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Australian Institute for Teaching and School Leadership

Annual Report 2013-2014

Promoting excellence in the profession
of teaching and school leadership

The Australian Institute for Teaching and School Leadership (AITSL) is a national body established to promote excellence in teaching and school leadership. AITSL is committed to the key principles of equity and excellence in the education of all young Australians in order to cultivate successful learners, confident and creative individuals and active and informed citizens.

AITSL works with the education community to:

- define and maintain standards for excellence in teaching and school leadership
- lead and influence excellence in teaching and school leadership
- support and recognise excellence in teaching and school leadership.

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The Hon Christopher Pyne MP
Minister for Education
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 2013-14.

The report is presented in accordance with Section 36 of the *Commonwealth Authorities and Companies Act 1997*.

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

Yours sincerely

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

Professor John Hattie
Chair

29 August 2014

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From the Chair



I am pleased to present the Annual Report 2013-2014 for the Australian Institute for Teaching and School Leadership.

I was honoured to accept the role as AITSL Chair. I greatly admire my predecessor, Anthony Mackay, his Deputy Chair Bill Loudon, and the impressive achievements of AITSL under their leadership.

AITSL has accomplished much in its four years, including brokering of complex national agreements, developing supporting resources and establishing the mechanisms for delivery and shifting attitudes and perceptions across the profession.

We now want to build on these accomplishments by focusing on:

- increasing our efforts in working with education systems as they implement national standards for teachers and principals throughout the country
- finding optimal ways to promote esteem for the excellence that is evident in so many of our schools
- taking forward the outcomes of the Teacher Education Ministerial Advisory Group, which will report to the Minister later this year
- supporting school leaders to manage more autonomous schools effectively
- building a national picture of excellence to be clear about what needs improving and what needs supporting.

I am looking forward to leading and working with the AITSL Board and the organisation into the next phase of implementing the standards; enhancing the quality of initial teacher education; and supporting teachers and school leaders to best meet the needs of their students.

Professor John Hattie
Chair

From the CEO

There is a consensus that all teachers, school leaders and all school communities want the best for their students.

At AITSL, we are continuing to build on seven inter-related educational policies that operate end-to-end to provide the basis for a world class profession of teachers and school leaders.

Accordingly, AITSL works in active consultation and collaboration with governments, systems and sectors, professional associations, teacher educators and unions to develop and refine resources to support all Australian educators to become expert practitioners.

I am delighted to welcome our new Chair and Deputy Chair, Professor John Hattie and Mr John Fleming, and look forward to working with them to lead the next phase of AITSL's work.

I also thank our inaugural Chair and Deputy Chair, Mr Anthony Mackay and Emeritus Professor Bill Loudon AM, for their leadership and their invaluable contribution to AITSL's work and to Australian school education.

Margery Evans
Chief Executive Officer



Board of Directors

Appointed by the Australian Government Minister for Education, the AITSL Board includes a Chair and Deputy Chair nominated by the Australian Government and individuals from the Catholic and independent school sectors, teacher unions, principals' associations, state and territory regulatory authorities and the Australian Education, Early Childhood Development and Youth Affairs Senior Officials Committee (AEEYSOC). The members bring expertise and diverse educational experience to the work of AITSL.

AITSL Board, 1 July 2013 - 30 June 2014



Back row:

Dr Michele Bruniges AM, Stephen Elder, Norm Hart, Dr Geoffrey Newcombe, Angelo Gavrielatos.

Front row:

Melanie Saba, Emeritus Professor Bill Louden AM – Deputy Chair, Anthony Mackay – Chair, Diane Joseph.

Overview

The Australian Institute for Teaching and School Leadership (AITSL) was established to provide national leadership for the Commonwealth, state and territory governments in promoting excellence in the profession of teaching and school leadership. AITSL commenced operations on 1 January 2010.

AITSL's work program is set by a Letter of Expectation signed by the Minister for Education.

AITSL's role includes:

- defining and maintaining standards for teachers and principals
- leading and influencing improvement in teaching and school leadership
- supporting and recognising high quality professional practice
- continuing to undertake the function of designated assessing authority for the purpose of skilled migration to Australia for pre-primary, primary, middle, secondary and special education teacher occupations.

Establishment

The Australian Institute for Teaching and School Leadership Limited was registered in January 2010 as a public company limited by guarantee under the *Commonwealth Corporations Act 2001*. The company is subject to the provisions of the *Commonwealth Authorities and Companies Act 1997* (and from 1 July 2014, the *Public Governance, Performance and Accountability Act 2013*). The Australian Government as represented by the Minister for Education (the Minister) is the sole company member.

Governance

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

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

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

Location

The organisation has two locations: Melbourne and Canberra.

Funding

AITSL is funded by the Australian Government.

Operating principles

AITSL operates in accordance with the following principles:

- focusing on quality teaching and school leadership
- adopting a national perspective
- engaging stakeholders, including the profession
- catalysing action
- collaborating and communicating
- building and using an evidence base.

Operating criteria

AITSL undertakes national work on the basis that:

- it matters: there is clear value in a national and longer term perspective
- AITSL can make a distinctive offer
- AITSL has the capacity to lead and execute
- work done on behalf of the nation can be contextualised and used widely across states and territories, sectors and the profession.

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 2014 and the auditor's report thereon.

Directors' qualifications and experience

Professor John Hattie – Chair

Nominated by the Australian Government

BEd DipEd MEd PhD



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

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

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

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

Mr John Fleming – Deputy Chair

Nominated by the Australian Government

DipT BA



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

Mr Fleming is Director of the Haileybury Institute and Deputy Principal of Haileybury. He has been at Haileybury since 2006.

His roles include quality control of the Junior School in his role as Deputy Principal and consulting with schools across Australia in his role as Director of the Haileybury Institute.

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

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

Mr Anthony Mackay

Nominated by the Australian Government

BEc BEd MA FACE FACEL FIPAAV FRSA



Mr Anthony Mackay was a Director and the inaugural Chair of the AITSL Board from 1 January 2010 to 30 June 2014.

Mr Mackay is CEO, Centre for Strategic Education (CSE) Melbourne, inaugural Chair, Australian Institute for Teaching and School Leadership (AITSL), and Deputy Chair, Australian Curriculum, Assessment and Reporting Authority (ACARA).

He is Co-Chair of the Global Education Leaders Program (GELP) and Chair of the Innovation Unit Ltd, England. He is a consultant advisor to OECD/CERI, the Immediate Past President of the International Congress for School Effectiveness and Improvement (ICSEI) and a founding member of the Governing Council of the National College for School Leadership in England.

Mr Mackay is an Honorary Fellow in the Graduate School of Education at the University of Melbourne, a Council Member of Swinburne University, a Board Director of the Australian Council for Educational Research, the Asia Education Foundation, and the Foundation for Young Australians and an International Advisory Board Member, Centre on International Education Benchmarking, NCEE, Washington DC.

His policy advice, consultancy and facilitation work focuses on education strategy for Government departments, bodies and agencies, think tanks and leadership teams in Australia, Asia, Europe and North America.

Emeritus Professor Bill Loudon AM

Nominated by the Australian Government

BA DipEd BEd MEd PhD FACE



Emeritus Professor Bill Loudon AM was a Director and the inaugural Deputy Chair of the AITSL Board from 1 January 2010 to 30 June 2014.

He is Emeritus Professor of Education at the University of Western Australia. He has worked as a secondary English teacher, in school system policy roles, and as a university teacher, researcher and dean of education. He was Senior Deputy Vice-Chancellor at the University of Western Australia from 2009-2013.

Professor Loudon is currently a board member of Brightwater Care Group and the Fogarty Foundation. He chaired the Western Australian Government's Literacy and Numeracy Review Taskforce and was a member of the National Inquiry into the Teaching of Literacy. He was Chair of the Curriculum Council of Western Australia and a foundation board member of the Australian Curriculum Assessment and Reporting Authority.

He has a PhD from the University of Toronto and arts and education degrees from the University of Western Australia and Murdoch University, and is a Fellow of the Australian College of Educators.

Professor Loudon was appointed as a Member of the Order of Australia in 2014.

Dr Michele Bruniges AM

Nominated by the Australian Education, Early Childhood Development and Youth Affairs Senior Officials Committee

DipT GDipEdSt MEd PhD GAICD FACE FACEL



Dr Michele Bruniges AM commenced as a Director on 8 February 2013.

As Secretary of the NSW Department of Education and Communities, Dr Bruniges is responsible for all NSW public schools, vocational education and training and early childhood education and care. She is also responsible for policy and services relating to Aboriginal affairs, volunteering, youth and community engagement.

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

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

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

Mr Stephen Elder

Nominated by the National Catholic Education Commission

DipEd BEd



Mr Stephen Elder commenced as a Director on 1 January 2010.

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

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

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

Mr Angelo Gavrielatos

Nominated by the Australian Education Union

GradDipEd BA (Hons)



Mr Angelo Gavrielatos commenced as a Director on 1 January 2010.

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

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

Mr Norm Hart

Nominated by peak principals' associations

Dip Teach BEd St MEd



Mr Norm Hart commenced as a Director on 1 April 2012.

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

As APPA president, Mr Hart represents principals in Government, Catholic and independent primary schools across Australia.

Ms Diane Joseph

Nominated by the Australian Education, Early Childhood Development and Youth Affairs Senior Officials Committee

BSc (Education) FACEL



Ms Diane Joseph commenced as a Director on 1 July 2013.

Ms Joseph took up her role as Director-General of the ACT Education and Training Directorate in 2012. As Director-General, she has oversight of 86 public schools educating over 41,000 young people and a staffing profile of 5800 educators and officers.

The Directorate has regulatory responsibilities for more than 330 education and care centres and supports 27,000 students attending non-government education settings. It administers government training funds to over 160 registered training organisations and supports some 30,000 vocational education and training learners, including 8,000 Australian Apprentices.

Ms Joseph's focus on system wide reform and improvement is underpinned by over thirty years' experience in education. This has included senior executive positions in the Victorian Department of Education and Early Childhood Development and as a Secondary School Principal. Ms Joseph plays a key strategic role in influencing education policy at a local and national level. She is currently Chair of the Australian Education, Early Childhood Development and Youth Affairs Senior Officials Committee and a board member of the ACT Teacher Quality Institute.

Ms Joseph received the Victorian 2005 Award for Outstanding School Leadership. She is a Fellow of the Australian College for Educational Leadership, a Fellow of the Harvard Graduate School of Education, and an Executive Fellow of the Australian and New Zealand School of Government.

Dr Geoffrey Newcombe

Nominated by the Independent Schools Council of Australia

BSc DipEd MEdAdmin PhD GAICD



Dr Geoffrey Newcombe commenced as a Director on 1 January 2010.

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

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

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

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

Ms Melanie Saba

Nominated by the Australasian Teacher Regulatory Authorities

Master of Health Administration



Ms Melanie Saba commenced as a Director on 1 July 2013.

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

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

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

Senior Officers

Ms Margery Evans – CEO



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

Mr Edmund Misson – General Manager



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

Prior to joining AITSL Mr Misson was General Manager, Youth Transitions in the Victorian Department of Education and Early Childhood Development. He advised the Victorian government on a range of education, training and other social policy issues for 15 years. Mr Misson has a Master's degree in public administration.

Ms Keren Caple – General Manager



Keren Caple joined AITSL in October 2010. Her responsibilities as General Manager include the *Australian Professional Standard for Principals*, communications and online and social media, partnerships and the Learning Frontiers initiative.

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

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

Ms Madeleine Scully – Company Secretary



Madeleine Scully has been Company Secretary since 1 July 2010.

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

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

Mr Jeff Scoble – Business Manager



Jeff Scoble joined AITSL in October 2013 as the Business Manager. He is responsible for corporate functions including human resources, records management, procurement, business and administrative processes and property management.

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

Mr Don Abell – Chief Finance Officer



Don Abell has qualifications in commerce and taxation law and is a Fellow of the Institute of Chartered Accountants in Australia.

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

Mr Martin James – Assistant General Manager



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

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

Committees

Audit and Risk Committee

The primary objectives of the Audit and Risk Committee are to provide independent assurance and assistance to the Board of Directors on AITSL's risk control and compliance framework, and to fulfil the functions required under section 44 of the *Commonwealth Authorities and Companies Act 1997*.

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

The Charter is being revised to align with the *Public Governance, Performance and Accountability Act 2013*.

Finance Committee

The AITSL Board of Directors established the Finance Committee in March 2010 to assist in its responsibilities for financial oversight and accountability of the Company under the *Corporations Act 2001* and the *Commonwealth Authorities and Companies Act 1997*.

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

The Charter is being revised to reference the *Public Governance, Performance and Accountability Act 2013*.

Remuneration Committee

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

Meetings

Between 1 July 2013 and 30 June 2014 the AITSL Board of Directors held five meetings, the Audit and Risk Committee held five meetings and the Finance Committee held five meetings. The Remuneration Committee held one meeting.

Attendance

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

Director	Directors' meetings		Audit and Risk Committee meetings		Finance Committee Meetings		Remuneration Committee	
	Number eligible to attend	Number attended	Number eligible to attend	Number attended	Number eligible to attend	Number attended	Number eligible to attend	Number attended
Anthony Mackay	5	5			5	5	1	1
Bill Loudon	5	5			5	4	1	1
Stephen Elder	5	5	5	3	5	3		
Angelo Gavrielatos	5	3						
Norm Hart	5	4						
Geoffrey Newcombe	5	5	5	5	5	5		
Michele Bruniges	5	4					1	1
Melanie Saba	5	5						
Diane Joseph	5	4						

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

Key Activities

AITSL was established to provide national leadership in promoting excellence in the profession of teaching and school leadership.

Since commencing operations AITSL has received three Letters of Expectation signed by the Australian Government Minister with responsibility for school education on behalf of all the members of the Standing Council on School Education and Early Childhood (SCSEEC). These letters outlined priorities and expectations, including how AITSL would work with the Standing Council, the Australian Government Minister and stakeholders. Additionally, on 1 May 2013 the Minister for School Education, Early Childhood and Youth wrote to the Chair of the AITSL Board about Australian Government initiatives in relation to teacher preparation for which AITSL has implementation responsibility.

In the period 1 July 2013 to 30 June 2014 AITSL has:

- continued to support the implementation of the *Standards and Procedures for Accreditation of Initial Teacher Education Programs in Australia*, including through training and development and guidance materials, the training of accreditation panels and development of the second *Initial Teacher Education: Data Report*, and advice on critical issues associated with initial teacher education
- continued to promulgate the *Australian Professional Standard for Principals*, including through the interactive online School Leadership Clearinghouse and the 360° Reflection Tool
- continued to support the use by schools, sectors and systems of the *Australian Professional Standards for Teachers* to enhance teachers' professional practice, through a new website, including the Teacher Toolkit, pilot projects, illustrations of practice across the seven standards at all four career stages and the development of an online Self-Assessment Tool
- continued to fulfil the role of assessing authority under the *Migration Regulations 1994* for skilled migration as a teacher
- commissioned a range of quantitative and qualitative research and evaluation to inform AITSL's work and contribute to the evidence base within the national and international education community
- continued to maintain and refine its governance and control framework.

Operating result

The Australian Institute for Teaching and School Leadership's result for 2013-2014 was an operating loss of \$18,913.

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

Events subsequent to the end of the financial year

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

Future developments and results

To contribute to learning, it is expected that during 2014-15 AITSL will:

- continue to monitor and support the implementation of the agreed national approach to accreditation of Initial Teacher Education programs and contribute to the ongoing improvement of initial teacher education, including through the outcomes from the Teacher Education Ministerial Advisory Group
- continue to support the nationwide promulgation and use of the *Australian Professional Standard for Principals* and improvement in the professional practice of school leaders, including local level decision making
- continue to support the promulgation and use of the *Australian Professional Standards for Teachers* and improvement in the professional practice of teachers
- undertake and engage with leading research to support the improvement of teaching and school leadership through a strong evidence base
- undertake the role of assessing authority under the *Migration Regulations 1994* for the purposes of skilled migration to Australia as a pre-primary, primary, secondary, or special education school teacher
- maintain high standards of corporate governance.

Directors' benefits

Disclosure relating to Directors' remuneration is included in Note 8 of the company's financial report.

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

Indemnification and insurance of Directors and Officers

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

Proceedings on behalf of the company

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

Fraud control

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

Environmental issues

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

Auditor's independence declaration

A copy of the Auditor's Independence Declaration as required by section 307C of the *Corporations Act 2001* is set out on Page 54 of the Financial Report and forms a part of the Directors' Report for the financial year ended 30 June 2014.

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



Professor John Hattie
Director

Dated: 29 August 2014

Report on Operations

AITSL's strategic goals:

- 1** Every teacher's practice accelerates student learning, wellbeing and engagement
- 2** Every school leader creates a culture where teachers and students thrive
- 3** Research and evaluation enhance professional practices.

The report that follows relates AITSL's activities and achievements to the goals.

Goal 1

Every teacher's practice accelerates student learning, wellbeing and engagement.

a **The Australian Professional Standards for Teachers are the basis for improving teacher practices.**

Overview

Standards define the essential qualities and expectations that characterise a profession. The *Australian Professional Standards for Teachers* (the Standards) promote excellence in teaching and provide the first Australia-wide basis for articulating and defining quality teaching. The Standards clearly state the professional knowledge, practice and engagement required of teachers through the four career stages:

- Graduate
- Proficient
- Highly Accomplished
- Lead.

The Standards present a common understanding and language to enable professional conversations between teachers, school leaders, teacher educators, teacher organisations, professional associations and the public. This common definition of the qualities of professional practice contributes to enhancing the status and profile of the profession.

To learn more, visit: www.aitsl.edu.au/apst

Outcomes


The Standards were launched in February 2011, and 2013 was the first year that all states and territories implemented the Standards as part of a nationally consistent approach to teacher registration.

The level of positive engagement of the education profession with the Standards is high. The *Interim Report on the Evaluation of the Implementation of the Standards* by the University of Melbourne found that an average of 61% of teachers, school leaders and teacher educators have used the Standards. Engagement with the Standards will further increase as AITSL continues to promulgate tools and resources that support teachers to utilise the Standards within their practice.

Among the tools and resources are:

- *My Standards app*: AITSL's My Standards mobile application (app) enables teachers to capture evidence of their practice *anytime, anywhere* and promotes regular reflection. More information about My Standards is available at: aitsl.edu.au/mystandards
- *Illustrations of Practice*: The Illustrations are short videos that vividly demonstrate the Standards in action. There are over 300 on the AITSL website capturing examples of practice aligned to the Standards across career stages, learning areas and stages of schooling. They can be used to support teacher self-reflection and professional learning and have attracted over 300,000 views. They can be found at: aitsl.edu.au/illustrations

Farmers' market



Download offline package

About this Illustration of Practice

The teacher leads an initiative within her school which links theoretical knowledge with practical skills and provides real world experience for her students. She has evaluated her teaching strategies and differentiated resources to cater for a range of learning styles and ability levels, and shared this knowledge with teachers both within the school and at a state level. The teacher demonstrates exemplary teaching of her subject by providing tasks that synthesise the knowledge, understanding and skills required to be successful in the learning area.

Standards

Standard 2
Know the content and how to teach it

Focus Area 2.1
Content and teaching strategies of the teaching area

Career stage
Lead

Descriptor
Lead initiatives within the school to evaluate and improve knowledge of content and teaching strategies and demonstrate exemplary teaching of subjects using effective, research-based learning and teaching programs.

Discussion Questions +

School context +

Learning Context +

Copyright information +

Following the endorsement of a national approach to certification of Highly Accomplished and Lead teachers in April 2012 by all Education Ministers, AITSL has worked with certifying authorities in all participating jurisdictions to implement certification.

The first round of certification assessments has occurred, resulting in 159 teachers being certified as Highly Accomplished or Lead across Australia. AITSL has continued to work with the Certifying Authorities Network to support successful implementation of the national approach.

My Standards App



My Standards App

The app has been promoted through the AITSL website, social media, the eNews and national education journals.

The *My Standards* mobile application has been downloaded by over 15,000 users since its launch in May 2014.

My Standards users can easily capture evidence of their practice such as videos or photos and tag these against the *Australian Professional Standards for Teachers*. The evidence can be stored, exported or shared. Regular input provides users with a portfolio of evidence over time that can support professional development, reflection, registration or certification.

While initial promotion has focused on reaching a broad audience and encouraging downloads, future efforts will focus on bringing about the type of behaviour change that has the potential to revolutionise the way teachers document, reflect on and improve their practice.

To learn more, visit:

www.aitsl.edu.au/australian-professional-standards-for-teachers/my-standards-app

b Teaching graduates have the skills, knowledge and dispositions to commence their careers confidently.

Overview

The *Australian Professional Standards for Teachers*, at the graduate career stage, describe what graduates of initial teacher education programs are required to know and be able to do.

The preparation of preservice teachers is a crucial foundation upon which the quality of the teacher workforce is built. A national approach to the accreditation of initial teacher education programs, in place across all states and territories since the beginning of 2013, requires all programs to meet common criteria focused on course structure and graduate skills and knowledge. AITSL has undertaken a range of projects to support the national approach.

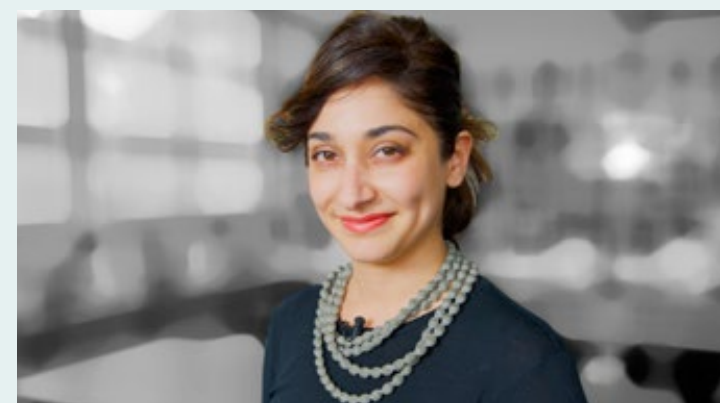
Outcomes

To the end of June 2014, 88 programs have been accredited by states and territories against the *Standards and Procedures for Accreditation of Initial Teacher Education Programs in Australia*.

Entrants to initial teacher education programs are required to have personal literacy and numeracy skills broadly equivalent to the top 30% of the Australian population. AITSL is working with the Australian Council for Educational Research (ACER) to develop a literacy and numeracy test for initial teacher education students.

Guidelines for the selection of entrants into initial teacher education programs have been developed in close collaboration with Universities Australia and the Australian Council of Deans of Education. This work will support universities to identify candidates who have an aptitude for teaching, commitment to students and the academic ability to succeed in their initial teacher education program.

Australian teachers and school leaders play a role in supporting preservice teachers to move beyond the graduate career stage...



C Beginning teachers receive well targeted support that continually increases their proficiency.

Overview

Improved induction for beginning teachers and smoother transitions into the profession are connected priorities for AITSL. Research conducted and commissioned by AITSL has provided a comprehensive understanding of existing induction practices in Australia and internationally. The research found that while there are many excellent policies and practices, they are not always equally well implemented across schools in Australia.

Outcomes

In February 2014, AITSL convened an induction round table to bring together educators, researchers and system leaders working in the area of induction of beginning teachers. The meeting set the foundation for AITSL's ongoing work and the articulation of key components of induction. Induction is closely tied to registration, as both are elements of the continuum of teacher learning and professional growth that starts with initial teacher education and continues throughout a teacher's career.

Australian Professional Standards for Teachers					
Graduate teachers					
Professional Knowledge					
Standard 1 - Know students and how they learn					
Focus areas					
1.1 Physical, social and intellectual development and characteristics of students Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	1.2 Understand how students learn Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	1.4 Strategies for teaching Aboriginal and Torres Strait Islander students Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.	1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	1.6 Strategies to support full participation of students with disability Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.

d Reflection, observation, feedback and engagement in professional learning is the norm for all teachers.

Overview

The *Australian Teacher Performance and Development Framework* (P&D Framework) provides a structure for appraising, developing and improving teaching practice as well as recognising the entitlement of teachers to meaningful feedback and support.

The *Australian Charter for the Professional Learning of Teachers and School Leaders* (PL Charter) describes the characteristics of a high quality professional learning culture and of effective professional learning, to assist teachers to get the most from their professional learning.

Both the P&D Framework and PL Charter support the cultivation of a culture of continuous improvement in schools, where performance and development and professional learning approaches are embedded within the operating environment.

Outcomes

AITSL has published a comprehensive range of resources and tools that school leaders and teachers can use to stimulate discussion, planning and action focused on integration of professional growth into their school contexts. These include items that assist teachers to engage in, and benefit from, coaching programs and the performance and development culture and cycle in their schools.

The Self-Assessment Tool, launched in 2013, is an online survey encouraging teachers to reflect on their practice in line with the Teacher Standards. Upon completion, users are provided with a detailed report highlighting areas of strength in their practice, as well as help in identifying opportunities for professional growth.

AITSL has worked with expert teachers from across Australia to develop the *Classroom Practice Continuum*. The Continuum builds out the Professional Practice Domain of the Teacher Standards, articulating what teachers at increasing levels of expertise do in the classroom. By demonstrating progression along the Continuum, teachers can see what it looks like to improve their own classroom practice and the consequent impact of this improvement on student learning, engagement in learning and wellbeing.

For details, visit: www.aitsl.edu.au/docs/default-source/default-document-library/cpc

The *Global Trends in Professional Learning and Performance and Development* report, commissioned by AITSL, found five global trends in approaches to professional learning and performance and development that encourage schools to go beyond implementing the basic elements in the P&D Framework and the PL Charter.

Effective professional learning and professional development is: integrated; immersive; design-led; market-led; and open.

For details, visit: www.aitsl.edu.au/plcharter www.aitsl.edu.au/pdframework

The Self-Assessment Tool (SAT) was developed to enable teachers to self-evaluate their practice in line with the Teacher Standards.

One Victorian teacher, who is an avid blogger, wrote a series of posts upon completion of AITSL's Self-Assessment Tool. Her posts illustrate the power of the SAT in encouraging reflection on one's teaching practice, and as a tool for highlighting both strengths and areas for development.

Through her posts, the teacher, who works in a Catholic primary school in Melbourne's outer east, unpacks aspects of her practice and draws connections to both her daily teaching practice and experiences as a lifelong learner. This type of rich, deep self-reflection prompts her to identify her goals and aspirations in terms of the types of learning she wants to foster in her students and the type of educator she aims to be.

Some comments from the teacher's posts include:

'This Self-Assessment Tool could be called the self-reflection tool, as that is certainly what it has prompted in me! I think this is a positive thing as it has given my thinking around my practice as a teacher a framework and structure.'

'Once again, the Self-Assessment Tool has provided me with much food for thought as well as some concrete actions I would like to take to further my own learning and journey as a professional educator. I can highly recommend the process as both affirming and challenging and would love to share in some others' experiences and reflections.'

The SAT has been accessed by over 28,000 educators and upon completion provides users with a personalised report that can be used to guide professional learning and development.

The *Looking at Classroom Practice* resource guide supports the *Classroom Practice Continuum*. *Looking at Classroom Practice* has been designed to introduce teachers and school leaders to the work that AITSL has undertaken to develop a support tool for improving classroom practice that is aligned to and grows out of the Standards.

To support this roll out and the ongoing professional development of teachers, AITSL has produced a series of workbooks titled *Learning from Practice*, designed to encourage teachers to continually reflect on their practice by developing a deliberate inquiry mindset.

Looking at Classroom Practice

Version 1, February 2014

aitsl

Australian Institute
for Teaching and
School Leadership

Goal 2

Every school leader creates a culture where teachers and students thrive.

a The Australian Professional Standard for Principals is used as a basis for improving the practices of school leaders.

Overview

The principal's role is pivotal to the performance of students, teachers and the school. The *Australian Professional Standard for Principals* (the Principal Standard) provides school leaders with a challenging basis to reflect upon and improve their own professional practices and performance. Launched in mid-2011, the Principal Standard is a public statement that sets out what principals are expected to know, understand and do to lead effectively.

For details, visit: www.aitsl.edu.au/apsp

Outcomes

A key theme that emerged through the evaluation was the broad uptake of the Standard by those who lead the profession. The Standard has been generally well received by system leaders and has clearly influenced or been included within current system initiatives, system professional learning frameworks, and specific leadership elements such as position descriptions, recruitment and induction processes.

The *360° Reflection Tool*, developed from the Principal Standard and launched in 2013, describes the attributes evident in the behaviours and actions of high-performing school leaders. Participating in this 360° feedback process enables current and aspiring school leaders to gather feedback on the leadership behaviours they exhibit in their daily work. In the past year, almost 900 school leaders from government, Catholic and independent school systems in all states and territories have engaged with the tool. Since its launch, 1,623 leaders have completed the process and used their feedback to shape their action plans and direct their professional learning.

Also under development from the Principal Standard are the *Leadership Profiles*. The main purpose of the profiles is to provide school leaders and education systems across Australia with an explicit and detailed developmental framework, outlining the capabilities required for school leaders to create effective learning environments. The creation, validation and refinement of the profiles has been done in consultation with major educational stakeholders and current school leaders and in partnership with the University of Melbourne's Assessment Research Centre. To engage and promote this evolving resource, international educationalists Dame Pat Collarbone and Maggie Farrar (UK) trialled the draft profiles with over 300 school and system leaders across Australia in May and June 2014.



School leader case study:

'Feedback from peers is very powerful, insightful and refreshing. The feedback has assisted me with targeting specific areas for growth and professional development.'

Assistant Principal, NSW primary school

A school principal from a primary school with over 300 students in provincial NSW engaged with the 360° Reflection Tool. His assistant principal was selected to provide feedback on the principal's school leadership capabilities. After completing the survey and comments for the principal, the assistant principal himself became interested in the potential of the tool and decided to participate as well.

The assistant principal registered for the 360° Reflection Tool to identify his own

strengths and areas for development. He later commented on how the feedback from colleagues had assisted him to understand the components of his leadership, his current skills and his individual capacity.

The report provided by the tool gave him a road map for his ongoing professional development. Additionally, the reflective comments provided by his colleagues gave him powerful information that he could compare with his own self-reflection.

b New school leaders have participated in rigorous preparation that has built their leadership skills, knowledge and confidence.

Overview

AITSL continues to explore options for best practice and to develop resources that support the ongoing professional learning of current principals within the framework of the *Australian Professional Standard for Principals*.

Over the past year, AITSL has explored the best ways of developing the leadership capabilities of educators aspiring to become school principals, preparing them to manage the diverse challenges of the role and to lead within environments of increasing autonomy.

Outcomes

The main purpose of AITSL's *Principal Preparation* work is to assist education system decision-makers to retain the best of current practices and explore new options in preparing aspiring leaders. The research phase of the project has commenced with an environmental scan to identify the range and characteristics of professional learning programs in Australia that focus on aspiring leaders.

The scan is looking at programs provided through education systems and education-based leadership institutes in the government, Catholic and independent school systems. A sample of school leadership preparation programs delivered through universities and private providers will also be included.

Also underway is a literature review that will build a picture of the most recent thinking and research around effective principal preparation, particularly in light of increasing school autonomy.

In addition and in its initial stage of development is a horizon scan exploring effective and innovative approaches to leadership preparation in education and in a number of other sectors and industries.

C Reflection, feedback and engagement in professional learning is the norm for all leaders.

Overview

The *Australian Charter for the Professional Learning of Teachers and School Leaders* (the PL Charter) emphasises the expectation that all school leaders will take responsibility for and actively engage in professional learning throughout their careers, enabling them to successfully support their teachers to improve student outcomes.

The PL Charter supports the cultivation of a culture of continuous improvement in schools, where performance and development and professional learning approaches are embedded within the operating environment, including the elements necessary for educators to assess, develop and refine their practice.

Outcomes

AITSL is committed to providing resources and strategies to support school leaders to reflect continually on their practice, provide effective feedback to others and engage themselves and others in effective professional learning. Three AITSL projects exemplify this work with school and leadership teams: the Principal Professional Development Program; Disciplined Collaboration in Professional Learning; and Innovation Grants.

A shift towards effective professional learning that is mainly school-based has meant that schools are increasingly becoming learning communities where professional learning and development are routinely part of the daily work of staff. This shift creates a need for a greater understanding and awareness of learning design. AITSL commissioned the *Designing Professional Learning* report to give greater guidance around the 'how' of professional learning.

d All school leaders capably and confidently assume the responsibilities and embrace the opportunities associated with devolved decision making.

Overview

AITSL's *Flagship Professional Learning Program - Local Leadership* was designed for schools participating in the Australian Government's *Empowering Local Schools* initiative. The program provided professional learning for school leaders to enable them to make decisions at a local level to better respond to the needs of students and the school community.

To learn more, visit: www.aitsl.edu.au/local-leadership

Outcomes

During 2013, the *Local Leadership Program* was delivered to its second cohort. These school leaders participated in a Community of Interest with other leaders, facilitated by a Learning Broker, where they extended their understandings around leadership and school autonomy. The program concluded in September 2013 with a one-day Showcase where participants presented on the progress and achievements of their school-based projects.

In order to enable a wider range of school leaders to engage with the professional learning, in 2014 the program was delivered as the *Local Leadership - Signature Learning Program*. The redesigned program provided a range of capacity-building activities planned around key focus areas for school leaders. Learning offerings, delivered online via webinar or teleconference, were led by national and international educationalists and enabled participants to connect with other school leaders at a national level, discussing issues of common interest. These included building a leadership team, managing change, managing workplace stress and implementing performance and development processes.

The program also delivered two overseas study tours exploring education systems in New Zealand and Asia (South Korea and Singapore) with particular focus on autonomy and high achieving schools.

Evaluations of the *Local Leadership* program indicated high levels of satisfaction, with many participants commenting on the quality of experiences and learning provided.

International Learning Offerings: Autonomy and Achievement – International Exploration

New Zealand: In March 2014, thirteen school and system leaders from across Australia travelled to Auckland to undertake the *Autonomy: One system's experience – New Zealand* International Learning Offering. New Zealand schools have been operating with extensive autonomy for more than twenty years and have incisive experience of an autonomous education system to offer those taking their first steps in self-management.

The seven-day program was developed with Cognition Education, a New Zealand group closely connected to their education department.

Briefings included sessions with the New Zealand Ministry of Education, the Education Review Office and Dr Kathy Wylie from the New Zealand Council for Educational Research.

South Korea and Singapore: The *High performing schools, linking with Asia – South Korea and Singapore* International Learning Offering was delivered in April-May 2014 with ten school and system leaders.

The program was developed with the Asia Education Foundation (University of Melbourne) and drew from a successful 2013 AITSL *Local Leadership* study program. The two weeks of activities were designed for schools wishing to focus on innovation and excellence in Asian high performing countries. The program provided learning through a range of briefings, forums and school visits, which connected participants to significant leaders in education, including the Minister for Education in Singapore.



Visits to a range of schools provided further understanding of system priorities and the ways in which school leaders have implemented these. Participants also attended a part of the *Auckland Festival of Education* where they met with Professor John Hattie (originally from the University of Auckland and subsequently with the University of Melbourne).

Participants of both programs were strong in their endorsement of the immense value to be gained from exploring the education systems of other countries.

e High performing school leaders are recognised and willingly assume leadership and support roles beyond their schools.

Overview

The *Australian Awards for Outstanding Teaching and School Leadership* celebrated and recognised outstanding teachers and principals for their significant role in delivering high-quality education to young people in schools across Australia. The awards had a strong professional growth focus.

The *Learning Collective*, held on 29 July 2013, was a national conversation held across five Australian cities and streamed online. It featured engaging speakers and facilitators, and involved outstanding teachers and leaders from across the country collaborating on local issues.

Outcomes

During 2013, each 2012 award winner undertook a professional learning sabbatical to investigate questions of personal and professional interest and relevance.

The award winners' projects focused on: the development of student literacy skills through leadership; transitional leadership; using the outdoors to educate children in the early years; project based learning; classroom pedagogy and dialogue.

The winners, all high performing school leaders in their own contexts, capitalised on their learning opportunities, sharing their knowledge and experiences with their school, as well as professional and broader communities through the AITSL website, education journals, presentations and social media forums.



Award winner and school principal, Michael Hansen, (left) with parents from Cairns West State School, Queensland.

The *Learning Collective* was structured around the theme 'national conversation + local collaboration = sustainable change.' The *Learning Collective* connected Australian practitioners to share learning, celebrate the success of outstanding initiatives and recognise practitioners from across the country. Peak educational bodies nominated delegates to attend the event using the criterion 'demonstrates outstanding contributions to the profession.'

Goal 3

Research and evaluation enhance professional practices.

a High impact teaching and leadership practices are well researched and widely understood, adapted and adopted.

Overview

Research and evaluation is integral to the work of AITSL. Research is critical in providing an evidence base to inform policy development and strategic decision-making as we work towards improved teacher preparation, teaching, school leadership and student learning outcomes.

More specifically, research and evaluation underpins AITSL's work in shaping national policy and practice, using credible evidence to evaluate its own work and the effectiveness of policy implementation. To make a distinctive contribution to improving school education in Australia, AITSL has continued to apply and draw on a national and international research base and experts in the field. AITSL has also contributed significantly to this body of research.

Outcomes

AITSL contributes significantly to the national and international research base through conducting and commissioning research and/or evaluation projects, and in providing authoritative advice within the research community. AITSL has now produced approximately 170 research reports. An online research database has been developed to house, promulgate and share much of this research with the education community.

AITSL partnered with Education Services Australia (ESA) and the Australian Curriculum and Report Authority (ACARA) in providing strategic leadership and contributing to the *Curriculum and Leadership Journal*. This has been a valuable avenue for sharing the research AITSL has developed and commissioned with the education community.

b Individuals, schools and systems actively evaluate, generate and apply new knowledge to professional practices.

Overview

Learning Frontiers aims to increase the proportion of Australian students who are deeply engaged in their learning, through the development of teaching, learning and assessment practices that promote such engagement.

The initiative brings together clusters of schools – 'design hubs' – to examine professional practices that increase cognitive, emotional and behavioural engagement in learning, and develop an evidence base for their impact on academic achievement and life outcomes.

For details, visit: www.aitsl.edu.au/learning-frontiers

Outcomes

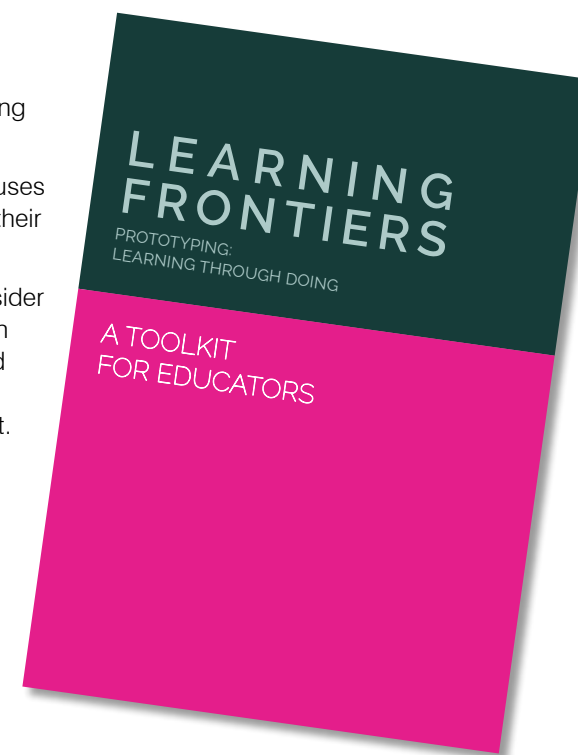
In early 2014, the first two *Learning Frontiers* design hubs were formed in Adelaide and Sydney following an expression of interest process in late 2013. Design hubs comprise schools from government, independent and Catholic sectors, and commit to working 'on behalf of the system'. They will develop practices in leadership, pedagogy, assessment, learner agency, parental and community engagement and technology that increase the engagement of students in their learning.

Schools within the Adelaide and Sydney design hubs came together in March 2014 to create research questions to guide their enquiries against four high level design principles emerging from OECD's *The Nature of Learning* research (2010).

Questions include:

- How can community and learning environments make student learning authentic?
- How do we ensure every student uses meaningful feedback to enhance their learning?

Schools used their questions to consider what interventions they could make in order to explore their challenges, and collected baseline data about their current levels of student engagement.



In 2013, AITSL initiated the **Innovation Grants Project** (IGPs). This highlighted sixteen Australian schools, professional associations, professional networks and organisations that engaged in action research projects focused on innovative professional learning and performance and development within their context.

This project identified common conditions and elements which can contribute to a positive professional learning and performance and development culture. Additionally, the IGPs illustrate many of the characteristics of innovative professional learning and development practice and design reported in two complementary studies commissioned by AITSL.

The **Global Trends in Professional Learning and Performance Development Report** (2014) identified five global innovation trends along a spectrum of 'Almost/already here' to 'On the Horizon'. The majority of IGPs employ practices along the innovation spectrum with a number showing exciting results from implementing 'next wave' and 'on the horizon' practice/s.

The IGPs exemplify innovative practice by:

- tapping into the interests and needs of participants
- engaging communities and stakeholders from within and beyond their immediate context
- using technology to facilitate effective collaboration, drawing on new and existing evidence and data
- empowering participants to think creatively about the use of existing and new resources.

They also emphasise some of the opportunities and challenges in implementing such innovations. The **Designing Professional Learning Report** (2014) profiles the key elements involved in creating effective and engaging professional learning design. The IGPs give valuable insight into how the specific learning contexts of each organisation informed the learning design choices applied.

The project findings are intended to be a catalyst for teachers and school leaders, professional associations and organisations to reflect upon and discuss existing professional growth practices and to implement changes that will enhance teacher quality.

C Relevant data is gathered and published to improve teaching and school leadership.

Overview

AITSL is dedicated to supporting teachers and school leaders to develop and introduce high impact practices, ideas and mechanisms to build improvement and innovation in teaching and school leadership.

Since its inception, AITSL has commissioned or led a variety of research and evaluation projects to support AITSL's priorities and work program. The promulgation of this research and evaluation builds on AITSL's goal of being a leader in research and the promulgation of valuable resources for the education community.

Outcomes

The online research depository, currently under construction, will provide an avenue to share a valuable evidence base to support and enhance teacher preparation and teacher and school leader quality. This research has been characterised by a strong alignment with national education reform agendas and a commitment to collaborating with national and international stakeholders including practitioners, the broader education community and experts in the field.

AITSL has also continued to contribute to the national and international research base through the promulgation of research evidence via social media, online and print. This has been effective in fostering sustained dialogue and collaboration with a broad range of researchers, practitioners and policy makers.

AITSL's *School Leadership Clearinghouse* supports professional learning through connecting educators to the latest research and ideas on school leadership, best-practice and next-practice. The collection currently contains almost 1,200 resources, most of which are freely available. A monthly reading list offers a snapshot of resources to support school leaders on current issues.

To learn more about the Clearinghouse, visit: www.clearinghouse.aitsl.edu.au/

d Rigorous evaluation is an integral part of AITSL's work.

Overview

In accordance with its commitment to be an evidence-driven organisation, AITSL undertook two major baseline data collection activities in the second half of 2013 as part of the *Evaluation of the Implementation of the Australian Professional Standards for Teachers*: the National Forum and the online National Survey.

Outcomes

The *Evaluation of the Implementation of the Australian Professional Standards for Teachers* is a three-year process and impact evaluation. It involves stakeholders in a range of contexts across Australia. The purpose of the evaluation is to determine the usefulness, effectiveness of implementation and impact of the Standards on teacher quality. The evaluation is a partnership between AITSL and the expert team from the Centre for Program Evaluation at the University of Melbourne.

From June to August 2013, 174 high level members of key education organisations and associations, system leaders, policy makers, school leaders and practising teachers engaged in the National Forum to share how they have used and implemented the Teacher Standards.

From October to November 2013, over 6,000 stakeholders including school leaders, teachers, preservice teachers and teacher educators participated in the National Survey aimed at assessing stakeholders' perceptions of their knowledge, attitudes and use of the Standards.

Initial analysis of the baseline data collected during the 2013 evaluation activities has been completed by the University of Melbourne expert team and key findings are reported in the Interim Report on Baseline Implementation: 2013 Key Findings.

www.aitsl.edu.au/docs/default-source/national-policies-resources/apstinsights

Findings from the evaluation are shared throughout the project to inform and guide the ongoing implementation of the Standards.

National Survey 2013

6,002 school leaders, teachers, preservice teachers and teacher educators participated in the National Survey from October to November 2013. Emerging findings from the initial analysis of the data is encouraging, considering the early phase of implementation of the Teacher Standards.

Key findings indicate that:

- Stakeholders' knowledge of the Standards is high, with 70% of the respondents having some knowledge of the Standards
- Uptake of the Standards is positive, with over 61% of teacher, school leader and teacher educator survey respondents reporting that they have engaged with the Standards
- Attitudes towards the Standards are positive, with 82% of the stakeholders reporting positive attitudes toward the Standards
- Nearly 75% of stakeholders reported that they will have an opportunity to use the Standards in the next six months
- Stakeholders engage with the Standards across a range of activities in their practice, particularly for self and guided reflection to improve the quality of their practice.

The initial analysis suggests that the Standards are being used in ways that may influence teaching practices and student learning. Reflective comments provided by the respondents illustrate how the Standards are used to shape and guide teaching practice:

'Whilst on my practicums, I have always ensured that my practices were in line with the Australian Professional Standards for Teachers [and] I have used them as a reference to guide my practices.'

Preservice teacher, Victoria.



Further Activities

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

Assessment for Migration

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

In the year to 30 June 2014, AITSL received 1,116 applications. 60% of applications were for the secondary school teacher occupation. 77% of applications were found suitable.

The leading country in which applicants completed their initial teacher education was the United Kingdom, followed by Australia. The most common country of birth for applicants was the United Kingdom, followed by the Republic of Ireland and the People's Republic of China.

The AITSL Teaching Qualifications Advisory Panel provides advice to the assessment function based on the nationally consistent approach to teacher registration. The panel includes representatives of teacher regulatory authorities, principals, deans of education, the Australian Children's Education and Care Quality Authority (ACECQA) and the Department of Education.

Aboriginal and Torres Strait Islander education

AITSL has produced and published 36 online Illustrations of Practice related to Aboriginal and Torres Strait Islander education. Of these, ten are focused on teaching Aboriginal and Torres Strait Islander perspectives, and the remainder capture examples of teaching Aboriginal and Torres Strait Islander students. The Illustrations reflect practice at all career stages and across a range of focus areas of the *Australian Professional Standards for Teachers* (the Standards).

The Illustrations are a visual representation of what teacher practice can look like in a range of contexts and help teachers locate their practice within the Standards. They demonstrate the teaching and learning of Indigenous perspectives in line with the Standards.

Practising teachers who wish to develop their skills and understanding in Aboriginal and Torres Strait Islander education through a structured program can access the online *What Works - The Work Program* free of charge. The program is a set of materials for people working in schools, assisting them to plan and take action to improve educational outcomes of Indigenous students.

AITSL also has resources available to support institutions or organisations that deliver professional learning about Aboriginal and Torres Strait Islander education. Research has been undertaken into the provision of professional development, both for initial teacher education students and for practising teachers. Unit outlines and content for professional learning units for practising teachers have been developed and are available on the AITSL website. For teacher educators, the interactive *Respect, Relationships & Reconciliation* website provides resources to support those delivering Aboriginal and Torres Strait Islander units in initial teacher education programs.

Reconciliation Action Plan

As part of AITSL's commitment to improve Aboriginal and Torres Strait Islander education, AITSL developed a Reconciliation Action Plan (RAP) endorsed by the AITSL Board and Reconciliation Australia. A joint AITSL/Education Services Australia (ESA) RAP Working Group was established to develop the RAP with input from Aboriginal and Torres Strait Islander organisations as critical friends.

AITSL is implementing the RAP, with staff actively engaged at an all-staff meeting day to reflect on its anchors and how teams can contribute. An Aboriginal playwright and musician shared powerful stories about the 'cultural load' of Aboriginal and Torres Strait Islander people and Maslow's hierarchy of needs from an Aboriginal perspective.

The AITSL/ESA RAP Working Group organised a series of events to celebrate National Reconciliation Week. This included a presentation from school staff and students about their journey towards Reconciliation; staff discussion on Symbolism and Reconciliation facilitated by an Aboriginal woman working to improve outcomes for Aboriginal children; an Aboriginal and Torres Strait Islander film viewing; and a Koorie Culture Walking Tour.



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

www.aitsl.edu.au/docs/default-source/national-policies-resources/rap

Corporate Services

During 2013-14, AITSL refined and strengthened its policies and procedures. This reinforced AITSL's commitment to ensuring that each policy statement and procedure is legislatively compliant, relevant and uses contemporary industry best practice.

As a maturing organisation, AITSL reviewed its Performance and Development process with a view to sustaining a high performance and positive organisational culture, where the knowledge and capabilities of its employees are aligned to its strategic organisational objectives and enhanced through professional learning.

AITSL continued to enhance its processes throughout the year. This included drawing on the positive outcomes from the externally conducted HR Recruitment & Induction and ICT Data Security & Privacy audits.

Communications, Online and Social Media

AITSL continues to provide effective multi-media publication and dissemination of materials.

A significant area of activity is the continuous improvement of the AITSL website, which has undergone a comprehensive transformation. It has been visually and structurally streamlined, while navigation for users has been simplified and made more intuitive. The website is the repository and gateway for a range of digital resources that are increasingly oriented towards *showing* and not merely telling educators how they can improve their practice.

This tendency is reflected in AITSL's establishment in late 2013 of a small, in-house recording and production studio. This has enabled AITSL to produce high-quality and cost-effective digital resources that are in turn provided to educators around the nation.

In other areas of the online world, AITSL's stakeholder engagement has also continued to grow. Compared to a year ago, the number of AITSL's members on Twitter has doubled to 13,000; average monthly website visits have likewise doubled to 100,000 people; and the eNews subscriber base has risen dramatically to 45,000.

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

Stakeholder engagement via online and social media



Twitter
13,000 followers
(as of July 2014)

YouTube
431,735 minutes watched
(July 2013 to July 2014)

eNews
45,000 subscribers
(as of July 2014)

Financial Report

For the year ended 30 June 2014

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Financial Report

For the year ended 30 June 2014

Directors' declaration

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

1. The financial statements and accompanying notes are in accordance with the *Corporations Act 2001* including:
 - a) Complying with the Australian Accounting Standards; and
 - b) Giving a true and fair view of the company's financial position as at 30 June 2014 and of its performance of the year ended on that date.
2. In the Directors' opinion there are reasonable grounds to believe that the company will be able to pay its debts as and when they become due and payable.

This declaration is made on 29 August 2014 in accordance with a resolution of the Directors.



Professor John Hattie
Chair



Stephen Elder
Director

Auditor's independence declaration



Professor John Hattie
Chairman of the Board
Australian Institute for Teaching and School Leadership Ltd
PO Box 299
Collins Street West VIC 8007

AUSTRALIAN INSTITUTE OF TEACHING AND SCHOOL LEADERSHIP LTD FINANCIAL REPORT 2013-14 AUDITOR'S INDEPENDENCE DECLARATION

In relation to my audit of the financial report of the Australian Institute for Teaching and School Leadership Ltd for the year ended 30 June 2014, to the best of my knowledge and belief, there have been:

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

Australian National Audit Office

A handwritten signature in blue ink, appearing to read 'C. Jago'.

Carla Jago
Executive Director
Delegate of the Auditor-General

Canberra

29 August 2014

GPO Box 707 CANBERRA ACT 2601
19 National Circuit BARTON ACT 2600
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 Ltd

I have audited the accompanying financial report of the Australian Institute for Teaching and School Leadership Ltd, which comprises the Statement of Financial Position as at 30 June 2014, the Statement of Comprehensive Income, Statement of Changes in Equity and Statement of Cash Flows for the year then ended, Notes comprising a Summary of Significant Accounting Policies and other explanatory information, and the Directors' Declaration.

Directors' Responsibility for the Financial Report

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

Auditor's Responsibility

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

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial report. The procedures selected depend on the auditor's judgement, including the assessment of the risks of material misstatement of the financial report, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the Australian Institute for Teaching and School Leadership Ltd's preparation of the financial report that gives a true and fair view in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Australian Institute for Teaching and School Leadership Ltd's internal control. An audit also includes evaluating the appropriateness of the accounting policies used and the reasonableness of accounting estimates made by the directors, as well as evaluating the overall presentation of the financial report.

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

GPO Box 707 CANBERRA ACT 2601
19 National Circuit BARTON ACT 2600
Phone (02) 6203 7300 Fax (02) 6203 7777

Independent auditor's report

Independence

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

Opinion

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

- (i) giving a true and fair view of Australian Institute for Teaching and School Leadership Ltd's financial position as at 30 June 2014 and of its performance for the year ended on that date; and
- (ii) complying with Australian Accounting Standards and the *Corporations Regulations 2001*.

Emphasis of Matter

Without modifying my opinion, I draw attention to Note 1.2 to the financial statements, which states that the Australian Institute for Teaching and School Leadership Ltd's current funding agreement with the Department of Education expires on 30 June 2015 and the reasons the directors have continued to prepare the financial statements for the year ended 30 June 2014 on a going concern basis. The expiry of the current funding agreement indicates the existence of a material uncertainty that may cast significant doubt over the company's ability to continue as a going concern and therefore, the company may be unable to realise its assets and discharge its liabilities in the normal course of business.

Australian National Audit Office



Carla Jago
Executive Director
Delegate of the Auditor-General
Canberra
29 August 2014

Statement of comprehensive income

For the year ended 30 June 2014

	Notes	2014 \$	2013 \$
Income			
Revenue			
Government funding		14,700,000	16,089,000
Sales of services		906,672	1,462,997
Interest		180,054	412,809
Other revenue		28,058	100,587
Profit on sale of asset		8,152	1,581
Total income		15,822,936	18,066,974
Expenses			
Board of Directors		342,799	343,004
Employee benefits	2	7,241,949	7,333,115
Administration		1,683,381	2,946,782
Programs		6,301,926	10,823,405
Depreciation and amortisation	3	271,794	413,053
Write down and impairment of assets		–	124,502
Total expenses		15,841,849	21,983,861
Net (deficit) from ordinary activities		(18,913)	(3,916,887)
Total comprehensive (loss) for the year attributable to members of the entity		(18,913)	(3,916,887)

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

Statement of financial position

As at 30 June 2014

	Notes	2014 \$	2013 \$
Assets			
Current assets			
Cash and cash equivalents	7	1,608,062	2,497,102
Held-to-maturity investments		1,335,029	1,366,424
Trade and other receivables		3,826,396	5,543,324
Other assets		76,512	86,951
Total current assets		6,845,999	9,493,801
Non-current assets			
Plant and equipment	3	1,494,870	1,457,574
Cultural	3	28,000	28,000
Intangibles	3	672	1,028
Total non-current assets		1,523,542	1,486,602
Total assets		8,369,541	10,980,403
Liabilities			
Current liabilities			
Supplier payables		594,118	3,159,798
Other current liabilities	4	1,479,283	1,838,157
Employee provisions	5	591,572	590,889
Other provisions	5	45,075	–
Total current liabilities		2,710,048	5,588,844
Non-current liabilities			
Employee provisions	5	104,341	52,157
Other provisions	5	772,058	537,395
Total non-current liabilities		876,399	589,552
Total liabilities		3,586,447	6,178,396
Net assets		4,783,094	4,802,007
Equity			
Retained earnings		4,783,094	4,802,007
Total equity		4,783,094	4,802,007

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

Statement of changes in equity

For the year ended 30 June 2014

	Retained earnings		Total equity	
	2014 \$	2013 \$	2014 \$	2013 \$
Opening Balance	4,802,007	8,718,894	4,802,007	8,718,894
Changes in accounting policy	–	–	–	–
Adjusted Opening Balance	4,802,007	8,718,894	4,802,007	8,718,894
Comprehensive Income				
Deficit attributable to the entity	(18,913)	(3,916,887)	(18,913)	(3,916,887)
Total Comprehensive Income Loss for the year	(18,913)	(3,916,887)	(18,913)	(3,916,887)
Balance at 30 June	4,783,094	4,802,007	4,783,094	4,802,007

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

Statement of cash flows

For the year ended 30 June 2014

	Notes	2014 \$	2013 \$
Cash flow from operating activities			
Cash received			
Government funding		16,128,500	14,611,568
Sales of services		901,033	1,394,134
Interest		180,054	402,403
Other		28,058	100,587
Total cash received		17,237,645	16,508,692
Cash used			
Board of Directors		(342,799)	(343,004)
Employees		(7,408,978)	(7,189,457)
Suppliers		(9,718,906)	(13,645,090)
Net GST paid to the Australian Taxation Office		(386,815)	(43,563)
Total cash used		(17,857,498)	(21,221,114)
Net cash (used in) operating activities	7	(619,853)	(4,712,422)
Cash flow from investing activities			
Cash (used) / from			
Purchase of plant and equipment		(322,875)	(1,381,465)
Sale of plant and equipment		22,293	2,361
Sale (Purchase) of Held-to-maturity investments		31,395	1,143,110
Net cash (used in) investing activities		(269,187)	(235,994)
Net (decrease) in cash held		(889,040)	(4,948,416)
Cash at the beginning of the financial year		2,497,102	7,445,518
Cash at the end of the financial year		1,608,062	2,497,102

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

Notes to the financial statements

For the year ended 30 June 2014

Note 1 – Significant accounting policies

1.1 Objectives of 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. AITSL is a not for profit company limited by Guarantee.

1.2 Basis of preparation

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

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

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

Going Concern

The current funding agreement with the Department of Education expires on 30 June 2015. At the date of reporting AITSL has not received confirmation of funding beyond that date. In the event that AITSL is not funded beyond June 2015 the company may be unable to realise its assets and discharge its liabilities in the ordinary course of business. However, these financial statements have been prepared on a going concern basis due to the following considerations.

The assets of AITSL are predominately current assets held in cash, investments and receivables. The non-current assets that may be impacted by future funding issues are a minor percentage of the total assets.

Total assets exceed total liabilities by \$4.8 million at year end. This surplus should enable AITSL to mitigate the going concern impact of any future funding issues. The company has been in discussion with the Department of Education in regard to future funding, subsequent to June 2015 and is of the opinion that the company will continue to receive funding support past the current funding agreement.

The financial statements were authorised for issue by the Board of Directors on 29 August 2014.

1.3 Revenue

Revenue from the rendering of services is recognised by reference to the stage of completion of contracts at the reporting date. 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. 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*.

Notes to the financial statements

For the year ended 30 June 2014

Note 1 – Significant accounting policies (cont.)

1.4 Employee benefits

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

Leave

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

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

Long service leave

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

The components of the current LSL liability are measured at:

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

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

Superannuation

Contributions are made by AITSL to employee superannuation funds and are charged as expenses when incurred. AITSL makes contributions to the funds in accordance with the superannuation guarantee legislation. The liability for superannuation recognised represents the outstanding contributions for the final pay period of the year.

Separation and Redundancy

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

Notes to the financial statements

For the year ended 30 June 2014

1.5 Leases

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

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

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

1.6 Financial Assets

Cash and cash equivalents

Cash and cash equivalents include cash on hand and any deposits with a maturity of 3 months or less and held at call with a bank or financial institution. Cash is recognised at its nominal amount.

Receivables

All debtors are recognised at the nominal amounts receivable as they are due for settlement not more than 30 days from the date of recognition.

Held-to-Maturity Investments

Non-derivative financial assets with fixed or determinable payments and fixed maturity dates that AITSL has the positive intent and ability to hold to maturity are classified as held-to-maturity investments. Held-to-maturity investments are recorded at amortised cost using the effective interest method less impairment, with revenue recognised on an effective yield basis.

Impairment of financial assets

Assets are assessed at the end of each reporting period for objective evidence that a financial asset or group of financial assets is impaired. If there is objective evidence that an impairment loss has been incurred, the amount of the impairment loss is the difference between the carrying amount of the asset and the present value of the estimated future cash flows discounted at the current market rate for similar assets.

Notes to the financial statements

For the year ended 30 June 2014

Note 1 – Significant accounting policies (cont.)

1.7 Liabilities

Trade creditors

Trade creditors and accruals are recognised at their nominal amounts, being the amounts at which the liabilities will be settled. Liabilities are recognised to the extent that the goods or services have been received. Trade accounts are normally settled within 30 days.

Provisions

Provisions are recognised when AITSL has a present obligation, the future sacrifice of economic benefits is probable, and the amount of the provision can be measured reliably. The amount recognised as a provision is the best estimate of the consideration required to settle the present obligation at reporting date, taking into account the risks and uncertainties surrounding the obligation.

1.8 Acquisition of assets

Assets are recorded at cost on acquisition except as stated below. The cost of acquisition includes the fair value of assets transferred in exchange and liabilities undertaken. Financial assets are initially measured at their fair value plus transaction costs where appropriate. Assets acquired at no cost, or for nominal consideration, are initially recognised as assets and revenues at their fair value at the date of acquisition.

1.9 Plant, equipment and cultural assets

Capitalisation threshold

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

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

Carrying amount

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

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

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

Notes to the financial statements

For the year ended 30 June 2014

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 useful lives:

Plant and equipment

Computer equipment - 3 years (2013: 3 years)

Office equipment - 3 years (2013: 3 years)

Furniture and fittings - 10 years (2013: 3 to 10 years)

Other plant and equipment - 3 years (2013: 3 years)

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

Cultural

Art works - Infinite life (2013: Infinite life)

AITSL has 2 paintings (2013: 2) with an aggregate fair value of \$28,000 (2013: \$28,000) painted by Australian artists Bessie Sims and Yumutjin Wununmurra. AITSL has classified them as cultural assets as they are primarily held for purposes that relate to their cultural significance. The paintings are deemed to have indefinite useful lives and hence are not depreciated.

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.

Derecognition

An item of plant and equipment is derecognised upon disposal or when no further future economic benefits are expected from its use or disposal.

1.10 Intangibles

AITSL's intangibles include but are not limited to software developed for internal use and the AITSL website. These assets are recorded at cost less any accumulated amortisation and impairment losses. These assets have an estimated useful life of 3 years (2013: 3 years) and are amortised on a straight-line basis. All software assets are assessed for indications of impairment as at year end.

1.11 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.

Notes to the financial statements

For the year ended 30 June 2014

Note 1 – Significant accounting policies (cont.)

1.12 Economic dependency

AITSL is dependent on the Department of Education 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 will not continue to support AITSL. Reference should be made to the statement on Going Concern in Note 1.2.

1.13 Comparative Figures

Where required by Accounting Standards comparative figures have been adjusted to conform with changes in presentation for the current financial year.

1.14 Contingent Assets and Liabilities

Contingent liabilities and contingent assets are not recognised in the Statement of Financial Position but are reported in the relevant notes. They may arise from uncertainty as to the existence of a liability or asset or represent an asset or liability in respect of which the amount cannot be reliably measured. Contingent assets are disclosed when settlement is probable but not virtually certain and contingent liabilities are disclosed when the expectation of settlement is greater than remote.

AITSL could not identify further assets or liabilities at reporting period that could be reliably measured with a probability of recognition greater than remote that have not already been included in the Statement of Financial Position.

1.15 Events after the reporting period

AITSL is not aware of any events occurring after the reporting date that warrant disclosure or recording in the financial statements.

1.16 Financial Instruments

(i) Non-derivative financial assets

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

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

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

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

Notes to the financial statements

For the year ended 30 June 2014

Loans and receivables

Loans and receivables are financial assets with fixed or determinable payments that are not quoted in an active market. Such assets are recognised initially at fair value plus any directly attributable transaction costs. Subsequent to initial recognition loans and receivables are measured at amortised cost using the effective interest method, less any impairment losses. Loans and receivables comprise trade and other receivables.

Cash and cash equivalents comprise cash balances and call deposits with original maturities of three months or less.

AITSL recognises a financial asset arising from a service concession arrangement when it has an unconditional contractual right to receive cash or another financial asset from or at the direction of the grantor for the construction or upgrade services provided. Such financial assets are measured at fair value upon initial recognition. Subsequent to initial recognition the financial assets are measured at amortised cost.

(ii) Non-derivative financial liabilities

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

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

Such financial liabilities are recognised initially at fair value plus any directly attributable transaction costs. Subsequent to initial recognition these financial liabilities are measured at amortised cost using the effective interest rate method.

1.17 Use of estimates and judgments

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

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

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

Notes to the financial statements

For the year ended 30 June 2014

Note 1 – Significant accounting policies (cont.)

1.18 Commitments

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

1.19 New standards and Interpretations not yet adopted

A number of new standards, amendments to standards and interpretations are effective for annual periods beginning after 1 July 2013, and have not been applied in preparing these financial statements. Those which may be relevant to AITSL are set out below. AITSL does not plan to adopt these standards early.

AASB 9 Financial Instruments (2010), AASB 9 Financial Instruments (2009)

AASB 9 (2009) introduces new requirements for the classification and measurement of financial assets. Under AASB 9 (2009), financial assets are classified and measured based on the business model in which they are held and the characteristics of their contractual cash flows. AASB 9 (2010) introduces additions relating to financial liabilities. The IASB currently has an active project that may result in limited amendments to the classification and measurement requirements of AASB 9 and add new requirements to address the impairment of financial assets and hedge accounting.

AASB 2010-7 is an amending standard that makes changes to a number of standards resulting from the reissuance of AASB 9. Application is in conjunction with the application of change to AASB 9.

AASB 9 (2010 and 2009) are effective for annual periods beginning on or after 1 January 2015 with early adoption permitted. The adoption of AASB 9 (2010 and 2009) are not expected to have an impact on AITSL's financial assets or financial liabilities.

Notes to the financial statements

For the year ended 30 June 2014

Note 2 – Expenses

	2014 \$	2013 \$
Note 2: Employee benefits		
Wages and salaries	5,925,533	6,089,515
Superannuation	773,580	768,319
Leave and other entitlements	542,836	475,281
Total employee benefits	7,241,949	7,333,115

Notes to the financial statements

For the year ended 30 June 2014

Note 3 – Non-current assets

Plant and equipment

Reconciliation of opening and closing balances (2013-2014)

	Computer equipment	Office equipment	Fixtures & fittings	Makegood	Other plant & equipment	Total
	\$	\$	\$	\$	\$	\$

As at 1 July 2013

Gross book value	360,997	147,961	890,458	415,607	7,697	1,822,720
Accumulated depreciation / amortisation	(226,392)	(76,878)	(52,486)	(4,866)	(4,524)	(365,146)
Net book value 1 July 2013	134,605	71,083	837,972	410,741	3,173	1,457,574

Movements

Purchase of assets	91,743	29,424	180,793	7,117	13,798	322,875
Sale of assets	(785)	-	(13,356)	-	-	(14,141)
Depreciation and amortisation expense	(96,562)	(38,580)	(101,683)	(30,004)	(4,609)	(271,438)
Net book value 30 June 2014	129,001	61,927	903,726	387,854	12,362	1,494,870

Net book value as of 30 June 2014 represented by:

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

Reconciliation of opening and closing balances (2012-2013)

	Computer equipment	Office equipment	Fixtures & fittings	Makegood	Other plant & equipment	Total
	\$	\$	\$	\$	\$	\$

As at 1 July 2012

Gross book value	331,441	127,700	658,621	114,725	6,183	1,238,670
Accumulated depreciation / amortisation	(188,036)	(74,443)	(309,739)	(45,890)	(5,090)	(623,198)
Net book value 1 July 2012	143,405	53,257	348,882	68,835	1,093	615,472

Movements

Purchase of assets	96,990	56,906	806,102	415,607	4,793	1,380,398
Sale of assets	-	(780)	-	-	-	(780)
Write-down	(18,924)	(7,142)	(98,253)	-	(183)	(124,502)
Depreciation expense	(86,866)	(31,158)	(218,759)	(73,701)	(2,530)	(413,014)
Net book value 30 June 2013	134,605	71,083	837,972	410,741	3,173	1,457,574

Net book value as of 30 June 2013 represented by:

Gross book value	360,997	147,961	890,458	415,607	7,697	1,822,720
Accumulated depreciation	(226,392)	(76,878)	(52,486)	(4,866)	(4,524)	(365,146)
Closing net book value	134,605	71,083	837,972	410,741	3,173	1,457,574

Notes to the financial statements

For the year ended 30 June 2014

Note 3 – Non-current assets (cont.)

Reconciliation of opening and closing balances (2013-2014)

	Cultural \$	Intangibles \$
--	----------------	-------------------

As at 1 July 2013

Gross book value	28,000	325,213
Accumulated depreciation / amortisation	-	(324,185)

Net book value 1 July 2013	28,000	1,028
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Movements

Purchase of Assets	-	-
Depreciation / amortisation expense	-	(356)

Net book value 30 June 2014	28,000	672
------------------------------------	---------------	------------

Net Book Value as of 30 June 2014 represented by:

Gross book value	28,000	325,213
Accumulated depreciation / amortisation	-	(324,541)

Closing net book value	28,000	672
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Reconciliation of opening and closing balances (2012-2013)

	Cultural \$	Intangibles \$
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As at 1 July 2012

Gross book value	28,000	324,146
Accumulated depreciation / amortisation	-	(324,146)

Net book value 1 July 2012	28,000	-
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Movements

Purchase of Assets	-	1,067
Depreciation / amortisation expense	-	(39)

Net book value 30 June 2013	28,000	1,028
------------------------------------	---------------	--------------

Net Book Value as of 30 June 2013 represented by:

Gross book value	28,000	325,213
Accumulated depreciation / amortisation	-	(324,185)

Closing net book value	28,000	1,028
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Notes to the financial statements

For the year ended 30 June 2014

Note 4 – Other current liabilities

	2014 \$	2013 \$
Salaries and wages	188,011	166,867
Superannuation	23,179	20,247
Accrued Expenses	1,118,486	1,515,836
PAYG and Withholding Tax	137,424	135,207
Other	12,183	–
Total Other Current Liabilities	1,479,283	1,838,157

Note 5 – Provisions

	2014 \$	2013 \$
Employee Provisions		
Annual leave	399,217	349,254
Long service leave	296,696	293,792
Total employee provisions	695,913	643,046
Employee provisions expected to be settled in:		
No more than 12 months	591,572	590,889
More than 12 months	104,341	52,157
Total employee provisions	695,913	643,046
Other Provisions		
Provision for make-good	422,724	415,607
Unused lease incentive	394,409	121,788
Total other provisions	817,133	537,395
Other provisions are expected to be settled in:		
No more than 12 months	45,075	–
More than 12 months	772,058	537,395
Total other provisions	817,133	537,395

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

Movements in the Other Provisions

	Make Good		Lease Incentives	
	2014 \$	2013 \$	2014 \$	2013 \$
Opening balance	415,607	347,194	121,788	–
Adjustments for leases terminated	–	(347,194)	–	–
Addition for current lease at 440 Collins Street, Melbourne	7,117	415,607	315,527	135,226
Amortisation of provision	–	–	(42,906)	(13,438)
Balance at 30 June	422,724	415,607	394,409	121,788

Notes to the financial statements

For the year ended 30 June 2014

Note 6 – Fair value measurements

The following tables provide an analysis of assets and liabilities that are measured at fair value.

The different levels of the fair value hierarchy are defined below.

Level 1: Quoted prices (unadjusted) in active markets for identical assets or liabilities that the entity can access at measurement date.

Level 2: Inputs other than quoted prices included within Level 1 that are observable for the asset or liability, either directly or indirectly.

Level 3: Unobservable inputs for the asset or liability.

Fair Value Measurement

Fair value measurement at the end of the reporting period by hierarchy for assets and liabilities in 2014

	Fair value measurements at the end of the reporting period using			
	Fair value \$	Level 1 inputs \$	Level 2 inputs \$	Level 3 inputs \$
Non-financial assets				
Cultural	28,000	–	28,000	–
Total Non-financial assets	28,000	–	28,000	–
Total fair value measurement of assets in the statement of financial position	28,000	–	28,000	–

AITSL does not hold any non-financial liabilities.

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

Cultural assets have applied Level 2 Fair Value Measurement. The input used was a valuation undertaken on 30 June 2007 by the Australian Valuation Office. That valuation is considered to be the fair value of the cultural assets at year end. The assets are deemed to have indefinite useful lives and are not depreciated.

Notes to the financial statements

For the year ended 30 June 2014

Note 7 – Cash flow reconciliation

	2014 \$	2013 \$
Reconciliation of cash per income statement to statement of cash flows		
Cash at year end as per statement of cash flows	1,608,062	2,497,102
Statement of Financial Position items comprising cash	1,608,062	2,497,102
Difference	–	–
Reconciliation of operating result to net cash from operating activities		
(Deficit) Surplus for the year	(18,913)	(3,916,887)
Depreciation and amortisation	271,794	413,053
Net write-down and sale of non-financial assets	(8,152)	122,921
Change in assets and liabilities		
Decrease (increase) in receivables	1,559,456	(1,663,148)
Decrease (increase) in other assets	167,912	278,204
Increase (decrease) in supplier payables	(2,924,555)	(278,677)
Increase (decrease) in other provisions	279,738	190,201
Increase (decrease) in employee provisions	52,867	141,911
Net cash from (used in) operating activities	(619,853)	(4,712,422)

Notes to the financial statements

For the year ended 30 June 2014

Note 8 – Remuneration of Directors

The number of Directors whose income (including superannuation contributions) falls within the following bands:

	2014 Numbers	2013 Numbers
Nil - \$29,999	7	8
\$30,000 - \$59,999	–	–
\$60,000 - \$89,999	1	2
\$90,000 - \$119,999	1	–
Total	9	10
Total remuneration received or due and receivable	\$198,714	\$186,522

Note 9 – Related party disclosure

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

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

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

	Transaction value Year ended 30 June		Balance Outstanding Year ended 30 June	
	2014 \$	2013 \$	2014 \$	2013 \$
Purchase of goods and services	1,909,329	3,618,393	1,070,000	2,410,300
	1,909,329	3,618,393	1,070,000	2,410,300

Notes to the financial statements

For the year ended 30 June 2014

Note 10 – Senior executive remuneration

	2014 \$	2013 \$
Senior Executive Remuneration Expense for the Reporting Period		
Short-term Employee Benefits:		
Salary	1,415,568	1,225,812
Total Short-term Employee Benefits	1,415,568	1,225,812
Post-employment Benefits:		
Superannuation	137,432	110,074
Total Post-employment Benefits:	137,432	110,074
Other long-term Benefits:		
Annual leave accrued	34,314	22,972
Long-service leave accrued	48,316	25,956
Total Other-long term Benefits:	82,630	48,928
Total remuneration paid	1,635,630	1,384,814

Notes:

- Note 10 excludes acting arrangements and part-year service where remuneration expensed was less than \$195,000.
- During the year the entity did not pay any termination benefits to the senior executives (2013: Nil).

Note 11 – Remuneration of auditors

	2014 \$	2013 \$
To the Auditor-General for auditing the financial statements	40,000	40,000
	40,000	40,000

No other services were provided by the Auditor-General.

Notes to the financial statements

For the year ended 30 June 2014

Note 12 – Financial risk management

	2014 \$	2013 \$
Categories of financial instruments		
Financial assets		
Loans and receivables		
Cash at bank	1,608,062	2,497,102
Held to maturity investments	1,335,029	1,366,424
Receivables for goods and services	3,826,396	5,385,853
Carrying amount of financial assets	6,769,487	9,249,379
Financial liabilities		
Financial liabilities at amortised cost		
Trade creditors	594,118	3,159,798
Carrying amount of financial liabilities	594,118	3,159,798
Net Income and Expense from Financial Assets		
Loans and receivables		
Interest revenue	180,054	412,809
Net gain from loans and receivables	180,054	412,809
Net gain from financial assets	180,054	412,809

Net income and expense from financial liabilities

There was no income or expense from financial liabilities.

Fair value of financial instruments

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

Credit risk

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

All account receivable are current. No receivables were considered impaired as at 30 June 2014 or 30 June 2013.

Notes to the financial statements

For the year ended 30 June 2014

Note 12 – Financial risk management (cont.)

Liquidity risk

AITSL's financial liabilities are trade creditors. The exposure to liquidity risk is based on the notion that AITSL will encounter difficulty in meeting its obligations associated with financial liabilities. This is highly unlikely due to government funding and mechanisms available to AITSL and internal policies and procedures put in place to ensure there are appropriate resources to meet its financial obligations.

AITSL had no derivative financial liabilities in either the current or prior year.

Market risk

AITSL held basic financial instruments that did not expose it to certain market risks. The entity was not exposed to significant 'currency risk' or 'other price risk'.

Interest risk

AITSL has not paid any interest, nor is it expected that any interest will be payable in the foreseeable future.

At 30 June 2014 the interest rate profile of interest bearing financial instruments was:

	2014 \$	2013 \$
Fixed Rate Instruments		
Financial assets	1,335,029	1,366,424
Financial liabilities	–	–
	1,335,029	1,366,424
Variable Rate Instruments		
Financial assets	1,608,062	2,497,102
Financial liabilities	–	–
	1,608,062	2,497,102

Notes to the financial statements

For the year ended 30 June 2014

Note 13 – Unquantifiable contingencies

AITSL is not aware of any quantifiable, unquantifiable or significant remote contingencies that existed at year end.

Note 14 – Commitments

	2014 \$	2013 \$
Commitments payable		
Programs	2,113,366	4,589,487
Operating Leases	2,472,989	2,726,853
Total commitments payable	4,586,355	7,316,340
Net commitments by type	4,586,355	7,316,340

By maturity

Operating lease commitments

AITSL entered a lease for premises at 440 Collins Street, Melbourne during the previous year. The operating lease contract contains a market review clause in the event that AITSL exercises its option to renew. AITSL does not have an option to purchase the leased asset at the expiry of the lease period. AITSL has provided a bank guarantee to the lessor of \$316,330, in support of the lease commitment. A lease incentive provided is apportioned evenly over the term of the lease and recorded in current liabilities as 'Unused lease incentive'.

Payable - minimum lease payments		
- Not more than 12 months	624,982	253,864
- Greater than 12 months but not later than 5 years	1,848,007	2,472,989
Total operating lease commitments	2,472,989	2,726,853
Net operating lease commitments	2,472,989	2,726,853

Programs

- Not more than 12 months	1,307,989	2,566,860
- Greater than 12 months but not later than 5 years	805,377	2,022,627
Total program commitments	2,113,366	4,589,487
Net program commitments	2,113,366	4,589,487

Note: Commitments are GST inclusive where relevant.

Notes to the financial statements

For the year ended 30 June 2014

Note 15 – Member's guarantee

Australian Institute of Teaching and School Leadership Limited is incorporated under the *Corporations Act 2001* and is an entity limited by guarantee. If the entity is wound up, the constitution states that each member is required to contribute a maximum of \$20 toward meeting any outstandings and obligations of the entity. At 30 June 2014 the number of members was one.

Note 16 – Entity details

Australian Institute of 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.

Compliance report

Australian Institute for Teaching and School Leadership Limited Compliance Report for financial year 2012-13

- 1) For the financial year ended 30 June 2014, in the opinion of the Directors, based on adequate internal control systems, including the advice of management and the Audit and Risk Committee, the Australian Institute for Teaching and School Leadership and its Directors have:
 - a. **complied** with the provisions and requirements of the *Commonwealth Authorities and Companies Act 1997* (CAC Act); and
 - b. **complied** with the provisions and requirements of the *Commonwealth Authorities and Companies Regulations 1997* (CAC Regulations) and *Commonwealth Authorities and Companies (Report of Operations) Orders 2008* (CAC Orders) (as amended or replaced).
- 2) As at the date of this Report, in the opinion of the Directors, the costs of the Australian Institute for Teaching and School Leadership are forecast to be within its estimated sources of external revenue for the current financial year, including, where appropriate, estimates of revenue contained in the Australian Government's central budget system.

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

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

Signed:



Name: John Hattie
Date: 29 August 2014

Consultation Groups

Collaboration and consultation are integral to AITSL's approach.

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

Focus Group of the Profession

The Focus Group of the Profession was formally established in 2011. Since that time it has played a key role in informing and guiding the work of AITSL. The group comprises more than 50 representatives from various education sectors across Australia.

Members of the group are practising teachers, teacher educators and school leaders who are nominated by education peak bodies including employers, professional associations, universities, regulatory authorities and unions.

The group met four times within the past financial year and provided valuable feedback and advice on various AITSL projects and initiatives, including:

- My Standards app
- AITSL website redevelopment
- Classroom Practice Continuum
- Evaluation of the Implementation of the Standards research survey.

Focus Group members also champion the work of AITSL. They promote and share AITSL resources within their networks and from time to time present at conferences or events on behalf of AITSL.

Organisation	Members
School leaders	
National Aboriginal and Torres Strait Islander Principals Association	Dyonne Anderson
Teachers Registration Board of Tasmania	Deborah Beswick
Society for the Provision of Education in Rural Australia	Don Boyd
Department of Education and Childrens Services SA	Helen Calvert
Queensland College of Teachers	Aleisha Connellan
Early Childhood (birth - age 5), Department of Education and Childrens Services SA	David Coulter
Association of Heads of Independent Schools of Australia	Warwick Dean
Department of Education and Training NSW	Betty Harper
Independent Schools Council of Australia	Susan Just
ATSI equity nominee - DETE QLD	Judith Ketchell
Catholic Secondary Principals Australia	Phil Lewis
ACARA	Laraine Lucas
Teacher Registration Board of the Northern Territory	Phil Maunder
Department of Education and Early Childhood Development VIC	Cheryl McCashney
Australian Education Union	Corrine McMillan

Organisation	Members
Australian Secondary Principals Association	Karen Money
NSW Institute of Teachers	Robert Phillips
Equity - Australian Special Education Principals Association	Margaret Ridgers
Department of Education WA	Jo Stephens
Australasian Teacher Regulatory Authorities (ATRA) NSW	Narelle Vazquez
Independent Schools Council of Australia	John Warren
Equity - Low SES, Department of Education WA	Noel Woodley
Australasian Teacher Regulatory Authorities (ATRA) NSW	(No nominee named)
Teachers	
Equity Sp Ed - Australian Association of Special Education	Pennie Anderson
Australian Council of Deans of Education	Kerry Aprile
ATSI equity nominee - DECS NSW	Ben Ballard
History Teachers Association of Australia	Hilary Brettell
Australian Education Union	Mick Butler
Department of Education and Training NT	Chantel Canning
Australian Council for Computers in Education	Dawn Clark
Department of Education and Training QLD	Simone Coogan
Australian Council for Health, Physical Education and Recreation	Elicia Donovan
ACT Teacher Quality Institute	Angela Dunn
Equity - SPERA	Jane Errey
Department of Education TAS	Susan Flinn
Australian Council of Deans of Education	Christine Glass
Department of Education and Training ACT	Ben Hall
Australian Science Teachers Association	Jane Hall-Dadson
Teacher Registration Board of South Australia	Joanne Hill
Association of Independent Schools of NSW	Lyn Kirkby
Catholic Education Office Northern Territory	Carolyn Knutsen
Australian Council of Deans of Education	Josephine Lang
Australian Literacy Educators Association	Margaret Luckman
Department of Education and Training NSW	Nicole Mayhew
Department of Education and Early Childhood Development VIC	Elyse McHardy
Australian Council of Deans of Education	Mary Mooney
Newcastle Grammar School	Lisa Peterson
ATSI equity nominee - DECS NSW	Nathan Towney
Independent Schools QLD	Danielle Troeger
Western Australian College of Teaching	Tanya Uren
Catholic Education Office Melbourne	Joanne Wheelahan
Australian Association of Mathematics Teachers	Marg Williams
Victorian Institute of Teaching	Keith Woodward
St Joseph's School, Port Lincoln SA	Gavin Pinnington
Ballarat Specialist School VIC	Clare Kaczowski

Teaching Qualifications Advisory Panel (TQAP)

AITSL is the designated assessing authority under the *Migration Regulations 1994* responsible for setting assessment criteria and assessing overseas qualifications for the purposes of skilled migration to Australia as a pre-primary, primary, middle school, secondary school and special education teachers.

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

The Teaching Qualifications Advisory Panel provides:

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

Teaching Qualifications Advisory Panel (TQAP) members

Organisation	Members
Victorian Institute of Teaching	Melanie Saba – (Chair) (AITSL Director)
Australasian Teacher Regulatory Authorities	Wendy Hastings
Australian Council of Deans of Education	Mary Mooney
Educational and Professional Recognition Unit	Liz Campbell-Dorning
Australian Children’s Education & Care Quality Authority	Georgia Ramsay
School principal (Association of Heads of Independent Schools of Australia)	Andrew Barr

Teacher Quality Advisory Committee (TQAC)

The Teacher Quality Advisory Committee (TQAC) was established in 2012 as a result of the change to AITSL Board governance arrangements and in response to the cessation of the Teacher Standards Quality Assurance Committee (TSQAC).

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

The TQAC:

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

Teacher Quality Advisory Committee (TQAC) members

Organisation	Members
Association of Independent Schools NSW	Dr Geoff Newcombe – (Chair) (AITSL Director)
Queensland College of Teachers	John Ryan
Victorian Institute of Teaching	Melanie Saba
ACT Teacher Quality Institute	Anne Ellis
NSW Department of Education and Communities	Peter Johnson
Department of Education Tasmania	Greg Turner
WA Department of Education	David Axworthy
National Catholic Education Commission	Elina Raso
Independent Schools Council of Australia	Estelle Lewis
Australian Professional Teachers Association	Sue Gazis
Australian Council of Deans of Education	Christine Ure
Australian Education Union	Samantha Pidgeon
Independent Education Union of Australia	Cathy Hickey
AITSL Board Alumni	Patrick Lee
AITSL Board Alumni	Donna Bridge
AITSL Board Alumni	Lorraine Hodgson
AITSL Board Alumni	Dr Kerry Kavanagh
Australian Government Department of Education	Carolyn Shrives
AITSL	Margery Evans Keren Caple Edmund Misson Martin James Chantal Arulanandam

School Leader Quality Advisory Committee (SLQAC)

The School Leader Quality Advisory Committee (SLQAC) was established in 2012 in response to the changing governance arrangements of the AITSL Board.

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

The SLQAC:

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

School Leader Quality Advisory Committee (SLQAC) members

Organisation	Members
Australian Primary Principals Association	Norm Hart (Chair) (AITSL Director)
Australian Secondary Principals Association	Rob Nairn
Catholic Secondary Principals Australia	Phil Lewis
Independent Primary School Heads of Australia	Jill Bosanquet
Australian Catholic Primary Principals Association	Dave Edwards
Australian Government Primary Principals Association	Gabrielle Leigh
Australian Special Education Principals Association	Fiona Forbes
National Aboriginal & Torres Strait Islander Principals Association	Dyonne Anderson
National Catholic Education Commission	Mary Oski
Independent School Council of Australia	Don Grimmett
Australian Education Union	Lana Read
Independent Education Union of Australia	Maureen Shembrey
Victorian Department of Education & Early Childhood Development	Bruce Armstrong
NSW Department of Education & Communities	Eric Jamieson
NT Department of Education	Tony Roberts
Australian Education, Early Childhood Development and Youth Affairs Senior Officials Committee	Patrick Bryan
Australian Education, Early Childhood Development and Youth Affairs Senior Officials Committee	Kaye Johnson
AITSL Board Alumni	Allan Blagaich
AITSL Board Alumni	Jenny Cranston
AITSL Board Alumni	Allan Shaw
Australian Government Department of Education	Karen Sandercock
AITSL	Margery Evans Keren Caple Edmund Misson Julie Hyde Chantal Arulanandam

National Initial Teacher Education Advisory Committee (NITEAC)

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

NITEAC will:

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

National Initial Teacher Education Advisory Committee (NITEAC) members

Organisation	Members
AITSL Board	Professor Bill Louden (Chair)
AITSL Board alumni	Mr Patrick Lee
AITSL Board alumni	Professor Sue Willis
Australian Council of Deans of Education	Professor Tania Aspland
Australian Council of Deans of Education	Professor Brenda Cherednichenko
Australian Council of Deans of Education	Professor Jenny Gore
Australian Council of Deans of Education	Professor Peter Aubusson
Australian Council of Deans of Education	Professor Helen Huntley
Australian Education Union	Ms Wendy Currie
Australian Teacher Educators Association	Professor Nan Bahr
Australasian Teacher Regulatory Authorities	Ms Ruth Newton
Australasian Teacher Regulatory Authorities	Mr John Ryan
Department of Education Observer	Ms Jan Febey
Independent Education Union	Mr Mark Northam
Teacher employers (nominated by AEEYSOC)	Mr Peter Johnson
Teacher employers (nominated by AEEYSOC)	Dr Jim Tangas
Universities Australia	Professor Andrew Parfitt

Appendices

Appendix 1:

Letter of Expectation

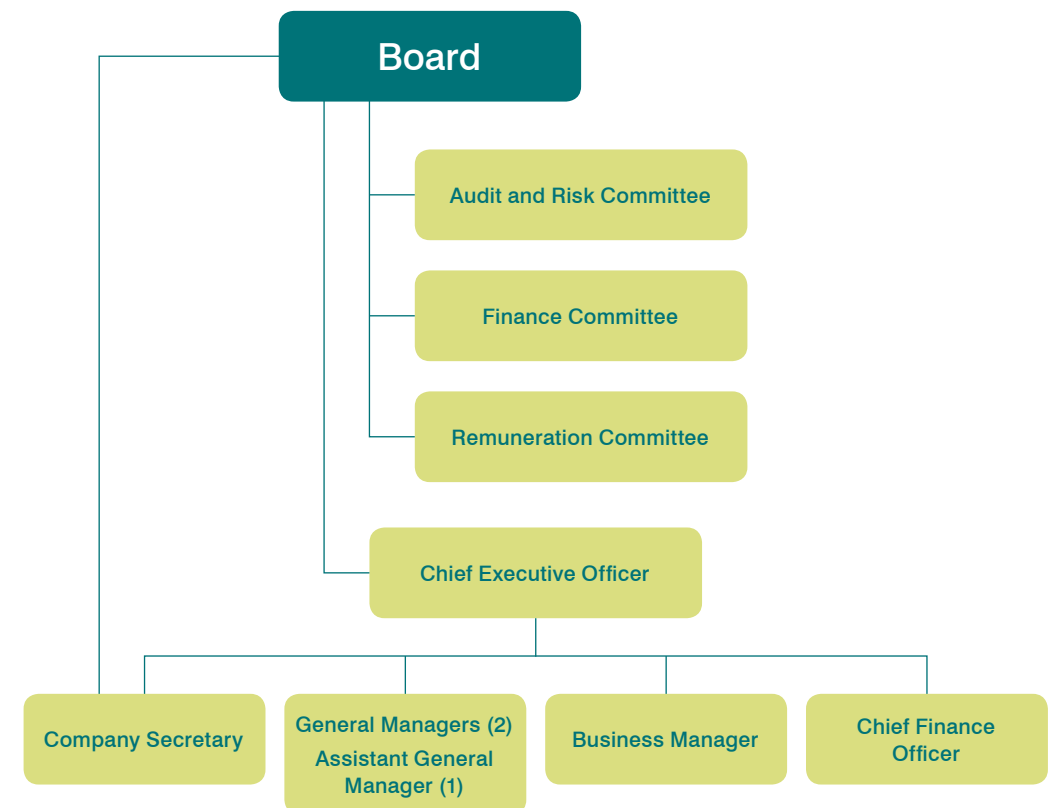
For AITSL's Letter of Expectation to 30 June 2015, visit:

www.aitsl.edu.au/docs/default-source/default-document-library/letterexpectation2013

Appendix 2:

AITSL organisational structure

As at 30 June 2014



Appendix 3:

Consultancies and funding contracts let

During 2013-14, 49 new consultancy contracts were entered into involving total actual expenditure of \$3,511,112. In addition, 49 ongoing consultancy contracts were active during the 2013-14 year, involving total actual expenditure of \$7,256,516.

Glossary

ACARA	Australian Curriculum, Assessment and Reporting Authority
ACEL	Australian Council for Educational Leaders
ACER	Australian Council for Educational Research
ACECQA	Australian Children's Education and Care Quality Authority
AEYSOC	Australian Education, Early Childhood Development and Youth Affairs Senior Officials Committee
APPA	Australian Primary Principals Association
CSE	Centre for Strategic Education
ESA	Education Services Australia
GELP	Global Education Leaders Program
ICSEI	International Congress for School Effectiveness and Improvement
NITEAC	National Initial Teacher Education Advisory Committee
OECD/ CERI	Organisation for Economic Cooperation and Development / Centre for Educational Research and Innovation
SLQAC	School Leader Quality Advisory Committee
TQAC	Teacher Quality Advisory Committee
TQAP	Teaching Qualifications Advisory Panel



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AITSL is funded by the Australian Government