

Victorian Institute of Teaching



Letter of transmittal

October
2007

Bronwyn Pike, MP
Minister for Education
2 Treasury Place
East Melbourne Victoria 3002

Dear Minister

I am pleased to submit the annual report of the Victorian Institute of Teaching in accordance with the *Financial Management Act 1994* and the *Education and Training Reform Act 2006*.

Yours sincerely

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

Susan Halliday
Chairperson



Registered teacher Gillian Howell at Collingwood English Language School

Contents

Report of the Chairperson	v
Report of the Chief Executive Officer	vi
Our establishment	1
The Institute's functions	1
Organisational structure	2
Highlights 2006–07	3
The Secretariat	4
Summary of financial position	7
Our vision, values and strategic objectives	9
Our commitments	9
Our commitment to student learning and the public interest	10
The regulatory framework	10
Preparing the teachers of tomorrow	11
Who can be a registered teacher?	14
Profile of the profession	15
Communicating to the broader community	17
Transparency in our disciplinary processes	19
Our commitment to the profession of teaching	22
Supporting the registration of teacher graduates	22
Professional standards at the heart of a teacher's practice	23
Keeping teachers and principals informed	26
Celebrating the profession	29
Our commitment to good governance	31
The Council of the Institute	31
The committees of Council	34
Our commitment to quality systems and services	37
Business operations	37
The past five years of operation	38

Contents

Our commitment to the workplace	41
Staffing profile	41
Performance management and staff development	42
Workplace policies	42
Staff wellbeing	42
Financial statements for the year ended 30 June 2007	44
Operating statement	45
Balance sheet	46
Statement of recognised income and expenses	47
Cash flow statement	47
Notes to the financial statements	48
Independent Audit Report	68
Appendix 1 Index of compliance	70
Appendix 2 Acronyms and abbreviations	72
Appendix 3 Additional information available on request	73

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

Email vit@vit.vic.edu.au
Telephone 1300 888 067
Mail Victorian Institute of Teaching
PO Box 531
Collins Street West
Victoria 8007

www.vit.vic.edu.au



Report of the Chairperson

Susan Halliday
Chairperson
Victorian Institute
of Teaching

This, the fifth annual report of the Victorian Institute of Teaching, confirms that the teaching profession in Victoria is fairly and diligently regulated. It evidences full and continued adherence to the legislative charter determined by the *Victorian Institute of Teaching Act 2001* (the Act), and demonstrates a firm commitment to the public interest, the students of Victoria and the promotion of the profession as dictated and bound by the Institute's regulatory framework.

The 'interim' Council began its work in June 2002. Tasked with unpacking the requirements of the new Act, establishment of the register of teachers and the electoral roll for council elections, members of this council were appointed by then Education Services Minister, Monica Gould. Launching the Institute, Minister Gould described its establishment as a demonstration of the respect the community has for the critically important work teachers do. 'The Institute,' she said, 'is about the future of teaching in Victoria.'

When I look back on the past five years it is very clear that the 'future of teaching' referred to by the Minister has delivered much. Victoria now has universal registration for school teachers, with over 100,000 teachers on the register. A contemporary research-based regulatory framework sets standards for the accreditation of pre-service teacher education courses, entry to the profession, induction to the profession and continuing membership of the profession.

Underpinning this framework are the values and commitments all good teachers espouse. It is these values and commitments that assure the community that teachers act with integrity and in accordance with the behaviours expected of members of a profession. The ideals to which teachers aspire are articulated in the *Victorian Teaching Profession Code of Ethics*, and the *Victorian Teaching Profession Code of Conduct* which is to be launched in 2008.

This work would not have been possible without the extensive involvement of Victorian teachers. We prevailed upon them to 'have their say' in all policy contexts. They responded, playing a key role in the development of Institute policy. Hence thousands of teachers have been involved in determining the criteria essential for regulating their own profession.

In highlighting the Institute's five year milestone, it would be remiss not to pay tribute to all those Ministers in the education portfolio who played significant roles in the history of the Institute. Ministers Mary Delahunty, Lynne Kosky and more recently John Lenders, demonstrated unwavering support for the Institute and the principles of regulation as the organisation took shape in Victoria as both a domestic leader and respected global contributor.

It is timely at this point to recognise the high-calibre work and personal commitment of the Chief Executive Officer, Andrew Ius, who has been at the helm of Institute operations for the entire five years. Much of the credit for our intensely productive and highly successful half-decade rests with Mr Ius, and the energetic secretariat that he has led.

Christine Heazlewood, the Group Manager Professional Practice and Conduct Branch, resigned in August 2006. Ms Heazlewood is retained however as legal advisor to the Institute Council. On behalf of Council I would like to acknowledge the invaluable contribution Ms Heazlewood made to the development and management of disciplinary processes and procedures. As the financial year came to a close the Institute conducted its fiftieth formal hearing into allegations of serious misconduct, serious incompetence or lack of fitness to teach.

The years ahead provide the opportunity to capitalise on the achievements of the past and forge new futures for those who educate our youth. When the Institute was established it was agreed that after five years of operation the relevant legislation and activities of the Institute would be reviewed. The Institute Council welcomed the announcement that confirmed the pre-determined review would go ahead, always mindful of the need to focus on the future and what might yet be achieved for the good of our students, their learning, the profession and our community.

Finally I would like to acknowledge the extensive amount of work done by the twenty-member council, and the committees that they participate in and chair. I applaud the passion and endurance of each and every council and committee member – after all, what many stated would take a decade, has been achieved in five years.

Susan Halliday



Report of the Chief Executive Officer

Andrew Ius
Chief
Executive
Officer
Victorian
Institute of
Teaching

This annual report is a milestone for the Institute representing as it does our fifth year of operation and the conclusion of the first five-year cycle of registration for Victoria's teachers.

The year has been marked by significant developments.

The Future Teachers' Project was concluded with the publication in June 2007 of the policy document *Preparing Future Teachers*. This statement is the culmination of months of research and consultations with the education community. The objective was to determine the skills, knowledge and approaches to teaching, graduates would need to effectively prepare our young people for life in the twenty-first century. The focus was on directions for teaching in the next decade. *Preparing Future Teachers* provides the Institute's Accreditation Committee with standards, guidelines and processes for approving the courses which will best prepare the teachers of tomorrow.

The number of teachers on the Institute's register has risen exponentially from 82,055 in 2003 to 104,526 as at 30 June 2007. In 2006-07, 2467 beginning teachers were inducted into the profession with an additional 1715 experienced teachers trained as mentors. Since 2003, a total of 6491 teachers have been trained as mentors through the Institute's support program for provisionally registered teachers. The program's significant achievement is that all beginning teachers now receive consistent and high quality induction to the profession – a welcome departure from the ad hoc arrangements which may have applied in the past.

In 2006 the Institute completed a statewide consultation with teachers on the requirements for renewal of registration. Experienced teachers are required to demonstrate every five years that they have maintained their fitness to teach and their professional practice. The consultation attracted over 14,000 responses and strong and positive feedback from the profession. Approximately 77,000 teachers are due to renew their registration by 31 December 2007 and procedures are well underway to implement this program.

Considerable work has taken place in the further development and refinement of the *Victorian Teaching Profession Code of Conduct* which will be launched in 2008. A Draft Code of Conduct was released for consultation in April 2007. The release of the draft document generated considerable media interest indicating a high level of community engagement in the topic. I would like to commend the members of the Institute's Professional Practice and Conduct Committee and the related working party for their dedication to the task. They have worked very hard to ensure the views of teachers, principals and the education community as a whole were integral to the development of the code. When it is released, the code will describe the standards of professional and personal conduct and professional competence the profession expects of its members.

This year has seen the appointment of a Field Officer. The focus of the Field Officer's role is to visit schools, listen to, and talk with teachers and address any issues they may have about their registration. Teachers at schools the Field Officer has visited have strongly supported the initiative and the opportunity for face-to-face contact with the Institute.

The Institute continues to hold a sound financial position with our operational performance delivering a budget surplus of \$788,178. Through on-going service delivery improvements, our operating costs were able to be contained, despite teacher registration numbers rising to record levels.

Throughout the year, the Institute continued to work closely with our interstate and New Zealand counterparts, through the Australasian Forum of Teacher Registration and Accreditation Authorities, on such matters as national consistency in qualifications requirements, pre-service teacher education approvals and mutual recognition arrangements.

In 2006, the Institute developed a new strategic plan to cover the period 2006-09. This is the second strategic plan for the Victorian Institute of Teaching. The initial strategic plan helped guide the formation of the Institute and its operations. This second plan articulates the Institute's values, and puts into place forward-looking strategies to build the Institute to a position of leadership as a regulatory body for the teaching profession. Our vision puts at the forefront the interests of students, the public and the members of the teaching profession. We present this year's report of operations in terms of our commitment to these key stakeholders in education.

Andrew Ius

Our establishment

The Institute was established as a statutory authority under the *Victorian Institute of Teaching Act 2001* and became fully operational on 31 December 2002. On 1 July 2007, this Act was repealed with the proclamation of the *Education and Training Reform Act 2006* which amalgamates all of the Acts in relation to education and training. The Victorian Institute of Teaching continues in operation under and subject to the *Education and Training Reform Act 2006*, in particular Part 2.6. References to the Act in this report apply to the *Victorian Institute of Teaching Act 2001*, which was in place at 30 June 2007.

The Institute's functions

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

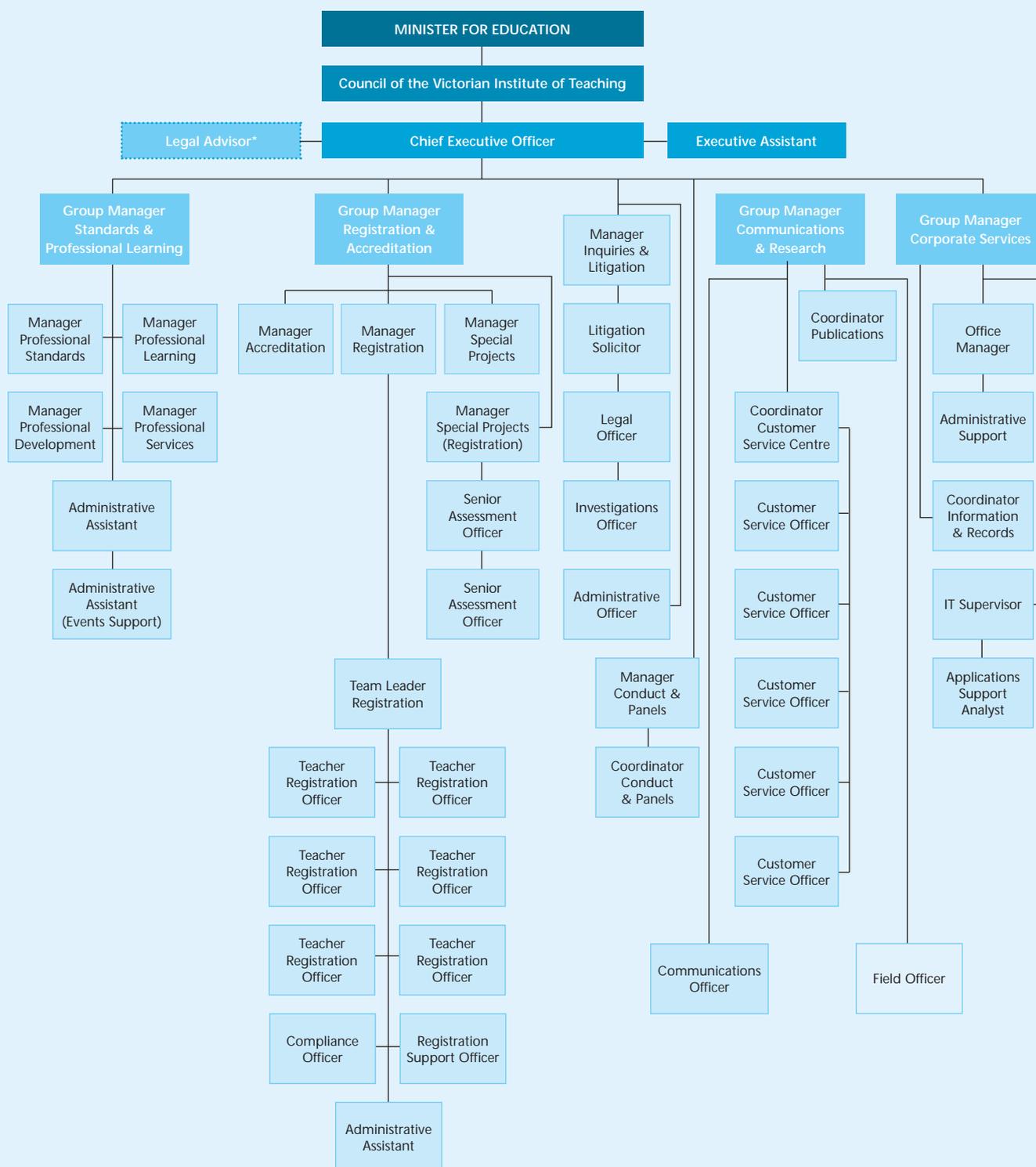
- a recognise and promote the profession of teaching and regulate members of the teaching profession;
- b approve teacher education courses that will lead to qualifications or competencies in teaching that satisfy the requirements for registration as a teacher;
- c recommend for the approval of the Minister qualifications, criteria and standards for the registration and renewal of registration of teachers in schools in Victoria;
- d develop, establish and maintain standards of professional practice for entry into the teaching profession and for continuing membership of the profession;
- e grant registration or permission to teach in Victorian schools;
- f issue certificates of registration to those teachers who are registered to, or have permission to, teach in schools in Victoria;
- g maintain a register of teachers who are registered to, or have permission to, teach in schools in Victoria;
- h develop, maintain and promote a code of conduct for the teaching profession;
- i investigate the conduct, competence and fitness to teach of registered teachers and impose sanctions where appropriate;
- j develop and maintain a Professional Learning Framework to support and promote the continuing education and professional development of teachers;
- k undertake professional development programs and activities in relation to the functions of the Institute;
- l undertake and promote research about teaching and learning practices;
- m advise the Minister about any matters concerning teachers including the professional development needs of teachers;
- n prepare for the approval of the Minister a strategic plan and an annual business plan of the Institute;
- o perform any other function conferred on the Institute by this or any other Act.

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.

Organisational structure



*Contracted services

Highlights 2006–07

- Developed new standards, guidelines and process for reviewing and approving pre-service teacher education courses.
- Reviewed and approved eight pre-service teacher education courses.
- Approved five new pre-service teacher education courses.
- Reviewed and endorsed four courses that further qualify teachers in specialist areas.
- Newly registered 7066 teachers bringing the total of registered teachers to 104,526, an increase of four per cent over last year.
- Processed 12,282 criminal record checks.
- Developed new permission to teach policy.
- Supported 2467 beginning teachers through professional development.
- Trained 1715 mentors.
- Awarded full registration to 3964 provisionally registered teachers.
- Developed a policy and implementation program on renewal of registration.
- Initiated the development of an online professional development search facility.
- Initiated a nation-wide study to assess teachers' experience of professional development programs and courses.
- Established an online research discussion page for the Institute's website.
- Continued joint Australian Research Council initiatives with university partners and completed demographic research into teachers not working in schools.
- Commenced the development of procedures for 77,000 teachers due to renew their registration by 31 December 2007.
- Developed the Institute's Strategic Plan 2006–09.
- Revised the Institute's investigation procedures to ensure they are fair and comply with the latest amendments to the *Victorian Institute of Teaching Act 2001* as well as the rules of natural justice.
- Revised and reprinted the branch's information brochures ensuring relevant and up-to-date information is provided to participants about the disciplinary proceedings.
- Consulted extensively with teachers to develop a code of conduct for the profession.
- Exhibited at three major career expos.
- Appointed a Field Officer.
- Held five Twilight Seminars for the education community.
- Conducted a statewide campaign to celebrate the profession on World Teachers' Day 2006.

The Secretariat

The Secretariat of the Institute provides advice and support to Council on administration of the Act. It reports to Council on a range of matters including:

- the accreditation process for approval of pre-service teacher education courses
- the assessment of applications for registration
- the provisional-to-full registration process and renewal of registration
- the professional learning of registered teachers
- disciplinary processes and procedures
- a code of conduct for teachers
- the Institute's communications with teachers
- promotion of the profession of teaching
- accounting policies, practices and reporting
- governance
- internal and external audit
- risk management
- personnel policy.

Chief Executive Officer

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

Offices

The Institute is located at 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*.

The Chief Executive Officer oversees a Secretariat comprising four branches and two work units.

Registration and Accreditation Branch

This branch comprises two work units, the Registration Unit and the Accreditation Unit. The Accreditation Unit manages the process for accreditation of pre-service teacher education courses. The Registration Unit is accountable for maintaining the Register of Teachers by ensuring that registrants meet the requirements of the *Victorian Institute of Teaching Act 2001*.

Outlook

The Accreditation Unit has commenced the development of a survey instrument to evaluate the effectiveness of pre-service teacher education courses. This will enable the Institute to provide regular feedback to tertiary institutions on their programs and how they might be improved. After 1 July 2007, registration compliance will be in accordance with the new *Education and Training Reform Act 2006*, requiring the Registration Unit to implement processes for this. A significant workload will also occur in the management of applications for the renewal of registration of approximately 77,000 teachers whose renewal will be due by 31 December 2007.



Barbara Carter
Group Manager

Registration and
Accreditation Branch

Standards and Professional Learning Branch

The Standards and Professional Learning Branch develops and implements standards of professional practice for entry into, and continuing membership of, the profession. It has established a standards and professional learning framework for all teachers and will continue to implement, review and revise that framework to build on the high standards of professional practice of teachers in Victoria.

Outlook

In 2007–08, the branch will support provisionally registered teachers to meet the standards of professional practice for full registration. This will include reviewing and revising the evidence-based requirements. It will implement the policy on renewal of registration and complete the development of an online professional development search facility. The branch will expand its support program for casual relief teachers in metropolitan and regional areas. It will continue its research program, including an investigation of standards of professional practice for highly competent geography teachers, research into the relationship between teacher effectiveness and contract employment, and research into the effectiveness of the beginning teachers support program.



Geoff Emmett
Group Manager
Standards and
Professional Learning
Branch

Communications and Research Branch

The Communications and Research Branch manages the production of several Institute publications including the quarterly newsletter *iteach*. It also manages the public website, the staff intranet, the Teachers' Hotline and Principals' Hotline, the Institute email-box and the annual promotional campaign for World Teachers' Day. The branch conducts quarterly seminars for the education community and promotes teaching to the broader community by exhibiting at major career expos.

Outlook

The branch will undertake a review of its communications following an independent satisfaction survey of teachers and principals. An expanded career expo program will see the Institute promoting teaching at a 'Virtual Careers Expo', available 24 hours a day for secondary and tertiary students thinking about a career in teaching. The results of a nation-wide research study into teachers' experience of professional development will be available later in 2007 and will identify what teachers want from their professional development providers.



Wendy Bradly
Group Manager
Communications and
Research Branch

Corporate Services

The branch manages the Institute's finances, human resources, records and data, information technology services, facilities and physical resources.

Outlook

The forthcoming financial year will see a review of risk management, establishment of business continuity policy and procedures, consolidation of operational policy, and further upgrading of the financial system. The branch will continue to implement internal audit recommendations to enhance efficiency, accountability, compliance and service delivery. There will be a reassessment of the infrastructure required to meet 'machinery of government' changes.



Peter Gonzales
Group Manager
Corporate Services

Inquiries and Litigation Unit

(Previously part of the Professional Practice and Conduct Branch*)

The unit is responsible for inquiring into allegations of serious misconduct, serious incompetence, and lack of fitness to teach of registered teachers. An inquiry may be initiated by the lodging of a complaint, a notification from an employer or information received about a conviction or finding of guilt of an indictable offence. The unit processes and manages complaints and referrals by employers, oversees investigations and prepares cases for formal hearings. The unit also manages the conduct of hearings and all other legal proceedings on behalf of the Institute. Staff investigate potential prosecutions regarding unregistered teachers and implement procedures for the suspension of registration following charges of sexual offences.

Outlook

The unit will continue to refine and develop procedures in accordance with the new *Education and Training Reform Act 2006*. It will work with teachers, employers, students, parents, police and the public to ensure inquiries are conducted as fairly, sensitively and efficiently as possible.



Annabel Haslam
Manager
Inquiries and
Litigation Unit

Conduct and Panels Unit

(Previously part of the Professional Practice and Conduct Branch*)

The unit arranges and prepares the panels for all hearings into allegations of a teacher's serious misconduct, serious incompetence or lack of fitness to teach. Its staff support and advise the panels in relation to the hearings and follow up on panel decisions (including notification of decisions, changes to registration status and preparation of decisions for publication on the Institute's website). The unit prepares reports relating to the criminal records of applicants for registration and registered teachers. It also implements the procedures for deregistration following sexual offences and supports the delivery of the codes of conduct and ethics.

Outlook

In 2008, the Institute will launch the *Victorian Teaching Profession Code of Conduct* to coincide with the beginning of the 2008 school year. As part of the five-year renewal of registration, it will be necessary to process indictable offences disclosed through criminal record checks for teachers. We will continue to inform the public about acceptable standards of behaviour and competence for teachers through the publication of panel hearing decisions on the Institute's website.



Kylie Dow
Manager
Conduct and
Panels Unit

*In February 2007, the Professional Practice and Conduct Branch was restructured into two units: 'Inquiries and Litigation' and 'Conduct and Panels'. The creation of two discrete operational areas provides for the separation of inquiries from the conduct of hearing panels.

Summary of financial position

Reporting period

The financial report and accompanying notes are for the financial year ended 30 June 2007, the fifth year of operation for the Institute. 'Previous year' comparative data relates to the period 1 July 2005 to 30 June 2006.

2006-07 results

	2006-07 \$'000
OPERATIONS	
Registration, application & criminal record check fees	6,919
Fees from Department of Education	1,226
Sponsorships	20
Interest	410
Other	64
Total income	8,639
Operating expenses	7,861
Net result	778
FINANCIAL POSITION	
Current assets	7,456
Non-current assets	1,511
Total assets	8,967
Current liabilities	5,174
Non-current liabilities	338
Total liabilities	5,512
Net assets	3,455
Total equity	3,455

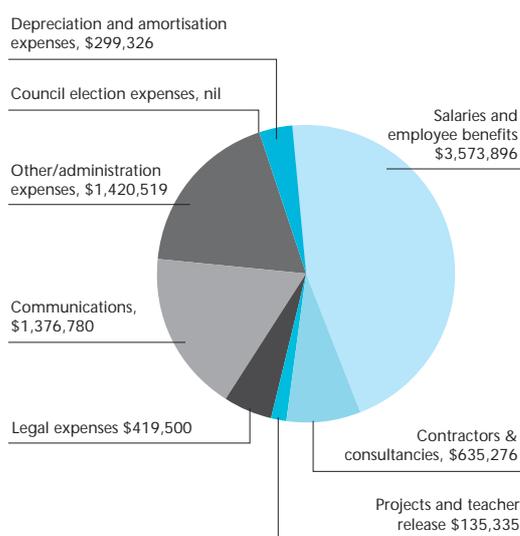
Teacher registration fees are paid annually in advance and are prorated to each of the 12 months within each teacher's billing cycle. The 2006-07 registration revenue takes account of registration fees paid for expiry dates on and from 1 July 2006 and that portion of the fee revenue belonging to July 2007 or after, is considered to be revenue in advance, a current liability in this year's balance sheet. Application and criminal record check fees are not refundable and considered revenue in the month of receipt.

In 2006-07 annual registration fees were increased from \$62 pa to \$64 pa as part of the government requirement that regulatory fees are increased by an approved rate determined by the Department of Treasury and Finance. The year also saw an increase in the number of applications for registration and subsequent increase in application fee revenue.

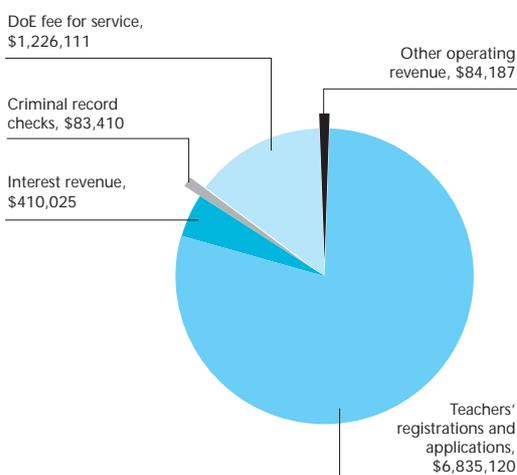
Criminal record check fees were previously recorded as a component of application fees, but from 2005-06 have been separately identified as a revenue stream.

Interest revenue increased, reflecting both higher interest rates in the year and an increased carrying amount of cash.

Expenses for the year totalled \$7,860,642 and comprised:



Total revenue for 2006-07 was \$8,638,820 comprising:



Salaries and employee benefits continue to be the most significant component of expenses. Salary and employee entitlement rates are determined by the *Victorian Institute of Teaching Certified Agreement 2004*. In 2006–07 this expense group comprised 45% of total expenses and absorbed only 41% of total revenue and increased by \$41,104 over the previous year.

As in previous reports, the other major areas of expenditure are administration expenses and communications-related expenses. The expenditure in both of these expense groups was less this year than in 2005–06 in an effort to ensure a surplus result.

Effective communication with teachers and stakeholders is paramount to the Institute. Mailhouse and printing contracts continue to be used to attract the greatest efficiencies for predetermined levels of service and quality of product. A major saving was achieved by reducing the publication of *iteach* from four to three editions. Communication expenses decreased by \$153,434.

Administration and other expenses were constrained as a result of very tight control over all expenses rather than specific components being targeted. Administration expenses decreased by \$76,441.

Legal expenses also declined by \$94,637, principally because the previous year's activity included an appeal to the Court of Appeal.

The Institute uses contractors and consultants to support its workforce. The total spent on contractors and consultancies decreased marginally by \$12,817.

Projects and teacher-release programs increased this year and is indicative of the greater number of programs and of teachers attending them. This expense group increased by \$87,174.

The Institute's Council is elected for a term of three years. No elections were required in the 2006–07 year and no expenditure was incurred.

In summary, 2006–07 generated a surplus of \$788,178 compared to a deficit of \$253,045 in the previous year. In part some activities were deferred while for others alternative methods of delivery were implemented. Nevertheless 2006–07 remained a very productive and active year.

The Institute's balance sheet is in a strong position. As at 30 June 2007, the cash balances more than cover total current and non-current liabilities.



Our vision, values and strategic objectives

Vision

Our vision is the highest standards of professional practice and conduct, in the interests of students, the public and the teaching profession in Victoria.

Values

The Institute's values reflect those in the *Victorian Teaching Profession Code of Ethics*, such that the Institute demonstrates its:

integrity by:

- acting in the public interest
- exercising expertise and authority independently to fulfil its legislative obligations
- behaving openly, honestly and accountably and adhering to accepted principles of fairness in all dealings

respect by:

- acknowledging the professionalism, needs and commitment of all teachers and all others with a legitimate stake in the outcome of its work

responsibility by:

- being aware of the impact its work and decisions have on teachers, students and the wider community – and acting accordingly
- striving to be knowledgeable, objective, responsive, efficient and effective in everything it does.

Strategic objectives

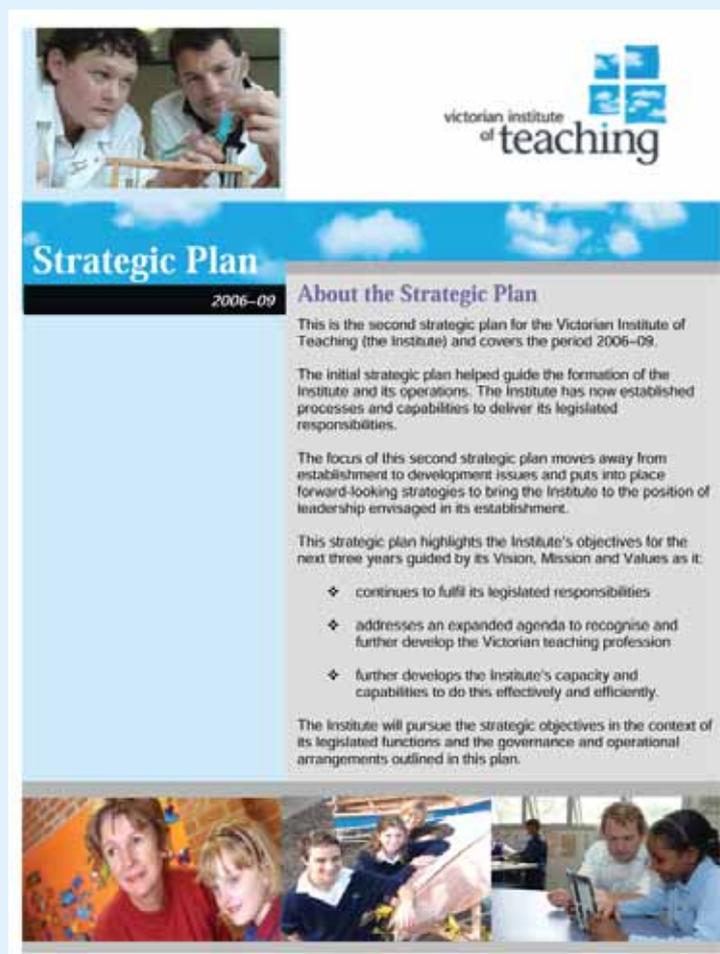
Maintain and promote the highest standards of professional practice and conduct through a contemporary, standards-based regulatory framework.

Develop and promote a Professional Learning Framework that guides and supports teachers in their continuing education and professional development.

Continue to build the Institute as a strategic, forward-looking, responsive, effective and efficient organisation.

Identify key issues and challenges affecting the future development of the teaching profession and act appropriately to influence the wider educational agenda.

Engage with the profession and the wider community to recognise, celebrate and communicate the positive contribution of the teaching profession to society.



The full Strategic Plan is published on the Institute's website
<www.vit.vic.edu.au>

Our commitments

In realising its vision for a teaching profession with the highest standards of professional practice and conduct, the Institute is committed to acting in the interests of:

- students and their learning
- the public
- the members of the profession.

The Institute embraces a commitment to:

- good governance
- quality systems and services
- its own workplace.

These commitments provide the framework for the Report of Operations 2006-07.

Our commitment to student learning and the public interest



Chairperson Susan Halliday with students from North Melbourne Primary School

The Institute has implemented a contemporary standards-based regulatory framework to serve its strategic objectives.

The regulatory framework

This framework provides a standards platform at critical points in a teacher's career:

- their pre-service teacher education
- their provisional registration as beginning teachers
- their full registration after one to two years
- the renewal of their registration every five years.

Underpinning these steps are the ethical values and standards of professional conduct to which teachers subscribe as members of a profession. These commitments are defined in the *Victorian Teaching Profession Code of Ethics* and the *Victorian Teaching Profession Draft Code of Conduct*.

Figure 1
A standards-based regulatory framework



This model is elaborated in Table 13 on page 23.

Preparing the teachers of tomorrow

The community expects that teachers are well-prepared when they enter the profession – that they have met the qualifications requirements and have the skills, knowledge and competencies to be a teacher.

One of the Institute's key functions is to assess and approve the pre-service teacher education courses that prepare teachers. This task is the responsibility of the Institute's Accreditation Committee and the Accreditation Unit which supports the work of the committee. The Accreditation Unit operates within the Registration and Accreditation Branch of the Institute and manages the process for accreditation of pre-service teacher education courses.

The Future Teachers Project

The Accreditation Committee initiated the Future Teachers Project in 2004 to develop new standards, guidelines and process for assessing, approving, reviewing and monitoring pre-service teacher education courses. The committee's objective was to determine the skills, knowledge and approaches to teaching graduates would need to effectively prepare our young people for life in the twenty-first century. The focus was on directions for teaching in the next decade.

After extensive background work and research, the committee developed a discussion paper containing a set of draft standards and guidelines and a process for the accreditation of courses. In June 2006, the committee invited teachers, principals, teacher educators and organisations representing education stakeholders to comment on the discussion paper, which was advertised in *iteach* and published on the Institute website.

Copies of the discussion paper were distributed to stakeholders and selected schools, and posted to other groups or individuals on request.

Public consultation forums were advertised and conducted around the State in metropolitan and regional locations. Stakeholder discussion forums were also conducted on request.

In addition to feedback from the briefing sessions and forums, 44 written responses were received by the close of the consultation period. The feedback was then used by the Accreditation Committee to further inform the development of policy.

At the conclusion of the project the committee referred to Council its policy paper *Preparing Future Teachers*, containing the recommended new standards, guidelines and process for the accreditation of pre-service teacher education courses. Council approved the policy in March 2007.

Preparing Future Teachers will be reviewed each five years in consultation with relevant stakeholders to ensure they continue to reflect world's best practice for the accreditation of pre-service teacher education courses.

The accreditation of pre-service teacher education courses using the new guidelines will be phased in during the latter part of 2007. From the beginning of 2008, all pre-service teacher education courses will be approved under the new guidelines. The first graduates from a postgraduate program approved using these guidelines will graduate in December 2008 and the first graduates from undergraduate programs will graduate in December 2011.

The Institute has commenced the development of a survey instrument to inform the process of course review. Results of the survey will be used to evaluate the effectiveness of programs in producing graduates who meet the Institute's standards for graduating teachers. The Institute will also provide regular feedback to tertiary institutions on the effectiveness of their programs and how they might be improved.

The accreditation process

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

When universities apply for course approval, they provide documentation that describes the course and indicates how the course will prepare graduates to meet the Institute's standards for graduating teachers. A committee review panel examines the documents provided and raises questions or issues for discussion with university representatives. Aspects of the course may be changed to ensure that the Institute's guidelines are better met.

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

Courses reviewed

During 2006–07, eight courses were approved following cyclical review by the Accreditation Committee:

- Bachelor of Education P–10, University of Ballarat
- Bachelor of Education (Primary), ACU National
- Bachelor of Physical Education, Deakin University
- Bachelor of Early Childhood Education, University of Melbourne
- Bachelor of Education (P–12), Victoria University
- Bachelor of Education (P–12) – Accelerated Program, Victoria University
- Bachelor of Education (Primary), Deakin University
- Bachelor of Applied Science (Physical Education), RMIT University.

Five new courses were approved by the Accreditation Committee:

- Bachelor of Physical and Outdoor Education, La Trobe University
- Bachelor of Physical and Health Education, La Trobe University
- Bachelor of Teaching (Science)/Bachelor of Science, Deakin University
- Bachelor of Education (In-Service), University of Tasmania
- Graduate Diploma of Education (Secondary), Tabor College Victoria.

There are currently 61 pre-service teacher education courses that have been approved by the Accreditation Committee. A list of approved courses is available on the Institute's website at <www.vit.vic.edu.au> under Teacher Education.

Courses endorsed

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

During 2006–07, the Accreditation Committee reviewed and endorsed four courses:

- Graduate Diploma in Special Education and Human Services, La Trobe University
- Master of Special Education, La Trobe University
- Master of Education (Special Educational Needs), Deakin University
- Master of Education (Special Education, Inclusion and Early Intervention), University of Melbourne.

There are currently 16 endorsed courses for already qualified teachers to gain additional qualifications. A list of endorsed courses is available on the Institute's website at <www.vit.vic.edu.au> under Teacher Education.

Figure 2
Number of approved courses

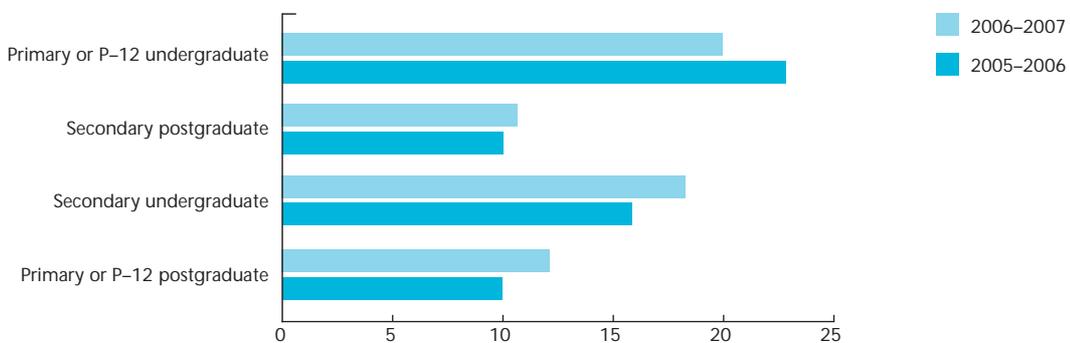
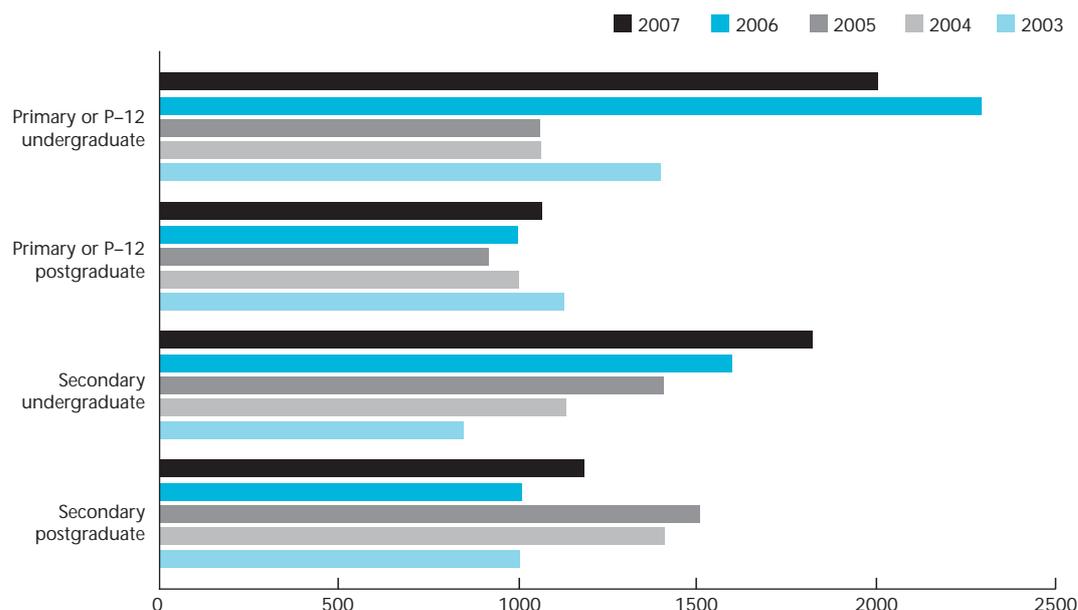


Figure 3
Number of commencing students in pre-service teacher education courses 2002–07



Working collaboratively to improve preparation for teaching

The Accreditation Unit of the Institute works collaboratively with faculty members from all the Victorian tertiary institutions that offer pre-service teacher education courses. Regular liaison with university staff located at both regional and metropolitan campuses is an essential component of the work of accreditation.

During 2006–2007 the Accreditation Committee completed a pilot project with the Victorian Higher Education and Regulation Division (HERD) of the Office of Training and Tertiary Education. HERD accredits, endorses and provides authority to conduct courses offered by private higher education providers. The outcome of this collaboration was the development of a rigorous streamlined process enabling both bodies to jointly review pre-service teacher education courses offered by private higher education providers. Using the process developed, Tabor College became the first accredited private higher education provider to gain Institute and HERD approval to offer a pre-service teacher education course, a Graduate Diploma of Education (Secondary). This course will commence in 2008.

The Institute has also supported the Victorian Home Economics and Textiles Teachers' Association in developing a new course, the Vocational Graduate Diploma of Home Economics Education. This course will prepare already-qualified teachers to teach in the specialist areas of home economics and health, and will help to meet the demand for home economics teachers identified by school principals.

Institute staff have continued to work collaboratively with the Victorian Council of Deans of Education to address issues associated with the professional teaching experience component of courses (the practicum). It is expected that an outcome of this work will be an improvement in the quality of the practicum experience of teachers as well as an increase in availability of placements.

Enrolment data is collected by the Institute from Victorian universities to provide advice and forecasts on the supply of teachers across the State. 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 the Department of Education. The Institute continues to be a regular contributor to this reference group.

In addition, the Institute is working with members of the Australasian Forum of Teacher Registration and Accreditation Authorities to develop national guidelines for the approval of pre-service teacher education programs. The Accreditation Unit has played a leadership role in this process by actively contributing to the process. It has also provided support and professional development to the Teachers Registration Board Tasmania and the Teachers Registration Board of the Northern Territory.

Who can be a registered teacher?

Graduates from pre-service teacher education courses approved by the Institute through its accreditation process have met the qualifications requirements to be a teacher. It is the work of the Registration Unit to assess applications for registration. The unit provides advice to the Registration Committee which recommends to Council those applicants who may be registered to teach in Victoria. A transparent and rigorous standards-based registration system assures the community that teachers registered by the Institute meet high standards of professional practice and conduct.

The minimum qualifications requirements are met by applicants who have completed four years of approved tertiary study that includes an approved course of primary or secondary teacher education. There are combinations of other qualifications that can lead to teacher registration and these are assessed on a case-by-case basis. In certain circumstances, permission to teach can be granted to individuals who may not have the teacher education qualifications required for registration mentioned above, but have the appropriate skills and experience to teach.

To be registered as a teacher in Victoria, an applicant for registration must also demonstrate that they meet the English language competence standard and that they are of good character and therefore fit to teach.

The national criminal history record check

Applicants for registration are required to have a current and satisfactory National Criminal History Record Check (NCHRC) recorded with the Institute.

Since amendments to the *Teaching Service Act (Conduct and Performance) 2004* and enactment of the Working With Children (WWC) legislation in 2005, it is now a requirement that all registered teachers have a current and satisfactory NCHRC. By the end of 2007, all persons who work with children in Victoria will be required to have a Working with Children check which is current for five years. Registered teachers who hold a valid registration card with a current NCHRC recorded on it are exempt from a WWC check. The NCHRCs conducted by the Institute also have a currency of five years.

During the reporting period, the Institute processed 12,282 NCHRCs on behalf of both applicants for registration and registered teachers.

It is the Institute's intention to ensure that all registered teachers are recorded as holding a current and satisfactory check by 31 December 2007. This exercise began in the 2004–05 period, with teachers in non-government schools. At the time, the Department of Education assumed the responsibility for teachers in government schools.

The process of obtaining criminal record checks for teachers in non-government schools has continued throughout the reporting period, with a total of 25,845 teachers now having a check recorded with the Institute, compared with 12,876 in June 2006. In June 2007, the Institute commenced a communications program with registered teachers employed in government schools and teachers listed as not employed in a school, to ensure that they too have current checks recorded with the Institute by 31 December 2007.

Our registration record

The number of teachers registered by the Institute has grown by 3904, a four per cent increase over last year (Table 1). There has been a steady growth in teacher registrations over the past five years.

Table 1
Number of teachers registered as at 30 June

	2007	2006	% change
Full registration	92,484	89,003	4 ↑
Provisional registration	7936	7646	4 ↑
Permission to teach	4106	3973	3 ↑
TOTAL	104,526	100,622	4 ↑

Applications assessed

Teacher 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.

During the reporting period, the Institute received 12,125 applications, a 5 per cent increase on the 11,587 of the previous year. A large number of applications lapse because the applicant has withdrawn the application or failed to provide the required documents.

Table 2 reports the number of new registrations by application type.

Table 2
Number of new registrants during the year

	2007	2006	% change
Victorian qualifications	3845	3723	3 ↑
Interstate qualifications	602	622	3 ↓
Overseas qualifications	849	871	2.5 ↓
Mutual recognition	487	478	2 ↑
Permission to teach	870	943	8 ↓
Deemed	413	498	17 ↓
TOTAL	7066	7135	1 ↓

During 2006–07, 108 applications (including permission to teach) were refused, compared with 129 in 2005–06.

The grounds for these refusals were:

- insufficient academic or teacher education qualifications
- insufficient supervised practice teaching
- inability to demonstrate competence in the English language
- inability to provide evidence of fitness to teach.

Two applicants sought review by the Victorian Civil and Administrative Tribunal (VCAT) for unsuccessful applications for registration.

These matters are reported on page 20 under VCAT Reviews.

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 the standards of professional practice for full registration. This generally occurs at the end of their first year of teaching, but may be completed within two years. Teachers who fail to apply for full registration after two years are no longer

registered and must re-apply for registration.

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. Table 3 illustrates each of these situations.

Profile of the profession

The Institute is required to maintain the register of teachers. The movement of teachers during the reporting period is shown in Table 4.

Age and gender of registered teachers

The largest group of teachers (17,741) is aged between 50 and 54 years. There is however an eight per cent increase in the number of teachers in the 25 to 29 year age group as was also the case in the previous year. Figure 4 (over) provides an age profile of registered teachers.

Males account for 28 per cent of the teaching population: 29,355 compared with 75,159 females.

Table 3
Provisional to full registration

	2006–07	2005–06	% change
Immediate full registration granted	904	551	64 ↑
Immediate full registration under Mutual Recognition Agreement	308	310	0.6 ↓
Full registration – experienced teachers meeting standards	503	537	6 ↓
Full registration – after evidence-based process	3461	3022	15 ↑
Provisional registration extended after one year	2171	1834	18 ↑
Reapplication for provisional registration made this year after previous provisional registration expired	740	611	21 ↑

Table 4
Net register movement

2006–07		2005–06
100,622	Total registered teachers at 30 June 2006	96,399
6623	Teachers newly added to the register	6532
547	Teachers resuming registration after approved leave	1026
-426	Teachers commencing approved leave from registration	-515
-2288	Teachers withdrawing from the register	-2304
-1926	Registration suspensions – non payment of fees	-1789
470	Revocations of suspensions	288
-8	Cancellation of registrations (decisions finalised by 30/6/07)	-10
912	Teachers added to the register – applications received prior to 1/7/06	995
104,526	Total registered teachers at 30 June 2007	100,622

Figure 4
Age profile of registered teachers

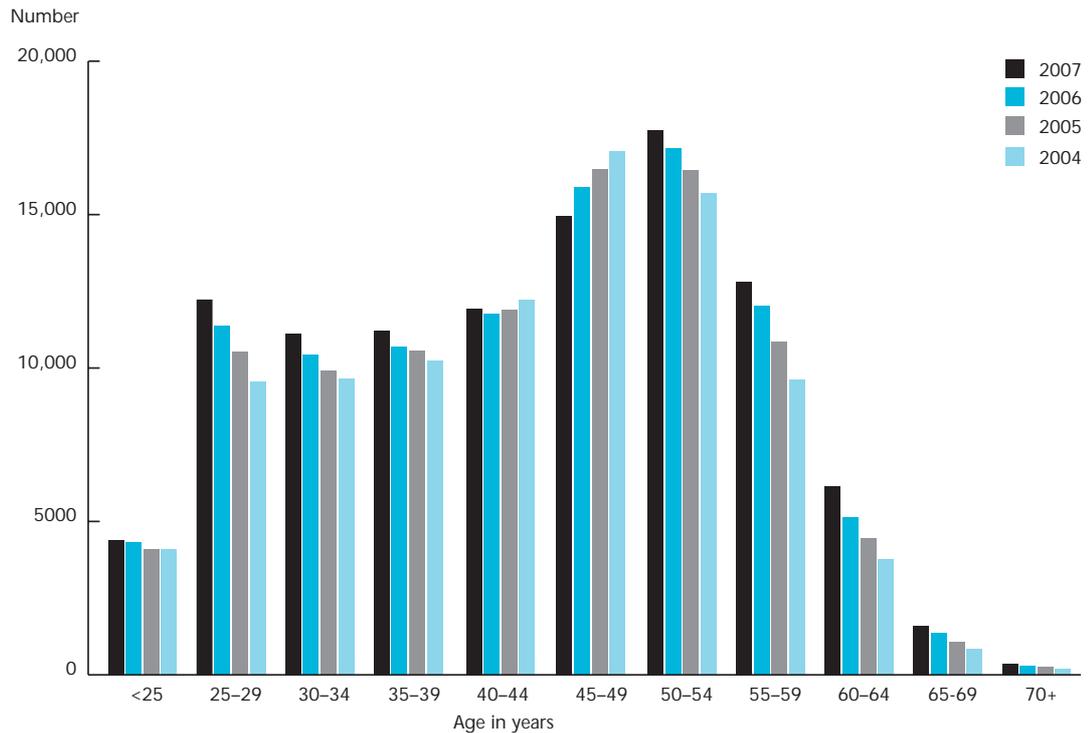


Table 5
Five year data: number of teachers registered as at 30 June

	2007	2006	2005	2004	2003
Full registration	92,484	89,003	85,757	83,128	77,274
Provisional registration	7936	7646	7038	6567	3577
Permission to teach	4106	3973	3604	3493	1204
TOTAL	104,526	100,622	96,399	93,188	82,055

Major policy review of permission to teach completed

Under the *Victorian Institute of Teaching Act 2001*, the Institute may grant permission to teach to a person who is not fully qualified as a teacher, provided the person has the appropriate skills and experience to teach and meets all other requirements for registration.

The Institute undertook a major policy review of the process for awarding permission to teach in 2006–07. Its purpose was two-fold: to simplify existing arrangements and to provide a decision-making process clearly focused on the applicant’s skills and experience to teach.

A revised permission to teach policy was approved by Council in March 2007. The new policy has two categories of permission to teach, one category being for casual relief teachers who hold a three-year teacher qualification and the second being permission to teach for non-teaching qualified persons. In addition, the policy specifies four standards that applicants must be

able to demonstrate in relation to their skills and experience to teach. From 1 July 2007 the revised policy will be the basis for considering future applications for permission to teach.

Memorandum of Understanding reached with the NSW Institute of Teachers

Under Commonwealth mutual recognition arrangements, teachers registered in one State or Territory jurisdiction are entitled to be registered in another. Such an arrangement excludes NSW teachers who are not required to be registered.

The Victorian Institute of Teaching has agreed to a Memorandum of Understanding with the NSW Institute of Teachers. The memorandum outlines specific protocols, consistent with each jurisdiction’s legislation, for the accreditation or registration of teachers seeking to either migrate from one State to another or to maintain their accreditation and registration in both States.

Under the memorandum, the Institute will require an appropriately accredited NSW teacher to complete an Application for Registration (Form A) and to provide evidence that they hold current accreditation with the NSW Institute of Teachers. For more information about the application process please visit <www.vit.vic.edu.au>.

Schedule of fees

In accordance with the *Victorian Institute of Teaching Act 2001*, the following registration fees were fixed by the Minister for 2007.

Annual Registration fee	\$64
Registration application fees	
Applicants with Victorian qualifications	\$45
Applicants with interstate or overseas qualifications	\$65
National Criminal History Record Check	\$25

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

Communicating to the broader community

The Institute's website

The website provides a significant opportunity for communicating with the broader community. It focuses on three key audiences: registered teachers, applicants for registration and members of the community. Information is targeted at the needs of these groups. The number of visitors to the site increased over the reporting period, from an average of 18,671 visits per month in the previous reporting period to 23,917 per month (Figure 5).



The Institute's website

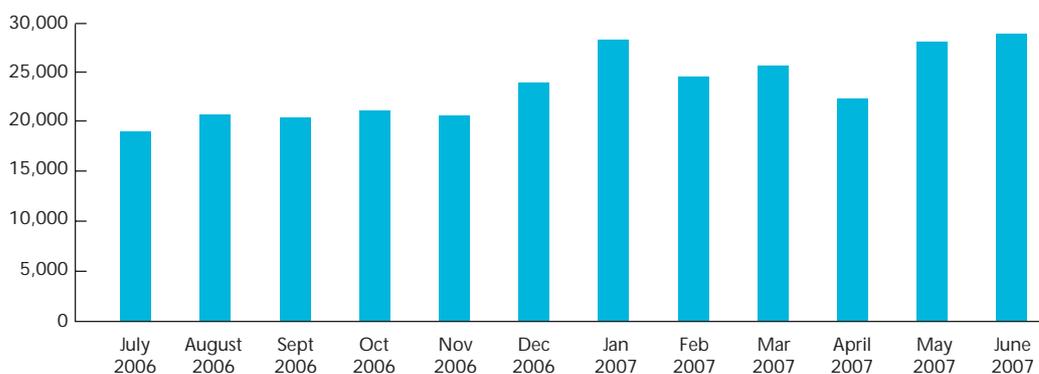
Parent and school council organisations

The Institute convenes quarterly meetings of parent and school council organisations to keep them informed about Institute operations. Representatives from the Victorian Parents Council, Parents Victoria, the Association of School Councils in Victoria, the Victorian Catholic Schools Parent Body and the Victorian Council of School Organisations, attend these meetings chaired by Council member, Mr Nic Abbey.

Twilight seminars for the education community

The Communications and Research Branch conducts regular seminars for education stakeholders to promote discussion on education issues of common interest. In the reporting period, the branch hosted five seminars for stakeholders. Audiences comprised teachers, representatives from education unions, teacher and professional associations, teacher educators, teacher employers, parent and school council groups.

Figure 5
Number of visits to the Institute website July 2006 to June 2007



Seminars for stakeholders included:

- *Personal resilience for teachers*
(Guest speaker: Andrew Fuller, clinical psychologist and family therapist)
- *Critical literacy: pedagogy or ideology?*
(Panel of speakers: Associate Professor Catherine Beavis, Deakin University; Ms Natalie Bellis, St Paul's Anglican Grammar School, Warragul; Dr Kevin Donnelly, Director of Education Strategies; Associate Professor Ray Misson, The University of Melbourne)
- *Is gender a critical factor in student learning?*
(Panel of speakers: Professor Georgina Tsolidis, University of Ballarat; Dr Ian Dobson, Monash University; Dr Peter Cox, La Trobe University Bendigo)
- *The Scottish Model of Teacher Induction*
(Guest speaker: Matthew MacIver, Chief Executive/Registrar of the General Teaching Council for Scotland)
- *'Top of the Class': the implications for teacher education in Victoria*
(Guest speakers: Professor Sue Willis, Dean of Education, Monash University, and Dr Heather Schnagl, member of the Institute Council).

The Standards and Professional Learning Branch also regularly consults with key stakeholders including principal groups, unions, professional subject associations and parent groups.



Speaking at a recent seminar, Professor Sue Willis, Dean of Education, Monash University

The ethical dimensions of teachers' work

Underpinning the professional standards practised by teachers are the ethical dimensions of their work. One of the hallmarks of a profession is adherence to publicly affirmed ethical standards. Over the past two years, the Victorian Institute of Teaching has worked with teachers to fulfil one of its major legislative functions – 'to develop, maintain and promote a Code of Conduct for the teaching profession'.

The process has involved the development of two codes – a code of ethics and a code of conduct.



The code of ethics

Following extensive consultation with the profession, the launch of the *Victorian Teaching Profession Code of Ethics* took place in September 2005. This short aspirational document is based on three values identified by teachers as underpinning their profession: integrity (personal and professional), respect and responsibility.

The code of ethics recognises the unique position of trust and influence that teachers hold, and how this shapes their relationships with students, parents/guardians/caregivers, colleagues and the community.

The code of conduct

During 2006–2007, the Institute consulted with teachers throughout the State to develop a draft code of conduct. The Institute convened a working party with representation from teachers, principals, employers, parents, education unions and other stakeholders to oversee the development of the draft code. Teachers provided feedback through regional and metropolitan focus groups and school-based forums. Consultations were also held with key stakeholders.

Between 17 April 2007 and 8 June 2007, the *Victorian Teaching Profession Draft Code of Conduct* was released for further community consultation. It is expected that the code of conduct will be launched early in 2008 to coincide with the start of the school year.

This statement, which has been shaped by the values articulated in the code of ethics, codifies what is already common practice within the teaching profession. It sets out the standards of professional and personal conduct and professional competence the profession expects of its members.

Transparency in our disciplinary processes

The Institute is responsible for disciplinary proceedings in relation to registered teachers. It conducts inquiries into allegations of a teacher's serious misconduct, serious incompetence or lack of fitness to teach. An inquiry may be initiated by the lodging of a complaint, a notification from an employer or information received about a conviction or finding of guilt of an indictable offence.

Formal hearings are held by the Institute if there is probative evidence to substantiate the allegations. In preparation for formal hearings, matters are often referred to investigators contracted by the Institute to obtain statements of witnesses who can give relevant evidence. Interviews with teachers being investigated are now digitally recorded.

Formal hearing proceedings are open to the public including the media, but the hearing panel has the power to close proceedings in particular circumstances. Following a finding of serious misconduct, serious incompetence or unfitness to teach, the hearing panel may:

- impose conditions, limitations or restrictions on the teacher's registration
- suspend the teacher's registration for a period with or without conditions, or
- cancel the teacher's registration.

The decision and reasons of a formal hearing panel are available on the Institute's website <www.vit.vic.edu.au> under Professional Conduct. In 2006–2007, 15 formal hearings were held by the Institute.

Members of the formal hearing panels

Each formal hearing panel is composed of the Chairperson who must be a member of Council, a registered teacher and a third member who may be a registered teacher or a person with special expertise.

On 31 December 2006, the three-year appointment for each of the Institute's sessional panel members ended. In November 2006, interviews were conducted with the sessional panel members seeking reappointment. Five sessional members did not seek reappointment.



The Institute's hearing room

All other members were reappointed as sessional members until 31 December 2009. There are twenty-three sessional members and seven Council members who sit on formal hearing panels.

Complaints

In 2006–07, the Institute received 166 general enquiries relating to a teacher's conduct. Many of these concerns were resolved through discussion or referral to the teacher's employer, a union or parent support group.

Table 6
Complaints lodged

Number of complaints lodged	61
Unconfirmed/frivolous	23
No further action	23
Referred to preliminary investigation	5
No further action	1
Formal hearing	1
Investigation to be completed	3
Referred direct to formal hearing	0
Yet to be considered by the committee	10

Notification from employer

Teacher employers have a statutory obligation to notify the Institute when they take action against a teacher in response to allegations of serious misconduct, serious incompetence or lack of fitness to teach. Most of the major inquiries conducted by the Institute were as a result of employer notifications. This usually occurs when a teacher has been dismissed or has resigned during investigation by the employer. (Table 7)

Table 7
Notifications from employers

Number of notifications	69
No further action	13
Referred to formal hearing	21
No further action following investigation	1
Investigation to be completed	10
Waiting investigation	5
Listed for hearing	3
Allegations withdrawn	1
No further action following resignation	1
Yet to be considered by the committee	35

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 2006–07 the Institute opened 70 files for teachers, most of which were opened as the result of the national criminal history record checking process.

Table 8
Files opened for indictable offences

Number of files for indictable offences	70
No further action	62
Referred to formal hearing	0
Yet to be considered by the committee	8

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 2006–07, two teachers had their registrations cancelled as a result of convictions or findings of guilt for sexual offences.

The past five years

Table 9 shows for each year, the number of disciplinary files opened in the categories of notification or action taken by the employer, complaints, and convictions or findings of guilt for indictable offences.

Table 9
Disciplinary files opened

Year	Notification by employer	Complaints	Indictable offences
2002–03	5	24	2
2003–04	75	99	12
2004–05	60	42	127
2005–06	44	45	91
2006–07	69	61	70
Total	253	271	302

Table 10 shows for each year, the number of teachers whose registration was cancelled because they had been convicted or found guilty of a sexual offence.

Table 10
Registrations cancelled due to sexual offences

Year	Sexual offences
2002–03	0
2003–04	5
2004–05	9
2005–06	9
2006–07	2
Total	25

Table 11 shows for each year, the number of formal hearings held by the Institute into allegations of a teacher’s serious misconduct, serious incompetence or a lack of fitness to teach. Formal hearings are held as a result of notifications from employers, complaints and indictable offences.

Table 11
Formal hearings

Year	Formal hearings
2002–03	0
2003–04	4
2004–05	17
2005–06	14
2006–07	15
Total	50

Registration matters

If an applicant for registration has been convicted or found guilty of an indictable offence the Conduct and Panels Unit prepares a special attention report for the Registration Committee of Council. In 2006–07, 119 reports were prepared. The Committee found in each case that the matters did not affect the applicant’s suitability to be a teacher and subsequently recommended all applicants for registration.

The Institute commenced action against 14 teachers for serious misconduct for failing to provide an overseas criminal record check. Twelve matters were resolved without requiring a formal hearing. Two matters are still outstanding.

Prosecutions

The Institute may prosecute employers who employ unregistered teachers and persons who undertake the duties of a teacher without registration. The Institute concluded investigations into two persons and two employers following advice that persons were teaching without registration. These matters were resolved without requiring prosecution. Three matters are still under investigation.

VCAT reviews

The Inquires and Litigation Unit is responsible for representing the Institute at reviews by VCAT of Institute decisions. There are two types of Institute decisions that have been reviewed by VCAT:

- a decision by the Institute Council to refuse to register a person as a teacher or to refuse to grant a person permission to teach
- a decision by an Institute hearing panel to cancel, suspend or place conditions, limitations or restrictions upon a teacher’s registration.

In 2006–07 two persons applied for review of the Institute’s decision to refuse them registration. One person withdrew his application before the matter proceeded to hearing. The other matter is set down for hearing on 30 July 2007.

Since the Institute’s inception, five persons have applied for review by the VCAT of panel decisions to cancel their registration as teachers. Two persons withdrew their applications before the matters proceeded to hearing. Two matters have been heard by the VCAT and one matter is set down for hearing on 6 September 2007.

Of the two matters that have been heard, the VCAT has made one decision and another decision is pending.

At a hearing held in April 2007, the VCAT reviewed the Institute panel's finding that the applicant was guilty of serious misconduct and unfit to teach, and its consequent determination to cancel his registration to teach. In a decision handed down on 30 May 2007, the VCAT found the applicant did engage in serious misconduct. It ordered that the panel's decision of 27 October 2004 be set aside and that the applicant's registration be suspended until 1 January 2008.

Court proceedings

The Inquiries and Litigations Unit is also responsible for conducting court proceedings on behalf of the Institute.

One person appealed to the Court of Appeal against a decision by the VCAT that the jurisdiction of the VCAT was limited to deciding whether the determination (penalty) imposed by the panel was correct. The VCAT decided that its jurisdiction was confined to a review of the 'determination' of the Institute panel and the VCAT could not review the panel's findings with respect to serious misconduct, serious incompetence or fitness to teach. On 6 September 2006, the Court of Appeal ruled that a person was entitled to a full merits review at VCAT, which meant that the VCAT could review both the findings and the determinations of the panel.

In 2006–07, one person applied for leave of the Federal Court to file an application requesting review of the Institute's decision not to waive the annual teacher's registration fee. The application was out of time. The claim, made under the *Human*

Rights and Equal Opportunity Commission Act 1986 (Cth), alleged that the Institute had discriminated against the person on the basis of race and disability by refusing to grant a waiver of the teacher's registration fee. On 11 October 2006, the Federal Court refused to grant the extension of time to lodge the claim. On 24 November 2006, another judge of the Federal Court dismissed the person's application for leave to appeal this decision.

The person then applied for special leave to appeal the Federal Court judgment to the High Court of Australia. The High Court's decision is pending.

Freedom of information

The *Freedom of Information Act 1982* (FOI Act), provides the community access to information held by the Institute. The FOI Act specifies that Government agencies must endeavour to make the maximum amount of information available promptly and inexpensively to the public.

The FOI Officer determines right of access on a document-by-document basis in accordance with the 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 2006–07, five requests for information were made to the Institute under the FOI Act. None of these remains pending as at 30 June 2007. The outstanding matter carried forward from 2005–06 was also settled, making a total of six request settled in the year.

Table 12 provides an analysis of the requests handled in 2006–07.

Table 12
Analysis of freedom of information requests 2006–07

	2006–07 requests	Carried forward from 2005–06
Nature of requests		
Personal (relating to a single identified person)	5	1
Non-personal (request for non-specific and/or summative information)	0	0
Outcome of request		
Full access	5	1
Partial access	0	0
Denied	0	0
Pending	0	0
Request for internal review deny or grant partial access	0	0
Internal review confirmed initial FOI decision	0	0
Appeal of internal decision to VCAT	0	0
Carried forward to next year	0	0

Our commitment to the profession of teaching



Registered teachers Jo-Anne Lang and Paul Lowe

The Institute has a number of business processes in place to ensure that teachers receive the best possible service from their regulatory body. Teachers are also supported by a range of professional development programs and initiatives to assist both their learning and their practice.

Supporting the registration of teacher graduates

The majority of teacher graduates are keen to start teaching as soon as they have graduated and need to have their applications processed quickly. Schools also have an urgent need to place these beginning teachers. To assist in meeting these demands, the Institute works with the

universities to expedite the registration process. This includes receiving, with the student's consent, academic records electronically.

The continued cooperative relationship with the universities and improved processing resulted in 3509 new graduates being available to teach by the end of February 2007. This represents an increase of 5.2 per cent for the same period in the previous year.

Improving registration services

The Registration Unit continues to develop initiatives designed to reduce handling, assessment and processing times for applications. The recently introduced electronic records and document management system, and the bar coding and

scanning system for tracking applications, have increased the unit's capacity to provide a more efficient and personalised service to applicants.

The Registration staff visit all universities in the final semester of pre-service education courses to commence the registration process. This provides an opportunity both to meet future registrants and to assist them in completing their applications for registration. Staff can also explain the important role of the Institute in regulating and promoting the teaching profession.

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. The database is updated daily.

Professional standards at the heart of a teacher's practice

The Standards and Professional Learning Branch has developed and is implementing a standards and professional learning framework that applies to all teachers in Victoria. It has established three career points where standards are applied: on graduating, on moving from provisional registration to full registration and in renewing registration as an experienced teacher every

five years. The following table (Table 13) sets out the framework and summarises how the standards of professional practice are applied and how teachers are supported in meeting the standards.

Supporting beginning teachers and their mentors

During 2006–07 the support program for beginning teachers continued across Victoria. This program assists provisionally registered teachers (PRTs) to develop their professional practice to meet the standards for full registration. In collaboration with the Department of Education and with the support of the Catholic Education Offices and the independent school sector, each year the Institute offers two after-school seminars for PRTs and two training days for their teacher mentors. Comprehensive support materials to guide the evidence-based process for full registration continues to be developed and distributed to PRTs, teacher mentors and schools. Table 14 summarises the support program over the reporting period.

Since 2003, 6491 mentors have been trained and 8858 PRTs have been supported through the support program. Provisionally registered teachers continue to recognise the value of the program. Figure 6 provides an analysis of the response to program evaluations since its inception.

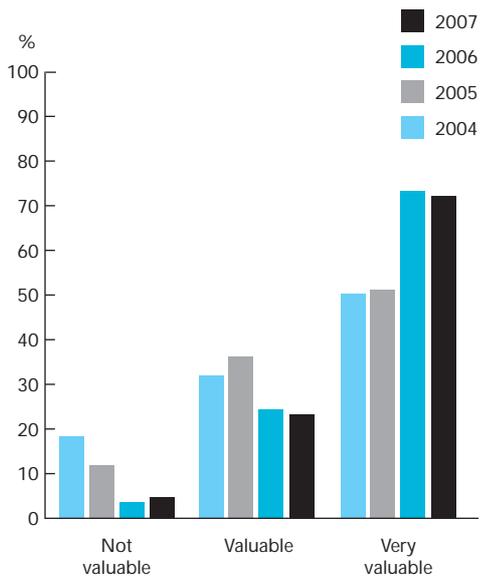
Table 13
The standards of professional practice

Standards of professional practice	Standards of Professional Practice for Graduating Teachers	Standards of Professional Practice for Full Registration	Standards of Professional Practice for Renewal of Registration
Use of standards	The approval of pre-service teacher education courses	An evidence-based process comprising 3 components of practice	Fitness to teach, a defined quality, quantity and scope of professional learning
Support for teachers to meet the standards	Guidelines for the approval of pre-service teacher education courses	<ul style="list-style-type: none"> • Induction and mentoring of teachers new to the profession • 2 mentor support days • 2 seminars for PRTs • Materials provided by the Institute 	<ul style="list-style-type: none"> • An online database of available professional development activities • Seminars relating to professional practice for teachers not in schools

Table 14
Support program for beginning teachers and their mentors

Date	Description of Teacher Support	Locations	Attendees
July 2006	Mentor Training Day 2	28 locations: 14 regional 14 metropolitan	1100
August 2006	Provisionally Registered Teachers Seminar Day 2	28 locations: 14 regional 14 metropolitan	1938
November 2006	Mentor Training Day 1	15 locations: 9 regional 6 metropolitan	449
February 2007	Mentor Training Day 1	24 locations: 13 regional 11 metropolitan	1266
February 2007	Provisionally Registered Teachers Seminar Day 1	30 locations: 15 regional 15 metropolitan	2467

Figure 6
Evaluation of support program by provisionally registered teachers



Supporting casual relief teachers and teachers returning to the profession

In the reporting period the Standards and Professional Learning Branch provided seven days of professional support in metropolitan and regional locations for over 451 casual relief or emergency teachers and teachers returning to the profession.

Two full-day workshops have been conducted in the metropolitan area and five in regional areas. These workshops cover:

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

The branch has also initiated a school-based support program conducted at the school level. These programs have been strongly supported by schools and the casual relief teachers in local areas.

Supporting experienced teachers

During the reporting period the Institute released its policy on renewal of registration requiring experienced teachers to demonstrate once every five years that they have maintained their suitability to teach and professional practice. The policy, which includes teachers undertaking a defined quantity and scope of professional development, was developed following consultation with over 14,000 teachers. The professional development required will be referenced to standards of professional practice

and will be phased in from 2008, so that by 2012 all teachers will need to undertake a minimum of 100 hours of professional development activities every five years.

To help teachers locate high quality professional development, the Institute commissioned the Australian Council for Educational Research to develop an online professional development activities search facility. In the reporting period the capacity for uploading provider information has been completed (including a description, location, cost and assessment of quality against the standards of professional practice). The database will be fully operational in early 2008.

Principal briefings

The Standards and Professional Learning Branch also conducts principal briefings in metropolitan and regional location twice annually and in the reporting period has conducted 53 briefings.

Supporting teaching and learning practice through research

The Standards and Professional Learning Branch has supported a broad range of research initiatives in the reporting period. This includes:

- an ongoing Australian Research Council initiative into the development and implementation of standards in the geography discipline
- commissioned research into teacher expertise and standards of professional practice for highly competent teachers and educational leaders
- evaluation of the provisionally registered teachers support program
- research into the relationship between teacher effectiveness and contract employment.

The branch has also established a research discussion page on the Institute website at <www.vit.vic.edu.au> under Professional Learning which summarises a research issue and provides a reading list for interested teachers. Teachers accessing these pages can respond to the issue online and share their views with other teachers.

Table 15 shows the number of participants in the Institute's support programs for teachers since 2003.

Table 15

Number of participants	Totals
Number of mentors trained	6491
Number of provisionally registered teachers attending support programs	8858
Number of casual relief teachers and teachers returning to the profession, attending support programs	1540
Total number of attendees at Institute support programs	28,359*

* Mentors and provisionally registered teachers have the opportunity to attend two programs in a calendar year.

The Institute is collaborating with other Australian States and Territories in a nation-wide study to assess teachers' experience of professional development and to identify their most critical professional development needs. The registration bodies engaged in this exercise with Victoria are the Western Australian College of Teaching; the teacher registration boards of Tasmania, South Australia and the Northern Territory; and the Queensland College of Teachers.

In Victoria the online survey will capture the views of 2000 registered teachers and will be supplemented by a smaller telephone survey of 300 registered teachers. The results of the survey are expected to be published in October 2007 and will inform advice given by the Institute Council to the Minister on the professional development needs of teachers.

Table 16 provides an overview of all Institute research activities in the reporting period.

Table 16
Research activities 2006–07

Research topic	Branch	Research partner/ contractor	Completion date
Options for benchmarking teacher education courses	Registration and Accreditation	Australian Council for Education Research	June 2007
Australian Research Council Link Grant Project Evaluating professional experience and mentoring in the preparation and induction of teachers for the teaching profession	Registration and Accreditation Standards and Professional Learning	Monash University, The University of Melbourne, Department of Education	June 2007
Evaluation of the 2006 provisionally registered teachers support program	Standards and Professional Learning	Emma Richardson	August 2007
Developing and validating frameworks for teacher expertise and effectiveness	Standards and Professional Learning	Professor Patrick Griffin, The University of Melbourne, Department of Education	October 2007
The experience of provisionally registered teachers and their mentors	Standards and Professional Learning	Monash University, The University of Melbourne	December 2007
Australian Research Council Link Grant Project Development and validation of accomplished teaching standards for teachers of geography	Standards and Professional Learning (Partner Investigator)	The University of Melbourne, Geography Teachers' Association of Victoria	July 2008
Small qualitative study of students and teachers to explore the learning relationship between teachers and students. Undertaken as part of the World Teachers' Day 2006 campaign	Communications and Research	Australian Research Group	October 2006
Qualitative research to examine teachers' awareness of World Teachers' Day 2006 and the role of the Institute in promoting it	Communications and Research	Australian Research Group	November 2006
Quantitative research to gauge the satisfaction of registered teachers and principals with a range of Institute communications	Communications and Research	Market Solutions	July 2007
Nationwide quantitative research into teachers' experience of professional development and their perceptions of the value of the professional development they undertake	Communications and Research	Australian Research Group	October 2007

Keeping teachers and principals informed

Registration is a condition of employment as a school teacher in Victoria. Through its communications, the Institute must ensure that teachers understand the legal requirements to maintain their registration as practising members of the profession. The Communications and Research Branch uses a range of media to communicate with teachers:

- the Institute newsletter, *iteach*
- the Teachers' Hotline, a telephone advisory service
- a Principals' Hotline, a telephone advisory service for school principals
- an electronic mailbox for email correspondence
- regular news and policy updates on the Institute website
- regular circulars emailed to all schools
- stakeholder seminars.

iteach

iteach is distributed to over 104,000 registered teachers as well as to school council presidents, school board chairpersons, faculties and schools of education, professional associations, teacher unions, and equivalent bodies interstate and internationally.

The Institute produced three 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
- celebrate the profession through stories told by teachers and principals
- contribute to teachers' professional learning through case studies and articles by guest writers
- report the Institute's consultations with beginning and experienced teachers at forums, seminars and workshops

- convey to the education community the high standards of professionalism practised by registered teachers
- ensure a balance of articles from each school sector – government, Catholic and independent schools
- report the work of the Institute.

A quantitative study of client satisfaction with a range of Institute communications, including *iteach*, was undertaken during Term 2, 2007. The findings of this study were not available within the reporting period, but will be published later in 2007. The findings will inform the delivery of Institute communications including the content and presentation of *iteach*.

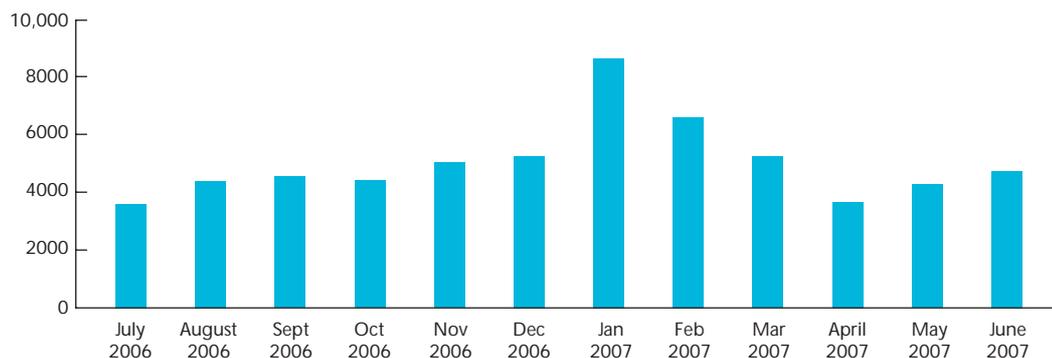
The Teachers' Hotline

The Institute provides a telephone advisory service to practising teachers, applicants for registration and the general community through its Teachers' Hotline. Four Customer Service Officers staff the centre from 8.30 am to 5.30 pm, five days a week. Figure 7 shows the number of calls to the Teachers' Hotline in 2006–07.



Customer Service officers, Tanya Hannam (left) and Suzi Dolevski (right)

Figure 7
Number of calls per month to the Teachers' Hotline, July 2006 to June 2007



Customer Service Officers answered a total of 58,980 calls to the Teachers' Hotline between July 2006 and June 2007, an average of 4915 calls per month. The greatest number of calls answered for one month, 8501, was recorded in January 2007. The months between and including November 2006 and March 2007 were the busiest months during the reporting period.

Communications with principals

The Institute regularly communicates with principals by email to ensure that they have current information on registration issues affecting the teachers in their schools. In the reporting period, seventeen email circulars were sent to principals.

The Principals' Hotline

From Monday to Friday, 8.30 am to 5.30 pm, up to six officers answer calls to the Principals' Hotline, providing principals and their delegates with immediate access to professional advice from the Institute. An average of 130 calls to the Principals' Hotline was answered per month, a total of 1561 calls for the year.

The highest numbers of calls per month to the Principals' Hotline were recorded from November 2006 through to March 2007. The greatest number of calls answered per month, 309, was recorded in January (Figure 8).

Correspondence to the Institute

The Communications and Research Branch responds to general written correspondence and to emails sent to the Institute's electronic mailbox.

A total of 9255 emails received between July 2006 and June 2007 were processed (Figure 9). On average, 771 emails were processed each month.

Figure 8
Number of calls per month to the Principals' Hotline, July 2006 to June 2007

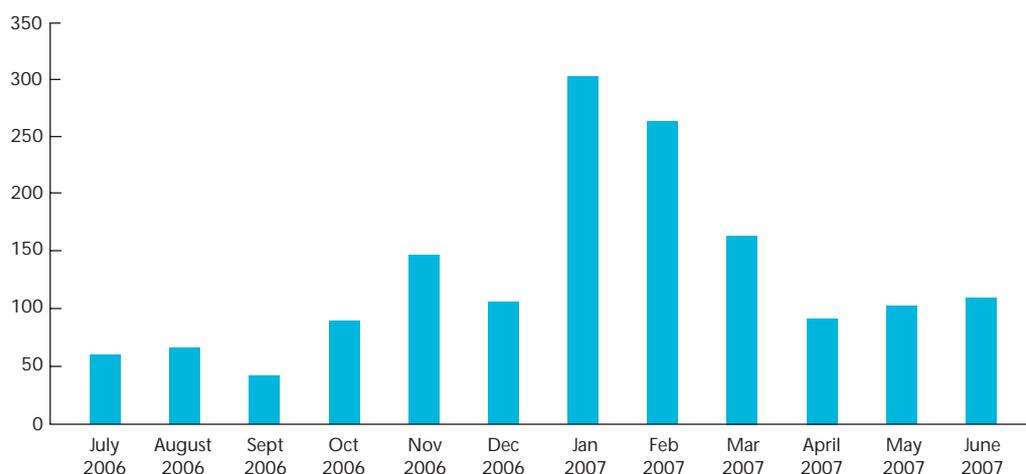


Figure 9
Number of emails received per month, July 2006 to June 2007

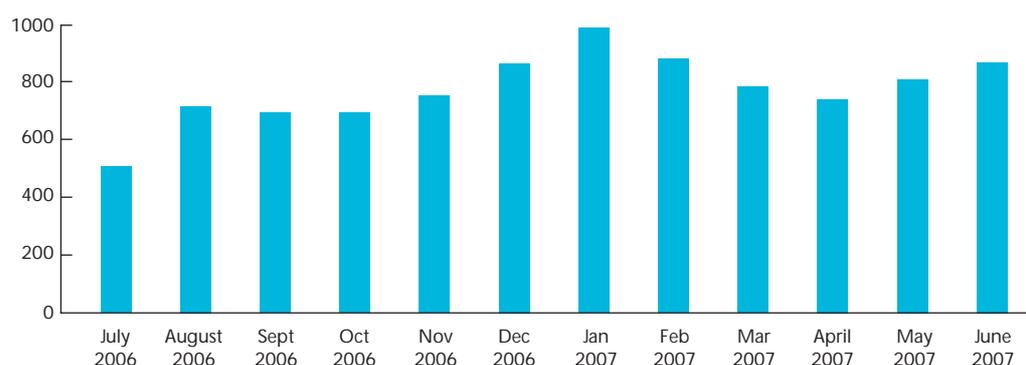


Table 17
Number of telephone calls processed on the Teachers' Hotline since 2003

2003-04	2004-05	2005-06	2006-07
53,042	53,618	63,462	58,979

Number of telephone calls processed on the Principals' Hotline since 2005

2005-06	2006-07
1442	1561

Number of emails to the Institute mailbox processed since 2004

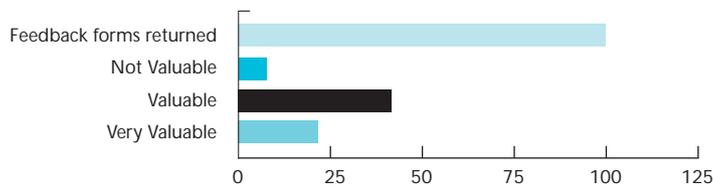
2004-05	2005-06	2006-07
6312	7825	9255

Appointment of Field Officer

The position of Field Officer was advertised in the November 2006 issue of *iteach* and on the Institute's website. Mary Walker was appointed on 12 February 2007 as the Institute's Field Officer. The major focus of her role is to visit schools, talk to teachers and address issues they may have about their registration. From April to June, meetings were held in nineteen schools around the State and with seven cluster groups of teachers and principals. The Field Officer also met with principals from the independent and Catholic sector and regional officers from the Department of Education and the Catholic Education Office. Presentations were usually given at a staff meeting after school or at lunch time.

Written feedback from these presentations indicates that teachers have reacted positively to the appointment of a Field Officer (Figure 10).

Figure 10
Evaluation of Field Officer presentations



'Tell me about teaching' – the Institute's stand at The Herald Sun Melbourne Careers Expo



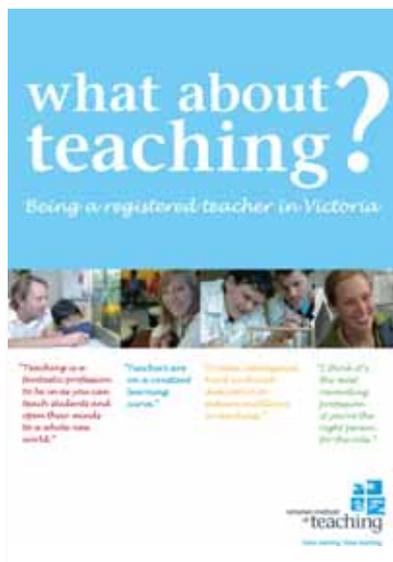
Celebrating the profession

Career expos

To promote teaching as a desirable career choice, the Institute exhibited at four career expos in the reporting period: The *Herald Sun* Career Expo in July 2006, the Melton Careers Expo in August 2006, *The Age* VCE and Career Expo in April 2007, and The National Careers and Employment Expo in May 2007. Visitors to the major expos were able to access the Institute's website to see the pre-service teacher education courses approved by the Institute. The branch has developed a brochure, *What about teaching?*, for distribution at the expos. These events provide a significant opportunity to promote the profession and teaching as a career. The total number of visitors to all expos, as estimated by the organisers, was over 68,000.

The Communications and Research Branch is working with the organisers of The National Careers and Employment Expo to develop a 'virtual stand' at a 'virtual career expo', due to be launched in August 2007.

The Institute will exhibit at the inaugural Education Show in August 2007.



What about teaching? – a career information booklet about teaching

World Teachers' Day

The Institute has been promoting UNESCO's World Teachers' Day since 2003. The event provides the opportunity to promote the profession to the broader community but also to show teachers how much their work is valued.

The Institute's advertisement celebrating World Teachers' Day 2006

In 2006, the Institute's focus for World Teachers' Day was teachers' multi-skilled professionalism. Through focus groups, teachers communicated a need for the community to recognise the multiplicity of tasks they perform every day in the classroom. That theme became the basis of the 2006 campaign, tagged *Teachers do it with hat and soul*. The campaign comprised advertising, media relations and communications components. Teacher registration authorities in Queensland and South Australia adopted the creative concept of the Victorian campaign for their own World Teachers' Day campaigns.

The promotion included three colour advertisements in *The Age* over three days in the week leading up to 27 October, and mono advertisements in eight regional and two ethnic newspapers.

The Institute also commissioned a small research study to explore the 'soul' of the profession – the learning relationship between teachers and students. The study comprised twelve focus groups of teachers and students in six schools across the Melbourne metropolitan area. The report, *From Blackboard to Blackberry – Teaching and Learning in 2006*, was released to the media on World Teachers' Day and highlighted the teachers' views that the building of relationships was fundamental to the learning experience.

Articles about World Teachers' Day appeared in seventeen suburban and rural newspapers.

The communications strategy included:

- an email to every school suggesting ways they could celebrate World Teachers' Day
- production of a short promotional video downloadable from the Institute website
- a letter from the Minister for Education and Training to every school council and school board urging their support
- a World Teachers' Day poster to every school and local library
- a letter from the Chairperson to every Victorian Member of Parliament inviting their support for teachers in their electorate
- a letter to every city and shire council promoting World Teachers' Day
- a World Teachers' Day page on the Institute website.

Our commitment to good governance



A Council meeting

The Council of the Institute

Reporting to Parliament through the Minister for Education, 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 its legislation in the public interest to ensure that students in Victorian schools are taught by teachers who meet high professional standards.

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.

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.

MEMBERS OF THE COUNCIL OF THE INSTITUTE



Susan Halliday

Chairperson



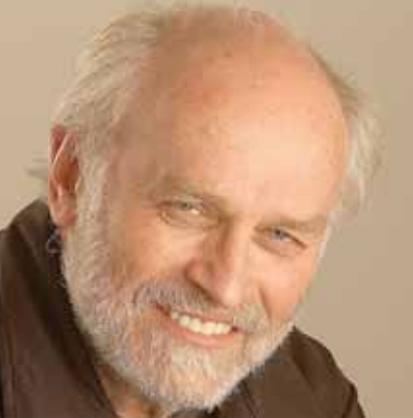
Nicholas Abbey

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



Tony Bugden

General Manager, Human Resources
Division, Department of Education



Terry Hayes

Teacher and education consultant



Christine Holloway

Principal, St Anthony's Parish School
Noble Park



Michael Lester

Kyneton Secondary College



Nicole Lylak

Narre Warren South P-12 College



Debra Punton

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



Margaret Ricardo

St John Vianney Primary School
Parkdale East



Garry Salisbury

Echuca Secondary College



Michael Butler

Reservoir District Secondary College



Robert Casamento

Principal, Karingal Park Secondary College



Jean Cooke

Aurora School



Kevin Moloney

Loreto Mandeville Hall
Toorak



Marilyn Mooney

Casual relief teacher



Stephen Newton

Principal, Caulfield Grammar School



Jane O'Shannessy

Santa Maria College
Northcote



Dr Heather Schnagl

Principal, Ivanhoe Girls' Grammar
School



Assoc Prof Christine Ure

Faculty of Education
The University of Melbourne



Julia Wake

Catholic College, Sale

Casual vacancies

Two casual vacancies were created within the reporting period by the resignation of Council member Carolyn Clancy on 13 December 2006 and Council member Brendan Murray on 28 February 2007. In accordance with the Act, the Chairperson appointed two new Council members on the recommendation of the Council following an expression of interest process. Council members Nicole Lylak and Michael Butler took up their positions on Council on 30 May 2007.

Table 18
Number of Council meetings attended by each member

Name	Number of Council meetings attended/held
Mr Nicholas Abbey	5/9
Mr Tony Bugden	4/9
Mr Michael Butler (appointed 30 May 2007)	1/1
Mr Robert Casamento	6/9
Ms Carolyn Clancy (resigned 13 December 2006)	3/4
Ms Jean Cooke	9/9
Ms Susan Halliday (Council Chairperson)	8/9
Mr Terry Hayes	9/9
Ms Christine Holloway	9/9
Mr Michael Lester	9/9
Ms Nicole Lylak (appointed 30 May 2007)	1/1
Mr Kevin Moloney	9/9
Ms Marilyn Mooney	9/9
Mr Brendan Murray (resigned 28 February 2007)	3/5
Mr Stephen Newton	7/9
Ms Jane O'Shannessy	9/9
Ms Debra Punton	8/9
Ms Margaret Ricardo	6/9
Mr Garry Salisbury	9/9
Dr Heather Schnagl	9/9
Assoc Prof Christine Ure	5/9
Ms Julia Wake	9/9

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 approve only the qualifications, criteria and standards for registration or renewal of registration that have been recommended by the Institute.

The committees of Council

The Accreditation Committee

The role of the Accreditation Committee is to assess and approve pre-service teacher education courses for the purposes of teacher registration. Members of the Accreditation Committee are from primary and secondary government, Catholic and independent schools and university faculties of education, employer and parent groups. The committee has a majority of registered teachers. The large size of the committee (25 members) increases the involvement of all stakeholders and eases the workload of course review.

Number of meetings

Within the reporting period, the Accreditation Committee met eight times. Ten course review panel meetings were held.

Accreditation Committee members

Heather Schnagl (Chairperson), Ivanhoe Girls' Grammar School
Lawrence Angus, University of Ballarat
Lynne Baker, Ashburton Primary School
John Baston, Ashwood Secondary College
Stephen Bhogal, Geelong Grammar School
Georgina Biondi, Dallas Primary School and Kindergarten
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
Julie Faulkner, RMIT University
Stephen Franzi-Ford, Association of School Councils in Victoria
Eleni Goulas, Lowther Hall Anglican Grammar School
Dale Hendrick, Bass Valley Primary School
Peter Kelly, Christian Brothers College, St Kilda
Alan Marshall, Deakin University
Bernie Neville, La Trobe University
Glenn Proctor, Mount Waverley Secondary College
Margaret Ricardo, St John Vianney Primary School, Parkdale East
Christine Ure, The University of Melbourne
Johanna Walker, Lilydale High School
David Warner, Eltham College
Amanda Watson, University High School

The Registration Committee

The Registration Committee is representative of the teaching profession, schools sectors and employers. It provides advice and makes recommendations to the Institute Council on registration matters including whether applications for registration or permission to teach should be approved or refused. The committee met 45 times, including 31 meetings by email.

Registration Committee members

Jean Cooke (Chairperson), Aurora School
Michael Butler, Reservoir District Secondary College
Terry Hayes, teacher and education consultant
Kevin Moloney, Westbourne Grammar School
Stephen Newton, principal, Caulfield Grammar School
Tony O'Meara, Catholic Education Commission
Janedin River, Northland Secondary College
Julia Wake, Catholic College, Sale
Brian Wheeler, Department of Education

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.

Standards and Professional Learning Committee members

Garry Salisbury (Chairperson 1 July 2006 to 30 May 2007), Echuca College
Terry Hayes (Acting Chairperson 30 May 2007 to 30 June 2007), teacher and education consultant
Nicholas Abbey, Kingsbury Primary School Council and Macleod Prep-12 College Council
Lawrie Angus, Ballarat University
Robert Bertagnolio, Brimbank Secondary College
Carolyn Clancy, Cambridge Primary School (1 July 2006 to 13 December 2006)
Dale Cooper, Department of Education
Brenton Doecke, Monash University
Sue McKay, Tintern Schools
Kevin Moloney, Loreto Mandeville Hall, Toorak
Marilyn Mooney, casual relief teacher
Stephen Newton, principal, Caulfield Grammar School
Jane O'Shannessy, Santa Maria College, Northcote (28 February 2007 to 30 June 2007)
Margaret Ricardo, St John Vianney Primary School, Parkdale East
Gerry Tickell, educational consultant and writer
Judith Warner, St Jude the Apostle School, Scoresby

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. The committee met seven times.

The Disciplinary Proceedings Committee

The Disciplinary Proceedings Committee has responsibility for administering the Institute's disciplinary procedures. The committee met thirteen times.

Members

Susan Halliday (Chairperson)
Christine Holloway, principal, St Anthony's Parish School, Noble Park
Kevin Moloney, Loreto Mandeville Hall, Toorak
Marilyn Mooney, casual relief teacher
Jane O'Shannessy, Santa Maria College, Northcote
Kevin Pope, principal, Meadow Heights Primary School
Peter Ryan, Catholic Education Office
Heather Schnagl, principal, Ivanhoe Girls' Grammar School
Carmel White, Department of Education

The Professional Practice and Conduct Committee

The Professional Practice and Conduct Committee has responsibility for conducting informal hearings and for developing a Code of Conduct for the teaching profession. The committee met ten times.

Members

Julia Wake (Chairperson) Catholic College, Sale
Terry Hayes, teacher and education consultant
Mick Lester, Kyneton Secondary College
Anne Maloney, special education consultant
Roger Gill, Loreto Mandeville Hall, Toorak

Observers

Ross Dean, School Leadership Development Consultant

Communications Committee

The Communications Committee makes recommendations to the Institute Council on the overall direction of the Institute's communications and their implementation. The committee oversees the management of the Institute's communications strategy which is used to guide and inform all Institute communications.

The committee also provides guidance and advice in relation to communications activities such as the publication of the quarterly newsletter *iteach*, the annual World Teachers' Day promotional campaign and other initiatives of the Communications and Research Branch. The committee met ten times.

Members

Marilyn Mooney (Chair), casual relief teacher
Terry Hayes, teacher and education consultant
Michael Lester, Kyneton Secondary College
Jan Sherry, teacher (retired)
Assoc Prof Christine Ure, The University of Melbourne

The Administration and Finance Committee

The Administration and Finance Committee oversees the financial and general administrative functions of the Institute. It makes recommendations to Council on the financial requirements of the Institute's governing legislation and other legislation regulating the financial management and accountabilities of the Institute. The Committee, on behalf of Council, manages the development and implementation of the Institute's strategic plan and business plan/budget. In addition, the Committee advises Council on the adequacy and effectiveness of the Institute's financial and accounting policies and related control systems as well as on the administrative and operational systems supporting the implementation of Council policy. The Committee advises Council on the formulation of the annual report.

The Committee met 12 times.

Members

Susan Halliday (Chairperson), Chairperson of Institute Council
Jean Cooke, Aurora School
Robert Casamento, principal, Karingal Park Secondary College
Stephen Newton, principal, Caulfield Grammar School
Christine Holloway (from 22 November 2006) (7 meetings), principal, St Anthony's School, Noble Park

The Audit Committee

The Audit Committee is bound by a charter developed under guidelines determined in financial directions and issued by the Minister for Finance. Under that charter, the Audit Committee oversees:

- financial performance and the financial reporting process, including the annual financial statements
- the scope of work, performance and independence of internal audit
- the engagement and dismissal by management of any chief internal audit executive

- the scope of work, independence and performance of the external auditor
- the operation and implementation of the risk management framework
- matters of accountability and internal control affecting the operation of a public sector agency
- the effectiveness of management information systems and other systems of internal control
- the acceptability of, and correct accounting treatment for and disclosure of, significant transactions which are not part of the public sector agency's normal course of business
- formal approval of accounting policies
- the public sector agency's process for monitoring compliance with laws and regulations and its own code of conduct and code of financial practice.

The committee met four times.

Members

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

Remuneration Committee

The Remuneration Committee implements Government Sector Executive Remuneration Panel (GSERP) policies and guidelines for the employment of the Institute's executive officers. Specifically the Remuneration Committee determines the performance criteria of the Chief Executive Officer, conducts their annual performance review and advises Council of any other relevant matters in the jurisdiction of GSERP.

During 2006–07 Council delegated to the committee the responsibility for shortlisting and recommending replacement members of Council for Council consideration.

The Remuneration Committee met twice in 2006–07.

Members

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, principal, Karingal Park Secondary College
Stephen Newton, principal, Caulfield Grammar School
Tony Bugden, Department of Education

Our commitment to quality systems and services

Business operations

Accounting

The Institute's accounts continue to be maintained externally by accounting bureau Milura Pty Ltd. Two Milura staff, a project accountant and an administrative officer, work full time at the Institute and assist the Institute's Chief Finance Officer (the Group Manager Corporate Services). Milura uses the financial software package *TechOne* for the Institute's accounts, leave and payroll, and reporting systems.

TechOne is internet-based and all branch group managers and budget officers have remote access to relevant financial information and reports. These officers have received financial and budgetary training and are responsible for the management and delivery of their branch budgets. The customised reports developed by Milura in *TechOne* play an integral role in the budgetary control process.

In addition, group managers can access the payroll and leave entitlements of their staff and each employee is able to access their individual payroll and leave details.

Banking

The Institute continues to access the whole of government banking arrangements and operates a single bank account with the Westpac Bank. The agreement provides the Institute with favourable interest rates and provides access to the bank's *Corporate Online* system. The Institute is seeking to maximise its use of online banking not only for all salary payments but also for payments to creditors whenever possible. Payment by cheque still regularly occurs, especially where the payment is to a registered teacher, as the Institute has a policy of not holding individual banking details for registered teachers.

All electronic, AusPost and credit card payments to the Institute for registration and application fees are processed through Westpac. This facilitates the automatic updating of teachers' payment status in the Institute's databases.

Audit

External Audit

The Institute is externally audited by the Victorian Auditor-General and by the same team which audits the Department of Education.

External audit ensures that the public financial reports represent the Institute fairly and that they have been prepared in accordance with applicable accounting standards and professional reporting requirements under the *Financial Management Act (Vic) 1994* and various ministerial directions issued under that Act.

Internal Audit

Internal audit is managed by the Institute's Audit Committee and ensures not only that the Institute is compliant in financial matters but also that our systems, processes and procedures are effective, efficient and well managed. WHK Day Neilson were contracted to provide the internal audit function and in 2006–07 examined and provided advice on the following aspects of our operations:

- level of compliance with the Victorian government's Financial Management Compliance Framework including use of the Institute's corporate (credit) cards
- payroll
- revenue – applications and registration
- IT system controls and business continuity.

WHK Day Neilson reported that in the first three areas, the Institute was performing satisfactorily while providing some constructive suggestions which the Institute has since implemented. The investigation of the fourth area, IT systems, was conducted in late June and a report will be made to the Audit Committee in August 2007.

VITIS

The Victorian Institute of Teaching Information System (VITIS) is a collection of various *Lotus Notes* databases. A significant upgrade of *Lotus Notes* was managed and accomplished in-house. The completion of this major undertaking allows the Institute to pursue various other VITIS development tasks.

Mailhouse services

The Institute contracts its mail house operations to Computershare Communication Services. Most letter printing and mailing is carried out by Computershare using encrypted files provided by the Institute under strict privacy arrangements. This enables the Institute to access the most favourable bulk postage rates.

Records Management

An electronic records and document management system, *Hummingbird*, stores all of the Institute's administrative files, electronic and paper. Security access is strictly enforced within the system.

Paper files are scanned for electronic storage within *Hummingbird* and those no longer required are destroyed under Victorian archival guidelines.

The Institute has a continuing relationship with Knowledge Partners, the suppliers of *Hummingbird*, for continuing development and technical support of the system.

Two major archiving exercises have been completed in 2006–07. All archiving and/or disposal of Institute records is subject to the rules and standards set by the Public Records Office Victoria.

Tenders, contracts and support

The Institute participates in a number of contractual agreements to assist in the support of its systems and service delivery in these operational areas:

- Information Technology
 - IT support is provided by *Synergy Pty Ltd* under an annual agreement to provide a specified number of support hours and priority response.
 - An annual preferred partner arrangement with *IBM* provides for the purchase of hardware either directly or through authorised resellers (eg *Synergy P/L*).
 - An annual agreement exists with *Knowledge Partners*, suppliers of *Hummingbird* software.
 - The *Australian Council for Educational Research* is contracted to build an online searchable database of teacher professional development programs and services for registered teachers.
- Mailhouse
 - *Computershare Communication Services* continues to provide the printing of bulk letters and mailhouse services under a three-year contract let by public tender.
- Printing
 - *Print Impressions* undertakes all offset printing under a three-year contract let by public tender.
- Internal Audit
 - *WHK Day Neilson* provides internal audit services under a contract let by public tender.
- Financial Services
 - *Milura P/L* provides accounting services and financial systems under a rolling contract based upon agreed performance and service level targets continuing to be met.

Consultancies and major contracts

No major contracts, greater than \$10 million, were entered into in 2006–07.

Institute-wide total contractor expenditure, not including mailhouse and printing, was \$507,280 with the largest contractor being paid \$147,139.

A number of consultants were engaged in 2006–07 to provide advice on short-term projects such as communication strategies and staffing structures. The total value of these consultancies was \$128,007, with the largest single consultancy paid \$106,000.

National Competition Policy

An independent review commissioned by the then Department of Education and Training identified that the establishment of the Institute as the sole registration authority for teachers in all Victorian primary and secondary schools to be compliant with National Competition Policy. The Institute maintains a watching brief in this regard.

The past five years of operation

The financial information provided for the first five years of operations includes the period 20 June 2002 to 30 June 2003. In that year teachers were first registered from 31 December 2002, so registration revenue and related expenses are effectively only half-year amounts (January to June 2003). The first full year of operations for all financial data is 2003–04.

Registration revenue has increased steadily, reflecting a net increase in total teachers registered each year. The Institute was allowed to maintain a constant fee structure for the first three years of operations, after which the government's automatic CPI-based increase for regulatory fees was applied.

The fee for service received from the Department of Education was initially assessed by an independent body and has been increased annually by a CPI-based index; now the same index is used to increase regulatory fees.

The Establishment Grant was a one-off grant from the Department of Education to assist in the establishment of the Institute. Accounting standards require that this grant be recorded as revenue once it came under the control of the Institute, which was the year of receipt. Some of these funds were actually used over a number of periods, e.g. for the development of VITIS.

Criminal record check history revenue was originally treated as part of application fee revenue. Since 2005–06 the criminal record check part of these fees has been separately recorded.

The Institute has conducted a number of checks for the Catholic Education Office and some independent schools on a fee-for-service basis. In addition a number of casual relief teachers have requested the Institute to undertake a check on their behalf so that this information can be recorded on their registration card.

Other operating revenue substantially comprises sponsorship revenue.

Salaries and related employment expenses have increased each year but salary increases are limited by the Institute's certified agreement, and those increases fully comply with State government wages policy. Staffing levels have increased over time and this has impacted on the total salary expense. In addition a recent review of the Registration Unit saw an upward reclassification of a number of positions.

Contractors and consultancies have been reasonably constant over the first five years, reflecting a managed approach to using outside resources for the implementation of new projects and the development of Institute services.

Projects and teacher release varies according to the number of programs run and the introduction of new policies. A significant portion of teacher release is directed towards programs for provisionally registered teachers, their mentors and principals.

Legal expenses vary according to the use of external legal advice and representation and the number of hearings conducted.

Communications expenses have risen because the Institute has increased its funding of promotional activities such as the celebration of World Teacher's Day and participation in major metropolitan career expos.

Following the initial establishment of the Institute, general administrative and other running expenses have remained fairly constant.

General Council elections occur every three years. The Institute's enabling legislation requires that the elections are conducted by the Victorian Electoral Commission and a fee-for-service applies. There are additional costs to the Institute in the establishment and confirmation of the electoral rolls.

Depreciation and amortisation reflects the carrying value of the Institute's fixed assets. The Institute moved into its current Marland House premises in October 2004, requiring major capital expenditures in terms of the fit-out of the floor and the setting up of the office and computers.

Figure 11
Total revenue

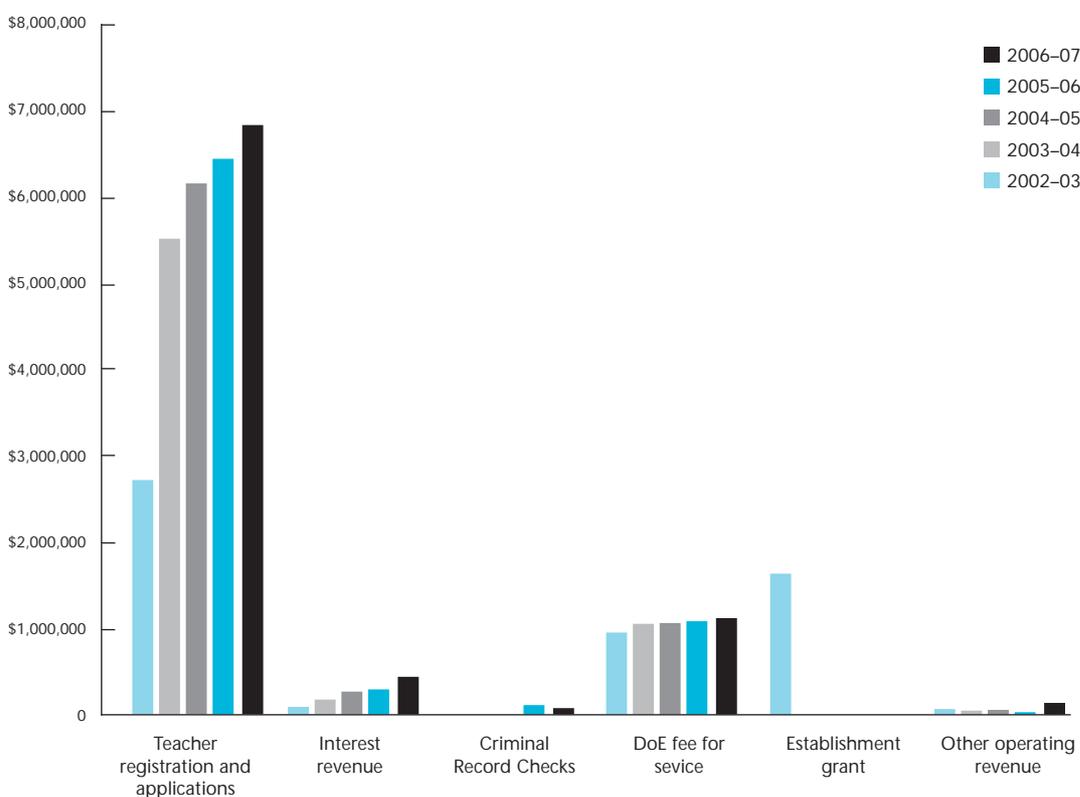
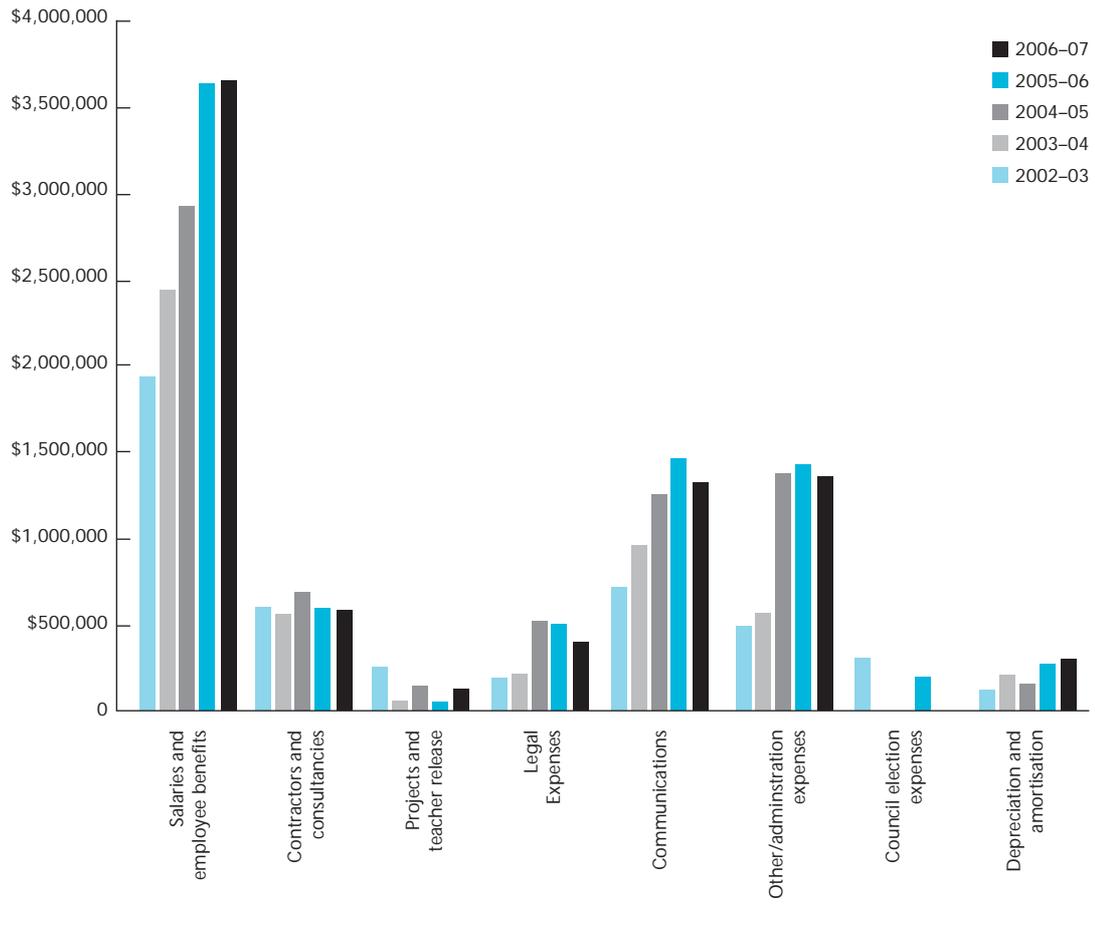


Figure 12
Total expenses



Our commitment to the workplace



Customer Service Officer Marcelle McClelland assists at the Institute's reception desk

Staffing profile

As at 30 June 2007, the Institute directly employed 55 staff (50.1 full time equivalent or FTE). At 30 June 2006, 45 staff (41.5 FTE) were employed. The increase in part arose from the need to employ replacement staff for two employees who took paid maternity leave. Another staff member was employed on an externally-funded research project which ceased on 30 June 2007. In addition, the Institute has employed a field officer to visit schools (refer to page 28). The number of Customer Services Officers increased by one to accommodate the reallocation of Customer Service Officer duties. The Inquiries and

Litigation Unit and the Conduct and Panels Unit have each increased their establishment by one. The restructuring of the Registration Branch also created an extra position. Finally, the Corporate Services Branch now also employs a part-time Computer Support Officer.

The level of Institute staffing is minimal in relation to the activity and services delivered by the Institute. For 2006–07, some 41% of total revenue received was absorbed by employment costs, an improvement over the 44% incurred in the previous year. The Institute uses a number of outsourcing arrangements to achieve various efficiencies.

Table 19
Staffing profile June 2007

				Full-time equivalent (FTE)		
	Female	Male	Total	Female	Male	Total
Ongoing	36	9	45	32.9	8	40.9
Fixed-term	4	3	7	4	3	7
Casual	1	2	3	1	1.2	2.2
Total	41	14	55	37.9	12.2	50.1

Performance management and staff development

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

This year has seen the full implementation of a simplified performance management framework which was redesigned in 2006. The simplified process is more manageable and better promotes collaborative participation in performance management.

Performance management also identifies the training and professional development needs of each staff member. The Institute funds two programs to support these needs:

- *Staff Development*, which funds professional development activities to assist staff improve performance in their existing roles
- *Management Development*, which funds professional development activities to prepare selected staff for future management roles.

Workplace policies

Where the Institute has yet to formulate its own policy on a particular workplace issue, the matter will be managed in accordance with the relevant policy and guidelines published by the Department of Education.

Merit and equity in selection and recruitment

The Institute applies the Victorian Public Service merit and equity principles in selecting and recruiting staff. Many Institute staff have completed a Merit Protection Boards Accreditation Program which focuses on merit-based selection.

Occupational Health and Safety

An Occupational Health and Safety Committee (OH&S) was established in 2006–07 and initially comprised four persons: two staff-elected representatives, the CEO and the Group Manager Corporate Services. Since then another staff member has been co-opted to the committee. The committee has completed a workplace safety audit and is finalising an Institute-specific OH&S policy for ratification by staff and Council approval.

Whistleblowers Protection

As at 30 June 2007, no disclosures had been received under the *Whistleblowers Protection Act 2001*, nor had any matter under this Act been referred to the Ombudsman for investigation. The Institute has drafted its policy for implementing the provisions of this Act and is currently going through the processes to formally recommend it to Council for approval.

Staff wellbeing

Employees of the Institute are encouraged to participate in activities which promote morale and wellbeing. A book club meets regularly at lunchtimes. A 'Working Environment Group' has recently been established to enhance working conditions and a social committee organises a number of activities including the end-of-year staff function. Some of these events raise funds for various charities.

Flu vaccinations

In May 2007 the Institute funded and organised flu vaccinations for interested staff.

Global Corporate Challenge

The Global Corporate Challenge is an international event which benefits the personal health of each competitor and helps to build teamwork within an organisation. The event caters for all fitness levels and aims to improve staff health and wellbeing by increasing the number of steps they take each day. The Institute entered two teams, who began a four-month, virtual walking race around the world in May 2007.

Team members individually record their daily number of steps. The steps are aggregated and the teams' progress is plotted on an online interactive map of the world. In the reporting period, the Institute's teams 'walked' from the Rift Valley in Africa, through Egypt, Bahrain, Kathmandu and Tibet, 'climbing' Mt Everest on the way and are now walking their way through South-East Asia and China.

First aid and fire wardens

The Group Manager Corporate Services acts as the fire floor warden in event of a fire, evacuation or emergency. In addition there are a number of fire wardens to assist the floor warden.

Training of fire wardens is managed by the Marland House Building Manager who is also the Chief Fire Warden for the premises.

Training, fire drills, trial evacuations and the testing of alarms are the responsibility of the Building Manager/Chief Fire Warden and drills are conducted on a regular basis.

Staff intranet

Developed in 2006, the intranet provides staff with ready access to policy and procedural documents, enhancing communication channels and unifying the work of the Institute. The intranet is also a key component of the induction program offered to new employees.

Restructure in the Registration Unit

During the reporting period, the Registration Unit was restructured in response to an increasing workload and the need for staff to gain broad expertise in qualifications assessment and other specialist functions. A Manager Special Projects (Registration) was appointed with responsibility for training in assessment of qualifications and the establishment of a knowledge management system for the Institute. The restructure also saw the introduction of a learning and development program equipping Teacher Registration Officers to be deployed in all areas of the unit's operation.

Reallocation of duties in the Customer Service Centre

In June 2006 the secretariat management group agreed to a trial arrangement which expanded the role of the Customer Service Officer to include reception duties. The Customer Service Centre staff establishment was increased from four to five officers. This enabled each officer to spend one day per week as the office receptionist. The advantage of this arrangement was that it gave job variety to the Customer Service Officers and the opportunity for face-to-face contact with members of the public who visited the Institute's offices.

After a period of review and assessment, it was decided to make the arrangement permanent and the vacant position of office receptionist was abolished. Customer Service Officers have reported increased job satisfaction because of their new duties.

Development of a staff induction program for new employees

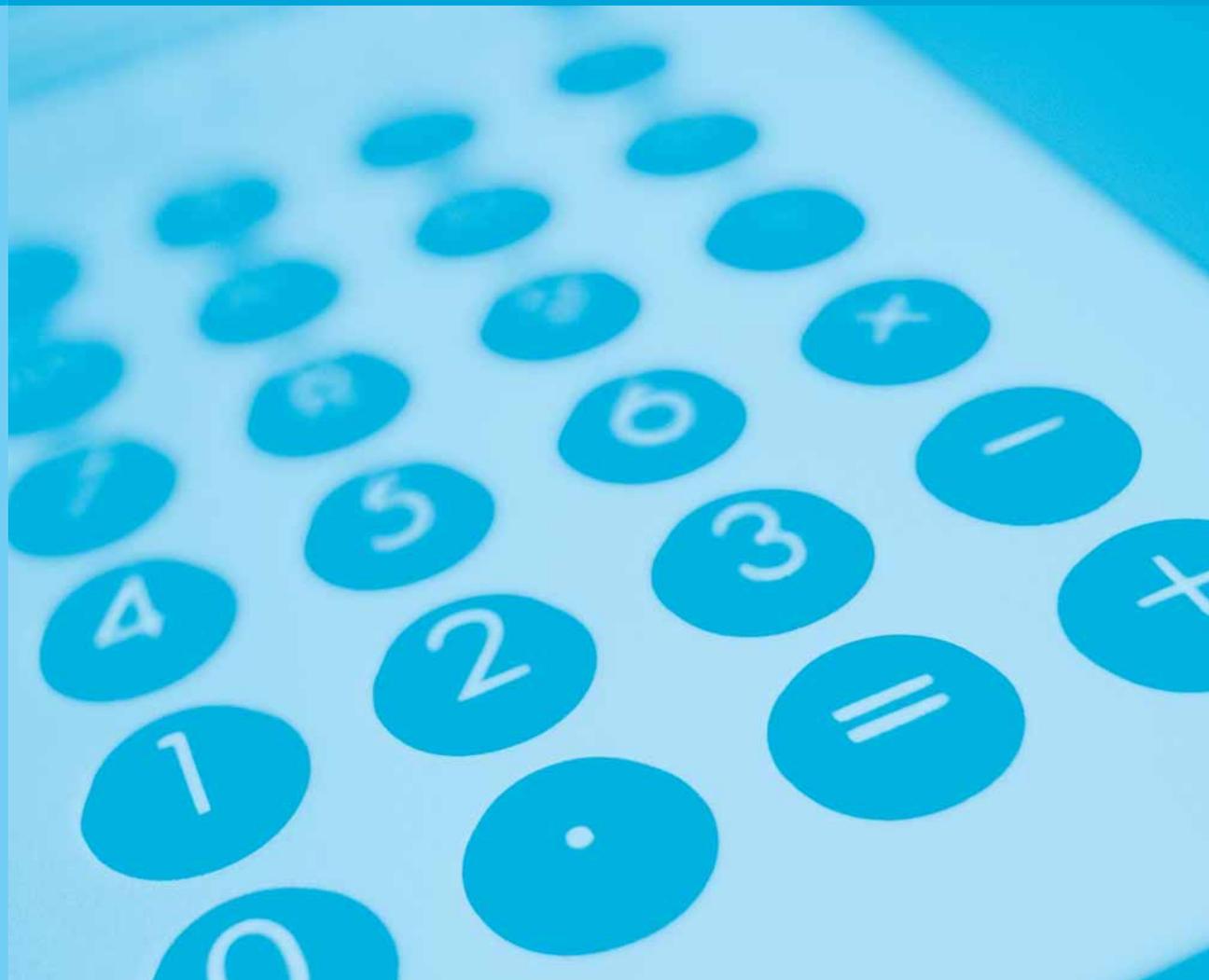
The Institute has developed an induction program for new staff. The program provides an insight into Institute policy and procedures, 'hands on' training in office systems as well as orientation activities which support their adjustment to the workplace.

Waste wise and recycling programs

The Institute participates in a reduction of waste and recycling program which is organised under the 'Great Forest' program for the tenants of our building, Marland House. Hard waste is initially sorted using a two-bin system with one for direct disposal and the other a co-mingled bin for recycling (paper, metals and glass). Significant levels of recycling have been attained.

The Institute's electronic records and document management system also allows the reduction of printed material and stored hard copy by encouraging the exchange, editing and storage of documents in electronic form.

Financial statements for the year ended 30 June 2007



Operating statement	45
Balance sheet	46
Statement of recognised income and expenses	47
Cash flow statement	47
Notes to the financial statements	48
Independent Audit Report	68

Operating statement

for the financial year ended 30 June 2007

	Note	2007 \$	2006 \$
INCOME			
Revenue			
Output appropriations	2 (a)	1,226,111	1,196,206
Other revenue	2 (b)	7,419,454	6,802,312
Total revenue		8,645,565	7,998,518
Other income	2 (c)	(6,745)	26
Total Income		8,638,820	7,998,544
EXPENSES			
Grants and other payments	3 (a)	135,335	48,161
Employee benefits	3 (b)	3,573,896	3,532,792
Depreciation and amortisation expenses	3 (c)	299,326	280,141
Supplies and services	3 (d)	3,601,554	3,941,233
Finance costs	3 (e)	16,978	14,629
Other expenses	3 (f)	233,553	434,633
Total expenses		7,860,642	8,251,589
Net result for the period		778,178	(253,045)

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

Balance sheet

as at 30 June 2007

	Note	2007 \$	2006 \$
CURRENT ASSETS			
Cash and cash equivalents	16 (a)	6,999,154	5,684,236
Receivables	4	378,890	402,940
Other	5	77,868	170,777
Total current assets		7,455,912	6,257,953
NON-CURRENT ASSETS			
Property, plant and equipment	6	1,225,504	1,370,265
Intangible assets	7	285,496	146,529
Total non-current assets		1,511,000	1,516,794
Total assets		8,966,912	7,774,747
CURRENT LIABILITIES			
Payables	8	984,420	867,577
Interest bearing liabilities	9	5,561	5,212
Provisions	10	624,338	598,977
Revenue received in advance	11	3,559,731	3,309,607
Total current liabilities		5,174,050	4,781,373
NON-CURRENT LIABILITIES			
Interest bearing liabilities	9	24,702	30,263
Provisions	10	313,580	286,709
Total non-current liabilities		338,282	316,972
Total liabilities		5,512,332	5,098,345
Net assets		3,454,580	2,676,402
EQUITY			
Accumulated surplus	17	3,454,580	2,676,402
Total equity		3,454,580	2,676,402

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

Statement of recognised income and expenses

for the financial year ended 30 June 2007

	Note	2007 \$	2006 \$
Total equity at beginning of financial year		2,676,402	2,929,447
Net income recognised directly in equity		–	–
Net result for the period		778,178	(253,045)
Total recognised income and expense for the period		778,178	(253,045)
Total equity at end of financial year		3,454,580	2,676,402

Cash flow statement

for the year ended 30 June 2007

	Note	2007 \$	2006 \$
CASH FLOWS FROM OPERATING ACTIVITIES			
Receipts			
Receipts from Government		1,226,111	1,196,206
Receipts from customers		7,138,743	6,579,309
Goods and Services Tax recovered from the ATO		178,577	259,774
Interest received		410,025	289,956
Total Receipts		8,953,456	8,325,245
Payments			
Payments to suppliers and employees		(7,303,712)	(7,451,484)
Goods and Services Tax paid to the ATO		(40,462)	(28,323)
Interest and other costs of finance paid		169	(762)
Total Payments		(7,344,005)	(7,480,569)
Net cash flows from/(used) in operating activities	16 (b)	1,609,451	844,676
CASH FLOWS FROM INVESTING ACTIVITIES			
Payments for property, plant and equipment		(76,871)	(321,020)
Payments for intangible assets		(212,450)	(103,284)
Proceeds from sale of property, plant and equipment		–	26
Net cash flows from/(used) in investing activities		(289,321)	(424,278)
CASH FLOWS FROM FINANCING ACTIVITIES			
Repayment of finance lease		(5,212)	(3,693)
Net cash flows from/(used) in financing activities		(5,212)	(3,693)
Net increase/(decrease) in cash and cash equivalents		1,314,918	416,705
Cash and cash equivalents at the beginning of the financial year		5,684,236	5,267,531
Cash and cash equivalents at the end of the financial year	16 (a)	6,999,154	5,684,236

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 2007

Contents

Note	Page
1 Summary of significant accounting policies	49–54
2 Income	55
3 Expenses	56
4 Receivables	57
5 Other assets	57
6 Property, plant and equipment	57
7 Intangible assets	59
8 Payables	59
9 Interest bearing liabilities	59
10 Provisions	60
11 Revenue received in advance	61
12 Superannuation	61
13 Leases	62
14 Contingent assets and liabilities	62
15 Financial instruments	63
16 Cash flow information	64
17 Movements in equity	64
18 Responsible persons	65
19 Remuneration of executives	65
20 Remuneration of auditors	66
21 Commitments for expenditure	66
22 Subsequent events	66

Notes to the financial statements

for the year ended 30 June 2006

NOTE 1 Summary of significant accounting policies

(a) 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*, applicable Australian accounting standards, interpretations, and other mandatory professional requirements. Accounting Standards include Australian equivalents to International Financial Reporting Standards (A-IFRS).

The financial report was authorised for issue by Peter Gonzales (Chief Finance and Accounting Officer, Victorian Institute of Teaching) on 29 August 2007.

(b) Basis of preparation

The financial report has been prepared on a historical cost basis, except for the revaluation of certain non-current assets and financial instruments. Cost is based on the fair values of the consideration given in exchange for assets.

In the application of A-IFRS, management is required to make judgments, estimates and assumptions about carrying values of assets and liabilities that are not readily apparent from other sources. The estimates and associated assumptions are based on historical experience and various other factors that are believed to be reasonable under the circumstances, the results of which form the basis of making judgments. Actual results may differ from these estimates.

The estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised if the revision affects only that period or in the period of the revision, and future periods if the revision affects both current and future periods.

Judgments made by management in the application of A-IFRS that have significant effects on the financial statements and estimates with a risk of material adjustments in the next year are disclosed throughout the notes in the financial statements.

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 accounting policies set out below have been applied in preparing the financial statements for the year ended 30 June 2007 and the comparative information presented for the year ended 30 June 2006.

(c) Reporting entity

The financial statements include all the activities of the Victorian Institute of Teaching, a statutory authority established under the *Victorian Institute of Teaching Act 2001*. The Institute reports directly to the Parliament of Victoria through the Minister for Education.

(d) Objectives and funding

The legislated objectives of the Institute are 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.

The Institute operates as a single unit, with no associated entities and has not entered into any joint venture arrangements. The Institute has no administrative responsibility for transactions and balances relating to trust funds of third parties external to Victorian Government revenues.

(e) Events after reporting date

Assets, liabilities, income or expenses arise from past transactions or other past events. Where the transactions result from an agreement between the Institute and other parties, the transactions are only recognised when the agreement is irrevocable at or before balance date. Adjustments are made to amounts recognised in the financial statements for events which occur after reporting date and before the date the statements are authorised for issue, where those events provide information about conditions which existed at the reporting date.

Note that disclosure is made about events between balance date and the date the statements are authorised for issue, where the events relate to conditions which arose after the reporting date and which may have a material impact on the results of subsequent years.

(f) Goods and Services Tax (GST)

Income, expenses and assets are recognised net of the amount of associated GST, unless GST incurred is not recoverable from the taxation authority. In this case it is recognised as part of the cost of acquisition of the asset or as part of the expense.

Receivables and payables are stated inclusive of the amount of GST receivable or payable. The net amount of GST recoverable from, or payable to, the taxation authority is included with other receivables or payables in the balance sheet.

Cash flows are presented on a gross basis. The GST components of cash flow arising from investing or financing activities which are recoverable from, or payable to the taxation authority, are presented as operating cash flow.

(g) Income Recognition

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 when 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 period, in accordance with the above revenue recognition policy, is carried forward in the balance sheet as registration fees in advance.

The Institute does not recognise debtors in relation to registration fees, as non-payment of registration fees results in suspension of registration and cancellation of the registration fee invoice.

(iii) Application fees and criminal record checks fees

Application fees and criminal record checks fees (CRCs) are charged to prospective teachers and recognised as revenue in the period of payment. Application and CRC fees are non-refundable.

(iv) Interest revenue

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

(v) Other revenue

Other revenue primarily consists of grants and sponsorship provided for various activities conducted by the Institute.

(h) Expenses

(i) Grants and other payments

Grants and other payments to third parties are recognised as an expense in the reporting period in which they are paid or payable. Grants are made to schools to reimburse the cost of releasing teachers to attend Institute activities.

(ii) Employee benefits

Employee benefits expenses include all costs related to employment including wages and salaries, leave entitlements, redundancy payments and superannuation contributions. These are recognised when incurred, except for contributions in respect of defined benefit plans.

On commencement of the Institute a number of staff were transferred to the Institute from the Department of Education (DoE – previously Department of Education and Training). The leave entitlements accrued by these staff members while employed by DoE were transferred to the Institute under a reciprocal agreement. These entitlements are recognised as both a current receivable from DoE and a current liability in the Institute's accounts. As the transferred leave entitlements are taken, the Institute is reimbursed by DoE for the nominal value of the leave taken (the DoE 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.

(iii) Depreciation

Depreciation is provided on property, plant and equipment, including freehold buildings but excluding land. Depreciation is generally calculated on a reducing balance method to write off the assets 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.

(iv) Amortisation

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.

Intangible assets with indefinite useful lives are not amortised, but are tested for impairment annually or whenever there is an indication that the asset may be impaired. The useful lives of intangible assets that are not being

amortised are reviewed each period to determine whether events and circumstances continue to support an indefinite useful life assessment for that asset.

(v) Finance costs

Finance costs are recognised as expenses in the period in which they are incurred and include:

- finance lease charges; and
- the increase in financial liabilities and non-employee provisions due to the unwinding of discounts to reflect the passage of time.

(vi) 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 so require write-downs) and whenever there is an indication that the asset may be impaired. All other assets are assessed annually for indication of impairment.

If there is an indication of impairment, the assets concerned are tested as to whether their carrying value exceeds their possible 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.

It is deemed that, in the event of the loss of an asset, the future economic benefits arising from the use of the asset will be replaced unless a specific decision to the contrary has been made. The recoverable amount for most assets is measured at the higher of the depreciated replacement cost and fair value less costs to sell. The recoverable amount for an asset held primarily to generate net cash inflows is measured at the higher of the present value of future cash flows expected to be obtained from the asset and fair value less costs to sell.

(vii) Supplies and services

Supplies and services generally represent cost of services delivered and the day-to-day running costs, including maintenance costs, incurred in the normal operations of the Institute. These items are recognised as an expense in the reporting period in which they are incurred.

(i) Assets

All current and non-current assets controlled by the Institute are reported in the balance sheet.

(i) Cash and cash equivalents

Cash and cash equivalents comprise cash on hand and cash at bank (net of outstanding cheques yet to be presented by the Institute's suppliers and creditors).

(ii) 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.

(iii) Intangible Assets

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

Intangible assets are initially recognised at cost. Subsequently, intangible assets with finite useful lives are carried at cost less accumulated amortisation and accumulated impairment losses. Costs incurred subsequent to initial acquisition are capitalised when it is expected that additional future economic benefits will flow to the Institute.

Research and development costs

Expenditure on research activities is recognised as an expense in the period in which it is incurred.

An internally-generated intangible asset arising from development (or from the development phase on an internal project) is recognised if, and only if, all of the following are demonstrated:

- a) the technical feasibility of completing the intangible asset so that it will be available for use or sale;
- b) an intention to complete the intangible asset and use or sell it;
- c) the ability to use or sell the intangible asset;
- d) the intangible asset will generate probable future economic benefits;
- e) the availability of adequate technical, financial and other resources to complete the development and to use or sell the intangible asset; and
- f) the ability to measure reliably the expenditure attributable to the intangible asset during its development.

Where no internally-generated intangible asset can be recognised, development expenditure is recognised as an expense in the period as incurred.

Intangible assets are measured at cost less accumulated amortisation and impairment, and are amortised on a reducing balance method over their useful lives at the following rate:

Capitalised software development	33.33%
----------------------------------	--------

(iv) Property, plant and equipment

Leasehold improvements are measured initially at cost less accumulated depreciation and impairment.

Plant, equipment and vehicles are measured at cost less accumulated depreciation and impairment.

(v) Leases

Leases of property, plant and equipment 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.

Institute as lessee

Finance leases are recognised as assets and liabilities at amounts equal to the fair value of the lease property or, if lower, the present value of the minimum lease payment, each determined at the inception of the lease. The lease asset is depreciated over the shorter of the estimated useful life of the asset or the term of the lease. Minimum lease payments are allocated between the principal component of the lease liability, and the interest expense calculated using the interest rate implicit in the lease, and charged directly to the operating statement. Contingent rentals associated with finance leases are recognised as an expense in the period in which they are incurred.

Operating lease payments, including any contingent rentals, are recognised as an expense in the operating statement on a straight-line basis over the lease term, except where another systematic basis is more representative of the time pattern of the benefits derived from the use of the leased asset.

Lease incentive

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 lease asset, irrespective of the incentive's nature or form or the timing of payments.

In the event that lease incentives are received to enter into operating leases, such incentives are recognised as a liability. The aggregate benefits of incentives are recognised as a reduction of rental expense on a straight-line basis, except where another systematic basis is more representative of the time pattern in which economic benefits from the lease asset are consumed.

The cost of the leasehold improvements is capitalised as an asset and depreciated over the remaining term of the lease or the estimated useful life of the improvements, whichever is the shorter.

(j) Liabilities

(i) Payables

Payables consist predominantly of creditors and other sundry liabilities.

Payables are carried at cost and represent liabilities for goods and services provided to the Institute prior to the end of the financial year that are unpaid, and arise when the Institute becomes obliged to make future payments in respect of the purchase of these goods and services.

(ii) 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.

(iii) Provisions

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 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.

(iv) Employee benefits

a) Wages and salaries, annual leave and sick leave

Liabilities for wages and salaries, including non-monetary benefits, and annual leave expected to be settled within 12 months of reporting date are recognised in the provision for employee benefits in respect of employee services up to the reporting date, classified as current liabilities and measured at their nominal values.

Those liabilities that are expected to be settled within 12 months are recognised in the provision for employee benefits as current liabilities, measured at present value of the amounts expected to be paid when the liabilities are settled using the remuneration rate expected to apply at the time of settlement.

b) Long service leave

Liability for long service leave (LSL) is recognised in the provision for employee benefits

- **Current liability – unconditional LSL** (representing 7 or more years of recognised continuous service for VIT staff) is disclosed as a current liability even where the Institute does not expect to settle the liability within 12 months because it will not have the unconditional right to defer the settlement of the entitlement should an employee take leave within 12 months.

The components of this current LSL liability are measured at:

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

- **Non-current liability – conditional LSL**
(representing less than 7 years of recognised continuous service for VIT staff) is disclosed as a non-current liability. There is an unconditional right to defer the settlement of the entitlement until the employee has completed the requisite years of service. This non-current LSL liability is measured at present value.

c) Employee benefits on-costs

Employee benefits on-costs (payroll tax, workers compensation, superannuation, annual leave and LSL accrued while on LSL taken in service) are recognised and included with LSL employee benefits.

(k) Commitments

Commitments include those operating, capital and other outsourcing commitments arising from non-cancelable contractual or statutory sources and are disclosed at their nominal value.

(l) Contingent assets and contingent liabilities

Contingent assets and contingent liabilities are not recognised in the balance sheet, but are disclosed by way of a note and, if quantifiable, are measured at nominal value.

(m) Cash flow statement

For the purpose of the cash flow statement, cash comprises cash on hand and cash at bank.

(n) Functional and presentation currency

The functional currency of the Institute is the Australian dollar, which has also been identified as the presentation currency of the Institute.

(o) Rounding of amounts

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

(p) New accounting standards and interpretations

Certain new accounting standards and interpretations have been published that are not mandatory for the 30 June 2007 reporting period. The Department of Treasury and Finance assesses the impact of these new standards and advises the Institute and other entities of their applicability and early adoption where applicable.

As at 30 June 2007, the following standards and interpretations had been issued but were not mandatory for financial years ending 30 June 2007. The Institute has not, and does not intend to, adopt these standards early.

Standard/Interpretation	Summary	Applicable for annual reporting periods beginning or ending on	Impact on Institute financial statements
AAS B7 <i>Financial Instruments: Disclosures</i>	New standard replacing disclosure requirements of AASB 132	Beginning 1 Jan 2007	Will result in disclosure changes only
AASB 2005-10 <i>Amendments to Australian Accounting Standards</i> (AASB 132, AASB 101, AASB 114, AASB 117, AASB 133, AASB 139, AASB 1, AASB 4, AASB 1023, and AASB 1038)	Amendments arise from the release in August 2005 of AASB 7 <i>Financial Instruments: Disclosures</i>	Beginning 1 Jan 2007	As above
AASB 101 <i>Presentation of Financial Statements</i> (revised)	Removes Australian specific requirements from AASB 101, including the Australian illustrative formats of the income statement, balance sheet and statement of changes in equity which entities were previously 'encouraged' to adopt in preparing their financial statements	Beginning 1 Jan 2007	Impact on presentation not expected to be significant
Interpretation 10 <i>Interim Financial Reporting and Impairment</i>	Equivalent to IFRIC 10 of the same name. Concludes that where an entity has recognised an impairment loss in an interim period in respect of goodwill or an investment in either an equity instrument or a financial asset carried at cost, that impairment should not be reversed in subsequent interim financial statements nor in annual financial statements	Beginning 1 Nov 2006	The Institute does not publish interim financial results, so there is no impact
Interpretation 12 <i>Service Concession Arrangements</i>	AASB approved an Australian Interpretation 12, equivalent to IFRIC 12, applying to private sector operators, but is silent on accounting by public sector grantors. The AASB intends to consider how public sector grantors should account for service concession arrangements, and will appoint an advisory panel to make recommendations	Beginning 1 Jul 2008	The impact of any changes that may be required cannot be reliably estimated and is not disclosed in the financial statements
AASB 2007-2 <i>Amendments to Australian Accounting Standards arising from AASB Interpretation 12</i>	Amendments arise from the release in February 2007 of Interpretation 12 <i>Service Concession Arrangements</i>	Beginning 1 Jul 2008	As above
AASB 8 <i>Operating Segments</i>	Supersedes AASB 114 <i>Segment Reporting</i>	Beginning 1 Jan 2009	Not applicable
AASB 2007-3 <i>Amendments to Accounting Standards arising from AASB 8</i> (AASB 5, AASB 6, AASB 102, AASB 107, AASB 119, AASB 127, AASB 134, AASB 136, AASB 1023, and AASB 1038)	An accompanying amending standard, also introduced consequential amendments into other Standards	Beginning 1 Jan 2009	Impact expected to be not significant
Interpretation 4 <i>Determining whether an Arrangement contains a Lease</i> (revised)	Where arrangements might fall both within this interpretation and Interpretation 12, Interpretation 12 will take precedence. As advised above, Interpretation 12 only applies to the private sector operation and the AASB is still considering public sector accounting for these arrangements	Beginning 1 Jan 2008	May or may not lead to certain arrangements being reclassified. At this stage, the financial impact is unknown as it depends on whether there are arrangements being reclassified
Interpretation 129 <i>Service Concession Arrangements: Disclosures</i> (revised)	Operator to disclose revenue and profit	Beginning 1 Jan 2008	The Institute is not an operator of service concession, so there will be no impact on disclosures

NOTE 2 Income

	2007	2006
	\$	\$
INCOME:		
(a) Revenue from Government		
Output appropriations:		
Fee for service - Grants - Victorian Department of Education	1,226,111	1,196,206
Total revenue from Government	1,226,111	1,196,206
(b) Other revenue		
Revenue from rendering of services:		
Teacher registration fees (i)	6,442,220	6,010,594
Teacher applications & criminal record check fees (i)	476,317	476,036
Sponsorship	20,000	18,182
Other	70,892	7,545
	7,009,429	6,512,357
Interest revenue:		
Interest on bank deposits	410,025	289,955
	410,025	289,955
Total other revenue	7,419,454	6,802,312
(c) Other Income		
Gain/(loss) on disposal of property, plant and equipment	(6,745)	26
Total other income	(6,745)	26

(i) reported as part of teacher registration and application fees in FY 05/06

NOTE 3 Expenses

	2007	2006
	\$	\$
EXPENSES:		
(a) Grants and other payments		
Projects and teacher release	135,335	48,161
Total grants and other payments	135,335	48,161
(b) Employee benefits		
Salaries and wages	3,114,853	3,106,189
Superannuation	296,751	270,305
On-costs (Payroll tax, Fringe benefits tax and Work cover)	162,292	156,298
Total employee benefits	3,573,896	3,532,792
(c) Depreciation and amortisation		
Plant and equipment	101,465	93,420
Plant and equipment under finance lease	5,305	3,979
Fixtures and fittings	19,945	21,569
Leasehold improvement	99,128	103,349
Software	73,483	57,824
Total depreciation and amortisation	299,326	280,141
(d) Supplies and services		
Contractors	507,271	479,158
Consultancies	128,007	168,937
Legal expenses	419,507	514,144
Communications expenses - other (ii)	327,370	332,824
Communications expenses - mail house & packaging (ii)	485,109	677,937
Communications expenses - printing (ii)	564,302	519,454
Administration expenses - other (iii)	775,463	817,318
Administration expenses - events (iii)	394,525	431,461
Total supplies and services	3,601,554	3,941,233
(e) Finance Costs		
Finance lease costs *	(169)	762
Winding of discounts	17,147	13,867
Total finance costs	16,978	14,629
(f) Other expenses		
Operating lease rental expenses:		
Minimum lease payments (expense) (iii)	233,553	233,552
	233,553	233,552
Council election expenses	-	201,081
Total other expenses	233,553	434,633

* Finance lease costs are shown less employee contributions for the VIC fleet vehicle lease (finance lease costs 2006/07 = 2,200 less employee contributions (2,369)/finance lease costs 2005/06 = 2,397 less employee contributions (1,634))

(ii) reported as part of Communications expenses in FY 05/06

(iii) reported as part of Administration expenses in FY 05/06

NOTE 4 Receivables

	2007	2006
	\$	\$
Current receivables		
Debtors	39,275	48,125
DoE employee benefits	210,683	235,427
Net GST receivable	128,932	119,388
Total current receivables	378,890	402,940
Total receivables	378,890	402,940

NOTE 5 Other assets

	2007	2006
	\$	\$
Current other assets		
Prepayments	77,868	15,076
Lease incentive – Marland House (See Note 13)	–	155,701
Total current other assets	77,868	170,777
Total other assets	77,868	170,777

NOTE 6 Property, plant and equipment

	2007	2006
	\$	\$
Carrying amounts		
Classification by nature		
Leasehold improvements:		
At cost	1,171,222	1,171,222
Less: accumulated depreciation	(279,065)	(179,937)
	892,157	991,285
Fixtures and fittings:		
At cost	142,717	140,270
Less: accumulated depreciation	(62,207)	(42,262)
	80,510	98,008
Plant and equipment:		
At cost	543,513	491,263
Less: accumulated depreciation	(320,560)	(245,480)
	222,953	245,783
Plant & equipment under finance lease:		
At cost	39,168	39,168
Less: accumulated depreciation (i)	(9,284)	(3,979)
	29,884	35,189
Net carrying amount of PPE	1,225,504	1,370,265

NOTE 6 (a) Property, plant and equipment

Movements in carrying amount	Leasehold improvements		Fixtures and fittings		Plant and equipment		Plant and equipment under finance lease		Total	
	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006
	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
Opening balance	991,285	1,009,127	98,008	93,568	245,783	129,701	35,189	–	1,370,265	1,232,396
Additions*	–	85,507	2,447	26,009	85,380	209,504	–	39,168	87,827	360,188
Disposals	–	–	–	–	(6,745)	(2)	–	–	(6,745)	(2)
Depreciation expense	(99,128)	(103,349)	(19,945)	(21,569)	(101,465)	(93,420)	(5,305)	(3,979)	(225,843)	(222,317)
Closing balance	892,157	991,285	80,510	98,008	222,953	245,783	29,884	35,189	1,225,504	1,370,265

The following rates are used in the calculation of depreciation:

	2006	2007
Leasehold improvements	10%	10%
Furniture and fittings	20%	20%
Plant and equipment	33.30%	33.30%

Plant & equipment under finance lease is depreciated in accordance with the VIC Fleet lease agreement (whole of life depreciation over 3 year term of lease = \$15,914.56)

Aggregate depreciation allocated during the year is recognised as an expense and disclosed in Note 3 (c) to the financial statements

* Additions in the FY 06/07 to plant & equipment include the non-cash addition of an asset incorrectly expensed in a prior year (refer Note 16)

NOTE 7 Intangible assets

	Capitalised software development		Total	
	2007 \$	2006 \$	2007 \$	2006 \$
Gross carrying amount				
Opening balance	375,021	271,737	375,021	271,737
Additions	212,450	103,284	212,450	103,284
Closing balance	587,471	375,021	587,471	375,021
Accumulated amortisation and impairment				
Opening balance	(228,492)	(170,668)	(228,492)	(170,668)
Amortisation expense (i)	(73,483)	(57,824)	(73,483)	(57,824)
Closing balance	(301,975)	(228,492)	(301,975)	(228,492)
Net book value at the end of the financial year	285,496	146,529	285,496	146,529

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

NOTE 8 Payables

	2007 \$	2006 \$
Current		
Trade creditors and accruals	413,033	283,697
Unused lease incentive – Marland House (See Note 13)	571,387	583,880
Total payables	984,420	867,577

NOTE 9 Interest bearing liabilities

	2007 \$	2006 \$
Current		
Secured		
VIC Fleet exec. vehicle lease (ii) (See Note 13)	5,561	5,212
Total current interest bearing liabilities	5,561	5,212
Non-current		
Secured		
VIC Fleet exec. vehicle lease (ii) (See Note 13)	24,702	30,263
Total non-current interest bearing liabilities	24,702	30,263
Total interest bearing liabilities	30,263	35,475

(ii) Secured by the assets leased

NOTE 10 Provisions

	2007	2006
	\$	\$
Current		
Employee benefits (See Note 10(a))	624,338	598,977
Total current provisions	624,338	598,977
Non-current		
Employee benefits (See Note 10(a))	42,566	32,842
Make good provision Marland House (See Note 10(b))	271,014	253,867
Total non-current provisions	313,580	286,709
Total provisions	937,918	885,686

NOTE 10A Employee benefits

	2007	2006
	\$	\$
Current employee benefits:		
Annual leave entitlements	306,587	299,014
Unconditional long service leave entitlements	317,751	299,963
	624,338	598,977
Current employee benefits that:		
Are expected to be utilised within 12 months after the end of the reporting period	447,225	428,631
Are expected to be utilised more than 12 months after the end of the reporting period	177,113	170,346
	624,338	598,977
Non-current		
Conditional long service leave entitlements	42,566	32,842
	42,566	32,842
Total employee benefits	666,904	631,819

NOTE 10B Movement in provisions

	Make good provision	Total
	2007	2006
	\$	\$
Opening balance	253,867	240,000
Unwind of discount and effect of changes in the discount rate	17,147	13,867
Closing balance	271,014	253,867
Current	-	-
Non-current	271,014	253,867
	271,014	253,867

NOTE 11 Revenue received in advance

	2007	2006
	\$	\$
Unearned teacher registration fees	3,534,731	3,281,607
Other pre-paid revenue	25,000	28,000
Total revenue received in advance	3,559,731	3,309,607

NOTE 12 Superannuation

Employees of the Institute are entitled to receive superannuation benefits and the Institute contributes to both defined benefit and defined contribution plans. The defined benefit plan provides benefits based on years of service and final average salary.

The Institute does not recognise any defined benefit liability in respect of the plan because the entity has no legal or constructive obligation to pay future benefits relating to its employees; its only obligation is to pay superannuation contributions as they fall due. The Department of Treasury and Finance recognises and discloses the State's defined benefit liabilities in its financial report.

However, superannuation contributions for the reporting period are included as part of employee benefits in the Operating statement of the Institute.

The name and details of the major employee superannuation funds and contributions made by the Institute are as follows:

Fund	Contribution for the year	Contribution for the year	Contribution outstanding at year end	Contribution outstanding at year end
	2007 \$	2006 \$	2007 \$	2006 \$
Defined benefit plans:				
State Superannuation Fund:				
Revised and new	70,578	74,535	-	-
SERB	3,991	5,957	-	-
Defined contribution plans:				
VicSuper	112,129	111,593	-	-
Other (i)	110,053	78,220	-	-
Total	296,751	270,305	-	-

(i) Includes payments made to DoE for superannuation on-costs in relation to secondments

NOTE 13 Leases

DISCLOSURES FOR LESSEES – FINANCE LEASES

Leasing arrangements

Finance lease relates to equipment with lease terms of 3 years.

	Minimum future lease payments		Present value of minimum future lease payments	
	2007	2006	2007	2006
	\$	\$	\$	\$
Finance lease liabilities payable				
Not longer than 1 year	7,365	7,364	5,561	5,212
Longer than 1 year and not longer than 5 years	25,095	32,460	24,702	30,263
Longer than 5 years	-	-	-	-
Minimum future lease payments	32,460	39,824	30,263	35,475
Less future finance charges	(2,197)	(4,349)		-
Present value of minimum lease payments	30,263	35,475	30,263	35,475
Included in the financial statements as:				
Current interest bearing liabilities (See Note 9)			5,561	5,212
Non-current interest bearing liabilities (See Note 9)			24,702	30,263
			30,263	35,475

DISCLOSURES FOR LESSEES – OPERATING LEASES

Leasing Arrangements

Operating lease relates to the Institute premises at Marland House with lease term of 10 years.

The lease incentive provided is apportioned evenly over the term of the lease and recorded in current assets as 'Lease incentive – Marland House' (See Note 4) and in current liabilities as 'Unused lease incentive Marland House' (See Note 8).

	2007	2006
	\$	\$
Non-cancellable operating leases payable		
Non-cancellable leases at the reporting date contracted for but not recognised as liabilities payable		
- Not longer than 1 year	386,465	124,918
- Longer than 1 year but not longer than 5 years	1,670,466	1,619,845
- Longer than 5 years	995,952	1,433,038
	3,052,883	3,177,801
In respect of non-cancellable operating leases the following liabilities have been recognised:		
Current		
Unused lease incentive – Marland House (See Note 8)	571,387	583,880
	571,387	583,880

NOTE 14 Contingent assets and liabilities

As at 30 June 2007 there were no contingent assets and liabilities (2006:\$0).

NOTE 15 Financial instruments

(a) Significant accounting policies

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

(b) Interest rate risk

The Institute's exposure to interest rate risk and effective weighted average interest rate is set out in the following table:

	Weighted average interest rate %	Variable interest rate \$	Maturity dates			Non interest bearing \$	Total 2007 \$
			Less than 1 year \$	1 to 2 years \$	2 to 3 years \$		
2007							
Financial assets:							
Cash and cash equivalents	6.00%	6,998,554	-	-	-	600	6,999,154
Receivables	-	-	-	-	-	378,890	378,890
		6,998,554	-	-	-	379,490	7,378,044
Financial liabilities:							
Accounts payable	-	-	-	-	-	413,033	413,033
Finance lease liabilities	6.50%	-	5,561	24,702	-	-	30,263
Other	-	-	-	-	-	3,559,731	3,559,731
		-	5,561	24,702	-	3,972,764	4,003,027
2006							
Financial assets:							
Cash and cash equivalents	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

(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 Institute does not have any significant credit risk exposure to any single counterparty or any group of counterparties having similar characteristics.

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. 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 16 Cash flow information

	2007 \$	2006 \$
(a) Reconciliation of cash and cash equivalents		
Total cash and cash equivalents disclosed in the balance sheet	6,999,154	5,684,236
Bank overdraft	-	-
Balance as per cash flow statement	6,999,154	5,684,236
(b) Reconciliation of net result for the period to net cash flows from operating activities		
Net result for the reporting period	778,178	(253,045)
Non-cash movements:		
(Gain)/loss on sale or disposal of non-current assets	6,745	(26)
Additions to plant & equipment as per stock take	(10,956)	-
Depreciation and amortisation of non-current assets	299,326	280,141
Movements in assets and liabilities		
(Increase)/decrease in current receivables	24,050	(2,822)
(Increase)/decrease in other current assets	92,911	218,475
Increase/(decrease) in current payables	116,841	132,873
Increase/(decrease) in current provisions	25,361	156,768
Increase/(decrease) in unearned fees	250,124	301,227
Increase/(decrease) in non-current provisions	26,871	11,085
Net cash flows from/(used in) operating activities	1,609,451	844,676

NOTE 17 Movements in equity

	2007 \$	2006 \$
Accumulated surplus		
Balance at beginning of financial year	2,676,402	2,929,447
Net result for the reporting period	778,178	(253,045)
Balance at end of financial year	3,454,580	2,676,402
Total equity at the end of the financial year	3,454,580	2,676,402

NOTE 18 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 (1 July 2006 – 30 November 2006)
The Hon J Lenders	Minister for Education (1 December 2006 – 30 June 2007)
Mr Andrew Ius	Accountable Officer (CEO)

Council Members

Ms S Halliday – Council chairperson	Mr K Moloney
Mr N Abbey	Ms M Mooney
Mr T Bugden	Mr B Murray (1 July 2006 – 28 February 2007)
Mr Michael Butler (appointed 30 May 2007)	Mr S Newton
Mr R Casamento	Ms J O'Shannessy
Ms C Clancy (1 July 2006 – 13 December 2006)	Ms D Puntun
Ms J Cooke	Ms M Ricardo
Mr T Hayes	Mr G Salisbury
Ms C Holloway	Dr H Schnagl
Mr M Lester	Ms C Ure
Ms Nicole Lylak (appointed 30 May 2007)	Ms J Wake

Remuneration

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

Income band	2007	2006
\$0	17	19
\$1 – \$9,999	4	4
\$10,000 – \$19,999	0	1
\$70,000 – \$79,999	1	1
Total numbers	22	25
Total remuneration for Council members	\$99,629	\$100,502

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: \$160,000–\$169,999 (2006: \$150,000–159,999).

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

NOTE 19 Remuneration of executives

The numbers of executive officers, other than Ministers and Accountable Officers, and their total remuneration during the reporting period are shown in the first two columns in the table below in their relevant income bands. The base remuneration of executive officers is shown in the third and fourth columns. Base remuneration is exclusive of bonus payments, long-service leave payments, redundancy payments and retirement benefits.

Income band	Total remuneration		Base remuneration	
	2006–07	2005–06	2006–07	2005–06
	No.	No.	No.	No.
\$100,000 – 109,999	1	2	1	1
\$110,000 – 119,999	2	2	2	2
\$120,000 – 129,999	–	–	–	–
\$130,000 – 139,999	–	–	–	–
\$140,000 – 149,999	–	–	–	–
\$150,000 – 159,999	–	–	1	1
\$160,000 – 169,999	–	–	–	–
\$170,000 – 179,999	1	1	–	–
\$180,000 – 189,999	–	–	–	–
Total numbers	4	5	4	4
Total amount	\$519,482	\$603,388	\$493,796	\$585,069

Related party transactions

There were no related-party transactions for the year ended June 30 2007 (2006:\$0)

NOTE 20 Remuneration of auditors

	2007 \$	2006 \$
Victorian Auditor-General's Office		
Audit or review of the financial report	16,800	19,300
	16,800	19,300

NOTE 21 Commitments for expenditure

The following commitments have not been recognised as liabilities in the financial statements.

	2007 \$	2006 \$
Expenditure commitments:		
Pdi management and maintenance fee to ACER for 12 months service		
Payable:		
Not longer than 1 year	164,780	-
Longer than one year and not longer than 5 years	-	-
Longer than 5 years	-	-
Total commitments for expenditure (inclusive of GST)	164,780	-
Less GST recoverable from the Australian Taxation Office	14,980	-
Total commitments for expenditure (exclusive of GST)	149,800	-

NOTE 22 Subsequent events

- (a) Since 30 June 2007 the Victorian government announced 'machinery of government changes' including portfolio changes. The relevant minister for the Institute is now the Minister for Education, Bronwyn Pike.
- (b) A review of the Institute has been commenced. The review will examine the organisation's functions, structure and legislative mandate to make sure it continues to meet the expectations of the Government, community and the teaching profession. The terms of reference for the review are:
- 1) the appropriate objectives for the Institute in the light of government policies and changes in all educational sectors since its establishment;
 - 2) the effectiveness of the Institute in achieving its original objectives;
 - 3) the most appropriate structures for achieving the objectives identified under point 1;
 - 4) whether the Institute or a successor body has a role to play in this future environment; changes that may be required to its functions, structure and legislative mandate; and
 - 5) the appropriateness of the fee structures and operating costs of the Institute.
- Mr Frank King, reviewer, expects to lodge his report to the Minister for Education by 31 December 2007.



Accountable officer's 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 Changes in Equity, Cash Flow Statement and notes to and forming part of the financial statements, presents fairly the financial transactions during the year ended 30 June 2007 and financial position of the Victorian Institute of Teaching at 30 June 2007.

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

Handwritten signature of Susan Halliday in black ink.

Susan Halliday
Chairperson – Victorian Institute of Teaching

Melbourne
29 August 2007

Handwritten signature of Andrew Ius in black ink.

Andrew Ius
Chief Executive Officer

Melbourne
29 August 2007

Handwritten signature of Peter Gonzales in black ink.

Peter Gonzales
Group Manager – Corporate Services

Melbourne
29 August 2007

Level 24, 570 Bourke Street, Melbourne, Victoria 3000
PO Box 531 Collins Street West, Victoria 3007
T 03 8601 5800 F 03 8601 5801
W www.vit.vic.edu.au

VAGO

Victorian Auditor-General's Office

INDEPENDENT AUDIT REPORT

Victorian Institute of Teaching

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

The Financial Report

The accompanying financial report for the year ended 30 June 2007 of the Victorian Institute of Teaching which comprises the operating statement, balance sheet, statement of recognised income and expenses, cash flow statement, a summary of significant accounting policies and other explanatory notes to and forming part of the financial report, and the accountable officer's, chief finance and accounting officer's declaration and member of responsible body has been audited.

The Responsibility of the Members of the Council for the Financial Report

The Members of the Council of the Victorian Institute of Teaching are responsible for the preparation and the fair presentation of the financial report in accordance with Australian Accounting Standards (including the Australian Accounting Interpretations) and the financial reporting requirements of the *Financial Management Act 1994*. This responsibility includes:

- establishing and maintaining internal controls relevant to the preparation and fair presentation of the financial report that is free from material misstatement, whether due to fraud or error
- selecting and applying appropriate accounting policies
- making accounting estimates that are reasonable in the circumstances.

Auditor's Responsibility

As required by the *Audit Act 1994*, my responsibility is to express an opinion on the financial report based on the audit, which has been conducted in accordance with Australian Auditing Standards. These Standards require compliance with relevant ethical requirements relating to audit engagements and that the audit be planned and performed to obtain reasonable assurance whether the financial report is free from material misstatement.

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

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

1

Level 24, 35 Collins Street, Melbourne Vic. 3000

Telephone 61 3 8601 7000 Facsimile 61 3 8601 7010 Email comments@audit.vic.gov.au Website www.audit.vic.gov.au

Auditing in the Public Interest

VAGO

Victorian Auditor-General's Office

Independent Audit Report (continued)

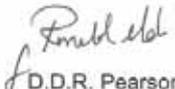
Independence

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, his staff and delegates comply with all applicable independence requirements of the Australian accounting profession.

Auditor's Opinion

In my opinion, the financial report presents fairly, in all material respects, the financial position of Victorian Institute of Teaching as at 30 June 2007 and its financial performance and cash flows for the year then ended in accordance with applicable Australian Accounting Standards (including the Australian Accounting Interpretations), and the financial reporting requirements of the *Financial Management Act 1994*.

MELBOURNE
30 August 2007


D.D.R. Pearson
Auditor-General

2

Level 24, 35 Collins Street, Melbourne Vic. 3000
Telephone 61 3 8601 7000 Facsimile 61 3 8601 7010 Email comments@audit.vic.gov.au Website www.audit.vic.gov.au

Auditing in the Public Interest

APPENDIX 1

Index of Compliance

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

Report of operations

Clause	Disclosure	Page
Charter and purpose		
9.1.3 (i) (a)	Manner of establishment and Ministers	1
9.1.3 (i) (b)	Objectives, functions, powers and duties	1, 4–6, 9, 31–36
9.1.3 (i) (c)	Nature and range of services provided	4–6, 9, 31–36
Management and structure		
9.1.3 (i) (d) (i)	Name of Chief Executive Officer	4
9.1.3 (i) (d) (ii)	Names of senior office holders and a brief description of each office	4–6
9.1.3 (i) (d) (iii)	Organisational structure	2
Financial and other information		
9.1.3 (i) (e)	Statement of workforce data and merit and equity	41–42
9.1.3 (ii) (a)	Summary of financial results for the year	7–8
9.1.3 (ii) (b)	Significant changes in financial position during the year	7–8
9.1.3 (ii) (c)	Operational and budgetary objectives for the year and performance against objectives	3, 7–8, 10–30
9.1.3 (ii) (d)	Major changes or factors affecting achievement	7–8
9.1.3 (ii) (e)	Subsequent events	66
9.1.3 (i) (f)	Application and operation of the <i>Freedom of Information Act 1982</i>	21
9.1.3 (ii) (f)	Details of consultancies over \$100,000	38
9.1.3 (ii) (g)	Details of consultancies under \$100,000	38
9.1.3 (ii) (h)	Compliance with building and maintenance provisions of the <i>Building Act 1993</i>	4
9.1.3 (ii) (k)	Statement on National Competition policy	38
9.1.3 (ii) (i)	Statement of availability of other information	73
9.1.3 (ii) (j)	Compliance index	70–71
9.6.2 (i) (ii) (iii) (iv)	Disclosure of major contracts	38
9.8.2	Occupational health and safety	42

Financial Statements

Clause	Disclosure	Page
Preparation		
9.2.2 (i) (a)	Statement of preparation on an accrual basis	49
9.2.2 (ii) (b)	Statement of compliance with Australian Accounting Standards and associated pronouncements	49
	Statement of compliance with accounting policies issued by the Minister for Finance	49
Operating statement		
9.2.2 (i) (a)	Operating statement for the period ended 30 June 07	45
9.2.3 (ii) (a)	Operating revenue by class	55
9.2.3 (ii) (b)	Investment income by class	55
9.2.3 (ii) (c)	Other material revenue by class including sale of non-goods assets and contributions of assets	55
9.2.3 (ii) (d)	Material revenues arising from exchanges of goods or services	55
9.2.3 (ii) (e)	Depreciation, amortisation or diminution in value	56
9.2.3 (ii) (f)	Bad and doubtful debts	n/a
9.2.3 (ii) (g)	Financing costs	56
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	66
Balance Sheet		
9.2.2 (i) (b)	Balance sheet	46
Assets		
9.2.3 (iii) (a) (i)	Cash at bank or in hand	46
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	46, 57
9.2.3 (iii) (a) (iv)	Other assets, including prepayments	46, 57
9.2.3 (iii) (a) (v)	Investments by class	63
9.2.3 (iii) (a) (vi)	Property, plant and equipment	46, 57–58
9.2.3 (iii) (a) (vii)	Intangible assets	46, 59
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	46, 59
9.2.3 (iii) (b) (iii)	Trade and other creditors	46, 59
9.2.3 (iii) (b) (iv)	Finance lease liabilities	46, 59, 62
9.2.3 (iii) (b) (v)	Provisions, including employee entitlements	46, 60
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)	47, 64
Cash flow statement		
9.2.2 (i) (c)	A statement of cash flows for the year	47, 64
Notes to the financial statements		
9.2.2 (i) (d)	Ex-gratia payments	n/a
9.2.2 (i) (d)	Amounts written off	n/a
9.2.3 (iv) (a)	Charges against assets	n/a
9.2.3 (iv) (b)	Contingent liabilities	62
9.2.3 (iv) (c)	Commitments for expenditure	66
9.2.3 (iv) (d)	Government grants received or receivable and source	55
9.2.3 (iv) (e)	Employee superannuation funds	61
9.2.3 (iv) (f)	Assets received without adequate consideration	n/a
9.4.2	Transactions with responsible persons and their related parties	65
9.7.2	Motor vehicle lease commitments	59, 62
9.10	Consistency of Budget and Departmental Reporting (Departments only)	n/a
	Statement of recognised income and expenses	47

APPENDIX 2

Acronyms and abbreviations

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

AASB	Australian Accounting Standards Board
ACER	Australian Council for Educational Research
The Act	The <i>Victorian Institute of Teaching Act 2001</i>
ATO	Australian Tax Office
CEO	Chief Executive Officer
The Council	The Council of the Institute
CPI	Consumer Price Index
CRC	Criminal Record Check
DoE	Department of Education
FOI	Freedom of Information
The FOI Act	The <i>Freedom of Information Act 1982</i>
FTE	Full-time Equivalent
GSERP	Government Sector Executive Remuneration Panel
HERD	Higher Education and Regulation Division
IFRS	International Financial Reporting Standards
The Institute	The Victorian Institute of Teaching
LSL	Long Service Leave
The Minister	The Minister for Education
MP	Member of Parliament
NCHRC	National Criminal History Record Check
OH&S	Occupational Health and Safety
P-12	Preparatory (year of schooling) to Year 12
P-10	Preparatory (year of schooling) to Year 10
Prep-12	Preparatory (year of schooling) to Year 12
PRT	Provisionally Registered Teacher
VAGO	Victorian Auditor-General's Office
VCAT	Victorian Civil and Administrative Tribunal
VCE	Victorian Certificate of Education
VIT	The Victorian Institute of Teaching
VITIS	Victorian Institute of Teaching Information System
WWC	Working with Children

APPENDIX 3

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:

Andrew Ius
Victorian Institute of Teaching
PO Box 531
Collins Street West
Victoria 8007
Australia

2006–07
VICTORIAN INSTITUTE OF TEACHING

Victorian Institute of Teaching
Level 24 Marland House
570 Bourke Street
Melbourne

PO Box 531
Collins Street West 8007

Telephone (03) 8601 5800
Fax (03) 8601 5801
Email vit@vit.vic.edu.au
Website www.vit.vic.edu.au

Teachers' Hotline 1300 888 067
Principals' Hotline 1300 650 375