

# Victorian Institute of Teaching

*Promoting the profession of teaching in Victoria*



ANNUAL REPORT 2004

1 July 2003 – 30 June 2004



# Letter of transmittal

28 September 2004

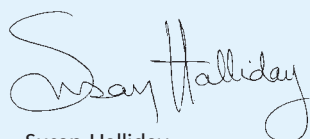
The Hon. Lynne Kosky, MP  
Minister for Education and Training  
2 Treasury Place  
East Melbourne Victoria 3002

Dear Minister

I am pleased to submit the annual report of the Victorian Institute of Teaching (the Institute) in accordance with the *Financial Management Act 1994* and the *Victorian Institute of Teaching Act 2001*.

I wish to thank my colleagues on the Institute Council, Institute staff and Victoria's teachers and principals for their positive contribution to our society and the way in which they make a difference to the lives of Victorian students.

Yours sincerely

A handwritten signature in dark ink, reading 'Susan Halliday'. The signature is fluid and cursive, with the first name 'Susan' and last name 'Halliday' clearly distinguishable.

Susan Halliday  
Chairperson



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The Institute welcomes feedback from the profession and the community and can be contacted:

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Susan Halliday  
Chairperson  
*Victorian Institute of Teaching*



This past year has been a great success for both the Victorian Institute of Teaching and the teaching profession itself. There is much to celebrate and there are many to thank.

Tasked by law to register and promote the profession, the Institute has made significant progress due to the exceptional and consistent work of the Council, the Secretariat, and the many thousands of teachers, principals and teacher educators, who have worked in different ways to position the Institute to deliver on its priorities and obligations.

In addition, support from a wide range of stakeholder groups, parents generally, and the community at large, has with confidence placed the profession itself at the helm, when it comes to navigating the way forward.

With some 92,000 professionals on board, equitable practices guaranteed by the Institute, and a motivated profession that rightfully boasts a wealth of talent and experience – the future looks bright for the students of Victoria.

On behalf of the Institute Council I would like to thank everyone who has worked with the Institute over the past year. Our 'learning journey' has been most worthwhile, not to mention personally satisfying for many who were interested in giving something back to the profession, which has given them so much.

A handwritten signature in black ink that reads "Susan Halliday". The signature is fluid and cursive, with the first name "Susan" and last name "Halliday" clearly legible.

Susan Halliday

Andrew Ius  
Chief Executive Officer  
Victorian Institute of Teaching

## A year of consolidation and a year of change

On 1 July 2003, six months after the Institute was fully established, the tasks to consolidate the operation seemed daunting indeed. When I look back over the past year and contemplate the road the Institute has travelled, I am enormously pleased by what has been accomplished.

The core business of the Institute, the registration of Victoria's more than 92,000 teachers, has been achieved. More sophisticated information systems and human resources management have improved the quality of the Institute's operations. Faster processing of applications has meant that at the start of the 2004 school year, principals were able to confidently appoint beginning teachers registered by the Institute. A new secure online facility introduced in January 2004 provided principals with instant and up-to-date information about the registration status of teachers at their school or of teachers they wished to employ. The Institute has also been able to provide improved services to teachers seeking advice and information about registration.

The policy imperatives for the Institute in 2003–04 were to establish the standards of professional practice for full registration and develop an induction program that would help beginning teachers meet the standards at the end of their first year of teaching.

The Standards of Professional Practice for Full Registration were approved by the Minister for Education and Training in November 2003. The induction support program for provisionally registered teachers has been implemented in 2004. This program has been greeted with almost universal endorsement from all sectors of the education community. The success of the program can also be measured by the fact that for the first time in Victoria, all beginning teachers experience a common induction program and meet a common set of professional standards to gain full admission to the profession.

The stand-out achievement for the Institute and for the profession in Victoria, has been the emergence of a new professional culture among teachers. This is evident in the responses of both new and experienced teachers to the Institute's state-wide programs. The assumptions of this culture are threefold: i) that teaching is a constantly evolving, complex and dynamic professional activity, ii) that professional learning extends far beyond graduation and iii) all teachers have a collective responsibility for the growth of their colleagues and of their profession.

There is still more work to be done to establish institutional hallmarks for professional recognition, however significant and positive steps have been taken.



Andrew Ius



# Overview of the Victorian Institute of Teaching



*Beverley Fegan, Assistant Principal, Altona Primary School*

## Establishment

The Institute was established as a statutory authority under the *Victorian Institute of Teaching Act 2001* (the Act) and became fully operational on 31 December 2002. Its purpose is to recognise, promote and regulate the teaching profession in Victoria.\*

Reporting to Parliament through the Minister for Education and Training, the Institute is the sole registration authority for all Victorian school teachers whether they are employed in government or non-government schools.

The Council of the Institute administers the Act in the public interest to ensure that students in Victorian schools are taught by teachers who meet the highest professional standards.

The functions of the Institute provide a regulatory framework for teacher professionalism by:

- accrediting pre-service teacher education courses to ensure teachers receive the best possible preparation for teaching
- approving for registration only those teachers who meet the Institute's qualifications requirements and criteria for fitness and competence.
- supporting provisionally registered teachers to meet the Standards of Professional Practice for Full Registration on completion of their first year of teaching
- supporting the professional development needs of teachers to ensure they maintain high standards of professional practice throughout their teaching career

\* References to the teaching profession and to registered teachers throughout this report include school principals.

- investigating instances of serious misconduct, incompetence and the continued fitness to teach of a registered teacher and where appropriate, imposing sanctions, including the deregistration of a teacher.

The Institute's work is linked directly to these Government goals for school education in Victoria to:

- improve the standards of literacy and numeracy in primary schooling
- increase the percentage of young people successfully completing Year 12 or the equivalent.

## Governance

The *Victorian Institute of Teaching Act 2001* (the Act) was passed by the Victorian Parliament in November 2001. The establishment of the Institute has created a single registration authority for all Victorian school teachers. When the Teachers' Registration Board was abolished in 1992, teachers working in government schools were not required to be registered. Teachers employed in Catholic and independent schools however were required to be registered with the Registered Schools Board. Registration with either of these bodies was effectively 'for life' and did not require payment of an application fee or annual registration fee.

The establishment of the Institute has meant that from 1 January 2003, the Institute takes responsibility for the registration of teachers in both government and non-government schools. The Registered Schools Board continues its responsibility for the registration of non-government schools.

Registration with the Institute is now a legal requirement for teachers and principals working in Victorian schools. The establishment of the Institute brings teaching into line with other professions which are regulated, such as medicine, nursing and law.

The main purpose of the Act set out in section 1 is to recognise, promote and regulate the teaching profession by –

- providing for the registration of teachers in schools in Victoria
- regulating the conduct of those teachers
- providing a procedure for handling complaints about teachers registered or permitted to teach under this Act.

## Functions

The functions of the Institute set out in section 5 of the Act are to:

- recognise and promote the profession of teaching and regulate members of the teaching profession;
- approve teacher education courses that will lead to qualifications or competencies in teaching that satisfy the requirements for registration as a teacher;
- recommend for the approval of the Minister

qualifications, criteria and standards for the registration and renewal of registration of teachers in schools in Victoria;

- develop, establish and maintain standards of professional practice for entry into the teaching profession and for continuing membership of the profession;
- grant registration or permission to teach in Victorian schools;
- issue certificates of registration to those teachers who are registered to, or have permission to, teach in schools in Victoria;
- maintain a register of teachers who are registered to, or have permission to, teach in schools in Victoria;
- develop, maintain and promote a code of conduct for the teaching profession;
- investigate the conduct, competence and fitness to teach of registered teachers and impose sanctions where appropriate;
- develop and maintain a Professional Learning Framework to support and promote the continuing education and professional development of teachers;
- undertake professional development programs and activities in relation to the functions of the Institute;
- undertake and promote research about teaching and learning practices;
- advise the Minister about any matters concerning teachers including the professional development needs of teachers;
- prepare for the approval of the Minister a strategic plan and an annual business plan of the Institute;
- perform any other function conferred on the Institute by this or any other Act.

## Key relationships

The Institute is required to give due regard to any advice given by the Minister for Education and Training in relation to its powers and functions.

Based upon the Council's recommendations, the Minister:

- approves the qualifications, criteria and standards for the registration and renewal of registration of teachers in Victorian schools
- approves a strategic plan and an annual business plan of the Institute
- fixes the registration fees for a period of 12 months, and may amend or vary the fee at the end of that period
- nominates nine of the Governor-in-Council appointments to the Institute Council including the Chairperson.

The Minister has an obligation under Section 5, Subsection (2) of the Act to only approve qualifications, criteria and standards for registration or renewal of registration, that have been recommended by the Institute.

## The Council of the Institute

The Council of twenty members comprises:

- ten elected members (eight teachers and two principals) elected by teachers and principals
- nine members including the Chairperson, as ministerial nominees for Governor-in-Council appointment
- the nominee of the Secretary of the Department of Education & Training (DE&T).

Eight of the ministerial nominees to the Council are appointed following consideration of names submitted by bodies and organisations with professional interests relevant to the remaining categories of Council membership. The categories are:

- Teacher (3)
- Principal (1)
- Parent (1)
- Persons representing employers of teachers (2)
- Person with experience or expertise in preparing people to be teachers.

All members of the Council hold office for three years and are eligible for re-election or re-appointment.

## Structure and Operations

The Secretariat of the Institute provides advice and reports to the Council on:

- pre-service teacher education courses which prepare teachers for entry to the profession
- the assessment of applications for registration
- standards of professional practice for entry to, and continuing membership of the profession

- the professional development needs of registered teachers
- disciplinary procedures as set out in Part 4 of the Act
- a Code of Conduct for teachers
- accounting policies, practices and reporting
- governance
- internal and external audit
- risk management
- personnel policy.

## Chief Executive Officer

Mr Andrew Ius is the Chief Executive Officer responsible to the Chairperson of the Institute for the effective and efficient implementation of the Council's decisions.

### Staff

The Chief Executive Officer oversees the operation of five administrative branches:

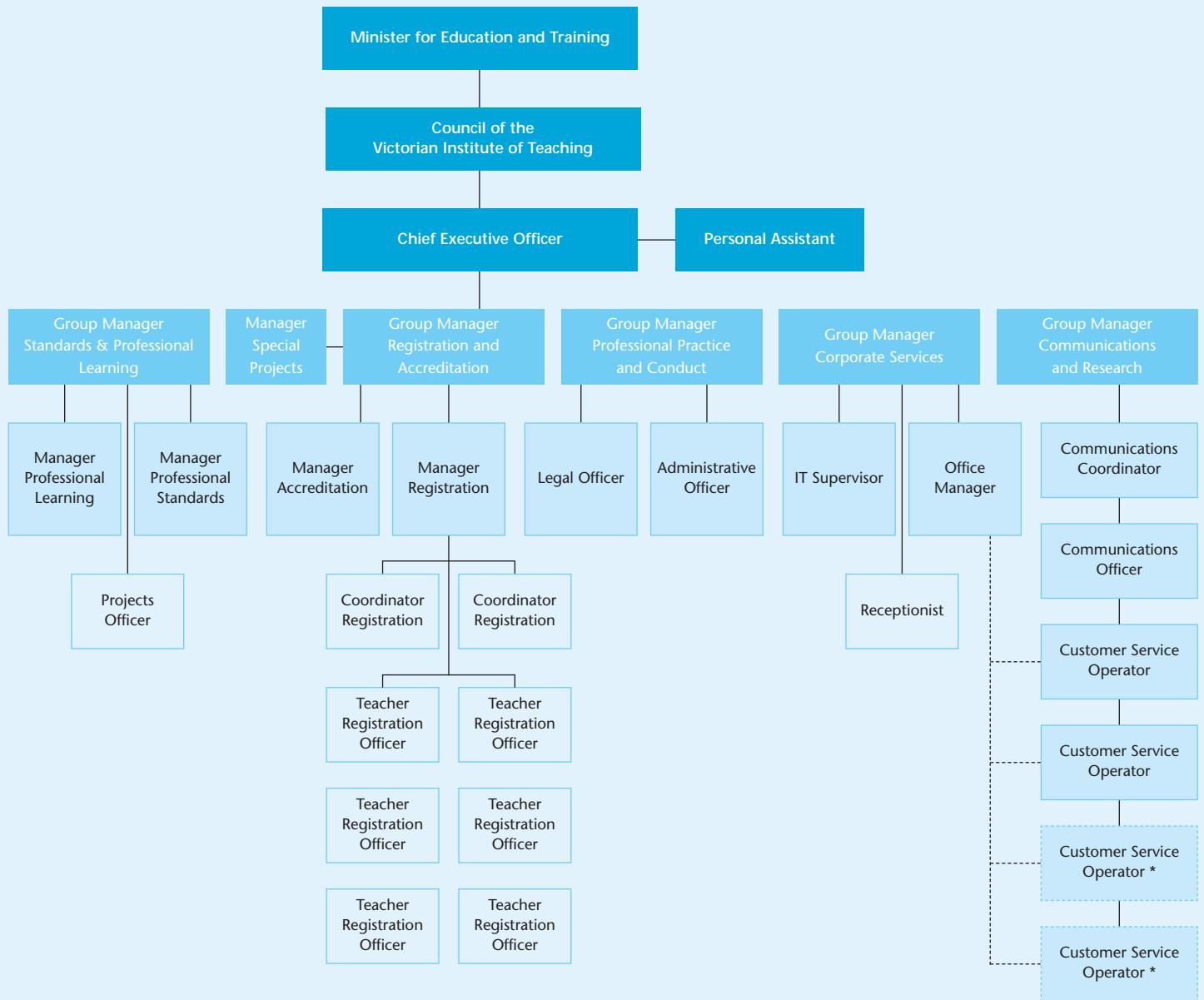
- Registration and Accreditation Branch
- Standards and Professional Learning Branch
- Professional Practice and Conduct Branch
- Communications and Research Branch
- Corporate Services Branch.

### Offices

The Institute secretariat is located on Level 13, Transport House, 589 Collins Street, Melbourne.

The Institute is committed to providing safe and secure space for staff and visitors, and full compliance with the provisions of the *Building Act 1993*.

# Organisation Chart for the Victorian Institute of Teaching



\* Dotted outline indicates position is currently filled by short-term contract staff.

# At a glance

This overview of the Institute's achievements demonstrates performance against objectives which target the Institute's core purpose to recognise, promote and regulate the teaching profession.

Objectives	Achievements	Outlook
<b>Registration and Accreditation</b>		
Maintain the teachers' public register.	Applications for registration processed at faster rate.  Review of Permission to Teach underway.	Continue to streamline and improve registration services.  Implement the new Permission to Teach policy.  Further develop the Teachers' Register to include qualifications and consider areas of professional expertise to be recognised by the Institute.
Assess and approve pre-service teacher education courses.	Undertook cyclical reviews of six courses which were approved, and approved two new courses.	Finalise development of new guidelines for approval of pre-service teacher education courses.
<b>Standards and Professional Learning</b>		
Develop, establish and maintain standards of professional practice for entry to the teaching profession and continuing membership of the profession.	Finalised Standards of Professional Practice for Full Registration including consultation with 10,000 teachers.  Developed and implemented an induction support program for all provisionally registered teachers.	Implement, for all beginning teachers, a process for meeting or exceeding Standards of Professional Practice for Full Registration.  Introduce policy for implementation of standards of professional practice for renewal of registration.
Develop and maintain a Professional Learning Framework to support and promote the continuing education and professional development of teachers.	Finalised standards for graduating students to review and revise guidelines for approval of pre-service teacher education courses.	Develop a Professional Learning Framework.
<b>Professional Practice and Conduct Branch</b>		
Implement procedures to conduct inquiries into a registered teacher's serious misconduct, serious incompetence or fitness to teach.	Developed fair and transparent procedures for conducting inquiries into a teacher's conduct, competence or fitness to teach.	Greater efficiencies resulting from formal and informal hearings taking place on premises.
Develop a Code of Ethics and Code of Conduct for the teaching profession.	Commenced the process for developing a Code of Ethics and Code of Conduct.	Present to teachers a Code of Ethics and a Code of Conduct.
<b>Communications and Research</b>		
Ensure teachers and principals receive current, comprehensive information about registration and policy.	Produced four editions of <i>iteach</i> .  Managed communications to principals, teachers and the education community via the teachers' and principals' <i>hotlines</i> , Institute mailbox, Principal Circulars, the Institute website and formal correspondence.	Establish a new website and intranet.
Raise the profile and status of the teaching profession in the community.	Promotion of 2003 World Teachers' Day.	A targeted communications strategy to raise the profile of the teaching profession based upon the outcomes of market research.
<b>Corporate Services</b>		
Ensure support in the areas of financial management, information and communications technology systems.	Implemented further improvements to VITIS.	Assist the Audit Committee to become fully functional.
Maintain the Institute's operating base.	Initiated Victorian Government's Financial Compliance Framework.	Further develop the Institute's specific financial, administrative and resource policies and procedures.



# INSTITUTE COUNCIL MEMBERS



**Susan Halliday**  
Chairperson



**Nicholas Abbey**  
President, Kingsbury Primary School  
Council and President, Macleod  
Prep-12 College Council



**Tony Bugden**  
General Manager, Human Resources  
Division, Department of Education  
and Training



**Pepe Gillies**  
Braybrook College



**Terry Hayes**  
Executive Officer, Council of Professional  
Teaching Associations  
of Victoria (CPTAV)



**Marilyn Mooney**  
Casual replacement teacher



**Stephen Newton**  
Principal, Caulfield Grammar School

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**Maureen Ryan**  
Victoria University



**Garry Salisbury**  
Echuca Secondary College



**Heather Schnagl**  
Principal, Ivanhoe Girls Grammar  
School



**Carolyn Clancy**  
Cambridge Primary School



**Jean Cooke**  
Princess Elizabeth Junior School  
for Deaf Children



**John Fry**  
Lalor North Secondary College



**Debra Punton**  
Principal, St Elizabeth's School



**Margaret Ricardo**  
St Agnes Primary School



**Peter Ryan**  
Regional Manager, Catholic Education  
Office, Melbourne



**Jan Sherry**  
Casual replacement teacher



**Julia Wake**  
Catholic College, Sale



**Kerry Willcox-McGinnes**  
St Anthony's School, Alphington

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# SUMMARY OF FINANCIAL POSITION

## Reporting Period

This financial report and accompanying notes are for the financial year 1 July 2003 to 30 June 2004. Financial data provided for previous year comparisons refer to the period 20 June 2002 to 30 June 2003 as the Minister for Finance approved an extension of the 2002–03 reporting period, given the date the Institute commenced operations.

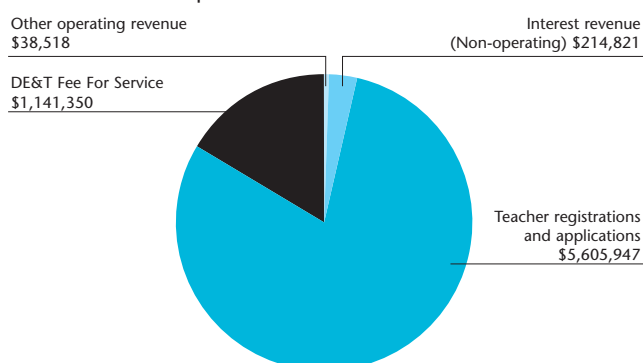
Further, as teacher registration commenced 31 December 2002, the previous annual report only shows a half year of registration revenue (January to June 2003), whereas the current 2003–04 period records a full year of registration revenue.

## 2003–04 results

	2003–04 \$'000
<b>OPERATIONS</b>	
Operating revenue	
Registration and application fees	5,606
Fees from Department of Education & Training	1,141
Other	39
<b>Total operating revenue</b>	<b>6,786</b>
Operating expenses	5,131
<b>Operating Surplus</b>	<b>1,655</b>
Non-operating revenue from ordinary activities	215
<b>Surplus from ordinary activities</b>	<b>1,870</b>
<b>FINANCIAL POSITION</b>	
Current assets	5,911
Non-current assets	266
<b>Total Assets</b>	<b>6,177</b>
Current liabilities	3,272
Non-current liabilities	304
<b>Total Liabilities</b>	<b>3,576</b>
<b>Net assets</b>	<b>2,601</b>
<b>Total Equity</b>	<b>2,601</b>

Total revenue for the year was \$7,000,636 of which \$6,785,815 was operating and \$214,821 non-operating. As this is the second year of the Institute's operations, there was no additional revenue from establishment grants.

Total revenue comprises

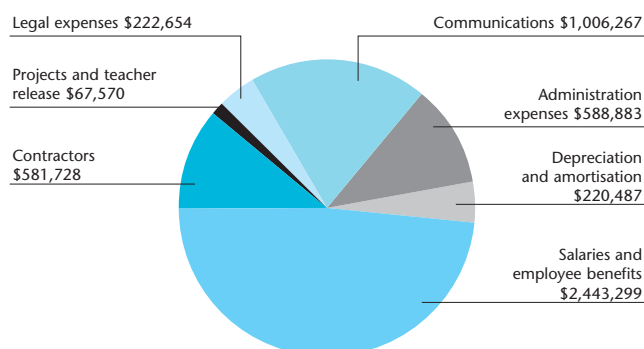


The \$5,605,947 in teacher registration and application revenue comprises six months of registration fees (July – December 2003) brought forward from the 2003 cycle of payments and six months of registration fees (January – June 04) from the 2004 cycle of fees. The balance of the 2004 registration fees (July to December) are registration fees paid in advance and will be recognised as revenue in 2004–05.

The scale of registration and application fees charged for 2004 remained unchanged from 2003.

Some of the funds from the establishment grant received from the Department of Education & Training in 2002–03 were applied in 2003–04 but were required to be recognised as revenue in 2002–03, as stated in the previous annual report.

Expenses for the year totalled \$5,130,888 and comprised:



The Institute is now the direct employer of its staff rather than seconding a significant number of staff from the Department of Education & Training. This was implemented in January 2004 and, at the same time, a number of additional personnel were appointed to fulfil the Institute's staffing profile and provide internal resources to replace some functions previously undertaken by contractors.

The net result for 2003–04 was a surplus of \$1,869,748.

## The future

The 2003–04 surplus is still not seen as being a typical result for the Institute. While this year reports a full year of registration and application fees revenue, no increase, even for CPI indexing, has been passed on. Further expenditure has yet to reach full operating levels, particularly in terms of legal expenses and accommodation.

The Institute has been constrained in its current premises at Transport House. There has been no capacity to conduct hearings on the premises and the Institute has had to rely on hiring venues. There has been a lack of meeting rooms to conduct Institute business and the working and storage space for staff has become severely limited.

For the above reasons, the Institute is planning to move to alternative, larger premises in the first half of the 2004–05 year. This will double the current available space, obviously impacting on accommodation expenses. The move will provide not only sufficient meeting space to hold Council meetings on site but also a dedicated hearing room. It is expected that the hearing room will allow an increased number of cases to be addressed, with a consequent increase in associated legal fees.

The relocation to new premises will allow the review and upgrade of telephony services, improving both efficiency and level of service. The equipment required will result in an increase in capital expenditure and/or leasing costs.

The Institute will be negotiating its own, specific enterprise bargaining agreement and it is expected that salary rates will increase as has occurred in all other such agreements within the Victorian government sector.

The budget planning for 2004–05 indicates a moderate surplus.



# Registration and Accreditation



Cynthia Merrill,  
Group Manager, Registration  
and Accreditation



Kate Kelly, teacher, Siena College

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## Unit Objectives:

The objectives of the Registration Unit are:

- to maintain the Register of Teachers
- to administer relevant policies supporting a contemporary standards based registration system for entry to and continuing membership of the teaching profession.

## Achievements

Improved processing of registration applications

During the last twelve months, the Registration Unit has undertaken a review of its performance, restructured its operations and further developed the professional skills of all Registration Officers.

Improved case management and assessment capacity has resulted in applications for registration being processed at a faster rate.

At 30 June 2004, the Registration Unit had processed 10,489 applications of which 10,060 were approved. This included applications from:

- 1,298 teachers with overseas qualifications
- 1,014 teachers with interstate qualifications.

The Institute registered 358 teachers under the Commonwealth Mutual Recognition Act.

The graduate application program streamlined

To streamline the application process for graduating teacher education students, Institute staff visited all Victorian universities in the latter

half of 2003 to distribute application forms and explain the registration process. Registration officers subsequently returned to the universities at a later date to collect the completed forms and documentation.

This process assisted the Institute's registration team to ensure that as much data as possible was entered onto the database in readiness for the receipt and assessment of final academic results and consideration by the Institute Council.

Four of the eight Victorian universities provided graduate academic records directly to the Institute during December and January. This enabled the Institute to process a greater number of applications in the period prior to the first day of school in 2004.

The Institute was able to register 2530 teachers between 19 December 2003 and the first school day in 2004 as a result of these processes. The Registration Unit is working to improve this performance for graduating teacher education students intending to start teaching in 2005.

### Moving from provisional to full registration

New teacher graduates must complete up to a year of provisional registration before they are fully registered by the Institute. This period gives new teachers time to develop their professional practice and time to be supported with appropriate induction and mentoring by experienced teachers. The Supporting Provisionally Registered Teachers Program is outlined in the report of the Standards and Professional Learning Branch on p16.

The Registration Committee approved the full registration of 2,969 provisionally registered teachers in 2003–04.

One hundred and one experienced teachers were able to provide evidence of having met the standards for full registration at the time of application and were granted immediate full registration. This is in addition to the 201 teachers who gained immediate full registration under Mutual Recognition provisions.

**Building relationships with other education bodies – Victorian Tertiary Admissions Centre (VTAC)**  
During 2003, VTAC officers worked with senior assessment staff of the Institute to provide subject area assessments for applicants to postgraduate teacher education courses. Institute and VTAC officers are currently discussing the possibility of this work being undertaken exclusively by the Institute in the future. Until these negotiations and processes are finalised, the Institute will continue to provide assistance to VTAC as it did in 2003.

### Seal of approval from *CrimTrac*

All applicants for registration, including new graduates and teachers from interstate and overseas, wishing to teach in Victoria are required

by the Institute to undergo a criminal record check. Criminal record checks are carried out on behalf of the Institute by *CrimTrac*, an agency established by the Commonwealth Government to facilitate Australian Police Services' access to national law enforcement information systems. In May 2004, the Institute underwent a successful audit by *CrimTrac* of its confidentiality and administrative procedures.

### New service for registered casual relief or emergency teachers

In 2004, the Institute has introduced a criminal record checking service for registered teachers, particularly casual relief teachers not attached to a school. Once a satisfactory criminal record check has been completed, teachers are issued with a new registration card bearing the letters CRC.

### Improved services to principals and employers: Vitonline

Since January 2004, principals have been able to access a secure Internet based online facility *Vitonline* which enables them to instantly check the current registration status of teachers at their school and of teachers they may wish to employ. Further initiatives are under way to extend the facility to other stakeholders such as teacher employment agencies.

## Review of registration policy in relation to Permission to Teach

A comprehensive review of the policy for granting the Institute's Permission to Teach commenced in 2003. A Discussion Paper and Draft Policy were distributed to interested stakeholders seeking their input to the review. The new policy will be implemented for the start of the 2005 school year.

## Building the Teachers' Register

The *Victorian Institute of Teaching Act 2001* requires that the Institute develop and maintain a public register of teachers that includes the teacher's registration status and category of registration, the registration number, the teacher's qualifications, the professional expertise recognised by the Institute and the date of registration. The full register is still being developed. The current version includes the teacher's name, registration number, registration status and category of registration. During the next twelve months the Council will consider means to incorporate teachers' professional expertise.

The public register of teachers is available during office hours at the Institute's office at Level 13, 589 Collins Street, Melbourne and after 25 October 2004, at Level 24, 570 Bourke Street, Melbourne.

## Suspension of teachers' registration

Registration is a condition of employment as a teacher in any Victorian school. To maintain registration, teachers must pay an annual registration fee or seek a waiver of the fee. If this fee has not been paid by the invoiced due date, the legislation requires that the teacher's registration be suspended.

During the reporting period, the Institute suspended the registrations of 1133 teachers for failure to pay the fee. Suspension of a teacher's registration may be revoked where the teacher provides a statutory declaration indicating a reasonable excuse for not having paid the fee and either pays the fee or successfully applies for a waiver of the fee under the Institute's waiver policy. The Institute revoked the suspensions of 65 teachers within the reporting period.

## Registration refusals

During the twelve months to 30 June 2004, 155 applicants had been refused registration by the Institute Council. These refusals were determined on a number of grounds including:

- insufficient qualifications
- no professional studies in education
- lack of fitness to teach
- insufficient competence in the English language.

Applicants whose registration has been refused may seek a review of the decision not to grant registration.

## Victorian Civil and Administrative Tribunal (VCAT)

At 30 June 2004, three persons had appealed to VCAT against decisions of the Institute to refuse their applications for registration. One appellant withdrew the appeal prior to the hearing, the second appellant's case was unsuccessful and the third case is yet to be heard.

### Total Number of Teachers Registered by Category as at 30 June 2004

Full Registration	82,161
Provisional Registration	6,284
Permission to Teach	
Division 1	45
Division 2	2,641
Division 3	84
Division 4	451
Total Registered Teachers	91,666

These numbers include teachers who were deemed registered as well as those who have been granted registration since 31 December 2002.

FIGURE 1

Age and gender breakdown of registered teachers as at 30 June 2004.

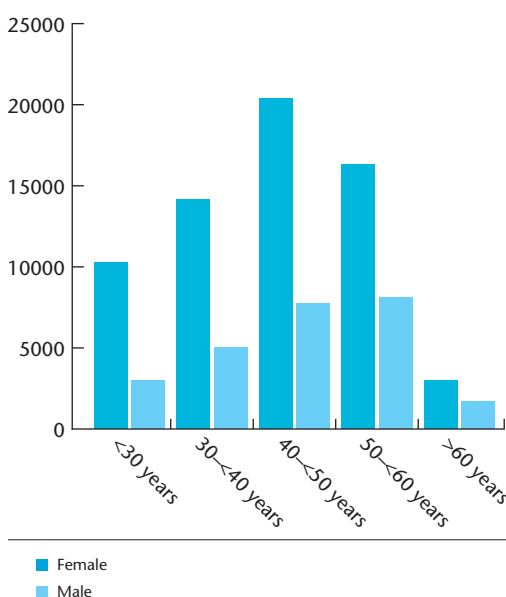


Figure 1 above illustrates the age and gender breakdown of these registered teachers. Overall, 28.5% of registered teachers are male. This compares with 26.1% of new graduate applications received in the reporting period coming from male teachers.

During the twelve months to 30 June 2004, 4337 teachers were approved for 'inactive' registration for periods of up to two years under the Institute's Waiver Policy. During this period they will not be teaching in Victoria.

### 2004 Registration Fees

Annual registration fee	\$60
Registration application fees	
Applicants with Victorian qualifications	\$35
Applicants with interstate or overseas qualifications	\$55

Under section 81 of the Act, the Minister must fix the fee for a period of 12 months and may amend or vary the fee at the end of that period.

*Jean Cooke chairs a meeting of the Registration Committee supported by secretariat staff*



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## Registration Committee

The Registration Committee manages the business of registration on behalf of the Institute Council. Its major functions are to develop and implement policy underpinning the different categories of registration, and to make recommendations to the Institute Council on applications for provisional and full registration and applications for permission to teach.

This hard working committee comprises teachers and employers, representative of all relevant sectors: primary, secondary, special, Catholic, independent and government. The committee operates with professional support from officers of the Registration Unit.

Meetings of the Registration committee are held at least monthly. In the 2003–04 year, the committee met fourteen times at the Institute's offices and conducted a further 26 meetings through an electronic meeting format.

### The Registration Committee

Jean Cooke (Chair)	Teacher, Princess Elizabeth Junior School
Robert Adams	DE&T
Carolyn Clancy	Teacher, Cambridge Primary School
Terry Hayes	Executive Officer, Council of Professional Teaching Associations of Victoria
Stephen Newton	Principal, Caulfield Grammar School
Tony O'Meara	Catholic Education Office
Janet Sherry	Teacher – Independent Sector
Julia Wake	Teacher, Catholic College Sale

### Registration Unit Staff

Group Manager Registration and Accreditation Branch	Cynthia Merrill
Manager Registration	Bruce Stephens
Registration Coordinators	Rosalind Fournier Sue Stafford
Registration Officers	Marie Landini Shehan Ahlip Nicki Chaperon Kirsty Iversen Ross Mackinnon Sarah Mead Beth Woolley

## Outlook for 2004–2005

In 2004–2005 the Registration Unit will:

- implement the new Permission to Teach Policy
- continue to develop the expertise and professional skills of members of the registration team
- continue to provide better service to registered teachers and applicants for registration
- start work on the further development of the Teachers' Register to include teachers' professional qualifications
- continue to develop the Institute's relationships with universities and other stakeholders
- make the online register accessible to a wider range of stakeholders
- continue to support and participate in the development of a national qualifications assessment database.

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### Registration Unit staff

*L–R Back: Kirsty Iversen, Beth Woolley, Cynthia Merrill, Ross McKinnon, Nicki Chaperon, Sue Stafford, Bruce Stephens, Maria Marazita*

*L–R Front: Teresa Fiore, Marie Landini*



## Accreditation

### Preparing a First Class Teaching Profession

The Accreditation Unit operates within the Registration and Accreditation Branch of the Institute and provides advice to the Accreditation Committee of the Institute Council.

### Unit Objectives

To ensure graduating teachers are well prepared to enter the teaching profession, by working with the profession and with universities in the development of high quality pre-service teacher education courses.

### The Accreditation Committee

The Accreditation Committee was set up under section 72 of the *Victorian Institute of Teaching Act 2001* to assess and approve pre-service teacher education courses for the purposes of teacher registration. The Institute Council approves the standards and guidelines that the committee uses to assess and approve these courses.

Members of the Accreditation Committee come from primary and secondary schools in government, Catholic and independent sectors; from university faculties of education; or come as employer representatives or parents. The Accreditation Committee has a majority of registered teachers. Since July 2003, the committee has been expanded to include more teachers and to involve all Victorian universities. This increased membership has given all stakeholders the opportunity to be better involved, easing the workload on individual members. Each course review involves two to four committee members.

*Committee members Anne-Maree Dawson (L) and Debbie Corrigan at an Accreditation meeting*

### Accreditation Committee Members

Debra Punton (Chairperson), St Elizabeths School  
Nicholas Abbey, Kingsbury Primary School Council & Macleod Prep-12 College Council  
Lawrence Angus, University of Ballarat  
Helen Astarte, Department of Education & Training  
Stephen Bhogal, Geelong Grammar School  
Diane Bourke, Melbourne Girls Grammar  
Debbie Corrigan, Monash University  
Anne Maree Dawson, Australian Catholic University  
Bill Eckersley, Victoria University  
Stephen Franzi-Ford, Association of School Councils in Victoria  
Pepe Gillies, Braybrook Secondary College  
Dale Hendrick, Bass Valley Primary School  
Peter Kelly, Our Lady of Sion College  
Geoff MacLeod, Glen Waverley Secondary College  
Karen Malone, RMIT University  
Bernie Neville, La Trobe University  
Robert Newton, Heatherhill Secondary College  
Robert Pyers, Red Earth Cluster, Melton  
Margaret Ricardo, St Finbars Primary School  
Pamela Siostrom, Fairfield Primary School  
Christine Ure, University of Melbourne  
Mary Walker, Templestowe Heights Primary School  
Julia Walsh, Deakin University  
Sylvia Walton, Tintern Grammar Schools  
Amanda Watson, University High School



*Ruth Newton,  
Manager, Accreditation*

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## The Accreditation Process

The Accreditation Committee assesses and approves pre-service teacher education courses in Victoria on a cyclical basis. All courses are reviewed over a five-year period. New courses are approved before the students commence studies.

When universities apply to the committee for course approval, they provide documents that describe the course and indicate how the course will prepare graduates in accordance with the guidelines laid down by the Institute. A Committee Review Panel examines the documents provided and then raises questions or issues for discussion with university representatives. Aspects of the course may be changed to ensure that the guidelines are better met.

The Review Panel puts its recommendation to the Accreditation Committee for approval. The committee may call for further discussion with university representatives. If the committee intends to refuse an application, the university is given the opportunity to provide further evidence or to revise its application.

### Courses reviewed and new courses approved

In the period from July 2003 to June 2004, the committee undertook cyclical reviews of six courses which were approved:

- Bachelor of Education, La Trobe University, Bendigo and Mildura campuses
- Bachelor of Education, RMIT University
- Bachelor of Education (Early Childhood), Charles Sturt University, Albury campus
- Bachelor of Teaching, The University of Melbourne
- Graduate Diploma of Education (Primary), RMIT University

- Graduate Diploma of Education (Secondary), RMIT University

During the same period, the committee also approved two new courses:

- Bachelor of Arts/ Bachelor of Arts Education, La Trobe University
- Bachelor of Education (K-12 Middle Schooling), Charles Sturt University, Albury campus

On request, the Accreditation Committee may also review and endorse teacher education courses that further qualify teachers in specialist areas. Since July 2003, the committee has reviewed and endorsed the Deakin University Bachelor of Education – Mathematics Conversion program as a suitable program for qualified secondary teachers to become teachers of mathematics.

A regularly updated list of all currently approved courses is available on the Institute's website at [www.vit.vic.edu.au](http://www.vit.vic.edu.au).

## Developing new guidelines: the Future Teachers Project

The committee currently applies the standards developed by the former Standards Council of the Teaching Profession as interim standards for the accreditation for pre-service teacher education courses. These standards are documented in the following publications available on the Institute's website:

- *Guidelines for the evaluation of teacher education courses, SCTP, 1999*
- *Interim guidelines for the expectations of courses specifically preparing teachers for the middle years, 2001*
- *Specialist area guidelines, DE&T, 2002.*

*Kathy Liley, (L) Accreditation Manager until January 2004, with Debra Punton, (R) Chairperson of the Accreditation Committee*



The Future Teachers Project has been undertaken to assist the Institute develop new standards, guidelines and processes which will replace the interim standards. The Accreditation Committee is managing this project, with input from the Standards and Professional Learning Committee.

### Working with other education bodies to improve teachers' professional preparation

The Institute collects enrolment data from Victorian universities to provide advice on the supply of teachers statewide. In 2003–04, the Institute contributed the teacher supply data to the *Teacher Supply and Demand Report* prepared by the Teacher Supply and Demand Reference Group which is convened by the Department of Education & Training.

The Institute is also working with the Department of Education & Training to implement the initiatives in the Government's strategy for Teacher Supply and Demand for Government Schools. Institute staff are providing advice to the Department to assist implementation of these initiatives which include providing opportunities for teachers in rural schools to retrain in particular subject/curriculum areas where schools have problems in attracting appropriately qualified teachers.

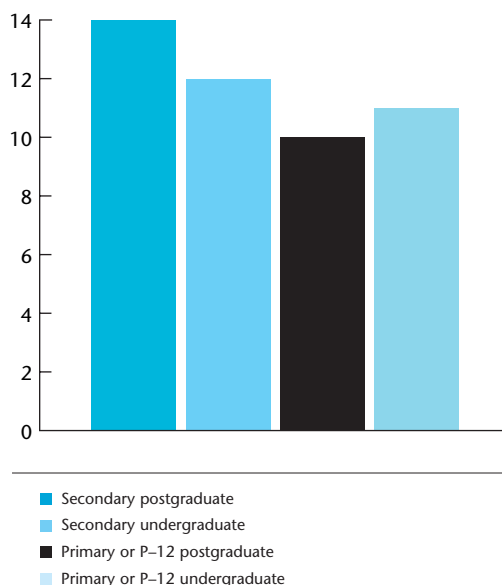
The Institute made a submission to the State Parliament Education and Training Committee inquiry into *The Impact of the High Level of Unmet Demand for Places in Higher Education Institutes in Victoria*. This submission indicated a substantial imbalance between the demand for places in pre-service teacher education courses (as evidenced by applications through the Victorian Tertiary Admissions Centre) and subsequent offers and acceptances of places in these courses.

The Institute has provided background information to the Education and Training Committee's inquiry into *The Suitability of Current Pre-service Teacher Training Courses*.

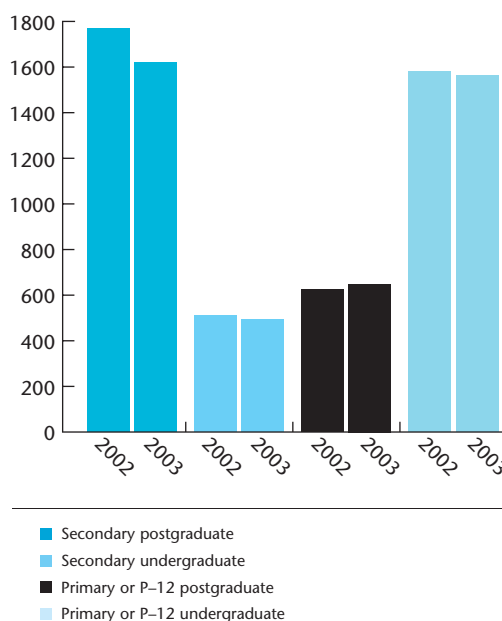
## Outlook for 2004–2005

In 2004–2005, the new standards for graduates, the new accreditation guidelines and the new accreditation processes will be developed and approved. Pre-service teacher education courses commencing in 2006 will be accredited using the new documents and processes, with the first graduates from post graduate programs approved under the new guidelines graduating in December 2006 and the first graduates from undergraduate programs graduating in December 2009.

Number of Currently Approved Courses



Number of students commencing pre-service teacher education courses 2002–2003







Geoff Emmett,  
Group Manager, Standards  
and Professional Learning

# Standards and Professional Learning



*Teacher mentor, Jules Aldous and Marcus Roberts, new teacher at an Institute workshop.  
Both are teachers at Shelford Girls' Grammar School*

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## Branch objectives

The Victorian Institute of Teaching has responsibility for the development of a Standards Framework for the Teaching Profession and a Professional Learning Framework to support the continuing education of teachers and the further development of the teaching profession in Victoria.

The Standards and Professional Learning Branch aims to:

- work directly with teachers to develop the standards, criteria and processes used to determine entry to and continuing membership of the profession
- recognise the knowledge, experience and quality of professional practice within the teaching profession in Victoria

- support and promote high standards of professional practice and professional conduct
- support teachers' professional learning throughout their career
- assist and support the processes of registration.

## Key branch achievements

- Finalised Standards of Professional Practice for Full Registration including consultation with over 10,000 teachers.
- Trialled and evaluated in 2003 a program (the Standards and Professional Learning Project) for the implementation of the Standards of Professional Practice for Full Registration and the process for demonstrating the standards.
- Implemented Standards of Professional Practice for all teachers new to the profession in 2004 and a process for demonstrating the standards.



- Developed and implemented an induction support program for all provisionally registered teachers and a support and training program for their mentors.
- Developed and implemented full day workshops for teachers returning to the profession.
- Commissioned a major research project on the quality of professional learning in schools.
- Continued research projects into the implementation of Standards of Professional Practice.
- Developed a consultation draft of standards of professional practice for graduate teachers completing their pre-service studies as part of a major review of the guidelines for evaluating teacher education courses.

### Completion of the Standards and Professional Learning Project

During 2003, the Branch completed the development of the Standards of Professional Practice for Full Registration and extensively trialed a process to enable teachers new to the profession to demonstrate they had met the Standards of Professional Practice for Full Registration. Over 600 participants (including new teachers, their mentors and principals) were involved in the pilot project. In the second half of 2003 they attended two training days. The purpose of these days was to:

- review and refine a portfolio of evidence of professional practice new teachers had assembled and,
- to trial the assessment and recommendation process.

The Institute Council commissioned an evaluation of the project by the Australian Council for Educational Research (ACER). The ACER evaluation found convincing evidence that the portfolio requirements had led to significant professional learning for both beginning teachers and their mentors. A further finding was that the great majority of graduate teachers, experienced teachers and principals valued the tasks and believed they had contributed to improved teaching:

*This (portfolio-based professional learning and assessment) framework was the first of its kind in Australia. It broke new ground in inducting new teachers into the profession, setting up learning experiences on the basis of professionally agreed standards, and documenting practice to support evidence-based assessment of progress ... These findings show that teachers, mentors and principals supported the portfolio tasks and that powerful professional learning of a magnitude likely to have strong positive effects on graduates subsequent careers had occurred...*<sup>1</sup>



Robyn Paul, Manager, Professional Standards

Following the successful outcome of the pilot project the Institute Council and the Minister approved the Standards of Professional Practice for Full Registration and the process all teachers new to the profession would need to undertake to meet or exceed the standards.

### Implementing the standards in 2004

The process includes a phased induction during which new teachers are supported by experienced teachers (the mentors) while they assemble evidence of the development of their professional practice. This evidence is presented in the form of a portfolio and includes three components: reports on classroom practice, a written analysis of a component of their teaching and learning program and an evaluation of their professional development.

The branch coordinated a cross-sectoral program of support with the Department of Education & Training (DE&T), the Catholic Education Offices and the Association of Independent Schools of Victoria.

The year long program includes the delivery of two mentor training days and two provisionally registered teacher seminars.

During March and April 2004 one full day of training for over 1,300 mentors was provided in 31 locations and an after school and evening session for over 1,700 provisionally registered teachers was provided in 32 locations. The evaluation (Figures 1 and 2) of the programs has indicated a very high level of satisfaction.

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<sup>1</sup> Australian Council for Educational Research. (2004). Final Report: Evaluation of the Standards and Professional Learning Project 2003 submitted to Standards and Professional Learning Branch, Victorian Institute of Teaching by Teaching and Learning Research Program. P.22.

FIGURE 1

## Evaluation of Mentor Support Program

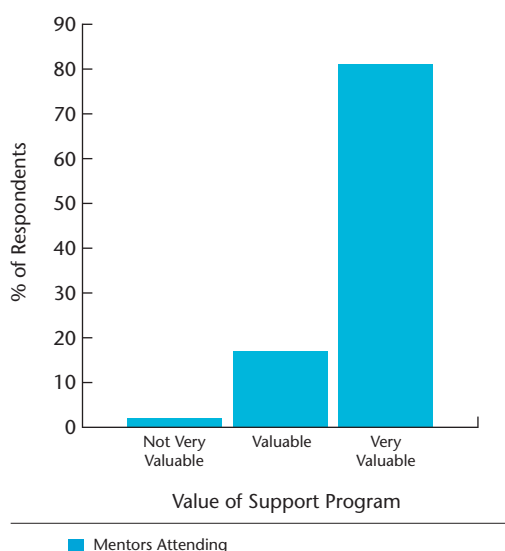
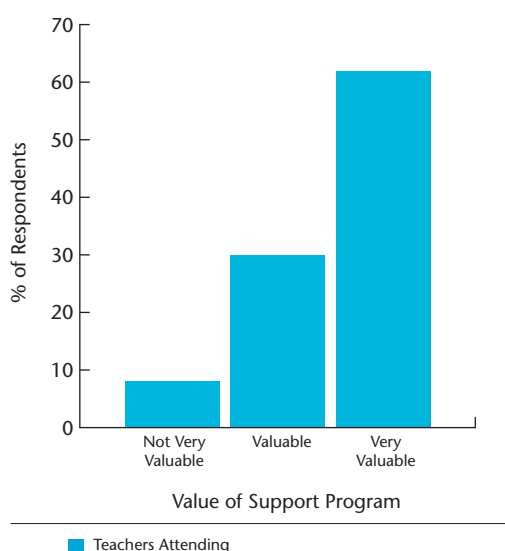


FIGURE 2

## Evaluation of Provisionally Registered Teachers Support Program



The Institute provided a range of workshop materials to participants and prepared and distributed the following publications:

- The Standards of Professional Practice for Full Registration
- A Guide to Mentoring and Induction for Provisionally Registered Teachers
- Support for Provisionally Registered Teachers in 2004
- A Guide to the Requirements for Full Registration 2004
- CD ROM Guide to Full Registration 2004
- A Guide to the Process for Recommending Provisionally Registered Teachers for Full Registration

**Involving school leaders in the professional growth of new teachers: the principal briefings**  
Principals are an important part of the process for determining whether a provisionally registered teacher should be granted full registration. The Institute seeks a recommendation from the principal on the teacher's readiness for full registration based upon the evidence presented in the teacher's portfolio. Briefings for principals of schools employing provisionally registered teachers were therefore held on four occasions during the reporting period. At the briefings, principals were provided with all materials prepared for mentors and provisionally registered teachers.

### Awarding Full Registration (Interim arrangements in 2003)

The Branch has also managed the process of awarding full registration for 2003 to provisionally registered teachers on the basis of applications endorsed by the teachers' principals. Over 2000 teachers entering the profession in 2003 have been awarded full registration.

### Support for teachers returning to the profession

During 2003, the Institute developed a database of teachers who intended to return to the profession and who indicated they would welcome current information on curriculum, assessment and employment practices. Responding to this demand, and with support from the Victorian Curriculum and Assessment Authority and employers, the Branch conducted three full day workshops for over 250 teachers. Teacher evaluations of the workshops were very positive and the program will continue to be offered on a regular basis.

### Advancing our knowledge of teaching and learning: key research initiatives

The branch is currently involved in the following Australian Research Council Linkage projects:

- *Developing portfolio assessment in English and Mathematics: insider and outside perspectives on the implementation of professional teaching standards.* Partners: Monash University, Victorian Association for the Teaching of English, Mathematics Teachers Association Victoria, Victorian Institute of Teaching.
- *The development and validation of professional standards and performance assessment portfolios for primary and secondary teachers of History.* Partners: Monash University, History Teachers Association Victoria, Victorian Curriculum Assessment Authority, Victorian Institute of Teaching.

## Developing standards of professional practice for graduating teachers

As part of the Future Teachers Project, the Branch has developed for consultation a draft set of standards of professional practice for graduating teachers. These standards will be used to review and revise the guidelines for the approval of teacher education courses. The consultation draft has been workshopped with over 100 teachers and teacher educators. The standards will be used as the basis for further consultation with teachers and teacher educators in 2004.

## The Standards and Professional Learning Committee

The Standards and Professional Learning Committee makes recommendations to the Institute Council on the development of a Standards Framework and a Professional Learning Framework for the teaching profession in Victoria. This Committee oversees policy development in Standards and Professional Learning and advises the Institute and its members on research into teaching and learning practice.

The focus of the Committee's work this year has been on implementing the Standards of Professional Practice for full registration. Broad and inclusive consultation with teachers and key stakeholders, and direct involvement of teachers are essential features of the way the Standards and Professional Learning Committee operates.

The 15 members bring to the Committee a valuable range of professional expertise and broad experience of teaching in Victoria.

### Standards and Professional Learning Committee Members

Gary Salisbury (Chairperson)	Echuca Secondary College
Carolyn Clancy	Cambridge Primary School
Marilyn Mooney	Casual replacement teacher
Terry Hayes	Council of Professional Teaching Associations of Victoria
Stephen Bellisini	St Andrew's Parish School, South Clayton
Jennifer Haynes	Mentone Girls Grammar School
Judith Warner	St Jude the Apostle's School, Scoresby
Gerry Tickell	Educational consultant and writer
Guy Evans	Haileybury College
Emma Taylor	Westernport Secondary College
Robert Bertagnolio	Altona Secondary College
Brenton Doecke	Monash University
Nicholas Abbey	Kingsbury Primary School Council and Macleod Prep-12 College Council
Stephen Newton	Caulfield Grammar School
Alan McLean	Department of Education & Training.

## Outlook for 2004–2005

In 2004–2005 the Branch will:

- implement for all beginning teachers a process for meeting or exceeding Standards of Professional Practice for Full Registration
- review and refine the Induction and Mentoring Support Programs as well as the evidence required to demonstrate the Standards of Professional Practice for Full Registration
- consult on the draft standards of professional practice for graduating teachers to be used to review and revise the guidelines for the approval of pre-service teacher education courses
- introduce policy for the implementation of standards of professional practice for renewal of registration
- develop a consultation draft of the framework for professional learning in light of the outcomes of commissioned research into the quality of professional learning
- continue the Australian Research Council Linkage Projects
- conduct further research in the area of standards and professional learning by supporting research projects already underway through a supplementary grants program.



# Professional Practice and Conduct Branch<sup>\*2</sup>

Christine Heazlewood,  
Group Manager, Professional  
Practice and Conduct



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## Branch Objectives

In 2003–04, the objectives of the branch were to implement the procedures developed previously to conduct inquiries into a registered teacher's serious misconduct, serious incompetence or fitness to teach. The branch also commenced the process for developing a Code of Conduct for the teaching profession.

## Branch Achievements

**Fair and transparent procedures established**

In its first full year of operation in 2003, the Professional Practice and Conduct Branch

concentrated on developing fair and transparent procedures for conducting inquiries into a teacher's conduct, competence or fitness to teach. During 2003/2004, the branch has reviewed and adjusted the disciplinary procedures where necessary to ensure fairness and transparency.

**Informing the community about the disciplinary processes of the Institute**

The Group Manager has given a number of papers to stakeholders, teachers, parents and to other tribunals. Most of these papers dealt with the procedures put in place by the Institute to conduct inquiries and to hold hearings. Recently

<sup>2</sup> Formerly the Investigations and Hearings Branch



papers have dealt with possible meanings of serious misconduct, serious incompetence and fitness to teach.

The Institute has produced 17 brochures to explain the various elements of the disciplinary process to teachers, employers, complainants and witnesses. The Institute sends a brochure to every teacher who is the subject of a complaint, has action taken against them or who is convicted or found guilty of an indictable offence. The Institute also sends explanatory brochures to employers and complainants. A complaint form is sent to a person who wants to lodge a complaint against a teacher.

### Developing a Code of Ethics/Code of Conduct

The *Victorian Institute of Teaching Act 2001* requires the Institute to develop a Code of Conduct for the teaching profession. This is a key project for the Professional Practice and Conduct Committee (a committee of the Institute Council).

The Institute held a workshop on 5 December 2003 on developing a Code of Conduct for the teaching profession. Ms Suzi Ross from the St James Ethics Centre ran the workshop on behalf of the Institute. Representatives from 22 stakeholder organisations were invited to the workshop together with members of Council and members of the Professional Practice and Conduct Committee.

Following the workshop, the Council decided to develop a Code of Ethics which would be based on the values most important to teachers, and then a Code of Conduct based on the Code of Ethics.

Work has commenced on a consultation kit to be sent to all schools in Term 3 to seek teachers' views about the ethical values central to their profession.

### The Disciplinary Proceedings Committee

The Disciplinary Proceedings Committee is a committee of the Council of the Institute. It has responsibility for administering the disciplinary procedures. The members of the committee are Jan Sherry (Chairperson), Garry Salisbury, Marilyn Mooney, Peter Ryan, Dr Heather Schnagl, Kevin Pope and Peter Hibbins.

### The Professional Practice and Conduct Committee

The Professional Practice and Conduct Committee is a committee of the Council with responsibility for conducting informal hearings and for developing the standards of professional conduct for the teaching profession. The members of the committee are Jan Sherry (Chairperson), Kerry Wilcox-McGuinness, John Fry and Terry Hayes.

## The Disciplinary Process

On 15 October 2003, the Department of Education and Training (the Department) lodged 57 complaints and advised of 42 actions being taken against teachers in relation to teachers who had been deemed registered. This has placed a heavy burden on the resources of the Branch.

### Complaints against a Teacher

In 2003/2004, the Institute received 99 complaints about teachers' serious misconduct, serious incompetence or fitness to teach. Most of these complaints were lodged by the Department in relation to teachers who were deemed registered. The Institute received a number of inquiries from members of the community who wanted to complain about a teacher's conduct or competence. Most of these complaints were referred to the school and successfully resolved.

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Members of the Disciplinary Proceedings Committee  
L-R: Marilyn Mooney, Peter Ryan and Jan Sherry

The Institute conducted four preliminary investigations into complaints against teachers. Investigators engaged by the Institute conducted two investigations, and employers conducted the other investigations. In three matters the investigator recommended that no further action be taken. In one matter it was recommended that the complaint be referred to a formal hearing. The Disciplinary Proceedings Committee accepted the recommendation in all cases. When a complaint is received by the Institute the Chairperson of the Disciplinary Proceedings Committee must first decide whether the complaint is frivolous or vexatious. Two complaints were declared to be frivolous or vexatious in the period. Forty seven matters are still being investigated and assessed by the Disciplinary Proceedings Committee.

### Action Taken by an Employer against a Teacher

By far the most serious matters referred to the Institute are those referred by the employer as a result of action being taken against the teacher. In 2003/2004, the Institute had 75 matters referred to it by employers of teachers. The majority of these matters were referred to the Institute by the Department. Thirteen of these matters have been referred to formal hearings. Fifty-two remaining matters are still being investigated and assessed by the Disciplinary Proceedings Committee.

### Indictable Offences

The Institute has become aware that 12 teachers have been convicted or found guilty of indictable offences. The Institute is advised of a teacher's conviction or finding of guilt for an indictable offence in a number of ways. Often the employer or Victoria Police will contact the Institute to advise that a teacher has been charged. In some matters the Institute does not become aware of a teacher's conviction or finding of guilt until it appears in the media.

The Institute must conduct an inquiry into a teacher's fitness to teach if the teacher is convicted or found guilty of an indictable offence. Invariably the Institute will lodge a Freedom of Information request with Victoria Police to obtain the relevant documents relating to the offence. Generally the Institute will send a copy of these documents to the teacher for comment. The teacher will be asked to lodge a submission explaining how the offence occurred and providing character references if relevant. In four matters the Disciplinary Proceedings Committee decided to take no further action, and the committee referred one matter for a formal hearing. The other matters are still being investigated. The Institute has developed a policy to assist the Disciplinary Proceedings Committee when assessing the seriousness of the conviction or finding of guilt in relation to an indictable offence.

### Sexual Offences

If a teacher has been convicted or found guilty of a sexual offence as defined in the *Victorian Institute of Teaching Act 2001* (the Act), the teacher's registration will be cancelled automatically from the date of the conviction or finding of guilt no matter when this occurred. No hearing will be conducted by the Institute. The Act was amended on 12 November 2003 to require Victoria Police and the employer to advise the Institute if a teacher is charged, committed, convicted or found guilty of a sexual offence. In 2003/2004, five teachers had their registration cancelled as a result of a conviction or finding of guilt of a sexual offence. A further five teachers have been charged with sexual offences.

### Informal Hearing

The Institute conducted one informal hearing in 2003/2004. The incident leading to the complaint by the Department had occurred in 1990. Since that time the person has continued to work as a teacher on short term contracts in the State sector. No further complaints were lodged and the teacher supplied a number of excellent references from the schools where the teacher had taught. The Professional Practice and Conduct Committee decided that no further action should be taken because at the date of the hearing there was insufficient evidence to show that the teacher was not fit to teach.

### Formal Hearing

Four formal hearings have been conducted in the first six months of 2004. The Institute has been limited in the number of hearings it could hold because it does not have hearing rooms. Hearing rooms have been hired from the Medical Practitioners Board, the Administrative Appeals Tribunal and the Psychologist Registration Board. Decisions have been notified in three matters. In all three matters the decision of the panel was to cancel the teacher's registration.

The four matters heard by panels concerned the teacher's conduct. The panel had to decide whether the conduct of the teacher amounted to serious misconduct and if the teacher remained fit to teach. The allegations related to the teacher developing an inappropriate relationship with a student or students.

### Members of the Hearing Panel

The hearing panels are constituted by the Disciplinary Proceedings Committee with the approval of the Chairperson of Council. The panels are composed of the Chairperson who must be a member of Council, a registered teacher and other members with special expertise. In October 2003, the Institute advertised for sessional members to sit on hearing panels. The necessary qualifications were that the person had to be a registered teacher or have tertiary qualifications and special expertise.

Interviews were conducted and 25 persons selected as sessional members. The Institute requests these members to sit on hearing panels as required.

Because many of these members were inexperienced in tribunal procedures and the concepts of serious misconduct, serious incompetence and fitness to teach, the Institute conducted two days of training for all new members.

### Deregistration

A teacher's registration can be cancelled as a result of a formal hearing, being convicted or found guilty of a sexual offence or because the Registered Schools Board decided that a teacher's name should be removed from the register following a hearing. The registrations of two teachers were cancelled as a result of the decision of the Registered Schools Board; the registrations of five teachers were cancelled as a result of their conviction or finding of guilt for a sexual offence and the registrations of three teachers were cancelled following a formal hearing.

## Review by the Victorian Civil and Administrative Tribunal

The Branch is responsible for representing the Institute in relation to any review by the Victorian Civil and Administrative Tribunal (VCAT). A person whose application for registration has been rejected by the Institute may request review of that decision. A teacher whose registration is affected by a decision of a hearing panel may also request review of that decision.

### Registration

Three persons have sought review of the Institute's decisions to reject their application for registration; two of these related to the persons' qualifications. One person withdrew their application when they received the detailed reasons explaining why their application was rejected. A hearing was held into the second matter and the Institute's decision was affirmed by the VCAT. The third matter involves the conduct of the teacher and has not been heard.

### Formal Hearings

One request for review has been lodged against the decision of the panel to cancel the teacher's registration. This matter is going through the preliminary stages.

## Inquiries from the Ombudsman

The Institute received three inquiries from the Ombudsman. Two matters related to persons who were seeking to be registered as teachers and the third matter concerned payment of the annual registration fee. Two matters were

resolved by the Institute writing to the person and further explaining its procedures. The third matter was resolved when the Institute explained its procedures to the Ombudsman's Office.

## The Staff

The Branch is run by the Group Manager who is assisted by the legal officer. An executive officer provides support to the Branch and the committees. In 2005, the Branch hopes to recruit another lawyer who will prepare cases for the formal hearing and an investigator to assist in the preparation process.

### Outlook for 2004-2005

It is anticipated that in 2005 the Institute will have its own hearing rooms. This will take some pressure off the Branch when making arrangements for informal and formal hearings. The Branch intends increasing the number of staff to cope with its increased work load. In 2005, a Code of Ethics and a Code of Conduct for the teaching profession will be presented to teachers.

### Statistics

<b>Complaints</b>	
Frivolous or Vexatious .....	2
Preliminary investigations .....	4
Referred to formal hearing .....	15
Referred to informal hearing .....	2
<b>Action taken by Employer</b>	
Referred to formal hearing .....	13
<b>Indictable Offences</b>	
Referred to formal hearing .....	1
<b>Cancelled Registrations</b>	
Formal hearings .....	3
Sexual offences .....	5
Registered Schools Board .....	2
Informal Hearings Held .....	1
Formal Hearings Held .....	4
General Inquiries .....	42
Ombudsman Inquiries .....	3

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Kylie Dow,  
Institute legal officer





# Communications and Research

Wendy Brady, Group Manager,  
Communications and Research

# iteach

THE VICTORIAN INSTITUTE OF TEACHING NEWSLETTER JUNE 2004 – ISSUE 02

## INSIDE ISSUE 02

Future teachers survey update

Snapshot - What's been happening at the Institute?

Discount Offers

Vacancy on the Institute Council



# 02



*The Institute's newsletter iteach*

## Improving our communications with teachers and the community

### Branch Objectives

The Communications Branch supports the core purposes of the Institute to recognise, promote and regulate the teaching profession in Victoria. Through its publications and communications, the Communications and Research Branch seeks to raise the profile and status of the teaching profession in the community. It must also ensure that its communications with registered teachers and all stakeholders are timely, clear, informative and comprehensive.

### Our Communications with Teachers

To ensure teachers and principals receive complete information about the Institute and policy decisions that affect teachers' registration, the branch uses a range of media:

- regular circulars emailed to schools
- a Principals' Hotline
- regular news and policy updates on the Institute website
- the Institute newsletter *iteach*
- an electronic mailbox for managing email correspondence from teachers
- an Institute call centre operating five days a week
- information seminars for teacher professional associations and organisations
- the Institute's annual report.



## Achievements

### Circulars to principals

Employers of teachers have a legal responsibility to ensure that registered teachers only are employed to undertake the duties of a teacher in a Victorian school. The Institute regularly communicates with principals via emailed circulars to ensure they have current information on registration issues affecting teachers at their school.

Within the reporting period the Institute emailed 14 circulars to principals regarding:

- registration compliance
- the Institute's suspension policy for non payment of the fee
- management of the provisional to full registration process
- the registration of beginning teachers to be employed in 2004
- the Institute's Permission to Teach policy
- criminal record checks.

To maximise communication between all members of the school education community, the Institute's circulars to principals are also forwarded to key stakeholder organisations.

### The Principals' Hotline

A dedicated hotline to four points gives principals immediate access to professional advice regarding the registration status of teachers including teachers they may wish to employ.

### Improving the Institute website

The Institute's website is regularly updated and provides comprehensive information to teachers, principals and the community about the registration process and registration policies covering every aspect of the Institute's operations.

To further improve this important source of advice and information, the Institute is developing both a new Internet site and an intranet site for secretariat staff.

The new Internet will:

- provide teachers with logical text navigation links that give quick access to services and information
- present a design style that teachers now recognise through Institute publications as the Institute's corporate identity or 'look'.

The new Intranet will:

- provide ready access to policy statements and work documents
- unify the work of the five branches of the Institute
- communicate a strong sense of corporate identity and purpose to promote positive workplace relations
- be highly congruent with the Internet site.

### *iteach*

The Institute produced four editions of *iteach* in the reporting period. The newsletter is the Institute's primary mode of communication with registered teachers. It communicates important policy decisions taken by the Institute Council that may affect a teacher's registration and provides a forum for the discussion of professional issues most relevant to teachers.

The four editions have kept teachers informed about:

- the Standards and Professional Learning Project
- the work of Institute committees
- the policy for waiving a teacher's registration fee
- the Future Teachers' Project
- the policy for suspending and revoking a teacher's registration
- teacher education courses approved by the Accreditation Committee
- advice about provisionally registered teacher forums, mentor training, refresher courses and principal briefings
- the review of the Permission to Teach policy
- the development of a Code of Ethics and a Code of Conduct
- informal and formal hearings conducted by the Institute, in relation to disciplinary matters and an overview of the disciplinary process.

The newsletter has also featured a number of personal pieces by teachers, reflecting upon their professional lives and their commitment to teaching.

*Iteach* is distributed quarterly to more than 90,000 registered teachers. It is also distributed to school council presidents, school board chairpersons, faculties and schools of education, Victorian stakeholder organisations, and equivalent interstate and international bodies.

*Scott Bulfin, teacher, Highvale Secondary College and contributor to iteach*



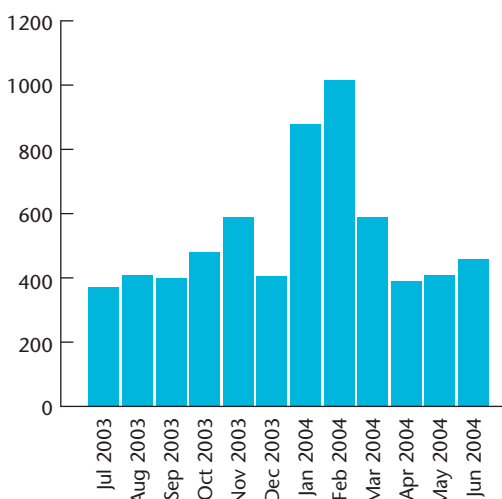
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## Effective management of teacher inquiries via email or to the Customer Service Centre.

### Email Correspondence

The branch manages all email correspondence to the Institute and responded to 6425 emails during the reporting period. In peak periods, the Institute receives 30–35 emails per day. Some inquiries are complex and require detailed responses. At the start of the 2004 school year, the branch experienced a sudden influx of emails (a total of 1922 emails received during January and February) creating a backlog. Extra personnel were allocated to manage this situation and the backlog was cleared within five days. At the time of reporting, the branch was responding to all emails within 48 hours.

Total number of emails per month



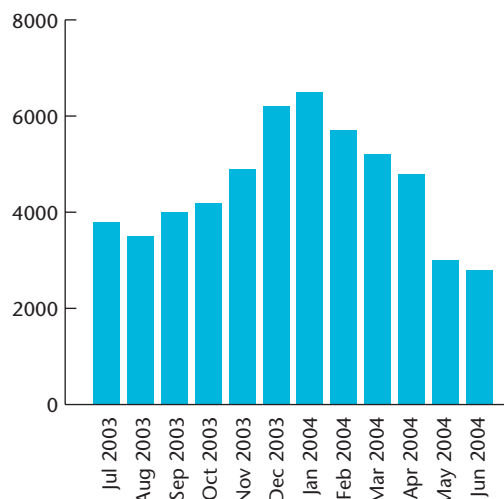
### Customer Service Centre

The Communications and Research Branch oversees the Customer Service Centre to ensure callers receive consistent, accurate and up-to-date information.

In 2003–04, the Centre took 53,042 calls. During the peak months of November 2003 through March 2004, when several thousand graduate teachers applied for registration, four Customer Service Officers answered an average of 1,413 calls each, per month.

The Institute is expecting to re-locate in October 2004, and a more sophisticated telephony system is being planned for the new premises that will provide a better range of services to teachers.

Total number of calls per month



## Communicating with key teacher stakeholder bodies

On 31 May 2004, the branch conducted the first in a series of information seminars *Inside the Institute* at the Monash Conference Centre. These seminars are designed to take stakeholder bodies, such as education unions and teacher professional associations, inside the Institute to see how policies and processes are developed and administered. The subject of the first seminar was an overview of the Institute's disciplinary procedures and processes. Further *Inside the Institute* seminars are planned for the next reporting period.

## A milestone for the Institute: tabling of its first annual report

The Institute commenced operations on 20 June 2002 and became fully operational on 1 January 2003. On 5 November 2003, the Institute's first annual report was tabled in Parliament by the Minister for Education and Training, Lynne Kosky, MP. This report provided detailed information about the processes put in place to establish the Institute during its first twelve months and ten days of operation.

## Working with other branches to achieve better services and better communications

During the reporting period, the branch has facilitated production of several Institute publications and communications including:

- brochures explaining the Institute's complaints and disciplinary procedures for the Professional Practice and Conduct Branch
- a consultation kit (on CD ROM and online) to promote development of a Code of Ethics and a Code of Conduct for teachers

- application forms for the Registration and Accreditation Branch
- a secure Internet based online facility (vitonline.vit.vic.edu.au) providing principals with immediate information about the registration status of teachers at their school or teachers they may wish to employ
- the design, production and distribution of the registration card.

## Discount offers

The Institute has negotiated arrangements with a number of suppliers to provide registered teachers with access to discounted professional products including subscriptions to *BRW*, *The Weekend Financial Review*, *The Australian* and *The Weekend Australian*, first aid kits and first aid training from St John Ambulance and discounted full priced books from Collins Booksellers.

## Building the profile of the profession

The Communications Branch incorporates a media unit that maintains a file of print and electronic media clippings about the Institute and issues affecting the teaching profession in general. For the information of teachers, the Institute website displays all media releases distributed by the Institute and all media mentions of the Institute and its operations. The branch also manages liaison between the media and authorised spokespersons for the Institute.

In the latter half of 2003, the Chairperson, Susan Halliday, was a regular co-host in the 'education hour' of the afternoon program on 774 ABC Melbourne. These segments gave Ms Halliday the opportunity to explore with talkback audiences and other expert guests, the complex education issues teachers deal with on a daily basis.

## Promoting the profession of teaching

### Celebrating World Teachers' Day

In 2003, UNESCO's World Teachers' Day was celebrated in Australia on 31 October. The day allows the community to say 'thank you' to the State's 92,000 registered teachers and acknowledge their contribution to society. To celebrate this event, the Institute invited well-known Australians to acknowledge the significant influence of teachers in their lives. Their tributes appeared in half page colour features in *The Age* and the *Herald Sun* as well as in regional and multicultural press. A poster using the artwork for the advertisement was developed subsequent to World Teachers' Day and distributed to all schools as well as to education stakeholders.

### Evaluating our communications

The branch commissioned *Nexus Research* to conduct a focus group of registered teachers looking at the content, quality and relevance of Institute communications, including the newsletters, print advertising, the website, the 2002–03 annual report, brochures and posters. Feedback from the focus groups has greatly assisted planning and production of Institute communications in 2004.

### Keeping parents informed about the work of the Institute

The Institute regularly convenes meetings with representatives of the parent community including the Victorian Council of School Organisations, the Association of School Councils in Victoria, the Victorian Parents Council and Parents Victoria. Chaired by Council member, Mr Nicholas Abbey, these meetings provide an update of Institute activities across all branches.

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Today on World Teachers' Day we remember the people who've believed in us, who've been patient with us, who've persisted with us and, above all, who've inspired us. To these dedicated professionals we'd like to say, thank you.



The Institute celebrated World Teachers' Day on 31 October 2003

## Assessing public perceptions of the Institute and the profession of teaching

The branch has commissioned the Australian Research Group to conduct research into teacher and public perceptions of the role of the Institute, as well as teacher and public perceptions of the teaching profession. The research will draw upon qualitative and quantitative research tools. The outcomes will enable the Institute to develop a new communications strategy which serves the needs of registered teachers and raises the profile and standing of the profession in the eyes of the broader community.

A Communications Reference Group has been established to support the work of the Communications Branch particularly its newsletter *iteach*. The members of the Reference Group are Council members Janet Sherry, Nic Abbey, Carolyn Clancy and Terry Hayes.

## Outlook for 2004–2005

- a new Institute website and Intranet established
- more *Inside the Institute* seminars
- a national campaign to celebrate World Teachers' Day
- a targeted communications strategy to raise the profile of the teaching profession based upon the outcomes of market research
- improved telephony services to teachers.

### Research Activities 2003–04

Research topic	Related project	Area	Research partner/ Contractor	Completion date
Professional Learning Audit	Development of the Professional Learning Framework	Standards and Professional Learning	Victoria University of Technology	December 2003
Standards and Professional Learning Project and Evaluation	Development of the Standards of Professional Practice for Full Registration	Standards and Professional Learning	ACER	December 2003
Linkage grants	Portfolio Development	Standards and Professional Learning	Monash University, AATE, AAMT	December 2004
	Development of standards for highly accomplished teachers of History	Standards and Professional Learning	Monash University, HTAV, VCAA	December 2004
Evaluation and measurement of the Institute's performance against strategic goals and targets in the area of Standards and Professional Learning, consultation processes, and teacher and stakeholder acceptance of standards and processes	Implementation of the Standards of Professional Practice for Full Registration	Standards and Professional Learning	None (internal research and evaluation in conjunction with DE&T, Catholic Education Offices and AISV)	Ongoing
The Future Teachers Project (Phase One) has surveyed all registered 2002 graduates and their principals to identify perceived best practice in pre-service teacher education courses	Development of new guidelines and processes to be used by the Accreditation committee to approve pre-service teacher education courses	Registration and Accreditation	ACER	August 2004
The Institute has completed an overview of the Australian Universities Quality Agency processes and requirements to examine their potential application to accreditation processes		Registration and Accreditation		May 2004
Study to examine perceptions of the general population regarding the teaching profession and to establish benchmarks for awareness and perceptions of the Institute. The research will also examine teachers' perceptions of their profession and of the Institute		Communications and Research		November 2004



# Corporate Services Branch



*Peter Gonzales, Group  
Manager, Corporate Services*



*Teacher Peter Horton and students from Cambridge Primary School*

## Corporate Services

The Corporate Services Branch supports the Institute in the areas of financial management, information and communications technology systems, office and facilities management and human resource management. Essentially, Corporate Services maintains the Institute's operating base.

## Achievements

- Implemented further improvements to VITIS
- Ceased secondments of Institute staff from the Department of Education & Training and directly appointed all staff.
- Finalised arrangements for all financial processes to be completed in-house
- Initiated Financial Compliance Framework.
- Commenced drafting of human resource policies.
- Initiated relocation of Institute premises.

## Making our systems and processes more efficient

Further development of the Victorian Institute of Teaching Information System (VITIS) has continued to be a major focus of the branch.

Enhancements to VITIS include:

- improved capacity to track invoices and teacher payments
- improved movement between and within the various VITIS databases directly increasing operator efficiency

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- improved allocations of registration fee revenue which will benefit reporting processes from the next financial year
- improved processing and recording of waiver applications.

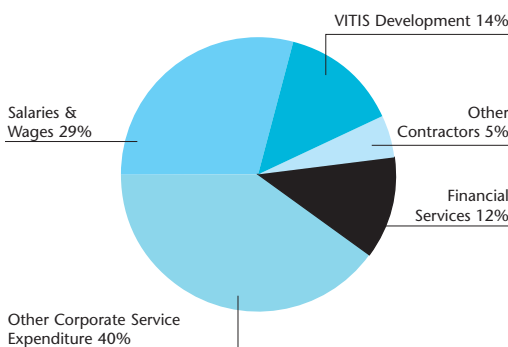
### New staffing profile and structure

In October 2003, the Institute's staffing profile and structure were reviewed. All new and most existing positions were advertised and filled during November and December 2003. As from 1 January 2004, secretariat staff members are now direct employees of the Institute's Council and the seconding of staff from the Department of Education & Training has ceased.

Merit and equity principles are included in performance management, personnel practices and professional development. The Institute is committed to the health and well-being of all staff and currently applies the policies and procedures in relation to occupational health and safety developed by the DE&T.

As at the last pay day in June 2004, the Institute employed 34.7 FTE secretariat staff comprising 30.9 employed on long term contracts, 2.8 casuals and 1.0 agency staff. The June 2004 staffing profile is markedly different from that last reported in June 2003 as illustrated below:

### Corporate Services Expenditure 1 July 2003 – 30 June 2004



### Improved Financial Processes

The Institute's accounting bureau, Milura Pty. Ltd, administers all billings and cheques in-house. This has led to a number of efficiencies for staff and has reduced the average payment time of outstanding invoices.

Since November 2003, the Institute has been responsible for its payroll processing. Before November, the Department of Education & Training provided a payroll bureau service to the Institute on a full cost recovery basis. Transfer of the payroll now sees the Institute being independent and fully responsible for every aspect of its human resource management program.

### New committee of Council established

The Institute is moving towards full compliance with the Victorian Government's Financial Compliance Framework. To this end a separate Audit Committee has been established to commence operations in July 2004 and this committee will oversee the Framework's implementation. Software has been purchased to assist with the implementation and monitoring of the level of compliance with the Framework. The software has already been used to undertake a gap analysis and to identify areas for development.

### Developing the Institute's Corporate and Human Resources Policies

The branch has drafted a number of corporate and human resource policies specific to the Institute for a staff consultation process and approval by Council. Draft policies have been developed to manage:

- access to, and use of VITIS, consistent with privacy legislation
- staff grievances
- equal opportunity
- sexual harassment
- disclosures of improper conduct of an Institute employee consistent with the *Whistleblowers Protection Act*
- appropriate staff dress.

The Institute is guided by DE&T policy on issues where specific Institute policy is yet to be formulated.

### Relocation

The current premises at Transport House provided interim accommodation for the Institute when it commenced operations in June 2002. It became evident in the latter half of 2003 that restricted space and escalating occupancy costs of the site were limiting the efficient operations of the Institute. In May 2004 Jones Lang LaSalle, which also acts for the Victorian Government Property Group (VGPG), was independently contracted to assist the Institute find suitable permanent premises and to manage its relocation. A suitable property was identified and an architectural firm selected to design the internal space.

The relocation of the Institute will be consistent with government guidelines as administered by the VGPG. The Institute is expecting to move to its new premises at 570 Bourke Street, Melbourne, in October 2004.

### Consultancies and major contracts

The Institute has engaged consultants in 2003–04 to provide advice and expertise on a number of short term projects. The total value of consultancies was \$581,728, with the largest single contract costing \$98,443.

The Institute did not enter into any major contracts greater than \$10 million. Contractors have been engaged to supplement the Institute's resources on a short term basis, especially the continuing development of VITIS.

### Whistleblowers Protection

The Institute has developed draft guidelines for the management of disclosures of improper conduct by public officers and public bodies consistent with the *Whistleblowers Protection Act 2001*. Until these guidelines are formally adopted, the Institute continues to follow the guidelines developed by the Department of Education & Training as published in its 2003–04 Annual Report.

As at 30 June 2004, the Institute had not received any disclosures made under the *Whistleblowers Protection Act 2001*, nor has the Ombudsman referred any disclosures made under the Act to the Institute for investigation.

### National Competition Policy

As stated in the 2002–03 Annual Report, the establishment of the Institute as the sole registration authority for teachers in all Victorian schools has been identified as compliant within National Competition Policy in an independent review commissioned by DE&T. The Institute maintains a watching brief on this matter.

### Freedom of Information (FOI)

During 2003–04, the Institute received two requests under the *Freedom of Information Act 1982*. Each request was answered within the terms of the Act and no appeals were lodged for non-disclosure of relevant information. The Group Manager – Corporate Services is also the Institute's designated FOI officer.

### Reporting Responsibilities

The branch reports to Council through the Administration and Finance (A&F) Committee. The A&F Committee oversees the branch's activities to ensure the proper and effective implementation of the *Victorian Institute of Teaching Act 2001* and the *Victorian Government Financial Compliance Framework 2003*. The Framework includes the *Financial Management Act 1994*, the *Audit Act 1994*, Ministerial Directions and Financial Reporting Directions.

To enhance the Institute's compliance with the Framework, Council approved the establishment of a separate Audit Committee which commences operations from 1 July 2004. The former Administration, Audit & Finance Committee was renamed as the Administration & Finance Committee. The A&F Committee comprises five Council members:

- the Council Chairperson (Susan Halliday) and
- four elected members of Council holding teacher registration (Jean Cooke, John Fry, Stephen Newton). The fourth position is currently vacant following the resignation of Council member, Darrell Fraser.

The committee is supported by

- person(s) with high level financial expertise (representative(s) of Milura P/L) and
- ex-officio Institute staff, i.e. the Chief Executive Officer (Andrew Ius) and Group Manager Corporate Services (Peter Gonzales).

The five Council members of the A&F Committee join with two other Council members (Debra Punton and Nicholas Abbey) to form the Remuneration Committee. The Remuneration Committee determines the Institute's executive remuneration policy and executive performance management.

## Outlook for 2004–2005

During 2004–05 the Corporate Services Branch will:

- support the continuing operation of the Administration & Finance Committee
- assist the Audit Committee to become fully functional
- assist the Institute to become fully compliant with the Victorian Government's Financial Compliance Framework
- further develop financial, administrative and resource policies and procedures
- manage the relocation of the Institute
- continue to manage and ensure the appropriate provision of resources to deliver Institute goals.



# Financial Statements for the year ended 30 June 2004



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## Statement of financial performance

for the year ended 30 June 2004

	Notes	2004 \$	2003 \$
<b>Revenue from Ordinary Activities</b>			
Operating revenue from ordinary activities	2	6,785,815	5,352,466
Non-operating revenues from ordinary activities	2	214,821	153,507
		<b>7,000,636</b>	<b>5,505,973</b>
<b>Expenses from Ordinary Activities</b>			
Salaries and employee benefits	3	2,443,299	1,909,719
Contractors		581,728	679,782
Board elections		–	305,449
Projects and teacher release		67,570	282,182
Legal expenses		222,654	194,493
Communications		1,006,267	756,634
Administration expenses		588,883	511,867
Depreciation and amortisation expenses	3	220,487	134,324
		<b>5,130,888</b>	<b>4,774,450</b>
<b>Net Result for the Reporting Period</b>		<b>1,869,748</b>	<b>731,523</b>
<b>Total changes in equity other than those resulting from transactions with Victorian State Government in its capacity as owner on behalf of the Crown</b>		<b>1,869,748</b>	<b>731,523</b>

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

## Statement of financial position

as at 30 June 2004

	Notes	2004 \$	2003 \$
<b>CURRENT ASSETS</b>			
Cash assets	4	5,363,478	3,626,005
Receivables	5	142,070	355,169
Other	6	405,923	218,892
<b>TOTAL CURRENT ASSETS</b>		<b>5,911,471</b>	<b>4,200,066</b>
<b>NON-CURRENT ASSETS</b>			
Property, plant and equipment	7	266,264	446,630
<b>TOTAL NON-CURRENT ASSETS</b>		<b>266,264</b>	<b>446,630</b>
<b>TOTAL ASSETS</b>		<b>6,177,735</b>	<b>4,646,696</b>
<b>CURRENT LIABILITIES</b>			
Payables	8	276,267	1,159,455
Employee benefits	9	133,486	80,019
Registration fees in advance	10	2,862,117	2,536,826
<b>TOTAL CURRENT LIABILITIES</b>		<b>3,271,870</b>	<b>3,776,300</b>
<b>NON-CURRENT LIABILITIES</b>			
Employee benefits	9	304,594	138,873
<b>TOTAL NON-CURRENT LIABILITIES</b>		<b>304,594</b>	<b>138,873</b>
<b>TOTAL LIABILITIES</b>		<b>3,576,464</b>	<b>3,915,173</b>
<b>NET ASSETS</b>		<b>2,601,271</b>	<b>731,523</b>
<b>EQUITY</b>			
Accumulated surplus	11	2,601,271	731,523
<b>TOTAL EQUITY</b>		<b>2,601,271</b>	<b>731,523</b>

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

## Statement of cash flows

for the year ended 30 June 2004

	Notes	2004 \$	2003 \$
<b>CASH FLOW FROM OPERATING ACTIVITIES</b>			
Receipts from customers		7,103,406	7,889,292
Payments to suppliers and employees		(5,740,479)	(3,569,069)
Goods and Services Tax paid to the ATO		199,846	(266,771)
Interest received		214,821	106,421
Net cash provided by (used in) operating activities	12(a)	1,777,594	4,159,873
<b>CASH FLOW FROM INVESTING ACTIVITIES</b>			
Payments for property, plant and equipment		(40,121)	(533,868)
Net cash provided by (used in) investing activities		(40,121)	(533,868)
Net increase in cash held		1,737,473	3,626,005
Cash at beginning of reporting period		3,626,005	–
Cash at end of reporting period	12(b)	5,363,478	3,626,005

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

# Notes to the financial statements

## for the year ended 30 June 2004

### NOTE 1 Statement of accounting policies

The Institute was established under an Act of the Victorian Government to recognise, promote and regulate the teaching profession by providing for the registration of teachers in schools in Victoria, regulating the conduct of those teachers and providing a procedure for handling complaints about teachers registered or permitted to teach under the Act.

The general purpose financial report of the Victorian Institute of Teaching has been prepared on an accrual basis in accordance with the *Financial Management Act 1994*, Australian Accounting Standards, Statement of Accounting Concepts and other authoritative pronouncements of the Australian Accounting Standards Board, and Urgent Issues Group Consensus Views.

Unless otherwise stated, the financial statements have been prepared in accordance with the historical cost convention. The accounting policies adopted and the classification and presentation of items are consistent with those of the previous year, except where a change is required to comply with an Australian Accounting Standard or Urgent Issues Group Consensus View, or an alternative accounting policy permitted by an Australian Accounting Standards is adopted to improve the relevance and reliability of the financial report. Where practicable comparative amounts are presented and classified on a basis consistent with the current year.

#### (a) Cash

For the purposes of the statement of cash flows, cash includes short-term deposits that are readily convertible to cash on hand and are subject to an insignificant risk of changes in value, net of outstanding cheques yet to be presented by the Institute's suppliers and creditors.

#### (b) Revenue Recognition

##### (i) Grants

Revenue from grants is recognised in accordance with AAS15 Revenue, at the time the grant is controlled by the Institute. "Control" arises on the earlier event of receipt or notification of eligibility of grants by relevant authorities.

##### (ii) Registration Fees

Registration fees are raised annually in advance. Revenue is recognised in the year to which the registration relates. Revenue relating to a future year, in accordance with the above revenue recognition policy, is carried forward in the Statement of Financial Position as Registration Fees In Advance, in accordance with AAS15 Revenue.

##### (iii) Application Fees

Application fees are charged to prospective teachers at the time of application. Revenue is recognised at the time of application, in accordance with AAS15 Revenue.

#### (c) Employee Benefits

##### (i) Wages, Salaries and Annual Leave

Liabilities for wages, salaries and annual leave are recognised in respect of the employee's service up to the reporting date and are measured as the amounts expected to be paid when the liabilities are settled.

##### (ii) Long Service Leave

The liabilities for long service leave expected to be settled within twelve months of the reporting date are recognised in the provision for employee benefits and are measured in accordance with (i) above. The liability for long service leave expected to be settled more than 12 months from the reporting date is recognised in the provision for employee benefits and is measured as the present value of expected future payments to be made in respect of services provided by employees up to the reporting date. Consideration is given to expected future wage and salary levels, experience of employee departures and periods of service. Expected future payments are discounted using interest rates on notional Government guaranteed securities with terms to maturity that match, as closely as possible, the estimated future cash flows.

##### (iii) Superannuation

The amount charged to the statement of financial performance in respect of superannuation represents the contributions made by the Institute to superannuation funds.

#### (d) Property, Plant and Equipment and Leasehold Improvements

Items of property, plant and equipment and leasehold improvements are recorded at cost less accumulated depreciation or amortisation. Assets are depreciated on a reducing balance method to write them off over their estimated useful lives. Leasehold improvements are amortised over the period of the lease or the estimated useful life of the improvement, whichever is the shorter. Assets purchased for less than \$1,000 are expensed, whereas assets purchased greater than or equal to \$1,000 are capitalised.

The following estimated useful lives are used in the calculation of depreciation and amortisation:

	2004	2003
Leasehold Improvements	18 months	18 months
Plant and Equipment	3 years	3 years
Furniture and Fittings	5 years	5 years

#### (e) Receivables

The Institute's policy for settlement of receivables is 30 days from invoice.

Trade receivables and other receivables are recorded at amounts due less any provision for doubtful debts.

#### (f) Payables

The Institute's policy for settlement of payables is 30 days from invoice.

Trade payables and other accounts payable are recognised when the Institute becomes obliged to make future payments resulting from the purchase of goods and services.

#### (g) Contingent Assets and Contingent Liabilities

All contingencies will be discounted to their present value using a pre-tax rate that reflects current market assessments of the time value of money and risks specific to the contingencies.

#### (h) Goods and Services Tax

Revenue, expenses and assets are recognised net of the amount for Goods and Services Tax except:

- where the amount of Goods and Services Tax incurred is not recoverable from the taxation authority, it is recognised as part of the cost of acquisition of an asset or as part of an item of expense; or
- for receivables and payables which are recognised inclusive of Goods and Services Tax.

The net amount of Goods and Services Tax recoverable from, or payable to, the taxation authority is included as part of receivables or payables.

#### (i) Rounding Amounts

Amounts in the financial report have been rounded to the nearest dollar.

#### (j) Impacts of adopting AASB equivalents to IASB standards

For reporting periods beginning on or after 1 January 2005, all Australian reporting entities are required to adopt the financial reporting requirements of the Australian equivalents to International Financial Reporting Standards (IFRS). This requirement also extends to any comparative financial information included within the report. The first day of the comparative period, 1 July 2004, effectively becomes the transition date for the Institute. Any adjustments arising from changes in the recognition or measurement of assets and liabilities at the transition date arising from the adoption of IFRS will be made against accumulated funds at the transition date.

The Institute has taken the following steps in managing the transition to Australian equivalents to IFRS:

- established a steering committee for the oversight of the transition to and implementation of the Australian equivalents to IFRS;
- reviewed the Institute's current accounting policies and the proposed new standards to identify key issues and the likely impacts resulting from the adoption of Australian equivalents to IFRS;
- commenced an education and training process for all stakeholders to raise awareness of the changes in reporting requirements and the processes to be undertaken; and
- initiated reconfiguration and testing of user systems and processes to meet new requirements.

The Institute has identified a number of changes to the existing accounting policies that may have a material impact on the Institute's future financial position and performance following the adoption of the requirements of Australian equivalents to IFRS. These include:

- Valuation of assets.** In accordance with the *Victorian Government Policy – Revaluation of Non-Current Physical Assets*, the Institute currently measures its non-current physical assets, other than plant, equipment and vehicles, at fair value subsequent to initial recognition. Plant, equipment and vehicles are measured on a cost basis. Revaluations are



assessed annually and supplemented by independent assessments at least every three years. The new standard continues to offer a choice for measuring each class of non-current physical assets either at cost or at fair value. However, non-current assets measured at fair value will only be required to be revalued at the same time. The Victorian government has not yet concluded whether it will make any changes to the valuation basis of any class of asset or the methodology or frequency at which revaluations are performed. The financial effects of any such changes are unknown.

- **Impairment of assets.** Under the new standards, an asset will be required to be assessed for impairment each year. If indicators of impairment exist, the carrying value of an asset will need to be assessed to ensure that the carrying value does not exceed its recoverable amount, which is the higher of its value-in-use and fair value less costs to sell. For the Institute, value-in-use of

an asset is its depreciated replacement cost. Other than inventories, financial assets and assets arising from construction contracts, impairment testing will apply to all assets regardless of whether they are measured on a cost or fair value basis. Where the carrying value of an asset exceeds its recoverable amount, the difference will be written off as an impairment to the statement of financial performance except to the extent that the written-down can be debited to an asset revaluation reserve amount applicable to that asset. Any impairment losses at transition date will be adjusted against the accumulated funds.

- In addition, a number of other changes in requirements have been identified which are expected to lead to changes in methodology or processes, increased disclosures and possibly changes in measurement of assets or liabilities. The changes are not expected to have a material impact.

## NOTE 2 Revenue

	2004 \$	2003 \$
<b>Operating revenue from ordinary activities</b>		
Grants —Victorian Department of Education & Training		
—Establishment grant	—	1,600,000
—Victorian College of Principals	—	120,000
Fee for service	1,141,350	943,670
Teacher registrations & applications	5,605,947	2,688,796
Other revenue	38,518	—
<b>Total revenue</b>	<b>6,785,815</b>	<b>5,352,466</b>
<b>Non operating revenue from ordinary activities</b>		
—Interest revenue	214,821	106,421
—Assets transferred from DE&T free of charge	—	47,086
	<b>214,821</b>	<b>153,507</b>

### NOTE 3 Results for the reporting period

Net Result from ordinary activities has been determined after:

**Expenses:**

**Employee Benefits**

Salaries and wages

Superannuation

Oncosts (PRT, FBT and Workcover)

2004	2003
\$	\$
2,092,703	1,581,143
205,529	143,639
145,067	184,937
2,443,299	1,909,719

**Depreciation and amortisation of non-current assets**

Plant and equipment

Fixtures and fittings

Leasehold improvement

113,766	82,450
3,052	1,093
103,669	50,781
220,487	134,324

**Remuneration of auditor**

Victorian Auditor General's Office

15,450	15,000
15,450	15,000

### NOTE 4 Cash assets

Cash on hand

Cash at bank

600	600
5,362,878	3,625,405
5,363,478	3,626,005

### NOTE 5 Receivables

**CURRENT**

Other debtors

Goods and Services Tax – ATO

57,311	39,438
84,759	315,731
142,070	355,169

### NOTE 6 Other assets

**CURRENT**

Accrued revenue – DE&T employee benefits

405,923	218,892
405,923	218,892

## NOTE 7 Property, plant and equipment

	2004 \$	2003 \$
Leasehold improvements at cost	154,450	154,450
Accumulated amortisation	(154,450)	(50,781)
	–	103,669
Fixtures & fittings at cost	16,354	16,354
Accumulated depreciation	(4,145)	(1,093)
	12,209	15,261
Plant & equipment	490,708	450,587
Accumulated depreciation	(236,653)	(122,887)
	254,055	327,700
Total property, plant and equipment	266,264	446,630

### a. Movements in Carrying Amounts

Movement in the carrying amounts for each class of property, plant and equipment between the beginning and the end of the reporting period is set out below:

	Balance at beginning of period	Additions	Disposals	Depreciation expense	Carrying amount at end of period
Leasehold improvements at cost	103,669	–	–	(103,669)	–
Fixtures & fittings at cost	15,261	–	–	(3,052)	12,209
Plant & equipment at cost	327,700	40,121	–	(113,766)	254,055
Total	446,630	40,121	–	(220,487)	266,264

## NOTE 8 Payables

	2004 \$	2003 \$
<b>CURRENT</b>		
Trade creditors and accruals	276,267	1,159,455
	276,267	1,159,455

## NOTE 9 Employee benefits

	2004 \$	2003 \$
<b>CURRENT</b>		
Annual leave	99,642	66,052
Long service leave	33,844	13,967
	<b>133,486</b>	<b>80,019</b>
<b>NON-CURRENT</b>		
Long service leave	304,594	138,873
	<b>304,594</b>	<b>138,873</b>
Aggregate employee entitlement liability	<b>438,080</b>	<b>218,892</b>
<b>Number of employees of VIT at year end</b>	<b>38</b>	<b>8</b>

As explained in Note 1(c), the amounts for long service leave and superannuation are measured at their present values. The following assumptions were adopted in measuring present values:

### a) Long Service Leave 2004

	2004	2003
Weighted average rates of increase in annual employee entitlements to settlement of liabilities	4.50%	4.60%
Weighted average discount rates	5.73%	4.86%
Weighted average terms to settlement of liabilities	8 years	8 years

### b) Superannuation

Government Superannuation Scheme	10.81%	10.77%
----------------------------------	--------	--------

### Employees' superannuation fund

No liability is recognised in the Statement of Financial Position for the Institute's share of the State's unfunded superannuation liability. The State's unfunded superannuation liability has been reflected in the financial statements of the Department of Treasury and Finance. Superannuation contributions for the reporting period are included as part of salaries and associated costs in the statement of financial performance of the Institute. The name and details of the employee superannuation funds and contributions made by the Institute are as follows:

Fund	Contribution for the year 2004 \$	Contribution for the year 2003	Contribution Outstanding for the year 2004 \$	Contribution Outstanding for the year 2003 \$
Government Superannuation Schemes				
– Revised and New	147,047	143,639	–	–
VicSuper	38,204	–	–	–
Other	20,278	–	–	–
	<b>205,529</b>	<b>143,639</b>	<b>–</b>	<b>–</b>

The bases for contributions are determined by the various schemes. All employees of the Institute are entitled to benefits on retirement, disability or death from their respective funds.



**NOTE 10 Registration fees in advance**

	2004 \$	2003 \$
Unearned teacher registration fees	2,862,117	2,536,826
	<u>2,862,117</u>	<u>2,536,826</u>

**NOTE 11 Accumulated Surplus**

Accumulated surplus at the beginning of the financial year	731,523	–
Net result for the reporting period	1,869,748	731,523
Accumulated surplus at the end of the financial year	<u>2,601,271</u>	<u>731,523</u>

**NOTE 12 Cash flow information****a. Reconciliation of cash flow from operations with net result from ordinary activities**

Net result for the reporting period	1,869,748	731,523
Non-cash flows in profit from ordinary activities	–	(47,086)
Depreciation and amortisation	220,487	134,324
	<u>2,090,235</u>	<u>818,761</u>

**Changes in assets and liabilities**

(Increase)/decrease in accrued income	(187,031)	(218,892)
(Increase)/decrease in trade debtors	213,100	(355,169)
Increase/(decrease) in payables	(883,188)	1,159,455
Increase/(decrease) in employee benefits	219,188	218,892
Increase/(decrease) in unearned fees	325,290	2,536,826

Cash flows from operations	<u>1,777,594</u>	<u>4,159,873</u>
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**b. 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	600	600
Cash at bank	5,362,878	3,625,405
	<u>5,363,478</u>	<u>3,626,005</u>

**NOTE 13 Remuneration of executives**

The number of Executive Officers (including the Accountable Officer) whose remuneration exceeded \$100,000 during the reporting period are shown below in their relevant income bands. Total remuneration includes bonus payments, long service leave payments, redundancy payments and retirement benefits. Base remuneration is exclusive of these items.

Income Band	Total Remuneration		Base Remuneration	
	2004	2003	2004	2003
\$100,000 – \$109,999				
\$110,000 – \$119,999		1		1
\$120,000 – \$129,999			1	
\$130,000 – \$139,999				
\$140,000 – \$149,999	1			
Total numbers	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>
Total amount	<u>\$144,000</u>	<u>\$110,000</u>	<u>\$120,000</u>	<u>\$110,000</u>

#### NOTE 14 Responsible persons

The names of the persons who were responsible persons during the financial year are:

The Hon. L Kosky, Minister for Education and Training

Ms S Halliday	Mr D Fraser (resigned, 1 January 2004)	Ms P Gillies
Ms J Wake	Mr G Salisbury	Mr S Newton
Ms J Sherry	Ms K Wilcox-McGinnes	Ms C Clancy
Ms J Cooke	Ms D Punton	Mr T Hayes
Ms D Davis	Dr H Schnagl	Ms M Mooney
Mr N Abbey	Ms M Ricardo	Professor M Ryan
Mr P Ryan	Mr J Fry	

The numbers of responsible persons are shown below in their relevant income bands

Number of responsible persons whose remuneration was within:

	2004 \$	2003 \$
\$0 – \$9,999	20	20
\$60,000 – \$69,999	1	1
Total remuneration for responsible persons	\$130,446	\$125,787

#### NOTE 15 Related party transactions

There were no related-party transactions for the year ended 30 June 2004 (2003: 0)

#### NOTE 16 Remuneration of auditors

Audit fees paid or payable for the audit of the financial report

	2004 \$	2003 \$
Paid as at 30 June	–	4,000
Payable as at 30 June	15,450	11,000
	15,450	15,000

#### NOTE 17 Leasing commitments

Operating Lease Commitments

Non-cancellable operating leases

contracted for but not capitalised in the accounts:

Payable

– Within one year	–	–
– Later than one year but not later than 5 years	909,926	–
– Later than 5 years	2,267,875	–
	3,177,801	–

#### NOTE 18 Contingent assets and liabilities

As at 30 June 2004 there were no contingent assets and liabilities (2003: 0)

#### NOTE 19 Events after reporting date

There were no matters that have arisen since the end of the financial year that have significantly affected or may significantly affect the future operations of the Institute, the results of its operations or state of affairs.

## NOTE 20 Financial instruments

### (a) Significant Accounting Policies

Details of the significant accounting policies and methods adopted, including the criteria for recognition, the basis of measurement and the basis on which revenues and expenses are recognised, in respect of each class of financial asset, financial liability and equity instrument are disclosed in note 1 to the accounts.

### (b) Interest Rate Risk

The following details the Institute's exposure to interest rate risk as at the reporting date.

2004

	Average Interest rate %	Variable Interest rate \$	Fixed Interest rate (Less than 1 year) \$	Fixed Interest rate (1 to 5 years) \$	Non Interest Bearing \$	Total 2004 \$
<b>Financial Assets</b>						
Cash assets	4.98%	5,362,878	–	–	600	5,363,478
Receivables	–	–	–	–	142,070	142,070
Other	–	–	–	–	405,923	405,923
		5,362,878	–	–	548,593	5,911,471
<b>Financial Liabilities</b>						
Accounts payable	–	–	–	–	240,976	276,267
Other	–	–	–	–	2,862,117	2,862,117
		–	–	–	3,103,093	3,138,384

2003

	Average Interest rate %	Variable Interest rate \$	Fixed Interest rate (Less than 1 year) \$	Fixed Interest rate (1 to 5 years) \$	Non Interest Bearing \$	Total 2003 \$
<b>Financial Assets</b>						
Cash	4.48%	3,625,405	–	–	600	3,626,005
Receivables	–	–	–	–	355,169	355,169
Other	–	–	–	–	218,892	218,892
		3,625,405	–	–	574,661	4,200,066
<b>Financial Liabilities</b>						
Accounts payable	–	–	–	–	1,159,455	1,159,455
Other	–	–	–	–	2,536,826	2,536,826
		–	–	–	3,696,281	3,696,281

### (c) Credit Risk

Credit risk refers to the risk that a counterpart will default on its contractual obligations resulting in financial loss to the Institute. The Institute has adopted the policy of only dealing with creditworthy counterparts as a means of mitigating the risk of financial losses from defaults. The carrying amount of financial assets recorded in the state of financial position, not of any provision for losses, represents the Institute's maximum exposure to credit risk, without taking account of the value of collateral or other security obtained.

### (d) Net Fair Value

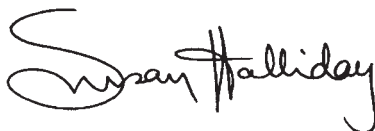
The net fair value as at the reporting date of each class of financial asset and financial liability is represented by the amounts recorded in the statement of financial position, determined in accordance with the accounting policies disclosed in note 1 of the accounts.

### **Accountable officer's and chief finance and accounting officer's declaration and member of responsible body's declaration**

We certify that the attached financial statements and notes for the Institute, as set out on pages 2 to 17, have been prepared in accordance with Standing Direction 4.2 of the Financial Management Act 1994, applicable Financial Reporting Directions, Australian accounting standards and other mandatory professional reporting requirements.

We further state that, in our opinion, the information set out in the statement of financial performance, statement of financial position, statement of cash flows and notes to and forming part of the financial statements, presents fairly the financial transactions during the year ended 30 June 2004 and financial position of the Institute as at 30 June 2004.

We are not aware of any circumstance which would render any particulars included in the financial statements to be misleading or inaccurate.



Susan Halliday  
Chairperson - Victorian Institute of Teaching

Melbourne  
17 September 2004



Andrew Ius  
Chief Executive Officer

Melbourne  
17 September 2004



Peter Gonzales  
Group Manager - Corporate Services

Melbourne  
17 September 2004

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AUDITOR GENERAL  
VICTORIA

**AUDITOR-GENERAL'S REPORT**

**To the Members of the Parliament of Victoria, responsible Ministers and Members of the Council of the Victorian Institute of Teaching**

**Audit Scope**

The accompanying financial report of the Victorian Institute of Teaching for the financial year ended 30 June 2004, comprising a statement of financial performance, statement of financial position, statement of cash flows and notes to the financial statements, has been audited. The Members of the Council are responsible for the preparation and presentation of the financial report and the information it contains. An independent audit of the financial report has been carried out in order to express an opinion on it to the Members of the Parliament of Victoria, responsible Ministers and Members of the Council as required by the *Audit Act 1994*.

The audit has been conducted in accordance with Australian Auditing Standards to provide reasonable assurance as to whether the financial report is free of material misstatement. The audit procedures included an examination, on a test basis, of evidence supporting the amounts and other disclosures in the financial report, and the evaluation of accounting policies and significant accounting estimates. These procedures have been undertaken to form an opinion as to whether, in all material respects, the financial report is presented fairly in accordance with Accounting Standards and other mandatory professional reporting requirements in Australia, and the financial reporting requirements of the *Financial Management Act 1994*, so as to present a view which is consistent with my understanding of the Institute's financial position, and its financial performance and cash flows.

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

**Audit Opinion**

In my opinion, the financial report presents fairly in accordance with applicable Accounting Standards and other mandatory professional reporting requirements in Australia, and the financial reporting requirements of the *Financial Management Act 1994*, the financial position of the Victorian Institute of Teaching as at 30 June 2004 and its financial performance and cash flows for the year then ended.

MELBOURNE  
22 September 2004

  
J.W. CAMERON  
Auditor-General

Victorian Auditor-General's Office Level 34, 140 William Street, Melbourne Victoria 3000  
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*Auditing in the Public Interest*

# APPENDIX 1 INDEX OF COMPLIANCE

The annual report of the Victorian Institute of Teaching is prepared in accordance with the *Financial Management Act 1994* and the Directions of the Minister for Finance. This index has been prepared to facilitate identification of compliance with statutory disclosure requirements.

## Report of operations

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## Financial Statements

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# ACRONYMS AND ABBREVIATIONS

\* References to the teaching profession and to registered teachers throughout this report include school principals

<sup>1</sup> Australian Council for Educational Research. (2004). Final Report: Evaluation of the Standards and Professional Learning Project 2003 submitted to Standards and Professional Learning Branch, Victorian Institute of Teaching by Teaching and Learning Research Program. P. 22.

<sup>2</sup> Formerly the Investigations and Hearings Branch

<b>AAMT</b>	Australian Association of Mathematics Teachers
<b>AATE</b>	Australian Association for the Teaching of English
<b>ACER</b>	Australian Council of Educational Research
<b>The Act</b>	<i>The Victorian Institute of Teaching Act 2001</i>
<b>A&amp;F</b>	Administration and Finance Committee
<b>The Council</b>	The Council of the Institute
<b>CPI</b>	Consumer Price Index
<b>DE&amp;T</b>	Department of Education & Training
<b>FOI</b>	Freedom of Information
<b>F.T.E</b>	Full Time Equivalent
<b>HTAV</b>	History Teachers Association of Victoria
<b>The Institute</b>	The Victorian Institute of Teaching
<b>The Minister</b>	The Minister for Education and Training
<b>MP</b>	Member of Parliament
<b>P-12</b>	Preparatory (year of schooling) to Year 12
<b>SCTP</b>	Standards Council of the Teaching Profession
<b>VCAA</b>	Victorian Curriculum and Assessment Authority
<b>VCAT</b>	Victorian Civil and Administrative Tribunal
<b>VGPG</b>	Victorian Government Property Group
<b>VITIS</b>	Victorian Institute of Teaching Information System
<b>VTAC</b>	Victorian Tertiary Admissions Centre

## Additional information available on request

Relevant information not included in this report is available on request to the Institute and includes:

- declarations of pecuniary interests
- shares held beneficially by senior officers as nominees of a statutory authority
- publications produced by the Institute and where they can be obtained
- overseas visits undertaken
- industrial relations issues.

Enquiries regarding details of this information should be made to:

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VICTORIAN INSTITUTE OF TEACHING

2003–2004  
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