Australian Institute for Teaching and School Leadership

Entity resources and planned performance

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# Australian Institute for Teaching and School Leadership

## Section 1: Entity overview and resources

### 1.1 Strategic direction statement

The Australian Institute for Teaching and School Leadership (AITSL) commenced operations on 1 January 2010. AITSL is a public company limited by guarantee under the *Corporations Act 2001* and is subject to the *Public Governance, Performance and Accountability Act 2013*. The Minister for Education and Training is the owner and sole member of the company. AITSL operates under its own constitution, with priorities set through letters from the Minister from time to time. Its primary purpose is to promote excellence in the profession of teaching and school leadership.

The eleven-member Board, appointed by the Minister for Education and Training, includes a Chair and Deputy Chair and nine further Directors nominated by the Australian Government for their educational expertise.

AITSL plays a key role in leading significant national educational reform so that teachers and school leaders have the maximum impact on student learning in all Australian schools.

AITSL’s policy direction and work priorities give particular attention to three key areas: Initial Teacher Education; School Leadership; and Quality Teaching.

The Teacher Education Ministerial Advisory Group reported to the Australian Government early in 2015. The Government response set out a major role for AITSL in actioning the recommendations accepted by Government, which remains a focus for the final year of work in 2018–19.

### 1.2 Entity resource statement

Table 1.1 shows the total funding from all sources available to the entity for its operations and to deliver programs and services on behalf of the Government.

The table summarises how resources will be applied by outcome (government strategic policy objectives) and by administered (on behalf of the Government or the public) and departmental (for the entity’s operations) classification.

For more detailed information on special accounts and special appropriations, please refer to *Budget Paper No. 4 – Agency Resourcing*.

Information in this table is presented on a resourcing (that is, appropriations/cash available) basis, whilst the ‘Budgeted expenses by Outcome 1’ tables in Section 2 and the financial statements in Section 3 are presented on an accrual basis.

Table 1.1: AITSL resource statement — Budget estimates for 2018–19 as at Budget May 2018



Prepared on a resourcing (i.e. appropriations available) basis.

Note: All figures shown above are GST exclusive - these may not match figures in the cash flow statement.

(a) Funding provided by the portfolio department that is not specified within the Annual Appropriation Bills as a payment to that corporate entity (for example, a grant awarded to a corporate entity from one of its portfolio department's administered programs).

## Section 2: Outcomes and planned performance

Government outcomes are the intended results, impacts or consequences of actions by the Government on the Australian community. Commonwealth programs are the primary vehicle by which government entities achieve the intended results of their outcome statements. Entities are required to identify the programs which contribute to government outcomes over the Budget and forward years.

Each outcome is described below together with its related programs. The following provides detailed information on expenses for each outcome and program, further broken down by funding source.

**Note:**

Performance reporting requirements in the Portfolio Budget Statements are part of the enhanced Commonwealth performance framework established by the *Public Governance, Performance and Accountability Act 2013*. It is anticipated that the performance criteria described in Portfolio Budget Statements will be read with broader information provided in an entity’s corporate plans and annual performance statements – included in Annual Reports - to provide an entity’s complete performance story.

The most recent corporate plan for AITSL can be found at: [www.aitsl.edu.au](https://www.aitsl.edu.au/docs/default-source/default-document-library/aitsl-corporate-plan.pdf)

The most recent performance reporting for AITSL can be found in the Annual Report
at: [www.aitsl.edu.au](https://www.aitsl.edu.au/docs/default-source/default-document-library/annual-report-2017_final_annual-report_interactive.pdf)

### 2.1 Budgeted expenses and performance for Outcome 1

|  |
| --- |
| Outcome 1: Enhance the quality of teaching and school leadership through developing standards, recognising teaching excellence, providing professional development opportunities, and supporting the teaching profession. |

#### Budgeted expenses for Outcome 1

This table shows how much the entity intends to spend (on an accrual basis) on achieving the outcome, broken down by program, as well as by administered and departmental funding sources.

Table 2.1.1: Budgeted expenses for Outcome 1



#### Performance criteria for Outcome 1

This section details the performance criteria for each program associated with Outcome 1. It also summarises how each program is delivered and where 2018–19 Budget measures have created new programs or materially changed existing programs.

|  |
| --- |
| Outcome 1: Enhance the quality of teaching and school leadership through developing standards, recognising teaching excellence, providing professional development opportunities, and supporting the teaching profession. |

##### Program 1.1 – Assistance for Quality Teaching and Learning

|  |  |
| --- | --- |
| Objective | This program enables AITSL to work collaboratively with the eight state and territory education departments and their Ministers, the Catholic and independent school sectors, teacher educators, teacher regulatory authorities, teacher unions, professional and community organisations and teachers and principals throughout Australia to strengthen the profession. |
| Delivery | The program includes a range of targeted initiatives which lead, shape and complement the work of other education agencies, to enhance the quality of initial teacher education, teaching and school leadership. |
| Purposes | AITSL Corporate Plan 2017–2018AITSL plays a key role in leading significant educational reform across Australian governments, and its work program is set in accordance with directions received from the Minister for Education and Training. Our key areas of focus include:Placing impact of initial teacher education, teaching and leadership at the centre of our work.Building, enhancing and sustaining effective teaching and leadership at every level.Advocating for quality and rigour in the design and implementation of national policies, tools and resources.Supporting the professional education community to make evidence-based decisions.Affirming the status of the profession. |

###### Performance information 1.1 – Assistance for Quality Teaching and Learning

| Year | Performance criteria  | Expected achievement  |
| --- | --- | --- |
| 2017–18 | AITSL continues to promote excellence in the profession of teaching and school leadership. | Initial Teacher Education (ITE) Programs in AustraliaImplemented relevant elements of the Government response to the recommendations of TEMAG including monitoring and maintaining the agreed strengthened approach to the Accreditation of Initial Teacher Education programs and implementing National Initial Teacher Education and Teacher Workforce Data Strategy.Australian Professional Standards for TeachersDeveloped standards and support materials/research, including for Australian Teacher Performance and Development Framework and the Australian Charter for the Professional Learning of Teachers and School Leaders, certification of Highly Accomplished and Lead teachers and teacher registration, promulgated effectively. |

|  |  |  |
| --- | --- | --- |
| Year | Performance criteria  | Targets |
| 2018–19 and beyond | As per 2017–18 | Initial Teacher Education (ITE) Programs in AustraliaContinue to implement relevant elements of the Government response to the recommendations of TEMAG including monitoring and maintaining the agreed strengthened approach to the Accreditation of Initial Teacher Education programs and implementing Australian Teacher Workforce Data Strategy. Australian Professional Standards for TeachersStandards and support materials/research, including for Australian Teacher Performance and Development Framework and the Australian Charter for the Professional Learning of Teachers and School Leaders, certification of Highly Accomplished and Lead teachers and teacher registration, promulgated effectively and a national review of teacher registration.Australian Professional Standard for PrincipalsStandard and support materials/ research, including Leadership Development Guidelines and Principal Profiles, promulgated effectively. Development of a process for pre-appointment certification of principals.Assessment for MigrationThe role of assessing authority under the Migration Regulations 1994 for the purpose of skilled migration to Australia, or special education school teacher successfully fulfilled. |

## Section 3: Budgeted financial statements

Section 3 presents budgeted financial statements which provide a comprehensive snapshot of entity finances for the 2018–19 budget year, including the impact of budget measures and resourcing on financial statements.

### 3.1 Budgeted financial statements

#### 3.1.1 Differences between entity resourcing and financial statements

There are no material variances between the entity resources table and the budgeted financial statements.

#### 3.1.2 Explanatory notes and analysis of budgeted financial statements

In November 2015 the Department of Education and Training agreed to a funding arrangement for the three year period 2015–16 to 2017–18. The agreement provided committed funding of $35.8 million for the three years, including $12.7 million to enable AITSL to implement the government’s response to the recommendation of the Teacher Education Ministerial Advisory Group (TEMAG). The TEMAG funding was in addition to AITSL’s core funding. In February 2017, the Department of Education and Training agreed to provide additional funding of $11.46 million to enable AITSL to continue to pursue its work through the 2018–19 year.

In February 2018 the Department of Education and Training agreed to provide further funding of $0.6 million to enable AITSL to deliver Australian guidelines for school leadership development and $0.5 million to enable AITSL to undertake a national review of teacher registration. Funding of $0.8 million was provided in the year ending 30 June 2018 and $0.3 million will be provided in the year ending 30 June 2019.

The funding for the 2018–19 budget year will be $11.761 million, a slight decrease from the 2017–18 year of $12.661 million. In the same year the income from Overseas Skills Assessment is estimated to be $1.2 million. Income for AITSL to create a national data platform for the teaching workforce is budgeted to be $1.4 million and income earned for other services provided to third parties is estimated to be $0.2 million.

AITSL is budgeting for a break even result in the financial year 2017–18. The budget for the 2018–19 financial year is a break even result.

The net asset position of $4.7 million as at 30 June 2017 is expected to be unchanged at 30 June 2018. Total assets at 30 June 2018 are estimated to be $6.3 million, comprising $5.8 million of financial assets and $0.5 million of non-financial assets.

Total liabilities at 30 June 2018 are estimated to be $1.6 million of which $0.6 million will be accrued employee entitlements, $0.7 million being supplier payables and $0.3 million of other provisions.

Additional funding of $7.823 million for 2019–20, $7.886 million for 2020–21 and $7.950 million for 2021–22 is provided to AITSL predominantly for operational purposes and continued implementation of national frameworks. It does not include funding for any future work which may be directed by the Minister for Education and Training.

### 3.2. Budgeted financial statements tables

Table 3.1: Comprehensive income statement (showing net cost of services) for the period ended 30 June



Prepared on Australian Accounting Standards basis.

Table 3.2: Budgeted departmental balance sheet (as at 30 June)



\* Equity is the residual interest in assets after the deduction of liabilities.

Prepared on Australian Accounting Standards basis.

Table 3.3: Departmental statement of changes in equity — summary of movement (Budget year 2018–19)



Prepared on Australian Accounting Standards basis.

Table 3.4: Budgeted departmental statement of cash flows (for the period ended 30 June)



Prepared on Australian Accounting Standards basis.

Table 3.5: Departmental capital budget statement (for the period ended 30 June)

AITSL does not have a departmental capital budget therefore Table 3.5 is not presented.

Table 3.6: Statement of asset movements (Budget year 2018–19)



Prepared on Australian Accounting Standards basis.

Table 3.7: Schedule of budgeted income and expenses administered on behalf of Government (for the period ended 30 June)

AITSL has no income and expenses administered on behalf of Government therefore Table 3.7 is not presented.

Table 3.8: Schedule of budgeted assets and liabilities administered on behalf of Government (as at 30 June)

AITSL has no assets and liabilities administered on behalf of Government therefore Table 3.8 is not presented.

Table 3.9: Schedule of budgeted administered cash flows (for the period ended 30 June)

AITSL has no administered cash flows therefore Table 3.9 is not presented.

Table 3.10: Administered capital budget statement (for the period ended 30 June)

AITSL has no administered capital budget therefore Table 3.10 is not presented.

Table 3.11: Statement of administered asset movements (Budget year 2018–19)

AITSL has no administered asset movements therefore Table 3.11 is not presented.