


# ACER Annual Report

2019–20

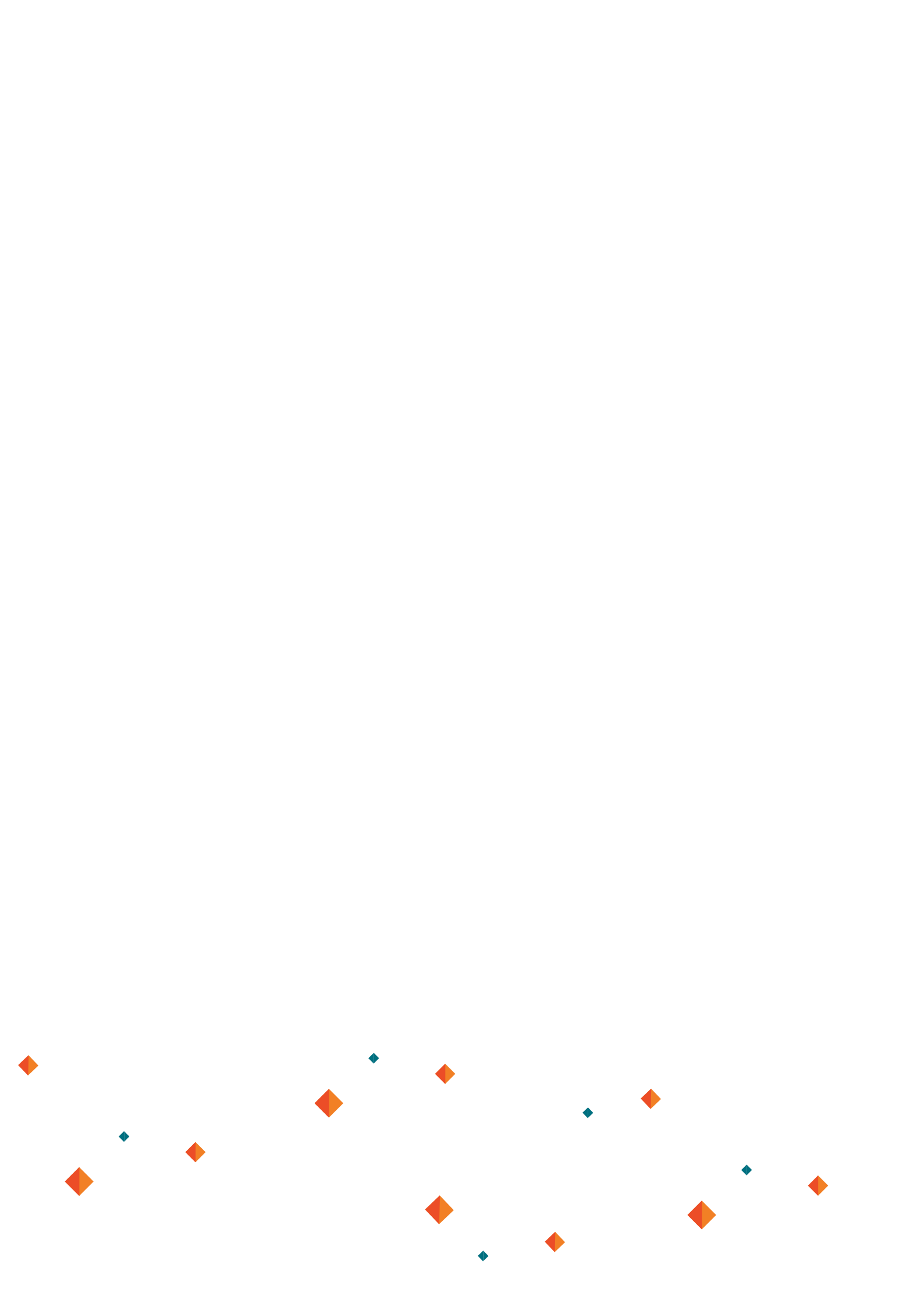


*In the spirit of reconciliation, ACER acknowledges the Traditional Custodians of Country throughout Australia and their connections to land, sea and community. We pay our respect to their elders past and present and extend that respect to all Aboriginal and Torres Strait Islander peoples today.*

*ACER acknowledges the Aboriginal and Torres Strait Islander people who continue to contribute to our work to improve learning, education and research.*

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# About ACER

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

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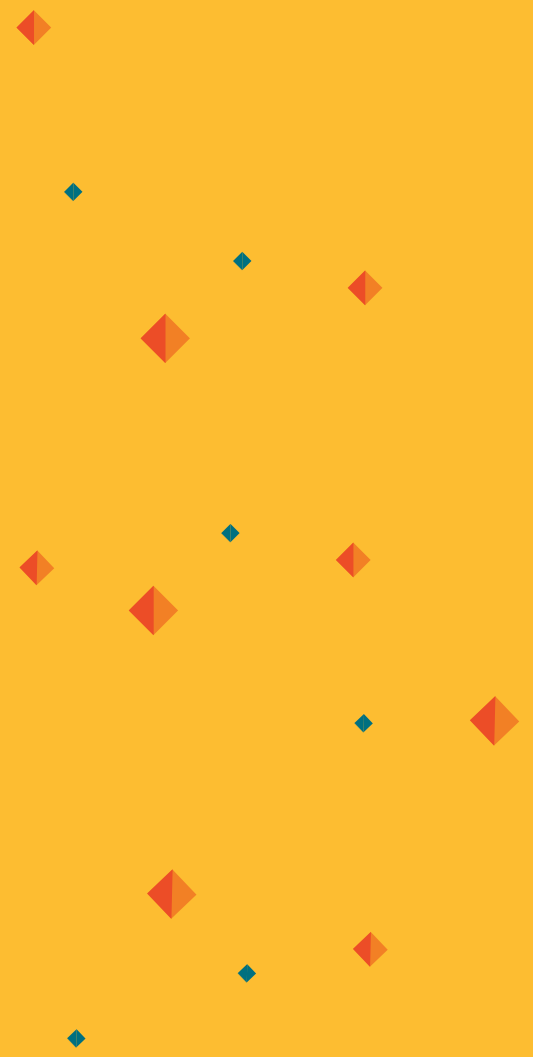
The Australian Council for Educational Research (ACER) is one of the world's leading educational research centres. In 2020, ACER reached a significant milestone: our 90th anniversary. Over the years, we have built a strong reputation as a provider of reliable support and expertise to education policymakers and professional practitioners.

ACER is an independent research body separate from government. We generate our entire income through contracted research and development projects, and by developing and distributing products and services, with operating surplus directed back into research and development.

We work with schools, tertiary education institutions, education departments, ministries of education, donor organisations, non-government organisations and industries around the world.

Our work is underpinned by a commitment to expertise, innovation, independence, integrity, responsiveness, reflection and improvement, positive relationships and individual fulfilment.

The Australian Council for Educational Research Limited was established in 1930 and is incorporated in Australia with subsidiary organisations in India, Indonesia, the United Arab Emirates and the United Kingdom. These five organisations comprise the ACER Group. In Australia, ACER is an independent, not-for-profit research organisation. ACER has more than 450 staff located in Adelaide, Brisbane, Dubai, Jakarta, Kuala Lumpur, London, Melbourne, New Delhi, Perth and Sydney.





# From the CEO

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In 2020, ACER celebrated 90 years of creating and promoting research-based knowledge, products and services to improve learning. We faced a challenging year, as did companies around the world.

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In the second half of 2019 ACER continued work on a broad range of initiatives and saw strong business growth. We focused on increasing our impact through promoting more effective learning, enhancing professional practice, supporting the work of systems, and building our organisation through investing in our people, strengthening our global network, committing to digital transformation and sustaining our financial health.

From early 2020, the COVID-19 pandemic forced ACER to adapt to constantly changing circumstances. The pandemic and related restrictions around the world meant that within a short period of time hundreds of ACER staff were working from home, significant IT upgrades were implemented, and delivery of our work was altered, with some major testing programs moving to an online format. Many schools temporarily closed, affecting delivery and continuity for some projects, including major surveys that were unable to proceed. We are fortunate that much of ACER's work can be performed remotely, and that staff were able to embrace change and work productively from home.

ACER was able to support governments and school systems to consider the possible impacts of school closures on student learning, and to assess where students were in their learning as they returned to school.

While this is an ongoing situation, it appears that ACER may weather the pandemic reasonably well. Temporary government support in the form of JobKeeper in Australia and the Job Retention Scheme in the UK provided significant assistance.

Despite a difficult year, there are still positive developments to celebrate.

Beginning in 2018, I led a review of the New South Wales K–12 school curriculum, the first comprehensive reform of the curriculum in three decades. The aim was to ensure that the curriculum prepared students to meet the challenges and opportunities of the 21st century. Following extensive public consultation the interim report was released in late 2019. After further consultation, the final report *Nurturing Wonder and Igniting Passion, Designs for a New School Curriculum: NSW Curriculum Review* was released in June 2020.

I also continued to lead a project with the US National Center on Education and the Economy to study the learning systems and factors that may have led to high performances in international achievement studies in Finland, Estonia, British Columbia, Hong Kong and South Korea.

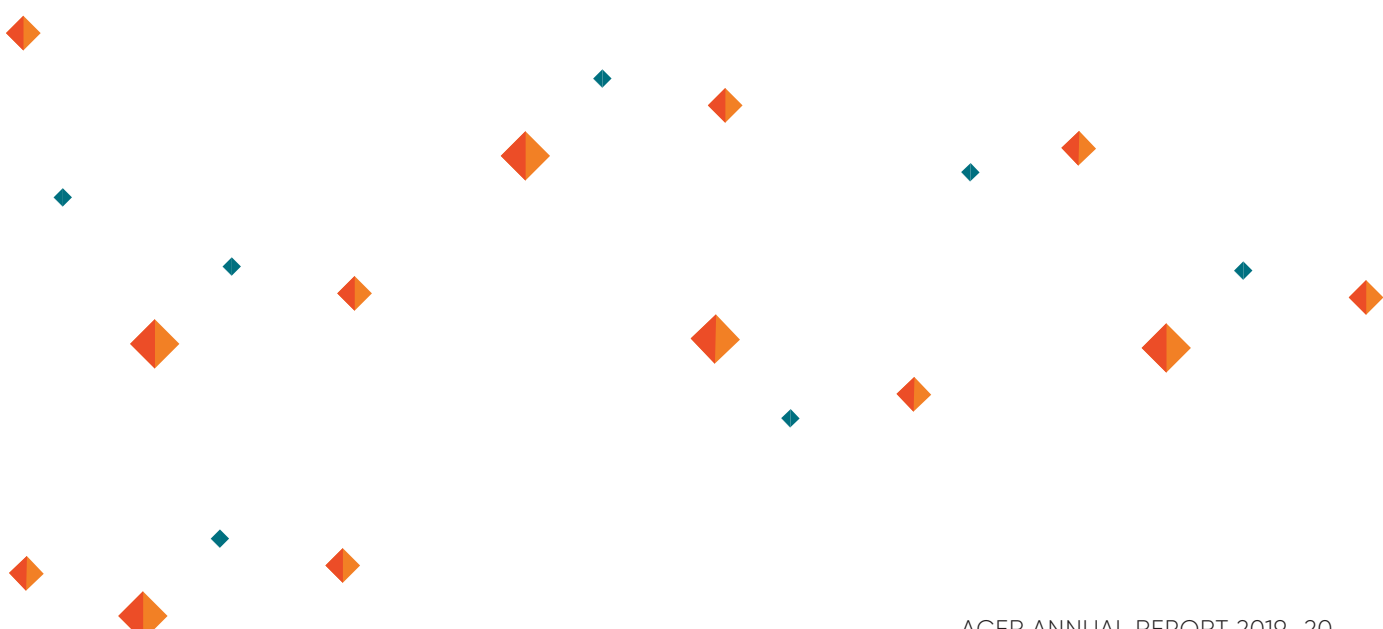
November saw several changes to the ACER Board, with Mr Anthony Mackay AM and Ms Robyn Baker ONZM leaving, and Mr David Sacks joining. The role of chair was filled by Emeritus Professor Bill Loudon AM, and Deputy Chair by Professor Sandra Milligan. In January Ms Joanna Brown joined ACER as Human Resources Director. She joins the senior executive, which now has equal gender representation for the first time. Mr Peter McGuckian retired from the position of Director, International Development after nearly 20 years in the role.

In July 2019 the Australian College of Educators (ACE) joined ACER. The College is a not-for-profit national professional association for the education profession across all levels, sectors, systems and subjects. In November ACE celebrated its 60th anniversary.

This year provided an opportunity to consider how life might be different as a result of the pandemic, with implications for schools, systems and other educational institutions. Aspects of work at ACER will be different in the future, particularly through more flexible working arrangements and more effective uses of technology. The ACER staff and Board have shown a willingness to be flexible and quickly adapt to new ways of working, ensuring that ACER is well-placed to build on its strong position.



Professor Geoff Masters AO  
Chief Executive Officer, ACER



# Year in review

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ACER engages in a broad range of work, covering many projects around the world relating to school education, higher education, the development sector, Indigenous education, early childhood education and vocational, adult and workplace education.

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ACER's commitment to developing learning progressions, and to using them in a range of activities and processes, underpins much of our work.

Our approach is predicated on the belief that assessment can support all learners to make good progress in their learning. At its core is the intention to gain a substantive understanding of where students are in their learning at a particular point in time by establishing what they know, understand and can do in a domain. A learning progression in a domain uses a described achievement scale to describe what it typically looks like for learners to move from early knowledge, skills and understandings to more advanced knowledge, skills and understandings. This approach can help educators determine and meet the needs of learners who, within a single grade, can be at very different points in their learning journeys.

ACER is known for its role in several large ongoing studies. Work continued this year, although some processes and timelines were altered due to the pandemic. These projects included the OECD Programme for International Student Assessment (PISA), OECD Teaching and Learning International Survey (TALIS), OECD Study on Social and Emotional Skills, IEA Trends in International Mathematics and Science Study (TIMSS), IEA Progress in International Reading Literacy Study (PIRLS), South-East Asia Primary Learning Metric (SEA-PLM) and Scottish National Standardised Assessments (SNSA). ACER was the international study centre for the IEA International Civic and Citizenship Education Study (ICCS), the IEA International Study of Computer and Information Literacy (ICILS) and the OECD International Early Learning Study (IELS).





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

ACER is an official partner of the United Nations Educational, Scientific and Cultural Organization (UNESCO). We also work with a range of partners including the Australian Government's Department of Foreign Affairs and Trade, Pacific Educational Quality Assessment Program, Asian Development Bank, British Council, Global Partnership for Education, and the Organisation for Economic Co-operation and Development. In May, ACER signed a Long Term Agreement with UNICEF for technical services related to the design, implementation, reporting and use of findings on large-scale national and regional learning assessments across the Asia Pacific region.





## A global ACER

Since it was established with a staff of five in Melbourne, Australia, in 1930, ACER has grown into one of the world's leading educational research bodies with an expanding international presence. Now in its 90th year, ACER has more than 450 employees and 10 offices across Australia, India, Indonesia, Malaysia, the United Kingdom and the United Arab Emirates.

Throughout 2019–20, ACER India, led by CEO Mr Amit Kaushik, worked on research and evaluation, capacity building initiatives and workshops in locations including India, Bhutan, Nepal and Zambia. The team contributed to the development of assessment programs, and *Teacher India* continues to provide subscribers with news on educational issues.

In 2019, ACER Indonesia was elevated to the status of limited company (PT), led by Director Ms Lani Ganda. ACER Indonesia worked with partners in the region including UNICEF and the Asian Development Bank. The Southeast Asia version of the online *Teacher* magazine was launched, and includes articles in English and Bahasa.

ACER Malaysia, headed by country representative Ms Kris Sundarsagar, focused on building the capacity of teachers and education department staff in Malaysia and Brunei, particularly in the effective use of assessment data to improve learning. The International Benchmark Test program in Malaysia and Brunei has seen solid growth.

ACER UAE transitioned to an independent subsidiary with Mr Alan Egbert as CEO. The office offers a range of services, from school improvement consultancies to administration of large-scale surveys such as TIMSS 2019, PIRLS 2021 and PISA 2021 on behalf of the Ministry of Education, and also works closely with other local government agencies. The OECD extended ACER UAE's contract as the preferred provider for the PISA-based Test for Schools, and school-based assessment services reached more than 200 schools, with more than 175,000 tests delivered across the region.

ACER UK, led by CEO Dr Desmond Bermingham, entered the third year of operation of the Scottish National Standardised Assessment, in partnership with Twig and SCHOLAR. ACER UK also began work with the British Council on an English Impact study in Georgia, Uzbekistan and Ukraine, although this was put on hold due to the pandemic.



“Thank you so much! We watched ‘Goanna Ate My Homework’ this afternoon in Walmajarri and the kids loved it! Seeing their reaction at hearing familiar words and all the animals in language was amazing.”

Adelaide Ford  
Djugarri Remote Community School, WA

The *Little J & Big Cuz* TV series supports Indigenous children as they move into the world of school.

## ACER Foundation

The ACER Foundation is the charitable arm of ACER that aims to address educational disadvantage. In addition to instigating research and projects, the ACER Foundation partners on existing projects and co-design initiatives that address educational issues.

### Little J & Big Cuz

*Little J & Big Cuz* is an animated television series that aims to support Indigenous children and their families as they transition into the world of formal schooling. The series is written by Indigenous writers and designed by an Indigenous animator. It has been broadcast on NITV and the ABC in English, and has been revoiced in six Indigenous languages. Season Two premiered in 2020, and Season One first aired in 2017. The series is free to view online at [www.littlejandbigcuz.com.au](http://www.littlejandbigcuz.com.au), along with over 300 free supporting classroom resources for preschools through to Year 2 classrooms. Work on the third season is underway.

ACER produced case studies in 2019 that revealed that using *Little J & Big Cuz* in education settings supported learners’ emotional development and wellbeing, assisted language development and presented educators with many teachable moments.

### Making a difference in Lesotho

The ACER Foundation continues to work with Molelle Primary School in Lesotho, after supporting the construction of a new building and other facilities and equipment in 2018. The ACER Foundation and ACER staff sponsor 41 students.

## Mathematics Anxiety and Engagement Strategy

The Mathematics Anxiety and Engagement Strategy builds on ACER’s research on mathematics anxiety to break down the barriers to positive engagement with maths, especially in the early years. School and university closures due to COVID-19 made much of the work untenable, but work on publications continued.

### Australian STEM Video Game Challenge

The Australian STEM Video Game Challenge, a free competition where thousands of Australian students design, develop and code their own video game, aims to help engage students with STEM (science, technology, engineering and mathematics) disciplines in a new and exciting way. The Challenge also seeks to address the disparity between the representation of male and female students in STEM-related fields. The 2019 winners were showcased at PAX Aus, and Scienceworks in Melbourne hosted the STEM Video Game Challenge Arcade from October 2019 to January 2020. The 2020 challenge was cancelled due to the pandemic.

## Research highlights

### Programme for International Student Assessment

In December 2019 ACER's Australian report of the Programme for International Student Assessment (PISA) was released in conjunction with the OECD's international report. *PISA 2018: Reporting Australia's Results. Volume I Student Performance* revealed long-term decline in Australian students' reading, mathematics and science skills. The PISA results received extensive media coverage. The second volume, focusing on student and school characteristics, is scheduled to follow in 2020. PISA 2021 was postponed due to the pandemic and the main study will now take place in 2022.



### Teaching and Learning International Survey

In November 2019, ACER released Australia's national OECD Teaching and Learning International Survey (TALIS) report, which analysed responses from teachers and principals of students in Years 7 to 10. The report, *The Teaching and Learning International Survey 2018. Australian Report Volume 1: Teachers and School Leaders as Lifelong Learners*, complemented the international report released by the OECD in June. The report, which was covered by major media outlets, found that Australian lower secondary schools and teachers are dealing with more diverse and potentially more challenging classrooms than across the OECD and in many high performing countries. The OECD released the second volume of the international report in March 2020, to be followed by the Australian second volume later in the year.

### Research Conference

Research Conference 2019 was held in Melbourne in August on the theme *Preparing Students for Life in the 21st Century: Identifying, Developing and Assessing What Matters*. As one of the 29 speakers, Deputy CEO (Research) Dr Sue Thomson presented insights from field trials for the OECD Study on Social and Emotional Skills involving 14 000 students aged 10 and 15 years in selected cities in 10 countries.

### Communicating Student Learning Progress

A 2019 ACER report, *Communicating Student Learning Progress: A Review of Student Reporting in Australia*, questions the role of the traditional end-of-semester school report after finding most provide little indication of students' learning growth and are increasingly becoming superseded by newer communication technologies that allow for continuous reporting. The report summarised a three-year initiative to investigate the effectiveness of activities related to communicating student learning progress, including whether they provide quality information and how much they are valued by students and parents.

### Australia Awards Global Tracer Facility

Research has confirmed that the Australia Awards are improving work practices and supporting gender equality and inclusiveness in alumni's home countries. Results from the third Australia Awards Global Tracer Facility survey show the awards – government-funded scholarships and fellowships provided to international recipients – are broadly achieving their intended long-term outcomes of contributing to development, cooperation and positive views of Australia and, to a lesser extent, ongoing professional partnerships. The Facility was established in 2016 and is managed by ACER for the Australian Department of Foreign Affairs and Trade (DFAT). ACER produced several case studies focusing on how alumni have used the skills and knowledge they developed in Australia.

### Supporting standardisation of examinations in Nepal

ACER India supported the National Examination Board and Education Review Office in the standardisation of Nepal's Grade 8 examination. The work entailed finalising the examination framework used to assess Grade 8 students, and developing a repository of test items for mathematics, science, and English.

## Promoting early childhood care and development in Indonesia

ACER Indonesia was commissioned by William-Lily Foundation and Yayasan Adaro Bangun Negeri to conduct a two-year pilot program supporting community-based services in early childhood development in South-West Sumba. The study will develop an intervention program by refining the existing government intervention program related to holistic and integrated early childhood development. The team will identify an intervention program that can be replicated elsewhere, and that includes training for early childhood and health personnel.

UNICEF and the Government of Indonesia, with support from the IKEA Foundation, also engaged ACER Indonesia in a partnership to model three-year universal pre-primary education in Bogor, West Java. The program works with regulators, supervisors and educators in 100 remote and rural early childhood centres. This year marks the completion of the midline study and the continuation of the endline study for this first longitudinal research by ACER Indonesia.

## GEM Centre

The Global Education Monitoring (GEM) Centre is a long-term partnership between ACER and DFAT. The Centre works collaboratively with global, regional and national stakeholders to enable education systems to measure where learners are at and monitor their progress. A review of the GEM Centre in 2020 resulted in a new phase of activity jointly funded by a DFAT grant and strategic funding from ACER.

The GEM Centre supports education stakeholders to monitor progress towards United Nations SDG 4 by 2030. This year, work continued on using ACER learning progressions to help align outcomes of national and regional assessment programs to the SDG minimum proficiency levels, including for Progressive Achievement Tests, the Pacific Islands Literacy and Numeracy Assessment and Southeast Asia Primary Learning Metrics. The GEM Centre also provided capacity building and technical support for assessment in South Africa, Afghanistan and Lao PDR.

## Partnership with Aga Khan Foundation

ACER UK partnered with the Aga Khan Foundation to support their Schools2030 program. Schools2030 is a 10-year longitudinal action research and learning improvement program supporting positive evidence about 'what works' to improve holistic quality learning for all, to achieve United Nations SDG 4 by 2030. The program includes 1000 preschools, primary schools, and secondary schools across 10 countries: Afghanistan, Brazil, India, Kenya, Kyrgyzstan, Pakistan, Portugal, Tajikistan, Tanzania and Uganda. ACER UK's role was to provide assessment support by reviewing the reading and numeracy measurement tools currently used in primary and secondary education.



Artwork from the Learning Through Play at School assessment, ©ACER, artwork by Jake Minton

## Learning Through Play at School

ACER and the LEGO Foundation established the Learning Through Play at School research study in 2019. This pioneering research study investigates how playful approaches to teaching and learning are applied in the classroom. The four-year study provides an opportunity to expand understanding of learning through play at school in Ukraine and the impact on teachers and students. The research study is implemented in-country by the Ukraine Educational Research Association.

## 25 years of statistical software development

In May 2020, ACER released ACER ConQuest 5, statistical software that employs cutting-edge psychometric methods to support research around the globe. Developed by ACER to support its research and assessment programs, ACER ConQuest is also available for the public to use. ACER ConQuest 5 is the culmination of more than 25 years of statistical software research and development. Along the way, many large-scale assessments and other research studies have benefited from this software.



## Assessment highlights

### Progressive achievement: The PAT approach

The PAT suite – a range of assessments, teaching resources and training – is underpinned by the belief that all learners can be supported to demonstrate learning progress. It is used by more than half of all Australian schools and has been adopted as a jurisdictional tool by four states and territories. The PAT assessment team supported those schools through the challenges presented by remote learning during the pandemic, and the PAT Teaching Resources Centre quickly developed a set of free remote learning resources for teachers to use or adapt for students learning from home.

In 2019, ACER launched two new PAT assessments. PAT Inquiry and Problem Solving in STEM Contexts assesses a student's ability to use the kind of inquiry skills necessary for real-life problem solving, while PAT Vocabulary Skills measures vocabulary breadth and depth, as well as the processes used in applying that knowledge.

PAT assessments are also used by schools around the globe in various forms adapted to meet regional or school needs.

### Building Malaysian teachers' capacity to use learning data

A group of dedicated and energetic teachers participated in a two-day workshop on the effective use of data in classroom teaching and learning, in an initiative led by ACER's Malaysia office.

The workshop aimed to equip teacher ambassadors who will drive the adoption of ACER school-based assessments across the country. With a strong understanding of ACER's approach to assessment and the use of diagnostic data in improving learning, the teachers will be able to effectively advance the use of ACER's assessment services and the underpinning research to key education stakeholders.

### International Benchmark Test in the Middle East

The International Benchmark Test (IBT) is the flagship assessment in the Middle Eastern region, with more than 200 schools participating. It is also the first ACER assessment service to be offered in English and Arabic, with the assessments for non-native speakers of Arabic (Arabic B) developed entirely by the ACER UAE office. Mathematics, Science and Reasoning assessments are also available in Arabic as part of ACER UAE's commitment to the region. This represents a growing demand among schools to drive achievement and school improvement through the use of data generated by the IBT. ACER UAE conducted workshops on analysing, interpreting and using IBT data with more than 800 teachers in the region.

### Medical testing

ACER delivers student admissions programs for medical education in Australia and other countries, including the Graduate Medical School Admission Test (GAMSAT) and Health Professions Admission Test, along with other tertiary testing programs including the Special Tertiary Admissions Test and the Law Admission Test.

The GAMSAT examination planned for March had thousands of candidates registered to sit paper-and-pen tests at centres throughout Australia and other countries. The test could not run as usual due to the pandemic and, after an extraordinary effort on a very short timeline, the ACER team prepared for online testing and remote proctoring and delivered the test at the end of May.



## Supporting education professionals

### Science resources for young learners

ACER published a set of free downloadable resources that aim to improve young children's scientific understanding by encouraging educators to recognise science not just as a subject but as an approach to learning that is present in everyday activities. The *Science in the Early Years* series was developed to help preschool and Foundation to Year 2 educators incorporate the latest research into science learning and development into their teaching.

Research shows that developing the science inquiry skills of observing, predicting, checking, recording and communicating can teach young children that it is acceptable to fail and that learning can come from making mistakes.

The *Science in the Early Years* series includes four activities that educators can complete to develop young children's science inquiry skills and monitor their science learning. These activities – exploring plants, mixing liquids, floating and sinking, and light and shadows – are also appropriate for parents whose children are learning at home.

### School and system improvement

The Centre for School and System Improvement was launched at the end of 2019, and offered the Principal Performance Improvement Tool, the Education System Improvement Tool and the National School Improvement Tool, which all saw strong uptake, and also worked with the government of Sharjah in the United Arab Emirates.

### Professional learning

The circumstances of the pandemic provided an opportunity to develop ACER's online professional learning as teachers grappled with remote learning. ACER built staff capacity to deliver online learning, and was able to respond to client requests for learning and support that were not dependent upon domestic or international travel, using our quality online learning platforms in different languages across projects and across countries.

ACER continued to offer the Graduate Certificate in Education (Assessment of Student Learning) and a course in Rasch Measurement Theory. The accreditation period with the Tertiary Education Quality and Standards Agency was extended by three years.

### Publications and information resources

ACER publishes and distributes resources for education, psychology, organisational development, special needs and allied health practitioners. One of this year's new releases, *Leading Professional Learning: Practical Strategies for Impact in Schools*, by Helen Timperley, Fiona Ell, Deidre Le Fevre and Kaye Twyford, helps school leaders address the challenge of implementing effective professional learning for school improvement. *Leading Improvement in Mathematics Teaching and Learning* by Peter Sullivan was published in June.

The Cunningham Library provided ongoing information resources and services for staff, ACER students and library members. In addition, the library contributed to various projects with literature searches, reviews and other information services.

# Commissioned research projects 2019–20

## International

### ACT Inc.

- ◆ Global assessment curriculum accreditation and curriculum refresh

### Aga Khan Foundation

Schools 2030 (Global)

### Asian Development Bank

- ◆ Supporting education and skills development – examination reforms expert (India)
- ◆ Supporting the Advanced Knowledge and Skills for Sustainable Growth project (Indonesia)

### Boston College

- ◆ eTIMSS (Trends in International Mathematics and Science Study) Mathematics (Global)
- ◆ TIMSS 2023 development (Global)

### British Council

- ◆ English Impact sampling data analysis (Global)
- ◆ International English Language Testing System (IETLS) joint funding research program

### Campbell Collaboration

- ◆ Systematic review on interventions for anxiety in school-aged children with autism spectrum disorder (Global)

### Cardno Emerging Markets

- ◆ Myanmar Education Quality Improvement Program (Myanmar)

### CONFEMEN<sup>1</sup>

- ◆ IRT for psychometric analyses of PASEC2019 assessment tests (Senegal)

### Department of Basic Education (South Africa)

- ◆ Technical support for implementation of the systemic evaluation model (South Africa)

### Directorate for Learning - Scottish Government

- ◆ Scottish National Standardised Assessments (Scotland)

### International Association for the Evaluation of Educational Achievement (IEA)

- ◆ Gender differences in International Computer and Information Literacy Study (ICILS) (Global)
- ◆ International Computer and Information Literacy Study (ICILS) (Global)
- ◆ International Civic and Citizenship Education Study (ICCS) 2022 (Global)
- ◆ OECD Teaching and Learning International Survey (TALIS) 2018 (Global)

### International Baccalaureate

- ◆ IBO research project
- ◆ Primary Years Programme wellbeing

### Kawaijuki Group

- ◆ Japan University Experience Survey (Japan)

### Knowledge and Human Development Authority

- ◆ PISA-based Test for Schools 2019 (United Arab Emirates)

### LEGO Foundation

- ◆ Learning Through Play (Global)
- ◆ Learning Through Play at School (Ukraine)

### Ministry of Education Singapore

- ◆ Development of test items (Singapore)

### National Centre of Education and the Economy

- ◆ Comparative study of learning systems in selected top-performing countries (Global)

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

- ◆ International Early Learning and Child Well-being Study (Global)
- ◆ Parental occupation coding material for PISA 2022 – OECD ISCO training
- ◆ PISA Core E 2021 (El Salvador, India [Chandigarh], Mongolia, Panama, Uzbekistan)
- ◆ Survey of Social and Emotional Skills (Global)

### Pacific Community (SPC)

- ◆ Educational Quality and Assessment Programme (Pacific Islands)

### Palladium International

- ◆ Education Pathways to Peace in Mindanao (Philippines)

<sup>1</sup> Conference des ministres de l'Éducation des États et gouvernements de la Francophonie



#### **Public Education Evaluation Commission**

- ◆ Development of the National Assessment System for public education (Saudi Arabia)

#### **Royal College of Veterinary Surgeons**

- ◆ Systematic review of professional education accreditation literature: veterinary degrees (UK)

#### **Royal Society of Chemistry**

- ◆ Evaluation of the Spectroscopy in a Suitcase (United Kingdom)

#### **State Council for Educational Research and Training**

- ◆ Strengthening learning assessment capacities at SCERT, Chhattisgarh (India)

#### **Stichting Benevolentia**

- ◆ Measuring What Matters: Policy level analysis (Global)

#### **UAE Ministry of Education**

- ◆ Trends in International Mathematics and Science Study (TIMSS) main study 2019 and PISA-based Test for Schools (United Arab Emirates)

#### **UNESCO**

- ◆ Strengthening Pre-service Teacher Education in Myanmar (STEM) (Myanmar)
- ◆ Survey of teachers in pre-primary education (Global)

#### **UNICEF**

- ◆ Analysis of 21st century skills integration in Philippines K to 12 program (Philippines)
- ◆ Consultancy for endline evaluation of the Zambian Girls 2030 program (Zambia)
- ◆ Consultancy for evaluation of the Catch Up scale program (Zambia)
- ◆ Early childhood care and development tracer study (Philippines)
- ◆ Endline study for the modelling of universal pre-primary education in Bogor (Indonesia)
- ◆ Operational plan for a national assessment framework for Afghanistan (Afghanistan)
- ◆ South Asian knowledge platform on learning assessment (South Asia)
- ◆ Southeast Asia Primary Learning Metrics (SEA-PLM) (Southeast Asia)
- ◆ Southeast Asia Primary Learning Metrics (SEA-PLM) Grade 5 national assessment (Laos)
- ◆ Strengthening systemic capacity on learning assessment (India)

#### **WESTAT**

- ◆ PISA 2022 sampling (Global)

#### **William and Lily Foundation**

- ◆ Revitalising early childhood care and development in Southwest Sumba (Indonesia)

#### **World Bank**

- ◆ Analysis of National Learning Assessment Systems (ANLAS) 2018 (Global)

## **Australia: National**

#### **Australian Curriculum, Assessment and Reporting Authority**

- ◆ Aligning ACER and ACARA Learning Progressions
- ◆ Critical and creative thinking collaboration with ACARA and VCAA
- ◆ Development of test items
- ◆ External review of Early Start
- ◆ Individual education plan project pilot evaluation
- ◆ National Assessment Program – Civics and Citizenship (NAP-CC)
  - 2019 sampling
  - 2019 field trial test administration
  - 2019 field trial data analysis
  - 2019 main study test administration
  - 2019 main study data analysis and reporting
  - marking operations
- ◆ National Assessment Program – Information and Communication Technology Literacy (NAP – ICT Literacy)
  - 2019-2021 test development
- ◆ National Assessment Program – Literacy and Numeracy (NAPLAN)
  - 2019 item development
  - 2019 central analysis of data
  - 2019 national reporting
  - 2020 item development – language conventions
  - 2021 item development – language conventions

#### **Australian Defence Force School of Languages**

- ◆ Professional Language Assessment

#### **Australian Institute for Teaching and School Leadership**

- ◆ Reading instruction – evidence guide and glossary
- ◆ Research synthesis of valid and measurable indicators of student impact
- ◆ Standard setting projects

#### **Australian Mathematical Sciences Institute**

- ◆ Evaluation of Choose Maths program

## **Australian Science Innovations**

- ◆ Big Science 2018

## **Australian Securities and Investments Commission**

- ◆ Programme for International Student Assessment (PISA) 2018 National Financial Literacy

## **Department of Education, Skills and Employment**

- ◆ Analysis and revision of Australian Qualifications Framework (AQF) learning outcome descriptors for the review of the AQF
- ◆ Development of a full practice version of the Literacy and Numeracy Test for Initial Teacher Education Students (LANTITE)
- ◆ Early Learning STEM Australia (ELSA) program pilot evaluation
- ◆ Growing the number of international students in regional areas
- ◆ OECD Programme for International Student Assessment (PISA) 2018 and 2022 national component (also funded by state and territory education departments)
- ◆ Progress in International Reading Literacy Study (PIRLS) national study 2019
- ◆ Teaching and Learning International Survey (TALIS) national project manager
- ◆ Trends in International Mathematics and Science Study (TIMSS) national 2019

## **Department of Foreign Affairs and Trade**

- ◆ Australia Awards Global Tracer Facility
- ◆ Australia Awards strategy evaluation performance report
- ◆ Education Analytics Service
- ◆ Global educational monitoring partnership

## **Department of Health**

- ◆ Registrar satisfaction survey

## **Australian Capital Territory**

### **ACT Department of Education**

- ◆ ACT Scaling Test
- ◆ AST Computer Based Writing Test

### **Australian Association of Consultant Pharmacy**

- ◆ Assessment review

## **New South Wales**

### **Australasian Society for Ultrasound in Medicine**

- ◆ Assessment review

### **Australian Business and Community Network**

- ◆ What do schools want from engagement with business?

### **Australasian College of Dermatologists**

- ◆ Assessment review

### **Australian College of Physical Scientists and Engineers in Medicine**

- ◆ Review of professional assessment of competency and ability to practice

### **Australian Literacy and Numeracy Foundation**

- ◆ Overcoming disadvantage in early childhood

### **Department of Education**

- ◆ Best Start 2020 pilot marking
- ◆ NAPLAN review
- ◆ Selective high schools test
- ◆ Test for Year 5 opportunity classes
- ◆ Validation of Assessment for Learning and Individual Development (VALID) marking

### **Life Education Australia**

- ◆ Social norms approach in secondary schools case study evaluation – Stage 3
- ◆ Student forums project

### **NSW Education Standards Authority (NESA)**

- ◆ NSW curriculum review

### **Royal Australasian College of Dental Surgeons**

- ◆ Oral and maxillofacial surgery assessment review

### **Royal Australian and New Zealand College of Radiologists**

- ◆ Assessment review and development

### **Social Ventures Australia**

- ◆ Systematic review of the impact of effective student wellbeing interventions in schools

## Queensland

### Education Queensland

- ◆ Development of English online assessment items

### Queensland Teachers Union

- ◆ Teacher workload study

## South Australia

### Catholic Education South Australia

- ◆ Needs analysis project

### Department for Education (SA)

- ◆ Informing development of the South Australian Aboriginal Contexts in Science Initiative
- ◆ Pathways
- ◆ Thinking Maths senior years and master class
- ◆ Transition of Aboriginal students from primary to secondary school

### Department for Innovation and Skills

- ◆ Development and facilitation of VET masterclass – unpacking and applying the ACSF

### Flinders University

- ◆ ASMS professional learning evaluation

### Minister for Employment, Higher Education and Skills

- ◆ SA STEM employability

### School Library Association of South Australia

- ◆ School libraries in SA

## Victoria

### Australian and New Zealand College of Anaesthetists

- ◆ Exam advancement review

### Australian Dental Council

- ◆ Review of examination

### Australian Mathematical Sciences Institute

- ◆ Evaluation of Choose Maths program

### Beyond Blue

- ◆ Evaluation and monitoring of Be You

### Department of Education and Training

- ◆ Adjustments and evidence to support a functional needs assessment for students with disabilities
- ◆ Assessment early years
- ◆ Certificate IV in Business for school business managers – evaluation
- ◆ Classroom level student perception survey
- ◆ Principal for a Day
- ◆ Refinement of the functional needs assessment tool and processes

### RMIT University

- ◆ Economies of scale in supporting low SES students

### Royal Australasian College of Surgeons

- ◆ Data analysis of exam results and production of reports

### Royal Australian and New Zealand College of Obstetricians and Gynaecologists

- ◆ Assessment advisory project

### Sidney Myer Fund

- ◆ Pilot and evaluation of maths anxiety professional learning program

### State Library of Victoria

- ◆ Evaluation of ALL Passion Index

### Sustainability Victoria

- ◆ Wellbeing Impacts Research - ResourceSmart Schools

### The Song Room

- ◆ Evaluation of the Transformational Learning through Creativity program

### VET Development Centre

- ◆ Evaluation of the professional development program for skills first providers

### Victorian Curriculum and Assessment Authority (VCAA)

- ◆ Critical and creative thinking marking – 2018
- ◆ Phonics screening check support materials development
- ◆ Victorian Education State Targets – critical and creative thinking online task marking 2019
- ◆ Victorian General Achievement Test

## Western Australia

### Curtin University

- ◆ Australian higher education student equity ranking

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# Financial summary

Australian Council for Educational Research Ltd

ABN 19 004 398 145

<b>CONSOLIDATED STATEMENT OF PROFIT OR LOSS FOR THE YEAR ENDED 30 JUNE 2020</b>	<b>2020 \$</b>	<b>2019 \$</b>
Revenue	<b>90,431,811</b>	89,348,149
Other income	<b>1,249,864</b>	2,027,602
Changes in inventories of finished goods and work in progress	<b>196,002</b>	(199,335)
Employee benefits expense	<b>(58,983,753)</b>	(56,444,421)
Consultancy expense	<b>(11,058,489)</b>	(12,757,060)
Raw materials and consumables used	<b>(2,832,720)</b>	(2,504,595)
Computer expense	<b>(3,909,817)</b>	(2,970,453)
Travel expense	<b>(2,004,022)</b>	(2,462,133)
Depreciation and amortisation expense	<b>(2,605,724)</b>	(2,356,009)
Rent and occupancy expenses	<b>(178,222)</b>	(1,478,714)
Printing and stationery expenses	<b>(1,433,098)</b>	(1,478,754)
Repairs and maintenance expenses	<b>(741,314)</b>	(784,676)
Royalty expenses	<b>(716,185)</b>	(515,159)
Advertising expenses	<b>(286,893)</b>	(423,712)
Freight and cartage expenses	<b>(166,257)</b>	(225,927)
Finance costs	<b>(100,406)</b>	(586)
Other expenses	<b>(4,960,224)</b>	(6,134,926)
<b>Surplus before income tax</b>	<b>1,900,553</b>	639,291
Income tax expense	-	-
<b>Surplus for the year</b>	<b>1,900,553</b>	639,291

<b>CONSOLIDATED STATEMENT OF FINANCIAL POSITION</b>		
<b>AS AT 30 JUNE 2020</b>	<b>2020</b>	<b>2019</b>
	<b>\$</b>	<b>\$</b>
<b>ASSETS</b>		
<b>CURRENT ASSETS</b>		
Cash and cash equivalents	23,685,091	13,747,587
Trade and other receivables	8,453,042	12,287,796
Inventories	874,880	1,070,882
Other financial assets	2,500,000	2,500,000
Other assets	6,286,443	7,346,557
<b>TOTAL CURRENT ASSETS</b>	<b>41,799,456</b>	<b>36,952,822</b>
<b>NON-CURRENT ASSETS</b>		
Other assets	54,156	57,601
Right-of-use assets	3,041,726	-
Property, plant and equipment	58,769,580	51,970,077
Intangible assets	3,979,201	3,009,340
<b>TOTAL NON-CURRENT ASSETS</b>	<b>65,844,663</b>	<b>55,037,018</b>
<b>TOTAL ASSETS</b>	<b>107,644,119</b>	<b>91,989,840</b>
<b>LIABILITIES</b>		
<b>CURRENT LIABILITIES</b>		
Trade and other payables	7,535,778	7,573,472
Employee benefits	10,911,262	10,318,215
Contract liabilities (2019: Other liabilities)	11,401,155	9,158,556
Lease liabilities	799,638	-
<b>TOTAL CURRENT LIABILITIES</b>	<b>30,647,833</b>	<b>27,050,243</b>
<b>NON-CURRENT LIABILITIES</b>		
Employee benefits	1,629,513	1,398,991
Lease liabilities	2,380,653	-
<b>TOTAL NON-CURRENT LIABILITIES</b>	<b>4,010,166</b>	<b>1,398,991</b>
<b>TOTAL LIABILITIES</b>	<b>34,657,999</b>	<b>28,449,234</b>
<b>NET ASSETS</b>	<b>72,986,120</b>	<b>63,540,606</b>
<b>EQUITY</b>		
Reserves	29,981,045	21,436,083
Accumulated surpluses	43,005,075	42,104,522
<b>TOTAL EQUITY</b>	<b>72,986,120</b>	<b>63,540,605</b>

<b>CONSOLIDATED STATEMENT OF CASH FLOWS FOR THE YEAR ENDED 30 JUNE 2020</b>	<b>2020 \$</b>	<b>2019 \$</b>
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>		
Receipts from customers	<b>103,455,285</b>	96,356,435
Payments to suppliers and employees	<b>(87,019,861)</b>	(95,096,479)
Interest received	<b>114,868</b>	94,709
Finance costs	<b>(100,405)</b>	(586)
Net GST paid	<b>(3,988,221)</b>	-
<b>Net cash provided by/(used in) operating activities</b>	<b>12,461,666</b>	1,354,079
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>		
Payment for intangible asset	<b>(1,119,998)</b>	(2,087,753)
Proceeds from/(payments for) term deposits	-	1,528,169
Purchase of property, plant and equipment	<b>(710,303)</b>	(818,105)
<b>Net cash provided by/(used in) investing activities</b>	<b>(1,830,301)</b>	(1,377,689)
<b>CASH FLOWS FROM FINANCING ACTIVITIES</b>		
Repayment of lease liabilities	<b>(1,065,994)</b>	-
<b>Net cash provided by/(used in) financing activities</b>	<b>(1,065,994)</b>	-
Effects of exchange rate changes on cash and cash equivalents	<b>372,133</b>	(66,700)
Net increase/(decrease) in cash and cash equivalents held	<b>9,937,504</b>	(90,310)
Cash and cash equivalents at beginning of year	<b>13,747,587</b>	13,836,897
<b>Cash and cash equivalents at end of financial year</b>	<b>23,685,091</b>	13,746,587

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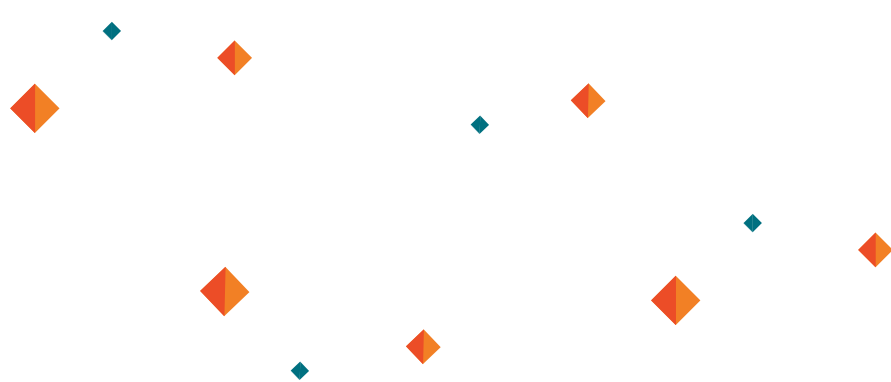
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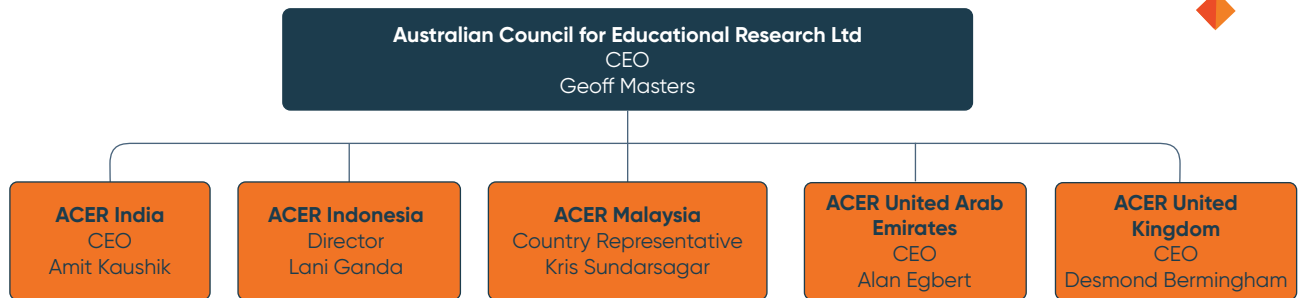
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ISSN 2652-6077

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