

Victorian Institute of Teaching

Promoting the profession of teaching in Victoria

you turned
my world
around

(World Teachers' Day October 28th 2005)

It can be a word, a picture, a song or a sentence. Inspiration happens in the blink of an eye. Lawyers, doctors, scientists and teachers of the future are inspired in the classroom. World Teachers' Day is a celebration of those who give students the spark, and a call to you, the next generation of teachers to keep turning their worlds around. To find out more, visit www.vit.vic.edu.au or call 1300 888 067.

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Letter of transmittal

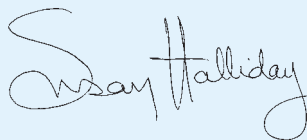
22 September 2006

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

Dear Minister

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

Yours sincerely

A handwritten signature in black ink, reading "Susan Halliday". The signature is written in a cursive style with a large initial 'S'.

Susan Halliday
Chairperson



Registered teacher Chris Burgess and student at Carlton Primary School

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Susan Halliday
Chairperson
Victorian Institute of Teaching

Report of the Chairperson

This annual report marks four successful years of operation and the registration of over 100,000 teachers. The teaching profession is the largest profession in Victoria.

It was with great pride in March 2006 that the Institute hosted the Second International Teaching Councils Conference in Melbourne. Building upon work begun in Edinburgh in 2005, this event was timed to coincide with the Commonwealth Games.

Chairpersons and senior officers from the Australian registration and accreditation authorities participated, as did their counterparts from South Africa, Scotland, England, New Zealand and Canada. The event generated energetic discussion around the administration of regulatory frameworks with particular focus on registration, accreditation and child protection issues. Mindful of the growing trend for teachers to work overseas, we discussed the increased need for information transfer between authorities. The conference also canvassed opportunities for mutual recognition of pre-service teacher education courses and ways of promoting international awareness of the ethical and professional standards universally practised by teachers. The potential for sharing research into teachers' professional development needs was another consideration.

State and territory registration and accreditation authorities continue to work closely together. High on the agenda is how best to align standards frameworks and accreditation processes and progress a national model of teacher professionalism. We begin an exciting new chapter for the profession as the characteristics of quality teaching become the focus for international and national reflection.

As the regulatory authority, the Institute acts in the public interest to ensure that a registered teacher is a person who meets the required standards of professional practice and conduct. In fulfilling its regulatory role, the Institute determines who should enter, and who should remain in the profession. If an allegation of serious misconduct is made against a teacher, the Institute is required by law to have a formal disciplinary process in place to hear the allegation and if proved, determine whether the teacher should remain registered.

It is important that the community and the teaching profession have confidence in the disciplinary process. A transparent process raises public awareness of the standards of professional practice and conduct expected of teachers. For these reasons, the Council now publishes the outcomes of all disciplinary hearings on the Institute website. This annual report also includes for the first time, summaries of discipline cases which came before the hearing panels. An open disciplinary process with procedures that adhere to the principles of natural justice provides the best means of protecting both the reputation of the teaching profession and the public interest.

In the middle of the financial year, the three year term of the first Institute Council came to an end. I would like to thank each member of the first Council for their professional insight, exceptional work and dedication. Much was achieved during this term of office. Foundations laid, the pathways forward are well mapped as members of the second Council take their seats to continue the work and governance of the regulatory authority, with which they are individually and collectively charged.

I would also like to thank secretariat staff whose work has continued to advance the profession of teaching as they go about fulfilling the Institute's legally mandated functions. Finally, I would like to thank the teachers of Victoria who are a credit to their profession – they make a difference every day!



Andrew Lus
Chief Executive Officer
Victorian Institute of Teaching

The work of the Institute has proceeded at an astonishing rate thanks to the commitment of Council and committee members, Institute staff, and the thousands of teachers who have participated in our state-wide programs and consultations.

With improvements to our registration processes, 3278 new registrants were ready to start teaching early in the 2006 school year, an increase of 14 per cent from the previous year.

The Institute is proud of its commitment to consultation and in 2005–06 has been engaged in three key policy discussions with the profession. Teachers' interest in the consultation process and their feedback is invaluable in the formulation of Institute policy. The annual report elaborates on each of these discussions, but I would particularly thank Institute Council members and staff who have travelled across the State attending numerous forums and focus groups, talking to teachers and listening to what they have to say.

Another highlight of the period has been the launch of the Institute's new website. The new site has proved very popular indeed, attracting an average of over eighteen thousand visitors per month. The Institute has also ventured into the world of career expos promoting teaching as a career to the thousands of visitors who come to these events. Institute staff have really enjoyed this contact with the community and the opportunity to promote teaching.

It was pleasing to see other state and territory regulatory bodies join with the Institute in a celebration of World Teachers' Day on 28 October 2005. Our research indicates that awareness of this campaign is building and we hope that in time World Teachers' Day will become a truly national celebration of the unique and significant contribution the teaching profession makes to our society.

For 2005–06 the Institute has recorded a deficit of \$253,045. This comes on the back of significant surpluses in previous years. The outcome reflects the fact that the Institute is still in an establishment phase and realising the full costs of administering the legislative requirements, while seeking to improve service to registered teachers and maintain a high level of consultation with the profession. Despite this financial outcome, the Institute's financial position remains strong with significant cash and equity reserves.

Andrew Lus

A handwritten signature in black ink, appearing to be 'AL' with a stylized flourish.

Overview of the Victorian Institute of Teaching



Registered teacher Valeska Nunez and student at Karingal Park Secondary College

Establishment

The Institute was established as a statutory authority under the *Victorian Institute of Teaching Act 2001* (the Act) and became fully operational on 31 December 2002. Its purpose is to recognise, promote and regulate the teaching profession in Victoria¹.

Reporting to Parliament through the Minister for Education and Training, the Institute is the single 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 high 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

¹ References to the teaching profession and to registered teachers throughout this report include school principals.

- supporting, through a renewal of registration process each five years, the professional growth of teachers throughout their teaching career
- investigating instances of serious misconduct, incompetence and the continued fitness to teach of a registered teacher and, where appropriate, imposing sanctions including the deregistration of a teacher.

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

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

The Institute shares the Government's commitment to developing the teaching-learning relationship in Victorian schools and building the professional skills of teachers at all stages of their career.

Governance

The Act was passed by the Victorian Parliament in November 2001 and became fully operational on 1 January 2003.²

Registration with the Institute is 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 section 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 section 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 section 5, subsection (2) of the Act to only approve qualifications, criteria and standards for registration or renewal of registration that have been recommended by the Institute.

The Council of the Institute

The Council of twenty members comprises:

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

² The *Education and Training Reform Act 2006*, which received Royal Assent on 16 May 2006, amalgamates all of the Acts in relation to education and training (including the *Victorian Institute of Teaching Act 2001*) and is expected to be proclaimed early in 2007. The *Victorian Institute of Teaching Act 2001* will continue in operation under and subject to the *Education and Training Reform Act 2006* when it is proclaimed.

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. Table 1 shows attendance by members at Council meetings.

Table 1
Number of Council meetings attended by each member

Name	Number of Council meetings	
Nicholas Abbey	6/9	
Tony Bugden	7/9	
Robert Casamento	8/9	
Carolyn Clancy	9/9	
Jean Cooke	9/9	
Susan Halliday	9/9	
Terry Hayes	7/9	
Christine Holloway	1/1	appointed April 2006
Michael Lester	5/5	appointed November 2005
Kevin Moloney	8/8	
Marilyn Mooney	8/9	
Brendan Murray	4/5	appointed November 2005
Stephen Newton	8/9	
Jane O'Shannessy	2/3	appointed February 2006
Debra Punton	7/7	
Margaret Ricardo	9/9	
Garry Salisbury	7/7	
Heather Schnagl	9/9	
Christine Ure	2/3	appointed February 2006
Julia Wake	9/9	

Council Elections 2005

The term of office for elected members of the first Council expired on 25 November 2005. In June 2005, the Institute began the process of preparing the electoral roll for an election conducted by the Victorian Electoral Commission (VEC) on 15 September. The VEC announced the results of the election on 28 September.

Appointed members of Council were selected after the election to ensure a balance of gender,

school sector, metropolitan and regional settings. To fill the remaining positions, the Minister invited organisations representing the professional interests of teachers and principals, as well as those representing parents, employers and teacher educators, to submit names for her consideration. The appointment of these Council members was concluded on 27 February 2006. The full second Council of the Institute sat for the first time on 9 March 2006.

Casual vacancies

Two casual vacancies were created within the reporting period by the resignation of Council members. In accordance with the Act, the Chairperson appointed two new Council members on the recommendation of the Council following an expression of interest process.

Structure and Operations

The Chief Executive Officer oversees a secretariat comprising five administrative branches:

- Registration and Accreditation Branch (Group Manager, Barbara Carter)
- Standards and Professional Learning Branch (Group Manager, Geoff Emmett; Acting Group Manager, Fran Cosgrove)
- Professional Practice and Conduct Branch (Group Manager, Christine Heazlewood)
- Communications and Research Branch (Group Manager, Wendy Bradly)
- Corporate Services Branch (Group Manager, Peter Gonzales).

The Secretariat of the Institute provides advice and support to the Council on the administration of the Act. It reports to 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 learning 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.
- communications with teachers and the community

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.

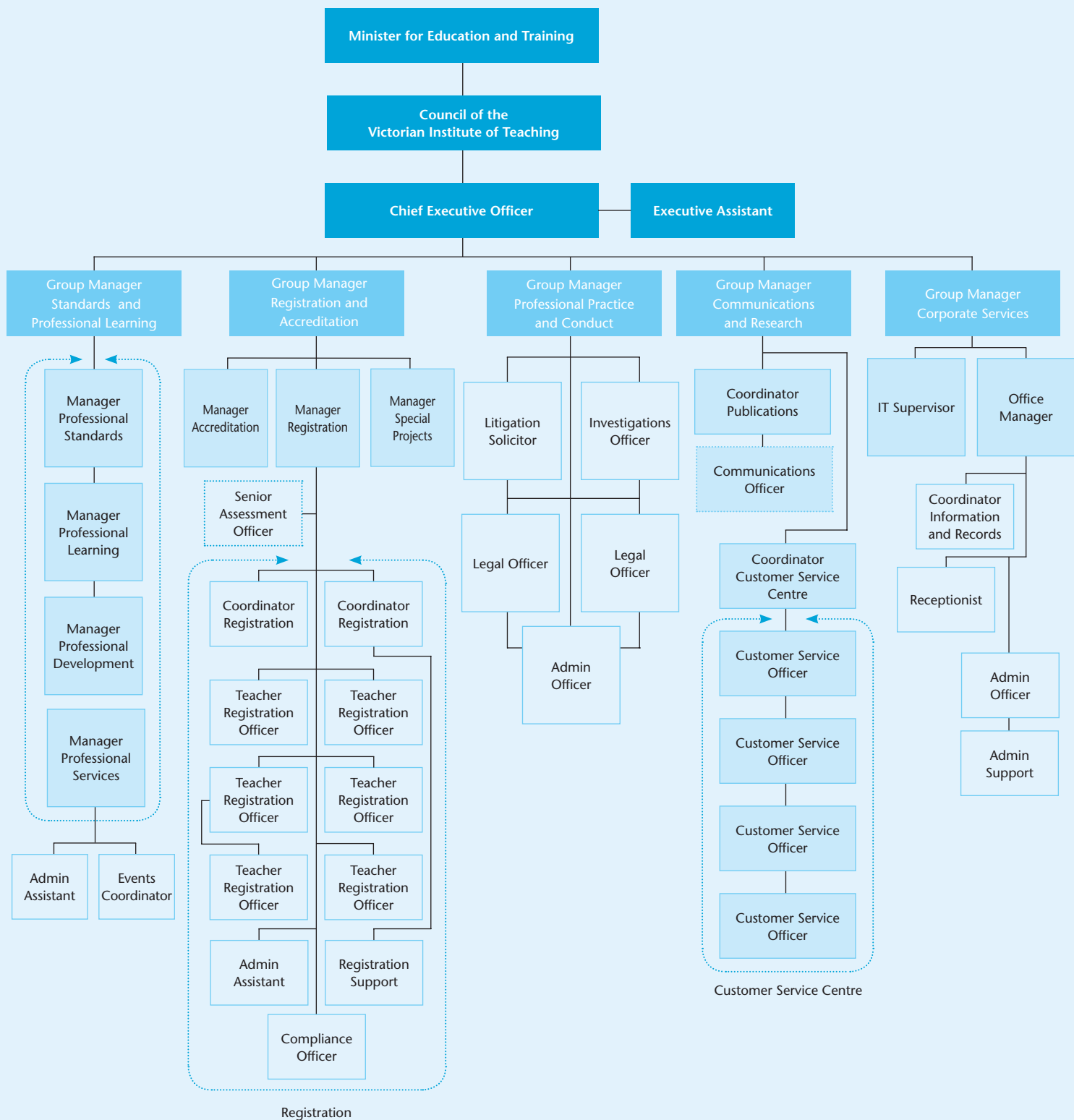
Offices

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*.

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Organisation Chart for the Victorian Institute of Teaching



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	Maintained register of 100,622 teachers (4% increase)	Develop renewal of registration processes Develop registration procedures to meet the requirements of the <i>Education and Training Reform Act 2006</i>
Administer a standards-based registration process	Assessed 7182 applications for registration (11% increase) Completed 11,113 criminal history record checks for teachers in non-government schools	Continue policy development to provide evidence-based registration decisions
Provide an efficient registration service	Registered 3278 new graduates to commence teaching early in 2006 (14% increase) Implemented bar coding and scanning system	Further improve registration processes to provide a quality service to applicants and reduce application timelines
Manage the process for accreditation of pre-service teacher education courses	Completed cyclical reviews of six pre-service teacher education courses which were approved Endorsed two courses for qualified teachers to upgrade their qualifications	Implement the new standards, guidelines and process for approval of pre-service teacher education courses by the start of 2007
Work with the profession and universities in the development and delivery of high quality pre-service teacher education courses	Commenced consultation on new guidelines, standards and process for assessing, approving, reviewing and monitoring pre-service teacher education courses	Commence development of a survey instrument to evaluate the effectiveness of pre-service teacher education courses in producing graduates who meet the Institute's <i>Professional Standards for Graduating Students</i>
Standards and Professional Learning		
Develop and implement standards of professional practice for entry to and continuing membership of the profession	Refined Evidence of Professional Practice and developed alternative evidence requirements for teachers working in different contexts Further developed the Supporting Provisionally Registered Teachers Program	Maintain and improve the evidence-based processes for teachers seeking full registration Continue to improve the Supporting Provisionally Registered Teachers Program
Develop and maintain a Professional Learning Framework	Expanded the support program and support initiatives for casual relief teachers and teachers returning to work Completed major consultation with teachers about the requirements for renewal of registration from 2008 onwards	Continue to improve the support program for casual relief teachers and complete research into their needs Implement the initial phase of renewal of registration Develop policy for renewal of registration processes from 2008 onwards Continue developmental work on the Professional Learning Framework
Professional Practice and Conduct		
Reduce time taken to conduct inquiries	Reduced the backlog of cases and processing times	Backlog of cases cleared
Develop procedures to accommodate amendments to the Act	Developed procedures manual	Procedures in place
Finalise and distribute the Code of Conduct to all registered teachers	Consulted extensively with teachers and interested groups in the development of a draft Code of Conduct	Finalise the Code of Conduct and distribute to all teachers
Communications and Research		
Achieve clear, accurate and comprehensive communications	Produced four editions of <i>iteach</i> Managed communications to principals, teachers and the education community Established a new public website	Continuously improve the quality of our communications Improve telephony services and other communications media Continue to improve the public site to ensure teachers and the community are well informed about teacher regulation
Promote the profession of teaching to the broader community and teaching as a desirable career choice	Ran a successful 2005 World Teachers' Day campaign Participated in three career expos	National and state campaign to celebrate World Teachers' Day Continue the Institute's presence at career expos
Corporate Services		
Ensure the efficient and effective delivery of corporate services including financial management, human resources, records management, facilities and information technology services	Implemented a new performance management system Systematically documented the Institute's information system and related modules Implemented a new electronic records and document management system	Expand IT capacity Implement internal audit program Finalise development of a comprehensive suite of HR policies

MEMBERS OF THE COUNCIL OF THE INSTITUTE



Susan Halliday
Chairperson



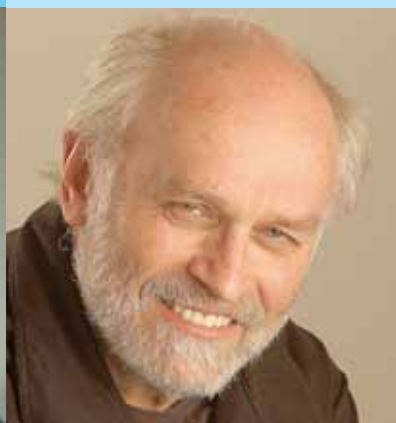
Nicholas Abbey
President, Kingsbury Primary School
Council and President, Macleod Prep-12
College Council



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



Christine Holloway
Principal, St Anthony's Parish School
Noble Park



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



Michael Lester
Kyneton Secondary College



Kevin Moloney
Westbourne Grammar School



Debra Punton
Assistant Director, School Services, Catholic
Education Office (Melbourne Archdiocese)



Margaret Ricardo
St Agnes Primary School



Garry Salisbury
Echuca Secondary College



Robert Casamento

Principal, Karingal Park Secondary College



Carolyn Clancy

Cambridge Primary School



Jean Cooke

Aurora School



Marilyn Mooney

Casual relief teacher



Brendan Murray

Daylesford Secondary College



Stephen Newton

Principal, Caulfield Grammar School



Jane O'Shannessy

Santa Maria College



Dr Heather Schnagl

Principal, Ivanhoe Girls' Grammar School



Assoc Prof Christine Ure

The University of Melbourne



Julia Wake

Catholic College, Sale

07

SUMMARY OF FINANCIAL POSITION

Reporting Period

The financial report and accompanying notes are for the financial year ended 30 June 2006, the fourth year of operations for the Institute since it commenced registering teachers for the 2003 school year. Previous year comparative data relates to the period 1 July 2004 to 30 June 2005. Where trend analysis is undertaken and year ended 30 June 2003 data is being considered, it must be recognised that this data relates to a period when the Institute was effectively only registering teachers for half a year – January to June 2003, full year data only applies from 2003–04.

2005–06 results

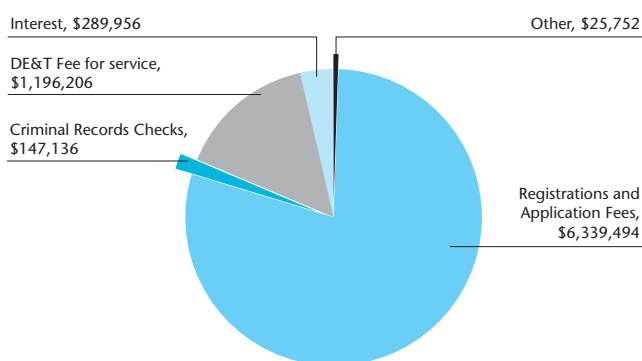
OPERATIONS

Registration and application fees	6,487
Fees from Department of Education & Training	1,196
Sponsorship	18
Interest	290
Other	8
Total Income	7,999
Operating expenses	8,252
Net Result	(253)

FINANCIAL POSITION

Current assets	6,258
Non-current assets	1,517
Total assets	7,775
Current liabilities	4,781
Non-current liabilities	317
Total liabilities	5,098
Net Assets	2,677
Total Equity	2,677

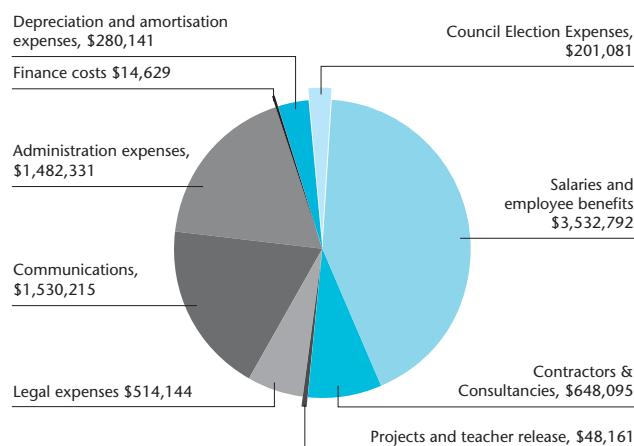
Total revenue for 2005–06 was \$7,998,544 and comprised:



Registration fees are paid in advance on an annual basis and are prorated to each of the 12 months of each individual teacher's billing cycle. That portion which is allocated to months in the 2006–07 financial year is considered to be revenue received in advance and shown as a current liability in this year's balance sheet.

For the first time the 2006 fees schedule was increased to reflect government policy that regulatory fees be increased by the approved rate.

Expenses for the year totalled \$8,251,589 and comprised:



The 2005–06 accounts now reflect the full adoption of A-IFRS. The impact of these international accounting standards has been limited.

A significant expenditure was non-executive salaries which are governed by an Institute specific Certified Agreement. Salaries, salary increases and employee entitlements are consistent with those that apply in the Victorian Public Service. Executive salaries conform to government guidelines. Additional 'one off' salary expenditure was incurred in the year to assist in the formal documentation of our IT systems and to build an interface between our systems and those of the contracted mail house.

Other significant expenditure groups are communications and administration. The Institute places a very high priority on communication and consultation with registered teachers. Significant resources were devoted to the Supporting Provisionally Registered Teachers Program and consultations on key professional issues such as the proposed policy for the renewal of their registration.

General administration expenses were relatively contained and constituted a slightly smaller proportion of total expenditure than the previous year.

As the Institute has actioned the inherited backlog of complaints and employer notifications, our legal expenses have begun to reflect a more natural operational level.

The net result for 2005–06 is a deficit of \$253,045, the first time that a deficit has been recorded. Despite this financial outcome, the Institute continues to carry substantial cash and equity reserves and is in a sound financial position. Steps are being taken to ensure a surplus is recorded in 2006–07.

The future

A new strategic plan for 2006–09 and annual business plan are being developed which will guide the program of activities for the next financial year. Budgetary control and reporting measures are being enhanced to assist in the regular monitoring of financial performance. An internal audit function will be operational early in the 2006–07 period and this will assist in the continuous review and enhancement of our administrative, financial and information processes.

Registration and Accreditation

Promoting the profession through quality registration and accreditation processes



Registered teacher Kate Kelly

REGISTRATION UNIT

The Registration Unit assesses applications for teacher registration and provides information to the Registration Committee as to whether applicants meet the high standards required for teacher registration in Victoria. A transparent and rigorous standards-based registration system promotes the professional standing of teachers within the community.

Registration Unit Objectives

The Unit's objectives are to:

- maintain the register of teachers
- administer a standards-based registration process
- provide an efficient registration service.

Key Achievements

The Institute met an increased demand to register teachers during the reporting period. There are now 100,622 registered teachers in Victoria, of these 7135 are first-time registrants.

Improvements in the processing of applications from teacher graduates resulted in 3278 new teachers being registered to commence teaching in early 2006. This is a 14 per cent increase in graduate registrations processed for the same period in 2005.

The unit processed a total of 11,113 national criminal history record checks for teachers in non-government schools. This is 1410 more than were completed for the same sector in 2004–05.

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Registering teachers

The number of registered teachers has grown by 4223, a 4 per cent increase over last year (Table 2).

Table 2
Number of teachers registered as at 30 June

	2006	2005	% change
Full registration	89,003	85,757	4
Provisional registration	7646	7038	9
Permission to teach	3973	3604	10
Total registered teachers	100,622	96,399	4

Registration applications

The Institute received 11,587 applications during the reporting period. Of these, 7182 were new applications, an increase of 11 per cent over the 6459 of last year.

Registration Officers assess applications for registration according to the requirements of the *Victorian Institute of Teaching Act 2001* and the criteria and standards approved by the Minister for Education and Training.

During 2005–06, 129 applications (including applications for permission to teach) were refused, in comparison with 163 in 2004–05. The grounds for refusal were:

- 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.

Table 3 reports the number of new registrations by application type.

Table 3
Number of new registrations

	2005–06
Victorian qualifications	3723
Interstate qualifications	622
Overseas qualifications	871
Mutual Recognition applicants	478
Permission to teach	943
Deemed	498
Total new registrations	7135

Criminal history record checking

All registered teachers are required to hold a satisfactory and current criminal history record following amendments to the *Teaching Service (Conduct and Performance) Act 2004*. The Department has assumed this responsibility for government school teachers. The Registration Unit managed the processing of national criminal history record checks for 11,113 teachers in non-government schools. Of these, 3176 were teachers in Catholic schools and 7937 were teachers in independent schools. Since commencing this process in 2004–05, a total of 12,876 checks have been completed for the Catholic sector.

Improving registration services

The Registration Unit continues to introduce initiatives to reduce handling, assessment and processing times for applications so that a more efficient and personalised service is provided to applicants. In addition, Registration Officers provide advice to potential applicants about qualifications and other requirements for meeting the standards for entering the profession in Victoria.

Managing documents

With the introduction six months ago of an electronic records and document management system (ERDMS), all registration communications with teachers are linked to their record on the teachers' database. The new system provides ready access to teacher correspondence and has achieved efficiencies in the Institute's capacity to follow up more quickly teacher registration matters.

Tracking files

In May this year, a bar coding and scanning system linked to the ERDMS was implemented for new teacher application files. This system enables Registration Officers to track the location of files as they progress through the various assessment stages.

Keeping principals informed

The secure *Vitonline* web-based facility enables principals to check the registration status of teachers at their school and of teachers they may wish to employ. Feedback from principals has shown that this service was particularly popular around the commencement of the 2006 school year.

Senior staff of the Registration Unit also provide specialist advice to principals via the Principals' Hotline, ensuring that registration questions raised are answered accurately and in a timely manner (see page 27).

Registering teacher graduates

Many teacher graduates are keen to start teaching as soon as possible and need to have their applications processed quickly. Schools also often have an urgent need to place these beginning teachers.

We have continued to improve our procedures to facilitate this process. Registration Officers visit universities in the final semester of a pre-service teacher education course to commence the registration process. These visits establish a vital link between the Institute and the graduating students. Registration Officers explain the requirements for registration and provide a source of assistance if students need help in completing the registration process. The visits also provide an opportunity to explain the role of the Institute in regulating and promoting the teaching profession.

With the students' consent, five universities now provide academic records electronically to the Institute, which further facilitates the registration process.

The cooperative relationship with the universities and improved processing has resulted in 3278 new graduates being available to teach at the commencement of the 2006 school year.

Provisional and full registration

Graduate teachers are provisionally registered. To be granted full registration, they must demonstrate through an evidence-based process that they meet or exceed the standards of professional practice for full registration. This generally occurs at the end of their first teaching year, but may be completed within two years. Teachers who fail to apply for full registration after two years are no longer registered and must re-apply for registration to the Institute.

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.

The numbers of teachers in each of these categories are presented in Table 4.

Table 4
Number of teachers in each category of registration

Category of registration	2006	2005	% change
Full registration – after evidence-based process	2647	2815	-6
Full registration – experienced teachers meeting standards	499	249	100
Provisional registration extended after one year	1834	1771	4
Re-application for registration after two years	611	227	169
Immediate full registration granted	449	531	-15
Immediate full registration granted – Mutual Recognition Agreement	304	222	37

The register of teachers

The Institute is required under legislation to maintain the register of teachers. The movement of teachers during the reporting period is shown at Table 5.

Table 5
Net register movements

Total registered teachers 30 June 2005	96,399
Teachers with approved leave from registration	-515
Teachers resuming registration after approved leave	1026
Registration suspensions	-1789
Revocations of suspensions	288
Cancellation of registration*	-10
Teachers added to the register	7527
Teachers withdrawing from the register	-2304
Total registered teachers 30 June 2006	100,622

*Teachers as registered 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.

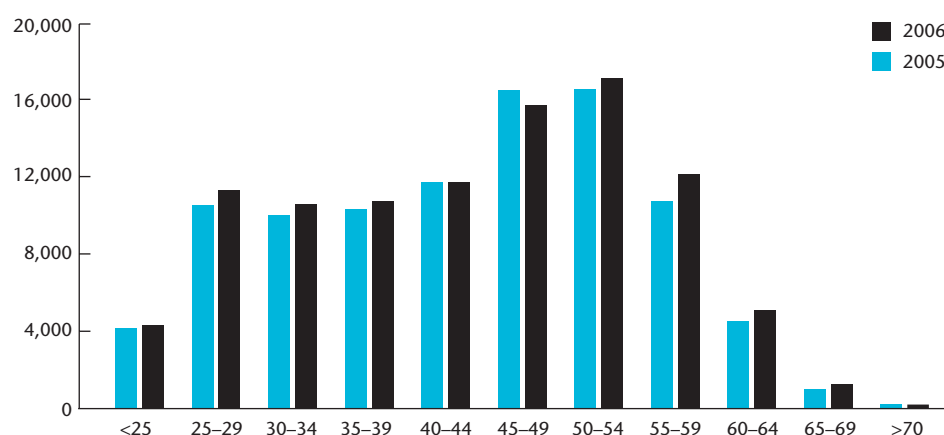
Age and gender registered teachers

The largest group of teachers (17,156) is aged between 50 and 54 years (Figure 1). There is, however, an 8 per cent increase in the number of teachers in the 25 to 29 year age range.

Males account for 28 per cent of the teaching population: 28,489 compared with 72,133 females.

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Figure 1
Age profile of registered teachers



Appeals to Victorian Civil and Administrative Tribunal (VCAT)

During the reporting period, one applicant sought review by VCAT of an unsuccessful application for registration. This matter was settled and did not proceed to hearing.

Schedule of Fees

In accordance with the *Victorian Institute of Teaching Act 2001*, the following registration fees were fixed by the Minister for Education and Training for 2006.

Annual registration fee	\$62
Registration application fees	
Applicants with Victorian qualifications	\$40
Applicants with interstate or overseas qualifications	\$60

Registration Committee

The Registration Committee, which is representative of the teaching profession, school sectors and employers, provides advice and makes recommendations to the Institute Council on registration matters. Such recommendations include whether applications for registration or permission to teach should be approved or refused.

In some cases, the Committee will conduct an interview to make an informed decision about the applicant's suitability as a teacher. For the first time, the Committee recommended to Council the re-registration of a teacher whose registration had previously been cancelled.

During 2005–06, the Committee held 48 meetings: 15 were held at the Institute's offices and a further 33 were email meetings.

The membership of the second Registration Committee was approved by Council in March 2006.

Registration Committee members

Jean Cooke (Chairperson)	Teacher, Aurora School
Carolyn Clancy	Teacher, Cambridge Primary School
Kevin Moloney	Teacher, Westbourne Grammar School
Julia Wake	Teacher, Catholic College Sale
Robert Adams	Department of Education and Training
Stephen Newton	Principal, Caulfield Grammar School
Tony O'Meara	Catholic Education Commission
Terry Hayes	Council of Professional Teaching Associations of Victoria

Outlook for 2006–07

- Continue policy development to provide evidence-based registration decisions.
- Further improve registration processes to provide a quality service to applicants and reduce application timelines.
- Develop renewal of registration processes.
- Develop registration procedures to meet the requirements of the *Education and Training Reform Act 2006*.
- Contribute to the registration initiatives of the Australasian Forum of Teacher Registration and Accreditation Authorities.

ACCREDITATION UNIT

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

Accreditation Unit Objectives

The Accreditation Unit's objectives are to:

- manage the process for accreditation of pre-service teacher education courses
- work with the profession and universities in the development and delivery of high quality pre-service teacher education courses
- ensure graduating teachers are well prepared to enter the teaching profession.

Key Achievements

The Accreditation Committee completed cyclical reviews and approvals for six pre-service teacher education courses, and reviewed and endorsed two teacher education courses that further qualify teachers in specialist areas.

The Accreditation Committee

The Accreditation Committee assesses and approves pre-service teacher education courses for the purposes of teacher registration, using the standards, guidelines and process approved by the Institute Council.

Committee members are representative of primary and secondary government, Catholic and independent schools; university faculties of education; employers and parents. The majority of members are registered teachers. The large committee membership allows for the involvement of all stakeholders and serves to ease individual workloads. Each course review involves three or four committee members.

Accreditation Committee members as at 30 June 2006

Heather Schnagl (Chairperson), Ivanhoe Girls' Grammar School

Lawrence Angus, University of Ballarat

John Baston, Ashwood Secondary College

Stephen Bhogal, Geelong Grammar School

Diane Bourke, Melbourne Girls Grammar

Gerard Calnin, Association of Independent Schools of Victoria Incorporated

Deborah Corrigan, Monash University

Anne-Maree Dawson, Australian Catholic University

Bill Eckersley, Victoria University

Gillian Essex, Department of Education and Training

Julie Faulkner, RMIT University

Stephen Franz-Ford, Association of School Councils in Victoria

Dale Hendrick, Bass Valley Primary School

Peter Kelly, Christian Brothers' College St Kilda

Bernie Neville, La Trobe University

Robert Pyers, Kurunjang Secondary College

Margaret Ricardo, St Agnes School

Pamela Siostrom, Department of Education and Training

Christine Ure, The University of Melbourne

Julia Walsh, Deakin University

Amanda Watson, University High School

The interim guidelines are documented in the following publications available on the Institute's website:

Guidelines for the evaluation of teacher education courses, Standards Council of the Teaching Profession, 1999.

Interim guidelines for the expectations of courses specifically preparing teachers for the middle years, 2001.

Specialist area guidelines, Department of Education & Training, 2002.

A Committee Review Panel examines the university's documents and raises questions or issues for discussion with university representatives. Aspects of the course may then be changed to better meet the interim guidelines.

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

During 2005–06, the following six courses were approved following cyclic review by the Accreditation Committee:

Bachelor of Education (Primary), University of Ballarat

Bachelor of Education (Physical Education), University of Ballarat

Bachelor of Education (Primary) University of Melbourne

Bachelor of Science/Bachelor of Science Education La Trobe University

Graduate Diploma in Education (Primary) Monash University

Graduate Diploma in Education (Secondary) Monash University.

There are 59 pre-service teacher education courses approved by the Accreditation Committee (Figure 2). The complete list of approved courses is available at www.vit.vic.edu.au under Teacher Education.

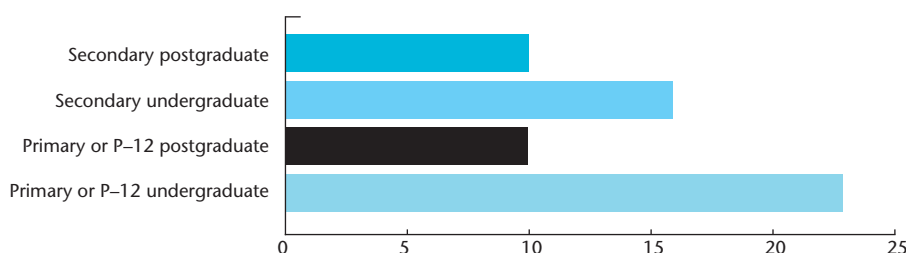
The Accreditation Process – Course Approval

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

When universities apply for course approval, they provide documentation describing the course and how it will prepare graduates to meet the expectations listed in the interim guidelines currently used by the Accreditation Committee. These are the guidelines and process established under the former Standards Council of the Teaching Profession and Ministerial Advisory Committee for the Victorian Institute of Teaching.

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Figure 2
Number of currently approved courses



The Accreditation Process – Course Endorsement

On request, the Committee also reviews and endorses teacher education courses that further qualify registered teachers in specialist areas.

During 2005, the Institute supported the Western Autistic School in developing a new course, the Vocational Graduate Diploma in Teaching Students with Spectrum Disorder. This course was designed to prepare qualified teachers to teach in the area of Special Education. It is the first time a Victorian school has successfully developed and been accredited to offer a teacher education course under the auspices of the Victorian Qualifications Authority. In addition, it is the first time a course offered by a school has been endorsed by the Accreditation Committee.

In 2005, the Accreditation Committee also endorsed the Bachelor of Education (Fourth Year) offered by Deakin University for three-year trained primary teachers to become qualified four-year trained primary teachers.

There are 13 endorsed courses for qualified teachers to gain additional qualifications. The list is available 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 guidelines, standards and a process for assessing, approving, reviewing and monitoring pre-service teacher education courses. The Accreditation Committee has managed this project which is due to be implemented for all course approvals and reviews from the start of 2007.

Early in the project, the Institute engaged the Australian Council for Educational Research (ACER) to gather and analyse data relating to the current models and arrangements for pre-service teacher education courses and perceptions of the effectiveness of these arrangements.

In addition to this work, the Accreditation Committee collaborated with the Standards and Professional Learning Committee of Council to develop with teachers, teacher educators and other stakeholders, the draft *Standards of Professional Practice for Graduating Teachers*. These standards describe the professional knowledge, practice and engagement that might reasonably be expected of new teaching graduates. These standards dovetail with the Institute's *Standards of Professional Practice for Full Registration*.

The results of the ACER research and the draft *Standards of Professional Practice for Graduating Teachers* were subsequently used by the Accreditation Committee to review and develop the new guidelines and process to be used for the accreditation of pre-service teacher education courses. This process was

completed with reference to major stakeholders and the Government's response to the Victorian Parliamentary Education and Training Committee *Inquiry into the Suitability of Pre-service Teacher Training in Victoria*.

A discussion paper was subsequently approved by the Institute Council for consultation in March 2006. The consultation commenced in June 2006, with the distribution of the discussion paper to key stakeholders and discussion forums held in metropolitan and regional areas.

The discussion paper was also published on the Institute's website www.vit.vic.edu.au and made available for public comment until 25 August 2006.

Using feedback from the consultation process, the Committee will prepare the draft guidelines and process for consideration and approval by the Institute Council. It is expected that accreditation of pre-service teacher education courses using the new standards, guidelines and process will be phased in from the beginning of 2007. The first graduates from postgraduate programs approved under the new guidelines will graduate in December 2007, and the first graduates from undergraduate programs will graduate in December 2010.

Liaison with other bodies

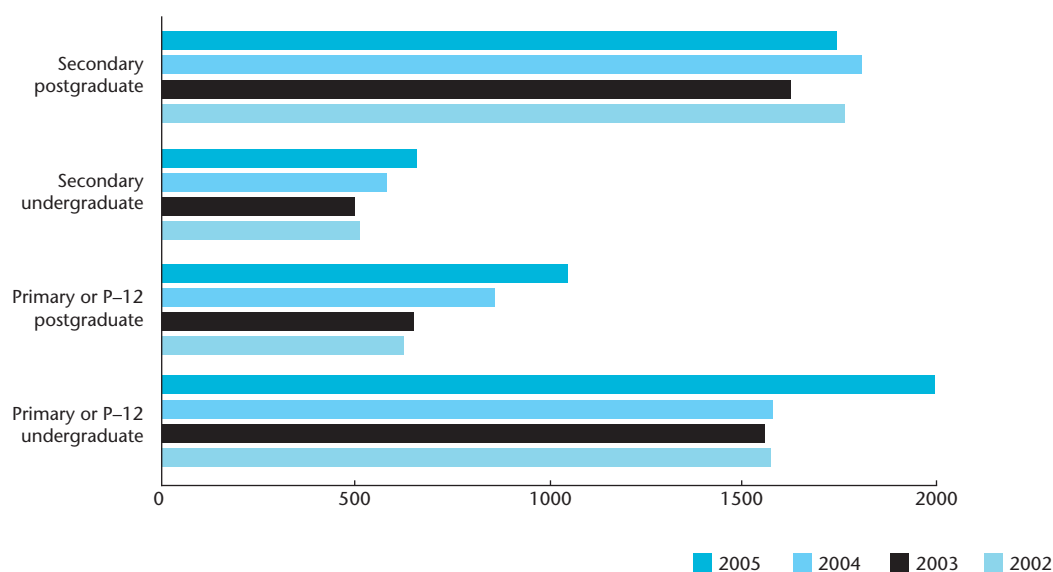
The Accreditation Committee commenced a pilot project with the Victorian Higher Education and Regulation Division of DE&T. The purpose of the project was to develop a rigorous, streamlined process to jointly review pre-service teacher education courses offered by private providers of higher education. Currently, there is one course undergoing this pilot process.

The Accreditation Unit works collaboratively with all eight Victorian universities that offer pre-service teacher education courses to ensure that new and revised courses will satisfy the interim guidelines for course approval and produce high quality graduates. Regular liaison with university staff at regional and metropolitan campuses is an essential component of this work.

Institute staff also work collaboratively with the Victorian Council of Deans of Education to address critical issues surrounding the teacher practicum. It is expected that an outcome of this work will be an increase in the quality of the practicum experience for secondary pre-service teachers, as well as an increase in availability of placements.

Student enrolment data is collected by the Institute from Victorian universities to provide advice and forecasts on the supply of teachers state-wide (Figure 3). The Institute contributes this data to the Teacher Supply and Demand Report prepared by the Teacher Supply and Demand Reference Group which is convened by DE&T.

Figure 3
Number of commencing students in pre-service teacher education courses 2002–05



The Institute works with DE&T to implement the initiatives in the Government's strategy for Teacher Supply and Demand for Government Schools. In close collaboration with DE&T, the Institute is also continuing to explore and implement initiatives arising from the Government's response to the Victorian Parliamentary Education and Training Committee *Inquiry into the Suitability of Pre-service Teacher Training in Victoria*.

While many of the initiatives are included in the Future Teachers Project, the Institute has also explored the economic feasibility of several initiatives, as well as alternative selection processes for pre-service programs. This work is ongoing.

In addition, the Institute is working with members of the Australasian Forum of Teacher Registration and Accreditation Authorities to develop a national framework for the approval of pre-service teacher education programs. The Accreditation Unit has played a leadership role in this process, as well as contributing to international dialogue through active participation in the European Association of Teacher Educators conference in November 2005.

Outlook 2006–07

In 2006–07, the Accreditation Unit aims to:

- implement the new standards, guidelines and process for the approval of pre-service teacher education courses by the beginning of 2007
- commence development of an annual survey to evaluate the effectiveness of pre-service teacher education courses in producing graduates who meet the Institute's Professional Standards for Graduating Teachers.

Standards and Professional Learning

Promoting the profession through standards of professional practice

16



Mentor teacher Christine Williams with colleague Paul Lowe

Branch Objectives

The Standards and Professional Learning Branch aims to:

- work directly with teachers to develop standards of professional practice, criteria and processes to determine entry into, 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 conduct
- support teachers' continuing professional learning
- support provisionally registered teachers to develop their professional practice for full registration

- support teachers to maintain their professional knowledge and practice for renewal of registration.

Key Branch Achievements

- Managed and revised an induction and mentoring program to support provisionally registered teachers, their mentors and school principals in different teaching contexts.
- Managed the evidence-based process to enable provisionally registered teachers to demonstrate they have achieved the standards of professional practice for full registration.
- Further developed comprehensive resource materials for mentors and provisionally registered teachers.

- Further developed and implemented a support program for casual relief or emergency teacher.
- Implemented and extended a support program for teachers returning to the profession.
- Developed a phased implementation plan for teachers renewing their registration.
- Consulted with the profession about key aspects of the process for renewal of registration including perceptions of professional learning.
- Continued joint Australian Research Council research initiatives with university partners.

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

During 2005–06, the school-based induction of provisionally registered teachers continued through the Supporting Provisionally Registered Teachers Program. As Table 6 on page 18 indicates, 132 sessions were conducted for over 8600 provisionally registered teachers and their mentors.

This program assists provisionally registered teachers to develop their professional practice to meet the standards for full registration. In collaboration with the Department of Education and Training and with the support of the Catholic Education Offices and the independent school sector, each year the Institute offers two after-school seminars for provisionally registered teachers and two training days for their teacher mentors. Comprehensive support materials to guide the evidence-based process for full registration continue to be developed and distributed to provisionally registered teachers, teacher mentors and schools.

Participation in the program increased for both provisionally registered teachers and teacher mentors. Attendance at after-school seminars for provisionally registered teachers has increased by 11 per cent from 2005, with more than 2700 teachers registering for the first seminar in 2006.

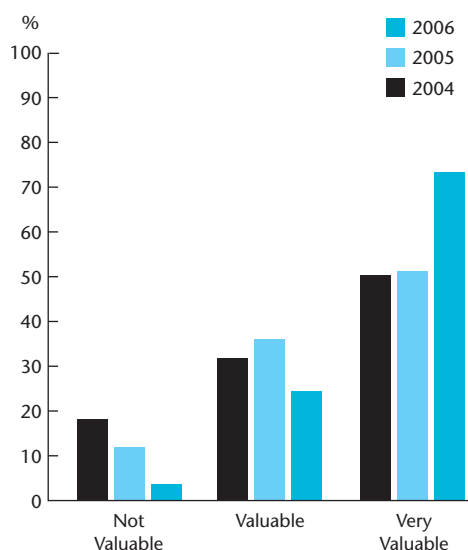
Attendance at the training days has also grown, with over 1830 teacher mentors and school leaders attending Day 1, an increase of 10 per cent.

Since 2003, over 5300 mentors have completed training and over 7200 provisionally registered teachers have attended the seminars.

The program of support for provisionally registered teachers is becoming more valued over time. Figure 4 represents the views of provisionally registered teachers in 2004, 2005 and 2006. Mentors have also found the program to provide valuable support for their role in inducing these teachers into the profession.

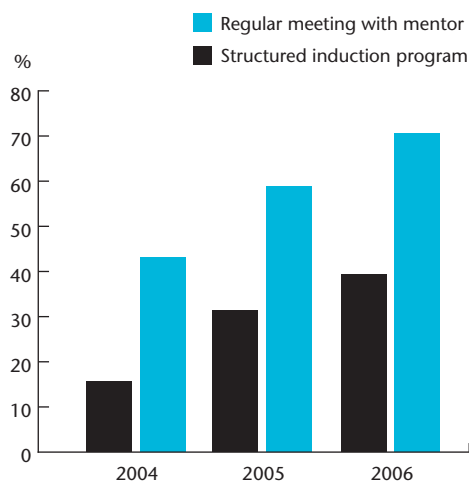
Similarly, support for provisionally registered teachers through school-based induction and mentoring is apparent, with 92–94 per cent of teachers reporting consistently from 2004 to 2006 that they were working with a mentor.

Figure 4
Evaluation of support program by provisionally registered teachers



Practices to support the induction of teachers are becoming more common in schools as described Figure 5.

Figure 5
School support for provisionally registered teachers (2004 – April 2006)



Trial of alternative evidence for full registration

Some teachers, such as casual relief teachers and those working as specialists in schools or in alternative settings, work with large numbers of students for shorter periods of time. Meeting the Analysis of Teaching and Learning component of the evidence-based process for full registration poses particular challenges for teachers in these situations. For this reason, during 2005 the branch embarked on a trial of alternative evidence for the Analysis of Teaching and Learning component.

The alternative component requires a rigorous comparison of classes and students over time, and provides a template for reflective teaching and learning practice. The trial will continue through 2006.

Supporting casual relief and emergency teachers and teachers returning to work

In the reporting period, the branch provided six days of professional support in both metropolitan and regional venues for over 600 teachers working as casual relief teachers.

The branch also ran four full-day workshops for over 420 teachers considering a return to teaching.

The programs covered:

- current policy and curriculum in Victorian schools
- registration requirements
- seeking employment
- student management.

Teacher evaluations of the workshops continue to be very positive.

To further support provisionally registered teachers still seeking employment or working as casual relief teachers, the branch organised a day to specifically address their needs.

This was attended by over 450 teachers. In the latter half of 2006, the focus will be on supporting these teachers in regional areas with seminars planned for Bairnsdale, Warragul and Mildura.

Research into the profile of casual relief teachers

Currently the branch is developing a questionnaire for teachers working in casual relief contexts. These teachers comprise up to 20 per cent of registered teachers, but little is known about them. The research aims to investigate the work patterns and aspirations of this group of teachers as well as their particular needs. The information will inform further policy development, particularly around renewal of registration and ways of providing support for casual relief teachers.

Events for teachers conducted by the Standards and Professional Learning Branch July 2005 – June 2006

Table 6 indicates the dates and locations of professional development activities run by the Institute for provisionally registered teachers, teacher mentors, casual relief teachers and teachers returning to teaching.

Table 6
Number of teachers attending events conducted by the Standards and Professional Learning Branch July 2005 – June 2006

Date	Description of teacher support	Location/s	Numbers attended
July 2005	Mentor support day 2	30 locations: 16 metropolitan 14 regional	1517
August 2005	Provisionally registered teacher seminar	28 locations: 16 metropolitan 12 regional	2518
September 2005	Workshop for casual relief teachers	Essendon	89
September 2005	Workshop for casual relief teachers	Melbourne	145
September 2005	Workshop for casual relief teachers	Wodonga	8
November 2005	Mentor support day 1 (split program)	19 locations: 10 metropolitan 9 regional	388
December 2005	Workshop for casual relief teachers	Melbourne	233
February 2006	Mentor support day 1 (split program)	25 locations: 13 metropolitan 12 regional	1449
March 2006	Provisionally registered teachers seminar	29 locations: 16 metropolitan 13 regional	2709
June 2006	Returning to teaching seminar	Melbourne	106
June 2006	Current policies and curriculum seminar	Melbourne	155
June 2006	Workshop for casual relief teachers	Bendigo	47
June 2006	Workshop for provisionally registered teachers working as casual relief teachers	Melbourne	93

Renewal of registration

Under the *Victorian Institute of Teaching Act 2001*, teachers with full registration are required to renew their registration every five years. This requirement will take effect from December 2007, when teachers who were deemed registered on 31 December 2002 complete their first five years of registration. To renew their registration, teachers must demonstrate their suitability to be a teacher and that they have maintained an appropriate level of professional practice in the preceding five years.

Policy and procedures to implement a phased process have been developed and initial information has been communicated to all teachers with full registration. A proposed model of professional development activities to demonstrate maintenance of professional practice has been developed and presented for consultation to the profession. A report will be prepared from the feedback provided by teachers and key stakeholders. This report will guide the development of the registration renewal policy for the period beginning 2008.

The branch is currently investigating the development of an online search facility to provide teachers with information about available professional development activities. The branch has developed a draft Professional Learning Framework to support teachers' continuing professional learning from the time they enter pre-service training until they retire from the profession.

The Institute will develop measures to support teachers not in schools, particularly casual relief teachers, to meet the requirements for renewal of registration after December 2007.

A communication strategy for renewal of registration is being developed to ensure that teachers are kept informed of policies and procedure leading up to the initial renewal in December 2007.

The Standards and Professional Learning Committee

The Standards and Professional Learning Committee makes recommendations to the Institute Council about the development of a Professional Learning Framework and the development of standards of professional practice for the teaching profession in Victoria. This Committee oversees policy development and provides advice to the Institute Council about research into teaching and learning practice.

The focus of the Committee's work this year has been the continued management of the Standards of Professional Practice for Full Registration, including the Supporting Provisionally Registered Teachers Program and the development of policy and procedures for the renewal of registration. The Committee attaches great importance to broad and inclusive consultation with teachers and key stakeholders.

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

Standards and Professional Learning Committee members

Garry Salisbury (Chairperson), Echuca College
 Carolyn Clancy, Cambridge Primary School
 Marilyn Mooney, Casual relief teacher
 Terry Hayes, Council of Professional Teaching Associations of Victoria
 Judith Warner, St Jude the Apostle School, Scoresby
 Gerry Tickell, Educational consultant and writer
 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 and Training
 Sue McKay, Tintern Schools
 Lawrie Angus, Ballarat University
 Emma Richardson, Carrum Downs Secondary College (2005 only)
 Kevin Moloney, Westbourne Grammar School
 Margaret Ricardo, St Agnes Primary School

Outlook for 2006–07

In 2006–07 the branch will:

- continue to manage the process for provisionally registered teachers to meet or exceed the Standards of Professional Practice for Full Registration
- continue to provide a support program for provisionally registered teachers and their mentors
- review and refine the support program including an evaluation of the trial of alternative evidence and resource materials
- develop and implement policy, in collaboration with the Registration Unit, for the initial period of renewal of registration
- develop policy for the subsequent period of renewal of registration from 2008 onwards
- develop and implement mechanisms to support teachers' continued professional learning as part of the renewal of registration process
- continue involvement with on-going Australian Research Council linkage grants
- continue research into the profile of casual relief teachers
- conduct further research in the area of standards and professional learning by supporting research projects already underway and through a supplementary grants program
- continue support programs for teachers returning to the profession and working as casual relief and emergency teachers.

Professional Practice and Conduct

Promoting the profession through standards of competence and conduct for the teaching profession

20



Registered teacher Jennifer Murray and students at Hartwell Primary School

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 or lack of fitness to teach. The outcome determines whether a registered teacher should continue to be registered, or registered with conditions, as a teacher in Victoria. Inquiries are initiated by the lodging of a complaint, a notification from an employer school, advice from the police, and other sources of a conviction or finding of guilt for an indictable offence.

Key Achievements

- Finalised and distributed the code of ethics to all teachers in Victoria.
- Developed a draft code of conduct for consultation.
- Developed a fair and transparent process for conducting disciplinary hearings.
- Finalised 289 files and reduced the number of disciplinary files.

The Victorian Teaching Profession Code of Ethics

After an extensive consultation with all registered teachers, the *Victorian Teaching Profession Code of Ethics* was launched on 12 September 2005 by Ann Barker, MP, Parliamentary Secretary for Training and Higher Education. The Institute sent a copy of the code to all registered teachers and an A3-sized poster version of the code to all schools for display on notice boards.

The code has also been widely distributed to education and community stakeholders, as well as to interstate and overseas teacher regulatory authorities.

The code of ethics is a short aspirational document based on the three values identified by teachers as fundamentally important to their practice. These are integrity, respect and responsibility. The code recognises teachers' unique position of trust and influence and how this plays out in their relationships with students, parents (caregivers and guardians), colleagues and the community.

The Code of Conduct

In April 2005 the Professional Practice and Conduct Committee convened a working party of stakeholders to oversee the development of a code of conduct. The code of conduct will grow out of the values stated in the code of ethics, setting out the standards of professional conduct and competence expected of teachers.

The code is expected to reinforce the profession's accepted standards of conduct and competence and assist teachers when they are faced with making decisions in complex situations.

The Institute is again committed to working collaboratively with teachers and has already conducted forums in a number of schools to seek their views on the content of a code of conduct.

The Professional Practice and Conduct Committee has developed a draft code for focus group workshops in July and August 2006. The code of conduct should be finalised in 2007 and will be distributed to all teachers later that year.

Registration matters

On behalf of the Registration Branch, the branch prepares reports for the Registration Committee where an applicant for registration has been convicted or found guilty of an offence. The branch has prepared 14 reports since 1 January 2006.

Two teachers have been referred to the branch pursuant to the *Mutual Recognition Act 1992*. The registrations of both teachers were cancelled by another registration authority and the cancellations of both teachers' registration in Victoria were confirmed by the Institute.

If a registered teacher fails to supply an overseas criminal record check as required by the Institute's fitness to teach policy, the branch commences action against the teacher for serious misconduct. The branch has investigated six matters and resolved these matters without a formal hearing. One matter is still outstanding.

Prosecutions

The branch has developed a procedure for prosecuting persons undertaking the duties of a teacher who are not registered and employers who employ them. No prosecutions have been undertaken. The branch has investigated 18 persons where a complaint has been received that the person is undertaking the duties of a teacher without being registered. Each of these matters was settled. One matter is still under investigation.

Disciplinary proceedings

The Disciplinary Proceedings Committee

The Disciplinary Proceedings Committee is a committee of the Institute Council and has responsibility for administering the disciplinary procedures.

Members

Susan Halliday (Chairperson)	Chairperson of Institute Council
Marilyn Mooney	Teacher
Garry Salisbury	Teacher, Echuca Secondary College
Heather Schnagl	Principal, Ivanhoe Girls' Grammar School
Kevin Pope	Principal, Meadow Heights Primary School
Kevin Moloney	Teacher, Westbourne Grammar School
Peter Ryan	Teacher, Catholic Education Office
Vicki Augustinus	Department of Education & Training

Susan Halliday replaced Peter Ryan who completed his term with Council in February 2006. The Institute thanks Peter Ryan for his sensitive and fair leadership of the Disciplinary Proceedings Committee.

The Professional Practice and Conduct Committee

The Professional Practice and Conduct Committee is a committee of the Council with responsibility for conducting informal hearings and for developing a Code of Conduct for the teaching profession.

Members

Julia Wake (Chairperson)	Teacher, Catholic College Sale
Debra Punton	Catholic Education Office
Anne Maloney	Teacher, Special Education
Jennifer Murray	Teacher, Hartwell Primary School
Terry Hayes	Council of Profession Teaching Associations of Victoria

Observers

Ross Dean	Principal, Department of Education & Training
Mick Lester	Teacher, Kyneton Secondary College
Kerry Willcox-McGinnes	Principal, Mary Immaculate School

Council member Julia Wake replaced Susan Halliday as committee chairperson in March 2006. Council member Debra Punton replaced Kerry Willcox-McGinnes whose term as a Council member ended in November 2005.

Complaints

In 2005–06 the branch received 194 telephone or written enquiries from members of the community with concerns about teachers. Many of these concerns were resolved through discussion and referral to the school or employer. A small number of these enquiries resulted in a complaint being lodged (Table 7).

Table 7
Complaints lodged

Number of complaint files opened	45
Closed when complainants elected not to proceed	15
Referred to Disciplinary Proceedings Committee	30
No further action	13
Referred for preliminary investigation	5
Referred directly to formal hearing	1
Yet to be considered	11

Thirty-one matters from previous years have been completed in the current year.

Notification from an employer

Teacher employers have a statutory obligation to notify the Institute when they take action against a teacher for serious misconduct, serious incompetence or lack of fitness to teach. On a regular basis, employers advise the branch of action being taken against a teacher (Table 8). Most of the major inquiries conducted by the branch arise as a result of notifications. This usually occurs when a teacher has been dismissed or has resigned during investigation by the employer.

Table 8
Notifications from employers

Number of notifications	44
Awaiting information from employer or the completion of civil or criminal proceedings	19
Referred to Disciplinary Proceedings Committee	25
No further action	11
Referred to a formal hearing	14

Forty-four matters opened in the previous periods 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 91 files for teachers charged, convicted or found guilty of an indictable offence (Table 9). The majority of these files were opened as the result of criminal history record checks of teachers.

Table 9
Files opened for indictable offences

Number of indictable offences opened	91
Considered by the Disciplinary Proceedings Committee	87
No further action	86
Referred to formal hearing	1
Awaiting completion of criminal proceedings or consideration by Committee	4

Twenty-eight matters opened in the previous reporting periods 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 2005–06, nine teachers' registrations were cancelled as a result of convictions or findings of guilt for sexual offences.

Formal hearing

In 2005–06 the Institute completed 14 formal hearings into allegations against registered teachers (Table 10). 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.

The Institute may engage investigators prior to a hearing to obtain witness statements and information for the Disciplinary Proceedings Committee to determine if the matter should proceed to hearing.

The branch would like to express its appreciation to all the principals, teachers, students and parents who have been witnesses for the Institute at the formal hearings. The Institute would not be able to run its formal hearings effectively without the support of these witnesses.

Table 10
Formal hearings completed in 2005–06

Number of formal hearings	14
Allegation of serious misconduct	8
Not serious misconduct	2
Finding of serious misconduct, registration cancelled	1
Finding of serious misconduct, conditions imposed	1
Finding of serious misconduct, registration suspended with conditions	3
Awaiting decision	1
Allegation of serious incompetence	2
Finding of serious incompetence, registration cancelled	1
Finding of serious misconduct, registration cancelled	1
Convictions or findings of guilt for indictable offences	4
Finding that teacher was fit to teach	2
Finding that teacher was not fit to teach, registration cancelled	1
Conditions placed upon the teacher's registration	1

The decisions and reasons of the Institute's panels are now available on the Institute's website www.vit.vic.edu.au under Professional Conduct.

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 27 sessional panel members.

Case studies

The three case summaries below provide examples of the matters that came before an Institute hearing panel in 2005–06. They are provided to inform teachers and the public about the operation of the Institute's disciplinary process.

Serious incompetence

AB was employed as a teacher at a small country primary school. AB's employer alleged that he was seriously incompetent and, after providing assistance and support over a six year period, dismissed him. The panel found that AB's teaching skills were inadequate and that he lacked communication, organisational and management skills. AB could not cater for individual differences when teaching and nor could he adequately supervise a classroom. He had difficulty communicating with students, colleagues and parents. The panel found that AB was seriously incompetent and decided to cancel AB's registration as a teacher.

Serious misconduct – personal conduct

CD was employed as a teacher at a large boys secondary school. CD met a 15-year-old female student in a chat room over the Internet. CD initially assisted the student with her homework and then over the weeks the student began confiding in CD and revealed her troubled relationship with her mother. The student visited CD's home on at least two occasions and stayed overnight. The student's mother found out about the contact her daughter had with the teacher and complained to the police. The student refused to cooperate with the police or the Institute. The police did not have sufficient evidence to charge CD with an offence and referred the matter to the Institute. The student's mother gave evidence at the formal hearing, but the student refused to attend. The panel found that CD was guilty of serious misconduct. The evidence did not reveal that CD had a sexual relationship with the student; however, the panel did find that the student stayed overnight at CD's home on two occasions without CD advising either of her parents. The panel suspended the teacher's registration until he undertook a course on ethics.

Serious misconduct – professional conduct

EF was employed as a teacher in a large secondary school. The teacher was on yard duty when an altercation occurred between several female students. The altercation developed into a fight involving a number of students with many other students gathered around. One student was injured in the fight. EF tried to stop the fight by telling the students to stop and waving his hands around. In evidence EF stated that he did not physically intervene to stop the fight as he could not touch students. He would act in the same way if confronted with the same situation. The panel found that the teacher was guilty of serious misconduct because he did not intervene to stop a fight where a student was injured. The panel cancelled the teacher's registration.

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 affected by the decision of a formal hearing panel.

In 2005–06, one applicant sought review by VCAT of an unsuccessful application for registration. This matter settled and did not proceed to hearing.

Two persons lodged requests 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. That decision has been appealed by the applicant to the Court of Appeal. The Court of Appeal has set this matter down for hearing on 6 September 2006. The other matter was adjourned at the request of the teacher and is yet to be heard by the VCAT.

The staff

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

Outlook for 2006–07

The branch will:

- reduce the time taken to conduct investigations
- develop procedures to accommodate amendments to the *Victorian Institute of Teaching Act 2001* relating to suspension of a teacher's registration pending the outcome of a criminal prosecution for a sexual offence
- finalise the processing of criminal offences disclosed through the process of conducting criminal history record checks of all teachers as part of the renewal of registration process
- inform teachers of the role of disciplinary hearings by disseminating the decisions and reasons of the panels of the formal hearings on the Institute's website
- finalise and distribute to all teachers the code of conduct for the teaching profession.

Communications and Research

iteach

THE VICTORIAN INSTITUTE OF TEACHING NEWSLETTER JUNE 2006 – ISSUE 02

*Promoting
the profession
through quality
communications*

INSIDE ISSUE 02

From the Chairperson

Promoting Teaching:
Institute at Careers Expos

Snapshot - What's
been happening at
the Institute?

Draft Code of Conduct
Consultation

Forthcoming Conferences

A Career Change
into Teaching



02



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Second issue of iteach June 2006.

Branch Objectives

The Communications and Research Branch supports the core purpose 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 the Institute's primary audiences (teachers, principals, teacher educators, stakeholders and government)
- promote the profession of teaching to the broader community to raise public awareness of its value and importance to society
- implement a communications strategy which builds awareness of the Institute's role as regulator of the profession

- promote teaching as a desirable career choice to school leavers, graduates and career changers.

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 communication channels to communicate with teachers:

- the Institute newsletter *iteach* distributed quarterly
- a Teachers' Hotline customer service centre operating five days a week

- a Principals’ Hotline providing specialist advice to principals
- an electronic mailbox for email correspondence
- regular news and policy updates on the Institute website
- regular circulars emailed to all schools
- stakeholder seminars.

Achievements

iteach

Iteach is distributed quarterly to over 100,000 registered teachers. It is also distributed to school councils and boards, faculties and schools of education, principals and professional associations, teacher unions, and 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 teachers at forums, seminars and workshops
- contribute to teachers’ professional learning through case studies and articles by guest writers
- convey to the education community the professionalism practised by registered teachers
- ensure a balance of articles from each school sector – government, Catholic and independent schools.

The branch has sought teachers’ feedback on its communications through focus groups conducted by qualitative researchers. The branch is using this feedback to make further improvements to the content and presentation of the newsletter. A quantitative study of client satisfaction with a range of Institute communications, including *iteach*, will be undertaken in the latter half of 2006.

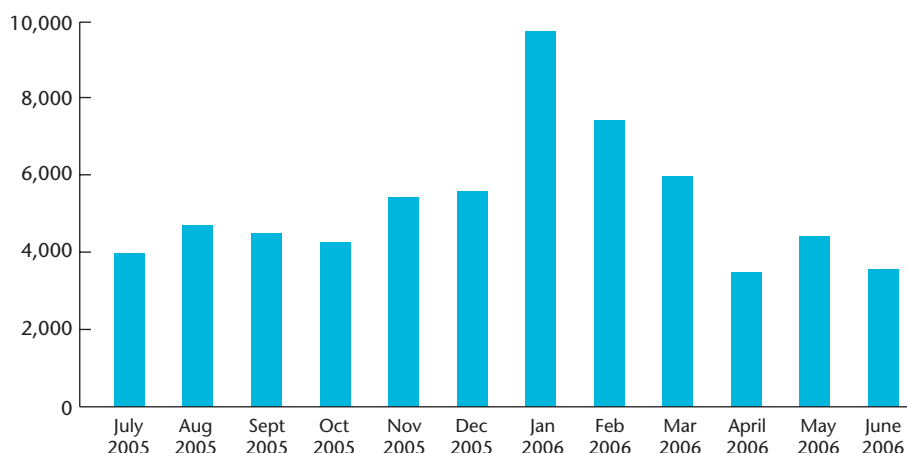
The Customer Service Centre

The Institute operates a customer service centre to provide registration information and advice to practising teachers, applicants for registration and members of the community. The centre operates five days per week from 8.30 am – 5.30 pm. An extra Customer Service Officer was employed during the peak period of December to February, resulting in an increase of 18 per cent on the number of calls answered during the previous year’s peak period.

Software to monitor and provide reports on the operations and performance of the Teachers’ Hotline was used to continuously improve the level of service to callers. This software assisted in identifying peak periods so that the maximum number of Customer Service Officers could be deployed to reduce callers’ waiting times. Reports showing officers’ average talk time on incoming calls was also used to identify where extra training or guidance was required.

The Customer Service Centre answered a total of 63,462 calls to the Teachers’ Hotline in 2005–06, an average of 5288 calls per month. In the month of January, 9794 calls were answered, the highest number of calls ever recorded for one month (Figure 6).

Figure 6
Number of calls per month to the Teachers’ Hotline 2005–06



Correspondence to the Institute

The branch responds to general written correspondence and emails sent to the Institute's mailbox.

An average of 652 emails was received per month, a total 7825 for the year (Figure 7).

Communications with principals

Principals support the work of the Institute by:

- ensuring the teachers employed at their school are registered or hold permission to teach
- participating in the Supporting Provisionally Registered Teachers' Program.

The Institute values this support and attaches great importance to the quality of its communications with principals.

The Institute regularly communicates with principals via emailed circulars to ensure they are briefed on registration issues affecting teachers at their school. In the reporting period, thirteen circulars were sent to principals.

The Institute also operates a dedicated Principals' Hotline which gives principals immediate access to advice from the Institute's professional officers. The new telephony software implemented in 2005 facilitated the first-time monitoring and reporting of the Principals' Hotline. Five officers answered a total of 1442 calls to the hotline, averaging 120 calls per month. During January and February a total of 621 calls were answered, with most enquiries from principals relating to the status of teachers' registration (Figure 8).

Figure 7
Number of emails received per month 2005–06

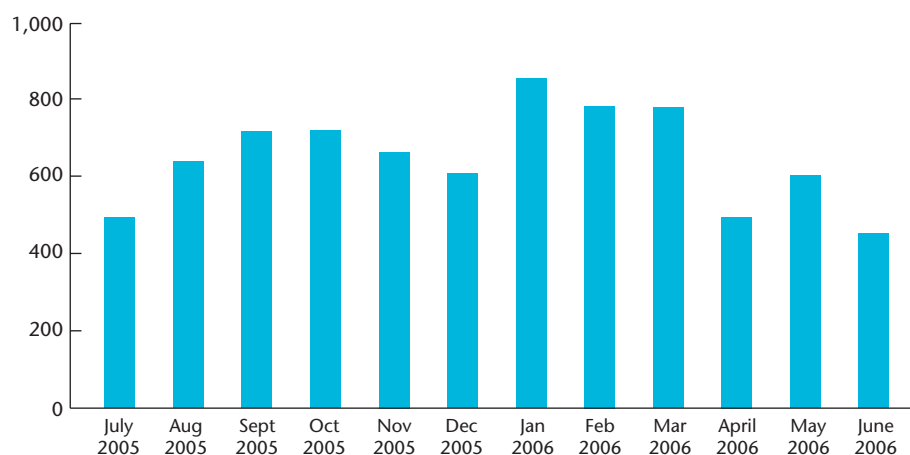
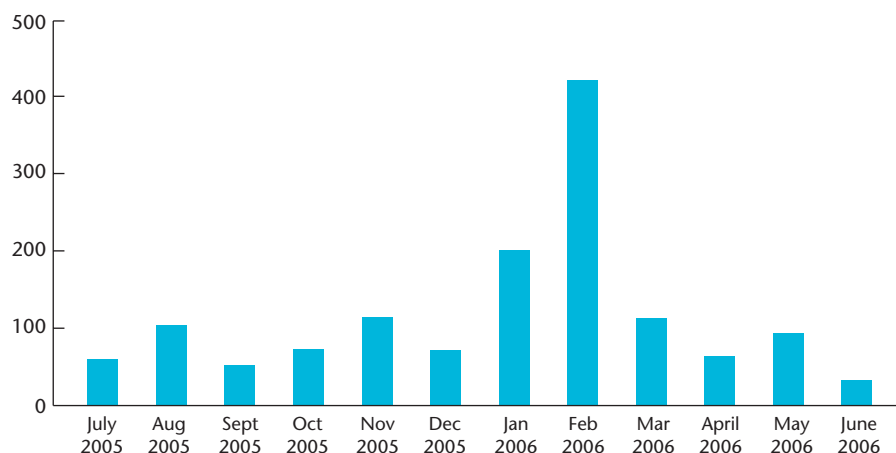


Figure 8
Number of calls to the Principals' Hotline 2005–06



The Institute website

The Institute launched its new website on 24 October 2005, replacing an earlier version published when the Institute was established. The new site’s navigation focuses on three key audiences: registered teachers, applicants for registration and members of the community.

To enhance its user-friendliness, the site targets the information needs of particular groups of registered teachers, such as those who are starting their teaching career and experienced teachers involved in mentoring new teachers. Applicants for registration and members of the broader community are able to access information straight from the home page.

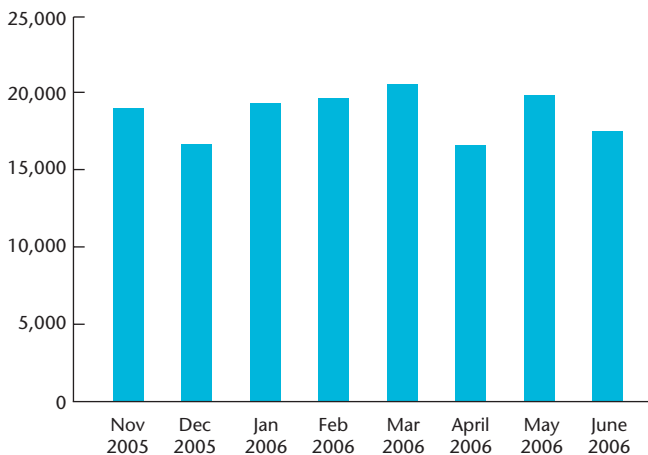
The new site attracts a high volume of traffic. Visitor statistics, available for the months of November 2005 to June 2006, demonstrate a total of 149,368 visitors to the site over this period, representing an average per month of 18,671 visits (Figure 9).

On average, visitors view 5.96 pages per visit (Figure 10) and spend an average of 8.5 minutes on each visit (Figure 11).

The web pages attracting the most visitors were those providing information on:

- how to qualify as a teacher
- how to apply for registration
- the standards of professional practice required for full registration
- registration matters (for registered teachers only)
- the Institute’s publications
- latest news items.

Figure 9
Visits to the Institute website November 2005 to June 2006



The Institute’s new website

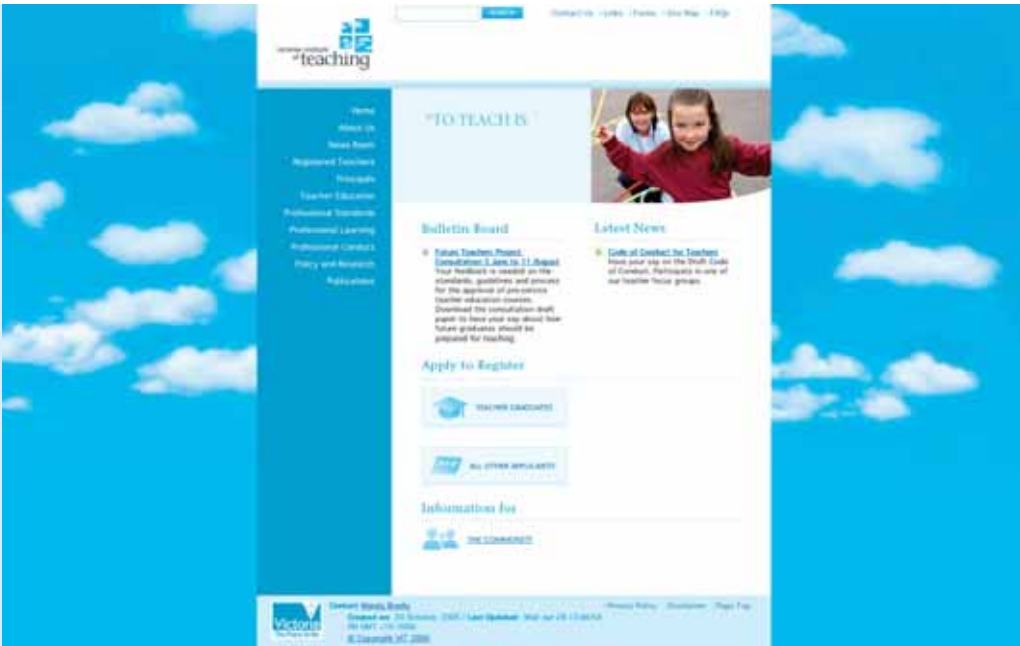


Figure 10
Page views per visit November 2005 to June 2006

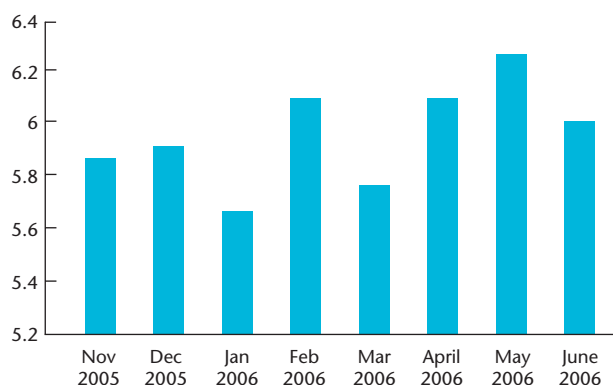
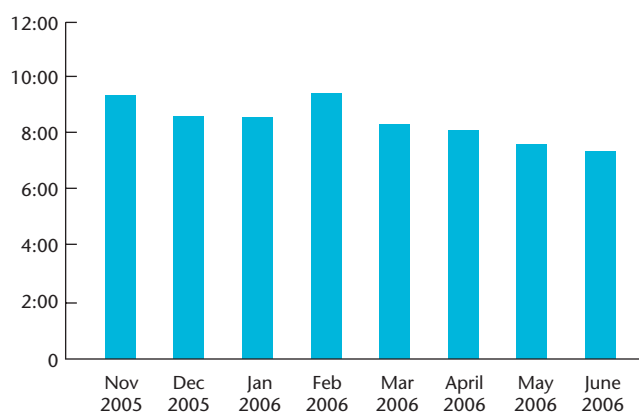


Figure 11
Average time of visit in minutes November 2005 to June 2006



A new intranet

In May 2006 a new intranet for the Institute secretariat was launched.

The intranet is helping staff to provide a better service to clients by providing ready access to policy and procedural documents, enhancing communications channels within the Institute and unifying the work of the five branches.

Stakeholder seminars

The Institute conducts regular seminars for education stakeholders to promote opportunities for discussion of the education issues they have in common. During 2005 and 2006, the branch hosted three seminars for stakeholders. 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 supply and preparation of special teachers and teachers of the deaf* (Panel of speakers and facilitator Jean Cooke, Council member and Teacher of the Deaf)
- *Teachers and lawyers demonstrating currency of practice* (Guest speakers: Amanda Blesing, Program Manager, Professional Development Law Institute of Victoria and Fran Cosgrove, Acting Group Manager Standards and Professional Learning)
- *Teacher wellbeing* (Guest speaker: Jo Mason, National Coordinator MindMatters).

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

Promoting the profession of teaching through career expos

The Institute is required under its legislation to promote the profession of teaching. Traditionally the Institute has sought to do this through its annual World Teachers’ Day campaign.

In July 2005 (and for the first time), the Institute exhibited at the *Herald Sun* Career Expo. These events attract large numbers and provide a significant opportunity to promote the profession and teaching as a career. In April 2006 the Institute exhibited at *The Age* VCE and Careers Expo, and in May at the National Careers and Employment Expo, again experiencing large numbers of enquiries from prospective teachers. Visitors to the Institute stand were able to access our website and this facility proved to be a valuable resource, as well as being a means of publicising the Institute’s Internet address. The total number of visitors to all three expos, as estimated by each of the organisers, was over sixty-five thousand. There would seem to be few better opportunities to communicate on a face-to-face basis with such a large section of the broader community.

Promoting the profession through World Teachers’ Day

The Institute ran a successful campaign to promote World Teachers’ Day in October 2005, building upon campaigns run in 2003 and 2004. It was decided that this campaign, as well as celebrating the teaching profession, should also more actively promote teaching as a desirable career choice. The campaign comprised advertising, media relations and communications components.

Three images of school students were developed conveying the same message about World Teachers’ Day: *You turned my world around*. Two primary school students and a secondary school student are featured (see cover).

Teacher registration authorities in Queensland, South Australia, Tasmania and in New Zealand decided to adopt the creative concept of the Victorian campaign and ran slight variations of it in their own jurisdictions.

The advertising campaign included five insertions of the *You turned my world around* image in *The Age* and the *Herald Sun*, commencing on 24 October and concluding on World Teachers’ Day itself, 28 October. The ad also ran in eight major regional press titles and in the multicultural press. For the first time the campaign was expanded to include radio advertising. Forty thirty-second radio commercials were played on stations 3AW and Gold FM.

The media relations strategy was successful in gaining free media about inspirational teachers in local newspapers. Eighteen short pieces were written on teachers described by their principals and peers as ‘inspiring’. These stories were also posted on the Institute website.

Through a small research study, the Institute also identified a number of people who’d made a career change into teaching. Data indicated that this was part of a growing trend. Interviewees were chosen from this group to tell selected media their own stories of changing tack to teaching. The career change story received coverage on World Teachers’ Day from *The Age*, 774 ABC Melbourne, ABC Radio Mildura–Swan Hill, 3AW, Vega FM and Nova FM.

The communications strategy included:

- an email to every school in the state suggesting ways they could celebrate World Teachers’ Day
- a letter from the Minister for Education and Training to every school council and school board urging their support
- a World Teachers’ Day poster sent to every school and local library
- a letter to every State Member of Parliament inviting their support for teachers in their electorate
- a letter to every municipal or shire council promoting World Teachers’ Day.

The number of visits to the new website showed a marked spike in the week of the campaign and the week following.

Week commencing	Number of visits to Institute website
16 October	1234
23 October	5388
30 October	4378
6 November	2841

To assess media reaction to the World Teachers' Day campaign, the Institute commissioned Reham to conduct a media analysis of print and electronic media coverage of World Teachers' Day from 24 October to 4 November. The event achieved thirteen mentions on regional and metropolitan breakfast radio shows, as well as on regional television news. Just under thirty articles appeared in regional, suburban and metropolitan print media outlets.

To evaluate teachers' awareness of the campaign, the Institute also commissioned a research company to conduct a telephone survey of 250 teachers on Wednesday 3 November. The survey was designed to test their awareness of World Teachers' Day, their recall of print and radio advertising, and whether their school participated in celebrating the day. The exercise would also establish benchmarks for similar campaigns in the future.

The report concluded that the low-budget campaign (comprising five newspaper placements and a small number of radio slots) achieved a high level of penetration, being recalled after prompting by 18 per cent of respondents. The percentage who reported clear understanding of the messages in the campaign (31 per cent) was high for a short campaign. Sixty-seven per cent of teachers said it was extremely important or very important that there was a day to celebrate teaching.

Our sister bodies in other states, the Northern Territory and New Zealand have endorsed in principle a national World Teachers' Day campaign for 2006.

Keeping the Parent and School Council Community Informed

The Institute values the input of parent and school council organisations to its policy deliberations and convenes meeting with these organisations to keep them informed about the Institute's operations. Representatives of the Victorian Parents Council, Parents Victoria, the Association of School Councils in Victoria and the Victorian Council of School Organisations attend these meetings chaired by Council member, Mr Nicholas Abbey. Two meetings were held within the reporting period. It is intended that in future these meetings occur on a quarterly basis.

Communications Committee

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

Communications Committee members

Marilyn Mooney (Chair), Casual relief teacher
 Terry Hayes, Council of Professional Teaching Associations of Victoria
 Jan Sherry, Teacher (retired)
 Michael Lester, Kyneton Secondary College
 Christine Ure, The University of Melbourne

The Communications Committee has overseen the development of a new communications strategy which was approved by the Institute Council in November 2005. The communications strategy is used to guide and inform all Institute communications.

Outlook for 2006–07

- A national campaign to celebrate World Teachers' Day
- An increased presence at career expos and other events which provide an opportunity to promote the profession of teaching
- An expanded stakeholder seminar program
- Quantitative study to evaluate satisfaction with Institute communications
- Quantitative study to examine teachers' experience and perception of professional development programs

Research Activities 2005–06

Research topic	Related project	Area	Research partner/ Contractor	Completion date
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	September 2005
Australian Research Council Linkage 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, The University of Melbourne, DE&T	June 2007
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	July 2005
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	December 2005
Beginning teachers: Mapping the first year experience	Exploring the landscape of the first year teacher, identifying the pressures and satisfactions associated with beginning teaching	Standards and Professional Learning	Royal Melbourne Institute of Technology	November 2006
Qualitative study to assist development of communications strategies for the 2005 World Teachers' Day promotional campaign		Communications and Research	Australian Research Group	August 2005
A review of quantitative data on the quality of new entrants into the teacher workforce in Victoria		Communications and Research	Dr Tim Gilley	October 2005
Qualitative study involving a series of individual interviews with teachers who had entered teaching from other careers. Undertaken as part of the 2005 World Teachers' Day campaign		Communications and Research	Australian Research Group	October 2005
Quantitative study to examine teachers' awareness of the 2005 World Teachers' Day promotional campaign		Communications and Research	Australian Research Group	November 2005
Qualitative study to test proposed positioning slogans for the Institute		Communications and Research	Australian Research Group	May 2006

Corporate Services

*Promoting the
profession through
quality business
processes*

33

Karringal Park registered teacher, Stephen Shaw

Branch Objectives

The objectives of the branch are to deliver efficient and effective services in the management of the Institute's finances, human resources, records and data, information technology, facilities and resources.

Key Achievements for 2005–06

- Introduced TechOne for accounting and financial reporting.
- Redesigned and implemented performance assessment system.
- Documented the Victorian Institute of Teaching Information System.

- Implemented an electronic records and document management system.
- Established a mailhouse service agreement.

Accounting services

The Institute's accounts are maintained externally by accounting bureau Milura Pty Ltd. Implementation by the bureau of a new financial software package, TechOne, has enabled the Institute to provide improved reporting facilities. Branch Managers have full remote access to TechOne reports. The new software also supports the Institute's increasing use of Internet banking.

Customised to specifications prepared by the Institute, this facility provides a comprehensive financial reporting system that includes the ability

to compare current financial performance against historical data back to the Institute's inception.

Two accounting bureau staff, a project accountant and a financial assistant, are based full time at the Institute and provide direct support to the branch.

Banking

The Institute has a single account at Westpac under a whole of government banking agreement recently renegotiated for the Victorian public sector. This provides a favourable interest rate on cash balances and access to Westpac's corporate on-line electronic banking system which the Institute uses for both salary payments and payments to creditors. All electronic and credit card payments for registration and application fees are also processed through Westpac, with a daily electronic file generated for processing in the Institute's databases.

Building and facilities

The branch managed alterations to the floor layout of the Professional Practice and Conduct Branch to physically separate its enquiry and decision-making functions.

Information technology

The branch continually refines the Victorian Institute of Teaching Information System (VITIS) in response to information and processing needs. To ensure changes to VITIS are carefully managed, the branch contracted a systems analyst to document the various VITIS modules and their linkages. At the same time, the structure of VITIS was reviewed to identify possible improvements.

An additional project officer was engaged to design and develop an interface between the Institute and its mailhouse, Computershare Document Services.

A Lotus Notes systems developer was employed late in the reporting period to enhance VITIS services and provide system administration assistance.

Records management

A major initiative for 2005–2006 has been the implementation of an electronic records and document management system (ERDMS). Following an extensive evaluation of available systems, Hummingbird document management system was selected as the preferred solution. Implementation of Hummingbird required

increased IT capacity. A virtual machine server was purchased to provide maximum flexibility and a Tivoli tape system installed to provide an incremental back-up facility.

The Institute has entered into a Preferred Partner Alliance (PPA) with IBM hardware for the Tivoli Storage Management (TSM) backup system which, together with remaining hardware, is supported by Synergy.

An Information and Records Coordinator was appointed to manage the ERDMS. The coordinator has implemented a new classification system for the Institute's electronic and paper records and has trained Institute staff in Hummingbird. The coordinator is also the Institute's archivist, ensuring that the retention, archiving and disposal of the Institute's records comply with Public Records Office Victoria standards.

Human Resources

Staff development initiatives

The Institute has begun work to put in place staff development initiatives that ensure:

- all staff maintain appropriate levels of professional knowledge and practice
- there is a resource of management-trained staff available to fill leadership roles when they fall vacant.

The Employee Development Program forms part of the performance management system and supports staff to undertake approved programs that develop their job skills and knowledge.

The Management Development Program encourages staff to participate in professional development that will prepare them for leadership and specialist roles within the Institute.

Both programs will be fully implemented in 2006–07.

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.

Staffing profile

As at the last pay day in June 2006, the Institute directly employed 41.5 staff.

Table 11
Staffing profile June 2006

	Full-time equivalent (FTE)					
	Female	Male	Total	Female	Male	Total
Ongoing	30	8	38	28.3	7.4	35.7
Fixed term	2	4	6	2.0	3.4	5.4
Casual	1	0	1	0.4	0	0.4
Total	33	12	45	30.7	10.8	41.5

Performance assessment

The *Victorian Institute of Teaching Certified Agreement 2004* sets out employment conditions, classifications and salary progression arrangements for employees of the Institute.

In 2006, the Institute engaged SACS Consulting to redesign and simplify the existing performance assessment process within the requirements of the Agreement. Training was provided for staff and managers in implementing the new system. The outcome has been more collaborative and constructive conversations between staff and their managers and a more manageable process.

First aid officers and fire wardens

The Institute sponsored 11 staff members to complete first aid training conducted by St John Ambulance. These staff are rostered as first aid officers during normal office hours. In this role they also support floor wardens in the event of an emergency. Each branch has a nominated fire warden. The building management of Marland House schedules regular emergency fire and evacuation procedures.

Occupational health and safety and related matters

The Institute is committed to providing safe and secure work environments for staff and visitors. The Marland House site is fully compliant with the *Building Act 1993*. During the reporting period, no incidences were reported under the *Occupational Health and Safety Act 2004*.

The Institute has begun the work to develop its own occupational health and safety policy and has appointed Occupational Health and Safety Officers. In the interim, the day-to-day management of health and safety and reportable incidents is in accordance with the relevant guidelines and policies developed by DE&T. This practice is followed in all policy areas where no specific Institute policy has been developed.

Internal staff review

SACS Consulting was commissioned to undertake a substantial internal review of the Registration Unit's structure, position descriptions and remuneration levels. The duties, functions and responsibilities of the Registration Unit have grown and altered since the Institute's establishment. The recommendations of the review are to be implemented early in the 2006–07 financial year.

Internal secondments

A number of positions became available for short periods of time in various branches when substantive occupants took long service and family leave. Most positions were filled by internal secondment under higher duty arrangements. Consequential vacancies have been filled externally on a fixed-term basis and have often resulted in these new members of staff being employed on a longer-term basis when a vacancy has arisen.

Whistleblowers Protection

As at 30 June 2006, 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. While the Institute is in the process of formulating its own specific policy, any whistleblower disclosure of improper conduct by public officers or public bodies will be managed in accordance with the relevant published DE&T guidelines and policy.

Tenders and Contracts

ERDMS

Enterprise Knowledge was engaged initially to assist the Institute to identify appropriate ERDMS solutions and develop the technical specifications for the selective tender offered. The engagement was extended first to provide expert advice in the evaluation of the tender submissions and second to assist the Information Coordinator in the establishment and implementation of a classification system within Hummingbird.

Mailhouse services

Mail provides the principal method of communicating directly with teachers. While bulk mail runs for posting *iteach*, registration renewal invoices and annual registration cards have always been processed by an external mailhouse, substantial amounts of mail were generated internally on a daily basis. The Institute recognised that further efficiencies could be gained by having most of the daily mail outsourced; however, this required the establishment of an exclusive relationship with a single mailhouse for all of the Institute's postage needs.

A public tender was called for mailhouse and printing services. Many expressions of interest were received and five were shortlisted. After extensive interviews, presentations and site visits, Computershare Document Services was selected to provide mailhouse and non-offset printing services for three years. The VITIS system has been enhanced to allow single and multiple page letters to be generated within the Institute with electronic copies attached to the respective teacher file, but printed and processed by Computershare.

Internal audit

The internal audit process is overseen by the Audit Committee of Council. Three audit firms were identified by the Audit Committee and invited to tender for the supply of internal audit services. With an internal audit function in place and operating in 2006–07, the Institute will increase its level of compliance to the Government's Financial Compliance Framework.

Internal audit is the mechanism for independent review of the Institute's systems and processes. Internal audit is not restricted to financial matters. It also seeks to minimise the Institute's risks by continually reviewing the risk profile and examining procedures to manage those risks.

Consultancies and major contracts

No major contracts, greater than \$10 million, were entered into in the 2005–06 period. Contractors and agency staff have been engaged to supplement Institute resources on a short-term basis, particularly with respect to VITIS mapping and development. The only long-term contract is with Milura Pty Ltd for the provision of accounting services.

Institute-wide total contractor expenditure, not including mailhouse services, for 2005–06 was \$479,158, with the largest contractor being paid \$154,365.

A number of consultants were engaged in 2005–06 to provide advice on short-term projects including financial modeling and human resource policy development and implementation. The total value of consultancies for the year across the Institute was \$168,937, with the largest single consultancy paid \$62,308.

Freedom of Information

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

The FOI Officer determines right of access on a document by document basis in accordance with the *Freedom of Information Act 1982* (the FOI Act). The level of access granted to any FOI request can be:

- Full – all relevant information is released
- Partial – while information is released some relevant documentation is withheld either in full or in part (edited out)
- Denied – no relevant information is released.

During 2005–06, five requests for information were made to the Institute under the FOI Act. One of these remains pending as at 30 June 2006. The outstanding matters from 2004–05 were settled (Table 12).

Table 12
Analysis of FOI requests 2005–06

	2005–06 requests	Carried forward from 2004–05
Nature of requests		
• Personal (relating to a single identified teacher)	3	2
• Non-personal (request for non-specific and/or summative information)	2	0
Outcome of request		
• Full access	2	
• Partial access	2	2
• Denied	0	
• Pending	1	
Request for internal review of decision to grant partial access	1	1
Internal review confirmed initial FOI decision	1	1
Appeal of internal review decision to VCAT	1	
Appeal to VCAT withdrawn	1	
Exemptions/Sections of FOI Act used in decisions on access	Times used	Times used
Section 30.1	3	1
Section 32.1	3	1
Section 33.1	4	
Section 33.4	2	
Section 35.1(b)	1	

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 to be compliant within National Competition Policy. The Institute maintains a watching brief in this regard.

Committees

Administration and Finance Committee

Susan Halliday (Chairperson)	Chairperson of Institute Council
Jean Cooke	Aurora School
Robert Casamento	Karringal Park Secondary College
Stephen Newton	Caulfield Grammar School

Audit Committee

David Nairn (Chairperson)	HLB Mann Judd
Craig Geddes	Acumen Alliance
Robert Casamento	Karringal Park Secondary College
Stephen Newton	Caulfield Grammar School
Warwick Spargo	RSM Bird Cameron

Remuneration Committee

Susan Halliday (Chairperson)	Chairperson of Institute Council
Debra Punton	Catholic Education Office
Jean Cooke	Aurora School
Nicholas Abbey	Kingsbury Primary School Council and Macleod P-12 College Council
Robert Casamento	Karringal Park Secondary College
Stephen Newton	Caulfield Grammar School
Tony Bugden	Department of Education & Training

Outlook for 2006-07

- Expansion of IT capacity to provide a mirrored system to complement Tivoli storage management
- Building of automated workflows within ERDMS, including scanning of incoming correspondence for attachment to individual teacher files
- Upgrade of VITIS and email client
- Implementation of internal audit program
- Development of comprehensive suite of HR policies
- Full compliance with Government's Financial Compliance Framework



Registered teacher Faye Smith and students at Lara Secondary College

Financial Statements for the year ended 30 June 2006

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Operating statement

for the financial year ended 30 June 2006

	Note	2006 \$	2005 \$
Income			
Revenue	2 (a)	7,708,563	7,368,480
Other Income	2 (b)	289,981	271,195
Total Income		7,998,544	7,639,675
Expenses			
Salaries and employee benefits	2 (c)	3,532,792	2,923,654
Contractors & Consultancies	2 (d)	648,095	786,015
Projects and teacher release		48,161	139,833
Legal expenses		514,144	527,059
Communications		1,530,215	1,315,816
Administration expenses		1,482,331	1,430,207
Finance costs	2 (e)	14,629	–
Depreciation and amortisation expenses	2 (f)	280,141	188,915
Council Election Expenses		201,081	–
Total Expenses		8,251,589	7,311,499
Net Result for the Reporting Period		(253,045)	328,176

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

Balance sheet

as at 30 June 2006

	Note	2006 \$	2005 \$
CURRENT ASSETS			
Cash and cash equivalents	3	5,684,236	5,267,531
Receivables	4	402,940	400,118
Other	5	170,777	389,252
TOTAL CURRENT ASSETS		6,257,953	6,056,901
NON-CURRENT ASSETS			
Property, plant and equipment	6	1,370,265	1,232,396
Intangible Assets	7	146,529	101,069
TOTAL NON-CURRENT ASSETS		1,516,794	1,333,465
TOTAL ASSETS		7,774,747	7,390,366
CURRENT LIABILITIES			
Payables	8	867,577	734,704
Interest bearing liabilities	9	5,212	–
Provisions	10	598,977	456,077
Revenue received in advance	11	3,309,607	3,008,380
TOTAL CURRENT LIABILITIES		4,781,373	4,199,161
NON-CURRENT LIABILITIES			
Interest bearing liabilities	9	30,263	–
Provisions	10	286,709	261,758
TOTAL NON-CURRENT LIABILITIES		316,972	261,758
TOTAL LIABILITIES		5,098,345	4,460,919
NET ASSETS		2,676,402	2,929,447
EQUITY			
Accumulated surplus	12	2,676,402	2,929,447
TOTAL EQUITY		2,676,402	2,929,447

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

Statement of recognised income and expenses as at 30 June 2006

	Note	2006 \$	2005 \$
Net income recognised directly in equity		–	–
Net result for the period		(253,045)	328,176
Total recognised income and expense for the period		(253,045)	328,176

Cash flow statement for the year ended 30 June 2005

	Note	2006 \$	2005 \$
CASH FLOWS FROM OPERATING ACTIVITIES			
Receipts from customers		6,579,309	6,547,492
Receipts from government		1,196,206	1,167,030
Payments to suppliers and employees		(7,451,484)	(7,216,912)
Goods and Services Tax recovered from the ATO		259,774	152,182
Goods and Services Tax paid to the ATO		(28,323)	(518)
Finance costs paid		(762)	–
Interest received		289,956	274,008
Net cash provided by operating activities	14(a)	844,676	923,282
CASH FLOWS FROM INVESTING ACTIVITIES			
Payments for property, plant and equipment		(321,020)	(1,019,229)
Payments for intangible assets		(103,284)	–
Proceeds from sale of property, plant and equipment		26	–
Net cash used in investing activities		(424,278)	(1,019,229)
CASH FLOWS FROM FINANCING ACTIVITIES			
Repayment of finance lease		(3,693)	–
Net cash used in financing activities		(3,693)	–
Net increase/(decrease) in cash held		416,705	(95,947)
Cash and cash equivalents at the beginning of the financial year		5,267,531	5,363,478
Cash and cash equivalents at the end of the financial year	14(b)	5,684,236	5,267,531

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 2006

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Notes to the financial statements

for the year ended 30 June 2006

NOTE 1 summary of significant accounting policies

Statement of compliance

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, and Urgent Issues Group Consensus Interpretations. Accounting standards include Australian equivalents to International Financial Reporting Standards ('A-IFRS').

The financial statements were authorised for issue by P. Gonzales (Chief Finance and Accounting Officer – Victorian Institute of Teaching) on 30 August 2006.

Basis of preparation

Unless otherwise stated, the financial statements have been prepared on the basis of historical cost. Cost is based on the fair values of the consideration given in exchange for assets.

Accounting policies are selected and applied in a manner which ensures that the resulting financial information satisfies the concepts of relevance and reliability, thereby ensuring that the substance of the underlying transactions or other events is reported.

The Institute changed its accounting policies on 1 July 2005 to comply with A-IFRS. The transition to A-IFRS is accounted for in accordance with Accounting Standard AASB 1 'First-time Adoption of Australian Equivalents to International Financial Reporting Standards', with 1 July 2004 as the date of transition. An explanation of how the transition from superseded policies to A-IFRS has affected the Institute's financial position, financial performance and cash flows is discussed in Note 22.

The accounting policies set out below have been applied in preparing the financial statements for the year ended 30 June 2006, the comparative information presented in these financial statements for the year ended 30 June 2005, and in the preparation of the opening A-IFRS balance sheet as at 1 July 2004, the Institute's date of transition, except for the accounting policies in respect of financial instruments, including derivatives, as permitted under the first-time adoption transitional provisions.

(a) Reporting Entity

The financial statements include all the activities of the Victorian Institute of Teaching. The Institute was established under the *Victorian Institute of Teaching Act 2001* to recognise, promote and regulate the members of 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 and cash equivalents

For the purposes of cash flow statement, cash includes cash on hand and cash at bank (net of outstanding cheques yet to be presented by the Institute's suppliers and creditors) and investments in money market instruments.

(c) Revenue

Amounts disclosed as revenue are, where applicable, net of returns, allowances and duties and taxes. Revenue is recognised for each of the Institute's major activities as follows:

(i) Grants

Revenue from grants is recognised 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 balance sheet as Registration Fees In Advance.

(iii) Application Fees and Criminal Records Checks Fees

Application fees and Criminal Records Checks fees are charged to prospective teachers and recognised as revenue at the time of application.

(iv) Interest Revenue

Interest revenue is recognised on a time proportionate basis that takes into account the effective yield on the financial asset (cash).

(d) Employee Benefits

Provision is made for benefits accruing to employees in respect of wages and salaries, annual leave, and long service leave when it is probable that settlement will be required and they are capable of being measured reliably.

Provisions made in respect of employee benefits expected to be settled within 12 months, are measured at their nominal values using the remuneration rate expected to apply at the time of settlement and are recognised as current liabilities.

Provisions made in respect of employee benefits which are not expected to be settled within 12 months are measured as the present value of the estimated future cash outflows to be made by the Institute in respect of services provided by employees up to reporting date. These provisions are recognised as non-current liabilities, unless the entitlement is unconditional in which case it is recognised as current liabilities.

On commencement of the Institute a number of staff were transferred to the Institute from the Department of Education. The leave entitlements accrued by these staff members while employed by DE&T where transferred to the Institute under a reciprocal agreement. These entitlements are recognised as both a current receivable from DE&T and a current liability in the Institute's accounts. As the transferred leave entitlements are taken, the Institute is reimbursed by DE&T for the nominal value of the leave taken (the DE&T contribution is based on the final salary at the time the employee transferred to the Institute, while the Institute pays leave entitlements based on the salary at the time leave is taken from the Institute).

Superannuation

The amount charged to the operating statement in respect of superannuation represents the contributions made by the Institute to superannuation funds in respect of current Institute staff.

(e) Depreciation and non-current physical assets

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).

Leasehold improvements are depreciated over the period of the lease (10 years) or estimated useful life, whichever is the shorter, using the reducing balance method. The estimated useful lives, residual values and depreciation method are reviewed at the end of each annual reporting period.

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

	2005	2006
Plant and Equipment	33.3%	33.3%
Furniture and Fittings	20%	20%
Leasehold Improvements	10%	10%

(f) Intangible Assets

Intangible assets represent identifiable non-monetary assets without physical substance.

Intangible assets are recognised at cost. Costs incurred subsequent to initial acquisition are capitalized when it is expected that additional future economic benefits will flow to the Institute.

Intangible assets with finite useful lives are amortised on a reducing balance method over the asset's useful life. Amortisation begins when the asset is available for use, that is, when it is in the location and condition necessary for it to be capable of operating in the manner intended by management. The amortisation period and the amortisation method for an intangible asset with a finite useful life are reviewed at least at the end of each annual reporting period. In addition, an assessment is made at each reporting date to determine whether there are indicators that the intangible asset concerned is impaired. If so, the assets concerned are tested as to whether their carrying value exceeds their recoverable amount.

(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

Payables are recognised when the Institute becomes obliged to make future payments resulting from the purchase of goods and services.

(i) Goods and Services Tax

Revenues, expenses and assets are recognised net of goods and services tax (GST) except where the amount of GST incurred is not recoverable from the taxation authority, 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.

Cash flows are included in the cash flow statement on a gross basis. The GST component of cash flows arising from investing and financing activities which is recoverable from, or payable to, ATO is classified as operating cash flows.

(j) Rounding Amounts

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

(k) Leased Assets

Leases are classified as finance leases whenever the terms of the lease transfer substantially all the risks and rewards of ownership to the lessee. All other leases are classified as operating leases.

Assets held under finance leases are recognised as assets of the Institute at their fair value or, if lower, at the present value of the minimum lease payments, each determined at the inception of the lease. The corresponding liability to the lessor is included in the balance sheet as a finance lease obligation.

Lease payments are apportioned between finance charges and reduction of the lease obligation so as to achieve a constant rate of interest on the remaining balance of the liability. Finance charges are charged directly against income. Finance lease assets are amortised on a straight – line basis over the estimated useful life of the asset. Operating lease payments are recognised as an expense on a straight-line basis, except where another systematic basis is more representative of the time pattern in which economic benefits from the leased asset are consumed.

Lease Incentives

Lease incentives received to enter into operating leases are recognised as a liability. The aggregate benefits of incentives are recognised as a reduction of rental expense on a straight-line basis.

All incentives for the agreement of a new or renewed operating lease shall be recognised as an integral part of the net consideration agreed for the use of the leased asset, irrespective of the incentive's nature or form or the timing of payments.

The Institute recognises the aggregate benefit of incentives as a reduction of rental expense over the lease term on a straight-line basis.

Costs incurred by the lessee, including costs in connection with a pre-existing lease (for example costs for termination, relocation, or leasehold improvements), are accounted for by the lessee in accordance with Australian Accounting Standards applicable to those costs, including costs which are effectively reimbursed through an incentive arrangement.

(l) Borrowing Costs

Borrowing costs are recognised as expenses in the period in which they are incurred.

Borrowing costs include interest on bank overdrafts and short-term and long-term borrowings, amortisation of discounts or premiums relating to borrowings and, amortisation of ancillary costs incurred in connection with the arrangement of borrowing and finance lease charges.

(m) Make good provision

Provisions are recognised when the Institute has a present obligation, the future sacrifice of economic benefits is probable, and the amount of the provision can be measured reliably.

The amount recognised as a provision is the best estimate of the consideration required to settle the present obligation at reporting date, taking into account the risks and uncertainties surrounding the obligation. Where a provision is measured using the cashflows estimated to settle the present obligation, its carrying amount is the present value of those cashflows.

When some or all of the economic benefits required to settle a provision are expected to be recognised from a third party, the receivable is recognised as an asset if it is virtually certain that recovery will be received and the amount of the receivable can be measured reliably.

(n) Interest bearing liabilities

Interest bearing liabilities are recorded initially at fair value, net of transaction costs.

Subsequent to initial recognition, interest bearing liabilities are measured at amortised cost with any difference between the initial recognised amount and the redemption value being recognised in profit and loss over the period of the interest bearing liability using the effective interest rate method.

(o) Comparative information – financial instruments

The Institute has elected not to restate comparative information for financial instruments within the scope of AASB 132 “Financial Instruments: Disclosure and Presentation” and AASB 139 “Financial Instruments: Recognition and Measurement”, as permitted on the first – time adoption of A-IFRS.

The accounting policies applied to accounting for financial instruments in the current financial year are detailed in notes 1(b), 1(h) and 1(n). The following accounting policies were applied to accounting for financial instruments in the comparative financial year:

a) Payables:

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

b) Interest bearing liabilities:

Loans are carried at historical cost. Interest is accrued over the period it becomes due.

c) 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.

Collection of debtors is reviewed on an ongoing basis. Debts which are known to be uncollectible are written off. A provision for doubtful debts is raised when some doubt as to collection exists.

Effect of changing the accounting policies for financial instruments

There is no effect on the balance sheet as at 1 July 2005 from changing accounting policies for financial instruments.

(p) Impairment of assets

Goodwill and intangible assets with indefinite useful lives and intangible assets not yet available for use are tested annually for impairment (i.e. as to whether their carrying value exceeds their recoverable amount) and whenever there is an indication that the asset may be impaired. All other assets are assessed annually for indications of impairment, except for financial assets.

If there is an indication of impairment, the assets concerned are tested as to whether their carrying value exceeds their recoverable amount. Where an asset's carrying value exceeds its recoverable amount, the difference is written off by a charge to the operating statement except to the extent that the write-down can be debited to an asset revaluation reserve amount applicable to that class of asset.

NOTE 2 Net result from operations

Income:

(a) Revenue

	2006 \$	2005 \$
Teacher registrations & applications	6,486,630	6,169,683
Fee for service – Grants – Victorian Department of Education & Training	1,196,206	1,167,030
Sponsorship	18,182	10,000
Other revenue	7,545	21,767
Total revenue	7,708,563	7,368,480

(b) Other Income

Interest	289,955	274,008
Gain/(loss) on disposal of property, plant and equipment	26	(2,813)
Total other income	289,981	271,195
Total Income	7,998,544	7,639,675

Expenses:

Result from ordinary activities includes the following expenses:

	2006 \$	2005 \$
(c) Employee Benefits		
Salaries and wages	3,106,189	2,589,292
Superannuation	270,305	206,531
Oncosts (Payroll tax, Fringe benefits tax and Workcover)	156,298	127,831
	3,532,792	2,923,654
(d) Contractors & Consultancies		
Contractors	479,158	685,078
Consultancies	168,937	100,937
	648,095	786,015
(e) Finance Costs		
Interest on loans	762	–
Other finance costs	13,867	–
	14,629	–
(f) Depreciation and amortisation		
Plant and equipment	93,420	45,459
Plant and equipment under finance lease	3,979	–
Fixtures and fittings	21,569	16,547
Leasehold improvement	103,349	76,589
Software	57,824	50,320
	280,141	188,915

NOTE 3 Cash and cash equivalents

	2006 \$	2005 \$
Cash on hand	600	600
Cash at bank	5,683,636	5,266,931
	5,684,236	5,267,531

NOTE 4 Receivables

CURRENT

Debtors	48,125	20,086
DE&T employee benefits	235,427	240,557
Net GST receivable	119,388	139,475
	402,940	400,118

NOTE 5 Other assets

CURRENT

Prepayments	15,076	–
Lease Incentive – Marland House	155,701	389,252
	170,777	389,252

NOTE 6 Property, plant and equipment

	2006 \$	2005 \$
Buildings		
Leasehold Improvements at cost	1,171,222	1,085,715
Less: Accumulated Amortisation	(179,937)	(76,588)
	991,285	1,009,127
Total Buildings	991,285	1,009,127
Plant & Equipment		
Fixtures & Fittings at cost	140,270	114,261
Less: Accumulated Depreciation	(42,262)	(20,693)
	98,008	93,568
Plant & Equipment at cost	491,263	286,568
Less: Accumulated Depreciation	(245,480)	(156,867)
	245,783	129,701
Plant & Equipment under finance lease	39,168	–
Less: Accumulated Depreciation	(3,979)	–
	35,189	–
Total plant and equipment	378,980	223,269
Total property, plant and equipment	1,370,265	1,232,396

Reconciliation

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

	Leasehold Improvements at cost	Fixtures & Fittings at cost	Plant & Equipment at cost	Plant & Equipment under finance lease	Total
Carrying amount					
Balance at 1 July 2004	–	12,209	102,666	–	114,875
Additions*	1,085,715	97,906	75,608	–	1,259,229
Disposals	–	–	(3,114)	–	(3,114)
Depreciation/ Amortisation expense	(76,588)	(16,547)	(45,459)	–	(138,594)
Balance at 1 July 2005	1,009,127	93,568	129,701	–	1,232,396
Additions	85,507	26,009	209,504	39,168	360,188
Disposals	–	–	(2)	–	(2)
Depreciation/ Amortisation expense	(103,349)	(21,569)	(93,420)	(3,979)	(222,317)
Balance at 30 June 2006	991,285	98,008	245,783	35,189	1,370,265

Depreciation by class of asset

Aggregate depreciation allocated during the year is recognised as an expense and disclosed in Note 2 to the financial statements

* Additions in the FY 04/05 include the non - cash addition of a make good provision for Marland House at a cost of \$240,000 (please refer to Note 22)

NOTE 7 Intangible assets

	Software \$	Total \$
GROSS CARRYING AMOUNT		
Balance at 1 July 2004	271,737	271,737
Additions	–	–
Balance at 1 July 2005	271,737	271,737
Additions	103,284	103,284
Balance at 30 June 2006	375,021	375,021
ACCUMULATED AMORTISATION		
Balance at 1 July 2004	(120,348)	(120,348)
Amortisation expense (i)	(50,320)	(50,320)
Balance at 1 July 2005	(170,668)	(170,668)
Amortisation expense (i)	(57,824)	(57,824)
Balance at 30 June 2006	(228,492)	(228,492)
NET BOOK VALUE		
As at 30 June 2005	101,069	101,069
As at 30 June 2006	146,529	146,529

(i) Amortisation expense is included in the line item 'depreciation and amortisation expense' in the operating statement

NOTE 8 Payables

	2006 \$	2005 \$
CURRENT		
Trade creditors and Accruals	283,697	150,824
Lease Incentive – Marland House	583,880	583,880
	867,577	734,704

NOTE 9 Interest bearing liabilities

	2006 \$	2005 \$
CURRENT		
Secured		
VIC Fleet Exec. Vehicle Lease (i) (note 18)	5,212	–
	5,212	–
NON-CURRENT		
Secured		
VIC Fleet Exec. Vehicle Lease (i) (note 18)	30,263	–
	30,263	–

(i) Secured by the assets leased

NOTE 10 Provisions

	2006 \$	2005 \$
CURRENT		
Employee benefits	598,977	456,077
	598,977	456,077
NON-CURRENT		
Employee benefits	32,842	21,758
Make Good Provision Marland House	253,867	240,000
	286,709	261,758

NOTE 10A Employee entitlements

	2006 \$	2005 \$
Current		
All annual leave and LSL entitlements representing 7+ years of continuous service		
– short term employee benefits, that fall due within 12 months after the end of the period measured at nominal value	428,631	370,665
– Other long-term employee benefits that do not fall due within 12 months after the end of the period measured at present value	170,346	85,412
	598,977	456,077
Non-current		
LSL representing less than 7 years of continuous service measured at present value	32,842	21,758
	32,842	21,758

NOTE 11 Revenue received in advance

	2006 \$	2005 \$
Unearned teacher registration fees	3,281,607	3,008,380
Other Pre-Paid Revenue	28,000	
	3,309,607	3,008,380

NOTE 12 Accumulated Surplus

	2006 \$	2005 \$
Accumulated surplus at the beginning of the financial year	2,929,447	2,601,271
Net result for the reporting period	(253,045)	328,176
Accumulated surplus at the end of the financial year	2,676,402	2,929,447

NOTE 13 Movement in provisions

	Make Good Provision
Balance at 1 July 2005	240,000
Additional provisions recognised	–
Reductions arising from payments/other sacrifices of future economic benefits	–
Reductions resulting from re-measurement or settlement without cost	–
Unwind of discount and effect of changes in the discount rate	13,867
Balance at 30 June 2006	253,867
Non – Current (note 10)	253,867

NOTE 14 Notes to cash flow statement

	2006 \$	2005 \$
a. Reconciliation of net result for the period to net cash flows from operating activities		
Net result for the reporting period	(253,045)	328,176
(Gain)/Loss on sale of property, plant and equipment	(26)	2,813
Depreciation and amortisation	280,141	188,915
Changes in assets and liabilities		
(Increase)/decrease in assets:		
Prepayments	218,475	(389,253)
Receivables	(2,822)	148,175
Increase/(decrease) in liabilities:		
Payables	132,873	458,438
Provisions	156,768	31,020
Unearned fees	301,227	146,264
Non-current provisions	11,085	8,734
Net cash from operating activities	844,676	923,282
b. Reconciliation of Cash		
Cash at the end of the financial year as shown in the cash flow statement is reconciled to the related items in the operating statement as follows:		
Cash on hand	600	600
Cash at bank	5,683,636	5,266,931
	5,684,236	5,267,531

NOTE 15 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.

Names

The Hon. L Kosky – Minister for Education and Training
Mr. Andrew Ius – Accountable Officer (CEO)

Council Members

Ms S Halliday – Council chairperson	Ms J Cooke
Ms K Wilcox-McGinnes (resigned 26/02/06)	Mr T Hayes
Mr G Salisbury	Dr H Schnagl
Ms C Clancy	Mr N Abbey
Ms D Punton	Prof M Ryan (resigned 26/02/06)
Mr T Bugden	Mr J Fry (resigned 31/12/05)
Ms M Mooney	Mr B Murray (from 29/11/05)
Ms M Ricardo	Mr M Lester (from 29/11/05)
Mr P Ryan (resigned 26/02/06)	Ms J O'Shannessy (from 27/02/06)
Mr R Casamento	Ms C Holloway (from 13/04/06)
Ms J Wake	Mr K Moloney (from 31/08/05)
Mr S Newton	Assoc Prof Christine Ure (from 27/02/06)
Ms P Gillies (resigned 28/11/05)	

Remuneration

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

	2006 \$	2005 \$
Income		
\$0	19	16
\$1 – \$9,999	4	3
\$10,000 – \$19,999	1	1
\$70,000 – \$79,999	1	1
Total remuneration for Council members	\$100,502	\$144,565

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: \$150,000–\$159,999 (2005: \$140,000–\$149,999)
Amounts relating to the Minister for Education are reported in the financial statements of the Department of Premier Cabinet

NOTE 16 Remuneration of executives

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

NOTE 17 Remuneration of auditors

	2006 \$	2005 \$
Audit fees paid or payable to the Victorian Auditor-General's office for the audit of the Institute's financial report	19,300	15,800
Payable as at 30 June	19,300	15,800

NOTE 18 Commitments for expenditure

	Minimum future lease payments		Present value of minimum future lease payments	
	2006	2005	2006	2005
	\$	\$	\$	\$
Finance Lease Liabilities				
Finance leases relate to equipment with lease terms of 5 years.				
Not longer than 1 year	7,365	–	5,212	–
Longer than 1 year and not longer than 5 years	32,460	–	30,263	–
Minimum lease payments	39,824	–	35,475	–
Less future finance charges	(4,349)	–	–	–
Present value of minimum lease payments	35,475	–	35,475	–
Included in the financial statements as:				
Current interest bearing liabilities (note 9)		–	5,212	–
Non-current interest bearing liabilities (note 9)		–	30,263	–
	–	–	35,475	–

Operating Lease Commitments

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

	2006	2005
	\$	\$
– Not longer than 1 year	124,918	–
– Longer than 1 year but not longer than 5 years	1,619,845	1,320,923
– Longer than 5 years	1,433,038	1,856,878
	3,177,801	3,177,801

In respect of non-cancellable operating leases the following liabilities have been recognised:

Current

Lease Incentive Marland House (note 8)	583,879	583,879
	583,879	583,879

NOTE 19 Contingent assets and liabilities

As at 30 June 2006 there were no contingent assets and liabilities (2005:\$0)

NOTE 20 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 21 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 tables

2006	Maturity Dates						
	Weighted Average Interest rate %	Variable Interest rate \$	Less than 1 year \$	1 to 2 years \$	2 to 3 years \$	Non Interest Bearing \$	Total 2006 \$
Financial Assets							
Cash assets	5.39%	5,683,636	–	–	–	600	5,684,236
Receivables	–	–	–	–	–	402,940	402,940
		5,683,636	–	–	–	403,540	6,087,176
Financial Liabilities							
Accounts payable	–	–	–	–	–	283,697	283,697
Finance lease liabilities	6.50%	–	5,212	5,607	24,656	–	35,475
Other	–	–	–	–	–	3,309,607	3,309,607
		–	5,212	5,607	24,656	3,593,304	3,628,779
2005	Maturity Dates						
	Weighted Average Interest rate %	Variable Interest rate \$	Less than 1 year \$	1 to 2 years \$	2 to 3 years \$	Non Interest Bearing \$	Total 2005 \$
Financial Assets							
Cash assets	5.22%	5,266,931	–	–	–	600	5,267,531
Receivables	–	–	–	–	–	400,118	400,118
		5,266,931	–	–	–	400,718	5,667,649
Financial Liabilities							
Accounts payable	–	–	–	–	–	150,824	150,824
Other	–	–	–	–	–	3,008,380	3,008,380
		–	–	–	–	3,159,204	3,159,204

(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 balance sheet, 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) Fair Value

Management consider that the carrying amount of financial assets and financial liabilities recorded in the financial statements approximates their fair values (2005: 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 balance sheet determined in accordance with the accounting policies disclosed in note 1 to the accounts.

NOTE 22 Impacts of the adoption of Australian equivalents to International Financial Reporting Standards

The Institute changed its accounting policies, other than its accounting policies for financial instruments, on 1 July 2004 to comply with A-IFRS. The transition to A-IFRS is accounted for in accordance with Accounting Standard AASB 1 'First-time Adoption of Australian Equivalents to International Financial Reporting Standards', with 1 July 2004 as the date of transition.

An explanation of how the transition from superseded policies to A-IFRS has affected the Institute's financial position, financial performance and cash flows is set out in the following tables and the notes that accompany the tables.

Effect of A-IFRS on the balance sheet as at 1 July 2004

	Note	Superseded policies*	Effect of transition to A-IFRS	A-IFRS
Current Assets				
Cash assets		5,363,478		5,363,478
Receivables		142,070		142,070
Other		405,923		405,923
Total Current Assets		5,911,471	0	5,911,471
Non – Current Assts				
Property, plant and equipment		114,875		114,875
Intangible assets		151,389		151,389
Total Non – Current Assets		266,264		266,264
Total Assets		6,177,735	0	6,177,735
Current Liabilities				
Payables		276,267		276,267
Employee benefits	b	133,486	291,573	425,059
Revenue received in advance		2,862,117		2,862,117
Total Current Liabilities		3,271,870	291,573	3,563,443
Non – Current Liabilities				
Employee benefits	b	304,594	(291,573)	13,021
Total Non – Current Liabilities		304,594	(291,573)	13,021
Total Liabilities		3,576,464	0	3,576,464
Net Assets		2,601,271	–	2,601,271
Equity				
Accumulated surplus		2,601,271	–	2,601,271
Total Equity		2,601,271	–	2,601,271

* Reported financial position for the financial year ended 30 June 2004

Effect of A-IFRS on the operating statement for the financial year ended 30 June 2005

	Note	Superseded policies*	Effect of transition to A-IFRS	A-IFRS
Income				
Revenue		7,368,480		7,368,480
Other Income		274,008	(2,813)	271,195
Expenses				
Salaries and employee benefits	b	(2,926,882)	3,228	(2,923,654)
Contractors & Consultancies		(786,015)		(786,015)
Projects and teacher release		(139,833)		(139,833)
Legal expense		(527,059)		(527,059)
Communications		(1,315,816)		(1,315,816)
Administration expenses		(1,430,207)		(1,430,207)
Depreciation and amortisation expense	a	(169,112)	(19,803)	(188,915)
Loss on Disposal of Assets		(2,813)	2,813	
Net Result for the Period		344,751	(16,575)	328,176

* Reported financial position for the financial year ended 30 June 2005

Effect of A-IFRS on the balance sheet as at 30 June 2005

	Note	Superseded policies*	Effect of transition to A-IFRS	A-IFRS
Current Assets				
Cash assets		5,267,531		5,267,531
Receivables		400,118		400,118
Other		389,252		389,252
Total Current Assets		6,056,901	0	6,056,901
Non - Current Assets				
Property, plant and equipment	a	1,012,198	220,198	1,232,396
Intangible assets		101,069		101,069
Total Non - Current Assets		1,113,267	220,198	1,333,465
Total Assets		7,170,168	220,198	7,390,366
Current Liabilities				
Payables		734,704	–	734,704
Employee benefits	b	243,846	212,231	456,077
Revenue received in advance		3,008,380		3,008,380
Total Current Liabilities		3,986,930	212,231	4,199,161

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Effect of A-IFRS on the balance sheet as at 30 June 2005

	Note	Superseded policies*	Effect of transition to A-IFRS	A-IFRS
Non - Current Liabilities				
Provisions	a	–	240,000	240,000
Employee benefits	b	237,216	(215,458)	21,758
Total Non - Current Liabilities		237,216	(215,458)	261,758
Total Liabilities		4,224,146	(3,227)	4,460,919
Net Assets				
		2,946,022	223,425	2,929,447
Equity				
Accumulated surplus		2,946,022	223,425	2,929,447
Total Equity		2,946,022	223,425	2,929,447

* Reported financial position for the financial year ended 30 June 2005

Effect of A-IFRS on the Cash Flow Statement for the financial year ended 30 June 2005

There are no material differences between the Cash Flow Statement presented under A-IFRS and the Statement of Cash Flows presented under the superseded policies

Notes to the reconciliations of income and equity

(a) Property, plant and equipment

Under A-IFRS 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*.

This was not a requirement under superseded policies, and accordingly, the carrying amount of assets has increased by \$240,000 and a provision for \$240,000 has been recognised. As a result of the increased carrying amount of assets, there has been an increase in depreciation expense of \$19,803.

(b) Employee benefits

Under 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. As a result of the above requirement, there has been a decrease in employee benefits liability and employee benefits expense of \$3,228.



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 for the Victorian Institute of Teaching 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 Operating Statement, Balance Sheet, Statement of Recognized Income and Expense, Cash Flow Statement and notes to and forming part of the financial statements, presents fairly the financial transactions during the year ended 30 June 2006 and financial position of the Victorian Institute of Teaching at 30 June 2006.

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

Yours sincerely

A handwritten signature in black ink, appearing to read "Halliday".

Susan Halliday
Chairperson

A handwritten signature in black ink, appearing to read "Ius".

Andrew Ius
Chief Executive Officer

A handwritten signature in black ink, appearing to read "Gonzales".

Peter Gonzales
Chief Financial Officer

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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 2006 of the Victorian Institute of Teaching consists of the operating statement, balance sheet, statement of recognised income and expense, cash flow statement, notes to and forming part of the financial report, and the accountable officer's and chief finance and accounting officer's declaration.

Members' Responsibility

The Members of the Council of the 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 and responsibilities 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 the Victorian Institute of Teaching as at 30 June 2006 and its financial performance and cash flows for the year then ended.

MELBOURNE
7 September 2006


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

Clause	Disclosure	Page
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9.1.3 (i) (b)	Objectives, functions, powers and duties	1–3
9.1.3 (i) (c)	Nature and range of services provided	2–3
Management and structure		
9.1.3 (i) (d) (i)	Name of Chief Executive Officer	3
9.1.3 (i) (d) (ii)	Names of senior office holders and a brief description of each office	3, 9, 12, 16, 20, 25, 33
9.1.3 (i) (d) (iii)	Organisational structure	4
Financial and other information		
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Financial Statements

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9.2.2 (i) (a)	Operating statement for the period ended 30 June 06	40
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9.2.3 (ii) (b)	Investment income by class	47
9.2.3 (ii) (c)	Other material revenue by class including sale of non-goods assets and contributions of assets	47
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9.2.3 (ii) (f)	Bad and doubtful debts	n/a
9.2.3 (ii) (g)	Financing costs	48
9.2.3 (ii) (h)	Net increment or decrement on the revaluation of each category of assets	n/a
9.2.3 (ii) (i)	Auditor-General's fees	53
Balance Sheet		
9.2.2 (i) (b)	Balance sheet	41
Assets		
9.2.3 (iii) (a) (i)	Cash at bank or in hand	41, 48
9.2.3 (iii) (a) (ii)	Inventories by class	n/a
9.2.3 (iii) (a) (iii)	Receivables, including trade debtors, loans and other debtors	40, 48
9.2.3 (iii) (a) (iv)	Other assets, including prepayments	40, 48
9.2.3 (iii) (a) (v)	Investments by class	55
9.2.3 (iii) (a) (vi)	Property, plant and equipment	40, 49
9.2.3 (iii) (a) (vii)	Intangible assets	40, 50
Liabilities		
9.2.3 (iii) (b) (i)	Overdrafts	n/a
9.2.3 (iii) (b) (ii)	Bank loans, bills payable, promissory notes, debentures and other loans	40, 51, 54, 55
9.2.3 (iii) (b) (iii)	Trade and other creditors	40, 50, 51
9.2.3 (iii) (b) (iv)	Finance lease liabilities	40, 51, 54, 55
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Equity		
9.2.3 (iii) (c) (i)	Authorised capital	n/a
9.2.3 (iii) (c) (ii)	Issued capital	n/a
9.2.3 (iii) (d)	Reserves, and transfers to and from reserves (shown separately)	40, 42, 52
Cash flow statement		
9.2.2 (i) (c)	A statement of cash flows for the year	42
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9.2.3 (iv) (a)	Charges against assets	n/a
9.2.3 (iv) (b)	Contingent liabilities	54
9.2.3 (iv) (c)	Commitments for expenditure	54
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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	The <i>Victorian Institute of Teaching Act 2001</i>
The Agreement	<i>Victorian Institute of Teaching Certified Agreement 2004</i>
The Council	The Council of the Institute
CPI	Consumer Price Index
CPTAV	Council of Professional Teaching Associations of Victoria
DE&T	Department of Education & Training
The Department	Department of Education & Training
ERDMS	Electronic Records and Document Management System
FOI	Freedom of Information
The FOI Act	The <i>Freedom of Information Act 1982</i>
FTE	Full-time Equivalent
HR	Human Resources
IFRS	International Financial Reporting Standards
IT	Information Technology
The Institute	The Victorian Institute of Teaching
The Minister	The Minister for Education and Training
MP	Member of Parliament
P-12	Preparatory (year of schooling) to Year 12
PPA	Preferred Partner Alliance
Prep-12	Preparatory (year of schooling) to Year 12
TSM	Tivoli Storage Management
VCAT	Victorian Civil and Administrative Tribunal
VCE	Victorian Certificate of Education
VEC	Victorian Electoral Commission
VITIS	Victorian Institute of Teaching Information System

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Additional information available on request

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

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

Enquiries regarding details of this information should be made to:

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2005–06
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