ACER **10–11** Annual Report

Australian Council *for* Educational Research

ACER

About us

Who are we?

The Australian Council for Educational Research (ACER) is an independent not-for-profit organisation dedicated to a simple mission: improving learning.

What do we do?

We're involved in the collection, analysis, interpretation and use of reliable information to assist educational decision makers – from individual teachers to system leaders and policy makers – in two ways: to help them help learners by identifying educational progress and challenges, and to help them identify and implement effective policies and practices on the basis of good evidence. That focus is about supporting learners and their needs, supporting the learning professionals who work with those learners, supporting those who maintain the educational institutions and systems in which learners and learning professionals work, and supporting our learning society.

What does that look like?

Our mission, improving learning, is clear. Our goals, to support the engagement of every learner, every learning professional, every learning institution and our learning society, is also clear. What that looks like in our day-to-day work is told in the stories on the following pages – stories of real people working to make a difference in the lives of children and young people.

Mission

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.

Goals

Goal 1
Learners and Their Needs
Every learner engaged in challenging learning opportunities appropriate to their readiness and needs

Goal 2
The Learning Profession
Every learning professional highly skilled, knowledgeable and engaged in excellent practice

Goal 3
Places of Learning
Every learning community well resourced and passionately committed to improving outcomes for all learners

Goal 4
A Learning Society
A society in which *every* learner experiences success and has an opportunity to achieve their potential

Values

▌ Expertise – producing high quality, innovative research and research-based services and materials to improve learning

▌ Innovation – taking a creative, flexible and bold approach to the development of knowledge, services and materials

▌ Independence – providing advice and commentary that is informed through research, is authoritative, and non-aligned

▌ Integrity – being ethical, honest and trustworthy in all our relationships and interactions

▌ Responsiveness – anticipating, understanding, meeting and exceeding client and customer expectations

▌ Reflection & improvement – being self-reflective and listening to and learning from others in order to improve the quality of our work, our efficiency and productivity

▌ Positive relationships – creating an organisational environment characterised by respect, fairness, openness and support of physical and emotional wellbeing

▌ Individual fulfilment – encouraging personal contribution and achievement, and the pursuit of excellence
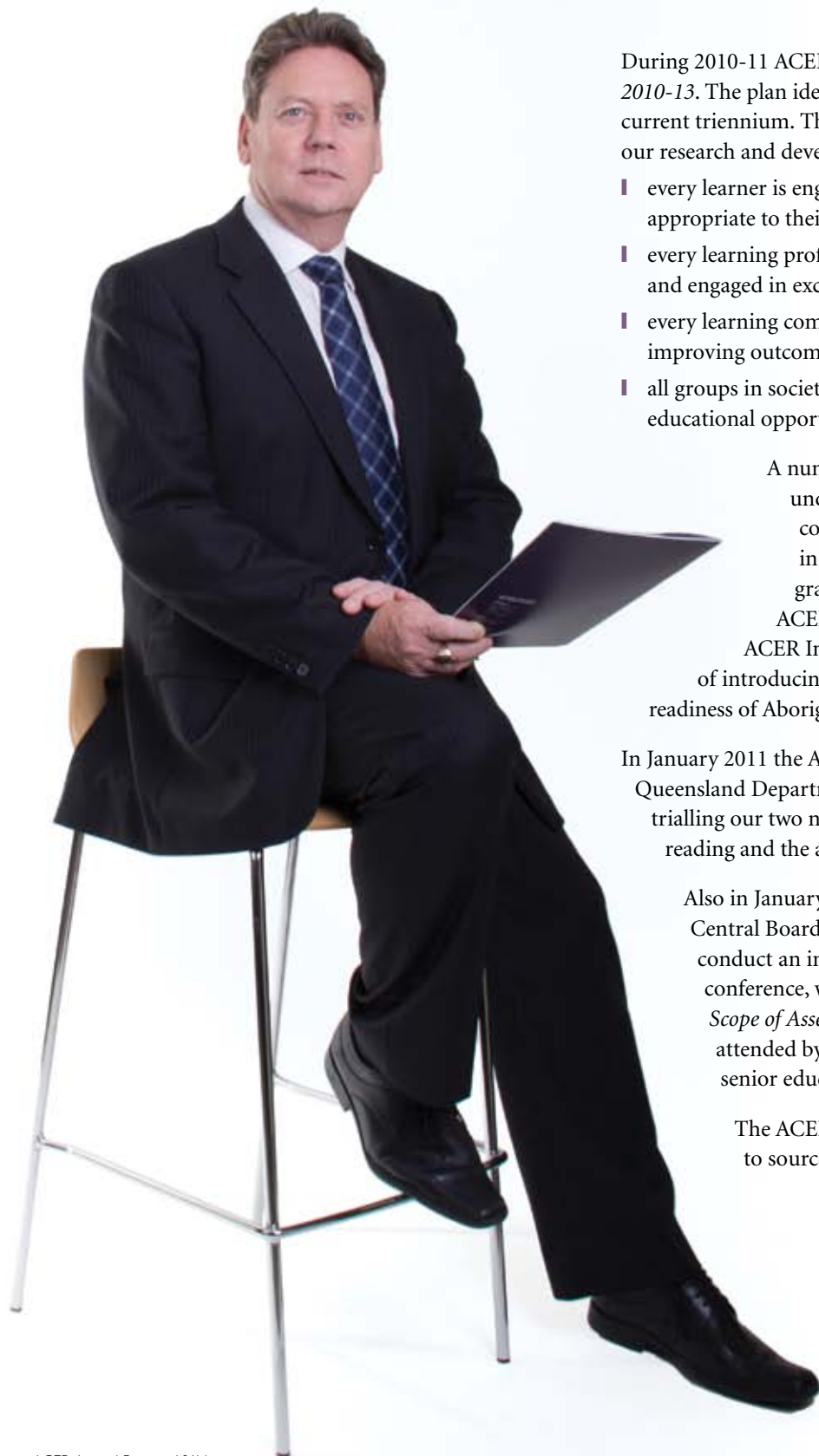
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Photo: Guy Lavoipierre

From the CEO

During 2010-11 ACER commenced work under *Strategic Plan 2010-13*. The plan identifies four broad aspirations for the current triennium. These aspirations are to contribute through our research and development 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 committed to improving outcomes for all learners; and

▌ all groups in society have equitable access to quality educational opportunities and experience success.

A number of specific initiatives were identified under these four priority areas and work commenced on a number of these initiatives in 2010-11, including the development of graduate courses to be delivered through the ACER Institute, the building of staff capacity in ACER India, and the investigation of the feasibility of introducing a television program to enhance the school readiness of Aboriginal and Torres Strait Islander children.

In January 2011 the ACER Institute, in collaboration with the Queensland Department of Education and Training, began trialling our two new graduate courses in the teaching of reading and the assessment of student learning.

Also in January, ACER collaborated with the Indian Central Board of Secondary Education (CBSE) to conduct an international conference in Delhi. The conference, with the theme *Development in Assessment: Scope of Assessment in Teaching and Learning*, was attended by more than 1000 senior teachers, principals, senior education officials and academics.

The ACER Foundation was established early in 2011 to source funding and partners for ACER-initiated

research and development programs to address the needs of disadvantaged students. Ms Deirdre Jackson was appointed as the first (part-time) director of the Foundation. The first activities of the Foundation have been focused on establishing partnerships, including with the Australian Children's Television Foundation (ACTF), for the proposed television program for Indigenous preschoolers.

Delegates at the 2010 ACER research conference, *Teaching Mathematics? Make it Count* held in Melbourne in August discussed research into effective strategies for the teaching and learning of mathematics. This was ACER's largest annual conference to date, with 800 delegates attending.

Building on our growing work in the higher education sector, during 2010-11 ACER continued to manage the Australasian Survey of Student Engagement (AUSSE) and released a series of Higher Education research briefings. We also led the OECD's Assessment of Higher Educational Learning Outcomes (AHELO) feasibility study.

For the third year, ACER worked with the National Australia Bank and the Foundation for Young Australians on the NAB Schools First program, a national award scheme to recognise outstanding school-community partnerships.

ACER continued to play a key role in the OECD's Programme for International Student Assessment (PISA). Results of the 2009 survey were released in December 2010, while work began on the 2012 survey. Work continued on the IEA International Civic and Citizenship Education Study (ICCS). The main surveys were conducted for the Trends in International Mathematics and Science Study (TIMSS) and Progress in International Reading Literacy Study (PIRLS) in late 2010, with the international reports due in late 2012.

During the year, ACER conducted aspects of the 2010 and 2011 National Assessment Program – Literacy and Numeracy (NAPLAN) and was involved in test development for the 2012 program. The report of the Senate Inquiry into NAPLAN made extensive reference to ACER input, provided through a submission and subsequent meeting.

The United Arab Emirates National Assessment Program (UAENAP) is being delivered across seven of the ten UAE Emirates in Arabic, English, mathematics and science at Grades 3, 5, 7 and 9 over three years. ACER is developing and delivering the program, and also managing the UAE's data collection for TIMSS and PIRLS.

The Queensland Department of Education and Training invited ACER to review initiatives taken in response to recommendations in our 2009 report *A Shared Challenge: Improving Literacy, Numeracy and Science Learning in Queensland Primary Schools.* We also were invited to provide strategic advice and to review programs for the NT Department of Education and Training, with a focus on literacy and numeracy.

Dr John Ainley retired from his position as Deputy CEO (Research) in late 2010. Dr Sue Thomson was appointed as head of the new Educational Monitoring and Research Division, and Dr Siek Toon Khoo as Acting Head of the new Assessment and Psychometric Research Division.

This year ACER was awarded the Victorian Government's Fair and Flexible Employer Recognition Award for the second time, acknowledging practices that improve the work and family balance of employees.

The stories told in this report illustrate how ACER is making a difference by creating and promoting research-based knowledge, products and services that can be used to improve learning across the lifespan.

Professor Geoff Masters
ACER Chief Executive Officer

The power of good assessment

ACER's Vocational Indicator can be used to identify gaps in the literacy, numeracy and reasoning skills of students, to tailor learning programs and interventions to address learners' needs and to track student progress over time. Institutions also use the Vocational Indicator to review the levels of literacy, numeracy and reasoning required by their courses, to match students to courses and to upskill students to meet course demands.

'The main purpose is to enable educational institutions to identify levels of skill and gaps in skills for those beginning vocational education and training,' says Blanca Camacho, Project Director responsible for ACER's Vocational Indicator (pictured, right). 'Some employers also use it for the purpose of recruitment, but typically to identify skill levels to match employees to suitable positions.'

Educational institutions like Holmesglen and RMIT in Melbourne, North Coast TAFE in New South Wales, Australian Trade College and Southbank Institute of Technology in Brisbane, Charles Darwin University in its vocational area and many smaller registered training organisations use the Vocational Indicator to tailor learning programs and to track students' progress. Victoria University is also using it for staff development purposes.

'Victoria University has a strategic goal to improve students' performance outcomes and to increase completion rates,' Camacho explains. 'They're using it to assess all new enrolments, and we're talking about thousands here, based on results that identify descriptors aligned to the Australian Core Skills Framework.

'Where they identify a percentage of students who aren't at, say, the numeracy level required to address the needs of a particular course, they're able to identify exactly which resources to allocate in terms of time and materials, but also where and when to concentrate numeracy specialists for support, exactly what interventions need to be implemented, and what professional learning specialist staff need in order to implement those interventions. It's about collecting, analysing and using data to implement evidence-based practices to improve learning.'

According to feedback from Western Australia's Industrial Training Institute, 'The Vocational Indicator is extremely effective because it's objective, it engages apprentices and trainees, and the results are very visual and easy for them to understand. It gives them an immediate sense of where they are in relation to the norm and it's non-threatening.'

Few people know that the AFL Players' Association also uses the Vocational Indicator. 'The AFL Players' Association has always had literacy and numeracy teaching staff, as well as wellbeing managers who help players develop post-competition career paths,' Camacho points out. 'They use the Vocational Indicator to inform the work of both. Other professional sporting bodies also use it for similar purposes.'

Olivia Connelly, from the AFL Players' Association, says the Vocational Indicator is an excellent screening tool. Screening, says Connelly, identifies learning difficulties that the AFL Players' Association then investigates with more in-depth testing. 'It will be even more useful when we're able to compare the data against larger cohorts of participants,' she says.

Camacho counts working with Melbourne's Box Hill Institute, the very first educational institution to use the assessment tool, as one of her best experiences while working on the Vocational Indicator, not least, she says, because the institution has worked through the whole cycle. 'They've implemented it, they've analysed their data, they've allocated resources and staff, they've provided support in terms of professional learning and they've seen improved student outcomes.'

So where next? 'The Vocational Indicator currently assesses generic skills in everyday vocational contexts,' says Camacho. 'The next step is to assess those in industry specific ways, more adaptively and in more technologically enabled ways that allow for more flexibility in item writing, test delivery and reporting.'

LINKS
www.acer.edu.au/tests.vi

Alternative university pathways

There are thousands of prospective university students without a recent Australian Tertiary Admission Rank (ATAR) who sit the Special Tertiary Admissions Test (STAT). Without this additional evidence, the 'latent talent' of many of these students would remain undiscovered.

That's no small matter, says Marita MacMahon-Ball, General Manager of Higher Education in Assessment Services at ACER (pictured, right), since about 15 000 candidates sit the STAT every year. 'The STAT gives prospective students who have no other way of showing universities what their capabilities are the opportunity of gaining entry,' MacMahon-Ball says. Besides providing such a pathway, she points out, it also enables universities to 'compare apples with apples.' 'Prospective students without a recent ATAR, or with an ATAR that doesn't reflect their current actual capability, can bring a whole range of evidence of their achievement to the attention of a university, but it's the STAT that enables universities to make objective comparisons,' she says. 'Most Australian universities offer entry via the STAT pathway.'

The capacity to enable educational institutions to make objective comparisons obviously enhances the social good, but MacMahon-Ball also sees the benefit to individuals. 'I remember one student who had absolutely hated Year 12 and just didn't apply himself, despite his capability,' she recalls. 'He worked for a friend in computer retail until he had a rethink when he got engaged. In his words, "I loved the STAT because it was quantitative, and I could show I could think." His STAT gained him entry into a Bachelor of Education, where he's now training to be a primary school teacher, and he loves working with kids. Without the STAT, his latent talent might've remained untapped.'

If you're thinking the STAT typically caters for older mature-age students, though, think again. More than half of all STAT candidates are 24 years or younger, says MacMahon-Ball. 'So far as tertiary admissions centres are concerned, the entry categories are Year 12 with an ATAR or non-Year 12, and non-Year 12 covers a plethora of prospective students. A candidate may, for instance, have an ATAR from a few years previously, but they're now a person with a very different current capability from the one they were when they completed Year 12. The STAT enables them to demonstrate their current capability.'

As with the development of any other assessment, says MacMahon-Ball, the STAT is the result of a team effort. She works closely with item writers in ACER's Assessment and Reporting programs and the Psychometrics Institute to produce the best assessment possible. How good? According to research by Hamish Coates and Tim Friedman from the Higher Education Research Program at ACER, published in the *Journal of Higher Education Policy and Management*, the STAT is a robust predictor. The relationship between the STAT and first-year university students' grade point averages, they say, is about the same as the relationship between Year 12 scores and grade point averages.

For the STAT's 15 000 or so candidates each year, that's a good thing. To paraphrase Robert Frost, some take the path less traveled by, and that has made all the difference.

LINKS: www.acer.edu.au/tests/stat

Global assessment program

The International Schools Assessment (ISA) is used to monitor the learning of 50 000 or so students in close to 300 international schools each year. The ISA assesses progress in reading, mathematics and writing and allows schools to monitor individual and group progress over time and to compare performances with international standards. Modelled on the OECD's Programme for International Student Assessment (PISA), the ISA provides participating schools with data comparable to the PISA country data.

'The schools using the ISA are international schools, with an international focus and a fairly mobile student population, so it's of considerable value for them to be able to compare their results to those of countries that participate in PISA,' says Dara Ramalingam, one of ISA's Joint Project Directors at ACER (pictured sitting, at right). 'Schools in countries that participate in PISA can compare student performance not only to national cohorts, but to the other schools that participate in any given ISA test administration.' Taken together, says Ramalingam, this shows schools how they're performing against international standards.

While such comparison is useful, says Ramalingam's colleague and ISA Joint Project Director Glenda Robertson (pictured standing, at right), a further benefit is that the ISA's Interactive Tracking Report enables educators to monitor the performance of individual students and groups of students over time. 'Data from all schools participating in the ISA have been used to establish reliable benchmarks for student performance,' says Robertson. 'Tracking over time can provide schools with quantitative evidence of variations in the abilities of cohorts of students and individuals from one year to the next, as well as evidence of the impact of changes in curriculum or pedagogy. They can also compare the performance of an individual student in ISA reading, mathematics and writing to the performance of other students in their school and in all ISA schools. As one school leader puts it, "The longitudinal graphics…serve as an excellent method of drawing staff into a statistical analysis that would otherwise be rather impenetrable for many."'

Likewise, says Robertson, the ISA's Interactive Diagnostic Report makes it easier to identify trends and patterns in comparison with other ISA schools and to interpret diagnostic information, with pull-down menus so graphs can be instantly customised, by grade level, for reading, maths and writing. 'Educators can visually compare their school's mean scale scores and scale score distributions by grade with all other schools and other "like" schools for the current year of the report and over time,' she says. 'They can also use the pull-down menus to show results for selected groups of items for their class, helping them to quickly identify weaknesses and strengths in overall performance by class in particular aspects of reading, maths and writing, and to identify which students might require extra support or extension work.'

Schools are also using the ISA for school improvement. According to one, 'The ISA has become an important external measure of our school's performance and is part of our strategic measurable objectives.'

Think of international schools and you'll probably think of the International Baccalaureate (IB), so it's no surprise to learn that ACER is using the ISA to investigate the impact of the IB Primary Years Program (PYP) and Middle Years Program (MYP) on student progress. 'On the whole,' says Ramalingam, 'the results indicate that PYP and MYP students performed as well as or better than their non-IB peers in maths, reading, and writing in a majority of grade levels.'

Like PISA, ISA is collecting, analysing and delivering data, and that's helping educators monitor and improve educational outcomes around the world.

LINKS
www.acer.
edu.au/
tests/
isa

Assessment for learning

The Progressive Achievement Tests (PAT) are used by many Australian schools to monitor student progress across the years of school, including in the years in which NAPLAN testing does not occur (Years 4, 6, 8 and 10). Teachers use PAT tests to track individual progress in reading, mathematics, and written spelling, punctuation and grammar, to diagnose gaps in student achievement and to identify students who are slipping behind in their learning.

Explains Li-Ai Lim, Product Manager of Assessment at ACER Press (pictured, right), schools tend to use the PATs to address the two-year gap in the NAPLAN cycle. 'Many schools administer annual PAT assessments, usually early in the school year, beginning in Year 2, sometimes Year 1, and then over the next years, so they're able to track their students' progress continuously,' says Lim. 'It's true that administering the PATs helps students prepare for NAPLAN, but educators use them primarily to assess achievement against national standards; to track the progress of students and classes of students between the beginning and end of the year, and from year to year; and diagnostically, to see areas in which their students are performing well and areas where they might need more help.'

School leaders also work closely with classroom teachers and specialist staff, using the PATs to see that their students are meeting national standards, but more importantly to monitor individual students and cohorts as they progress through schooling, Lim explains.

'NAPLAN looks at achievement and progress in terms of particular literacy and numeracy standards, so when teachers are able to draw on the combined information on student achievement from their NAPLAN reports and the ACER Press PAT reports they're able to identify those students who may be falling behind or who may benefit from being accelerated,' Lim says. 'They're also able to see how their students compare nationally. What's so useful about the PAT assessments is that they also enable teachers to identify areas of the curriculum they may need to address to support their students' learning. So the purpose is diagnostic: it provides teachers with feedback to support good teaching to meet the learning needs of their students.'

To increase that diagnostic power, says Lim, ACER has linked PATMaths items to the draft Australian Curriculum for maths, as well as linking PATReading and the newest addition to the PAT suite, PAT-SPG (Written Spelling, Punctuation and Grammar), to the draft Australian Curriculum for English, with links for science in the pipeline. 'That's based on feedback from

teachers,' she explains. 'By aligning the PATs with NAPLAN and the Australian Curriculum, and by linking them with teaching strategies, we're making them an even more powerful resource for teaching and learning.'

Planning the development of a PAT, explains Lim, is the result of extensive feedback from teachers. It begins with the sales, publishing and marketing teams of ACER Press. Lim's publishing team then works on the prototype with ACER's researchers, drawing on ACER's experts in test and item development, and psychometrics. The prototype is paneled and trialled extensively with a representative sample of students, and then nationally normed. The team effort to produce a PAT, involving up to 20 experts from across ACER, takes from one and a half to two years.

'It's great working with people across ACER with such diverse skills and knowledge to produce something that so usefully addresses the learning needs of students,' says Lim. 'The result of all that research and development is a series of assessments that are simple to administer and score, with reports that show student progress, so you can monitor your own teaching, and your students' learning, and that's what improving learning is all about.'

LINKS
https://shop.acer.edu.au

Cutting-edge assessment

Through the Western Australian Monitoring Standards in Education program, ACER is developing innovative assessment materials to assist teachers and the WA Department in monitoring student learning in science, and society and environment. The materials, which are based in part on short videos and magazines, are designed to support teaching and assessment in these important areas of the WA curriculum.

All states and territories obtain data on student achievement through the likes of the National Assessment Program – Literacy and Numeracy (NAPLAN), but, notes Ron Martin, a Senior Research Fellow in the Assessment and Reporting research program at ACER (pictured, right), NAPLAN and other national assessment programs to date haven't covered the broad range of curriculum areas. 'Science, and society and environment are two such areas,' Martin notes, 'which is why WA is assessing its Years 5, 7 and 9 students in these areas.' Prior to the introduction of NAPLAN and the other national testing programs, he explains, the areas now tested nationally were included in the Monitoring Standards in Education program.

While the WA Department of Education conducts the tests, ACER provides expertise in test development, expertise in trialling and, up until this year, expertise in psychometric analysis. The biggest challenge, says Martin, is obtaining good representative student samples for trialling the society and environment items.

'This part of the program involves producing stimulus material in short video and colour magazine formats, as well as paper-and-pen tests relating to information in the videos and magazines,' Martin says. 'The trialling requires two periods of class time in states other than WA, but the curriculums in these states now address history and geography, and often social science discretely, usually for one semester each, unlike WA's integrated, year-long society and environment model. Nevertheless, the experience gained in bringing together information from a variety of sources in order to draw informed conclusions about historical, geographical or social issues is invaluable to those students involved in the trialling.'

The effort is worth it. Says Martin, 'The program offers the WA Department of Education a better opportunity to study educational development, progress and change in a wider curriculum area on a longitudinal basis than is possible with just the national testing program.

'The purpose of the Monitoring Standards in Education program is to assist educators in identifying gaps in student progress, and to assist them in identifying gaps in their teaching for the purpose of developing their professional capabilities. It also provides evidence to guide government policy makers. The assessment is not just for policy purposes, though. Individual student results are also provided to parents.'

So has the Monitoring Standards in Education program had an impact? In a word, says Martin, yes. 'According to national sampling, which occurs every three years, there has been improvement in science outcomes in WA,' he says. 'This may, at least in part, be due to the effect of the yearly Monitoring Standards in Education assessment in molding some teaching practices and attention to curriculum guidelines by WA science teachers.'

High-quality graduate courses

The ACER Institute has developed and is delivering graduate programs in the teaching of reading and the assessment of student learning. The courses, designed for classroom teachers and literacy and assessment coaches, were launched in partnership with the Queensland Department of Education and Training in 2011. A new graduate program in the teaching of mathematics is in the pipeline.

For ACER Institute Director Kerry-Anne Hoad (pictured, right), the most exciting aspect of working on the graduate programs has been supporting the development of content. 'The graduate programs have been developed through lengthy and vibrant discussions about the research and how this translates to classroom practice with leaders in their fields like John Munro, Hilary Hollingsworth and Wendy Bodey, with support from an ACER advisory body,' says Hoad. 'It's been equally exciting to see the outcomes for participants,' she adds.

'All of them entered the program as good teachers or school leaders, but they left as exceptional and expert practitioners with great confidence in their skills, comfortable in the application of their knowledge and in their ability to lead and guide others. They create a collegial network that extends beyond the program.'

Says Wendy Bodey, 'Participants in the Graduate Program in the Assessment of Student Learning comment on the amount they've learnt and the confidence this provides them in improving their practice because they're both conversant with key research and know how to apply it to teaching and learning practice. The program is structured so participants can build their understanding of assessment principles as they apply them in their classroom, school or region.'

The structure and duration of the graduate program, adds John Munro, means it can be detailed, systematic and integrated into practice. 'In the Graduate Program in the Teaching of Reading,' says Munro, 'this allows participants to develop, explicate and test their personal models of reading comprehension in their teaching and to enhance their information gathering and pedagogic practice.'

For Penny Couch, a participant this year and Acting Associate Administrator at Woodcrest State College, south of Brisbane, the graduate program informs her own practice and the practice of her colleagues. 'It has supported whole-school changes to pedagogical practices, particularly with regard to collaborative data-based decision-making processes, moderation practices and the development of assessment tasks,' Couch says.

The research consensus is that the quality of teaching is closely linked to the quality of student outcomes. 'Given the research, and the mandating of professional learning by state and territory teacher registration authorities as a requirement for registration,' says Hoad, 'the ACER Institute remains committed to designing and delivering short-term professional learning options that are relevant, high-quality and effective, but,' she adds, 'research from ACER and elsewhere points to the deeper effect on teaching practice of longer-term programs. Longer-term professional learning that's evidence-based and connected to practice enables participants to develop their professional capabilities.'

The graduate programs – equivalent to six months' full-time engagement – provide such longer-term professional learning. Graduate certification, Hoad points out, is also important for credit recognition by universities, particularly for educators aiming to study further at Masters level. The graduate programs are currently recognised by the University of Queensland as equivalent to a six-month full-time graduate certificate program. The ACER Institute is seeking registration as a higher education institution to provide automatic recognition by all higher education institutions.

'Professional learning that's longer-term,' Hoad explains, 'has a deeper effect on teaching practice, not least because it's possible to customise programs to ensure relevance. Partnerships with employing bodies such as the Queensland DET and with professional associations are very important for that reason.

'Partnership with the DET delivers graduate programs that are accessible, relevant and embedded in the local context, *and* embedded in solid research. Partnership also means participants are recognised and validated by their employers and colleagues. It moves individual study into the realm of collegial endeavour.'

LINKS
www.acerinstitute.edu.au

Assessing critical and creative thinking

By developing high quality assessments of the seven 'general capabilities' in the Australian Curriculum, ACER aims to build teachers' understandings of these capabilities, as well as their knowledge of how to teach and assess cross-curricular skills and attributes. Work is well advanced on innovative ways of assessing skills in critical and creative thinking.

Ray Philpot (pictured, right) is a Research Fellow in the Assessment and Psychometric Research Program of ACER and a member of ACER's Critical and Creative Thinking Assessment Project team, commissioned by the Victorian Department of Education and Early Childhood Development to develop formative assessments of critical and creative thinking. 'The tasks we're developing are really the first of their kind in terms of their breadth and depth,' Philpot says. 'There are some other assessments in this field, but primarily in a multiple-choice format. The critical and creative thinking skills in the new curriculum require more sophisticated assessments that ask students to articulate and demonstrate their thinking, not simply to answer multiple-choice questions.'

Some teachers may not at first know how to teach the critical and creative thinking continuum, Philpot points out, so it's important to identify the skills and strategies expected of students at various stages. 'We're not developing a teaching tool,' he emphasises, 'but the tasks will give teachers a good idea of the sorts of things critical and creative thinking entails, which many already teach and assess. They'll also help teachers, and school and system leaders to identify the sorts of professional development they might need.'

The Australian Curriculum also requires assessments that are compatible and adaptable, Philpot explains, because critical and creative thinking is integrated across the curriculum. 'We've designed the assessment so any teacher can use a task to assess critical and creative thinking in a domain,' he says, 'mindful of the fact that some tasks might better suit a particular year level or domain.'

While aspects of the Australian Curriculum may still change, Philpot predicts the critical and creative thinking continuum won't. But if it does? 'Given the process we've undertaken and the breadth of the tasks we've developed,' he says, 'I'm confident they will cover the critical and creative thinking continuum in the event of amendment or refinement.'

So what does a task look like? Philpot describes a task for more senior students on the alleged faking of the Apollo moon landing. 'Students are asked to analyse the quality of evidence, judge and rank arguments, generate ideas to support and debunk the faking arguments, and identify the implications if they were found to be true,' he says. 'This gets them looking at bias, the reliability of sources, the language and coherence of an argument and so on.' That puts flesh on the bones of the critical and creative thinking continuum, but to put flesh on the bones of a task also involved identifying rich, relevant and stimulating content. 'The moon landing task is a good example,' Philpot says. 'We knew we could source rich multi-media, from the footage of Neil Armstrong's "one small step for man" to snippets from a 2008 episode of *Myth Busters*.'

A team of six has developed the tasks, divided by broad domains and addressing Years 1 to 10. Each task has then been paneled, with input from domain expert reference groups, before being tested in a 10-school pilot study. 'We observed students in classes undertaking the tasks,' Philpot explains, 'and collected feedback from students and teachers, as well as the students' work, to see whether the tasks generate what we expect, then undertook a post-pilot workshop for more feedback.' With further advice from domain expert reference groups, the next step is a formal trial involving 36 primary and 28 secondary schools to test task difficulty, reliability and validity.

'Developing assessment tools that are fit for purpose like this is a big project,' Philpot says, 'but that's where our expertise lies.'

Principal for a Day

The Principal for a Day program provides an opportunity for business and community leaders to spend a day in a school developing a better understanding of the work of schools, sharing their own expertise and building relationships that often continue well beyond their visit.

Introduced in Victoria in 2001 with funding from the Department of Education and Early Childhood Development and now in its eleventh year, the program has matched some 1200 government schools with business and community leaders, with more than 180 matches this year, the program's most successful year to date.

'Principal for a Day encourages business and community leaders to walk a mile in a school principal's shoes, and that enables leaders in education and the wider community to share ideas, resources and a sense of responsibility for schools,' says Viv Acker, Project Director of Principal for a Day (pictured, right). The strength of the program, she points out, is that it creates a two-way street. Business and community leaders experience schools, and the work of principals, first hand while principals develop ongoing relationships with successful business and community leaders. In many cases, says Acker, they discover opportunities to work together in mutually beneficial ways. Because the program enables school leaders and business and community leaders to work as partners to identify, plan and take action on areas of educational improvement, it has an impact far beyond the actual Principal for a Day event, Acker says.

Consider the partnership between the Pratt Foundation and Frankston Special Developmental School that came about as a result of the Principal for a Day program. 'Following the Principal for a Day event,' says Acker, 'Ian Allen, a Trustee of the Pratt Foundation, quickly saw how he could help the school in the form of in-kind support and advice, and the appointment of a tax specialist. That involvement is ongoing. Likewise, Canterbury Girls Secondary College is working with Sally Pritchard from Nous Group on leadership. City of Whittlesea Councillor Sam Alessi is working with Mill Park Heights Primary School in various capacities. Minter Ellison is working with John Fawkner Secondary College and now has two mentoring programs that evolved from the Principal for a Day program in 2003.'

Other partnerships include the Western Bulldogs Football Club, participants since 2006, which has developed the Bulldogs Friendly Schools partnership program as a result, the Melbourne Football Club, with its You Can Kick Goals and Read Like A Demon programs, and the National Australia Bank, which this year matched 24 staff with schools.

For Acker, the best thing about Principal for a Day is knowing that the one day increases the professional capabilities of school leaders and staff to deliver effective educational programs, for the benefit of students, and, she adds, 'Seeing the program almost double in the past two years.'

LINKS
www.acer.edu.au/
leadership/principal-
for-a-day

Changing the way we think about a university education

Although many Australian universities are listed in the top ranks of international higher education surveys, these surveys do not tell university leaders – or students – much about the quality of students' learning experiences. The Australasian Survey of Student Engagement (AUSSE) provides institutions with valuable data for improving student engagement and enhancing the quality of learning provision.

'We have a focus on improving learning, and we have the capacity to help universities have richly informed conversations about how they can improve learning, and how they can help students improve learning,' says Hamish Coates, Director of Higher Education Research at ACER (pictured, right).

'The most useful thing is to see where students are actively involved in their learning. Gathering that kind of information enables universities to better engage students for the purpose of developing better educational practice, rather than focusing simply on reputation or satisfaction,' he says. 'We developed the Australasian Survey of Student Engagement (AUSSE) with Australian and New Zealand universities to obtain that kind of data. The AUSSE measures actual behaviour and students' perceptions of support. Satisfaction surveys don't do that.'

The problem, says Coates, is that most higher education surveys, typically packaged into league tables, simply don't provide data that can be used to improve the educational experience. 'A five-star ranking is really just a marketing tool,' he says, 'and that's not what we're on about. Typically, rankings lack any measure of effective educational processes or outcomes. There's simply been no data on this in many instances.' The AUSSE gathers exactly such data, but it's also generating trend data, he points out. 'We're able to track, for the first time ever, things like the early departure intentions of students.'

Because the AUSSE looks broadly, it's able to deliver useful data to universities and students. 'We provide reports to students that tell them, for example, how they could improve their educational experience by making greater use of university libraries, say, or getting feedback from teaching staff,' says Coates. 'We provide detailed reports to institutions, and conduct seminars and workshops to help them make good use of the data. Universities now have staff whose focus is on student engagement. They've developed student engagement policies and they now monitor teacher quality – benchmarked against similar institutions – all in response to feedback from the AUSSE. The governments have subsequently developed policies addressing student engagement, and now include student engagement as an indicator of the quality of university education.'

Such a policy shift is no mean achievement. Put simply, the AUSSE has made student learning and engagement central to higher education policy and management, nationally and internationally, and changed the way we think about the quality of university education. 'The AUSSE has shifted universities from measuring satisfaction to measuring effectiveness,' Coates says. 'Large numbers of people now accept the importance of, and advocate for, quality in university education.'

LINKS
www.acer.edu.au/
research/ausse/
reports
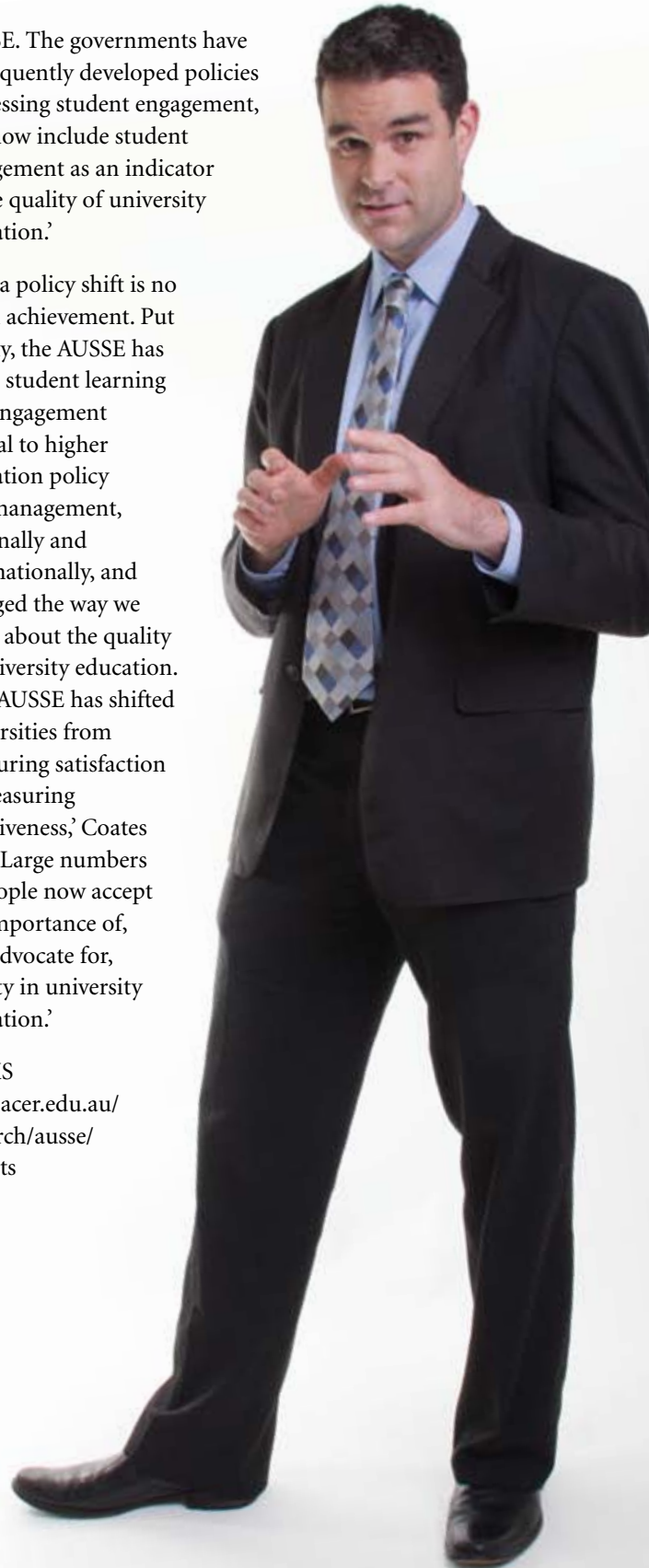
School-community partnerships

NAB Schools First awards are designed to promote and recognise effective partnerships between schools and their local communities. ACER's research is showing how strong school-community partnerships improve outcomes for students.

Explains Sharon Clerke, Project Director of NAB Schools First at ACER (pictured, right), 'Our focus is on capacity building. Our feedback to the schools that don't win an award, in every case, addresses how to improve partnerships and how to get more out of them,' Clerke says. 'Whether a school wins an award or not, participation has a positive effect. There are many schools that might not otherwise have thought about developing a partnership before finding out about Schools First. That's a win.'

'It's also the case that some schools find they're not able to address a particular criterion in their application, which impels them to step back so they can address that, and this typically improves their partnership. That's another win.'

The aim, says Clerke, is to bring resources, people, know-how and networks together so schools become central in the community. 'Schools First is rewarding school-community partnerships that bring the community's expertise into the school and is giving recognition to teachers, community groups and businesses whose common goal is to improve educational outcomes,' she says.

The awards program evolved from ACER's commitment to helping school communities, particularly those in disadvantaged areas, to achieve their educational goals. ACER and the not-for-profit Foundation for Young Australians took their idea for a program that would recognise excellence in school-community partnerships to NAB and from this partnership evolved the national awards program. 'Capacity building is central to the program,' explains Clerke. 'ACER research showed that many schools, especially in the United States and Britain, were achieving great things through their community partnerships. ACER was keen to develop a program that would enable school and community skills and expertise to be pooled in the interests of improving student outcomes.'

Capacity building is also central to ACER's role in NAB Schools First. 'Our customised feedback and advice to schools has been very well received,' says Clerke. 'ACER's feedback letters specifically encourage schools to contact us. We want to help build and strengthen partnerships and we invite these conversations for that purpose.'

ACER also directs schools that want to develop a partnership to the Schools First website where there are now more than 300 case studies. 'In some instances, schools might model their partnerships on a case study, or adapt their own model from it, or use elements from various case studies or contact particular case study partnerships for advice,' says Clerke. 'We don't expect schools to reinvent the wheel.'

The emphasis on capacity building is not to suggest that the actual funding for award winners is irrelevant, though. 'The funding – $25 000 for a Seed Funding award, $50 000 for an Impact Award – is significant because it goes directly into strengthening the partnership, not into the school, and with no strings attached, so long as it's spent on the partnership,' she says. 'That means it's used where it's most needed, typically in ways that ensure sustainability.'

ACER's research into the awards and the evaluation of the program, says Clerke, has shown that school-community partnerships are leading to positive student outcomes. 'From our analysis of the 2009 Impact Award winners,' she says, 'there's a distinct correlation between school-community partnerships and improved educational outcomes in terms of academic and vocational outcomes, and wellbeing and engagement,' and that's a win for everyone involved.

LINKS
www.schoolsfirst.edu.au

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Learning from
experience

The Programme for International Student Assessment (PISA) is providing governments and education systems with detailed information about how countries are preparing young people for life beyond school. There are lessons for the quality and equity of Australian schooling.

This international common assessment, led by ACER, enables governments to compare how students perform on a set of common tasks in close to 80 countries. According to Sue Thomson, Head of Educational Monitoring and Research (pictured, right), 'The program enables us to see internationally what students get out of school, but it also enables us to look at subgroups within a country and between countries. In Australia, it helps us to compare the educational outcomes of various disadvantaged and advantaged subgroups.'

As to international comparisons, says Thomson, 'We're able to monitor outcomes relative to similar countries,' she says. 'In Australia, for example, reading scores in general have declined, which hasn't happened in other countries, so that data can usefully inform policies and practices, and identify areas for further research.'

'It's also the case,' she adds, 'that our students will work in a global economy, and it's important that we know that an Australian education will stand them in good stead.' We can measure nationally all we like, Thomson points out, but we'll have no idea how that compares with the rest of the world. 'If we want to know how we're travelling,' she says, 'we need something like PISA.'

As to educational disadvantage, says Thomson, 'PISA shows that there are continuing disparities, giving governments the information they need to make changes to improve educational outcomes. It enables Australia's governments to look at disparities in the educational outcomes of disadvantaged subgroups and at whether these have changed over the nearly ten years we've gathered PISA data, particularly given our 2008 Melbourne Declaration commitment to improve educational outcomes for students from low socioeconomic backgrounds.

So what about those rankings? 'The problem,' explains Thomson, 'is that statistical uncertainties around scores mean rankings aren't necessarily accurate.' More useful, she says, are the actual scores that identify students performing below an appropriate level. 'Changes in the rankings might be significant,' she says, 'but from a statistical point of view whether a country moves up or down isn't always important.'

Mind you, PISA's rankings do encourage an investigation of successful systems. 'Take Finland,' she says, 'which performs well as a result of a complex mix of cultural factors to do with valuing education, and the quality, status and remuneration of teachers, as well as teaching methods, curriculum design, diagnostic assessment and intervention, and the like. It makes no sense to try to copy an entire educational culture, but it does make sense to learn from the educational methodology typical in successful education systems.'

LINKS
www.acer.edu.au/ozpisa

Understanding Australia's teaching profession

Australian schooling is a patchwork of government, Catholic and independent school systems across eight states and territories, and because of that we have no single source of workforce data on the teaching profession at the national level, except through the Staff in Australia's Schools (SiAS) survey, a large national survey first conducted by ACER under contract to the Australian Government in 2006-07. The second was in 2010.

Education systems do collect and even aggregate existing workforce data, but there's a problem, says Phillip McKenzie, Research Director of the Teaching, Learning and Transitions research program at ACER and ACER's Director of SiAS (pictured, right). 'When you aggregate workforce data at the national level, the difficulty is that you're drawing together information obtained using different methodologies designed to measure different things according to different definitions,' McKenzie explains. 'Curriculum areas, for example, may differ across states and territories. SiAS addresses that by taking a snapshot at one point in time, using common definitions and a standard methodology for reporting, as advised by a committee representing all the school systems.'

A Ministerial Council for Education, Early Childhood Development and Youth Affairs working group has been developing a framework to obtain nationally consistent workforce data on the profession. 'SiAS is able to contribute to that,' says McKenzie, 'as it collects information about job satisfaction and career intentions in a way that other data collected for other purposes cannot.

'SiAS has more than 50 detailed questions collecting a lot of information in one hit, which we can then break down by, say, age, gender, location and specialisation, to answer questions about the likelihood of staying in the profession, for example, or professional development needs, or out-of-field teaching in a way that would be difficult to do with data from any other source.'

SiAS in 2007 identified out-of-field teaching – whether teachers are qualified in the areas they're teaching – as a potentially serious issue, particularly for secondary schools. 'The benefits of a study such as SiAS,' McKenzie says, 'is that it's able to examine out-of-field teaching from a number of different perspectives – whether teachers have studied particular subjects in their tertiary studies; whether they've undertaken training in teaching methods; how much experience they've had teaching the subject; and whether they've engaged in professional learning in the areas they're teaching. A key issue being examined in the report on the 2010 survey is whether out-of-field teaching has diminished or not on these different measures.'

SiAS looks closely at teachers' attitudes and motivations, explains McKenzie, because you need to know about the

likelihood of people staying in the profession as well as the age profile of the profession. 'The more you know about these, the better you can work out how many new teachers you need to recruit over time, and the better you can work out how many new teachers by specialisation you need to recruit,' he says. 'SiAS provides systems with the national data plus data for their system for such a purpose, and some systems ask us to undertake additional analyses for them.' The SiAS contract also involves ACER in depositing the national SiAS data at the Australian Social Science Data Archive, so other researchers can conduct further research.

SiAS, observes McKenzie, is a big effort requiring a lot of assistance from school systems and schools. 'Schools often complain that they are over-surveyed and principals quite rightly need to be convinced about the value of any new survey before asking their staff for more work. While that makes it challenging, there is a growing recognition that SiAS is a benefit for the profession because it helps decision makers be better informed about the work and careers of staff in Australia's schools.'

LINKS
www.acer.edu.au/sias

Making information more accessible

Cunningham Library is a unique information source for the entire education community. As well as holding an extensive collection of Australian education publications, the library provides easy electronic access to information about hundreds of thousands of international publications. Research databases on distance education and international education are among Cunningham Library's many services.

Consider some numbers: the Australian Education Index (AEI), maintained by the Cunningham Library at ACER since 1957, contains 200 000 items; two slices of the AEI are indexed and updated monthly by a team of four Cunningham Library staff to create the DEHub Database of Research on Distance Education and the IDP Database of Research on International Education; the combined databases reach 3700 key researchers, policy makers and practitioners in international education and 1600 in distance education. We're talking specialist.

The databases offer rich, searchable content, says Lance Deveson, Manager of ACER's Cunningham Library (pictured, right), because each includes full-text journal articles and research papers, policy documents, book chapters and reports, not simply abstracts, and even news items. 'Both are also freely accessible,' Deveson says, 'thanks to the support of DEHub and IDP Education.'

The DEHub Database of Research on Distance Education came about when the Distance Education Hub – a consortium of the University of New England, Charles Sturt University, Central Queensland University, the University of Southern Queensland and Massey University in New Zealand – put a proposal to the Commonwealth Department of Education, Employment and Workplace Relations (DEEWR) to develop a unified approach to distance education. 'The consortium then approached us to create and maintain a database,' says Deveson, 'because they knew the quality and richness of our work on the AEI and the Database of Research on International Education.'

The Cunningham Library's approach, explains Deveson, is to communicate and engage with key researchers in education, especially through social media. That creates some valuable two-way traffic. 'Because we use social media to communicate, key researchers communicate with us,' Deveson says, 'alerting us when they publish and submitting their work to the database.'

Jude Carroll, an educational development consultant and recently retired teaching fellow at Britain's Oxford Brookes University, has been using the IDP Database of Research on International Education since 2005. 'I tell people all over the world about it,' says Carroll. 'It's the best database by far for finding useful, relevant information on research in international education. Whoever sets the keywords and search terms thinks just like I do. I like the mix and range of items. Someone must be working very hard behind the scenes.'

Deveson's team of four is working hard, but also smart, he points out. 'We add approximately 100 items to each database every month, but because we're doing that for the AEI already, and cutting a slice each for distance education and international education, we can do that very efficiently.

'Both DEHub and IDP Education recognise the Cunningham Library's 80 years or so of expertise. With 200 000 items and counting, the AEI is an incomparable resource to support research and the development of evidence-based policies and practices in the education sector. DEHub and IDP Education both recognise that, and understand that managing data like this is our core business.

'The Cunningham Library is unusual,' Deveson says, 'in that it generates products in a way that few academic libraries do, so we're well placed to do this sort of work.'

LINKS
dehub.edu.au

www.idp.com/idp-today/research-database.aspx

Quality education and effective overseas aid

Ensuring access to quality education is one of the main priorities of the Australian Agency for International Development, better known as AusAID. It's also fundamental to the work of ACER, so it's no surprise that ACER is supporting AusAID's mission by providing timely research as a partner in AusAID's Education Resource Facility (ERF).

The ERF provides rapid and reliable responses to requests for research and advisory support from staff in AusAID's overseas posts. It also provides AusAID with research and advice on strategic and policy priorities.

As ACER's ERF Project Director Leila Ismail (pictured, right) explains, the ERF provides AusAID staff with access to the large pool of ACER's highly qualified education experts, drawing on the research power of ACER's Cunningham Library. 'The ERF enables AusAID to obtain the best expertise appropriate to the task at hand, even at a moment's notice,' she says.

ACER's partnership in the ERF owes much to Dita Nugroho, a Research Fellow in ACER's Policy Analysis and Program Evaluation program. 'Her work,' says Ismail, 'laid the foundations on which ACER's growing contribution is now built.'

ACER's research for the ERF ranges from desk-based literature reviews to field work audits, addressing everything from learning needs to the resource capacity of educational providers in Indonesia, Papua New Guinea, the South Pacific and beyond.

'We provide research-based analysis and advice on a rapid turnaround – we're talking as rapid as half a day,' Ismail says. 'We also provide more long-term research – including projects that run for as much as half a year – for strategic and policy purposes.

ACER's longer-term work includes research commissioned by the Review of the Papua New Guinea University System to inform the PNG-Australia Partnership for Development strategy to strengthen higher education in PNG. A study of recipients of Australia Awards is identifying the impact research degree students make on their return to their home country.

'We've undertaken work investigating the provision of technical and vocational education and training in the South Pacific region, and we're undertaking ongoing work with the Secretariat of the Pacific Board of Educational Assessment in Fiji and also more generally for AusAID's Pacific-wide programs,' Ismail adds.

ACER also hosted an education roundtable with senior AusAID staff and leaders from the key non-government organisations (NGOs) in the aid sector to engage the Australian education and NGO sectors on education, identify areas where Australian expertise can contribute to education in developing countries, and explore ways to use and grow that expertise.

'One of the best things for me about the ERF project,' says Ismail, 'is working with ACER staff across all divisions of the organisation, tapping into the amazing range of expertise we have here.' Providing ACER staff with opportunities to become involved in international work, and developing good relationships with AusAID staff are other exciting aspects of the role, she says.

'Our work for the ERF increases our research capacity because it provides international development experience for ACER staff and the organisation as a whole, and promotes cross-divisional collaboration,' she says. 'It also leads to stronger links with AusAID staff, including those at overseas posts, and contributes to AusAID's strategic direction. By providing expert consultancy on educational best practice, we're able to help AusAID to design and deliver effective international aid programs, and that's a good thing.'

On record
2010-11

Research projects

NATIONAL PROJECTS

Australian Council for Private Education and Training
- Review of student engagement and outcomes

Australian Curriculum, Assessment and Reporting Authority

National Assessment Program - Literacy and Numeracy (NAPLAN)

- NAPLAN 2010 Central analysis and reporting
- NAPLAN 2010 School level reporting
- NAPLAN 2011 Test development and trial
- NAPLAN 2011 Sampling for scale construction
- NAPLAN 2012 Test development

Review of Australian Curriculum Achievement Standards

Australian Institute for Teaching and School Leadership
- National Professional Standard for Principals

Australian Institute of Family Studies
- Longitudinal Study of Australian Children

Australian Institute of Health & Welfare
- Indigenous Clearinghouse

Australian National University
- The Australian Legal Profession: Education, Training and Career Outcomes

Australian Science Innovations
- Development of items for BIG Science Competition

Australian Securities & Investments Commission
- Programme for International Student Assessment (PISA) 2012 National Financial Literacy

Council of Australian Governments (COAG) Reform Council
- COAG Analyses 2010
- Year 12/Certificate II Indigenous Youth

Commonwealth Department of Education, Employment and Workplace Relations
- Assessment of Higher Education Learning Outcomes (AHELO) National Project Manager
- Australian School Teacher and Leaders Survey
- Career pathways and teacher training of higher degree by research students
- Development of a National Teaching Professional Framework and Standards
- East Asia Summit - Education Policy and Action Plan
- East Asia Summit workshops
- Evaluation of school funding for disadvantaged students
- Evaluation of Sporting Chance program
- Evaluation of Teach for Australia initiative
- Evidence base review
- Financial modelling and investment in Vocational Education and Training (VET)
- Literacy and Numeracy National Partnership Targets - technical guidelines
- Mapping and analysis of the current early childhood education requirements for tertiary qualifications offered in Australian universities
- OECD Programme for International Student Assessment (PISA) 2009 and 2012 National component (also funded by the state and territory education departments)
- OECD Teaching and Learning International Survey (Australian component)
- Progress in International Reading Literacy Study (PIRLS) National Study 2011
- School-business partnership consultancy
- Staff in Australia's Schools 2010 survey of teachers and school leaders
- Student involvement in regional higher education
- Supplementary analysis of teachers using the Graduate Pathways Survey data
- Trends in International Mathematics and Science Study (TIMSS) 2010
- University Experience Survey

Department of Families, Housing, Community Services and Indigenous Affairs
- Longitudinal Study of Indigenous Children (LSIC)
- LSIC: Development in the Middle Years
- Evaluation of Enhancing Education measure of Northern Territory Emergency Response

Ministerial Committee on Education, Employment and Youth Affairs (MCEETYA)
- Civics and Citizenship 2010

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

UMAT Consortium

- Convergent validity of UMAT
- Establishing the criterion validity of UMAT

ACT

ACT Department of Education

- ACT Scaling Test

Primary Industries Education Foundation

- Development of a survey for students' understanding of primary industries

NSW

Board of Studies

- Expectations, Transitions and Destinations of NSW Youth Study

Department of Corrective Services

- Development of test items and test administration: applicants for correctional officer positions

Department of Education and Training

- NSW Selective High Schools Test
- NSW Test for Year 5 Opportunity Classes
- Online training program for practicing teachers to experience the application of the 2011 NAPLAN Writing Task Rubric

SEMA (main client NSW DET)

- Essential Secondary Science Assessment
- National Assessment Program - Literacy and Numeracy test marking NSW

Vibe Australia

- Evaluation of the Deadly Awards

QLD

Queensland College of Teachers

- Analysis of Year 12 OP data

Queensland Department of Education and Training

- QLD Curriculum and Assessment Tool

SA

Australian Principals Association

- Evaluation of Mind Matters

Department of Education and Children's Services

- Review of South Australian PISA 2009 student data
- Trial of the Engagement Matrix

Flinders University

- Finders University Student Evaluation of Teaching Review

National Centre for Vocational Education Research

- Education and avoidance financial disadvantage
- Success Despite the Odds - Outcomes for low performing students

University of South Australia

- Evaluation of Supporting Improved Literacy Achievement project

VICTORIA

Ardoch Youth Foundation

- Ardoch Western Linking Communities and Schools (WLinCS) program evaluation

Australian Mathematical Sciences Institute

- AMSI evaluation

Department of Family and Community Services

- Longitudinal Study of Australian Children

Department of Justice

- Gambling and young people

Goulburn Ovens Institute of TAFE/Wodonga Institute of TAFE

- Integrated data collection project

LH Martin Institute

- Leadership Centre for Australian Vocational Education and Training

MEGT Institute

▌ Apprentice retention evaluation

Melbourne Development International (GRM)

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

Murdoch Children's Research Institute

▌ Hosting and development of Australian Early Development Index

National Australia Bank

▌ Schools First

Royal Australasian College of Surgeons

▌ Data analysis of exam results and production of reports

TVET Australia

▌ Providing support for disadvantaged learners in the Australian VET system

University of Melbourne

▌ Evaluation of the Master of Teaching

VicRoads

▌ Development of Car Driver Learner Permit Test

VicHealth

▌ Evaluation of Streets Ahead: Supporting children to get active in their neighbourhoods

Victorian Auditor General's Office

▌ Student safety

Victorian Curriculum and Assessment Authority (VCAA)

▌ Sample assessment of Victorian Essential Learning Standards - Health Knowledge and Physical Education

▌ Victorian General Achievement Test

Victorian Department of Education and Early Childhood Development

▌ 0-18 Integration Assessment Strategy

▌ Assessment of English in the early years of schooling

▌ Combining study and structured workplace learning

▌ Early years diagnostic assessments of English

▌ Entitlement and skills reform

▌ ESL Assessment tools and advice

▌ Evaluation of Literacy Lesson intervention program

▌ Evaluation of the Numeracy Intervention Program

▌ Gippsland Tertiary Education Plan

▌ On Track

▌ Sample assessment of VELS

WA

Department of Education and Training

▌ Western Australian Monitoring Standards in Education (WAMSE) Science

▌ WAMSE Society and Environment

INTERNATIONAL PROJECTS

Abu Dhabi Education Council

▌ Trends in International Mathematics and Science Study (TIMSS) and Progress in International Reading Literacy Study (PIRLS) 2011

AusAID

▌ Review of Tongan Standardised Tests of Achievement – Grade 4

▌ Systematic review on the impact of national and international assessment programs on educational policy, resource allocation and learning practices in developing countries

Colombian Institute for the Evaluation of Education

▌ Training staff in item writing, test development and item analysis

Universidad Complutense de Madrid, Departmento de Metodos de Investigacion y Diagnostico en Educacion

▌ PAT-ESP-EUS – providing an instrument of reading, maths and science using Spanish (ESP) and Basque (EUS, Euskara) versions of PAT and IBT items, contributing to a longitudinal study of achievement by students in different bilingual and trilingual programs

Educational Testing Service

▌ Programme for International Assessment of Adult Competencies (PIAAC)

International Association for Educational Assessment

▌ Member of IAEA Executive Committee

International Association for the Evaluation of Educational Achievement

▌ IEA Test Development

▌ International Civic and Citizenship Education Study

▌ International Computer and Information Literacy Study

▌ Teacher Education Development Study (in collaboration with Michigan State University)

International Baccalaureate Organisation Asia Pacific

▌ IB – International Schools' Assessment (ISA)

Knowledge and Human Development Authority, Dubai

▌ Trends in International Mathematics and Science Study (TIMSS) and Progress in International Reading Literacy Study (PIRLS) Dubai

Ministry of Education Brunei

▌ Brunei Link Study

National Council for Education and Community Partnerships Mexico

▌ Evaluation of Secondary Curriculum Reform in Mexico

▌ Sample assessment of reading and mathematics for secondary students in Mexico

New Zealand Council for Educational Research/Tertiary Education Commission (primary contractor)

▌ Development of Adult Literacy and Numeracy Assessment Tool

Organisation for Economic Cooperation and Development (OECD)

▌ Additional round of Programme for International Student Assessment (PISA) 2009 (PISA plus)

▌ Assessment of Higher Education Learning Outcomes (AHELO)

▌ OECD PISA for Schools

▌ OECD PISA 2009 and 2012 - international component

▌ PISA 2009 Optional Electronic Reading Assessment

▌ PISA 2012 Assessment of Financial Literacy

UAE Ministry of Education

▌ Trends in International Mathematics and Science Study (TIMSS) and Progress in International Reading Literacy Study (PIRLS) UAE

▌ UAE National Assessment Program

▌ UAE PISA 2012 Field Trial

UNESCO

▌ Development of a planning document for monitoring education quality

UNICEF

▌ Study on interactive teaching methods

World Bank

▌ Advice to development of System Assessment and Benchmarking for Education Results – Student Assessment (SABER–SA), Washington

▌ Bangladesh National Student Assessment: Primary and Secondary Education - Quality assurance consultancy

▌ General Education Quality Improvement Program, Ethiopia

▌ Russia Education for Aid Development (READ) Grant-financing Request and preparation of Master Plan for new National Testing Centre, Tajikistan

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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 2011	2011 $	2010 $
Revenue	71 805 369	66 662 623
Changes in inventories and WIP	(361 372)	(417 089)
Purchases and consumables	(2 152 255)	(2 209 223)
Employee benefits	(38 652 299)	(35 593 309)
Depreciation and amortisation	(1 483 499)	(1 462 006)
Freight and cartage	(842 915)	(797 531)
Advertising	(238 071)	(175 823)
Computer expenses	(908 339)	(800 043)
Rent and occupancy	(1 004 135)	(890 625)
Consultancies	(10 962 722)	(8 059 880)
Printing and stationery	(2 303 264)	(1 814 930)
Royalties	(315 384)	(372 603)
Repairs and maintenance	(438 440)	(389 676)
Travel	(2 421 057)	(2 461 803)
Finance costs	(710 785)	(824 349)
Foreign exchange loss	-	(139 857)
Other expenses	(6 288 331)	(5 034 693)
Taxation	(6 474)	(43 501)
Surplus net of tax	2 716 027	5 175 682
Net gain/(loss) on revaluation of hedge	(264 907)	217 201
Net adjustment of foreign currency revaluation reserve	(9 290)	(11 097)
Total comprehensive income for the year	2 441 830	5 381 786

Statement of Financial Position as at 30 June 2011	2011 $	2010 $
ASSETS		
Current assets		
Cash and cash equivalents	13 577 428	11 685 855
Trade and other receivables	9 429 871	11 504 086
Inventories	2 628 611	2 602 936
Financial assets	-	453 282
Other assets	7 207 178	8 079 830
Total current assets	32 843 088	34 325 989
Non-current assets		
Property, plant and equipment	28 878 025	29 088 950
TOTAL ASSETS	61 721 113	63 414 939
LIABILITIES		
Current Liabilities		
Trade and other payables	10 081 816	11 134 023
Short-term provisions	5 890 989	5 466 285
Total current liabilities	15 972 805	16 600 308
Non-current liabilities		
Borrowings	9 000 000	13 000 000
Other long-term provisions	1 131 180	639 327
Total non-current liabilities	10 131 180	13 639 327
TOTAL LIABILITIES	26 103 985	30 239 635
NET ASSETS	35 617 128	33 175 304
EQUITY		
Reserves	4 876 820	5 331 154
Accumulated surpluses	30 740 308	27 844 150
TOTAL EQUITY	35 617 128	33 175 304

Statement of Cash Flows for the year ended 30 June 2011	2011 $	2010 $
Cash from operating activities		
Receipts from customers	78 618 884	65 834 414
Payments to suppliers and employees	(71 246 010)	(62 865 701)
Interest received	304 125	187 260
Interest paid	(695 744)	(823 527)
Income taxes paid	(6 474)	(43 501)
Net cash provided by operating activities	6 974 781	2 288 945
Cash flows from investing activities		
Redemption of term deposits	188 374	-
Proceeds from sale of plant and equipment	2 641	-
Acquisition of property, plant and equipment	(1 274 223)	(1 211 059)
Acquisition of other investments	-	(14 630)
Net cash used in investing activities	(1 083 208)	(1 225 689)
Repayment of other borrowings	(4 000 000)	-
Net cash used in financing activities	(4 000 000)	-
Net increase in cash held	1 891 573	1 063 256
Cash at beginning of the financial year	11 685 855	10 622 599
Cash at the end of the financial year	13 577 428	11 685 855

ACER by numbers

340 plus staff	**7** offices	**128** projects
57 staff with doctorates	**116** staff with Masters degrees	**118** staff with teaching qualifications
1930 established by Carnegie Corporation	**15** refereed journal articles	**18** staff in India and Dubai
800 delegates at ACER Research Conference 2010	**95 000** full text downloads from ACER research repository	**19** languages spoken by staff
30 books and reports by staff	**828** media mentions	**16 700** scholarship tests administered
$61.7M total assets	**9** major international studies	**5000** plus books, tests and other products for sale

Organisational structure

At 30 June 2011

ACER is an independent, not-for-profit company, the members of which are the ten members of the ACER Council. For a list of the Members of ACER Council, see page 47.

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Assessment and Reporting; Humanities and Social Sciences **Juliette Mendelovits**	National Surveys **Sue Thomson**	ACER Press **Annemarie Rolls**		School Education **Ralph Saubern** (acting)		Corporate Marketing and Communications **Petros Kosmopoulos**
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Systemwide Testing **Chris Freeman**	Teaching, Learning and Transitions **Phil McKenzie**					Information Technology **Daryl Nguyen**
						Legal and Commercial Services **Rhonda Farkota**
						Project Services **Jim Carrigan**

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Christchurch College of Education, BSc *Otago*
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ACER

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University of Western Australia

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ACER

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Pro Vice-Chancellor (Quality) and Provost, Quality Office of Planning and Quality
University of Western Sydney

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Executive Assistant to the CEO
O'Shannassy, Catherine, BA(Hons) *Deakin*, GradDipMgt *RMIT* (to May 2011)

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Armstrong, Stephanie, (Aug 2010 to Mar 2011)
Milgate, Gina, BCom(Mkt & Mgt), GradDipBusStud(Mkt & Mgt), GradCertHighEd *UNE*

Director, ACER Foundation
Jackson, Deirdre, MBM, CertProjectConsulting *RMIT*, BA *Monash*, DipEd *Melb* (from Apr 2011)

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McGuckian, Peter, BAgSc, DipEd *Melb*

Manager of International Development
Ismail, Leila, BA, LLB(Hons) (from Jan 2011)

Senior Project Officer
Ismail, Leila, BA, LLB(Hons) (to Jan 2011)

Administrative Assistant
Smith, Laura (from Apr 2011)

Manager, ACER India
Dhamija, Ratna

Project Officer – Administration & Operations India
Mathur, Sakshi (to May 2011)

Research Fellows - India
Sahoo, Rudra (from Jan 2011)
Chadha, Rajat (from Jan 2011)

Research Officers - India
Bhagat, Abha (from Jan 2011)
Chandra, Shalini (from Jan 2011)
Kumar, Umesh (from Jan 2011)

Project Officer, Policy and Advocacy - India
Singh, Sunamika (from Aug 2010)

Editor - India
Dutta, Amitav (from Jan 2011)

Marketing Officer - India
Prem, Anuradha (from Jan 2011)

Manager, ACER Branch Office Dubai
Egbert, Alan

Project Officer - Dubai
Ali, Zainab Taher (to Oct 2010)
Batra, Alizeh (Oct 2010 to Feb 2011)
Egbert, Varun (from Mar 2011)
Hussain, Chandni
Kaur, Harmeet (Oct 2010 to Mar 2011)
Omar, Elham (from Oct 2010)
Rafei, Nada (from Dec 2010)

Project Officer (Arabic) - Dubai
Abdulrazek, Israa (to Dec 2010)

Administrative Officer - Dubai
Pangan, Lou Jean (to Oct 2010)

HUMAN RESOURCES

Director, Human Resources
Corbett, Andrew, BBus *RMIT*, GradCertBus (Training Management) *Swin* (to Apr 2011)
Dover, Steven, GradDipOrgCh&Dev *RMIT*, MTEdMgt *Melb* (from Jun 2011)

Equity and Diversity Officer
Jacobsen Britt, BBus *Griffith* (Sep 2010 to Aug 2011)

Human Resources Advisor
Mottau, Daniel, BAppSci (Psych) *RMIT*, CertIVTraining&Assessment *VU* (to Apr 2011)

Human Resources Administrator
McGrath, Jahnika, BBus HRM *VU*

Professional Learning

Professional Learning Manager
McSweeney, Fiona, BA(Hons) *Melb*, GradDip IR/HRM *RMIT*

CORPORATE SERVICES

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

Legal and Commercial Services (separate department from Oct 2010)

Manager
Farkota, Rhonda, DipTeach, BEd *Melb*, MEdSt *Monash*, EdD *Monash*

Commercial Lawyer
Noga, David (from Dec 2010)

Permissions Officers
Brill, Stephanie (from Nov 2010)
Franklyn, Susan (from Nov 2010)

Corporate Marketing and Communications (from May 2011, formerly Corporate Communications)

Manager, Corporate Marketing and Communications
Kosmopoulos, Petros, BA (Mult.St.) *RMIT*, GDipEd (Sec) *Deakin*, MA (Communications) *Swin*, MPRIA (from May 2011)

Communications

Corporate Publicity and Communications Manager
Reynolds, Louise, BA(Hons) *La T*, MA (Communications) *Monash*, GDipJournalism *Deakin*, CertPublicRelations *RMIT*

Corporate Publicity and Communications Officer
Robinson, Julia, BA (Journ) *RMIT*, GradCert (Mgt) *Deakin*

Journalist/Communications Officer
Robinson, Megan, BComm(Journ), GradDipEd(Sec) *Monash* (from Aug 2010)

Online Services Coordinator
Telliler, Gulay, BAppSci(IT) *RMIT*

Senior Project Officer
Kruse, Julie

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Marketing Manager
Gotmaker, Yana

Assistant Marketing Manager
Horton, Lisa
Stephens, Mandy, BA *Monash*, GradDipMktg *RMIT*
Sieradzki, Melissa, BA *La T*, GradDipPub&Edit *Monash* (Acting)

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Moscovitch, Anna, BA(Hons History) *Monash* (to May 2011)

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

Project Publishing Assistant Manager
Macedo, Luis (from May 2011)

Senior Desktop Publisher
Berthold, Franziska (from Jun 2011)

Senior Desktop Publishing Officers
Macedo, Luis (to May 2011)
McGregor, Wendy
Schubele, Ralph
Wilson, Karen

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Facilities and Services Manager
Sheean, Anita

Receptionist
Smith, Laura

Administration Assistant
Dudley, Michelle

Administrative Officer – Brisbane
Nur, Moamar BBus (Mgt) *UQ*, DipHR, Cert IV PM *Southbank Inst of Tech* (from Feb 2011)

Despatch & Maintenance Officer
Williams, Morgan

General Officer
Koglin, Dianne

Finance

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

Divisional Financial Controller
Cameron, Andrew, BCom *Deakin*, CPA

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

Payroll & Superannuation Manager
Harvey, Warwick

Payroll Administrative Officer
Rafton, Denise

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

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

Assistant Accountants
Guzowska, Anna, BEco *Warsaw*

Accounts Payable Supervisor
McLean, Sophie

Accounts Payable Officer
Hancock, Erin (Jan-Mar 2011)

Accounts Receivable Officer
Bedford, Tracy
Car, Lyn

Assistant Accountant
Lin, Trista, BComm (Acc/Fin) *Melb* (from Jul 2010)

Information Technology

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

Senior Software Engineers
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Ellis, Donal (from Oct 2010)
Oakes, Stephen, BSc(Hons) *La T*
Wurm, Matthew (from Apr 2011)

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Al-Wasity, Ali (from Dec 2010)
Barbosa, Rovie
Chin, Edward, GradDipBusSys, MBusSys *Monash*, BBus *Huafan*
Ellis, Donal (to Oct 2010)
Erazo Martinez, Orlando (from Apr 2011)
Fullarton, Daniel (to Aug 2010)
Lam, Winson
Lou, Weiyi (from Dec 2010)
Pham, Huyen
Tran, David, BMultimedia, AdvDipCompSci *Swin*
Wiweka, Yan, BEng *Maranatha*, MIS Melb

Support Engineer
Huynh, Tai, BCompSci *Monash*

Network Administrator
Nguyen, Hoai, BCompSci *Monash*

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Lie, Jafar, DipTech(Comp), BComp *Monash*

Helpdesk Team Leader/Support Engineer
Morling, Lucas

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Delcourt, Christophe
Haines, Scott, BBIS *Deakin* (from Nov 2010)
Lou, Weiyi (to Dec 2010)
Raats, Robert

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

Project Services

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Carrigan, Jim, MEI *Swin*

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

Project Services Coordinator
Kent, Rachel, BBus (InfoSystems) *VU* (to Feb 2011)
Seah, Kelvin, BEng(Hons) (Mechanical) *RMIT*, DipEng(Mechatronics) *TP* (from Feb 2011)

Scanning & Marking Systems Administrator
Jinks, Robert

Senior Project Services Officer
Soo, Pei Lin (from Mar 2011)

Project Services Officer – Scanning and Marking Systems
Birch, Louisa (from Sep 2010)

Project Services Officer – Permissions
Kulbicki, Michael, BA(Hons) *LaT*

Project Services Officers – Assessment Programs
Ni, Sue, MBus(Mgt) *VU*
Seah, Kelvin, BEng(Hons) (Mechanical) *RMIT*, DipEng(Mechatronics) *TP* (to Feb 2011)

Project Services Officers
Aitchison, James (from Mar 2011)
Green, David (from Mar 2011)
Isoko, Manami (from Mar 2011)
Newman, Elizabeth (from Mar 2011)
Nishiguchi, Kazuko (from Mar 2011)
Pell, Mathew (from Mar 2011)
Peters, Kennith (from Mar 2011)

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ACER Press

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Rolls, Annemarie, BA(Hons.Lit.) *CofC*, MA(Communications) *Monash*, GradCert (Ed & Training) *VUT* (from Aug 2010)

Sales & Marketing Manager
Rolls, Annemarie, BA(Hons.Lit.) *CofC*, MA(Communications) *Monash*, GradCert (Ed & Training) *VUT* (to Aug 2010)

Marketing Manager
Gotmaker, Yana (to May 2011)

Assistant Marketing Manager
Horton, Lisa (Apr-May 2011)
Stephens, Mandy, BA *Monash*, GradDipMktg *RMIT* (to May 2011)
Sieradzki, Melissa, BA *La T*, GradDipPub&Edit *Monash* (Acting to May 2011)

Marketing Coordinator
Moscovitch, Anna, BA(Hons History) *Monash* (to May 2011)

Promotions Officer
Koch, Josh, CertIV Prof Writing & Editing *RMIT*, Dip Prof Writing & Editing *RMIT* (to May 2011)

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

Consultant Psychologist
Power, Marian, BA(Hons), MA(AppPsych) *Melb*, GradDipCareerEduc *RMIT*, MAPS, AACC, AusAPT

Sales Consultants, Education
Cornish, Terri, BEd(Hons) *Wollongong*, Dip Book Editing & Publishing *Macleay College*
Elvish, Karen, BA, DipEd *Flinders*
Inglis, Julia, BA *Monash*, DipEd *Rusden*
O'Shannassy, Maxine, DipT *MLCAE*, BEd *ECU*, Cert IV Training and Assessment *AIWT*

Sales Consultants, HR/Psychology
Ferrara, Gerard, BA(Psych/HRM) *Swin*, GradDip(AppPsych) *VU*, MAPS, AHRI
Lammi, Eirini, BA(Ed), MA(CounsPsych), PostgradCert(OrgBeh)
Reid, Jeffery (Jul-Oct 2010)

Sales Representative, Psychology
Conomos, Marika (from Sep 2010)

Distribution Manager
O'Loughlin, David

Customer Service Coordinator
Higgins, Christine, GradCert(Mgt) *Deakin*, CertIV Electronic Publishing *Holmesglen*

Customer Service Officers
Gardiner, Jan
Keele, Julie, TPTC *Coburg*
Hinrichsen, Sarah
Jessup, Bronwyn (Jan-Jun 2011)
Manders, Fiona (Sep-Nov 2010)
Robinson, Megan, BComm(Journ), GradDipEd(Sec) *Monash* (to Aug 2010)
Marshall, Lexie

Despatch Manager
O'Neill, Steven

Despatch Officers
Choi, Monty
Gilder, Peter
Parsons, Steve
Smith, Ian

Purchasing Officer
Major, Victoria, BA, GradDipPsych *Melb*

Production Manager
Coates, Jillian, DipPM

Product Manager (Assessment)
Lim, Li-Ai, BSocSc(Hons Psych), MA (App Psych)

Managing Editor
Lee, Deborah (from Sep 2010)

Project Editors
O'Keefe, Maureen, BA, GradDip InfoMgt/Librarianship *UNSW*
Pinches, Amanda, BComm (Public Relations) *Monash*, CertArts & DipArts (Professional Writing and Editing) *Chisholm*, GradDip (Editing & Publishing) *RMIT*
Webb, Elisa, BA(Hons) *Melb*, GradDip (Editing &Publishing) *RMIT*, MA (Comms) *RMIT*

Project Officer (Magazines)
Brown, Carolynn

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

Publishing Manger, Journals
Holden, Steven, BA(Hons), DipEd, MA, PhD *Tas*

Journalist
Leech, Rebecca, BA(Hons) *Deakin* (from Jan 2010)

Project Publishing

Project Publishing Manager
Grose, Craig, Dip Art (Graphic Art) *QUT*

Project Publishing Assistant Manager
Macedo, Luis (from May 2011)

Senior Desktop Publishing Officers
Jeffrey, Darren, DipArt (Graphic Art) *RMIT* (to Jan 2011)
Macedo, Luis (to May 2011)
McGregor, Wendy
Schubele, Ralph
Wilson, Karen

ACER Bookshops Coordinator
Stoks, Tracey, BA, MA *Canterbury*, GradDiplPub *Whitireia*

Bookshop Assistant
Morgan, Sue
Wood, Susan (to May 2011)

Specialist Bookseller
Leatt-Hayter, Joscelyn (from Feb 2011)
Simpson, John (from May 2011)

ACER Leadership Centre

Director ACER Leadership Centre
Carrington, Neil, DipTeach *Griffith*, BEd *QUT*, MEd, MEd(Psych) *JCU*, PhD *UNE* (to Aug 2010)

Manager, Leadership Projects (Qld)
McGruther, Tony, MEd, GradDipEdAdmin *USQ*, BEd *CQU*, DipTeach *NBCAE*

Project Leader
Acker, Vivienne (to Oct 2010)

ACER Institute

Director, ACER Institute
Hoad, Kerry-Anne, MEd *Melb*, BA *Deakin*, GradDip Special Ed SCVB, DipTeach IECD, CertIV WorkplaceTrain&Assess *Box Hill*

Manager, Programs and Projects
Rosman, Lynda, BEd, GradDip *Melb*, GradDip *Chisholm* (from Oct 2010)

Education Consultant
Rosman, Lynda, BEd, GradDip *Melb*, GradDip *Chisholm* (to Oct 2010)

Teaching Fellow
Hollingsworth, Hillary (to Jan 2011)
Pearn, Catherine (from Jul 2010)

Project Director
Pye, Brendan, BFA VCA, DipEd *Melb* (from Oct 2010)

Project Officer
Pye, Brendan, BFA VCA, DipEd *Melb* (to Oct 2010)

Administrative Officer
Appleby, Gayle
Taylor, Margaret

Library and Information Services

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

Senior Librarian
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
Lissonnet, Sophie, MBus(InfoMgt) *RMIT*, MIndgStud *JCU*, GradDipTechCom *Swin*, BA (Journ) *Strasbourg*, Cert IV Asst & Wrkpl Training *CAE* (to Oct 2010)
Spiller, Barbara, BA *Melb*, GradDipLib UB
Trevitt, Jenny, BA *Monash*, GradDipLib, MBus Info Tech (Info Mgt) *RMIT*

Librarian – Collection and Organisation
McDowell, Katie, BA *Melb*, GradDip(Info Services) *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

Assistant Librarian
Parkes, Robert (from Apr 2011)

Records Manager
Fraser, Simon

Record Support Officer
Khan, Shamsun

ASSESSMENT SERVICES DIVISION

Director
Saubern, Ralph, GradDipCompScience(Hons) *RMIT*, BA *Melb*, BEd
    La T, MTESOL *Monash*, CTEFLA *Holmes College*, AIMM AIM
    (from Feb 2011)

General Manager
Jackson, Deirdre, MBM, Cert Project Consulting *RMIT*, BA *Monash*,
    DipEd *Melb* (to Apr 2011)

Project Director
McErlain, Tanya, BA, GradDipEd *Melb*, GradCertBus (Proj Man)
    Swin (from Dec 2010)

Project Operations Administrator
McErlain, Tanya, BA, GradDipEd *Melb*, GradCertBus (Proj Man)
    Swin (to Dec 2010)
Roschko, Nicola, BA(Hons) *Melb*

Reserch Fellow
Dick, Wendy, TPTC *Monash*, BA, MA *Melb*

School Education

General Manager, School Education
Saubern, Ralph, GradDipCompScience(Hons) *RMIT*, BA *Melb*, BEd
    La T, MTESOL *Monash*, CTEFLA *Holmes College*, AIMM AIM
    (to Feb 2011)
Adams, Peter, BEco, BEd, DipEd, GradDipArtEd *Monash*, GradCert
    (Acc/Fin Mgt) CSU (to Apr 2011)

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

Senior Project Director
Soraghan, Barry, BA, GradDipEd *Melb*, BTheol *YTU*, Dip Training
    and Assessment Systems ISIS (to Jan 2011)
Weeding, David, BEd (Sci) *Melb*, MPM Swin

Project Directors
Dodds, Robyn, BA *RMIT*, GradDipSoc La T
Mangum, Nicola, BEd *Otago*, DipTeach *Dunedin*
Robertson, Glenda, BA(Hons) *Canterbury*, MA *Harvard*

Research Officer
Eames, Leanne BA *Deakin*, MAJIT *UQ*

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

Chung, Michelle, BBus (InfoSystems) *RMIT*
Elder, Sarah, BA *Monash*, GradDip (Admin) *Chisholm Inst*
Good, Susannah
Hall, Robyn, BA(Hons), BSc *Monash* (from Apr 2011)
Hindson, Karen, BAppSc, PostGrad Cert BusAdmin *Murdoch*
Hoeyberg, Mette, BA(Hons) OnlineComms&CultStud *Roskilde*
Meachen, Janine, CertIII Bus Admin

Project Officer
Bates, Jaclyn (from May 2011)
Cross, Emily (from Aug 2010)
Cunningham, Sarah, BEd *Deakin* (to May 2011)
Scalzo, Karen

Higher Education

General Manager, Higher Education
MacMahon Ball, Marita, BA(Hons), DipEd *Sydney*, MA
    (Communications) *Monash*

Senior Project Director
Nankervis, Susan, BEd, MEd *Melb*, GradCertBus (Proj Man) *Swin*

Project Directors
MacLeod, Kirsty, BEco/BA(Hons) *Monash*, GradCertBus (ProjMan)
    Swin, MPM *RMIT* (to Jul 2010)
Norris, Lisa, BA (Fashion) *RMIT*, CertBus *RMIT*, CertPM *AIM*
Vele, Veronica, BA(German) *Melb*, MTech(Internet & Web Comp)
    RMIT, GradCertMan *AIM*

Senior Project Officers
Hong, Joyce, BA *NUS*, PGDipEd *NTU*, MA(AppLing) *Melb*,
    GradCertBus(AppBus) *Swin*
Plunkett, Simon, BA ANU, DipEd *Canberra*, GradCertBus (ProjMan)
    Swin (to Sep 2010)

Project Officer
James, Julia (from Jan 2011)
McLean, Shelley, BA/BTeach *Monash*

Corporate & Vocational Education

Manager, Corporate & Vocational Program
Foster, Larry, BA(Hons), MA, PhD *Manchester*, PGCE/DipEd,
    MA *Melbourne*, GradCertMgmt VUT, CertLeadDev *Arizona*,
    GradCertMgmt CSU, CertIV Ass&WorkTrain *Holmesglen*, Cert
    de la Langue Française Paris

Project Director/Education Consultant
Camacho, Blanca, BEd *Venezuela*, MA (Adult Education) *Boston*

Project Officer
King, Alex, BEnvSci(mgt) *CSU* (to Jun 2011)

Waring, Kirsty, BA(Hons), GradDip *Melb*, MA *Stockholm*, GradCert *Deakin* (to Sep 2010)

Administrative Assistant
Simpson, Rebecca (from Sep 2010)

Research divisions were restructured in October 2010. The list below reflects the structure after the change.

ASSESSMENT AND PSYCHOMETRIC RESEARCH (From Oct 2010)

Assessment and Reporting: Humanities and Social Sciences

Research Director
Mendelovits, Juliette, BA(Hons), DipEd *La T*, MA(Eng) *Melb*
Forster, Margaret, BA(Hons), DipEd *La T*, MEdSt *Monash*, PhD *Melb*

Principal Research Fellow and Head, ACER Brisbane
Matters, Gabrielle, BSc *UQ*, AMusA *QCM*, PhD *QUT*, FACE

Principal Research Fellow and Manager, ACER Perth
Cook, Jocelyn, BA *UWA*, Teachers' Cert *STCWA*

Principal Research Fellows
Brown, Annie (from May 2011)
McCrae, Barry, BSc(Hons), DipEd *Melb*, MEd *Monash* (to May 2011)

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 *RMIT*, PhD *RMIT*
Kay, Michael
Lumley, Thomas, MA *Oxon*, DipEd La T, MA PhD *Melb*
McCurry, Doug, BA(Hons) DipEd *La T*, PhD *Monash*

Research Fellows
Butler, Mark, BSc(Hons) *Warwick*, PGCE *Manchester*
Courtney, Louise, BA(Hons) *Monash*, DipEd *Melb*
Duckworth, Daniel, BA(Hons) *La T*, GradDipEd (Secondary) *Melb*
Gross, Roslyn, BA(Hons), DipEd *Melb*
Hohlfeld, Karin, BA, GradDipEd *Monash*
Inglis, Andrea, BA(Hons), DipEd, MA, PhD *Melb*
Jackel, Brad, BA(Hons), PhD *Monash*
Kelly, David, BA(Hons), MA *UQ*, DipEd *Sydney*
Kelly, Suzanne, BA, DipEd *UWA*, GradCertHR *Curtin*, CertIV Train&Ass
McGregor, Margaret, BEd(Prim), MEd Studies *Monash*, TPTC *Frankston*
McKinnon, Nicola, BEd (Prim) MEd *Melb*
Moore, Jacquline, BEd(Sec) *Melb*, GradDipTESOL&Linguistics *VUT*

Nixon, Judy, BA DipEd *Melb*, BA(Hons) Psych *Deakin*, MPsych *Monash*
Norris, David BA *Monash*, MA prelim. (archaeology) *La T*
Perrett, Bill, BA *Melb*, DipEd, PhD *La T*
Raivars, Andrew, BA(Hons), DipEd, BLitt(Hons) *Monash*, GradDipMathSc *MCAE*
Ramalingam (Searle), Dara, BA, BSc(Hons) Psych *Melb*
Reid, Greg , BEd/BA(Hons) *JCU*, Prep Cert TEFL, *International House, London*, DST *Sydney*, GradCertWriting *UTS*
Sendy-Smithers, Lynn, BA, DipEd *Monash*, COGE *UNSW*

Test Developer – Research Fellow
Anzai, Danielle
Sermon, Naomi (from Oct 2010)

Project Officer
McDonald, Louise (to Apr 2011)

Research Officers
Bates, Jarrod, BA(Hons) *La T*, Postgrad Dip (Editing & Comm.) *Melb*
Imber, Madeline, BA *Monash*, DipEd, MEd *Melb* (to Aug 2010)
Knowles, Sandra, BA(Hons), PhD *UNSW*
Plotka, Anna (to Nov 2010)

Administration Officers
Bates, Carmel
Cubas, Renata (to Jan 2011)
Sumich (Hind), Kelly, BAppSc, PostGradCertBusAdmin *Murdoch*, PGCertPolSt

Assessment and Reporting: Mathematics and Science

Research Director
Fraillon, Julian, BA GradDip, GradDip(Maths) *Melb* (from Oct 2010)

Senior Research Fellows
Hambur, Sam, BSc(Hons) *Monash*, DipEd *HIE*
Harding, John, BSc, BEd *Monash*, DipEd *Rusden* DipArts *Bendigo*
Lindsey, John, BSc(Hons), PhD *Monash*, DipEd *Melb*
Martin, Ron, BSc, BEd, GradDipEdAdmin *Melb*, MEnvSci, PhD *Monash*
Peck, Ray, BSc, DipEd *Melb*, BSpecEd *Monash*
Tout, David, BSc, DipEd, BEd, CertIV Train & Assess, AdvDip Language, Lit & Num PracVET

Research Fellows
Andrews, Nicola
Connolly, Nick, BSc, PGCE *Hull*, BA(Hons) *London*
Edwards, Jane, BSc(Hons), MSc(Geol) *Melb*, BEd *Deakin*, PhD *RMIT*
Hudson, Ross MSc(Science Education) *Curtin*, BScEd *Melb*
Hunt, Malcolm, BSc(Hons), DipEd, PhD *Melb*
Kreibich, Robyn, BSc(Hons), DipEd *Monash*

Lye, Helen, BSc *Melb*, DipEd *Monash*

MacKinnon, Philip (from Jun 2011)

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

Philpot, Raymond, BSc(Hons), MSc *Melb*

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

Spithill, James

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

Thau, Felicia, BSc, DipEd *Melb*

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

Research Officer

Brakey, Esther BA (Languages) *Monash*, CELTA *Holmes Institute*

Pearce, Jacob BA(Hons), BSc *Melb*

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

Senior Administrative Officer

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

Mattea, Julia, BBus(HRM), BBA *Deakin*, CertIV(TTT) (from Oct 2010)

Psychometrics & Methodology

Research Director

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

Senior Research Fellows

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

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

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

Harris, Karen (Nov 2010 to May 2011)

Research Fellows

Hall, Robyn, BA(Hons), BSc *Monash* (from Oct 2010 to Apr 2011)

Lay, Dulce, BEco, DipLang (Chinese) *La T*, GradDip Sci (AppStat) *Swin*

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

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

Sadeghi, Rassoul, BA, MA, PhD *UNSW* (to Feb 2011)

Sun, Xiaoxun

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

Urbach, Daniel, BCom(Hons) *Monash*

Research Officer

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

Systemwide Testing

Research Director

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

Manager, Systemwide Testing

Arthur, Phillip, MEd *USQ*, BEd *ACAE*

Assistant Manager, Systemwide Testing

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

Administrative Support Officer

Babet, Jennifer

EDUCATIONAL MONITORING AND RESEARCH (from Oct 2010)

Director

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

Deputy CEO (Research) and Research Director

Ainley, John, BSc, MEd, PhD *Melb*, FACE (to Jul 2010)

Principal Research Fellow

Ainley, John, BSc, MEd, PhD *Melb*, FACE (from Sep 2010)

Transitions and Post-School Education and Training (to Apr 2011)

Research Director

McKenzie, Phillip, BEc(Hons), DipEd, MEd, PhD *Monash*, FACE

Principal Research Fellows

Coates, Hamish, BA(Hons), BSc, MEd, PhD *Melb* (to Feb 2011)

Senior Research Fellows

Brown, Justin, BBus *UTS*, PGDipEd, MEd *Monash*

Edwards Daniel, BA(Hons), PhD *Monash* (to Feb 2011)

Marks, Gary, BSc(Hons), MSc *Melb*, PhD UQ

McMillan, Julie, BA(Hons), PhD *UQ*

Richardson, Sarah , BA(Hons) *Liverpool*, MA (International Relations) *Amsterdam*, GradCert(Marketing) *SIT*

Research Officer

Radloff, Alexandra, BA(Hons) *Melb* (to Feb 2011)

Administration Officer

Freeman (Firth), Patricia

Teaching, Learning and Transitions (from Apr 2011)

Research Director

Dinham, Stephen, DipTeach, *Alexander Mackie* CAE, BA, MEdAdmin, PhD, *UNE*, FACE, FACEL, FAIM (to Jan 2011)

McKenzie, Phillip, BEc(Hons), DipEd, MEd, PhD *Monash*, FACE
(from Apr 2011)

Principal Research Fellows
Brown, Justin, BBus *UTS*, PGDipEd, MEd *Monash* (from Apr 2011)
Ingvarson, Lawrence, BSc, DipEd *UWA*, MA *London*, PhD *Monash*
FACE
Marks, Gary, BSc(Hons), MSc *Melb*, PhD *UQ* (from Apr 2011)
McMillan, Julie, BA(Hons), PhD *UQ* (from Apr 2011)
Purdie, Nola, PhD, MEd, BEd, DipPhysEd *UWA*, TC *Claremont*
Rowley, Glenn, BSc, BEd *Melb* MA, PhD *Toronto*
White, Gerald, DipT, AdvDipT(Distinction), BEd *UniSA*, MEd
Flinders, PhD *Curtin*, AACS, FACE

Senior Research Fellows
Anderson, Michelle, BEd *Rusden*, MEd *Melb*, PhD *London* (to Apr
2011)
Kleinhenz, Elizabeth, BA, BEd *Melb*, EdD, MEd *Monash* TPTC
Kos, Julie, BA(Hons) *Deakin*, MA(Clin Psych)/PhD *RMIT*
Meiers, Marion, BA, DipEd *Melb*, BEd, MEd *Monash*, MACE
Raban, Bridie
Scott, Catherine, BA *Sydney*, DipEd *Mitchell* CAE,
GradDipChildDev(Hons) FCYS (Foundation for Child and
Youth Studies), PhD *Macquarie* (to Apr 2011)

Research Fellows
Curtin, Emma (to Apr 2011)
Reid, Katherine, BA, BSc(Hons), MPsych, PhD *Melb*
Weldon, Paul, BA(Hons), PhD *Deakin*
Wilkinson Jenny, BA, BEd *Melb*, MEdStud, CertGiftedEd *Monash* (to
Apr 2011)

Project Director (from Feb 2011)
Acker, Vivienne

Senior Administrative Officer
Acker, Vivienne (from Oct 2010)
Mattea, Julia, BBus(HRM), BBA *Deakin*, CertIV(TTT) (to Oct 2010)

National Surveys

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

Senior Research Fellows
Lietz, Petra, BEd *Hamburg*, MEd *Flinders*, CTEFLA *Cambridge*, MAcc
CQU, PhD *Flinders*
Mellor, Suzanne, BA, DipEd *Melb*, BEd *La T*, MEdSt *Monash*, MACE

Research Fellows
Buckley, Sarah, BSc(Hons), PhD *Melb* (from Jan 2011)
De Bortoli, Lisa, BAppSci *Deakin*, GradDipCounsPsych *RMIT*

Hillman, Kylie, BA(Hons) MEd Psych *Melb*, Psych Reg Board Vic
O'Malley, Kate, BA, BCom *Sydney*
Wernert, Nicole, BBSc *La T*, GradDipPsych, MAssess&Eval *Melb*

Research Officers
Fallas, Jorge (to Nov 2010)
Buckley, Sarah, BSc(Hons), PhD *Melb* (to Jan 2011)
Schmid (Nicholas), Marina, BA (Psych) *VU*, Grad Dip (Psych)
Deakin

Senior Administrative Officer
Zubrinich, Julie, BA *UWA*, BEd *Deakin*

International Surveys

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

Deputy Research Director
Cresswell, John, BSc, BEd *UWA*, MEd *UTas*, PhD *Curtin*

Principal Research Fellow
Turner, Ross, MSc, DipEd *Melb*, DipEdPsych *Monash*

Senior Research Fellows
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
Buttress, Wei, BBus(International Finance), BA(Foreign Languages)
Shenyang, DipPrjMgt *Swin*, MEd(Mgt & Leadership) *USYD*
Chow, Renee, BBus(Mkt) *RMIT*, PostgradCertAssess&Eval,
MAssess&Eval *Melb*
Daraganov, Alexander
Friedman, Tim, BSc(Hons) Psych *Monash* (from Mar 2011)
Han, Mee Young (to Dec 2010)
Hong, Jennifer, BA, MSc (App Statistics) *Swin*
Menyen, Thoa, MSci(Stats) *Monash*, GradDipHumanServ
(counselling) *Swin*
Tabata, Naoko, BEd (Special Ed) *Kyoto University of Education*, MEd
(Int & Comparative Ed) *Indiana-Bloomington*, DEd (Program
Evaluation) *Melb*
van der Brugge, Eva (from Apr 2011)
Wenn, Louise, BA(Hons) Psych, *Melb*
Zhao, Yu, BA *Northeastern*, MA *Munich*, PhD *Melb*

Research Officers

Fallas, Jorge

Fitzgerald, Kate

Friedman, Tim, BSc(Hons) Psych *Monash* (to Mar 2011)

Gates, Jesse (to Feb 2011)

Hersbach, Elizabeth

Plotka, Anna (to Nov 2010)

Rodrigues, Sima (from Nov 2010)

Templeton, Stephanie

Waters, Charlotte (to Mar 2011)

Senior Project Officer

Bates, Susan

Policy Analysis and Program Evaluation

Research Director

Beavis, Adrian, BA *CIT*, MEd, PhD *Melb*

Principal Research Fellows

Dowling, Andrew, BA(Hons), GradDipTeach(Sec), MA (Research), Executive MBA AGSM, PhD *Sydney*

Lonsdale, Michele, BA(Hons) DipEd *Melb*, GradDipStudentWelfare *HIE*, MEd, PhD *La T*

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

Senior Research Fellow

Outhred, Rachel, PhD (Public Policy and Management), MA (International Development) *Flinders*, GradDipEd *Adelaide*, BA Creative Arts *Wesley Institute*, DipBus, Dip Training and Assessment *Workright Australia*, Cert I French Language *Institute of Languages* (from Jun 2011)

Research Fellows

Curtin, Emma (from Apr 2011)

Nugroho, Dita, BA, MPubPol *ANU*, PGCert Assess&Eval *Melb*

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

Wilkinson Jenny, BA, BEd *Melb*, MEdStud, CertGiftedEd *Monash* (from Apr 2011)

Senior Project Director

Clerke, Sharon

Administrative Officer

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

Indigenous Liaison Officer

Armstrong, Stephanie (from Mar 2011)

Higher Education (from Feb 2011)

Research Director

Coates, Hamish, BA(Hons), BSc, MEd, PhD *Melb*

Senior Research Fellows

Anderson, Michelle, BEd *Rusden*, MEd *Melb*, PhD *London* (from Apr 2011)

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

Richardson, Sarah, BA(Hons) *Liverpool*, MA (International Relations) *Amsterdam*, GradCert (Marketing) *SIT*

Research Fellows

Radloff, Alexandra, BA(Hons) *Melb*

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