

Annual Report 2025–26

aitsl

Australian Institute
for Teaching and
School Leadership
Limited

Acknowledgement of Country

The Australian Institute for Teaching and School Leadership Limited (AITSL) acknowledges the Traditional Custodians of the lands, sea countries, and waterways from across Australia.

We pay our respect to Aboriginal and Torres Strait Islander histories and living cultures, and to Elders past and present.



Aboriginal and Torres Strait Islander peoples are advised that this publication may contain images and names of deceased people.

Artwork

Ngar-wu lotjpa yapaneyepuk
"to listen and yarn together"
Artist Bayadherra Siena Tieri, Luke Tieri

Scan the QR code to learn more about this artwork.

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AITSL was formed to provide national leadership for the Commonwealth, state, and territory governments in promoting excellence in the profession of teaching and school leadership, with funding provided by the Australian Government.

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Australian Institute for Teaching and School Leadership Limited

Letter of Transmittal

10 September 2026

The Hon Jason Clare MP
Minister for Education
Parliament House
Canberra ACT 2600

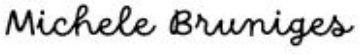
Dear Minister,

The Board of Directors is pleased to submit the Annual Report 2025–26 for the Australian Institute for Teaching and School Leadership Limited.

The report is presented in accordance with the *Public Governance, Performance and Accountability Act 2013*.

The report has also been prepared to conform to the requirements of the *Australian Charities and Not-for-profit Commission Act 2012* and the *Corporations Act 2001*.

Yours sincerely,



Dr Michele Bruniges AO
Chair
AITSL Board of Directors




My Culture and ME







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Dr Michele Bruniges AO

From **the Chair**

I am pleased to present the Annual Report 2025–26 of the Australian Institute for Teaching and School Leadership (AITSL).

As a national organisation, AITSL's impact depends on strong partnerships. Throughout the year, the AITSL team work closely with teachers and leaders in schools and other education systems and sectors, teacher regulatory authorities, initial teacher education providers, teacher unions, Aboriginal and Torres Strait Islander communities and groups, principal and other professional associations, and community partners. These relationships are central to AITSL's ability to address shared challenges and deliver work that has a meaningful impact.

AITSL also continues to support a stronger national understanding of the teaching workforce. Reliable workforce insight is essential for planning, policy and investment, particularly as systems respond to supply pressures and changing workforce needs. Through its national role, AITSL contributes evidence and expertise that better-inform decisions about the future teaching workforce.

Equity remains an enduring focus of AITSL's work, including improving outcomes for Aboriginal and Torres Strait Islander children and young people. Teachers and leaders play a crucial role in developing all students' understanding of, and respect for, Aboriginal and Torres Strait Islander histories, living cultures and languages. AITSL has continued to support this work through the Indigenous Cultural Responsiveness Initiative and Self-Reflection Toolkit .

A major focus for AITSL this year was commencing the review of the Australian Professional Standards for Teachers. The review is an important opportunity to ensure the Standards remain contemporary, evidence-informed and grounded in the experience of the profession. It is being shaped by comprehensive practitioner feedback and a systematic examination of the evidence. AITSL will use this work to provide recommendations to education ministers next calendar year.

National teacher certification remains an important way of acknowledging and valuing expert teaching practice across Australia. Certification for Highly Accomplished and Lead teachers supports professional growth, strengthens retention and enables the sharing of high-quality practice across schools.

AITSL's 2022–2026 Strategic Plan has provided AITSL with a strong foundation to serve the profession. Looking ahead, the Board has resolved that it needs to refresh the plan to ensure that AITSL is well positioned to support teachers and school leaders into the future.

The annual report is presented at a time of potential evolution in the education architecture, with the Federal Education Minister proposing to merge the four key national education agencies into a single Teaching and Learning Commission.

Whatever the future holds, the Board remains focused on the purpose of AITSL and is confident it provides a strong platform for AITSL's continued national leadership and contribution to a high-quality, equitable and future-focused education. My thanks go to the AITSL Board of Directors for their commitment to education and for helping shape the strategic direction of the organisation. Their time and expertise continue to be invaluable.

The Board's thanks and gratitude also go to the AITSL CEO, Tim Bullard, and the entire AITSL team for their ongoing commitment to AITSL's mission and vision.

To our valued partners, I thank you for your support. This enables AITSL to remain at the forefront of national efforts to improve teaching and leadership, and ultimately, learning outcomes for all children and young people across Australia. Finally, a sincere thank you to the teachers and leaders of Australia. The enduring value you bring to the teaching profession, both today and into the future, cannot be overstated.



Dr Michele Bruniges AO
Chair
AITSL Board of Directors



Tim Bullard

From **the CEO**

Throughout the year, I have been reminded again and again that our work matters most when it helps teachers and leaders feel supported, trusted and able to do their best work.

I have had many wonderful opportunities to speak with people across the country about what quality teaching and school leadership looks like in their context, and to hear how AITSL can better support teachers to grow. I have greatly valued the generosity of system thinkers, regulatory authorities, professional associations, researchers and, most importantly, teachers and school leaders themselves. Supporting teachers to succeed is the reason AITSL staff get up every day.

This year, our work has been guided by a simple commitment: to listen carefully, use evidence well, and help strengthen the conditions in which quality teaching and leadership can thrive, both now and into the future.

The Teacher Standards underpin every stage of a teaching career, from initial teacher education through to registration and Lead certification. They have guided teachers and leaders well over the past 15 years, but it is now time to see whether they are still serving their purpose.

We've embarked on a project to review the Teacher Standards, drawing on research, national and international evidence and, most importantly, the views of teachers, leaders, parents and carers, and our partners. We are excited to see the future of the Teacher Standards.

The Future Teacher Future Leader initiative is also informing the future of teaching and leadership, exploring what the world of education may look like in 2040 and how future scenarios may inform the future of teaching and learning. Using a strategic foresight method and drawing on broad professional insights, system- and sector-level perspectives, emerging research and global trends, the project explored multiple plausible futures and their impact on teaching, school leadership and education policy.

It's been invigorating to work on this project with young people, system and sector leaders, teachers and leaders, and cross-sector representatives, challenging assumptions and exploring the forces that may shape education over the next 15 years. The project positions AITSL to support longer-term thinking about the future of education, and I look forward to sharing the scenarios and accompanying resources in the coming months.

The Australian Teacher Workforce Data (ATWD) Initiative publications and data releases remain a valuable source of information to support workforce planning and inform decision-making. This is why we are always heartened to see so many teachers and leaders completing the Australian Teacher Workforce Survey each year. In 2025, more than 50,000 teachers and leaders shared their insights, and we are so grateful. It's a powerful opportunity to bring the voice of the profession to the heart of education policy and decision-making.

The ATWD published *National Trends: Initial Teacher Education Pipeline, National Trends: Teacher Workforce*, as well as *In Brief* reports on teacher duties and a profile of Australia's teachers. These reports gather rich data to identify notable trends that are likely to affect current and future teacher workforce supply in Australia.

We also published the *Mentoring Guidelines*, supporting pre-service and early career teachers. These Guidelines are designed to support leaders and mentors by articulating the skills and knowledge required to select effective mentors and to implement effective mentoring programs. I'm proud of AITSL's work in supporting the progression of a teacher's career from the very beginning.

On the topic of beginnings, we know that effective induction can help early career teachers experience greater job satisfaction and remain in the profession long term, leading to improved learning outcomes for children and young people. We published Spotlight research evidence summaries looking at induction for early career teachers and for leaders, as the benefits of good leader induction flow through to the rest of the school community.

We continued to support the implementation of the Middle Leader Standards this year, with a series of implementation pilots across different systems and sectors in Australia, and new animation resources made available on our website.

Recognising the important contribution of teaching assistants, AITSL also published the *Guidelines for the Optimal Deployment of Teaching Assistants in Australian Classrooms* in July 2025 to help schools make the most of this essential role. A companion Spotlight report examined the evidence on teaching assistants supporting students with disability, providing guidance on effective practice. Teaching assistants are a critical part of the education workforce, and our research suggests that when deployed effectively, they can contribute to improved student progress and achievement.

As always, we took time in October to celebrate World Teachers' Day. This is a wonderful opportunity for all Australians to turn our attention to celebrating teachers for the amazing work they do. Every year, we see millions of people joining the campaign on social media, across radio and print, and in schools and other education settings, and this year was no different. It was a great motivator to see people tipping their hats to teachers for this year's theme, 'Hats Off to Teachers'.

During 2025–26, national teacher certification continued to grow, with the number of certified Highly Accomplished and Lead teachers increasing by 34 per cent to 2,263 teachers nationwide. The continued uptake of certification reflects its enduring value as a nationally consistent mechanism for recognising Highly Accomplished and Lead teachers, supporting teacher leadership and Australia's ongoing commitment to a high-quality teaching workforce.

Finally, I thank the AITSL Board Chair, Michele Bruniges, and all Board members for their continued guidance and support. I am also deeply grateful to the AITSL team for the care, expertise and commitment they bring to this work every day. Above all, I remain committed to listening to and working alongside the profession, so that together we continue to define, support and elevate quality teaching and leadership in Australia.



Tim Bullard
Chief Executive Officer

About **AITSL**

Background

AITSL is a not-for-profit Commonwealth company established to promote excellence in teaching and school leadership across Australia. We do that by setting the national standards for quality teaching and school leadership, championing the vital role of educators in shaping Australia's future, and providing the resources, tools, insights, and foresight needed to support teaching and leadership across Australia.

Our vision and mission

AITSL is Australia's centre of excellence for teaching and school leadership. We exist to support teachers and school leaders to thrive, so that all children and young people can reach their full potential.

OUR VISION

Australia has a high-quality education system in which teachers and leaders have the greatest impact on the educational growth and achievement of every learner.

OUR MISSION

Promoting excellence so that teachers and leaders have the maximum impact on learning in all Australian schools and early childhood settings.



Strategic Plan

AITSL has established clear and effective frameworks for undertaking genuine consultation and collaboration with teachers and leaders in schools and other education settings, and representatives from government systems, Catholic and independent school sectors, teacher regulatory authorities, initial teacher education (ITE) providers, teacher unions, Aboriginal and Torres Strait Islander communities, principal and other professional associations, and community organisations – collectively referred to as our **Key Partners**.

When developing our 2022–2026 Strategic Plan, our Key Partners were clear that AITSL should continue to focus on expertise as the core of AITSL's work. This expertise, with a solid evidence base, has been embodied in our national Standards as well as AITSL's tools and resources. AITSL's Strategic Plan serves well, however, requires a refresh to better represent our future direction. A new Strategic Plan will run from January 2027, aligning it more closely with the school calendar year.
AITSL's current strategic priorities are:



Shaping expertise

Purpose

To lead a high quality and nationally consistent approach to teaching and leadership in schools and education settings.

- Provide leadership for the 11 national policy frameworks, with the Teacher, Principal and ITE Standards (the Standards), at the centre.
- Work with the profession to make sure the Standards remain fit for purpose and demonstrate teaching excellence.
- Provide national policy advice to support informed and innovative education systems and sectors.
- Champion an inclusive and equitable education system, with a focus on the outcomes of Aboriginal and Torres Strait Islander students.
- Bring together the voices of our Key Partners to help shape national reform priorities.

Outcome

Quality teaching and leadership is underpinned by relevant, fit for purpose National Standards that are understood and implemented by all teachers and leaders throughout Australia.



Influencing expertise

Purpose

To encourage the national adoption of practices and policies that help lift quality teaching and leadership in schools and education settings.

- Be passionate advocates for evidence-based practices that lead to improvements in quality teaching and leadership.
- Convene our Key Partners to help shape and implement nationally agreed policies and practices.
- Champion the growth and impact of national teacher certification.
- Help lead the national workforce supply conversation, with informed outcomes based on national data.
- Provide states and territories with access to quality teachers from outside Australia.

Outcome

AITSL's Key Partners across all Australian states and territories participate in the development and adoption of nationally informed practices and policies that help lift quality teaching and leadership in schools and education settings.



Enhancing expertise

Purpose

To provide solutions, informed by evidence and practice, to help the profession implement the national Standards and frameworks.

- Lead research that shapes reform agendas and resources for the profession.
- Engage with our Key Partners in the development of evidence-based tools and resources that have teacher and leader expertise at their core.
- Curate and create content that supports teachers and leaders in changing contexts like emergency education scenarios and increased wellbeing needs.
- Showcase diverse learning environments in evidence-based tools and resources for teachers and leaders.

Outcome

The delivery of high quality, practical and evidence-based tools and resources that are created in partnership with the profession, and support quality teaching and leadership.



Esteeming expertise

Purpose

To recognise and raise awareness of the lasting impact of teacher and leader expertise.

- Encourage and support teachers and leaders to be innovative in applying the Teacher and Principal Standards.
- Promote positive messages on the impact of teachers by showcasing their practice, expertise and stories.
- Bring together teachers and leaders to share and celebrate their expertise and knowledge.

Outcome

The expertise of Australia's teachers and leaders is highlighted, recognised and celebrated, supporting an increased status of the profession.



Supporting expertise

Purpose

To have a healthy, high-performing culture, and strong and adaptive operational foundations, that support our purpose.

- Cultivate a healthy, high-performing culture that lives and breathes AITSL's Values and engages our people in our strategy.
- Prioritise diversity and inclusion at all levels of the organisation.
- Leverage our people to realise our potential and constantly lift our capability.
- Be accountable and transparent in our everyday business activities.
- Ensure our business is underpinned by good governance.
- Deliver fit for purpose systems and processes that support the organisation to work efficiently and effectively.

Outcome

AITSL's culture is healthy, culturally safe, adaptive and inclusive, and facilitates the effective deployment of resources to achieve strategic outcomes.



Working with the education sector

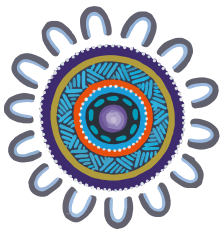
AITSL has established clear and effective frameworks for undertaking genuine consultation and collaboration with our Key Partners as the basis for all of our work. We would not be able to lead national education reform without the expertise and support of committed educators from across Australia, as well as our advisory groups, network groups, and stakeholder forums.

We are incredibly proud of our reputation as an honest broker and agent for impact in the national education architecture.



Our commitment to reconciliation

AITSL has an ongoing commitment to growing our skills and knowledge to promote respect for the languages, histories, and cultures of Aboriginal and Torres Strait Islander peoples.



Artwork detail: Yarning Circle

We acknowledge the support of Reconciliation Australia, as well as our Advisory Group for Aboriginal and Torres Strait Islander Education, and the numerous other individuals and organisations who are working with us on this journey.

AITSL's first Innovate Reconciliation Action Plan (RAP) delivered meaningful progress across several areas including developing our guiding principles in how we work with Aboriginal and Torres Strait Islander stakeholders. Recognising that further work was required to strengthen and embed staff knowledge and understanding, we determined that a second Innovate RAP would benefit AITSL before progressing to a Stretch RAP. Our second Innovate RAP has been designed to build on the strong foundations we've already established, ensuring we continue learning, reflection and collective responsibility to support enduring change.

Performance **Measures 2025–26**

The Australian Institute for Teaching and School Leadership Limited (AITSL) has adopted performance measures that reflect our progress toward delivering our strategic priorities.

Our performance measures were developed to demonstrate performance over time against each outcome described in the AITSL Strategic Plan 2022–2026 and are detailed in the AITSL Corporate Plan 2024–2028.

A significant review of performance measures was undertaken in 2023–24 with further refinement in 2024–25 to more effectively align with our strategic objectives. These performance measures diversify the sources of performance information drawn upon to better capture the outcomes of AITSL's work and were developed with due consideration of *Auditor-General Report No.32 of 2023–24: AITSL's Administration of National Standards and Frameworks.*

This section outlines progress against the targets for each of AITSL's 10 performance measures under our strategic priorities of:

1. Shaping expertise

Quality teaching and leadership is underpinned by relevant, fit-for-purpose national Standards that are understood and implemented by all teachers and leaders throughout Australia.

2. Influencing expertise

AITSL's key partners across all Australian states and territories participate in the development and adoption of nationally informed practices and policies that help lift quality teaching and leadership in schools and education settings.

3. Enhancing expertise

The delivery of high-quality, practical, and evidence-based tools and resources that are created in partnership with the profession, and support quality teaching and leadership.

4. Esteeming expertise

The expertise of Australia's teachers and leaders is highlighted, recognised and celebrated, supporting an increased status of the profession.

The strategic priority of *supporting expertise* underpins AITSL's work in delivering all activities related to these performance measures.



Shaping expertise

Stakeholder engagement

PERFORMANCE MEASURE
Stakeholder use of national policy frameworks and standards developed by AITSL.



TARGET 1:

2% annual increase in use of the AITSL website

Number of views - unreportable*
(2024–25: 4,967,010 views)

** Note: Page views from July 2025 to June 2026 were not accurately tracked via Google Analytics due to a technical issue that has now been rectified.*



TARGET 2:

2% annual increase of AITSL Mail subscribers

3.2% ▲ increase

7,001 new subscribers
220,155 total subscribers
(2024–25: 214,023)
Outcome: *Achieved* ✓

AITSL's national standards and frameworks reflected in websites of education systems, sectors and regulators.

Target	Indicator (Annual)	Results (2025-26)	Outcome
Tier 1 - TARGET 100%: Australian Professional Standards for Teachers and Australian Professional Standard for Principals reflected in 100% of websites	Australian Professional Standards for Teachers	**63%**	***Not achieved*** ✗
	Australian Professional Standard for Principals	**28%**	***Not achieved*** ✗
Tier 2 - TARGET 50%: Framework for Certification of Highly Accomplished and Lead Teachers (HALTs) and Accreditation of initial teacher education (ITE) programs in Australia – Standards and procedures reflected in 50% of relevant certifying authority and ITE accreditation authority websites	Framework for Certification of HALTs	**75%**	***Achieved*** ✓
	Accreditation of ITE programs in Australia – Standards and procedures	**88%**	***Achieved*** ✓
Tier 3 - TARGET 30%: Remaining 6 standards and frameworks reflected in 30% of websites	Remaining 6 standards and frameworks	**23%**	***Not achieved*** ✗

Although page views cannot be reported, it should be noted that other channels supporting stakeholder use of national policy frameworks and standards including social media and AITSL Mail, continue to see strong growth and trust.

In mid-2026, AITSL conducted a second desktop review of our presence on the websites of key stakeholders, including education systems, sectors, and regulators. The review revealed minor change since the first review in 2025. A few stakeholder websites appeared to be recently refreshed, which may have caused changes to website content. Many stakeholder websites are targeted towards school communities rather than teachers and school leaders, who may engage with frameworks and standards through intranet systems. The review will continue to inform targeted work to improve stakeholders' promotion of AITSL-developed and ministerially agreed national standards and policy frameworks.

In April 2026, AITSL was commissioned to review the Australian Professional Standards for Teachers and the Australian Professional Standard for Principals. Engagement from the profession in the review of the Standards is essential. AITSL's communication strategy with education systems, sectors and regulators aims to provide messaging and support to promote widespread engagement.

Shaping expertise

Teacher induction

PERFORMANCE MEASURE
Rate and quality of teacher inductions across Australia



TARGET 1:

2% annual increase in the use (clicks/downloads) of AITSL's tools and resources that support teacher induction

2091 users completed at least one Supervising Preservice Teachers module

157% ▲ increase

(2024–25: 813 total)

Outcome: *Achieved* ✓



TARGET 2:

5% annual increase in the percentage of early career teachers (ECT; 0–2 years) who receive a formal induction

4.2% ▲ increase (annual)

(2024: 61.5%)
(2023: 59.0%)

Outcome: *Not achieved* ✗



TARGET 3:

Maintain availability of high-quality induction resources for Australian teachers and school leaders

Qualitative – see further information provided right.

Outcome: *Achieved* ✓

Supervising Preservice Teachers included a sixth module addressing the introduction of core content to assist levels of awareness and practical strategies for schools. This contributed to a sharp jump in online module uptake from 813 in 2024–25 to 2091 in 2025–26, a 157% increase.

In January 2024, AITSL published the *Guidelines for the Induction of Early Career Teachers in Australia* followed by a two-part research Spotlight series: *Improving induction for early career teachers* and *Improving induction for school leaders* (November 2025). The Guidelines communicate the importance of induction and provide clear advice on the elements of quality induction. Further, the *Mentoring Guidelines* were published in November 2025, outlining the roles and responsibilities of school leaders and mentors in creating appropriate, structured mentoring programs.

AITSL anticipates that increased awareness and information about high-quality induction and mentoring will increase the number of early career teachers receiving an induction.

> We continue to provide **reliable and evidence-informed resources** to support effective teacher induction across Australia.

Shaping expertise

Teacher migration services and support

PERFORMANCE MEASURE
Delivery of robust skills assessments for prospective migrant teachers to support national workforce supply

TARGET:
90% of assessment-ready skills assessment outcomes are delivered within 8 weeks

100%

(2024-25: 90% delivered within 8 weeks)

Outcome: *Achieved*

All assessment-ready skills assessment outcomes were delivered within 8 weeks, **exceeding the 90% target by 10%.**

In 2025–26, AITSL delivered 3,397 'suitable' skilled migration assessment outcomes (out of a total of 3,603 completed applications) to teachers seeking to migrate to Australia. This is a decrease of approximately 40% in applications processed compared with the previous year, primarily due to the responsibility to deliver assessments for the Early Childhood (Pre-primary School) Teacher occupation transitioning to the Australian Children's Education & Care Quality Authority in December 2024.

AITSL has continued to support migrant teachers throughout the skills assessment process by enhancing our processes and systems in alignment with the Guiding Principles and Standards for Skilled Migration Assessing Authorities ('the Guide'), released in August 2025.

To strengthen the consistency, rigour and integrity of assessment processes, AITSL has reviewed and updated a suite of internal and external resources. This included refining procedures to improve AITSL's ability to identify and assess applications containing inconsistent, misleading or potentially fraudulent information, helping to ensure the integrity of the skills assessment process.



Influencing expertise

Initial teacher education accreditation panels

PERFORMANCE MEASURES

Provision of:

1. **National panel training for the ITE accreditation system, including panel chair training events**
2. **Interstate panellists for ITE panels, based on teacher regulatory authority (TRAs) requests**



TARGET 1:

At least 3 national panel training events are delivered each year

4 panel training events were delivered

Held in:
August 2025, October 2025, March 2026 and June 2026.

Outcome: Achieved ✓



TARGET 2:

At least 1 panel chair training event is delivered each year

3 panel chair training events were delivered

Held in:
November 2025, and March & June 2026.

Outcome: Achieved ✓



TARGET 3:

All (100%) requests for interstate representation panels on the national ITE panels met

100% requests met

Outcome: *Achieved* ✓



TARGET 4:

Core content is included in all (100%) panel training sessions

100% training sessions included core content

Outcome: Achieved ✓



Influencing expertise

Teaching performance assessments

PERFORMANCE MEASURE
The proportion of ITE providers across Australia which have an endorsed teaching performance assessment (TPA)

TARGET:
All accredited ITE programs (100%) across Australia have an endorsed TPA in place

100% All ITE programs have an endorsed TPA in place

Outcome: *Achieved*

Every accredited initial teacher education program across Australia has an endorsed Teaching Performance Assessment (TPA) in place.

AITSL continues to ensure all 46 ITE providers across Australia have an endorsed teaching performance assessment (TPA) in place, with 12 TPAs endorsed in total. An established quality assurance committee, the Australian Moderation and Assessment Advisory Committee (AMAAC), has assumed responsibility for the former Expert Advisory Group (EAG), including endorsement of new TPAs.

AITSL delivered 7 ITE panel training events (4 combined stage one and stage two events, and 3 panel chair events) in 2025–26. These events trained 82 panellists and 18 new panel chairs. Attendees represented all states and territories. From the beginning of 2026, training was adapted to address changes to the National Program Standards and updated Guidelines, including the introduction of core content. In January 2026 an updated online module was made available for existing panellists to address the introduction of core content into ITE programs. During the period from October 2025 to June 2026, significant progress has been made in redesigning panel training following a review. Draft modules included a consultation process involving TRA representatives. Revised training is scheduled for roll-out in late 2026. Panel training supports a consistent national approach to accreditation of ITE programs in Australia, in line with the ministerially agreed framework.

AITSL also continued to coordinate the provision of interstate panellists based on TRA requests. During the 2025–26 period, 32 panellists representing all states and territories were provided to TRAs to serve on accreditation panels for ITE programs. This aligns with the total number of ITE accreditation panels conducted nationally during the year comprising: 12 panels in Victoria, 10 in New South Wales, 6 in Queensland, 2 in the Australian Capital Territory, and 1 each in Tasmania and South Australia. It is noted that in the majority of cases multiple programs from a provider are assessed by a single panel, totalling 67 programs.

AITSL continues to maintain and publish the list of accredited ITE programs across Australia (300 accredited programs as at 30 June 2026), which is available on the AITSL website.

Enhancing expertise

High-quality, evidence-based tools, resources, and guidelines

PERFORMANCE MEASURE
Availability and use of high-quality, evidence-based tools, resources, and guidelines that support strategic initiatives



TARGET:

Development and/or promotion of high-quality evidence-based tools, resources, and commissioned products

Qualitative – see further information provided below.

Outcome: *Achieved* ✓

Effective consultation is a critical component in AITSL's development and promotion of tools, resources and guidelines to support teachers and school leaders. AITSL uses a range of strategies to engage with stakeholders. Advice from stakeholders is used to ensure AITSL's work is high quality, relevant, evidence-based and fit for purpose.

Program of work outputs

AITSL has successfully delivered programs of work that have been key to promoting excellence in teaching and leadership in the education profession throughout 2025–26.

Indicators of success include:

Teachers and principals

AITSL continued to support the implementation of the *Australian Professional Standards for Teachers* (Teacher Standards) and the *Australian Professional Standard for Principals* (Principal Standard) to help teachers and leaders better understand and develop their practice.

AITSL's tools and resources connected to the Teacher Standards and Principal Standard were promoted through the *Grow in 2026* campaign and communications channels such as AITSL Mail and AITSL social media platforms. Additionally, AITSL presented at a range of conferences and events to increase awareness of its available supports. These activities engaged teachers, school leaders, system and sector representatives, and other relevant education stakeholders.

As part of this work, AITSL promoted its early childhood education resources, to increase understanding of the benefits of using the Teacher Standards, explore the alignment between the Teacher Standards, the National Quality Standard (NQS) and *Belonging, Being and Becoming: The Early Years Learning Framework for Australia* (EYLF), and better access information from TRAs to identify local registration requirements and support services.

AITSL completed a comprehensive review of its existing resources to ensure they continue to meet the needs of the profession and remain current, inclusive, culturally responsive, and aligned with relevant national frameworks and priorities. Further enhancements to these resources will be considered as part of AITSL's transition to its new website, providing opportunities to improve accessibility, usability, and the overall user experience.

During the 2025–26 financial year, AITSL commenced development of professional learning modules and materials to support staff (particularly those who are not Indigenous) understanding of key components of cultural responsiveness and implementation strategies to improve cultural safety in education settings.

On 28 April 2026, AITSL was commissioned by the Education Minister to review the Teacher Standards and Principal Standard. Preliminary work was carried out in May and June 2026 with the majority of review activities to occur throughout the 2026–27 financial year.

Enhancing expertise

Middle leaders

AITSL continued to support education systems and sectors across Australia to implement the *Australian Professional Standards for Middle Leaders* (Middle Leader Standards).

The Middle Leader Standards were agreed by Education Ministers in November 2025 as a voluntary national set of standards for implementation in jurisdictional contexts. The Middle Leader Standards were subsequently published on the AITSL website.

AITSL commenced its implementation pilot of the Middle Leader Standards with 8 systems/sectors across Australia (government, Catholic and independent) in mid-2025.

The pilots are designed to support the implementation of Middle Leader Standards in education settings across Australia; and identify barriers and enablers for applying the Middle Leader Standards to guide the development of leadership capabilities of middle leaders in schools.

In June 2026, AITSL finalised a suite of professional learning resources to support growth of middle leadership capabilities and guide implementation of the Middle Leader Standards in schools. These resources are available on the AITSL website and include:

- a self-reflection tool (designed for current/aspiring middle leaders)
- fact sheets
- elaborations (clear explanations and practical scenarios suitable for professional learning, reflection, or coaching conversations).

Future foresight

Future Teacher Future Leader is AITSL's national foresight initiative, designed to support the profession to look ahead to emerging change and prepare proactively.

It was established to explore what the future may mean for education and to support policymakers, systems and sectors to prepare for a range of possible futures.

The Future Teacher Future Leader initiative combined horizon scanning, evidence review and stakeholder engagement to create four distinct and plausible futures ('scenarios') to support future-ready decision-making for Australian education.

National and international research was complemented by insight interviews and a series of collaborative workshops involving representatives from across the education ecosystem. Participants explored emerging drivers of change, tested assumptions and contributed to the development and refinement of the scenarios.

Resources supporting the Future Teacher Future Leader initiative are in production and design to support decision-making and future preparedness for Australian education.

National Teacher Workforce Action Plan

Several of AITSL's programs of work in 2025–26 were completed to meet commitments under the National Teacher Workforce Action Plan, as follows:

Action 8 – Teacher Education Expert Panel (TEEP)

The following actions were undertaken to implement recommendations of the Teacher Education Expert Panel (TEEP).

AITSL continued to progress work to support the implementation of core content across all initial teacher education (ITE) programs by December 2025 (TEEP Recommendation 2). Prior to program commencement in 2026, all Australian accredited ITE programs met the accreditation requirements for core content, in line with the *Addendum to the Accreditation of initial teacher education programs in Australia: Standards and Procedures* (Accreditation Standards and Procedures).

Enhancing expertise

Action 8 – Teacher Education Expert Panel (TEEP)

In April 2024, AITSL commenced a review of the *Accreditation Standards and Procedures to incorporate the addendum and streamline the accreditation process. The revised Accreditation Standards and Procedures* were approved by the Education Ministers Meeting (EMM) in August 2025. To support implementation, AITSL updated the *Guidelines for the accreditation of initial teacher education programs in Australia* and the *ITE Accreditation Templates*, which were published on the AITSL website in December 2025.

The Australian Government commissioned AITSL to develop the *Australian Professional Experience Guidelines* (Professional Experience Guidelines) in response to Recommendation 9 of the TEEP Report to provide clear directions for planning and delivering high-quality professional experience placements across Australia. The Professional Experience Guidelines were released in October 2024 to clarify roles and responsibilities for all key parties and include strategies to improve consistency in the delivery of professional experience across Australia, and reduce administrative burden for ITE providers, education systems, schools, early childhood settings, and TRAs. The published guidelines include a Professional Experience Assessment and Reporting template to support a nationally consistent approach to professional experience.

Action 14 – Support early career teachers and new school leaders including mentoring and induction

AITSL developed a set of Mentoring Guidelines to support the *Guidelines for the Induction of Early Career Teachers in Australia* and the *Australian Professional Experience Guidelines*.

The Mentoring Guidelines describe the skills and knowledge required of effective mentors and the components of an effective mentoring program.

The Mentoring Guidelines were published on the AITSL website in November 2025 and were widely promoted through AITSL's networks for the remainder of the financial year.

Action 21 – Effective use of ITE students, teaching assistants and other non-teaching staff

AITSL worked with the Queensland Department of Education along with numerous stakeholders to develop the draft *Guidelines to Support the Optimal Deployment of Teaching Assistants in Australian Classrooms* (Teaching Assistant Guidelines). The aim of the Teaching Assistant Guidelines is to reduce teacher workload and contribute to student progress and achievement.

The Teaching Assistant Guidelines were published in July 2025.

Action 25 and Action 26 – Better understanding future workforce needs

Nationally consistent teacher workforce projections (Action 25) and ITE graduate supply projections (Action 26), disaggregated by region and by subject specialisation, were produced and provided to the Australian Teacher Workforce Data (ATWD) Oversight Board in December 2025. The modelling approaches for the projections were developed in collaboration with jurisdictions, systems, and sectors. The projections have been submitted to Education Ministers for approval to publish.

Action 27 – Develop and publish data about teacher wellbeing and career intentions

Responding to Action 27, additional questions on teacher wellbeing were introduced in the Australian Teacher Workforce Survey (Teacher Survey) in 2023. This included 4 questions in the Teacher Survey specifically relating to workplace wellbeing and stress, plus a series of additional questions, which respondents could opt into after completing the main part of the Teacher Survey.

Of the teachers who completed the main Teacher Survey, 50.5% (n=20,574), also opted into the wellbeing module. In October 2025, an *In Focus* (and accompanying *In Brief*) on Teacher Wellbeing and Career Intentions was published on the AITSL website, following approval by Education Ministers.

Enhancing expertise

Indigenous Cultural Responsiveness Initiative (ICRI)

PERFORMANCE MEASURE
Availability and use of high-quality resources that increase the Indigenous cultural responsiveness of teachers and school leaders across Australia

TARGET:
5% annual increase in users of AITSL's Indigenous cultural responsiveness self-reflection tool

Number of users of the Indigenous Cultural Responsiveness Initiative (ICRI) self-reflection tool

6,737 completed

13.5% ▲ increase

(2024–25: 5,936)

Outcome: *Achieved*

In partnership with the Australian Government Department of Education, AITSL continued its commitment to strengthening the cultural responsiveness of Australia's teaching workforce.

AITSL continued to support broader uptake of the Indigenous cultural responsiveness toolkit, through engagement at national conferences. Presentations highlighted the toolkit's purpose and design demonstrating its potential to support whole-school improvement by strengthening culturally responsive practices and promoting culturally safe learning environments.

More educators are engaging with the ICRI self-reflection tool, **strengthening cultural responsiveness across the profession.**



Enhancing expertise

Australian Teacher Workforce Data (ATWD) initiative

PERFORMANCE MEASURE
Number of stakeholders who submit data to the ATWD, when requested



TARGET 1:

Participation of all teacher regulatory authorities (TRAs) in the ATWD initiative is maintained

Percentage of teacher regulatory authorities (TRAs) contributing data to ATWD

100%

Outcome: *Achieved*



TARGET 2:

Maintain Teacher Survey response rates above 8%, nationally

Number of Teacher survey responses as a percentage of all teachers in Australia

9.1%

(2024: 8.7%)

Outcome: *Achieved*

> **Both targets achieved,** supporting **high quality data** and **strong participation** to inform teacher workforce decisions.

All TRAs provided teacher registration data to the ATWD initiative in 2025, continuing national coverage of the registered teacher workforce.

The national completion rate to the Australian Teacher Workforce Survey (Teacher Survey) for 2025 was 7.3% of all registered teachers (40,723 completions). The Teacher Survey is the largest survey of its kind in Australia. The completion rate for 2025 represents an increase of 1.9% (n=747) in the number of complete responses compared to 2024 (39,976 completions), and a 4.2% decrease in comparison to 2023 (42,497 completions).

While most teachers who participate in the Teacher Survey complete it, many partial responses can be included in data analysis and as such, response rates offer a better metric of overall participation in the Teacher Survey. In 2025, the national response rate to the Teacher Survey was 9.1% (50,765 responses), a 4.9% increase compared to 2024 (48,392 responses), and a 0.4% increase compared to 2023 (50,556 responses). The Teacher Survey sample, together with statistical weighting, provides a robust and reliable basis for understanding workforce trends and characteristics across the Australian teacher workforce. AITSL continues to work to maintain the response rate for the Teacher Survey, both through direct communication channels to teachers and by supporting key partners to promote the survey within their networks.

The ATWD continued its digital delivery of data and reporting in 2025–26 by aligning data releases with *National Trends* publications to support users to explore and interpret the ATWD initiative's ITE and teacher workforce data.

The Australian Teacher Workforce Data Portal (Data Portal) was updated in December 2025 with ITE data (2005–2023) and in June 2026 with new teacher workforce data (2018–2024). The Data Portal offers an interactive user interface, enabling exploration of data collected over time by the ATWD.

The ATWD's flagship publication series, *National Trends*, complements the ITE and teacher workforce data in the Data Portal.

Published on 16 December 2025, *National Trends: Initial Teacher Education Pipeline* (reference period: 2005–2023) provides insight into emerging national trends in the supply of teachers through ITE. Published on 30 June 2026, *National Trends: Teacher Workforce* (reference period: 2020–2024) presents data on the characteristics of the teacher workforce, reporting on trends in demographics, employment conditions, and the challenges faced by the profession.

In October 2025, the third edition of the *In Focus* series was published – *In Focus: Teacher Wellbeing and Career Intentions,* alongside an accompanying quick read fact sheet (*In Brief*), and Data Portal release. These publications present important new data on the professional wellbeing of Australian teachers, collected via the 2023 Teacher Survey. The data is presented in response to Action 27 of the National Teacher Workforce Action Plan (NTWAP).

Esteeming expertise

National teacher certification

PERFORMANCE MEASURE
Stakeholder engagement with national teacher certification

TARGET 1:
Increase (≥ 1) in system and sector participation in Highly Accomplished and Lead teacher (HALT) certification
Number of systems/sectors participating in HALT certification

22 including Catholic Education Western Australia (CEWA) 1 year pilot

1 ▲ increase

Outcome: *Achieved* ✓

TARGET 2:
Sustained engagement with current HALTs including through development and distribution of 3 Expertise Matters e-newsletters

3 e-newsletters distributed

1 ▼ decrease

Outcome: *Achieved* ✓

Number of subscribers to e-newsletters

1,276 subscribers

4% ▲ increase
(2024–25: 1,227)

Outcome: Achieved ✓

Both targets achieved, **strengthening teacher expertise and engagement** through certification and ongoing professional connection.



Esteeming expertise

Highly Accomplished and Lead Teachers

PERFORMANCE MEASURE
Total number of Highly Accomplished and Lead Teachers (HALTs) nationally

TARGET:
20% annual increase in the number of HALTs nationwide

Number of new HALTs certified

2,263 to end-December 2025

34% ▲ increase

(End-December 2024: 1,684)

Outcome: Achieved ✓

> We are growing the number or **Highly Accomplished teachers in Australia** to strengthen teaching and learning nationwide.

AITSL continued to work with jurisdictions and the Certifying Authorities Network to support national teacher certification and implement the Framework for the Certification of Highly Accomplished and Lead Teachers, which was endorsed by Education Ministers as the governing policy in July 2023.

In 2025, 574 teachers achieved national certification as a Highly Accomplished or Lead Teacher (HALT), the largest cohort to date, taking the cumulative total to 2,263 certified HALTs across Australia as of 31 December 2025.

Certification is available to teachers in all sectors in the Australian Capital Territory, New South Wales, Northern Territory, Queensland, Tasmania, and South Australia. It is available in the Catholic and independent sectors in Victoria; and the independent sector in Western Australia. In 2025–26, the program continued to gain momentum nationally. In Western Australia, Catholic Education Western Australia (CEWA) is trialling a certification pilot through its Emerging Leaders Program, while the Department of Education is also exploring opportunities to align its Level 3 Classroom Teacher classification to certification.

The Expertise Matters e-newsletter is reaching a greater number of HALT community members with a 4% increase in subscriber numbers this 2025–26 annual period.



Senior Management

Senior Officers from 1 July 2025 to 30 June 2026



Tim Bullard

BA LLB (Hons)

Chief Executive Officer

Tim Bullard brings a deep commitment to equity, learning, and public service to his role as Chief Executive Officer of the Australian Institute for Teaching and School Leadership (AITSL).

With a career spanning law, public policy, and education leadership, in both Australia and the United Kingdom, Tim is passionate about improving outcomes for children and young people.

After holding senior policy roles in the Department of Premier and Cabinet and the Tasmanian Department of Education between 2004 and 2018 Tim was appointed Secretary of the Department of Education where he served for five years.

In 2022, Tim was appointed to lead the newly formed Department for Education, Children and Young People, bringing together education, child safety, and youth justice into a values-based organisation focused on ensuring every child is known, safe, well, and learning.

Appointed CEO of AITSL in October 2024 for a five-year term, Tim brings a collaborative and future-focused approach to national education leadership, supporting and championing quality teaching and school leadership as the key to making a positive difference in the lives of all children and young people.



Allison Wetzels

BScBA MCom CPA

Chief Financial Officer

Allison Wetzels joined AITSL as the Chief Financial Officer on 28 May 2024. Allison provides finance and strategic counsel to the Board and executive, with an emphasis on strengthening financial acumen across the business to support AITSL's strategic objectives. Allison oversees the finance, procurement and information governance functions.

Allison brings a wealth of experience providing financial leadership in the delivery of core finance functions, budget and resource management, financial strategy, and governance and financial reporting. She is a member of CPA Australia and holds a Master of Commerce degree.

Previously, Allison held prominent senior finance leadership roles with the Victorian Government, including Interim Chief Financial Officer and Director, Financial Management and Reporting at the Department of Energy, Environment and Climate Action. Prior to this, Allison worked for a private accounting firm, leading corporate finance functions and providing board reporting for clients.

Lisa MacKay

BSc LLB MPICT GAICD FGIA NMAS



General Manager, Legal, Governance and Regulatory Services

Lisa MacKay joined AITSL in April 2017. As General Manager, Legal, Governance and Regulatory Services, Lisa provides legal support and advice to the Board and Executive, ensures the company's regulatory compliance, manages fraud control and risk, facilitates internal audits, supports high-quality company policies and operations, and oversees the Teacher Migration Services and Support function.

Lisa is a legal professional with extensive experience working with boards and providing legal, risk, fraud management, operational, and strategic advice to government and the private sector.

Prior to joining AITSL, Lisa worked in private practice and in senior roles for state and Commonwealth governments. Lisa also holds a Bachelor of Science; a Master of Policing, Intelligence and Counter Terrorism; is a PRINCE 2 Practitioner; a nationally accredited mediator; and is a Graduate of the Australian Institute of Company Directors and a Fellow of the Governance Institute of Australia.

Dianne Jickell

BA (Hons)



General Manager, Corporate

Dianne Jickell joined AITSL in May 2017. As General Manager, Corporate, she leads the digital, communications, workforce data delivery, people and culture, project management, information technology, and business services functions.

Dianne provides high-level strategic and operational leadership with a focus on supporting our purpose by strengthening AITSL's external reach and engagement through our digital platforms and communications, leading the Australian Teacher Workforce Data initiative, and creating a healthy, high-performing culture, and strong and adaptive operational foundations.

Prior to joining AITSL, Dianne was a senior executive at an Australian peak body, Philanthropy Australia, where she delivered several key initiatives to support the organisation's objectives and worked as part of the executive team to design and develop a refreshed direction for the organisation.

Danny Pinchas

BEcon PGDipEd



General Manager, Teaching and School Leadership

Danny Pinchas has more than 15 years' experience as a leader across the education sector and joined AITSL in 2013.

As General Manager, Teaching and School Leadership, Danny leads AITSL's important work across initial teacher education reform, quality teaching support, and school leadership development.

Danny's responsibilities involve driving and supporting the development and implementation of a range of policy initiatives and resources to empower teachers and school leaders.

Prior to joining AITSL, Danny held positions at the Victorian Department of Education and Early Childhood Development. Before that, he spent several years in the Kimberley region of Western Australia, working in remote communities as a principal, teacher, and numeracy coach.

Corporate **Governance Statement**

Purpose

AITSL plays a key role in leading significant, national education reform for the Commonwealth, state, and territory governments to promote excellence in teaching, leadership, and initial teacher education to achieve maximum impact on student learning in all Australian schools. AITSL delivers a program of work:

- in accordance with directions received from:
  - the Commonwealth Minister for Education
  - other federal ministers and national governance bodies
  - the AITSL Board of Directors
- through bilateral and multilateral agreements with states and territories
- with international governments and education partners pursuing best practice in education.

Corporate structure and governing legislation

AITSL commenced operations in January 2010 in Melbourne and is:

- a Commonwealth company as defined in section 89 (1) of the *Public Governance, Performance and Accountability Act 2013* (PGPA Act)
- a company subject to the *Corporations Act 2001*
- a registered charity subject to the *Australian Charities and Not-for-profits Commission Act 2012*
- wholly owned by the Commonwealth of Australia.
- a company limited by guarantee.

The Minister for Education, as the representative for the Commonwealth of Australia, is the sole shareholder of AITSL. The Hon Jason Clare MP was the Minister for Education during the 2025–26 financial year.

AITSL regularly reports to the Minister for Education, Minister for Finance, and the Australian Government Department of Education based on the reporting timetable detailed in AITSL's Grant Agreements and other requests from the ministers. AITSL is also subject to parliamentary scrutiny through the Senate Estimates process.

As AITSL is owned by the Commonwealth of Australia, under section 250 N (4) of the *Corporations Act 2001*, it is not required to hold an annual general meeting.

AITSL operates under its own constitution with a Board of Directors (AITSL Board) that has decision-making authority. The AITSL Board is responsible for the overall governance of the company, setting the strategic direction and overseeing the performance of the organisation.

The AITSL Board is supported by a company led by a Chief Executive Officer (CEO), who is responsible for the ongoing management and operation of AITSL within the delegated authority and strategic direction set by the AITSL Board.

AITSL is committed to meeting high standards of corporate governance, which we consider essential to our long-term performance and sustainability, and in the best interests of our stakeholders.

AITSL's governance framework is regularly reviewed to ensure it aligns to government, regulatory, and legislative requirements.

AITSL's governance practices continue to evolve, having regard to the:

- PGPA Act and *Public Governance, Performance and Accountability Rule 2014* (PGPA Rule)
- *Corporations Act 2001*
- requirements of the *Australian Charities and Not-for-profits Commission Act 2012*
- relevant government policies and/or Government Policy Orders.

This statement, which was approved by the AITSL Board, outlines the most significant aspects of AITSL's corporate governance framework.

In addition to projects funded through its Grant Agreements and from other sources, from time to time the Minister for Education issues AITSL with letters of instruction specifying particular pieces of work under section 17.1 of the AITSL Constitution.

During the 2025–26 financial year, AITSL did not receive any letters of instruction from the Hon Jason Clare MP, Minister for Education.

No Government Policy Orders applied to AITSL during the reporting period.

The Board

AITSL is governed by a constitution that outlines its governance and operational powers, which are exercised by the AITSL Board.

The AITSL Board has also adopted a charter that sets out its role and responsibilities and those of the CEO. The AITSL Board is responsible for:

- setting AITSL's overall strategic direction and goals
- overseeing and monitoring organisational performance and the achievement of strategic goals and objectives
- monitoring financial performance and accountability
- setting specific limits of authority for Management
- reviewing and monitoring AITSL's risk management and compliance systems
- setting appropriate standards of corporate governance and codes of conduct
- protecting and enhancing AITSL's reputation.

The AITSL Board has also adopted several policies that set out legal requirements and ethical standards to which each Director is expected to adhere.

Appointments

In accordance with the AITSL Constitution, the AITSL Board is to be comprised of a minimum of 3 and a maximum of 11 Directors.

Directors are appointed by the Minister for Education consistent with the process outlined in the *Australian Government Cabinet Handbook*. The maximum term of appointment for a Director is for a period of up to 3 years, with serving Directors eligible for reappointment on the expiry of their term.

Under the AITSL Constitution, the Minister for Education, when appointing Directors, must have regard for their skills and expertise in a number of areas, including:

- teacher education
- regulation and accreditation of initial teacher education courses
- school leadership
- teacher practitioner expertise
- government school systems leadership and management
- non-government school systems leadership and management
- public policy
- governance, including audit, risk, and finance
- government liaison expertise.

Full details of current Directors including names, appointment dates, and qualifications are included in the Directors' Report on page 40.

Conflicts of interest and related party transactions

Upon appointment, each Director is required to complete a declaration of personal interests and has an ongoing obligation to keep the AITSL Board informed of any arising interests, including actual, potential, or perceived conflicts.

Any conflicts and related party transactions are dealt with in accordance with the AITSL Board Charter, AITSL Procurement Policy, and AITSL Board Conflict of Interest Policy.

During 2025–26, there were no transaction with related entities with an aggregate value of $0. Further information on related party transactions for 2025–26 can be found in Note 9 Related Party Disclosure on page 63 of the Financial Report.

Induction

Upon appointment, each Director receives a letter from AITSL confirming their appointment along with a comprehensive online induction program that outlines their statutory and legal obligations, compliance requirements, governance and reporting structures, policies, and contact information relevant to their appointment, and provides access to previous training offerings. Meetings with the AITSL Board Chair, Deputy Chair, Senior Executive, and other key staff are arranged, as well as training that covers their statutory obligations as an AITSL Board Director. Directors are also provided with bound copies of the AITSL Constitution for their reference.

To improve both their own and the AITSL Board's performance, Directors are encouraged, where appropriate, to undertake professional development, including the Company Directors Course at the Australian Institute for Company Directors.

Independent advisers

To allow Directors to fulfil their responsibilities and to exercise independent judgment when making decisions, the AITSL Board collectively, and each Director individually, has access to any information in the possession of AITSL. The AITSL Board also has the capacity to invite up to 2 persons with expertise in a specific area to attend a Board meeting and provide advice to Directors.

Meetings

Details of the number of AITSL Board meetings each Director was eligible to attend, and the number of meetings attended during the period from 1 July 2025 to 30 June 2026 are set out in the Directors' Report on page 40.

Remuneration

The Remuneration Tribunal determines the remuneration and travel allowances payable to Directors, which includes provision for an annual salary for the Chair and Deputy Chair. AITSL falls under the Remuneration Tribunal's *Remuneration and Allowances for Holders of Part-time Public Office Determination*. Full details of Directors' remuneration including annual salaries are in Note 8 Key Management Personnel Remuneration on page 62 of the Financial Report.

Education

AITSL maintains memberships with the Australian Institute of Company Directors (AICD) for the AITSL Board, and Directors have access to on-demand training and resources through this membership.

During the year, the Board of Directors invited a number of external experts to present to the Board, broadening directors' understanding of emerging issues, trends, and developments relevant to the profession and supporting informed strategic oversight. Since the start of the reporting period AITSL has maintained a digitalised learning platform to provide Directors with ongoing learning support; including training in Fraud and Corruption, Cyber Security at AITSL, Financial Performance and Reporting, Environmental, Social, and Governance.

Board Committees

To assist in the performance of its responsibilities, the AITSL Board currently has 2 committees, each governed by a formal charter setting out its purpose, role, responsibilities, composition, structure, and membership.

Committee charters are reviewed every 2 years by Members and any proposed changes must be approved by the AITSL Board. Each committee is chaired by an AITSL Director, who provides a verbal and written report to the AITSL Board outlining the matters considered and any actions taken at the committee meeting.

The committees of the Board in 2025–26 included:

- Risk, Audit and Finance Committee
- Remuneration Committee.

Risk, Audit and Finance Committee

The primary objectives of the Risk, Audit and Finance Committee are to provide independent assurance and assistance to the Board on AITSL's risk control and compliance framework; assist the Board with its oversight responsibilities relating to risk management, internal control, and compliance frameworks; and fulfil the functions required under section 92(2) of the PGPA Act.

The Committee's charter outlines its composition, purpose, responsibilities, and reporting and administrative arrangements. A copy of the *Risk, Audit and Finance Committee Charter* can be found on the Governance page of the AITSL website: aitsl.edu.au/about-aitsl/governance.

Directors are paid for their attendance at Risk, Audit and Finance Committee meetings as per the Remuneration Tribunal's *Remuneration and Allowances for Holders of Part-time Public Office Determination.*

Attendance and Remuneration from 1 July 2025 to 30 June 2026

Member	Position	Qualifications, Skills, Experience	Attendance	Remuneration (excl. GST)	Additional Information
Mr Christopher Wardlaw PSM OLY	Chair	Member of the AITSL Finance Committee from 2013 to 2016 Chair of the AITSL Finance Committee and Audit and Risk Committee from 2016 to 2020 Past member of the Athletics Australia Finance, Audit and Risk Committee Immediate past Chair of the Victorian Curriculum and Assessment Authority which has oversight of all audit, finance, and risk functions Bachelor of Education (Hons) with an Accounting Minor	Eligible to attend 4 meetings 4 meetings attended	$0 Paid an annual salary as Deputy Chair of the AITSL Board	0
Dr Jennifer Buckingham OAM FRSN CF	Member	Not-for-profit Financial Management short course, Governance Institute of Australia Interpreting Financial Statements short course, Australian Institute of Company Directors (AICD)	Eligible to attend 4 meetings 4 meetings attended	$0	0
Prof Lee Anne Perry AM GAICD EdD	Member	Graduate, AICD Company Directors Course Not-for-profit Risk Management short course, AICD Doctor of Education thesis: Risk and Accountability – Implications for School Principals Member of TAFE Queensland Audit, Finance and Risk Committee (2023 to current) Chair, National Catholic Education Commission Audit and Risk Committee (2015 to 2023) Member, Queensland Curriculum and Assessment Authority Audit and Risk Committee (2018 to 2023) Board Member, Queensland Non-State Schools Accreditation Board (2015 to 2023)	Eligible to attend 4 meetings 3 meetings attended	$2,538	0
Mrs Karen Hogan FCPA GAICD BCom (Acc)	Independent Expert Member	Over 30 years' experience in governance with expertise in accounting, human resources, and information and communication technology Held roles in both the private and public sector in a variety of industries such as fast-moving consumer products, manufacturing, tourism, government regulation, agriculture, and cultural institutions Director of EGA Insights and provides strategic consulting advice on governance, accounting, internal controls, and business improvement opportunities	Eligible to attend 4 meetings 4 meetings attended	$10,100	0

Remuneration Committee

The Remuneration Committee advises the AITSL Board on the salary, conditions, and performance of the CEO. The Committee usually meets at least 2 times a year and is comprised of the Board Chair and 2 Directors. The Committee met twice during reporting period.

Membership for 2025–26 consisted of Dr Michele Bruniges AO, Ms Beth Blackwood AM, and Ms Renez Lammon.

Board Advisory Committees

The AITSL Board maintains 2 expert standing committees that provide policy advice and support to Directors and AITSL to assist in decision-making. Each committee is governed by formal terms of reference, setting out its purpose, role, responsibilities, composition, structure, and membership. The terms of reference for each committee are reviewed biennially by members and any proposed changes submitted to the AITSL Board for approval. Each committee is chaired by an AITSL Director, who provides a verbal or written report to the AITSL Board outlining the matters considered and any actions taken at the committee meeting.

The 2 expert standing committees are:

- School Leadership and Teaching Expert Standing Committee
- Teacher Education Expert Standing Committee.

School Leadership and Teaching Expert Standing Committee (SLTESC)

SLTESC was established to advise the AITSL Board and Management on work AITSL is progressing to promote excellence in teaching and school leadership to maximise impact on student learning in all Australian schools.

To support the AITSL Board, SLTESC:

- provides expert advice and direction on matters relating to teaching and school leadership, drawing on knowledge of identified enablers and barriers, relevant to AITSL's remit, to maximising impact on student learning and evidence-informed practice to achieve excellence
- helps to quality assure work to improve development of policies, resources, and other AITSL-led initiatives that support teachers and school leaders.

Teacher Education Expert Standing Committee (TEESC)

TEESC was established to provide advice to the AITSL Board and Management on work AITSL is progressing related to initial teacher education (ITE) and the relationship between teacher education and transition to working as a teacher.

To support the AITSL Board, TEESC:

- provides expert advice and direction on current issues and changing practice in ITE and the relationship between ITE and the needs of the teacher workforce
- provides expert advice on AITSL's role in supporting national consistency of the accreditation process
- supports processes to improve the rigour of the accreditation process, including providing evidence of the relationship between teacher education and student learning
- advises on, and help quality assure, the development of resources to support ITE
- ensures advice is informed by relevant expertise.

Key management personnel

Key management personnel are those persons having authority and responsibility for planning, directing, and controlling the activities of AITSL, directly or indirectly, including any Board Director of AITSL.

The number of key management personnel that are included in the following table is 10, comprising 2 Executive Managers and 8 part-time, Non-Executive Directors.

Remuneration for key management personnel

		Short-term Benefits			Post-Employment Benefits	Other Long-Term Benefits			
Name	Position Title	Base Salary	Bonus	Other Benefits & Allowances	Super-annuation Contributions	Long Service Leave	Other Long-Term Benefits	Termination Benefits	Total Remuneration
Bullard, Tim	Chief Executive	480,040	0	37,444	30,277	8,152	0	0	555,912
Pinchas, Danny	General Manager, Teaching and School Leadership	324,080	0	0	30,206	5,579	0	0	359,865
Bruniges, Michele	Chair	117,499	0	0	14,100	0	0	0	131,599
Wardlaw, Christopher	Deputy Chair	87,140	0	0	10,457	0	0	0	97,597
Blackwood, Beth	Non-Executive Director	9,191	0	0	1,103	0	0	0	10,294
Buckingham, Jennifer	Non-Executive Director	0	0	0	0	0	0	0	0
Lammon, Renez	Non-Executive Director	0	0	0	0	0	0	0	0
Mison, Andy	Non-Executive Director	9,568	0	0	1,148	0	0	0	10,717
Pendergast, Donna	Non-Executive Director	11,835	0	0	1,420	0	0	0	13,255
Perry, Lee Anne	Non-Executive Director	14,604	0	0	1,753	0	0	0	16,357

Remuneration for senior executives

		Short-term benefits			Post-employment benefits	Other long-term benefits		Termin-ation benefits	Total remuneration
Total remuneration bands	Number of senior executives	Average base salary	Average bonuses	Average other benefits and allowances	Average superannuation contributions	Average long service leave	Average other long-term benefits	Average termination benefits	Average total remuneration
245,001–270,000	1	219,431	0	0	29,896	3,568	0	0	252,895
345,001–370,000	2	323,771	0	0	30,199	5,344	0	0	359,314

Remuneration for other highly paid staff									
		Short-term benefits			Post-employment benefits	Other long-term benefits		Termination benefits	Total remuneration
Total remuneration bands	Number of senior executives	Average base salary	Average bonuses	Average other benefits and allowances	Average superannuation contributions	Average long service leave	Average other long-term benefits	Average termination benefits	Average total remuneration
260,000 – 270,000	0	0	0	0	0	0	0	0	0
270,001 – 295,000	0	0	0	0	0	0	0	0	0

Recognising and managing risk

AITSL's Risk Management Policy and Framework communicate the principles, tolerance, appetite, and responsibilities regarding risk management throughout AITSL. Risk management has been integrated into AITSL's governance, planning, and reporting framework.

The AITSL Board is responsible for the overall internal control framework and for reviewing its effectiveness. The framework is intended to provide assurance that appropriate internal controls have been implemented to identify, evaluate, and manage significant risks to the achievement of AITSL's objectives. These internal controls cover strategic, financial, operational, information technology, and compliance risks, and take the form of appropriate financial delegations, financial planning and reporting, strategic and operational planning, policies, procedures, and internal audit practices.

Risk management

AITSL operates under a risk management policy that is consistent with the *Australian Standard: AS ISO 31000:2018 Risk management – Guidelines*. The policy allows for the proactive identification, assessment, and management of risks.

The AITSL Board is ultimately accountable for the management of risk and ensuring effective risk management practices are in place across AITSL. To fulfil these responsibilities, the AITSL Board is assisted by the Risk, Audit and Finance Committee.

During 2025–26, AITSL undertook an in-depth review and update of its risk management framework. This review was facilitated by AITSL's internal auditors. In addition to this review, business-as-usual risk management activities were undertaken by Management and the Risk, Audit and Finance Committee. The Committee reviewed AITSL's updates to strategic risks at each meeting, provided advice to the Board, regularly considered major developments in the external environment, and updated the Strategic Risk Register accordingly.

AITSL will continue to work with the Risk, Audit and Finance Committee to further develop the risk maturity of AITSL over the 2026–2027 period.

Fraud and corruption control

AITSL maintains appropriate fraud prevention, detection, investigation, and reporting procedures and processes that are compliant and aligned to section 10 of the PGPA Rule, the Commonwealth Fraud Control Guidelines 2017, and the *National Anti-Corruption Commission Act 2022* (Cth).

AITSL reviews its Fraud and Corruption Risk Control Plan on an annual basis. This review is overseen and approved by the Risk, Audit and Finance Committee, with outcomes reported to the AITSL Board. A Fraud and Corruption Risk Register is also maintained by the Company Secretary and reviewed with the Senior Executive on an annual basis, with a report provided to the Risk, Audit and Finance Committee and AITSL Board every 6 months. AITSL's comprehensive internal audit program also tests controls and identifies fraud and corruption risks.

AITSL has an online fraud and corruption learning module that must be successfully completed by all staff annually and conducts an annual fraud and corruption comprehension and investigation survey with staff.

AITSL has a reporting mechanism to allow parties outside the company to report suspected incidents of fraud and/or corruption at AITSL.

Internal audit

Internal audit is a key component of AITSL's governance framework. It provides independent and objective assurance and consulting activities designed to add value and improve AITSL's operations.

The internal audit function is an independent, outsourced function overseen by the AITSL Board through the Risk, Audit and Finance Committee. Internal audit reports are provided to the Committee for review in compliance with section 28 of the PGPA Rule. The Committee then advises the AITSL Board on any recommendations and actions.

Internal audits undertaken during 2025–26 include:

- Risk Management Framework
- General Financial Controls
- Project Management Audit.

External Audit

Under section 98 of the PGPA Act, the Auditor-General is responsible for auditing the financial statements of Commonwealth companies.

Governance policies

The Board and staff of AITSL are expected to behave honestly and with integrity in their relationships with all stakeholders and to uphold the good reputation of AITSL. Governance policies have been developed to assist Directors and employees to understand what is expected of them. Core policies cover:

- conflicts of interest
- fraud and corruption control
- gifts and hospitality
- instruments of delegations
- privacy
- procurement
- public interest disclosure
- workplace behaviour
- work health and safety.

In 2025-2026 AITSL also updated its set of corporate values which underpin and guide AITSL's work as a company, including individual performance reviews, recruitment, and policy development. These values are:

- Curious
- Collaborative
- Responsible
- Courageous

Location

AITSL's offices are located in Melbourne, Victoria; however, AITSL operates in a blended working environment, with staff working in almost every state and territory in Australia.

Funding

AITSL is funded by the Australian Government via grant agreement, intergovernmental forums, and through fee-for-service contracts to undertake work consistent with its constitutional remit.

Directors' **Report**

Board Directors from 1 July 2025 to 30 June 2026

Directors' qualifications and experience



Dr Michele Bruniges AO

DipTeach MEd PhD

Chair, Non-Executive Director

Dr Michele Bruniges AO was appointed Chair of the AITSL Board on 1 July 2023.

In her earlier executive career, Dr Bruniges was Chief Executive of the Australian Capital Territory (ACT) Department of Education (2004–2008), held senior roles in the Australian Government Department of Education, Employment and Workforce Relations (2008–2011), and was Director-General of the New South Wales (NSW) Department of Education and Communities (2011–2016). Dr Bruniges recently held the position of Secretary of Education in the Australian Government (2016–2023).

Dr Bruniges' qualifications include a PhD in Educational Measurement, a Master's in Education, and a Diploma in Teaching. She is a Graduate of the Australian Institute of Company Directors, a Churchill Fellow, a Fellow of the Australian College of Educators, and a Fellow of the Australian Council for Educational Leaders. In 2012, Dr Bruniges became a Member of the Order of Australia for service to public administration and was a joint recipient of the Inaugural 100 Women of Influence Award for her work in public policy.

Dr Bruniges received national recognition in 2015 for her significant contribution to education as the recipient of the Australian Council for Educational Leaders Gold Medal Award. In that year, she was also awarded the Australian College of Educators' Sir Harold Wyndham Medal for her contribution to the education of young people in NSW.

In 2019, the Australian College of Educators awarded Dr Bruniges its highest award, the College Medal, for her outstanding and sustained contributions to the fields of education across a range of sectors.

In April 2017, Dr Bruniges became the first Australian appointed as Chair of the Organisation for Economic Co-operation and Development's (OECD) Programme for International Student Assessment (PISA) Governing Board and was reappointed for a third term in 2023.

At the end of 2023, Dr Bruniges was a recipient of a Paul Ramsay Fellowship to examine concentrations of disadvantage. In undertaking this work, Dr Bruniges has been appointed Industry Professor at the University of Technology Sydney's Centre for Social Justice and Inclusion.

In December 2024, Dr Bruniges received an Honorary Doctor of Letters from the University of New South Wales.



Mr Christopher Wardlaw PSM OLY

BEc (Hons) DipEd

Deputy Chair, Non-Executive Director

Mr Christopher Wardlaw PSM OLY was appointed to the AITSL Board as Deputy Chair on 2 May 2016 and reappointed on 2 May 2019, 1 May 2022, 1 May 2023, and 1 May 2024.

Christopher completed a 9-year term as Chair of the Victorian Curriculum and Assessment Authority Board in April 2023. With an early career as a teaching fellow at university and then as a secondary teacher, Christopher has gained extensive experience relating to curriculum, assessment, and quality assurance for pre-primary, basic, and senior secondary education. He also has vast experience in the government and education sectors from working in senior leadership roles in Australia and Hong Kong.

Christopher was awarded the Public Service Medal in the 2013 Queen's Birthday Honours and was made a Fellow of Monash University in 2013.

Christopher also had a parallel career as an Olympian representing Australia in long-distance running in 1976 and 1980. He was head coach of the Australian track and field team at the Sydney Olympic Games in 2000 and has coached a range of elite distance runners. In 2000, he was awarded the Australian Sports Medal. Christopher was a Board member of Athletics Australia from 2016 to 2022 and was appointed a Life Governor in October 2022.



Ms Beth Blackwood AM

BA DipEd

Non-Executive Director

Ms Beth Blackwood AM was appointed to the AITSL Board on 17 June 2018 and reappointed for a second term from 30 September 2021, and a third term from 1 October 2024.

Beth was CEO of the Association of Heads of Independent Schools of Australia from 2016 to 2022. Prior to this, she had a 30-year career in the education sector, as teacher, head, deputy principal, and principal of various schools throughout Australia.

Beth is committed to the education and equality of young women and has served previously as President and Executive Board member of the Alliance of All Girls' Schools Australasia. She has been a member of many committees and working parties for the Association of Independent Schools of Western Australia.

Other areas of interest include the education of Indigenous students, International Baccalaureate programs, positive psychology, technology as an educational tool, and women's leadership.

Beth is currently a Director of Kardinia International College (Victoria) Board, Queenwood (NSW), and the Association of Independent Schools of NSW (AISNSW) Board. She is also a Director of PrincipalsHQ, a support network for heads of independent schools.

In 2022, Beth received an Order of Australia award for services to education and youth.



Dr Jennifer Buckingham OAM FRSN CF

BSc (Hons) PhD

Non-Executive Director

Dr Jennifer Buckingham OAM was was first appointed to the AITSL Board on 2 June 2015, reappointed for a second term in June 2028, reappointed for a third term in September 2021 and reappointed for a forth term in October 2024.

Jennifer is Executive Director of the Centre for Education Statistics and Evaluation (CESE) in the NSW Department of Education. Prior to that, she was Director of Strategy and Senior Research Fellow at MultiLit, and Senior Research Fellow at The Centre for Independent Studies where she founded the Five from Five reading project. She is co-editor and co-author of the textbook Effective Instruction in Reading and Spelling (MRU Press, 2023), which is used in teacher education courses in universities in Australia, New Zealand, Ireland, Northern Ireland and Scotland.

Jennifer's Churchill Fellowship report published in 2024, *An investigation of literacy instruction and policy in the United Kingdom and Ireland*, led to her being appointed to the International Ministerial Advisory Panel for Northern Ireland.

Jennifer is Fellow of the Royal Society of New South Wales and an Adjunct Associate Professor at La Trobe University.



Ms Renez Lammon

BEd

Non-Executive Director

Ms Renez Lammon was appointed to the AITSL Board on 17 June 2018 and reappointed for a second term on 1 August 2020, and a third term from 5 December 2023.

Renez brings over 20 years of experience in education to her current role as Principal of Casuarina Street Primary School in Katherine, Northern Territory. She has held a range of positions including teacher, Impact Coach, Assistant Principal, Principal, and Acting Senior Director, each shaping her strategic and practical approach to educational priorities. Renez is committed to building the capacity of educators through coaching and mentoring, with a focus on supporting every student to achieve their full potential.

As Chair of the AITSL Advisory Group for Aboriginal and Torres Strait Islander Education, Renez works in partnership with educators to strengthen outcomes for Aboriginal and Torres Strait Islander students.

Renez has led reform at both national and territory levels, championing the role of Highly Accomplished and Lead teachers and the value of national certification in driving teacher-led improvement. Achieving national certification as a Highly Accomplished teacher is an achievement she is proud of and is a strong advocate for the use of evidence and professional standards to support educators in understanding and communicating the impact they are having on their colleagues, their communities and most importantly their students.



Mr Andy Mison

BMus DipEd MPol&Policy

Non-Executive Director

Mr Andy Mison was appointed to the AITSL Board on 5 December 2023.

Andy has enjoyed a career spanning more than 3 decades in arts and education. He is currently the President of the Australian Secondary Principals' Association, representing public secondary school principals and their school communities nationwide.

Andy has served as a teacher in NSW and the Northern Territory (NT), as principal of several schools in the NT and ACT, and as CEO of a large Registered Training Organisation delivering vocational education and training (VET) in schools.

Andy was a writer of the Australian Arts Curriculum and has been a creative curriculum consultant and developer. He led the schools performing arts program for the NT Department of Education from 2011 to 2016 and established several education initiatives supporting Aboriginal and Torres Strait Islander students and remote NT communities.

More recently, Andy played a leading role in the rollout of remote learning for ACT schools and vaccination programs for special schools during the COVID-19 pandemic as a Director of School Improvement.

Andy brings extensive practical experience to supporting Australian students, educators, and schools.



Professor Donna Pendergast AM

BAppSci GradDipTeach MEd PhD

Non-Executive Director

Professor Donna Pendergast was appointed to the AITSL Board on 17 June 2018 and reappointed for a second term from 30 September 2021, and a third term from 1 October 2024.

Donna is a distinguished educator and researcher with a profound commitment to transforming education. Currently, she serves as the Director of Engagement in the Arts, Education and Law Group at Griffith University, a role she has held since 2023. Prior to this, she was the Dean and Head of the School of Education and Professional Studies at Griffith University from 2009 to 2023.

With a career spanning over three decades beginning as a classroom teacher, Donna has made significant contributions to middle years education, focusing on adolescent learners, student engagement, and school reform. Her research emphasises creating positive learning environments and fostering inclusive educational practices. She currently holds an Australian Research Council Linkage grant for a project in this area, working in rural and regional contexts.

In recognition of her outstanding service to tertiary education, Donna was appointed a Member of the Order of Australia (AM) in 2024. In 2015, she received the Griffith University Vice Chancellor's Excellence in Research Supervision Award, and in 2017, a National Commendation from the Australian Council of Graduate Research for Excellence in Graduate Research Supervision. In 2018, she was awarded the Australian Council for Educational Leaders Miller-Grassie Award for Outstanding Leadership in Education. In 2022, Professor Pendergast was awarded the Australian Association for Research in Education (AARE) Award for Outstanding Contribution to AARE and the profession. Beyond her academic achievements, she is a passionate advocate for the teaching profession, viewing it as integral to her identity and the broader educational landscape.

Donna's work continues to inspire and influence educational practices, making her a respected leader in the field. She is currently working closely with colleagues and school systems to research the area of Occupational Violence and Aggression, and was recently appointed by the Queensland Minister for Education and The Arts as the Chairperson of the new Anti-Bullying expert committee as part of the nation-leading plan to tackle bullying in schools, which is supported by a $33 million dollar commitment.



Adjunct Professor Lee Anne Perry AM

BEd (Hons) DipCL MEd EdD DUniv FACEL FACE GAICD

Non-Executive Director

Dr Lee Anne Perry AM was appointed to the AITSL Board in March 2022 and reappointed for a second term effective from 21 March 2025.

Lee Anne is Adjunct Professor in Education at Queensland University of Technology (QUT) after recently completing a three-year term as the inaugural Professor of Practice (Educational Leadership and Partnerships) in the Faculty of Creative Industries, Education and Social Justice. Prior to commencing as Professor of Practice in February 2023, she was the Executive Director (CEO) of the Queensland Catholic Education Commission (QCEC).

Lee Anne has had a longstanding involvement in school education as a teacher, school, and system leader, including over 25 years as a principal.

Lee Anne has been a member of many state and national associations and committees concerned with school and higher education. She was a member of the Queensland Curriculum and Assessment Authority and Non-State Schools Accreditation Boards and Deputy Chair of the National Catholic Education Commission.

Lee Anne was awarded a Member of the Order of Australia in 2004 for significant service to secondary education as a principal, to curriculum development, and to professional education associations. In 2017, she was a panellist for the Review to Achieve Educational Excellence in Australian Schools led by David Gonski AC and a member of the STEM Partnership Forum chaired by the Chief Scientist, Professor Alan Finkel AO. Lee Anne was also a member of the Queensland Premier's Anti-Cyberbullying Taskforce.

Lee Anne is a passionate advocate for education from the early years to higher education, including vocational education and is particularly committed to supporting collaboration, partnerships, and connections within and between education sectors and systems.

Board of Directors' membership

AITSL is governed by an independent expert Board of Directors appointed by the Minister for Education consistent with the processes of the *Australian Government Cabinet Handbook*.

Board Director details from 1 July 2025 to 30 June 2026

Director	Director Details			Period as Director	
	Qualifications of Director	Experience of the Director	Position	Date of Commencement	Date of Cessation
Dr Michele Bruniges AO	Page 35	Page 35	Chair and Non-Executive Director	1 July 2023	30 June 2029
Mr Christopher Wardlaw PSM OLY	Page 36	Page 36	Deputy Chair and Non-Executive Director	1 May 2024 (reappointment)	30 April 2027
Mr Andy Mison	Page 38	Page 38	Non-Executive Director	5 December 2023	5 December 2026
Ms Beth Blackwood AM	Page 36	Page 36	Non-Executive Director	1 October 2024 (reappointment)	30 September 2027
Prof Donna Pendergast AM	Page 38	Page 38	Non-Executive Director	1 October 2024 (reappointment)	30 September 2027
Dr Jennifer Buckingham OAM FRSN CF	Page 37	Page 37	Non-Executive Director	1 October 2024 (reappointment)	30 September 2027
Prof Lee Anne Perry AM	Page 39	Page 39	Non-Executive Director	21 March 2025 (reappointment)	20 March 2028
Ms Renez Lammon	Page 37	Page 37	Non-Executive Director	5 December 2023 (reappointment, non-consecutive)	5 December 2026

Board Director meeting attendance from 1 July 2025 to 30 June 2026

Director	Board		Risk, Audit and Finance Committee		Remuneration Committee	
	Number eligible to attend	Number attended	Number eligible to attend	Number attended	Number eligible to attend	Number attended
Dr Michele Bruniges AO	7	6	0	0	2	2
Mr Christopher Wardlaw PSM OLY	7	7	4	4	0	0
Mr Andy Mison	7	6	0	0	0	0
Ms Beth Blackwood AM	7	7	0	0	2	1
Prof Donna Pendergast AM	7	7	0	0	0	0
Dr Jennifer Buckingham OAM FRSN CF	7	5	4	4	0	0
Prof Lee Anne Perry AM	7	7	4	3	0	0
Ms Renez Lammon	7	7	0	0	2	2

Principal activities

The principal activities of AITSL during the year to promote excellence in teaching and school leadership across Australia, by setting the national standards for quality teaching and school leadership, championing the vital role of educators in shaping Australia's future, and providing the resources, tools, insights, and foresight needed to support quality teaching and leadership.

Operating result

The operating result for the year from ordinary activities was $430,672. The Statement of Comprehensive Income For the period ended 30 June 2026 in the company's Financial Report provides further information on the operating result.

Significant activities

Board appointments

During 2025–26, the following director/s were reappointed:

1. AITSL Board Chair – Dr Michele Bruniges AO for three (3) years from 1 July 2026.

The Teaching and Learning Commission

On 17 October 2025, Education Ministers agreed in-principle to establish a new Teaching and Learning Commission (the Commission). The Commission would bring together the responsibilities of Australian Institute for Teaching and School Leadership, the Australian Curriculum, Assessment and Reporting Authority, the Australian Education Research Organisation and Education Services Australia under the one roof.

Auditor's independence declaration

A copy of the auditor's independence declaration as required by Division 60 of the *Australian Charities and Not-for-profits Commission Act 2012* and section 307C of the *Corporations Act 2001* is set out in the Auditor's Independence Declaration section of the Financial Report and forms a part of the Directors' Report for the financial year ended 30 June 2026.

Indemnification and insurance of Directors and Officers

During the year, the company paid insurance premiums to Comcover to indemnify its Directors and Officers for the professional risks associated with their responsibilities and role as Director or Officer.

Events subsequent to the end of the financial year

No matters or circumstances have arisen since the end of the financial year that significantly affected, or may significantly affect, the operations of the company and the results of those operations.

Signed in accordance with a resolution of the AITSL Board.

Michele Bruniges

Dr Michele Bruniges AO
Chair
AITSL Board of Directors

Financial **Report**

For the period ended 30 June 2026

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Directors' Declaration

For the period ended 30 June 2026

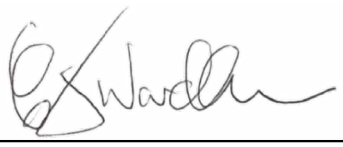
The Directors of the Australian Institute for Teaching and School Leadership Limited declare that:

1. The financial statements and accompanying notes, are in accordance with the *Australian Charities and Not-for-profits Commission Act 2012 and* the *Corporations Act 2001* including:
   a) Giving a true and fair view of the company's financial position as at 30 June 2026 and of its performance for the period ended on that date.
   b) Complying with the Australian Accounting Standards - Simplified Disclosure (including the Australian Accounting Interpretations), the *Corporations Regulations 2001* and the *Australian Charities and Not-for-profits Commission Regulation 2022* ; and

2. There are reasonable grounds to believe that the company will be able to pay its debts as and when they become due and payable.

3 The information disclosed in the Consolidated Entity Disclosure Statement is true and correct.

This declaration is made on 28 August 2026 in accordance with a resolution of the directors.



Chris Wardlaw PSM OLY
Deputy Chair



Dr Michele Bruniges AO
Chair

Auditor's Independence Declaration

Dr Michele Bruniges AO

Chair of the Board

Australian Institute for Teaching and School Leadership Limited

PO Box 299

Collins Street West VIC 8007

AUSTRALIAN INSTITUTE FOR TEACHING AND SCHOOL LEADERSHIP LIMITED FINANCIAL REPORT 2025-26

AUDITOR'S INDEPENDENCE DECLARATION

In relation to my audit of the financial report of the Australian Institute for Teaching and School Leadership Limited for the year ended 30 June 2026, to the best of my knowledge and belief, there have been:

(i) no contraventions of the auditor independence requirements of the *Corporations Act 2001*; and

(ii) no contravention of any applicable code of professional conduct.

Australian National Audit Office

Summer Wesche

Senior Director

Delegate of the Auditor-General

Canberra

28 August 2026

Independent Auditor's Report

Australian National Audit Office

INDEPENDENT AUDITOR'S REPORT

To the members of the Australian Institute for Teaching and School Leadership Limited

Opinion

In my opinion, the financial report of the Australian Institute for Teaching and School Leadership Limited (the Company) for the year ended 30 June 2026 is in accordance with the *Corporations Act 2001* and Division 60 of the *Australian Charities and Not-for-profits Commission Act 2012*, including:

(a) giving a true and fair view of the Company's financial position as at 30 June 2026 and of its performance for the year then ended; and

(b) complying with Australian Accounting Standards – Simplified Disclosures, the Corporations Regulations 2001 and Division 60 of the Australian Charities and Not-for-profits Commission Regulation 2013.

The financial report of the Company, which I have audited, comprises the following as at 30 June 2026 and for the year then ended:

- Directors' Declaration;
- Statement of Comprehensive Income;
- Statement of Financial Position;
- Statement of Changes in Equity;
- Statement of Cash Flows;
- Notes to the financial statements, comprising material accounting policy information and other explanatory information; and
- Consolidated Entity Disclosure Statement.

Basis for opinion

I conducted my audit in accordance with the Australian National Audit Office Auditing Standards, which incorporate the Australian Auditing Standards. My responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Financial Report* section of my report. I am independent of the Company in accordance with the auditor independence requirements of the *Corporations Act 2001* and the relevant ethical requirements for financial report audits conducted by the Auditor-General and their delegates. These include the relevant independence requirements of the Accounting Professional and Ethical Standards Board's APES 110 *Code of Ethics for Professional Accountants (including Independence Standards)* (the Code) to the extent that they are not in conflict with the *Auditor-General Act 1997*. I have also fulfilled my other responsibilities in accordance with the Code.

I confirm that the independence declaration required by the *Corporations Act 2001*, which has been given to the directors of the Company, would be in the same terms if given to the directors as at the time of this auditor's report.

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

GPO Box 707, Canberra ACT 2601
38 Sydney Avenue, Forrest ACT 2603
Phone (02) 6203 7300

Independent Auditor's Report cont'd

Directors' responsibility for the financial report

The directors of the Company are responsible for the preparation of:

(a) the financial report (other than the consolidated entity disclosure statement) that gives a true and fair view in accordance with Australian Accounting Standards – Simplified Disclosures, the *Corporations Act 2001* and the *Australian Charities and Not-for-profits Commission Act 2012*; and

(b) the consolidated entity disclosure statement that is true and correct and in accordance with the *Corporations Act 2001*; and

for such internal control as the directors determine is necessary to enable the preparation of:

(a) the financial report (other than the consolidated entity disclosure statement) that gives a true and fair view and is free from material misstatement, whether due to fraud or error; and

(b) the consolidated entity disclosure statement that is true and correct and is free of misstatement, whether due to fraud or error.

In preparing the financial report, the directors are responsible for assessing the ability of the Company to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the directors either intend to liquidate the Company or to cease operations, or have no realistic alternative but to do so.

Auditor's responsibilities for the audit of the financial report

My objective is 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 National Audit Office 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 the financial report.

As part of an audit in accordance with the Australian National Audit Office 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 Company's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the directors.
- Conclude on the appropriateness of the directors' 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 Company'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 Company 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 directors 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.

Independent Auditors Report cont'd

I also provide the directors with a statement that I have complied with relevant ethical requirements regarding independence, and to communicate with them all relationships and other matters that may reasonably be thought to bear on my independence, and where applicable, actions taken to eliminate threats or safeguards applied.

Australian National Audit Office



Summer Wesche

Senior Director

Delegate of the Auditor-General

Canberra

28 August 2026

Statement of Comprehensive Income

For the period ended 30 June 2026

	Notes	2026 $	2025 $	Original Budget $
INCOME				
Government funding	3.1	9,854,000	10,082,411	9,304,000
Service fees	3.2	7,341,143	9,765,738	3,998,000
Other revenue	3.3	-	2,592,327	-
Interest	10	763,586	806,325	300,000
Surplus /(loss) on disposal of assets		609	243	-
TOTAL INCOME		**17,959,338**	**23,247,044**	**13,602,000**
EXPENSES				
Board of Directors		325,644	352,168	370,000
Employee benefits	3.4	12,135,459	12,756,938	11,201,000
Administration	3.4	2,180,147	2,529,556	2,460,000
Programs	3.4	2,461,273	3,439,758	3,331,000
Depreciation and amortisation	4	426,143	439,364	444,000
TOTAL EXPENSES		**17,528,666**	**19,517,784**	**17,806,000**
Surplus/(Deficit) from ordinary activities		**430,672**	**3,729,260**	**(4,204,000)**
OTHER COMPREHENSIVE INCOME				
Items not subject to subsequent reclassification to net cost of services				
Changes in asset revaluation reserve		100	-	-
Total comprehensive surplus / (loss) for the year		**430,772**	**3,729,260**	**(4,204,000)**

The original budget was reported in the 2025 - 2026 Portfolio Budget Statements published in March 2025.

This statement should be read in conjunction with the accompanying notes.

Budget Variance Commentary
Budget variance explanations are outlined in Note 13.

Statement of Financial Position

For the period ended 30 June 2026

	Notes	2026 $	2025 $	Original Budget $
ASSETS				
Current				
Cash and cash equivalents	3.5	5,660,315	9,422,203	4,681,000
Financial assets at amortised cost	5.1	12,369,377	9,787,382	4,164,000
Trade and other receivables	3.6	1,259,918	147,294	562,000
Other assets		316,731	551,390	358,000
Current assets		**19,606,341**	**19,908,269**	**9,765,000**
Non-current				
Property, furniture and equipment	4	210,202	1,604,102	1,165,000
Non-current assets		**210,202**	**1,604,102**	**1,165,000**
TOTAL ASSETS		**19,816,543**	**21,512,371**	**10,930,000**
LIABILITIES				
Current				
Supplier and other payables	5.2	767,975	1,386,988	942,000
Employee provisions	6	994,866	1,029,018	1,220,000
Other provisions	6	28,717	-	26,000
Lease liability	7	407,817	416,943	452,229
Unearned income		125,818	251,844	310,000
Current liabilities		**2,325,193**	**3,084,793**	**2,950,229**
Non-current				
Employee provisions	6	393,002	355,894	406,000
Other provisions	6	-	25,308	-
Lease liability	7	-	1,378,800	926,771
Non-current liabilities		**393,002**	**1,760,002**	**1,332,771**
TOTAL LIABILITIES		**2,718,195**	**4,844,795**	**4,283,000**
NET ASSETS		**17,098,348**	**16,667,576**	**6,647,000**
EQUITY				
Retained surplus		17,092,848	16,662,176	6,645,000
Asset Revaluation Reserve		5,500	5,400	2,000
TOTAL EQUITY		**17,098,348**	**16,667,576**	**6,647,000**

The original budget was reported in the 2025 - 2026 Portfolio Budget Statements published in March 2025.

This statement should be read in conjunction with the accompanying notes.

Budget Variance Commentary
Budget variance explanations are outlined in Note 13.

Statement of Changes in Equity

For the period ended 30 June 2026

Australian Institute for Teaching and School Leadership Limited - ACN 117 362 740
STATEMENT OF CHANGES IN EQUITY
For the period ended 30 June 2026

	Retained earnings		Asset revaluation reserve		Total equity		Original Budget
	2026 $	2025 $	2026 $	2025 $	2026 $	2025 $	2026 $
Opening balance at 1 July	**16,662,176**	**12,932,916**	**5,400**	**5,400**	**16,667,576**	**12,938,316**	**10,851,000**
Comprehensive income							
Surplus / (loss) for the year	**430,672**	**3,729,260**	**-**	**-**	**430,672**	**3,729,260**	**(4,204,000)**
Other comprehensive							
Changes in asset revaluation reserve			100		**100**	**-**	**-**
Total comprehensive surplus / (loss) for the year	430,672	3,729,260	-	-	430,772	3,729,260	**(4,204,000)**
Balance at 30 June	**17,092,848**	**16,662,176**	**5,500**	**5,400**	**17,098,348**	**16,667,576**	**6,647,000**

The original budget was reported in the 2025 - 2026 Portfolio Budget Statements published in March 2025.

This statement should be read in conjunction with the accompanying notes.

Budget Variance Commentary
Budget variance explanations are outlined in Note 13.

Statement of Cash Flows

For the period ended 30 June 2026

	Notes	2026 $	2025 $	Original Budget $
OPERATING ACTIVITIES				
Cash received				
Government funding		8,804,000	11,231,047	9,703,000
Service fees		7,086,138	9,450,288	3,599,000
Net GST received from the Australian Taxation Office		214,088	233,383	-
Interest		737,017	911,351	300,000
Other		-	2,591,801	-
Total cash received		**16,841,243**	**24,417,870**	**13,602,000**
Cash used				
Board of Directors		(325,644)	(352,168)	(370,000)
Employees		(12,152,391)	(12,624,505)	(11,201,000)
Operational expenses		(5,060,484)	(5,960,298)	(5,724,000)
Interest payments on lease liability		(65,470)	(83,209)	(66,000)
Total cash used		**(17,603,989)**	**(19,020,180)**	**(17,361,000)**
Net cash provided by/(used in) operating activities		**(762,746)**	**5,397,690**	**(3,759,000)**
INVESTING ACTIVITIES				
Cash provided by/(used in)				
Purchase of furniture and equipment		-	(6,988)	-
Disposal of furniture and equipment		609	243	-
Investment in new term deposits		(2,581,995)	(1,623,488)	-
Net cash provided by/(used in) investing activities		**(2,581,386)**	**(1,630,233)**	**-**
FINANCING ACTIVITIES				
Cash used in				
Repayment of lease liabilities		(417,756)	(383,676)	(417,000)
Net cash provided by/(used in) financing activities		**(417,756)**	**(383,676)**	**(417,000)**
Net increase /(decrease) in cash held		**(3,761,888)**	**3,383,781**	**(4,176,000)**
Cash and cash equivalents at the beginning of the reporting period		9,422,203	6,038,422	8,857,000
Cash and cash equivalents at the end of the reporting period	3.5	**5,660,315**	**9,422,203**	**4,681,000**

The original budget was reported in the 2025 - 2026 Portfolio Budget Statements published in March 2025.

This statement should be read in conjunction with the accompanying notes.

Budget Variance Commentary

Budget variance explanations are outlined in Note 13.

Notes to the Financial Statements

For the period ended 30 June 2026

NOTE 1 – OBJECTIVE OF THE ENTITY

The objective of the Australian Institute for Teaching and School Leadership ('AITSL') is to provide national leadership for the Commonwealth, state and territory governments in promoting excellence in the profession of teaching and school leadership.

NOTE 2 – BASIS OF PREPARATION

2.1 Statement of compliance

The financial statements are required by section 42 of the *Public Governance, Performance and Accountability Act 2013.*

The financial statements have been prepared in accordance with:

a) *Public Governance, Performance and Accountability (Financial Reporting) Rule 2015 (FRR)* ;

b) Australian Accounting Standards and Interpretations - including simplified disclosures for Tier 2 Entities under AASB 1060 issued by the Australian Accounting Standards Board (AASB) that apply for the reporting period;

c) the *Australian Charities and Not-for-profit Commission Act 2012* ; and

d) the *Corporations Act 2001* .

The financial statements have been prepared on an accrual basis and in accordance with the historical cost convention, except for certain assets and liabilities at fair value. Except where stated, no allowance is made for the effect of changing prices on the results or the financial position. The financial statements are presented in Australian dollars.

AITSL has adopted all of the new or amended Accounting Standards and Interpretations issued by the AASB that are mandatory for the current reporting period. These have not had a material impact on the financial statements. New or amended Accounting Standards or Interpretations that were issued prior to the sign-off date and are applicable to future reporting periods are not expected to have a future material impact on AITSL's financial statements.

Notes to the Financial Statements
For the period ended 30 June 2026 cont'd

2.2 Economic dependency and going concern

AITSL is dependent on the Department of Education for the majority of the revenue used to carry out its ordinary activities. The current funding agreement with the Department of Education was extended in August 2026 and expires on 31 December 2028. The extended funding agreement was finalised after the 2026-27 Portfolio Budget Statements were released. At the time of this report the Board of Directors has no reason to believe that the Department of Education will not continue to support AITSL. These financial statements have been prepared on a going concern basis.

2.3 Use of estimates and judgments

The preparation of financial statements in conformity with Australian Accounting Standards required management to make judgments, estimates and assumptions that affect the application of accounting policies and the reported amounts of assets, liabilities, income and expenses. Actual results may differ from these assumptions.

Estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which estimates are revised and in any future period affected.

With the exception of the matter noted below, no estimate or judgment has made a significant impact on the amounts recorded in the financial statements. No accounting assumptions or estimates have been identified that have a significant risk of causing a material adjustment to the carrying amount of assets and liabilities in the next reporting period.

Proposed Teaching and Learning Commission

On October 17, 2025, Education Ministers agreed in principle to establish a new Teaching and Learning Commission (TLC), which would bring together the functions of AITSL with the Australian Curriculum, Assessment and Reporting Authority, The Australian Education Research Organisation and Education Services Australia into a single national body. The 2026-27 Australian federal budget allocated funding to the Department of Education over 2 years to undertake exploratory work on establishing a TLC. Based on the information available to AITSL at the date of this report on funding and the impact of a potential TLC, and consideration of AITSL's liquidity position and financial outlook, management have concluded that the going concern assumption in the accounting for assets and liabilities remains appropriate for the next 12 months. Management's assessment of a future TLC and the intent to merge AITSL into it has no impact on the value of assets or liabilities disclosed in the statement of financial position as at 30 June 2026.

2.4 Taxation

AITSL is exempt from all forms of taxation except Fringe Benefits Tax (FBT) and the Goods and Services Tax (GST).

Revenues, expenses, assets and liabilities are recognised net of GST except:
- where the amount of GST incurred is not recoverable from the Australian Tax Office; and
- for receivables and payables.

2.5 Events after reporting period

No matters or circumstances have arisen since the end of the financial year that significantly affected, or may significantly affect, the operations of the company and the results of those operations.

Notes to the Financial Statements
For the period ended 30 June 2026 cont'd

NOTE 3 - SIGNIFICANT ACCOUNTING POLICIES

3.1 Government Funding

	2026 $	2025 $
Government Funding		
Core Funding	8,304,000	8,131,000
Project Funding	1,550,000	1,951,411
Total revenue from government funding	**9,854,000**	**10,082,411**

In determining the method of revenue recognition AITSL shall first determine whether an enforceable agreement exists and whether the promises to transfer goods or services are sufficiently specific.

Revenue recognition for the AITSL revenue sources is as follows:

Government Funding

The core funding can be used for all expense types and the income is recognised in the financial year in which it is received under the provisions of accounting standard AASB 1058 *Income of Not-for-Profit Entities* . Income received for project funding can only be used for project specific costs, and the income recognised in the financial year in which it is received under provisions of accounting standard AASB 1058.

Education Ministers Meeting (EMM, previously funded via Education Council)

Income received from the EMM will be recognised in the financial year in which it is received and accounted for under the provisions of accounting standard AASB 1058.

3.2 Service fees

	2026 $	2025 $
Revenue from contracts with customers		
Service fees	7,341,143	9,765,738
Total revenue from contracts with customers	**7,341,143**	**9,765,738**
Disaggregation of revenue with contracts with customers		
Major product / services:		
Project income	3,146,318	3,637,519
Assessments	4,194,825	6,128,219
	7,341,143	**9,765,738**

Services which are provided that are subject to commercial terms and in accordance with an agreement with the customers. Income is recognised progressively as services are provided, in accordance with accounting standard AASB 15 *Revenue from Contracts with Customers* . Income received in advance of the service being provided is included as a liability and recognised as unearned income in the Statement of Financial Position.

Notes to the Financial Statements
For the period ended 30 June 2026 cont'd

NOTE 3 - SIGNIFICANT ACCOUNTING POLICIES (continued)

3.3 Other Revenue

	2026 $	2025 $
Other revenue		
Gift	-	2,591,538
Other revenue	-	789
Total other revenue	**-**	**2,592,327**

A deed of gift was received in November 2024 from the Queensland Education and Leadership Institute (QELI) following cessation of its operations.

3.4 Expenses

	2026 $	2025 $
Employee benefits		
Salary and wages	9,837,970	10,329,627
Superannuation expenses	1,320,954	1,391,128
Employee leave entitlements	976,535	1,036,183
Total employee benefits	**12,135,459**	**12,756,938**

Accounting policy for employee related expenses are contained in note 6.1.

Administration		
Finance and interest charges	73,144	90,613
Insurances	171,001	97,325
Lease expenses	115,616	109,925
Professional services	709,999	1,237,099
Software and subscriptions	341,951	321,224
Other administration costs	768,436	673,370
Total administration	**2,180,147**	**2,529,556**
Programs		
Casual staff and contractors	1,102,023	1,689,165
Finance and interest charges	123,531	90,592
Professional services	429,240	499,829
Software and subscriptions	284,681	473,465
Other program costs	521,798	686,707
Total programs	**2,461,273**	**3,439,758**

As stated in note 3.1, income received for projects can only be used for project specific costs. For example, AITSL uses casual staff and contractors to ensure that it meets all project timelines and deliverables. It also uses consultants and other professional services where it does not have specific expertise in-house to meet those targets.

Notes to the Financial Statements
For the period ended 30 June 2026 cont'd

NOTE 3 - SIGNIFICANT ACCOUNTING POLICIES (continued)

3.5 Cash and cash equivalents

	2026	2025
	$	$
Cash on hand	5,660,315	9,422,203
	5,660,315	**9,422,203**

Cash is recognised at its nominal amount. Cash and cash equivalents include cash on hand, demand deposits in bank accounts with an original maturity of 3 months or less that are readily convertible to known amounts of cash and subject to insignificant risk of changes in value. As at 30 June 2026, AITSL held term deposits with original maturities of 2 to 3 months totalling $12,205,483 (refer Note 5.1). Although these deposits meet the maturity threshold of 3 months or less, management has the intention to roll over these deposits upon maturity rather than use them to meet short-term cash commitments.

3.6 Trade and other receivables

	2026	2025
	$	$
Government Funding	1,050,000	-
Non Government Income	162,388	33,409
Goods and Services Tax Receivable	47,530	113,885
Total trade and other receivables	**1,259,918**	**147,294**

Trade and other receivables include amounts due from contracts in the ordinary course of business. Receivables that are expected to be collected within 12 months of the end of the reporting period are classified as current assets.

Goods and Services Tax Receivable represents the refund that AITSL is entitled to after submitting its Business Activity Statement.

Notes to the Financial Statements
For the period ended 30 June 2026 cont'd

NOTE 4 – NON-CURRENT ASSETS

Property, furniture and equipment

	Building Right of use asset $	Equipment $	Cultural $	Total $
As at 1 July 2025				
Gross book value	2,199,310	123,202	25,700	2,348,212
Accumulated depreciation / amortisation	(666,458)	(77,652)	-	(744,110)
Net book value 1 July 2025	**1,532,852**	**45,550**	**25,700**	**1,604,102**
Movements				
Revaluation increment			100	100
Reassessment - Right of use asset	(967,857)			(967,857)
Depreciation and amortisation expense	(392,379)	(33,764)		(426,143)
Net book value 30 June 2026	**172,616**	**11,786**	**25,800**	**210,202**

Per Balance Sheet:

Net book value as of 30 June 2026 represented by:

Gross book value	1,231,453	123,202	25,800	1,380,455
Accumulated depreciation	(1,058,837)	(111,416)	-	(1,170,253)
Closing net book value	**172,616**	**11,786**	**25,800**	**210,202**

Notes to the Financial Statements
For the period ended 30 June 2026 cont'd

Accounting Policy

Property, furniture and equipment

Capitalisation threshold

Purchases of fixtures, fittings and equipment are recognised in the Statement of Financial Position, except for purchases costing less than $2,500 which are expensed in the year of acquisition.

Carrying amount

Fixtures, fittings and equipment are carried at cost less, where applicable, accumulated depreciation and impairment losses. Cultural art work is carried at fair value.

Right of Use asset

AITSL holds a lease agreement to occupy premises at 360 Elizabeth Street, Melbourne. The premises have been accounted for as a right of use asset.
During the year, AITSL exercised the lease break option and reassessed the lease term. As a result, the right-of-use asset has been remeasured to reflect the revised lease term of 3.5 years. The right-of-use asset is depreciated over the revised lease term.

Revaluation

Revaluation adjustments are made on a class basis bi-annually. Any revaluation increment is credited to equity under the heading reserves except to the extent that it reverses a previous revaluation decrement of the same asset class that was previously recognised through surplus and deficit. Revaluation decrements for a class of assets are recognised directly through other comprehensive income except to the extent that they reverse a previous revaluation increment for that class.

Any accumulated depreciation as at the revaluation date is eliminated against the gross carrying amount of the asset and the asset restated to the revalued amount.

Depreciation

The depreciable amount of all fixed assets is depreciated on a straight line basis over the asset's useful life to AITSL commencing from the time the asset is held ready for use. The depreciation rates used for each class of asset are based on the following estimated useful lives for current and comparative periods:

Building - right to use asset and make good asset - 3.5 years (2025: 5 years)

Equipment

Computer and office equipment - 3 years (2025: 3 years)

Depreciation methods, useful lives, and residual values are reviewed at each financial year end and adjusted if appropriate.

Cultural

Art works - Infinite life (2025: Infinite life)

AITSL has 3 paintings (2025: 3) with an aggregate fair value of $25,800 (2025: $25,700) painted by Australian artists Bessie Sims and Yumutjin Wununmurra. AITSL has classified them as cultural assets as they are primarily held for purposes that relate to their cultural significance. The paintings are deemed to have indefinite useful lives and hence are not depreciated. AITSL is responsible for ensuring the preservation of these assets. The paintings were revalued as at 30 June 2026 by an independent valuer, Aranda Art. The revaluation resulted in an increase in fair value of $100 (2025: nil), which was recognised in the asset revaluation reserve within equity.

Impairment

At each reporting date AITSL reviews the carrying value of its tangible and intangible assets to determine whether there is any indication that those assets have been impaired. If such an indication exists, the recoverable amount of the asset, being the higher of the asset's fair value less costs to sell and value in use, is compared to the asset's carrying value. Any excess of the asset's carrying value over its recoverable amount is expensed to the Statement of Comprehensive Income.

Disposal

Fixtures, fittings and equipment are derecognised upon disposal. Gains and losses on disposal are recognised in the Statement of Comprehensive Income.

During 2025-26, AITSL received proceeds of $609 from the disposal of IT equipment that had been fully written off in a prior year. As the assets had a nil carrying value at the date of disposal, the full amount of the proceeds was recognised as a surplus on disposal of assets in the Statement of Comprehensive Income.

Notes to the Financial Statements
For the period ended 30 June 2026 cont'd

Note 5: Financial Assets at Amortised Cost

NOTE 5.1 – FINANCIAL ASSETS AT AMORTISED COST

	2026 $	2025 $
Financial assets at amortised cost		
Investment Term Deposits	12,205,483	9,623,488
Bond/ Lease Deposit	163,894	163,894
Total financial assets at amortised cost	**12,369,377**	**9,787,382**

Financial assets are measured at amortised cost if the assets meet the following conditions (and are not designated Fair Value through Profit or Loss (FVPL).
• they are held within a business model which has the objective to hold the financial assets and collect its contractual cash flows.
• the contractual terms of the financial assets give rise to cash flows that are solely payments of principal and interest on the principal amount outstanding.

After initial recognition, these are measured at amortised cost using the effective interest method. Discounting is omitted where the effect of discounting is immaterial. The cash and cash equivalents, trade and other receivables fall into this category of financial instruments as well as term deposits that were previously classified as held-to-maturity.

AITSL uses two types of term deposits: ordinary investment term deposits and a term deposit lodged with National Australia Bank to support the rental guarantee issued to the landlord.

NOTE 5.2 SUPPLIER AND OTHER PAYABLES

	2026 $	2025 $
Trade creditors and accruals	344,448	942,988
Accrued salaries and wages	423,527	444,000
Total supplier and other payables	**767,975**	**1,386,988**

Supplier and other payables represent liabilities for goods and services provided to AITSL prior to the end of the financial year which are unpaid.

Notes to the Financial Statements
For the period ended 30 June 2026 cont'd

Note 6: Provisions

NOTE 6 – PROVISIONS

	2026 $	2025 $
Employee provisions		
Annual leave	713,505	746,313
Long service leave	674,363	638,599
Total employee provisions	**1,387,868**	**1,384,912**
Employee provisions expected to be settled in:		
No more than 12 months	994,866	1,029,018
More than 12 months	393,002	355,894
Total employee provisions	**1,387,868**	**1,384,912**
Other provisions		
Provision for make good	28,717	25,308
Total other provisions	**28,717**	**25,308**

	Provision for make good $	Total $
As at 1 July 2025	25,308	25,308
Increase in provision	3,409	3,409
Total as at 30 June 2026	**28,717**	**28,717**

The fit-out contained in the lease for 360 Elizabeth Street was new and as a result AITSL made no alterations or modifications to that fit-out when taking possession.

As no fit-out has been installed, there is not a make good requirement. Instead, AITSL will be required to pay a refresh fee of $50 per square metre at the end of the lease. The refresh fee is recognised as the make good asset. During the year, following the exercise of the lease break option, the make-good provision was remeasured to reflect the revised lease term ending in April 2027.

Notes to the Financial Statements
For the period ended 30 June 2026 cont'd

Accounting Policy

Provisions

A provision is recognised if, as a result of a past event, AITSL has a present legal or constructive obligation that can be estimated reliably, and it is probable that an outflow of economic benefits will be required to settle the obligation. Provisions are determined by discounting the expected future cash flows at a rate that reflects current market assessments of the time value of money and the risks specific to the liability. The unwinding of the discount is recognised as a finance cost.

Employee Provisions and Benefits

Provision is made for benefits accruing to employees in respect of wages and salaries, annual leave and long service leave for services rendered to the reporting date. Provision for 'short-term employee benefits' (as defined in AASB 119 *Employee Benefits*) and termination benefits due within twelve months of the end of reporting period are measured at their nominal amounts.

Leave

The liability for employee benefits includes provision for annual leave and long service leave. No provision has been made for personal or carer leave as all personal and carer leave is non-vesting and the average personal and carer leave taken in future years by employees of the entity is estimated to be less than the annual entitlement.

Long service leave liabilities that are not expected to be settled within 12 months are recognised in the provision for employee benefits as non-current liabilities and are measured at present value of the amounts expected to be paid when the liabilities are settled using the remuneration rate expected to apply at the time of settlement.

Superannuation

Contributions are made by AITSL to employee superannuation funds and are charged as expenses when incurred. AITSL makes contributions to the funds in accordance with the superannuation guarantee legislation.

Notes to the Financial Statements
For the period ended 30 June 2026 cont'd

NOTE 7 – LEASE LIABILITY

	2026	2025
	$	$
Lease liability - current	407,817	416,943
Lease liability - non-current	-	1,378,800
Total leases	**407,817**	**1,795,743**
Maturity analysis - contractual undiscounted cash flows		
Within 1 year	407,817	483,227
Between 1 to 5 years	-	1,461,663
More than 5 years	-	-
Total leases	**407,817**	**1,944,890**

The cash outflow for leases for the year ended 30 June 2026 was $483,226 (2025: $466,885).

During the year, AITSL exercised the break option on its office lease at 360 Elizabeth St, with the lease now terminating in April 2027. As a result, the lease term was reassessed in accordance with AASB 16 *Leases and* the right of use asset, lease liability, and associated make good provision were remeasured.

The lease liability was reassessed by recalculating the present value of the remaining lease payments over the revised 10-month term, applying a revised discount rate, reflecting the incremental borrowing rate at the date of reassessment. The make good provision was similarly reassessed by recalculating the present value of the estimated make good costs over the revised 10-month term, applying the same discount rate.

The increase in the make good provision ($2,313), together with the decrease in the lease liability ($970,170), has been recognised as an adjustment to the right-of-use asset, resulting in a decrease in the right-of-use asset ($967,857).

For all new contracts entered into, AITSL considers whether the 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'.

Once it has been determined that a contract is, or contains a lease, 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 department's incremental borrowing rate.

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 to the lease. When the lease liability is remeasured, the corresponding adjustments is reflected in the right-of-use asset or profit and loss depending on the nature of the reassessment or modification.

NOTE 8 - KEY MANAGEMENT PERSONNEL REMUNERATION

Key management personnel are those persons having authority and responsibility for planning, directing and controlling the activities of AITSL, directly or indirectly, including any Directors of AITSL.

	2026	2025
	$	$
Short-term employment benefits	1,091,402	1,170,011
Post employment benefits	90,462	101,619
Other long term benefits	13,731	14,842
	1,195,595	**1,286,472**

The number of key management personnel that are included in the above are 2 Executive Managers and 8 Part-time Directors (2025: 3 Executive Managers and 8 Part-time Directors).

During the financial year, it was identified that AITSL had made an administrative error in the calculation of backpay. This involved a payment in the amount of $872.69. This was caused by an error in the calculation of a change in daily rate between 2025 and 2026. This payment was not made in accordance with section 7(9) of the *Remuneration Tribunal Act 1973* (RT Act). AITSL has implemented a review process to prevent a reoccurrence of such payments. This payment will be recovered in the 2026-27 financial year by deduction of the recipient's benefit under section 16A(3) of the RT Act.

Notes to the Financial Statements
For the period ended 30 June 2026 cont'd

NOTE 9 – RELATED PARTY DISCLOSURE

Related parties to AITSL are key management personnel including directors.

Certain key management personnel hold positions in other entities that may result in them having significant influence over the financial or operating policies of those entities.

There were no transactions with these entities this financial year and in the previous financial year.

The aggregate value of transactions and outstanding balances, including commitments, relating to entities over which related parties have significant influence were as follows:

Purchase of goods and services	**2026**	**2025**
	$	**$**
Transaction Value as at 30 June	-	-
Balance Outstanding as at 30 June	-	-

NOTE 10 – FINANCIAL INSTRUMENTS

Categories of financial instruments		
Financial assets		
Financial assets at amortised cost		
Cash at bank	5,660,315	9,422,203
Trade and other receivables	1,259,918	147,294
Financial assets at amortised cost	12,369,377	9,787,382
Carrying amount of financial assets	**19,289,610**	**19,356,879**
Financial liabilities		
Financial liabilities		
Trade creditors	767,975	1,386,988
Carrying amount of financial liabilities	**767,975**	**1,386,988**

Financial assets and liabilities are measured at amortised cost.

Net Income and expense from financial assets		
Financial assets at amortised cost		
Interest revenue	763,586	806,325
Net income from financial assets	**763,586**	**806,325**

Interest Revenue

Interest revenue is recognised on an accrual basis using the effective interest method.

Notes to the Financial Statements
For the period ended 30 June 2026 cont'd

Recognition, initial measurement and derecognition

Financial assets and financial liabilities are recognised when AITSL becomes a party to the contractual provisions of the financial instrument, and are measured initially at fair value adjusted by transaction costs, except for those carried at fair value through profit or loss, which are measured initially at fair value. Subsequent measurement of financial assets and financial liabilities are described below.

Financial assets are derecognised when the contractual rights to the cash flows from the financial asset expire, or when the financial asset and all substantial risks and rewards are transferred. A financial liability is derecognised when it is extinguished, discharged, cancelled or expires.

Classification and subsequent measurement of financial assets

Except for those trade receivables that do not contain a significant financing component and are measured at the transaction price, all financial assets are initially measured at fair value adjusted for transaction costs (where applicable).

For the purpose of subsequent measurement, financial assets other than those designated and effective as hedging instruments are classified into the following categories upon initial recognition.

- amortised cost
- fair value through profit or loss (FVPL)
- equity instruments at fair value through other comprehensive income (FVOCI)

Classification and measurement of financial liabilities

The financial liabilities include trade and other payables.

Financial liabilities are initially measured at fair value and, where applicable, adjusted for transaction costs unless the liability is designated a financial liability at fair value through the profit or loss. Subsequently, financial liabilities are measured at amortised cost using the effective interest method.

Financial assets at amortised cost

Financial assets are measured at amortised cost if the assets meet the following conditions (and are not designated FVPL).

- they are held within a business model which has the objective to hold the financial assets and collect its contractual cash flows.
- the contractual terms of the financial assets give rise to cash flows that are solely payments of principal and interest on the principal amount outstanding.

After initial recognition, these are measured at amortised cost using the effective interest method. Discounting is omitted where the effect of discounting is immaterial. The cash and cash equivalents, trade and other receivables fall into this category of financial instruments as well as term deposits that were previously classified as held-to-maturity.

Notes to the Financial Statements
For the period ended 30 June 2026 cont'd

NOTE 11 – COMMITMENTS

	2026 $	2025 $
Contracts for services		
- Not more than 12 months	1,068,860	1,477,285
- Greater than 12 months but not later than 5 years	453,338	415,999
Total Contracts for services commitments	**1,522,198**	**1,893,284**
Net Contracts for services commitments	**1,522,198**	**1,893,284**

Accounting Policy

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

NOTE 12 - REMUNERATION OF AUDITORS

During the financial year the following fees were paid or payable for services provided by ANAO, the auditor of AITSL:

	2026 $	2025 $
Audit services - ANAO		
Audit of the financial statements	46,000	45,000

NOTE 13 - EXPLANATIONS OF MAJOR BUDGET VARIANCES

The following tables provide explanations of variances between the original budget as presented in the 2025-26 Portfolio Budget Statements (PBS) and the 2025-26 final outcome as presented in accordance with Australian Accounting Standards for AITSL. The Budget is not audited.

Variances are considered to be major based on the following criteria:

- the variance between the PBS and the final result is greater than 10% of the original budget for a line item; and
- the variance between the PBS and the final result is greater than $300,000; or
- the item is below the threshold but is considered important for the reader's understanding or is relevant to an assessment of the discharge of accountability and to an analysis of the company's performance.

Notes to the Financial Statements
For the period ended 30 June 2026 cont'd

NOTE 13 - EXPLANATIONS OF MAJOR BUDGET VARIANCES (continued)

Explanation of major variances	Affected statement line items
Service fees, Program expenses and Trade and other receivables *Assessment for Migration services has continued to experience an ongoing increase in application numbers throughout the 2025-26 compared to the budget. For the purposes of budget forecasting, analysis of past application trends and a conservative approach is taken as actual application numbers, and Australian and global events affecting migration are unknown. In July 2025, an increase to the service fee was introduced in line with inflation, with the costs of a skills application increasing from $1,050 to $1,154.* *In addition, new project income was received in 2025/26 that had not been budgeted for, including the Review of Teacher and Principal Standards and the Preparatory phase of implementation of First Nations Teacher and School Leader Strategy.* *These factors have led to higher income, cash, and trade and other receivables.*	Statement of Comprehensive Income -Service fees -Program expenses Statement of Financial Position -Cash and cash equivalents -Financial assets at amortised cost -Trade and other receivables Statement of Cash Flows -Service fees -Operational expenses -Purchase of term deposits Statement of Changes in Equity -Total comprehensive surplus/(loss) for the year
Interest income *Higher assessment for migration services revenue has enabled AITSL to generate higher interest income than budgeted.*	Statement of Comprehensive income -Interest income Statement of Financial Position -Financial assets at amortised cost Statement of Cash Flows -Interest -Investment in new term deposits Statement of Changes in Equity -Total comprehensive surplus/(loss) for the year
Property, furniture and equipment *The break option on the lease at 360 Elizabeth St was exercised during the year, with the lease now ending in April 2027. As a result, the lease liability had to be reassessed based on the shorter term, bringing the non-current portion down to zero. This was not reflected in the budget, as the decision to exercise the break clause option in the lease was made after the budget was published.*	Statement of Financial Position -Property, furniture and equipment -Lease liability

Notes to the Financial Statements
For the period ended 30 June 2026 cont'd

NOTE 14 - MEMBER'S GUARANTEE

Australian Institute for Teaching and School Leadership Limited is incorporated under the *Australian Charities and Not-for-profit Commission Act 2012* and the *Corporations Act 2001* and is an entity limited by guarantee. If the entity is wound up, the constitution states that each member is required to contribute a maximum of $20 toward meeting any obligations of the entity. At 30 June 2026 the number of members was one.

NOTE 15 - ENTITY DETAILS

Australian Institute for Teaching and School Leadership Limited has its head office and principal place of business located at 360 Elizabeth Street, Melbourne, Victoria. AITSL is a not for profit company limited by Guarantee.

Notes to the Financial Statements
For the period ended 30 June 2026 cont'd

Consolidated Entity Disclosure Statement for the period ended 30 June 2026

The Australian Institute for Teaching and School Leadership Limited is not required by Australian Accounting Standards to prepare consolidated financial statements and as a result subsection 295(3A)(a) of the *Corporations Act 2001* does not apply to the Company.

Appendices

Appendix 1: AITSL Organisational Structure



Management of Human Resources

All non-ongoing employees current reporting period (2025–26)

	Man/Male			Woman/Female			Non-binary			Total
	Full-time	Part-time	*Total*	Full-time	Part-time	*Total*	Full-time	Part-time	*Total*	
NSW	1	0	1	4	0	4	0	0	0	**5**
Qld	0	0	0	3	1	4	0	0	0	**4**
SA	0	0	0	0	1	1	0	0	0	**1**
Tas	1	0	1	0	0	0	0	0	0	**1**
Vic	15	2	17	30	10	40	1	0	1	**58**
WA	1	0	1	0	0	0	0	0	0	**1**
ACT	0	0	0	0	0	0	0	0	0	**0**
NT	0	0	0	0	0	0	0	0	0	**0**
External Territories	0	0	0	0	0	0	0	0	0	**0**
Overseas	0	0	0	0	0	0	0	0	0	**0**
Total	**18**	**2**	**20**	**37**	**12**	**49**	**1**	**0**	**1**	**70**

Note

All AITSL employees are on maximum-term contracts (i.e. not ongoing). Numbers above are headcount and do not include AITSL's Board Directors, who have a small FTE but are not included in headcount.

All non-ongoing employees previous reporting period (2024–25)

	Man/Male			Woman/Female			Non-binary			Total
	Full-time	Part-time	*Total*	Full-time	Part-time	*Total*	Full-time	Part-time	*Total*	
NSW	1	0	1	3	0	3	0	0	0	**4**
Qld	1	0	1	3	1	4	0	0	0	**5**
SA	3	0	3	0	1	1	0	0	0	**4**
Tas	1	0	1	0	0	0	0	0	0	**1**
Vic	13	3	16	37	10	47	1	0	1	**64**
WA	1	0	1	0	0	0	0	0	0	**1**
ACT	0	0	0	0	0	0	0	0	0	**0**
NT	0	0	0	0	0	0	0	0	0	**0**
External Territories	0	0	0	0	0	0	0	0	0	**0**
Overseas	0	0	0	0	0	0	0	0	0	**0**
Total	**20**	**3**	**23**	**43**	**12**	**55**	**1**	**0**	**1**	**79**

Note

All AITSL employees are on maximum-term contracts (i.e. not ongoing). Numbers above are headcount and do not include AITSL Board Directors, who have a small FTE but are not included in headcount.

Appendix 2: Consultancies and funding contracts

AITSL engages consultants with specialist expertise to assist with the fulfilment of the organisation's responsibilities.

During 2025–26, 15 new consultancy contracts were entered into involving total actual expenditure of $210,058 (inclusive of GST). In addition, 11 ongoing consultancy contracts were active during 2025–26.

Appendix 3: Summary of compliance

Under the *Public Governance, Performance and Accountability Rule 2014* (PGPA Rule), AITSL is required to provide an index of the mandatory annual report requirements from section 28E. Below is an index that provides the location of these mandatory requirements within this annual report.

PGPA Rule Reference	Description	Location	Page
28E(a)	The purposes of the company as included in the company's corporate plan for the reporting period.	Corporate Governance Statement	p. 27
28E(aa)	The results of a measurement and assessment of the company's performance during the period, including the results of a measurement and assessment of the company's performance against any performance measures and any targets included in the company's corporate plan for the period.	Performance Measures 2025–26	pp. 12-24
28E(b)	The names of the persons holding the position of responsible Minister or responsible Ministers during the period, and the titles of those responsible Ministers.	Corporate Governance Statement	p. 27
28E(c)	Any directions given to the entity by a Minister under the company's constitution, an Act, or an instrument during the reporting period.	Corporate Governance Statement	p.28
28E(d)	Any government policy orders that applied in relation to the company during the period under section 93 of the PGPA Act.	Corporate Governance Statement	p. 28
28E(e)	Particulars of non-compliance with: • any directions given to the entity by the Minister under the company's constitution, an Act or instrument during the reporting period; or • any government policy orders that applied in relation to the company during the reporting period undersection 93 of the PGPA Act.	N/A	N/A
28E(f)	Information on each director of the company during the reporting period, including: • the name of the director • the qualifications of the director • the experience of the director • the number of meetings of the board of the company attended by the director during the period • whether the director is an executive director or non executive director.	Directors' Report	pp. 35-40
28E(g)	An outline of the organisational structure of the company (including any subsidiaries of the company).	Appendix 1: Organisational Structure	p. 69
28E(ga)	Statistics on the number of employees of the entity (including by reference to ongoing employees and non ongoing employees) at the end of that and the previous reporting period, in relation to each of the following: • full-time employees • part-time employees • gender • staff location	Appendix 1: Organisational Structure	p. 70
28E(h)	An outline of the location (whether or not in Australia) of major activities or facilities of the company.	Corporate Governance Statement	p. 27

PGPA Rule Reference	Description	Location	Page
28E(i)	Information in relation to the main corporate governance practices used by the company during the reporting period.	Corporate Governance Statement	pp. 27-34
28E(j), 28(k)	The decision making process undertaken by the directors of the company for making a decision if: • the decision is to approve the company paying for a good or service from a Commonwealth entity or a company, or providing a grant to a Commonwealth entity or a company; and • the company, and the Commonwealth entity or the company, are related entities; and • the value of the transaction, or if there is more than one transaction, the aggregate value of those transactions, is more than $10 000 (GST inclusive).	N/A	N/A
28E(l)	Any significant activities or changes that affected the operations or structure of the company during the reporting period.	Directors' Report	p. 41
28E(m)	Particulars of judicial decisions or decisions of administrative tribunals that may have a significant effect on the operations of the company.	N/A	N/A
28E(n)	Particulars of any reports on the company given by: • the Auditor General • a Committee of either House, or of both Houses, of the Parliament • the Commonwealth Ombudsman • the Office of the Australian Information Commissioner • the Australian Securities and Investments Commission.	N/A	N/A
28E(o)	An explanation of the information that was not obtained from a subsidiary of the company that is required to be included in the Annual Report and the effect of not having the information on the Annual Report.	N/A	N/A
28E(oa)	Information about executive remuneration in accordance with sections 28EA to 28EC.	Corporate Governance Statement	pp. 32-33
28E(ob)	The following information about the audit committee for the company: • a direct electronic address of the charter determining the functions of the audit committee • the name of each member of the audit committee during the reporting period • the qualifications, knowledge, skills or experience of each member of the audit committee • information about each member's attendance at meetings of the audit committee during the reporting period • the remuneration of each member of the audit committee.	Corporate Governance Statement	pp. 29-32

Appendix 4: Net Zero 2030 Emissions Reporting

Emissions reporting/climate-related metrics

As part of the Net Zero in Government Operations Strategy, and the reporting requirements under section 516A of the Environment Protection and Biodiversity Conservation Act 1999, all Commonwealth entities and Commonwealth companies are required to report on their operational greenhouse gas emissions.

The Greenhouse Gas Emissions Inventory and Electricity Greenhouse Gas Emissions tables present greenhouse gas emissions over the 2025-26 financial year. The greenhouse gas emissions reported are calculated on the basis of Carbon Dioxide Equivalents (CO2-e) and in line with the 2025-26 Emissions Reporting Framework. This is consistent with a Whole-of Australian Government approach, outlined in the Net Zero in Government Operations Strategy, and Commonwealth Climate Disclosure Requirements.

Not all data sources were available at the time of the report and amendments to data may be required in future reports.

Reporting on refrigerants is being phased in over time as emissions reporting matures.

Table 1 – 2025–26 Greenhouse gas emissions inventory – location-based method

Emission Source	Scope 1 t CO_2-e	Scope 2 t CO_2-e	Scope 3 t CO_2-e	Total t CO_2-e
Electricity (Location-Based Approach)	n/a	11.50	1.33	12.83
Natural Gas	0.00	n/a	0.00	0.00
Solid Waste	0.00	n/a	0.00	0.00
Refrigerants*	0.00	n/a	n/a	0.00
Fleet and Other Vehicles	0.00	n/a	0.00	0.00
Domestic Commercial Flights	n/a	n/a	38.16	38.16
Domestic Hire Car	n/a	n/a	0.02	0.02
Domestic Travel Accommodation	n/a	n/a	8.14	8.14
Other Energy	0.00	n/a	0.00	0.00
Total t CO_2-e	**0.000**	**11.50**	**47.65**	**59.15**

Note

The table above presents emissions related to electricity usage using the location-based accounting method.
CO_2-e = Carbon Dioxide Equivalent.

* Reporting on refrigerants is being phased in over time as emissions reporting matures and may be an optional source in 2025–26 emissions reporting. Refer to the Emissions Reporting Framework for more details.

Table 2 – 2025–26 Electricity greenhouse gas emissions

Emission Source	Scope 2 t CO_2-e	Scope 3 t CO_2-e	Total t CO_2-e	Electricity kWh
Location-based electricity emissions	11.50	1.33	12.83	14,736.42
Market-based electricity emissions	0.00	0.00	0.00	0.00
Total renewable electricity[1]	**n/a**	**n/a**	**n/a**	**17,284.35**
Renewable Power Percentage[2]	n/a	n/a	n/a	2,547.93
Jurisdictional Renewable Power Percentage[3]	n/a	n/a	n/a	0.00
GreenPower	n/a	n/a	n/a	14,736.42
Large-scale generation certificates	n/a	n/a	n/a	0.00

Note

The table above presents emissions related to electricity usage using both the location-based and the market-based accounting methods. CO2-e = Carbon dioxide equivalent. Electricity usage is measured in kilowatt hours (kWh).

[1]Excludes behind-the-meter solar other than generation used to create large-scale generation certificates (LGCs).

The renewable power percentage (RPP) accounts for the portion of electricity used, from the grid, that falls within the Renewable Energy Target (RET).

The Australian Capital Territory is currently the only state with a jurisdictional renewable power percentage (JRPP).



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