ACER 2016-2017 Annual Report

Australian Council for Educational Research (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.

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.
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.
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.
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.

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
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 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...
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.

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
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
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

Studying early childhood education in the Philippines

Fostering Understanding of Early Numeracy Development
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

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

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

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.

Designing assessment for radiopharmaceutical scientist training

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

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
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.
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.

Indigenous students’ beliefs about science
https://rd.acer.org/article/indigenous-students-beliefs-about-science

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

Completing university in a growing sector: Is equity an issue?
http://research.acer.edu.au/higher_education/43

Knowing Growing Showing
https://www.moneysmart.gov.au/teaching/teaching-resources/knowing-growing-showing

Boarding schools and Indigenous learners in the Northern Territory
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.
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.
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.
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 Djamarrpuynu, Pitjantjatjara, Arrernte, Walmajarri, Yawuru and palawa kani.

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

www.littlejandbigcuz.com.au
SPOTLIGHT ON...

AFRICA

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

Improving girls’ education in Malawi
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
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

Austroads
- 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

### 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)

Secretariat 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)
BOOKS AND REPORTS

https://research.acer.edu.au/cgi/viewcontent.cgi?referer=&httpsredir=1&article=1025&context=aer

Friedman, Tim; Schwantner, Ursula; Spink, Jeaniene; Tabata, Naoko; Waters, Charlotte (July 2016). Improving quality education and children's learning outcomes and effective practices in the Eastern and Southern African Region. Melbourne: ACER.
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Masters, Geoff N.; Moyle, Kathryn; Rothman, Sheldon; Hollingsworth, Hilary; Perrett, Bill; Weldon, Paul R.; Perkins, Kate; Brown, Justin; Radloff, Ali; Freeman, Patricia; Damianidis, Sofi (2016). Review of Years 9 to 12 Tasmania: final report. Melbourne: ACER.
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http://dx.doi.org/10.1007/978-3-319-39357-5

Thomson, Sue; De Bortoli, Lisa; Underwood, Catherine (December 2016). PISA 2015: a first look at Australia's results. Melbourne: ACER.
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CHAPTERS IN BOOKS


Milgate, Gina (June 2016). Building empowerment partnerships between schools and communities. In N. Harrison & J. Sellwood (Eds.) Learning and teaching in Aboriginal and Torres Strait Islander education (pp. 193-206). South Melbourne: Oxford University Press.


Parker, Rachel; Fraillon, Julian (September 2016). Is global the new citizenship? *Curriculum Perspectives*, 36(2), 76-82.


**RESEARCH BRIEFINGS AND POLICY PAPERS**

Belisle, Michelle; Cassity, Elizabeth; Kaciala, Ratieli; Seniloli, Mere T.; Taoi, Torika (December 2016). Pacific Islands Literacy and Numeracy Assessment: collaboration and innovation in reporting and dissemination. *Using assessment data in education policy and practice: examples from the Asia Pacific 1*. Melbourne & Bangkok: ACER & UNESCO.

http://research.acer.edu.au/cgi/viewcontent.cgi?article=1023&context=ar_misc


Edwards, Daniel; Radoff, Ali; McMillan, Julie (September 2016). University experience in Australia and Japan: using a common survey to understand similarities and differences. *Joining the Dots: research briefing 3(5)*. Melbourne: ACER.


Tobin, Mollie (July 2016). Childhood trauma: developmental pathways and implications for the classroom. *Changing minds: discussions in neuroscience, psychology and...*

OTHER PERIODICALS AND NEWSPAPERS


Masters, Geoff (30 November 2016). STEM sells, but not if maths is the sum of all fears. The Australian, 12.


## CONSOLIDATED STATEMENT OF PROFIT OR LOSS
### FOR THE YEAR ENDED 30 JUNE 2017

<table>
<thead>
<tr>
<th>Description</th>
<th>2017</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revenue</td>
<td>84,545,687</td>
<td>78,684,755</td>
</tr>
<tr>
<td>Changes in inventories and work in progress</td>
<td>336,466</td>
<td>(142,041)</td>
</tr>
<tr>
<td>Purchases and consumables</td>
<td>(3,476,350)</td>
<td>(2,793,377)</td>
</tr>
<tr>
<td>Employee and contractor benefits</td>
<td>(52,802,483)</td>
<td>(49,471,903)</td>
</tr>
<tr>
<td>Depreciation and amortisation</td>
<td>(2,035,797)</td>
<td>(1,627,037)</td>
</tr>
<tr>
<td>Freight and cartage</td>
<td>(419,536)</td>
<td>(503,259)</td>
</tr>
<tr>
<td>Advertising</td>
<td>(245,062)</td>
<td>(173,390)</td>
</tr>
<tr>
<td>Computer expenses</td>
<td>(1,583,673)</td>
<td>(1,239,110)</td>
</tr>
<tr>
<td>Rent and occupancy</td>
<td>(1,430,702)</td>
<td>(1,198,948)</td>
</tr>
<tr>
<td>Consultancies</td>
<td>(10,610,845)</td>
<td>(9,620,647)</td>
</tr>
<tr>
<td>Printing and stationery</td>
<td>(1,443,393)</td>
<td>(1,416,452)</td>
</tr>
<tr>
<td>Royalties</td>
<td>(328,435)</td>
<td>(310,738)</td>
</tr>
<tr>
<td>Repairs and maintenance</td>
<td>(699,953)</td>
<td>(567,995)</td>
</tr>
<tr>
<td>Travel</td>
<td>(2,966,522)</td>
<td>(2,901,952)</td>
</tr>
<tr>
<td>Finance costs</td>
<td>(193)</td>
<td>(189)</td>
</tr>
<tr>
<td>Other expenses</td>
<td>(6,798,888)</td>
<td>(6,597,122)</td>
</tr>
<tr>
<td><strong>Operating surplus before income taxes</strong></td>
<td>40,321</td>
<td>118,888</td>
</tr>
<tr>
<td><strong>Income tax benefit</strong></td>
<td>2,823</td>
<td>16,589</td>
</tr>
<tr>
<td><strong>Operating surplus for the year net of tax</strong></td>
<td>43,144</td>
<td>135,477</td>
</tr>
</tbody>
</table>
### CONSOLIDATED STATEMENT OF FINANCIAL POSITION

**AS AT 30 JUNE 2017**

<table>
<thead>
<tr>
<th>Assets</th>
<th>2017</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ASSETS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current assets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash and cash equivalents</td>
<td>10,721,266</td>
<td>10,868,772</td>
</tr>
<tr>
<td>Trade and other receivables</td>
<td>12,408,843</td>
<td>12,642,486</td>
</tr>
<tr>
<td>Inventories</td>
<td>1,432,936</td>
<td>1,769,402</td>
</tr>
<tr>
<td>Current tax asset</td>
<td>16,724</td>
<td>15,003</td>
</tr>
<tr>
<td>Other assets</td>
<td>8,524,618</td>
<td>8,448,914</td>
</tr>
<tr>
<td><strong>Total current assets</strong></td>
<td>33,104,387</td>
<td>33,744,577</td>
</tr>
<tr>
<td>Non-current assets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Property, plant and equipment</td>
<td>53,396,924</td>
<td>37,536,843</td>
</tr>
<tr>
<td>Intangible assets</td>
<td>1,244,883</td>
<td>1,969,967</td>
</tr>
<tr>
<td>Other assets</td>
<td>56,558</td>
<td>32,016</td>
</tr>
<tr>
<td><strong>Total non-current assets</strong></td>
<td>54,698,365</td>
<td>39,538,826</td>
</tr>
<tr>
<td><strong>TOTAL ASSETS</strong></td>
<td>87,802,752</td>
<td>73,283,403</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Liabilities</th>
<th>2017</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LIABILITIES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current liabilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trade and other payables</td>
<td>13,480,146</td>
<td>12,031,327</td>
</tr>
<tr>
<td>Financial liabilities</td>
<td>12,198</td>
<td>300,943</td>
</tr>
<tr>
<td>Short-term provisions</td>
<td>9,986,109</td>
<td>9,165,629</td>
</tr>
<tr>
<td><strong>Total current liabilities</strong></td>
<td>23,478,453</td>
<td>21,497,899</td>
</tr>
<tr>
<td>Non-current liabilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Financial liabilities</td>
<td>-</td>
<td>24,212</td>
</tr>
<tr>
<td>Other long-term provisions</td>
<td>1,314,032</td>
<td>1,174,317</td>
</tr>
<tr>
<td><strong>Total non-current liabilities</strong></td>
<td>1,314,032</td>
<td>1,198,529</td>
</tr>
<tr>
<td><strong>TOTAL LIABILITIES</strong></td>
<td>24,792,485</td>
<td>22,696,428</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Net Assets</th>
<th>2017</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NET ASSETS</strong></td>
<td>63,010,267</td>
<td>50,586,975</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Equity</th>
<th>2017</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reserves</td>
<td>21,672,874</td>
<td>9,695,763</td>
</tr>
<tr>
<td>Accumulated surpluses</td>
<td>41,337,393</td>
<td>40,891,212</td>
</tr>
<tr>
<td><strong>TOTAL EQUITY</strong></td>
<td>63,010,267</td>
<td>50,586,975</td>
</tr>
</tbody>
</table>

### CONSOLIDATED STATEMENT OF CASH FLOWS

**FOR THE YEAR ENDED 30 JUNE 2017**

<table>
<thead>
<tr>
<th>Cash from operating activities:</th>
<th>2017</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Receipts from customers</td>
<td>90,868,556</td>
<td>81,401,535</td>
</tr>
<tr>
<td>Payments to suppliers and employees</td>
<td>(85,452,541)</td>
<td>(79,268,891)</td>
</tr>
<tr>
<td>Interest received</td>
<td>22,798</td>
<td>20,651</td>
</tr>
<tr>
<td>Interest paid</td>
<td>-</td>
<td>(1,313)</td>
</tr>
<tr>
<td>Income tax paid (refunded)</td>
<td>1,102</td>
<td>(19,221)</td>
</tr>
<tr>
<td><strong>Net cash provided by (used in) operating activities</strong></td>
<td>5,439,915</td>
<td>2,132,761</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cash flows from investing activities:</th>
<th>2017</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acquisition of property, plant and equipment</td>
<td>(5,382,130)</td>
<td>(1,714,004)</td>
</tr>
<tr>
<td>Acquisition of intangible assets</td>
<td>(205,291)</td>
<td>(1,152,396)</td>
</tr>
<tr>
<td><strong>Net cash used by investing activities</strong></td>
<td>(5,587,421)</td>
<td>(2,866,400)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Net increase (decrease) in cash and cash equivalents</th>
<th>2017</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>(147,506)</td>
<td>(733,639)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cash and cash equivalents at beginning of year</th>
<th>2017</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>10,868,772</td>
<td>11,602,411</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cash and cash equivalents at end of year</th>
<th>2017</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>10,721,266</td>
<td>10,868,772</td>
<td></td>
</tr>
</tbody>
</table>
ACER BOARD
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Ms Prue Anderson
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DipTeach Christchurch College of Education,
BSc Otago
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Early Childhood, Schools and Youth,
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Department of Education and Training
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ACER STAFF
As at June 2017

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

Executive Manager
O’Shanassy, Catherine, BA(Hons) Deakin, GradDipMgt RMIT

Senior Administrative Officer
Kemp, Catherine

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Director, ACER Foundation
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James, Kelly-ann, BHRM, BPsyCh U/GradDipPsych, GradCertOrgLead Monash
McLoughlan, Carolyn, BCom RMIT, MHRM Monash

INTERNATIONAL DEVELOPMENT

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McCuckian, Peter, BA(AgSc), DipEd Melb

Manager, International Development
Jain, Richa, BCom(Hons), DipFin, MBA ISB

Administrative Officer
Smith, Laura

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CEO, ACER India
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Senior Project Director and Head, Sales
Jain, Varun

Finance Manager, ACER India
Pratibha, CA India

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Cherian, Anit, BA(Hons), MBA, BEd, MA
Kilimangalam, Ashtamurthy, BA Madras, MA, MPhil CIEFL India
Kumar, Umesh, BSc, MA, PhD Agra, India

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Sharma, Anu Radha, BSc(Math), BEd, MSc(Math) MDU Haryana, India
Yadav, Neelam, BEd, MSc Rajasthan

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Pattusamy, Murugan, BBA, MBA, PhD Anna

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

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Country Representative, Indonesia
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Senior Project Officer
Aisyah, Miranti Puti, SSos Universitas Indonesia, GradCertEnv, MEnv(Rsch) ANU

Administrative Officer
Mustikasari, Dina, AMd Universitas Terbuka
Djojopranoto, Christien, BA (LandArch) Trisakti, MMng SBIS Indonesia

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Manager, ACER Branch Office Dubai
Egbert, Alan, BSc Lucknow, BEd Deakin

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YWCA of Delhi, PGDBA Symbiosis Center, ProfDiplGraphDes&Multimedia Arena Multimedia, New Delhi
Frai, 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, BCom(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, BAI(Hons), DipEd La T, MA(Eng) Melb

Research Director, International Surveys
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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, BAI(Maths) Chandigarh (India), BEd GNDU (India), MIT(BusSys) Deakin

Payroll Officer
Rafton, Denise