In the spirit of reconciliation, ACER acknowledges the Traditional Custodians of Country throughout Australia and their connections to land, sea and community. We pay our respect to their elders past and present and extend that respect to all Aboriginal and Torres Strait Islander peoples today. ACER acknowledges the Aboriginal and Torres Strait Islander people who continue to contribute to our work to improve learning, education and research.
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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.

Established in 1930, the Australian Council for Educational Research (ACER) is one of the world’s leading educational research centres.

ACER is an independent research body separate from government and 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.

The Australian Council for Educational Research Limited is incorporated in Australia with subsidiary organisations in India, Indonesia, the United Arab Emirates and the United Kingdom. These 5 organisations comprise the ACER Group.

ACER has more than 460 staff located in our offices in Adelaide, Brisbane, Dubai, Jakarta, Kuala Lumpur, London, Melbourne, New Delhi, Perth and Sydney.
ACER has continued to pursue its purpose to make a difference in the lives of children, young people and learners everywhere, finding new ways to support educators to improve learning, during another challenging year.

Despite ongoing restrictions to ways of working and learning due to the COVID-19 pandemic, ACER’s operations are continuing to recover and we reported to the ACER Board a stable end-of-financial-year position, with many exciting prospects ahead.

There have been many opportunities to bid for new contract work and, thanks to the resilience and hard work of our staff, we have experienced a high rate of success.

The Board of Directors approved the ACER Strategic Plan 2022–27, which will take effect from 1 July. The plan sets out how we will move forward on 3 strategies: Lead Reform, Shape Policy, Enhance Practice. We will also refocus the work of the ACER Foundation by adopting a whole-of-organisation approach to philanthropy and partnerships, which will involve fundraising for ACER-initiated projects selected by the new Strategic Research Board.

We are pleased to have been working with the Burbangana Group to develop our next Reconciliation Action Plan, which will help drive ACER’s contribution to reconciliation with First Nations Australians.

ACER appointed Professor Kristine Dery and Ms Megan Lilly to the ACER Board and thanks Mr Rick Persse for his contribution and service.

I am proud to present this annual report showcasing a selected range of our work in research, system reviews and evaluation studies, assessment, and resources for professionals.
Year in review

ACER continues to work in Australia and internationally, with a particular focus over the last year on assessing the widespread impact of the pandemic on education.

We engage in a broad range of research, evaluation and assessment work, relating to school education, higher education, the development sector, education of First Nations people, early childhood education and vocational, adult and workplace education.

We work closely with our partners and clients to support learners of all ages, wherever they are in their learning journey. The goal is to ensure that every person learns successfully and eventually achieves high standards. This begins with gaining a thorough understanding of what learners know, understand and can do, then identifying appropriate starting points for action.

ACER is known for its role in several large ongoing research studies, both at the level of international coordination and national implementation. These studies continued throughout the pandemic, although they were affected in various ways. These projects are:

- OECD Programme for International Student Assessment (PISA)
- OECD Teaching and Learning International Survey (TALIS)
- IEA Trends in International Mathematics and Science Study (TIMSS)
- IEA Progress in International Reading Literacy Study (PIRLS)
- South-East Asia Primary Learning Metric (SEA-PLM)
- Pacific Island Literacy and Numeracy Assessment (PILNA)
- Scottish National Standardised Assessments (SNSA).

ACER is the international study centre for the IEA International Civic and Citizenship Education Study (ICCS).

We are committed to the UN Sustainable Development Goals and work in the education and development sector to strengthen education systems and improve educational outcomes for children in low- and middle-income countries.

ACER is an official partner of the United Nations Educational, Scientific and Cultural Organization (UNESCO). We also work with a range of partners including the Australian Government’s Department of Foreign Affairs and Trade, Pacific Community’s Educational Quality Assessment Program, Asian Development Bank, British Council, Global Partnership for Education, and the Organisation for Economic Co-operation and Development.

WE WORKED WITH

75+ COUNTRIES

3,818 MEDIA MENTIONS
Learning from PISA to shape policy

The OECD Programme for International Student Assessment (PISA) is a leading international survey that measures 15-year-old students’ ability to apply their knowledge and skills to real-life problems and situations. For the 2022 survey, ACER once again implemented PISA in Australia on behalf of the Australian Government. The OECD also engaged ACER to support countries participating in PISA for the first time through all stages of the assessment, and to design an assessment for the 2025 PISA innovative domain, ‘Learning in the Digital World’.

During 2021 and 2022, ACER released several new reports and publications analysing the 2018 achievement and contextual data.

- PISA 2018: Australian 15-year-old students living in an integrated world
- Within and between school variation in achievement on the Programme for International Student Assessment (PISA) in Australia
- What are the occupational aspirations of Australian 15-year-olds?
- How much effort are students putting into PISA?

Comparing learning systems in high-performing countries

Professor Geoff Masters led a study in partnership with the National Center on Education and the Economy (NCEE) in the United States. It aims to understand how and why selected top-performing jurisdictions in international surveys of student achievement are reshaping their education systems to prepare students for an uncertain future. The study highlighted policy lessons drawn from the experiences of systems in British Columbia, Estonia, Finland, Hong Kong and South Korea. A summary paper, Building a world-class learning system, was published in June 2022, and will be followed by a book and case studies.

Assessing the impact of the pandemic on learning in sub-Saharan Africa

The COVID-19 Monitoring Impacts on Learning Outcomes (MILO) project was designed to assess the impact of the pandemic on children’s learning outcomes in 6 countries in sub-Saharan Africa: Burkina Faso, Burundi, Côte d’Ivoire, Kenya, Senegal and Zambia. One of the aims of the MILO project was to develop the capacity of countries to monitor learning. Building strong assessment systems is crucial for monitoring learning over time and responding to changes in learning outcomes, for example, following the COVID-19 pandemic.

Supporting early childhood in remote communities

ACER reviewed the Indi Kindi program to support its monitoring and evaluation processes. Indi Kindi is an initiative of the Moriarty Foundation focused on early childhood wellbeing, nutrition, education and community development. The program targets the learning needs of Aboriginal children in remote Northern Territory communities. ACER’s National School Improvement Tool was used to rate the progress of Indi Kindi against 9 improvement domains. The review supported the program’s expansion into other remote and regional Aboriginal communities across Australia.
STEM pathways

New research showed women commonly outperform their peers in STEM subjects at university, yet are less likely to transition into STEM careers. The research, conducted by ACER and funded by the National Centre for Student Equity in Higher Education, offered new insights into STEM pathways for young people from low socioeconomic status backgrounds, non-metropolitan areas, first in family to enrol at university, and women in non-traditional areas as they progress from secondary school, through post-school education and into the workforce.

Research Conference

Research Conference 2021 was held online in August on the theme ‘Excellent progress for every student.’ The program included sessions on subjects such as using data to monitor student progress (and the challenges of doing so), the essential aspects of teachers’ professional judgement, oral language and literacy in the early years, developing students’ general capabilities and using learning progressions to teach students with disability.

Australian Journal of Education (AJE) spotlight on learning progressions

An AJE special edition presented by ACER and Sage Publishing in November highlighted the latest research on learning progressions from around the world, focusing on their use in mathematics and science. Learning progressions are based on evidence that students in a single cohort can be at different points in their learning and require targeted instruction at the appropriate level of challenge. By identifying each student’s starting point and measuring their progress along a continuum of learning over time, every student can be supported to show progress.
GEM Centre
The Global Education Monitoring (GEM) Centre is a long-term partnership between ACER and DFAT. Working closely with global, regional and national education partners, the GEM Centre is driving a new approach to measuring progress towards United Nations Sustainable Development Goal (SDG) 4: education for all.

This year, through support and ground-breaking methods and tools developed by the GEM Centre, countries around the world are able – for the first time – to use their national or regional assessment programs to report progress towards SDG 4. This includes 6 countries in Southeast Asia through SEA-PLM, 14 countries in the Pacific through PILNA, Indonesia through the Innovation for Indonesia’s School Children program, and the Philippines in the conflict affected region of Mindanao, through the Education Pathways to Peace in Mindanao initiative. Six countries in Africa used the Assessments for Minimum Proficiency Levels to monitor impacts of COVID-19 on children’s learning progress against SDG 4. Further to reporting progress towards SDG 4, the methods and tools developed by the GEM Centre provide policymakers in these countries with an understanding of student learning levels and gaps. This evidence is crucial for developing strategies to improve learning.

Moving up to secondary school
ACER is assisting Life Education Australia (LEA) to develop a suite of free resources to support student transition to secondary school. The LEA Being Healthy Being Active project aims to provide teachers, students, parents and caregivers with a range of resources to support school transitions. ACER investigated the key challenges in school transition, and will contribute to the resources, including practical ideas and activities to assist students to manage change and uncertainty.

Pacific regional partnership for education
Through a long-term partnership with the Pacific Community and the governments of New Zealand and Australia, ACER is helping to improve the quality of education in the Pacific. Through the Educational Quality Assurance Programme (EQAP), ACER is working to increase student achievement in literacy and numeracy. We are assisting stakeholders to transform policy, support teachers and develop early childhood education. In the last year, a major focus has been on preparing the results for PILNA 2021, the largest education assessment in the region. PILNA measures the literacy and numeracy skills of students who have completed 4 and 6 years of basic education in the Pacific. Results will be released in September 2022.

Evaluating early childhood development in Indonesia
Aligned with ACER Indonesia’s focus on early childhood education, the Caregiver-Reported Early Development Instrument (CREDI) adaptation project provided recommendations about the feasibility of deploying the CREDI in Indonesia. The project specifically offered an understanding of how the CREDI could complement the Early Childhood Development Indicator in giving a holistic picture of children’s learning and development.

Getting marginalised children back on track
ACER India is partnering with UNICEF to showcase promising policies and programs aimed at getting the most marginalised children back on track with learning. The Solutions Book II will capture global strategies that have worked in emergency contexts and have been shown to help in rebuilding pre-primary to secondary learning environments after COVID-19. The book will be evidence-based and practical, and inform program design and decision-making for UNICEF Country Offices, governments and others supporting the learning of children from vulnerable groups.
ACER and the LEGO Foundation

ACER commenced working with the LEGO Foundation in 2018 on a short-term multi-country study of learning through play at school. This led to a longer-term research collaboration where ACER supported the LEGO Foundation to develop and train others to use the Learning through Play Experience Tool. ACER was then awarded a 4-year grant to investigate the impact of playful learning on teachers and students in Ukraine. This grant includes a two-year blended professional learning program for teachers, a playful assessment of literacy and socioemotional skills, and extensive classroom video analyses. Due to the Ukraine war, some aspects of the study were delayed in 2022, however all participating teachers have recently expressed a strong desire to continue.

Supporting disadvantaged university students

A team of researchers from ACER and multiple universities have found the average annual costs associated with supporting a university student from a low socioeconomic status (SES) background is 6 times higher than for a more advantaged student. The researchers believe this investment could be better recognised in funding agreements by switching the focus from ‘activity-based’ funding to ‘mission-directed’ funding. The analysis also revealed that there are economies of scale in enrolling students from low SES backgrounds at undergraduate level.

COVID-19 response of basic education in Asia

Under All Children Reading – Asia, a USAID-funded program, ACER Indonesia is working with RTI International to fill a gap in the literature on COVID-19 and education in Philippines, Lao PDR and Kyrgyzstan. There is a particular focus on the dearth of comparative analyses on countries in developing Asia, and analyses of actions countries have taken to mitigate and remediate learning loss and learning inequalities during COVID-19.

Informing education policy in Africa

ACER India evaluated several education initiatives in Africa to support program expansion and improvement. Evaluation studies in Rwanda, Sudan and Zambia between 2019 and 2022 generated evidence for UNICEF-supported education programs in remedial education in literacy and numeracy, girls’ education, refugee education, and learning through play. The work will help UNICEF and the relevant governments consider expansion and enhancement of these programs to improve the quality of education.
Progressive Achievement

We continue to deliver ACER’s Progressive Achievement (PAT) resources that have been built to reflect contemporary understandings of learning, teaching and assessment. They model international best practice in assessment and have become Australia’s most widely used classroom resource for analysing and monitoring student progress.

New to ACER’s Progressive Achievement suite, PAT Maths Adaptive and PAT Reading Adaptive, along with the PAT Data Explorer were launched in 2021. PAT Adaptive offers students individualised pathways and educators a more precise picture of student achievement and progress. The assessments were expanded to include greater accessibility to support students with a range of additional needs. PAT Critical Reasoning and PAT Spelling Skills were also added to the suite of products this year.

A long-term project to include more First Nations content within the PAT Teaching Resources Centre has seen illustrations commissioned from Gulumerrdjin man, Jason Lee, to accompany PAT Reading Adaptive resources.

Recognition for innovation at e-Assessment Awards

ACER won the Most Innovative Use of Assessment award at the 2022 e-Assessment Awards in June. The winning initiative, ACER Signum, is an online platform developed by ACER to support professional bodies in setting assessment performance standards. ACER’s PAT Adaptive assessment and the PAT Data Explorer were also shortlisted in the Best Transformational Project category, which recognises a project where technology has positively and genuinely transformed assessment practices.

Scottish National Standardised Assessment (SNSA)

ACER UK managed the SNSA between 2016 and 2022, successfully delivering almost two and a half million online tests, and demonstrating a resilient and flexible approach during the pandemic. Working with partners Twig and SCHOLAR, SNSA provided Scottish teachers with diagnostic information on aspects of reading, writing and numeracy at P1, P4, P7 and S3 stages with instant results. The information provided by the assessments helped teachers to assess children’s progress and to plan next steps in learning. ACER researchers reported on SNSA research at ACER’s Research Conference in August.

Global Academic Challenge launched

In March 2022 more than 2000 students from 75 schools around Australia took part in the Global Academic Challenge, a new ACER initiative designed to stretch high-performing students by applying their skills and knowledge beyond the traditional curriculum. The competition challenges students in Years 4, 6 and 8 in mathematics, reading and science and students can measure themselves against national and international benchmarks. Nineteen students from across Australia were awarded medals for exceptional achievement.

Empowering Indian students

ACER India announced a new partnership with DLF Foundation to support their DLF CARES Scholarship Support Programme, which aims to educate and empower students from underprivileged backgrounds. ACER India assists the Foundation’s academic mission by monitoring students’ learning levels, assessing wellbeing to identify social and emotional needs, and providing teachers with professional development support for the effective use of data.

Enhancing IB assessment

An assessment literacy framework developed by ACER for the International Baccalaureate will support teachers to understand their own impact on learners’ achievement, help them to identify learner needs and possible interventions they can use, and provide constructive feedback to learners and their parents.
260+ AVAILABLE ASSESSMENTS

7 million ASSESSMENTS PER YEAR
Supporting quality education in Delhi

The Government of National Capital Territory of Delhi and ACER India established a project management unit for the newly constituted Delhi Board of School Education (DBSE) to design and implement new curriculum and assessment available to more than 2,500 government and private schools within the Delhi school system. In the 2021–22 academic year, 30 government schools were affiliated with DBSE.

ACER India provided technical assistance to DBSE, working closely with the academic and managerial leadership of the Delhi Government and its partners. The work contributed to primary and middle years curriculum development, assessment design, pedagogic reform, and professional development strategies in alignment with the Delhi Government’s vision of providing progressive and innovative education. In 2021–22, DBSE administered its first admission tests for grade 9 and annual examinations – both assessments were developed by ACER India.

Reforming the curriculum in Brunei Darussalam

ACER Malaysia collaborated with staff in other locations and the Curriculum Design Department of the Ministry of Education in Brunei Darussalam to review and propose reforms of the English, mathematics and science curricula. The work also included benchmarking against international curriculum frameworks, including those of a number of top-performing countries, and the development of science literacy standards. ACER will provide detailed recommendations for the revised curricula and recommendations that will inform reforms across key elements of the learning system.

Shaping policy in the UAE

ACER UAE has been working closely with the Emirates Schools Establishment to compare that system’s policies and practices in the areas of student outcomes, pedagogical approaches, assessment and measurement, teacher training and development, and effective school leadership with international benchmarks. As the project continues, it will identify achievable national reform strategies in these 5 areas.

Supporting education transformation in lower-income countries

The Global Partnership for Education appointed ACER UK CEO Dr Desmond Bermingham and ACER India CEO Amit Kaushik as joint chairs of the provisional Independent Technical Advisory Panel (ITAP) from June 2021 to June 2022. Following the pilot, the permanent ITAP launched in July 2022 with Dr Bermingham as Chair.

The ITAP brings together global education experts to provide an independent assessment for country partners in the areas of:

- data and evidence
- gender-responsive education sector planning, policy and monitoring
- sector coordination
- equity, efficiency, and volume of domestic financing to education.

Australian STEM Video Game Challenge

Nearly 2800 Australian students in Years 5–12 entered the 2021 Australian STEM Video Game Challenge to design and build an original video game, which this year had to address the theme ‘scale’. Winners in 6 categories defined by age group and game design platform were showcased at gaming convention PAX Aus Online in October 2021.

Commemorating a leader in educational measurement

In May, former ACER director Professor John P. Keeves was commemorated at a lecture at the ACER Adelaide office’s new library space housing his bequeathed collection of educational literature. The South Australian Institute for Educational Research Keeves Lecture is held to honour the outstanding scholar who had a lifelong interest in educational measurement, analyses and the exchange of methods and content across different disciplines. The 2022 lecture holds particular significance as the first to be held since the death of Professor Keeves on 1 April 2020.
**Little J & Big Cuz**

ACER is supporting the preservation of First Nations languages through the translation of its award-winning animated series, *Little J & Big Cuz*. Season 3 launched in December 2021, with translations in several new languages. Episodes from seasons one and two were translated into 11 First Nations languages. *Little J & Big Cuz* is an ACER initiative designed to support First Nations children’s transition to school, including by modelling the day-to-day running of a typical primary classroom.

**Publications and information resources**

Several books were published by ACER Press this year, including *Kit and Arlo find a way: Teaching consent to 8–12 year olds* by Ingrid Laguna and Vanessa Hamilton, which includes teacher resources to support age-appropriate conversations around respectful relationships and consent. *Pharos: The vitality and presence of Modern Greek in contemporary Australia* by Joseph Lo Bianco and the fifth edition of *Teachers, Students and the Law* were also published.

*Teacher* magazine helped communicate ACER’s work, expertise and research by publishing across the Australia, Southeast Asia (English and Bahasa Indonesia) and India streams. *Teacher* podcasts are increasingly popular, and this year the milestone of more than one million listens of the podcast was reached.

The Cunningham Library continued to provide information resources and services for staff, ACER students and library members. More than 4000 ACER research publications are now held in the research repository. Library staff collaborated with *Teacher* magazine to produce the monthly series *Researching education … Five further readings*, and also contributed to literature searches and reviews for ACER research projects.
Commissioned research projects

International

Abu Dhabi Department of Education and Knowledge
- Consultancy for administration and implementation of Progress in International Reading Literacy Study (PIRLS) 2021 main study (United Arab Emirates)
- Consultancy for implementation of OECD Programme for International Student Assessment (PISA) 2022 main study (United Arab Emirates)
- Trends in International Mathematics and Science Study (TIMSS) 2023 field trial (United Arab Emirates)

Asian Development Bank
- Education sector specialist – assessments (India)
- Supporting education and skills development facility – education sector assessment (India)
- Supporting school sector development plan – examination specialist 2021 (Nepal)
- Supporting the Advanced Knowledge and Skills for Sustainable Growth project (Indonesia)

Bhutan Council for School Examinations and Assessment
- Consultancy for development of National Education Assessment Framework (Bhutan)

Boston College
- TIMSS 2023 development (Global)

British Council
- English Impact sampling data analysis (Global)

Cambridge Education
- Strengthening Education Systems for Improved Learning Community Led Learning materials review and development (Uganda)

Cardno Emerging Markets
- Myanmar Education Quality Improvement Program (Myanmar)

CONFEMEN*
- IRT for psychometric analyses of the PASEC2019 assessment tests (Senegal)
- PASEC educational measurement training (Senegal)

Delhi Board of School Education
- Establish and manage Project Management Unit (India)

Department of Basic Education South Africa
- Technical support for implementation of the systemic evaluation model (South Africa)

Directorate for Learning (Scottish Government)
- Scottish National Standardised Assessments (Scotland)

Djarum Foundation Bakti Pendidikan
- Output and outcome study of inquiry-based learning and social emotional skill program in Kudus, Central Java (Indonesia)

INOVASI/ADARO
- Prospective P3K teachers’ assessment development (Indonesia)

International Association for the Evaluation of Educational Achievement
- International Civic and Citizenship Education Study (ICCS) 2022 (Global)
- OECD Teaching and Learning International Survey (TALIS) 2024 (Global)

International Baccalaureate Organisation
- Development of Creativity and Curiosity Mastery Transcript (Global)
- IB assessment literacy (Global)

LEGO Foundation
- Learning Through Play at School (Ukraine)

Ministry of Education Brunei Darussalam
- Curriculum standards review (Brunei)

* Conference des ministres de l’Education des Etats et gouvernements de la Francophonie
Ministry of Education Singapore
- Development of test items (Singapore)

Ministry of Education United Arab Emirates
- Consultancy for administration and implementation of PIRLS 2021 MOE main study (United Arab Emirates)
- Consultancy for implementation of PISA 2022 MOE main study (United Arab Emirates)
- TIMSS 2023 MOE main study (United Arab Emirates)

National Centre of Education and the Economy
- Comparative study of learning systems in selected top-performing jurisdictions (British Columbia, Estonia, Finland, Hong Kong, South Korea)

NORRAG: Network for International Policies and Cooperation in Education and Training
- KIX EAP: Knowledge Innovation Exchange – 21st Century skills workshops (Global)

Nursing and Midwifery Council
- Quality assurance for the test of competence (CBT and OSCE) of the Future Nurse Standards of proficiency (United Kingdom)

Organisation for Economic Co-operation and Development
- PISA 2024 Core 4 Learning in the Digital World (Global)
- PISA-based Test for Schools technical advisory services
- PISA Core E 2021 (El Salvador, India [Chandigarh], Mongolia, Panama, Uzbekistan)

Pacific Community
- Educational Quality and Assessment Programme (Pacific Islands)

Palladium International
- Education Pathways to Peace in Mindanao (Philippines)
- Provision of services for INOVASI program 2020 (Indonesia)
- Samoa Education Sector Support Program technical assistance and advisory support (Samoa)
- Technical assistance on assessment development for admission test to teacher professional programs (Indonesia)

People’s Action for Learning (PAL) Network
- PAL KIX+ test development and psychometrics support (Global)

PROMAN
- Role of remote learning modalities to promote, preserve and respond to mental health and psychosocial wellbeing needs (Various)

Qualifications Wales
- Curriculum and assessment advisor consultancy
- Technical review of design principles for Essential Skills Wales suite of qualifications

RTI International
- All Children Reading Asia
- Mapping the education response to COVID-19 across Asia

Sharjah Private Education Authority
- Consultancy for implementation of PISA 2022 main study (United Arab Emirates)
- TIMSS 2023 main study (United Arab Emirates)

Sri Aurobindo Society
- Technical assistance in competency-based learning framework (India)
- Training, capacity building, content creation and quality assurance for ZIIEI program (India)
- Training, capacity building, content creation, quality assurance and certification for Rupantar program (India)

Standards and Testing Authority
- Key stage 1 and 2 English writing (United Kingdom)

UAE Emirates Schools Establishment
- Provisioning of strategy services (United Arab Emirates)

UNESCO Institute for Statistics

UNICEF
- Assessment and scalability of innovative 21st century skills program (Indonesia)
- Baseline for integration and mainstreaming of refugee children into Sudanese education system (Sudan)
- Consultancy for baseline research of Learning Through Play program (Rwanda)
- Consultancy for endline evaluation of the Zambian Girls 2030 program (Zambia)
- Consultancy for evaluation of the Catch Up scale program (Zambia)
- Southeast Asia Primary Learning Metrics (Southeast Asia)
- Strengthening systemic capacity on learning assessment (India)

Welsh Government
- Evaluation of the National Professional Enquiry Project (Wales)
WESTAT
- PISA 2022 sampling (Global)

William and Lily Foundation
- Revitalising early childhood care and development in Southwest Sumba (Indonesia)

Australia

Australasian College of Dermatologists
- Assessment review

Australian and New Zealand College of Anaesthetists
- Exam advancement review

Australian and New Zealand College of Veterinary Scientists
- Exam review

Australian Capital Territory Department of Education
- ACT Scaling Test

Australian College of Physical Scientists and Engineers in Medicine
- Review of professional assessment of competency and ability to practice

Australian Curriculum, Assessment and Reporting Authority
- Aligning ACER and ACARA Learning Progressions
- National Assessment Program – Information and Communication Technology Literacy (NAP – ICT Literacy)
  - 2019–2021 test development
- National Assessment Program – Literacy and Numeracy (NAPLAN)
  - 2021 central analysis of data
  - 2022 online trial analysis
  - 2023 item development
  - Writing prompt development
  - Writing rubric review
- National Assessment Program – Science Literacy
  - 2023

Australian Dental Council
- Review of examination

Australian Education Research Organisation
- Benchmarking performance
- Monitoring use of evidence-based practices using secondary data

Australian Literacy and Numeracy Foundation
- Overcoming Disadvantage in Early Childhood

Australian Mathematics Trust
- Monitoring and evaluation

Australian National University
- Post School Destinations Survey

Australian Science Innovations
- Big Science

Autism Spectrum Australia
- Phase 4 Positive Partnerships

Beyond Blue
- Be You pre-service implementation model pilot
- Evaluation and monitoring of Be You

College of Intensive Care Medicine of Australia and New Zealand
- Examination review and psychometric evaluation

Commonwealth Scientific and Industrial Research Organisation
- Engaging young women in digital technology education programs

Department of Education
- Foundation Skills – review Australian Core Skills Framework, Digital Literacy Skills Framework and tools available to support assessment using frameworks
- Literacy, Language and Numeracy improvements for VET student loans
- OECD Programme for International Student Assessment (PISA) 2018 and 2022 national component (also funded by state and territory education departments)
- OECD Teaching and Learning International Survey (TALIS) 2024 national project manager
- Progress in International Reading Literacy Study (PIRLS) national study 2019
- Revising Australian Qualifications Framework architecture and taxonomy
- Transnational delivery of non-Australian Qualifications Framework courses by Australian higher education providers 2021
- Trends in International Mathematics and Science Study (TIMSS) 2019 and 2023 national study

Department of Foreign Affairs and Trade
- Australia Awards Global Tracer Facility
- Australia Awards Samoa application assessment 2022
- Australian Strategic Partnership in Remote Education
- Education Analytics Service
- Global Educational Monitoring partnership

Department of Health
- Registrar satisfaction survey

Financial Planning Association of Australia
- CFP-C exam standard setting
Futurity Investment Group
- Australian College of Educators redevelopment of Teacher Report Card

Griffith University
- Evaluation of MATE bystander program

Life Education Australia
- Development of teacher resources: student transitions from primary to secondary
- Impact Australia

New South Wales Department of Education
- Best Start 2020 pilot marking
- Integration funding support review
- Psychometric analysis and equating – Check-in assessment 2021
- Validation of Assessment for Learning and Individual Development (VALID) marking

New South Wales Education Standards Authority
- Board of Studies marking

Ninti One
- Children and schooling evidence review and analysis
- Indigenous learners in the VET system

Northern Territory Department of Education
- Scoping services for evaluation of Northern Territory Learning Commission

Queensland Department of Education
- Effective teaching of reading literature review
- Provision of kindergarten learning progression tool

Royal Australasian College of Dental Surgeons
- Oral and maxillofacial surgery assessment review

Royal Australasian College of Surgeons
- Data analysis of exam results and production of reports

Royal Australian and New Zealand College of Ophthalmologists
- Assessment consultancy

Royal Australian and New Zealand College of Radiologists
- Assessment review and development

Sir Robert Menzies Memorial Foundation
- Menzies School Leader Fellowship Program

Smiling Mind
- Evaluation of mindfulness-based social and emotional learning

South Australia Department for Education
- Brightpath evaluation
- Early career teacher development impact
- Informing development of South Australian Aboriginal Contexts in Science Initiative
- Persistent absenteeism project
- Phonics Screening Check 2022
- Thinking Maths junior years
- Wellbeing programs directory

The Song Room
- Evaluation of Transformational Learning through Creativity program

University of Newcastle
- Building capacity for Quality Teaching Rounds in Victoria

VET Development Centre
- Evaluation of 2021 professional learning program
- Evaluation of 2022 professional learning program
- Victorian Curriculum and Assessment Authority
- Development of English Online assessment items
- Development of health and physical education assessment package
- Development of health and physical education online assessment package HPE-PS-1-10
- Development of health and physical education online assessment package HPE-PSC-1-10 (2022)
- Education State Sample Assessment – 2021 critical and creative thinking online task marking
- Literacy and Numeracy General Achievement Test 2022
- Technical review and support for VCE consideration of educational disadvantage 2021
- Victorian General Achievement Test

Victorian Department of Education and Training
- Disability Inclusion Profile Facilitator Training Certification and Moderation Project
- Evaluation of Adult Literacy Numeracy Practitioner Program
- Evaluation of Professional Learning Communities initiative 2022–2023
- Evaluation of School-based Executive Class Principal initiative
- Middle years literacy and numeracy support initiative evaluation
- Outreach coaching initiative program logic and implementation strategy
- Professional learning (tutoring program)
- Redevelopment of English Online interview modules to include new phonics items
- VET-VCAL workforce reform evaluation


# Financial summary

Australian Council for Educational Research Ltd

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<th>CONSOLIDATED STATEMENT OF PROFIT OR LOSS FOR THE YEAR ENDED 30 JUNE 2022</th>
<th>2022</th>
<th>2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revenue</td>
<td>89,880,885</td>
<td>87,487,202</td>
</tr>
<tr>
<td>Other income</td>
<td>1,192,771</td>
<td>8,718,239</td>
</tr>
<tr>
<td>Changes in inventories of finished goods and work in progress</td>
<td>(24,511)</td>
<td>117,304</td>
</tr>
<tr>
<td>Employee benefits expense</td>
<td>(61,839,756)</td>
<td>(60,674,436)</td>
</tr>
<tr>
<td>Consultancy expense</td>
<td>(7,424,979)</td>
<td>(8,028,113)</td>
</tr>
<tr>
<td>Raw materials and consumables used</td>
<td>(2,621,430)</td>
<td>(2,891,883)</td>
</tr>
<tr>
<td>Computer expense</td>
<td>(5,013,611)</td>
<td>(4,142,451)</td>
</tr>
<tr>
<td>Travel expense</td>
<td>(524,681)</td>
<td>(96,977)</td>
</tr>
<tr>
<td>Depreciation and amortisation expense</td>
<td>(3,203,888)</td>
<td>(2,370,547)</td>
</tr>
<tr>
<td>Rent and occupancy expenses</td>
<td>(110,808)</td>
<td>(262,084)</td>
</tr>
<tr>
<td>Printing and stationery expenses</td>
<td>(542,248)</td>
<td>(755,921)</td>
</tr>
<tr>
<td>Repairs and maintenance expenses</td>
<td>(707,102)</td>
<td>(717,870)</td>
</tr>
<tr>
<td>Royalty expenses</td>
<td>(651,492)</td>
<td>(996,788)</td>
</tr>
<tr>
<td>Advertising expenses</td>
<td>(285,829)</td>
<td>(264,228)</td>
</tr>
<tr>
<td>Freight and cartage expenses</td>
<td>(181,446)</td>
<td>(255,964)</td>
</tr>
<tr>
<td>Finance costs</td>
<td>(61,263)</td>
<td>(95,162)</td>
</tr>
<tr>
<td>Other expenses</td>
<td>(8,719,737)</td>
<td>(8,409,189)</td>
</tr>
<tr>
<td><strong>Surplus before income tax</strong></td>
<td>(839,125)</td>
<td>6,361,132</td>
</tr>
<tr>
<td>Income tax expense</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Surplus for the year</strong></td>
<td>(839,125)</td>
<td>6,361,132</td>
</tr>
</tbody>
</table>
### CONSOLIDATED STATEMENT OF FINANCIAL POSITION

**AS AT 30 JUNE 2022**

<table>
<thead>
<tr>
<th>Category</th>
<th>2022</th>
<th>2021</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ASSETS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CURRENT ASSETS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash and cash equivalents</td>
<td>21,010,935</td>
<td>27,519,267</td>
</tr>
<tr>
<td>Trade and other receivables</td>
<td>7,391,477</td>
<td>6,743,083</td>
</tr>
<tr>
<td>Inventories</td>
<td>782,086</td>
<td>757,575</td>
</tr>
<tr>
<td>Other financial assets</td>
<td>13,015,448</td>
<td>11,519,953</td>
</tr>
<tr>
<td>Other assets</td>
<td>6,757,437</td>
<td>5,047,938</td>
</tr>
<tr>
<td><strong>TOTAL CURRENT ASSETS</strong></td>
<td>48,957,383</td>
<td>51,587,816</td>
</tr>
<tr>
<td><strong>NON-CURRENT ASSETS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other assets</td>
<td>30,921</td>
<td>50,551</td>
</tr>
<tr>
<td>Right-of-use assets</td>
<td>1,694,996</td>
<td>2,660,175</td>
</tr>
<tr>
<td>Property, plant and equipment</td>
<td>57,964,220</td>
<td>58,022,218</td>
</tr>
<tr>
<td>Intangible assets</td>
<td>10,831,042</td>
<td>5,321,432</td>
</tr>
<tr>
<td><strong>TOTAL NON-CURRENT ASSETS</strong></td>
<td>70,521,179</td>
<td>66,054,376</td>
</tr>
<tr>
<td><strong>TOTAL ASSETS</strong></td>
<td>119,478,562</td>
<td>117,642,192</td>
</tr>
<tr>
<td><strong>LIABILITIES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CURRENT LIABILITIES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trade and other payables</td>
<td>8,757,508</td>
<td>6,260,257</td>
</tr>
<tr>
<td>Employee benefits</td>
<td>13,564,691</td>
<td>12,586,760</td>
</tr>
<tr>
<td>Contract liabilities</td>
<td>14,304,448</td>
<td>14,473,256</td>
</tr>
<tr>
<td>Lease liabilities</td>
<td>969,677</td>
<td>1,105,650</td>
</tr>
<tr>
<td><strong>TOTAL CURRENT LIABILITIES</strong></td>
<td>37,596,324</td>
<td>34,425,923</td>
</tr>
<tr>
<td><strong>NON-CURRENT LIABILITIES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employee benefits</td>
<td>2,144,214</td>
<td>1,914,690</td>
</tr>
<tr>
<td>Lease liabilities</td>
<td>1,074,477</td>
<td>1,882,744</td>
</tr>
<tr>
<td><strong>TOTAL NON-CURRENT LIABILITIES</strong></td>
<td>3,218,691</td>
<td>3,797,434</td>
</tr>
<tr>
<td><strong>TOTAL LIABILITIES</strong></td>
<td>40,815,015</td>
<td>38,223,357</td>
</tr>
<tr>
<td><strong>NET ASSETS</strong></td>
<td>78,663,547</td>
<td>79,418,835</td>
</tr>
<tr>
<td><strong>EQUITY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reserves</td>
<td>32,088,458</td>
<td>32,052,626</td>
</tr>
<tr>
<td>Accumulated surpluses</td>
<td>46,575,089</td>
<td>47,366,207</td>
</tr>
<tr>
<td><strong>TOTAL EQUITY</strong></td>
<td>78,663,547</td>
<td>79,418,835</td>
</tr>
</tbody>
</table>
## CONSOLIDATED STATEMENT OF CASH FLOWS
### FOR THE YEAR ENDED 30 JUNE 2022

<table>
<thead>
<tr>
<th>Category</th>
<th>2022</th>
<th>2021</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CASH FLOWS FROM OPERATING ACTIVITIES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Receipts from customers</td>
<td>$96,133,334</td>
<td>$91,182,571</td>
</tr>
<tr>
<td>Payments to suppliers and employees</td>
<td>($87,441,019)</td>
<td>($72,005,622)</td>
</tr>
<tr>
<td>Interest received</td>
<td>25,515</td>
<td>50,022</td>
</tr>
<tr>
<td>Finance costs</td>
<td>(61,263)</td>
<td>(101,893)</td>
</tr>
<tr>
<td>Net GST paid</td>
<td>($5,008,373)</td>
<td>($3,551,678)</td>
</tr>
<tr>
<td>Net cash provided by/(used in) operating activities</td>
<td>$3,648,194</td>
<td>$15,573,400</td>
</tr>
</tbody>
</table>

| **CASH FLOWS FROM INVESTING ACTIVITIES**     |       |         |
| Proceeds from sale of plant and equipment    | 4,837 | 12,140 |
| Payment for intangible asset                 | ($6,463,680) | ($1,477,426) |
| Purchase of property, plant and equipment    | (1,040,251) | (321,499) |
| Payment for investments                      | (1,495,496) | (9,070,504) |
| Net cash provided by/(used in) investing activities | ($8,994,590) | ($10,857,289) |

| **CASH FLOWS FROM FINANCING ACTIVITIES**     |       |         |
| Repayment of lease liabilities               | (1,161,936) | (987,415) |
| Net cash provided by/(used in) financing activities | (1,161,936) | (987,415) |

| Effects of exchange rate changes on cash and cash equivalents | - | $105,480 |
| Net increase/(decrease) in cash and cash equivalents held   | $6,508,332 | $3,834,176 |
| Cash and cash equivalents at beginning of year              | $27,519,267 | $23,685,091 |

| Cash and cash equivalents at end of financial year | $21,010,935 | $27,519,267 |
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GGM Talent and Culture  
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Macquarie University Business School  
Academic Research Fellow, MIT Centre for Information Systems Research

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BA(Hons), PhD Monash  
Research Director  
ACER

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Executive Director  
Centre for Education and Training, Ai Group

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University of Melbourne

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PwC Australia Consulting

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ACER people

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