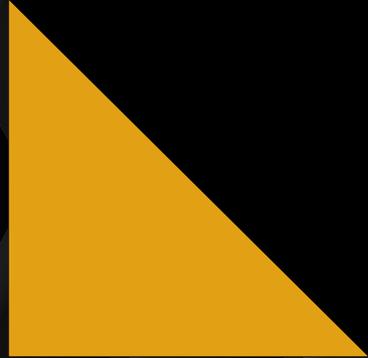


# Annual Report 2015-16

Australian Council for Educational Research





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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.

ACER has built a strong reputation as a provider of reliable support and expertise to education policymakers and professional practitioners.

The Australian Council for Educational Research Limited is incorporated in Australia with subsidiary organisations in India and the United Kingdom. These three organisations comprise the ACER Group.

In Australia, ACER has operated as an independent, not-for-profit research organisation, limited by guarantee, since it was established in April 1930.

ACER generates its entire income through contracted research and development projects, and by developing and distributing products and services, with operating surplus directed back into research and development.

ACER has more than 400 staff located in Melbourne, Adelaide, Brisbane, Dubai, Jakarta, London, New Delhi, Perth and Sydney.

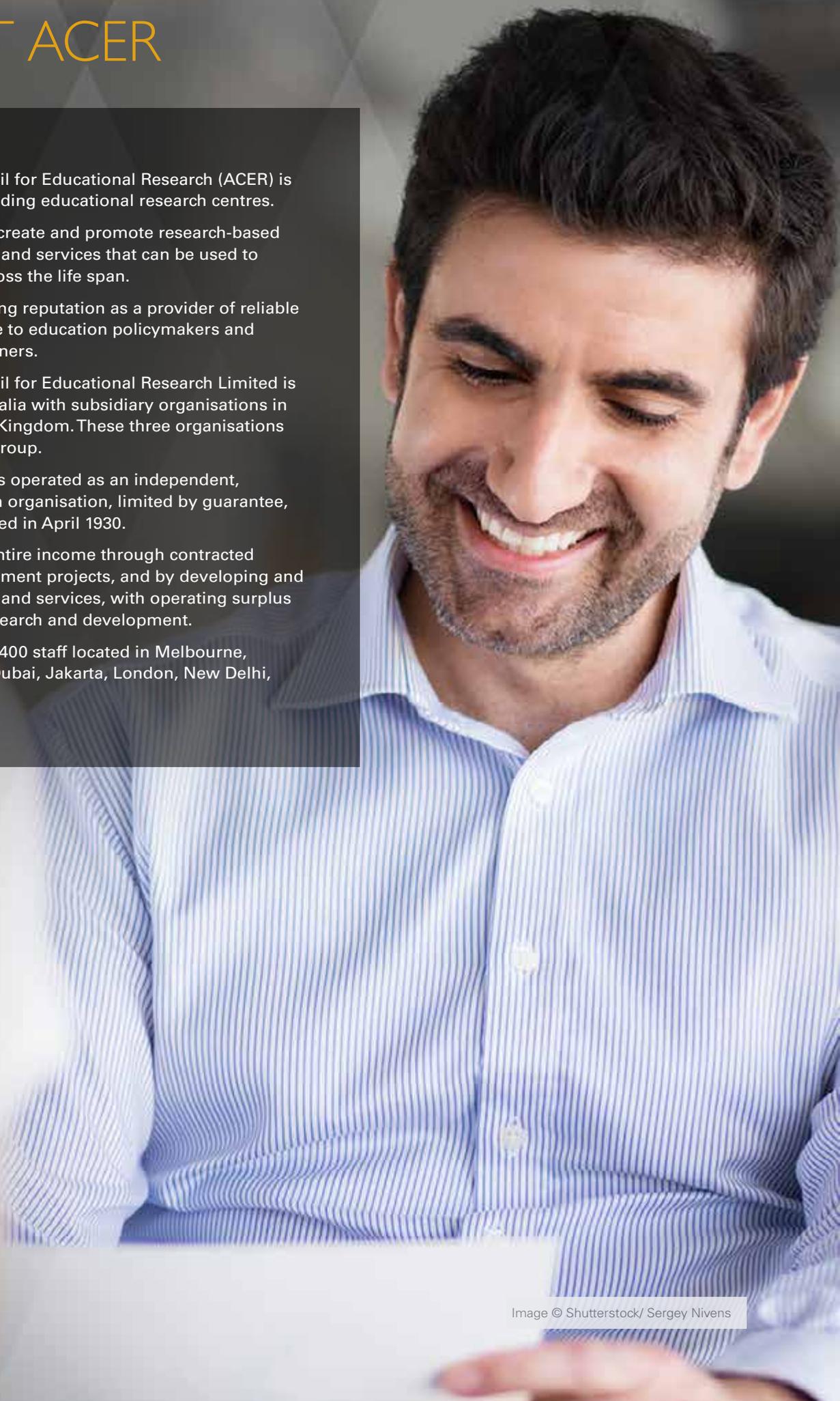


Image © Shutterstock/ Sergey Nivens

# FROM THE CEO



*Geoff Masters*

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

During 2015-16 ACER continued the pursuit of its mission to create and promote research-based knowledge, products and services to improve learning across the lifespan. In parallel with our ongoing research and development, we worked on four strategic fronts through our Centre for Global Education Monitoring, Centre for Assessment Reform and Innovation, Centre for Education Policy and Practice, and Centre for the Science of Learning.

Ongoing priorities included: 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 2015, on the theme, *Learning assessments: Designing the future* investigated assessment challenges and innovations in a rapidly transforming educational landscape that is seeing a change in thinking about the fundamental purposes of assessment, an increasing demand for the assessment of a broader range of skills and capabilities, and the development of new technologies to gather and visualise information about student learning.

At ACER's 2016 Excellence in Professional Practice Conference, on the theme *Collaboration for school improvement*, educators explored research that shows strong professional learning communities, school community-wide conversations and collaborative cultures are powerful drivers of school improvement.

Growth in the use of ACER's online tests has continued. ACER now delivers more than 2.5 million Progressive Achievement Tests online every year. ACER's work on this suite of assessments continues to grow, with Progressive Achievement Tests in Australia joined by Essential Learning

Metrics in England and the Progressive Achievement Scales in India.

During the year, ACER deployed its capabilities in global education monitoring and large-scale project management through its involvement in international studies and a growing involvement in education and development work. ACER managed Australia's participation in the IEA's 2015 Trends in International Mathematics and Science Study (TIMSS), 2016 Progress in International Reading Literacy Study (PIRLS), 2016 International Civic and Citizenship Education Study (ICCS) and the OECD's Programme for International Student Assessment (PISA).

Ongoing collaboration between ACER and the UNESCO Institute for Statistics to promote quality learning for all, particularly through strengthening assessment capabilities in the developing world, has been consolidated by a memorandum of understanding between the two organisations.

Issues of ACER's Policy Insights series, including *Five Challenges in Australian School Education* and *Out-of-field Teaching in Australian Secondary Schools*, received wide media coverage and generated public policy comment, including from major political parties.

Through the ACER Foundation, ACER provided ongoing financial, in-kind and project management support for projects aimed at addressing educational disadvantage, including the Making a Difference project which is providing support for schools, teachers and students in the Berea district in north-west Lesotho.

Through our work in a range of countries during the year, ACER endeavoured to make a difference to the quality and equity of educational provision and to improve outcomes for children and young people wherever they live.



SPOTLIGHT ON...

## THE ASIA-PACIFIC

**ACER is undertaking significant work to address the quality and equity of educational provision in the Asia-Pacific region.**

ACER India is a member of the ACER Group. Established with not-for-profit status in 2009 and with an office in New Delhi, ACER India provides ongoing support to the National Council of Educational Research and Training to design, implement and report a new National Achievement Survey of students in Class X and to the World Bank-funded National Student Assessment for secondary school students in Bangladesh. During 2015-16, ACER India printed and distributed books addressing school improvement, teaching practices, assessment and reporting, and literacy and numeracy.

In 2015 an ACER representative office was established in Jakarta where ACER is implementing major projects funded by the Analytical and Capacity Development Partnership to: provide technical assistance to the Indonesia Centre for Assessment – Puspendik – in reforming the Year 12 examinations system; evaluate a professional learning program for aspiring school principals; and evaluate information and communications technology in education in Papua province.

In 2016, Professor Geoff Masters AO, Chief Executive of ACER, visited Indonesia to discuss assessment reform with senior education officials, and to deliver conference presentations on assessment reform.

### **Global citizens in primary schools**

ACER is involved in implementing an assessment that will measure the literacy, numeracy and global citizenship skills of Year 5 students in four countries of the Association of Southeast Asian Nations (ASEAN): Brunei Darussalam, Cambodia, Lao People's Democratic Republic and Myanmar (Burma). It is the first time global citizenship has been identified as an assessment domain in a multi-country study.

ACER has worked on the South East Asia Primary Learning Metric (SEA-PLM) pilot assessment with the

Southeast Asian Ministers of Education Organisation through its Regional Centre for Educational Innovation and Technology and the UNICEF East Asia and Pacific Regional Office.

ACER's definition of global citizenship for SEA-PLM addresses core ASEAN values as articulated in its Charter and encompasses the key concepts of interconnectedness, valuing human life and the natural world, and supporting sustainability, peace, and equality.

### **The impact of large-scale assessments on education policy**

A report by ACER on the impact of large-scale assessments on education policy in the Asia-Pacific region aims to help stakeholders improve their design and usefulness by understanding how assessments like the Trends in International Mathematics and Science Study and the Programme for International Student Assessment inform system-level decision making. The work was conducted through ACER's Centre for Global Education Monitoring and the Network on Education Quality Monitoring in the Asia-Pacific, through UNESCO Bangkok.

*Using large-scale assessments of students' learning to inform education policy: Insights from the Asia-Pacific region* identifies the characteristics of assessments that most influence education policies. Assessments that have an impact on education policy are more frequently national rather than international, focused on secondary rather than primary school students, and sample based rather than census based.

**Using large-scale assessments of students' learning to inform education policy: Insights from the Asia-Pacific region**

[http://research.acer.edu.au/monitoring\\_learning/21](http://research.acer.edu.au/monitoring_learning/21)





## IMPROVING LEARNING IN... MATHEMATICS

**ACER research, publications and other programs are supporting the engagement and achievement of students in mathematics.**



### **Mathematics engagement, participation and achievement**

ACER is investigating and implementing approaches to teaching and learning that improve students' engagement, participation and achievement in mathematics.

The Trends in International Mathematics and Science Study (TIMSS) and the Programme for International Student Assessment (PISA) are managed in Australia by ACER. These reports provide useful information about student achievement in mathematics, and include data about gender and other characteristics that affect achievement.

A report on gender and sex differences in mathematics debunks the assumption that this is the result of hard-wired cognitive abilities. Synthesising education, neuroscience and psychological research, the *Gender and sex differences in student participation, achievement and engagement in mathematics* report notes that there is the potential for change and growth

According to the report, girls' and boys' attitudes, engagement, participation and achievement in maths can be changed by what they think and do, how their teachers teach, and by the messages they receive from society.

The report identifies approaches that help to close the gender gap in mathematics, including programs that allow girls who are struggling with maths to practise their maths skills, initiatives that challenge negative gender stereotypes, programs to increase student interest and a focus on the value of maths for future educational and career aspirations.

A range of ACER programs are supporting creative, inclusive and real-world approaches to mathematics teaching and learning.

### **A creative approach to mathematical problem solving**

A *Creative Activities in Mathematics* series from ACER aims to support problem-solving approaches in mathematics classrooms by offering a variety of real-life activities so that students can learn how to recognise and solve a variety of different problems in different mathematical contexts.

The three titles in the series are underpinned by the pedagogical and theoretical research about mathematical problem solving and inquiry, which concludes that students must engage with problem-solving tasks regularly for an extended period of time and investigate a variety of types of problems that address important



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mathematical concepts if they are to develop their problem-solving abilities.

### **Everybody counts: The benefits of inclusive practice**

Research facilitated through the ACER Foundation that investigates the practices of teaching teams working in inclusive mathematics education settings has found that students with Down syndrome can learn and become more confident with mathematics with appropriate teaching and support.

According to the study, funded by Gandel Philanthropy with the support of Down Syndrome Australia, mathematics education outcomes are influenced by the way teaching teams interact, with the most effective teaching and student learning occurring where all members of a teaching team have a clear understanding of the lesson plan and the expected learning outcome for the student.

### **Maths counts everywhere**

ACER is supporting the International Mathematical Modeling Challenge (IM<sup>2</sup>C), a competition for senior secondary school students around the world that seeks to develop and enhance students' ability to visualise, understand and apply mathematics in the development

of an original mathematical model to solve a common problem.

The problem set for the 2016 IM<sup>2</sup>C asked students to investigate how the organisers of an athletics competition could minimise their financial risk as they consider offering incentives to attract top-level competitors.

IM<sup>2</sup>C aims to engage students in using mathematics to deal with important challenges in real-world contexts, and see how their learning in the classroom can be applied in the science, technology, engineering and mathematics fields.

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### **Gender and sex differences in student participation, achievement and engagement in mathematics**

[http://research.acer.edu.au/learning\\_processes/18](http://research.acer.edu.au/learning_processes/18)

### **Creative Activities in Mathematics**

[www.acer.org/cam](http://www.acer.org/cam)

### **Supporting the mathematical learning of children with Down Syndrome**

[www.acer.org/about-us/foundation/projects](http://www.acer.org/about-us/foundation/projects)

### **International Mathematical Modeling Challenge**

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



Image © Shutterstock/Dragon images

IMPROVING LEARNING IN...

## HIGHER EDUCATION

**ACER research aims to understand how selection supports higher education participation and completion, particularly for equity groups. ACER now also delivers its own programs for graduates in education.**

### **Finding the right fit: course selection supports graduate completion**

ACER research in higher education has found that the better the 'fit' between students and courses, the greater the likelihood of graduating. The study, *Completing university in a growing sector: Is equity an issue?* seeks to assist universities in ensuring they select appropriate candidates and provide a successful education for them.

The study also reveals that poor selection processes do not support completions, particularly for disadvantaged students. According to the research, students with more than one characteristic of disadvantage are less likely to complete university.

The research informed ACER's policy advice to the Higher Education Standards Panel of the Australian Government's Department of Education and Training on higher education admissions processes. ACER recommended a variety of selection tools be used that enable universities to order, filter and compare applicants so the selections they make are appropriate to the expectations and requirements of particular courses.

### **Equity and graduate outcomes**

ACER research to investigate the relationship between equity and graduate outcomes has also investigated the assumption that educational achievement in itself can address disadvantage. While educational achievement is necessary, it is not sufficient to address disadvantage since, as the research has found, patterns of disadvantage typically persist regardless of educational achievement.

Further research by ACER and Curtin University, funded by the National Centre for Student Equity in Higher Education, confirms that employment outcomes are affected by graduate disadvantage. The research, reported in *Investigating the Relationship between Equity and Graduate Outcomes*, shows that multiple characteristics of disadvantage have a negative effect on graduate employment, but also that undertaking paid work in the final year of study strongly predicts whether a graduate will be employed, regardless of characteristics of disadvantage.

More than 70 per cent of graduates undertake paid work in the final year of their study, with the proportion highest among graduates from regional areas, who are Indigenous or from a low socioeconomic background. While disadvantaged students are likely to work during their studies, they may not hold graduate-level positions. The report recommends further research into whether

graduates have gained professional work as a result of their studies or remain in the same non-professional role they held while studying.

### **Research student mobility generates widespread benefits**

ACER researchers have also found there are benefits for all stakeholders when postgraduate research students are mobile during their studies. *The Postgraduate Student Mobility* report indicates that mobility adds value for the research students themselves, but also their supervisors and institutions.

### **From research to practice**

Through its higher education research capability, ACER is collecting annual survey information about the postgraduate training experiences of General Practice (GP) registrars across Australia so that the Commonwealth Department of Health is able to ensure that professional training programs meet relevant standards and requirements. The annual survey also collects important data about the characteristics of GP registrars to build a better understanding of their needs and identify ways to improve training.

### **Higher education provision**

Following registration as a higher education provider in 2014, the first cohort of students in ACER's Graduate Certificate of Education (Assessment of Student Learning) in 2015-16 has undertaken the four-unit course on assessment to promote learning, assessment methods, estimating student progress and using assessment evidence to inform teaching and learning, prior to graduation in 2016. The online Graduate Certificate of Education draws on some of Australia's leading educational authorities on the assessment of student learning.

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**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)

**Investigating the Relationship between Equity and Graduate Outcomes**  
[http://research.acer.edu.au/higher\\_education/47](http://research.acer.edu.au/higher_education/47)

**Australian Postgraduate Research Student International Mobility Research Report 2015**  
[http://research.acer.edu.au/higher\\_education/46](http://research.acer.edu.au/higher_education/46)

**ACER's Graduate Certificate of Education (Assessment of Student Learning)**  
<https://courses.acer.edu.au>



IMPROVING LEARNING THROUGH...

# TRANSLATIONAL RESEARCH

**Work by ACER to translate research findings into evidence-based practice aims to bridge the gap between the world of research and practice.**

## **From concept to classroom**

For a range of reasons much valuable research is often not known to practitioners or is little used by them. The challenge beyond *doing* research is to make it easier for practitioners and policy makers to *find, understand* and *apply* research.

An ACER working paper considering the application of translational research concepts and methodology in the education sector has found that the key activities of translational research include reviewing existing research, disseminating findings to make them accessible, engaging with the wider community, collaborating with researchers and practitioners to develop and trial interventions, and measuring impact.

The paper identified a number of obstacles to translational research, such as skill development and ethical considerations, as well as the potential risk of oversimplification when reducing complex questions, methodology, context and findings to a simplified or generalised infographic, or a single-paragraph summary. The challenge for those involved in translational research is to reduce complexity to just that point where nothing is lost in translation, while referencing all supporting research.

## **Translating STEM education research into practice**

ACER has conducted a review of science, technology, engineering and mathematics (STEM) interventions based on research evidence to inform how recent STEM education research could be translated into practical application for implementation by primary teachers.

The literature review showed that the most common trends in terms of reports and articles reviewed related to teacher capacity, integration of STEM disciplines, active learning and student engagement and participation. A number of STEM education programs were identified as useful to teachers as they either allow for integration of STEM, provide sustained professional development, or focus on aspects of STEM that are newly included in the primary years of the Australian Curriculum.

## **Resources to support evidence-based practice**

The *Teacher* School Learning Community supports schools to engage with, share and adopt high impact, evidence-based teaching practices. Community members receive a quarterly professional development pack with materials to be used as a catalyst for professional learning conversations about research. Topics covered in the materials include: 21st century skills, leadership, assessment, behaviour management, collaboration, technology, teaching methods, STEM, intervention, wellbeing and learning spaces.

The Snapshots series takes findings from ACER's global education studies in which Australian schools, students and teachers participate, and highlights a single issue of interest. Issue 9 of Snapshots examined the ways in which computers and the Internet are being used for out-of-school activities, and how this relates to the acquisition of computer and information literacy. The research shows that, while using computers or the Internet can be an important building block to computer literacy, students need to switch devices off and develop a healthy



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balance between physical activity and sedentary activity behaviours to enhance their health-related outcomes.

The *Joining the Dots* series provides evidence-based research briefings in an easy to read format to help people to stay informed about complex, significant issues in Australian higher education.

ACER's Digital Education Research Network (DERN) is a service for leaders, researchers and educators interested in the use of digital technologies for learning. DERN focuses on teaching strategies, pedagogy and student achievement using ICT in learning disciplines such as English language, mathematics, science, history, languages and art. DERN provides a categorised database of research on ICT in education, a collection of over 150 research reviews summarising complex reports, and a regular newsletter signalling the latest ICT research, news articles and conferences.

For 17 years, *Research Developments* has been summarising ACER's latest education research for teachers and school leaders. Now in online-only format *Research Developments* enables educators and leaders at all

levels of education to quickly grasp the core ideas within complex research.

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#### **Teacher Magazine**

[www.teachermagazine.com.au](http://www.teachermagazine.com.au)

#### **Snapshots: Global Assessment//Local Impact**

[www.acer.org/snapshots](http://www.acer.org/snapshots)

#### **Joining the Dots research briefings**

[www.acer.org/joining-the-dots](http://www.acer.org/joining-the-dots)

#### **Digital Education Research Network**

<https://dern.acer.edu.au>

#### **Research Developments online newsletter**

[www.acer.org/rd](http://www.acer.org/rd)

#### **From concept to classroom: What is translational research?**

[http://research.acer.edu.au/professional\\_dev/9](http://research.acer.edu.au/professional_dev/9)

#### **From concept to classroom: Translating STEM education research into practice**

[http://research.acer.edu.au/professional\\_dev/10](http://research.acer.edu.au/professional_dev/10)



## IMPROVING LEARNING THROUGH...

# EDUCATION AND DEVELOPMENT

**ACER's work is supporting global efforts to meet the United Nations Sustainable Development Goals by 2030. In collaboration with partners like UNESCO, UNICEF and the UNESCO Institute for Statistics, ACER is developing common benchmarks and tools to measure progress.**

### **A common metric for measuring student learning**

The international community needs to be able to measure progress towards the education goals, but currently doesn't have the tools to do so. Our challenge is to develop these tools. ACER, through the Centre for Global Education Monitoring (GEM), is working on a global metric for describing and quantifying reading growth.

ACER analysis of items from a range of assessments, as well as data from thousands of student responses to more than 500 assessment items, is informing the development of reading metrics. The research indicates that a robust common scale for reading can be built.

The GEM Centre has developed components of a draft global learning metric for reading. After validating these in a range of countries, further work will align existing national, regional or international assessments with the global metric.

### **Large-scale assessments in developing countries**

The GEM Centre has also reviewed major international, regional and national large-scale learning assessments to identify effective assessment practices as a detailed

reference for agencies in developing countries that are involved – or plan to participate – in international comparative large-scale assessments in education.

The report, *A Review of International Large-Scale Assessments in Education*, makes recommendations that support the development and maintenance of consistency and comparability in large-scale assessments to generate useful information about student achievement and the effectiveness of educational programs.

### **Partnerships to inform educational policy**

For this work to be most effective, and to meet the United Nations Sustainable Development Goals, it must be done in partnership with the global development sector. ACER's collaborative endeavour has been consolidated by a partnership with the UNESCO Institute for Statistics (UIS).

ACER and the UIS have collaborated to develop empirically supported learning metrics for reading and mathematics. A catalogue of learning assessments has been compiled, providing standardised and comparable descriptive information on public examinations, and national and international assessments at primary and lower-secondary



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levels so that countries across the world can effectively monitor learning outcomes to inform educational policy.

ACER and the Network on Education Quality Monitoring in the Asia-Pacific through UNESCO Bangkok have analysed the characteristics of large-scale assessments that have an impact on education policy in the Asia-Pacific region. The report, *Using large-scale assessments of students' learning to inform education policy: Insights from the Asia-Pacific region*, aims to help stakeholders improve the design and usefulness of large-scale assessments in informing system-level decision making.

The Philippines Early Childhood Care and Development Longitudinal Study is investigating how children's participation in early childhood education contributes to their development of social, emotional, and cognitive skills. The study is funded by UNICEF and Australia-DFAT, and implemented by ACER with the South East Asian Ministers of Education Organisation through its Regional Centre for Educational Innovation and the University of Melbourne and University of the Philippines.

ACER through the Monitoring Trends in Educational Growth (MTEG) partnership service is working with the Afghanistan Ministry of Education to develop a national learning assessment program – the first of its kind in Afghanistan. ACER's MTEG partnership service supports countries in the difficult and complex task of measuring student learning outcomes.

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#### **Monitoring reading progress: Towards a global approach**

<http://research.acer.edu.au/assessgems/9>

#### **A Review of International Large-Scale Assessments in Education**

[www.oecd-ilibrary.org/education/a-review-of-international-large-scale-assessments\\_9789264248373-en](http://www.oecd-ilibrary.org/education/a-review-of-international-large-scale-assessments_9789264248373-en)

#### **Using large-scale assessments of students' learning to inform education policy: Insights from the Asia-Pacific region**

[http://research.acer.edu.au/monitoring\\_learning/21](http://research.acer.edu.au/monitoring_learning/21)

#### **Monitoring Trends in Educational Growth reports for Afghanistan reports**

<http://research.acer.edu.au/mteg>

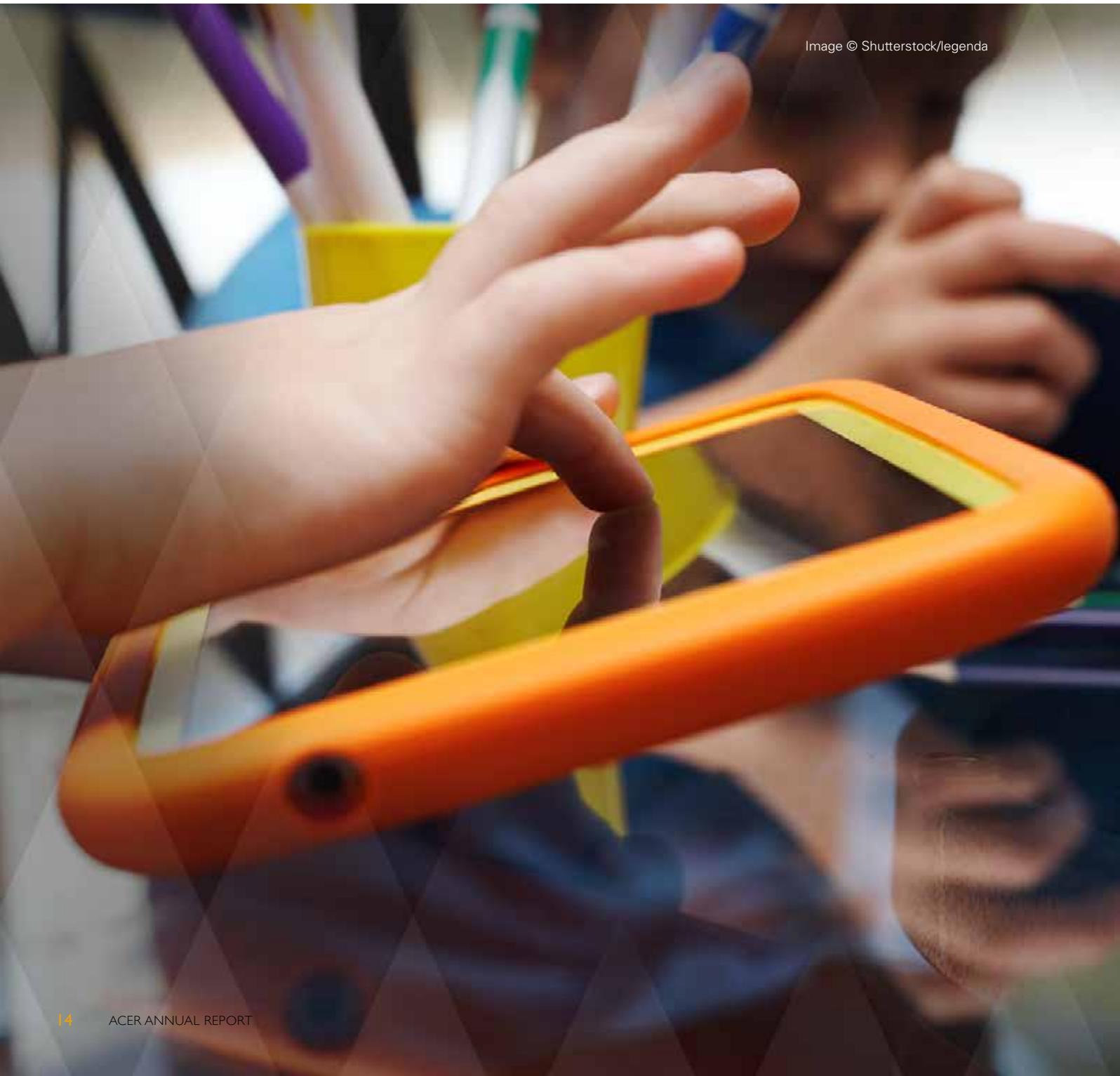


IMPROVING LEARNING THROUGH...

# ASSESSMENT

**Through its research and assessment products and services, ACER is helping educators identify and celebrate student learning.**

Image © Shutterstock/legenda



## **Transforming assessment; improving learning**

ACER's Research Conference 2015 investigated advances in the use of assessment to inform decision-making by teachers, school leaders, system managers and governments, with a focus on new metrics to monitor students' long-term progress, including progress in a broader range of skills and capabilities, including general capabilities.

Delegates at Research Conference 2015 learned about the use of 'stealthy' assessments in interactive learning environments that are embedded learning materials, essentially providing assessment 'snapshots' to infer the learning growth of individual students, particular classes or year levels. This enables educators to evaluate the impact of their teaching and learning programs, and monitor trends over time. Presenters at the conference also explored how such assessments enable educators to track the processes students follow in attempting to solve problems, and how they can trigger diagnosis and appropriate guidance about common student errors and misunderstandings.

## **Understanding young children's mathematical thinking**

Collaboration by ACER and Macquarie University has led to the development of the Pattern and Structure Assessment (PASA), a diagnostic tool that provides early-years teachers with information on children's thinking about underlying mathematical ideas, rather than the mathematics they can and cannot do.

The development of PASA, following Macquarie University research in schools in New South Wales and Queensland with funding from the Australian Research Council, enables educators to understand how Foundation to Year 2 students approach mathematical tasks. Teachers can then plan and scaffold individual learning by drawing on learning experiences provided through the Pattern and Structure Mathematical Awareness Program.

## **Mapping progress**

ACER's work on the development of progressive achievement scales in reading, mathematics and other learning areas as 'maps' of learning domains is providing educators with information about the learning progress of individual students. Student learning is measured on a numerical scale and in terms of the kinds of skills demonstrated at each level of achievement. The scales can also measure the progress of students over time.

ACER's work on progressive achievement scales has informed the ongoing development of Progressive Achievement Tests in Australia, and the introduction of

Essential Learning Metrics in England and the Indian Progressive Achievement Scales in India.

## **Celebrating achievement**

ACER has developed a further progressive achievement program where individual students can participate in ACER Certificates in Mathematics and Reading through their school. The ACER Certificates in Mathematics and Reading help students to set challenging personal goals, identify strengths and weaknesses to inform personal learning plans, gain formal academic recognition and benchmark their achievement against other students.

Recognising achievement at three broad levels, the ACER Certificates are appropriate for above average Year 3 or 4 students and average Year 5 or 6 students at level 1, above average Year 5 or 6 students and average Year 7 or 8 students at level 2, and above average Year 7 or 8 students at level 3.

## **School improvement**

Assessment is also crucial to ACER's ongoing efforts to support school improvement. ACER's school improvement program is assisting schools to identify their existing practices and student outcomes, particularly current levels of student attainment, through the systematic and reliable collection of information. This enables schools to identify realistic and measurable improvement outcomes, make informed decisions about improvement goals, as well as identify how they will be achieved, and how improvement is best measured and monitored over time.

---

### **Assessment of Creativity**

[www.acer.org/cari/projects/new-metric-projects/assessment-of-creativity](http://www.acer.org/cari/projects/new-metric-projects/assessment-of-creativity)

### **Computer-based assessments**

[www.acer.org/cari/projects/new-technology-projects](http://www.acer.org/cari/projects/new-technology-projects)

### **Computer adaptive testing**

[www.acer.org/cari/projects/new-technology-projects](http://www.acer.org/cari/projects/new-technology-projects)

### **Pattern and Structure Assessment**

[www.acer.org/pasa](http://www.acer.org/pasa)

### **Progressive achievement scales**

[www.acer.org/pat](http://www.acer.org/pat)

<https://elms.aceruk.org>

<https://ipas.acer.edu.au>

### **ACER Certificates in Mathematics and Reading**

[www.acer.org/academy/certificates](http://www.acer.org/academy/certificates)

### **School improvement**

[www.acer.org/school-improvement](http://www.acer.org/school-improvement)



IMPROVING LEARNING IN...

# INDIGENOUS EDUCATION

**ACER's work in Indigenous education aims to better understand the school experience of Indigenous students in order to support policymakers in developing appropriate collaborative strategies.**

## **Meeting the needs of Indigenous students**

The Policy Insights series, published through ACER's Centre for Education Policy and Practice, has identified the critical importance of boosting school attendance for Indigenous students.

Analysis published in the report, *Indigenous School Attendance: Creating expectations that are 'really high' and 'highly real'*, indicates that two broad approaches, empowering communities and targeting resourcing to schools to meet the needs of the whole child, are required in order to increase school attendance among Indigenous students.

Such approaches, according to the report, require policies to encourage learner-centred strategies that recognise and cultivate learning in Indigenous communities and policies to adequately equip schools to meet the needs of the child.

Among 15 recommendations to improve school attendance, the report called for better bridges between homes and schools in Indigenous communities; support for school-community collaborative initiatives in high-risk communities over the long term; an integrated approach to the academic development, health, wellbeing and safety of students; and improved data collection and reporting on absenteeism.

The report has also called for more holistic measures of child wellbeing and growth to ensure that resources reach schools and other child services where they are most needed by Indigenous students so that teachers can meet the needs of the 'whole child'.

This policy position accords with research findings from the Australian Child Wellbeing Project. The joint research project by ACER, Flinders University and the University of New South Wales found that marginalised students – including Indigenous students – are more likely to report low levels of wellbeing, and lower levels of school satisfaction, teacher support and parental interest in school. Given that this is typically the result of a cluster of experiences associated with marginalisation, the report calls for coordinated policies and services across agencies and sectors to address wellbeing.

## **Improving transition**

An ACER review of research on Indigenous school readiness is informing effective transitions in terms of children's readiness for primary school, but also schools and educators' readiness to help children start school positively and productively.

The review found that school readiness incorporates not only the readiness of Indigenous children for school but also the readiness of schools for them, and that a key

feature of successful transition programs for Indigenous children is the quality of student–teacher and teacher–parent relationships formed in the early phases of school.

The review has also informed the development of the School Readiness Initiative for children, communities and schools. The focus of the School Readiness Initiative is an animated television series, *Little J & Big Cuz*, due for release in 2017, as the result of a partnership between ACER, Ned Lander Media, NITV, Screen Australia, Film Victoria, Screen Tasmania and the Australian Children’s Television Foundation.

### **Consumer savvy and financially literate**

ACER has developed and launched Bungoo Bank for the Australian Securities and Investments Commission (ASIC). The prototype website of information and resources addressing consumer risks, financial decision-making and entrepreneurial thinking was launched in 2016 for consultation with stakeholders. Bungoo Bank provides primary and secondary teachers of Aboriginal and Torres Strait Islander students with a suite of customised

teaching and learning resources as an extension to the existing suite of resources offered by ASIC’s *MoneySmart Teaching* program.

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### **Indigenous School Attendance: Creating expectations that are ‘really high’ and ‘highly real’**

<http://research.acer.edu.au/policyinsights/4>

### **Closing the gap: Indigenous students and NAPLAN**

<https://rd.acer.edu.au/article/closing-the-gap-indigenous-students-and-naplan>

### **Are the kids alright? Young Australians in their middle years Final report of the Australian Child Wellbeing Project**

[http://australianchildwellbeing.com.au/sites/default/files/uploads/ACWP\\_Final\\_Report\\_2016\\_Full.pdf](http://australianchildwellbeing.com.au/sites/default/files/uploads/ACWP_Final_Report_2016_Full.pdf)

### **Literature review relating to the current context and discourse surrounding Indigenous early childhood education, school readiness and transition programs to primary school**

[http://research.acer.edu.au/indigenous\\_education/43](http://research.acer.edu.au/indigenous_education/43)

### **Bungoo Bank**

[www.acer.org/bungoobank](http://www.acer.org/bungoobank)

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SPOTLIGHT ON...

# EDUCATION POLICY AND PRACTICE

**The Centre for Education Policy and Practice is one of ACER's four strategic research centres.**

The Centre promotes the interconnection between research, policy and practice, investigating the impact of policy and practice in terms of research evidence of what works to meet learners' needs and improve learning outcomes. The Centre also examines ways in which research can be informed by a thorough understanding of the perspectives of policy makers and practitioners.

The work of the Centre, addressing all levels of education and training, is organised around three themes: effective teaching; effective institutional leadership; and effective system leadership.

### **Portfolio tasks for teacher and school leader performance**

The Centre is developing a set of methods by which accomplished teachers and school leaders can provide authentic evidence of attaining high standards of performance for purposes such as professional certification and career advancement.

So far the ACER Portfolio Project Team has developed four portfolio tasks for each of two fields of teaching: generalist primary teaching; and secondary science teaching. Each set of tasks provides teachers with a clear structure and scaffolding, which enables them to provide evidence that demonstrates how they meet all seven standards in the Australian Professional Standards for Teachers.

Similar sets of portfolio tasks will be prepared in other fields of teaching (such as early childhood, secondary English or secondary mathematics) and in school leadership as the opportunity arises.

### **Five challenges in Australian school education**

One of the Centre's initiatives addressing effective system leadership is the publication of Policy Insights, a series of evidence-based analyses and commentaries on major policy questions facing education systems.

In the fifth issue of Policy Insights, ACER Chief Executive Professor Geoff Masters AO outlines five challenges in



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Australian school education. The report aims to prompt new levels of cooperation between governments by identifying the kinds of interconnected strategies needed to address the deepening problems in Australian schools.

The five challenges identified by Professor Masters are: equipping students for the 21st century; reducing disparities between Australia's schools; reducing the 'long tail' of underachievement; getting all children off to a good start; and raising the professional status of teaching.

#### **National School Improvement Tool field research**

From 2017, all Australian schools must develop a school improvement plan. ACER's National School Improvement Tool – endorsed by the Standing Council on School Education and Early Childhood (SCSEEC) in 2012 and available to all Australian schools for use in their school improvement planning – consists of nine interrelated domains which combine and overlap to provide a comprehensive framework for school improvement.

The Centre is conducting field research on how schools use the National School Improvement Tool to improve their practice and performance. Questions being examined include the extent to which schools enact data-informed planning, the effect this has on improvement in student learning, and what schools do to improve the sustainability of improvement. The project is also developing a community of school improvement practitioners.

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#### **Centre for Education Policy and Practice**

[www.acer.org/epp](http://www.acer.org/epp)

#### **Portfolio project**

<https://portfolio.acer.edu.au/>

#### **Policy Insights**

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

#### **School improvement**

[www.acer.org/school-improvement](http://www.acer.org/school-improvement)



# COMMISSIONED RESEARCH PROJECTS

## NATIONAL PROJECTS

### Australian Curriculum, Assessment and Reporting Authority

- National Assessment and Surveys Online Program (NASOP) item development
- National Assessment Program – Civics and Citizenship (NAP-CC) sample online 2016
- National Assessment Program – Information and Communications Technology (NAP-ICT) 2014
- National Assessment Program – Literacy and Numeracy (NAPLAN)
  - NAPLAN consensus marking and centre leader training
  - NAPLAN trialling 2016
  - NAPLAN 2015 national reporting
- Tailored test design development study

### Australian Institute for Teaching and School Leadership

- Teacher assessment of personal literacy and numeracy

### Australian Science Innovations

- Development of science tests for multiple delivery formats

### Australian Securities and Investments Commission

- Indigenous financial literacy project
- Programme for International Student Assessment (PISA) 2015 National Financial Literacy

### Commonwealth Department of Education

- APEC researcher mobility project
- APEC researcher mobility workshop Jakarta
- APEC transnational education data collection project
- Evaluation of the Australia-India School Leaders' Professional Learning Program

- National language policy and national leadership on studying a foreign language in Australian schools
- OECD Programme for International Student Assessment (PISA) 2015 and 2018 national component (also funded by state and territory education departments)
- Progress in International Reading Literacy Study (PIRLS) national study 2016
- Review of East Asia Summit Education Plan of Action 2011-2015
- Teaching and Learning International Survey (TALIS) national project manager
- Trends in International Mathematics and Science Study (TIMSS) 2015

### Department of Foreign Affairs and Trade

- Australia Awards Global Tracer Facility
- Education Analytics Service
- Global Educational Monitoring
- Solomon Islands Standardised Tests of Achievement review

### Department of Health

- Registrar satisfaction survey

### Department of Social Services

- Longitudinal Survey of Australian Children

### Palladium/(GRM)

- Papua New Guinea Australia Awards
- Research study – literacy and numeracy policy implementation at the primary school level – Papua New Guinea

### Standing Council on School Education and Early Childhood

- Longitudinal Literacy and Numeracy Study

## AUSTRALIAN CAPITAL TERRITORY

### Department of Education

- ACT Scaling Test

## NEW SOUTH WALES

### Australasian College of Physical Scientists and Engineers in Medicine

- Review of Professional Assessment of Competency and Ability to Practice

### 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

### Office of the Children's Guardian

- Review of NSW Child Safe Standards for Permanent Care

### Royal Australian and New Zealand College of Radiologists

- Assessment review and development

### Social Ventures Australia

- Evaluation of the Bright Spots Schools Connection
- South Australian DECD Year 7/8 Transition Maths Pedagogy Program

### The Dusseldorp Forum

- Evaluation of the School Readiness Initiative: TV series

## NORTHERN TERRITORY

### Ninti One Cooperative Research Centre for Remote Economic Participation

- Remote education systems

## QUEENSLAND

### Department of Education and Training

- Longitudinal Literacy and Numeracy Study for Education Queensland

### University of Queensland

- Science of Learning Research Centre

## SOUTH AUSTRALIA

### Department for State Development

- From employability to employment: Embedding the Core Skills for Work Developmental Framework in pre-employment programs

### Flinders University

- Middle years survey

### National Centre for Vocational Education Research

- VET Choice

## VICTORIA

### Australian Education Union - Victorian Branch

- Workload survey

### Australian Mathematical Sciences Institute

- Evaluation of Choose Maths program

### Bastow Institute of Educational Leadership

- Principal for a Day



### Beyond Blue

- Evaluation of MindMatters

### Department of Education and Training

- Evaluation of Koorie Teaching Scholarship
- Gap analysis of literacy and oracy assessment tools
- Insight assessment program 2016
- Sample assessment of Victorian Essential Learning Standards – creative and critical thinking

### Forest and Wood Products Australia

- Literature review of use of natural materials in schools

### Latrobe University

- Evaluation of the In2Science peer mentoring program

### Monash University

- Employer supported training

### National Centre for Student Equity in Higher Education

- Graduate Outcomes Australia
- Understanding the completion patterns of equity students in regional universities

### Phillips KPA

- Supply of skills from the demand driven system and migration

### Principals Australia

- Australian Principal Certification

### Royal Australasian College of Surgeons

- Data analysis of exam results and production of reports

### The Graham (Polly) Farmer Foundation

- Evaluation of the Tom Price Primary School Learning Club

### University of Melbourne

- E4Kids research analysis

### VET Development Centre

- Evaluation of Indigenous Cultural Awareness Program for Practitioners

### Victorian Curriculum and Assessment Authority

- Victorian General Achievement Test

### Wallis Strategic Market and Social Research

- Career Outcomes Survey

## INTERNATIONAL PROJECTS

### Abu Dhabi Education Council

- External Measure of Student Achievement (United Arab Emirates)
- International field assessment field operations: PISA, TIMSS, PIRLS (United Arab Emirates)

### Asian Development Bank

- Support to assessment centre – Puspendik – Phase 2 (Indonesia)

### Boston College

- ePIRLS development 2013 (Global)
- eTIMSS Mathematics (Global)
- Item development for TIMSS Advanced 2015 (Global)

### BRAC University

- Phase end evaluation of 'Promoting Physical and Emotional Wellbeing of Adolescents' (Bangladesh)
- Review of Institute of Educational Development (Bangladesh)

### British Council

- English impact sampling consultancy (United Kingdom)

### Cambridge Education

- Evaluation of ICT in education in Papua Province (Indonesia)
- Evaluation of the Principal Preparation Program (Indonesia)

- RMSA assessment development (India)
- Support for improvements National Assessment System (Indonesia)

#### Charles Kendall and Partners

- Basic Education Specialist – teacher development and school-based management (Timor-Leste)

#### Education Testing Service

- TOEFL

#### International Association for the Evaluation of Educational Achievement

- International Civic and Citizenship Education Study – 2016 (Global)
- International Computer and Information Literacy Study (Global)

#### International Baccalaureate Association

- IB ISA Research Study (Asia Pacific)

#### Knowledge and Human Development Authority

- TIMSS, PISA and PIRLS (United Arab Emirates)

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

- OMAES / Beekunko implementation 2015 (Mali)

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

- Development of instruments for OECD LEEP Module (Global)
- Review PIAAC Numeracy Assessment Framework (Global)

#### Palladium International

- INOVASI - INAP support 2016 (Indonesia)

#### Public Education Evaluation Commission

- Development of the National Assessment System (NAS) for Public Education (Kingdom of Saudi Arabia)

#### Results for Development Institute

- R4D ASER Item Review 2015 (Pakistan)

#### Secrétariat of the Pacific Community

- Audit of assessment skills of teachers (Papua New Guinea, Samoa, Solomon Islands)
- Strengthening regional education assessment project – Pacific Islands Literacy and Numeracy Assessment (PILNA) (Pacific Islands)

#### Standards and Testing Agency

- Item Writing Key Stage 1 and 2 Maths (United Kingdom)
- Key Stage 2 Reading, Maths (United Kingdom)

#### UAE Ministry of Education

- National Assessment Program 2016 (United Arab Emirates)
- TIMSS, PISA and PIRLS (United Arab Emirates)

#### UK Higher Education Academy

- Literature reviews (United Kingdom)

#### UNICEF

- ECCD Tracer Study (Philippines)
- South East Asia Primary Learning Metric (South East Asia)
- Student Learning Outcomes in Primary Education (Laos)
- Zimbabwe Early Learning Assessment program (Zimbabwe)

#### WESTAT

- PISA 2015 sampling and PISA 2018 sampling (Global)

#### World Bank

- Assistance with primary and secondary assessment (Bangladesh)



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# FINANCIAL SUMMARY

AUSTRALIAN COUNCIL FOR EDUCATIONAL RESEARCH LTD

ABN 19 004 398 145

Consolidated Statement of Profit or Loss for the year ended 30 June 2016	2016 \$	2015 \$
Revenue	<b>78 684 755</b>	76 545 712
Changes in inventories and work in progress	<b>(142 041)</b>	(405 832)
Purchases and consumables	<b>(2 793 377)</b>	(2 770 316)
Employee and contractor benefits	<b>(49 431 127)</b>	(46 418 931)
Depreciation and amortisation	<b>(1 627 037)</b>	(1 305 937)
Freight and cartage	<b>(503 259)</b>	(539 356)
Advertising	<b>(173 376)</b>	(297 523)
Computer expenses	<b>(1 239 125)</b>	(1 180 788)
Rent and occupancy	<b>(1 198 948)</b>	(995 774)
Consultancies	<b>(9 599 538)</b>	(9 375 242)
Printing and stationery	<b>(1 416 452)</b>	(1 641 613)
Royalties	<b>(310 738)</b>	(327 291)
Repairs and maintenance	<b>(567 995)</b>	(554 023)
Travel	<b>(2 901 952)</b>	(3 023 151)
Finance costs	<b>(1 314)</b>	(1 754)
Other expenses	<b>(6 659 588)</b>	(5 694 105)
<b>Operating surplus before income taxes</b>	<b>118 888</b>	2 014 076
Taxation	<b>16 589</b>	(19 389)
<b>Operating surplus for the year net of tax</b>	<b>135 477</b>	1 994 687

Consolidated Statement of Financial Position as at 30 June 2016	2016 \$	2015 \$
<b>ASSETS</b>		
Current assets		
Cash and cash equivalents	<b>10 868 772</b>	11 602 411
Trade and other receivables	<b>12 642 486</b>	11 213 989
Inventories	<b>1 769 402</b>	1 627 361
Current tax asset	<b>15 003</b>	-
Other assets	<b>8 448 914</b>	9 206 390
<b>Total current assets</b>	<b>33 744 577</b>	33 650 151
Non-current assets		
Property, plant and equipment	<b>37 536 843</b>	37 081 548
Intangible assets	<b>1 969 967</b>	1 352 549
Other assets	<b>32 016</b>	22 241
<b>Total non-current assets</b>	<b>39 538 826</b>	38 456 338
<b>TOTAL ASSETS</b>	<b>73 283 403</b>	72 106 489
<b>LIABILITIES</b>		
Current liabilities		
Trade and other payables	<b>12 031 327</b>	11 546 653
Financial liabilities	<b>300 943</b>	472 401
Current tax liabilities	-	20 807
Short-term provisions	<b>9 165 629</b>	8 507 535
<b>Total current liabilities</b>	<b>21 497 899</b>	20 547 396
Non-current liabilities		
Financial liabilities	<b>24 212</b>	198 217
Other long-term provisions	<b>1 174 317</b>	1 262 214
<b>Total non-current liabilities</b>	<b>1 198 529</b>	1 460 431
<b>TOTAL LIABILITIES</b>	<b>22 696 428</b>	22 007 827
<b>NET ASSETS</b>	<b>50 586 975</b>	50 098 662
<b>EQUITY</b>		
Reserves	<b>9 695 763</b>	9 920 029
Accumulated surpluses	<b>40 891 212</b>	40 178 633
<b>TOTAL EQUITY</b>	<b>50 586 975</b>	50 098 662

<b>Consolidated Statement of Cash Flows for the year ended 30 June 2016</b>	<b>2016 \$</b>	<b>2015 \$</b>
Cash from operating activities:		
Receipts from customers	<b>81 401 535</b>	74 908 996
Payments to suppliers and employees	<b>(79 268 891)</b>	(75 168 141)
Interest received	<b>20 651</b>	27 196
Interest paid	<b>(1 313)</b>	(1 754)
Income taxes paid	<b>(19 221)</b>	(48 639)
<b>Net cash provided by (used in) operating activities</b>	<b>2 132 761</b>	(282 342)
Cash flows from investing activities:		
Acquisition of property, plant and equipment	<b>(1 714 004)</b>	(3 366 723)
Acquisition of intangible assets	<b>(1 152 396)</b>	(656 025)
<b>Net cash used by investing activities</b>	<b>(2 866 400)</b>	(4 022 748)
<b>Net increase (decrease) in cash held</b>	<b>(733 639)</b>	(4 305 090)
Cash and cash equivalents at beginning of year	<b>11 602 411</b>	15 907 501
<b>Cash and cash equivalents at end of year</b>	<b>10 868 772</b>	11 602 411



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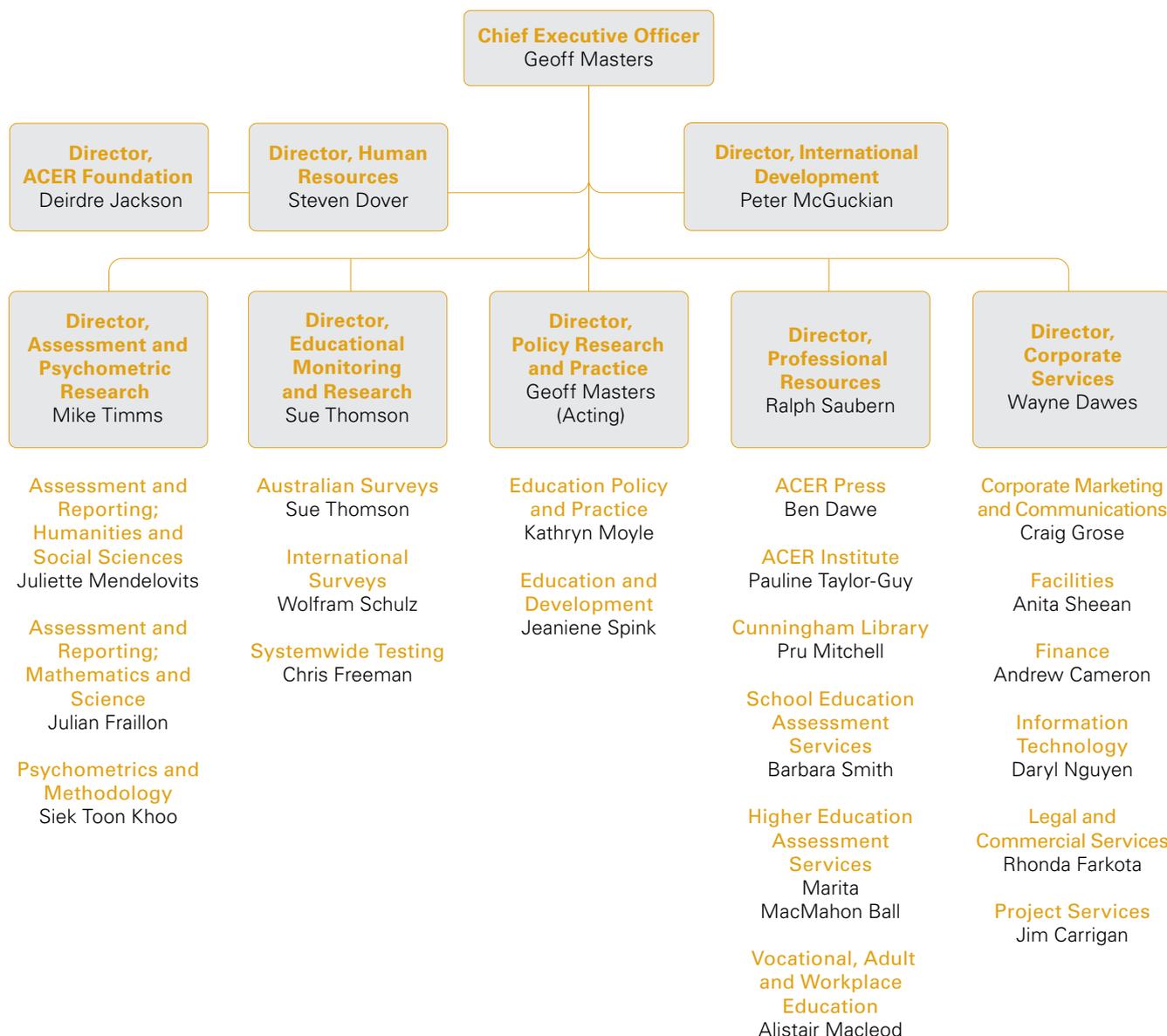
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AS AT JUNE 2016

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The Australian Council for Educational Research Limited is the parent company of ACER's subsidiaries and branch and representative offices around the globe. It is governed by the ACER Board of Directors (see page 32).





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JUNE 2016

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Kemp, Catherine

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Fraser*, MHRM *Monash*

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(HRM) *Swin*

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BPsych *VU*, GradDipPsych,  
GradCertOrgLead *Monash*

McLoughlan,Carolynn, BCom  
*RMIT*, MHRM *Monash*

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Plotka, Anna, BA, BMus *Melb*

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#### **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*,  
BTeach(Primary) *Melb*,  
MSc(AppStat) *Swin*

Sun, Xiaoxun, BSc, MSc *OUC*, PhD *USQ*

Rosicka, Christine, BA, BBus,  
MISM *Swin*, GradDipEd  
*Monash*

## EDUCATIONAL MONITORING AND RESEARCH

### Director, Educational Monitoring and Research

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

### 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*, DiplntColour&Design

## International Surveys

### Research Director, International Surveys

Schulz, Wolfram, Dipl-Pol *Berlin*,  
PhD(EcoSocSci) *Rostock*

### Principal Research Fellows

Ainley, John, BSc, MEd, PhD *Melb*,  
FACE

Berezner, Alla, BSs, MSc *Moscow  
State University*

Turner, Ross, MSc, DipEd *Melb*,  
DipEdPsych *Monash*

Walker, Maurice, BA(Hons) *VUW*,  
MAssessEval *Melb*

### Senior Research Fellows

Daraganov, Alexander, BSc(Hons,  
Physics) *Minsk*, PhD (Physics)  
*Monash*

Gebhardt, Eveline, MA Psych *UvA*,  
*Amsterdam*

Kovarcikova, Nora, DiplIng, DipEd  
*Slovak Technical University*

Macaskill, Greg, BSc(Hons)  
*Adelaide*, GradDipComStudies,  
GradDipStatsOR *RMIT*

Murphy, Martin, BA, DipEd,  
MEdStds *Monash*,  
GradDipSocStat *Swin*

Routitsky, Alla, BSc(Hons, Maths),  
PhD (Maths) *Voronezh*, DipEd  
*Melb*, DipSocStats *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*

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

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*

### Research Officer

Davies, Bethany, BEc(Hons) *UQ*,  
GradDipEd *QUT*

## 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*

Dix, Katherine, BSc(Hons),  
BEd(Hons), PhD *Flinders*,  
MPhil(Physics) *Adelaide*

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

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

Wernert, Nicole, BBS *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*

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

### Research Officer

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

### Senior Administrative Officer

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

### Administrative Officer

Young-Thornton, Juliet

### Project Officer

Vainoras, Elle

## POLICY RESEARCH AND PRACTICE

### Acting Director, Policy Research and Practice

Masters, Geoff, AO, BSc, MEd  
*UWA*, PhD *Chicago*, FACE,  
FACEL

### Education Policy and Practice

#### Research Director, Education Policy and Practice

Moyle, Kathryn, PhD, MEd, BEd,  
MACE

#### 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*

### 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, Jacynta, BSc, MSW  
*Melb*

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

### TEACHING AND LEARNING

#### Principal Research Fellows

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

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

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

#### Senior Research Fellow

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

#### Research Fellow

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

### TERTIARY EDUCATION

#### Principal Research Fellow

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

#### 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*

### Education and Development

#### Research Director, Education and Development

Spink, Jeaniene, BA *ANU*

#### Senior Research Fellows

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

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

#### Research Fellows

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

Chainey, Jennie, AdvDipJustice,  
BA (Intstds), MSocSci (IntDev)  
*RMIT*

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

#### Senior Administrative Officer

Bramich, Meredith, BA *Melb*,  
GDipSecEd *La T*, GDip InfoMgt  
*RMIT*, PGCertEditElecPub  
*Macquarie*

## PROFESSIONAL RESOURCES

### Director, Professional Resources

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

### Project Manager – PAT Global

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

### Education Management Consultant

Watson, Colin

### Tender and Proposal Coordinator

Evano, Carmen, BSc(Stats)  
*Philippines*

## ACER Press

### General Manager, ACER Press

Dawe, Ben, BEd *Sydney*

## CUSTOMER SERVICE AND DISTRIBUTION

### Distribution Manager

O'Loughlin, David

### Despatch Officers

Gilder, Peter  
Smith, Richard

### Product Coordinator

Kamvissis, Maree

### Customer Service Officers

Gardiner, Jan  
Grace, Paul, BA(Hons) *Curtin*  
Marshall, Lexie

### Specialist Bookseller

Morgan, Sue

## SALES

### National Sales and Marketing Manager

Buehrig, Daniela, MFinControl,  
MMktg, MBA *Niederrhein*

### Education Consultant, Professional Resources

O'Shannassy, Maxine, DipT  
*MLCAE*, BEd *ECowan*, Cert IV  
Training and Assessment *A/WT*

### Sales Representative – Education

McBurnie, Noel  
Nicholson, Alexia  
White, Matthew

### Consultant Psychologist – Clinical and Organisational

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

### Psychology Consultant

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

### Sales and Marketing Assistant

Van Os, Kelly, BBus(Mkt&Mgt)  
*Monash*

## PUBLISHING

### Production Manager

Coates, Jillian, DipPM

### Senior Project Director – ACER Press

Moloney, Tess, BA(Hons) *Melb*,  
GradDipEdPub, MA *RMIT*, AE

### 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*

## TEACHER MAGAZINE

### Teacher Magazine Editor

Earp, Jo

### Editorial Assistant, Teacher Magazine

Meloney, Danielle, BA(Hons)  
*Monash*

### Digital Sales Specialist – Teacher Magazine

Grigg, Inez, BBus(Mktg) *RMIT*

## ACER Institute

### Director, ACER Institute

Taylor-Guy, Pauline,  
BAModLang(Hons), PGCE  
*London*, PhD *JCU*

### Manager Programs and Projects

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

### Senior Project Director

Marshall, Robert, BEd *CCA*, MEd  
*Monash*

### Course Coordinator

Chase, Anne-Marie, BEd *West*  
*England*, MEd *Monash*, EdD  
*UWA*

### Online Learning Developer

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

### Senior Research 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

**Senior Librarians**

Grimston, Tine, BEd Librarianship  
*Melb State Coll*

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

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

**Library Technicians**

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

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

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

**Librarians**

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

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

**Assistant Librarian**

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

**Records Manager**

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

**Records Support Officer**

Khan, Shamsun, BA *Dhaka  
University, Bangladesh*

**Vocational, Adult and  
Workplace Education  
(VAWE) Services****Manager, VAWE**

Macleod, Alistair, BA *Macquarie*,  
MBA (Executive) *AGSM*

**Senior Research Fellow**

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

**Senior Project Directors**

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

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

**Project Director**

Mangum, Nicola, BEd *Otago*,  
DipTeach *Dunedin*

**Senior Project Officer**

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

**Project Officers**

Gillingham, Zoe  
Hinrichsen, Sarah  
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 Fellow**

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 Directors**

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

Roschko, Nicola, BA(Hons) *Melb*

**Senior Project Officers**

James, Julia, BA(Hons) *VUW*  
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*

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

**Project Officers**

Chen, Ling, BCompSci *La T*  
Wilson, Simone, BSc, MSc  
*Monash*, CertIV TAE *Inspire*,  
DipOHS *RMIT*

**Schools Assessment  
Services****General Manager, School  
Assessment**

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

**Senior Project Director,  
Scholarships**

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

**Senior Project Director, Horizon  
and OARS**

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

**Project Operation and Innovation  
Manager**

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

**Project Director –  
HAST, WASET, Ignite**

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

**Project Director – IBT, Surveys**

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

**Project Director – ISA**

Sturzaker, Karen

**Project Director – OARS**

Dowling, Tarli, BBus *La T*

**Project Directors**

Bertolissi, Gabriella  
Meachen, Janine, CertIII Bus Admin  
Pimlott, Mark  
Saunders, Jabez, DipArts *NMIT*

**Education Consultants**

Cornish, Terri, BEd(Hons)  
*Wollongong*, Dip Book Editing &  
Publishing *Macleay College*  
Kralj, Marc, DipTeach *UniSA*  
Inglis, Julia, BA *Monash*, DipEd  
*Rusden*  
Morath, John, DipEd, BEd *Melb*,  
BA, MA *Monash*

**Senior Project Officers**

Bates, Jaclyn, BPrimEd  
*Wollongong*  
Choi, Monty  
Major, Victoria, BA, GradDipPsych  
*Melb*

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

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

Scalzo, Karen, BBSoc *La T*

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

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

**Project Officers**

Fraser, Matthew, BSci(Hons),  
BAppSci *Deakin*, GradDipEd  
(Primary) *Monash*

Getty-Tehan, Marion

Hilton, Thomas, BA *La T*, MTeach  
*Melb*

**Online Support Coordinator**

Haines, Scott, BBIS *Deakin*

**Online Support Officers**

Mahmood, Amira, BBus *Edith  
Cowan*, MIntBus *La T*

Newton, Toby, BA(Hons) *Monash*,  
GradDip (Editing & Publishing)  
*RMIT*

**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*

**Educational Design and Content  
Coordinator**

Daniel, Madeleine, BA, BTeach,  
MEd(ICT) *Melb*

**Project Officer**

Ruka, Dianne, BSc(Hons),  
GradDipEd *Melb*, PhD *Monash*

**CORPORATE  
SERVICES**

**Chief Operations Officer**

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

**Corporate Marketing and  
Communications**

**Manager, Corporate Marketing  
and Communications**

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

**Multimedia Services Manager**

Harkness, Alex, BMm (Media) *Swin*

**MARKETING SERVICES**

**Marketing Services Manager**

Stephens, Amanda 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**

Harth, Eric, BSc(CompSc)  
*Loughborough*

**Senior Web Developer**

Sarafraz, Jahl

**Web Designer / Developer**

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

**Online Communications Officer**

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



## CREATIVE SERVICES

### Creative Services Manager

Macedo, Luis

### Creative Services Assistant Manager

Wilson, Karen

### Graphic Designers

Gonzalez, Frank

Khater, Michel

Samuel, Grace

Schubele, Ralph

### Senior Desktop Publishing Officer

McGregor, Wendy

## CORPORATE COMMUNICATIONS

### Corporate Communications Manager

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

### Corporate Communications Officer

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

### Corporate Publicity and Communications Officer

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

### Reports Editor

Leech, Rebecca, BA(Hons) *Deakin*

## Facilities

### Facilities and Services Manager

Sheean, Anita

### Senior Project Officer – Brisbane

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

Adhikari, Subash,  
DipInteractiveDigitalMedia *WIT*,  
BIT *CQU*

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

Anderson, Nathan, BComplnfSc  
*Adelaide*

Barbosa, Rovie, BSc(CompSci)  
*Mapua Institute of Technology*

Botero, Andrew, BIT *Xavieran*  
*University*, GradDipInfoTech *Los*  
*Andes University*

Charalambous, Zen, BITS(Hons)  
*Monash*

Chin, Edward, GradDipBusSys,  
MBusSys *Monash*, BBus  
*Huafan*

Golden, Paul, BSc, BIS *Melb*

La, Chi Anh, BSc *HCMUS*, MSc  
*Hanoi University Technology*,  
PhD *Telecom ParisTech*

Lam, Winson, BEng(Hons) *Melb*

Lien, Hoa Kim, BSc(CompSci)  
*Monash*

McClurg, Jason, BEng(Hons) *Swin*

Pham, Huyen, BCompSci *La T*

Sugiarto, Jenny, BIT *RMIT*

Tanabe, Gabriel, BSc *Philippines*

Tran, David, BMultimedia,  
AdvDipCompSci *Swin*

Van Mach, Hieu Trung, BCompSci  
*La T*

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

Morling, Lucas

### Desktop Support Officers

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

McGilvery, Andrew

Raats, Robert

### IT Business Analyst

Simpson, Rebecca, DipMgmt *RMIT*

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

### Despatch Officer

Smith, Richard

## 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

Foot, Christopher, DipLibrary/  
InfoServices *VU*

## Finance

### Group Financial Controller

Cameron, Andrew, BCom *Deakin*,  
CPA

### Financial Controller

Kelly, Gary, BBus(Acc) *Monash*,  
FCPA

### Divisional Accountant

Thomas, Alison, BBus(Acc)  
*Bendigo*, CPA

### Corporate Accountants

Kiley, Steven, BBus(Acc) *QUT*, CPA  
Kuek, Jeanie, BBus(Acc) *Monash*,  
CPA

### Financial Accountants

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

### Assistant Accountant

Jiao, Joanna, BBus *VU*, MEd  
*UNSW*

### Senior Accounts Payable Officer

Ferlazzo, Lisa

### Accounts Payable Officer

Vollmer, Sarah

### Accounts Receivable Officers

Brown, Tracy  
Nessis, Michelle

### Payroll Manager

Kumar, Vijay, BA(Maths) *Chandigarh  
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### Payroll Administration Officer

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