

Victorian Academy of Teaching and Leadership

Annual Report

1 July 2023 – 30 June 2024



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In accordance with the Financial Management Act 1994, I am pleased to present the Victorian Academy of Teaching and Leadership Annual Report for the year 1 July 2023 to 30 June 2024.

Dr Toni Meath
Chair
Victorian Academy of Teaching and Leadership

20 September 2024

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 *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" 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; transparency and accountability.

Objectives and functions

The Victorian Academy of Teaching and Leadership (the Academy) is established through Section 2.6A.4 of the *Education and Training Reform Act 2006* (Vic), Objectives of the Academy.

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

- (a) to improve the outcomes for students through specialised teaching and leadership excellence programs for exceptional teachers and school leaders
- (b) to increase equity of access to professional learning to lift the quality of teaching across Victoria
- (c) to provide a dedicated pathway for established exceptional teachers to contribute to school and system improvement
- (d) to improve the quality of school leadership
- (e) 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:

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

Vision

A centre for excellence in school teaching and leadership.

Mission

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

Values

The Academy upholds the Victorian Public Sector (VPS) values of:

- > responsiveness
- > integrity
- > impartiality
- > accountability
- > respect
- > leadership
- > human rights.

Report of operations

Year in review

Chair's report

I am pleased to present this report of the 12 months of operation from 1 July 2023 to 30 June 2024 for the Victorian Academy of Teaching and Leadership (the Academy).

As the inaugural Chair, I have been with the Academy since its launch and I have seen it go from strength to strength in this time.

The Academy continues to grow its impact. This includes supporting and enabling Victoria's teachers and school leaders to improve their leadership capability, and to improve teaching practice, positively impacting on thousands of students across the state. Key achievements of the Academy include further progressing the establishment of 7 regional centres across the state, enabling the same high-quality professional learning for teachers and school leaders in regional and rural areas as in metropolitan locations; embedding the Teaching Excellence Program (TEP) Alumni program; and awarding the first cross-sectoral Teaching Innovation Fellowships. The Academy also received \$10.3m in the May 2024 budget to extend our operations to the end of 2025.

The Academy's focus on raising public awareness of the capability and status of teachers and school leaders is essential to increasing respect for the profession, and for ensuring teachers and schools are recognised for the work they do. The impact and dedication of those who educate our children cannot be understated. The Academy highlights this through a broad range of initiatives, including videos, podcasts, impact stories and collaborative

media partnerships, communicating a positive narrative and celebrating the profession.

I acknowledge the continued support from the Secretary of the Department of Education, Jenny Atta, the leadership of the Academy's CEO, Dr Marcia Devlin AM, and the Academy's leadership team in steering the Academy in its third year of operation. Thank you also to the Academy staff, whose work is bringing to life the Academy's mission to be a centre for excellence in school teaching and leadership.

I thank my fellow Board members for the expertise and commitment they bring to the role. I would like to thank former Board member, Terri Lee-Fitzpatrick, for her time on the Board.

I am honoured to be the Chair of the Academy Board. As a Board, we are very proud to be supporting the Academy, as it takes Victoria's highly skilled teachers and school leaders from great to exceptional.



Dr Toni Meath
Chair

CEO's report

Launched by the Victorian government on 1 January 2022, the Academy has been operating for two and a half years. In this time, the Academy has made significant progress in delivering on its legislated objectives including providing specialised professional learning for exceptional teachers and school leaders, ensuring equity of access to such professional learning, including from rural and regional areas, enabling pathways to facilitate school system improvement and raising public awareness about the capability and status of the profession.

Many hundreds of Victorian teachers from across all school sectors commenced the Teaching Excellence Program (TEP) with 492 participants in 2023 and 438 in 2024. By the end of 2024, there will be over 1000 Victorian teachers who are TEP graduates. Teachers who complete the TEP support Victoria's contribution to the National Teacher Workforce Action Plan target of 10,000 highly accomplished and lead teachers by 2025. In 2023, 23 TEP Innovation Fellowships were awarded, with teachers across Victoria undertaking a range of transformational projects.

The Academy offers more than 60 high-quality professional learning programs, for all levels of school leaderships, including classroom and middle leaders, those embarking on the pathway to principalship, assistant principals and established principals. The Academy's Leadership Excellence programs have reached over 16,000 Victorian government school principals, teachers, leaders and other school staff during the financial reporting period, at both our metropolitan and regional Academy sites and the Academy exceeded all calendar year BP3 targets for participation and satisfaction across our programs. The Evidence and Evaluation Centre is continuing its work to support the evaluation of the Academy's programs for their impact on teacher and school leader practice.

All 7 Academy regional centres are open and delivering high quality professional learning for teachers in regional and rural areas. 2,960 teachers and school leaders attended the regional centres for Academy professional learning across 2023-24 and a total of 16,467 educational professionals used the centres in the reporting period for education related activity.

The Academy places a strong communications focus on raising public awareness of the capability and status of school leaders and teachers, establishing and maintaining a positive narrative that recognises, promotes and celebrates the profession.

Through this positive narrative, the Academy works to promote a greater understanding of the high level of expertise and commitment of Victorian teachers and school leaders, and to increase appreciation among the public for the immensely positive impact that Victoria's educators have in classrooms and on children and young people every day.

In addition to a series of Academy-owned communication initiatives, such as videos, podcasts and impact stories, the Academy has created a collaborative partnership with ABC Education. This partnership has led to positive media coverage of the profession, an ABC Education Special Q+A and Academy experts contributing to a variety of ABC Education initiatives.

As the inaugural CEO of the Academy, I feel very privileged and honoured to be leading this organisation.

The Academy would not be the organisation it is without its outstanding Academy executive leadership team. I would like to thank both past and present members of the executive team for their passion and commitment in leading the Academy to achieve its objectives.

Similarly, every member of the Academy team, whether front of house or behind the scenes, plays a key role in ensuring the Academy's success and I am grateful to them all for their high-quality contributions.

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

I am pleased to present annual report for the period 1 July 2023 – 30 June 2024.



Dr Marcia Devlin AM
Chief Executive Officer

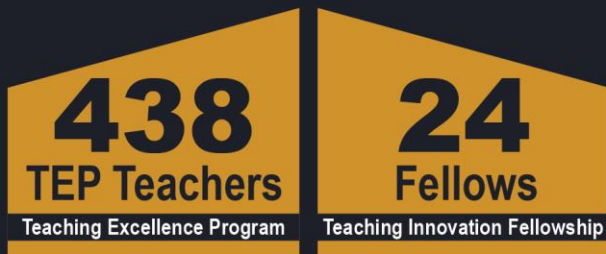
Overview of data and achievements

1 July 2023 to 30 June 2024

Teaching Excellence Program (TEP)



2023



2024



91% TEP participants indicated the program had a 'significant' or 'highly significant' impact.



434
TEP Alumni
Active members



National Teacher Workforce Action Plan

Teachers who completed the TEP supported Victoria's contribution to the National Teacher Workforce Action Plan target of 10,000 highly accomplished and lead teachers by 2025.



Partnerships and resources

Academy partnerships produced high-quality resources to support teaching and learning in Victoria, including:

- > the following national broadcast programs in collaboration with the ABC:
 - Storytime
 - Australia's Extinct Megafauna
 - Catalyst
 - Special Q and A:
A forum for teachers, with teachers



Managing maths anxiety

Podcasts and classroom resources to support teachers, students and families managing maths anxiety in collaboration with the Australian Council for Educational Research



Published resources and insights

Published resources and insights on design thinking, artificial intelligence, building positive teacher-student relationships, student behaviour management, and autism and inclusion that drew on a range of partner experts.

Providing advice on the neuroscience of learning and its implications for teaching in collaboration with Dr Judy Willis.



Fellowship projects

23 diverse and exceptional Teaching Innovation Fellowship projects were completed, positively impacting school communities across Victoria.



Alumni events


The inaugural TEP Alumni Network events, including practice circles, workshops and panel events provided stimulating and high-quality professional learning that supported graduates and continued their development.


Leadership Excellence Programs


Participants (excludes VAPA)	Exceeded Budget Paper 3 measures	Victorian Aspiring Principal Assessment (VAPA)	BP3 ¹ output measure	Academy Leadership Excellence Framework (ALEF)
1 July 2023 to 30 June 2024	2023 calendar year			
2750 principals	1,330 principals (target: 1100)	431 registered candidates commenced	88% of participants in leadership excellence programs reported a significant impact on their practice. Target measure was at 82%.	13 network events to a total audience of ~665 school leaders
2102 assistant principals	1,413 assistant principals (target: 700)	1000th Statement of Readiness issued December 2023		
9978 school based staff	3,285 school based staff (target: 3000)			



¹BP3 - sets out the goods and services (outputs) that departments expect to deliver with government funding.


2023 - 2024

- 484 participants** 

Leading Quality Conversations
adapted for Victoria
- 98 graduates class of '23** 

Harvard Data Wise Australia
celebrating their commitment to implementing the program throughout the year
- 365 participants** 

Numeracy symposium
Broadcast from North Melbourne to 7 regional centres, each with a local facilitator.
- 92 Master Trainers**  

Literacy and Numeracy
delivered 24 localised programs to 300 teachers in their areas
- 20,000 web views**
~6,000 downloads 

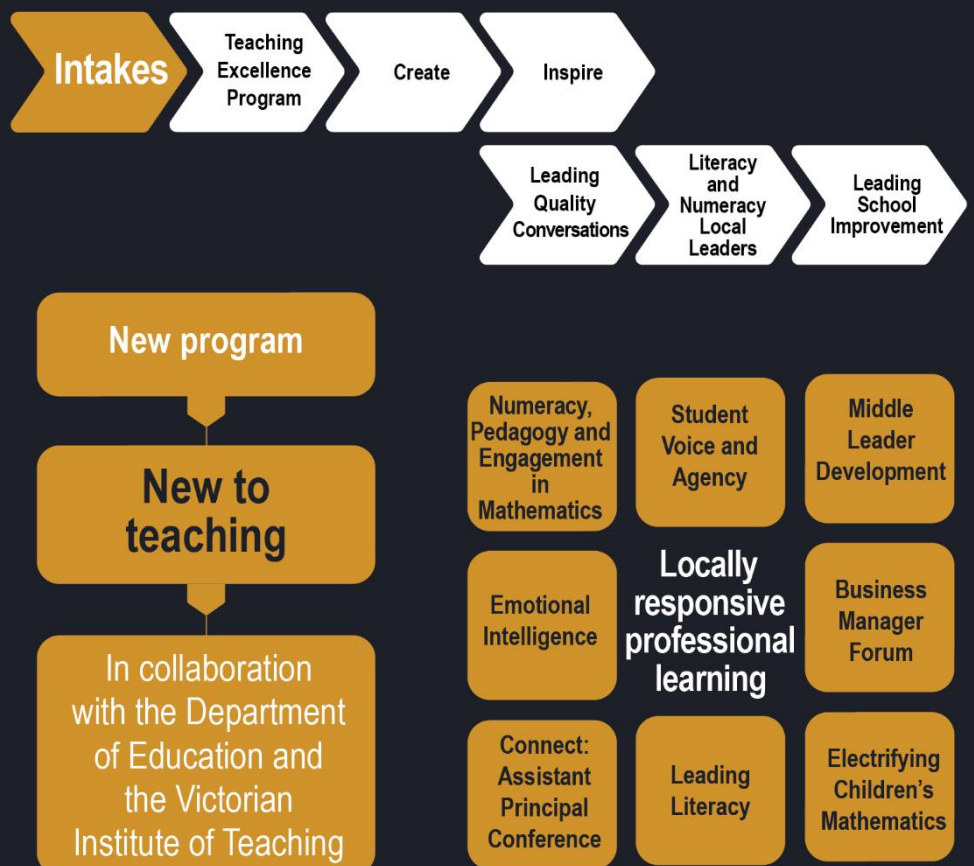
Academy Leadership Excellence Framework
school resources downloaded

Academy regional centres



7 regional centres

7 regional centres delivered high-quality professional learning to regional and rural educators and leaders – including Teaching Excellence and Leadership Excellence flagship programs.



Teaching Excellence Program

The TEP is a 12-month professional learning experience grounded in 8 key discipline areas. The program draws on practitioner inquiry, teacher agency, reflective practice and contemporary evidence-informed research. Open to Victorian government, Catholic and independent schools, the TEP is Australia's first advanced professional learning program for highly skilled teachers.

In 2023 and 2024, the TEP included 10 days of professional learning. This included 2 conferences that bookend the TEP year, 4 discipline days and 4 teaching excellence learning community (TELC) days. Schools receive casual relief teaching funding for these days, with an additional 4 days available to teachers should the extra time be required to engage in further practitioner enquiry. The 2024 TEP design was informed by evaluations of the 2022 and 2023 TEP and feedback from participating teachers, Principals in Residence and Master Teachers in Residence.

The TEP begins with a conference day. In 2024, teachers were welcomed by the Minister for Education, Hon. Ben Carroll, who opened the program. The conference provides keynote sessions and discipline-based sessions which explore themes around teaching and learning.

The TEP discipline days are held each term at the Academy site in East Melbourne. The discipline days are a unique opportunity to explore essential questions related to teaching and learning in the disciplines. Discipline days provide access to contemporary research to enhance teaching practice through evidence-informed advice.

The TELC days occur each term and are place-based. TEP participants can attend the site in East Melbourne or one of the 7 Academy's regional centres closest to their school location, as preferred. The TELCs operate as cross-disciplinary professional networks that stimulate professional growth. Through a focus on practitioner inquiry, dispositions and collaboration, teachers further develop their expertise and commitment to excellence in their practice.

The TEP concludes with final celebration day conference where participants share practitioner inquiries and stories with each other and a range of stakeholders. Participants present on the impact of the TEP on their teaching practice, as well as their schools, classrooms and students.

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 participants 2023 and 2024

Total TEP participants	2023	2024
Number of participants	492	438

TEP participants by school type	2023	2024
Secondary	39%	32%
Primary	52%	39%
Primary/secondary	7%	26%
Specialist	2%	3%

TEP participants by sector type	2023	2024
Government	69%	63%
Independent	18%	22%
Catholic	13%	15%

TEP participants by location	2023	2024
Metropolitan	80%	65%
Regional	16%	18%
Rural	4%	17%

Note: Budget Paper 3 target for TEP 2023 and 2024 = 400

TEP Alumni Network

Teachers who graduate from the TEP are invited to join the TEP Alumni Network. All graduates are considered Academy alumni and may opt into the network. This network offers opportunities to engage in professional learning and events to further enhance their skills. Network members also have access to an online community where they can engage in discussion, share resources and support each other. The network expands with each year's intake of graduates. By joining the TEP Alumni Network, teachers gain access to a range of benefits, including access to:

- an exclusive network of highly skilled teachers who are passionate about enhancing their individual and collective expertise
- free professional learning and networking sessions throughout the year
- online research databases.

The growing network of highly skilled and motivated teachers benefits students, schools and the system. The network enables teachers to continuously deepen their knowledge, improve their practice, support each other and take leadership roles to assist others in their teaching. This supports both teacher retention and the Academy's objective of creating pathways for teachers to contribute to system improvement.

In 2023, the Academy established the alumni advisory group to guide the development of strategy, activities and opportunities. Advisory group members are former TEP participants appointed for up to 2 years to advocate for the alumni community, ensure benefit for participants and maximise the network's broader impact.

Teaching Innovation Fellowships

The Teaching Innovation Fellowship (TIF) program commenced in 2023 with the first Fellowships offered to select 2022 TEP graduates. Alumni are eligible to apply for a fellowship to lead an innovation project that aims to transform teacher practice and student learning and/or wellbeing in their classrooms or schools. Successful applicants receive up to \$10,000 to design and implement their innovation project. The Academy supports fellows through ongoing professional learning. Fellows may work autonomously or co-lead a team at their school or a network of schools to deliver their project. They may also partner with TEP alumni from other schools.

The 2023 fellows concluded their year by presenting their innovation projects at the Teaching Innovation Fellowship Insights Summit in April 2024. During the summit, fellows were interviewed to determine the value of their fellowship to them and their school community. In these interviews, fellows revealed that through their fellowship they had found:

- improved student outcomes
- improved student confidence
- increased teacher confidence and leadership capability
- improved teacher collaboration in schools
- continuation of programs and sustained impact.

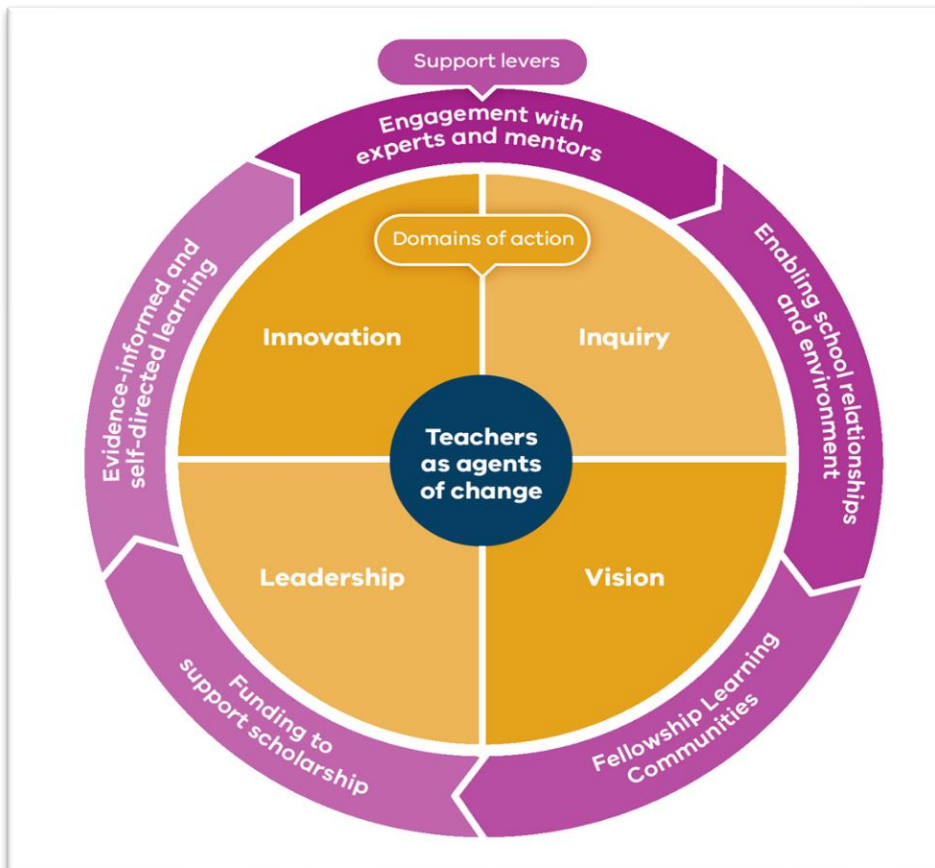


Figure 1 Teaching Innovation Fellowship Framework

Master Teachers in Residence, Teaching Excellence Division

The Master Teachers in Residence are exceptional teachers who join the Academy for 12 months over a calendar year from substantive positions in the classroom. They support the TEP, facilitating the TELC days and collaboratively planning these days to ensure the professional learning is high quality and best meets the needs of the teachers attending. The Master Teachers in Residence also support activity planning for the fellows and Alumni Network members. The Department of Education draws on the Master Teachers for advice on a range of projects related to teaching and learning, pedagogy, assessment and policy development.

Sixteen Master Teachers in Residence supported the TEP in 2023, each specialising in one of the disciplines. In 2023, there were 4 Master Teacher in Residence for Mathematics, 3 for English A (primary), 2 for each of English B (secondary) and Health and Physical Education, and 1 each for the Arts, Humanities and Science and Technologies.

The 2024 TEP also has 16 Master Teachers in Residence with a slightly revised discipline spread to accommodate the needs of the 2024 intake. There are 4 Master Teacher in Residence for each of English A (primary) and Mathematics, 2 for English B (secondary) and 1 each for the Arts, Health and Physical Education, Humanities and Science and Technologies.

Master Teachers in Residence from all disciplines support the fellows and Alumni Network members.

Principals in Residence, Teaching Excellence Division

The Principals in Residence (PiRs) join the Academy for between 12–24 months from their substantive position as a school principal. In 2023–24, there were 3 PiRs in the Teaching Excellence Division. The PiRs support the development and provision of the TEP, the TEP Alumni Network, and the Teaching Innovation Fellowships (TIF) and are part of the Teaching Excellence Division leadership team. They also provide guidance and mentorship for the Master Teachers in Residence.

Evaluation

The evaluation of the TEP, Alumni Network and TIFs involves several strategies to monitor its impacts which are supported by the Academy's Evaluation and Evidence Centre (EEC), as well as external independent evaluators.

The Academy commissioned external evaluator Deloitte Access Economics to evaluate the impacts of the 2023 TEP, Alumni Network and TIFs. The aim of these evaluations were to determine what is working well, where improvements can be made and how these programs are contributing to the Academy's objectives.

Deloitte independently assessed the 2023 TEP and found it delivered overwhelmingly positive outcomes for participants. The evaluation also found that the 2023 TEP inspired and rejuvenated teacher participants across the state. Participants reported that the program had had a positive material impact on their knowledge, capability, disposition and practice. This has resulted in improvements in student learning outcomes and increased teacher retention. One participant stated:

"I have become more skilled at conducting classroom research. This has allowed me to collect data on my students' learning and use that data to improve my teaching. For example, I recently conducted a classroom research study to investigate the effectiveness of a new teaching strategy I was using. The results of the study showed that the strategy was effective in improving student learning outcomes."

The 2023 TEP evaluation found significant evidence of improved teacher capability. Teachers' perceptions in all 5 sub-domains increased after participating in the program:

- practitioner inquiry (average 31-point increase compared to before their program participation)
- research (average 28-point increase)
- dispositions (average 24-point increase)
- discipline (average 21-point increase)
- responsive pedagogies (average 20-point increase)

Qualitative evidence also demonstrated increased knowledge among TEP teachers and confidence in applying their skills. The evaluation found positive impacts on:

- building professional practice: with 88% of post-TEP survey respondents indicating that the TEP had a 'significant' or 'highly significant' impact on their teaching practice, including their discipline area, use of responsive pedagogy and research
- achieving student learning outcomes: with 84% of post-TEP survey respondents indicating that the TEP had a 'significant' or 'highly significant' impact on their students' learning outcomes, which they linked to their participation in the program
- raising the status of the profession
- retaining teachers, with some TEP teachers attributing their involvement in the program to positively changing their intention to remain in the profession
- fostering effective teacher networks, with some participants indicating they are seeking out professional connections beyond their own schools to support pedagogical improvement.

In total, 91% of survey respondents indicated that the TEP had a 'significant' or 'highly significant' impact on their professional knowledge and dispositions.

One TEP teacher stated in one of their end of year task submissions that the TEP was

"instrumental in expanding my perspective and enhancing my understanding of personal dispositions."

Another said

"Through the TEP, I have cemented the notion that teaching is not a static endeavour but a dynamic journey of continuous learning. My core qualities, beliefs, values, commitments, and motivations have undergone a metamorphosis, evolving in response to the challenges and triumphs of the educational landscape. TEP has instilled in me the belief that excellence is not a destination but a perpetual pursuit."

Further, the evaluation found that the TEP Alumni Network generates for teacher participants, creates tangible value and has the potential to strengthen in the future. Of the TEP 2022 cohort, 86% of graduates opted into the TEP Alumni Network, and the evaluation found that it was positively received. The majority of participants in the network (61%) were satisfied with the opportunities provided and valued the content made available to them online and through external speaker events. Almost all alumni network participants (96%) could articulate the benefits associated with belonging to the TEP Alumni Network, identifying the key benefits as access to professional learning (65%) and associated resources (54%)

Evidence of positive impact

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

Academy objective:

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

"[Through the TEP, I've seen] improved results in Mathematics, in particular the tail end has greatly reduced as students who were working below standard have been able to raise their level of skill and understanding."

- *TEP teacher, 2023*

"[The program has] supported me in supporting students to self-assess and reflect on their learning. [It has] increased responsibility for their own learning progress."

- *TEP teacher, 2023*

'Through the TEP I've focused on enhancing student voice and having student-created success criteria and goal reflection, and kind of that autonomous process. That's something that I've been so much more conscious of across the classes that I teach [...] So working with students to co-create those rubrics for self-assessment, I've done for my HPE [Health and Physical Education] classes for particularly disengaged students, like quite a lot of co-design, and student-led creation of an activity or modification of activities or modification of unit plans and things like that.'

- *TEP teacher, 2023*

""[The TEP] has encouraged me to take risks with different strategies/activities implemented. Therefore, students had multiple exposures to content or new and different ways to be introduced to a concept."

- *TEP teacher, 2023*

Academy objective:

Provide a dedicated pathway for established exceptional teachers to contribute to school and system improvement

'The Master Teachers of TEP24 have become a network of highly professional and accomplished individuals who have provided me with engaging workshops to broaden my knowledge on the different problems of practice within the field, and question my own ideologies about education, shaping my philosophy of teaching in the best way possible.'

- *TEP teacher, 2024*

'The opportunity to re-engage with a broader professional learning network (particularly as I have joined an independent school in recent years) has helped reignite my passion and optimism for education.'

- *TEP teacher, 2024*

'Being a Master Teacher in Residence has enabled me to gain valuable insights into "systemness", and where passionate educators can have a locus of influence lies within all the moving parts that contribute to education within the State of Victoria. This has allowed me to make strategic career choices to be able to contribute meaningfully to the system, in alignment with my skills and passion.'

- *Academy Master Teacher in Residence, 2024*

Leadership excellence programs

The Academy offers a range of leadership excellence programs designed for government schools, which those from Catholic and independent schools can access by agreement. In 2023–24, the Academy continued to invest resources and expertise in the design and delivery of a range of high-quality professional learning opportunities to foster leadership excellence. These opportunities help create a sustainable pipeline of excellent leaders across the system.

The Academy adopts a flexible approach to the design and delivery of professional learning. The Academy co-designs programs in partnership with the profession, expert suppliers and Academy staff in metropolitan and regional Victoria. This makes it possible to address schools' individual needs and contexts in a coordinated way across the state. This approach ensures participants can access an effective and relevant suite of onsite and online programs that align with the Department of Education's priorities and address the specific needs of networks and schools.

Leadership excellence programs support career pathways from aspiring and emerging leaders to middle leaders, assistant principals, principals and system leaders. The primary areas of focus are leadership capability, school improvement, leading literacy and numeracy, and leading teaching, learning and wellbeing. Long and short-form programs, coaching and mentoring are used to best meet current and emerging needs. In 2023–24, 14 630 educators and school leaders participated in leadership excellence programs.

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-trained assessors, who are selected for their expertise and experience in Victoria's school system.

Leadership Excellence Programs	Target Audience				
	Emerging Leaders	Middle Leaders	Assistant Principals	Principals	System Leaders
Career Stage Programs					
Inspire	■				
Impact	■				
Create		■			
Connect			■		
Unlocking Potential			■		
Victorian Aspiring Principal Assessment (VAPA)			■		
Evolve: New Principals				■	
Executive Class Principals				■	■
WISE: System Leaders					■
Specialist Programs					
Thought Leadership Series	■	■	■	■	■
Harvard Certificate in Instructional Leadership		■	■	■	
Harvard Datawise		■	■	■	
Strategic Management for School Leaders Suite		■	■	■	
Innovating for Student Engagement		■	■	■	
Data-Driven School Improvement		■	■	■	
Leading School Improvement		■	■	■	■
Leading Quality Conversations		■	■	■	■
Leading with Emotional Intelligence		■	■	■	
Mentoring and Leadership Coaching		■	■	■	
Communities of Practice - Team Coaching for CoP Leaders		■	■	■	
Women in Leadership		■	■	■	
Dare to Lead		■	■	■	
Clarity Learning Suite		■	■	■	■
Harvard Certificate in School Management and Leadership		■	■	■	
Inspire Facilitator Training		■	■	■	
Harvard Principals' Centre		■	■	■	
Leading Teaching, Learning & Wellbeing: Creating a Collaborative Culture		■	■	■	
Leading Teaching, Learning & Wellbeing: Emerging Technologies in Education		■	■	■	
Leading Teaching, Learning & Wellbeing: Future Focused Leadership		■	■	■	
Leading Teaching, Learning & Wellbeing: Collaborative Complex Problem Solving for School Leaders		■	■	■	
Communities of Practice - Network Leaders' Data Capability		■	■	■	■
Literacy/Numeracy Programs					
Embedding Literacy/Numeracy Across Secondary Disciplines	■	■	■		
Literacy/Numeracy Local Leaders	■	■	■		
Leading Literacy/Leading Mathematics	■	■	■	■	
Master Trainer Literacy		■	■	■	
Master Trainer Numeracy		■	■	■	
Numeracy Symposium		■	■	■	■

Figure 2 Leadership Excellence Program Overview

Academy Leadership Excellence Framework

The Academy Leadership Excellence Framework (ALEF) equips teachers and school leaders with the skills and mindset to navigate student-centred decision-making and drive positive change. The ALEF is an evidence-informed framework that underpins Academy leadership programs and gives participants knowledge and understanding of the practices, capabilities and dispositions of excellent school education leaders. Schools can access a suite of ALEF tools and resources to support the development of leadership excellence from the Academy's website.

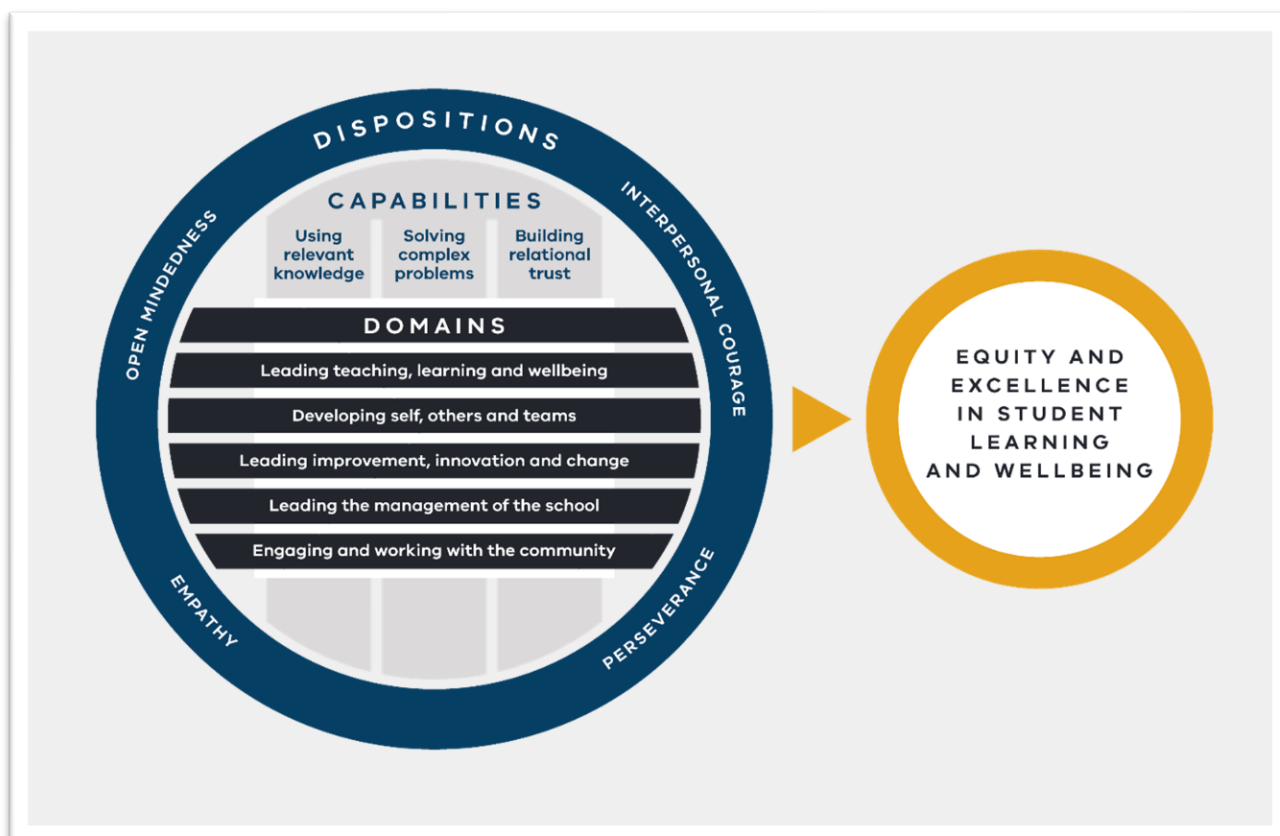


Figure 3 Academy Leadership Excellence Framework

Evaluation

The EEC evaluates the impact of leadership excellence programs through an impact survey administered to each cohort of each program. The survey aims to gain insight into each professional learning program's influence and impact on school and classroom leadership practices. It also investigates the broader effects of programs, including on student outcomes.

In 2023, the Academy exceeded its Budget Paper 3 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 88% (target: 78%) and the proportion of participants reporting satisfaction with the program was 91% (target: 82%).

Quantitative evidence that demonstrates the impact of leadership excellence programs includes:

- > 83% of survey respondents reporting that the professional learning resulted in a positive contribution to developing self and confidence
- > 82% of respondents reporting that the professional learning resulted in a positive contribution to leading others
- > 85% of respondents reporting that the professional learning resulted in a positive contribution to leading school improvement, innovation and change
- > 98% of participants in the We Inspire System Excellence program indicating that it supported them in their roles as system leaders.

The Academy has commissioned Deloitte Access Economics to undertake independent longitudinal evaluation of the VAPA that is both formative, providing timely insights for program improvement, and summative. Evaluation in 2023–24 indicated that the VAPA has been successfully implemented, is achieving significant throughput and is highly valued by stakeholders. The evaluation confirmed that the diversity of candidates undertaking the assessment reflects the diversity of the school system.

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

Principals in residence

The Principals in Residence (PiRs) support the work of the Leadership Excellence Division by facilitating several programs such as Leading Quality Conversations and Inspire and provide professional learning around the ALEF. As well as this, they provide subject matter expertise and a school lens over program design, development and delivery. They also provide insights into stakeholder and provider interactions and input into thought leadership activities such as podcasts, insights and impact stories.

The Department of Education draws on the PiRs expertise for a range of projects related to teaching and learning, pedagogy, assessment and policy development. They are also an important conduit between the Academy and the regions, areas and networks. In 2023–24, there were 6 PiRs at the Academy supporting the leadership excellence programs: 2 for Middle Leaders and 1 each for Pathway to Principals, VAPA, Professional Learning Partnerships and Principal Programs.

Evidence of positive impact

Below are examples of qualitative feedback from leadership excellence program impact evaluations grouped under 3 of the Academy's objectives.

Academy objective:

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

'The Innovating for Student Engagement program has been a great opportunity for me at a new school to have protected time to work closely with my engagement leaders. Making links to our next steps as a school, we have made short term improvement with our students' engagement and wellbeing based on feedback from students and staff.'

- *Christopher Pugh,*
Assistant Principal, Lara Secondary College

'Data Wise has significantly shifted the way we intentionally collaborate around our students' learning and our teaching practice. Attending the Data Wise Institute provided us with the knowledge and skills to be able to effectively drive this shift across our school. We are now able to dig deep into student assessment data where we focus on identifying problems of practice and in turn collaborate to improve our teaching. As a school, we now apply an equity lens when examining our students' learning.'

- *Andrew Haley,*
Principal, Dromana Primary School

Academy objective:

Provide a dedicated pathway for established exceptional teachers to contribute to school system improvement

'Unlocking Potential was an exceptional professional learning opportunity. It was instrumental in honing my professional expertise, refining my skills, and instilling the confidence required for effective leadership in learning. Thank you to all the wonderful mentors and colleagues who supported my journey and thank you to the Victorian Academy of Teaching and Leadership for providing ongoing, exceptional teacher and leader professional learning.'

- *Francés Braithwaite, then Leading Teacher, Mount View Primary School and now 2024 Master Teacher in Residence*

"[Whilst initially content with teaching, I] lacked leadership aspirations. But last year, I embraced extra responsibilities and found satisfaction in the challenge. I now seek purposeful leadership opportunities within the school."

- *Create (Middle Leaders) participant, Geelong*

Academy objective:

To improve the quality of school leadership

'I'd like to thank you and the team for a superb PL [professional learning program]. I left the PL feeling like I could have an impact on early-career leaders, and I'm so keen to get started!'

- *Kimberley Tempest, Principal Cobram Secondary College and National Winner, Victorian Education Excellence Award 2023, about Inspire – Master Facilitator Training*

'My mentor has been nothing short of brilliant for me. Checking in and touching base between sessions. Being available when I was at crisis point and talking me through moments when I felt like this job was not for me. The situations in my school were extremely challenging but I felt incredibly safe to open up to my mentor and to share my deepest self. This is NOT something I ever do.'

- *Principal participant about Principal Mentoring*

‘As I have been with my coach now for over 5 years, from a participant in Unlocking Potential to gaining my first principalship this year, it has been wonderful to be able to reflect on my journey and how I have grown and changed. There have been numerous lessons that I have learnt along the way, and I have shown growth in all areas of my leadership. I also think that the way my coach has been able to get me to reflect on other leaders around me and how I can learn from them has been invaluable as well.’

- *Principal participant about Leadership Coaching*

‘The VAPA provided me with an incredibly comprehensive reflective process that assessed my readiness for principalship. The EI [emotional intelligence] component and the collection of evidence across the domains of leadership were very supportive and identified my areas of strength and further development. I was so much more aware of my competencies towards being a principal by the completion of my assessment.’

- *Michael Kan,
Principal, McKinnon Secondary College about VAPA*

‘This course gave me so much insight into the actions I can take as a leader to build trust, and the skills I need to guide open-to-leading conversations with colleagues. I feel so much more equipped to have challenging conversations within my workplace, and the knowledge I have gained will have a huge impact on how I perform my role as a leader.’

- *Haley Sageman,
Learning Specialist, Diamond Creek Primary School about Leading Quality Conversations*

Academy regional centres

The Academy has successfully established 7 regional centres in Bairnsdale, Ballarat, Bendigo, Geelong, Mildura, Moe and Shepparton. The centre in Bendigo is at a temporary site, with a permanent site to be completed in late 2024.

The Academy regional centres support equity of access to high-quality professional learning for teachers and school leaders in regional and rural areas. This supports the Academy’s objectives to improve the quality of school leadership and to raise the quality and status of teaching throughout Victoria.

Centres for professional learning in regional areas reduce time and other costs associated with travelling to Melbourne for professional learning. 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:

- the leadership excellence programs, which are delivered in-person and tailored to meet local needs
- > the Teaching Excellence Learning Communities of TEP which are delivered in-person and tailored to meet local needs
 - responsive professional learning events, which are developed in collaboration with local schools and system leaders to align with identified priorities
- > the numeracy symposium, which is hosted at all Academy sites simultaneously, to deeply engage participants across the state in implementing numeracy improvement strategies.

In addition, each Academy centre hosts numerous meetings and events for Department of Education teams, schools and others to support educational activities in their region.

Evaluation

Each regional centre has had a significant impact on engagement in professional learning. Feedback and recommendations from program participants have been collected to inform continuous improvement. This includes 89 impact stories collected by the Academy regional centres and analysed by the EEC in 2023–24. These detail the experiences of participants in regional Victoria and the difference the regional centres have made to their professional learning, teaching and leadership. The evaluation results show that regional educators feel valued when they attend high-quality purpose-built regional centres, and that proximity to their workplace facilitates higher levels of participation. Academy regional centres have significantly reduced barriers for educators to attend all courses, but especially courses of extended lengths, which has increased participation.

Regional centres have made professional learning easier to access, less time-consuming and more manageable. They reduce the stress and burden on participants and on school colleagues who need to manage program participants' responsibilities in their absence. Teachers who participate in professional learning at regional centres value the opportunity to collaborate with local peers. The Academy regional centres provide an optimal environment for learning with their modern and functional designs.

The following responses to prompts offered to regional centre users following their usage are indicative of how the Academy is meeting 3 of its objectives.

Academy objective:

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

"Not only have I already shared what I learnt with some of my colleagues, but I've implemented the work into my classroom with amazing results. It's definitely had a big flow on effect."

- *Misty Adoniou,*

Teaching of Writing Masterclass participant, Bairnsdale

Academy objective:

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

"Our regional students deserve the same quality of education as metro-based students. Having [the] Academy here provides equity of access and equality."

- *Academy visitor, Mildura*

"The Academy is offering so many great courses for teachers to be able to do, and for a lot of us it is in our hometown, so we can come in, upskill ourselves and then take it back to our own schools to present to them and then get those teachers into some of these courses too."

- *TEP participant, Shepparton*

Academy objective:

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

"The visibility of the Academy will help start a conversation [in the community] about what the Academy provides for leaders and teachers. The impact of the centres in upskilling teachers will benefit our students learning and future outcomes."

- *Program participant, Moe*

"I really like the professional appearance of the place and professional manner of the staff. [It's wonderful to have] a building like this dedicated to [the profession of] education."

- *Program participant, Bairnsdale*

Academy regional centre use

Figure 4 compares teacher and school leader participation in Academy programs before the Academy opened the regional centres in 2022 through to July 2024, with 7 regional centres operating at that time. The figure shows that all Department of Education regional areas have had an increase in Academy professional learning participation since the centres opened.

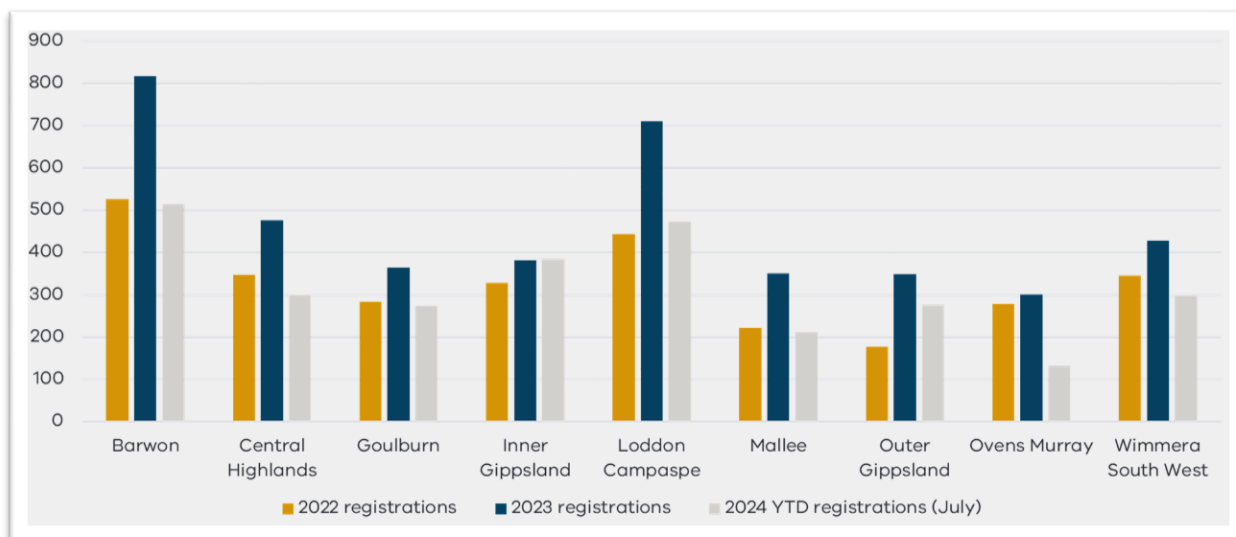


Figure 4 2024 YTD registrations (at 30 June 2024)

Table 2 – Regional centre attendance 1 July 2023 - 30 June 2024

Academy regional centre attendance 1 July 2023 – 30 June 2024		
Stakeholder	Events	Attendees
Academy	361	5,144
Department of Education	381	6,737
Government school	177	2,659
Other	128	1,927
TOTAL	1,047	16,487

*Attendance is for any activity, not limited to professional learning (e.g. school improvement team, school planning, interviews, coaching).

Recognition of regional centre work

The Academy's Ballarat regional centre team received a Secretary's Marrung Award in May 2024 for Community Engagement.

The Marrung Award Community Engagement category acknowledges work that builds community engagement in learning and development so that, through partnership and collaboration, services work together with Koorie people to find innovative ways to improve outcomes in local communities.

As part of the Academy's commitment to ensuring that the Ballarat centre is a welcoming, safe and inclusive space of learning excellence for all, the team created an inclusive advisory group.

As a result of collaboration with this group, a local Wadawurrung emerging leader was engaged to involve primary and secondary First Nations and other young people in creating an Acknowledgement of Country and an artwork for the centre that is now a centrepiece in the courtyard. In addition, also as a result of working with the advisory group, the Ballarat team named their learning spaces in the Wadawurrung language.



Evaluation and Evidence Centre

The EEC works across the Academy to measure and support the measurement of the impact of the Academy's professional learning and to support evidence-informed, data-based decision making. The EEC has developed a fit-for-purpose approach to data collection, analysis, evaluation and reporting that measures the impact of professional learning according to legislated objectives and key performance targets, including those in BP3.

Coordinated by the EEC, the Academy partners with subject matter experts to underpin evaluation, research and evidence activities and generate purposeful insights and guidance for teachers and school and system leaders. In 2023–24, the EEC undertook and/or supported the evaluations as outlined in the relevant professional learning sections in this report.

The EEC supports evaluation activity across the Academy's TEP, TIF, Alumni Network and Leadership Excellence programs and the regional centres. This work is captured across the relevant sections of the annual report above.

Strategic plan

The Strategic Plan on a Page is a board-endorsed framework built around the Academy's legislated objectives (see Objectives and functions, p. 3). The plan covers the Academy's vision, mission, objectives, functions, enablers and values.



Figure 5 Academy Strategic plan on a page

Academy measures of success and indicators and targets (outputs)

Table 3 – Academy output performance measures

Academy measures of success and indicators and targets (outputs)				
Performance measures	Unit of measure	2023–24 actual¹	2023–24 target	2022–23 actual
Quantity				
Number of assistant principals participating in leadership development programs at the Victorian Academy of Teaching and Leadership (day length or longer)	Number	1,300	700	1,413
Number of principals participating in leadership development programs at the Victorian Academy of Teaching and Leadership (day length or longer)	Number	1,343	1,100	1,330
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)	Number	3,893	2,400	3,285
Number of participants in the Teaching Excellence Program	Number	492	400	249 ²
Number of teaching service staff participating in short-form Academy professional learning	Number	4,032	1,800	nm
Quality				
Proportion of participants (all programs) who are satisfied with the Victorian Academy of Teaching and Leadership's professional learning and development training	Per cent	91	82	84
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'	Per cent	88	78	92

¹ The Academy's output performance measures are calculated on a calendar-year basis. This column represents the 2023 actual year.

² TEP BP3 target for 2022-2023 was 200

Financial summary

Table 4 – Financial summary

Financial summary	12-month period to June 2024	18-month period January 2022 to June 2023
Total income from transactions	58,189,209	75,931,707
Total expenses from transactions	51,697,766	66,194,116
Net result from transactions	6,491,443	9,737,591
Net result for the period	6,491,443	9,737,591
Net cash flow from operating activities	708,677	(5,722,520)
Total assets	27,531,608	21,571,099
Total liabilities	4,820,602	5,351,536

Significant changes in financial position – balance sheet

There was a \$6.1 million increase in receivables and a \$6.5 million increase in accumulated surplus, due to the positive net result in transactions for the 2023–24 financial year.

Significant changes in financial position – operating statement

For the 2023/24 financial year, the Academy recorded a favourable budget variance of \$6.5 million. Revenue and expenses were lower for the 2023–24 financial year, compared to the prior reporting period, due to the prior period reporting on an 18-month period from January 2022 to June 2023.

Significant events affecting the Academy that occurred after balance date

There were no significant events that occurred after 30 June 2024 that affect the Academy's operations.

Organisational structure and corporate governance arrangements

**Deputy Premier,
Minister for Education and
Minister for Medical Research**



The Hon. Ben Carroll MP

The Hon. Ben Carroll MP was appointed as the Deputy Premier, Minister for Education and Minister for Medical Research in October 2023.

The Minister for Education is responsible for overseeing Victoria's Education State reforms and the education of more than a million Victorian students. This portfolio includes Victorian Government investment in school infrastructure and programs.

Senior leadership



Dr Marcia Devlin AM **Chief Executive Officer**

Dr Marcia Devlin AM PhD joined the Academy in 2021 as its inaugural CEO, responsible for the strategic and operational accountabilities of the Academy. An award-winning leader, she is a globally recognised expert in education, equity and leadership, a qualified teacher and a registered psychologist. Dr Devlin began her education career as a primary school teacher before moving into the tertiary sector.

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

Dr Devlin was also previously a ministerial appointee on the Victorian Curriculum and Assessment Authority (VCAA) Board and served on the VCAA Executive Committee and Audit Committee, and as Chair of the Senior Secondary Certification Reform Committee. She was also a non-executive director on the Melbourne Polytechnic Board and Chair of their Education Quality Committee.

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

Dr Devlin is currently a trust member of the Queen Victoria Women's Centre, an elected Lifetime Fellow of the UK-based Society for Research into Higher Education and a Specialist for the Hong Kong Council for the Accreditation of Academic and Vocational Qualifications. She also serves on academic journal editorial boards and is a frequent education expert panel member. Dr Devlin brings 30 years of national and international experience to the Academy and a strong commitment to continuously improving the quality of learning and teaching, strengthening educational leadership, and enhancing inclusiveness and diversity in education, ensuring the concept of 'excellence' encompasses equity.

In 2023, Dr Devlin received an Order of Australia.



Peter Saffin

Chief Operating Officer

Peter Saffin joined the Academy in 2021 as its inaugural COO. As COO, he works closely with the CEO to lead and oversee the Academy's operational accountabilities. This includes 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 and corporate and not-for-profit environments to the Academy. Peter commenced his career as a secondary teacher, holding leadership roles in Australia and New Zealand. After teaching, Peter moved into educational publishing, where he led teams producing award-winning resources and learning platforms for use in Australia and overseas. Peter has managed various operational teams and was managing director of Australia and New Zealand for Macmillan Education Australia.

Prior to joining the Academy, Peter was CEO of the Mathematical Association of Victoria, where he increased funding and improved sustainability. A large focus of Peter's work was on partnerships, professional learning and creating impact for the teaching profession. 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.



Tyron Paspas

Director, Regional Division

As Director, Regional Division, Tyron oversees the Academy's 7 regional centres. He brings together key stakeholders across the state 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 VPS, Tyron has held roles in project and program management, early childhood and schools policy, investment strategy and infrastructure.

In 2021, Tyron was the project director responsible for establishing the Academy. He has also made significant contributions to the public sector as a founding manager at the Victorian School Building Authority (VSBA). In this role he worked with the government to secure more than \$10 billion in funding for various initiatives. He has led 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 and connecting with people, while retaining a focus on delivering public value.

During the reporting period, Tyron was Acting Director Teaching Excellence Division from March 2024 to June 2024.



Megan Knowles

Director, Business Services Division

As the inaugural Director of the Academy's Business Service Division, Megan is responsible for the provision of the Academy's corporate and business services as well as business continuity. These functions include people, capability and culture, finance, facilities management, technology, procurement, strategic projects, risk, audit, legal and the Academy's project management office. These functions allow the Academy to provide high-quality professional learning while supporting and acquitting all Statutory Authority requirements of a government agency.

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

Megan worked as a classroom teacher and then learning community manager before she joined the Victorian Department of Education in the implementation of key reform agenda priorities, such as the professional learning communities initiative and the literacy and numeracy implementation initiative.

During Melbourne's second COVID-19 wave, Megan joined the then-Victorian Department of Health and Human Services, working on reopening schools as well as supporting the design and development of improved contact tracing. In 2020, she joined the then-Bastow Institute of Educational Leadership where she established the Business Priorities Unit before taking up her role in the Academy.



Gerard O'Shaughnessy

Director, Academy Services Division

A former secondary teacher in Psychology and Drama, Gerard has significant school leadership experience in Australia and internationally where he 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.

Gerard previously managed the Department of Education's student voice and academic excellence unit before moving into the learning design and innovation area. He also project-managed the establishment of the Centre for Higher Education Studies.

Gerard joined the Academy in 2022, successfully establishing and leading the participant and program support function. Gerard holds a master's degree in educational leadership and management. He remains committed to continuous learning and professional growth.

Under Gerard's leadership, the Academy Services Division provides support and services in evaluation and evidence, learning development and innovation, communications and marketing and coordinates program support and the Academy's participant experience.



Emily Benson
Director, Teaching Excellence Division
(from June 2024)

Emily Benson began her career in education in 2007, joining the Department of Education as a primary school teacher working her way up to the role of assistant principal. Emily has held educational leadership positions focused on initiatives to enhance student learning outcomes, such as the Middle Years Literacy and Numeracy Support initiative and the Tutor Learning Initiative. With a strong commitment to student wellbeing, Emily has also served as Manager of Health, Wellbeing and Specialist Services.

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 Excellence Division, Emily oversees the Academy's flagship TEP, the TEP Alumni Network and the Teaching Innovation Fellowship program across all school sectors for Victoria's exceptional teachers.

Prior to her appointment as Director, Teaching Excellence Division, Emily was Acting Director, Regional Division from March to June 2024.



Emma Cooper
Acting Director, Leadership Excellence
(from April – June 2024)

Emma Cooper brings over 20 years' experience in the strategic leadership of education resources and services in commercial, not-for-profit and government organisations in the United Kingdom and Australia. Prior to joining the Academy, she held senior roles in global education publishing organisations including Oxford University Press, Macmillan Education and John Wiley & Sons, designing award-winning print and digital learning resources for primary, secondary and higher education. She has served as non-executive Director on the boards of Music Australia and most recently the Australian Publishers Association, where she advocated for the education sector.

Emma is passionate about the difference that well-designed, meaningful learning experiences can make at any age or stage of life and is motivated by the unique opportunity offered by the Academy to provide school educators with inspiring programs that support career aspirations and have student outcomes at their heart.

As Acting Director of the Leadership Excellence Division, Emma collaborated with participants, the Department of Education and external partners and education theory experts to oversee the effective design and delivery of impactful programs for school leaders.

Former members of the senior leadership during the reporting period

Dr Claire Brown **Director, Teaching Excellence Division** **(until March 2024)**

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

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

Claire completed her time as Director, Teaching Excellence Division in March 2024.

Kate Morris **Director, Leadership Excellence** **Division (until April 2024)**

As Director, Leadership Excellence until April 2024, Kate oversaw the provision of high-quality leadership professional learning, working with experts in policy, program management and educational leadership theory and practices.

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

Kate has also held leadership roles in industry and government, including at the VCAA and the VSBA.

As interim CEO of the former Bastow Institute of Educational Leadership, Kate led the development of the business case for the Academy.

Board

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

Board members are:



Dr Toni Meath

Chair

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

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

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



Kieren Noonan

Nominee of Independent Schools Victoria

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

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



Martin Keogh
(from 15 August 2023)

Nominee of Victorian Catholic Education Authority

Mr Martin Keogh is the General Manager of Learning and Teaching at Diocese of Sale Catholic Education Limited. In this role, he is responsible for the strategic direction and support of catholic schools, both metropolitan and regional, located in the south-eastern region of Victoria.

Mr Keogh's career spans various educational settings, encompassing rural, regional and metropolitan schools, where he has served as a teacher, school leader and principal. He has extensive governance experience, having served both as a director and chair on several not-for-profit boards.



Dr David Howes

Nominee of the Department of Education, on behalf of the Secretary

Dr David Howes is the Deputy Secretary, Schools and Regional Services at the Department of Education. Prior to this, Dr Howes was CEO of the VCAA.

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



Judith Downes

Chair of Audit and Risk Committee

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

She held senior executive and non-executive roles at ANZ, including as CFO and COO of the Institutional Division. She was Director of the Australian Mathematical Science Institute and a member of the Financial Reporting Council. Before working as an accountant, Ms Downes taught secondary mathematics.

Judith was the Chair of Bank Australia until November 2023 and a non-executive director for ImpediMed Limited until October 2022.



Professor Viv Ellis

Professor Viv Ellis is Dean of the Faculty of Education at Monash University. He is also a professor in the faculty and a global expert on teacher education. He has worked with government agencies and non-government organisations across the UK, Europe, Asia and Australia, most recently on the Norwegian Government's reforms to upper primary and lower secondary initial teacher education.

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

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

Former members of the Board during the reporting period

Terri Lee-Fitzpatrick (until 12 December 2023)

Terri is a Yawuru Jarndu, Yawuru woman from Rubibi/Broome, Western Australia and has been based in Melbourne for over 20 years. She has more than 30 years' experience in education. Terri has been a teacher at Thornbury Primary School for 21 years. She has expertise in literacy and has led the Woiwurrung language and cultural program for 6 years. Terri is a sought-after adviser and contributor to professional learning programs and resources, including recent Koorie English Online modules. She was on approved medical leave from the Academy Board 1 April – 12 December 2023.

Audit and Risk Committee

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

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

In accordance with the Act and associated Standing Directions 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 Act, laws and regulations
- > remedial action of audit issues.

Audit and Risk Committee members for the reporting period were:

- > Judith Downes, Chair
- > Kieren Noonan
- > Professor Viv Ellis
- > Ella McPherson.

Organisational structure

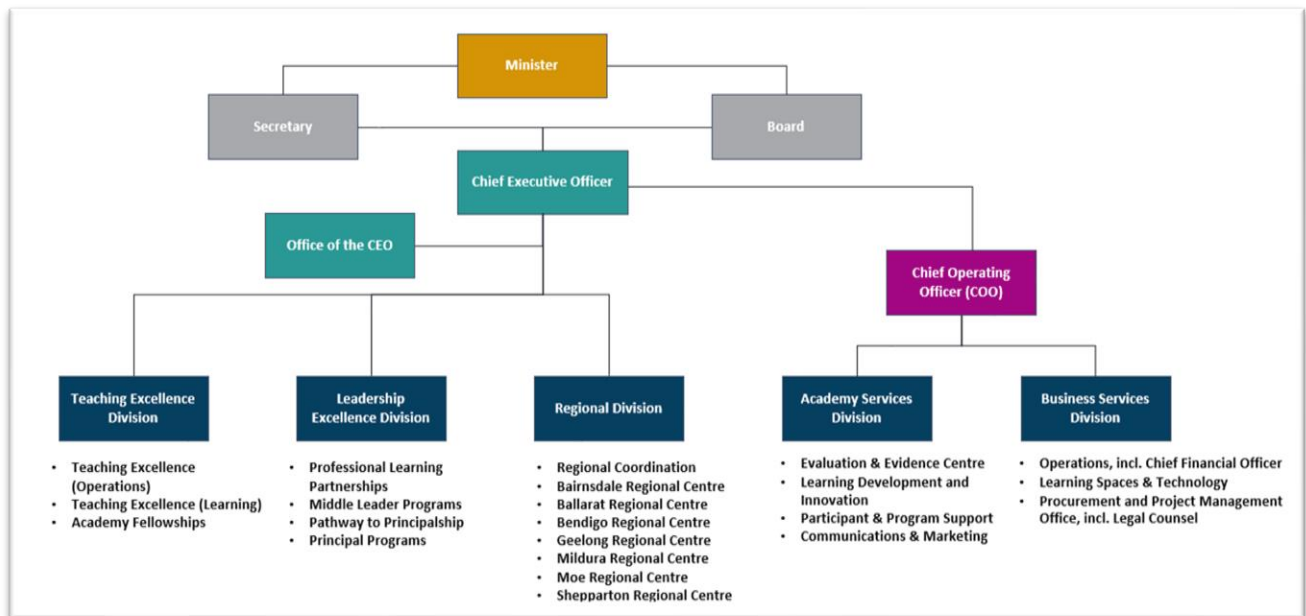


Figure 6 Organisational structure chart

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
- > comply with all statutory requirements of Acts and Regulations, codes of practice and standards.

To fulfil these objectives, the Academy:

- > proactively ensures that the workplace is safe and without risk to health
- > assists the Academy's OHS representatives to maintain their knowledge and 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 the department's Treasury OHS Committee.

Major initiatives during 2023–24 included:

- > occupation of two new regional Academy buildings, including establishment onsite of all OHS arrangements, completion of building risk assessments and activation of all Essential Safety Measures compliance requirements
- > reviewing and uplifting capability of existing first aid officers, as well as on-boarding and capability uplift of new first aid officers across multiple sites
- > training of fire wardens, completion of practical evacuation drills and meetings of the Emergency Control Organisation at each Academy site.

The Academy operates within the department's infrastructure and controls. As such, it complies with the department's OHS policies and procedures, including reporting requirements. The department's annual report for 2023–24 contains reporting on incidents, hazard management and workers' compensation relating to the Academy.

Employment and conduct principles

Our culture

Employee Value Proposition

The following is the Academy's Employee Value Proposition, developed in collaboration with Academy staff.

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 its culture. The Academy uses the results of the People Matter and staff surveys to monitor and continually improve its approach to supporting staff and enhancing workplace culture. Staff have indicated they believe the Academy makes improvements based on survey results, and this trust reflects many aspects of the Academy's approach to people matters and taking action.

The results of the People Matter and Staff Experience surveys in 2023–24 were very positive. Feedback was used to co-develop actions and strategies with staff around workload management, wellbeing, and learning and development.

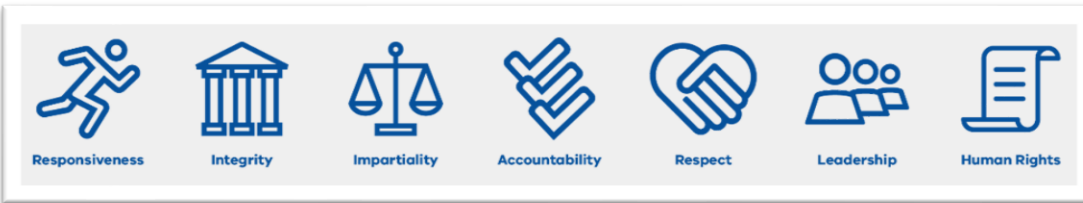
Workforce data

Public Sector Values and employment principles

Public Sector Values

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

The Academy uses the Department of Education's suite of VPS Values materials to support consistent interpretation and a strong connection with these values in our everyday work.



Code of Conduct

The Department of Education Code of Conduct (the Code) adopted by the Academy 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, how gifts, benefits and hospitality are managed, and the prevention and reporting of unethical behaviour. The Academy leverages many of the department’s tools and resources to support consistent adherence and implementation of the Code.

Comparative workforce data

Table 5 Comparative workforce data

	June 24							June 23						
	All employees		Ongoing			Fixed term/casual		All employees		Ongoing			Fixed term/casual	
	Number/ headcount	FTE	Full-time headcount	Part-time headcount	FTE	Headcount	FTE	Number/ headcount	FTE	Full-time headcount	Part-time headcount	FTE	Headcount	FTE
Gender														
Female	94	90.8	35	9	41.9	50	48.9	78	75.1	30	7	35.5	41	39.6
Male	35	34.8	16	1	16.8	18	18.0	28	27.2	15	-	15	13	12.2
Self-described	1	1.0	-	-	-	1	1.0	1	1	-	-	-	1	1
Age														
15–24	9	8.8	-	1	0.8	8	8.0	5	3.6	-	-	-	5	3.6
25–34	23	22.8	9	1	9.8	13	13.0	21	20.4	7	3	9.4	11	11
35–44	54	51.8	20	5	23.5	29	28.3	39	38.1	17	2	18.5	20	19.6
45–54	30	29.4	17	2	18.8	11	10.6	28	27.2	14	2	15.6	12	11.6
55–64	14	13.8	6	1	6.8	7	7.0	12	12	6	-	6	6	6
65+	-	-	-	-	-	-	-	2	2	1	-	1	1	1
Classification														
VPS 1–6 grades	127	123.6	49	10	56.7	68	66.9	104	100.3	42	7	47.5	55	52.8
VPS 1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
VPS 2	6	6.0	-	-	-	6	6.0	2	0.6	-	-	-	2	0.6
VPS 3	14	13.6	5	1	5.8	8	7.8	13	12.8	3	-	3	10	9.8
VPS 4	37	36.0	12	2	13.4	23	22.6	25	24.2	8	2	9.4	15	14.8
VPS 5	44	42.9	18	4	21.2	22	21.7	38	37.2	16	3	18.4	19	18.8
VPS 6	26	25.1	14	3	16.3	9	8.8	26	25.5	15	2	16.7	9	8.8
Senior employees	3	3.0	3	0	3.0	0	0.0	3	3	3	0	3	0	0
Senior Technical Specialist	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Executives	3	3.0	3	-	3.0	-	-	3	3	3	-	3	-	-
Total Employees	130	126.6	52	10	59.7	68	66.9	107	103.3	45	7	50.5	5.5	52.8

Note:

'Headcount' refers to the number of people employed where each person counts as an employee, regardless of the number of hours engaged to work.

'Casual' means a person who is subject to clause 25, Casual Employees – Loading of the VPS Agreement 2006, or similar clauses in other relevant agreements. It includes persons employed on a sessional basis, where such provision is made under an applicable industrial agreement.

VPS refers to Victorian Public Sector.

FTE refers to full-time equivalent.

Age of staff is calculated as at 30 June each year.

The category VPSG2 includes graduate recruits.

The Academy did not have any instances of employees acting as senior employees in a long-term arrangement.

Table 6 – Teaching service workforce

The Academy – Government teaching service workforce		June 2024							June 2023						
		All employees		Ongoing			Fixed term and casual employees		All employees		Ongoing			Fixed term and casual employees	
		Headcount	FTE	Full-time (Headcount)	Part-time (Headcount)	FTE	Headcount	FTE	Headcount	FTE	Full-time (Headcount)	Part-time (Headcount)	FTE	Headcount	FTE
Demographic data	Gender														
	Women	17	16.8	15	1	15.8	1	1.0	15	14.6	12	1	12.6	2	2.0
	Men	8	8.0	8	-	8.0	-	-	10	10.0	10	-	10.0	-	-
	Self-described	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Age														
	Under 25	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	25–34	2	2.0	2	-	2.0	-	-	4	4.0	4	-	4.0	-	-
	35–44	9	8.8	7	1	7.8	1	1.0	8	7.6	6	1	6.6	1	1.0
	45–54	6	6.0	6	-	6.0	-	-	4	4.0	4	-	4.0	-	-
55–64	8	8.0	8	-	8.0	-	-	8	8.0	7	-	7.0	1	1.0	
65+	-	-	-	-	-	-	-	1	1.0	1	-	1.0	-	-	
Classification data	Executive class	4	4.0	4	-	4.0	-	-	5	5.0	4	-	4.0	1	1.0
	Principal class	8	7.8	7	1	7.8	-	-	10	9.6	9	1	9.6	-	-
	Teacher class	12	12.0	12	-	12.0	-	-	9	9.0	9	-	9.0	-	-
	Education support class	1	1.0	-	-	-	1	1.0	1	1.0	-	-	-	1	1.0
Total employees	25	24.8	23	1	23.8	1	1.0	25	24.6	22	1	22.6	2	2.0	

Note:

Principal class includes principals, assistant principals and liaison principals.

Teacher class includes leading and classroom teachers, and paraprofessionals.

Workforce inclusion policy

The Academy is an inclusive working environment which values 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. At work, our staff feel a sense of belonging 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 not to disclose certain information. As a result, targets or quotas are not always a useful way to assess the Academy's progress.

The Academy's drive to promote and support diversity, inclusion and gender equality is best demonstrated by its actions. These include, for example, providing participant scholarships for school staff who identify as First Nations, deep engagement with the department'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, the Department of Education's diversity and inclusion policies, plans and strategies, including:

- > VPS People Strategy 2021–24
- > 2023–27 Cultural diversity plan
- > 2022–25 Gender equality action plan
- > 2022–26 Aboriginal inclusion plan.

The Academy also engages in department-wide committees and working groups, including the Workforce Diversity and Inclusion Working Group and the Integrity Leadership Committee.

Employment principles (merit and equity)

The Academy is committed to applying the following employment principles as outlined in Section 8 of the *Public Administration Act 2004* (Vic):

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

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

Executive data

For the 12-month period ending 30 June 2024, the Academy had a total of three staff classified as executive, with the details shown below.

Table 7 – Academy Executive Data

Annualised total salary as at 30 June 2024	
Income band (salary)	Executives
\$160,000 – \$179,999	
\$180,000 – \$199,999	
\$200,000 – \$219,999	
\$220,000 – \$239,999	1
\$240,000 – \$259,999	
\$260,000 – \$279,999	
\$280,000 – \$299,999	1
\$300,000 – \$319,999	
\$320,000 – \$339,999	
\$340,000 – \$359,999	
\$360,000 – \$379,999	
\$380,000 – \$399,999	1
Total	3

Note:

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

Other disclosures and attestations

Local Jobs First

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

Social procurement

Compliance with Victoria’s Social Procurement Framework

The Academy is aligned with the department’s Corporate Procurement Framework, including the department’s Social Procurement Strategy.

The Social Procurement Strategy was revised in February 2024 to reflect the evolution of Victoria’s Social Procurement Framework, and the guidance on its implementation that has been provided by the Department of Government Services.

The Social Procurement Strategy prioritises 5 social procurement objectives of:

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

Refer to the the department’s Annual Report 2023–24 for further details, including consolidated metrics on direct spend with social benefit suppliers by the department and associated portfolio entities, including the Academy.

Government advertising expenditure

Nil reports. The Academy did not have any advertising campaigns with a total media spend of \$100,000 or greater (exclusive of GST) in the 12-month period ending 30 June 2024.

Consultancy expenditure

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

For the 12-month period ending 30 June 2024, the Academy had 6 consultancies where the total fees payable to consultants were \$10,000 or greater. The total expenditure incurred for the 12-month period ending 30 June 2024 in relation to these consultancies was \$654,296 (excluding GST). Details of individual consultancies are outlined in the table below.

Table 8 – Consultancies \$10,000 or greater

Consultant	Purpose	Total approved project fee (excl. GST)	Expenditure July 2023 – June 2024 (excl. GST)	Future expenditure (excl. GST)
Deloitte Touche Tohmatsu	Leadership Excellence Vision for Provision of future programs	\$226,934	\$226,934	\$ –
Deloitte Touche Tohmatsu	Support for Asset Management Accountability Framework (AMAF) compliance	\$84,376	\$84,376	\$ –
Frontier Economics Pty Ltd	Fees and subsidies review	\$225,000	\$180,000	\$45,000
KPMG Australia	Cost benefit analysis	\$116,499	\$116,499	\$ –
Lorraine Mavis Ling	Review of the master teacher role	\$46,486	\$46,486	\$ –

Details of consultancies under \$10,000

For the 12-month period ending 30 June 2024, the Academy had one consultancy where the total fees payable to a consultant were less than \$10,000. The total expenditure incurred for the 12-month period ending 30 June 2024 in relation to this consultancy was \$7,200 (excluding GST). Details are outlined in the table below.

Consultant	Purpose	Total approved project fee (excl. GST)	Expenditure July 2023 – June 2024 (excl. GST)	Future expenditure (excl. GST)
Affiniti Digital Pty Ltd	Communications review	\$50,000	\$7,200	\$ –

Information and communication technology expenditure

For the 12-month period ending 30 June 2024, the Academy had a total information and communication technology (ICT) expenditure of \$844,171, with the details shown below.

	Business as usual (BAU) total	Non-BAU total (operational expenditure and capital expenditure)	Operational expenditure (non-BAU)	Capital expenditure (non-BAU)
Total	\$844,171	\$ –	\$ –	\$ –

ICT expenditure refers to the Academy's costs in providing business enabling ICT services within the current reporting period. It comprises BAU ICT expenditure and non-BAU ICT expenditure.

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

Disclosure of major contracts

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

Freedom of information

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

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

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

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

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

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

Making a request

An FOI request can be made by emailing the department's FOI Unit foi@education.vic.gov.au

A request must:

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

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

More information about FOI requests can be found at www.vic.gov.au/freedom-information-requests-department-education

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 2023–24.

Compliance with the *Building Act 1993*

Mechanisms to ensure that buildings conform to the building standards

The Academy complies with Victoria's Building Act, the National Construction Code and other statutory obligations related to constructing and modernising educational facilities. The Victorian School Building Authority (VSBA) Major Projects Team managed the design and construction of Academy sites that were constructed and opened during 2023–24.

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)

Major works projects completed for the Academy are reported within the department's annual report for 2023–24, as these were provisioned and delivered by VSBA.

For details of major works projects, see the [2023–24 Budget Paper No. 4: State Capital Program \(Existing projects\)](#).

The Academy sites that had capital works projects in construction status during 2023–24 included:

- > 32 Kirk Street, Moe
- > 97 Seventh Street, Mildura
- > 179 Main Street, Bairnsdale
- > 360 Hargreaves Street, Bendigo
- > 17 Sobraon St, Shepparton.

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 were issued to the Academy in 2023–24. Any other documentation related to sites occupied by the Academy was issued to the department via the VSBA and will be reported in the department's annual report for 2023–24.

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

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

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

Emergency orders and building orders issued

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

Buildings brought into conformity with building standards

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

Competitive neutrality policy

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

Compliance with the *Public Interest Disclosures Act 2012*

Victoria's Public Interest Disclosures Act (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 the department's corporate service infrastructure and controls, and as such, uses and abides by the department's policies and procedures relating to improper conduct, including all reporting requirements. The department has guidelines regarding its procedures to comply with the PID Act, which can be found at www2.education.vic.gov.au/pal/report-fraud-or-corruption/overview.

The Academy's disclosure reporting is contained within the department's annual report for 2023–24.

How to report improper conduct

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

- > the department's Secretary
- > the department'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 www.ibac.vic.gov.au/report and the commission can be contacted directly for advice and information.

Address: Level 1, North Tower, 459 Collins Street, Melbourne Victoria 3000
Website: www.ibac.vic.gov.au
Phone: 1300 735 135
Email: info@ibac.vic.gov.au

Compliance with the *Carers Recognition Act 2012*

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

Compliance with the *Disability Act 2006*

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

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

The Disability 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 the department's corporate services infrastructure and controls. As such, the Academy participates in the implementation of the department's 2023–27 Disability Action Plan and complies with related reporting requirements.

The Disability Action Plan acknowledges that everyone experiences disability differently, depending on their circumstances, life experiences, and the nature of their needs and abilities. The plan also recognises that the department's corporate workforce, including the Academy workforce and our early childhood education, schools, training and skills systems, need to be able to respond to people's individual needs to support every Victorian to reach their potential.

Office-based environmental impacts

Environmental reporting

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

Environmental Management System disclosure

The Academy uses the department's Environmental Management System (EMS), which provides a structured approach to managing our environmental impacts and improving environmental performance of our activities. This is based on the national standard AS/NZS ISO 14001:2016 Environmental Management Systems.

The system provides a framework for the department and the Academy to monitor progress in improving our practice in environmental sustainability, including:

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

The department's EMS was audited in 2023 and resulted in a number of recommendations. Consequently, the department is currently establishing a new EMS that incorporates all environmental aspects of its activities and operations, and documents roles and responsibilities to facilitate effective environmental management.

While we wait for the establishment of the new EMS, the Academy will continue its focus to improve the current performance objectives relating to the EMS, including to:

- > reduce environmental impacts from our operations
- > fulfil the department's compliance obligations under relevant legislation and regulations, including Victoria's Climate Change Act 2017 and Environment Protection Act 2017
- > reduce greenhouse gas emissions from office buildings and operations

- > identify opportunities to transition from the use of natural gas
- > reduce greenhouse gas emissions from work-related travel
- > minimise the use of water and maximise opportunities for water re-use
- > minimise waste to landfill and maximise recycling
- > use resources efficiently
- > promote environmental sustainability in the use of resources
- > address climate change through procurement and leasing
- > increase the resilience of corporate staff, operations, services and assets to the impacts of climate change
- > manage climate change risk by considering climate change in decision-making.

Target reporting

The Academy is actively contributing to reducing Victoria’s greenhouse gas emissions and achieving net zero emissions by 2045. The Academy will consider the department’s targets when they are developed.

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 *FRD 24 ‘Reporting of Environmental Data by Government Entities’*.

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

Due to the nature of our operating model, the Academy is eligible for a simple disclosure and is therefore not required to report directly on the indicators. All material energy and transport use data of the Academy is captured and reported through a combination of State Purchase Contracts, the Shared Service Provider and the department.

Reporting period

The Academy’s environmental data is contained within the department’s annual report. Commencing from the department’s 2023–24 annual report, the reporting period for environmental reporting follows the calendar year (1 January to 31 December 2023), with the exception of the transportation section, which spans from April 2023 to March 2024. This is a change from previous years when data was reported on the fringe benefits tax year of 1 April to 31 March.

This change has been introduced to ensure that data is available for a full 12-month period, and there is sufficient time to review and request missing or incomplete data from third parties, including utility providers.

Normalisation

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

Electricity production and consumption

All material consumption of electricity by the Academy across its sites is purchased through the State Purchase Electricity Contract, via AGL Pty Ltd and Red Energy Pty Ltd. Data will be reported on in whole-of-government reporting.

Transportation

The Academy staff use vehicles provided by the department or Accommodation, Carpool and Library Service fleet operations, and as such, operates within these corporate service infrastructure and controls. The department has included all Academy vehicle usage in its 2023–24 annual report.

Sustainable buildings and infrastructure

The Academy commenced occupation of two new sites during the 2023–24 year, following substantial tenancy fit-out projects managed by the VSBA on behalf of the Academy. The design brief for these sites did not include a requirement for a sustainability rating under the National Australian Built Environment Rating System (NABERS).

The Academy incorporates a number of sustainable practices within its buildings for resource efficiency, including adjustment to the levels and operating schedules for lighting, temperature and other building systems, to avoid unnecessary consumption of energy while maintaining the safety and comfort of occupants. The Academy has implemented measures to improve the energy efficiency of cooling and IT equipment, and upgraded to efficient LED lighting.

The department's Sustainable Building Policy also requires that new leases preference buildings with higher energy efficiency ratings and those covered by a Green Lease Schedule, consistent with commitments in the Whole of Victorian Government emissions reduction pledge 2021–25. Five of the property 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 *Financial Management Act 1994* (Vic), details in respect of the items listed below have been retained by the Chief Executive Officer of the Academy and are available on request, subject to the provisions of the FOI Act, including:

- > a statement that declarations of pecuniary interests have been duly completed by all relevant officers
- > details of shares held by a senior officer as nominee, or held beneficially in a statutory authority or subsidiary
- > details of publications produced by the Academy about itself, and how these can be obtained
- > details of changes in prices, fees, charges, rates and levies charged by the Academy
- > details of any major external reviews carried out on the Academy
- > details of major research and development activities undertaken by the Academy
- > details of overseas visits undertaken, including a summary of the objectives and outcomes of each visit
- > details of major promotional, public relations and marketing activities undertaken by the Academy to develop community awareness of the Academy and its services
- > details of assessments and measures undertaken to improve the OHS 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:

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

Attestation for financial management compliance with Standing Direction 5.1.4

I, Judith Downs, 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 under the *Financial Management Act 1994* and Instructions.



Judith Downs

Chair Audit and Risk Committee
Victorian Academy of Teaching and Leadership

AMAF maturity assessment

The following sections summarise the Academy’s maturity assessment against the AMAF requirements. The AMAF is a non-prescriptive, devolved accountability model of asset management that requires compliance with 41 mandatory requirements. Some requirements are broken into sub-requirements, bringing the total number of requirements and sub-requirements to 46. These can be found on the Department of Treasury and Finance website <https://www.dtf.vic.gov.au/home>.

This is the second year since its establishment that the Academy has completed an AMAF self-assessment as it improves compliance toward the target maturity rating of ‘competence’. A ‘competence’ rating means that systems and processes are fully in place, consistently applied and systematically meeting the AMAF requirement, including a continuous improvement process to expand system performance above AMAF minimum requirements.

During the 2023–24 period, the Academy completed 4 major actions outlined in its ‘AMAF Compliance Improvement Plan’, which resulted in an increase in maturity for 14 areas of the AMAF. However, as the assessment requires compliance for the entirety of the reporting period, there is no reported change in the maturity rating for this 2023–24 reporting period.

The Academy’s AMAF rating against each of the 41 requirements*

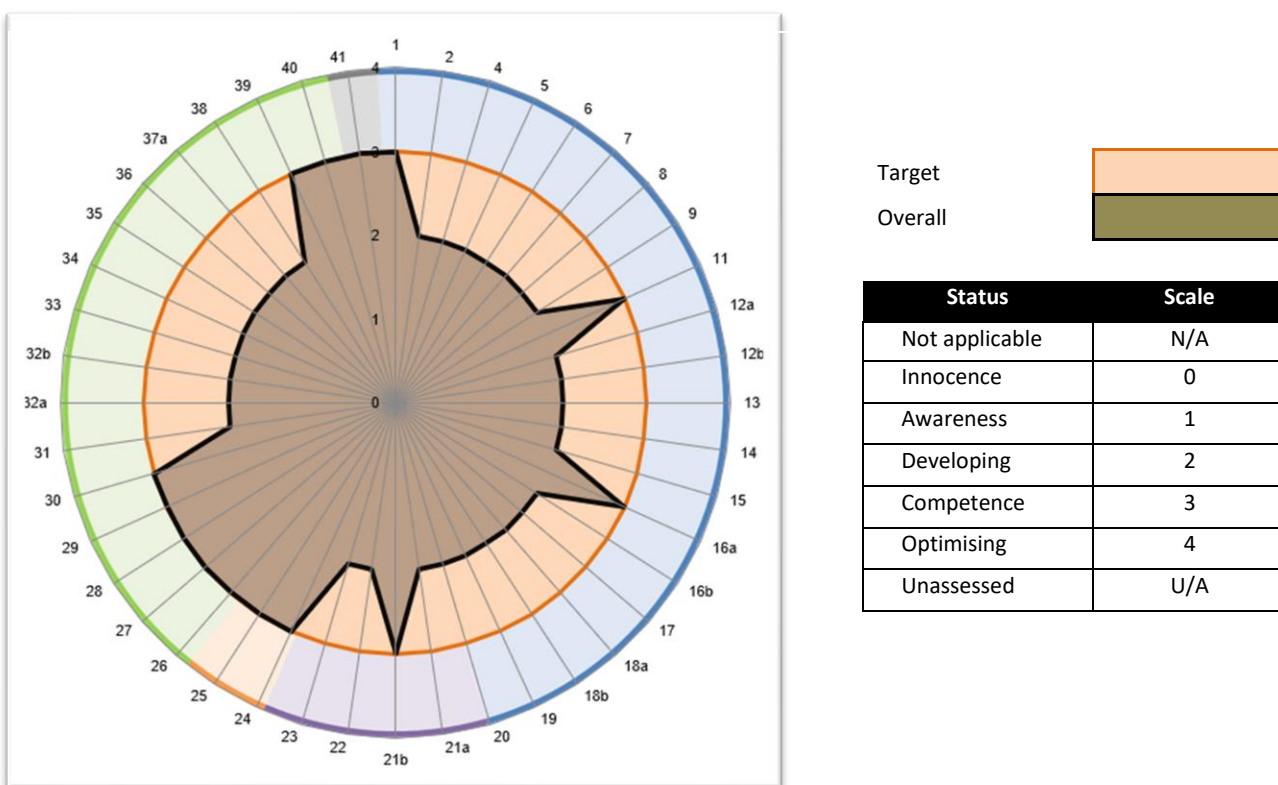


Figure 7 AMAF rating

Note:

Requirements 3 and 10 have not been included in this graphic due to the not applicable nature of the requirements.

Leadership and Accountability (Requirements 1–19)

The Academy is rated as either *Developing* or *Competence* for all requirements in this category, with two sub-requirements being classified as *Not applicable*. The Academy’s Asset Management Strategy Part A (Strategic) and Part B (Tactical), and the development and implementation of other activities, as per the Academy’s AMAF Compliance Improvement Plan, have progressed the Academy’s maturity in this Leadership and Accountability domain.

Asset Planning (Requirements 20–23)

The Academy is rated as either *Developing* or *Competence* for all requirements in this category. The Academy's Asset Management Strategy Part A (Strategic) and Part B (Tactical) and the development and implementation of other activities, as per the Academy's AMAF Compliance Improvement Plan, will continue to progress the Academy's maturity in this Asset Planning domain.

Asset Acquisition (Requirements 24 and 25)

The Academy has met its target maturity level of *Competence* in this category.

Asset Operation (Requirements 26–40)

The Academy is rated as either *Developing* or *Competence* for all requirements in this category. The Academy's Asset Management Strategy Part A (Strategic) and Part B (Tactical) and the development and implementation of other activities, as per the Academy's AMAF Compliance Improvement Plan, will continue to progress the Academy's maturity in this Asset Operation domain.

Asset Disposal (Requirement 41)

The Academy has met its target maturity level of *Competence* in this category.

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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 2024 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 Officers Declaration

The attached financial statements for the Victorian Academy of Teaching and Leadership have been prepared in accordance with Direction 5.2 of the Standing Directions of the Assistant Treasurer under the *Financial Management Act 1994*, applicable Financial Reporting Directions, Australian Accounting Standards, including interpretations, and other mandatory professional reporting requirements.

We further state that, in our opinion, the information set out in the comprehensive operating statement, balance sheet, statement of changes in equity, cash flow statement and accompanying notes presents fairly the financial transactions between 1 July 2023 and 30 June 2024, and the financial position of the Academy at 30 June 2024.

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

We authorise the attached financial statements for issue on 20 September 2024.



Dr Toni Meath

Chair
Victorian Academy of Teaching and Leadership

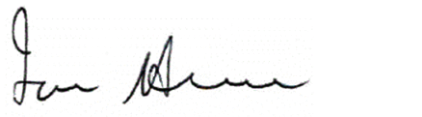
Melbourne
20 September 2024



Dr Marcia Devlin AM

Chief Executive Officer
Victorian Academy of Teaching and Leadership

Melbourne
20 September 2024



Ian Hesse

Chief Financial Officer
Victorian Academy of Teaching and Leadership

Melbourne
20 September 2024

Independent Auditor's Report

To the Board of the Victorian Academy of Teaching and Leadership

Opinion	<p>I have audited the financial report of the Victorian Academy of Teaching and Leadership (the academy) which comprises the:</p> <ul style="list-style-type: none"> • balance sheet as at 30 June 2024 • 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. <p>In my opinion the financial report presents fairly, in all material respects, the financial position of the academy as at 30 June 2024 and its financial performance and cash flows for the year then ended in accordance with the financial reporting requirements of Part 7 of the <i>Financial Management Act 1994</i> and applicable Australian Accounting Standards.</p>
Basis for Opinion	<p>I have conducted my audit in accordance with the <i>Audit Act 1994</i> which incorporates the Australian Auditing Standards. I further describe my responsibilities under that Act and those standards in the <i>Auditor's Responsibilities for the Audit of the Financial Report</i> section of my report.</p> <p>My independence is established by the <i>Constitution Act 1975</i>. My staff and I are independent of the academy in accordance with the ethical requirements of the Accounting Professional and Ethical Standards Board's APES 110 <i>Code of Ethics for Professional Accountants</i> (the Code) that are relevant to my audit of the financial report in Victoria. My staff and I have also fulfilled our other ethical responsibilities in accordance with the Code.</p> <p>I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my opinion.</p>
Board's responsibilities for the financial report	<p>The Board of the academy is responsible for the preparation and fair presentation of the financial report in accordance with Australian Accounting Standards and the <i>Financial Management Act 1994</i>, and for such internal control as the Board determines is necessary to enable the preparation and fair presentation of a financial report that is free from material misstatement, whether due to fraud or error.</p> <p>In preparing the financial report, the Board is responsible for assessing the academy's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless it is inappropriate to do so.</p>

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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
17 October 2024



Charlotte Jeffries
as delegate for the Auditor-General of Victoria

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2

Comprehensive operating statement for the financial year ended 30 June 2024

	Notes	2024 \$	2023(i) 18 months \$
Continuing operations			
Revenue and income from transactions			
Grants	2.2.1	57,089,209	75,930,438
Other income	2.1	1,100,000	1,269
Total revenue and income from transactions		58,189,209	75,931,707
Expenses from transactions			
Employee expenses	3.2.1	24,078,195	25,156,083
Grant expenses	3.3	5,285,166	5,432,725
Contracts and services	3.4	15,267,423	27,590,227
Depreciation and amortisation expenses	4.1.2	692,139	591,694
Interest expenses	6.1.1	153,157	71,203
Other operating expenses	3.5	6,221,686	7,352,184
Total expenses from transactions		51,697,766	66,194,116
Net result from transactions		6,491,443	9,737,591
Comprehensive result		6,491,443	9,737,591

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

(i) The financial reporting period for 2023 was from 1 January 2022 to 30 June 2023.

Balance sheet as at 30 June 2024

	Notes	2024 \$	2023 \$
Assets			
Financial assets			
Receivables	5.1	23,586,056	17,440,067
Total financial assets		23,586,056	17,440,067
Non-financial assets			
Property, plant and equipment	4.1	3,794,793	3,943,235
Other non-financial assets	5.3	150,759	187,797
Total non-financial assets		3,945,552	4,131,032
Total assets		27,531,608	21,571,099
Liabilities			
Payables	5.2	715,484	1,035,602
Borrowings	6.1	3,795,277	3,963,274
Other provisions	5.4	309,841	352,660
Total liabilities		4,820,602	5,351,536
Net assets		22,711,006	16,219,563
Equity			
Accumulated surplus		16,229,034	9,737,591
Contributed capital		6,481,972	6,481,972
Net worth		22,711,006	16,219,563

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

Cash flow statement for the financial year ended 30 June 2024

		2024	2023(i) 18 months
	Notes	\$	\$
Cash flows from operating activities			
Receipts			
		52,043,220	58,491,640
Total receipts		52,043,220	58,491,640
Payments			
Payments of grant expenses		(5,526,576)	(5,037,040)
Payments to suppliers and employees		(45,654,810)	(59,105,917)
Finance costs paid		(153,157)	(71,203)
Total payments		(51,334,543)	(64,214,160)
Net cash flows from/(used in) operating activities	6.3	708,677	(5,722,520)
Cash flows from investing activities			
Purchases of non-financial assets		(126,524)	(216,201)
Net cash flows used in investing activities		(126,524)	(216,201)
Cash flows from financing activities			
Owner contributions received from State Government		-	6,481,972
Repayment of principal portion of lease liabilities	6.2.3	(582,153)	(543,251)
Net cash flows from/(used in) financing activities		(582,153)	5,938,721
Net increase/(decrease) in cash and cash equivalents		-	-
Cash and cash equivalents at end of the period		-	-

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

(i) The financial reporting period for 2023 was from 1 January 2022 to 30 June 2023.

Statement of changes in equity for the financial year ended 30 June 2024

	Contributed capital \$	Accumulated surplus \$	Total \$
Balance at 1 January 2022 ⁽ⁱ⁾			
Contributed capital	6,481,972	-	6,481,972
Net result for the period	-	9,737,591	9,737,591
Balance at 30 June 2023	6,481,972	9,737,591	16,219,563
Balance at 1 July 2023	6,481,972	9,737,591	16,219,563
Net result for the year	-	6,491,443	6,491,443
Balance at 30 June 2024	6,481,972	16,229,034	22,711,006

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

(i) The financial reporting period for 2023 was from 1 January 2022 to 30 June 2023.

Notes to the financial statements for the financial year ended 30 June 2024

Note 1. About this report

These financial statements represent the audited general-purpose statements for the Victorian Academy of Teaching and Leadership (the Academy) for the period 1 July 2023 to 30 June 2024, and the comparative information presented for the 18-month period ended 30 June 2023.

The Academy was established under the *Education and Training Reform Act 2006* (ETR Act). As an independent public authority, the Academy is a separate legal entity and is 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 the Academy's operations and its principal activities is included in the Report of operations, which does not form part of these financial statements.

Basis of preparation

The operations of the Academy commenced on 1 January 2022. The opening equity balances are in accordance with the Allocation Statement signed on 3 February 2022, as agreed between the Department of Education (the department) and the Academy.

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.

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

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

Compliance information

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

Where appropriate, those AASs paragraphs applicable to not-for-profit entities have been applied. Accounting policies selected and applied in these financial statements ensure the resulting financial information satisfies the concepts of relevance and reliability, thereby ensuring that the substance of the underlying transactions or other events is reported.

Note 2. Funding delivery of our services

Objectives and funding

The Academy's objectives are to:

- improve the outcomes for students through specialised teaching and leadership excellence programs for exceptional teachers and school leaders
- increase equity of access to professional learning to lift the quality of teaching across Victoria
- raise public awareness of the capability and status of teachers and school leaders in the science and practice of teaching
- provide a dedicated pathway for established exceptional teachers to contribute to school system improvement
- 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 1058

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

		2024	2023 18 months
	Notes	\$	\$
Grants	2.2.1	57,089,209	75,930,438
Other income		1,100,000	1,269
Total revenue and income from transactions		58,189,209	75,931,707

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.

The Academy received a grant from the department of \$1,100,000 (2023: nil) to offset the rental expenses charged by the department for three department-owned sites that are used by the Academy for course delivery. The sites are in North Melbourne, Geelong and Ballarat.

2.2 Income from transactions

2.2.1 Grants recognised under AASB 1058

		2024	2023 18 months
		\$	\$
Grants		57,089,209	75,930,438
Total grants		57,089,209	75,930,438

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

Income from grants without any sufficiently specific performance obligations, or that are not enforceable, is recognised when the Academy has an unconditional right to receive cash, which usually coincides with receipt of cash.

On initial recognition of the asset, the Academy recognises any related contributions by owners, increases in liabilities, decreases in assets, and revenue ('related amounts'), in accordance with other Australian Accounting Standards.

Related amounts may take the form of:

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

Note 3. The cost of delivering services

Introduction

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

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

Structure

- 3.1 Expenses incurred in delivery of services
- 3.2 Employee 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

		2024	2023 18 months
	Notes	\$	\$
Employee expenses	3.2.1	24,078,195	25,156,083
Grant expenses	3.3	5,285,166	5,432,725
Contracts and services	3.4	15,267,423	27,590,227
Other operating expenses	3.5	6,221,686	7,352,184
Total expenses incurred in delivery of services		50,852,470	65,531,219

3.2 Employee expenses

3.2.1 Employee expenses in the comprehensive operating statement

	2024	2023 18 months
	\$	\$
Defined contribution superannuation expense	2,134,943	2,203,344
Employee on-cost expense	2,628,327	2,452,963
Salaries and wages, annual leave and long service leave	19,314,925	20,499,776
Total Employee expenses	24,078,195	25,156,083

Employee expenses included all costs related to the Academy staff who are employees of the department. The Academy reimburses the department 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 the department, their liabilities for long service leave and annual leave are recognised by the department. When a staff member accesses their leave entitlement, it is paid by the department and reduces the accumulated balances of the provision accounts in the department's 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

	2024	2023 18 months
	\$	\$
General purpose grants	5,224,000	5,087,876
Payments for specific purposes	61,166	344,849
Total grant expenses	5,285,166	5,432,725

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.

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

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

3.4 Contracts and services

	2024	2023 18 months
	\$	\$
Contracts and services	15,267,423	27,590,227
Total contracts and services	15,267,423	27,590,227

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

	2024	2023 18 months
	\$	\$
Other supplies and services	1,588,825	3,105,422
Information technology expenses	844,171	1,048,168
Other occupancy costs	3,788,690	3,198,594
Total other operating expenses	6,221,686	7,352,184

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.

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	
	2024 \$	2023 \$	2024 \$	2023 \$	2024 \$	2023 \$
Office and computer equipment	279,587	226,429	(209,743)	(198,815)	69,844	27,614
Leasehold improvements	81,320	7,955	(11,038)	(7,955)	70,282	-
Right-of-use assets	4,896,213	4,479,039	(1,241,546)	(563,418)	3,654,667	3,915,621
Net carrying amount	5,257,120	4,713,423	(1,462,327)	(770,188)	3,794,793	3,943,235

Initial recognition

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

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

Subsequent measurement

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

4.1.1. Total right-of-use assets

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

	Gross carrying amount		Accumulated depreciation		Net carrying amount	
	2024 \$	2023 \$	2024 \$	2023 \$	2024 \$	2023 \$
Leasehold buildings	4,827,540	4,449,424	(1,226,178)	(556,190)	3,601,362	3,893,234
Leased motor vehicles	68,673	29,615	(15,368)	(7,228)	53,305	22,387
Net carrying amount	4,896,213	4,479,039	(1,241,546)	(563,418)	3,654,667	3,915,621

- an estimate of costs to dismantle and remove the underlying asset, or to restore the underlying asset or the site on which it is located.

Right-of-use asset – Subsequent measurement

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

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

4.1.2 Depreciation and amortisation

	2024 \$	2023 18 months \$
Office and computer equipment	10,928	16,388
Leasehold buildings	669,988	556,190
Leasehold Improvements	3,083	7,955
Leased motor vehicles	8,140	11,161
Total depreciation and amortisation	692,139	591,694

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

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

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

Asset	Useful life years
Leasehold buildings	10–60 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

	Office and computer equipment	Leasehold improvements	Leasehold buildings	Leased motor vehicles	Total
2024	\$	\$	\$	\$	\$
Balance at 1 July 2023	27,614	-	3,893,234	22,387	3,943,235
Remeasurement – cost (i)	-	-	378,116	-	378,116
Remeasurement – depreciation ⁽ⁱ⁾	-	-	(13,499)	-	(13,499)
Additions	53,158	73,365	-	39,058	165,581
Disposals	-	-	-	-	-
Depreciation	(10,928)	(3,083)	(656,489)	(8,140)	(678,640)
Closing balance at 30 June 2024	69,844	70,282	3,601,362	53,305	3,794,793
<hr/>					
18 months ended 30 June 2023					
Allocation statement transfer at 1 January 2022	15,600	7,955	203,642	38,136	265,333
Remeasurement	-	-	(382,719)	-	(382,719)
Additions	28,402	-	4,628,501	29,615	4,686,518
Disposals	-	-	-	(34,203)	(34,203)
Depreciation	(16,388)	(7,955)	(556,190)	(11,161)	(591,694)
Closing balance at 30 June 2023	27,614	-	3,893,234	22,387	3,943,235

- (i) During the financial year, the Academy reassessed its lease liabilities and remeasured 4 of its leased properties by applying a 3.5% CPI increase per annum which impacted the contractual payments of its leases.

Note 5. Other assets and liabilities

Introduction

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

Structure

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

5.1 Receivables

	2024	2023
	\$	\$
Contractual receivables		
Amounts owing from government	23,586,056	17,440,067
Total receivables	23,586,056	17,440,067

Receivables include amounts owing from government through accounts receivable.

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

All receivables are classified as current.

5.2 Payables

	2024	2023
	\$	\$
Contractual payables		
Creditors and accruals	594,665	697,830
Amounts payable to government	120,819	337,772
Total payables	715,484	1,035,602

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

Payables for creditors and accruals have an average credit period less than 30 days.

All payables are classified as current.

Maturity analysis of contractual payables

	Carrying amount	Nominal amount	Maturity dates				
			Less than 1 month	1–3 months	3 months – 1 year	1–5 years	5+ years
2024							
Creditors and accruals	594,665	594,665	594,665	-	-	-	-
Amounts payable to government	120,819	120,819	120,819	-	-	-	-
Total	715,484	715,484	715,484	-	-	-	-

2023							
Creditors and accruals	697,830	697,830	697,830	-	-	-	-
Amounts payable to government	337,772	337,772	337,772	-	-	-	-
Total	1,035,602	1,035,602	1,035,602	-	-	-	-

5.3 Other non-financial assets

	2024	2023
	\$	\$
Prepayments	150,759	187,797
Total other non-financial assets	150,759	187,797

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

Prepayments are classified as current.

5.4 Other provisions

	2024	2023
	\$	\$
Make-good provisions	309,841	352,660
Total other provisions	309,841	352,660

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.

Make-good provisions are classified as non-current.

Reconciliation of movements in other provisions

	Make-good provision
	\$
Opening balance	352,660
Make-good provision settled during the year	(42,819)
Closing balance – 30 June 2024	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 section provides information on the sources of finance utilised by the Academy during its operations, along with interest expense (the cost of leases) and other information related to financing activities of the Academy.

This section includes disclosures of balances that are financial instruments.

Structure

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

6.1 Borrowings

	2024 \$	2023 \$
Current borrowings		
Lease liabilities ⁽ⁱ⁾	520,088	596,104
Total current borrowings	520,088	596,104
Non-current borrowings		
Lease liabilities ⁽ⁱ⁾	3,275,189	3,367,170
Total non-current borrowings	3,275,189	3,367,170
Total borrowings	3,795,277	3,963,274

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

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

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

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

Maturity analysis of borrowings

	Carrying amount	Nominal amount	Less than 1 month	1–3 months	Maturity dates		
					3 months – 1 year	1–5 years	5+ years
2024							
Lease liabilities	3,795,277	4,422,146	58,762	176,286	432,170	1,965,789	1,789,139
Total	3,795,277	4,422,146	58,762	176,286	432,170	1,965,789	1,789,139
2023							
Lease liabilities	3,963,274	3,963,274	63,866	153,571	378,667	1,908,350	1,458,820
Total	3,963,274	3,963,274	63,866	153,571	378,667	1,908,350	1,458,820

6.1.1 Interest expense

	2024	2023 18 months
	\$	\$
Interest on lease liabilities	153,157	71,203
Total interest expense	153,157	71,203

6.2 Leases

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

The Academy's leasing activities

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

6.2.1 Right-of-use assets

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

6.2.2 Amounts recognised in the comprehensive operating statement

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

	2024	2023 18 months
	\$	\$
Interest expense on lease liabilities	153,157	71,203
Total amounts recognised in the comprehensive operating statement	153,157	71,203

6.2.3 Amounts recognised in the statement of cashflows

The following amounts are recognised in the statement of cashflows for the financial year ending 30 June 2024 relating to leases.

	2024	2023 18 months
	\$	\$
Total cash outflow for leases	735,310	614,454
Total amounts recognised in the statement of cashflows	735,310	614,454

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 of 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
- the Academy has the right to obtain substantially all of the economic benefits from use of the identified asset throughout the period of use, considering its rights within the defined scope of the contract, and the Academy has the right to direct the use of the identified asset throughout the period of use
- the Academy has the right to take decisions in respect of 'how and for what purpose' the asset is used throughout the period of use.

Separation of lease and non-lease components

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

Recognition and measurement of leases as a lessee

Lease liability – initial measurement

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

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

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

Lease liability – subsequent measurement

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

Presentation of right-of-use assets and lease liabilities

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

6.3 Cash flow information and balances

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

	2024	2023
	\$	18 months \$
Net result for the period	6,491,443	9,737,591
Non-cash movements		
Depreciation and amortisation of non-current assets	692,139	591,694
Movements in assets and liabilities		
Decrease/(increase) in receivables	(6,145,989)	(17,440,067)
Decrease/(increase) in non-financial assets	37,038	-
Increase/(decrease) in payables	(323,135)	1,035,602
Increase/(decrease) in provisions	(42,819)	352,660
Net cash flows used in operating activities	708,677	(5,722,520)

6.4 Commitments for future expenditure

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

Nominal amount	Less than 1 year	1 year to 5 years	Total
2024	\$	\$	\$
Operating commitments payable	2,005,734	776,826	2,782,560
Total commitments (inclusive of GST)	2,005,734	776,826	2,782,560
Less GST recoverable	-	-	-
Total commitments (exclusive of GST)	2,005,734	776,826	2,782,560
2023			
Operating commitments payable	2,153,757	959,445	3,113,202
Total commitments (inclusive of GST)	2,153,757	959,445	3,113,202
Less GST recoverable*	-	-	-
Total commitments (exclusive of GST)	2,153,757	959,445	3,113,202

* Prior-year figures have been regrouped or reclassified wherever necessary to align to the current year's classification.

Note 7. Risks, contingencies and valuation judgements

Introduction

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

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

Structure

7.1 Financial instruments specific disclosures

7.1.1 Categorisation of financial instruments

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

7.1.3 Financial risk management objectives and policies

7.2 Contingent assets and liabilities

7.3 Fair value determination

7.3.1 Fair value determination: financial assets and liabilities

7.3.2 Fair value determination: non-financial physical assets

7.1 Financial instruments specific disclosures

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

Categories of financial assets

Financial assets at amortised cost

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

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

These assets are initially recognised at fair value, plus any directly attributable transaction costs, and are 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.

In this category, the Academy recognises the following liabilities of:

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

7.1.1 Categorisation of financial instruments

	Financial instruments measured at amortised cost \$
2024	
Contractual financial assets	
Receivables ⁽ⁱ⁾	23,586,056
Total contractual financial assets	23,586,056
Contractual financial liabilities	
Payables ⁽ⁱ⁾	715,484
Borrowings	3,795,277
Total contractual financial liabilities	4,510,761
2023	
Contractual financial assets	
Receivables ⁽ⁱ⁾	17,440,067
Total contractual financial assets	17,440,067
Contractual financial liabilities	
Payables ⁽ⁱ⁾	1,035,602
Borrowings	3,963,274
Total contractual financial liabilities	4,998,876

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

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

	Net holding gain/(loss) \$	Total interest income/ (expense) \$	Total \$
2024			
Contractual financial liabilities			
Financial liabilities at amortised cost	-	(153,157)	(153,157)
Total contractual financial liabilities	-	(153,157)	(153,157)
18 months ended 30 June 2023			
Contractual financial liabilities			
Financial liabilities at amortised cost	-	(71,203)	(71,203)
Total contractual financial liabilities	-	(71,203)	(71,203)

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

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

7.1.3 Financial risk management objectives and policies

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

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

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

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

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

Liquidity risk

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

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

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

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

Credit risk

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

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

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

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

There has been no material change to the Academy's credit risk profile in 2024.

	Financial Institution (A credit rating)	Victorian Government (AA credit Rating)	Total
2024	\$	\$	\$
Financial assets			
Receivables	-	23,586,056	23,586,056
Total contractual financial assets	-	23,586,056	23,586,056
2023			
Financial assets			
Receivables	-	17,440,067	17,440,067
Total contractual financial assets	-	17,440,067	17,440,067

There was no impairment loss recognised in the financial year ended 30 June 2024 (18 months ended 30 June 2023: nil).

Interest rate risk

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

7.2 Contingent assets and liabilities

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

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

Contingent assets

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

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

Contingent liabilities

Contingent liabilities are:

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

These are classified as either quantifiable or non-quantifiable.

As at 30 June 2024, 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:

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

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

How this section is structured

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

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

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

7.3.1 Fair value determination: financial assets and liabilities

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

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

The Academy currently holds a range of financial instruments that are recorded in the financial statements, where the carrying amounts approximate to fair value, due to their short-term nature or with the expectation that they will be paid in full by the end of the 2023–24 reporting period.

7.3.2 Fair value determination: non-financial physical assets

	Carrying amount as at end of reporting period	Fair value measurement at end of reporting period using: Level 3 ⁽ⁱ⁾
2024	\$	\$
Buildings, plant and equipment, and vehicles at fair value		
Buildings, plant and equipment, and vehicles	3,794,793	3,794,793
Total of buildings, plant and equipment, and vehicles at fair value	3,794,793	3,794,793
2023		
Buildings, plant and equipment and vehicles at fair value		
Buildings, plant and equipment, and vehicles	3,943,235	3,943,235
Total of buildings, plant and equipment, and vehicles at fair value	3,943,235	3,943,235

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

There have been no transfers between levels during the period.

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

Building and vehicle right-of-use assets are held at fair value.

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

Note 8. Other disclosures

Introduction

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

Structure

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

8.1 Ex-gratia expenses

Ex gratia expenses are the voluntary payments of money or other non-monetary benefit (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 2024, the Academy had not made any ex-gratia payments.

8.2 Responsible persons

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

The persons who held the positions of Ministers and Accountable Officers in the Academy are as follows.

Position	Name	Occupancy period
Minister for Education	Hon. Natalie Hutchins	1 July 2023 – 1 October 2023
	Hon. Ben Carroll MP	2 October 2023 – 30 June 2024
Secretary of the Department of Education	Jenny Atta	1 July 2023 – 30 June 2024
Chief Executive Officer	Dr Marcia Devlin AM	1 July 2023 – 30 June 2024

Remuneration

Remuneration received or receivable by the Accountable Officer in connection with the management of the Academy during the reporting period was in the range of \$380,000–\$389,999.

Income range \$	2023	
	2024	18 months
10,000–19,999	3	3
30,000–39,999	1	1
200,000–209,999	-	2
220,000–229,999	-	1
250,000–259,999	-	1

260,000–269,999	-	1
280,000–289,999	1	-
370,000–379,999	-	1
380,000–389,999	1	-
Total	6	10

Amounts relating to the ministers are excluded and reported in the financial statements of the Department of Parliamentary Services. For information regarding related-party transactions of ministers, the register of members' interests is publicly available from www.parliament.vic.gov.au/publications/register-of-interests

The compensation details exclude the salaries and benefits of Ms Jenny Atta, who held the position of Secretary of the Department of Education. According to the ETR Act, membership of the authority must include the Secretary of the Department, however, the Secretary's remuneration and allowances are reported within the department's Financial Report.

8.3 Remuneration of executives

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

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

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

Remuneration of executive officers	2024	2023
	\$	18 months \$
Short-term employee benefits	805,330	803,772
Post-employee benefits	76,934	54,087
Other long-term benefits	21,972	17,262
Total remuneration	904,236	875,121
Total number of executives	3	3
Total annualised employee equivalents⁽ⁱ⁾	3.0	1.9

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

8.4 Related parties

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

- all key management personnel and their close family members
- all cabinet ministers and their close family members
- 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 2024, the Academy received income from grants of \$58,189,209 from the department. The Academy made payments of \$1,493,942 for occupancy costs to the department for 41 St Andrew Place East Melbourne, and \$1,100,000 to the department for three department-owned sites in North Melbourne, Geelong and Ballarat that are used by the Academy for course delivery.

Key management personnel

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

Entity	Position title	Occupancy period
Dr Marcia Devlin AM	Chief Executive Officer	1/7/2023 – 30/6/2024
Peter Saffin	Chief Operating Officer	1/7/2023 – 30/6/2024
Dr Toni Meath	Board Chair	1/7/2023 – 30/6/2024
Judith Downes	Board member and Audit and Risk Committee Chair	1/7/2023 – 30/6/2024
Kieren Noonan	Board member	1/7/2023 – 30/6/2024
Prof Viv Ellis	Board member	1/7/2023 – 30/6/2024
Dr David Howes	Board member	1/7/2023 – 30/6/2024
Terri Lee-Fitzpatrick	Board member	1/7/2023 – 12/12/2023
Martin Keogh	Board member	15/8/2023 – 30/6/2024

The compensation detailed below excludes the salary and benefit that 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 state's Annual Financial Report.

Compensation of KMP	2024	2023
		18 months
	\$	\$
Short-term employee benefits	678,290	1,766,343
Post-employee benefits	62,962	175,747
Other long-term benefits	18,460	34,711
Total remuneration	759,712	1,976,800

Transactions with KMPs and other related parties

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

Outside of normal citizen-type transactions with the Academy, there were no related party transactions that involved KMPs and their close family members. No provision has been required, or any expense recognised, for impairment of receivables from related parties.

8.5 Remuneration of auditors

	2024	2023
	\$	\$
Victorian Auditor General's Office for the audit of financial statements		
Audit or review of the financial statements	44,720	43,000
Total remuneration of auditors	44,720	43,000

8.6 Subsequent events

A non-adjusting event, the new Victorian Public Sector Enterprise Bargaining Agreement 2024, was formally approved by the Fair Work Commission on 12 August 2024 and has an estimated \$0.7 million expenditure and liability impact. The first salary and allowance increase under the new agreement applies from 1 May 2024. These increases, as well as other entitlements operating from a date prior to the formal commencement of the agreement, will be made progressively in the upcoming months. These entitlements include the \$5,600 once-off lump-sum payment and the mobility payment.

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.
- 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.

8.7 Australian Accounting Standards issued that are not yet effective

Certain new and revised accounting standards have been issued, but are not effective for the 2023–24 reporting period. These accounting standards have not been applied to the Academy's financial statements.

<i>Standard/ Interpretation</i>	<i>Summary</i>	<i>Applicable for annual reporting periods beginning on</i>	<i>Impact on the Academy's financial statements</i>
AASB 17 Insurance Contracts	This standard replaces AASB 4 <i>Insurance Contracts</i> , AASB 1023 <i>General Insurance Contracts</i> and AASB 1038 <i>Insurance Contracts</i> for non-for-profit public sector entities for annual reporting periods beginning on or after 1 July 2026. The Academy will not early adopt the Standard.	1 January 2026	The standard is not expected to have a significant impact on the Academy.

Standard/ Interpretation	Summary	Applicable for annual reporting periods beginning on	Impact on the Academy's financial statements
AASB 2022–8 Amendments to Australian Accounting Standards – Insurance Contracts: Consequential Amendments	This Standard amends AASB 17 <i>Insurance contracts</i> to make public sector-related modifications (for example, it specifies the pre-requisites, indicators and other considerations in identifying arrangements that fall within the scope of AASB 17 in a public sector context). This Standard applies for annual reporting periods beginning on or after 1 July 2026. The Academy will not early adopt the Standard.	1 January 2026	The standard is not expected to have a significant impact on the Academy.

8.8 Glossary of technical terms

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

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

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

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

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

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

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

Effective interest method is the method used to calculate the amortised cost of a financial asset and of allocating interest income over the relevant period. The effective interest rate is the rate that exactly discounts estimated future cash receipts through the expected life of the financial asset or, where appropriate, shorter periods include all costs related to employment, including wages and salaries, fringe benefits tax, leave entitlements, redundancy payments, defined benefits superannuation plans and defined contribution superannuation plans.

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

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

Financial asset is any asset that is either:

- cash
- an equity instrument of another entity

- a contractual right to either:
 - to receive cash or another financial asset from another entity
 - to exchange financial assets or financial liabilities with another entity under conditions that are potentially favourable to the entity.

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

- a non-derivative for which the entity is, or may be, obliged to receive a variable number of the entity's own equity instruments
- a derivative that will or may be settled other than by the exchange of a fixed amount of cash or another financial asset for a fixed number of the entity's own equity instruments.

Financial liability is any liability that is either:

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

Financial statements in the report comprise:

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

Grant expenses and other transfers are transactions in which one unit provides goods, services, assets (or extinguishes a liability) or labour to another unit without receiving approximately equal value in return. Grants can either be operating or capital in nature.

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

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

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

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

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

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

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

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

8.9 Style conventions

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

The notation used in the tables is as follows.

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

The financial statements and notes are presented based on the illustration for a statutory authority in the *2023–24 Model Report for Victorian Government departments*.

Appendices

Appendix 1

Legislation	Requirement	Page reference
<i>Standing Directions and Financial Reporting Directions</i>		
<i>Report of operations</i>		
Charter and purpose		
FRD 22	Manner of establishment and the relevant Ministers	3, 27
FRD 22	Purpose, functions, powers and duties	3, 4
FRD 22	Key initiatives and projects	10-23
FRD 22	Nature and range of services provided	10-23
Management and structure		
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FRD 22	Application and operation of <i>Freedom of Information Act 1982</i>	46
FRD 22	Compliance with building and maintenance provisions of <i>Building Act 1993</i>	44
FRD 22	Statement on National Competition Policy	45
FRD 22	Application and operation of the <i>Public Interest Disclosures Act 2012</i>	46
FRD 22	Application and operation of the <i>Carers Recognition Act 2012</i>	46
FRD 22	Details of consultancies over \$10,000	42
FRD 22	Details of consultancies under \$10,000	43
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SD 5.2	Specific requirements under Standing Direction 5.2	50

<i>Legislation</i>	<i>Requirement</i>	<i>Page reference</i>
<i>Standing Directions and Financial Reporting Directions</i>		
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<i>Legislation</i>		
<i>Freedom of Information Act 1982</i>		46
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<i>Public Interest Disclosures Act 2012</i>		46
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<i>Disability Act 2006</i>		47
<i>Local Jobs Act 2003</i>		41
<i>Financial Management Act 1994</i>		55

Appendix 2 – Board meeting attendance

There were 6 Board meetings for the reporting period

☑ = attended ☒ = apology = ☐ leave of absence approved by the Chair

Board member	21 August 2023	21 September 2023 (special meeting)	16 October 2023	18 December 2023	19 February 2024	22 April 2024	Overall attendance
Dr Toni Meath (Chair)	☑	☑	☑	☒	☑	☑	5/6
Kieren Noonan	☑	☑	☑	☑	☑	☑	6/6
Dr David Howes	☑	☑	☑	☑	☑	☑	6/6
Professor Viv Ellis	☑	☑	☑	☑	☑	☒	5/6
Martin Keogh*	☑	☐	☐	☑	☑	☑	4/6
Judith Downes	☑	☑	☑	☑	☑	☑	6/6
Terri Lee-Fitzpatrick*	☐	☐	☐	n/a	n/a	n/a	n/a

*Martin Keogh was appointed to the Board 15 August 2023.

*Terri Lee-Fitzpatrick was on approved medical leave from the Board 1 April 2023 – 12 December 2023 when her resignation was approved by the Governor in Council.

There were 5 Audit and Risk Committee meetings for the reporting period

☑ = attended ☒ = apology = ☐ leave of absence approved by the Chair

ARC member	24 July 2023	18 September 2023	27 November 2023	18 March 2024	20 May 2024	Overall attendance
Judith Downes (Chair)	☑	☑	☑	☑	☑	5/5
Kieren Noonan	☑	☑	☑	☒	☑	4/5
Professor Viv Ellis	☑	☑	☑	☑	☑	5/5
Ella McPherson	☑	☑	☑	☑	☑	5/5

Appendix 3 – Acronyms and abbreviations

AAS	Australian Accounting Standards
AASB	Australian Accounting Standards Board
AITSL	Australian Institute of Teaching and School Leadership
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
<i>CoP</i>	<i>Communities of Practice</i>
DE	Department of Education
DH	Department of Health
EEC	Evidence and Evaluation Centre
EMS	Environmental Management System
FMA	<i>Financial Management Act 1994</i>
FOI	Freedom of Information
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
OHS	Occupational Health and Safety
PID	Public interest disclosure
SEIL	Senior Education Improvement Leader
SSP	Shared Service Provider
The Academy	The Victorian Academy of Teaching and Leadership
The Act	<i>The Education and Training Reform Act 2006</i>
TELC	Teaching Excellence Learning Community
TEP	Teaching Excellence Program
VAEAI	Victorian Aboriginal Education Association Inc.
VAPA	Victorian Aspiring Principal Assessment
VCAA	Victorian Curriculum Assessment Authority
VSBA	Victorian Schools Building Authority



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