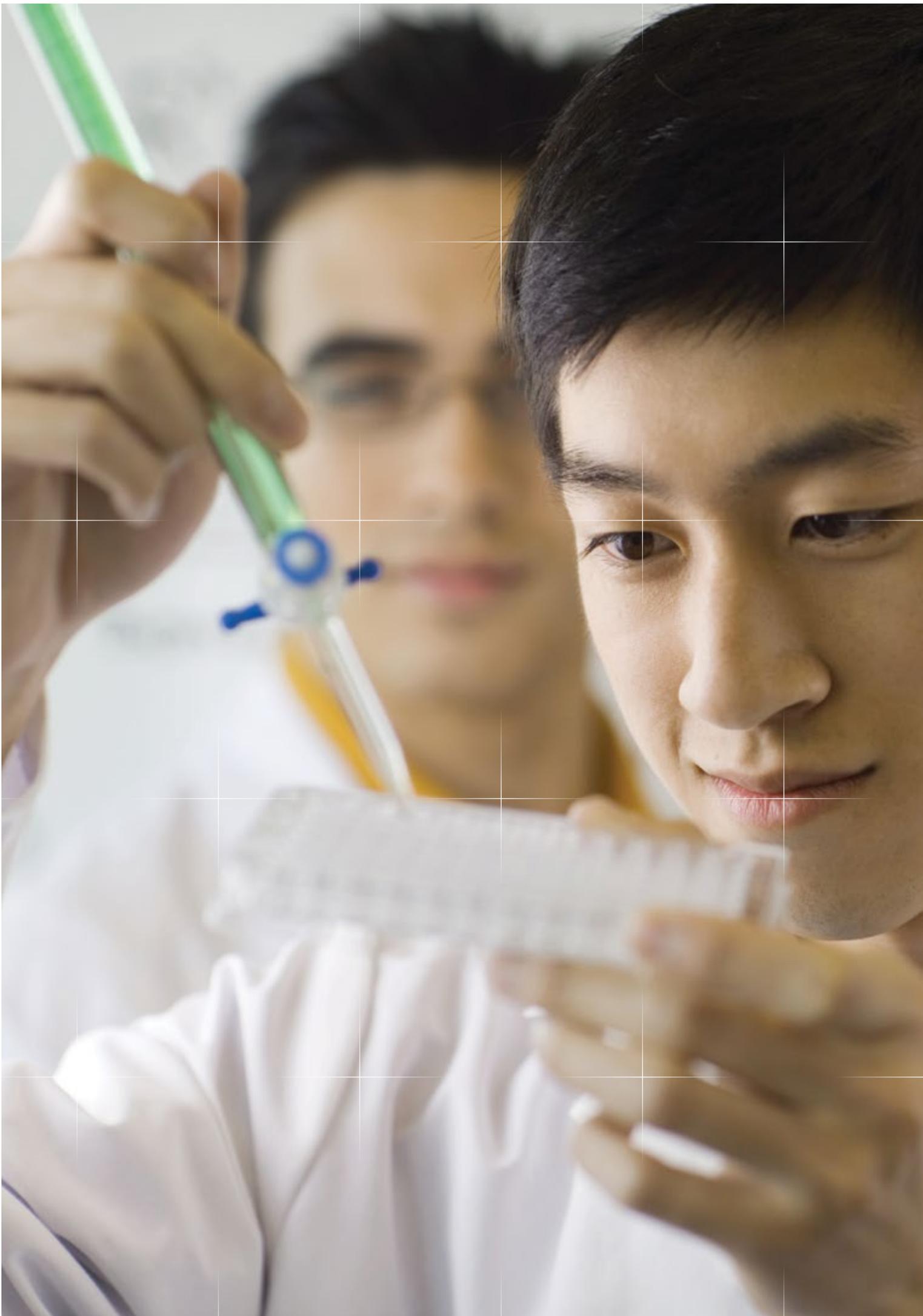


# ANNUAL REPORT

2014–2015



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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 global, independent non-government organisation, ACER generates its entire income through contracted research and development projects, and through developing and distributing products and services, with operating surplus directed back into research and development.

The Australian Council for Educational Research Limited is the parent company – incorporated in Australia – of a number of subsidiaries that are incorporated and operate in other parts of the world.

ACER has more than 380 staff located in Melbourne, Adelaide, Brisbane, Dubai, Jakarta, London, New Delhi, Perth and Sydney..



Image © Shutterstock/Volt Collection



Geoff Masters

**Professor Geoff Masters AO**  
Chief Executive Officer, ACER

# FROM THE CEO

ACER's four research centres – 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 – in 2014-15 have consolidated and enhanced ACER's global position as a leader in educational research and policy.

Ongoing priorities include: building the breadth, depth and reach of our research; expanding professional resources and technologies in support of assessment for teaching and learning; providing leadership in school-community partnerships; enhancing our role as education adviser and commentator; addressing disadvantage; and consolidating our role as a higher education provider.

Research Conference 2014, on the theme, *Quality and Equity: What does research tell us?* was opened by Commonwealth Minister for Education The Hon Christopher Pyne. The conference included a conversation with The Hon Julia Gillard, Board Chair of the Global Partnership for Education and former Prime Minister of Australia, on the international challenges in achieving educational quality and equity.

At ACER's 2015 Excellence in Professional Practice Conference, on the theme, *Improving assessments of student learning*, teachers and school leaders discussed the approaches their schools are taking to transform assessment. Delegates at the fourth National Adult Language, Literacy and Numeracy Assessment Conference, on the theme *Equipping for the future: assess, train, learn*, shared insights on adult and youth literacy and numeracy assessment, teaching and learning.

There has been strong growth in the use of ACER's online tests, with more than two million online testing sessions in 2014. In England, ACER has developed a new test suite called ELMs (Essential Learning Metrics), based on the Progressive Achievement Tests.

ACER has had continued involvement in large international studies. ACER was the manager of the International Association for the Evaluation of Educational Achievement (IEA) International Computer and Information Literacy Study (ICILS), and also produced the Australian report. ACER collected data in Australian and UAE schools for the national assessments of the 2015 Programme for International Student Assessment (PISA) and the Trends in International Mathematics and Science Study (TIMSS), as well as for field trials for the Progress in International Reading Literacy Study (PIRLS). In cooperation with the IEA and the *Laboratorio de Pedagogia Sperimentale* in Rome ACER analysed field trial data for the IEA International Civic and Citizenship Education Study.

ACER also published Australian PISA reports on financial literacy and problem solving. The NAP-Civics and Citizenship assessment and NAP-ICT Literacy 2014 assessment were conducted for the Australian Curriculum, Assessment and Reporting Authority.

The report of the Staff in Australia's Schools survey, conducted by ACER on behalf of the Commonwealth Department of Education, was released in 2014. ACER also undertook the Australian component of the OECD Teaching and Learning International Survey (TALIS). A 2015 study, *The Teacher Workforce in Australia: Supply, demand and data issues* prompted discussion about demand for new teachers, classrooms and schools.

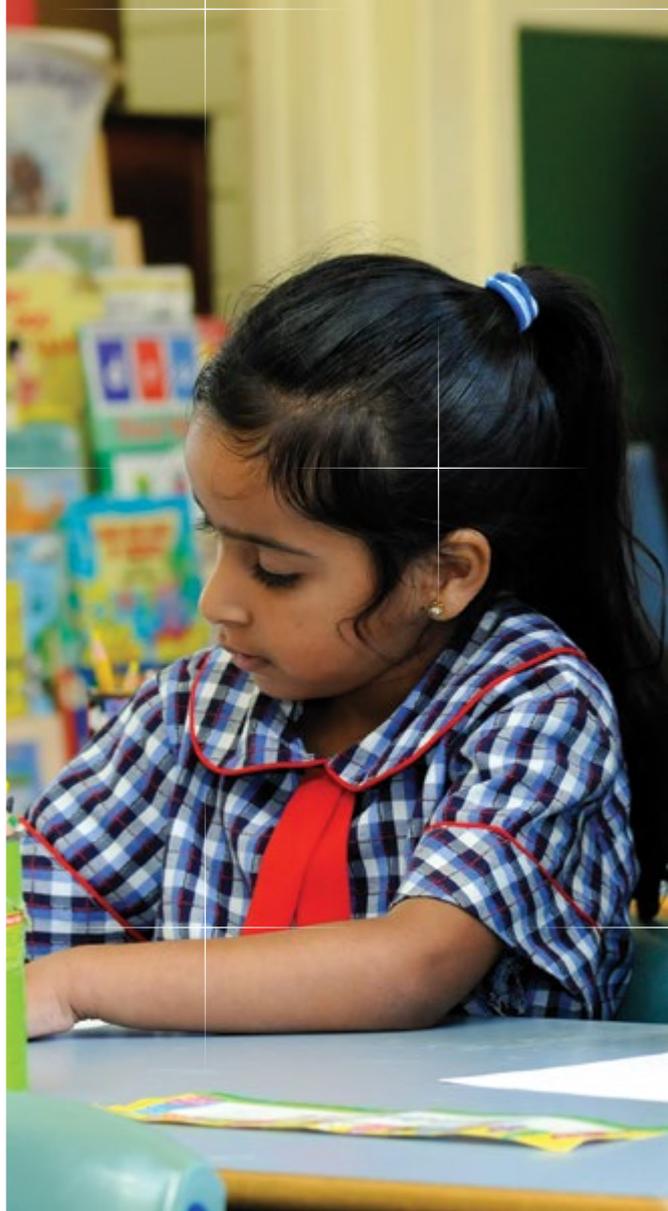
In late 2014 the first cohort of students commenced ACER's Graduate Certificate of Education (Assessment of Student Learning).

In 2015 an ACER representative office was established in Jakarta, and our presence in the UK was enhanced. Through its offices across Australia, and in England, India, Indonesia and the Middle East, ACER continues to develop its research capabilities and delivery of assessment programs, resources and publications around the world.

SPOTLIGHT ON.....

# ASSESSMENT REFORM AND INNOVATION

The Centre for Assessment Reform and Innovation is one of ACER's four strategic research centres.



The Centre is spearheading ACER's assessment reform efforts through initiatives to lead new thinking, new metrics, new technologies and new assessment resources.

The Centre's Rolling Summit of online and face-to-face events, including ACER's flagship Research Conference and Excellence in Professional Practice Conference as well as a series of Leading Thinkers events, is providing opportunities for educators, educational researchers and policy makers to share knowledge and design the future of assessment.

## Getting to the essence of assessment

The Centre's pioneering work on new thinking in assessment is being led by ACER Chief Executive, Professor Geoff Masters AO.

'A lifetime working in the field has convinced me that assessment in education has become over-conceptualised and over-complicated,'

Professor Masters said. 'In reality, there is only one fundamental purpose of assessment in education: *to establish and understand where learners are in an aspect of their learning at the time of assessment*. This usually means establishing what they know, understand and can do. When this single purpose is recognised and taken as the starting point for thinking about assessment, it becomes a unifying rather than fragmenting influence in the field.'

The distinction between assessments as either summative assessments *of* learning or formative assessments *for* learning also lacks clarity and usefulness, according to Professor Masters.

## Sharing the assessment reform story

A web-based resource developed by ACER is chronicling the experiences of schools as they undertake assessment reform. The resource shares



rich multimedia timelines detailing the processes undertaken by schools involved in assessment reform and innovation.

According to ACER Principal Research Fellow Dr Hilary Hollingsworth, 'The Assessment Reform and Innovation Examples Project resources include interviews with key staff and artefacts of the reform process, including meeting agendas, examples of assessment criteria and presentations.'

### New technology and new metrics

The Centre is investigating how technology can continue to improve assessment and learning through adaptive methods that are possible in computer-based test delivery.

The Centre is also developing new metrics to better monitor long-term progress in specific areas of learning. The Centre is constructing described scales that can be used to establish where

learners are in their learning and monitor their progress over time in skill areas such as reading and numeracy, as well as generic capabilities and cross-curricular skills.

#### ACER Centre for Assessment Reform and Innovation

[www.acer.edu.au/cari](http://www.acer.edu.au/cari)

#### Reforming Educational Assessment: Imperatives, principles and challenges

<http://research.acer.edu.au/aer/12/>

#### Assessment Reform and Innovation Examples Project

<https://www.acer.edu.au/cari/projects/new-thinking-projects/assessment-reform-and-innovation-examples>



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IMPROVING LEARNING WITH...

# DIGITAL TECHNOLOGIES

ACER's work on digital technologies in the assessment of learning, optimum classroom behaviours and learning resources is helping educators to identify and address the needs of students.

## Assessment in digital learning environments

ACER is investigating the ways digital learning environments enable educators to use innovative approaches to the assessment and reporting of learning, including continuous assessments by embedding assessment in instructional materials.

ACER conducts ongoing research into using computer-based assessments to capture and analyse human-computer interactions such as mouse clicks, the dragging and dropping of an item from

one place to another or the selection of an item in a drop-down menu. ACER is also assessing the best strategies and plans for the further research and use of adaptive methods in computer-based test delivery.

## Big data in higher education

In the fields of educational data mining and learning analytics, higher education institutions are now collecting information on student academic achievement, absences and other information that might be relevant to how students are performing.

With institutions increasingly looking to combine these data sources in ways that will help them to support their students in a more personalised and evidence-based way, ACER's work on big data in and beyond digital learning environments is supporting improved learning in higher education.

## Take a tablet

An innovative approach to assessment using tablet computers is enabling researchers to monitor educational development in Afghanistan and Lesotho.

ACER's tablet-based literacy and numeracy assessments in the early years of schooling are enabling educators to monitor the impact of their teaching on individual students and the efficacy of their programs at the classroom, school and system levels.

The ACER delivery of early grades literacy and numeracy assessments via stand-alone tablets has alleviated many of the logistical headaches of assessment, such as data entry, assessment security and mountains of paper.

The assessment, designed to monitor reading literacy and numeracy in the early grades, has been trialled successfully in Afghanistan and Lesotho in 2014, with implementation across Afghanistan in 2015.

## Innovative research classroom

A state-of-the-art facility is enabling ACER researchers to better understand the learning process through studying the interactions between students and teachers.

The Science of Learning Research Classroom is a centrepiece of the Science of Learning Research Centre, an Australian Research Council-funded partnership of the Queensland Brain Institute at the University of Queensland, the University of Melbourne and ACER. It looks and feels like a normal classroom, but classroom interactions are recorded for later analysis by researchers keen to better understand the learning process.

ACER's research is identifying how students react to and benefit from different types of feedback, and establishing general principles on how different forms of assistance might best support different learners.

## Self-diagnostic assessment

A new online learning tool launched in 2015 is extending and challenging top-performing science students in senior secondary school by enabling them to undertake self-diagnostic assessments.

ACER has supported the development of the Olympiads Online free online tool through the provision of pedagogical advice, management of the content development process and the construction of the suite of self-diagnostic assessments. The tool enables students to test their knowledge across biology, chemistry, Earth and environmental science, and physics.

Olympiads Online is also a significant teaching and learning resource in its own right, providing teachers with a forum to support their students through discussion and sharing with colleagues, and further resources.

## Learning in the digital age

The International Computer and Information Literacy Study (ICILS), coordinated internationally by ACER for the International Association for the Evaluation of Educational Achievement, has provided a baseline for future measurement of computer and information literacy in itself, and across countries. The report covers how teacher use of information technology, collaboration and planning impacts student outcomes.

### ACER Centre for Science of Learning

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 [www.acer.edu.au/csl](http://www.acer.edu.au/csl)

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### International Computer and Information Literacy Study

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 [www.acer.edu.au/aus-icils](http://www.acer.edu.au/aus-icils)

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IMPROVING LEARNING THROUGH...

# UNDERSTANDING THE TEACHING WORKFORCE



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Analyses by ACER of the demographic characteristics of the teaching workforce aim to inform school leaders and policy makers about supply and demand, and school effectiveness.

## Teacher quality, supply and demand

*The Teacher Workforce in Australia: Supply, demand and data issues* report released by ACER indicates that Australia's growing student-aged population means demand for additional teachers, classes and even new schools is on the rise. The report aims to assist school and system leaders to understand how many new teachers will be needed in the workforce in order to meet the needs of the growing student population, particularly in regional and remote locations, and in some specialist subjects.

*The Teacher Workforce in Australia* report identifies the need to recruit high-quality candidates into rigorous teacher education programs simply to maintain the quality of Australia's school system. It also shows that higher education providers, school systems and schools need to work together to ensure the supply and retention of high-quality teachers.

The report also indicates that more classes and even new schools will be required, with additional classes in existing primary schools required every year until at least 2025.

## Workforce planning

ACER's third Staff in Australia's Schools (SiAS) survey for the Commonwealth Department of Education, following surveys in 2007 and 2010, collects workforce data to support ongoing teacher workforce planning, including current teacher shortages, age profiles and trends, future career intentions and current teacher labour markets.

As well as a wealth of detail about Australian teachers' backgrounds and qualifications, the work they do, satisfaction, aspirations and intentions, SiAS reveals that the teacher workforce continues to age, and large numbers of teachers will need to be recruited as teachers retire, and to service projected growth in student numbers.

## Global teaching snapshot

ACER undertook the Australian component of the OECD Teaching and Learning International Survey (TALIS), and published the Australian report, *Australian Teachers and the Learning Environment: An analysis of teacher response to TALIS 2013*, which complements the international report released by the OECD on the working conditions of teachers and the learning environment in schools.

The internationally comparable information available as a result of the TALIS reports addresses teacher demographic characteristics, school leadership, professional development, feedback and appraisals for the teaching workforce, school effectiveness, and teacher practices and beliefs.

TALIS enables policy makers and others in the education sector to examine and benchmark best practice from education systems around the world.

## Teacher absenteeism in Indonesia

A comprehensive new study of teachers in Indonesia has revealed that absenteeism is declining, and provided evidence for policy makers focused on improving teaching and learning. The study, commissioned by the Analytical and Capacity Development Partnership Indonesia with the support of the Government of Indonesia, the Australian Government, the European Union and the Asian Development Bank, is one of the most comprehensive large-scale studies of teacher absenteeism undertaken anywhere in the world.

Around one in 10 teachers is absent from school in Indonesia at any one time, a substantial and encouraging decline in teacher absence rates over the past decade, according to the study by ACER and SMERU Research Institute supported by Cambridge Education. The report recommended the more equitable distribution of teachers in the Indonesian school system; strengthening of principal selection and competency development; and more support to improve the management of school schedules and teachers' roles.

Teacher Workforce in Australia: Supply, demand and data issues report

<http://research.acer.edu.au/policyinsights/2>

Staff in Australia's Schools (SiAS) survey

<https://docs.education.gov.au/node/36279>

Australian Teachers and the Learning Environment: An analysis of teacher response to TALIS 2013

<http://research.acer.edu.au/talis/2/>

Study on Teacher Absenteeism in Indonesia 2014 report

[http://research.acer.edu.au/policy\\_reform/4/](http://research.acer.edu.au/policy_reform/4/)

IMPROVING LEARNING FOR...

# INDIGENOUS AUSTRALIANS

ACER's work in Indigenous education supports improved outcomes for Indigenous learners, leading thinking on education policy and undertaking research to understand the characteristics of successful education for Indigenous students and their communities.

## Educational apps to make a difference

Two projects supported by the ACER Foundation address the development of an educational app for Aboriginal early learners and a mentoring program for Aboriginal and Torres Strait Islander education researchers.

Funded through the ACER Foundation's Innovation Fellowships, inaugurated in 2014, an educational app for Aboriginal early learners is being tailored to meet the needs of disadvantaged Indigenous preschoolers, particularly those who speak English as a second language, in the Broome, Fitzroy Crossing and Halls Creek belt in the Kimberley region of Western Australia.

The educational app will embed learning experiences within storytelling, community and cultural contexts. The app measures literacy and numeracy skills, and will also include a creativity measure that examines how Aboriginal preschoolers respond to simple and abstract tasks within authentic, cultural contexts.

## Building research capacity to make a difference

Also funded through the ACER Foundation's Innovation Fellowships, the ACER Indigenous Visiting Fellows program brings together 11 Indigenous early career researchers with ACER researchers. Meeting in Melbourne for two days of workshops, participants focused on consolidating and developing their educational research skills and network. The program aims to develop Indigenous educational research capacity, with a view to increasing the participation of Indigenous researchers in local and national research projects.

Participants will be matched with senior ACER research staff in a mentoring program to foster long-term research capabilities and networks.





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## Meaningful, relevant and high-impact education

ACER Principal Research Fellow Tony Dreise, speaking at Research Conference 2014, addressed issues of quality and equity. Mr Dreise's 'Learning, Earning, Yearning' model takes an expansive approach to education, responding to the quest by Indigenous young people for safety, connection to culture and place, jobs, inclusion and support measures aimed at reducing the stresses of schooling and life outside school.

Collaborative research by ACER and the Dare to Lead Project of Principals Australia Institute (PAI), commissioned by the Cooperative Research Centre for Remote Economic Participation, investigated the nature of educational experiences, aspirations and success in very remote schools. The study found that what makes a successful remote school depends to a large extent on who is speaking.

Locals and non-locals hold quite different views about what they think student aspirations are and should be, what they think success looks like, and what their expectations of schooling experiences should be. The research also shows that non-locals ought not assume that their views of the world are shared by their students or their parents and carers.

## Reconciliation

ACER's first Reconciliation Action Plan, developed in 2012, is providing ACER with a focus on how to create a culture of respect, to build more effective relationships and to create improved employment opportunities for Indigenous people. Of 39 key actions in 2014, 25 were completed, four were exceeded and 10 remained in progress. The employment of a Principal Research Fellow in Indigenous Education in 2014 was a significant step in our contribution to reconciliation.

### Research Conference 2014

[http://research.acer.edu.au/research\\_conference/RC2014](http://research.acer.edu.au/research_conference/RC2014)

### ACER Foundation Innovation Fellowships

[www.acer.edu.au/about-us/foundation/projects/innovation-grants](http://www.acer.edu.au/about-us/foundation/projects/innovation-grants)

### Reconciliation Action Plan

[www.acer.edu.au/about-us/corporate-profile/reconciliation-at-acer](http://www.acer.edu.au/about-us/corporate-profile/reconciliation-at-acer)

IMPROVING LEARNING THROUGH ...

# UNDERSTANDING EQUITY



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Research to better understand equity issues for preschool, school and post-school students is informing reform initiatives.

## Understanding equity issues in schools

Large-scale assessments over several years reveal that reading achievement has improved in primary schools, while reading and maths achievement in middle secondary school has declined.

ACER's work on international assessments such as the Programme for International Student Assessment (PISA), the Trends in International Mathematics and Science Study (TIMSS) and the Progress in International Reading Literacy Study (PIRLS) as well as national assessments such as the National Assessment Program – Literacy and Numeracy (NAPLAN) play an important role in education policy and planning.

ACER analysis of PISA and NAPLAN reveals there was steady improvement in reading achievement of Year 3 and 5 students from 2008 to 2013, with improvement being greatest where there were the strongest interventions. There were only isolated instances of improvement in other curriculum areas such as numeracy or writing. This appears to be consistent with an emphasis on reading in reform initiatives.

## Increasing participation in tertiary education

ACER research has examined how Australia's tertiary education system can increase participation and outcomes for young people, particularly those who are less well prepared for entry.

Following the introduction of a range of policy initiatives and programs to facilitate participation in tertiary education in Australia, ACER research has shown that, while recent growth in higher education enrolment numbers has facilitated an increase in the number of disadvantaged young people accessing university, the overall share of students from disadvantaged groups has not changed substantially.

Through its work, ACER has sought to identify evidence of policy-based solutions for improving participation of young people in tertiary education in Australia. Five factors are key for raising participation: *enhancing knowledge* of the experience and benefits of tertiary education; *raising aspirations* towards tertiary study; *improving selection* to recognise educational disadvantage and identifying ways to select

students based on future potential; *providing financial support* to address cost barriers; and *building partnerships* between communities, schools, tertiary providers, employers, industry groups and social enterprise that aim to develop qualifications that will benefit the regions they serve.

## Equity and completions in tertiary education

ACER analysis of data from the Commonwealth Department of Education tracking the progress of cohorts of bachelor degree commencers since 2005 has found that students from a low socioeconomic status (SES) background, Indigenous background, or regional or remote location are less likely to complete their degree.

The research, funded by the National Centre for Student Equity in Higher Education at Curtin University, has found that low-SES students are more likely than their medium- or high-SES peers to drop out during their first year or later in their degree, but also that the great majority of equity students who commenced their degrees in 2005 do complete their studies, and enter the workforce or undertake further study.

## Equity and graduate outcomes

Further research collaboration by ACER and Curtin University is investigating relationships between disadvantage and graduate outcomes in Australia, examining Commonwealth graduate outcome data derived from the 2014 Australian Graduate Survey to identify whether disadvantage is mitigated by higher education completion. The collaborative research is informing policy and specific measures to enhance disadvantaged students' outcomes.

### Perspectives on quality and equity from large-scale assessment studies

[http://research.acer.edu.au/research\\_conference/RC2014/4august/6/](http://research.acer.edu.au/research_conference/RC2014/4august/6/)

### Completing university in a growing sector: Is equity an issue?

[http://research.acer.edu.au/higher\\_education/43](http://research.acer.edu.au/higher_education/43)

IMPROVING LEARNING THROUGH...

# EDUCATION MONITORING

ACER's educational monitoring and evaluation is helping policy makers and educators to better measure, understand and support learning growth in a world of universal education.

## Building assessment capability

A new primary years assessment developed by ACER with support from UNICEF will help teachers, curriculum designers and policy makers to better measure the learning achievement of students in Southeast Asia.

Working with Southeast Asian countries through the Southeast Asian Ministers of Education Organisation (SEAMEO), ACER's Southeast Asia Primary Learning Metric (SEA-PLM) for Grade 5 students provides culturally relevant assessment tools to measure learning outcomes for students in the primary grades.

The SEA-PLM for Grade 5 students is a set of tools that partner governments can use to better measure and understand the status of learning achievement. In developing the SEA-PLM, ACER is also helping to strengthen the capability and capacity of national examination and assessment staff and support collaboration on the development of learning assessments and standards, across education systems in Southeast Asia.

## Assessments to support quality teaching

Through an extensive work program, ACER's Centre for Global Education Monitoring (GEM), is supporting the focus of global policy makers on post-2015 development goals for the provision of quality teaching for all.

Governments, donor partners and other interested stakeholders are seeking answers to questions about the kinds of learning assessment activities that are suitable for different contexts and purposes; what assessment results reveal about education systems; how assessment systems can be strengthened to effectively inform policy and practice; and how the quality of assessments can be judged. ACER's GEM work program is helping to answer those questions through reviews of major learning assessments like the Programme for International Student Assessment, the Trends in International Mathematics and Science Study and other regional assessments.





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ACER in collaboration with the Results for Development Institute has also reviewed four citizen-led, household-based assessments of foundational reading and mathematics, funded by the William and Flora Hewlett Foundation, in India, Mali, Senegal, Kenya, Tanzania and Uganda, and is undertaking work for the World Bank to inform the design and implementation of the PISA for Development initiative.

### Measuring learning growth

ACER is also leading the development of new 'learning metrics' to monitor learning growth that can be used across different year levels and in different national contexts so that educators and education policy makers can identify learning goals appropriate to particular students, the appropriate next steps to take and resources to provide for students to make the best learning progress.

ACER researchers have been working to develop learning metrics to quantify and describe growth

in reading comprehension and in mathematical proficiency for students from early primary school through to middle secondary school.

One aspect of that work, the Monitoring Trends in Educational Growth program, has involved the development of an assessment program in Afghanistan at the Grade 6 level, which has been extended to Grade 3 with the potential to be extended to Grade 9.

#### Results for Development Institute

<http://r4d.org/>

#### PISA for Development

[www.oecd.org/pisa/aboutpisa/pisaforddevelopment.htm](http://www.oecd.org/pisa/aboutpisa/pisaforddevelopment.htm)

#### Centre for Global Education Monitoring

[www.acer.edu.au/gem](http://www.acer.edu.au/gem)

IMPROVING LEARNING THROUGH...

# RECOGNITION OF SUCCESS

ACER research and evaluation is informing policies and processes for best practice in credentialling senior school students, as well as for initial teacher education programs and the recognition of the ongoing professional capabilities of teachers and school leaders.

## A new senior assessment system in Queensland

An ACER review of senior assessment and tertiary entrance for the Queensland Government has prompted an overhaul of Queensland's current system, following recommendations that include: teacher-designed assessment activities, to be judged by teachers; a rigorous moderation process; an external assessment in most subjects;

a transparent system to combine school and external assessments to be available to universities for use in selection decisions; and the ranking of applicants to university courses to be the responsibility of universities rather than the school curriculum and assessment authority.

The review found that the attempt to place all students in a single queue, regardless of the senior subjects they studied or the tertiary courses or



institutions to which they are applying, represented in terms of an Australian Tertiary Entrance Rank, is increasingly being questioned in Australia.

## Best practice in teacher education

A review by ACER for the Commonwealth Government's Teacher Education Ministerial Advisory Group (TEMAG) has identified the key principles and features of teacher education programs that most effectively prepare pre-service teachers and support their successful transition to effective practice. Findings from the review, published in a background paper for TEMAG, indicate that best practice in Australian teacher education does not become common practice because policies and systems are absent or weak.

The background paper, *Best Practice Teacher Education Programs and Australia's Own Programs*, found that high-achieving countries have rigorous procedures for assessing and accrediting the quality of teacher education programs, based primarily on evidence about the knowledge and skills of teacher graduates and their destinations. Rather than a deregulated

approach to teacher education, the review identified the importance of rigorous quality assurance arrangements addressing recruitment and entry standards; the accreditation of teacher education programs; and transition to full entry to the profession.

It also identified the importance of policies specifically directed at building the status of teaching and providing professional conditions of work to ensure that teaching can compete with other professions for university applicants from the top 30 per cent of candidates.

## Assessing and evaluating school principals

An ACER review of the assessment and evaluation of school principals indicates that a professional certification system is best placed to drive continual improvement.

The review for the Principals Australia Institute (PAI), conducted in consultation with Australian principals, indicated that certification has the potential to provide a valuable service to the teaching profession and to employing authorities seeking a sound basis on which to reward principals who have achieved high professional standards. It also has the potential to provide successful principals with a highly respected and marketable form of professional certification.

The review has recommended that PAI develop an assessment and evaluation framework, with portfolio initiatives as the main source of evidence for assessment, and that the principal certification system be voluntary and available for currently practicing school principals.

### Redesigning the secondary–tertiary interface

[www.acer.edu.au/queensland-review](http://www.acer.edu.au/queensland-review)

### Professional certification for accomplished principals: directions for Australia

[http://research.acer.edu.au/educational\\_leadership/2](http://research.acer.edu.au/educational_leadership/2)

### Best Practice Teacher Education Programs and Australia's Own Programs

[http://research.acer.edu.au/teacher\\_education/13/](http://research.acer.edu.au/teacher_education/13/)

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SPOTLIGHT ON...

# THE AUSTRALIAN STEM VIDEO GAME CHALLENGE

Coordinated by the ACER Foundation and supported by PwC and government, universities, corporate partners and game developers, the Australian STEM Video Game Challenge is bringing hands-on, real-world learning about science, technology, engineering and mathematics (STEM) into the classroom.

An Australian Bureau of Statistics study for the Office of the Chief Scientist found that STEM-related occupations grew at one-and-a-half times the rate of other occupations between 2006 and 2011. While the need for STEM experts is growing, the proportion of students studying maths and science in senior secondary school has been declining, particularly among girls.

The Australian STEM Video Game Challenge provides students with a real-world opportunity to apply their skills and knowledge in STEM, programming and game making to create games that are interactive, stimulating and meaningful.

More than 550 students registered for the inaugural 2014 Australian STEM Video Game Challenge, a

quarter of them girls. Winners were announced in Melbourne in 2014 at PAX, one of the largest gaming events in the world. The 2015 Challenge attracted 1500 registrations.

ACER Foundation Director Deirdre Jackson said the number of entries from girls reflects the fact not just that girls are game players – nearly half of all gamers are female according to America's Entertainment Software Association 2105 report – but also that the Challenge is engaging for girls.

'The Challenge gives students the opportunity to collaborate but also gives them autonomy in making decisions, and enables them to draw on many creative and problem-solving skills to create a video game,' Ms Jackson said.



 AUSTRALIAN STEM  
**VIDEO GAME CHALLENGE**

Creating video games can be a highly engaging way for students to learn a range of STEM skills, scientific concepts and scientific thinking, as well as learn to think creatively and artistically, reason systematically and problem-solve.

Game design shows promise as an innovative way to teach STEM skills to students from groups under-represented in STEM fields, including girls and disadvantaged students, particularly when they are mentored and the experience is tailored to their interests. The Australian STEM Video Game Challenge aims to engage girls and disadvantaged students in STEM studies, and increase interest and participation from all students.

#### Australian STEM Video Game Challenge

 [www.stemgames.org.au](http://www.stemgames.org.au)

# COMMISSIONED RESEARCH PROJECTS

## NATIONAL PROJECTS

### Australian Curriculum, Assessment and Reporting Authority

- NAPLAN 2014 National Reporting
- National Assessment and Surveys Online Program (NASOP)
  - NASOP development study item development (reading)
  - NASOP online access students with disabilities
  - NASOP trial study - marking writing
- National Assessment Program – Literacy and Numeracy (NAPLAN)
  - NAPLAN 2014 development for numeracy and reading
  - NAPLAN 2014 equating study
  - NAPLAN 2014 QA materials - writing
  - NAPLAN 2014 Reading Cog Interviews
- National Assessment Program – Civics and Citizenship (NAP-CC) online trial and main study
- National Assessment Program – Information and Communications Technology (NAP-ICT)
  - NAP ICT item development and test reation
  - NAP ICT test administration
- Tailored Test Design Development Study

### 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

- ASIC assessment tool
- Indigenous financial literacy project
- Programme for International Student Assessment (PISA) 2012 and 2015 National Financial Literacy

### Commonwealth Department of Education

- Empowering local services evaluation
- National study of computer and information literacy
- OECD Programme for International Student Assessment (PISA) 2012 and 2015 national component (also funded by state and territory education departments)
- Progress in International Reading Literacy Study (PIRLS) National Study 2016
- Report on performance of students of Indigenous background for NAPLAN, TIMSS, PISA, PIRLS
- Review EAS Plan of Action 2011-15
- Trends in International Mathematics and Science Study (TIMSS) 2015

### Department of Families, Housing, Community Services and Indigenous Affairs

- Longitudinal Study of Indigenous Children

### Department of Foreign Affairs and Trade (formerly AusAid)

- Global Educational Monitoring
- Research into the financing of Technical and Vocational Education and Training in the Pacific

### General Practice Education and Training Ltd

- Registrar satisfaction survey

### Office of the Chief Scientist

- Work integrated learning in STEM in Australian universities

## Standing Council on School Education and Early Childhood

- Longitudinal Literacy and Numeracy Study (LLANS)

## AUSTRALIAN CAPITAL TERRITORY

### ACT Department of Education

- ACT Scaling Test

## NEW SOUTH WALES

### Australian Children's Education Care and Quality Authority

- National quality standards review

### Department of Education and Communities

- Essential Secondary Science Assessment
- Selective High Schools Test
- Test for Year 5 Opportunity Classes

### Macquarie University

- Australian Medical Assessment Collaboration

### Royal Australian and New Zealand College of Radiologists

- Assessment review and development

### Social Ventures Australia

- Evaluation of the Bright Spots Schools Connection

## NORTHERN TERRITORY

### NT Department of Education

- Report on data systems and capabilities

## QUEENSLAND

### 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

- Western and eastern suburbs transitions research project

### Flinders University

- Middle years survey

## VICTORIA

### Australian Industry Group

- Investment in workplace language, literacy and numeracy programs

### Beyond Blue

- Evaluation of MindMatters

### Fair Work Ombudsman

- Sector research to inform the Fair Work Ombudsman of engagement strategies

### Monash University

- Role of lower level VET qualifications in Australian education and training system

### Palladium/(GRM)

- Assistance with design, development, implementation and support for DFAT (formerly AusAid) Educational Resource Facility
- PNG Australia Awards

### Principals Australia

- Australian Principal Certification

### 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 Commercial

- Evaluation of the Australian Professional Standards for Teachers

### Victorian Curriculum and Assessment Authority (VCAA)

- Victorian General Achievement Test

### Victorian Department of Education and Training

- Evaluation of Koorie Teaching Scholarship
- Gap analysis of literacy and oracy assessment tools
- Primary and Secondary Teacher Work Study 2012-2014
- Principal for a Day
- Review of Chinese Teacher Training Centres
- Sample assessment of VELs – creative and critical thinking
- Victorian supply and demand 2012 and 2013

## WESTERN AUSTRALIA

### Curtin University

- Investigate the relationship between equity and graduate outcomes in Australia
- NCSEHE Equity and Completions
- OLT Commissioned Project: Graduate Employability Skills

## INTERNATIONAL PROJECTS

### Abu Dhabi Education Council

- Assessment of Education Colleges' Learning Outcomes
- Development of Graduate Destination Survey
- External Measure of Student Achievement (EMSA)
- International 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
- Enhance provider mobility in cross-border education in APEC region

### Boston College

- ePIRLS development 2013
- Item development for TIMSS Advanced 2015

### Cambridge Education

- Analytical and Capacity Development Partnership – teacher absenteeism
- Evaluation of ICT in education in Papua Province
- Evaluation of the Principal Preparation Program
- RMSA assessment development India

### CONFEMEN Permanent Technical Secretariat Senegal

- IRT consultancy

### 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

#### Knowledge and Human Development Authority

- KHDA TIMSS, PISA and PIRLS

#### OMAES Oeuvre Malienne d'Aide à l'Enfance du Sahel

- Beekunko Monitoring - Mali OMAES
- OMAES / Beekunko Implementation 2015

#### Organisation for Economic Cooperation and Development (OECD)

- Development of instruments for OECD LEEP Module

#### Public Education Evaluation Commission

- Development of the National Assessment System (NAS) for public education in the Kingdom of Saudi Arabia

#### Results for Development Institute

- R4D ASER item review Pakistan 2015
- Review of citizen-led, household-based assessments ASER, Uwezo, Beekunko and Jangandoo

#### Standards and Testing Agency UK

- Key Stage 2 item development for grammar, punctuation and spelling
- Key Stage 2 maths
- Key Stage 2 reading

#### UAE Ministry of Education

- UAE National Assessment Program
- UAE TIMSS, PISA and PIRLS

#### 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
- Review of international assessments

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# FINANCIAL SUMMARY

AUSTRALIAN COUNCIL FOR EDUCATIONAL RESEARCH LTD

ABN 19 004 398 145

Statement of Comprehensive Income for the year ended 30 June 2015	2015 \$	2014 \$	Statement of Financial Position as at 30 June 2015	2015 \$	2014 \$
Revenue	<b>76 545 712</b>	70 141 136	<b>ASSETS</b>		
Changes in inventories and WIP	<b>(405 832)</b>	121 512	Current assets		
Purchases and consumables	<b>(2 770 316)</b>	(2 874 569)	Cash and cash equivalents	<b>11 602 411</b>	15 907 501
Employee benefits	<b>(46 418 931)</b>	(42 085 552)	Trade and other receivables	<b>11 213 989</b>	5 943 205
Depreciation and amortisation	<b>(1 305 937)</b>	(969 681)	Inventories	<b>1 627 361</b>	2 033 193
Freight and cartage	<b>(539 356)</b>	(431 800)	Financial assets	–	249 021
Advertising	<b>(297 523)</b>	(106 117)	Other assets	<b>9 206 390</b>	7 495 040
Computer expenses	<b>(1 180 788)</b>	(1 073 008)	<b>Total current assets</b>	<b>33 650 151</b>	31 627 960
Rent and occupancy	<b>(995 774)</b>	(1 017 260)	Non-current assets		
Consultancies	<b>(9 375 242)</b>	(9 540 534)	Financial assets	<b>22 241</b>	150 533
Printing and stationery	<b>(1 641 613)</b>	(1 866 391)	Property, plant and equipment	<b>37 081 548</b>	29 691 740
Royalties	<b>(327 291)</b>	(245 523)	Intangible assets	<b>1 352 549</b>	1 110 823
Repairs and maintenance	<b>(554 023)</b>	(468 455)	<b>Total non-current assets</b>	<b>38 456 338</b>	30 953 096
Travel	<b>(3 023 151)</b>	(2 137 829)	<b>TOTAL ASSETS</b>	<b>72 106 489</b>	62 581 056
Doubtful debts	<b>(760 037)</b>	(9 981)	<b>LIABILITIES</b>		
Finance costs	<b>(1 754)</b>	–	Current liabilities		
Other expenses	<b>(4 934 068)</b>	(5 462 474)	Trade and other payables	<b>11 546 653</b>	9 475 911
Taxation	<b>(19 389)</b>	(49 394)	Financial liabilities	<b>472 401</b>	–
<b>Surplus net of tax</b>	<b>1 994 687</b>	1 924 080	Current Tax liabilities	<b>20 807</b>	50 057
Net gain on revaluation of land and buildings	<b>5 149 204</b>	–	Short-term provisions	<b>8 507 535</b>	7 695 578
Net gain/(loss) on revaluation of hedge	<b>(1 048 261)</b>	239 072	<b>Total current liabilities</b>	<b>20 547 396</b>	17 221 546
Net adjustment of foreign currency translation reserve	<b>(79 825)</b>	62 040	Non-current liabilities		
<b>Total comprehensive income for the year</b>	<b>6 015 805</b>	2 225 192	Financial liabilities	<b>198 217</b>	–
			Other long-term provisions	<b>1 262 214</b>	1 276 653
			<b>Total non-current liabilities</b>	<b>1 460 431</b>	1 276 653
			<b>TOTAL LIABILITIES</b>	<b>22 007 827</b>	18 498 199
			<b>NET ASSETS</b>	<b>50 098 662</b>	44 082 857
			<b>EQUITY</b>		
			Reserves	<b>9 920 029</b>	5 991 439
			Accumulated surpluses	<b>40 178 633</b>	38 091 418
			<b>TOTAL EQUITY</b>	<b>50 098 662</b>	44 082 857

Statement of Cash Flows for the year ended 30 June 2015	2015 \$	2014 \$
Cash from operating activities:		
Receipts from customers	<b>74 908 996</b>	74 348 785
Payments to suppliers and employees	<b>(75 168 141)</b>	(70 055 387)
Interest received	<b>27 196</b>	119 431
Interest paid	<b>(1 754)</b>	–
Income taxes paid	<b>(48 639)</b>	(71 211)
<b>Net cash provided by operating activities</b>	<b>(282 342)</b>	4 341 618
Cash flows from investing activities:		
Redemption/ (placement) of term deposits	–	76 607
Acquisition of property, plant and equipment	<b>(3 366 723)</b>	(2 025 690)
Acquisition of intangible assets	<b>(656 025)</b>	(500 000)
<b>Net cash used by investing activities</b>	<b>(4 022 748)</b>	(2 449 083)
<b>Net increase (decrease) in cash held</b>	<b>(4 305 090)</b>	1 892 535
Cash at beginning of the financial year	<b>15 907 501</b>	14 014 966
<b>Cash at the end of the financial year</b>	<b>11 602 411</b>	15 907 501

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AS AT JULY 2015

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GradCertOrgLead *Monash*

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*Chandigarh*, PhD *Kurukshetra*,  
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BEd, MSc(Math) *MDU Haryana*,  
*India*

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(Archaeology)

Narula, Sameeksha, BA *Lucknow*,  
PGDIB *Amity Business School*

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*Jamia Millia Islamia*

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PGDip(Adv&PublicRelations)  
*YWCA of Delhi*, PGDBA  
*Symbiosis Center*,  
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*Arena Multimedia*, *New Delhi*

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*Applied Science University*

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PGDipMktgMgt

Mawla, Mahmoud

**Subject Specialist - Arabic**

Salem, Aboubakr

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Gedara, Thilakarathna

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**Assessment Services Officer**

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(Multimedia&CompSci)  
*Hertfordshire*

**Education Consultant**

Pearson, Melanie, BA(Hons) *La T*

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PhD *UC Berkeley*

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DeVelle, Sacha, BA(Hons), MA, PhD  
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**Principal Research Fellow**

Matters, Gabrielle, BSc *UQ*, AMusA  
*QCM*, PhD *QUT*, FACE

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Hassell, Robert, BA *Melb*, DipEd  
*Monash*, GradDip (Meas&Eval)  
*UWA*, Cert International School  
Leadership *Principals Training*  
*Center USA*

Lay, Dulce, BEc, DipLang(Chinese)  
*La T*, GradDipSc, MSc(Applied  
Statistics) *Swin*

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

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**New Business Coordinator**

Beard, Shauna, BA  
Regional&UrbanDev(Planning)  
(Hons) *Sask*

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Weeding, David, BEd(Sec) *Melb*,  
MPM *RMIT*

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*Monash*, DipEd *La T*

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Brown, Annie, BA(Hons) *York*, PGCE  
*Leicester*, MA, PhD *Melb*

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Bryce, Jennifer, BA, BEd *Melb*,  
DipArts *VicColl*, MSocSci, PhD  
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PGCE *Manchester*, BEd  
*Monash*, DipEd *Rusden*,  
GradCertEduLeadership *VUT*,  
MEd *RMIT*, MPD *AIPM*

Hughes, Melissa, BA(Hons),  
GDipEd(Secondary) *Monash*,  
GDipEd(Lang) *Melb*

Lumley, Tom, MA *Oxon*, DipEd *La T*,  
MA PhD *Melb*

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*

**Research Fellows**

Alexander, Jude, BSc(Geol)(Hons)  
*ANU*

Anzai, Danielle, BA (Org Comm)  
*CSU*, GDipEd(Primary) *UNSW*

Barrett, Marc, BA(Film&TelProd)  
*VCA*, BTeach *Melb*

Courtney, Louise, BA(Hons) *Monash*,  
DipEd *Melb* CertIV Workplace  
Training & Ass *CAE*

Grant, Katrina, BA(Hons), PhD *Melb*

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Jackel, Brad, BA(Hons), PhD *Monash*,  
GradCertTertTeach&Learn  
*RMIT*, MEd *Melb*

Kelly, David, BA(Hons), MA *UQ*,  
DipEd *Sydney*

Knowles, Sandra, BA(Hons), PhD  
*UNSW*

Moore, Jacqueline, BEd(Sec) *Melb*,  
GradDipTESOL&Linguistics *VU*

Norris, Dave, BA *Monash*, MA  
prelim. (archaeology) *La T*

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Reinertsen, Nathanael, BA, MEd,  
GradDipEd *UWA*, MACE

Rolley, Anne-Maree, DipTeach, BEd,  
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*Monash*, COGE *UNSW*

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### Research Officers

Barakat, Siham, BA (Interior Design)  
*LAU, MTechMgt Swin*

Bates, Jarrod, BA(Hons) *La T*,  
Postgrad Dip(Editing & Comm.)  
*Melb*

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*Monash, GradDip MuseumStuds*  
*Deakin*

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Fraillon, Julian, BA, DipEd,  
PGDip(Maths) *Melb*

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Hambur, Sam, BSc(Hons) *Monash*,  
DipEd *HIE*

Martin, Ron, BSc, BEd,  
GradDipEdAdmin *Melb*,  
MEnvSci, PhD *Monash*

O'Connor, Gayl, BSc(Hons) *La T*,  
DipEd *Monash*, GradDip  
(AppSci) *Victoria College*

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BSpecEd *Monash*

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GradDipCompEd *Monash*, MSc  
*Curtin*

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Davis, Anton, MBCh *Rand*,  
BSc(Hons) *Univ South Africa*,  
FCRad *College of Medicine of*  
*South Africa*, GradDipEd *La T*

Edwards, Jane, BSc(Hons),  
MSc(Geol) *Melb*, BEd *Deakin*,  
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PhD *Curtin*

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PhD *Melb*

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*Monash*

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GradCertMgmt, PhD *Adelaide*

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GDipEd *Melb*

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Environmental Studies, MSc  
Ecology *Sund*, PGCE *York*, PGCE  
(IB Diploma) *Melb*

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*Melb*, DipEd *Monash*

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GDipAppSc(InstrDesign&Tech)  
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Kambouris, Steven, BA(Hons), BSc  
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Ozolins, Clare, BA/LLB *Monash*,  
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Ockwell, Louise, BA(Hons) Psych,  
*Melb*

Robertson, Sally, BSc(Hons), MA  
*VUW*

Tabata, Naoko, BEd(Special Ed)  
*Kyoto University of Education*,  
MEd(Int & Comparative  
Ed) *Indiana-Bloomington*,  
DEd(Program Evaluation) *Melb*

Templeton, Stephanie, BA, DipML  
*Melb*

Vista, Alvin, BEd *Philippines*, MA  
*UGA*, PhD *Melb*

Waters, Charlotte, BSc, BA,  
PostgradCertArts *Melb*

## EDUCATION AND DEVELOPMENT

### Principal Research Fellows

Spink, Jeaniene, BA *ANU*

### Research Fellow

Capel, Adeola, BA *UEA*, MA *UrBir*,  
MA *Melb*

Cassity, Elizabeth, BA *Southern  
Methodist*, MA, PhD *Columbia*

Kimani, Mary, BEd(Arts), MPhil *Moi  
University Kenya*, PhD *JCU*

Parker, Rachel, MEd Policy  
(International) *Melb*, BA,  
GradDip ALBE *La T*, CertIV PM  
*MBH*

### Senior Administrative Officer

Bramich, Meredith

## Australian Surveys

### Director, Educational Monitoring and Research

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

### **Principal Research Fellow**

Lietz, Petra, BEd *Hamburg*, MEd  
*Flinders*, CTEFLA *Cambridge*,  
MAcc *CQU*, PhD *Flinders*

### **Senior Research Fellows**

De Bortoli, Lisa, BAppSci *Deakin*,  
MEd, GradDipCounsPsych *RMIT*

Hillman, Kylie, BA(Hons), MEd  
Psych *Melb*

Mellor, Suzanne, BA, DipEd *Melb*,  
BEd *La T*, MEdSt *Monash*,  
MACE

Wernert, Nicole, BBSoc *La T*,  
GradDipPsych, MAssess&Eval  
*Melb*

### **Research Fellows**

Buckley, Sarah, BSc(Hons), PhD  
*Melb*

O'Grady, Elizabeth, BSocSc(Psych),  
PGradDipPsych *Swin*

Schmid, Marina, BA(Psych) *VU*,  
GradDip(Psych) *Deakin*

Tobin, Mollie, BA(Psych) *UCLA*,  
MA(Education; International  
Comparative Education)  
*Stanford*

Underwood, Catherine, BA,  
GradCert(SocStats), *Swin*

### **Research Officer**

Rodrigues, Sima, BSc(Hons), MSc  
*Jahangirnagar*, MPH *Melb*

### **Project Officer**

Vainoras, Elle

### **Senior Administrative Officer**

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

### **Administrative Officer**

Young-Thornton, Juliet

## **Education Policy and Practice**

### **Research Director, Education Policy and Practice**

Moyle, Kathryn, PhD, MEd, BEd,  
MACE

### **Principal Research Fellow**

Owen, Susanne, PhD, GradDipEd,  
GradCertProfPractice  
*UniSA*, MEd *UNE*,  
GradCertPublicSectorMgt  
*Flinders*, BA *Adelaide*

### **Administrative Officer**

Delaney, Christina

## **INDIGENOUS EDUCATION**

### **Principal Research Fellow**

Dreise, Tony, BTeach *Griffith*, EMPA  
*ANZSOG*

### **Senior Research Fellow**

Perrett, Bill, BA *Melb*, DipEd, PhD  
*La T*

### **Research Fellow**

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

### **Graduate Research Fellows**

Krakouer, Jacyntha, BSc, MSW *Melb*

Meston, Troy, BEd *QUT*, MEd  
*Griffith*

## **PROGRAM EVALUATION**

### **Principal 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**

Kos, Julie, BA(Hons) *Deakin*,  
MA(Clin Psych)/PhD *RMIT*

### **Research Fellows**

Clerke, Sharon, BA, DipEd, BEd  
*La T*, MEd *Melb*

Wilkinson, Jenny, BA, BEd *Melb*,  
MEdStud, CertGiftedEd *Monash*

### **Research Officer**

Lonsdale, Alison, BA(Hons) *La T*,  
MCRWrtgPub&Ed *Melb*

## **TEACHING AND LEARNING**

### **Principal Research Fellows**

Hollingsworth, Hilary, DipT, BEd,  
PhD *Deakin*

Ingvarson, Lawrence, BSc, DipEd  
*UWA*, MA *London*, PhD *Monash*  
*FACE*

### **Senior Research Fellows**

Kleinhenz, Elizabeth, TPTC *Toorak*,  
BA, BEd, PhD *Melb*, MEdSt, EdD  
*Monash*

Meiers, Marion, BA, DipEd *Melb*,  
BEd, MEd *Monash*, MACE

Weldon, Paul, BA(Hons), PhD *Deakin*

### **Research Fellow**

Reid, Kate, BA, BSc(Hons), MPsych,  
PhD *Melb*, MSc(Applied  
Statistics) *Swin*

## **TERTIARY EDUCATION**

### **Principal Research Fellows**

Edwards, Daniel, BA(Hons), PhD  
*Monash*

Richardson, Sarah, PhD *Melb*, MA  
*Amsterdam*, BA(Hons) *Liverpool*,  
GradCertMktg, RSA Cert TEFL

#### Senior Research Fellows

Brown, Justin, BBus *UTS*, PGDipEd,  
MEd *Monash*

McMillan, Julie, BA(Hons), PhD *UQ*

Perkins, Kate, BA, DipEd, MBA  
*Adelaide*, GradDip Rdg&LangEd  
*UniSA*

#### Research Fellow

Radloff, Alexandra, BA(Hons) *Melb*

#### Senior Administrative Officer

Freeman, Patricia, DipBusAdmin  
*Holmesglen*

## PROFESSIONAL RESOURCES

#### Director, Professional Resources

Saubern, Ralph,  
GradDipCompScience(Hons)  
*RMIT*, BA *Melb*, BEd *La T*,  
MTESOL *Monash*, CTEFLA  
*Holmes College*

#### Project Operations Administrator

Roschko, Nicola, BA(Hons) *Melb*

#### Vocational, Adult and Workplace Education (VAWE) Services

#### Manager

Tout, David, BSc, DipEd, BEd,  
CertIV Train & Assess, AdvDip  
Language, Lit & Num PracVET

#### Senior Project Director

Camacho, Blanca, BEd *UNIMET*,  
EdM *Boston*, CertIV TAE

#### Project Directors

Burdis, Martin, BA *Cambridgeshire*  
*College of Arts and Technology*

#### Project Officers

Hinrichsen, Sarah

Kulbicki, Michael, BA(Hons) *La T*

McLoughlan, Nick

Wong, Joseph

#### Higher Education Assessment Services

#### General Manager, Higher Education

MacMahon Ball, Marita,  
BA(Hons), DipEd *Sydney*, MA  
(Communications) *Monash*

#### Manager Assessment Solutions

Vele, Veronica, BA(German) *Melb*,  
MTech(Internet & Web Comp)  
*RMIT*, GradCertMan *AIM*

#### Senior Research Fellow

Le, Luc, BSc(Hons), MEd *RMIT*, PhD  
*Melb*

#### Research Fellows

Nguyen, Van, BSc(Maths) *Hue*, MA  
Psych *Hanoi*, MEd *RMIT*, PhD  
*Hanoi*

#### Senior Project Director

Hong, Joyce, BA *NUS*, PGDipEd  
*NTU*, MA(AppLing) *Melb*,  
GradCertBus(AppBus) *Swin*

#### Project Director

McLean, Shelley, BA/BTeach  
*Monash*, GradCertBusMgmt  
(Proj Man) *Swin*

#### Senior Project Officers

James, Julia, BA(Hons) *Victoria*, *NZ*

McDonald, Louise, HDip(Social,  
Personal, Health Education)  
*Waterford Institute of Technology*

Rowe, Anna, DipPM *Swin*, CertMgt  
*Deakin*

Safari, Mahla, BA (Social Sciences)  
*HHU Duesseldorf*, MBA  
(International Management)  
*HFWU*

#### Project Officers

Chen, Ling, BCompSci *La T*

Yan, Yang, BEng(M&E) *SUES*,  
*Shanghai*, MTE *Melb*, GDipTheol  
*HBC*

#### Schools Assessment Services

#### General Manager, School Assessment

Smith, Barbara, BCom, DipEd, *Melb*,  
GradDip(SecStudies) *VicColl*,  
GradCert(CareerCounselling)  
*RMIT*

#### Project Operation and Innovation Manager

Hall, Robyn, BA(Hons), BSc *Monash*

#### Senior Project Directors

Hoeyberg, Mette, BA(Hons)  
OnlineComms&CultStud  
*Roskilde*, MPM *RMIT*

Robertson, Glenda, BA(Hons)  
*Canterbury*, MA *Harvard*

#### Senior Project Director, Scholarships

McErlain, Tanya, BA, GradDipEd  
*Melb*, GradCertBus(Proj Man)  
*Swin*

#### Project Director, HAST, WASET, Ignite

Dodds, Robyn, BA *RMIT*,  
GradDipSoc *La T*

#### Project Director, IBT, Surveys

Elder, Sarah, BA *Monash*,  
GradDip(Admin) *Chisholm*

### **Project Directors**

Chung, Michelle, GradCertBus(Proj Man) *Swin*, BBus(BusInfSys) *RMIT*

Dowling, Tarli, BBus *La T*

Golding, Viviana, PhD *University of Padova, Italy*, DipEd (LOTE & ESL) *ACU*

Saunders, Jabez, DipArts *NMIT*

### **Education Consultant, Schools Program**

Morath, John, DipEd, BEd *Melb*, BA, MA *Monash*

### **Senior Project Officers**

Bates, Jaclyn, BPrimEd *Wollongong*  
Choi, Monty

Haines, Scott, BBIS *Deakin*

Major, Victoria, BA, GradDipPsych *Melb*

Meachen, Janine, CertIII Bus Admin

O'Loughlin, Daniel, BContempArts, BTeach(Prim&Sec) *Deakin*

Scalzo, Karen, BBS *La T*

Simpson, Rebecca, DipMgmt *RMIT*

### **Project Officers**

Getty-Tehan, Marion

Piel, Katrina, BCom *Deakin*,  
GradCertBus *AIM*

Santamaria, Tim

### **ACER Press**

#### **General Manager**

Dawe, Ben, BEd *Sydney*

#### **Project Officer**

Wright, Alayne, BA(Hons) *Otago*,  
PGDipTchg *Dunedin*

### **CUSTOMER SERVICE AND DISTRIBUTION**

#### **Distribution Manager**

O'Loughlin, David

### **Despatch Manager**

O'Neill, Steve

### **Despatch Officers**

Gilder, Peter

Smith, Richard

### **Product Coordinator**

Kamvissis, Maree

### **Customer Service Officers**

Gardiner, Jan

Grace, Paul, BA(Hons) *Curtin*

Marshall, Lexie

### **SALES**

#### **National Sales Manager – Education Sales**

Cornish, Terri, BEd(Hons) *Wollongong*, Dip Book Editing & Publishing *Macleay College*

#### **Consultant Psychologist – Clinical and Organisational**

Lammi, Eirini, BEd, GradDipPsych, MEd (Psych), PGCertOrgBeh

#### **Psychology Consultant**

Seychell, Dianna, BSc(Hons) *Monash*, MSc *Melb*, MAPS

#### **Education Consultant, Professional Resources**

Inglis, Julia, BA *Monash*, DipEd *Rusden*

O'Shannassy, Maxine, DipT *MLCAE*, BEd *ECowan*, Cert IV Training and Assessment *AIWT*

#### **Sales Representative – Education**

McBurnie, Noel

Nicholson, Alexia

### **PUBLISHING**

#### **Production Manager**

Coates, Jillian, DipPM

### **Publisher**

O'Duffy, Patrick

### **Production and Publishing Assistant**

McGrath, Cheryl, BA *Monash*, MPub&Com *Melb*

### **Project Director - ACER Press**

Coleiro, Amanda, BComm(Public Relations) *Monash*, CertArts & DipArts(Professional Writing & Editing) *Chisholm*, GradDip (Editing & Publishing) *RMIT*, CertIV Training & Assessment *Box Hill Institute*

### **Project Editors**

Proctor, Holly, BA *Swin*, GradDip (Editing & Publishing) *RMIT*

Skelly, Michaela, GradDip (Publishing) *Whitireia*, DipFineArts (Photography) *Dunedin*

### **Development Editor**

Webb, Elisa, BA(Hons) *Melb*, GradDip (Editing & Publishing), MA (Comms) *RMIT*

### **Specialist Bookseller**

Morgan, Sue

### **TEACHER MAGAZINE**

#### **Teacher Magazine Editor**

Earp, Jo

#### **Editorial Assistant, Teacher Magazine**

Meloney, Danielle, BA(Hons) *Monash*

### **ACER Institute**

#### **Director, ACER Institute**

Hartnell-Young, Elizabeth, BA, DipEd, MEdSt *Monash*, MA (Urban Research and Policy) *Swin*, PhD *Melb*

### **Manager Programs and Projects**

Rosman, Lynda, BEd, GradDip *Melb*,  
GradDip *Chisholm*

### **Senior Project Director**

Marshall, Robert, BEd *CCAE*, MEd  
*Monash*

### **Project Director – Online Learning**

Pye, Brendan, BFA *VCA*, DipEd  
*Melb*, GradDip E-Learning *UNE*

### **Online Learning Developer**

Elliott, David, BA(Hons) *La T*, MA  
(Professional Writing & Editing)  
*Deakin*, GradCert (Digital  
Publishing), GDip (Secondary)  
*RMIT*

### **Teaching Fellow**

Pearn, Catherine, TPTC *Burwood*  
*State Coll*, DipT *Phillip IT*, GDME  
*HIE*, MEd *La T*

### **Senior Project Officer**

Eames, Leanne, BA *Deakin*, MAJIT  
*UQ*

### **Student Administrative Officer**

Appleby, Gayle

### **Administrative Officer**

Taylor, Margaret, DipPM

## **Cunningham Library**

### **Manager, Information Services**

Mitchell, Pru, DipT *SACAE*, BEd,  
MEd, GradDipLib&InfSci *CSU*,  
GradCertSchMgt *CQU*, AALIA,  
MACE

### **Research Fellow**

Galatis, Helen, BA *La T*, GradDipLib  
*RMIT*

### **Senior Librarians**

Grimston, Tine, BEd Librarianship  
*Melb State Coll*

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

### **Librarians**

Spiller, Barbara, BA *Melb*,  
GradDipLib *UB*

Trevitt, Jenny, BA *Monash*,  
GradDipLib, MBus Info Tech(Info  
Mgt) *RMIT*

### **Librarian – Collection and Organisation**

McDowell, Katie, BA *Melb*,  
GradDip(Info Services) *RMIT*

### **Assistant Librarian**

Parkes, Robert, BBIT *Deakin*,  
GradDipInfoMgt *RMIT*

### **Library Technicians**

Barnes, Jenny,  
DipLibrary&InfoServices *Box Hill*  
*TAFE*

Besselaar, Sian,  
GradDipInfoMgt *RMIT*, BA,  
DipLibrary&InfoServices,  
DipArts *Ballarat*

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

Kocaj, Gabrielle, BBus  
(Inf&KnowMgt) *RMIT*

### **Records Manager**

Fraser, Simon, CertII Info Tech  
(Records Mgmt) *Swin*

### **Records Support Officer**

Khan, Shamsun, BA *Dhaka*  
*University, Bangladesh*

## **ACER Academy**

### **Manager, ACER Academy**

Mackenzie, Ben, BA *Deakin*, BSW  
*Melb*, MB *RMIT*

### **Technical Lead, ACER Academy**

Rainsford, David, BA(Hons) *Eco*  
*Essex*, MTech (Internet & Web  
Comp) *RMIT*

### **Software Engineer**

Alwasity, Ali, BSc(CompEng)  
*University of Technology, Iraq*

## **CORPORATE SERVICES**

### **Director of Corporate Services**

Dawes, Wayne, BBus *Monash*,  
FCPA, ACIS

### **Marketing, Online and Creative Services**

### **Manager Marketing, Online and Creative Services**

Grose, Craig, Dip Art(Graphic Art)  
*QUT*

### **Multimedia Services Manager**

Harkness, Alex, BMm (Media) *Swin*

### **MARKETING SERVICES**

### **Marketing Services Manager**

Stephens, Mandy, BA *Monash*,  
MBus (Mktg) *RMIT*

### **Marketing Services Coordinator**

Hensel, Liam, BDes(VisComm)  
*UniSA*

### **Marketing Officer**

Fitzgerald, Jessie, BA(Hons), MGMC  
*Melb*

### **ONLINE SERVICES**

### **Online Services Manager**

Tellier, Gulay, BAppSci(IT),  
GradDip(Graphic Design) *RMIT*

### **Online Communications Officer**

Koch, Josh, Dip Prof Writing &  
Editing *RMIT*

### **Web Designer and Developer**

Kolinski, Adam, BSc(Hons) Bus Info  
Tech *Bournemouth*

## CREATIVE SERVICES

### **Creative Services Manager**

Macedo, Luis

### **Creative Services Assistant Manager**

Wilson, Karen

### **Graphic Designers**

Khater, Michel

Schubele, Ralph

### **Senior Desktop Publishing Officer**

McGregor, Wendy

## Corporate Communications

### **Corporate Communications Manager**

Holden, Steve, BA(Hons), DipEd, MA, PhD *UTas*

### **Corporate Communications Officers**

Huffam, Sarah, BA *UniSA*

Robinson, Megan, BComm(Journ), GradDipEd(Sec) *Monash*

### **Corporate Publicity and Communications Officer**

Robinson, Julia, BA(Journ) *RMIT*, GradCert(Mgt) *Deakin*

### **Reports Project Editor**

Leech, Rebecca, BA(Hons) *Deakin*

## Facilities

### **Facilities and Services Manager**

Sheean, Anita

### **Senior Project Officer**

Nur, Moamar, BBus(Mgt) *UQ*, DipHR, GCertAusMigrationLawPrac *Griffith*, Cert IV PM *SBIT*

### **Administration Assistants**

Damianidis, Sofia,

AssocDipBus(Admin) *Casey*

Dudley, Michelle

### **Receptionist**

Fernandez, Jacinta

### **Despatch and Maintenance Officer**

Green, David

### **General Officer**

Koglin, Dianne

## Information Technology

### **Chief Technology Officer**

Nguyen, Daryl, BIS *Monash*

### **Software Development Manager**

Daws, Alisdair, BSc(Hons)

GradDip(Internet & Web Comp),

PhD, MTech(Internet & Web

Comp)

### **Technical Lead**

Wurm, Matt, BFA *VCA*,

GradDip(Internet & Web Comp),

MTech(Internet & Web Comp)

*RMIT*

### **Senior Software Engineers**

Chan, Phooi Lai, BComp(Hons)

*Monash*

Oakes, Stephen, BSc(Hons) *La T*

Venables, Samuel, BA (Hons) *Oxon*

### **Software Engineers**

Anderson, Nathan, BCompInfSc

*Adelaide*

Barbosa, Rovie, BSc(CompSci)

*Mapua Institute of Technology*

Botero, Andrew, BIT *Xavierian*

*University*, GradDipInfoTech *Los*

*Andes University*

Charalambous, Zen, BITS(Hons)

*Monash*

Chin, Edward, GradDipBusSys,

MBusSys *Monash*, BBus *Huafan*

Golden, Paul, BSc, BIS *Melb*

Lam, Winson, BEng(Hons) *Melb*

Pham, Huyen, BCompSci *La T*

Tran, David, BMultimedia,

AdvDipCompSci *Swin*

Wiweka, Yan, BEng *Maranatha*, MIS

*Melb*

### **IT Systems Engineer**

Lie, Jafaruddin, DipTech(Comp),

BComp *Monash*

### **Network Administrator**

Nguyen, Hoai, BCompSci *Monash*

### **Support Engineers**

Huynh, Tai, BCompSci *Monash*

Lou, Weiyi

Salih, Manar, BSc (CompSci), MSc (CompSci) *AINahrain University*

### **Helpdesk Manager**

Morling, Lucas

### **Desktop Support Officers**

Kelly, Aidan, CertIV Computer Programming & Networking *NMIT*, BNet *MIT*

McGilvery, Andrew

Raats, Robert

### **IT Business Analyst**

Wright, Karen, Cert IV Assessment & Workplace Training AIM, GradCertSocSci (TechComms) *Swin*

## Project Services

### **Project Services Manager**

Carrigan, Jim, MEI *Swin*

### **Coordinator, Marking Operations**

Lennie, Christine, DipTeach *Melb*, GradDipEduTech

**Project Services Coordinator**

Seah, Kelvin, BEng(Mech)(Hons),  
MPM RMIT, DipEng(Mech) TP

**Senior Project Services Officer**

Soo, Peilin, DipAcct Ngee Ann  
Polytechnic, DipEd QUT,  
BEd(Hons) Monash

**Project Services Officers**

Isoko, Manami  
Newman, Libby  
Nishiguchi, Kazuko  
Pell, Mathew  
Peters, Kenneth

**Scanning and Marking Systems  
Administrator**

Jinks, Robert

**Legal and Commercial  
Services****Manager, Legal and Commercial  
Services**

Farkota, Rhonda, DipTeach, BEd  
Melb, MEdSt, EdD Monash

**Commercial Lawyer**

Noga, David, BA/LLB UTas

**Permissions Officers**

Bourke, Amelia, BA(Hons) UQ,  
MCultHeritage Deakin  
Foot, Christopher, DipLibrary/  
InfoServices VU

**Finance****Financial Controller**

Kelly, Gary, BBus(Acc) Monash,  
FCPA

**Financial Controller –  
Operations**

Cameron, Andrew, BCom Deakin,  
CPA

**Project Accountant**

Thomas, Alison, BBus(Acc) Bendigo,  
CPA

**Corporate Accountants**

Kiley, Steven, BBus(Acc) QUT, CPA  
Kuek, Jeanie, BBus(Acc) & (Banking  
& Finance) Monash, CPA

**Financial Accountants**

Lin, Trista, BCom (Acc/Fin) Melb,  
CPA  
Trembath, Stewart, BBus, GradCert  
(Acc/Fin) Swin

**Assistant Accountants**

Guzowska, Anna, BEco Warsaw  
Jiao, Joanna, BBus VU, MEd UNSW

**Payroll Manager**

Kumar, Vijay, BA(Maths) Chandigarh  
(India), BEd GNDU (India),  
MIT(BusSys) Deakin

**Payroll Administration Officer**

Rafton, Denise

**Accounts Receivable Officers**

Black, Michael  
Brown, Tracy



**MELBOURNE**

19 Prospect Hill Road (Private Bag 55)  
Camberwell VIC 3124  
Australia  
+61 3 9277 5555

**ADELAIDE**

186B Pulteney Street  
Adelaide SA 5000  
Australia  
+61 8 8206 8600

**BRISBANE**

1/175 Melbourne Street  
South Brisbane QLD 4101  
Australia  
+61 7 3145 1500

**DUBAI**

Block 11 Office No G06  
Knowledge Village  
Dubai  
United Arab Emirates  
+971 4 366 4098

**JAKARTA**

Jalan Hang Lekir VIII, No. 18  
Jakarta Selatan 12120  
Indonesia  
+62 21 2930 5886

**LONDON**

3 Hampstead West, 224 Iverson Rd  
London NW6 2HX  
United Kingdom  
+44 20 7624 1418

**NEW DELHI**

1509, Chiranjeev Towers  
43 Nehru Place  
New Delhi  
India  
+91 11 2646 4304

**PERTH**

3 Richardson St  
West Perth WA 6005  
Australia  
+61 8 9235 4820

**SYDNEY**

1/140 Bourke Road (PO Box 6483)  
Alexandria NSW 2015  
Australia  
+61 2 8338 6800

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