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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.
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

Reforming Educational Assessment: Imperatives, principles and challenges

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

Assessment Reform and Innovation Examples Project

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


International Computer and Information Literacy Study

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

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 pre-schoolers, 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 pre-schoolers 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.
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


ACER Foundation Innovation Fellowships


Reconciliation Action Plan

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


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

http://research.acer.edu.au/higher_education/43
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.
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/pisafordevelopment.htm

Centre for Global Education Monitoring

www.acer.edu.au/gem
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 they
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


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

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 2015 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.
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
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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Richardson, Sarah (6 November 2014). Promoting Regional Education Services Integration. *IIE Interactive News.*


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**OTHER PERIODICALS AND NEWSPAPERS**


### Statement of Comprehensive Income for the year ended 30 June 2015

<table>
<thead>
<tr>
<th>Description</th>
<th>2015 ($)</th>
<th>2014 ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revenue</td>
<td>76,545,712</td>
<td>70,141,136</td>
</tr>
<tr>
<td>Changes in inventories and WIP</td>
<td>(405,832)</td>
<td>121,512</td>
</tr>
<tr>
<td>Purchases and consumables</td>
<td>(2,770,316)</td>
<td>(2,874,569)</td>
</tr>
<tr>
<td>Employee benefits</td>
<td>(46,418,931)</td>
<td>(42,085,552)</td>
</tr>
<tr>
<td>Depreciation and amortisation</td>
<td>(1,305,937)</td>
<td>(969,681)</td>
</tr>
<tr>
<td>Freight and cartage</td>
<td>(539,356)</td>
<td>(431,800)</td>
</tr>
<tr>
<td>Advertising</td>
<td>(297,523)</td>
<td>(106,117)</td>
</tr>
<tr>
<td>Computer expenses</td>
<td>(1,180,788)</td>
<td>(1,073,008)</td>
</tr>
<tr>
<td>Rent and occupancy</td>
<td>(996,774)</td>
<td>(1,017,260)</td>
</tr>
<tr>
<td>Consultancies</td>
<td>(9,375,242)</td>
<td>(9,540,534)</td>
</tr>
<tr>
<td>Printing and stationery</td>
<td>(1,641,613)</td>
<td>(1,866,391)</td>
</tr>
<tr>
<td>Royalties</td>
<td>(327,291)</td>
<td>(245,523)</td>
</tr>
<tr>
<td>Repairs and maintenance</td>
<td>(554,023)</td>
<td>(468,485)</td>
</tr>
<tr>
<td>Travel</td>
<td>(3,023,151)</td>
<td>(2,137,829)</td>
</tr>
<tr>
<td>Doubtful debts</td>
<td>(760,037)</td>
<td>(9,981)</td>
</tr>
<tr>
<td>Finance costs</td>
<td>(1,754)</td>
<td>–</td>
</tr>
<tr>
<td>Other expenses</td>
<td>(4,934,068)</td>
<td>(5,462,474)</td>
</tr>
<tr>
<td>Taxation</td>
<td>(19,389)</td>
<td>(49,394)</td>
</tr>
<tr>
<td><strong>Surplus net of tax</strong></td>
<td><strong>1,994,687</strong></td>
<td><strong>1,924,080</strong></td>
</tr>
<tr>
<td>Net gain on revaluation of land and buildings</td>
<td>5,149,204</td>
<td>–</td>
</tr>
<tr>
<td>Net gain/(loss) on revaluation of hedge</td>
<td>(1,048,261)</td>
<td>239,072</td>
</tr>
<tr>
<td>Net adjustment of foreign currency translation reserve</td>
<td>(79,825)</td>
<td>62,040</td>
</tr>
<tr>
<td><strong>Total comprehensive income for the year</strong></td>
<td><strong>6,015,805</strong></td>
<td><strong>2,225,192</strong></td>
</tr>
</tbody>
</table>

### Statement of Financial Position as at 30 June 2015

<table>
<thead>
<tr>
<th>Description</th>
<th>2015 ($)</th>
<th>2014 ($)</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>11,602,411</td>
<td>15,907,501</td>
</tr>
<tr>
<td>Trade and other receivables</td>
<td>11,213,989</td>
<td>5,943,205</td>
</tr>
<tr>
<td>Inventories</td>
<td>1,627,361</td>
<td>2,033,193</td>
</tr>
<tr>
<td>Financial assets</td>
<td>–</td>
<td>249,021</td>
</tr>
<tr>
<td>Other assets</td>
<td>9,206,390</td>
<td>7,495,040</td>
</tr>
<tr>
<td><strong>Total current assets</strong></td>
<td><strong>33,650,151</strong></td>
<td><strong>31,627,960</strong></td>
</tr>
<tr>
<td>Non-current assets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Financial assets</td>
<td>22,241</td>
<td>150,533</td>
</tr>
<tr>
<td>Property, plant and equipment</td>
<td>37,081,548</td>
<td>29,691,740</td>
</tr>
<tr>
<td>Intangible assets</td>
<td>1,352,549</td>
<td>1,110,823</td>
</tr>
<tr>
<td><strong>Total non-current assets</strong></td>
<td><strong>38,456,338</strong></td>
<td><strong>30,953,096</strong></td>
</tr>
<tr>
<td><strong>TOTAL ASSETS</strong></td>
<td><strong>72,106,489</strong></td>
<td><strong>62,581,056</strong></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>11,546,653</td>
<td>9,475,911</td>
</tr>
<tr>
<td>Financial liabilities</td>
<td>472,401</td>
<td>–</td>
</tr>
<tr>
<td>Current Tax liabilities</td>
<td>20,807</td>
<td>50,057</td>
</tr>
<tr>
<td>Short-term provisions</td>
<td>8,507,535</td>
<td>7,695,578</td>
</tr>
<tr>
<td><strong>Total current liabilities</strong></td>
<td><strong>20,547,396</strong></td>
<td><strong>17,221,546</strong></td>
</tr>
<tr>
<td>Non-current liabilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Financial liabilities</td>
<td>198,217</td>
<td>–</td>
</tr>
<tr>
<td>Other long-term provisions</td>
<td>1,262,214</td>
<td>1,276,653</td>
</tr>
<tr>
<td><strong>Total non-current liabilities</strong></td>
<td><strong>1,460,431</strong></td>
<td><strong>1,276,653</strong></td>
</tr>
<tr>
<td><strong>TOTAL LIABILITIES</strong></td>
<td><strong>22,007,827</strong></td>
<td><strong>18,498,199</strong></td>
</tr>
<tr>
<td><strong>NET EQUITY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reserves</td>
<td>9,920,029</td>
<td>5,991,439</td>
</tr>
<tr>
<td>Accumulated surpluses</td>
<td>40,178,633</td>
<td>38,091,418</td>
</tr>
<tr>
<td><strong>TOTAL EQUITY</strong></td>
<td><strong>50,098,662</strong></td>
<td><strong>44,082,857</strong></td>
</tr>
</tbody>
</table>
## Statement of Cash Flows
for the year ended 30 June 2015

<table>
<thead>
<tr>
<th>Description</th>
<th>2015</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash from operating activities:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Receipts from customers</td>
<td>74,908,996</td>
<td>74,348,785</td>
</tr>
<tr>
<td>Payments to suppliers and employees</td>
<td>(75,168,141)</td>
<td>(70,055,387)</td>
</tr>
<tr>
<td>Interest received</td>
<td>27,196</td>
<td>119,431</td>
</tr>
<tr>
<td>Interest paid</td>
<td>(1,754)</td>
<td>–</td>
</tr>
<tr>
<td>Income taxes paid</td>
<td>(48,639)</td>
<td>(71,211)</td>
</tr>
<tr>
<td><strong>Net cash provided by operating activities</strong></td>
<td>(282,342)</td>
<td>4,341,618</td>
</tr>
<tr>
<td>Cash flows from investing activities:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Redemption/ (placement) of term deposits</td>
<td>–</td>
<td>76,607</td>
</tr>
<tr>
<td>Acquisition of property, plant and equipment</td>
<td>(3,366,723)</td>
<td>(2,025,690)</td>
</tr>
<tr>
<td>Acquisition of intangible assets</td>
<td>(656,025)</td>
<td>(500,000)</td>
</tr>
<tr>
<td><strong>Net cash used by investing activities</strong></td>
<td>(4,022,748)</td>
<td>(2,449,083)</td>
</tr>
<tr>
<td><strong>Net increase (decrease) in cash held</strong></td>
<td>(4,305,090)</td>
<td>1,892,535</td>
</tr>
<tr>
<td>Cash at beginning of the financial year</td>
<td>15,907,501</td>
<td>14,014,956</td>
</tr>
<tr>
<td><strong>Cash at the end of the financial year</strong></td>
<td>11,602,411</td>
<td>15,907,501</td>
</tr>
</tbody>
</table>
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  Symbiosis Center,
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Principal Research Fellow
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Schwanter, Ursula, Mag. Phil (EdSci), Dr. Phil (EdSci) Paris-Lodron University of Salzburg

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Jackei, Brad, BA(Hons), PhD Monash, GradCertTertTeach&Learn RMIT, MEd Melb
Kelly, David, BA(Hons), MA UO, 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
Reimers, Trisha
Reinertsen, Nathanael, BA, MEd, GradDipEd UWA, MACE
Rolley, Anne-Maree, DipTeach, BEd, MA, MEd
Rollo, Greta
Sendy-Smithers, Lynn, BA, DipEd Monash, COGE UNSW
Watkins, Sian
Research Officers
Barakat, Siham, BA (Interior Design) LAU, M TechMgt Swin
Bates, Jarrod, BA(Hons) La T, Postgrad Dip(Editing & Comm.) Melb

Senior Administrative Officer
Crawford, Kirsty, BA(Anthropology) Monash, GradDip MuseumStuds Deakin

Administration Officer
Van Grunsven, Maryanne

Assessment and Reporting (Mathematics and Science)

Research Director,
Assessment and Reporting (Mathematics and Science)
Fraillon, Julian, BA, DipEd, PGDip(Maths) Melb

Senior Research Fellows
Hamhur, 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
Peck, Ray, BSc, DipEd Melb, BSpecEd Monash
Philpot, Ray, BSc(Hons), MSc Melb
Rogers, Pauline, BEd Deakin, GradDipCompEd Monash, MSc Curtin

Research Fellows
Andrews, Nicola, BEd, MEd Melb
Davis, Anton, MBBCh 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, PhD RMIT
Halliday, Jennifer, BSc Monash, DipEd La T, MEd Melb
Harding, John, BSc, BEd Monash, DipEd Rusden DipArts Bendigo
Hudson, Ross, BScEd Melb, MSc, PhD Curtin
Hunt, Malcolm, BSc(Hons), DipEd, PhD Melb
Kreibich, Robyn, BSc(Hons), DipEd Monash
Lye, Helen, BSc Melb, DipEd Monash
MacKinnon, Philip, BSc(Hons), GradCertMgmt, PhD Adelaide
McGill, Katherine, MEng(Hons) Glas, GDipEd Melb
Monckton, Stewart, BSc(Hons) Environmental Studies, MSc Ecology Sund, PGCE York, PGCE (IB Diploma) Melb
Munro-Smith, Pam, BSc, MNum Melb, DipEd Monash
Pearce, Jacob, BA(Hons), BSc Melb
Pywell, Sean, BSc(Hons), DipEd, PhD Spithill, James, BA Macquarie, GDipAppSc(InstrDesign&Tech) Deakin
Taylor, Rebecca, BSc(Hons), GradDipEd, PhD Melb
Thau, Felicia, BSc, DipEd Melb
Watts, Zachary
Zouboulis, Stavroura, BSc/Ed Monash, PGCertEdSt(GiftEd), MEd Melb

Project Director
Pearson, Penny, BSc ANU, DipEd(Sec) Canberra, GradDipLang(Jap) Monash

Research Officers
Dean, Kristy, BA (Arabic & Visual Arts) Deakin
Knight, Rose, DipT, BEd, MEd ACU
Kreibich, Sarah
Plotka, Anna, BA, BMus Melb

Senior Administrative Officer
Mattea, Julia, BBus(HRM), BBA Deakin, CertIV(TTT)

Psychometrics and Methodology

Research Director,
Psychometrics and Methodology
Khoo, Siek Toon, BSc Canterbury, DipEd Singapore, GradDipCompSc La T, MEdSt Monash, PhD UCLA

Senior Research Fellows
Bibby, Yan, BEng Shanghai, MEng Auck, CertIT Newcastle, GradDipAppFinInv SIA
Tan, Ling, BAppSc(Hons) RMIT, PhD Monash
Urbach, Daniel, BCom(Hons) Monash, MAssess&Eval Melb

Research Fellows
Kambouris, Steven, BA(Hons), BSc Melb, BSc(Hons) Monash
Ozolins, Clare, BA/LLB Monash, BTech(Primary) Melb, MSc(AppStat) Swin
Sun, Xiaoxun, BSc, MSc OUC, PhD USQ
Systemwide Testing

Research Director, Systemwide Testing
Freeman, Chris, MA Macquarie, BComm UQ, Dip Teaching ASOPA

Assistant Manager, Systemwide Testing
Eveleigh, Frances, MEd, BEd UNSW, DipEd SCAE

Senior Research Fellow
Buttress, Wei, BBus(International Finance), BA(Foreign Languages) Shenyang, DipPrjMgt Swin, MEd(Mgt & Leadership) Sydney

Research Fellow
O’Malley, Kate, BA, BCom, MCrIm Sydney

Research Officer
Mealing, Vanessa

Senior Project Officers
Fierro, Nina
Herbs, Warren

Administrative Support Officer
Babet, Jennifer, DipT UNE, TESOL UNSW, DiplIntColour&Design

International Surveys

Research Director, International Surveys
Schulz, Wolfram, Dip-Pol Berlin, PhD(EcoSocSci) Rostock

Principal Research Fellows
Ainley, John, BSc, MEd, PhD Melb, FACE
Berezner, Alla, BSs, MSc Moscow State University
Cresswell, John, BSc, BEd UWA, MEd UTas, PhD Curtin
Turner, Ross, MSc, DipEd Melb, DipEdPsych Monash
Walker, Maurice, BA(Hons) VUW, MAssesEval Melb

Senior Research Fellows
Daraganov, Alexander, BSc(Hons, Physics) Minsk, PhD (Physics) Monash
Gebhardt, Eveline, MA Psych UvA, Amsterdam
Kovarckovka, Nora, DipIng, DipEd Slovak Technical University
Macaskill, Greg, BSc(Hons) Adelaide, GradDipComStudies, GradDipStatsOR RMIT
Murphy, Martin, BA, DipEd, MEd(Stats) Monash, GradDipSocStat Swin
Routitsky, Alla, BSc(Hons, Maths), PhD (Matha) Voronezh, DipEd Melb, DipDipSocStats Swin

Research Fellows
Chow, Renee, BBus(Mkt) RMIT, PostgradCertAssess&Eval, MAssess&Eval Melb
Fallas, Jorge, BSc Universidad de Costa Rica, MSc Universidad Catolica de Chile
Friedman, Tim, BSc(Hons), PhD Monash

Hong, Jennifer, BA, MSc(App Statistics) Swin
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 MSH

Senior Administrative Officer
Bramich, Meredith

Australian Surveys

Director, Educational Monitoring and Research
Thomson, Sue, BAAppSci RMIT, DipEd, PhD Monash, GradDipMathaEd Deakin, MEdSt

Educational Monitoring and Research

Director, Educational Monitoring and Research
Thomson, Sue, BAAppSci RMIT, DipEd, PhD Monash, GradDipMathaEd 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, BBSc La T, GradDipPsych, MAssess&Eval Melb

Research Fellows
Buckley, Sarah, BSc(Hons), PhD Melb
O’Grady, Elizabeth, BScSc(Psych), PGDipDipPsych 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
Dreiae, 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, Jacynta, BSc, MSW Melb
Meston, Troy, BEd OUT, 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, CertGiftEd 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
Waldon, 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
McMillian, 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
Kulibicki, 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, BS(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 Dueseldorf, 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
Hai, 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, BBus Deakin
Major, Victoria, BA, GradDipPsych Melb
Meachen, Janine, CertIII Bus Admin O’Loughlin, Daniel, BContempArts, BTeach(Prim&Sec) Deakin
Scalzo, Karen, BBSc 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

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), PCCertOrgBeh

Psychology Consultant
Seychell, Dianna, BSc(Hons) Monash, MSc Melb, MAPS

Education Consultant, Professional Resources
Inglis, Julia, BA Monash, DipEd Rusden
O’Shannessy, 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, DipFM
Cunningham Library
Manager, Information Services
Mitchell, Pru, DipT SACAEG, BEd, MEd, GradDipLib&InfSci CSU, GradCertSchMgt COU, AALIA, MACE
Research Fellow
Glatinis, Helen, BA La T, GradDipLib RMIT
Senior Librarians
Crimston, 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, GradLibrary&InfoServices Box Hill TAFE
Besselaar, Sian, GradDipInfoMgt RMIT, BA, DipLibrary&InfoServices, DipArts Ballarat
Britton, Cheryll, AssocDipAppSocSci Lib&InfSt Box Hill TAFE
Kocsaj, 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, BMean (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, Jesse, BA(Hons), MGMC Melb
ONLINE SERVICES
Online Services Manager
Telliler, 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
Damianidou, 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, M Tech(Internet & Web Comp)

Technical Lead
Wurm, Matt, BFA VCA,
GradDip(Internet & Web Comp), M Tech(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 Huatan
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) AlNahrain University

Helpdesk Manager
Moring, Lucas

Desktop Support Officers
Kelly, Aidan, CertIV Computer Programming & Networking NMIT, BNet MIT
McGilivry, Andrew
Raatz, 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
Pei, Mathew
Peters, Kenneth

Scanning and Marking Systems Administrator
Jinks, Robert

Legal and Commercial Services
Manager, Legal and Commercial Services
Farkota, Rhonda, DipTeach, BEd Meib, 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) Meib, 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