

# 71st Annual Report 2000–2001



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# Australian Council for Educational Research

## ***The Australian Council for Educational Research (ACER) provides state-of-the-art educational research, tools and services***

Established in 1930 as Australia's leading independent educational research organisation, ACER has a long history and solid reputation as a provider of reliable support to education policy makers and professional practitioners.

Today, ACER is one of the world's leading education research centres, committed to creating and distributing research-based knowledge, products and services to improve learning across the lifespan in both formal and informal settings.

### **What we do**

ACER is a leader in the provision of quality research, both within Australia and internationally.

As a national, independent research body, we bring a high level of expertise and objectivity to our work.

Blending solid experience and creative talent with established methodologies, ACER is a full-service research consultancy specialising in collecting and interpreting information to shape strategic decision making.

One of our greatest strengths is our people. Our researchers bring many years of experience to their projects, and skills in a range of disciplines and research methods.

In addition to being a national centre for educational policy research and advice, ACER designs and manages large-scale assessment projects and develops a range of professional resources for practitioners.

### **Assessment services**

ACER provides secure, fee for service testing programs to schools, universities, employers and professional organisations.

These programs include selection tests for entry to schools and universities, scholarship tests, and tests for diagnostic and monitoring purposes.

### **Library resources**

ACER's Cunningham Library provides educators with access to more than 50 000 books, 400 professional journals, and numerous conference papers and reports. The library also offers a variety of online information services, including library catalogues, electronic databases, literature searches and document delivery services.

### **Publications**

ACER publishes and sells an extensive range of professional resources such as tests, kits, books and software to practitioners in education, psychology, parent education and human resources.



*‘Creating and disseminating research-based knowledge and tools to improve learning.’*

## **Our capabilities**

ACER offers all the services you would expect to find in a leading educational research organisation.

### **Policy research**

Research is a crucial element of informed decision making. Our research projects investigate topics of importance to education and training, and play a major role in shaping education policy.

### **Educational measurement**

Our educational measurement work covers all areas of the curriculum and all sectors of education. ACER activities include test development, test administration, data coding, data analysis and the development of candidate, group and system reports.

### **Teaching and learning**

ACER has an interest in the development of teachers as professionals and in the relationship between teacher learning and improved student learning. Our current work includes an investigation of the role of professional standards in improving teacher practice.

### **Large-scale survey research**

ACER has an established reputation in large-scale survey research. Our current activities include the OECD Programme for International Student Assessment (PISA) and work for the Third International Mathematics and Science Study (TIMSS).

### **Longitudinal surveys**

ACER also has considerable experience in the conduct of longitudinal surveys. Since the 1970s, the Longitudinal Surveys of Australian Youth have followed the progress of young Australians to provide a better understanding of transitions between school, post-secondary education and work.

## **Our international work**

ACER works in an increasingly international context.

ACER has provided professional development programs in educational assessment and evaluation to ministries of education throughout the Asia-Pacific, and through projects funded by agencies such as AusAID and the World Bank, we are working to support educational reform and development in a number of countries.

### **International achievement studies**

In addition to managing the OECD-PISA project to assess the mathematical, scientific and reading literacy skills of 15-year-olds in about 50 countries, ACER has been responsible for the Australian component of studies conducted by the International Association for the Evaluation of Educational Achievement (IEA). These studies have included the Third International Mathematics and Science Study (TIMSS) and associated follow-up research, and the Civic Education Study.

### **Aid-funded projects**

In collaboration with IDP Education Australia, ACER has undertaken an AusAID-funded development and training project to improve the secondary school examination system in Cambodia.

We have also completed a project to analyse baseline census data on primary schools and teachers in Vietnam.

And in a project funded by the World Bank and Japanese Government, we have provided advice and training in the Philippines on student achievement testing and teacher-based assessment strategies.

With increased world-wide demand for educational research, ACER is well-placed to provide leading-edge capabilities to improve learning – at home, in school, in tertiary education institutions and within the workplace.

# Room for improvement in civic education

***What do young people in Australia know and believe about democracy compared to their peers around the world? Do they understand how democratic institutions work? Do they expect to vote and take part in other civic activities as adults?***

Answers to these questions were revealed in a five-year cross-national research project involving a total of 90 000 students from 28 countries, including Australia.

The study found that of 28 countries involved in the test of civic knowledge, Australia was placed eleventh, in the 'average achievement group' with Hungary, Slovenia, Denmark, Germany, Russian Federation, England, Sweden, Switzerland and Bulgaria. Australia was placed behind Poland, Finland, Cyprus, Greece, Hong Kong, USA, Italy, Slovak Republic, Norway and Czech Republic, which were in the 'above average achievement group'.

Australia's involvement in the International Association for the Evaluation of Educational Achievement (IEA) Civic Education Study was funded by the Commonwealth Government, and the Australian component of the project was undertaken jointly by ACER and the University of Canberra. The study surveyed over 3300 students and 352 teachers in 142 schools throughout Australia in 1999. The international report was released in March 2001, and the Australian national report in March 2002.

Students in most countries had an understanding of fundamental democratic values and institutions – but depth of understanding was a problem. Results revealed that 75 per cent of Australian students recognised the importance of having more than one political party. The rate was similar for students elsewhere in the world. Australian students demonstrated a strong commitment to democracy, but they had difficulty with questions about the forms and purposes of democracy; only half of those surveyed had a grasp of the essential pre-conditions for a properly working democracy.

Young people throughout the world agreed that good citizenship includes the obligation to vote. In Australia, 89 per cent thought it important that citizens vote, and 85 per cent expected to vote as adults. Only 55 per cent believed they learn about the importance of voting in school.

The project director of the Australian component of the study, ACER Research Fellow, Ms Suzanne Mellor, said that aside from voting, the report found that students are sceptical about traditional forms of political engagement.



Photos supplied by the Australian Electoral Commission. Photographer: Arthur Mostead.



‘Australian students, like those internationally, do not intend to participate in conventional political activity, other than voting. Eighty-nine per cent do not expect to join a political party, 76 per cent do not expect to write letters to newspapers about social or political concerns, and 87 per cent do not expect to be a candidate for a local or city office,’ Ms Mellor said.

‘However, Australian students indicated they were prepared to be involved in civic life, with 62 per cent saying they would collect money for a social cause. More than three quarters believed students could make a positive contribution when they participate in school governance, but only one third of them had done so.’

Students in the international study were drawn to television as their source of news. Television news was the preferred source of information for 80 per cent of Australian students, though about two-thirds of them also read about what was happening in this country and in other countries in the newspapers, and 62 per cent listened to radio news. Watching television frequently was associated with higher civic knowledge. In Australia, this had a greater effect than for students internationally.

Students around the world were supportive of the political rights of women and of immigrants. In Australia, 90 per cent of students agreed that women should have the same rights as men, and 93 per cent agreed that women should be entitled to equal pay for the same job. In all countries females demonstrated much more support than males for women’s rights.

All educators in Australia should familiarise themselves with the report, according to Professor Geoff Masters, Chief Executive Officer of ACER.

‘Schools can help to build more civic-minded students by paying attention to this area of the curriculum and by generating diverse co-curricula activities for students,’ Professor Masters said.

Almost all teachers (98 per cent) believed that ‘teaching civic education makes a difference for students’ political and civic development’ and that ‘it matters a great deal for our country’. While only a quarter of the teachers surveyed had initial training in civic education, almost three quarters of them had since undertaken professional development in this area. They indicated that training and curriculum materials are needed to support civic education learning.

‘In Australia, civic knowledge was lower than the international average, and civic engagement was also down. But the study’s results suggest that student participation in school governance – for example by being a member of a school council – helps build students’ confidence in the value of participation and is correlated with their civic knowledge and likelihood of voting.’

Professor Masters recommended that policy makers, teachers, parents and students continue to examine the role of civic education in the school curriculum to ensure that Australia’s citizens of the future are well prepared for their role in a democratic society.

### Further information

Torney-Purta, J., Lehmann, R., Oswald, H. and Schulz, W. (2001). *Citizenship and Education in Twenty-Eight Countries: Civic Knowledge and Engagement at Age Fourteen*. Amsterdam: IEA 2001. (available from [www.iea.nl](http://www.iea.nl))

Mellor, S., Kennedy, K. & Greenwood, L. (2002). *Citizenship and Democracy: Students’ Knowledge and Beliefs, Australian Fourteen Year Olds and the IEA Civic Education Study*. (available from [www.acer.edu.au](http://www.acer.edu.au))

# Reform of Indonesia's education system

## ***ACER is playing a part in helping Indonesia achieve its education goals***

Most Australians are well aware of the recent momentous political and social changes in Indonesia. However, few would know that our northern neighbour is also currently engaged in major educational reform. These changes are likely to have far reaching effects on Indonesia's social, cultural and economic future.

Through the Commonwealth Department of Education, Science and Training, ACER and the Curriculum Corporation were contracted to support the Indonesian Institute of Research and Development (BALITBANG) in curriculum and assessment reform.

Although there have been a number of educational reforms since Indonesia gained independence in the late 1940s, the education system has remained highly centralised and the curriculum has been dominated by rote learning and memorisation. One of Indonesia's national priorities is to develop a curriculum appropriate to a global and democratic society.

*'It's exciting to be involved in a process that potentially could have such a big effect on so many people's lives.'*

The proposed education reform will involve: developing a national competency-based curriculum and assessment framework designed both to maintain unity and to allow for diversity; developing systems of public accountability and quality assurance that will increase public satisfaction with education; and decentralising aspects of management in order to make the best use of resources.

In terms of curricular change, this means local districts are being encouraged to interpret the nationally mandated competency-based curriculum in locally relevant ways – much like the way in which, in Australia, a system-level outcomes or standards framework is interpreted via learning programs devised at the school level.

ACER's Project Director, Ms Juliette Mendelovits said 'The curriculum has been crowded with many subjects and students are predominantly engaged in memorising many discrete pieces of information.

'The curriculum and assessment reforms now being envisaged are directed at active learning, fostering students' abilities to develop deep understandings, to think independently and critically, and to solve problems. Another crucial plank of the reforms is to allow regional diversity within syllabuses, while maintaining national standards and priorities.'

The national examinations at the end of primary, junior secondary and senior secondary school (Ebtanas examinations) have been in the form of multiple-choice tests constructed in ways that can encourage rote learning.

As a first step, the Year 6 Ebtanas has recently been abolished, to be replaced with school-based assessments. The intention is that the style of assessment will change from its current focus on memorisation to include more interpretive and reflective tasks.

## Implementing the reforms

The new competency-based curriculum, which has been developed over several years by the curriculum section of BALITBANG, is being implemented in stages over three years. The full implementation of the competency-based curriculum will be in place by the middle of 2005.

With such a large vastly-spread diverse population, implementing reform in Indonesia is a complex process demanding of professional and material resources. The basic methodology being adopted for curriculum reform is a cascade model, in which members of a small group of professionals are trained to become trainers and leaders in their own right. They in turn then provide training to larger groups of professionals, and so on.

Initially, twenty-seven schools from three provinces of Java are participating in a mini-pilot of the draft curriculum through training workshops. The content of these workshops will be reinforced through a pair of short manuals on implementing strategies for competency-based learning, and classroom-based assessment methods.

‘It is clear that many of the ideas we presented at the workshop were quite new to the teachers and that further elaboration and reinforcement of the practices will be needed,’ said Ms Mendelovits.

‘But, judging by our reception, teachers are very interested and there is a real appetite for change. And for us, it’s exciting to be involved in a process that potentially could have such a big effect on so many people’s lives.’

ACER and Curriculum Corporation have assisted BALITBANG in developing a framework for curriculum and assessment reform as the basis for public discussion. Their role also involved planning, implementation



A school in Jogjakarta. Photo courtesy of Joan Holt, Curriculum Corporation.

and evaluation of the first year of the mini-pilot of the curriculum in Java, with an emphasis on the provision of professional support and development for teachers. ACER prepared a manual for teachers on classroom-based assessment reflecting the competency-based curriculum, which BALITBANG plans to translate and disseminate.

ACER is also advising BALITBANG Examinations centre staff on national strategies for both system-level monitoring and national assessments.

This project builds on ACER’s work with the Indonesian education system. Over the last few years, a number of BALITBANG’s staff have received training in Melbourne. ACER’s Director of International Development, Mr Peter McGuckian, also worked with BALITBANG staff to develop a joint cooperation agreement that provided an institution-to-institution framework for the project.

Although this AusAid-funded project was completed in 2002, the working relationships established between Australian and Indonesian educational researchers will continue.



# Working with universities to enhance selection

## ***An ACER test to assess general skills and personal qualities is used in the selection process for students in the health professions***

Concerns about selecting students for high prestige professional courses in medicine and other health sciences on the basis of Equivalent National Tertiary Entrance Rank (ENTER) alone have led to the widespread introduction of selection procedures that include interviews and assessment of skills in problem solving and general reasoning as well as personal qualities.

There are usually far more academically qualified applicants than there are places in professional degree programs. Until recently, selection into medicine and health science courses was often based entirely on academic criteria, requiring a very high school leaving score based on studies in maths and science.

However, there is now widespread agreement that other qualities are also important in our future doctors and health science graduates. The community now demands health professionals who have a demonstrated ability to communicate with and relate to their patients, in addition to having highly developed levels of skill within their field.

Most universities now use a range of methods to select these students, including interviews and entrance tests. ACER plays a significant role in assisting Australian universities in their selection of appropriate applicants for entry to medical and other health science degrees.

The Undergraduate Medicine and Health Sciences Admission Test (UMAT), first developed by ACER for the University of Newcastle 12 years ago, is now widely used by Australian universities to select undergraduate students for medical, dental and physiotherapy courses. UMAT is currently used for admission to undergraduate medicine at Adelaide University, Monash University, the University of Melbourne, the University of Newcastle, the University of New South Wales, the University of Queensland, the University of Western Australia and the University of Tasmania. In addition, it is used for admission to dentistry at Adelaide University, the University of Melbourne and the University of Western Australia; and for admission to physiotherapy at the University of Melbourne. In 2003 the University of Otago in New Zealand will use UMAT in the selection of medical students.

Another test developed by ACER, the Graduate Australian Medical School Admissions Test (GAMSAT), is used to select graduates for entry into four-year medical degree programs at Flinders University, the University of Melbourne (4½ years), the University of Queensland, and the University of Sydney, with the new Australian National University medical school joining in 2003.

ACER has a central role in the UMAT program – developing the test and associated



*Selection procedures should achieve several outcomes, including 'good' doctors, which, while difficult to define precisely, encompasses people who not only have a high level of clinical competence but who also have personal attributes and attitudes pertinent to good medical practice.*

*Doherty, R.L., Amos, B., Hicks, N., Larkins, R., Morey, S., Sargeant, D. & Smith, R. (1998) Australian Medical Education and Workforce into the 21st Century. Canberra: AGPS.*

information, processing registrations, scoring and analysing the test, reporting results to universities and candidates, and taking responsibility for the overall administration and integrity of UMAT. ACER also works closely with the consortium of UMAT universities to further develop the program.

UMAT is not curriculum based and presupposes no particular subjects of study at secondary school level. The test aims to assess a range of general skills and abilities.

'These general skills are not directly revealed through academic testing, but they are considered important to the study and practice of professions in the health sciences,' says Ms Cecily Aldous, the UMAT Manager at ACER.

'ACER is developing expertise in testing abilities that are not based around particular curriculum areas,' Ms Aldous says.

## The test

UMAT is designed to assess general attributes and skills gained through prior experience and learning. In particular, it assesses the acquisition of skills in critical thinking and problem solving, interactions with others and abstract, non-verbal reasoning.

The multiple-choice test takes two hours to complete, and is divided into three sections:

### Logical reasoning and problem solving

Logical reasoning questions assess the ability to comprehend a passage or piece of information and to draw logical conclusions. Problem solving questions test the ability to reach solutions by identifying relevant facts, evaluating information, pinpointing additional or missing information, and generating and testing plausible hypotheses.

### Interaction skills

In this part of the test, short conversational scenarios are presented, some of which are

between a health professional and a patient, while others focus on more general interactions between individuals. Based on the situation posed, candidates select the response or course of action they consider most appropriate from four options.

### Non-verbal reasoning

The ability to extract information from a large amount of irrelevant data is tested in this section, through questions involving complex patterns and shapes.

'Early research indicates that the new selection procedures, of which UMAT is a part, in combination with curriculum change, are having a positive impact on student outcomes. Some universities comment that students seem to enjoy their course more too,' Ms Aldous said.

'It is something that will be systematically monitored over the coming years.'

Approximately 8000 Year 12 and mature age candidates take UMAT each year. The test is held once annually throughout Australia, in New Zealand and London.

### Further information

Further information about the test can be found at [www.acer.edu.au/unitest/umat](http://www.acer.edu.au/unitest/umat) or by telephoning (03) 9277 5673. Email: [umat@acer.edu.au](mailto:umat@acer.edu.au)

# Using student achievement data to improve learning

## ***Good decision making at all levels of an education system is facilitated by easily accessible, relevant and reliable information***

Many indicators provide useful input to educational decision making; but the most important indicators are those which address the central concern of education: the promotion of student learning.

Ms Margaret Forster, director of ACER's research program in assessment and reporting says, 'Education systems monitor student learning – with the fundamental intention of promoting learning – by collecting, analysing and reporting student achievement data. Given that state, national and international achievement studies are both time consuming and expensive, it seems prudent to reflect on this effort.'

Issues that should be considered include the purpose of these programs, how data are reported and used, and ensuring that data will provide evidence for informed decision making.

*'Education systems monitor student learning – with the fundamental intention of promoting learning – by collecting, analysing and reporting student achievement data.'*

## **Collecting and using the data**

Teachers collect information about what students know, understand, can do and value from a range of sources. These sources include observations of students as they work in the classroom, structured teacher-developed assessment tasks, commercially developed diagnostic instruments, assessments provided by systemwide assessment programs, and tasks delivered as part of international assessment studies. The information collected is used at different levels of the education system for a range of purposes, but with the ultimate aim of improving student learning.

At classroom level, student achievement data is used to feed directly into the teaching and learning cycle, and to provide information to students, parents, and other teachers.

The information is used at school department level for screening and selection purposes and curriculum feedback; and at whole school level for curriculum planning, resource allocation, staff development, and school restructuring.

At school system level, student achievement data is useful for monitoring purposes, resource allocation, and benchmarking and accountability purposes. 'The management of an education system is a complex and expensive operation. If decisions are to be informed, then dependable information on educational outputs is required. Systemwide programs provide this information for system level monitoring and resource allocation,' Ms Forster said.

At a national level, international studies provide a broader view of how an education system compares to those in other countries.

'In international studies, the world is viewed as a global educational laboratory where different national policies and practices yield different educational outcomes. The underlying assumption is that differences in student

performance between countries can be linked to characteristics of particular education systems. However, these characteristics need to be understood in their broader cultural and economic contexts,' Ms Forster said.

## Designing assessment systems for student learning

Over recent decades, a great deal has been learned about the ways in which large-scale assessment programs impact on practice, and about the unforeseen and unintended consequences of particular approaches to assessment.

'For example, we know that the introduction of minimum competency tests in the US in the 1970s and 1980s led teachers to focus their teaching efforts on the foundational skills assessed by these tests and to concentrate their attention on students who had not yet achieved these skills. This was sometimes at the expense of extending the knowledge and skills of higher achieving students – an unintended and undesirable consequence of the testing program. The challenge for policy makers is to learn from past programs and to ensure that each decision made in designing an assessment system ultimately facilitates student learning,' Ms Forster said.

ACER has published two guides on the use of student achievement data in education systems: *A Policy Maker's Guide to International Achievement Studies* and *A Policy Maker's Guide to Systemwide Assessment Programs*. Both guides include a checklist of considerations to ensure that student achievement data provides evidence for informed decision-making that will lead to improved student learning. The checklists include information about ensuring the aims of the study are clear, collection and reporting of data, monitoring trends and accountability. The reviews were undertaken



as part of a program funded by a grant from the states and territories and the Commonwealth. Future guides will focus on whole school use of student achievement data to improve learning, and teacher use of data within the classroom.

'At the end of the program,' says Ms Forster, 'we should have a comprehensive picture of the ways in which student achievement data are used at all levels of the education system. The challenge then will be to draw research-based conclusions about the best ways to coordinate our efforts across the different levels of the system in order to use data efficiently and effectively to improve student learning outcomes.'

### Further information

Forster, M. (2000). *A Policy Maker's Guide to International Achievement Studies*. Melbourne: ACER. (available from ACER Press or from [www.acer.edu.au](http://www.acer.edu.au))

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# Online school assessment resources

## ***The range of online resources for schools now includes a resource for assessing school outcomes and monitoring student progress***

With the growth of the Internet, schools have online access to an expanding range of resources for use in school management. An addition to this range provides schools with high-quality materials for monitoring students' literacy and numeracy learning.

ACER's new school assessment service, *iAchieve*, aims to assist schools to integrate the use of authentic assessments into their curriculum programs, providing a range of descriptive and diagnostic reports of student outcomes for teachers, students and parents.

*iAchieve* assessments can be used as pre- and post-tests to assess development over time. A range of Reading, Writing, Number and Chance and Data assessments and screening tests are available. *iAchieve* provides schools with advice as to the most appropriate use of these assessments at each year level from year 3 through year 8.

Over the next year it is anticipated that the range of assessments available to schools will increase substantially, including a questionnaire of student attitudes and perceptions of a variety of issues relating to school life. Results of these assessments and questionnaires can then be used with benchmark data to inform school improvement programs.

An attractive feature of *iAchieve* is its simple format and user-friendly interface. Another is the ease with which schools can manage student tests and results online.

Upon registration, schools receive an *iAchieve* school administration password which allows them to control who completes assessments, when the assessments are to be completed, and who receives the individual student, class, year level or school reports.

Data collected through *iAchieve* are recorded at the individual level, and individual and summary reports are provided to the school. Responses to the questionnaire about school life will also be anonymous and will be reported in a summary table.

Schools may choose to have ACER mark student responses, providing an independent external audit. ACER manages quality assurance processes for *iAchieve* assessments and questionnaires. *iAchieve* maintains full confidentiality and does not make data available to any other party without permission of the school.

## **Flexibility for teachers**

Ms Wendy Bodey, one of the key staff from ACER involved in the development of *iAchieve*, points out that online assessments allow teachers greater flexibility in administering, marking and checking student work.



'The system caters well for small or large numbers of students. A teacher is able to organise for an individual, a small group of students or the whole class to complete an assessment or questionnaire', she said.

'Once students' answers to a question have been marked, they can be sorted by score, allowing teachers to check their marking consistency. This sort of checking is much more time consuming in paper and pen assessments.'

## Benefits for schools

*iAchieve* began operating in March 2001 in more than 30 pilot schools. The *iAchieve* Project Director, Ms Adele Butler, describes the feedback from schools currently using the system as very encouraging.

'Schools have been very positive about the benefits of the service and the appropriateness of the user interface.

'Students enjoy the online system and find it easy to use. Schools appreciate the range of assessments and the flexibility to control, at the school level, who completes the assessments and who receives the reports.

*iAchieve* provides individual reports which describe a student's estimated level of achievement in terms of the skills and understandings typically displayed at that level. A diagnostic report is available allowing teachers to explore in detail how a student has performed on particular assessment tasks.

'These tools will be valuable for schools in monitoring and improving students' learning and also school programs', Ms Butler said.



The screenshot shows the iAchieve assessment interface. At the top, there is a blue header with the iAchieve logo and navigation links for 'Instructions' and 'Assessment Complete'. Below the header, a progress bar indicates the current question number (7) out of 20. The question text reads: 'Look at this picture of a seal being fed in the main seals' pool.' Below the text is a photograph of a seal sitting on a rock in a pool, with a person standing in the background. The question continues: 'There are 478,926 litres of water in the seals' main pool. This water goes through a filter at the rate of 50 litres per second. How long does it take for all the water in the pool to go through the filter? Round your answer to the nearest second.' At the bottom of the question, there is a text input field with the label 'All the water is filtered every' followed by a blank space and the word 'seconds'. A 'Next Question' button is located at the bottom right of the question area.

## Further information

For further information visit the *iAchieve* web site at [www.iachieve.com.au](http://www.iachieve.com.au), phone Ms Adele Butler on (03) 9277 5755 or email [info@iachieve.com.au](mailto:info@iachieve.com.au).

*'Students enjoy the online system and find it easy to use... These tools will be valuable for schools in monitoring and improving students' learning and also school programs.'*

# Professional standards for teachers of science

***High teaching standards are vital for quality education. But what makes a good teacher, and how can that be measured?***

Teaching standards articulate core educational values and describe what teachers need to know and be able to do to put these values into practice.

ACER's Head of Teaching and Learning Division, Dr Lawrence Ingvarson, said 'What teachers know and do is the most important factor affecting student learning outcomes. Nothing matters more to the quality of education in our schools than the knowledge, skill and commitment of teachers.'

'We need strategies to attract able graduates, prepare them well, retain them in teaching and promote their continuing professional development toward high professional standards. Central to the success of such strategies are improved working conditions and career paths that place greater value on teachers' work and provide greater incentives for all teachers to develop toward high levels of effectiveness.'

In any profession, standards are important for registration, accreditation and certification.

*'The chance to see myself teach and reflect upon my practice, although daunting, enabled me to look closely at the things I did well as well as look at the things I could improve on.'*

*Teacher who participated in the portfolios trial*

'Professional standards, by definition, are profession wide, and registration and certification, as endorsements that practitioners have attained those standards, are portable qualifications. This could be useful for teachers as they move between sectors and employers,' Dr Ingvarson said.

## Standards for teachers of science

The Australian Science Teachers Association (ASTA) launched the National Professional Standards for Highly Accomplished Teachers of Science in March 2002.

The project was conducted by Monash University as an Australian Research Council Strategic Partnerships with Industry – Research and Training project in collaboration with ASTA. Dr Ingvarson was the project's Chief Investigator. These standards and methods for assessing performance of science teachers provide a basis for:

- improving the effectiveness of professional development;
- improving career paths and pay systems for teachers who attain the standards;
- incentives for teachers to engage in long term professional learning; and
- strengthening the contribution the profession makes to leadership in teaching, accountability and quality assurance.

Once the standards were established, tasks for assessing the performance of highly accomplished teachers of science for professional certification were developed. Groups of teachers in four states were involved in trialing and evaluating the potential of five different portfolio entries as a way in which teachers can present evidence about their practice.

The structured portfolios cover core tasks that teachers perform in the normal course of their work. The portfolio entries collectively provide reliable evidence through multiple



sources of a teacher's performance that can be measured against the standards. The portfolio entries are based on analysing student work samples, videotapes of teaching and accomplishments outside the classroom. Integral to all portfolios is the written commentary in which teachers critically analyse their practice and reflect on implications for future teaching and learning of their students.

## Relating professional standards to practice

ACER has developed a professional development program, *Relating professional standards to practice*, designed to assist groups of teachers of science to use teaching standards to reflect on their practice and help them to analyse evidence from students' work and videotapes of classroom interactions.

'For the teachers who participated in the program, and for the facilitators too, the experience has been enriching and rewarding. They have a strong conviction, supported by evidence, that their teaching practice has already changed for the better,' Dr Ingvarson said.

Six schools are participating in a trial of the professional development program, which will cover six sessions over one year. The teachers will evaluate the impact of this portfolio preparation on their professional learning.

'The next step – the certification of science teachers – will be available in the next few years.'

Assessment of teacher performance, using the evidence provided by the portfolios, will provide the basis for a voluntary system of professional certification.

## Professional certification

'We need tools that will build strong links between standards and action; otherwise standards will remain on the shelf. Assessment

is an essential tool in building these links,' Dr Ingvarson said. 'The hard question is how we move from where we are to a profession that actually has some real responsibilities, such as certification, with which it is entrusted.'

Initially, not all education authorities will want to become involved with professional certification or accreditation, according to Dr Ingvarson. 'Some states and territories appear ready to move in this direction, others have their own schemes. In fact it may be wiser to start with just one or two states and territories and build out from there.'

'It is increasingly common to hear senior government officials say that the development of teaching standards is not their business; rather it is something they are looking for the profession to do. There are now many more signs that this is just what the profession is willing and able to do.'

## Further information

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Ingvarson, L. (2002). *Development of a National Standards Framework for the Teaching Profession*, An issues paper prepared for the MCEETYA Taskforce on Teacher Quality and Educational Leadership, ACER: Melbourne.

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# Improving numeracy learning

## ***Numeracy researchers and educators need to reconsider how they define ‘at risk’ students***

Too many students leave school lacking the skills to exercise ‘intelligent practical mathematical action in context’, proficiency in numeracy remains socially distributed, and too many educators are unsurprised by the failure of many children to achieve adequate numeracy skills.

These are among the observations made by Professor Sue Willis of Monash University at ACER’s Research Conference *Improving Numeracy Learning: What Does the Research Tell Us?*



Researchers were surprised to discover that some children who would typically be described as ‘non-counters’ were able to say that there were seven pencils or eight rocks.

Professor Willis argued that all students have the right to leave school with high levels of numeracy and that all but a very small proportion of students are capable of doing this. The challenge is to identify students at risk of not achieving high levels of numeracy.

But what does it mean for students to be ‘at risk’?

Professor Willis noted that it is common to define ‘risk’ in terms of students’ membership of particular groups. For example, according to the Commonwealth government’s Literacy Policy for Schools:

The major factors which are usually seen as placing educational outcomes at risk include socioeconomic disadvantage, poverty, low parental expectation, disability, language background other than English, family or personal difficulties, geographic isolation, Indigenous background and gender.

Under this view, the curriculum is viewed as ‘innocent’ and schools and teachers are seen as the solution to the ‘problems’ of differences between children. Willis argued that assumptions made by curricula that learning should normally proceed in particular ways may disadvantage and put ‘at risk’ children who learn in different ways.

‘Whether or not children are “at risk” relates to whether their long term progress or mathematical growth is at risk, it is not simply a description of their current performance nor is it a description of the social grouping to which they belong,’ Professor Willis said.

‘We often assume that “risk” is something that children bring with them to school, that it lies out there, with the children’s families and communities, or their own personal characteristics.’

*‘We often assume that “risk” is something that children bring with them to school, that it lies out there, with the children’s families and communities, or their own personal characteristics.’*

‘However, our research shows that sometimes the way we sequence and assess learning in schools may disadvantage some students, and prevent them from making progress,’ Professor Willis said.

Professor Willis gave an example from a study commissioned by the Education Department of Western Australia. It is common for mathematics curricula to assume that children who cannot count beyond six in the sense of reciting number names (‘one, two, three, four, five, six’) will be unable to say how many objects there are in a collection of eight objects or nine objects. But in the Western Australian study, Aboriginal children were encountered who would typically be described as ‘non-counters’ were able to say that there were seven pencils or eight rocks. They also were able to tell at a glance when one or two items were removed from a scattered collection of eight or nine.

Upon further investigation, they found that some Aboriginal communities involve social activities that may help children recognise ‘how many’ at a glance. These activities parallel but are different from the counting oriented activities that many majority culture children experience.

Curricula that assume that all children develop numeracy skills in the same way may identify individuals as being ‘at risk’ because they are less advanced in reciting number names, even though they are more advanced than other children in being able to say how many objects are in a group. In other words, the ‘risk’ may be less the result of belonging to a particular group and more the result of curricular assumptions.

In a second example, Professor Willis argued that whether or not children are ‘at risk’ relates to whether their long-term progress or mathematical growth is at risk. Risk may

not simply be associated with their current level of achievement.

When presented with the question: *What is 473+398?* two children can produce correct answers, but using different methods.

One child may answer by following rules for lining up the digits and methodically adding columns:

$$\begin{array}{r} 473 \\ + 398 \\ \hline 871 \end{array}$$

while a second child may answer using ‘intelligent mathematical action’:

$$473 + 398 = 471 + 400 = 871$$

Willis argued that these two children, while both producing correct answers, show different degrees of number sense. The failure of teachers to distinguish between these different levels of understanding may put the second child ‘at risk’ in terms of his or her future progress in mathematics.

Improving numeracy learning depends on identifying children at risk. But our understandings of what it means to be ‘at risk’ must become more sophisticated than understandings based solely on group membership or students’ current abilities to produce correct answers.

### **Further information**

Papers from ACER’s research conferences are available on the ACER web site: [www.acer.edu.au](http://www.acer.edu.au)

# Developing lifelong learning in secondary schools

## ***Today's young people need to be flexible and adaptable to meet the challenges they will face in their lives after school***

Young people who are not able to anticipate and adapt to change – to continue learning throughout their lives – are likely to become increasingly marginalised in economic and social life, according to two ACER reports, *The era of lifelong learning: implications for secondary schools* and *Engaging secondary school students in lifelong learning*.

'While schools already give most students skills for life, different elements of learning could be brought together more to build on and reinforce each other,' one of the authors, Ms Jennifer Bryce, said.

'A key change for secondary schools is to immerse their students, to a greater degree than ever before, in the world outside school – particularly the world of work. This will involve not just simple work experiences, as in the past, but giving opportunities for developing and honing personal skills, particularly in information technology, boosting self-esteem and personal confidence, and maximising opportunities for the display of enquiry, enterprise and imagination in the world beyond the school fence.'

'The traditional focus on "learning skills" will be much more effective in lifelong learning terms if designed around personal learning plans linked to settings outside the classroom and oriented towards more applied learning.'

The central role of schools in equipping students with essential attributes and abilities will not change. But 'essential' learning has enlarged in scope far beyond 'basic skills' and previous notions of 'core curriculum'.

Schools need to consider how they can change their practice to become promoters of lifelong learning. 'For most schools this will not require substantial increases in material resources but will require reorientation, particularly in relation to the notion of what it means to be a teacher and what it means to be a student.'

Key areas schools should consider when preparing school leavers with a lifelong learning orientation are:

### **Becoming 'information literate'**

An information literate person recognises when information is needed and then locates, evaluates and uses information effectively.

The knowledge base of the lifelong learner is characterised by its breadth and depth – by an ability to synthesise, analyse and evaluate information.

*'Lifelong learning is far broader than the provision of second-chance education and training for adults. It is based on the view that everyone should be able, motivated and actively encouraged to learn throughout life. This view of learning embraces individual and social development of all kinds and in all settings: formally, in schools, vocational, tertiary and adult education institutions; and non-formally, at home, at work and in the community.'* OECD 1997

## Values, dispositions and attitudes associated with lifelong learning

Lifelong learners need to face change with confidence, and value change for its possible positive outcomes. They are ready to change personal direction when new and interesting arenas for learning emerge, and are able to predict the kinds of skills and information needed for the new situations they encounter.

## Generic skills that promote lifelong learning

Lifelong learners require well developed generic skills in areas such as problem solving and communication.

## Developing a strong personal self-concept that assists learning

The development of a positive self-concept or high self-esteem in students is an important educational goal in itself. A positive self-concept can enhance students' motivation, persistence and attitude towards learning, and their achievement.

## Helping people learn how to learn

Lifelong learners need to be taught how to use a range of learning strategies which will enable them to achieve their learning goals, including basic cognitive strategies which assist them to remember information and other study skills such as time management.

## Promoting lifelong learning

The reports identify how schools, teachers and students can promote lifelong learning.

'Schools can structure the curriculum so it is easy to make connections from one field of study to another, recognise the importance of information literacy skills in all learning areas, establish partnerships with local community groups to support student learning, and encourage assessment policies to recognise student learning that takes place out of school,' Ms Bryce said.

We are well organised.

We often work together.

We reflect and think about our progress.

We are problem-solvers.

We like to adapt new technology to our everyday lives.

Before we start something we think about where our strengths lie.

We're comfortable about taking risks in class.

We are flexible.

We're good at finding and sorting information.

What could it mean to be a lifelong learner at secondary school?

Teachers can use strategies which support young people to take control of their own learning and provide regular feedback to students on their attempts to do this. Professional development may also enhance teachers' understanding of the learning process.

'It is important that teachers are lifelong learners themselves, and that they see themselves as facilitators and mentors, rather than purely as dispensers of knowledge,' Ms Bryce said.

'Students can also develop their own capacity for lifelong learning by making use of the community outside school as a source of knowledge, reflecting on the modes of learning that best suit them and recognising that their teachers are learning as well as teaching,' Ms Bryce said.

## Further information

Bryce, J. & Withers, G. (2003). *Engaging secondary school students in lifelong learning*. Melbourne: ACER. (available from [www.acer.edu.au](http://www.acer.edu.au))

Bryce, J., Frigo, T., McKenzie, P. & Withers, G. (2000). *The era of lifelong learning: implications for secondary schools*. Melbourne: ACER. (available from [www.acer.edu.au](http://www.acer.edu.au))

# Applying ACER expertise to driving tests

## ***Test development know-how is now being put to use in some unexpected places***

ACER test developers have assisted in the re-development of a computer-based car driver Learner Permit Test in Victoria. All candidates for a Learner Permit now have to complete the test on the Computerised Licence Testing System at a VicRoads Registration and Licensing Office. The updated computer version of the licence test draws on an expanded pool of over 300 questions.

‘Much of our expertise in test development, administration and scoring was directly applicable to the construction of this new test,’ says Ms Adele Butler, ACER project manager for the driver licence testing project.

ACER based the content of the test questions on the material in the new VicRoads publication *Road to Solo Driving* which has replaced the *Victorian Traffic Handbook*. ACER test writers were also guided by the novice driver experts from the Monash University Accident Research Centre (MUARC). In the new test VicRoads wanted to incorporate questions that were

based on known hazards for new drivers. In 2000, 29 per cent of serious casualties were aged between 18 and 25 years. The close cooperation of MUARC and ACER staff meant that the new questions were well targeted to the intended audience.

The test questions, which offer audio as an option to the user, were trialed over the Internet with school students aged 16 to 18 years. ACER staff developed a database that was able to deliver a set of different questions to each student who logged on. As a result, it was possible to have a group of students in the same classroom completing the trial test answering different questions.

Another benefit of using the Internet to trial the questions was that a broad range of schools could participate. Every school in Victoria that had students eligible to receive a car learner permit was invited to participate. More than 5000 individuals from over 170 institutions participated in the trial.

‘ACER’s expertise in test delivery over the Internet will be a valuable asset in future computer-based testing programs. Geographic location will no longer be a barrier to participation in such trials. Furthermore, the technology allows for a more efficient collation of results,’ Ms Butler said.

ACER was also responsible for the design of a self-assessment version and a demonstration version of the learner permit test. It is proposed that the self-assessment version will be available on the Internet from the VicRoads website. Prospective candidates will be able to give themselves dummy tests made up of actual test questions. This online practice test will provide feedback about their performance, and feedback on specific chapters of the *Road to Solo Driving* book.

### **Further information**

Further information [www.vicroads.vic.gov.au](http://www.vicroads.vic.gov.au)  
[www.lsite.vicroads.vic.gov.au](http://www.lsite.vicroads.vic.gov.au)



Photo courtesy of VicRoads.

# 2000–2001 on record

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# Core-funded projects

During 2000–2001, ACER conducted the second year of a three-year core research program funded by all States and Territories and the Commonwealth. The core-funded program was established in consultation with the providers of the core grant to undertake research in five national priority areas. Seventeen projects were conducted in the five areas.

## **Improving Vocational Outcomes and Lifelong Learning**

*Longitudinal Surveys of Australian Youth (LSAY), Core Component*

*Youth in Transition*

*The Monash University – ACER Centre for the Economics of Education and Training (CEET), Core Component*

*Improving the Foundations for Lifelong Learning*

## **Assessment and Reporting to Improve Learning**

*A Policy Maker’s Guide to International Achievement Studies*

*A Policy Maker’s Guide to Systemwide Assessment Programs*

## **Improving Literacy and Numeracy Learning**

*Literacy Review Paper*

*Numeracy Review Paper*

*Longitudinal Literacy and Numeracy Study*

## **Teaching Practices to Improve Learning**

*Panel Study of Teaching and Learning in Schools*

*Schools Around the World*

*Information and Communication Technology in Schools*

*Curriculum and Organisation in the Early Years of School*

*Primary Mathematics Teaching: Using Communities of Inquiry to Remodel Classroom Practice*

*Education of Boys Review Paper*

## **Improving Outcomes for Indigenous Students**

*Indigenous Education Review Paper*

*Longitudinal study of English literacy and numeracy development in Indigenous students*

# Commissioned projects

## INTERNATIONAL

AusAID

*Activity Monitoring Brief Study (Component 2)*

AusAID

*Consultancy to support the Testing of Maths and Science Skills of East Timorese primary children*

AusAID

*Cambodia-Australian National Examinations Project – partner: IDP Education Australia*

Department of Education, Training and Youth Affairs; all State and Territory Departments of Education; US Center for National Education Statistics

*Science and Mathematics Teaching Practices in Australian Schools – TIMSS R Video*

Jakarta International School

*Provision of advice and support to Jakarta International School*

Jakarta International School

*Jakarta International School Assessment Reform*

Ministry of Education, Argentina

*Scaling Data for Argentina*

Ministry of Education, New Zealand

*Evaluation of the Assessment Methodology Used to Develop Assessment Resource Banks*

Ministry of Education, New Zealand

*Test Development NZ Literacy and Numeracy Program (joint submission with NZCER)*

Ministry of Education, New Zealand

*An evaluation of technical and methodological aspects of the school early assessment kit*

National Science Foundation (USA)

*Progress Maps for Middle-School Mathematics*

Organisation for Economic Cooperation and Development

*Programme for International Student Assessment (1998–2001) – Cycle 1*

Partners: Netherlands National Institute for Educational Measurement; Westat Inc; Educational Testing Service; Japanese National Institute for Educational Research

Organisation for Economic Cooperation and Development

*Programme for International Student Assessment (2001 – 2004) – Cycle 2*

Partners: Netherlands National Institute for Educational Measurement; Westat Inc; Educational Testing Service; Japanese National Institute for Educational Research

Organisation for Economic Cooperation and Development (OECD)

*PISA+*

Organisation for Economic Cooperation and Development (OECD)

*PISA2000 Reading Report – OECD*

Scholastic Lexile

*Scholastic Lexile*

Sekolah Pelita Harapan School, Indonesia

*Provision of English program placement tests – Sekolah Pelita Harapan Pilot program 2001*

School of Veterinary Medicine, University College (Dublin), National University of Ireland

*GAMSAT for Dublin Vets*

St George's Hospital London

*GAMSAT for St George's Hospital*

IELTS Australia

*International English Language Testing System – Research Projects 2000–2001*

World Bank

*Education Reform Course – Preparation and Delivery*

World Bank and the Swiss Government

*Assessment of Student Learning Outcomes (Lao PDR) Project – partner: Victorian*

*Department of Employment, Education and Training*

World Bank

*Pacific Islands Social Tolerance Project*

Partner: Deakin University

World Bank

*Philippines TEEP Training – World Bank*



## **NATIONAL**

Australian Medical Council

*AMC Examinations for Overseas Medical Practitioners*

Australian Multicultural Foundation;  
National Australia Bank; The Australia-Indonesia Institute; CO-AS-IT Italian Assistance Association; Australia-China Council

*National Australia Bank Language Certificates*

Australian Universities Teaching Council

*Bachelor of Arts Courses*

Consortium led by Victoria University

Business Council of Australia and Australian Chamber of Commerce

*Review of Australian and Overseas Policy and Research Literature on Key Employability Competencies*

Brisbane Graduate School of Business-QUT

*Use of Graduate Skills Assessment Test for entry to Graduate School of Management*

Consortium of Graduate Australian Medical Schools

*Graduate Australian Medical School Admissions Test 2000, 2001–2003*

Consortium of Graduate Australian Medical Schools

*Graduate Medical Admissions Centre*

Consortium of Medical Schools Using UMAT

*Undergraduate Medicine and Health Sciences Admissions Test 2000, 2001–2003*

Consortium of Medical Schools Using UMAT

*UMAT Administration*

Consortium led by Edith Cowan University, University of Western Sydney and ACER.

Client: Department of Education, Training and Youth Affairs

*Effective Teaching and Learning Practices Leading to Improved Literacy Outcomes in the Early Years of School*

Department of Education, Training and Youth Affairs

*Effective Teachers*

Department of Education, Training and Youth Affairs

*Effective Teaching and Learning Practices Leading to Improved Literacy Outcomes in the Early Years of Schooling*

Department of Education, Training and Youth Affairs

*Graduate Skills Assessment 2001–2002*

Department of Education, Training and Youth Affairs

*Graduate Skills Assessment Predictive Validity Study*

Department of Education, Training and Youth Affairs

*Graduate Skills Assessment – Stage 2*

Department of Education, Training and Youth Affairs

*Indonesian Curriculum and Assessment Project*

Department of Education, Training and Youth Affairs

*Literacy & Numeracy Assessment formerly Cost Effective Instrument 2000*

Department of Education, Training and Youth Affairs

*Longitudinal Surveys of Australian Youth*

Department of Education, Training and Youth Affairs

*National Project Manager, PISA 2000*

Department of Education, Training and Youth Affairs

*National Project Manager, PISA 2003*

Department of Education, Training and Youth Affairs

*Project to improve numeracy outcomes by investigating the practices and learning experiences that support the early numeracy development of a sample of children in the year before school and the first year of schooling*

Department of Education, Training and Youth Affairs; all State and Territory education departments

*Third International Mathematics and Science Study in Australian Schools – Repeat*

Department of Education, Training and Youth Affairs

*IEA Civic Education Study*

Partner: University of Canberra

Department of Education, Training and Youth Affairs;

*Investigating Teacher Professional Development and Student Learning Outcomes*

Department of Family and Community Services

*Household Income and Labour Dynamics of Australia*

Partners: Australian Institute of Family Studies, University of Melbourne

Department of Family and Community Services

*Youth Allowance Longitudinal Survey*

Department of Foreign Affairs and Trade

*Cognitive Abilities Testing – Graduate Recruitment Program*

education.au

*Review of Current Trends in Online Education Networks*

Graduate Careers Council of Australia

*Analysis and Reporting of the Postgraduate Research Experience Questionnaire*

Graduate Careers Council of Australia

*Analysis and Reporting of University Graduates' Course Experience Questionnaire*

Hermes Precise Australia

*Tasmanian Literacy and Numeracy Tests*

iAchieve

*Computer Based Test Development*

National Childcare Accreditation Council

*Options for Developing Quality Assurance Measurement Instruments for Accreditation of Long Day Care Centres*

National Childcare Accreditation Council

*Options – Measurement Instruments for Accreditation of Long Day Care Centres*

## **STATE / TERRITORY**

### **Australian Capital Territory**

Department of Education

*ACT Years 3, 5, 7 and 9 Assessment Program 2000*

Department of Education

*ACT Scaling Test – Multiple choice 2000*

Department of Education

*ACT Scaling Test – Writing 2000*

Department of Education

*ACT Scaling Test – Multiple choice 2001–2003*

Department of Education

*ACT Scaling Test – Writing 2001–2003*

### **New South Wales**

Department of Education and Training

*NSW Selective High School Entry Test to end 2001*

Department of Education and Training

*Development of Indonesian First Certificates*

Department of Education and Training

*Development of French First Certificates*

Department of Education and Training

*NSW Opportunity Class Placement Test 2000–2001*

Department of Education and Training

*Developing a French Listening Test for Primary Learners*

University of Sydney, Faculty of Dentistry

*Graduate Dental Admission Centre*

University Admissions Centre, Sydney

*STAT Use by University of Western Sydney*

Department of Education and Training

*NSW Quality Teacher Program Evaluation*

### **Queensland**

Queensland Ambulance Service

*Queensland Ambulance Service – use of tests*

Queensland School Curriculum Council

*Years 3, 5 and 7 Literacy and Numeracy Testing Program*

## **South Australia**

Dept of Education, Training and Employment  
*ESL Scope and Scales, non-alphabetic and  
Indigenous language calibration*

Department of Education, Training and  
Employment  
*Curriculum Calibration Project*

Department of Education, Training and  
Employment  
*Test for Students with High Intellectual Potential  
2000*

Department of Education, Training and  
Employment  
*Test for Students with High Intellectual Potential  
2001*

## **Tasmania**

Department of Education, Community and  
Cultural Development  
*Evaluation of Inter-subject Scaling for Tertiary  
Entrance Scores – Tasmania*

Department of Education, Community and  
Cultural Development – Office for  
Educational Review  
*Tasmanian Benchmark Consultancy 2000*

Department of Education, Community and  
Cultural Development  
*Moderation Procedures – Tasmania*

Department of Education, Community and  
Cultural Development  
*Tasmanian Norming of PAT Reading and PAT  
Mathematics*

Tasmanian Secondary Assessment Board  
*Evaluation of Inter-subject Scaling for Tertiary  
Entrance Scores – Tasmania*

## **Victoria**

Victorian Curriculum and Assessment  
Authority  
*Provision of Psychometric and Assessment Advice  
and Reporting for Assessment Improvement  
Monitor 2001*

Victorian Curriculum and Assessment  
Authority  
*Victorian Student Achievement Monitor (VSAM)  
Data Analysis*

Victorian Curriculum and Assessment  
Authority  
*Key Competencies – Curriculum and Methods of  
Assessment and Reporting Achievements*

Victorian Curriculum and Assessment  
Authority  
*Registration of Interest AIM Psychometric  
Services – Phase 2: Comparative Study of  
Methods of Testing for Provision of Psychometric  
Assessment and Reporting for AIM 2001*

Victorian Curriculum and Assessment  
Authority  
*Victorian General Achievement Test 2000*

Victorian Curriculum and Assessment  
Authority  
*Victorian General Achievement Test 2001*

Victorian Curriculum and Assessment  
Authority  
*Annotated Student Work Samples for the  
Curriculum Standards Framework II – English,  
Maths and Science*

Department of Education, Employment and  
Training's Koorie Education Development  
Unit  
*DART Small Cohort Use Reading 2000  
DART Small Cohort Use Reading and Writing  
2001*

Melbourne High and MacRobertson Girls'  
High Schools  
*Melbourne/MacRobertson High Schools Selection  
Test*

Research, Evaluation and Measurement  
Services  
*Victorian Science Project – Level 1 Science  
Component*

Catholic Education Commission of Victoria  
and Department of Education, Training and  
Youth Affairs;  
*Literacy Advance Research Project – Phase 2  
Partner: University of Melbourne*

Catholic Education Commission of Victoria  
*Quality Teacher Program Evaluation*

Department of Education, Employment and  
Training  
*Middle Years Literacy Professional Development  
Partner: Deakin University*

University of Melbourne Postgraduate  
Association

*University of Melbourne Postgraduate  
Association Survey*

Victorian Rural Ambulance Service  
*Victorian Rural Ambulance Service – use of tests*

VicRoads  
*Redevelopment of the VicRoads Car Driver  
Knowledge Test*

VicRoads  
*Development of the VicRoads Hazard Perception  
Test*

#### **Western Australia**

Department of Education  
*Development of Instruments and Analysis for  
Small Scale Study of Student Performance in the  
Social Outcomes of Schooling*

Department of Education  
*WA Academic Talent Program Year 7 2000*

Department of Education  
*WAMSE Reading, Writing and Viewing  
(Psychometrics and Reporting)*

Department of Education  
*WAMSE Extra Year 10 Reading Development*

Department of Education  
*WAMSE LOTE (French and Japanese) Years 7  
and 10*

Department of Education  
*WAMSE LOTE Psychometrics and Reporting*

Department of Education  
*WAMSE Technology and Enterprise Assessment  
2000*

Department of Education  
*WAMSE Technology and Enterprise Data  
Analysis*

Department of Education  
*WAMSE Random Sample 1999 (Speak and Listen  
Yrs 3,7 & 10) (Read and Write Yrs 7 & 10)*

Department of Education  
*WA Academic Talent Program Year 7 2001*

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- Withers, G. & Russell, J. (2001). *Educating for Resilience: Prevention and intervention strategies for young people at risk*. Camberwell: ACER Press.

Zammit, S.A, Meiers, M., & Frigo, T. (2000). *Assessment and reporting of student achievement for students with specific educational needs against Literacy and Numeracy Benchmarks*. Issues paper commissioned by DETYA, Canberra.

### Chapters in books

Forster, M. (2000). Assessing students' civics and citizenship knowledge, skills, and values. In Curriculum Corporation, *Middle Primary Units Assessment Resources*. Melbourne: Curriculum Corporation.

Forster, M. (2000). Assessing students' civics and citizenship knowledge, skills, and values. In Curriculum Corporation, *Upper Primary Units Assessment Resources*. Melbourne: Curriculum Corporation.

Forster, M. (2000). Assessing students' civics and citizenship knowledge, skills, and values. In Curriculum Corporation, *Lower Secondary Units Assessment Resources*. Melbourne: Curriculum Corporation.

Forster, M. (2000). 'Assessing students' civics and citizenship knowledge, skills, and values' In Curriculum Corporation, *Middle Secondary Units Assessment Resources*. Melbourne: Curriculum Corporation.

Forster, M. (2000). A Developmental Assessment Approach to Assessing and Reporting Students' Speaking Skills. In Smith, P. (ed.) *Talking Classrooms: Shaping Children's Learning Through Oral Language Instruction*. Newark, Delaware: International Reading Association.

Holbrook, A., Ainley, J., Bourke, S., Owen, J., McKenzie, P., Misson, S. & Johnson, T. (2000). Mapping Educational Research and its Impact on Australian Schools. In Department of Education, Training and Youth Affairs (Ed) *The Impact of Educational Research*. (pp 15–278) Canberra: Commonwealth of Australia.

Ingvarson, L.C. (2001). Developing standards and assessments for accomplished teaching: A comparison of recent reforms in the USA and the UK. In D. Middlewood and C. Cardno. *Developments in Teacher Appraisal*. London: Routledge.

Lokan, J., Doig, B. & Underwood, C. (2000). Numeracy assessment and associated issues. Contextual paper for *Numeracy, A Priority for All: Challenges for Australian Schools* (DETYA, 2000). Contextual papers published electronically by Australian Association of Mathematics Teachers, Adelaide.

McKenzie, P. (2001). How to make lifelong learning a reality. In D. Aspin, J. Chapman, M. Hatton & Y. Sawano (Eds.), *International Handbook on Lifelong Learning*, (pp. 367–377) Dordrecht, The Netherlands: Kluwer Academic Publishers.

Organisation for Economic Co-operation and Development (2000). *Measuring Student Knowledge and Skills: The PISA 2000 Assessment of Reading, Mathematical and Scientific Literacy*. Mendelovits, J. Contribution to selection and description of sample reading items. Paris: OECD.

Rowe, K.J. (2000). Schooling performance and experiences of males and females: Exploring 'real' effects from evidence-based research in teacher and school effectiveness. *Symposium Proceedings, Educational Attainment and Labour Market Outcomes; Factors affecting boys and their status in relation to girls* (pp. 17–37). Canberra, ACT: Commonwealth Department of Education, Training and Youth Affairs.

Rowe, K.J. (2001). Estimating interdependent effects among multilevel composite variables in psychosocial research: An annotated example of the application of multilevel structural equation modeling. In N. Duan and S. Reise (eds.), *Multilevel modeling: Methodological advances, issues and applications* (Chap 1, pp. 1–28). Hillsdale, NJ: Lawrence Erlbaum & Associates.

- Rowe, K.J. & Rowe, K.S. (2000). Useful findings from research in literacy and numeracy teaching and learning for boys and girls. *Conference Handbook: Teaching boys Developing Fine Men Conference*. Callaghan, NSW: Men and Boys Program, Family Action Centre, University of Newcastle pp. 82–92.
- Rowe, K.J., Turner, R. & Lane, K. (2001). Performance feedback to schools of students' Year 12 assessments: The VCE Data Project. In Coe R., & Visscher A. (eds.), *School improvement through performance feedback*. (Chap 7). Lisse, The Netherlands: Swetz & Zeitlinger.
- Rowe, K.S. & Rowe, K.J. (2001). Symptom patterns of children and adolescents with Chronic Fatigue Syndrome. In Singh, N.N., Ollendick T.H., & Manikam R. (eds.), *International perspectives on child and adolescent mental health*. New York: Elsevier Science.
- Stephanou, A. (2000). Using the Rasch model to study large-scale Physics examinations in Australia. In Wilson M., & Engelhard G. (eds.), *Objective measurement: Theory into practice*, Vol. 5 pp. 65–94. Stamford, CO: Ablex Publishing Corporation.
- Flynn, P. & McCrae, B. (2001). Issues in assessing the impact of CAS on mathematics examinations. In J. Bobis, B. Perry, & M. Mitchelmore (Eds.) *Numeracy and Beyond (Proceedings of the 24th Annual Conference of the Mathematical Research Group of Australasia)* (pp. 210–217). Sydney: MERGA.
- Groves, S., Doig, B. & Splitter, L. (2000). Mathematics classrooms functioning as communities of inquiry: Possibilities and constraints for changing practice. In A. Olivier & K. Newstead (eds.) *Proceedings of the Twenty-third Conference of the International Group for the Psychology of Mathematics Education*. (Vol. III, 17–24). Tokyo, Japan: University of Stellenbosch.
- Marks, G. (2001). Bridging the gaps in education. *Campus Review*, March 21–27, 2001 p10.
- Marks, G. (2001). Changes in Participation. *Directions in Education*. Volume 10 No 4 p3. 16 March 2001: Australian Council for Educational Administration.
- McKenzie, P. (2000). International developments in vocational pathways: 10 lessons for Australia. *Journal of Vocational Education and Training in Schools (VOCAL)*. Vol 3, 14–16.

## Book reviews

- de Lemos, M. (2000) Review of *Learning to Read: Beyond Phonics and Whole Language*, by G. Brian Thompson and Tom Nicholson (Editors), 1999. New Zealand Journal of Educational Studies, 35, 1, pp.

## Journal articles

- Ainley, J. & McKenzie, P. (2000). School governance: research on educational and management issues. *International Education Journal*, Vol 1, No 3.
- Daly, P. & Ainley, J. (1999). Student participation in mathematics courses in Australian secondary schools. *Irish Journal of Education*, Vol. 30, 70–95.
- Meiers, M. (2000). Assessing literacy development and achievement: the importance of classroom assessments, in *Australian Language Matters* Vol 8 No 3, Aug/Sept 2000, Language Australia, Melbourne.
- Meiers, M. (2000). A Close Look at Ways of Improving Literacy Learning in the Middle Years of School, in *Australian Language Matters* Vol 8 No 4, Oct/Nov/Dec 2000, Language Australia, Melbourne.
- Meiers, M (2001). How a nation organised for literacy, in *Primary English Teaching Association News*, March/ April 2001, Sydney.



- Meiers, M., and Culican, S. L. (2000). Developmental Assessment: A Profile of DART and its use in Current Literacy Research in *Learning Matters*, Volume 5, Number 3 2000, Catholic Education Office, Melbourne.
- Meiers, M. & Doecke, B., Editorial, in *Standards for Teachers of English Language and Literacy in Australia*, joint edition of English in Australia 129–130 and Literacy Learning: the Middle Years, 9.1, February 2001.
- Patton, W. & Lokan, J. (2001). Perspectives on Donald Super's construct of career maturity. *International Journal for Educational and Vocational Guidance*, 1 (Special Issue), 31–48.
- Rowe, K.J. (2000). Exploding the 'myths' and exploring 'real' effects in the education of boys. *The Boys in Schools Bulletin*, 3 (3), 10–16.
- Rowe, K. J. (2000). Assessment, league tables and school effectiveness: Consider the issues and let's get real! *Journal of Educational Enquiry*, 1 (1), 72–97.
- Rowe, K.J. & Cilione, P. (2000). Data mining and neural network analysis. *ACSPRI Newsletter*, 42 (September), 3–5.
- Rowe, K.J. & Rowe, K.S. (2000). 'Windy days and red icy-poles': Searching for causes of boys' behaviours in schools. *The Boys in Schools Bulletin*, 3 (1), 4–8.
- Rowe, K.J. & Rowe, K.S. (2000). Literacy and behavior: Preventing the shift from what should be an 'educational issue' to what has become a major 'health issue'. *International Journal of Behavioural Medicine*, 7 (Supp. 1), 81–82.
- Splitter, L. (2000). Concepts, communities and the tools of good thinking. *Inquiry* 19(2), Winter 2000, pp 4–26.
- Stacey, K., Asp, G. & McCrae, B. (2000). Goals for a CAS-active senior mathematics curriculum. In M. O. J. Thomas (Ed.), *Proceedings of TIME 2000 An International Conference on Technology in Mathematics Education December 11–14, 2000* (pp. 244–252). Auckland, New Zealand: The University of Auckland and Auckland University of Technology.
- Stacey, K., Ball, L., Asp, G., McCrae, B. & Leigh-Lancaster, D. (2000). Towards a VCE mathematics subject which actively uses CAS. In J. Wakefield (Ed.), *Shaping the Future (Proceedings of the 37th Annual Conference of the Mathematical Association of Victoria)* (pp. 47–63). Brunswick, Victoria: MAV.
- Vincent, J. & McCrae, B. (2000a). Mechanical linkages, dynamic geometry software and mathematical proof. In M. O. J. Thomas (Ed.), *Proceedings of TIME 2000 An International Conference on Technology in Mathematics Education December 11–14, 2000* (pp. 273–281). Auckland, New Zealand: The University of Auckland and Auckland University of Technology.

### Invited presentations and keynote addresses

- Ainley, J. (2000, July). *Some social objectives of schooling*. Paper presented to the Year 2000 Conference of the National Council of Independent Schools' Association, Barossa Valley, SA.
- Ainley, J. & Fleming, M. (2000, August). *Report on the Literacy Advance Research Project*. Catholic Education Commission of Victoria, Melbourne.
- Ainley, J. & McKenzie, P. (2000, August). *School governance: research on educational and management issues*. Invited presentation to the South Australian Institute for Educational Research, Adelaide, August.

- Bryce, J. (2001, January). *The Role of the Studio Music Teacher in Helping Young People Establish a Basis for Lifelong Learning*. Invited paper presented at the Victorian Music Teachers' Association, Summer School, Presbyterian Ladies College, Melbourne.
- Forster, M. (2001, June). *Assessment and reporting to improve student learning*. Invited workshop presentation to introduce the SA Dept 'Building on Consistency-Improving Learning' project.
- Ingvarson, L.C. (2001, May). *The Status of the Profession. Leadership for sustainable Improvement*. Invitational Forums for all Government School Principals, DEET Victoria: Melbourne (March 30) and Ballarat (April).
- Ingvarson, L.C. (2001, May). *The New Teaching and Learning Division at ACER*. Guest Speaker, Queensland Institute of Education (May 23).
- Ingvarson, L.C. (2001, June). *Faculty Seminar Standards-Based Professional Development*. Griffith University, School of Education. (May 24).
- Ingvarson, L.C. (2001, June). *What is MACVIT up to and why?*. Eastern Region Deputy Principals Association (June 18):
- Ingvarson, L.C. (2001, June). *Developing Teaching Standards and Assessing Teacher Performance: The work of the ASTA ARC Project*. Australian College of Education, Victorian Chapter (June 21).
- Lokan, J. (2000, August). *Australian mathematics teaching and learning in a world-class context*. Invited contribution to Australian Association of Mathematics Teachers Virtual Conference.
- Masters, G. (2000, July). *Monitoring Progress and Defining Standards in School-based LOTE Learning*. Panellist at the Applied Linguistics Association of Australia Annual Congress in Melbourne, Victoria.
- Masters, G. (2000, July). *A Dictionary of Language Testing – Book Launch at the Applied Linguistics Association of Australia Annual Congress in Melbourne, Victoria*.
- Masters, G. (2000, July). *Charting Student Progress*. Keynote address at launch of Curriculum Standards Framework II Progress Maps, Victorian Board of Studies in Melbourne, Victoria.
- Masters, G. (2000, August). *Assessment for Educational Achievement*. Keynote address at Association of Colleges of Education in New Zealand Seminar in Auckland, New Zealand.
- Masters, G. (2000, August). *Educational Accountability*. Keynote address at the meeting of the South Australian Independent Schools Board in Adelaide, South Australia.
- Masters, G. (2000, August). *Assessing Learning*. Workshop conducted for School of Social and Cultural Studies in Education, Faculty of Education, Deakin University, Burwood, Victoria.
- Masters, G. (2000, October). *Setting and Assessing World-Class Standards*. Keynote speaker at the National Roundtable on Assessment and Reporting in Fremantle, Western Australia.
- Masters, G. (2000, October). *Standards-Referenced Assessment*. Seminar conducted for the NSW Board of Studies, Sydney, New South Wales.
- Masters, G. (2000, October). *Setting and Monitoring World-Class Literacy Standards: the OECD Programme for International Student Assessment*. Keynote speaker at the 4th Forum on Educational Evaluation in Mexico.
- Masters, G. (2000, November). *Is Competency Assessment doomed in practice to be task based and entry level? Can we break the barriers?* Paper presented at the National Assessment Forum, the University of Melbourne, Carlton, Victoria.

- Masters, G. (2000, December). *Benchmarking: definition, context and consequences*. Paper presented at the symposium *The impact of national benchmarks on visions of learning* at the AARE Conference 2000 in Sydney, New South Wales.
- Masters, G. (2001, April). *Evaluation and Performance Monitoring*. Workshop conducted for Strategic Choices for Education Reform, a core course of the World Bank Institute in Washington, DC, USA.
- McCrae, B (with Stacey K., Ball, L., Asp, G. & Leigh-Lancaster, D. (2000, December). *Towards a VCE mathematics subject which actively uses CAS*. Keynote address, Mathematical Association of Victoria, 37th Annual Conference, Monash University.
- McKenzie, P. (2000, August). *Investment in training*. Invited keynote address to the State Training Board conference, Focus on the Future: Quality Apprenticeships and Traineeships, Melbourne.
- McKenzie, P. (2001, March). *Strengthening vocational learning in secondary schools: Insights from international experience*. Invited presentation to the practitioner workshop on VET in Schools, AVETRA Conference, Adelaide.
- McKenzie, P. (2001, May). *Structured workplace learning: research findings and gaps*. Invited presentation to the Enterprise and Career Education Foundation (ECECF) research forum, Sydney.
- McKenzie, P. & Lamb, S. (2000, November). *Pathways for youth in Australia*. Invited presentation to DETYA and other organisations at DETYA, Canberra ACT.
- Meiers, M. (2000, August). *Opportunities for Successful Literacy Learning*. Keynote address presented at the Victorian Department of Education, Employment and Training Middle Years of Schooling Conference, Melbourne, August 11–12, 2000.
- Pearn C. (2000, August). *Helping your child with maths*. Invited presentation to parents of Camberwell Grammar Junior School students.
- Pearn C. (2000, August). *Introduction to CSF11*. Invited presentation for the Catholic Education Office, Moonee Ponds.
- Rowe, K.J. (2000, July). *The impact of Reading Recovery in the context of teacher and school effectiveness*. Invited seminar presented at the Annual Reading Recovery Conference, Melbourne Convention Centre, July 28–29, 2000.
- Rowe, K.J. (2000, August). *"I hate school!" Useful findings from research in literacy/ numeracy teaching and learning for boys and girls*. Invited keynote address presented at the Teaching Boys Developing Fine Men Conference, Carlton Crest Hotel, Brisbane, Queensland, August 21–22, 2000.
- Rowe, K.J. (2000, October). *Gender differences in students' experiences and outcomes of schooling? Exploring 'real' effects from recent and emerging evidence-based research in teacher and school effectiveness*. Invited address to senior officers, ACT Department of Education and Community Services, Canberra.
- Rowe, K.J. (2000, October). *Exploding the 'myths' and exploring 'real' effects on the differential performances, attitudes, behaviors and experiences of boys and girls throughout their primary and secondary schooling*. Invited keynote address presented at the Association of Senior Staff in Independent Schools (ASSIS) meeting, Penleigh & Essendon Grammar School.
- Rowe, K.J. (2000, October). *Let's get real! Exploring 'real' effects from evidence-based research: Useful findings in teaching and learning for boys and girls*. Invited keynote address presented at the NSW Reading Recovery Professional Development Program, Performing Arts Centre, Westmead, NSW.

- Rowe, K.J. (2000, November). *Educational performance of males and females in school and tertiary education*. Invited address presented at the Education Symposium: Educational Attainment and Labour Market Outcomes – factors affecting boys and their status in relation to girls. A joint symposium sponsored by the Australian Institute of Political Science (AIPS) and the Commonwealth Department of Education, Training and Youth Affairs, Eden on the Park Hotel, Melbourne.
- Rowe, K.J. (2000, November). *The VCE Data Project: An information service about student and school performance on the VCE across studies and over time*. Invited presentation to faculty and departmental heads, Melbourne Grammar School.
- Rowe, K.J. (2001, April). *Educational performance indicators*. Invited presentation to representatives from 20 developing countries participating in the World Bank Institute Core Course: Strategic Choices for Educational Reform; Module IV – Evaluation and Performance Monitoring, The World Bank Institute, Washington DC.
- Rowe, K.J. (2001, April). *Gender differences in students' literacy learning throughout their primary and secondary schooling: Exploring the evidence for WHAT MATTERS and the strategies for WHAT WORKS*. Invited keynote address and workshops presented for staff of Macarthur Anglican School, Camden, New South Wales.
- Rowe, K.S., Pollard, J. & Rowe, K.J. (2001, May). *Auditory processing: Its impact on students' behaviors and literacy progress*. Invited address and workshop presented at the Eastern Metropolitan Region Student Welfare Conference, Melbourne Convention Centre.
- Rowe, K.S. & Rowe, K.J. (2000, July). *Auditory processing effects on early literacy and behavior*. Invited seminar presented at the Annual Reading Recovery Conference, Melbourne Convention Centre.
- Rowe, K.S. & Rowe, K.J. (2000, August). *Auditory processing effects on early literacy and behavior*. Invited keynote address presented at the Students with Disabilities Conference, Melbourne Convention Centre.
- Rowe, K.J. & Rowe, K.S. (2000, October). *Evidence-based findings from research related to the education of boys*. Invited presentation to the House of Representatives Standing Committee on Employment, Education and Workplace Relations. Victorian Parliament Committee Rooms.
- Rowe, K.S. & Rowe, K.J. (2001, January). *Symptom patterns of CFS in adolescents*. Invited address presented at the 5th International Conference of the American Association of Chronic Fatigue Syndrome, Seattle, Washington.
- Rowe, K.S. & Rowe, K.J. (2001, January). *Follow up of 200 young people with CFS: Functional outcomes and relationship to symptom patterns and psychological features*. Invited address presented at the 5th International Conference of the American Association of Chronic Fatigue Syndrome, Seattle, Washington.
- Rowe, K.J. & Rowe, K.S. (2000, November). *Literacy and behavior: Preventing the shift from what should be an 'educational issue' to what has become a major 'health issue'*. Invited paper presented at the Sixth International Congress of Behavioral Medicine, Carlton Crest Hotel, Brisbane, Queensland.

## Conference papers and other presentations

- Ainley, J., Elsworth, G. & Fullarton, S. (2001, April). *Choosing vocational education: Issues of background, interest, and opportunity*. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), Seattle, Washington.

- Allan, A. (2000, July). *Issues of engagement: The learner's experience of the computer classroom environment*. Paper presented at the ACEC 2000 Conference.
- Anderson, P. (2001, October). 'LLANS Numeracy Items' unpublished paper presented to Wednesday Forum at ACER.
- Bryce, J. (2000, July). *Personal Skills and Engagement in Learning: A Different Orientation for the Post-Compulsory School Curriculum*. Paper presented to the Seventh International Literacy & Education Research Network Conference on Learning, RMIT University, Melbourne.
- Congdon, P. (2000, December). *Test equating and why dropping some items may be dangerous*. Paper presented at the annual meeting of the Australian Association for Research in Education (AARE), The University of Sydney.
- Congdon, P. & Butler, A. (2001). *Construction, Amendment and Functionality of Tests*. Redevelopment of the VicRoads Car Driver Knowledge Tests. Presentation to VicRoads.
- Congdon, P. & Doig B. (2000). *Development of instructions and feedback messages for the updated Hazard Perception Test*. Presentation to VicRoads.
- Congdon, P. & Doig B. (2000). *Development of instructions and feedback messages for the updated Hazard Perception Test*. Presentation to ACER Measurement Division.
- Darkin, L. & Anderson, P. (2000, December). *Case studies: the operational end of developing literacy tests to address benchmark*. Paper presented at AARE Conference: ACER Symposium The impact of national benchmarks on visions of learning. Sydney.
- de Lemos, M. & Doig, B. (2000, September). *Assessment in the Early Years: An Australian perspective*. Paper presented at the Invitational Symposium on Assessment in the Early Years at the 6th European Conference on Educational Research. Edinburgh.
- Dick, W. (2000, December). *A collaborative process for setting cut scores in reading and writing – a participant's perspective*. Paper presented as part of ACER Symposium 'The impact of national benchmarks on visions of learning' at AARE Conference, Sydney.
- Doig, B., Groves, S. & Splitter, L. (2000, December). *Mathematical Classrooms Functioning as Communities of Inquiry*. Paper presented at the Mathematical Association of Victoria Annual Conference.
- Doig, B., Groves, S. & Splitter, L. (2000). *Primary Mathematics Practice: The Victorian Position*. In M. Mitchelmore & P. White (eds). Proceedings of the Annual Conference of the Mathematics Education Research Group of Australasia. Sydney: MERGA.
- Doig, B., Groves, S. & Splitter, L. (2000). *Primary Mathematics Practice: The Victorian Position*. In M. Mitchelmore & P. White (eds). Proceedings of the Annual Conference of the Mathematics Education Research Group of Australasia. Sydney: MERGA.
- Doig, B. & de Lemos, M. (2000, May). *Hops, Steps and Jumps: How numeracy learning progresses in the early years*. Paper presented at the 2000 Early Years of Schooling Conference, Melbourne.
- Farkota, R. (2000, December). *Mental Maths made meaningful*. Paper presented at the Mathematical Association of Victoria [MAV] annual conference.
- Farkota R. (2001, April). *Methods and Strategies for Students with Learning Disabilities*. Presentation for Melbourne University.
- Forster, M. (2001, February). *Assessing students' attitudes and values*. Report presented to John XXIII College, Perth.
- Forster, M. (2001, April). *World Bank Core Course in Education Reform*, Washington DC.
- Forster, M. (2001, May). *The social outcomes of schooling-interpersonal, moral and ethical aspects*. Presentation to the Education Department of WA.

- Forster, M., Masters G.N. & Rowe, K.J. (2001). Measuring learning outcomes: Options and challenges in evaluation and performance monitoring. *Strategic Choices for Educational Reform; Module IV – Evaluation and performance Monitoring*. Washington, DC: The World Bank Institute.
- Frigo, T. (2000, July). *Improving the foundations for lifelong learning in secondary schools*. Paper presented at the Lifelong Learning Conference, Rydges Capricorn International, Capricorn Coast, Central Queensland Australia.
- Fullarton, S. & Lamb, S. (2000). *Factors affecting mathematics achievement in primary and secondary schools: Results from TIMSS*. In J. Malone, J. Bana & A. Chapman (Eds.), *Mathematics Education beyond 2000*. Proceedings of the 23rd annual conference of the Mathematics Education Research Group of Australasia, Perth WA, July 2000.
- Fullarton, S. (2000, December). *Schools around the World: Involving teachers in international professional development*. Paper presented at the annual meeting of the Australian Association for Research in Education (AARE), The University of Sydney.
- Groves, S., Doig, B. & Splitter, L. (2000). *Mathematics classrooms functioning as communities of inquiry: Possibilities and constraints for changing practice*. In A. Olivier & K. Newstead (eds.) *Proceedings of the Twenty-third Conference of the International Group for the Psychology of Mathematics Education*. (Vol. III, 17–24). Tokyo, Japan: University of Tokyo.
- Holbrook, A., Bessant, B. & Findlay, M. (2000). *Research in the foundation disciplines in Australian 1984–1998: an analysis of trends and implications for the history of education*. Paper presented at the annual ANZHES conference, Melbourne, December 2000.
- Ingvarson, L.C. (2001). *Assessing Science Teacher Performance: Presentation on ARC/SPIRT Project*. Paper presented at the DETYA Quality Schools Section, Canberra.
- Ingvarson, L.C. (2001). *Reviewing the Draft ASTA Standards for the Teaching of Science*. Paper presented at the Australian Academy of Science, Canberra.
- Ingvarson, L.C. (2001). *National Education Summit on Teaching Standards*. Paper presented at the DETYA: Joint Meeting of ARC/SPIRT Projects, Adelaide (March 22), Canberra (April 5).
- Jackson, D. & McGuckian P, Nankervis, S. (2000, August). *Achieving Efficiencies in International Admissions*. Presentation to Victorian Universities International, Melbourne.
- Jackson, D. & Hambur S. (2000, September). *Developing an Instrument to Assess the Generic Skills of Students in Australian Universities*, British Educational Research Association, Cardiff.
- Jackson, D. & Nankervis, S. (2000, December). *Achieving Efficiencies in International Admissions*. Presentation to Committee of ACT and NSW Directors of International Programs, Charles Sturt University.
- Kirsch, I., Mendelovits, J. & McQueen, J. (2000, July). *Assessing reading in an international context: the framework and sample items for PISA*. Symposium presented at the 18th World Congress of the International Reading Association, Auckland.
- Lamb, S. & Fullarton, S. (2001, April). *Classroom and school factors affecting mathematics achievement: A comparative study of the US and Australia using TIMSS*. Paper presented at the annual meeting of the American Educational Research Association (AERA), Seattle, Washington.

- Lamb, S. & Fullarton, S. (2000). *Classroom and teacher effects in mathematics achievement: Results from TIMSS*. In J. Malone, J. Bana & A. Chapman (Eds.), *Mathematics Education beyond 2000*. Proceedings of the 23rd annual conference of the Mathematics Education Research Group of Australasia, Perth, WA, July 2000.
- Lindsey, J. & McCrae, B. (2001). *Australian Year 7 benchmarks in numeracy: Student performance on matching TIMSS items*. In J. Bobis, B. Perry, & M. Mitchelmore (Eds.) *Numeracy and Beyond* Proceedings of the 24th Annual Conference of the Mathematical Research Group of Australasia (pp. 346–353). Sydney: MERGA.
- Lokan, J. (2000, October). *International perspectives on numeracy learning: PISA and TIMSS*. Paper presented at the ACER Research Conference 2000: Improving Numeracy Learning, Brisbane (Conference Proceedings pp 15–18).
- McCrae, B. & Flynn, P. (2001). *Assessing the impact of CAS calculators on mathematics examinations*. Mathematics Shaping Australia (Proceedings of the Eighteenth Biennial Conference of the Australian Association of Mathematics Teachers). CD-ROM. Adelaide: AAMT.
- McKenzie, P. (2000, October). *Youth pathways to promote lifelong learning*. Paper presented to the CEET national conference, Mobilising Resources for Lifelong Learning, Melbourne.
- McKenzie, P. (2000, November). *VET in the international arena*. Paper presented to the Biennial Conference of VETNET work, Melbourne.
- Meiers, M. (July, 2000). *Writing at Year 12: the possibilities*. Paper presented at the National Conference of the Australian Association for the Teaching of English, Brisbane.
- Meiers, M. (July, 2000). *Literacy Learning in the Middle Years: School and Classroom Practices*. Paper presented at the Victorian Association for the Teaching of English State Conference, La Trobe University.
- Meiers, M. (August 2000). *Learning Outcomes, Benchmarks, Standards and The Lives of Teachers: An Australian perspective*. Paper presented at the Fourth International Conference for Global Conversations on Language and Literacy, National Council of Teachers of English, Utrecht, The Netherlands.
- Meiers, M., Stephanou, A. & Forster, M. (2000 October). *Constructing scales for reporting growth in numeracy: the ACER Longitudinal Literacy and Numeracy Study*. Paper presented to the ACER Research Conference 2000, Brisbane.
- Meiers, M. (November 2000). *The Journey Continues: the Longitudinal Study*. Paper presented at the Early Years of Schooling P – 4 Conference, Victorian Department of Education, Employment and Training, Melbourne.
- Meiers, M. (2000, December). *Development in literacy and numeracy in primary school: a national longitudinal study*. Paper presented at the 2000 Australian Association for Research in Education Conference, University of Sydney.
- Meiers, M. (2001, April). *Perspectives on English in the senior secondary school curriculum in Victoria, 1950–2001*. Paper presented at the Australian Education Assembly, Melbourne.
- Meiers, M. (2001, May). *Genres in a longitudinal study*. Paper presented at Genre 2001 Conference, Genres and discourses in education, work and cultural life, Faculty of Education, Oslo University College,

- Meiers, M. (2001, May). "What does all this do to me?" *Developing students' skills as text analysts in VCE English*. Paper presented at the Victorian Association for the Teaching of English State conference, RMIT University.
- Meiers, M. with Mullins, A, Thomas, T. & Seymour, P. Dorset Primary School (June 2001). "Assessing reading, writing and numeracy in a longitudinal study, Years P-2". Paper presented at the Early Years of Schooling 2001 Conference, Victorian Department of Education, Employment and Training, Melbourne.
- Meiers, M. (2000, November). *The Journey Continues: The Longitudinal Study of Literacy and Numeracy*. Paper presented to High Expectations, Outstanding Achievement, The 2000 Early Years of Schooling P-4 Conference, Melbourne.
- Meiers M. (2000, August). *Learning outcomes, benchmarks, standards and the lives of teachers: An Australian perspective*. Paper presented at the Fourth International Conference for Global Conversations on in Language and Literacy. Utrecht, The Netherlands August 1-5, 2000. Sponsored by: The National Council of Teachers of English – US; National Writing Project; US Department of Defence Dependents School, National Association for the Teaching of English – United Kingdom.
- Mellor, S. & Kennedy, K., (2000, March). *Civic knowledge and engagement of young people, internationally and nationally: The IEA Civic Education Study, 2001*. Paper presented at the Discovering Democracy Forum, Canberra.
- Mellor, S., Kerr, D., Hahn, C. & Papanastasiou, C. (2000, April). *Improving civic education across countries: The IEA Civics Education Study*. Symposium presented at the Annual Meeting of the American Educational Research Association AERA, Seattle, Washington.
- Mendelovits, J. & de la Fontaine, D. (2000, October). *OECD PISA Plus Field Trial Marker training workshops for PISA Plus Reading*. Brussels, Belgium.
- Mendelovits, J (2001, May). *Workshop on assessment Reform*. Jakarta International School, Jakarta, Indonesia.
- Nankervis, S. (2000, December). *International Student Admissions Test (ISAT)*. Presentation to Western Australian International Education Marketing Group.
- O'Connor, G. (2000, December). *Impact of benchmarks on the Numeracy test development process*. Presented as part of the ACER Symposium 'The impact of national benchmarks on visions of learning' at AARE Conference, Sydney.
- Pearn, C. (2000, September). *Mathematics intervention: Clinical interviews identify Year 1 students mathematically "at risk"*. Paper presented to the British Educational Research Association Conference in Cardiff, Wales.
- Pearn, C. (2000). *Mathematics Intervention: the identification of Year 1 students mathematically "at risk"*. In the conference proceedings for PME-NA XX11 conference held in Tucson, Arizona October 7-10, 2000 (refereed paper).
- Pearn, C. (2000, August/September). *Mathematics classrooms as co-operative learning communities: teachers observe, reflect, and act on the mathematical realities*. Paper presented at the Association of Teacher Educators of Europe Conference in Barcelona.
- Pearn C. (2000, August). *How do children learn mathematics concepts? Investigating children's mathematical thinking*. Professional development, St Thomas More, Hadfield.
- Pearn C. (2000, September). *The Changing nature of academic work: A melodrama in one act*. Presentation for the ATEE Anniversary lecture. Association of Teacher Educators of Europe [ATEE]. Barcelona, Spain.



- Pearn, C. (2000, November). *Clinical interviews: Helping to make sense of the way children think about mathematics*. Paper presented at the Early years of Schooling P – 4 Conference.
- Pearn, C. (2000, December). *“Kristy, I heard what you said but I know what you meant!”* Paper presented at the Australian Association for Research in Education [AARE] conference, Sydney.
- Pearn, C. (2000, December). *Mathematics Intervention: assisting Year 1 children “at risk”*. Paper presented at the Mathematical Association of Victoria [MAV] annual conference:
- Pearn, C. (2000, December). *Rules and procedures: Help or hindrance?* Paper presented at the Mathematical Association of Victoria [MAV] annual conference.
- Pearn, C. (2000, December). *I taught this! Why don't they know it?* Paper presented at the Mathematical Association of Victoria [MAV] annual conference.
- Pearn, C. (2000, December). *Clinical interviews: More than just asking questions*. Paper presented at the Mathematical Association of Victoria [MAV] annual conference.
- Pearn, C. (2000, December). *The Counting Stages: The relevance for secondary mathematics students*. Paper presented at the Mathematical Association of Victoria [MAV] annual conference.
- Pearn, C. (2000, December). *Just because I'm at Level 3 doesn't mean I can count!* Paper presented at the Mathematical Association of Victoria [MAV] annual conference.
- Routitsky, A. & Tobin, P. (2001, February). *Graphics Calculators Use In Mathematics In Victorian Secondary Schools*. Paper presented at the Second Conference of the European Society for Research in Mathematics Education (ERME) 24–27 February. Mariánské Lázně, The Czech Republic.
- Rowe, K.T. & Rowe, K.S. (2000, June). *Developers, users and consumers beware: Warnings about the design and use of psycho-behavioral rating inventories and analyses of data derived from them*. Paper-poster presented at the Second International Conference on Child and Adolescent Mental Health. The Renaissance Hotel, Kuala Lumpur, Malaysia.
- Rowe, K.S. & Rowe K.J. (2001). *Follow up of 200 young people with CFS: Functional outcomes and relationship to symptom patterns and psychological features*. Proceedings of the 5th International Conference of the American Association of Chronic Fatigue Syndrome, Seattle, Washington, January 24–26, 2001.
- Rowe, K.S. & Rowe, K.J. (2001, January). *Symptom patterns of CFS in adolescents*. Proceedings of the 5th International Conference of the American Association of Chronic Fatigue Syndrome, Seattle, Washington.
- Splitter, L. J. (2000, September). *Listen to them think: Reflections on inquiry, philosophy and dialogue*. Paper presented at the 10th Australasian Philosophy in Schools Conference, Melbourne. Paper published in M. Robertson and R. Gerber (eds) *Children's Ways of Knowing*, ACER Press.
- Stephanou, A. & Macaskill, G. (2001, March). *The equating of the Year 2000 CEI/LANNA Assessment Instrument on the WA Scales*. Paper presented at the meeting of the Benchmark Equating Steering Committee, Melbourne.
- Stephanou, A., Meiers, M. & Forster, M. (2000, October). *Constructing scales for reporting growth in numeracy: the ACER Longitudinal Literacy and Numeracy Study*. Paper presented at the ACER Research Conference 2000, Brisbane.

Vincent, J. & McCrae, B. (2000b). *Dynamic geometry and geometric proof: Can a monkey and a crank teach maths?* In J. Wakefield (Ed.), *Shaping the Future. Proceedings of the 37th Annual Conference of the Mathematical Association of Victoria* (pp. 94–105). Brunswick, Victoria: MAV.

### Newspaper articles

McCrae, B. & Dowsey, J. (2000). *Calculated to succeed*. Herald-Sun, 11 July 2000, p.35.

McCrae, B. & Dowsey, J. (2000b). *Specialist Maths*. Herald-Sun, 12 September 2000, p.35.

### Tests, manuals and software

Doig, B. & de Lemos, M. (2000). *I Can do Maths (Levels A and B)*. Camberwell: ACER.

### Pamphlets

Forster, M. (2000). *Progress Maps: A teacher's handbook*. Melbourne: Victorian Board of Studies (Victorian Curriculum and Assessment Authority).

### Unpublished papers and reports of limited circulation

Ainley, J. A., Frigo, T., Marks, G. N., McCormack, S., McMillan, J., Meiers, M. & Zammit, S.A. (2000). *The Measurement of Language Background, Culture and Ethnicity for the Reporting of Nationally Comparable Outcomes of Schooling*. Draft Report for the National Education Performance Monitoring Taskforce. July 2000.

Aldous, C., Congdon, P., Hunt, M. & Morgan, G. (2001). *UMAT2000*. Report on the 2000 Undergraduate Medicine and Health Sciences Admission Test.

Anderson, P. (2000). *Review of Items for the SRI Item Bank for Scholastic Australia*.

Anderson, P. (2000). *October Review of Items in Lexile Band 1001–1500 for the SRI Item Bank for Scholastic Australia*.

Butler, A. (2001). *Report Number 2: Trial Plan*. Redevelopment of the VicRoads Car Driver Knowledge Tests.

Butler, A. & Congdon, P. (2001). *Report Number 3: Development of Test Items*. Redevelopment of the VicRoads Car Driver Knowledge Tests.

Chiavaroli, N., A. Harvey-Beavis, & G. Macaskill. (2001). *Calibration of the South Australian Outcome Statements: ESL Scales*. Prepared for the South Australian Department of Education, Training and Employment.

Congdon, P. & Butler, A. (2001). *Report Number 5: Trialing and Analysis of Tests*. Redevelopment of the VicRoads Car Driver Knowledge Tests.

Congdon, P. & Butler, A. (2001). *Report Number 6: Construction and Amendment of Tests*. Redevelopment of the VicRoads Car Driver Knowledge Tests.

Congdon, P. & Butler, A. (2001). *Report Number 7: Construction, Amendment and Functionality of Tests*. Redevelopment of the VicRoads Car Driver Knowledge Tests.

Congdon, P. (2001). *Report Number 8: Strategy for Ongoing Monitoring of Tests*. Redevelopment of the VicRoads Car Driver Knowledge Tests.

Congdon P. & Doig B. (2000). *Development of instructions and feedback messages for the updated Hazard Perception Test*. Contract report RC91076/2. ARRB Transport Research Ltd: Vermont South, Victoria.

Congdon, P., Gibbins, M. & Dick, W. (2001). *The South Australian Students with High Intellectual Potential (SHIP) Secondary Assessment Program 2001*. Report to Department of Education, Training and Employment, South Australia.

de Lemos, M. (2000). *Review of National and International Research on Literacy Learning*. Review Paper prepared for ACER Core Program.

- Dick, W., Robbins, F. & Rowe, K.J. (2000). *The ACT Assessment Program 2000: Year 3 System Report for the Australian Capital Territory Department of Education and Community Services*. Camberwell: ACER.
- Dick, W., Robbins, F. & Rowe, K.J. (2000). *The ACT Assessment Program 2000: Year 5 System Report for the Australian Capital Territory Department of Education and Community Services*. Camberwell: ACER.
- Dick, W., Robbins, F. & Rowe, K.J. (2000). *The ACT Assessment Program 2000: Year 7 System Report for the Australian Capital Territory Department of Education and Community Services*. Camberwell: ACER.
- Dick, W., Robbins, F. & Rowe, K.J. (2000). *The ACT Assessment Program 2000: Year 9 System Report for the Australian Capital Territory Department of Education and Community Services*. Camberwell: ACER.
- Dodds R., Hare, J., Guzowski A. (2000). *CSTP Online Secure Files Distribution. Operational Manual for Schools*.
- Forster, M. (2001). *The Social Outcomes of Schooling: Interpersonal, Moral and Ethical Aspects*. Report prepared for the Western Australian Department of Education.
- Frigo, T. & Simpson, L. (2001). *Research into the Numeracy Development of Aboriginal Students: Implications for the NSW K-10 Mathematics Syllabus*. Report to New South Wales Board of Studies.
- Gibbins, M. (2000). *Special Tertiary Admissions Test (STAT)*. Report for Tertiary Admissions Centres (71 pages).
- Hambur, S. & Glickman, H. (2001). *Graduate Skills Assessment Summary Report: GSA Exit 2000*, February 2001 (63 pages).
- Hambur, S. & Le, Tu Luc (2001). *Graduate Skills Assessment Summary Report: GSA Entry 2001*, May 2001 (85 Pages)
- Hambur, S. & Lonsdale, M. (2001). *Report on AST-I, Australian Scaling Test 2000*, May 2001 (72 pages including item statistics)
- Harvey-Beavis, A., Chiavaroli N. & Macaskill, G. (2001). *Calibration of the South Australian Outcome Statements: Non-Alphabetic Languages*. Prepared for the South Australian Department of Education, Training and Employment.
- Ingvarson, L.C. (2001). *Building a profession*. Paper prepared for the Potter Foundation.
- Ingvarson, L.C. (2001). *The Status of the Teaching Profession: What can be done?* Prepared for the DEET Victoria Invitational Forums on Leadership for Sustainable Improvement.
- Marks, G.N. and Long, M. (2000). *Weighting the 1995 Year 9 Cohort Sample For Differential Response Rates and Sample Attrition*. LSAY Technical Paper No. 14. July 2000
- Lenne, M., Doig, B., Oxley, J., Blaze, R., Regan, M. & Triggs, T. (2001). *Report Number 1: Critical Review of Current Practices and Research Literature. Redevelopment of the VicRoads Car Driver Knowledge Test*.
- Lindsey, J., McCurry, D. & Congdon, P. (2000). *Selective High Schools Writing Trial 2000 Report and Evaluation*. NSW Department of Education and Training.
- Masters, G. & Forster, M. (2000). *The Assessments We Need*. Unpublished paper available on ACER's website <http://www.acer.edu.au/acer/forum/TheAssessmentsWeNeed.pdf>
- Mendelovits, J., Farkota, R. & Lindsey, J. (2000). *Evaluation of the New Zealand Assessment Resource Banks' Methodology*. Report to the Ministry of Education, New Zealand.
- Mendelovits, J. (2000). *Monitoring Standards in Education English 1999: Technical Report on Listening*. Report to Education Department of Western Australia.

- Mendelovits, J. (2000). *Monitoring Standards in Education English 1999: Technical Report on Reading*. Report to Education Department of Western Australia.
- Mendelovits, J. (2000). *Monitoring Standards in Education English 1999: Technical Report on Writing*. Report to Education Department of Western Australia.
- Morgan, G. & Congdon P. (2001). *Report on the Graduate Australian Medical School Admissions Test 2000*. Report to ACER.
- Rowe, K. J. (2000). *Observation Survey norming study 2000*. Consultancy report prepared for the National Reading Recovery Centre, Auckland College of Advanced Education.
- Rowe, K.J. (2000, November). *Gender Differences in Students' Experiences and Outcomes of Schooling? Exploring "Real" Effects from Recent and Emerging Evidence-Based Research in Teacher and School Effectiveness*. Paper presented to the November 2000 meeting of the Conference of Education System Chief Executive Officers.
- Rowe, K.J. & Darkin, L. (2001). *An Examination of Options for Developing Quality Assurance Measurement Instruments for Accreditation of Long Day Care Centres*. Report to National Childcare Accreditation Council. Camberwell: ACER.
- Rowe, K.J. & Robbins, F. (2000). *Data preparation and preliminary analysis of the Multiple-Choice Questionnaire*. Report for the Australian Medical Council.
- Rowe, K.J. & Rowe, K.S. (2000). *Inquiry Into the Education of Boys: Submission to the House of Representatives Standing Committee on Employment, Education and Workplace Relations*. ACER and Department of General Paediatrics, Royal Children's Hospital, Melbourne: MIMEO. This paper is available in \*.pdf format on the House of Representatives web site, at: <http://www.aph.gov.au/house/committee/ee/ewr/Eofb/subs/sub111.pdf>
- Saubern R. & Butler, A. (2001). *Report Number 4: Review of HCI/Ergonomic Issues. Redevelopment of the VicRoads Car Driver Knowledge Tests*.
- Scott, C. (2001). *Company Information System ver 1.1-1.4* Internal Discussion Papers.
- Scott, C. & Guzowski, A. (2001). *iAchieve Online Services Technical Review* Internal Discussion Papers.
- Scott, C. (2001) *Database Design Principles for ACER* Internal training materials and five days in-house training course.
- Withers, G. (2000, November). *Boys in Schools and Society*. Paper presented to the November 2000 meeting of the Conference of Education System Chief Executive Officers.
- Zammit, S.A., Routitsky, A. & Greenwood, L. (2000). *Third International Mathematics and Science Repeat (TIMSS-R): Australian Results*. Confidential Report to Education Systems.
- Zammit, S.A. (2000). *French First – Pilot Study*. Report to New South Wales Department of Education and Training.
- Zammit, S.A. (2000) *Japanese First*. Report to New South Wales Department of Education and Training.

### **ACER workshops for practitioners**

16PF Master Class  
Melbourne & Sydney (August 2000)  
Facilitator: Peter Storr

### **Assessment Reform Workshop**

Jakarta International School,  
Jakarta (May 2001)  
Facilitator: Juliette Mendelovits

Choosing Assessment Tools for the  
Primary Years  
Melbourne (March 2001)  
Facilitators: John King & Barbara Smith

Conceptual Thinking in English  
Melbourne (October 2000)  
Facilitators: Laurance Splitter & Marian Meiers

- Developing Curriculum Activities for  
Understanding & Managing Feelings  
Melbourne (November 2000)  
Facilitator: Jenny Rickard
- Diagnosis and Intervention in Mathematics  
Melbourne (March 2001)  
Facilitator: George Booker
- Direct Instruction  
Professional Development for Isik  
College  
Melbourne (November 2000)  
Facilitator: Rhonda Farkota
- Direct Instruction  
Professional Development for St  
Finbar's School  
Melbourne (February 2001)  
Facilitator: Rhonda Farkota
- Direct Instruction  
Professional Development for Stella  
Maris School  
Melbourne (February 2001)  
Facilitator: Rhonda Farkota
- Direct Instruction  
Professional Development for Sacred  
Heart School  
Melbourne (March 2001)  
Facilitator: Rhonda Farkota
- Direct Instruction  
Professional Development for St Louis  
de Montfort's School  
Melbourne (May 2001)  
Facilitator: Rhonda Farkota
- Direct Instruction  
Professional Development for Northside  
and Southside Schools  
Queensland (March 2001)  
Facilitator: Rhonda Farkota
- Direct Instruction  
Professional Development for St  
Joseph's School  
Melbourne (May 2001)  
Facilitator: Rhonda Farkota
- Direct Instruction  
Professional Development for St Brigid's  
School  
Melbourne (May 2001)  
Facilitator: Rhonda Farkota
- Direct Instruction  
Professional Development for St Mary's  
School  
Melbourne (November 2000)  
Facilitator: Rhonda Farkota
- Direct Instruction  
Professional Development for Catholic  
Education Office  
Ballarat (August 2000)  
Facilitator: Rhonda Farkota
- Direct Instruction  
Professional Development for Catholic  
Education Office  
Southern Area (March 2001)  
Facilitator: Rhonda Farkota
- Elementary Math Mastery  
Professional Development for Werribee  
Secondary College  
Melbourne (September 2000)  
Facilitator: Rhonda Farkota
- Elementary Math Mastery  
Professional Development for  
Strathmore Secondary College  
Melbourne (November 2000)  
Facilitator: Rhonda Farkota
- Elementary Math Mastery  
Professional Development for Yarra  
Valley Grammar School  
Melbourne (February 2000)  
Facilitator: Rhonda Farkota
- Elementary Math Mastery  
Professional Development for Lilydale  
Heights Secondary College  
Melbourne (February 2001)  
Facilitator: Rhonda Farkota
- Elementary Math Mastery  
Professional Development for  
Heathmont Secondary College  
Melbourne (March 2001)  
Facilitator: Rhonda Farkota

- Elementary Math Mastery  
Professional Development for St Albans  
Secondary College  
Melbourne (April 2001)  
Facilitator: Rhonda Farkota
- Elementary Math Mastery  
Professional Development for Gladstone  
Park Secondary College  
Melbourne (June 2001)  
Facilitator: Rhonda Farkota
- Elementary Math Mastery  
Professional Development for Sunshine  
Secondary College  
Melbourne (October 2000)  
Facilitator: Rhonda Farkota
- Expressive Therapies for Emotional Growth  
Melbourne (June 2001)  
Facilitators: Mark Pearson & Helen  
Wilson
- Introduction to Maths Intervention  
Melbourne, Sydney, Brisbane, Cairns  
(November 2000)  
Geelong, Hamilton & Melbourne (May  
2001)  
Facilitator: Cath Pearn
- Introduction to Sandplay & Symbol Work  
Melbourne (June 2001)  
Facilitators: Mark Pearson & Helen  
Wilson
- Maths Games  
Melbourne (December 2000)  
Facilitator: George Booker
- MBTI and Team Building  
Melbourne (October 2000)  
Facilitator: Jo Fleischer
- MBTI Step II Programme & Form M  
Perth (July) Melbourne (September &  
November 2000)  
Facilitator: Peter Geyer
- Occupational Testing Course  
Melbourne, (August) Taree (November)  
2000  
Marian Power & Melissa McColough
- Organisation of Program and Presentations  
People's Republic of China Mobile  
Training Team in Curriculum and  
Education  
Facilitator: Lawrence Ingvarson
- Pin-Point Personality Instrument Training  
Course  
Melbourne (June 2001)  
Facilitator: Marian Power
- Safe Anger Release  
Melbourne (November 2000)  
Facilitators: Mark Pearson & Helen  
Wilson
- Sandplay and Symbol Work to Resolve  
Conflict  
Melbourne (November 2000), Sydney  
(May 2001)  
Facilitators: Mark Pearson & Helen  
Wilson
- Self-Directed Search (Full & Half Day)  
Brisbane, Sydney, Melbourne (March  
2001)  
Facilitator: Meredith Shears
- Sight Words Made Simple  
Melbourne (August, October 2000,  
March, May, 2001)  
Facilitator: Marcella Reiter
- Six Thinking Hats De Bono Workshop  
Melbourne (March, June 2001)  
Facilitator: Marcella Reiter
- Stop Think Do  
Melbourne, (August 2000 & March,  
May 2001)  
Facilitator: Lindy Petersen
- Strong Interest Inventory Training Course  
Melbourne (November 2000)  
Facilitator: Daiva Verbyla
- Test Administration Course  
Sydney (August, November 2000 &  
April 2001)  
Facilitator: Melissa McColough
- Understanding & Diagnosing Reading  
Difficulties  
Melbourne (June 2001)  
Facilitator: John Munro

Understanding the Emotional World of the  
Baby  
Melbourne (May 2001)  
Facilitator Lorraine Rose

### **Staff professional activities outside ACER**

Ainley, J. Member, Australian Bureau of  
Statistics, Education and Training  
Statistics Advisory Group.

Ainley, J. Member, National Research and  
Evaluation Committee, Australian  
National Training Authority.

Ainley, J. Reviewer, School Effectiveness and  
School Improvement Special Interest  
Group, American Educational Research  
Association.

Ainley, J. Member, Steering Committee,  
National Research Partnership for  
Health and Well-Being.

Ainley, J. Assessor, Australian Research  
Council.

Aldous, C. Member, Victorian accreditation  
panel, National ELT (English Language  
Teaching) Accreditation Scheme (NEAS).

Allan, A. (1998–) Co-opted member of the  
Professional Development Committee of  
the College of Educational and  
Developmental Psychologists (Victoria).

Cresswell, J. Member of the Research and  
Graduate Studies Committee, Faculty of  
Education, University of Melbourne.

Dick, W. Member of Killester College  
Stewardship (School) Council.

Dick, W. Chair of Anglican Historical Society,  
Diocese of Melbourne.

Doig, B. Honorary Treasurer, the Australian  
Association for Research in Education  
(AARE)

Doig, B. *Reviewer of papers submitted to the  
Australian Association for Research in  
Education (AARE) Annual Conference  
(on-going).*

Doig, B. *Reviewer of papers submitted to the  
Mathematics Education Research Group of  
Australasia (MERGA) Annual Conference  
(on-going).*

Doig, B. *Reviewer of papers submitted to the  
International Group for the Psychology of  
Mathematics Education (PME) Annual  
Conference (on-going).*

Doig, B. *Reviewer of papers submitted to the  
Journal for Research in Mathematics  
Education (JRME) (on-going).*

Findlay, M. President, Australian Society of  
Indexers, Victorian Branch.

Ingvarson, L.C. Member of Ministerial  
Advisory Committee for the Victorian  
Institute of Teaching.

Ingvarson, L.C. Distinguished Service Award,  
Australian Science Teachers Association.

Lokan, J. Assessor, Australian Research  
Council (ARC).

Lokan, J. Member of Executive Editorial  
Board, *Australian Journal of Career  
Development*, 1992– (on-going).

Lokan, J. Reviewer of papers submitted to  
Division E of the American Educational  
Research Association, 1994– (on-going).

Long, M. Member of Reference Group of the  
National Survey of Course Experience –  
a committee to advise the Minister for  
Education, Training and Youth Affairs,  
on the implementation of a national  
survey on the course experience of  
higher education students.

Malley, J. Deputy Chair, Moorabbin,  
Oakleigh, Springvale Employment  
Development Group (MOSEDG).

Marks, G. Joint Editor, *Australian Social  
Monitor*. Melbourne Institute of Applied  
Economic and Social Research.

McCrae, B. Member of editorial panel,  
*Australian Senior Mathematics Journal*.

McCrae, B. External Moderator for  
Mathematics and Additional  
Mathematics, The Crawford Schools,  
Republic of South Africa.

- McCrae, B. Chief Assessor and Chief Examiner, VCE Specialist Mathematics <sup>3/4</sup>, Exam 1.
- McCrae, B. Chief Assessor and Deputy Chief Examiner, VCE Specialist Mathematics <sup>3/4</sup>, Exam 2.
- McCrae, B. Examiner, VCE Mathematical Methods (CAS), <sup>3/4</sup>, Exam 2.
- McCrae, B. Honorary Principal Fellow, Department of Science and Mathematics Education, The University of Melbourne.
- McKenzie, P. Member of the Commonwealth Government's Youth Pathways Action Plan Taskforce, October 1999 – December 2000.
- McKenzie, P. Member of the Program Committee for the *Joint Australian College of Education and Australian Council for Educational Administration Centenary of Federation Conference* held in April 2001.
- McKenzie, P. Member of the Steering Committee for the DETYA-funded project Lifelong learning and teacher education being conducted by the Australian Catholic University and directed by Professor Judith Chapman.
- McKenzie, P. Member of the Advisory Board of the Centre for Lifelong Learning, Australian Catholic University.
- Meiers, M. State Reviewer, VCE English, for Victorian Curriculum and Assessment Authority
- Meiers, M. Lecturer, Secondary English Method, B Ed, *RMIT University*.
- Meiers, M. Editor, *Literacy Learning: the Middle Years*, Australian Literacy Educators' Association.
- Meiers, M. Editorial Board, *Australian Language Matters*.
- Meiers, M. National Advisory Committee, Literacy development in the early years: A longitudinal study from the year prior to school to the first four years of school, DETYA Literacy Research Project.
- Mendelovits, J. & de la Fontaine, D. (2000, October). OECD PISA Plus Field Trial Marker training workshops for PISA Plus Reading. Brussels, Belgium.
- Mendelovits, J. (February, 2001). OECD PISA Functional Expert Group Meeting – Brussels, Belgium.
- Power, M., Member, Victorian Psychologists Registration Board.
- Rowe, K.J. Research Grant Assessor: Australian Research Council; National Health and Medical Research Council; Faculty of Education, University of Hong Kong.
- Rowe, K.J. Manuscript reviewer for 3 Australian and 5 international journals.
- Rowe, K.J. National training consultant and instructor (since 1991) for the summer and winter programs conducted by the *Australian Consortium for Social and Political Research Incorporated (ACSPRI)* in advanced statistical modeling applications of multilevel and covariance structure analysis of data obtained from large-scale monitoring projects, as well as in explanatory educational, epidemiological, and psychosocial inquiry.
- Splitter, L.J. Membership of Selection Committee, Association of Rhodes Scholars in Australia Scholarship.
- Splitter, L.J. Membership of Selection Committee, Victorian Rhodes Scholarship.
- Splitter, L. Joint chief investigator for ARC project on Mathematics classrooms as communities of inquiry (1999).
- Splitter, L. Associate investigator in a research project, funded by the Canadian Research Council, on Philosophy and Mathematics in Primary Schools 1999–2001.
- Zammit, S.A. Member of the Joint Education Systems and Tertiary Institutions Languages Other than English Committee – Victoria.



# Directors' report

The Directors of the Australian Council for Educational Research Limited (ACER) present the following report together with the financial statements for the financial year ended 30 June 2001.

## Directors in office at the date of this report and meetings attended during year

Ken Boston MA, PhD, FRGS, FACE, FAIM  
5 of 6 meetings attended

Jennifer Bryce BA, BEd, DipArts, MSocSci  
6 of 6 meetings attended

Joy Cumming BA, DipED, BedSt, MEd, PhD  
6 of 6 meetings attended

Robert Horne BA  
2 of 6 meetings attended

Jillian Maling AM, BA, DipEd, BEd, PhD, FACE  
6 of 6 meetings attended

Geoff Masters BSc, MEd, PhD, FACE  
6 of 6 meetings attended

Paige Porter BA, MA, PhD  
5 of 6 meetings attended

## Principal activities of the company

The principal activities of the company during the financial year were educational research and development, publication and sale of educational and psychological books, tests and materials, and the provision of assessment services. During the financial year there was no significant change in the nature of those activities.

## Result for the year

The surplus for the year was \$387 954.

## Dividends

ACER is a not for profit company and neither declares nor pays dividends.

## Review of operations

ACER's total operating revenue increased from \$21 101 220 in 1999–00 to \$22 923 765 in 2000–01, representing an increase of 8 per cent.

The Commonwealth, State and Territory governments provide ACER with an annual grant that enables ACER to undertake a range of research and development projects. The 2000–01 government grant was \$1 835 000 compared with \$1 767 600 in 1999–00. The grant provided 8 per cent of ACER's total operating revenue in 2000–01.

Operating revenue from professional services in 2000–01 was \$15 309 173, an increase of 17 per cent from the \$13 093 347 achieved in 1999–00. These professional services yielded a healthy surplus.

ACER Press revenue in 2000–01 was \$5 603 703, down 6 per cent on \$5 962 530 achieved in 1999–00. ACER Press reported a deficit in 2000–01. The deficit was significantly influenced by our decision to take up a provision for stock obsolescence during the year.

ACER commenced an investment into a joint venture company named iAchieve Pty Ltd during the year. The company, in its first year of operations, incurred a loss and ACER has brought to account its share of the loss. We remain confident that iAchieve Pty Ltd will operate successfully in the future.

## Significant changes in state of affairs

During the financial year there were no significant changes in the state of affairs of the company other than those referred to in the accounts or notes thereto.

## After balance date events

There have been no significant changes in the state of affairs of the company since the end of the financial year.

### **Directors' interest in contracts**

Since the end of the financial year, no Director has received or become entitled to receive a benefit, other than the fixed salary and benefits of the two employees of the company, by reason of a contract made by the company with the director or with a firm of which he or she is a member, or with a company in which he or she has a substantial financial interest.

### **Directors' indemnification**

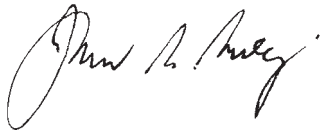
During the financial year the company paid a premium to insure each of the directors against liabilities for costs and expenses incurred by them in defending any legal proceedings arising out of their conduct while acting in the capacity of director of the company, other than conduct involving a wilful breach of duty in relation to the company. The total amount of the premium was \$6 050.

### **Proceedings on behalf of company**

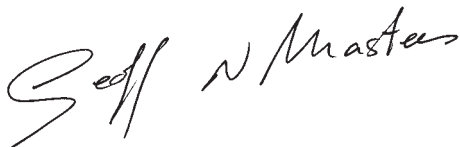
No person has applied for leave of Court to bring proceedings on behalf of the company or intervene in any proceedings to which the company is a party for the purpose of taking responsibility on behalf of the company for all or any part of these proceedings. The company was not a party to any such proceedings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

Signed in accordance with a resolution of the Directors.

For and on behalf of the Directors



Director: Professor Jillian Maling



Executive Director: Professor Geoff Masters

Date: 14 September 2001

**AUSTRALIAN COUNCIL FOR EDUCATIONAL RESEARCH LTD**  
ACN 004 398 145

**INDEPENDENT AUDIT REPORT  
TO THE MEMBERS OF  
AUSTRALIAN COUNCIL FOR EDUCATIONAL RESEARCH LTD**

**Scope**

We have audited the financial report, being a special purpose financial report of Australian Council for Educational Research Ltd for the financial year ended 30 June 2001 comprising the Directors' Declaration, Statement of Financial Performance, Statement of Financial Position, Statement of Cash Flows and notes to the financial statements. The company's directors are responsible for the financial report and have determined that the accounting policies used and described in Note 1 to the financial statements which form part of the financial report are appropriate to meet the requirements of the Corporations Law and are appropriate to meet the needs of the members. We have conducted an independent audit of this financial report in order to express an opinion on it to the members of the company. No opinion is expressed as to whether the accounting policies used, and described in Note 1, are appropriate to the needs of the members.

The financial report has been prepared for distribution to the members for the purpose of fulfilling the directors' financial reporting requirements under the Corporations Law. We disclaim any assumption of responsibility for any reliance on this audit report or on the financial report to which it relates to any person other than the members, or for any purpose other than that for which it was prepared.

Our audit has been conducted in accordance with Australian Auditing Standards. Our procedures included examination, on a test basis, of evidence supporting the amounts and other disclosures in the financial report, and the evaluation of significant accounting estimates. These procedures have been undertaken to form an opinion whether, in all material respects, the financial report is presented fairly in accordance with the accounting policies described in Note 1 to the financial statements so as to present a view which is consistent with our understanding of the company's financial position, and performance as represented by the results of its operations and its cash flows. These policies do not require the application of all Accounting Standards and other mandatory professional reporting requirements.


The audit opinion expressed in this report has been formed on the above basis.

**Audit Opinion**

In our opinion, the financial report of Australian Council for Educational Research Ltd is in accordance with:

- (a) the Corporations Law, including:
  - (i) giving a true and fair view of the company's financial position as at 30 June 2001 and of its performance for the financial year ended on that date in accordance with the accounting policies described in Note 1; and
  - (ii) complying with AASB 1025: Application of the Reporting Entity Concept and Other Amendments, AASB 1034: Information to be Disclosed in Financial Reports, other Accounting Standards to the extent described in Note 1 and the Corporations Regulations; and
- (b) other mandatory professional reporting requirements to the extent described in Note 1.

**Saward Dawson**  
20 Albert Street  
Blackburn  
Victoria  
Chartered Accountants

  
Mr Bruce Saward  
Partner

14 September 2001  
Blackburn

Principals Bruce Saward FCA Cliff Dawson FCA Peter Shields CA Associate Cathy Braun CA

Telephone (03) 9894 2500 20 Albert Street PO Box 256 Blackburn 3130 Facsimile (03) 9894 1622  
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**Australian Council for Educational Research Ltd**

ACN 004 398 145

**Statement of financial performance for the financial year ended 30 June 2001**

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	Note	2001 \$	2000 \$
Revenues from ordinary activities		22,923,765	21,101,220
Expenses from ordinary activities			
Employment expense		(10,913,772)	(9,819,244)
Depreciation and amortisation expenses		(642,037)	(562,621)
Borrowing expenses		(175,060)	(180,700)
Other expenses		(10,752,347)	(9,863,169)
		(22,483,216)	(20,425,734)
Share of net profits (losses) of associates and joint ventures accounted for using the equity method	5	(52,595)	-
<b>Surplus from ordinary activities</b>	2	387,954	675,486
<b>Total changes in Members' funds</b>	15	387,954	675,486

The accompanying notes form part of these financial statements

**Australian Council for Educational Research Ltd**

ACN 004 398 145

(a company limited by guarantee)

**Statement of financial position as at 30 June 2001**

	Note	2001 \$	2000 \$
<b>CURRENT ASSETS</b>			
Cash assets		1,858,297	2,009,776
Receivables	3	4,189,345	3,160,378
Inventories	4	2,232,194	2,492,097
Other	8	99,041	266,992
<b>TOTAL CURRENT ASSETS</b>		<u>8,378,877</u>	<u>7,929,243</u>
<b>NON-CURRENT ASSETS</b>			
Loans to / Investments in associated entities	3	141,850	173,558
Property, plant and equipment	6	6,733,943	6,824,696
Intangible assets	7	25,000	30,000
<b>TOTAL NON-CURRENT ASSETS</b>		<u>6,900,793</u>	<u>7,028,254</u>
<b>TOTAL ASSETS</b>		<u>15,279,670</u>	<u>14,957,497</u>
<b>CURRENT LIABILITIES</b>			
Payables	9	2,235,242	2,120,900
Interest-bearing liabilities	10	36,940	34,488
Provisions	11	1,865,094	1,746,337
Other	12	967,637	896,769
<b>TOTAL CURRENT LIABILITIES</b>		<u>5,104,913</u>	<u>4,798,494</u>
<b>NON-CURRENT LIABILITIES</b>			
Interest-bearing liabilities	10	1,825,989	2,162,929
Provisions	11	209,254	244,514
<b>TOTAL NON-CURRENT LIABILITIES</b>		<u>2,035,243</u>	<u>2,407,443</u>
<b>TOTAL LIABILITIES</b>		<u>7,140,156</u>	<u>7,205,937</u>
<b>NET ASSETS</b>		<u>8,139,514</u>	<u>7,751,560</u>
<b>MEMBERS' FUNDS</b>			
Reserves	16	1,097,282	1,908,125
Accumulated surpluses	14	7,042,232	5,843,435
<b>TOTAL MEMBERS' FUNDS</b>	15	<u>8,139,514</u>	<u>7,751,560</u>

The accompanying notes form part of these financial statements

**Statement of cash flows for the financial year ended 30 June 2001**

	Note	2001 \$	2000 \$
<b>CASH FLOW FROM OPERATING ACTIVITIES</b>			
Receipts from customers		22,351,408	21,138,127
Payments to suppliers and employees		(20,864,026)	(20,143,810)
Interest received		67,415	61,047
Borrowing costs		(175,060)	(180,700)
Net cash provided by operating activities	18 b	1,379,737	874,664
<b>CASH FLOW FROM INVESTING ACTIVITIES</b>			
Payment for property, plant and equipment		(546,282)	(833,435)
Payment of Joint Venture Contributions		(650,445)	(173,558)
Net cash used in investing activities		(1,196,727)	(1,006,993)
<b>CASH FLOW FROM FINANCING ACTIVITIES</b>			
Repayment of borrowings		(334,489)	(205,593)
Net cash used in financing activities		(334,489)	(205,593)
Net decrease in cash held		(151,479)	(337,922)
Cash at beginning of financial year		2,009,776	2,347,698
Cash at end of financial year	18 a	1,858,297	2,009,776

The accompanying notes form part of these financial statements

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**NOTE 1: STATEMENT OF SIGNIFICANT ACCOUNTING POLICIES**

This financial report is a special purpose financial report prepared in order to satisfy the financial report preparation requirements of the Corporations Law. The directors have determined that the company is not a reporting entity.

The financial report has been prepared in accordance with the requirements of the Corporations Law, and the following applicable Accounting Standards:

AASB 1001: Accounting Policies

AASB 1002: Events Occurring After Reporting Date

AASB 1018: Statement of Financial Performance

AASB 1025: Application of the Reporting Entity Concept and Other Amendments

AASB 1031: Materiality

AASB 1034: Information to be Disclosed in Financial Reports

AASB 1040: Statement of Financial Position

AASB 1041: Revaluation of Non Current Assets

No other applicable Accounting Standards, Urgent Issues Group Consensus Views or other authoritative pronouncements of the Australian Accounting Standards Board have been applied.

The report has also been prepared on an accruals basis and is based on historic costs. This report does not take into account changing money values or, except where specifically stated, current valuations of non-current assets.

The following specific accounting policies, which are consistent with the previous period unless otherwise stated, have been adopted in the preparation of this report:

**(a) Inventories**

Inventories are measured at the lower of cost and net realisable value. Costs are assigned on a first-in first-out basis and include direct materials, direct labour and an appropriate proportion of variable and fixed overhead expenses.

**(b) Property, Plant and Equipment**

Property, plant and equipment are carried at cost, or at independent or directors' valuation. All assets, excluding freehold land and buildings are depreciated over their useful lives or at depreciation rates set by the Commissioner of Taxation.

The depreciation rates used for each class of assets are:

Class of fixed asset	Depreciation rates	Depreciation basis
Buildings	2.5–10 %	Straight Line
Motor Vehicles	25 %	Straight Line
Furniture, Fixtures and Fittings	25 %	Straight Line
Computer Equipment	33 %	Straight Line

**(c) Cash**

For the purposes of the statement of cash flows, cash includes cash on hand and at call deposits with banks or financial institutions, investments in money market instruments maturing within less than two months and net of bank overdrafts.

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**(d) Interests in Joint Ventures**

The company's interests in joint venture companies are brought to account using the equity method of accounting, where by the company's share of the profit or loss of the joint venture, in relation to the financial year, is brought to account in the Statement of Financial Performance. The company uses the cost method of accounting, whereby the investment in the joint venture is recorded at cost adjusted to the recoverable amount, for interests in joint ventures where the application of the equity method would result in a valuation in excess of recoverable amount. Recoverable amount is assessed as the expected net cashflows to be generated from the joint venture activities. The cashflows have not been discounted to present value in determining recoverable amounts.

**(e) Income Tax**

The company is exempt from paying income tax in accordance with the provisions of the Income Tax Assessment Act.

**(f) Library Additions**

The company adopts the policy of charging all additions to the library directly to the profit and loss account in the year in which the expenditure is incurred.

	Note	2001 \$	2000 \$
<b>NOTE 2: OPERATING SURPLUS</b>			
Operating surplus from ordinary activities has been determined after charging as expenses:			
Movements in provisions:			
– Depreciation of property, plant and equipment		637,037	557,621
– Amortisation of trademarks		5,000	5,000
Bad and doubtful debts:			
– movement in provisions for doubtful debts		–	10,000
– movement in provision for diminution in value of holdings in joint venture		629,558	–
Write down of inventory		43,382	249,563
Movement in provision for stock obsolescence		370,000	150,000
Remuneration of the auditors for audit services		19,934	16,880
<b>NOTE 3: RECEIVABLES / LOANS TO / INVESTMENTS IN ASSOCIATED ENTITIES</b>			
<b>CURRENT</b>			
Trade Debtors		2,271,468	1,912,464
Less provision for doubtful debtors		(10,000)	(10,000)
		<u>2,261,468</u>	<u>1,902,464</u>
Other debtors		1,927,877	1,257,914
		<u>4,189,345</u>	<u>3,160,378</u>
<b>NON-CURRENT – LOANS TO / INVESTMENTS IN ASSOCIATED ENTITIES</b>			
Related entities		771,408	173,558
Less Provision for diminution – other related entities		(629,558)	–
		<u>141,850</u>	<u>173,558</u>



	Note	2001 \$	2000 \$
<b>NOTE 4: INVENTORIES</b>			
CURRENT			
Product development		423,760	695,619
Stock on hand		2,328,434	1,946,478
Less provision for obsolescence		(520,000)	(150,000)
		<u>1,808,434</u>	<u>1,796,478</u>
		<u>2,232,194</u>	<u>2,492,097</u>

**NOTE 5: JOINT VENTURES**

(a) Interests in Joint Venture Entities – Cost Method:

The company has a 50% interest in the joint venture company, Test Grid Pty Ltd, whose principle activity is applicant assessment and reporting services through an Internet web page.

Carrying amount of investment in joint venture entities:

Balance at the beginning of the financial year	173,558	–
– Additional contributions made during the financial year	456,000	173,558
– Provision for diminution in value of holdings in joint venture		(629,558)–
Balance at the end of the financial year	<u>–</u>	<u>173,558</u>

(b) Interests in Joint Venture Entities – Equity Method:

The company has a 78% interest in the joint venture company, iAchieve Pty Ltd, whose principle activity is online educational assessment services.

Carrying amount of investment in joint venture entities:

Balance at the beginning of the financial year	–	–
– Additional contributions made during the financial year	194,445	–
– Equity accounted share of joint venture loss for the year	(52,595)	–
Balance at the end of the financial year	<u>141,850</u>	<u>–</u>

The company contributes to the joint ventures in proportion to its ownership interests.

	Note	2001 \$	2000 \$
<b>NOTE 6: PROPERTY, PLANT AND EQUIPMENT</b>			
LAND AND BUILDINGS			
Freehold land			
At cost		1,750,000	1,750,000
Buildings			
At cost		4,845,977	4,741,670
Less accumulated depreciation		(822,240)	(684,346)
Total buildings at cost		<u>4,023,737</u>	<u>4,057,324</u>
Leasehold Improvements			
At cost		243,659	191,516
Less accumulated depreciation		(69,583)	(13,109)
Total leasehold improvements at cost		<u>174,076</u>	<u>178,407</u>
Total land and buildings		<u>5,947,813</u>	<u>5,985,731</u>
PLANT AND EQUIPMENT			
Plant and equipment			
At cost		616,968	740,309
Less accumulated depreciation		(318,163)	(421,708)
		<u>298,805</u>	<u>318,601</u>
Computer equipment			
At cost		1,128,683	1,276,625
Less accumulated depreciation		(641,358)	(756,261)
		<u>487,325</u>	<u>520,364</u>
Total plant and equipment		<u>786,130</u>	<u>838,965</u>
Total property, plant and equipment		<u>6,733,943</u>	<u>6,824,696</u>
An independent valuation of land and buildings was undertaken by Mr David Morton of Herron Todd White on 30 April 2001. The valuation was undertaken in accordance with the requirements of AASB 1040 Statement of Financial Performance to value land and buildings periodically. The valuation revealed a current market value of \$6,500,000.			
The Directors have elected pursuant to Section 334(5) of the Corporations Act 2001 to early adopt and apply in the current year the disclosure requirements of AASB 1040 Statement of Financial Position applying from 30 September 2001.			
<b>NOTE 7: INTANGIBLE ASSETS</b>			
Trademark at cost		50,000	50,000
Less accumulated amortisation		(25,000)	(20,000)
		<u>25,000</u>	<u>30,000</u>
<b>NOTE 8: OTHER ASSETS</b>			
CURRENT			
Prepayments		<u>99,041</u>	<u>266,992</u>

	Note	2001 \$	2000 \$
<b>NOTE 9: PAYABLES</b>			
CURRENT			
Unsecured liabilities			
Trade creditors		387,149	847,769
Sundry creditors and accruals		<u>1,848,094</u>	<u>1,273,131</u>
		<u>2,235,243</u>	<u>2,120,900</u>
<b>NOTE 10: INTEREST BEARING LIABILITIES</b>			
CURRENT			
Secured liabilities			
Hire purchase liability	17	<u>36,940</u>	<u>34,488</u>
		<u>36,940</u>	<u>34,488</u>
NON-CURRENT			
Secured liabilities			
Bills of exchange and promissory notes		1,800,000	2,100,000
Hire purchase liability	17	<u>25,989</u>	<u>62,929</u>
		<u>1,825,989</u>	<u>2,162,929</u>
Bank borrowings are secured by mortgage over 19 Prospect Hill Road, Camberwell.			
<b>NOTE 11: PROVISIONS</b>			
CURRENT			
Employee entitlements		<u>1,865,094</u>	<u>1,746,337</u>
NON-CURRENT			
Employee entitlements		<u>209,254</u>	<u>244,514</u>
Number of employees at year end		145	137
<b>NOTE 12: OTHER LIABILITIES</b>			
CURRENT			
Accrued expenses		775,224	793,637
Other current liabilities		<u>192,413</u>	<u>103,132</u>
		<u>967,637</u>	<u>896,769</u>
<b>NOTE 13: MEMBERS' GUARANTEE</b>			
The company is limited by guarantee. If the company is wound up, the Constitution states that each member is required to contribute a maximum of \$20 each towards meeting any outstanding obligations of the company. At 30 June 2001 the number of members was 15 (2000 15).			
<b>NOTE 14: ACCUMULATED SURPLUS</b>			
Accumulated surplus at the beginning of the financial year		5,843,435	5,154,091
Net surplus attributable to members of the entity		387,954	675,486
Strategic Initiatives Reserve transferred to Accumulated Surplus		814,621	-
Transfers to and from reserves		<u>(3,778)</u>	<u>13,858</u>
Accumulated Surplus at reporting date		<u>7,042,232</u>	<u>5,843,435</u>

	Note	2001 \$	2000 \$
<b>NOTE 15: MEMBERS FUNDS</b>			
Total members funds at the beginning of the financial year		7,751,560	7,076,074
Total changes in members funds recognised in the Statement of Financial Performance		387,954	675,486
Total members funds at the reporting date		<u>8,139,514</u>	<u>7,751,560</u>
<b>NOTE 16: RESERVES</b>			
Strategic Initiatives Fund Reserve		1,029,745	1,844,366
Scientific Research Fund Reserve		67,537	63,759
		<u>1,097,282</u>	<u>1,908,125</u>
Movements during the financial year			
Strategic Initiatives Fund Reserve			
Opening balance		1,844,366	1,863,796
Transfer to accumulated surplus		(814,621)	(19,430)
Closing balance		<u>1,029,745</u>	<u>1,844,366</u>
Scientific Research Fund Reserve			
Opening balance		63,759	58,187
Transfers to/from reserve		3,778	5,572
Closing balance		<u>67,537</u>	<u>63,759</u>
<b>NOTE 17: CAPITAL AND LEASING COMMITMENTS</b>			
Hire purchase commitments payable			
– not longer than one year		39,903	39,903
– longer than one year but not longer than two years		26,603	39,903
– longer than two years but not longer than five years		–	26,603
Minimum hire purchase payments		66,506	106,409
Less future finance charges		3,577	8,992
Total hire purchase liability		<u>62,929</u>	<u>97,417</u>
Represented by:			
Current liability	10	36,940	34,488
Non-current liability	10	25,989	62,929
		<u>62,929</u>	<u>97,417</u>

	Note	2001 \$	2000 \$
<b>NOTE 18: CASH FLOW INFORMATION</b>			
(a) Reconciliation of cash			
Cash at the end of the financial year as shown in the statements of cash flows is reconciled to the related items in the statement of financial position as follows:			
Cash on hand		1,000	1,000
Cash at bank		1,857,297	2,008,776
		<u>1,858,297</u>	<u>2,009,776</u>
(b) Reconciliation of cash flow from operations with surplus from ordinary activities			
Surplus from ordinary activities		387,954	675,486
Non-cash flows in surplus from ordinary activities			
Amortisation		5,000	5,000
Depreciation		637,037	557,621
Charges to provisions		713,055	348,688
Share of associated company's operating profit after income tax and dividends		52,595	-
Changes in assets and liabilities			
(Increase)/decrease in trade and term debtors		(905,699)	369,598
Decrease in inventories		259,903	73,487
Increase in income received in advance		(222,038)	(600,780)
Increase/(decrease) in trade creditors and accruals		451,930	(554,436)
Cash flows from operations		<u>1,379,737</u>	<u>874,664</u>

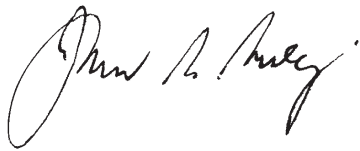
# Directors' declaration

The directors have determined that the company is not a reporting entity. The directors have determined that this special purpose financial report should be prepared in accordance with the accounting policies outlined in Note 1 to the financial statements.

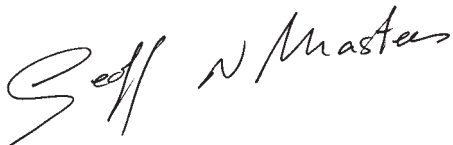
The directors of the company declare that:

1. The financial statements and notes, as set out on pages 2 to 11:
  - (a) comply with Accounting Standards as detailed in Note 1 to the financial statements and the Corporations Law; and
  - (b) give a true and fair view of the company's financial position as at 30 June 2001 and its performance for the financial year ended on that date in accordance with the accounting policies described in Note 1 to the financial statements.
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 in accordance with a resolution of the directors.



Director : Professor Jillian Maling



Executive Director: Professor Geoff Masters

Dated this 14th day of September 2001

# Members of ACER Council

## Chair

Maling, Jillian

## Deputy Chair

Boston, Ken

## Coopted Members

Cairney, Trevor, BA, Mlitt *UNE*, PhD *Newcastle*  
Director, Centre for Regional Research  
and Innovation, University of Western  
Sydney

Hughes, Professor Paul, AM, DipT(Prim)  
TCAE, AdvDipT ACAE, MEd *Harvard*,  
HonDLitt *Flin.*, FACE  
Professor and Director, Yungorrendi First  
Nations Centre for Higher Education and  
Research, The Flinders University of  
South Australia

Knight, Susan, DipT *Frankston*, BEd *Chisholm*,  
GradDipDrama *MSC*, MEdStudies  
Principal, St Kilda Park Primary School

Maling, Jillian\*, AM, BA, DipEd, BEd *Melb.*,  
PhD *Stanford*, FACE  
Educational Consultant, South Australia

Porter, Paige\*, BA *Missouri*, MA PhD *Stanford*  
Executive Dean (International Relations),  
The University of Western Australia

## Members Appointed by Institutes of Educational Research Standing Committee

Astill, Brian, AssocDipEd, DipT, AssocDip  
T&D *UniSA*, BEd, MEd *Adelaide*, PhD  
*Flinders* Visiting Research Fellow  
Institute of International Education  
School of Education  
Flinders University of South Australia

Holbrook, Allyson, BEc, DipEd, PhD *LaTrobe*  
Director The Centre for the Study of  
Research Training and Impact (SORTI)  
Faculty of Education The University of  
Newcastle (from November 2000)

Cumming, Joy\*, BA, DipEd, BEdSt, MEd, PhD  
*Queensland*  
Head of School, School of Cognition,  
Language and Special Education,  
Faculty of Education, Griffith University

Watson, Alan, BA *UNE*, DipRE *Melb* CD, MA,  
PhD *Syd*  
School of Education Studies  
University of New South Wales  
(to November 2000)

## Members Appointed by Conference of Education System Chief Executive Officers

Allen, Peter, BA *Syd*,  
Secretary Department of Education,  
Victoria (to May 2001)

Hamilton, Stuart, AO, BA(Hons) *Tas*, BEc *ANU*  
Secretary Department of Education,  
Victoria (from May 2001)

Boston, Ken\*, AO, MA, PhD *Melb.*, FRGS,  
FACE, FAIM  
Director-General NSW Department of  
Education and Training

## Members Appointed by Secretary of Commonwealth Department of Education, Training and Youth Affairs

Hill, Peter, BA(Hons) *London*, DipEd *Murdoch*,  
PhD *Murdoch*, FACE, FACEA  
Director, Centre for Applied Educational  
Research University of Melbourne (to  
November 2000)

Horne, Robert\*, MA *Oxford*  
First Assistant Secretary, International,  
Analysis and Evaluation Division  
Department of Education, Training and  
Youth Affairs

Robinson, Christopher James, BAgEc, Post-  
Grad DipSocSci *UNE*  
Managing Director National Centre for  
Vocational Education Research Limited  
(from May 2001)

## Member Appointed by the National Council of Independent Schools' Associations and the National Catholic Education Commission

de Carvalho, David, BA(Hons), DipEd *Melb.*,  
BTheol *MCD*  
Chief Executive Officer, National Catholic  
Education Commission

## Staff Member

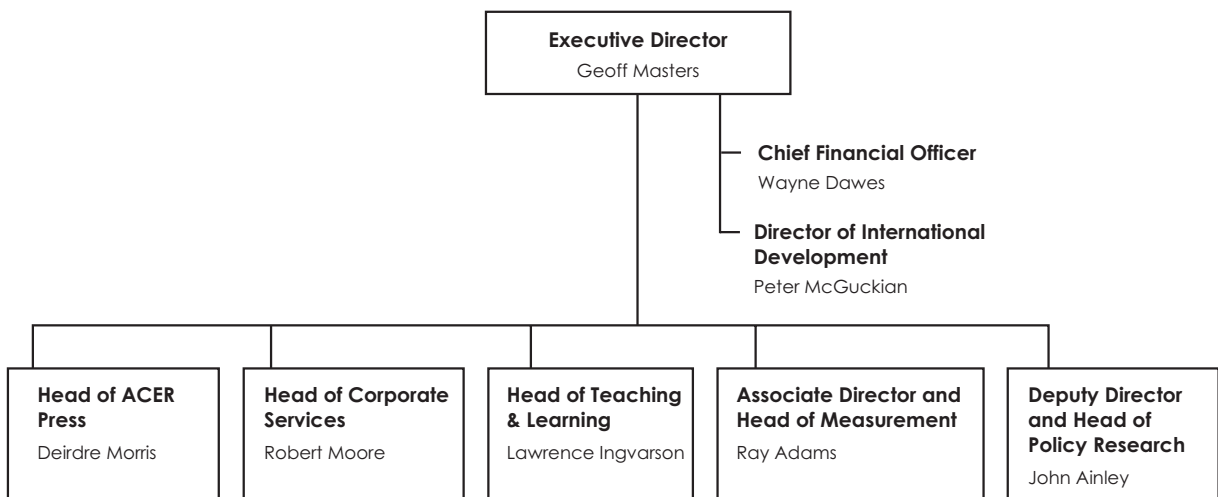
Bryce, Jennifer\*, BA, BEd *Melb*, DipArtsMusic  
*VCA*, MSocSci *MIT*  
Research Fellow  
Australian Council for Educational  
Research

## Executive Director

Masters, Geoff\*, BSc, MEd *WA*, PhD *Chicago*,  
FACE  
Executive Director  
Australian Council for Educational  
Research

\* denotes member of Board of Directors

# Members of ACER Staff



## Director's Award for Exceptional Service

Mr Corey Scott was the 2000/2001 recipient of the Director's Award for Exceptional Service to ACER. This award, which is restricted to staff who work exclusively at ACER's premises and who do not travel as part of their employment, provides \$600 and return air travel for two between Melbourne and any one of Sydney, Adelaide and Hobart. Mr Scott is Project Officer with the Information Technology Unit.

As a condition of its contract with its travel agent, ACER annually receives the two complimentary air tickets. The cash grant is provided by ACER.



**Executive Director**

Masters, Geoff, BSc, MEd *UWA*, PhD *Chicago*,  
FACE

**Personal Assistant to Executive Director**

Meulenberg, Jackie, Dip Private Secretarial  
Practice *RMIT*

**INTERNATIONAL DEVELOPMENT****Director of International Development**

McGuckian, Peter, BAgSc, DipEd *Melb.*

**Administrative Officer**

Kruse, Julie

**FINANCIAL SERVICES****Chief Financial Officer**

Dawes, Wayne, BBus *Chisholm*, FCPA

**Accountant**

Cameron, Andrew, BCom *Deakin*

**Divisional Accountant**

Nichol, Chris, BBus *Swin.*, CPA

**Administrative Staff**

Car, Lyn

Evans, Dilsie

Guzowska, Anna, BEco *Warsaw*

Harvey, Faye

Millar, Vicki

Thomas, Alison, BBus(Acc) *Bendigo*

Trembath, Stewart, BBus *Swin.*

**MEASUREMENT DIVISION****Associate Director**

Adams, Raymond, BSc(Hons), DipEd, MEd,  
*Melb.*, PhD *Chicago*

**Deputy Head of Division**

Lokan, Janice, BA, DipEd *Adel.*, PhD *Ottawa*,  
FACE, MIAAP

**Senior Administrative Officer**

Littlejohn, Catriona, BEd *Melb.*, MBA *Monash*,  
AIMM (to August 2000)

**Project Coordinator**

Callahan, Tony, DipEd *Rusden*, BSc *Monash*,  
GradCertEd *Deakin*

**Administrative Officer**

Bates, Susan

**Administrative Assistant**

Peake, Ben

**Principal Research Fellows**

McCrae, Barry, BSc(Hons), DipEd *Melb.*, MEd  
*Monash* (from March 2001)

Rowe, Ken, BA(Hons) *Melb.*, MSc *London*, PhD  
*Melb.*, DipGenStuds *Swin.*, TPTC *Melb.*

**Senior Research Fellows**

Forster, Margaret, BA(Hons) DipEd *LaT.*,  
MEdSt *Monash*

Harvey-Beavis, Adrian, BA *Chisholm*, MEd  
*Melb.*

McCurry, Douglas, BA(Hons) DipEd *LaT.*

Mendelovits, Juliette, BA(Hons), DipEd *LaT.*,  
MA(Eng) *Melb.* (from January 2001)

Monseur, Christian, DipTeach *Theux*, BEdSc  
*Liege*, MaAppSci *Gembloux*

Morgan, George, BSc(Hons) *UNSW*, DipEd  
*SCV*, MSc *LaT.*, MEd *Melb.*

Schulz, Wolfram, Diplom-Politique *Berlin*,  
PhD (EcoSocSci) *Rostock* (from May  
2001)

Turner, Ross, MSc, DipEd *Melb.*, DipEdPsych  
*Monash*

Wu, Margaret, BSc(Hons), DipEd, MEd *Melb.*,  
GradDipComStudies *RMIT*

Zammit, Susan, BA(Hons) *London.*, MEdSt,  
PhD *Monash*, MACE

**Research Fellows**

Anderson, Prue, BA *Monash*, DipEd *LaT.*,  
MEd Studies *Monash*

Berezner, Alla, BSc, MSc *Moscow*

Bodey, Wendy, DipT *VicColl.*,  
GradDipCompEdn *Riverina Murray*

Bryce, Jennifer, BA, BEd *Melb.*, DipArts  
*VicColl.* of Arts, MSocSci *RMIT*

Chiavaroli, Neville, BAppSci *Lincoln*,  
BA(Hons) *Melb.*, MPhil *Camb.*

Darkin, Lynne, BA(Hons) *James Cook*, DipEd *LaT*.

Farkota, Rhonda, DipTeach, BEd *Melb.*, MEdSt *Monash*

Hadlow, Barbara, BA(Hons) DipEd (to January 2001)

Hambur, Sam, BSc(Hons) *Monash*, DipEd *HIE*

Heggie, Susan, BEd *Melb.*, AMusA *AMEB* (to January 2001)

Hunt, Malcolm, BSc(Hons), DipEd, PhD *Melb.*

Le, Luc, BSc *Hue*, MEd *RMIT* (from October 2000)

Lindsey, John, BSc(Hons), PhD *Monash*, DipEd *Melb.*

Lonsdale, Michele, BA(Hons) DipEd *Melb.*, GradDip Student Welfare *Hawthorn*, MEd, PhD *LaT*.

Macaskill, Greg, BSc(Hons) *Adel.*, GradDipComStudies *RMIT*

McGregor, Margaret, BEd (Prim), MEd Studies *Monash*, TPTC *Frankston*

McQueen, Joy, BA, DipEd *Melb.*, BEd *Monash*, GradDip TESL *VicColl.*, MA *Melb.*, MACE (to May 2001)

Meiers, Marion, BA, DipEd *Melb.*, BEd, MEd *Monash*, MACE

Monseuar-Halleux, Beatrice, (from May 2001)

Murphy, Martin, BA, DipEd, MEdStds *Monash*, GradDipSocStat *Swin.* (from January 2001)

O'Connor, Gayl, BSc(Hons) *LaT.*, DipEd *Monash*, GradDipAppSc *VicColl.*

Pearn, Cath, GradDipMathEd *Hawthorn*, DipTeach *Phillip*, MEd *LaT.*, TPTC *Burwood* (to April 2001)

Raivars, Andrew, BA(Hons), DipEd, BLitt(Hons) *Monash*, GradDipMathSc *MCAE*

Recht, Eve, BA(Hons), DipEd *LaT*.

Routitsky, Alla, BSc(Hons, Math) PhD *Voronezh*, DipEd *Melb*, DipSocStats *Swin.*

Simpson, Brian, BSc, DipEd *Melb.*

Stephanou, Andrew, Laurea in Physics *Rome*, DipEd *Melb.*

Volodin, Nikolai, MSc(Stats), PhD *Tashkent* (to January 2001)

## Research Officers

Carstensen, Claus, Diplompsychologe, PhD Psych *Kiel* (from October 2000)

Greenwood, Lisa, BAppSci *Deakin*, GradDipCounsPsych *RMIT*, Assoc *MAPS*

Koomen, Marten, BEd, GradDipTechEd *Melb.*, MBA, MEd Studies *LaT.* (from December 2000)

Nolan, Kathy, BEd, DipTeach *ACU*, GradCertEdStudies (TESOL) (on leave to February 2001)

Underwood, Catherine, BA *Swin.*

Williams, Craig, BSc *Monash*, GradDip *Melb.*

Zhisong He, Martin, BSc *Guangxi*, MSc *Beijing*, (to January 2001)

## ASSESSMENT SERVICES

### Manager

Jackson, Deirdre, BA, TPTC *Monash*, TTLC, *Melb.*, Certificate Project Consulting *RMIT*

### Assistant Managers

Aldous, Cecily, BA *Melb.*, DipEd(TESL) *LaT.*

Butler, Adele, BSc(Hons) *Monash*, DipEd *Rusden*, BEd *Monash*, GradCertEduLeadership *VUT*, MEd *RMIT* (from September 2000)

### Education Consultant

Morath, John, DipEd, BEd *Melb.*, BA, MA *Monash*

### Project Management Staff

Dodds, Robyn, BA *RMIT*, GradDipSoc *LaT.*

McCormack, Silvia, BA *UWA*, GradDipEd, MA *Deakin*

Nankervis, Susan, BEd *Melb.*

### Administrative Staff

Choules, Michelle, BA(Hons) *Curtin* (from March 2001)

Davies, Sandra, BA *Swin.*, GradDip (Lib&InfSt) *Monash*, AALIA

Evans, Sandra, BA *Monash*, BAppSci *VCAH*, AdvCertIT *NMI TAFE* (from February 2001)

Haby, Kerry, BA *Monash*

Harvey, Georgia

Skinner, Heather

#### **Research Fellows**

Bibby, Yan, BEng *Shanghai*, MEng *Auck.*,  
CertIT *Newcastle*, GradDipAppFinInv  
*SIA*. (from December 2000)

Congdon, Peter, DipAppSci *VCAH*

Dick, Wendy, BA, MA *Melb.*, TPTC  
*Frankston/Monash*

Doig, Brian, BAppSci, AssocDipMath *RMIT*,  
BEd *Monash*, GradDipCompEdn *MCAE*,  
MEd *Melb.*, TPTC *Burwood*

Hill, Kathryn, BA, DipEd *TESL*, MA *Melb.* (to  
May 2001)

Post, Maarten, BSc(Hons), DipEd, BEd *LaT.*,  
MEd *Monash*, GradDip Evaluation *Melb.*  
(from May 2001)

Robbins, Frank, BSc(Hons), PhD *Melb.* (to  
January 2001)

#### **Research Officers**

Gibbins, Marisa, BAppSc *RMIT*, DipEd *Melb.*,  
(on leave from December 2000)

Glickman, Hagit, BSc MSc PhD *Jerusalem*  
(from August 2000 to April 2001)

McCormack, Silvia, BA *UWA*, GradDipEd,  
MA *Deakin*

### **POLICY RESEARCH DIVISION**

#### **Deputy Director**

Ainley, John, BSc, MEd, PhD *Melb.*, FACE

#### **Administrative Officer**

Zubrinich, Julie, BA *UWA*, BEd *Deakin*

#### **Principal Research Fellows**

Marks, Gary, BSc(Hons), MSc. *Melb.*, PhD *Qld*

McKenzie, Phillip, BEc(Hons), DipEd, MEd,  
PhD *Monash*, FACE

Splitter, Laurance, BA(Hons) *Monash*, BPhil,  
DPhil *Oxon.*, FACE

#### **Senior Research Fellows**

Cresswell, John, BSc, BEd *UWA*, MEd *UTas*,  
PhD *Curtin*

de Lemos, Marion, BSc(Hons), MSc *Natal*,

PhD *ANU*, MAPsS

Lamb, Stephen, BEd(Hons) *UTas.*, MEd, PhD,  
*Melb.* (to February 2001)

Withers, Graeme, BA *Melb.*

#### **Research Fellows**

Allan, Amanda, BEd *Victoria*, DipTeaching  
*Toorak College*, BA(Psych) *Swin.*,  
GradDip(Psych), MA(Psych) *Melb.*  
MAPsS (to March 2001)

Frijo, Tracey, BBS *LaT.*, DipEd *Bendigo*,  
GradDipAdol&Child Psych *Melb.* (on  
leave from January 2001 to July 2001)

Fullarton, Sue, BAppSci *RMIT*, DipEd  
*Monash*, GradDipMathsEd *Deakin*,  
MEdSt, PhD *Monash*

Hollingsworth, Hilary, BEd (Primary), DipT  
(Primary), PhD *Deakin* (on leave from  
December 2001)

Johnson, Trevor, BSc, *AUA*, DipT *Adel.*, MA,  
MEdSt, PhD *Flinders* (to October 2000)

McMillan, Julie, BA (Hons), PhD *UQ*

Mellor, Suzanne, BA, DipEd *Melb.*, BEd *LaT.*,  
MEdSt *Monash*, MACE

Robinson, Lyn, BA, DipEd *Monash*,  
GradDipUrbResrch&Policy *Swin.* (on  
leave to January 2001)

#### **Research Officers**

Fleming, Marianne, BSc *Melb.*, BA *Swin.*

Fleming, Nicole, BBS *LaT.*, PGradDipPsych  
*Melb.* (to December 2000)

Hillman, Kylie, BA(Hons) MEd Psych *Melb.*  
(from January 2001)

Underwood, Catherine, BA *Swin.*

### **TEACHING & LEARNING DIVISION**

#### **Head of Division**

Ingvarson, Lawrence, BSc DipEd *UWA*,  
DipEd MA *London*, PhD *Monash*  
(from January 2001)

#### **Research Fellow**

Kleinhenz, Elizabeth, BA, BEd *Melb.*, MEd  
*Monash* (from February 2001)

Semple, Anne, BSc DipEd MEd, FSTAV FACE  
(from January 2001)

## **ACER PRESS**

### **Head of Division**

Genat, Patricia, DipEd *Deakin*, GradDipLib,  
BEd *Melb.*, MBus(Mkt) *Monash* (to  
September 2000)

Morris, Deirdre, BA *ANU* (from January 2001)

### **Administrative Officer**

Thomson, Virginia, BA *Monash*, CertBusStud  
*RMIT*

### **Promotions and Marketing Coordinator**

Bonaccorso, Mara, BA (Management  
Communication) *Deakin*

### **Education Consultant**

King, John, DipPE *Melb.*, BEd *LaT.*

### **Marketing Consultant**

Smith, Barbara, BCom, DipEd, *Melb.*,  
GradDip (SecStudies) *Vic Coll.* GradCert  
(CareerCounselling) *RMIT*

### **Organisational Psychology and Human Resource Management Consultant**

Power, Marian, BA(Hons), MA(AppPsych)  
*Melb.*, GradDip Careers Educ *RMIT*,  
MAPS, MAHRI

### **Parenting Consultant**

Goldsworthy, Joanna, BA(Hons) *Oxon.*

### **Psychology Consultant**

Verbyla, Daiva, BEd *Melb State Coll.*,  
GradDipAdol&ChildPsych, MEdPsych  
*Melb.*, MAPS, MISH

### **Psychology and Human Resources Consultant, Sydney**

McColough, Melissa, BSc(Psych)Hons,  
MPsych(Applied)Hons *UNSW*, MAPS  
(to December 2000)

## **PROFESSIONAL DEVELOPMENT**

### **Coordinator**

Murphy, Sandra, BEd *Melb.*

### **Administrative Officer**

Taylor, Margaret

## **CUSTOMER SERVICE**

### **Manager**

Higgins, Christine, GradCert(Mgt) *Deakin*

Campbell, Yvonne

Gardiner, Jan

Keele, Julie, TPTC Coburg

Manuel, June

McNab, Victoria, BA, GradDipPsych *Melb.*  
(from February 2001)

Rankin, Stephanie (to November 2000)

Whitehead, Simone, DipIntTrade *RMIT*

## **STORE AND DESPATCH**

### **Manager**

O'Neill, Steven

Gilder, Peter

Matravers, Philip

Smith, Ian

## **PUBLISHING**

### **Manager**

Morris, Deirdre, BA *ANU* (to January 2001)

Watts, Alexandra, BA *Melb.*, GradDip Editing  
& Publishing *RMIT* (from March 2001)

### **Assistant**

McGinnes, Andrew, BMedia Studies *RMIT* (to  
October 2000)

Rankin, Stephanie (from November 2000)

Electronic Publishing Manager

Saubern, Ralph, BA *Melb.*, BEd *LaT.*, MTESOL  
*Monash*, CTEFLA *Holmes College*

### **Production Manager**

Seddon, Roger

### **Senior Editor**

Cantrill, Siobhan, BA *Sydney*, Dip Editing &  
Publishing

## **CORPORATE SERVICES DIVISION**

### **Director of Corporate Development**

Moore, Robert, BCom *Melb.*

### **Human Resources Coordinator**

McSweeney, Fiona, BA(Hons) *Melb.*, GradDip  
IR/HRM *RMIT* (on leave from  
November 2000)

Blumson, Julie, DipTeach *MPColl.*, GradDip  
*Chis.*, GradDip HR, MBA *Deakin* (from  
December 2000)

### **Human Resources Officer**

Matar, Sarah, BBus (IR/HRM) *RMIT* (from September 2000)

### **Facilities and Services Coordinator**

Marshall, Lexie

### **Receptionists**

Coyne, Meg

Lowry, Ann

Millar, Vicki

Richter, Beatrice

## **CORPORATE COMMUNICATIONS**

### **Corporate Communications Manager**

Kosmopoulos, Petros, BA, *RMIT*, GradDipEd (Sec.) *Deakin* (from June 2001)

## **COMMUNICATIONS AND PROJECT PUBLISHING**

### **Manager**

Robinson, Julia, BA(Journ.) *RMIT*, GradCert(Mgt) *Deakin* (on leave from June 2001)

### **Project Publishing Coordinator**

Rigby, Caroline

### **Senior Desktop Publishing Officers**

Roberts, Tracey, BSc(CompSci) *Melb.* (to October 2000)

Murray, Susanna (to November 2000)

Bannon, Brian, Dip Print Mgt *Dublin* (from December 2000)

### **Desktop Publishing Officer**

Locock, Gloria

## **CUNNINGHAM LIBRARY**

### **Manager**

Findlay, Margaret, BA *VicColl.*, AALIA

### **Senior Librarians**

Gifford, Anna, BA, GradDip Librarianship & Info Studies, *Melb.* (from February 2001)

Haby, Steven, BSocSci *RMIT* (on leave from January 2001)

Kowarsky, Tamara, BSc. *UWA*, GradDipLib *WAIT*

### **Librarians**

Hughes, Stuart, BA(Hons) *Otago*, MA *Monash*, AALIA

Psiliakos, Lula, BBus *RMIT*, AALIA

### **Library Technicians**

Ashfield, Cheryl, AssocDipAppSocSci (Lib&InfSt) *Box Hill TAFE*

Brinson, Laura, AssocDipAppSocSci (Lib&InfSt) *Swin.*

## **INFORMATION TECHNOLOGY**

### **Manager**

Guzowski, Andrew, MSc EEng *WUT*, CPEng, *MIEAust*

Scott, Corey, BEng(Hons, Software Systems) *RMIT*

Hare, John

Nguyen, Daryl, BIS *Monash*

Chan, Phooi, BComp(Hons) *Monash* (from December 2000)

Nguyen, Hoai, BCompSci *Monash* (from February 2001)

Owers, Patricia (to January 2001)

## **PROJECT SERVICES**

### **Manager**

Carrigan, Jim, MEI *Swin.* (from January 2001)

Buckley, Carole

Cowhey, Pauline

Prain, Stewart, BDesign(Industrial Design) *Swin.*

## **RECORD SERVICES**

### **Manager**

Fraser, Simon

Bonning, Judy

### **Despatch**

Evans, David

### **Photocopying Services**

Koglin, Dianne

### **Cleaning Services**

Skiadopoulos, Marina

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