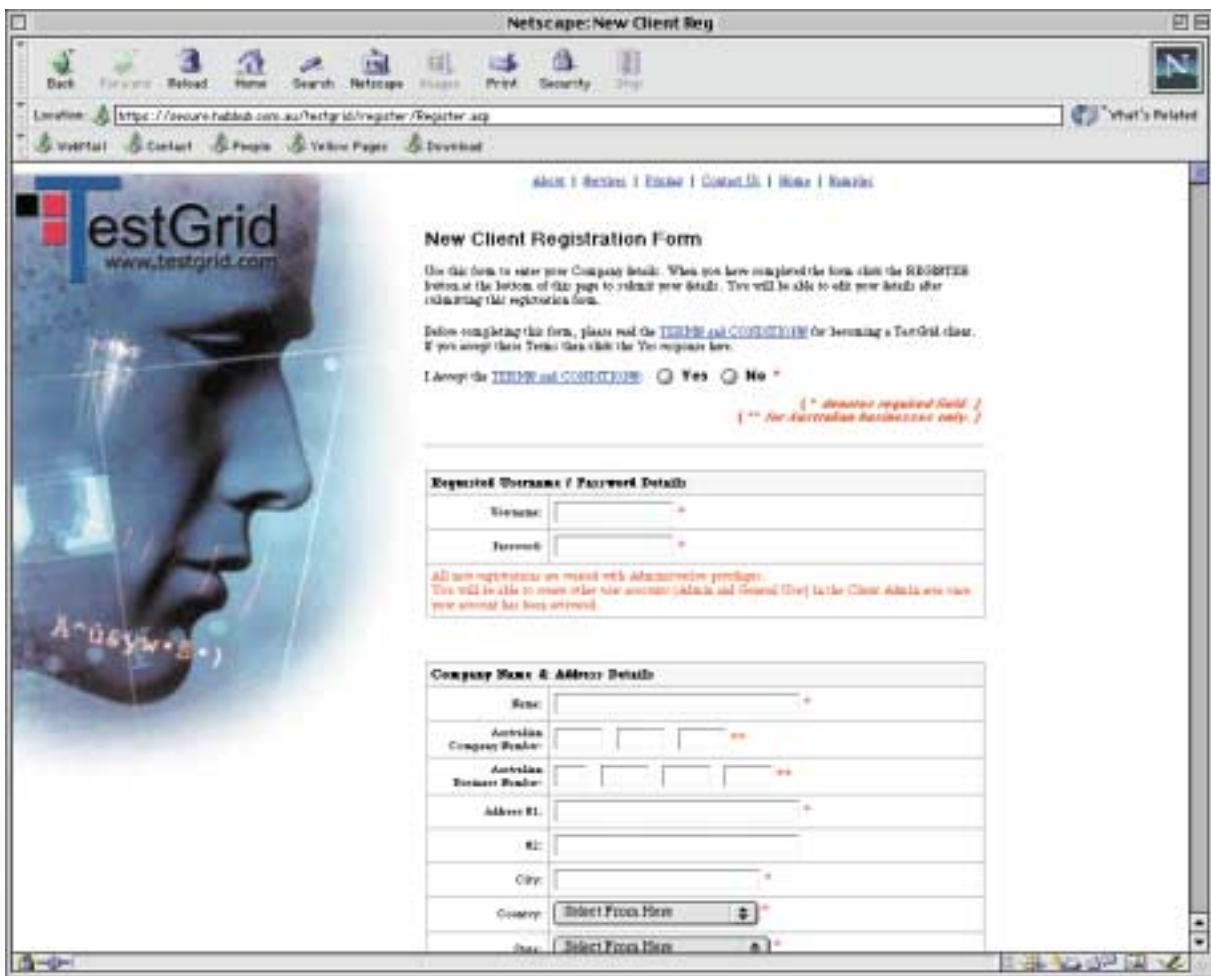
Tests follow a step through process with suggested timing and a Help contact available on screen. Following log-out the results are marked automatically and appear on the employer's screen immediately. This differs from many competitors' tests which are downloaded by the users who must also mark and compare them.

Subscription to the service includes access to ACER consultants for assistance in test selection and results interpretation. For a fixed service fee clients have unlimited access to test data for 12 months.

TestGrid's current suite of tests includes ability tests (mechanical, verbal and quantitative reasoning) and competency tests. Its electronic format enables employers to build a range of assessment tasks particular to a skill set required for the job.

'We've brought together the maximum scientific accuracy available in assessment tools with an appreciation of the day-to-day factors affecting their use,' says Ms Genat.

'Security is high for candidates and employers because tests can only be accessed with a user name and password provided by TestGrid, and access levels are strictly monitored.'



Affordable recruitment techniques for large and small companies

Ms Genat notes that TestGrid is already in use across the employment spectrum, in large centralised public service bodies, job boards and recruiters, by manufacturers and educational institutions. Some TestGrid clients have implemented large-scale programs testing hundreds of applicants on the TestGrid service.

Electronic testing is more cost-effective than traditional paper and pen methods because of the immediate scoring and the facility for ranking candidates. The client can vary this according to need, for example on the basis of completion time or the best score. For smaller quantities of tests, costs are similar to traditional methods.

TestGrid has been used by a Commonwealth public service consortium to screen graduate entry candidates, and by a major bank. Job applicants at a small factory in Ballarat have also been assessed using TestGrid because

their employer believes that in addition to making cost savings on the selection process, online tests will identify the most suitable employees. The principal of a Melbourne primary school used TestGrid to select the best 'abstract reasoner' from a group of applicants for a teaching position.

Ms Genat says that interest in TestGrid has exceeded initial expectations and additional staff have been allocated to ensure continual upgrading and development of all material.

'Our early success is due to ACER's strong reputation in the assessment area and the accessible structure that Hubbud developed in TestGrid,' she says.

'ACER Press targeted human resources as its initial market for electronic materials and the response to TestGrid confirms our decision.' ■



Assessing graduate skills

GSA assesses generic skills at university entry and graduation

Universities have long sought to develop graduates with advanced skills in thinking critically about issues, communicating ideas, working with others, and solving complex problems. The Graduate Skills Assessment (GSA) is a new tool that universities can use to monitor and evaluate students' development of these important generic skills.

'The GSA will help universities to facilitate graduates' transition to the workplace and optimise their contribution there. It gives them a tool for assisting and comparing student progress in these skills across different fields of study,' says ACER Assessment Services Manager, Ms Deirdre Jackson.

Meeting the needs of employers

Faced with tightening markets and the demands of sophisticated technology, employers are becoming more vocal in their views on graduates. While acknowledging that most graduates have sound technical abilities and disciplinary knowledge, many employers point to deficiencies in communication and interpersonal skills, problem-solving and creativity, as well as to inadequate understandings of business practice.

'Many of the concerns identified by employers correspond to generic skills that universities already attempt to foster in their students. We've found that employers are expressing great interest in the test,' says Ms Jackson. 'The Graduate Skills Assessment

aims to help universities keep track of how well their students are developing these skills and is relevant to both workplace requirements and university teaching.'

Developing a relevant and reliable test

The Graduate Skills Assessment was commissioned by the Department of Education, Training and Youth Affairs under the Higher Education Innovation Program. The test measures students' reasoning and analytical skills in four areas – Critical Thinking, Problem-solving, Interpersonal Understandings, Written Communication – when they begin university and again just prior to graduation.

Offering the test at entry level assists universities to identify students' abilities in these areas, including students who write poorly or have difficulty with text-based critical thinking or quantitative problem solving. These students can then be provided with appropriate assistance. Testing students who have almost completed their undergraduate courses provides useful additional information for post-graduate course entry. Or the information can be used by students themselves as an indication of their generic skill levels for job applications or personal portfolios.

The GSA comprises a two-hour multiple-choice test and a one-hour extended writing paper. It may be possible to offer GSA online in the future, and to add to the skills being tested, particularly in the area of Information Technology.

University representatives contributed to the consultative phase of GSA development, and their preference for generic cognitive skills rather than personality, discipline-specific or work-specific skills is reflected in the test components.

The Critical Thinking component measures candidates' ability to apply analysis and evaluation to text-based information. The problem-solving component measures the ability to identify, analyse and represent a problem and its features, to generate solutions and to evaluate solution strategies. Interpersonal Understandings assesses graduates' abilities to understand features of interpersonal relationships – such as communication, team dynamics, values, feelings, roles – which enable people to work and live together. Written Communication measures the ability to present information and ideas clearly in writing through an expository reporting task and an argumentative task.

Ms Jackson believes the GSA will rapidly gain a strong following in Australian universities.

'GSA results will help universities ensure their programs meet the needs of students in their future working lives. It is concerned with the application of university course content in today's workplace,' she says.

'Bringing together learning and its application in employment is an exciting dimension of ACER's research work. It is critical to the future working lives of today's university students.' ■



Learning to read in the early years

The Literacy Advance Research Project investigates the effectiveness of various approaches to enhancing literacy

Schools create their own literacy plans

The Catholic Education Commission of Victoria implemented Literacy Advance in 1997 to enhance literacy learning for students in its primary schools. Schools were invited to document a literacy plan based on one of the six widely used approaches to literacy teaching:

- four whole school approaches: West Australian First Steps; the Children's Literacy Success Strategy; the Early Years Literacy Program; and an Approved School-Designed program (ASD)
- an individual intervention program called Reading Recovery (RR)
- a staff development program that focuses on literacy called ESL in the Mainstream.

Additional funds were made available to schools on the basis of their documented plans, and they were also required to appoint a teacher as Literacy Co-ordinator and to systematically monitor children's progress.

A longitudinal research design to document growth and recognise influences

The Literacy Advance Research Project is a collaborative venture of ACER, the Catholic Education Commission of Victoria and The University of Melbourne's Centre for Applied Educational Research. Its report *Learning to Read in the Early Primary Years*, written by Dr John Ainley and Ms Marianne Fleming, documents the programs and outcomes that resulted from the Literacy Advance initiative. It aims to analyse the effectiveness of different approaches to literacy, to investigate the implementation of Literacy Advance, and to explore a range of school, classroom and background influences on the development of literacy.

LARP's research design is longitudinal. Now in its third year, it is being conducted at

160 schools and involves some 4000 students. It makes assessments of literacy performance at the beginning and end of each year and is concerned with qualitative as well as quantitative data.

Variations in teaching approaches to literacy

The LARP report observes that there are many conflicting views and 'no single commonly accepted teaching approach to literacy learning across education systems'. It details the changing trends in teaching approaches over time, and concludes that:

The result of the debate so far has therefore been an understanding of the importance of context and skill development and how both are important to children's emerging literacy skills. The question is not one or the other but how to use both and in what balance.

Wide variations in teaching approaches to literacy, and in the plans with which individual schools approached Literacy Advance were observed. Most adopted a literacy approach with five key features:

- the Literacy Block – a daily uninterrupted block including independent, guided and shared reading, spelling and writing;
- the Literacy Co-ordinator – a teacher on full or part-time basis with time release;
- parental assistance in the literacy program – parental assistance both at home and at school is seen to play a vital role in the literacy programs of schools;
- programs for students with special needs; and
- monitoring student progress.

'When it came to assessing the effectiveness of schools' literacy plans it was clear that individual intervention (such as Reading Recovery) is important for many children and effective for those who use it – but it was required on a wider scale than was practicable,' says Dr Ainley.

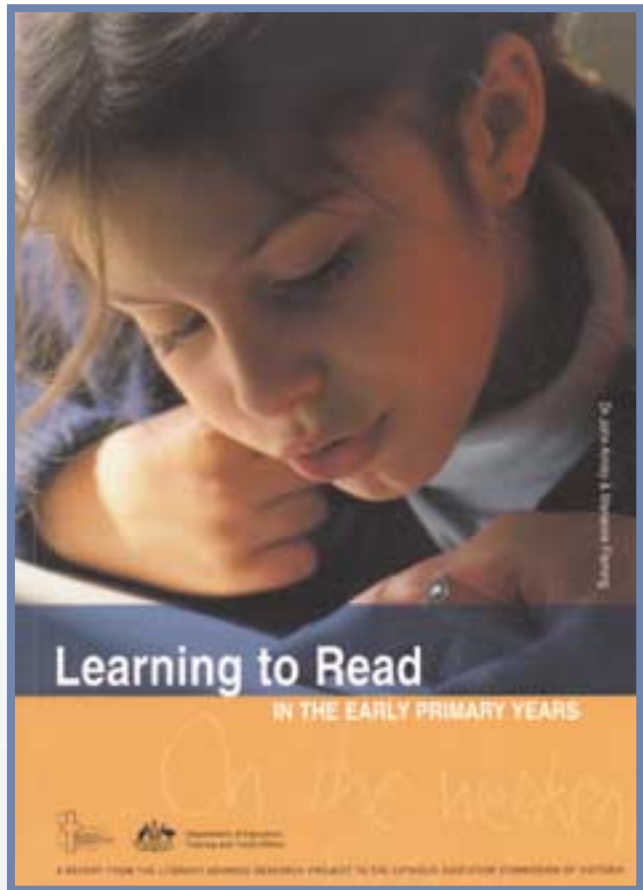
The literacy approach adopted by schools is also shown to be significant in the LARP study.

‘The ClaSS (Children’s Literacy Success Strategy) approach was seen to be more effective than other approaches in Year 1 because it is based on a systematic structure, with school decisions based on a close involvement with the developers and researchers, and a whole school commitment to it.’

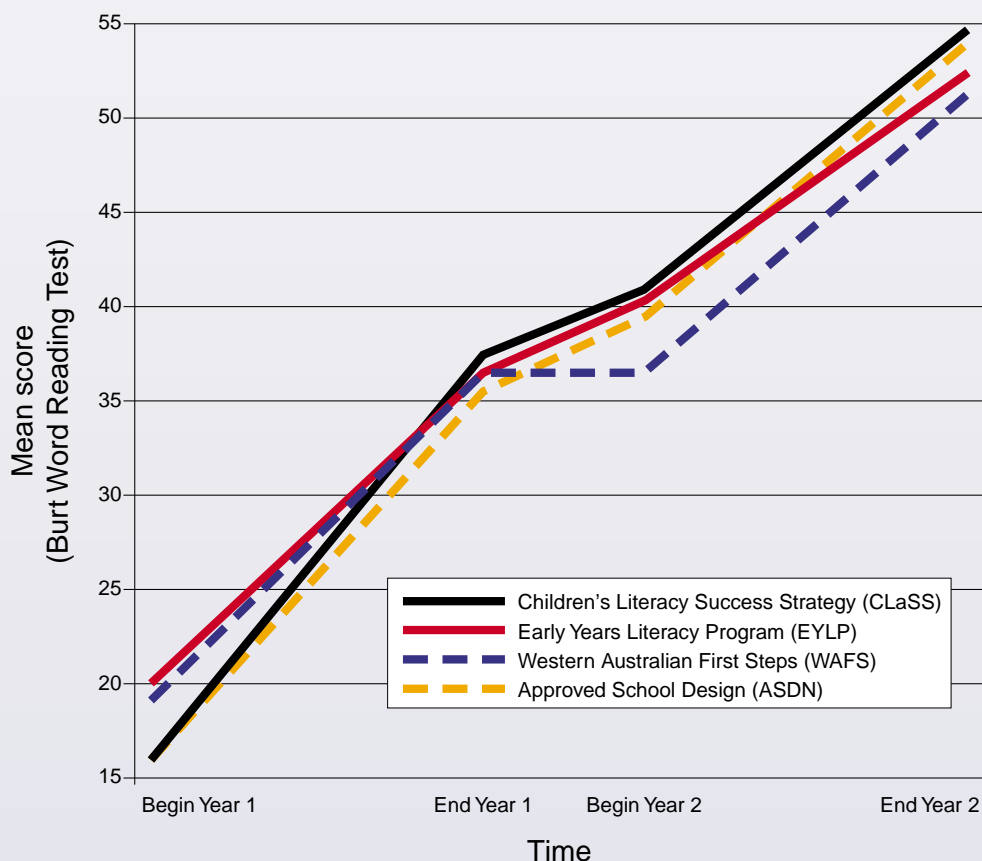
Another result of the LARP report is its finding that what a child knows or has done at the beginning of the first years of school is the most important influence on their performance at a later assessment point. This of course carries great import to parents and pre-school educators.

In addition Dr Ainley points to the importance of a child’s motivation:

‘We need to catch and hold their interest in reading, because our analysis shows that there is greater growth among children who are more engaged with the process of literacy.’ ■



Reading growth patterns for four approaches to literacy



Selecting high achievers

A recent study shows scholarship winners among the top Year 12 students

Survey of Year 12 results shows CSTP winners come out on top

Thirty-five years ago a group of Australia's independent schools approached ACER for a test to identify talented students at the end of primary school and at two stages during secondary school. They wanted students who would be outstanding performers for the duration of their schooling. ACER's Cooperative Scholarship Testing Program (CSTP) which resulted from their approach is now the most widely used scholarship test in Australia.

This year ACER has coordinated CSTP testing at three levels for thousands of candidates at 170 schools. It has also released the results of a survey of scholarship winners' Year 12 results which points to the accuracy of the CSTP test as a predictor of strong academic performance in the final year of school.

For the main group of CSTP scholarship winners – those awarded scholarships for entry to Year 7 – the median tertiary entrance rank at Year 12 in 1998 and 1999 was over 98, placing them in the top 2 per cent of Year 12 students.

'This is a relatively small sample of 215 students but it clearly shows that CSTP tests give schools the capacity to identify the most capable students,' says ACER Assessment Services Manager, Ms Deirdre Jackson.

'Schools have found that students who scored well in a particular area of CSTP

were among the top achievers in that subject area.'

In the survey, 86 per cent of schools identified students with high CSTP Maths test scores as being among their top maths students; 88 per cent said this was true for CSTP Humanities and Written Expression scores.

There will be an ongoing survey of the Year 12 results of scholarship winners, based on responses to questionnaires. But it is expected that CSTP scholarship winners will continue their representation in the top 2 per cent of Year 12 students.

Developing measures of ability

Ms Robyn Dodds, CSTP Project Director, coordinates the ACER team who work 12 months ahead of the testing schedule to ensure that new tests are available for use every year.

'Our test writing is a rigorous process which includes review of all new questions by an expert panel, trial on a cohort group in schools and thorough analysis to ensure that the final tests are robust,' she says.

'We can also guarantee that no-one has seen a CSTP test in a previous year. They are completely secure.'

CSTP is designed to extend students beyond basic proficiency by measuring high level problem-solving and reasoning skills. Its objective is to identify high academic performance, and it emphasises written expression.

Natural ability, good general knowledge, sound technical skills and intellectual maturity are characteristics shared by scholarship winners. Just as significant are willingness to learn, being a self-directed learner, avid reading and a strong curiosity about the world.

In their search for the most able students schools run the CSTP at three levels – for final year primary students approaching entry to secondary school, in the second year of secondary school for entry into third year, and for Year 10 students for entry into Year 11.

Because so many schools use CSTP, applicants only need to sit the test once even if they are applying to several participating schools.

Schools and ACER

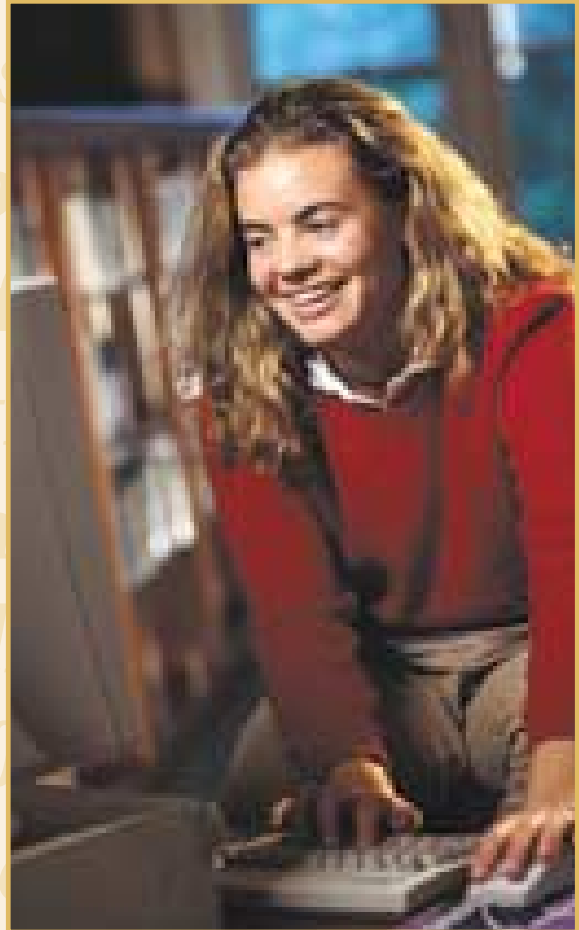
Increasing use of CSTP by independent schools reflects both the competitive nature of school education today and the schools' satisfaction with the accuracy of the test.

In 2000, individual candidate reports were introduced and Ms Dodds notes the significance of this development.

'In preparing these reports, we're providing uniform information to candidates, whereas in the past individual schools interpreted and reported results.'

'In designing the reports, we've been careful to maintain the confidentiality required by schools.' ACER is assisting schools to maintain their objectivity and credibility in the testing process,' she says.

'ACER acts as an effective buffer between schools and candidates. The professionalism of the CSTP process gives schools and candidates confidence, which has been consolidated by the results of the recent survey.' ■



Evaluating musical ability

Musical ability testing made easy with *Keynotes*

Teachers advising students on their abilities in vital areas of musicianship have until now had limited ways of assessing, documenting and encouraging progress. And students have, in many cases, had limited assistance in making decisions about which instruments to learn.

The *Keynotes Music Evaluation Software Kit* was developed for ACER by Ms Jennifer Bryce and Ms Margaret Wu to address the needs of aspiring musicians and their teachers, and to make music testing more accessible. Because *Keynotes* tests musical ability rather than formal training it enables students without an academic music background to participate in music programs. Naturally musical students who would not otherwise consider themselves qualified can succeed in the *Keynotes* program and be inspired to have a go at learning an instrument.

'The kit responds to a couple of important needs we have observed in young musicians and their teachers. Most beginners cannot envisage the challenges and opportunities presented by different instruments.



The choices they make sometimes restrict them later on, for example selecting the piano may make it harder to join a band or orchestra. By watching established student musicians who appear in the *Keynotes* presentation they can begin to frame questions about instruments. It will help them make a more informed choice of instrument,' say Ms Bryce and Ms Wu.

'Teachers will also welcome the chance *Keynotes* offers them to pinpoint both talent and gaps in their students' abilities. *Keynotes* is different from many theory exams in that it presents students with authentic musical problems rather than requiring them to recall learned musical knowledge.'

Building a profile of students' musical abilities

Keynotes streamlines assessments of pitch discrimination, pattern recognition and music reading by linking multimedia stimulus with a multiple choice question format. Responses are collated into a report for each student, which serves as a guide to their knowledge and their performance levels.

Part I has the flexibility to be used in either an instrumental music teacher's studio for group or individual lessons or in a school music classroom.

'The Pitch and Patterns components are useful for aural training. Students can work through the questions unaided while waiting for a lesson or while I am concentrating on another group member,' said a private studio teacher responding to an early *Keynotes* workshop.

'The music reading test is especially useful because it gives me a real idea of how much help a student needs with this essential skill. And ready access to a 'snapshot' of their own abilities gives many the incentive they need to improve.'

Used in the classroom the kit gives an immediate indication of the varying levels of musical ability in a new group of students. This means that highly music literate students will not be asked to work at levels well below their capacity because the teacher is unaware of their ability. Naturally musical but untutored students can be recognised and given more appropriate activities.

Students have responded positively to the computer format and to the streamlined question style. The emphasis throughout *Keynotes* is on testing ability in music rather than formal knowledge such as note names. The *Keynotes* program can be completed in class or at home, and students can work at their own pace, repeating examples wherever necessary. The result is a personal profile of each individual's results in pitch, pattern recognition and music reading which enables teachers to give advice on future music involvement.

Living music – a multimedia presentation to inspire and assist

The interactive multimedia presentation of *Keynotes* Part II features student musicians from Melbourne's Blackburn High School. After watching an orchestral performance by these musicians, students access additional screens where individual performers play their instruments and answer questions, such as:

- Is it hard to learn?
- How much time would I have to practise?
- Is it okay for someone of my age?
- Could I get into a band?

- How did you get through the difficult times?
- What are the rewards while you're still at school?

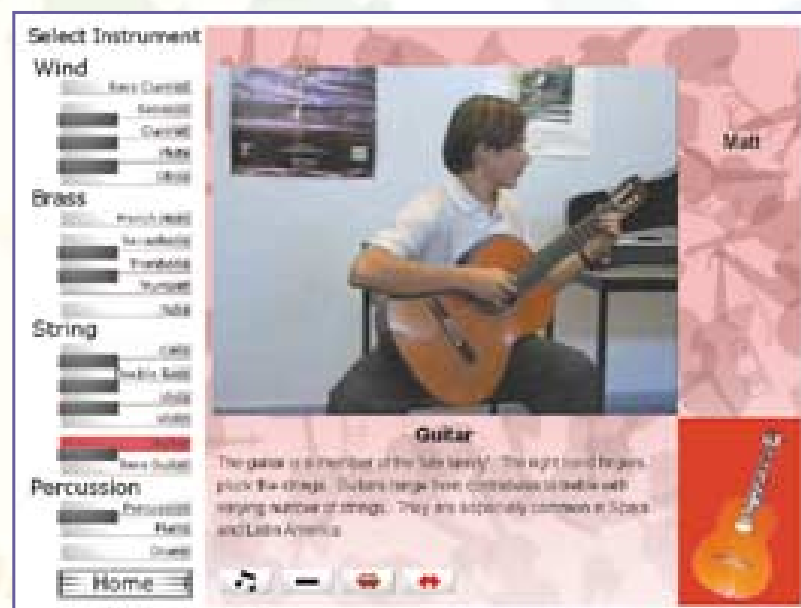
Trials point to the importance of using peer group models rather than professional musicians in the performance presentation. The influence of peers has been identified as decisive in making a choice of instrument, and *Keynotes* harnesses this powerful source of inspiration.

Keynotes is designed for mid-primary to lower secondary school students. Using either classroom or laptop computers, students in the 9 to 14 age range can explore and consider the possibilities of different instruments. Through the *Keynotes* testing program they are helped to recognise their strengths and weaknesses in three essential skill areas and to pursue improvement where needed with minimal teacher input.

Teachers can gain rapid insight into the ability levels of each class by using *Keynotes'* profiles of students' strengths and weaknesses in core areas of music learning. This profile provides a useful basis for curriculum planning, particularly at the stage of transfer from primary to secondary school.

'We believe *Keynotes* brings more musical opportunities and the potential for more pleasure in music to every student who uses it because it is so accessible,' say the creators of *Keynotes*.

'Perhaps a potentially fine musician will be discovered through the use of *Keynotes* because it does not preclude students whose homes or previous education have been without formal music.' ■



Year 12 completion and post-school training on the rise

Social background affects post-compulsory education opportunities less than 20 years ago, except in access to higher education

The number of students completing Year 12 more than doubled between the early 1980s (35 per cent) and the early 1990s (78 per cent), while higher education participation among 19-year-olds almost doubled from 20 to 38 per cent. Overall, between 1980 and 1994 participation by 19-year-olds in all forms of post-school education and training – including TAFE courses, apprenticeships, traineeships and higher education – increased from 49 per cent to 67 per cent.

‘People now need more years of education to participate successfully in the labour market,’ says principal author ACER Research Fellow Mr Mike Long. ‘There is more demand for occupations which require higher levels of education and training. Technological change, microeconomic reform and globalisation all play a part in this.’

A report from the Longitudinal Surveys of Australian Youth (LSAY) series, *Participation in Education and Training 1980–1994*, presents detailed analyses of these changes in educational participation.

More students complete Year 12 but...

Schools must take some credit for the increase in school completion rates, according to the report. They have diversified their curricula and introduced Vocational Education and Training programs in order to make the senior secondary years relevant to a wider range of students. Government funding policies and parents’ increased willingness to support their children in education and training have also contributed to the rise in Year 12 completion rates. Over the period studied, greater

increases in Year 12 completion were evident among those from blue-collar backgrounds. Year 12 completion rates of the three school categories – government, Catholic and independent – also converged.

However, social background remains a strong influence on entry to higher education. There remains a 10-percentage point gap in university participation rates between young people from professional or white-collar homes and those from blue-collar homes. Young people from professional and white-collar backgrounds are about 30 per cent more likely to attend university than similar young people from blue-collar backgrounds.

Mr Long and his co-authors Professor Peter Carpenter (Australian Catholic University) and Professor Martin Hayden (Southern Cross University) also point to a persistent trend towards reversal of gains made among rural youth during the 1980s. There is no conclusive evidence to explain why improved outcomes for rural students did not continue through the 1990s. It seems likely that rural and regional families affected by changed economic circumstances were in many cases not able to maintain their children’s education expenses for the duration of secondary school or contemplate further education.

Changing gender patterns

Figures showing access to education and training on the basis of gender reveal an interesting three step development. Beginning in the 1970s the rates for girls’ completion of Year 12 began to outpace those of boys. In the mid-1980s girls’ rates of transition to higher education from Year 12 increased. Girls have subsequently shown

higher rates of graduation once they are in higher education, and they now have a higher education completion rate which is ten per cent greater than that of boys.

The role of TAFE in creating employment opportunities

Throughout the study period participation in non-apprenticeship TAFE courses grew steadily. It was accompanied by a decline in the number of apprenticeships and an increase in traineeships.

'TAFE performs a valuable function for those who don't go on to higher education, and over the period we surveyed it increasingly enrolled more students from lower socio-economic backgrounds. This should increase their employment opportunities,' says Mr Long.

'Our report is concerned with the link between the knowledge and skills that education and training can provide, and the economic and social wellbeing of individuals, enterprises and the nation.'

'The level of education and training opportunities available to young Australians – which has increased over the 14 year period of the study – is important. Socio-economic differences in participation in post-compulsory education have declined. The LSAY project shows this, and it also provides insights into how some of the gains made may be extended further.'

The Longitudinal Surveys of Australian Youth research program is jointly managed by ACER and the Commonwealth Department of Education, Training and Youth Affairs. ■



Putting research results into practice

Bringing together research, policy and practice to meet the needs of a knowledge-based society

Educational research is sometimes criticised for being only loosely connected with the concerns of teachers and school policy makers. It has also been said that research is fragmented and uncoordinated, and that the application of research to practice is slow.

Yet a recent study revealed that almost all the school principals, and all of the professional associations of educators and school-system administrators surveyed said educational research had benefited Australian education.

‘There was some frustration with the connection between research and practice, but the overwhelming view was that knowledge derived from research is essential in understanding and then improving schooling at classroom, school or system level,’ says Dr John Ainley, ACER Deputy Director and an author of the report.

Mapping Educational Research and Its Impact on Australian Schools aims to describe and evaluate the impact of educational research on the practice of teaching and learning in schools, on education policy and administration, and on competencies. The focus was on research by academic staff and postgraduate students in university faculties of education, since that is where 90 per cent of Australian educational research is conducted. The study was commissioned by the Department of Education, Training and Youth Affairs.

‘Researchers are now aware that their work will benefit from stronger partnerships with those who make use of their work, and education managers have become more conscious of the ways in which research findings can assist them,’ Dr Ainley said.

Research growth areas

In recent years there has been strong growth in research material published relating to

information technology, lifelong learning, the middle years of schooling, students at risk, maths, English, literacy and numeracy. Less research attention has been directed towards history, geography, creative arts and languages other than English. There was a consistent level of publishing activity in educational research generally, but growth and decline in these specific fields.

The report analysed research publications drawing on entries in the *Australian Education Index*, which is compiled by ACER’s Cunningham Library, and information from the universities.

Diversity of research models

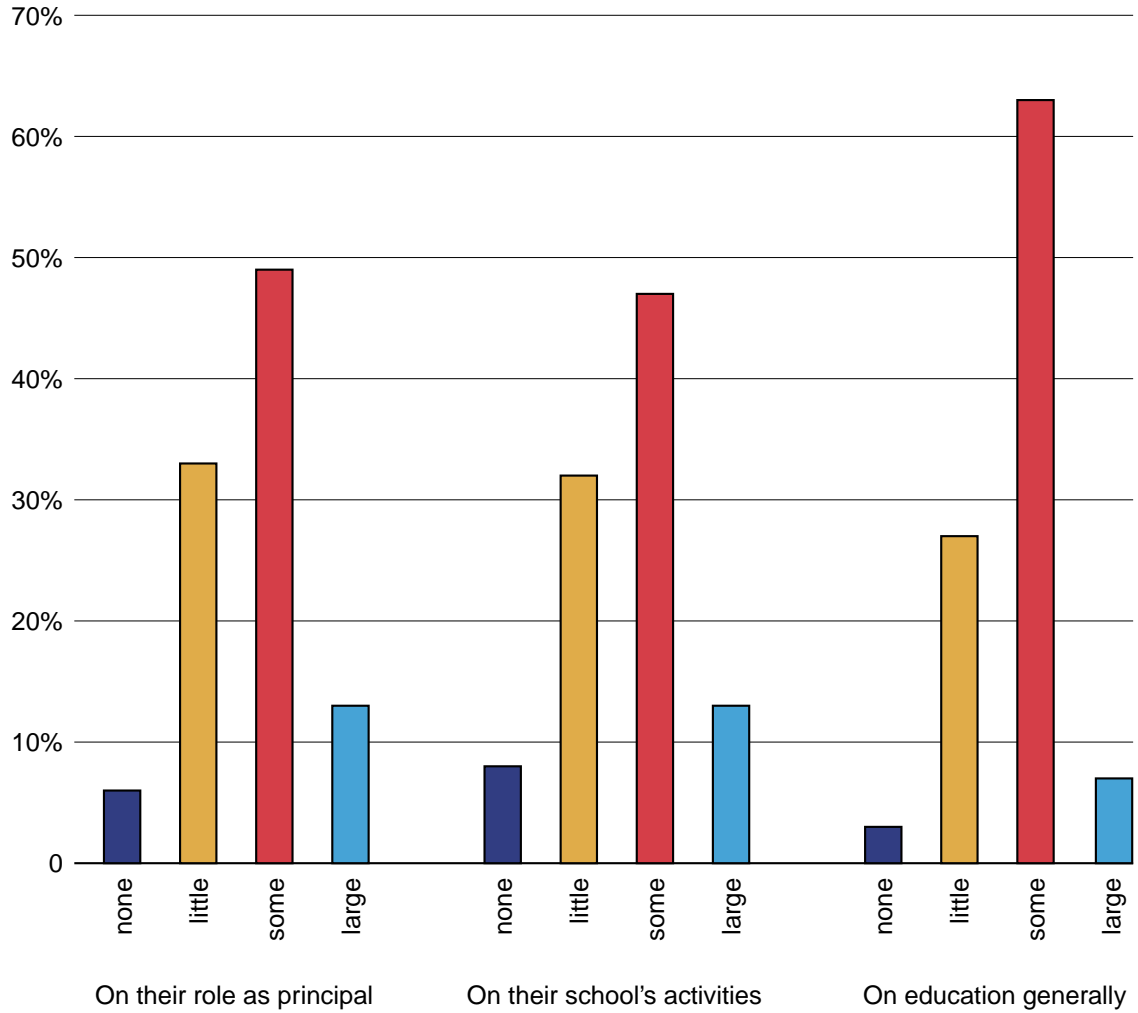
Different research models have implications for the interaction between researchers, policy makers and practitioners. ‘This diversity may partly explain the variance in how research is taken up and applied. The fact that education research is usually in advance of general education thinking also affects the take up process,’ says Dr Ainley.

Dr Ainley emphasises that all education research should not be judged by the criterion that it should lead to action in a direct sense. There are two types of impact on policy and practice: direct impact, for example an evaluation of a specific program which may result in change, and the type of impact which influences the way people think and brings about change in that manner.

‘Our report makes it clear that education research is essentially an applied form of research – researchers want their work to make a difference,’ Dr Ainley says.

‘Just as researchers need to disseminate research findings effectively, education institutions need to build a stronger tradition of knowledge management in order to integrate research with practice.’ ■

Impact of university research (School principals, 1999)



Further information

Further information about these projects and ACER's other activities can be found on the ACER web site (www.acer.edu.au) and in the publications below.

Testing job applicants online

TestGrid
www.testgrid.com.au

Learning to read in the early years

Learning to read in the early primary years
Literacy Advance Research Project
John Ainley, Marianne Fleming

Evaluating musical ability

Keynotes Music Evaluation Software Kit
ACER Press Customer Service
sales@acer.edu.au
Telephone (03) 9835 7447
Fax (03) 9835 7499

Longitudinal Surveys of Australian Youth (LSAY)

*Participation in Education and Training
1980–1994*
LSAY Research Report Number 13
ACER, September 1999
Michael Long, Peter Carpenter,
Martin Hayden
Available from ACER Press Customer Service
sales@acer.edu.au
Telephone (03) 9835 7447
Fax (03) 9835 7499

The Executive Summary is available on the ACER web site. In addition, the web site includes detailed information about the Longitudinal Surveys of Australian Youth. Many of the reports are available in Portable Document Format (PDF).

Educational research

Mapping Educational Research and its Impact on Australian Schools
Report to the Higher Education Research Branch, Department of Education, Training and Youth Affairs
Allyson Holbrook (University of Newcastle)
John Ainley (ACER)
Sid Bourke (University of Newcastle)
John Owen (University of Melbourne)
Phillip McKenzie (ACER)
Sebastian Misson (ACER)
Trevor Johnson (ACER)

1999–2000 on record

Core-funded projects	27
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Core-funded projects

During 1999–2000 ACER conducted the first year of a three-year core research program funded by all States and Territories and the Commonwealth. The core-funded program was established in consultation with the providers of the core grant to undertake research in five national priority areas. Seventeen projects were conducted in these five areas.

Improving Vocational Outcomes and Lifelong Learning

Longitudinal Surveys of Australian Youth (LSAY), Core Component

Youth in Transition

The Monash University-ACER Centre for the Economics of Education and Training (CEET), Core Component

Improving the Foundations for Lifelong Learning

Assessment and Reporting to Improve Learning

A Policy Maker's Guide to International Achievement Studies

A Policy Maker's Guide to Systemwide Assessment Programs

Improving Literacy and Numeracy Learning

Literacy Review Paper

Numeracy Review Paper

Longitudinal Literacy and Numeracy Study

Teaching Practices to Improve Learning

Panel Study of Teaching and Learning in Schools

Student Academic Work

Information and Communication Technology in Schools

Curriculum and Organisation in the Early Years of School

Primary Mathematics Teaching: Using Communities of Inquiry to Remodel Classroom Practice

Education of Boys Review Paper

Improving Outcomes for Indigenous Students

Indigenous Education Review Paper

Longitudinal study of English literacy and numeracy development in Indigenous students

Commissioned projects

INTERNATIONAL

AusAID

Cambodia-Australian National Examinations Project

Partner: IDP Education Australia

New Zealand Ministry of Education

Evaluation of the Assessment Methodology Used to Develop the Assessment Resource Banks

Organisation for Economic Cooperation and Development

Programme for International Student Assessment

Partners: Netherlands National Institute for Educational Measurement; Westat Inc; Educational Testing Service; Japanese National Institute for Educational Research

Vietnamese Government (funds from World Bank)

Technical Assistance for the Preparation of the Primary Teacher Training Project

Partner: Vietnam National University

World Bank

Evaluation and Monitoring Module, Strategic Choices for Education Reform Core Course

World Bank

Educational Reform Seminar for Pacific Island Countries

World Bank and the Japanese Government
Third Elementary Education Project – Republic of the Philippines

Partner: INTEMM-UPPAF

World Bank and the Swiss Government

Assessment of Student Learning Outcomes (Lao PDR) Project

Partner: Victorian Department of Employment, Education and Training

NATIONAL

Australian Medical Council

AMC Examinations for Overseas Medical Practitioners

Australian Multicultural Foundation;
National Australia Bank; The Australia-Indonesia Institute; CO-AS-IT Italian Assistance Association; Australia-China Council

National Australia Bank Language Certificates

Australian National Training Authority
Monash University-ACER Centre for the Economics of Education and Training

Partner: Monash University

Australian Student Traineeship Foundation
Survey of School-Industry Programs 1999

Australian Student Traineeship Foundation
Case Studies of School-Industry Programs

Consortium of Graduate Australian Medical Schools
Graduate Australian Medical School Admissions Test

Consortium of Graduate Australian Medical Schools
Graduate Medical Admissions Centre

Consortium of Medical Schools Using UMAT
Undergraduate Medicine and Health Sciences Admissions Test

Curriculum Corporation
Discovering Democracy Assessment Materials

Department of Education, Training and Youth Affairs
Longitudinal Surveys of Australian Youth

Department of Education, Training and Youth Affairs
Cost Effective Instrument Project

Department of Education, Training and Youth Affairs
Graduate Skills Assessment

Department of Education, Training and Youth Affairs
Successful Interventions Literacy Research Project

Partners: Victorian Department of Employment, Education and Training; Catholic Education Commission of Victoria; Association of Independent Schools of Victoria

Department of Education, Training and Youth Affairs
Students and Their Advisors' Perceptions of Tertiary Education

Department of Education, Training and Youth Affairs
IEA Civics Education Study
Partner: University of Canberra

Department of Education, Training and Youth Affairs
Mapping Educational Research and its Impact on Australian Schools
Partners: University of Newcastle, University of Melbourne

Department of Education, Training and Youth Affairs
Small Consultancies:
Advice on Selecting a Sample of Non-government Schools;
Non-attendance at School

Department of Education, Training and Youth Affairs
TER State Equivalence Study

Department of Education, Training and Youth Affairs
Third International Mathematics and Science Study in Australian Schools – Follow-up

Department of Education, Training and Youth Affairs; all State and Territory Departments of Education
Third International Mathematics and Science Study in Australian Schools – Repeat

Department of Education, Training and Youth Affairs; all State and Territory Departments of Education; US Center for National Education Statistics
Science and Mathematics Teaching Practices in Australian Schools – TIMSS Video

Department of Family and Community Services
Youth Allowance Survey
Partner: Wallis Consulting

Graduate Careers Council of Australia
Analysis and Reporting of the Course Experience Questionnaire

Graduate Careers Council of Australia
Analysis and Reporting of the Postgraduate Research Experience Questionnaire

Ministerial Council on Education, Employment, Training and Youth Affairs
A Series of Papers:
Measurement of Socioeconomic Status for the Reporting of Nationally Comparable Outcomes of Schooling;

Measurement of Language Background, Culture and Ethnicity for the Reporting of Nationally Comparable Outcomes of Schooling;

Issues on the Utilisation of Student Data for Monitoring of the Relationship between Social Backgrounds and Educational Outcomes;
Social Background and Educational Outcomes: preliminary results from the Longitudinal Surveys of Australian Youth;

Proposed Feasibility Studies for NEPMT Reporting

Ministerial Council on Education, Employment, Training and Youth Affairs
National Participation in the OECD Programme for International Student Assessment

Ministerial Council on Education, Employment, Training and Youth Affairs
Mapping Vocational Education in Schools

National Centre for Vocational Education Research
Implementation of Vocational Education and Training in Schools

National Centre for Vocational Education Research
Outcomes of Entry-level Training

National Industry Education Forum
Portfolio Project – Assessment and Reporting Software

STATE / TERRITORY

Australian Capital Territory

ACT Board of Senior Secondary Studies
Australian Scaling Test, 2000

ACT Department of Education and
Community Services
*ACT Assessment Program at Years 3, 5, 7
and 9*

ACT Department of Education and
Community Services
ACT Follow-up Study

New South Wales

Department of Education and Training
NSW Selective High Schools Test

Department of Education and Training
*NSW Selective High Schools Test – Evaluation of
Inclusion of a Writing Component*

Department of Education and Training
NSW Opportunity Classes Test

Department of Education and Training
*Developing a French Listening Test for Primary
Learners*

University of Sydney
Graduate Dental Admissions Centre

Queensland

Queensland School Curriculum Council
*Years 3, 5 and 7 Literacy and Numeracy Testing
Program*

South Australia

Department of Education, Training and
Employment
Curriculum Calibration Project

Department of Education, Training and
Employment
Test for Students with High Intellectual Potential

Department of Education, Training and
Employment
*Development of an Index of Educational
Disadvantage*

Tasmania

Department of Education, Community and
Cultural Development
*Tasmanian Sample Testing – PAT Maths and PAT
Reading*

Department of Education, Community and
Cultural Development
Tasmanian Benchmark Consultancy

Department of Education, Community and
Cultural Development
Moderation Procedures Consultancy

Hermes Precisa Australia
Tasmanian Literacy and Numeracy Tests

Victoria

Catholic Education Commission of Victoria
(DETYA funds)

Literacy Advance Research Project

Partner: University of Melbourne

Edvise Pty Ltd

*Survey Instrument on Use of Electronic Media
for School Learning*

Melbourne High and MacRobertson Girls'
High Schools

Melbourne/MacRobertson High Schools

Selection Test

Research, Evaluation and Measurement
Services

*Victorian Science Project – Level 1 Science
Component*

Sylvan Prometric

Victorian Sylvan Technology Centre

VicRoads

Update of Hazard Perception Test and Test Items

Partner: ARRB Transport Research

Victorian Board of Studies

Victorian General Achievement Test

Victorian Board of Studies

Annotated Student Work Samples for the

Curriculum Standards Framework II

Victorian Board of Studies

Educational Measurement Analysis and Advice

Victorian Board of Studies

Preparation of Information Booklet for the CSFII

Annotated Wall Charts

Victorian Board of Studies

Victorian Student Achievement Monitor – Data

Analysis

Western Australia

Education Department of Western Australia
Academic Talent Program in Western Australia

Education Department of Western Australia
*Monitoring Standards in Education Program –
Development of Technology and Enterprise Tasks*

Education Department of Western Australia
*Monitoring Standards in Education Program –
English Test Development and Data Analysis*

Education Department of Western Australia
*Monitoring Standards in Education Program –
French and Japanese Test Development,
Consultation and Materials Development*

Education Department of Western Australia
*Monitoring Standards in Education Program –
LOTE Psychometrics and Reporting*

Education Department of Western Australia
*Monitoring Standards in Education Program –
Technology and Enterprise, Technical Support
and Data Analysis*

Education Department of Western Australia
*Study of the Nature and Appropriateness of
Current Performance Measures for Aboriginal
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Partners: educational consultants from Vision
Network Pty Ltd, WA

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- Pearn, C. (2000). Empowering classroom teachers for the 21st century: Meeting the challenge to advance children's mathematical development. In K.R. Byrne & M. Garfalo. *Teacher Education in the 21st century*. (pp. 456–482). Papers from the 23rd annual conference of the Association of Teacher Educators of Europe [ATEE] conference held August 24–30, 1998, Mary Immaculate College, Limerick Ireland.
- Pearn, C. (1999). Procedures or concepts: Confusion in young children's development of mathematical understanding. In M. Hejny & J. Novotna (eds). *International Symposium: Elementary Maths Teaching*. (SEMT) Prague: Charles University, Faculty of Education.
- Pearn, C. & Merrifield, M. (1999). Strategies for numeracy intervention. In *Exemplary Teaching, Quality Learning. Sharing the Journey*. (pp. 52–59). Conference proceedings of The Early Years of Schooling conference. Melbourne: Department of Education. July and November 21–22, 1999.

- Pearn, C. (1999). The importance of efficient strategies in developing numeracy in the early years. In D. Barwood, D. Greaves & P. Jeffery, *Teaching Numeracy and literacy: Intervention strategies for 'at risk' students*. Melbourne: Association of Resource Educators of Australia.
- Routitsky, A. Tobin, P. & Jones, P. (1999). Graphics Calculators in Victorian Secondary Schools: Teacher Perceptions of Use. In Truran, J. & Truran, K. (eds). *Making the Difference. Proceedings of the 22nd Annual Conference of the Mathematical Education Research Group of Australasia* 502–506, MERGA Adelaide.
- Rowe, K.J. (2000). Simultaneous estimation of interdependent effects among multilevel composite variables in psychosocial research: An annotated example of the application of multilevel structural equation modeling. In N. Duan & S. Reise (eds), *Multilevel modeling: Methodological advances, issues and applications*. Hillsdale, NJ: Lawrence Erlbaum & Associates.
- Rowe, K.J., Turner, R. & Lane, K. (2000). Performance feedback to schools of students' Year 12 assessments: The VCE Data Project. In R. Coe & A. Visscher (eds), *School Improvement through Performance Feedback*. Lisse, The Netherlands: Swetz & Zeitlinger.
- Splitter, L. (2000). Perspectives on children's thinking: Philosophy for children. In M. Robertson & R. Gerber (eds). *The Child's World: Triggers to Learning* (pp. 62–81). Melbourne: ACER Press.
- Stephanou, A. (2000). Using the Rasch Model to Study Large Scale Physics Examinations in Australia. In M. Wilson & G. Engelhard Jr. (eds). *Objective measurement: Theory into practice, Vol. 5*. Westport, Conn.: Ablex. pp. 65–94.
- Volodin, N. (1999). Multinomial coefficients modulo a prime. *Proceedings of the American Mathematical Society*, 127, 349–353.
- Wang, W.C., Wilson, M., & Adams, R.J. (2000). Interpreting the parameters of a Multidimensional Rasch Model. In M. Wilson & G. Engelhard (eds), *Objective measurement: Theory into practice, Vol. 5*. Westport, Conn.: Ablex.
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- Daly, P. & Ainley, J. (2000). A review of recent critiques of school effectiveness research. *School Effectiveness and School Improvement*, 11 (1), 131–143.
- de Lemos, M. (1999). Multiage grouping in Victorian schools: Does it make a difference? *set: Research Information for Teachers*: 2.
- Elsworth G., Harvey-Beavis, A., Ainley, J. & Fabris, S. (1999). Generic interests and school subject choice. *Educational Research and Evaluation*, 5 (3), 290–318.
- Forster, M. (1999). Developmental Assessment Principles and Practice. *Australian Language Matters*, 7 (3), 7–9.
- Forster, M. (1999). Mapping literacy achievement: The 1996 Australian National School English Literacy Survey. *set: Research Information for Teachers*, 2, article 11.
- Kaufman, H., MacFeeter, J. & Saubern, R. (1999). Developing multimedia resources: personal perspectives. *Prospect: A Journal of Australian TESOL*, 14(3), 54–57.
- Lokan, J. & Greenwood, L. (2000). Mathematics Achievement at Lower Secondary Level in Australia: Some important parameters of TIMSS in Australia. *Studies in Educational Evaluation* 26, 9–26. Pergamon Press.
- Lokan, J. (1999). Equity issues in testing: The case of TIMSS performance assessment. *Studies in Educational Evaluation*, 25 (3), 297–314.
- Meiers, M. (1999). Speaking and listening activities in English. In *Idiom, Journal of the Victorian Association for the Teaching of English*, Vol XXXV, Number 2, August 1999.
- Meiers, M. (2000). Literacy Learning in the Middle Years of Schooling. In *Australian Language Matters*, Vol 8 No. 2.
- Mellor, S. (1999). Literacy and the competencies. *Queensland Journal of Educational Research*, 15 (1), 83–9.
- Pearn, C. (2000). Empowering Classroom Teachers for the 21st Century: meeting the challenge of advancing children's mathematical development. *European Journal of Teacher Education*, 22 (2/3) 277–294.

Journal articles

- Camilli, G. & Congdon, P. (1999). Application of a Method of Estimating DIF for Polytomous Test Items. *Journal of Educational and Behavioral Statistics*, 24(4), 323–341.
- Pearn, C. (1999). Megan: 'Seventeen take away sixteen? That's hard!' The Weaver: A Forum for New Ideas in Education, no. 3, www.latrobe.edu.au/www/graded/CPed3.html

- Rowe, K.J. (2000). Assessment, league tables and school effectiveness: Consider the issues and let's get real! *Journal of Educational Enquiry*, 3 (2), 121–136.
- Rowe, K.J. & Rowe, K.S. (1999). Investigating the relationship between students' *attentive-inattentive* behaviors in the classroom and their literacy progress. *International Journal of Educational Research*, 31 (2), 1–138 (Whole Issue). Elsevier Science, Pergamon Press.
- Volodin, N. (1999). Spherically symmetric logistic distribution. *Journal of Multivariate Analysis*, 70, 202–206.
- Invited presentations and keynote addresses**
- Allan, A. (2000, January/February). *The use of information and communication technology in education: Australia*. Paper presented at the International Conference on the Use of Information and Communication Technology in Education held at NIER, Tokyo.
- Bryce, J. (2000, February). *Emotional intelligence: a passing fad, or an appropriate direction for curriculum development*. Accelerative Learning Society of Australia Seminar Melbourne. (invited workshop).
- Bryce, J. (2000, June). *Emotional Intelligence: What is it? Should it have a more prominent place in the school curriculum*. Northern Metropolitan Region, Middle Years of Schooling Conference, Years 5–9, Crossing the Bridges, Plenty Ranges Arts and Convention Centre (invited workshop).
- de Lemos, M. (1999, October). *Sessional preschool versus full-time pre-primary: Equitable provision for four-year-olds*. Paper presented at the Invitational Conference on Transition to School: Australian Research and Practice, Sydney.
- Farkota, R. (1999, August). *Direct Instruction: Little to Chance, Much to Gain*. Keynote address presented at Direct Instruction Victoria Conference, sponsored by McGraw Hill.
- Farkota, R. (2000, May). *Effective Teaching Practices*. Keynote address presented at Direct Instruction Queensland Conference, sponsored by McGraw Hill.
- Farkota, R. (2000, June). *Direct Instruction: Little to Chance, Much to Gain*. Keynote address presented at Direct Instruction NSW Conference, sponsored by McGraw Hill.
- Lamb, S. (1999, July). *Pathways from school to work: Results from longitudinal surveys of Australian youth*. Invited presentation to the ACT Department of Education, Canberra.
- Lamb, S. (1999, August). *Year 12 subject choice and pathways from school to work: Results from longitudinal surveys of Australian youth*. Invited presentation to secondary school principals, ACT Department of Education, Canberra.
- Lamb, S. (1999, December). *Trends in Year 12 completion and what they imply for South Australia*. Invited presentation to the Faculty of Education, Flinders University of SA.
- Marks, G. (2000, May). *Educational participation and early school leaving in Australia*. Presentation at the Years 9 to 10: The New Frontier Conference for the Catholic Education Office, Melbourne.
- Masters, G. (1999, July). *Assessing and reporting work related skills within and outside the school*. Paper presented at the Regional Development through School Industry Partnerships Conference funded by the Federal Government, Adelaide, South Australia.
- Masters, G. (1999, July). *Literacy & Numeracy: are Australian students improving or not?* Paper presented at the St Mark's Anglican Church/Kimberly Smith & Associates Business Breakfast, Melbourne, Victoria.
- Masters, G. (1999, July). *Recent successes and challenges in developing system-wide assessment in literacy in Australia*. Paper presented at the Global Citizenship: Languages and Literacies conference – Joint National Conference of Australian Association for the Teaching of English, Australian Federation of Modern Languages Teachers Association and Australian Literacy Educators' Association, Adelaide, South Australia.
- Masters, G. (1999, August). *Assessment and Reporting to Improve Learning*. Paper presented at the 1999 International Australian Curriculum, Assessment and Certification Authorities Conference, Perth, Western Australia.
- Masters, G. (1999, August). *Setting Standards for Student Achievement: Assessment for Outcomes Based Education*. Keynote presentation to the Incorporated Association of Registered Teachers of Victoria (IARTV) Seminar, Melbourne, Victoria.
- Masters, G. (1999, September). *Benchmarking and Monitoring Schools*. Paper presented to the National Assessment Forum conducted by the Department of Learning Assessment and Special Education of the University of Melbourne, Melbourne, Victoria.

- Masters, G. (1999, November). *Student Achievement Data: a lever for improving learning?* Keynote address given to the Fourth National Roundtable on Assessment and Reporting 1999, Adelaide, Australia
- Masters, G. (1999, November). *Towards a National Research Agenda*. Keynote address given to the AARE (Australian Association for Research in Education) / NZARE (New Zealand Association for Research in Education) Conference 1999 on *Research in Education – Global Issues & Local effects: The Challenge for Educational Research*, Melbourne, Australia.
- Masters, G. (1999, December). *Developmental Assessment*. Paper presented to the National Academy of Sciences/National Research Council, Board on Testing and Assessment, Committee on the Foundations of Assessment Sixth Meeting, Washington, USA.
- Masters, G. (1999, December). *Learning for the New Century: Innovative Approaches to Assessment*. Paper presented to the Fifth UNESCO-ACEID International Conference on Education organised by UNESCO's Asia-Pacific Centre of Educational Innovation for Development in co-operation with the Office of the National Education Commission of Thailand, Bangkok, Thailand.
- Masters, G. (2000, May). *Accountability and Student Assessment*. Paper presented to the National Council of Independent Schools' Association (NCISA) Board of Management Collegial Seminar on Accountability, Canberra, Australia.
- Masters, G. (2000, May). *Student Achievement*. Paper presented to the Curriculum Corporation Seventh National Conference 2000: *World-Class Curriculum*, Melbourne, Australia.
- McKenzie, P. (1999, August). *The role of senior secondary schooling in improving young people's transition to work*. Address to the Post compulsory Education and Training Association, Adelaide.
- McKenzie, P. (1999, August). *VET: The big picture*. Address to the Senior Management Group, Holmesglen Institute of TAFE, Melbourne.
- McKenzie, P. (1999, October). *How to make lifelong learning a reality*. Address to the Centre for Lifelong Learning and Development seminar, Flinders University, Adelaide.
- McKenzie, P. (1999, October). *Moving from school to work in Australia: Insights from ACER's longitudinal surveys*. Invited presentation to the Newcastle Institute of Educational Research, Newcastle.
- McKenzie, P. (1999, October). *What longitudinal studies tell us about the outcomes of education and training*. Invited presentation to the National Education Performance Monitoring Taskforce, MCEETYA, Melbourne.
- McKenzie, P. (2000, January). *Patterns of successful provision of post compulsory education and training in OECD nations*. Invited presentation to the Victorian Ministerial Review of Post compulsory Education and Training, Melbourne.
- McKenzie, P. (2000, May). *Establishing tightly knit safety nets for youth at risk in transition*. Invited working group presentation to the OECD and Hungarian Ministry of Education conference, Making Transitions Work, Budapest, Hungary.
- McKenzie, P. (2000, May). *Pathways for youth in Australia*. Invited paper presented to the conference on Vocational Education and Lifelong Learning in Australia and Germany, Australia Centre, University of Potsdam, Germany.
- Meiers, M. (1999, July). *Setting Goals, Raising Standards*. Invited major workshop leader at the Seventh International Conference of the International Federation for the Teaching of English, Warwick University, UK.
- Meiers, M. (1999, November). *In the Middle: Literacy and Learning*. Invited keynote address to the Middle years of Schooling Forum, Scarborough, Western Australia
- Meiers, M. (1999, November). *Perspectives on Literacy Learning in Middle Years Classrooms*. Invited major presentation to the Middle Years of Schooling Forum, Scarborough, Western Australia
- Meiers, M. (1999, September). *Understanding students' literacy and numeracy learning: a longitudinal study*. Invited keynote address to the *Literacy for All* conference, Archdiocese of Brisbane Catholic Education, Brisbane.
- Meiers, M. (2000, February). *DART in Successful Interventions*. Invited presentation to the Middle Years Literacy Research Project School Briefing Day, Deakin University
- Pearn, C. (1999, July). *The way children think about numbers*. Invited presentation for the National Council of Teachers of Mathematics, Waikiki, Hawaii.
- Pearn, C. (2000, May). Invited presentation to the Pre-school/school transition group of the northern cluster principals.

- Pearn, C. (2000, May). *Mathematics Intervention*. Invited keynote address for the Lutheran Teachers' conference, Bendigo.
- Rowe, K.J. (1999, July). *Guidelines for conducting and 'interpreting' the 'validity' of research re: students' educational outcomes*. Invited keynote address presented at the National Reading Recovery Tutor Development Conference, Auckland College of Education, Auckland, New Zealand.
- Rowe, K.J. (1999, July). *Reading Recovery: Research evidence for its positive impact on children's growth towards literacy and behavioral autonomy*. Invited keynote address presented at the National Reading Recovery Tutor Development Conference, Auckland College of Education, Auckland, New Zealand.
- Rowe, K.J. (1999, July). *The VCE Data Project: An information service about student and school performance on the Victorian Certificate of Education, across studies and over time*. Invited address presented to a meeting of the Victorian Minister for Education and senior government officers, Treasury Place, Melbourne.
- Rowe, K.J. (1999, July). *The VCE Data Project: An information service about student and school performance on the VCE, across studies and over time*. Invited address presented to a meeting of the Coordinating Group, Catholic Education Office, Victoria, East Melbourne.
- Rowe, K.J. (1999, August). *A framework for assessing, recording and reporting students' educational progress: Conceptual, empirical and practical issues*. Invited keynote address presented at the South Gippsland Assessment Forum, Leongatha Secondary College.
- Rowe, K.J. (1999, August). *A 'whole-school' approach to literacy with a strategic emphasis on the 'early years': Research evidence for its positive impact on children's growth towards literacy and behavioral autonomy*. Invited keynote address presented at the Northern Region Literacy Professional Development Forum, Melbourne.
- Rowe, K.J. (1999, August). *School improvement via performance feedback of student assessment data across the curriculum and over time*. Invited address presented to a meeting of senior officers, Department of Education, Hobart, Tasmania.
- Rowe, K.J. (1999, August). *The VCE Data Project: An information service about student and school performance on the VCE, across studies and over time*. Invited address presented to a meeting of the Curriculum Co-ordinating Group, Catholic Education Office, Victoria, East Melbourne.
- Rowe, K.J. (1999, October). *Managing feedback about student performance to maximise school improvement*. Invited address presented to a meeting of senior personnel, Wesley College, Melbourne.
- Rowe, K.J. (2000, April). *Celebrating coeducation? Certainly not for academic achievement! An examination of the emergent research evidence*. Invited keynote address to be presented at the Second National Conference on Co-education, Kinross Wolaroi School, Orange, New South Wales.
- Rowe, K.J. (2000, May). *Issues in boys' education: Current research and thinking in middle schooling for boys*. Invited keynote/workshop presented at the Barker College Staff Conference, Dooralong Resort, NSW.
- Rowe, K.J. (2000, May). *The 'myth' of school effectiveness: Locating and estimating the magnitudes of major sources of variation in Students' Year 12 Achievements within and between schools over time*. Invited keynote address presented to Curriculum Leaders Group, Catholic Education Office, Simonds Hall, South Yarra, Victoria.
- Rowe, K.J. (2000, June). *'I hate school!' Addressing the emergent research evidence about the education and schooling of boys*. Invited keynote/workshop presented at the Eastern Region Student Welfare Conference 2000, Melbourne.
- Rowe, K.J. & Rowe, K.S. (2000, June). *Developers, users and consumers beware: Warnings about the design and use of psycho-behavioral rating inventories and analyses of data derived from them*. Invited paper presented at the Second International Conference on Child and Adolescent Mental Health. Kuala Lumpur, Malaysia.

- Rowe, K.S. & Rowe, K.J. (1999, September). *Does the symptom complex of chronic fatigue syndrome occur in adolescents?* Invited keynote address and paper presented at the Second World Congress on Chronic Fatigue Syndrome and Related Disorders. International Conference Center, Heysel, Brussels, Belgium.
- Rowe, K.S. & Rowe, K.J. (1999, September). *Symptom patterns of CFS in adolescents.* Invited keynote address and paper presented at the Second World Congress on Chronic Fatigue Syndrome and Related Disorders. International Conference Center, Heysel, Brussels, Belgium.
- Rowe, K.S., Pollard, J., Tan, L., & Rowe, K.J. (February, 2000). Auditory processing effects on early literacy and behavior: Evidence for the value of auditory screening of children on school entry. Invited keynote address presented to Senior Management Group, Early and Middle Years of Schooling Branch, Department of Education, Employment and Training, Victoria.
- Splitter, L. (1999, December). *Concepts, communities and the tools of good thinking.* Paper presented to the 5th UNESCO-ACEID Conference, Bangkok, Thailand.
- Splitter, L. (2000, April). *How to develop critical, creative and 'caring' thinking in schools.* Public address at the University of Hong Kong.
- Zammit, S.A. (1999, September). *Benchmarks – What's the score for students with special educational needs?* Paper presented at the National Conference of the Australian Association of Special Education, Sydney.
- Conference papers and other presentations**
- Ainley, J. (1999, July). *Schools and the social development of young Australians: Frameworks, outcomes and influences.* Paper presented to the 1999 National Social Outcomes of Schooling Forum, Education Queensland, Gold Coast.
- Ainley, J. (1999, August). *Student social development in the late primary and middle secondary school years.* Paper presented to the 1999 conference of the European Association for Research on Learning and Instruction, Gothenberg.
- Ainley, J. (1999, August). *Using the Course Experience Questionnaire to draw inferences about higher education.* Paper presented to the 1999 conference of the European Association for Research on Learning and Instruction, Gothenberg.
- Ainley, J. (1999, October). *Implementing system-wide change in early literacy: A study of its effects on students in the first year of school.* Presentation to the International Centre for Educational Change, Ontario Institute for Studies in Education.
- Ainley, J. (2000, April). *School Environments and Student Social Development.* Paper presented to the Annual Meeting of the American Educational Research Association, New Orleans USA.
- Ainley, J. & Marks, G. (1999, July). *School achievement and labour market outcomes.* Paper presented to the Conference of the ANU Centre for Economic Policy Research, Labour Market Trends and Family Policies: Implications for Children. Canberra.
- Bryce, J. (1999, September). *The Development of Conceptions of Generic Skills, Symposium: Cross-curricular competencies: an Australian perspective.* Presented at the British Educational Research Association Annual Conference, The University of Sussex at Brighton.
- Congdon, P. & Cavallo, A. (1999, November). *Validation of the Victorian Hazard Perception Test.* Paper presented at the 1999 Road Safety Research, Policing & Education Conference Australian National University, Canberra.
- Cresswell, J. & Fisher, D. (2000, April). *Improving school environment through professional development of leaders.* Paper presented to the Annual Meeting of the American Educational Research Association, New Orleans, USA.
- de Lemos, M. (1999, July). *Preschool practices: Programs, expectations and outcomes.* Paper presented at the Australian Early Childhood Association Biennial Conference, Darwin.
- de Lemos, M. (1999, November/December). *Intelligence, Development and Learning: Implications for the Assessment of Young Children.* Paper presented at the Symposium Challenging Educational Folklore: Some Fresh Ideas at the 1999 Joint AARE/NZCER Conference, Melbourne.

- de Lemos, M. & Doig, B. (1999, July). *Who am I? A school entry assessment tool*. Paper presented at the 1999 Early Years of Schooling Conference, Melbourne.
- de Lemos, M. & Doig, B. (1999, November/December). *Who am I? School entry assessment made simple*. Paper presented at the 1999 Joint AARE/NZCER Conference, Melbourne.
- Dick, W. (1999, August). *Use and assessment of DART Upper Primary and Middle Primary literacy tools*. Training session to teachers from SA Catholic and SA Independent schools.
- Dick, W. (2000, February). *Use of DART*. Presentation to Deakin University group leaders in Middle Years Schooling Project.
- Doig, B. & de Lemos, M. (2000, May). *Hops, steps and jumps: How numeracy learning progresses in the early years*. Paper presented at the 2000 Early Years of Schooling Conference, Melbourne.
- Farkota, R. (1999, October). *Instructional Methods and Strategies for Students with Disabilities*. Workshop given to Masters Students on behalf of Dr Daryl Greaves (Department of Learning and Educational Development – Melbourne University) at The University of Melbourne.
- Farkota, R. (2000, January). *Australia takes on Direct Instruction*. Presentation to McGraw Hill National Sales Conference at the Blue Mountains, sponsored by McGraw Hill.
- Findlay, M. A. (1999, August). *Australian Education Index – today's uses and challenges*. Paper presented at The August Indexers – second International Conference, Hobart.
- Forster, M. (1999, August). *ARK Inservice: Implementing Developmental Assessment*, Catholic Education Office, Eastern Region, Sydney.
- Forster, M. (1999, August). *ARK Inservice: Review of Developmental Assessment Progress*, Catholic Education Office, Eastern Region, Sydney.
- Forster, M. (1999, August). External evaluation of the WA Year 3 and Year 5 literacy test interim benchmarking exercise, Perth.
- Forster, M. (1999, November). *Assessing Students' Social Values*. Paper presented as part of a symposium, 'Pushing assessment boundaries: addressing values through assessment'. AARE/NZARE Conference, Melbourne.
- Frigo, T. (1999, October). *English literacy learning in urban and rural Aboriginal and Torres Strait Islander children: Identifying better teaching practices*. Paper presented to the Annual Conference of the British Educational Research Association, Brighton.
- Fullarton, S. (1999, October). *Mathematics education in Australia: Who's at risk?* Paper presented to the Annual Conference of the British Educational Research Association, Brighton.
- Holbrook, A., Bourke, S., Owen, J., McKenzie, P. & Ainley, J. (2000, April). *Mapping educational research and exploring research impact: A holistic, multi-method approach*. Paper presented to the Annual Conference of the American Educational Research Association, New Orleans.
- Holbrook, A., Findlay, M.A., & Misson, S. (1999, December). *Using the Australian Education Index to Map Research Trends*. Paper presented at the AARE Annual Conference, Melbourne, Victoria.
- Jackson, D. & Doig, B. (2000, May). Workshop presentation to *Conference of Australian Association of Executives of Christian Schools*, Canberra.
- Jackson, D. & Hambur, S. (1999, November). *Graduate Skills Assessment*. Presentation to Deputy Vice Chancellors, Academic quarterly meeting, University of South Australia.
- Kirsch, I., Mendelovits, J. & McQueen, J. (2000, July). *Assessing reading in an international context: the framework and sample items for PISA*. Symposium given at the 18th World Congress of the International Reading Association, Auckland.
- Leigh-Lancaster, D., & Rowe, K.J. (1999, July). *Extended common assessment tasks in VCE mathematics: Validity, reliability and other issues*. Paper presented at the 22nd Annual Conference of the Mathematics Education Research Group of Australasia (MERGA), Adelaide.
- Lokan, J. (2000, May). *An Introduction to the Programme for International Student Assessment*. Presentation to the 26th IAEA Conference, Jerusalem, Israel.
- Lokan, J. (2000, June). *Assessing scientific literacy in the Programme for International Student Assessment (PISA)*. Presented at Australasian Science Education Research Association Annual Conference, Fremantle.

- Long, M. & Lamb, S. (1999, December). *Changing patterns of tertiary education participation in Australia*. Paper presented to the joint Annual AARE and NZARE Conference, Melbourne.
- Malley, J. & St Leger, P. (2000, June). *School-Industry Partnerships: Shifting from Continuous Life Support to Notional Sustainability*. Paper presented at the 5th International Partnerships Conference, Partnering Education and Business, Edinburgh, Scotland.
- Marks, G. (1999, October). *The labour market experiences of early school leavers*. Presentation to the Faculty of Economics, ANU, Canberra.
- Marks, G. (2000, May). *Longitudinal Studies of Australian Youth: Educational participation and early labour market experiences*. Presentation to the Department of Family and Community Services Conference on Panel Data, Canberra.
- Marks, G. & Fleming, N. (1999, December). *Changing patterns of school completion in Australia*. Paper presented to the Annual AARE/NZARE Conference, Melbourne.
- Marks, G., McMillan, J. & McKenzie, P. (2000, April). *The measurement of socioeconomic status for the reporting of nationally comparable outcomes of schooling*. Presentation to the National Education Performance Monitoring Taskforce, Melbourne.
- McCormack, S. (2000, June). *Teaching in the Target Language*. Presentation to Scotch College, Hawthorn.
- McKenzie, P. (1999, December). *Longitudinal surveys of young people: What can they provide, and how do Australia's data compare with other international studies?* Paper presented to the joint Annual AARE and NZARE Conference, Melbourne.
- McKenzie, P. (2000, March). *Using longitudinal data for research on VET*. Paper presented to the Annual Conference of the Australian VET Research Association, Canberra.
- McQueen, J. & Mendelovits, J. (1999, November). *Assessing students' ability to evaluate texts against their own knowledge of the world*. Paper presented to the annual conference of the Australian Association for Research in Education and the New Zealand Association for Research in Education, Melbourne.
- Meiers, M. (1999, July). *Establishing a National Longitudinal Literacy and Numeracy Study*. Paper presented at the 7th Conference of the International Federation for the Teaching of English, Warwick University, UK.
- Meiers, M. (1999, July). *Setting Goals, Raising Standards*. Workshop leader, 8-session workshop presentation at the 7th Conference of the International Federation for the Teaching of English, Warwick University, UK.
- Meiers, M. (1999, July). *Successful Interventions: Improving Literacy Learning at Year 7*. Paper presented to the Victorian Association for the Teaching of English State Conference, La Trobe University.
- Meiers, M. (1999, July). *The Longitudinal Literacy and Numeracy Study*. Paper presented at the Early Years of Schooling P-4 Conference, Melbourne.
- Meiers, M. (1999, September). *A national longitudinal literacy and numeracy study*. Paper presented to the 24th Annual Congress of the Applied Linguistics Association of Australia, Perth.
- Meiers, M. (1999, November). *Growth in literacy and numeracy across the primary school years: a longitudinal study*. Paper presented to the AARE-NZARE conference 1999, Melbourne.
- Meiers, M. (2000, March). *The Successful Interventions Literacy Research Project*, presentation to the Catholic Education Office Secondary Literacy Network, East Melbourne
- Meiers, M. (2000, May). *Interpreting the DART literacy results, Presentation to the schools in the Middle Years of Schooling Research and Development project (MYRAD)*, Victorian Department of Education, Employment and Training, Melbourne Business School
- Meiers, M. (2000, June). *The Journey Continues: The Longitudinal Study*. Paper presented to High Expectations, Outstanding Achievement, the 2000 Early Years of Schooling P-4 Conference, Melbourne
- Meiers, M. & Forster, M. (1999, October). *The ACER Longitudinal Literacy and Numeracy Study*. Paper presented at ACER Research Conference Improving Literacy Learning, Adelaide.

- Mellor, S. (1999, September/October). *Political attitudes of Victorian Year 11 students and some implications for civics/citizenship education in Australia*. Different versions of this paper were presented at two conferences: the Biennial National Conference of the Social Education Association and the Biennial Conference of the Australian Curriculum Studies Association, Perth.
- Mellor, S. (2000, June). *Promoting democratic political attitudes: by having students make decisions in their schools*. Paper presented to the SLO International Conference Emerging Democracies, Citizenship and Human Rights Education, Enschede, The Netherlands.
- Mellor, S. (2000, June). Chair Panel Discussion on IEA Civics Project. At the SLO International Conference Emerging Democracies, Citizenship and Human Rights Education, Enschede, The Netherlands.
- Mellor, S. & Kennedy, K. (1999, September). *The IEA Civics Education Study: Expanding notions of a citizenship curriculum*. Paper presented at the Biennial National Conference of the Social Education Association, Perth.
- Mellor, S. & Kennedy, K. (1999, September/October). *From civics to citizenship education: A comparison of the national sample survey for Discovering Democracy and the IEA Civic Education Study*. Paper presented at the Biennial Conference of the Australian Curriculum Studies Association, Perth.
- Mendelovits, J. & McQueen, J. (1999, October). *Bricks and mortar: building a test around the PISA reading framework*. Paper presented at ACER Improving Literacy Learning Conference, Symposium: Developing a framework for assessing reading literacy, Adelaide.
- Mendelovits, J. & McQueen, J. (1999, November). *Assessing students' ability to evaluate texts against their own knowledge of the world*. Paper presented at AARE-NZARE Conference, Symposium: Pushing assessment boundaries: addressing values through assessment, Melbourne.
- Pearn, C. (1999, July). *A numerical score is not enough: Understanding the mathematical development of young children*. Paper presented at Australian Qualitative Research conference, Melbourne.
- Pearn, C. (1999, September). *Understanding Mathematics: Focusing on rules leads to confusion*. Paper presented at the British Educational Research Association (BERA) annual conference, University of Sussex, Brighton.
- Pearn, C. (2000, May). Professional development for staff of Kingsley Park Primary School.
- Pearn, C. (2000, June). *Clinical interviews: Helping to make sense of the way children think about mathematics*. Paper presented at the Early years of Schooling P-4 conference.
- Routitsky, A. & Tobin, P. (1999, December). *Accessibility of and teacher attitudes to graphics calculators in Victorian secondary schools*. In R. Jeffery & S. Rich (eds). *Global Issues and Local Effects: The Challenge for Educational Research*. Abstracts of papers of the AARE and the NZARE Joint Conference 1999. p. 216. Melbourne.
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- Rowe, K.J. (1999, November/December). *Assessment, performance indicators, 'league tables', 'value-added' measures and school effectiveness? Consider the issues and 'let's get real'!* Paper presented at the 1999 AARE-NZARE Joint Conference of the Australian and New Zealand Associations for Research in Education, Melbourne.
- Rowe, K.J. & Rowe, K.S. (1999, November/December). *Addressing the challenge of literacy under-achievement and externalizing behaviour problems in the classroom: The case for building 'fences' at the top of the 'cliff' in preference to relying on 'ambulance' services at the bottom*. Paper presented at the 1999 AARE-NZARE Joint Conference of the Australian and New Zealand Associations for Research in Education, Melbourne.
- Rowe, K.J., Turner, R. & Lane, K. (1999, November/December). *A method for estimating the reliability of assessments that involve combinations of school-assessed tasks and external examinations*. Paper presented at the 1999 AARE-NZARE Joint Conference of the Australian and New Zealand Associations for Research in Education, Melbourne.

- Rowe, K.J., Turner, R. & Lane, K. (1999, November/December). *The 'myth' of school effectiveness: Locating and estimating the magnitudes of major sources of variation in students' Year 12 achievements within and between schools over five years*. Paper presented at the 1999 AARE-NZARE Joint Conference of the Australian and New Zealand Associations for Research in Education, Melbourne.
- Rowe, K.S. & Rowe, K.J. (May, 2000). *Symptom patterns and management of children and adolescents with chronic fatigue syndrome*. Paper presented at the 45th Annual Scientific Meeting of the Australian College of Paediatrics, Adelaide.
- Rowe, K.S. & Rowe, K.J. (2000, June). *Symptom patterns of children and adolescents with Chronic Fatigue Syndrome*. Paper presented at the Second International Conference on Child and Adolescent Mental Health. Kuala Lumpur, Malaysia.
- Rowe, K.S., Pollard, J., Tan, L. & Rowe, K.J. (May, 2000). *Auditory processing effects on early literacy and behavior: Evidence for the value of auditory screening of children on school entry* (Part 1). Paper-poster presented at the 45th Annual Scientific Meeting of the Australian College of Paediatrics, Adelaide.
- Rowe, K.S., Pollard, J., Tan, L. & Rowe, K.J. (2000, June). *Auditory processing effects on early literacy and behavior: Evidence for the value of auditory screening of children on school entry*. Paper presented at the Second International Conference on Child and Adolescent Mental Health. Kuala Lumpur, Malaysia.
- Splitter, L. (1999, July). *Some reflections on continuity and evolution*. Paper presented to the 9th International Conference on Philosophy for Children, Brasilia, Brazil.
- Splitter, L. (1999, August). Five day workshop for teachers, teacher educators and administrators, Nanzhan Railway School, Kunming, China.
- Splitter, L. (1999, September). Lecture on *Citizenship, democracy, and ethics*, School of Philosophy, La Trobe University, Melbourne.
- Splitter, L. (1999, September). Presentation on *Philosophy in schools*, Bellbrae Primary School, Melbourne.
- Splitter, L. (1999, September). Presentation on *Philosophy in schools*, Norwood Secondary College, Melbourne.
- Splitter, L. (1999, November). Address to the Catholic Education Office, Western Region Victoria.
- Splitter, L. (1999, November). *Three dimensions of thinking*. Presentation to staff at Koonung Secondary College, Melbourne.
- Splitter, L. (2000, March–April). Seminars, workshops and lectures on values education, critical thinking, philosophy for children and communities of mathematical inquiry, University of Hong Kong, Hong Kong Department of Education, and Hong Kong Institute of Education.
- Splitter, L. (2000, April). Presentation and discussion on the new VCE philosophy subjects, presented at the Annual Conference of the Victorian Association for Philosophy in Schools, Melbourne.
- Splitter, L. (2000, May). Director of *international philosophy for children* workshop, Montclair State University, New Jersey, USA.
- Stephanou, A. (1999, August). *The Measurement of Conceptual Understanding in Physics*. Paper presented at the European Association for Research in Learning and Instruction (EARLI) conference, Sweden.
- Turner, R. (2000, June). *University Admissions Symposium 2000 – Alternatives to the TER*. Department of Education, Training and Youth Affairs, Canberra.
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Tests, manuals and software

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- Anderson, D., Johnson, R., Milligan, B., Stephanou, A. (2000). *Access to Postgraduate Courses: Opportunities and Obstacles*. Commissioned Report. Higher Education Council.
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- Forster, M. (1999). *Verifying the 1998 Cut-score on the Year 3 Reading Common Scale: a review of the 1999 Year 3 cut-score exercise*. Paper prepared for the Benchmark Equating Steering Committee.
- Frigo, T., Adams, I. & West, M. (1999). *The Nature and Appropriateness of Current Performance Measures for Aboriginal Children in Western Australian Schools*. Report to the Aboriginal Education and Training Council of Western Australia.
- Harvey-Beavis, A. & Robinson, L. (2000). *A Study of the Perceptions and Perceived Influences on Perceptions of High School Students, Their Teachers and Parents of Higher Education*. Report to the Higher Education Division, Department of Education, Training and Youth Affairs, Canberra.
- Holbrook, A., Ainley, J., Bourke, S., Owen, J., McKenzie, P., Misson, S. & Johnson, T. (1999). *Mapping Educational Research and its Impact on Australian Schools*. Report to the Department of Education, Training and Youth Affairs, 180pp. Melbourne: ACER.
- Hunt, M. (1999). *UMAT99 Report on the Undergraduate Medicine and Health Sciences Admission Test*. Confidential report to the University of Newcastle.
- Izard, J.F. & Johnson, T.G. (1999). *Third Elementary Education Project, Technical Assistance Visit No. 4*. Report prepared for Philippines Department of Education, Culture and Sport, December 1999.
- James, R., Wyn, J., Baldwin, G., Hepworth, G. McInnis, G., Stephanou, A. (1999). *Rural and Isolated School Students and their Higher Education Choices*. National Board of Employment, Education and Training, Commissioned Paper No. 63.
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- Lamb, S. & Johnson, T.G. (2000). *The Influence of the Youth Allowance on Year 12 Participation in Study and Training – results from the Longitudinal Surveys of Australian Youth*. Report prepared for the Youth and Students Branch, Commonwealth Department of Family and Community Services.
- Lamb, S., Robinson, L. & Fleming, N. (1999). *Youth Allowance and Participation in Education, Training and Work: Results from the National Youth Allowance Longitudinal Survey*. Analytical paper prepared for the Commonwealth Department of Family and Community Services (in conjunction with Wallis Consulting).

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- Lowe, L., Farkota, R. & Anderson, P. (1999). *Examining the Curriculum and Standards Framework (CSFII). Educational Measurement Analysis and Advice to the Board of Studies on the Revised Curriculum and Standards Framework*.
- Marks, G. & McMillan, J. (2000). *Proposed Feasibility Studies for NEPMT Reporting*. Report for the National Education Performance Monitoring Taskforce.
- Marks, G. & McMillan, J. (2000). *Social Background and Educational Outcomes: Preliminary Results from the Longitudinal Surveys of Australian Youth*. Report for the National Education Performance Monitoring Taskforce.
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- Marks, G. N. (1999). *Frequencies for Student Questionnaire Items and Selected Constructed Variables. All countries*. Prepared for consideration at the September 1999 PISA Questionnaire Review and Development Meeting.
- Marks, G. N. (1999). *Frequencies of the School Questionnaire Items. All Countries*. Prepared for consideration at the September 1999 PISA Questionnaire Review and Development Meeting.
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- Marks, G., McMillan, J., Jones, Frank L. & Ainley, J. (2000). *The Measurement of Socioeconomic Status for the Reporting of Nationally Comparable Outcomes of Schooling*. Report for the National Education Performance Monitoring Taskforce.
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- Marks, G.N. (1999). *Urban/Rural Differences in Literacy and Numeracy Achievement*. Paper prepared for the Department of Education, Training and Youth Affairs.
- Marks, G.N. & Long, M. (2000). *Weighting the 1995 Year 9 Cohort Sample For Differential Response Rates and Sample Attrition*. LSAY Technical Paper No. 14.
- Masters, G. & Forster, M. (2000). *The Assessments We Need*. Paper on ACER website <http://www.acer.edu.au>
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- Mendelovits, J., Farkota, R., Lindsey, J. (2000). *Evaluation of the New Zealand Assessment Resource Banks' Methodology*. Commissioned report for the Ministry of Education, New Zealand.
- Mendelovits, J., McQueen, O'Connor, G., Wu, M. The development of the PISA Marking guides. In *PISA Newsletter* Issue 5, Jan/Feb 2000, p3-4.
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- Morgan, G. & Duncan, A. (1999). *Development Of Grade 12 Examinations Database: Registration Trial, Data Gathering And Analysis*, Cambodia Australia National Examinations Project: Phnom Penh.
- Morgan, G. & Duncan, A. (2000). *Proposal For CANEP To Assist In Computerisation Of The National Examination System*, Cambodia Australia National Examinations Project: Phnom Penh.
- Morgan, G. (1999). *Implementation Of Recommendations In The Report On The 1998 And 1997 Grade 12 Examinations*, Cambodia Australia National Examinations Project: Phnom Penh.
- Morgan, G. (1999). *Report On TCE Assessment*

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- Morgan, G. (1999). *Report On The 1999 Grade 12 Examination In Cambodia, Cambodia Australia National Examinations Project*: Phnom Penh.
- Morgan, G. (1999). *The Cambodian National Examinations At Grade 12: What Analysis Of 1997 And 1998 Student Results Showed About The Effectiveness Of The Examinations*, Cambodia Australia National Examinations Project: Phnom Penh.
- Morgan, G. (2000). *A Comparison Of The Results Of The First And Second Rounds Of The Grade 12 Examination In 1999*, Cambodia Australia National Examinations Project: Phnom Penh.
- Morgan, G. (2000). *Report On Education And Demography In Cambodia, Cambodia Australia National Examinations Project*: Phnom Penh.
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- Rowe, K.J. (1999). *Fitting multivariate, multilevel, structural equation and measurement models to VCE component scores for moderation of school-assessed course work*. A research and evaluation project conducted for the Board of Studies, Victoria.
- Rowe, K.J. (1999). *Literacy, numeracy and behavior of Grade 3 students in Tasmanian schools*. A research and evaluation report conducted for the Office of Educational Review, Tasmania, Department of Education.
- Rowe, K.J. (1999). *The interdependence of Literacy, numeracy and behavior outcomes of Year 7 students in Tasmanian schools*. A research and evaluation report conducted for the Office of Educational Review, Department of Education, Tasmania.
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- Zammit, S.A., Meiers, M. & Frigo, T. (2000). *Assessment and Reporting of Student Achievement for Students with Specific Educational Needs against Literacy and Numeracy Benchmarks*. Issues paper commissioned by DETYA, Canberra.
- ACER workshops for teachers and practitioners**
- Assessment Centre Exercises Course
Melbourne (November 1999)
Facilitator: Melissa McColough and Marian Power
- Assessment Instruments for Adult and Childhood Depression
Melbourne (November 1999)
Facilitator: Daiva Verbyla
- Assessment Instruments for Trauma
Melbourne (November 1999)
Facilitator: Daiva Verbyla
- Bullying Workshop
Melbourne (March 2000)
Facilitator: Ken Rigby
- Choosing Appropriate Test Batteries
Sydney (August 1999)
Facilitator: Melissa McColough and Marian Power
- Developing Curriculum Activities for Stress Management and Relaxation Skills
Melbourne (November 1999)
Facilitator: Jenny Rickard

- Developing Curriculum Activities for Understanding and Managing Feelings
Melbourne (November 1999)
Facilitator: Jenny Rickard
- Do What You Are – MBTI and Careers
Sydney (July 1999, June 2000) Brisbane (May 2000) Melbourne (July 1999, March 2000)
Facilitator: Jo Fleischer
- Emotional Release: Dealing with Grief and Loss
Melbourne (September 1999)
Facilitator: Mark Pearson
- Familiarisation for Psychologists – how to administer, use and apply the MBTI
Brisbane (May 2000) Melbourne (July 1999, March 2000) Sydney (July 1999, June 2000)
Facilitator: Jo Fleischer
- Improving Students' Thinking and Reasoning in Mathematics
Melbourne (November 1999)
Facilitator: Laurance Splitter
- MBTI and Team Building
Melbourne (July 1999) Brisbane (May 2000)
Facilitator: Jo Fleischer
- MBTI Form M Refresher
Melbourne (August 1999, March 2000)
Facilitator: Peter Geyer
- MBTI Qualifying Programme
Melbourne (July, September, November 1999, February, May 2000)
Facilitator: Peter Geyer
- MBTI Step II
Adelaide (April 2000) Melbourne (November 1999, May 2000)
Facilitator: Peter Geyer
- Philosophy for Children and Adolescents
Melbourne (October 1999)
Facilitator: Laurance Splitter
- PIN-POINT Personality Instrument Training Course
Sydney (September 1999), Melbourne (October 1999)
Facilitator: Melissa McColough and Marian Power
- Ravens Progressive Matrices Seminar
Melbourne (November 1999)
Facilitator: John Raven
- Safe Anger Release for Children and Adolescents
Melbourne (November 1999, March, June 2000)
Facilitator: Mark Pearson and Helen Wilson
- Sandplay and Symbol Work to Resolve Conflict
Melbourne (March, June 2000)
Facilitator: Mark Pearson and Helen Wilson
- Stop Think Do
Adelaide, Port Lincoln, Melbourne, Launceston, Hobart, Canberra, Sydney, Newcastle, Brisbane, Toowoomba, Rockhampton, Townsville, Darwin, Perth, Bunbury (March – May 2000)
Facilitator: Lindy Petersen
- Teaching Ethics and Values in the Middle School Years
Melbourne (October 1999)
Facilitator: Laurance Splitter
- Test Administration Course
Sydney (October 1999), Melbourne (November 1999)
Facilitator: Melissa McColough and Marian Power
- Thinking Mathematically – Computation and Numeration
Melbourne (February, June 2000)
Facilitator: George Booker
- Working with Children and Families when a Parent has a Mental Illness
Melbourne (October 1999)
Facilitator: Vicki Cowling
- Working with Vulnerable Families
Melbourne (August 1999)
Facilitator: Constance Jenkin
- Staff professional activities outside ACER**
- Adams, R. Chair, IEA Technical Group.
- Adams, R. Member, International Steering Committee, IEA Civic Education Study.
- Adams R. Technical Advisor, National Benchmark Equating Steering Committee.
- Allan, A. (1998–). Co-opted member of the Professional Development Committee of the College of Educational and Developmental Psychologists (Victoria).
- Findlay, M. President, Australian Society of Indexers, Victorian Branch.
- Fullarton, S. Chair, Education Committee; Vice-President; Emerald Secondary College School Council.
- Fullarton, S. Member of the Research and Graduate Studies Committee, Faculty of Education, University of Melbourne.
- Lokan, J. Assessor, Australian Research Council (ARC)

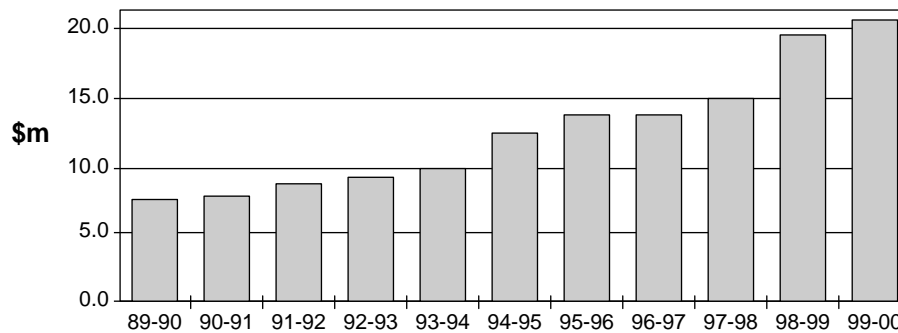
- Lokan, J. Member of Executive Editorial Board, *Australian Journal of Career Development*, 1992–(on-going)
- Lokan, J. Reviewer of papers submitted to Division E of the American Educational Research Association, 1994– (on-going)
- Long, M. Member of Reference Group of the *National Survey of Course Experience* – a committee to advise the Minister for Education, Training and Youth Affairs, on the implementation of a national survey on the course experience of higher education students.
- Malley, J. Deputy Chair, Moorabbin, Oakleigh, Springvale Employment Development Group (MOSEGD).
- Marks, G. Editor *Social Research and Social Change*. The official Journal of the Australian Association for Social Research.
- Marks, G. Joint Editor *Australian Social Monitor*. Melbourne Institute of Applied Economic and Social Research.
- McKenzie, P. Member of Commonwealth Government Youth Pathways Action Plan Taskforce, October 1999– (on-going)
- McKenzie, P. Member of the Organising Committee for the *Joint Australian College of Education and Australian Council for Educational Administration Centenary of Federation Conference* in April 2001.
- Meiers, M. Member, English CSF Review Committee, Victorian Board of Studies.
- Meiers, M. Associate of the Department of Linguistics and Applied Linguistics, University of Melbourne.
- Meiers, M. Editor, *Literacy Learning: the Middle Years*, journal of the Australian Literacy Educators' Association.
- Meiers, M. Editorial Board, *Australian Language Matters*.
- Meiers, M. Lecturer, Secondary English Method, Bachelor of Education course, RMIT University.
- Meiers, M. National Advisory Committee, *Literacy development in the early years: A longitudinal study from the year prior to school to the first four years of school*, DETYA Literacy Research Project.
- Meiers, M. State Reviewer, VCE English, Victorian Board of Studies.
- Mellor, S. (2000, June). Chair and national representative on the IEA Panel at the SLO International Conference *Emerging Democracies, Citizenship and Human Rights Education*, Enschede, The Netherlands.
- Splitter, L.J. Associate investigator in a research project, funded by the Canadian Research Council, on Philosophy and Mathematics in Primary Schools 1999–2001.
- Splitter, L.J. Joint chief investigator for ARC project on Mathematics classrooms as communities of inquiry (1999)
- Splitter, L.J. Membership of Selection Committee, Association of Rhodes Scholars in Australia Scholarship.
- Splitter, L.J. Membership of Selection Committee, Victorian Rhodes Scholarship.
- Splitter, L.J. Treasurer, International Council for Philosophical Inquiry with Children.
- Splitter, L.J. Visiting Professor in the Department of Educational Foundations, Montclair State University, New Jersey, USA, January–June 1999.
- Splitter, L.J. Visiting scholar in the Department of Education, University of Hong Kong, March–April 2000.
- Zammit, S.A. Member of the Joint Education Systems and Tertiary Institutions LOTE Committee (Victoria).

Financial report

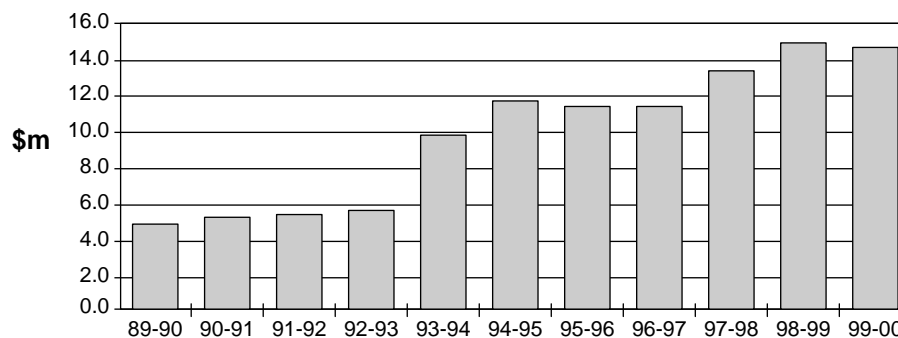
For the financial year ended 30 June 2000 the operating surplus was \$689 343. This is \$58 511 lower than the operating result of \$747 854 achieved in 1998–99. In 1998–99 an abnormal item was also received of \$479 085 taking the surplus for that year to \$1 226 939. The 1999–2000 operating surplus represents a 3.3 per cent return on total income. Total income for the year of \$21.0m was \$1.3m (6.6 per cent higher) than income achieved in

1998–99. Over the past decade ACER has experienced considerable income growth. Between 1989–90 and 1999–2000, ACER income grew from \$7.5m to \$21.0m. In addition to building income and surplus, ACER has strengthened its Balance Sheet, with substantial growth occurring in ACER's asset base over the past decade. The financial reports that follow represent a healthy financial position.

Income growth



Assets



Directors' report

The Directors of the Australian Council for Educational Research Limited (ACER) submit the following report together with the financial statements for the year ended 30 June 2000.

Directors in office at the date of this report and meetings attended during year

Ken Boston MA PhD FRGS FACE FAIM
3 of 5 meetings attended

Joy Cumming BA DipEd BEdSt MEd PhD
1 of 2 meetings attended

Robert Horne BA
2 of 5 meetings attended

John Lindsey BSc(Hons) PhD DipEd
5 of 5 meetings attended

Jillian M Maling AM BA DipEd BEd PhD
FACE
4 of 5 meetings attended

Geofferey Masters BSc MEd PhD FACE
5 of 5 meetings attended

Paige Porter BA MA PhD
2 of 2 meetings attended

Directors who have held office and meetings attended during the financial year

Peter H Karmel AC CBE BA PhD FACE FASSA
2 of 3 meetings attended

Glenn Rowley BSc BEd MA PhD
3 of 3 meetings attended

Principal activities of the company

The principal activities of the company in the course of the financial year were educational research and development and the publication and sale of educational and psychological tests and other materials. During the year there was no significant change in the nature of those activities.

Result for the year

The operating surplus for the year, before expenditure from reserves, was \$689 343.

Dividends

ACER is a not for profit company and neither declares nor pays dividends.

Review of operations

ACER's total operating revenue increased from \$19 705 368 in 1998-99 to \$20 988 302 in 1999-2000.

The Commonwealth, State and Territory governments provide ACER with an annual grant that enables ACER to undertake a range of research and development projects for which contract funds are not normally available. The 1999-2000 government grant was \$1 767 600 compared with \$1 632 000 in 1998-99. The core grant provided 8.4 per cent of ACER's total operating revenue in 1999-2000.

Operating revenue from professional services in 1999-2000 was \$13 093 347, an increase of 9.8 per cent from the \$11 924 433 achieved in 1998-99. These professional services yielded a surplus in 1999-2000 of \$480 646, which represents a return on operating revenue of 3.7 per cent.

ACER Press revenue in 1999-2000 was \$5 962 530, down 1.0 per cent on \$6 021 019 achieved in 1998-99. ACER Press reported a deficit of \$56 227 in 1999-2000. This deficit is significantly influenced by our decision to write off and write down a substantial amount of stock during the year.

Changes in state of affairs and likely developments

During the financial year there were no significant changes in the state of affairs of the company other than those referred to in the accounts or notes thereto.

Events subsequent to balance date

There have been no significant changes in the state of affairs of the company since the end of the financial year.

Directors' interest in contracts

Since the end of the financial year, no Director has received or become entitled to receive a benefit, other than the fixed salary and benefits of the two employees of the company, by reason of a contract made by the company with the director or with a firm of which he or she is a member, or with a company in which he or she has a substantial financial interest.

Directors' indemnification

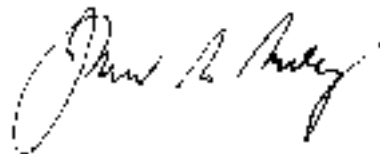
During the financial year the company paid a premium to insure each of the directors against liabilities for costs and expenses incurred by them in defending any legal proceedings arising out of their conduct while acting in the capacity of director of the company, other than conduct involving a wilful breach of duty in relation to the company. The total amount of the premium was \$2472.

Proceedings on behalf of company

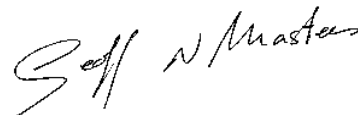
No person has applied for leave of Court to bring proceedings on behalf of the company or intervene in any proceedings to which the company is a party for the purpose of taking responsibility on behalf of the company for all or any part of these proceedings. The company was not a party to any such proceedings during the year.

Signed in accordance with a resolution of the Directors.

For and on behalf of the Directors



Director: J Maling



Executive Director: G Masters

Date: 13 September 2000

**INDEPENDENT AUDIT REPORT TO THE MEMBERS OF
AUSTRALIAN COUNCIL FOR EDUCATIONAL RESEARCH LTD
ACN 004 398 145**

Audit Scope

We have audited the accompanying special purpose financial report, being a special purpose financial report, of Australian Council For Educational Research Ltd for the financial year ended 30 June 2000 comprising the Balance Sheet, Income & Expenditure Account, Statement of Cash Flows, Notes to the Accounts and the Directors Declaration. The company's directors are responsible for the financial statements and have determined that the accounting policies used and described in Note 1 to the financial statements are appropriate to meet the requirements of the Corporations Law and are appropriate to meet the needs of the members. We have conducted an independent audit of the financial statements in order to express an opinion on them to the members of the company. No opinion is expressed as to whether the accounting policies used, and described in Note 1, are appropriate to the needs of the members.

The financial report has been prepared for distribution to members for the purpose of fulfilling the director's financial reporting requirements under the Corporations. We disclaim any assumption of responsibility for any reliance on this audit report or on the financial report to which it related to any person other than the members, or for any purpose other than that for which it was prepared.

Our audit has been conducted in accordance with Australian Auditing Standards. Our procedures included examination, on a test basis, of evidence supporting the amounts and other disclosures in the financial statements, and the evaluation of significant accounting estimates. These procedures have been undertaken to form an opinion whether, in all material respects, the financial statements are presented fairly in accordance with the accounting policies described in Note 1, so as to present a view which is consistent with our understanding of the company's financial position, and performance as represented by the results of its operations and cashflows. These policies do not require the application of all Accounting Standards and other mandatory professional reporting requirements.

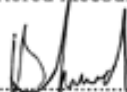
The audit opinion expressed in this report has been formed on the above basis.

Audit Opinion

In our opinion, the financial report of Australian Council For Educational Research Ltd is in accordance with:

- a) The Corporations Law, including:
 - i) giving a true and fair view of the company's financial position as at 30 June 2000 and of its performance for the year ended on that date; and
 - ii) complying with Accounting Standards and the Corporations Regulations; and
- b) other mandatory professional reporting requirements. As the company has applied AASB 1025: Application of the Reporting entity Concept and Other Amendments, other Accounting Standards and mandatory professional reporting requirements have only been applied to the extent described in Note 1 to the financial statements.

SAWARD DAWSON
Chartered Accountants


.....

Partner: Bruce Saward
Date: 13 September 2000
Blackburn, Victoria

Principals: Bruce Saward FCA, Cliff Dawson FCA, Peter Shields CA, Associate: Cathy Braun CA

Telephone (03) 9894 2500 20 Albert Street PO Box 256 Blackburn 3130 Facsimile (03) 9894 1622
Email contact@sawarddawson.com.au Website www.sawarddawson.com.au

Australian Council for Educational Research Ltd

ACN 004 398 145
(a company limited by guarantee)

Balance Sheet At 30th June 2000

	Note	2000 \$	1999 \$
CURRENT ASSETS			
Cash	4	2,009,776	2,347,698
Receivables	5	3,345,436	3,655,870
Inventories	6	2,492,097	2,565,584
Other	7	266,992	152,599
TOTAL CURRENT ASSETS		8,114,301	8,721,751
NON-CURRENT ASSETS			
Property, plant and equipment	8	6,824,696	6,375,324
Intangibles	9	30,000	35,000
TOTAL NON-CURRENT ASSETS		6,854,696	6,410,324
TOTAL ASSETS		14,968,997	15,132,075
CURRENT LIABILITIES			
Accounts Payable	10	3,029,169	3,884,384
Borrowings	11	334,488	332,035
Provisions	12	1,746,337	1,367,817
TOTAL CURRENT LIABILITIES		5,109,994	5,584,236
NON-CURRENT LIABILITIES			
Borrowings	11	1,862,929	2,197,417
Provisions	12	244,514	274,347
TOTAL NON-CURRENT LIABILITIES		2,107,443	2,471,764
TOTAL LIABILITIES		7,217,437	8,056,000
NET ASSETS		\$ 7,751,560	\$ 7,076,075
MEMBERS' FUNDS			
Reserves	13	1,908,125	1,921,983
Accumulated Funds		5,843,435	5,154,092
TOTAL MEMBERS' FUNDS		\$ 7,751,560	\$ 7,076,075
Capital and Leasing Commitments	14		

The accompanying notes form part of these financial statements.

Income & Expenditure Account For the Year Ended 30th June 2000

	Note	2000 \$	1999 \$
Surplus from Operations Before Reserve Items	2	689,343	1,226,939
Amounts Relating to Reserve Funds:			
Scientific Research Fund Surplus (Deficit)		5,572	(1,305)
Strategic Initiatives Fund Expenditure		(19,430)	(52,162)
Surplus from Operations		675,485	1,173,472
Accumulated Surpluses at the Beginning of the Financial Year		5,154,092	4,383,811
Total Available for Appropriation		5,829,577	5,557,283
Aggregate of Amounts Transferred to Reserves	3	(13,858)	403,191
Accumulated Surpluses at the End of the Financial Year		\$ 5,843,435	\$ 5,154,092

Statement of Cash Flows For The Year Ended 30th June 2000

	Note	2000 \$	1999 \$
Cash Flows From Operating Activities			
Receipts from customers & clients		21,138,127	18,506,758
Payments to suppliers and employees		(19,843,810)	(16,761,703)
Interest & other finance costs paid		(180,700)	(187,216)
Interest & bill discounts received		61,047	64,037
Net Cash from Operating Activities	16(b)	<u>1,174,664</u>	<u>1,621,876</u>
Cash Flows From Investing Activities			
Payments for property, plant and equipment		(1,006,993)	(621,895)
Proceeds from sale of plant and equipment		-	23,000
Proceeds from loans (repaid) advanced		(173,558)	-
Net Cash used in Investing Activities		<u>(1,180,551)</u>	<u>(598,895)</u>
Cash Flows From Financing Activities			
Repayment of Bank Bills		(300,000)	(300,000)
Increase (Decrease) in Hire Purchase Liability		(32,035)	14,305
Net Cash used in Financing Activities		<u>(332,035)</u>	<u>(285,695)</u>
Net Increase (Decrease) In Cash Held		<u>(337,922)</u>	<u>737,286</u>
Cash at the Beginning of the Year		2,347,698	1,610,412
Cash at the End of the Financial Year	16(a)	<u>\$2,009,776</u>	<u>\$2,347,698</u>

The accompanying notes form part of these financial statements.

1 STATEMENT OF ACCOUNTING POLICIES

The accounts are a special purpose financial report that have been prepared in order to satisfy the financial report preparation requirements of the Corporations Law. The directors have determined that the company is not a reporting entity. The accounts have been prepared on the basis of historical costs and do not take into account changing money values or, except where stated, current valuations of non-current assets. Cost is based on the fair values of the consideration given in exchange for assets. The accounting policies have been consistently applied, unless otherwise stated.

This report has been prepared in accordance with the requirements of the Corporations Law, and the following applicable accounting standards:

AASB 1001:	Accounting Policies
AASB 1002:	Events Occurring After Reporting Date
AASB 1018:	Profit and Loss Accounts
AASB 1025:	Application of the Reporting Entity Concept and Other Amendments
AASB 1031:	Materiality
AASB 1034:	Information to be Disclosed in Financial Reports

No other applicable Accounting Standards, Urgent Issues Group Consensus Groups or other authoritative pronouncements of the Australian Accounting Standards Board have been applied.

Income Tax

The company is exempt from paying income tax in accordance with the provisions of the Income Tax Assessment Act.

Inventories

Inventories are measured at the lower of cost and net realisable value.

Interests in Joint Ventures

The company's interests in joint venture entities are brought to account using the equity method of accounting in the financial report, except where the application of the equity method would reduce the value of the investment in the joint venture below nil, in which case the cost method of accounting is applied.

Property, Plant & Equipment

Property, plant & equipment are recorded at cost or at independent valuation, less where applicable, any accumulated depreciation or amortisation. The carrying value of property, plant & equipment is reviewed regularly by the directors to ensure that it is not in excess of the recoverable amount of these assets. The recoverable amount is assessed on the basis of the expected net cash flows, which will be received from the assets employment and subsequent disposal. The expected cash flows have not been discounted to their present values in determining recoverable amounts.

Depreciation is charged on all fixed assets including buildings and capitalised lease assets, but excluding land on a straight line basis over the estimated useful life of the asset to the entity, commencing from the time the asset is held ready for use.

The relevant depreciation rates used are as follows:

Buildings	2.5%
Computer Equipment	25%
Furniture and Fittings	25%

Employee Benefits

Employee benefits in the form of annual leave entitlements have been provided for in the accounts by way of provisions based on leave entitlements at year end and current wage rates. Long service leave is accrued in respect of employees who have completed more than 6 years' service as this is estimated to represent the present value of future cash outflows in respect of long service leave entitlements.

Foreign Exchange Transactions

Overseas purchases are recorded at the rate applicable at the date of payment. At balance date, amounts payable are converted at the rate applicable at that date.

Library Additions

The company adopts the policy of charging all additions to the library directly to the profit & loss account in the year in which the expenditure is incurred.

Debtors

These are valued net of any known bad debts as these are written off in the period in which they become known by a charge against the provision for doubtful debts. A provision is then raised for any doubtful debts at year end.

	2000	1999
	\$	\$
2 OPERATING SURPLUS		
(a) Operating Surplus has been determined after:		
<i>Crediting as Income:</i>		
Interest Received		
Interest Received From Other Parties	61,047	64,037
<i>Charging as Expenses:</i>		
Amortisation:		
Patents	5,000	5,000
Leasehold improvements	13,109	-
Auditors remuneration:		
Auditing Services	16,700	15,900
Interest paid or payable to:		
Commonwealth Bank	180,700	187,216
Movement in Provisions:		
Depreciation of property, plant and equipment	544,511	486,676
Employee Benefits	348,687	308,199
Net expense resulting from movement in provisions	893,198	794,875
3 MOVEMENT IN RESERVES		
Transfer from Scientific Research Fund Reserve	(5,572)	1,305
Transfer from Strategic Initiatives Fund Reserve	19,430	52,162
Transfer to Strategic Initiatives Fund Reserve	-	(456,658)
	13,858	(403,191)
For further details on reserve movements see Note 13		
4 CASH		
Cash on Hand	1,000	1,000
Cash at Bank	2,008,776	2,346,698
	2,009,776	2,347,698
5 RECEIVABLES		
<i>Current</i>		
Trade Debtors	1,912,464	2,123,336
Less: Provision for Doubtful Debts	(10,000)	(10,000)
	1,902,464	2,113,336
Sundry Debtors	25,289	28,531
Amounts Receivable from Related Entities	173,558	-
Contract Debtors	1,244,125	1,514,003
	3,345,436	3,655,870
6 INVENTORIES		
<i>Current</i>		
Stock on Hand	1,946,478	2,150,835
Provision for Obsolescence	(150,000)	-
Product Development in Progress	695,619	414,749
	2,492,097	2,565,584
7 OTHER ASSETS		
<i>Current</i>		
Other Prepayments	266,992	152,599

	2000	1999
	\$	\$
8 PROPERTY, PLANT & EQUIPMENT		
Freehold Land – at Cost	1,750,000	1,750,000
	<u>1,750,000</u>	<u>1,750,000</u>
Buildings – at Cost	4,741,670	4,375,907
Less: Accumulated Depreciation	684,346	554,038
	<u>4,057,324</u>	<u>3,821,869</u>
Furniture & Equipment – at Cost	740,309	815,198
Less: Accumulated Depreciation	421,708	529,456
	<u>318,601</u>	<u>285,742</u>
Computer Equipment	1,276,625	1,209,214
Less: Accumulated Depreciation	756,261	691,501
	<u>520,364</u>	<u>517,713</u>
Leasehold improvements	191,516	-
Less: Accumulated Amortisation	13,109	-
	<u>178,407</u>	<u>-</u>
Total Property, Plant & Equipment	<u>6,824,696</u>	<u>6,375,324</u>

An independent valuation of land and buildings was undertaken by Mr M Tidman (IMBA) of CB Richards Ellis Pty Ltd on 8 December 1998. The valuation was undertaken in accordance with the requirements of Accounting Standard AASB 1034 to value land and buildings every three years. The valuation revealed a current market value of \$5,930,927.

9 INTANGIBLES

Copyright, Issues Magazine	50,000	50,000
Less: Accumulated Amortisation	(20,000)	(15,000)
	<u>30,000</u>	<u>35,000</u>

10 ACCOUNTS PAYABLE

Current

Trade and Sundry Creditors	1,839,494	2,093,928
Amounts Received In Advance	1,189,675	1,790,456
	<u>3,029,169</u>	<u>3,884,384</u>

11 BORROWINGS

Current

Bank Bills Payable	300,000	300,000
Hire Purchase Liability	34,488	32,035
	<u>334,488</u>	<u>332,035</u>

Non-Current

Hire Purchase Liability	62,929	97,417
Bank Bills Payable	1,800,000	2,100,000
	<u>1,862,929</u>	<u>2,197,417</u>

Bank borrowings are secured by mortgage over 19 Prospect Hill Road, Camberwell.

	2000	1999
	\$	\$
12 PROVISIONS		
<i>Current</i>		
Provision for Holiday Pay	970,837	725,756
Provision for Long Service Leave	765,500	632,061
Provision for Supplementary Superannuation	10,000	10,000
	<u>1,746,337</u>	<u>1,367,817</u>
<i>Non-Current</i>		
Provision for Long Service Leave	244,514	274,347
Aggregate employee entitlements liability	<u><u>1,990,851</u></u>	<u><u>1,642,164</u></u>
13 RESERVES		
Strategic Initiatives Fund Reserve	1,844,366	1,863,796
Scientific Research Fund Reserve	63,759	58,187
	<u>1,908,125</u>	<u>1,921,983</u>
<i>Movements in Reserves</i>		
<i>Strategic Initiatives Fund Reserve</i>		
Opening Balance for the year	1,863,796	1,459,300
Transfer to Accumulated Funds	(19,430)	(52,162)
Transfer from Accumulated Funds	-	456,658
	<u>1,844,366</u>	<u>1,863,796</u>
<i>Scientific Research Fund Reserve</i>		
Opening Balance for the year	58,187	59,492
Transfer to Accumulated Funds	5,572	(1,305)
	<u>63,759</u>	<u>58,187</u>
14 CAPITAL & LEASING COMMITMENTS		
<i>Hire Purchase Commitments</i>		
Not later than one year	39,903	39,903
Later than one year and not later than two years	39,903	39,903
Later than two years and not later than five years	26,603	66,506
	<u>106,409</u>	<u>146,312</u>
Less: Future Finance Charges	8,992	16,860
Total Hire Purchase Liability	<u><u>97,417</u></u>	<u><u>129,452</u></u>
<i>Capital Expenditure Commitments Contracted For:</i>		
Capital Expenditure projects	-	307,580
Payable: Not later than one year	<u><u>-</u></u>	<u><u>307,580</u></u>

15 MEMBER'S GUARANTEE

Each member of the company guarantees to contribute to the assets of the company in the event of its being wound up to the extent of twenty dollars.

16 CASHFLOW INFORMATION

a) Reconciliation of Cash

For the purposes of the statement of cash flows, cash includes cash on hand and in banks and investments in money market instruments, net of outstanding bank overdrafts. Cash at the end of the financial year as shown in the statements of cash flows is reconciled to the related items in the balance sheet as follows:

	2000	1999
	\$	\$
Cash on hand	1,000	1,000
Cash at bank	2,008,776	2,346,698
	<u>2,009,776</u>	<u>2,347,698</u>

b) Reconciliation of Net Cash provided by Operating Activities to Operating Surplus

Operating Surplus	675,485	1,173,472
<i>Non-cash flows in operating surplus</i>		
Amortisation	18,109	5,000
Depreciation	544,511	486,676
Profit on sale of property, plant & equipment	-	(1,269)
Change in operating related assets & liabilities		
(Increase) Decrease in trade debtors	369,598	(672,408)
(Increase) Decrease in inventories	73,487	(62,275)
Increase (Decrease) in creditors	(254,436)	491,591
Increase (Decrease) in provisions	348,688	308,200
Increase (Decrease) in income in advance	(600,780)	(107,111)
Net cash provided by operating activities	<u>1,174,662</u>	<u>1,621,876</u>

17 INTERESTS IN JOINT VENTURES

The Australian Council for Educational Research Limited has a 50% interest in the joint venture entity TestGrid Pty Ltd. TestGrid Pty Ltd and its wholly owned subsidiary, TestGrid (Aust) Pty Ltd, provide applicant assessment and reporting services through an internet web page.

Share of joint venture entity's consolidated (unaudited) results and financial position.

Current Assets	2,249	-
Non-current Assets	136,094	-
Total Assets	<u>138,342</u>	<u>-</u>
Current Liabilities	-	-
Non-Current Liabilities	173,458	-
Total Liabilities	<u>173,458</u>	<u>-</u>
Revenue	1,398	-
Expenses	36,614	-
Operating deficit before income tax	<u>(35,216)</u>	<u>-</u>

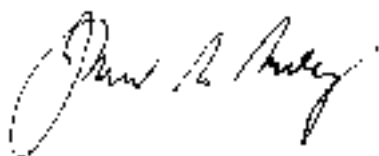
Directors' declaration

The directors have determined that the company is not a reporting entity. The directors have determined that this special purpose financial report should be prepared in accordance with the accounting policies outlined in Note 1 to the financial statements.

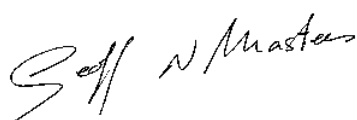
The directors of the company declare that:

1. the financial statements and notes:
 - (a) comply with Accounting Standards and the Corporations Law; and
 - (b) give a true and fair view of the financial position of the company as at 30th June 2000 and performance for the year ended on that date;
2. in the director's opinion there are reasonable grounds to believe that the company will be able to pay its debts as and when they become due and payable.

This declaration is made in accordance with the resolution of the Board of Directors and is signed for and on behalf of the directors by:



.....
Director



.....
Director

Members of ACER Council

Chair

Karmel, Peter (to November 1999)

Maling, Jillian (from November 1999)

Deputy Chair

Maling, Jillian (to November 1999)

Boston, Ken (from November 1999)

Coopted Members

Cairney, Trevor, BA, MLitt *UNE*, PhD *Newcastle*
Pro Vice-Chancellor (Research), University
of Western Sydney Nepean

Hughes, Professor Paul, AM, DipT(Prim) *TCAE*,
AdvDipT *ACA*E, MEd *Harvard*, HonDLitt
Flin., FACE
Professor and Director, Yungorrendi First
Nations Centre for Higher Education and
Research, The Flinders University of South
Australia

Karmel, Peter*, AC, CBE, BA *Melb.*, PhD *Camb.*,
PhD *ad eundem gradum Adel.*, Hon LLD *PNG*,
Melb., *Qld*, *ANU*, HonDLitt *Flin*, *Macquarie*,
Murdoch, DUniv *Newcastle*, *NSW*, FACE,
FASSA
Former Vice-Chancellor, Australian National
University, Canberra (to November 1999)

Knight, Susan, DipT *Frankston*, BEd *Chisholm*,
GradDipDrama *MSC*, MEdStudies
Principal, St Kilda Park Primary School

Maling, Jillian*, AM, BA, DipEd, BEd *Melb.*, PhD
Stanford, FACE
Educational Consultant, South Australia

Porter, Paige*, BA *Missouri*, MA PhD *Stanford*,
Executive Dean (International Relations),
The University of Western Australia
(from February 2000)

Members Appointed by Institutes of Educational Research Standing Committee

Astill, Brian, Assoc DipEd, Assoc Dip T&D, DipT
UniSA, BEd, MEd *Adelaide*, PhD *Flinders*
Post Doctoral Research Associate, Institute of
International Education, The Flinders
University of South Australia

Cumming, Joy*, BA, DipEd, BEdSt, MEd, PhD
Queensland
Head of School, School of Cognition, Language
and Special Education,
Faculty of Education, Griffith University
(from February 2000)

Watson, Alan, BA *UNE*, DipRE *Melb CD*, MA,
PhD *Syd.*
School of Education Studies, University of
New South Wales

Members Appointed by Conference of Education System Chief Executive Officers

Allen, Peter, BA *Syd.*
Secretary, Department of Education, Victoria

Boston, Ken*, MA, PhD *Melb.*, FRGS, FACE, FAIM
Director-General, NSW Department of
Education and Training

Members Appointed by Secretary of Commonwealth Department of Education, Training and Youth Affairs

Hill, Peter, BA(Hons) *London*, DipEd *Murdoch*,
PhD *Murdoch*, FACE, FACEA
Director, Centre for Applied Educational
Research, University of Melbourne (from
May 2000)

Horne, Robert*, MA *Oxford*
First Assistant Secretary, International,
Analysis and Evaluation Division, Department
of Education, Training and Youth Affairs

Sara, Vicki, BA, PhD *Syd.*, DOC, *Stockholm*
Chair, Australian Research Council, Canberra
(to November 1999)

Member Appointed by the National Council of Independent Schools' Associations and the National Catholic Education Commission

de Carvalho, David, BA(Hons), DipEd *Melb.*,
BTheol *MCD*
Chief Executive Officer, National Catholic
Education Commission

Staff Member

Lindsey, John*, BSc(Hons), PhD *Monash*, DipEd
Melb.
Senior Research Fellow, Australian Council for
Educational Research (to May 2000)

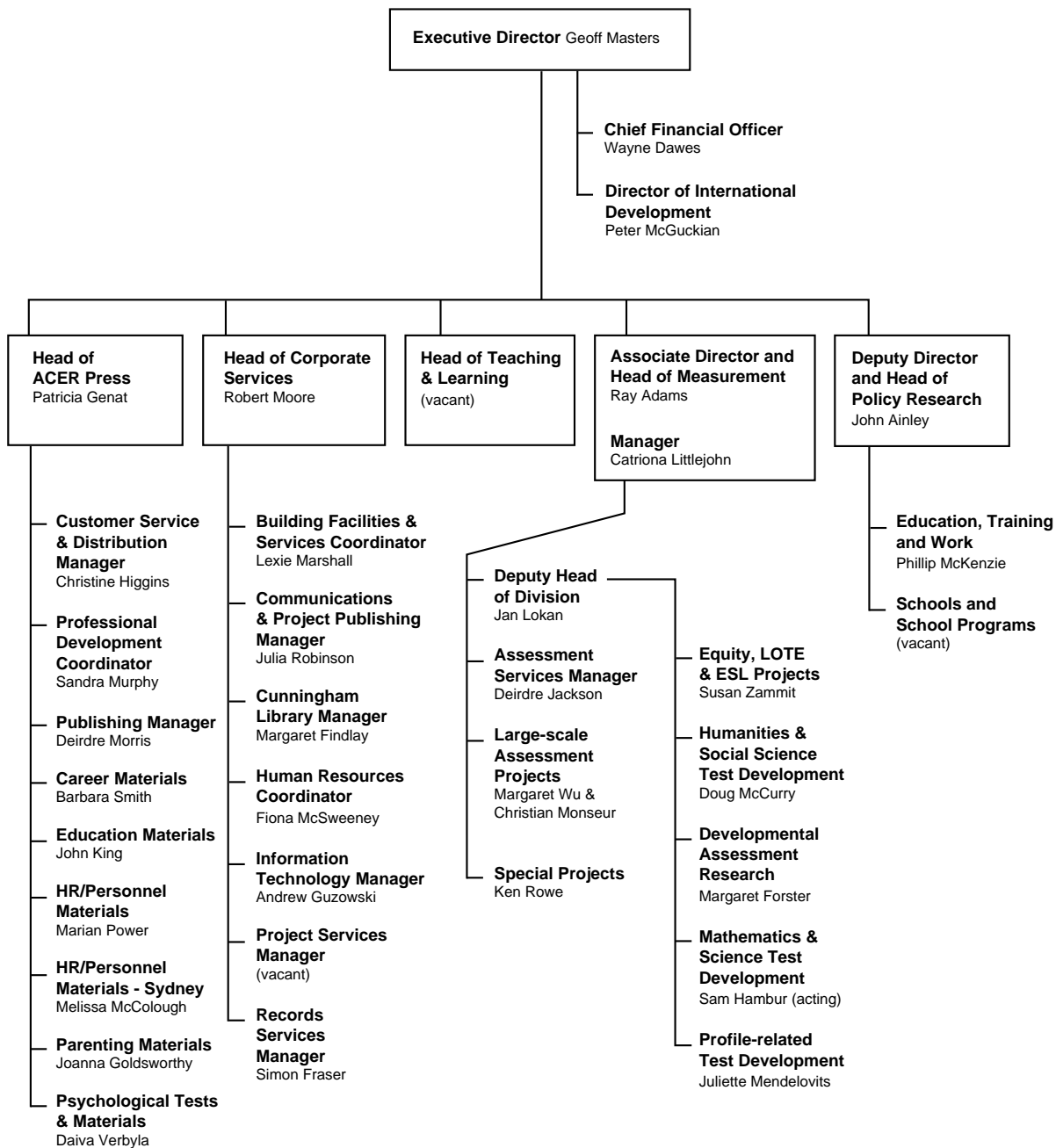
Executive Director

Masters, Geoffrey*, BSc, MEd *WA*, PhD *Chicago*,
FACE
Executive Director
Australian Council for Educational Research

* denotes member of Board of Directors

Members of ACER staff

Organisational structure at 30 June 2000



Director's Award for Exceptional Service

Ms Julie Zubrinich was the 1999–2000 recipient of the Director's Award for Exceptional Service to ACER. This award, which is restricted to staff who work exclusively at ACER's premises and who do not travel as part of their employment, provides \$500 and return air travel for two between Melbourne and any one of Sydney, Adelaide and Hobart. Ms Zubrinich is the Administrative Officer, Policy Research Division.

As a condition of its contract with its travel agent, ACER annually receives the two complimentary air tickets. The cash grant is provided by ACER.

Executive Director

Masters, Geoff, BSc, MEd UWA, PhD *Chicago*,
FACE

Executive Officer

Skarbek, Bozena, BA *Monash*, GradDipSecSt
CCAIE, GradCertEventsMgt *VUT* (to March
2000)

Personal Assistant to Executive Director

Meulenberg, Jackie, Dip Private Secretarial
Practice *RMIT* (from May 2000)

International Development

Director of International Development

McGuckian, Peter, BAgSc, DipEd *Melb.*
(from May 2000)

Administrative Officer

Kruse, Julie

Financial Services

Chief Financial Officer

Dawes, Wayne, BBus *Chisholm*, FCPA

Accountant

Cameron, Andrew, BCom *Deakin*

Divisional Accountant

Nichol, Chris, BBus *Swinburne*, CPA (from
March 2000)

Administrative Staff

Car, Lyn

Evans, Dilsie

Harvey, Faye

Hodder, Gwen (to May 2000)

Millar, Vicki (from February 2000)

Thomas, Alison, BBus(Acc) *Bendigo*

Trembath, Stewart, BBus *Swinburne* (from
December 1999)

MEASUREMENT DIVISION

Associate Director

Lokan, Janice, BA, DipEd *Adel.*, PhD *Ottawa*,
FACE, MAPsS, MIAAP (to October 1999)

Adams, Raymond, BSc(Hons), DipEd, MEd,
Melb., PhD *Chicago* (from October 1999)

Senior Administrative Officer

Littlejohn, Catriona, BEd *Melb.*, MBA *Monash*,
AIMM

Administrative Officer

Bates, Susan

Administrative Assistant

Peake, Ben

Principal Research Fellows

Lokan, Janice, BA, DipEd *Adel.*, PhD *Ottawa*,
FACE, MAPsS, MIAAP

Rowe, Ken, BA(Hons) *Melb.*, MSc *London*, PhD
Melb., DipGenStuds *Swin*, TPTC *Melb.*

Senior Research Fellows

Barnard, John, BSc(Ed), BSc(Hons), BEd, MEd,
DEd *RAU*, MSc *UNISA*, PhD *UP*, EdD
Newport (to January 2000)

Doig, Brian, BAppSci, AssocDipMath *RMIT*,
BEd *Monash*, GradDipCompEdn *MCAE*,
MEd *Melb.*

Forster, Margaret, BA(Hons) DipEd *LaT.*,
MEdSt *Monash*

McCurry, Douglas, BA(Hons) DipEd *LaT.*

Morgan, George, BSc(Hons) *UNSW*, DipEd
SCV, MSc *LaT.*, MEd *Melb.*

Turner, Ross, MSc, DipEd *Melb.*, DipEdPsych
Monash (from Feb 2000)

Withers, Graeme, BA *Melb.*

Wu, Margaret, BSc(Hons), DipEd, MEd *Melb.*,
GradDipComStudies *RMIT* (from January
2000)

Zammit, Susan, BA(Hons) *Lond.*, MEdSt, PhD
Monash, MACE

Research Fellows

Anderson, Prue, BA *Monash*, DipEd *LaT.*, MEd
Studies *Monash*

Berezner, Alla, BSc, MSc (from November 1999)

Bodey, Wendy, DipT *VicColl.*,
GradDipCompEdn *Riverina Murray*

Bryce, Jennifer, BA, BEd *Melb.*, DipArts *VicColl.*
of Arts, MSocSci *RMIT*

Chamberlain, Jeff, DipEd *UOFS*, BA(Hons), *UP*,
BEd, MEd, DEd *UNISA* (to September 1999)

Chiavaroli, Neville, BAppSci *Lincoln*, BA(Hons)
Melb., MPhil *Camb.* (from August 1999)

- Congdon, Peter, DipAppSci *VCAH*
- Crawford, Colin, BEd, GradDipEdAdmin, TPTC TTLIBC (to January 2000)
- Darkin, Lynne, BA(Hons) *James Cook*, DipEd *LaT.*
- Farkota, Rhonda, DipTeach, BEd *Melb.*, MEdSt *Monash*
- Glasson, Toni, BA, TPTC GradDip Children's Literature (from January to March 2000)
- Hadlow, Barbara, BA(Hons) DipEd (from January 2000)
- Hambur, Sam, BSc(Hons) *Monash*, DipEd *HIE*
- Hart, Christina, BSc (Hons), DipEd, PhD (from August 1999 to December 1999)
- Hill, Kathryn, BA, DipEd TESL, MA *Melb.*
- Heggie, Susan, BEd *Melb.*, AMusA *AMEB* (from January 2000)
- Hunt, Malcolm, BSc(Hons), DipEd, PhD *Melb.*
- Laussen, Beverley, BEd, DipEd, MEd (from April to July 2000)
- Lindsey, John, BSc(Hons), PhD *Monash*, DipEd *Melb.*
- Lonsdale, Michele, BA(Hons) DipEd *Melb.*, GradDip Student Welfare *Hawthorn*, MEd, PhD *LaT.*
- Lowe, Lois, BSc *Melb.*, TPTC *Melb State Coll.* (to August 1999)
- McGregor, Margaret, BEd (Prim), MEd Studies *Monash*, TPTC *Frankston*
- McQueen, Joy, BA, DipEd *Melb.*, BEd *Monash*, GradDip TESL *VicColl.*, MA *Melb.*, MACE
- Meiers, Marion, BA, DipEd *Melb.*, BEd, MEd *Monash*, MACE
- Mendelovits, Juliette, BA(Hons), DipEd *LaT.*, MA(Eng) *Melb.*
- Nolan, Kathy, BEd, DipTeach *ACU*, GradCertEdStudies (TESOL)
- O'Connor, Gayl, BSc(Hons) *LaT.*, DipEd *Monash*, GradDipAppSc *Vic College*
- Pearn, Cath, GradDipMathEd *Hawthorn*, DipTeach *Phillip*, MEd *LaT.*, TPTC *Burwood*
- Raivars, Andrew, BA(Hons), DipEd, BLitt(Hons) *Monash*, GradDipMathSc *MCAE*
- Quinton, Helen, BSc, GradDip (from May to June 2000)
- Recht, Eve, BA(Hons), DipEd *LaT.*
- Robinson, Catherine, BEd, MEd (from July to November 2000)
- Simpson, Brian, BSc, DipEd *Melb.*
- Schaffner, Dietmar, BSc, GradDipEd (from May to June 2000)
- Smith, Sue, BEd, GradDip (from January to June 2000)
- Stephanou, Andrew, *Laurea in Physics Rome*, DipEd *Melb.*
- Turner, John BSc, DipEd, GradDip, PhD (from November to June 2000)
- Volodin, Nikolai, MSc(Stats), PhD *Tashkent*
- Research Officers**
- Chatfield, Robert, BEd, GradDipAdol&Child Psych, MA *Melb.* (to July 1999)
- Gibbins, Marisa, BAppSc *RMIT*, DipEd *Melb.*
- Greenwood, Lisa, BAppSci *Deakin*, GradDipCounsPsych *RMIT* (on leave from December 1999)
- Macaskill, Greg, BSc(Hons) *Adel.*, GradDipComStudies *RMIT*
- McCormack, Silvia, BA *UWA*, GradDipEd, MA *Deakin*
- Misson, Sebastian, BSc, GradDipAppPsych. (to July 1999)
- Murphy, Martin, BA, DipEd, MEdStds *Monash*, GradDipSocialStatistics *Swinburne*
- Robbins, Frank, BSc(Hons), PhD *Melb.*
- Routitsky, Alla, BEd, PhD *Voronezh*, DipEd *Melb.*
- Underwood, Catherine, BA *Swinburne* (from November 1999)
- Assessment Services**
- Manager**
- Jackson, Deirdre, BA, TPTC, TTLC *Monash*, Certificate Project Consulting *RMIT*
- Project Management Staff**
- Aldous, Cecily, BA *Melb.*, DipEd(TESL) *LaT.*
- Dick, Wendy, BA, MA *Melb.*, TPTC *Frankston/Monash*
- Dodds, Robyn, BA *RMIT*, GradDipSoc *LaT.*
- MacGregor, Margie, BA *Monash*, CertManDev *Glasgow Caledonian U.*, CertTEFL, GradDipAdvProfDev, GradCertAdvProf Dev *Strathclyde* (to August 1999)

Nankervis, Susan, BEd *Melb.* (from August 1999)

Administrative Staff

Davies, Sandra, BA *Swinburne*, GDLIS *Monash* (from February 2000)

Haby, Kerry, BA *Monash* (from February 2000)

Harvey, Georgia

Skinner, Heather

Trang, Lynda, BBA, GradDipInfoMgt, MB(IT) *RMIT* (to February 2000)

POLICY RESEARCH DIVISION

Associate Director

Ainley, John, BSc, MEd, PhD *Melb.*, FACE

Administrative Officer

Zubrinich, Julie, BA *UWA*, BEd *Deakin*

Principal Research Fellows

McKenzie, Phillip, BEc(Hons), DipEd, MEd, PhD *Monash*, FACE

Marks, Gary, BSc(Hons), MSc. *Melb.*, PhD *Qld* (from January 2000)

Splitter, Laurance, BA(Hons) *Monash*, BPhil, DPhil *Oxon.*, FACE

Senior Research Fellows

Cresswell, John, BSc, BEd *UWA*, MEd *UTas*, PhD *Curtin* (from April 2000)

de Lemos, Marion, BSc(Hons), MSc *Natal*, PhD *ANU*, MAPsS

Harvey-Beavis, Adrian, BA *Chisholm*, MEd *Melb.*

Lamb, Stephen, BEd(Hons) *UTas.*, MEd, PhD, *Melb.*

Malley, Jeff, BEc, MEd *Monash*

Marks, Gary, BSc(Hons), MSc. *Melb.*, PhD *Qld* (to December 1999)

Research Fellows

Allan, Amanda, BEd *Victoria*, DipTeaching *Torak College*, BA(Psych) *Swinburne*, GradDip(Psych), MA(Psych) *Melb.* MAPsS

Frigo, Tracey, BBSc *LaT.*, DipEd *Bendigo*, GradDipAdol&Child Psych *Melb.*

Fullarton, Sue, BAppSci *RMIT*, DipEd *Monash*, GradDipMathsEd *Deakin*, MEdSt, PhD *Monash*

Hollingsworth, Hilary, BEd (Primary), DipT (Primary), PhD *Deakin*

Johnson, Trevor, BSc, AUA, DipT *Adel.*, MA, MEdSt, PhD *Flinders*

Long, Michael, BA(Hons) *ANU*

McMillan, Julie, BA (Hons), PhD *UQ* (from June 2000)

Mellor, Suzanne, BA, DipEd *Melb.*, BEd *LaT.*, MEdSt *Monash*, MACE

Robinson, Lyn, BA, DipEd *Monash*, GradDipUrbResrch&Policy *Swinburne* (LWOP from January 2000)

Research Officers

Fleming, Marianne, BSc *Melb.*, BA *Swinburne*

Fleming, Nicole, BBSc *LaT.*, PGradDipPsych *Melb.* (from January 2000)

Administrative Staff

Fleming, Nicole, BBSc *LaT.*, PGradDipPsych *Melb.* (to December 1999)

ACER PRESS

Head of Division

Genat, Patricia, DipEd *Deakin*, GradDipLib, BEd *Melb.*, MBus(Mkt) *Monash*

Administrative Officer

Taylor, Margaret (to Feb 2000) (Professional Development Unit from February 2000)

Thomson, Virginia, BA *Monash*, CertBusStud *RMIT*

Promotions and Marketing Coordinator

Bonaccorso, Mara, BA (Management Communication) *Deakin*

Education

King, John, DipPE *Melb.*, BEd *LaT.*

Career Materials Consultant (TRIP)

Smith, Barbara, BCom, DipEd, GradDip Sec Studies (from February 2000)

Parenting

Goldsworthy, Joanna, BA(Hons) *Oxon.*

Personnel and Human Resources Management

Power, Marian, BA(Hons), MA(Applied Psychology) *Melb.*, GradDip Careers Educ *RMIT*, MAPS, MAHRI

Human Resources and Psychology, Sydney

McColough, Melissa, BSc(Psych)Hons,
MPsych(Applied)Hons UNSW, MAPS

Psychology

Verbyla, Daiva, BEd *Melb State Coll.*,
GradDipAdol&ChildPsych, MEdPsych
Melb., MAPS, MISH

Professional Development Coordinator

Murphy, Sandra, BEd *Melb.* (from January 2000)

Customer Service

Manager

Higgins, Christine

Gardiner, Jan

Keele, Julie

Manuel, June

Rankin, Stephanie

Whitehead, Simone

Store and Despatch

Manager

O'Neill, Steven

Gilder, Peter

Matravers, Philip

Smith, Ian

Publishing

Manager

Morris, Deirdre, BA ANU

Senior Editor

Cantrill, Siobhan, BA *Sydney*, Dip Editing &
Publishing

Electronic Publishing Editor

Saubern, Ralph, BA *Melb.*, BEd *LaT.*, MTESOL
Monash, CTEFLA *Holmes College* (from
January 2000)

Production Manager

Seddon, Roger

Publishing Assistant

McGinnes, Andrew, BMedia Studies *RMIT*

CORPORATE SERVICES DIVISION

Corporate Services Manager

Moore, Robert, BCom *Melb.*

Human Resources Coordinator

Fiona McSweeney, BA(Hons) *Melb.*, GradDip
IR/HRM *RMIT*

Facilities and Services Coordinator

Sonia Bowditch, BA ANU (to September 1999)

Lexie Marshall (from September 1999)

Receptionists

Coyne, Meg

Lowry, Ann

Millar, Vicki (from February 2000)

Richter, Beatrice

Information Technology

Manager

Crossland, John, BSc, DipEd *LaT.*,
GradDipMgtSys *Swinburne* (to September
1999)

Guzowski, Andrew, MSc EEng *WUT*, CPEng,
MIEAust (from January 2000)

Computer Services

Hare, John

Nguyen, Daryl, BA(Computing) *Monash*

Owers, Patricia

Shaw-Dennis, Daniel (to December 1999)

Cunningham Library

Manager

Findlay, Margaret, BA *VicColl.*, AALIA

Senior Librarians

Cuskelly, Maxine, BA, GradDip Lib *UNSW*,
GradDip Ed & Pub *RMIT*, ALIA, AITEA
(LWOP from December 1999)

Haby, Steven, BSocSci *RMIT*

Kowarsky, Tamara, BSc. *UWA*, GradDipLib
WAIT (from December 1999)

Librarians

Hughes, Stuart, BA(Hons) *Otago*, MA *Monash*,
AALIA

Psiliakos, Lula, BBus *RMIT*, AALIA

Library Technicians

Ashfield, Cheryl, AssocDipAppSocSci
(Lib&InfSt) *Box Hill TAFE*

Brinson, Laura, AssocDipAppSocSci (Lib&InfSt)
Swinburne

Communications and Project Publishing

Manager

Robinson, Julia, BA(Journ.) *RMIT*

Project Publishing Coordinator

Rigby, Caroline

Locock, Gloria

Murray, Susanna (from December 1999)

Roberts, Tracey, BSc(CompSci) *Melb.*

Records Services

Manager

Fraser, Simon

Bonning, Judy

Project Services

Manager

Buckley, Carole

Cowhey, Pauline

Prain, Stewart, BDesign(Industrial) *Swinburne*
(from April 2000)

Underwood, Catherine, BA *Swinburne* (to
November 1999)

Despatch

Evans, David

Photocopying Services

Koglin, Dianne

Cleaning Services

Skiadopoulos, Marina

