ACER 2013-2014 Annual Report

Australian Council for Educational Research (ACER)

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ABOUT ACER

The Australian Council for Educational Research (ACER) is one of the world’s leading educational research centres.

ACER’s mission is to create and promote research-based knowledge, products and services that can be used to improve learning across the life span. Our goal is to support every learner, every learning professional, every learning institution and our learning society through our work.

ACER has built a strong reputation as a provider of reliable support and expertise to education policy makers and professional practitioners since it was established in 1930.

As a not-for-profit organisation, independent of government, ACER generates its entire income through contracted research and development projects, and through products and services that it develops and distributes.

ACER has more than 350 staff located in Melbourne, Sydney, Brisbane, Perth, Adelaide, Dubai and New Delhi.
ACER has established the Centre for Global Education Monitoring, Centre for Assessment Reform and Innovation, Centre for Education Policy and Practice, and Centre for the Science of Learning to consolidate and enhance ACER’s position as an international leader in educational research.

Ongoing priorities include: building the breadth, depth and reach of our research; expanding professional resources; enhancing our international presence; the use of new technologies; building our work in non-school education sectors; providing leadership in school-community partnerships; enhancing our role as education adviser and commentator; addressing disadvantage; and developing our role as a higher education provider.

ACER has made a significant contribution to the education sector, internationally and in Australia, in the past 12 months.

Research Conference 2013, on the theme How the Brain Learns: What lessons are there for teaching? brought together leading researchers in neuroscience, psychology and education to explore effective practices in the light of current knowledge. At ACER’s 2014 Excellence in Professional Practice Conference, on the theme Teachers driving school improvement, teachers and school leaders as researchers shared their systematic ‘improvement research’ and its application to daily practice.

The third National Adult Language, Literacy and Numeracy Assessment Conference, on the theme Foundation skills and lifelong learning – what does the evidence from international assessments tell us about improving life skills? gathered researchers, policy makers and practitioners in the vocational, adult and workplace education sector to discuss the implications of international assessments.

The fifth cycle of the Programme for International Student Assessment (PISA), managed internationally by ACER for the OECD, was completed in 2013. ACER also managed the 2013 International Computer and Information Literacy (ICILS) study.

ACER was responsible for data collection in Australian schools for international assessments PISA, ICILS, the Trends in International Mathematics and Science Study and the Progress in International Reading Literacy Study, and for the National Assessment Program – Civics and Citizenship. In addition ACER undertook the Review of Senior Assessment and Tertiary Entrance for the Queensland Government, and initiated work on a major educational assessment for the Abu Dhabi Educational Council.

ACER reached a significant milestone when it was registered as a higher education provider by the Australian Government’s Tertiary Education Quality and Standards Agency.

In continuing its support for educators in the school sector, ACER has developed resources and services to assist with the effective use of Progressive Achievement Tests, and launched Teacher online, an education magazine sharing evidence-based approaches to teaching and school improvement. In 2014 John Mitchell and Associates joined forces with ACER to deliver workforce capability measures and help organisations increase performance.

ACER’s impact on educational research, assessment, policy and practice has continued to grow, reflected not least in the organisation’s acquisition of premises in Adelaide, and in growth in staff numbers across offices in Australia, India and the United Arab Emirates.
ACER reached a significant milestone in 2014, becoming a registered higher education provider. Following several years of planning and development, registration was confirmed by the Commonwealth Tertiary Education Quality and Standards Agency (TEQSA) to enable ACER, through the ACER Institute, to offer higher education courses.

Registration as a higher education provider opens the way for ACER to deliver a range of postgraduate courses drawing on its expertise in assessment, educational measurement and quantitative research methods. Senior research staff have contributed to the development and teaching of pilot programs in the assessment of student learning and the teaching of reading and mathematics over the past two years.

Practical, evidence-based professional learning

ACER’s graduate courses will complement the existing suite of practical, evidence-based professional learning programs that draw on ACER and other research into the most effective ways to teach, and complement ACER’s range of published resources for schools.

ACER Chief Executive, Professor Geoff Masters AO, said the graduate courses offered through the ACER Institute will enable teachers, system leaders, policy makers, data professionals and others with advanced skills in evidence-based teaching to improve learning experiences and outcomes for students of any age.
Developing and recognising capability

‘Research consistently shows the importance of deep pedagogical knowledge to more effective teaching and improved student learning. ACER’s graduate certificate courses will provide teachers with advanced knowledge and skills in key areas of teaching practice,’ Professor Masters said.

‘The purpose of the programs is to build teachers’ familiarity with evidence-based practices, to support their research and reflection, and to provide recognition for teachers who master these practices in their day-to-day work.’

Blended and online professional learning

Accreditation of ACER’s first graduate certificate course was completed following the TEQSA registration in April 2014, with the Graduate Certificate of Education (Assessment of Student Learning) commencing in October 2014. The course covers the ways assessment promotes learning, assessment methods, approaches to estimating student progress, and using assessment evidence to inform the teaching and learning cycle.

ACER Institute Director Dr Elizabeth Hartnell-Young said the decision to offer graduate certificate courses and other professional learning online as well as through a blended approach that includes face-to-face sessions was the result of demand from across Australia.

ACER’s initial registration as a non-self-accrediting higher education provider is for a period of seven years to April 2021.

http://courses.acer.edu.au
Results from major assessments, within an education system or across the globe, can provide useful data to help educators to improve learning outcomes.

Time to stop the PISA slide

Results from the 2012 OECD Programme for International Student Assessment (PISA) show that levels of achievement in both reading and mathematics have declined, despite the OECD labelling Australia as having a ‘High Quality-High Equity’ education system.

Australia’s declining achievement is a result of a fall in the number of students achieving at higher levels and a rise in the number of students achieving at lower levels. This backwards slide has allowed other countries to leapfrog over us.

Dr Sue Thomson, ACER Director of Educational Monitoring and Research said, ‘The real take-home message from PISA is that Australia must do better.’

‘Australia must strive to improve outcomes for all students – getting the lowest achievers up to an acceptable standard for a wealthy first-world country and extending the higher achievers to lead the country in terms of innovation and development. The goal is attainable, but research into what actually works in changing outcomes is essential.’

PISA 2012: How Australia measures up, by Sue Thomson, Lisa De Bortoli and Sarah Buckley, is available from:

Developing assessment capacity internationally

ACER is working in a range of countries to develop educational research and assessment capacity and support improvement in student learning outcomes.

In Armenia, ACER delivered a workshop on test development and design for a national assessment of educational achievement, funded by the World Bank.

‘A major concern of the participants was that in Armenia, as in many countries, education data is collected but it is not analysed in any depth or used to inform learning,’ ACER Principal Research Fellow Ms Prue Anderson said.

Post-workshop feedback from participants was overwhelmingly positive, with particular interest in a follow-up workshop to further build expertise in data analysis.

As part of a major educational assessment in Abu Dhabi, ACER is providing information on student progress and appropriate teaching interventions to support further improvement in student learning outcomes.

ACER is producing assessment materials and reports to enable educators and policy makers to make best use of the assessment data for improved learning outcomes, and to inform policy makers in terms of the impact of system-wide interventions.

ACER is working with India’s National Council of Educational Research and Training (NCERT) to design, implement and report a new National Achievement Survey of students in Class X (Year 10). ACER is tailoring support to complement NCERT’s existing capacity.

ACER has also worked with education departments in the Solomon Islands, Samoa and Papua New Guinea to explore practical strategies and approaches to develop institutional capacity to deliver comprehensive assessment systems at the national and school levels.

Global assessment, local impact

The Snapshots series takes findings from the global education studies that Australian schools, students and teachers participate in, and highlights specific issues of interest to Australian schools and teachers.

Available free on the ACER website, Snapshots have so far covered: Boys, girls and mathematics; Equity and effectiveness; Excellence and equity; and How engaged are Australian Year 4 students in their reading lessons?

Findings are drawn from international studies including the IEA’s Trends in International Mathematics and Science Study (TIMSS) and Progress in International Reading Literacy Study (PIRLS), and the OECD’s Programme for International Student Assessment (PISA), all managed by ACER in Australia.

http://www.acer.edu.au/snapshots
A growth mindset in assessment

All students of the same age are rarely at the same point in their learning at the same time, yet assessments of students frequently assume this to be the case. Professor Geoff Masters AO, in a 2013 occasional essay, “Towards a growth mindset in assessment”, examined approaches to evaluating and providing feedback on the outcomes of learning, and called for an approach where students’ performances are assessed from the perspective of a growth mindset, the focus being not so much on ‘judging’ as on understanding where individuals are in their learning at the time of assessment.


Assessment and reporting online

Schools with enrolments of fewer than 10 students to more than 2000 students from all Australian states and school systems are now using ACER’s online assessment and reporting platform.

With a variety of test programs to choose from, including literacy, numeracy, general ability, writing and social-emotional wellbeing, the online platform delivers the benefits of instant and interactive reporting that saves teachers and schools time and effort compared to traditional, paper-based assessments. Student achievement is reported against national norms and longitudinal reports measure progress over time.

In 2014 more than two million assessments were administered through ACER’s online assessment and reporting platform, and approximately 3600 schools signed up for the service.

http://www.acer.edu.au/oars

Monitoring learning on any device

A new online approach to low stakes assessment, ACER O-Central, enables teachers to engage more effectively with students’ work, collect meaningful and timely student achievement information in context, and analyse and learn from it.

ACER O-Central, the result of a partnership between ACER and Literatu, winner of the Bett Asia and IDA EdTech Excellence Award 2014, enables educators to collect continuous formative assessment data directly from their own activity, assessment and homework materials, in any format. The automated, fast marking system produces ‘everyday data’ to inform teaching practice and pinpoint student progress.

Teachers are able to transform their own resources – paper-based or digital – into interactive activities and assessments by adding question response capabilities. They can also add guidance and media to support students in undertaking the activities delivered across iPad, Android or web platforms.

The platform allows educators to understand exactly where their students are in their learning and provide specific and timely feedback. ACER O-Central provides data down to the question level, with live monitoring capabilities so teachers can see answers as they are being entered.

ACER O-Central combines the Literatu assessment platform with a range of ACER guided practice materials for numeracy and literacy at years 3, 5, 7 and 9, to identify student progress and any gaps in learning, and the best next teaching steps to address these. ACER O-Central complements the PAT Resources Centre online subscription-based portal for primary and secondary teachers.

http://acerq.acer.edu.au
http://www.acer.edu.au/pat-rc
International assistance

The ACER Foundation has provided practical support for schools in a range of developing nations, from early learning materials for a new library in Tanzania to educational materials for schools in Vietnam and Fiji.

The ACER Foundation is also supporting Dr Ian Lowe from the Mathematics Association of Victoria to change the teaching of mathematics and support the publishing of mathematics books in Malawi. The mathematics materials provide a new and effective approach to the traditional teaching of mathematics in Malawi.

ACER Foundation is also funding a workshop by ACER staff in India for the non-profit Akanksha Foundation, while staff from ACER India conducted an audit of assessment rubrics.

Teacher online

ACER launched Teacher, an online-only resource to help teachers, principals and other school staff improve their skills and practices using evidence-based approaches.

Editor Ms Jo Earp said, ‘Teacher supports educators by providing timely, high quality, independent content that they can trust and adapt for use in their own school settings. We encourage article contributions from school staff – whatever their role, sector or location.’

www.teachermagazine.com.au
ACER’s higher education work is supporting the improvement of learning in terms of the delivery of courses, assessment and reporting on quality, engagement and institutional diversity, particularly as a result of collaborative efforts with research-based institutions in the sector.

Registration as a higher education provider

ACER in 2014 reached a significant milestone when it was registered as a higher education provider by the Australian Government’s Tertiary Education Quality and Standards Agency. ACER currently offers a Graduate Certificate of Education (Assessment of Student Learning). This and future higher education courses will draw on ACER’s expertise in the assessment of student learning, educational measurement and data literacy.

Medical collaboration

ACER’s collaboration with Australian medical schools through the Australian Medical Assessment Collaboration (AMAC) is providing tools and processes to help improve the quality of medical education in Australia through quality comparison, the sharing of expertise and high-quality assessment. Funded by a grant from the Commonwealth Office for Learning and Teaching, AMAC involves 16 of the 19 medical schools in Australia and New Zealand.

AMAC is also contributing to the development of a project by the Medical Deans of Australia and New Zealand (MDANZ), which is currently implementing common assessments across all medical schools in Australasia with the aim of developing benchmarks, improving assessment quality and developing a sustainable collaboration.
Student engagement

The fifth National Student Engagement Forum co-hosted by ACER and the LH Martin Institute in late 2013, brought together researchers in higher education to investigate the links between student engagement and retention, completion and success after graduating.

The forum drew on information about students’ engagement and participation in educationally effective practices from higher education surveys such as the Australasian Survey of Student Engagement (AUSSE) and its parent study, the United States’ National Survey of Student Engagement.


Supporting higher education in South East Asia

ACER staff in 2013 delivered symposia in Bangkok, Jakarta and Kuala Lumpur and presented at a conference in Singapore to share insights, stimulate conversations and build collaborations to address teaching, learning and assessment in higher education in South East Asia.

Bringing together representatives from ministries, quality agencies, peak bodies and higher education institutions, the symposia focused on insights from the OECD Assessment of Higher Education Learning Outcomes Feasibility Study, AMAC, AUSSE and other relevant activities.


Measuring diversity

Drawing on the European Commission’s U-Map and U-Multirank projects, a team of researchers at ACER and the LH Martin Institute in 2013 released a comprehensive new collection of university profiles that make it possible to measure the diversity of Australia’s higher education system.

The university profiles report data from numerous publicly available sources as a visual map of each of Australia’s 41 universities.

The research consensus is that higher education systems with more diverse institutions perform better than systems with less diverse institutions, because they better meet the diverse needs of students, stimulate social mobility and better meet labour market needs. Given that consensus, the new university profiles aim to capture the distinctiveness of Australia’s higher education in a systematic way.

A persistent achievement gap

Results from the 2012 cycle of the Programme for International Student Assessment (PISA) showed little progress in ‘closing the gap’ and improving outcomes for Indigenous students.

PISA 2012 measured how well 15-year-olds from across the globe are prepared to use their knowledge and skills in mathematics, reading and science to meet real-life challenges. The project was led by Director of Educational Monitoring and Research, Dr Sue Thomson, at the national and international level for the Organisation for Economic Cooperation and Development.

Around 2000 Indigenous students from all states, and a variety of metropolitan, provincial and remote locations were included in the sample of almost 14,500 Australian students.

In mathematical, reading and scientific literacy, Indigenous students performed at a significantly lower level than their non-Indigenous peers. On average, 15-year-old Indigenous students performed at a level about two-and-a-half years behind their non-Indigenous counterparts.

Dr Thomson, the lead author of Australia’s national report, PISA 2012: How Australia measures up, noted that Indigenous students showed lower levels of confidence in mathematics, and much higher levels of maths anxiety than non-Indigenous students. This was despite the finding that the proportion of Indigenous and non-Indigenous students who are interested in maths, enjoy it and understand its importance for their future was similar.

PISA 2012: How Australia measures up
Needs-based funding

The persistent achievement gap between Indigenous and non-Indigenous students underscores the importance of needs-based funding in education, Principal Research Fellow Mr Tony Dreise and Dr Thomson reported in a 2014 Occasional Essay.

In ‘Unfinished business: PISA shows Indigenous youth are being left behind’, Mr Dreise and Dr Thomson investigated the implications for policy and practice of this achievement gap and called for needs-based funding to support a highly targeted approach to correct the downward trend.

That approach should include early intervention literacy and numeracy programs; quality teaching; systematic student and teacher assessment, monitoring and feedback; personalised learning for students; and ongoing professional learning for teachers and school leaders.

‘Feedback was extremely positive from all the communities visited, and highlighted a specific need for the proposed tool. A prototype is now underway, and includes the use of authentic illustrations from the region to support the learning process.’

Building capacity

One of the ACER Foundation Innovation Fellowships, the Indigenous Visiting Fellowship Program, is designed to develop a team of Aboriginal and Torres Strait Islander researchers and assistants in communities around Australia. Participants will undertake professional learning in research methods and have access to a mentor. ACER will involve the participants in future research and development activities.

Transitions

Analysis of data from administrative datasets and the national Census suggests that Indigenous students remain under-represented in Australian higher education relative to the size of Australia’s Indigenous population, and are over-represented in the vocational education and training (VET) sector, especially in lower-level qualifications.

Further analysis in the National Report on Social Equity in VET 2013, prepared by ACER for the National VET Equity Advisory Council, revealed that 22 per cent of Indigenous Australians between the ages of 15 and 64 were participating in VET study in 2011 – more than twice the rate for all other Australians – but typically at Certificate II or below.

Supporting Indigenous learners

In 2014 the ACER Foundation initiated a program to address educational disadvantage. Two of the three ACER Foundation Innovation Fellowships awarded support Indigenous learners and educational researchers.

ACER Principal Research Fellows Dr Sacha DeVelle and Ms Prue Anderson visited a number of Indigenous schools and communities in the Kimberley region to gauge the need for a diagnostic tool delivered via tablets and designed for remote, disadvantaged Aboriginal learners aged three to four years old.

Dr DeVelle said, ‘The tool will measure literacy and numeracy skills, include a creativity measure, and be delivered in both Kimberley Kriol and Standard Australian English.’
Research efforts in the vocational, adult and workplace education sector are driving improvements in policy and research through the design, collection and use of data for quality improvement. This work is also developing tools to support practitioners in the teaching and learning of language, literacy, numeracy and foundation skills.

Summit on data for quality improvement in vocational education and training

ACER’s summit on data for quality improvement in vocational education and training in 2013, jointly hosted with the Australian Workforce and Productivity Agency and the National Centre for Vocational Education Research, brought together senior decision makers and stakeholders in policy, industry, training and research to identify effective strategies for the collection, analysis and use of data. Summit participants addressed the importance of developing management information systems to enable practitioners to use data efficiently and effectively to support improved learning outcomes, particularly in core skills for 21st-century learners.

‘Qualified practitioners, educators and trainers will be able to administer the full assessment against the ACSF and the CSfW in a learning setting; while individuals will be able to self-assess using the integrated short assessment and employment services practitioners will be able to administer the integrated short assessment to job seekers,’ Mr Burdis said.

Identifying foundation skill levels

The Commonwealth Department of Industry commissioned ACER to develop a free online tool to help practitioners in the sector to identify and assess the foundation skill levels of learners. As Martin Burdis, from ACER’s Vocational, Adult and Workplace Education team, explained, the online Foundation Skills Assessment Tool (FSAT) addresses the theoretical underpinnings of the Australian Core Skills Framework (ACSF) on language, literacy and numeracy, and the Core Skills for Work (CSfW) Developmental Framework on employability skills. FSAT, expected to be available in mid 2015, will be available on a purpose built, stand-alone online platform, and will offer a full assessment and an integrated short assessment.

Assessments of adult language, literacy and numeracy

The third National Adult Language, Literacy and Numeracy and Assessment Conference hosted by ACER in May 2014 brought together researchers, policy makers and practitioners to explore the evidence from international assessments and the implications for policy and practice on the post-compulsory years of education, in the transition from school to further education and training and on workplace and lifelong learning.

‘International assessments provide useful evidence to support the upskilling of the LLN skills and...
knowledge of educators in vocational, adult and workplace education. Building on the empirical research from such international assessments strengthens the links between testing, research, and practice,’ Mr Tout said.

**Capability analysis**

ACER and John Mitchell and Associates (JMA) joined forces in 2014 to deliver workforce capability measures. ACER and JMA’s capability analysis tools identify and grow staff capability and increase organisational performance in Australian knowledge-based and service-oriented organisations. As Dr John Mitchell explained, ‘The partnership aims to support clients both in and beyond the public VET sector, drawing on ACER’s core strengths in collecting and analysing high-quality data, and helping decision-makers to use that data to drive improvement.’

ACER in 2013 established four strategic centres, each tasked with leading research and development in a key area of ACER’s work. The Centre for Education Policy and Practice supports ACER’s work on the provision of robust data and analysis to inform policy and practice.

Large-scale assessments
A synthesis of data from international and national large-scale assessments by Dr John Ainley and Ms Eveline Gebhardt examined improvements and declines in student achievement over time, and related those changes to developments in policy, practice and context that took place in the immediately preceding years. Measure for Measure: A review of outcomes of school education in Australia examined data from the Programme for International Student Assessment, Trends in International Mathematics and Science Study, Progress in International Reading Literacy Study, the National Assessment Program – Literacy and Numeracy (NAPLAN) and the NAP sample studies in science literacy, civics and citizenship and ICT literacy.

Workforce planning
ACER conducted the Staff in Australia’s Schools (SiAS) survey on behalf of the Commonwealth Department of Education. Data from the SiAS survey indicates that around 40 per cent of secondary school principals and 20 per cent of Australia’s primary school principals have major or moderate difficulty in suitably filling staff vacancies. The most common method for dealing with staffing shortages is requiring teachers to teach outside their field of experience, reported by 33 per cent of secondary principals and 12 per cent of primary principals.

The 2007, 2010 and 2013 administrations of the SiAS survey have enabled ACER to identify and measure trends over time and build a detailed picture of the Australian teacher workforce, to assist in workforce planning and inform important workforce issues such as teacher career and retirement intentions, and current teacher labour markets.
Policy reform

Macro-level policy reforms in English-speaking countries – from curriculum ‘standards’ and increased autonomy, accompanied by strengthened accountability arrangements, to incentives and sanctions – have not driven improvement, according to analysis by ACER Chief Executive Professor Geoff Masters AO.

Professor Masters argued that too little attention has been given to the mechanisms by which macro reforms of this kind are expected to change day-to-day classroom teaching and school leadership practices.

‘Too often, it has been assumed that approaches adopted from the world of business will be equally relevant to the work of schools. And too little attention has been paid to international experience and research evidence concerning the importance of micro reform,’ he observed. The evidence in schools is that effective policies build local capacity and create collaborative learning environments at the micro level, Professor Masters noted.

Professional standards

Policies that drive improvement in student learning focus on the professional knowledge, judgement and skills of teachers, according to ACER Principal Research Fellow Dr Lawrence Ingvarson.

‘ACER’s work on the 2013 Teacher Education and Development Study in Mathematics (TEDS-M) shows that to be effective policies also need to be coordinated,’ Dr Ingvarson said. ‘TEDS-M gathered data on quality assurance arrangements in 17 countries at the recruitment and selection stage, the stage of accreditation of teacher education institutions, at entry to the teaching profession and at the stage of advanced certification of experienced teachers.’

Standards for beginning teachers

http://rd.aceredu.au/article/standards-for-beginning-teachers

Is school reform working?

http://rd.aceredu.au/article/is-school-reform-working
The centre is tracking the provision and quality of school education around the globe, with an aim to support improved educational policies, programs and practices, leading to better educational progress and outcomes for all learners.

Professor Ray Adams, Director of the Centre for Global Education Monitoring, said key activities of the centre include the systematic and strategic collection of data on educational outcomes, and research into the factors that influence outcomes.

Quality education for all

The centre is also involved in the international conversation about post-2015 education goals to provide access to quality learning for all.

‘Learning assessments are crucial in enabling quality learning,’ Professor Adams said. ‘Some of the key issues we are addressing in the centre include identifying the kinds of learning assessment that are suitable for different contexts and purposes; what assessment results reveal about education systems; how assessment systems can be strengthened so they effectively inform decisions about policies and practices; and how to judge the quality of assessments and the data obtained from them.’

Improving understanding

A range of analyses conducted by the centre to investigate international, regional and national learning assessments is also enabling government and non-government policy makers, system leaders, school leaders and teachers to understand key features of such learning assessments at a glance.

‘The aim is to increase policy makers’ and educators’ awareness and understanding of learning assessments in terms of purpose, assessment domains, sampling approaches, reporting and impact, and the like, and enable them to compare these features with those of other assessments,’ Professor Adams said.

The centre’s analyses also provide policy makers and educators with a more fine-grained understanding of national, regional and international learning assessments in the form of descriptive papers.

A flexible, collaborative approach

Given ACER’s expertise leading international assessments like the OECD’s Programme for International Student Assessment, the IEA International Civic and Citizenship Education Study and the IEA International Computer and Information Literacy Study, a key focus of the centre is to work collaboratively with countries and regions to develop and implement assessments of learning outcomes that yield high-quality and relevant data.

‘While different countries have different educational policy priorities, the first step in developing, implementing or evaluating educational policy in all countries is the same: to seek out evidence that supports decision making, mindful of each country’s policy priorities,’ Professor Adams said. ‘In monitoring trends in educational growth we work closely with countries to develop an assessment program that meets their monitoring needs while being based as closely as possible on a set of defined design principles and quality standards.’

www.acer.edu.au/gem
COMMISSIONED RESEARCH PROJECTS

NATIONAL PROJECTS

Australian Curriculum, Assessment and Reporting Authority
• National Assessment and Surveys Online Program (NASOP)
  » NASOP development study item development (reading)
  » NASOP research study: students with a disability
  » NASOP trial study – marking writing
• National Assessment Program – Literacy and Numeracy (NAPLAN)
  » NAPLAN 2013 trialling
  » NAPLAN 2014 development for numeracy and reading
  » NAPLAN 2014 equating study
  » NAPLAN 2014 OA materials – writing
  » NAPLAN 2014 reading interviews
  » NAPLAN 2014 trialling
• National Assessment Program – Civics and Citizenship (NAP–CC)
  » NAP–CC online trial and main study
• National Assessment Program – Information and Communications Technology (NAP–ICT)
  » NAP ICT item development and test creation
  » NAP ICT test administration

Australian Institute for Teaching and School Leadership
• Teacher assessment of personal literacy and numeracy

Australian Institute of Family Studies
• Longitudinal Survey of Australian Children

Australian Science Innovations
• Development of items for BIG Science Competition
• Development of science tests for multiple delivery formats

Australian Securities and Investments Commission
• Evaluation of the Helping our Kids Understand Finances initiative
• Programme for International Student Assessment (PISA) 2012 and 2015 National Financial Literacy

Australian Workforce and Productivity Agency
• Focus groups for women, mature aged workers and students in engineering

Commonwealth Department of Education
• Empowering local services evaluation
• Evaluation of Teach for Australia initiative
• Improving the tertiary education system
• National study of computer and information literacy
• OECD Programme for International Student Assessment (PISA) 2009, 2012 and 2015 national component (also funded by state and territory education departments)
• OECD Teaching and Learning International Survey – TALIS (Australian component)
• Progress in International Reading Literacy Study (PIRLS) National Study 2011 and 2016
• Report on performance of students of Indigenous background for NAPLAN, TIMSS, PISA, PIRLS
• Staff in Australia’s Schools survey of teachers and school leaders
• Teacher education benchmarking review
• Trends in International Mathematics and Science Study (TIMSS) 2010 and 2015

Department of Families, Housing, Community Services and Indigenous Affairs
• Longitudinal Study of Indigenous Children

Department of Foreign Affairs and Trade (formerly AusAid)
• Research into the financing of Technical and Vocational Education and Training in the Pacific
• Vietnam Technical and Vocational Education and Training
General Practice Education and Training Ltd
- Registrar satisfaction survey

National VET Equity Advisory Council
- Disadvantaged learners in VET

Office of the Chief Scientist
- Work integrated learning in science, technology, engineering and mathematics (STEM) in Australian universities

Standing Council on School Education and Early Childhood
- Longitudinal Literacy and Numeracy Study (LLANS)

Undergraduate Medicine and Health Sciences Admission Test (UMAT) Consortium
- Undergraduate Medicine and Health Sciences Admission Test

World Vision
- Evaluation of the second phase (years 4 and 5) of the Warlpiri Education and Training Trust Early Childhood Care and Development Program

AUSTRALIAN CAPITAL TERRITORY
ACT Department of Education
- ACT Scaling Test
- Education Strategy Research Agenda 2014

NEW SOUTH WALES
Australian Children’s Education Care and Quality Authority
- ACECQA National Quality Standards Review

Department of Education and Communities
- Essential Secondary Science Assessment
- Selective High Schools Test
- Test for Year 5 Opportunity Classes

High Resolves Limited
- Evaluation of High Resolves Global Citizenship and Leadership Program

Macquarie University
- Australian Medical Assessment Collaboration

National Congress of First Peoples
- Completion of accountability framework for success of Aboriginal and Torres Strait Islander education programs

QUEENSLAND
Auditor General in Queensland
- Supply of specialist teachers in high school

Queensland College of Teachers
- Research Digests

Queensland Department of Education and Training
- Longitudinal Literacy and Numeracy Study for Education Queensland
- Review of Senior Secondary Assessment and Tertiary Entrance

University of Queensland
- Science of Learning Research Centre

SOUTH AUSTRALIA
Department of Education and Children’s Services
- Evaluation of data literacy and usage
- Western and eastern suburbs transitions research project

Flinders University
- Middle years survey

Origin Foundation
- Tenderbridge – Leading Learning in Education and Philanthropy (LLEAP)
VICTORIA

Australian Industry Group
• Investment in workplace language, literacy and numeracy programs

Australian Council for Private Education and Training
• Background paper on higher education growth

Catholic Education Office
• Development of professional community framework and questionnaire

Ian Potter Foundation
• Tenderbridge – Leading Learning in Education and Philanthropy

Melbourne Development International (GRM)
• Assistance with design, development, implementation and support for DFAT (formerly AusAid) Educational Resource Facility

National Australia Bank
• Schools First

National VET Equity Advisory Council
• Disadvantaged learners in VET

Royal Australasian College of General Practitioners
• Bi-College Accreditation Project

Royal Australasian College of Surgeons
• Data analysis of exam results and production of reports

Swinburne University of Technology
• ARC linkage grant – grey literature

University of Melbourne
• Women in science

Victorian Curriculum and Assessment Authority (VCAA)
• Victorian General Achievement Test

Victorian Department of Education and Early Childhood Development
• Demand and supply trends in the higher education market
• Development of a system for classifying and evaluating the quality of assessment resources offered through the Victorian Assessment Management Platform
• ESL assessment tools and advice
• Evaluation of Koorie Teaching Scholarship
• Evaluation of school centres for teaching excellence initiatives
• Evaluation of the Mental Health Professional Learning Program
• Evaluation of the Primary Mathematics and Science Specialists initiative
• Learning needs assessment: deaf education sector
• Primary and Secondary Teacher Work Study 2012–2014
• Principal for a Day
• Report on Defining Standards Project
• Review of Chinese Teacher Training Centres
• Review of Victoria’s Developmental Learning Framework for School Leaders
• Sample assessment of VELS – creative and critical thinking
• Validating continua for reporting literacy and numeracy achievement levels for students Years 9 to 12 and the ACSF
• Victorian Supply and Demand 2012 and 2013

Victorian Registration and Qualifications Authority
• Independent assessment of accelerated Christian education

WESTERN AUSTRALIA

Curtin University
• Office for Learning and Teaching commissioned project: graduate employability skills
INTERNATIONAL PROJECTS

Abu Dhabi Education Council
- Assessment of Education Colleges’ Learning Outcomes (AECLO)
- Development of Graduate Destination Survey
- External Measure of Student Achievement (EMSA)
- International field assessment field operations (PISA/TIMSS/PIRLS)

Afghanistan Ministry of Education
- Monitoring Educational Development Afghanistan

APEC Secretariat Singapore
- APEC University Associations Cross-Border Education Cooperation Workshop

Boston College
- ePIRLS development 2013

Cambridge Education
- Analytical and Capacity Development Partnership – teacher absenteeism
- Capacity building for Punjab Examination Commission and Punjab Education Assessment System
- Evaluation of ICT in education in Papua Province
- Evaluation of the Principal Preparation Program
- RMSA assessment development India

Diagnostico en Educacion (Spain)
- PAT-ESP-EUS – reading, maths and science instruments, using Spanish and Basque versions of Progressive Achievement Tests and International Benchmark Test items, contributing to a study of achievement in bilingual and trilingual programs

Education Testing Service
- Test of English as a Foreign Language (TOEFL)

International Association for the Evaluation of Educational Achievement
- International Civic and Citizenship Education Study – 2016
- International Computer and Information Literacy Study

International Baccalaureate (IB)
- Organisation Asia Pacific
  - IB Feasibility Study
  - IB – International Schools’ Assessment

New Zealand Council for Educational Research
- Adult literacy and numeracy assessment tool: English for Speakers of Other Languages

Organisation for Economic Cooperation and Development (OECD)
- Assessment of Higher Education Learning Outcomes (AHELO) - Scoping Study
- OECD Programme for International Student Assessment (PISA) 2012 – international component
- PISA 2012 Assessment of Financial Literacy
- PISA for Development

Results for Development Institute
- Review of citizen-led, household-based assessments ASER, Uwezo, Beekunko and Jangandoo

Standards and Testing Agency UK
- Key Stage 1 and 2 item development for grammar, punctuation and spelling
- Key Stage 2 maths 2014
- Key Stage 2 science 2014

UAE Ministry of Education
- UAE National Assessment Program

UNICEF
- Zimbabwe Early Learning Assessment program

United Nations Development Program
- Expert advisory on individual SIMCE test results (Chile)

WESTAT
- PISA 2015 sampling

World Bank
- Assistance with primary and secondary assessment in Bangladesh
SELECTED STAFF PUBLICATIONS

BOOKS AND REPORTS


Best, Maura; Knight, Pat; Leitz, Petra; Lockwood, Craig; Nugurogo, Dita; Tobin, Mollie (2013). The impact of national and international assessment programmes on education policy, particularly policies regarding resource allocation and teaching and learning practices in developing countries. London: EPPI-Centre, Social Science Research Unit, Institute of Education, University of London. http://eppi.ioe.ac.uk/cms/LinkClick.aspx?fileticket=KKB8wH9tv5M%3d&tabid=3418&mid=6784


Milgate, Gina; Giles-Brown, Brian (2013). Dare to lead: collegial snapshots: the voices of Aboriginal and Torres Strait Islander students. Melbourne: ACER and Principals Australia Institute.

Milgate, Gina; Giles-Brown, Brian (2013). Dare to lead: collegial snapshots: the voices of parents and carers of Aboriginal and Torres Strait Islander students. Melbourne: ACER and Principals Australia Institute.


CHAPTERS IN BOOKS


Ingvarson, Lawrence (July 2013). *Estandares de egreso y certificacion inicial docente: la experiencia internacional*. (Seminario internacional; 16) In *Nuevos horizontes en la formación docente: el Desafío de contar con los profesores que Chile necesita*. Santiago, Chile: Consejo Nacional De Educación.


http://research.acer.edu.au/cgi/viewcontent.cgi?article=1200&context=research_conference


**REFEREED JOURNAL ARTICLES**


http://dx.doi.org/10.1186/2196-0739-1-5


Coates, Hamish; Meek, Lynn; Brown, Justin; Friedman, Tim; Noonan, Peter; Mitchell, John (November 2013). VET leadership for the future: characteristics, contexts and capabilities. *Journal of Further and Higher Education*, 37(6), 819–843.


http://dx.doi.org/10.1002/tea.21145

Edwards, Daniel; Friedman, Tim; Pearce, Jacob (2013). Same admissions tools, different


**RESEARCH BRIEFINGS AND POLICY PAPERS**


http://www.yooyahcloud.com/PAI20/Tzhegc/Professional_certification_for_accomplished_principals_-_directions_for_Australia.pdf

http://research.acer.edu.au/cgi/viewcontent.cgi?article=1013&context=ar_misc


http://research.acer.edu.au/cgi/viewcontent.cgi?article=1017&context=ar_misc

Meiers, Marion; Reid, Kate; McKenzie, Phil; Mellor, Suzanne (2013). *Literacy and numeracy interventions in the early years of schooling: a literature review*. Sydney: Ministerial Advisory Group on Literacy and Numeracy. 
http://research.acer.edu.au/cgi/viewcontent.cgi?article=1019&context=policy_analysis_misc

Mellor, Suzanne; Seddon, Terri (2013). *Networking young citizens: learning to be citizens in and with the social web*. Melbourne: ACER. 
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http://research.acer.edu.au/cgi/viewcontent.cgi?article=1040&context=higher_education

http://research.acer.edu.au/cgi/viewcontent.cgi?article=1040&context=higher_education


Weldon, Paul; McKenzie, Phillip; Kleinhenz, Elizabeth; Reid, Kate (2013). *Teach for Australia: evaluation report Phase 3 of 3*. Melbourne: Department of Education. 

http://research.acer.edu.au/cgi/viewcontent.cgi?article=1006&context=digital_learning

White, Gerald K. (2013). *Forward thinking: three forward, two back: what are the next steps?* Extended version of a presentation given to the Australian College of Educators National Conference, Melbourne. 
http://research.acer.edu.au/cgi/viewcontent.cgi?article=1005&context=digital_learning

**OTHER PERIODICALS AND NEWSPAPERS**

Drise, Tony (7 March 2014). Indigenous education results show need for needs-based funding. The Conversation.
http://theconversation.com/indigenous-education-results-show-need-for-needs-based-funding-23656


Ingvarson, Lawrence (21 February 2014). Teachers must lead from the front. The Age.

Ingvarson, Lawrence (January 2014). Teaching Standards and MESH Guides. MESH (Mapping Educational Specialist knowHow) website.


Masters, Geoff N. (13 June 2014). Why A to E grades don’t tell the whole story. The Conversation.

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http://www.aeuvic.asn.au/pv_10_1_complete_web.pdf


Thomson, Sue (5 December 2013). Dr Sue Thomson: Oz education declining for a decade. New Zealand Herald, 12.

Thomson, Sue (4 December 2013). Making school system work. The Australian, 12.

Thomson, Sue (3 December 2013). New PISA results show education decline – it’s time to stop the slide. The Conversation.

Thomson, Sue (3 December 2013). Wealth should not be tied to education outcomes, but sadly is. Sydney Morning Herald, WA Today.

Thomson, Sue (4 December 2013). We need to do more to improve education. Koori Mail, 22.


Thomson Sue; De Bortoli, Lisa; Buckley, Sarah (3 December 2013). PISA 2012: how Australia measures up. Australian Policy Online.
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White, Gerry (20 February 2014). Online course essentials. Australian Policy Online.
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http://apo.org.au/node/37013


http://apo.org.au/node/36443

http://apo.org.au/node/35783
## Statement of Comprehensive Income for the year ended 30 June 2014

<table>
<thead>
<tr>
<th>Description</th>
<th>2014</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revenue</td>
<td>$70,139,902</td>
<td>$66,872,682</td>
</tr>
<tr>
<td>Changes in inventories and WIP</td>
<td>$121,512</td>
<td>$337,662</td>
</tr>
<tr>
<td>Purchases and consumables</td>
<td>($2,878,406)</td>
<td>($2,593,248)</td>
</tr>
<tr>
<td>Employee benefits</td>
<td>($42,072,470)</td>
<td>($38,038,714)</td>
</tr>
<tr>
<td>Depreciation and amortisation</td>
<td>($969,681)</td>
<td>($1,040,341)</td>
</tr>
<tr>
<td>Freight and cartage</td>
<td>($431,800)</td>
<td>($568,618)</td>
</tr>
<tr>
<td>Advertising</td>
<td>($104,372)</td>
<td>($111,667)</td>
</tr>
<tr>
<td>Computer expenses</td>
<td>($1,072,149)</td>
<td>($1,017,125)</td>
</tr>
<tr>
<td>Rent and occupancy</td>
<td>($1,017,260)</td>
<td>($1,050,533)</td>
</tr>
<tr>
<td>Consultancies</td>
<td>($9,540,694)</td>
<td>($8,655,344)</td>
</tr>
<tr>
<td>Printing and stationery</td>
<td>($1,865,920)</td>
<td>($1,577,344)</td>
</tr>
<tr>
<td>Royalties</td>
<td>($245,522)</td>
<td>($267,501)</td>
</tr>
<tr>
<td>Repairs and maintenance</td>
<td>($468,455)</td>
<td>($404,647)</td>
</tr>
<tr>
<td>Travel</td>
<td>($2,137,829)</td>
<td>($2,251,597)</td>
</tr>
<tr>
<td>Doubtful debts</td>
<td>($9,981)</td>
<td>$58,671</td>
</tr>
<tr>
<td>Finance costs</td>
<td>-</td>
<td>($151,211)</td>
</tr>
<tr>
<td>Other expenses</td>
<td>($4,738,401)</td>
<td>($4,659,574)</td>
</tr>
<tr>
<td>Taxation</td>
<td>($49,394)</td>
<td>($66,371)</td>
</tr>
<tr>
<td><strong>Surplus net of tax</strong></td>
<td>$1,924,080</td>
<td>$5,015,182</td>
</tr>
<tr>
<td><strong>Net gain/(loss) on revaluation of hedge</strong></td>
<td>$239,072</td>
<td>($1,207,042)</td>
</tr>
<tr>
<td><strong>Net adjustment of foreign currency translation reserve</strong></td>
<td>$62,040</td>
<td>$20,159</td>
</tr>
<tr>
<td><strong>Total comprehensive income for the year</strong></td>
<td>$2,225,192</td>
<td>$3,828,299</td>
</tr>
</tbody>
</table>

## Statement of Cash Flows for the year ended 30 June 2014

<table>
<thead>
<tr>
<th>Description</th>
<th>2014</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash from operating activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Receipts from customers</td>
<td>$74,348,785</td>
<td>$67,062,796</td>
</tr>
<tr>
<td>Payments to suppliers and employees</td>
<td>($70,055,387)</td>
<td>($64,273,520)</td>
</tr>
<tr>
<td>Interest received</td>
<td>$119,431</td>
<td>$296,501</td>
</tr>
<tr>
<td>Interest paid</td>
<td>-</td>
<td>($110,682)</td>
</tr>
<tr>
<td>Income taxes paid</td>
<td>($71,211)</td>
<td>($4,781)</td>
</tr>
<tr>
<td><strong>Net cash provided by operating activities</strong></td>
<td>$4,341,618</td>
<td>$2,970,313</td>
</tr>
<tr>
<td>Cash flows from investing activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Redemption/ (placement) of term deposits</td>
<td>$76,607</td>
<td>($76,607)</td>
</tr>
<tr>
<td>Acquisition of property, plant and equipment</td>
<td>($2,025,690)</td>
<td>($788,228)</td>
</tr>
<tr>
<td>Acquisition of intangible assets</td>
<td>($500,000)</td>
<td>-</td>
</tr>
<tr>
<td><strong>Net cash used by investing activities</strong></td>
<td>($2,449,083)</td>
<td>($864,835)</td>
</tr>
<tr>
<td>Repayment of borrowings</td>
<td>-</td>
<td>($6,000,000)</td>
</tr>
<tr>
<td><strong>Net cash used by financing activities</strong></td>
<td>-</td>
<td>($6,000,000)</td>
</tr>
<tr>
<td><strong>Net increase (decrease) in cash held</strong></td>
<td>$1,892,535</td>
<td>($3,894,522)</td>
</tr>
<tr>
<td>Cash at beginning of the financial year</td>
<td>$14,014,966</td>
<td>$17,909,488</td>
</tr>
<tr>
<td><strong>Cash at the end of the financial year</strong></td>
<td>$15,907,501</td>
<td>$14,014,966</td>
</tr>
</tbody>
</table>
**Statement of Financial Position**
as at 30 June 2014

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ASSETS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current assets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash and cash equivalents</td>
<td>15 907 501</td>
<td>14 014 966</td>
</tr>
<tr>
<td>Trade and other receivables</td>
<td>5 943 205</td>
<td>8 871 081</td>
</tr>
<tr>
<td>Inventories</td>
<td>2 033 193</td>
<td>2 042 614</td>
</tr>
<tr>
<td>Financial assets</td>
<td>249 021</td>
<td>215 178</td>
</tr>
<tr>
<td>Other assets</td>
<td>8 127 774</td>
<td>7 191 174</td>
</tr>
<tr>
<td><strong>Total current assets</strong></td>
<td>32 260 694</td>
<td>32 335 013</td>
</tr>
<tr>
<td>Non-current assets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Financial assets</td>
<td>128 622</td>
<td>-</td>
</tr>
<tr>
<td>Property, plant and equipment</td>
<td>29 691 740</td>
<td>28 634 975</td>
</tr>
<tr>
<td>Intangible assets</td>
<td>500 000</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total non-current assets</strong></td>
<td>30 320 362</td>
<td>28 634 975</td>
</tr>
<tr>
<td><strong>TOTAL ASSETS</strong></td>
<td>62 581 056</td>
<td>60 969 988</td>
</tr>
<tr>
<td><strong>LIABILITIES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current liabilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trade and other payables</td>
<td>9 525 968</td>
<td>11 087 418</td>
</tr>
<tr>
<td>Short-term provisions</td>
<td>7 719 887</td>
<td>6 883 518</td>
</tr>
<tr>
<td><strong>Total current liabilities</strong></td>
<td>17 245 855</td>
<td>17 970 936</td>
</tr>
<tr>
<td>Non-current liabilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other long-term provisions</td>
<td>1 252 344</td>
<td>1 141 387</td>
</tr>
<tr>
<td><strong>Total non-current liabilities</strong></td>
<td>1 252 344</td>
<td>1 141 387</td>
</tr>
<tr>
<td><strong>TOTAL LIABILITIES</strong></td>
<td>18 498 199</td>
<td>19 112 323</td>
</tr>
<tr>
<td><strong>NET ASSETS</strong></td>
<td>44 082 857</td>
<td>41 857 665</td>
</tr>
<tr>
<td><strong>EQUITY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reserves</td>
<td>5 991 439</td>
<td>5 613 699</td>
</tr>
<tr>
<td>Accumulated surpluses</td>
<td>38 091 418</td>
<td>36 243 966</td>
</tr>
<tr>
<td><strong>TOTAL EQUITY</strong></td>
<td>44 082 857</td>
<td>41 857 665</td>
</tr>
</tbody>
</table>
ACER
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FACEL
Chief Executive Officer
ACER

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(from April 2014)
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Managing Director
Carnival Learning Pty Ltd
ORGANISATIONAL STRUCTURE

As at July 2014

ACER is an independent, not-for-profit company, governed by the ACER Board of Directors (see page 30).
ACER STAFF

July 2014

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Indigenous Liaison Officer
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McLoughlan, Carolynn, BCom RMIT, MHRM Monash

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International Development Manager
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Administrative Officer
Smith, Laura

United Arab Emirates, Dubai

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Dutta, Ranjana, BA(Hons) Eco Delhi, PGDip (Adv&PublicRelations) YWCA of Delhi, PGDBA Symbiosis Center, ProfDipGraphDes&Multimedia Arena Multimedia, New Delhi

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Gedara, Thilakarathna

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India, Delhi
Manager, ACER India
Dhamija, Ratna

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Cherian, Anit
Killimangalam, Ashtamurthy, BA
Madras, MA, MPhil CIEFL India
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Sahoo, Rudra, MA(Ed) PU Chandigarh, PhD Kurukshetra, India
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Pratibha

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DeVelle, Sacha, BA(Hons), MA, PhD UQ

Principal Research Fellow
Matters, Gabrielle, BSc UQ, AMusA QCM, PhD UQ, FACE

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Schwantner, Ursula, Mag. Phil (EdSci), Dr. Phil (EdSci) Paris-Lodron University of Salzburg

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Research Officer
Aarena, Debbie, BSc La T

Assessment and Reporting (Humanities and Social Sciences)

Research Director, Assessment and Reporting (Humanities and Social Sciences)
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Bovell, Martina, BA, DipEd, PostGradDip(Arts) UWA

Bryce, Jennifer, BA, BEd Melb, DipArts VicColl, MSocSci, PhD RMIT
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McCurry, Doug, BA(Hons), DipEd La T, PhD Monash
Nixon, Judy, BA DipEd Melb, BA(Hons) Psych Deakin, MPsych Monash
Ramalingam, Dara, BA, BSc(Hons) Psych Melb
Stephanou, Andrew, PhD, DipEd Melb, Laurea di Dottore in Fisica Rome

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Groos, Roelyn, BA(Hons), DipEd Melb
Haipin, Karin, BA, GradDipEd Monash
Hassell, Robert, BA Melb, DipEd Monash, GradDip (Maths & Eval)
UWA, Cert International School Leadership Principals Training Center USA
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Underwood, Catherine, BA, GradCert(SocStats), Swin
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Administrative Officer
Young-Thornton, Juliet

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Moyle, Kathryn, PhD, MEd, BEd, MACE

Senior Administrative Officer and Manager Principal for a Day
Acker, Vivienne
INDIGENOUS EDUCATION

Principals Research Fellow
Dreise, Tony, BTeach Griffith

Research Fellow
Milgate, Gina, BCom(Mkt & Mgt), GradDipBusStud(Mkt & Mgt), GradCertHighEd UNE

PROGRAM EVALUATION

Principals Research Fellows
Rothman, Sheldon, BA Massachusetts, MAT New Mexico State, MEd(Hons) UNE, EdD Harvard
Simons, Robert, BA SBS Philadelphia, MDiv, MTh MIS Allentown, MCAP Jansen Newman Institute, PhD CUA, Washington, DC, Post-Doctoral Fellowship Harvard GSAS, Boston

Senior Research Fellow
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Research Fellows
Clerke, Sharon, BA, DipEd, BEd La T, MEd Melb
Curtin, Emma, BA(Hons) Birmingham, MA Calgary, PhD La T, GradCertAppMgt AIPM
Perrett, Bill, BA Melb, DipEd, PhD La T
Wilkinson, Jenny, BA, BEd Melb, MEdStud, CertGiftEd Monash
Zhao, Yu, BA Northeastern, MA Munich, PhD Melb

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TEACHING AND LEARNING

Principals Research Fellows
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Ingvarson, Lawrence, BSc, DipEd UWA, MA London, PhD Monash FACE
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TERTIARY EDUCATION

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Koglin, Dianne

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**Financial Controller - Operations**
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**Graduate Accountant**
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Harvey, Warwick

**Payroll Administration Officer**
Rafton, Denise

**Accounts Payable Supervisor**
McLean, Sophie

**Accounts Payable Officer**
Young, Paula

**Accounts Receivable Officer**
Brown, Tracy