Victorian Academy of Teaching and Leadership

Annual Report

1 July 2025 – 30 June 2026



VICTORIA State Government | Department of Education

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Responsible Body Declaration

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 period 1 July 2025 ending 30 June 2026.



Dr Toni Meath

Chair

Victorian Academy of Teaching and Leadership

21 September 2026

Acknowledgement

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 the *Marrung Aboriginal Education Plan 2016–2026* 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' identified 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.

The Academy's guiding principles

Objectives and functions

The Victorian Academy of Teaching and Leadership (the Academy) is established through Section 2.6A.2 of Victoria's *Education and Training Reform Act 2006* (the ETR Act).

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

- to improve outcomes for students through the provision of 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 provide a dedicated pathway for established exceptional teachers to contribute to school and system improvement
- to improve the quality of school leadership
- to raise public awareness of the capability and status of teachers and school leaders in the science and practice of teaching.

The functions of the Academy are:

- to provide advice to the Minister for Education and the Department of Education (DE or the department) in relation to:
  - school leadership
  - teaching and professional practice
  - professional learning
- to design and provide accredited and non-accredited professional learning programs for school leaders and teachers, including specialised teaching and leadership excellence programs
- to develop and publish guidance materials and resources for use by providers of professional learning programs
- to evaluate the effectiveness and impact of the Academy's professional learning programs, including in relation to teaching practice and outcomes for students
- to work collaboratively with schools, community organisations, universities, post-compulsory education and training providers, professional associations and providers of professional learning programs to:
  - identify the needs of the teaching profession
  - support and improve the delivery of the Academy's professional learning programs, including specialised teaching and leadership excellence programs
- 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
- to perform any other function conferred on or delegated to the Academy by or under the ETR Act or any other Act.

Vision

To be a centre for excellence in government, Catholic and independent school teaching and leadership.

Mission

To enhance and improve student outcomes across rural, regional and metropolitan schools through specialised professional learning and pathways, and to raise public awareness of the profession.

Values

The Academy upholds the Victorian Government public sector values:

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

Strategic Plan

The Board has endorsed the Academy's *Strategic Plan on a Page 2026.* The plan's framework is built around the Academy's legislated objectives (see *Objectives and functions* on the previous page) and covers the Academy's vision, mission, objectives, functions, impact, enablers and values.



CEO and Chair's Report

Across the 2025–26 reporting period, the Victorian Academy of Teaching and Leadership (the Academy) continued to expand its impact across government, Catholic and Independent school sectors in Victoria.

Key achievements for the 2025–26 reporting period include:

- exceeding all calendar-year output performance measure targets for participation and satisfaction across our programs
- providing the 52,400 children who started their government school journey in 2026 with our *Understanding phonics* guide in their Prep bag
- hosting the statewide Artificial Intelligence in Education Symposium, which was simulcast from our North Melbourne site to all 7 Academy regional centres
- the Teaching Impact Fellowship Insights Summit, which demonstrated how Academy teacher fellows have improved student learning and wellbeing outcomes, increased teacher confidence and capability, improved their ability to lead collaborative change and created the conditions for sustainable impact.

Our Alumni program now reaches 15,000 participants who can engage in events each year, including the Academy Alumni Artificial Intelligence Webinar Series; Alumni masterclasses and the popular Academy Thought Leadership Series.

We also appointed 3 new Board members who bring a diversity of educational leadership and governance skills and experience to our cross-sectoral Board.

The Academy also received further funding of $49.23 million in the May 2025 State Budget to extend operations through to the end of December 2029.

This funding ensures the Academy can maintain service delivery of programs, pathways and other work and continue to meet our legislated objectives to:

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

Empowering teachers and leaders

Over 2025–26, more than 800 Victorian teachers from across all school sectors commenced the Teaching Excellence Program (TEP), with participation numbers in both 2025 and 2026 exceeding targets. As a cornerstone of our commitment to elevating the teaching profession across Victoria, the program will produce over 1,900 TEP graduates by the end of 2026. To date, 98 per cent of TEP graduates indicate that the program has had a significant, positive impact on their professional knowledge, dispositions and teaching practice.

Across 2025–26, 46 Teaching Impact Fellowships were awarded. Recipients across all 3 sectors undertook transformational projects that delivered measurable impact both within and beyond their classrooms and schools.

The Academy offers more than 40 high-quality professional learning programs for all stages of school leadership – from classroom and middle leaders to aspiring principals, assistant principals and experienced school heads. In 2025–26, our leadership excellence programs reached over 13,380 educators and school leaders across government, Catholic and Independent schools in Victoria.

Additionally, 242 Statements of Readiness were issued to graduates of the Victorian Aspiring Principal Assessment (VAPA). By ensuring the next generation of Victoria's principals are prepared for the strategic, operational and interpersonal demands of the role, VAPA directly supports the Academy's core objective to enhance school leadership quality.

Sector engagement and regional reach

In partnership with the department, the Academy has hosted the Government Schools Principals Conference, an annual event that provides a key forum for school leaders to connect, share insights and explore ideas driving classroom excellence. Delivered twice within this reporting period, the conference was attended by over 3,500 principals and leadership team members in 2025 and almost 2,500 in 2026.

Our 7 regional centres continue to deliver localised impact, facilitating high-quality professional learning for rural and regional educators. During the reporting period, 1,352 professional learning events were held across our regional centres, with a total of 22,613 education professionals using these facilities for education-related activities.

Navigating transitions and organisational change

During the 6 months ended 30 June 2026, the Academy navigated a period of significant loss and change.

In January 2026, Academy Board Member Professor Chris Walsh passed away following an illness. An experienced director, Professor Walsh made invaluable contributions to our Board during his tenure, and he is deeply missed.

In February 2026, in line with funding changes, the Academy initiated a workplace change process, leading to an updated organisational structure that took effect on 15 June 2026. This new structure reflects our maturing operating environment, strengthens priority delivery and ensures ongoing financial sustainability within our allocated budget. As part of this realignment, the Teaching Excellence and Leadership Excellence divisions were merged into a single Teaching and Leadership Excellence Division, consolidating operations while enhancing impact.

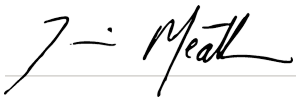
Steering the organisation through these transitions, our executive leadership team demonstrated deep care, dedication and resilience. This commitment maintained a strong organisational culture – as reflected in our positive 2026 People Matter Survey results despite the change process – and enabled us to meet or exceed our performance targets despite resource constraints.

Governance and acknowledgements

Providing overarching strategic guidance, the Board demonstrated clear leadership and a shared commitment to our vision. Membership of the Board evolved significantly over the reporting period, and we extend our sincere gratitude to both outgoing and continuing members for their vital contributions to our 2025–26 outcomes.

Similarly, every member of the Academy team – whether in front-of-house program or pathways delivery, externally focused on raising esteem for the profession or behind the scenes providing operational support – plays a vital role in our shared success. We thank each team member for their dedication and high-quality work.

We are pleased to present this report covering the 12 months of operations for the Academy, from 1 July 2025 to 30 June 2026.



Dr Toni Meath

Chair



Dr Marcia Devlin AM

Chief Executive Officer

Year in Review

Established by the Victorian Government in 2021 and opened in 2022, the Academy is a centre of excellence in professional learning and pathways for teachers and school leaders in the Victorian government, Catholic and Independent sectors. It is a distinctive initiative in the Australian education landscape.

The Academy's mission is to improve student outcomes across all school settings and all sectors.

Informed by research and guided by global experts, and the lived experience of teachers and school leaders, the Academy offers evidence-informed professional learning, pathways, resources, events and initiatives that aim to take Victoria's skilled teachers and leaders from great to exceptional.

The Academy's high-quality, evidence-informed professional learning programs and pathways that enable educators to drive school- and system-wide improvement together contribute to a sustainable pipeline of highly capable and leadership-ready professionals across the state. They build the teaching and leadership capabilities of educators at all career stages, ensuring excellence in school teaching and leadership and leading to equity and excellence in student learning and wellbeing.

The Academy adopts a co-design approach to the design and delivery of professional learning in partnership with expert teachers and Principals in Residence, Academy-prepared facilitators, cross-sectoral stakeholders, expert suppliers and Academy staff in metropolitan and regional Victoria. This makes it possible to address the needs and contexts of schools and networks in a focused and coordinated way across the state.

The Academy also works to enhance public awareness and recognition of the profession's expertise and impact.

Since the Academy's establishment, more than 60,000 professional learning places in Academy programs have been taken up by staff across government, Catholic and Independent schools, demonstrating scale and sustained demand from educators and leaders who repeatedly engage to deepen and enhance their practice.

In the 2025 calendar year:

> 90 per cent of program participants reported high satisfaction
> 88 per cent identified a clear positive impact of Academy professional learning on their practice.

Longitudinal data reinforces this – data collected in the 2025 calendar year indicates that 12 months after engaging with the Academy:

> 91 per cent of graduates report sustained improvements in practice
> 97 per cent have embedded enhanced approaches
> over 80 per cent are seeing positive impacts on student outcomes.

These impacts evidence the Academy as a driver of sustained practice change and improved student outcomes.

Leadership Excellence Programs

Academy leadership excellence programs support career pathways from aspiring and emerging leaders to middle leaders, assistant principals, principals and system leaders. The primary areas of foci for Academy leadership professional learning include teaching and leadership capability, school improvement, leading literacy and mathematics, and leading teaching, learning and wellbeing. A combination of short- and longer-term comprehensive programs, as well as mentoring, are used to best meet current and emerging needs of participants.

From January 2025, with agreement from the Catholic and Independent sectors, the Academy expanded access to its leadership excellence programs and expects continued growth in participation from these sectors.

In 2025–26, 13,381 educators and school leaders participated in leadership excellence programs, including 0.6 per cent and 1.0 per cent from the Catholic and Independent sectors, respectively.

The Academy administers the Victorian Aspiring Principal Assessment (VAPA) in line with government policy. The VAPA is part of a system-wide approach to identifying and preparing Victoria's next generation of principals to ensure they are ready for the strategic, operational and people leadership aspects of the role. Candidates are provided with expert guidance and feedback from Academy-prepared assessors who are selected for their expertise and experience in Victoria's government school system. In 2025–26, 277 participants began the VAPA process and 242 Statements of Readiness were issued.

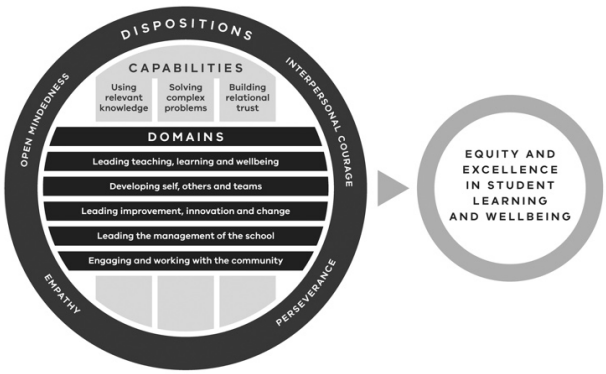
The Academy commissioned Deloitte Access Economics to undertake an independent, longitudinal evaluation of the VAPA that is both formative – providing timely insights for program improvement – and summative. The evaluation confirmed that the process is delivering valid and consistent outcomes, supports the development of aspiring principals and is likely contributing to the improved supply of candidates who are better prepared for the principal role.

Academy Leadership Excellence Framework

There is compelling evidence that the quality of school leadership matters. It has a critical impact on student learning, wellbeing and achievement. That is why the Academy developed the Academy Leadership Excellence Framework (ALEF). The ALEF aims to inspire current and future school leaders to pursue leadership excellence, so that every child has the opportunity for a great education and the best possible start in life.

The ALEF is an evidence-informed framework that underpins Academy leadership programs. It sets out the domains, capabilities and dispositions required for excellence at all levels of leadership to equip teachers and school leaders with the skills and mindset to navigate student-centred decision-making and drive positive change. The Academy has also developed a suite of ALEF tools and resources that are available on the Academy website. This suite includes the ALEF Professional Learning Playbook, which aims to support school leaders to unpack the domains, capabilities and dispositions with school-based teams.

Figure 1: Academy Leadership Excellence Framework



Literacy and Mathematics suite of programs

In 2025–26, the Literacy and Mathematics suite included 7 programs for teachers and school leaders focused on strengthening pedagogical practice and applying evidence-informed principles, including the VTLM 2.0 and reading and mathematics position statements. The Literacy and Mathematics Pedagogy and Practice programs are delivered by teachers, school leaders and DE regional staff who have completed the Academy Facilitator Program and become certified Academy facilitators, further strengthening system capability and cross-sector collaboration.

In 2025–26, more than 710 participants commenced the Literacy and Mathematics programs, including 96.4 per cent from government schools, 0.8 per cent from Catholic schools and 2.8 per cent from the Independent sector. A further 131 participants are enrolled for 2026–27 programs.

The Academy commissioned Deloitte Access Economics to undertake an independent evaluation of the suite. The evaluation found that participants improved their literacy and numeracy knowledge and confidence, often influencing colleagues and prompting broader teaching changes. The evaluation showed that there was an increase in teachers using evidence-informed strategies, which boosted student engagement and, in some cases, improved learning outcomes, with students better connecting new and prior knowledge. School-level impact varied, with stronger, sustained change seen where programs included hands-on application and where school leaders actively supported implementation.

Academy objective: To provide a dedicated pathway for established exceptional teachers to contribute to school and system improvement

> ‘The work that I have completed through the Academy to date has already impacted my career and role within the school. As a Learning Specialist the [professional learning] that I have completed has supported me in many ways, such as pedagogy and practice, leadership skills and school improvement. I envisage this will continue.’
>
> Shepparton, Literacy Pedagogy and Practice Program participant

Artificial Intelligence in Education Symposium

In 2026, the Academy delivered its first statewide Artificial Intelligence in Education Symposium, a cross-sectoral, full-day hybrid event bringing together school and system leaders, teachers and education support staff from government, Catholic and Independent sectors. The symposium responded to the rapidly evolving use of artificial intelligence (AI) in education, supporting educators to explore how generative AI can be used safely, ethically and effectively to enhance teaching practice, improve student learning outcomes and support workload sustainability.

The program featured keynote presentations, panels and practical sessions across 4 themes: AI and inclusion, AI and assessment, AI and leadership, and AI and ethics.

Two hundred participants attended the event, delivered across Victoria in a hybrid format. The symposium connected 7 regional centres with metropolitan participants, ensuring equitable access statewide. The symposium attracted strong interest across all sectors.

Ninety-four per cent of participants reported high satisfaction with the event, highlighting the relevance of content, quality of speakers and opportunities for cross-sector engagement and discussion.

Principals in Residence

Principals in Residence (PiRs) join the Academy for 12–24 months from their substantive position as school principal. In 2025–26, there were 12 PiRs at the Academy.

The PiR initiative contributes to the achievement of the Academy's legislated objectives and functions by strengthening the interface between the Academy and the Victorian school sector. It leverages principal expertise, insight, advice and leadership to enhance professional learning, resources and stakeholder engagement. The initiative also aims to strengthen pathways for principals to contribute to school and system improvement and, in some cases, can support revitalisation and retention of principals.

PiRs support the work of the Academy by facilitating teaching and leadership programs and by contributing to the planning, provision, evaluation and continuous improvement of Academy programs. This includes key teaching initiatives, such as the Teaching Excellence Program (TEP) and the Teaching Impact Fellowship (TIF), and flagship leadership programs, such as Leading Quality Conversations, Collaborative Complex Problem Solving and Inspiring School Pride and Confidence, aligned to the ALEF. All PiRs contribute to broader Academy and DE initiatives, including responding to ministerial priorities, preparing resources and leading professional learning.

An evaluation of the PiR initiative found that it has continually evolved to become a key contributor to the Academy's effectiveness and impact. Through opportunities provided by the Academy, PiRs have leveraged their expertise and experience to enhance the development, design and delivery of Academy professional learning programs and resources, provided leadership support for managers across business units and provided high-quality leadership for the Academy's Expert Teachers in Residence (ETRs).

Expert Teachers in Residence

ETRs join the Academy for 12–24 months from their substantive position as teachers. In 2025–26, there were 14 to 16 ETRs at the Academy, each specialising in at least one discipline in the TEP, with many supporting a second discipline.

ETRs support the TEP by collaboratively planning and facilitating discipline days, Teaching Excellence Learning Communities (TELC) days and conference days to ensure professional learning is high quality and meets the needs of participants. ETRs also support the TIF and Academy Alumni, and they contribute to other Academy and DE programs, resources and initiatives. In 2026, ETRs have been supporting and facilitating Academy literacy and mathematics programs for the first time, and this has been a success. DE draws on ETRs for advice on a range of projects related to teaching and learning, pedagogy, assessment and policy development.

An evaluation of the ETR initiative (including the impact of ETRs after their tenure concludes) found that it is an impactful mechanism for strengthening teacher capability, supporting teacher practice change and contributing to improved student outcomes. ETRs' peer credibility, relational facilitation and deep pedagogical expertise are crucial to the effectiveness of the TEP, with ETRs' influence extending beyond individual participants to positively impact school and system improvement.

The ETR role not only drives participant engagement, retention and reinvigoration, confidence and leadership development but also builds ETRs' own leadership capability. This enhanced capability enables ETRs to move into influential roles across the education system and continue contributing to improved student, school and system outcomes after leaving the Academy.

Impact and satisfaction with Academy programs

The Academy's Evaluation and Evidence Centre evaluates the impact of Academy programs, which includes administering the impact evaluation survey to program participants in the final session of their professional learning program.

The survey aims to gain insight into participant satisfaction and the impact of Academy professional learning on participant development and practice. The evaluation also assesses other measures of impact from Academy professional learning, including impacts on student outcomes and leadership practice, and captures a net promoter score.

As part of our public accountability measures, the Academy is required to report against *Department Performance Statement* (DPS) targets as articulated in the appendix to the *Victorian Budget 2025/26 Budget Paper No. 3: Service Delivery (BP3)*. For the 2025–26 financial year, the Academy reported against 2025 calendar-year data.

In 2025, the Academy exceeded its DPS targets for impact and satisfaction of leadership excellence professional learning. The proportion of participants reporting a 'significant' or 'highly significant' impact of the Academy's professional learning on their own development was 87 per cent (target: 78 per cent) and the proportion of participants reporting satisfaction with the program was 89 per cent (target: 82 per cent).

Quantitative evidence further demonstrates the impact of the Academy's leadership excellence programs. Of those surveyed:

- 91 per cent reported that the professional learning resulted in a positive contribution to developing self, others and teams
- 88 per cent reported that the professional learning resulted in a positive contribution to leading teaching, learning and wellbeing
- 88 per cent reported the professional learning resulted in a positive contribution to leading the management of the school
- 88 per cent reported that the professional learning resulted in a positive contribution to leading school improvement, innovation and change
- 82 per cent reported that the professional learning contributed to improved student learning and wellbeing outcomes in their school
- 80 per cent reported that the professional learning resulted in a positive contribution to engaging and working with the community.

A 12-month follow-up evaluation of the 2024 cohort (surveyed in October 2025) found that respondents reported sustained and significant impact on their professional practice and development, career growth and student outcomes, well after their program concluded.

Responses from impact surveys demonstrate the positive impact that Academy leadership excellence programs have on teaching and leadership development. They highlight that following participation in Academy programs, participants are better able to contribute to school and system improvement and to improve student learning outcomes.

Impact interviews conducted with participants found the following qualitative evidence to support the Academy's objectives.

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

> 'Before Inspire, I wouldn't have had the courage to lead a project or present data to my team. After Inspire, I felt ready to take initiative – and 23 out of 26 students could transfer new vocabulary across contexts.'
>
> Inspire participant, Melbourne

Academy objective: To provide a dedicated pathway for established exceptional teachers to contribute to school and system improvement

> '[Academy professional learning] makes me consider staying in the profession and how my future could look, especially since I love helping and educating others. Learning is always inspiring – it keeps you engaged in the job while prompting new ideas or ways to do things differently. It definitely pushes you out of your comfort zone and challenges you, which is also part of the learning process.'
>
> Coaching Accreditation participant, Melbourne

Academy objective: To improve the quality of school leadership

> 'Over time, each session has provided provocation and challenge. I have taken on some of the ideas or used the content to affirm my work or hone the focus. My leadership meetings have changed, and my team would say I have also moderated the way I have approached key issues.'
>
> Elevate participant, Melbourne

Teaching Excellence Program

The TEP is the Academy's flagship, year-long professional learning program grounded in 8 key discipline areas.

The program draws on practitioner enquiry, teacher agency, reflective practice and contemporary evidence-informed research. Open to Victorian government, Catholic and Independent sector teachers, the TEP is Australia's first advanced professional learning program for skilled teachers.

In both 2025 and 2026, the TEP included 10 days of in-person professional learning. This comprised 2 conferences, 4 discipline days and 4 TELC days.

Evaluations of the 2023 and 2024 program, as well as feedback from participating teachers, PiRs and ETRs, informed the design of the 2025 and 2026 TEP. (See Figure 2: Academy Teaching Excellence Model.)

The program begins and concludes with a conference day. In 2025 and 2026, the DE Secretary welcomed participants to the TEP. Day one includes keynote sessions and discipline-based sessions, exploring themes around teaching and learning excellence.

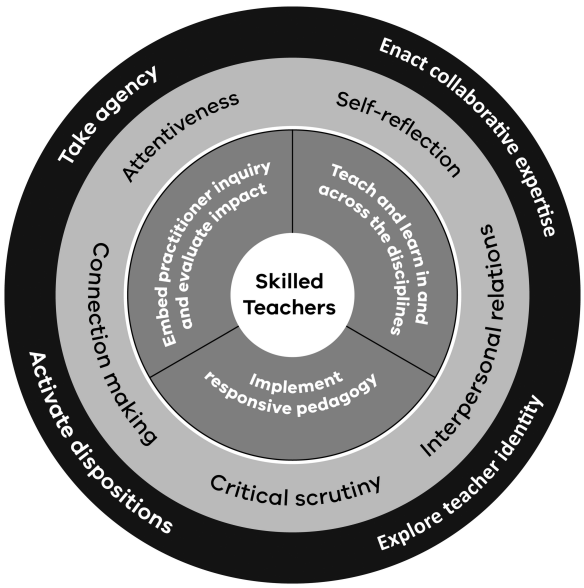
The TEP discipline days are a unique opportunity to explore problems of practice related to teaching and learning in the disciplines and provide access to contemporary research to enhance teaching practice that is evidence-informed and, where relevant, aligned to DE policy and initiatives, including the VTLM 2.0.

TELC days occur each term and are held in East Melbourne and the Academy's 7 regional centres. The TELCs operate as cross-disciplinary professional learning communities that focus on professional growth. Through practitioner enquiry, dispositions and collaboration, teachers further develop their expertise and commitment to excellence in their practice.

The program concludes with participants celebrating their graduation from the TEP, helping to solidify networks created throughout the year. Participants reflect on the program's impact on their teaching practice while looking to the future at actions they can take and impacts they can have on their students and schools, based on their learning.

Since launching in 2022, 1,540 teachers have graduated from the TEP, with a further 327 teachers undertaking the program in 2026. TEP graduates count towards Victoria's contribution to the National Teacher Workforce Action Plan target of 10,000 Highly Accomplished and Lead Teachers.

Figure 2: Academy Teaching Excellence Model



Teaching in the disciplines

The subject disciplines within the TEP are:

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

Table 1: TEP participation 2025–26

Total TEP participants	2025	**2026**
Number of participants	499	327

TEP participants by school type	2025	**2026**
Secondary	155 (31%)	74 (23%)
Primary	250 (50%)	181 (55%)
Primary and secondary	85 (17%)	66 (20%)
Specialist	7 (1.4%)	4 (1.2%)
Other	2 (0.4%)	2 (0.6%)

TEP participants by sector type	2025	**2026**
Government	370 (74%)	252 (77%)
Catholic	63 (13%)	29 (9%)
Independent	66 (13%)	46 (14%)

TEP participants by location	2025	**2026**
Metropolitan	347 (70%)	254 (78%)
Regional	77 (15%)	37 (11%)
Rural	75 (15%)	36 (11%)

Note: The participation targets for TEP in 2025 and 2026 were 400 and 300 respectively.

Teaching Impact Fellowship

The TIF program continued in 2025–26, with fellowships offered to select TEP graduates through a competitive application process. Successful applicants receive up to $5,000 to design and implement improvement projects that aim to transform teacher practice and student learning and wellbeing in their classrooms or schools. In addition to project funding, teacher fellows receive casual relief teacher funding to support participation in professional learning sessions and provide time to implement their projects. Rural and regional support funding promotes equitable access to the program across Victoria.

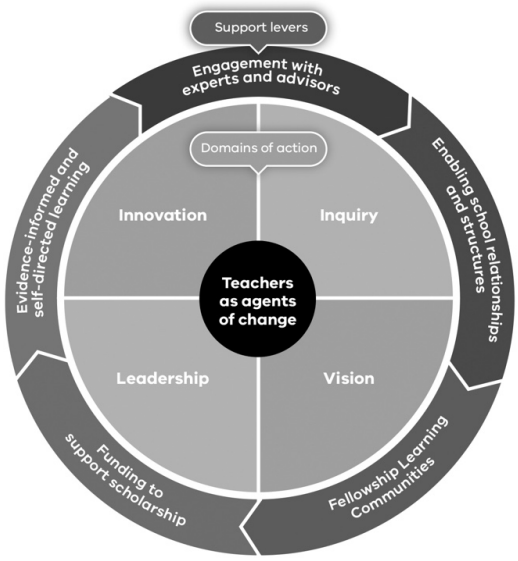
The Academy supports and guides TIF fellows for the duration of their project through preparatory and ongoing professional learning. In 2026, teacher fellows are further supported by ETRs, who provide guidance, challenge their thinking and support fellows throughout the implementation of their projects.

The 2025 teacher fellows concluded their fellowship by presenting their projects at the Teaching Impact Fellowship Insights Summit in March 2026. The presentations centred on the impact of the projects and value for schools and networks. Teacher fellows demonstrated that through their projects they had:

- improved student learning and wellbeing outcomes
- increased teacher confidence and capability
- improved their ability to lead collaborative change
- created the conditions for sustainable impact following the conclusion of their fellowship.

Some fellowship projects have demonstrated impact beyond Victoria, including internationally. TIF projects and case studies are showcased on the Academy's website.

Figure 3: Teaching Impact Fellowship Framework



Academy Alumni Program

At the start of 2025, the Academy expanded the TEP Alumni Network to become the broader Academy Alumni Program, which now includes graduates of leadership excellence programs. Currently, 15,000 participants are engaged in the program, which delivered a range of events in 2025–26, including this selection:

- The Academy Alumni Artificial Intelligence Webinar Series, led by ETRs and showcasing former Academy alumni, covered 4 webinars:
  - Applications of GenAI in the Classroom
  - Partnering for Pedagogy with GenAI
  - Enhancing Creativity with GenAI
  - Assessment and GenAI.
- Alumni masterclasses and practice circles were live streamed, featuring ETRs and Academy alumni delving into topics including building community in secondary classrooms, building a culture of data-informed inclusive practice, and behaviour leadership.
- The Academy alumni hosted 6 Thought Leadership Series events in 2025–26:
  - Under the Surface: Anxiety in the Classroom with Dr Jodi Richardson
  - Fostering Culturally Inclusive Schools with Pearl Subban
  - The Future of Education with Louka Parry
  - Dr Amy Green's Teacher Wellbeing
  - Dr Carl Hendrick's How Learning Happens
  - Dr Anita Heiss' Self-determination in Education.

Evaluation

Evaluation of the TEP and TIF involves several strategies to monitor impact. The Academy's Evaluation and Evidence Centre as well as various internal checkpoints throughout the programs' duration support evaluation.

Findings indicate that the TEP has had a positive impact to date on teacher capability, professional dispositions and teacher practice, with evidence indicating increased confidence, more reflective and intentional practice and greater engagement with evidence-informed approaches. These impacts are reflected in both participant-reported data and principal perceptions, suggesting broad alignment between participant and school leader views of the TEP's influence.

The 2025 TEP evaluation found that participants experienced meaningful growth in professional capability and practice. Findings showed that:

- 98 per cent of post-TEP respondents reported a 'significant' or 'highly significant' impact on their development and practice
- 99 per cent agreed or strongly agreed that the TEP positively impacted their teaching practice.

As a result of engaging with the TEP and the TIF, participants also reported increased confidence, more reflective and intentional practice and stronger engagement with evidence-informed approaches. Qualitative evidence demonstrated strengthened practitioner enquiry skills and increased professional confidence.

One participant reflected that:

> 'The TEP dispositions emerged as guiding lights, helping me recognise and solidify the qualities and abilities I inherently possess.'

The evaluation also found that the TEP continued to positively influence student learning and wellbeing outcomes, increased agency, confidence and collaboration. In 2025:

- 98 per cent of respondents indicated that the TEP had a 'significant' or 'highly significant' impact on student learning outcomes
- 99 per cent agreed or strongly agreed that the TEP positively impacted student wellbeing.

Evidence also indicated that the TEP continued to support teacher retention, professional growth and leadership pathways. Participants reported taking on new leadership responsibilities, facilitating professional learning and contributing to school improvement initiatives.

The 2025 TIF evaluation similarly found strong positive impacts on teacher capability, leadership and evidence-informed practice. All respondents 'agreed' or 'strongly agreed' that participation in the fellowship improved their capability as a teacher, including their skills, knowledge and subject matter expertise. Participants reported increased confidence, strengthened reflective practice and enhanced capacity to lead change and improvement initiatives within their schools. The evaluation also found that the TIF contributed positively to student engagement, academic achievement and wellbeing through strengthened learning design, inclusive teaching approaches and evidence-informed practice. Participants reported increased student engagement, improved confidence and stronger academic outcomes for students involved in fellowship projects.

The 2025 evaluation further highlighted the role of both programs in strengthening professional networks and cross-sectoral collaboration. Participants described the value of engaging with educators across different school contexts and sectors, with many continuing professional connections beyond program completion.

Overall, the evidence suggests that the TEP and TIF continue to make substantial contributions to strengthening teacher practice, supporting professional growth and leadership pathways and improving outcomes for Victorian students.

Evidence of positive impact

The evaluations outlined above generated evidence of positive impact. Below are examples of qualitative feedback from TEP evaluations grouped under 2 of the Academy's objectives.

Academy objective: To provide a dedicated pathway for established exceptional teachers to contribute to school and system improvement

> 'The practitioner enquiry processes have facilitated the ability to implement action research projects with the classroom, but also in my context. I found that the conversation tools from the frameworks we talk about in TEP – particularly in relation to teacher dispositions and how we engage with our students – have been really helpful in talking to colleagues about instructional change and our role within the spaces that we have.'
>
> TEP participant

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

> 'I've always gotten feedback around the fact that [students] want a variety of activities, or they want more group work. But for me, when I've tried to do them, I've always worried about how effective they are. But [the TEP] has given me some really good, tangible ways – and time to think about ways – so that I can facilitate that, while still having high impact on learning outcomes… I ran a revision class just last week and it was student-led. I set up different stations, but the girls were doing it themselves.'
>
> TEP participant

Academy regional centres

The Academy has 7 regional centres – in Bairnsdale, Ballarat, Bendigo, Geelong, Mildura, Moe and Shepparton.

The regional centres support the Academy's objectives and provide state-of-the-art professional learning facilities for regional and rural educators. In particular, the presence of regional centres contributes significantly to ensuring equity of access to high-quality professional learning for teachers and school leaders in regional and rural areas by reducing barriers to professional learning, for example, by significantly reducing travelling time. They help the Academy meet teachers and leaders at their point of need and strengthen networking opportunities by building collective efficacy in local areas.

Regional centres deliver a variety of Academy programs, including:

- leadership excellence programs, delivered in person and tailored to meet local needs
- TELCs, which enable local teachers to come together to collaborate and network
- professional learning programs developed in collaboration with local schools and system leaders to align with identified priorities in particular regions.

The Thought Leadership Series, led by the regional division on behalf of the Academy alumni, invites industry experts and thought leaders to share latest knowledge and best practice with educators through webinars and in-person professional learning programs. In 2025–26, the Thought Leadership Series has explored anxiety in the classroom, self-determination in education, teacher wellbeing, understanding how learning happens, and fostering culturally inclusive schools.

The Academy's regional division leads the annual Government Schools Principals Conference for up to 4,000 principals, assistant principals and system leaders to learn, network and plan together. In the 2025–26 reporting period, the event took place in late May 2026.

In addition, each Academy regional centre hosts numerous meetings and events for DE teams, schools and staff from across all sectors, professional associations and others, to support educational activities in their region. The regional centres are also available for hire to local community and business groups, ensuring effective use of the spaces.

Evidence of increasing equitable access

The presence of Academy regional centres has a significant impact on increasing access to professional learning across regional and rural Victoria. Evidence to support this has been gathered from program participants through their engagement in impact interviews. In 2025, Academy regional centres conducted a total of 42 impact interviews.

Findings highlight that the Academy regional centres play a pivotal role in enhancing access to professional learning for educators, creating a powerful environment for leadership development, positively impacting student outcomes and increasing community engagement.

Impact interviews demonstrate that professional learning is now more accessible to teachers and leaders in regional and rural areas due to the Academy's presence in regional Victoria, particularly for those with carer responsibilities and family commitments. It is also evident that professional learning empowers educators to take valuable learning back to their schools, facilitating a flow-on effect that has positively impacted participants' teaching practices and leadership approaches, and those of their colleagues in schools.

According to the findings, the physical presence of the Academy in regional locations is also a key factor in reinforcing the important status of the teaching profession. Educators noted that the Academy's facilities give credibility to their work, providing tangible recognition of the value of their professional learning.

The following responses from Academy program participants demonstrate how the Academy is meeting 3 of our legislative objectives through the work of the regional division.

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

> 'I strongly believe the presence of regional Academy centres will have a positive flow-on impact on student learning and academic outcomes. By giving teachers greater access to high-quality professional learning close to home, these centres upskill us in the latest evidence-based strategies and deepen our understanding of effective teaching practices.'
>
> Celebrating Student Capacity with Nairn Walker participant

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

> 'Both in my role as Learning Specialist and Numeracy Leader, I have been able to attend more professional learning since the regional centre opened in Geelong. This has allowed me to improve the programs we run back at school as well as pass on my learning and build the capacity of the teachers in the areas I lead. Also, if teachers are aware of what's on offer at Academy centres, they will benefit from the engagement themselves.'
>
> Numeracy and Literacy Pedagogy and Practice programs participant

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

> 'It has positively raised the profile of the profession, even just the centre/facility has a professional feeling and sense about it. It provides a perception to our teachers that they're valued, and by providing better access to regional and rural teachers, it ensures they also feel valued and have easier access to high-quality professional learning.'
>
> Leading Implementation of the VTLM 2.0 with Emina McLean participant

Academy regional centre use

Figure 4 outlines teacher and school leader registrations in Academy programs run by regional centres from 2022 to 2025. Note: In 2022, Academy regional teams commenced some programs offsite before centres officially opened throughout 2023, with all 7 centres operating by the end of 2023. Figure 4 shows that registrations in Academy professional learning programs delivered by regional centres, both onsite and offsite, have increased each year since opening.

Figure 4: Total commencements in Academy programs delivered by regional centres from 1 January 2022 to 31 December 2025

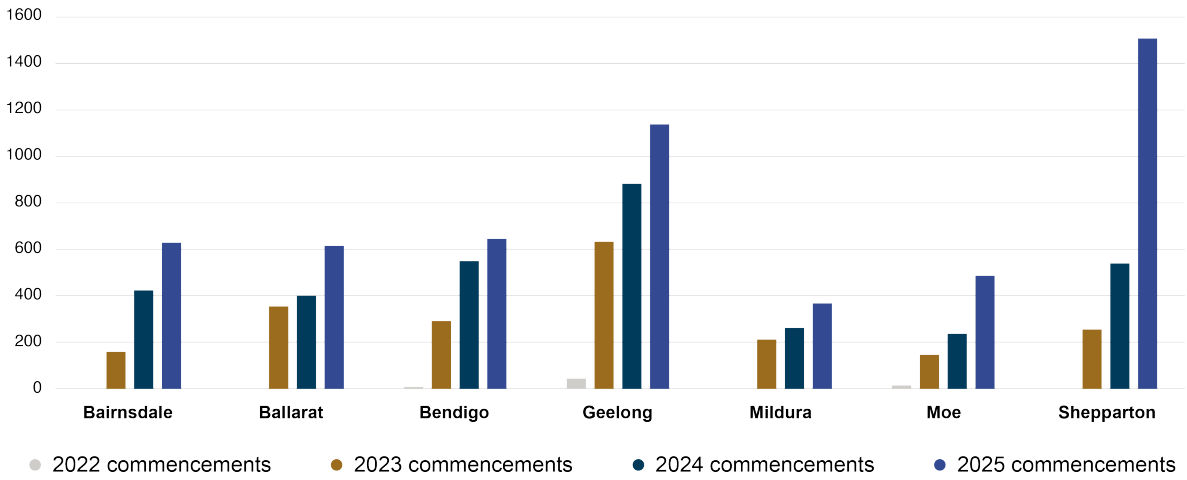


Table 2: Regional centre attendance, 1 July 2025 to 30 June 2026

Stakeholder	Events	Attendees
Academy	315	5,328
Department of Education	634	11,201
Government school	243	3,257
Other	160	2,827
Total	**1,352**	**22,613**

Note: Attendance is for any activity, not limited to professional learning (for example, school improvement team, school planning, interviews or coaching).

Table 3: Academy programs that ran between 1 January 2025 and 30 June 2026

These are the Academy programs that ran between 1 July 2025 and 30 June 2026. The Academy's output performance measures are calculated on a calendar-year basis, therefore programs that ran between 1 January 2025 and 30 June 2025 are also included in this table.

Academy Programs	Classroom Teachers	Emerging Leaders	Middle Leaders	Assistant Principals	Principals	System Leaders
Academy Facilitator Program			●	●	●	●
AI in Education Symposium	●	●	●	●	●	●
Alumni Practice Circle: Behaviour Leadership with Alex Wignall (Alumni Network Events)	●	●	●			
Alumni Practice Circle: Building Community in the Secondary Classroom (Alumni Network Events)	●	●	●			
Alumni Practice Circle: Enhancement Time (Alumni Network Events)	●	●	●			
Alumni Practice Circle: From Access to Engagement: Creating Learning Opportunities for All (Alumni Network Events)	●	●	●			
Alumni Practice Circle: Lessons on Laughter (LOL) (Alumni Network Events)	●	●	●	●	●	●
Assistant Principal Mentoring Program				●		
Bricks and Mortar			●	●	●	
Bruce Armstrong: Improving School Culture Sessions 2025				●	●	
Celebrating Student Capacity with Nairn Walker	●	●	●	●	●	
Clarity Learning Suite				●	●	●
Classroom Dynamics for Student Engagement with Glen Pearsall	●	●	●			
Coach Accreditation				●	●	
Collaborative Complex Problem Solving				●	●	●
Connect: Assistant Principals				●		
Create: Middle Leaders			●			
Cultivating Effective Teams with Dr Ryan Dunn			●			
Cultivating Positive Learning Environments	●	●	●	●	●	
Data-Driven School Improvement			●	●	●	
Deepening Understanding of the RRRR Curriculum and Supporting Whole School Wellbeing	●	●	●	●	●	●
Elevate: Experienced Principals					●	
Elevate: Power and Conflict with Frank Handy					●	
Elevate: Resilient Leadership with Heather De Blasio					●	
Emotionally Intelligent Leadership			●	●	●	●
Emotionally Intelligent Leadership for Networks			●	●	●	●
Emotionally Intelligent Leadership Modules			●	●	●	●
Engaging Students in Mathematics with Peter Sullivan	●	●	●	●	●	
Enhancing Creativity in the Classroom with GenAI (Alumni Network Events)	●	●	●	●	●	●
Enhancing Creativity in the Classroom with GenAI: Assessment and GenAI (Alumni Network Events)	●	●	●	●	●	●
Enhancing Creativity in the Classroom with GenAI: Partnering for Pedagogy (Alumni Network Events)	●	●	●	●	●	●
Evolve Mentoring					●	
Evolve: New Principals					●	

Academy Programs	Classroom Teachers	Emerging Leaders	Middle Leaders	Assistant Principals	Principals	System Leaders
Evolve: The Imperfect Leadership Mindset					●	
Eye on Behaviour: High Probability Strategies with Dr Terry Scott	●	●	●	●	●	●
Facilitator Training: Numeracy Pedagogy and Practice			●	●	●	●
Finance Matters			●	●		
Fostering Culturally Inclusive Schools with Pearl Subban	●	●	●	●	●	●
Generative Artificial Intelligence in Education (Alumni Network Events)	●	●	●	●	●	●
Harvard Certificate in School Management and Leadership (CSML)				●	●	
Harvard Data Wise Australia			●	●	●	
Harvard Data Wise Coach Certification			●	●	●	
Harvard – Instructional Leadership Certificate (ILC)			●	●		
Harvard Principals' Centre in Australia					●	
Health, Safety and Wellbeing			●	●	●	
Impact: Emerging Leaders		●				
Implementing the VTLM 2.0 through Responsive Teaching with Bron Ryrie Jones	●	●	●			
Influence			●	●		
Inspire	●	●				
Inspire: Facilitator Program				●	●	●
Inspiring School Pride and Confidence				●	●	●
Law and Order			●	●	●	
Leadership Coaching				●	●	
Leading Implementation of Evidence-based Teaching Practices with AERO			●		●	
Leading Implementation of the VTLM 2.0 through Explicit Literacy Teaching with Emina McLean	●	●	●	●		
Leading Implementation of the VTLM 2.0 through Explicit Teaching of Writing: A Whole School Approach with Emina McLean	●	●	●	●		
Leading Instructional Excellence			●	●	●	●
Leading Literacy	●	●	●	●	●	
Leading Mathematics	●	●	●	●	●	
Leading Quality Conversations			●	●	●	●
Leading Quality Conversations: Facilitator Training				●	●	●
Leading School Improvement				●	●	
Leading the Explicit Teaching of Writing using the VTLM 2.0 with Emina McLean	●	●	●	●	●	
Leading with Emotional Intelligence (VAPA Candidates)				●		
Literacy Pedagogy and Practice	●	●	●			
Literacy Pedagogy and Practice: Facilitator Program			●	●	●	●
Mathematical Modelling Masterclass with Dr Jill Brown			●	●	●	●
Mathematics Pedagogy and Practice	●	●	●			
Mathematics Pedagogy and Practice: Facilitator Program			●	●	●	●
Mathematics Symposium	●	●	●	●	●	●
Middle Leaders Day			●	●		
Network Leaders Data Capability with Simon Breakspear						●
New to Teaching	●	●				

Academy Programs	Classroom Teachers	Emerging Leaders	Middle Leaders	Assistant Principals	Principals	System Leaders
Preventing and Managing Conflict			●	●	●	
Principal Mentoring					●	
Risk Management for School Leaders				●	●	
School Procurement				●	●	
The Knowledge Gap - Natalie Wexlar			●	●	●	
Strengthening Wadawurrung Perspectives across Barwon Schools			●	●	●	
Teaching Excellence Program	●	●				
Teaching Excellence Talks: Feedback with Impact: Lessons from Professional Sports (Alumni Network Events)	●	●	●	●		
Teaching Excellence Talks: Humour is a Serious Business (Alumni Network Events)	●	●	●	●	●	●
Teaching Impact Fellowship	●	●	●			
Teaching Mathematics through Culture = Deep Learning		●	●	●	●	●
Team Coaching for CoP Leaders						●
The Literacy Leap: The Transition from Primary to Secondary School with Misty Adoniou		●	●	●	●	●
Thought Leadership Series	●	●	●	●	●	●
Tools for Explicit Teaching with Michael Rosenbrock	●	●	●			
Trauma Sensitive Practice in Education	●	●	●	●	●	
Understanding How Students Learn with Nathaniel Swain	●	●	●	●		
Understanding the Science of Learning and Leading	●	●	●	●		
Unlocking Potential: Principal Preparations				●		
VAPA: Portfolio Preparation Program				●		
Victorian Aspiring Principal Assessment (VAPA)				●		
VTLM 2.0 for Teachers and Leaders	●	●	●	●	●	●
VTLM 2.0 Teaching Practice Series	●	●	●	●	●	●
WISE 2025 System Leaders						●
WISE Optional Masterclass						●
WISE Optional Momentum Session						●
Women in Leadership with Dr Marcia Devlin		●		●	●	
Women Leading: Globally Engaged Schools				●	●	
Women Leading in Education				●	●	
Workforce Planning					●	
Writing across Secondary Disciplines with Misty Adoniou	●	●	●	●	●	●
Writing Masterclass with Misty Adoniou	●	●	●	●	●	●

Academy measures of success and indicators and targets (outputs)

Table 4: Academy output performance measures

Performance measures	2025–26 target	2025–26 actual[1]
Quantity	Number	Number
Number of assistant principals participating in leadership development programs at the Academy of Teaching and Leadership (day length or longer)	1,000	1,817
Number of principals participating in leadership development programs at the Victorian Academy of Teaching and Leadership (day length or longer)	1,100	1,758
Number of teaching service staff who are not principals or assistant principals participating in leadership development programs at the Victorian Academy of Teaching and Leadership (day length or longer)	3,000	5,754
Number of participants in the Teaching Excellence Program	400	499
Number of teaching service staff participating in short-form Academy professional learning	3,000	4,962
Quality	Percent	Percent
Proportion of participants (all programs) who are satisfied with the Victorian Academy of Teaching and Leadership's professional learning and development training	82	89
Proportion of participants rating (all programs) the impact of the Victorian Academy of Teaching and Leadership's professional learning on their own development and practice at or above 'significant'	78	87

1. The Academy's output performance measures are calculated on a calendar-year basis. The 2025–26 actual figures are reported using data from the 2025 calendar year.

Note: The above performance measures and results have been taken from 'Supports for Schools and Staff' within the Education portfolio in the *2026–27 Department Performance Statement*. The statement describes the objectives and associated performance indicators departments seek to achieve over the medium term. It also describes the outputs (goods and services) that departments are funded to deliver to achieve these objectives.

Financial summary

Table 5: Financial summary

Financial summary	12-month period to Jun 26	12-month period to Jun 25
Total income from transactions	$48,935,956	$58,494,536
Total expenses from transactions	$49,852,587	$52,600,004
Net result from transactions	($916,631)	$5,894,532
Net result for the period	**($916,631)**	**$5,894,532**
Net cash flow from operating activities	$450,704	$848,028
Total assets	**$33,632,076**	**$35,624,925**
Total liabilities	**$5,943,169**	**$7,019,387**

Significant changes in financial position – balance sheet

There was a $1.9 million decrease in assets in 2025–26 compared to 2024–25 due to the Academy funding a customer relationship software project from Academy receivables. There was a $1.1 million reduction in liabilities in 2025–26 compared to 2024–25 due to reduced expense accruals as a result of reduced school grant payments.

Significant changes in financial position – operating statement

In 2025–26 the Academy recorded a $6.8 million reduction in net result from transactions compared to 2024–25 due to reduced grant revenue from the Victorian Government and expenditure on the customer relationship software project.

Significant events affecting the Academy that occurred after balance date

There were no significant events that occurred after 30 June 2026 that affect the Academy's operations.

Organisational structure and corporate governance arrangements

Minister for Education



The Hon. Ben Carroll MP

Deputy Premier, Minister for Education and Minister for WorkSafe and the TAC

Ben Carroll was born and raised in Airport West where his family have lived for over 40 years. Ben has over 20 years' experience in public service, including as a lawyer for the Victorian Government and adviser to Victorian Premier Steve Bracks.

First elected as the Member for Niddrie on 24 March 2012, Ben was appointed the Minister for Industry and Employment in October 2017. In this role he oversaw the implementation of Australia's first ever local jobs first legislation and the country's first Social Procurement Framework.

Following the 2018 Victorian State Election, Ben was appointed the Minister for Crime Prevention, Corrections, Youth Justice and Victim Support.

In June 2020, Ben was appointed the Minister for Public Transport, Roads and Road Safety.

In July 2022, Ben added the portfolios of Minister for Industry Support and Recovery and Business Precincts to his existing portfolio responsibilities of Public Transport, Roads and Road Safety. In these roles, Ben focuses on ensuring Victoria's transport network and industry policies provide access to opportunity, support the transition to net zero emissions and build a fairer society.

Following the 2022 Victorian State Election, Ben added the portfolios of Minister for Industry and Innovation, Manufacturing Sovereignty and Employment to his existing portfolio responsibility of Public Transport.

In October 2023, Ben became the Deputy Premier and Minister for Education and Medical Research.

In December 2024, Ben added the ministerial portfolio of WorkSafe and the TAC and retained the portfolio of Education.

In April 2026, Ben added the ministerial portfolio of Medical Research and retained the portfolios of Education, and WorkSafe and the TAC.

Senior leadership



Dr Marcia Devlin AM

Chief Executive Officer

Dr Marcia Devlin AM PhD GAICD joined the Academy in 2021 as the inaugural CEO. Dr Devlin brings more than 30 years of national and international experience in education and an unwavering commitment to continuously improving the quality of teaching and learning, ensuring the concept of excellence encompasses equity, and strengthening educational leadership. In 2023, Marcia was awarded a Member of the Order of Australia (AM) for her significant contributions to education and to gender equity.

Marcia began her education career as a primary school teacher before moving into the tertiary sector. She is now a globally recognised expert in education, educational equity and leadership, an Honorary Professor at Macquarie University and a registered psychologist. Her PhD examined the impact of professional learning and coaching on university teaching and student outcomes.

Prior to her appointment at the Academy, Marcia was senior deputy vice-chancellor at Victoria University and before that, she held executive and senior leadership 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 115 keynote and invited addresses in 10 countries, won over $6 million in research funding and has hundreds of academic, professional and media publications to her name.

Marcia is a Trust member of the Queen Victoria Women's Centre, an elected Lifetime Fellow of the UK-based Society for Research into Higher Education and an appointed Specialist with the Hong Kong Council for the Accreditation of Academic and Vocational Qualifications. She also serves on the advisory board of the journal *Student Success*, the editorial advisory board of *Studies in Higher Education* and the editorial board of the *Journal of Pathways Education and Research*.

Marcia is formerly a non-executive director on the Melbourne Polytechnic board and chair of their Education Quality Committee and a board member and committee Chair of the Victorian Curriculum and Assessment Authority (VCAA). Marcia also served as Interim CEO of the VCAA to oversee the delivery of the 2024 Victorian Certificate of Education results.



Peter Saffin

Chief Operating Officer

As inaugural COO, Peter works closely with the CEO to lead and oversee the Academy's operational accountabilities, including aligning strategy, budget, business planning, compliance and reporting with the government's overall policy and delivery priorities and the Academy's legislated objectives.

Peter brings 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, working in government, Catholic and Independent schools. He then moved into educational publishing, where he led teams producing award-winning print and digital resources and learning platforms for Australia and internationally. Peter has managed various operational teams and was Managing Director of ANZ for Macmillan Education Australia.

Prior to joining the Academy, Peter was CEO of the Mathematical Association of Victoria where he built a sustainable business model of diverse revenue streams, increased funding sources and led the development and implementation of strategic plans to improve and grow services, advocacy, partnerships, governance and operational performance. A large focus of Peter's work was on partnerships, professional learning and creating impact for the teaching profession. In 2024, Peter was made an Honorary Life Member in recognition of his contribution to the association, and mathematics education in Victoria.

Peter has served on several boards in the not-for-profit sector. Peter was previously Vice-President of the Australian Society of Association Executives, Vice-President and Treasurer of the Council of Professional Teachers Association of Victoria and has served on the Australian Publishers Association board.

Peter holds a Bachelor of Education (Deakin) and a Graduate Diploma in Environmental Science (Monash), is a Graduate of the Australian Institute of Company Directors and is a Certified Association Executive.

During the reporting period, Peter served as Acting CEO from 3 to 7 November 2025 and from 29 to 31 December 2025.



Tyron Paspa

Director, Regional Division

As Director, Regional Division, Tyron oversees the Academy's 7 regional centres. He brings together key stakeholders across Victoria to identify professional learning needs and priorities across regional Victoria and bring the regional centres to life with high-quality professional learning at accessible locations.

Over more than a decade in the Victorian public service, Tyron has held roles in investment strategy, early childhood and schools policy, infrastructure, and project and program management.

In 2021, Tyron was the project director responsible for establishing the Victorian Academy of Teaching and Leadership. He has also made significant contributions to the public sector as a founding manager at the Victorian School Building Authority, working with government to secure more than $10 billion in funding for various initiatives, leading the Asset Management Reform initiative in schools, and has worked across Regional Development Victoria, Corrections Victoria and the Department of Health. Tyron has a passion for good public administration, connecting with people and a focus on delivering public value.



Jim Moran

Acting Director, Business Services Division (from 23 June 2025)

Jim provides strategic leadership of the Academy's corporate services functions, including procurement, risk management, performance reporting and evaluation, human resources and culture, finance, facilities management, and information and audiovisual technology. Through this portfolio, he enables the effective, efficient and accountable operation of the Academy, including oversight of compliance and audit functions, ensuring the Academy meets its obligations as a statutory authority.

Since joining the Academy at establishment from the Bastow Institute, Jim has made a significant contribution to the establishment of the Academy's 7 regional centres and the growth in venue hire utilisation.

He brings extensive leadership experience across commercial property and asset management, venue operations and major events, and applies a strong commercial lens to the delivery of public value.



Gerard O’Shaughnessy

Director, Academy Services Division

A former secondary school Psychology and Drama teacher, Gerard has significant school leadership experience in Australia and internationally and has served in Head of School and Assistant Principal positions.

Gerard has a passion for equity and excellence in education, particularly for students with disabilities and additional needs. He managed DE’s Student Voice and Academic Excellence Unit before moving into the Learning Design and Innovation area. Gerard also project managed the establishment of the Centre for Higher Education Studies.

Gerard joined the Academy in 2022, and successfully established and led the participant and program support function. Gerard holds a master’s degree in Educational Leadership and Management. In his capacity as Director of the Academy Services Division, Gerard has led the Academy’s communications, marketing, learning design, data and evidence and participant experience functions, ensuring continuous improvement and high-quality experiences for program participants and broader stakeholders.

During the reporting period, Gerard served as Acting COO from 29 December 2025 to 7 January 2026.



Emily Benson

Director, Teaching Excellence Division (until 15 June 2026)

Director, Teaching and Leadership Excellence Division (from 15 June 2026)

Emily began her career in education in 2007, joining DE as a primary school teacher, and later served in the role of Assistant Principal. In the public service, Emily has held educational leadership positions focused on initiatives to enhance student learning outcomes and wellbeing.

In 2022, Emily joined the Academy’s regional division in the role of Manager, Regional Coordination, leading forums and conferences aimed at enriching the professional development of principals and assistant principals, and supporting the establishment of the division.

As Director of the Teaching and Leadership Excellence Division, Emily oversees professional learning in leadership, teaching practice and current priorities and challenges in education across all school sectors for Victoria’s exceptional teachers and leaders. The Teaching and Leadership Excellence Division also provides thought leadership, resources and insights for teachers and school leaders.



Adam Hogan

Acting Director, Strategic Projects (from 23 May 2026)

Adam is a strategic and values-driven executive with more than 20 years' experience leading transformation across education, government and the not-for-profit sector.

As Acting Director, he leads strategic projects across 3 sectors, supporting 2,300 schools and more than 50,000 school staff who contribute to the learning and wellbeing of Victoria's one million students. He has also served as a Principal in Residence within the Academy and as a College Principal, leading large public organisations through renewal, strengthening governance, culture and strategic alignment to achieve measurable outcomes.

In addition to his executive leadership roles, Adam is an Adjunct Senior Practitioner with Federation University and serves as Executive Director and Chief Financial Officer of the Gippsland Emergency Relief Fund. Adam is a Graduate of the Australian Institute of Company Directors and MBA Dux.

Former members of the senior leadership during the reporting period

Megan Knowles was Director of the Business Services Division until 24 May 2025, Acting Director, Strategic Projects from 25 May 2025 to 22 May 2026 and served as Acting COO from 1 to 6 July 2025.

Kendra Parker was Director of the Leadership Excellence Division until 22 May 2026 and served as Acting COO from 1 to 3 October 2025.

Board

The Board sets the strategic direction for the Academy and is accountable to the Minister for Education.



Dr Toni Meath

Chair

Dr 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 was Principal of the Mac.Robertson Girls' High School and 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.

During the reporting period Dr Meath was on approved leave from 19 to 30 June 2026.



Tony Nippard

Acting Chair (from 19 June 2026)

Tony is a governance professional, experienced chair, board director, committee member and executive.

For over 35 years, he has been a board director of over 20 not-for-profit and public entities operating across diverse sectors, including 3 TAFEs, secondary and tertiary education, community mental health, housing, circus and comedic arts, health informatics, children's services, defence, alpine resort management, mortgage finance and member organisations. This has included extended terms as board chair, vice chair, committee member and chair.

He is a board director of the Victorian Registration and Qualification Authority (VRQA) and chairs the VRQA Apprentices and Trainees Compliance and Quality Committee.

He has conducted numerous board reviews, investigations and training programs for a broad range of boards and organisations. He is a Principal of Thoughtpost Governance, a Fellow of the Australian Institute of Company Directors, Governance Institute of Australia and Australasian College of Health Services Management.

Tony was appointed by the Minister for Education to act as Chair from 19 June 2026.



Chris Thompson

Nominee on behalf of the Secretary of DE

Chris Thompson is Regional Director of DE's South-Western Victoria region. In this role he provides an interface between the government, DE's central office, and schools and service providers, ensuring that learners move seamlessly through the government education system and that improved learning and wellbeing outcomes for all Victorians are realised.

Chris has held a number of other executive roles at DE, focusing on education policy relating to languages, sport and multicultural, Koorie and rural students. He has also worked at the Victorian Government departments of Premier and Cabinet, Planning and Community Development and Human Services.



Judy Connell

Nominee of the Victorian Catholic Education Authority (from 1 March 2026)

Ms Judy Connell is the General Manager, Education Programs and Support, at the Victorian Catholic Education Authority (VCEA) where she manages VCEA curriculum, vocational pathways and target programs and associated budgets, funding distributions, reporting and accountabilities, contracts and service level agreements. Prior to this role, Ms Connell was General Manager, Learning Diversity, at the Melbourne Archdiocese of Catholic Schools. She has strong leadership skills and experience in policy development, working with education authorities, education sectors, community service agencies, tertiary institutions, dioceses and state and federal government agencies, and extensive experience in representing VCEA and the National Catholic Education Commission at state and national level.



Pauline Cutajar

Nominee of Independent Schools Victoria (from 3 June 2026)

Pauline Cutajar is Executive Director, Education and School Operations at Independent Schools Victoria, bringing over 35 years of experience across the Catholic and Independent education sectors. She is recognised for her commitment to advancing professional growth, student-centred learning and values-driven leadership. Pauline served as the final Principal of Shelford Girls' Grammar, leading the school through a significant transformation and its successful integration with Caulfield Grammar School. During this period, she provided clear, inclusive leadership, sustaining strong learning outcomes while supporting staff and community through complex change. She later worked in a leadership consultancy role at Caulfield Grammar School, partnering with school leaders to strengthen reflective practice, sharpen strategic focus and enhance their capacity to lead sustained improvement. Throughout her career, Pauline has championed professional learning as a key lever for school improvement, designing and leading initiatives that build educator capability, strengthen practice and deliver improved outcomes for students.



Lucy Amon

Lucy Amon is Head of First Nations Strategy and Engagement at North Melbourne Football Club. She has held roles in both the government and Independent sectors in Victoria, as an Indigenous programs coordinator and as a classroom teacher. Lucy has also been a First Nations education consultant in the private sector and is a former member of the Education Committee of the board of Melbourne Indigenous Transition School.



Dr Kerry Elliott

(from 1 March 2026)

A former teacher and leader in Victorian schools, Dr Kerry Elliott now holds senior research roles at the Australian Council for Educational Research and the Australian National University. Kerry brings over 25 years of experience spanning research, policy and practice. Her work focuses on leadership in complex systems and strengthening collective capacity for improvement. She works nationally and internationally, collaborating with academic, government and industry partners to design, implement and evaluate approaches that support individuals, collectives and systems to navigate complexity, build shared capability and drive sustained improvement across education and other sectors. Kerry holds a PhD in Education, a Master of School Leadership, a Graduate Diploma in Special Education and bachelor degrees in Teaching and Arts.

Former Board members

Martin Keogh, nominee of the VCEA until 31 December 2025, was General Manager of Learning and Teaching at Diocese of Sale Catholic Education Limited. He is responsible for the strategic direction and support of Catholic schools, both metropolitan and regional, located in south-eastern Victoria.

Christine Lucas, nominee of Independent Schools Victoria until 31 December 2025, was Head of School Services at Independent Schools Victoria. An accomplished educational leader, Christine has had a successful career in school-based, jurisdictional and national senior roles, including as Vice-Principal of Hillcrest Christian College, Principal of Brindabella Christian College and senior roles in the Australian Government departments of Education and Community Services.

Nicole Pollard, Board member until 28 February 2026, is Principal of Marlo Primary School. She is a passionate regional school leader who has a deep understanding of the unique challenges faced by young people in regional Victoria. She is a Network Executive Member.

In memoriam – Professor Chris Walsh

Academy Board member Professor Chris Walsh passed away after an illness. Chris was a highly valuable member of the Board from 2025 to 22 January 2026. A former school teacher and multiple award-winning Dean at Victoria University Online, Chris was an empowering and principled leader who championed teaching quality and workplace equity and who opened doors for others to step into leadership. He consistently advocated for those without a voice, guided by a deep commitment to social justice and the transformative power of education.

An experienced director, even in his short time with us, Chris was a highly valuable Board member. His ability to examine the detail and draw insight from Board and Audit and Risk Committee papers was remarkable. He promoted our work among colleagues and online. His genuine care and concern for Academy staff, including the executive team, was clear in his questions after and continued interest in our wellbeing. His kindness and care for others were notable, as was his optimism. He is sorely missed.

Audit and Risk Committee

The Audit and Risk Committee is appointed by the Board in accordance with the Standing Directions 2018 of the Minister for Finance under Victoria's *Financial Management Act 1994* (FM Act).

The Audit and Risk Committee assists the Board in fulfilling its oversight and governance responsibilities and obligations under the FM Act.

In accordance with the FM Act and associated Standing Directions 2018 of the Minister for Finance, the Audit and Risk Committee monitors:

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

The members of the Audit and Risk Committee are:

- Kathryn Brown, Chair
- Chris Thompson (from 1 March 2026)
- Judy Connell (from 1 March 2026)
- Dr Kerry Elliott (from 1 March 2026)

Former members of the Audit and Risk Committee during the reporting period were:

- Martin Keogh (until 31 December 2025)
- Professor Chris Walsh (until 22 January 2026)
- Christine Lucas (until 31 December 2025).



Kathryn Brown

Kathryn is the independent Chair of the Board's Audit and Risk Committee.

Kathryn is a chartered accountant, experienced financial services executive and non-executive director. She has held a range of executive roles across Deloitte, Henderson Global Investors and the ANZ Bank, including in the areas of loan asset management and funds management. She currently sits on the Financial Services Credit Panel of the Australian Securities and Investments Commission and also sits on the Disciplinary Tribunal for Chartered Accountants of Australia and New Zealand. She holds a Bachelor of Commerce from the University of Otago, New Zealand with a postgraduate diploma qualification in Risk and Compliance, is a Fellow of the Chartered Accountants Australia & New Zealand, a Fellow of the Governance Institute of Australia, and a Graduate of the Australian Institute of Company Directors. She is a non-executive director of Housing Choices Australia, Mental Health First Aid International and the Council on the Ageing (Victoria), and Chairs the Finance, Risk and Audit Committees for 2 organisations. She is also an independent member of the Finance Committee of Ambulance Victoria, and an independent member of the Audit and Risk Committee for Queen Victoria Women's Centre Trust.

Organisational structure

Between 10 February and 15 June 2026, the Academy implemented a Clause 11 process resulting in a change to its organisational structure effective 15 June 2026.

The Academy's new structure reflects our matured operating environment, strengthens the delivery of our priorities and supports us to operate within our allocated budget.

As part of this change the Teaching Excellence and Leadership Excellence divisions merged to become one division – the Teaching and Leadership Excellence Division led by one director.

Other organisational changes relate to the movement of functions between divisions as reflected in Figure 6.

Figure 5: Academy structure 1 July 2025 – 14 June 2026

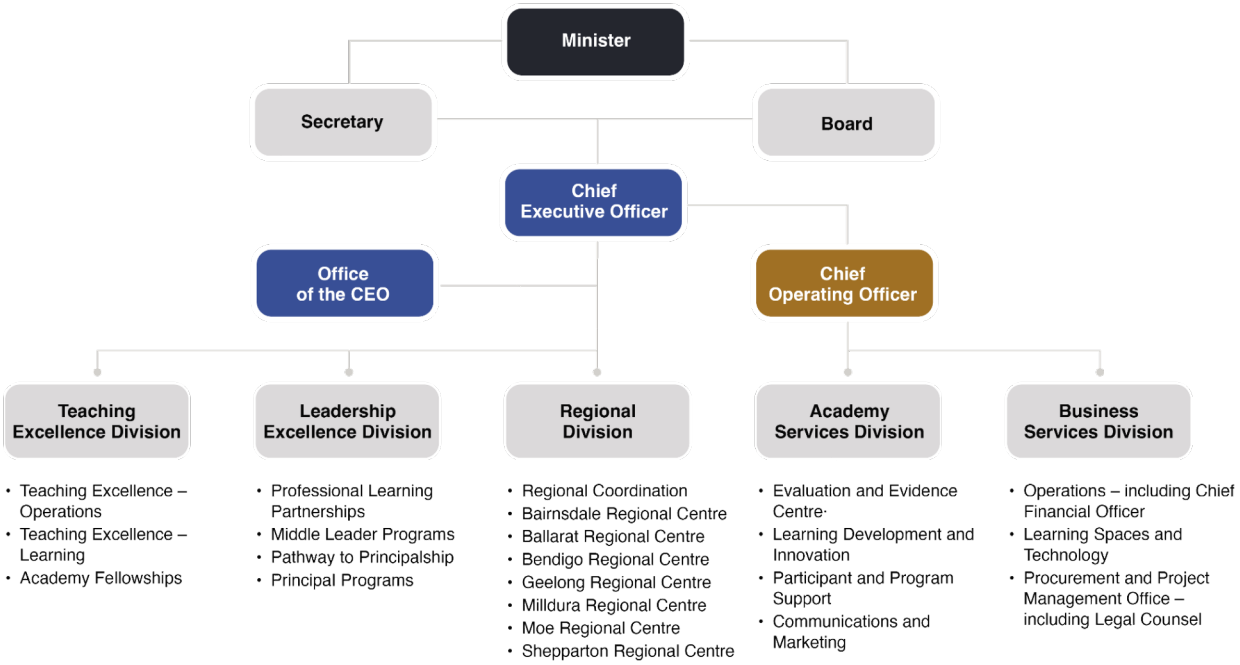
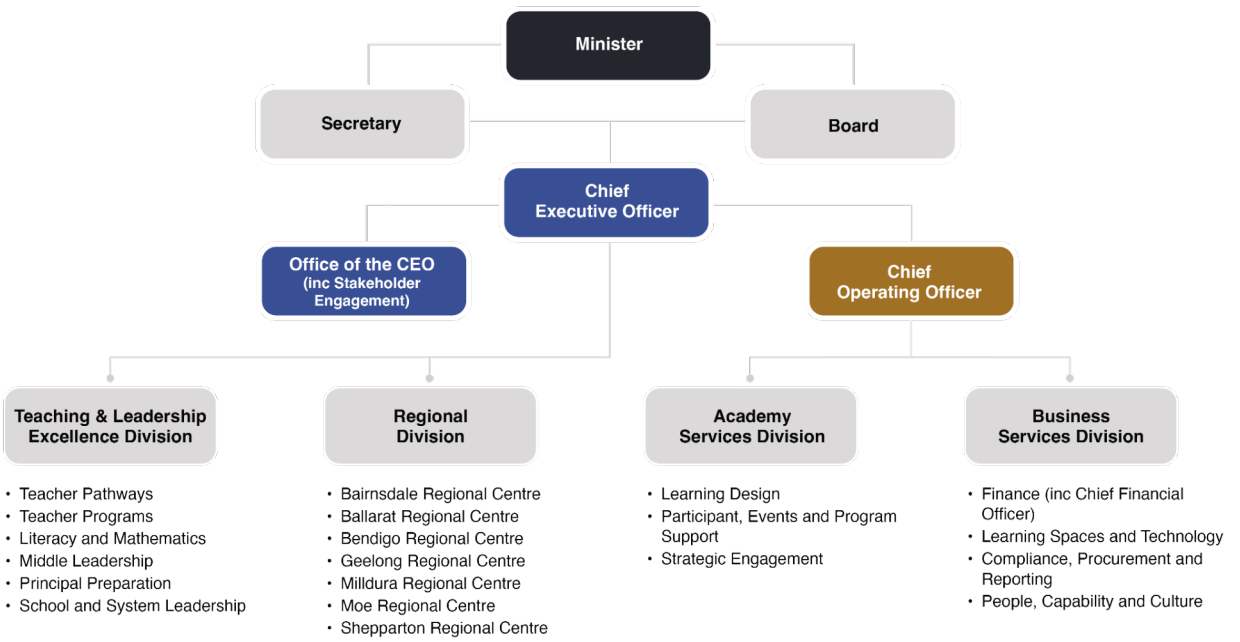


Figure 6: Academy structure 15 June 2026 – 30 June 2026



Occupational health and safety

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 and visitors
- 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 the health of staff or visitors
- assists the Academy's OHS representatives to maintain their knowledge and be informed of any changes to Victoria's *Occupational Health and Safety Act 2004*
- applies OHS policies, procedures and practices, which include active participation on DE's Education Precinct OHS Committee.

Key OHS initiatives and activities in 2025–26 included:

- quarterly OHS Committee meetings with employee-elected Health and Safety Representatives to discuss relevant issues, proactively address hazards and define areas for improved OHS capability across the Academy
- emergency management compliance activities, including training of fire wardens, practical emergency evacuation drills across all Academy sites and meetings of the Emergency Control Organisation
- review of compliance with the WorkSafe Compliance Code for first aid in the workplace across all Academy sites
- proactive workplace inspections and responses to any hazard identification.

The Academy operates within DE's infrastructure and controls. Accordingly, it complies with DE's OHS policies and procedures, including reporting requirements.

DE's Annual Report 2025–26 contains reporting on incidents, hazard management and workers' compensation relating to the Academy.

Employment and conduct principles

Our culture

Employee Value Proposition

The Academy's Employee Value Proposition, developed in collaboration with Academy staff, is presented below.

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 Matter and Pulse surveys

The Academy is committed to measuring, understanding and proactively supporting our culture. The Academy uses the results of the People Matter and other employee surveys to understand what is working well, where we can improve and how we can sustain a positive and supportive workplace. The Academy uses the surveys to monitor and continually improve our approach to supporting staff and enhancing workplace culture.

The results of the People Matter survey in 2025 were again very positive and indicate an engaged workforce. Feedback was used to co-develop actions and strategies with staff around work design and workload management; culture, wellbeing and psychological safety; and learning and development and career growth.

Workforce data

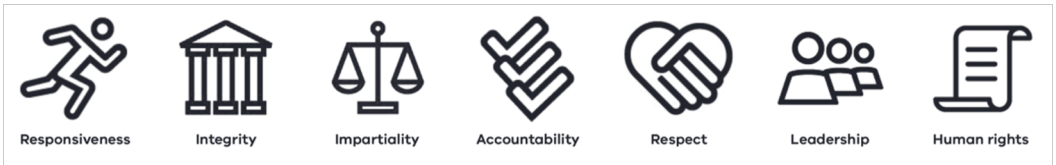
Public sector values and employment principles

Public sector values

The Academy adopts the values set out in the Code of Conduct for Victorian public sector employees (the Code). These values define what is important to the Academy's work and underpin our employees' interactions with colleagues, participants, stakeholders, suppliers and the broader education sector community.

The Academy uses DE's suite of Victorian Public Sector (VPS) values materials to support consistent interpretation and a strong connection with the values in our everyday work.

Figure 7: Public Sector Values



Code of conduct

The Academy adopts the Code and prescribes standards of behaviour expected of the Academy's employees, including the VPS values. The Code is binding on Academy employees. The Academy supports the Code in many practices, such as declaring conflicts of interest, management of gifts, benefits and hospitality, and the prevention and reporting of unethical behaviour. The Academy leverages many of the department's tools and resources to support consistent adherence to and implementation of the Code.

Comparative workforce data

Table 6: Comparative workforce data

	Jun 26							Jun 25						
	All employees		Ongoing			Fixed term/ casual		All employees		Ongoing			Fixed term/ casual	
	Headcount	FTE	Full-time	Part-time	FTE	Headcount	FTE	Headcount	FTE	Full-time	Part-time	FTE	Headcount	FTE
Gender														
Female	72	69.9	44	9	51.3	19	18.6	91	86.5	46	12	55.2	33	31.3
Male	24	23.8	20	1	20.8	3	3.0	35	34.8	23	1	23.8	11	11.0
Self-described	1	1.0	1	-	1	-	-	2	2.0	2	-	2.0	-	-
Age														
15–24	1	1.0	1	-	1.0	-	-	9	8.8	-	-	-	9	8.8
25–34	18	17.8	8	1	8.8	9	9.0	24	23.2	10	2	11.6	12	11.6
35–44	35	33.6	25	4	28.0	6	5.6	48	45.9	30	5	33.8	13	12.1
45–54	31	30.4	21	4	24.4	6	6.0	35	33.5	21	5	24.7	9	8.8
55–64	10	9.9	8	1	8.9	1	1.0	12	11.9	10	1	10.9	1	1.0
65+	2	2	2	-	2	-	-	-	-	-	-	-	-	-
Classification														
VPS 1–6 grades	**95**	**92.7**	**63**	**10**	**71.1**	**22**	**21.6**	**125**	**120.3**	**68**	**13**	**78.0**	**44**	**42.3**
VPS 1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
VPS 2	-	-	-	-	-	-	-	6	5.8	-	-	-	6	5.8
VPS 3	13	12.6	9	1	9.8	3	2.8	13	12.6	8	1	8.8	4	3.8
VPS 4	29	28.6	18	2	19.6	9	9.0	34	32.8	14	3	16.2	17	16.6
VPS 5	39	37.8	24	5	28.0	10	9.8	48	46.2	29	4	32.1	15	14.1
VPS 6	14	13.7	12	2	13.7	-	-	24	22.9	17	5	20.9	2	2.0
Senior employees	**2**	**2.0**	**2**	-	**2.0**	-	-	**3**	**3.0**	**3**	-	**3.0**	-	-
Senior Technical Specialist	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Executives	2	2.0	2	-	2.0	-	-	3	3.0	3	-	3.0	-	-
Total employees	**97**	**94.7**	**65**	**10**	**73.1**	**22**	**21.6**	**128**	**123.3**	**71**	**13**	**81.0**	**44**	**42.3**

Notes:

- '**Headcount**' refers to the number of people employed. Each person counts as an employee regardless of the number of hours they are engaged to work.
- Age of staff is calculated at 30 June each year.
- SES includes SES1-3.

Table 7: Teaching service workforce data

	Jun 26							Jun 25						
	All employees		Ongoing			Fixed term/ casual		All employees		Ongoing			Fixed term/ casual	
	Headcount	FTE	Full-time	Part-time	FTE	Headcount	FTE	Headcount	FTE	Full-time	Part-time	FTE	Headcount	FTE
Gender														
Female	20	19.5	19	1	19.5	-	-	17	16.6	15	2	16.6	-	-
Male	13	13.0	13	-	13.0	-	-	14	14.0	14	-	14.0	-	-
Self-described	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Age														
Under 25	-	-	-	-	-	-	-	-	-	-	-	-	-	-
25–34	2	2.0	2	-	2.0	-	-	3	3.0	3	-	3.0	-	-
35–44	13	13.0	13	-	13.0	-	-	13	12.8	12	1	12.8	-	-
45–54	13	12.5	12	1	12.5	-	-	9	8.8	8	1	8.8	-	-
55–64	5	5.0	5	-	5.0	-	-	6	6.0	6	-	6.0	-	-
65+	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Classification														
Executive Class	5	5.0	5	-	5.0	-	-	4	4.0	4	-	4.0	-	-
Principal Class	16	16.0	16	-	16.0	-	-	13	12.6	11	2	12.6	-	-
Teacher Class	11	10.5	10	1	10.5	-	-	13	13.0	13	-	13.0	-	-
Education Support Class	1	1.0	1	-	1.0	-	-	1	1.0	1	-	1.0	-	-
Total employees	**33**	**32.5**	**32**	**1**	**32.5**	**-**	**-**	**31**	**30.6**	**29**	**2**	**30.6**	**-**	**-**

Notes:

- '**Principal Class**' includes principals, assistant principals and liaison principals.
- '**Teacher Class**' includes leading and classroom teachers, learning specialists and paraprofessionals.

Workforce inclusion policy

The Academy provides an inclusive working environment, and we value equal opportunity and diversity. The voices of staff and members of the diverse array of communities we work with help to shape our organisation. The Academy's workforce reflects the communities we serve. The Academy's commitment to deepening diversity and inclusion improves active participation. Our staff feel a sense of belonging at work and are encouraged to maintain 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 disclosing identities, staff may choose to not 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 our actions. These include, for example, providing participant scholarships for school staff who identify as First Nations, deep engagement with DE's work around gender equity, offering advice and support on disability inclusion to Academy program providers, and working to embed First Nations perspectives in the TEP.

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

- 2023–27 Cultural Diversity Plan
- 2022–25 Gender Equality Action Plan
- 2025–29 Aboriginal Employment Plan.

The Academy also engages in DE committees and working groups, including the Workforce Diversity and Inclusion Working Group, Aboriginal Employment Plan Working Group and Integrity Leadership Committee.

Employment principles – merit and equity

The Academy is committed to applying the following employment principles as outlined in Section 8 of Victoria's *Public Administration Act 2004*:

- employment decisions are based on merit
- public sector employees are treated fairly and reasonably
- equal employment opportunity is provided
- human rights as set out in the *Charter of Human Rights and Responsibilities Act 2006* (Vic) are upheld
- public sector employees have a reasonable avenue of redress against unfair or unreasonable treatment
- in the case of public service bodies, the development of a career public service is fostered.

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

Executive data

For the 12-month period ending 30 June 2026, the Academy had a total of two staff classified as executive, with the details shown below.

Table 8: Academy executive data

Annualised total salary as at 30 June 2026	
Income band (salary)	Executives
<$160,000	
$160,000–$179,999	
$180,000–$199,999	
$200,000–$219,999	
$220,000–$239,999	
$240,000–$259,999	
$260,000–$279,999	
$280,000–$299,999	
$300,000–$319,999	1
$320,000–$339,999	
$340,000–$359,999	
$360,000–$379,999	
$380,000–$399,999	
$400,000–$419,999	1
$420,000–$439,999	
$440,000–$459,999	
$460,000–$479,999	
$480,000–$499,999	
Total	**2**

Note: The salaries reported above are for the full financial year – (at a 1-FTE rate).

Other disclosures and attestations

Local Jobs First

Introduced in an August 2018 amendment, Victoria's *Local Jobs First Act 2003* brings together the Victorian Industry Participation Policy (VIPP) and Major Projects Skills Guarantee (MPSG), which were previously administered separately. Departments and public sector bodies are required to apply the Local Jobs First Policy to all metropolitan Melbourne and statewide projects valued at $3 million or more, and to regional Victoria projects valued at $1 million or more.

The MPSG applies to all construction projects valued at $20 million or more. The MPSG and VIPP will continue to apply to MPSG-applicable and VIPP-applicable projects respectively where contracts have been entered prior to 15 August 2018.

Projects commenced – Local Jobs First Standard

During 2025–26, the Academy did not commence any new Local Jobs First Standard projects.

Projects completed – Local Jobs First Standard

During 2025–26, the Academy did not complete any Local Jobs First Standard projects.

Projects commenced – Local Jobs First Strategic

During 2025–26, the Academy did not commence any Local Jobs First Strategic projects.

Projects completed – Local Jobs First Strategic

During 2025–26, the Academy did not complete any Local Jobs First Strategic projects.

Social procurement

The Academy's procurement practices are aligned with DE's Corporate Procurement Framework, including DE's Social Procurement Strategy.

The Social Procurement Strategy was revised in February 2024 to align with updates to Victoria's Social Procurement Framework and new implementation guidance from the Department of Government Services.

The Social Procurement Strategy prioritises 5 social procurement objectives:

- opportunities for Victorian Aboriginal people
- opportunities for Victorians with disability
- women's equality and safety
- opportunities for Victorian priority jobseekers
- environmentally sustainable outputs.

DE's Annual Report 2025–26 details the consolidated metrics on direct spend with social benefit suppliers by DE and its portfolio entities, including the Academy.

Disclosure of emergency procurement

The Academy did not activate any emergency procurements in 2025–26.

Disclosure of procurement complaints

The Academy received no formal procurement complaints in 2025–26.

Government advertising expenditure

The Academy had no advertising campaigns with a total media spend of $100,000 or greater (exclusive of GST) in the 12-month period ending 30 June 2026.

Consultancy expenditure

Details of consultancies valued at $10,000 or greater

For the 12-month period ending 30 June 2026, the Academy had one consultancy where the total fees payable to consultants was $10,000 or greater. The total expenditure incurred for the 12-month period ending 30 June 2026 in relation to these consultancies was $47,000 (excluding GST). Details of individual consultancies are outlined in Table 9.

Table 9: Consultancies $10,000 or greater (excluding GST)

Consultant	Purpose	Total approved project fee (excl. GST)	Expenditure Jul 2025 – Jun 2026 (excl. GST)	Future expenditure (excl. GST)
The Trustee for Sedo Unit Trust	Lean procurement process improvement project	$59,000	$47,000	$12,000

Details of consultancies valued under $10,000

For the 12-month period ending 30 June 2026, the Academy had no consultancies where the total fees payable to a consultant was less than $10,000.

Information and communication technology expenditure

Information and communication technology (ICT) expenditure refers to the Academy's costs in providing business-enabling ICT services. It comprises business-as-usual (BAU) and non-business-as-usual (non-BAU) ICT expenditure.

Non-BAU ICT expenditure relates to extending or enhancing the Academy's current ICT capabilities. The remaining ICT expenditure, which primarily relates to operating and maintaining current ICT capability, is classified as BAU ICT expenditure.

For the 12-month period ending 30 June 2026, the Academy had a total BAU ICT expenditure of $692,640. Details are shown in Table 10.

Table 10: ICT expenditure

Total Business-as-usual (BAU) ICT expenditure	**$692,640**
Total non-BAU ICT expenditure	**$4,290,366**
Operational non-BAU expenditure	$4,290,366
Capital non-BAU expenditure	$0

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. The department's FOI Unit manages FOI requests relevant 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 https://www.vic.gov.au/foi-information-department-education about the type of material produced by the Academy.

Under the FOI Act, certain documents may be exempted, or the Academy may refuse access to certain documents or information, either fully or in part. Examples of exempt documents or documents to which the department and/or the Academy may refuse access, include:

- Cabinet documents
- commercial-in-confidence 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 provides for 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

An FOI request can be made by emailing the department's FOI Unit available on the website below.

A request:

- must be in writing
- must identify as clearly as possible the document(s) being requested
- must 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-foi-education.

FOI statistics

The Academy operates within the department's corporate services infrastructure and controls, and complies with the department's FOI policies and procedures, including all reporting requirements. Therefore, FOI reporting relating to the Academy is contained within the department's annual report for 2025–26.

Compliance with Victoria's *Building Act 1993*

Mechanisms to ensure that buildings conform to the building standards

The Academy complies with the *Building Act 1993*, the National Construction Code and other statutory obligations related to constructing and modernising educational facilities.

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)

There were no major works projects on department-owned and Academy-managed buildings during the reporting period.

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

No building permits, occupancy permits or certificates of final inspection for department-owned buildings were issued to the Academy during the reporting period.

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

The Academy engages compliance program managers and specialist contractors to complete inspections, reporting, scheduling and rectification works where required, which ensure that our existing buildings comply with building regulations.

Compliance programs cover areas such as fire services, vertical transport, integration (disability access), roof access and fall prevention systems, water, HVAC and electrical systems.

Emergency orders and building orders

No emergency orders or building orders were issued during the reporting period.

Buildings brought into conformity with building standards

No buildings were required to be brought into conformity with building standards during the reporting period.

Competitive neutrality policy

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

Compliance with Victoria's *Public Interest Disclosures Act 2012*

The *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

The Academy operates within DE's corporate services infrastructure and controls, and, as such, uses and abides by DE's policies and procedures relating to improper conduct, including all reporting requirements. DE has guidelines that outline procedures to comply with the PID Act, which can be found at Report fraud or corruption.

The Academy's disclosure reporting is contained in DE's Annual Report 2025–26.

How to report improper conduct

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

- the Secretary of DE
- 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 at Report corruption or misconduct. The commission can be contacted directly for advice and information.

Level 3, 2 Lonsdale Street, Melbourne VIC 3000
Website: www.ibac.vic.gov.au
Phone: 1800 422 284

Compliance with Victoria's *Carers Recognition Act 2012*

The Academy has taken all practical measures to comply with our obligations under the *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 Victoria's *Disability Act 2006*

The *Disability Act 2006* affirms and strengthens the rights of Victorians 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 our obligations under the Act. This included 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 disability.

The Act requires public sector bodies (including Victorian Government departments) to develop a Disability Action Plan and report on its implementation in their annual report. The Academy operates within DE's corporate services infrastructure and controls. As such, the Academy participates in the implementation of DE's Disability Action Plan 2023–27 and complies with related reporting requirements.

The Disability Action Plan 2023–27 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, needs to be able to respond to people's individual needs, to support every Victorian to reach their potential.

Office-based environmental impacts

Environmental reporting

Environmental management system disclosure

The Academy is included in the DE environmental management system (EMS), a structured approach to managing environmental impacts and improving the environmental performance of corporate activities. It is based on the national standard AS/NZS ISO 14001:2016: Environmental management systems and provides a framework to improve environmental sustainability.

The Academy continues to work on performance objectives that reduce the environmental impacts of our operations, including:

- promoting environmental sustainability in the use of all resources
- addressing the impact of climate change through procurement and leasing arrangements
- reducing greenhouse gas emissions through careful planning of work-related travel
- maximising recycling and minimising landfill waste
- minimising water use and maximising opportunities for water re-use.

The Academy is also included in the DE Emissions Reduction Plan and, following energy data analysis, is progressing several opportunities to reduce emissions. These include:

- improving heating, ventilation, air-conditioning and building management systems controls
- replacing gas assets
- upgrading lighting and energy efficiency.

Target reporting

DE reports metrics related to electricity, gas and vehicle fuel use, including of the Academy, in its corporate environmental reporting.

Reporting boundary for environmental data

Organisational boundary

The Academy is a Tier 4 reporting entity and is required to report on the key indicators of electricity consumption, vehicle fleet and ratings of any new office builds, according to Financial Reporting Direction 24 *Reporting of environmental data by government entities.*

Table 11: Reporting requirements

	Tier 4 entity reporting requirement
Electricity production and consumption (EL1 and EL4)	Yes
Transportation (T2)	Yes
Sustainable buildings and infrastructure (B3)	Yes

Reporting period

DE environmental reporting, which includes any relevant Academy data, follows the calendar year (1 January to 31 December 2025). This is to ensure that data is available for a full 12-month period and there is sufficient time to collate and review data from third parties, including utility providers.

Normalisation

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

Environmental reporting

Simple disclosure statement

Due to its operating and procurement arrangements, the Academy is eligible for a simple disclosure and is not required to report directly on the indicators.

The Academy's material energy and transport data is captured and reported through a combination of state purchase contracts, the shared service provider and DE.

Electricity consumption and offsets (EL1 and EL4)

All material electricity consumed by the Academy across our sites was purchased through the State Purchase Electricity Contract. Required data will be included in whole-of-government reporting.

Transportation (T2)

The Academy uses vehicles provided by DE and the Accommodation, Carpool and Library Service under their corporate service infrastructure and controls. DE includes Academy transportation data in its 2025–26 Annual Report.

Sustainable buildings and infrastructure (B3)

The Academy has not commenced occupancy of any new buildings or completed any substantial tenancy fit-outs during the reporting period.

The Academy incorporates sustainable practices across its buildings to optimise resource efficiency. The Academy operations team constantly monitors and adjusts all building system operating schedules, including lighting and temperature levels, to limit unnecessary consumption of energy, comply with Australian standards and maintain building occupants' safety and comfort.

DE's sustainable facilities policy requires that new leases preference buildings with higher energy efficiency ratings and those covered by a Green Lease Schedule. All 5 Academy regional site leases are covered by a Green Lease Schedule.

Additional information available on request

In compliance with the requirements of the Standing Directions 2018 under the FM Act, the Academy CEO retains detailed information on the items listed below, which are available on request, subject to the provisions of Victoria's *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 our 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 and contractors engaged, services provided and expenditure committed for each engagement.

The information is available on request from the Chief Operating Officer, Victorian Academy of Teaching and Leadership, 41 St Andrews Place East Melbourne 3002 or via email: academy@education.vic.gov.au

Attestation for financial management in compliance with clause 5.1.4

I, Kathryn Brown, on behalf of the Responsible Body, certify that the Victorian Academy of Teaching and Leadership has no Material Compliance Deficiency with respect to the applicable Standing Directions 2018 under the *Financial Management Act 1994 (*Vic) and Instructions.



Kathryn Brown

Chair Audit and Risk Committee

Victorian Academy of Teaching and Leadership

Financial 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 financial year ended 30 June 2026 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 Academy have been prepared in accordance with Standing Direction 5.2 of the Standing Directions of the Minister for Finance under the *Financial Management Act 1994*, applicable Financial Reporting Directions, Australian Accounting Standards 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 during the year ended 30 June 2026 and financial position of the Academy at 30 June 2026.

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 2026.



Dr Toni Meath

Chair

Victorian Academy of Teaching and Leadership

Melbourne
21 September 2026



Dr Marcia Devlin AM

Chief Executive Officer

Victorian Academy of Teaching and Leadership

Melbourne
21 September 2026



Ian Hesse

Chief Financial Officer

Victorian Academy of Teaching and Leadership

Melbourne
21 September 2026

Independent Auditor's Report

Victorian Auditor-General's Office

To the Board of the Victorian Academy of Teaching and Leadership

Opinion	I have audited the financial report of the Victorian Academy of Teaching and Leadership (the academy) which comprises the: • balance sheet as at 30 June 2026 • comprehensive operating statement for the year then ended • statement of changes in equity for the year then ended • cash flow statement for the year then ended • notes to the financial statements, including material accounting policy information • accountable officer's declaration. In my opinion, the financial report presents fairly, in all material respects, the financial position of the academy as at 30 June 2026 and its financial performance and cash flows for the year then ended in accordance with the financial reporting requirements of Part 7 of the *Financial Management Act 1994* and Australian Accounting Standards - Simplified Disclosures.
Basis for Opinion	I have conducted my audit in accordance with the *Audit Act 1994* which incorporates the Australian Auditing Standards. I further describe my responsibilities under that Act and those standards in the *Auditor's Responsibilities for the Audit of the Financial Report* section of my report. My independence is established by the *Constitution Act 1975.* 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 *Code of Ethics for Professional Accountants (including Independence Standards)* (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. I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my opinion.
Board's responsibilities for the financial report	The Board of the academy is responsible for the preparation and fair presentation of the financial report in accordance with Australian Accounting Standards - Simplified Disclosures and the *Financial Management Act 1994*, and for such internal control as the Board determines is necessary to enable the preparation of a financial report that is free from material misstatement, whether due to fraud or error. 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.

Level 31 / 35 Collins Street, Melbourne Vic 3000
T 03 8601 7000 enquiries@audit.vic.gov.au www.audit.vic.gov.au

Auditor's responsibilities for the audit of the financial report

As required by the *Audit Act 1994,* 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.

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:

- 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.
- 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
- evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board
- 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.
- 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.

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.



MELBOURNE
28 September 2026

Kevin Chan
as delegate for the Auditor-General of Victoria

2

Comprehensive operating statement for the financial year ended 30 June 2026

	Notes	2026 $	2025 $
Continuing operations			
Revenue and income from transactions			
Grants	2.2.1	45,858,833	57,394,536
Fair value of assets and services received free of charge	2.3	3,041,423	1,100,000
Fee for service		35,700	-
Total revenue and income from transactions		**48,935,956**	**58,494,536**
Expenses from transactions			
Employee expenses	3.2.1	25,717,553	25,794,407
Grant expenses	3.3	4,069,801	5,199,125
Contracts and services	3.4	7,986,002	11,932,758
Depreciation and amortisation expenses	4.1.2	588,733	677,522
Interest expenses	6.1.1	173,057	166,833
Other operating expenses	3.5	11,317,441	8,829,359
Total expenses from transactions		**49,852,587**	**52,600,004**
Net result from transactions		**(916,631)**	**5,894,532**
Total other economic flows – other comprehensive income		-	-
Comprehensive result		**(916,631)**	**5,894,532**

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

Balance sheet as at 30 June 2026

	Notes	2026 $	2025 $
Assets			
Financial assets			
Receivables	5.1	29,473,865	31,028,053
Total financial assets		**29,473,865**	**31,028,053**
Non-financial assets			
Property, plant and equipment	4.1	3,982,290	4,472,487
Prepayment		175,921	124,385
Total non-financial assets		**4,158,211**	**4,596,872**
Total assets		**33,632,076**	**35,624,925**
Liabilities			
Payables	5.2	1,670,049	2,406,694
Borrowings	6.1	3,963,279	4,302,852
Other provisions	5.3	309,841	309,841
Total liabilities		**5,943,169**	**7,019,387**
Net assets		**27,688,907**	**28,605,538**
Equity			
Accumulated surplus		21,206,935	22,123,566
Contributed capital		6,481,972	6,481,972
Net worth		**27,688,907**	**28,605,538**

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

Cash flow statement for the financial year ended 30 June 2026

	Notes	2026 $	2025 $
Cash flows from operating activities			
Receipts			
Receipts from government		50,490,144	51,052,540
Total receipts		**50,490,144**	**51,052,540**
Payments			
Payments of grant expenses		(4,074,611)	(3,523,651)
Payments to suppliers and employees		(45,791,772)	(46,514,028)
Finance costs paid		(173,057)	(166,833)
Total payments		**(50,039,440)**	**(50,204,512)**
Net cash flows from operating activities		**450,704**	**848,028**
Cash flows from investing activities			
Purchases of non-financial assets		(15,603)	(281,642)
Net cash flows used in investing activities		**(15,603)**	**(281,642)**
Cash flows from financing activities			
Repayment of principal portion of lease liabilities		(435,101)	(566,386)
Net cash flows used in financing activities		**(435,101)**	**(566,386)**
Net increase/(decrease) in cash and cash equivalents		-	-
Cash and cash equivalents at start of the year		-	-
Cash and cash equivalents at end of the year	6.3	-	-

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

Statement of changes in equity for the financial year ended 30 June 2026

	Contributed capital	Accumulated surplus	**Total**
	$	$	$
Balance at 1 July 2024	6,481,972	16,229,034	22,711,006
Net result for the year	-	5,894,532	5,894,532
Balance at 30 June 2025	**6,481,972**	**22,123,566**	**28,605,538**
Balance at 1 July 2025	6,481,972	22,123,566	28,605,538
Net result for the year	-	(916,631)	(916,631)
Balance at 30 June 2026	**6,481,972**	**21,206,935**	**27,688,907**

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

Notes to the financial statements

For the financial year ended 30 June 2026

Note 1 – About this report

The Academy is a not-for-profit entity 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

A description of the nature of Academy operations and its principal activities is included in the report of operations, which does not form part of these financial statements.

Basis of preparation

These financial statements are Tier 2 general purpose financial statements prepared in accordance with AASB 1060 *General Purpose Financial Statements – Simplified Disclosures for For-Profit and Not-for-Profit Tier 2 Entities* (AASB 1060) and Financial Reporting Direction 101 *Application of Tiers of Australian Accounting Standards* (FRD 101).

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.

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.

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.

Capital grants which have been designated as contributions by owners are recognised as contributed capital. Other transfers that are distributions to or contributions by owners have also been designated as contributions by owners.

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 Australian Accounting Standards (AAS) that have significant effects on the financial statements and estimates are disclosed in the notes under the heading: ‘Significant judgement or estimates’.

These financial statements cover the Academy as an individual reporting entity and include all the controlled activities of the Academy. There is no entity consolidated into the Academy.

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 AAS, which include Interpretations, issued by the Australian Accounting Standards Board (AASB).

Where appropriate, those AAS 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.

Funding dependency

These financial statements have been prepared on a going concern basis.

The Academy has substantial economic dependency on grant revenue received from the Department of Education (DE). 2026–27 funding is confirmed and is sufficient to meet operational requirements. Budget allocations for the period of the forward estimates through to financial year 2029–30 have been reduced. The Academy has sufficient accumulated retained earnings, held as receivables from DE, to sustain its operations over the next 4 years.

Changes in Accounting policies, including new or revised accounting standards

New or revised accounting standards

The Academy has adopted all the new and revised Standards and Interpretations issued by the AASB that are relevant to its operations and effective for an accounting period that begins on or after 1 July 2025.

New accounting standards, amendments and interpretations effective for the first time in the current year do not have a material impact on the financial statements of the Academy.

The Academy has made a change to the accounting policy for the subsequent measurement of right-of-use assets. The details of this change are disclosed in Note 8.2.

Note 2 – Funding delivery of our services

Introduction

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 recognised under AASB 1058

2.3 Fair value of assets and services received free of charge or for nominal consideration recognised as income

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

		2026	2025
	Notes	$	$
Grants	2.2.1	45,858,833	57,394,536
Assets received free of charge	2.3	3,041,423	1,100,000
Fee for service		35,700	-
Total revenue and income from transactions		**48,935,956**	**58,494,536**

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 recognised under AASB 1058

	2026	2025
	$	$
Grants	45,858,833	57,394,536
Total grants	**45,858,833**	**57,394,536**

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

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 AAS. 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.*

2.3 Fair value of assets and services received free of charge or for nominal consideration recognised as income

	2026	2025
	$	$
Rental services	3,041,423	1,100,000
Total fair value of assets and services received free of charge or for nominal consideration	**3,041,423**	**1,100,000**

Contributions of assets and services received free of charge or for nominal consideration are recognised at their fair value when the recipient obtains control over the resources, irrespective of whether restrictions or conditions are imposed over the use of the contributions.

Fair value of assets and services received free of charge or for nominal consideration relates to 4 separate sites (2025: 3 sites):

- East Melbourne (2026 addition)
- North Melbourne
- Geelong
- Ballarat.

The Academy received rental services free of charge from DE) of $3,041,423 (2025: $1,100,000) to offset the rental expenses charged by DE for 4 DE-owned sites (2025: 3 sites) that are used by the Academy for course delivery. The expense is recognised within other occupancy costs at Note 3.5.

Note 3 – The cost of delivering services

Introduction

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

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

Structure

3.1 Expenses incurred in delivering our services

3.2 Employee expenses

- 3.2.1 Employee expenses 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

		2026	2025
	Notes	$	$
Employee expenses	3.2.1	25,717,553	25,794,407
Grant expenses	3.3	4,069,801	5,199,125
Contracts and services	3.4	7,986,002	11,932,758
Other operating expenses	3.5	11,317,441	8,829,359
Total expenses incurred in delivery of services		**49,090,797**	**51,755,649**

3.2 Employee expenses

3.2.1 Employee expense in the comprehensive operating statement

	2026	2025
	$	$
Salaries and wages, annual leave and long service leave	20,348,892	20,534,654
Defined contribution superannuation expense	2,492,602	2,410,338
Employee on-cost expense	2,876,059	2,849,415
Total employee expenses	**25,717,553**	**25,794,407**

Employee expenses included all costs related to the 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 expenses in the comprehensive operating statement.

3.2.2 Employee benefits in the balance sheet

As per the ETR Act, 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

	2026	2025
	$	$
General purpose grants	4,069,801	5,199,125
Total grant expenses	**4,069,801**	**5,199,125**

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 include amounts paid to schools for teacher backfill.

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

	2026	2025
	$	$
Contracts and services	7,986,002	11,932,758
Total contracts and services	**7,986,002**	**11,932,758**

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

3.5 Other operating expenses

	2026	2025
	$	$
Supplies and services	2,318,798	2,994,973
Information technology expenses	4,983,007	2,197,053
Other occupancy costs	974,213	2,537,333
Rental services provided free of charge	3,041,423	1,100,000
Total other operating expenses	**11,317,441**	**8,829,359**

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

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

Information technology expenses comprise $4,225,751 (2025: $1,358,893) of Software as a Service (SaaS) arrangements (including the implementation and customisation of the Academy's customer relationship software project) and other general information technology costs. SaaS arrangements are service contracts providing the Academy with the right to access the cloud provider's application software over the contract period. Costs incurred to configure or customise, and the ongoing fees to obtain access to the cloud provider's application software, are recognised as operating expenses when the services are received. The Academy does not have control over the application software and its customisations or configurations.

Rental expenses provided free of charge include the occupancy cost of the Academy using 4 DE-owned sites (2025: 3 sites) in the course of delivering Academy services. The sites are in East Melbourne, North Melbourne, Geelong and Ballarat. The income for these assets received free of charge have been disclosed at Note 2.3.

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 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	
	2026	2025	**2026**	2025	**2026**	2025
	$	$	$	$	$	$
Office and computer equipment	576,833	561,230	(310,354)	(239,411)	266,479	321,819
Leasehold improvements	81,320	81,320	(28,601)	(23,606)	52,719	57,714
Right-of-use assets	6,036,090	5,969,786	(2,372,998)	(1,876,832)	3,663,092	4,092,954
Net carrying amount	**6,694,243**	**6,612,336**	**(2,711,953)**	**(2,139,849)**	**3,982,290**	**4,472,487**

Initial recognition and subsequent measurement

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.

4.1.1 Total right-of-use assets

	Gross carrying amount		Accumulated depreciation		Net carrying amount	
	2026	2025	**2026**	2025	**2026**	2025
	$	$	$	$	$	$
Leasehold buildings	5,960,140	5,864,607	(2,354,493)	(1,851,565)	3,605,647	4,013,042
Leased motor vehicles	75,950	105,178	(18,505)	(25,267)	57,445	79,912
Net carrying amount	**6,036,090**	**5,969,786**	**(2,372,998)**	**(1,876,832)**	**3,663,092**	**4,092,954**

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 assets – subsequent measurement

Right-of-use assets are subsequently measured at cost less accumulated depreciation, impairment and any adjustments for remeasurement of the lease liability. 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. Impairment of right-of-use assets is determined and accounted for in accordance with AASB 136 *Impairment of assets.*

The comparative information for reporting period 2025 is not restated and is reported at the previously determined fair value.

4.1.2 Depreciation and amortisation

	2026	2025
	$	$
Office and computer equipment	70,942	29,668
Leasehold buildings	502,924	625,387
Leasehold Improvements	4,995	12,568
Leased motor vehicles	9,872	9,899
Total depreciation and amortisation	**588,733**	**677,522**

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

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	10 years
Leasehold improvements	3-10 years
Office and computer equipment	3-10 years
Leased 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.

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

2026	Office and computer equipment	Leasehold improvements	Leasehold buildings	Leased motor vehicles	Total
	$	$	$	$	$
Balance at 1 July 2025	321,819	57,714	4,013,042	79,912	**4,472,487**
Remeasurement – cost [1]	-	-	95,529	-	**95,529**
Additions	15,602	-	-	-	**15,602**
Disposals	-	-	-	(12,595)	**(12,595)**
Depreciation	(70,942)	(4,995)	(502,924)	(9,872)	**(588,733)**
Impairment	-	-	-	-	-
Closing balance – 30 June 2026	**266,479**	**52,719**	**3,605,647**	**57,445**	**3,982,290**

1. During the financial year, the Academy remeasured 5 of its leased properties to reflect a change in CPI linked to the contractual payments of the leases which resulted in a change in future lease payments.

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 provisions

5.1 Receivables

	2026	2025
	$	$
Contractual receivables		
Amounts owing from Government	29,473,865	31,028,053
Total receivables	**29,473,865**	**31,028,053**
Represented by:		
Current receivables	29,473,865	31,028,053

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. The Academy holds the contractual receivables with the objective to collect the contractual cash flows and therefore they are subsequently measured at amortised cost using the effective interest method, less any impairment.

The Academy assesses at each reporting date, whether there is an indication that a contractual receivable may be impaired. The Academy did not recognise expected credit losses at 30 June 2026 (2025: nil).

5.2 Payables

	2026	2025
	$	$
Contractual payables		
Creditors and accruals	551,687	491,732
Amounts payable to Government	944,195	1,816,440
Statutory payables		
Salaries accruals	142,468	80,987
FBT and other tax payables	31,699	17,535
Total payables	**1,670,049**	**2,406,694**
Represented by:		
Current payables	1,670,049	2,406,694

Payables consist of:

- **Contractual payables:** 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 year that are unpaid.
- **Statutory payables:** Recognised and measured similarly to contractual payables, but not classified as financial instruments and not included in the category of financial liabilities at amortised cost, because they do not arise from contracts.

Payables for creditors and accruals have an average credit period of less than 30 days. The terms and conditions of amounts payable to the government and agencies vary according to the particular agreements and as they are not legislative payables, they are classified as financial instruments.

5.3 Other provisions

	2026	2025
	$	$
Non-current provisions		
Make-good provisions	309,841	309,841
Total non-current provisions	**309,841**	**309,841**

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.

Where a provision is measured using the cash flows estimated to settle the present obligation, its carrying amount is the present value of those cash flows, using a discount rate that reflects the time value of money and risks specific to the provision. During the current year the discounting of the make-good provision is immaterial and as a result has been rounded to nil.

Reconciliation of movements in other provisions

	Make-good provision
	$
Opening balance	309,841
Make-good provision settled during the year	-
Closing balance – 30 June 2026	**309,841**

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 note 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 note 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 Recognition and measurement of leases as a lessee

6.3 Cashflow information and balances

6.4 Commitments for expenditure

6.1 Borrowings

	2026	2025
	$	$
Current borrowings		
Lease liabilities [1]	497,857	435,069
Total current borrowings	**497,857**	**435,069**
Non-current borrowings		
Lease liabilities [1]	3,465,422	3,867,783
Total non-current borrowings	**3,465,422**	**3,867,783**
Total borrowings	**3,963,279**	**4,302,852**

1. 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, including lease liabilities recognised in accordance with AASB 16 *Leases*, are classified at amortised cost and recognised at the fair value of the consideration received less directly attributable transaction costs and subsequently measured at amortised cost using the effective interest method.

Terms and conditions of borrowings

			Maturity dates				
	Carrying amount	**Nominal amount**	Less than 1 month	1-3 months	3 months – 1 year	1-5 years	5+ years
2026							
Lease liabilities	3,963,279	4,648,281	52,154	155,474	497,890	3,245,618	697,145
Total	**3,963,279**	**4,648,280**	**52,154**	**155,474**	**497,890**	**3,245,618**	**697,145**
2025							
Lease liabilities	4,302,852	5,108,080	63,054	101,051	460,780	2,553,333	1,929,862
Total	**4,302,852**	**5,108,080**	**63,054**	**101,051**	**460,780**	**2,553,333**	**1,929,862**

The weighted average incremental borrowing rate of the Academy's lease liabilities is 4.2% (2025: 4.2%).

6.1.1 Interest expense

	2026	2025
	$	$
Interest on lease liabilities	173,057	166,833
Total interest expense	**173,057**	**166,833**

Interest expense includes costs incurred in connection with the interest component of lease repayments. Interest expense is recognised in the period in which it is incurred.

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 Recognition and measurement of leases as a lessee

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 whether 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.

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's 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 to in-substance fixed payments.

Presentation of right-of-use assets and lease liabilities

The Academy presents right-of-use assets as 'property, plant and equipment' (refer to Note 4.1) 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 (refer to Note 6.1).

Future lease payments

Minimum future lease payments [2]	2026	2025
	$	$
Not longer than 1 year	705,518	624,885
Longer than 1 year but not longer than 5 years	3,245,618	2,553,333
Longer than 5 years	697,145	1,929,862
Minimum future lease payments	**4,648,281**	**5,108,080**
Less future finance charges	(685,002)	(805,228)
Present value of minimum lease payments	**3,963,279**	**4,302,852**

2. Minimum future lease payments include the aggregate of all base payments and any guaranteed residual.

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 DE's bank account for general expenses and transactions. Amounts due from DE are recognised as receivables. Refer to Note 5.1 for further details.

6.4 Commitments for expenditure

Commitments for future expenditure include operating commitments arising from contracts. These commitments are recorded 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	Less than 1 year	1 year – 5 years	Total
	$	$	$
2026			
Operating commitments payable	3,140,064	493,822	3,633,886
Total commitments (inclusive of GST)	**3,140,064**	**493,822**	**3,633,886**
Less GST recoverable			256,201
Total commitments (exclusive of GST)			**3,377,685**
2025			
Operating commitments payable	2,148,828	589,716	2,738,544
Total commitments (inclusive of GST)	**2,148,828**	**589,716**	**2,738,544**
Less GST recoverable			-
Total commitments (exclusive of GST)			**2,738,544**

Note 7 – Financial instruments, contingencies and valuation judgements

Introduction

It is often necessary for the Academy to make judgements and estimates associated with recognition and measurement of items in the financial statements.

This note sets out financial instrument-specific information, 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 instrument-specific disclosures

7.1.1 Financial instruments – net gain/(loss) on financial instruments by category

7.2 Contingent liabilities

7.3 Fair value determination

7.3.1 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 interest.

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).

7.1.1 Financial instruments – net gain/(loss) on financial instruments by category

	Carrying amount	Net gain / loss	Impairment loss	Total interest income/ (expense)
	$	$	$	$
2026				
Financial assets at amortised cost				
Amounts owing from government	29,473,865	-	-	-
Total financial assets at amortised cost	**29,473,865**	-	-	-
Financial liabilities at amortised cost				
Contractual payables	1,495,882	-	-	-
Borrowings	3,963,279	-	-	(173,057)
Total financial liabilities at amortised cost	**5,459,161**	-	-	**(173,057)**
2025				
Financial assets at amortised cost				
Amounts owing from government	31,028,053	-	-	-
Total financial assets at amortised cost	**31,028,053**	-	-	-
Financial liabilities at amortised cost				
Contractual payables	2,308,172	-	-	-
Borrowings	4,302,852	-	-	(166,833)
Total financial liabilities at amortised cost	**6,611,024**	-	-	**(166,833)**

7.2 Contingent 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 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 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 or the amount of the obligations cannot be measured with sufficient reliability. These are classified as either quantifiable or non-quantifiable.

As at 30 June 2026 the Academy had no contingent assets and no contingent liabilities.

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 3 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.

The Valuer General Victoria (VGV) is the Academy's independent valuation agency. In conjunction with VGV, the Academy monitors changes in the fair value of each asset and liability through relevant data sources to determine whether revaluation is required.

How this section is structured

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

- valuation techniques
- details of significant assumptions used in the fair value determination.

7.3.1 Fair value determination – non-financial physical assets

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 note 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 Changes in accounting policy

8.2.1 Right-of-use assets

8.3 Responsible persons

8.4 Remuneration of executives

8.5 Related parties

8.6 Remuneration of auditors

8.7 Subsequent events

8.1 Ex-gratia expenses

Ex-gratia expenses are the voluntary payments of money or other non-monetary benefit (for example, 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 2026, the Academy had not made any ex-gratia payments (2025: nil).

8.2 Changes in accounting policy

8.2.1 Right-of-use assets

The Academy has made a change in accounting policy to change the measurement basis from the revaluation model to the cost model for the subsequent measurement of right-of-use assets arising from market leases, in accordance with the updated requirements under FRD 104.

Previously, the Academy had measured all right-of-use assets arising from market leases using the revaluation model under AASB 13. Following the change in accounting policy, the Academy will measure all right-of-use assets using the cost model. Right-of-use assets measured using the cost model are held at cost less accumulated depreciation and impairment and any adjustments for remeasurement of lease liability. Periodic revaluations are not required; however, the cost model requires annual impairment assessments in accordance with AASB 136.

Upon adoption of the cost model, the Academy has applied a modified retrospective approach. The approach takes the right-of-use asset's carrying amount recorded under the revaluation model as at 30 June 2025 as the right-of-use asset's opening balance on application of the cost model.

Accordingly, the comparative information presented is not restated and is reported at the previously determined fair value. Refer to Note 4.1.1 for further details.

8.3 Responsible persons

In accordance with the ministerial directions issued by the Minister of Finance 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. Ben Carroll MP	1 July 2025 – 30 June 2026
Secretary of the Department of Education	Tony Bates	1 July 2025 – 25 August 2025 (acting), 26 August 2025 to 30 June 2026 (appointed)
Chief Executive Officer	Dr Marcia Devlin AM	1 July 2025 – 30 June 2026

Remuneration received or receivable by the Accountable Officer in connection with the management of the Academy during the reporting period was in the range: $400,000 – $419,999 (2025: $400,000 – $419,999).

8.4 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.

Remuneration of executive officers	2026	2025
	$	$
Total remuneration [1]	727,821	951,347
Total number of executives	2	3
Total annualised employee equivalents [2]	**2.0**	**3.0**

1. The total number of senior executive service members includes persons who meet the definition of key management personnel of the entity under AASB 124 Related party disclosures and are also reported within the related parties note disclosure (Note 8.5).
2. Annualised employee equivalents is based on paid working hours of 38 ordinary hours per week over the 52 weeks of the reporting period.

8.5 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 (KMP) and their close family members
- all Cabinet ministers and their close family members
- 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 financial year ended 30 June 2026 the Academy received income from grants of $45,858,833 from DE (2025: $57,394,536). The Academy received rental services free of charge from DE of $3,041,423 (2025: $1,100,000) for 4 DE-owned sites (2025: 3 sites) at East Melbourne, North Melbourne, Geelong and Ballarat that are used by the Academy for course delivery.

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:

Name	Position title	Occupancy period
Dr Marcia Devlin AM	Chief Executive Officer	1/7/2025 – 30/6/2026
Peter Saffin	Chief Operating Officer	1/7/2025 – 30/6/2026
Dr Toni Meath [3]	Board Chair	1/7/2025 – 18/6/2026
Tony Nippard	Acting Chair	19/6/2026 – 30/6/2026
Lucy Amon	Board member	1/7/2025 – 30/6/2026
Martin Keogh	Board member	1/7/2025 – 31/12/2025
Christine Lucas	Board member	1/7/2025 – 31/12/2025
Nicole Pollard	Board member	1/7/2025 – 28/2/2026
Chris Thompson	Board member	1/7/2025 – 30/6/2026
Prof Chris Walsh	Board member	1/7/2025 – 22/1/2026
Judy Connell	Board member	1/3/2026 – 30/6/2026
Dr Kerry Elliott	Board member	1/3/2026 – 30/6/2026
Pauline Cutajar	Board member	3/6/2026 – 30/6/2026

3. Dr Toni Meath was on approved leave from 19 June 2026 to 30 June 2026. During this time the Minister appointed Tony Nippard to the position of Acting Chair.

The compensation detailed below excludes the salary and benefits 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 Victorian Government's Annual Financial Report.

Compensation of KMP	2026	2025
	$	$
Total remuneration [4]	**818,231**	**788,056**

4. Note that KMPs are also reported in the disclosure of remuneration of executive officers (Note 8.4)

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 occurs 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 KMP and their close family members. No provision has been required, nor any expense recognised, for impairment of receivables from related parties.

8.6 Remuneration of auditors

	2026	2025
	$	$
Victorian Auditor-General's Office [5]		
Audit or review of the financial statements	58,200	50,600
Total remuneration of auditors	**58,200**	**50,600**

5. The Victorian Auditor-General's Office is prohibited from providing non-audit services.

8.7 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.

Appendices

Appendix 1: Standing Directions and Financial Reporting Directions

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Appendix 2: Board meeting attendance

There were 4 Board meetings and one instance of papers by circular during the reporting period.

● = Attended ● = Apology ○ = Leave of Absence approved by the Chair or Minister

Board member	22 Jul 25	22 Sep 25	1 Dec 25	2 Mar 26 (Papers by circular)	11 May 26	Overall
Dr Toni Meath (Chair)	●	●	●	n/a	●	4/4
Martin Keogh (until Dec 25)	●	●	●	n/a	n/a	1/3
Christine Lucas (until Dec 25)	●	●	●	n/a	n/a	3/3
Chris Thompson	●	●	●	n/a	●	2/4
Lucy Amon	●	●	●	n/a	●	3/4
Nicole Pollard (until Feb 26)	●	●	●	n/a	n/a	1/3
Prof Chris Walsh (until Jan 26)	●	●	●	n/a	n/a	3/3
Judy Connell (from Mar 26)	n/a	n/a	n/a	n/a	●	2/2
Dr Kerry Elliott (from Mar 26)	n/a	n/a	n/a	n/a	●	2/2

There were 4 Audit and Risk Committee (ARC) meetings during the reporting period.

● = Attended ● = Apology ○ = Leave of Absence approved by the Chair

ARC member	16 Sep 25	18 Nov 25	27 Apr 26	22 Jun 26	Overall
Kathryn Brown (Chair)	●	●	●	●	4/4
Christine Lucas (until Dec 25)	●	●	n/a	n/a	2/2
Prof Chris Walsh (until Jan 26)	●	●	n/a	n/a	2/2
Martin Keogh (until Dec 25)	●	●	n/a	n/a	1/2
Chris Thompson (from Mar 26)	n/a	n/a	●	●	2/2
Judy Connell (from Mar 26)	n/a	n/a	●	●	2/2
Dr Kerry Elliott (from Mar 26)	n/a	n/a	●	●	2/2

Appendix 3: Acronyms and abbreviations

AAS	Australian Accounting Standards
AASB	Australian Accounting Standards Board
ALEF	Academy Leadership Excellence Framework
AMAF	Asset Management Accountability Framework
BAU	business-as-usual
BP3	Budget Paper 3
CEO	Chief Executive Officer
COO	Chief Operating Officer
CoP	Communities of Practice
DE	Department of Education
EMS	Environmental Management System
ETR	Expert Teacher in Residence
ETR Act	*Education and Training Reform Act 2006*
FM Act	*Financial Management Act 1994*
FOI	freedom of information
FOI Act	*Freedom of Information Act 1982*
FRD	Financial Reporting Direction (under the *Financial Management Act 1994*)
FTE	full-time equivalent
GST	goods and services tax
ICT	information and communication technology
KMP	key management personnel
non-BAU	non-business-as-usual
OHS	occupational health and safety
PID	public interest disclosure
PiR	Principal in Residence
SaaS	Software as a Service
The Academy	Victorian Academy of Teaching and Leadership
TELC	Teaching Excellence Learning Community
TEP	Teaching Excellence Program
TIF	Teaching Impact Fellowship
VAPA	Victorian Aspiring Principal Assessment
VCAA	Victorian Curriculum and Assessment Authority

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