# **Annual Report** 2016–2017

Australian Institute for Teaching and School Leadership



# Statement of Intent



## **Our mission**

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

# **Our aspiration**

That the efforts of everyone involved in education support more teachers to teach like the best, so that student learning is maximised.

# **Ways of working**

## Policies and resources

AITSL develops national policies and high quality tools and resources to support improvement in teaching and school leadership, and consequently student learning. We will continue to work in these areas, focusing on actions that are most likely to have a sustained national impact.

## **Partnerships**

AITSL seeks to create a scalable impact by working closely with schools, higher education providers, systems, sectors and other organisations. We will work in partnership to develop, disseminate and embed our work.

## Research

Efforts to improve teaching and school leadership must derive from a credible evidence base. AITSL will develop a research plan, commission and conduct research on important issues relating to our mission, and encourage other researchers and organisations to add to this evidence base.

## **Areas of focus**

## **Initial Teacher Education**

As the foundation for successful teaching careers, high quality initial teacher education should include rigorous selection into programs, structured practical 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.

## 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.

## **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.

# AITSL will undertake research and work in partnership with stakeholders to deliver policies and resources to support:

- > Stronger quality assurance of initial teacher education courses
- > Rigorous selection for entry to initial teacher education courses
- > Improved and structured practical experience
- > Robust assessment of graduates
- > National research and workforce planning capabilities
- > The promotion and embedding of the Australian Professional Standard for Principals and the Leadership Profiles in workforce policies and school leaders' practices
- > Well prepared aspiring and beginning principals
- Development, housing and maintenance of tools and resources that contribute to school leader improvement, based on the Principal Standard, including, 360° Reflection Tool, school leader self-assessment tool and school leadership eCollection
- > The promotion and embedding of the Australian Professional Standards for Teachers
- > High quality induction for early career teachers
- > A review of the Graduate career stage of the Teaching Standards
- > Evaluation of the use and impact of the Teaching Standards
- > Promotion and leveraging of the expertise of nationally certified Highly Accomplished and Lead teachers
- > Development, housing and maintenance of tools and resources that contribute to teacher improvement, based on the Teaching Standards
- > Efficient and accurate skills assessment for migration
- > Tools and resources to support teachers to engage in practices that improve learning

## **Performance measures**

- 1. Use of AITSL resources, as measured by traffic to and within the AITSL website.
- AITSL plays a key role in successfully delivering the Government's response to TEMAG, measured through progress against the agreed work plan.
- 3. AITSL delivers its agreed work plan within the available budget.

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

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# **Annual Report** 2016–2017

Australian Institute for Teaching and School Leadership





## We're here for teaching

That means we're here for the teachers of today and the teachers of tomorrow. We're here to help school leaders create schools where student learning comes first and quality teaching thrives.



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Senator the Hon Simon Birmingham 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 2016–2017*.

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

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

Yours sincerely,

Laureate Professor John Hattie Chair

JAn Hillie

1 September 2017

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## From the Chair



I am pleased to present the *Annual Report 2016–2017* of the Australian Institute for Teaching and School Leadership.

The past year was punctuated by new beginnings and focusing our vision for the future by building upon our strengths and past achievements. In October 2016, we welcomed our new CEO, Lisa Rodgers. Lisa joined us following a distinguished career in the New Zealand Ministry of Education. She has brought a new vision and energy to AITSL and in driving the education agenda in Australia.

New beginnings give organisations reason to set their sights more sharply on the future and the opportunities ahead.

Earlier this year, the Board set AITSL a series of challenges that have been captured and addressed in our 2017–2020 Strategic Plan. This document, which has been approved by the Minister of Education and Training, presents an ambitious four-year pathway to secure a high-quality education system, where the learning of Australian children comes first. This will be achieved by improving the level of teacher expertise, building strong leadership in our schools and early childhood settings, and ensuring that all of us involved in education can evaluate our impact and make decisions based on what is proven to work best.

As Chair of AITSL, I am incredibly proud and energised by our progress and what has been achieved so far. There is, however, more work to be done. Our strong track record means we are well placed to drive the objectives of our new Strategic Plan. Clearly, at this point I would like to say how grateful we are for the contribution of our stakeholders from all systems and sectors across Australia, who have worked with us in building powerful resources and an evidence base that is available to education professionals throughout the country.

I would like to acknowledge the tremendous work of Lisa, her executive team and staff over the past 12 months in delivering against our *Statement of Intent* and 2016–17 Work Plan. My thanks also go to my fellow Board Directors, who bring their wealth of expertise to advise and discuss the key issues shaping the direction of the organisation.

AITSL will continue to back the profession and work to create a stronger, more 'professionalised' workforce, where all teachers and school leaders understand profoundly the impact they are making on the learning of Australian students every day.

Laureate Professor John Hattie Chair

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## From the CEO

At the heart of everything we do at AITSL is our mission to support Australia's teachers and school leaders to have the maximum impact on student learning.

AITSL is, and always has been, an organisation that has achieved impact by working with and for the profession. The Australian Professional Standards for Teachers are renowned across the world for creating a common language and understanding around what effective teaching looks like at each career stage. This creates a strong foundation for AITSL, the state systems and sectors, and the great teachers and principals in our schools to deliver better outcomes for students.



Since joining AITSL in October, I have travelled extensively to meet many of our key stakeholders across all jurisdictions. I have been impressed by the great work that is being done to support quality teaching and school leadership across Australia. I would like to thank everyone for their views, feedback and guidance, which I continue to reflect on in my leadership. I look forward to continuing these important conversations about how we can collectively create the right conditions for quality teaching and school leadership to thrive in our schools.

All of the progress made so far would not be possible without the hard work of our small but mighty AITSL team – a group of passionate individuals united by a common purpose to make a difference through education.

My gratitude also goes to our Board who contribute outstanding guidance, counsel and expertise. I would also like to acknowledge Chris Wardlaw PSM, our Deputy Chair, who took the reins as interim CEO prior to my commencement and provided invaluable support during the early days of my leadership.

I look forward to working with our stakeholders to secure a strong future for all Australian students.

Lisa Rodgers

**Chief Executive Officer** 

Medges.

# **Corporate Governance Statement**

## **Purpose**

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

## Corporate structure and governing legislation

AITSL was registered and commenced operations in January 2010 and is:

- a Commonwealth company as defined in Section 89 (1) of the Public Governance, Performance and Accountability Act 2013 (PGPA Act)
- a company subject to the Corporations Act 2001
- wholly-owned by the Commonwealth of Australia
- a public company limited by guarantee.

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.

AITSL is committed to meeting high standards of corporate governance, which it considers essential to its long-term performance and sustainability and to be in the best interests of its stakeholders.

AITSL's governance framework is regularly reviewed to ensure it aligns to the Government, regulatory and legislative requirements. AITSL's governance practices continue to evolve with regard to the:

- PGPA Act and Public Governance, Performance and Accountability Rule 2014 (PGPA Rule 2014)
- Australian Charities and Not-for-profits Commission Act 2012
- Corporations Act 2001.

This statement, which was approved by the Board on 1 September 2017, outlines the most significant aspects of AITSL's corporate governance framework.

As AITSL is wholly owned by the Commonwealth of Australia, under Section 250 N (4) of the Corporations Act 2001, it is not required to hold an Annual General Meeting.

AITSL regularly reports to the Minister for Education and Training and the Minister for Finance based on the reporting timetable detailed in AITSL's Grant Agreement and other requests from the Minister. AITSL is also subject to Parliamentary scrutiny through the Senate Estimates process.

The Minister for Education and Training is the sole owner and member of AITSL. During 2016–17 the Minister for this portfolio was Senator the Hon Simon Birmingham.

## **Board and Committees**

#### The Board

AITSL's Constitution defines the corporate powers of AITSL, which are exercised by the Board.

The Board has also adopted a Board Charter that sets out the Board's role and responsibilities and the role and responsibility of the Chief Executive Officer (CEO).

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

The Board has also adopted a Board Code of Conduct that sets out the legal requirements and ethical standards that each Director is expected to adhere to.

The CEO is accountable to the Board and responsible for the operational and day-to-day management of the Company with the powers and delegations authorised by the Board.

#### **Appointments**

In accordance with AITSL's Constitution, the Board is to comprise a minimum of seven and a maximum of eleven Directors.

Directors are appointed by the Commonwealth Minister for Education and Training in a formal letter of appointment setting out the key terms and conditions of the appointment. The maximum term of office for a Director is for a period of up to three years, with serving Directors eligible for re-appointment on the expiry of his or her term of office.

Full details of current Directors, including names, appointment dates and qualifications, are included in the Directors' Report on pages 14 to 20.

## **Expert Board of Directors**

AITSL operates under an expert Board, and, when appointing Directors, the Minister for Education and Training has regard for their skills and expertise in a number of areas, including: teacher education; regulation and accreditation of initial teacher education courses; school leadership; teacher practitioner expertise; public policy; governance, including audit, risk and finance; and Government liaison.

Upon appointment, each Director is requested to complete a declaration of personal interests and has an ongoing obligation to keep the Board informed of any arising interests which could potentially conflict with the interests of AITSL. Any conflicts and related party transactions are dealt with in accordance with the Board Charter, AITSL's Procurement Policy and Conflict of Interest Policy. During 2016–17 there were 13 transactions with related entities with an aggregate value of \$547,071. Further information on related party transactions for 2016–17 can be found in Note 9 of the Financial Report on page 67.

### Independent advisors

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

#### Induction

Upon appointment, each Director receives a letter from AITSL confirming their appointment along with key documents, policies and contact information relevant to their appointment. Meetings with the AITSL Board Chair and other key staff are arranged, as well as training which covers their obligations as a Director.

In order to improve both their own and the Board's performance, Directors are encouraged, where appropriate, to undertake professional development.

#### Meetings

Details of the number of Board meetings each Director was eligible to attend and the number of meetings attended during the period from 1 July 2016 to 30 June 2017 are set out in the Directors' Report on page 23.

#### **Performance**

The performance of AITSL's Board is reviewed at least every two years. The method and extent of each review is determined and agreed by the Board. The Chair will action each review, obtain any assistance required and address any relevant findings which affect the Board's responsibilities and operations.

## Remuneration

The Remuneration Tribunal determines the remuneration and travel allowances payable to Directors. Full details of Directors' remuneration are included in the Financial Report on page 66 at Note 8.

#### **Board Committees**

To assist in the performance of its responsibilities, the Board currently has three Board Committees: the Audit and Risk Committee, Finance Committee and Remuneration Committee. Each of these is governed by a formal charter setting out its purpose, role, responsibilities, composition, structure and membership. Each Committee Charter is reviewed annually by the Committee and any proposed changes to a charter must be approved by the Board. Each Committee is chaired by an AITSL Director who provides a verbal or written report to the Board outlining the matters considered and any actions taken at their Committee meeting.

#### **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 primary objectives of the Finance Committee are to assist the Board 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 CEO.

Details of AITSL's other Committees and Consultation groups are available on pages 76 to 81 of this Annual Report.

## Recognising and managing risk

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

#### Internal Control Framework

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

#### Risk management

AITSL operates under a Risk Management Policy which is consistent with the *Australian and New Zealand Standard: AS/NZS ISO 31000:2009*. The policy allows for the proactive identification, assessment and management of risks.

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

Risks are assessed on a regular basis, and AITSL's Audit and Risk Committee and the Board receive regular reports on how risks are being managed. The Audit and Risk Committee and Board also review AITSL's strategic risk profile every two years.

#### Internal audit

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

The Internal Audit function is an independent, outsourced function, overseen by the Board through the Audit and Risk Committee. Internal audit reports are provided to the Audit and Risk Committee for review in compliance with Section 28 of the PGPA Rule 2014. The Audit and Risk Committee then advises the Board on any recommendations and actions.

#### **External audit**

Under Section 98 of the PGPA Act, the Auditor-General is responsible for auditing the financial statements of Commonwealth companies. The Australian National Audit Office has contracted with Crowe Horwath (Aust) Pty Ltd to audit AITSL on behalf of the Auditor-General.

## **Governance policies**

The Board and employees of AITSL are expected to behave honestly and with integrity in their relationships with all AITSL's stakeholders and to uphold the good reputation of AITSL. AITSL has developed a number of governance policies to assist Directors and employees to understand what is expected of them. Core policies include: Standards of Conduct, Fraud Control, Gifts and Hospitality, Instruments of Delegations, Privacy, Public Interest Disclosure, Valuing Diversity and Inclusion and Work Health and Safety.

AITSL has also implemented a set of values which underpin and guide AITSL's work as individuals and as an organisation. The values established are Excellence, Ethical Behaviour, Engagement, Expertise and Effectiveness.

## Location

The organisation operates from two locations: Melbourne and Canberra.

# **Funding**

AITSL is funded by the Australian Government.

## **Equal opportunity**

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

# **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 2017 and the auditor's report thereon.

## **Board of Directors**

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

The Directors of the AITSL Board as at 30 June 2017 are:

Laureate Professor John Hattie - Chair

Mr Chris Wardlaw - Deputy Chair\*

Professor Tania Aspland

Dr Jennifer Buckingham

Mr Tony Cook

Mr Stephen Elder

Mr Trevor Fletcher

Ms Jenny Gale

Mr Rob Nairn

Dr Geoffrey Newcombe

Ms Melanie Saba

\*Chris Wardlaw was Acting Chief Executive Officer of AITSL 12 May to 23 October 2016 inclusive. Under AITSL's constitution, a Board Director may be appointed to act and perform the functions of Chief Executive Officer for a period determined by the Board.

## **Senior Officers**

In addition to those named on pages 20 to 22, the following also served as Senior Officers during the 2016–17 Financial Year:

Ms Sue Buckley, General Manager, Teaching and School Leadership, left 5 June 2017

Ms Cherida Longley, General Manager, Communications and Corporate Services, left 24 March 2017

Mr Paul Lynch, Company Secretary, left 16 January 2017

Mr Stephen Joslin, Chief Information Officer, left 28 October 2016

## Directors' qualifications and experience



Laureate Professor John Hattie

CHAIR/NON-EXECUTIVE DIRECTOR
BEd DipEd Med PhD

Laureate Professor John Hattie was first appointed to the AITSL Board and as its Chair on 1 July 2014, and was reappointed on 10 April 2017.

John is Laureate Professor, Director of the Melbourne Educational Research Institute, and Deputy Dean at the

University of Melbourne. His areas of interest are measurement models and their applications to educational problems, and models of teaching and learning. He is past-President of the International Test Commission, and associate editor of *British Journal of Educational Psychology and Nature: Science of Learning.* 

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



**Mr Christopher Wardlaw PSM** 

DEPUTY CHAIR/NON-EXECUTIVE DIRECTOR BEc(Hons) DipEd

Mr Christopher Wardlaw was appointed to the AITSL Board and as Deputy Chair of the Board on 2 May 2016.

Chris Wardlaw is currently Chair of the Victorian Curriculum and Assessment Authority. He has extensive experience on matters relating to curriculum, assessment and quality assurance for

pre-primary and senior secondary education. During his education career, he was a Deputy Secretary for Education in Victoria and Hong Kong.

Chris was awarded the Public Service Medal (PSM) in the 2013 Queen's Birthday Honours list and was made a Fellow of Monash University in 2013.

During a parallel sporting career, Chris was Head Coach of the Australian Athletics Team at the Sydney Olympic Games; an Olympian in 1976 and 1980 in the 10,000m and marathon, and coach of elite distance runners Steve Moneghetti, Kerryn McCann and Craig Mottram. He was awarded the Australian Sports Medal in 2000 and joined the Board of Athletics Australia in 2016



## **Professor Tania Aspland**

NON-EXECUTIVE DIRECTOR

DipTeach GradDip(SpecialEd) MGCAE BEd BA MEd PhD

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

Professor Tania Aspland is the Executive Dean, Faculty of Education and Arts at the Australian Catholic University (ACU). She has provided strategic leadership through a period of

extensive growth and change at ACU, having previously held other senior positions including National Head of Education and Head of Education NSW/ACT. She is also the current President of the Australian Council of Deans of Education.

Prior to ACU, Tania was a Professor in Education at the University of Adelaide and has been a leader in course development in Teacher Education for many years. She has worked on a number of research projects involving higher education pedagogies in teacher education undergraduate and graduate courses, and one on the quality of offshore teaching funded by the Australian Learning and Teaching Council.



**Dr Jennifer Buckingham** 

NON-EXECUTIVE DIRECTOR BSc(Hons) PhD

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

Jennifer Buckingham is a Senior Research Fellow at the Centre for Independent Studies, where she has been researching and writing on education policy for over 15 years. She currently leads

the CIS FIVE from FIVE Literacy Project, which aims to bridge the gap between research and practice in reading instruction.

Jennifer's main area of work is school education and she has published papers on school funding, international assessments, NAPLAN and My School, teacher training and employment, class size, and educational disadvantage. In early 2017, she chaired an expert advisory panel for the Australian Government on the introduction of a national Year 1 literacy and numeracy assessment.

Dr Buckingham has a PhD in literacy and social disadvantage from Macquarie University. She also acts as an Associate Investigator with the Centre of Excellence in Cognition and its Disorders.



**Mr Tony Cook PSM** 

NON-EXECUTIVE DIRECTOR DipTeach BEd

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

Tony Cook is the Associate Secretary for Schools and Youth for the Australian Government Department of Education and Training.

Tony has held several senior executive education positions, including Deputy Secretary, Office for Children and Portfolio Coordination and General Manager, Student Learning in the Victorian Department of Education and Early Childhood Development.

With a Bachelor of Education degree with a major in early childhood education from the Queensland University of Technology, Tony is a registered primary school teacher who has worked as a deputy principal and teacher.

In October 2013, Tony was made an Honorary Fellow of the Australian Council for Educational Leaders and in January 2014 he was awarded a Public Service Medal for driving schools policy and funding reform in Australia.



Mr Stephen Elder OAM

NON-EXECUTIVE DIRECTOR DipEd BEd

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

A former teacher, Stephen has been Executive Director of Catholic Education Melbourne since December 2006 and is Executive Director of the Catholic Education Commission of

Victoria. A member of the Victorian Parliament from 1988–1999, he was Parliamentary Secretary to the Minister for Education from 1992–1999.

In 2002, the Victorian Aboriginal Education Association presented Stephen with an award for the Highest Contribution to the Benefit of Koorie Education. In 2016, he was awarded a Medal of the Order of Australia for service to the Catholic Church in Australia and to the community of Victoria.

Among his many appointments, Stephen is a Senator of the Australian Catholic University, a Commissioner of the National Catholic Education Commission, and sits on the Board of the Victorian Registration and Qualifications Authority.



**Mr Trevor Fletcher** 

NON-EXECUTIVE DIRECTOR BEd DipEd

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

Trevor Fletcher is the Principal of Eastern Fleurieu School in South Australia, where he has been instrumental in overseeing its transformational change since his appointment in October 2011. He was previously the Deputy Director General, Schools,

for the NSW Department of Education and Training for six years.

Having enjoyed a varied career in education as a teacher, curriculum consultant and principal, Trevor has also held other senior posts in the Education Departments of Victoria, South Australia and Abu Dhabi. Trevor was one of eight members of the national Teacher Education Ministerial Advisory Group (TEMAG) in 2014. In 2015, he was invited to join the Board for the Australian College of Educators and he sits on the Parent Engagement Expert Reference Group looking at Parent Engagement for the Commonwealth Government.

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



Ms Jennifer Gale

NON-EXECUTIVE DIRECTOR BEd DipTeach

Ms Jennifer Gale commenced as a Director on 2 May 2016. Jenny Gale has been Secretary of the Tasmanian Department of Education since January 2016. Previously, she was Acting Secretary of the Education Department from 2010 to 2011, and served as the Deputy Premier's Chief of Staff in 2014-15.

Jenny has a 38-year career in education, having started teaching mathematics and working across primary, secondary and senior secondary schools as a teacher and principal for 22 years before taking up the position of Director, Office for Educational Review in 2000.

Since then, Jenny has worked in a number of senior leadership roles supporting schools, leading the development of school improvement frameworks and of the Tasmanian Curriculum, including assessment standards and reporting, and on behalf of the Tasmanian Government negotiating national education policy and strategy.

Jenny has worked on various boards and committees at both state and national level, most recently the Tasmanian Qualifications Authority and the Australian Children's Television Foundation.



Mr Rob Nairn

NON-EXECUTIVE DIRECTOR
BEd DipTeach MAICD MACEL

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

Rob Nairn is Executive Director of the Australian Secondary Principals Association and Associate Professor at Edith Cowan University.

Rob has extensive experience in metropolitan and regional Senior High Schools in Western Australia, particularly in low socio-economic areas, and is passionate about ensuring that high-quality secondary education is provided to every young person no matter what their geographic, social or personal circumstances.

Rob is a Director on the Board of Principals Australia Institute, Chair of Edith Cowan University Child Health Promotion Research Centre Advisory Board, Director of the Edith Cowan University Education Research Advisory Board, Director of the Asia Education Foundation Advisory Board and Executive member International Confederation of Principals.



**Dr Geoffrey Newcombe AM** 

NON-EXECUTIVE DIRECTOR

BSc DipEd MEdAdmin PhD GAICD

Dr Geoffrey Newcombe first commenced as a Director on 1 January 2010 and was reappointed on 2 June 2015. Geoffrey Newcombe has been Chief Executive of the Association of Independent Schools of NSW since January 2005, and was previously AIS Director of School Governance and Industrial Relations.

Geoffrey has extensive school governance and management experience, including as a school head and business manager in several independent schools, and holds a PhD in financial management in schools.

Since 2013, Geoffrey has been a Director of the Non-Government Schools Superannuation Fund (NGS Super) following a previous period of directorship between 1997 and 2005. In June 2011, he was appointed Adjunct Associate Professor in the School of Education at the University of New South Wales. In 2014, the NSW Government appointed him to the StudyNSW International Education Advisory Board. He was appointed to the New South Wales Education Standards Authority (NESA) in January 2017.



Ms Melanie Saba

NON-EXECUTIVE DIRECTOR MHA

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

Melanie Saba has been CEO at the Victorian Institute of Teaching since 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.

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

## **Senior Officers**



Ms Lisa Rodgers

CHIEF EXECUTIVE OFFICER BSc (Hons)

Ms Lisa Rodgers was appointed CEO of AITSL in October 2016, following an extensive national and international search.

With an impressive 15+ year track record as a senior executive in education and policy, Lisa is known for the work she led in the transformation of the New Zealand education system. As a Deputy Secretary across research and policy portfolios, she

enabled results and change for students through using evidence-driven insights. The work she undertook spanned strategic policy, curriculum design and assessment and resource allocation from the system to the school level to make a difference to student progress and achievement.

As AITSL CEO, Lisa works with federal and state government educational leaders, and directly with education professionals across the country. She seeks to understand and identify what makes a difference in student achievement, and to develop solutions that assist every learner, every teacher, and every school towards this goal. Since starting in the role, Lisa has become an emerging leader in Australian education.

Before joining AITSL, Lisa held several significant posts at the Ministry of Education in NZ, and has a background in strategic policy, research and insights analysis with the Ministry of Justice and the University of Wales, and served in the British Army.



#### **Mr Edmund Misson**

# DEPUTY CHIEF EXECUTIVE OFFICER BA(Hons) EMPA

Mr Edmund Misson joined AITSL in January 2011 as a General Manager. His responsibilities include work on initial teacher education, research and evaluation, and the assessment of teacher qualifications for migration. Edmund's career has been focused on policy development and implementation to achieve the best possible outcomes for the community. Prior to joining

AITSL, Edmund had a 15-year career in the Victorian Government, advising on a range of education, training and other social policy issues. He has a Master's degree in Public Administration.



#### Mr Don Abell

# CHIEF FINANCIAL OFFICER BCom GradDip FCA

Mr 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.

Don 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.



#### **Mr Damian Heffernan**

# CHIEF INFORMATION OFFICER

Mr Damian Heffernan joined AITSL in December 2016 and leads the Enterprise Technology team. Damian is passionate about using technology to make a difference and is an evangelist for agile, user-centred design and accessibility. He is an experienced technologist and brings significant experience in transformational programs, having led diverse information and

communication technology (ICT) teams across digital, multimedia, knowledge and information management, and business intelligence. Prior to joining AITSL, Damian held senior IT roles in a variety of industries, including aviation, online learning and the utilities sector.



**Ms Dianne Jickell** 

CHIEF ADVISOR BA(Hons)

Ms Dianne Jickell joined AITSL in May 2017 to provide hands-on policy and management support and to lead the Communications and External Relations function. Dianne has held senior roles in not-for-profit, FMCG, financial services, media and technology sectors. She has extensive experience in management, marketing, communications and strategic stakeholder engagement in

Australia and the United Kingdom. Prior to joining AITSL, Dianne was a senior executive at Philanthropy Australia, where she delivered several key initiatives to support the organisation's business objectives and develop its direction.



**Ms Lisa Molloy** 

COMPANY SECRETARY

BSc LLB MPICT MAICD

Ms Lisa Molloy joined AITSL in May of 2017 as the Company Secretary, and General Manager of Corporate Strategy, Finance and Governance. Her responsibilities include providing support and legal advice to the Board and Executive, ensuring regulatory compliance, and developing excellence in company operations.

Lisa is a legal professional with extensive experience working with boards and providing legal, risk, and strategic advice to government and the private sector. Prior to joining AITSL, Lisa worked with the Australian Federal Government and in private practice.



**Mr Daniel Pinchas** 

GENERAL MANAGER, TEACHING AND SCHOOL LEADERSHIP  $BEcon\ PGDipEd$ 

Mr Daniel Pinchas has worked in education leadership roles for over ten years, joining AITSL in 2013. As Manager of the Quality Teaching team for most of that time, Daniel's responsibilities included supporting implementation of the Australian Professional Standards for Teachers through a range of policy initiatives and development of online resources. Previously, Daniel was at the

Victorian Department of Education and Early Childhood Development after spending several years in the Kimberley region of Western Australia, working in remote communities as a teacher, principal and numeracy coach.

## **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	6			6	3	3	3
Chris Wardlaw	7	7			6	5		
Stephen Elder	7	6	4	2	6	5		
Geoffrey Newcombe	7	7	4	4	6	6	3	3
Tania Aspland	7	6						
Jennifer Buckingham	7	5						
Tony Cook	7	7			6	4		
Trevor Fletcher	7	6					3	3
Jenny Gale	7	7						
Rob Nairn	7	7						
Melanie Saba	7	6						

Jenny Morison attends the Audit and Risk Committee as an independent external member. Ms Morison attended all four meetings held in 2016–17.

## **Directors' benefits**

Disclosure relating to Directors' remuneration is included in Note 8 on page 66 of AITSL'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 or Officer.

## **Key Activities 2016–17**

During the period 1 July 2016 to 30 June 2017, AITSL undertook a number of projects aligned to its Statement of Intent and Work Plan, and under the following areas of focus:

#### **Initial Teacher Education**

- received agreement from Education Council to start the implementation of the Australian
  Teacher Workforce Data Strategy, which will establish a national understanding of the
  characteristics, deployment, supply and career lifecycle trajectory of the teaching workforce in
  Australia
- continued work on implementing the Australian Government's response to the *Action Now:* Classroom Ready Teachers report, including:
  - delivering national panel training to over 300 panellists from all states and territories
  - awarding grants for the development of leading national teaching performance assessments.

## **School Leadership**

- developed additional multimedia Leadership Scenarios and case studies to help school leaders to enhance their professional practice.
- released school-based profiles of educators using both the Teacher Standards and the Principal Standard to further illustrate their connection.

## **Teaching**

- established the future strategic directions for national teacher certification with the release of the paper, Taking the Lead: national certification of Australia's best teachers.
- held the second annual Highly Accomplished and Lead Teacher (HALT) Summit to enable nationally certified teachers to further develop and share their expertise.
- released a suite of resources and accompanying research to support implementation of effective feedback practices in schools.
- developed and promoted new induction resources, including the My Induction app and video case studies, which support beginning teachers to develop in their first years in the profession.
- launched the Teacher Self-Assessment Tool to help teachers reflect on their practice and plan their professional growth.

#### **Further activities**

In accordance with its mission, AITSL also:

- undertook and engaged with research to contribute to the evidence base in the national and international education community and to inform AITSL's work.
- completed the build of a new AITSL website with enhanced functionality to make it easier for busy educators to find evidence-based resources to make an impact in the classroom.
- continued acting as assessing authority under the Migration Regulations 1994 for the purposes of skilled migration to Australia as a teacher, completing 1,350 assessments of which 90% were processed within the 10-week timeframe.

## **Performance**

As outlined in AITSL's 2016–17 Corporate Plan and Statement of Intent, AITSL has established performance measures and targets to ensure AITSL delivers on its priorities and has maximum impact. AITSL's performance against these measures for 2016–17 was as follows:

#### Measure

Use of AITSL resources, as measured by traffic to and within the AITSL website.

1

2016-17 Performance:



## Measure

2

AITSL plays a key role in successfully delivering the Government's response to TEMAG, measured through progress against the agreed Work Plan.

2016–17 Performance: TEMAG Work Plan milestones are on track for successful delivery.

#### Measure

AITSL delivers its agreed Work Plan within the available budget.

3

2016-17 Performance:



More information on AITSL's activities for 2016–17 is available in the Report of Operations on page 28.

## **Future developments and results**

At the end of the 2016–17 financial year, the Directors approved the *AITSL Strategic Plan* 2017–2020, which will guide the company's work for the next four years and be underpinned by a Corporate Work Plan. The Strategic Plan is aligned to AITSL's vision and mission, and is structured around five "Focus Areas":

- Placing impact of initial teacher education, teaching and leadership at the centre of our work
- Building, enhancing and sustaining effective teaching and leadership at every level
- Advocating for quality and rigour in the design and implementation of national policies, tools and resources
- Supporting the professional education community to make evidence-based decisions
- Affirming the status of the profession.

Under the accompanying Corporate Work Plan, it is expected that during 2017-18 AITSL will:

- continue work on implementing the Australian Government's response to the Action Now:
   Classroom Ready Teachers report, including collaboration with initial teacher education (ITE) stakeholders to support the implementation of the revised Standards and Procedures.
- work with key ITE stakeholders to undertake quality assurance of accreditation, to support national consistency of decision making.
- commence the evaluation of the reforms to ITE.
- continue to build a robust evidence base to further improve ITE in Australia, including establishing the first data into the Australian Teacher Workforce Data Strategy.
- further support the nationwide promulgation and use of the Australian Professional Standard for Principals and associated resources to further enhance the professional practice and growth of school leaders.
- continue to support the promulgation and use of the Australian Professional Standards for Teachers and associated resources to cultivate further improvement in the professional expertise of teachers.
- undertake and engage with leading research to support excellence in teaching and school leadership through evidence-based policies, procedures and resources.
- continue to fulfil the role of assessing authority under the *Migration Regulations 1994* for the purposes of skilled migration to Australia as a teacher.
- maintain high standards of corporate governance.

## **Operating result**

AITSL's result for 2016–17 was an operating surplus of \$2,184.00. The Statement of Comprehensive Income on page 54 of 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.

## Significant activities

The Board determined that no significant activities or changes have occurred during 2016–17 which have affected the operations or structure of AITSL.

## Auditor's independence declaration

A copy of the auditor's independence declaration as required by division 60 of the *Australian Charities and Not-for-profits Commission Act 2012* and section 307C of the *Corporations Act 2001* is set out on page 50 of the Financial Report and forms a part of the Directors' Report for the financial year ended 30 June 2017.

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

Laureate Professor John Hattie Director

JAn Hillie

1 September 2017



## **Focus Area 1: Initial Teacher Education**

High-quality initial teacher education (ITE) is an essential foundation for successful teaching careers.

Preparing teachers to be "classroom ready" is the basis of a high-impact education system that develops successful learners. It is also a foundation of a rewarding career in education.

Australia has a large and complex ITE system, with 48 providers offering more than 370 programs as at 30 April 2017 and graduating more than 18,000 potential teachers every year.

## Background to AITSL's work on ITE

In mid-February 2015, the Teacher Education Ministerial Advisory Group (TEMAG) report. *Action Now: Classroom Ready Teachers* outlined a reform agenda for ITE 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.

The accreditation requirements for ITE underpin the delivery of quality ITE programs and set up new teachers to be successful in the classroom. AITSL works with states and territories to ensure all accredited ITE programs align with the nationally agreed standards. In doing so, we are implementing the Australian Government's response to the 2015 TEMAG report.

Against this remit, AITSL worked with key stakeholders, including ITE providers, teacher regulatory authorities, and education systems and sectors in all States and Territories to produce the revised *Accreditation of initial teacher education programs in Australia: Standards and Procedures* (Accreditation Standards and Procedures). These were agreed by Education Council in December 2015.

Implementation of the revised Accreditation Standards and Procedures represents a major reform to the ITE sector. The first of these reforms was implemented in 2017 and they will be adopted progressively in 2018 and 2019, with graduates from programs that incorporate the new approaches arriving in schools from 2019. AITSL will initiate and lead annual quality evaluation activities, in collaboration with the teacher regulatory authorities, to monitor implementation.

During 2016–17, AITSL's ITE work centred around supporting the accreditation of ITE programs and stronger quality assurance of ITE courses.

### Strengthening accreditation

AITSL worked in partnership with key stakeholders on a range of activities during the financial year to support the implementation of a strengthened national approach to the accreditation of ITE programs.

The Accreditation Standards and Procedures set out a rigorous and consistent process to the assessment of accreditation applications and include specific activities to give confidence over the quality of the national system. The accreditation process focuses on evidence of the quality of graduate teachers and their impact on student learning, as well as selection into programs, structured professional experience for students and robust assessment of graduates.

Between July 2016 and June 2017, the ITE team delivered a training program it had devised – 'Becoming an ITE accreditation panellist' – to 301 people. This group was then qualified to assess ITE programs for accreditation. This training program included four rounds of face-to-face workshops and online modules, and three rounds of additional learning for panel chairs.

By the end of the financial year, there were 301 trained panellists and 68 trained panel chairs. Since the strengthened accreditation requirements were agreed, 25 national panels have been convened to assess programs and six programs have been accredited.

## **Teaching Performance Assessment (TPA) Grant Program**

AITSL has awarded grant funding to two consortia of ITE providers – which together cover almost half of all ITE providers in Australia – to develop teaching performance assessments (TPA). The grants were allocated following a competitive two-stage application process and further support new requirements for ITE providers to more rigorously assess the classroom readiness of their graduates.

As part of the TPA Grant Program, these ITE providers will be working closely with teacher regulatory authorities, teachers, school leaders and employers to ensure a range of perspectives inform the assessment of teacher performance. This development is an important step in increasing the rigour and comparability of assessment in ITE in Australia. The consortia partners are working collaboratively on this ground-breaking work, which is already attracting attention from other countries seeking to follow our lead.

The grant program involves AITSL working with key partners throughout 2017 and into 2018 as we focus on implementation and bring to life the policy objectives that underpin this important reform.

### **The Australian Teacher Workforce Data Strategy**

On 16 December 2016, the Council of Australian Governments (COAG) Education Council agreed to fund a model proposed by AITSL for the implementation of an Australian Teacher Workforce Data Strategy.

The Australian Teacher Workforce Data Strategy will support planning for the future of Australian teaching and be developed from July 2017 to June 2021. It will provide an anonymised and complete picture of the teacher workforce across all government and non-government sectors, enabling both jurisdictional and Commonwealth governments to improve their individual and collective understanding about the teaching workforce. The information collected will encompass who is being prepared to teach and how effectively, who is teaching, where they are teaching, what they are teaching, and any gaps in the availability of teachers for Australian student population needs.

AITSL will lead the implementation of this project, working with all relevant organisations to establish the strategy and to put in place a robust governance structure and protocols.



## **Primary specialisation**

One of the 2015 Accreditation Standards and Procedures requires all entrants to primary ITE programs to graduate with a specialisation (Program Standard 4.4). This was in direct response to a TEMAG recommendation.

All ITE providers must prepare primary graduates to teach in each of the learning areas of the primary school curriculum and now, *in addition*, pre-service teachers will specialise in one of them. As a result, primary graduates of ITE programs will be generalist primary teachers with a deep focus in a particular learning area.

To support the implementation of this Program Standard, AITSL developed the *Guideline: Primary Specialisation* in consultation with key stakeholders. This document was published in February 2017 and gives additional information around fields of specialisation, assessment, program requirements, implementation and reporting.

## **Initial Teacher Education: Data Report 2016**

AITSL has produced the Initial Teacher Education Data Report each year since 2013. It is the only publication to bring together all of the available data on ITE in Australia in one place, incorporating details on ITE students and early career teachers, as well as ITE institutions and programs.

The 2017 report will also include interactive infographics and a data dashboard for the first time to help bring the facts and figures to life.

## Focus Area 2: School Leadership



Extensive research has shown that leadership is second only to teaching among all in-school related factors in its impact on student learning.

As principals' responsibilities expand beyond traditional educational roles, they need to meet the changing demands and opportunities of increasingly complex school environments, and make best use of the levels of autonomy available to them.

AITSL's work contributes to supporting school leadership throughout Australia and helps shape the comprehensive and systematic preparation of future leaders and principals.

Our school leadership priorities for 2016–17 were:

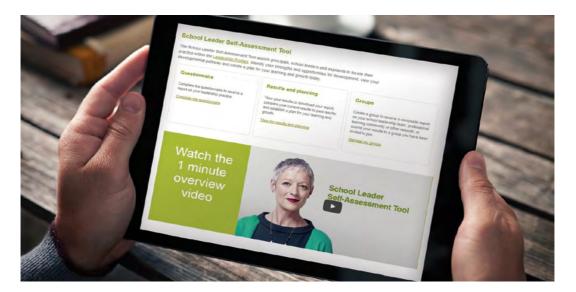
- continuing the promotion of the Australian Professional Standard for Principals;
- enabling the effective use of the Leadership Profiles, including through an interactive online form;
- helping aspiring principals to prepare for the role; and
- further supporting current school leaders.

#### The Australian Professional Standard for Principals

The Australian Professional Standard for Principals was developed with the profession to set out what principals are expected to know, understand and do to succeed in their roles.

AITSL has continued to support implementation of the Principal Standard across the country by developing and updating a range of tools and resources for incoming, new and established school leaders.

#### Interactive tools



The School Leader Self-Assessment Tool helps school leaders to reflect on their practice against the Principal Standard and Leadership Profiles. By completing the free and confidential questionnaire, users can:

- identify leadership strengths and areas for development
- view a developmental pathway
- access resources to support professional growth
- track and monitor progress over time.

The 360° Reflection Tool was also refined in September 2016 to better support reflection and observation of school leaders against the Principal Standard. The high quality of 360° feedback is recognised by the profession and so it continues to attract strong take-up with a growing number of over 4,600 school leaders registered to use it.

Since its launch in February 2017, more than **4,600** school leaders have used the School Leader Self-Assessment Tool to develop their leadership practice.

We have recently expanded our support to middle leaders with the creation of a series of case studies that describe how educators at all levels in schools are working with both the Principal Standard and Teacher Standards to develop their leadership capacity.

#### **Preparing new principals**

Our strong focus on supporting the preparation of future principals has been retained with an expanded range of resources to help aspiring leaders understand and get ready for the role.

The *Leadership Scenarios* series was launched in July 2016. This package of videos, practical guides and resources helps aspiring principals to understand some of the common challenges new principals face. The first three in the series cover how to handle difficult conversations, manage the demands of the role, and communicate effectively with a school team and wider community.

A further three videos and associated materials have been developed illustrating potential difficulties related to:

- establishing a new vision
- · developing a professional learning culture
- parental engagement.



The *National Conversation on Leadership Pathways*, published in June 2016, brought together a group of principals and experts in school leadership to discuss their experiences of preparing for the role. Several of these inspiring leaders from around Australia have since been the subject of video case studies. They provide insights into the complex and rewarding nature of school leadership, and advice to aspiring leaders on strategies to support their own preparation.

Further insights for aspiring leaders on using the Leadership Profiles are available with the *Profiles in Action* video series. The range of applications for the Leadership Profiles is explored by principals, aspiring leaders and education system professionals, and the benefits they've gained are clearly highlighted.

#### Planning for the future of principalship

To support ongoing leadership development and principal preparation activity, in collaboration with the Department of Education and Training, AITSL held the School Leadership Roundtable at the National Portrait Gallery in Canberra on 11 April 2017. This event brought together a group of key researchers and academics, presidents of national principal associations, and practising school principals to consider and identify actions the Australian Government can take to support best practice in school leadership and better prepare aspiring leaders for the role of principal. These steps included developing a national process for pre-appointment principal certification as an element of effective principal preparation.

The Roundtable focused on three themes aligned to the five Professional Practices set out in the Australian Professional Standard for Principals, as well as a fourth theme, principal preparation.

#### School Leadership Roundtable Themes

Theme 1: Leading teaching and learning – instructional leadership

Theme 2: Developing self and others – professional development

Theme 3: Leading the management of the school – professional autonomy

Theme 4: Principal preparation – principal certification.

At the end of the workshop, the Roundtable group agreed to a set of principles as the basis for further consultation. These included the proposal that there should be national dialogue and action to build a national leadership development framework, and that any certification process should be embedded within this wider approach to the preparation and continuous growth of principals to strengthen the pipeline of developing leaders.

To progress this national dialogue, AITSL's consultation with the profession throughout 2017–18 will focus on building a shared view of how school leadership is best developed across the longer term and how the pathways can be defined. This will include development and support of aspiring and current leaders at a range of stages.



## Focus Area 3: Teaching



AITSL supports the implementation of the Australian Professional Standards for Teachers (the Standards) by providing resources for teachers and school leaders. International research consistently shows that the quality of teaching has the biggest in-school impact on student learning. Therefore, AITSL's 2016–17 work program targeted resources and initiatives to each of the four teacher career stages of the Standards: Graduate, Proficient, Highly Accomplished and Lead.

AITSL has helped Graduate teachers through the release of national guidelines for high-quality induction practices and associated resources, including the new My Induction app. Evidence shows that high-quality induction is a key component in retaining talented early career teachers.

We helped Proficient teachers to improve their practices – along with their wider school leadership teams – through our new feedback resources, which we developed in partnership with Evidence for Learning and launched in May 2017. AITSL also updated the My Standards app to help teachers better collect and curate evidence of their practice.

Certification and the HALT Network are initiatives that recognise the expertise of Highly Accomplished and Lead teachers, and provide avenues for them to share their knowledge and skills.

Additionally, the Teacher Self-Assessment Tool assists teachers at these four career stages to reflect on their practice and plan their professional learning.

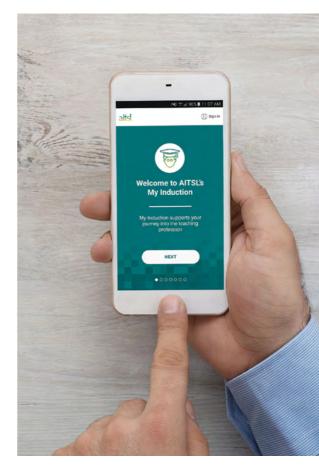
With the support of the professional Standards and complementary resources, teachers at all levels of experience and all over Australia can enhance their practice and seek to increase their impact on student learning.

#### **Beginning teacher induction**

To support the implementation of the Graduate to Proficient: Australian guidelines for teacher induction into the profession, AITSL's Quality Teaching team has produced the following resources over the past year:

- a short animation to help promote the importance of effective induction and how the Guidelines support this
- seven video case study examples of successful induction approaches across a range of contexts
- the My Induction mobile app to support beginning teachers by complementing the induction they receive within schools. It provides information and interactive activities in four areas identified in the Guidelines: professional practice, professional identity, wellbeing and orientation.

Since its launch in February 2017, the My Induction app has been downloaded more than **4,500** times.



Each year a new cohort of beginning teachers and their mentors will be the key audience for the app and communications will be targeted at this group through social media, advertising and the faculties of initial teacher education providers.

#### **Teacher Self-Assessment Tool**

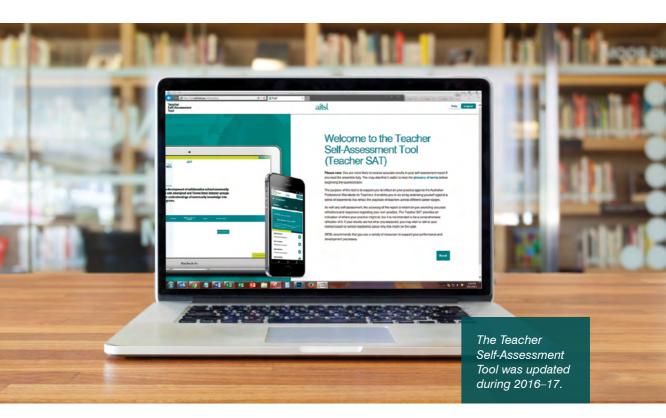
AITSL updated the Teacher Self-Assessment Tool (Teacher SAT) to provide enhanced functionality and include a new user-friendly interface and group reporting to support school teams to use it collaboratively.

The Teacher SAT is an online questionnaire that helps teachers reflect on their practice aligned to the Australian Professional Standards for Teachers. Upon completion, teachers receive a report that allocates one of the four career stages for all 37 focus areas of the Standards.

#### Teachers can use the tool to:

- discover their strengths and areas for development
- guide professional learning choices
- stimulate professional conversations with principals, colleagues and mentors
- set goals to improve their teaching practice
- see their progress by comparing reports over time
- contribute to a group report to discover expertise across a whole department, year level or school.

More than **12,500** Teacher SAT questionnaires have been completed between its launch in February and 30 June 2017.



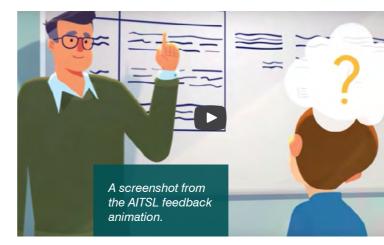
#### **Feedback**

Research shows that effective feedback practices can significantly boost student learning. This approach aligns strongly with the Australian Professional Standards for Teachers and is relatively cheap to implement.

To that end, AITSL produced and published a series of evidence-based feedback resources in partnership with Evidence for Learning.

Aimed at teachers and school leaders, the resources support the introduction of a whole-school approach to enhancing feedback practices by:

- supporting easy access to the evidence base through a Spotlight evidence summary, fact sheet and animation
- sharing the implementation stories and feedback practices from a range of contexts through video and written case studies
- supporting schools in planning, implementing, monitoring, adapting and evaluating feedback practices through a range of support materials.



The resources were published in May 2017 and are available from both the AITSL website and via Evidence for Learning's Teaching and Learning Toolkit.

#### **National Teacher Certification**

By the end of June 2017, there were 378 teachers nationally certified as either Highly Accomplished or Lead teachers (HALTs). Momentum continues to grow for professional recognition, with more teachers volunteering to be certified each year, as well as states and territories leveraging national certification as a way to recognise expert practice.

In March 2017, Senator the Hon Simon Birmingham, Minister for Education and Training, launched *Taking the lead: national certification of Australia's best teachers*. This paper presents a vision and strategies for strengthening teacher certification, including a focus on quality assurance and establishing an evidence base on the impact of certified HALTs.







#### Highly Accomplished and Lead Teacher (HALT) Network and Summit

The HALT Network, launched in March 2016, connects all nationally certified teachers and leverages their expertise to improve teaching across Australia.

Since its launch, the Network has provided input into a number of key AITSL initiatives, including a question bank for beginning teachers (as part of the My Induction app) and initiating National Certified Teacher Month. The latter forms part of our work to recognise great teaching and continually esteem the profession throughout the country.

In March 2017, AITSL hosted the second HALT Summit in Sydney. The event brought together 175 nationally-certified HALTs along with representatives from certifying authorities, certification assessors, Deans of education, and system, sector and school leaders.

The theme of the Summit was 'Connecting Expert Teachers, Inspiring Quality Practice'. Participants heard from keynote speakers including Laureate Professor John Hattie, Professor Carol Dweck and Jason Pascoe from Growth Coaching International. During sharespace sessions, delegates worked together to understand their impact and to share expertise and effective teaching strategies.



#### **Further Activities**

#### **Communications and External Relations**

During 2016–17, AITSL maintained its focus on ensuring that the company's high-quality information, tools and resources achieve maximum reach and uptake among teachers, school leaders and education professionals across Australia.

One of the main achievements under this area in this period was development work on the new website, which launched in July 2017. The ambitious web strategy to transform our digital offering, developed with our external service providers, was recognised when we made finalists in the 2016 Victorian Premier's Design Awards.

Following extensive research to better understand our audience, we have developed a cleaner, more intuitive user experience. The navigation makes it easier for busy teachers and school leaders to access valuable resources proven to work in classroom and school settings. The new website elevates the profession, presenting a dynamic and professionalised reflection of modern teaching, and includes authentic imagery from Australian schools.

We will continue to refine and enhance our website in the year ahead. As the major shop window for AITSL resources and support, it had more than 1.5 million sessions and attracted more than 835,000 unique users in the 2016–17 financial year – a steady increase on 2015–16.

Also from a digital perspective, AITSL has built upon the success of our high-performing social media program over the financial year, maintaining an average Klout score (a measure of online social influence using social media analytics) of around 67. This ranking places us comfortably in the top 5% of social media influencers globally.

As the company looked to strengthen its external profile, we increased our attention on and support for media relations and speaking engagements. Securing more national and education sector media coverage and participating in events has reinforced our standing in the broader education sphere, as a fresh, insightful voice on national education matters.

In addition, there was an increased focus on external and stakeholder engagement to better support the educational community across systems and sectors in all states and territories. In the year ahead, we will continue to collaborate with governments, education leaders, teacher education providers and the profession across Australia to ensure that teaching expertise and effective leadership is understood, valued and prioritised.

## **Corporate Strategy, Finance and Governance (CSFG)**

AITSL strives to maintain high standards of governance and provide support and advice to the Board and sub-committees regarding the regulatory, risk and financial environment in which we operate. Our legal, operational, governance and financial functions are centralised, providing advice across the company on a range of matters, including procurement.

A significant investment has been made in our corporate structure over the past financial year to help AITSL become more agile and future focused, which will ensure we are resourced accordingly to deliver on our strategic priorities. This includes making significant appointments and capitalising on skills across all levels of the company.

AITSL is also focused on the promotion and improvement of our organisational culture to help to retain skilled staff. Work around this includes modern professional development processes, increased opportunities for staff to gain exposure across the business and the implementation of flexible working arrangements.

The centralised CSFG function continually monitors and reviews AITSL's financial position and provides advice to the Senior Executive Team, CEO and the Board. This activity contributes to leading the delivery of the AITSL work plan, which underpins the company's strategic objectives.

## **Enterprise Technology (ET)**

AITSL capability around IT and technology-based projects is increasing rapidly. It now has a wide range of expertise to provide strategic advice for everything in the "Enterprise Technology" space, from procurement to vendor management to systems security.

AITSL placed more emphasis on business agility during 2016–17, facilitating the introduction of this commonly used approach in commercial businesses across the company. The activities in this space have included investigating the best tools and methods to enable a more flexible workplace, cross-functional teams and better collaboration to improve operations and responsiveness.

Data security is paramount for AITSL, as we hold a wealth of different types of data across our platforms. During early 2017, we upgraded all security systems and online products and applications, so that our level of protection now exceeds the minimum best practice standards.

With the new AITSL website being developed due for launch in July 2017, the ET focus was on project management and supervising the external suppliers. The aim was for a smooth transition when the new website was pushed live, in addition to meeting expectations for improved speed, performance and value to visitors.

AITSL championed the Aboriginal Literacy Foundation as the major benefactor of our charitable work in the 2016–17 financial year. Staff helped to raise more than \$1,600 for the foundation through morning teas, book swaps and Christmas events.

We have improved our ET capability over the year, which was pivotal to the release of several web-based resources in 2016–17: the relaunch of the School Leader Self-Assessment Tool (School Leader SAT) and the delivery of the new My Induction app and Teacher Self-Assessment Tool (Teacher SAT). The outcome was the smooth delivery of new products with minimal issues.

Another project was redeveloping the AITSL staff intranet, preparing it for launch in the first quarter of 2017–18. The result is a cutting edge, cloud-based software-as-a-service, offering single sign-on and easier employee interactivity to enhance internal communications and processes.

### **Research and Evaluation**

AITSL's efforts to enhance teaching and leadership – and to share our thought leadership – are underpinned by evidence and data.

As such, our in-house Research and Evaluation capabilities play a central role in identifying, analysing and disseminating data and research evidence, verifying research and evaluation projects, communicating research outcomes, and supporting a range of company activities.

In order to share evidence-based findings that support improvements in teaching and school leadership, AITSL introduced the Spotlight series in early 2017. The Spotlight reports translate the latest evidence available on topics important to education professionals into concise summaries, which are easy to understand and access.



The Spotlight evidence summaries that have been published so far include:

- What do we know about early career teacher attrition rates in Australia?
- Induction of beginning teachers in Australia what do early career teachers say?
- Reframing feedback to improve teaching and learning.

In addition, we also produced and published complementary Highlighters – "fast facts" that connect readers to the evidence from the Spotlight reports in an even quicker to digest format.

## **Assessment for Migration**

AITSL is the assessing authority for school teacher occupations under Australia's *Migration Regulations 1994* for the skilled migration program. We are responsible for setting assessment criteria and determining whether an applicant's qualifications and language proficiency meet the criteria for the nominated teacher occupation. The service is provided by our Assessment for Migration team, based in Canberra.

In the year to 30 June 2017, AITSL received 1,369 applications. During this period, the team completed 1,350 assessments, of which 86% of applications were assessed as suitable. The secondary school teacher occupation made up 60% of all applications.

A review of applications shows that the majority of applicants completed their initial teacher education in Australia, followed by the United Kingdom and South Africa.

AITSL met its commitment to the efficient and accurate assessment of applications by completing over 90% (95%) of applications within the advertised 10-week timeframe.

During the reporting period, six appeals were received, of which two were upheld and four were successful due to additional evidence being provided.

Continuing the 2015-16 trend, the most common country of birth for applicants remains the United Kingdom, followed by China and South Africa.



# **Financial Report**

For the year ended 30 June 2017

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## **Directors' declaration**

## For the year ended 30 June 2017

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

- 1. The financial statements and accompanying notes are in accordance with the *Australian Charities and Not-for-profits Commission Act 2012* and the *Corporations Act 2001*, including:
  - a) Complying with the Australian Accounting Standards Reduced Disclosure Requirements; and
  - b) Giving a true and fair view of the company's financial position as at 30 June 2017 and of its performance for the year ended on that date.
- 2. In the Directors' opinions 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 1 September 2017 in accordance with a resolution of the directors.

Laureate Professor John Hattie Chair

JAn Hillie

Stephen Elder Director

## Auditor's independence declaration





Laureate 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 2016–17 AUDITOR'S INDEPENDENCE DECLARATION

In accordance with the requirements of section 307C of the Corporations Act 2001 and section 60-40 of the Australian Charites and Not-for-Profits Commission Act 2012 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 2017, to the best of my knowledge and belief, there have been:

- no contraventions of the auditor independence requirements of the Corporations Act 2001, or the Australian Charities and Not-for-Profits Commission Act 2012 and
- (ii) no contravention of any applicable code of professional conduct.

Australian National Audit Office

Josephine Bushell Senior Director

Delegate of the Auditor-General

Canberra

1 September 2017

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 the Australian Institute for Teaching and School Leadership Limited Opinion

In my opinion, the financial report of the Australian Institute for Teaching and School Leadership Limited for the year ended 30 June 2017 is in accordance with the *Corporations Act 2001* and Division 60 of the *Australian Charities and Not-for-profits Commission Act 2012*, including:

- (a) giving a true and fair view of the Australian Institute for Teaching and School Leadership Limited's financial position as at 30 June 2017 and of its performance for the year then ended;
- (b) complying with Australian Accounting Standards Reduced Disclosure Requirements, Corporations Regulations 2001 and Division 60 of the Australian Charities and Not-for-profits Commission Regulations 2013.

The financial report of the Australian Institute for Teaching and School Leadership Limited, which I have audited, comprises the following statements as at 30 June 2017 and for the year then ended:

- Directors' Declaration;
- Statement of Comprehensive Income;
- Statement of Financial Position;
- Statement of Changes in Equity;
- Statement of Cash Flows; and
- Notes to the financial statements, comprising a summary of significant accounting policies and other explanatory information.

#### **Basis for Opinion**

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

I confirm that the independence declaration required by the Corporations Act 2001 and section 60-40 of the Australian Charities and Not-for-profits Commission Act 2012, which has been given to the directors of the Australian Institute for Teaching and School Leadership Limited, would be in the same terms if given to the directors as at the time of this auditor's report.

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

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

## Independent auditor's report (cont.)

#### Other Information

The directors are responsible for the other information. The other information obtained at the date of this auditor's report is the director's report for the year ended 30 June 2017 but does not include the financial statements and auditor's report thereon.

My opinion on the financial report does not cover the other information and accordingly I do not express any form of assurance conclusion thereon.

In connection with my audit of the financial report, my responsibility is to read the other information identified above and, in doing so, consider whether the other information is materially inconsistent with the financial report or my knowledge obtained in the audit, or otherwise appears to be materially misstated

If, based on the work I have performed, I conclude that there is a material misstatement of this other information, I am required to report that fact. I have nothing to report in this regard.

#### 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 — Reduced Disclosure Requirements, Corporations Act 2001 and the Australian Charities and Not-for-profits Commission Act 2012 and for such internal control the directors determine 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.

In preparing the financial report, the directors are responsible for assessing the Australian Institute for Teaching and School Leadership Limited's ability to continue as a going concern, disclosing matters related to going concern as applicable and using the going concern basis of accounting unless the directors either intend to liquidate the company or to cease operations, or has no realistic alternative but to do so.

#### Auditor's Responsibilities for the Audit of the Financial Report

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

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

- Identify and assess the risks of material misstatement of the financial report, whether due to fraud
  or error, design and perform audit procedures responsive to those risks, and obtain audit evidence
  that is sufficient and appropriate to provide a basis for my opinion. The risk of not detecting a
  material misstatement resulting from fraud is higher than for one resulting from error, as fraud may
  involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal
  control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures
  that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the
  effectiveness of the company's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the directors.
- Conclude on the appropriateness of the directors' use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the company's ability to continue as a going concern.

If I conclude that a material uncertainty exists, I am required to draw attention in my auditor's report to the related disclosures in the financial report or, if such disclosures are inadequate, to modify my opinion. My conclusions are based on the audit evidence obtained up to the date of my auditor's report. However, future events or conditions may cause the company to cease to continue as a going concern.

Evaluate the overall presentation, structure and content of the financial report, including the
disclosures, and whether the financial report represents the underlying transactions and events in a
manner that achieves fair presentation.

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

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

Australian National Audit Office

J. Bustell

Josephine Bushell Senior Director

Delegate of the Auditor-General Canberra

1 September 2017

# Statement of comprehensive income

For the year ended 30 June 2017

	Notes	2017	2016
Income			
Revenue			
Government funding		12,061,000	11,865,544
Sales of services		1,270,638	1,577,423
Interest		68,897	63,807
Other revenue		99,787	82,352
Surplus on disposal of assets		66	1,176
Total income		13,500,388	13,590,302
Expenses			
Board of Directors		325,550	310,095
Employee benefits		7,372,140	6,549,209
Administration		2,401,400	1,892,970
Programs		3,238,656	4,599,422
Depreciation and amortisation	4	160,458	232,361
Total expenses		13,498,204	13,584,057
Net surplus from ordinary activities		2,184	6,245
Total comprehensive income for the year attributable to members of the entity		2,184	6,245



# **Statement of financial position**

As at 30 June 2017

	Notes	2017 \$	2016
Assets			
Current assets			
Cash and cash equivalents	7	4,235,365	1,174,653
Held-to-maturity investments		1,316,630	1,316,630
Trade and other receivables		166,784	3,560,667
Other assets		87,772	6,273
Total current assets		5,806,551	6,058,223
Non-current assets			
Furniture, equipment and cultural	4	758,011	900,116
Total non-current assets		758,011	900,116
Total assets		6,564,562	6,958,339
Liabilities			
Current liabilities			
Supplier and other payables		674,957	1,100,514
Employee provisions	6	399,216	363,540
Other provisions	6	45,075	45,075
Total current liabilities		1,119,248	1,509,129
Non-current liabilities			
Employee provisions	6	205,221	162,414
Other provisions	6	544,742	593,629
Total non-current liabilities		749,963	756,043
Total liabilities		1,869,211	2,265,172
Net assets		4,695,351	4,693,167
Equity			
Retained surplus		4,695,351	4,693,167
Total equity		4,695,351	4,693,167

# Statement of changes in equity

For the year ended 30 June 2017

	Retained earnings			<b>Total equity</b>	
	2017	2016	2017	2016	
	\$	\$	\$	\$	
Opening balance	4,693,167	4,686,922	4,693,167	4,686,922	
Comprehensive income					
Surplus attributable to the entity	2,184	6,245	2,184	6,245	
Total comprehensive income for the year	2,184	6,245	2,184	6,245	
Balance at 30 June	4,695,351	4,693,167	4,695,351	4,693,167	



## Statement of cash flows

For the year ended 30 June 2017

	Notes	2017	2016
Cash flow from operating activities		Φ	Φ
Cash received			
Government funding		16,589,100	12,510,348
Sales of services		1,310,500	1,651,379
Interest		68,897	63,807
Other		112,627	90,587
Total cash received		18,081,124	14,316,121
Cash used	'		
Board of Directors		(325,550)	(310,095)
Employees		(7,293,657)	(6,627,383)
Suppliers		(6,655,935)	(7,621,900)
Net GST paid to the Australian Taxation Office		(724,382)	(1,003,537)
Total cash used		(14,999,524)	(15,562,915)
Net cash from (used in) operating activities	7	3,081,600	(1,246,794)
Cash flow from investing activities			
Cash from/(used in)			
Purchase of furniture, equipment and cultural		(36,358)	(32,008)
Present value adjust to make good		15,404	-
Sale of furniture, equipment and cultural		66	1,674
Sale (purchase) of held-to-maturity investments		-	1,055,042
Net cash from (used in) investing activities		(20,888)	1,024,708
Net (decrease)/increase in cash held		3,060,712	(222,086)
Cash at the beginning of the financial year		1,174,653	1,396,739
Cash at the end of the financial year	7	4,235,365	1,174,653

## Notes to the financial statements

For the year ended 30 June 2017

## 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 required disclosure requirements (including the Australian Accounting Interpretations), the Australian Charities and Not-for-profits Commission Act 2012, and the Corporations Act 2001.

Australian Accounting Standards set out accounting policies that the Australian Accounting Standards Board (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.

AITSL has adopted all of the new or amended Accounting Standards and Interpretations issued by the AASB that are mandatory for the current reporting period. Any new or amended Accounting Standards or Interpretations that are not yet mandatory have not been early adopted.

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 1 September 2017.

#### 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.

## Note 3. Significant accounting policies

#### 3.1 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.* 

#### 3.2 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.

## 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 Leases

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 are 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.



## Note 4. Non-current assets

# Reconciliation of opening and closing balances (2016–2017) Furniture, equipment and cultural

Closing net book value	28,246	559,442	158,323	12,000	758,011
Accumulated depreciation	(513,265)	(392,180)	(128,406)	-	(1,033,851)
Gross book value	541,511	951,622	286,729	12,000	1,791,862
Net book value as of 30 June 20	17 represented	l by:			
Net book value 30 June 2017	28,246	559,442	158,323	12,000	758,011
Depreciation and amortisation expense	(32,984)	(97,261)	(30,213)	-	(160,458)
Present value adjustment	-	-	(15,404)	-	(15,404)
Depreciation write-back	12,576	14,943	-	-	27,519
Assets sold	(14,850)	(15,270)	-	-	(30,120)
Purchase of assets	23,785	12,573	-	-	36,358
Movements					
Net book value 1 July 2016	39,719	644,457	203,940	12,000	900,116
Accumulated depreciation / amortisation	(492,858)	(309,863)	(98,193)	-	(900,914)
Gross book value	532,577	954,320	302,133	12,000	1,801,030
As at 1 July 2016					
	Equipment \$	& fittings \$	\$	\$	\$
	Plant &	Fixtures	Make good	Cultural	Total

# Reconciliation of opening balances (2015–2016) Furniture, equipment and cultural

	Plant & Equipment	Fixtures & fittings	Make good	Cultural	Total
	\$	\$	\$	\$	\$
As at 1 July 2015					
Gross book value	541,236	954,320	285,438	12,000	1,792,994
Accumulated depreciation / amortisation	(416,364)	(213,573)	(62,089)	-	(692,026)
Net book value 1 July 2015	124,872	740,747	223,349	12,000	1,100,968

## Note 4. Non-current assets (cont.)

#### **Accounting Policy**

#### Furniture, equipment and cultural assets

#### Capitalisation threshold

Purchases of fixtures, fittings, 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

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

Revaluation adjustments are made on a class basis. Cultural is the only asset class that has been revalued. 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:

#### Furniture, plant and equipment

Computer equipment – 3 years
Office equipment – 3 years
Other plant and equipment – 3 years
Furniture and fittings – 10 years

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

#### Cultural

Artworks - Infinite life (2016: Infinite life)

AITSL has two paintings (2016: two) with an aggregate fair value of \$12,000 (2016: \$12,000) 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. AITSL is responsible for ensuring the preservation of these assets.



## Note 5. Fair value measurements

# Fair value measurements at the end of the reporting period

		cha of the re	porting period
	Category	2017	2016
		\$	\$
Non-financial assets			
Cultural	Level 2	12,000	12,000
Total non-financial assets		12,000	12,000
Total fair value measurement of assets in		12,000	12,000
the statement of financial position			

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.

## Note 6. Provisions

	2017	2016
	\$	\$
Employee provisions		
Annual leave	377,535	341,525
Long service leave	226,902	184,429
Total employee provisions	604,437	525,954
Employee provisions expected to be settled in:		
No more than 12 months	399,216	363,540
More than 12 months	205,221	162,414
Total employee provisions	604,437	525,954
Other provisions		
Provision for make good	330,633	334,445
Unused lease incentive	259,184	304,259
Total other provisions	589,817	638,704
Other provisions are expected to be settled in:		
No more than 12 months	45,075	45,075
More than 12 months	544,742	593,629
Total other provisions	589,817	638,704

AITSL currently has an agreement for the leasing of premises at 440 Collins Street, Melbourne. The lease 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		Lea	ise incentives
	2017	2016	2017	2016
	\$	\$	\$	\$
Opening balance	334,445	306,580	304,259	349,334
Borrowing cost adjustment	11,592	11,170	-	-
Present value adjustment	(15,404)	16,695	-	-
Amortisation of provision	-	-	(45,075)	(45,075)
Balance at 30 June	330,633	334,445	259,184	304,259

#### **Accounting Policy**

#### **Provisions**

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

#### **Employee provisions and benefits**

Provision is made for benefits accruing to employees in respect of wages and salaries, annual leave and long service leave for services rendered to the reporting date. Provision for 'short-term employee benefits' (as defined in AASB 119 *Employee Benefits*) and termination benefits due within 12 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.

## Note 7. Cash flow reconciliation

	2017	2016
	\$	\$
Reconciliation of cash per income statement to statement of cash	h flows	
Cash at year end as per statement of cash flows	4,235,365	1,174,653
Statement of financial position items comprising cash	4,235,365	1,174,653
Difference	-	-
Reconciliation of operating result to net cash from operating acti	ivities	
Surplus for the year	2,184	6,245
Depreciation and amortisation	160,458	232,861
Net write-down and sale of non-financial assets	2,534	(1,674)
Change in assets and liabilities		
Decrease (increase) in receivables	3,393,883	(737,856)
Decrease (increase) in other assets	(81,500)	131,267
Increase (decrease) in supplier payables	(425,557)	(782,252)
Increase (decrease) in other provisions	(48,887)	(17,210)
Increase (decrease) in employee provisions	78,485	(78,175)
Net cash from (used in) operating activities	3,081,600	(1,246,794)

## Note 8. Key management personnel remuneration

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

	1,641,192	252,217	1,505,209	241,199
Termination benefits			-	
Other long term benefits	25,622	-	18,313	-
Post employment benefits	157,053	-	157,955	-
Short term employee benefits	1,458,517	252,217	1,328,941	241,199
	Executive Managers \$	2017 Part-time Directors \$	Executive Managers \$	2016 Part-time Directors \$

The number of key management personnel that are included in the above are 10 Executive Managers and 11 Part-time Directors (2016: 11 Executive Managers and 13 Part-time Directors).

## Note 9. Related party disclosure

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

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

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

	Transaction value year ended 30 June			e outstanding as at 30 June
	2017	2016	2017	2016
	\$	\$	\$	\$
Purchase of goods and services	547,071	775,542	33,308	105,061

### Note 10. Financial instruments

	2017	2016
	\$	\$
Change in assets and liabilities		
Financial assets		
Loans and receivables		
Cash at bank	4,235,364	1,174,653
Receivables for goods and services	166,784	3,560,667
Held-to-maturity investments	1,316,630	1,316,630
Carrying amount of financial assets	5,718,778	6,051,950
Financial liabilities		
Financial liabilities at amortised cost		
Trade creditors	598,713	1,058,629
Carrying amount of financial liabilities	598,713	1,058,629
Net income and expense from financial assets		
Loans and receivables		
Interest revenue	68,897	63,807
Net gain from loans and receivables	68,897	63,807
Net gain from financial assets	68,897	63,807

#### 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 accounts receivable are current. No receivables were considered impaired as at 30 June 2017 or 30 June 2016.

#### 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: trade and other receivables, cash and cash equivalents and held-to-maturity investments.

#### Trade and other receivables

Trade and other 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.

#### 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.

#### **Held-to-maturity investments**

Held-to-maturity investments are cash deposits with a specified maturity and subject to insignificant risk of changes in fair value. They are used by AITSL in the management of financial commitments.

#### 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.

## Note 11. Commitments

Total commitments payable	1,210,674	1,798,360
Operating leases	522,044	1,198,025
Programs	688,630	600,335
Commitments payable		
	2017 \$	2016

### By maturity

## **Operating lease commitments**

AITSL leases premises at 440 Collins Street, Melbourne and at Callam, Canberra. AITSL does not have an option to purchase either 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 for the Melbourne property.

A lease incentive received in regard to the Melbourne property 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 522,044	675,981
- Greater than 12 months but not later than 5 years -	522,044
Total operating lease commitments 522,044	1,198,025
Net operating lease commitments 522,044	1,198,025
Programs	
- Not more than 12 months 688,630	507,562
- Greater than 12 months but not later than 5 years -	92,773
Total program commitments 688,630	600,335
Net program commitments 688,630	600,335

Note: Commitments are GST inclusive where relevant.

### **Accounting policy**

### Commitments

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



## Note 12. Budgetary reports and explanations of major variances

The following tables provide a comparison of the original budget as presented in the 2016–17 Portfolio Budget Statements (PBS) to the 2016–17 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 2017

		Bud	lget estimate
	Actual	Original	Variance
	\$'000	\$'000	\$'000
Income			
Revenue			
Government funding	12,061	12,061	-
Sales of services	1,271	900	371
Interest	69	70	(1)
Other revenue	-	-	-
Profit on sale of asset	-	-	-
Total income	13,401	13,031	370
Expenses			
Board of Directors	325	343	18
Employee benefits	7,372	7,133	(239)
Administration	2,303	2,157	(146)
Programs	3,239	3,273	34
Depreciation and amortisation	160	125	(35)
Total expenses	13,399	13,031	(368)
Net surplus from ordinary activities	2	-	2
Total comprehensive income for the year attributable to members of the entity	2	-	2

# Note 12. Budgetary reports and explanations of major variances (cont.)

Statement of Financial Position as at the year ended 30 June 2017

		Bud	lget estimate
	Actual \$'000	Original \$'000	Variance \$'000
Assets			
Current assets			
Cash and cash equivalents	4,235	2,203	2,032
Held-to-maturity investments	1,316	1,316	-
Trade and other receivables	167	3,447	(3,280)
Other assets	88	-	88
Total current assets	5,806	6,966	(1,160)
Non-current assets			
Furniture, equipment and cultural	758	763	(5)
Total non-current assets	758	763	(5)
Total assets	6,564	7,729	(1,165)
Liabilities			
Payables			
Supplier	675	1,670	995
Total current liabilities	675	1,670	995
Provision			
Employee provisions	604	746	142
Other provisions	590	626	36
Total provisions	1,194	1,372	178
Total liabilities	1,869	3,042	1,173
Net assets	4,695	4,687	8
Equity			
Retained earnings	4,695	4,687	(8)
Total equity	4,695	4,687	(8)



## Statement of Changes of Equity for the year ended 30 June 2017

	Retained earnings		Total equity			
	Actual	Budge	et estimate	Actual	Budg	et estimate
	\$'000	Original \$'000	Variance \$'000	\$'000	Original \$'000	Variance \$'000
Opening balance						
Balance carried forward from previous period	4,693	4,687	6	4,693	4,687	6
Comprehensive income						
Surplus for the period	2	-	2	2	-	2
Total comprehensive income	2	-	2	2	-	2
Closing balance as at 30 June	4,695	4,687	8	4,695	4,687	8

## Statement of Cash Flows for the year ended 30 June 2017

	Bud	lget estimate
Actual	Original	Variance
\$'000	\$'000	\$'000
16,589	13,273	3,316
1,311	915	396
69	70	(1)
112	-	112
18,081	14,258	3,823
(326)	(343)	17
(7,294)	(7,046)	(248)
(6,640)	(5,972)	(668)
(724)	(647)	(77)
(14,984)	(14,008)	(976)
3,097	250	2,847
	\$'000 16,589 1,311 69 112 18,081 (326) (7,294) (6,640) (724) (14,984)	Actual \$'000 \$'000  16,589 13,273 1,311 915 69 70 112 - 18,081 14,258  (326) (343) (7,294) (7,046) (6,640) (5,972) (724) (647) (14,984) (14,008)

## Note 12. Budgetary reports and explanations of major variances (cont.)

		Bud	lget estimate
	Actual	Original	Variance
	\$'000	\$'000	\$'000
Cash flow from investing activities			
Cash (used)/from			
Purchase of furniture and equipment	(36)	-	(36)
Net cash (used in)/from operating activities	(36)	-	(36)
Net increase in cash held	3,061	250	2,811
Cash at the beginning of the financial year	1,174	1,953	(779)
Cash at the end of the financial year	4,235	2,203	2,032

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### Affected line items (and statement)

#### Trade and other receivables

The original budget anticipated that the final instalment of Government funding for the 2016–2017 year would be received in July 2017. The instalment amount of \$3,317,000 was included in the budget as a receivable at year end. The instalment was received in June 2017.

Trade and other receivables, Cash and cash equivalents (Statement of Financial Position), Government Funding (Statement of Cash Flows).

#### Supplier payables

The original budget anticipated that a higher proportion of supplier services would be provided late in the financial year and would not have been paid at year end. Scheduling of the AITSL work programs and other supplier services has resulted in services being completed earlier and payment for the services being completed at year-end.

Supplier Payables, Cash and cash equivalents (Statement of Financial Position), Suppliers (Statement of Cash Flows).



#### Explanation of major variances

### Affected line items (and statement)

#### Sales of services

The original budget included income from migration assessment services and the 360° Reflection tool. The income from these services exceeded budget by \$134,000 due to an increase in demand. AITSL provided services that were not planned at the time that the original budget was prepared. The total income from these services was \$137,000.

Sales of services income (Statement of Comprehensive Income), Sales of services (Statement of Cash Flows).

### **Employee provisions**

The original budget was prepared in March 2016. Since that time, in the previous and current years, a higher amount of leave has been taken by employees or paid out to terminating employees. This has resulted in the provision at year end being \$142,000 less than the amount included in the original budget.

Employee provisions (Statement of Financial Position), Employees (Statement of Cash Flows).

## Note 13. Member's guarantee

Australian Institute for Teaching and School Leadership Limited is incorporated under the *Australian Charities and Not-for-profit Commission Act 2012* and the *Corporations Act 2001*, and is an entity limited by guarantee. If the entity is wound up, the constitution states that each member is required to contribute a maximum of \$20 toward meeting any outstandings and obligations of the entity. At 30 June 2017 the number of members was one.

## Note 14. 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.

## **Consultation Groups**

## **School Leadership Expert Standing Committee (SLESC)**

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

The SLESC 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 SLESC:

- 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 focussed on the Standard
- advises on and quality assures development of resources to support school leaders.

### School Leadership Expert Standing Committee (SLESC) members

Name	Organisation
Rob Nairn (Chair)	Australian Secondary Principals' Association
Dyonne Anderson	Aboriginal and Torres Strait Islander Principals Association
Bruce Armstrong*	Department of Education and Training (VIC)
Simon Breakspear	Learn Labs Global Pty Ltd
Trevor Fletcher	Eastern Fleurieu School, SA, and AITSL Director
Fiona Forbes	Australian Special Education Principals' Association (ASEPA)
Stephen Harris	Northern Beaches Christian School (NSW)
Renae Houston (Observer)	Australian Government Department of Education and Training
Phil Lewis	Catholic Secondary Principals Australia (CaSPA)
Mary Oski	Victorian Curriculum and Assessment Authority
Sandra Robinson	Department of Education and Training (NSW)
David Sacks	PwC Australia
Karen Spiller	Association of Heads of Independent Schools of Australia (AHISA)
Patrea Walton	Department of Education and Training (QLD)
Dennis Yarrington	Australian Primary Principals' Association

<sup>\*</sup>Bruce Armstrong stepped down from SLESC in June 2017



## **Teacher Education Expert Standing Committee (TEESC)**

The Teacher Education Expert Standing Committee (formerly the National Initial Teacher Education Advisory Committee) 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.

#### The TEESC:

- 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.

## Teacher Education Expert Standing Committee (TEESC) members

Expertise
Chair, AITSL Board
Chair, NSW Education Standards Authority (NESA)
Executive Dean, Faculty of Education and Arts, Australian Catholic University (ACU), AITSL Director and observer.
Vice-Chancellor and President, Australian Catholic University
Dean and Head of School, School of Education, University of South Australia
Provost, CQ University
Principal, Wembley Primary School
Dean and Head, School of Education and Professional Studies, Griffith University
Indigenous initial teacher education consultant
Director, Queensland College of Teachers
Branch Manager, Teaching and Learning, Australian Government Department of Education and Training
Assistant Dean (International and Engagement), Faculty of Education, Queensland University of Technology
Professor Emeritus, Faculty of Education, University of Tasmania

<sup>\*</sup>Greg Craven retired from the committee in May 2017

## **Teaching Expert Standing Committee (TESC)**

The Teaching Expert Standing Committee (formerly the Teacher Quality Advisory Committee) 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 TESC:

- 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 assures the development of resources and materials to support teachers.

## **Teaching Expert Standing Committee (TESC) members**

Name	Organisation
Geoffrey Newcombe (Chair)	Association of Independent Schools of NSW
David Axworthy	Department of Education (WA)
Christina Coogan	Kelvin Grove State College
Shane Frost	Department of Education (TAS)
Susan Gazis	Australian Professional Teachers' Association
Valerie Gould	Association of Independent Schools of Western Australia
Renae Houston (Observer)	Australian Government Department of Education and Training
Jayne Johnston	Education Consultant
Coralie McAlister	Education and Training Directorate (ACT)
Malcolm McInerney	Australian Alliance of Associations for Education
Fiona Mueller	Australian Curriculum, Assessment and Reporting Authority (ACARA)
Megan Norrington	Humpty Doo Primary School
Natalie Polak	St John's College
Elina Raso	Catholic Education Office – Archdiocese of Melbourne
Judy Rose	Department of Education and Training (VIC)
Melanie Saba	Victorian Institute for Teaching
Matt Wadewitz	Lead Learn Consulting

# Teaching Qualifications Expert Standing Committee (TQESC)

The Teaching Qualifications Expert Standing Committee (formerly 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 committee 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 Expert Standing Committee provides:

- information and advice to AITSL in setting appropriate criteria for assessment of school teacher occupations for skilled migration, with 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 Expert Standing Committee (TQESC) members

Name	Organisation
Melanie Saba (Chair)	Victorian Institute of Teachers
Liz Campbell-Dorning*	Australian Government Department of Education and Training
Jan Febey**	Australian Government Department of Education and Training
Peter Lind	Teacher Registration Board of South Australia
Rhonda Livingstone	Australian Children's Education and Care Quality Authority (ACECQA)
Mary Mooney	School of Education, University of Western Sydney

<sup>\*</sup>Liz Campbell-Dorning stepped down from TQESC in May 2017

<sup>\*\*</sup> Jan Febey joined TQESC in May 2017

## **Professional Growth Network**

The Professional Growth Network was initiated by AITSL in March 2014. The Network comprises individuals from 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
- 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.

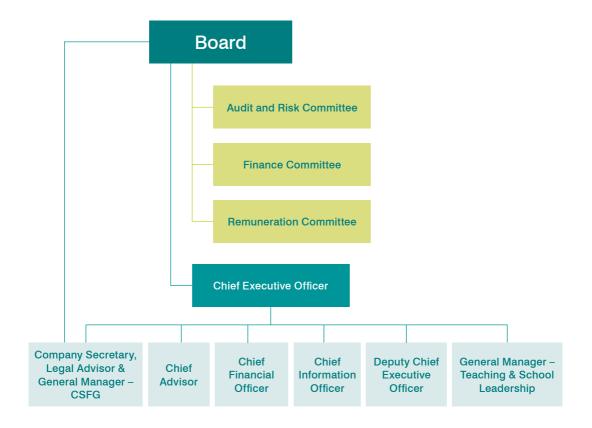
#### **Professional Growth Network members**

Name	Organisation		
Mandy Anderson	Queensland Catholic Education Commission		
Neil Barker	Department of Education and Training (VIC)		
Patrick Barrett	Catholic Education Commission NSW		
Renee Berry	Education and Training Directorate (ACT)		
Dominic Braybon	Catholic Education Archdiocese of Canberra and Goulburn		
Darryl Buchanan	Association of Independent Schools NSW		
Donna Bucher	Catholic Education Tasmania		
Mark Campling	Department of Education and Training (QLD)		
Aderyn Chatterton	Department of Education (NT)		
Sharon Cheers	Association of Independent Schools NSW		
Monica Conway	Catholic Education South Australia		
Nicola Davidson	Association of Independent Schools WA		
Gary Day	Department for Education and Child Development (SA)		
Ellen Delany	Department of Education and Training (VIC)		
Cath Dillon	Catholic Education Melbourne		
Debra Fisher	Department of Education (TAS)		
Maree Garrigan	Department of Education (NT)		
lan Garrity	Association of Independent Schools of the ACT		

Name	Organisation	
Shane Glasson	Catholic Education Western Australia	
Peter Glendenning	Department of Education (WA)	
Ron Gorman	Association of Independent Schools WA	
Sandra Harvey	Catholic Education Tasmania	
Chris Hodgson	Education and Training Directorate (ACT)	
Mary Hudson	Association of Independent Schools of South Australia	
Liz Latham	Catholic Education Commission NSW	
Chris Lennon	Catholic Education Melbourne	
Aine Maher	Independent Schools Victoria	
Brett Manion	Department of Education (TAS)	
Anna McKenzie	ACT Teacher Quality Institute	
Deb Merrett	Department for Education and Child Development (SA)	
Karen Milkins-Hendry	Independent Schools Victoria	
Michael Morgan	Department of Education (WA)	
Bernadette Morriss	Catholic Education Office Northern Territory	
Kath Morwitch	Association of Independent Schools of the ACT	
Mark Newham	Independent Schools Queensland	
Leanne Nixon	Department of Education and Training (QLD)	
Maria Outtrim	Catholic Education Western Australia	
Lee-Anne Perry	Queensland Catholic Education Commission	
Anne Perusco	Australian Government Department of Education	
Terese Phillips	Independent Schools Tasmania	
Mary Pickett	Association of Independent Schools of South Australia	
Ara Popowski	Independent Schools Tasmania	
Sandra Robinson	NSW Department of Education and Communities	
Cheryl Salter	Association of Independent Schools NT	
Lyn Smith	Catholic Education Archdiocese of Canberra and Goulburn	
Bruno Vieceli	Catholic Education South Australia	
Cynthia Wearne	NSW Department of Education and Communities	
Josephine Wise	Independent Schools Queensland	

## **Appendices**

## **Appendix 1: AITSL organisational structure**



## Appendix 2: Consultancies and funding contracts let

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

During 2016–17, 66 new consultancy contracts were entered into involving total actual expenditure of \$3,623,529.58 (incl GST). In addition, 22 ongoing consultancy contracts were active during 2016–17, involving total actual expenditure of \$1,922,912.74 (incl GST).



## **Appendix 3: Summary of compliance index**

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

## Public Governance, Performance and Accountability Rule 2014

Subject	Rule	Location	Page
The annual report includes the purposes of the company as included in the company's corporate plan for the period	28E(a)	Corporate Governance Statement	8
The annual report includes the names of the persons holding the position of responsible Minister or responsible Ministers during the period, and the titles of those responsible Ministers	28E(b)	Corporate Governance Statement	9
The annual report includes any directions given to the entity by a Minister during the period	28E(c)	N/A	N/A
The annual report includes government policy orders (under section 93 of the PGPA Act) and any instances of noncompliance	28E(d)	N/A	N/A
The annual report includes particulars of non-compliance with a direction or order under 28E(c) or (d)	28E(e)	N/A	N/A
Information about directors is provided, including names, qualifications, experience, attendance at Board meetings, and whether the director is an executive or non-executive director	28E(f)	Directors' Report	14-27
The annual report provides an outline of the organisational structure	28E(g)	Corporate Governance Statement	9
		Directors' Report	14-27
		Appendix 1: AITSL organisational structure	82
The annual report provides an outline of the location of major activities and facilities	28E(h)	Corporate Governance Statement	12

## Public Governance, Performance and Accountability Rule 2014 (cont.)

Subject	Rule	Location	Page
The annual report provides an outline of the main governance practices used during the period	28E(i)	Corporate Governance Statement	8-13
The decision-making process undertaken by the Board in relation to transactions	28E(j)	Corporate Governance Statement	10
with related entities		Financial Report (Note 9)	67
Number and aggregate value of related entity transactions	28E(k)	Corporate Governance Statement	10
		Financial Report (Note 9)	67
Any key activities and changes that affected the operations or structure of the organisation	28E(I)	Directors' Report	27
The annual report provides details of judicial decisions and decisions of administrative tribunals that have had, or may have, significant impact on the operations	28E(m)	N/A	N/A
The annual report provides details of reports about the authority by the Auditor General, a parliamentary committee, the Commonwealth Ombudsman or the Office of the Australian Information Commissioner, Australian Securities and Investments Commission	28E(n)	N/A	N/A
Explanation if any information is missing from a subsidiary that is required to be included in the annual report	28E(o)	N/A	N/A
An index of mandatory annual report requirements identifying where relevant information can be found in the annual report	28E(p)	Appendix 3: Summary of Compliance	83-84

