



# ANNUAL REPORT 2012–2013





The Australian Council for Educational Research (ACER) is one of the world's leading educational research centres.

**ACER's mission is to create and promote research-based knowledge, products and services that can be used to improve learning across the life span.**

ACER pursues this mission by contributing internationally to ensuring that:

- every learner is engaged in challenging learning opportunities appropriate to their readiness and needs;
- every learning professional is highly skilled, knowledgeable and engaged in excellent practice;
- every learning community is well resourced and passionately committed to improving outcomes for all learners; and
- every member of society has an opportunity to achieve their potential, regardless of circumstances and background.

ACER has built a strong reputation as a provider of reliable support and expertise to education policy makers and professional practitioners since it was established in 1930.

As a not-for-profit organisation, independent of government, ACER receives no direct financial support from government and generates its entire income through contracted research and development projects, and through products and services that it develops and distributes.

ACER has more than 340 staff located in Melbourne, Sydney, Brisbane, Perth, Adelaide, Dubai and New Delhi.



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## FROM THE CEO

ACER is continuing to work on a range of priorities including: building the breadth, depth and reach of our research; expanding professional resources; enhancing our international presence; building our work in non-school education and the award of qualifications; and addressing disadvantage through partnerships and alternative funding sources.

Research Conference 2012, on the theme *School Improvement: What does the research tell us about effective strategies?* was ACER's largest conference to date, with more than 1200 delegates discussing improvement agenda, expert teaching teams and practices, differentiated classroom learning, use of data and targeted uses of resources.

ACER published *Measure for Measure*, a comprehensive analysis drawing on major national and international assessments to better understand changes in the achievement levels of Australian students. We also continued to work with the National Australia Bank and the Foundation for Young Australians on the NAB Schools First national program to recognise outstanding school-community partnerships.

In the vocational and workplace education and training sector, ACER brought together senior decision makers and stakeholders at the 2013 National Adult Language, Literacy and Numeracy Assessment Conference to discuss the effective use of data to drive improvement in the sector.

ACER led the OECD's Assessment of Higher Education Learning Outcomes study and continued to manage the Australasian Survey of Student Engagement. We also conducted the University Experience Survey, the first single national collection of data on students' university experience.

Internationally, ACER managed Australia's participation in the OECD's Programme for International Student Assessment; the United Arab Emirates (UAE) National Assessment Program for the UAE Ministry of Education; the International Computer and Information Literacy Study for the International Association for the Evaluation of Educational Achievement; and delivered the national reports for the Trends in International Mathematics and Science Study and the Progress in International Reading Literacy Study.

In Indigenous education, ACER published *Making a Difference: Improving outcomes for Indigenous learners* to highlight our work on improving learning outcomes for Indigenous Australians.

We also began work through the Science of Learning Research Centre, in partnership with the University of Queensland and the University of Melbourne, to investigate effective learning practices in the light of current knowledge about learning processes and factors that influence successful learning.

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

**Professor Geoff Masters**  
Chief Executive Officer, ACER

SPOTLIGHT ON ...

# THE SCIENCE OF LEARNING

There is a growing interest in education about understanding the brain and how it learns so that we can improve outcomes for learners. ACER and key partners are undertaking cutting-edge research to investigate key aspects of learning itself.

The research involves conducting fine-grained analyses of behaviour; using video and audio tracking equipment as learners interact with teachers, instructional devices and each other; recording cognitive processing through electrical brain activity and eye gaze; using advanced imaging technologies to assess changes in brain functioning during learning; conducting trials of teaching and learning processes in school settings; and investigating the outcomes of particular teaching practices in a controlled environment.

Much of that work to investigate effective learning practices is occurring through the Science of Learning Research Centre, a consortium of researchers at ACER, the University of Queensland and the University of Melbourne, established in May 2013. Dr Mike Timms, Director of ACER's Assessment and Psychometric Research program, is leading ACER's work program as an Executive Committee Member of the Centre responsible for research on measuring learning.

'Our aim in conducting trans-disciplinary research into learning and the conditions that support successful learning is to contribute to a deeper understanding of learning and of the effectiveness and impact of different forms of learning,' Dr Timms said.

'The focus is on better understanding the processes of learning in the laboratory and classroom; using quantitative methods to assess the outcomes of learning; monitoring and testing the delivery of education and its assessment in experimental classrooms; and disseminating our findings.

'Experimental neuroscience and cognitive psychology are providing a detailed understanding of the neural mechanisms that are engaged during learning, memory consolidation and retrieval,' Dr Timms said.

'These studies are providing insights into the conditions under which effective and robust learning takes place. Two of the most relevant aspects to emerge from these studies are the key role of attention in learning and the finding that the pattern of reinforcement, as well as the external environment, can have a major impact on memory consolidation.'

Among other things, ACER is investigating the role of effective feedback in learning, especially in online learning materials. We are also studying ways to monitor students' attention during learning and problem solving, as a way to improving instructional methods with respect to attention. ACER is also investigating how anxiety about mathematics inhibits learning in the subject and what can be done to eradicate that anxiety.

# SCHOOL IMPROVEMENT

## IMPROVING SCHOOLS

'School improvement' typically focuses on areas of school practice that support improved teaching and learning – and the National School Improvement Tool is enabling schools to identify how effectively they are addressing those areas.

'The first thing we know about highly effective schools is that they have an improvement agenda that is explicit, clear and shared across the school – so everyone in the school knows what they want to improve,' explained ACER chief executive Professor Geoff Masters.

In highly effective schools, the leadership team and staff are committed to such an agenda, expressed in terms of things that can be monitored in order to identify whether outcomes are improving.

Highly effective schools are characterised by a range of features, including:

- high expectations
- a focus on supportive relationships in the school
- good use of human and physical resources within and beyond the school
- expert teaching teams, with a shared commitment to supporting student learning and highly effective teaching
- leadership team support for staff to meet the needs of individual learners.

'School leaders in highly effective schools don't say, "I'm managing the school; pedagogy is for teachers out there in classrooms". They are actively involved in the quality of the teaching, support professional learning to enable this, and participate in this professional learning themselves,' Professor Masters said.

More information about the National School Improvement Tool and support for school improvement is available at:

[www.acer.edu.au/nsit](http://www.acer.edu.au/nsit)

## PHILANTHROPIC SUPPORT IN SCHOOLS

Schools are relying on fetes and other traditional fundraising while missing out on the financial and "in-kind" support available from philanthropic foundations and trusts, according to a survey by ACER in partnership with The Ian Potter Foundation and the Origin Foundation.

The *Leading Learning in Education and Philanthropy 2012 Survey Report* found schools, especially government schools, rarely connect with philanthropic trusts and foundations as part of their fundraising approach. Yet the philanthropic organisations surveyed had annual budgets for education grants ranging from \$521 to \$2.7 million.

Dr Michelle Anderson, former ACER Principal Research Fellow and co-author of the report with Dr Emma Curtin said, 'A big knowledge gap for schools exists in this area. Philanthropy is a whole new world for nine out of 10 schools in Australia.'

The *Leading Learning in Education and Philanthropy 2012 Survey Report* is available at:

[www.acer.edu.au/documents/LLEAP\\_ExecSummary\\_Survey\\_Report2012.pdf](http://www.acer.edu.au/documents/LLEAP_ExecSummary_Survey_Report2012.pdf)





## SCHOOL–COMMUNITY PARTNERSHIPS

ACER's research shows that strong school–community partnerships improve outcomes for students, and that there are many benefits from well-managed and well-resourced partnerships. ACER identified the characteristics of an effective partnership, then developed the criteria for the NAB Schools First awards. ACER also created the application guidelines, evaluated the first three years of the project and has undertaken extensive research into school–community partnerships.

*Partnering for school improvement: case studies of school–community partnerships* by Sharon Clerke, ACER Senior Project Director for NAB Schools First, showcases schools that have developed creative ways to address student needs by developing partnerships that take advantage of the expertise, knowledge and skills found in the community.

More information can be found at:

[www.acer.edu.au/documents/partnering-for-school-improvement.pdf](http://www.acer.edu.au/documents/partnering-for-school-improvement.pdf)

## MINDS MEET ON SCHOOL IMPROVEMENT

The 17th annual ACER Research Conference saw 1200 teachers, policymakers and researchers gather in Sydney in August 2012 to review what schools can do to improve outcomes for students.

'School improvement is a key objective of all education systems and school leaders who share a common drive to deliver improved outcomes for students,' ACER chief executive Professor Geoff Masters said.

Delegates discussed practices that research shows have a powerful effect on school improvement, such as an explicit improvement agenda, a culture that promotes learning, an expert teaching team, effective teaching practices, differentiated classroom learning, use of data and targeted use of resources.

*Teachers driving school improvement* is the theme for the May 2014 Excellence in Professional Practice Conference, which is presented by practitioners, for practitioners.

Conference proceedings can be downloaded from ACEReSearch:

[research.acer.edu.au/research\\_conference/RC2012/27august/1/](http://research.acer.edu.au/research_conference/RC2012/27august/1/)

[www.acerinstitute.edu.au/conferences/eppc](http://www.acerinstitute.edu.au/conferences/eppc)



IMPROVING LEARNING IN ...

# INDIGENOUS EDUCATION



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## INDIGENOUS SCHOOL READINESS

Educators need to recognise the skills, cultural knowledge and understandings Aboriginal and Torres Strait Islander children already have when they transition to formal learning.

A joint project by ACER and the Commonwealth Department of Families, Housing, Community Services and Indigenous Affairs reviews the literature and uses a strength-based analysis of information from Footprints in Time: The Longitudinal Study of Indigenous Children (LSIC) to examine Aboriginal and Torres Strait Islander children's abilities and knowledge at four to six years of age.

'There is a continual message of gaps, failures and "lack", said co-author of the paper, former ACER Principal Research Fellow Dr Michele Lonsdale. 'We need a more positive approach.'

'School readiness is as much about schools recognising the existing capabilities and knowledge that Aboriginal

and Torres Strait Islander children have when they arrive at school as it is about supporting children and families to become ready for formal learning.'

The study confirms that family support, strong cultural identity, good health, positive self-identity and engagement in shared activities such as storytelling are likely to lead to resilience in Aboriginal and Torres Strait Islander children.

While LSIC shows rich interactions between children and their parents and carers, and shows the importance of cultural knowledge and identity, these factors are not currently reflected in testing and checklists used to measure children's wellbeing and school readiness.

The full report, *Starting School: A strengths-based approach towards Aboriginal and Torres Strait Islander children*, is available from:

[research.acer.edu.au/indigenous\\_education/27/](https://research.acer.edu.au/indigenous_education/27/)

## GROWTH IN INDIGENOUS UNIVERSITY STUDENT NUMBERS

The number of Indigenous students enrolled at Australian universities has grown by over 40 per cent since 2006, according to an analysis of Census data by ACER.

The analysis, by ACER Principal Research Fellow Dr Daniel Edwards and ACER Research Fellow Ms Eva van der Brugge, revealed a notable increase in the number of Indigenous students between 2006 and 2011, with enrolments growing by about 43 per cent, compared to 25 per cent growth in the overall number of students in higher education in Australia.

'Despite a relatively large growth in numbers in the past five years, Indigenous students are substantially underrepresented at university, comprising only just over one per cent of the university student population,' Dr Edwards said.

The analysis was published in an ACER *Joining the Dots* research briefing. Subscription information is available at:

[www.acer.edu.au/jtd](http://www.acer.edu.au/jtd)

## OVERCOMING INDIGENOUS DISADVANTAGE

In 2012 ACER conducted extensive consultations with governments, Indigenous organisations and research bodies to review the *Overcoming Indigenous Disadvantage: Key Indicators* report.

The Productivity Commission's OID report was found to provide a good breadth of information and clear identification of progress towards reaching targets.

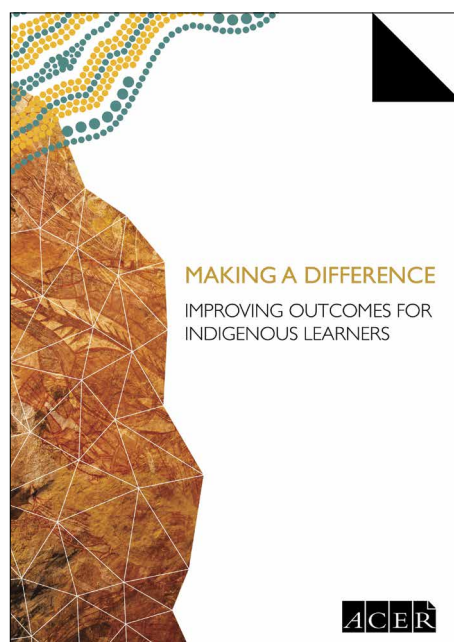
The review reports a need for more analysis of the interconnections and linkages between indicators, and a more strengths-based approach in reporting of the Indigenous experience.

## MAKING A DIFFERENCE

ACER's contributions to Indigenous educational research over the past decade have been highlighted in *Making a difference: Improving outcomes for Indigenous learners*. The 2013 publication reviews research, policy analysis, program evaluation, professional development, and the development of assessment tools and other resources. It highlights some findings from ACER's work, in order to support the development of evidence-based pathways to success for Indigenous learners.

The full report, *Making a difference: Improving outcomes for Indigenous learners* is available from:

[www.acer.edu.au/indigenous/making-a-difference](http://www.acer.edu.au/indigenous/making-a-difference)



IMPROVING LEARNING IN ...

# HIGHER EDUCATION



## AUSTRALIAN STUDENTS RATE UNIVERSITY EXPERIENCE POSITIVELY

The University Experience Survey (UES), funded by the Commonwealth Government and conducted by ACER with the University of Melbourne's Centre for the Study of Higher Education and the University of Western Sydney in 2012, was the first of its kind to survey current university students about their experience.

Project director Ms Ali Radloff said the objective of the UES – surveying close to 115 000 students – was to support continuous improvement in Australian universities.

'Unlike other large higher education surveys, the UES investigates the experience of current students – in terms of engagement, teaching quality, support and the development of their knowledge and skills,' said Ms Radloff, an ACER Research Fellow.

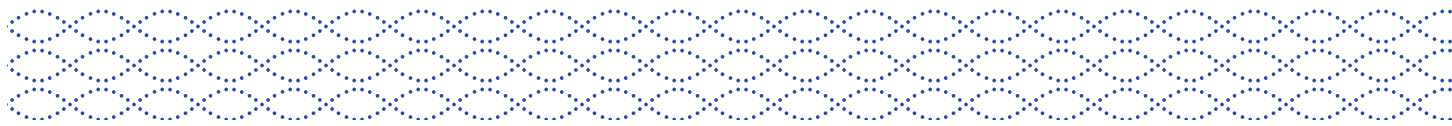
'The UES really drills down into the student experience, and provides universities with quality data to inform their programs to maintain and improve outcomes for all learners.'

Results reveal that 80 per cent of students rate the quality of their educational experience as good or excellent.

The 2012 UES report is available at:

[www.innovation.gov.au/HigherEducation/Policy/Pages/UniversityExperienceSurvey.aspx](http://www.innovation.gov.au/HigherEducation/Policy/Pages/UniversityExperienceSurvey.aspx)

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## LOW SES STUDENT ENROLMENT TARGET MAY BE WITHIN REACH

Australia may be closer than previously thought to achieving its target of raising the proportion of undergraduate students from low socioeconomic backgrounds to 20 per cent by 2020, modelling by ACER shows.

Principal Research Fellow Dr Daniel Edwards explored the use of a new measure of socioeconomic status (SES) based on students' prior residential address, rather than their address once attending university, to monitor the participation of underprivileged groups in higher education.

Using data from the 2011 Census, which includes information on residential location five years earlier, Dr Edwards estimated that 18.5 per cent of domestic undergraduate university students were from low SES backgrounds.

In contrast, the current official method for measuring SES in Australian higher education, which factors in current residential address and any Centrelink benefits, estimates around 14.3 per cent of undergraduate students were from low SES backgrounds in 2010.

'The prior address calculation method suggests Australia may be closer to meeting the target than originally thought, but despite the recent large growth in university enrolments, there has not been any change in the proportion of students from low SES backgrounds since the 2006 Census,' Dr Edwards said.

The analysis was published in an ACER *Joining the Dots* research briefing. Subscription information is available at:

[www.acer.edu.au/jtd](http://www.acer.edu.au/jtd)

## UNIVERSITY NUMBERS GROWING FAST

Growth in university student numbers in Australia between 2006 and 2011 was the fastest for at least the past 20 years.

An ACER analysis of Census data shows university student numbers grew by 25.1 per cent between 2006 and 2011. In the previous five year period the university student population only grew by 3.2 per cent.

ACER Principal Research Fellow Dr Daniel Edwards said, 'Much of this growth is related to the announcement in 2009 of a new "demand-driven" funding system in higher education that enables universities to expand their enrolments – and still receive funding. This expansion agenda, aimed at increasing participation in university seems to be having a positive impact on growth.'

The analysis was published in an ACER *Joining the Dots* research briefing. Subscription information is available at:

[www.acer.edu.au/jtd](http://www.acer.edu.au/jtd)

## BUILDING CAPABILITY IN SAUDI ARABIA

ACER staff presented a workshop on the creation of a centre for evaluation and assessment to staff at the Centre for Measurement and Evaluation at Saudi Arabia's Imam Muhammad bin Saud Islamic University.

The 2012 workshop covered quality assurance, infrastructure development, aspects of test administration and the psychometric processes involved in test analysis and reporting.



# SCHOOL ASSESSMENT

## TIME TO REFORM EDUCATIONAL ASSESSMENT

A review by ACER chief executive Professor Geoff Masters called for reform of assessment and reporting in schools, with a focus on the progress students make, regardless of their starting points.

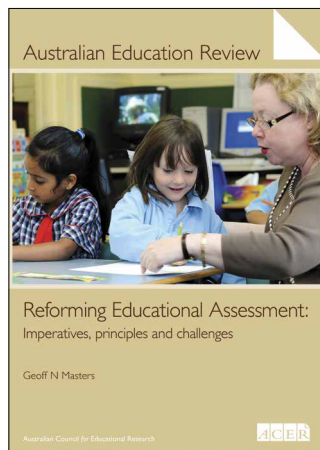
In *Reforming Educational Assessment: Imperatives, principles and challenges*, Masters said it is common practice to assess students against the expectations for their year level. However, this traditional practice fails to recognise that students in the same year of school are at different points in their learning and development. Typically, the most advanced students in any school year are about six years ahead of the least advanced.

Masters said educational assessment should be used to understand rather than judge learning, and be an integral part of teaching and learning, rather than something that follows teaching and learning.

'The reform of assessment has the potential to drive improvements, but this will be difficult in the absence of broader educational reforms. For example, assessment to establish where individuals are in their learning is largely pointless if teachers intend to deliver exactly the same content to all students in a class regardless of their current achievement,' said Professor Masters.

The Australian Education Review series, including *Reforming Educational Assessment: Imperatives, principles and challenges*, is available at:

[www.acer.edu.au/aer](http://www.acer.edu.au/aer)



## EWRITE

A new online assessment automatically marks student writing, providing instant diagnostic feedback for schools, teachers and students.

The online assessment of writing for students in Years 5 to 8 is the result of collaboration between ACER and the New Zealand Council for Educational Research.

Online writing tasks were trialed with a large population of Australian and New Zealand students. Their writing was hand-marked on screen by experienced markers. Using the results of this trial, eWrite can then score new, unseen essays written on the same topics.

Ms Martina Bovell, ACER Senior Research Fellow said, 'We've investigated the reliability of eWrite and found the correlations between the scores of the expert human markers and the computer scores are at least as high as the correlations between human markers.'

'eWrite provides consistent and reliable scores immediately after students have completed the assessment – so it's a really cost-effective and useful tool to help teachers work towards improving students' writing.'

Ms Bovell has also developed a computer-scored online writing assessment for learners in vocational education and training as part of ACER's Core Skills Profile for Adults.

More information on eWrite is available at:

[www.acer.edu.au/tests/ewrite](http://www.acer.edu.au/tests/ewrite)

More information on the Core Skills Profile for Adults is available at:

[www.acer.edu.au/tests/cspa](http://www.acer.edu.au/tests/cspa)

## ASSESSING SCHOOL ACHIEVEMENT AROUND THE WORLD

Recent international studies of mathematics, science and reading achievement underline the challenge Australia faces to lift achievement levels. This will require a coordinated effort on the part of governments, education systems, schools, parents and the community, according to ACER chief executive Professor Masters.

The 2011 Progress in International Reading Literacy Study (PIRLS) assessed 300 000 Year 4 students and provided the first ever internationally comparable information about the reading levels of Australian primary school students. Many Australian Year 4 students have substantial literacy problems, with around one-quarter not meeting the standard generally considered in international studies to be minimally acceptable.

The 2011 Trends in International Mathematics and Science Study (TIMSS) assessed 600 000 students in Years 4 and 8. With the exception of an improvement in Year 4 mathematics, Australian students' performances stagnated over the past 16 years. During this period, a number of other countries improved their performances.

'We need to look carefully at what improving countries are doing to see what lessons there are for Australia,' said Professor Masters.

TIMSS and PIRLS are projects of the International Association for the Evaluation of Educational Achievement (IEA). ACER manages the implementation and reporting within Australia.

More information on TIMSS and PIRLS is available at:

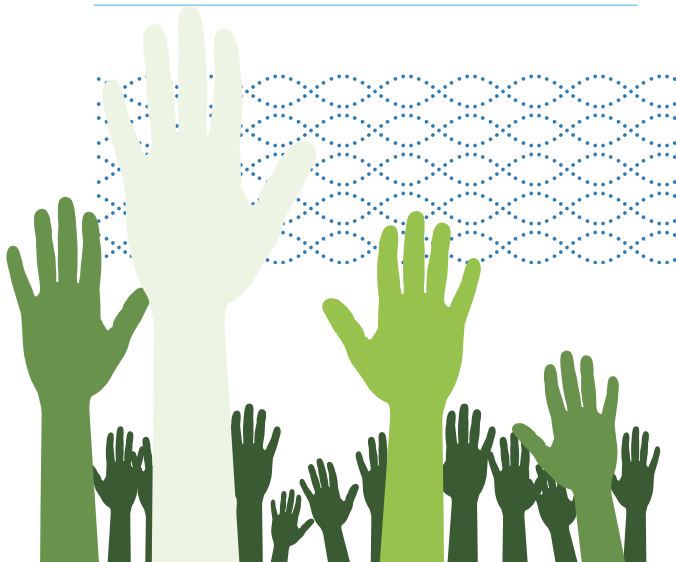
[www.acer.edu.au/timss](http://www.acer.edu.au/timss)

## MONITORING MATHS ACHIEVEMENT

ACER Press released Progressive Achievement Tests in Mathematics (PATMaths) Fourth Edition in 2013, providing a positive low-stress way to gather mathematics achievement data from Year 1 to Year 10.

The fourth edition is directly linked to the Australian curriculum, and difficulty levels cater to a broad range of achievement. The scoring software generates individual and group reports with separate scores for the six mathematics strands, providing information about students' strengths and weaknesses.

[shop.acer.edu.au/acer-shop/group/PATM4/](http://shop.acer.edu.au/acer-shop/group/PATM4/)



# THE WORKFORCE

## BENCHMARKING VET

The Australian Quality Training Framework Quality Indicator Service (AQIS) is helping registered training organisations (RTOs) to meet the national standards for vocational education and training in Australia.

Following a change in reporting requirements, ACER developed AQIS in 2012 to help RTOs collect and use feedback from learners and employers to enhance the quality of their training.

'Survey data collected online, manually or by paper-based scanning is managed securely and reported to RTOs online,' Ms Rebecca Simpson, ACER's AQIS Senior Project Officer said.

The standard AQIS report enables RTOs to fulfil mandatory reporting requirements. The customised benchmark report enables RTOs to compare themselves with other RTOs, while a diagnostic report identifies areas where they are excelling or where they could improve.

'AQIS helps RTOs to understand the educational experience of their students and to see if the graduates they produce have the skills and knowledge necessary to meet the needs of employers.'

The annual AQIS report includes data from more than 5000 employer and 70 000 learner surveys and shows that AQTF is robust, valid and reliable.

ACER plans to further develop its range of quality indicator services, including enhanced reporting, additional survey tools, resources supporting quality assurance and continuous improvement, and offer seminars and professional development in this area to RTOs around Australia.

More information on AQIS is available at:

[www.acer.edu.au/tests/aqis](http://www.acer.edu.au/tests/aqis)







## IMPROVING CORE SKILLS

The new Core Skills Profile for Adults (CSPA) enables educational institutions and RTOs to identify the reading, numeracy, writing and reasoning skills of candidates beginning vocational education and training. It can also be used with working-age Australians who need to develop high-level skills or complete qualifications to participate effectively in today's competitive labour market.

'The core purpose of the CSPA is to enable providers to collect, analyse and use data to implement evidence-based practices to improve learning and completion rates,' said Ms Blanca Camacho, CSPA Project Director.

CSPA is delivered online and automatically marked, providing instant reports, including feedback, to learners and teachers. Data analysis, customised reporting and interpretation services are also available.

ACER undertook extensive consultations to ensure the CSPA meets the requirements of clients' test-users, ensuring appropriate test content and difficulty. ACER's team of experienced test developers wrote, reviewed and revised items. The process included the use of cognitive laboratories to obtain feedback from test-takers on draft items and delivery mechanisms, to make the student experience a smooth one.

More information on the CSPA is available at:

 [www.acer.edu.au/tests/cspa](http://www.acer.edu.au/tests/cspa)

## TRACKING ADULT LITERACY AND NUMERACY SKILLS

The OECD Programme for the International Assessment of Adult Competencies (PIAAC), conducted in Australia by the Australian Bureau of Statistics, and developed with the support of ACER, assessed people aged 16 to 65 years (15 to 74 in Australia) in literacy, numeracy and problem-solving in a technology rich environment.

Mr David Tout, Senior Research Fellow at ACER and a member of the Numeracy Expert Group for PIAAC, said Australia needs to lift its skill levels to ensure a healthy society and a robust economy.

'Australia still has work to do in the area of workplace and vocational education and training,' Mr Tout said.

Literacy and numeracy training in the workplace was the focus at the second annual National Adult Language, Literacy and Numeracy Assessment Conference, addressing the theme 'Building on evidence to improve skills,' hosted by ACER in Sydney in May 2013.

ACER Research Director Ms Juliette Mendelovits, who helped develop PIAAC's literacy assessment, said, 'PIAAC is not a simplistic measure that draws a line between the illiterate and the literate – or their equivalents in numeracy. Rather, it measures adults' ability to engage with a range of literacy and numeracy tasks typically encountered in the 21st century.'



# ACROSS THE GLOBE

## IMPROVING LEARNING IN THE UAE

ACER's collaboration with the United Arab Emirates (UAE) Ministry of Education is supporting student learning and systemwide improvement.

The UAE National Assessment Program informs teachers, school and system leaders, and policy makers about the quality of educational programs. It also informs students in Grades 3, 5, 7 and 9 about their learning, and allows parents to monitor their child's progress.

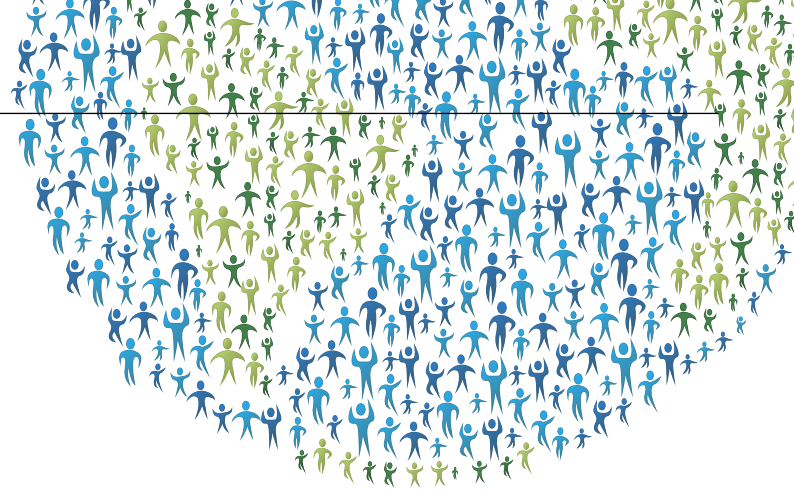
'While the goal is to assess the performance of students in Grades 3, 5, 7 and 9 in all public schools and most private schools, it's meant we can also provide ongoing feedback to system leaders, principals and teachers based on fine-grained analysis and evaluation of student results,' said ACER Research Director Mr Chris Freeman.

## ASSESSMENT TO IMPROVE EDUCATION IN BANGLADESH

The World Bank-funded Secondary Education Quality and Access Enhancement Project in Bangladesh aims to improve the quality of education through a series of academic support interventions and incentive schemes.

ACER staff in Delhi, Melbourne and Perth assisted the Bangladesh Directorate of Secondary and Higher Education with the initiative through a national curriculum-based test to sample the literacy and numeracy achievement of students in the eighth grade. ACER developed assessments in English, mathematics and Bangla, provided test administration manuals and lead the analysis of results.





## STRENGTHENING EDUCATION IN ZIMBABWE

ACER is working with the Zimbabwe School Examinations Council (ZIMSEC) to evaluate the multi donor Education Transition Fund implemented by UNICEF. UNICEF and its partners supplied schools with textbooks and related material and non-material resources to support the use of textbooks, aimed at attaining quality education and access for all.

ACER Senior Research Fellow Dr Rachel Outhred said, 'After the near collapse of the education sector in Zimbabwe, schools faced major challenges. There was a severe shortage of teaching materials and furniture, many teachers needed further professional development, and there were and remain a significant number of orphans and vulnerable children. However, there are indications that the system is improving and becoming more equitable.'

Testing in English and mathematics, pupil and teacher surveys, and nine school case studies are being used to identify the extent to which changes are attributable to the Education Transition Fund program. As part of the partnership ACER provides capacity building activities in assessment and evaluation to ZIMSEC.

## SOCIAL NORMS AND EQUITY IN EDUCATION

An ACER study conducted for UNICEF has explored how social norms operate in and through education.

ACER Senior Research Fellow Dr Rachel Outhred said, 'The evaluation contributes to knowledge concerning how social norms and equity interrelate to inform effective programming to address social norms that constrain equity in education.'

The study explores the complex interplay between social norms and student equity through a literature review of the conceptual frameworks available, a review of the secondary literature regarding successful policy and program interventions and five country case studies. In 2012 ACER worked on case studies in Nepal, Liberia, Kenya, Ethiopia and Zimbabwe.

The study identifies key success factors and provides UNICEF with a global programmatic strategy to address social norms in education.



SPOTLIGHT ON ...

# EFFECTIVE TEACHING AND LEADERSHIP

ACER's research work is informing a range of services to support evidence-based professional learning designed to enhance teaching quality. ACER is also playing a key role in identifying, assessing and promoting effective teaching practices and approaches to initial teacher education, as well as effective practices for school leaders and policies for system leaders.

The ACER Institute is conducting courses in the assessment of learning, the teaching of reading and the teaching of mathematics, and is seeking registration as a private higher education provider so educators who complete these courses can gain ACER credit as well as credit transfer with Australian universities. As ACER Institute Director Dr Elizabeth Hartnell-Young explains, the work requires increasing the capability for online collaborative teaching and learning, with courses available nationally and internationally.

The ACER Institute is also providing professional learning based on continuing research into the practices and leadership capabilities of highly effective schools. 'ACER developed a teaching and learning framework for Education Queensland, then redeveloped it as the National School Improvement Tool (NSIT). ACER has trained reviewers, conducted workshops and seminars on the Tool for school leaders, and has developed services to support schools including external reviews, assistance with school improvement planning, and coaching and mentoring,' Dr Hartnell-Young said.

Further work on approaches to the assessment of teachers' content and pedagogical knowledge has included the Teacher Education Development Study, led by ACER with the International Association for the Evaluation of Educational Achievement to address the pre-service training of mathematics teachers. ACER has also developed online pre-registration tests for the Queensland College of Teachers, and, with the Australian Institute for Teaching and School Leadership, national literacy and numeracy tests for initial teacher education students; and the development of a program to use portfolios of evidence of effective teaching.

Parallel work is investigating the feasibility of using an online system for the training and accrediting of classroom observers to identify and support the development of highly effective pedagogies.

Over the past three years, ACER has undertaken school system reviews for the Queensland and Northern Territory governments addressing the identification and implementation of effective policies and strategies for improvement. This work drew on international achievement surveys conducted by ACER as well as on review and analysis of international research into the practices of high-performing and improving systems.



# RESEARCH PROJECTS

## NATIONAL PROJECTS

### AUSAID

- Research into the financing of Technical and Vocational Educational and Training (TVET) in the Pacific
- Review of scholarships selection
- Systematic review on the impact of national and international assessment programs on educational policy, resource allocation and learning practices in developing countries
- Vietnam TVET

### Australian Curriculum, Assessment and Reporting Authority

- National Assessment and Surveys Online Program (NASOP)
  - NASOP NAPLAN online pilot research study writing
  - NASOP NAPLAN cognitive interviews writing and civics & citizenship
  - NASOP research study: students with a disability
- National Assessment Program – Literacy and Numeracy (NAPLAN)
  - NAPLAN 2013 centre leader training
  - NAPLAN 2013 equating study
  - NAPLAN 2013 item development
  - NAPLAN 2013 trialling
  - NAPLAN 2014 development for numeracy and reading
  - NAPLAN 2014 trialling
- National Assessment Program – Civics and Citizenship (NAP-CC)
  - NAP-CC item development
  - NAP-CC online trial and main study
  - NAP-CC pilot research study
- Senior secondary literature review
- Trial of tailored test design (numeracy)

### Australian Institute for Teaching and School Leadership

- Development of literacy and numeracy – minimum standards for prospective teachers

### Australian Institute of Family Studies

- Longitudinal Survey of Australian Children

### Australian National University

- Australian legal profession: education, training and career outcomes

### Australian Science Innovations

- Development of items for BIG Science Competition

### Australian Securities and Investments Commission

- Evaluation of the Helping our Kids Understand Finances initiative
- Programme for International Student Assessment (PISA) 2012 National Financial Literacy

### Commonwealth Department of Education, Employment and Workplace Relations

- Assessment of Higher Education Learning Outcomes (AHELO) national project manager
- Assessment of school improvement
- Empowering local services evaluation
- Evaluation of Teach for Australia initiative
- Evaluation of the Closing the Gap: Expansion of intensive literacy and numeracy program
- Evaluation of the National Quality Standard for Early Childhood Education and Care and School Aged Care Assessment and Rating Process
- Guide to evaluating school-business relationships
- National School Improvement Framework
- National Study of Computer and Information Literacy
- OECD Programme for International Student Assessment (PISA) 2009, 2012 and 2015 national component (also funded by state and territory education departments)
- OECD Teaching and Learning International Survey (Australian component)
- Primary and Secondary Teacher Work Study 2012-2014
- Progress in International Reading Literacy Study (PIRLS) National Study 2011
- School Evaluation and Rewarding School Improvement Project
- Staff in Australia's Schools survey of teachers and school leaders
- Stronger Futures in the Northern Territory verification of targets and methodology under the schooling implementation plan
- Trends in International Mathematics and Science Study (TIMSS) 2010 and 2015
- University Experience Survey
- Year 12 attainment data

#### Department of Families, Housing, Community Services and Indigenous Affairs

- Longitudinal Study of Indigenous Children
- Longitudinal Study of Indigenous Children – Resilience

#### Department of Industry, Innovation and Climate Change

- Improving the tertiary education system – participation and results study

#### General Practice Education and Training Ltd

- Registrar satisfaction survey

#### Ministry of Foreign Affairs and Trade

- Literacy and numeracy advisors – Solomon Islands

#### National VET Equity Advisory Council

- Disadvantaged learners in VET

#### Productivity Commission

- Overcoming Indigenous Disadvantage report

#### Standing Council on School Education and Early Childhood

- Longitudinal Literacy and Numeracy Study
- Survey of ICT Literacy 2011

#### Undergraduate Medicine and Health Sciences Admission Test (UMAT) Consortium

- Convergent validity of UMAT

#### World Vision

- Evaluation of the second phase (years 4 and 5) of the Warlpiri Education and Training Trust Early Childhood Care and Development Program

## AUSTRALIAN CAPITAL TERRITORY

#### ACT Department of Education

- ACT Scaling Test

## NEW SOUTH WALES

#### Commonwealth Bank

- StartSmart evaluation

#### Department of Education and Communities

- Essential Secondary Science Assessment
- Review of literature on literacy and numeracy interventions in the early years of schooling
- Selective High Schools Test
- Test for Year 5 Opportunity Classes

## NORTHERN TERRITORY

#### Department of Education and Training

- Monitoring and assessing early learning

## QUEENSLAND

#### Auditor General in Queensland

- Supply of specialist teachers in high school

#### Queensland Academy for Creative Industries

- Conversion of International Baccalaureate scores at Queensland academies

#### Queensland College of Teachers

- Research Digests

#### Queensland Department of Education and Training

- Independent evaluation of Cape York Aboriginal Academy 2012
- Longitudinal Literacy and Numeracy Study for Education Queensland

## SOUTH AUSTRALIA

#### Department of Education and Children's Services

- Evaluation of data literacy and usage
- Western and eastern suburbs transitions research project

#### Flinders University

- Middle years survey

#### Origin Foundation

- Tenderbridge – Leading Learning in Education and Philanthropy (LLEAP)

### VICTORIA

#### Australian Industry Group

- Investment in workplace language, literacy and numeracy programs

#### Deakin University

- Expansion targets population analysis

#### Department of Family and Community Services

- Longitudinal Survey of Australian Children

#### Ian Potter Foundation

- Tenderbridge - Leading Learning in Education and Philanthropy

#### Melbourne Development International (GRM)

- Assistance with design, development, implementation and support for AusAid Educational Resource Facility

#### National Australia Bank

- Schools First

#### National VET Equity Advisory Council

- Disadvantaged learners in VET

#### Royal Australasian College of Surgeons

- Data analysis of exam results and production of reports

#### Swinburne University of Technology

- ARC linkage grant – grey literature

#### University of Melbourne

- Women in Science

#### Victorian Curriculum and Assessment Authority (VCAA)

- Design of an assessment structure for the proposed VCE Extended Investigation Study
- Sample assessment of VELS – Creative and Critical Thinking
- Victorian General Achievement Test

#### Victorian Department of Education and Early Childhood Development

- Assessment platform framework
- Demand and supply trends in the higher education market
- Development of a system for classifying and evaluating the quality of assessment resources offered through the Victorian Assessment Management Platform
- ESL assessment tools and advice
- Evaluation of schools centres for teaching excellence initiatives
- Evaluation of the 2011 access and equity service models
- Evaluation of the Mental Health Professional Learning Program
- Evaluation of the numeracy intervention programs
- Evaluation of the Primary Mathematics and Science Specialists initiative
- Learning needs assessment: deaf education sector
- Mapping AusVELS onto the EOI Scale
- On Track
- Principal for a Day
- Sample assessment of VELS – creative and critical thinking

### WESTERN AUSTRALIA

#### Department of Education and Training

- Western Australian Monitoring Standards in Education (WAMSE) Science
- Western Australian Monitoring Standards in Education (WAMSE) Society and Environment

## INTERNATIONAL PROJECTS

### Boston College

- ePIRLS development 2013

### Cambridge Education

- Analytical and Capacity Development Partnership – teacher absenteeism
- Capacity building for Punjab Examination Commission and Punjab Education Assessment System
- Improving quality, access and governance in education in Pakistan

### Department for Education and Skills (Wales)

- Stage 2 and 3 teacher assessment in Wales

### Diagnostico en Educacion (Spain)

- PAT-ESP-EUS – reading, maths and science instruments, using Spanish and Basque versions of Progressive Achievement Tests and International Benchmark Test items, contributing to a study of achievement in bilingual and trilingual programs

### Education Testing Service

- TOEFL

### Instituto Colombiano para la Evaluacion de la Educacion

- Consultancy work for Citizenship Competency Assessment in Colombia

### International Association for the Evaluation of Educational Achievement

- International Civic and Citizenship Education Study – 2016
- International Study of Computer and Information Literacy

### International Baccalaureate (IB) Organisation Asia Pacific

- IB – International Schools' Assessment

### New Zealand Council for Educational Research

- Adult literacy and numeracy assessment tool: recalibration and review of numeracy and reading item pool
- Writing assessment tool

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

- Additional round of PISA 2009 (PISA plus)

- Assessment of Higher Education Learning Outcomes (AHELO)
- OECD PISA for Schools
- OECD Programme for International Student Assessment (PISA) 2012 - international component
- PISA 2012 Assessment of Financial Literacy

### Prometric

- Speaking test development

### Standards and Testing Agency UK

- Key Stage 1 and 2 item development for grammar, punctuation and spelling
- Key Stage 2 science 2013

### UAE Ministry of Education

- UAE National Assessment Program

### UNICEF

- Social norms review
- South Africa formative evaluation of workbooks and textbooks
- Zimbabwe Early Learning Assessment program

### United Nations Development Program

- Expert advisory on individual SIMCE test results (Chile)

### WESTAT

- PISA 2015 sampling

### World Bank

- Assistance with primary and secondary assessment in Bangladesh



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# FINANCIAL SUMMARY

Australian Council for Educational Research Ltd ABN 19 004 398 145

Statement of Comprehensive Income for the year ended 30 June 2013	2013 \$	2012 \$
Revenue	67 114 585	63 117 894
Changes in inventories and WIP	337 662	(393 767)
Purchases and consumables	(2 593 248)	(2 275 709)
Employee benefits	(38 112 829)	(37 041 295)
Depreciation and amortisation	(1 040 341)	(1 255 140)
Freight and cartage	(558 618)	(616 922)
Advertising	(111 667)	(116 161)
Computer expenses	(1 017 125)	(958 404)
Rent and occupancy	(1 050 533)	(1 032 793)
Consultancies	(8 655 344)	(9 297 138)
Printing and stationery	(1 577 344)	(2 065 181)
Royalties	(267 501)	(254 962)
Repairs and maintenance	(404 647)	(379 565)
Travel	(2 251 597)	(2 476 196)
Finance costs	(151 211)	(521 477)
Other expenses	(4 578 688)	(4 086 945)
Taxation	(66 371)	(10 318)
<b>Surplus net of tax</b>	<b>5 015 182</b>	335 921
Net gain on revaluation of land and buildings	-	692 566
Net gain/(loss) on revaluation of hedge	(1 207 042)	1 345 613
Net adjustment of foreign currency translation reserve	20 159	38 138
<b>Total comprehensive income for the year</b>	<b>3 828 299</b>	2 412 238

Statement of Cash Flows for the year ended 30 June 2013	2013 \$	2012 \$
Cash from operating activities:		
Receipts from customers	67 062 795	73 397 213
Payments to suppliers and employees	(64 273 520)	(65 343 897)
Interest received	296 501	387 055
Interest paid	(110 682)	(528 213)
Income taxes paid	(4 781)	(6 131)
<b>Net cash provided by operating activities</b>	<b>2 970 313</b>	7 906 027
Cash flows from investing activities:		
Redemption/ (placement) of term deposits	(76 607)	-
Acquisition of property, plant and equipment	(788 228)	(573 967)
<b>Net cash used by investing activities</b>	<b>(864 835)</b>	(573 967)
Repayment of borrowings	(6 000 000)	(3 000 000)
<b>Net cash used by financing activities</b>	<b>(6 000 000)</b>	(3 000 000)
<b>Net increase (decrease) in cash held</b>	<b>(3 894 522)</b>	4 332 060
Cash at beginning of the financial year	17 909 488	13 577 428
<b>Cash at the end of the financial year</b>	<b>14 014 966</b>	17 909 488

Statement of Financial Position as at 30 June 2013	2013 \$	2012 \$
<b>ASSETS</b>		
Current assets		
Cash and cash equivalents	14 014 966	17 909 488
Trade and other receivables	8 889 465	7 882 145
Inventories	2 621 309	2 245 598
Financial assets	215 178	831 833
Other assets	6 594 092	5 443 518
<b>Total current assets</b>	<b>32 335 010</b>	<b>34 312 582</b>
Non-current assets		
Financial assets	-	513 780
Property, plant and equipment	28 634 975	28 886 572
<b>Total non-current assets</b>	<b>28 634 975</b>	<b>29 400 352</b>
<b>TOTAL ASSETS</b>	<b>60 969 985</b>	<b>63 712 934</b>
<b>LIABILITIES</b>		
Current liabilities		
Trade and other payables	11 087 415	12 039 073
Borrowings	-	6 000 000
Short-term provisions	6 883 518	6 469 870
<b>Total current liabilities</b>	<b>17 970 933</b>	<b>24 508 943</b>
Non-current liabilities		
Borrowings	-	-
Other long-term provisions	1 141 387	1 174 625
<b>Total non-current liabilities</b>	<b>1 141 387</b>	<b>1 174 625</b>
<b>TOTAL LIABILITIES</b>	<b>19 112 320</b>	<b>25 683 568</b>
<b>NET ASSETS</b>	<b>41 857 665</b>	<b>38 029 366</b>
<b>EQUITY</b>		
Reserves	5 613 699	6 312 815
Accumulated surpluses	36 243 966	31 716 551
<b>TOTAL EQUITY</b>	<b>41 857 665</b>	<b>38 029 366</b>

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Senior Research Fellow  
ACER

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Educational Consultant



# ORGANISATIONAL STRUCTURE

As at June 2013

ACER is an independent, not-for-profit company, governed by the ACER Board of Directors (see page 26).



# ACER STAFF

As at June 2013

## CEO'S OFFICE

### Chief Executive Officer

Masters, Geoff, BSc, MEd UWA, PhD  
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O'Shannassy, Catherine, BA(Hons) *Deakin*,  
GradDipMgt *RMIT*

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Kemp, Catherine

### Indigenous Liaison Officer

Milgate, Gina, BCom(Mkt & Mgt),  
GradDipBusStud(Mkt & Mgt),  
GradCertHighEd *UNE*

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Jackson, Deirdre, MBM,  
CertProjectConsulting *RMIT*,  
BA *Monash*, DipEd *Melb*

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### Director, Human Resources

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

### Human Resources Advisor

Salzmann,Carolynn, BCom *RMIT*,  
MHRM *Monash*

### Human Resources Administrator

McGrath, Jahnika, BBus HRM *VU*

## PROFESSIONAL LEARNING

### Professional Learning Manager

McSweeney, Fiona, BA(Hons) *Melb*,  
GradDip IR/HRM *RMIT*, MHRM *CSU*

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McGuckian, Peter, BAgSc, DipEd *Melb*

### International Development Manager

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Smith, Laura

## Dubai

### Manager, ACER Branch Office Dubai

Egbert, Alan

### Project Manager

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

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

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

### Project Officers

El-Zayat, Noha

Zaki, Noha

### Driver / Office Assistant

Gedara, Thilakarathna

## India

### Manager, ACER India

Dhamija, Ratna

### Research Fellows

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

Chadha, Rajat, BIS(Hons), PhD *Indiana*  
Killimangalam, Ashtamurthy, BA *Madras*,  
MA, MPhil *CIEFL India*

Kumar, Umesh, BSc, MA, PhD *Agra, India*  
Sahoo, Rudra, BA(Hons), MA (Education)  
*PU, Chandigarh*

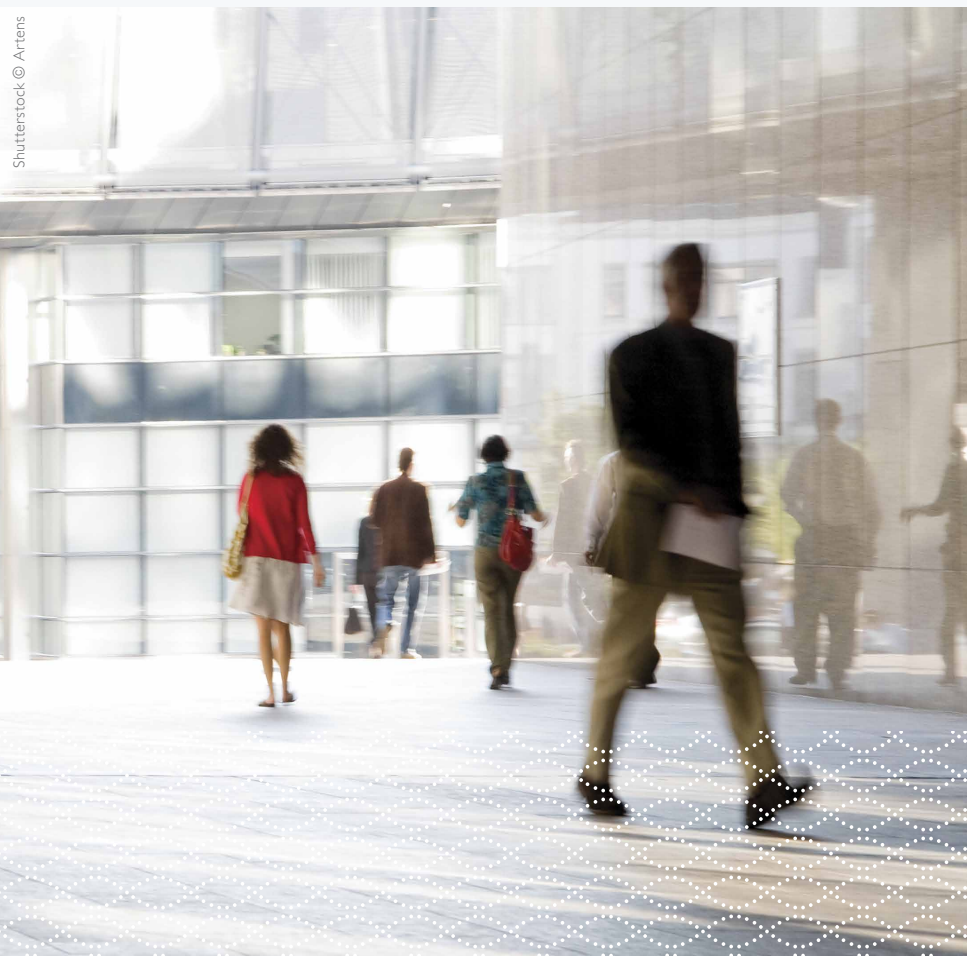
Yadav, Neelam, BEd, MSc *Rajasthan*

### Editor

Dutta, Amitav, BSc(Agri) *AssamAg*,  
MBA *UQ*

### Office Assistant

Mandal, Gopal



## ASSESSMENT AND PSYCHOMETRIC RESEARCH

### Director, Assessment and Psychometric Research

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

### Principal Research Fellow

Matters, Gabrielle, BSc UQ, AMusA QCM, PhD QUT, FACE

### Senior Project Director

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

## ASSESSMENT AND REPORTING (HUMANITIES AND SOCIAL SCIENCES)

### Research Director

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

### Perth Office Manager & Principal Research Fellow

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

### Principal Research Fellow

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

### Senior Research Fellows

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

Bovell, Martina, BA, DipEd, PostGradDip(Arts) UWA

Bryce, Jennifer, BA, BEd Melb, DipArts VicColl, MSocSci, PhD RMIT

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

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

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

Stephanou, Andrew, PhD, DipEd Melb, Laurea di Dottore in Fisica Rome

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Courtney, Louise, BA(Hons) Monash, DipEd Melb

Gross, Roslyn, BA(Hons), DipEd Melb

Halpin, Karin, BA, GradDipEd Monash

Jackel, Brad, BA(Hons), PhD Monash

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

Knowles, Sandra, BA(Hons), PhD UNSW

McGregor, Margaret, BEd(Prim), MEd Studies Monash, TPTC Frankston

Moore, Jacqueline, BEd(Sec) Melb, GradDipTESOL&Linguistics VUT

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

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

Raivars, Andrew, BA(Hons), DipEd, BLitt(Hons) Monash, GradDipMathSc MCAE

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

### Test Developer - Research Fellows

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

Sermon, Naomi, BA(Hons) English & Drama Lancaster, PGCE Edge Hill University

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

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

Plotka, Anna, BA Melb

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Crawford, Kirsty, BA(Anthropology) Monash, GradDip MuseumStuds Deakin

### Administration Officer

McCarthy, Anne

Van Grunsven, Maryanne

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Hambur, Sam, BSc(Hons) Monash, DipEd HIE

Hollingsworth, Hilary, DipT, BEd, PhD Deakin

Lindsey, John, BSc(Hons), PhD Monash, DipEd Melb

Martin, Ron, BSc, BEd, GradDipEdAdmin Melb, MEnvSci, PhD Monash

Peck, Ray, BSc, DipEd Melb, BSpecEd Monash

### Research Fellows

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

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

Hudson, Ross, BScEd Melb, MSc, PhD Curtin

Hunt, Malcolm, BSc(Hons), DipEd, PhD Melb

Kreibich, Robyn, BSc(Hons), DipEd Monash

Lye, Helen, BSc Melb, DipEd Monash

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

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

Pearce, Jacob, BA(Hons), BSc Melb

Philpot, Ray, BSc(Hons), MSc Melb

Pywell, Sean, BSc(Hons), DipEd, PhD

Spithill, James, BA Macquarie, GDipAppSc(InstrDesign&Tech) Deakin

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

Thau, Felicia, BSc, DipEd Melb

Zouboulis, Stavroula, BSc/BEd Monash, GradCertEdStudies(Gifted Ed) Melb

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

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

### Senior Research Fellow

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

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

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

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

Urbach, Daniel, BCom(Hons) *Monash*,  
MAE *Melb*

### Research Officer

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

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

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

### Assistant Manager, Systemwide Testing

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

### Research Fellow

Buttress, Wei, BBus(International  
Finance), BA(Foreign Languages)  
*Shenyang*, DipPrjMgt *Swin*, MEd(Mgt &  
Leadership) *Sydney*

### Senior Project Officer

Herbs, Warren

### Research Officer

Mealing, Vanessa

### Administrative Support Officer

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

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### Director, Educational Monitoring and Research

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

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

### Senior Administrative Officer

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

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*Melb*, MAP

### Principal Research Fellow

Edwards, Daniel, BA(Hons), PhD *Monash*

### Senior Research Fellow

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

### Research Fellows

Radloff, Alexandra, BA(Hons) *Melb*

### Senior Administrative Officer

Freeman, Patricia, DipBusAdmin *Holmesglen*

## INTERNATIONAL SURVEYS

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

### Deputy Research Director

Cresswell, John, BSc, BEd *UWA*, MEd *UTas*,  
PhD *Curtin*

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Berezner, Alla

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

### Senior Research Fellows

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

Gebhardt, Eveline, MA Psych *UvA*

Kovarcikova, Nora, DipIng, DipEd *Slovak*  
*Technical University*

Macaskill, Greg, BSc(Hons) *Adel*,  
GradDipComStudies, GradDipStatsOR  
*RMIT*

Murphy, Martin, BA, DipEd, MEdStds  
*Monash*, GradDipSocStat *Swin*

Routitsky, Alla, BSc(Hons, Maths), PhD  
(Maths) *Voronezh*, DipEd *Melb*,  
DipSocStats *Swin*

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

### Research Fellows

Chow, Renee, BBus(Mkt) *RMIT*,  
PostgradCertAssess&Eval,  
MAssess&Eval *Melb*

Friedman, Tim, BSc(Hons), PhD *Monash*

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

Tabata, Naoko, BEd(Special Ed) *Kyoto*  
*University of Education*, MEd(Int &  
Comparative Ed) *Indiana-Bloomington*,  
DEd(Program Evaluation) *Melb*

Wenn, Louise, BA(Hons) Psych, *Melb*

### Research Officers

Fallas, Jorge, BSc *Universidad de Costa Rica*,  
MSc *Universidad Catolica de Chile*

Templeton, Stephanie, BA, DipML *Melb*

### Senior Project Officer

Bates, Susan

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

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

### Senior Research Fellows

Hillman, Kylie, BA(Hons), MEd Psych *Melb*  
Mellor, Suzanne, BA, DipEd *Melb*, BEd *La T*,  
MEdSt *Monash*, MACE

### Research Fellows

Buckley, Sarah, BSc(Hons), PhD *Melb*

DeBortoli, Lisa, BAppSci *Deakin*,  
GradDipCounsPsych *RMIT*

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

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

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

Wernert, Nicole, BBSc La T, GradDipPsych,  
MAssess&Eval Melb

#### Research Officer

Tobin, Mollie, BA(Psych) UCLA,  
MA(Education; International  
Comparative Education) Stanford

#### Senior Project Officer

Sacco, Rina, Business Studies, BEd  
(Secondary) Melb

#### Project Officer

Vainoras, Elle

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Anderson, Michelle, BEd Rusden, MEd Melb,  
PhD London

Rothman, Sheldon, BA Massachusetts, MAT  
New Mexico State, MEd(Hons) UNE,  
EdD Harvard

Simons, Robert, BA, MDiv, MTh, PhD  
CUA, Post-Doctoral Fellowship Harvard  
GSAS

Spink, Jeaniene, BA ANU, PhD Oxford (all  
but thesis)

#### Senior Research Fellow

Outhred, Rachel, BA Wesley Institute,  
GradDipEd Adelaide, MA, PhD Flinders

#### Research Fellows

Armstrong, Stephanie

Cassity, Elizabeth, BA Southern Methodist,  
MA Columbia, PhD Columbia

Curtin, Emma, BA(Hons) Birmingham, MA  
Calgary, PhD La T, GradCertAppMgt  
AIPM

Kimani, Mary

Perrett, Bill, BA Melb, DipEd, PhD La T

Underwood, Catherine, BA,  
GradCert(SocStats) Swin

Wilkinson, Jenny, BA, BEd Melb, MEdStud,  
CertGiftedEd Monash

#### Research Officer

Lonsdale, Alison, BA(Hons) La T,  
MCrWrtgPub&Ed Melb

#### Senior Project Director

Clerke, Sharon, BA, DipEd, BEd La T

#### Senior Administrative Officer

Bramich, Meredith, BA Melb, GDipSecEd  
La T, GDip InfoMgt RMIT

#### Senior Project Officer

Eames, Leanne, BA Deakin, MAJIT UQ

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McKenzie, Phil, BEc(Hons), DipEd, MEd,  
PhD Monash, FACE

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Ingvarson, Lawrence, BSc, DipEd UWA, MA  
London, PhD Monash FACE

Rowley, Glenn, BSc, BEd Melb, MA, PhD  
Toronto

White, Gerry, DipT, AdvDipT(Distinction),  
BEd UniSA, MEd Flinders, PhD Curtin,  
AACs, FACE

#### Senior Research Fellows

Brown, Justin, BBus UTS, PGDipEd, MEd  
Monash

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MEd Monash, TPTC

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

McMillan, Julie, BA(Hons), PhD UQ

Meiers, Marion, BA, DipEd Melb, BEd, MEd  
Monash, MACE

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Melb

Weldon, Paul, BA(Hons), PhD Deakin

Zhao, Yu, BA Northeastern, MA Munich,  
PhD Melb

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Acker, Vivienne

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(Hons) RMIT, BA Melb, BEd La T,  
MTESOL Monash, CTEFLA Holmes  
College

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Dawe, Ben, BEd Sydney

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##### Test Publisher and Agencies Manager

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MA(App Psych) NTU

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Lee, Debbie

##### Production Manager

Coates, Jillian, DipPM

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Coleiro, Amanda, BComm(Public  
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DipArts(Professional Writing and  
Editing) Chisholm, GradDip (Editing &  
Publishing) RMIT

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##### Project Editors

Proctor, Holly, BA Swin, GradDip (Editing  
&Publishing) RMIT

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

#### Sales

##### Sales Manager, Education

Cornish, Terri, BEd(Hons) Wollongong,  
Dip Book Editing & Publishing Macleay  
College

##### Sales Manager, Psychology

Lammi, Eirini, BA(Ed), MA(CounsPsych),  
PostgradCert(OrgBeh)

##### Consultant Psychologist

Power, Marian, BA(Hons), MA(AppPsych)  
Melb, GradDipCareerEduc RMIT,  
MAPS, CDAA, AusAPT

#### **Sales Consultants, Education**

Elvish, Karen, BA, DipEd *Flinders*

Foster, Brett, MEd (Leadership) *Canberra*,  
BEd (PE, HSIE) *Canberra*, GradDip (RE)  
*ACU*

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

O'Shannassy, Maxine, DipT *MLCAE*,  
BEd *ECowan*, Cert IV Training and  
Assessment *AIWT*

#### **Sales Representative - Psychology**

Heading, Blair, BA(OutEd)/BBsc(Psy),  
PGradDipPsy, MPsyched&Dev

#### **Bookshops Coordinator**

Rankin, Andrew

#### **Specialist Bookseller**

Rayment, Malcolm, BPrimEd *Witwatersrand*

#### **Bookshop Assistant**

Morgan, Sue

### **Customer Service and Distribution**

#### **Distribution Manager**

O'Loughlin, David

#### **Customer Service Officers**

Gardiner, Jan

Hinrichsen, Sarah

Kamvissis, Maree

Keele, Julie, TPTC *Coburg*

Marshall, Lexie

#### **Despatch Manager**

O'Neill, Steve

#### **Despatch Officers**

Gilder, Peter

Smith, Richard

### **ACER INSTITUTE**

#### **Director, ACER Institute**

Hartnell-Young, Elizabeth, BA, DipEd,  
MEdSt *Monash*, MA (Urban Research  
and Policy) *Swin*, PhD *Melb*

#### **Project Director, School Improvement**

McGruther, Tony, MEd, GradDipEdAdmin  
*USQ*, BEd *CQU*, DipTeach *NBCAE*

#### **Teaching Fellow**

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

#### **Manager Programs and Projects**

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

#### **Project Director**

Pye, Brendan, BFA *VCA*, DipEd *Melb*,  
GradDip E-Learning *UNE*

#### **Administrative Officers**

Appleby, Gayle

Taylor, Margaret, DipPM

### **CUNNINGHAM LIBRARY**

#### **Library and Information Manager**

Deveson, Lance, DipTeach(Prim),  
DipComp *Ballarat*, DipLibrarianship  
*Melb*, ALIAA, ARMAA

#### **Senior Librarians**

Grimston, Tine, BEd Librarianship *Melb*  
*State Coll*

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

Knight, Pat, BA *Swin*, MLS *Loughborough*,  
GradDip Assess & Eval *Melb*

#### **Librarians**

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

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

Trevitt, Jenny, BA *Monash*, GradDipLib,  
MBus Info Tech(Info Mgt) *RMIT*

#### **Assistant Librarian**

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

#### **Library Technicians**

Barnes, Jenny, DipLibrary&InfoServices *Box*  
*Hill TAFE*

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

Foot, Christopher, DipLibrary/InfoServices  
*VU*

Kocaj, Gabrielle

#### **Records Manager**

Fraser, Simon

#### **Records Support Officer**

Khan, Shamsun

### **CORPORATE AND VOCATIONAL ASSESSMENT SERVICES**

#### **Manager, Corporate and Vocational Assessment Services**

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

#### **Project Director/Education Consultant**

Camacho, Blanca, BEd *Venezuela*, MA  
(Adult Education) *Boston*

#### **Project Director**

Burdis, Martin

#### **Senior Project Officer**

Simpson, Rebecca

#### **Project Officer**

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

### **HIGHER EDUCATION ASSESSMENT SERVICES**

#### **General Manager, Higher Education**

MacMahon Ball, Marita, BA(Hons), DipEd  
*Sydney*, MA (Communications) *Monash*

#### **Senior Research Fellow**

Le, Luc, BSc(Hons), MEd *RMIT*, PhD *Melb*

#### **Research Fellows**

Lay, Dulce, BEc, DipLang(Chinese) *La T*,  
GradDipSc, MSc(Applied Statistics) *Swin*

Nguyen, Van, BSc(Maths) *Hue*, MA Psych  
*Hanoi*, MEd *RMIT*, PhD *Hanoi*

#### **Senior Project Directors**

Nankervis, Sue, BEd, MEd *Melb*,  
GradCertBus(Proj Man) *Swin*

Vele, Veronica, BA(German) *Melb*,  
MTech(Internet & Web Comp) *RMIT*,  
GradCertMan *AIM*

#### **Project Directors**

Hong, Joyce, BA *NUS*, PGDipEd  
*NTU*, MA(AppLing) *Melb*,  
GradCertBus(AppBus) *Swin*

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

#### **Senior Project Officers**

James, Julia, BA(Hons) *Victoria*, NZ

McLean, Shelley, BA/BTeach *Monash*

#### **Project Officer**

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

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

## SCHOOLS ASSESSMENT SERVICES

### Manager, Schools Program

Smith, Barbara, BCom, DipEd, *Melb*,  
GradDip(SecStudies) *VicColl*,  
GradCert(CareerCounselling) *RMIT*

### Senior Project Director

Hall, Robyn, BA(Hons), BSc *Monash*

### Education Consultant

Morath, John, DipEd, BEd *Melb*, BA, MA  
*Monash*

### Project Directors

Brouwers, Bernadette, BA, GradDipEd,  
MA(Applied Linguistics) *Melb*,  
GradCert(Catholic Studies) *ACU*,  
DipPM *AIM*

Dodds, Robyn, BA *RMIT*, GradDipSoc *La T*

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

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

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

### Senior Project Officers

Good, Susannah, DipPM *Swin*

Meachen, Janine, CertIII Bus Admin

Scalzo, Karen

### Project Officers

Bates, Jaclyn, BPrimEd *Wollongong*

Choi, Monty

Dowling, Tarli, BBus *La T*

Haines, Scott, BBIS *Deakin*

Trioli, Rebekah

## CORPORATE SERVICES

### Director of Corporate Services

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

## MARKETING, ONLINE AND CREATIVE SERVICES

### Manager Marketing, Online and Creative Services

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

### Marketing

#### Marketing Manager

Gotmaker, Yana, BBus(Mktg)

#### Senior Marketing Consultant

Stephens, Mandy, BA *Monash*, MBus (Mktg)  
*RMIT*

#### Assistant Marketing Manager

Sieradzki, Melissa, BA *La T*,  
GradDipPub&Edit *Monash*

#### Marketing Officer

Beckett, Laura, BComms *ECowan*

### Online

#### Online Services Coordinator

Tellier, Gulay, BAppSci(IT),  
GradDip(Graphic Design) *RMIT*

#### Online Communications Officer

Koch, Josh, Dip Prof Writing & Editing *RMIT*

### Creative Services

#### Coordinator Creative Services

Macedo, Luis

#### Senior Desktop Publisher

Berthold, Franziska, Dipl.-Ing.(FH)  
Publishing Production Management  
*University of Applied Science Leipzig*

McGregor, Wendy

Wilson, Karen

#### Senior Production and Desktop Publishing Officer

Schubele, Ralph

## CORPORATE COMMUNICATIONS

### Corporate Communications Manager

Holden, Steve, BA(Hons), DipEd, MA, PhD  
*UTas*

### Corporate Publicity and Communications Officer

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

### Journalist/Communications Officer

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

## FACILITIES

### Facilities and Services Manager

Sheean, Anita

### Senior Project Officer

Nur, Moamar, BBus(Mgt) *UQ*, DipHR, Cert  
IV PM *SBIT*

### Administration Assistant

Dudley, Michelle

### Despatch and Maintenance Officer

Williams, Morgan

### Receptionist

Arena, Debbie, BSc *La T*

### General Officer

Koglin, Dianne

## INFORMATION TECHNOLOGY

### Information Technology Manager

Nguyen, Daryl, BIS *Monash*

### Software Development Manager

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

### Senior Software Engineers

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

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

Rainsford, David, BA(Hons) *Eco Essex*,  
MTech (Internet & Web Comp)

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

### Software Engineers

Al-Wasity, Ali

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

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

Golden, Paul, BSc, BIS *Melb*

Lam, Winson

Lou, Weiyl

Pham, Huyen, BCompSci *La T*  
Wiweka, Yan, BEng *Maranatha*, MIS *Melb*  
**Software Developer**  
Tran, David, BMultimedia, AdvDipCompSci  
*Swin*

**Software Tester**  
Yip, Kan

**Support Engineer**  
Huynh, Tai, BCompSci *Monash*

**IT Systems Engineer**  
Lie, Jafaruddin, DipTech(Comp), BComp  
*Monash*

**Helpdesk Manager**  
Morling, Lucas

**Desktop Support Officers**  
Kelly, Aidan, CertIV Computer  
Programming & Networking *NMIT*,  
*BNet MIT*

McGilvery, Andrew

Raats, Robert

**Technical Writer**  
Wright, Karen, Cert IV Assessment  
& Workplace Training *AIM*,  
GradCertSocSci (TechComms) *Swin*

## PROJECT SERVICES

**Project Services Manager**  
Carrigan, Jim, MEI *Swin*

**Coordinator, Marking Operations**  
Lennie, Christine, DipTeach *Melb*,  
GradDipEduTech

**Scanning and Marking Systems  
Administrator**  
Jinks, Robert

**Project Services Coordinator**  
Seah, Kelvin, BEng(Hons) (Mechanical)  
*RMIT*, DipEng(Mechatronics) *TP*

**Senior Project Services Officer**  
Soo, Peilin, DipAcct Ngee Ann Polytechnic,  
DipEd *QUT*, BEd(Hons) *Monash*

**Project Services Officer, Scanning &  
Marking Systems**  
Yan, Yang, BEng(M&E) *SUES, Shanghai*, MTE  
*Melb*, GDipTheol *HBC*

**Project Services Officers**  
Aitchison, James  
Green, David  
Isoko, Manami

Newman, Libby  
Ni, Sue, MBus(Mgt) *VU*  
Nishiguchi, Kazuko  
Pell, Mathew  
Peters, Kenneth

## LEGAL AND COMMERCIAL SERVICES

**Manager, Legal and Commercial Services**  
Farkota, Rhonda, DipTeach, BEd *Melb*,  
MEdSt, EdD *Monash*

**Commercial Lawyer**  
Noga, David, BA/LLB *UTas*

**Permissions Officers**  
Brill, Stephanie  
Franklyn, Sue

## FINANCE

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

**Financial Controller - Operations**  
Cameron, Andrew, BCom *Deakin*, CPA

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

**Corporate Accountant**  
Kuek, Jeanie, BBus(Acc) & (Banking &  
Finance) *Monash*, CPA

**Financial Accountants**  
Lin, Trista, BCom (Acc/Fin) *Melb*, CPA  
Trembath, Stewart, BBus, GradCert (Acc/  
Fin) *Swin*

**Assistant Accountant**  
Guzowska, Anna, BEco *Warsaw*

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

**Payroll and Superannuation Manager**  
Harvey, Warwick

**Payroll Administration Officer**  
Rafton, Denise

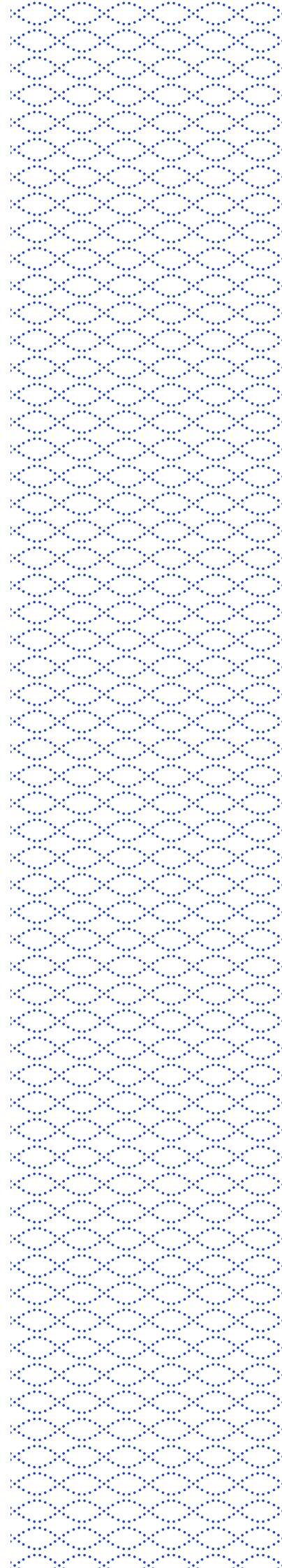
**Accounts Payable Supervisor**  
McLean, Sophie

**Accounts Payable Officer**  
Young, Paula

**Accounts Receivable Officer**  
Brown, Tracy







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