

# Victorian Academy of Teaching and Leadership

## Annual Report

1 January 2022 – 30 June 2023





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# Responsible Body Declaration



VICTORIAN ACADEMY OF  
TEACHING AND LEADERSHIP

## Responsible Body Declaration

In accordance with the *Financial Management Act 1994*, I am pleased to present the Victorian Academy of Teaching and Leadership Annual Report for the year period 1 January 2022 ending 30 June 2023.

A handwritten signature in blue ink, reading 'Toni Meath'.

Dr Toni Meath  
Chair  
Victorian Academy of Teaching and Leadership

21 September 2023

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# Acknowledgment

## Statement of Commitment to First Nations Peoples Self-Determination

The Board of the Victorian Academy of Teaching and Leadership acknowledges the Traditional Owners of the lands and waters on which we live and work, and we pay our respects to Elders past and present. We recognise the unique status of Aboriginal and Torres Strait Islander people as Australia's First Nations Peoples and seek to enrich our whole society with an improved knowledge, understanding and appreciation of Australia's First Nations Peoples' history and culture.

The Board commits to the vision of *Marrung Aboriginal Education Plan 2016–26*. The vision is that Victoria will be a state where the rich and thriving cultures, knowledge and experience of our First Nations peoples are celebrated by all Victorians; where our universal systems are inclusive, responsive and respectful of Aboriginal people at every stage of their learning and development journey; and where every Aboriginal person achieves their potential, succeeds in life, and feels strong in their cultural identity.

The Academy's mission is to enhance and improve student outcomes across rural, regional and metropolitan schools through specialised professional learning. Through the key enabler 'a culture of professional leadership in Marrung, the Academy is committed to ensuring First Nations teachers and leaders in Victorian schools have equal access to our programs.

We commit to the Treaty principles of self-determination and empowerment, fairness and equality, partnership and good faith, mutual benefit and sustainability, and transparency and accountability.

# Report of Operations

## About the Academy

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### Objectives and functions

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The Victorian Academy of Teaching and Leadership (the Academy) was established through Victoria's *Education and Training Reform Act 2006*.

**The Academy is committed to delivering on the objectives outlined in the legislation:**

- (a) improve outcomes for school students through the provision of specialised teaching and leadership excellence programs for exceptional teachers and school leaders
- (b) increase equity of access to professional learning to lift the quality of teaching across Victoria
- (c) provide a dedicated pathway for established exceptional teachers to contribute to school and system improvement
- (d) improve the quality of school leadership
- (e) raise public awareness of the capability and status of school leaders and teachers in the science and practice of teaching.

**The functions of the Academy as outlined in Part 2.6A.5 of the Education and Training Reform Act, are:**

- (a) to provide advice to the Minister and the Department in relation to
  - (i) school leadership;
  - (ii) teaching and professional practice;
  - (iii) professional learning;
- (b) to design and provide accredited and non-accredited professional learning programs for school leaders and teachers including specialised teaching and leadership excellence programs;
- (c) to develop and publish guidance materials and resources for use by providers of professional learning programs;
- (d) to evaluate the effectiveness and impact of the Academy's professional learning programs, including in relation to teaching practice and outcomes for students;
- (e) to work collaboratively with schools, community organisations, universities, post-compulsory education and training providers, professional associations and providers of professional learning programs to
  - (i) identify the needs of the teaching profession;
  - (ii) support and improve the delivery of the Academy's professional learning programs including its specialised teaching and leadership excellence programs;
- (f) to improve public confidence in the teaching profession and schools in Victoria through the promotion of the use of evidence-informed practice among school leaders and teachers;
- (g) any other function conferred on or delegated to the Academy by or under the Education and Training Reform Act or any other Act.

## Vision

A centre for excellence in school teaching and leadership

## Mission

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Enhance and improve student outcomes across rural, regional and metropolitan schools through specialised professional learning.

## Values

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The Academy upholds the Victorian Public Sector values of:

- > Responsiveness
- > Integrity
- > Impartiality
- > Accountability
- > Respect
- > Leadership
- > Human Rights.

# Year in review

## Chair's report

I am pleased to present this report which covers the first 18 months of operation for the Victorian Academy of Teaching and Leadership (the Academy).

The Academy is a new statutory authority with an ambitious remit. This report details the hard work which has gone in to launching a new Teaching Excellence Program (TEP) while also adapting and continually rethinking the program offerings and modes of delivery for the Academy's Leadership Excellence Programs. The work of the Academy supports Victorian teachers and school leaders to prioritise professional learning at a time when our schools are facing significant challenges.

The inaugural TEP saw 249 teachers from across all school sectors commence the program in 2022. This number almost doubled to 492 teachers in 2023. The Academy's Leadership Excellence Programs have reached over 16,000 Victorian government school principals, teachers, leaders and other school staff. We have opened 6 new regional Academy centres to improve access to learning opportunities for people outside of metropolitan areas. We have established the Evaluation and Evidence Centre to ensure that the impact of the Academy's programs on teacher and school leader practice can be properly measured.

In 2022, the board approved a strategic plan that articulates our vision for the Academy to be a centre of excellence in school teaching and leadership. The board has also approved an Academy Leadership Excellence Framework that provides guidance to educational leaders on the

knowledge, capabilities and dispositions required to be effective now and into the future. In addition, the board has also approved internal policies and frameworks that ensure the Academy operates in alignment with good public sector governance practices.

I acknowledge the support from the Secretary of the Department of Education (DE), Jenny Atta PSM, the leadership of the Academy's inaugural CEO Dr Marcia Devlin AM and the dedication of the Academy's leadership team in steering the Academy through its establishment. Thank you also to the Academy staff, whose focus on educational and student outcomes demonstrates their passion and commitment to the meaningful and exciting work that takes place at the Academy.

I thank my fellow inaugural board members for the expertise and commitment they bring to the role. For his time on the board, I would like to thank former board member Dr Simon Lindsay. Dr Lindsay served in 2022 as the nominee from the Catholic Education Commission of Victoria.

I am very proud to be the inaugural Chair of the Academy board and as a board we are very proud to be supporting the Academy's work. We are excited about what future years will bring.



**Dr Toni Meath**  
**Chair**



# Chief Executive Officer's report

The Victorian Academy of Teaching and Leadership (the Academy) is a new and unique concept in Australian education that effectively creates a centre for excellence in school teaching and leadership.

The Academy allows high-performing systems to take an intentional approach to the recognition of school leaders. It develops a consistent, whole-system approach to building the capability of educators through the design and provision of high-quality professional learning.

With the passing of an amendment to the *Education and Training Reform Act 2006* (the Act) the Academy came into effect on 1 January 2022.

As set out in the Act and outlined in the Strategic Plan (see page 27), the Academy has 5 legislated objectives. Working towards these objectives will help the Academy to fulfil its mission of enhancing and improving student outcomes across rural, regional and metropolitan schools through specialised professional learning.

The Academy draws on the recognised expertise of the former Bastow Institute of Educational Leadership, leading academics and globally recognised authorities in the field of education. This forms a strong foundation from which to create, deliver and increase access to professional learning that will take Victoria's highly skilled educators from great to exceptional.

Through specialised programs dedicated to Government school leadership and

teaching excellence across sectors, the Academy aims to improve the quality of school leadership. Doing so will provide a pathway for exceptional teachers to contribute to school system improvement.

The Academy offers more than 60 high-quality professional learning programs for all levels of school leadership. This includes classroom and middle leaders, those embarking on the pathway to principalship, assistant principals and established principals.

The Academy exceeded all its Budget Paper 3 (BP3) output measures in the 2022 calendar year. In the 18 months since the establishment of the Academy on 1 January 2022 to June 2023 more than 16,000 places have been filled in the Academy's career stage leadership excellence programs, including 415 registered candidates undertaking the Victorian Aspiring Principal Assessment in 2022 alone.

In 2022, the inaugural intake for the *Teaching Excellence Program* (TEP) was 249 Victorian teachers – 50 more than the BP3 target of 200. In 2023, the intake for this innovative and already highly regarded program effectively doubled to 492 teachers.

Graduates of the TEP have enthusiastically joined the TEP Alumni Network. As Alumni they are eligible to apply for a *Teaching Innovation Fellowship* to implement an innovation project that transforms teacher practice and student learning in their classrooms or schools. In 2023, the Academy awarded 30 fellowships, with teachers across Victoria undertaking a range of transformational projects.

The Academy is also improving equity of access to professional learning by opening regional centres in Bairnsdale, Ballarat, Bendigo, Geelong, Mildura, Moe and Shepparton across 2022–23. These centres offer professional learning events and opportunities to regionally based teachers at all career stages. Our first synchronous event was the Numeracy Leader's Summit in March 2023 which attracted 392 participants across the Academy's regional and metropolitan sites.

Regional centres have allowed the TEP to evolve to incorporate place-based *Teaching Excellence Learning Communities* for regional TEP participants. This not only reduces travel time and subsequent time out of schools but creates links between educators across sectors in their local contexts.

The Academy uses its communications arm to raise public awareness of the capability and status of school leaders and teachers. This establishes a positive narrative which recognises, promotes and celebrates the profession.

This approach allows the Academy to promote the expertise and commitment of Victorian teachers and school leaders. Its aim is to increase the general public's awareness of the immensely positive impact that Victoria's educators have on children and young people every day.

Collaborating with like-minded peers from ABC Education has led to tangible instances of positive media coverage. TEP participants featured on the ABC's new program, *Education Storytime*.

Academy experts featured on *The Drum* and a special edition of *Q and A*, titled *ABC Education Special Q and A: A forum for teachers, with teachers*.

As the inaugural CEO of the Academy, I am very proud to be leading this organisation.

The Academy would not be the organisation it is without its outstanding leadership team, the majority of whom have led the organisation from inception. Similarly, every member of the Academy team, whether front of house or behind the scenes, plays a key role in ensuring the Academy's success.

I would like to thank the inaugural Chair of the Academy board, Dr Toni Meath and all members of the Academy board for their leadership and shared commitment to the Academy's objectives.

In May 2022 the Academy received a determination from the Assistant Treasurer that for the purposes of the Academy's first report of operations and financial statements, the financial year period would be from 1 January 2022 – 30 June 2023. I am pleased to present our first annual report for the period 1 January 2022 – 30 June 2023.



**Dr Marcia Devlin AM**  
**Chief Executive Officer**

# Highlights

## Establishment

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On 1 January 2022, the Victorian Academy of Teaching and Leadership (the Academy) was established as a statutory authority in the Education portfolio under an amendment to the *Education and Training Reform Act 2006*. The Academy is overseen by a chief executive officer and a 7-member cross-sectoral board.

The Academy is a new, unique concept in Australian education. It aims to:

- > create a national benchmark for high-quality professional learning for educators, and be an internationally recognised model for developing, evaluating and sharing new teaching methods and practices
- > promote greater recognition for the expertise and commitment of Victorian educators and educational leaders, to increase appreciation among the public for the immensely positive impact that Victoria's educators have in classrooms and on students every day
- > draw on the recognised expertise of the former Bastow Institute of Educational Leadership, leading academics and globally recognised authorities to create, provide and increase access to high-quality professional learning that will take Victoria's highly skilled educators from great to exceptional.

To meet its professional learning objectives, the Academy offers specialised programs dedicated to leadership and teaching excellence. For the period 1 January 2022 to 30 June 2023, demand for Academy programs was strong. All Budget Paper 3 targets were met or exceeded and demand was high for select-entry Academy programs.

More than 82 per cent of participants in Academy leadership excellence professional learning reported that it had a positive impact on their practice, in turn benefiting student learning and wellbeing outcomes.

More women than men participated in Academy programs in the period 1 January 2022 to 30 June 2023, reflecting the gender composition of the teaching profession.

Academy subsidies enable participants from regional and rural schools to more easily attend programs in Melbourne. The establishment of 7 regional centres also makes participating in an Academy program easier for those in rural and regional Victoria. Participation rates make clear the value of these regional centres: for example, the Academy's Geelong centre had more than 900 visitors across 35 events during just the first 2 months of its operation, from March 2023.

The Academy is focused on increasing participation by First Nations peoples in programs through a range of initiatives and commitments. These include close working relationships with the Victorian Aboriginal Education Association Inc. (VAEAI), the DE Koorie Outcomes Division, and dedicated marketing, subsidies and support for First Nations program participants.

The Academy has formally opened 3 new purpose-built facilities in Melbourne, Geelong and Moe, contributing to its objective of improving equity of access to high-quality professional learning. Another 3 sites are operational in Bendigo, Ballarat and Mildura. Centres in Shepparton and Bairnsdale will be operational later in 2023.

The Academy has designed and implemented a stakeholder engagement framework and regularly meets with a wide range of stakeholders. These include representatives from the government, Catholic and independent education sectors, principal associations, unions, First Nations organisations, subject associations and program providers.

The Academy has established new strategic partnerships, including with the Australian Broadcasting Corporation and the Country Education Partnership, research bodies and universities, and leading national and international academics. These strategic partnerships aim to synthesise evidence and generate new evidence in teaching and school leadership professional learning practice, to increase the quality of teaching and learning across the state, and to lift the status of teachers and school leaders.

The impact of these partnerships is evident in the continual improvement of Academy programs. Partnerships have also contributed to a significant increase in print and digital media coverage of Academy events, as well as more media interviews and media mentions. In the period 1 January 2022 to 30 June 2023, more than 58 media articles referenced the Academy, and more than 30 requests were made to the Academy for its experts to speak at prominent education-based state, national and international forums.

Media coverage and expert-speaker opportunities help the Academy make its purpose and programs more visible. They help raise awareness of the value of teachers and the teaching profession in the public domain, including with parents and carers.

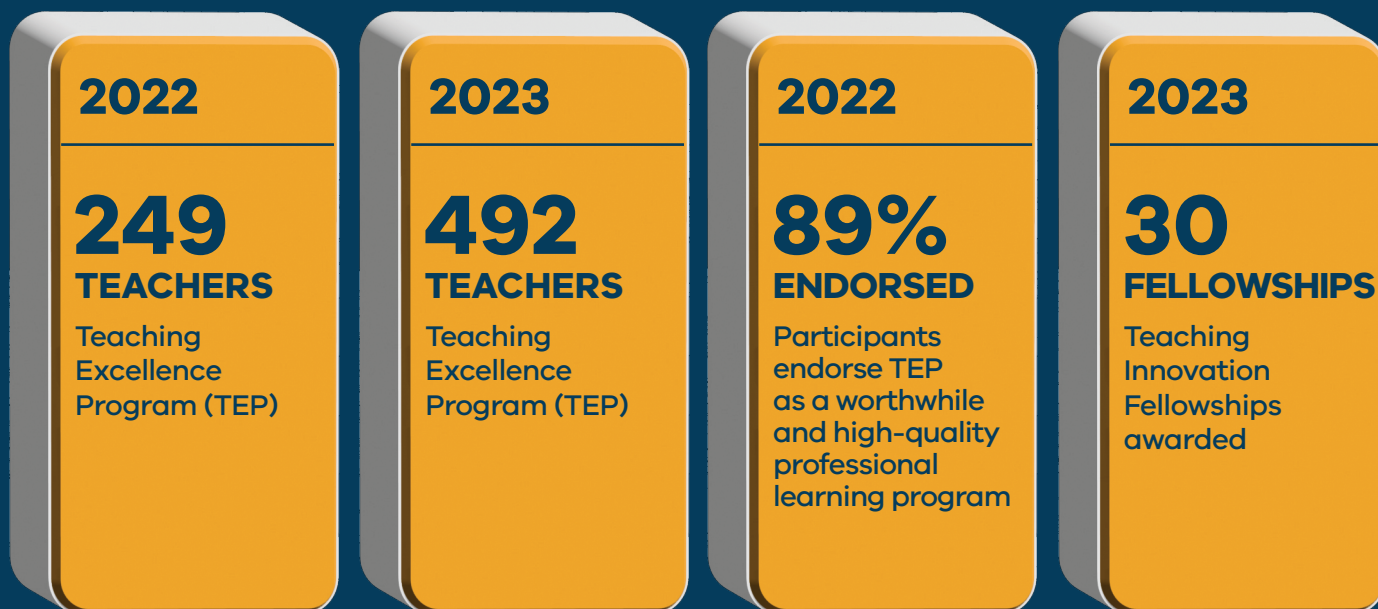
The Academy's workforce comprises Victorian Public Service and Teaching Service staff, among other types of staff. There are 16 master-teachers-in-residence, 12 principals-in-residence and one academic-in-residence, who together bring real-world experience to Academy programs. In addition, the Academy engages expert consultants and employs staff with lived experience, including past principals, professional learning providers and former school staff, all of whom contribute to enhancing the quality of programs and participants' experience.

To support all this work, the Academy has established key corporate functions in the areas of human resources, procurement, finance, legal, audit, risk, facilities management, information technology and board governance. This ensures alignment with, and appropriate entity independence from, the DE.

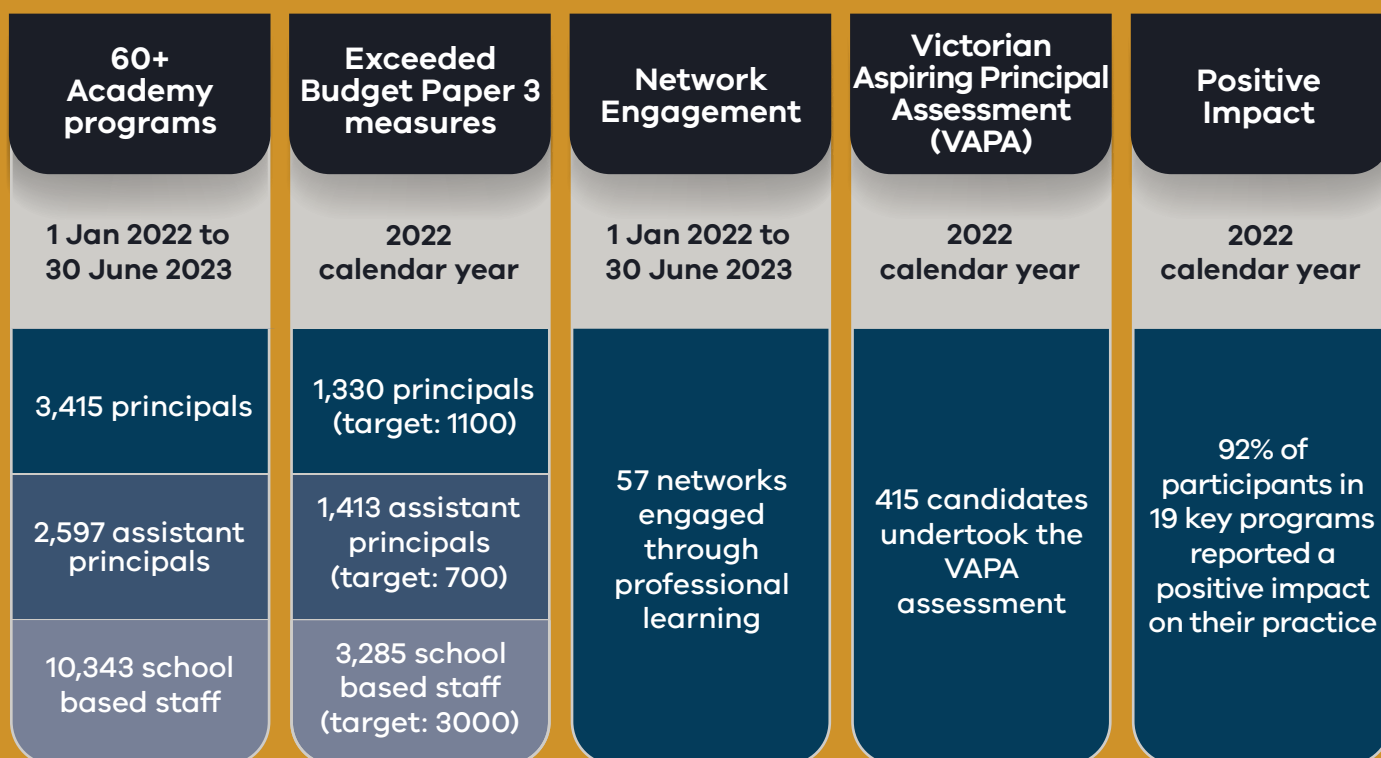
# Overview of data and achievements

1 January 2022 to 30 June 2023, by division

## TEACHING EXCELLENCE PROGRAM (TEP)



## LEADERSHIP EXCELLENCE DIVISION





## REGIONAL DIVISION

**6 of 7**

new regional centres designed, built, and operational delivering professional learning

**~3000**

teachers and school leaders attended the regional centres for professional learning

**90%**

of available days utilised for events in Geelong centre in Term 1

### Government Schools Principals Conference Attendees

2022  
2 day event



2000  
onsite



1600  
online

2023  
1 day event



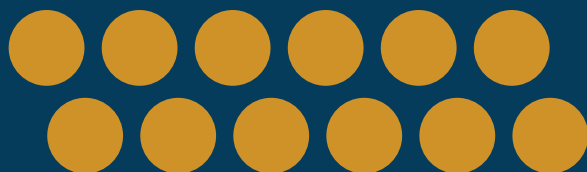
1000+



## BUSINESS SERVICES DIVISION

**273**

STAFF INDUCTED  
+ ORIENTATED



- Victorian Public Service
- Teaching Service
- temporary labour hire
- casual staff.

## ACADEMY SERVICES DIVISION



OVER  
**1500**

LEARNING EVENTS  
across multiple Academy sites

## Overview of data and achievements 1 January 2022 to 30 June 2023, by division

Division	Key data	Key highlights
<b>Teaching Excellence Division</b>	<ul style="list-style-type: none"> <li>&gt; 249 teachers commenced the Teaching Excellence Program in 2022</li> <li>&gt; 492 teachers commenced TEP in 2023</li> <li>&gt; 89% of respondents to the 2022 TEP teacher survey endorsed the TEP as a worthwhile and high-quality professional learning program</li> <li>&gt; 30 Teaching Innovation Fellowships awarded in 2023</li> <li>&gt; 9 master-teachers-in-residence in 2022</li> <li>&gt; 16 master-teachers-in-residence in 2023</li> </ul>	<ul style="list-style-type: none"> <li>&gt; 2022 TEP was informed by a cross-sectoral design panel</li> <li>&gt; 2023 program design was informed by an evaluation led by Deloitte, feedback from the lived experience of TEP 2022 teachers, master-teachers-in-residence and principals-in-residence and feedback from the Teaching Excellence Division</li> </ul>
<b>Leadership Excellence Division</b>	<ul style="list-style-type: none"> <li>&gt; 3415 principals, 2597 assistant principals and 10,343 school-based staff engaged in Academy programs from 1 January 2022 to 30 June 2023</li> <li>&gt; Exceeded Budget Paper 3 output performance measures in the 2022 calendar year, reaching 1,330 principals (target: 1,100), 1,413 assistant principals (target: 700) and 3,285 school-based staff (target: 3,000)</li> <li>&gt; 92% of participants in 19 key programs reported that the professional learning had a positive impact on their practice</li> <li>&gt; 415 registered candidates undertook the Victorian Aspiring Principal Assessment (VAPA) in 2022</li> <li>&gt; 18 new Literacy and Numeracy programs designed and developed across the 2022–23 financial year.</li> <li>&gt; 57 networks engaged through professional learning in between 1 January 2022 and 30 June 23</li> <li>&gt; 8 principals-in-residence in 2022</li> <li>&gt; 8 principals-in-residence in 2023</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Designed, and launched the evidence-based Academy Leadership Excellence Framework (ALEF)</li> <li>&gt; Strengthened coaching and mentoring programs and services that enable targeted, just-in-time support for principals, leadership teams and networks</li> </ul>

<b>Regional Division</b>	<ul style="list-style-type: none"> <li>&gt; 6 of 7 new regional centres designed, built, and operational delivering professional learning</li> <li>&gt; 90% of available days utilised for events in Geelong centre in Term 1, 2023</li> <li>&gt; ~3000 teachers and school leaders attended the regional centres for professional learning</li> <li>&gt; Successfully hosted the Government Schools Principal Conference               <ul style="list-style-type: none"> <li>• 2,000 attendees were onsite across the 2 days, and 1,600 online in 2022</li> <li>• More than 1,000+ principals attended the one-day event in 2023.</li> </ul> </li> <li>&gt; 392 participants attended the Numeracy Summit hosted by the Academy, the first synchronous statewide professional learning at 8 regional locations</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Regional centres are very well utilised by Academy, DE and local staff, as well as by communities</li> <li>&gt; Place-based regional centre staff have been recruited and are delivering professional learning to increase local impact</li> <li>&gt; Regional centre, in Shepparton, scheduled to open in Term 3, 2023</li> </ul>
<b>Office of the Chief Executive Officer</b>	<ul style="list-style-type: none"> <li>&gt; 7 board members appointed and inducted</li> <li>&gt; 8 board meetings held, 1 in Geelong</li> <li>&gt; 7 Audit and Risk Committee meetings held</li> <li>&gt; 1 board strategy planning day (resulting in the 2022 strategic plan)</li> <li>&gt; Over 15 stakeholder briefing sessions held with principal associations and unions, cross-sectoral partners, First Nations state and national bodies, and program providers</li> </ul>	<ul style="list-style-type: none"> <li>&gt; New purpose-built building in Treasury precinct officially opened in March 2022</li> <li>&gt; Board policies, protocols and practices established and implemented</li> <li>&gt; Academy executive and approximately 170 staff appointed</li> <li>&gt; Finances, risks and strategic and operational performance successfully managed through set-up, launch and implementation of new statutory authority</li> <li>&gt; Stakeholder engagement framework designed and implemented and effective relationships successfully developed</li> </ul>

<b>Academy Services Division</b>	<ul style="list-style-type: none"> <li>&gt; 1,500 leadership excellence learning events supported across sites</li> <li>&gt; 110 programs supported with learning and digital learning design</li> <li>&gt; 44 new professional learning programs designed and provided</li> <li>&gt; LinkedIn followers more than doubled from January 2022 to almost 6,000</li> <li>&gt; All Academy participants surveyed about satisfaction and program impact</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Establishment of a team to provide high-quality and consistent support for professional learning programs</li> <li>&gt; Aligned Academy professional learning to DE and Academy strategic objectives</li> <li>&gt; A new highly visible brand for the Academy created and implemented</li> <li>&gt; Academy's communications focused on raising awareness about the high quality of Victoria's teachers and leaders</li> <li>&gt; Innovative and consistent impact evaluation processes embedded</li> </ul>
<b>Business Services Division</b>	<ul style="list-style-type: none"> <li>&gt; 87 significant procurement activities across the Academy</li> <li>&gt; 36 professional learning spaces in 9 Academy centres operational</li> <li>&gt; 31,708 financial transactions in the 2022–23 financial year</li> <li>&gt; 273 staff inducted and oriented into the Academy, including Victorian Public Service, Teaching Service, temporary labour hire and casual staff</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Establishment of new functions in:               <ul style="list-style-type: none"> <li>• people, capability and culture</li> <li>• project management</li> <li>• legal</li> <li>• risk and audit</li> </ul> </li> <li>&gt; Establishment of partnerships with key DE services, including Procurement, People and Executive Services, Schools Human Resources, Financial Services, Enterprise Project Management Office and Information Management and Technology divisions</li> <li>&gt; Development and implementation of:               <ul style="list-style-type: none"> <li>• end-to-end operating manual, including full-cycle program management</li> <li>• key policy and founding operational documents, including the Academy's risk management framework.</li> </ul> </li> </ul>

# Teaching Excellence Program

The Teaching Excellence Program (TEP) is 12 month professional learning experience, grounded in 8 key discipline areas. The program draws on practitioner inquiry, teacher agency, reflective practice and contemporary, evidence-informed research.

Open to Victorian government, Catholic and Independent schools the TEP is Australia's first advanced professional learning program for highly skilled teachers.

TEP participants need a minimum of 3 years' teaching experience and entry to the program is by application. Applicants must prepare a statement about their teaching and obtain the endorsement of their principal before submitting the statement for consideration. Shortlisted candidates are interviewed by a cross-sectoral panel to determine whether they will be offered a place in the program. Supported by a team of exceptional in-residence master-teachers, TEP participants engage in a diverse range of learning opportunities, including conferences, discipline-based learning activities, and cross-sectoral, place-based Teaching Excellence Learning Communities. During the program TEP participants complete a portfolio and 2 practitioner inquiries to address selected 'problems of practice' within their own classroom, school or network.

Through conducting these inquiries, participants learn to trial new teaching approaches, elicit and closely examine evidence of impact of their teaching on their students' learning and articulate next steps for further advancing their practice and impact.

## Teaching in the disciplines

The disciplines within the TEP are:

- The Arts
- English
- Health and Physical Education
- The Humanities
- Languages
- Mathematics
- Science
- Technologies

Total TEP participants	2022	2023
Number of participants	249	492

TEP participants by school type	2022	2023
Secondary	58%	39%
Primary	37%	52%
Primary/secondary	4%	7%
Specialist	1%	2%

TEP participants by sector type	2022	2023
Government	60%	69%
Independent	22%	18%
Catholic	18%	13%

TEP participants by location	2022	2023
Metropolitan	76%	80%
Regional	16%	16%
Rural	8%	4%



## 2022 TEP evaluation

In 2022, the Academy engaged Deloitte Access Economics to evaluate the implementation and early impacts of TEP. It was found that 89 per cent of respondents endorsed the TEP as a worthwhile, high-quality professional learning program. Typical comments included:

'If I could do it for another year I would love to. I have really enjoyed the program ... I really love that we got hands-on assignments because it let us put theory into practice. Some of the things in some of the presentations I was not necessarily in agree[ment] ... with so it was good for me to test that out. It was awesome, I really, really loved it.'

'...regionally I don't get these opportunities, I am about 4–5 hours away from Melbourne. I really appreciate there was some financial support for being so far out regionally. I hope that will help with the uptake moving forward for other participants.'

'All [of the components of the program] served a purpose – big-picture ideas that weren't necessarily related to your inquiry still make you think about something you'd never thought about before. All the layers make a bigger base for you to launch from.'

'[The program] delivered more than it has promised and has given us very good professional training. What you do with that is where you get the most benefit. One objective was to provide us with responsive pedagogy, and how to implement them. Hearing from many experts ... was very helpful ... collaboration was the key aspect of the program that it delivered on.'

## TEP 2023

The 2023 TEP design was informed by feedback from the experience of TEP 2022 teachers and principals-in-residence, the Deloitte evaluation, and consideration of the logistical and operational impacts of upscaling from 249 to 500 teachers.

Mindful of workforce pressures in schools, time out of school was reduced from 14 days in 2022 to 10 days in 2023, with 4 additional, funded flexible days available for teachers to work on practitioner inquiry collaboration at schools' and teachers' convenience.

The Academy collected feedback from the TEP 2023 teachers. These are some examples of their experiences:

'After a few years in teaching, you get into a groove, and it's easy to lose touch with what is at the heart of your practice. TEP has facilitated a deep dive into what I do, why I do it and what's important to me. More than that, though, it's an invitation to evolve my practice. Perhaps my favourite part of the program is the opportunity for robust professional conversations in my Teaching Excellence Learning Community (TELC) group; asking questions, responding to learning, sharing experiences, bouncing ideas off each other. In my TELC group, every member has come up with super interesting ideas for their inquiry into a problem of practice. It makes me feel inspired.'

'Since commencing TEP I have had the opportunity to both reflect [on] and enhance my teaching practice. Through the Teacher Portrait task and Disposition survey I have delved into what makes me a good teacher and areas I would like to improve. The structure has allowed the time for deep thinking about relevant educational issues as well as provided opportunities to share ideas, resources, feedback, and expertise through collaboration with other attendees. It is personalised in a way that allows individual scrutiny and purposeful tasks such as the Mini Inquiry task, that reflect your teaching needs and your classroom needs. Overall, my professional toolkit and enthusiasm for teaching has shown growth, overall benefiting myself my school and most importantly my students.'

## TEP Alumni Network

The TEP Alumni Network is a professional network of TEP graduates and past master teachers. The network enables TEP graduates from across Victoria to continue their engagement with the Academy and each other through formal and informal professional learning and collaboration. TEP graduates are automatically considered alumni, and invited to join the TEP Alumni Network. So far in 2023, 94 per cent of 2022 TEP graduates are active members of the TEP Alumni Network. This network will expand yearly with each intake of new graduates.

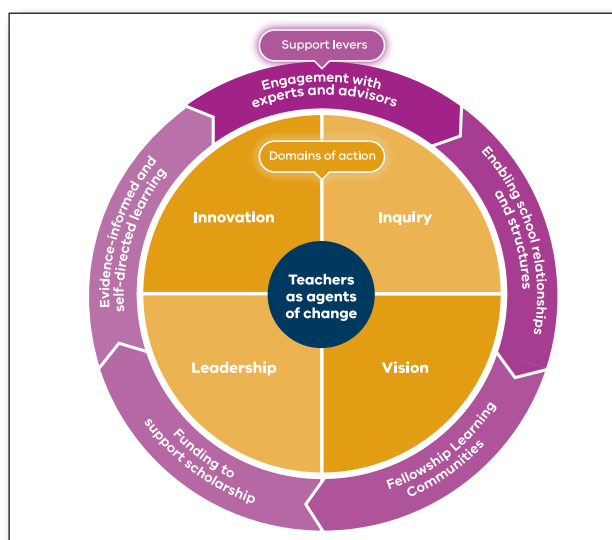


Figure 1: Teaching Innovation Fellowship Framework

## Academy fellowships

The Academy Fellowships program commenced in May 2023 with the first Teaching Innovation Fellowship offered to 2022 TEP graduates. TEP alumni are eligible to apply for a fellowship to lead an innovation project that aims to transform teacher practice and student learning and wellbeing outcomes in their classrooms or schools. Successful applicants receive up to \$10,000 to design and implement their innovation project. The Teaching Innovation Fellowship program is aligned to the Academy Fellowships Model (see Figure 1). The Academy Fellowships Model is an evidence-informed conceptual framework that articulates the way fellowships enable and support teachers to be agents of change by nurturing their capacities for evidence-informed improvement. Fellowships are focused on building agency and expertise through the four domains of action that are Vision, Innovation, Leadership and Inquiry. The model adopts an ecological approach, which recognises the importance of environment, structures and resources that influence and impact on teachers' professional learning.

Teacher fellows are supported by the Academy and may work autonomously or co-lead a team at their school or a network of schools to deliver the project. They may also form a partnership with TEP alumni from other schools. A total of 30 Teaching Innovation Fellowships were awarded in 2023.

In the applications for 2023 fellowships, 2022 TEP graduates demonstrated how the program has influenced their teaching practice. Typical comments included:

'The TEP last year provided me with an opportunity to take the time to really take a step back and evaluate my practice. The inquiry, both mini and collaborative, saw me look at the quality of my instruction and build confidence in an area that I saw a need. My focus on questioning to build student capability to problem solve and self-reflect made a huge difference in my students learning outcomes.'

'My year long journey at TEP in 2022 proved to be a rewarding and satiable experience. I became more reflective of my practice and have grown professionally through meaningful collaborations with other teachers within and outside of my discipline area.'

'By participating in the TEP last year, I was able to activate and enhance key dispositions to be more reflective of my practice, more responsive to the needs of students and more attentive to areas that require collaboration for the purpose of achieving school-related goals.'

'My TEP experience was an enlightenment that showed me the power of the time and access to provocation through expert and discussion in a community of learners exploring for the same growth journey through an inquiry.'

## Academy regional centres

The Academy has established 7 regional centres in Bairnsdale, Ballarat, Bendigo, Geelong, Mildura, Moe and Shepparton. Facilities at Shepparton open in term 3, 2023; the remaining 6 locations are already open.

As part of their establishment, the Academy has created local teams for each regional centre who know their region's school communities across all 3 sectors and facilitate their engagement in professional learning.



Figure 2: Academy regional centre locations

The 6 centres that are open have already had a significant impact. Feedback and recommendations from program participants have been collected to inform continuous improvement. This has included approximately 30 impact stories to date that detail the experience of participants in regional Victoria, and the difference a regional centre has made to their professional learning, teaching, leadership and to student outcomes.

The following are highlights from these impact stories that relate to the objectives of the Academy.

**Academy objective:**

To improve outcomes for students through the provision of specialised teaching and leadership excellence programs for exceptional teachers and school leaders

‘This event will have a huge flow-on effect. Everyone from [South-Western Victoria] got the same message and we can use this knowledge as a foundation to support school numeracy programs. It was great having a local venue, and was especially good for numeracy leads from schools who were able to attend.’

– Attendee of the statewide 2023 Numeracy Summit, Ballarat

**Academy objective:**

To increase equity of access to professional learning to lift the quality of teaching across Victoria

‘The Academy opening at Mildura Centre says that education matters and that we (teachers and students) matter too. Education is just as important here as in Bendigo or Melbourne. Having a centre in Mildura is only ever going to benefit our kids.’

– One of 492 teachers across the state participating in the TEP in 2023

**Academy objective:**

To provide greater access to career pathways for exceptional teachers to contribute to school and system improvement

‘Having the visibility of the Academy in Bendigo and the conversations this is sparking is amazing. I can see how our schools will come together and network more. Having Academy Regional Centres makes our schools feel more relevant and connected to each other and the profession as a whole. It’s raising the profile of schools and educators.’

– 2023 TEP participant

**Academy objective:**

To improve the quality of school leadership

‘As a leadership team we will explore the situation within our classrooms in the teaching of mathematics with a push towards sense-making classrooms where students have a lot of ownership over what they learn and when they learn it and how it aligns to their own ability to understand maths in a numeracy context.’

– Principal attending a numeracy summit in Bairnsdale

**Academy objective:**

To raise public awareness of the capability and status of teachers and school leaders in the science and practice of teaching

‘Having a government-recognised centre of excellence in a regional setting sends a strong message that teachers are valued and that they now have access to quality professional learning.’

– Regional Victorian principal

**As a sample of utilisation, in its first two months of operation, the Geelong regional centre hosted 35 events that were attended by more than 900 people.**

<b>Academy attendance: Geelong regional centre (30 January to 30 June 2023)</b>		
<b>Lead</b>	<b>Events</b>	<b>Attendees</b>
Academy	28	613
Department of Education	57	2025
Government school	46	1212
Other	3	25
<b>TOTAL</b>	<b>134</b>	<b>3875</b>

The first statewide synchronous professional learning at the Academy, the Numeracy Leaders Summit, was held in March 2023. This was simulcast across the state, with a facilitator in each Academy location (metro and regional) hosting the breakout sessions and discussion.

As detailed in the following table, 250 participants attended the summit at the Academy's regional centres, together outnumbering the metropolitan cohort.

<b>Numeracy Leaders Summit attendance</b>	
<b>Academy location</b>	<b>Attendance</b>
Metro (Academy North Melbourne sites)	142
Geelong	68
Ballarat	50
Moe	27
Mildura	12
Bairnsdale	24
Bendigo	29
Shepparton	40
<b>Total for regional centres</b>	<b>250</b>
<b>Total for all centres</b>	<b>392</b>



## Leadership excellence programs

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Since its establishment, the Academy has invested significant resources and expertise to design and provide high-quality professional learning. This aims to build school leaders' knowledge, capabilities and dispositions, to benefit student learning and wellbeing. The Academy has worked closely with principals-in-residence, the DE, schools and expert providers in designing, developing and implementing these programs.

The Academy adopts a flexible approach to the design and delivery of professional learning, codesigning and prototyping programs in partnership with the profession, expert suppliers and Academy staff to ensure alignment with school needs. This ensures participants can access the most effective blend of onsite and online programs and content in response to participant feedback. Flexible delivery has also helped in relation to the impact of the COVID-19 pandemic.

Academy leadership programs have 5 main areas of focus:

- > system leaders
- > principals
- > assistant principals
- > middle leaders
- > emerging leaders.

Responses from Leadership Excellence Division program participants include:

'This is one of the best courses I have ever done. It was like it was written just for me. It was exactly what I needed at exactly the right time.'

– Leading School Improvement participant, 2022

'This course has inspired me to be a more courageous leader and understanding that vulnerability is a part of that. Incredibly brave presenters practising what they preach.'

– Dare to Lead participant, 2022

'I've really enjoyed developing my understanding of why things happen based on the science of the brain and how it's so important to use this information with our area of expertise (pedagogical practices) to make the best-informed decisions in the classroom.'

– Science of learning, Principles of Literacy and Numeracy participant, 2023

'Hearing about what is not working and the challenges that impact networks, and how networks can be turned around is affirming and helpful for many people.'

– We Inspire System Leaders participant, 2022

‘This is one of the most valuable programs I have been involved in. For me it has meant I have had to be accountable to actions and ensure I complete reflection during the time between meetings with my mentor. This means the work I am doing is meaningful at all times. I am constantly reflecting, and I don’t think I would be as aware of my behaviours and or goals if I didn’t have someone to present this to.’

– Principal Mentoring Program participant, 2022

‘Talking about the timing of implementation really resonated with me. As such I altered my goal for this year so it was reduced and therefore more likely to succeed and build to change that will remain in 5 years.’

– Create participant, 2023

‘I loved the course and learned so much, I’m sad it’s finished. Thank you so much and I’ll certainly be doing further professional development through the Academy.’

– Coaching with Confidence participant, 2022

‘I always enjoy delivering this program. Working directly with enthusiastic, emerging leaders is such a joy.’

– Inspire facilitator, 2022 and 2023

‘Thank you so much for a great workshop. I have gained confidence in myself, learned so much about who I am and who I want to be and met many outstanding teachers.’

– Coaching with Confidence participant, 2022

Figure 3 summarises the Academy programs offered for the five key areas: emerging leaders, middle leaders, assistant principals, principals and system leaders.

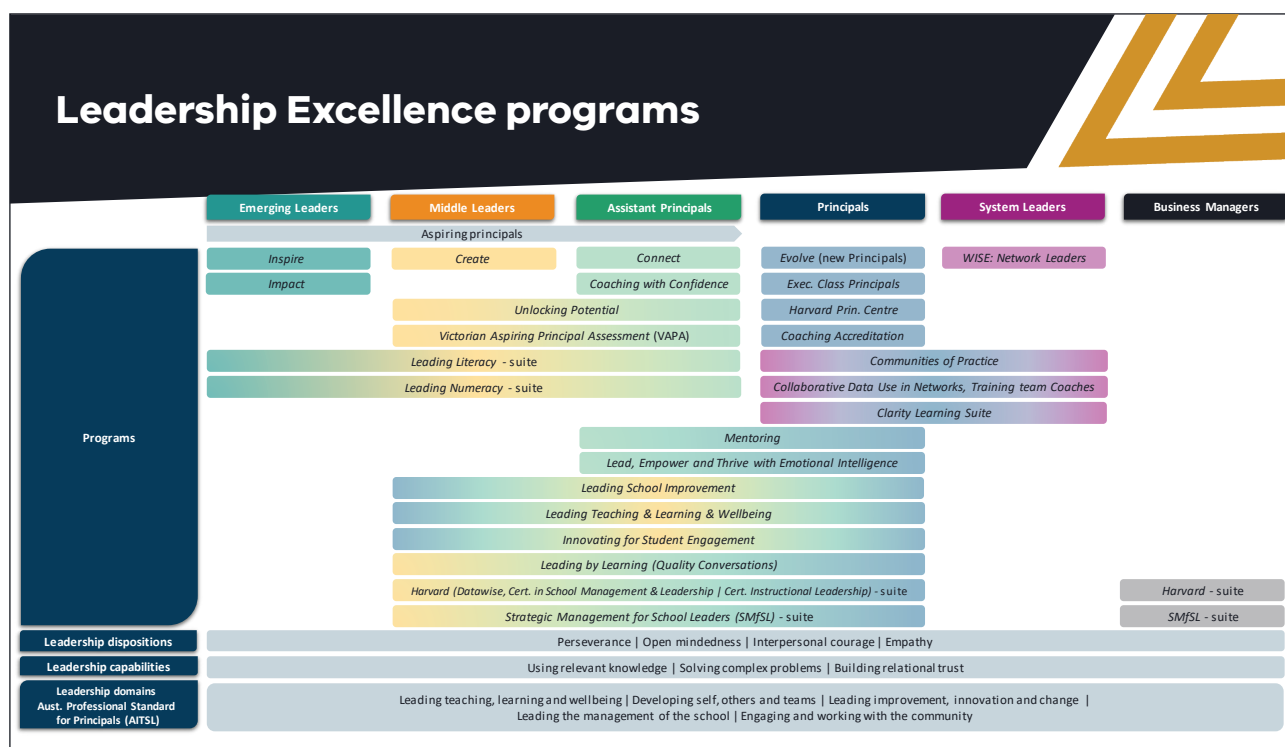
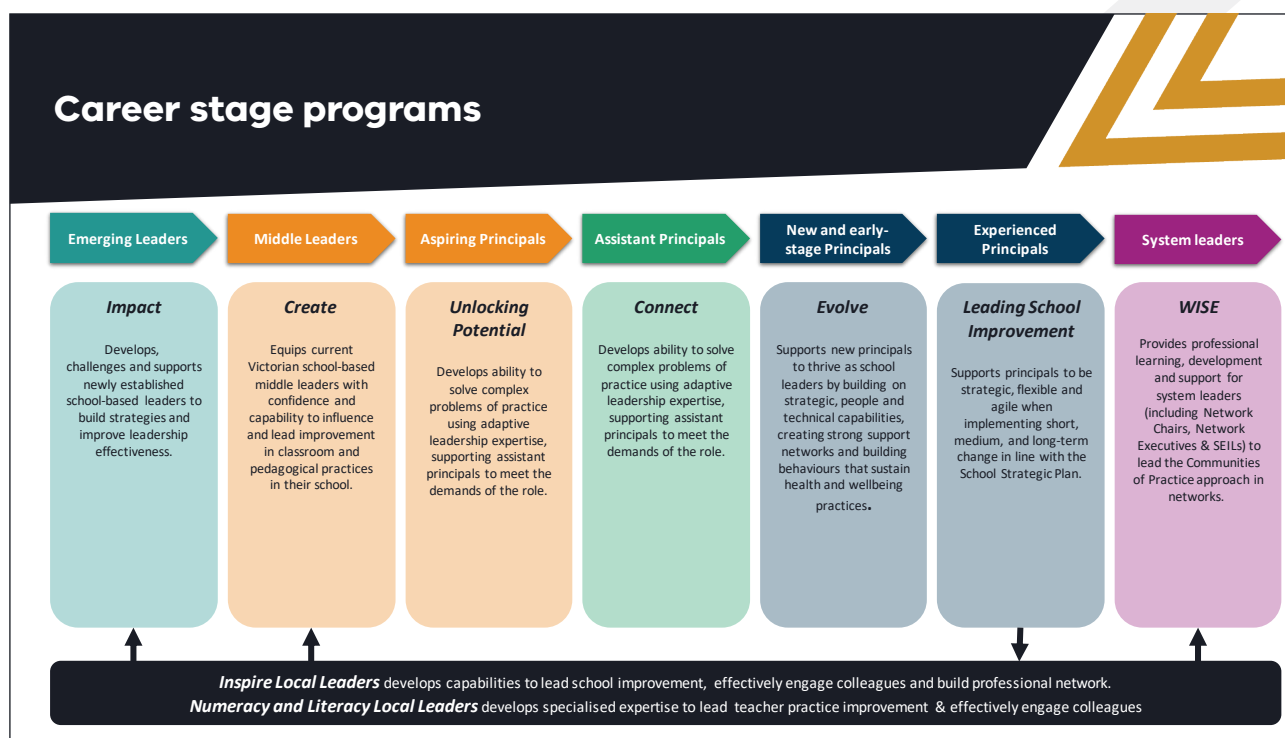


Figure 3: Career stage programs



The Academy has provided leadership programs to 3,415 principals, 2,597 assistant principals and 10,343 school-based staff during the 18-month reporting period.

Across the leadership excellence program suite, the Academy has made the following key achievements:

- > 415 registered candidates in 2022 for the first year of the Victorian Aspiring Principals Assessment (VAPA). This assesses candidates in relation to professional practice and emotional intelligence. Successful completion is a DE requirement for appointment as a principal
- > 18 programs designed, developed and implemented for the Literacy and Numeracy suite in the period 1 January 2022 to 30 June 2023
- > Communities of practice (CoP) programs successfully engaged all 57 DE Networks within a year, exceeding the Academy's goal of reaching all 57 networks within 4 years
- > internationally renowned courses delivered via Harvard University, including Harvard Data Wise Australia Institute, Harvard Data Wise into Action and Harvard Data Wise Coach Certification. These were provided virtually and onsite, and exceeded attendance expectations with 106 attendees at Harvard Data Wise Australia Institute alone
- > providing individualised coaching within programs to support school leaders with reflection and ongoing development of their skills, expertise and problem-solving capabilities. Examples of these programs include Leading School Improvement, Innovating for Student Engagement and the Master Trainer Literacy and Numeracy programs
- > providing additional on-demand leadership coaching for principals and assistant principals (substantive and acting)
- > launch of the Academy Leadership Excellence Framework, which focuses on the specific work of educational leaders and the knowledge, capabilities and dispositions needed, now and into the future (see Figure 4).

## The Academy Leadership Excellence Framework

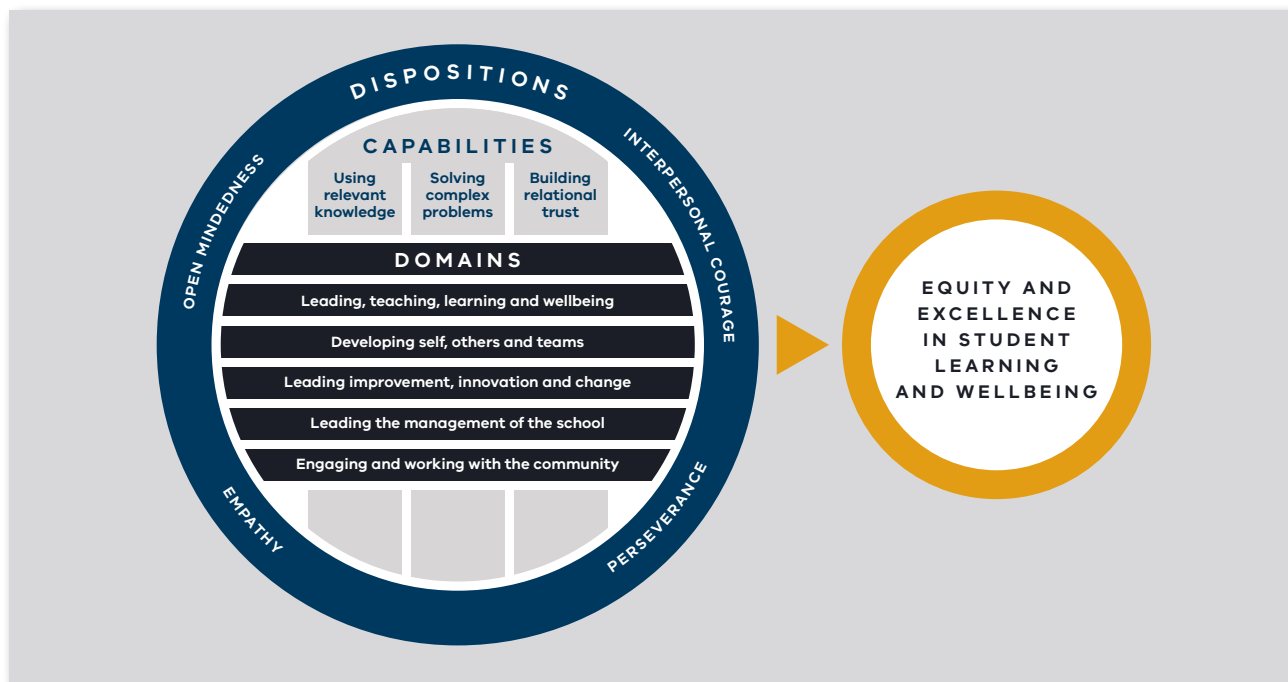


Figure 4: The Academy Leadership Excellence Framework

## Evaluation and Evidence Centre

The Academy is committed to promoting evidence-informed practice, and in 2022 established the Evaluation and Evidence Centre (EEC). All Academy programs benefit from the EEC, which evaluates program impact on teaching and leadership quality and generates and translates evidence for the profession.

In 2022, based on work commenced at the former Bastow Institute of Educational Leadership, the EEC conducted a survey assessing the impact of 19 Academy leadership excellence programs. Findings revealed that the 19 programs were very well regarded by participants and had had a positive impact on leadership practice.

In 2023, participants in the Academy's leadership excellence programs have an opportunity to contribute to assessing the impact of the programs. Participants are asked to share their views on their capability, confidence and professional knowledge after completing an Academy program. They are also asked about the impacts of their participation on student outcomes, and about their satisfaction with the professional learning.

Meanwhile, external experts have evaluated TEP, VAPA, and communities of practice (CoP).

Feedback from TEP participants to date has been overwhelmingly positive, with the majority saying that the TEP is a worthwhile program.

Feedback on VAPA indicates that it has been successfully implemented, is achieving significant throughput and is highly valued by stakeholders. Participants have also reported that the diversity of candidates for principal roles is reflective of the school system.

Participants have said that the CoP program has helped networks respond collectively to the impacts of COVID-19. Key strategies that led to this include a clear purpose that is linked to school priorities, the opportunity for peer learning among members, and strong leadership.

To support regional centres to determine their impact during 2023, the EEC has designed and developed a Most Significant Change methodology. The EEC will continue to select, analyse and report the evidence that best demonstrates the different effects regional centres have in relation to their school teachers, leaders and communities.

## Strategic plan

The 'Strategic plan on a page' is a Board-endorsed framework built around the Academy's legislated objectives (see Objectives and functions, p. 4). The plan covers the Academy's vision, mission, objectives, enablers and values.





## Academy measures of success and indicators and targets (outputs)

Performance measures	Unit of measure	2022–23 actual	2022–23 target	Result
<b>Quantity</b>				
Number of assistant principals participating in leadership development programs, including the Aspiring Principals Program	Number	1413	700	✓
Number of principals participating in leadership development programs	Number	1330	1100	✓
Number of school staff who are not principals or assistant principals participating in leadership development programs	Number	3285	3000	✓
Number of participants in the Teaching Excellence Program	Number	249	200	✓
<b>Quality</b>				
Proportion of participants rating the impact of the Victorian Academy of Teaching and Leadership's professional learning on their own development and practice as 'significant' or above (all programs)	%	92	78	✓
Proportion of participants who are satisfied with the Victorian Academy of Teaching and Leadership's professional learning and development training (all programs)	%	84	82	✓

## Financial summary

	18-month period January 2022-June 2023
Total income from transactions	75,931,707
Total expenses from transactions	66,194,116
Net result from transactions	9,737,591
Net result for the period	9,737,591
Net cash flow from operating activities	(5,722,520)
Total assets	21,571,099
Total liabilities	5,351,536

**Notes:**

There are no prior year comparisons because the period from January 2022 to June 2023 marked the Academy's inaugural reporting cycle.

### Significant changes in financial position – balance sheet

Given that the 18-month period from January 2022 to June 2023 marked the Academy's inaugural reporting cycle, there is no preceding period available for comparative financial position reporting.

### Significant changes in financial position – operating statement

For the 18-month period January 2022 to June 2023, the Academy recorded a favourable budget variance of \$9.7 million. This surplus is attributed to reduced spending in salaries and on-costs due to delays in achieving the Academy's targeted staffing levels, and a reduction in program delivery expenses caused by extended lead times beyond the estimated schedule for implementing Academy programs.

### Significant events affecting the Academy that occurred after balance date

There were no significant events that occurred after 30 June 2023 that affect the Academy's operations.

# Governance and organisational structure

## Minister for Education



### The Hon. Natalie Hutchins MP

Minister Hutchins is the Member for Sydenham and was elected to the Victorian Parliament as the Member for Keilor in 2010. She has been Minister for Education and Minister for Women since June 2022. Minister Hutchins previously served as Minister for Local Government from December 2014 to September 2017, Minister for Aboriginal Affairs and Minister for Industrial Relations from December 2014 to December 2018, Minister for Women and Minister for Prevention of Family Violence from September 2017 to December 2018, and Minister for Crime Prevention, Minister for Corrections, Minister for Youth Justice and Minister for Victim Support from June 2020 to June 2022. The Minister for Education oversees Victoria's Education State reforms and is responsible for providing education to more than a million Victorian students. This portfolio includes government investment in school infrastructure and programs.

# Senior leadership



## **Dr Marcia Devlin AM** **Inaugural Chief Executive Officer**

Dr Marcia Devlin AM PhD GAICD joined the Academy in 2021 as its inaugural Chief Executive Officer. She is a globally recognised expert in education, equity and leadership, a qualified teacher and a registered psychologist. Dr Devlin began her education career as a primary school teacher before moving into the tertiary sector.

Prior to her appointment at the Academy, Dr Devlin was senior deputy vice-chancellor at Victoria University and held executive and senior roles at Federation University Australia, RMIT University, Deakin University and the University of Melbourne.

Internationally recognised for her expertise in education, she has given more than 200 keynote and invited addresses in 10 countries, won over \$6 million in research funding and has more than 330 publications to her name.

Dr Devlin is currently a trust member of the Queen Victoria Women's Centre and an elected Lifetime Fellow of the UK-based Society for Research into Higher Education. She also currently serves on the editorial boards for several academic education journals in Australia and the US.

During 2022–2023 Dr Devlin also served as a non-executive director on the Melbourne Polytechnic Board and as Chair of their Education Quality Committee.

Until her appointment as the inaugural Academy Chief Executive Officer, Dr Devlin was a ministerial appointee on the Victorian Curriculum and Assessment Authority (VCAA) Board and served on the VCAA Executive Committee and Audit Committee, and as Chair of the Senior Secondary Certification Reform Committee. She was also the Universities of Australia appointee on the advisory board of the National Centre for Student Equity in Higher Education.

Dr Devlin brings 30 years of national and international experience to the Academy and a strong commitment to continuously improving the quality of learning and teaching, enhancing inclusiveness and diversity in education, ensuring the concept of 'excellence' encompasses equity and strengthening educational leadership.

In 2023, Dr Devlin received an Order of Australia.

# Senior leadership



**Peter Saffin**  
Chief  
Operating Officer  
(from 20 March 2023)

As inaugural Chief Operating Officer, Peter works closely with the Chief Executive Officer to lead and oversee the Academy's operational accountabilities, including aligning strategy, budget, business planning and reporting with the government's overall policy and delivery priorities.

Peter brings to the Academy a wealth of experience in education, governance and operations across schools, corporate and not-for-profit environments. Peter commenced his career as a secondary teacher, holding leadership roles in Australia and New Zealand. After teaching, Peter moved into educational publishing, where he led teams producing award-winning resources and learning platforms for use in Australia and overseas. Peter has managed various operational teams and was managing director of Australia and New Zealand for Macmillan Education Australia.

Prior to joining the Academy, Peter was Chief Executive Officer of the Mathematical Association of Victoria, where he increased funding and improved sustainability. A large focus of Peter's work was on partnerships, professional learning and creating impact for the teaching profession. Peter has served on several boards in the not-for-profit sector.



**Dr Claire Brown**  
Director,  
Teaching  
Excellence  
Division

Dr Brown commenced her teaching career as an English and Theatre Arts teacher in Western Australia, taught English as a Foreign Language in Japan and then returned to Australia to take up positions as a teacher educator, researcher and administrator at Edith Cowan University. She subsequently led the national K-13 professional learning system, Advancement via Individual Determination at Victoria University.

Dr Brown's lifelong commitment to education is driven by her conviction that teachers do the most important work in our communities and need to be celebrated and supported. She has studied and researched her belief that the pursuit of teaching excellence is both 'art' and 'rocket science'. Her PhD analysed the quality of Australian education policy, noting that teaching excellence is dependent on education policy excellence.

As Director, Teaching Excellence Division, Dr Brown leads the provision of the Academy's flagship in-house TEP across all school sectors for Victoria's exceptional teachers.



**Megan Knowles**  
Director,  
Business  
Services  
Division

As Director of the Academy's Business Service Division, Megan is responsible for the provision of the Academy's corporate services and business continuity. This is a key enabler for the Academy to provide high-quality professional learning while continuing to establish itself as a statutory authority.

Originally a youth worker, Megan moved into public health and health promotion in early childhood development, where she developed her passion for education.

Megan worked as a classroom teacher and then learning community manager before she joined the Victorian DE in the Professional Learning Communities Unit. In this role, Megan supported teachers implementing evidence-based inquiry to classroom practice to improve student outcomes.

During Melbourne's second COVID-19 wave, Megan joined the Victorian Department of Health and Human Services, working on the reopening of schools. In 2020, she joined the then-Bastow Institute of Educational Leadership where she established the Business Priorities Unit.



**Kate Morris**  
Director,  
Leadership  
Excellence Division

As Director, Leadership Excellence, Kate oversees the provision of high-quality leadership professional learning, working with experts in policy, program management and educational leadership theory and practices.

Kate is an educational leader with a career-long passion for ensuring students can access a rich ecosystem of learning, and for increasing the positive impacts of government resources on student outcomes. Kate began her career as a teacher and held various leadership roles in schools, including principal of Northcote High School.

Kate has also held leadership roles in industry and government, including at the VCAA and the Victorian School Building Authority (VSBA).

Kate was interim Chief Executive Officer of the Bastow Institute for Educational Leadership, where she led the development of the business case for the Academy, the design of the TEP and, in response to COVID-19, the pivot to online provision of professional learning programs.



**Tyron Paspa**  
Director,  
Regional Division

Director, Regional Division, Tyron oversees the establishment of the Academy Regional Centres. He brings together key stakeholders across Victoria and works with VSBA to identify and design the centres and bring them to life as high-quality and accessible professional learning locations.

Tyron joined the public sector in 2012 and has held roles in investment strategy, early childhood, infrastructure, program management and policy across DE, VSBA, Regional Development Victoria, Corrections Victoria, and the Department of Health (DH).

Across these roles, Tyron has some significant achievements, including being a founding manager at VSBA, working with government to secure more than \$10 billion in funding for various initiatives, leading the Asset Management Reform initiative in schools and supporting DH during the COVID-19 pandemic. However, it is the connection with people and focus on delivering public value that Tyron considers the most enjoyable aspects of the public sector.

## Former members

**Katy Theobald**  
Director, Academy Services Division  
(27 June 2022 to 19 May 2023)

Katy oversaw a range of services that contributed to ensuring the Academy provides high-quality professional learning and an engaging and seamless participant experience.

Katy's career has spanned evaluation, strategic policy and program delivery. Katy moved from England to Australia following her Churchill Fellowship. This took her to Singapore, New Zealand and Australia to learn how school leaders in communities experiencing disadvantage create innovative, future-focused schools. Katy has presented this research at international conferences and has been published in academic and sector press.

Before joining the Academy, Katy managed an analytics team in DE, providing analysis of teacher demand, supply and mobility to support strategic policy development.



# Board



**Dr Toni Meath**  
Chair

Toni Meath GAICD FACEL is Principal of Melbourne Girls Grammar. She is an accomplished leader with deep knowledge of the Victorian education sector. Dr Meath's work in education innovation has been published nationally and internationally.

Dr Meath is a former principal of The Mac.Robertson Girls' High School and was the founding assistant principal of Nossal High School, Victoria's first co-educational select-entry high school.

Until her appointment as the inaugural Chair of the Academy board, Dr Meath was a member of the VCAA Board.



**Kieren Noonan**  
Nominee of  
Independent  
Schools Victoria

Head of Innovation and Learning and a member of the executive at Independent Schools Victoria, Kieren is an innovative education professional with extensive experience working in educational leadership and strategically delivering innovative products, solutions and initiatives.

Kieren is skilled in education leadership and management, training delivery, process management and product and service design. He has extensive experience as a teacher, principal and education executive across sectors in both Victoria and South Australia.



**Dr David Howes**  
Nominee of  
the Secretary,  
DE

David Howes is the Deputy Secretary, Schools and Regional Services at DE. Prior to this, Dr Howes was Chief Executive Officer of the VCAA.

Dr Howes began his career as a teacher in the western suburbs of Melbourne, where he worked for 10 years as a teacher and in a range of school leadership roles. He has since held a number of positions, both in Victoria and overseas, including working as an educational adviser to the Royal Government of Cambodia between 2003 and 2006.



**Judith Downes**  
Chair,  
Audit and Risk  
Committee

Judith has worked in senior executive and non-executive roles in banking, finance, accounting, funds management, life insurance and property. She has over 25 years' experience as a company director.

Previously, she worked in senior executive and non-executive roles at ANZ Bank, including as Chief Financial Officer and Chief Operating Officer of the Institutional Division. She was director of the Australian Mathematical Science Institute and a member of the Financial Reporting Council. Before working as an accountant, Ms Downes taught secondary mathematics.

Judith is currently the Chair of Bank Australia and Sentient Impact Group a non-executive director for ImpediMed, as well as the Chair of the Academy's Audit and Risk Committee.



**Professor  
Viv Ellis**

Professor Viv Ellis is Dean of the Faculty of Education at Monash University. He is also a professor in the faculty and a global expert on teacher education.

He has worked with government agencies and non-government organisations across the UK, Europe, Asia and Australia, most recently on the Norwegian Government's reforms to upper primary and lower secondary initial teacher education.

Prior to his work at Monash, Professor Ellis was the founding co-director of the Centre for Innovation in Teacher Education and Development, a strategic partnership between King's College London and Teachers College, Columbia University, New York, where he currently holds an honorary research professorship.

Before working in universities, Professor Ellis was a secondary school teacher. He has held senior leadership roles in schools, subject teaching associations and universities.



**Terri Lee-  
Fitzpatrick**

Terri is a Yawuru Jarndu, Yawuru woman from Rubibi/Broome in Western Australia. She has been based in Melbourne for over 20 years. She has more than 30 years' experience in education.

Terri has been a teacher at Thornbury Primary School for 21 years. She has expertise in literacy and has led the Woiwurrung language and cultural program for 6 years. (Thornbury Primary School was awarded the 2019 Victorian Education Excellence Award for Outstanding Koorie Education.)

Terri is a sought-after adviser and contributor to professional learning programs and resources, including recent Koorie English Online modules.



## Former members

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The following members left the Academy Board during 2022–23.

### Dr Simon Lindsay

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Dr Simon Lindsay was the nominee of Catholic Education Commission of Victoria from January 2022 to December 2022. At the time, Dr Lindsay was the general manager of Improved Learning Outcomes at Catholic Education Council Victoria.

Dr Lindsay is an education system leader, researcher and adviser on teacher knowledge and school improvement for Melbourne Archdiocese Catholic Schools.

He was a member of the TEP design panel, the VCAA Senior Secondary Curriculum and Assessment and Victorian Curriculum F–10 steering committees, and the International Assessment Joint National Advisory Committee. Dr Lindsay resigned from his role on the Board in December 2022.

### Allan Shaw

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Allan was a member of the Academy Board from January 2022 to March 2022. He sits as a member of the Council of Geelong Grammar School and is an Ambassador to Independent Schools Victoria.

Allan recently concluded over 25 years of leadership in education, the last 7 as principal of The Knox School in Melbourne. He has taught Visual Arts and Design and Technology, from upper primary classrooms through to year 12, and beyond at university and TAFE. He has been head of department, staff professional coach in combining good pedagogy with technology in the classroom, and director of staff development and education technology.

## Audit and Risk Committee

The Audit and Risk Committee is appointed by the Board in accordance with the Standing Directions 2018 under the *Financial Management Act 1994* (FMA).

The Audit and Risk Committee assists the Board in fulfilling their oversight and governance responsibilities and obligations under the Financial Management Act.

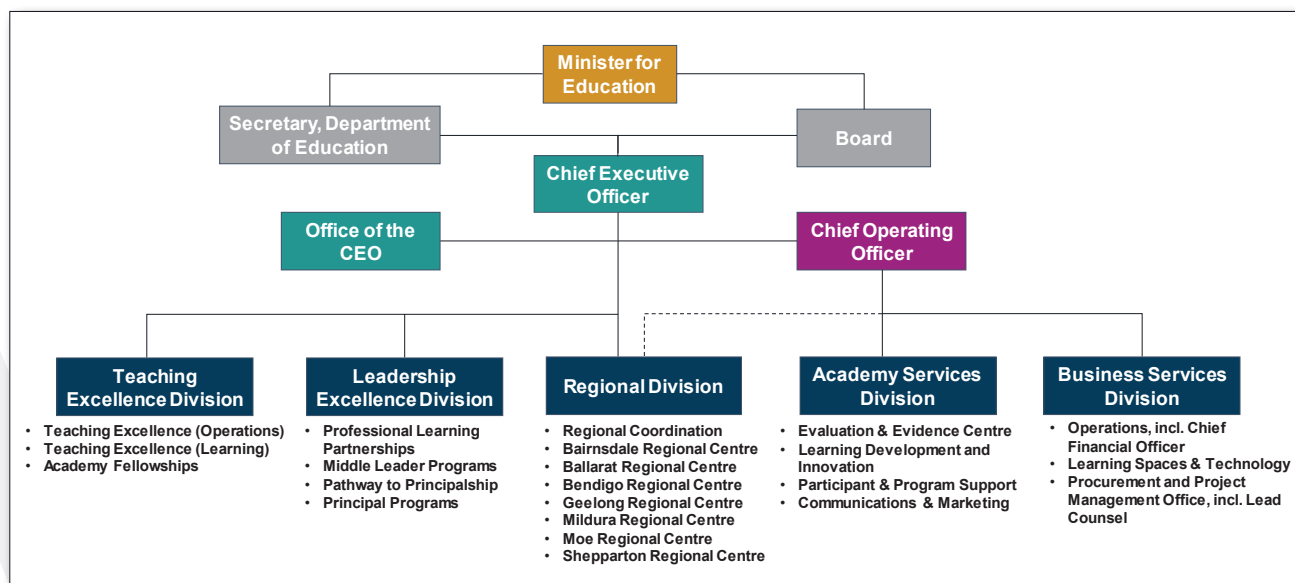
In accordance with the Financial Management Act and associated Standing Directions 2018, the Audit and Risk Committee monitors:

- > financial reporting
- > internal controls and risk management
- > internal audit function
- > external audit function
- > compliance with the Financial Management Act, laws and regulations
- > remedial action of audit issues.

Audit and Risk Committee members for the reporting period were:

- > Judith Downes, Chair
- > Dr Simon Lindsay (1 March 2022 to 12 December 2022)
- > Kieran Noonan
- > Professor Viv Ellis
- > Ella McPherson (from 20 June 2022).

# Organisational structure



## Employment and conduct principles

## Our culture

### Employee Value Proposition

The Academy's Employee Value Proposition, developed in collaboration with Academy staff, is:

*At the Academy, we are passionate about meaningful and exciting work that has an impact on education and student outcomes. Our shared purpose is to create and offer evidence-informed professional learning programs, events and initiatives designed to take Victoria's highly skilled teachers and school leaders from great to exceptional and advance the quality and status of teaching and school leadership.*

*We care about the quality of our work, demonstrate collective responsibility for continuous improvement and support each other to do the very best we can every day to achieve our goals. The Academy is a learning organisation that provides opportunities for employees to grow. We have a positive culture that we are building together, where people feel supported, valued and heard.*

## People Matters and Pulse surveys

The Academy is committed to measuring, understanding and proactively supporting its culture. The Academy uses results of the People Matters<sup>1</sup> and Pulse Survey<sup>2</sup> to monitor and continually improve its approach to supporting Academy staff and enhancing workplace culture. Both People Matters and Pulse Survey results in 2022 and 2023 were very positive overall. Feedback was used to co-develop actions and strategies with staff to further enhance culture and wellbeing.

## Workforce data

### Public Sector Values and employment principles

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#### Public Sector Values

The Academy adopted the Public Sector Values set out in the Code of Conduct for Victorian Public Sector Employees. These values define what is important to the Academy's ways of working and underpin our employees' interactions with colleagues, participants, stakeholders, suppliers and the broader education sector community.

The Academy uses DE's Victorian Public Service Values materials to support consistent interpretation and a strong connection with these values in our everyday work.

#### The seven core Public Sector Values



Responsiveness



Integrity



Impartiality



Accountability



Respect



Leadership



Human Rights

#### Code of Conduct

The Code of Conduct adopted by the Academy prescribes standards of the behaviours expected of the Academy's employees, including the Public Sector Values. The code is binding on Academy employees. The Code of Conduct is supported at the Academy in many practices, such as in declaring conflicts of interest; how gifts, benefits and hospitality are managed; and the prevention and reporting of unethical behaviour. The Academy leverages many of DE's tools and resources to support consistent adherence and implementation of the Code of Conduct.

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<sup>1</sup> The People Matter Survey is the Victorian public sector's independent annual employee opinion survey. The 2022 results were shared with staff in September 2022 and Academy divisions worked together to develop the Academy People Matter Action Plan, a set of priorities and actions designed to best support a proactive response to the results.

<sup>2</sup> The Academy Pulse Survey is the Academy's annual employee opinion survey (mid-point to the People Matter Survey). Its aim is to provide Academy staff with an opportunity to identify and provide feedback on commitment, engagement and satisfaction behaviours, and to assess and review progress against the actions in the People Matter Action Plan, to ensure it continues to meet the needs of the workforce in 2023.

# Workforce inclusion policy

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## Diversity, inclusion and gender equality

The Academy is an inclusive working environment where equal opportunity and diversity and the voices of diverse staff and communities are valued, and where the workforce reflects the communities we serve. The Academy's commitment to deepening diversity and inclusion improves active participation, belonging and all staff maintaining their uniqueness. Staff are valued and supported, regardless of their age, ethnicity, race, abilities, religion, socioeconomic status, culture, sex, sexual orientation or gender identity.

The Academy acknowledges that, due to historical and current barriers to disclosure of identities, staff may choose not to disclose certain information. As a result, targets or quotas are not always a useful way to assess the Academy's progress.

The Academy's drive to promote and support diversity, inclusion and gender equality is best demonstrated by its actions. These include provision of participant scholarships for school staff who identify as First Nations; deep engagement with DE's gender equity work; the advice and support on disability inclusion offered to Academy program providers; and work to embed First Nations perspectives into the TEP.

The Academy is also guided by, and contributes to, the DE's diversity and inclusion policies, plans and strategies including:

- > VPS People Strategy 2021–24
- > Disability Employment Plan 2019–22
- > Gender Equality Action Plan 2022–25
- > Aboriginal Employment Plan 2020–26.

The Academy also engages in DE committees and working groups, including:

- > DE's Workforce Diversity and Inclusion Working Group
- > DE's Integrity Leadership Committee.

## Employment principles (merit and equity)

The Academy is committed to applying the following employment principles as per section 8 of the *Public Administration Act 2004*:

- (a) employment decisions are based on merit
- (b) public sector employees are treated fairly and reasonably
- (c) equal employment opportunity is provided
- (d) human rights as set out in the Charter of Human Rights and Responsibilities are upheld
- (e) public sector employees have a reasonable avenue of redress against unfair or unreasonable treatment
- (f) in the case of public service bodies, the development of a career public service is fostered.

The Academy's employee selection processes ensure applicants are assessed and evaluated fairly and equitably on the basis of the key selection criteria and other accountabilities without discrimination.

## Occupational health and safety

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The Academy's occupational health and safety (OHS) objectives are to:

- > prevent injury or illness from occurring in the workplace
- > maintain the health and wellbeing of all staff
- > comply with all statutory requirements of Acts and Regulations, codes of practice and standards.

To fulfil these objectives, the Academy:

- > proactively ensures that the workplace is safe and without risk to health
- > assists the Academy's OHS representatives to maintain their knowledge and keep abreast of any changes to *Victoria's Occupational Health and Safety Act 2004*
- > develops and applies OHS policies, procedures and practices.

Major initiatives during 2022–23 included:

- > the occupation of 5 new regional Academy buildings including on-site set-up of OHS arrangements, risk assessments and compliance requirements
- > a review and capability uplift of the Academy's first-aid officers
- > training for fire wardens at each Academy site and practical evacuation drills completed by all staff.

The Academy operates within DE's infrastructure and controls. As such, it complies with DE OHS policies and procedures, including reporting requirements. DE's annual report for 2022–23 contains reporting on incidents, hazard management and workers compensation [DS1] relating to the Academy. This reporting complies with the Department of Treasury and Finance Financial Reporting Direction (FRD) 22, 'Standard Disclosures in the Report of Operations'.

# Comparative workforce data

Victorian Public Service workforce		June 2023										June 2022					
		All employees		Ongoing			Fixed term and casual employees		All employees		Ongoing			Fixed term and casual employees			
		Headcount	FTE	Full-time (headcount)	Part-time (headcount)	FTE	Headcount	FTE	Headcount	FTE	Full-time (headcount)	Part-time (headcount)	FTE	Headcount	FTE		
Demographic data	Gender																
	Women	78	75.1	30	7	35.5	41	39.6	54	51.3	23	4	25.6	27	25.7		
	Men	28	27.2	15	-	15.0	13	12.2	16	15.8	6	-	6.0	10	9.8		
	Self described	1	1.0	-	-	-	1	1.0	-	-	-	-	-	-	-		
	Age																
	Under 25	5	3.6	-	-	-	5	3.6	1	1.0	-	-	-	1	1.0		
	25-34	21	20.4	7	3	9.4	11	11.0	15	15.0	7	-	7.0	8	8.0		
	35-44	39	38.1	17	2	18.5	20	19.6	30	28.1	8	2	9.4	20	18.7		
	45-54	28	27.2	14	2	15.6	12	11.6	16	15.6	9	1	9.8	6	5.8		
55-64	12	12.0	6	-	6.0	6	6.0	6	5.4	4	1	4.4	1	1.0			
Over 64	2	2.0	1	-	1.0	1	1.0	2	2.0	1	-	1.0	1	1.0			
Classification data	VPSG1-6	104	100.3	42	7	47.5	55	52.8	67	64.1	26	4	28.6	37	35.5		
	VPSG1	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	VPSG2	2	0.6	-	-	-	2	0.6	-	-	-	-	-	-	-		
	VPSG3	13	12.8	3	-	3.0	10	9.8	4	4.0	1	-	1.0	3	3.0		
	VPSG4	25	24.2	8	2	9.4	15	14.8	16	15.0	6	2	7.2	8	7.8		
	VPSG5	38	37.2	16	3	18.4	19	18.8	35	33.5	11	1	11.6	23	21.9		
	VPSG6	26	25.5	15	2	16.7	9	8.8	12	11.6	8	1	8.8	3	2.8		
	Senior Employees	3	3.0	3	-	3.0	-	-	3	3.0	3	-	3.0	-	-		
	STS	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
SES	3	3.0	3	-	3.0	-	-	3	3.0	3	-	3.0	-	-			
Total employees		107	103.3	45	7	50.5	55	52.8	70	67.1	29	4	31.6	37	35.5		

Notes:

- a) 'Headcount' refers to the number of people employed where each person counts as an employee regardless of the number of hours engaged to work
- b) 'Casual' means a person who is subject to clause 25, Casual Employees – Loading of the VPS Agreement 2006, or similar clauses in other relevant agreements. It includes persons employed on a sessional basis where such provision is made under an applicable industrial agreement
- c) Age of staff is calculated as at 30 June each year
- d) The category VPSG2 includes Graduate Recruits
- e) The Academy did not have any instances of employees acting as senior employees in a long-term arrangement
- f) The Academy was established on 1 January 2022 with budget funding for 168 positions spread across VPS and Teaching Service. Over the course of the reporting period 132 of these positions were filled.

Government Teaching Service workforce		June 2023								June 2022					
		All employees		Ongoing			Fixed term and casual employees		All employees		Ongoing			Fixed term and casual employees	
				Full-time (Headcount)	Part-time (Headcount)	v					Full-time (Headcount)	Part-time (Headcount)	FTE		
		Headcount	FTE				Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	
Demographic data	Gender														
	Women	15	14.6	12	1	12.6	2	2.0	8	8.0	8	-	8.0	-	-
	Men	10	10.0	10	-	10.0	-	-	9	9.0	9	-	9.0	-	-
	Self-described	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Age														
	Under 25	-	-	-	-	-	-	-	-	-	-	-	-	-	
	25-34	4	4.0	4	-	4.0	-	-	1	1.0	1	-	1.0	-	-
	35-44	8	7.6	6	1	6.6	1	1.0	4	4.0	4	-	4.0	-	-
	45-54	4	4.0	4	-	4.0	-	-	6	6.0	6	-	6.0	-	-
55-64	8	8.0	7	-	7.0	1	1.0	6	6.0	6	-	6.0	-	-	
65+	1	1.0	1	-	1.0	-	-	-	-	-	-	-	-		
Classification data	Executive Class	5	5.0	4	-	4.0	1	1.0	5	5.0	5	-	5.0	-	-
	Principal Class	10	9.6	9	1	9.6	-	-	7	7.0	7	-	7.0	-	-
	Teacher Class	9	9.0	9	-	9.0	-	-	5	5.0	5	-	5.0	-	-
	Education Support Class	1	1.0	-	-	-	1	1.0	-	-	-	-	-	-	-
Total employees		25	24.6	22	1	22.6	2	2.0	17	17.0	17	-	17.0	-	-

Notes:

- a) Principal Class includes Principals, Assistant Principals and Liaison Principals
- b) Teacher Class includes Leading and Classroom Teachers and Paraprofessionals
- c) The Academy was established on 1 January 2022 with budget funding for 168 positions spread across VPS and Teaching Service. Over the course of the reporting period 132 of these positions were filled.



## Executive data

Annualised total salary as at 30 June 2023	
Income band (salary)	Executives
\$160,000 – \$179,999	0
\$180,000 – \$199,999	0
\$200,000 – \$219,999	1
\$220,000 – \$239,999	0
\$240,000 – \$259,999	0
\$260,000 – \$279,999	1
\$280,000 – \$299,999	0
\$300,000 – \$319,999	0
\$320,000 – \$339,999	0
\$340,000 – \$359,999	0
\$360,000 – \$379,999	1
Total	3
<b>Notes:</b> The salaries reported above are for the full financial year, – (at a 1-FTE rate,) and exclude superannuation	

## Other disclosures and attestations

### Local Jobs First

The Academy had no strategic or standard projects in the reporting period to which Local Jobs First applied.

### Social procurement

The Academy's social procurement strategy aligns with DE social procurement policy, which prioritises:

- > opportunities for Victoria's Aboriginal people
- > women's equality and safety
- > opportunities for disadvantaged Victorians
- > safe and fair workplaces
- > environmentally sustainable outputs.

## Social procurement case study – opportunities for disadvantaged Victorians

### Purchasing from Victorian social enterprises: Education Changemakers

During the reporting period the Academy engaged Education Changemakers, a professional development provider.

Education Changemakers provides leadership development support to teachers to effect social change through education. Education Changemakers supports early-career teachers in low socio-economic status schools through their professional development programs.

Education Changemakers is included in the *Map for impact: the Victorian social enterprise mapping project 2017* developed by the former Department of Economic Development, Jobs, Transport and Resources (the map is now under the auspices of the Department of Government Services).

During the reporting period the Academy provided \$298,933 of direct spend to Education Changemakers.

## Government advertising expenditure

Nil reports. The Academy did not have any advertising campaigns with a total media spend of \$100,000 or greater (exclusive of GST) in the 18-month period ending 30 June 2023.

## Consultancy expenditure

### Details of consultancies valued at \$10,000 or greater

For the 18-month period ending 30 June 2023, the Academy had four consultancies where the total fees payable to consultants was \$10,000 or greater. The total expenditure incurred for the 18-month period ending 30 June 2023 in relation to these consultancies is \$561,449 (excluding GST). Details of individual consultancies are outlined in the table below.

Consultant	Purpose	Total approved project fee (excl. GST)	Expenditure Jan 2022-Jun 2023 (excl. GST)	Future Expenditure (excl. GST)
Affinity Digital Pty Ltd	Communications Review	50,000	32,400	0
Dandolo Partners International Pty Ltd	Operating Model	150,420	150,420	0
Dandolo Partners International Pty Ltd	Regional Branch establishment planning	312,588	310,374	0
KPMG	Information Technology review	68,255	68,255	0

### Details of consultancies under \$10,000

For the 18-month period ending 30 June 2023, the Academy had one consultancy where the total fees payable to a consultant was less than \$10,000. The total expenditure incurred for the 18-month period ending 30 June 2023 in relation to this consultancy is \$6,000 (excluding GST). Details of are outlined in the table below.

Consultant	Purpose	Total approved project fee (excl. GST)	Expenditure Jan 2022-Jun 2023 (excl. GST)	Future Expenditure (excl. GST)
Allan Shaw	Advisory services	\$26,000	\$6,000	\$20,000

## Information and communication technology expenditure

For the 18-month period ending 30 June 2023, the Academy had a total Information and Communication Technology (ICT) expenditure of \$1,048,168, with the details shown below.

	Business as Usual total	Non-Business as Usual total (Operational expenditure and capital expenditure)	Operational expenditure (Non-Business as Usual)	Capital expenditure (Non-Business as Usual)
Total	1,048,168	0	0	0

ICT expenditure refers to the Academy's costs in providing business enabling ICT services within the current reporting period. It comprises Business as Usual (BAU) ICT expenditure and Non-Business as Usual (Non-BAU) ICT expenditure.

Non-BAU ICT expenditure related to extending or enhancing the Academy's current ICT capabilities. BAU ICT expenditure is all remaining ICT expenditure that primarily relates to ongoing activities to operate and maintain the current ICT capability.

## Disclosure of major contracts

The Academy had no contracts over \$10 million during the reporting period.

## Freedom of information

Victoria's *Freedom of Information Act 1982* (FOI Act) provides the public with the right to access documents held by the Academy. The purpose of the FOI Act is to extend, as far as possible, the community's right to access information held by Victorian Government departments and ministers, local councils and other bodies that are subject to the FOI Act. DE's FOI Unit manages FOI requests to the Academy.

People can apply to access documents that are both created by, and supplied to, the Academy. This includes maps, films, microfiche, photographs, computer printouts, computer discs, tape recordings and videotapes. More information is available at [www.vic.gov.au/freedom-information-requests-department-education-and-training](http://www.vic.gov.au/freedom-information-requests-department-education-and-training) about the type of material produced by the Academy.

Under the FOI Act, the Academy can refuse access to certain documents or information, either fully or in part. The following are examples of documents to which DE and/or the Academy may refuse access:

- > Cabinet documents
- > selected internal working documents
- > law-enforcement documents
- > documents covered by legal professional privilege (for example, legal advice)
- > personal information about other people
- > information provided to the Academy in confidence.

The FOI Act allows 30 days of processing time for FOI requests. This can be extended to 45 days when external consultation is required. Processing time can be extended in 30-day increments any number of times in consultation and agreement with the applicant.

Under section 49A of the FOI Act, applicants who are not satisfied by a decision made by the Academy can seek a review by the Office of the Victorian Information Commissioner within 28 days of receiving a decision.

## Making a request

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An FOI request can be made by emailing [foi@education.vic.gov.au](mailto:foi@education.vic.gov.au) at DE's FOI Unit. A request must:

- > be in writing
- > identify as clearly as possible the document(s) being requested
- > be accompanied by the appropriate application fee (the fee may be waived in certain circumstances).

Access charges may be required in certain circumstances. Examples of access charges include charges for search, retrieval and extraction of documents from databases.

More information about FOI requests can be found at [www.vic.gov.au/freedom-information-requests-department-education](http://www.vic.gov.au/freedom-information-requests-department-education)

## FOI statistics

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The Academy operates within DE corporate services infrastructure and controls, and complies with DE's FOI policies and procedures, including all reporting requirements. Therefore, FOI reporting relating to the Academy is contained within DE's annual report for 2022–23.

# Compliance with the Building Act 1993

## Mechanisms to ensure that buildings conform to the building standards

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The Academy complies with Victoria's *Building Act 1993*, the National Construction Code and other statutory obligations related to constructing and modernising educational facilities. The VSBA Major Projects Team managed the design and construction of Academy sites that were constructed and opened during 2022–23.

The Academy's building compliance program ensures that our existing buildings comply with relevant legislative requirements.

## Major works projects (with a value greater than \$50,000)

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Major works projects completed for the Academy are reported within DE's annual report for 2022–23, as these were provisioned and delivered by VSBA.

For details of major works projects see [2022–23 Budget Paper No. 4: State Capital Program](#) (Existing projects).

The following sites had capital works projects in a construction status during 2022–23:

- > 5A Little Ryrie Street, Geelong
- > 36 Camp Street, Ballarat
- > 48 Pall Mall, Bendigo
- > 32 Kirk Street, Moe
- > 97 Seventh Street, Mildura
- > 179 Main Street, Bairnsdale.

## Building permits, occupancy permits and certificates of final inspection issued in relation to DE-owned buildings

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No building permits, occupancy permits or certificates of final inspection were issued to the Academy in 2022–23. Any other documentation related to sites occupied by the Academy was issued to DE and will be reported in DE's annual report for 2022–23.

## **Mechanisms for inspection, reporting, scheduling and carrying out maintenance works on existing buildings**

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The Academy engages compliance program managers to carry out inspections, reporting, scheduling and rectification works where required to ensure that existing buildings comply with building regulations. Compliance programs cover areas such as asbestos removal, fire service upgrades, integration (disability access), environmental works (such as the removal of underground petroleum storage systems) and works aimed at preventing falls.

When required, the Academy can use DE's Make Safe program, which aims to eliminate the risk of immediate hazards resulting from an incident (fire) or event (storm).

## **Emergency orders and building orders issued**

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For the reporting period, no emergency or building orders were issued.

## **Buildings brought into conformity with building standards**

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For the reporting period, no buildings were required to be brought into conformity with building standards.

## **Competitive neutrality policy**

The Academy complies with the Victorian Government's competitive neutrality policy.

## **Compliance with the Public Interest Disclosures Act 2012**

Victoria's *Public Interest Disclosures Act 2012* (PID Act) encourages, assists and protects people to disclose improper conduct by public officers and public bodies. The PID Act establishes a system to investigate matters disclosed and take rectifying action.

The Academy does not tolerate improper conduct by employees, or reprisals against those who disclose such conduct. The Academy is committed to transparency and accountability in our administrative and management practices, and we support disclosures of improper conduct, including corruption, substantial mismanagement of public resources, or conduct that poses a substantial risk to the health and safety of individuals or the environment.

The Academy takes all reasonable steps to protect people who make such disclosures from reprisal. We will also afford natural justice to the employee who is the subject of the disclosure, to the extent that is legally possible.



## Policies, procedures and reporting

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The Academy operates within DE corporate service infrastructure and controls, and as such uses and abides by DE policies and procedures relating to improper conduct, including all reporting requirements. DE's has guidelines regarding its procedures to comply with the PID Act can be found at [www2.education.vic.gov.au/pal/report-fraud-or-corruption/overview](http://www2.education.vic.gov.au/pal/report-fraud-or-corruption/overview)

The Academy's disclosure reporting is contained within DE's annual report for 2022–23.

## How to report improper conduct

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Disclosure of improper conduct or detrimental action by employees of the Academy or DE may be made to:

- > DE's Secretary
- > DE's Public Interest Disclosure Coordinator or public interest disclosure officers
- > the manager or supervisor of the person making the disclosure
- > the manager or supervisor of the person who is the subject of the disclosure.

Disclosures can also be made directly to Victoria's Independent Broad-based Anti-corruption Commission on their website at [www.ibac.vic.gov.au/report](http://www.ibac.vic.gov.au/report) and the commission can be contacted directly for advice and information.

**Address:** Level 1, North Tower, 459 Collins Street, Melbourne Victoria 3000  
**Website:** [www.ibac.vic.gov.au](http://www.ibac.vic.gov.au)  
**Phone:** 1300 735 135  
**Email:** [info@ibac.vic.gov.au](mailto:info@ibac.vic.gov.au)

## Compliance with the Carers Recognition Act 2012

The Academy has taken all practical measures to comply with its obligations under Victoria's *Carers Recognition Act 2012*. This includes considering the rights and interests of clients and carers who are in a care relationship when delivering services. It also includes raising awareness and increasing understanding among staff of care relationship principles, and considering these when reviewing our employment policies, such as flexible working arrangements and leave provisions.

## Compliance with the Disability Act 2006

Victoria's *Disability Act 2006* affirms and strengthens the rights of people with disability and recognises that this requires support across government and community.

In the reporting period, the Academy took all practical measures to comply with its obligations under the *Disability Act 2006*. This includes reducing barriers to the accessibility of our publications, services and facilities, obtaining and maintaining employment, promoting inclusion and participation and making tangible changes to attitudes and practices that discriminate against people with a disability.

The Disability Act requires public sector bodies (including Victorian Government departments) Disability Action Plan and report on its implementation in their annual report.

The Academy operates within DE corporate services infrastructure and controls. As such, the Academy participates in the implementation of DE's *2018–21 Disability Action Plan* and complies with related reporting requirements. The Disability Action Plan acknowledges that everyone experiences disability differently, depending on their circumstances, life experiences, and the nature of their needs and abilities. The plan also recognises that DE's corporate workforce, including the Academy workforce and our early childhood education, schools, training and skills systems need to be able to respond to people's individual needs, to support every Victorian to reach their potential.

Reporting on the Academy's contribution to implementing DE's Disability Action Plan is contained within DE's annual report for 2022–23.

## Emergency Procurement

The Academy had no activations of emergency procurement to report.

## Office-based environmental impacts

### Environmental reporting

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The Academy aligns with DE's commitment to resilience, mitigation and adaptation to climate change. The vision is to make significant and lasting impact and be a force for positive change by being an environmentally aware and climate-conscious organisation.

### Environmental Management System disclosure

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The Academy uses DE's Environmental Management System (EMS) which provides a structured approach to managing our environmental impacts and improving environmental performance. It is based on the national standard AS/NZS ISO 14001:2016 Environmental Management Systems. The system provides a framework for DE and the Academy to monitor progress towards improving their practice in environmental sustainability. This includes the following:

- > identifying the associated environmental impacts of its activities and operations
- > defining and documenting roles and responsibilities to facilitate effective environmental management
- > monitoring and measuring the key operations and activities that can have a significant impact on the environment.

The Academy supports implementation of DE's corporate environmental policy. This policy was in development during the reporting period and contained the following objectives that relate to the EMS. These are to:

- > reduce environmental impacts from our corporate operations
- > fulfil DE's compliance obligations under relevant legislation and regulations, including Victoria's *Climate Change Act 2017* and *Environment Protection Act 2017*

- > set departmental objectives and targets related to mitigating and adapting to climate change and reducing environmental impacts
- > reduce greenhouse gas emissions from corporate office buildings and operations
- > identify opportunities to transition from the use of natural gas
- > reduce greenhouse gas emissions from work-related travel
- > minimise the use of water and maximise opportunities for water re-use
- > minimise waste to landfill and maximise recycling
- > use resources efficiently
- > promote environmental sustainability in the use of resources and address climate change through procurement and leasing
- > increase the resilience of corporate staff, operations, services and assets to the impacts of climate change
- > manage climate change risk by considering climate change in decision making
- > ensure the EMS is compliant with government policy and follows national standards AS/NZS ISO 14001:2016
- > continually improve the EMS.

## Target reporting

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The Academy is actively contributing to reducing Victoria's greenhouse gas emissions and achieve net zero emissions by 2045. The Academy will commit to DE's targets when they are developed.

## Reporting boundary for environmental data

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### Organisational boundary

The Academy is classified as a Tier 4 entity and is not eligible for simple disclosure, because:

- > the Academy's offices are not managed by the Victorian Government's Shared Service Provider (SSP)
- > a number of new locations undertook substantial tenancy fit-out during the reporting period.

The Academy will report on environmental data from its activities as follows, according to FRD 24 'Reporting of Environmental Data by Government Entities':

	Academy sites
	Tier 4
Electricity production and consumption (EL1 & EL4)	Yes
Transportation (T2)	Yes
Sustainable buildings and infrastructure (B3)	Yes

## Reporting period

The Academy reports all its environmental data by financial year. For the Academy sites (excluding 41 St Andrews Place, East Melbourne), consolidated data is collected through the government providers and from landlord retailers where electricity use is provided by their retailer.

## Normalisation

Normalisation is not required for any of the reporting metrics required of a Tier 4 entity.

## Electricity production and consumption

As this is the first year of the operation of new Academy sites, prior consumption is not available for comparison. The Academy will continue to seek opportunities to reduce electricity consumption from its operations. A number of new Academy locations are purchasing GreenPower under government contracts with a total of 649 MWh.

Indicator	2022 23	Prior year
<b>EL1: Total electricity consumption segmented by source (MWh)</b>		<b>N/A</b>
Academy buildings – purchased electricity	<b>385</b>	
<b>EL4: Total electricity offsets segmented by offset type (MWh)</b>		<b>N/A</b>
Academy buildings – GreenPower	0	-

## Transportation

The Academy uses vehicles provided by DE or SSP fleet operations, and as such operates within DE corporate service infrastructure and controls. DE has included all Academy vehicle usage in their 2022–23 annual report.

## Sustainable buildings and infrastructure

The Academy occupied 41 St Andrews Place, East Melbourne in March 2022 following a substantial tenancy fit-out that was managed by VSBA. The design brief did not include a requirement for a sustainability rating under the National Australian Built Environment Rating System. The Academy will reassess the need for a sustainability rating in 2023–24.

## Additional information available on request

In compliance with the requirements of the Standing Directions 2018 under the *Financial Management Act 1994*, details in respect of the items listed below have been retained by the Chief Executive Officer of the Academy and are available on request, subject to the provisions of the *Freedom of Information Act 1982*:

- > a statement that declarations of pecuniary interests have been duly completed by all
- > relevant officers
- > details of shares held by a senior officer as nominee or held beneficially in a statutory authority or subsidiary
- > details of publications produced by the Academy about itself, and how these can be obtained
- > details of changes in prices, fees, charges, rates and levies charged by the Academy
- > details of any major external reviews carried out on the Academy
- > details of major research and development activities undertaken by the Academy
- > details of overseas visits undertaken including a summary of the objectives and outcomes of each visit
- > details of major promotional, public relations and marketing activities undertaken by the Academy to develop community awareness of the Academy and its services
- > details of assessments and measures undertaken to improve the occupational health and safety of employees
- > a general statement on industrial relations within the Academy and details of time lost through industrial accidents and disputes
- > a list of major committees sponsored by the Academy, the purposes of each committee and the extent to which the purposes have been achieved
- > details of all consultancies and contractors including:
  - > consultants/contractors engaged
  - > services provided
  - > expenditure committed for each engagement.

The information is available on request from:

Chief Operating Officer, Victorian Academy of Teaching and Leadership,  
41 St Andrews Place East Melbourne 3002 [academy@education.vic.gov.au](mailto:academy@education.vic.gov.au)

## Attestation for financial management compliance with Standing Direction 5.1.4

In accordance with subsection 8(3)(d) of Victoria's *Financial Management Act 1994* and Standing Direction 1.5 under the *Financial Management Act 1994*, the Assistant Treasurer has granted the Academy an exemption from the requirement under Standing Direction 5.1.4 to provide financial management compliance attestation for the reporting period.

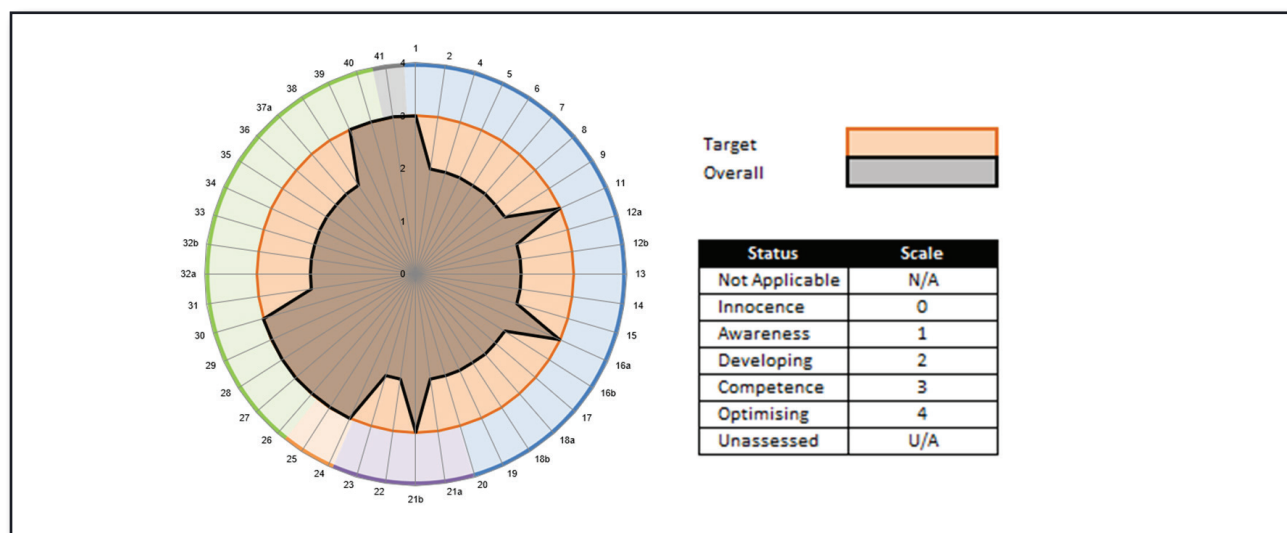
## Asset Management Accountability Framework maturity assessment

The following section summarises the Academy's maturity assessment against the Asset Management Accountability Framework (AMAF). The AMAF is a non-prescriptive, devolved accountability model of asset management with 41 mandatory requirements,

which can be found on the Department of Treasury and Finance website at [www.dtf.vic.gov.au/infrastructure-investment/asset-management-accountability-framework](http://www.dtf.vic.gov.au/infrastructure-investment/asset-management-accountability-framework).

This is the first time since its establishment that the Academy has undergone an AMAF assessment. The Academy has set a target to achieve a compliance rating of 'competence'. This means that systems and processes are fully in place, consistently applied and systematically meeting the AMAF requirements, including a continuous improvement process to achieve system performance above AMAF minimum requirements.

## Performance against the AMAF requirements



Note: The Academy was not assessed against requirements 3 and 10 because they were not applicable to the Academy.

### Leadership and accountability (requirements 1 to 19)

The Academy is rated as 'Developing' or 'Competence' for all requirements in this category, with two sub-requirements being classified as 'Not applicable'. The Academy's Asset Management Strategy, which was under development during 2022–23, as well as completion of other related policies and staff training, will improve maturity in these requirements.

### Asset planning (requirements 20 to 23)

The Academy is rated as 'Developing' or 'Competence' for all requirements in this category. The Academy's Asset Management Strategy, which was under development during 2022–23, as well as completion of other related policies, will address the items rated 'Developing'.

### Asset acquisition (requirements 24 and 25)

The Academy met its target maturity assessment of 'Competence' against these requirements.

### Asset operation (requirements 26 to 40)

The Academy is rated as 'Developing' or 'Competence' for all requirements in this category. The Academy's Asset Management Strategy, which was under development during 2022–23, as well as completion of other related policies, will address the items rated 'Developing'.

### Asset disposal (Requirement 41)

The Academy met its target maturity rating of 'Competence' against this requirement.



# Financial Report

[A description of the nature of Victorian Academy of Teaching and Leadership operations and its principal activities is included at the start of this report.]

## How this financial report is structured

The Victorian Academy of Teaching and Leadership (the Academy) has presented its audited general-purpose financial statements for the 18-month period ended 30 June 2023 in the following structure to provide users with the information about the Academy's stewardship of resources entrusted to it.

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## Accountable Officer's declaration

The attached financial statements for the Victorian Academy of Teaching and Leadership have been prepared in accordance with Direction 5.2 of the Standing Directions of the Assistant Treasurer under the *Financial Management Act 1994*, applicable Financial Reporting Directions, Australian Accounting Standards (AAS) including interpretations, 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 accompanying notes, presents fairly the financial transactions between 1 January 2022 and 30 June 2023 and financial position of the Academy at 30 June 2023.

At the time of signing, we are not aware of any circumstance which would render any particulars included in the financial statements to be misleading or inaccurate.

We authorise the attached financial statements for issue on 21 September 2023.



Dr Toni Meath

Chair  
Victorian Academy of Teaching and Leadership

Melbourne  
21 September 2023



Dr Marcia Devlin AM

Chief Executive Officer  
Victorian Academy of Teaching and Leadership

Melbourne  
21 September 2023



Ian Hesse

Chief Financial Officer  
Victorian Academy of Teaching and Leadership

Melbourne  
21 September 2023

# Independent Auditor's Report

## To the Board of the Victorian Academy of Teaching and Leadership

<b>Opinion</b>	<p>I have audited the financial report of the Victorian Academy of Teaching and Leadership (the academy) which comprises the:</p> <ul style="list-style-type: none"> <li>• balance sheet as at 30 June 2023</li> <li>• comprehensive operating statement for the 18-month period ended 30 June 2023</li> <li>• statement of changes in equity for the period then ended</li> <li>• cash flow statement for the period then ended</li> <li>• notes to the financial statements, including significant accounting policies</li> <li>• accountable officer's declaration.</li> </ul> <p>In my opinion the financial report presents fairly, in all material respects, the financial position of the academy as at 30 June 2023 and its financial performance and cash flows for the period then ended in accordance with the financial reporting requirements of Part 7 of the <i>Financial Management Act 1994</i> and applicable Australian Accounting Standards.</p>
<b>Basis for Opinion</b>	<p>I have conducted my audit in accordance with the <i>Audit Act 1994</i> which incorporates the Australian Auditing Standards. I further describe my responsibilities under that Act and those standards in the <i>Auditor's Responsibilities for the Audit of the Financial Report</i> section of my report.</p> <p>My independence is established by the <i>Constitution Act 1975</i>. My staff and I are independent of the academy in accordance with the ethical requirements of the Accounting Professional and Ethical Standards Board's APES 110 <i>Code of Ethics for Professional Accountants</i> (the Code) that are relevant to my audit of the financial report in Victoria. My staff and I have also fulfilled our other ethical responsibilities in accordance with the Code.</p> <p>I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my opinion</p>
<b>Board's responsibilities for the financial report</b>	<p>The Board of the academy is responsible for the preparation and fair presentation of the financial report in accordance with Australian Accounting Standards and the <i>Financial Management Act 1994</i>, and for such internal control as the Board determines is necessary to enable the preparation and fair presentation of a financial report that is free from material misstatement, whether due to fraud or error.</p> <p>In preparing the financial report, the Board is responsible for assessing the academy's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless it is inappropriate to do so.</p>

<b>Auditor's responsibilities for the audit of the financial report</b>	<p>As required by the <i>Audit Act 1994</i>, my responsibility is to express an opinion on the financial report based on the audit. My objectives for the audit are to obtain reasonable assurance about whether the financial report as a whole is free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes my opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with the Australian Auditing Standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of this financial report.</p> <p>As part of an audit in accordance with the Australian Auditing Standards, I exercise professional judgement and maintain professional scepticism throughout the audit. I also:</p> <ul style="list-style-type: none"> <li>• identify and assess the risks of material misstatement of the financial report, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for my opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.</li> <li>• obtain an understanding of internal control relevant to the audit 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 academy's internal control</li> <li>• evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board</li> <li>• conclude on the appropriateness of the Board's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the academy's ability to continue as a going concern. If I conclude that a material uncertainty exists, I am required to draw attention in my auditor's report to the related disclosures in the financial report or, if such disclosures are inadequate, to modify my opinion. My conclusions are based on the audit evidence obtained up to the date of my auditor's report. However, future events or conditions may cause the academy to cease to continue as a going concern.</li> <li>• evaluate the overall presentation, structure and content of the financial report, including the disclosures, and whether the financial report represents the underlying transactions and events in a manner that achieves fair presentation.</li> </ul> <p>I communicate with the Board regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that I identify during my audit.</p>
-------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

MELBOURNE  
6 October 2023

  
Charlotte Jeffries  
*as delegate for the Auditor-General of Victoria*

## Comprehensive operating statement for the 18-month period ended 30 June 2023

	Notes	2023 <sup>1</sup> \$
<b>Continuing operations</b>		
<b>Revenue and income from transactions</b>		
Grants	2.2.1	75,930,438
Other income	2.1	1,269
<b>Total revenue and income from transactions</b>		<b>75,931,707</b>
<b>Expenses from transactions</b>		
Employee benefits	3.2.1	25,156,083
Grant expenses	3.3	5,432,725
Contracts and services	3.4	27,590,227
Depreciation and amortisation expenses	4.1.2	591,694
Interest expenses	6.1.1	71,203
Other operating expenses	3.5	7,352,184
<b>Total expenses from transactions</b>		<b>66,194,116</b>
<b>Net result from transactions</b>		<b>9,737,591</b>
<b>Comprehensive result</b>		<b>9,737,591</b>

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

1. The financial reporting period for 2023 is from 1 January 2022 to 30 June 2023.

## Balance sheet as at 30 June 2023

	Notes	30 June 2023 \$
<b>Assets</b>		
<b>Financial assets</b>		
Receivables	5.1	17,440,067
<b>Total financial assets</b>		<b>17,440,067</b>
<b>Non-financial assets</b>		
Property, plant and equipment	4.1	3,943,235
Other non-financial assets	5.3	187,797
<b>Total non-financial assets</b>		<b>4,131,032</b>
<b>Total assets</b>		<b>21,571,099</b>
<b>Liabilities</b>		
Payables	5.2	1,035,602
Borrowings	6.1	3,963,274
Other provisions	5.4	352,660
<b>Total liabilities</b>		<b>5,351,536</b>
<b>Net assets</b>		<b>16,219,563</b>
<b>Equity</b>		
Accumulated surplus		9,737,591
Contributed capital		6,481,972
<b>Net worth</b>		<b>16,219,563</b>

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



## Cash flow statement for the 18-month period ended 30 June 2023

		2023
	Notes	\$
<b>Cash flows from operating activities</b>		
<b>Receipts</b>		
Receipts from government		58,491,640
<b>Total receipts</b>		<b>58,491,640</b>
<b>Payments</b>		
Payments of grant expenses		(5,037,040)
Payments to suppliers and employees		(59,105,917)
Finance costs paid		(71,203)
<b>Total payments</b>		<b>(64,214,160)</b>
<b>Net cash flows used in operating activities</b>	6.3	<b>(5,722,520)</b>
<b>Cash flows from investing activities</b>		
Purchases of non-financial assets		(216,201)
<b>Net cash flows used in investing activities</b>		<b>(216,201)</b>
<b>Cash flows from financing activities</b>		
Owner contributions received from State Government		6,481,972
Repayment of principal portion of lease liabilities	6.2.3	(543,251)
<b>Net cash flows from financing activities</b>		<b>5,938,721</b>
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>-</b>
<b>Cash and cash equivalents at end of the period</b>		<b>-</b>

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

## Statement of changes in equity for the 18-month period ended 30 June 2023

	Contributed capital \$	Accumulated surplus \$	Total \$
<b>Balance at 1 January 2022</b>			
Contributed capital	6,481,972	-	<b>6,481,972</b>
Net result for the period	-	9,737,591	<b>9,737,591</b>
<b>Balance at 30 June 2023</b>	<b>6,481,972</b>	<b>9,737,591</b>	<b>16,219,563</b>

The above statement of changes in equity should be read in conjunction with the accompanying notes.

# Notes to the Financial Statements

## For the 18-month period ended 30 June 2023

### Note 1 – About this report

These financial statements represent the audited general-purpose statements for the Academy for the period 1 January 2022 to 30 June 2023. The financial report covers the Academy as an individual reporting entity.

As a recently established statutory authority, the Academy was granted a variation in the length of the first reporting period by the Assistant Treasurer under Section 6 of the *Financial Management Act 1994*. The financial statements and supporting notes are completed for the periods below.

	Start of period	End of Period
Statement of comprehensive income – 18 months ended	1 January 2022	30 June 2023
Balance sheet – as at		30 June 2023
Statement of cash flows – 18 months ended	1 January 2022	30 June 2023
Statement of changes in equity – 18 months ended	1 January 2022	30 June 2023

The Academy was established under the *Education and Training Reform Act 2006* (ETR Act). As an independent public authority, the Academy is a separate legal entity and accountable for resources under its control.

Its principal address is:

Victorian Academy of Teaching and Leadership  
41 St Andrews Place  
East Melbourne VIC 3002

### Basis of preparation

The operations of the Academy commenced on 1 January 2022. The opening equity balances are in accordance with the Allocation Statement signed on 3rd February 2022 as agreed between the Department of Education (DE)<sup>1</sup> and the Academy.

Consistent with the requirements of AASB 1004 *Contributions*, contributions by owners (that is, contributed capital and its repayment) are treated as equity transactions and, therefore, do not form part of the income and expenses of the Academy.

Transfers of net assets and liabilities arising from the Allocation Statement are treated as distributions to or contributions by owners.

These financial statements are in Australian dollars and the historical cost convention is used unless a different measurement basis is specifically disclosed in the note associated with the item measured on a different basis.

<sup>1</sup> Subsequent to Machinery of Government Changes effective 1 January 2023 the Department of Education and Training was renamed Department of Education.

## Note 1 – About this report (continued)

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### Basis of preparation (continued)

The accrual basis of accounting has been applied in preparing these financial statements, whereby assets, liabilities, equity, income and expenses are recognised in the reporting period to which they relate, regardless of when cash is received or paid.

Judgements, estimates and assumptions are required to be made about financial information being presented. The significant judgements made in the preparation of these financial statements are disclosed in the notes where amounts affected by those judgements are disclosed. Estimates and associated assumptions are based on professional judgements derived from historical experience and various other factors that are believed to be reasonable under the circumstances. Actual results may differ from these estimates.

Revisions to accounting estimates are recognised in the period in which the estimate is revised and also in future periods that are affected by the revision. Judgements and assumptions made by management in applying AAS that have significant effects on the financial statements and estimates are disclosed in the notes under the heading: 'Significant judgement or estimates'. All amounts in the financial statements have been rounded to the nearest dollar unless otherwise stated.

### Compliance information

These general-purpose financial statements have been prepared in accordance with the *Financial Management Act 1994* and applicable AASs, which include interpretations, issued by the Australian Accounting Standards Board (AASB). In particular, they are presented in a manner consistent with the requirements of AASB 1049 *Whole of Government and General Government Sector Financial Reporting*.

Where appropriate, those AASs paragraphs applicable to not-for-profit entities have been applied. Accounting policies selected and applied in these financial statements ensure 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.

## Note 2 – Funding delivery of our services

### Objectives and funding

The Academy's objectives are:

- to improve the outcomes for students through specialised teaching and leadership excellence programs for exceptional teachers and school leaders
- to increase equity of access to professional learning to lift the quality of teaching across Victoria
- to raise public awareness of the capability and status of teachers and school leaders in the science and practice of teaching
- to provide a dedicated pathway for established exceptional teachers to contribute to school system improvement
- to improve the quality of school leadership.

### Structure

2.1 Summary of revenue and income that funds the delivery of our services

2.2 Income from transactions

2.2.1 Grants

### 2.1 Summary of revenue and income that funds the delivery of our services

	Notes	2023 \$
Grants	2.2.1	75,930,438
Other income		1,269
<b>Total revenue and income from transactions</b>		<b>75,931,707</b>

Revenue and income that fund delivery of the Academy's services are accounted for consistently with the requirements of the relevant accounting standards disclosed in the following notes.

### 2.2 Income from transactions

#### 2.2.1 Grants

	2023 \$
Grants	75,930,438
<b>Total grants</b>	<b>75,930,438</b>

The Academy has determined that the grant income included in the table above under AASB 1058 *Income for not-for-profit entities* has been earned under arrangements that are either not enforceable and/or linked to sufficiently specific performance obligations.

## Note 2 – Funding delivery of our services (continued)

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### 2.2.1 Grants (continued)

Income from grants without any sufficiently specific performance obligations, or that are not enforceable, is recognised when the Academy has an unconditional right to receive cash which usually coincides with receipt of cash. On initial recognition of the asset, the Academy recognises any related contributions by owners, increases in liabilities, decreases in assets, and revenue ('related amounts') in accordance with other Australian Accounting Standards. Related amounts may take the form of:

- contributions by owners, in accordance with AASB 1004 *Contributions*
- revenue or a contract liability arising from a contract with a customer, in accordance with AASB 15 *Revenue from Contracts with Customers*
- a lease liability in accordance with AASB 16 *Leases*
- a financial instrument, in accordance with AASB 9 *Financial Instruments*
- a provision, in accordance with AASB 137 *Provisions, Contingent Liabilities and Contingent Assets*



## Note 3 – The cost of delivering services

### Introduction

This section provides an account of the expenses incurred by the Academy in delivering services and outputs.

In Section 2, the funds that enable the provision of services were disclosed and in this note the cost associated with provision of services are recorded.

### Structure

- 3.1 Expenses incurred in delivery of services
- 3.2 Employee benefits
  - 3.2.1 Employee benefits in the comprehensive operating statement
  - 3.2.2 Employee benefits in the balance sheet
- 3.3 Grant expenses
- 3.4 Contracts and services
- 3.5 Other operating expenses

### 3.1 Expenses incurred in delivering our services

	Notes	2023 \$
Employee benefits	3.2.1	25,156,083
Grant expenses	3.3	5,432,725
Contracts and services	3.4	27,590,227
Other operating expenses	3.5	7,352,184
<b>Total expenses incurred in delivery of services</b>		<b>65,531,219</b>

### 3.2 Employee benefits

#### 3.2.1 Employee benefits in the comprehensive operating statement

	2023 \$
Defined contribution superannuation expense	2,203,344
Employee on-cost expense	2,452,963
Salaries and wages, annual leave and long service leave	20,499,776
<b>Total Employee benefits</b>	<b>25,156,083</b>

Employee benefits included all costs related to Academy staff who are employees of DE. The Academy reimburses DE for all employee entitlements including wages and salaries, superannuation employer contributions, fringe benefits tax, leave entitlements, termination payments and WorkCover premiums. The costs are classified as employee benefits in the comprehensive operating statement.

## Note 3 – The cost of delivering services (continued)

### 3.2.2 Employee benefits in the balance sheet

As per the *Education and Training Reform Act 2006* (Vic), for employees in the Academy recognised as employees of DE, their liabilities for long service leave and annual leave are recognised by DE. When a staff member accesses their leave entitlement, it is paid by DE and reduces the accumulated balances of the provision accounts in the DE balance sheet. Provisions for on-costs such as payroll tax, workers compensation and superannuation are recognised separately from the provision for employee benefits.

### 3.3 Grant expenses

	2023 \$
General purpose grants	5,087,876
Payments for specific purposes	344,849
<b>Total grant expenses</b>	<b>5,432,725</b>

Grant expenses are contributions of the Academy's resources to another party for specific or general purposes where there is no expectation that the amount will be repaid in equal value (either by money, goods or services). Grant expenses includes amounts paid to schools for teacher backfill.

Grants can either be operating or capital in nature. 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.

Grant expenses are recognised in the reporting period in which they are paid or payable. Grants can take the form of money, assets, goods, services or forgiveness of liabilities.

### 3.4 Contracts and services

	2023 \$
Contracts and services	27,590,227
<b>Total contracts and services</b>	<b>27,590,227</b>

The majority of contracts and services includes the engagement of training services for the delivery of Academy programs which are recognised as an expense in the reporting period in which they were incurred.

## Note 3 – The cost of delivering services (continued)

---

### 3.5 Other operating expenses

	2023 \$
Other supplies and services	3,105,422
Information technology expenses	1,048,168
Other occupancy costs	3,198,594
<b>Total other operating expenses</b>	<b>7,352,184</b>

---

Other operating expenses generally represent the day-to-day running costs incurred in normal operations.

Other operating expenses includes supplies and services which are recognised as an expense in the reporting period in which they were incurred.

## Note 4 – Key assets available to support output delivery

### Introduction

The Academy controls buildings, plant and equipment that are utilised in fulfilling its objectives and conducting its activities. This infrastructure represents the resources that have been entrusted to the Academy to be utilised for delivery of those outputs.

### Structure

4.1.1 Total property, plant and equipment

4.1.1 Total right-of-use assets

4.1.2 Depreciation and amortisation

4.1.3 Reconciliation of movements in carrying amounts of Property, plant and equipment

### 4.1 Total property, plant and equipment

	Gross carrying amount	Accumulated depreciation	Net carrying amount
	2023	2023	2023
	\$	\$	\$
Office and computer equipment	226,429	(198,815)	27,614
Leasehold buildings	4,449,424	(556,190)	3,893,234
Leasehold improvements	7,955	(7,955)	-
Leased motor vehicles	29,615	(7,228)	22,387
<b>Net carrying amount</b>	<b>4,713,423</b>	<b>(770,188)</b>	<b>3,943,235</b>

#### 4.1.1 Total right-of-use assets

	Gross carrying amount	Accumulated depreciation	Net carrying amount
	2023	2023	2023
	\$	\$	\$
Leasehold buildings	4,449,424	(556,190)	3,893,234
Leasehold improvements	7,955	(7,955)	-
Leased motor vehicles	29,615	(7,228)	22,387
<b>Net carrying amount</b>	<b>4,486,994</b>	<b>(571,373)</b>	<b>3,915,621</b>

## Note 4 - Key assets available to support output delivery (continued)

### 4.1.1 Total right-of-use assets (continued)

#### Initial recognition

Items of property, plant and equipment, are measured initially at cost and subsequently revalued at fair value less accumulated depreciation and impairment. Where an asset is acquired for no or nominal cost, the cost is its fair value at the date of acquisition. Assets transferred as part of a machinery of government change are transferred at their carrying amount.

The cost of 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.

The initial cost for non-financial physical assets under a finance lease is measured at amounts equal to the fair value of the leased asset or, if lower, the present value of the minimum lease payments, each determined at the inception of the lease.

#### Subsequent measurement

The fair value of office and computer equipment is normally determined by reference to the asset's depreciated replacement cost. For the Academy's office and computer equipment, existing depreciated historical cost is generally a reasonable proxy for depreciated replacement cost because of the short lives of the assets concerned.

#### Right-of-use asset acquired by lessees – initial measurement

The Academy recognises a right-of-use asset and a lease liability at the lease commencement date.

The right-of-use asset is initially measured at cost which comprises the initial amount of the lease liability adjusted for:

- any lease payments made at or before the commencement date less any lease incentive received
- any initial direct costs incurred
- an estimate of costs to dismantle and remove the underlying asset or to restore the underlying asset or the site on which it is located.

#### Right-of-use asset – subsequent measurement

The Academy depreciates the right-of-use assets on a straight-line basis from the lease commencement date to the earlier of the end of the useful life of the right-of-use asset or the end of the lease term. The right-of-use assets are also subject to revaluation.

In addition, the right-of-use asset is periodically reduced by impairment losses, if any and adjusted for certain remeasurements of the lease liability charge for the period.

## Note 4 – Key assets available to support output delivery (continued)

### 4.1.2 Depreciation and amortisation

	2023 \$
Office and computer equipment	16,388
Leasehold buildings	556,190
Leasehold Improvements	7,955
Motor vehicles	11,161
<b>Total depreciation and amortisation</b>	<b>591,694</b>

All buildings, plant and equipment that have finite useful lives, are depreciated. The exceptions to this rule include items under assets held for sale, land and investment properties.

Depreciation is generally calculated on a straight-line basis, at rates that allocate the asset's value, less any estimated residual value, over its estimated useful life.

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

Asset	Useful life years
Leasehold buildings	60 years
Leasehold improvements	3-10 years
Office and computer equipment	3-10 years
Motor vehicles	3-10 years

The estimated useful lives, residual values and depreciation method are reviewed at the end of each annual reporting period, and adjustments made where appropriate.

Right-of-use assets are generally depreciated over the shorter of the asset's useful life and the lease term. Where the Academy obtains ownership of the underlying leased asset or if the cost of the right-of-use asset reflects that the entity will exercise a purchase option, the entity depreciates the right-of-use asset over its useful life.

Leasehold improvements are depreciated over the shorter of the lease term and their useful lives.



## Note 4 – Key assets available to support output delivery (continued)

### 4.1.3 Reconciliation of movements in carrying amounts of Property, plant and equipment

	Office and computer equipment	Leasehold buildings	Leasehold improve- ments	Motor vehi- cles	Total
	\$	\$	\$	\$	\$
<b>Opening balance</b>	-	-	-	-	-
Allocation statement transfer at 1 January 2022	15,600	203,642	7,955	38,136	<b>265,333</b>
Remeasurement	-	(382,719)	-	-	<b>(382,719)</b>
Additions	28,402	4,628,501	-	29,615	<b>4,686,518</b>
Disposals	-	-	-	(34,203)	<b>(34,203)</b>
Depreciation	(16,388)	(556,190)	(7,955)	(11,161)	<b>(591,694)</b>
<b>Closing balance – 30 June 2023</b>	<b>27,614</b>	<b>3,893,234</b>	<b>-</b>	<b>22,387</b>	<b>3,943,235</b>

## Note 5 – Other assets and liabilities

### Introduction

This section sets out those assets and liabilities that arose from the Academy's controlled operations.

### Structure

- 5.1 Receivables
- 5.2 Payables
- 5.3 Other non-financial assets
- 5.4 Other provisions

### 5.1 Receivables

2023  
\$

#### Contractual receivables

Amounts owing from government	17,440,067
-------------------------------	------------

<b>Total receivables</b>	<b>17,440,067</b>
--------------------------	-------------------

The amount transferred from DE in relation to receivables on 1 January 2022 was \$6,479,657.

Receivables includes amounts owing from government through accounts receivable.

Receivables consist of contractual receivables which are classified as financial instruments and categorised as 'financial assets at amortised cost'. They are initially recognised at fair value plus any directly attributable transaction costs.

All receivables are classified as current.

### 5.2 Payables

2023  
\$

#### Contractual payables

Creditors and accruals	697,830
------------------------	---------

Amounts payable to government	337,772
-------------------------------	---------

<b>Total payables</b>	<b>1,035,602</b>
-----------------------	------------------

The amount transferred from DE in relation to Creditors and accruals on 1 January 2022, was \$2,602.

Payables consist of contractual payables which are classified as financial instruments and measured at amortised cost. Accounts payable represent liabilities for goods and services provided to the Academy prior to the end of the financial period that are unpaid.

All payables are classified as current.

## Note 5 – Other assets and liabilities (continued)

### 5.2 Payables (continued)

#### Maturity analysis of contractual payables

2023	Carrying amount	Nominal amount	Less than 1 month	Maturity dates			
				1–3 months	3 months – 1 year	1–5 years	5+ years
Creditors and accruals	697,830	697,830	697,830	-	-	-	-
Amounts payable to government	337,772	337,772	337,772	-	-	-	-
<b>Total</b>	<b>1,035,602</b>	<b>1,035,602</b>	<b>1,035,602</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>

### 5.3 Other non-financial assets

	2023 \$
Prepayments	187,797
<b>Total other non-financial assets</b>	<b>187,797</b>

Other non-financial assets include prepayments, which represent payments in advance of receipt of goods or services or the payments made for services covering a term extending beyond that financial accounting period.

All other non-financial assets are classified as current.

### 5.4 Other provisions

	2023 \$
Make-good provisions	352,660
<b>Total other provisions</b>	<b>352,660</b>

Other provisions are recognised when the Academy has a present obligation, the future sacrifice of economic benefits is probable, and the amount of the provision can be measured reliably. The amount recognised as a provision is the best estimate of the consideration required to settle the present obligation at reporting date, taking into account the risks and uncertainties surrounding the obligation.

All other provisions are classified as non-current.

## Note 5 – Other assets and liabilities (continued)

### 5.4 Other provisions (continued)

#### Reconciliation of movements in other provisions

	Make-good provision \$
Opening balance	-
Allocation statement transfer at 1 January 2022	352,660
Make-good provision settled during the period	-
<b>Closing balance – 30 June 2023</b>	<b>352,660</b>

The make-good provision is recognised in accordance with the lease agreement over the facilities. The Academy may be required to remove any leasehold improvements from the leased facilities and restore the premises to their original condition at the end of the lease term.

## Note 6 – How we financed our operations

### Introduction

This section provides information on the sources of finance utilised by the Academy during its operations, along with interest expense (the cost of leases) and other information related to financing activities of the Academy.

This section includes disclosures of balances that are financial instruments.

### Structure

- 6.1 Borrowings
  - 6.1.1 Interest expense
- 6.2 Leases
  - 6.2.1 Right-of-use assets
  - 6.2.2 Amounts recognised in the comprehensive operating statement
  - 6.2.3 Amounts recognised in the statement of cashflows
  - 6.2.4 Finance lease liabilities – Academy as lessee
- 6.3 Cashflow information and balances
- 6.4 Commitments for expenditure

## 6.1 Borrowings

	2023 \$
<i>Current borrowings</i>	
Lease liabilities <sup>(i)</sup>	596,104
<b>Total current borrowings</b>	<b>596,104</b>
<i>Non-current borrowings</i>	
Lease liabilities <sup>(i)</sup>	3,367,170
<b>Total non-current borrowings</b>	<b>3,367,170</b>
<b>Total borrowings</b>	<b>3,963,274</b>

(i) Secured by the assets leased. Leases liabilities are effectively secured as the rights to the leased assets revert to the lessor in the event of default.

'Borrowings' refer to interest bearing liabilities arising from leases.

Borrowings are classified as financial instruments. Interest bearing liabilities are classified at amortised cost unless the Academy elects to irrevocably designate them at fair value through profit or loss at initial recognition. The election depends on the nature and purpose of the interest-bearing liabilities.

The amount transferred from DE in relation to lease liability on 1 January 2022, was \$256,905.

### Maturity analysis of borrowings

2023	Carrying amount	Nominal amount	Less than 1 month	Maturity dates			
				1-3 months	3 months – 1 year	1-5 years	5+ years
Lease liabilities	3,963,274	3,963,274	63,866	153,571	378,667	1,908,350	1,458,820
<b>Total</b>	<b>3,963,274</b>	<b>3,963,274</b>	<b>63,866</b>	<b>153,571</b>	<b>378,667</b>	<b>1,908,350</b>	<b>1,458,820</b>

## Note 6 – How we financed our operations (continued)

### 6.1.1 Interest expense

	2023 \$
Interest on lease liabilities	71,203
<b>Total interest expense</b>	<b>71,203</b>

### 6.2 Leases

Information about leases for which the Academy is a lessee is presented below.

#### The Academy's leasing activities

The Academy leases various properties and motor vehicles. The lease contracts are typically made for fixed periods of 1–10 years with an option to renew the lease after that date. Lease payments for properties are renegotiated every 5 years or on commencement of a further term to reflect market rentals.

#### 6.2.1 Right-of-use assets

Right-of-use assets are presented in note 4.1.1.

#### 6.2.2 Amounts recognised in the comprehensive operating statement

The following amounts are recognised in the comprehensive operating statement relating to leases:

	2023 \$
Interest expense on lease liabilities	71,203
<b>Total amounts recognised in the comprehensive operating statement</b>	<b>71,203</b>

#### 6.2.3 Amounts recognised in the statement of cashflows

The following amounts are recognised in the statement of cashflows for the 18-month period ending 30 June 2023 relating to leases.

	2023 \$
Total cash outflow for leases	614,454
<b>Total amounts recognised in the statement of cashflows</b>	<b>614,454</b>

## Note 6 – How we financed our operations (continued)

### 6.2.3 Amounts recognised in the statement of cashflows (continued)

For any new contracts entered into, the Academy considers whether a contract is, or contains a lease. A lease is defined as 'a contract, or part of a contract, that conveys the right to use an asset (the underlying asset) for a period of time in exchange for consideration'. To apply this definition the Academy assesses whether the contract meets 3 key evaluations:

- whether the contract contains an identified asset, which is either explicitly identified in the contract or implicitly specified by being identified at the time the asset is made available to the Academy and for which the supplier does not have substantive substitution rights.
- whether the Academy has the right to obtain substantially all of the economic benefits from use of the identified asset throughout the period of use, considering its rights within the defined scope of the contract and the Academy has the right to direct the use of the identified asset throughout the period of use
- whether the Academy has the right to take decisions in respect of 'how and for what purpose' the asset is used throughout the period of use.

#### Separation of lease and non-lease components

At inception or on reassessment of a contract that contains a lease component, the lessee is required to separate out and account separately for non-lease components within a lease contract and exclude these amounts when determining the lease liability and right-of-use asset amount.

#### Recognition and measurement of leases as a lessee

##### *Lease liability – initial measurement*

The lease liability is initially measured at the present value of the lease payments unpaid at the commencement date, discounted using the interest rate implicit in the lease if that rate is readily determinable or the Academy incremental borrowing rate.

Lease payments included in the measurement of the lease liability comprise the following:

- fixed payments (including in-substance fixed payments) less any lease incentive receivable
- variable payments based on an index or rate, initially measured using the index or rate as at the commencement date
- amounts expected to be payable under a residual value guarantee
- payments arising from purchase and termination options reasonably certain to be exercised.

##### *Lease liability – subsequent measurement*

Subsequent to initial measurement, the liability will be reduced for payments made and increased for interest. It is remeasured to reflect any reassessment or modification, or if there are changes in-substance fixed payments. When the lease liability is remeasured, the corresponding adjustment is reflected in the right-of-use asset, or profit and loss if the right-of-use asset is already reduced to zero.

##### *Presentation of right-of-use assets and lease liabilities*

The Academy presents right-of-use assets as 'property plant equipment' unless they meet the definition of investment property, in which case they are disclosed as 'investment property' in the balance sheet. Lease liabilities are presented as 'borrowings' in the balance sheet.



## Note 6 – How we financed our operations (continued)

### 6.3 Cash flow information and balances

Cash and deposits comprise cash on hand and cash at bank. The Academy does not have its own bank account and continues to use the DE's bank account for general expense and transactions.

	2023 \$
Net result for the period	9,737,591
<b>Non-cash movements</b>	
Depreciation and amortisation of non-current assets	591,694
<b>Movements in assets and liabilities</b>	
Decrease/(increase) in receivables	(17,440,067)
Increase/(decrease) in payables	1,035,602
Increase/(decrease) in provisions	352,660
<b>Net cash flows used in operating activities</b>	<b>(5,722,520)</b>

### 6.4 Commitments for expenditure

Commitments for future expenditure include operating commitments arising from contracts. These commitments are recorded below at their nominal value and inclusive of GST. Where it is considered appropriate and provides additional relevant information to users, the net present values of significant individual projects are stated. These future expenditures cease to be disclosed as commitments once the related liabilities are recognised in the balance sheet.

Nominal amount 2023	Less than 1 year	1 – 5 years	Total
	\$	\$	\$
Operating commitments payable	2,153,757	959,445	3,113,202
<b>Total commitments (inclusive of GST)</b>	<b>2,153,757</b>	<b>959,445</b>	<b>3,113,202</b>
Less GST recoverable	(135,347)	(87,222)	(222,569)
<b>Total commitments (exclusive of GST)</b>	<b>2,018,410</b>	<b>872,223</b>	<b>2,890,633</b>

## Note 7 – Risks, contingencies and valuation judgements

### Introduction

The Academy is exposed to risk from its activities and outside factors. In addition, it is often necessary to make judgements and estimates associated with recognition and measurement of items in the financial statements.

This section sets out financial instrument specific information, (including exposures to financial risks) as well as those items that are contingent in nature or require a higher level of judgement to be applied, which for the Academy related mainly to fair value determination.

### Structure

- 7.1 Financial instruments specific disclosures
  - 7.1.1 Categorisation of financial instruments
  - 7.1.2 Financial instruments – net holding gains/ (loss) on financial instruments by category
  - 7.1.3 Financial risk management objectives and policies
- 7.2 Contingent assets and liabilities
- 7.3 Fair value determination
  - 7.3.1 Fair value determination: financial assets and liabilities
  - 7.3.2 Fair value determination: non-financial physical assets

### 7.1 Financial instruments specific disclosures

Financial instruments arise out of contractual agreements that give rise to a financial asset of one entity and a financial liability or equity instrument of another entity. Due to the nature of the Academy's activities, certain financial assets and financial liabilities arise under statute rather than a contract (for example taxes, fines and penalties). Such assets and liabilities do not meet the definition of financial instruments in AASB 132 *Financial Instruments: Presentation*.

#### Categories of financial assets

##### *Financial assets at amortised cost*

Financial assets are measured at amortised cost if both of the following criteria are met and the assets are not designated as fair value through net result:

- the assets are held by the Academy to collect the contractual cash flows
- the assets' contractual terms give rise to cash flows that are solely payments of principal and interests.

These assets are initially recognised at fair value plus any directly attributable transaction costs and subsequently measured at amortised cost using the effective interest method less any impairment.

The Academy recognises contractual receivables in this category.

#### Categories of financial liabilities

##### *Financial liabilities at amortised cost*

Financial liabilities at amortised cost are initially recognised on the date they are originated. They are initially measured at fair value plus any directly attributable transaction costs. Subsequent to initial recognition, these financial instruments 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.

The Academy recognises the following liabilities in this category:

- payables (excluding statutory payables)
- borrowings (including lease liabilities).

## Note 7 – Risks, contingencies, and valuation judgements (continued)

### 7.1.1 Categorisation of financial instruments

	Financial instruments measured at amortised cost
<b>Contractual financial assets</b>	
Receivables <sup>(i)</sup>	17,440,067
<b>Total contractual financial assets</b>	<b>17,440,067</b>
<b>Contractual financial liabilities</b>	
Payables <sup>(i)</sup>	1,035,602
Borrowings	3,963,274
<b>Total contractual financial liabilities</b>	<b>4,998,876</b>

(i) The total amounts disclosed here exclude statutory amount.

### 7.1.2 Financial instruments - net holding gains/(loss) on financial instruments by category

2023	Net holding gain/(loss)	Total interest income/ (expense)	Total
	\$	\$	\$
<b>Contractual financial liabilities</b>			
Financial liabilities at amortised cost	-	71,203	71,203
<b>Total contractual financial liabilities</b>	<b>-</b>	<b>71,203</b>	<b>71,203</b>

Amounts disclosed in this table exclude holding gains and losses related to statutory financial liabilities.

- 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.
- for financial liabilities that are mandatorily measured at or designated at fair value through net result, the net gain or loss is calculated by taking the movement in the fair value of the financial asset or liability.

### 7.1.3 Financial risk management objectives and policies

As a whole, the Academy's financial risk management program seeks to manage these risks and the associated volatility of its financial performance.

Details of the significant accounting policies and methods adopted, including the criteria for recognition, the basis of measurement, and the basis on which income and expenses are recognised, with respect to each class of financial asset, financial liability and equity instrument above are disclosed throughout the financial statements and notes.

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

## Note 7 – Risks, contingencies, and valuation judgements (continued)

### 7.1.3 Financial risk management objectives and policies (continued)

The Academy's main financial risk is liquidity risk and credit risk and manages these risks in accordance with its financial risk management policy.

The Academy uses different methods to measure and manage the different risks to which it is exposed. Primary responsibility for the identification and management of financial risks rests with the Accountable Officer of the Academy.

#### Liquidity risk

Liquidity risk arises from being unable to meet financial obligations as they fall due. The Academy operates under the government fair payments policy of settling financial obligations within 30 days and in the event of a dispute, making payments within 30 days from the date of resolution.

The Academy is exposed to liquidity risk mainly through the financial liabilities as disclosed on the face of the balance sheet. The Academy manages its liquidity risk by:

- close monitoring of its short-term and long-term borrowings by senior management, including monthly reviews on current and future borrowing levels and requirements
- maintaining an adequate level of uncommitted funds that can be drawn at short notice to meet its short-term obligations
- careful maturity planning of its financial obligations based on forecasts of future cash flows
- a high credit rating for the State of Victoria (Moody's Investor Services and Standard & Poor's double-A, which assists in accessing debt market at a lower interest rate).

The Academy's exposure to liquidity risk is deemed insignificant based on prior periods' data and current assessment of risk.

#### Credit risk

Credit risk refers to the possibility that a borrower will default on its financial obligations as and when they fall due. The Academy's exposure to credit risk arises from the potential default of a counter party on their contractual obligations resulting in financial loss to the Academy. Credit risk is measured at fair value and is monitored on a regular basis.

Credit risk associated with the Academy's contractual financial assets is minimal because the main debtor is the Victorian Government. For debtors other than the government, it is the Academy's policy to only deal with entities with high credit ratings of a minimum triple-B rating and to obtain sufficient collateral or credit enhancements, where appropriate.

In addition, the Academy does not engage in hedging for its contractual financial assets and mainly obtains contractual financial assets that are on fixed interest, except for cash and deposits, which are mainly cash at bank. As with the policy for debtors, the Academy's policy is to only deal with banks with high credit ratings.

Except as otherwise detailed in the following table, the carrying amount of contractual financial assets recorded in the financial statements, net of any allowances for losses, represents the Academy's maximum exposure to credit risk without taking account of the value of any collateral obtained.

## Note 7 – Risks, contingencies, and valuation judgements (continued)

### 7.1.3 Financial risk management objectives and policies (continued)

2023	Financial Institution (A credit rating)	Victorian Government (AA credit rating)	Total
	\$	\$	\$
<b>Financial assets</b>			
Receivables	-	17,440,067	17,440,067
<b>Total contractual financial assets</b>	<b>-</b>	<b>17,440,067</b>	<b>17,440,067</b>

#### Interest rate risk

Fair value interest rate risk is the risk that the fair value of a financial instrument will fluctuate because of changes in market interest rates. The Academy does not hold any interest-bearing financial instruments that are measured at fair value, and therefore has no exposure to fair value interest rate risk.

## 7.2 Contingent assets and liabilities

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

Contingent assets and liabilities are presented inclusive of GST receivable or payable respectively.

### Contingent assets

Contingent assets are possible assets that arise from past events, whose existence will be confirmed only by the occurrence or non-occurrence of one or more uncertain future events not wholly within the control of the entity.

These are classified as either quantifiable, where the potential economic benefit is known, or non-quantifiable.

### Contingent liabilities

Contingent liabilities are:

- possible obligations that arise from past events, whose existence will be confirmed only by the occurrence or non-occurrence of one or more uncertain future events not wholly within the control of the entity.
- present obligations that arise from past events but are not recognised because:
  - it is not probable that an outflow of resources embodying economic benefits will be required to settle the obligations
  - the amount of the obligations cannot be measured with sufficient reliability.

These are classified as either quantifiable or non-quantifiable.

As at 30 June 2023 the Academy had no contingent assets and no contingent liabilities.

## Note 7 – Risks, contingencies, and valuation judgements (continued)

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### 7.3 Fair value determination

This section sets out information on how the Academy determined fair value for financial reporting purposes. Fair value is the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants at the measurement date.

#### Fair value hierarchy

In determining fair values, a number of inputs are used. To increase consistency and comparability in the financial statements, these inputs are categorised into three levels, also known as the fair value hierarchy. The levels are as follows:

- Level 1 – quoted (unadjusted) market prices in active markets for identical assets or liabilities
- Level 2 – valuation techniques for which the lowest level input that is significant to the fair value measurement is directly or indirectly observable
- Level 3 – valuation techniques for which the lowest level input that is significant to the fair value measurement is unobservable.

The Academy determines whether transfers have occurred between levels in the hierarchy by reassessing categorisation (based on the lowest level input that is significant to the fair value measurement as a whole) at the end of each reporting period.

#### How this section is structured

For those assets and liabilities for which fair values are determined, the following disclosures are provided:

- carrying amount and the fair value (which would be the same for those assets measured at fair value)
- which level of the fair value hierarchy was used to determine the fair value:
  - in respect of those assets and liabilities subject to fair value determination using Level 3 inputs:
  - a reconciliation of the movements in fair values from the beginning of the period to the end
  - details of significant unobservable inputs used in the fair value determination.

This section is divided between disclosures in connection with fair value determination for financial instruments (refer to note 7.3.1) and non-financial physical assets (refer to note 7.3.2).

### 7.3.1 Fair value determination: financial assets and liabilities

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

- Level 1 – the fair value of financial instruments with standard terms and conditions and traded in active liquid markets are determined with reference to quoted market prices
- Level 2 – the fair value is determined using inputs other than quoted prices that are observable for the financial asset or liability, either directly or indirectly
- Level 3 – the fair value is determined in accordance with generally accepted pricing models based on discounted cash flow analysis using unobservable market inputs.

The Academy currently holds a range of financial instruments that are recorded in the financial statements where the carrying amounts approximate to fair value, due to their short-term nature or with the expectation that they will be paid in full by the end of the 2022-23 reporting period.

## Note 7 – Risks, contingencies, and valuation judgements (continued)

### 7.3.2 Fair value determination: non-financial physical assets

2023	Carrying amount as at 30 June 2023	Fair value measurement at end of reporting period using:  Level 3 <sup>(i)</sup>
	\$	\$
<b>Plant and equipment at fair value</b>		
Plant and equipment	27,614	27,614
<b>Total of plant and equipment at fair value</b>	<b>27,614</b>	<b>27,614</b>

(i) Classified in accordance with the fair value hierarchy; see note 7.3.

There have been no transfers between levels during the period.

Plant and equipment is held at fair value. When plant and equipment is specialised in use, such that it is rarely sold other than as part of a going concern, fair value is determined using the current replacement cost method.

For all assets measured at fair value, the current use is considered the highest and best use.



## Note 8 – Other disclosures

### Introduction

This section includes additional material disclosures required by accounting standards or otherwise, for the understanding of this financial report.

### Structure

- 8.1 Ex-gratia expenses
- 8.2 Responsible persons
- 8.3 Remuneration of executives
- 8.4 Related parties
- 8.5 Remuneration of auditors
- 8.6 Subsequent events
- 8.7 Australian Accounting Standards issued that are not yet effective
- 8.8 Glossary of technical terms
- 8.9 Style conventions

### 8.1 Ex-gratia expenses

Ex gratia expenses are the voluntary payments of money or other non-monetary benefit (e.g. a write off) that are not made either to acquire goods, services or other benefits for the entity or to meet a legal liability, or to settle or resolve a possible legal liability of or claim against the entity.

As at 30 June 2023, the Academy had not made any ex-gratia payments.

### 8.2 Responsible persons

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

The persons who held the positions of ministers and Accountable Officers in the Academy are as follows:

Position	Name	Occupancy period
Minister for Education	The Hon. James Merlino MP	1 January 2022 – 27 June 2022
	The Hon. Natalie Hutchins MP	27 June 2022 – 30 June 2023
Secretary of the Department of Education	Ms Jenny Atta	1 January 2022 – 30 June 2023
Chief Executive Officer	Dr Marcia Devlin AM	1 January 2022 – 30 June 2023

### Remuneration

Remuneration received or receivable by the Accountable Officer in connection with the management of the Academy during the reporting period was in the range: \$370,000 – \$379,999.

Income range \$	2023
10,000–19,999	3
30,000–39,999	1
200,000–209,999	2
220,000–229,999	1
250,000–259,999	1
260,000–269,999	1
370,000–379,999	1
Total	10

## Note 8 – Other disclosures (continued)

### 8.2 Responsible persons (continued)

Amounts relating to the Ministers are excluded and reported in the Financial Statements of the Department of Parliamentary Services. For information regarding related party transactions of ministers, the register of members' interests is publicly available from: [www.parliament.vic.gov.au/publications/register-of-interests](http://www.parliament.vic.gov.au/publications/register-of-interests).

The compensation details exclude the salaries and benefits of Ms Jenny Atta, who held the position of Secretary of the Department of Education. According to the *Education and Training Reform Act 2006* (Vic), membership of the authority must include the Secretary of the Department, however the Secretary's remuneration and allowances are reported within the DE's Financial Report.

### 8.3 Remuneration of executives

The number of senior executive service members, other than ministers and accountable officers, and their total remuneration during the reporting period are shown in the below table. Total annualised employee equivalents provides a measure of full time equivalent executive officers over the reporting period.

Remuneration comprises employee benefits (as defined in AASB 119 Employee Benefits) in all forms of consideration paid, payable or provided by the entity, or on behalf of the entity, in exchange for services rendered. Accordingly, remuneration is determined on an accrual basis, and is disclosed in the following categories.

- Short-term employee benefits include amounts such as wages, salaries, annual leave or sick leave that are usually paid or payable on a regular basis, as well as non-monetary benefits such as allowances and free or subsidised goods or services.
- Post-employment benefits include pensions and other retirement benefits paid or payable on a discrete basis when employment has ceased.
- Other long-term benefits include long service leave, other long service benefits or deferred compensation.
- Termination benefits include termination of employment payments, such as severance packages.

<b>Remuneration of executive officers</b>	<b>2023</b>
	<b>\$</b>
Short-term employee benefits	803,772
Post-employee benefits	54,087
Other long-term benefits	17,262
<b>Total remuneration</b>	<b>875,121</b>
<b>Total number of executives</b>	<b>3</b>
<b>Total annualised employee equivalents</b>	<b>1.9</b>

- (i) *Annualised employee equivalent is based on paid working hours of 38 ordinary hours per week over the 52 weeks for the reporting period.*

## Note 8 – Other disclosures (continued)

### 8.4 Related parties

The Academy is a wholly owned and controlled entity of the State of Victoria. Related parties of the Academy include:

- all key management personnel and their close family members;
- all cabinet ministers and their close family members; and
- all departments and public sector entities that are controlled and consolidated into the whole-of-state consolidated financial statements.

#### Significant transactions with government-related entities

For the 18-month period ended 30 June 2023 the Academy received income from grants of \$75,930,438 from DE and made payments of \$1,310,684 for occupancy costs to DE.

#### Key management personnel

Key management personnel (KMP) of the Academy during the financial year include the Portfolio Minister, the Secretary of the Department of Education, Board Members, the Accountable Officer and senior executive managers. These include the following:

Entity	Position title	Occupancy period
Dr Marcia Devlin AM	Chief Executive Officer	1/1/2022 – 30/6/2023
Peter Saffin	Chief Operating Officer	20/3/2023 – 30/6/2023
Megan Knowles	Director	16/5/2022 – 30/6/2023
Tyron Paspas	Director	30/5/2022 – 30/6/2023
Claire Brown	Director	1/8/2022 – 30/6/2023
Kate Morris	Director	9/5/2022 – 30/6/2023
Katy Theobald	Director	27/6/2022 – 31/5/2023
Jed Gilbert	Director	1/1/2022 – 14/3/2022
Dr Toni Meath	Board Chair	1/1/2022 – 30/6/2023
Judith Downes	Board member and Audit and Risk Committee Chair	1/1/2022 – 30/6/2023
Kieren Noonan	Board member	1/1/2022 – 30/6/2023
Prof Viv Ellis	Board member	1/1/2022 – 30/6/2023
Allan Shaw	former Board member	1/1/2022 – 31/3/2022
Dr David Howes	Board member	1/1/2022 – 30/6/2023
Terri Lee-Fitzpatrick	Board member	1/4/2022 – 30/6/2023
Simon Lindsay	former Board member	1/1/2022 – 12/12/2022

The compensation detailed below excludes the salary and benefit the Portfolio Minister receives. The Minister's remuneration and allowance are set by the Parliamentary Salaries and Superannuation Act 1968 and are reported in the financial report of the Department of Parliamentary Services.

## Note 8 – Other disclosures (continued)

### 8.4 Related parties (continued)

Compensation of KMP	2023
	\$
Short-term employee benefits	1,766,343
Post-employee benefits	175,747
Other long-term benefits	34,711
<b>Total remuneration</b>	<b>1,976,800</b>

#### Transactions with KMPs and other related parties

Given the breadth and depth of State government activities, related parties transact with the Victorian public sector in a manner consistent with other members of the public. Further employment of processes within the Victorian public sector occur on terms and conditions consistent with the *Public Administration Act 2004* and Codes of Conduct and Standards issued by the Victorian Public Sector Commission. Procurement processes occur on terms and conditions consistent with the Victorian Government Procurement Board requirements.

Outside of normal citizen type transactions with the Academy, there were no related party transactions that involved KMPs and their close family members. No provision has been required, nor any expense recognised, for impairment of receivables from related parties.

### 8.5 Remuneration of auditors

	2023
	\$
Victorian Auditor-General's Office for the audit of the financial statements	
Audit or review of the financial statements	43,000
<b>Total remuneration of auditors</b>	<b>43,000</b>

### 8.6 Subsequent events

There are no known subsequent events that will have a material impact on the financial statements.

The policy in connection with recognising subsequent events that are for events that occur between the end of the reporting period and the date when the financial statements are authorised for issue is as follows:

- adjustments are made to amounts recognised in the financial statements where those events provide information about conditions that existed at the reporting date; and/or
- disclosure is made where the events relate to conditions that arose after the end of the reporting period that are considered to be of material interest.

## Note 8 – Other disclosures (continued)

### 8.7 Australian Accounting Standards issued that are not yet effective

Certain new and revised accounting standards have been issued but are not effective for the 2022-23 reporting period. These accounting standards have not been applied to the Academy's financial statements.

<b>Standard/ Interpretation</b>	<b>Summary</b>	<b>Applicable for annual reporting periods beginning on</b>	<b>Impact on public sector entity financial statements</b>
<i>AASB 2020-1 Amendments to Australian Accounting Standards – Classification of Liabilities as Current or Non-Current</i>	This Standard amends AASB 101 to clarify requirements for the presentation of liabilities in the statement of financial position as current or non-current. It initially applied to annual reporting periods beginning on or after 1 January 2022, with earlier application permitted. However, the AASB has recently issued AASB 2020-6 <i>Amendments to Australian Accounting Standards – Classification of Liabilities as Current or Non-current – Deferral of Effective Date</i> , to defer the application by one year to periods beginning on or after 1 January 2023. The Academy will not early adopt the Standard.	1 January 2023	The Standard is not expected to have a significant impact on the public sector
<i>AASB 2022-10 Amendments to Australian Accounting Standards – Fair Value Measurement of Non-Financial Assets of Not-for-Profit Public Sector Entities.</i>	This Standard amends AASB 13 <i>Fair Value Measurement</i> by adding authoritative implementation guidance and illustrative examples for fair value measurements of non-financial assets of not-for-profit public sector entities not held primarily for their ability to generate net cash inflows. This Standard applies prospectively to annual periods beginning on or after 1 January 2024. The Academy will not early adopt the Standard	1 January 2024	The Standard is not expected to have a significant impact on the public sector

### 8.8 Glossary of technical terms

The following is a summary of the major technical terms used in this report.

**Amortisation** is the expense that results from the consumption, extraction or use over time of a non-produced physical or intangible asset. This expense is classified as an 'other economic flow'.

**Borrowings** refers to interest-bearing liabilities mainly raised from public borrowings raised through the Treasury Corporation of Victoria, lease liabilities, service concession arrangements and other interest-bearing arrangements. Borrowings also include non interest-bearing advances from government that are acquired for policy purposes.

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

## Note 8 – Other disclosures (continued)

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### 8.8 Glossary of technical terms (continued)

**Comprehensive result** is the amount included in the operating statement representing total change in net worth other than transactions with owners as owners.

**Current grants** are amounts payable or receivable for current purposes for which no economic benefits of equal value are receivable or payable in return.

**Depreciation** is an expense that arises from the consumption through wear or time of a produced physical or intangible asset. This expense is classified as a 'transaction' and so reduces the 'net result from transaction'.

**Effective interest method** is the method used to calculate 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, shorter periods include all costs related to employment including wages and salaries, fringe benefits tax, leave entitlements, redundancy payments, defined benefits superannuation plans, and defined contribution superannuation plans.

**Ex gratia expenses** mean the voluntary payment of money or other non-monetary benefit (e.g. a write off) that is not made either to acquire goods, services or other benefits for the entity or to meet a legal liability, or to settle or resolve a possible legal liability or claim against the entity.

**Finance lease** is a lease that transfers substantially all the risks and rewards incidental to ownership of an underlying asset.

**Financial asset** is any asset that is either:

- cash
- an equity instrument of another entity
- 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.

A financial asset can also be a contract that will or may be settled in the entity's own equity instruments and is either:

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

**Financial liability is any liability that is either:**

- a contractual obligation to deliver cash or another financial asset to another entity or to exchange financial assets or financial liabilities with another entity under conditions that are potentially unfavourable to the entity
- a contract that will or may be settled in the entity's own equity instruments and is either:
  - a non-derivative for which the entity is or may be obliged to deliver a variable number of the entity's own equity instruments
  - 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. For this purpose, the entity's own equity instruments do not include instruments that are themselves contracts for the future receipt or delivery of the entity's own equity instruments.

## Note 8 – Other disclosures (continued)

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### 8.8 Glossary of technical terms (continued)

**Financial statements** in the report comprises:

- a balance sheet as at the end of the period
- a comprehensive operating statement for the period
- a statement of changes in equity for the period
- a cash flow statement for the period
- notes, comprising a summary of significant accounting policies and other explanatory information
- comparative information in respect of the preceding period as specified in paragraph 38 of AASB 101 *Presentation of Financial Statements*
- a statement of financial position as at the beginning of the preceding period when an entity applies an accounting policy retrospectively or makes a retrospective restatement of items in its financial statements, or when it reclassifies items in its financial statements in accordance with paragraphs 41 of AASB 101.

**Grant expenses and other transfers** are 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. For this reason, grants are referred to by the AASB as involuntary transfers and are termed non-reciprocal transfers. 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.

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.

**Interest expense** represents costs incurred in connection with borrowings. It includes interest on advances, loans, overdrafts, bonds and bills, deposits, interest components of lease repayments, service concession financial liabilities and amortisation of discounts or premiums in relation to borrowings.

**Leases** are rights conveyed in a contract, or part of a contract, the right to use an asset (the underlying asset) for a period of time in exchange for consideration.

**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 classified as 'other non-owner movements in equity'.

**Non-financial assets** are all assets that are not financial assets. It includes inventories, land, buildings, infrastructure, road networks, land under roads, plant and equipment, cultural and heritage assets, intangibles and biological assets such as commercial forests.

**Payables** includes short and long-term trade debt and accounts payable, grants, taxes and interest payable.

**Receivables** include amounts owing from government through appropriation receivable, short and long-term trade credit and accounts receivable, accrued investment income, grants, taxes and interest receivable.



# Note 8 – Other disclosures (continued)

## 8.9 Style conventions

Figures in the tables and in the text have been rounded. Discrepancies in tables between totals and sums of components reflect rounding. Percentage variations in all tables are based on the underlying unrounded amounts.

The notation used in the tables is as follows:

	zero, or rounded to zero
(xxx)	negative numbers
20xx	year period
20xx xx	year period

The financial statements and notes are presented based on the illustration for a statutory authority in the 2022-23 *Model Report for Victorian Government departments*.

# Appendices




## Appendix 1 – Disclosure index





















































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<b>Standing Directions and Financial Reporting Directions</b>		
<b>Report of operations</b>		
<b>Charter and purpose</b>		
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FRD 22	Purpose, functions, powers and duties	4
FRD 22	Key initiatives and projects	11
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<b>Legislation Requirement</b>		<b>Page reference</b>
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## Appendix 2 – Board meeting attendance

### There were 8 Board meetings for the reporting period

 = attended   
  = apology   
  = leave of absence approved by the Chair

Board member	21 February 2022	19 April 2022	20 June 2022	15 August 2022	18 October 2022	19 December 2022	20 February 2023	17 April 2023	19 June 2023	Overall attendance
Dr Toni Meath (Chair)					Cancelled					100%
Dr Simon Lindsay						n/a	n/a	n/a	n/a	75%
Kieren Noonan										87.5%
Dr David Howes										87.5%
Professor Viv Ellis										62.5%
Terri Lee-Fitzpatrick*	n/a									71%
Judith Downes										87.5%
Allan Shaw*		n/a	n/a	n/a	n/a	n/a				100%

\*Allan Shaw was a member of the Board for the Period 1 January 2022 – 31 March 2022

\*Dr Simon Lindsay resigned from the Board effective 12 December 2022

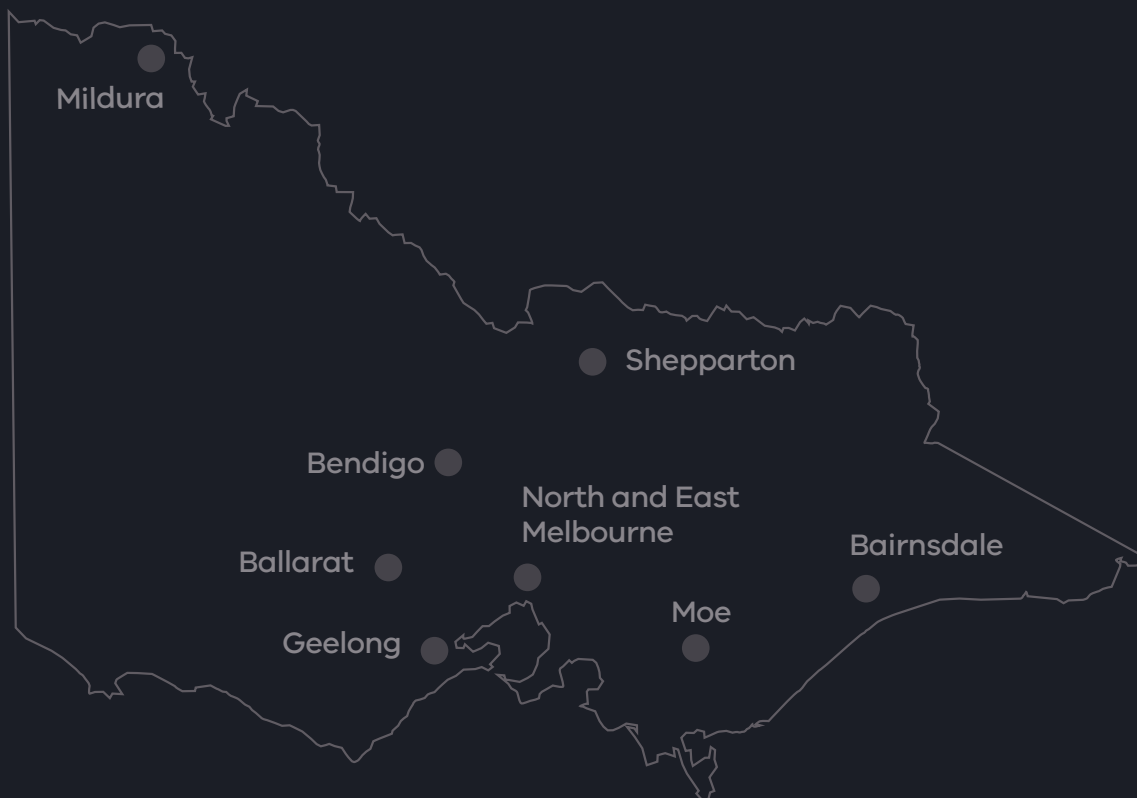
\*\*Terri Lee-Fitzpatrick as appointed to the Board 1 April 2022

### There were 7 Audit and Risk Committee meetings for the reporting period

ARC member	25 March 2022	25 May 2022	25 July 2022	28 September 2022	28 November 2022	6 March 2023	15 May 2023	Overall attendance
Judith Downes (Chair)								100%
Dr Simon Lindsay*						n/a	n/a	100%
Kieren Noonan								85%
Professor Viv Ellis								57%
Ella McPherson*	n/a	n/a						100%

\*Dr Simon Lindsay resigned from the Board effective 12 December 2022

\*Ella McPherson was appointed to the Audit and Risk Committee effective 20 June 2022



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