

ANNUAL REPORT
2017-18





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ABOUT ACER

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.

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 has more than 430 staff located in Adelaide, Brisbane, Dubai, Jakarta, Kuala Lumpur, London, Melbourne, New Delhi, Perth and Sydney.

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.



FROM THE CEO

ACER has a strong commitment to evidence, excellence and equity in education, to improve outcomes for learners across the lifespan and around the world.

Throughout the year ACER contributed to educational policy and practice. In Australia, we provided input to David Gonski's report, Review to Achieve Educational Excellence in Australian Schools. At the state level, I was commissioned to review the New South Wales curriculum. ACER's annual Research Conference once again gathered the education community, this time to discuss leadership.

The year has seen further development of ACER as a global organisation, and an increasing proportion of our work is conducted outside Australia. Dr Desmond Birmingham was appointed as CEO of ACER UK in 2018, joining Amit Kaushik, who commenced as CEO of ACER India in 2017. ACER is also exploring the possibility of establishing a representative office in Malaysia.

ACER's leadership has been strengthened with the appointment of Dr Sue Thomson to the role of Deputy CEO (Research) and Ralph Saubern as Deputy CEO (Professional Resources).

We welcomed Mr Anthony Mackay AM as Chair of the ACER Board after Professor Paige Porter retired as chair at the end of 2017, on the expiry of her term. Professor Porter was a member of ACER for a total of 18 years, ten as chair of the Board.

This report describes a selection of ways in which ACER continues to provide data and research evidence to inform efforts to address educational challenges.



A handwritten signature in black ink that reads "Geoff Masters". The signature is fluid and cursive, with the first letter 'G' being particularly large and stylized.

Professor Geoff Masters AO
Chief Executive Officer, ACER



YEAR IN REVIEW

Each year, ACER is involved in a large number of research projects, covering school education, higher education, the development sector, Indigenous education, early childhood education and vocational, adult and workplace education. Throughout the year we continued work on major ongoing projects such as the OECD Programme for International Student Assessment (PISA), OECD Teaching and Learning International Survey (TALIS), IEA Trends in International Mathematics and Science Study (TIMSS), IEA International Civic and Citizenship Education Study, South-East Asia Primary Learning Metric (SEA-PLM) and Scottish National Standardised Assessments. Many other consultancies were also conducted for governments and other organisations, both in Australia and other countries. The Cunningham Library provides information resources and services for staff and other researchers, policymakers and educators to locate and use research information.

In addition, ACER offers regular assessment services including the Progressive Achievement suite focusing on assessing and monitoring student growth over time and scholarship and selection testing for schools. ACER continues to provide a range of admissions tests for higher education, including the Graduate Medical School Admissions Test (GAMSAT) and the Special Tertiary Admissions Test (STAT).



ACER is a higher education provider and offers a Graduate Certificate in Education – Assessment of Student Learning along with a range of short courses, seminars and webinars for educators and other professionals to support improved learning.

ACER is a publisher and distributor of quality educational publications and resources. Products are offered through the ACER online shop (shop.acer.edu.au) and bookshops. There is a wide range of products, with some published by ACER, and some distributed for publishers in the education, psychology, organisational development, special needs and allied health markets.

These projects are part of the broad range of ACER's work that continues year to year. Some particular highlights of 2017–18 are described in the following pages.

Research Centres

Centre for Global Education Monitoring

The GEM Centre is a collaboration between ACER and the Australian Government's Department of Foreign Affairs and Trade (DFAT). It supports the development of educational initiatives especially within the Indo-Pacific region, but also more widely including Africa, South America, and various parts of Central, South and East Asia. DFAT has funded the Centre's work to strengthen national, regional and international assessment programs. DFAT's support also enables ACER to participate and

represent regional interests within global discussion on education, including in the context of the 2030 Agenda for Sustainable Development.

Centre for Assessment Reform and Innovation

Through the Centre for Assessment Reform and Innovation (CARI), ACER is working to transform educational assessment – to redefine its purposes and methods. Through CARI, ACER is exploring and researching different aspects of assessment theory and practice. The recent focus has been an investigation of alternative ways to communicate student learning progress. This involved the exploration of alternatives to the traditional 'school report' currently being used in schools and the use of technology in communicating student learning progress.

Centre for Education Policy and Practice

The Centre for Education Policy and Practice promotes the interconnection between research, policy and practice and investigates what works to meet learners' needs and improve learning outcomes. It also examines ways in which research can be informed by a thorough understanding of the perspectives of policymakers and practitioners. The latest in the Policy Insights series, *Challenges in STEM learning in Australian schools*, called for well-considered, systemic and joined-up policies to address the challenges of improving student outcomes, building the STEM teacher workforce and rethinking the STEM curriculum.



ACER Foundation

The ACER Foundation works in collaboration with external partners to initiate, develop and manage projects that address the needs of educationally disadvantaged groups in the community.

Little J & Big Cuz

The television series initiated by ACER to support the home-to-school transitions of young Indigenous children, *Little J & Big Cuz*, won a 2018 Logie Award for 'Most outstanding children's program', Best Children's Television Series at the 2017 SAE ATOM Awards, and an Australian Writers' Guild Award.

Episodes have been translated into several Indigenous languages and education resources provide support for Early Years (K-2) educators with ideas and options for including Aboriginal and/or Torres Strait Islander knowledge, understanding and skills in their teaching and learning programs. The second series is underway and will be screened on two national broadcasters in 2020.

Case studies developed as part of a Dusseldorp Forum funded evaluation of the series revealed that using *Little J & Big Cuz* in education settings supported learners' emotional development and wellbeing, and assisted language development.

Making a difference in Lesotho

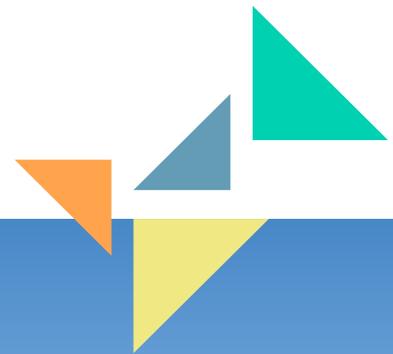
The ACER Foundation funded the construction of five classrooms in Molelle Primary School, Lesotho. The project allows many more local children to attend school, included the connection to electricity supply and provision of a water tank, furniture and school resources. A number of ACER staff are also sponsoring local students to complete their secondary schooling.

STEM Video Game Challenge

The Australian STEM Video Game Challenge continues to be popular among students, with 2018 seeing 470 teams submitting a game. This represents thousands of students and hundreds of teacher mentors engaged in the program.

Facilitated by the ACER Foundation, the ongoing mission of the Australian STEM Video Game Challenge is to help engage Australian students with STEM (science, technology, engineering and mathematics) disciplines in a new and exciting way, and to facilitate inquiry-based learning that inspires and prepares the next generation of Australian students for the future.

Winners were presented with their awards at PAX AUS, the largest gaming expo in the Southern Hemisphere. Scienceworks in Melbourne followed up with a STEM Video Game Challenge Arcade from November.



Little J & Big Cuz





Project highlights

NSW Curriculum Review

In early 2018, ACER Chief Executive Professor Geoff Masters AO was appointed to lead a comprehensive review of the New South Wales K–12 school curriculum, the first major review of the entire NSW school curriculum in 30 years.

The review aimed to ensure that the curriculum prepares students to meet the challenges and opportunities of the 21st century, taking into account and expanding on the findings of David Gonski's report into Australian school education. The review process included public consultations and submissions and an interim report in 2019.

Gonski review

ACER had significant input into, and influence on, national and international education policy. This included input into the deliberations of the Review to Achieve Educational Excellence in Australian Schools led by David Gonski AC and providing advice to governments on the implementation of the recommendations in the final report.

Research Conference

Research Conference 2017 was held in Melbourne in August on the theme 'Leadership for improving learning: Insights from research'. Keynote speakers included Viviane Robinson, Chris Sarra, Amanda Datnow and Toby Greany. There were also many concurrent speakers.

Scottish National Standardised Assessments

The Scottish National Standardised Assessments (SNSA) enable schools to deliver online computer adaptive assessments. The development and delivery of this assessment program was a massive undertaking, managed by ACER UK with support from Australia. The online national assessment program was developed on schedule, with tests available from August 2017.

Pacific Community partnership

The Australian and New Zealand governments, together with ACER, formalised a €12.8 million commitment with the Pacific Community (SPC) towards education in the Pacific region that extends to 2023. The funding, as well as a technical partnership with ACER, puts SPC in a solid position to serve educational needs in the region.

ACER has a long history of supporting innovative SPC initiatives, including the analysis and reporting for PILNA 2015. This new partnership formalises the relationship and highlights ACER's commitment to education in the region.

International Mathematical Modeling Challenge

A team from Radford College in Canberra topped the class in the international round of judging in the 2018 International Mathematical Modeling Challenge (IM2C)

The team members were joined by the four teams whose reports were designated 'meritorious' for activities and an awards ceremony in Melbourne in August. Those teams come from schools in Shanghai (China), Dobbs Ferry (USA), Taipei (Taiwan), and Bandung (Indonesia).



Coordinated in Australia by ACER, IM2C is a mathematical modelling competition that invites teams of up to four students from secondary schools to visualise, understand and apply mathematics to develop an original mathematical model that solves a common problem. This was the fourth international challenge, and the third time Australia has participated.

Principal Performance Improvement Tool

The Principal Performance Improvement Tool (PPIT) was developed in liaison with the Western Australian Department of Education through consultations with more than 150 school principals. ACER has now developed three ACER 'improvement tools', the others being the National School Improvement Tool (NSIT) and the Education System Improvement Tool (ESIT).

Student sense of belonging

PISA Australia in Focus Number 1: Sense of belonging at school, published by ACER in June, reported that more Australian students than their OECD peers feel like outsiders at school.

The Organisation for Economic Co-operation and Development's Programme for International Student Assessment (PISA) is a large-scale three-yearly study of more than half a million 15-year-olds in 72 countries, including 14 500 students in 750 Australian schools.

Supporting children with autism spectrum disorder

ACER published the Westmead Feelings Program in September 2017. The program aims to enhance the emotional awareness of children with autism spectrum disorder (ASD) and mild intellectual disability. It builds on their knowledge and awareness of their own and others' emotions, develops their skills in perspective taking and empathy and enhances their capacity to regulate their own emotions; in particular, managing negative or unpleasant ones. The program was created by the Developmental Psychiatry Research Team at the Kids Research Institute at the Children's Hospital at Westmead.

PISA Australia in Focus Number 1: Sense of belonging at school, published by ACER in June, reported that more Australian students than their OECD peers feel like outsiders at school.



FOCUS ON...

LEARNING PROGRESS

ACER's approach to assessment is founded on the belief that assessment can support all learners to make good progress in their learning.

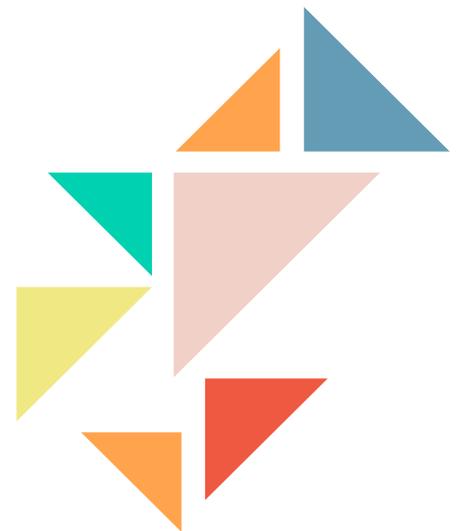
The ACER approach to assessment

ACER's approach to assessment helps educators establish where learners are in their learning at different levels of detail: in a broad area of learning such as a school subject; a sub-area of learning; or to reveal where a student might be having difficulties. Assessment results can be used to identify starting points for further teaching, to monitor progress and to evaluate the effectiveness of teaching strategies and interventions.

People learn successfully when they are given learning opportunities at an appropriate level of challenge. Learning is much less likely when people are taught what they

already know or if they lack the prerequisite knowledge and skills for what they are being taught.

Most teachers understand this and attempt to teach every student at an appropriate level, but they work within external constraints. The Australian Curriculum, for example, ties what a student is expected to learn to their year level. Research shows that the most advanced 10 per cent of students in each school year are about five to six years ahead of the least advanced 10 per cent of students. This means the year-level curriculum seriously misses the mark for many students, because its expectations are either too low or too high.



Measuring progressive achievement

ACER's Progressive Achievement (PAT) approach is used in thousands of schools in Australia and around the world. The approach focuses on assessing and monitoring student growth over time and targeting teaching accordingly, and is underpinned by the understanding that students of the same age and in the same year of school can be at very different points in their learning and development. Many educators will be familiar with PAT assessments in Maths, Reading and Science and, more recently, Early Years, Vocabulary Skills and STEM Contexts, which are connected with an extensive collection of teaching resources and supported by a range of professional learning options.

ACER's approach to assessment was central to the development of the Scottish National Standardised Assessments. ACER works with the Scottish Government, in partnership with Twig and SCHOLAR, to develop and deliver assessments of literacy and numeracy learning progress. The assessments are online and adaptive. Each learner is presented with a similar number of items, but the difficulty of the pathway completed by different learners varies according to their performance on earlier questions. The adaptive nature of the assessments means the approach is based around next-steps in learning and the focus is on formative, diagnostic assessment to improve learning and teaching.

ACER's learning progressions and the Learning Progression Explorer

A learning progression describes what it typically looks like for learners to move from early to more advanced knowledge, skills and understandings within a domain. ACER has developed learning progressions for reading comprehension and mathematics. A prototype of an online tool to display and explore these learning progressions – known as the Learning Progression Explorer (LPE) – has also been developed. The LPE is intended to support instructional and assessment programs, but is not a replacement for them.

Learning progress and the Gonski review

In 2018, Mr David Gonski AC conducted a review of the Australian education system. The subsequent report contained a number of important recommendations, including one that the curriculum should be restructured into learning progressions, and another that teachers should be able to access online and on-demand assessment resources aligned with these progressions. The principles underpinning these recommendations were consistent with ACER's submission to the review, work on describing learning progress, and advocacy for the use of assessment as a tool to promote learning progress.

Learning progressions in a global context

Just as learning progressions can be used in classrooms to understand the progress of a diverse group of students, they can also be used by the international assessment community to understand the progress of learners in diverse

country contexts and to reach consistent understandings of that progress across international borders.

The ACER Centre for Global Education Monitoring is working to develop a global set of learning progressions for use in reporting against Sustainable Development Goal (SDG) 4: Quality Education. This complements the substantial program of work led by the UNESCO Institute for Statistics and the Global Alliance to Monitor Learning to develop strategies for monitoring learning against SDG 4.

Links

A Commitment to Growth: Essays on Education by Professor Geoff Masters AO

<https://shop.acer.edu.au/a-commitment-to-growth>

Learning Progressions in ACER's Work

https://research.acer.edu.au/cgi/viewcontent.cgi?article=1034&context=monitoring_learning

Progressive Achievement Tests

<https://www.acer.org/au/pat>

ACER Learning Progression Explorer

<https://www.acer.org/au/gem/learning-progression-explorer>

Scottish national assessments

<https://rd.acer.org/article/scottish-national-assessments-inform-next-steps-for-learning>





FOCUS ON...

LEARNING IN DEVELOPING COUNTRIES

ACER brings an academically rigorous and research-based orientation to the Sustainable Development Goal focus on measuring learning outcomes, and provides support for education initiatives and strategies within the development sector.

Measuring childhood learning in Southeast Asia

The Southeast Asian Primary Learning Metric assessment (SEA-PLM) was designed to provide assessment tools to measure the learning achievement in numeracy, literacy and global citizenship of Grade 5 students in Southeast Asia. The project was a collaboration between ACER, the Southeast Asian Ministers of Education Organization (SEAMEO) and the United Nations Children's Fund (UNICEF). ACER continues to support the project through providing capacity building and technical support to participating countries, and plays a central role in ensuring SEA-PLM meets international standards.

Supporting Timor-Leste’s capacity to assess teaching and learning

ACER was commissioned by UNICEF to evaluate Timor-Leste’s educational assessment capabilities. The analysis not only offered insights into the country’s current assessment capacity, but also identified opportunities for capacity development. It recommended a phased approach to building a stronger understanding of assessments and their purposes and uses among policymakers and practitioners. From this, Timor-Leste could develop a national assessment strategy, and the capacity to participate in the SEA-PLM to make progress towards achieving United Nations Sustainable Development Goals.

What works in education and teacher development

The Education Analytics Service was established by the Australian Department of Foreign Affairs and Trade (DFAT) to improve the extent and quality of evidence and expertise used to inform its education policy and programs, and is managed by ACER and Cardno.

The service examined what works best in education for development when it comes to getting all children into school, keeping them in school, ensuring a quality education and ensuring they graduate with the knowledge and skills to make a difference in their own lives and in the lives of others. The provision of reading materials, especially in the early years, targeted teacher training, the provision of teaching materials and curriculum reform, and teacher workforce interventions were found to be high impact and cost-effective in education for development.

Understanding the impact of ‘Australian-made skills’

The Australia Awards Global Tracer Facility led by ACER has researched the ways in which international recipients of Australian Government scholarships have developed practical and transferable skills and expertise that allow them to make a difference in their chosen fields. The Facility is the first of its kind in the world, and explores global outcomes from the 1950s through to the 2010s, and has conducted interviews with alumni from a range of countries including Fiji, Sri Lanka, Kenya, Nepal, Sri Lanka, Vanuatu, Mongolia, Solomon Islands, Indonesia and China.

Supporting assessment of teaching and learning of 21st-century skills

The Optimizing Assessment for All program is designed to change the way educational assessment is perceived and used, targeting problem-solving, critical thinking and collaboration skills in maths, science and social sciences. It aims to improve the assessment, teaching and learning of 21st-century skills, in support of United Nations Sustainable Development Goal 4. The development and implementation of assessment approaches in three focus countries – Cambodia, Nepal and Mongolia – were used as case studies to identify best practice. The findings will be reported and shared with stakeholders across the region. ACER is the technical partner for this Brookings Institution project.

Strengthening systemic capacity on learning assessment

Supported by UNICEF India, ACER India is strengthening capacity at the state level by building a robust and responsive learning assessment system that yields reliable data to inform educational policy. The project will build capacities of key officials in the State Council of Educational Research and Training, District Institutes of Education and Training and Samagra Shiksha Abhiyan to implement assessments that gauge progress in learning and generate data for improvements in policy, planning and pedagogical practice. The states covered include Bihar, Chhattisgarh, Jharkhand, Jammu and Kashmir and Uttar Pradesh.

Curriculum reform in Asia

ACER hosted a conference in Jakarta on ‘Effective practices for curriculum reform in Asia’ with 300 experts from the Philippines, India and South Korea sharing experiences of curriculum reform and lessons learned. The conference was delivered by ACER in 2017 for the Analytical and Capacity Development Partnership, a facility that promotes education sector-wide policy research and dialogue.

Recognising the positive impact of early education

The Philippines Early Childhood Care and Development Longitudinal Study measured the literacy, mathematics and social and emotional development of 4300 children over a four-year period, from 2014 to 2018. The study allowed policymakers to compare the skill development of children who participated in preschool education with those who had not, and monitor performance and growth over time.

Funded by UNICEF and DFAT, ACER conducted the study with SEAMEO with support from the Assessment, Curriculum and Technology Research Centre.

ACER education and development

www.acer.org/research/areas-of-research/education-and-development

ACER Centre for Global Education Monitoring (GEM)

<https://www.acer.org/au/gem>

Southeast Asia Primary Learning Metrics (SEA-PLM)

<https://www.seaplmm.org/>

What Works Best in Education for Development: A super synthesis of the evidence

https://research.acer.edu.au/int_research/2/

Australia Awards Tracer Facility

www.australiaawardstracerfacility.org





FOCUS ON...

STUDENT WELLBEING

ACER conducts research into student wellbeing around the world, and also provides tools for teachers and parents to work with young people's emotional needs.

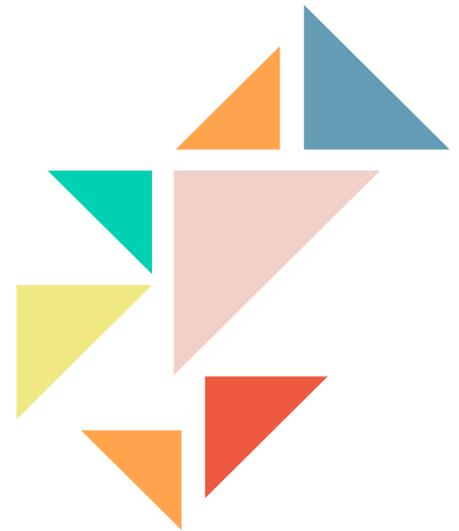
PISA sheds light on student wellbeing

The OECD Programme for International Student Assessment (PISA) tracks trends in student achievement in science, reading and maths. Questionnaires completed at the same time also report on classroom climate, sense of belonging, motivation and anxiety.

Managed in Australia by ACER, PISA is a large-scale three-yearly study of more than half a million 15-year-olds in 72 countries.

Australian student responses to the 2015 school questionnaire investigating classroom climate and student behaviour revealed that the proportions of students who reported that other students don't listen to teachers increased over the six cycles of the PISA surveys since 2000.

While students reported that classroom noise and not listening to teachers had increased, they also said their relationships with teachers had improved. Principals



indicated that disruption and lack of respect had less impact on student learning today than in the past.

PISA also showed that Australian students, on average, reported a poorer sense of belonging at school compared to students across the OECD. Sense of belonging in Australia declined overall between 2003 and 2015, across all demographic groups.

Australian 15-year-olds are more motivated to achieve than the majority of their OECD peers, but motivation is significantly affected by disadvantage. Lower motivation levels were reported by students experiencing disadvantage associated with an Indigenous background, low socioeconomic status and living in a rural or remote area.

Australian students reported higher levels of schoolwork-related anxiety than the OECD average, with 65 per cent worrying they will get poor grades at school. In all participating countries, including Australia, females reported higher anxiety related to their school work than males.

Preparing for life after school

The 2016 International Civic and Citizenship Education Study reported on how well Grade 8 students in 24 countries were being prepared for their role in society as responsible citizens. The study involved 94 000 students and 37 000 teachers and was led internationally by Dr Wolfram Schulz of ACER.

More than half the students surveyed reported being laughed at or called by an abusive nickname at least once in the past three months. One in five reported having possessions broken by others or threats of physical violence, while 16 per cent reported being physically attacked and 10 per cent being cyberbullied. The results showed many schools had adopted initiatives to counter bullying at school.

The study found a strong association between students' increased experiences of physical or verbal abuse and low civic knowledge.

Family fun vital

Researchers from ACER and the University of Western Australia found a relationship between family cohesion and student wellbeing in the middle years. The study drew on the 2014 Australian Child Wellbeing Project, which surveyed 5440 Australian students in Years 4, 6 and 8.

At Year 4, having fun together with family was the strongest predictor of life satisfaction. At Year 6, the strongest influence was the frequency with which students reported feeling low. At Year 8, having fun with the family was again the strongest predictor of life satisfaction, followed by the frequency of feeling low.

Australian students becoming more stressed

Significant challenges to the wellbeing and school performance of Australian students were found in analysis of the Social and Emotional Wellbeing Survey, which was designed by Professor Michael Bernard from the

University of Melbourne. ACER published the survey and has administered it to students in Years 2–12 in over 700 Australian schools since 2003. A new edition was released in 2018.

Support for children with autism

The Westmead Feelings Program develops parents' and teachers' emotion coaching skills, supporting children to understand emotions, solve problems and ultimately manage their feelings in everyday settings. Clinical psychologist Dr Michelle Wong developed the program at the Kids Research Institute at the Children's Hospital at Westmead. Following an evaluation in 64 schools in New South Wales, ACER came on board to help share the Westmead Feelings Program with professionals working with children with autism all over Australia, including those in regional and rural communities.

PISA Australia in Focus: (Sense of belonging at school, Motivation, Anxiety)

<https://www.acer.org/au/pisa>

Classroom climate

<https://www.acer.org/au/snapshots>

Westmead Feelings Program

<https://www.acer.org/westmead-feelings-program>

Social and Emotional Wellbeing Survey

www.acer.org/au/sew

Bullying link to low civic knowledge

<https://rd.acer.org/article/civic-students-international-civic-and-citizenship-education-study-report>

Family fun vital

<https://rd.acer.org/article/family-fun-the-key-to-a-good-life-in-adolescence>



COMMISSIONED RESEARCH PROJECTS 2017–18

INTERNATIONAL

Abu Dhabi Department of Education and Knowledge

Consultancy services for implementation of PISA 2018 field trial (United Arab Emirates)

External Measure of Student Achievement (United Arab Emirates)

International assessment research study/question a day (United Arab Emirates)

PISA based test for schools (United Arab Emirates)

ABT Associates

Basic education specialist – teacher development and school-based management (Timor-Leste)

Boston College

eTIMSS Mathematics (Global)

PIRLS 2021 consultancy (Global)

British Council

English impact sampling consultancy (Global)

The Brookings Institution

Optimising assessment for all (Global)

Cardno Emerging Markets

Myanmar Education Quality Improvement Program (Myanmar)

Coffey International

Basic education quality and access in Lao PDR program (Lao PDR)

Department of Foreign Affairs, Trade and Development Canada

Formative evaluation of the scaling-up Teacher Professional Development for Quality Education (Jordan)

Directorate of Secondary and Higher Education Bangladesh

Learning assessment of secondary institutions (Bangladesh)

Education Testing Service

TOEFL

International Association for the Evaluation of Educational Achievement

International Civic and Citizenship Education Study – 2016 (Global)

International Civic and Citizenship Education Study – 2022 (Global)

International Computer and Information Literacy Study (Global)

OECD Teaching and Learning International Survey (TALIS) 2018 (Global)

International Baccalaureate Association

IB ISA research study (Asia Pacific)

Knowledge and Human Development Authority

eTIMSS field trial 2019 (United Arab Emirates)

PISA 2018 field trial (United Arab Emirates)

PISA based test for schools (United Arab Emirates)

TALIS main study (United Arab Emirates)

Ministry of Education Afghanistan

Monitoring trends in educational growth Grade 3 (Afghanistan)

Organisation for Economic Cooperation and Development (OECD)

International Early Learning Study (Global)

Study on Social and Emotional Skills (Global)

Palladium International

Education pathways to peace (Philippines)

INOVASI – School and community survey (Indonesia)

INOVASI – Student learning assessment review (Indonesia)

INOVASI – Teaching and learning measurement advisor (Indonesia)

Public Education Evaluation Commission

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

Secrétariat of the Pacific Community

Automate student level performance within Ministry of Education (Samoa)

Educational quality and assessment programme – EQAP (Pacific Islands)



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

Standards and Testing Agency

Item writing KS1 maths (United Kingdom)
Item writing KS2 maths (United Kingdom)
Item writing KS2 English reading (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 Standardised Assessments (Scotland)

The Education Partnership Centre

Desk review of LEARNigeria pilot 2015 (Nigeria)

UAE Ministry of Education

eTIMSS field trial 2019 (United Arab Emirates)
PISA based test for schools (United Arab Emirates)

UNESCO

Survey of teachers in pre-primary education (Global)

UNICEF

Baseline study for modelling of universal pre-primary education (Indonesia)
Capacity building (India)
Early childhood care and development tracer study (Philippines)
National assessment framework (Afghanistan)
South East Asia Primary Learning Metric (SEA-PLM) (South East Asia and Pacific)

WESTAT

PISA 2018 sampling (Global)

World Bank

Capacity development program for education review office (Nepal)

AUSTRALIA - NATIONAL

Australian Academy of Science and Australian Academy of Technology and Engineering

SAGE program evaluation

Australian Curriculum, Assessment and Reporting Authority

National Assessment Program (NAP) civics and citizenship sample online 2016

National Assessment Program (NAP) ICT literacy 2017

National Assessment Program – Literacy and Numeracy (NAPLAN)

- ▶ 2016 national reporting
- ▶ 2017 central analysis of data
- ▶ 2017 national reporting
- ▶ 2018 central analysis of data
- ▶ 2018 centre leader training
- ▶ 2018 equating study
- ▶ 2019 item development

National Assessment Program (NAP) science literacy 2018 pilot study test administration and analysis

Scaling and linking study for NAPLAN adaptive online assessments

Australian Council of Deans of Science

Mathematics in senior secondary school and performance in first year science at Australian universities

Australian Science Innovations (ASI)

ASI Big Science 2018 cycle

Australian Securities and Investments Commission

Programme for International Student Assessment (PISA) 2018 national financial literacy

Austrroads

Hazard perception test

Department of Education and Training

Assessment of university support services for regional and remote students

Development of an online engagement scale 2017

Early Learning STEM Australia (ELSA) program pilot evaluation

OECD Programme for International Student Assessment (PISA) 2015 and 2018 national component (also funded by state and territory education departments)

Progress in International Reading Literacy Study (PIRLS) national study 2016

Review of postgraduate research experience questionnaire 2017

Satisfaction survey of offshore Vocational Education and Training students

Teaching and Learning International Survey (TALIS) national project manager

Tertiary education systems in five countries – How does Australia compare?

Trends in International Mathematics and Science Study (TIMSS) 2019

Department of Foreign Affairs and Trade

Australia Awards Global Tracer Facility

Education analytics service

Global educational monitoring partnership

Department of Health

Registrar satisfaction survey

Department of Immigration and Border Protection

Review and item development of Australian citizen test

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

Australian Literacy and Numeracy Foundation

Overcoming Disadvantage in Early Childhood

Department of Education

Selective high school test

Test for Year 5 opportunity classes

Validation of Assessment for Learning and Individual Development (VALID) marking

Life Education Australia

Social norms approach in secondary pilot project

NSW Education Standards Authority

Student achievement in NSW: A review of data from selected large-scale assessments

Royal Australian and New Zealand College of Radiologists

Assessment review and development

Social Ventures Australia

Evaluation of the Bright Spots Schools Connection

The Dusseldorp Forum

Evaluation of the school readiness initiative: TV series

QUEENSLAND

Department of Education

NAPLAN review

University of Queensland

Science of Learning Research Centre

SOUTH AUSTRALIA

Flinders University

Flinders Inspire mentor evaluation

Minister for Employment, Higher Education and Skills

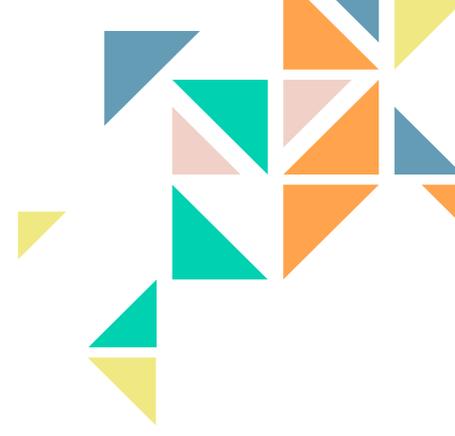
SA STEM employability

National Centre for Vocational Education Research

VET choice

Social Ventures Australia

South Australian DECD Year 7/8 transition maths pedagogy program



TASMANIA

Australian Education Union – Tasmanian branch

Teacher workload study 2017

VICTORIA

Australian and New Zealand College of Anaesthetists

Exam advancement review

Australian Mathematical Sciences Institute

Evaluation of CHOOSEMATHS

Department of Education and Training

Assessing professional development needs for trainers and assessors in VET sector for National Disability Insurance Scheme

Employability skills in the care sector

Principal for a Day

Redesign of student attitudes to school survey and school parent opinion survey

Synthesis report – The impact of digital technologies on teaching and learning

Principals Australia

Australian principal certification

RMIT University

Economies of scale in supporting low SES students

Sidney Myer Fund

Pilot and evaluation of maths anxiety professional learning program

State Library of Victoria

Evaluation of Australian Learning Lecture passion index

The Centre for Excellence in Child and Family Welfare

Raising expectations for young people leaving care

VET Development Centre

Evaluation of professional development program for skills first providers

Victoria Auditor General's Office

School councils in government schools survey

Victorian Curriculum and Assessment Authority

2018 critical and creative thinking marking

Environmental scan of national and international practice in reporting literacy and numeracy at senior secondary level

Victorian General Achievement Test

WESTERN AUSTRALIA

Curtin University

Australian higher education student equity ranking

Department of Education

Principal Performance Improvement Tool for Western Australian public schools

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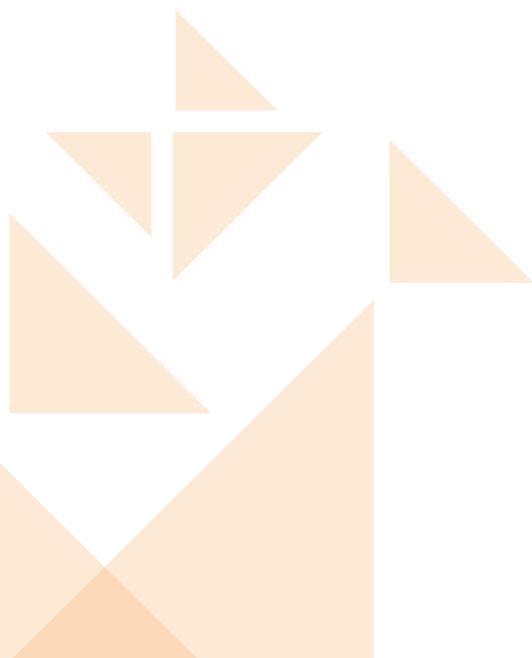
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FINANCIAL SUMMARY

Australian Council for Educational Research Ltd

ABN 19 004 398 145

CONSOLIDATED STATEMENT OF PROFIT OR LOSS FOR THE YEAR ENDED 30 JUNE 2018	2018 \$	2017 \$
Revenue	82 755 933	83 784 679
Other income	1 965 675	761 008
Changes in inventories of finished goods	561 389	336 466
Employee benefits expense	(53 038 181)	(52 802 483)
Consultancy expense	(11 260 301)	(10 610 845)
Purchases and consumables used	(3 538 243)	(3 476 350)
Computer expense	(2 376 146)	(1 583 673)
Travel expense	(2 347 660)	(2 966 522)
Depreciation and amortisation expense	(1 725 939)	(2 035 797)
Rent and occupancy expenses	(1 621 140)	(1 430 702)
Printing and stationery expenses	(1 275 554)	(1 443 393)
Repairs and maintenance expenses	(706 119)	(699 953)
Royalty expenses	(522 004)	(328 435)
Advertising expenses	(378 401)	(245 062)
Freight and cartage expenses	(313 944)	(419 536)
Finance costs	(14 952)	(193)
Other expenses	(6 106 330)	(6 798 888)
Surplus before income tax	58 083	40 321
Income tax expense	0	2 823
Surplus for the year	58 083	43 144



CONSOLIDATED STATEMENT OF FINANCIAL POSITION AS AT 30 JUNE 2018	2018 \$	2017 \$
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ASSETS		
CURRENT ASSETS		
Cash and cash equivalents	13 837 897	10 721 266
Trade and other receivables	12 297 114	12 408 843
Inventories	871 547	1 432 936
Other financial assets	4 028 169	0
Current tax receivable	0	16 724
Other assets	5 592 134	8 524 618
TOTAL CURRENT ASSETS	36 626 861	33 104 387
NON-CURRENT ASSETS		
Other assets	0	56 558
Property, plant and equipment	52 539 430	53 396 923
Intangible assets	2 813 937	1 244 883
TOTAL NON-CURRENT ASSETS	55 353 367	54 698 364
TOTAL ASSETS	91 980 228	87 802 751
LIABILITIES		
CURRENT LIABILITIES		
Trade and other payables	6 442 690	4 909 740
Employee benefits	10 350 963	9 986 109
Other financial liabilities	0	12 198
Other liabilities	10 924 575	8 570 405
TOTAL CURRENT LIABILITIES	27 718 228	23 478 452
NON-CURRENT LIABILITIES		
Employee benefits	1 215 486	1 314 032
TOTAL NON-CURRENT LIABILITIES	1 215 486	1 314 032
TOTAL LIABILITIES	28 933 714	24 792 484
NET ASSETS	63 046 514	63 010 267
EQUITY		
Reserves	21 581 283	21 672 874
Accumulated surpluses	41 465 231	41 337 393
TOTAL EQUITY	63 046 514	63 010 267

CONSOLIDATED STATEMENT OF CASH FLOWS FOR THE YEAR ENDED 30 JUNE 2018	2018 \$	2017 \$
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CASH FROM OPERATING ACTIVITIES:		
Receipts from customers	96 412 236	90 868 556
Payments to suppliers and employees	(86 853 706)	(85 452 541)
Interest received	34 827	22 798
Income taxes (paid)/refunded	16 724	1 102
Net cash provided by (used in) operating activities	9 610 081	5 439 915
CASH FLOWS FROM INVESTING ACTIVITIES:		
Payment for intangible asset	(1 694 144)	(205 291)
Payments for term deposits	(4 028 169)	0
Purchase of property, plant and equipment	(739 275)	(5 382 130)
Net cash provided by/(used in) investing activities	(6 461 588)	(5 587 421)
Effects of exchange rate changes on cash and cash equivalents	(32 060)	0
Net increase/(decrease) in cash and cash equivalents held	3 116 433	(147 506)
Cash and cash equivalents at beginning of year	10 721 266	10 868 772
Cash and cash equivalents at end of financial year	13 837 699	10 721 266

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BA(Hons), DipEd, DPhil *Oxford*, HonDLitt *Macquarie*, FAHA
Expert Advisor, Education

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**Dr Jim Watterston
(to December 2017)**

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Department of Education and Training Queensland

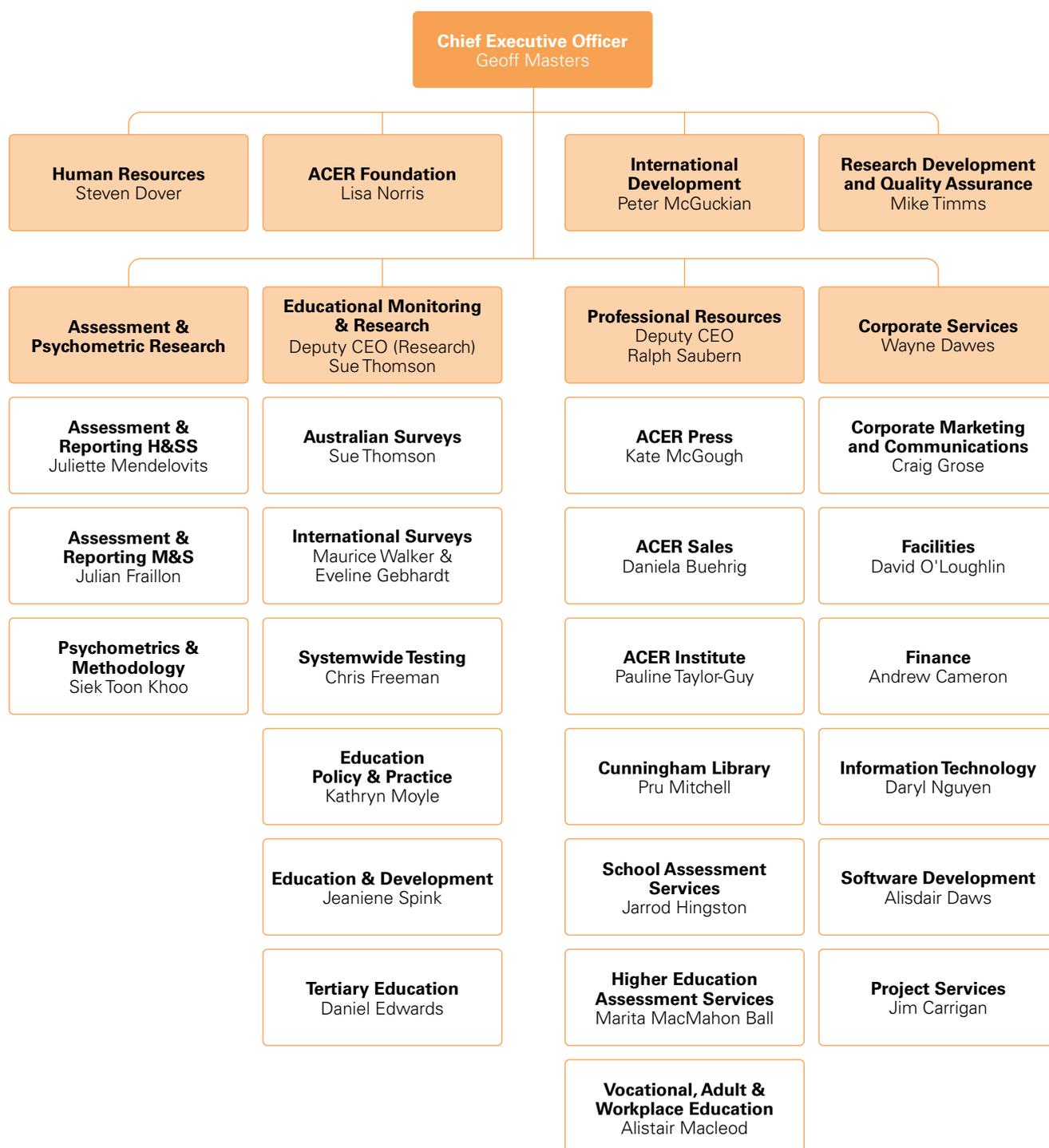


ORGANISATIONAL STRUCTURE

As at June 2018

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 28).



ACER STAFF

As at June 2018

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

Executive Assistant to CEO

Kemp, Catherine

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Director, ACER Foundation

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Director, Human Resources

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

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

HR Assistant

Leung, Vanessa, BCom *Monash*

Research Development and Quality Assurance

Director, Research Development and Quality Assurance

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Smith, Laura

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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*

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Dutta, Jeniya

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Chakraborty, Anannya, BA(Sociology) *St Xavier's College*
(Autonomous) *Calcutta*, MA(SocDev) *Sussex*

Publishing Manager

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

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Jain, Varun

Manager, Sales and Marketing

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

Senior Graphic Designer

Mehta, Hemang

Finance Manager, ACER India

Pratibha, CA *India*

Accounts Assistant

Jha, Braj

Manager, Professional Learning

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

PD and Head, Business Development

Tripathi, Sanjay, BA, MBA *Allahabad*

Director, Research and Assessments

Han, Mee Young, BA, MA *EWU*, MPA *UT Austin*, PhD *American*

Senior Research Fellows

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

Yadav, Neelam, BEd, MSc *Rajasthan*

Research Fellows

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

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

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

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

Vijayaraghavan, R

Data Analyst (Research Fellow)

Khatoon, Mariya

Reception Officer

Thakur, Rakhee



Indonesia

Country Representative, Indonesia

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

Senior Project Manager

Anggriani, Fitria Pramudina (Anggie), BSc *Indonesia*, MA *Birmingham*

Senior Project Officers

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

Rahayu, Budiarti (Ayu), BMgmt *ITB*, MSc *StAnd*

Administrative Officers

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

Mustikasari, Dina, AMd *Universitas Terbuka*

United Arab Emirates

Manager, ACER UAE

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

Project Managers

Dutta, Ranjana, BA(Hons) *Eco Delhi*, PGDip(Adv&PublicRelations) *YWCA of Delhi*, PGDBA *Symbiosis Center*,

ProfDipGraphDes&Multimedia *Arena Multimedia*, *New Delhi*

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

Senior Project Officer

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

Project Officers - Arabic

Ibrahim, Sara

Mawla, Mahmoud

Project Officers

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

McLeod, Renee

Subject Specialist - Arabic

Salem, Aboubakr

Driver/Office Assistant

Gedara, Thilakarathna

United Kingdom

CEO, ACER UK

Birmingham, Desmond, BA *Oxon*, MSc *OU*, MA, EdD *UCL*

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*

Senior Research Fellow

Claydon, Helen, BA(Ed)(Hons) *Reading*, MA(Ed) *Open University*, FCIEA

Research Fellow

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

Research Officer

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

Financial Accountant

Shah, Melina

Senior Project Manager

O'Toole, Ben, BA *Deakin*

Online Service Manager

Nawrot, Lukasz

Project Coordinator

Webster, Robert, BSc(Hons) *Southampton*

System Administrator

Morea, Cristian, BEng *Polytechnic University Bucharest*

Project Assistant

Farah, Ilhan

Willems, Sharon

Assessment Services Officer

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

Office Administrator

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

Assessment and Psychometric Research

Assessment and Reporting (Humanities and Social Sciences)

Principal Research Fellow

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

Senior Research Fellows

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

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*, MPpsych *Monash*

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

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

Research Fellows

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

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

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*

Blakeney, Meredith, BSc, PGDipBot *La T*, GradDipEd(Prim) *RMIT*
 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*
 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 *YU*, BA(Hons), GradDipEd *Melb*, PhD *Monash*
 Watkins, Sian, BA *Monash*, DipEd *La T*

Assessment and Reporting (Mathematics and Science)

Research Director, Assessment and Reporting (Mathematics and Science)

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

Senior Research Fellows

Hambur, Sam, BSc(Hons) *Monash*, DipEd *HIE*
 Martin, Ron, BSc, BEd, GradDipEdAdmin *Melb*, MEnvSci, PhD
Monash
 McCurry, Doug, BA(Hons), DipEd *La T*, PhD *Monash*
 O'Connor, Gayl, BSc(Hons) *La T*, DipEd *Monash*, GradDip (AppSci)
Victoria College
 Pearce, Jacob, BA(Hons), BSc *Melb*
 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*

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
RMIT
 Halliday, Jennifer, BSc *Monash*, DipEd *La T*, MEd *Melb*
 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, BAppSc (Hons), PhD (Physics), GCert (Academic
 Practice) *QUT*

Pywell, Sean, BSc(Hons), DipEd, PhD *Monash*
 Spithill, James, BA *Macquarie*, GDipAppSc(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 *RMIT*, PhD *ANU*

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

Research Officers

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

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

Kreibich, Sarah, BA(Hons) *Monash*

Martinus, Nina, BAppSci *Deakin*, MA (Stats&OperResearch) *RMIT*

Plotka, Anna, BA, BMus *Melb*

Senior Project Directors

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

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

Project Director

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

Permissions Officer

Foot, Christopher, DipLibrary/InfoServices *VU*

Administrative 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*

Senior Research Fellows

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

Tan, Ling, BAppSc(Hons) *RMIT*, PhD *Monash*

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

Research Fellows

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

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

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

Deputy CEO, Research

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

Senior Administrative Officer

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

Systemwide Testing

Research Director, Systemwide Testing

Freeman, Chris, MA *Macquarie*, BComm *UQ*, Dip Teaching
ASOPA

Senior Research Fellow

Eveleigh, Frances, BEd, MEd *UNSW*, DipEd *SCAE*

Research Fellow

O'Malley, Kate, BA, BCom, MCrim *Sydney*

Research Officer

Mealing, Vanessa

Senior Project Officers

Fierro, Nina

Herbs, Warren

Project Officer

Hall, Dominique, BEd *ACU*

Administrative Support Officer

Babet, Jennifer, DipT *UNE*, TESOL *UNSW*, DipIntColour&Design

Australian Surveys

Principal Research Fellow

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

Senior Research Fellows

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

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

Wernert, Nicole, BSc *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*

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

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

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

Research Officers

Carslake, Toby, BBSc(Psych) *Flinders*

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

Project Officer

Peters, Gael

Senior Administrative Officer

Damianidis, Sofia, AssocDipBus(Admin) *Casey*

Administrative Officer

Young-Thornton, Juliet

International Surveys

Principal Research Fellows

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

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

De Velle, Sacha, BA(Hons), MA, PhD *UQ*

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

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

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

Senior Research Fellows

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

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

Friedman, Tim, BSc(Hons), PhD *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

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

Jackson, Jennifer, MPP *Massey*, MEd *Melb*, PhD *VU*

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*

Scoular, 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*

Thompson, Jessica, BSocSci, GradDipSciAS *Swin*, MASR *Monash*

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

Research Officer

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

Senior Project Officer

Webber, Michelle

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 Fellows

Julie Kos, 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*

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

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

Wignall, Louise, BEd, GCertProfWritEdit *Deakin*,
GDipLangLitNumLead *TAFE SA*

Research Fellows

Doyle, Jo, BA *Adelaide*, BTeach *Melb*, CertIV Workplace
Train&Ass *Swin*

Matthews, Darren, GradCertBusAdmin *Swin*

Radloff, Alexandra, BA(Hons) *Melb*

Research Officers

Clarke, Leyna, BPsychSc BA(Psych)(Hons) *Federation*

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

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

Chainey, Jennie, AdvDipJustice, BA(IntStds), MSocSci (IntDev)
RMIT

Cheng, Jacqueline, BSc(Hons) *Nottingham*, MSc *Loughborough*,
DPhil *Oxon*

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

Wong, Debbie, LLB(Hons)/BCom *Monash*, MIR *Macquarie*

Project Officer

Denahy, Amy

Senior Administrative Officer

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

Professional Resources

Deputy CEO, Professional Resources

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

ACER Academy

Technical Lead

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

Educational Design and Content Coordinator

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

Project Officer

Hazelwood, Gregory

ACER Press

Publisher

McGough, Kate, BA *Monash*, AssocDipPubl&Edit *RMIT*

Teacher Magazine Editor

Earp, Jo, BSc(Hons) *Northumbria*

Editorial Assistant, Teacher Magazine

Russell, Dominique, BA(Journ) *Macleay*

Vukovic, Rebecca, BA *Monash*

Digital Brand Manager, Teacher Magazine

Grigg, Inez, BBus(Mktg) *RMIT*

Production Manager

Coates, Jillian, DipPM

Publishing Assistant

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

Development Editor

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



Cunningham Library

Manager, Information Services

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

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

Librarian, Collection and Organisation

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

Librarian

Spiller, Barbara, BA Melb, GradDipLib UB

Assistant Librarian

Parkes, Robert, BBIT Deakin, GradDipInfoMgt RMIT

Library Technicians

Barnes, Jenny, DipLibrary&InfoServices Box Hill TAFE

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

Kocaj, Gabrielle, BBus (Inf&KnowMgt) RMIT

Vocational, Adult and Workplace Education

Manager, Vocational, Adult and Workplace Education

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

Senior Research Fellow

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

Senior Project Directors

Burdis, Martin, BA Cambridgeshire College of Arts and Technology

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

Smith, Clinton

Wong, Joseph

Administration Assistant

Sanderson, Kim, BA(Hons) West London

Higher Education Assessment Services

General Manager, Higher Education Assessment Services

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

James, Julia, BA(Hons) Victoria, NZ

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

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

Roschko, Nicola, BA(Hons) Melb

Rowe, Anna, DipPM Swin, CertMgt Deakin

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

Senior Project Officers

Chen, Ling, BCompSci La T

Ong, Francis

Wilson, Simone, BSc, MSc Monash, CertIV TAE Inspire, DipOHS RMIT

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

Project Officers

Bambarez, Liliana

Koller, Nadja

School Assessment Services

Manager, School Assessment Services

Hingston, Jarrod, BCom, BA(Hons), PhD Deakin, GCertEd (Assessment of Student Learning) ACER Institute

Senior Project Director – OARS

Dowling, Tari

Senior Project Director – Scholarship and Placement Test Programs

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

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 – HAST

Meachen, Janine, CertIII Bus Admin

Project Director – IBT

Choi, Monty

Project Director – ISA

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

Project Director – NSW Selective High Schools and Opportunity Class Programs

Saunders, Jabez, DipArts *NMIT*

Project Director – OARS System Clients

Pimlott, Mark, BEd *Edith Cowan*

Project Director – VCAA Languages Assessment

Nojima, Fusae, BA(Hons) *Melb*

Project Manager – PAT

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

Senior Project Officers

Bates, Jaclyn, BPrimEd *Wollongong*

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

Major, Victoria, BA, GradDipPsych *Melb*

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

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

Scalzo, Karen, BBSc *La T*

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

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

Project Officers

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

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

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

Peet, Alicia

Power, Caithlin, BSc *La T*, BEd(Prim) *ACU*

Veart, Kimberley, BA(Hons) *UWA*, GDipArts *Melb*

Online Support Coordinator

Haines, Scott, BBIS *Deakin*

Education Consultant Professional Resources

Kralj, Marc, DipTeach *UniSA*

ACER Institute

Director, ACER Institute

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

Course Coordinator

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

Senior Project Officer, School Improvements

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

Educational Technologist

Mvula, Tiffan

Course Coordinator, Professional Learning

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

Research Fellow

Richardson, Kathryn, BA *Monash*, BTeach, MEd, PhD, GCALL *Melb*

Project Officer

Watts, Danielle, BA *Monash*

Student Administrative Officer

Appleby, Gayle

Administrative Officer

Margaret Taylor, DipPM

ACER Sales

Manager, ACER Sales

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

Marketing Coordinators

Ferrari, Marisa

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

Product Procurement Coordinator

Kamvissis, Maree

Account Manager

White, Matthew

Customer Service Team Leader

Rollo, Shae, BBus(Mgmt) *Swin*

Customer Service Officer

Turner, Emma

Despatch Officers

Dover, Biniam

Gilder, Peter

Smith, Richard

Corporate Services

Chief Operations Officer

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

Senior Administrative Officer

Sheean, Anita

Corporate Marketing and Communications

Manager, Corporate Marketing and Communications

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

Creative Services

Creative Services Manager

Luis Macedo

Creative Services Assistant Manager

Clifford, Dominic

Graphic Designers

Gonzalez, Frank

Khater, Michel

McGregor, Wendy

Samuel, Grace

Wilson, Karen



Multimedia Services

Multimedia Services Manager

Harkness, Alex, BMm (Media) *Swin*

Online Services

Online Services Manager

Harth, Eric, BSc(CompSci) *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*

Corporate Communications

Corporate Publicity and Communications Officer

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

Corporate Communications Officer

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

Managing Editor, Editorial Services

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

Reports Editor

Leech, Rebecca, BA(Hons) *Deakin*

Facilities

Facilities and Services Manager

O'Loughlin, David

Records Manager

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

Receptionist

Fernandez, Jacinta

Despatch and Maintenance Officer

Green, David

Administration Assistant

Dudley, Michelle

Information Technology

Chief Software Engineer

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

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 Engineer

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*

DevOps Engineers

Anwar, Haroon

Uppalapati, Vik

Desktop Support Officers

Amen, Jessa

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*

Senior Project Director – Horizon

Simpson, Rebecca, DipMgmt *RMIT*

Technical Lead

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

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

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

Anderson, Nathan, BCompInfSc *Adelaide*

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

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

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

Devkota, Prashanta

Khan, Laikh, BEng(Elec&Com) *Mangalore*

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, Morgaine
Tran, David, BMultimedia, AdvDipCompSci *Swin*
Van, Hieu, BCompSci *La T*
Yip, Kan

Project Director

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

Horizon Online Support Officer

Witwit, Mais, BSc(Hons) *Baghdad*

Project Officer, Horizon

Worrall, Cameron, BIT *Monash*

Project Services

Project Services Manager

Carrigan, Jim, MEI *Swin*

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*

Project Services Officers

Isoko, Manami
Newman, Libby
Nishiguchi, Kazuko
Pell, Mathew
Peters, Kenneth
Stokes, Kerry
Zhou, Jian

Project Services Officer - Scanning and Marking Systems

Glessal, Jamie

Legal and Commercial Services

Commercial Lawyer

Noga, David, BA/LLB *UTas*

Finance

Group Financial Controller

Cameron, Andrew, BCom *Deakin*, CPA

Financial Controller

Kelly, Gary

Group Finance Manager

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

Group Payroll Manager

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

Divisional Accountants

Lin, Trista, BCom (Acc/Fin) *Melb*, CPA
Thomas, Alison, BBus(Acc) *Bendigo*, CPA

Financial Accountant

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

Assistant Accountant

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

Accounts Receivable Officers

Brown, Tracy
Nessis, Michelle

Graduate Accountant

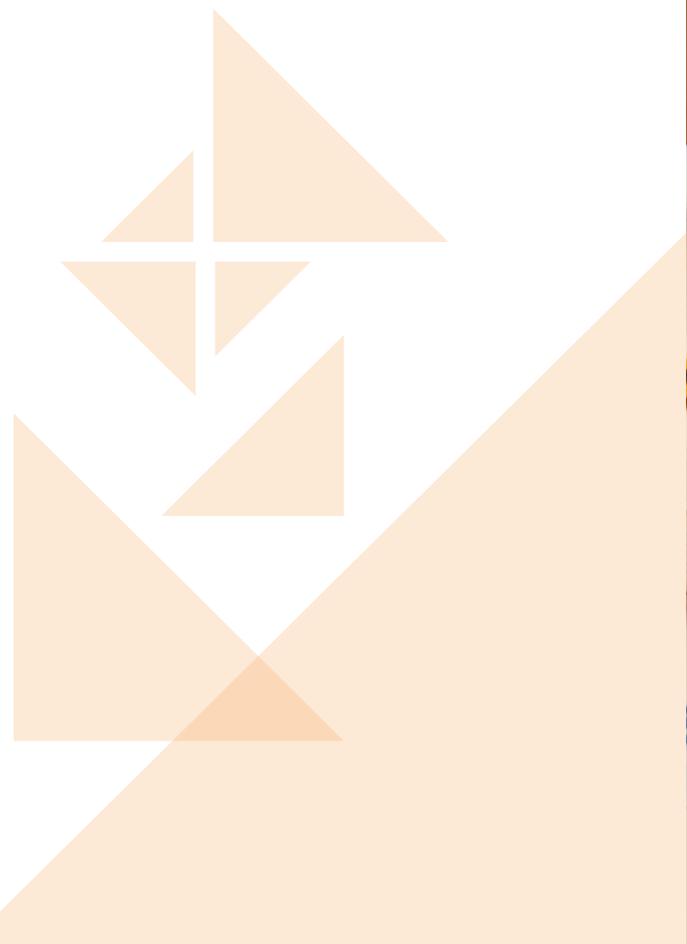
Kamarinos, John

Senior Payroll Officer

Rafton, Denise

Accounts Payable Officer

Vollmer, Sarah







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