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 peoples who continue to contribute to our work to improve learning, education and research.
CONTENTS

4 About ACER
5 From the CEO
6 Transforming learning
16 Year in review
20 Commissioned research projects
26 Staff publications
32 Financial summary
35 ACER Board of Directors
36 ACER Group
37 ACER people
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, not-for-profit organisation, separate from government. We generate income through contracted research and development projects, and by developing and distributing products and services, with any operating surplus funding research and development. We have more than 480 staff located in Adelaide, Brisbane, Dubai, Jakarta, Kuala Lumpur, London, Melbourne, New Delhi, Perth and Sydney.

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.

93 YEARS OF EXPERIENCE
10 OFFICES WORLDWIDE
480+ EMPLOYEES
From the CEO

ACER's work is underpinned by a deep belief in universal access to high-quality education. We recognise that all education decision-making is enhanced by reliable information about the outcomes and progress of learning, and the efficacy of particular educational practices, programs and policies.

One of ACER's greatest strengths is its people. In October we fondly farewelled Deputy CEO (Research) Dr Sue Thomson, who retired following 24 years of service. Throughout her time with us, Dr Thomson provided senior leadership to many aspects of the organisation, including major research projects, such as the Programme for International Student Assessment (PISA), Trends in International Mathematics and Science Study (TIMSS) and Progress in International Reading Literacy Study (PIRLS).

ACER has welcomed 2 new research directors: Dr Eveline Gebhardt, who rejoined us after 4 years at the Australian Curriculum, Assessment and Reporting Authority (ACARA), and Dr Jane Jarvis, who joins us from Flinders University. We also appointed Professor Martin Westwell to the ACER Board and Dr Nathan Zoonetti was elected as the new staff nominee.

Perhaps the most exciting development has been the launch of Transforming Learning: Strategic Plan 2022–27, ACER's 5-year plan to address 2 urgent global challenges: better preparing people for future life, work and ongoing learning; and ensuring every individual learns successfully, and eventually achieves high standards. It sets out an ambitious agenda to promote a vision for change; to redefine learning and to transform learning systems.

This annual report summarises our early progress against 3 strands of this work: leading reform, shaping policy and enhancing practice. It also highlights our continuing efforts to improve learning across the life span.

Professor Geoff Masters AO
Chief Executive Officer ACER
Globally, education systems face significant challenges in preparing people for a rapidly changing and increasingly uncertain world. ACER researchers know that thriving in life and work will require different and more varied knowledge, skills and attributes, yet large proportions of students fail to achieve acceptable levels of literacy and numeracy.
These challenges indicate a need for fundamental change in the kinds of learning that are valued, and the systems designed to support and promote learning.

ACER’s strategic plan sets an ambitious agenda to better prepare people for their future and ensure all learners achieve high standards. This requires a focus on deeper, more integrated learning, along with a changed understanding of successful learning around progress and holistic growth. It will require **transformational change** to existing learning systems, including the loosening of institutional constraints of when and where learning occurs.

The strategic plan involves 3 complementary programs of research, development and application:

- **Leading reform** by undertaking foundational research to guide and enable the transformation of learning systems, including mapping of long-term learning progress.
- **Shaping policy** by working with national and international partners to transform learning systems, providing advice for policy change backed by rigorous research.
- **Enhancing practice** by delivering evidence-based tools and approaches to help transform learning systems and support every student to make ongoing learning progress.
ACER is undertaking foundational research to guide and enable the transformation of learning systems.

**Understanding progression in learning**

ACER’s evidence-based mapping of long-term learning progress is helping transform curriculum, instruction, assessment and teacher education.

We are developing a *learning progression for writing* that provides an evidence-based map of how learners move from early to more advanced knowledge and skills. Over the past year, we have articulated and refined descriptions of levels of progress across 3 strands: Content, Structure and Organisation, and Technical skills. The relationship between the strands was validated by testing their alignment against 2,000 samples of writing from the International Schools’ Assessment (ISA) program. In addition, we undertook a literature review of research on the development of writing across the years of schooling.

Our *learning progression for mathematics* has been extended to include earlier levels of growth, providing a seamless progression from skills and understandings toddlers might show, to highly sophisticated skills and concepts. Further refinement of the mathematics learning progression is under way.
We have developed and trialled a kindergarten learning progression tool for Queensland’s Department of Education. The learning progressions for executive function, oral language, social and emotional, and motor skills indicate observable learning behaviours, attributes or dispositions that manifest as children develop. The tool enables kindergarten teachers to monitor each child’s learning and development capabilities at designated points during their kindergarten years, and to guide the next steps in decision-making for teaching and learning.

We are also developing descriptions of progress in other key areas of early childhood learning, including early listening comprehension, sounds and symbols, and early mathematical thinking.

**Fostering holistic development**

ACER is expanding its frameworks for teaching and assessing general capabilities, adding communication and self-regulation to the existing suite of resources for critical thinking, creative thinking and collaboration. Our approach to skill development is underpinned by 3 needs: understanding development, monitoring growth and ensuring alignment across curriculum, assessment and pedagogy.

During 2022 to 2023, we responded to an identified need for tools and resources to help the education sector monitor and evaluate global citizenship education (GCED) by developing a draft framework for schools and school systems. The framework is intended to provide guidance for interpretation of the United Nations Sustainable Development Goal 4 (SDG 4) in the school context, and resources for systems, schools and teachers to work towards effective GCED. Development drew on existing research, including work undertaken to frame and assess global citizenship for the Southeast Asia Primary Learning Metrics (SEA-PLM), and drew on GCED experts and teachers from Australia, Korea and the Philippines.

**Sharing knowledge to transform learning**

ACER is leading conversations about what successful learning is and how it can be optimised. Research Conference 2022 highlighted quality assessment as a valuable tool that could contribute to transforming learning. Participants were shown how assessment could be used to measure student development; including conceptual learning, skills, competencies and personal attributes. Conference attendees learned that quality information about the points individuals were at could be used to promote further learning and to monitor growth.

In October 2022, we partnered with the Indonesian Psychometric Association and the Indonesian Association of Educational Evaluation to host the first International Conference on Assessment and Learning in Bali. Keynote speakers included the Special Advisor on Education Policy to the Secretary-General at the Organisation for Economic Co-operation and Development (OECD), Andreas Schleicher. Presentations were held over 3 days, and included measurement of 21st-century skills (collaboration and creativity), and assessment for a better quality of education.

ACER was also represented at the 2022 United Nations Transforming Education Summit in September. Senior Education Fellow Dr Anna Dabrowski contributed to discussions and reported back on inclusive, equitable and safe schools; learning and skills for life; work and sustainable development; young people as decision-makers; and teacher innovation.
Shaping policy

ACER is working with national and international partners in shaping policy to transform learning systems.

Setting global standards on national learning assessments

The Global Education Monitoring (GEM) Centre is a long-term partnership between ACER and the Department of Foreign Affairs and Trade (DFAT). The GEM Centre has had a significant role in global efforts to achieve United Nations SDG 4, which ensures quality education for all. While some countries use data from international assessments, such as PISA, to measure their progress against SDG 4, for many low- and middle-income countries, these assessments are neither accessible nor affordable.
As a technical partner of the UNESCO Institute for Statistics (UIS), the GEM Centre has developed groundbreaking methods and tools to enable all countries around the world to use their own learning assessments to monitor and report progress towards SDG 4.1.1; and increase the proportion of learners meeting minimum proficiency levels (MPLs) in reading and mathematics.

Assessments for Minimum Proficiency Levels (AMPL) are specifically designed to measure the proportion of children and young people reaching global MPLs in reading and mathematics. AMPL can be integrated into existing learning assessments or used as a stand-alone assessment. Countries can also use the Pairwise Comparison Method Toolkit to set global standards on their national learning assessments.

We also reviewed and enhanced the UIS’s policy-linking approach for setting global standards on national assessments.

Improving literacy and numeracy in the Pacific

Since 2015, ACER has been working with the Pacific Community’s Educational Quality and Assessment Program (EQAP) in delivering and analysing the results of its largest education assessment. In 2021, despite the difficulties of COVID-19, the Pacific Islands Literacy and Numeracy Assessment (PILNA) captured the skills of 40,000 students in 15 countries who had completed between 4 and 6 years of basic education. In September 2022, these results were reported as priorities for improving learning.

Curriculum reform in Brunei Darussalam

The Brunei Darussalam Ministry of Education commissioned ACER to review its national curriculum and associated standards in mathematics, science and English. In May 2023, ACER CEO Geoff Masters presented our recommended curriculum changes to a stakeholder meeting, and began discussions with the ministry about aligning other components of the learning system with their curriculum.
We also began delivering a new certification program for ministry officials on curriculum design, development and implementation. This work builds on a relationship that began in 2007, with workshops that now underpin Brunei Darussalam’s literacy and numeracy assessments. It was strengthened after 2019 with training of ministry staff in advanced data analysis, using ACER’s purpose-designed Foundations of Applied Measurement in Education (FAME) course.

Supporting the Emirates Schools Establishment

ACER continued to work with the Emirates Schools Establishment (ESE), which was set up by the UAE Ministry of Education to enhance the quality of education in government schools, and implement policies, standards and strategies to develop the sector.

We were engaged to assess the education system and compare policies and practices in student outcomes, teaching approaches, training and development, and effective school leadership, drawing on international benchmarks. We presented the outcomes in Dubai in early 2023, with reform recommendations in curriculum implementation, teacher practices and assessment processes.

We are now examining career trajectories for teachers and leaders, reviewing existing examination processes, and discussing what role ACER might play in the reform of the UAE curriculum.

Providing evidence for education investment in Timor-Leste

ACER continued to provide evidence to the Australian DFAT Education Analytics Service (EAS) for evaluating its support for improving teacher capabilities and student learning in Timor-Leste, Vanuatu and Laos.

During the year, we completed a multi-year study into how the Apoiu Lideransa liuhusi Mentoria no Aprendizajen (ALMA) program supports the Timor-Leste Ministry of Education, Youth and Sport (MoEYS) in developing professional learning opportunities to help implement its National Basic Education Curriculum. In late April 2023, ACER and DFAT met with MoEYS in Dili to present the study findings and discuss 14 recommendations for strengthening education policies and programs.

Developing secondary school certificates in Delhi

ACER India is working closely with the Delhi Board of School Education (DBSE), which was set up in 2021 to develop education systems and capabilities.

We provided technical assistance in the design, analysis and reporting of the DBSE’s Secondary Certificate Assessment (SCA) and the Senior Secondary Certificate Assessment (SSCA). The SCA and SSCA represent a shift from a rote, memory-driven, content-based learning system to application-based learning.

The first assessments for year 10 and 12 students in 20 Delhi schools were conducted in March 2023, with all schools expected to come under the DBSE within 5 years.
Teacher assessment program development in Indonesia
ACER continued its work with the Directorate General of Teachers and Education Personnel, to support the Indonesian Ministry of Education, Culture, Research and Technology (MoECRT) with its agenda to transform education. To help strengthen the teaching workforce and fill positions throughout the archipelago, we provided technical assistance in the development and implementation of a teacher assessment, which has involved more than 300 subject matter experts from Indonesian universities.

This collaboration between ACER and the MoECRT supports related directorates at the ministry in enhancing assessment practices through a formal process that includes a psychometric approach.

Advising the Australian Government on measuring preschool outcomes
ACER provided expertise to the Australian Department of Education, through representation on its Preschool Outcomes Measure Expert Advisory Group. The government is seeking to develop a nationally consistent measure of learning that provides early years educators with greater insight into executive function, and oral language and literacy, as part of a plan to support more effective teaching practice.
ACER is delivering quality, evidence-based tools to support the transformation of learning systems.

**Developing educators’ assessment capacity**

In November 2022, in partnership with FutureLearn, we launched our first open-access course, *How to Use Data in Assessment for Learning*, which attracted more than 200 participants from 47 countries within the first 3 weeks of delivery. The course provides educators with fundamental knowledge of data and practical skills to help create better assessments to help their students learn.

The final cohort of ACER’s Graduate Certificate in Education (Assessment of Student Learning) completed their studies, and the content from this course was developed into the **ACER Accredited Assessment Leader Program**. Delivered in a small group hybrid-learning environment, the new program helps educators develop expertise in assessment design and analysis so they can communicate and promote learning growth.

**Building a culture of collective purpose**

To help school leaders grow cultures of collective purpose, ACER worked with partners in the Menzies School Leadership Foundation Incubator to develop a **collective efficacy tracking tool**. The Incubator’s work has identified a need for a better understanding of how collective efficacy can underpin improvement and system transformation, as well as support to enact it. Researchers identified 4 phases of maturity – awareness, emerging, establishing and sustaining – and developed learning kits for school teams to work through, which focused on skills such as psychological safety and appreciation of talents.

Technology company Rising Team developed and piloted an online platform for building engaged, connected teams in schools.
Mapping best practice in early childhood learning in the UK

A partnership with Nesta, an organisation supporting innovation in the UK, saw ACER contribute to a major mapping of early childhood services, resulting in the identification of best-practice examples to improve outcomes for children and families.

Nesta identified 7 clusters across the UK that provided similar contexts (based on factors such as life expectancy, hospital admissions, crime rates and access to transport) and examined existing data to compare school readiness. ACER’s fieldwork, involving interviews and surveys in 30 local authorities, provided a detailed understanding of service delivery and practices to inform the next steps of the project.

Tools to support school improvement

In early 2023, ACER launched an update to the National School Improvement Tool, originally developed with Queensland’s Department of Education, and endorsed for use by every state and territory in Australia in 2012. The updated tool now incorporates a decade of application and evidence around the role of leadership, wellbeing and student voice in schools, and is now more inclusive of international contexts.

Additionally, we released the School Improvement Tool elaborations: student engagement and wellbeing report, again developed with Queensland’s Department of Education. The resource provides a framework for schools to review their practices and develop new approaches to student engagement and wellbeing.

Helping students to show progress in their learning

ACER’s evidence-driven Progressive Achievement (PAT) assessments help learners around the world. Already used by more than 6,000 Australian schools to identify student needs, target teaching and monitor learning growth, PAT was launched into Indonesia this year.

A new edition of PAT Science was also released, along with teaching resources mapped to Australian Curriculum version 9.0.

Comparing students’ understanding globally

Since 2007, ACER’s International Benchmark Tests (IBT) have measured the skills of more than 1.2 million students from 19 countries across the Asia-Pacific, South Africa and the Middle East, with schools in Uruguay and the Philippines participating for the first time in 2022.

We also saw the addition of a new set of Arabic language assessments, and a record number of more than 300,000 registrations in the Middle East.

A review of the IBT began in April 2023, with the aim of strengthening it as an element of a coherent learning system, and drawing on its value to promote system transformation. Development of the IBT was mapped out with the enhanced model to include instant reporting by the end of 2023, and a computer adaptive version available by the end of 2024.

Improving teaching in international schools

As a research partner to the Council of International Schools (CIS), a global network of more than 870 primary and secondary international schools and 600 universities, ACER undertook an investigation into how international schools make decisions about teaching. The research identified common themes that will support the next phase of the project; the development of a resource kit on approaches to teaching and learning that will support consistent decision-making.
ACER engages in a broad range of research, evaluation and assessment work, from the early years through to post-compulsory education. ACER develops evidence-based tools and approaches to support educators and other professionals to improve learner outcomes.

**Large-scale assessment development and implementation**

ACER continues to develop and implement several large-scale assessment programs both at the level of international coordination and national implementation. This work involves designing assessment frameworks, sampling, data collection, qualitative and quantitative analysis, and reporting of survey results.

In October 2022, the OECD appointed ACER to lead the development and implementation of the 2025 *Programme for International Student Assessment* across more than 90 countries and economies.
We are also involved in the 2024 Teaching and Learning International Survey (TALIS), the 2025 International Early Learning and Child Well-being Survey (IELS) (both for the OECD), and the 2022 International Civic and Citizenship Education Study (ICCS) for the International Association for the Evaluation of Educational Achievement (IEA).

In Australia, we are involved in the implementation of PISA, TALIS, Trends in International Mathematics and Science Study (TIMSS) and Progress in International Reading Literacy Study (PIRLS). Results from PIRLS 2021, released in May 2023, revealed Australian year 4 students’ literacy levels have remained steady during the COVID-19 pandemic, both in terms of their mean score and the proportion of students achieving the national proficient standard.

ACER also implements PISA, TIMSS and PIRLS in the UAE.

**National assessment programs**

This year, the Nepal National Examinations Board extended engagement with ACER India to support reforms in its grade 12 examinations.

ACER India also completed the design, implementation and reporting of the 2022 Bangladesh National Student Assessment of grades 3 and 5, and the 2021 Bhutan National Education Assessment of grade 3.

In Australia, ACER supports the administration and reporting of the National Assessment Program – Literacy and Numeracy (NAPLAN), NAP – Science Literacy, NAP – Information and Communications Technologies Literacy (NAP-ICTL) and NAP – Civics and Citizenship (NAP-CC).

**21st-century skills development**

The International Baccalaureate (IB) and the Jacob’s Foundation engaged ACER UK to create a transcript to record learners’ creativity and curiosity that could be used by learners across 160 countries, aged from 3 to 19. Recognising that these skills fluctuate depending on external stimuli, ACER used the metaphor of a thermostat to define what observable behaviours occurred at cold, cool, warm and hot levels of either curiosity or creativity.

ACER Indonesia assessed the effectiveness of UNICEF’s 21st-century skills program for marginalised adolescents in Jakarta and Semarang. The study, which involved 420 students and 105 adults, provided recommendations and a roadmap for scaling up the program in other locations in Indonesia.

**Professional colleges assessment review and examination support**

ACER completed 3 projects for the Australasian College of Physical Scientists & Engineers in Medicine, implementing programmatic assessment in diagnostic imaging, radiation oncology medical physics, and radiopharmaceutical science.

Other large projects included a work-based assessment review for the Australasian College of Dermatologists, reform of the Primary Dental Sciences Examination, and exam reviews for the College of Intensive Care Medicine.

Ongoing exam support continued in a range of areas, such as item review, psychometric analysis, standard setting and examiner training for many colleges across Australia and New Zealand. Clients included representative bodies for surgeons, radiologists, physicians, anaesthetists, ophthalmologists, psychiatrists and the Architects Accreditation Council.
Improving STEM learning

ACER research for Commonwealth Scientific and Industrial Research Organisation (CSIRO) has identified several factors that could facilitate greater engagement of young women in digital technologies education. The research involved a review of key research, policies and programs; an online survey of 129 science, technology, engineering and mathematics (STEM) teachers nationwide; interviews with tertiary educators in the field; and focus groups with 14–16-year-old students. It revealed that 25% of STEM teacher respondents did not feel confident, or felt only slightly confident teaching digital technologies-related subjects, particularly at the primary level.

Students participating in ACER’s annual Australian STEM Video Game Challenge develop real-world skills by designing and building an original video game. More than 280 teams of students took part in the 2022 challenge, creating games related to the theme ‘networks’. Winners were showcased at PAX Aus, the largest gaming convention in Australia.

Teams from Brisbane Boys’ College and Sydney Boys High School were awarded honourable mentions in the final round of the 2023 International Mathematical Modeling Challenge (IM²C). Coordinated within Australia by ACER, the IM²C asks students to use their research, mathematical and creative abilities to develop a mathematical model to address a real-world problem.

Addressing disadvantage in the early years

To support early childhood learning in Indonesia, the William and Lily Foundation (WLF) and Yayasan Adaro Bangun Negeri commissioned ACER to develop a model of practice and conduct a pilot program in South-West Sumba, in the East Nusa Tenggara province. Despite the introduction of a holistic, integrated early childhood development model, an ACER evaluation discovered there were challenges implementing it, including low-quality lesson plans and a lack of learning materials. A supporting model and 2 sets of interventions were developed, addressing the limited professional development of teachers, and limited knowledge among cadres [local non-professional health volunteers] of mother-and-child health and nutrition.

ACER completed the final cycle of the Overcoming Disadvantage in Early Childhood (ODEC) longitudinal study for the Australian Literacy and Numeracy Foundation (ALNF). The study tracked growth in participating children’s early language and literacy capabilities over 5 years, using innovative measurement-development linked to our well-established Longitudinal Literacy and Numeracy Study (LLANS).

Transitions through and beyond school

A new longitudinal study, known as GENERATION, began in 2022 with a nationally representative sample of 16,000 year 10 students from 295 Australian schools. These students will be surveyed annually (until they are 25) on topics such as their background, career and educational plans, experiences in and outside school, and social and emotional skills. The study is conducted by Australian National University (ANU), ACER and the Social Research Centre (SRC) on behalf of the Australian Government.

Following ACER’s 2021 report on students’ experience of the transition to secondary school, Life Education Australia engaged ACER to help develop Guide to Thrive – a new evidence-based transition program. Launched in June 2023, Guide to Thrive includes teacher professional development mapped to the Australian Institute for Teaching and School Leadership (AITSL) standards, practical classroom activities, and supporting resources for parents and carers.
Assessments to support tertiary and vocational education

ACER continues to provide admission and selection programs for tertiary institutions across Australia, New Zealand, Indonesia, Papua New Guinea, Malaysia, Denmark, Estonia, the United Kingdom and the Republic of Ireland.

In late 2022, the Victorian Department of Jobs, Skills, Industry and Regions commissioned ACER to pilot an online core skills assessment tool, aligned with the Australian Core Skills Framework and Digital Literacy Skills Framework, for use across government subsidised training places. The tool will help practitioners in the vocational adult and workplace education sector to identify and assess prospective students’ literacy, numeracy and digital skill levels.

Publications and information resources

ACER Press published several books this year, including Ecosystem leadership: an approach for schools by Neil Barker, Leading improvement in literacy teaching and learning by Robyn Cox, and Leading improvement in school community wellbeing by Donna Cross and Leanne Lester.

Teacher magazine communicated evidence-based approaches to improving teaching and learning by publishing articles, podcasts, videos and infographics across Australia and India. This year, Teacher launched a new monthly podcast series called School Assembly, providing a behind the scenes look at what is involved in building and opening a new school.

Cunningham Library continued to provide information resources and services for staff, ACER students and library members. A total of 584 books and reports, and 1,257 issues of journals were catalogued during the year. Library staff continued to manage the Australian Education Index, which now has more than 231,000 records with 97,781 of these available in full text.
Commissioned research projects

INTERNATIONAL

Abu Dhabi Department of Education and Knowledge
- Progress in International Reading Literacy Study (PIRLS) school reporting
- Trends in International Mathematics and Science Study (TIMSS) 2023 field trial

Asian Development Bank, Philippines
- Supporting school sector development plan – examination specialist (2021)

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

Big Education Trust, UK
- Teaching and creative thinking in schools

Boston College, US
- TIMSS 2023 development

British Council, UK
- English impact sampling data analysis
- Sampling and survey development and implementation

Cambridge Education, UK
- Strengthening education systems for improved learning – community led learning materials review and development

City & Guilds Group, UK
- Qualifications review

CONFEMEN
- PASEC – Niger scaling
- PASEC – Psychometric analysis of Central African Republic data

Council of International Schools
- Research study into pedagogy in international schools
Delhi Board of School Education
• Setting of project management unit

Department of Basic Education, South Africa
• Technical support for implementation of the systemic evaluation model

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

Emirates Schools Establishment, UAE
• Career progression for education professionals
• Provisioning of strategy services

International Association for the Evaluation of Educational Achievement, The Netherlands
• International Civic and Citizenship Education Study 2022
• Organisation for Economic Co-operation and Development (OECD) TALIS 2024
• Second cycle of the International Early Learning and Child Well-being Study

International Baccalaureate, Geneva
• Development of creativity and curiosity mastery transcript
• Programme evaluation: implementation trends and descriptive insights

LEGO Foundation, Denmark
• Learning through play at school

Malawi National Examinations Board, Malawi
• Item response theory training

Ministry of Education, Culture, Research and Technology, Indonesia
• Assessment development for admission test PPG pre-service 2023

Ministry of Education UAE
• Trends in International Mathematics and Science Study 2023 main study

Ministry of Education, Brunei Darussalam
• Brunei Darussalam Curriculum Standards Review

Ministry of Education Singapore
• Development of test items

NESTA UK
• Mapping early years practice

Network for International Policies and Cooperation in Education and Training, Geneva
• KIX EMAP: knowledge innovation exchange – 21st century skills workshops

New England Science & Sailing Foundation, US
• NESSF survey analysis

Nursing and Midwifery Council, UK
• Provision of design, development and maintenance of the test of competence
• Quality assurance for the test of competence computer-based test and objective structured clinical examination of the future nurse standards of proficiency

Organisation for Economic Co-operation and Development
• PISA-based testing for schools OECD technical advisory services
• PISA Core E 2021
• PISA 2022 occupation coding training
• PISA 2025 Core 1 Design, development and implementation
• PISA 2025 Core 4: Innovative Domains Assessment (Learning in the Digital World)
• Teaching and Learning International Survey (TALIS) 2024

Oxfam IBIS, Denmark
• Global learning partners for the Education Out Loud programme

Pacific Community (SPC), Pacific Islands
• Educational quality and assessment program

Palladium, Philippines
• Education pathways to peace (Mindanao)
• Technical assistance on assessment development for admission test to enter teacher professional programs – pre-service teacher
Palladium International
- Provision of services for the Innovation for Indonesia’s School Children Australia Indonesia Partnership (INOVASI) program 2020

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

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

Qualifications Wales, UK
- A technical review of the design principles of qualifications for Essential Skills Wales
- Curriculum and assessment adviser consultancy

Research Triangle Institute International, US
- Mapping the education response to COVID-19 across Asia

Scottish Government External Affairs Directorate, UK
- Designing of a new international development education program and tendering support

Scottish Government Learning Directorate, UK
- Scottish National Standardised Assessment

Sharjah Private Education Authority, UAE
- PIRLS school reporting
- TIMSS 2023 main study

Sri Aurobindo Society, India
- Research assistance to Zero Investment Innovations for Education Initiatives (ZIIEI) Programme
- Technical assistance to competency-based learning framework
- Training and capacity building, content creation and quality assurance and certification services for Rupantar Programme
- Training and capacity building, content creation and quality assurance for the ZIIEI program

Standards and Testing Authority, UK
- KS1 and KS2 English writing

The Office of Qualifications and Examinations Regulation (Ofqual), UK
- A technical review of the design principles for the Essential Skills Wales suite of qualifications

Standards and Testing Agency, Government UK
- 0246-01-WP3 KS2 English reading informal trialling
- Item validation trial and functionality trial

United Nations Educational, Scientific and Cultural Organization (UNESCO)
- 2023 GEM report – Lao case study
- APCEIU-ACER Collaboration to Monitor Global Citizenship Education (GCED) in the Asia-Pacific region
- Policy-linking toolkit update

UNESCO Institute for Statistics
- Development of an AMPL in reading and mathematics to assess students

UNESCO Myanmar
- Strengthening pre-service teacher education – science, technology, engineering and mathematics (STEM)
- United Nations International Children’s Emergency Fund (UNICEF)
- Understanding the impact of COVID-19 on learning in sub-populations of the Philippines – a study to inform Southeast Asia Primary Learning Metrics (SEA-PLM) 2024
- Institutional consultancy for the development of a global public good showcasing promising solutions (solutions book II)
- Assessment and scalability innovative 21st century skills programme
- Design, implementation, reporting and use of findings – NSA 2022 of primary education subsector
- Baseline for Integration and mainstreaming of Refugee Children into the Sudanese Education System (IRCSES)

UNICEF East Asia and Pacific
- Southeast Asia Primary Learning Metrics (SEA-PLM)

Welsh Government
- Evaluation of the National Professional Enquiry Project (NPEP)
WES VAT

• PISA 2022 sampling
• PISA 2025 Core 3 sampling

William and Lily Foundation, Indonesia

• Revitalising early childhood care and development in South-West Sumba

World Bank

• Supporting the roll out of Assessments for Minimum Proficiency Levels (AMPL-b)

AUSTRALIA

Albert Investments/Government of South Australia

• Music education: Right from the Start – teachers survey

Australia & New Zealand College of Anaesthetists

• Exam advancement review

Australia & New Zealand College of Veterinary Scientists

• Exam review

Australian College of Physical Scientists & Engineers in Medicine

• Review of professional assessment of competency and ability to practice

Australian Curriculum, Assessment and Reporting Authority

• Aligning the ACER and ACARA learning progressions
• NAP – Civics and Citizenship (NAP-CC) 2024
• NAP – Science Literacy 2023
• NAP – ICT Literacy test development 2019–21
• NAPLAN Data and National Report 2022 – central analysis
• NAPLAN Data and National Report 2023 – central analysis
• NAPLAN writing prompt development
• NAPLAN writing rubric review
• NAPLAN 2023 online trial analysis

Australian Dental Council

• Review of examination

Australian Education Research Organisation

• AERO Benchmarking Performance
• Furthest Behind – consultation examining how schools identify and support struggling students in years 7–9
• Monitoring use of evidence-based practices using secondary data

Australian Institute for Teaching and School Leadership

• Elaboration of AITSL Teaching Standards – mathematics

Australian Literacy and Numeracy Foundation

• Overcoming disadvantage in early childhood

Australian Mathematics Trust

• Monitoring and evaluation

Australian National University

• Post School Destinations Survey (PSDS)

Australian Science Innovations

• Big Science

Beyond Blue

• Be You evaluation 2021–23

Catholic Schools NSW

• Countering Violent Extremism (CVE) introductory module – responding to violent, anti-social and extremist behaviour

College of Intensive Care Medicine of Australia & New Zealand

• Examination review and psychometric evaluation

Commonwealth Scientific and Industrial Research Organisation (CSIRO)

• Engaging young women in digital technology education programs

CONFEMEN

• PASEC educational measurement training

Department for Education South Australia

• External wellbeing programs directory
• Phonics screening check 2022
• Phonics screening check 2023
Department of Education, ACT
- Scaling test

Department of Education, Australian Government
- Evaluation of school education closing the gap measures
- Foundation skills – review Australian Core Skills Framework, Digital Literacy Skills Framework and tools available to support assessment using these frameworks
- Foundation skills program – review and development of KPIs
- International Comparison of Tertiary Education Systems
- National project manager for Australia’s participation in the OECD Teaching and Learning International Survey (TALIS) 2024
- National Trends in International Mathematics and Science Study (TIMSS) 2023
- OECD Programme for International Student Assessment (PISA) 2018, 2022 and 2025 national component (also funded by state and territory education departments)
- Progress in International Reading Literacy Study (PIRLS) National Study 2019
- Review of the student experience survey
- Revising the Australian Qualifications Framework (AQF) architecture and taxonomy
- Transnational delivery of non-AQF courses by Australian higher education providers 2021

Department of Education, NSW
- Best Start 2020 pilot marking
- Integration funding support review
- Intelligent Access Program (IAP) system evaluation
- Provision of assessment item writing services
- Validation of Assessment for Learning and Individual Development (VALID) marking

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

Department of Education & Training (DET), Victoria
- Amplify – student voice, agency and leadership evaluation
- Evaluation of the School-based Executive Class Principal (SBEC) Principal (SBECP) initiative
- Evaluation of the Victorian Professional Learning Communities (PLC) initiative (2022–2023)
- Literacy learning difficulties annotations to the Literacy Teaching Toolkit
- Middle years literacy and numeracy support initiative evaluation
- Professional learning for DET Vic. (tutoring program)
- Professional learning to support the English Online Interview (EOI) phonics enhancements
- Redevelopment of the English online interview modules to include new phonics items
- VET-VCAL workforce reform evaluation

Department of Foreign Affairs and Trade
- Australia awards global tracer facility
- Australia Awards in Samoa – assessment of applications for 2023
- Education Analytics Service (EAS)
- Global educational monitoring partnership

Department of Health
- Registrar satisfaction survey

Department of Jobs, Skills, Industry and Regions (DJSIR), Victoria
- Adult, Community and Further Education (ACFE) skills for work and study evaluation
- Evaluation of new model for pre-accredited foundation skills training (stronger by design)

Department of Transport and Planning, Victoria
- Review of PrepL competency-based learning and assessment

Financial Planning Association of Australia (FPAA)
- CFP-C exam standard setting

Independent Schools Australia (ISA)
- Elaborate a vision for the future of school education in Australia
Life Ed Australia
• Distillation of evaluation reports
• Guide to Thrive – pathways to excellence pack
• LEA development of teacher resources: student transitions from primary to secondary

Menzies Foundation
• Menzies School Leader Fellowship program

Ninti One Limited
• Indigenous learners in the vocational education and training (VET) system

New South Wales Education Standards Authority
• Board of Studies marking

Office of the Board of Secondary Studies, Australian Government
• AST Pairwise

Optometry Council of Australia & New Zealand
• Workshop delivery exam question development schools of optometry across Australia and Auckland

Royal Australasian College of Dental Surgeons
• RADS Oral and Maxillofacial Surgery (OMS) assessment review

Royal Australasian College of Physicians
• Psychometric services

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

Royal Australian and New Zealand College of Ophthalmologists
• Assessment consultancy

Smiling Mind
• Evaluation of Mindfulness-based Social and Emotional Learning (M-SEL)

Tasmanian Catholic Education Office
• Independent review of years 9–12 curriculum framework and senior secondary accreditation framework

The Australian College of Dermatologists
• Assessment review

The Song Room
• Evaluation of the transformational learning through creativity program

University of Newcastle
• Building capacity for quality teaching rounds in Victoria

VET Development Centre
• Evaluation of the 2022 Victorian VET Teacher Professional Learning Program
• Evolution of the 2023 Victorian VET Teacher Professional Learning Program
• Future of the VET workforce
• Victorian Curriculum and Assessment Authority
• Critical and Creative Thinking (CCT) online task marking 2022
• Development of the health and physical education online assessment package HPE-UM-1-10
• Development of the health and physical education online assessment package HPE-PSC-1-10 (2022)
• Development of the mathematics online assessment package MSCA-WP-C3
• Literacy and numeracy GAT 2022
• Technical support for 2022 VCE results processing

Victorian Skills Authority
• Attitudes and sentiment towards vocational education and training for securing good jobs


Picker, K. A. (2022). Examining the relationship between teacher reading content knowledge, pedagogy and children’s learning experiences [PhD, University of Melbourne]. http://hdl.handle.net/11343/307564


## Financial summary

### Australian Council for Educational Research Ltd

**ABN 19 004 398 145**

### REVENUE

<table>
<thead>
<tr>
<th></th>
<th>2023</th>
<th>2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL REVENUE</td>
<td>$97,803,785</td>
<td>$90,309,041</td>
</tr>
</tbody>
</table>

### TOTAL ASSETS

<table>
<thead>
<tr>
<th></th>
<th>2023</th>
<th>2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL ASSETS</td>
<td>$116,683,939</td>
<td>$119,478,562</td>
</tr>
</tbody>
</table>

### CONSOLIDATED STATEMENT OF PROFIT OR LOSS FOR THE YEAR ENDED 30 JUNE 2023

<table>
<thead>
<tr>
<th></th>
<th>2023</th>
<th>2022</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revenue</strong></td>
<td>$97,803,785</td>
<td>$90,309,041</td>
</tr>
<tr>
<td><strong>Other income</strong></td>
<td>$2,725,897</td>
<td>$764,615</td>
</tr>
<tr>
<td><strong>Changes in inventories of finished goods and work in progress</strong></td>
<td>$100,301</td>
<td>$(24,511)</td>
</tr>
<tr>
<td><strong>Employee benefits expense</strong></td>
<td>$(68,023,815)</td>
<td>$(61,654,886)</td>
</tr>
<tr>
<td><strong>Consultancy expense</strong></td>
<td>$(13,090,003)</td>
<td>$(7,608,372)</td>
</tr>
<tr>
<td><strong>Raw materials and consumables used</strong></td>
<td>$(2,602,099)</td>
<td>$(2,621,430)</td>
</tr>
<tr>
<td><strong>Computer expense</strong></td>
<td>$(5,499,709)</td>
<td>$(5,015,089)</td>
</tr>
<tr>
<td><strong>Travel expense</strong></td>
<td>$(2,016,398)</td>
<td>$(524,681)</td>
</tr>
<tr>
<td><strong>Depreciation and amortisation expense</strong></td>
<td>$(4,588,166)</td>
<td>$(3,203,888)</td>
</tr>
<tr>
<td><strong>Rent and occupancy expenses</strong></td>
<td>$(162,021)</td>
<td>$(110,808)</td>
</tr>
<tr>
<td><strong>Printing and stationery expenses</strong></td>
<td>$(522,604)</td>
<td>$(542,248)</td>
</tr>
<tr>
<td><strong>Repairs and maintenance expenses</strong></td>
<td>$(876,266)</td>
<td>$(707,102)</td>
</tr>
<tr>
<td><strong>Royalty expenses</strong></td>
<td>$(638,372)</td>
<td>$(651,492)</td>
</tr>
<tr>
<td><strong>Advertising expenses</strong></td>
<td>$(327,334)</td>
<td>$(308,213)</td>
</tr>
<tr>
<td><strong>Freight and cartage expenses</strong></td>
<td>$(154,793)</td>
<td>$(181,446)</td>
</tr>
<tr>
<td><strong>Finance costs</strong></td>
<td>$(71,180)</td>
<td>$(61,263)</td>
</tr>
<tr>
<td><strong>Other expenses</strong></td>
<td>$(7,951,558)</td>
<td>$(8,697,352)</td>
</tr>
</tbody>
</table>

**SURPLUS BEFORE INCOME TAX**

<table>
<thead>
<tr>
<th></th>
<th>2023</th>
<th>2022</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(5,894,335)</strong></td>
<td><strong>(5,894,335)</strong></td>
<td><strong>(839,125)</strong></td>
</tr>
</tbody>
</table>

**Income tax expense**

<table>
<thead>
<tr>
<th></th>
<th>2023</th>
<th>2022</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(5,894,335)</strong></td>
<td><strong>(5,894,335)</strong></td>
<td><strong>(839,125)</strong></td>
</tr>
</tbody>
</table>

**SURPLUS FOR THE YEAR**

<table>
<thead>
<tr>
<th></th>
<th>2023</th>
<th>2022</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(5,894,335)</strong></td>
<td><strong>(5,894,335)</strong></td>
<td><strong>(839,125)</strong></td>
</tr>
</tbody>
</table>
### Consolidated Statement of Financial Position

**As at 30 June 2023**

#### Assets

<table>
<thead>
<tr>
<th>Category</th>
<th>2023</th>
<th>2022</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Current Assets</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash and cash equivalents</td>
<td>11,571,839</td>
<td>21,010,935</td>
</tr>
<tr>
<td>Trade and other receivables</td>
<td>12,726,037</td>
<td>7,391,477</td>
</tr>
<tr>
<td>Inventories</td>
<td>681,785</td>
<td>782,086</td>
</tr>
<tr>
<td>Other financial assets</td>
<td>13,807,602</td>
<td>13,015,448</td>
</tr>
<tr>
<td>Other assets</td>
<td>6,681,645</td>
<td>6,757,437</td>
</tr>
<tr>
<td><strong>Total Current Assets</strong></td>
<td>45,468,908</td>
<td>48,957,383</td>
</tr>
<tr>
<td><strong>Non-Current Assets</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other assets</td>
<td>36,206</td>
<td>30,921</td>
</tr>
<tr>
<td>Right-of-use assets</td>
<td>1,609,337</td>
<td>1,694,996</td>
</tr>
<tr>
<td>Property, plant and equipment</td>
<td>57,717,874</td>
<td>57,964,220</td>
</tr>
<tr>
<td>Intangible assets</td>
<td>11,851,614</td>
<td>10,831,042</td>
</tr>
<tr>
<td><strong>Total Non-Current Assets</strong></td>
<td>71,215,031</td>
<td>70,521,179</td>
</tr>
<tr>
<td><strong>Total Assets</strong></td>
<td>116,683,939</td>
<td>119,478,562</td>
</tr>
</tbody>
</table>

#### Liabilities

<table>
<thead>
<tr>
<th>Category</th>
<th>2023</th>
<th>2022</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Current Liabilities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trade and other payables</td>
<td>6,504,256</td>
<td>8,757,508</td>
</tr>
<tr>
<td>Employee benefits</td>
<td>14,632,472</td>
<td>13,564,691</td>
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<tr>
<td>Contract liabilities</td>
<td>18,797,580</td>
<td>14,304,448</td>
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<tr>
<td>Lease liabilities</td>
<td>764,903</td>
<td>969,677</td>
</tr>
<tr>
<td><strong>Total Current Liabilities</strong></td>
<td>40,699,211</td>
<td>37,596,324</td>
</tr>
<tr>
<td><strong>Non-Current Liabilities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employee benefits</td>
<td>2,215,520</td>
<td>2,144,214</td>
</tr>
<tr>
<td>Lease liabilities</td>
<td>1,186,224</td>
<td>1,074,477</td>
</tr>
<tr>
<td><strong>Total Non-Current Liabilities</strong></td>
<td>3,401,744</td>
<td>3,218,691</td>
</tr>
<tr>
<td><strong>Total Liabilities</strong></td>
<td>44,100,955</td>
<td>40,815,015</td>
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</tbody>
</table>

#### Equity

<table>
<thead>
<tr>
<th>Category</th>
<th>2023</th>
<th>2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reserves</td>
<td>31,628,061</td>
<td>32,088,458</td>
</tr>
<tr>
<td>Accumulated surpluses</td>
<td>40,954,923</td>
<td>46,575,089</td>
</tr>
<tr>
<td><strong>Total Equity</strong></td>
<td>72,582,984</td>
<td>78,663,547</td>
</tr>
<tr>
<td></td>
<td>2023</td>
<td>2022</td>
</tr>
<tr>
<td>---------------------------</td>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td><strong>CONSOLIDATED STATEMENT OF CASH FLOWS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>FOR THE YEAR ENDED 30 JUNE 2023</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CASH FLOWS FROM OPERATING ACTIVITIES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Receipts from customers</td>
<td>106,433,171</td>
<td>96,133,334</td>
</tr>
<tr>
<td>Payments to suppliers and employees</td>
<td>(103,981,016)</td>
<td>(87,441,019)</td>
</tr>
<tr>
<td>Interest received</td>
<td>199,966</td>
<td>25,515</td>
</tr>
<tr>
<td>Finance costs</td>
<td>(71,180)</td>
<td>(61,263)</td>
</tr>
<tr>
<td>Net GST paid</td>
<td>(5,456,147)</td>
<td>(5,008,373)</td>
</tr>
<tr>
<td><strong>NET CASH PROVIDED BY/(USED IN) OPERATING ACTIVITIES</strong></td>
<td>(2,875,206)</td>
<td>3,648,194</td>
</tr>
<tr>
<td><strong>CASH FLOWS FROM INVESTING ACTIVITIES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proceeds from sale of plant and equipment</td>
<td>-</td>
<td>4,837</td>
</tr>
<tr>
<td>Payment for intangible asset</td>
<td>(3,466,666)</td>
<td>(6,463,680)</td>
</tr>
<tr>
<td>Purchase of property, plant and equipment</td>
<td>(1,274,340)</td>
<td>(1,040,251)</td>
</tr>
<tr>
<td>Payment for investments</td>
<td>(905,233)</td>
<td>(1,495,496)</td>
</tr>
<tr>
<td><strong>NET CASH PROVIDED BY/(USED IN) INVESTING ACTIVITIES</strong></td>
<td>(5,646,239)</td>
<td>(5,994,590)</td>
</tr>
<tr>
<td><strong>CASH FLOWS FROM FINANCING ACTIVITIES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Repayment of lease liabilities</td>
<td>(917,651)</td>
<td>(1,161,936)</td>
</tr>
<tr>
<td><strong>NET CASH PROVIDED BY/(USED IN) FINANCING ACTIVITIES</strong></td>
<td>(917,651)</td>
<td>(1,161,936)</td>
</tr>
<tr>
<td>Net increase/(decrease) in cash and cash equivalents held</td>
<td>(9,439,096)</td>
<td>(6,508,332)</td>
</tr>
<tr>
<td>Cash and cash equivalents at beginning of year</td>
<td>21,010,935</td>
<td>27,519,267</td>
</tr>
<tr>
<td><strong>CASH AND CASH EQUIVALENTS AT END OF FINANCIAL YEAR</strong></td>
<td>11,571,839</td>
<td>21,010,935</td>
</tr>
</tbody>
</table>
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BA, DipEd WA, Secondary TC, BEd MEd Murdoch,
PhD Toronto, FACE
Emeritus Professor
University of Western Australia

DEPUTY CHAIR
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Executive Director and Enterprise Professor
Melbourne Assessment, University of Melbourne

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GGM Talent and Culture
ANZ Banking Group

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MIT Centre for Information Systems Research

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Research Director
ACER

Ms Megan Lilly
BA, DipEd, MEd (Admin&Policy) Monash
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Centre for Education & Training,
AI Group

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BSc, MEd WA, PhD Chicago, FACE, FACEL
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ACER

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Partner and Consulting, Government and Public
Sector Leader
PwC Australia Consulting

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Chief Executive
Department of Education South Australia

Dr Nathan Zoanetti (from January 2023)
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Research Director
ACER
ACER Group

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