



# aitsl

Australian Institute for Teaching and School Leadership

## Annual Report 2014-2015

Promoting excellence so that teachers and school leaders have the maximum impact on student learning in all Australian schools

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The Hon Christopher Pyne MP  
Minister for Education and Training  
Parliament House  
Canberra ACT 2600  
AUSTRALIA



Dear Minister

The Board of Directors has pleasure in submitting the Australian Institute for Teaching and School Leadership Annual Report 2014-15.

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

The report has also been prepared to conform to the requirements of the *Corporations Act 2001*.

Yours sincerely

A handwritten signature in blue ink, reading 'John Hattie'. The signature is fluid and cursive, with the first name 'John' being more prominent than the last name 'Hattie'.

Professor John Hattie  
Chair

28 August 2015

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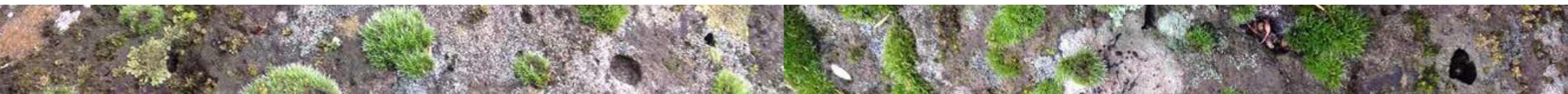
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## From the Chair

I am delighted to present the Annual Report 2014-2015 for the Australian Institute for Teaching and School Leadership.

AITSL's Statement of Intent provides explicit strategic direction to the work of the Board and the organisation, with three specific areas of focus: Initial Teacher Education, School Leadership and Teaching.

Accordingly, the efforts of AITSL have been channelled into these areas and this is reflected in the structure and content of this year's Annual Report, especially in the key section, Report on Operations.

Essentially, AITSL works with the profession to define, cultivate, support, illustrate and promote excellence so that teachers and school leaders have the maximum impact on student learning in all Australian schools.

These great endeavours have well-established and dual foundations: the *Australian Professional Standards for Teachers* and the *Australian Professional Standard for Principals*. A key challenge now is to ensure that the standards have the impact they deserve as they are implemented by educators in schools across the nation.

In mid-February 2015, the Minister for Education and Training, the Hon Christopher Pyne MP, released the report of the Teacher Education Ministerial Advisory Group, *Action Now: Classroom Ready Teachers*, along with the Government's response. The report outlined an ambitious reform agenda for initial teacher education. AITSL has an important role in working with the profession to ensure that initial teacher education, as the foundation of every successful teaching career, is rigorous and demonstrably effective.

As Chair, I am supported and advised by an excellent Board. We have good reason to be confident that with a judicious blend of leadership, consultation, collaboration and a sharp focus on evidence of impact, AITSL will contribute much to our common and ultimate goal of maximising student learning.

Professor John Hattie  
Chair



## From the CEO

As the Chief Executive Officer of AITSL, I am charged with pursuing optimal performance throughout the organisation to deliver on the expectations and directions of the Board. This challenge is daunting yet exhilarating and inspiring. It certainly draws on every fibre of my knowledge, experience and resilience – and I would not wish it any other way.

I am fortunate and thankful to have the support and wise counsel of the Board Chair, Professor John Hattie, and our talented Board members. Within the organisation itself, I am richly advised by the members of my Senior Executive Team, who have the practical task of working with collaborators, stakeholders and, of course, our project teams to bring to fruition our great undertakings. I will take this opportunity to publicly state my gratitude and respect for the efforts of everyone connected with AITSL and its work.

To deliver AITSL's work program, we have built a diversely-talented group of staff with a relentless commitment to working with our stakeholders and the profession to craft and implement ideas and reforms that strengthen Australian education.

In working with the profession in the pursuit of ever-increasing quality, AITSL does not base its approach on finding fault in the practices of individuals and groups. That would be lazy, ill-founded and destructive. There is already much of immense value that happens in Australian schools and institutions. At AITSL, we recognise, celebrate and cultivate high impact and evidence based practices that further propel student learning.

Margery Evans  
Chief Executive Officer



# Board of Directors

## AITSL Board - 1 July 2014 - 1 June 2015:

From 1 July 2014 to 1 June 2015 the AITSL Board included a Chair and Deputy Chair nominated by the Australian Government and individuals, with a range of professional and educational experience and educational expertise, from the Catholic and independent school sectors, teacher unions, principals' associations, state and territory regulatory authorities and the Australian Education, Early Childhood Development and Youth Affairs Senior Officials Committee (AEEYSOC):

**Professor John Hattie** – Chair

**Mr John Fleming** – Deputy Chair

**Dr Michele Bruniges**

**Mr Stephen Elder**

**Mr Angelo Gavrielatos** (ceased 31 January 2015)

**Mr Norm Hart** (ceased 31 December 2014)

**Ms Diane Joseph** (ceased 1 June 2015)

**Mr Rob Nairn** (commenced 1 January 2015)

**Dr Geoffrey Newcombe**

**Ms Melanie Saba**

From 2 June 2015 the AITSL Board includes a Chair and Deputy Chair and up to nine individuals appointed by the Australian Government Minister for School Education and Training for the diverse expertise they bring to the work of AITSL.

## AITSL Board from 2 June 2015



First row (L-R) John Hattie – Chair, John Fleming – Deputy Chair  
Second row (L-R) Tania Aspland, Michele Bruniges, Jennifer Buckingham  
Third row (L-R) Tony Cook, Stephen Elder, Trevor Fletcher  
Fourth row (L-R) Rob Nairn, Geoffrey Newcombe, Melanie Saba.

# Overview

The Australian Institute for Teaching and School Leadership (AITSL) was established to promote excellence so that teachers and school leaders have the maximum impact on student learning in all Australian schools.

AITSL was registered and commenced operations in January 2010 as a public company limited by guarantee under the *Commonwealth Corporations Act 2001*. The company is subject to the provisions of the *Public Governance, Performance and Accountability Act 2013*. The Australian Government as represented by the Minister for Education and Training (the Minister) is the sole company member.

AITSL's work program is set in accordance with directions received from the Minister for Education and Training.

AITSL's role includes:

- supporting and advancing the quality of teaching and school leadership in Australian schools and other educational settings
- developing, supporting and maintaining national approaches to improve the quality of initial teacher education
- undertaking the function of designated assessing authority for the purpose of skilled migration to Australia for pre-primary, primary, middle, secondary and special education teacher occupations.

AITSL's priorities are described in its Statement of Intent, as printed in the gatefold of the inside front cover of this year's Annual Report.

## Governance

AITSL operates under its own constitution with a Board of Directors that has decision-making authority. The Board is responsible for setting AITSL's strategic direction and governing its operations and performance.

The Board has established an Audit and Risk Committee, a Finance Committee and a Remuneration Committee.

The Board is supported by an organisation headed by a Chief Executive Officer who is responsible for ongoing management and leadership within the broad framework and strategic direction set by the Board.

## Location

The organisation has two locations: Melbourne and Canberra.

## Funding

AITSL is funded by the Australian Government.

## Equal opportunity

As a Commonwealth Company, AITSL complies with the *Equal Opportunity (Commonwealth Authorities) Act 1987*.

## Reconciliation Action Plan

As part of AITSL's commitment to improve Aboriginal and Torres Strait Islander education, AITSL developed a Reconciliation Action Plan (RAP), which was endorsed by the Board and by Reconciliation Australia in 2014.

The RAP is a reminder of AITSL's actions and ongoing commitment to reconciliation, on individual and organisational levels. Implementation is ongoing.



# Directors' Report

The Directors of the Australian Institute for Teaching and School Leadership (AITSL) present their report, together with the financial statements of the company for the financial year ended 30 June 2015 and the auditor's report thereon.

## Directors' qualifications and experience

### Professor John Hattie – Chair

BEd DipEd MEd PhD



Professor John Hattie was appointed to the AITSL Board and as Chair of the Board on 1 July 2014.

He is Director of the Melbourne Educational Research Institute at the University of Melbourne. His areas of interest are measurement models and their applications to educational problems, and models of teaching and learning. Previous appointments were in Auckland, North Carolina, Western Australia and New England. He was chief moderator of the NZ Performance Based Research Fund, is past-president of the International Test Commission, associate editor of *British Journal of Educational Psychology* and *American Educational Research Journal*.

Professor Hattie has published and presented over 550 papers and supervised 182 theses students.

He was awarded the New Zealand Order of Merit in the 2011 Queen's Birthday Honours, a Gold medal for contributions to the study of educational administration and leadership by the Australian Council for Educational Leaders in 2011, the Hedley Beare Award for Writing in Education by the Australian Council for Educational Leadership in 2010 and a Distinguished Teaching Award at the University of Auckland in 2010. He is a Fellow of the Australian Council for Educational Leaders and the American Psychological Association.

### Mr John Fleming – Deputy Chair

DipT BA



Mr John Fleming was appointed to the AITSL Board and as Deputy Chair of the Board on 1 July 2014.

Mr Fleming is Director of the Haileybury Institute and Deputy Principal of the independent school, Haileybury. He has been at Haileybury since 2006. His roles include quality control of the Junior School in his role as Deputy Principal and consulting with schools across Australia in his role as Director of the Haileybury Institute.

Mr Fleming previously taught in the Victorian government school system for nearly 30 years. His most notable achievement was transforming Bellfield Primary School, a significantly disadvantaged school servicing a low socio-economic community, from a low achieving school to one of the highest performing schools in Victoria.

In 2007 Mr Fleming published *Towards a Moving School* for the Australian Council of Educational Research. Highlights of his career include an Australian College of Educational Leaders Achievement Award (2003), the Federal Minister for Education's Achievement Award for Excellence in Literacy and Numeracy Leadership (2006), Member of the National Expert Advisory Group on Literacy and Numeracy (2007/8), ACEL Outstanding Principal Award (2008) and member of the Teacher Education Ministerial Advisory Group (TEMAG) in 2014.



### Professor Tania Aspland

*DipTeach GradDip(SpecialEd) BEd, BA MEd PhD*



Professor Tania Aspland commenced as a Director on 2 June 2015.

Professor Tania Aspland is the Executive Dean of the Faculty of Education and Arts at Australian Catholic University. Appointed as Executive Dean in late 2014, she has also held the position of National Head of Education and Head of Education NSW/ACT at ACU within the Faculty. Prior to ACU, she was a Professor in

Education at the University of Adelaide, the University of the Sunshine Coast and ECU in Western Australia.

Professor Aspland has been a leader in teacher education and curriculum development for many years and has been engaged in a number of research projects in higher education pedagogies and transnational education. She has led innovative change processes in undergraduate and graduate teacher preparation programs across Australia and she has been a leader of teacher professional development through higher degree programs and doctoral supervision internationally.

Evidenced by her appointment as the President of the Australian Council of Deans of Education in 2014, Professor Aspland is well-regarded in the profession and within the education sector in Australia.

### Dr Michele Bruniges AM

*DipT GDipEdSt MEd PhD GAICD FACE FACEL MACE*



Dr Michele Bruniges AM first commenced as a Director on 8 February 2013 and was reappointed on 2 June 2015.

As Secretary of the New South Wales Department of Education, Dr Bruniges is responsible for all NSW public schools and early childhood education and care. She is also responsible for policy and services relating to Aboriginal affairs.

Previously, she held senior roles in the (former) Australian Government's Department of Education, Employment and Workplace Relations and senior positions in both the ACT and NSW Departments of Education and Training.

Her qualifications include a PhD in Educational Measurement and a Master's in Education. She is a Graduate of the Institute of Company Directors, a Churchill Fellow, a Fellow of the Australian College of Educators and the Australian Council for Educational Leaders.

In January 2012, she became a Member of the Order of Australia and was appointed Adjunct Professor at the University of New South Wales. In 2012, Dr Bruniges was also nationally recognised as a joint recipient of the Inaugural 100 Women of Influence Awards in the area of public policy.

### Dr Jennifer Buckingham

*BSc (Hons) PhD*



Dr Jennifer Buckingham commenced as a Director on 2 June 2015.

Dr Buckingham is a Research Fellow at The Centre for Independent Studies, where she has been researching and writing on education policy for over 15 years. She has published numerous research reports, monographs, peer-reviewed journal articles, and hundreds of opinion pieces in major newspapers and online platforms. Her

publications include *Boy Troubles*, *Families, Freedom and Education*, *Schools in the Spotlight*, *Schools of Thought*, and *School Funding on a Budget*. Jennifer is the director of the CIS's FIVEfromFIVE reading project which aims to improve literacy levels by ensuring all children receive effective instruction.

Jennifer has a PhD in literacy and social disadvantage from Macquarie University and her research received a number of academic prizes. She was the schools editor at The Australian newspaper from 2004 to 2005 and is currently assistant editor of the Australian Journal of Learning Disabilities.

### Mr Tony Cook PSM

*Dip Teach, BEd*



Mr Tony Cook PSM commenced as a Director on 2 June 2015.

Mr Cook is the Associate Secretary, Schools and Youth with the Australian Government Department of Education and Training.

Before joining the Department in October 2011, Mr Cook was Deputy Secretary, Government and Corporate with the Victorian Department of Premier and Cabinet.

He has held a number of senior executive education positions including those of Deputy Secretary, Office for Children and Portfolio Coordination, Deputy Secretary, Office for Planning, Strategy and Coordination and General Manager, Student Learning within the Victorian Department of Education and Early Childhood Development. He began his education career with Education Queensland.

Mr Cook is a registered primary school teacher with a major in early childhood education and has been a deputy principal and taught in schools and preschools in Queensland and the United Kingdom. He is an Honorary Fellow of the Australian Council for Education Leaders and has been awarded a Public Service Medal for outstanding public service, especially in driving schools policy and funding reform in Australia.



## Mr Stephen Elder

*DipEd BEd*



Mr Stephen Elder first commenced as a Director on 1 January 2010 and was reappointed on 2 June 2015.

Mr Elder has been Executive Director of Catholic Education Melbourne in the Archdiocese of Melbourne since December 2006. A member of the Victorian Parliament from 1988–1999, he was Parliamentary Secretary to the Minister for Education from 1992–1999.

A former teacher, Mr Elder received an honorary award from the Australian Council for Health, Physical Education and Recreation and the Victorian Association for Gifted Education in 1998, and in 2002 received an award from the Victorian Aboriginal Education Association Inc for the Highest Contribution to the Benefit of Koorie Education.

Among his other appointments, Mr Elder is the Executive Director of the Catholic Education Commission of Victoria Ltd; a member of the Senate of the Australian Catholic University; a member of the National Catholic Education Commission; a Director of Catholic Network Australia Ltd; the Board of Management of Church Resources and Mercy Health Foundation; a member of the Boards of the Catholic Development Fund and the Victorian Registration and Qualifications Authority and a Director and Company Secretary of Catholic Capital Grants (Vic) Ltd.

Mr Elder is also a Fellow of the Australian Institute of Management and the CEO Institute.

## Mr Trevor Fletcher

*BEd DipEd*



Mr Trevor Fletcher commenced as a Director on 2 June 2015.

Mr Trevor Fletcher has been the Principal of Eastern Fleurieu School in South Australia since October 2011. Prior to his appointment as principal, he was the Deputy Director General, Schools for the New South Wales Department of Education and Training for six years.

During his period in New South Wales, he was also the senior departmental representative on the Board of Studies. Mr Fletcher has also held other senior positions in the Education Departments of Victoria, South Australia and Abu Dhabi. Mr Fletcher has had a varied and successful career in education working as a teacher, curriculum consultant, principal and senior bureaucrat in three states. While a Regional Director in Victoria, he was selected to attend the Senior Managers in Government course at Harvard University.

Eastern Fleurieu School is a Reception to year 12 school catering for 1,320 students on five campuses. Mr Fletcher has been instrumental in overseeing the transformational cultural change the school has undergone in recent years. Following a period of significant decline, the school's enrolment has increased by 345 students in three and a half years, with half of these enrolments coming from private schools. Mr Fletcher places a high priority on securing and developing the best teachers and he has encouraged a culture of excellence for both teachers and students. He has also introduced an innovative and successful approach to the curriculum, assessment and reporting programs at the school. Eastern Fleurieu School now offers programs for students, not available in any other public school in the state.

Mr Fletcher was one of eight members of the national Teacher Education Ministerial Advisory Group (TEMAG) in 2014 and has also been a member of the Professional Experience Advisory Group at the University of South Australia. In 2015, Mr Fletcher was invited to join the Board for the Australian College of Educators and will be a member of the newly formed Expert Reference Group looking at Parent Engagement in Schools for the Commonwealth Government.

While he now coaches four school teams of girls and boys in Rugby Union Sevens, Mr Fletcher is a former Australian Rules footballer, who played for Carlton and coached at the Western Bulldogs.

## Mr Rob Nairn

*BEd Dip Teach MAICD MACEL*



Mr Rob Nairn first commenced as a Director on 1 January 2015 and was reappointed on 2 June 2015.

Mr Nairn is Executive Director of the Australian Secondary Principals Association (ASPA Ltd) and Associate Professor at Edith Cowan University. He has extensive experience in metropolitan and regional Senior High Schools in Western Australia particularly in low socio economic areas. He is passionate about developing exemplary leadership to provide high quality secondary education to all young people no matter what their geographic, social or personal circumstances.

Mr Nairn is Deputy Chair of the Board of Principals Australia Institute (PAI Ltd), Chair of Edith Cowan University Applied Health Research Centre Advisory Board, Director of the Asia Education Foundation (AEF) Advisory Board and Executive member International Confederation of Principals (ICP).

### Dr Geoffrey Newcombe

BSc DipEd MEdAdmin PhD GAICD



Dr Geoffrey Newcombe first commenced as a Director on 1 January 2010 and was reappointed on 2 June 2015.

Dr Newcombe has been Executive Director of the Association of Independent Schools of NSW Ltd since January 2005, having previously been AIS Director of School Governance and Industrial Relations. Dr Newcombe began teaching in 1969 and has extensive

school governance and management experience, having been head and business manager in a number of independent schools in the past 25 years. In 2007 Dr Newcombe established the Independent Schools Teacher Accreditation Authority to help raise the professional status of teachers in the NSW and ACT independent sectors. The authority supports the NSW Institute of Teachers in formally recognising teachers' achievements in the classroom, school and educational community.

Dr Newcombe holds a PhD in financial management in schools and has lectured in the Master of Education program at the University of New South Wales.

In June 2011 Dr Newcombe was appointed Adjunct Associate Professor in the School of Education at the University of New South Wales. In 2014 he was appointed by the New South Wales Government to the International Education Advisory Board.

### Ms Melanie Saba

Master of Health Administration



Ms Melanie Saba first commenced as a Director on 1 July 2013 and was reappointed on 2 June 2015.

Ms Saba was appointed CEO at the Victorian Institute of Teaching on 23 August 2010. She has a strong professional background in the regulation of various professions, having previously held senior positions with Consumer Affairs Victoria, Nurses Board of Victoria and at the Psychologists Registration Board of Victoria.

Ms Saba has developed policy and standards at both a state and national level for several professions and held roles in national organisations such as the Council of Psychology Registration Boards of Australasia and the Australasian Teacher Regulatory Authorities.

She has extensive experience in financial and risk management, policy development, project management and organisational restructuring. Within her previous roles she has had engagement with a diverse range of stakeholders including government, the health care sector and indigenous and multicultural sectors.

### Mr Angelo Gavrielatos

GradDipEd BA (Hons)



Mr Angelo Gavrielatos commenced as a Director on 1 January 2010 and ceased as a Director 31 January 2015.

Mr Gavrielatos was Federal President of the Australian Education Union from 2008, having served as Deputy Federal President from 2003. He was Senior Vice/Deputy President of the NSW Teachers Federation from 2002 to 2008.

Mr Gavrielatos worked as a secondary teacher in Green Valley in south-western Sydney before working as a teachers' federation organiser in western Sydney from 1992 to 2002. He holds a Bachelor of Arts (Honours) degree from the University of Sydney and a Graduate Diploma in Education from the Sydney Institute of Education.

### Mr Norm Hart

Dip Teach BEd St MEd



Mr Norm Hart commenced as a Director on 1 April 2012 and ceased as a Director 31 December 2014.

Mr Hart was president of the Australian Primary Principals Association (APPA) from January 2011. He began his teaching career on Palm Island, Queensland in 1975. He was appointed as a primary school principal in 1978. Over the last thirty years he has led small one-teacher schools through to large schools with over 700 students. He has also held the positions of president of the Queensland Association of State School Principals and the Australian Government Primary Principals Association.

Until his retirement on 31 December 2014 as APPA president, Mr Hart represented principals in Government, Catholic and Independent primary schools across Australia.



## Ms Diane Joseph

*B.SC (Ed) FACEL*



Ms Diane Joseph commenced as Director on 1 July 2013 and ceased as a Director 1 June 2015.

Ms Joseph has been Director-General of the ACT Education and Training Directorate since 2012, after taking up the position of Deputy-Director General in 2010.

Ms Joseph's focus on system-wide reform and improvement is underpinned by over thirty years' experience in education. This has included senior executive positions in the Victorian Department of Education and Early Childhood Development and as a secondary school Principal. Ms Joseph received the Victorian 2005 Award for Outstanding School Leadership. Ms Joseph plays a key strategic role in influencing education policy at a local and national level.

## Senior Officers

### Ms Margery Evans – CEO



Margery Evans joined AITSL as the inaugural Chief Executive Officer on 5 July 2010. She has had a long career in teaching and educational leadership, during which she has held positions as teacher, school principal, district director and most recently roles in senior system leadership in Victoria and South Australia and as Deputy Director General of the Western Australian Department of Education and Training. Ms Evans has a Master's degree in education.

### Mr Edmund Misson – General Manager



Edmund Misson joined AITSL in January 2011 as a General Manager. His responsibilities include work on Initial Teacher Education, research and policy, and assessment of teacher qualifications for migration.

Prior to joining AITSL, Mr Misson was General Manager, Youth Transitions in the Victorian Department of Education and Early Childhood Development. He advised the Victorian government on a range of education, training and other social policy issues for fifteen years. Mr Misson has a Master's degree in public administration.

### Ms Madeleine Scully – Company Secretary



Madeleine Scully has been Company Secretary since 1 July 2010.

Ms Scully's experience across education and training includes management roles in policy development and implementation, quality improvement, human resources, organisational development and executive services as well as senior roles in executive coordination, strategic reform and Commonwealth-State relations.

Ms Scully completed an Arts degree at the University of Melbourne. She later undertook post-graduate work in public policy at Melbourne and more recently completed a Certificate in Governance Practice and commenced a Graduate Diploma in Applied Corporate Governance through the Governance Institute of Australia.

### Mr Jeff Scoble – Business Manager



Jeff Scoble joined AITSL in October 2013 as the Business Manager. He is responsible for Corporate functions including Human Resources, records management, procurement, business and administrative services and property management.

Mr Scoble has a Bachelor of Health Administration and Graduate Diploma of Computing, in addition to 30 years' experience in senior management positions within the public health system. The experience gained within the health environment provides an additional resource in performing the duties of his position.

### Mr Don Abell – Chief Financial Officer



Don Abell is a Fellow of the Institute of Chartered Accountants in Australia. He holds a Bachelor of Commerce from the University of Melbourne and a Diploma in Taxation Law from Monash University.

Mr Abell has extensive experience in professional accounting over more than 30 years, including 25 years as a partner within the chartered accounting firm KPMG. He has also served as a company director and board chairman for a number of companies.

### Ms Bronwyn Burr – Acting Assistant General Manager



Bronwyn Burr commenced in her role as Acting Assistant General Manager in January 2015. Her responsibilities include management of the teacher Quality and Practice and Professional Growth teams. Ms Burr commenced her employment at AITSL in January 2010 as Manager Quality and Programs.

Prior to joining AITSL, Ms Burr held education-related roles in the government and non-government sectors and worked as a teacher in four Australian states and territories. Ms Burr has a Master's degree in education.

### Ms Keren Caple – General Manager



Keren Caple joined AITSL in October 2010. Her responsibilities as General Manager in the reviewed period included school leadership, communications and online and social media, partnerships and the Learning Frontiers initiative.

Ms Caple's early career included positions as teacher, school leader and education consultant. Moving into the central office of the Western Australian Department of Education, she worked across program areas such as K-12 curriculum and professional learning. She was the Principal Consultant to the Executive Director, School Support Programs, working across areas such as K-12 curriculum, disability, behaviour and well-being, ICT, gifted and talented education, school policy and state-wide specialist service delivery.

Ms Caple has also spent time in the Middle East as an education consultant to the governments of Abu Dhabi and Qatar. During this time she oversaw strategic planning for and implementation of curriculum reform agendas and a nation-wide professional learning program.

Ms Caple concluded her employment at AITSL on 20 March 2015.

### Mr Martin James – Assistant General Manager



Martin James joined AITSL in 2011 as Manager for the *Australian Professional Standards for Teachers*. He moved on to become Assistant General Manager with responsibility for Teacher Quality and Practice.

Prior to joining AITSL, Martin held several principal positions in New Zealand as well as mentoring first-time principals and managing ICT professional development clusters. Martin has also worked in Qatar supporting the establishment of independent public schools as well as the registration, accreditation and licencing body for their Supreme Education Council.

Mr James has a Master's degree in Education.

Mr James concluded his employment at AITSL on 21 January 2015.



## Committees

### Audit and Risk Committee

The primary objectives of the Audit and Risk Committee are to provide independent assurance and assistance to the Board of Directors on AITSL's risk control and compliance framework and to fulfil the functions required under section 92 of the *Public Governance, Performance and Accountability Act 2013*.

The Committee's charter outlines its composition, purpose, role and responsibilities, reporting and administrative arrangements.

### Finance Committee

The AITSL Board of Directors established the Finance Committee in March 2010 to assist in its responsibilities for financial oversight and accountability of the Company under the *Corporations Act 2001* and *Public Governance, Performance and Accountability Act 2013*.

The Committee's charter outlines its composition, purpose, role and responsibilities, reporting and administrative arrangements.

### Remuneration Committee

The Remuneration Committee advises the Board of Directors on the salary, conditions and performance of the Chief Executive.

## Meetings

Between 1 July 2014 and 30 June 2015, the AITSL Board of Directors held seven meetings, the Audit and Risk Committee held four meetings, the Finance Committee held five meetings. The Remuneration Committee held one meeting.

## Attendance

The number of meetings attended by each director is shown below.

Director	Directors' meetings		Audit and Risk Committee meetings		Finance Committee Meetings		Remuneration Committee	
	Number eligible to attend	Number attended	Number eligible to attend	Number attended	Number eligible to attend	Number attended	Number eligible to attend	Number attended
John Hattie	7	7			5	3	1	1
John Fleming	7	5			5	1		
Stephen Elder	7	6	4	4	5	5		
Angelo Gavrielatos	3	3						
Norm Hart	3	3						
Geoffrey Newcombe	7	7	4	4	5	5	1	1
Michele Bruniges	7	4					1	1
Melanie Saba	7	7						
Diane Joseph	6	4						
Rob Nairn	4	4						
Tania Aspland	1	1						
Jennifer Buckingham	1	1						
Tony Cook	1	1						
Trevor Fletcher	1	1						

Jenny Morison attends the Audit and Risk Committee as an independent external member. Ms Morison attended all four meetings.

## Key Activities

AITSL was established to provide national leadership so that teachers and school leaders have the maximum impact on student learning in all Australian schools.

In the period 1 July 2014 to 30 June 2015, AITSL:

Commenced work on implementing the Australian Government's response to the *Action Now: Classroom Ready Teachers* report, including:

- stronger quality assurance of teacher education courses
- rigorous selection for entry to teacher education courses
- improved and structured practical experience for teacher education students
- robust assessment of graduates to ensure classroom readiness
- national research and workforce planning capabilities.

In accordance with its mission, AITSL also:

- continued to monitor and support implementation of the agreed national approach to accreditation of Initial Teacher Education programs
- continued to support the promulgation and use of the *Australian Professional Standard for Principals* and improvement in the preparation and professional practice of school leaders, including through the interactive online eCollection, the 360° Reflection Tool, the development of Leadership Profiles and research into effective preparation of principals
- continued to support the promulgation and use of the *Australian Professional Standards for Teachers* and improvement in the professional practice of teachers, including through the Teacher Toolkit, illustrations of practice, the Teacher Standards app and the multi-year evaluation of the implementation of the Standards
- undertook and engaged with research to contribute to the evidence base in the national and international education community and to inform AITSL's work to support excellence in teaching and school leadership
- continued to fulfil the role of assessing authority under the *Migration Regulations 1994* for the purposes of skilled migration to Australia as a teacher
- maintained high standards of corporate governance.

## Operating result

AITSL's result for 2014-2015 was an operating loss of \$96,172.

The Statement of Comprehensive Income in the company's financial report provides further information on the operating result.

## 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.

## Future developments and results

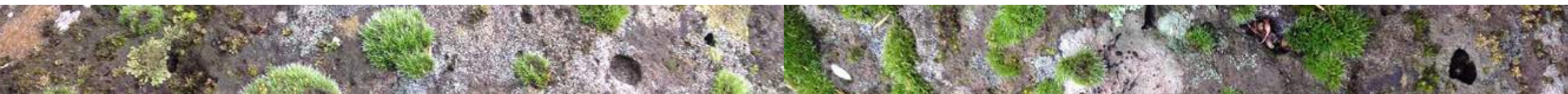
It is expected that during 2015-2016 AITSL will:

Continue work on implementing the Australian Government's response to the *Action Now: Classroom Ready Teachers* report, including:

- stronger quality assurance of teacher education courses
- rigorous selection for entry to teacher education courses
- improved and structured practical experience for teacher education students
- robust assessment of graduates to ensure classroom readiness
- national research and workforce planning capabilities.

In accordance with its mission, AITSL will also:

- continue to support the nationwide promulgation and use of the *Australian Professional Standard for Principals* and improvement in the professional practice and growth of school leaders
- continue to support the promulgation and use of the *Australian Professional Standards for Teachers* and improvement in the professional practice and growth of teachers
- undertake and engage with leading research to support excellence in teaching and school leadership through a strong evidence base
- continue to fulfil the role of assessing authority under the *Migration Regulations 1994* for the purposes of skilled migration to Australia as a pre-primary, primary, secondary, or special education school teacher
- maintain high standards of corporate governance.





## Directors' benefits

Disclosure relating to Directors' remuneration is included in Note 11 of the company's financial report.

Sitting fees for Board Directors were paid in accordance with relevant determinations of the Remuneration Tribunal, together with reimbursement for reasonable out-of-pocket expenses.

## 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 of officer.

## Proceedings on behalf of the company

No person has applied for leave of Court to bring proceedings on behalf of the company or intervene in any proceedings to which the company is a party for the purpose of taking responsibility on behalf of the company for all or any part of these proceedings. The company was not a part to any proceedings during the year.

## Fraud control

AITSL has established controls to support the prevention, detection, investigation and reporting of fraud.

## Environmental issues

AITSL's operations are not subject to any particular and significant environmental regulation under the law of the Commonwealth or of a State or Territory.

## Auditor's independence declaration

A copy of the Auditor's Independence Declaration as required by section 307C of the *Corporations Act 2001* is set out on page 52 of the of the Financial Report and forms a part of the Directors' Report for the financial year ended 30 June 2015.

Signed in accordance with a resolution of the Board of Directors.

A handwritten signature in blue ink, reading "John Hattie". The signature is stylized with a large, sweeping initial 'J' and a cursive 'H'.

Professor John Hattie  
Director

Dated: 28 August 2015



# Report on Operations

AITSL's *Statement of Intent* is printed on the inside front cover gatefold of this year's *Annual Report*. AITSL's activities and achievements, as recorded in the following section, Report on Operations, relate to the *Statement of Intent*.

## Focus Area 1: Initial Teacher Education

*As the foundation for successful teaching careers, high quality initial teacher education should include rigorous selection into programs, structured professional experience for students and robust assessment of graduates. Accreditation of programs should focus on evidence of the quality of graduates, including their demonstrable impact on student learning. AITSL has a central role in implementing the government's response to the Action Now: Classroom Ready Teachers report, building on the national approach to accreditation of initial teacher education programs.*

### The scenario

Teacher preparation is the basis of a high impact education system that develops successful learners. Equally, it is a foundation of a rewarding career in education. Australia has a large and complex teacher education system, which has 48 providers offering more than 400 programs and graduating more than 15,000 potential teachers every year.

AITSL is the custodian of the *Accreditation of Initial Teacher Education Programs in Australia: Standards and Procedures*, agreed by all Education Ministers in 2011. The accreditation standards and procedures outline the requirements that initial teacher education programs are assessed against, including program standards, professional standards, and the accreditation process. All jurisdictions have accredited initial teacher education programs using the national approach since 2013.

In February 2014, the Teacher Education Ministerial Advisory Group (TEMAG) was established by Minister for Education and Training, the Hon Christopher Pyne MP.

In mid-February 2015, the Minister released TEMAG's report, *Action Now: Classroom Ready Teachers*, along with the Government's response. The report outlined a reform agenda for initial teacher education in five key areas:

- Stronger quality assurance of teacher education courses
- Rigorous selection for entry to teacher education courses
- Improved and structured professional experience for teacher education students
- Robust assessment of graduates to ensure classroom readiness
- National research and workforce planning capabilities.

“*It's not possible to provide young Australians with a first-rate education without first-rate teachers. We are serious when it comes to ensuring young Australians get the best education available by making sure our teachers are better trained.*”

**The Hon Christopher Pyne MP, Minister for Education and Training.**



## AITSL Chair's commitment

In late February, Professor John Hattie, Chair of the AITSL Board, addressed the profession and the wider community through a video release.

'AITSL has been asked by Minister Pyne to assume responsibility for significant elements of the *Action Now: Classroom Ready Teachers* report. As the Chair of AITSL, I am energised by this prospect and I look forward to working with colleagues across the educational spectrum to maximise impact in all that we do for the benefit of Australian students.

'Our premise is simple but profoundly important: that all Australian students deserve the best quality education that can be delivered by well-prepared, inspiring and inspired teachers. For this to happen, we need to ensure that initial teacher education in Australia is the best it can be.

'Let's be clear about this. In those five areas [of the reform agenda], there is already much of value that happens in Australian teacher education environments. Our real challenge is one of ensuring evidence-based reform and accelerating improvement across all programs.

'As the TEMAG report makes clear, this is a mighty undertaking – and one where many others have failed. The difference in this report is the emphasis on seeking evidence that all graduates can successfully impact upon student learning. This will help to identify the success that I am sure is already evident in many programs, and provide a clear set of success criteria for all to aspire to.

'Success will require a shared vision, goodwill and a commitment by many stakeholders; and we look forward to working with them to implement the TEMAG report. As the Chair of AITSL, I give you my promise that I will do everything in my power to ensure that over the coming months and years, all of the key stakeholders – including initial teacher education providers, regulatory authorities, schools and states and territories – work together constructively to create teacher education environments that have maximum impact for the ultimate benefit of all Australian students.'

## AITSL's undertakings

AITSL has responsibilities in five areas as set out by the Minister.

### • Stronger quality assurance of teacher education courses

*Action:* AITSL is working with stakeholders to develop a rigorous process that makes it clear what universities must do to gain accreditation for their initial teacher education courses; and ensuring that all accreditation panels across Australia apply the same high standards. As Professor Hattie has noted, 'We need to dramatically improve teacher education programs. The most obvious place to begin is by asking for evidence of how these programs impact on the capabilities of teacher candidates to enhance their students' learning.'

*Impact:* All initial teacher education programs will have to be accredited under the strengthened national system. All initial teacher education programs will be of a consistently high quality and have a demonstrable impact on graduate capability and student outcomes.

### • Rigorous selection for entry to teacher education courses

*Action:* AITSL is designing guidelines for selection of students into initial teacher education courses, which will include specific criteria to assist universities in selecting suitable students based on academic and non-academic factors. The guidelines will also set out transparent reporting requirements for providers to demonstrate that their selection process is having an impact on their graduating cohort.

*Impact:* Candidates selected to enter initial teacher education courses will have the right mix of skills and attributes to be most likely to succeed in their programs and become effective teachers.

### • Improved and structured professional experience for teacher education students

*Action:* AITSL will develop requirements detailing the essential elements of effective professional experience, with supporting video examples of great practice. The requirements will make explicit the importance of establishing school-university partnerships, clear and consistent roles and responsibilities and clear expectations of supervising teachers and rigorous assessment.

*Impact:* All initial teacher education students will develop strong pedagogical skills through theory and practice linkages, will be rigorously assessed and will be more confident and 'classroom-ready' upon graduation.



- **Robust assessment of graduates to ensure classroom readiness**

*Action:* At accreditation, all programs have to demonstrate that they undertake valid and reliable assessment of their students before allowing them to graduate. AITSL is creating rigorous requirements for the assessment of graduates during their programs and will seek to work with providers to develop, trial or adapt assessment instruments customised for the Australian context. AITSL will also develop guidelines for subject specialisation in primary school courses. AITSL will also develop induction guidelines, which will set out consistent, high-quality induction practices to be maintained across Australia.

*Impact:* All graduates will be robustly assessed against the Graduate career stage of the *Australian Professional Standards for Teachers* to ensure they can have a positive impact on student learning. New primary teachers will have increased capacity to teach and assist others in critical areas such as maths, science and languages and beginning teachers will be better supported in their new careers through quality induction processes.

- **National research and workforce planning capabilities**

*Action:* AITSL's research plan will guide investigations of the effectiveness of initial teacher education. AITSL is also working with stakeholders to define the data needed for better evaluation of initial teacher education and workforce planning.

*Impact:* A rigorous evidence base about effective initial teacher education will be available, allowing programs to learn from and be benchmarked against effective practice. Data-driven teacher workforce planning will be undertaken to improve the recruitment, resourcing and retention of effective teachers.

## Focus Area 2: School Leadership

***School leaders have a significant role in ensuring the work of everyone in a school maximises student learning. School leaders need to be well prepared, have a clear understanding of what it means to be an effective leader and be able to act in ways that optimise the levels of autonomy available to them.***

### The scenario

The principal's role is crucial to the performance of students, teachers and the school. Accordingly, the *quality* of school leadership has a profound impact upon the teaching and learning that is delivered in schools. Central in a principal's multi-layered role is being a "leader of learning" for students, teachers, aspiring principals, peers and the wider community. School leadership is a demanding role that requires and benefits from the collaboratively-devised *Australian Professional Standard for Principals* (the Standard), which provides aspiring and practising school leaders with structure and guidance to frame and define progress and success. The standard is supported and supplemented by a range of standard-referenced tools and resources.

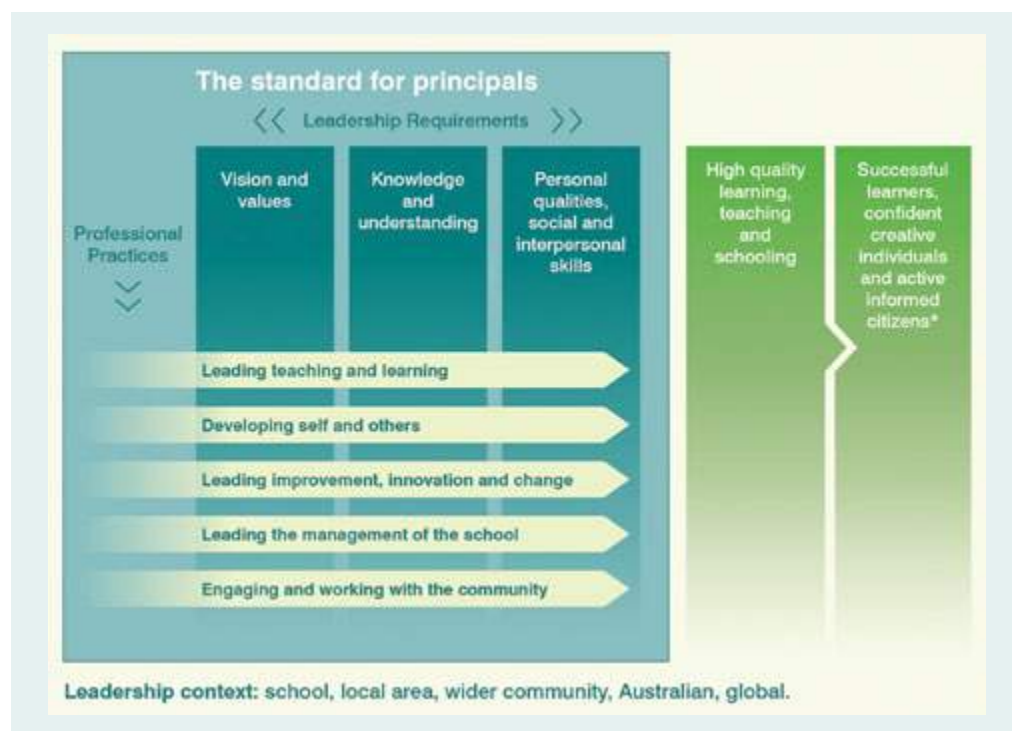
“*The Australian Government knows that great principals lead and inspire teachers ... I look forward to working with Professor John Hattie and his colleagues to continue improving school leadership across the country.*”

**The Hon Christopher Pyne MP, Minister for Education and Training.**



## The Australian Professional Standard for Principals

The Standard is a public statement that sets out what principals are expected to *know, understand and do* to lead effectively.



“

All principal preparation programs need to be totally aligned to the Standard so that new and aspiring principals are reflecting on practice and moving towards leadership.

Participant, AITSL Focus Group of the Profession

”

A survey conducted in February 2015 revealed that 76.5% of school leaders stated that they were familiar or very familiar with the Standard (up from 70.7% in 2014). This trend is reflected in the number of annual downloads of the Standard as measured to the month of May over three years: 2013 – 1,183; 2014 – 1,866; 2015 – 2,553.

The 2015 evaluation of the Standard reported that there is widespread application of the Standard and its related tools by the Government and Catholic sectors in three key areas of activity:

- Role definition and local frameworks – such as applying the Standard to develop position descriptions and support recruitment and selection of principals
- Performance and development process – such as applying the Standard and its associated tools to manage principal and school performance and to identify professional development needs for practising and aspiring school leaders
- Leadership professional development and principal preparation – such as applying the Standard to prepare aspiring principals, induct new principals or support the development of leadership skills for existing school leaders.

In the Independent sector, there is common reference to the Standard across schools, but application is managed on a school-by-school basis.

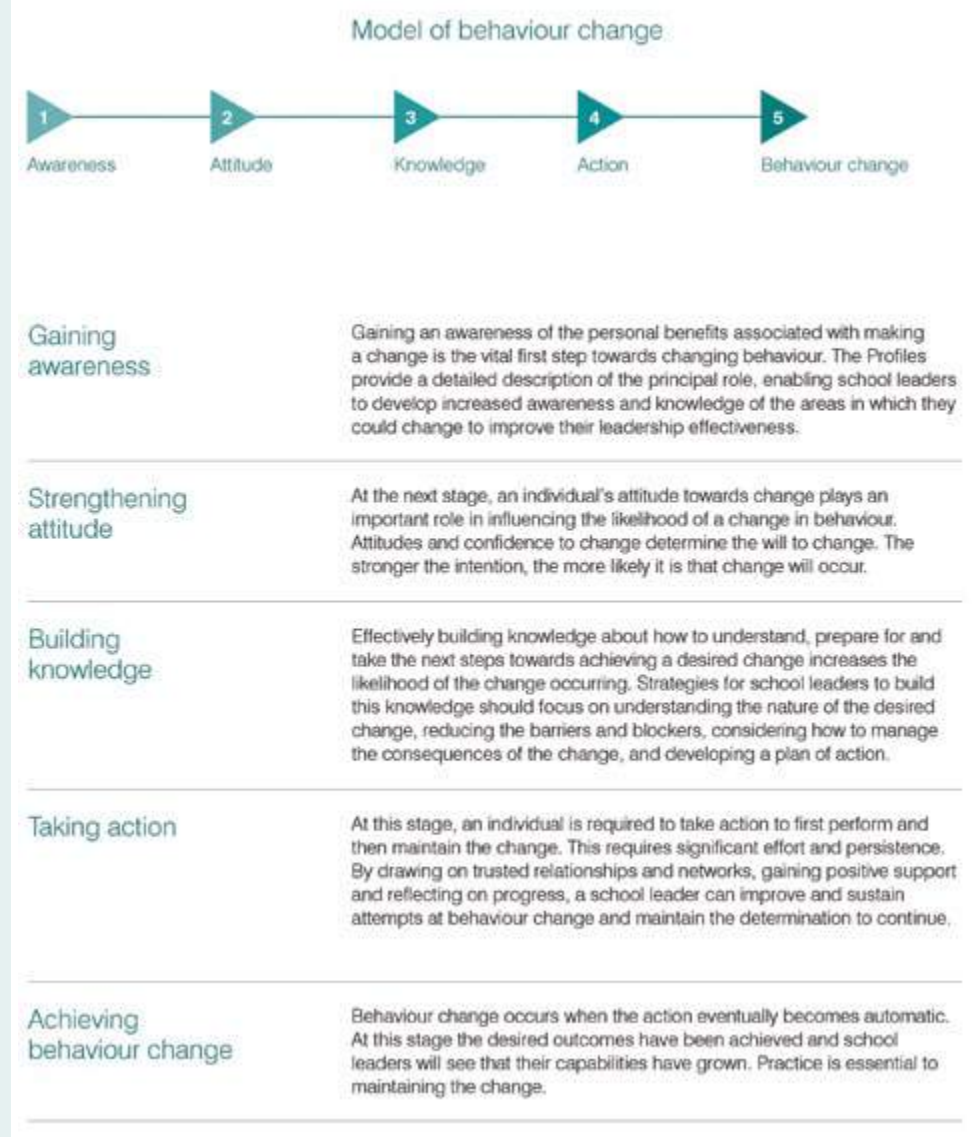
## Resources assisting implementation of the Standard

While the Standard is the overarching point of reference for principal development, its effectiveness is enriched by a range of practical and explicitly Standard-referenced tools and resources.

In response to feedback from the profession, in late 2014 AITSL published the **Leadership Profiles**. This newly-developed resource presents sets of leadership actions based on the Principal Standard that effective principals implement as they progress to higher levels of proficiency. The Profiles online version was launched in 2015.

The Profiles assist current and aspiring principals to change their behaviour and improve their practice by:

- **Promoting learning and growth:** The Profiles are designed to help understand practice and impact in relation to context as well as planning for the next stage of development. The progressive statements that make up the Profiles enable principals to review, reflect, learn and grow.
- **Acknowledging the dynamic nature of school leadership:** All successful principals draw upon a repertoire of practices performed consistently well. The way leadership practices are applied changes according to career stage, capability and context. The Profiles allow principals to review their current practices, recognise their strengths and focus effort where development is most needed.



*The behaviour change model above has been informed by the Theory of Planned Behaviour and the Health Action Process Approach. Familiarity with the general principles and stages of behaviour change will help school leaders as they strive to advance their leadership learning and development.*

Another key resource for school leaders, the **360° Reflection Tool**, uses the framework of the Standard and describes fifteen attributes that are evident in the behaviours and actions of high performing principals.

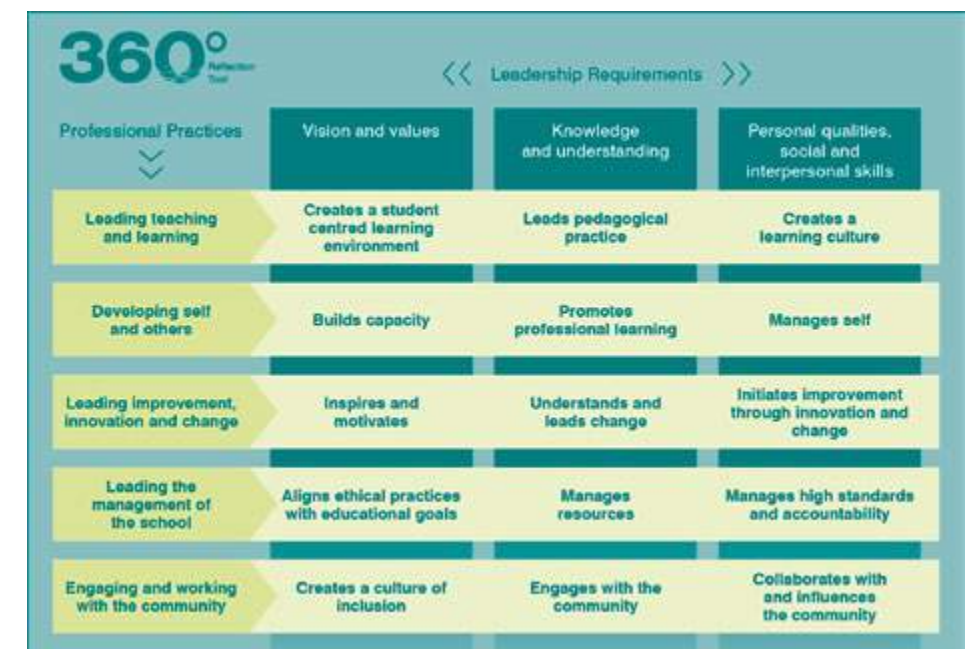
Using the 360° Reflection Tool provides current and aspiring principals with the opportunity to connect with the Standard and gather formative feedback on the leadership behaviours they exhibit in their daily work.

The 360° Reflection Tool provides principals with the ability to:

- Reflect on their leadership capacity
- Learn more about their strengths
- Better understand and explore opportunities for improvement
- Use feedback to reflect on and develop a leadership action plan
- Compare their results with those of other Australian school leaders
- Monitor change in their leadership behaviour and actions.

Since its launch, over 2,700 Australian school leaders have registered to use the tool to shape their action plans and direct their professional learning.

Both individuals and groups of leaders can benefit from the 360° Reflection Tool. Individuals can gather feedback on their strengths and areas for development. A system leader or team leader can register a group of leaders and receive a report that summarises the results and can guide the group's professional learning.





AITSL's **eCollection** is an online library of specially selected and contemporary research and resources that focus on effective leadership practices. The collection currently contains over 1,200 resources, most of which are freely available. A monthly reading list offers a snapshot of resources to support school leaders on current issues.

A new principal preparation report from AITSL, **Preparing future leaders: Effective preparation for aspiring school principals**, highlights the main challenges in preparing principals for current and future school needs. Through an extensive consultation process, AITSL has developed five key recommendations for preparing principals for the challenges of their role.

1. **Take a systematic, standards-based approach:** To be effective, principal preparation needs a strategic national approach based on the Standard that positively positions the work of school leaders and prioritises the importance of appropriate learning strategies.
2. **Identify and nurture talent:** In the best approaches to principal preparation, potential leaders are identified early in their careers and given a range of opportunities to develop their leadership skills.
3. **Match learning to an individual's capabilities, career stage and context:** Principal preparation should be sequenced to first focus on instructional leadership, followed by the development of higher-order and interpersonal skills, with management skills to be taught immediately prior to or on take-up of the principal role.
4. **Use evidence-based adult learning techniques:** The design of principal preparation programs should be based on expert knowledge of content and adult learning techniques, clear purpose and rigorous selection processes to ensure a match between participant skills, knowledge, experience and expectations.
5. **Evaluate programs for impact:** It is critical to engage in rigorous evaluation for the purposes of accountability and improvement.

In the coming year, AITSL will work with all relevant stakeholders to encourage and support them to use these five recommendations to drive policies and practices in principal preparation across Australia.

## Focus Area 3: Teaching

**Assisting Australia's teachers to increase their impact on student learning is a large scale exercise. Teachers must be supported to implement practices that have been shown to improve teaching: evaluating their impact, seeking feedback about their practices, working together, and engaging in effective professional learning.**

### The scenario

One of the key premises of AITSL's work is that the main in-school determinant of student success is the quality of teaching. Accordingly, AITSL supports teachers to maximise their impact on learners. A central element in the fulfilment of that responsibility is the creation and promulgation of standards that define the essential qualities, duties and expectations of the teaching profession.

“*The quality of our teaching and the quality of our teachers is seen as one of the important, if not most important, determinants affecting education performance ... A quality education system must be underpinned by quality teachers.*”

**The Hon Christopher Pyne MP, Minister for Education and Training.**

### The Australian Professional Standards for Teachers

Developed by AITSL, the Standards define and promote high impact teaching that maximises student learning. The Standards clearly articulate the professional knowledge, practice and engagement required of teachers at four career stages: Graduate, Proficient, Highly Accomplished and Lead.



The Standards were launched in 2011 and by 2013 all states and territories had implemented the Standards as part of a nationally consistent approach to teacher registration. AITSL continues to support the promulgation of the Standards throughout Australia. Accordingly, AITSL will monitor and support a rigorous process for the certification of Highly Accomplished and Lead teachers, including the provision of materials and modules to support the training of local assessors in participating jurisdictions.

“

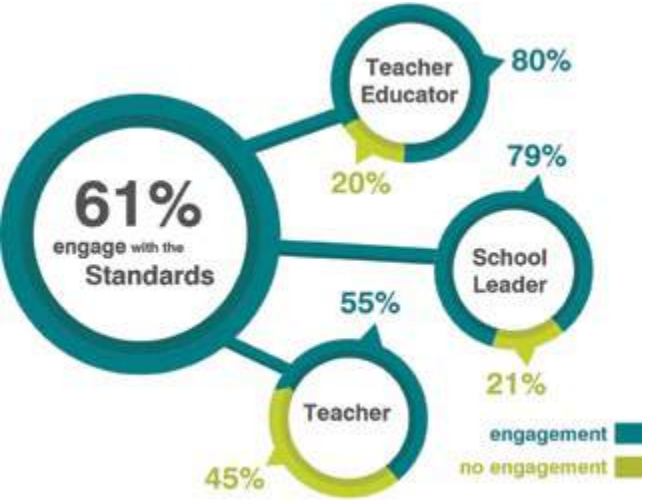
Our principal and the community are engaged this year to make sure everyone is aware of the Standards, because we know that the Standards definitely make a difference in how people operate in the classroom. It helps the teachers who have been here for twenty or thirty years like me. I've had a mentor for understanding some of the Standards. Now I've become a mentor to others to help them.

A Head of Science in a NSW school.

”

Since 2013, AITSL has worked with the University of Melbourne Graduate School of Education Centre for Program Evaluation to undertake the **Evaluation of the Implementation of the Australian Professional Standards for Teachers** to assess the usefulness, effectiveness and impact of the Standards. The investigative process drew upon the experiences of 6,000 Australian educators through a series of interviews, workshops and a national survey.

Among the key findings were: 70% of educators have knowledge of the Standards; 82% of those educators are positive about the Standards; 61% engage with the Standards regularly; and the most common use of the Standards was for reflective and collaborative practice. In summary, “the data show that educators have positive attitudes and intentions to implement the Standards, an important predictor in sustaining the use of the Standards in practice.”



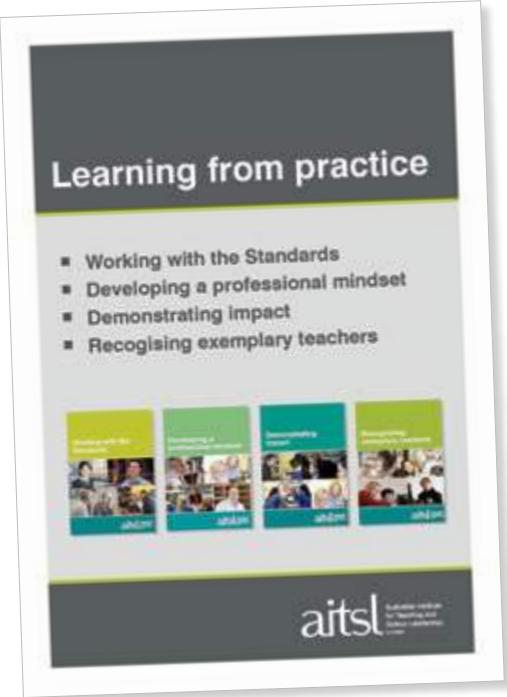
### Resources assisting implementation of the Standards

A Standards-referenced series of practical workbooks, Learning from Practice, were released by AITSL to encourage and enable teachers to continually reflect upon and improve their own practice. The four workbooks in the series, **Working with the Standards**, **Developing a Professional Mindset**, **Demonstrating Impact** and **Recognising Exemplary Teachers**, were provided to the profession free of charge through the AITSL website.

Structured professional observation and feedback are recognised as being crucial to cultivating teacher expertise. Accordingly, AITSL released the **Classroom Practice Continuum**, which responds to the question, “What does it look like to improve my classroom practice?” Again, this teachers’ resource is explicitly Standards- and career stage-referenced, translating the Professional Practice Domain of the Standards into observable classroom practices. Such observation and improvement-focused feedback helps to set directions for ongoing teacher learning and growth.

The **Classroom Practice Continuum** is supplemented by the **Looking at Classroom Practice** resource guide, which discusses the what-and-why of classroom observation to maximise the learning value of the process. These two related resources on the AITSL website typically attract about 1,500 downloads each month.

The **Professional Growth Partnerships Project** has a practical focus on what enables effective professional conversations to take place at the school level. Stage 1 is a literature review. Stage 2 involves 43 Australian schools talking about the professional conversations that take place in schools, with the aim of informing AITSL about what supports are required to strengthen the impact of the talk between teachers.





AITSL has taken an innovative approach to serving the needs of a profession that is spread across a vast nation. We have exploited the power of online networking and video production to produce *Illustrations of Practice* or IOPs: a web-based collection of short videos featuring real students and teachers in real classrooms. The IOPs are crafted to meet the needs of teachers at various career stages and in a variety of environments, helping educators across the country to situate their professional practice against the Standards and encourage reflection about practice.



AITSL has created an online repository of more than 300 IOPs, most recently supplemented by seventeen IOPs that portray maths and science classes – explicitly linked to the Standards and reflecting the national priority assigned to Science, Technology, Engineering and Mathematics. The IOPs have proven to be very attractive to the profession, with a typical month seeing around 25,000 visitors to the IOPs page on the AITSL website.

Since we now live in a world where mobile devices have become ubiquitous, AITSL took the step in 2014 of introducing the **My Standards app**. Referenced explicitly to the Standards, the app enables teachers to create a digital collection of video, photo and audio artefacts of their professional practice and growth as it actually happens. The My Standards app has been enthusiastically embraced by teachers, with download numbers being 43,000 to 30 June 2015 and increasing every day.

“

This is a great app! Just having a play and love the fact you can email evidence to yourself or to your principal – great evidence tracking for professional learning. Will share this with my staff and my principal!

Teacher, South Australia

”





AITSL has been placing an emphasis on professional reflection among teachers as one important means to ascertain positioning against the Standards. To give structure to such reflection, AITSL introduced the **Self-Assessment Tool (SAT)**. From its inception in April 2013 to June 2015, the SAT has attracted over 72,000 users.



While the Standards are clearly a central point of reference for developing teacher expertise, there is more to consider. The **Australian Charter for the Professional Learning of Teachers and School Leaders** (the Charter) and the **Australian Teacher Performance and Development Framework** (the Framework) describe the characteristics of a high quality professional learning culture and of effective professional learning. To assist in the development of strategies and practical applications at the school level, AITSL has released The **Essential Guide to Professional Learning: Collaboration**. Naturally, the nature of collaboration itself is explored and is followed up by some key questions to guide in-school development: What support is provided to teachers to facilitate collaboration? Is collaboration driven by clear and measurable goals for improvement? How is an effective culture of collaboration maintained? How are learnings translated to classroom practice?

## Learning Frontiers

Student engagement in their education is the focus of an innovative program called **Learning Frontiers**. AITSL, working in collaboration with the UK-based Innovation Unit, has been closely involved in the development and roll out of five “design hubs” around Australia. The design hubs explore innovative teaching, learning and assessment practices. The hubs focus on user-centred approaches such as rapid prototyping to design deep, relevant and pervasive learning for students. With the incremental acquisition of capability, the hubs will now become autonomous and self-sustaining.

## Liaison with the profession

As a creative, responsive and engaged organisation, AITSL does not conceptualise, develop and deliver its teacher-oriented policies, tools and resources in isolation. AITSL is richly advised and supported by many thoughtful individuals and entities, including the Focus Group of the Profession, the Professional Growth Network and the Teacher Quality Advisory Committee. AITSL is fortunate to be the recipient of feedback and fresh ideas that contribute to the quality of our teacher- and student-focused work.

## Assessment for Migration

AITSL is the assessing authority for school teacher occupations under the *Migration Regulations 1994* for the skilled migration program.

In the year to 30 June 2015, AITSL received 1143 applications. 66% of applications were for the secondary school teacher occupation. 79% of applications were found suitable.

The leading overseas country in which applicants completed their initial teacher education was the United Kingdom. The most common country of birth for applicants was the United Kingdom, followed by China.



## Further activities

In addition to the explicitly goal-related endeavours noted in the Report on Operations, AITSL has undertaken further activities that are consistent with its Statement of Intent, good governance and management.

### Corporate Services

During this financial year, Corporate Services continued to provide robust support, advice and assistance across AITSL. As an integral part of AITSL, the expert team ensures that organisation has the structure, systems and skills to achieve its mission and effectively manage corporate functions.

Corporate Services is pivotal in guiding the organisational processes in the areas of human resources, procurement and contracting, governance, work health and safety and the day-to-day corporate administration. It also manages the overall organisational requirements in terms of review, development, education, training and awareness of policy and procedures.

Specifically, during the year the Corporate Services team:

- finalised the review of organisational policies, procedures and practices
- conducted an Employee Engagement Survey and initiated follow up action
- ensured compliance with relevant legislation and government frameworks, including the *Public Governance Performance and Accountability Act 2014*
- conducted a review and refresh of the organisation's Strategic Risk Management Plan
- reviewed the organisation's Business Continuity Plan and operations
- commenced the review of the organisation's Work Level Standards
- reviewed and refined the Performance and Development process
- participated in the following internal audits:
  - Quality Assurance of Risk Management
  - Assessment for Migration
  - Contracts and Procurement
- and finalised outcomes from the 2013/2014:
  - HR Recruitment and Induction Audit; and
  - ICT Data Security & Privacy Audit.

### Communications, Online and Social Media (COSM)

The focus of this area is the effective multi-media publication and dissemination of materials that support the strategic priorities of the organisation and the tactical objectives of AITSL's project teams. Accordingly, the COSM team has both an internal enabling responsibility and an external communications focus.

Internally, the team provides copywriting, editing and design advice and services to the organisation's project teams, ensuring that communications are professionally crafted and targeted.

Externally, a particular area of activity is the continuous improvement of the organisation's website, which is AITSL's 'window on the world.' During the previous year and in the period under review, the website underwent a comprehensive transformation, with visual freshening, structural streamlining and simplified navigation.

The capabilities of AITSL's compact, in-house recording and production studio have been well exploited, with the production of high-quality and cost-effective news updates and digital resources that are provided to educators throughout Australia.

In other areas of the online world, AITSL's stakeholder engagement has continued to grow. Compared to a year ago, the number of AITSL's followers on Twitter has increased from 13,000 to 20,000 people and the eNews subscriber base has risen from 45,000 to 92,000. Average monthly website visits have regularly exceeded 100,000.

While the digital space is very productive for AITSL, we also recognise the need to maintain a mix of media channels, given that some of our stakeholders maintain a preference for hard copy communications. We therefore continue to publish news of AITSL's developments and resources in six high-impact educational journals that are circulated throughout Australia.



# Financial Report

For the year ended 30 June 2015

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## Financial Report

For the year ended 30 June 2015.

### Directors' declaration

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 *Corporations Act 2001* including:
  - a) Complying with the Australian Accounting Standards; and
  - b) Giving a true and fair view of the company's financial position as at 30 June 2015 and of its performance of the year ended on that date.
2. In the Directors' opinion there are reasonable grounds to believe that the company will be able to pay its debts as and when they become due and payable.

This declaration is made on 28 August 2015 in accordance with a resolution of the Directors.



Professor John Hattie  
Chair



Stephen Elder  
Director



## Auditor's independence declaration



Professor John Hattie  
Chairman 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 2014-15  
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 2015, 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

Carla Jago  
Executive Director  
Delegate of the Auditor-General  
Canberra

28 August 2015

GPO Box 707 CANBERRA ACT 2601  
19 National Circuit BARTON ACT  
Phone (02) 6203 7300 Fax (02) 6203 7777

## Independent auditor's report



### INDEPENDENT AUDITOR'S REPORT

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

I have audited the accompanying financial report of Australian Institute for Teaching and School Leadership Limited, which comprises the Statement of Financial Position as at 30 June 2015, the Statement of Comprehensive Income, Statement of Changes in Equity and Statement of Cash Flows for the year then ended, Notes comprising a Summary of Significant Accounting Policies and other explanatory information, and the Directors' Declaration.

***Directors' Responsibility for the Financial Report***

The directors of the Australian Institute for Teaching and School Leadership Limited are responsible for the preparation of the financial report that gives a true and fair view in accordance with Australian Accounting Standards and the *Corporations Act 2001* and for such internal control as is necessary to enable the preparation of the financial report that gives a true and fair view and is free from material misstatement, whether due to fraud or error.

***Auditor's Responsibility***

My responsibility is to express an opinion on the financial report based on my audit. I have conducted my audit in accordance with the Australian National Audit Office Auditing Standards, which incorporate the Australian Auditing Standards. These Auditing Standards require that I comply with relevant ethical requirements relating to audit engagements and plan and perform the audit to obtain reasonable assurance about whether the financial report is free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial report. The procedures selected depend on the auditor's judgement, including the assessment of the risks of material misstatement of the financial report, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the company's preparation of the financial report that gives a true and fair view 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. An audit also includes evaluating the appropriateness of the

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## Independent auditor's report

accounting policies used and the reasonableness of accounting estimates made by the directors, as well as evaluating the overall presentation of the financial report.

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

### Independence

In conducting my audit, I have complied with the independence requirements of the *Corporations Act 2001*.

### Opinion

In my opinion, the financial report of Australian Institute for Teaching and School Leadership Limited is in accordance with the *Corporations Act 2001*, including:

- (i) giving a true and fair view of Australian Institute for Teaching and School Leadership Limited's financial position as at 30 June 2015 and of its performance for the year ended on that date; and
- (ii) complying with Australian Accounting Standards and the *Corporations Regulations 2001*.

Australian National Audit Office



Carla Jago  
Executive Director  
Delegate of the Auditor-General  
Canberra  
28 August 2015

## Statement of comprehensive income

For the year ended 30 June 2015

	Notes	2015 \$	2014 \$
<b>Income</b>			
<b>Revenue</b>			
Government funding		13,520,000	14,700,000
Sales of services		1,074,431	906,672
Interest		171,471	180,054
Other revenue		126,615	28,058
Profit on sale of asset		2,123	8,152
<b>Total income</b>		<b>14,894,640</b>	<b>15,822,936</b>
<b>Expenses</b>			
Board of Directors		361,601	342,799
Employee benefits	5	6,708,903	7,241,949
Administration		1,869,167	1,683,381
Programs		5,740,468	6,301,926
Depreciation and amortisation	6	233,629	271,794
Write down and impairment of assets		77,044	–
<b>Total expenses</b>		<b>14,990,812</b>	<b>15,841,849</b>
<b>Net (deficit) from ordinary activities</b>		<b>(96,172)</b>	<b>(18,913)</b>
<b>Total comprehensive (loss) for the year attributable to members of the entity</b>		<b>(96,172)</b>	<b>(18,913)</b>

The above statement should be read in conjunction with the accompanying notes.



## Statement of financial position

As at 30 June 2015

	Notes	2015 \$	2014 \$
<b>Assets</b>			
<b>Current assets</b>			
Cash and cash equivalents	10	1,396,739	1,608,062
Held-to-maturity investments		2,371,672	1,335,029
Trade and other receivables		2,822,810	3,826,396
Other assets		137,540	76,512
<b>Total current assets</b>		<b>6,728,761</b>	<b>6,845,999</b>
<b>Non-current assets</b>			
Plant and equipment	6	1,088,968	1,494,870
Cultural	6,7	12,000	28,000
Intangibles	6	–	672
<b>Total non-current assets</b>		<b>1,100,968</b>	<b>1,523,542</b>
<b>Total assets</b>		<b>7,829,729</b>	<b>8,369,541</b>
<b>Liabilities</b>			
<b>Current liabilities</b>			
Supplier and other payables	8	1,882,763	2,073,401
Employee provisions	9	513,995	591,572
Other provisions	9	45,075	45,075
<b>Total current liabilities</b>		<b>2,441,833</b>	<b>2,710,048</b>
<b>Non-current liabilities</b>			
Employee provisions	9	90,135	104,341
Other provisions	9	610,839	772,058
<b>Total non-current liabilities</b>		<b>700,974</b>	<b>876,399</b>
<b>Total liabilities</b>		<b>3,142,807</b>	<b>3,586,447</b>
<b>Net assets</b>		<b>4,686,922</b>	<b>4,783,094</b>
<b>Equity</b>			
Retained earnings		4,686,922	4,783,094
<b>Total equity</b>		<b>4,686,922</b>	<b>4,783,094</b>

The above statement should be read in conjunction with the accompanying notes.

## Statement of changes in equity

For the year ended 30 June 2015

	Retained earnings		Total equity	
	2015 \$	2014 \$	2015 \$	2014 \$
<b>Opening Balance</b>	<b>4,783,094</b>	<b>4,802,007</b>	<b>4,783,094</b>	<b>4,802,007</b>
<b>Comprehensive Income</b>				
Deficit attributable to the entity	(96,172)	(18,913)	(96,172)	(18,913)
<b>Total Comprehensive Income Loss for the year</b>	<b>(96,172)</b>	<b>(18,913)</b>	<b>(96,172)</b>	<b>(18,913)</b>
<b>Balance at 30 June</b>	<b>4,686,922</b>	<b>4,783,094</b>	<b>4,686,922</b>	<b>4,783,094</b>

The above statement should be read in conjunction with the accompanying notes.

## Statement of cash flows

For the year ended 30 June 2015

	Notes	2015 \$	2014 \$
<b>Cash flow from operating activities</b>			
<b>Cash received</b>			
Government funding		14,453,750	16,128,500
Sales of services		1,074,431	901,033
Interest		171,471	180,054
Other		126,615	28,058
<b>Total cash received</b>		<b>15,826,267</b>	<b>17,237,645</b>
<b>Cash used</b>			
Board of Directors		(361,601)	(342,799)
Employees		(6,800,685)	(7,408,978)
Suppliers		(6,929,811)	(9,718,906)
Net GST paid to the Australian Taxation Office		(885,588)	(386,815)
<b>Total cash used</b>		<b>(14,977,685)</b>	<b>(17,857,498)</b>
<b>Net cash from (used in) operating activities</b>	<b>10</b>	<b>848,582</b>	<b>(619,853)</b>
<b>Cash flow from investing activities</b>			
<b>Cash (used) / from</b>			
Purchase of plant and equipment		(25,385)	(322,875)
Sale of plant and equipment		2,123	22,293
Sale (Purchase) of Held-to-maturity investments		(1,036,643)	31,395
<b>Net cash (used in) investing activities</b>		<b>(1,059,905)</b>	<b>(269,187)</b>
<b>Net (decrease) in cash held</b>		<b>(211,323)</b>	<b>(889,040)</b>
Cash at the beginning of the financial year		1,608,062	2,497,102
<b>Cash at the end of the financial year</b>		<b>1,396,739</b>	<b>1,608,062</b>

The above statement should be read in conjunction with the accompanying notes.

## Notes to the financial statements

For the year ended 30 June 2015

### 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 a general purpose financial report that has been prepared in accordance with Australian Accounting Standards (including the Australian Accounting Interpretations) and the *Corporations Act 2001*.

Australian Accounting Standards set out accounting policies that the AASB has concluded would result in the financial statements containing relevant and reliable information about transactions, events and conditions to which they apply. Material accounting policies adopted in the preparation of these financial statements are presented below. They have been consistently applied unless otherwise stated.

The financial statements have been prepared on an accrual basis and are in accordance with historical cost convention, except for certain assets, which as noted, are valued at fair value. The financial statements are presented in Australian dollars.

The financial statements were authorised for issue by the Board of Directors on 28 August 2015.

#### 2.2 Economic dependency

AITSL is dependent on the Department of Education and Training for the majority of its revenue used to carry out its ordinary activities. At the date of this report the Board of Directors has no reason to believe that the Department of Education and Training will not continue to support AITSL.

#### 2.3 Use of estimates and judgments

The preparation of financial statements in conformity with Australian Accounting Standards required management to make judgment, 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.



## Notes to the financial statements

For the year ended 30 June 2015

### Note 3 – Significant accounting policies

#### 3.1 Financial Instruments

##### (i) Non-derivative financial assets

AITSL initially recognises loans and receivables and deposits on the date that they originated. All other financial assets (including assets designated at fair value through surplus or deficit) are recognised initially on the trade date at which AITSL becomes a party to the contractual provisions of the instrument.

AITSL derecognises a financial asset when the contractual rights to the cash flows from the asset expire, or it transfers the rights to receive the contractual cash flows on the financial asset in a transaction in which substantially all the risks and rewards of ownership of the financial asset are transferred. Any interest in transferred financial assets that is created or retained by AITSL is recognised as a separate asset or liability.

Financial assets and liabilities are offset and the net amount presented in the statement of financial position when, and only when, AITSL has a legal right to offset the amounts and intends either to settle on a net basis or to realise the asset and settle the liability simultaneously.

AITSL has the following non-derivative financial assets: loans and receivables.

##### **Loans and receivables**

Loans and receivables are financial assets with fixed or determinable payments that are not quoted in an active market. Such assets are recognised initially at fair value plus any directly attributable transaction costs. Loans and receivables comprise trade and other receivables.

##### **Cash and cash equivalents**

Cash and cash equivalents comprise cash balances and call deposits with original maturities of three months or less from acquisition date that are subject to an insignificant risk of changes in their fair value and are used by AITSL in the management of its short term commitment.

##### (ii) Non-derivative financial liabilities

AITSL initially recognises debt securities issued and subordinated liabilities on the date that they are originated. All other financial liabilities (including liabilities designated at fair value through profit or loss) are recognised initially on the trade date at which AITSL becomes a party to the contractual provisions of the instrument. AITSL derecognises a financial liability when its contractual obligations are discharged or cancelled or expire. Financial assets and liabilities are offset and the net amount presented in the Statement of Financial Position when, and only when, AITSL has a legal right to offset the amounts and intends either to settle on a net basis or to realise the asset and settle the liability simultaneously.

AITSL has the following non-derivative financial liabilities: trade and other payables.

## Notes to the financial statements

For the year ended 30 June 2015

### Note 3 – Significant accounting policies (cont.)

#### 3.2 Furniture, Equipment and Cultural Assets

##### Capitalisation threshold

Purchases of plant and equipment are recognised in the Statement of Financial Position, except for purchases costing less than \$1,000, which are expensed in the year of acquisition, other than where they form part of a group of similar items which are significant in total.

The initial cost of an asset includes an estimate of the cost of dismantling and removing the item and restoring the site on which it is located. AITSL holds a lease agreement to occupy premises at 440 Collins Street, Melbourne. The lease agreement contains a clause to make-good on the company vacating the premises. These costs include the costs of dismantling and removing an asset and restoring the site on which the asset was created, together with recognition of a provision at present value in accordance with AASB 137 *Provisions, Contingent Liabilities and Contingent Assets*.

##### Carrying amount

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

Revaluation adjustments are made on a class basis. 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:

##### **Plant and equipment**

Computer equipment - 3 years

Office equipment - 3 years

Furniture and fittings - 10 years

Other plant and equipment - 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 (2014: Infinite life)

AITSL has 2 paintings (2014: 2) with an aggregate fair value of \$12,000 (2014: \$28,000) 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.

## Notes to the financial statements

For the year ended 30 June 2015

### Note 3 – Significant accounting policies (cont.)

#### 3.3 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.

#### 3.4 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 sick leave as all sick leave is non-vesting and the average sick leave taken in future years by employees of the entity is estimated to be less than the annual entitlement for sick leave.

Those liabilities that are not expected to be settled within 12 months are also recognised in the provision for employee benefits as non-current liabilities, but 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.

#### Long service leave

Liability for long service leave (LSL) is recognised in the provision for employee benefits. Unconditional LSL is recognised as a current liability, even where it is not expected to be settled within 12 months because AITSL will not have the unconditional right to defer the settlement of the entitlement should an employee take leave within 12 months.

The components of the current LSL liability are measured at:

- nominal value-component that AITSL expects to settle within 12 months; and
- present value-component that AITSL does not expect to settle within 12 months.

Conditional LSL is disclosed as a non-current liability. There is an unconditional right to defer the settlement of the entitlement until the employee has completed the requisite years of service. This non-current LSL liability is measured at present value.

#### 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. The liability for superannuation recognised represents the outstanding contributions for the final pay period of the year.

#### Separation and Redundancy

Provision is made for separation and redundancy benefit payments. AITSL recognises a provision for termination when it has developed a detailed formal plan for the terminations and has informed those employees affected that it will carry out the terminations.

## Notes to the financial statements

For the year ended 30 June 2015

### Note 3 – Significant accounting policies (cont.)

#### 3.5 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.

#### 3.6 Revenue

Revenue is recognised when:

- the amount of revenue, stage of completion and transaction costs incurred can be reliably measured; and
- the probable economic benefits associated with the transaction will flow to the entity.

AITSL receives revenue through a funding agreement with the Department of Education and Training. The full amount of funding received during the reporting period is recognised as revenue.

Interest revenue is recognised using the effective interest method as set out in AASB 139 *Financial Instruments: Recognition and Measurement*.

#### 3.7 Leases

A distinction is made between finance leases and operating leases. Finance leases effectively transfer from the lessor to the lessee substantially all the risks and rewards incidental to ownership of leased non-current assets. An operating lease is a lease that is not a finance lease. In operating leases, the lessor effectively retains substantially all such risks and benefits.

Operating lease payments are expensed on a straight line basis which is representative of the pattern of benefits derived from the leased assets, over the lease term.

All lease incentives for the agreement of a new or renewed operating lease shall be recognised as an integral part of the net consideration agreed for the use of the lease asset, irrespective of the time pattern in which economic benefits from the lease asset are consumed.

#### 3.8 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
- except for receivables and payables.

#### 3.9 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.



## Notes to the financial statements

For the year ended 30 June 2015

### Note 4 – New standards and interpretations not yet approved

A number of new standards, amendments to standards and interpretations are effective for annual periods beginning after 1 July 2014, and have not been applied in preparing these financial statements. Those which may be relevant to AITSL are set out below. AITSL does not plan to adopt these standards early.

#### AASB 9 Financial Instruments (2010)

AASB 9 introduces new requirements for the classification and measurement of financial assets availabilities.

AASB 9 is effective for annual periods beginning on or after 1 January 2018. The adoption of AASB 9 is not expected to have an impact on AITSL's financial assets or financial liabilities.

### Note 5 – Employee benefits

	2015 \$	2014 \$
Wages and salaries	5,616,489	5,925,533
Superannuation	729,511	773,580
Leave and other entitlements	362,903	542,836
<b>Total employee benefits</b>	<b>6,708,903</b>	<b>7,241,949</b>

## Notes to the financial statements

For the year ended 30 June 2015

### Note 6 – Non-current assets

#### Reconciliation of opening and closing balances (2014-2015)

##### Plant and equipment

	Computer equipment \$	Office equipment \$	Fixtures & fittings \$	Makegood \$	Other plant & equipment \$	Total \$
<b>As at 1 July 2014</b>						
Gross book value	367,933	139,075	1,024,424	422,724	21,495	1,975,651
Accumulated depreciation / amortisation	(238,932)	(77,148)	(120,698)	(34,870)	(9,133)	(480,781)
<b>Net book value 1 July 2014</b>	<b>129,001</b>	<b>61,927</b>	<b>903,726</b>	<b>387,854</b>	<b>12,362</b>	<b>1,494,870</b>
<b>Movements</b>						
Purchase of assets	24,345	-	1,040	-	-	25,385
Write down and impairment	(408)	-	(60,143)	-	-	(60,551)
Adjust opening value (refer Note 9)	-	-	-	(146,775)	-	(146,775)
Present value adjustment	-	-	-	9,489	-	9,489
Depreciation and amortisation expense	(68,870)	(28,041)	(103,876)	(27,219)	(5,444)	(233,450)
<b>Net book value 30 June 2015</b>	<b>84,068</b>	<b>33,886</b>	<b>740,747</b>	<b>223,349</b>	<b>6,918</b>	<b>1,088,968</b>

#### Net book value as of 30 June 2015 represented by:

Gross book value	380,666	139,075	954,320	285,438	21,495	1,780,994
Accumulated depreciation	(296,598)	(105,189)	(213,573)	(62,089)	(14,577)	(692,026)
<b>Closing net book value</b>	<b>84,068</b>	<b>33,886</b>	<b>740,747</b>	<b>223,349</b>	<b>6,918</b>	<b>1,088,968</b>

#### Reconciliation of opening and closing balances (2013-2014)

##### Plant and equipment

	Computer equipment \$	Office equipment \$	Fixtures & fittings \$	Makegood \$	Other plant & equipment \$	Total \$
<b>As at 1 July 2013</b>						
Gross book value	360,997	147,961	890,458	415,607	7,697	1,822,720
Accumulated depreciation / amortisation	(226,392)	(76,878)	(52,486)	(4,866)	(4,524)	(365,146)
<b>Net book value 1 July 2013</b>	<b>134,605</b>	<b>71,083</b>	<b>837,972</b>	<b>410,741</b>	<b>3,173</b>	<b>1,457,574</b>
<b>Movements</b>						
Purchase of assets	91,743	29,424	180,793	7,117	13,798	322,875
Sale of assets	(785)	-	(13,356)	-	-	(14,141)
Write-down	-	-	-	-	-	-
Depreciation expense	(96,562)	(38,580)	(101,683)	(30,004)	(4,609)	(271,438)
<b>Net book value 30 June 2014</b>	<b>129,001</b>	<b>61,927</b>	<b>903,726</b>	<b>387,854</b>	<b>12,362</b>	<b>1,494,870</b>

#### Net book value as of 30 June 2014 represented by:

Gross book value	367,933	139,075	1,024,424	422,724	21,495	1,975,651
Accumulated depreciation	(238,932)	(77,148)	(120,698)	(34,870)	(9,133)	(480,781)
<b>Closing net book value</b>	<b>129,001</b>	<b>61,927</b>	<b>903,726</b>	<b>387,854</b>	<b>12,362</b>	<b>1,494,870</b>

## Notes to the financial statements

For the year ended 30 June 2015

### Note 6 – Non-current assets (cont.)

#### Reconciliation of opening and closing balances (2014-2015)

	Cultural \$	Intangibles \$
<b>As at 1 July 2014</b>		
Gross book value	28,000	325,213
Accumulated depreciation / amortisation	–	(324,541)
<b>Net book value 1 July 2014</b>	<b>28,000</b>	<b>672</b>
<b>Movements</b>		
Purchase of Assets	–	–
Depreciation / amortisation expense	–	(179)
Write down and impairment	(16,000)	(493)
<b>Net book value 30 June 2015</b>	<b>12,000</b>	<b>–</b>
<b>Net Book Value as of 30 June 2015 represented by:</b>		
Gross book value	12,000	325,213
Accumulated depreciation / amortisation	–	(325,213)
<b>Closing net book value</b>	<b>12,000</b>	<b>–</b>

#### Reconciliation of opening and closing balances (2013-2014)

	Cultural \$	Intangibles \$
<b>As at 1 July 2013</b>		
Gross book value	28,000	325,213
Accumulated depreciation / amortisation	–	(324,185)
<b>Net book value 1 July 2013</b>	<b>28,000</b>	<b>1,028</b>
<b>Movements</b>		
Purchase of Assets	–	–
Depreciation / amortisation expense	–	(356)
<b>Net book value 30 June 2014</b>	<b>28,000</b>	<b>672</b>
<b>Net Book Value as of 30 June 2014 represented by:</b>		
Gross book value	28,000	325,213
Accumulated depreciation / amortisation	–	(324,541)
<b>Closing net book value</b>	<b>28,000</b>	<b>672</b>

## Notes to the financial statements

For the year ended 30 June 2015

### Note 7 – Fair value measurements

		Fair value measurements at the end of the reporting period	
	Category	2015 \$	2014 \$
<b>Non-financial assets</b>			
Cultural	Level 2	12,000	28,000
<b>Total Non-financial assets</b>		<b>12,000</b>	<b>28,000</b>
<b>Total fair value measurement of assets in the statement of financial position</b>		<b>12,000</b>	<b>28,000</b>

AITSL does not hold any non-financial liabilities.

No assets or liabilities have been transferred between value levels during the year.

The observable inputs used in the fair value measurement of cultural assets are independent valuations dated 26 June 2015, based on recent sales value. The comparative figure utilised a valuation dated 30 June 2007.

### Note 8 – Supplier and other payables

	2015 \$	2014 \$
Salaries and wages	186,377	188,011
Superannuation	22,797	23,179
Creditor and Accrued Expenses	1,666,107	1,712,604
PAYG and Withholding Tax	–	137,424
Other	7,482	12,183
<b>Total Other Current Liabilities</b>	<b>1,882,763</b>	<b>2,073,401</b>



## Notes to the financial statements

For the year ended 30 June 2015

### Note 9 – Provisions

	2015 \$	2014 \$
<b>Employee Provisions</b>		
Annual leave	357,620	399,217
Long service leave	246,510	296,696
<b>Total employee provisions</b>	<b>604,130</b>	<b>695,913</b>
Employee provisions expected to be settled in:		
No more than 12 months	513,995	591,572
More than 12 months	90,135	104,341
<b>Total employee provisions</b>	<b>604,130</b>	<b>695,913</b>
<b>Other Provisions</b>		
Provision for makegood	306,580	422,724
Unused lease incentive	349,334	394,409
<b>Total other provisions</b>	<b>655,914</b>	<b>817,133</b>
Other provisions are expected to be settled in:		
No more than 12 months	45,075	45,075
More than 12 months	610,839	772,058
<b>Total other provisions</b>	<b>655,914</b>	<b>817,133</b>

AITSL currently has an agreement for the leasing of premises at 440 Collins Street, Melbourne, which has a provision requiring AITSL to restore the premises to its original condition at the conclusion of the lease. A provision has been made to reflect the present value of this obligation.

#### Movements in the Other Provisions

	Make Good		Lease Incentives	
	2015 \$	2014 \$	2015 \$	2014 \$
Opening balance	422,724	415,607	394,409	121,788
Adjustment to opening balance	(146,775)	–	–	–
Borrowing cost adjustment	21,142	–	–	–
Present value adjustment	9,489	–	–	–
Addition for current lease at 440 Collins Street, Melbourne	–	7,117	–	315,527
Amortisation of provision	–	–	(45,075)	(42,906)
<b>Balance at 30 June</b>	<b>306,580</b>	<b>422,724</b>	<b>349,334</b>	<b>394,409</b>

An adjustment has been made to the opening balance of the make good provision. This corrects the amount from the previous disclosure which was the expected future settlement amount of the make good obligation, to the present value of the expected future settlement amount. This adjustment has resulted in a reduction to the make good asset included in Note 6.

## Notes to the financial statements

For the year ended 30 June 2015

### Note 10 – Cash flow reconciliation

	2015 \$	2014 \$
<b>Reconciliation of cash per income statement to statement of cash flows</b>		
Cash at year end as per statement of cash flows	1,396,739	1,608,062
Statement of Financial Position items comprising cash	1,396,739	1,608,062
<b>Difference</b>	<b>–</b>	<b>–</b>
<b>Reconciliation of operating result to net cash from operating activities</b>		
(Deficit) Surplus for the year	(96,172)	(18,913)
Depreciation and amortisation	233,628	271,794
Net write-down and sale of non-financial assets	212,207	(8,152)
<b>Change in assets and liabilities</b>		
Decrease (increase) in receivables	1,002,506	1,559,456
Decrease (increase) in other assets	(61,028)	167,912
Increase (decrease) in supplier payables	(189,556)	(2,924,555)
Increase (decrease) in other provisions	(161,219)	279,738
Increase (decrease) in employee provisions	(91,784)	52,867
<b>Net cash from (used in) operating activities</b>	<b>848,582</b>	<b>(619,853)</b>

### Note 11 – Senior Management Personnel Remuneration

	2015		2014	
	Executive Managers \$	Part-time Directors \$	Executive Managers \$	Part-time Directors \$
Short term employee benefits	1,310,812	221,700	1,415,568	198,714
Post employment benefits	142,127	–	137,432	–
Other long term benefits	(68,132)	–	82,630	–
Termination benefits	67,539	–	–	–
	<b>1,452,346</b>	<b>221,700</b>	<b>1,635,630</b>	<b>198,714</b>

The number of senior management personnel that are included in the above are 8 Executive Managers and 14 Part-time Directors (2014: 7 Executive Managers and 9 Part-time Directors).

## Notes to the financial statements

For the year ended 30 June 2015

### Note 12 – Related party disclosure

A number of directors of AITSL hold positions in other entities that result in them having significant influence over the financial or operating policies of these entities.

A number of these entities transacted with AITSL through the financial year. These transactions are 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. 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 director related entities.

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

	Transaction value Year ended 30 June		Balance Outstanding as at 30 June	
	2015 \$	2014 \$	2015 \$	2014 \$
<b>Purchase of goods and services</b>	<b>525,336</b>	<b>1,909,329</b>	<b>639,377</b>	<b>1,070,000</b>

### Note 13 – Remuneration of auditors

	2015 \$	2014 \$
<b>To the Auditor-General for auditing the financial statements</b>	<b>40,000</b>	<b>40,000</b>

No other services were provided by the Auditor-General.

## Notes to the financial statements

For the year ended 30 June 2015

### Note 14 – Financial risk management

	2015 \$	2014 \$
<b>Categories of financial instruments</b>		
<b>Financial assets</b>		
Loans and receivables		
Cash at bank	1,396,739	1,608,062
Held to maturity investments	2,371,672	1,335,029
Receivables for goods and services	2,822,809	3,826,396
<b>Carrying amount of financial assets</b>	<b>6,591,220</b>	<b>6,769,487</b>
<b>Financial liabilities</b>		
Financial liabilities at amortised cost		
Trade creditors	1,666,107	1,712,604
<b>Carrying amount of financial liabilities</b>	<b>1,666,107</b>	<b>1,712,604</b>
<b>Net Income and Expense from Financial Assets</b>		
Loans and receivables		
Interest revenue	171,471	180,054
<b>Net gain from loans and receivables</b>	<b>171,471</b>	<b>180,054</b>
<b>Net gain from financial assets</b>	<b>171,471</b>	<b>180,054</b>

#### Net income and expense from financial liabilities

There was no income or expense from financial liabilities.

#### Fair value of financial instruments

The carrying amount of all financial assets and financial liabilities are a reasonable approximation of their fair value.

#### Credit risk

AITSL is exposed to minimal credit risk as none of the receivables are overdue. The maximum exposure to credit risk is the risk that arises from potential default of a debtor. AITSL manages its credit risk by only allowing a debtor relationship with reliable entities or individuals and by monitoring the trade receivables closely.

All account receivable are current. No receivables were considered impaired as at 30 June 2015 or 30 June 2014.



## Notes to the financial statements

For the year ended 30 June 2015

### Note 15 – Commitments

	2015 \$	2014 \$
<b>Commitments payable</b>		
Programs	1,157,980	2,113,366
Operating Leases	1,848,007	2,472,989
<b>Total commitments payable</b>	<b>3,005,987</b>	<b>4,586,355</b>
<b>Net commitments by type</b>	<b>3,005,987</b>	<b>4,586,355</b>

#### By maturity

##### Operating lease commitments

AITSL entered a lease for premises at 440 Collins Street, Melbourne during the previous year. The operating lease contract contains a market review clause in the event that AITSL exercises its option to renew. AITSL does not have an option to purchase the leased asset at the expiry of the lease period. AITSL has provided a bank guarantee to the lessor of \$316,330, in support of the lease commitment.

A lease incentive provided is apportioned evenly over the term of the lease and recorded in current liabilities as 'Unused lease incentive'.

Payable - minimum lease payments		
- Not more than 12 months	649,981	624,982
- Greater than 12 months but not later than 5 years	1,198,025	1,848,007
<b>Total operating lease commitments</b>	<b>1,848,006</b>	<b>2,472,989</b>
<b>Net operating lease commitments</b>	<b>1,848,006</b>	<b>2,472,989</b>

##### Programs

- Not more than 12 months	1,050,980	1,307,989
- Greater than 12 months but not later than 5 years	107,000	805,377
<b>Total program commitments</b>	<b>1,157,980</b>	<b>2,113,366</b>
<b>Net program commitments</b>	<b>1,157,980</b>	<b>2,113,366</b>

Note: Commitments are GST inclusive where relevant.

## Notes to the financial statements

For the year ended 30 June 2015

### Note 16 – Budgetary reports and explanations of major variances

The following tables provide a comparison of the original budget as presented in the 2014-15 Portfolio Budget Statements (PBS) to the 2014-15 final outcome as presented in accordance with Australian Accounting Standards for AITSL. The Budget is not audited.

#### Statement of comprehensive income

For the year ended 30 June 2015

	Actual	Budget estimate	
	\$'000	Original \$'000	Variance \$'000

#### Income

##### Revenue

Government funding	13,520	14,590	(1,070)
Sales of services	1,074	680	394
Interest	172	120	52
Other revenue	127	–	127
Profit on sale of asset	2	–	2
<b>Total income</b>	<b>14,895</b>	<b>15,390</b>	<b>(495)</b>

#### Expenses

Board of Directors	362	350	(12)
Employee benefits	6,709	7,138	429
Administration	1,869	1,671	(198)
Programs	5,740	5,996	256
Depreciation and amortisation	234	235	1
Write down and impairment of assets	77	–	(77)
<b>Total expenses</b>	<b>14,991</b>	<b>15,390</b>	<b>399</b>

<b>Net (deficit) from ordinary activities</b>	<b>(96)</b>	<b>–</b>	<b>(96)</b>
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<b>Total comprehensive (loss) for the year attributable to members of the entity</b>	<b>(96)</b>	<b>–</b>	<b>(96)</b>
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## Notes to the financial statements

For the year ended 30 June 2015

### Note 16– Budgetary reports and explanations of major variances (cont.)

#### Statement of Financial Position

For the year ended 30 June 2015

	Actual	Budget estimate	
	\$'000	Original \$'000	Variance \$'000
<b>Assets</b>			
<b>Current assets</b>			
Cash and cash equivalents	1,397	3,162	(1,765)
Held-to-maturity investments	2,371	316	2,055
Trade and other receivables	2,823	4,157	(1,334)
Other assets	137	–	137
<b>Total current assets</b>	<b>6,728</b>	<b>7,635</b>	<b>(907)</b>
<b>Non-current assets</b>			
Plant and equipment	1,089	1,293	(204)
Cultural	12	28	(16)
Intangibles	–	–	–
<b>Total non-current assets</b>	<b>1,101</b>	<b>1,321</b>	<b>(220)</b>
<b>Total assets</b>	<b>7,829</b>	<b>8,956</b>	<b>(1,127)</b>
<b>Liabilities</b>			
<b>Current liabilities</b>			
Supplier and other payables	1,882	2,560	678
Employee provisions	514	723	209
Other provisions	45	45	–
<b>Total current liabilities</b>	<b>2,441</b>	<b>3,328</b>	<b>887</b>
<b>Non-current liabilities</b>			
Employee provisions	90	127	37
Other provisions	611	699	88
<b>Total non-current liabilities</b>	<b>701</b>	<b>826</b>	<b>125</b>
<b>Total liabilities</b>	<b>3142</b>	<b>4,154</b>	<b>1,012</b>
<b>Net assets</b>	<b>4,687</b>	<b>4,802</b>	<b>(2,139)</b>
<b>Equity</b>			
Retained earnings	4,687	4,802	(115)
<b>Total equity</b>	<b>4,687</b>	<b>4,802</b>	<b>(115)</b>

## Notes to the financial statements

For the year ended 30 June 2015

### Note 16– Budgetary reports and explanations of major variances (cont.)

#### Statement of Changes of Equity

For the year ended 30 June 2015

	Retained earnings			Total equity		
	Actual	Budget estimate		Actual	Budget estimate	
	\$'000	Original \$'000	Variance \$'000	\$'000	Original \$'000	Variance \$'000
<b>Opening balance</b>						
Balance carried forward from previous period	4,783	4,802	(19)	4,783	4,802	(19)
<b>Comprehensive income</b>						
Surplus for the period	(96)	–	(96)	(96)	–	(96)
Total comprehensive income	(96)	–	(96)	(96)	–	(96)
<b>Closing balance as at 30 June</b>	<b>4,687</b>	<b>4,802</b>	<b>(115)</b>	<b>4,687</b>	<b>4,802</b>	<b>(115)</b>



## Notes to the financial statements

For the year ended 30 June 2015

### Note 16– Budgetary reports and explanations of major variances (cont.)

#### Statement of Cash Flows

For the year ended 30 June 2015

	Actual	Budget estimate	
	\$'000	Original \$'000	Variance \$'000
<b>Cash flow from operating activities</b>			
<b>Cash received</b>			
Government funding	14,454	14,454	–
Sales of services	1,074	680	394
Interest	172	120	52
Other	127	–	127
<b>Total cash received</b>	<b>15,827</b>	<b>15,254</b>	<b>573</b>
<b>Cash used</b>			
Board of Directors	(362)	(350)	(12)
Employees	(6,801)	(7,117)	316
Suppliers	(6,929)	(7,166)	237
Net GST paid to the Australian Taxation Office	(886)	(665)	(221)
<b>Total cash used</b>	<b>(14,978)</b>	<b>(15,298)</b>	<b>320</b>
<b>Net cash from (used in) operating activities</b>	<b>849</b>	<b>(44)</b>	<b>893</b>
<b>Cash flow from investing activities</b>			
<b>Cash (used) / from</b>			
Purchase of plant and equipment	(25)	(50)	25
Sale of plant and equipment	2	–	2
Sale (Purchase) of Held-to-maturity investments	(1,037)	1,019	(2,056)
<b>Net cash (used in) investing activities</b>	<b>(1,060)</b>	<b>969</b>	<b>(2,029)</b>
<b>Net (decrease) in cash held</b>	<b>(211)</b>	<b>925</b>	<b>(1,136)</b>
Cash at the beginning of the financial year	1,608	2,237	(629)
<b>Cash at the end of the financial year</b>	<b>1,397</b>	<b>3,162</b>	<b>(1,765)</b>

## Notes to the financial statements

For the year ended 30 June 2015

### Note 16– Budgetary reports and explanations of major variances (cont.)

Explanation of major variances	Affected line items (and statement)
<b>Government Funding</b> During the financial year AITSL was advised that the annual funding would be reduced through a funding variation in the amount of \$170,000 (excluding GST). At the year end a further funding variation was agreed to reduce annual funding by a further \$900,000 (excluding GST). Both adjustments were included in the final quarterly funding instalment, invoiced in June 2015 and received in the subsequent financial year. This resulted in a reduction of trade receivables at year end of \$1,177,000 (including GST) and a consequential reduction in supplier payables.	Government Income (Statement of Comprehensive Income), Trade and other receivables (Statement of Financial Position), Supplier and other payables (Statement of Financial Position), Operating cash used - suppliers (Statement of Cash Flows)
<b>Sales of Services</b> AITSL delivered income from three services that were provided. Two of these services had not been planned at the time that the original Portfolio Budget Statement was prepared. The total income from these two services was \$383,000.	Sales of services income (Statement of Comprehensive Income), Cash received - sales of services (Statement of Cash Flows)
<b>Employees</b> At the beginning of the year AITSL made five employees redundant. These redundancies had not been planned at the time the original Portfolio Budget Statement was prepared. The net annual saving, after deducting the cost of the redundancy payments was \$476,000.	Employee benefit expenses (Statement of Comprehensive Income), Cash used - employees (Statement of Cash Flows)
<b>Cash and Liabilities</b> The cash flow for the year was \$893,000 ahead of the original budget. AITSL transferred available funds to a term deposit resulting in a lesser cash balance at year end and a higher amount of held maturity investments. The net increase of both balances is \$606,000.	Cash and cash equivalents / Held to maturity investments (Statement of Financial Position)

## Notes to the financial statements

For the year ended 30 June 2015

### Note 17 – Member's guarantee

Australian Institute for Teaching and School Leadership Limited is incorporated under 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 outstandings and obligations of the entity. At 30 June 2015 the number of members was one.

### Note 18 – Entity details

Australian Institute for Teaching and School Leadership Limited has premises located in Melbourne and Canberra. The head office and principal place of business is located at Level 8, 440 Collins Street, Melbourne, Victoria. AITSL is a not for profit company limited by Guarantee.

## Compliance report

### Australian Institute for Teaching and School Leadership Limited Compliance Report for financial year 2014-15

- 1) For the financial year ended 30 June 2015, in the opinion of the Directors, based on adequate internal control systems, including the advice of management and the Audit and Risk Committee, the Australian Institute for Teaching and School Leadership and its Directors have:

Complied with the provisions and requirements of the *Public Governance, Performance and Accountability Act 2013*.

- 2) As at the date of this Report, in the opinion of the Directors, the costs of the Australian Institute for Teaching and School Leadership are forecast to be within its estimated sources of external revenue for the current financial year, including, where appropriate, estimates of revenue contained in the Australian Government's central budget system.

I, John Hattie, as a Director of the Australian Institute for Teaching and School Leadership Limited, certify that the above information:

- a. is true and correct; and
- b. has been made in accordance with a resolution of Directors.

Signed:



Name: John Hattie  
Date: 28 August 2015



## Consultation Groups

Collaboration and consultation are integral to AITSL’s approach.

The governance structure includes a range of consultative groups designed to maximise opportunities to contribute to, provide advice on and shape AITSL’s work.

### Teaching Qualifications Advisory Panel (TQAP)

The Teaching Qualifications Advisory Panel was established to assist AITSL undertake the Assessment for Migration function in a way that furthers the objectives of the skilled migration program, consistent with supporting and advancing the quality of teaching in Australia. The panel seeks a national approach to skilled migration, while having regard to the responsibilities and requirements of state and territory teacher regulatory authorities.

The Teaching Qualifications Advisory Panel provides:

- information and advice to AITSL in setting appropriate criteria for assessment of school teacher occupations for skills migration, having regard to consistency with requirements across Australia.
- information and advice to assist AITSL with its approach to the assessment of overseas teaching qualifications.
- a forum for discussion and collaboration on school teacher skills assessment and other matters of common interest as these affect school teacher skills assessment.

#### Teaching Qualifications Advisory Panel (TQAP) members

Organisation	Members
Victorian Institute of Teaching	Melanie Saba (Chair – AITSL Director)
Australian Council of Deans of Education	Mary Mooney
Qualifications Recognition Policy Australian Department of Education and Training	Liz Campbell-Dorning
School Principals (Association of Heads of Independent Schools of Australia)	Andrew Barr
Australian Children’s Education & Care Quality Authority	Georgia Ramsay Rhonda Livingston
Australasian Teacher Regulatory Authorities	Wendy Hastings Peter Lind

## Teacher Quality Advisory Committee (TQAC)

The TQAC reviews and shapes initiatives, resources and support materials associated with the teacher quality agenda and the promotion of the *Australian Professional Standards for Teachers* (the Standards).

The TQAC:

- provides advice and direction on issues relating to teacher quality and the promotion and promulgation of the Standards
- ensures alignment of activities, stakeholder engagement and resourcing associated with teacher quality and the promotion and promulgation of the Standards
- advises on and quality assure the development of resources and materials to support teachers
- considers initiatives and issues generated by the Focus Group of the Profession.

#### Teacher Quality Advisory Committee (TQAC) members

Organisation	Members
Association of Independent Schools NSW	Dr Geoff Newcombe – (Chair) (AITSL Director)
Queensland College of Teachers	John Ryan
Victorian Institute of Teaching	Melanie Saba
ACT Teacher Quality Institute	Anne Ellis
Department of Education and Childhood Development (SA)	Erica Womersley
Department of Education and Communities (NSW)	Peter Johnson
Department of Education (TAS)	Shane Frost
WA Department of Education	David Axworthy
National Catholic Education Commission	Elina Raso
Independent Schools Council of Australia	Estelle Lewis
Australian Professional Teachers Association	Susan Gazis
Australian Council of Deans of Education	Christine Ure
Australian Education Union	Samantha Pidgeon
Independent Education Union of Australia	Cathy Hickey
AITSL Board Alumni	Patrick Lee
AITSL Board Alumni	Donna Bridge
AITSL Board Alumni	Lorraine Hodgson
Department of Education and Childhood Development (SA)	Kerry Kavanagh
Australian Government Department of Education	Yvonne Uren



## School Leader Quality Advisory Committee (SLQAC)

The Australian Institute for Teaching and School Leadership Limited (AITSL) has established a School Leader Quality Advisory Committee (SLQAC) in response to the changing governance arrangements of the AITSL Board.

The SLQAC reviews and shapes initiatives, resources and support related to the school leadership agenda and the promotion of the *Australian Professional Standard for Principals* (the Standard) and provides advice to the AITSL Board.

The SLQAC:

- ensures alignment of activities and stakeholder engagement associated with the school leadership agenda
- provides advice and direction on issues relating to the promotion and promulgation of the Standard
- considers and advises on engagement strategies focused on the Standard
- advises on and quality assure development of resources to support school leaders
- considers initiatives and issues generated by the Focus Group of the Profession.

## School Leader Quality Advisory Committee (SLQAC) members

Organisation	Members
Australian Secondary Principals Association	Rob Nairn (Chair)
National Aboriginal & Torres Strait Islander Principals Association	Dyonne Anderson
Department of Education and Training (VIC)	Bruce Armstrong
Australian Government Department of Education	Deb Barton
AITSL Board Alumni	Allan Blagaich
Independent Primary School Heads of Australia	Jill Bosanquet
Australian Education, Early Childhood Development and Youth Affairs Senior Officials Committee	Patrick Bryan
AITSL Board Alumni	Jenny Cranston
Australian Catholic Primary Principals Association	Dave Edwards
Australian Institute for Teaching and School Leadership	Margery Evans
Australian Special Education Principals Association	Fiona Forbes
Department of Education (TAS)	Shane Frost
Independent Schools Council of Australia	Don Grimmett
Association of Heads of Independent Schools of Australia	Philip Grutzner
AITSL Board Alumni	Norm Hart
Australian Institute for Teaching and School Leadership	Danielle Hickey
Australian Institute for Teaching and School Leadership	Julie Hyde
NSW Department of Education and Communities	Eric Jamieson
Department for Education and Childhood Development (SA)	Kerry Kavagnah
Australian Government Primary Principals Association	Gabrielle Leigh
Catholic Secondary Principals Australia	Phil Lewis
Education and Training Directorate (ACT)	Christine Lucas
Catholic Education Office Melbourne	Mary Oski
Australian Education Union	Lana Read
Department of Education (NT)	Tony Roberts
AITSL Board Alumni	Allan Shaw
Independent Education Union of Australia	Maureen Shembrey
Australian Primary Principals Association	Dennis Yarrington



### National Initial Teacher Education Advisory Committee (NITEAC)

The National Initial Teacher Education Advisory Committee (NITEAC) was established to advise the AITSL Board on the implementation, maintenance and further development of the national approach to accreditation of Initial Teacher Education programs.

NITEAC:

- advises the Aitsl Board on the implementation, maintenance and further development of the national approach to the accreditation of initial teacher education
- advises on reports and summaries on the accreditation process received from regulatory authorities
- advises on national responsibilities such as panel training
- advises on other matters relating to initial teacher education requiring the attention of the AITSL Board
- ensures advice to the AITSL Board is informed by relevant stakeholders who are consulted on the operation of the system and major pieces of work.

### National Initial Teacher Education Advisory Committee (NITEAC) members

Organisation	Members
AITSL Board	Professor John Hattie (Chair)
AITSL Board alumni	Mr Patrick Lee
Australian Council of Deans of Education	Professor Tania Aspland
Australian Council of Deans of Education	Professor Brenda Cherednichenko
Australian Council of Deans of Education	Professor Peter Aubusson
Australian Council of Deans of Education	Professor Helen Huntley
Australian Council of Deans of Education	Professor David Giles
Australian Education Union	Ms Kate Ambrose
Australian Teacher Educators Association	Professor Nan Bahr Professor Simone White
Australasian Teacher Regulatory Authorities	Ms Ruth Newton Ms Anne Ellis
Australasian Teacher Regulatory Authorities	Mr John Ryan
Department of Education Observers	Ms Jan Febey Ms Louise Hanlon Ms Marg Sykes
Independent Education Union	Mr Mark Northam
Teacher employers (nominated by AEEYSOC)	Mr Peter Johnson
Teacher employers (nominated by AEEYSOC)	Dr Jim Tangas
Universities Australia	Professor Andrew Parfitt





## Professional Growth Network

The Professional Growth Network was initiated by AITSL in March 2014. The Network comprises individuals from 23 out of 24 education systems and sectors in Australia, who are responsible for professional learning and/or performance and development in their jurisdiction.

The purpose of the Network is to:

- share the latest research and thinking in performance and development and professional learning
- partner to co-construct resources/tools to support implementation of the *Australian Teacher Performance and Development Framework* (P&D Framework) and enactment of the *Australian Charter for the Professional Learning of Teachers and School Leaders* (PL Charter)
- conduct research related to performance and development and professional learning
- showcase practices in performance and development and professional learning in Australian schools, and
- contribute to the national professional growth agenda.

Developing a national network of leaders in this space provides an opportunity for AITSL to work in partnership with systems and sectors to drive the professional growth of Australian educators.

### Professional Growth Network members

Organisation	Members
Association of Independent School of the ACT Inc	Kath Morwitch
Association of Independent School of the ACT Inc	Ian Garrity
Education and Training Directorate - ACT	Kaaren Blom
Education and Training Directorate - ACT	Christine Lucas
Catholic Education Office, Archdiocese of Canberra and Goulburn	Lyn Smith
Catholic Education Office, Archdiocese of Canberra and Goulburn	Dominic Braybon
Catholic Education Commission NSW	Andrew Fraser
Catholic Education Commission NSW	Paul Rodney
Association of Independent Schools, NSW	Sharon Cheers
Association of Independent Schools, NSW	Darryl Buchanan
Department of Education and Communities, NSW	Paul Finlay

Organisation	Members
Department of Education and Communities, NSW	Sandra Robinson
Independent Schools Queensland	Josephine Wise
Independent Schools Queensland	Leigh Williams
Queensland Catholic Education Office	John Percy
Queensland Catholic Education Office	Diane (Mandy) Anderson
Department of Education, Training and Employment Queensland	Mark Campling
Department of Education, Training and Employment Queensland	Leanne Nixon
Department for Education and Childhood Development SA	Kerry Kavagnah
Department for Education and Childhood Development SA	Erica Womersley
Association of Independent Schools of South Australia	Mary Pickett
Association of Independent Schools of South Australia	Mary Hudson
Catholic Education, South Australia	Helen O'Brien
Catholic Education, South Australia	Bruno Viecei
Independent Schools Tasmania	Terese Phillips
Tasmanian Catholic Education Commission	Donna Bucher
Tasmanian Catholic Education Commission	Sandra (Alexandra) Harvey
Department of Education, Tasmania	Shane Frost
Department of Education and Children's Services - NT	Vicki Baylis
Department of Education and Children's Services - NT	Aderyn Chatterton
Association of Independent Schools of the Northern Territory Inc	Gail Barker
Department of Education and Training, WA	Peter Glendenning
Catholic Ed WA	Michael Cicerelli
Association of Independent Schools, WA	Ron Gorman
Association of Independent Schools, WA	Nicola Davidson
Independent Schools Victoria	Aine Maher
Independent Schools Victoria	Karin Morrison
Department of Education and Early Childhood Development, VIC	Chris Mackenzie
Department of Education and Early Childhood Development, VIC	Teresa Bossio
Catholic Education Office - Melbourne	Chris Lennon
Catholic Education Office - Melbourne	Elina Raso

## Focus Group of the Profession

The Focus Group of the Profession was formally established in 2011. Since that time it has played a key role in informing and guiding the work of AITSL. The group comprises 29 representatives from education systems and sectors from across Australia.

Members of the group are practising teachers, teacher educators, preservice teachers and school leaders.

The group met three times within the past financial year and provided valuable feedback and advice on AITSL projects and initiatives.

Focus Group members also champion the work of AITSL, promoting and sharing AITSL resources within their networks.

### Focus Group of the Profession members

Organisation	Members
<b>School leaders</b>	
Amaroo School (ACT) - Acting Principal	Ben Hall
Figtree High School (NSW) - Deputy Principal	Elicia Donovan
Newcastle High School (NSW) - Deputy Principal	Nathan Towney
Alstonville Public School (NSW) - Principal	Kate Moore
Winmalee Public School (NSW) - Relief Principal	Sharon Gordon
Kedron State High School (QLD) - Deputy Principal - School Performance	Chrissie Coogan
Oatlands District High School (TAS) - Principal	Geoff Williamson
Melbourne Girls' College (VIC) - Principal	Karen Money
Frankston Special Developmental School (VIC) - Assistant Principal	Pennie Anderson
St Peter's Primary School (VIC) - Deputy Principal	Julie Percy
Carey Baptist Grammar School - Kew Campus (VIC) - Deputy Head of Middle School	Yasmine McCafferty
Atwell College (WA) - Principal	Noel Woodley

Organisation	Members
<b>Teachers</b>	
Narrabundah College (ACT), Treasurer ACT History Teachers' Association	Hilary Brettell
Department of Education and Communities NSW, R/Aboriginal Education & Engagement Advisor	Ben Ballard
Hilltop Road Public School (NSW)	Demet Caliskan
St Scholastica's College (NSW), eLearning Co-ordinator	Matt Esterman
St John's Catholic College (NT)	Clinton Bock
Brisbane Grammar School (QLD), Head of Department – Art	Angela Brown
St Joseph's School (SA)	Gavin Pinnington
Pennington Kindergarten (DECD SA), Director	Jessica Dubois
Birdwood Primary School (SA)	Tamra Harvey-Mardle
Taroona High School (TAS), A/AST Digital Technology Learning	Susan Flinn
Aspendale Gardens Primary School, Graduate Teacher	Anna Joyce
Balwyn High School (VIC), Director of Humanities	Clinton Chiumello
St. Mary's Parish Primary School (VIC)	Elyse McHardy
<b>Preservice teachers</b>	
Monash University (VIC)	Maggie Davidson
<b>Teacher educators</b>	
Monash University (VIC), Chair of Teacher Education	Simone White
La Trobe University (VIC), Associate Professor	Sally Knipe
Edith Cowan University (WA), Associate Professor	Graeme Lock



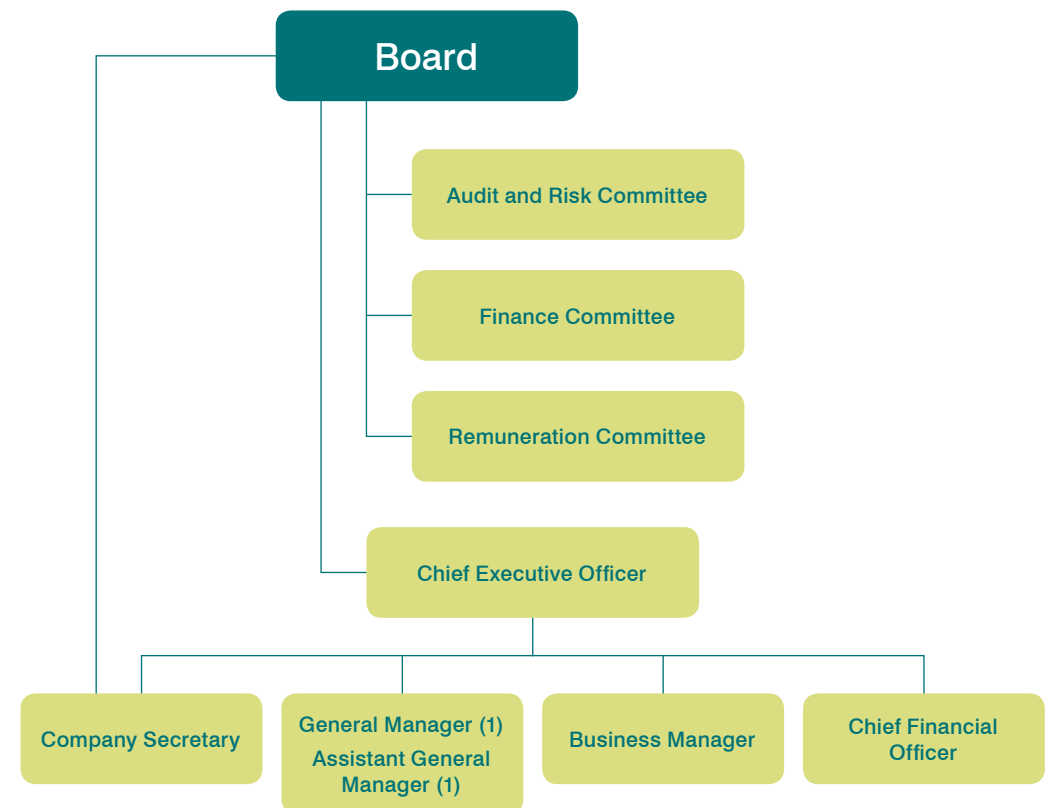


# Appendices

## Appendix 1:

### AITSL organisational structure

As at 30 June 2015



## Appendix 2:

### Consultancies and funding contracts let

As a relatively small organisation, AITSL engages consultants with specialist expertise to assist with the fulfilment of the organisation's responsibilities.

During 2014-15, 78 new consultancy contracts were entered into involving total actual expenditure of \$2,937,902. In addition, 18 ongoing consultancy contracts were active during the 2014-15 year, involving total actual expenditure of \$6,948,187.



