



Annual Report 2024–25

aitsl
Australian Institute
for Teaching and
School Leadership
Limited

Acknowledgement of Country

The Australian Institute for Teaching and School Leadership Limited (AITSL) acknowledges the Traditional Custodians of the lands, sea countries, and waterways from across Australia. We pay our respect to Aboriginal and Torres Strait Islander histories and living cultures, and to Elders past and present.



Aboriginal and Torres Strait Islander peoples are advised that this publication may contain images and names of deceased people.

Artwork

Ngar-wu lotjpa yapaneyepuk
“to listen and yarn together”

Artist Bayadherra Siena Tieri, Luke Tieri



Scan the QR code to learn more about this artwork.

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AITSL was formed to provide national leadership for the Commonwealth, state, and territory governments in promoting excellence in the profession of teaching and school leadership, with funding provided by the Australian Government.

Letter of Transmittal



ABN 17 117 362 740

15 September 2025

The Hon Jason Clare MP
Minister for Education
Parliament House
Canberra ACT 2600

Dear Minister,

The Board of Directors is pleased to submit the Annual Report 2024–25 for the Australian Institute for Teaching and School Leadership Limited.

The report is presented in accordance with the *Public Governance, Performance and Accountability Act 2013*.

The report has also been prepared to conform to the requirements of the *Australian Charities and Not-for-profit Commission Act 2012* and the *Corporations Act 2001*.

Yours sincerely,

Michele Bruniges

Dr Michele Bruniges AM
Chair
AITSL Board of Directors



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Dr Michele Bruniges AM

From the Chair

This past year has seen substantial shifts in the education landscape – emerging pressures on the teaching workforce, rising community expectations of schools, and an increasing imperative to deliver quality early childhood education. The Australian education community is also operating in the context of the new *Better and Fairer Schools Agreement* and facing some of the most complex educational challenges of our time: ensuring equity of access and outcomes; sustaining a strong, high-quality teaching workforce; and preparing learners for a future shaped by rapid technological and societal change.

Meeting these challenges requires national leadership, inclusive practices, and sustained investment in the professional growth of educators at every career stage. The Australian Institute for Teaching and School Leadership (AITSL) is proud to play a central role in this work, collaborating with all education systems, sectors, and stakeholders to support excellence in teaching and leadership, so that Australia's children and young people can reach their full potential.

As a national company, AITSL helps strengthen the teaching profession, equipping teachers and leaders with the tools and insights they need to drive improvement in classrooms and schools.

Throughout 2024–25, AITSL has progressed several major pieces of work and the Australian Teacher Workforce Data (ATWD) initiative continues to be a vital tool for understanding the national teacher workforce. By offering clear, reliable insights into teacher supply and workforce experiences across the country, it equips education systems and sectors with the evidence to make well-informed decisions.

AITSL has made significant strides in strengthening the quality and consistency of initial teacher education – working collaboratively with partners to strengthen professional experience, assessment, and accreditation processes across the country.

Over the past year, AITSL has continued to support teachers and school leaders in fostering culturally responsive and safe classrooms through the Indigenous Cultural Responsiveness Initiative, and the associated tools and resources developed and available to use.

A continued focus for AITSL this year has been the acknowledgement of the contribution of Highly Accomplished and Lead teachers (HALTs), who model exemplary practice and provide vital instructional leadership. The leadership of HALTs is instrumental in fostering ongoing improvement and innovation within schools across Australia.

It has been an honour to work alongside such a committed and passionate team, and it has been incredibly rewarding to witness the positive influence their efforts have had on teaching and school leadership across Australia.

I would like to thank Mr Edmund Misson, AITSL's former Deputy Chief Executive Officer, who concluded his tenure with AITSL in March 2025. Edmund served as the Acting Chief Executive Officer for much of 2024, and his commitment to the organisation ensured that AITSL's work continued seamlessly during this period. We are grateful for his significant contributions over 14 years and wish him all the best in his future endeavours.

I would also like to welcome and thank Mr Tim Bullard, AITSL's new Chief Executive Officer, who commenced in October 2024. Tim has played a key role in maintaining the momentum of AITSL's work, and I want to express my appreciation for his leadership and vision, which I am confident will ensure we remain a trusted partner to education systems and a strong national voice for the teaching profession.

To our valued partners, I sincerely thank you for your contributions and continued support, which enables AITSL to remain at the forefront of national efforts to improve teaching and school leadership, and ultimately, learning outcomes for all children and young people across Australia. I also extend my sincere thanks to my fellow Board Directors, whose expertise and dedication have been integral to our impact.

Progress is made by working together and exchanging ideas. As the Board Chair, I am committed to shaping a stronger, more inclusive education system – one that is equipped to meet current challenges and prepare us all for the future.

Michele Bruniges

Dr Michele Bruniges AM

Chair

AITSL Board of Directors



Tim Bullard

From the CEO

I'm proud to introduce my first Annual Report as Chief Executive Officer of the Australian Institute for Teaching and School Leadership (AITSL), following my commencement in October 2024. It's been an energising introduction to the role and a privilege to support the vital work of teachers and school leaders across Australia. This past year has been one of progress, reflection, and purposeful planning for the future.

At the heart of our work is the belief that great teaching changes lives. Teachers and leaders shape the learning, confidence, and futures of children and young people. AITSL exists to support and strengthen that lasting impact.

I want to begin by thanking Mr Edmund Misson, who concluded his tenure as Deputy CEO in March 2025, having also served as Acting CEO for much of 2024. His leadership saw AITSL maintain momentum through this transition, and his steady hand and deep understanding of AITSL's work ensured continued impact. I'm also grateful to Dr Michele Bruniges AM, Chair of the AITSL Board, for her wise counsel, clarity of vision, and commitment to the profession – her support has been invaluable.

Throughout 2024–25, AITSL delivered a wide-ranging and impactful body of work across teaching and leadership, from early career through to expert practice. These achievements were only possible through deep consultation and strong partnerships across the education sector. I thank our stakeholders and partners – including teachers, school leaders, regulatory authorities, professional associations, and system and sector representatives – for helping shape initiatives that meet the needs of our education system and the profession.

Much of this year's work has been driven by the National Teacher Workforce Action Plan, with AITSL leading several key initiatives. The revised *Framework for Teacher Registration in Australia* supports national consistency around child safety and professional recognition, while our new *Induction Guidelines* for early career teachers and new school leaders provide critical support during the formative years of their careers.

Initial teacher education (ITE) reform remains a national priority. In 2024–25, AITSL supported providers and regulators to implement new core content requirements, while the release of the new *Australian Professional Experience Guidelines* help ensure pre-service teachers gain high-quality, practical placements as part of their degree. We have also collaborated with the ITE Quality Assurance Oversight Board to enhance reporting on nationally consistent indicators for ITE programs. This included supporting the cross-institutional moderation of teaching performance assessments through the establishment of the Australian Moderation and Assessment Advisory Committee.

Together, these milestones highlight AITSL's commitment to supporting the attraction, preparation, and retention of teachers, and to progressing the Action Plan's goals.

AITSL continued delivery of the Australian Teacher Workforce Data (ATWD) initiative on behalf of Education Ministers. A key development this year was the launch of a new Data Portal, hosting longitudinal data on the ITE pipeline and teacher workforce. Stakeholders can now explore the full teacher supply picture and better understand workforce experiences, through an interactive platform and accompanying *National Trends* publications, enhancing transparency and evidence-informed decision making.

The *Australian Professional Standards for Teachers* (Teacher Standards) continue to underpin our work. In 2024–25, AITSL released new resources for early childhood teachers in non-school settings, improving the accessibility of the Teacher Standards and strengthening the support available to those teachers working at this critical stage of the learning continuum.

Our efforts to advance cultural responsiveness in the teaching workforce also progressed through Phase 2 of the Indigenous Cultural Responsiveness Initiative. We enhanced the *Self-Reflection Tool* to improve accessibility and user experience and engaged with stakeholders across systems and sectors to support and highlight relevant professional learning.

The national conversation on education leadership also deepened. The *Professional Standards for Middle Leaders*, developed with the Queensland Department of Education, are being strategically implemented in Queensland and are gaining momentum nationally. Schools and systems are using them to build leadership capability to target school improvement.

Recognition of teacher expertise remains central to AITSL's mission, including support for national certification at the Highly Accomplished and Lead teacher (HALT) career stages of the Teacher Standards. The number of HALTs across Australia grew by nearly 20 per cent this year, and the 2025 HALT Summit was our biggest yet. The Summit brought together over 500 certified teachers and education leaders to explore how expert teachers drive collective improvement in our schools.

World Teachers' Day 2024 was a moment of national celebration. Our campaign was seen more than 30 million times across media, advertising, and outreach channels. This engagement reflects the esteem Australians hold for the profession. Teachers and leaders are also increasingly connecting with our support, reflected in a 19 per cent rise in *AITSL Mail* readership and over 60 per cent growth in social media engagement throughout the year.

As AITSL marked 15 years of national impact in 2025, we also looked ahead. The challenges facing education are complex, but our purpose is clear. Guided by our strategic priorities, we remain committed to championing teaching and school leadership expertise that inspires, challenges, and empowers children and young people to thrive. They are the reason we do this work.

Finally, I want to thank the AITSL Board of Directors and our staff. Our small but mighty team's expertise and dedication are the foundation of all we achieve. Their professionalism, agility, and passion for education turn vision into action. I'm proud to be part of this team and excited about what lies ahead.

Thank you to everyone who has partnered with AITSL this year. Together, we are helping to build a brighter future for education in Australia.



Tim Bullard
Chief Executive Officer

About AITSL

Background

AITSL is a not-for-profit Commonwealth company established to promote excellence in teaching and school leadership across Australia. We do that by setting the national standards for quality teaching and school leadership, championing the vital role of educators in shaping Australia's future, and providing the resources, tools, insights, and foresight needed to support teaching and leadership across Australia.

Our vision and mission

AITSL is Australia's centre of excellence for teaching and school leadership. We exist to support teachers and school leaders to thrive, so that all children and young people can reach their full potential

OUR VISION

Australia has a high-quality education system in which teachers and leaders have the greatest impact on the educational growth and achievement of every learner.

OUR MISSION

Promoting excellence so that teachers and leaders have the maximum impact on learning in all Australian schools and early childhood settings.



Strategic Plan

AITSL has established clear and effective frameworks for undertaking genuine consultation and collaboration with teachers and leaders in schools and early childhood and other education settings, and representatives from government systems, Catholic and independent school sectors, teacher regulatory authorities, initial teacher education (ITE) providers, teacher unions, Aboriginal and Torres Strait Islander communities, principal and other professional associations, and community organisations – collectively referred to as our *Key Partners*.

When developing our 2022–2026 Strategic Plan, our Key Partners were clear that AITSL should continue to build on our strengths, be bold in our approach, and focus on expertise as the core of AITSL's work. This expertise, with a solid evidence base, has been embodied in our national Standards as well as AITSL's tools and resources. The importance of expertise is the very reason we have used it to frame our strategic priorities through to 30 June 2026. AITSL's strategic priorities are:



Shaping expertise

Purpose

- To lead a high-quality and nationally consistent approach to teaching and leadership in schools and education settings.
- Provide leadership for the 11 national policy frameworks, with the Teacher, Principal and ITE Standards (the Standards), at the centre.
- Work with the profession to make sure the Standards remain fit for purpose and demonstrate teaching excellence.
- Provide national policy advice to support informed and innovative education systems and sectors.
- Champion an inclusive and equitable education system, with a focus on the outcomes of Aboriginal and Torres Strait Islander students.
- Bring together the voices of our Key Partners to help shape national reform priorities.

Outcome

Quality teaching and leadership is underpinned by relevant, fit-for-purpose national Standards that are understood and implemented by all teachers and leaders throughout Australia.



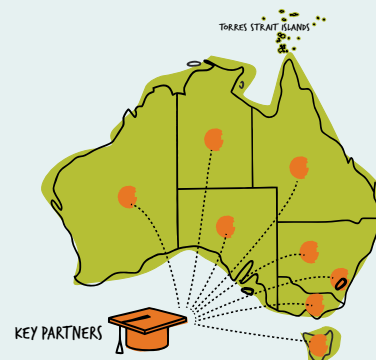
Influencing expertise

Purpose

- To encourage the national adoption of practices and policies that help lift quality teaching and leadership in schools and education settings.
- Be passionate advocates for evidence-based practices that lead to improvements in quality teaching and leadership.
- Convene our Key Partners to help shape and implement nationally agreed policies and practices.
- Champion the growth and impact of national teacher certification.
- Help lead the national workforce supply conversation, with informed outcomes based on national data.
- Provide states and territories with access to quality teachers from outside Australia.

Outcome

AITSL's Key Partners across all Australian states and territories participate in the development and adoption of nationally informed practices and policies that help lift quality teaching and leadership in schools and education settings.



Enhancing expertise

Purpose

- To provide solutions, informed by evidence and practice, to help the profession implement the national Standards and frameworks.
- Lead research that shapes reform agendas and resources for the profession.
- Engage with our Key Partners in the development of evidence-based tools and resources that have teacher and leader expertise at their core.
- Curate and create content that supports teachers and leaders in changing contexts like emergency education scenarios and increased wellbeing needs.
- Showcase diverse learning environments in evidence-based tools and resources for teachers and leaders.

Outcome

The delivery of high quality, practical, and evidence-based tools and resources that are created in partnership with the profession, and support quality teaching and leadership.



Esteeming expertise

Purpose

- To recognise and raise awareness of the lasting impact of teacher and leader expertise.
- Encourage and support teachers and leaders to be innovative in applying the Teacher and Principal Standards.
- Promote positive messages on the impact of teachers by showcasing their practice, expertise and stories.
- Bring together teachers and leaders to share and celebrate their expertise and knowledge.

Outcome

The expertise of Australia's teachers and leaders is highlighted, recognised, and celebrated, supporting an increased status of the profession.



Supporting expertise

Purpose

- To have a healthy, high-performing culture, and strong and adaptive operational foundations, that support our purpose.
- Cultivate a healthy, high-performing culture that lives and breathes AITSL's Values and engages our people in our strategy.
- Prioritise diversity and inclusion at all levels of the organisation.
- Leverage our people to realise our potential and constantly lift our capability.
- Be accountable and transparent in our everyday business activities.
- Ensure our business is underpinned by good governance.
- Deliver fit for purpose systems and processes that support the organisation to work efficiently and effectively.

Outcome

AITSL's culture is healthy, culturally safe, adaptive, and inclusive, and facilitates the effective deployment of resources to achieve strategic outcomes.



Working with the education sector

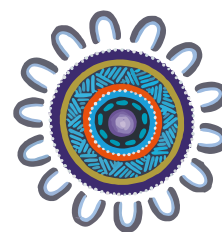
AITSL has established clear and effective frameworks for undertaking genuine consultation and collaboration with our Key Partners as the basis for all of our work. We would not be able to lead national education reform without the expertise and support of committed educators from across Australia, as well as our expert committees, advisory and network groups, and stakeholder forums.

We are incredibly proud of our reputation as an honest broker and agent for impact in the national education architecture.



Our commitment to reconciliation

AITSL is committed to growing our skills and knowledge to promote respect for the languages, histories, and cultures of Aboriginal and Torres Strait Islander peoples.



Artwork detail: Yarning Circle

We acknowledge the support of Reconciliation Australia, as well as our Advisory Group for Aboriginal and Torres Strait Islander Education, and the numerous other individuals and organisations who are working with us on this journey.

Our *Innovate* Reconciliation Action Plan (RAP) has allowed AITSL to deepen our understanding of and commitment to reconciliation. While we are proud of the progress we have made so far on fulfilling our commitments, we know it is a gradual process that we will continue to build on as we learn, un-learn, grow, and evolve in line with our cultural continuum. AITSL is in the process of developing a second *Innovate* RAP to further strengthen our reconciliation journey.

Performance Measures 2024–25

The Australian Institute for Teaching and School Leadership Limited (AITSL) has adopted performance measures that reflect our progress toward delivering on our strategic priorities.

Our performance measures were developed to demonstrate performance over time against each outcome described in the AITSL Strategic Plan 2022–2026 and are detailed in the AITSL Corporate Plan 2024–2028.

A significant review of performance measures was undertaken in 2023–24 to more effectively reflect our strategic objectives. These performance measures diversify the sources of performance information drawn upon to better capture the outcomes of AITSL's work and were developed with due consideration of *Auditor-General Report No.32 of 2023–24: AITSL's Administration of National Standards and Frameworks*.

This section outlines progress against the targets for each of AITSL's 11 performance measures under our strategic priorities of:

- **Shaping expertise**

Quality teaching and leadership is underpinned by relevant, fit-for-purpose national Standards that are understood and implemented by all teachers and leaders throughout Australia.

- **Influencing expertise**

AITSL's Key Partners across all Australian states and territories participate in the development and adoption of nationally informed practices and policies that help lift quality teaching and leadership in schools and education settings.

- **Enhancing expertise**

The delivery of high-quality, practical, and evidence-based tools and resources that are created in partnership with the profession, and support quality teaching and leadership.

- **Esteeming expertise**

The expertise of Australia's teachers and leaders is highlighted, recognised and celebrated, supporting an increased status of the profession.

The strategic priority of *supporting expertise* underpins AITSL's work in delivering all activities related to these performance measures.



Shaping expertise

Stakeholder engagement

PERFORMANCE MEASURE:

Stakeholder use of national policy frameworks and standards developed by AITSL

TARGETS:

5% annual increase in use of the AITSL website.

5% annual increase in AITSL Mail subscribers.

AITSL's national standards and frameworks reflected in all (100%) websites of education systems, sectors and regulators.

- stakeholders who mention AITSL on their website
- stakeholders who mention the *Australian Professional Standards for Teachers* on their website.

AITSL's national standards and frameworks reflected in all (100%) websites of education systems, sectors and regulators.



67%

Stakeholders who mention AITSL on their website
OUTCOME: Not achieved



65%

Stakeholders who mention the **Australian Professional Standards for Teachers** on their website.
OUTCOME: Not achieved

The growing use of AI-generated responses in search engines may provide a partial explanation for the largely unchanged number of total annual website views. Tools like Google's AI Overviews now provide users with instant answers drawn from trusted sources, reducing the need to click through to the original website. This shift in user behaviour, particularly for informational queries, could be impacting overall site traffic despite continued interest in AITSL content.

In early 2025, AITSL conducted a desktop review of our presence on the websites of key stakeholders, including education systems, sectors, and regulators. The review revealed two-thirds of examined stakeholders' websites – 67 per cent (29 of 43) – mentioned AITSL as an organisation, and 65 per cent of stakeholder websites mentioned the *Australian Professional Standards for Teachers* (Teacher Standards). The review has informed future work targeting efforts to improve stakeholders' promotion of AITSL-developed and ministerially agreed national standards and policy frameworks.

5% annual increase in use of AITSL website



No change

in use of the AITSL website

2024–25 (4,967,010)

2023–24 (4,971,097)

OUTCOME: Achieved

5% annual increase in AITSL Mail subscribers



5.90% increase* 
AITSL Mail subscribers

12,667 new subscribers

214,023 total subscribers

(2023–24: 219,044)

*18,659 later removed

OUTCOME: Achieved

* In late 2024, the AITSL Mail subscribers list was cleansed in line with best practice, and 18,659 subscribers removed.

Shaping expertise

Teacher induction

PERFORMANCE MEASURE:

Rate and quality of teacher inductions across Australia.

TARGETS:

5% annual increase in the use of AITSL's tools and resources which support teacher induction.

5% annual increase in the percentage of early career teachers (ECT; 0–2 years) who receive a formal induction.

Maintain availability of high-quality induction resources for Australian teachers and school leaders.

To support early career teacher induction, AITSL provides the *My Induction* app, along with a supporting webpage on the AITSL website for beginning teachers and mentors. As of 30 June 2025, there have been 23,799 users of the *My Induction* app since commencement.

My Teaching Advice (MTA) was released to the workforce in March 2023. MTA is an online application that provides beginning teachers with access to a community of expert advisers, who are all certified at the Highly Accomplished or Lead career stage of the Teacher Standards. Since its release, 180 beginning teachers have registered to use MTA.

The target of a 5 per cent increase in early career teachers receiving an induction has not been met. There are some significant workforce factors affecting the capacity of employers to implement induction processes. These include the impact of teacher shortages on workload of existing teaching staff and the current pressures to reduce administrative burden on the teaching workforce.

However, the induction data were gathered in 2023 and since that time, AITSL has published the *Guidelines for the Induction of Early Career Teachers in Australia* (January 2024). The Induction Guidelines communicate the importance of induction and provide clear advice on the elements of quality induction. It is anticipated that the increased awareness and information about high quality induction will lead to an increase in the number of early career teachers receiving an induction.

An accompanying set of Mentoring Guidelines, currently in draft and which will be published in 2025–26, will provide guidance to schools to better support the implementation of induction programs. The Mentoring Guidelines outline the roles and responsibilities of school leaders and mentors in creating appropriate, structured mentoring programs.

5% annual increase in the use of AITSL's tools and resources that support teacher induction



10.0% increase 
Number of new
My Induction app users
2024–25 (3,630)
2023–24 (3,300)
OUTCOME: *Achieved*

5% annual increase in the percentage of early career teachers (ECT; 0–2 years) who receive a formal induction.



1.0% increase 
ATWD data
2023 (55%)
2022 (54%)
OUTCOME: *Not achieved*

Maintain availability of high-quality induction resources for Australian teachers and school leaders



Qualitative – see further information provided below.
OUTCOME: *Achieved*

Shaping expertise

Teacher Migration Services and Support

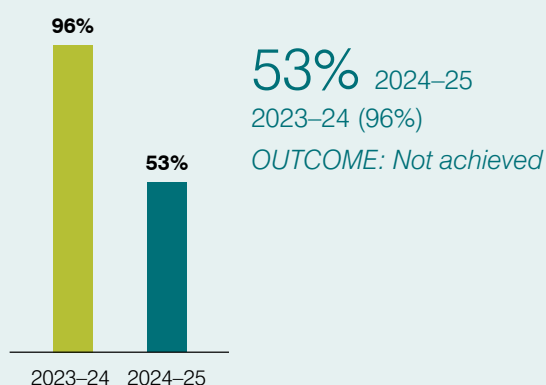
PERFORMANCE MEASURE:

Delivery of robust skills assessments for prospective migrant teachers to support national workforce supply.

TARGET:

90% of assessment-ready skills assessment outcomes are delivered within 6 weeks.

90% of assessment-ready skills assessment outcomes are delivered within 6 weeks



Between October 2024 to March 2025, AITSL experienced an unprecedented 44 per cent increase in skills assessment applications compared to the same period in the previous year. In addition, there has been a notable rise in applications with complex qualifications that do not clearly align with the *Australian Qualifications Framework* (AQF) levels. Consequently, assessment timeframes have been impacted. AITSL provides weekly updated advice on its website to inform applicants about the estimated timeframe for application assessments.

In 2024–25, AITSL delivered 5,778 'suitable' skilled migration assessment outcomes (out of a total of 6,001 completed applications) to teachers seeking to migrate to Australia. This represents a 26 per cent increase in completed suitable outcomes compared to the prior year, despite the transition of responsibility to deliver assessments for the Early Childhood (Pre-primary School) Teacher occupation to the Australian Children's Education & Care Quality Authority (ACECQA) in December 2024, in alignment with their role overseeing the National Quality Framework for early childhood education and care services.

AITSL has continued to support migrant teachers and employers of migrant teachers through a suite of new resources developed in 2024–25 and made available on the *Migrate to Australia* webpages on the AITSL website. AITSL is also embarking on enhanced processes and systems to minimise the risk of fraudulent submissions and the delivery of secure assessment outcomes as part of our skills assessment service offering.



Influencing expertise

Initial teacher education accreditation panels

PERFORMANCE MEASURES:

Provision of national panel training for the ITE accreditation system, including panel chair training events

Provision of interstate panellists for ITE panels, based on teacher regulatory authority (TRAs) requests

TARGETS:

At least 3 national panel training events are delivered each year.

At least 1 panel chair training event is delivered each year.

All (100%) requests for interstate representation on national ITE panels are met.

Core content is included in all (100%) panel training sessions.

At least 3 national panel training events are delivered each year



3 panel training events held in September 2024, March 2025, and June 2025

OUTCOME: Achieved

At least 1 panel chair training event is delivered each year



2 panel chair training events held in September 2024 and May 2025

OUTCOME: Achieved

All (100%) requests for interstate representation on national ITE panels are met



100%

OUTCOME: Achieved

Core content is included in all (100%) panel training sessions



100%

OUTCOME: Achieved

Teaching performance assessments

PERFORMANCE MEASURE:

The proportion of ITE providers across Australia which have an endorsed teaching performance assessment (TPA)

TARGET:

All accredited ITE programs (100%) across Australia have an endorsed TPA in place.

All accredited ITE programs (100%) across Australia have an endorsed TPA in place



100%

OUTCOME: Achieved

AITSL continues to ensure all 47 ITE providers across Australia have an endorsed teaching performance assessment (TPA) in place, with 12 TPAs endorsed in total. A newly established quality assurance committee, the Australian Moderation and Assessment Advisory Committee (AMAAC), has assumed responsibility of the former Expert Advisory Group (EAG), including endorsement of new TPAs. AITSL delivered 5 ITE panel training events (3 combined Stage One and Stage Two events, and 2 panel chair events) in 2024–25. These training events trained 75 Stage One panellists, 98 Stage Two panellists, and 24 new panel chairs, representing all states and territories across Australia. Executive Officers from teacher regulatory authorities (TRAs) assisted with the panel training. Attendees at the training events included TRA council/board members and TRA Executive Officers. Panel training supports a consistent national approach to accreditation of ITE programs in Australia, in line with the ministerially agreed framework.

AITSL also continued to coordinate the provision of interstate panellists based on TRA requests. During the 2024–25 period, 34 panellists from different states or territories were provided to TRAs to serve on accreditation panels for ITE programs. This aligns with the total number of ITE accreditation panels conducted nationally during the year, noting that in some cases multiple programs from a provider are assessed by a single panel.

AITSL continues to maintain and publish the list of accredited ITE programs across Australia, which is available on the [AITSL website](#).

Enhancing expertise

High-quality, evidence-based tools, resources, and guidelines

PERFORMANCE MEASURE:

Availability and use of high-quality, evidence-based tools, resources, and guidelines that support strategic initiatives.

TARGET:

Development and/or promotion of high-quality evidence-informed tools, resources, and commissioned products.

Development and/or promotion of high-quality evidence-informed tools, resources, and commissioned products.



Qualitative – see further information provided below.

OUTCOME: *Achieved*

Effective consultation is a critical component in AITSL's development and promotion of tools, resources, and guidelines to support teachers and school leaders. AITSL uses a range of strategies to engage with stakeholders. Advice from stakeholders is used to ensure AITSL's work is high quality, relevant, evidence informed, and fit for purpose.

Program of Work Outputs

AITSL has successfully delivered programs of work that have been key to promoting excellence in teaching and leadership in the education profession throughout 2024–25.

Indicators of success include:

Teachers and Principals

AITSL continued to support the implementation of the *Australian Professional Standards for Teachers* (Teacher Standards) and the *Australian Professional Standard for Principals* (Principal Standard) to help teachers and leaders better understand and develop their practice.

AITSL's tools and resources connected to the Teacher Standards and Principal Standard were promoted through the *Thrive in 2025* campaign and communications channels such as AITSL Mail and AITSL social media platforms.

AITSL presented at multiple conferences throughout 2024–25 to promote AITSL's work and build awareness of the Teacher Standards and other tools and resources among teachers, leaders, teacher educators, school system and sector representatives, and other stakeholders.

In 2024, in collaboration with ACECQA, AITSL undertook extensive consultation to develop resources to support early childhood education and care teachers, leaders, and employers to:

- understand the benefits of using the Teacher Standards
- see how the Teacher Standards map to the *National Quality Standard* (NQS) and *Belonging, Being and Becoming: The Early Years Learning Framework for Australia* (EYLF)
- access information from teacher regulatory authorities (TRAs), to find local registration requirements and know who to contact for support when needed.

These resources were noted by Education Ministers in December 2024 and subsequently published in February 2025.

AITSL is also undertaking a comprehensive review of all currently available resources to ensure they remain current, inclusive, culturally responsive, and aligned to national frameworks.

Enhancing expertise

Middle Leaders

The [Professional Standards for Middle Leaders](#) (Middle Leader Standards) recognise the complexity and importance of the role of middle leaders across Australia. They bridge the gap between the Teacher Standards and the Principal Standard and identify the key capabilities that are required to be an effective middle leader.

In 2024–25, AITSL supported education systems and sectors across Australia to implement the Middle Leader Standards. This includes delivery of professional learning workshops to networks of middle leaders and principals, and provision of policy advice for system and sector leaders. AITSL also collaborated with multiple education sectors to design an implementation pilot of the Middle Leader Standards to commence in 2025–26. The implementation pilot will collect data that can inform the development of targeted resources and professional learning, and it will identify barriers and enablers to effective implementation of the Middle Leader Standards.

AITSL commenced development of professional learning resources to support growth of middle leadership capabilities and guide implementation of the Middle Leader Standards in schools.

AITSL advanced work toward national adoption of the Middle Leader Standards by preparing a paper and briefing for the Schools Policy Group (SPG) in August 2024, ahead of scheduled consideration by the Australian Education Senior Officials Committee (AESOC) and Education Ministers Meeting (EMM) in the second half of 2025.

National Teacher and Leadership Frameworks and the Disability Standards for Education 2005 (DSE)

AITSL's DSE implementation resources provide support for teachers and school leaders to understand and meet their obligations under the DSE, increasing clarity of inclusive education practices.

AITSL continues to promote the DSE resources through AITSL Mail, directed campaigns, and social media platforms.

International support and connection

In 2024–25, AITSL continued to support the Australian Government's diplomatic and foreign affairs priorities by sharing our expertise in teacher quality, school leadership, and system-level improvement in education globally.

AITSL contributed to the Australian Government's efforts in India, commencing a collaborative project with the Department of Education, assessing the alignment between India's and Australia's teacher education standards.

AITSL also maintained strong relationships with the Department of Foreign Affairs and Trade (DFAT) and the Organisation for Economic Co-operation and Development (OECD) Minister Counsellor for Australia. AITSL was invited to present online to an OECD forum in Egypt, further strengthening our international profile as a thought leader in education policy and practice.

AITSL's international engagement extended to sharing insights into Australia's education system and workforce expertise with visiting delegations from the Philippines, Indonesia, the Kingdom of Saudi Arabia, Singapore, Kazakhstan, the United Arab Emirates, the United Nations Educational, Scientific and Cultural Organization (UNESCO) Teacher Education Centre in Shanghai, and the Committee on Education of the Swedish Parliament.

These activities reflect growing international interest in AITSL's frameworks and approaches and underscore our role in supporting the Australian Government's objectives through education partnerships, capability building, and policy advice.

Enhancing expertise

National Teacher Workforce Action Plan

Several of AITSL's programs of work in 2024–25 were completed to meet commitments under the National Teacher Workforce Action Plan, as follows:

Action 5 – Provisional and conditional registration

Education Ministers approved amendments to the *Framework for Teacher Registration in Australia*, which were designed to better reflect contemporary practice across jurisdictions, incorporate language inclusive of early childhood settings, and emphasise the importance of child safety. Draft amendments were finalised in June 2024 before being submitted for Ministerial consideration and approval in 2024–25.

Action 8 – Teacher Education Expert Panel (TEEP)

The following actions were undertaken to implement recommendations of the Teacher Education Expert Panel (TEEP):

- AITSL has continued to progress work which enables the implementation of core content in all ITE programs by December 2025 (TEEP Recommendation 2), following the publication of the [Addendum to the Accreditation of initial teacher education programs in Australia: Standards and Procedures](#) (Accreditation Standards and Procedures) in 2023–24.
- In April 2024, AITSL began reviewing the Accreditation Standards and Procedures to incorporate the addendum and create a more streamlined accreditation process. AITSL consulted with key stakeholders and partners throughout 2024 on the Accreditation Standards and Procedures. In May and June 2025, the draft revised Accreditation Standards and Procedures were submitted to SPG and AESOC for progression to EMM in July 2025.
- AITSL has supported the work of the ITE Quality Assurance Oversight Board in undertaking cross-institutional moderation of teaching performance assessments (TPAs) and developing an ITE Provider Data Dashboard.
- The Australian Government commissioned AITSL to develop the *Australian Professional Experience Guidelines* in response to Recommendation 9 of the TEEP Report to provide clear directions for planning and delivering high-quality professional experience placements across Australia. The Guidelines were released in October 2024 to clarify roles and responsibilities for all key parties and include strategies to improve consistency in the delivery of professional experience across Australia, and reduce administrative burden for ITE providers, education systems, schools, early childhood settings, and TRAs. The published Guidelines include a Professional Experience Assessment and Reporting template to support a nationally consistent approach to professional experience.

Action 14 – Support early career teachers and new school leaders including mentoring and induction

AITSL drafted a set of Mentoring Guidelines to support the *Guidelines for the Induction of Early Career Teachers in Australia* and the *Australian Professional Experience Guidelines*.

The Mentoring Guidelines describe the skills and knowledge required of effective mentors and the components of an effective mentoring program.

Enhancing expertise

Action 17 – Highly Accomplished and Lead teachers (HALTs)

AITSL initiated a national HALT moderation process to evaluate consistency of certification judgements across certifying authorities and also made further improvements to the national HALT Assessor Training Program as part of quality assurance work under the [Framework for the Certification of Highly Accomplished and Lead Teachers](#).

AITSL is in the process of refining the moderation methodology to ensure it is fit for purpose and responsive to future changes in certification policy and process by certifying authorities.

Action 21 – Effective use of ITE students, teaching assistants and other non-teaching staff

AITSL worked with the Queensland Department of Education along with numerous stakeholders to develop the draft *Guidelines to Support the Optimal Deployment of Teaching Assistants in Australian Classrooms* (Teaching Assistant Guidelines). The aim of the Teaching Assistant Guidelines is to reduce teacher workload and contribute to student progress and achievement.

The draft Teaching Assistant Guidelines have been provided to Education Ministers for consideration and agreement in July 2025.

Action 25 and Action 26 – Better understanding future workforce needs

Nationally consistent teacher workforce projections (Action 25) and ITE graduate supply projections (Action 26), disaggregated by region and by subject specialisation, were produced and provided to the Australian Teacher Workforce Data (ATWD) Oversight Board in December 2024. The modelling approaches for the projections were developed in collaboration with jurisdictions, systems, and sectors. The projections have been submitted to Education Ministers for approval to publish.

The production of a second round of disaggregated projections, based on the latest data in the ATWD for the teacher workforce and ITE students, is due to be completed by December 2025.

Action 27 – Develop and publish data about teacher wellbeing and career intentions

Responding to Action 27, additional questions on teacher wellbeing were introduced in the Australian Teacher Workforce Survey (Teacher Survey) in 2023. This included 4 questions in the Teacher Survey specifically relating to workplace wellbeing and stress, plus a series of additional questions, which respondents could opt into after completing the main part of the Teacher Survey.

Of the teachers who completed the main Teacher Survey, just under 53 per cent (n=22,509), also opted into the wellbeing module. Analysis of the 2023 data has been completed in 2024–25, and draft publications presenting these data have been reviewed by SPG and AESOC. The results on teacher wellbeing have been approved by Education Ministers to publish.

Enhancing expertise

Indigenous Cultural Responsiveness Initiative

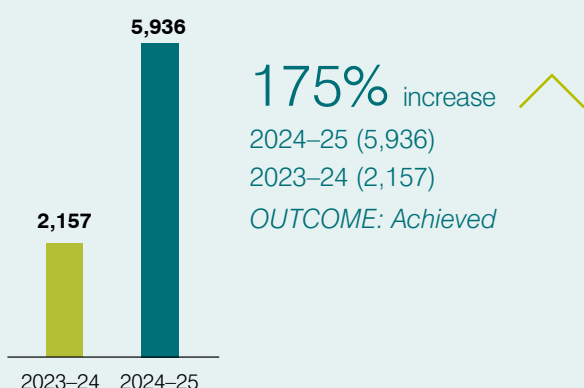
PERFORMANCE MEASURE:

Availability and use of high-quality resources that increase the Indigenous cultural responsiveness of teachers and school leaders across Australia.

TARGET:

5% annual increase in the use of AITSL's resources focused on improving the Indigenous cultural responsiveness of teachers and school leaders.

5% annual increase in the use of AITSL's resources focused on improving the Indigenous cultural responsiveness of teachers and school leaders



In partnership with the Australian Government Department of Education, AITSL continued its commitment to strengthening the cultural responsiveness of Australia's teaching workforce. In April 2025, AITSL concluded an implementation trial designed to strengthen the evidence base surrounding teacher and school leader engagement with the *Indigenous cultural responsiveness self-reflection tool*. The trial also aimed to identify opportunities for enhancing the self-reflection tool's usability and effectiveness.

The trial was conducted across Terms 3 and 4 of 2024 and Term 1 of 2025, involving schools from all education sectors. A targeted recruitment approach to the implementation trial significantly increased awareness of the tool more broadly, likely contributing to the 175 per cent increase in tool users. A total of 77 schools participated, with 106 teachers and school leaders consenting to and completing a survey. Additionally, 2 focus groups were held to gather deeper qualitative insights and further inform the refinement of the tool.

To support broader uptake of the Indigenous Cultural Responsiveness Toolkit, AITSL actively promoted the work through engagement at national conferences. Conference presentations highlighted the toolkit's design and purpose demonstrating its potential to strengthen culturally responsive practices in schools.

In February 2025, arrangements were confirmed for the next phase of the Indigenous Cultural Responsiveness Initiative (ICRI). This work contributes to the *Better and Fairer Schools Agreement* by supporting efforts to enhance cultural safety in schools – ultimately helping to close educational gaps and improve outcomes for Aboriginal and Torres Strait Islander students.

The new phase of work, due for completion by 2027, focuses on building greater understanding of the key components that contribute to a culturally safe learning environment. A central component of the work is the development of professional learning resources and materials, targeted predominantly at non-Indigenous leaders, teachers, and other staff.

Enhancing expertise

Research translation

PERFORMANCE MEASURE:

Availability of accessible research that supports stakeholder implementation of national policies, frameworks, tools, and resources

TARGETS:

Publish 4 high-quality, evidence-informed Spotlight or Collaborate research reports.

5% annual increase in views of Spotlights and Collaborates.

Publish 4 high-quality, evidence-informed Spotlight or Collaborate research reports.



0 Spotlights published

3 Spotlights drafted

OUTCOME: Not achieved

5% annual increase in views of Spotlights and Collaborates.



1.3% increase 

2024–25 (154,648)

2023–24 (152,722)

OUTCOME: Not achieved

The publication of Spotlights topics for 2025–26 was largely contingent on external factors. The drafting process was undertaken for a 2-part Spotlight series on *Improving Induction* while awaiting the release of relevant data through the ATWD initiative in late 2024–25. A further Spotlight is drafted and awaiting publication following Education Ministers' consideration and agreement on the publication of the Teaching Assistant Guidelines.

To support teachers, leaders, and others involved in education to engage in best practice, AITSL has provided research and evaluation expertise across multiple projects. The AITSL Spotlight series has provided evidence summaries that synthesise educational research on key topics relevant to Australia's teaching profession. In 2024–25, AITSL gathered data analytics and stakeholder input to assess how we can provide meaningful and useful evidence-informed support to teachers and leaders. A responsive new design is in development for 2025–26 with a focus on engagement and accessibility of research and evidence in schools.

Enhancing expertise

Australian Teacher Workforce Data (ATWD) initiative

PERFORMANCE MEASURE:

Number of stakeholders who submit data to the ATWD, when requested

TARGETS:

All (100%) TRAs contribute TRA data to the ATWD.

3% annual increase in responses to the Australian Teacher Workforce Survey (Teacher Survey).

All (100%) TRAs contribute TRA data to the ATWD



100%

OUTCOME: Achieved

3% annual increase in responses to the Teacher Survey.



4.3% decrease ✓

2024 (48,392)

2023 (50,556)

OUTCOME: Not achieved

All TRAs provided teacher registration data to the ATWD initiative in 2024, continuing national coverage of the registered teacher workforce.

The national completion rate to the Australian Teacher Workforce Survey (Teacher Survey) for 2024 was 7.3 per cent of all registered teachers (39,976 completions). The Teacher Survey is the largest survey of its kind in Australia. The completion rate for 2024 represents a decrease of 5.9 per cent (n=2,521) in the number of complete responses compared to 2023 (42,497 completions), and a 4.1 per cent increase in comparison to 2022 (38,415 completions).

While most teachers who participate in the Teacher Survey complete it, many partial responses can be included in data analysis and as such, response rates offer a better metric of overall participation in the Teacher Survey.

In 2024, the national response rate to the Teacher Survey was 8.9 per cent (48,392 responses), a 4.3 per cent decrease compared to 2023 (50,556 responses), and an 8.4 per cent increase compared to 2022 (44,644 responses). In response, AITSL has taken several actions to improve the response rate for the 2025 Teacher Survey, both through direct communication channels to teachers as well as work supporting key partners to promote the survey within their networks.

The ATWD optimised its digital delivery of data and reporting in 2024–25 by aligning data releases with *National Trends* publications to support users to explore and interpret the ATWD initiative's ITE and teacher workforce data.

The new Australian Teacher Workforce Data Portal (Data Portal) was launched in December 2024 with new ITE data (2005–2022) and updated in June 2025 with new teacher workforce data (2018–2023). The new Data Portal offers an interactive user interface, enabling exploration of longitudinal data collected by the ATWD.

The ATWD's flagship publication series, *National Trends*, complements the ITE and teacher workforce data in the Data Portal. In 2024–25, the *National Trends* series was refreshed with improved charts and tables and interactive modal elements that help guide users through the data.

Published on 12 December 2024, *National Trends: Initial Teacher Education Pipeline* (reference period: 2005–2022) provides insight into emerging national trends in the supply of teachers through ITE. Published on 17 June 2025, *National Trends: Teacher Workforce* (reference period: 2019–2023) presents data on the characteristics of the teacher workforce, reporting on trends in demographics, employment conditions, and the challenges faced by the profession.

In August 2024, the second edition of the *In Focus* series was published – *In Focus: Early Childhood Teachers*. This publication presents new data on the career lifecycle of registered early childhood teachers and early childhood/primary qualified teachers in Australia, from the beginning of their teaching career through ITE, to their experiences in the teacher workforce, and their future career intentions. This is the first time that such comprehensive findings have been published on registered early childhood and early childhood/primary teachers through the ATWD.

Esteeming expertise

National teacher certification

PERFORMANCE MEASURE:

Stakeholder engagement with national teacher certification.

TARGET:

Increase (≥ 1) in system and sector participation in Highly Accomplished and Lead teacher (HALT) certification

Sustained engagement with current HALTs including through development and distribution of 3 Expertise Matters e-newsletters:

- Number of e-newsletters developed and distributed
- e-newsletter opens
- subscribers to e-newsletters

Increase (≥ 1) in system and sector participation in Highly Accomplished and Lead teacher (HALT) certification.



3 increase

2024–25 (21)

2023–24 (18)

OUTCOME: *Achieved*

Sustained engagement with current HALTs including through development and distribution of 3 Expertise Matters e-newsletters



4

Number of e-newsletters developed and distributed

OUTCOME: *Achieved*

Sustained engagement with current HALTs including through development and distribution of 3 Expertise Matters e-newsletters



57% increase

Number of e-newsletters opens

2024–25 (4,682)

2023–24 (2,983)

OUTCOME: *Achieved*



15.6% increase

Number of subscribers to e-newsletters

2024–25 (1,227)

2023–24 (1,061)

OUTCOME: *Achieved*

Esteeming expertise

Highly Accomplished and Lead teachers

PERFORMANCE MEASURE:

Total number of Highly Accomplished and Lead teachers (HALTs) nationally.

TARGET

20% annual increase in the number of HALTs nation-wide.

20% annual increase in the number of HALTs nation-wide



19% increase*

End-December 2024 (1,684)

End-December 2023 (1,410)

OUTCOME: Not Achieved

* To reach a 20% increase target, 282 additional certified HALTs were required. Certifying authorities notified AITSL of 274 (8 short of the target) certified in the calendar year of 2024.

AITSL continued to work with jurisdictions and the Certifying Authorities Network to support national teacher certification and implement the Framework for the Certification of Highly Accomplished and Lead Teachers, which was endorsed by Education Ministers as the new governing policy in July 2023. In 2024–25, the program was further expanded to include all 3 Tasmanian school sectors under the certifying authority of the Teachers Registration Board Tasmania (TRB Tasmania).

In 2024, 274 teachers achieved national certification as a Highly Accomplished or Lead teacher (HALT), the largest cohort to date, taking the cumulative total to 1,684 certified HALTs across Australia as of 31 December 2024. The HALT community is highly engaged with increases recorded both in e-newsletter opens and subscriber numbers.

Certification is currently available to teachers in all sectors in the Australian Capital Territory, New South Wales, Northern Territory, Queensland, Tasmania, and South Australia; the Catholic and independent sectors in Victoria; and the independent sector in Western Australia.

In May 2025, AITSL convened the ninth HALT Summit in Canberra. This event was delivered in person and online, bringing together over 500 total attendees (including certified teachers and key stakeholders) for a professional learning and networking event. The HALT Summit has acted as AITSL's flagship event to promote national teacher certification and showcase the expertise of HALTs across Australia.

Senior Management

Senior Officers from 1 July 2024 to 30 June 2025

Tim Bullard

BA LLB (Hons)

Chief Executive Officer

(from 21 October 2024)



Tim Bullard brings a deep commitment to equity, learning, and public service to his role as Chief Executive Officer of the Australian Institute for Teaching and School Leadership (AITSL).

With a career spanning law, public policy, and education leadership, in both Australia and the United Kingdom, Tim is passionate about improving outcomes for children and young people.

After holding senior policy roles in the Department of Premier and Cabinet and the Tasmanian Department of Education between 2004 and 2018, Tim was appointed Secretary of the Department of Education where he served for 5 years.

In 2022, Tim was appointed to lead the newly formed Department for Education, Children and Young People, bringing together education, child safety, and youth justice into a values-based organisation focused on ensuring every child is known, safe, well, and learning.

Appointed CEO of AITSL in 2024 for a 5-year term, Tim brings a collaborative and future-focused approach to national education leadership, supporting and championing quality teaching and school leadership as the key to making a positive difference in the lives of all children and young people.

Edmund Misson

BA (Hons) EMPA GAICD

Deputy Chief Executive Officer

(21 October 2024 to 17 March 2025)



Acting Chief Executive Officer

(1 July 2024 to 20 October 2024)

Edmund Misson was Acting and Deputy CEO of AITSL prior to taking up a position as Head of Division with the Organisation for Economic Co-operation and Development (OECD) in March 2025.

Edmund's considerable experience across education research, policy development, and policy implementation saw him successfully lead AITSL's work with all jurisdictions to deliver solutions that promote quality teaching and school leadership across Australia.

Joining AITSL in 2011, Edmund focused on using evidence to support teachers in all systems and sectors to excel at every stage of their teaching careers.

He led AITSL's role in helping to shape national reforms to initial teacher education for Graduate teachers, and several of AITSL's landmark national policies and frameworks, which are now being used by the profession in all states and territories.

Edmund previously held leadership roles with the Victorian Government, advising on a range of education, training, and other social policy issues. Edmund has a Master's degree in Public Administration.

Dianne Jickell

BA (Hons)



General Manager, Corporate

Dianne Jickell joined AITSL in May 2017. As General Manager, Corporate, she leads the digital, communications, workforce data delivery, people and culture, project management, information technology, and business services functions.

Dianne provides high-level strategic and operational leadership with a focus on supporting our purpose by strengthening AITSL's external reach and engagement through our digital platforms and communications, leading the Australian Teacher Workforce Data (ATWD) initiative, and creating a healthy, high-performing culture, and strong and adaptive operational foundations.

Prior to joining AITSL, Dianne was a senior executive at an Australian peak body, Philanthropy Australia, where she delivered several key initiatives to support the organisation's objectives and worked as part of the executive team to design and develop a refreshed direction for the organisation.

Lisa MacKay

BSc LLB MPICT GAICD FGIA NMAS



General Counsel and Company Secretary

Lisa MacKay joined AITSL in April 2017. As General Counsel and Company Secretary, Lisa provides legal support and advice to the Board and Executive, ensures the company's regulatory compliance, manages fraud control and risk, facilitates internal audits, supports high-quality company policies and operations, and leads the Teacher Migration Services and Support function.

Lisa is a legal professional with extensive experience working with boards and providing legal, risk, fraud management, operational, and strategic advice to government and the private sector.

Prior to joining AITSL, Lisa worked in private practice and in senior roles for state and Commonwealth governments. Lisa also holds a Bachelor of Science; a Masters of Policing, Intelligence and Counter Terrorism; is a PRINCE 2 Practitioner; a nationally accredited mediator; and is a Graduate of the Australian Institute of Company Directors and a Fellow of the Governance Institute of Australia.

Danny Pinchas

BEcon PGDipEd



General Manager, Teaching and School Leadership

Danny Pinchas has more than 15 years' experience as a leader across the education sector and joined AITSL in 2013.

As General Manager, Teaching and School Leadership, Danny leads AITSL's important work across initial teacher education reform, quality teaching support, and school leadership development.

Danny's responsibilities involve driving and supporting the development and implementation of a range of policy initiatives and resources to empower teachers and school leaders.

Prior to joining AITSL, Danny held positions at the Victorian Department of Education and Early Childhood Development. Before that, he spent several years in the Kimberley region of Western Australia, working in remote communities as a principal, teacher, and numeracy coach.

Allison Wetzels

BScBA MCom CPA



Chief Financial Officer

Allison Wetzels joined AITSL as the Chief Financial Officer in May 2024. Allison provides finance and strategic counsel to the Board and Executive, with an emphasis on strengthening financial acumen across the business to support AITSL's strategic objectives. Allison oversees the finance and procurement functions.

Allison brings a wealth of experience providing financial leadership in the delivery of core finance functions, budget and resource management, financial strategy, and governance and financial reporting. She is a member of CPA Australia and holds a Master of Commerce degree.

Previously, Allison held prominent senior finance leadership roles with the Victorian Government, including Interim Chief Financial Officer and Director, Financial Management and Reporting at the Department of Energy, Environment and Climate Action. Prior to this, Allison worked for a private accounting firm, leading corporate finance functions and providing board reporting for clients.

Corporate Governance Statement

Purpose

AITSL plays a key role in leading significant, national education reform for the Commonwealth, state, and territory governments to promote excellence in teaching, leadership, and initial teacher education to achieve maximum impact on student learning in all Australian schools. AITSL's delivers a program of work:

- in accordance with directions received from:
 - the Commonwealth Minister for Education
 - other federal ministers and national governance bodies
 - the AITSL Board of Directors
- through bilateral and multilateral agreements with states and territories
- with international governments and education partners pursuing best practice in education.

Corporate structure and governing legislation

AITSL commenced operations in January 2010 in Melbourne and is:

- a Commonwealth company as defined in section 89 (1) of the *Public Governance, Performance and Accountability Act 2013* (PGPA Act)
- a company subject to the *Corporations Act 2001*
- a registered charity subject to the *Australian Charities and Not-for-profits Commission Act 2012*
- wholly owned by the Commonwealth of Australia.
- a company limited by guarantee.

The Minister for Education, as the representative for the Commonwealth of Australia, is the sole shareholder of AITSL. The Hon Jason Clare MP was the Minister for Education during the 2024–25 financial year.

AITSL regularly reports to the Minister for Education, Minister for Finance, and the Australian Government Department of Education based on the reporting timetable detailed in AITSL's Grant Agreements and other requests from ministers. AITSL is also subject to parliamentary scrutiny through the Senate Estimates process.

As AITSL is owned by the Commonwealth of Australia, under section 250 N (4) of the *Corporations Act 2001*, it is not required to hold an annual general meeting.

AITSL operates under its own constitution with a Board of Directors (AITSL Board) that has decision-making authority. The AITSL Board is responsible for the overall governance of the company, setting the strategic direction and overseeing the performance of the organisation.

The AITSL Board is supported by a company led by a Chief Executive Officer (CEO), who is responsible for the ongoing management and operation of AITSL within the delegated authority and strategic direction set by the AITSL Board.

AITSL is committed to meeting high standards of corporate governance, which we consider essential to our long-term performance and sustainability, and in the best interests of our stakeholders.

AITSL's governance framework is regularly reviewed to ensure it aligns to government, regulatory, and legislative requirements.

AITSL's governance practices continue to evolve, having regard to the:

- PGPA Act and Public Governance, *Performance and Accountability Rule 2014* (PGPA Rule)
- *Corporations Act 2001*
- requirements of the *Australian Charities and Not-for-profits Commission Act 2012*
- relevant government policies and/or Government Policy Orders.

This statement, which was approved by the AITSL Board, outlines the most significant aspects of AITSL's corporate governance framework.

In addition to projects funded through its Grant Agreements and from other sources, from time to time the Minister for Education issues AITSL with letters of instruction specifying particular pieces of work under section 17.1 of the AITSL Constitution. During the 2024–25 financial year, the Hon Jason Clare MP, Minister for Education, provided AITSL with the following letters of instruction:

- **4 November 2024** | AITSL to:
 - work with the Australian Government Department of Education to assess the alignment of India's teacher education standards against Australia's *Accreditation of Initial Teacher Education Programs in Australia: Standards and Procedures* (Accreditation Standards and Procedures)
 - engage with India's National Council for Teacher Education to enhance understanding of Australia's Accreditation Standards and Procedures and identify ways Australia can support teacher education reforms in India.
- **18 February 2025** | AITSL to undertake work on Phase 3 of the Indigenous Cultural Responsiveness Initiative.

AITSL is undertaking work on these actions in line with milestones set out in Project Orders issued by the Department of Education.

No Government Policy Orders applied to AITSL during the reporting period.

The Board

AITSL is governed by a constitution that outlines its governance and operational powers, which are exercised by the AITSL Board.

The AITSL Board has also adopted a charter that sets out its role and responsibilities and those of the CEO. The AITSL Board is responsible for:

- setting AITSL's overall strategic direction and goals
- overseeing and monitoring organisational performance and the achievement of strategic goals and objectives
- monitoring financial performance and accountability
- setting specific limits of authority for Management
- reviewing and monitoring AITSL's risk management and compliance systems
- setting appropriate standards of corporate governance and codes of conduct
- protecting and enhancing AITSL's reputation.

The AITSL Board has also adopted several policies that set out legal requirements and ethical standards to which each Director is expected to adhere.

Appointments

In accordance with the AITSL Constitution, the AITSL Board is to be comprised of a minimum of 3 and a maximum of 11 Directors.

Directors are appointed by the Minister for Education consistent with the process outlined in the *Australian Government Cabinet Handbook*. The maximum term of appointment for a Director is for a period of up to 3 years, with serving Directors eligible for reappointment on the expiry of their term.

Under the AITSL Constitution, the Minister for Education, when appointing Directors, must have regard for their skills and expertise in a number of areas, including:

- teacher education
- regulation and accreditation of initial teacher education courses
- school leadership
- teacher practitioner expertise
- government school systems leadership and management
- non-government school systems leadership and management
- public policy
- governance, including audit, risk, and finance
- government liaison expertise.

Full details of current Directors including names, appointment dates, and qualifications are included in the Directors' Report on page 41.

Conflicts of interest and related party transactions

Upon appointment, each Director is required to complete a declaration of personal interests and has an ongoing obligation to keep the AITSL Board informed of any arising interests, including actual, potential, or perceived conflicts.

Any conflicts and related party transactions are dealt with in accordance with the AITSL Board Charter, AITSL Procurement Policy, and AITSL Board Conflict of Interest Policy.

During 2024–25, there were transactions with related entities with an aggregate value of \$0. Further information on related party transactions for 2024–25 can be found in Note 9 Related Party Disclosure on page 62 of the Financial Report.

Induction

On appointment, each Director receives a letter from AITSL confirming their appointment along with a comprehensive online induction program that outlines their statutory and legal obligations, compliance requirements, governance and reporting structures, policies, and contact information relevant to their appointment, and provides access to previous training offerings. Meetings with the AITSL Board Chair, Deputy Chair, Senior Executive, and other key staff are arranged, as well as training that covers their statutory obligations as an AITSL Board Director. Directors are also provided with bound copies of the AITSL Constitution for their reference.

To improve both their own and the AITSL Board's performance, Directors are encouraged, where appropriate, to undertake professional development, including the Company Directors Course through the Australian Institute of Company Directors.

Independent advisers

To allow Directors to fulfil their responsibilities and to exercise independent judgment when making decisions, the AITSL Board collectively, and each Director individually, has access to any information in the possession of AITSL. The AITSL Board also has the capacity to invite up to 2 persons with expertise in a specific area to attend a Board meeting and provide advice to Directors.

Meetings

Details of the number of AITSL Board meetings each Director was eligible to attend, and the number of meetings attended during the period from 1 July 2024 to 30 June 2025 are set out in the Directors' Report on page 41.

Remuneration

The Remuneration Tribunal determines the remuneration and travel allowances payable to Directors, which includes provision for an annual salary for the Chair and Deputy Chair. AITSL falls under the Remuneration Tribunal's *Remuneration and Allowances for Holders of Part-time Public Office Determination*. Full details of Directors' remuneration including annual salaries are in Note 8 Key Management Personnel Remuneration on page 63 of the Financial Report.

Education

AITSL maintains memberships with the Australian Institute of Company Directors (AICD) for the AITSL Board, and Directors have access to on-demand training and resources through this membership.

In September 2024, the AITSL Board undertook training on recognising and managing psychosocial hazards in the workplace provided by Comcare as part of expanded responsibilities around psychological health and safety in the workplace. In January 2025, the AITSL Board undertook a refresher course on strategic risk management as part of its annual review of strategic risks.

A number of Directors attended the 2025 AITSL Highly Accomplished and Lead teacher (HALT) Summit, which provides professional development to HALTs. Directors attended as representatives of the AITSL Board and experts in their respective fields.

Finally, during the reporting period, AITSL developed an online platform to provide Directors with ongoing learning support, including training in fraud and corruption; cyber security at AITSL; financial performance and reporting; and environmental, social, and governance (ESG) matters. This on-demand training will be available to the Board from the start of the 2025–26 financial year.

Board Committees

To assist in the performance of its responsibilities, the AITSL Board currently has 2 committees, each governed by a formal charter setting out its purpose, role, responsibilities, composition, structure, and membership.

Committee charters are reviewed every 2 years by Members, and any proposed changes must be approved by the AITSL Board. Each committee is chaired by an AITSL Director, who provides an oral and written report to the AITSL Board outlining the matters considered and any actions taken at the committee meeting.

The committees of the Board in 2024–25 included:

- Risk, Audit and Finance Committee
- Remuneration Committee.

Risk, Audit and Finance Committee

The primary objectives of the Risk, Audit and Finance Committee are to provide independent assurance and assistance to the Board on AITSL's risk control and compliance framework; assist the Board with its oversight responsibilities relating to risk management, internal control, and compliance frameworks; and fulfil the functions required under section 92(2) of the PGPA Act.

The Committee's charter outlines its composition, purpose, responsibilities, and reporting and administrative arrangements. A copy of the Risk, Audit and Finance Committee Charter can be found on the Governance page of the AITSL website:

aitsl.edu.au/about-aitsl/governance

Directors are paid for their attendance at Risk, Audit and Finance Committee meetings as per the Remuneration Tribunal's *Remuneration and Allowances for Holders of Part-time Public Office Determination*.

Attendance and Remuneration from 1 July 2024 to 30 June 2025					
Member	Position	Qualifications, Skills, Experience	Attendance	Remuneration (excl. GST)	Additional Information
Mr Christopher Wardlaw PSM OLY	Chair	Member of the AITSL Finance Committee from 2013 to 2016 Chair of the AITSL Finance Committee and Audit and Risk Committee from 2016 to 2020 Past member of the Athletics Australia Finance, Audit and Risk Committee Immediate past Chair of the Victorian Curriculum and Assessment Authority which has oversight of all audit, finance, and risk functions Bachelor of Education (Hons) with an Accounting Minor	Eligible to attend 4 meetings 3 meetings attended	\$0 Paid an annual salary as Deputy Chair of the AITSL Board	0
Dr Jennifer Buckingham OAM FRSN CF	Member	Not-for-profit Financial Management short course, Governance Institute of Australia Interpreting Financial Statements short course, Australian Institute of Company Directors (AICD)	Eligible to attend 4 meetings 4 meetings attended	\$0	0
Prof Lee Anne Perry AM GAICD EdD	Member	Graduate, AICD Company Directors Course Not-for-profit Risk Management short course, AICD Doctor of Education thesis: Risk and Accountability – Implications for School Principals Member of TAFE Queensland Audit, Finance and Risk Committee (2023 to current) Chair, National Catholic Education Commission Audit and Risk Committee (2015 to 2023) Member, Queensland Curriculum and Assessment Authority Audit and Risk Committee (2018 to 2023) Board Member, Queensland Non-State Schools Accreditation Board (2015 to 2023)	Eligible to attend 4 meetings 4 meetings attended	\$3,226	0
Mrs Karen Hogan FCPA GAICD BCom (Acc)	Independent Expert Member	Over 30 years' experience in governance with expertise in accounting, human resources, and information and communication technology Held roles in both the private and public sector in a variety of industries such as fast-moving consumer products, manufacturing, tourism, government regulation, agriculture, and cultural institutions Director of EGA Insights and provides strategic consulting advice on governance, accounting, internal controls, and business improvement opportunities	Eligible to attend 4 meetings 4 meetings attended	\$8,600	0

Remuneration Committee

The Remuneration Committee advises the AITSL Board on the salary, conditions, and performance of the CEO. The Committee usually meets at least 3 times a year and is comprised of the Board Chair and 2 Directors. Remuneration associated with higher duties for AITSL staff, including the Acting CEO, falls under AITSL's Remuneration and Benefits Policy.

Membership for 2024–25 consisted of Dr Michele Bruniges AM, Ms Beth Blackwood AM, and Ms Renee Lammon. Due to the recruitment of a new CEO, the Remuneration Committee met once during the reporting period.

Board Advisory Committees

The AITSL Board maintains 2 expert standing committees that provide policy advice and support to Directors and AITSL to assist in decision-making. Each committee is governed by formal terms of reference, setting out its purpose, role, responsibilities, composition, structure, and membership. The terms of reference for each committee are reviewed biennially by Members, and any proposed changes submitted to the AITSL Board for approval. Each committee is chaired by an AITSL Director, who provides an oral or written report to the AITSL Board outlining the matters considered and any actions taken at the committee meeting.

The 2 expert standing committees are:

- School Leadership and Teaching Expert Standing Committee
- Teacher Education Expert Standing Committee.

School Leadership and Teaching Expert Standing Committee (SLTESC)

SLTESC was established to advise the AITSL Board and Management on work AITSL is progressing to promote excellence in teaching and school leadership to maximise impact on student learning in all Australian schools.

To support the AITSL Board, SLTESC:

- provides expert advice and direction on matters relating to teaching and school leadership, drawing on knowledge of identified enablers and barriers, relevant to AITSL's remit, to maximising impact on student learning and evidence-informed practice to achieve excellence
- helps to quality assure work to improve development of policies, resources, and other AITSL-led initiatives that support teachers and school leaders.

Teacher Education Expert Standing Committee (TEESC)

TEESC was established to provide advice to the AITSL Board and Management on work AITSL is progressing related to initial teacher education (ITE) and the relationship between teacher education and transition to working as a teacher.

To support the AITSL Board, TEESC:

- provides expert advice and direction on current issues and changing practice in ITE and the relationship between ITE and the needs of the teacher workforce
- provides expert advice on AITSL's role in supporting national consistency of the accreditation process
- supports processes to improve the rigour of the accreditation process, including providing evidence of the relationship between teacher education and student learning
- advises on, and help quality assure, the development of resources to support ITE
- ensures advice is informed by relevant expertise.

Key management personnel

Key management personnel are those persons having authority and responsibility for planning, directing, and controlling the activities of AITSL, directly or indirectly, including any Board Director of AITSL.

The number of key management personnel that are included in the following table is 11, comprising 3 Executive Managers and 8 part-time, Non-Executive Directors.

Remuneration for key management personnel

		Short-term Benefits			Post-Employment Benefits	Other Long-Term Benefits			
Name	Position Title	Base Salary	Bonus	Other Benefits & Allowances	Super-annuation Contributions	Long Service Leave	Other Long-Term Benefits	Termination Benefits	Total Remuneration
Bullard, Tim	Chief Executive	310,995	0	27,217	22,565	4,974	0	0	365,750
Misson, Edmund	Deputy Chief Executive, Acting Chief Executive	271,398	0	0	21,186	4,556	0	0	297,140
Pinchas, Daniel	General Manager, Teaching and School Leadership	319,573	0	0	30,152	5,313	0	0	355,037
Bruniges, Michele	Chair	113,889	0	0	13,115	0	0	0	127,004
Wardlaw, Christopher	Deputy Chair	85,090	0	0	9,785	0	0	0	94,875
Blackwood, Beth	Non-Executive Director	7,743	0	0	890	0	0	0	8,633
Buckingham, Jennifer	Non-Executive Director	0	0	0	0	0	0	0	0
Lammon, Renee	Non-Executive Director	3,687	0	0	424	0	0	0	4,111
Mison, Andy	Non-Executive Director	6,882	0	0	791	0	0	0	7,674
Pendergast, Donna	Non-Executive Director	9,095	0	0	1,046	0	0	0	10,141
Perry, Lee Anne	Non-Executive Director	14,442	0	0	1,665	0	0	0	16,107

Remuneration for senior executives

		Short-term benefits			Post-employment benefits	Other long-term benefits		Termination benefits	Total remuneration
Total remuneration bands	Number of senior executives	Average base salary	Average bonuses	Average other benefits and allowances	Average superannuation contributions	Average long service leave	Average other long-term benefits	Average termination benefits	Average total remuneration
220,001–245,000	1	209,566	0	0	30,417	3,361	0	0	243,344
295,001–320,000	1	272,888	0	0	30,139	4,598	0	0	307,625
345,001–	1	316,224	0	0	30,156	5,360	0	0	351,740
370,000	0	0	0	0	0	0	0	0	0

Remuneration for other highly paid staff									
		Short-term benefits			Post-employment benefits	Other long-term benefits		Termination benefits	Total remuneration
Total remuneration bands	Number of senior executives	Average base salary	Average bonuses	Average other benefits and allowances	Average superannuation contributions	Average long service leave	Average other long-term benefits	Average termination benefits	Average total remuneration
260,000 – 270,000	0	0	0	0	0	0	0	0	0
270,001 – 295,000	0	0	0	0	0	0	0	0	0

Recognising and managing risk

AITSL's Risk Management Policy and Framework communicate the principles, tolerance, appetite, and responsibilities regarding risk management throughout AITSL. Risk management has been integrated into AITSL's governance, planning, and reporting framework.

The AITSL Board is responsible for the overall internal control framework and for reviewing its effectiveness. The framework is intended to provide assurance that appropriate internal controls have been implemented to identify, evaluate, and manage significant risks to the achievement of AITSL's objectives. These internal controls cover strategic, financial, operational, information technology, and compliance risks, and take the form of appropriate financial delegations; financial planning and reporting; strategic and operational planning, policies, and procedures; and internal audit practices.

Risk management

AITSL operates under a risk management policy that is consistent with the *Australian Standard: AS ISO 31000:2018 Risk management – Guidelines*. The policy allows for the proactive identification, assessment, and management of risks.

The AITSL Board is ultimately accountable for the management of risk and ensuring effective risk management practices are in place across AITSL. To fulfil these responsibilities, the AITSL Board is assisted by its Risk, Audit and Finance Committee.

During 2024–25, the AITSL Board undertook an in-depth review of its risk appetite and AITSL's strategic risk environment. This review was facilitated by an external third party. In addition to this review, business-as-usual risk management activities were undertaken by Management and the Risk, Audit and Finance Committee.

The Committee reviewed AITSL's updates to strategic risks at each meeting, provided advice to the Board, regularly considered major developments in the external environment, and updated the Strategic Risk Register accordingly.

AITSL will continue to work with the Risk, Audit and Finance Committee over the next 12 months to further develop the risk maturity of AITSL and an in-depth audit and review of AITSL's Risk Management Framework will be undertaken by an external third party in 2025–26.

Fraud and corruption control

AITSL maintains appropriate fraud prevention, detection, investigation, and reporting procedures and processes that are compliant and aligned to section 10 of the PGPA Rule, the Commonwealth Fraud Control Guidelines 2017, and the *National Anti-Corruption Commission Act 2022*.

AITSL reviews its Fraud and Corruption Risk Control Plan on an annual basis. This review is overseen and approved by the Risk, Audit and Finance Committee, with outcomes reported to the AITSL Board. A Fraud and Corruption Risk Register is also maintained by the Company Secretary and reviewed with the Senior Executive on an annual basis, with a report provided to the Risk, Audit and Finance Committee and AITSL Board every 6 months. AITSL's comprehensive internal audit program also tests controls and identifies fraud and corruption risks.

AITSL has an online fraud and corruption learning module that must be successfully completed by all staff annually and ordinarily conducts an annual fraud and corruption comprehension and investigation survey with staff. In 2024–25, it was determined that AITSL would forego its internal fraud and corruption survey given the participation of AITSL staff in the Commonwealth Integrity Survey commissioned by the National Anti-Corruption Commission.

AITSL has a reporting mechanism to allow parties outside the company to report suspected incidents of fraud and/or corruption at AITSL.

Internal audit

Internal audit is a key component of AITSL's governance framework. It provides independent and objective assurance and consulting activities designed to add value and improve AITSL's operations.

The internal audit function is an independent, outsourced function overseen by the AITSL Board through the Risk, Audit and Finance Committee. Internal audit reports are provided to the Committee for review in compliance with section 28 of the PGPA Rule. The Committee then advises the AITSL Board on any recommendations and actions.

Internal audits undertaken during 2024–25 include:

- Delegations of Authority | Board and Executive
- Procurement and Conflict of Interest.

External audit

Under section 98 of the PGPA Act, the Auditor-General is responsible for auditing the financial statements of Commonwealth companies.

Governance policies

The Board and staff of AITSL are expected to behave honestly and with integrity in their relationships with all stakeholders and to uphold the good reputation of AITSL. Governance policies have been developed to assist Directors and employees to understand what is expected of them. Core policies cover:

- conflicts of interest
- cyber security
- financial and human resources delegations
- fraud and corruption control
- gifts and hospitality
- privacy
- procurement
- public interest disclosure
- workplace behaviour
- work health and safety.

AITSL has also implemented a set of values that underpin and guide AITSL's work as a company, including individual performance reviews, recruitment, and policy development. These values are:

- being up for the challenge
- embracing change
- working together
- being respectful.

Location

AITSL's offices are located in Melbourne, Victoria; however, AITSL operates in a blended working environment, with staff working in almost every state and territory in Australia.

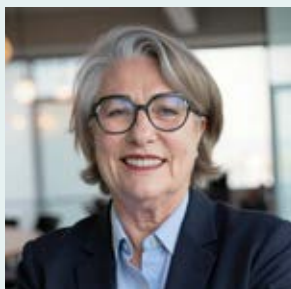
Funding

AITSL is funded by the Australian Government, intergovernmental forums, and through fee-for-service engagements to undertake work consistent with its constitutional remit.

Directors' Report

Board Directors from 1 July 2024 to 30 June 2025

Directors' qualifications and experience



Dr Michele Bruniges AM

DipTeach MEd PhD

Chair, Non-Executive Director

Dr Michele Bruniges AM was appointed Chair of the AITSL Board on 1 July 2023.

In her earlier executive career, Michele was Chief Executive of the Australian Capital Territory (ACT) Department of Education (2004–2008); held senior roles in the Australian Government Department of Education, Employment and Workforce Relations (2008–2011); and was Director-General of the New South Wales (NSW) Department of Education and Communities (2011–2016). Michele recently held the position of Secretary of Education in the Australian Government (2016–2023).

Michele's qualifications include a PhD in Educational Measurement, a Master's in Education, and a Diploma in Teaching. She is a Graduate of the Australian Institute of Company Directors, a Churchill Fellow, a Fellow of the Australian College of Educators, and a Fellow of the Australian Council for Educational Leaders. In 2012, Michele became a Member of the Order of Australia for service to public administration and was a joint recipient of the Inaugural 100 Women of Influence Award for her work in public policy.

Michele received national recognition in 2015 for her significant contribution to education as the recipient of the Australian Council for Educational Leaders Gold Medal Award. In that year, she was also awarded the Australian College of Educators' Sir Harold Wyndham Medal for her contribution to the education of young people in NSW.

In 2019, the Australian College of Educators awarded Michele its highest award, the College Medal, for her outstanding and sustained contributions to the fields of education across a range of sectors.

In April 2017, Michele became the first Australian appointed as Chair of the Organisation for Economic Co-operation and Development's (OECD) Programme for International Student Assessment (PISA) Governing Board and was reappointed for a third term in 2023.

At the end of 2023, Michele was a recipient of a Paul Ramsay Fellowship to examine concentrations of disadvantage. In undertaking this work, Michele has been appointed Industry Professor at the University of Technology Sydney's Centre for Social Justice and Inclusion.

In December 2024, Michele received an Honorary Doctor of Letters from the University of New South Wales.



Mr Christopher Wardlaw PSM OLY

BEd (Hons) DipEd

Deputy Chair, Non-Executive Director

Mr Christopher Wardlaw PSM OLY was appointed to the AITSL Board as Deputy Chair on 2 May 2016 and reappointed on 2 May 2019, 1 May 2022, 1 May 2023, and 1 May 2024.

Christopher completed a 9-year term as Chair of the Victorian Curriculum and Assessment Authority Board in April 2023. With an early career as a teaching fellow at university and then as a secondary teacher, Christopher has gained extensive experience relating to curriculum, assessment, and quality assurance for pre-primary, basic, and senior secondary education. He also has vast experience in the government and education sectors from working in senior leadership roles in Australia and Hong Kong.

Christopher was awarded the Public Service Medal in the 2013 Queen's Birthday Honours and was made a Fellow of Monash University in 2013.

Christopher also had a parallel career as an Olympian representing Australia in long-distance running in 1976 and 1980. He was head coach of the Australian track and field team at the Sydney Olympic Games in 2000 and has coached a range of elite distance runners. In 2000, he was awarded the Australian Sports Medal. Christopher was a Board member of Athletics Australia from 2016 to 2022 and was appointed a Life Governor in October 2022.



Ms Beth Blackwood AM

BA DipEd

Non-Executive Director

Ms Beth Blackwood AM was appointed to the AITSL Board on 17 June 2018 and reappointed for a second term from 31 September 2021, and a third term from 1 October 2024.

Beth was CEO of the Association of Heads of Independent Schools of Australia from 2016 to 2022. Prior to this, she had a 30-year career in the education sector, as teacher, head, deputy principal, and principal of various schools throughout Australia.

Beth is committed to the education and equality of young women and has served previously as President and Executive Board member of the Alliance of All Girls' Schools Australasia. She has been a member of many committees and working parties for the Association of Independent Schools of Western Australia.

Other areas of interest include the education of Indigenous students, International Baccalaureate programs, positive psychology, technology as an educational tool, and women's leadership.

Beth is currently a Director of Kardinia International College (Victoria) Board, Queenwood (NSW), and the Association of Independent Schools of NSW (AISNSW) Board. She is also a Director of PrincipalsHQ, a support network for heads of independent schools.

In 2022, Beth received an Order of Australia award for services to education and youth.



Dr Jennifer Buckingham OAM FRSN CF

BSc (Hons) PhD

Non-Executive Director

Dr Jennifer Buckingham OAM is Executive Director of the Centre for Education Statistics and Evaluation (CESE) in the New South Wales Department of Education. Prior to that, she was Director of Strategy and Senior Research Fellow at MultiLit, and Senior Research Fellow at The Centre for Independent Studies where she founded the Five from Five reading project. She is co-editor and co-author of the textbook *Effective Instruction in Reading and Spelling* (MRU Press, 2023), which is used in teacher education courses in universities in Australia, New Zealand, Ireland, Northern Ireland, and Scotland.

Jennifer's Churchill Fellowship report published in 2024, *An investigation of literacy instruction and policy in the United Kingdom and Ireland*, led to her being appointed to the International Ministerial Advisory Panel for Northern Ireland.

Jennifer is Fellow of the Royal Society of New South Wales and an Adjunct Associate Professor at La Trobe University.



Ms Renez Lammon

BEd

Non-Executive Director

Ms Renez Lammon was appointed to the AITSL Board on 17 June 2018 and reappointed for a second term on 1 August 2020, and a third term from 5 December 2023.

Renez brings over 20 years of experience in education to her current role as Principal of Casuarina Street Primary School in Katherine, Northern Territory. She has held a range of positions including teacher, Impact Coach, Assistant Principal, Principal, and Acting Senior Director, each shaping her strategic and practical approach to educational priorities. Renez is committed to building the capacity of educators through coaching and mentoring, with a focus on supporting every student to achieve their full potential.

As Chair of the AITSL Advisory Group for Aboriginal and Torres Strait Islander Education, Renez works in partnership with educators to strengthen outcomes for Aboriginal and Torres Strait Islander students.

Renez has led reform at both national and territory levels, championing the role of Highly Accomplished and Lead teachers and the value of national certification in driving teacher-led improvement. Achieving national certification as a Highly Accomplished teacher is an achievement she is proud of and is a strong advocate for the use of evidence and professional standards to support educators in understanding and communicating the impact they are having on their colleagues, their communities, and most importantly their students.



Mr Andy Mison

BMus DipEd

Non-Executive Director

Mr Andy Mison was appointed to the AITSL Board on 5 December 2023.

Andy has enjoyed a career spanning more than 3 decades in the arts and education. He is currently the President of the Australian Secondary Principals' Association, representing public secondary school principals and their school communities nationwide.

Andy has served as a teacher in NSW and the Northern Territory (NT), as principal of several schools in the NT and ACT, and as CEO of a large Registered Training Organisation delivering vocational education and training (VET) in schools.

Andy was a writer of the Australian Arts Curriculum and has been a creative curriculum consultant and developer. He led the schools performing arts program for the NT Department of Education from 2011 to 2016 and established several education initiatives supporting Aboriginal and Torres Strait Islander students and remote NT communities.

More recently, Andy played a leading role in the rollout of remote learning for ACT schools and vaccination programs for special schools during the COVID-19 pandemic as a Director of School Improvement.

Andy brings extensive practical experience to supporting Australian students, educators, and schools.



Professor Donna Pendergast AM

BAppSci GradDipTeach MEd PhD

Non-Executive Director

Professor Donna Pendergast AM was appointed to the AITSL Board on 17 June 2018 and reappointed for a second term from 31 September 2021, and a third term from 1 October 2024.

Donna is a distinguished educator and researcher with a profound commitment to transforming education. Currently, she serves as the Director of Engagement in the Arts, Education and Law Group at Griffith University, a role she has held since 2023. Prior to this, she was the Dean and Head of the School of Education and Professional Studies at Griffith University from 2009 to 2023.

With a career spanning over 3 decades beginning as a classroom teacher, Donna has made significant contributions to middle years education, focusing on adolescent learners, student engagement, and school reform. Her research emphasises creating positive learning environments and fostering inclusive educational practices. She currently holds an Australian Research Council Linkage grant for a project in this area, working in rural and regional contexts.

In recognition of her outstanding service to tertiary education, Donna was appointed a Member of the Order of Australia (AM) in 2024. In 2015, she received the Griffith University Vice Chancellor's Excellence in Research Supervision Award, and in 2017, a National Commendation from the Australian Council of Graduate Research for Excellence in Graduate Research Supervision. In 2018, she was awarded the Australian Council for Educational Leaders Miller-Grassie Award for Outstanding Leadership in Education. In 2022, Donna was awarded the Australian Association for Research in Education (AARE) Award for Outstanding Contribution to AARE and the profession. Beyond her academic achievements, she is a passionate advocate for the teaching profession, viewing it as integral to her identity and the broader educational landscape.

Donna's work continues to inspire and influence educational practices, making her a respected leader in the field. She is currently working closely with colleagues and school systems to research the area of Occupational Violence and Aggression and was recently appointed by the Queensland Minister for Education and The Arts as the Chairperson of the new Anti-Bullying expert committee as part of the nation-leading plan to tackle bullying in schools, which is supported by a \$33 million dollar commitment.



Professor Lee Anne Perry AM

BEd (Hons) DipCL MEd EdD DUniv FACEL FACE GAICD

Non-Executive Director

Professor Lee Anne Perry AM was appointed to the AITSL Board in March 2022 and reappointed for a second term effective from 21 March 2025.

Lee Anne is a Professor of Practice (Educational Leadership and Partnerships) at Queensland University of Technology (QUT). Prior to commencing in this role in February 2023, she was the Executive Director (CEO) of the Queensland Catholic Education Commission (QCEC).

Lee Anne has had a longstanding involvement in school education as a teacher, school, and system leader, including over 25 years as a principal.

Lee Anne has been a member of many state and national associations and committees concerned with school and higher education. She was a member of the Queensland Curriculum and Assessment Authority and Non-State Schools Accreditation Boards and Deputy Chair of the National Catholic Education Commission. She is also an Honorary Professor of the Australian Catholic University.

Lee Anne was awarded a Member of the Order of Australia in 2004 for significant service to secondary education as a principal, to curriculum development, and to professional education associations. In 2017, she was a panellist for the Review to Achieve Educational Excellence in Australian Schools led by David Gonski AC and a member of the STEM Partnership Forum chaired by the Chief Scientist, Professor Alan Finkel AO. Lee Anne was also a member of the Queensland Premier's Anti-Cyberbullying Taskforce.

Lee Anne is a passionate advocate for education from the early years to higher education, including vocational education and is particularly committed to supporting collaboration, partnerships, and connections within and between education sectors and systems.

Board of Directors' membership

AITSL is governed by an independent expert Board of Directors appointed by the Minister for Education consistent with the processes of the *Australian Government Cabinet Handbook*.

Board Director details from 1 July 2024 to 30 June 2025

Director	Director Details			Period as Director	
	Qualifications of Director	Experience of the Director	Position	Date of Commencement	Date of Cessation
Dr Michele Bruniges AM	Page 36	Page 36	Chair and Non-Executive Director	1 July 2023	30 June 2026
Mr Christopher Wardlaw PSM OLY	Page 37	Page 37	Deputy Chair and Non-Executive Director	1 May 2024 (reappointment)	30 April 2027
Mr Andy Mison	Page 39	Page 39	Non-Executive Director	5 December 2023	5 December 2026
Ms Beth Blackwood AM	Page 37	Page 37	Non-Executive Director	1 October 2024 (reappointment)	30 September 2027
Prof Donna Pendergast AM	Page 39–40	Page 39–40	Non-Executive Director	1 October 2024 (reappointment)	30 September 2027
Dr Jennifer Buckingham OAM FRSN CF	Page 38	Page 38	Non-Executive Director	1 October 2024 (reappointment)	30 September 2027
Prof Lee Anne Perry AM	Page 40	Page 40	Non-Executive Director	21 March 2025 (reappointment)	20 March 2028
Ms Renez Lammon	Page 38	Page 38	Non-Executive Director	5 December 2023 (reappointment, non-consecutive)	5 December 2026

Board Director meeting attendance from 1 July 2024 to 30 June 2025

Director	Board		Risk, Audit and Finance Committee		Remuneration Committee	
	Number eligible to attend	Number attended	Number eligible to attend	Number attended	Number eligible to attend	Number attended
Dr Michele Bruniges AM	6	6	0	0	1	1
Mr Christopher Wardlaw PSM OLY	6	6	4	3	0	0
Mr Andy Mison	6	4	0	0	0	0
Ms Beth Blackwood AM	6	4	0	0	1	1
Prof Donna Pendergast AM	6	6	0	0	0	0
Dr Jennifer Buckingham OAM FRSN CF	6	6	4	4	0	0
Prof Lee Anne Perry AM	6	6	4	4	0	0
Ms Renez Lammon	6	5	0	0	1	1

Principal activities

The principal activities of AITSL during the year were to play a lead role in national work on teacher quality and in promoting excellence in teaching and school leadership for the Commonwealth, state, and territory governments. AITSL does this by collaborating with our Key Partners to progress significant educational reforms to improve the quality of teaching and leadership and to strengthen the professionalism of teaching.

Operating result

The operating result for the year from ordinary activities was a surplus of \$3,729,260. The Statement of Comprehensive Income for the year ended 30 June 2025 in the company's Financial Report provides further information on the operating result.

Significant activities

Board appointments

During 2024–25, there were 4 Directors reappointed:

- Ms Bethlyn Blackwood AM, reappointed from 1 October 2024 to 30 September 2027
- Professor Donna Pendergast AM, reappointed from 1 October 2024 to 30 September 2027
- Dr Jennifer Buckingham OAM, reappointed from 1 October 2024 to 30 September 2027
- Professor Lee Anne Perry AM, reappointed from 21 March 2025 to 30 March 2028.

CEO Appointment

In 2024, the AITSL Board undertook a recruitment process for a new Chief Executive Officer. In October 2024, Mr Tim Bullard was appointed by the Minister for Education to the position for a 5-year period.

Auditor's independence declaration

A copy of the auditor's independence declaration as required by Division 60 of the *Australian Charities and Not-for-profits Commission Act 2012* and section 307C of the *Corporations Act 2001* is set out in the Auditor's Independence Declaration section of the Financial Report and forms a part of the Directors' Report for the financial year ended 30 June 2025.

Indemnification and insurance of Directors and Officers

During the year, the company paid insurance premiums to Comcover to indemnify its Directors and Officers for the professional risks associated with their responsibilities and role as Director or Officer.

Events subsequent to the end of the Financial year

No matters or circumstances have arisen since the end of the financial year that significantly affected, or may significantly affect, the operations of the company and the results of those operations.

Signed in accordance with a resolution of the AITSL Board.

Michele Bruniges

Dr Michele Bruniges AM

Chair

AITSL Board of Directors

Financial Report

For the year ended 30 June 2025

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Directors' Declaration

For the year ended 30 June 2025

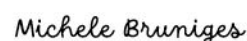
The Directors of the Australian Institute for Teaching and School Leadership Limited declare that:

1. The financial statements and accompanying notes, are in accordance with the *Australian Charities and Not-for-profits Commission Act 2012* and the *Corporations Act 2001* including:
 - a) Giving a true and fair view of the company's financial position as at 30 June 2025 and of its performance for the year ended on that date.
 - b) Complying with the Australian Accounting Standards - Reduced Disclosure Requirements (including the Australian Accounting Interpretations), the *Corporations Regulations 2001* and the *Australian Charities and Not-for-profits Commission Regulation 2022*; and
2. There are reasonable grounds to believe that the company will be able to pay its debts as and when they become due and payable.
3. The information disclosed in the Consolidated Entity Disclosure Statement is true and correct.

This declaration is made on 29 August 2025 in accordance with a resolution of the directors.



Chris Wardlaw PSM OLY
Deputy Chair



Dr Michele Bruniges AM
Chair

Auditor's Independence Declaration



Dr Michele Bruniges AM
Chair of the Board
Australian Institute for Teaching and School Leadership Limited
PO Box 299
Collins Street West VIC 8007

**AUSTRALIAN INSTITUTE FOR TEACHING AND SCHOOL LEADERSHIP LIMITED
FINANCIAL REPORT 2024–25
AUDITOR'S INDEPENDENCE DECLARATION**

In relation to my audit of the financial report of the Australian Institute for Teaching and School Leadership Limited for the year ended 30 June 2025, to the best of my knowledge and belief, there have been:

- (i) no contraventions of the auditor independence requirements of the *Corporations Act 2001*;
and
- (ii) no contravention of any applicable code of professional conduct.

Australian National Audit Office

Summer Wesche
Senior Director
Delegate of the Auditor-General
Canberra
28 August 2025

GPO Box 707, Canberra ACT 2601
38 Sydney Avenue, Forrest ACT 2603
Phone (02) 6203 7300

Independent Auditor's Report



INDEPENDENT AUDITOR'S REPORT

To the members of the Australian Institute for Teaching and School Leadership Limited

Opinion

In my opinion, the financial report of the Australian Institute for Teaching and School Leadership Limited (the Company) for the year ended 30 June 2025 is in accordance with the *Corporations Act 2001* and Division 60 of the *Australian Charities and Not-for-profits Commission Act 2012*, including:

- (a) giving a true and fair view of the Company's financial position as at 30 June 2025 and of its performance for the year then ended; and
- (b) complying with Australian Accounting Standards – Simplified Disclosures, the Corporations Regulations 2001 and Division 60 of the Australian Charities and Not-for-profits Commission Regulation 2013.

The financial report of the Company, which I have audited, comprises the following as at 30 June 2025 and for the year then ended:

- Director's Declaration
- Statement of Comprehensive Income;
- Statement of Financial Position;
- Statement of Changes in Equity;
- Statement of Cash Flows;
- Notes to the financial statements, comprising material accounting policy information and other explanatory information; and
- Consolidated Entity Disclosure Statement

Basis for opinion

I conducted my audit in accordance with the Australian National Audit Office Auditing Standards, which incorporate the Australian Auditing Standards. My responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Financial Report* section of my report. I am independent of the Company in accordance with the auditor independence requirements of the *Corporations Act 2001* and the relevant ethical requirements for financial report audits conducted by the Auditor-General and their delegates. These include the relevant independence requirements of the Accounting Professional and Ethical Standards Board's APES 110 *Code of Ethics for Professional Accountants (including Independence Standards)* (the Code) to the extent that they are not in conflict with the *Auditor-General Act 1997*. I have also fulfilled my other responsibilities in accordance with the Code.

I confirm that the independence declaration required by the *Corporations Act 2001*, which has been given to the directors of the Company, would be in the same terms if given to the directors as at the time of this auditor's report.

I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my opinion.

GPO Box 707, Canberra ACT 2601
38 Sydney Avenue, Forrest ACT 2603
Phone (02) 6203 7300

Independent Auditor's Report cont'd

Directors' responsibility for the financial report

The directors of the Company are responsible for the preparation of:

- (a) the financial report (other than the consolidated entity disclosure statement) that gives a true and fair view in accordance with Australian Accounting Standards— Simplified Disclosures, the *Corporations Act 2001* and the *Australian Charities and Not-for-profits Commission Act 2012*; and
- (b) the consolidated entity disclosure statement that is true and correct and in accordance with the *Corporations Act 2001*; and

for such internal control as the directors determine is necessary to enable the preparation of:

- (a) the financial report (other than the consolidated entity disclosure statement) that gives a true and fair view and is free from material misstatement, whether due to fraud or error; and
- (b) the consolidated entity disclosure statement that is true and correct and is free of misstatement, whether due to fraud or error.

In preparing the financial report, the directors are responsible for assessing the ability of the Company to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the directors either intend to liquidate the Company or to cease operations, or have no realistic alternative but to do so.

Auditor's responsibilities for the audit of the financial report

My objective is to obtain reasonable assurance about whether the financial report as a whole is free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes my opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with the Australian National Audit Office Auditing Standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of the financial report.

As part of an audit in accordance with the Australian National Audit Office Auditing Standards, I exercise professional judgement and maintain professional scepticism throughout the audit. I also:

- Identify and assess the risks of material misstatement of the financial report, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for my opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Company's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the directors.
- Conclude on the appropriateness of the directors' use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Company's ability to continue as a going concern. If I conclude that a material uncertainty exists, I am required to draw attention in my auditor's report to the related disclosures in the financial report or, if such disclosures are inadequate, to modify my opinion. My conclusions are based on the audit evidence obtained up to the date of my auditor's report. However, future events or conditions may cause the Company to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial report, including the disclosures, and whether the financial report represents the underlying transactions and events in a manner that achieves fair presentation.

I communicate with the directors regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that I identify during my audit.

Independent Auditors Report cont'd

I also provide the directors with a statement that I have complied with relevant ethical requirements regarding independence, and to communicate with them all relationships and other matters that may reasonably be thought to bear on my independence, and where applicable, actions taken to eliminate threats or safeguards applied.

Australian National Audit Office

A handwritten signature in black ink, appearing to read 'Summer Wesche', with a stylized flourish at the end.

Summer Wesche

Senior Director

Delegate of the Auditor-General

Canberra

29 August 2025

Statement of Comprehensive Income

For the year ended 30 June 2025

	Notes	2025 \$	2024 \$	Original Budget \$
INCOME				
Government funding	3.1	10,082,411	11,979,636	10,834,000
Service fees	3.2	9,765,738	10,483,317	5,131,000
Other revenue	3.3	2,592,327	-	-
Interest	10	806,325	634,971	300,000
Surplus /(loss) on disposal of assets		243	33,362	-
TOTAL INCOME		23,247,044	23,131,286	16,265,000
EXPENSES				
Board of Directors		352,168	551,151	479,000
Employee benefits	3.4	12,756,938	12,136,294	12,472,000
Administration	3.4	2,529,556	2,358,840	2,400,000
Programs	3.4	3,439,758	3,743,219	4,787,000
Depreciation and amortisation	4	439,364	749,727	463,000
TOTAL EXPENSES		19,517,784	19,539,231	20,601,000
Surplus/(Deficit) from ordinary activities		3,729,260	3,592,055	(4,336,000)
OTHER COMPREHENSIVE INCOME				
Items not subject to subsequent reclassification to net cost of services				
Changes in asset revaluation reserve		-	1,800	-
Total comprehensive surplus / (loss) for the year		3,729,260	3,593,855	(4,336,000)

The original budget was reported in the 2024 - 2025 Portfolio Budget Statements published in May 2024.

This statement should be read in conjunction with the accompanying notes.

Budget Variance Commentary

Budget variance explanations are outlined in Note 13.

Statement of Financial Position

For the year ended 30 June 2025

	Notes	2025 \$	2024 \$	Original Budget \$
ASSETS				
Current				
Cash and cash equivalents	3.5	9,422,203	6,038,422	2,644,000
Financial assets at amortised cost	5.1	9,787,382	8,163,894	4,000,000
Trade and other receivables	3.6	147,294	1,426,498	139,000
Other assets		551,390	337,510	24,000
Current assets		19,908,269	15,966,324	6,807,000
Non-current				
Property, furniture and equipment	4	1,604,102	2,036,478	2,158,000
Non-current assets		1,604,102	2,036,478	2,158,000
TOTAL ASSETS		21,512,371	18,002,802	8,965,000
LIABILITIES				
Current				
Supplier and other payables	5.2	1,386,988	781,202	312,000
Employee provisions	6	1,029,018	1,007,510	1,138,000
Lease liability	7	416,943	383,676	503,000
Unearned income		251,844	729,212	215,000
Current liabilities		3,084,793	2,901,600	2,168,000
Non-current				
Employee provisions	6	355,894	342,881	400,000
Other provisions	6	25,308	24,262	24,000
Lease liability	7	1,378,800	1,795,743	1,400,000
Non-current liabilities		1,760,002	2,162,886	1,824,000
TOTAL LIABILITIES		4,844,795	5,064,486	3,992,000
NET ASSETS		16,667,576	12,938,316	4,973,000
EQUITY				
Retained surplus		16,662,176	12,932,916	4,967,600
Asset Revaluation Reserve		5,400	5,400	5,400
TOTAL EQUITY		16,667,576	12,938,316	4,973,000

The original budget was reported in the 2024 - 2025 Portfolio Budget Statements published in May 2024.

This statement should be read in conjunction with the accompanying notes.

Budget Variance Commentary

Budget variance explanations are outlined in Note 13.

Statement of Changes in Equity

For the year ended 30 June 2025

	Retained earnings		Asset revaluation reserve		Total equity		Original Budget
	2025 \$	2024 \$	2025 \$	2024 \$	2025 \$	2024 \$	
Opening balance at 1 July	12,932,916	9,340,861	5,400	3,600	12,938,316	9,344,461	9,309,000
Comprehensive income							
Surplus / (loss) for the year	3,729,260	3,592,055	-	-	3,729,260	3,592,055	(4,336,000)
Other comprehensive income							
Changes in asset revaluation reserve				1,800		1,800	-
Total comprehensive surplus / (loss) for the year	3,729,260	3,592,055	-	1,800	3,729,260	3,593,855	(4,336,000)
Balance at 30 June	16,662,176	12,932,916	5,400	5,400	16,667,576	12,938,316	4,973,000

The original budget was reported in the 2024 - 2025 Portfolio Budget Statements published in May 2024.

This statement should be read in conjunction with the accompanying notes.

Budget Variance Commentary

Budget variance explanations are outlined in Note 13.

Statement of Cash Flows

For the year ended 30 June 2025

	Notes	2025 \$	2024 \$	Original Budget \$
OPERATING ACTIVITIES				
Cash received				
Government funding		11,231,047	12,366,000	14,834,000
Sales of services		9,450,288	10,642,400	5,131,000
Net GST received from the Australian Taxation Office		233,383	153,941	310,000
Interest		911,351	510,317	300,000
Other		2,591,801	-	-
Total cash received		24,417,870	23,672,658	20,575,000
Cash used				
Board of Directors		(352,168)	(551,151)	(479,000)
Employees		(12,624,505)	(11,877,371)	(12,542,000)
Operational expenses		(5,960,298)	(6,341,894)	(7,306,000)
Interest payments on lease liability		(83,209)	(94,862)	(83,000)
Total cash used		(19,020,180)	(18,865,278)	(20,410,000)
Net cash provided by operating activities		5,397,690	4,807,380	165,000
INVESTING ACTIVITIES				
Cash provided by/(used in)				
Purchase of furniture and equipment		(6,988)	(62,746)	(118,000)
Disposal of furniture and equipment		243	-	-
Investment in new term deposits		(1,623,488)	(4,699,884)	-
Net cash used in investing activities		(1,630,233)	(4,762,630)	(118,000)
FINANCING ACTIVITIES				
Cash used in				
Repayment of lease liabilities		(383,676)	(428,834)	(464,000)
Net cash used in financing activities		(383,676)	(428,834)	(464,000)
Net increase /(decrease) in cash held		3,383,781	(384,084)	(417,000)
Cash and cash equivalents at the beginning of the reporting period		6,038,422	6,422,506	3,061,000
Cash and cash equivalents at the end of the reporting period	3.5	9,422,203	6,038,422	2,644,000

The original budget was reported in the 2024 - 2025 Portfolio Budget Statements published in May 2024.

This statement should be read in conjunction with the accompanying notes.

Budget Variance Commentary

Budget variance explanations are outlined in Note 13.

Notes to the Financial Statements

For the year ended 30 June 2025

NOTE 1 – OBJECTIVE OF THE ENTITY

The objective of the Australian Institute for Teaching and School Leadership ('AITSL') is to provide national leadership for the Commonwealth, state and territory governments in promoting excellence in the profession of teaching and school leadership.

NOTE 2 - BASIS OF PREPARATION

2.1 Statement of compliance

The financial statements are required by section 42 of the *Public Governance, Performance and Accountability Act 2013*.

The financial statements have been prepared in accordance with:

- a) *Public Governance, Performance and Accountability (Financial Reporting) Rule 2015 (FRR)* ;
- b) Australian Accounting Standards and Interpretations - including simplified disclosures for Tier 2 Entities under AASB 1060 issued by the Australian Accounting Standards Board (AASB) that apply for the reporting period;
- c) the *Australian Charities and Not-for-profit Commission Act 2012* ; and
- d) the *Corporations Act 2001* .

The financial statements have been prepared on an accrual basis and in accordance with the historical cost convention, except for certain assets and liabilities at fair value. Except where stated, no allowance is made for the effect of changing prices on the results or the financial position. The financial statements are presented in Australian dollars.

AITSL has adopted all of the new or amended Accounting Standards and Interpretations issued by the AASB that are mandatory for the current reporting period. These have not had a material impact on the financial statements. New or amended Accounting Standards or Interpretations that were issued prior to the sign-off date and are applicable to future reporting periods are not expected to have a future material impact on AITSL's financial statements.

Notes to the Financial Statements

For the year ended 30 June 2025 cont'd

2.2 Economic dependency and going concern

AITSL is dependent on the Department of Education for the majority of the revenue used to carry out its ordinary activities. The current funding agreement with the Department of Education expires on 30 June 2027. At the date of this report the Board of Directors has no reason to believe that the Department of Education will not continue to support AITSL. These financial statements have been prepared on a going concern basis.

2.3 Use of estimates and judgments

The preparation of financial statements in conformity with Australian Accounting Standards required management to make judgments, estimates and assumptions that affect the application of accounting policies and the reported amounts of assets, liabilities, income and expenses. Actual results may differ from these assumptions.

Estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which estimates are revised and in any future period affected.

No estimate or judgment has made a significant impact on the amounts recorded in the financial statements. No accounting assumptions or estimates have been identified that have a significant risk of causing a material adjustment to the carrying amount of assets and liabilities in the next reporting period.

2.4 Taxation

AITSL is exempt from all forms of taxation except Fringe Benefits Tax (FBT) and the Goods and Services Tax (GST).

Revenues, expenses, assets and liabilities are recognised net of GST except:

- where the amount of GST incurred is not recoverable from the Australian Tax Office; and
- for receivables and payables.

2.5 Events after reporting period

No matters or circumstances have arisen since the end of the financial year that significantly affected, or may significantly affect, the operations of the company and the results of those operations.

Notes to the Financial Statements
For the year ended 30 June 2025 cont'd

Australian Institute for Teaching and School Leadership Limited - ACN 117 362 740

NOTES TO THE FINANCIAL STATEMENTS

For the year ended 30 June 2025

NOTE 3 - SIGNIFICANT ACCOUNTING POLICIES

3.1 Government Funding

	2025	2024
	\$	\$
Government Funding		
Core Funding	8,131,000	8,049,000
Project Funding	1,951,411	3,930,636
Total revenue from government funding	10,082,411	11,979,636

In determining the method of revenue recognition AITSL shall first determine whether an enforceable agreement exists and whether the promises to transfer goods or services are sufficiently specific.

Revenue recognition for the AITSL revenue sources is as follows:

Government Funding

The core funding can be used for all expense types and the income is recognised in the financial year in which it is received under the provisions of accounting standard AASB 1058 *Income of Not-for-Profit Entities*. Income received for project funding can only be used for project specific costs, and the income recognised in the financial year in which it is received under provisions of accounting standard AASB 1058.

Education Ministers Meeting (EMM, previously funded via Education Council)

Income received from the EMM will be recognised in the financial year in which it is received and accounted for under the provisions of accounting standard AASB 1058.

3.2 Service fees

	2025	2024
	\$	\$
Revenue from contracts with customers		
Rendering of services	9,765,738	10,483,317
Total revenue from contracts with customers	9,765,738	10,483,317

Disaggregation of revenue with contracts with customers

Major product / services:

Project income	3,637,519	5,254,379
Assessments	6,128,219	5,228,938
	9,765,738	10,483,317

Revenue - Service fees

Services which are provided that are subject to commercial terms and in accordance with an agreement with the customer. Income is recognised progressively as services are provided, in accordance with accounting standard AASB 15 *Revenue from Contracts with Customers*. Income received in advance of the service being provided is included as a liability and recognised as unearned income in the Statement of Financial Position.

Notes to the Financial Statements
For the year ended 30 June 2025 cont'd

NOTE 3 - SIGNIFICANT ACCOUNTING POLICIES (continued)

3.3 Other Revenue

	2025	2024
	\$	\$
Other revenue		
Gift	2,591,538	-
Other revenue	789	-
Total other revenue	<u>2,592,327</u>	<u>-</u>

A deed of gift was received from the Queensland Education and Leadership Institute (QELI) following cessation of its operations. The QELI Board identified AITSL as an organisation with a similar charitable purpose to receive the remaining QELI funds on wind up. A deed of gift was finalised in November 2024 to formalise the transfer of \$2,591,538 cash. AITSL determined that the deed of gift is not sufficiently specific to satisfy the criteria for AASB15 and the gift has been recognised in accordance with AASB1058 as income in the financial year received.

NOTE 3.4 – Expenses

	2025	2024
	\$	\$
Employee benefits		
Salary and wages	10,329,627	9,748,001
Superannuation expenses	1,391,128	1,283,918
Employee leave entitlements	1,036,183	1,104,375
Total employee benefits	<u>12,756,938</u>	<u>12,136,294</u>

Accounting policy for employee related expenses are contained in note 6.1.

Administration

Finance and interest charges	90,613	104,490
Insurances	97,325	240,378
Lease expenses	109,925	116,575
Professional services	1,237,099	1,083,088
Software and subscriptions	321,224	205,105
Other administration costs	673,370	609,204
Total administration	<u>2,529,556</u>	<u>2,358,840</u>

Programs

Casual staff and contractors	1,689,165	1,623,900
Finance and interest charges	90,592	66,157
Professional services	499,829	889,968
Software and subscriptions	473,465	402,728
Other program costs	686,707	760,466
Total programs	<u>3,439,758</u>	<u>3,743,219</u>

As stated in note 3.1, income received for projects can only be used for project specific costs. For example, AITSL uses casual staff and contractors to ensure that it meets all project timelines and deliverables. It also uses consultants and other professional services where it does not have specific expertise in-house to meet those targets.

Notes to the Financial Statements
For the year ended 30 June 2025 cont'd

NOTE 3 - SIGNIFICANT ACCOUNTING POLICIES (continued)

3.5 Cash and cash equivalents

	2025	2024
	\$	\$
Cash on hand	9,422,203	6,038,422
	<u>9,422,203</u>	<u>6,038,422</u>

Cash is recognised at its nominal amount. Cash and cash equivalents include cash on hand, demand deposits in bank accounts with an original maturity of 3 months or less that are readily convertible to known amounts of cash and subject to insignificant risk of changes in value. As at 30 June 2025, AITSL held term deposits with original maturities of 3 months totalling \$9,623,488 (refer Note 5.1). Although these deposits meet the maturity threshold of 3 months or less, management has the intention to roll over these deposits upon maturity rather than use them to meet short-term cash commitments.

3.6 Trade and other receivables

	2025	2024
	\$	\$
Government Funding	-	1,148,636
Non Government Income	33,409	194,801
Goods and Services Tax Receivable	113,885	83,061
Total trade and other receivables	<u>147,294</u>	<u>1,426,498</u>

Trade and other receivables include amounts due from contracts in the ordinary course of business. Receivables that are expected to be collected within 12 months of the end of the reporting period are classified as current assets.

Goods and Services Tax Receivable represents the refund that AITSL is entitled to after submitting its Business Activity Statement.

Notes to the Financial Statements

For the year ended 30 June 2025 cont'd

NOTE 4 – NON-CURRENT ASSETS

Property, furniture and equipment

	Building Right of use asset \$	Equipment \$	Cultural \$	Total \$
As at 1 July 2024				
Gross book value	2,199,310	116,214	25,700	2,341,224
Accumulated depreciation / amortisation	(266,583)	(38,163)	-	(304,746)
Net book value 1 July 2024	1,932,727	78,051	25,700	2,036,478
Movements				
Purchase of assets	-	6,988	-	6,988
Depreciation and amortisation expense	(399,875)	(39,489)	-	(439,364)
Net book value 30 June 2025	1,532,852	45,550	25,700	1,604,102

Net book value as of 30 June 2025 represented by:

Gross book value	2,199,310	123,202	25,700	2,348,212
Accumulated depreciation	(666,458)	(77,652)	-	(744,110)
Closing net book value	1,532,852	45,550	25,700	1,604,102

Per Balance Sheet:

Net book value as of 30 June 2025 represented by:

Gross book value	2,199,310	123,202	25,700	2,348,212
Accumulated depreciation	(666,458)	(77,652)	-	(744,110)
Closing net book value	1,532,852	45,550	25,700	1,604,102

Impairment

At each reporting date AITSL reviews the carrying value of its tangible and intangible assets to determine whether there is any indication that those assets have been impaired. If such an indication exists, the recoverable amount of the asset, being the higher of the asset's fair value less costs to sell and value in use, is compared to the asset's carrying value. Any excess of the asset's carrying value over its recoverable amount is expensed to the Statement of Comprehensive Income.

Notes to the Financial Statements

For the year ended 30 June 2025 cont'd

Australian Institute for Teaching and School Leadership Limited - ACN 117 362 740

NOTES TO THE FINANCIAL STATEMENTS

For the year ended 30 June 2025

Accounting Policy

Property, furniture and equipment

Capitalisation threshold

Purchases of fixtures, fittings and equipment are recognised in the Statement of Financial Position, except for purchases costing less than \$2,500 which are expensed in the year of acquisition.

Carrying amount

Fixtures, fittings and equipment are carried at cost less, where applicable, accumulated depreciation and impairment losses. Cultural art work is carried at fair value.

Right of Use asset

AITSL holds a lease agreement to occupy premises at 360 Elizabeth Street, Melbourne. The premises have been accounted for as a right of use asset. The asset is depreciated over the term of the lease.

Revaluation

Revaluation adjustments are made on a class basis bi-annually. Any revaluation increment is credited to equity under the heading reserves except to the extent that it reverses a previous revaluation decrement of the same asset class that was previously recognised through surplus and deficit. Revaluation decrements for a class of assets are recognised directly through other comprehensive income except to the extent that they reverse a previous revaluation increment for that class.

Any accumulated depreciation as at the revaluation date is eliminated against the gross carrying amount of the asset and the asset restated to the revalued amount.

Depreciation

The depreciable amount of all fixed assets is depreciated on a straight line basis over the asset's useful life to AITSL commencing from the time the asset is held ready for use. The depreciation rates used for each class of asset are based on the following estimated useful lives for current and comparative periods:

Building - right to use asset and make good asset - 5 years (2024: 5 years)

Equipment

Computer and office equipment - 3 years (2024: 3 years)

Depreciation methods, useful lives, and residual values are reviewed at each financial year end and adjusted if appropriate.

Cultural

Art works - Infinite life (2024: Infinite life)

AITSL has 3 paintings (2024: 3) with an aggregate fair value of \$25,700 (2024: \$25,700) painted by Australian artists Bessie Sims and Yumutjin Wununmurra. AITSL has classified them as cultural assets as they are primarily held for purposes that relate to their cultural significance. The paintings are deemed to have indefinite useful lives and hence are not depreciated. AITSL is responsible for ensuring the preservation of these assets.

Notes to the Financial Statements
For the year ended 30 June 2025 cont'd

NOTE 5.1 – FINANCIAL ASSETS AT AMORTISED COST

	2025	2024
	\$	\$
Financial assets at amortised cost		
Investment Term Deposits	9,623,488	8,000,000
Bond/ Lease Deposit	163,894	163,894
Total financial assets at amortised cost	<u>9,787,382</u>	<u>8,163,894</u>

Financial assets are measured at amortised cost if the assets meet the following conditions (and are not designated FVPL).

- they are held within a business model which has the objective to hold the financial assets and collect its contractual cash flows.
- the contractual terms of the financial assets give rise to cash flows that are solely payments of principal and interest on the principal amount outstanding.

After initial recognition, these are measured at amortised cost using the effective interest method. Discounting is omitted where the effect of discounting is immaterial. The cash and cash equivalents, trade and other receivables fall into this category of financial instruments as well as term deposits that were previously classified as held-to-maturity.

There are two types of term deposit utilised by AITSL, one are normal investment term deposits and the other is a term deposit lodged at the National Australia Bank to support the rental guarantee bond issued to the landlord.

NOTE 5.2 SUPPLIERS AND OTHER PAYABLES

	2025	2024
	\$	\$
Trade creditors and accruals	942,988	435,114
Accrued salaries and wages	444,000	346,088
Total suppliers and other payables	<u>1,386,988</u>	<u>781,202</u>

Trade and other payables represent liabilities for goods and services provided to AITSL prior to the end of the financial year which are unpaid.

Notes to the Financial Statements
For the year ended 30 June 2025 cont'd

NOTE 6 – PROVISIONS

	2025	2024
	\$	\$
Employee provisions		
Annual leave	746,313	753,795
Long service leave	638,599	596,596
Total employee provisions	<u>1,384,912</u>	<u>1,350,391</u>
Employee provisions expected to be settled in:		
No more than 12 months	1,029,018	1,007,510
More than 12 months	355,894	342,881
Total employee provisions	<u>1,384,912</u>	<u>1,350,391</u>
Other provisions		
Provision for make good	25,308	24,262
Total other provisions	<u>25,308</u>	<u>24,262</u>
	Provision for make good	Total
	\$	\$
As at 1 July 2024	24,262	24,262
Increase in provision	1,046	1,046
Total as at 30 June 2025	<u>25,308</u>	<u>25,308</u>

The fit-out contained in the lease for 360 Elizabeth Street was new and as a result AITSL made no alterations or modifications to that fit-out when taking possession. As no fit-out has been installed, there is not a make good requirement. Instead, AITSL will be required to pay a refresh fee of \$50 per square metre at the end of the lease. The refresh fee is recognised as the make good asset.

Notes to the Financial Statements

For the year ended 30 June 2025 cont'd

Accounting Policy

Provisions

A provision is recognised if, as a result of a past event, AITSL has a present legal or constructive obligation that can be estimated reliably, and it is probable that an outflow of economic benefits will be required to settle the obligation. Provisions are determined by discounting the expected future cash flows at a rate that reflects current market assessments of the time value of money and the risks specific to the liability. The unwinding of the discount is recognised as a finance cost.

Employee Provisions and Benefits

Provision is made for benefits accruing to employees in respect of wages and salaries, annual leave and long service leave for services rendered to the reporting date. Provision for 'short-term employee benefits' (as defined in AASB 119 *Employee Benefits*) and termination benefits due within twelve months of the end of reporting period are measured at their nominal amounts.

Leave

The liability for employee benefits includes provision for annual leave and long service leave. No provision has been made for personal or carer leave as all personal and carer leave is non-vesting and the average personal and carer leave taken in future years by employees of the entity is estimated to be less than the annual entitlement.

Long service leave liabilities that are not expected to be settled within 12 months are recognised in the provision for employee benefits as non-current liabilities and are measured at present value of the amounts expected to be paid when the liabilities are settled using the remuneration rate expected to apply at the time of settlement.

Superannuation

Contributions are made by AITSL to employee superannuation funds and are charged as expenses when incurred. AITSL makes contributions to the funds in accordance with the superannuation guarantee legislation.

Notes to the Financial Statements
For the year ended 30 June 2025 cont'd

NOTE 7 – LEASE LIABILITIES

	2025	2024
	\$	\$
Lease liabilities - current	416,943	383,676
Lease liabilities - non-current	1,378,800	1,795,743
Total leases	<u>1,795,743</u>	<u>2,179,419</u>
Maturity analysis - contractual undiscounted cash flows		
Within 1 year	483,227	466,885
Between 1 to 5 years	1,461,663	1,944,891
More than 5 years	-	-
Total leases	<u>1,944,890</u>	<u>2,411,776</u>

The cash outflow for leases for the year ended 30 June 2025 was \$466,885 (2024: \$523,696)

For all new contracts entered into, AITSL considers whether the contract is, or contains a lease. A lease is defined as 'a contract, or part of a contract, that conveys the right to use an asset (the underlying asset) for a period of time in exchange for consideration'.

Once it has been determined that a contract is, or contains a lease, the lease liability is initially measured at the present value of the lease payments unpaid at the commencement date, discounted using the interest rate implicit in the lease, if that rate is readily determinable, or the department's incremental borrowing rate.

Subsequent to initial measurement, the liability will be reduced for payments made and increased for interest. It is remeasured to reflect any reassessment or modification to the lease. When the lease liability is remeasured, the corresponding adjustments is reflected in the right-of-use asset or profit and loss depending on the nature of the reassessment or modification.

NOTE 8 - KEY MANAGEMENT PERSONNEL REMUNERATION

Key management personnel are those persons having authority and responsibility for planning, directing and controlling the activities of AITSL, directly or indirectly, including any Directors of AITSL.

	2025	2024
	\$	\$
Short-term employment benefits	1,170,011	1,199,812
Post employment benefits	101,619	99,081
Other long term benefits	14,842	(12,306)
	<u>1,286,472</u>	<u>1,286,587</u>

The number of key management personnel that are included in the above are 3 Executive Managers and 8 Part-time Directors (2024: 3 Executive Managers and 9 Part-time Directors).

Notes to the Financial Statements

For the year ended 30 June 2025 cont'd

NOTE 9 – RELATED PARTY DISCLOSURE

Related parties to AITSL are key management personnel including directors. Certain key management personnel hold positions in other entities that may result in them having significant influence over the financial or operating policies of those entities.

There were no transactions with these entities this financial year and some transactions occurred with these entities in the previous financial year. These transactions may be significant due to the nature of the industry in which AITSL operates and the broad industry representation of the persons nominated to the Board of Directors and employed as key management personnel. All of these transactions are carried out in compliance with the terms of the Procurement Policy and Conflict of Interest Policy approved by the Board of Directors and on terms and conditions that were no more favourable than those available, or which might reasonably be expected to be available, on similar transactions to non related entities.

The aggregate value of transactions and outstanding balances, including commitments, relating to entities over which related parties have significant influence were as follows:

Purchase of goods and services	2025	2024
	\$	\$
Transaction Value as at 30 June	<u>-</u>	<u>15,055</u>
Balance Outstanding as at 30 June	<u>-</u>	<u>-</u>

NOTE 10 – FINANCIAL INSTRUMENTS

Categories of financial instruments

Financial assets

Loans and receivables

Cash at bank	9,422,203	6,038,422
Trade and other receivables	147,294	1,426,498
Financial assets at amortised cost	9,787,382	8,163,894
Carrying amount of financial assets	<u>19,356,879</u>	<u>15,628,814</u>

Financial liabilities

Financial liabilities

Trade creditors	1,386,988	781,202
Carrying amount of financial liabilities	<u>1,386,988</u>	<u>781,202</u>

Financial assets and liabilities are measured at amo

Net Income and expense from financial assets

Loans and receivables

Interest revenue	806,325	634,971
Net income from financial assets	<u>806,325</u>	<u>634,971</u>

Interest Revenue

Interest revenue is recognised on an accrual basis using the effective interest method.

Notes to the Financial Statements

For the year ended 30 June 2025 cont'd

Recognition, initial measurement and derecognition

Financial assets and financial liabilities are recognised when AITSL becomes a party to the contractual provisions of the financial instrument, and are measured initially at fair value adjusted by transaction costs, except for those carried at fair value through profit or loss, which are measured initially at fair value. Subsequent measurement of financial assets and financial liabilities are described below.

Financial assets are derecognised when the contractual rights to the cash flows from the financial asset expire, or when the financial asset and all substantial risks and rewards are transferred. A financial liability is derecognised when it is extinguished, discharged, cancelled or expires.

Classification and subsequent measurement of financial assets

Except for those trade receivables that do not contain a significant financing component and are measured at the transaction price, all financial assets are initially measured at fair value adjusted for transaction costs (where applicable).

For the purpose of subsequent measurement, financial assets other than those designated and effective as hedging instruments are classified into the following categories upon initial recognition.

- amortised cost
- fair value through profit or loss (FVPL)
- equity instruments at fair value through other comprehensive income (FVOCI)

Classification and measurement of financial liabilities

The financial liabilities include trade and other payables.

Financial liabilities are initially measured at fair value and, where applicable, adjusted for transaction costs unless the liability is designated a financial liability at fair value through the profit or loss. Subsequently, financial liabilities are measured at amortised cost using the effective interest method.

Financial assets at amortised cost

Financial assets are measured at amortised cost if the assets meet the following conditions (and are not designated FVPL).

- they are held within a business model which has the objective to hold the financial assets and collect its contractual cash flows.
- the contractual terms of the financial assets give rise to cash flows that are solely payments of principal and interest on the principal amount outstanding

After initial recognition, these are measured at amortised cost using the effective interest method. Discounting is omitted where the effect of discounting is immaterial. The cash and cash equivalents, trade and other receivables fall into this category of financial instruments as well as term deposits that were previously classified as held-to-maturity.

Notes to the Financial Statements

For the year ended 30 June 2025 cont'd

NOTE 11 – COMMITMENTS

	2025	2024
	\$	\$
Contracts for services		
- Not more than 12 months	1,477,285	980,107
- Greater than 12 months but not later than 5 years	415,999	604,450
Total Contracts for services commitments	1,893,284	1,584,557
Net Contracts for services commitments	1,893,284	1,584,557

Accounting Policy

Commitments

Commitments include those operating, capital and other outsourcing commitments arising from non-cancellable contractual or statutory sources and are disclosed at their nominal value inclusive of GST payable or receivable.

NOTE 12 - REMUNERATION OF AUDITORS

During the financial year the following fees were paid or payable for services provided by ANAO, the auditor of AITSL:

	2025	2024
	\$	\$
Audit services - ANAO		
Audit of the financial statements	45,000	40,000

NOTE 13 - EXPLANATIONS OF MAJOR BUDGET VARIANCES

The following tables provide explanations of variances between the original budget as presented in the 2024-25 Portfolio Budget Statements (PBS) and the 2024-25 final outcome as presented in accordance with Australian Accounting Standards for AITSL. The Budget is not audited.

Variances are considered to be major based on the following criteria:

- the variance between the PBS and the final result is greater than 10% of the original budget for a line item; and
- the variance between the PBS and the final result is greater than \$300,000; or
- the item is below the threshold but is considered important for the reader's understanding or is relevant to an assessment of the discharge of accountability and to an analysis of the company's performance.

Notes to the Financial Statements
For the year ended 30 June 2025 cont'd

NOTE 13 - EXPLANATIONS OF MAJOR BUDGET VARIANCES (continued)

Explanation of major variances	Affected statement line items
Sale of services and Program expenses <i>The Assessment for Migration services in 2024/25 were anticipated to decline compared to prior year due to the transfer of early childhood migration assessments to the Australian Children's Education and Care Quality Authority in December 2024. The early childhood assessments represented over 70% of applications received in prior years. However, there has been approximately 152% more revenue received for application assessments in 2024-25 than budgeted for and 17% more than the prior year due to higher than anticipated demand. The large uplift was not anticipated at the time of budget and has resulted in higher sales, expenditure, cash and unearned income.</i>	Statement of Comprehensive Income -Service fees -Program expenses Statement of Financial Position -Cash and cash equivalents -Financial assets at amortised cost -Unearned income Statement of Cash Flows -Service fees -Purchase of term deposits Statement of Changes in Equity -Total comprehensive surplus/(loss) for the year
Other revenue <i>A deed of gift for \$2.6 million in cash was received in November 2024 from the Queensland Education and Leadership Institute (QELI) following cessation of its operations. Due to the timing of finalisation and confirmation of the deed of gift, the revenue was not included in the 2024-25 PBS.</i>	Statement of Comprehensive Income -Other revenue Statement of Financial Position -Cash and cash equivalents -Financial assets at amortised cost Statement of Cash Flows -Other -Purchase of term deposits Statement of Changes in Equity -Total comprehensive surplus/(loss) for the year
Interest income <i>Receipt of the QELI deed of gift in November 2024 and higher assessment for migration services revenue has enabled AITSL to generate higher interest income than budgeted.</i>	Statement of Comprehensive income -Interest income Statement of Cash Flows -Interest Statement of Changes in Equity -Total comprehensive surplus/(loss) for the year
Program expenses <i>In addition to increased expenditure associated with higher assessments for migration, the variance is due to a delay in the anticipated timing of the project order for Cultural Responsiveness and a change in milestone deliverable timelines for Implementation of National Teacher Workforce Action Plan (NTWAP) Action 8 that occurred after finalisation of the 2024-25 PBS. The milestone deliverable timelines for NTWAP Action 8 deliverables were extended into 2025-26 to enable intergovernmental consideration of the Accreditation Standards and subsequent delivery of guidelines were also made post 2024-25 PBS.</i>	Statement of Comprehensive Income -Program expenses Statement of Cash Flows -Operational expenses Statement of Changes in Equity -Total comprehensive surplus/(loss) for the year
Other assets & Supplier and other payables <i>The variance is due to pre-payments and supplier payables for expenditure being higher than budgeted in the 2024-25 PBS. This is due to the time difference between the 2024-25 PBS and financial year end, as detailed information on timing of payment processing for expenditure is not available at the time of finalising the 2024-25 PBS.</i>	Statement of Financial Position -Other assets -Supplier and other payables
Property, furniture and equipment <i>The full financial impacts of the new lease at 360 Elizabeth St that was entered into during the 2023-24 financial year were not known at the time of preparing the 2024-25 PBS and instead based on an estimate.</i>	Statement of Financial Position -Property, furniture and equipment
Government funding <i>The maturity of \$4 million in term deposits anticipated to occur during the 2024-25 financial year were allocated in error against government funding in the 2024-25 PBS instead of cash used in investing activities.</i>	Statement of Cash Flows -Government funding

Notes to the Financial Statements
For the year ended 30 June 2025 cont'd

NOTE 14 - MEMBER'S GUARANTEE

Australian Institute for Teaching and School Leadership Limited is incorporated under the *Australian Charities and Not-for-profit Commission Act 2012* and the *Corporations Act 2001* and is an entity limited by guarantee. If the entity is wound up, the constitution states that each member is required to contribute a maximum of \$20 toward meeting any obligations of the entity. At 30 June 2025 the number of members was one.

NOTE 15 - ENTITY DETAILS

Australian Institute for Teaching and School Leadership Limited has its head office and principal place of business located at 360 Elizabeth Street, Melbourne, Victoria. AITSL is a not for profit company limited by Guarantee.

Notes to the Financial Statements
For the year ended 30 June 2025 cont'd

Consolidated Entity Disclosure Statement for the year ended 30 June 2025

The Australian Institute for Teaching and School Leadership Limited is not required by Australian Accounting Standards to prepare consolidated financial statements and as a result subsection 295(3A)(a) of the *Corporations Act 2001* does not apply to the Company.

Appendices

Appendix 1: AITSL Organisational Structure



Management of Human Resources

All non-ongoing employees current reporting period (2024–25)

	Man/Male			Woman/Female			Non-binary			Total
	Full-time	Part-time	Total	Full-time	Part-time	Total	Full-time	Part-time	Total	
NSW	1	0	1	3	0	3	0	0	0	4
Qld	1	0	1	3	1	4	0	0	0	5
SA	3	0	3	0	1	1	0	0	0	4
Tas	1	0	1	0	0	0	0	0	0	1
Vic	13	3	16	37	10	47	1	0	1	64
WA	1	0	1	0	0	0	0	0	0	1
ACT	0	0	0	0	0	0	0	0	0	0
NT	0	0	0	0	0	0	0	0	0	0
External Territories	0	0	0	0	0	0	0	0	0	0
Overseas	0	0	0	0	0	0	0	0	0	0
Total	20	3	23	43	12	55	1	0	1	79

Note

All AITSL employees are on maximum-term contracts (i.e. not ongoing). Numbers above are headcount and do not include AITSL's Board Directors, who have a small FTE but are not included in headcount.

All non-ongoing employees previous reporting period (2023–24)

All non-ongoing employees previous reporting period (2023–24)

	Man/Male			Woman/Female			Non-binary			Total
	Full-time	Part-time	Total	Full-time	Part-time	Total	Full-time	Part-time	Total	
NSW	1	0	1	4	0	4	0	0	0	5
Qld	0	0	0	4	0	4	0	0	0	4
SA	4	0	4	1	0	1	0	0	0	5
Tas	0	0	0	0	0	0	0	0	0	0
Vic	14	4	18	38	11	49	1	0	1	68
WA	1	0	1	0	0	0	0	0	0	1
ACT	0	0	0	0	0	0	0	0	0	0
NT	0	0	0	0	0	0	0	0	0	0
External Territories	0	0	0	0	0	0	0	0	0	0
Overseas	0	0	0	0	0	0	0	0	0	0
Total	20	4	24	47	11	58	1	0	1	83

Note

All AITSL employees are on maximum-term contracts (i.e. not ongoing). Numbers above are headcount and do not include AITSL Board Directors, who have a small FTE but are not included in headcount.

Appendix 2: Consultancies and funding contracts

AITSL engages consultants with specialist expertise to assist with the fulfillment of the organisation's responsibilities.

During 2024–25, 27 new consultancy contracts were entered into involving total actual expenditure of \$331,163 (inclusive of GST). In addition, 7 ongoing consultancy contracts were active during 2024–25.

Appendix 3: Summary of compliance

Under the *Public Governance, Performance and Accountability Rule 2014* (PGPA Rule), AITSL is required to provide an index of the mandatory annual report requirements from section 28E. Below is an index that provides the location of these mandatory requirements within this annual report.

PGPA Rule Reference	Description	Location	Page
28E(a)	The purposes of the company as included in the company's corporate plan for the reporting period.	Corporate Governance Statement	p. 28
28E(aa)	The results of a measurement and assessment of the company's performance during the period, including the results of a measurement and assessment of the company's performance against any performance measures and any targets included in the company's corporate plan for the period.	Performance Measures 2024–25	pp.12–25
28E(b)	The names of the persons holding the position of responsible Minister or responsible Ministers during the period, and the titles of those responsible Ministers.	Corporate Governance Statement	p. 28
28E(c)	Any directions given to the entity by a Minister under the company's constitution, an Act, or an instrument during the reporting period.	Corporate Governance Statement	p. 28
28E(d)	Any government policy orders that applied in relation to the company during the period under section 93 of the PGPA Act.	Corporate Governance Statement	p. 28
28E(e)	Particulars of non-compliance with: - any directions given to the entity by the Minister under the company's constitution, an Act or instrument during the reporting period; or - any government policy orders that applied in relation to the company during the reporting period under section 93 of the PGPA Act.	N/A	N/A
28E(f)	Information on each director of the company during the reporting period, including: - the name of the director - the qualifications of the director - the experience of the director - the number of meetings of the board of the company attended by the director during the period - whether the director is an executive director or non-executive director.	Directors' Report	pp.36–42
28E(g)	An outline of the organisational structure of the company (including any subsidiaries of the company).	Appendix 1: Organisational Structure	p. 70
28E(ga)	Statistics on the number of employees of the entity (including by reference to ongoing employees and non-ongoing employees) at the end of that and the previous reporting period, in relation to each of the following: - full-time employees - part-time employees - gender - staff location.	Appendix 1: Organisational Structure	p. 70
28E(h)	An outline of the location (whether or not in Australia) of major activities or facilities of the company.	Corporate Governance Statement	p. 28

PGPA Rule Reference	Description	Location	Page
28E(i)	Information in relation to the main corporate governance practices used by the company during the reporting period.	Corporate Governance Statement	pp.28–35
28E(j), 28(k)	The decision-making process undertaken by the directors of the company for making a decision if: - the decision is to approve the company paying for a good or service from a Commonwealth entity or a company, or providing a grant to a Commonwealth entity or a company; and - the company, and the Commonwealth entity or the company, are related entities; and - the value of the transaction, or if there is more than one transaction, the aggregate value of those transactions, is more than \$10,000 (GST inclusive).	N/A	N/A
28E(l)	Any significant activities or changes that affected the operations or structure of the company during the reporting period.	Directors' Report	p.42
28E(m)	Particulars of judicial decisions or decisions of administrative tribunals that may have a significant effect on the operations of the company.	N/A	N/A
28E(n)	Particulars of any reports on the company given by: - the Auditor-General - a Committee of either House, or of both Houses, of the Parliament - the Commonwealth Ombudsman - the Office of the Australian Information Commissioner - the Australian Securities and Investments Commission.	N/A	N/A
28E(o)	An explanation of the information that was not obtained from a subsidiary of the company that is required to be included in the Annual Report and the effect of not having the information on the Annual Report.	N/A	N/A
28E(oa)	Information about executive remuneration in accordance with sections 28EA to 28EC.	Corporate Governance Statement	pp.33–34
28E(ob)	The following information about the audit committee for the company: - a direct electronic address of the charter determining the functions of the audit committee - the name of each member of the audit committee during the reporting period - the qualifications, knowledge, skills or experience of each member of the audit committee - information about each member's attendance at meetings of the audit committee during the reporting period - the remuneration of each member of the audit committee.	Corporate Governance Statement	pp.30–35

Appendix 4: Net Zero 2030 Emissions Reporting

AITSL is committed to reducing our environmental impact and is working to improve ongoing data collection processes.

Proactive actions taken to reduce emissions in 2024–25 include:

- AITSL's office accommodation is in a NABERS 5.5 star-rated office building.
- the company utilises an office space with hot-desking arrangements to limit its carbon footprint.
- AITSL sources its electricity supply with a 100 per cent GreenPower Accredited supplier.

Commonwealth companies are required to publicly report on their operational greenhouse gas emissions, to enable tracking towards the Australian Government's *Net Zero in Government Operations Strategy*, in line with the reporting requirements under section 516A of the *Environment Protection and Biodiversity Conservation Act 1999*.

AITSL completed the Emissions Reporting Tool and submitted the results to the Climate Action in Government Operations (CAIGO) team. An inventory of AITSL's emissions is detailed in the tables below. Note that natural gas consumption and refrigerants are not provided as they are used for base building services, and the landlord of the building occupied by AITSL in 2024–25 is unable to separate usage per tenancy.

The Greenhouse Gas Emissions Inventory presents greenhouse gas emissions over the 2024–25 period. Results are presented on the basis of Carbon Dioxide Equivalent (CO₂-e) emissions and in line with the *Emissions Reporting Framework*. This is consistent with the whole-of-Australian Government approach outlined as part of the Net Zero 2030 policy.

Waste data was not available at the time of the report and amendments to data may be required in future reports. The quality of data is expected to improve over time as emissions reporting matures.

Table 1 – 2024–25 GREENHOUSE GAS EMISSIONS INVENTORY – LOCATION-BASED METHOD

Emission Source	Scope 1 t CO ₂ -e	Scope 2 t CO ₂ -e	Scope 3 t CO ₂ -e	Total t CO ₂ -e
Electricity (Location-Based Approach)	n/a	12.88	1.51	14.39
Natural Gas	0	n/a	0	0
Solid Waste	n/a	n/a	0	0
Refrigerants*	0	n/a	n/a	0
Fleet and Other Vehicles	0	n/a	0	0
Domestic Commercial Flights	n/a	n/a	77.17	77.17
Domestic Hire Car	n/a	n/a	0	0
Domestic Travel Accommodation	n/a	n/a	14.32	14.32
Other Energy	0	n/a	0	0
Total t CO₂-e	0.000	12.88	93.00	105.88

Note

The table above presents emissions related to electricity usage using the location-based accounting method. CO₂-e = Carbon Dioxide Equivalent.

* Reporting on refrigerants is being phased in over time as emissions reporting matures and may be an optional source in 2024–25 emissions reporting.

Table 2 – 2024–25 ELECTRICITY GREENHOUSE GAS EMISSIONS

Emission Source	Scope 2 t CO ₂ -e	Scope 3 t CO ₂ -e	Total t CO ₂ -e	Electricity kWh
Location-based electricity emissions	12.88	1.51	14.39	16,729.67
Market-based electricity emissions	0	0	0	0
Total renewable electricity consumed	n/a	n/a	n/a	19,773.63
<i>Renewable Power Percentage¹</i>	n/a	n/a	n/a	3,043.96
<i>Jurisdictional Renewable Power Percentage^{2, 3}</i>	n/a	n/a	n/a	0
<i>GreenPower²</i>	n/a	n/a	n/a	16,729.67
<i>Large-scale generation certificates²</i>	n/a	n/a	n/a	0
<i>Behind the meter solar⁴</i>	n/a	n/a	n/a	0
Total renewable electricity produced	n/a	n/a	n/a	0
<i>Large-scale generation certificates²</i>	n/a	n/a	n/a	0
<i>Behind the meter solar⁴</i>	n/a	n/a	n/a	0

Note

The table above presents emissions related to electricity usage using both the location-based and the market-based accounting methods. CO₂-e = Carbon Dioxide Equivalent. Electricity usage is measured in kilowatt hours (kWh).

¹ Listed as Mandatory renewables in 2023–24 Annual Reports. The renewable power percentage (RPP) accounts for the portion of electricity used, from the grid, that falls within the Renewable Energy Target (RET).

² Listed as Voluntary renewables in 2023–24 Annual Reports.

³ The Australian Capital Territory is currently the only state with a jurisdictional renewable power percentage (JRPP).

⁴ Reporting behind the meter solar consumption and/or production is optional. The quality of data is expected to improve over time as emissions reporting matures.

Notes



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