



# 2016–17 Annual Report





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# ABOUT ACER

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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

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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.

Since it was established in 1930, 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 is an independent, not-for-profit research organisation, limited by guarantee.

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.

# FROM THE CEO



*Geoff Masters*

Professor Geoff Masters AO  
Chief Executive Officer, ACER

During 2016-17 ACER continued to create and promote research-based knowledge, products and services to improve learning.

Following years of cooperative work in global education monitoring, ACER was admitted to official partnership with the United Nations Educational, Scientific and Cultural Organization (UNESCO). ACER's Centre for Global Education Monitoring is currently working with the UNESCO Institute for Statistics Global Alliance to Monitor Learning to produce common, coordinated and sustainable learning assessments across the world.

Our focus on improving learning in the South-Asia region was strengthened with the appointment of Mr Amit Kaushik as the first Chief Executive Officer of ACER India. Mr Kaushik brings to ACER his considerable experience in the education sector across a range of government, non-government and private organisations.

The Scottish Government contracted ACER UK, in partnership with online education providers SCHOLAR and Twig, to develop and manage standardised national assessments in reading, writing and numeracy for students in P1, P4, P7 and S3. The adaptive assessments are completed online and automatically marked by an online system, providing teachers with immediate diagnostic feedback.

ACER and the South Australian Department of Education and Childhood Development convened a Schools Policy Summit attended by heads of government education departments, and representatives from the Catholic and independent school sectors and national agencies. The purpose of the summit was to discuss national challenges in raising standards in Australian schools and to identify areas in which improvements are being made and national lessons can be learnt.

In late 2016 ACER released the national reports for Australia in the 2015 IEA Trends in International Mathematics and Science Study (TIMSS), 2015 OECD Programme for International Student Assessment (PISA) and supplementary PISA financial literacy assessment. Work also continued on the Australian implementation of the 2016 IEA Progress in International Reading Literacy Survey (PIRLS), and on the international implementation of the 2016 IEA International Civic and Citizenship Education Study (ICCS) and 2018 IEA International Study of Computer and Information Literacy (ICILS).

Research Conference 2016, which addressed improving science, technology, engineering and mathematics (STEM) learning, was opened by Commonwealth Minister for Education The Hon Simon Birmingham. The first graduation ceremony of ACER's Graduate Certificate of Education (Assessment of Student Learning) was also held at the conference.

At ACER's 2017 Excellence in Professional Practice Conference, teachers and school leaders shared presentations, workshops, case studies and poster displays for the purpose of driving educational improvement.

The first series of *Little J & Big Cuz*, ACER Foundation's initiative to support successful transitions to school for Aboriginal and Torres Strait Islander children, was broadcast on NITV and ABC. The animated series was produced in partnership with Ned Lander Media, NITV, Screen Australia, Film Victoria, Screen Tasmania and the Australian Children's Television Foundation.

The stories told in this report highlight ACER's continuing contribution to improving learning across the life span. I encourage you to keep up to date with our latest research by subscribing to ACER's free online newsletter, *Research Developments* at [rd.acer.org](http://rd.acer.org).

# IMPROVING LEARNING THROUGH... ASSESSMENT

ACER is working to transform educational assessment – redefining its purposes and methods in order to help educators to improve learning outcomes.

## The progressive achievement approach

ACER Chief Executive Professor Geoff Masters AO advocates for a change to the focus of assessment from judgements against year-level expectations to understanding where individuals are in their long-term learning progress. Such an approach requires a 'map' of the learning domain through which students are progressing that describes increasing levels of knowledge, skill and understanding.

The progressive achievement scales that ACER has developed in reading, mathematics and several other learning areas are examples of 'maps' of learning domains. These scales underpin ACER's assessment suite of Progressive Achievement Tests (PAT), Essential Learning Metrics (ELMs) and Indian Progressive Achievement Scales (IPAS), and the ACER Certificates in Mathematics and Reading.

PAT, ELMs and IPAS enable teachers to gather evidence to establish where students are in their long-term learning, identify the best next steps for action, decide on appropriate evidence-based interventions, monitor what progress their students are making over time, and evaluate the effectiveness of their own teaching decisions and approaches.

## Comparing student achievement internationally

Results from two of the biggest international studies of student achievement released in late 2016 revealed the performance of Australian students is slipping backwards

relative to other countries, and there has been little change in the gap between advantaged and disadvantaged students over the past 15 years.

The 2015 Trends in International Mathematics and Science Study (TIMSS) showed no improvement in the achievement of Australian Years 4 and 8 students over the past 20 years, while many other countries have improved.

The achievement of Australian 15-year-olds in the 2015 OECD Programme for International Student Assessment (PISA), meanwhile, has declined over the past 10 to 15 years by the equivalent of one third of a year of schooling in mathematical literacy, and half a year of schooling in reading and scientific literacy.

ACER manages the implementation and reporting of TIMSS and PISA within Australia with funding from the Australian, and state and territory governments.

## Monitoring learning for development

ACER through the Centre for Global Education Monitoring (GEM) and the UNESCO Institute for Statistics (UIS) are collaborating to support global efforts to meet the fourth United Nations Sustainable Development Goal – 'Ensure inclusive and quality education for all and promote lifelong learning opportunities for all' – by 2030.

Through their collaboration, the partners are developing tools, methods and approaches to obtain globally comparable measures of learning outcomes and to strengthen the capacity of countries to monitor learning.





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Online assessments are capable of providing timely and instructionally useful feedback

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The core of this work is the development of common learning metrics to describe and quantify learning progress in reading and mathematics. Such metrics will be useful for learning assessment, and to guide teacher development priorities, curriculum reform and the setting of national standards.

### Assessing student learning

The first cohort to undertake ACER's Graduate Certificate of Education (Assessment of Student Learning) graduated in 2016. The online course is designed to develop high-level assessment skills and understandings relevant to modern educational practice. Suitable for contemporary educational settings, the course is grounded in evidence, pedagogy and data derived from ACER's work at the forefront of international educational research.

### Online learning and assessment

Online assessments have increased in popularity because they are easy to administer, efficient and cost-effective. Well-constructed online assessments are capable of providing timely and instructionally useful feedback. New formats of online items are being developed that involve scenarios or simulations to measure not only the learning outcomes but also the learning process.

ACER has compared student achievement in reading and mathematics on online tests compared to paper-based tests at Years 3, 5, 7 and 9. For reading, results were broadly comparable in the two modes at all four of the selected grade levels. For mathematics, the same was

true, except Year 7 students who took the paper-based assessment did significantly better than those who took the online assessment.

The study concluded that, where maths problems are complex, students are likely to cope better if they can sketch and annotate freely on paper-based assessments. On the other hand, where spatial reasoning is involved, the ability to manipulate and experiment with shapes – made possible in the digital environment – aids problem solving.

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### Progressive achievement

<https://rd.acer.org/article/growth-mindset-tracking-student-progress>

### ACER Certificates in Mathematics and Reading

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

### Programme for International Student Assessment

<https://www.acer.org/ozpisa>

### Trends in International Mathematics and Science Study

<https://www.acer.org/timss>

### Progress towards a global measurement scale

<https://rd.acer.org/article/progress-towards-a-global-measurement-scale>

### Graduate Certificate of Education

<https://www.acer.org/professional-learning/postgraduate>

### Online versus paper-based assessment

<https://rd.acer.org/article/counting-the-costs-and-benefits-in-transition-to-a-digital-world>

# IMPROVING LEARNING THROUGH... TEACHER DEVELOPMENT

ACER is working to transform educational assessment – redefining its purposes and methods in order to help educators to improve learning outcomes.

## Developing quality teachers

According to the authors of the 61st Australian Education Review published by ACER, building quality in teaching and initial teacher education requires a focus on the personal attributes that enable an effective teacher to develop into a high-quality teacher, rather than through a competency-based standards system alone.

The review found that while there is merit in specifying capabilities and applying a standards-based teacher evaluation system, initial teacher education standards and an accreditation process do not, in and of themselves, assure the development of quality teachers.

## Ensuring an adequate supply of teachers

ACER research into initial teacher education in terms of supply and demand has found that the complexity of matching supply with workforce projections at the state level is likely to increase into the future.

Matching supply and demand is made more complex by a growing trend in initial teacher education towards online study at an interstate university that may lead to state and territory governments underestimating – or overestimating – their future teacher workforce supply. The analysis of domestic university completion numbers in initial teacher education courses from 2005 to 2013 (the most recently available data) found that completions of students studying online increased by 57 per cent, compared to just four per cent for on-campus study.

## Understanding out-of-field teaching

Ensuring an adequate supply of teachers also requires an understanding of the extent of out-of-field teaching. ACER analysis has found that the extent of out-of-field teaching in Australian secondary schools varies according to year level, teachers' years of experience, school location and subject.

The analysis found that about 26 per cent of teachers at Years 7 to 10 are teaching a subject in which they have not specialised, while about 15 per cent of teachers at Years 11 and 12 are teaching out of field. Early career teachers are more likely to be teaching out of field than more experienced teachers, while the extent of out-of-field teaching increases with distance from metropolitan locations.

Subjects with a high incidence of out-of-field teaching include Media (41 per cent); Geography (40 per cent); Religious Studies (38 per cent); and Information Technology (34 per cent). About one-quarter of teachers are out-of-field in Languages, History, Graphic Communication, Computing and Social Studies.

## Ongoing professional learning

ACER is supporting the ongoing professional learning of school leaders and teachers through the development of a Professional Learning Community Framework. The Framework, based on a synthesis of rigorous research about the characteristics of professional communities

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Early career teachers are more likely to be teaching out of field than more experienced teachers

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that lead to improved student outcomes, describes the key characteristics of effective professional communities in five domains: professional culture; leadership that fosters and supports a professional culture; a focus on student engagement, learning and wellbeing; a focus on



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improving professional knowledge and practice; and a performance and development culture in which teachers think systematically about their practice and learn from experience.

### **Developing expertise in assessment**

As a registered higher education provider in Australia, ACER is contributing to the development of high-level assessment skills and understandings for professional educators around the globe. ACER's nationally accredited Graduate Certificate of Education: Assessment of Student Learning and related short courses on using and interpreting data in schools, are designed to provide professional educators with research-based insight into the principles and purpose of assessment for learning.

Following the graduation in 2016 of the first cohort of the Graduate Certificate of Education: Assessment

of Student Learning, ACER Chief Executive Professor Geoff Masters AO presented the inaugural Academic Medal to Jarrod Hingston in recognition of his outstanding achievement.

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### **Building quality in teaching and teacher education**

<http://research.acer.edu.au/aer/15>

### **Out-of-field teaching in Australian secondary schools**

<http://research.acer.edu.au/policyinsights/6>

### **Professional Learning Community Framework**

<https://rd.acer.org/article/school-improvement-and-a-strong-professional-learning-community>

### **Graduate Certificate of Education: Assessment of Student Learning**

<https://www.acer.org/professional-learning/postgraduate>

IMPROVING LEARNING IN...

# EARLY CHILDHOOD EDUCATION

ACER is committed to promoting early childhood education through research, training and professional development in order to improve educational access, quality and equity for children.

## Supporting the early years transitions of vulnerable children

A review of research has sought to identify how teachers, professionals and service providers can better support the early years transitions of children who have experienced trauma, children living in out-of-home care, refugee children and children who experience intergenerational poverty.

The Victorian Department of Education and Training commissioned ACER and the Brotherhood of St Laurence to conduct a review of literature on support for children and families at risk of experiencing vulnerability during their transitions from home, out-of-home care or other programs into early childhood education and care (ECEC) services and school.

Understanding there is no 'one size fits all' transition program, particularly given the diverse range of circumstances from which children and families come, the review identified a number of programs and strategies that may assist children at risk of experiencing vulnerability. The role of transdisciplinary networks, which involve a range of services working collaboratively, in supporting these children and their families as they transition into ECEC services and school emerged as a key theme across the programs reviewed.

## Early childhood education in the Philippines

The four-year Philippines Early Childhood Education Care and Development Longitudinal Study is measuring the cognitive, social and emotional, and oral language skills of 4300 children upon entry to school and across the first three years of their schooling.

Funded by UNICEF, the study is being undertaken by ACER in partnership with the South East Asian Ministers

of Education Organisation through its Regional Centre for Educational Innovation and Technology and the Assessment, Curriculum and Technology Research Centre of the University of Melbourne and University of the Philippines.

Findings from the first year of the study revealed that students who attended a preschool program performed better across all three domains at the commencement of school than those who did not. A strong relationship between social and emotional skills, and cognitive skills (achievement in literacy and mathematics) was observed.

The report also found that students from conflict-affected areas performed at a lower level across all three domains than any other group analysed, suggesting they require more support and are at greater risk of failure.

## Understanding early numeracy development

An ACER report has used data from the Longitudinal Literacy and Numeracy Study: Transitions from Preschool to School to highlight the link between preschool children's early numeracy skills and their achievement in school mathematics.

The report found that children develop many numeracy concepts before they start learning mathematics formally at school, but there is significant variation in how quickly each child acquires these skills, meaning that teachers encounter a wide range of abilities even in the first year of school. The report highlights some everyday activities that may help parents and early childhood educators to promote children's understanding of six significant early numeracy concepts.

A related ACER synthesis report on current research from neuroscience, psychology and education suggests that early numeracy knowledge develops spontaneously



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from infancy in everyday contexts, and can be supported through the explicit use of ‘maths talk’ in interactions between young children, family members and early childhood educators.

### **Pre-primary education in Indonesia**

The Indonesian Education Sector Analytical and Capacity Development Partnership (ACDP) engaged ACER to contribute towards the development of evidence-based policies and strategies for the universal provision of early childhood care and education (ECCE) programs in Indonesia, particularly for marginalised populations.

ACER’s work involved developing a ‘road map’ for quality pre-primary education and supporting parental education programs throughout Indonesia. Through data collection and a review of literature, ACER explored the challenges related to policies, access, quality, and costs and financing, and developed a set of recommendations to address these challenges.

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### **Early years transitions: supporting children and families at risk of experiencing vulnerability: rapid literature review**

[http://research.acer.edu.au/early\\_childhood\\_misc/9](http://research.acer.edu.au/early_childhood_misc/9)

### **Studying early childhood education in the Philippines**

<https://rd.acer.org/article/studying-early-childhood-education-in-the-philippines>

### **Fostering Understanding of Early Numeracy Development**

[http://research.acer.edu.au/monitoring\\_learning/29](http://research.acer.edu.au/monitoring_learning/29)

### **Counting on it: Early numeracy development and the preschool child**

[http://research.acer.edu.au/learning\\_processes/19](http://research.acer.edu.au/learning_processes/19)

### **Driving early childhood education quality in Indonesia**

<https://rd.acer.org/article/driving-early-childhood-education-quality-in-indonesia>

# IMPROVING LEARNING IN... THE HEALTH SCIENCES

Through its research and assessment products and services, ACER is helping to improve learning in the fields of medicine, clinical psychology and related health sciences.



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## Improving assessment processes in medical specialisations

A number of specialist colleges in medicine have engaged ACER to evaluate the quality of their assessment and data collection processes, and to help improve the quality of test item development. Specialist colleges typically deliver five-year training programs to medical school graduates and involve high-stakes examinations.

ACER works with the colleges to ensure that their assessment programs are transparent, consistent, fair and defensible. This involves assessment rubric design, psychometric analysis of exams, linking and equating differences in the difficulty of exams, conducting standard setting procedures, establishing processes for the review of borderline candidates and providing detailed feedback to candidates.

One college, the Australasian College of Physical Scientists and Engineers in Medicine (ACPSEM), engaged ACER to develop a new program of assessment for its recently established Radiopharmaceutical Sciences (RPS) Training Education and Assessment Program.

ACER worked closely with an RPS Working Group to develop an assessment framework that would allow individual assessments to be developed and adjusted over time, as well as Progressive Assessment Pathways that trainees and their supervisors should follow.

## Global health assessment

An ACER-led collaboration has linked medical schools in the United Kingdom and Australia to develop common assessment items in the area of global health. The medical schools of five UK and Australian universities participated in the project, providing information about their curriculum and assessments so that ACER could develop an assessment framework.

Medical schools then drafted assessment items which were pooled and shared with members of the collaboration for review. Based on the review, items deemed acceptable were collated into an item bank and distributed to participating medical schools for their own use with students.

The project was funded by the Australian Office for Learning and Teaching, and builds upon previous work by ACER in developing national assessment collaborations in Australian medical schools.

## Medical school admissions testing

ACER is a leader in the development and provision of high-stakes assessments for the purpose of undergraduate and graduate university entry into medicine and health professions such as dentistry, optometry and pharmacy. Working with consortium universities in Australia, Ireland and the UK, ACER continually investigates ways to keep medical admissions testing at the forefront of best practice.

At the undergraduate level, the test measures candidates' logical reasoning and problem solving skills, nonverbal reasoning, and ability to understand the thoughts, behaviour or intentions of people. The graduate entry test measures performance in the areas of reasoning in humanities and social sciences, and in biological and physical sciences, as well as written communication.

## Registrar satisfaction

Since 2013 ACER has developed and administered the annual Australian General Practice Training Registrar Satisfaction Survey on behalf of the Commonwealth Department of Health. The survey collects information from postgraduate doctors around Australia about their satisfaction with the quality of their training, training providers and career progression.

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## ACER continually investigates ways to keep medical admissions testing at the forefront of best practice

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The survey results are used to help ensure that the programs delivered by training providers meet the standards and requirements of both the Royal Australian College of General Practitioners and the Australian College of Rural and Remote Medicine. It also collects important data about the characteristics of General Practice registrars so as to build a better understanding of their needs and identify ways to improve training.

## Resources for psychiatrists and psychologists

ACER publishes and distributes a wide range of assessments and resources used by psychiatrists, psychologists and other allied health professionals to assess developmental milestones, cognitive functioning, mental health disorders and challenging behaviours while promoting positive change throughout the lifespan.

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### Designing assessment for radiopharmaceutical scientist training

<https://rd.acer.org/article/designing-assessment-for-radiopharmaceutical-scientist-training>

### Global collaboration in medical student assessment

<https://rd.acer.org/article/global-collaboration-in-medical-student-assessment>

### Quality assurance in GP training

<https://rd.acer.org/article/quality-assurance-in-gp-training>

### ACER psychological assessment services

<https://www.acer.org/psychological-assessment-services>

# IMPROVING LEARNING IN... INDIGENOUS EDUCATION

ACER works collaboratively with Aboriginal and Torres Strait Islander learners and communities in undertaking research to inform policy, programs and practices to support Indigenous education.



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## Supporting Indigenous pedagogical leadership

ACER was engaged by the Indigenous Priorities Unit in the Queensland Department of Education and Training (DET) to develop and deliver an Indigenous Leadership Program for 12 Aboriginal and Torres Strait Islander pedagogical leaders in early childhood education.

Participants developed research questions for individual and collective action-research projects, with findings presented at conferences and as case studies. Participants also developed tools and strategies to influence pedagogical dialogue and change; improve outcomes in the early years; and lead, implement and review high-quality teaching and learning. As a result of the program, the Indigenous Pedagogical Leaders received an Australian Council for Educational Leaders Award for Leadership in education.

The program was anchored in a strength-based approach, and informed by the Early Years Learning Framework and 8 Ways (Yunkaporta) pedagogical framework.

## Indigenous students more environmentally aware

Analysis of results from the 2015 Programme for International Student Assessment (PISA) shows that Australia's Indigenous 15-year-olds are more environmentally aware and have higher levels of belief in the value of science than their non-Indigenous peers.

Aboriginal and Torres Strait Islander students also showed higher levels of 'environmental optimism' and demonstrated significantly more knowledge of how science beliefs are constructed than their non-Indigenous peers.

Despite valuing scientific approaches so highly, however, Aboriginal and Torres Strait Islander students showed significantly lower levels of confidence in science, interest in broad science topics, enjoyment of learning science and motivation to learn science than their non-Indigenous peers – four attributes that previous analyses of PISA data have linked to higher levels of achievement.

## Understanding higher education outcomes

Research exploring the factors that influence post-graduation outcomes for disadvantaged students has found that Indigenous and regional graduates have the best employment outcomes in terms of security of tenure, median salary and proportion of graduates earning above \$70 000.

The research also revealed a greater proportion of Aboriginal and Torres Strait Islander graduates than graduates in other equity groups are employed in the public sector. Paid work in the final year of study was associated with improved full-time work for all graduates, but particularly for Indigenous graduates, graduates with a disability and graduates from low-SES backgrounds.

Meanwhile, research by ACER for the National Centre for Student Equity in Higher Education found that Aboriginal and Torres Strait Islander students are among those

most at risk of not completing university. Of all students who commenced a bachelor degree in Australia in 2005, 73.6 per cent had completed their degree by 2013, compared to 46.7 per cent of Aboriginal and Torres Strait Islander students.

## Building financial and consumer literacy

*Knowing Growing Showing*, an ACER-developed consumer and financial literacy teaching resource for Aboriginal and Torres Strait Islander learners, was launched by the Australian Securities and Investments Commission (ASIC) in March 2017 as part of National Close the Gap Day.

The resource, which includes scenarios, lesson ideas and assessment rubrics, support videos and other resources for teachers, is aligned to the Australian Curriculum, ASIC's *MoneySmart* program, and the National Consumer and Financial Literacy Framework.

## Improving the boarding school experience

In 2016 ACER was commissioned by the remote Australia research and innovation group, NintiOne CRC for Remote Economic Participation, to identify issues that confront Aboriginal and Torres Strait Islander students going to boarding schools.

Feedback from interviewees identified issues for children as young as 12 being away from community and fitting into a new educational environment, as well as friction between boarders from different communities.

Interviewees from communities believe that, once suitability for boarding school has been established, a good boarding experience must start with better informed families who are equipped with practical strategies for keeping some control over, and connection with, the processes of preparing for sending their children to boarding school.

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### Indigenous students' beliefs about science

<https://rd.acer.org/article/indigenous-students-beliefs-about-science>

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### Graduate outcomes for disadvantaged students

<https://rd.acer.org/article/graduate-outcomes-for-disadvantaged-students>

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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)

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### Knowing Growing Showing

<https://www.moneysmart.gov.au/teaching/teaching-resources/knowning-growing-showing>

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### Boarding schools and Indigenous learners in the Northern Territory

<https://rd.acer.org/article/boarding-schools-and-indigenous-learners-in-the-northern-territory>

# IMPROVING LEARNING THROUGH... THE STEM DISCIPLINES

ACER research, assessments and programs are supporting the engagement and achievement of students in science, technology, engineering and mathematics – disciplines that are among the most critical for success in the 21st-century workforce.

## **Improving STEM learning: What will it take?**

Delegates at ACER's Research Conference 2016 gathered to consider research that investigates how best to improve science, technology, engineering and mathematics (STEM) learning. The conference, opened by the Australian Government Minister for Education and Training, featured an international panel of speakers showcasing research into what works, and what else it will take, to promote improved STEM learning in schools.

Conference presenters included researchers who work with teachers to engage students in studying STEM-related subjects through targeted teaching, activities like gaming and applying learning from neuroscience. Strategies that encourage engagement with STEM, especially in the primary years, through cross-disciplinary, team-based problem solving approaches show great promise.

## **Bringing real-world maths and science into class**

An ACER evaluation has found that a mentoring program involving university students undertaking degrees in STEM disciplines is a valuable resource in science and maths classes and improves Year 8 and 9 students' confidence in their STEM knowledge and skills.

The evaluation of the In2Science mentoring program, which involved nearly 2000 Victorian school students, also found

that the program had a positive effect on student attitudes to STEM and learning, and on time on-task both during and after the program.

## **Teaching STEM through game-making**

The Australian STEM Video Game Challenge promotes engaging and interactive learning to increase interest and participation in the STEM disciplines by inviting school students to create an original video game.

Coordinated by the ACER Foundation and supported by major partner, the Academy of Interactive Entertainment, as well as government, universities, corporate partners and game developers, the Challenge helps students to understand that STEM disciplines are relevant not just across the obvious STEM fields but in every aspect of their lives.

## **Thinking big in science: going for gold**

Since 2010 ACER has developed the tests for the Australian Science Innovations Big Science Competition for Year 7-10 students of all abilities. Delivered both online and on paper, the questions are aligned with the Australian Curriculum – Science, and draw on real-life examples and contemporary issues to test skills in critical thinking, problem solving and scientific literacy.



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ACER also works with Australian Science Innovations to provide content for Olympiads Online, a free online tool that enables top-performing science students to practise and check their readiness for the Australian Science Olympiad Exams. This work includes provision of a suite of self-diagnostic assessments of knowledge in the biology, chemistry, Earth and environmental science, and physics disciplines.

### **Creating model mathematicians**

The International Mathematical Modeling Challenge (IM2C) is a team-based competition for secondary school students that requires students to devise and apply an original mathematical model to solve a real-world scenario. ACER has managed the implementation of IM2C in Australia since 2016.

In 2017, the scenario involved deciding where to hold a three-day international meeting of participants travelling from different parts of the world in order to minimise jet lag and maximise the productivity of participants at the meeting.

### **Chemistry and mathematics assessments**

The ACER Chemistry Assessment for Incoming Students, an online diagnostic test for universities and foundation colleges, was first administered in 2017. The test assesses

prospective international students' knowledge of the prerequisite concepts required to undertake foundation and preparation programs. The test complements the ACER Mathematics Assessment for Incoming Students, which assists with the placement of students into appropriate mathematics streams at pre-tertiary and tertiary level.

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#### **Research Conference 2016**

[http://research.acer.edu.au/research\\_conference/RC2016](http://research.acer.edu.au/research_conference/RC2016)

#### **Evaluation of the In2science Peer Mentoring Program**

[http://research.acer.edu.au/policy\\_analysis\\_misc/25](http://research.acer.edu.au/policy_analysis_misc/25)

#### **Australian STEM Video Game Challenge**

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

#### **International Mathematical Modeling Challenge**

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

#### **ACER Chemistry Assessment for Incoming Students**

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

#### **ACER Mathematics Assessment for Incoming Students**

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

SPOTLIGHT ON...

## LITTLE J & BIG CUZ

ACER has led the development of *Little J & Big Cuz*, the first animated children's series to feature Indigenous Australians and their culture.



The first series of *Little J & Big Cuz*, ACER Foundation's initiative to support successful transitions to school for Aboriginal and Torres Strait Islander children, produced in partnership with Ned Lander Media, SBS's NITV, Screen Australia, Film Victoria, Screen Tasmania and the Australian Children's Television Foundation, premiered in 2017.

Featuring the voices of Miranda Tapsell (Little J), Deborah Mailman (Big Cuz) and Aaron Fa'aoso (Old Dog), each episode of the ground-breaking animated television series is a narrative adventure designed to build positive connections between children's home environments, school and Country.

The series focuses on the strengths that Aboriginal and Torres Strait Islander children bring to school, getting schools ready for children as well as children ready for school, and the importance of two-way learning, with teachers and schools, and local communities learning from each other.

As the inclusion of Aboriginal and Torres Strait Islander histories and cultures is a key feature of both the Early

Years Learning Framework and the Australian Curriculum, ACER convened a team of Indigenous education consultants to develop a suite of *Little J & Big Cuz* resources that model a way for early years educators and primary teachers to bring Aboriginal and Torres Strait Islander perspectives into the classroom as part of daily conversations.

Tailored to work within pre-schools and primary schools, the resources integrate with the series around episode themes and stories. The resources are available for free on the *Little J & Big Cuz* website along with episode streaming, games for children and supporting resources for families.

The development of the series was informed by extensive ACER research revealing that:

- ▶ achievement gaps between Indigenous and non-Indigenous students can be the equivalent of three years of schooling, and many of these gaps exist at the time children begin school



Image © Ned Lander Media 2016

- ▶ Aboriginal and Torres Strait Islander children in Australia are twice as likely to be identified as developmentally vulnerable, but half as likely to access important early years education
- ▶ a successful start to school is linked to later positive educational and social outcomes, and children who make successful transitions to school are more likely to regard school as important and feel positive about their ability to learn and succeed
- ▶ educational TV programs can help improve children's school readiness by building literacy and numeracy skills, cultural awareness, self-esteem and appropriate behaviours, with such educational benefits potentially lasting into secondary school.

The initial 13-episode animated series was broadcast on NITV and ABC in 2017. Select episodes have been re-voiced in Aboriginal languages Djambarrpuynu, Pitjantjatjara, Arrernte, Walmajarri, Yawuru and palawa kani.

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

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Each episode of the ground-breaking animated television series is a narrative adventure designed to build positive connections.

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## SPOTLIGHT ON...

# AFRICA

Through its high quality research and capacity building projects, ACER is committed to improving learning outcomes throughout Africa.





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ACER developed a macro theory of change ... aimed at initiating long-term and sustainable improvement in student performance

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### **Addressing educational gender disparities**

A holistic and collaborative evidence-based approach is needed to address educational gender disparities, according to a sector review of girls' primary and secondary education in Malawi conducted by ACER on behalf of UNICEF and Malawi's Ministry of Education Science and Technology.

The literature review identified three overarching factors that contribute to educational gender disparities in Malawi: sociocultural factors, school infrastructure and facility factors, and economic factors. Seven priorities to further enhance girls' education in Malawi were then identified.

### **Making a difference**

The ACER Foundation is providing financial and in-kind support for schools in the Berea district of north-west Lesotho, one of the world's least developed countries. ACER's support includes capital works funding to build school buildings and provide heating in classrooms, supply of classroom resources, and funding for vulnerable children in Makhalong Village to attend high school.

### **Citizen-led assessment**

The citizen-led approach to data collection being used in countries such as Mali enables education stakeholders to measure the literacy and numeracy levels of children, whether or not they are currently attending school. ACER was engaged by OAMES, which manages Mali's citizen-led assessment program, to help develop an internal system to monitor and evaluate their effectiveness.

Staff from ACER's Centre for Global Education Monitoring worked with OAMES to develop an evaluation approach and logic model, measurable indicators for identified evaluation outcomes, and evaluation tools for data collection, before defining stakeholder groups and

suggesting sampling approaches as well as guidelines for data analysis and reporting.

### **Effective practices in Eastern and Southern Africa**

An ACER report for UNICEF has found that key strategies for improving learning outcomes of disadvantaged children in Eastern and Southern Africa share two common features: a holistic and coherent approach, and consistent and continuous support over time.

Synthesising the main findings from this study, ACER developed a macro theory of change, anchored in the 'three As' approach focusing on *assessment*, *analysis* and *action*, and aimed at initiating long-term and sustainable improvement in student performance.

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### **Improving girls' education in Malawi**

[http://research.acer.edu.au/monitoring\\_learning/31](http://research.acer.edu.au/monitoring_learning/31)

### **Making a difference in Lesotho**

<https://rd.acer.org/article/making-a-difference-in-lesotho>

### **Measuring the impact of citizen-led assessment for improving the quality of education**

<http://research.acer.edu.au/assessgems/11>

### **Improving quality education and children's learning outcomes**

[http://research.acer.edu.au/monitoring\\_learning/25](http://research.acer.edu.au/monitoring_learning/25)

# COMMISSIONED RESEARCH PROJECTS

## NATIONAL

### **Australian Academy of Science and Australian Academy of Technology and Engineering**

- ▶ SAGE program evaluation

### **Australian Curriculum, Assessment and Reporting Authority**

- ▶ National Assessment Program – Civics and Citizenship Sample Online 2016
- ▶ National Assessment Program – Information and Communication Technology Literacy 2017
- ▶ National Assessment Program – Literacy and Numeracy (NAPLAN)
  - Online distributed marking service and hosting 2017 national marking centre leader training
  - Online test administration – item trial and scaling study
  - Scaling and linking study for adaptive online assessments
  - 2017 trial – writing marking
  - 2017 central analysis of data
  - 2017 equating study
  - 2016 national reporting
  - 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

### **Austrroads**

- ▶ Hazard perception

### **Department of Education and Training**

- ▶ APEC researcher mobility project
- ▶ APEC transnational education data collection project
- ▶ Development of online engagement scale 2017

- ▶ Impact of national language policy and national leadership on studying a foreign language in Australian schools
- ▶ OECD 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 the Postgraduate Research Experience Questionnaire 2017
- ▶ Satisfaction survey of offshore Vocational Education and Training (VET) students
- ▶ Teaching and Learning International Survey (TALIS) national project manager
- ▶ Trends in International Mathematics and Science Study (TIMSS) 2015
- ▶ TIMSS national 2019

### **Department of Health**

- ▶ Registrar satisfaction survey

### **Department of Social Services**

- ▶ Longitudinal Survey of Australian Children

## AUSTRALIAN CAPITAL TERRITORY

### **Department of Education**

- ▶ ACT Scaling Test

## NEW SOUTH WALES

### **Australian College of Physical Scientists and Engineers in Medicine**

- ▶ Review of professional assessment of competency and ability to practice

### **Department of Education and Communities**

- ▶ Selective High Schools Test
- ▶ Test for Year 5 Opportunity Classes
- ▶ Validation of Assessment for Learning and Individual Development (VALID) marking

### **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

## **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**

- ▶ Evaluation of Student Access Program

### **Minister for Employment, Higher Education and Skills**

- ▶ STEM employability

### **National Centre for Vocational Education Research**

- ▶ VET choice

## **TASMANIA**

### **Tasmanian Department of Education**

- ▶ Year 9-12 review

## **VICTORIA**

### **Australian and New Zealand College of Anaesthetists**

- ▶ Exam advancement review

### **Australian Education Union – Victorian Branch**

- ▶ Workload survey

### **Australian Mathematical Sciences Institute**

- ▶ Evaluation of Choose Maths program

### **Department of Education and Training**

- ▶ Assessing professional development needs for trainers and assessors of the National Disability Insurance Scheme (NDIS)
- ▶ Insight assessment program 2016
- ▶ Pathways to higher education through VET in Victoria
- ▶ Principal for a Day
- ▶ Redesign of the Student Attitudes to School Survey and the School Parent Opinion Survey

### **Latrobe University**

- ▶ Evaluation of In2Science peer mentoring program

### **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 Centre for Excellence in Child and Family Welfare**

- ▶ Raising expectations for young people leaving care

### **University of Melbourne**

- ▶ E4Kids research analysis

### **Victorian Curriculum and Assessment Authority**

- ▶ Victorian General Achievement Test

### **Wallis Strategic Market and Social Research**

- ▶ Career Outcomes Survey

## **WESTERN AUSTRALIA**

### **The Graham (Polly) Farmer Foundation**

- ▶ Evaluation of the Tom Price Primary School Learning Club

## **INTERNATIONAL**

### **Abu Dhabi Education Council**

- ▶ External Measure of Student Achievement (United Arab Emirates)
- ▶ PIRLS (United Arab Emirates)
- ▶ PISA based test for schools (United Arab Emirates)
- ▶ PISA (United Arab Emirates)
- ▶ TIMSS (United Arab Emirates)

### **Asian Development Bank**

- ▶ Developing strategy for quality pre-primary education for all and parenting education for ECCE (Indonesia)
- ▶ Support to assessment centre - Puspendik - Phase 2 (Indonesia)
- ▶ Support to curriculum reform (Indonesia)

### **Australian Department of Foreign Affairs and Trade**

- ▶ Australia Awards Global Tracer Facility (Global)
- ▶ Education Analytics Service (Global)
- ▶ Global Educational Monitoring (Global)
- ▶ Teacher development and school-based management (Timor-Leste)

### **Australian High Commission - Bangladesh**

- ▶ Review of technical assistance - PEDP3 implementation (Bangladesh)

### **Boston College**

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

### **British Council**

- ▶ English Impact international assessment of English language capability. Sampling and technical support. (Global)

### **Cambridge Education**

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

### **Department of Examinations Sri Lanka**

- ▶ IRT and Conquest workshop (Sri Lanka)

### **Department of Secondary and Higher Education Bangladesh**

- ▶ Learning Assessment of Secondary Institutions 2017 (Bangladesh)

### **Educational Testing Service**

- ▶ TOEFL

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

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

### **International Baccalaureate Association**

- ▶ IB ISA research study (Asia Pacific)

### **Knowledge and Human Development Authority**

- ▶ PIRLS (United Arab Emirates)
- ▶ PISA based test for schools (United Arab Emirates)
- ▶ PISA (United Arab Emirates)
- ▶ TIMSS (United Arab Emirates)

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

- ▶ Development of instruments for OECD LEEP module (Global)
- ▶ International Early Learning Study (Global)
- ▶ Literature review on achieving progress and success for Indigenous students in education
- ▶ Review of items for the global competence measure included in PISA 2018 assessments (Global)
- ▶ Review PIAAC Numeracy Assessment Framework (Global)

### **Palladium International**

- ▶ Design of the PNG education program (Papua New Guinea)
- ▶ INOVASI - INAP Support 2016 (Indonesia)
- ▶ Research study - literacy and numeracy policy implementation at the primary school level (Papua New Guinea)

### **Public Education Evaluation Commission**

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

### **Secrétariat of the Pacific Community (SPC)**

- ▶ Strengthening regional education assessment project - Pacific Islands Literacy and Numeracy Assessment (PILNA) (Pacific Islands)

### **Standards and Testing Agency**

- ▶ Item Writing Key Stage 1 Maths (United Kingdom)
- ▶ Item Writing Key Stage 2 English Reading, Maths (United Kingdom)
- ▶ Skills Tests Numeracy (United Kingdom)

### **The Campbell Collaboration Inc**

- ▶ Systematic review on interventions for anxiety in school-aged children with autism spectrum disorder

**The Directorate for Learning - Scottish Government**

- ▶ Scottish National Assessment (Scotland)

**UAE Ministry of Education**

- ▶ National Assessment Program 2016 (United Arab Emirates)
- ▶ PIRLS (United Arab Emirates)
- ▶ PISA based test for schools (United Arab Emirates)
- ▶ PISA (United Arab Emirates)
- ▶ TIMSS (United Arab Emirates)

**UNICEF**

- ▶ ECCD Tracer Study (Philippines)
- ▶ Review of girls' education (Malawi)
- ▶ South East Asia Primary Learning Metric (South East Asia)
- ▶ Zimbabwe Early Learning Assessment program (Zimbabwe)

**WESTAT**

- ▶ PISA 2018 sampling (Global)

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# FINANCIAL SUMMARY

Australian Council for Educational Research Limited and Controlled Entities  
ABN 19 004 398 145

CONSOLIDATED STATEMENT OF PROFIT OR LOSS FOR THE YEAR ENDED 30 JUNE 2017	2017 \$	2016 \$
Revenue	<b>84 545 687</b>	78 684 755
Changes in inventories and work in progress	<b>336 466</b>	(142 041)
Purchases and consumables	<b>(3 476 350)</b>	(2 793 377)
Employee and contractor benefits	<b>(52 802 483)</b>	(49 471 903)
Depreciation and amortisation	<b>(2 035 797)</b>	(1 627 037)
Freight and cartage	<b>(419 536)</b>	(503 259)
Advertising	<b>(245 062)</b>	(173 390)
Computer expenses	<b>(1 583 673)</b>	(1 239 110)
Rent and occupancy	<b>(1 430 702)</b>	(1 198 948)
Consultancies	<b>(10 610 845)</b>	(9 620 647)
Printing and stationery	<b>(1 443 393)</b>	(1 416 452)
Royalties	<b>(328 435)</b>	(310 738)
Repairs and maintenance	<b>(699 953)</b>	(567 995)
Travel	<b>(2 966 522)</b>	(2 901 952)
Finance costs	<b>(193)</b>	(1 896)
Other expenses	<b>(6 798 888)</b>	(6 597 122)
<b>Operating surplus before income taxes</b>	<b>40 321</b>	118 888
Income tax benefit	<b>2 823</b>	16 589
<b>Operating surplus for the year net of tax</b>	<b>43 144</b>	135 477

<b>CONSOLIDATED STATEMENT OF FINANCIAL POSITION</b>		
<b>AS AT 30 JUNE 2017</b>	<b>2017</b>	<b>2016</b>
	<b>\$</b>	<b>\$</b>
<b>ASSETS</b>		
Current assets		
Cash and cash equivalents	<b>10 721 266</b>	10 868 772
Trade and other receivables	<b>12 408 843</b>	12 642 486
Inventories	<b>1 432 936</b>	1 769 402
Current tax asset	<b>16 724</b>	15 003
Other assets	<b>8 524 618</b>	8 448 914
<b>Total current assets</b>	<b>33 104 387</b>	33 744 577
Non-current assets		
Property, plant and equipment	<b>53 396 924</b>	37 536 843
Intangible assets	<b>1 244 883</b>	1 969 967
Other assets	<b>56 558</b>	32 016
<b>Total non-current assets</b>	<b>54 698 365</b>	39 538 826
<b>TOTAL ASSETS</b>	<b>87 802 752</b>	73 283 403
<b>LIABILITIES</b>		
Current liabilities		
Trade and other payables	<b>13 480 146</b>	12 031 327
Financial liabilities	<b>12 198</b>	300 943
Short-term provisions	<b>9 986 109</b>	9 165 629
<b>Total current liabilities</b>	<b>23 478 453</b>	21 497 899
Non-current liabilities		
Financial liabilities	-	24 212
Other long-term provisions	<b>1 314 032</b>	1 174 317
<b>Total non-current liabilities</b>	<b>1 314 032</b>	1 198 529
<b>TOTAL LIABILITIES</b>	<b>24 792 485</b>	22 696 428
<b>NET ASSETS</b>	<b>63 010 267</b>	50 586 975
<b>EQUITY</b>		
Reserves	<b>21 672 874</b>	9 695 763
Accumulated surpluses	<b>41 337 393</b>	40 891 212
<b>TOTAL EQUITY</b>	<b>63 010 267</b>	50 586 975

<b>CONSOLIDATED STATEMENT OF CASH FLOWS</b>		
<b>FOR THE YEAR ENDED 30 JUNE 2017</b>	<b>2017</b>	<b>2016</b>
	<b>\$</b>	<b>\$</b>
Cash from operating activities:		
Receipts from customers	<b>90 868 556</b>	81 401 535
Payments to suppliers and employees	<b>(85 452 541)</b>	(79 268 891)
Interest received	<b>22 798</b>	20 651
Interest paid	-	(1 313)
Income tax paid (refunded)	<b>1 102</b>	(19 221)
<b>Net cash provided by (used in) operating activities</b>	<b>5 439 915</b>	2 132 761
Cash flows from investing activities:		
Acquisition of property, plant and equipment	<b>(5 382 130)</b>	(1 714 004)
Acquisition of intangible assets	<b>(205 291)</b>	(1 152 396)
<b>Net cash used by investing activities</b>	<b>(5 587 421)</b>	(2 866 400)
<b>Net increase (decrease) in cash and cash equivalents</b>	<b>(147 506)</b>	(733 639)
Cash and cash equivalents at beginning of year	<b>10 868 772</b>	11 602 411
<b>Cash and cash equivalents at end of year</b>	<b>10 721 266</b>	10 868 772

# ACER BOARD OF DIRECTORS

## CHAIR

**Mr Anthony Mackay**

## DEPUTY CHAIR

**Ms Robyn Baker**

**Ms Prue Anderson  
(to December 2016)**

BA, MA *Monash*, DipEd *La T*  
Principal Research Fellow  
ACER

**Ms Robyn Baker ONZM**

MEd *University of Victoria, Wellington*,  
DipTeach *Christchurch College of Education*,  
BSc *Otago*  
Education Consultant

**Mr Tony Cook PSM**

DipT, *Mt Gravatt CAE*, BEd *QUT*  
Associate Secretary  
Early Childhood, Schools and Youth,  
Department of Education

**Dr Brian Croke**

BA(Hons), DipEd, DPhil *Oxford*, HonDLitt  
*Macquarie*, FAHA  
Executive Director  
Catholic Education Commission  
New South Wales

**Dr Daniel Edwards  
(from December 2016)**

BA(Hons), PhD *Monash*  
Research Director Tertiary Education  
ACER

**Emeritus Professor Bill Loudon AM  
(from December 2016)**

BA *WA*, DipEd *WA Secondary TC*, BEd,  
MEd *Murdoch*, PhD *Toronto*, FACE  
Emeritus Professor  
University of Western Australia

**Mr Anthony Mackay AM**

BEd, BEd *Monash*, MA(Ed) *London*, FACE,  
FACEL, FIPAAV, FRSA  
Chief Executive Officer  
Centre for Strategic Education (CSE)

**Professor Geoff Masters AO**

BSc, MEd *UWA*, PhD *Chicago*, FACE,  
FACEL  
Chief Executive Officer  
ACER

**Dr Sandra Milligan**

BSc, BEd(Hons), MEd *UWA*, PhD *Melb*,  
FAICD  
Director  
Assessment Resource Centre

**Emeritus Professor Paige Porter**

BA *Missouri*, MA, PhD *Stanford*, FACE  
Emeritus Professor  
University of Western Australia

**Dr Jim Watterston**

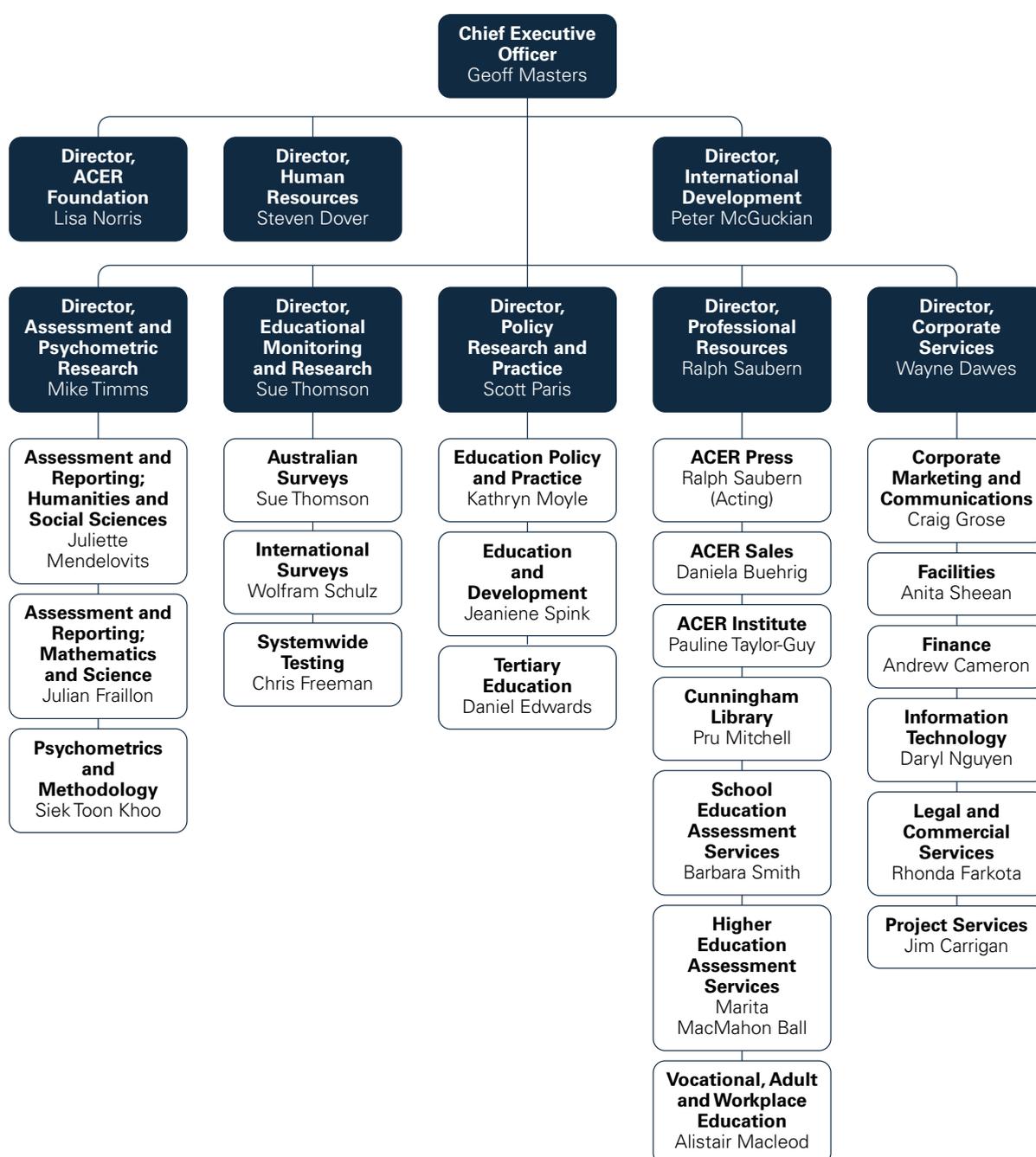
DipEd, BEd *Edith Cowan*, PGDipEdAdmin,  
MEd *Curtin*, EdD *UWA*, FACEL  
Director-General  
Department of Education and Training  
Queensland

# ORGANISATIONAL STRUCTURE

As at June 2017

The Australian Council for Educational Research Limited (ACER) is a not-for-profit organisation wholly independent of government. 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 of ACER's subsidiaries and branch and representative offices around the globe. It is governed by the ACER Board of Directors (see page 30).



# ACER STAFF

As at June 2017

## CEO'S OFFICE

### Chief Executive Officer

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

### Executive Manager

O'Shannassy, Catherine, BA(Hons) *Deakin*, GradDipMgt *RMIT*

### Senior Administrative Officer

Kemp, Catherine

## ACER FOUNDATION

### Director, ACER Foundation

Norris, Lisa, BA(Fashion), CertBus *RMIT*, CertPM *AIM*

## HUMAN RESOURCES

### Director, Human Resources

Dover, Steven, GradDipOrgCh&Dev *RMIT*, MTEdMgt *Melb*

### Human Resource Business Partners

Arsenie, Andreea, BAPsych *SFU*, MHRM *Monash*

James, Kelly-ann, BHRM, BPsych *VU* GradDipPsych, GradCertOrgLead *Monash*

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

## INTERNATIONAL DEVELOPMENT

### Director, International Development

McGuckian, Peter, BAgSc, DipEd *Melb*

### Manager, International Development

Jain, Richa, BCom(Hons), DipFin, MBA *ISB*

### Administrative Officer

Smith, Laura

## India

### CEO, ACER India

Kaushik, Amit, BA(Hons), MA(Hons) *Panjab*, GradDipPubPol *ISS*

### Research Director, ACER India

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

### Manager, Professional Learning

Star, Jennifer, BA(Hons) *Macquarie*, GradDipEd *UNE*, MSc Education *Oxon*

### Senior Project Director and Head, Sales

Jain, Varun

### Finance Manager, ACER India

Pratibha, CA *India*

### Research Fellows

Bhagat, Abha, BSc(Hons), MSc, BEd *Burdwan*, PhD *Jadavpur*

Cherian, Anit, BA(Hons), MBA, BEd, MA

Killimangalam, Ashtamurthy, BA *Madras*, MA, MPhil *CIEFL India*

Kumar, Umesh, BSc, MA, PhD *Agra, India*

Sen, Bikramjit, BSc(Hons), MSc (EnvSc) *Calcutta*

Sharma, Anu Radha, BSc(Math), BEd, MSc(Math) *MDU Haryana, India*

Yadav, Neelam, BEd, MSc *Rajasthan*

### Data Analysts

Khatoon, Mariya

Pattusamy, Murugan, BBA, MBA, PhD *Anna*

### Manager, Sales and Marketing

Bhumbla, Anu, BCom, MBA (Fin&Mktg) *Asia Pacific Institute of Management, New Delhi*

### Publishing Manager

Dutta, Amitav, BSc(Agri) *Assam Agricultural University*, MBA *UQ*

### EA/Administration Assistant

Dutta, Jeniya

### Reception Officer

Puri, Sakshi, BA(Hons) *Delhi*, PGDipBusAdmin *Symbiosis Centre*

## Indonesia

### Country Representative, Indonesia

Ganda, Lani, MM(IntlMgt) *FE-UI*, CHRMs *Prasetya Mulya*

### Senior Project Officer

Aisyah, Miranti Putri, SSos *Universitas Indonesia*, GradCertEnv, MEnv(Rsch) *ANU*

### Administrative Officer

Mustikasari, Dina, AMd *Universitas Terbuka*

Djojopranoto, Christien, BA (LandArch) *Trisakti*, MMng *SBus Indonesia*

## United Arab Emirates

### Manager, ACER Branch Office Dubai

Egbert, Alan, BSc *Lucknow*, BEd *Deakin*

### Project Managers

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

Fraij, Emad, BSc (Geol), MA AppSci (Archaeology)

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

### Senior Project Officer

Broca, Amrita, MA(AppPsych) *Jamia Millia Islamia*

### Project Officer

Jadeja, Namrata, BComm(Acc&Fin), PGDipMktgMgt

### Project Officer - Arabic

Mawla, Mahmoud

### Subject Specialist - Arabic

Salem, Aboubakr

### Driver/Office Assistant

Gedara, Thilakarathna

## United Kingdom

### Research Director, General Manager UK

Mendelovits, Juliette, BA(Hons), DipEd *La T*, MA(Eng) *Melb*

### Research Director, International Surveys

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

### Office Administrator

Glavina, Mary, BA(Hons) *Nottingham*, GradDipLaw *University of Law*

### Research Officer

Krstic, Sladana, BSc *Westminster*, MSc *LSBU*, EdD *IOE*

### Assessment Services Officer

Omar, Mohamed, BSc (Multimedia&CompSci) *Hertfordshire*

### Senior Project Manager

O'Toole, Ben, BA *Deakin*

### Programme Manager

Jokelainen, Mirikka, BA, MA *Helsinki*, BBA(Hons) *Haaga-Helia*

### Project Assistants

Stanyon, Rachel, DipModLang, BA(Hons), GradDipSocTheory *Melb*, MA *Monash*, CELTA

Webster, Robert, BSc(Hons) *Southampton*

### Education Sales Consultants

Elliott, Victoria

Hartney, Laura, BA(Hons) *Open University*

## ASSESSMENT AND PSYCHOMETRIC RESEARCH

### Director, Assessment and Psychometric Research

Timms, Michael, BA(Hons), MA, PhD *UC Berkeley*

### New Business Manager

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

### Senior Administrative Officer

Mattea, Julia, BBus(HRM), BBA *Deakin*, CertIV(TTT)

### Senior Research Fellow

McCurry, Doug, BA(Hons), DipEd *La T*, PhD *Monash*

### Senior Project Director

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

## Assessment and Reporting (Humanities and Social Sciences)

### Acting Research Director, Assessment and Reporting (Humanities and Social Sciences)

Anderson, Prue, BA, MEdSt *Monash*, DipEd *La T*

### Principal Research Fellow

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

### Senior Research Fellows

Butler, Mark, BSc(Hons) *Warwick*, PGCE *Manchester*, BEd *Monash*, DipEd *Rusden*, GradCertEduLead *VUT*, MEd *RMIT*, MPD *AIPM*

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

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

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

Nixon, Judy, BA, DipEd *Melb*, BA(Hons) Psych *Deakin*, MPsych *Monash*

Ramalingam, Dara, BA, BSc(Hons) Psych *Melb*

### Research Fellows

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

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

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

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

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

Duckworth, Daniel, BA(Hons) *La T*, GradDipEd *Melb*

Gross, Roslyn, BA(Hons), DipEd *Melb*

Halpin, Karin, BA, GradDipEd *Monash*

Heard, Jonathan, BA *Adelaide*, GCertArts(ArtHist), DipEd, MEd *Melb*

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

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

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

Reimers, Trisha, BTeach *Deakin*, BA *UWA*

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

Rolley, Anne-Maree, DipTeach, BEd, MA, MEd

Rollo, Greta, CertIV ProfWriting&Editing *CAE*, BEd(Hons) *Sydney*, MTeach *UTS*

Sendy-Smithers, Lynn, BA, DipEd *Monash*, COGE *UNSW*

Vine, Daniel, BTheol *YTU*, BA(Hons), GradDipEd *Melb*, PhD *Monash*

Watkins, Sian, BA *Monash*, DipEd *La T*

### Research Officer

Helou, Laila, BA *Aleppo*, MMgt(Acc) *Melb*, CertIV Train&Assess *VU*

## Assessment and Reporting (Mathematics and Science)

### Research Director, Assessment and Reporting (Mathematics and Science)

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### Senior Project Director

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

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

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

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

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

Halliday, Jennifer, BSc *Monash*, DipEd *La T*, MEd *Melb*

Harding, John, BSc, BEd *Monash*, DipEd *Rusden DipArts Bendigo*

Holmes, Jessica, BSc, MSc, GradCertAdvLearn&Lead *Melb*

Hudson, Ross, BScEd *Melb*, MSc, PhD *Curtin*

Kreibich, Robyn, BSc(Hons), DipEd *Monash*

MacKinnon, Philip, BSc(Hons), GradCertMgmt, PhD *Adelaide*

Mannion, Andrew, BSc, DipEd, MEdSt *Monash*

McGill, Katherine, MEng(Hons) *Glas*, GDipEd *Melb*

Monckton, Stewart, BSc(Hons) *Environ Studies*, MSc *Ecology Sund*, PGCE *York*, PGCE (IB Diploma) *Melb*

Munro-Smith, Pam, BSc, MNum *Melb*, DipEd *Monash*

Osborne, Kristy, BAppSci(Hons), PhD (Physics), GCert (Academic Practice) *QUT*

Pearce, Jacob, BA(Hons), BSc *Melb*

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Spithill, James, BA *Macquarie*, GDipAppSci(InstrDesign&Tech) *Deakin*

Taylor, Rebecca, BSc(Hons), GradDipEd, PhD *Melb*

Thau, Felicia, BSc, DipEd *Melb*

Van Beeck, Lisa, BEd *Melb*, MEd *ACU*

Watts, Zachary, BAppSci *MIT*, PhD *ANU*

Zouboulis, Stavroula, BSc/BEd *Monash*, PGCertEdSt(GiftEd), MEd *Melb*

#### Research Officers

Dean, Kristy, BA (Arabic&Visual Arts) *Deakin*

Kent, Nina, BAppSci *Deakin*, MA (Stats&OperResearch) *MIT*

Knight, Rose, DipT, BEd, MEd *ACU*

Kreibich, Sarah, BA(Hons) *Monash*

Plotka, Anna, BA, BMus *Melb*

#### Administration Officer

Van Grunsven, Maryanne

## Psychometrics and Methodology

### Research Director, Psychometrics and Methodology

Khoo, Siek Toon, BSc *Canterbury*, DipEd *Singapore*, GradDipCompSc *La T*, MEdSt *Monash*, PhD *UCLA*

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Bibby, Yan, BEng *Shanghai*, MEng *Auck*, CertIT *Newcastle*, GradDipAppFinInv *SIA*

Tan, Ling, BAppSci(Hons) *MIT*, PhD *Monash*

Urbach, Daniel, BCom(Hons) *Monash*, MAssess&Eval *Melb*

### Research Fellows

Kambouris, Steven, BA(Hons), BSc *Melb*, BSc(Hons) *Monash*

Lee, Eunjung, BAPsych, MA (OrgPsych) *Korea*, PhD (Psych&QuantitativeFoundations) *Iowa*

Menyen, Thoa, GradDipPsych, MSc *Monash*, GradDipSS *Swin*

Ozolins, Clare, BA/LLB *Monash*, BTeach(Primary) *Melb*, MSc(AppStat) *Swin*

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

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

Zhang, Liang-Cheng, BEd *NTNU (Taiwan)*, MEd *UT*, GradDipEcon *UQ*, PhD *Griffith*

## EDUCATIONAL MONITORING AND RESEARCH

### Director, Educational Monitoring and Research

Thomson, Sue, BAppSci *MIT*, 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, BEd, MEd *UNSW*, DipEd *SCAE*

### Senior Research Fellow

Buttress, Wei, BBus(Int Fin), BA(Foreign Lang) *Shenyang*, DipPrjMgt *Swin*, MEd(Mgt&Lead) *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*, DipIntColour&Design

## International Surveys

### Principal Research Fellows

Ainley, John, BSc, MEd, PhD *Melb*, FACE  
Berezner, Alla, BSs, MSc *Moscow State University*  
Gebhardt, Eveline, MA Psych *UvA, Amsterdam*  
Turner, Ross, MSc, DipEd *Melb*, DipEdPsych *Monash*  
Walker, Maurice, BA(Hons) *VUW*, MAssessEval *Melb*

### Manager, Perth Office and Principal Research Fellow

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

### Senior Research Fellows

Daraganov, Alexander, BSc(Hons, Physics) *Minsk*, PhD (Physics) *Monash*  
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*  
Schwantner, Ursula, Mag. Phil (EdSci), Dr. Phil (EdSci) *Paris-Lodron University of Salzburg*

### Research Fellows

Awidi, Isaiah, BA(Hons), MBA(MIS) *Ghana*, MSc (Edu Tech) *Twente*, PhD (Edu Tech) *Edith Cowan*, CertIV Train&Assess  
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*  
Kwong, Renee, BBus(Mkt) *RMIT*, PostgradCertAssess&Eval, MAssess&Eval *Melb*  
Lay, Dulce, BEc, DipLang(Chinese) *La T*, GradDipSc, MSc(Applied Statistics) *Swin*  
Ockwell, Louise, BA(Hons) Psych, *Melb*  
Patterson, Leigh, BCom, BSocSc *Curtin*, BA, GradDipProfEd *UWA*  
Robertson, Sally, BSc(Hons), MA *VUW*  
Scouler, Claire, BA(Hons) *Napier*, MSc *Edin*, PhD *Melb*  
Tabata, Naoko, BEd(Special Ed) *Kyoto University of Education*, MEd(Int&ComparativeEd) *Indiana-Bloomington*, DEd(Program Evaluation) *Melb*  
Vista, Alvin, BEd *Philippines*, MA *UGA*, PhD *Melb*  
Waters, Charlotte, BSc, BA, PostgradCertArts *Melb*

### Research Officer

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

### Senior Project Officer

Webber, Michelle

### Administrative Officer

Butcher, Caterina

## 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, BBSc *La T*, GradDipPsych, MAssess&Eval *Melb*

### Research Fellows

Ahmed, Kashfee, BBA (Mktg&Int) *North South University*, MSc (Eco Dvt) *Glasgow*  
Buckley, Sarah, BSc(Hons), PhD *Melb*  
Fullarton, Jessica, BSocSci, GradDipSciAS *Swin*, MASR *Monash*  
O'Grady, Elizabeth, BSocSc(Psych), PGradDipPsych *Swin*  
Schmid, Marina, BA(Psych) *VU*, GradDip(Psych) *Deakin*  
Underwood, Catherine, BA, GradCert(SocStats), *Swin*

### Research Officer

Carslake, Toby, BBSc(Psych) *Flinders*  
Rodrigues, Sima, BSc(Hons), MSc *Jahangirnagar*, MPH *Melb*

### Senior Administrative Officer

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

### Administrative Officer

Young-Thornton, Juliet

## POLICY RESEARCH AND PRACTICE

### Director, Policy Research and Practice

Paris, Scott, BA *University of Michigan*, PhD *Indiana University*

### Senior Administrative Officer

Damianidis, Sofia, AssocDipBus(Admin) *Casey*

## Education Policy and Practice

### Research Director, Education Policy and Practice

Moyle, Kathryn, PhD, MEd, BEd, MACE

### Principal Research Fellows

Hollingsworth, Hilary, DipT, BEd, PhD *Deakin*  
Ingvarson, Lawrence, BSc, DipEd *UWA*, MA *London*, PhD *Monash*, FACE  
Rothman, Sheldon, BA *Massachusetts*, MAT *New Mexico State*, MEd(Hons) *UNE*, EdD *Harvard*

### Senior Research Fellow

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

### Research Fellows

Cloney, Dan, BBehSc *Griffith*, MIR *UQ*, PhD *Melb*  
Milgate, Gina, BCom(Mkt&Mgt), GradDipBusStud(Mkt&Mgt),  
GradCertHighEd *UNE*  
Reid, Kate, BA, BSc(Hons), MPsy, PhD *Melb*, MSc(Applied  
Statistics) *Swin*

## Tertiary Education

### Research Director, Tertiary Education

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 Fellows

Doyle, Jo, BA *Adelaide*, BTeach *Melb*, CertIV Workplace  
Training&Ass *Swin*  
Matthews, Darren, GradCertBusAdmin *Swin*  
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

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

### Research Officer

Taylor, Amanda, BA, DipA, MIDP *Monash*

### Senior Administrative Officer

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

### Project Officer

Denahy, Amy

## PROFESSIONAL RESOURCES

### Director, Professional Resources

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

### Tender and Proposal Coordinator

Evano, Carmen, BSc(Stats) *Philippines*

### Project Manager - PAT Global

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

## ACER Press

### Project Director - ACER Press

Coleiro, Amanda, BComm(Public Relations) *Monash*,  
CertArts&DipArts(ProfWriting&Editing) *Chisholm*, GradDip  
(Editing&Publishing) *RMIT*, CertIV Train&Asses *Box Hill*

### Teacher Magazine Editor

Earp, Jo, BSc(Hons) *Northumbria*

### Production Manager

Coates, Jillian, DipPM

### Digital Sales Specialist, Teacher Magazine

Grigg, Inez, BBus(Mktg) *RMIT*

### Editorial Assistant, Teacher Magazine

Vukovic, Rebecca, BA *Monash*

### Development Editor

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

### Publishing Assistant

Goodwin, Shaneen, BA *Deakin*, PGDip (Publishing&Editing)  
*Monash*

## Cunningham Library

### Manager, Information Services

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

### Records Manager

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

### Senior Librarian, Technical Services

Grimston, Tine, BEd Librarianship *Melb State Coll*

### Senior Librarian, Indexing Services

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

### Senior Librarian, Dissemination

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*

### Records Support Officer

Khan, Shamsun, BA *Dhaka University*, Bangladesh

### Librarian Technician

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

### **Librarian - Collection and Organisation**

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

### **Assistant Librarian**

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

### **Librarian**

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

## **Vocational, Adult and Workplace Education 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

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

### **Senior Project Officer**

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

### **Project Officers**

Dover, Beza

Gillingham, Zoe, CertIII Bus *Aegis*, CertIV Train&Assess *MWT Institute*

Hinrichsen, Sarah

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&WebComp) *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*

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

### **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*

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

### **Project Officers**

Chen, Ling, BCompSci *La T*

Ong, Francis

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**

Dowling, Tarli, BBus *La T*

### **Project Director - ALC**

Bertolissi, Gabriella, BA *Melb*, DipEd *Monash*, GradDip Japanese for Professionals *Swin*, GradCertEduLeadership *Deakin*

### **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 - Scholarship and Placement Test Programs**

Summers, Denise, BEd, MEdMgmt *Melb*, Cert IV Train & Assess *Box Hill Institute*, MACEL

### **Project Director - OARS**

Pimlott, Mark, BEd *Edith Cowan*

### **Project Director - VCAA Languages Assessment**

Nojima, Fusae, BA(Hons) *Melb*

### **Project Directors**

Choi, Monty

Meachen, Janine, CertIII Bus Admin

Saunders, Jabez, DipArts *NMIT*

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

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

### **Education Consultant**

Kralj, Marc, DipTeach *UniSA*

### **Online Support Coordinators**

Haines, Scott, BBIS *Deakin*

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

### **Senior Project Officers**

Bates, Jaclyn, BPrimEd *Wollongong*

Major, Victoria, BA, GradDipPsych *Melb*

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*

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

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

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

### ACER Academy

#### **Senior Project Director, ACER Academy**

Sturzaker, Karen

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

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

#### **Educational Design and Content Coordinator**

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

### 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 *CCAE*, MEd *Monash*

#### **Course Coordinator**

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

#### **Course Coordinator, Professional Learning**

Nelson, Clare, BA(Hons) *London*, DipEd *Monash*, MEd *JCU*, MICD *Deakin*, GradCertBusMgt *Holmesglen*

#### **Project Officer**

Watts, Danielle, BA *Monash*

#### **Student Administrative Officer**

Appleby, Gayle

#### **Administrative Officer**

Taylor, Margaret, DipPM

### ACER Sales

#### **Manager, ACER Sales**

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

#### **Consultant Psychologist - Clinical and Organisational**

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

#### **Account Manager**

White, Matthew

#### **Marketing Coordinator**

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

#### **Distribution Manager**

O'Loughlin, David

#### **Product Coordinator**

Kamvissis, Maree

#### **Customer Service Officers**

Gardiner, Jan

Grace, Paul, BA(Hons) *Curtin*

Marshall, Lexie

#### **Specialist Bookseller**

Morgan, Sue

#### **Despatch Officers**

Gilder, Peter

Smith, Richard

## 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*

### Online Services

#### **Online Services Manager**

Harth, Eric, BSc(CompSc) *Loughborough*

#### **Senior Web Developer**

Sarafraz, Johl

#### **Web Designer / Developer**

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

#### **Online Communications Officer**

Koch, Josh, Dip ProfWriting&Editing *RMIT*

### Creative Services

#### **Creative Services Manager**

Macedo, Luis

#### **Creative Services Assistant Manager**

Wilson, Karen

#### **Graphic Designers**

Clifford, Dominic

Gonzalez, Frank

Khater, Michel

McGregor, Wendy

Samuel, Grace

## 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*

### Managing Editor, Editorial Services

Cockle, Kylie, BA *Melb*, GradDip (Editing&Publishing) *RMIT*

### Reports Editor

Leech, Rebecca, BA(Hons) *Deakin*

## Facilities

### Facilities and Services Manager

Sheean, Anita

### Senior Project Officer

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

### Administration Assistant

Dudley, Michelle

### Receptionist

Fernandez, Jacinta

### Despatch and Maintenance Officer

Green, David

### General Officer

Koglin, Dianne

## Information Technology

### Chief Technology Officer

Nguyen, Daryl, BIS *Monash*

## Infrastructure, Network and Support

### Chief Technology Officer

Nguyen, Daryl, BIS *Monash*

### IT Infrastructure and Security Manager

Collins, Chris

### Helpdesk Manager

Morling, Lucas

### Software Engineers

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

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

### Support Engineers

Huynh, Tai, BCompSci *Monash*

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

### Desktop Support Officers

Kelly, Aidan, CertIV CompProg&Networking *NMIT*, BNet *MIT*

McGilvery, Andrew

Raats, Robert

## Software Development

### Chief Software Engineer

Daws, Alisdair, BSc(Hons) GradDip(Internet&WebComp), PhD, MTech(Internet&WebComp)

### Operations Manager, Horizon

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

### Technical Lead

Wurm, Matt, BFA *VCA*, GradDip(Internet&WebComp), MTech(Internet&WebComp) *RMIT*

### IT Business Analysts

Simpson, Rebecca, DipMgmt *RMIT*

Wright, Karen, CertIV Assess&WorkplaceTraining *AIM*, GradCertSocSci (TechComms) *Swin*

### Senior Software Engineers

Chan, Phooi Lai, BComp(Hons) *Monash*

Golden, Paul, BSc, BIS *Melb*

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

Pham, Huyen, BCompSci *La T*

Wiweka, Yan, BEng *Maranatha*, MIS *Melb*

### Software Engineers

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

Anderson, Nathan, BCompInfSc *Adelaide*

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

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

Charalambous, Zen, BITS(Hons) *Monash*

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

Lam, Winson, BEng(Hons) *Melb*

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

McClurg, Jason, BEng(Hons) *Swin*

Sugiarto, Jenny, BIT *RMIT*

Tanabe, Gabriel, BSc *Philippines*

Timms, Morgan

Tran, David, BMultimedia, AdvDipCompSci *Swin*

Van, Hieu, BCompSci *La T*

Yip, Kan

### Online Support Officer, Horizon

Worrall, Cameron, BIT *Monash*

## Project Services

### **Project Services Manager**

Carrigan, Jim, MEI *Swin*

### **Project Services Officers**

Isoko, Manami

Newman, Libby

Nishiguchi, Kazuko

Pell, Mathew

Peters, Kenneth

### **Scanning and Marking Systems Administrator**

Jinks, Robert

### **Coordinator, Marking Operations**

Lennie, Christine, DipTeach *Melb*, GradDipEduTech

### **Project Services Coordinator**

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

## 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 Officer**

Foot, Christopher, DipLibrary/InfoServices *VU*

## Finance

### **Group Financial Controller**

Cameron, Andrew, BCom *Deakin*, CPA

### **Financial Controller**

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

### **Divisional Accountants**

Lin, Trista, BCom (Acc/Fin) *Melb*, CPA

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

### **Corporate Accountant**

Kuek, Jeanie, BBus(Acc) *Monash*, CPA

### **Financial Accountant**

Trembath, Stewart, BBus, GradCert (Acc/Fin) *Swin*

### **Assistant Accountant**

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

### **Graduate Accountant**

Kamarinos, John

### **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 (India)*, BEd GNDU (*India*),  
MIT(BusSys) *Deakin*

### **Payroll Officer**

Rafton, Denise



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