

# Victorian Institute of Teaching



Cover: Teachers Anne Baird and Ranjith Dediwalage are presented with framed copies of the 2008 World Teachers' Day poster in which they feature as 'world teachers'.

# Letter of transmittal

October  
2009

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

Susan Halliday  
Chairperson



*Steven Hallam and Catherine James, teachers at Middle King Lake Primary School which was destroyed in the February bushfires but is being rebuilt.*

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## **About this report**

The Institute's annual report is printed on paper independently certified by the Forest Stewardship Council (FSC). Any paper with the FSC logo meets internationally recognised principles and criteria. It is Elemental Chlorine Free (not bleached with chlorine gas) and Dioxin and Acid Free.

The Institute prints 2600 copies to provide a copy to each government, Catholic and independent school and a number of stakeholders with an interest in the work of the Institute. The full report is published on the Institute website at <[www.vit.vic.edu.au](http://www.vit.vic.edu.au)>. Extra copies may be obtained by phone (03) 8601 5800.

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

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# Report of the Chairperson

Susan Halliday  
Chairperson  
Victorian Institute  
of Teaching Council

During the year we bid farewell to nine Council members and welcomed their replacements.

I would very much like to thank Council members Robert Casamento, Christine Holloway, Michael Lester, Marilyn Mooney, Margaret Ricardo and Julia Wake, whose term of office ended in November 2008. Council members Nicholas Abbey, Terry Hayes and Stephen Newton completed their terms, as Ministerial appointments, in February 2009.

The contribution of these members over the past three years has been particularly noteworthy. They have truly served the profession of teaching, being actively engaged in education and leadership roles, while committing to a busy Council work program and Committee activity.

In August 2008 the findings of the Ministerial Review into the Victorian Institute of Teaching were published. The release of the report followed a comprehensive review of the Institute's achievements and work with teachers over the preceding five years. The Institute welcomed Review recommendations to strengthen and extend the Institute's role as the regulator of the profession. We expect legislation to be introduced to Parliament in 2009–10.

I had the privilege of attending with CEO Andrew Ius, the Third International Teaching Councils' Conference in June 2009. Hosted by the General Teaching Council of Wales, the conference provided an opportunity to discuss international research relevant to the work of teacher regulatory authorities around the globe, and to engage in the mapping of joint initiatives crucial to the legislative responsibilities of the expanding network of authorities.

The conference challenged thinking about models of best practice in teacher regulation. The commitment to establish a communications network to allow global sharing of policies, knowledge and experience was significant. As teachers from all countries, including Australia, seek work internationally, there is an increasing and essential need for regulatory authorities to appropriately share information that protects children and ensures qualified teachers of fit and proper character are registered.

In September 2008 the Institute joined with other Australian and New Zealand teacher regulatory authorities to formally establish the incorporated association known as the Australasian Teacher Regulatory Authorities (ATRA). ATRA provides a vehicle for these regulatory authorities to work on projects of national significance and facilitate collaboration with a view to harmonising the teacher registration arrangements across jurisdictions.

Finally I would like to thank the commitment and contributions of the current Institute Council and staff in continuing to work tirelessly for the recognition and support of teaching as the most important and significant profession for our society's ongoing social, economic and cultural development.

Susan Halliday

I would like to commend the hard work and dedication of all those who have contributed to the Institute's achievements over the past year – Council and Committee members and staff of the Institute. Thank you also to those teachers who have participated in and supported our programs and initiatives. The feedback we have received from this participation has been invaluable in helping us to be more effective and responsive in attending to our regulatory functions in support of the profession.

We have completed a formidable program of work, including the registration of more teachers (a 4 per cent increase for 2008–09), accreditation of 24 initial teacher education programs, seminars for nearly 7000 teachers across the State and the first electronic delivery of our newsletter to approximately 25,000 teachers.

It is pleasing to note the improvements in Institute performance as rated by 2689 teachers who participated in our annual teachers' survey. Ratings on all five specific aspects of the teachers' hotline service increased significantly between 2008 and 2009 – courtesy and helpfulness of staff, quality of advice, efficiency of service, and staff knowledge and timeliness of response. There were similarly significant improvements in teachers' ratings of the registration process across all five service measures.

The media continue to show a strong interest in the outcome of our disciplinary hearings occasionally reflecting on Institute decisions not to cancel a teacher's registration. In the interests of transparency and accountability, the Institute publishes all decisions on its website.

The three-member hearing panels are appointed to inquire into allegations against a teacher of serious misconduct, serious incompetence or lack of fitness to teach. Panel members must apply the rules of natural justice. They draw on precedent from their own and other jurisdictions that set the benchmark for serious misconduct, serious incompetence or lack of fitness to teach. They must assess the evidence given by all witnesses as well as the degree of insight, remorse and remedial action shown by the teacher.

The purpose of disciplinary proceedings is to protect the public, maintain proper standards of conduct for the profession and to protect the reputation of the profession. It is not the purpose of the panel to punish a teacher.

It is in this context that I commend the work of the hearing panels and the dedicated staff who support them and administer the Institute's disciplinary process.

In 2008–09 improving teacher and school leader quality took on added national significance as a result of the five-year *National Partnership Agreement on Teacher Quality* between the Commonwealth of Australia and the states and territories. An important output of this Agreement is national consistency in teacher registration. The Institute is committed to working with our counterpart regulatory authorities and national key stakeholders in the delivery of this significant output.

At the end of 2008, the Institute's Manager of the Inquiries and Litigation Unit, Ms Annabel Haslam, was seconded to the Department of Treasury and Finance. I thank Ms Haslam for her work in this role and her very significant contribution to the Institute. Replacing Ms Haslam, the Institute was pleased to welcome Ms Kim Magnussen who brings to the role 19 years legal experience in government-based legal practice, including as a member of various regulatory tribunals and boards.

We look forward to 2009–10 as an important year in which we work with all our stakeholders on the outcomes of the Institute Review and move the organisation into a new online business and communications environment.



Andrew Ius



# Our establishment

## Who we are

The Victorian Institute of Teaching is an independent statutory authority for the regulation of the teaching profession in Victoria. It is the single registration authority for all teachers in Victorian schools. Established in December 2002, the Institute operates under and administers Part 2.6 of the *Education and Training Reform Act 2006* and reports to Parliament through the Minister for Education.

## What we do

The Institute is governed by a twenty-member Council which administers the functions laid down in our legislation.

The Institute's primary function is to recognise and promote the profession of teaching and to regulate its members.

The Institute's other functions include:

- reviewing and approving teacher education courses
- recommending the qualifications, criteria and standards for registration and renewal of registration of teachers in Victorian schools
- granting registration or permission to teach in Victorian schools
- maintaining the register of teachers
- developing and maintaining standards of professional practice
- developing, maintaining and promoting a code of conduct for the teaching profession
- investigating the conduct, competence and fitness to teach of registered teachers, imposing sanctions where appropriate
- developing a Professional Learning Framework to support teachers' continuing education
- undertaking professional development programs and activities for teachers related to the Institute's functions
- undertaking and promoting research about teaching and learning practices
- providing advice to the Minister about the professional development needs of teachers.

## How we deliver

The Council of the Institute oversees and sets policy directions for the Secretariat which is structured into six operational branches and units. Council appoints committees to provide strategic policy advice to guide their deliberations or to administer, upon delegation, certain Institute functions.

The Secretariat carries out the work of the Council in relation to its functions under the *Education and Training Reform Act 2006*.

Two branches, the Registration and Accreditation Branch and the Standards and Professional Learning Branch, attend to the core business areas of registration, accreditation, standard setting and professional learning.

The Corporate Services Branch manages the Institute's finances, facilities and information systems as well as human and physical resources.

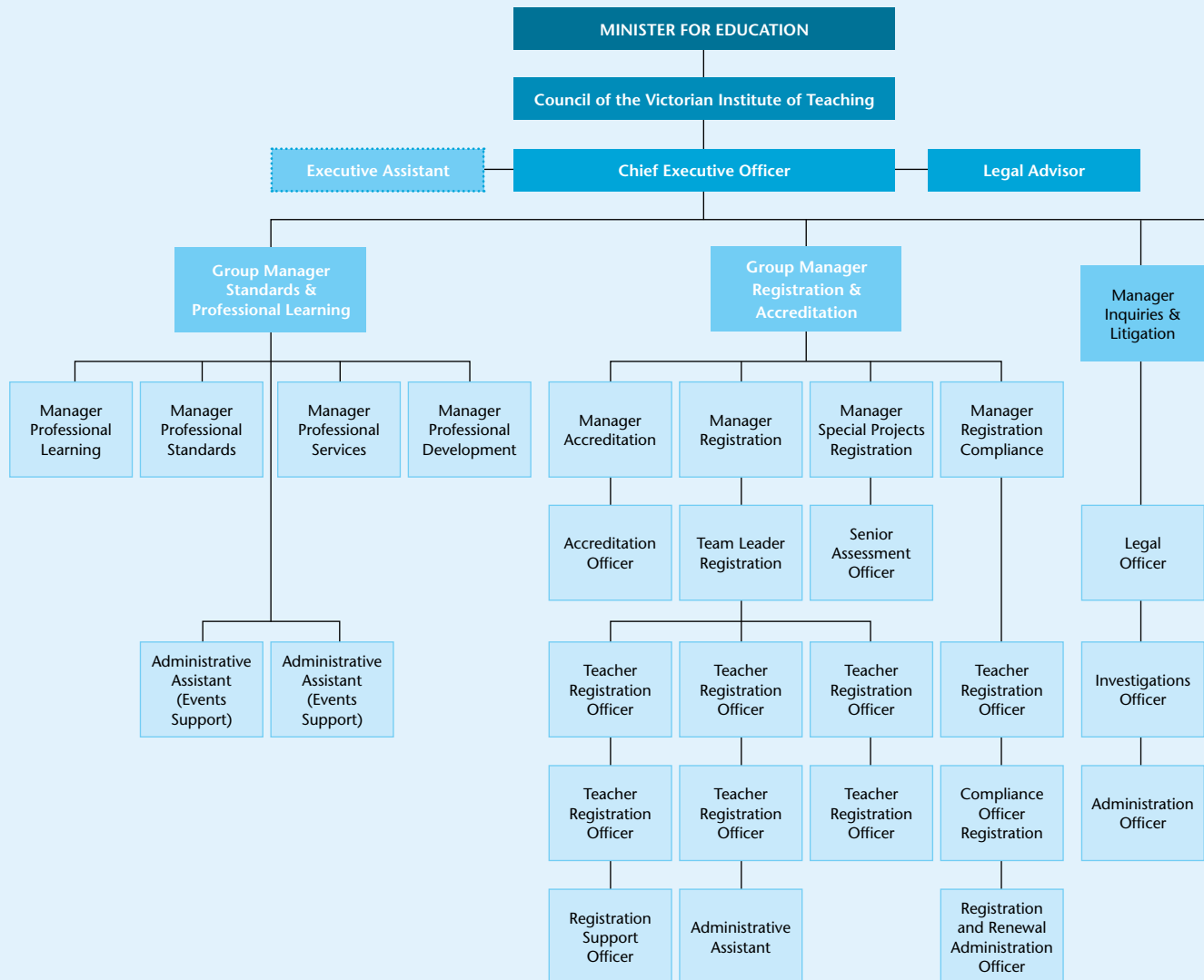
The Communications and Research Branch manages the Institute's communications including a telephony service, website, email correspondence, print communications and publications such as the annual report. This branch also coordinates the Institute's research agenda.

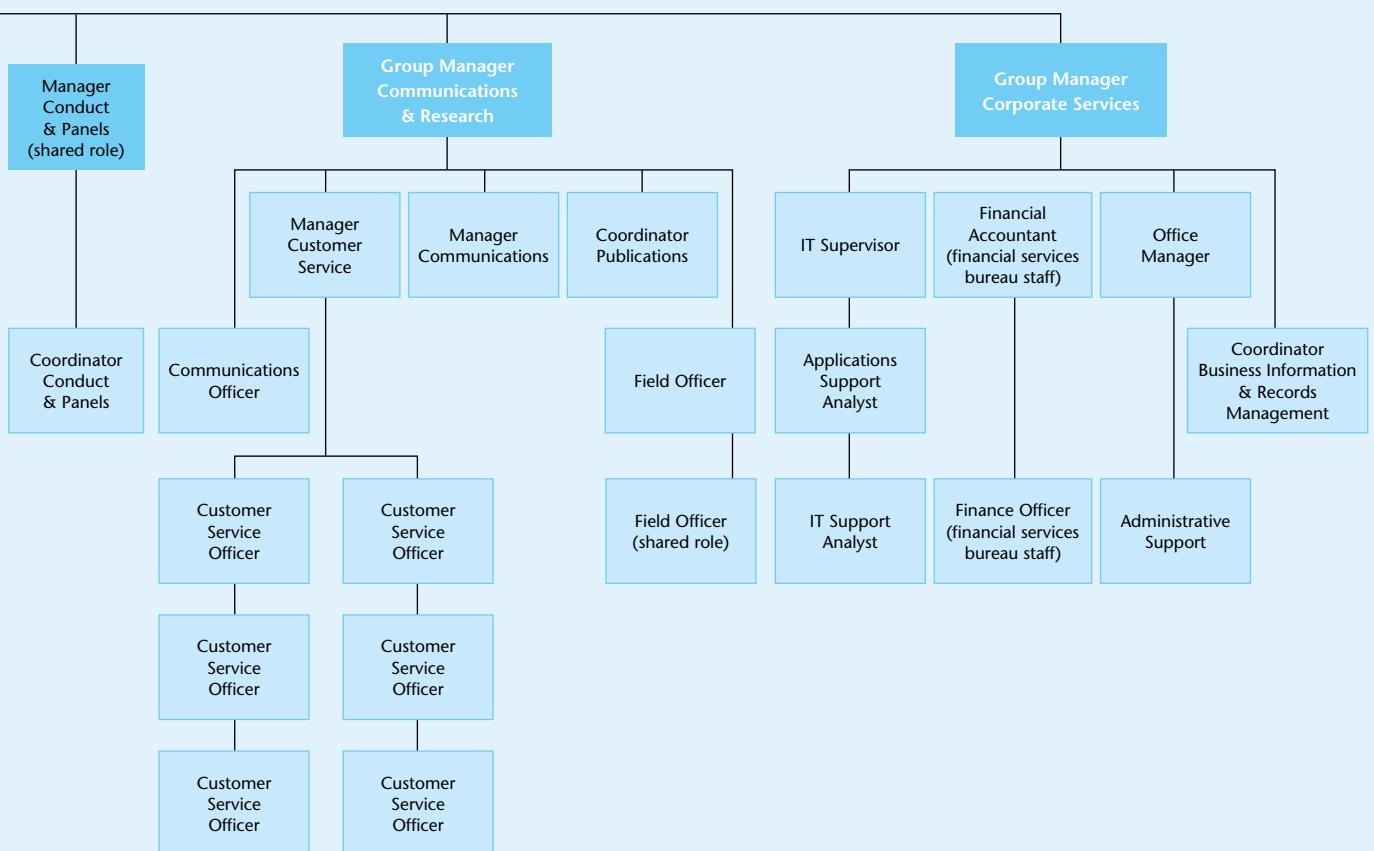
Two units, the Litigation and Inquiries Unit and the Conduct and Panels Unit, administer the Institute's disciplinary function.

## Our mission

The Institute's mission is to build a profession that aspires to the highest standards of teaching practice and conduct. We act in the public interest, behaving honestly, openly and accountably. We acknowledge the professionalism, needs and commitment of teachers and others with a legitimate stake in our work. We are aware of the impact the Institute's work and decisions have on teachers, students and the wider community. We strive to be knowledgeable, objective, responsive, efficient and effective in all that we do.

# Organisational structure





# The Secretariat

## Chief Executive Officer

Andrew Ius is the Chief Executive Officer responsible to the Chairperson for implementing Council decisions. Mr Ius oversees a Secretariat comprising four branches and two work units.

The Secretariat provides advice and support to Council and Committees on administration of the *Education and Training Reform Act 2006*.

### Overview of the work of the Registration and Accreditation Branch

The branch comprises two business units, the Registration Unit and the Accreditation Unit. The Registration Unit is accountable for maintaining the Register of Teachers by ensuring that registrants meet the requirements of the *Education and Training Reform Act 2006*. The Accreditation Unit manages the process for accreditation of initial teacher education programs.

#### Outlook

In 2009–10, the Registration Unit will work to establish and implement required processes arising from legislative changes following the Ministerial Review of the Institute released in 2008. The Unit will also commence cataloguing the library resources to better facilitate qualification assessments. The new pathway into the profession through Teach For Australia will involve the Accreditation Unit in assessing the program to be offered by The University of Melbourne, and the Registration Unit in establishing process for registering Teach For Australia associates.

### Overview of the work of the Standards and Professional Learning Branch

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

#### Outlook

During 2009–10, the branch will continue to support provisionally registered teachers, train experienced teachers as mentors and further refine program materials. Support structures for teachers renewing their registration will be strengthened with the development of enhancements to Pdi, the Institute's professional development online search facility. The networks and school-based seminar program for casual relief teachers will be expanded. The standards framework will be reviewed both in relation to the standards for full registration and in light of recent research collaborations into standards for accomplished teachers as well as state and national developments.



**Barbara Carter**  
Group Manager  
Registration and  
Accreditation Branch



**Fran Cosgrove**  
Group Manager  
Standards and  
Professional Learning  
Branch

### **Overview of the work of the Communications and Research Branch**

The branch manages Institute communications including a quarterly newsletter, the internet and intranet websites, a customer service centre incorporating a Teachers' and Principals' Hotline, and the Institute e-mailbox. The branch also runs a number of programs to recognise teachers and teaching. Quarterly Twilight Seminars are offered for the education community and each year the branch manages a statewide celebration of World Teachers' Day. The Institute exhibits at major metropolitan and regional career expos and the branch coordinates these activities.

#### **Outlook**

The Institute's communications will undergo significant change over the next nine months as we work to implement a number of improvements to our communications technologies. During the next reporting period we hope to offer teachers the facility to manage many registration functions via a portal to a revamped Institute website. A customer relationship management system will integrate electronic records, telephony services, workflow reporting and practice, providing a better communications service to teachers.



**Wendy Bradly**  
**Group Manager**

Communications and  
Research Branch

### **Overview of the work of the Corporate Services Branch**

The Corporate Services branch manages the Institute's finance, risk, human resources, information and communications technology, records and office management functions of the Institute.

#### **Outlook**

In 2010 we will see the branch implement a new teacher online communication system. This system will allow teachers and principals to communicate with the Institute in a secure portal environment. It will also improve the quality and work-flow of registration information through the replacement of our current teacher registration system with a more intuitive relationship-based management system.



**Matthew Hibbert**  
**Group Manager**

Corporate Services

### **Overview of the work of the Inquiries and Litigation Unit**

The Inquiries and Litigation Unit conducts inquiries into allegations of a teacher's serious misconduct, serious incompetence or lack of fitness to teach. The unit appoints and trains investigators and oversees all matters referred for investigation. Cases are prepared for formal hearings and for hearing at the Victorian and Civil Administrative Tribunal (VCAT). All other legal proceedings on behalf of the Institute are managed by the unit including potential prosecutions regarding unregistered teachers.

#### **Outlook**

The unit will review and refine the investigation processes and procedures and facilitate further training for investigators.

### **Overview of the work of the Conduct and Panels Unit**

The unit provides administrative and legal support for all hearings held by the Institute. The unit's officers establish the hearing panels and implement and monitor panel decisions. The unit also prepares decisions for publication on the Institute's website. The unit supports the work of two Council committees; the Disciplinary Proceedings Committee and the Professional Practice and Conduct Committee. It prepares reports relating to complaints and notifications from employers and where an applicant for registration or a registered teacher is found to have a criminal history. Following charges of sexual offences, the unit implements procedures for suspension of the teacher's registration. In the event of a finding of guilt or conviction for a sexual offence, the unit implements procedures for the teacher's deregistration. The unit also supports delivery of the *Victorian Teaching Profession Code of Conduct*.

#### **Outlook**

The unit will appoint new sessional panel members and review existing appointments. New and existing panel members will undertake further training.



**Kim Magnussen  
Manager**

Inquiries and  
Litigation Unit



**Carolyn Pickett  
Manager**

Conduct and Panels  
Unit



**Kylie Dow  
Manager**

Conduct and Panels  
Unit



# Summary of financial position

## Reporting Period

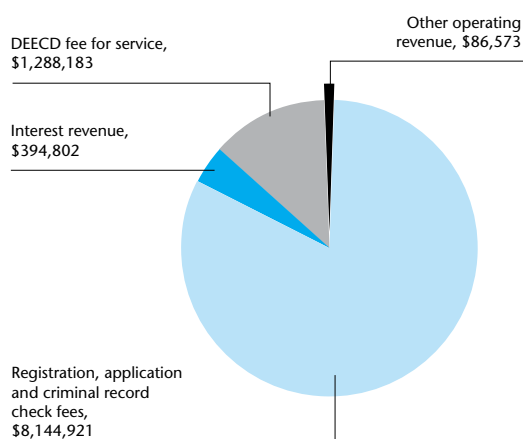
The financial report and accompanying notes are for the financial year ended 30 June 2009.

**Table 1**  
**Financial Results 2008–09**

	2008–09 \$'000
<b>OPERATIONS</b>	
Registration, application and criminal record check fees	8,145
Fees from DEECD	1,288
Sponsorships	32
Interest	395
Other	54
<b>Total income</b>	<b>9,914</b>
<b>Operating expenses</b>	<b>9,805</b>
<b>Net result</b>	<b>109</b>
<b>FINANCIAL POSITION</b>	
Financial assets	8,645
Non-financial assets	1,341
<b>Total assets</b>	<b>9,985</b>
Provisions and payables	2,313
Revenue received in advance	3,979
<b>Total liabilities</b>	<b>6,292</b>
<b>Net assets</b>	<b>3,693</b>
<b>Total equity</b>	<b>3,693</b>

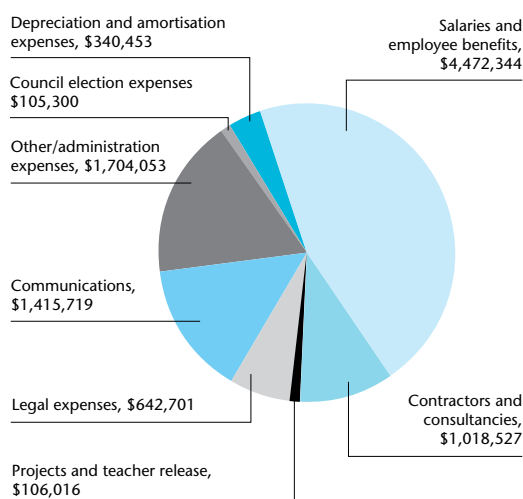
**Figure 1**  
**Total revenue for 2008–09**

Total Revenue for 2008–09 was \$9,914,479 and comprised:



**Figure 2**  
**Expenses for 2008–09**

Total revenue for 2008–09 was \$9,805,113 and comprised:



In 2008–09 annual registration fees were increased from \$66 to \$68 per annum. Teacher registration fees are paid annually in advance and are prorated to each of the 12 months. Fee revenue belonging to July 2009 or after, is considered revenue in advance, a current liability in this year's balance sheet.

Interest revenue decreased, reflecting lower interest rates available on cash and investments for the financial year.

Operating expenses decreased in 2008–09 compared to the previous year due to less teachers being due for and undertaking registration renewal.

In summary, 2008–09 generated a surplus of \$109,366 compared to \$129,357 in the previous year. The Institute's balance sheet and cash position continue to remain healthy and cover the Institute's current and future commitments.

# Highlights

- 7367 teachers registered bringing the total of registered teachers to 109,749, an increase of four per cent over last year
- 24,016 national criminal history record checks processed
- census of registered teachers employed in all Victorian schools completed
- all previously approved initial teacher education programs checked to ensure they meet the Institute's standards for *Preparing Future Teachers*
- Graduate teacher survey shows Victorian higher education providers are meeting the expected needs of graduates
- 20 initial teacher education programs re-accredited
- four new initial teacher education programs accredited
- 6794 beginning teachers and teacher mentors attended induction support programs in metropolitan and regional locations
- support structures for casual relief teachers established including seminars attended by 1185 teachers
- expanded the list of programs and improved functionality of Pdi
- 25,000 teachers signed up for online delivery of the Institute newsletter
- exhibited at two metropolitan and five regional career expos
- appointed six additional sessional field officers



# Our performance

The Institute commissioned a survey of registered teachers across Victoria during June 2008 and June 2009. The focus of the research was on understanding teachers':

- awareness and acceptance of the Institute's regulatory and promotional roles
- their attitudes towards teacher registration and the Institute
- their awareness of and satisfaction with a range of Institute communications and professional development products and services
- their awareness of and importance ratings for the *Victorian Teaching Profession Code of Conduct*
- their communications requirements and preferences.

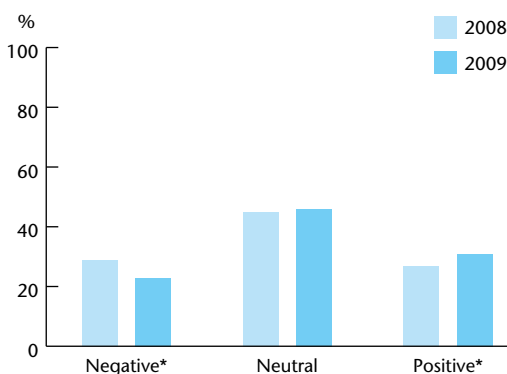
The contractor was asked to administer the same questions on the above topics to permit the measurement of changes in teacher perceptions over time. The response rates for both surveys offered satisfactory levels of reliability.

Analysis of changes in the survey data between 2008 and 2009 highlight many significant improvements in the perceptions of Victorian teachers and principals on the measured issues.

Table 2 on page 10 provides an overview of these improvements in relation to extent and quality of the contact with the Institute, awareness and satisfaction with the Institute and Pdi websites, use and satisfaction with the Teachers' Hotline, awareness and importance of the Codes of Conduct and Ethics, awareness of World Teachers' Day and use and satisfaction with the registration process.

Figure 3 shows the difference in overall feelings towards the Institute from 2008 to 2009, with teachers asked to rate their feelings as negative, neutral or positive.

**Figure 3**  
Overall feelings towards the VIT 2008 vs. 2009



\*Significant difference between 2008 and 2009.  
Note: percentages may not add to 100% due to rounding.

These proportions have improved significantly since the earlier survey with fewer being negative and more being positive.

Overall the survey found significant improvements in the key measures between the 2008 and 2009 surveys. More teachers are now positive towards the Institute, more teachers value their professional registration as a teacher and there is greater acceptance of their professional obligations. Table 3 on page 11 illustrates the trend. However the survey noted that there was further work to be done with the majority of teachers who still have neutral or negative feelings towards the Institute and this will be a focus of Institute efforts in the next reporting period.



**Table 2**  
**Improvements in perceptions of VIT communications and promotion 2008 vs. 2009**

<b>Solid improvements in perceptions of VIT communications and promotion</b>	<b>2008</b>	<b>2009</b>
<b>Direct personal contact with VIT</b>		
Yes	33%	24%
<b>Quality of dealings with VIT</b>		
Very good or excellent	39%	50%
<b>Awareness of VIT website</b>		
Yes	63%	73%
<b>Visited VIT website</b>		
More than once (not significant)	48%	50%
<b>Overall satisfaction with VIT website*</b>		
Very good or excellent	21%	28%
<b>Awareness of Pdi website</b>		
Yes	39%	49%
<b>Visited Pdi website</b>		
At least once	51%	60%
<b>Overall satisfaction with Pdi website**</b>		
Very good or excellent	19%	22%
<b>Use of Teachers' Hotline service</b>		
Yes	12%	15%
<b>Overall satisfaction with Teachers' Hotline^</b>		
Very good or excellent	30%	43%
<b>Awareness of Code of Ethics</b>		
Yes	74%	81%
<b>Importance of Code of Ethics</b>		
Quite important or very important	88%	90%
<b>Awareness of Code of Conduct</b>		
Yes	39%	49%
<b>Importance of Code of Conduct</b>		
Quite important or very important	88%	90%
<b>Awareness of 'World Teachers Day'</b>		
Yes	76%	85%
<b>Use of registration process</b>		
Yes	46%	28%
<b>Overall satisfaction with registration process</b>		
Very good or excellent	29%	42%

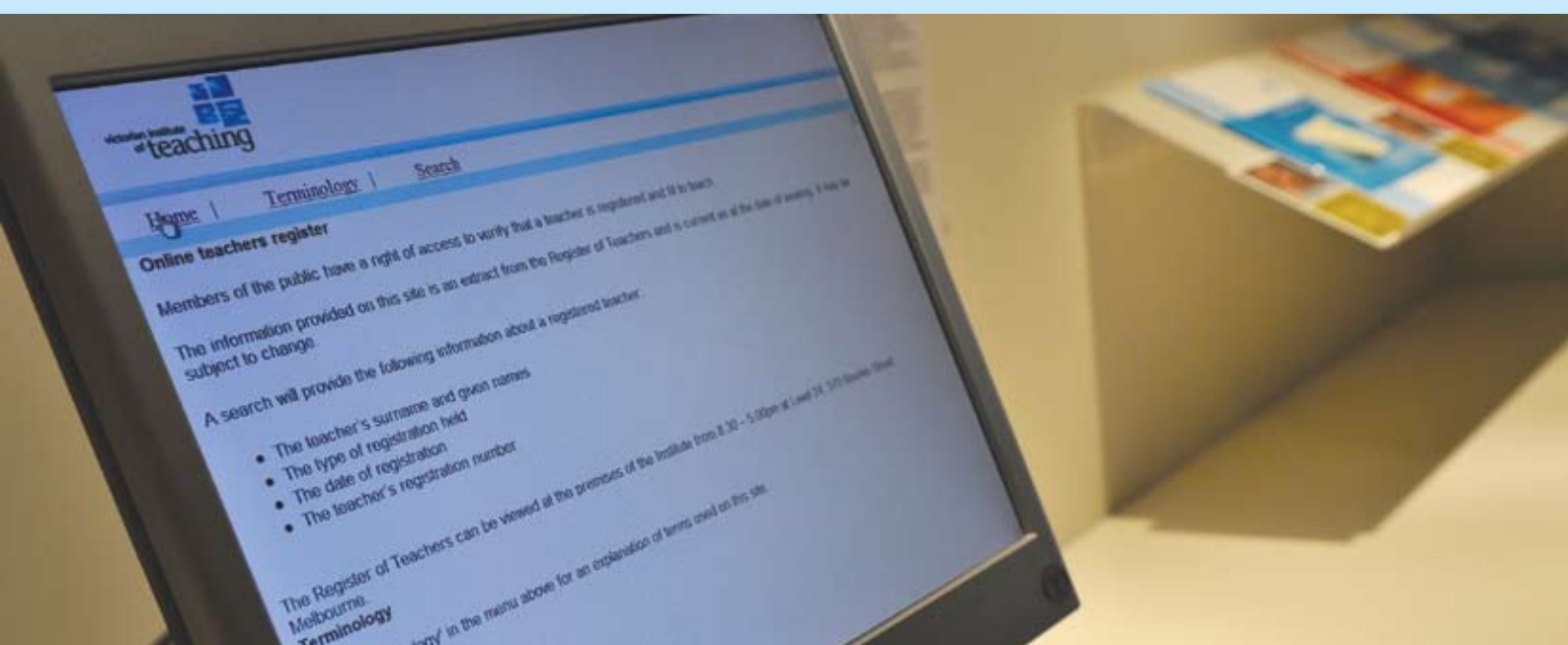
\*Significantly increased on all six specific ratings. \*\*Significant increase in the quality of information on PD activities and courses.

^Significant increase in all five service ratings of hotline.

**Table 3**  
**Improvements in feelings about the VIT and regulatory role 2008 vs. 2009**

Solid improvements in feelings about the VIT and its regulatory role	2008	2009
<b>Feelings about VIT</b>		
Positive	27%	31%
Negative	29%	23%
<b>Value placed on professional registration</b>		
Considerable or very high	67%	70%
<b>Acceptance of professional obligations</b>		
To hold a current and satisfactory Criminal Record Check	88%	90%
To be registered if undertaking the duties of a teacher	75%	78%
To undertake continuing professional development	69%	72%
<b>Acceptance of VIT regulatory role</b>		
Conducting national criminal history record checks for each registered teacher every five years	71%	75%
Investigating allegations of serious misconduct or incompetence*	66%	70%
Conducting formal hearings into allegations of serious misconduct or incompetence*	53%	66%
Accrediting pre-service teacher education courses*	59%	62%
Granting or refusing full registration to provisionally registered teachers	59%	62%
Cancelling or suspending a teacher's registration and/or imposing conditions on a teacher's registration*	57%	61%
Granting or refusing renewal of registration every five years	50%	53%

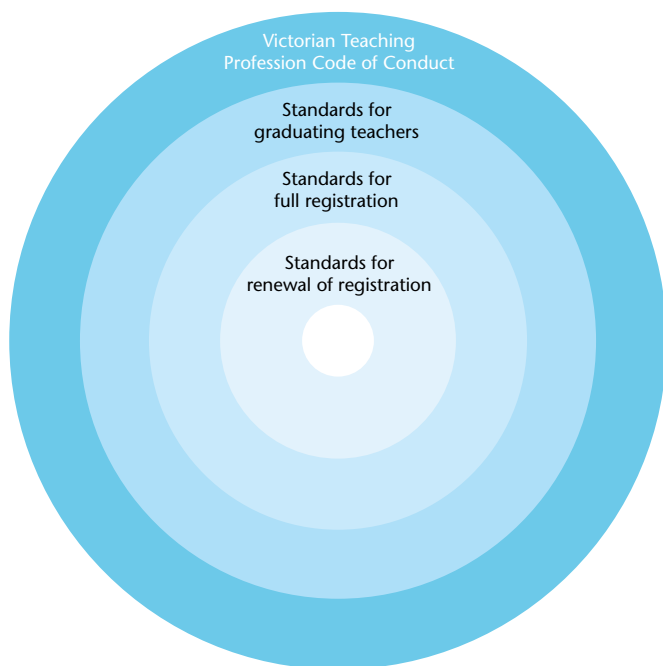
\*Also significant increase in awareness between 2008 and 2009.



*The Online Teachers Register*



# A standards-based regulatory framework for Victoria's teachers



Professional standards lie at the heart of the Institute's work. They provide the basis for decision making at three points in the professional education of a teacher:

- their pre-service preparation
- their induction to the profession
- their ongoing professional learning as experienced teachers.

## The Standards for Graduating Teachers

Developed by teachers and teacher educators as part of the Institute's Future Teachers Project, these standards reflect the characteristics of knowledge, practice and professional engagement considered essential for the preparation of members of the teaching profession.

The Institute's Accreditation Committee reviews initial teacher education programs for their capacity to provide candidates with this essential practice and to demonstrate that graduates meet these standards. Higher education providers must ensure that they provide pre-service teachers with the opportunity to develop this essential body of knowledge and practice.

## The Standards for Full Registration

On graduation from an approved teacher education course, the Institute grants provisional registration for up to two years. During this time, in order to be granted full registration, the teacher must demonstrate through an evidence-based process that they meet these standards.

## The Standards for Renewal of Registration

The community expects that members of a profession maintain their active practice and ensure their knowledge is current and references recent research. The Institute's standards and requirements for renewal of registration embody this expectation and the principle that initial registration is not 'for life'.

The standards based regulatory framework provides the structure for the 2008-9 annual report. The Institute's programs are founded on the framework which is designed to deliver quality outcomes for:

- graduates of pre-service teacher education programs
- beginning teachers
- experienced teachers
- students, parents, carers and the broader community.

## The Victorian Teaching Profession Code of Conduct

Underpinning the standards are the ethical values and principles identified in the *Victorian Teaching Code of Conduct*.





# We accredit the courses which prepare teachers

## The work of the Accreditation Unit

The Accreditation Unit provides advice to the Accreditation Committee of the Council and manages the process for accreditation of initial teacher education programs to ensure graduates are well prepared to enter the profession.

The standards, guidelines and process described in *Preparing Future Teachers* have been used by the Accreditation Committee since January 2008 to approve all Victorian teacher education programs.

The Accreditation Unit works collaboratively with Victorian providers of initial teacher education programs to ensure they satisfy the standards for accreditation. Regular liaison with teacher educators located at both regional and metropolitan campuses is an essential component of this work.

In a mapping exercise initiated by the Accreditation Committee, 28 programs approved prior to January 2008 were checked against each of the standards described in *Preparing*

*Future Teachers* to ensure they also met the new standards. With the cooperation of higher education providers, program adjustments (where required) were made. This task was concluded in May 2009. Accordingly the Committee is satisfied that all initial teacher education programs currently accredited by the Institute meet the standards described in *Preparing Future Teachers*.

To facilitate teaching in initial teacher education programs the Institute distributed posters describing the standards for graduating teachers to all higher education providers.



STANDARDS FOR GRADUATING TEACHERS							
STANDARDS	PROFESSIONAL KNOWLEDGE			PROFESSIONAL PRACTICE		PROFESSIONAL ENGAGEMENT	
<p>These three broad themes and eight standards together describe the professional demands of teaching.</p> <p>The Victorian Institute of Teaching requires that all graduates of initial teacher education programs have the knowledge, skills and attitudes to meet these demands.</p> <p>The Victorian Institute of Teaching requires that all graduates of initial teacher education programs have the knowledge, skills and attitudes to meet these demands.</p>	<p>1. Teachers know how to teach.</p> <p>2. Teachers know how to learn.</p> <p>3. Teachers know how to work with others.</p>	<p>4. Teachers know their subject.</p> <p>5. Teachers know their students.</p> <p>6. Teachers know their community.</p>	<p>7. Teachers know their school.</p> <p>8. Teachers know their profession.</p> <p>9. Teachers know their values.</p>	<p>10. Teachers know their curriculum.</p> <p>11. Teachers know their pedagogy.</p> <p>12. Teachers know their assessment.</p>	<p>13. Teachers know their leadership.</p> <p>14. Teachers know their research.</p> <p>15. Teachers know their innovation.</p>	<p>16. Teachers know their ethics.</p> <p>17. Teachers know their law.</p> <p>18. Teachers know their policy.</p>	<p>19. Teachers know their history.</p> <p>20. Teachers know their future.</p> <p>21. Teachers know their present.</p>
<p><b>CHARACTERISTICS OF TEACHING</b></p> <p>The characteristics of teaching are the knowledge, skills and attitudes that all graduates of initial teacher education programs must have to meet the demands of the profession.</p> <p>The Victorian Institute of Teaching requires that all graduates of initial teacher education programs have the knowledge, skills and attitudes to meet these demands.</p>	<p>1. Teachers know how to teach.</p> <p>2. Teachers know how to learn.</p> <p>3. Teachers know how to work with others.</p>	<p>4. Teachers know their subject.</p> <p>5. Teachers know their students.</p> <p>6. Teachers know their community.</p>	<p>7. Teachers know their school.</p> <p>8. Teachers know their profession.</p> <p>9. Teachers know their values.</p>	<p>10. Teachers know their curriculum.</p> <p>11. Teachers know their pedagogy.</p> <p>12. Teachers know their assessment.</p>	<p>13. Teachers know their leadership.</p> <p>14. Teachers know their research.</p> <p>15. Teachers know their innovation.</p>	<p>16. Teachers know their ethics.</p> <p>17. Teachers know their law.</p> <p>18. Teachers know their policy.</p>	<p>19. Teachers know their history.</p> <p>20. Teachers know their future.</p> <p>21. Teachers know their present.</p>

## The accreditation process

The Accreditation Committee reviews, assesses and accredits all the initial teacher education programs in Victoria on a cyclical basis every five years. New programs need to be approved and accredited before students commence.

Higher education providers applying for program accreditation, submit documentation that describes the program and indicates how it will prepare graduates to meet Institute standards. A Committee Review Panel examines the documents and identifies issues for discussion with the higher education provider. Aspects of the program may be changed to ensure that the standards are better met.

The Review Panel puts its recommendation to the Accreditation Committee for decision. The Committee may accredit the program or it may call for further discussion with the provider. If the Committee intends to refuse an application, the higher education provider is given the opportunity to provide further evidence or to revise the application.

In 2008–2009, the Accreditation Committee re-accredited 20 continuing programs and accredited four new programs. One proposed new program was reviewed but not accredited. A list of the accredited programs that accept enrolments is available on the Institute's website at <www.vit.vic.edu.au> under 'Teacher Education'. Table 4 shows the total number of approved initial teacher education programs accepting enrolments as at 30 June 2009.

**Table 4**  
**Total number of approved initial teacher education programs**

	2009
Secondary Postgraduate	14
Secondary Undergraduate	20
Primary or P–12 Postgraduate	14
Primary or P–12 Undergraduate	20
<b>TOTAL</b>	<b>68</b>

## Graduate Teachers Survey

During the latter half of 2008, the Accreditation Unit conducted a survey of graduate teachers. The objectives of the survey were to inform the process of program review and to evaluate how effectively initial teacher education programs prepared their students for teaching.

The survey responses indicated that Victorian higher education providers were clearly meeting the expected needs of graduates:

- overall, graduates responded positively when asked about the program they completed
- graduates from two or four year programs felt more prepared for teaching than graduates from one year programs
- teachers who graduated at the end of 2007 were more positive than those who graduated at the end of 2006 or mid 2007
- the more supported beginning teachers felt in their teaching roles, the more likely they were to rate their teacher preparation program as effective.

Figure 4 shows the number of students commencing initial teacher education programs in 2008 and 2009.

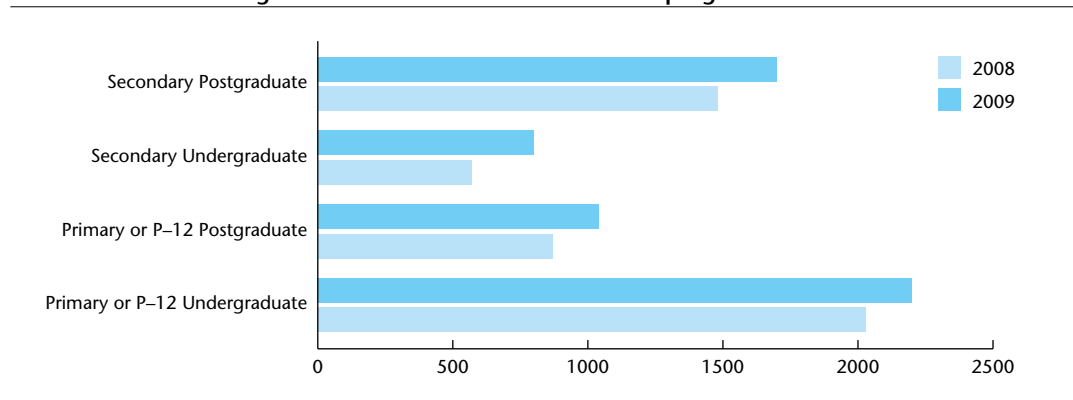
## The national context

The accreditation of initial teacher education programs is currently undertaken by the regulatory authorities in each Australian state and territory. The Ministerial Council on Education, Employment, Training and Youth Affairs has resolved that a national accreditation system should be developed for all Australian initial teacher education programs.

The Institute believes that a national system will support greater national and international recognition of the quality and qualifications of Australian graduates regardless of the institution or state from which they graduate.

The Institute has therefore been working closely with members of the Australasian Teacher Regulatory Authorities and in consultation with the Australian Council of Deans of Education, to develop a draft set of national graduate and program accreditation standards. The Accreditation Unit has played a leadership role in this process by actively contributing to the draft and the process.

**Figure 4**  
**Number of commencing students in initial teacher education programs in 2008–2009**



The Accreditation Unit has also provided advice and support to the Teachers Registration Board of Tasmania and the Teacher Registration Board of the Northern Territory. Both jurisdictions have been developing processes and program standards for the accreditation of initial teacher education programs.

### **New pathway into teaching**

In April 2009, the Federal Government announced the launch of 'Teach For Australia,' a new pathway into teaching that targets high-achieving graduates for an intensive two-year placement in schools. Successful applicants will be teaching while they are studying to become qualified teachers. On completion of the program to be delivered by The University of Melbourne, graduating students will receive a Postgraduate Diploma in Teaching. The initiative is being established in Victoria and it is expected that graduates will begin their placement in 2010.

'Teach For Australia' is the independent not-for-profit organisation appointed to coordinate the initiative nationally. The Institute is assisting 'Teach For Australia' in selecting appropriately qualified graduates to enter the program. As the accrediting authority the Institute is responsible for reviewing the initial teacher education program developed by The University of Melbourne to ensure that it meets Institute accreditation standards.

### **Highlighting the practicum**

Throughout Victoria, there are many examples of schools and higher education providers working together in practicum partnerships

that benefit pre-service teachers, the profession, and Victorian school students. Partnerships operate on a small or large scale, but all are equally important.

The Institute is in the process of highlighting these partnerships by listing them on the Institute website. This project has only recently commenced, but it is planned to expand it during the next 12 months.

### **Liaison with other bodies**

The Institute has continued to work with the Department of Education and Early Childhood Development (DEECD) to implement the government's Teacher Supply and Demand Initiatives. These initiatives include providing opportunities for teachers in rural schools to retrain in particular subject/curriculum areas where there are problems attracting appropriately qualified teachers.

The Institute collects enrolment data from Victorian higher education providers to provide advice on the supply of teachers state-wide to the Teacher Supply and Demand Reference Group convened by the DEECD.

The Institute and the Victorian Registration and Qualifications Authority (VRQA) have streamlined their accreditation processes for initial teacher education programs offered by non-self accrediting higher education providers.

A single panel comprising representatives from both authorities has been created.

The combined panel reviews these initial teacher education programs to ensure they meet both Institute and VRQA accreditation standards.



*Teacher Bree Hudson (left) with students of Berwick Secondary College.*



# We register teachers

## The work of the Registration Unit

The Registration Unit is accountable for maintaining the Victorian Register of Teachers by ensuring that registrants meet the requirements of the *Education and Training Reform Act 2006* (the Act). The unit has met the demand to register teachers during the reporting period. There are now 109,749 registered teachers in Victoria, an increase of 4092 from the previous year.

Under an amendment to the Act the Institute works with employers to conduct a census that ensures all persons undertaking the duties of a teacher hold current registration. The census has assisted in resolving a number of outstanding registration issues.

## Registration requirements

To be registered as a teacher requires an applicant to be appropriately qualified, suitable to teach and competent in the English language. Most commonly, graduates who have completed four years of approved tertiary study that includes an approved course of primary or secondary teacher education apply to become provisionally registered teachers. There are combinations of other qualifications that can lead to teacher registration and these are assessed on a case by case basis.

Provisionally registered teachers become eligible for full registration when they have gained sufficient teaching experience to demonstrate that they have achieved the standards of professional practice for full registration.

In certain circumstances, permission to teach can be granted to individuals who may not have the teacher education qualifications required for registration, but have the appropriate skills and experience to teach. In such cases particular conditions are associated with each permission to teach.



*Staff of the Registration Unit*

All registered teachers are required to renew their registration every five years by demonstrating they have met the standards for renewal of registration. During the reporting period, 3120 teachers renewed their registration. In addition, 82 teachers requested an extension of registration to allow more time to meet the standards, and 481 others opted for non-practising registration because they could not meet all the requirements for renewal. Non-practising registration means the teacher cannot be employed as a teacher in a Victorian school but can maintain professional registration.

Registered teachers must have a current and satisfactory National Criminal History Record Check (NCHRC) recorded with the Institute. The NCHRC is required routinely to be updated before the end of five years, which is consistent with the Working with Children (WWC) Check requirements. Teachers holding a valid registration card with a current NCHRC date are exempt from the WWC Check. The Registration Unit has managed a significant workload in processing 24,016 NCHRCs in the reporting period.

### **Supporting the registration of teachers**

The Registration Unit continues to develop initiatives that will reduce handling, processing and assessment time for applications. Under the delegation of the Institute Council to the Chief Executive Officer, applicants who meet all the requirements for provisional and full registration can be approved to commence teaching.

To ensure that Registration staff are kept up to date with current processes, all have undergone specialised training to enhance their skills in relation to fraudulent documents. This training also included a workshop on identity theft conducted by a member of the Victoria Police Fraud Squad.

A review of the cataloguing of library and qualifications resources at the Institute means qualification assessment materials will be more accessible to registration officers.

An internal audit of the operations of the Registration Unit was conducted by auditors WHK Horwath in March 2009. The results of this audit will be reported in the 2009–2010 annual report.

### **Registering new graduates**

The Institute has established efficient processes for the receipt and assessment of registration applications to ensure graduates can start teaching as soon as possible. The Institute works with higher education providers so that with the student's consent, academic records can be received electronically and the application process expedited.

Improved processing has resulted in 3173 end-of-year graduates being available to teach by late February 2009.



*Staff of the Registration Unit*

The number of registered teachers has grown by 4092, a four per cent increase over the previous reporting period (Table 5).

**Table 5**  
**Number of teachers registered as at 30 June**

	2009	2008	% Change
Full Registration	95,817	92,894	3 ↑
Provisional Registration	8869	8036	10 ↑
Permission to Teach	3862	3589	8 ↑
Non-practising	1201	1138	5 ↑
<b>TOTAL</b>	<b>109,749</b>	<b>105,657</b>	<b>4 ↑</b>

### Processing applications

Teacher registration officers assess registration applications according to the requirements of the Act and the criteria and standards approved by the Minister for Education.

During 2008–09, the Institute received 13,912 registration applications, a four per cent increase over the 13,427 of 2007–08. These applications include new applications, reapplications for provisional registration or Permission to Teach and applications for full registration by those holding provisional registration. A large number of applications lapse because the applicant has withdrawn the application, has failed to pay the required fees or provide the required documents.

Table 6 reports the number of new registrants by application type.

**Table 6**  
**Number of New Registrants**

	2009	2008	% Change
Victorian Qualifications	4105	3560	15 ↑
Interstate Qualifications	722	563	28 ↑
Overseas Qualifications	1084	754	44 ↑
Mutual Recognition	572	513	12 ↑
Permission to Teach	884	659	34 ↑
Deemed	0*	141	
<b>TOTAL</b>	<b>7367</b>	<b>6190</b>	<b>19 ↑</b>

\* Deeming provision ceased on 30 December 2007 under the Act.

During the reporting period, 84 applications (including Permission to Teach) were refused compared with 102 in the previous year.

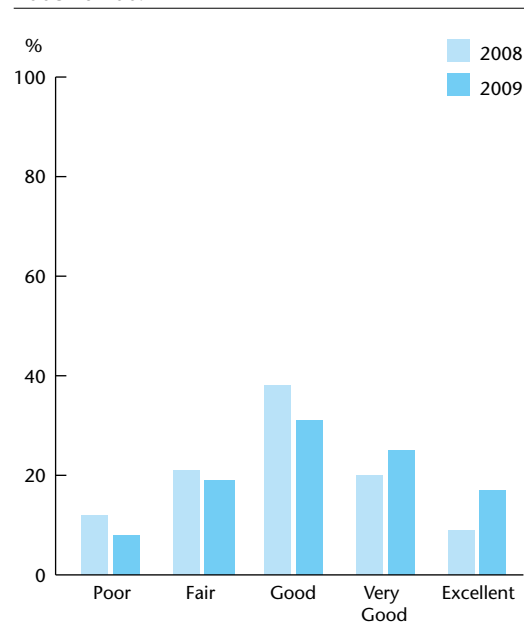
The grounds for these refusals included:

- insufficient academic or teacher education qualifications
- insufficient Supervised Practice Teaching
- inability to demonstrate competence in the English language.

Two applicants sought review by the Victorian Civil and Administrative Tribunal (VCAT) of the Institute's decision to refuse them registration. These matters are reported on page 28 under VCAT reviews.

The annual teacher survey invited participants to rate their overall satisfaction with the registration process in the reporting period. See Figure 5 which compares 2008 overall satisfaction ratings with 2009.

**Figure 5**  
**Overall registration process satisfaction**  
**2008 vs 2009**



On all five ratings of specific aspects of the registration process, there was significant improvement between 2008 and 2009, i.e. courtesy and helpfulness of staff, staff knowledge, quality of the advice, efficiency of service and timeliness of response. However the Institute recognises the need to further reduce the percentage of teachers (27%), rating their dealings as fair or poor.



### Provisional to 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 over two years. Teachers who fail to apply for full registration after two years are no longer registered and must re-apply for provisional 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 7 presents these situations.

### The Register of Teachers

The Institute is required under legislation to maintain the Register of Teachers. The public register of teachers is available for inspection during office hours at the Institute's office on Level 24, 570 Bourke Street, Melbourne. Visitors to the Institute website at <[www.vit.vic.edu.au](http://www.vit.vic.edu.au)> can search the register to check that a teacher has current registration.

The net movement of teachers as at 30 June for this reporting period compared with the previous reporting period is shown in Table 8.

In total, 2768 teachers left the profession during the reporting period. Of these, the largest groups occur in the 25–29 age range (545) and the 60–64 age range (314). Significantly the majority of teachers leaving the profession (2552 or 92.2%) were not in a school.

**Table 7**  
**Provisional to full registration**

	2009	2008	% Change
Immediate full registration granted	884	821	8 ↑
Immediate full registration under mutual recognition	328	334	2 ↓
Full registration – experienced teachers meeting standards	493	325	52 ↑
Full registration – after evidence-based process	3682	3521	5 ↑
Provisional registration extended after one year	2149	2126	1 ↑
Reapplication for provisional registration made this year after previous provisional registration expired	1135	1005	3 ↑

**Table 8**  
**Net Register Movements as of 30 June 09**

	2008–09	2007–08
Total registered as at 30 June	105,657	104,526
New registrants	7,367	5,960
Teachers resuming after approved leave	253	598
Teachers commencing approved leave	-400	-250
Teachers recommencing registration	781	307
Teachers withdrawing from the register or registration expiry at renewal	-2717	-5,260
Registration suspensions – non payment of fees	-1942	-899
Revocation of suspensions	229	602
Registration suspended for discipline reasons	-10	-3
Cancellations of registration	-14	-8
Teachers returning from suspension (discipline) or registration cancellation	0	4
Teachers added to the register – applications received prior to 1 July of the previous year	791	591
Teachers whose registration has expired, who have reapplied for registration but the application is not yet finalised.	-246	-511
<b>Total teachers registered at 30 June in current year</b>	<b>109,749</b>	<b>105,657</b>

Age and gender of registered teachers

The largest group of registered teachers (17,410) is aged between 50 and 54 years. There is however a continued growth (four per cent) in the number of teachers in the 25 to 29 year age group. Table 9 provides the age profile of registered teachers.

Males account for 28 percent of the teaching population which is a similar proportion to the previous reporting period.

Table 9  
Age profile of actively registered teachers

	2009	2008	% Change
<25	4407	4292	3 ↑
25–29	13,047	12,565	4 ↑
30–34	12,455	11,487	8 ↑
35–39	11,723	11,270	4 ↑
40–44	12,121	11,665	4 ↑
45–49	13,625	14,031	3 ↓
50–54	17,410	17,313	1 ↑
55–59	14,537	13,317	9 ↑
60–64	7652	6465	18 ↑
65–69	2265	1738	30 ↑
70+	507	378	34 ↑

Schedule of Fees

In accordance with the *Education and Training Reform Act 2006*, the following registration fees were fixed by the Minister for 2009:

Annual registration fee	\$68
Registration application fees	
Applicants with Victorian qualifications	\$49
Applicants with interstate or overseas qualifications	\$69
National criminal history record check	\$25



# We support registered teachers

## The work of the Standards and Professional Learning Branch

The Institute supports the ongoing professional learning of teachers so they can continue to meet the standards of professional practice for entry to the profession, for full registration and for renewal of their registration every five years. This principle is articulated through the professional standards framework, which identifies the Institute support structures for teachers at each stage of their development.

**Table 10**  
**The Professional Standards Framework**

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
<b>Use of standards</b>	The review and accreditation of initial teacher education courses	An evidence based process with three options for gathering evidence	Maintenance of: <ul style="list-style-type: none"> <li>• fitness to teach</li> <li>• professional practice (comprising currency of practice and a defined quantity and scope of professional development activities)</li> </ul>
<b>Support for teachers to meet the standards</b>	Guidelines for the approval of pre-service teacher education courses	<ul style="list-style-type: none"> <li>• Induction and mentoring of teachers new to the profession</li> <li>• Two mentor support days</li> <li>• Seminars for PRTs</li> <li>• Materials provided by the Institute</li> </ul>	An online data base of available professional development activities (Pdi)  Seminars relating to professional practice and other support for teachers not in schools

### Supporting teachers new to the profession

Provisionally registered teachers (PRTs) are supported by:

- after school seminars
- comprehensive program materials to guide the evidence-based process for full registration
- school-based teacher mentors.

Teacher mentors are experienced teachers who undertake two days of training facilitated by the Institute in partnership with the DEECD. The Catholic Education Offices and the independent school sector also support this program.

Table 11 (over page) shows the operation of the program in 2008–09.

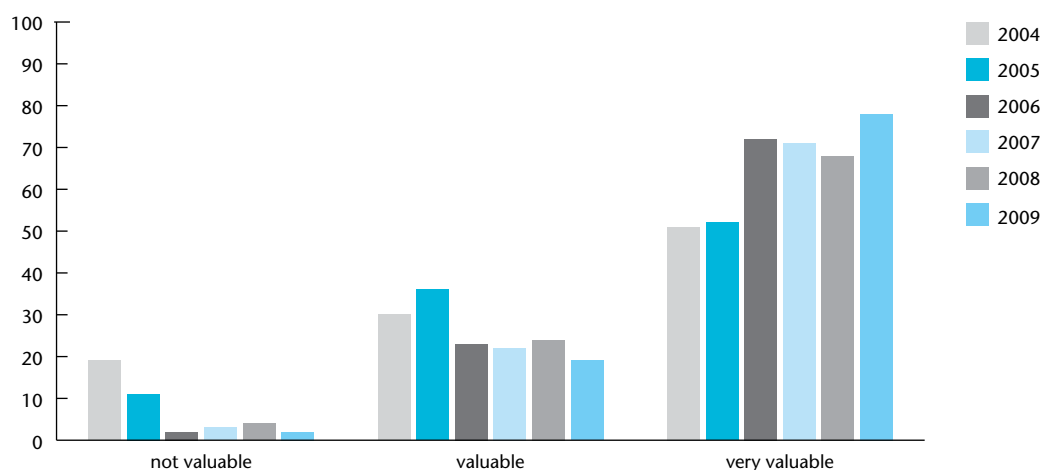
Leadership support for induction and mentoring has been identified as one of the most important factors influencing development of strong professional practice in PRTs. The Institute has continued to provide school leaders with information about Institute processes and support through principal briefings, regular bulletins and the provision of support materials to schools.

Provisionally registered teachers continue to evaluate the Institute support program highly as shown in figure 6.

**Table 11**  
**Support program for provisionally registered teachers**

Date	Teacher support	Locations		Numbers attending
June 2008	Provisionally registered teachers working as CRTs seminar	1 location:	Melbourne	94
July 2008	Provisionally registered teachers seminar (repeat of seminar 1)	27 locations:	16 metropolitan 11 regional	512
August–September 2008	Mentor training – Day 2	29 locations:	16 metropolitan 13 regional	1257
November 2008	Mentor training – Day 1	13 locations:	7 metropolitan 6 regional	306
November 2008	Experienced mentor updates	9 locations:	5 metropolitan 4 regional	261
February 2009	Mentor training – Day 1	25 locations:	13 metropolitan 12 regional	899
February–March 2009	Provisionally registered teachers seminar (including a principal briefing prior to the seminar)	30 locations:	17 metropolitan 13 regional	2398
May 2009	Mentor training – Day 2	29 locations:	16 metropolitan 13 regional	1067
<b>TOTAL</b>				<b>6794</b>

**Figure 6**  
**Evaluation of support program by PRTs**



### Supporting casual relief teachers (CRTs)

The Institute recognises the broad range of employment circumstances of teachers and their various professional learning needs.

During 2008–09 support processes for CRTs were integrated to provide a system that allowed these teachers greater control over their own professional learning and more contact with other CRTs. The Institute has continued to run seminars for CRTs in regional and metropolitan areas. At the

seminars teachers were invited to facilitate CRT networks. The Institute liaised between the CRT networks and local schools expressing interest in supporting CRTs through school-based seminars. This model establishes self-sustaining professional learning communities for CRTs that work in close collaboration with schools. Schools benefit by having work-ready CRTs with knowledge of their school priorities and student learning needs.

Table 12 (over page) shows the dates and locations of CRT seminars during the reporting period.

**Table 12**  
**Seminars for CRTs**

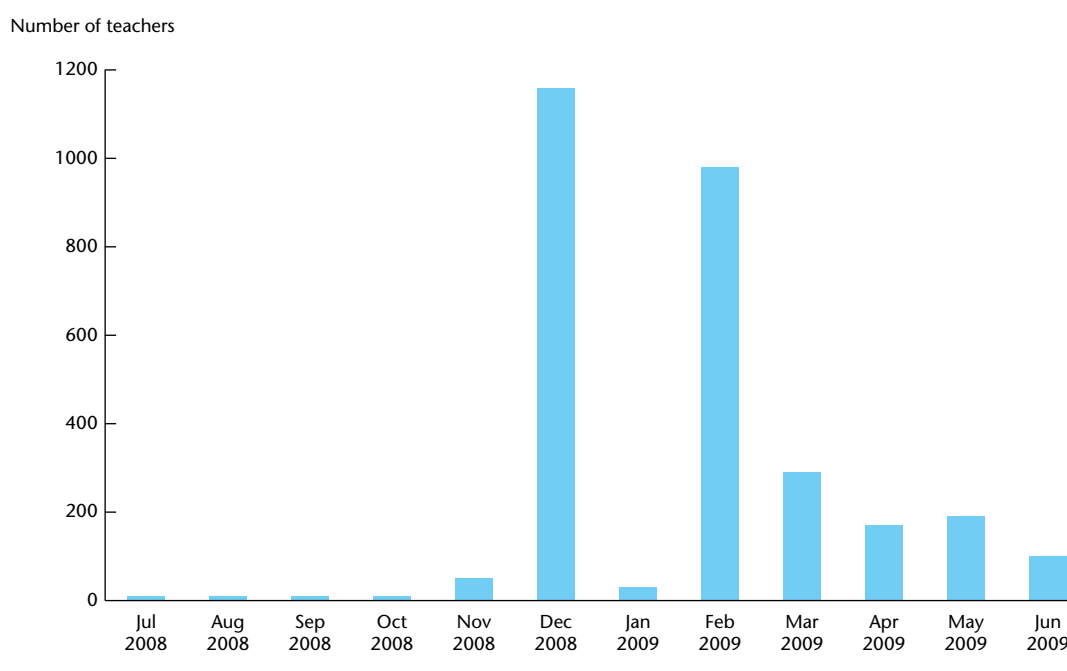
Date	Location	Numbers attending
July 2008	Melbourne	278
September 2008	Warrnambool	52
October 2008	Wangaratta	45
October 2008	Bairnsdale	19
November 2008	Mildura	18
December 2008	Melbourne	288
December 2008	Melbourne	74
April 2009	Preston	126
April 2009	Geelong	128
May 2009	Mildura	25
June 2009	Skye	73
June 2009	Ballarat	59
<b>TOTAL</b>		<b>1185</b>

### Supporting teacher professional learning

Renewal of registration provides public recognition of the continuing professional learning of experienced teachers. Over 3000 teachers renewed their registration during the reporting period. The validation process for teachers renewing their registration confirmed teachers were engaging with a vast range of professional development activities that supported and enhanced their knowledge and practice.

Figure 7 shows the number of teachers renewing their registration in 2008–09.

**Figure 7**  
**Renewal of registration, July 2008 to June 09**



### Pdi

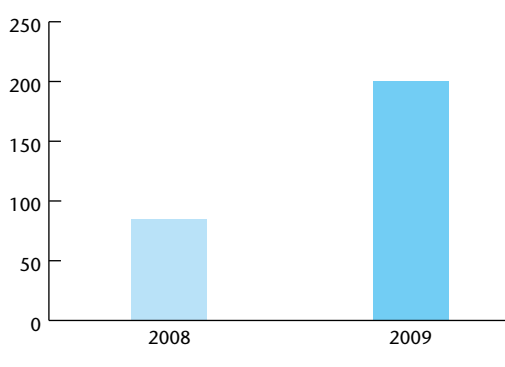
The Institute introduced Pdi in May 2008. Pdi is an online search facility designed to help teachers find professional development activities to support the renewal of their registration every five years.

The number of providers listing courses and activities on Pdi has continued to grow from its launch. Improved functionality means that teachers can request email updates of activities newly listed in their areas of interest.

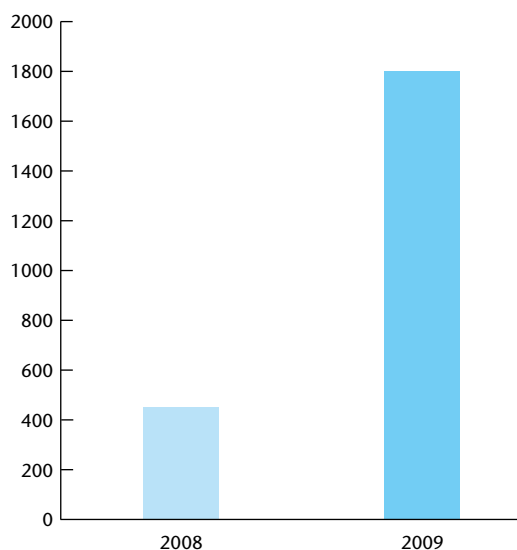
During June 2009, the Institute included professional reading portals on the home page of Pdi where teachers can access a list of professional readings and initiate or join a professional reading group. This has been of particular interest to CRTs. Some schools have also set up reading groups.

Figure 8 shows the dramatic increase in the number of providers listing their programs and courses on Pdi. Figure 9 (over page) shows the increase in listed courses since the launch in May 2008.

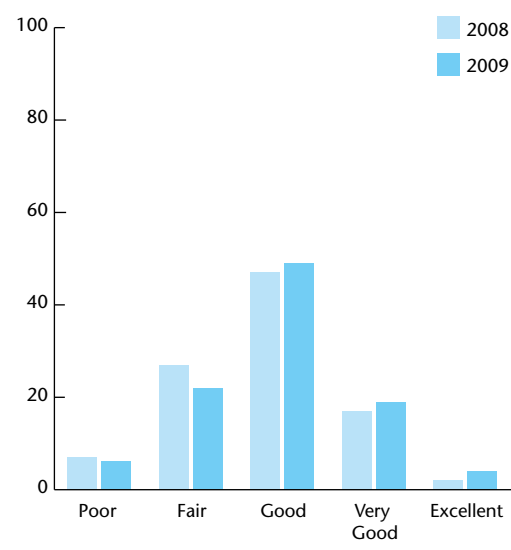
**Figure 8**  
**Pdi listed providers 2008 vs. 2009**



**Figure 9**  
Pdi listed courses and activities 2008 vs. 2009



**Figure 10**  
Overall Pdi website satisfaction 2008 vs. 2009



Key findings from the Annual Teacher Survey completed in June 2009, show that significantly more teachers were aware of the Pdi website (49% in 2009 compared to 39% in 2008) even though the site was only launched in May 2008.

Figure 10 opposite shows that the Pdi website was rated favourably overall by those who had visited it.



*The Institute promotes Pdi at the annual Education Show*



# Our disciplinary processes are open and transparent

## The work of the Litigation and Inquiries Unit and the Conduct and Panels Unit

The *Education and Training Reform Act 2006* sets out the Institute's responsibilities for the administration of disciplinary proceedings. These responsibilities are implemented by two work units of the Institute: Inquiries and Litigation and Conduct and Panels. To ensure fairness and transparency, the Institute has continued to review and adjust its procedures.

An inquiry may be initiated by:

- the lodging of a complaint
- a notification from an employer
- information received about a conviction or finding of guilt of an indictable offence
- a failure to comply with a condition on registration
- information that a teacher's registration may have been obtained by fraud or misrepresentation.

The Institute has established the Disciplinary Proceedings Committee to make decisions about these inquiries.

The Inquiries and Litigation Unit oversees investigations held as part of the inquiry process. Investigations are conducted to gather relevant information about allegations against a teacher. The Institute employs one investigations officer and has six persons contracted to undertake investigations on its behalf. If a decision is made by the Institute to hold a formal hearing, the Inquiries and Litigation Unit briefs a barrister to act as Counsel Assisting in:

- the preparation of a matter for formal hearing
- the presentation of the information obtained before a formal hearing panel, as a result of the complaint, notification or investigation.

The Conduct and Panels Unit is responsible for advising a teacher, complainant and employer of the Institute's decision to inquire or not to inquire into a matter.



In the event of the matter proceeding to a formal hearing, the Conduct and Panels Unit is also responsible for:

- arranging the hearing date
- establishing a panel to conduct the formal hearing
- supporting and advising the hearing panels on legal issues.

If the outcome of a formal hearing is a decision affecting the teacher's registration, the Institute is required to give notice of the panel's determination to:

- the Victorian Government Gazette
- teacher registration authorities in all other states or territories and New Zealand
- the teacher's employer
- the Secretary of the Department of Justice and,
- on request an overseas teacher registration authority.

In 2008–2009, the Institute received 201 general enquiries relating to the disciplinary proceedings, a teacher's conduct or fitness to teach and the code of conduct. Many of these concerns were resolved through discussion with the caller or correspondent or referral to the teacher's employer, a union or parent support group.

## Hearings

### Formal hearings

The Institute determines to conduct a formal hearing when there is probative evidence to substantiate allegations of serious misconduct, serious incompetence or lack of fitness to teach. Formal hearings provide the teacher and Counsel Assisting the Institute with the opportunity to present their case to the panel. The Institute bears the onus of proving the matters in issue to the satisfaction of the panel.

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.

### Openness of process

Formal hearings are open to the public and notice of the formal hearing is published in *The Age* Law List on the day of the hearing. A panel may decide to close a hearing if it is taking evidence of intimate, personal or financial matters.

The decision and reasons of a formal hearing panel are published on the Institute's website <[www.vit.vic.edu.au](http://www.vit.vic.edu.au)> under 'Professional Conduct'.

In 2008–2009, 20 formal hearings were held by the Institute. Of these one matter was adjourned to the next financial year, one hearing was abandoned, and two matters are outstanding.

From the 2007–08 financial year, all matters that were part heard were finalised and one determination to suspend a teacher was revoked.

### Members of the formal hearing panels

The Act sets out the constitution of a formal hearing panel. 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. The Institute Council has appointed 23 persons as sessional members and there are 12 Council members who sit on formal hearing panels.

### Informal hearings

Informal hearings are conducted by the Professional Practice and Conduct Committee, a Committee established by the Act. The Committee can make a decision that no further action is to be taken or that the matter is to be referred to a formal hearing. The Institute has not held any informal hearings this year.

### Complaints

A member of the public may contact the Institute in relation to a complaint against a teacher. The Institute may send out a complaint form for a complainant to complete and return to the Institute.

If the complaint form is not returned, the matter is referred to the Disciplinary Proceedings Committee which may decide that the complaint is unconfirmed. If a complaint form is lodged with the Institute then the complaint will be referred for consideration by the Disciplinary Proceedings Committee which may determine to:

- take no further action
- investigate the allegations
- refer to a formal hearing
- defer a decision pending further information.

Table 13

Complaint files opened	76
Unconfirmed complaints	35
Committee decision deferred	3
No further action	17
Referred to investigation	9
No further action	5
Formal hearing	1
Investigation continuing	2
Awaiting investigation	1
Referred direct to formal hearing	0
Waiting for complaint form	8
Unable to proceed/outside jurisdiction	3
Yet to be considered by Committee	1

## Notification from employer

The employer of a registered teacher is required under the Act 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. The employer is also required to provide copies of all relevant documents related to the notification.

A notification will usually occur following a teacher resigning during an investigation by the employer or if the teacher has been dismissed by the employer.

If a notification is received by the Institute then the matter will be referred for consideration by the Disciplinary Proceedings Committee which may determine to:

- take no further action
- investigate the allegations
- refer to a formal hearing or,
- defer a decision pending further information.

The majority of inquiries conducted by the Institute are the result of the employer's statutory obligation to notify the Institute of action taken.

**Table 14**

Notifications from employers	65
No further action	14
Committee decision deferred	5
Referred to investigation	23
No further action	3
Formal hearing	8
Investigation continuing	4
Decision deferred	1
Awaiting investigation	7
Referred direct to formal hearing	0
Yet to be considered by Committee	23

## 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.

Teachers have a statutory obligation to advise the Institute if they have been committed for trial or convicted or found guilty of an indictable offence. The Chief Commissioner of Police is also required to notify the Institute if a teacher has been charged, committed for trial or convicted or found guilty of indictable offences specified in the Act.

**Table 15**

Indictable offences	24
No further action	21
Waiting for further information	1
Referred to investigation	0
Referred direct to formal hearing	0
Legal proceedings pending	2

## Registration by fraud or misrepresentation

If it is alleged that a registered teacher has obtained their registration because of fraud or misrepresentation or their qualifications have been withdrawn, the Institute must conduct a formal hearing into whether the teacher should remain registered. During the reporting period, the Institute cancelled the registration of a teacher who had fraudulently misrepresented themselves by assuming the identity and qualifications of a teacher registered in another Australian state.

## Sexual offences

The Act provides that the Institute may suspend the registration of a teacher without inquiry if that teacher has been charged in Victoria or elsewhere with a sexual offence as defined in the Act. In 2008–2009 the Institute has served 12 notices of suspension without inquiry on teachers charged with sexual offences in Victoria.

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 2008–2009, seven teachers had their registrations cancelled as a result of convictions or findings of guilt for sexual offences.

## Registration matters

A national criminal history record check (NCHRC) is conducted for all persons applying for registration. If it is disclosed that an applicant for registration has been convicted or found guilty of an indictable offence or a summary offence that may have some bearing on their fitness to be a teacher, the Conduct and Panels Unit prepares a special attention report for the Registration Committee of Council. In 2008–2009, 88 reports were prepared. The Committee found in all cases that the matters did not affect the applicant's suitability to be a teacher and subsequently recommended the applicants for registration.

## Prosecutions

It is an offence under the Act for a person to undertake the duties of a teacher without registration and for an employer to employ unregistered teachers. The Institute has developed procedures to investigate and prosecute persons and employers who commit such an offence. No prosecutions have yet been undertaken. In 2008–2009 the Institute opened five files in relation to unregistered teachers. All matters were resolved without requiring prosecution. One matter opened in 2007–2008 is still under investigation by the Institute.

### VCAT reviews

A teacher who seeks to review a determination of a formal hearing panel or of the Institute Council to refuse registration or permission to teach, may lodge an application for review with the Victorian Civil and Administrative Tribunal (VCAT).

The Inquires and Litigation Unit is responsible for representing the Institute at reviews by the VCAT of Institute decisions.

In 2008–09 there were two applications for review of an Institute hearing panel decision. One matter is listed for hearing on 4 September 2009. The other matter is yet to be listed.

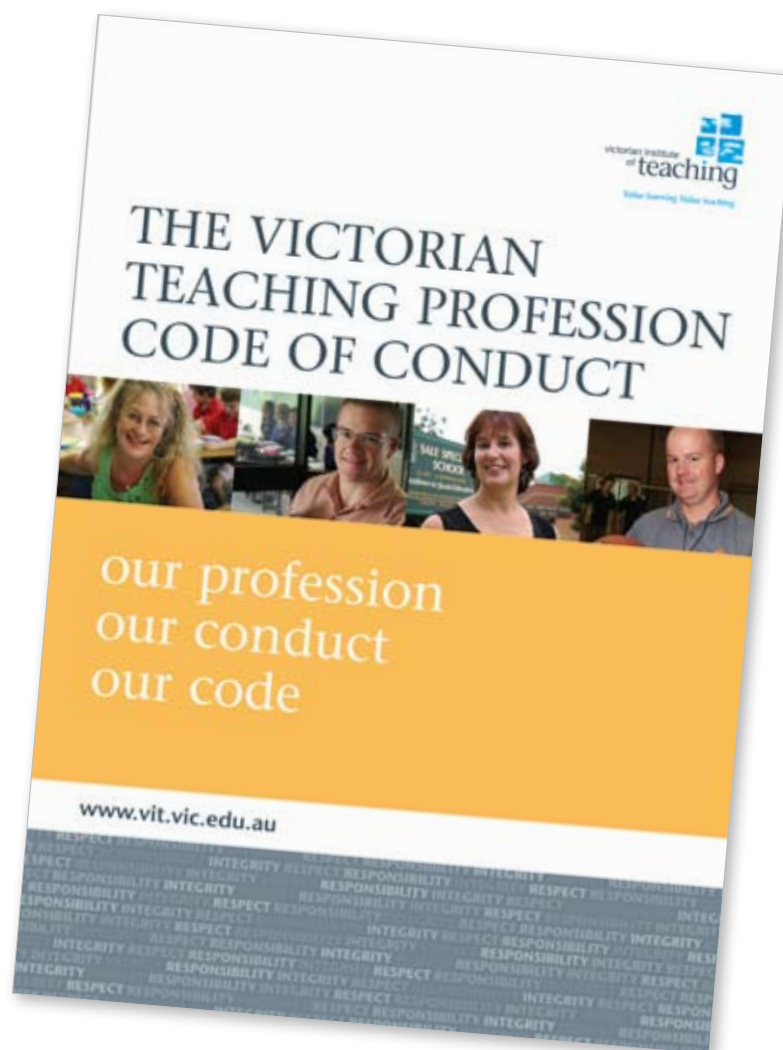
Two persons applied to the VCAT for review of the Institute's decision to refuse them registration. One person was refused registration on the grounds that she had not completed four years of approved post-Year 12 study, inclusive of at

least one year of approved, pre-service teacher education. The person withdrew their application to VCAT before the matter proceeded to a hearing. The other person was refused registration on the grounds that she had not completed four years of approved post-Year 12 study, inclusive of at least one year of approved pre-service teacher education. The matter is yet to be listed for hearing.

In 2008–2009 one person's application for review by VCAT made in 2007–2008 was withdrawn.

### Court proceedings

The Inquiries and Litigations Unit is responsible for conducting court proceedings on behalf of the Institute. There have been no court proceedings issued in a court relevant to the Institute during 2008–2009.



*Poster delivered to all schools to promote the publication of the Code of Conduct.*

# We communicate with teachers, stakeholders and the community

Teachers receive information from the Institute via a range of print, electronic and face-to-face communications:

- the Institute newsletter *Professional Practice* and *Professional Practice Online*
- regular news and policy updates on the Institute website
- regular circulars emailed to all schools
- direct mail
- a periodic online research digest presenting recent findings on professional issues
- school visits by the Field Officer
- quarterly seminars for teachers and other education stakeholders.

## Our website

A key information resource for registered teachers, applicants for registration and members of the community, the Institute website is attracting an increasing amount of visitors.

Numbers rose from an average 36,321 visits per month in the previous reporting period to 37,198 per month in the current period (Figure 11).

The most popular web pages provided information on:

- how to qualify as a teacher
- how to apply for registration
- registration matters and professional learning.

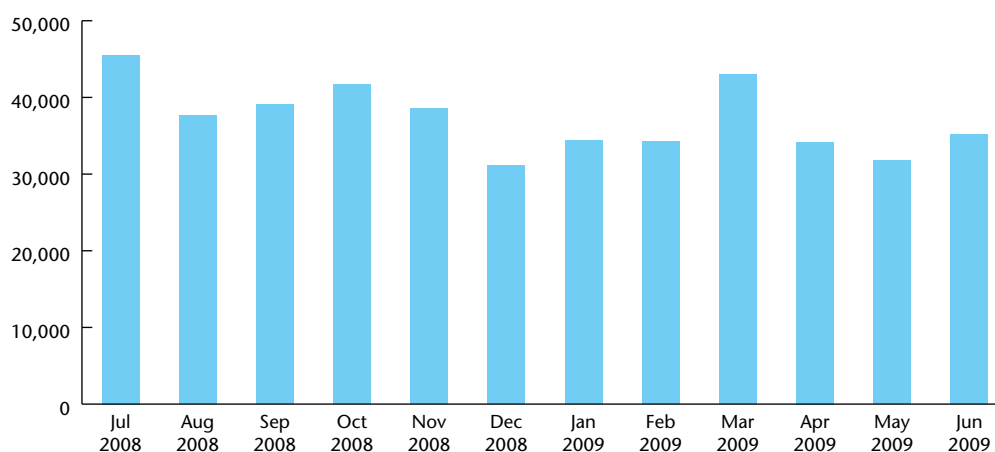
## Teachers rate our website

The Annual Teacher Survey commissioned by the Institute in 2008 and 2009 shows that significantly more teachers gave a high rating to the website in 2009 than in 2008.

**Table 16**  
Website 'High' ratings 2008 vs 2009

Aspects for rating website	High		Difference
	2008	2009	
Professional design	73%	78%	5%
Ease of navigation	68%	76%	8%
Appeal of the home page	68%	75%	7%
Timeliness of information (updates, bulletins, latest news etc)	67%	75%	8%
Usefulness of information	67%	72%	5%
Educative value	61%	65%	4%
<b>VIT website overall</b>	<b>68%</b>	<b>74%</b>	<b>6%</b>

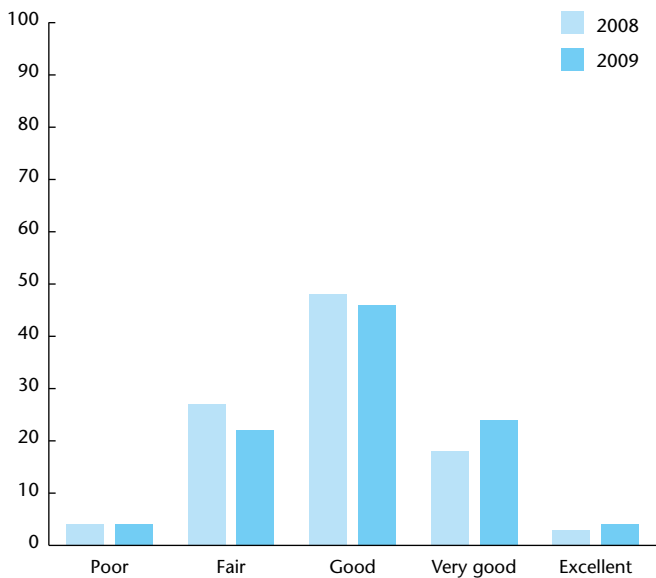
**Figure 11**  
Visits to the Institute's website, July 2008 to June 2009





Teachers’ overall satisfaction with the Institute website is shown in the figure below. While 74% of those who had used it at least once in the past 12 months rated it as good, very good or excellent, the Institute acknowledges the need to build awareness of its existence with around one quarter of teachers.

Figure 12  
Overall VIT website satisfaction, 2008 vs. 2009



Ability to search the register

Via the website, members of the public can access a ‘Search the Register’ function to check that a teacher is registered and fit to teach.

The information provided is an extract from the Register of Teachers and current at the date of viewing.

Each person shown is a registered teacher and eligible to teach in Victoria.

A search will provide the following information about a registered teacher:

- surname and given names
- type of registration held
- date of registration
- registration number.

Teachers’ Hotline

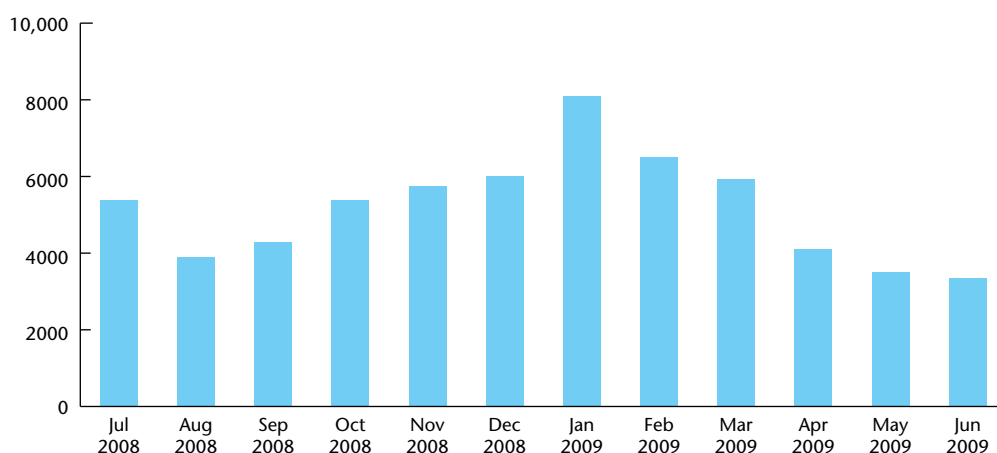
The Institute provides a telephone advisory service to practising teachers, applicants for registration and the general community through its Teachers’ Hotline. Six Customer Service Officers staff the centre from 8.30 am to 5.30 pm, Monday to Friday. Figure 13 shows the number of calls to the Teachers’ Hotline in 2008–09.



Customer Service Officer John Frazer assists an applicant for registration at the Institute's reception.



**Figure 13**  
**Number of calls to Teachers' Hotline per month, July 2008 to July 2009**



### Teachers rate the Hotline

Results from the 2009 Annual Teacher Survey showed significant improvements in teachers' 'High' ratings of the Teachers' Hotline across all aspects as Table 17 (opposite) shows.

However, the Institute is mindful of the need to continue to build its customer service operations to address the issue of those teachers rating the Teachers' Hotline overall as fair or poor (26%) as Figure 14 demonstrates.

During the reporting period, the Communications and Research Branch has paid close attention to the performance of our customer services through:

- an internal audit of the Customer Service Centre conducted by HWK Horwath
- a work value review of the Customer Service Officer and Communications Officer positions conducted by SACS Consulting
- the annual survey of registered teachers
- an internal review of staff turnover in the Customer Service Centre
- an internal review of the effectiveness of cross branch communications
- an internal review of the professional development program offered to customer service officers.

The Institute has responded to the issues identified in each of these exercises:

- 'call recording' software has been installed
- the positions of Customer Service Officer and Communications Officer have been reclassified
- staff of the Customer Service Centre meet regularly with Teacher Registration Officers to share information and expertise
- branch meetings have been expanded to include targeted refresher courses for Customer Service Officers.

An immediate outcome is a fall in staff turnover providing greater consistency of service to callers.

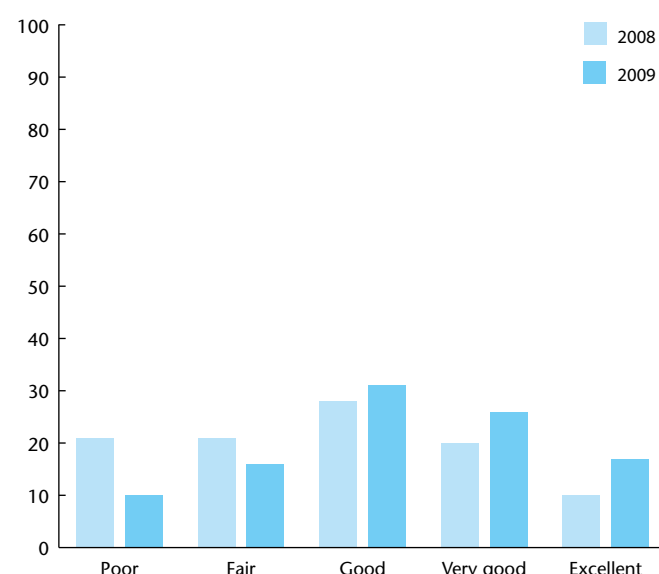
In the longer term, the implementation of a customer relationship management system in early 2010 will see the integration of telephony

and registration systems and ensure that all calls are logged and those requiring follow up are actioned and updated on the system.

**Table 17**  
**Teachers' Hotline 'High' ratings 2008 vs 2009**

Aspects for rating Teacher's Hotline	High		Difference
	2008	2009	
Courtesy and helpfulness	68%	79%	11%
Quality of the advice	63%	77%	14%
Staff knowledge	64%	76%	12%
Efficiency of service	57%	72%	15%
Timeliness of response (call back, follow-up action)	56%	72%	16%
<b>Teachers' Hotline overall</b>	<b>58%</b>	<b>74%</b>	<b>16%</b>

**Figure 14**  
**Overall Teachers' Hotline satisfaction, 2008 vs. 2009**



**Our communications with principals**

The Institute regularly communicates with principals by email to ensure they have current information on registration issues affecting teachers in their schools. In the reporting period 20 email circulars were sent to principals.

**Principals’ Hotline**

Principals and their delegates have immediate access to professional advice from the Institute via the Principals’ Hotline, operating from 8.30 am to 5.30 pm, Monday to Friday. Up to six Institute officers answer calls to this hotline. Per month, an average of 115 calls were answered, a total of 1387 calls for the reporting period.

**vitonline**

Principals can access a secure internet-based online facility, *vitonline*, using unique login details provided by the Institute. *vitonline* allows principals to confirm:

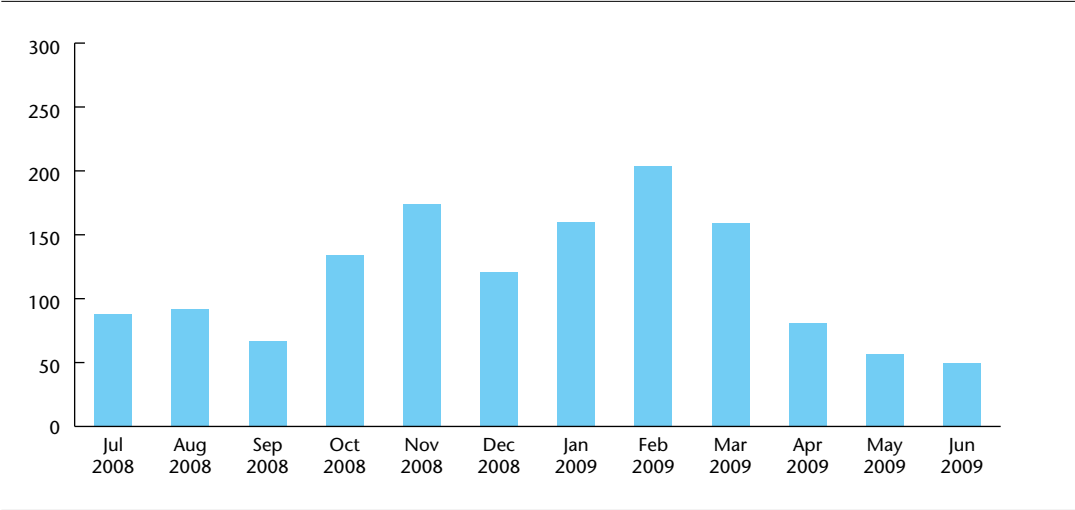
- current registration status of all teachers at their school
- current registration status of a teacher they wish to appoint to the school
- that a beginning teacher has been granted provisional registration and can start teaching.

**General correspondence and our email box**

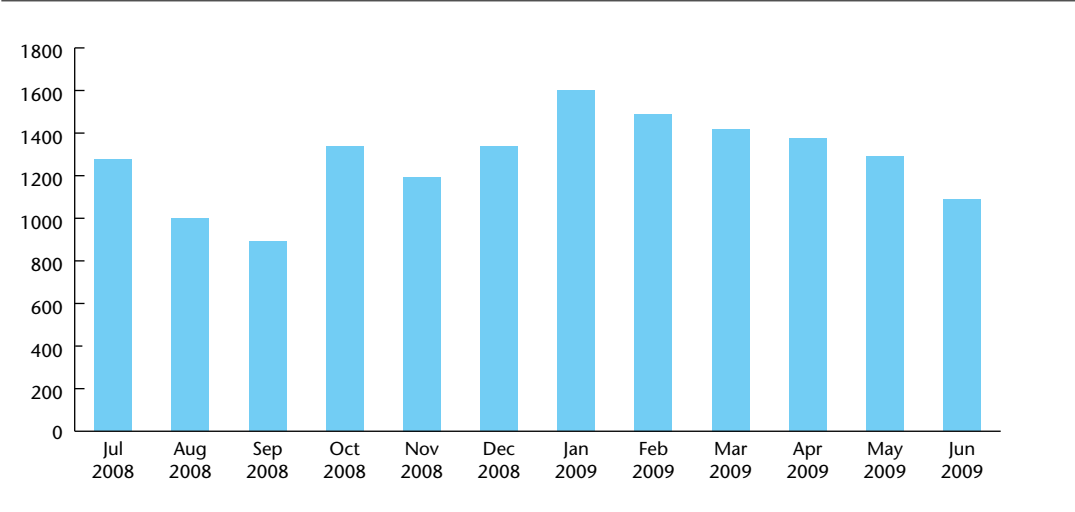
The Communications and Research Branch also responds to general written correspondence and to emails sent to the Institute’s electronic mailbox.

A total of 15,294 emails were received and processed in the reporting period, an average of 1,274 per month (see Figure 16).

**Figure 15**  
Number of calls to Principals’ Hotline per month, July 2008 to June 2009



**Figure 16**  
Number of emails responded to per month, July 2008 to June 2009



## Field Officer Program

The Institute Field Officer, Mary Walker, has continued to visit schools and inform teachers about the work of the Institute. She also helps individual teachers resolve registration issues.

Over the reporting period Mary visited 81 schools and attended several career expos across the state. Overall, during school visits Mary presented to more than five thousand teachers.



*Seated: l to r Lesley Serong and Gloria Denyer  
Standing: l to r Mary McGregor, John Benison, and Mary Walker  
(absent Jan Sherry and Joy Vogt)*

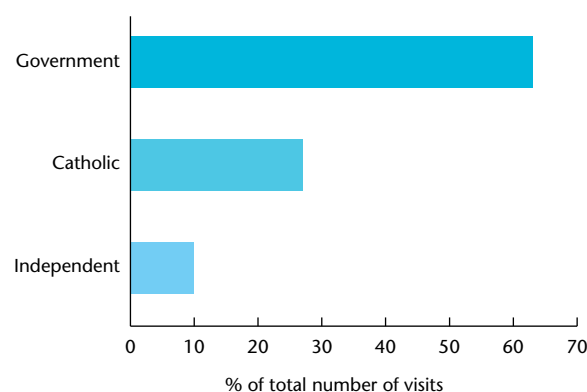
Response from teachers to the appointment of an Institute Field Officer has been so positive that Council approved the creation of six additional field officer positions.

Appointed on a sessional basis in June 2009, the officers have completed a training program at the Institute and will commence their visits to schools at the start of Term 3.

The new field officers are John Benison, Gloria Denyer, Mary McGregor, Lesley Serong, Jan Sherry and Joy Vogt. All registered teachers, some of them former principals, they bring to the position a broad range of teaching and leadership skills and experience.

Figure 17 shows the breakdown by school system of Field Officer visits.

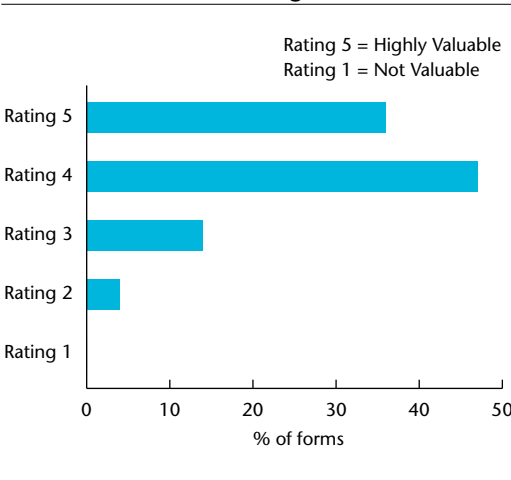
**Figure 17**  
**School visits by sector, 2008–09**



*The Institute's Field Officer Mary Walker*

Written feedback from presentations indicates that teachers respond positively to the Field Officer’s visit.

Figure 18  
Field Officer feedback ratings, 2008–09



Our publications

iteach replaced by Professional Practice

Based on a recommendation from the 2008 ministerial review of the Institute, Council agreed the quarterly newsletter for teachers, *iteach*, and its electronic partner *iteachonline*, would cease publication. Three issues of *iteach* and *iteachonline* were published in the reporting period, with the March 2009 editions being the last.

*iteach* and *iteachonline* have been replaced with the new quarterly newsletters *Professional Practice* and *Professional Practice Online*. The first issues were published just after the end of the reporting period, in mid July 2009.

A further recommendation of the review was that the Institute should communicate as far as possible with teachers in an electronic format. To this end the Institute contacted all teachers for whom it had



The first issue of the Institute’s new publication Professional Practice



Professional Practice Online



email addresses to invite them to nominate email delivery of the new newsletter *Professional Practice*. Around 25,000 teachers took up this option.

*Professional Practice* and *Professional Practice Online* are distributed to more than 109,000 registered teachers as well as school council presidents, school board chairpersons, faculties and schools of education, professional associations, teacher unions, and equivalent bodies interstate and internationally.

The broad editorial objectives of these newsletters are to:

- convey important information in line with the Institute's core business
- provide content that is relevant, useful, interesting and engaging to teachers
- report the development and implementation of key Institute policies
- 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
- report the work of the Institute.

## The Digest

In partnership with the teacher regulatory authorities in other Australian states and territories, in 2008 the Institute commissioned the Australian Council for Educational Research to produce a series of online research digests for teachers.

In the reporting period, two digests were published on the Institute's website: *Using data to improve student learning* and *The use of ICT in schools in the digital age*.



## Our events

### Career expos

To promote teaching as a desirable career choice, the Institute exhibited at two major career expos in the reporting period: the Education Show in August 2008 and *The Age* VCE and Career Expo in April 2009. Visitors to these expos were able to access the Institute's website to see the initial teacher education programs approved by the Institute.



The Institute stand at the Herald Sun Melbourne Career Expo



Visitors to the Institute stand at The Age VCE and Careers Expo



The Institute also exhibited at five regional careers expos. These events provide a significant opportunity to promote the profession and teaching as a career. The total number of visitors to these expos, as estimated by the organisers, was over 37,000. The Institute also has a 'virtual stand' at the 'Virtual Career Expo', launched in August 2007.

For the remainder of 2009, the Institute plans to exhibit at the *Herald Sun* Melbourne Career Expo in July and the Education Show in August, and at a series of regional career expos: the Wimmera Southern Mallee Careers Expo and Warragul Jobskills Expo in July, and the Ballarat Careers Expo and Mornington Peninsula Shire Careers Expo in August 2009.

### World Teachers' Day

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

In 2008 the Institute's chosen theme was 'World Teachers Day every Day'. The campaign included:

- promotional posters distributed to schools, libraries and universities
- email circular to principals encouraging schools to mark the day

- letters to key stakeholders, local and municipal councils, MPs and school councils
- competition inviting teachers to contribute their World Teachers' Day video story
- regional radio releases
- selection of media releases including teacher case studies.

Articles about World Teachers' Day appeared in 11 suburban and rural newspapers, and the day was also mentioned by 18 regional radio stations, including ABC Bendigo.

The winner of the video competition, Mrs Jennifer Luca, was presented with a \$5000 professional development package including \$3000 from the Institute to support further professional development from programs listed on Pdi and a \$2000 travel voucher awarded by the Victoria Teachers Credit Union.

### 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 four seminars for stakeholders. Audiences comprised teachers and representatives from education unions, teacher and principal associations, teacher educators, teacher employers, and parent and school council groups.



*Winner of the 2008 World Teachers every Day competition, Jenny Luca with The Victoria Teachers Credit Union's Marie Sarantos.*



*Teachers Anne Baird and Ranjith Dediwalage are presented with framed copies of the 2008 World Teachers' Day poster in which they feature as 'world teachers'.*

Seminars for stakeholders included:

- *Cybersafety – implications for School Communities and Teachers' Professional Practice*  
(Guest speaker: Greg Gebhart, educational trainer at Cybersafety Outreach, Australian Communications and Media Authority)
- *The Family School Partnership – Elements of Best Practice*  
(Panel of speakers: Mr Nicholas Abbey, Council member and President of Victorian Council of School Organisations; The Hon. Terry Aulich, Executive Director of the Australian Council of State School Organisations and Director of the Family-School and Community Partnerships Bureau; Dr Denis Muller, social and policy research consultant; Associate Professor Jan Matthews, Director of Research and Practice at the Parenting Research Centre)
- *Creating Effective Learning Communities*  
(Guest speaker: Professor Stephen Dinham, Research Director, Teaching, Learning and Leadership, Australian Council for Educational Research)
- *A National Curriculum: Implications for the Teaching Profession*  
(Guest speakers: Tony Mackay, Deputy Chair, National Curriculum Board; Robert Randall, General Manager, National Curriculum Board)

## 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. The meetings were chaired in 2008 by Council member, Mr Nicholas Abbey, and in 2009 by Council member Ms Gail McHardy. There were three meetings in the reporting period.

## Our research

In March 2009, the branch commissioned research company Ipsos to undertake the annual survey of teachers. This was the second such survey; the first conducted in 2008 was to provide data concerning key performance indicators the Institute had identified as part of its 2006–09 Strategic Plan. The purpose of the second survey was to track movements in its performance since 2008. The results of the survey are presented on pages 9, 10 and 11 of this report.



Tony Mackay and Robert Randall addressing our seminar audience on a national curriculum

**Table 18**  
**Institute research activities 2008–09**

Research Topic	Partner/Contractor	Completion date
Evaluation of the 2007 Supporting Provisionally Registered Teachers program	Ric-Edu consulting	July 2008
Australian Research Council Linkage project: The development and validation of standards for accomplished geography teachers	Standards and Professional Learning branch (partner investigator) with Melbourne University, AGTA and GTAV	2010
Analysis of cohort data from PRT database	Ric-Edu consulting	Ongoing
40 teachers go to school: induction of beginning teachers in SE Victoria	Monash Gippsland	
Evaluation of the 2008 Supporting Provisionally Registered Teachers program	Ric-Edu consulting	June 2009
Registered Teachers Survey 2009	Ipsos	June 2009
Graduate Outcomes Survey	Ric-Edu consulting	December 2008



*Customer Service Officers (l to r) Sezen Ozsahin, Alex Dracoulis, Bindi Fielding and Sonia Tung*

# Our business operations

## **Banking**

The Institute operates a corporate cheque account and invests in term deposits held with the Westpac Banking Corporation. The Institute seeks to minimise risk and maximise return on funds available to meet its future needs.

## **Financial services**

The Institute's accounts and IT accounting systems continue to be maintained by Milura Pty Ltd. This outsourced service assists the Institute in ensuring it maintains contemporary systems and can draw upon up to date accounting advice.

## **Mail house services**

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

## **Records management**

An electronic records and document management system, Hummingbird, stores all of the Institute's administrative files in accordance with relevant information and retention standards.

## **Consultancies and other major contracts**

No major contracts greater than \$10m were entered into in 2008–09.

A number of consultants were engaged in 2008–09 to provide advice on short-term projects requiring research design and communication strategies. The total value of these consultancies was \$297,745 with the largest single consultancy paid \$53,574.



victorian institute  
of teaching



### Freedom of Information

The *Freedom of Information Act 1982* (FOI Act) provides the community some access to information held by the Institute. The Freedom of Information Officer determines right of access on a document by document basis in accordance with the Act.

There were no requests for information under the FOI Act in 2008–09.

### National Competition Policy

The Institute is the sole registration authority for teachers in all Victorian primary and secondary schools. The Institute maintains a watching brief on National Competition Policy.

### Whistleblowers protection

As of 30 June 2009, 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.

### Environmental sustainability

The Institute continues to further refine its practices to reduce its carbon footprint.

In 2008–09 it released an online alternative version to its newsletter, and tendered out a new online teacher communication system to be released in 2010. These new initiatives combined with existing recycling and waste minimisation initiatives are helping the Institute in its endeavours to be an environmentally responsible organisation.

### Occupational Health and Safety

The Institute, through its Occupational Health and Safety Committee is committed to providing a safe and secure environment for its staff and visitors, and fully complies with the *Building Act 1993*.

### Staff and community wellbeing

Employees of the Institute, through a Working Environment Group are encouraged to participate in activities that promote morale and wellbeing. Funds are raised for charities from various social events and functions. A staff book club meets at lunchtime every two months to discuss the latest book choice.

### Merit and equity

The Institute applies Victorian Public Service merit and equity principles in selecting and recruiting staff.

### Professional development

The Institute has an ongoing professional development program for its employees. Alongside its staff induction program, training needs are identified to ensure core functions are able to be carried out in an effective manner.

### Human Rights Charter

Every care has been taken to ensure that all acknowledged human rights of the individual are not compromised by the operations, policies and procedures of the Institute.

### Staff by operation

Staff	Full-time equivalent
Communication and Publication	4.6
Customer Service Centre	7.0
Field Officer	1.0
Teacher Registration	16.7
Course Accreditation	2.0
Standards and Professional Learning	6.2
Professional Practice and Conduct	8.8
Secretariat and Corporate Services	9.0
Casual Staff	3.0
<b>Total</b>	<b>58.3</b>



# The members of the Institute Council

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, Catholic or independent schools. The Council of the Institute administers its legislation in the public interest to ensure students in Victorian schools are taught by teachers who meet high professional standards.

The Council of 20 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 and Early Childhood Development.

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.

An election of ten members of Council was conducted by the Victorian Electoral Commission in October 2008. Elected members commenced their term of office on 28 November 2008. The term of office of appointed members of Council expired on 28 February 2009. With elected and appointed members in place, the complete Third Council of the Institute met for the first time on 25 March 2009.

## 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.

# MEMBERS OF THE COUNCIL OF THE INSTITUTE



**Susan Halliday**  
Chairperson



**Stephen Bhogal**  
Ballarat Grammar School



**Michael Butler**  
Reservoir District Secondary College



**Dale Hendrick**  
Principal, Pakenham Hills Primary School



**Nicole Lylak**  
Narre Warren South P-12 College



**Gail McHardy**  
Executive Officer, Parents Victoria



**Kevin Moloney**  
Loreto Mandeville Hall



**Garry Salisbury**  
Echuca College



**Dr Anne Sarros**  
Principal, Firkbank Grammar School



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



**Jean Cooke**  
Aurora School



**Jennifer Costello**  
Carranballac P-9 College



**Marino D'Ortenzio**  
Caroline Springs College



**Jane O'Shannessy**  
Santa Maria College



**Judy Petch**  
General Manager, School Workforce  
Reform and School Improvement Division,  
Department of Education and Early  
Childhood Development



**Mary-Anne Pontikis**  
Meadow Heights Primary School



**Debra Punton**  
Assistant Director, School Services,  
Catholic Education Office Melbourne



**Leonie Sheehy**  
St Joseph's Primary School Boronia



**Associate Professor Christine Ure**  
The University of Melbourne



**Gaylene Watts**  
Principal, St Philip's Primary School



### Number of council meetings attended by each member

Name	Meetings Attended
Anne Sarros**	4/4
Christine Ure	9/9
Dale Hendrick*	5/6
Debra Punton	9/9
Gail McHardy**	4/4
Garry Salisbury	8/9
Gaylene Watts*	6/6
Heather Schnagl	8/9
Jane O'Shannessy	9/9
Jean Cooke	9/9
Jennifer Costello*	5/6
Judy Petch	4/8
Kevin Moloney	9/9
Leonie Sheehy*	5/6
Marino D'Ortenzio*	5/6
Mary-Anne Pontikis**	4/4
Michael Butler	9/9
Nicole Lylak	9/9
Stephen Bhogal*	3/6
Susan Halliday	8/9

Council member Stephen Bhogal was granted leave from 3 April – 12 July 2009

### Council members whose term of office concluded in September 2008

Name	Meetings Attended
Tony Bugden	0/1

### Council members whose term of office concluded in November 2008

Name	Meetings Attended
Christine Holloway	2/3
Julia Wake	2/3
Margaret Ricardo	3/3
Marilyn Mooney	2/3
Michael Lester	0/3
Robert Casamento	3/3

Council member Michael Lester was granted leave from 3 September – 22 October

### Council members whose term of office concluded in February 2009

Nicholas Abbey	4/5
Stephen Newton	2/5
Terry Hayes	3/5

\*Term of office commenced November 2008

\*\*Term of office commenced February 2009

## The Committees of Council

### Registration Committee

The Registration Committee provides advice and makes recommendations to the Institute Council on registration matters including the approval/refusal of registration or Permission to Teach. In some cases, the Committee will conduct an

interview to make an informed decision about the applicant's suitability as a teacher.

During 2008–09, the Committee held 41 meetings: 12 were held at the Institute's offices and a further 29 were email meetings.

### Members

Jean Cooke (Chairperson), Aurora School  
Jennifer Costello, Carranballac P–9 College  
Michael Butler, Reservoir District Secondary College  
Nicole Lylak, Narre Warren South College  
Kieran McCrohan, Wesley College  
Mary-Anne Pontikis, Meadow Heights Primary School  
Janedin River, La Trobe University  
Heather Schnagl, Ivanhoe Girls' Grammar School  
Leonie Sheehy, St Joseph's Primary School  
Brian Wheeler, DEECD  
Pauline Zappulla, Catholic Education Office

### Administration & 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. On behalf of Council, the Committee manages the development and implementation of the Institute's strategic and business plan budgets. In addition, the Committee advises Council on the adequacy and effectiveness of the Institute's financial and accounting policies and related control systems.

During 2008–09, the Administration and Finance committee met nine times.

### Members

Susan Halliday (Chair)  
Jean Cooke, Aurora School  
Michael Butler, Reservoir District Secondary College  
Debra Punton, Catholic Education Office, Melbourne  
Heather Schnagl, Ivanhoe Girls' Grammar School  
Kevin Moloney, Loreto Mandeville Hall  
Stephen Bhogal, Ballarat Grammar School

### 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 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.

During 2008–09, the Audit committee met three times.

#### Members

David Nairn (Chair), HLB Mann Judd  
Craig Geddes, Acumen Alliance  
Warwick Spargo, RSM Bird Cameron  
Debra Punton, Catholic Education Office, Melbourne  
Heather Schnagl, Ivanhoe Girls' Grammar School

#### 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 2008–09 Council delegated to the committee the responsibility for short listing and recommending replacement members of Council for its consideration.

During 2008–09, the Remuneration Committee met once.

#### Members

Susan Halliday, Chairperson  
Debra Punton, Catholic Education Office, Melbourne  
Jean Cooke, Aurora School  
Heather Schnagl, Ivanhoe Girls' Grammar School

#### The Professional Practice and Conduct Committee

The Professional Practice and Conduct Committee advises on standards of professional conduct and is responsible for promoting the *Victorian Teaching Profession Code of Conduct*. The Committee also conducts informal hearings and determines whether a matter should be referred to a formal hearing.

The Committee met five times during 2008 – 2009.

#### Members

Gaylene Watts, (Chairperson) St Philip's School, Blackburn North  
Dale Hendrick, Pakenham Hills Primary School  
Vacant Position  
Anne Moloney, Special Education Consultant  
Roger Gill, Loreto Mandeville Hall, Toorak

#### Accreditation Committee

The Accreditation Committee assesses and approves initial teacher education programs for the purposes of registration, consistent with the standards and guidelines issued by the Institute and described in *Preparing Future Teachers*. The membership of the Committee comprises teachers and principals from Victorian government and non-government schools, teacher educators, parents, and representatives of Victorian teacher employers.

During 2008–09, the Committee held six meetings.

#### Members

Mr Dale Hendrick (Chairperson), Pakenham Hills Primary School  
Professor Lawrie Angus, University of Ballarat  
Ms Lynne Baker, Ashburton Primary School  
Mr Stephen Bhogal, Ballarat Grammar School  
Ms Diane Bourke, Melbourne Girls Grammar  
Dr Gerard Calnin, Association of Independent Schools of Victoria  
Associate Professor Deborah Corrigan, Monash University  
Ms Anne-Maree Dawson, Australian Catholic University  
Dr Bill Eckersley, Victoria University  
Dr Julie Faulkner, RMIT University  
Mr Stephen Franz-Ford, Association of School Councils in Victoria  
Ms Eleni Goulas, Lowther Hall Anglican Grammar School  
Mr Joseph Haddad, Narre Warren South P-12 College  
Mr Peter Kelly, Christian Brothers College St Kilda  
Dr Patricia McCann, La Trobe University  
Mr Alan Marshall, Deakin University  
Mr Daniel Nemtsas, Merbein Primary School  
Ms Debbie Mierisch, Milgate Primary School  
Ms Debbie Peynenborg, Department of Education and Early Childhood Development  
Mr Glenn Proctor, Hume Central Secondary College  
Ms Margaret Ricardo, St John Vianney Primary School  
Ms Lorraine Tran, Victorian Curriculum and Assessment Authority  
Associate Professor Christine Ure, The University of Melbourne  
Ms Johanna Walker, Lilydale High School  
Dr David Warner, Eltham College  
Dr Amanda Watson, University High School



## **The Disciplinary Proceedings Committee**

The Disciplinary Proceedings Committee is responsible for the administration of the Institute's disciplinary procedures. In its decision making the Committee reflects the standards of fitness, conduct and competence the teaching profession expects of registered teachers.

During 2008–09, the Committee held 17 meetings: 12 were held at the Institute's offices, there were 4 email meetings and 1 teleconference meeting.

### **Members**

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Susan Halliday, (Chairperson) Institute Council  
Chairperson  
Kevin Moloney, Loreto Mandeville Hall  
Nicole Lylak, Narre Warren South P–12 College  
Jane O'Shannessy, Santa Maria College, Northcote  
Michael Butler, Reservoir District Secondary College  
Carmel White, Department of Education and Early  
Childhood Development  
Marino D'Ortenzio, Caroline Springs College  
Mary-Anne Pontikis, Meadow Heights Primary School  
Leonie Sheehy, St Joseph's Primary School, Boronia  
Kevin Pope, Meadow Heights Primary School  
Michael Lester, Kyneton Secondary College  
Marilyn Mooney, Casual relief teacher  
Anne Sarros, Firbank Grammar School

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## **Standards and Professional Learning Committee**

The Standards and Professional Learning Committee makes recommendations to the Institute Council on the development, establishment and maintenance of standards of professional practice for entry into the teaching profession and for continuing membership of the profession. The Committee advises Council on research into teaching and learning practices.

During 2008–09, the Committee held 7 meetings.

### **Members**

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Jane O'Shannessy (Chairperson)  
Anne Sarros, Firbank Grammar School  
Gail McHardy, Parents Victoria  
Jean Cooke, Aurora School  
Jennifer Costello, Carranballac P–9 College  
Michael Butler, Reservoir District Secondary College  
Stephen Bhogal, Ballarat Grammar School  
Brenton Doecke, Monash University  
Miranda Price, Chatham Primary School  
Rosemarie Smith, DEECD  
Sue Mackay, Tintern Schools  
Diane Mayer, Deakin University

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## **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, the annual World Teachers' Day promotional campaign and other initiatives of the Communications and Research Branch.

During 2008–09, the committee held nine meetings.

### **Members**

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Gail McHardy (Chairperson), Executive Officer,  
Parents Victoria  
Christine Ure, The University of Melbourne  
Gaylene Watts, Principal, St Philip's Primary School  
Marino D'Ortenzio, Caroline Springs College  
Nicole Lylak, Narre Warren South P–12 College  
Jan Sherry, registered teacher

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### **Risk Management attestation**

I, Susan Halliday certify that the Victorian Institute of Teaching has risk management processes in place consistent with the Australian/New Zealand Risk Management Standard and an internal control system is in place that enables the executive to understand, manage and satisfactorily control risk exposures. The Audit Committee verifies this assurance and that the risk profile of the Victorian Institute of Teaching has been critically reviewed within the last 12 months.

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

Susan Halliday  
Chairperson- Victorian Institute of Teaching

Melbourne  
9 September 2009

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## Comprehensive operating statement for the financial year ended 30 June 2009

	Note	2009 \$	2008 \$
<b>INCOME FROM TRANSACTIONS</b>			
Interest	2 (a)	394,802	563,869
Revenue from rendering of services	2 (b)	8,231,494	8,376,256
Government Grant	2 (c)	1,288,183	1,256,764
<b>Total income from transactions</b>		<b>9,914,479</b>	<b>10,196,889</b>
<b>EXPENSES FROM TRANSACTIONS</b>			
Grants and other payments	3 (a)	106,016	167,941
Employee benefits	3 (b)	4,461,797	4,305,701
Depreciation and amortisation expenses	3 (c)	340,453	323,754
Supplies and services	3 (d)	4,613,440	5,009,095
Finance costs	3 (e)	11,283	18,486
Other expenses	3 (f)	233,552	233,663
<b>Total expenses from transactions</b>		<b>9,766,541</b>	<b>10,058,640</b>
<b>Net result from transactions (net operating balance)</b>		<b>147,938</b>	<b>138,249</b>
<b>OTHER ECONOMIC FLOWS INCLUDED IN NET RESULT</b>			
Net gain/(loss) on non-financial assets	4 (a)	(28,025)	(8,044)
Other gains/(losses) from other economic flows	4 (b)	(10,547)	(848)
<b>Total other economic flows included in net result</b>		<b>(38,572)</b>	<b>(8,892)</b>
<b>Net result from continuing operations</b>		<b>109,366</b>	<b>129,357</b>
<b>Comprehensive result</b>		<b>109,366</b>	<b>129,357</b>

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

## Balance sheet

as at 30 June 2009

	Note	2009 \$	2008 \$
<b>FINANCIAL ASSETS</b>			
Cash and cash equivalents	17	8,343,514	2,475,757
Investments	5	–	5,000,000
Receivables	6	248,038	471,462
<b>Total financial assets</b>		<b>8,591,552</b>	<b>7,947,219</b>
<b>NON-FINANCIAL ASSETS</b>			
Property, plant and equipment	8	1,036,922	1,162,829
Intangible Assets	9	303,689	358,668
Other	7	53,134	103,017
<b>Total non-financial assets</b>		<b>1,393,745</b>	<b>1,624,514</b>
<b>Total assets</b>		<b>9,985,297</b>	<b>9,571,733</b>
<b>LIABILITIES</b>			
Payables	10	1,225,663	1,232,534
Interest bearing liabilities	11	38,119	24,702
Provisions	12	1,049,482	1,046,088
Revenue received in advance	13	3,978,729	3,684,472
<b>Total liabilities</b>		<b>6,291,993</b>	<b>5,987,796</b>
<b>Net assets</b>		<b>3,693,303</b>	<b>3,583,937</b>
<b>EQUITY</b>			
Accumulated surplus	19	3,693,303	3,583,937
<b>Total equity</b>		<b>3,693,303</b>	<b>3,583,937</b>

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



## Statement of changes in equity

for the financial year ended 30 June 2009

Notes	Equity at 1 July 2008 \$	Total comprehensive result \$	Transactions with owners in their capacity as owners \$	Equity at 30 June 2009 \$
Accumulated surplus/(deficit)	3,583,937	109,366	–	3,693,303
Total equity at end of financial year	3,583,937	109,366	–	3,693,303

Notes	Equity at 1 July 2007 \$	Total comprehensive result \$	Transactions with owners in their capacity as owners \$	Equity at 30 June 2008 \$
Accumulated surplus/(deficit)	3,454,580	129,357	–	3,583,937
Total equity at end of financial year	3,454,580	129,357	–	3,583,937

## Cash flow statement

for the financial year ended 30 June 2009

	Note	2009 \$	2008 \$
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>			
<b>Receipts</b>			
Receipts from Government		1,288,183	1,256,764
Receipts from customers		8,474,737	8,382,359
Goods and Services Tax recovered from the ATO		160,458	223,370
Interest received		600,152	358,519
<b>Total Receipts</b>		<b>10,523,530</b>	<b>10,221,012</b>
<b>Payments</b>			
Payments to suppliers and employees		(9,385,485)	(9,396,555)
Goods and Services Tax paid to the ATO		(96,101)	–
Interest and other costs of finance paid		–	–
<b>Total Payments</b>		<b>(9,481,586)</b>	<b>(9,396,555)</b>
<b>Net cash flows from/(used) in operating activities</b>	18 (b)	<b>1,041,944</b>	<b>824,457</b>
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>			
Payments for property, plant and equipment		(68,589)	(145,257)
Payments for intangible assets		(99,845)	(197,129)
Proceeds from sale of property, plant and equipment		288	91
Net payment for investments		5,000,000	(5,000,000)
<b>Net cash flows from/(used) in investing activities</b>		<b>4,831,854</b>	<b>(5,342,295)</b>
<b>CASH FLOWS FROM FINANCING ACTIVITIES</b>			
Repayment of finance lease		(6,041)	(5,559)
<b>Net cash flows from/(used) in financing activities</b>		<b>(6,041)</b>	<b>(5,559)</b>
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>5,867,757</b>	<b>(4,523,397)</b>
Cash and cash equivalents at the beginning of the financial year		2,475,757	6,999,154
<b>Cash and cash equivalents at the end of the financial year</b>	18 (a)	<b>8,343,514</b>	<b>2,475,757</b>

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

## Notes to the financial statements

for the financial year ended 30 June 2009

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# Notes to the financial statements

## for the year ended 30 June 2009

### NOTE 1 Summary of significant accounting policies

#### (a) Statement of compliance

The general purpose financial report of the Victorian Institute of Teaching (the Institute) has been prepared on an accrual basis in accordance with the *Financial Management Act 1994*, applicable Australian Accounting Standards and Interpretations (AASs). AASs include Australian equivalents to International Financial Reporting Standards.

In complying with AASs, the Institute has, where relevant, applied those paragraphs applicable to not-for-profit entities.

#### (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 AASs, 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 the 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.

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 2009 and the comparative information presented for the year ended 30 June 2008.

#### (c) Scope and presentation of financial statements

##### *Early adoption of AASB 101 (September 2007)*

As a result of a state wide policy to improve consistency in public sector reporting, the Institute has revised the presentation of its complete set of financial statements to align

with AASB 1049 presentation format, used in the Financial Report for the State and the general government sector. In addition, the Institute has also early adopted the September 2007 version of AASB 101.

In keeping with AASB 101 (September 2007) this complete set of financial statements includes the following changes:

- a) the notion of:
  - 'a complete set of financial statements' rather than using 'financial report';
  - 'changes in equity' rather than 'movements in equity'; and
  - 'transactions with owners in their capacity as owners' rather than 'transactions with owners as owners'.
- b) references to equity holder as owner.

Some of the changes applied to the financial statements and notes as a result of alignment to AASB 1049 that are allowable under the AASB 101 (September 2007) include the following:

- extended operation statement incorporating non-owner changes in equity, which is now referred to as comprehensive operating statement;
- items being presented by liquidity order in the balance sheet;
- the inclusion of a limited number of Government Finance Statistics (GFS) classifications, such as income or expenses from transactions, and other economic flows; and
- a glossary of terms included in the notes explaining certain terms, including GFS terms adopted.

##### *Comprehensive operating statement*

The comprehensive operating statement includes items previously included in the statement of changes in equity.

Income and expenses in the comprehensive operating statement are separated into either 'transactions' or 'other economic flows'.

##### *Balance sheet*

Items of assets and liabilities in the balance sheet are:

- ranked in liquidity order;
- aggregated into financial and non-financial assets;
- classified according to GFS terminology, but retain measurement and disclosure rules under existing accounting standards applicable to the Institute; and
- current versus non-current assets and liabilities are disclosed in the notes where relevant.

#### *Statement of changes in equity*

The statement of changes in equity present reconciliation of each non-owner and owner equity opening balance at the beginning of the year to the closing balance at the end of the year, showing separately movements due to amounts recognised in the comprehensive result and amounts recognised in equity related to transactions with owners in their capacity as owners.

#### *Cash flow statement*

The cash flow statement classifies flows by operating, investing and financing activities in accordance with AASB 107 *Cash Flow Statements*. There were no significant changes due to alignment of the Institute's financial statements presentation formats to AASB 1049.

#### **(d) 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*, and now operates under Part 2.6 of the *Education and Training Reform Act 2006*. The Institute reports directly to the Parliament of Victoria through the Minister for Education.

#### **(e) 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.

#### **(f) 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 authorized for issue, where those events provide information about conditions which existed at the reporting date.

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

#### **(g) 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.

Commitments and contingent assets or liabilities are presented on a gross basis.

#### **(h) 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. Registration fees are recognised with reference to the stage of completion method, based on the registration period that has expired. The unexpired portion is recognised as unearned revenue.

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. Revenue relating to a future period, in accordance with the above revenue recognition policy, is carried forward in the balance sheet as Revenue Received In Advance.

##### **(iii) Application fees and criminal records checks fees**

Application fees and Criminal records 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 includes interest received on bank term deposits, interest from investments, and other interest received. 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.

**(i) 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 & Early Childhood Development (DEECD – previously Department of Education). The leave entitlements accrued by these staff members while employed by DEECD were transferred to the Institute under a reciprocal agreement. These entitlements are recognised as both a current receivable from DEECD and a current liability in the Institute's accounts. As the transferred leave entitlements are taken, the Institute is reimbursed by DEECD for the nominal value of the leave taken (the DEECD 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. Depreciation is generally calculated on a reducing balance method to write the assets off over their estimated useful lives (assets purchased for less than \$1,000 are expensed, whereas assets purchased greater than or equal to \$1,000 are capitalised).

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

**(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.

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) 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.

**(j) Other Economic Flows Included in Net Result**

Other economic flows measure the change in volume or value of assets or liabilities that do not result from transactions.

**(i) Net gain/(loss) on non-financial assets**

Net gain/(loss) on non-financial assets and liabilities includes realized and unrealized gains and losses from revaluations, impairments, and disposals of all physical assets and intangible assets.

**(ii) Disposal of non-financial assets**

Any gain or loss on the sale of non-financial assets is recognised at the date that control of the asset is passed to the buyer and is determined after deducting from the proceeds the carrying value of the asset at that time.

**(iii) Impairment of non-financial 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.

#### (iv) Net gain/(loss) on financial instruments

Net gain/(loss) on financial instruments includes realised and unrealised gains and losses from revaluations of financial instruments that are designated at fair value through profit or loss or held-for-trading, impairment and reversal of impairment for financial instruments at amortised cost, and disposals of financial assets

#### (v) Impairment of financial assets

Bad and doubtful debts are assessed on a regular basis. Those bad debts considered as written off by mutual consent are classified as a transaction expense. The allowance for doubtful receivables and bad debts written off by mutual consent are adjusted as 'other economic flows'.

#### (vi) Other gains/(losses) from other economic flows

Other gains/(losses) from other economic flows include the gains or losses from reclassifications of amounts from reserves and/or accumulated surplus to net result, and from the revaluation of the present value of the long service leave liability due to changes in the bond interest rates.

### (k) Financial Assets

#### (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

Receivables consist predominantly of debtors in relation to goods and services, accrued investment income and GST input tax credits recoverable.

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. Bad debts are written off when identified.

#### (iii) 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.

#### (iv) Other Financial Assets

Investments are recognised and derecognised on trade date where purchase or sale of an investment is under a contract whose terms require delivery of the investment within the timeframe established by the market concerned, and are initially measured at fair value, net of transaction costs.

The Institute classifies its other investments in the following categories: loans and receivables and investments. The classification depends

on the purpose for which the investments were acquired. Management determines the classification of its investments at initial recognition.

The Institute assesses at each balance sheet date whether a financial asset or group of financial assets is impaired.

#### *Loans and receivables*

Trade receivables, loans and other receivables are recorded at amortised cost, using the effective interest method, less impairment.

The effective interest method is a method of calculating the amortised cost of a financial asset and of allocating interest income over the relevant period. The effective interest rate is the rate that exactly discounts estimated future cash receipts through the expected life of the financial asset, or, where appropriate, a shorter period.

### **(l) Non-Financial Assets**

#### **(i) 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% p.a.

#### **(ii) 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.

### **(m) 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, being the cost of the interest bearing liabilities, 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 Institute 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 Institute 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. Gain or loss following revaluation of the present value of non-current LSL liability due to changes in bond interest rates is recognised as an other economic flow refer Note 1(j)(vi).

*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 separately from provision for employee benefits.

*d) Termination benefits*

Termination benefits are payable when employment is terminated before the normal retirement date, or when an employee accepts voluntary redundancy in exchange for these benefits. The Institute recognises termination benefits when it is demonstrably committed to either terminating the employment of current employees according to a detailed formal plan without possibility of withdrawal or providing termination benefits as a result of an offer made to encourage voluntary redundancy.

Benefits falling due more than 12 months after balance sheet date are discounted to present value.

**(n) Commitments**

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

**(o) 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. Contingent assets and liabilities are presented inclusive of GST receivable or payable respectively.

**(p) Cash flow statement**

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

**(q) 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.

**(r) Rounding of amounts**

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

**(s) New accounting standards and interpretations**

Certain new accounting standards and interpretations have been published that are not mandatory for 30 June 2009 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 2009, the following standards and interpretations had been issued but were not mandatory for financial years ending 30 June 2009. 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
AASB 8 Operating Segments	Supersedes AASB 114 Segment Reporting	Beginning 1 Jan 2009	Not applicable.
AASB 2007-3 Amendments to Australian Accounting Standards arising from AASB 8 [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 insignificant.
AASB 123 Borrowing Costs	Option to expense borrowing cost related to qualifying asset had been removed. Entities are now required to capitalise borrowing costs relevant to qualifying assets.  In February 2009, the AASB decided that not-for-profit public sector entities could continue to expense borrowing costs attributable to qualifying assets pending the outcome of various IPSASB/AASB projects.	Beginning 1 Jan 2009	The Institute continues to expense borrowing costs.
AASB 2007-6 Amendments to Australian Accounting Standards arising from AASB 123 [AASB 1, AASB 101, AASB 107, AASB 111, AASB 116 & AASB 138 and Interpretations 1 & 12]	An accompanying amending standard, also introduced consequential amendments into other Standards.	Beginning 1 Jan 2009	Same as AASB 123 above.
AASB 2008-2 Amendments to Australian Accounting Standards – Puttable Financial Instruments and Obligations arising on Liquidation [AASB 7, AASB 101, AASB 132, AASB 139 & Interpretation 2]	This Amending Standard introduces an exception to the definition of financial liability to classify as equity instruments certain puttable financial instruments and certain instruments that impose on an entity an obligation to deliver to another party a pro rata share of the net assets of the entity only on liquidation of the entity.	Beginning 1 Jan 2009	Not applicable to not-for-profit entities
AASB 2008-3 Amendments to Australian Accounting Standards arising from AASB 3 & AASB 127 [AASB1, 2, 4, 5, 7, 101, 107, 121, 128, 131, 132, 133, 134, 136, 137, 138 & 139 and Interpretations 9 & 107]	This Standard gives effect to consequential changes arising from revised AASB 3 and amended AASB 127. The Prefaces to those Standards summarise the main requirements of those Standards.	Beginning 1 Jul 2009	Impact expected to be insignificant.
AASB 2008-5 Amendments to Australian Accounting Standards arising from the Annual Improvements Project [AASBs5, 7, 101, 102, 107, 108, 110, 116, 118, 119, 120, 123, 127, 128, 129, 131, 132, 134, 136, 138, 139, 140, 141, 1023 & 1038]	A suite of amendments to existing standards following issuance of IASB Standard Improvements to IFRSs in May 2008. Some amendments result in accounting changes for presentation, recognition and measurement purposes.	Beginning 1 Jan 2009	Impact is being evaluated
AASB 2008-6 Further Amendments to Australian Accounting Standards arising from the Annual Improvements project [AASB 1 & AASB 5]	The amendments require all the assets and liabilities of a for-sale subsidiary's to be classified as held for sale and clarify the disclosures required when the subsidiary is part of a disposal group that meets the definition of a discontinued operation.	Beginning 1 Jul 2009	Impact is expected to be insignificant
AASB 2008-7 Amendments to Australian Accounting Standards – Cost of an Investment in a Subsidiary, Jointly Controlled Entity or Associate [AASB 1, AASB 118, AASB 121, AASB 127 & AASB 136]	Changes mainly relate to treatment of dividends from subsidiaries or controlled entities	Beginning 1 Jan 2009	Impact is expected to be insignificant
AASB 2008-8 Amendments to Accounting Standards – Eligible Hedged Items [AASB 139]	The amendments to AASB 139 clarify how the principles that determine whether a hedged risk or portion of cash flows is eligible for designation as a hedged item should be applied in particular situations.	Beginning 1 Jul 2009	No impact expected.
AASB 2008-9 Amendments to AASB 1049 for Consistency with AASB 101	Amendments to AASB 1049 for consistency with AASB 101 (September 2007) version.	Beginning 1 Jan 2009	Not applicable to public sector entities except for certain presentation formats.



#### (t) Prospective accounting changes

##### *Service concessions*

In December 2007, the Australian Accounting Standards Board (AASB) decided that:

- a) the requirements of Interpretation 12 are not obligatory for public sector grantors;
- b) grantors are required to consider Interpretation 12 when developing their accounting policy under the hierarchy for selecting accounting policies set out in AASB 108 *Accounting Policies, Changes in Accounting Estimates and Errors*

The AASB did not decide on a preferred accounting policy for grantors, as the International Public Sector Accounting Standards Board (IPSASB) currently has a project looking at accounting for service concessions from an international public sector perspective. The IPSASB intends to issue an Exposure Draft in December 2009, and a new IPSASB standard is expected during 2010. Any Australian public sector standard is therefore unlikely before 2010–11.

As a result of the above and the continuing uncertainty and lack of applicable accounting guidance on the recognition and measurement by the State of assets arising from some service concession arrangements, there has been no change in policy and those assets are currently not recognised.

##### *Borrowing costs*

In May 2007, the AASB agreed on amendments to AASB 123 *Borrowing Costs* in respect of both for-profit entities and not-for-profit entities for application to annual reporting periods beginning on or after 1 January 2009. These amendments removed the option of recognising borrowing costs immediately as an expense, to the extent that they are directly attributable to the acquisition, construction or production of a qualifying asset.

In 2008, the IPSASB considered whether to withdraw the expensing option and proposed in Exposure Draft 35 *Borrowing Costs*, retention of the expense option. In February 2009, the AASB decided to extend the option to expense borrowing cost attributable to qualifying assets for another two years while AASB continues to observe developments from IPSASB. This extension is applicable to not-for-profit public sector entities only. Pending resolution of this matter, the State is continuing with its existing policy of expensing borrowing costs in the period in which they are incurred.

## NOTE 2 Income

	2009 \$	2008 \$
<b>INCOME FROM TRANSACTIONS</b>		
<b>(a) Interest revenue</b>		
Interest from financial assets not at fair value through P/L:		
Interest on bank deposits	121,915	322,049
Interest on investments	272,887	241,820
<b>Total interest revenue</b>	<b>394,802</b>	<b>563,869</b>
<b>(b) Revenue from rendering of services</b>		
Teacher registration fees	7,202,870	6,902,069
Teacher applications & criminal record check fees	942,051	1,415,153
Sponsorship	31,818	25,000
PDI	47,927	28,882
Other	6,828	5,152
<b>Total revenue from rendering of services</b>	<b>8,231,494</b>	<b>8,376,256</b>
<b>(c) Revenue from Government Grant</b>		
Fee for service – Grant – Department of Education & Early Childhood Development	1,288,183	1,256,764
<b>Total revenue from Government</b>	<b>1,288,183</b>	<b>1,256,764</b>

### NOTE 3 Expenses

	2009 \$	2008 \$
<b>EXPENSES FROM TRANSACTIONS</b>		
<b>(a) Grants and other payments</b>		
Projects and teacher release	106,016	167,941
<b>Total grants and other payments</b>	<b>106,016</b>	<b>167,941</b>
<b>(b) Employee benefits</b>		
Salaries and wages	3,862,279	3,769,292
Superannuation	378,428	346,210
Oncosts (Payroll tax, Fringe benefits tax and Workcover)	221,090	190,199
<b>Total employee benefits</b>	<b>4,461,797</b>	<b>4,305,701</b>
<b>(c) Depreciation and amortisation</b>		
Plant and equipment	98,249	87,138
Plant and equipment under finance lease	6,261	5,305
Fixtures and fittings	16,608	17,994
Leasehold improvement	80,975	89,360
Software	138,360	123,957
<b>Total depreciation and amortisation</b>	<b>340,453</b>	<b>323,754</b>
<b>(d) Supplies and services</b>		
Contractors	720,782	860,614
Consultancies	297,745	112,088
Legal expenses	149,455	115,156
Legal expenses other – CRC fees	493,246	979,221
Communications expenses – other	395,023	393,606
Communications expenses – mail house & packaging	611,315	861,143
Communications expenses – printing	409,381	438,956
Administration expenses – other	1,179,288	857,657
Administration expenses – events	357,205	390,654
<b>Total supplies and services</b>	<b>4,613,440</b>	<b>5,009,095</b>
<b>(e) Finance costs</b>		
Finance lease disposal costs	4,478	–
Unwinding of discounts	6,805	18,486
<b>Total finance costs</b>	<b>11,283</b>	<b>18,486</b>
<b>(f) Other expenses</b>		
Operating lease rental expenses:		
Minimum lease payments (expense)	233,552	233,663
<b>Total other expenses</b>	<b>233,552</b>	<b>233,663</b>

#### NOTE 4 Other economic flows

	2009 \$	2008 \$
<b>OTHER ECONOMIC FLOWS INCLUDED IN NET RESULT</b>		
<b>(a) Net gain/(loss) on non-financial assets</b>		
Net (loss) on disposal of physical assets	(28,025)	(8,044)
<b>Total net gain/(loss) on non-financial assets and liabilities</b>	<b>(28,025)</b>	<b>(8,044)</b>
<b>(b) Other gains/(losses) from other economic flows</b>		
Net gain/(loss) arising from revaluation of long service liability	(10,547)	(848)
<b>Total other gain/(loss) from other economic flows</b>	<b>(10,547)</b>	<b>(848)</b>

#### NOTE 5 Investments

	2009 \$	2008 \$
<b>Current investments</b>		
Loan receivable	–	5,000,000
<b>Total current investments</b>	<b>–</b>	<b>5,000,000</b>

#### NOTE 6 Receivables

	2009 \$	2008 \$
<b>Current Receivables</b>		
<b>Contractual</b>		
Debtors	19,870	30,312
Department of Education & Early Childhood Development employee benefits	121,284	173,650
Accrued revenue	–	205,350
	<b>141,154</b>	<b>409,312</b>
<b>Statutory</b>		
Net GST receivable	106,884	62,150
	<b>106,884</b>	<b>62,150</b>
<b>Total current receivables</b>	<b>248,038</b>	<b>471,462</b>
<b>Total receivables</b>	<b>248,038</b>	<b>471,462</b>

## NOTE 7 Other assets

	2009 \$	2008 \$
<b>Current other assets</b>		
Prepayments	53,134	103,017
<b>Total current other assets</b>	<b>53,134</b>	<b>103,017</b>
<b>Total other assets</b>	<b>53,134</b>	<b>103,017</b>

## NOTE 8 Property, plant and equipment

	2009 \$	2008 \$
<b>Carrying amounts</b>		
<b>Classification by Nature</b>		
Leasehold Improvements:		
At cost	1,178,172	1,178,172
Less: accumulated depreciation	(449,400)	(368,425)
	<b>728,772</b>	<b>809,747</b>
Fixtures and fittings:		
At cost	148,676	162,843
Less: accumulated depreciation	(84,458)	(80,202)
	<b>64,218</b>	<b>82,642</b>
Plant and equipment:		
At cost	591,212	605,163
Less: accumulated depreciation	(385,054)	(359,302)
	<b>206,158</b>	<b>245,861</b>
Plant & equipment under finance lease:		
At cost	41,479	39,168
Less: accumulated depreciation (i)	(3,705)	(14,589)
	<b>37,774</b>	<b>24,579</b>
<b>Net carrying amount of PPE</b>	<b>1,036,922</b>	<b>1,162,829</b>



## NOTE 8(a) Property, plant and equipment

### Movements in carrying amount

	Leasehold improvements		Fixtures and fittings		Plant & equipment		Plant & equipment under finance lease		Total	
	2009	2008	2009	2008	2009	2008	2009	2008	2009	2008
	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
<b>Opening balance</b>	<b>809,747</b>	<b>892,157</b>	<b>82,642</b>	<b>80,510</b>	<b>245,861</b>	<b>222,953</b>	<b>24,579</b>	<b>29,884</b>	<b>1,162,829</b>	<b>1,225,504</b>
Additions	-	6,950	2,187	20,126	66,402	118,181	41,479	-	110,068	145,257
Write-offs	-	-	-	-	-	(2,757)	-	-	-	(2,757)
Disposals	-	-	(4,003)	-	(7,856)	(5,378)	(22,023)	-	(33,882)	(5,378)
Depreciation expense	(80,975)	(89,360)	(16,608)	(17,994)	(98,249)	(87,138)	(6,261)	(5,305)	(202,093)	(199,797)
<b>Closing balance</b>	<b>728,772</b>	<b>809,747</b>	<b>64,218</b>	<b>82,642</b>	<b>206,158</b>	<b>245,861</b>	<b>37,774</b>	<b>24,579</b>	<b>1,036,922</b>	<b>1,162,829</b>

The following rates are used in the calculation of depreciation:

	2009	2008
Leasehold improvements	10%	10%
Furniture and fittings	20%	20%
Plant and equipment	33.3%	33.3%

(i) 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 = \$22,330.04)

## NOTE 9 Intangible assets

	Capitalised software development	
	2009	2008
	\$	\$
<b>Gross carrying amount</b>		
Opening balance	784,600	587,471
Additions	99,845	197,129
Disposals	(25,826)	–
<b>Closing balance</b>	<b>858,619</b>	<b>784,600</b>
<b>Accumulated amortisation and impairment</b>		
Opening balance	(425,932)	(301,975)
Amortisation expense	(138,360)	(123,957)
Disposals	9,362	–
<b>Closing balance</b>	<b>(554,930)</b>	<b>(425,932)</b>
<b>Net book value at the end of the financial year</b>	<b>303,689</b>	<b>358,668</b>

## NOTE 10 Payables

	2009	2008
	\$	\$
<b>Current payables</b>		
<b>Contractual</b>		
Trade creditors and accruals	756,649	707,093
Unused Lease Incentive – Marland House (note 15)	469,014	525,441
<b>Total Payables</b>	<b>1,225,663</b>	<b>1,232,534</b>

## NOTE 11 Interest-bearing liabilities

	2009	2008
	\$	\$
<b>Current</b>		
<b>Secured</b>		
VIC Fleet Exec. Vehicle Lease (i) (note 15)	7,123	24,702
<b>Total current interest bearing liabilities</b>	<b>7,123</b>	<b>24,702</b>
<b>Non-current</b>		
<b>Secured</b>		
VIC Fleet Exec. Vehicle Lease (i) (note 15)	30,996	–
<b>Total non-current interest bearing liabilities</b>	<b>30,996</b>	<b>–</b>
<b>Total interest bearing liabilities</b>	<b>38,119</b>	<b>24,702</b>

(i) Secured by the assets leased

## NOTE 12 Provisions

	2009 \$	2008 \$
<b>Current</b>		
Employee benefits (i) (note 12(a))		
Unconditional and expected to be settled within 12 months (ii)	380,413	383,334
Unconditional and expected to be settled after 12 months (iii)	127,455	144,017
	507,868	527,351
Provisions related to employee benefit on-costs		
Unconditional and expected to be settled within 12 months (ii)	72,062	75,228
Unconditional and expected to be settled after 12 months (iii)	24,182	27,729
	96,244	102,957
<b>Total current provisions</b>	<b>604,112</b>	<b>630,308</b>
<b>Non-current</b>		
Employee benefits (note 12(a))	123,702	98,771
Provisions related to employee benefit on-costs	25,363	27,509
Make good provision Marland House (note 12(b))	296,305	289,500
<b>Total non-current provisions</b>	<b>445,370</b>	<b>415,780</b>
<b>Total provisions</b>	<b>1,049,482</b>	<b>1,046,088</b>

## NOTE 12A Employee benefits and related on-costs

	2009 \$	2008 \$
<b>Current employee benefits:</b>		
Annual leave entitlements	289,527	271,613
Unconditional long service leave entitlements	218,341	255,738
<b>Non-current employee benefits</b>		
Conditional long service leave entitlements	123,702	98,771
<b>Total employee benefits</b>	<b>631,570</b>	<b>626,122</b>
Current on-costs	96,244	102,957
Non-current on-costs	25,363	27,509
<b>Total on-costs</b>	<b>121,607</b>	<b>130,466</b>
<b>Total employee benefits and related on-costs</b>	<b>753,177</b>	<b>756,588</b>

(i) Provisions for employee benefits consist of amounts for annual leave and long service leave accrued by employees, not including on-costs

(ii) The amounts disclosed are nominal amounts

(iii) The amounts disclosed are discounted to present values

## NOTE 12B Movement in provisions

	Make good provision	
	2009 \$	2008 \$
<b>Opening balance</b>	<b>289,500</b>	<b>271,014</b>
Unwinding of discount and effect of changes in the discount rate	6,805	18,486
<b>Closing balance</b>	<b>296,305</b>	<b>289,500</b>
Current	—	—
Non-current	296,305	289,500
	<b>296,305</b>	<b>289,500</b>

### NOTE 13 Revenue received in advance

	2009 \$	2008 \$
Unearned teacher registration fees	3,978,729	3,684,472
<b>Total revenue received in advance</b>	<b>3,978,729</b>	<b>3,684,472</b>

### NOTE 14 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 Comprehensive 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
	2009 \$	2008 \$	2009 \$	2008 \$
<b>Defined benefit plans:</b>				
State Superannuation Fund	–	–	–	–
Revised and new	65,434	66,208	–	8,484
SERB	10,465	10,131	–	–
<b>Defined contribution plans:</b>				
VicSuper	155,216	138,878	–	–
Other (i)	147,312	130,993	320	3,934
<b>Total</b>	<b>378,428</b>	<b>346,210</b>	<b>320</b>	<b>12,418</b>

(i) Includes payments made to Department of Education & Early Childhood Development for superannuation on-costs in relation to secondments

## NOTE 15 Leases

### DISCLOSURES FOR LESSEES – FINANCE LEASES

#### Leasing arrangements

Finance lease relates to equipment with lease terms of 5 years.

	Minimum future lease payments		Present value of minimum future lease payments	
	2009	2008	2009	2008
	\$	\$	\$	\$
<b>Finance lease liabilities payable</b>				
– Not longer than 1 year	9,782	25,095	7,123	24,702
– Longer than 1 year and not longer than 5 years	33,918	–	30,996	–
– Longer than 5 years	–	–	–	–
<b>Minimum future lease payments</b>	<b>43,700</b>	<b>25,095</b>	<b>38,119</b>	<b>24,702</b>
Less future finance charges	(5,581)	(393)		
<b>Present value of minimum lease payments</b>	<b>38,119</b>	<b>24,702</b>	<b>38,119</b>	<b>24,702</b>
<b>Included in the financial statements as:</b>				
Current interest bearing liabilities (note 11)			7,123	24,702
Non-current interest bearing liabilities (note 11)			30,996	–
			<b>38,119</b>	<b>24,702</b>

### DISCLOSURES FOR LESSEES – OPERATING LEASES

#### Leasing arrangements

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

The lease incentive provided is apportioned evenly over the term of the lease and recorded in current liabilities as 'Unused Lease Incentive Marland House' (note 10).

	2009	2008
	\$	\$
<b>Non-cancellable operating leases payable</b>		
Non-cancellable leases at the reporting date contracted for but not recognised as liabilities payable		
– Not longer than 1 year	410,997	398,543
– Longer than 1 year but not longer than 5 years	1,776,501	1,722,668
– Longer than 5 years	80,377	545,207
	<b>2,267,875</b>	<b>2,666,418</b>
In respect of non-cancellable operating leases the following liabilities have been recognised:		
<b>Current</b>		
Unused Lease Incentive Marland House (note 10)	469,014	525,441
	<b>469,014</b>	<b>525,441</b>

## NOTE 16 Contingent assets and liabilities

As at 30 June 2009 there were no contingent assets and liabilities (2008: \$0)



**NOTE 17 Financial instruments****(a) Financial risk management objectives and policies**

The Institute's principal financial instruments comprise of:

- cash assets
- receivables (excluding statutory receivables)
- investment (loan receivable)
- payables (excluding statutory payables)
- finance lease payables

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.

The main purpose in holding financial instruments is to prudentially manage the Institute's financial risks within the Government policy parameters.

**Table 17.1: Categorisation of financial instruments**

	2009 \$	2008 \$
<b>Financial Assets</b>		
Cash and cash equivalents	8,343,514	2,475,757
Investments	–	5,000,000
Receivables	141,154	203,962
<b>Total financial assets</b>	<b>8,484,668</b>	<b>7,679,719</b>
<b>Financial Liabilities</b>		
Accounts payable	1,225,663	1,232,534
Finance lease liabilities	38,119	24,702
<b>Total financial liabilities</b>	<b>1,263,782</b>	<b>1,257,236</b>

**Table 17.2: Net holding gain/(loss) on financial instruments by category**

	2009 \$	2008 \$
<b>Financial Assets</b>		
Cash and cash equivalents	121,915	322,049
Investments	272,887	241,820
Receivables	–	–
<b>Total financial assets</b>	<b>394,802</b>	<b>563,869</b>
<b>Financial Liabilities</b>		
Accounts payable	–	–
Finance lease liabilities	–	–
<b>Total financial liabilities</b>	<b>–</b>	<b>–</b>

The net holding gains or losses disclosed above are determined as follows:

- For cash and cash equivalents, loans or receivables and available-for-sale financial assets, the net gain or loss is calculated by taking the interest revenue, plus or minus foreign exchange gains or losses arising from revaluation of the financial assets, and minus any impairment recognised in the net result;
- For financial liabilities measured at amortised cost, the net gain or loss is calculated by taking the interest expense, plus or minus foreign exchange gains or losses arising from the revaluation of financial liabilities measured at amortised cost; and
- For financial assets and liabilities that are held-for-trading or designated at fair value through profit or loss, the net gain or loss is calculated by taking the movement in the fair value of the financial asset or liability.

## (b) Credit risk

Credit risk arises from the financial assets of the Institute, which comprise cash and cash equivalents, trade and other receivables. The Institute's exposure to credit risk arises from the potential default of counter party on their contractual obligations resulting in financial loss to the Institute. Credit risk is measured at fair value and is monitored on a regular basis.

The Institute has adopted the policy of only dealing with creditworthy counterparts, as a means of mitigating the risk of financial losses from defaults. In addition, the Institute does not engage in hedging for its financial assets and mainly obtains financial assets that are on fixed interest.

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.

### *Financial assets that are either past due or impaired*

Currently the Institute does not hold any collateral as security nor credit enhancements relating to any of its financial assets. As at the reporting date, there is no event to indicate that any of the financial assets were impaired.

There are no financial assets that have had their terms renegotiated so as to prevent them from being past due or impaired, and they are stated at the carrying amounts as indicated. The following table discloses the ageing only of financial assets that are past due but not impaired.

**Table 17.3: Ageing analysis of financial assets**

	Carrying Amount	Not past due and not impaired	Past due but not impaired				Impaired financial assets
			Less than 1 month	1–3 months	3 months – 1 year	1–5 years	
<b>2009</b>							
<b>Cash and cash equivalents</b>	<b>8,343,514</b>	<b>8,343,514</b>	–	–	–	–	–
<b>Receivables:</b>							
Debtors	141,154	141,154	–	–	–	–	–
<b>Investments:</b>							
Loan receivable	–	–	–	–	–	–	–
	<b>8,484,668</b>	<b>8,484,668</b>	–	–	–	–	–
<b>2008</b>							
<b>Cash and cash equivalents</b>	<b>2,475,757</b>	<b>2,475,757</b>	–	–	–	–	–
<b>Receivables:</b>							
Debtors	203,962	203,962	–	–	–	–	–
<b>Investments:</b>							
Loan receivable	5,000,000	–	–	–	–	–	–
	<b>7,679,719</b>	<b>2,679,719</b>	–	–	–	–	–

**(c) Liquidity risk**

Liquidity risk arises when the Institute is unable to meet its financial obligations as they fall due. The Institute operates under the Government fair payments policy of settling financial obligations within 30 days and in the event of a dispute, make payments within 30 days from the date of resolution. It also continuously manages risk through monitoring future cash flows and maturities planning to ensure adequate holding of high quality liquid assets and dealing in highly liquid markets.

The Institute's exposure to liquidity risk is deemed insignificant based on prior periods' data and current assessment of risk. Cash for unexpected events is generally sourced from liquidation of available for sale financial instruments.

Maximum exposure to liquidity risk is the carrying amounts of financial liabilities as disclosed in the face of the Balance Sheet.

**Table 17.4: Maturity analysis of financial liabilities**

	Carrying Amount	Not past due and not impaired	Past due but not impaired				Impaired financial liabilities
			Less than 1 month	1–3 months	3 months – 1 year	1–5 years	
2009							
Payables:							
Accounts payable	1,225,663	1,225,663	–	–	–	–	–
Interest bearing liabilities:							
VIC Fleet lease	38,119	38,119	–	–	–	–	–
	1,263,782	1,263,782	–	–	–	–	–
2008							
Payables:							
Accounts payable	1,232,534	1,232,534	–	–	–	–	–
Interest bearing liabilities:							
VIC Fleet lease	24,702	24,702	–	–	–	–	–
	1,257,236	1,257,236	–	–	–	–	–

**(d) Market risk**

The Institute's exposures to market risk are primarily through interest rate risk with almost no exposure to foreign currency and other price risks. Objectives, policies and processes used to manage each of these risks are disclosed in the paragraphs below.

*Foreign currency risk*

The Institute is exposed to insignificant foreign currency risk through its payables relating to purchases of supplies and consumables from overseas. This is because of a very limited amount of purchases denominated in foreign currencies and a short timeframe between commitment and settlement. The Institute manages its risk through monitoring of movements in exchange rates against the US dollar and ensures availability of funds through rigorous cash flow planning and monitoring. Based on past and current assessment of economic outlook, it is deemed unnecessary for the Institute to enter into any hedging arrangements to manage the risk.

*Interest rate risk*

Exposure to interest rate risk is insignificant and might arise primarily through the Institute's interest bearing investments. Minimisation of risk is achieved by undertaking fixed rate bearing financial instruments. The Institute's interest bearing investments are managed by Corporate Services and report to the Administration and Finance Committee. The Institute's exposure to interest rate risk is set out in Table 17.5

**Table 17.5: Interest rate exposure of financial instruments**

	Weighted Average Effective Interest rate %	Carrying Amount	Interest rate exposure		
			Fixed Interest Rate	Variable Interest Rate	Non- Interest Bearing
2009					
Cash and cash equivalents	3.90%	8,343,514	–	8,343,514	–
Receivables:					
Debtors	–	141,154	–	–	141,154
Investments:					
Loan receivable		–	–	–	
		8,484,668	–	8,343,514	141,154
Payables:					
Accounts payable	–	1,225,663	–	–	1,220,347
Interest bearing liabilities:					
VIC Fleet lease	7.62%	38,119	38,119	–	–
		1,263,782	38,119	–	1,220,347
2008					
Cash and cash equivalents	6.86%	2,475,757	–	6,999,154	–
Receivables:					
Debtors	–	203,962	–	–	203,962
Investments:					
Loan receivable	7.45%	5,000,000	5,000,000	–	–
		7,679,719	5,000,000	6,999,154	203,962
Payables:					
Accounts payable	–	1,232,534	–	–	1,232,534
Interest bearing liabilities:					
VIC Fleet lease	6.50%	24,702	24,702	–	–
		1,257,236	24,702	–	1,232,534

*Sensitivity disclosure analysis*

Taking into account past performance, future expectations, economic forecasts, and management's knowledge and experience of the financial markets, the Institute believes the following movements are 'reasonably possible' over the next 12 months.

- A parallel shift of +2 per cent and -2 per cent in market interest rates (AUD)

Table 17.6 discloses the impact on net operating result and equity for each category of financial instrument held by the Institute at year-end as presented to key management personnel, if the above movements were to occur.

Table 17.6: Market risk exposure

	Carrying amount	Interest rate risk			
		-2% (200 basis points)		+2% (200 basis points)	
		Net Result	Equity	Net Result	Equity
2009					
Financial Assets:					
Cash and cash equivalents	8,343,514	(166,870)	(12,379)	166,870	12,379
Investments	–	–	–	–	–
Receivables	141,154	–	–	–	–
Financial Liabilities:					
Accounts payable	1,225,663	–	–	–	–
Finance lease liabilities	38,119	–	–	–	–
Total increase/(decrease)		(166,870)	(12,379)	166,870	12,379
2008					
Financial Assets:					
Cash and cash equivalents	2,475,757	(12,379)	(12,379)	12,379	12,379
Investments	5,000,000	(25,000)	(25,000)	25,000	25,000
Receivables	30,312	–	–	–	–
Financial Liabilities:					
Accounts payable	1,232,534	–	–	–	–
Finance lease liabilities	24,702	–	–	–	–
Total increase/(decrease)		(37,379)	(37,379)	37,379	37,379

**(e) Fair value**

The fair values and net fair values of financial assets and financial liabilities are determined as follows:

- the fair value of financial assets and financial liabilities with standard terms and conditions and traded in active liquid markets are determined with reference to quoted market prices; and
- the fair value of other financial assets and financial liabilities are determined in accordance with generally accepted pricing models based on discounted cash flow analysis.

The Institute considers that the carrying amount of financial assets and financial liabilities recorded in the financial report to be a fair approximation of their fair values, because of the short-term nature of the financial instruments and the expectation that they will be paid in full.

## NOTE 18 Cash flow information

	2009 \$	2008 \$
<b>(a) Reconciliation of cash and cash equivalents</b>		
Total cash and cash equivalents disclosed in the balance sheet	8,343,514	2,475,757
Bank overdraft	–	–
<b>Balance as per cash flow statement</b>	<b>8,343,514</b>	<b>2,475,757</b>
<b>(b) Reconciliation of net result for the period to net cash flows from operating activities</b>		
<b>Net result for the reporting period</b>	<b>109,366</b>	<b>138,249</b>
<b>Non-cash movements:</b>		
(Gain)/loss on sale or disposal of non-current assets	28,025	8,044
Depreciation and amortisation of non-current assets	340,454	323,754
<b>Movements in assets and liabilities</b>		
(Increase)/decrease in current receivables	218,691	112,778
(Increase)/decrease in other current assets	49,883	(230,499)
(Increase)/decrease in current payables	(62)	248,114
(Increase)/decrease in current provisions	23,281	5,970
(Increase)/decrease in unearned fees	294,259	124,740
(Increase)/decrease in non-current provisions	(21,953)	102,199
<b>Net cash flows from/(used in) operating activities</b>	<b>1,041,944</b>	<b>833,349</b>

## NOTE 19 Movements in equity

	2009 \$	2008 \$
<b>Accumulated surplus</b>		
Balance at beginning of financial year	3,583,937	3,454,580
Net result for the reporting period	109,366	129,357
<b>Balance at end of financial year</b>	<b>3,693,303</b>	<b>3,583,937</b>
<b>Total equity at the end of the financial year</b>	<b>3,693,303</b>	<b>3,583,937</b>



## NOTE 20 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. B Pike Minister for Education  
Mr A lus Accountable Officer (CEO)

### Council Members

*Ms S Halliday – Council chairperson	*Ms J O’Shannessy
Assoc. Prof. C Ure	*Ms J Cooke
*Ms D Punton	*Mr K Moloney
*Mr G Salisbury	*Ms N Lylak
*Dr H Schnagl	*Mr M Butler

### Council members whose term of office concluded in September 2008

Mr T Bugden

### Council members whose term of office concluded in November 2008

*Ms M Ricardo	*Ms M Mooney
*Ms J Wake	*Mr M Lester
*Ms C Holloway	*Mr R Casamento

### Council members whose term of office concluded in February 2009

Mr N Abbey	*Mr T Hayes
*Mr S Newton	

### Council members whose term of office commenced in September 2008

\*Ms J Petch

### Council members whose term of office commenced in November 2008

*Ms G Watts	*Mr M D’Ortenzio
*Mrs J Costello	*Mr S Bhogal
*Mr D Hendrick	*Mrs L Sheehy

### Council members whose term of office commenced in February 2009

*Dr A Sarros	*Ms M Pontikis
Ms G McHardy	

### Related Party Transactions

\*Indicates council member who paid to the Institute a teacher registration fee of \$68 in the year ended 30 June 2009.

### Remuneration

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

Income band	2009	2008
\$0	20	14
\$1–\$9,999	8	4
\$10,000–\$19,999	1	1
\$60,000–\$69,999	1	–
\$70,000–\$79,999	–	1
Total numbers	30	20
Total remuneration for Council members	\$97,619	\$111,870

### 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: \$200,000–\$209,999 (2008: \$190,000–\$199,999).

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

## NOTE 21 Remuneration of executives

The number 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	
	2009 No.	2008 No.	2009 No.	2008 No.
\$80,000–89,999			1	
\$90,000–99,999				
\$100,000–109,999	1	1	2	1
\$110,000–119,999	2		1	
\$120,000–129,999	2	2	1	2
\$150,000–159,999				
\$160,000–169,999				
\$170,000–179,999			1	1
\$180,000–189,999				
\$190,000–199,000		1		
\$200,000–209,000	1			
<b>Total numbers</b>	<b>6</b>	<b>4</b>	<b>6</b>	<b>4</b>
<b>Total amount</b>	<b>\$798,406</b>	<b>\$551,671</b>	<b>\$727,609</b>	<b>\$524,819</b>

## NOTE 22 Remuneration of auditors

	2009 \$	2008 \$
<b>Victorian Auditor-General's Office</b>		
Audit or review of the financial report	22,020	18,100
	<b>22,020</b>	<b>18,100</b>

## NOTE 23 Other events

The Review of the Victorian Institute of Teaching was provided to the Minister for Education, the Hon. Bronwyn Pike, MP, early in 2008. The review examined the functions, structure and legislative mandate of the Institute, in relation to expectations of students, the government, the community and teachers. A number of issues in relation to the role, responsibilities, structure and operations of the Institute were examined in the review and are the subject of recommendations. The Minister has considered the findings and recommendations of the review and provided an interim response on 20 August 2008. The review recommendations and initial response do not affect the going concern status of the organisation.

## NOTE 24 Commitments for expenditure

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

	2009 \$	2008 \$
<b>Expenditure commitments:</b>		
<b>Pdi Management and Maintenance fee to ACER for 12 months service</b>		
Payable:		
Not longer than 1 year	–	148,302
Longer than one year and not longer than 5 years	–	–
Longer than 5 years	–	–
<b>Total commitments for expenditure (inclusive of GST)</b>	<b>–</b>	<b>148,302</b>
Less GST recoverable from the Australian Taxation Office	–	13,482
<b>Total commitments for expenditure (exclusive of GST)</b>	<b>–</b>	<b>134,820</b>

## NOTE 25 Ex-gratia payments

	2009 \$	2008 \$
<b>The Institute has made the following ex-gratia payments:</b>		
Ex-gratia payments	–	–
	–	–

## NOTE 26 Subsequent events

There are no subsequent events which have occurred after the reporting date and prior to the authorisation of the report.

## NOTE 27 Glossary of terms

### Actuarial gains or losses on superannuation defined benefit plans

Actuarial gains or losses reflect movements in the superannuation liability resulting from differences between the assumptions used to calculate the superannuation expense from transactions and actual experience.

### Associates

Associates are all entities over which an entity has significant influence but not control, generally accompanying a shareholding and voting rights of between 20 per cent and 50 per cent.

### Comprehensive result

Total comprehensive result is the change in equity for the period other than changes arising from transactions with owners. It is the aggregate of net result and other non-owner changes in equity.

### Capital asset charge

The capital asset charge represents the opportunity cost of capital invested in the non-current physical assets used in the provision of outputs.

### Commitments

Commitments include those operating, capital and other outsourcing commitments arising from non-cancelable contractual or statutory sources.

### Employee benefits expenses

Employee benefits expenses include all costs related to employment including wages and salaries, leave entitlements, redundancy payments and superannuation contributions.

### Financial asset

A financial asset is any asset that is:

- (a) cash;
- (b) an equity instrument of another entity;
- (c) a contractual right:
  - to receive cash or another financial asset from another entity; or
  - to exchange financial assets or financial liabilities with another entity under conditions that are potentially favourable to the entity; or
- (d) a contract that will or may be settled in the entity's own equity instruments and is:

a non-derivative for which the entity is or may be obliged to receive a variable number of the entity's own equity instruments; or

a derivative that will or may be settled other than by the exchange of a fixed amount of cash or another financial asset for a fixed number of the entity's own equity instruments.

### Grants and other transfers

Transactions in which one unit provides goods, services, assets (or extinguishes a liability) or labour to another unit without receiving approximately equal value in return. Grants can either be operating or capital in

nature. While grants to governments may result in the provision of some goods or services to the transferor, they do not give the transferor a claim to receive directly benefits of approximately equal value. Receipt and sacrifice of approximately equal value may occur, but only by coincidence. For example, governments are not obliged to provide commensurate benefits, in the form of goods or services, to particular taxpayers in return for their taxes. For this reason, grants are referred to by the AASB as involuntary transfers and are termed non-reciprocal transfers.

Grants can be paid as general purpose grants which refer to grants that are not subject to conditions regarding their use. Alternatively, they may be paid as specific purpose grants which are paid for a particular purpose and/or have conditions attached regarding their use.

### Grants for on-passing

All grants paid to one institutional sector (e.g. a State general government) to be passed on to another institutional sector (e.g. local government or a private non-profit institution).

### Financial statements

Depending on the context of the sentence where the term 'financial statements' is used, it may include only the main financial statements (i.e. comprehensive operating statement, balance sheet, cash flow statements, and statement of changes in equity); or it may also be used to replace the old term 'financial report' under the revised AASB 101 (Sept 2007), which means it may include the main financial statements and the notes.

### Intangible assets

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

### Interest expense

Costs incurred in connection with the borrowing of funds. Interest expenses include interest on bank overdrafts and short-term and long-term borrowings, amortisation of discounts or premiums relating to borrowings, interest component of finance leases repayments, and the increase in financial liabilities and non-employee provisions due to the unwinding of discounts to reflect the passage of time.

### Interest revenue

Interest revenue includes interest received on bank term deposits, interest from investments, and other interest received.

### Investment properties

Investment properties represent properties held to earn rentals or for capital appreciation or both. Investment properties exclude properties held to meet service delivery objectives of the State of Victoria.

### **Joint ventures**

Joint ventures are contractual arrangements between the Institute and one or more other parties to undertake an economic activity that is subject to joint control. Joint control only exists when the strategic financial and operating decisions relating to the activity require the unanimous consent of the parties sharing control (the venturers).

### **Net acquisition of non-financial assets (from transactions)**

Purchases (and other acquisitions) of non-financial assets less sales (or disposals) of non-financial assets less depreciation plus changes in inventories and other movements in non-financial assets. Includes only those increases or decreases in non-financial assets resulting from transactions and therefore excludes write-offs, impairment write-downs and revaluations.

### **Net result**

Net result is a measure of financial performance of the operations for the period. It is the net result of items of revenue, gains and expenses (including losses) recognised for the period, excluding those that are classified as 'other non-owner changes in equity'.

### **Net result from transactions/net operating balance**

Net result from transactions or net operating balance is a key fiscal aggregate and is revenue from transactions minus expenses from transactions. It is a summary measure of the ongoing sustainability of operations. It excludes gains and losses resulting from changes in price levels and other changes in the volume of assets. It is the component of the change in net worth that is due to transactions and can be attributed directly to government policies.

### **Non-financial assets**

Non-financial assets are all assets that are not 'financial assets'.

### **Other economic flows**

Other economic flows are changes in the volume or value of an asset or liability that do not result from transactions. It includes gains and losses from disposals, revaluations and impairments of non-current physical and intangible assets; actuarial gains and losses arising from defined benefit superannuation plans; fair value changes of financial instruments and agricultural assets; and depletion of natural assets (non-produced) from their use or removal. In simple terms, other economic flows are changes arising from market re-measurements.

### **Payables**

Includes short and long term trade debt and accounts payable, grants and interest payable.

### **Receivables**

Includes short and long term trade credit and accounts receivable, grants, taxes and interest receivable.

### **Sales of goods and services**

Refers to revenue from the direct provision of goods and services and includes fees and charges for services rendered, sales of goods and services, fees from regulatory services, work done as an agent for private enterprises. It also includes rental income under operating leases and on produced assets such as buildings and entertainment, but excludes rent income from the use of non-produced assets such as land. User charges includes sale of goods and services revenue.

### **Supplies and services**

Supplies and services generally represent cost of goods sold and the day-to-day running costs, including maintenance costs, incurred in the normal operations of the Institute.

### **Transactions**

Transactions are those economic flows that are considered to arise as a result of policy decisions, usually an interaction between two entities by mutual agreement. They also include flows within an entity such as depreciation where the owner is simultaneously acting as the owner of the depreciating asset and as the consumer of the service provided by the asset. Taxation is regarded as mutually agreed interactions between the government and taxpayers.

Transactions can be in kind (e.g. assets provided/given free of charge or for nominal consideration) or where the final consideration is cash. In simple terms, transactions arise from the policy decisions of the government.

### **Unwinding of discounts**

Increase in financial liabilities and provisions in regards to 'Make good provision Marland House' due to the unwinding of discounts to reflect the passage of time.



**Accountable officer's, chief finance and accounting officer's 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 Comprehensive 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 2009 and the financial position of the Victorian Institute of Teaching at 30 June 2009.

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

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

Susan Halliday  
Chairperson- Victorian Institute of Teaching

Melbourne  
9 September 2009

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

Andrew Ius  
Chief Executive Officer

Melbourne  
9 September 2009

A handwritten signature in blue ink, appearing to read "M Hibbert".

Matthew Hibbert  
Group Manager, Corporate Services

Melbourne  
9 September 2009

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Victorian Auditor-General's Office

## INDEPENDENT AUDITOR'S REPORT

### To the Members, Victorian Institute of Teaching

#### *The Financial Report*

The accompanying financial report for the year ended 30 June 2009 of the Victorian Institute of Teaching which comprises the comprehensive operating statement, balance sheet, statement of changes in equity, 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 and member of responsible body's declaration has been audited.

#### *The Members' Responsibility for the Financial Report*

The Members of the Council of the Victorian Institute of Teaching are responsible for the preparation and 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 the internal control relevant to the entity's 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 entity's internal control. An audit also includes evaluating the appropriateness of the accounting policies used, and the reasonableness of accounting estimates made by the Members of the Council, as well as evaluating the overall presentation of the financial report.

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

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Victorian Auditor-General's Office

## Independent Auditor's Report (continued)

### *Matters Relating to the Electronic Presentation of the Audited Financial Report*

This auditor's report relates to the financial report published in both the annual report and on the website of the Victorian Institute of Teaching for the year ended 30 June 2009. The Members of the Council of the Victorian Institute of Teaching are responsible for the integrity of the website. I have not been engaged to report on the integrity of the website. The auditor's report refers only to the statements named above. An opinion is not provided on any other information which may have been hyperlinked to or from these statements. If users of this report are concerned with the inherent risks arising from electronic data communications, they are advised to refer to the hard copy of the audited financial report to confirm the information included in the audited financial report presented on the Victorian Institute of Teaching website.

### *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. In conducting the audit, the Auditor-General, his staff and delegates complied 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 the Victorian Institute of Teaching as at 30 June 2009 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  
15 September 2009



D D R Pearson  
Auditor-General

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# APPENDIX 1

## Index of Compliance

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

### Report of operations

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<b>Management and structure</b>		
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9.1.3 (i) (d) (ii)	Names of senior office holders and a brief description of each office	4–6
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<b>Financial and other information</b>		
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## Financial statements

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## APPENDIX 2

# Acronyms and abbreviations

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

<b>AASs</b>	Australian Accounting Standards and Interpretations
<b>AASB</b>	Australian Accounting Standards Board
<b>The Act</b>	The <i>Education and Training Reform Act 2006</i>
<b>ACER</b>	Australian Council for Educational Research
<b>AGTA</b>	Australian Geography Teachers' Association
<b>ATO</b>	Australian Tax Office
<b>AUD</b>	Australian dollars
<b>CEO</b>	Chief Executive Officer
<b>The Council</b>	The Council of the Institute
<b>CRC</b>	Criminal records check
<b>CRT</b>	Casual relief teacher
<b>DEECD</b>	Department of Education and Early Childhood Development
<b>FOI</b>	Freedom of Information
<b>The FOI Act</b>	The <i>Freedom of Information Act 1982</i>
<b>GFS</b>	Government Finance Statistics
<b>GST</b>	Goods and Services Tax
<b>GTAV</b>	Geography Teachers' Association of Victoria
<b>IASB</b>	International Accounting Standards Board
<b>IPSASB</b>	International Public Sector Accounting Standards Board
<b>IFRS</b>	International Financial Reporting Standards
<b>The Institute</b>	The Victorian Institute of Teaching
<b>IT</b>	Information technology
<b>LSL</b>	Long service leave
<b>The Minister</b>	The Minister for Education
<b>MP</b>	Member of Parliament
<b>NCHRC</b>	National criminal history record check
<b>P-9</b>	Preparatory (year of schooling) to Year 9
<b>P-12</b>	Preparatory (year of schooling) to Year 12
<b>PD</b>	Professional development
<b>PRT</b>	Provisionally registered teacher
<b>SERB</b>	State Employees Retirement Benefits
<b>VCAT</b>	Victorian Civil and Administrative Tribunal
<b>VRQA</b>	The Victorian Registration and Qualifications Authority
<b>VIT</b>	The Victorian Institute of Teaching
<b>WWC</b>	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:

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### **Acknowledgements**

The Victorian Institute of Teaching thanks all those who have participated in Institute professional development activities, events, and working parties in 2008–09, for their time and professional commitment. These include the registered teachers, Council and committee members, guest presenters and stakeholder representatives who have given the Institute permission to reproduce the images used throughout this report.





2008–09  
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