

Victorian Institute of Teaching

Promoting the profession of teaching in Victoria



Cover: The Institute's colour feature to mark World Teachers' Day appeared in metropolitan and regional newspapers on 29 October 2004.

Letter of transmittal

28 September 2005

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 in accordance with the *Financial Management Act 1994* and *Victorian Institute of Teaching Act 2001*.

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



Teacher Rob Railton and student Brad Walton from Karingal Park Secondary College

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Susan Halliday
Chairperson
Victorian Institute of Teaching



The amount of work done behind the scenes at the Institute is extensive. It is important to acknowledge and thank the members of the profession and the broader education community who have contributed greatly to ensuring adherence to the Institute's charter. I'm referring in particular to the members of the Institute Council and the members of the various committees of Council.

As well as carrying out the business of the Institute at Council meetings, Councillors sit on at least two of the ten Council committees. They are joined on committees by thirty-nine people with a strong interest in the work of the Institute, many of them, practising teachers and principals. Others come from professional associations, universities, teacher employer bodies (government and non-government schools) and school councils. Bringing expertise, experience, judgment, commitment and sensitivity to their role, committee members through their careful deliberation, have helped shape Institute policy around issues of great importance to the profession including:

- how teachers can best be prepared for teaching while at university
- the standards of professional practice all teachers should meet
- the support structures which should be available to teachers in their first years of teaching
- the ethical values teachers identify as fundamental to their work
- the standards of professional conduct expected of teachers.

The work of the Institute Council and its committees has produced policy and implementation documents that support and progress the legislative requirements of the *Victorian Institute of Teaching Act 2001*. While vital to the modus operandi of the Institute, this material has also attracted considerable interest from interstate and overseas teacher registration authorities. These bodies have similar responsibilities in the areas of registration – teaching standards, teacher preparation, qualifications assessment, child protection and de-registration. In this regard Victoria has been a trail-blazer for the profession.

Since 2003, the Institute has been meeting regularly with its equivalent bodies in other Australian states and territories, and New Zealand. The Australasian Forum of Teacher Registration and Accreditation Authorities (AFTRAA), was formed from this association. The members are also required by Commonwealth law to facilitate mutual recognition on a number of fronts. Regular AFTRAA meetings and workshops have been effective in building a national perspective on teaching standards and the profession itself. Arising from this collaboration is a growing sense of what teaching should look like as a 21st Century profession, its practitioners having portable skills and knowledge that can take them around the world. Further, via AFTRAA, the October World Teacher's Day Campaign is now consistent across Australia with regulatory authorities working together to promote the teaching profession.

Victoria was asked to present a key note speech at the First International Teaching Councils Conference in June 2005. The conference established areas of common responsibility and helped forge constructive partnerships between the authorities with whom we converse, due to the ever-growing movement of Victorian and overseas teachers around the globe. I am pleased to announce that Victoria will host the Second International Conference in March 2006 to coincide with the Commonwealth Games.

Susan Halliday
Chairperson
Victorian Institute of Teaching



Andrew Ius
Chief Executive Officer
Victorian Institute of Teaching

A framework for teacher professionalism

It has been another year of significant achievement for the Institute as further components of our regulatory framework are put in place to fully recognize teaching as a profession.

This is the second year of full implementation of the Supporting Provisionally Registered Teachers Program, a common cross-sectoral statewide induction program for beginning teachers. The program, incorporating mentoring by specially trained experienced teachers, is receiving widespread support from the profession. An independent evaluation of the program has indicated that all participants in the program (beginning teachers, teacher mentors and school principals) overwhelmingly believe that it is contributing to better teaching practice.

Professional collegial support is becoming the new professional culture to assist beginning teachers make the difficult transition from graduate to competent teacher. All members of the education community benefit from this well researched and evidence-based process that supports and enables new teachers to demonstrate their readiness for full admission to the profession.

Another key element of the framework has been the development of a Code of Ethics. Work proceeded throughout the reporting period on the development of the Code again demonstrating the Institute's commitment to extensive consultation with the profession. In March 2005 the Institute provided a copy of the draft Code to all 98,000 registered teachers for their comment and feedback. The grass roots development of the draft Code, through workshops and consultations with teachers and school communities around the State, no doubt contributed to the strong and overwhelmingly positive response to the draft Code. The Code of Ethics is expected to be finalized in August 2005 and is being complemented with the development of the Code of Conduct scheduled for full consultation and final publication in 2006.

Policy development work began in the reporting period on the legislative requirements for registered teachers to renew their registration every five years. The Institute is also working to identify how it can best support teachers' professional learning.

Development work on the Institute's Future Teachers Project assisted the Victorian Parliament Education and Training Committee's *Inquiry into the Suitability of Pre-service Teacher Training in Victoria*. The Committee's report, released in February 2005, endorsed the Institute's work and in particular the proposed strategic direction for the future approval of pre-service teacher education programs. The Institute will await the Government's response to the Committee's report and recommendations before consulting with the profession on the Institute's proposed future requirements of pre-service teacher education programs.

In October 2004, the Institute again led the Victorian community in recognizing the unique and significant role of the teaching profession in our society through its World Teachers' Day Campaign. The campaign was once more part of a national collaboration with the teacher regulatory authorities from other Australian States and Territories.

Another significant milestone has been the relocation of the Institute to its new offices on Level 24, 570 Bourke Street in the Melbourne CBD. This has made a big difference to the quality of service. Institute officers have been able to provide registered teachers, school principals and applicants for registration. The Institute's disciplinary hearings are now held on these premises in a complex catering for the particular needs of all parties involved: teachers, witnesses and complainants.



Andrew Ius

Overview of the Victorian Institute of Teaching



Teacher, Anne Holligan and students from Aurora School

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Establishment

The Institute was established as a statutory authority under the *Victorian Institute of Teaching Act 2001* (the Act) on 1 January 2003. 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 high quality professional preparation
- 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 through a renewal of registration process every five years, the professional growth of teachers throughout their teaching career

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

- investigating instances of serious misconduct, serious 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 Institute became fully operational on 1 January 2003. Registration with the Institute is now a legal requirement for any person undertaking the duties of a teacher in a Victorian school.

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

- a** providing for the registration of teachers in schools in Victoria
- b** regulating the conduct of those teachers
- c** 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 s.5 of the Act are to:

- a** recognise and promote the profession of teaching and regulate members of the teaching profession;
- b** approve teacher education courses that will lead to qualifications or competencies in teaching that satisfy the requirements for registration as a teacher;
- c** recommend for the approval of the Minister qualifications, criteria and standards for the registration and renewal of registration of teachers in schools in Victoria;
- d** develop, establish and maintain standards of professional practice for entry into the teaching profession and for continuing membership of the profession;
- e** grant registration or permission to teach in Victorian schools;
- f** issue certificates of registration to those teachers who are registered to, or have permission to, teach in schools in Victoria;
- g** maintain a register of teachers who are registered to, or have permission to, teach in schools in Victoria;
- h** develop, maintain and promote a code of conduct for the teaching profession;

- i** investigate the conduct, competence and fitness to teach of registered teachers and impose sanctions where appropriate;
- j** develop and maintain a Professional Learning Framework to support and promote the continuing education and professional development of teachers;
- k** undertake professional development programs and activities in relation to the functions of the Institute;
- l** undertake and promote research about teaching and learning practices;
- m** advise the Minister about any matters concerning teachers including the professional development needs of teachers;
- n** prepare for the approval of the Minister a strategic plan and an annual business plan of the Institute;
- o** 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 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 s.5(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 (the Department).

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 (1).

All members of the Council hold office for three years and are eligible for re-election or re-appointment. A vacant position was created on the Council following the resignation of Ms Jan Sherry in March 2005. The Council decided to appoint a short-term replacement for Ms Sherry to ensure a continuing presence for teachers who work in independent schools. The vacant position was advertised in June 2004 with the expectation that the position would be filled until 25 November 2005.

Council Elections 2005

The term of office for elected members of Council expires on 28 November 2005. The Institute commenced the process for conducting elections in June 2005 by writing to all registered teachers to confirm their electoral details and prepare the electoral roll for the Victorian Electoral Commission.

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:

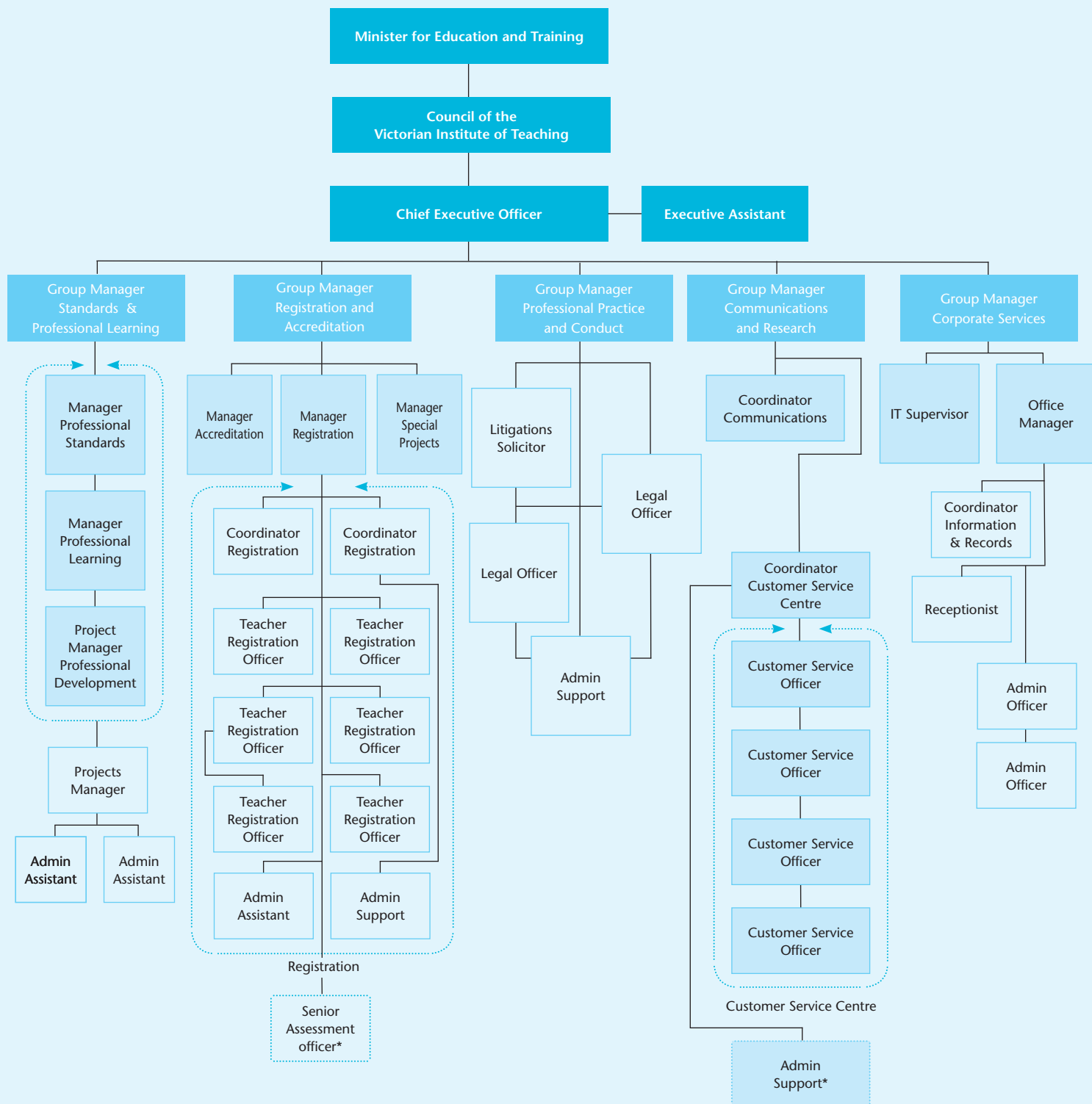
- Registration and Accreditation Branch (Group Manager, Cynthia Merrill)
- Standards and Professional Learning Branch (Group Manager, Geoff Emmett)
- Professional Practice and Conduct Branch (Group Manager, Christine Heazlewood)
- Communications and Research Branch (Group Manager, Wendy Bradly)
- Corporate Services Branch (Group Manager, Peter Gonzales).

Offices

The Institute secretariat is located on Level 24, Marland House, 570 Bourke Street, Melbourne.

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

Organisation Chart for the Victorian Institute of Teaching



* contract position

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
Registration and Accreditation		
Maintain the register of teachers and continue improvements to the administration of a standards based registration system	<p>Improved efficiency in processing registration applications through a program of case management</p> <p>Implementation of new Permission to Teach Policy. Reviewed English Language Competence Policy and Fitness to Teach Policy</p> <p>Reviewed graduate program and developed improved procedures for the handling of graduate applications</p> <p>Processed criminal record checks for 9700 teachers in Catholic schools</p>	<p>Further review the Institute's registration processes</p> <p>Ensure all applicants have access to high quality information and personalised service during the registration process</p>
Ensure graduating teachers are well prepared to enter the teaching profession	<p>Researching, reviewing and developing new guidelines, standards and processes for assessing, approving, reviewing and monitoring pre-service teacher education courses</p>	<p>Ensure all teachers have undertaken a criminal record check since the beginning of 2003</p> <p>Implementation of new standards for graduates, new accreditation guidelines and new accreditation processes</p>
Standards and Professional Learning		
Work directly to develop and implement standards of professional practice for entry to and continuing membership of the profession	<p>Implemented an induction and mentoring program for provisionally registered teachers</p> <p>Implemented an evidence-based process to enable provisionally registered teachers to demonstrate they have achieved the standards of professional practice for full registration</p> <p>Developed and implemented a support program for casual relief and emergency teachers and teachers returning to the profession</p> <p>Finalised the consultation draft of the Standards of Professional Practice for Graduate Teachers</p> <p>Developed and consulted on a process for renewal of registration</p> <p>Over 10,000 teachers have attended support programs</p>	<p>Maintain and improve induction and mentoring programs</p> <p>Further develop and implement policy for renewal of registration</p> <p>Continue support programs for teachers returning to the profession and casual relief and emergency teachers</p> <p>Continue to implement a process for all beginning teachers to meet or exceed the Standards of Professional Practice for Full Registration</p>
Professional Practice and Conduct Branch		
Refine the disciplinary processes and procedures	Extensive consultation to develop a draft Code of Ethics	<p>Launch the Code of Ethics</p> <p>Develop and launch a Code of Conduct</p>
Improve the preparation and conduct of investigations into complaints	Conducted 17 formal hearings and one informal hearing using a fair, open and transparent hearing process	<p>Implementation of prosecution procedures</p> <p>Process disciplinary matters more efficiently</p>
Process criminal record checks efficiently	<p>Informed teachers of the outcome of the criminal record checks as quickly as possible and ensured they understood the reason for the process</p> <p>Ensured that checks were accurate</p>	
Communications and Research		
Achieve clear, accurate and comprehensive communications	<p>Produced four editions of iteach</p> <p>Managed communications to principals, teachers and the education community via the Teachers' and Principals' Hotlines, Institute mailbox, Institute website, Principal Circulars and stakeholder seminars</p>	<p>Establishment of the new Institute website and Intranet</p> <p>Continuously improve the quality of our communications</p> <p>Improve telephony services to teachers and principals</p>
Promote the profession of teaching to the broader community to raise both its profile and standing	Ran a successful 2004 World Teachers' Day promotion achieving widespread community recognition of the profession	National and state campaign to celebrate World Teachers' Day
Develop and implement a new communications strategy which builds awareness within the community and among teachers, of the Institute's regulatory role	Commenced work on the development of a Communications strategy	Implement a targeted communications strategy to raise the profile of the teaching profession
Corporate Services		
Ensure support in the management of financial, human, physical, information technology and communications resources	<p>Relocation of the Institute to Marland House</p> <p>Negotiation, registration and implementation of the Institute's Certified Agreement</p>	<p>Formalisation of Institute specific financial, human and IT policies and manuals</p> <p>Improve data and records management</p> <p>Enhancement of financial recording and reporting systems</p>
Maintain the Institute's operating base	<p>Compliance with government frameworks and guidelines</p> <p>Risk analysis of the Institute commenced</p>	<p>Manage the operating base to meet the Institute's evolving and emerging needs</p> <p>Development and maintenance of a risk register which will inform the internal audit program</p>

MEMBERS OF THE COUNCIL OF THE INSTITUTE



Susan Halliday

Chairperson



Nicholas Abbey

President, Macleod Prep-12 College Council
President, Kingsbury Primary School 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 relief teacher



Stephen Newton

Principal, Caulfield Grammar School

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Garry Salisbury

Echuca Secondary College



Heather Schnagl

Principal, Ivanhoe Girls Grammar School



Jan Sherry

Casual relief teacher



Carolyn Clancy
Cambridge Primary School



Jean Cooke
Aurora School



John Fry
Lalor North Secondary College



Debra Punton
Principal, St Elizabeth's School



Margaret Ricardo
St Agnes Primary School



Peter Ryan
Regional Manager, Eastern Region,
Catholic Education Office, Melbourne



Maureen Ryan
Victoria University



Julia Wake
Catholic College, Sale



Kerry Willcox-McGinnes
St Anthony's School, Alphington



Robert Casamento
Principal, Karingal Park Secondary College

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SUMMARY OF FINANCIAL POSITION

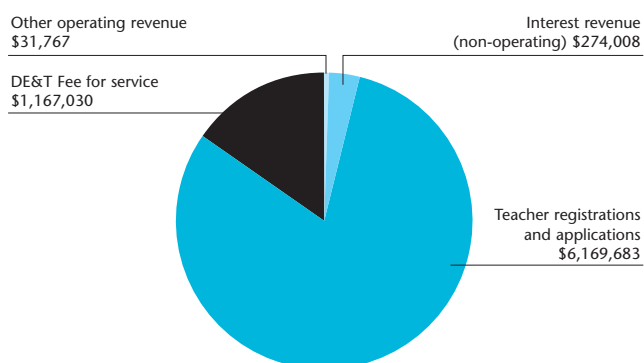
Reporting Period

The financial report and accompanying notes are for the financial year 1 July 2004 to 30 June 2005, the third year of operations for the Institute since its formal establishment in January 2003. Financial data provided for comparative purposes relates to the period 1 July 2003 to 30 June 2004. This is the first annual report in which 'full year' activities are reported for both the current and previous periods.

2004-05 results

	2004-05 \$'000
OPERATIONS	
Operating revenue	
Registration and application fees	6,170
Fees from Department of Education & Training	1,167
Other	32
Total operating revenue	7,369
Operating expenses	7,298
Operating Surplus	71
Non-operating revenue from ordinary activities	274
Surplus from ordinary activities	345
FINANCIAL POSITION	
Current assets	6,057
Non-current assets	1,113
Total assets	7,170
Current liabilities	3,987
Non-current liabilities	237
Total Liabilities	4,224
Net Assets	2,946
Total Equity	2,946

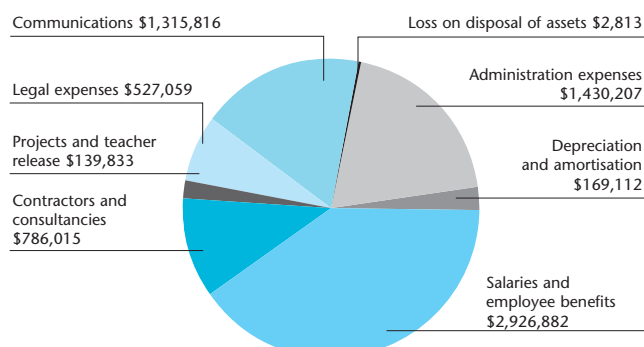
Total revenue for 2004-05 was \$7,368,480 and comprised:



Registration fees are paid in advance on an annual basis and are prorated to each of the 12 months within every individual teacher's billing cycle. Therefore, the 2004-05 registration fee revenue includes fees paid in advance in 2003-04 and the share of 2004-05 fees applicable to 2004-05. However, the portion of 2004-05 fees paid in advance for registration within the 2005-06 period is excluded. Application fees, on the other hand, are treated as revenue in the month of payment.

The schedule of registration and application fees charged in 2004-05 remained unchanged. These fees have not increased since their introduction in the 2003 school year.

Expenses for the year totalled \$7,297,737 and comprised:



Since November 2004, non-executive Institute salaries have been governed by a Certified Agreement and are consistent with those paid throughout the Victorian Public Service. Executive salaries conform to Department of Treasury & Finance guidelines. Administrative expenses for 2004-05 now include the lease arrangements for the Institute's new premises at Marland House, as well as a number of reclassified expenses. The level of expenditure on legal, communications and contractors and consultancies has increased and are indicative of the greater number of programs now being delivered.

The net result for 2004-05 was a surplus of \$344,751.

The future

Registration and application fees have been pegged at 2003 levels. There is mounting pressure on revenue as the Institute continues to develop and deliver a broader range of services to meet its legislative responsibilities. Last year these activities were appropriately financed by a reduced surplus, but this will not be sufficient for 2005-06. Therefore, future fees may need to be increased, as per Government guidelines, by the equivalent of the movement of the Consumer Price Index.

The lease and fit-out of our new premises at Marland House provides appropriate facilities for meetings and hearings. The Communications and Research Branch is now able to host regular meetings for key stakeholders as part of a community program to raise and address contemporary and emerging educational issues. The Professional Practice and Conduct Branch has dedicated hearing facilities and is better positioned to address the number of cases listed for formal hearing.

In order to enhance the level of service delivery and to control costs, the Institute is entering into a number of new agreements with suppliers. Following a call for tenders, the Institute will be using Computershare Document Services to provide mail house and distribution services. Print Impressions have been retained to provide offset printing; and Knowledge Partners have been engaged to implement a new Electronic Records and Document Management System, using *Hummingbird* software. Given the increasing demand for electronic data storage, there will be a review of the Institute's information technology requirements and increased hardware capacity will need to be provided.

The budget for 2005-06 will be a balanced budget.

Registration and Accreditation



Jean Cooke is Chair of the Registration Committee and a Teacher of the Deaf at Aurora School

Unit Objectives

The objectives of the Registration Unit are to maintain the register of teachers and continue improvements to the administration of a standards based registration system.

Achievements

A better service to applicants

During 2004-05, the branch set out to improve efficiency in processing registration applications. A program of case management was successfully instituted, led and monitored by registration co-ordinators. The program minimised the handling, assessment and processing times for applications resulting in a more efficient and personalised service to applicants.

Criminal Record Checking of All Teachers

Amendments to the *Teaching Service (Conduct and Performance) Act 2004* required all teachers to undertake a criminal record check. The Institute undertook to assist this process by facilitating criminal record checking of teachers in Catholic and independent schools (the Department of Education & Training having assumed this responsibility for government schools). The branch has successfully managed the processing of criminal record checks for 9700 teachers in Catholic schools and later in 2005 will complete checks for teachers in independent schools.

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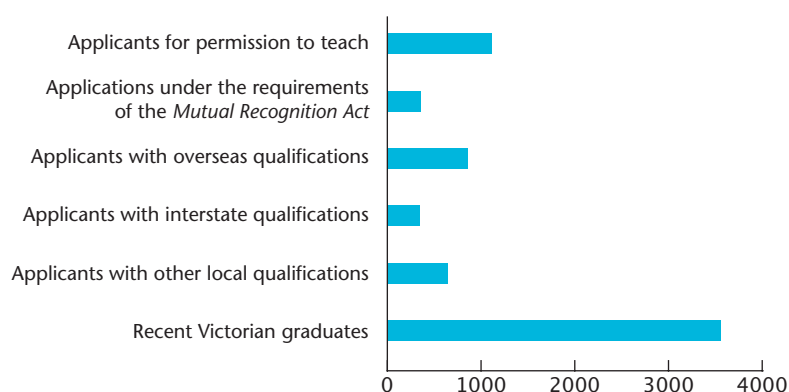
Registration Policies Reviewed

After extensive consultation with stakeholders, the Institute revised its Permission to Teach policy. The new policy took effect from the start of 2005. Other registration policies reviewed include the English Language Competence Policy and the Fitness to Teach Policy.

Registration Applications

Figure 1 illustrates the numbers of applications received for 2004-05. The table following illustrates the numbers of registrations processed for 2004-05. These figures include a total of 767 new applications for Permission to Teach granted.

Figure 1



Provisional and Full Registration

Graduate teachers are provisionally registered. They must demonstrate through an evidence-based process that they have met or exceeded the standards for full registration before they are granted full registration. This usually occurs at the end of their first year of teaching but may be completed within two years. Teachers who fail to apply for full registration after two years are no longer registered and must apply to the Institute again to be registered. Experienced applicants who are able to provide evidence that they already meet the standards for full registration may be granted full registration at the time they are registered or shortly afterwards, once they have presented the evidence.

The numbers of teachers falling into these categories in 2004-05 are as follows:

Teachers granted full registration after an evidence-based process	2815
Experienced teachers granted full registration after demonstrating that they meet the standards on application	249
Teachers who, as at 30 June 2005, had extended their provisional registration after one year	1771
Teachers re-applying for registration after two years	227
Teachers granted immediate full registration	531
Teachers granted immediate full registration under the Mutual Recognition Agreement	222

Registrations processed (includes Permissions to Teach)

6820 new applicants were registered
629 initial registrations for teachers eligible for deemed registration
2913 teachers had their registrations upgraded eg provisional moved to full; permission to teach moved to provisional; permission to teach renewed or changed category

The Graduate Program

This program aims to provide graduate students with clear information about the processes to be completed in order for them to gain registration on graduation. Early in 2004, the Registration Unit reviewed the Graduate Program and developed improved procedures for the handling of graduate applications. As part of the program, registration officers visited universities between July and October 2004 to distribute application forms and collect them on a subsequent visit. This enabled application data to be entered before final academic records and evidence of course completion were received from the universities. The overall result of the program was a faster turn around of applications with 2876 graduate teachers approved for registration before the first school day of 2005 compared with 2432 approved in the same period in the previous year. Five of the eight universities provided graduate student transcripts electronically, greatly assisting the processing of applications.

The Register of Teachers

The Institute is required under its legislation to maintain the teachers' register. The net increase in the number of teachers listed on the register was 3211, while 89,074 teachers retained their registration from June 2004 through to June 2005. (See Figure 3 Net Register Movements) Following formal hearings conducted by the Disciplinary Proceedings Committee, one teacher was removed from the register for serious incompetence and six teachers were removed on the grounds of serious misconduct. Six teachers who had been convicted or found guilty of a sexual offence were removed from the register under s.25 (1) of the Act.

Figure 3
Net Register Movements

93,188	Teachers registered at 30 June 2004
2342	Teachers returned from waiver
-716	Teachers commenced waiver
158	Teachers whose registration was suspended at 30 June 2004, subsequently had suspension revoked
-1970	Teachers who were registered at 30 June 2004 but had registration suspended as at 30 June 2005
-12	Teachers deregistered during the year
7449	Teachers added to the register during 2004-05
-4040	Teachers withdrew from the register during 2004-05
= 96,399	Teachers registered at 30 June 2005

The public register of teachers is available for viewing during office hours at the Institute's office on Level 24, 570 Bourke Street, Melbourne.

Registration Refusals

The branch refused registration (including Permission to Teach) to 163 applicants. These applicants were refused registration on the grounds of one or more of:

- insufficient academic or teacher education qualifications
- insufficient Supervised Practice Teaching
- inability to demonstrate competence in the English language
- a finding or conviction of guilt for a sexual offence.

Appeals to Victorian Civil and Administrative Tribunal (VCAT)

Two applicants, who had been refused teacher registration on the grounds of insufficient academic or teacher education qualifications, appealed to VCAT. One appeal was conceded after further detailed information was provided by the applicant about the qualifications held. The other appeal was withdrawn following the Institute's reassessment of the applicant's qualifications, which resulted in the applicant being granted Permission to Teach.

Victorian Tertiary Admissions Centre (VTAC)

From September to December 2004 the Institute hosted four VTAC assessment officers to assist them in making teaching method assessments for applicants to postgraduate teacher education courses.

Vitonline

In 2004 the Institute developed *Vitonline*, a secure Internet based online facility enabling principals to check the registration status of teachers at their school or of teachers they wish to employ. *Vitonline* is now also available to a number of teacher employment agencies. In 2005 *Vitonline* was further enhanced to show whether the Institute had undertaken a criminal record check at the request of the teacher and the date on which the check was satisfactorily completed.

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The Institute's registration application forms



Publications

During 2004-05, the branch reviewed and reprinted all of the Institute's registration application forms. The forms are available in hard copy and on the Institute website. Feedback from applicants indicates that the new forms have made the application process more manageable.

2005 Registration Fees

Application and annual fees for teacher registration are fixed by the Minister and have remained constant for the third year in succession.

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

Registration Committee

The Registration Committee manages the business of registration on behalf of the Institute Council. The Committee recommends to Council whether applications for registration or Permission to Teach should be approved or refused. The Committee also recommends whether suspensions of registration for non-payment of the annual registration fee should be revoked. Some applications for registration require careful consideration by the Committee. If necessary, the Committee will conduct an interview with the applicant in order to make an informed decision about the applicant's suitability as a teacher.

Members of the Committee are representative of primary and secondary school teachers, principals and employers in each sector.

The Registration Committee

Jean Cooke (Chair)	Teacher, Aurora School
Carolyn Clancy	Teacher, Cambridge Primary School
Terry Hayes	Executive Officer, Council of Professional Teaching Associations of Victoria
Robert Adams	Department of Education & Training
Stephen Newton	Principal, Caulfield Grammar School
Tony O'Meara	Catholic Education Commission
Julia Wake	Teacher, Catholic College Sale
Jan Sherry	Independent school teacher (retired) until March 05.

Outlook for 2005-06

In 2005-06 the Registration Branch aims to:

- ensure all teachers have undertaken a criminal record check since the beginning of 2003
- develop the skills of staff of the Registration Unit, implementing succession planning principles across the branch
- ensure that all applicants have access to high quality information and personalised service during the registration process
- develop registration processes and improve the turnaround times for new applicants
- contribute to the growth of nationally consistent policies and processes in collaboration with the registration authorities in other Australian and New Zealand jurisdictions.

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Registration and Accreditation Branch: (back row L-R) Bruce Stephens, Nicki Wheeler, Ross Mackinnon, Sarah Mead, Marie Landini, Ruth Newton, Jehad Ahlip, Sue Stafford and Kirsty Iversen. (front row L-R) Teresa Fiore, Shehan Ahlip, Cynthia Merrill and Kathy Liley.



Accreditation

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

Objective

The objective of the Accreditation Unit is to ensure graduating teachers are well prepared to enter the teaching profession. It does this by working with the profession and with universities in the development and delivery of high quality pre-service teacher education courses.

Major Achievement

In 2004-05, the Accreditation Committee successfully undertook the work of cyclical review, approval and endorsement of an unprecedented number of courses:

Pre-service teacher education courses reviewed and approved	24
New courses approved	02
Teacher education courses that further qualify teachers in specialist areas reviewed and endorsed	07

The Accreditation Committee

The Accreditation Committee was set up under s.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, guidelines and processes that the committee uses to assess and approve these courses.

Members of the Accreditation Committee come from primary and secondary government, Catholic and independent schools; from university faculties of education; or are employer representatives or parents. The Committee has a majority of registered teachers. The large size of the committee increases the involvement of all stakeholders and serves to ease the workload on individual members. Each course review involves two to four committee members.

Accreditation Committee Members

Debra Punton (Chairperson), St Elizabeth's School
Nicholas Abbey, Kingsbury Primary School Council and Macleod Prep-12 College Council
Lawrence Angus, University of Ballarat
Helen Astarte, Department of Education & Training
John Baston, Ashwood Secondary College
Stephen Bhogal, Geelong Grammar School
Diane Bourke, Melbourne Girls Grammar
Deborah Corrigan, Monash University
Anne-Maree Dawson, Australian Catholic University
Bill Eckersley, Victoria University
Julie Faulkner, RMIT 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
Bernie Neville, La Trobe University
Robert Newton, University High School
Robert Pyers, Kurunjang Secondary College
Margaret Ricardo, St Agnes School
Pamela Sioström, Department of Education & Training
Christine Ure, University of Melbourne
Mary Walker, Templestowe Heights Primary School
Julia Walsh, Deakin University
Sylvia Walton, Tintern Grammar School
Amanda Watson, University High School

The Accreditation Process

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

When universities apply for course approval, they provide documents that describe the course and indicate how the course will prepare graduates to meet the expectations listed in the Institute's guidelines (see publication list on page 15). A Committee Review Panel examines the documents provided and 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 Approved, Reviewed and Endorsed

The following courses were approved following cyclic review by the Accreditation Committee:

Bachelor of Primary Education, Monash University
Bachelor of Early Childhood Education, Monash University
Bachelor of Secondary Education, Monash University
Bachelor of Arts/Bachelor of Education, Monash University
Bachelor of Commerce/Bachelor of Education, Monash University
Bachelor of Information Systems/Bachelor of Education, Monash University
Bachelor of Music/Bachelor of Education, Monash University
Bachelor of Science/Bachelor of Education, Monash University
Bachelor of Visual Arts/Bachelor of Education, Monash University
Bachelor of Sport and Outdoor Recreation/Bachelor of Education, Monash University
Bachelor of Arts/ Bachelor of Arts Education, La Trobe University
Bachelor of Teaching (Secondary)/Bachelor of Arts, Deakin University
Bachelor of Teaching (Secondary)/Bachelor of Health Sciences, Deakin University
Bachelor of Teaching (Secondary)/Bachelor of Science, Deakin University
Bachelor of Teaching (Primary and Secondary), Deakin University
Graduate Diploma in Education (Secondary), La Trobe University
Graduate Diploma in Secondary Education, Victoria University
Graduate Diploma of Education (Secondary), University of Ballarat

Graduate Diploma of Education (Secondary) for International students, Deakin University
Graduate Diploma in Technology Education, La Trobe University
Graduate Diploma in Education (P-12), La Trobe University
Graduate Diploma in Education (Primary), La Trobe University
Graduate Diploma of Education (Primary) for International students, Deakin University
Bachelor of Education – 4th year (Primary Conversion), Deakin University

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

Graduate Diploma of Education (Applied Learning), Deakin University
Graduate Diploma of Education (Primary), University of Ballarat

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 following seven programs:

Master of Education (Coursework) majoring in Special Education, University of Ballarat, for teachers to qualify as Special Education teachers

Postgraduate Diploma in Educational Studies (Special Education), University of Melbourne, for teachers to qualify as Special Education teachers

Postgraduate Diploma in Educational Studies (Specific Learning Difficulties), University of Melbourne, for teachers to qualify as Special Education teachers

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*Accreditation Committee members discuss the Future Teachers Project.
(Lawrie Angus, Ruth Newton and Robert Newton)*



Postgraduate Diploma in Educational Studies (Hearing Impairment), University of Melbourne, for teachers to qualify as Special Education teachers

Bachelor of Education – 4th year (Primary Conversion), Deakin University, for secondary teachers to qualify as primary teachers

Graduate Certificate of Education (TESOL), Deakin University for teachers to qualify as TESOL teachers

Master of Education (TESOL), Deakin University for teachers to qualify as TESOL teachers

A list of all currently approved courses is available on the Institute's website at www.vit.vic.edu.au under Teacher Education.

The Future Teachers Project

The Institute initiated the Future Teachers Project in 2004 to review and develop new guidelines, standards and processes for assessing, approving, reviewing and monitoring pre-service teacher education courses.

The new standards, guidelines and processes will be used by the Institute's Accreditation Committee to approve pre-service teacher education courses from 2007. The Accreditation Committee is managing this project, with input from the Standards and Professional Learning Committee.

As part of this project, the Institute commissioned the Australian Council for Educational Research (ACER) to conduct a survey examining the perceptions of beginning teachers and their principals. The survey indicated that teachers who were well prepared to meet the demands they faced in their first year of teaching had completed courses that gave them:

- deep understanding of what they will be expected to teach, and how students learn
- skills in:
 - diagnosing students' existing levels of understanding of content
 - planning activities that would promote further development
 - assessing the extent to which development had taken place.

Beginning teachers and their employers believed that these professional capabilities remained the necessary, though not sufficient, foundations of professional preparation. They were needed to prepare teachers to meet the wider demands of the job - from establishing a productive learning environment, to working effectively with parents.

In developing standards for the accreditation of pre-service teacher education courses, the study suggested several features of courses that warrant examination. In particular, close attention should be given to the capacity of the course to ensure that graduates:

- can demonstrate deep understanding of what they will be expected to teach
- learn methods of teaching specific to the content they will teach
- understand how students learn that content
- plan and prepare units of work collaboratively, based on this understanding
- receive opportunities to practise new skills
- receive useful feedback about their teaching from lecturers and expert practitioners.

The ACER research was used to inform the work of the Future Teachers Project. A discussion paper has been prepared for public consultation as part of the Future Teachers Project. However before this proceeds, the Institute Council is awaiting the outcome of the Government's response to the Victorian Parliamentary Education and Training Committee *Inquiry into the Suitability of Pre-service Teacher Training in Victoria*. The Institute made a submission to this inquiry. The parliamentary committee's report has since been published and is expected to have a substantial impact on the Future Teachers Project.

In the meantime, the standards and processes established under the Standards Council of the Teaching Profession and Ministerial Advisory Committee for the Victorian Institute of Teaching continue to operate as interim standards for the accreditation of 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, 2002.

Liaison with Other Bodies

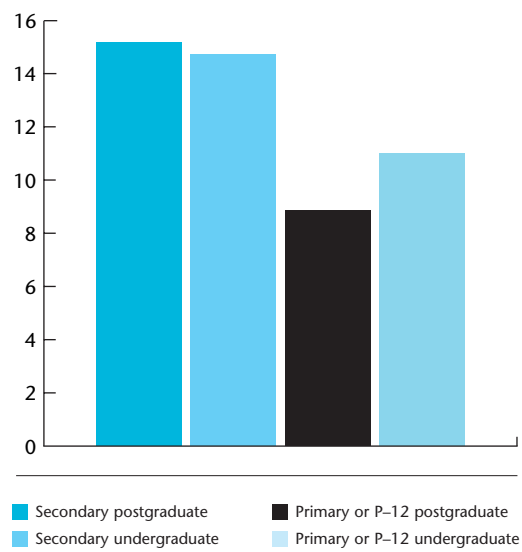
The Institute collects enrolment data from Victorian universities to provide advice on the supply of teachers statewide. In 2003-04, the Institute contributed the teacher supply data to the Teacher Supply and Demand Report prepared by the Teacher Supply and Demand Reference Group which is convened by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

The Institute also works with the Department of Education & Training to implement the initiatives in the Government’s strategy for Teacher Supply and Demand for Government Schools. These initiatives include providing opportunities for teachers in rural schools to retrain in particular subject/curriculum areas where schools have problems in attracting appropriately qualified teachers.

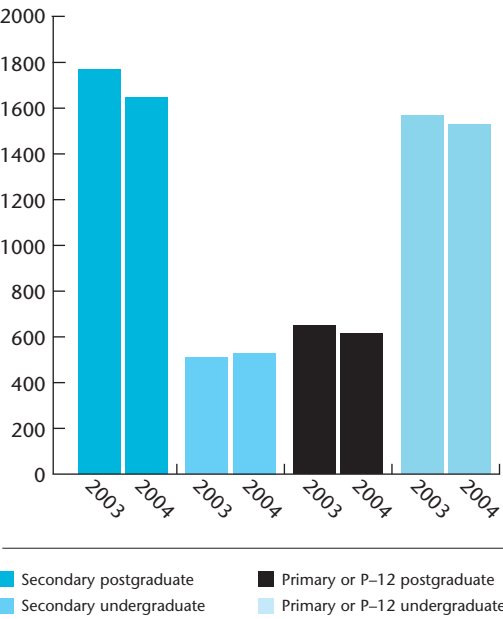
Outlook for 2005-06

During 2006, it is expected that the new standards for graduates, the new accreditation guidelines and the new accreditation processes will be developed and approved, ready for consultation and subsequent implementation. Accreditation of pre-service teacher education courses from 2007 will be achieved using the new documents and processes. The first cohort of students completing postgraduate programs approved under the new guidelines, will graduate in December 2007. The first cohort of students completing undergraduate programs approved under the new guidelines, will graduate in December 2010.

Number of Currently Approved Courses



Number of students commencing pre-service teacher education courses 2003–2004



It is anticipated that part of the new processes will be the use of a benchmarking instrument that will evaluate the effectiveness of pre-service teacher education courses in producing graduates who meet the Institute’s professional standards for graduate teachers.

Standards and Professional Learning



The Supporting Provisionally Registered Teachers Program materials.

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Branch Objectives

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
- support provisionally registered teachers gain full registration.

Key Branch Achievements

- Implemented an evidence based process to enable provisionally registered teachers to demonstrate they have achieved the standards of professional practice for full registration.
- Implemented an induction and mentoring program to support provisionally registered teachers, their mentors and school principals.
- Developed a comprehensive package of resource materials for mentors and provisionally registered teachers.
- Developed and implemented a support program for casual relief or emergency teachers.
- Implemented a support program for teachers returning to the profession.

- Finalised the consultation draft of Standards of Professional Practice for Graduate Teachers to be used to develop criteria for the approval of pre-service teacher education courses.
- Developed initial policy for renewal of registration and concluded an initial statewide consultation.
- Commissioned a research project into the implementation of The Standards of Professional Practice for Full Registration for the 2004 cohort of provisionally registered teachers.
- Continued joint Australian Research Council research initiatives with university partners.
- Managed the process of gaining full registration for the 2004 cohort of provisionally registered teachers.

Implementing Standards of Professional Practice for Full Registration: the Supporting Provisionally Registered Teachers Program

In 2004, 2360 provisionally registered teachers completed the evidence based process and moved from provisional to full registration. They were supported by over 2000 mentors. Both mentors and provisionally registered teachers attended a support program conducted over two days during the year for mentors and two afternoon and evening programs for provisionally registered teachers. The Institute provided all participants with comprehensive guides to induction and mentoring, and the requirements for full registration. This included an interactive CD-ROM.

Supported by experienced (mentor) teachers, new teachers assemble evidence of the development of their professional practice in a phased induction process extending over the calendar year. Evidence must include reports on classroom practice, a written analysis of a component of their teaching and learning program and an evaluation of their professional development.

The program is also supported by the Department of Education & Training, the Catholic Education Offices and the Association of Independent Schools in Victoria.

The Program Evaluated

The Institute Council commissioned an evaluation of the program by the Australian Council for Educational Research (ACER). Over 720 provisionally registered teachers, 500 mentors and 400 principals responded to a survey administered by the ACER. Each of these groups believed the program had contributed to provisionally registered teachers becoming better teachers: 97 per cent of principals, 96 per cent of the mentors and 82 per cent of provisionally registered teachers. Furthermore, 92 per cent of provisionally registered teachers, 98 per cent of mentors and 98 per cent of principals believed that working with other teachers during the program had shown the value of collaboration and teamwork.

The program is continuing in 2005 with 2500 provisionally registered teachers and 1700 mentors attending the support program to date. Evaluation (figures 1 and 2) of this program continues to indicate a very high level of satisfaction.

Figure 1
Evaluation of Mentor Support Program

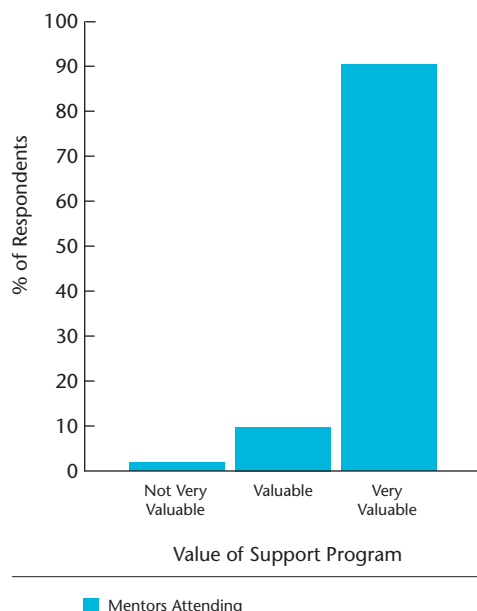
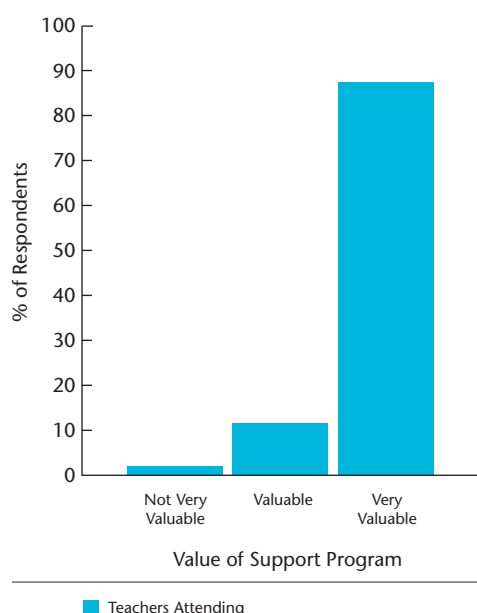


Figure 2
Evaluation of Provisionally Registered Teachers Support Program



Involving School Leaders in the Professional Growth of New Teachers: the Principal Briefings

Briefings for principals of schools employing provisionally registered teachers were held on three occasions during the reporting period. At the briefings, principals were provided with all materials prepared for mentors and provisionally registered teachers. 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. The principal's involvement at all stages of this process is seen as instrumental to the success of the program.

Awarding Full Registration

A total of 2815 provisionally registered teachers have been granted full registration during the 2004-05 reporting period. This includes 170 teachers from the 2003 cohort who used the interim process to November 30, 2004 and 2645 teachers who had been granted provisional registration in 2004 or 2005.

Support for Teachers Returning to the Profession

With support from the Victorian Curriculum and Assessment Authority and employers, the branch conducted three full day workshops for over 350 teachers contemplating returning to teaching. Teacher evaluations of the workshops were very positive and the program will continue to be offered on a regular basis.

Support for Casual Relief or Emergency Teachers

In the reporting period the branch has provided three support days for over 700 casual relief or emergency teachers. The program covers topics such as registration requirements, seeking employment and undertaking professional development. In 2005 the program has been extended to country areas focusing particularly on how employers can support these teachers and how the requirements for full registration can be tailored to more closely reflect their teaching experience.

Developing Standards of Professional Practice for Graduating Teachers

As part of the Future Teachers Project, the branch has developed 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. These criteria and the standards will be the basis for consultation with teachers through the Future Teachers Project.

Renewal of Registration

It is a requirement of the *Victorian Institute of Teaching Act 2001* that teachers renew their registration every five years. The branch has developed draft policies on renewal of registration and a professional learning framework. Both policies have been the subject of a statewide consultation. Teachers have responded positively and constructively to the proposals. The branch will use this response to prepare a discussion paper on the professional learning framework and the quality, quantity and scope of professional learning required for registration renewal in the period from 2008 onwards. Consultation on this matter and proposals for renewal of registration requirements for the current period of registration will begin in early 2006.

*Standards and Professional Learning Branch:
(L-R) Andrew Maddicks, Fran Cosgrove,
Meredith Hudson, Robyn Paull and John Mildren
(absent Geoff Emmett and Samantha Dorsett)*

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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 and provides advice to the Institute Council on research into teaching and learning practice.

The focus of the Committee's work this year has been the implementation of the Standards of Professional Practice for Full Registration and developing policy on renewal of registration. Broad and inclusive consultation with teachers and key stakeholders, and the 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 Richardson	Carrum Downs 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 2005-06

In 2005-06 the branch will:

- continue to implement for all beginning teachers a process for meeting or exceeding Standards of Professional Practice for Full Registration
- continue to provide a support program for provisionally registered teachers and their mentors
- 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
- further develop and implement policy for renewal of registration
- develop a consultation draft of the framework for professional learning in light of the initial consultation with teachers in 2005
- continue the Australian Research Council Linkage Projects
- conduct further research in the area of standards and professional learning by supporting research projects already underway and through a supplementary grants program
- continue the support programs for teachers returning to the profession and casual relief and emergency teachers.

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Returning to Teaching Workshop



Professional Practice and Conduct Branch



Code of Conduct Working Party

The Professional Practice and Conduct Branch is responsible for disciplinary proceedings in relation to registered teachers. It conducts inquiries about a teacher's serious misconduct, serious incompetence and lack of fitness to teach, to determine whether a registered teacher should continue to be registered, or registered with conditions, in Victoria. Inquiries are initiated by the lodging of a complaint, a notification from an employer school or advice from the police and other sources of a conviction or finding of guilt for an indictable offence.

From the beginning of 2004, the Institute has conducted formal and informal hearings into allegations against teachers of serious misconduct, serious incompetence and fitness to teach. The number of teachers who have been investigated because they have been convicted or found guilty of an indictable offence has increased. This is because the Institute has begun the process of conducting criminal record checks on all teachers who were deemed registered on 31 December 2002. The branch has also been responsible for the development of a Code of Ethics for the teaching profession and has commenced a consultation process in relation to the development of a Code of Conduct.

Branch Objectives

The branch aims to:

- continuously refine its disciplinary processes and procedures
- improve the preparation and conduct of investigations into complaints
- fulfil through its disciplinary processes an important educative function for teachers, parents and the community
- process criminal record checks as quickly as possible to reduce the anxiety caused to teachers.

To meet these objectives the branch uses feedback from the panels conducting the hearings as well as feedback from teachers, witnesses and representatives who have appeared at hearings. The results of a review of the Institute's decisions by the Victorian Civil and Administrative Tribunal (VCAT) and the courts also provide important information about the Institute's procedures. Feedback from teachers and employers helps the branch to modify and improve its processes. Investigators will be recruited and trained to conduct the investigations into complaints and to assist the branch to prepare matters for formal hearings.

Branch Achievements

Disciplinary Proceedings

The branch conducted seventeen formal hearings and one informal hearing in 2004-05. The hearing process has been open and transparent with teachers being fully informed beforehand of the allegations to be raised at the hearing. Teachers have been encouraged to seek independent advice and to be represented. Members of the public and the press have attended the formal hearings and this has resulted in reports of the hearings appearing in the newspapers. Since the relocation of the Institute to Marland House in November 2004, the branch has been able to conduct hearings in its own hearing rooms. This has enabled the branch to list more cases and to operate more efficiently.

Criminal Record Checks

Criminal record checks have been conducted on a number of teachers in government and Catholic schools. The Institute will complete checks for teachers in independent schools later in 2005. Because the branch must investigate all convictions and findings of guilt, a procedure has been established for ensuring that:

- criminal record checks are accurate
- teachers are informed as quickly as possible of the outcome of an investigation
- teachers understand why the Institute must undertake this process.

One teacher complained to the Ombudsman about the process adopted by the branch in relation to criminal record checks. However after the branch adjusted its processes and explained them to the teacher, the Ombudsman decided not to investigate the complaint. The Institute has produced an information sheet that explains which offences the Institute is likely to investigate and possible outcomes of these investigations.

Code of Ethics and Code of Conduct

One of the Institute's key legislative responsibilities is to 'develop, maintain and promote a code of conduct for the teaching profession'. Early work with the St James Ethics Centre led the Institute to undertake a two-step process, involving two codes – a Code of Ethics and a Code of Conduct.

The Professional Practice and Conduct Committee consulted extensively to develop a draft Code of Ethics. A CD-ROM was sent to all schools explaining the purpose of the Code of Ethics and how the Code would be developed. A number of forums were conducted to identify the values of most significance to the teaching profession. Using feedback from this process, the Committee wrote a draft Code of Ethics. The draft Code was sent to every registered teacher for comment. The Institute received approximately 8000 responses which were overwhelmingly supportive of teachers having their own code. A Code of Ethics reflecting the core values of the profession was written and will be distributed to all teachers in late 2005.

Earlier this year, the branch wrote to stakeholders asking them to participate in a working party to develop a draft Code of Conduct. The first meeting was held on 6 April 2005 and the branch has commenced the consultation process with the profession. It is anticipated that the Code of Conduct will be finalised in 2006.

Prosecutions

The branch has begun developing a procedure for prosecuting employed teachers who do not hold current registration and employers who employ unregistered teachers.

The Disciplinary Proceedings Committee

The Disciplinary Proceedings Committee (DPC) is a committee of the Institute Council and has responsibility for administering the disciplinary procedures. The members of the committee are Peter Ryan (Chairperson), Garry Salisbury, Marilyn Mooney, Dr Heather Schnagl, Kevin Pope and Peter Hibbins. Peter Ryan replaced Jan Sherry who resigned from the Council and the committee on 31 March 2005.

The Professional Practice and Conduct Committee

The Professional Practice and Conduct Committee (PP&C) 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 Susan Halliday (Chairperson), Kerry Wilcox-McGuinness, Anne Maloney, Jennifer Murray and Terry Hayes. Ross Dean and Council member Julia Wake are observers. Council Chairperson, Susan Halliday replaced Jan Sherry as committee chairperson in April 2005.

The Staff

The branch is managed by the Group Manager with the assistance of three solicitors and an administrative officer.

Complaints

In 2004-05 the branch received 215 telephone or written inquiries from members of the public with concerns about teachers. Many of these concerns were resolved through discussion and/or referral to the school or employer.

Forty-two complaint files were opened. Eighteen matters were closed when the complainants elected not to proceed or provide information. One matter was determined to be frivolous or vexatious.

Thirteen matters were referred for consideration to the DPC. The DPC determined that five complaints did not amount to serious misconduct, serious incompetence or lack of fitness to teach and no further action was taken.

Six matters were determined by the DPC to require preliminary investigation and these were referred to a consultant contracted by the Institute to investigate and interview witnesses. Following the investigation, the DPC determined to take no further action in two matters. Two complaints were referred to formal hearing. One preliminary investigation is being completed and one matter requires consideration by the DPC.

Two complaints were referred directly to formal hearing. Following investigation in preparation for the formal hearing, the DPC determined to take no further action in one matter. In the other matter the formal hearing has been completed and the decision is pending.

Ten complaints are awaiting information from complainants, the completion of criminal proceedings or consideration by the DPC.

Seventeen complaints lodged by the Department of Education & Training in 2003-04 are still being investigated and assessed. Forty-seven matters from the previous year have been completed in the current year.

Notification from an Employer

The majority of inquiries conducted by the branch arise from the statutory obligation of an employer to notify the Institute when it takes action against a teacher for serious misconduct, serious incompetence or lack of fitness to teach. Notification usually occurs when a teacher has been dismissed or has resigned during investigation by the employer.

In 2004-05 the branch received 60 notifications by employers. Thirty-one matters are awaiting information from employers or the completion of criminal proceedings.

A formal hearing panel – Stewart Cheal, Susan Halliday and Andrea Treble.



Of the notifications, 28 matters have been considered by the DPC. In nine matters, the DPC resolved to take no further action as it was satisfied that there had not been serious misconduct or serious incompetence or the teacher was not registered with the Institute. Eighteen matters have been referred by the DPC to formal hearings. One of these matters has been reconsidered by the DPC following an investigation in preparation for the hearing and the DPC determined to take no further action in that matter.

In one notification the teacher was deregistered without inquiry as he was subsequently convicted of a sexual offence.

Twenty-seven matters lodged by the Department of Education & Training in 2003-04 are still being investigated and assessed. Thirty eight matters from the previous year have been completed in the current year.

Indictable Offences

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.

In 2004-05 the branch opened 127 files for teachers charged, convicted or found guilty of an indictable offence. The majority of these files were the result of criminal record checks. This compares to 12 files opened in the previous year for indictable offences.

Of these, 118 matters have been considered by the DPC. The DPC refers to the Institute's policy for the determination of indictable offences and as a consequence, resolved to take no further action in 117 instances.

One matter has been referred to formal hearing.

*Professional Practice and Conduct Branch:
(back row L-R) Carolyn Pickett, Marita Cullen and
Brent Carey. (Front row) Christine Heazlewood*



Five matters are awaiting the completion of criminal proceedings or consideration by the DPC. Four other matters are awaiting advice from the teacher as to the accuracy of the criminal record check.

Three matters remain open from the previous year. Thirteen matters from the previous year have been completed in the current year.

Sexual Offences

If a teacher has been convicted or found guilty of a sexual offence as defined in the Act, the teacher's registration must be cancelled from the date of the conviction or finding of guilt.

In 2004-05 nine teachers' registrations were cancelled as a result of convictions or findings of guilt for sexual offences. One registration has been reinstated following a successful appeal of the conviction by the teacher. One deregistration is pending.

Seven teachers have been charged with sexual offences and the branch is monitoring these criminal proceedings.

Informal Hearing

One informal hearing was conducted in 2004-05. This inquiry was the result of a complaint lodged by the employer in the previous year in relation to a teacher's competence. The informal hearing was conducted by the PP&C to determine whether there was evidence of serious incompetence requiring the referral of the inquiry to a formal hearing.

After hearing evidence from the teacher and consideration of the references in support of the teacher, the PP&C determined that no further action be taken as it was satisfied as to the competence of the teacher.

Formal Hearing

In 2004-05 the Institute conducted 17 formal hearings into allegations about registered teachers. These inquiries were opened by the Institute in the 2003-04 year. An inquiry only proceeds to formal hearing if there is probative evidence to substantiate allegations of serious misconduct, serious incompetence or lack of fitness to teach. Inquiries involving serious misconduct and serious incompetence are referred to contractors employed by the Institute to obtain witness statements and information for the DPC to determine if the matter should proceed to hearing.

Six hearings concerned allegations about serious misconduct. In two matters, a panel determined that there had not been serious misconduct and that the teacher was fit to teach. In two hearings a panel determined that there had been serious misconduct and that the teacher was not fit to teach. These inquiries related to inappropriate relationships with students. In these two matters, the registration of the teacher was cancelled. Two decisions are yet to be handed down.

Two hearings concerned allegations about serious incompetence. One teacher was found to be seriously incompetent and not fit to teach. That teacher's registration was cancelled. In the other matter, a panel found that the teacher was not seriously incompetent and was fit to teach.

Nine formal hearings concerned convictions or findings of guilt for indictable offences. In seven of these matters, a panel has determined that the teacher was fit to teach. In two matters it was determined by a panel that the teachers were not fit to teach and their registrations were cancelled. Both of these instances involved criminal conduct at, or associated with, a school.

Members of the Formal Hearing Panels

The hearing panels are constituted by three members. The Chairperson of the panel must be a member of Council. The second panel member must be a registered teacher and the third panel member may be a registered teacher or a specialist member.

The Institute has 25 sessional panel members.

Review by the Victorian Civil and Administrative Tribunal

The branch is responsible for representing the Institute in any review by the Victorian Civil and Administrative Tribunal (VCAT). A review may be sought by a person whose application for registration has been rejected. A review may also be sought by a person whose registration is adversely affected by the decision of a formal hearing panel.

Decision of Formal Hearing Panels

In 2004-05 one person lodged a request with the VCAT to review a panel decision to cancel the teacher's registration. At the Institute's request a preliminary hearing was held to decide the extent of the VCAT's jurisdiction. This decision on the VCAT's jurisdiction has been appealed by the applicant to the Court of Appeal.

Statistics – 2004-05

COMPLAINTS	42
Unconfirmed/ Frivolous	19
No further action	5
Referred to preliminary investigation	6
• <i>No further action following preliminary investigation</i>	2
• <i>Referred to formal hearing following preliminary investigation</i>	2
• <i>Investigation to be completed</i>	2
Referred directly to formal hearing	2
Yet to be considered by the committee	10
NOTIFICATION FROM EMPLOYER	60
No further action	9
Referred to formal hearing	19
• <i>No further action following investigation to prepare for hearing</i>	1
• <i>Awaiting investigation for formal hearing</i>	18
Yet to be considered by the committee	31
Deregistration without inquiry for sexual offence	1
INDICTABLE OFFENCES	127
No further action	117
Referred to formal hearing	1
Yet to be considered by the committee	9
CANCELLED REGISTRATIONS	15
• <i>Formal hearing</i>	5
• <i>Formal hearing in previous year</i>	1
• <i>Sexual offence</i>	9
INFORMAL HEARINGS CONDUCTED	1
FORMAL HEARINGS	17

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Communications and Research

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Editions of iteach published in the reporting period

Branch Objectives

The Communications and Research Branch supports the core purposes of the Institute to recognise, promote and regulate the teaching profession in Victoria. Through its publications and communications the branch aims to:

- achieve clear, accurate and comprehensive communications with its primary audiences (teachers, principals, teacher educators, stakeholders and government)
- promote the profession of teaching to the broader community to raise both its profile and standing
- implement a communications strategy which builds awareness within the community of the Institute's regulatory role
- maintain the Institute's research database.

Our Communications with Teachers

Registration is a condition of employment as a teacher in Victoria. Through its communications, the Institute must ensure teachers understand the legal requirement to maintain their registration as practising members of the profession. The branch uses a range of channels to communicate effectively with teachers:

- the Institute newsletter *iteach* distributed quarterly
- a Teachers' Hotline customer service centre operating five days a week
- an electronic mailbox for email correspondence
- regular news and policy updates on the Institute website
- regular circulars emailed to all schools
- a Principals' Hotline
- Stakeholder seminars.

Achievements

iteach

iteach is distributed quarterly to approximately 98,000 registered teachers. It is also distributed to school council presidents, school board chairpersons, faculties and schools of education, principals and professional associations, teacher unions, interstate and international equivalent bodies.

The Institute produced four editions of *iteach* in the reporting period. The newsletter is the Institute's primary mode of communication with registered teachers. The editorial objectives of the newsletter are to:

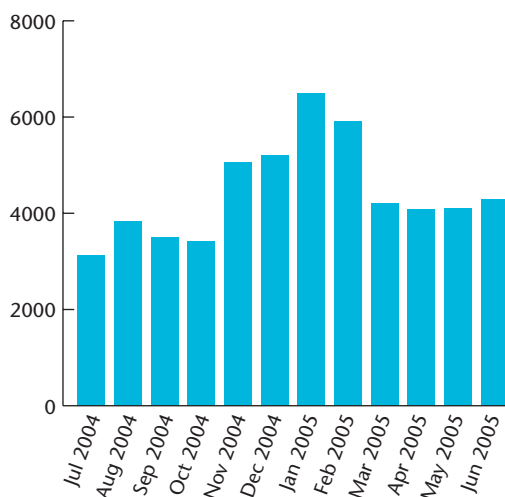
- report the development and implementation of key Institute policies
- report the work of the Institute
- celebrate the profession through the stories told by teachers and principals
- report the Institute's consultations with beginning and experienced teachers at forums, seminars and workshops
- reflect the experience of teaching, its rewards and challenges
- ensure a balance of articles from each school sector, government, Catholic and independent schools
- reflect the gender distribution within the profession.

The branch has sought feedback on its newsletters from teachers directly and through focus groups conducted by qualitative researchers. The branch is using this feedback to make further changes to the content and presentation of the newsletter.

The Customer Service Centre

The relocation to new premises at 570 Bourke Street included the upgrading of the Institute's telephony system. New software to monitor and provide reports on the operations and performance of the Principals' and Teachers' hotlines has been used to continuously improve the level of service to callers.

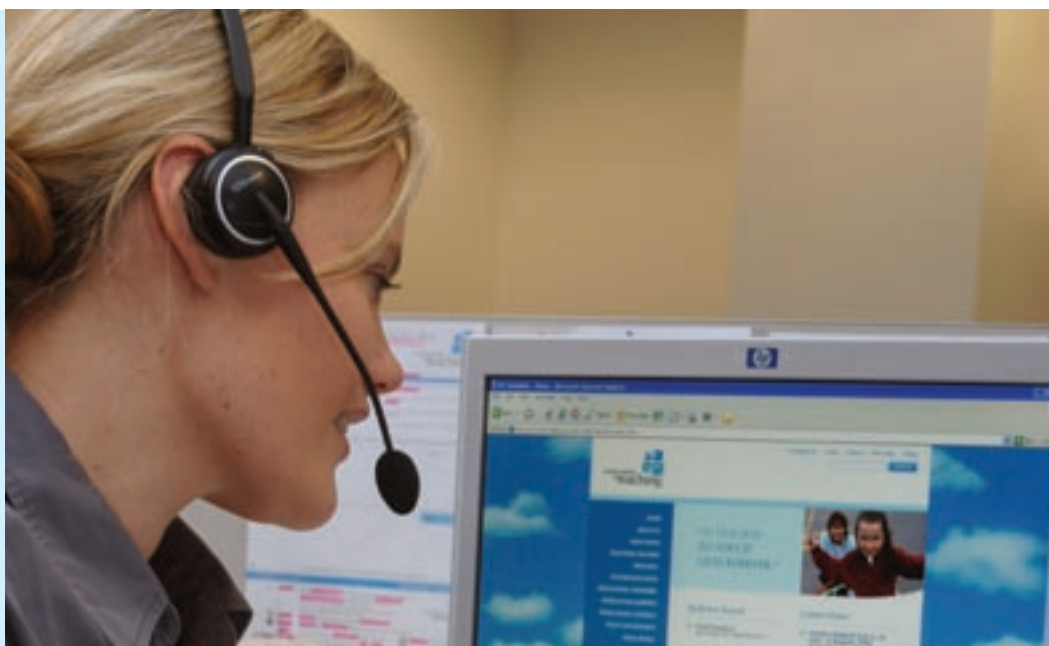
No of Calls Per Month July 2004 – June 2005



The Customer Service Centre answered a total of 53,616 calls to the Teachers' Hotline in 2004-05, an average of 4468 calls per month. During the peak period from November to the end of February, four Customer Service Officers answered a total of 22,662 calls to the Teachers' Hotline. Most calls were from registered teachers renewing their annual registration or from applicants for registration.

Customer Service Officer, Marnie Reid

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Correspondence to the Institute

The branch is responsible for responding to both written and electronic correspondence from registered teachers and applicants for registration. Between December 2004 and February 2005, 2279 emails were received. It was necessary to allocate extra resources to manage the high volume of emails, coinciding as this did, with the Customer Service Centre's peak demand period. On average, 615 emails were responded to per month, during 2004-05.

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 every aspect of the Institute's operations.

A new website will 'go live' later in 2005. The new site departs radically from the existing site and is based upon:

- visitor statistics which highlight the pages attracting the most 'hits'
- research into the navigational and design features of comparable sites
- the information needs of particular cohorts of registered teachers (provisionally registered teachers, teachers holding Permission to Teach, teacher mentors etc)
- the information needs of applicants for registration
- the information needs and interests of members of the general community.

The branch has also been developing a new intranet for the Institute secretariat which will be launched in August 2005. The new intranet will:

- provide ready access to policy statements and work documents
- enhance communications channels within the Institute
- unify the work of the five branches of the Institute
- communicate a strong sense of corporate identity and purpose to promote positive workplace relations
- enable staff to provide a better service to registered teachers and applicants for registration
- be highly congruent with the Internet site.

Circulars to Principals

The Institute regularly communicates with principals via emailed circulars to ensure they have current information on registration issues affecting teachers at their school. To maximise communication between all members of the school education community, the Institute's circulars to principals are also forwarded to key stakeholder organisations.

In the reporting period, twenty circulars were sent to principals.

The Principals' Hotline

A dedicated hotline to five points gives principals immediate access to professional advice about the registration status of teachers including teachers they wish to employ. Early in 2005 during the peak demand period, technical difficulties emerged with the operation of the Hotline compromising the quality of service the Institute was able to provide for principals. These problems were rectified with the installation of an enhanced system which is now operating effectively.

*Communications and Research Branch:
(back row L-R) George Grosios, Pania Whibley,
Marnie Reid and Tracey Roussety. (Front row L-R)
Kate Gniel, Wendy Bradly and Marcelle McClelland*



Stakeholder Seminars

The Institute values its relationships with education stakeholders and welcomes opportunities to share, through conversation and dialogue, common interests in education. During 2004 and 2005, the branch hosted a series of seminars for stakeholders. Our audiences comprised representatives of education unions, teacher and principal professional associations, teacher educators, teacher employers, parent and school council groups.

Seminars for stakeholders included:

- *The Journey towards a Code of Ethics and a Code of Conduct for the Teaching Profession* (Guest speaker: Health Services Commissioner, Beth Wilson)
- *Working with Children Bill 2005 Briefing* (Speakers: Department of Justice staff)
- *National Inquiry into the Teaching of Literacy* (Guest speakers: Dr Ken Rowe, Chair of the National Inquiry Committee and Professor Frank Oberklaid, Director of the Centre for Community Child Health, Royal Children's Hospital)
- *Attracting, Developing and Retaining Effective Teachers: Insights from the OECD Policy Review* (Guest speaker: Dr Phillip McKenzie, Research Director, Transitions and Economics of Education program, Australian Council for Educational Research).

Evaluations of the seminars indicated a high level of support and interest in further events of this nature.

Developing a New Communications Strategy

In 2005, the Institute Council initiated work on the development of a high level communications strategy to support the role and functions of the Victorian Institute of Teaching. A communications strategy developed when the Institute was first established, no longer reflected current priorities and realities. Working on the basis of quantitative and qualitative research commissioned by the Institute at the end of 2004, the new strategy's broad objectives are to:

- increase the community's awareness of the Institute as a regulatory authority for the teaching profession acting in the public interest
- increase teachers' understanding of the role of the Institute and its relevance to their professional practice.

When completed, the strategy will guide all Institute communications and public statements.

Discount Offers

In 2004, the Institute negotiated arrangements with a number of suppliers to provide registered teachers with access to discounted professional products. Offers included discounted subscriptions to a range of broadsheet newspapers, books and first aid training from St John Ambulance. These offers were advertised in *iteach* throughout 2004. However in 2005 because of a poor take-up rate by teachers, these arrangements were continued with St John Ambulance only.

A number of institutions, such as Imax Theatre, Scienceworks Museum, the Immigration Museum, Melbourne Museum and the Melbourne Aquarium, provide free entry to registered teachers on presentation of their registration card. These offers are promoted in *iteach*.

Institute in the News

The branch incorporates a media unit which 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.

Keeping the Parent and School Council Community Informed

The Institute has continued to keep parent and school council organisations informed about its operations and policy developments. The branch convenes regular meetings with these organisations which include representatives of the Victorian Parents Council, Parents Victoria, the Association of School Councils in Victoria and the Victorian Council of School Organisations.

Council member, Mr Nicholas Abbey, chaired the meetings and Chairperson, Susan Halliday, Chief Executive Officer, Andrew Ius, and Group Managers provided briefings on the Institute's current activities.

Commissioned Research

In September 2004, the branch commissioned a major study examining both community perceptions of the teaching profession and teachers' own perceptions of their profession. The study revealed the community greatly values the work of teachers. A telephone survey of 1000 members of the community found high levels of agreement with these statements about teaching: that it is a job with big responsibilities (99 per cent), a tough job (89 per cent), a rewarding job (88 per cent) and a job valued by the community (78 per cent). Nearly all of the respondents

(92 per cent) think teachers do a good job. However the same research revealed a startling difference between what the community says, and what teachers believe the community thinks of them. Only half of the 400 teachers surveyed believe the community thinks teaching is a big responsibility. Similarly, 71 per cent of teachers believe the community thinks teachers have an easy job. The Institute publicised the outcomes of this research through the media on World Teachers' Day in 2004. The research provides rich data to inform the Institute's communications with both registered teachers, potential members of the profession and the broader community.

Promoting the Profession of Teaching

Celebrating World Teachers' Day

The branch again coordinated the Institute's promotional campaign to celebrate World Teachers' Day on 29 October 2004. As in 2003, the core of the campaign was the placement on the day, of half-page colour advertisements in *The Age*, the *Herald Sun*, as well as regional and multi cultural newspapers. In a colourful graphic reminiscent of the alphabet chart everyone associates with childhood, the advertisement invited readers to think about the teachers who had helped develop their skills and realise their potential. It is featured on the cover of this annual report.

A feature of this year's campaign was the involvement of other state registration bodies. The Tasmanian, South Australian and Queensland registration boards adopted the Victorian campaign concept and identical advertisements appeared in *The Courier-Mail*, *The Mercury*, the *Examiner*, *The Advocate* and *The Advertiser*.

A media relations strategy was implemented to ensure maximum media coverage of World Teachers' Day. The strategy identified a cross-section of well-known Victorians from a range of industries and professions nominating a teacher who had been a formative influence on their lives. The event achieved good media coverage in Victoria with mentions in metropolitan and regional print and electronic media. Another key element of the campaign was the release of outcomes of research commissioned by the Institute (see above) indicating high levels of community support for the work of teachers and recognition that teaching was a job with huge responsibilities.

Circulars to all school principals alerting them to the appearance of the 'alphabet ad' on 29 October helped build interest in local communities. Many schools responded to the Institute's suggestions for celebrating the day by holding special morning teas and lunches for the teaching staff. Victorian municipal councils were also encouraged to show schools their support for World Teachers' Day. The success of the 2004 World Teachers' Day campaign has consolidated interest from interstate registration bodies to turn

the day into a truly national event in 2005.

Communications Committee

The Communications Committee was established in April 2005. The Committee makes recommendations to the Institute Council on the overall direction of the Institute's communications and their implementation.

The Committee comprises six members:

Marilyn Mooney (Chairperson)	Casual Relief Teacher
Carolyn Clancy	Cambridge Primary School
Nic Abbey	President Macleod Prep-12 College Council and President, Kingsbury Primary School Council
Terry Hayes	Council of Professional Teaching Associations of Victoria
John Fry	Lalor North Secondary College
Jan Sherry	Casual Relief Teacher

Editorial Committee

The Editorial Committee, also established in April 2005, provides general advice and guidance to the editor of *iteach* consistent with the overall strategic direction as agreed in the Communications Committee.

The Committee comprises three members:

Marilyn Mooney (Chairperson)	Casual Relief Teacher
John Fry	Lalor North Secondary College
Jan Sherry	Casual Relief Teacher

Outlook for 2005-06

- A new Institute website and intranet established.
- 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.
- An expanded stakeholder seminar program.

Research Activities 2004-05				
Research topic	Related project	Area	Research partner/ Contractor	Completion date
Future Teachers Project Phase One surveyed all registered 2002 graduates and their principals to identify perceived best practice in pre-service teacher education courses	Development of new standards, guidelines and processes to be used by the Accreditation Committee to approve pre-service teacher education courses from 2006	Registration and Accreditation	Centre for the Economics of Education and Training	August 2004
Economic analysis of selected recommendations arising from the Victorian Parliamentary Education & Training Committee's report on pre-service teacher education	Information to assist with the preparation of a response to the Victorian Parliamentary Education & Training Committee's report on pre-service teacher education	Registration and Accreditation	Centre for the Economics of Education and Training	June 2005
Study to examine the validity and utility of selection testing of potential teachers	Information to assist with the preparation of a response to the Victorian Parliamentary Education & Training Committee's report on pre-service teacher education	Registration and Accreditation	Department of Management The University of Melbourne	June 2005
Australian Research Council Link Grant Project	Evaluating professional experience and mentoring in the preparation and induction of teachers for the teaching profession	Registration and Accreditation Standards and Professional Learning	Monash University, University of Melbourne, DE&T	June 2007
Developing portfolio assessment in English and Mathematics	Evaluating inside and outside perspectives on the implementation of professional teaching standards	Standards and Professional Learning	Monash University, Victorian Association for the Teaching of English and the Mathematical Association of Victoria	Continuous
Development and validation of professional standards and performance assessment portfolios for primary and secondary teachers of History		Standards and Professional Learning	Monash University, History Teachers Association of Victoria and the Victorian Curriculum and Assessment Authority	Continuous
Study to compare and contrast perceptions of the general population towards the teaching profession with teachers' own perceptions of their profession and its standing in the eyes of the community. The study also examined the teachers' and the community's awareness of the Institute as the regulatory body for the teaching profession		Communications and Research	Australian Research Group	October 2004
Small qualitative study to examine teachers' awareness of World Teachers' Day and the role of the Institute in promoting it. This study also evaluated teacher satisfaction levels with Institute communications, particularly the newsletter <i>iteach</i>		Communications and Research	Australian Research Group	December 2004
Small qualitative study to identify the professional issues teachers would most like to have highlighted as public agenda items and would see as offering value to the profession		Communications and Research	Australian Research Group	May 2005

Corporate Services Branch



Institute receptionist Maria Marazita (left) explains the Application for Registration to Teach form

Corporate Services

The Corporate Services Branch manages and maintains the Institute's human, financial, physical, information technology and communications infrastructure. Essentially, the branch maintains the Institute's operating base.

Achievements

- Relocated the Institute to Marland House, 570 Bourke Street.
- All financial services now managed and implemented in-house by the Institute's accounting bureau.
- Contributed to improved efficiency of registration application processes, issuing of registration cards and granting of waivers.
- Formalised a range of human resources policies.
- Initiated the archiving of selected paper records.
- Registered the *Victorian Institute of Teaching Certified Agreement 2004*.
- Let tenders for offset printing services, mail house services and records management.
- Commenced assessment of the Institute's risk profile.
- Ensured compliance with the Victorian Government Financial Compliance Framework.

More Efficient Systems and Processes

The holding of paper records within the Institute was reviewed against government archival policy and frameworks. As a result of this review, a substantial volume of records is now archived in a secure, off-site storage facility releasing valuable storage space and improving the in-house management and retrieval of records. Following a tender process, the Institute has appointed Enterprise Knowledge P/L to supply and install *Hummingbird* as the Institute's Electronic Records and Data Management System (ERDMS). The Institute engaged Knowledge Partners P/L to assist with the tender process and to provide advice on the project management of the installation of *Hummingbird*.

The Institute's databases, collectively known as VITIS (Victorian Institute of Teaching Information System) has continued to be reviewed and refined. The current system is being documented to assist future reviews and analysis and enable more formal change control processes. VITIS has been enhanced to manage the provisional to full registration process.

Staffing Matters

In November 2004, the *Victorian Institute of Teaching Certified Agreement 2004* (the Agreement) was registered by the Australian Industrial Relations Commission. While the Agreement is Institute specific, it provides similar conditions of work as those in the Victorian Public Service. The salary increases under the Agreement are also of the same quantum as those previously awarded to the Victorian Public Service and to teachers in government schools. However, in recognition that the initial salary increase was significantly later than the first round increases to teachers and public servants, the agreement provides for an initial increase of 4.5 per cent for Institute staff rather than the 3 per cent awarded to teachers and public servants.

The agreement will also see a review of the tenure of employment arrangements for directly employed staff. Subject to negotiations, most staff will be employed on an on-going basis rather than fixed term.

As at the last pay day in June 2005 the Institute directly employed 37 staff.

In addition two agency staff were employed on a full-time basis against vacant positions and the Institute's accounting bureau, Milura Pty Ltd, provided two full-time staff.

Institute staffing policies and processes are consistent with those in the Victorian Public Service. Merit and equity principles are applied to staff selection, performance management, other personnel practices and professional development. The Institute is committed to the health and wellbeing of staff and currently adopts the occupational health and safety policies of the Department of Education & Training.

Improved Financial Processes

Extensive work has been undertaken with the accounting bureau to bring a new accounting, financial and payroll system on-line early in the next financial year. Reporting templates have been redesigned to facilitate better financial decision making and accountability.

Two Milura staff are based full-time at the Institute and this facilitates all Institute work being completed in-house. In addition, the arrangement with Milura allows the Institute to draw upon the expertise of their senior staff and financial infrastructure and systems.

The branch has been preparing for the introduction of International Financial Reporting Standards (IFRS) at the start of the next financial year. The process for the adoption of IFRS has been simplified because the Institute is a 'not-for-profit' entity. Adoption of IFRS is required by the application of the Australian Accounting Standards and the Victorian Government's Financial Compliance Framework.

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	Full time equivalent (FTE)					
	Females	Males	Total	Females	Males	Total
Fixed Term	28	9	37	27.0	9.2	36.2
Casual	2	1	3	1.2	1.0	2.2
TOTAL	30	10	40	28.2	10.2	38.4

Council Committees and Reporting Responsibilities

Corporate Services directly supports the following three committees of the Institute's Council:

- the Administration and Finance Committee oversees the general operations of the Institute with particular emphasis on human resource, financial, budgetary and other business matters. This committee comprises five Council members.
- the Audit Committee comprises three independent, expert and practising auditors and two councillors who are also members of the Finance & Administration Committee. The Audit Committee oversees the Institute's financial recording and reporting regime, the application of accounting principles and standards, compliance to the Financial Compliance Framework and directs the Institute's internal audit program.
- the Remuneration Committee oversees all matters in relation to executive remuneration, executive performance management and executive contract, implementation and associated compliance with Department of Premiere and Cabinet guidelines.

The Corporate Services Branch manages the Institute's physical, human, computer and financial resources, reporting to Council through the Administration and Finance Committee. The branch also reports to Council through the Audit Committee as part of its financial reporting responsibilities and obligations under the *Financial Compliance Framework* (including the *Financial Management Act 1994* and the *Audit Act 1994*).

Corporate and Human Resource Policies

The Institute continues to be guided by Department of Education & Training policies on issues where specific Institute policy is not yet formulated. The adoption of human resource policy within the Institute includes consultation with staff before formal adoption by Council. In 2004-05 the Institute adopted a dress code and performance review policies. The development of professional development, staff development and various financial policies was commenced.

Relocation

On 22-23 October 2004, the Institute was relocated from its temporary premises in Transport House, Collins Street to Marland House, Level 24, 570 Bourke Street, Melbourne. The Institute has a ten-year lease on the Marland House premises.

Jones Lang LaSalle was appointed initially to locate a suitable property and then to project manage the fit-out of Marland House. Hassell Pty Ltd was selected as the project architects and ISIS Constructions was awarded the fit out contract. The effective collaboration of the major contractors meant that the relocation was achieved within an extremely short time frame (May – October 2004).

In all matters the relocation was consistent with government guidelines as administered by the Victorian Government Property Group (VGPG).

Telephony

The Institute is working closely with Multi Media Victoria, the Department of Infrastructure, and the Government's tendered telephony suppliers to implement an efficient telephony service and provide appropriate response rates for the Teachers' Hotline. The Institute has authorised the purchase of enhanced hardware and software to eliminate bottlenecks and improve service levels.

Corporate Services Branch

Seated (L-R): Melissa Beekhof, Peter Gonzales, Judy Rimington

Standing (L-R): Stephen Flynn, Jim Kyriacou, Vicky Kovanidis, Laura Conlon, Jehad Ahlip and Maria Marazita



Consultancies and Major Contracts

No major contracts, greater than \$10 million, were entered into in the 2004-05 period. Contractors have been engaged to supplement Institute resources on a short-term basis particularly with respect to the continuing development of VITIS. The only long-term, continuing contract has been with Milura Pty Ltd for the provision of accounting services.

Total contractor expenditure for 2004-05 was \$544,052 and with the largest contractor being paid \$83,300.

A number of consultants were engaged in 2004-05 to provide advice and expertise on short term projects. The total value of consultancies for the year was \$100,937, with the largest single consultancy costing \$39,050.

Whistleblowers Protection

As at 30 June 2004, no disclosures had been received under the *Whistleblowers Protection Act 2001*, nor had any matters under this Act been referred by the Ombudsman to the Institute for investigation.

Should there be a whistleblower disclosure of improper conduct by public officers or public bodies, the Institute will apply the guidelines and policy developed by the Department of Education & Training, as published in its 2003-04 Annual Report.

Freedom of Information (FOI)

The Group Manager – Corporate Services is the Institute's designated Freedom of Information (FOI) officer.

When responding to a valid FOI request, access to pertinent information held by the Institute is considered on a document-by-document basis and may vary under the provisions of the *Freedom of Information Act 1982* (the FOI Act).

The level of access granted to each document may be:

- Full – all information is released
- Partial – some information is not released under the exemptions specified in the Act
- Denied – no information is released

During 2004-05, six requests for access to information were made to the Institute under the FOI Act. One application remained pending. The status of the five remaining applications is as shown in the figure below:

Application	Level of access granted per document			Reason (s) for not granting full access under FOI Act*	Result of request for review of decision by Institute Chairperson	VCAT appeal re request for review
	Full	Partial	Denied			
1			✓	Sect 17 (2)	NA	NA
2	✓	✓	✓	Sect 33 Sect 35(1)(b)	Review upheld decision not to grant full access to all documents	Appeal pending
3	✓	✓	✓	Sect 33 Sect 35(1)(a) Sect 35(1)(b)	NA	NA
4	✓		✓	Sect 30	NA	NA
5	✓	✓	✓	Sect 30 Sect 33	Review decision pending	

*The relevant sections of the FOI Act cited for granting partial/full access, or denying access refer to the following issues:

- Section 17(2) – failure to reasonably provide information concerning the document to enable the document to be identified
- Section 30 – internal working documents
- Section 33 – documents affecting personal privacy
- Section 35(1) – documents containing information obtained in confidence and disclosure would be contrary to the public interest by reason that such disclosure would reasonably be likely to impair the ability to obtain similar information in the future
- Section 35(2) - documents containing information obtained from a business, commercial or financial undertaking and the information relates to trade secrets or other matters of a business, commercial or financial nature.

National Competition Policy

As stated in previous Institute annual reports, an independent review commissioned by DE&T identified that the establishment of the Institute as the sole registration authority for teachers in all Victorian primary and secondary schools was compliant with National Competition Policy. The Institute maintains a watching brief in this regard.

Outlook for 2005-06

During 2005-06 the Corporate Services Branch will:

- support the continuing operation of the Administration and Finance Committee, the Audit Committee and the Remuneration Committee
- assist the Audit Committee in the establishment and implementation of an internal audit program
- fully implement the working arrangements under the mail-house tender and offset printing tender
- fully implement an electronic data and records management system
- complete a revised technical specification of the VITIS information system
- further develop financial, administrative and resource policies and procedures
- continue to manage and ensure the appropriate provision of resources to deliver Institute goals.

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Chairperson Susan Halliday (left), CEO Andrew Ius and Minister Kosky at the opening of the Institute's new premises



Financial Statements for the year ended 30 June 2005

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Statement of financial performance

for the year ended 30 June 2005

	Note	2005 \$	2004 \$
Revenue from Ordinary Activities			
Operating revenue from ordinary activities	2	7,368,480	6,785,815
Non operating revenues from ordinary activities	2	274,008	214,821
		7,642,488	7,000,636
Expenses from Ordinary Activities			
Salaries and employee benefits	3	2,926,882	2,443,299
Contractors & Consultancies	3	786,015	581,728
Projects and teacher release		139,833	67,570
Legal expenses		527,059	222,654
Communications		1,315,816	1,006,267
Administration expenses		1,430,207	588,883
Depreciation and amortisation expenses	3	169,112	220,487
Loss on Disposal of Assets	3	2,813	–
		7,297,737	5,130,888
Net Result for the Reporting Period		344,751	1,869,748
Total changes in equity other than those resulting from transactions with Victorian State Government in its capacity as owner on behalf of the Crown		344,751	1,869,748

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

Statement of financial position

as at 30 June 2005

	Note	2005 \$	2004 \$
CURRENT ASSETS			
Cash assets	4	5,267,531	5,363,478
Receivables	5	400,118	142,070
Other	6	389,252	405,923
TOTAL CURRENT ASSETS		6,056,901	5,911,471
NON-CURRENT ASSETS			
Property, plant and equipment	7	1,113,267	266,264
TOTAL NON-CURRENT ASSETS		1,113,267	266,264
TOTAL ASSETS		7,170,168	6,177,735
CURRENT LIABILITIES			
Payables	8	734,704	276,267
Employee benefits	9	243,846	133,486
Revenue received in advance	10	3,008,380	2,862,117
TOTAL CURRENT LIABILITIES		3,986,930	3,271,870
NON-CURRENT LIABILITIES			
Employee benefits	9	237,216	304,594
TOTAL NON-CURRENT LIABILITIES		237,216	304,594
TOTAL LIABILITIES		4,224,146	3,576,464
NET ASSETS		2,946,022	2,601,271
EQUITY			
Accumulated surplus	11	2,946,022	2,601,271
TOTAL EQUITY		2,946,022	2,601,271

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 2005

	NOTE	2005 \$	2004 \$
CASH FLOW FROM OPERATING ACTIVITIES			
Receipts from customers		7,714,522	7,103,406
Payments to suppliers and employees		(7,217,430)	(5,740,479)
Goods and Services Tax paid to the ATO		152,182	199,846
Interest received		274,008	214,821
Net cash inflow from operating activities	12(a)	923,282	1,777,594
CASH FLOW FROM INVESTING ACTIVITIES			
Payments for property, plant and equipment		(1,019,229)	(40,121)
Net cash outflow from investing activities		(1,019,229)	(40,121)
Net increase/(decrease) in cash held		(95,947)	1,737,473
Cash at the beginning of the financial year		5,363,478	3,626,005
Cash at the end of the financial year	12(b)	5,267,531	5,363,478

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 2005

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Notes to the financial statements

for the year ended 30 June 2005

NOTE 1 Statement of accounting policies

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 Standard, 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.

For interim and annual reporting periods ending on or after 30 June 2005, AASB 1047 *Disclosing the Impacts of Adopting Australian Equivalents to International Financial Reporting Standards* requires disclosure of any known or reliably estimable information about the impacts on the financial report had it been prepared using the A-IFRS or if the impacts are not known or reliably estimable, a statement to that effect.

Refer to Note 20 for further information.

(a) Reporting Entity

The Institute was established under the *Victorian Institute of Teaching Act 2001* 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.

(b) 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.

(c) Revenue

(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*.

(d) Employee Benefits

(i) Wages, Salaries and Annual Leave

Liabilities for wages and salaries, including non-monetary benefits, and annual leave expected to be settled within 12 months of the reporting date, 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 liability for long service leave expected to be settled within 12 months of the reporting date is recognised in the provision for employee benefits and 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 national 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 in respect of current Institute staff.

(e) Depreciation of Property, Plant and Equipment

Items of property, plant and equipment 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. Assets purchased for less than \$1,000 are expensed, whereas assets purchased greater than or equal to \$1,000 are capitalised.

The following rates are used in the calculation of depreciation*:

	2005	2004
Plant and Equipment	33.3%	33.3%
Furniture and Fittings	20%	20%

*Disclosed in financial statements for year ended 30 June 2004 as estimated useful lives

(f) Leasehold Improvements

The cost of improvements to or on leasehold properties is amortised over the unexpired period of the lease or the estimated useful life of the improvement to the Institute, whichever is the shorter. Leasehold improvements held at reporting date are being amortised over 10 years.

(g) Receivables

All debtors are recognised at the amounts receivable as they are due for settlement at no more than 30 days from the date of recognition.

(h) Payables

These amounts represent liabilities for goods and services provided to the Institute prior to the end of the financial year and which are unpaid. The amounts are unsecured and are usually payable within 30 days of recognition.

(i) 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.

(j) Goods and Services Tax

Revenues, expenses and assets are recognised net of GST except where the amount of GST incurred is not recoverable, in which case it is recognised as part of the cost of acquisition of an asset or part of an item of expense. The net amount of GST recoverable from, or payable to, the Australian Taxation Office (ATO) is included as part of receivables or payables in the statement of financial position. The GST component of a receipt or payment is recognised on a gross basis in the statement of cash flows in accordance with Accounting Standard AAS 28 *Statement of Cash Flows*.

(k) Rounding Amounts

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

(l) Lease Incentives

UIG Abstract 3 *Lessee Accounting for Lease Incentives Under a Non-Cancelable Operating Lease* requires a lessee to account for a lease incentive under a non-cancelable operating lease as a liability. The Institute reduces the lease incentive liability by allocating lease rental payments between rental expense and reduction of the liability.

NOTE 2 Revenue

	2005 \$	2004 \$
Operating revenue from ordinary activities		
Teacher registrations & applications	6,169,683	5,605,947
Fee for service - Grants - Victorian Department of Education & Training	1,167,030	1,141,350
Sponsorship	10,000	–
Other revenue	21,767	38,518
Total operating revenue	7,368,480	6,785,815
Non operating revenue from ordinary activities		
Interest revenue	274,008	214,821
Total non operating revenue	274,008	214,821
Total Revenue	7,642,488	7,000,636

NOTE 3 Result from ordinary activities

Result from ordinary activities includes the following specific net losses and expenses:

Expenses:**Employee Benefits**

Salaries and wages	2,592,520	2,092,703
Superannuation	206,531	205,529
Oncosts (Payroll tax, Fringe benefits tax and Workcover)	127,831	145,067
	2,926,882	2,443,299

Contractors & Consultancies

Contractors	685,078	581,278
Consultancies	100,937	–
	786,015	581,278

Depreciation and amortisation

Plant and equipment	95,779	113,766
Fixtures and fittings	16,547	3,052
Leasehold improvement	56,786	103,669
	169,112	220,487

Losses:**Loss on Disposal of Assets**

Proceeds from sale of Property, Plant & Equipment	301	–
Less book value of Property, Plant & Equipment	3,114	–
Net loss on Disposal of Property, Plant & Equipment	2,813	–

NOTE 4 Cash assets

Cash on hand	600	600
Cash at bank	5,266,931	5,362,878
	5,267,531	5,363,478

NOTE 5 Receivables**CURRENT**

Debtors	20,086	57,311
DE&T employee benefits	240,557	405,923
Net GST receivable	139,475	84,759
	400,118	547,993

NOTE 6 Other assets**CURRENT**

Lease Incentive - Marland House	389,252	–
	389,252	–

NOTE 7 Property, plant and equipment

	2005 \$	2004 \$
Leasehold Improvements at cost	845,715	154,450
Less: Accumulated Amortisation	(56,786)	(154,450)
	788,929	–
Fixtures & Fittings at cost	114,261	16,354
Less: Accumulated Depreciation	(20,693)	(4,145)
	93,568	12,209
Plant & Equipment at cost	558,305	490,708
Less: Accumulated Depreciation	(327,535)	(236,653)
	230,770	254,055
Total Property, Plant and Equipment	1,113,267	266,264

Reconciliation

Reconciliation of the carrying amounts for each class of property, plant and equipment at the beginning and the end of the current financial year is set out below:

	Carrying amount at start of year	Additions	Disposals	Depreciation/ Amortisation expense	Carrying amount at end of year
Leasehold Improvements at cost	–	845,715	–	(56,786)	788,929
Fixtures & Fittings at cost	12,209	97,906	–	(16,547)	93,568
Plant & Equipment at cost	254,055	75,608	(3,114)	(95,779)	230,770
Total	266,264	1,019,229	(3,114)	(169,112)	1,113,267

NOTE 8 Payables

	2005 \$	2004 \$
CURRENT		
Trade creditors and Accruals	150,824	276,267
Lease Incentive - Marland House	583,880	–
	734,704	276,267

NOTE 9 Employee benefits

	2005 \$	2004 \$
Provision for Employee Benefits		
CURRENT		
Annual leave	217,490	99,642
Long service leave	26,356	33,844
	243,846	133,486
NON-CURRENT		
Long service leave	237,216	304,594
	237,216	304,594
Aggregate employee benefit liability	481,062	438,080
Number of employees at year end	37	38

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

	2005	2004
Weighted average rates of increase in annual employee entitlements to settlement of liabilities	4.75%	4.50%
Weighted average discount rates	5.13%	5.73%
Weighted average terms to settlement of liabilities	7 years	8 years

b. Superannuation

Government Superannuation Guarantee	9.89%	10.81%
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Employees' superannuation funds

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 major employee superannuation funds and contributions made by the Institute are as follows:

Fund	Contribution for the year 2005 \$	Contribution for the year 2004 \$	Contribution Outstanding for the year 2005 \$	Contribution Outstanding for the year 2004 \$
Govt. Super. Schemes: Revised/New/SERB	57,499	147,047	–	–
VicSuper	92,931	38,204	–	–
Other	56,101	20,278	–	–
	206,531	205,529	–	–

The bases for contributions are determined by the various schemes.

All employees of the Institute are entitled to benefits from their respective funds on retirement, disability or death.

NOTE 10 Revenue received in advance

	2005 \$	2004 \$
Unearned teacher registration fees	3,008,380	2,862,117
	<u>3,008,380</u>	<u>2,862,117</u>

NOTE 11 Accumulated Surplus

Accumulated surplus at the beginning of the financial year	2,601,271	731,523
Net result for the reporting period	344,751	1,869,748
Accumulated surplus at the end of the financial year	<u>2,946,022</u>	<u>2,601,271</u>

NOTE 12 Reconciliation of net result for the reporting period to net cash inflow from operating activities**a. Reconciliation of cash flow from operations with net result from ordinary activities**

Net result for the reporting period	344,751	1,869,748
Loss on disposal of assets	2,813	–
Depreciation and amortisation	169,112	220,487

Changes in assets and liabilities, net of effects from restructuring

(Increase)/decrease in lease incentive	(389,253)	–
(Increase)/decrease in accrued income	165,366	(187,031)
(Increase)/decrease in trade debtors	(17,191)	213,100
Increase/(decrease) in payables	458,438	(883,188)
Increase/(decrease) in employee benefits	42,982	219,188
Increase/(decrease) in unearned fees	146,264	325,290

Net cash inflow from operating activities	<u>923,282</u>	<u>(92,154)</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	5,266,931	5,362,878
	<u>5,267,531</u>	<u>5,363,478</u>

NOTE 13 Remuneration of executives

No Executive Officer (other than the Accountable Officer) received remuneration in excess of \$100,000 during the reporting period.

NOTE 14 Responsible persons

In accordance with the Ministerial Directions issued by the Minister for Finance under the *Financial Management Act 1994*, the following disclosures are made regarding responsible persons for the reporting period.

The Hon. L Kosky, Minister for Education and Training

Ms S Halliday	Mr R Casamento	Ms P Gillies	Ms J Wake
Mr G Salisbury	Mr S Newton	Ms J Sherry (resigned 31/03/05)	Ms K Wilcox-McGinnes
Ms C Clancy	Ms J Cooke	Ms D Punton	Mr T Hayes
Mr T Bugden	Dr H Schnagl	Ms M Mooney	Mr N Abbey
Ms M Ricardo	Professor M Ryan	Mr P Ryan	Mr J Fry

Accountable Officer: Mr. Andrew Ius

Remuneration

Remuneration received or receivable by Council members as Council members are shown below in their relevant income bands:

Income	2005	2004
\$0	16	16
\$1 – \$9,999	3	3
\$10,000 – \$19,999	1	1
\$60,000 – \$69,999	1	1
Total remuneration for Council members	\$144,565	\$130,446

Accountable Officer

Remuneration received or receivable by the Accountable officer in connection with the management of the Institute during the reporting period was in the range \$140,000 – \$149,999 (2004: \$140,000 – \$149,999)

Amounts relating to the Minister for Education are reported in the financial statements of the Department of Premier & Cabinet

Related Party Transactions

There were no related-party transactions for the year ended June 30 2005 (2004:\$0)

NOTE 15 Remuneration of auditors

	2005 \$	2004 \$
Audit fees paid or payable to the Victorian Auditor-General's office for the audit of the Institute's financial report		
Payable as at 30 June	15,800	15,450
	15,800	15,450

NOTE 16 Commitments for expenditure**Operating Lease Commitments**

Non-cancellable leases at the reporting date
contracted for but not recognised as liabilities payable

- Within one year
- Later than one year but not later than 5 years
- Later than 5 years

	–	–
	1,320,923	909,926
	1,856,878	2,267,875
	3,177,801	3,177,801

NOTE 17 Contingent assets and liabilities

As at 30 June 2005 there were no contingent assets and liabilities (2004:\$0)

NOTE 18 Events occurring 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 19 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 Institute's exposure to interest rate risk and effective weighted average interest rate is set out in the following table

2005

	Weighted Average Interest rate %	Variable Interest rate \$	Fixed Interest rate (Less than 1 year) \$	Fixed Interest rate (1 to 5 years) \$	Non Interest Bearing \$	Total 2005 \$
Financial Assets						
Cash assets	5.22%	5,266,931	–	–	600	5,267,531
Receivables	–	–	–	–	400,118	400,118
Other	–	–	–	–	389,252	389,252
		5,266,931	–	–	789,970	6,056,901
Financial Liabilities						
Accounts payable	–	–	–	–	734,704	734,704
Other	–	–	–	–	3,008,380	3,008,380
		–	–	–	3,743,084	3,743,084

2004

	Weighted 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 \$
Financial Assets						
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
Financial Liabilities						
Accounts payable	–	–	–	–	240,976	276,267
Other	–	–	–	–	2,862,117	2,862,117
		–	–	–	3,103,093	3,138,384

(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 statement of financial position, net 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 to the accounts.

NOTE 20 AASB 1047 Guidance Disclosure: Impacts of adopting Australian equivalents to International Financial Reporting Standards

Following the adoption of Australian equivalents to International Financial Reporting Standards (A-IFRS), the Victorian Institute of Teaching will report for the first time in compliance with A-IFRS when results for the financial year ended 30 June 2006 are released.

It should be noted that under A-IFRS, there are requirements that apply specifically to not-for-profit entities that are not consistent with IFRS requirements. The Victorian Institute of Teaching is established to achieve the objectives of government in providing services free of charge or at prices significantly below their cost of production for the collective consumption by the community, which is incompatible with generating profit as a principal objective. Consequently, where appropriate, the Victorian Institute of Teaching applies those paragraphs in accounting standards applicable to not-for-profit entities.

An A-IFRS compliant financial report will comprise a new statement of changes in equity in addition to the three existing financial statements, which will all be renamed. The Statement of Financial Performance will be renamed as the Operating Statement, the Statement of Financial Position will revert to its previous title as the Balance Sheet and the Statement of Cash Flows will be simplified as the Cash Flow Statement. However, for the purpose of disclosing the impact of adopting A-IFRS in the 2004 05 financial report, which is prepared under existing accounting standards, existing titles and terminologies will be retained.

With certain exceptions, an entity that has adopted A IFRS must record transactions that are reported in the financial report as though A-IFRS had always applied. This requirement also extends to any comparative information included within the financial report. Most accounting policy adjustments to apply A-IFRS retrospectively will be made against accumulated funds at the 1 July 2004 opening balance sheet date for the comparative period. The exceptions include deferral until 1 July 2005 of the application and adjustments for:

- AASB 132 *Financial Instruments: Disclosure and Presentation*;
- AASB 139 *Financial Instruments: Recognition and Measurement*;
- AASB 4 *Insurance Contracts*;
- AASB 1023 *General Insurance Contracts*
- AASB 1038 *Life Insurance Contracts*

The comparative information for transactions affected by these standards will be accounted for in accordance with existing accounting standards.

The Victorian Institute of Teaching has taken the following steps in managing the transition to A-IFRS and has achieved the following scheduled milestones:

- established a steering committee to oversee the transition to and implementation of the A-IFRS;
- established an A-IFRS project team to review the new accounting standards to identify key issues and the likely impacts resulting from the adoption of A-IFRS and any relevant Financial Reporting Directions as issued by the Minister for Finance;
- participated in an education and training process 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.

This financial report has been prepared in accordance with current Australian accounting standards and other financial reporting requirements (Australian GAAP). A number of differences between Australian GAAP and A-IFRS have been identified as potentially having an impact on the Victorian Institute of Teaching's financial position and financial performance following the adoption of A-IFRS. The following tables outline the estimated significant impacts on the financial position of the Victorian Institute of Teaching as at 30 June 2005 and the likely impact on the current year result had the financial statements been prepared using A-IFRS.

The estimates disclosed below are the Institute's best estimates of the significant quantitative impact of the changes as at the date of preparing the 30 June 2005 financial report. The actual effects of transition to A-IFRS may differ from the estimates disclosed due to:

- a) change in facts and circumstances;
- b) ongoing work being undertaken by the A-IFRS project team;
- c) potential amendments to A-IFRS and Interpretations; and
- d) emerging accepted practice in the interpretation and application of A-IFRS and UIG Interpretations.

Table 1: Reconciliation of net result as presented under Australian GAAP and that under A-IFRS

	Note	Year ended 30 June 2005
Net result as reported under Australian GAAP		\$344,751
Estimated A-IFRS impact on revenue		
Revenue items		\$0
Estimated A-IFRS impact on expenses		
Employee benefits	2	(\$3,228)
Depreciation and amortisation	1	\$19,803
Total estimated A-IFRS impact on net result		\$16,575
Net result under A-IFRS		\$328,176

Table 2: Reconciliation of total assets and total liabilities as presented under Australian GAAP and that under A-IFRS

	Note	30 June 2005
Total assets under Australian GAAP		\$7,170,168
Estimated A-IFRS impact on assets		
Property, plant and equipment	1	\$220,197
Total estimated A-IFRS impact on assets		\$220,197
Total assets under A-IFRS		\$7,390,365
Total liabilities under Australian GAAP		\$4,224,146
Estimated A-IFRS impact on liabilities		
Provisions	1	\$240,000
Annual Leave	2	(\$3,228)
Total estimated A-IFRS impact on liabilities		\$236,772
Total liabilities under A-IFRS		\$4,460,918

Table 3: Reconciliation of equity as presented under Australian GAAP and that under A-IFRS

	Note	30 June 2005
Total equity under Australian GAAP		\$2,946,022
Estimated A-IFRS impact on equity		
Accumulated Fund		
Property, plant and equipment	1	(\$19,803)
Annual leave	2	\$3,228
Total estimated A-IFRS impact on equity		(\$16,575)
Total equity under A-IFRS		\$2,929,447

Explanatory Notes:

1. *Property, plant and equipment.* When an asset is initially recognised, AASB 116 *Property, Plant and Equipment* requires the capitalisation of costs of dismantling and removing an asset and restoring the site on which the asset was created, together with the recognition of a provision at present value in accordance with AASB 137 *Provisions, Contingent Liabilities and Contingent Assets*. These costs (and the related provisions) are not recognised under Australian GAAP and the Victorian Institute of Teaching currently expenses such costs as they are incurred. As a consequence, there will be an increase in depreciation expense as a result of the increase in the carrying amounts of assets and also an interest expense will be incurred as the present value discount on the dismantling provision unwinds.

The impact of this change is expected to result in an increase to the carrying amounts of assets of \$240,000 and the recognition of a provision of \$240,000 as at 30 June 2005. Accordingly, depreciation expense and interest expense are expected to increase by \$19,803 and \$0 respectively for the year ended 30 June 2005.

2. *Employee Benefits*. Under existing Australian accounting standards, employee benefits such as wages and salaries, annual leave and sick leave are required to be measured at their nominal amount regardless of whether they are expected to be settled within 12 months of the reporting date. On adoption of A-IFRS, a distinction is made between short-term and long-term employee benefits and AASB 119 *Employee Benefits* requires liabilities for short-term employee benefits to be measured at nominal amounts and liabilities for long-term employee benefits to be measured at present value. AASB 119 defines short-term employee benefits as employee benefits that fall due wholly within twelve months after the end of the period in which the employees render the related service. Therefore, liabilities for employee benefits such as wages and salaries, annual leave and sick leave are required to be measured at present value where they are not expected to be settled within 12 months of the reporting date.

The effect of the above requirement on the Victorian Institute of Teaching's Statement of Financial Position as at 30 June 2005 will be an estimated decrease in employee benefits liability of \$3,228. For the year ended 30 June 2005, employee benefits expense is expected to decrease by \$3,228 as the present value discount on the liabilities for long-term employee benefits unwinds.

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 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 2005 and financial position of the Institute as at 30 June 2005.

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
22 September 2005



Andrew Ius
Chief Executive Officer

Melbourne
22 September 2005



Peter Gonzales
Group Manager - Corporate Services

Melbourne
22 September 2005

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AUDITOR GENERAL
VICTORIA

INDEPENDENT AUDIT REPORT

Victorian Institute of Teaching

To the Members of the Parliament of Victoria and Members of the Council of the Institute

Scope

The Financial Report

The accompanying financial report for the year ended 30 June 2005 of Victorian Institute of Teaching consists of the statement of financial performance, statement of financial position, statement of cash flows, notes to and forming part of the financial report, and the supporting declaration.

Members' Responsibility

The Members of the Council of Victorian Institute of Teaching are responsible for:

- the preparation and presentation of the financial report and the information it contains, including accounting policies and accounting estimates
- the maintenance of adequate accounting records and internal controls that are designed to record its transactions and affairs, and prevent and detect fraud and errors.

Audit Approach

As required by the *Audit Act 1994*, an independent audit has been carried out in order to express an opinion on the financial report. 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:

- examining information on a test basis to provide evidence supporting the amounts and disclosures in the financial report
- assessing the appropriateness of the accounting policies and disclosures used, and the reasonableness of significant accounting estimates made by the members
- obtaining written confirmation regarding the material representations made in conjunction with the audit
- reviewing the overall presentation of information in the financial report.

These procedures have been undertaken to form an opinion as to whether the financial report is presented in all material respects 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.



AUDITOR GENERAL
VICTORIA

Independent Audit Report (continued)

Independence

The Auditor-General's independence is established by the *Constitution Act 1975*. The Auditor-General is not subject to direction by any person about the way in which his powers are to be exercised. The Auditor-General and his staff and delegates comply with all applicable independence requirements of the Australian accounting profession.

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 Victorian Institute of Teaching as at 30 June 2005 and its financial performance and cash flows for the year then ended.

MELBOURNE
22 September 2005


JW CAMERON
Auditor-General

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

ACER	Australian Council for Educational Research
The Act	<i>The Victorian Institute of Teaching Act 2001</i>
AFTRAA	Australasian Forum of Teacher Registration and Accreditation Authorities
The Agreement	Victorian Institute of Teaching Certified Agreement 2004
The Council	The Council of the Institute
CPI	Consumer Price Index
DE&T	Department of Education & Training
The Department	Department of Education & Training
DPC	Disciplinary Proceedings Committee
ERDMS	Electronic Records & Data Management System
FOI	Freedom of Information
F.T.E	Full Time Equivalent
IFRS	International Financial Reporting Standards
The Institute	The Victorian Institute of Teaching
The Minister	The Minister for Education and Training
MP	Member of Parliament
NCHRC	National Criminal History Record Check
PP&C	Professional Practice and Conduct Committee
VCAA	Victorian Curriculum and Assessment Authority
VCAT	Victorian Civil and Administrative Tribunal
VGPG	Victorian Government Property Group
VITIS	Victorian Institute of Teaching Information System
VTAC	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.

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