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The Australian Council for Educational Research (ACER) provides state-of-the-art educational research, tools and services

Established in 1930 as Australia’s leading independent educational research organisation, ACER has a long history and solid reputation as a provider of reliable support to education policy makers and professional practitioners.

Today, ACER is one of the world’s leading education research centres, committed to creating and distributing research-based knowledge, products and services to improve learning across the lifespan in both formal and informal settings.

What we do

ACER is a leader in the provision of quality research, both within Australia and internationally.

As a national, independent research body, we bring a high level of expertise and objectivity to our work.

Blending solid experience and creative talent with established methodologies, ACER is a full-service research consultancy specialising in collecting and interpreting information to shape strategic decision making.

One of our greatest strengths is our people. Our researchers bring many years of experience to their projects, and skills in a range of disciplines and research methods.

In addition to being a national centre for educational policy research and advice, ACER designs and manages large-scale assessment projects and develops a range of professional resources for practitioners.

Assessment services

ACER provides secure, fee for service testing programs to schools, universities, employers and professional organisations.

These programs include selection tests for entry to schools and universities, scholarship tests, and tests for diagnostic and monitoring purposes.

Library resources

ACER’s Cunningham Library provides educators with access to more than 50,000 books, 400 professional journals, and numerous conference papers and reports. The library also offers a variety of online information services, including library catalogues, electronic databases, literature searches and document delivery services.

Publications

ACER publishes and sells an extensive range of professional resources such as tests, kits, books and software to practitioners in education, psychology, parent education and human resources.
Our capabilities
ACER offers all the services you would expect to find in a leading educational research organisation.

Policy research
Research is a crucial element of informed decision making. Our research projects investigate topics of importance to education and training, and play a major role in shaping education policy.

Educational measurement
Our educational measurement work covers all areas of the curriculum and all sectors of education. ACER activities include test development, test administration, data coding, data analysis and the development of candidate, group and system reports.

Teaching and learning
ACER has an interest in the development of teachers as professionals and in the relationship between teacher learning and improved student learning. Our current work includes an investigation of the role of professional standards in improving teacher practice.

Large-scale survey research
ACER has an established reputation in large-scale survey research. Our current activities include the OECD Programme for International Student Assessment (PISA) and work for the Third International Mathematics and Science Study (TIMSS).

Longitudinal surveys
ACER also has considerable experience in the conduct of longitudinal surveys. Since the 1970s, the Longitudinal Surveys of Australian Youth have followed the progress of young Australians to provide a better understanding of transitions between school, post-secondary education and work.

Our international work
ACER works in an increasingly international context.

ACER has provided professional development programs in educational assessment and evaluation to ministries of education throughout the Asia-Pacific, and through projects funded by agencies such as AusAID and the World Bank, we are working to support educational reform and development in a number of countries.

International achievement studies
In addition to managing the OECD-PISA project to assess the mathematical, scientific and reading literacy skills of 15-year-olds in about 50 countries, ACER has been responsible for the Australian component of studies conducted by the International Association for the Evaluation of Educational Achievement (IEA). These studies have included the Third International Mathematics and Science Study (TIMSS) and associated follow-up research, and the Civic Education Study.

Aid-funded projects
In collaboration with IDP Education Australia, ACER has undertaken an AusAID-funded development and training project to improve the secondary school examination system in Cambodia.

We have also completed a project to analyse baseline census data on primary schools and teachers in Vietnam.

And in a project funded by the World Bank and Japanese Government, we have provided advice and training in the Philippines on student achievement testing and teacher-based assessment strategies.

With increased world-wide demand for educational research, ACER is well-placed to provide leading-edge capabilities to improve learning – at home, in school, in tertiary education institutions and within the workplace.
What do young people in Australia know and believe about democracy compared to their peers around the world? Do they understand how democratic institutions work? Do they expect to vote and take part in other civic activities as adults?

Answers to these questions were revealed in a five-year cross-national research project involving a total of 90,000 students from 28 countries, including Australia.

The study found that of 28 countries involved in the test of civic knowledge, Australia was placed eleventh, in the ‘average achievement group’ with Hungary, Slovenia, Denmark, Germany, Russian Federation, England, Sweden, Switzerland and Bulgaria. Australia was placed behind Poland, Finland, Cyprus, Greece, Hong Kong, USA, Italy, Slovak Republic, Norway and Czech Republic, which were in the ‘above average achievement group’.

Australia’s involvement in the International Association for the Evaluation of Educational Achievement (IEA) Civic Education Study was funded by the Commonwealth Government, and the Australian component of the project was undertaken jointly by ACER and the University of Canberra. The study surveyed over 3300 students and 352 teachers in 142 schools throughout Australia in 1999. The international report was released in March 2001, and the Australian national report in March 2002.

Students in most countries had an understanding of fundamental democratic values and institutions – but depth of understanding was a problem. Results revealed that 75 per cent of Australian students recognised the importance of having more than one political party. The rate was similar for students elsewhere in the world. Australian students demonstrated a strong commitment to democracy, but they had difficulty with questions about the forms and purposes of democracy; only half of those surveyed had a grasp of the essential pre-conditions for a properly working democracy.

Young people throughout the world agreed that good citizenship includes the obligation to vote. In Australia, 89 per cent thought it important that citizens vote, and 85 per cent expected to vote as adults. Only 55 per cent believed they learn about the importance of voting in school.

The project director of the Australian component of the study, ACER Research Fellow, Ms Suzanne Mellor, said that aside from voting, the report found that students are sceptical about traditional forms of political engagement.

‘Australian students, like those internationally, do not intend to participate in conventional political activity, other than voting. Eighty-nine per cent do not expect to join a political party, 76 per cent do not expect to write letters to newspapers about social or political concerns, and 87 per cent do not expect to be a candidate for a local or city office,’ Ms Mellor said.

‘However, Australian students indicated they were prepared to be involved in civic life, with 62 per cent saying they would collect money for a social cause. More than three quarters believed students could make a positive contribution when they participate in school governance, but only one third of them had done so.’

Students in the international study were drawn to television as their source of news. Television news was the preferred source of information for 80 per cent of Australian students, though about two-thirds of them also read about what was happening in this country and in other countries in the newspapers, and 62 per cent listened to radio news. Watching television frequently was associated with higher civic knowledge. In Australia, this had a greater effect than for students internationally.

Students around the world were supportive of the political rights of women and of immigrants. In Australia, 90 per cent of students agreed that women should have the same rights as men, and 93 per cent agreed that women should be entitled to equal pay for the same job. In all countries females demonstrated much more support than males for women’s rights.

All educators in Australia should familiarise themselves with the report, according to Professor Geoff Masters, Chief Executive Officer of ACER.

‘Schools can help to build more civic-minded students by paying attention to this area of the curriculum and by generating diverse co-curricula activities for students,’ Professor Masters said.

Almost all teachers (98 per cent) believed that ‘teaching civic education makes a difference for students’ political and civic development’ and that ‘it matters a great deal for our country’. While only a quarter of the teachers surveyed had initial training in civic education, almost three quarters of them had since undertaken professional development in this area. They indicated that training and curriculum materials are needed to support civic education learning.

‘In Australia, civic knowledge was lower than the international average, and civic engagement was also down. But the study’s results suggest that student participation in school governance – for example by being a member of a school council – helps build students’ confidence in the value of participation and is correlated with their civic knowledge and likelihood of voting.’

Professor Masters recommended that policy makers, teachers, parents and students continue to examine the role of civic education in the school curriculum to ensure that Australia’s citizens of the future are well prepared for their role in a democratic society.

Further information


**ACER is playing a part in helping Indonesia achieve its education goals**

Most Australians are well aware of the recent momentous political and social changes in Indonesia. However, few would know that our northern neighbour is also currently engaged in major educational reform. These changes are likely to have far reaching effects on Indonesia’s social, cultural and economic future.

Through the Commonwealth Department of Education, Science and Training, ACER and the Curriculum Corporation were contracted to support the Indonesian Institute of Research and Development (BALITBANG) in curriculum and assessment reform.

Although there have been a number of educational reforms since Indonesia gained independence in the late 1940s, the education system has remained highly centralised and the curriculum has been dominated by rote learning and memorisation. One of Indonesia’s national priorities is to develop a curriculum appropriate to a global and democratic society.

The proposed education reform will involve: developing a national competency-based curriculum and assessment framework designed both to maintain unity and to allow for diversity; developing systems of public accountability and quality assurance that will increase public satisfaction with education; and decentralising aspects of management in order to make the best use of resources.

In terms of curricular change, this means local districts are being encouraged to interpret the nationally mandated competency-based curriculum in locally relevant ways – much like the way in which, in Australia, a system-level outcomes or standards framework is interpreted via learning programs devised at the school level.

ACER’s Project Director, Ms Juliette Mendelovits said ‘The curriculum has been crowded with many subjects and students are predominantly engaged in memorising many discrete pieces of information.

‘The curriculum and assessment reforms now being envisaged are directed at active learning, fostering students’ abilities to develop deep understandings, to think independently and critically, and to solve problems. Another crucial plank of the reforms is to allow regional diversity within syllabuses, while maintaining national standards and priorities.’

The national examinations at the end of primary, junior secondary and senior secondary school (Ebtanas examinations) have been in the form of multiple-choice tests constructed in ways that can encourage rote learning.

As a first step, the Year 6 Ebtanas has recently been abolished, to be replaced with school-based assessments. The intention is that the style of assessment will change from its current focus on memorisation to include more interpretive and reflective tasks.
Implementing the reforms

The new competency-based curriculum, which has been developed over several years by the curriculum section of BALITBANG, is being implemented in stages over three years. The full implementation of the competency-based curriculum will be in place by the middle of 2005.

With such a large vastly-spread diverse population, implementing reform in Indonesia is a complex process demanding of professional and material resources. The basic methodology being adopted for curriculum reform is a cascade model, in which members of a small group of professionals are trained to become trainers and leaders in their own right. They in turn then provide training to larger groups of professionals, and so on.

Initially, twenty-seven schools from three provinces of Java are participating in a mini-pilot of the draft curriculum through training workshops. The content of these workshops will be reinforced through a pair of short manuals on implementing strategies for competency-based learning, and classroom-based assessment methods.

'It is clear that many of the ideas we presented at the workshop were quite new to the teachers and that further elaboration and reinforcement of the practices will be needed,' said Ms Mendelovits.

'But, judging by our reception, teachers are very interested and there is a real appetite for change. And for us, it’s exciting to be involved in a process that potentially could have such a big effect on so many people’s lives.'

ACER and Curriculum Corporation have assisted BALITBANG in developing a framework for curriculum and assessment reform as the basis for public discussion. Their role also involved planning, implementation and evaluation of the first year of the mini-pilot of the curriculum in Java, with an emphasis on the provision of professional support and development for teachers. ACER prepared a manual for teachers on classroom-based assessment reflecting the competency-based curriculum, which BALITBANG plans to translate and disseminate.

ACER is also advising BALITBANG Examinations centre staff on national strategies for both system-level monitoring and national assessments.

This project builds on ACER’s work with the Indonesian education system. Over the last few years, a number of BALITBANG’s staff have received training in Melbourne. ACER’s Director of International Development, Mr Peter McGuckian, also worked with BALITBANG staff to develop a joint cooperation agreement that provided an institution-to-institution framework for the project.

Although this AusAid-funded project was completed in 2002, the working relationships established between Australian and Indonesian educational researchers will continue.
An ACER test to assess general skills and personal qualities is used in the selection process for students in the health professions

Concerns about selecting students for high prestige professional courses in medicine and other health sciences on the basis of Equivalent National Tertiary Entrance Rank (ENTER) alone have led to the widespread introduction of selection procedures that include interviews and assessment of skills in problem solving and general reasoning as well as personal qualities.

There are usually far more academically qualified applicants than there are places in professional degree programs. Until recently, selection into medicine and health science courses was often based entirely on academic criteria, requiring a very high school leaving score based on studies in maths and science.

However, there is now widespread agreement that other qualities are also important in our future doctors and health science graduates. The community now demands health professionals who have a demonstrated ability to communicate with and relate to their patients, in addition to having highly developed levels of skill within their field.

Most universities now use a range of methods to select these students, including interviews and entrance tests. ACER plays a significant role in assisting Australian universities in their selection of appropriate applicants for entry to medical and other health science degrees.

The Undergraduate Medicine and Health Sciences Admission Test (UMAT), first developed by ACER for the University of Newcastle 12 years ago, is now widely used by Australian universities to select undergraduate students for medical, dental and physiotherapy courses. UMAT is currently used for admission to undergraduate medicine at Adelaide University, Monash University, the University of Melbourne, the University of Newcastle, the University of New South Wales, the University of Queensland, the University of Western Australia and the University of Tasmania. In addition, it is used for admission to dentistry at Adelaide University, the University of Melbourne and the University of Western Australia; and for admission to physiotherapy at the University of Melbourne. In 2003 the University of Otago in New Zealand will use UMAT in the selection of medical students.

Another test developed by ACER, the Graduate Australian Medical School Admissions Test (GAMSAT), is used to select graduates for entry into four-year medical degree programs at Flinders University, the University of Melbourne (4½ years), the University of Queensland, and the University of Sydney, with the new Australian National University medical school joining in 2003.

ACER has a central role in the UMAT program – developing the test and associated...
information, processing registrations, scoring and analysing the test, reporting results to universities and candidates, and taking responsibility for the overall administration and integrity of UMAT. ACER also works closely with the consortium of UMAT universities to further develop the program.

UMAT is not curriculum based and presupposes no particular subjects of study at secondary school level. The test aims to assess a range of general skills and abilities.

‘These general skills are not directly revealed through academic testing, but they are considered important to the study and practice of professions in the health sciences,’ says Ms Cecily Aldous, the UMAT Manager at ACER.

‘ACER is developing expertise in testing abilities that are not based around particular curriculum areas,’ Ms Aldous says.

The test

UMAT is designed to assess general attributes and skills gained through prior experience and learning. In particular, it assesses the acquisition of skills in critical thinking and problem solving, interactions with others and abstract, non-verbal reasoning.

The multiple-choice test takes two hours to complete, and is divided into three sections:

Logical reasoning and problem solving

Logical reasoning questions assess the ability to comprehend a passage or piece of information and to draw logical conclusions. Problem solving questions test the ability to reach solutions by identifying relevant facts, evaluating information, pinpointing additional or missing information, and generating and testing plausible hypotheses.

Interaction skills

In this part of the test, short conversational scenarios are presented, some of which are between a health professional and a patient, while others focus on more general interactions between individuals. Based on the situation posed, candidates select the response or course of action they consider most appropriate from four options.

Non-verbal reasoning

The ability to extract information from a large amount of irrelevant data is tested in this section, through questions involving complex patterns and shapes.

‘Early research indicates that the new selection procedures, of which UMAT is a part, in combination with curriculum change, are having a positive impact on student outcomes. Some universities comment that students seem to enjoy their course more too,’ Ms Aldous said.

‘It is something that will be systematically monitored over the coming years.’

Approximately 8000 Year 12 and mature age candidates take UMAT each year. The test is held once annually throughout Australia, in New Zealand and London.

Further information

Further information about the test can be found at www.acer.edu.au/unitest/umat or by telephoning (03) 9277 5673. Email: umat@acer.edu.au

Selection procedures should achieve several outcomes, including ‘good’ doctors, which, while difficult to define precisely, encompasses people who not only have a high level of clinical competence but who also have personal attributes and attitudes pertinent to good medical practice.

**Using student achievement data to improve learning**

**Good decision making at all levels of an education system is facilitated by easily accessible, relevant and reliable information**

Many indicators provide useful input to educational decision making; but the most important indicators are those which address the central concern of education: the promotion of student learning.

Ms Margaret Forster, director of ACER’s research program in assessment and reporting says, ‘Education systems monitor student learning – with the fundamental intention of promoting learning – by collecting, analysing and reporting student achievement data. Given that state, national and international achievement studies are both time consuming and expensive, it seems prudent to reflect on this effort.’

Issues that should be considered include the purpose of these programs, how data are reported and used, and ensuring that data will provide evidence for informed decision making.

**Collecting and using the data**

Teachers collect information about what students know, understand, can do and value from a range of sources. These sources include observations of students as they work in the classroom, structured teacher-developed assessment tasks, commercially developed diagnostic instruments, assessments provided by systemwide assessment programs, and tasks delivered as part of international assessment studies. The information collected is used at different levels of the education system for a range of purposes, but with the ultimate aim of improving student learning.

At classroom level, student achievement data is used to feed directly into the teaching and learning cycle, and to provide information to students, parents, and other teachers.

The information is used at school department level for screening and selection purposes and curriculum feedback; and at whole school level for curriculum planning, resource allocation, staff development, and school restructuring.

At school system level, student achievement data is useful for monitoring purposes, resource allocation, and benchmarking and accountability purposes. ‘The management of an education system is a complex and expensive operation. If decisions are to be informed, then dependable information on educational outputs is required. Systemwide programs provide this information for system level monitoring and resource allocation,’ Ms Forster said.

At a national level, international studies provide a broader view of how an education system compares to those in other countries.

‘In international studies, the world is viewed as a global educational laboratory where different national policies and practices yield different educational outcomes. The underlying assumption is that differences in student
performance between countries can be linked to characteristics of particular education systems. However, these characteristics need to be understood in their broader cultural and economic contexts,’ Ms Forster said.

**Designing assessment systems for student learning**

Over recent decades, a great deal has been learned about the ways in which large-scale assessment programs impact on practice, and about the unforeseen and unintended consequences of particular approaches to assessment.

‘For example, we know that the introduction of minimum competency tests in the US in the 1970s and 1980s led teachers to focus their teaching efforts on the foundational skills assessed by these tests and to concentrate their attention on students who had not yet achieved these skills. This was sometimes at the expense of extending the knowledge and skills of higher achieving students – an unintended and undesirable consequence of the testing program. The challenge for policy makers is to learn from past programs and to ensure that each decision made in designing an assessment system ultimately facilitates student learning,’ Ms Forster said.

ACER has published two guides on the use of student achievement data in education systems: *A Policy Maker’s Guide to International Achievement Studies* and *A Policy Maker’s Guide to Systemwide Assessment Programs*. Both guides include a checklist of considerations to ensure that student achievement data provides evidence for informed decision-making that will lead to improved student learning. The checklists include information about ensuring the aims of the study are clear, collection and reporting of data, monitoring trends and accountability. The reviews were undertaken as part of a program funded by a grant from the states and territories and the Commonwealth. Future guides will focus on whole school use of student achievement data to improve learning, and teacher use of data within the classroom.

‘At the end of the program,’ says Ms Forster, ‘we should have a comprehensive picture of the ways in which student achievement data are used at all levels of the education system. The challenge then will be to draw research-based conclusions about the best ways to coordinate our efforts across the different levels of the system in order to use data efficiently and effectively to improve student learning outcomes.’

**Further information**


The range of online resources for schools now includes a resource for assessing school outcomes and monitoring student progress

With the growth of the Internet, schools have online access to an expanding range of resources for use in school management. An addition to this range provides schools with high-quality materials for monitoring students’ literacy and numeracy learning.

ACER’s new school assessment service, iAchieve, aims to assist schools to integrate the use of authentic assessments into their curriculum programs, providing a range of descriptive and diagnostic reports of student outcomes for teachers, students and parents.

iAchieve assessments can be used as pre- and post-tests to assess development over time. A range of Reading, Writing, Number and Chance and Data assessments and screening tests are available. iAchieve provides schools with advice as to the most appropriate use of these assessments at each year level from year 3 through year 8.

Over the next year it is anticipated that the range of assessments available to schools will increase substantially, including a questionnaire of student attitudes and perceptions of a variety of issues relating to school life. Results of these assessments and questionnaires can then be used with benchmark data to inform school improvement programs.

An attractive feature of iAchieve is its simple format and user-friendly interface. Another is the ease with which schools can manage student tests and results online.

Upon registration, schools receive an iAchieve school administration password which allows them to control who completes assessments, when the assessments are to be completed, and who receives the individual student, class, year level or school reports.

Data collected through iAchieve are recorded at the individual level, and individual and summary reports are provided to the school. Responses to the questionnaire about school life will also be anonymous and will be reported in a summary table.

Schools may choose to have ACER mark student responses, providing an independent external audit. ACER manages quality assurance processes for iAchieve assessments and questionnaires. iAchieve maintains full confidentiality and does not make data available to any other party without permission of the school.

Flexibility for teachers

Ms Wendy Bodey, one of the key staff from ACER involved in the development of iAchieve, points out that online assessments allow teachers greater flexibility in administering, marking and checking student work.
‘The system caters well for small or large numbers of students. A teacher is able to organise for an individual, a small group of students or the whole class to complete an assessment or questionnaire’, she said.

‘Once students’ answers to a question have been marked, they can be sorted by score, allowing teachers to check their marking consistency. This sort of checking is much more time consuming in paper and pen assessments.’

**Benefits for schools**

*iAchieve* began operating in March 2001 in more than 30 pilot schools. The *iAchieve* Project Director, Ms Adele Butler, describes the feedback from schools currently using the system as very encouraging.

‘Schools have been very positive about the benefits of the service and the appropriateness of the user interface.

‘Students enjoy the online system and find it easy to use. Schools appreciate the range of assessments and the flexibility to control, at the school level, who completes the assessments and who receives the reports.

‘*iAchieve* provides individual reports which describe a student’s estimated level of achievement in terms of the skills and understandings typically displayed at that level. A diagnostic report is available allowing teachers to explore in detail how a student has performed on particular assessment tasks.

‘These tools will be valuable for schools in monitoring and improving students’ learning and also school programs’, Ms Butler said.

**Further information**

For further information visit the *i Achieve* web site at www.iachieve.com.au, phone Ms Adele Butler on (03) 9277 5755 or email info@iachieve.com.au.

‘Students enjoy the online system and find it easy to use... These tools will be valuable for schools in monitoring and improving students’ learning and also school programs.’
High teaching standards are vital for quality education. But what makes a good teacher, and how can that be measured?

Teaching standards articulate core educational values and describe what teachers need to know and be able to do to put these values into practice.

ACER’s Head of Teaching and Learning Division, Dr Lawrence Ingvarson, said ‘What teachers know and do is the most important factor affecting student learning outcomes. Nothing matters more to the quality of education in our schools than the knowledge, skill and commitment of teachers.’

‘We need strategies to attract able graduates, prepare them well, retain them in teaching and promote their continuing professional development toward high professional standards. Central to the success of such strategies are improved working conditions and career paths that place greater value on teachers’ work and provide greater incentives for all teachers to develop toward high levels of effectiveness.’

In any profession, standards are important for registration, accreditation and certification.

‘Professional standards, by definition, are profession wide, and registration and certification, as endorsements that practitioners have attained those standards, are portable qualifications. This could be useful for teachers as they move between sectors and employers,’ Dr Ingvarson said.

Standards for teachers of science

The Australian Science Teachers Association (ASTA) launched the National Professional Standards for Highly Accomplished Teachers of Science in March 2002.

The project was conducted by Monash University as an Australian Research Council Strategic Partnerships with Industry – Research and Training project in collaboration with ASTA. Dr Ingvarson was the project’s Chief Investigator. These standards and methods for assessing performance of science teachers provide a basis for:

• improving the effectiveness of professional development;
• improving career paths and pay systems for teachers who attain the standards;
• incentives for teachers to engage in long term professional learning; and
• strengthening the contribution the profession makes to leadership in teaching, accountability and quality assurance.

Once the standards were established, tasks for assessing the performance of highly accomplished teachers of science for professional certification were developed. Groups of teachers in four states were involved in trialing and evaluating the potential of five different portfolio entries as a way in which teachers can present evidence about their practice.

The structured portfolios cover core tasks that teachers perform in the normal course of their work. The portfolio entries collectively provide reliable evidence through multiple...
sources of a teacher’s performance that can be measured against the standards. The portfolio entries are based on analysing student work samples, videotapes of teaching and accomplishments outside the classroom. Integral to all portfolios is the written commentary in which teachers critically analyse their practice and reflect on implications for future teaching and learning of their students.

**Relating professional standards to practice**

ACER has developed a professional development program, *Relating professional standards to practice*, designed to assist groups of teachers of science to use teaching standards to reflect on their practice and help them to analyse evidence from students’ work and videotapes of classroom interactions.

‘For the teachers who participated in the program, and for the facilitators too, the experience has been enriching and rewarding. They have a strong conviction, supported by evidence, that their teaching practice has already changed for the better,’ Dr Ingvarson said.

Six schools are participating in a trial of the professional development program, which will cover six sessions over one year. The teachers will evaluate the impact of this portfolio preparation on their professional learning.

‘The next step – the certification of science teachers – will be available in the next few years.’

Assessment of teacher performance, using the evidence provided by the portfolios, will provide the basis for a voluntary system of professional certification.

**Professional certification**

‘We need tools that will build strong links between standards and action; otherwise standards will remain on the shelf. Assessment is an essential tool in building these links,’ Dr Ingvarson said. ‘The hard question is how we move from where we are to a profession that actually has some real responsibilities, such as certification, with which it is entrusted.’

Initially, not all education authorities will want to become involved with professional certification or accreditation, according to Dr Ingvarson. ‘Some states and territories appear ready to move in this direction, others have their own schemes. In fact it may be wiser to start with just one or two states and territories and build out from there.

‘It is increasingly common to hear senior government officials say that the development of teaching standards is not their business; rather it is something they are looking for the profession to do. There are now many more signs that this is just what the profession is willing and able to do.’

**Further information**


Numeracy researchers and educators need to reconsider how they define ‘at risk’ students

Too many students leave school lacking the skills to exercise ‘intelligent practical mathematical action in context’, proficiency in numeracy remains socially distributed, and too many educators are unsurprised by the failure of many children to achieve adequate numeracy skills.

These are among the observations made by Professor Sue Willis of Monash University at ACER’s Research Conference Improving Numeracy Learning: What Does the Research Tell Us?

Professor Willis argued that all students have the right to leave school with high levels of numeracy and that all but a very small proportion of students are capable of doing this. The challenge is to identify students at risk of not achieving high levels of numeracy.

But what does it mean for students to be ‘at risk’?

Professor Willis noted that it is common to define ‘risk’ in terms of students’ membership of particular groups. For example, according to the Commonwealth government’s Literacy Policy for Schools:

The major factors which are usually seen as placing educational outcomes at risk include socioeconomic disadvantage, poverty, low parental expectation, disability, language background other than English, family or personal difficulties, geographic isolation, Indigenous background and gender.

Under this view, the curriculum is viewed as ‘innocent’ and schools and teachers are seen as the solution to the ‘problems’ of differences between children. Willis argued that assumptions made by curricula that learning should normally proceed in particular ways may disadvantage and put ‘at risk’ children who learn in different ways.

‘Whether or not children are “at risk” relates to whether their long term progress or mathematical growth is at risk, it is not simply a description of their current performance nor is it a description of the social grouping to which they belong,’ Professor Willis said.

‘We often assume that “risk” is something that children bring with them to school, that it lies out there, with the children’s families and communities, or their own personal characteristics.’
‘However, our research shows that sometimes the way we sequence and assess learning in schools may disadvantage some students, and prevent them from making progress,’ Professor Willis said.

Professor Willis gave an example from a study commissioned by the Education Department of Western Australia. It is common for mathematics curricula to assume that children who cannot count beyond six in the sense of reciting number names (‘one, two, three, four, five, six’) will be unable to say how many objects there are in a collection of eight objects or nine objects. But in the Western Australian study, Aboriginal children were encountered who would typically be described as ‘non-counters’ were able to say that there were seven pencils or eight rocks. They also were able to tell at a glance when one or two items were removed from a scattered collection of eight or nine.

Upon further investigation, they found that some Aboriginal communities involve social activities that may help children recognise ‘how many’ at a glance. These activities parallel but are different from the counting oriented activities that many majority culture children experience.

Curricula that assume that all children develop numeracy skills in the same way may identify individuals as being ‘at risk’ because they are less advanced in reciting number names, even though they are more advanced than other children in being able to say how many objects are in a group. In other words, the ‘risk’ may be less the result of belonging to a particular group and more the result of curricular assumptions.

In a second example, Professor Willis argued that whether or not children are ‘at risk’ relates to whether their long-term progress or mathematical growth is at risk. Risk may not simply be associated with their current level of achievement.

When presented with the question: What is 473+398? two children can produce correct answers, but using different methods.

One child may answer by following rules for lining up the digits and methodically adding columns:

\[
\begin{align*}
473 \\
+ 398 \\
\hline
871
\end{align*}
\]

while a second child may answer using ‘intelligent mathematical action’:

\[
473 + 398 = 471 + 400 = 871
\]

Willis argued that these two children, while both producing correct answers, show different degrees of number sense. The failure of teachers to distinguish between these different levels of understanding may put the second child ‘at risk’ in terms of his or her future progress in mathematics.

Improving numeracy learning depends on identifying children at risk. But our understandings of what it means to be ‘at risk’ must become more sophisticated than understandings based solely on group membership or students’ current abilities to produce correct answers.

**Further information**

Papers from ACER’s research conferences are available on the ACER web site: www.acer.edu.au
Today’s young people need to be flexible and adaptable to meet the challenges they will face in their lives after school

Young people who are not able to anticipate and adapt to change – to continue learning throughout their lives – are likely to become increasingly marginalised in economic and social life, according to two ACER reports, *The era of lifelong learning: implications for secondary schools* and *Engaging secondary school students in lifelong learning*.

‘While schools already give most students skills for life, different elements of learning could be brought together more to build on and reinforce each other,’ one of the authors, Ms Jennifer Bryce, said.

‘A key change for secondary schools is to immerse their students, to a greater degree than ever before, in the world outside school – particularly the world of work. This will involve not just simple work experiences, as in the past, but giving opportunities for developing and honing personal skills, particularly in information technology, boosting self-esteem and personal confidence, and maximising opportunities for the display of enquiry, enterprise and imagination in the world beyond the school fence.’

‘The traditional focus on “learning skills” will be much more effective in lifelong learning terms if designed around personal learning plans linked to settings outside the classroom and oriented towards more applied learning.’

The central role of schools in equipping students with essential attributes and abilities will not change. But ‘essential’ learning has enlarged in scope far beyond ‘basic skills’ and previous notions of ‘core curriculum’.

Schools need to consider how they can change their practice to become promoters of lifelong learning. ‘For most schools this will not require substantial increases in material resources but will require reorientation, particularly in relation to the notion of what it means to be a teacher and what it means to be a student.’

Key areas schools should consider when preparing school leavers with a lifelong learning orientation are:

**Becoming ‘information literate’**

An information literate person recognises when information is needed and then locates, evaluates and uses information effectively.

The knowledge base of the lifelong learner is characterised by its breadth and depth – by an ability to synthesise, analyse and evaluate information.

‘Lifelong learning is far broader than the provision of second-chance education and training for adults. It is based on the view that everyone should be able, motivated and actively encouraged to learn throughout life. This view of learning embraces individual and social development of all kinds and in all settings: formally, in schools, vocational, tertiary and adult education institutions; and non-formally, at home, at work and in the community.’ OECD 1997
Values, dispositions and attitudes associated with lifelong learning

Lifelong learners need to face change with confidence, and value change for its possible positive outcomes. They are ready to change personal direction when new and interesting arenas for learning emerge, and are able to predict the kinds of skills and information needed for the new situations they encounter.

Generic skills that promote lifelong learning

Lifelong learners require well developed generic skills in areas such as problem solving and communication.

Developing a strong personal self-concept that assists learning

The development of a positive self-concept or high self-esteem in students is an important educational goal in itself. A positive self-concept can enhance students’ motivation, persistence and attitude towards learning, and their achievement.

Helping people learn how to learn

Lifelong learners need to be taught how to use a range of learning strategies which will enable them to achieve their learning goals, including basic cognitive strategies which assist them to remember information and other study skills such as time management.

Promoting lifelong learning

The reports identify how schools, teachers and students can promote lifelong learning.

‘Schools can structure the curriculum so it is easy to make connections from one field of study to another, recognise the importance of information literacy skills in all learning areas, establish partnerships with local community groups to support student learning, and encourage assessment policies to recognise student learning that takes place out of school,’ Ms Bryce said.

Teachers can use strategies which support young people to take control of their own learning and provide regular feedback to students on their attempts to do this. Professional development may also enhance teachers’ understanding of the learning process.

‘It is important that teachers are lifelong learners themselves, and that they see themselves as facilitators and mentors, rather than purely as dispensers of knowledge,’ Ms Bryce said.

‘Students can also develop their own capacity for lifelong learning by making use of the community outside school as a source of knowledge, reflecting on the modes of learning that best suit them and recognising that their teachers are learning as well as teaching,’ Ms Bryce said.

Further information


Test development know-how is now being put to use in some unexpected places

ACER test developers have assisted in the re-development of a computer-based car driver Learner Permit Test in Victoria. All candidates for a Learner Permit now have to complete the test on the Computerised Licence Testing System at a VicRoads Registration and Licensing Office. The updated computer version of the licence test draws on an expanded pool of over 300 questions.

‘Much of our expertise in test development, administration and scoring was directly applicable to the construction of this new test,’ says Ms Adele Butler, ACER project manager for the driver licence testing project.

ACER based the content of the test questions on the material in the new VicRoads publication Road to Solo Driving which has replaced the Victorian Traffic Handbook. ACER test writers were also guided by the novice driver experts from the Monash University Accident Research Centre (MUARC). In the new test VicRoads wanted to incorporate questions that were based on known hazards for new drivers. In 2000, 29 per cent of serious casualties were aged between 18 and 25 years. The close cooperation of MUARC and ACER staff meant that the new questions were well targeted to the intended audience.

The test questions, which offer audio as an option to the user, were trialed over the Internet with school students aged 16 to 18 years. ACER staff developed a database that was able to deliver a set of different questions to each student who logged on. As a result, it was possible to have a group of students in the same classroom completing the trial test answering different questions.

Another benefit of using the Internet to trial the questions was that a broad range of schools could participate. Every school in Victoria that had students eligible to receive a car learner permit was invited to participate. More than 5000 individuals from over 170 institutions participated in the trial.

‘ACER’s expertise in test delivery over the Internet will be a valuable asset in future computer-based testing programs. Geographic location will no longer be a barrier to participation in such trials. Furthermore, the technology allows for a more efficient collation of results,’ Ms Butler said.

ACER was also responsible for the design of a self-assessment version and a demonstration version of the learner permit test. It is proposed that the self-assessment version will be available on the Internet from the VicRoads website. Prospective candidates will be able to give themselves dummy tests made up of actual test questions. This online practice test will provide feedback about their performance, and feedback on specific chapters of the Road to Solo Driving book.

Further information

Further information www.vicroads.vic.gov.au
www.lsite.vicroads.vic.gov.au

Photo courtesy of VicRoads.
2000–2001
on record

Core funded projects ........................................ 22
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Members of ACER staff ...................................... 63
During 2000–2001, ACER conducted the second 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 the 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
- Schools Around the World
- 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
Activity Monitoring Brief Study (Component 2)

AusAID
Consultancy to support the Testing of Maths and Science Skills of East Timorese primary children

AusAID
Cambodia-Australian National Examinations Project – partner: IDP Education Australia

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 R Video

Jakarta International School
Provision of advice and support to Jakarta International School

Jakarta International School
Jakarta International School Assessment Reform

Ministry of Education, Argentina
Scaling Data for Argentina

Ministry of Education, New Zealand
Evaluation of the Assessment Methodology Used to Develop Assessment Resource Banks

Ministry of Education, New Zealand
Test Development NZ Literacy and Numeracy Program (joint submission with NZCER)

Ministry of Education, New Zealand
An evaluation of technical and methodological aspects of the school early assessment kit

National Science Foundation (USA)
Progress Maps for Middle-School Mathematics

Organisation for Economic Cooperation and Development
Programme for International Student Assessment (1998–2001) – Cycle 1
Partners: Netherlands National Institute for Educational Measurement; Westat Inc; Educational Testing Service; Japanese National Institute for Educational Research

Organisation for Economic Cooperation and Development
Partners: Netherlands National Institute for Educational Measurement; Westat Inc; Educational Testing Service; Japanese National Institute for Educational Research

Organisation for Economic Cooperation and Development
PISA+

Organisation for Economic Cooperation and Development
PISA2000 Reading Report – OECD

Scholastic Lexile

Scholastic Lexile

Sekolah Pelita Harapan School, Indonesia
Provision of English program placement tests – Sekolah Pelita Harapan Pilot program 2001

School of Veterinary Medicine, University College (Dublin), National University of Ireland
GAMSAT for Dublin Vets

St George’s Hospital London
GAMSAT for St George’s Hospital

IELTS Australia

World Bank
Education Reform Course – Preparation and Delivery

World Bank and the Swiss Government
Assessment of Student Learning Outcomes (Lao PDR) Project – partner: Victorian Department of Employment, Education and Training

World Bank
Pacific Islands Social Tolerance Project
Partner: Deakin University

World Bank
Philippines TEEP Training – World Bank
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 Universities Teaching Council Bachelor of Arts Courses
Consortium led by Victoria University
Business Council of Australia and Australian Chamber of Commerce
Review of Australian and Overseas Policy and Research Literature on Key Employability Competencies

Brisbane Graduate School of Business-QUT
Use of Graduate Skills Assessment Test for entry to Graduate School of Management

Consortium of Graduate Australian Medical Schools
Graduate Australian Medical School Admissions Test 2000, 2001–2003

Consortium of Graduate Australian Medical Schools
Graduate Medical Admissions Centre

Consortium of Medical Schools Using UMAT Undergraduate Medicine and Health Sciences Admissions Test 2000, 2001–2003

Consortium of Medical Schools Using UMAT UMAT Administration
Consortium led by Edith Cowan University, University of Western Sydney and ACER. Client: Department of Education, Training and Youth Affairs
Effective Teaching and Learning Practices Leading to Improved Literacy Outcomes in the Early Years of School

Department of Education, Training and Youth Affairs
Effective Teachers

Department of Education, Training and Youth Affairs
Effective Teaching and Learning Practices Leading to Improved Literacy Outcomes in the Early Years of Schooling

Department of Education, Training and Youth Affairs
Graduate Skills Assessment 2001–2002

Department of Education, Training and Youth Affairs
Graduate Skills Assessment Predictive Validity Study

Department of Education, Training and Youth Affairs
Graduate Skills Assessment – Stage 2

Department of Education, Training and Youth Affairs
Indonesian Curriculum and Assessment Project

Department of Education, Training and Youth Affairs
Literacy & Numeracy Assessment formerly Cost Effective Instrument 2000

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

Department of Education, Training and Youth Affairs
National Project Manager, PISA 2000

Department of Education, Training and Youth Affairs
National Project Manager, PISA 2003

Department of Education, Training and Youth Affairs
Project to improve numeracy outcomes by investigating the practices and learning experiences that support the early numeracy development of a sample of children in the year before school and the first year of schooling

Department of Education, Training and Youth Affairs; all State and Territory education departments
Third International Mathematics and Science Study in Australian Schools – Repeat
**STATE / TERRITORY**

**Australian Capital Territory**

Department of Education
*ACT Years 3, 5, 7 and 9 Assessment Program 2000*

Department of Education
*ACT Scaling Test – Multiple choice 2000*

Department of Education
*ACT Scaling Test – Writing 2000*

Department of Education
*ACT Scaling Test – Multiple choice 2001–2003*

Department of Education
*ACT Scaling Test – Writing 2001–2003*

**New South Wales**

Department of Education and Training
*NSW Selective High School Entry Test to end 2001*

Department of Education and Training
*Development of Indonesian First Certificates*

Department of Education and Training
*Development of French First Certificates*

Department of Education and Training
*NSW Opportunity Class Placement Test 2000–2001*

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

University of Sydney, Faculty of Dentistry
*Graduate Dental Admission Centre*

University Admissions Centre, Sydney
*STAT Use by University of Western Sydney*

Department of Education and Training
*NSW Quality Teacher Program Evaluation*

**Queensland**

Queensland Ambulance Service
*Queensland Ambulance Service – use of tests*

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

Dept of Education, Training and Employment
ESL Scope and Scales, non-alphabetic and Indigenous language calibration

Department of Education, Training and Employment
Curriculum Calibration Project

Department of Education, Training and Employment
Test for Students with High Intellectual Potential 2000

Department of Education, Training and Employment
Test for Students with High Intellectual Potential 2001

Tasmania

Department of Education, Community and Cultural Development
Evaluation of Inter-subject Scaling for Tertiary Entrance Scores – Tasmania

Department of Education, Community and Cultural Development – Office for Educational Review
Tasmanian Benchmark Consultancy 2000

Department of Education, Community and Cultural Development
Moderation Procedures – Tasmania

Department of Education, Community and Cultural Development
Tasmanian Norming of PAT Reading and PAT Mathematics

Tasmanian Secondary Assessment Board
Evaluation of Inter-subject Scaling for Tertiary Entrance Scores – Tasmania

Victoria

Victorian Curriculum and Assessment Authority
Provision of Psychometric and Assessment Advice and Reporting for Assessment Improvement Monitor 2001

Victorian Curriculum and Assessment Authority
Victorian Student Achievement Monitor (VSAM) Data Analysis

Victorian Curriculum and Assessment Authority
Key Competencies – Curriculum and Methods of Assessment and Reporting Achievements

Victorian Curriculum and Assessment Authority
Registration of Interest AIM Psychometric Services – Phase 2: Comparative Study of Methods of Testing for Provision of Psychometric Assessment and Reporting for AIM 2001

Victorian Curriculum and Assessment Authority
Victorian General Achievement Test 2000

Victorian Curriculum and Assessment Authority
Victorian General Achievement Test 2001

Victorian Curriculum and Assessment Authority
Annotated Student Work Samples for the Curriculum Standards Framework II – English, Maths and Science

Department of Education, Employment and Training’s Koorie Education Development Unit
DART Small Cohort Use Reading 2000
DART Small Cohort Use Reading and Writing 2001

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

Catholic Education Commission of Victoria and Department of Education, Training and Youth Affairs;
Literacy Advance Research Project – Phase 2
Partner: University of Melbourne

Catholic Education Commission of Victoria
Quality Teacher Program Evaluation

Department of Education, Employment and Training
Middle Years Literacy Professional Development
Partner: Deakin University
University of Melbourne Postgraduate Association
University of Melbourne Postgraduate Association Survey

Victorian Rural Ambulance Service
Victorian Rural Ambulance Service – use of tests

VicRoads
Redevelopment of the VicRoads Car Driver Knowledge Test

VicRoads
Development of the VicRoads Hazard Perception Test

**Western Australia**

Department of Education
Development of Instruments and Analysis for Small Scale Study of Student Performance in the Social Outcomes of Schooling

Department of Education
WA Academic Talent Program Year 7 2000

Department of Education
WAMSE Reading, Writing and Viewing (Psychometrics and Reporting)

Department of Education
WAMSE Extra Year 10 Reading Development

Department of Education
WAMSE LOTE (French and Japanese) Years 7 and 10

Department of Education
WAMSE LOTE Psychometrics and Reporting

Department of Education
WAMSE Technology and Enterprise Assessment 2000

Department of Education
WAMSE Technology and Enterprise Data Analysis

Department of Education
WAMSE Random Sample 1999 (Speak and Listen Yrs 3,7 & 10) (Read and Write Yrs 7 & 10)

Department of Education
WA Academic Talent Program Year 7 2001
Staff publications and professional activities

Books and reports


Congdon, P. (2000). A study to measure the frequency of registrar consultations and educational activities. Report to The Royal Australian College of General Practitioners.


Cunningham Library (2001). Australian Education Index 43. Melbourne: ACER.


Rowe, K.J. & Rowe, K.S. (2000). *Inquiry Into the Education of Boys: Submission to the House of Representatives Standing Committee on Employment, Education and Workplace Relations*. ACER and Department of General Paediatrics, Royal Children’s Hospital, Melbourne: MIMEO.


Chapters in books


**Book reviews**


**Journal articles**


Rowe, K.J. & Rowe, K.S. (2000). Literacy and behavior: Preventing the shift from what should be an ‘educational issue’ to what has become a major ‘health issue’. International Journal of Behavioural Medicine, 7 (Supp. 1), 81–82.


Invited presentations and keynote addresses


Masters, G. (2000, October). *Setting and Assessing World-Class Standards.* Keynote speaker at the National Roundtable on Assessment and Reporting in Fremantle, Western Australia.


Rowe, K.J. (2000, October). *Gender differences in students’ experiences and outcomes of schooling? Exploring ‘real’ effects from recent and emerging evidence-based research in teacher and school effectiveness*. Invited address to senior officers, ACT Department of Education and Community Services, Canberra.

Rowe, K.J. (2000, October). *Exploding the ‘myths’ and exploring ‘real’ effects on the differential performances, attitudes, behaviors and experiences of boys and girls throughout their primary and secondary schooling*. Invited keynote address presented at the Association of Senior Staff in Independent Schools (ASSIS) meeting, Penleigh & Essendon Grammar School.

Rowe, K.J. (2000, October). *Let’s get real! Exploring ‘real’ effects from evidence-based research: Useful findings in teaching and learning for boys and girls*. Invited keynote address presented at the NSW Reading Recovery Professional Development Program, Performing Arts Centre, Westmead, NSW.

Rowe, K.J. (2000, November). *The VCE Data Project: An information service about student and school performance on the VCE across studies and over time.* Invited presentation to faculty and departmental heads, Melbourne Grammar School.


Rowe, K.J. (2001, April). *Gender differences in students’ literacy learning throughout their primary and secondary schooling: Exploring the evidence for WHAT MATTERS and the strategies for WHAT WORKS.* Invited keynote address and workshops presented for staff of Macarthur Anglican School, Camden, New South Wales.


Rowe, K.J. & Rowe, K.S. (2000, October). *Evidence-based findings from research related to the education of boys.* Invited presentation to the House of Representatives Standing Committee on Employment, Education and Workplace Relations. Victorian Parliament Committee Rooms.


Rowe, K.J. & Rowe, K.S. (2000, November). *Literacy and behavior: Preventing the shift from what should be an ‘educational issue’ to what has become a major ‘health issue’.* Invited paper presented at the Sixth International Congress of Behavioral Medicine, Carlton Crest Hotel, Brisbane, Queensland.

Conference papers and other presentations


Congdon, P. (2000, December). *Test equating and why dropping some items may be dangerous.* Paper presented at the annual meeting of the Australian Association for Research in Education (AARE), The University of Sydney.


Forster, M. (2001, May). *The social outcomes of schooling-interpersonal, moral and ethical aspects.* Presentation to the Education Department of WA.


Newspaper articles

Tests, manuals and software

Pamphlets

Unpublished papers and reports of limited circulation


Rowe, K.J. & Rowe, K.S. (2000). Inquiry Into the Education of Boys: Submission to the House of Representatives Standing Committee on Employment, Education and Workplace Relations. ACER and Department of General Paediatrics, Royal Children’s Hospital, Melbourne: MIMEO. This paper is available in *.pdf format on the House of Representatives web site, at: http://www.aph.gov.au/house/committee/eewr/EOFb/subs/sub111.pdf


**ACER workshops for practitioners**

16PF Master Class
Melbourne & Sydney (August 2000)
Facilitator: Peter Storr

Assessment Reform Workshop
Jakarta International School,
Jakarta (May 2001)
Facilitator: Juliette Mendelovits

Choosing Assessment Tools for the Primary Years
Melbourne (March 2001)
Facilitators: John King & Barbara Smith

Conceptual Thinking in English
Melbourne (October 2000)
Facilitators: Laurance Splitter & Marian Meiers
Developing Curriculum Activities for Understanding & Managing Feelings
Melbourne (November 2000)
Facilitator: Jenny Rickard

Diagnosis and Intervention in Mathematics
Melbourne (March 2001)
Facilitator: George Booker

Direct Instruction
Professional Development for Isik College
Melbourne (November 2000)
Facilitator: Rhonda Farkota

Direct Instruction
Professional Development for St Finbar’s School
Melbourne (February 2001)
Facilitator: Rhonda Farkota

Direct Instruction
Professional Development for Stella Maris School
Melbourne (February 2001)
Facilitator: Rhonda Farkota

Direct Instruction
Professional Development for Sacred Heart School
Melbourne (March 2001)
Facilitator: Rhonda Farkota

Direct Instruction
Professional Development for St Louis de Montfort’s School
Melbourne (May 2001)
Facilitator: Rhonda Farkota

Direct Instruction
Professional Development for Northside and Southside Schools
Queensland (March 2001)
Facilitator: Rhonda Farkota

Direct Instruction
Professional Development for St Joseph’s School
Melbourne (May 2001)
Facilitator: Rhonda Farkota

Direct Instruction
Professional Development for St Brigid’s School
Melbourne (May 2001)
Facilitator: Rhonda Farkota

Direct Instruction
Professional Development for St Mary’s School
Melbourne (November 2000)
Facilitator: Rhonda Farkota

Direct Instruction
Professional Development for Catholic Education Office
Ballarat (August 2000)
Facilitator: Rhonda Farkota

Direct Instruction
Professional Development for Catholic Education Office
Southern Area (March 2001)
Facilitator: Rhonda Farkota

Elementary Math Mastery
Professional Development for Werribee Secondary College
Melbourne (September 2000)
Facilitator: Rhonda Farkota

Elementary Math Mastery
Professional Development for Strathmore Secondary College
Melbourne (November 2000)
Facilitator: Rhonda Farkota

Elementary Math Mastery
Professional Development for Yarra Valley Grammar School
Melbourne (February 2000)
Facilitator: Rhonda Farkota

Elementary Math Mastery
Professional Development for Lilydale Heights Secondary College
Melbourne (February 2001)
Facilitator: Rhonda Farkota

Elementary Math Mastery
Professional Development for Heathmont Secondary College
Melbourne (March 2001)
Facilitator: Rhonda Farkota
Elementary Math Mastery
Professional Development for St Albans Secondary College
Melbourne (April 2001)
Facilitator: Rhonda Farkota

Elementary Math Mastery
Professional Development for Gladstone Park Secondary College
Melbourne (June 2001)
Facilitator: Rhonda Farkota

Elementary Math Mastery
Professional Development for Sunshine Secondary College
Melbourne (October 2000)
Facilitator: Rhonda Farkota

Expressive Therapies for Emotional Growth
Melbourne (June 2001)
Facilitators: Mark Pearson & Helen Wilson

Introduction to Maths Intervention
Melbourne, Sydney, Brisbane, Cairns (November 2000)
Geelong, Hamilton & Melbourne (May 2001)
Facilitator: Cath Pearn

Introduction to Sandplay & Symbol Work
Melbourne (June 2001)
Facilitators: Mark Pearson & Helen Wilson

Maths Games
Melbourne (December 2000)
Facilitator: George Booker

MBTI and Team Building
Melbourne (October 2000)
Facilitator: Jo Fleischer

MBTI Step II Programme & Form M
Perth (July) Melbourne (September & November 2000)
Facilitator: Peter Geyer

Occupational Testing Course
Melbourne, (August) Taree (November) 2000
Marian Power & Melissa McColough

Organisation of Program and Presentations
People’s Republic of China Mobile Training Team in Curriculum and Education
Facilitator: Lawrence Ingvarson

Pin-Point Personality Instrument Training Course
Melbourne (June 2001)
Facilitator: Marian Power

Safe Anger Release
Melbourne (November 2000)
Facilitators: Mark Pearson & Helen Wilson

Sandplay and Symbol Work to Resolve Conflict
Melbourne (November 2000), Sydney (May 2001)
Facilitators: Mark Pearson & Helen Wilson

Self-Directed Search (Full & Half Day)
Brisbane, Sydney, Melbourne (March 2001)
Facilitator: Meredith Shears

Sight Words Made Simple
Melbourne (August, October 2000, March, May, 2001)
Facilitator: Marcella Reiter

Six Thinking Hats De Bono Workshop
Melbourne (March, June 2001)
Facilitator: Marcella Reiter

Stop Think Do
Melbourne, (August 2000 & March, May 2001)
Facilitator: Lindy Petersen

Strong Interest Inventory Training Course
Melbourne (November 2000)
Facilitator: Daiva Verbyla

Test Administration Course
Sydney (August, November 2000 & April 2001)
Facilitator: Melissa McColough

Understanding & Diagnosing Reading Difficulties
Melbourne (June 2001)
Facilitator: John Munro
Understanding the Emotional World of the Baby
Melbourne (May 2001)
Facilitator Lorraine Rose

**Staff professional activities outside ACER**


Ainley, J. Member, National Research and Evaluation Committee, Australian National Training Authority.

Ainley, J. Reviewer, School Effectiveness and School Improvement Special Interest Group, American Educational Research Association.

Ainley, J. Member, Steering Committee, National Research Partnership for Health and Well-Being.

Ainley, J. Assessor, Australian Research Council.

Aldous, C. Member, Victorian accreditation panel, National ELT (English Language Teaching) Accreditation Scheme (NEAS).

Allan, A. (1998–) Co-opted member of the Professional Development Committee of the College of Educational and Developmental Psychologists (Victoria).

Cresswell, J. Member of the Research and Graduate Studies Committee, Faculty of Education, University of Melbourne.

Dick, W. Member of Killester College Stewardship (School) Council.

Dick, W. Chair of Anglican Historical Society, Diocese of Melbourne.

Doig, B. Honorary Treasurer, the Australian Association for Research in Education (AARE)

Doig, B. Reviewer of papers submitted to the Mathematics Education Research Group of Australasia (MERGA) Annual Conference (on-going).

Doig, B. Reviewer of papers submitted to the International Group for the Psychology of Mathematics Education (PME) Annual Conference (on-going).

Doig, B. Reviewer of papers submitted to the Journal for Research in Mathematics Education (JRME) (on-going).

Findlay, M. President, Australian Society of Indexers, Victorian Branch.

Ingvarson, L.C. Member of Ministerial Advisory Committee for the Victorian Institute of Teaching.

Ingvarson, L.C. Distinguished Service Award, Australian Science Teachers Association.

Lokan, J. Assessor, Australian Research Council (ARC).


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. Joint Editor, Australian Social Monitor, Melbourne Institute of Applied Economic and Social Research.

McCrae, B. Member of editorial panel, Australian Senior Mathematics Journal.

McCrae, B. Chief Assessor and Chief Examiner, VCE Specialist Mathematics 3/4, Exam 1.

McCrae, B. Chief Assessor and Deputy Chief Examiner, VCE Specialist Mathematics 3/4, Exam 2.


McCrae, B. Honorary Principal Fellow, Department of Science and Mathematics Education, The University of Melbourne.


McKenzie, P. Member of the Program Committee for the Joint Australian College of Education and Australian Council for Educational Administration Centenary of Federation Conference held in April 2001.

McKenzie, P. Member of the Steering Committee for the DETYA-funded project Lifelong learning and teacher education being conducted by the Australian Catholic University and directed by Professor Judith Chapman.

McKenzie, P. Member of the Advisory Board of the Centre for Lifelong Learning, Australian Catholic University.

Meiers, M. State Reviewer, VCE English, for Victorian Curriculum and Assessment Authority

Meiers, M. Lecturer, Secondary English Method, B Ed, RMIT University.

Meiers, M. Editor, Literacy Learning: the Middle Years, Australian Literacy Educators’ Association.

Meiers, M. Editorial Board, Australian Language Matters.

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.


Power, M., Member, Victorian Psychologists Registration Board.

Rowe, K.J. Research Grant Assessor: Australian Research Council; National Health and Medical Research Council; Faculty of Education, University of Hong Kong.

Rowe, K.J. Manuscript reviewer for 3 Australian and 5 international journals.

Rowe, K.J. National training consultant and instructor (since 1991) for the summer and winter programs conducted by the Australian Consortium for Social and Political Research Incorporated (ACSPRI) in advanced statistical modeling applications of multilevel and covariance structure analysis of data obtained from large-scale monitoring projects, as well as in explanatory educational, epidemiological, and psychosocial inquiry.

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. Joint chief investigator for ARC project on Mathematics classrooms as communities of inquiry (1999).

Splitter, L. Associate investigator in a research project, funded by the Canadian Research Council, on Philosophy and Mathematics in Primary Schools 1999–2001.

Zammit, S.A. Member of the Joint Education Systems and Tertiary Institutions Languages Other than English Committee – Victoria.
The Directors of the Australian Council for Educational Research Limited (ACER) present the following report together with the financial statements for the financial year ended 30 June 2001.

Directors in office at the date of this report and meetings attended during year
Ken Boston MA, PhD, FRGS, FACE, FAIM 5 of 6 meetings attended
Jennifer Bryce BA, BEd, DipArts, MSocSci 6 of 6 meetings attended
Joy Cumming BA, DipED, BedSt, MEd, PhD 6 of 6 meetings attended
Robert Horne BA 2 of 6 meetings attended
Jillian Maling AM, BA, DipEd, BEd, PhD, FACE 6 of 6 meetings attended
Geoff Masters BSc, MEd, PhD, FACE 6 of 6 meetings attended
Paige Porter BA, MA, PhD 5 of 6 meetings attended

Principal activities of the company
The principal activities of the company during the financial year were educational research and development, publication and sale of educational and psychological books, tests and materials, and the provision of assessment services. During the financial year there was no significant change in the nature of those activities.

Result for the year
The surplus for the year was $387,954.

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

Review of operations
ACER’s total operating revenue increased from $21,101,220 in 1999–00 to $22,923,765 in 2000–01, representing an increase of 8 per cent.

The Commonwealth, State and Territory governments provide ACER with an annual grant that enables ACER to undertake a range of research and development projects. The 2000–01 government grant was $1,835,000 compared with $1,767,600 in 1999–00. The grant provided 8 per cent of ACER’s total operating revenue in 2000–01.

Operating revenue from professional services in 2000–01 was $15,309,173, an increase of 17 per cent from the $13,093,347 achieved in 1999–00. These professional services yielded a healthy surplus.

ACER Press revenue in 2000–01 was $5,603,703, down 6 per cent on $5,962,530 achieved in 1999–00. ACER Press reported a deficit in 2000–01. The deficit was significantly influenced by our decision to take up a provision for stock obsolescence during the year.

ACER commenced an investment into a joint venture company named iAchieve Pty Ltd during the year. The company, in its first year of operations, incurred a loss and ACER has brought to account its share of the loss. We remain confident that iAchieve Pty Ltd will operate successfully in the future.

Significant changes in state of affairs
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.

After balance date events
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 $6,050.

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: Professor Jillian Maling

Executive Director: Professor Geoff Masters
Date: 14 September 2001
AUSTRALIAN COUNCIL FOR EDUCATIONAL RESEARCH LTD
ACN 014 398 145

INDEPENDENT AUDIT REPORT
TO THE MEMBERS OF
AUSTRALIAN COUNCIL FOR EDUCATIONAL RESEARCH LTD

Scope
We have audited the financial report, being a special purpose financial report of Australian Council for Educational Research Ltd for the financial year ended 30 June 2001 comprising the Directors' Declaration, Statement of Financial Performance, Statement of Financial Position, Statement of Cash Flows and notes to the financial statements. The company's directors are responsible for the financial report and have determined that the accounting policies used and described in Note 1 to the financial statements which form part of the financial report 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 this financial report in order to express an opinion on it 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 the members for the purpose of fulfilling the directors' financial reporting requirements under the Corporations Law. We disclaim any assumption of responsibility for any reliance on this audit report or on the financial report to which it relates 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 report, and the evaluation of significant accounting estimates. These procedures have been undertaken to form an opinion whether, in all material respects, the financial report is presented fairly in accordance with the accounting policies described in Note 1 to the financial statements 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 its cash flows. 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 2001 and of its performance for the financial year ended on that date in accordance with the accounting policies described in Note 1; and

(ii) complying with AASB 1025: Application of the Reporting Entity Concept and Other Amendments, AASB 1034: Information to be Disclosed in Financial Reports, other Accounting Standards to the extent described in Note 1 and the Corporations Regulations; and

(b) other mandatory professional reporting requirements to the extent described in Note 1.

Saward Dawson
20 Albert Street
Blackburn
Victoria
Chartered Accountants

Mr Bruce Saward
Partner

14 September 2001
Blackburn
## Statement of financial performance for the financial year ended 30 June 2001

<table>
<thead>
<tr>
<th>Note</th>
<th>2001 $</th>
<th>2000 $</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revenues from ordinary activities</td>
<td>22,923,765</td>
<td>21,101,220</td>
</tr>
<tr>
<td>Expenses from ordinary activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employment expense</td>
<td>(10,913,772)</td>
<td>(9,819,244)</td>
</tr>
<tr>
<td>Depreciation and amortisation expenses</td>
<td>(642,037)</td>
<td>(562,621)</td>
</tr>
<tr>
<td>Borrowing expenses</td>
<td>(175,060)</td>
<td>(180,700)</td>
</tr>
<tr>
<td>Other expenses</td>
<td>(10,752,347)</td>
<td>(9,863,169)</td>
</tr>
<tr>
<td>Share of net profits (losses) of associates and joint ventures accounted for using the equity method</td>
<td>5</td>
<td>(52,595)</td>
</tr>
<tr>
<td>Surplus from ordinary activities</td>
<td>2</td>
<td>387,954</td>
</tr>
<tr>
<td>Total changes in Members' funds</td>
<td>15</td>
<td>387,954</td>
</tr>
</tbody>
</table>

The accompanying notes form part of these financial statements.
Statement of financial position as at 30 June 2001

<table>
<thead>
<tr>
<th>Note</th>
<th>2001</th>
<th>2000</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 assets</td>
<td>1,858,297</td>
<td>2,009,776</td>
</tr>
<tr>
<td>Receivables</td>
<td>4,189,345</td>
<td>3,160,378</td>
</tr>
<tr>
<td>Inventories</td>
<td>2,232,194</td>
<td>2,492,097</td>
</tr>
<tr>
<td>Other</td>
<td>99,041</td>
<td>266,992</td>
</tr>
<tr>
<td><strong>TOTAL CURRENT ASSETS</strong></td>
<td><strong>8,378,877</strong></td>
<td><strong>7,929,243</strong></td>
</tr>
<tr>
<td><strong>NON-CURRENT ASSETS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Loans to / Investments in associated entities</td>
<td>141,850</td>
<td>173,558</td>
</tr>
<tr>
<td>Property, plant and equipment</td>
<td>6,733,943</td>
<td>6,824,696</td>
</tr>
<tr>
<td>Intangible assets</td>
<td>25,000</td>
<td>30,000</td>
</tr>
<tr>
<td><strong>TOTAL NON-CURRENT ASSETS</strong></td>
<td><strong>6,900,793</strong></td>
<td><strong>7,028,254</strong></td>
</tr>
<tr>
<td><strong>TOTAL ASSETS</strong></td>
<td><strong>15,279,670</strong></td>
<td><strong>14,957,497</strong></td>
</tr>
<tr>
<td><strong>CURRENT LIABILITIES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Payables</td>
<td>2,235,242</td>
<td>2,120,900</td>
</tr>
<tr>
<td>Interest-bearing liabilities</td>
<td>36,940</td>
<td>34,488</td>
</tr>
<tr>
<td>Provisions</td>
<td>1,865,094</td>
<td>1,746,337</td>
</tr>
<tr>
<td>Other</td>
<td>967,637</td>
<td>896,769</td>
</tr>
<tr>
<td><strong>TOTAL CURRENT LIABILITIES</strong></td>
<td><strong>5,104,913</strong></td>
<td><strong>4,798,494</strong></td>
</tr>
<tr>
<td><strong>NON-CURRENT LIABILITIES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interest-bearing liabilities</td>
<td>1,825,989</td>
<td>2,162,929</td>
</tr>
<tr>
<td>Provisions</td>
<td>209,254</td>
<td>244,514</td>
</tr>
<tr>
<td><strong>TOTAL NON-CURRENT LIABILITIES</strong></td>
<td><strong>2,035,243</strong></td>
<td><strong>2,407,443</strong></td>
</tr>
<tr>
<td><strong>TOTAL LIABILITIES</strong></td>
<td><strong>7,140,156</strong></td>
<td><strong>7,205,937</strong></td>
</tr>
<tr>
<td><strong>NET ASSETS</strong></td>
<td><strong>8,139,514</strong></td>
<td><strong>7,751,560</strong></td>
</tr>
<tr>
<td><strong>MEMBERS’ FUNDS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reserves</td>
<td>1,097,282</td>
<td>1,908,125</td>
</tr>
<tr>
<td>Accumulated surpluses</td>
<td>7,042,232</td>
<td>5,843,435</td>
</tr>
<tr>
<td><strong>TOTAL MEMBERS’ FUNDS</strong></td>
<td><strong>8,139,514</strong></td>
<td><strong>7,751,560</strong></td>
</tr>
</tbody>
</table>

The accompanying notes form part of these financial statements
Statement of cash flows for the financial year ended 30 June 2001

<table>
<thead>
<tr>
<th>Note</th>
<th>2001</th>
<th>2000</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td><strong>CASH FLOW FROM OPERATING ACTIVITIES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Receipts from customers</td>
<td>22,351,408</td>
<td>21,138,127</td>
</tr>
<tr>
<td>Payments to suppliers and employees</td>
<td>(20,864,026)</td>
<td>(20,143,810)</td>
</tr>
<tr>
<td>Interest received</td>
<td>67,415</td>
<td>61,047</td>
</tr>
<tr>
<td>Borrowing costs</td>
<td>(175,060)</td>
<td>(180,700)</td>
</tr>
<tr>
<td>Net cash provided by operating activities</td>
<td>1,379,737</td>
<td>874,664</td>
</tr>
<tr>
<td><strong>CASH FLOW FROM INVESTING ACTIVITIES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Payment for property, plant and equipment</td>
<td>(546,282)</td>
<td>(833,435)</td>
</tr>
<tr>
<td>Payment of Joint Venture Contributions</td>
<td>(650,445)</td>
<td>(173,558)</td>
</tr>
<tr>
<td>Net cash used in investing activities</td>
<td>(1,196,727)</td>
<td>(1,006,993)</td>
</tr>
<tr>
<td><strong>CASH FLOW FROM FINANCING ACTIVITIES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Repayment of borrowings</td>
<td>(334,489)</td>
<td>(205,593)</td>
</tr>
<tr>
<td>Net cash used in financing activities</td>
<td>(334,489)</td>
<td>(205,593)</td>
</tr>
<tr>
<td>Net decrease in cash held</td>
<td>(151,479)</td>
<td>(337,922)</td>
</tr>
<tr>
<td>Cash at beginning of financial year</td>
<td>2,009,776</td>
<td>2,347,698</td>
</tr>
<tr>
<td>Cash at end of financial year</td>
<td>1,858,297</td>
<td>2,009,776</td>
</tr>
</tbody>
</table>

The accompanying notes form part of these financial statements
NOTE 1: STATEMENT OF SIGNIFICANT ACCOUNTING POLICIES
This financial report is a special purpose financial report 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 financial 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: Statement of Financial Performance
AASB 1025: Application of the Reporting Entity Concept and Other Amendments
AASB 1031: Materiality
AASB 1034: Information to be Disclosed in Financial Reports
AASB 1040: Statement of Financial Position
AASB 1041: Revaluation of Non Current Assets

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

The report has also been prepared on an accruals basis and is based on historic costs. This report does not take into account changing money values or, except where specifically stated, current valuations of non-current assets.

The following specific accounting policies, which are consistent with the previous period unless otherwise stated, have been adopted in the preparation of this report:

(a) Inventories
Inventories are measured at the lower of cost and net realisable value. Costs are assigned on a first-in first-out basis and include direct materials, direct labour and an appropriate proportion of variable and fixed overhead expenses.

(b) Property, Plant and Equipment
Property, plant and equipment are carried at cost, or at independent or directors’ valuation. All assets, excluding freehold land and buildings are depreciated over their useful lives or at depreciation rates set by the Commissioner of Taxation.

The depreciation rates used for each class of assets are:

<table>
<thead>
<tr>
<th>Class of fixed asset</th>
<th>Depreciation rates</th>
<th>Depreciation basis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buildings</td>
<td>2.5–10 %</td>
<td>Straight Line</td>
</tr>
<tr>
<td>Motor Vehicles</td>
<td>25 %</td>
<td>Straight Line</td>
</tr>
<tr>
<td>Furniture, Fixtures and Fittings</td>
<td>25 %</td>
<td>Straight Line</td>
</tr>
<tr>
<td>Computer Equipment</td>
<td>33 %</td>
<td>Straight Line</td>
</tr>
</tbody>
</table>

(c) Cash
For the purposes of the statement of cash flows, cash includes cash on hand and at call deposits with banks or financial institutions, investments in money market instruments maturing within less than two months and net of bank overdrafts.
(d) Interests in Joint Ventures
The company’s interests in joint venture companies are brought to account using the equity method of accounting, where by the company’s share of the profit or loss of the joint venture, in relation to the financial year, is brought to account in the Statement of Financial Performance. The company uses the cost method of accounting, whereby the investment in the joint venture is recorded at cost adjusted to the recoverable amount, for interests in joint ventures where the application of the equity method would result in a valuation in excess of recoverable amount. Recoverable amount is assessed as the expected net cashflows to be generated from the joint venture activities. The cashflows have not been discounted to present value in determining recoverable amounts.

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

(f) Library Additions
The company adopts the policy of charging all additions to the library directly to the profit and loss account in the year in which the expenditure is incurred.

<table>
<thead>
<tr>
<th>Note</th>
<th>2001</th>
<th>2000</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$</td>
<td>$</td>
</tr>
</tbody>
</table>

NOTE 2: OPERATING SURPLUS
Operating surplus from ordinary activities has been determined after charging as expenses:

Movements in provisions:
– Depreciation of property, plant and equipment 637,037 557,621
– Amortisation of trademarks 5,000 5,000

Bad and doubtful debts:
– movement in provisions for doubtful debts – 10,000
– movement in provision for diminution in value of holdings in joint venture 629,558 –

Write down of inventory 43,382 249,563
Movement in provision for stock obsolescence 370,000 150,000
Remuneration of the auditors for audit services 19,934 16,880

NOTE 3: RECEIVABLES / LOANS TO / INVESTMENTS IN ASSOCIATED ENTITIES

CURRENT
Trade Debtors 2,271,468 1,912,464
Less provision for doubtful debtors (10,000) (10,000)

Other debtors 1,927,877 1,257,914

4,189,345 3,160,378

NON-CURRENT – LOANS TO / INVESTMENTS IN ASSOCIATED ENTITIES

Related entities 771,408 173,558
Less Provision for diminution – other related entities (629,558) –

141,850 173,558
NOTE 4: INVENTORIES

CURRENT
Product development $423,760 $695,619
Stock on hand $2,328,434 $1,946,478
Less provision for obsolescence (520,000) (150,000)

1,808,434 1,796,478

NOTE 5: JOINT VENTURES

(a) Interests in Joint Venture Entities – Cost Method:
The company has a 50% interest in the joint venture company, Test Grid Pty Ltd, whose principle activity is applicant assessment and reporting services through an Internet web page.

Carrying amount of investment in joint venture entities:
Balance at the beginning of the financial year $173,558 –
– Additional contributions made during the financial year 456,000 173,558
– Provision for diminution in value of holdings in joint venture (629,558)–
Balance at the end of the financial year – 173,558

(b) Interests in Joint Venture Entities – Equity Method:
The company has a 78% interest in the joint venture company, iAchieve Pty Ltd, whose principle activity is online educational assessment services.

Carrying amount of investment in joint venture entities:
Balance at the beginning of the financial year – –
– Additional contributions made during the financial year 194,445 –
– Equity accounted share of joint venture loss for the year (52,595) –
Balance at the end of the financial year 141,850 –

The company contributes to the joint ventures in proportion to its ownership interests.
NOTE 6: PROPERTY, PLANT AND EQUIPMENT

LAND AND BUILDINGS

<table>
<thead>
<tr>
<th>Description</th>
<th>2001</th>
<th>2000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freehold land</td>
<td></td>
<td></td>
</tr>
<tr>
<td>At cost</td>
<td>1,750,000</td>
<td>1,750,000</td>
</tr>
<tr>
<td>Buildings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>At cost</td>
<td>4,845,977</td>
<td>4,741,670</td>
</tr>
<tr>
<td>Less accumulated depreciation</td>
<td>(822,240)</td>
<td>(684,346)</td>
</tr>
<tr>
<td>Total buildings at cost</td>
<td>4,023,737</td>
<td>4,057,324</td>
</tr>
<tr>
<td>Leasehold Improvements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>At cost</td>
<td>243,659</td>
<td>191,516</td>
</tr>
<tr>
<td>Less accumulated depreciation</td>
<td>(69,583)</td>
<td>(13,109)</td>
</tr>
<tr>
<td>Total leasehold improvements at cost</td>
<td>174,076</td>
<td>178,407</td>
</tr>
<tr>
<td>Total land and buildings</td>
<td>5,947,813</td>
<td>5,985,731</td>
</tr>
</tbody>
</table>

PLANT AND EQUIPMENT

<table>
<thead>
<tr>
<th>Description</th>
<th>2001</th>
<th>2000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plant and equipment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>At cost</td>
<td>616,968</td>
<td>740,309</td>
</tr>
<tr>
<td>Less accumulated depreciation</td>
<td>(318,163)</td>
<td>(421,708)</td>
</tr>
<tr>
<td>Total plant and equipment</td>
<td>298,805</td>
<td>318,601</td>
</tr>
<tr>
<td>Computer equipment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>At cost</td>
<td>1,128,683</td>
<td>1,276,625</td>
</tr>
<tr>
<td>Less accumulated depreciation</td>
<td>(641,358)</td>
<td>(756,261)</td>
</tr>
<tr>
<td>Total computer equipment</td>
<td>487,325</td>
<td>520,364</td>
</tr>
<tr>
<td>Total plant and equipment</td>
<td>786,130</td>
<td>838,965</td>
</tr>
<tr>
<td>Total property, plant and equipment</td>
<td>6,733,943</td>
<td>6,824,696</td>
</tr>
</tbody>
</table>

An independent valuation of land and buildings was undertaken by Mr David Morton of Herron Todd White on 30 April 2001. The valuation was undertaken in accordance with the requirements of AASB 1040 Statement of Financial Performance to value land and buildings periodically. The valuation revealed a current market value of $6,500,000.

The Directors have elected pursuant to Section 334(5) of the Corporations Act 2001 to early adopt and apply in the current year the disclosure requirements of AASB 1040 Statement of Financial Position applying from 30 September 2001.

NOTE 7: INTANGIBLE ASSETS

<table>
<thead>
<tr>
<th>Description</th>
<th>2001</th>
<th>2000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trademark at cost</td>
<td>50,000</td>
<td>50,000</td>
</tr>
<tr>
<td>Less accumulated amortisation</td>
<td>(25,000)</td>
<td>(20,000)</td>
</tr>
<tr>
<td>Total intangible assets</td>
<td>25,000</td>
<td>30,000</td>
</tr>
</tbody>
</table>

NOTE 8: OTHER ASSETS

<table>
<thead>
<tr>
<th>Description</th>
<th>2001</th>
<th>2000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepayments</td>
<td>99,041</td>
<td>266,992</td>
</tr>
</tbody>
</table>
NOTE 9: PAYABLES

CURRENT
Unsecured liabilities
Trade creditors 387,149 847,769
Sundry creditors and accruals 1,848,094 1,273,131

 NOTE 10: INTEREST BEARING LIABILITIES

CURRENT
Secured liabilities
Hire purchase liability 17 36,940 34,488

NOTE 11: PROVISIONS

CURRENT
Employee entitlements 1,865,094 1,746,337

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

NOTE 12: OTHER LIABILITIES

CURRENT
Accrued expenses 775,224 793,637
Other current liabilities 192,413 103,132

NOTE 13: MEMBERS' GUARANTEE

The company is limited by guarantee. If the company is wound up, the Constitution states that each member is required to contribute a maximum of $20 each towards meeting any outstanding obligations of the company. At 30 June 2001 the number of members was 15 (2000 15).

NOTE 14: ACCUMULATED SURPLUS

Accumulated surplus at the beginning of the financial year 5,843,435 5,154,091
Net surplus attributable to members of the entity 387,954 675,486
Strategic Initiatives Reserve transferred to Accumulated Surplus 814,621 –
Transfers to and from reserves (3,778) 13,858
Accumulated Surplus at reporting date 7,042,232 5,843,435
NOTE 15: MEMBERS FUNDS

Total members funds at the beginning of the financial year 7,751,560 7,076,074
Total changes in members funds recognised in the Statement
of Financial Performance 387,954 675,486
Total members funds at the reporting date 8,139,514 7,751,560

NOTE 16: RESERVES

Strategic Initiatives Fund Reserve 1,029,745 1,844,366
Scientific Research Fund Reserve 67,537 63,759
1,097,282 1,908,125

Movements during the financial year
Strategic Initiatives Fund Reserve
Opening balance 1,844,366 1,863,796
Transfer to accumulated surplus (814,621) (19,430)
Closing balance 1,029,745 1,844,366

Scientific Research Fund Reserve
Opening balance 63,759 58,187
Transfers to/from reserve 3,778 5,572
Closing balance 67,537 63,759

NOTE 17: CAPITAL AND LEASING COMMITMENTS

Hire purchase commitments payable
- not longer than one year 39,903 39,903
- longer than one year but not longer than two years 26,603 39,903
- longer than two years but not longer than five years – 26,603
Minimum hire purchase payments 66,506 106,409
Less future finance charges 3,577 8,992
Total hire purchase liability 62,929 97,417

Represented by:
Current liability 10 36,940 34,488
Non-current liability 10 25,989 62,929
62,929 97,417
NOTE 18: CASH FLOW INFORMATION

(a) Reconciliation of cash

Cash at the end of the financial year as shown in the statements of cash flows is reconciled to the related items in the statement of financial position as follows:

<table>
<thead>
<tr>
<th></th>
<th>2001</th>
<th>2000</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>1,857,297</td>
<td>2,008,776</td>
</tr>
<tr>
<td></td>
<td>$1,858,297</td>
<td>$2,009,776</td>
</tr>
</tbody>
</table>

(b) Reconciliation of cash flow from operations with surplus from ordinary activities

<table>
<thead>
<tr>
<th></th>
<th>2001</th>
<th>2000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surplus from ordinary activities</td>
<td>387,954</td>
<td>675,486</td>
</tr>
<tr>
<td>Non-cash flows in surplus from ordinary activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amortisation</td>
<td>5,000</td>
<td>5,000</td>
</tr>
<tr>
<td>Depreciation</td>
<td>637,037</td>
<td>557,621</td>
</tr>
<tr>
<td>Charges to provisions</td>
<td>713,055</td>
<td>348,688</td>
</tr>
<tr>
<td>Share of associated company’s operating profit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>after income tax and dividends</td>
<td>52,595</td>
<td>–</td>
</tr>
<tr>
<td>Changes in assets and liabilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Increase)/decrease in trade and term debtors</td>
<td>(905,699)</td>
<td>369,598</td>
</tr>
<tr>
<td>Decrease in inventories</td>
<td>259,903</td>
<td>73,487</td>
</tr>
<tr>
<td>Increase in income received in advance</td>
<td>(222,038)</td>
<td>(600,780)</td>
</tr>
<tr>
<td>Increase/(decrease) in trade creditors and accruals</td>
<td>451,930</td>
<td>(554,436)</td>
</tr>
<tr>
<td>Cash flows from operations</td>
<td>1,379,737</td>
<td>874,664</td>
</tr>
</tbody>
</table>
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, as set out on pages 2 to 11:
   (a) comply with Accounting Standards as detailed in Note 1 to the financial statements and the Corporations Law; and
   (b) give a true and fair view of the company's financial position as at 30 June 2001 and its performance for the financial year ended on that date in accordance with the accounting policies described in Note 1 to the financial statements.

2. In the directors' 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 a resolution of the directors.

Director : Professor Jillian Maling

Executive Director: Professor Geoff Masters
Dated this 14th day of September 2001
Members of ACER Council

Chair
Maling, Jillian

Deputy Chair
Boston, Ken

Coopted Members
Cairney, Trevor, BA, Mlitt UNE, PhD Newcastle
Director, Centre for Regional Research and Innovation, University of Western Sydney
Hughes, Professor Paul, AM, DipT(Prim)
TCAE, AdvDiplT ACAE, MEd Harvard, HonDLitt Flin., FACE
Professor and Director, Yungorrendi First Nations Centre for Higher Education and Research, The Flinders University of South Australia
Knight, Susan, DipT Frankston, BEd Chisholm,
GradDiplDrama 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

Members Appointed by Institutes of Educational Research Standing Committee
Astill, Brian, AssocDipEd, DipT, AssocDip T&d UniSA, BEd, MEd Adelaide, PhD
Flinders Visiting Research Fellow
Institute of International Education
School of Education
Flinders University of South Australia
Holbrook, Allyson, BEdc, DipEd, PhD LaTrobe
Director The Centre for the Study of Research Training and Impact (SORTI)
Faculty of Education The University of Newcastle (from November 2000)
Cumming, Joy*, BA, DipEd, BEdSt, MEd, PhD Queensland
Head of School, School of Cognition, Language and Special Education,
Faculty of Education, Griffith University
Watson, Alan, BA LINE, DipRE Melb CD, MA, PhD Syd
School of Education Studies
University of New South Wales
(to November 2000)

Members Appointed by Conference of Education System Chief Executive Officers
Allen, Peter, BA Syd,
Secretary Department of Education,
Victoria (to May 2001)
Hamilton, Stuart, AO, BEd(Hons) Tas, BEc ANU
Secretary Department of Education,
Victoria (from May 2001)
Boston, Ken*, AO, 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 (to November 2000)
Horne, Robert*, MA Oxford
First Assistant Secretary, International, Analysis and Evaluation Division
Department of Education, Training and Youth Affairs
Robinson, Christopher James, BAgEc, Post-Grad DipSocSci UNE
Managing Director National Centre for Vocational Education Research Limited (from May 2001)

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
Bryce, Jennifer*, BA, BEd Melb, DipArtsMusic VCA, MSocSci RMIT
Research Fellow
Australian Council for Educational Research

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

* denotes member of Board of Directors
Director’s Award for Exceptional Service

Mr Corey Scott was the 2000/2001 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 $600 and return air travel for two between Melbourne and any one of Sydney, Adelaide and Hobart. Mr Scott is Project Officer with the Information Technology Unit.

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

Personal Assistant to Executive Director
Meulenberg, Jackie, Dip Private Secretarial Practice RMIT

INTERNATIONAL DEVELOPMENT
Director of International Development
McGuckian, Peter, BAgSc, DipEd Melb.

Administrative Officer
Kruse, Julie

FINANCIAL SERVICES
Chief Financial Officer
Dawes, Wayne, BBus Chisholm, FCPA

Accountant
Cameron, Andrew, BCom Deakin

Divisional Accountant
Nichol, Chris, BBus Swin., CPA

Administrative Staff
Car, Lyn
Evans, Dilsie
Guzowska, Anna, BEco Warsaw
Harvey, Faye
Millar, Vicki
Thomas, Alison, BBus(Acc) Bendigo
Trembath, Stewart, BBus Swin.

MEASUREMENT DIVISION
Associate Director
Adams, Raymond, BSc(Hons), DipEd, MEd, Melb., PhD Chicago

Deputy Head of Division
Lokan, Janice, BA, DipEd Adel., PhD Ottawa, FACE, MIAAP

Senior Administrative Officer
Littlejohn, Catriona, BEd Melb., MBA Monash, AIMM (to August 2000)

Project Coordinator
Callahan, Tony, DipEd Rusden, BSc Monash, GradCertEd Deakin

Administrative Officer
Bates, Susan

Administrative Assistant
Peake, Ben

Principal Research Fellows
McCrae, Barry, BSc(Hons), DipEd Melb., MEd Monash (from March 2001)
Rowe, Ken, BA(Hons) Melb., MSc London, PhD Melb., DipGenStuds Swin, TPTC Melb.

Senior Research Fellows
Forster, Margaret, BA(Hons) DipEd LaT., MEdSt Monash
Harvey-Beavis, Adrian, BA Chisholm, MEd Melb.
McCurry, Douglas, BA(Hons) DipEd LaT.
Mendolovits, Juliette, BA(Hons), DipEd LaT., MA(Eng) Melb. (from January 2001)
Monseur, Christian, DipTeach Theux, BEdSc Liege, MaAppSci Gembloux
Morgan, George, BSc(Hons) UNSW, DipEd SCV, MSc LaT., MEd Melb.
Schulz, Wolfram, Diplom-Politique Berlin, PhD (EcoSocSci) Rostock (from May 2001)
Turner, Ross, MSc, DipEd Melb., DipEdPsych Monash
Wu, Margaret, BSc(Hons), DipEd, MEd Melb., GradDipComStudies RMIT
Zammit, Susan, BA(Hons) London., MEdSt, PhD Monash, MACE

Research Fellows
Anderson, Prue, BA Monash, DipEd LaT., MEd Studies Monash
Berezner, Alla, BSc, MSc Moscow
Bodey, Wendy, DipT VicColl., GradDipCompEdn Riverina Murray
Bryce, Jennifer, BA, BEd Melb., DipArts VicColl. of Arts, MScSoSci RMIT
Chiavaroli, Neville, BAppSci Lincoln, BA(Hons) Melb., MPhil Camb.
Darkin, Lynne, BA(Hons) James Cook, DipEd LaT.
Farkota, Rhonda, DipTeach, BEd Melb., MEdSt Monash
Hagel, Barbara, BA(Hons) DipEd (to January 2001)
Hambur, Sam, BSc(Hons) Monash, DipEd HIE
Heggie, Susan, BEd Melb., AMusA AMEB (to January 2001)
Hunt, Malcolm, BSc(Hons), DipEd, PhD Melb.
Le, Luc, BSc Hue, MEd RMIT (from October 2000)
Lindsey, John, BSc(Hons), PhD Monash, DipEd Melb.
Lonsdale, Michele, BA(Hons) DipEd Melb., GradDip Student Welfare Hawthorn, MEd, PhD LaT.
Macaskill, Greg, BSc(Hons) Adel., GradDipComStudies RMIT
McGregor, Margaret, BEd (Prim), MEd Studies Monash, TPTC Frankston
McQueen, Joy, BA, DipEd Melb., BEd Monash, GradDip TESL VicColl., MA Melb., MACE (to May 2001)
Meiers, Marion, BA, DipEd Melb., BEd, MEd Monash, MACE
Monseuar-Halleux, Beatrice, (from May 2001)
Murphy, Martin, BA, DipEd, MEdStds Monash, GradDipSocStat Swin. (from January 2001)
O’Connor, Gayl, BSc(Hons) LaT., DipEd Monash, GradDipAppSc VicColl.
Pearn, Cath, GradDipMathEd Hawthorn, DipTeach Phillip, MEd LaT., TPTC Burwood (to April 2001)
Raivars, Andrew, BA(Hons), DipEd, BLitt(Hons) Monash, GradDipMathSc MCAE
Recht, Eve, BA(Hons), DipEd LaT.
Routitsky, Alla, BSc(Hons, Math) PhD Voronezh, DipEd Melb, DipSocStats Swin.
Simpson, Brian, BSc, DipEd Melb.
Stephanou, Andrew, Laurea in Physics Rome, DipEd Melb.
Volodin, Nikolai, MSc(Stats), PhD Tashkent (to January 2001)

Research Officers
Carstensen, Claus, Diplompsychologe, PhD Psych Kiel (from October 2000)
Greenwood, Lisa, BAppSci Deakin, GradDipCounsPsych RMIT, Assoc MAPS
Koomen, Marten, BEd, GradDipTechEd Melb., MBA, MEd Studies LaT. (from December 2000)
Nolan, Kathy, BEd, DipTeach ACU, GradCertEdStudies (TESOL) (on leave to February 2001)
Underwood, Catherine, BA Swin.
Williams, Craig, BSc Monash, GradDip Melb.
Zhisol He, Martin, BSc Guangxi, MSc Beijing, (to January 2001)

ASSESSMENT SERVICES
Manager
Jackson, Deirdre, BA, TPTC Monash, TTLC, Melb., Certificate Project Consulting RMIT
Assistant Managers
Aldous, Cecly, BA Melb., DipEd(TESL) LaT.
Butler, Adele, BSc(Hons) Monash, DipEd Rusden, BEd Monash, GradCertEdLeadership VUT, MEd RMIT (from September 2000)
Education Consultant
Morath, John, DipEd, BEd Melb., BA, MA Monash
Project Management Staff
Dodds, Robyn, BA RMIT, GradDipSoc LaT.
McCormack, Silvia, BA UIWA, GradDipEd, MA Deakin
Nankervis, Susan, BEd Melb.
Administrative Staff
Choules, Michelle, BA(Hons) Curtin (from March 2001)
Davies, Sandra, BA Swin., GradDip (Lib&InfSt) Monash, AALIA
Evans, Sandra, BA Monash, BAppSci VCAH, AdvCertIT NMI TAFE (from February 2001)
Haby, Kerry, BA Monash
Harvey, Georgia
Skinner, Heather

Research Fellows
Bibby, Yan, BEng Shanghai, MEng Auck., CertIT Newcastle, GradDipAppFinInv SIA. (from December 2000)
Congdon, Peter, DipAppSci VCAH
Dick, Wendy, BA, MA Melb., TPTC Frankston/Monash
Doig, Brian, BAppSci, AssocDipMath RMIT, BEd Monash, GradDipCompEdn MCAE, MEd Melb., TPTC Burwood
Hill, Kathryn, BA, DipEd TESL, MA Melb. (to May 2001)
Post, Maarten, BSc(Hons), DipEd, BEd LaT., MEd Monash, GradDip Evaluation Melb. (from May 2001)
Robbins, Frank, BSc(Hons), PhD Melb. (to January 2001)

Research Officers
Gibbins, Marisa, BAppSc RMIT, DipEd Melb., (on leave from December 2000)
Glickman, Hagit, BSc MSc PhD Jerusalem (from August 2000 to April 2001)
McCormack, Silvia, BA UWA, GradDipEd, MA Deakin

POLICY RESEARCH DIVISION
Deputy Director
Ainley, John, BSc, MEd, PhD Melb., FACE

Administrative Officer
Zubrinich, Julie, BA UWA, BEd Deakin

Principal Research Fellows
Marks, Gary, BSc(Hons), MSc. Melb., PhD Qld
McKenzie, Phillip, BEd(Hons), DipEd, MEd, PhD Monash, FACE
Splitter, Laurence, BA(Hons) Monash, BPhil, DPhil Oxon., FACE

Senior Research Fellows
Cresswell, John, BSc, BEd UWA, MEd UTas, PhD Curtin
de Lemos, Marion, BSc(Hons), MSc Natal,
PhD ANU, MAPsS
Lamb, Stephen, BEd(Hons) UTas., MEd, PhD, Melb. (to February 2001)
Withers, Graeme, BA Melb.

Research Fellows
Allan, Amanda, BEd Victoria, DipTeaching Toorak College, BA(Psych) Swin., GradDip(Psych), MA(Psych) Melb. MAPsS (to March 2001)
Frigo, Tracey, BBSc LaT., DipEd Bendigo, GradDipAdol&Child Psych Melb. (on leave from January 2001 to July 2001)
Fullarton, Sue, BAppSci RMIT, DipEd Monash, GradDipMathsEd Deakin, MEdSt, PhD Monash
Hollingsworth, Hilary, BEd (Primary), DipT (Primary), PhD Deakin (on leave from December 2001)
Johnson, Trevor, BSc, ALIA, DipT Adel., MA, MEdSt, PhD Flinders (to October 2000)
McMillan, Julie, BA (Hons), PhD UQ
Mellor, Suzanne, BA, DipEd Melb., BEd LaT., MEdSt Monash, MACE
Robinson, Lyn, BA, DipEd Monash, GradDipUrbResrch&Policy Swin. (on leave to January 2001)

Research Officers
Fleming, Marianne, BSc Melb., BA Swin.
Fleming, Nicole, BBSc LaT., PGradDipPsych Melb. (to December 2000)
Hillman, Kylie, BA(Hons) MEd Psych Melb. (from January 2001)
Underwood, Catherine, BA Swin.

TEACHING & LEARNING DIVISION
Head of Division
Ingvarson, Lawrence, BSc DipEd UWA, DipEd MA London, PhD Monash (from January 2001)

Research Fellow
Kleinhenz, Elizabeth, BA, BEd Melb., MEd Monash (from February 2001)
Semple, Anne, BSc DipEd MEd, FSTAV FACE (from January 2001)
ACER PRESS

Head of Division
Genat, Patricia, DipEd Deakin, GradDipLib, BEd Melb., MBus(Mkt) Monash (to September 2000)
Morris, Deirdre, BA ANU (from January 2001)

Administrative Officer
Thomson, Virginia, BA Monash, CertBusStud RMIT

Promotions and Marketing Coordinator
Bonaccurso, Mara, BA (Management Communication) Deakin

Education Consultant
King, John, DipPE Melb., BEd LaT.

Marketing Consultant
Smith, Barbara, BCom, DipEd, Melb., GradDip (SecStudies) Vic Coll. GradCert (CareerCounselling) RMIT

Organisational Psychology and Human Resource Management Consultant
Power, Marian, BA(Hons), MA(AppPsych) Melb., GradDip Careers Educ RMIT, MAPS, MAHRI

Parenting Consultant
Goldsworthy, Joanna, BA(Hons) Oxon.

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

Psychology and Human Resources Consultant, Sydney
McColough, Melissa, BScPsych(Hons), MPsyCh(Applied)Hons UNSW, MAPS (to December 2000)

PROFESSIONAL DEVELOPMENT

Coordinator
Murphy, Sandra, BEd Melb.

Administrative Officer
Taylor, Margaret

CUSTOMER SERVICE

Manager
Higgins, Christine, GradCert(Mgt) Deakin

Campbell, Yvonne
Gardiner, Jan
Keele, Julie, TPTC Coburg
Manuel, June
McNab, Victoria, BA, GradDipPsych Melb. (from February 2001)
Rankin, Stephanie (to November 2000)
Whitehead, Simone, DiplIntTrade RMIT

STORE AND DESPATCH

Manager
O’Neill, Steven

Gilder, Peter
Matravers, Philip
Smith, Ian

PUBLISHING

Manager
Morris, Deirdre, BA ANU (to January 2001)
Watts, Alexandra, BA Melb., GradDip Editing & Publishing RMIT (from March 2001)

Assistant
McGinnes, Andrew, BMedia Studies RMIT (to October 2000)
Rankin, Stephanie (from November 2000)

Electronic Publishing Manager
Saubern, Ralph, BA Melb., BEd LaT., MTESOL Monash, CTEFLA Holmes College

Production Manager
Seddon, Roger

Senior Editor
Cantrill, Siobhan, BA Sydney, Dip Editing & Publishing

CORPORATE SERVICES DIVISION

Director of Corporate Development
Moore, Robert, BCom Melb.

Human Resources Coordinator
McSweeney, Fiona, BA(Hons) Melb., GradDip IR/HRM RMIT (on leave from November 2000)
Blumson, Julie, DipTeach MColl., GradDip Chis., GradDip HR, MBA Deakin (from December 2000)
Human Resources Officer
Matar, Sarah, BBus (IR/HRM) RMIT (from September 2000)

Facilities and Services Coordinator
Marshall, Lexie

Receptionists
Coyne, Meg
Lowry, Ann
Millar, Vicki
Richter, Beatrice

CORPORATE COMMUNICATIONS
Corporate Communications Manager
Kosmopoulos, Petros, BA, RMIT, GradDipEd (Sec.) Deakin (from June 2001)

COMMUNICATIONS AND PROJECT PUBLISHING
Manager
Robinson, Julia, BA(Journ.) RMIT, GradCert(Mgt) Deakin (on leave from June 2001)

Project Publishing Coordinator
Rigby, Caroline

Senior Desktop Publishing Officers
Roberts, Tracey, BSc(CompSci) Melb. (to October 2000)
Murray, Susanna (to November 2000)
Bannon, Brian, Dip Print Mgt Dublin (from December 2000)

Desktop Publishing Officer
Locock, Gloria

CUNNINGHAM LIBRARY
Manager
Findlay, Margaret, BA VicColl., AALIA

Senior Librarians
Gifford, Anna, BA, GradDip Librarianship & Info Studies, Melb. (from February 2001)
Haby, Steven, BSoSc RMIT (on leave from January 2001)
Kowarsky, Tamara, BSc. UWA, GradDipLib WAIT

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) Swin.

INFORMATION TECHNOLOGY
Manager
Guzowski, Andrew, MSc EEng WUT, CPEng, MIEAust

Scott, Corey, BEng(Hons, Software Systems) RMIT
Hare, John
Nguyen, Daryl, BIS Monash
Chan, Phooi, BComp(Hons) Monash (from December 2000)
Nguyen, Hoai, BCompSci Monash (from February 2001)
Owers, Patricia (to January 2001)

PROJECT SERVICES
Manager
Carrigan, Jim, MEI Swin. (from January 2001)

Buckley, Carole
Cowhey, Pauline
Prain, Stewart, BDesign(Industrial Design) Swin.

RECORD SERVICES
Manager
Fraser, Simon

Bonning, Judy
Despatch
Evans, David

Photocopying Services
Koglin, Dianne

Cleaning Services
Skiadopoulos, Marina