70th Annual Report
1999 – 2000

improving learning

Australian Council for Educational Research
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cer’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 fulfillment 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.
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 Children1. 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 Read2, 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 Evidence3, and the Australian report Literacy Advance: Reviewing the Literature4 (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.

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 alphabicals, fluency and comprehension:

**Alphabetics**

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 Fleming 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’ profession.

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.
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 Hubbub 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.’
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.’

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**Reading growth patterns for four approaches to literacy**

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<td>Begin Year 2</td>
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</tr>
<tr>
<td>End Year 2</td>
<td>40</td>
</tr>
</tbody>
</table>

**Approaches:**
- Children’s Literacy Success Strategy (CLaSS)
- Early Years Literacy Program (EYLP)
- Western Australian First Steps (WAFS)
- Approved School Design (ASDN)
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.’
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.’

![Image of a students playing guitar with the *Keynotes* interface]

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19
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)

On their role as principal
On their school's activities
On education generally
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

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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

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**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 Children in Western Australian schools*
Partners: educational consultants from Vision Network Pty Ltd, WA
Staff publications and professional activities

Books and reports


Cunningham Library (2000). Australian Education Index. 42. Melbourne: ACER.


Chapters in books


Journal articles


**Invited presentations and keynote addresses**


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).


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.


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.


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. (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, 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.


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, 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, 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.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. (2000, April). *How to develop critical, creative and 'caring' thinking in schools.* Public address at the University of Hong Kong.


**Conference papers and other presentations**


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.


Jackson, D. & Hambur, S. (1999, November). Graduate Skills Assessment. Presentation to Deputy Vice Chancellors, Academic quarterly meeting, University of South Australia.


Marks, G. (1999, October). The labour market experiences of early school leavers. Presentation to the Faculty of Economics, ANU, Canberra.


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


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.


Splitter, L. (1999, September). Lecture on Citizenship, democracy, and ethics, School of Philosophy, La Trobe University, Melbourne.


Tests, manuals and software


Unpublished papers and reports of limited circulation


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). *Regressions of Selected Items and Constructed Variables from the Student Field Trial Data*. Prepared for consideration at the September 1999 PISA Questionnaire Review and Development Meeting.


Including Options For Improvement. Prepared for Tasmanian Secondary Assessment Board. Melbourne: ACER.


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.


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
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
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
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 (MOSEDG).

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)


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.


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. 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).
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.

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.
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
### Balance Sheet At 30th June 2000

<table>
<thead>
<tr>
<th>Note</th>
<th>2000</th>
<th>1999</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td><strong>CURRENT ASSETS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash</td>
<td>4</td>
<td>2,009,776</td>
</tr>
<tr>
<td>Receivables</td>
<td>5</td>
<td>3,345,436</td>
</tr>
<tr>
<td>Inventories</td>
<td>6</td>
<td>2,492,097</td>
</tr>
<tr>
<td>Other</td>
<td>7</td>
<td>266,992</td>
</tr>
<tr>
<td><strong>TOTAL CURRENT ASSETS</strong></td>
<td></td>
<td>8,114,301</td>
</tr>
<tr>
<td><strong>NON-CURRENT ASSETS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Property, plant and equipment</td>
<td>8</td>
<td>6,824,696</td>
</tr>
<tr>
<td>Intangibles</td>
<td>9</td>
<td>30,000</td>
</tr>
<tr>
<td><strong>TOTAL NON-CURRENT ASSETS</strong></td>
<td></td>
<td>6,854,696</td>
</tr>
<tr>
<td><strong>TOTAL ASSETS</strong></td>
<td></td>
<td>14,968,997</td>
</tr>
<tr>
<td><strong>CURRENT LIABILITIES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounts Payable</td>
<td>10</td>
<td>3,029,169</td>
</tr>
<tr>
<td>Borrowings</td>
<td>11</td>
<td>334,488</td>
</tr>
<tr>
<td>Provisions</td>
<td>12</td>
<td>1,746,337</td>
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<tr>
<td><strong>TOTAL CURRENT LIABILITIES</strong></td>
<td></td>
<td>5,109,994</td>
</tr>
<tr>
<td><strong>NON-CURRENT LIABILITIES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Borrowings</td>
<td>11</td>
<td>1,862,929</td>
</tr>
<tr>
<td>Provisions</td>
<td>12</td>
<td>244,514</td>
</tr>
<tr>
<td><strong>TOTAL NON-CURRENT LIABILITIES</strong></td>
<td></td>
<td>2,107,443</td>
</tr>
<tr>
<td><strong>TOTAL LIABILITIES</strong></td>
<td></td>
<td>7,217,437</td>
</tr>
<tr>
<td><strong>NET ASSETS</strong></td>
<td></td>
<td>$ 7,751,560</td>
</tr>
<tr>
<td><strong>MEMBERS’ FUNDS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reserves</td>
<td>13</td>
<td>1,908,125</td>
</tr>
<tr>
<td>Accumulated Funds</td>
<td></td>
<td>5,843,435</td>
</tr>
<tr>
<td><strong>TOTAL MEMBERS’ FUNDS</strong></td>
<td></td>
<td>$ 7,751,560</td>
</tr>
</tbody>
</table>

The accompanying notes form part of these financial statements.
Statement of Cash Flows For The Year Ended 30th June 2000

<table>
<thead>
<tr>
<th>Note</th>
<th>2000</th>
<th>1999</th>
</tr>
</thead>
<tbody>
<tr>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Surplus from Operations Before Reserve Items</td>
<td>2</td>
<td>689,343</td>
</tr>
<tr>
<td>Amounts Relating to Reserve Funds:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scientific Research Fund Surplus (Deficit)</td>
<td>5</td>
<td>5,572</td>
</tr>
<tr>
<td>Strategic Initiatives Fund Expenditure</td>
<td>(19,430)</td>
<td>(52,162)</td>
</tr>
<tr>
<td><strong>Surplus from Operations</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>675,485</td>
</tr>
<tr>
<td>Cash Flows From Operating Activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Receipts from customers &amp; clients</td>
<td>21,138,127</td>
<td>18,506,758</td>
</tr>
<tr>
<td>Payments to suppliers and employees</td>
<td>(19,843,810)</td>
<td>(16,761,703)</td>
</tr>
<tr>
<td>Interest &amp; other finance costs paid</td>
<td>(180,700)</td>
<td>(187,216)</td>
</tr>
<tr>
<td>Interest &amp; bill discounts received</td>
<td>61,047</td>
<td>64,037</td>
</tr>
<tr>
<td><strong>Net Cash from Operating Activities</strong></td>
<td>16(b)</td>
<td>1,174,664</td>
</tr>
<tr>
<td>Cash Flows From Investing Activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Payments for property, plant and equipment</td>
<td>(1,006,993)</td>
<td>(621,895)</td>
</tr>
<tr>
<td>Proceeds from sale of plant and equipment</td>
<td>-</td>
<td>23,000</td>
</tr>
<tr>
<td>Proceeds from loans (repaid) advanced</td>
<td>(173,558)</td>
<td>-</td>
</tr>
<tr>
<td><strong>Net Cash used in Investing Activities</strong></td>
<td>(1,180,551)</td>
<td>(598,895)</td>
</tr>
<tr>
<td>Cash Flows From Financing Activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Repayment of Bank Bills</td>
<td>(300,000)</td>
<td>(300,000)</td>
</tr>
<tr>
<td>Increase (Decrease) in Hire Purchase Liability</td>
<td>(32,035)</td>
<td>14,305</td>
</tr>
<tr>
<td><strong>Net Cash used in Financing Activities</strong></td>
<td>(332,035)</td>
<td>(285,695)</td>
</tr>
<tr>
<td><strong>Net Increase (Decrease) In Cash Held</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(337,922)</td>
<td>737,286</td>
</tr>
<tr>
<td>Cash at the Beginning of the Year</td>
<td>2,347,698</td>
<td>1,610,412</td>
</tr>
<tr>
<td><strong>Cash at the End of the Financial Year</strong></td>
<td>16(a)</td>
<td>$2,009,776</td>
</tr>
</tbody>
</table>

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.
2 OPERATING SURPLUS

(a) Operating Surplus has been determined after:

**Crediting as Income:**

Interest Received
- Interest Received From Other Parties 61,047 64,037

**Charging as Expenses:**

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)

For further details on reserve movements see Note 13

4 CASH

<table>
<thead>
<tr>
<th>Description</th>
<th>2000</th>
<th>1999</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash on Hand</td>
<td>1,000</td>
<td>1,000</td>
</tr>
<tr>
<td>Cash at Bank</td>
<td>2,008,776</td>
<td>2,346,698</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2,009,776</strong></td>
<td><strong>2,347,698</strong></td>
</tr>
</tbody>
</table>

5 RECEIVABLES

**Current**

<table>
<thead>
<tr>
<th>Description</th>
<th>2000</th>
<th>1999</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trade Debtors</td>
<td>1,912,464</td>
<td>2,123,336</td>
</tr>
<tr>
<td>Less: Provision for Doubtful Debts</td>
<td>(10,000)</td>
<td>(10,000)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,902,464</strong></td>
<td><strong>2,113,336</strong></td>
</tr>
<tr>
<td>Sundry Debtors</td>
<td>25,289</td>
<td>28,531</td>
</tr>
<tr>
<td>Amounts Receivable from Related Entities</td>
<td>173,558</td>
<td>-</td>
</tr>
<tr>
<td>Contract Debtors</td>
<td>1,244,125</td>
<td>1,514,003</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>3,345,436</strong></td>
<td><strong>3,655,870</strong></td>
</tr>
</tbody>
</table>

6 INVENTORIES

**Current**

<table>
<thead>
<tr>
<th>Description</th>
<th>2000</th>
<th>1999</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stock on Hand</td>
<td>1,946,478</td>
<td>2,150,835</td>
</tr>
<tr>
<td>Provision for Obsolescence</td>
<td>(150,000)</td>
<td>-</td>
</tr>
<tr>
<td>Product Development in Progress</td>
<td>695,619</td>
<td>414,749</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2,492,097</strong></td>
<td><strong>2,565,584</strong></td>
</tr>
</tbody>
</table>

7 OTHER ASSETS

**Current**

<table>
<thead>
<tr>
<th>Description</th>
<th>2000</th>
<th>1999</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other Prepayments</td>
<td>266,992</td>
<td>152,599</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Description</th>
<th>2000</th>
<th>1999</th>
</tr>
</thead>
<tbody>
<tr>
<td>Copyright, Issues Magazine</td>
<td>50,000</td>
<td>50,000</td>
</tr>
<tr>
<td>Less: Accumulated Amortisation</td>
<td>(20,000)</td>
<td>(15,000)</td>
</tr>
<tr>
<td>Total</td>
<td>30,000</td>
<td>35,000</td>
</tr>
</tbody>
</table>

10 ACCOUNTS PAYABLE

<table>
<thead>
<tr>
<th>Description</th>
<th>2000</th>
<th>1999</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trade and Sundry Creditors</td>
<td>1,839,494</td>
<td>2,093,928</td>
</tr>
<tr>
<td>Amounts Received In Advance</td>
<td>1,189,675</td>
<td>1,790,456</td>
</tr>
<tr>
<td>Total</td>
<td>3,029,169</td>
<td>3,884,384</td>
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</table>

11 BORROWINGS

<table>
<thead>
<tr>
<th>Description</th>
<th>2000</th>
<th>1999</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bank Bills Payable</td>
<td>300,000</td>
<td>300,000</td>
</tr>
<tr>
<td>Hire Purchase Liability</td>
<td>34,488</td>
<td>32,035</td>
</tr>
<tr>
<td>Total</td>
<td>334,488</td>
<td>332,035</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Description</th>
<th>2000</th>
<th>1999</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Current</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hire Purchase Liability</td>
<td>62,929</td>
<td>97,417</td>
</tr>
<tr>
<td>Bank Bills Payable</td>
<td>1,800,000</td>
<td>2,100,000</td>
</tr>
<tr>
<td>Total</td>
<td>1,862,929</td>
<td>2,197,417</td>
</tr>
</tbody>
</table>

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

**Current**
- Provision for Holiday Pay
  - 2000: 970,837
  - 1999: 725,756
- Provision for Long Service Leave
  - 2000: 765,500
  - 1999: 632,061
- Provision for Supplementary Superannuation
  - 2000: 10,000
  - 1999: 10,000

\[
\begin{array}{lrr}
\text{Total} & 1,746,337 & 1,367,817 \\
\end{array}
\]

**Non-Current**
- Provision for Long Service Leave
  - 2000: 244,514
  - 1999: 274,347

\[
\begin{array}{lrr}
\text{Aggregate employee entitlements liability} & 1,990,851 & 1,642,164 \\
\end{array}
\]

## 13 RESERVES

- Strategic Initiatives Fund Reserve
  - 2000: 1,844,366
  - 1999: 1,863,796
- Scientific Research Fund Reserve
  - 2000: 63,759
  - 1999: 58,187

\[
\begin{array}{lrr}
\text{Total Reserves} & 1,908,125 & 1,921,983 \\
\end{array}
\]

### Movements in Reserves

**Strategic Initiatives Fund Reserve**
- Opening Balance for the year
  - 2000: 1,863,796
  - 1999: 1,459,300
- Transfer to Accumulated Funds
  - 2000: (19,430)
  - 1999: (52,162)
- Transfer from Accumulated Funds
  - 2000: 456,658

\[
\begin{array}{lrr}
\text{Total Strategic Initiatives Fund Reserve} & 1,844,366 & 1,863,796 \\
\end{array}
\]

**Scientific Research Fund Reserve**
- Opening Balance for the year
  - 2000: 58,187
  - 1999: 59,492
- Transfer to Accumulated Funds
  - 2000: 5,572
  - 1999: (1,305)

\[
\begin{array}{lrr}
\text{Total Scientific Research Fund Reserve} & 63,759 & 58,187 \\
\end{array}
\]

## 14 CAPITAL & LEASING COMMITMENTS

**Hire Purchase Commitments**
- Not later than one year
  - 2000: 39,903
  - 1999: 39,903
- Later than one year and not later than two years
  - 2000: 39,903
  - 1999: 39,903
- Later than two years and not later than five years
  - 2000: 26,603
  - 1999: 66,506

\[
\begin{array}{lrr}
\text{Total Hire Purchase Liability} & 106,409 & 146,312 \\
\end{array}
\]

- Less: Future Finance Charges
  - 2000: 8,992
  - 1999: 16,860

\[
\begin{array}{lrr}
\text{Total Hire Purchase Liability} & 97,417 & 129,452 \\
\end{array}
\]

**Capital Expenditure Commitments Contracted For:**
- Capital Expenditure projects
  - 2000: -
  - 1999: 307,580
- Payable: Not later than one year
  - 2000: -
  - 1999: 307,580
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:

<table>
<thead>
<tr>
<th></th>
<th>2000</th>
<th>1999</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash on hand</td>
<td>$1,000</td>
<td>$1,000</td>
</tr>
<tr>
<td>Cash at bank</td>
<td>$2,008,776</td>
<td>$2,346,698</td>
</tr>
<tr>
<td></td>
<td>$2,009,776</td>
<td>$2,347,698</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>2000</th>
<th>1999</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operating Surplus</td>
<td>675,485</td>
<td>1,173,472</td>
</tr>
<tr>
<td>Non-cash flows in operating surplus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amortisation</td>
<td>18,109</td>
<td>5,000</td>
</tr>
<tr>
<td>Depreciation</td>
<td>544,511</td>
<td>486,676</td>
</tr>
<tr>
<td>Profit on sale of property, plant &amp; equipment</td>
<td>-</td>
<td>(1,269)</td>
</tr>
<tr>
<td>Change in operating related assets &amp; liabilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Increase) Decrease in trade debtors</td>
<td>369,598</td>
<td>(672,408)</td>
</tr>
<tr>
<td>(Increase) Decrease in inventories</td>
<td>73,487</td>
<td>(62,275)</td>
</tr>
<tr>
<td>Increase (Decrease) in creditors</td>
<td>(254,436)</td>
<td>491,591</td>
</tr>
<tr>
<td>Increase (Decrease) in provisions</td>
<td>348,688</td>
<td>308,200</td>
</tr>
<tr>
<td>Increase (Decrease) in income in advance</td>
<td>(600,780)</td>
<td>(107,111)</td>
</tr>
<tr>
<td>Net cash provided by operating activities</td>
<td>1,174,662</td>
<td>1,621,876</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th></th>
<th>2000</th>
<th>1999</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Assets</td>
<td>2,249</td>
<td>-</td>
</tr>
<tr>
<td>Non-current Assets</td>
<td>136,094</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total Assets</strong></td>
<td><strong>138,342</strong></td>
<td><strong>-</strong></td>
</tr>
<tr>
<td>Current Liabilities</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Non-current Liabilities</td>
<td>173,458</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total Liabilities</strong></td>
<td><strong>173,458</strong></td>
<td><strong>-</strong></td>
</tr>
<tr>
<td>Revenue</td>
<td>1,398</td>
<td>-</td>
</tr>
<tr>
<td>Expenses</td>
<td>36,614</td>
<td>-</td>
</tr>
<tr>
<td><strong>Operating deficit before income tax</strong></td>
<td>(35,216)</td>
<td>-</td>
</tr>
</tbody>
</table>
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 ACAE, 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, Geofferey*, 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

Executive Director Geoff Masters

Chief Financial Officer Wayne Dawes
Director of International Development Peter McGuckian

Head of Corporate Services Robert Moore
Head of Teaching & Learning (vacant)

Deputy Head of Division Jan Lokan
Assessment Services Manager Deirdre Jackson
Large-scale Assessment Projects Margaret Wu & Christian Monseur
Special Projects Ken Rowe

Deputy Director and Head of Policy Research John Aitley

Education, Training and Work Philip McKenzie
Schools and School Programs (vacant)

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 CCAE, 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)
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, MSoC Sci 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)
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, Grad Dip CounsPsych 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, Grad Dip Soc Statistics 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, ME, PhD Melb., FACE

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

**Principal Research Fellows**
McKenzie, Phillip, BEd(Hons), DipEd, ME, 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, ME, PhD Curtin, UTA, PhD Curtin (from January 2000)
de Lemos, Marion, BSc(Hons), MSc Natal, PhD ANU, MAPsS
Harvey-Beavis, Adrian, BA Chisholm, ME Melb.
Lamb, Stephen, BEd(Hons) UTA, PhD, ME, PhD Melb.
Malley, Jeff, BEc, ME Melb.
Marks, Gary, BSc(Hons), MSc. Melb., PhD Qld (to December 1999)

**Research Fellows**
Allan, Amanda, BEd Victoria, DipTeaching
Toorak College, BA(Psych) Swinburne, GradDip(Psych), MA(Psych) Melb. MAPsS
Frigo, Tracey, BSc LaT., GradDip Bendigo, MEd, GradDipAdol&Child Psych Melb.
Fullarton, Sue, BAppSci RMIT, DipEd Monash, GradDipMathsEd Deakin, ME, PhD Monash

Hollingsworth, Hilary, BEd (Primary), DipT (Primary), PhD Deakin
Johnson, Trevor, BSc, AUA, DipT Adel., MA, MESt, PhD Flinders
Long, Michael, BA(Hons) ANU
McMillan, Julie, BA (Hons), PhD LIQ (from June 2000)
Mellor, Suzanne, BA, DipEd Melb., BEd LaT., MESt Monash, MACE
Robinson, Lyn, BA, DipEd Monash, GradDipUrbResrch&Policy Swinburne (LWOP from January 2000)

**Research Officers**
Fleming, Marianne, BSc Melb., BA Swinburne
Fleming, Nicole, BSc LaT., PGradDipPsych Melb. (from January 2000)

**Administrative Staff**
Fleming, Nicole, BSc 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**
Bonaccurso, 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, CTFLA 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**
Cuskelley, Maxine, BA, GradDip Lib UNSW, 
GradDip Ed & Pub RMIT, ALIA, AITEA 
(LWOP from December 1999)

Haby, Steven, BSoE Sci 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