victorian institute of teaching





2026 ANNUAL REPORT

Acknowledgement of Country

The Victorian Institute of Teaching (VIT) respectfully acknowledges the Traditional Owners of Country throughout Victoria and pays respect to their continuing connection to land, waters, and community.

We honour the enduring cultures, languages, and contributions of Aboriginal and Torres Strait Islander Peoples, and recognise their custodianship of Country for tens of thousands of years.

The VIT is committed to reconciliation and acknowledges the role of education in truth-telling, healing, and creating a future where Aboriginal and Torres Strait Islander children and young people thrive. We strive to build respectful relationships and embed culturally safe practices across our work.





Building trust in teachers, strengthening child safety and delivering for the community

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VICTORIA State Government

The Victorian Institute of Teaching is an independent statutory authority reporting to the Minister for Education

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Responsible Body's declaration

7 October 2026

The Hon. Gabrielle Williams MP
Deputy Premier of Victoria
Minister for Education
1 Treasury Place
East Melbourne
Victoria 3002

Dear Minister Williams

In accordance with the *Financial Management Act 1994*, I am pleased to present the Victorian Institute of Teaching's Annual Report for the year ending 30 June 2026.

Yours sincerely



Dale Pearce
Chairperson



Leadership and Enterprise Performance

Chairperson and CEO message

The 2025-26 financial year was marked by significant progress across our regulatory, organisational and reform priorities. Throughout the year, we remained focused on our purpose of serving the public interest through supporting safe, high-quality teachers and teaching in Victoria.

Child safety remained a core organisational priority. During the year, we published an independent review of our management of professional conduct matters and commenced a comprehensive program of reform to strengthen our approach to child safety, improve the timeliness of our regulatory decision-making, and strengthen our collaboration with regulatory partners. These initiatives reinforced our commitment to accountability, continuous improvement and effective system working.

We contributed to teacher workforce sustainability through workforce reform recommendations in Permission to Teach, the registration of thousands of new teachers, the introduction of smoother pathways for overseas qualified teachers seeking registration in Victoria, and initiatives to support experienced teachers to return to the workforce.

We also continued our work accrediting initial teacher education programs in Victoria to ensure future teachers are well prepared and that programs meet the standards expected by the community and the profession.

Building trust and confidence

Building public trust is fundamental to effective regulation.

During 2025-26, we continued to strengthen transparency, stakeholder engagement and service delivery. The publication of Council communiqués provided greater visibility of Council deliberations, decisions and strategic priorities. We also commenced publication of quarterly regulatory performance reports to support increased openness and accountability.

We continued to engage widely with teachers, school leaders and education stakeholders across Victoria. This included support for graduate teachers through the Welcome to the Profession Conference, and a range of outreach activities and educational programs. Our participation in sector forums and conferences informed our work and contributed to a stronger understanding of stakeholder and community needs and expectations.

As community expectations and regulatory challenges continue to evolve, we remain committed to ensuring our regulatory framework is contemporary, adaptive and responsive.

We progressed a broad program of policy, operational and legislative reform designed to improve the regulatory framework that enables safe, high-quality teachers. This included ongoing collaboration with government and sector partners to implement reforms arising from the Victorian Government's Rapid Child Safety Review. These reforms strengthen child safety, support quality teaching, and help ensure Victoria's regulatory settings remain fit for the future.

Investing in our people

The effectiveness of VIT is underpinned by the capability and commitment of our people.

In response to an increasingly competitive labour market and the growing scope of our regulatory work, we commissioned an independent review of our people and culture function, and have implemented targeted improvements to support sustained organisational performance.

Throughout the year, we enhanced leadership capability, expanded professional development opportunities, and strengthened initiatives supporting employee wellbeing and inclusion. These investments have positioned VIT to meet future challenges while maintaining high standards of service and regulatory performance.

The achievements outlined in this report reflect the dedication, hard work and professionalism of our staff, the stewardship of the VIT Council, and the ongoing support of our stakeholders and regulatory partners.

We thank all those who have contributed to our work through their expertise, collaboration and commitment to serving the Victorian community.



Martin Fletcher
Chief Executive Officer



Dale Pearce
Chairperson

2025–26 at a glance



Delivering on Government expectations

The Victorian Government's Statement of Expectations (available at Appendix D) sets out its priorities for VIT and outlines the outcomes expected of VIT in fulfilling its regulatory responsibilities and contributing to broader education and child safety objectives.

Child safety & wellbeing	Child Safety and Wellbeing Framework published; Rapid Child Safety Review reforms progressed	✓
Teacher registration modernisation	Digital registration card implemented; overseas qualifications pathway introduced	✓
Workforce supply & sustainability	Returning Teacher pathway established; mentoring expanded; Permission to Teach (PTT) reforms progressed	✓
Professional conduct improvement	Brown Review implementation and risk framework enhancements	✓
Stakeholder engagement	Standing engagements with teacher employers, parent organisations, community groups, Unions, etc.	✓
Governance & organisational capability	People and Culture review completed; Council communiqués and quarterly regulatory impact statements published	✓



Growing and Supporting the Teaching Workforce

Supporting a strong, diverse and global profession

Victoria's teachers play a critical role in supporting children and young people to learn, grow and thrive. The VIT helps every registered teacher meet the standards expected by the community and the profession, while supporting pathways into teaching, workforce mobility and long-term workforce sustainability.

During 2025-26, the Victorian teaching workforce continued to grow. As at 30 June 2026, there were 163,853 registered teachers in Victoria, an increase of almost 5,000 teachers over the previous year and more than 22,000 additional registered teachers over the past five years. This growth reflects strong demand for teachers across school and early childhood settings and the continuing attractiveness of teaching as a profession in Victoria.

Growth was particularly strong among early childhood teachers, reflecting ongoing workforce demand and investment in the early childhood sector. The number of fully registered early childhood teachers increased from 6,757 to 7,711 during the year, while provisionally registered early childhood teachers increased from 7,920 to 10,245.

During the year, we welcomed 14,929 first-time registrants, demonstrating the continuing strength of the teaching pipeline and the profession's ability to attract new talent.

Table 1 - Number of registered teachers

Registration type	2024-2025	2025-2026	% change
Registered teachers	158,937	163,853	3.09%
Completed annual registration requirements (includes provisionally registered teachers and Permission to Teach holders)	144,593	150,574	4.14%
First time registrants	14,217	14,929	5.01%
Teachers who ceased registration	1,620	1,458	-10.00%
Fully registered school teacher	113,160	113,847	0.61%
Fully registered early childhood teacher	6,757	7,711	14.12%
Fully registered dual teacher (both teacher and early childhood teacher)	4,222	4,670	10.61%
Total full	**124,139**	**126,228**	**1.68%**
Provisional school teacher	15,944	16,322	2.37%
Provisional early childhood teacher	7,920	10,245	29.36%
Provisional dual (both teacher and early childhood teacher)	1,544	1,557	0.84%
Total provisional	**25,408**	**28,124**	**10.69%**
Non-practising school teacher	4,928	4,933	0.10%
Non-practising early childhood teacher	544	697	28.13%
Non-practising dual (both teacher and early childhood teacher)	156	194	24.36%
Total non-practising	**5,628**	**5,824**	**3.48%**
Experienced returning registered teacher	43	222	416.28%
Experienced returning registered early childhood teacher	1	8	700.00%
Experienced returning registered dual (both teacher and early childhood teacher)	2	7	250.00%
Total experienced returning registered	**46**	**237**	**415.22%**
Total Permission to Teach	**3,716**	**3,456**	**-7.00%**

Figure 1 - Initial teacher education graduate registrations in 2025-26





One profession, national standards

National collaboration to promote national consistency

Through our ongoing collaboration with the Australasian Teacher Regulatory Authorities (ATRA), we continued to strengthen national approaches to teacher registration, compliance and regulatory practice. The VIT actively participates in ATRA's national working groups and communities of practice, which meet regularly to share insights, discuss emerging issues and promote greater consistency in the accreditation and regulation of the teaching profession. Through these forums, jurisdictions collaborate on national reforms, develop shared resources and guidance, and support consistent regulatory decision-making across Australia.

Recognising that each teacher regulatory authority operates within their own legislation and policy settings, we worked closely with counterparts across Australia to improve consistency wherever possible. This included advancing greater alignment in requirements for experienced teachers returning to the profession, as well as further harmonising early childhood teacher registration requirements. Key improvements included extending English language proficiency test validity periods to three years and supporting more consistent approaches to exemptions in exceptional circumstances.

The VIT also played an important role in strengthening mutual recognition arrangements between jurisdictions. Working collaboratively with other regulators, we supported improved information sharing and enhanced mutual recognition checking processes to help address regulatory risks and maintain confidence in teacher registration outcomes. This work has been particularly important in responding to the recognition of qualifications that have the potential to create inconsistencies in teacher regulatory standards across jurisdictions.

National collaboration also extended to the development of a more consistent approach to overseas criminal record checking, helping to strengthen public confidence in teacher registration processes while reducing unnecessary complexity for applicants moving between jurisdictions.

The VIT has worked closely with ATRA to support a consistent and considered approach to implementing national reforms aimed at improving the quality of initial teacher education. This collaboration has included the development of shared resources, nationally consistent processes and guidance materials, as well as the facilitation of moderation and assessment activities to support consistent decision-making across jurisdictions.

As a recognised leader in regulatory practice, we continued to share our expertise with teacher regulatory authorities across Australia. This included contributing policy and operational insights in areas such as overseas qualifications assessment, digital transformation, contact centre operations, experienced returning teacher registration, and



early childhood teacher registration. Through this collaboration, VIT has helped strengthen regulatory practice nationally while supporting a more connected and mobile teaching profession.

Our commitment to regulatory leadership also extends beyond Australia. During 2025-26, VIT representatives attended the International Forum of Teacher Regulatory Authorities (IFTRA) 9th Biennial World Conference in Johannesburg, South Africa, contributing to international discussions on contemporary approaches to teacher regulation and professional standards. The conference provided an opportunity to share Victoria's experience, learn from international regulatory approaches, and strengthen connections with teacher regulatory authorities from around the world.

We presented two papers at the conference. *Balancing Supply, Mobility and Quality: A Contemporary Regulatory Approach* explored reforms supporting workforce supply and teacher mobility while maintaining professional standards, and *Regulating for Quality: Supporting Foundational Learning in the Early Years of Teaching* examined how regulation, mentoring and induction can support teacher development and quality during the early years of practice.

Together, these initiatives support a shared goal: maintaining high professional standards while making it easier for qualified teachers to move where they are needed most. By working collaboratively with regulatory partners across Australia, we continue to support a nationally consistent approach to teacher regulation that promotes public confidence, workforce mobility and quality teaching outcomes for children and young people.

Through national collaboration and regulatory leadership, VIT is helping to build a more consistent, trusted and mobile teaching profession, ensuring standards remain strong regardless of where a teacher begins or continues their career.

National mobility

Australia's teaching profession benefits when teachers can move between jurisdictions with confidence, while maintaining the high standards that protect children and support quality teaching.

Mutual recognition arrangements support the mobility of teachers across Australia and New Zealand by enabling eligible teachers who are registered in one participating jurisdiction to apply for registration in another without needing to undergo a full assessment of their qualifications and experience. This includes applications made under the Trans-Tasman Mutual Recognition (TTMR) scheme, which facilitates the movement of registered teachers between Australia and New Zealand. These arrangements help address workforce needs while maintaining professional and regulatory standards.

During 2025-26, 1,652 new registrants entered the Victorian register through mutual recognition pathways. Mutual recognition continues to be an important source of workforce supply for Victorian schools and early childhood services.

Mutual recognition applications were received from every Australian jurisdiction and New Zealand, reflecting the increasingly mobile nature of the teaching workforce. New South Wales, Queensland and New Zealand remained among the largest contributors of teachers seeking registration in Victoria.

At the same time, Victorian teachers continued to contribute their expertise across Australia and New Zealand, with requests for registration verification from other jurisdictions reaching 1,097 across quarters 3 and 4 of the reporting period. These figures reflect requests for registration verification by other jurisdictions and don't necessarily indicate that an individual subsequently commenced teaching in that jurisdiction.

Figure 2 - Mutual recognition applications approved by jurisdiction

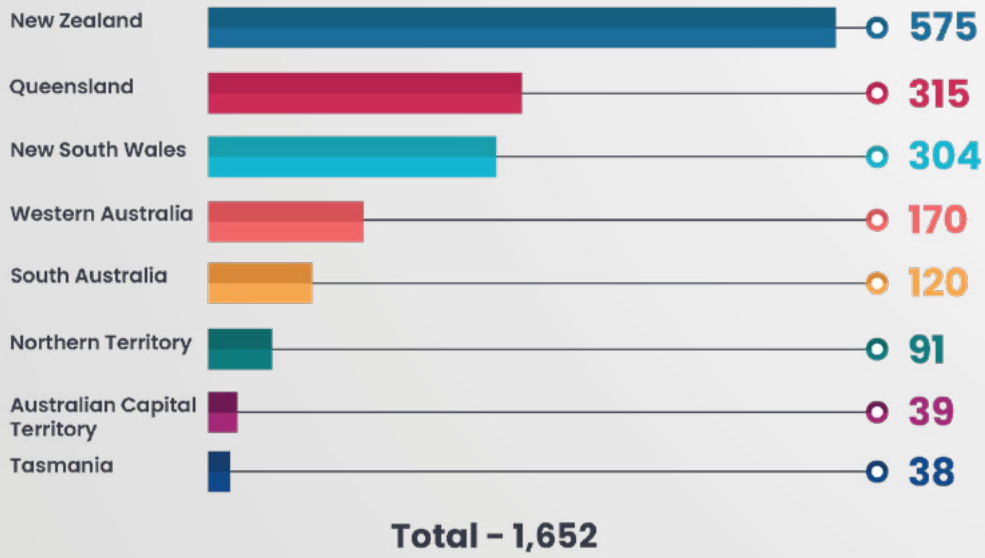
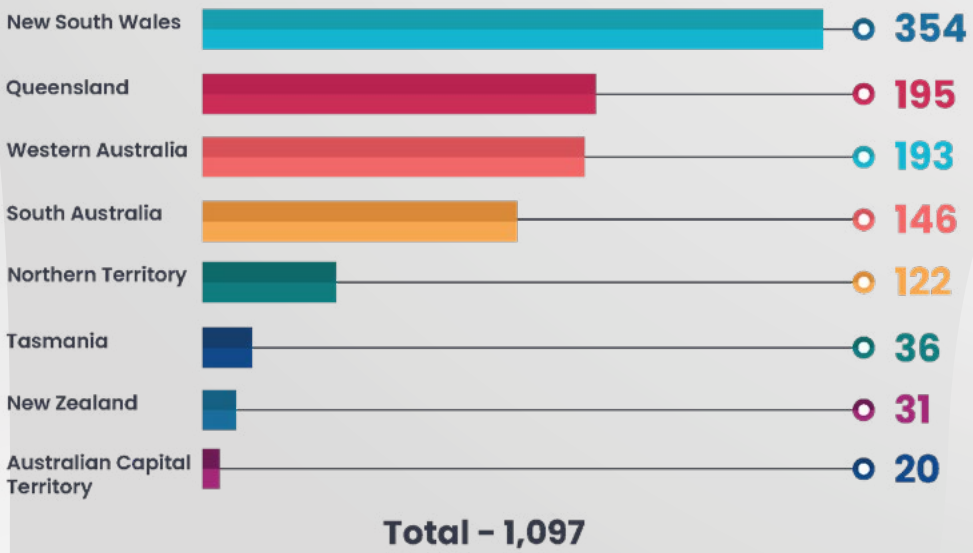


Figure 3 - Mutual recognition checks requested by jurisdiction in Q3 and Q4



+ VIT implemented system changes to facilitate the systemised tracking of mutual recognition checks from other jurisdictions during the reporting period. A system update in January 2026 has impacted the complete capture of checks during this time. The figure reported by VIT represents requests received between Q3 and Q4 FY 2025-26.



Opening the door to global teaching talent

A strong teaching workforce is essential for supporting quality education outcomes for Victorian children and young people. As workforce needs continue to evolve, overseas-qualified teachers play an important role in bringing valuable skills, experience and cultural diversity to Victorian schools and early childhood services.

To support these teachers and improve transparency in the registration process, we introduced the Overseas Qualifications Assessment Service. The service provides prospective applicants with an assessment of their qualifications before they submit a registration application or relocate to Australia. By providing greater certainty earlier in the process, the service helps overseas-qualified teachers make informed decisions about living and working in Victoria, gain a clearer understanding of registration requirements, and gives employers greater confidence when planning for recruitment and workforce needs.

The service forms part of our broader commitment to creating simpler, clearer and more accessible registration pathways without compromising professional standards and child safety requirements. Earlier assessment of qualifications has reduced uncertainty for applicants, supported more efficient registration pathways and enabled qualified teachers to engage with the registration process with greater confidence. This reflects VIT's approach to responsive regulation, balancing workforce needs with rigorous assessment of teacher qualifications and suitability.

The impact of this work is reflected in the contribution of overseas-qualified teachers to Victoria's education sector. During 2025-26, 1,278 teachers with overseas qualifications joined the Victorian teacher register, helping to address workforce demand while enriching classroom learning through diverse perspectives and experiences. This builds on a significant milestone reached during the year, with more than 1,000 overseas-qualified teachers registered through the overseas qualifications assessment pathway within the first 10 months of operation.

By providing clearer pathways to registration and supporting qualified teachers to enter Victorian classrooms sooner, VIT is helping to strengthen workforce sustainability while maintaining the integrity of the registration process.

Together, these efforts support a teaching profession that is diverse, highly skilled and equipped to meet the needs of Victorian learners now and into the future.

In 2025, we commenced a new fee-for-service to assess overseas qualifications. This function has been established on a cost-recovery basis and has seen high demand. The new service has provided greater certainty to overseas applicants about whether their qualifications meet the requirement for registration prior to committing to moving to Australia. Reforms in this space have improved transparency and consistency in assessments of overseas qualifications. Through the Overseas Qualifications Assessment Service, VIT is demonstrating that workforce accessibility and regulatory integrity can work hand in hand, creating opportunities for qualified teachers while maintaining the standards that protect children, young people and public confidence in the profession.

Figure 4 - Overseas qualifications 2025-26

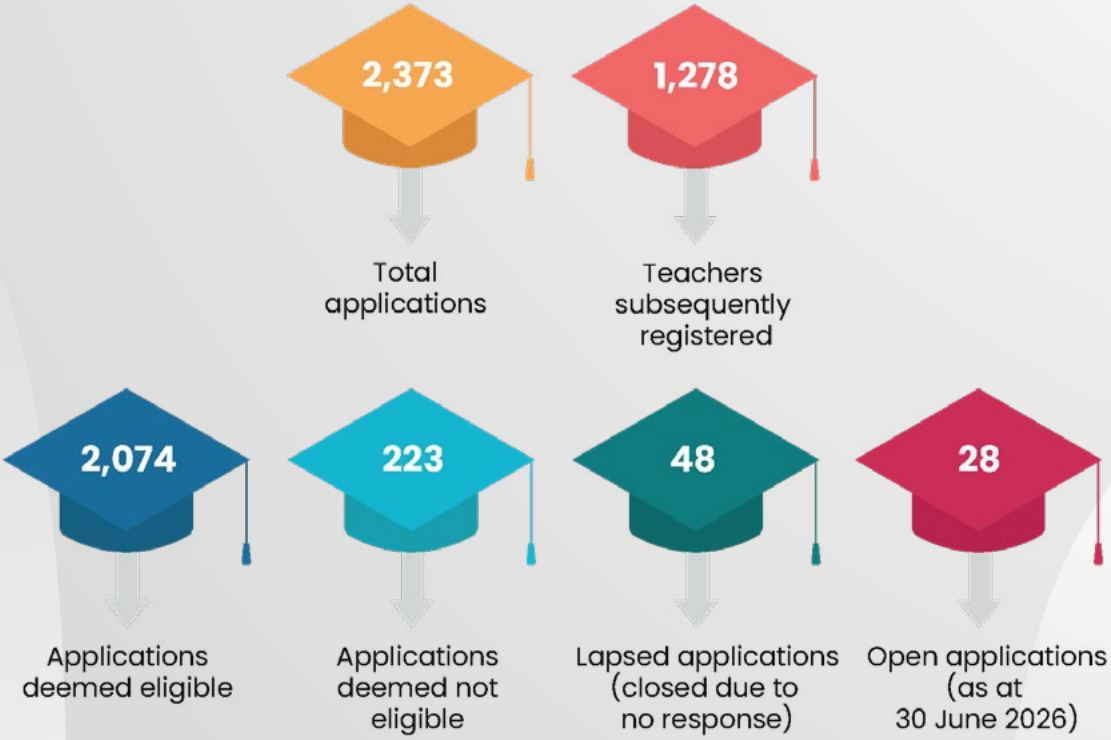


Figure 5 - Top five source countries for applications in 2025-26





Bringing experienced teachers back to Victorian classrooms

Experienced teachers bring valuable knowledge, capability and leadership to schools and early childhood services. Supporting these teachers to return to practice strengthens workforce supply, helps employers access experienced educators and ensures learners continue to benefit from the skills and experience of qualified teachers.

During the year, we introduced the Experienced Returning Registered Teacher (ERRT) pathway, a new registration pathway designed to support teachers from Australia and New Zealand who previously held full registration and are returning to the profession after an extended break.

The pathway was developed in response to workforce demand and recognises that teaching careers are not always linear. It acknowledges the experiences teachers bring while maintaining the professional standards and child safety expectations that underpin registration.

Importantly, the pathway does not reduce regulatory requirements. Instead, it provides a more appropriate and proportionate way for experienced teachers to demonstrate contemporary practice and return to full registration.

As at 30 June 2026, 237 teachers had returned to the profession through the ERRT pathway, including school teachers, early childhood teachers and dual-qualified teachers. This represents strong early uptake and demonstrates the value of providing flexible pathways that recognise previous professional experience while maintaining public confidence in the profession.

Supporting workforce participation

The ERRT pathway was designed to reduce unnecessary barriers for experienced educators seeking to return to classrooms and learning environments where their expertise is needed most.

Returning teachers come from a wide range of backgrounds and circumstances. Many have taken career breaks to raise families, work overseas, pursue other professional opportunities or manage health and personal commitments. Others have been encouraged to return by former colleagues or employers seeking experienced educators to support learners and school communities.

The pathway recognises the value of these educators and provides structured support to help them reconnect with the profession while building confidence in current teaching practice and child safety obligations. Teachers have up to two years to demonstrate contemporary practice through professional observations, discussions, teaching experience and targeted professional learning.

A pathway grounded in experience and standards

Early outcomes indicate the pathway is successfully supporting teachers to re-enter the profession while maintaining confidence in teaching standards and child safety requirements. The initiative reflects our commitment to balancing workforce needs with robust regulatory oversight.

One returning teacher described the pathway as:

"The Return to Full Registration provides a clear and supportive pathway for teachers re-entering the profession. It recognises prior experience, professional learning, and the skills (a teacher) has developed both inside and outside the classroom, rather than requiring me to start again from the beginning. This registration category acknowledges that teaching careers are not always linear and that experienced teachers bring valuable insight, maturity and perspective back into schools.





By creating a more flexible and inclusive pathway, the Experienced Return to Teaching registration strengthens the profession and supports the retention and return of skilled teachers. I would highly recommend any experienced teacher who is considering re-entering the profession to consider this pathway as it streamlines the registration process and has teachers focusing on what they do best... teaching."

The pathway also supports broader workforce sustainability efforts by helping retain valuable experience within the profession and creating opportunities for learners to benefit from teachers who bring established expertise, professional maturity and diverse career experiences.

As the program continues to mature, we will work with teachers, employers and education partners to ensure the pathway remains effective, accessible and responsive to workforce needs while upholding the standards that support a safe, high-quality teaching profession.



Permission to Teach: Supporting workforce needs while maintaining standards

Supporting workforce needs while maintaining standards

Permission to Teach (PTT) is a regulatory mechanism that enables schools and early childhood services to employ individuals who are not yet fully registered teachers in circumstances where workforce needs cannot be met through the registered teacher workforce. PTT is most commonly used to support initial teacher education students and other suitably qualified individuals to undertake teaching duties while they work towards full registration. The framework is designed to help address genuine staffing needs while maintaining appropriate safeguards through supervision, professional support and regulatory oversight.

Ensuring every Victorian learner has access to a qualified educator is a shared challenge that requires practical and flexible workforce solutions. PTT continues to play an important role in helping schools respond to workforce pressures while supporting the development of the future teaching workforce. By providing aspiring teachers with valuable classroom experience as they progress towards registration, the framework addresses immediate workforce needs while helping to build longer-term workforce capacity.

As at 30 June 2026, there were 3,456 active PTT holders across Victoria. The strongest concentration of PTT activity was in Western Melbourne, Southern Melbourne, Hume Merri-bek, Brimbank Melton and Goulburn, highlighting the important role the framework continues to play in supporting schools experiencing workforce pressures across both metropolitan and regional communities. These patterns demonstrate that workforce challenges are not confined to a single part of the state and require solutions that can respond to diverse local needs.

PTT also continues to support teaching in areas where workforce demand is particularly strong. During 2025-26, the most common teaching areas supported through PTT arrangements were generalist primary, English, science, humanities and mathematics. The concentration of PTT grants in these areas reflects the ongoing need to ensure students maintain access to high-quality learning opportunities in both foundational and priority curriculum areas.

While PTT is often associated with workforce shortages, it also provides an important pathway into the profession. Under the framework, schools are able to engage individuals who have relevant qualifications, subject expertise and teaching potential while they complete their initial teacher education studies. Each application is assessed on its merits, including consideration of the applicant's skills, qualifications, supervised practice and the support structures a school has in place. This ensures workforce flexibility is balanced with appropriate safeguards for students and aspiring teachers.

The impact of PTT can be seen across Victoria from rapidly growing metropolitan communities to regional and rural areas where attracting teachers can be more challenging. By enabling schools to respond to vacancies in critical subject areas, the framework helps maintain continuity of learning for students while supporting a sustainable teacher workforce for the future. PTT remains a targeted workforce measure, designed to help schools address genuine staffing needs while ensuring participants continue progressing towards full registration.

During the year, we continued consultation on reforms to modernise this pathway through the development of a new Conditional Authority to Teach (CATT) model. The proposed reforms seek to create a clearer and more contemporary pathway into the profession, supporting workforce supply while maintaining the professional standards, regulatory oversight and child safety safeguards that underpin public confidence in teaching.

This work reflects our commitment to responsive regulation: supporting schools to meet workforce needs today while helping to build a strong, sustainable and highly skilled teaching profession for the future.

> Permission to Teach continues to provide an important bridge between workforce need and workforce development, helping schools maintain access to teachers while supporting aspiring educators on their pathway to registration.
>
> **Martin Fletcher**
> **CEO Victorian Institute of Teaching**



Table 2 – Permission to Teach category breakdown

PTT category	24-25	25-26	% change
PTT (General)	62%	60%	-3.2%
PTT (Internship)	20%	17%	-15.0%
PTT (VET)	17%	22%	29.4%
PTT (Other)	1%	1%	N/A

**PTT categories explained:*

- *General: For workforce shortage vacancies in a specific school, subject to demonstrated need. This includes language instructors working outside of ordinary school hours in community language programs and at the Victorian School of Languages.*
- *Internship: For applicants undertaking a VIT-accredited employment-based ITE internship program.*
- *VET: For qualified Vocational Education and Training (VET) trainers to teach approved VET subjects.*
- *Other: Specialised permissions for Aboriginal language programs, higher education studies, exchange programs, tutoring initiatives and designated specialist schools.*

Annual PTT trends

The following PTT data represents the number of applications approved during the financial year, noting that PTT grants vary in length.

For example, a person who has graduated from their teaching qualification, but has not yet been issued with the evidence of course completion required to apply for teacher registration, may apply for a one-month grant of PTT so they can teach while they wait for the evidence. Individuals teaching VET subjects are generally approved for three-year grants, noting the ongoing nature of their roles. The data also includes applications for individuals with multiple grants of PTT. For example, an individual who holds PTT to teach Italian on Saturdays at the Victorian School of Languages (VSL), as well as casual classes at three other schools, may have had four different grants of PTT approved in the calendar year.



Table 3 - PTT applications approved by region (including VET and VSL)*

Victorian region	FY 2025	FY 2026	% change
Barwon	89	70	-21.3%
Bayside Peninsula	168	130	-22.6%
Brimbank Melton	227	182	-19.8%
Central Highlands	99	70	-29.3%
Gippsland	48	52	8.3%
Goulburn	169	136	-19.5%
Hume Merri-bek	314	222	-29.3%
Inner Eastern Melbourne	87	67	-23.0%
Inner Gippsland	122	91	-25.4%
Loddon Campaspe	86	67	-22.1%
Mallee	52	49	-5.8%
North Eastern Melbourne	197	134	-32.0%
North Eastern Melbourne – VSL^	320	156	-51.3%
Outer Eastern Melbourne	100	74	-26.0%
Ovens Murray	81	49	-39.5%
Southern Melbourne	319	250	-21.6%
Western Melbourne	344	289	-16.0%
Wimmera South West	77	66	-14.3%

**This data represents all PTT categories (details on each category and how it is used is listed below), including VET and VSL. Grants for VET and VSL do not represent workforce shortages, rather they are highly specialised subject matter experts. It also includes PTT (Internship) and other PTT categories that are not connected to workforce shortage.*

^ VSL grant holders are all linked to this location as it is where VSL head office is located - in reality, these individuals are teaching all over Victoria.

Table 4 - PTT (General) applications approval by region*

Victorian region	FY 2025	FY 2026	% change
Barwon	24	27	12.5%
Bayside Peninsula	105	72	-31.4%
Brimbank Melton	164	122	-25.6%
Central Highlands	71	45	-36.6%
Gippsland	41	43	4.9%
Goulburn	130	108	-16.9%
Hume Merri-bek	226	155	-31.4%
Inner Eastern Melbourne	56	52	-7.1%
Inner Gippsland	86	70	-18.6%
Loddon Campaspe	54	46	-14.8%
Mallee	40	30	-25.0%
North Eastern Melbourne	127	78	-38.6%
Outer Eastern Melbourne	67	47	-29.9%
Ovens Murray	52	29	-44.2%
Southern Melbourne	227	152	-33.0%
Western Melbourne	226	198	-12.4%
Wimmera South West	49	43	-12.2%

**This data represents all PTT (General) data only, with the exclusion of out-of-school language instructors, and therefore better represents workforce shortages.*

Table 5 - Most common subjects for PTT (General)*

	FY 2025	FY 2026	
1	Generalist Primary	Generalist Primary	1
2	English	Mathematics	2
3	Mathematics	Special Education	3
4	Special Education	Humanities	4
5	Science	English	5
6	Humanities	Health and Physical Education	6
7	Health and Physical Education	Science	7

**Ranked highest to lowest. Subjects from 8th highest and below had significantly lower total numbers and have not been included.*

The data provides an indication of where schools may be experiencing greater difficulty recruiting qualified teachers; however, it does not represent the full extent of workforce challenges across Victorian schools.

PTT grants are generally not approved for out-of-field teaching or senior secondary (VCE) subjects. As a result, schools may use a PTT holder to teach a subject that is easier to staff, enabling a qualified teacher already employed by the school to be redeployed to a subject area experiencing greater workforce pressures.

In secondary schools, PTT grants are most commonly approved for teaching across multiple subjects or learning areas, particularly in Years 7 to 10. Examples may include combinations such as English and French, or Visual Arts and Visual Communication Design.

In primary schools, PTT grants typically cover teaching across the full curriculum. Only a small proportion of grants are approved for specific subject areas, such as physical education or music.

These arrangements provide schools with additional flexibility to respond to local workforce needs while ensuring students continue to have access to teaching and learning programs across the curriculum.

PTT categories and their uses

PTT (General) - used to fill fixed term or ongoing roles made vacant through general workforce shortages. Schools must demonstrate workforce shortage; the PTT grant is subject and school specific; and applicants must be progressing toward gaining teacher registration (generally this means by undertaking an initial teacher education program).

PTT (Internship) - applies to individuals undertaking an accredited employment-based initial teacher education (ITE) internship program towards teacher registration, such as the Innovative ITE programs.

PTT (VET) - allows holders to teach a Vocational Education and Training (VET) subject(s) in a school.

PTT (Specialisation) - designed for individuals delivering weekend community language courses (e.g. VSL), Aboriginal language programs, Japanese curriculum at the Japanese School of Melbourne (JSM), and dance / music at the Victorian College of the Arts Secondary School (VCASS).

Service performance

During the year, we continued to strengthen the registration experience by embedding a proactive approach to service delivery. Guided by the principle of being worthy of trust, not just trusted, we focused on improving clarity, consistency and responsiveness across our engagement with teachers, applicants and education stakeholders.

This approach was reflected in a range of initiatives designed to support applicants and stakeholders before issues arose. We delivered information sessions for early childhood and initial teacher education students to improve understanding of registration requirements and support a smoother application experience. 178 employer webinars were also delivered to schools and early childhood services to strengthen understanding of their co-regulatory responsibilities.

Internally, we reinforced staff training and quality assurance processes, introduced a point-of-service feedback mechanism, adopted more conscious communication practices, and actively managed application assessment and stakeholder engagement timeframes to improve service outcomes.

To build organisational resilience and maintain service quality during periods of increased demand, we adopted a multidisciplinary approach to application assessment and stakeholder engagement. This reduced reliance on temporary staffing arrangements and strengthened flexibility across teams. A renewed focus on staff wellbeing, growth and development further supported a positive and sustainable workplace culture, enabling staff to continue delivering high-quality services to teachers and stakeholders.

We also piloted a registration experience survey to better understand applicant experiences and identify opportunities for continuous improvement. During the pilot, 81.8 % of respondents reported they were satisfied with their overall experience applying for registration. All respondents indicated they were able to contact us when they required assistance and, among those who sought support, 100 % reported that staff were helpful and courteous.

The registration experience survey will be formally introduced in the coming year, with results analysed and reported quarterly. Insights from the survey will be used to inform service improvements, staff development and organisational performance reporting, helping VIT continue to strengthen trust and deliver a positive registration experience for teachers and applicants.

Table 6 – Registration experience in 2025-26

Interaction	FY 24-25	FY 25-26	% Change
Total application assessment time (weeks)	3.9	2.7	improved by 30.77%
Call answer rate – teachers' hotline	95.90%	95.40%	- 0.52%
Call answer rate – principal hotline	96.70%	95.60%	- 1.14%
Average call wait time – Teacher hotline (seconds)	96	118	22.92%
Average call wait time – Principal hotline (seconds)	78	79	1.28%
Average email response time (business days)	2	2	N/A
Teaching position assessment time (days)	14	10	improved by 28.57%
PTT assessment time (days)	25	22	improved by 12.00%



Supporting Safe Teachers

Regulatory performance

Every child and young person deserves a safe learning environment. Every teacher deserves a regulatory system that is fair, transparent and responsive.

The VIT plays an important role in protecting the safety and wellbeing of children and young people by ensuring only suitable people are registered to teach in Victoria. This includes responding to complaints and notifications about teachers, assessing suitability to teach, monitoring compliance with professional obligations and taking regulatory action when necessary.

During 2025–26, we continued a significant program of professional conduct reform. The focus was simple: respond quickly when there is risk, reduce unnecessary delays, and ensure regulatory decisions are timely, proportionate and evidence-based.

During the year, VIT invested significant effort in strengthening relationships with co-regulators and other statutory agencies as changes to Victoria's child safe regulatory environment continued to reshape the broader oversight landscape. This work focused on establishing clear points of accountability, improving information-sharing arrangements and developing a shared understanding of respective regulatory roles and responsibilities. These foundations support more effective collaboration on matters of mutual interest, strengthen system-wide regulatory oversight and help ensure children and young people remain at the centre of decision-making across the sector.

Alongside these reforms, we strengthened our regulatory assurance activities through registration audits, suitability assessments, investigations into unregistered teaching, and enhanced information-sharing arrangements with regulatory partners. Together, these activities help maintain public confidence in the teaching profession and support safer teachers across Victoria.

Responding to concerns about teacher suitability

We receive information from a range of sources including employers, Victoria Police, the Reportable Conduct Scheme, other regulators, teachers and members of the public. This information helps identify potential risks to children and young people and supports us to fulfil our child safety responsibilities.

Throughout 2025–26, we continued to apply and strengthen our risk-based approach to professional conduct regulation. Matters involving allegations of serious misconduct, child safety concerns and fitness to teach issues were prioritised to ensure early intervention where risks of harm were identified.

Concerns raised during the year reflected a range of issues relating to child safety, professional boundaries and suitability to teach. Common themes included inappropriate communication with learners through online platforms, including school-approved communication channels; allegations of inappropriate physical contact or restraint; and conduct occurring in a personal setting, such as family violence. While every matter is assessed on its individual circumstances, these themes highlight the importance of maintaining professional boundaries, safeguarding student wellbeing and upholding the standards expected of the teaching profession.

As of 30 June 2026, we had 1,599 open professional conduct matters, a reduction of 195 matters from the 1,794 open matters reported at the conclusion of 2024-25. Matters awaiting information from external agencies reduced substantially, supporting more efficient progression of investigations and assessments.

Professional conduct activity remained high throughout the reporting period. While the volume and complexity of matters continued to place pressure on regulatory resources, reforms introduced during the year supported improved case progression and stronger prioritisation of resources.

Professional conduct activity

Table 7 - Professional conduct activity in 2025-26

Measure	2025-26
Incoming cases	1,820
Finalised cases	1,916
Open cases	1,599
Completion rate (incoming vs finalised)*	105.3%

** For every 100 cases received, VIT finalised 105 cases, reducing the overall caseload.*

Sources of notifications

Table 8 - Information sources in 2025-26

Source	Number
Social Services Regulator (i.e Reportable Conduct Scheme)	920
Victoria Police	230
Employers	168
Other regulators	77
Members of the public	417
Other	8

Content warning: This case study discusses allegations involving inappropriate conduct towards a child, including behaviour that resulted in criminal proceedings. Reader discretion is advised.

Case study: Responding to professional conduct allegations

1.

Background

The VIT received a notification about a registered teacher alleging reportable conduct involving a child. The allegations included sexual misconduct, inappropriate communication, favouritism and stalking-like behaviour with a 12 year old that caused significant emotional and psychological harm to the child.

VIT's response

The VIT acted promptly to assess the potential risk to children and young people. This included obtaining information from Victoria Police, relevant agencies and witnesses to understand the nature of the allegations and assess any risk posed to the child and family members involved.

Following these inquiries, VIT determined that the teacher presented an unacceptable risk of harm to children and imposed an interim suspension of the teacher's registration to protect the safety and wellbeing of children and young people.

The teacher was subsequently charged by Victoria Police with the offence of stalking in relation to the allegations. In light of the charge and the circumstances of the matter, VIT imposed an ongoing suspension while criminal proceedings were before the courts.

Following a finding of guilt for the offence of stalking, the matter was referred to a formal hearing panel, which determined that the teacher was unfit to teach and had engaged in serious misconduct. The panel cancelled the teacher's registration and disqualified the teacher from applying for registration for a period of five years.

Reflection

The Victorian Teaching Profession's Code of Conduct is developed for and by the teaching profession to

- reflect shared principles about professional practice, conduct and ethics
- enable registered teachers to reflect on their ethical decisions
- establish standards of behaviour expected by the profession and community
- provide the community with a clear understanding of those expectations.

Principle 1.5 of the Codes of Conduct states that teachers are always in a professional relationship with their learners, whether at the education setting where they teach or in any other interaction. Teachers hold a unique position of influence and trust that should not be violated or compromised.

It is critical to highlight that these professional boundaries extend beyond the classroom and apply to all forms of interaction, including online, written and verbal communication.

When conduct is identified whereby these boundaries have been violated, VIT may reassess a teacher's suitability to teach and, where appropriate, commence a formal disciplinary investigation.

This case demonstrates the importance of always maintaining professional boundaries and highlights the role of regulation in supporting safe learning environments for children and young people.

Managing caseload and improving timeliness

A key priority during 2025-26 was improving the timeliness of VIT's professional conduct processes.

At the end of June 2025, we had 1,794 open professional conduct cases. During 2025-26, reforms recommended by the independent review of professional conduct were implemented to reduce delays, improve governance and strengthen case progression. These reforms included dedicated backlog teams, improved risk assessment processes, streamlined pathways for lower-risk matters and new approaches to managing historical matters.

By 30 June 2026, the number of open professional conduct matters had reduced to 1,599 despite continued high demand. During Q2 2026 alone, 884 matters were finalised and VIT achieved a completion rate of 191%, meaning substantially more matters were closed than received during the quarter.

These improvements provide greater certainty for teachers and complainants while enabling us to focus resources on matters that present the greatest potential risk to children and young people.

Regulatory action and review

Most professional conduct matters are resolved without the need for disciplinary action. However, where we identify risks that may affect a teacher's suitability to teach, a range of regulatory responses are available:

- conduct a preliminary assessment of information and make enquiries about a teacher with relevant agencies including police, other regulators and employers
- determine whether to grant an application for initial registration or renewal of registration
- conduct a formal investigation into the conduct of a teacher
- take action to suspend or cancel registration
- conduct a hearing panel into allegations of misconduct or health concerns

Many regulatory actions taken by VIT can be subject to review applications by teachers to the Victorian Civil and Administrative Tribunal (VCAT), who have the power to replace a regulatory action taken by VIT.

Table 9 - Outcomes of closed cases in 2025-26

Source	No.
Number of cases closed	1,916
Average age of cases (in months) at the point of closure	18.71
Average age of cases (in months) opened and closed within the 2025-26 financial year	4.88
Closure outcome	**No.**
Registration granted / no further action necessary / other	1,518
Prosecution	2
Cancellation or suspension of registration	54
Registration granted with conditions	81
Teacher issued with an educative letter	180
Registration refused	20
Registration expired during VIT investigation	61

Interim suspensions

The VIT may impose an interim suspension when it reasonably believes that a registered teacher poses an unacceptable risk of harm to children, and immediate action is necessary to protect them, while further investigation occurs. These suspensions take effect immediately and are reviewed every 30 days to determine whether they should be continued or revoked.

In total, 29 teachers were suspended on an interim basis during the reporting period.

Ongoing suspensions

The VIT is required to suspend a teacher's registration if they

- are charged with a Category A offence by police
- receive an interim Working with Children Check Victoria (WWCCV) exclusion.

The VIT may also suspend a teacher charged with a Category B offence if the teacher poses an unjustifiable risk to children or may be considered unfit to teach, pending the outcome of criminal proceedings.

In the past year, VIT suspended the registration of 38 teachers on an ongoing basis.

Table 10 - Ongoing suspension actions in 2025-26

Action	No.
Suspensions for interim WWC exclusions The VIT must suspend the registration or Permission to Teach of a person if that person has been given an interim WWC exclusion.	30
Suspensions for Category A offences The VIT must suspend the registration or Permission to Teach of a person if that person is charged with a category A offence in Victoria or an equivalent offence in another jurisdiction.	7
Suspensions for Category B offences The VIT may suspend the registration or Permission to Teach of a person if that person is charged with a category B offence in Victoria or an equivalent offence in another jurisdiction, if the teacher poses an unjustifiable risk to children, pending the outcome of criminal proceedings.	1

Cancellation of registration

The VIT is required to cancel a teacher's registration in specific circumstances to protect the safety and wellbeing of children and young people.

A teacher's registration must be cancelled if they

- have been found guilty of a Category A offence
- have received a Working with Children Check Victoria (WWCCV) exclusion.

In these cases, the individual is disqualified from applying for registration for a period of five years, or until they are issued a WWCCV clearance. All cancellation decisions are published on the Register of Disciplinary Action (RODA), ensuring transparency and enabling the public to make informed decisions about who is authorised to work with children. The VIT also notifies relevant entities, including employers, WWCCV, and other teacher regulatory authorities across Australia.

49 teachers had their registration cancelled in the past year.

Table 11 - Cancellation actions in 2025-26

Action	No.
Cancellation of registration due to finding of guilt for a category A offence	4
Cancellation of registration due to a Working with Children Check exclusion notice being issued	45

Agreements

Teachers may request that VIT enter into an agreement to impose conditions on their registration, suspend their registration, or cancel their registration. In the past year, agreements were entered into with 11 teachers.

These requests are typically made when a teacher acknowledges that they may not be meeting the professional standards required for registration. This may include circumstances where the teacher believes they

- are seriously incompetent
- have engaged in misconduct or serious misconduct
- are not fit to teach
- have an impairment that seriously detrimentally affects their ability to practise as a teacher.

By entering into such agreements, VIT supports a fair and proportionate regulatory approach that prioritises child safety while enabling teachers to take responsibility for their conduct and wellbeing.

Table 12 - Agreements with teachers in 2025-26

Action	No.
Agreement with teacher to impose condition(s) on their registration	3
Agreement with teacher to suspend their registration	3
Agreement with teacher to cancel their registration	5

Hearings

At the conclusion of an investigation, VIT may refer a matter to an informal, formal or medical panel hearing, based on the nature and seriousness of the concerns identified. In the past year, 9 matters were referred for determination by a formal hearing, and 2 formal hearings were conducted.

Reviews

In certain circumstances, a person may apply to the Victorian Civil and Administrative Tribunal (VCAT) for review of certain decisions made by an informal, formal or medical hearing panel, or a VIT determination to refuse a person's application for registration or renewal of registration.

There were 3 matters finalised at VCAT in 2025-26, with outcomes as summarised in Table 13. The VIT was also a party to 7 additional VCAT proceedings during this financial year.

Table 13 - Finalised VCAT outcomes for 2025-26

Action	No.
Applications dismissed	1
Applications struck out	1
Matters resolved by agreement	1

A more timely regulator

Reducing the Professional Conduct Backlog

In 2025-26, we moved from review to implementation.

Following the independent review of professional conduct completed in 2024–25, we committed to delivering meaningful improvements to the way professional conduct matters are managed. The goal was not simply to close more files. It was to create a system that better protects children, supports procedural fairness and safely resolves matters more efficiently.

At the start of the backlog reduction project, we had 1,048 historical backlog matters. Many had remained open for extended periods due to increasing demand, the complexity of cases and reliance on information from external agencies. Throughout 2025–26, dedicated resources were deployed to address these matters.

Note: Backlog matters include any cases opened prior to 1 January 2025 that were still open at the commencement of the project on 1 December 2025.

A series of reforms supported this work, including

- dedicated teams focused on backlog matters
- strengthened risk assessment and triage processes
- improved governance and streamlined delegations
- redesigned workflows for low-risk matters
- enhanced monitoring and reporting arrangements
- improved allocation of resources to high-risk cases.

The results were significant.

By 30 June 2026, we had achieved our target of reducing backlog cases by 50%. A total of 526 historical matters were finalised, reducing the number of open backlog cases from 1,048 to 522. At the same time, improvements were realised across the broader professional conduct function, contributing to improved closure rates and reduced active caseloads.

The individuals pictured are included for illustrative purposes only and are not associated with any matter, investigation or action described in this report.

Figure 6 - Backlog reduction 2025-26



Why this matters

Reducing delays benefits everyone.

For children and young people, it means risks can be identified and addressed sooner. For teachers, it provides greater certainty and faster resolution of regulatory matters. For complainants, it improves confidence that concerns are being assessed and progressed in a timely way.

While further work remains, the reforms implemented during 2025–26 have established a stronger foundation for a more responsive, transparent and effective regulatory system.

Regulatory assurance

Teacher registration is more than an administrative process. It is a safeguard that helps ensure Victorian children and young people are taught by people who are qualified, suitable and meeting their professional responsibilities.

Our regulatory assurance activities support this objective by monitoring compliance, investigating potential breaches and ensuring registration standards continue to be upheld across the profession.

Unregistered practice investigations

Teaching without registration is an offence under the *Education and Training Reform Act 2006*. It presents a risk to learners and undermines public confidence in the teaching profession.

Throughout 2025–26, we investigated 92 allegations of unregistered teaching and worked with employers to support compliance with registration requirements. Education and engagement remained central to VIT's approach, ensuring schools and services understand their responsibilities while taking appropriate action where breaches occur.

Table 14 - Unregistered practice investigations 2025-26*

Performance measure	No.	Percentage
Unregistered practice substantiated	33	36%
Unregistered practice unsubstantiated	49	53%
Investigation ongoing	10	11%
Total	**92**	**100%**

**During 2025-26, 16 matters were assessed as high risk and required further investigation. Of these, two matters were substantiated and four were unsubstantiated. The remaining 10 matters are still under investigation at 30 June 2026.*

We identified 33 cases of unregistered teaching practice across 31 schools. The most common issues involved individuals working outside the scope of a Permission to Teach (PTT) grant, teaching outside their registration division, teaching while applications for registration were being assessed, and registration expiry or suspension matters.

Case study: Teaching before approval

1.

Reinforcing the importance of prior approval

A graduate teacher commenced teaching duties before their Permission to Teach (PTT) application had been approved, despite being advised that approval was required before teaching could begin. The VIT directed the individual to cease teaching until approval was granted. The school subsequently reviewed its recruitment and onboarding practices to ensure teaching staff have the necessary approvals before commencing employment.

Case study: Registration before teaching

2.

Supporting compliance with registration requirements

The VIT investigated a report that an early childhood teacher had continued teaching after completing their qualification without first obtaining teacher registration. The individual was directed to stop teaching until they became registered. Following the matter, the employer strengthened its registration checking processes to support ongoing compliance with registration requirements.

Registration audits

Registration audits help ensure teachers continue to meet professional practice and professional learning requirements.

During the year, we undertook a range of risk-based audits to monitor compliance with registration obligations. These activities supported teachers to understand and meet their professional responsibilities while providing assurance that registration standards remain robust and meaningful.

Table 15 - Annual registration (2025-26) audit – fully registered teachers*

Outcome	FY 24-25	FY 25-26	Percentage
Requirements met	45	626	78%
Requirements not met – move to non-practising ^	16	90	11%
Requirements not met – cease registration ^	1	32	4%
Deferred requirement** / additional time to comply	1	22	3%
Registration expired	N/A	30	4%
Total	**63**	**800**	**100%**

Table 16 - Annual registration (2025-26) audit – teachers returning from non-practising registration*

Returning renewal assessment	FY 24-25	FY 25-26	Percentage
Requirements met	479	433	94.5%
Requirements not met – cease registration	4	4	0.9%
Deferred requirement	32	21	4.6%
Total	**515**	**458**	**100%**

** Fully registered teachers and those returning from non-practising registration are required to complete a minimum amount of professional practice and professional learning, which is monitored through the annual registration process. The VIT audits a sample of those annual registration applications using a risk-based approach.*

*** Given VIT's audit approach, which targets cohorts more likely to have compliance issues, non-compliance rates are not representative of the entire teacher cohort. Comprehensive education programs are offered to the teachers and their employers in these cases.*

**** A deferred requirement temporarily postpones a registration requirement, giving a returning teacher additional time to meet the requirements for practising registration.*

Suitability assessments

Suitability assessments are an important part of our registration framework.

When assessing applications for registration or renewal, we consider whether an individual is suitable to teach and whether any conditions should apply to their registration. Assessments may consider criminal history information, conduct concerns, health matters and other information relevant to an applicant's ability to teach safely and professionally.

During 2025-26, we continued to apply a risk-based approach that balances fairness for applicants with the need to protect children and maintain public confidence in the profession.

Information sharing reforms

Effective regulation depends on timely access to relevant information.

Throughout 2025–26, we continued to strengthen information sharing arrangements with co-regulators, employers, child safety agencies and government bodies. These arrangements support earlier identification of risk, better coordination across the regulatory system and more informed decision-making.

We played an active role in preparing for a changing regulatory environment, responding to developments in child safety legislation and building relationships with emerging co-regulatory partners. Together, these initiatives strengthen regulatory coordination and contribute to a more effective system dedicated to protecting and promoting the wellbeing of children and young people.

Case study: Permission to Teach conditions

3.

Ensuring teachers work within approved authorisations

The VIT identified a case where a teacher holding a Permission to Teach (PTT) grant was assigned to teach subjects outside the approved scope of their authorisation. Following engagement with the school, teaching allocations were amended to align with the conditions of the grant. The school also reviewed its workforce planning processes to strengthen future compliance with PTT requirements.



The individuals pictured are included for illustrative purposes only and are not associated with any matter, investigation or action described in this report.



Strengthening Quality Teaching

Strong entry into the profession

During 2025-26, VIT strengthened the foundations of a safe, high-quality and sustainable teaching profession through our leadership of accreditation, professional practice, policy development and strategic reform initiatives.

Accreditation is the process of assessing and approving initial teacher education (ITE) programs to ensure they meet national standards and prepare future teachers with the knowledge, skills and professional understanding they need to succeed in the classroom. By assuring the quality of pathways into the profession, VIT is helping ensure children and young people are taught by well-prepared, capable and qualified teachers from the beginning of their careers.

Working in partnership with ITE providers, employers, regulatory authorities and government stakeholders, VIT played a key role in progressing reforms designed to strengthen teacher quality and support workforce sustainability. This included contributing to state and national policy discussions, supporting implementation of accreditation reforms and helping ensure initial teacher education programs remain contemporary, evidence-informed and responsive to the needs of Victorian learners.

We maintained our focus on assuring the quality of pathways into the profession through the accreditation of ITE programs and the approval of pathway programs into ITE programs. There are currently 12 providers offering 179 accredited ITE programs in Victoria, of which 41 were approved during the reporting period. These functions support public confidence in the teaching profession by ensuring teachers enter and develop within a rigorous quality assurance framework aligned with national standards and community expectations.

Accreditation Committee

The Accreditation Committee of the VIT Council assesses and approves ITE programs, pathway programs into ITE and continuing education programs to ensure they meet national standards and procedures for accreditation of ITE programs in Australia. The Committee comprises teachers and principals from government and non-government schools, teacher educators and representatives of Victorian teacher employers.

Table 17 - Accreditation Committee members

VIT Council members	Independent experts
Lisa Holt (Chair)	Prof Simone White
Prof Larissa McLean Davies	Prof Damian Blake
Joanna Garner	Josie Crisara
Eve Ward	A/Prof Rebecca Cooper
Sarah McNicol (on leave)	Andrew Dalgleish
	Dr Eloise Thompson
	Claire Abagia

Implementing core content reforms

A major focus during 2025-26 was supporting Victorian ITE providers to implement new national core content requirements for initial teacher education.

The reforms stem from the Strong Beginnings report and introduce a nationally consistent set of pedagogical practices and responsive teaching factors that all pre-service teachers will learn as part of their ITE program from 2026.

The core content reforms are designed to ensure graduate teachers enter the profession equipped with evidence-based teaching strategies that support diverse learner needs and promote high-quality teaching practice.

The Accreditation team received and assessed 83 core content applications, working closely with ITE providers to support implementation of the reforms.

This work required significant collaboration across jurisdictions and sectors. We worked closely with

- the Australasian Teacher Regulatory Authorities (ATRA)
- the Australian Government
- the Australian Institute for Teaching and School Leadership (AITSL)
- the Initial Teacher Education Quality Assurance Oversight Board
- Victorian ITE providers.

The successful implementation of core content reforms reflects the Accreditation team's expertise, responsiveness and commitment to leading complex regulatory work in a rapidly evolving policy environment. In addition to supporting Victorian providers, the team contributed nationally by sharing expertise and assisting other jurisdictions to implement and assess the new requirements.

Supporting quality teaching at every stage

We continued to expand our engagement with the profession through a comprehensive professional practice outreach program. Through seminars, mentoring initiatives, targeted resources and stakeholder engagement activities, VIT supported teachers at different stages of their careers to understand and meet their professional responsibilities. Particular emphasis was placed on supporting provisionally registered teachers, strengthening mentoring capability across the sector, and promoting professional conduct and child safety obligations.

Professional practice initiatives were informed by sector insights, emerging risks and stakeholder feedback, ensuring support remained responsive to the evolving needs of teachers, schools and early childhood settings. Increased participation in outreach activities demonstrated the ongoing demand for practical, accessible guidance that assists teachers to navigate regulatory requirements while supporting professional growth.

We also collaborated with education sector partners to support workforce participation and retention. This included progressing initiatives aimed at improving access to registration pathways, supporting experienced teachers returning to the profession and strengthening professional learning opportunities across the teaching workforce.

Through these activities, VIT advanced our strategic objective of enabling quality teaching and contributed to positive outcomes for children and young people by supporting a capable, trusted and professional teaching workforce.

Figure 7 - Overview of approved initial teacher education programs in 2025-26



List of ITE providers in 2025–26

- Australian Catholic University
- Deakin University
- Eastern College Australia
- Federation University Australia
- La Trobe University
- Melbourne Polytechnic
- Monash University
- RMIT University
- Southern Cross Education Institute - Higher Education
- Swinburne University of Technology
- The University of Melbourne
- Victoria University



Supporting teachers across their career

From a pre-service teacher's first professional placement to experienced teachers mentoring the next generation of educators, professional growth is continuous. Every stage of practice brings new opportunities to build capability, strengthen professional judgement and deepen understanding of the responsibilities that come with teaching.

Our professional practice team plays an important role in supporting this journey. Comprised of registered teachers with experience across diverse educational settings, the team works directly with teachers, mentors, school leaders and initial teacher education providers to help educators understand their professional responsibilities and navigate key career milestones.

This work supports our regulatory role by helping teachers meet their professional obligations, promoting safe and ethical practice, and strengthening public confidence in the teaching profession.

Throughout 2025-26, we continued to support teachers at every stage of practice through seminars, mentoring programs, targeted resources and outreach activities delivered across metropolitan, regional and rural Victoria, enabling teachers to access support closer to where they live and work.

This statewide delivery model helps ensure that teachers in regional and rural communities have access to the same high-quality support and professional learning opportunities as their metropolitan colleagues.

Figure 8: Regional locations of face to face seminars in 2025-26



Supporting every stage of the teaching journey

The support teachers need changes as their careers evolve. Pre-service teachers are developing their professional identity and understanding their responsibilities as educators. Early career teachers are building confidence in practice and progressing towards full registration. Experienced teachers often take on mentoring and leadership roles, helping colleagues develop their skills and confidence.

During 2025-26, we delivered a range of programs designed to support these important career transitions. These included

- pre-service teacher seminars
- provisionally registered teacher seminars
- mentoring programs
- support for casual relief teachers
- support for experienced returning teachers
- Code of Conduct and Ethics seminars
- tailored outreach and professional practice resources.

Together, these programs help teachers understand their responsibilities, strengthen

professional practice and contribute to safe, high-quality learning environments.

Building mentoring capability

Throughout 2025-26, we continued to invest in mentoring capability across the profession through the Effective Mentoring Program and associated refresher workshops. These programs equip experienced teachers with the knowledge, skills and resources needed to support pre-service teachers and provisionally registered teachers as they develop their practice.

Demand for mentor training remained strong across metropolitan and regional Victoria. During the year, we delivered 70 mentoring workshops and trained 1,462 mentors, helping expand the profession's capacity to support teachers at critical points in their careers.

The increase in online and refresher delivery options enabled us to support mentors in a wider range of locations while ensuring existing mentors remained informed about current requirements, contemporary practice and changes affecting the profession.

Table 18 – Number of face to face and online mentoring workshops* in 2025-26

Workshop type	2024-25	2025-26
Face to face	66	58
Online	4	7
Refresher (Face to face)	3	4
Refresher (Online)	1	1

**Mentoring workshops run over 2 days a few weeks apart. Refresher workshops run over 1 day and include updates for mentors who have completed the program in the previous 3 years.*

Supporting provisionally registered teachers

Our provisionally registered teacher (PRT) seminars provide practical guidance to help teachers understand professional standards, registration requirements, and the process of moving to full registration. These seminars help teachers connect the Australian Professional Standards for Teachers with everyday classroom practice and build confidence in meeting professional expectations.

During 2025-26, we delivered 61 PRT seminars, including targeted sessions for casual relief teachers and experienced returning teachers. A total of 3,656 teachers enrolled in PRT seminars throughout the year, demonstrating strong demand for practical support and guidance during the early stages of professional practice.

Table 19 – Number of PRT seminars in 2025-26

Workshop type	2024-25	2025-26
Face to face	32	35
PRT – Online	3	8
CRT PRT	2	18

Understanding professional responsibilities

Strong professional practice relies on more than subject expertise and teaching skills. Teachers must also understand their professional responsibilities, ethical obligations and the standards expected of the profession. Throughout 2025-26, we continued to help teachers build this understanding through dedicated seminars and the integration of professional conduct, ethics and child safety content across our outreach programs.

During the year, we delivered 8 dedicated Code of Conduct and Ethics seminars. Elements of the Victorian Teaching Profession Code of Conduct and Ethics were also embedded throughout seminars, workshops and presentations delivered by the professional practice team.

This approach ensures teachers understand how professional standards support safe learning environments, strengthen public trust, and contribute to positive outcomes for children and young people.

Engaging with the profession

Our professional outreach program continued to grow throughout 2025-26, reflecting strong demand from teachers, schools, early childhood services and education partners.

Feedback from participants consistently highlights the value of practical, accessible guidance that helps educators navigate regulatory requirements while supporting professional growth and development.

During 2025-26, we delivered 168 outreach activities across Victoria. These activities created opportunities for direct engagement with teachers and education leaders while supporting a shared understanding of professional standards and responsibilities.

Our professional practice programs recognise that teacher development does not end with registration. From pre-service placements and graduate practice through to mentoring, leadership and expert teaching, every career stage brings new opportunities to learn, reflect and grow.

Through mentoring programs, outreach activities, seminars and sector partnerships, we continued to support teachers to navigate key career transitions, strengthen professional practice and remain connected to the standards and values that underpin the profession.

By investing in teacher capability across the career continuum, VIT is helping to build a confident, capable and trusted teaching profession that delivers positive outcomes for children and young people throughout Victoria.

Figure 9: Number of outreach programs in 2025-26



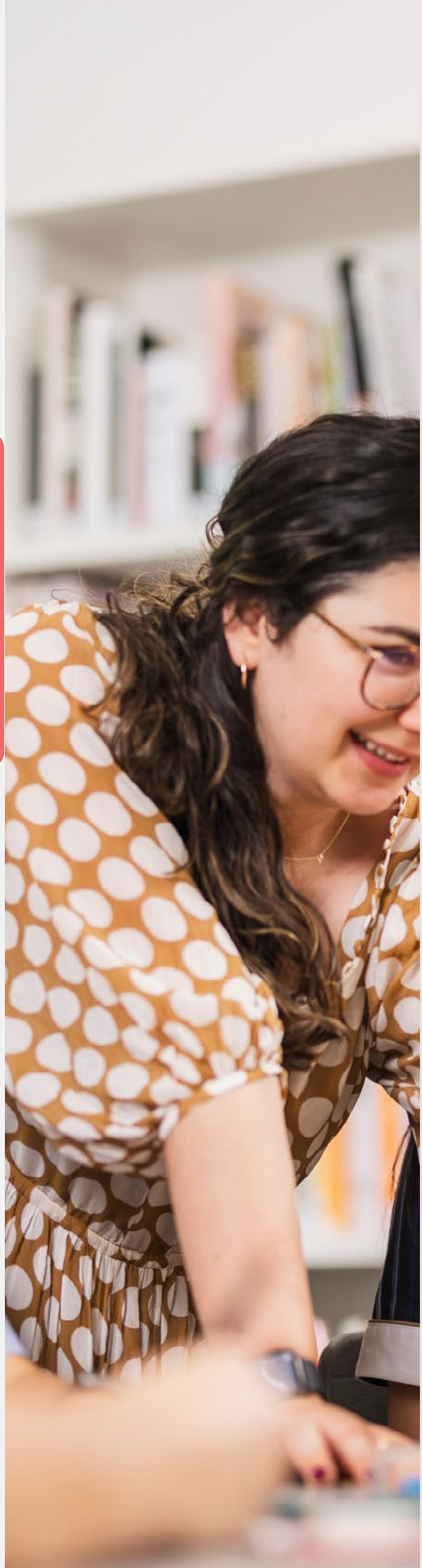
Looking ahead

Supporting quality teaching requires a lifelong approach to professional growth. By working alongside teachers from their earliest professional experiences through to expert practice and mentoring roles, VIT helps strengthen capability across the profession and support a culture of continuous learning.

Through mentoring, outreach, professional learning and direct engagement with educators, we will continue to support teachers throughout their careers and contribute to a capable, trusted and high-quality teaching profession that benefits Victorian learners and communities.



Listening, Engaging and Building Trust



A refreshed VIT Voice

Effective regulation relies on strong relationships.

As Victoria's independent teacher regulator, VIT plays a unique role in supporting a safe, high-quality teaching profession while serving the interests of learners, families, teachers, education leaders, government and the broader community. To do this effectively, we must do more than set standards and make decisions. We must listen, explain, engage and remain accountable to the people we serve.

We remain committed to communicating with clarity, acting with transparency and building relationships based on partnership and respect. These principles reflect our role as both a regulator that upholds standards and a trusted partner that helps guide and support the profession.

During 2025-26, we took an important step towards strengthening those experiences through the introduction of a refreshed organisational voice and communication approach to improve how we communicate, listen and build trust with the people we serve.

Why change?

The project began with a simple question: how can we make our communication clearer, more consistent and easier to engage with?

Feedback from teachers, education leaders and stakeholders highlighted opportunities to improve the way information was presented and explained. While stakeholders recognised the importance of our role, some found communications difficult to navigate, overly technical, or inconsistent across different channels.

What we heard

Across engagement activities, stakeholders consistently told us they valued

- clear explanation of VIT's role, decisions and processes
- information presented in plain language
- communication that feels respectful and supportive
- greater consistency across different channels and touchpoints
- more opportunities to engage, provide feedback and contribute to improvements.

What we changed

A refreshed visual identity

We began modernising the way information is presented across corporate communications and stakeholder-facing materials. This work supports greater consistency and accessibility while creating a more contemporary and recognisable experience for users.

A more accessible digital experience

Work commenced to improve our digital presence and make information easier to find, understand and act on. The aim is to help teachers, education leaders and community members access the information they need with greater confidence.

A new communication approach

We developed a new Voice and Messaging Guide to establish a consistent approach to communication

across the organisation. The guide positions VIT as a regulatory body that is supportive, credible, fair and respectful, helping staff communicate with authority while avoiding unnecessary formality.

The new approach is guided by four engagement goals—trust, clarity, partnership and respect—which help ensure communication reflects both aspects of our role: maintaining professional standards and supporting teachers, education leaders and the community.



New ways to engage

We also reviewed how we consult and engage with stakeholders. The focus is on creating more meaningful opportunities for educators, leaders and partners to contribute feedback and shape future improvements.

VIT Voice in action

One of the first areas to be refreshed was correspondence sent to teacher registration applicants when we require additional information to assess an application.

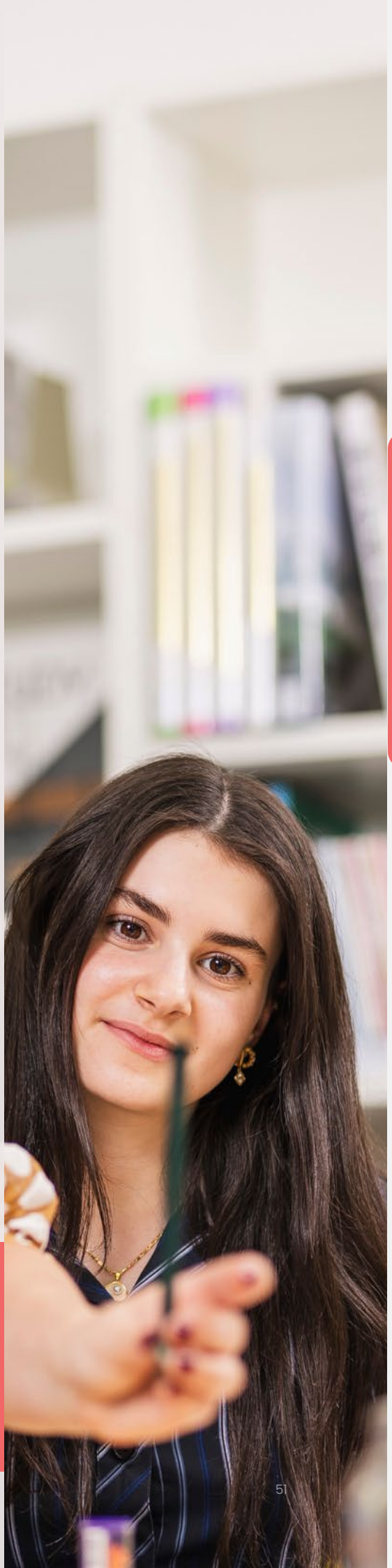
While the regulatory requirements remained unchanged, the experience for applicants improved significantly. Communications were rewritten using plain language, clearer structure and more supportive guidance, helping applicants understand what information was required, why it was needed and how to respond.

The result is a communication approach that better reflects our commitment to fairness, clarity and respect, while continuing to uphold high professional standards.

Looking ahead

The refreshed VIT Voice is more than a communications project. It represents a broader commitment to listening to stakeholders, responding to feedback and continuously improving how we engage with the profession and the community.

By communicating more clearly, listening more closely and creating better experiences, VIT is helping strengthen trust and confidence in the teaching profession and the regulatory system that supports it.



Transparency and accountability

Trust is strengthened when people can see how decisions are made, understand how concerns are handled, and have confidence that organisations are open to scrutiny and feedback.

As Victoria's teacher regulator, VIT is accountable to teachers, education leaders, government and the community. Transparency helps ensure our decisions and processes are fair, robust and responsive, while accountability provides opportunities for continuous improvement. During 2025-26, we continued to maintain clear avenues for feedback, complaints, information access and stakeholder engagement, while meeting our obligations under Victorian public sector governance frameworks. We also strengthened opportunities for dialogue with the profession and education sector to help inform policy, service delivery and regulatory reform.

Administrative complaints

Feedback and complaints are an important source of insight. They help us understand the experiences of teachers, employers and members of the public, identify opportunities for improvement, and strengthen the quality of services and decision-making. We welcome feedback on our services, information, processes and interactions, and we use this information to inform continuous improvement activities.

Throughout 2025-26, we recorded a total of 151 administrative complaints, which were all reviewed in accordance with our complaints handling framework. The majority of complaints are resolved by provision of additional information or explanation.

Figure 10 - Analysis of administrative complaints in 2025-26



Freedom of information

The VIT is committed to making information accessible and managing requests in accordance with the *Freedom of Information Act 1982* (FOI Act). The FOI Act provides members of the public with the right to request access to documents held by VIT, and allows us to refuse access, either fully or partially, to certain documents or information.

We publish a range of information proactively through our website, including annual reports, governance information, policies, public registers and operational guidance. This helps improve transparency and reduces barriers to accessing information about our work.

Requests for documents in the possession of VIT can be lodged in writing or by email. If an applicant is not satisfied by a decision made, they have the right to seek a review by the Office of the Victorian Information Commissioner (OVIC).

Further information regarding the operation and scope of FOI can be obtained from the Act, regulations made under the Act and on OVIC's website: www.ovic.vic.gov.au.

Figure 11 - Analysis of FOI requests in 2025-26



Privacy, information sharing and public interest disclosures

Protecting personal information is central to maintaining trust in the regulatory system. During 2025-26, we managed personal information in accordance with Victorian privacy legislation and our statutory responsibilities as the regulator of teachers and early childhood teachers. Information sharing arrangements support child safety, regulatory effectiveness and informed decision-making while ensuring appropriate privacy safeguards remain in place.

Where authorised by law, VIT may proactively share relevant information to promote the safety and wellbeing of children and young people, recognising the importance of balancing these objectives with the privacy and other rights of individuals. This approach supports Victoria's broader child safety reforms and helps ensure that information is available to those who need it to make informed decisions and respond to risks of harm. Further information is available on the Privacy and Information Sharing webpage, in the Information Sharing Framework and Privacy Policy.

We also maintained our commitment to integrity and accountability through our public interest disclosure framework. Members of the public and VIT employees can make disclosures about improper conduct and detrimental action through the Independent Broad-based Anti-corruption Commission, which is responsible for receiving and assessing such disclosures. We support these arrangements and are committed to protecting individuals who make disclosures from reprisal.

Engaging with stakeholders

Strong partnerships with employers help support safe, high-quality teaching and ensure regulatory requirements are understood and applied consistently across the education sector.

During 2025-26, we continued to engage with government, Catholic and independent school employers and teachers, early childhood sector educators and leaders, unions, professional associations, government agencies and community stakeholders. Engagement activities provided opportunities to share information, discuss emerging issues and gather feedback on registration, professional conduct, workforce supply and regulatory reform initiatives. They help us better understand the experiences, expectations and challenges facing the profession, and inform our ongoing improvement activities.

These conversations also contribute to the development and refinement of policy, guidance materials and service improvements throughout the year, helping ensure our work remains responsive to the needs of the profession and the broader education system.

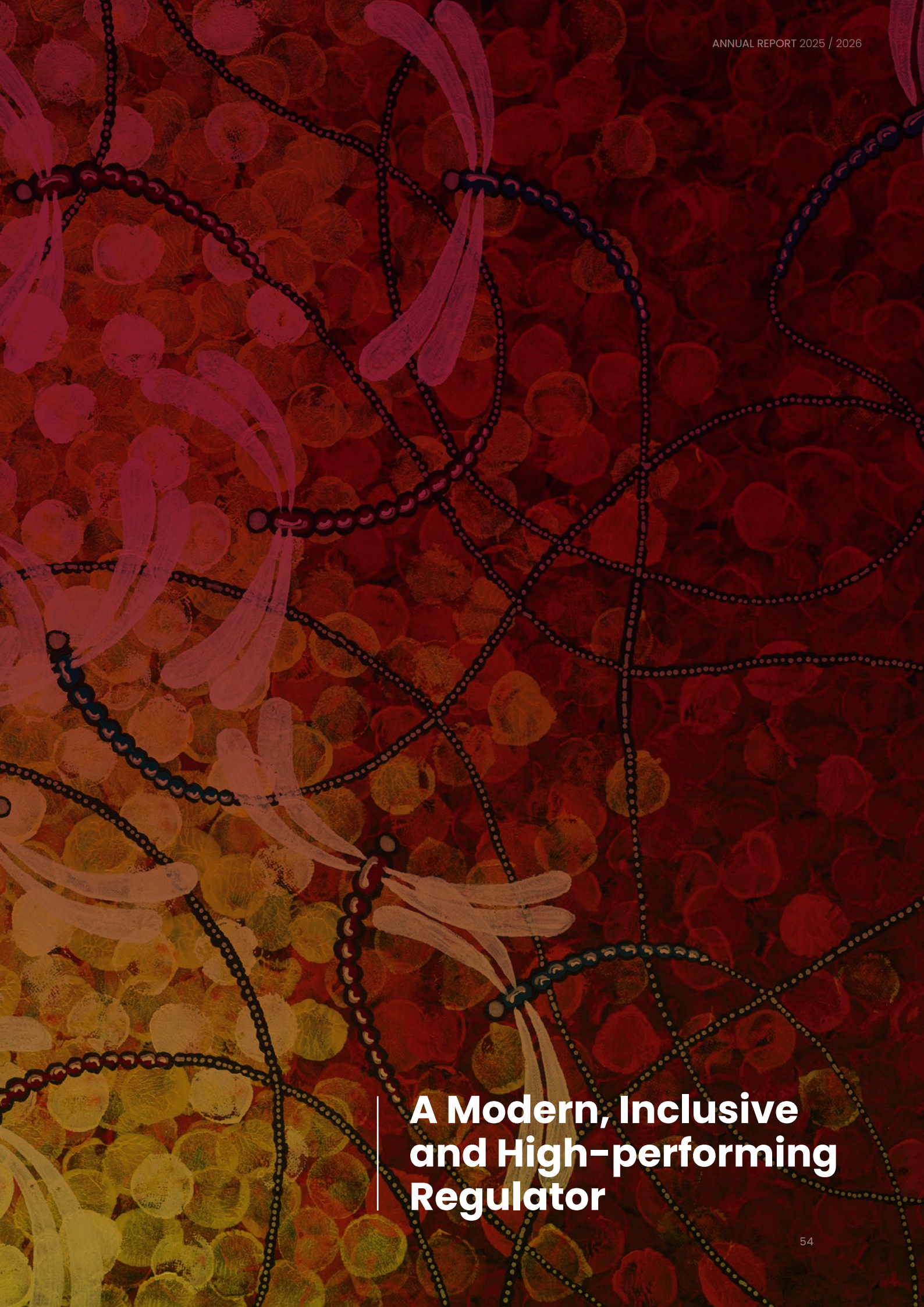
Engagement highlights

- registration and workforce supply initiatives
- Permission to Teach and returning teacher pathways
- Professional Conduct reforms
- child safety and information sharing arrangements
- regulatory performance and service improvements
- development of the refreshed VIT Voice

Gifts, benefits and hospitality

Transparency extends to how public officials manage gifts, benefits and hospitality. We maintain a public Gifts, Benefits and Hospitality Register in accordance with Victorian Government requirements, and we publish the register on our website. During 2025-26, all reportable offers were assessed and managed in accordance with VIT's Gifts, Benefits and Hospitality policy.

A total of 13 reportable offers were recorded during the year. Most related to attendance at sector events, ceremonies and stakeholder functions as an invited guest. Reported offers primarily involved the Chief Executive Officer and senior executives representing VIT at events hosted by education sector organisations and government stakeholders.



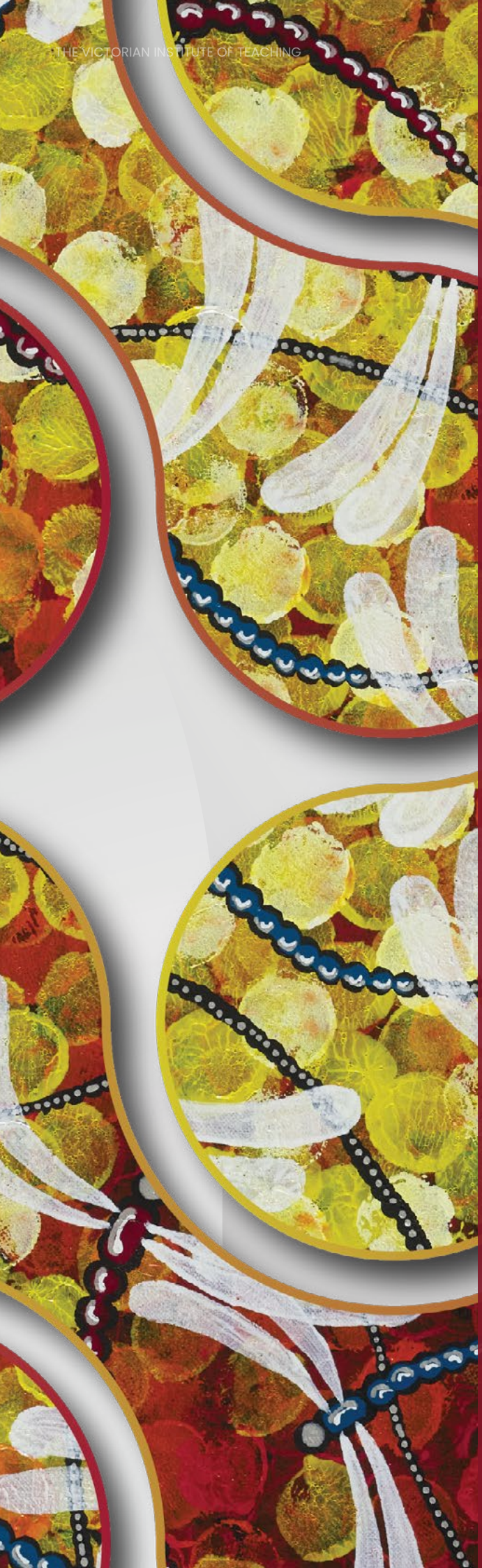
A Modern, Inclusive and High-performing Regulator

Independent regulation, public accountability

The VIT is Victoria's independent regulator of the teaching profession, responsible for ensuring that teachers are qualified, competent and fit to teach. Established under the *Education and Training Reform Act 2006*, VIT protects children and young people, promotes public confidence in the profession and supports high standards of teaching and professional practice across Victoria's schools and early childhood settings. Our responsibilities include registering teachers, approving and overseeing initial teacher education and professional learning programs, maintaining professional standards, and investigating matters relating to conduct, competence and fitness to teach.

Unlike many public sector regulators, VIT is primarily funded through teacher registration fees. This model provides a sustainable basis for regulation while ensuring accountability to both the profession and the Victorian community. As the teaching profession and regulatory environment continue to evolve, VIT remains focused on delivering contemporary, accessible and efficient regulatory services that strengthen public trust, support teachers throughout their careers and keep the safety and wellbeing of children and young people at the centre of our work.





Embedding cultural safety and Reconciliation

During 2025-26, VIT took an important step in our reconciliation journey with the launch of our Reflect Reconciliation Action Plan (RAP) during National Reconciliation Week. The launch brought together staff to hear from First Nations leaders and reconciliation advocates, reinforcing the importance of genuine partnership, truth-telling and meaningful action in advancing reconciliation.

The RAP provides a structured framework for embedding reconciliation across our work and culture. It outlines practical actions to strengthen relationships with Aboriginal and Torres Strait Islander peoples and organisations, build cultural capability across the workforce, embed respectful cultural protocols, and increase the visibility of First Nations cultures, histories and perspectives throughout the organisation.

As Victoria's teaching regulator, we recognise that education and regulatory systems have historically contributed to disadvantage and harm for Aboriginal and Torres Strait Islander peoples. Acknowledging this history is an important foundation for building trust, supporting truth-telling and strengthening culturally safe practices. Through our RAP, VIT is committed to listening, learning and reflecting on how our policies, processes and decision-making can better support Aboriginal and Torres Strait Islander teachers, learners and communities. This commitment is informed by the understanding that cultural safety, inclusion and anti-racism are essential elements of contemporary regulatory practice.

The year also saw us invest in building organisational capability to support implementation of the RAP. Through workshops and shared learning activities, staff and Council members explored the role reconciliation plays in good regulatory practice, the impact of colonisation on First Nations peoples, and the importance of creating culturally safe and inclusive environments. These conversations strengthened understanding of how reconciliation aligns with our strategic priorities and our responsibility to contribute to better outcomes for Aboriginal and Torres Strait Islander learners, teachers and families.

By embedding reconciliation into our governance, culture and day-to-day work, VIT is building a more inclusive, culturally safe and high-performing organisation. Through ongoing reflection, shared accountability and respectful engagement, we are working to ensure our regulatory practices support equitable outcomes and help strengthen trust with Aboriginal and Torres Strait Islander communities.

Our Reflect Reconciliation Action Plan is accompanied by D*ragonfly Metamorphosis*: *Adapt and Thrive #4*, a work by First Nations artist Robby Wirramanda. The artwork provides a powerful visual representation of the themes that underpin our reconciliation journey, inviting reflection on our shared histories, relationships and collective responsibility for change.

At the centre of the artwork is the dragonfly, a symbol of transformation, resilience and renewal. Drawing on teachings passed down from their grandmother,

Wirramanda describes the dragonfly as a sign of good seasons ahead and a reminder of the strength required to navigate hardship while remaining connected to Country, culture and community. These themes closely align with the intent of our Reflect RAP, which is grounded in listening, learning, reflection and meaningful action.

As we begin this stage of our reconciliation journey, *Dragonfly Metamorphosis: Adapt and Thrive #4* serves as a reminder that reconciliation is an ongoing process of growth and transformation. The artwork reflects the importance of adapting, learning from the past, and creating stronger and more culturally safe relationships for the future. It embodies the hope, resilience and shared commitment needed to advance reconciliation across our organisation and the communities we serve.



About the artist



Robby Wirramanda is a proud First Nations artist whose work explores identity, healing, culture and connection to Country. Through his art, Wirramanda shares stories of resilience, transformation and self-determination, drawing on personal experiences and cultural knowledge. VIT is proud to feature *Dragonfly Metamorphosis: Adapt and Thrive #4* as a visual symbol of our commitment to reconciliation and cultural safety.

Our People

The people who work at VIT play a vital role in supporting a safe, high-quality teaching profession across Victoria.

Every day, staff help teachers navigate registration requirements, assess applications, investigate professional conduct matters, support regulatory reform, and provide services to the profession and the community. Their expertise, commitment and professionalism underpin our ability to fulfill our statutory responsibilities and maintain public confidence in the teaching profession.

During 2025-26, staff supported a significant program of organisational change, including professional conduct reform, new workforce supply initiatives, service improvements and the introduction of a refreshed VIT Voice. Throughout this period, employees remained focused on improving outcomes for teachers, learners and the Victorian community.

The VIT is committed to creating a workplace where people feel safe, respected, supported and connected to purpose. Investing in the wellbeing, capability and inclusion of our workforce helps us build a modern, inclusive and high-performing regulator.

Workforce profile

At 30 June 2026, VIT employed 152 staff, representing 149.6 full-time equivalent employees.

Table 20: Staff by operation as at 30 June 2026

Staff	No. of staff	Full-time equivalent
Strategy, Accreditation, Professional Practice and Policy	26	25.3
Executive and Governance	10	10
Professional Conduct	48	47.9
Shared Services	18	17.4
Stakeholder Engagement and Communications	7	6.4
Teacher Engagement and Registration	36	35.6
People and Culture	7	7
TOTAL	**152**	**149.6**

Note: The above numbers include staff on extended paid leave.

A workforce connected to purpose

The 2026 People Matter survey highlighted a workforce that remains strongly connected to VIT's purpose and the impact of our work.

We achieved a survey response rate of 96%, reflecting a high level of employee engagement and willingness to contribute to organisational improvement. Staff identified workplace safety, flexible working, teamwork and organisational values as key strengths, contributing to an overall employee engagement score of 72.

Staff also reported a strong sense of purpose and contribution. 90% of employees agreed they achieve something important through their work, reflecting the important role staff play in supporting a safe, high-quality teaching profession.

The survey also highlighted opportunities to strengthen the employee experience. Variations in staff experience were evident across some areas of the organisation, and employees identified learning and development, workplace culture, and confidence in senior leadership as areas for ongoing improvement. We recognise the value of this feedback and are committed to listening and responding to employee experiences.

Wellbeing, safety and respect

Creating a safe, healthy and respectful workplace is essential to supporting both employee wellbeing and organisational performance.

During 2025-26, VIT continued to promote physical safety, psychological wellbeing and flexible ways of working. The 2026 People Matter Survey identified improvements in a number of areas associated with workplace wellbeing, including psychological safety, manager support, teamwork and employee ability to manage work-related stress.

At the same time, the survey identified areas where further work is needed. Staff reported they want to see continued improvements in learning and development opportunities, stress prevention, organisational integrity, workplace behaviour, and confidence in senior leadership.

The VIT is committed to listening to this feedback and taking action. In response, the Executive Management Team adopted a whole-of-organisation approach to addressing survey findings, including branch-level reflection sessions, staff-led action planning, and a renewed focus on building a stronger speak-up culture.

Improving employee wellbeing and creating a workplace where everyone feels respected, included and supported will remain a key priority during 2026–27.

Occupational health and safety

Work health and safety activities throughout the year focused on identifying and managing workplace risks, promoting employee wellbeing and ensuring compliance with legislative obligations. We continued to support flexible working arrangements and maintained systems and processes designed to prevent workplace injury and promote safe work practices.

94% of staff reported that VIT provides a physically safe workplace, while improvements in psychological safety indicators reflected continued efforts to support employee wellbeing.

Inclusion, diversity and equitable employment

The VIT is committed to creating an environment where people are treated with dignity and respect and where employment decisions are based on merit. We recognise that diverse perspectives strengthen decision-making, encourage innovation and improve organisational performance.

Throughout 2025–26, we continued to support equitable employment practices and inclusive workplace policies. Flexible working arrangements remained an important part of the employee experience, with 93% of staff reporting that their manager supports flexible work arrangements.

We also completed our Gender Equality Action Plan in accordance with the requirements of the *Gender Equality Act 2020* (Vic). The Plan was shaped by extensive consultation with employees and stakeholders across the organisation. Through workshops, discussions and feedback activities, employees shared their experiences and perspectives on workplace gender equality, helping identify priorities and opportunities for improvement. This feedback informed a practical, evidence-based action plan that reflects the needs and experiences of our staff. The Plan provides a clear roadmap for advancing gender equality, strengthening inclusion and fostering a fair, respectful and equitable workplace.

Learning and professional development

Building workforce capability is essential to ensuring VIT can respond effectively to a changing regulatory environment and continue delivering high-quality services to teachers, employers and the Victorian community.

Throughout 2025-26, we continued to invest in employee development through a structured program of learning opportunities aligned with organisational priorities, regulatory responsibilities and future workforce needs. These initiatives strengthened technical expertise, professional judgement, leadership capability and organisational effectiveness across the organisation.

During the reporting period, we delivered 36 targeted learning and development programs and supported staff participation in 1,142 professional development opportunities.

Professional development opportunities included

- leadership development
- regulatory and technical training
- governance and integrity training
- risk management and decision-making training
- policy development and design
- stakeholder engagement capability
- wellbeing and workplace safety programs
- diversity, inclusion and cultural capability learning
- professional skills development.

A highlight of the year was our inaugural staff conference, held in October 2025. With the theme, *What Matters?*, the conference brought employees together with teachers, education leaders, regulatory partners and stakeholders to better understand their experiences with VIT and what matters most to them. Through stakeholder panels, professional learning sessions and interactive workshops, staff explored contemporary regulatory challenges, stakeholder engagement, organisational culture and psychological safety. The conference also created opportunities for employees to connect across teams, share ideas and reflect on the impact of their work in supporting a safe, high-quality teaching profession.

These activities helped employees build the knowledge, skills and professional judgement required to deliver effective regulatory, registration and corporate services. Learning focused on strengthening capability in evidence-based decision-making, contemporary regulatory practice, risk management, complex problem-solving and responding to emerging issues affecting the education sector.

Development initiatives also supported stronger people leadership, cross-functional collaboration and organisational effectiveness. Employees were encouraged to apply learning directly to their work, helping improve service delivery, strengthen regulatory outcomes and support continuous improvement across the organisation.

As we continue to modernise and evolve, building organisational capability remains a key priority.

Through ongoing investment in learning and professional development, VIT is strengthening its ability to meet current challenges, adapt to future demands and deliver on its vision that all Victorian children and young people have access to the best teachers.

Looking ahead

The People Matter Survey reinforced that our people remain highly engaged, committed to our purpose and motivated to make a positive contribution to Victoria's education system. It also highlighted important opportunities to strengthen culture, wellbeing and employee experience.

By listening to staff feedback and investing in meaningful action, VIT is working to create a workplace where people feel supported, respected and empowered to do their best work.

This focus on people is central to our vision of being a modern, inclusive and high-performing regulator that serves the community with confidence, integrity and care.





Governance

Our legislation

The VIT was established by the Victorian Institute of Teaching Act 2001 in December 2002. *The Education and Training Reform Act 2006* (Vic) [the Act] amalgamated all relevant education and training Acts (including the Victorian Institute of Teaching Act 2001), and) and was proclaimed 1 July 2007. Substantial amendments to the legislation came into effect on 1 January 2011, and in 2015 another significant raft of changes was introduced including the introduction of registration of early childhood teachers.

Amendments in 2018 added an overarching function that VIT, when performing any regulatory function, must consider the wellbeing and safety of children, including by considering community expectations. The Act was further amended in March 2021 to clarify VIT's powers to accredit initial teacher education (ITE) programs and introduced new powers to endorse 'pathway programs'* and continuing professional development programs.

The amendments also improved VIT's information sharing powers and legislated that VIT must perform its functions under subsection (1)(c), (ca), (d), (j), (k) and (l) having regard to raising the quality of teaching. The Minister's general powers were also amended to allow the issuing of policies, guidelines and directions to VIT. The VIT continues in operation under, and subject to, the Act (as amended).

In the conduct of its regulatory functions, VIT is bound by the Victorian Privacy and Data Protection Act 2014 and the Health Records Act 2001, and therefore must comply with the Information Privacy Principles (IPPs) and the Health Privacy Principles (HPPs). These govern the collection, use, handling and disclosure of personal and sensitive information and health information.

** A program or course of study that appropriately prepares individuals for entry into a Victorian accredited ITE program.*



Our strategic plan

During 2025–26, VIT continued to strengthen its strategic focus through a review and refinement of the priorities outlined in the 2024–27 Strategic Plan. Guided by the VIT Council, this work ensured our strategic objectives remained aligned with the evolving regulatory environment, emerging risks and opportunities, and the expectations of teachers, education providers and the Victorian community. The review provided an opportunity to reaffirm our commitment to child safety, public confidence in the teaching profession and excellence in regulatory practice, while sharpening our focus on the outcomes that matter most to the community.

The refinement process also reinforced VIT's ambition to be a modern, inclusive and high-performing regulator. By clarifying strategic priorities and strengthening organisational alignment, VIT is better positioned to respond to legislative reform, changing workforce dynamics and increasing community expectations. This work has provided a clear roadmap for delivering regulatory services that are efficient, transparent and responsive, while maintaining robust safeguards for children and young people. Supporting this commitment to transparency, VIT continued to publish quarterly Regulatory Impact Statements, providing regular public reporting on our performance across key areas of regulatory responsibility and offering stakeholders greater visibility of our regulatory activities, outcomes and progress against strategic priorities.



Our purpose

- To regulate for a highly qualified, proficient, reputable and safe teaching profession in the public interest



Our vision

- For all Victorian children and young people to have the best teachers



Our strategy

- We regulate to help create a safe place for all children and young people to learn from Victoria's teachers



Our functions

- Assess suitability of, and register, teachers
- Approve teacher education programs
- Ensure all teachers maintain standards
- Monitor and assist compliance
- Investigate misconduct and take appropriate regulatory action



Our principles

- Protective and proportionate
- Accountable and responsive
- Inclusive and safe
- Collaborative and outward facing
- Trustworthy and transparent
- Innovative



Our values

- Considerate - we are polite and welcoming
- Open – we share information and knowledge
- Value – we listen to each other and make time to build relationships
- Accountable – we are committed to a common purpose

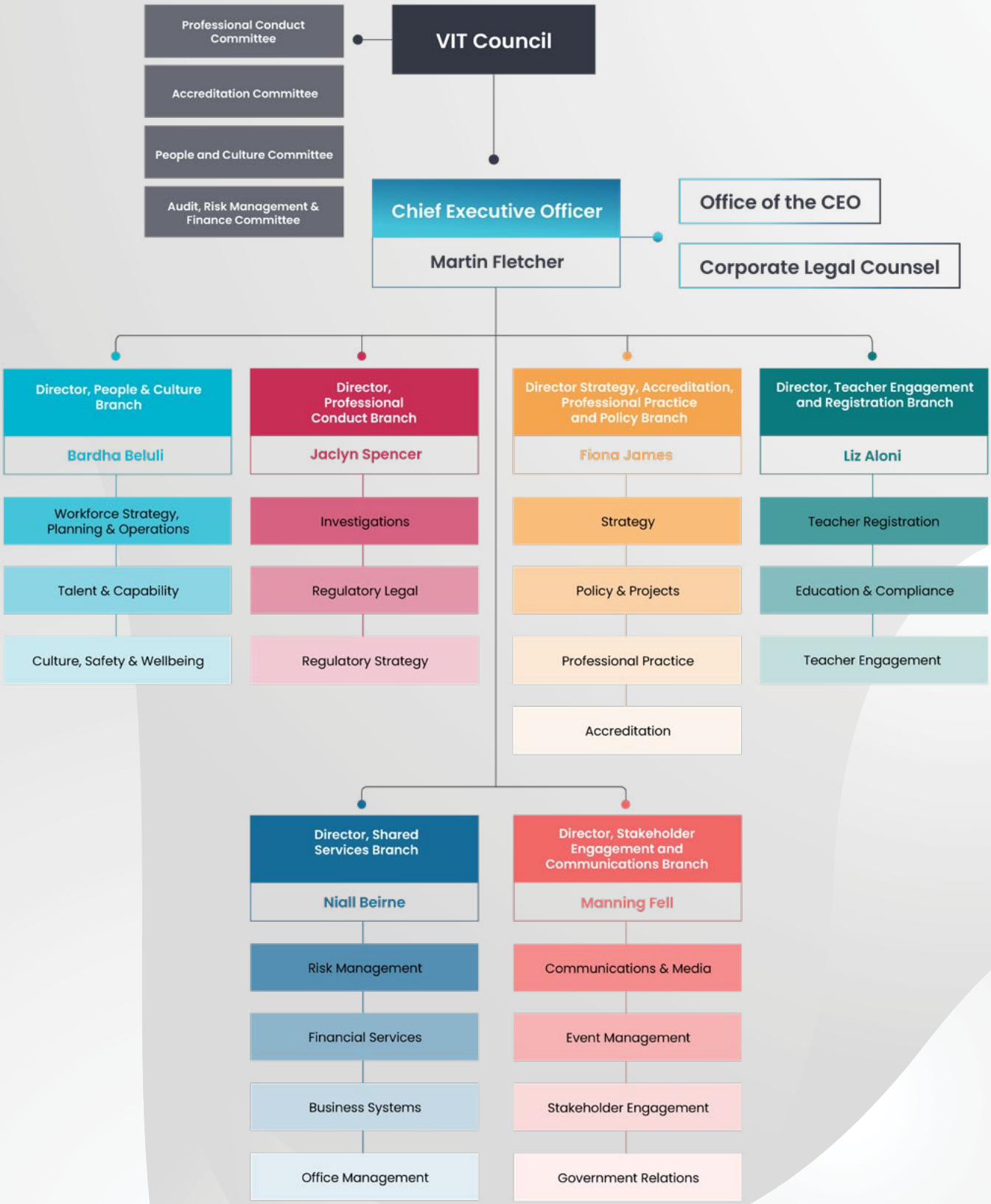
Strengthening our policy framework

A significant focus during the year was the comprehensive refresh of VIT's policy framework. Recognising the critical role that contemporary policies play in supporting effective decision-making, accountability and organisational performance, we undertook a program of policy review and renewal across key areas of our operations. This work sought to ensure policies remained current, aligned with legislative and regulatory requirements, reflected best practice and supported consistent decision-making across the organisation.

The refreshed policy suite strengthens VIT's governance foundations and supports our ongoing maturity as a regulator. By simplifying, modernising and standardising our policy framework, we have improved organisational clarity, enhanced risk management and created a stronger platform for continuous improvement. Together, these reforms help ensure VIT remains a contemporary and trusted regulator, equipped to meet the challenges of a rapidly changing environment while delivering high-quality services to the teaching profession and the Victorian community.



Organisational structure



VIT Council

The VIT Council provides strategic oversight of the organisation and is responsible for ensuring VIT fulfils its role as the independent regulator of the teaching profession in Victoria. Working in partnership with the Chief Executive Officer, the Council sets VIT's strategic direction, monitors organisational performance, oversees risk management and governance systems, and supports effective decision-making across the organisation.

The Council plays a governance role in maintaining public confidence in the teaching profession by ensuring VIT's regulatory functions are conducted with integrity, accountability and a focus on the safety and wellbeing of children and young people. It also oversees compliance, financial stewardship and governance practices, while recognising the interests of teachers, employers, parents, learners and the broader Victorian community.

Appointed by the Governor in Council, VIT's Council brings together expertise from across the education sector, including teachers, school leaders, early childhood professionals, teacher educators, parent representatives and education stakeholders. This breadth of experience supports informed decision-making and helps ensure VIT is responsive to the needs of the communities it serves and the teaching profession.

The Council is supported by specialist committees that provide detailed oversight and advice across key areas of VIT's work, strengthening governance and supporting effective organisational performance. The committees are:

- Audit, Risk Management and Finance Committee – oversees our financial, risk, audit and administrative functions.
- People and Culture Committee – provides oversight and advice on our people strategy, organisational culture and workforce sustainability.
- Professional Conduct Committee – oversees decision-making in relation to serious matters concerning teacher conduct, competence and fitness to teach.
- Accreditation Committee – assesses and approves initial teacher education (ITE) programs, pathway programs into ITE and continuing education programs, and ensures ITE programs meet national accreditation standards.

During 2025-26, the Council met on 8 occasions. To promote transparency, the Council published a communiqué after each meeting, giving teachers, stakeholders and the community greater visibility of key discussions and decisions. The Council communiqués, member profiles and further information about the Council's role, committees and governance arrangements are available on the VIT website.

Council membership



Dale Pearce
Chairperson
1 Jul 25 – 30 Jun 26



Kate Fogarty
Deputy Chairperson
1 Jul 25 - 30 Jun 26



David Baker
1 Jul 25 - 10 Oct 25



Kate Dullard
22 Mar 26 - 30 Jun 26



Joanna Garner
1 Jul 2025 - 30 Jun 2026



Lisa Holt
1 Jul 25 - 30 Jun 26



Sharelle Knight
1 Jul 25 - 30 Jun 26



Larissa McLean Davies
1 Jul 25 - 30 Jun 26



Sarah McNicol
1 Jul 25 - 30 Jun 26



Brenden Morris
1 Jul 25 - 30 Jun 26



Mary-Anne Pontikis
1 Jul 25 - 30 Jun 26



Gabrielle Steward
1 Jul 25 - 30 Jun 26



Raelene Vine
1 Jul 25 - 30 Jun 26



Eve Ward
1 Jul 25 - 30 Jun 26



Graeme Young
1 Jul 25 - 30 Jun 26

Council in the Community: Bendigo Regional Meeting

As part of its commitment to understanding the experiences of educators across Victoria, the VIT Council held its May 2026 meeting in Bendigo, complemented by a strategic planning workshop and a program of regional engagement activities. The regional meeting provided Council members with the opportunity to connect directly with teachers, school leaders and early childhood professionals, ensuring regional perspectives inform VIT's governance and decision-making.

Over two days, Council members and the Executive Leadership Team visited a range of education settings, including St Killian's Primary School, Dr Harry Little Kindergarten, Holy Rosary Primary School, Catherine McAuley College and DOXA School. These visits provided valuable insights into the opportunities and challenges facing educators and learners in regional Victoria.

Council also met with local education leaders to discuss workforce challenges, school leadership, and the evolving needs of regional communities. These conversations reinforced the importance of ongoing engagement with the profession and highlighted the value of incorporating local perspectives into VIT's regulatory practice.

The Bendigo meeting reflected Council's commitment to statewide engagement and informed, evidence-based governance. By hearing directly from educators in regional settings, Council strengthened its understanding of the diverse contexts in which Victorian teachers work and learn, helping to ensure that VIT's regulatory approach remains responsive, relevant and reflective of the communities it serves.

> Hearing directly from teachers, school leaders and early childhood educators in Bendigo provided valuable insights that will help inform VIT's strategic direction and ensure regional voices continue to shape our work as Victoria's teaching regulator.
>
> **Martin Fletcher**
> **CEO Victorian Institute of Teaching**



Statutory Financial Statements

victorian institute of teaching

Attestation for financial management compliance with Standing Direction 5.1.4

The Victorian Institute of Teaching Financial Management Compliance Attestation Statement

I, Dale Pearce, on behalf of the Responsible Body, certify that the Victorian Institute of Teaching has no Material Compliance Deficiency with respect to the applicable Standing Directions under the *Financial Management Act 1994*, and Instructions.



Dale Pearce
Chairperson

Docklands, in the State of Victoria
7 October 2026

717 Bourke Street, Docklands VIC 3008 PO Box 531, Collins Street West VIC 8007
vit@vit.vic.edu.au 1300 888 067 www.vit.vic.edu.au

Comprehensive operating statement
for the year ended 30 June 2026

	Notes	2026 $	2025 $
Continuing operations			
Revenue and income from transactions			
Registration and application fees	2.1.1	26,169,928	22,895,646
Interest income	2.1.2	1,210,937	1,151,411
Grants	2.1.3	1,147,986	316,371
Other income		184,260	75,285
Total revenue and income from transactions		**28,713,111**	**24,438,713**
Expenses from transactions			
Employee expenses	3.1.1	18,725,695	16,599,610
Depreciation and amortisation	4.1.2, 4.2	827,315	1,540,642
Interest expenses	4.1.1	133,592	154,814
Supplies and services	3.2	5,924,349	5,585,108
Total expenses from transactions		**25,610,949**	**23,880,174**
Net result from transactions		**3,102,162**	**558,539**
Other economic flows – other comprehensive income		-	-
Comprehensive result		**3,102,162**	**558,539**

The accompanying notes form part of these financial statements.

Balance sheet
as of 30 June 2026

	Notes	2026	2025
		$	$
Assets			
Financial assets			
Cash and deposits	7.1.1	26,009,888	21,497,340
Receivables	5.1	338,407	249,143
Total financial assets		**26,348,295**	**21,746,483**
Non-financial assets			
Prepayment		553,645	428,152
Property, plant and equipment	4.1	2,702,560	3,359,297
Intangible assets	4.2	268,499	436,210
Total non-financial assets		**3,524,704**	**4,223,660**
Total assets		**29,872,999**	**25,970,143**
Liabilities			
Payables	5.2	1,304,356	400,589
Lease Liabilities	4.1.1	2,958,177	3,503,696
Employee provision	3.1.2	2,750,804	2,560,060
Contract liabilities	2.2	6,138,108	5,886,407
Total liabilities		**13,151,446**	**12,350,752**
Net assets		**16,721,554**	**13,619,392**
Equity			
Accumulated surplus		16,721,554	13,619,392
Net worth		**16,721,554**	**13,619,392**

The accompanying notes form part of these financial statements.

Cash flow statement
for the year ended 30 June 2026

	Notes	2026	2025
		$	$
Cash flows from operating activities			
Receipts			
Receipts from customers and registration fees		26,517,608	23,482,847
Receipts from government		1,147,986	316,371
Goods and Services Tax recovered from the ATO		513,523	411,426
Interest received		1,210,937	1,217,430
Total Receipts		**29,390,054**	**25,428,074**
Payments			
Payments to suppliers and employees		(24,195,530)	(22,633,248)
Interest paid		(133,592)	(154,814)
Total Payments		**(24,329,122)**	**(22,788,062)**
Net cash flows from operating activities		**5,060,932**	**2,640,012**
Cash flows from investing activities			
Payments for property, plant and equipment		(2,866)	(48,653)
Payments for intangible assets		-	(413)
Net cash flows used in investing activities		**(2,866)**	**(49,066)**
Cash flows from financing activities			
Repayment of principal portion of lease liabilities		(545,519)	(494,492)
Net cash flows used in financing activities		**(545,519)**	**(494,492)**
Net increase in cash and cash equivalents held		**4,512,547**	**2,096,454**
Cash and cash equivalents at the beginning of the financial year		21,497,341	19,400,887
Cash and cash equivalents at the end of the financial year	7.1.1	**26,009,888**	**21,497,341**

The accompanying notes form part of these financial statements.

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

	Accumulated Surplus $	Contributions by Owner $	Total $
Balance at 1 July 2024	**13,060,853**	**-**	**13,060,853**
Comprehensive result for the year	558,539	-	558,539
Balance at 30 June 2025	**13,619,392**	**-**	**13,619,392**
Comprehensive result for the year	3,102,162	-	3,102,162
Balance at 30 June 2026	**16,721,554**	**-**	**16,721,554**

Note 1
About this report

The Victorian Institute of Teaching (hereon referred to as VIT) is an independent statutory authority, established in December 2002 by Part 2.6 of the *Education and Training Reform Act 2006* and reporting to Parliament through the Minister for Education.

Its principal address is:

Level 12, 717 Bourke Street

Docklands VIC 3008

A description of the nature of its operations and its principal activities is included in the 'Report of Operations' which does not form part of these financial statements.

Basis of preparation

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

These financial statements are in Australian dollars, and the historical cost convention is used unless a different measurement basis is specifically disclosed in the notes to the financial statements.

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

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

Judgements, estimates and assumptions are required to be made about financial information being presented. The significant judgements made in the preparation of these financial statements are disclosed in the notes where amounts affected by those judgements are disclosed.

Estimates and associated assumptions are based on professional judgements derived from historical experience and various other factors that are believed to be reasonable under the circumstances. Actual results may differ from these estimates.

Revisions to accounting estimates are recognised in the period in which the estimate is revised and also in future periods that are affected by the revision.

These financial statements cover VIT as an individual reporting entity.

All amounts in the financial statements have been rounded to the nearest $1 unless otherwise stated.

Compliance information

These general-purpose financial statements have been prepared in accordance with the FMA and applicable Australian Accounting Standards (AAS), which include Interpretations, issued by the Australian Accounting Standards Board (AASB).

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

These annual financial statements were authorised for issue by the VIT Chairperson on 7 October 2026.

Note 2
Funding of service delivery

The VIT's primary function is to regulate members of the teaching profession to ensure quality teaching and provide for the safety and wellbeing of children.

To enable VIT to fulfil its objective and maintain high standards for the Victorian teaching profession, VIT receives income predominantly from registered teachers in the payment of their annual registration fees. The VIT also receives fees for service and departmental grants.

2.1 Revenue and Income from transactions

2.1.1 Registration and application fees

	2026 $	2025 $
Registration renewal and registration application fees	20,961,476	19,465,970
Nationally Coordinated Criminal History Check (NCCHC) fee	3,865,418	3,000,813
Overseas qualification assessment fee	675,554	-
Late registration payment fee	516,714	336,961
Statement of good standing fee	65,296	30,630
Course accreditation assessment fee	85,470	47,733
Replacement card fee	-	13,539
Total registration and application fees	**26,169,928**	**22,895,646**

Overseas qualification assessment fee paid to the Victorian Institute of Teaching for the evaluation of overseas teaching qualifications to determine their equivalency to Australian accredited initial teacher education requirements for teacher registration purposes.

Revenue is recognised over time or at a point in time, depending on the nature of the transaction. The registration and application fees revenue stream is the largest funding source for VIT. Registration renewal fees are raised annually (for the period October to September in the following year) and registration application fees are raised on request. Revenue is recognised in the financial year to which the registration renewal / application relates in accordance with AASB 15 Revenue from Contracts with Customers. Registration renewal and registration application fees are recognised with reference to the stage of completion method, based on the registration period that has expired. The VIT does not recognise debtors in relation to registration fees, as non-payment of registration fees results in suspension or expiry of registration and cancellation of the registration fee invoice. Revenue relating to a future period, in accordance with the above income recognition policy, is recognised as contract liabilities in the balance sheet (refer to note 2.3).

NCCHC fees are charged to prospective teachers on registration and renewing teachers every 5 years. This charge covers the registrant for the next 5 years from the date of successful completion of the check.

Late registration fees are recognised in the same financial year they are received. The late fees are charged only when the payment is not received on or before 30 September of every year.

2.1.2 Interest income

	2026	2025
	$	$
Interest on bank deposits	1,176,689	1,112,227
Interest on money at call	34,248	39,184
Total interest income	**1,210,937**	**1,151,411**

Interest income includes interest received on bank deposits and money at call. Interest income is recognised using the effective interest method, which allocates the interest over the relevant period.

2.1.3 Grants

	2026	2025
	$	$
General purpose	1,147,986	316,371
Total grant income	**1,147,986**	**316,371**

In 2025-26, VIT received grants from the Department of Education. These grants were received to implement initiatives aimed at addressing teacher shortages and ensuring adherence to teaching standards. The grant income included in the table above under AASB 1058 has been earned under arrangements that are either not enforceable and/or linked to sufficiently specific performance obligations. Income from grants without any sufficiently specific performance obligations, or that are not enforceable, is recognised when the VIT has an unconditional right to receive cash which usually coincides with receipt of cash.

On initial recognition of the asset, VIT recognises any related contributions by owners, increases in liabilities, decreases in assets or revenue ('related amounts') in accordance with other Australian Accounting Standards. Related amounts may take the form of

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

2.2 Contract Liabilities

	2026	2025
	$	$
Current Contract Liabilities	5,894,358	5,567,657
Non-current Contract Liabilities	243,750	318,750
Total contract liabilities	**6,138,108**	**5,886,407**

Contract liabilities include consideration received in advance from teachers in respect of teacher registration services. These are unearned teacher registration fees in nature. According to AASB 15 *Revenue from Contracts with Customers*, these are obligations to transfer goods or services to a customer for which the entity has received consideration from the customer. Teachers' registration fees received by VIT during the current reporting period in respect of performance obligations that have not been satisfied are classified as a liability and recognised as a contract liability.

Note 3
The costs of delivering services

This section provides an account of the expenses incurred by VIT in delivering services and outputs. In Note 2, the funds that enable the provision of services were disclosed and, in this note, the costs associated with provision of services are recorded.

3.1.1 Employee expenses in the comprehensive operating statement

	Notes	2026 $	2025 $
Salaries and wages		15,792,458	14,122,470
Superannuation	3.1.3	1,830,489	1,512,285
On costs (payroll tax, fringe benefit tax and Work-Cover)		1,083,498	962,044
Other termination payment		19,250	2,811
Total employee expenses		**18,725,695**	**16,599,610**

Employee expenses are all costs related to employment such as salaries, fringe benefits tax, leave entitlements, termination payments, and includes ex gratia payments and WorkCover premiums.

The amount recognised in the comprehensive operating statement in relation to superannuation is the employer contributions for members of both defined benefit and defined contributions superannuation plans that are paid or payable during the reporting period.

The VIT does not recognise any defined benefit liabilities because it has no legal or constructive obligation to pay future benefits relating to its employees. Instead, the Department of Treasury and Finance (DTF) discloses in its annual financial statements the net defined benefit cost related to the members of these plans as an administered liability (on behalf of the State as the sponsoring employer).

Termination benefits are payable when employment is terminated before normal retirement date, or when an employee accepts an offer of benefits in exchange for the termination of employment. Termination benefits are recognised when VIT is demonstrably committed to terminating the employment of current employees according to a detailed formal plan without possibility of withdrawal or providing termination benefits as a result of an offer made to encourage voluntary redundancy. Benefits falling due more than 12 months after the end of the reporting period are discounted to present value.

3.1.2 Employee provisions - in the balance sheet

Provision is made for benefits accruing to employees in respect of salaries, annual leave and long service leave for services rendered to the reporting date and recorded as an expense during the period the services are delivered.

	Notes	2026 $	2025 $
Current provisions			
Annual leave		904,545	702,748
Long service leave		1,193,539	1,159,722
Provision for on-costs		409,787	368,615
Total current provisions for employee benefits		**2,507,871**	**2,231,085**
Non-current provisions			
Long service leave		202,620	273,873
On-costs		40,314	55,103
Total non-current provisions for employee benefits		**242,934**	**328,976**
Total provision for employee benefits		**2,750,804**	**2,560,060**

Salaries, annual leave and long service leave

Liabilities for salaries (including non-monetary benefits, annual leave and on-costs) are recognised in the employee benefits provision as current liabilities because VIT does not have an unconditional right to defer settlement of these liabilities.

Unconditional long service leave is disclosed as a current liability; even where VIT does not expect to settle the liability within 12 months because it will not have the unconditional right to defer the settlement of the entitlement should an employee take leave within 12 months.

Conditional long service leave is disclosed as a non-current liability. There is an unconditional right to defer the settlement of the entitlement until the employee has completed the requisite years of service. This non-current long service liability is measured at present value.

Any gain or loss following revaluation of the present value of non-current long service leave liability is recognised as a transaction, except to the extent that a gain or loss arises due to changes in bond interest rates for which it is then recognised as an 'other economic flow' in the net result.

3.1.3 Superannuation contributions

The VIT's employees are entitled to receive superannuation benefits. The VIT contributes to both defined benefit and defined contribution plans. The defined benefit plan(s) provide benefits based on years of service and final average salary. The defined benefits liability is recognised by DTF, as the sponsoring employer, as an administered liability. Superannuation contributions paid or payable for the reporting period are included as part of employee benefits in the comprehensive operating statement.

	Contribution for the year	
	2026 $	2025 $
Defined benefit superannuation expense	76,023	63,390
Defined contribution superannuation expense	1,754,466	1,448,895
Total	**1,830,489**	**1,512,285**

3.2 Supplies and services

	2026	2025
	$	$
Human resources	492,717	325,284
Council and committee	125,734	87,197
Consultancy and contractor	212,865	107,145
Communication	304,919	535,110
Finance	152,482	70,020
Legal	296,040	401,286
Maintenance	436,874	382,980
Printing and stationery	29,077	141,411
Travel and accommodation	99,579	75,573
Marketing	242,414	84,304
Administration (i)	2,017,332	2,146,953
Remuneration of auditors	44,800	36,500
Nationally Coordinated Criminal History Checks	1,469,515	1,191,345
Total supplies and services expenses	**5,924,349**	**5,585,108**

Supplies and services expenses represent the costs of services delivered and the day-to-day operation costs incurred in the normal course of VIT's activities. These include maintenance, professional services, and other operating expenses, which are recognised in the reporting period in which they are incurred.

(i) Administration expenses are largely attributable to Information and Communication Technology (ICT) services, reflecting the cost of software licence fees, hardware maintenance, and associated support services required to maintain business operations.

Note 4
Key assets available to support output delivery

The VIT controls assets that are utilised in fulfilling its objectives and conducting its activities. They represent the resources that have been entrusted to VIT to be utilised for delivery of those outputs.

Fair value measurement

Where the assets included in this section are carried at fair value, additional information is disclosed in Note 7.3 regarding how those fair values were determined.

4.1 Property, plant and equipment

	Gross carrying value		Accumulated depreciation		Net carrying amount	
	2026	2025	2026	2025	2026	2025
	$	$	$	$	$	$
Leasehold buildings and improvements (a)	4,751,963	4,751,963	2,233,739	1,639,744	2,518,224	3,112,219
Furniture and fittings	198,411	199,061	83,461	62,727	114,950	136,333
Plant and equipment	264,352	261,488	194,965	150,743	69,387	110,745
Total carrying amount of plant and equipment	**5,214,726**	**5,212,511**	**2,512,166**	**1,853,214**	**2,702,560**	**3,359,296**

Notes:

(a) As a result of a change in FRD 104 Leases effective for reporting periods from 30 June 2026, right-of-use assets are measured at cost for reporting period 2026. The comparative information for reporting period 2025 is not restated and is reported at the previously determined fair value.

The following tables are right-of-use assets included in the property, plant and equipment balance, presented by subsets of buildings, and plant and equipment.

Initial recognition: Items of plant and equipment are measured initially at cost and subsequently revalued at fair value less accumulated depreciation and impairment. Where an asset is acquired for no or nominal cost, the cost is its fair value at the date of acquisition.

Subsequent measurement: Fair value is determined regarding the asset's highest and best use (considering the legal or physical restrictions imposed on the asset, public announcements or commitments made in relation to the intended use of the asset) and is summarised below by asset category.

Fair value for plant and equipment which is specialised in use (such that it is rarely sold other than as part of a going concern) is determined using the current replacement cost method. Refer to Note 7.3 for additional information on fair value determination of property, plant and equipment.

4.1.1 Total right-of-use assets: buildings, plant and equipment

	Gross carrying value 2026 $	Accumulated depreciation 2026 $	Net carrying amount 2026 $	Gross carrying value 2025 $	Accumulated depreciation 2025 $	Net carrying amount 2025 $
Leasehold building and improvements	4,751,963	(2,233,739)	2,518,224	4,751,963	(1,639,744)	3,112,219
Net carrying value	**4,751,963**	**(2,233,739)**	**2,518,224**	**4,751,963**	**(1,639,744)**	**3,112,219**

	Leasehold building and leasehold improvements
Opening balance - 1 July 2025(a)	3,112,219
Additions	-
Disposals	-
Depreciation	(593,995)
Impairment losses	-
Closing balance 30 June 2026	**2,518,224**

Note:

(a) As a result of a change in FRD 104 Leases effective for reporting periods from 30 June 2026, right-of-use assets are measured at cost for reporting period 2026. The comparative information for reporting period 2025 is not restated and is reported at the previously determined fair value.

The VIT commenced its current lease agreement on 1 October 2022, which will expire on 30 September 2030.

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

Right-of-use asset acquired by lessees– Initial measurement

The VIT recognises a right-of-use asset and a lease liability at the lease commencement date. The right-of-use asset is initially measured at cost which comprises the initial amount of the lease liability adjusted for

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

Right-of-use asset – Subsequent measurement

Right-of-use assets are subsequently measured at cost less accumulated depreciation, impairment and any adjustments for remeasurement of the lease liability. The VIT depreciates the right-of-use assets on a straight-line basis from the lease commencement date to the earlier of the end of the useful life of the right-of-use asset or the end of the lease term. The right-of-use assets are also subject to revaluation.

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

Impairment of right-of-use assets

VIT has assessed all right-of-use assets for impairment, and no indicators of impairment are identified as at 30 June 2026.

Lease liabilities

	2026 $	2025 $
Current lease liabilities		
Contractual		
Lease liabilities (i)	599,589	545,519
Total current contractual lease liabilities	**599,589**	**545,519**
Non-current lease liabilities		
Contractual		
Lease liabilities (i)	2,358,588	2,958,177
Total non-current contractual lease liabilities	2,358,588	2,958,177
Total contractual lease liabilities	**2,958,177**	**3,503,696**
Total lease liabilities	**2,958,177**	**3,503,696**

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

Lease liabilities are classified as financial instruments. Interest bearing liabilities are classified at amortised cost and recognised at the fair value of the consideration received less directly attributable transaction costs and subsequently measured at amortised cost using the effective interest method.

Leases

Information about leases for which VIT is a lessee is presented below.

The VIT's leasing activities

The VIT leases a property. The lease contracts are typically made for fixed periods of 8 years with an option to renew the lease after that date.

Amounts recognised in the comprehensive operating statement

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

	2026 $	2025 $
Interest expense on lease liabilities	133,592	154,814
Total interest expense on lease liabilities	**133,592**	**154,814**

'Interest expense' includes interest component recognised due to the unwinding of discounts to reflect the passage of time. Interest expense is recognised in the period in which it is incurred.

For any new contracts entered into, VIT considers whether a contract is, or contains, a lease. A lease is defined as 'a contract or part of a contract that conveys the right to use an asset (the underlying asset) for a period of time in exchange for consideration.'

To apply this definition, VIT assesses whether the contract meets three key evaluations:

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

This policy is applied to contracts entered into, or changed, on or after 1 July 2019.

Separation of lease and non-lease components

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

Recognition and measurement of leases as a lessee

Lease liability – initial measurement

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

Lease payments included in the measurement of the lease liability comprise

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

Lease liability – subsequent measurement

Subsequent to initial measurement, the liability will be reduced for payments made and increased for interest. It is remeasured to reflect any reassessment or modification, or if there are changes to in-substance fixed payments.

When the lease liability is remeasured, the corresponding adjustment is reflected in the right-of-use asset, or profit and loss if the right-of-use asset is already reduced to zero.

Presentation of right-of-use assets and lease liabilities

The VIT presents right-of-use assets as 'plant and equipment'. Lease liabilities are presented as 'lease liabilities' in the balance sheet.

	2026	2025
	$	$
Future lease payments		
Not longer than 1 year	599,589	545,519
Longer than 1 year but not longer than 5 years	2,358,588	2,755,565
Longer than 5 years	-	202,611
Minimum future lease payments	**2,958,177**	**3,503,696**
Less future finance charges	-	-
Present value of minimum lease payments	**2,958,177**	**3,503,696**

4.1.2 Depreciation and amortisation

	2026	2025
	$	$
Charge for the period (i)		
Leasehold building and improvements	593,995	593,995
Intangible assets	167,713	882,976
Furniture and fittings	21,384	21,121
Plant and equipment	44,222	42,549
Total depreciation and amortisation	**827,315**	**1,540,642**

(i) Depreciation is generally calculated on a straight-line basis at rates that allocate the asset's value, less any estimated residual value, over its estimated useful life. Estimated useful lives for the different asset classes for current year are included in the following table.

	Useful life years
Asset	
Leasehold building and improvements	8
Furniture and fittings	8
Plant and equipment	4

All buildings, plant and equipment and other non-financial physical assets that have finite useful lives, are depreciated.

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

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

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

Impairment: Non-financial assets, including items of plant and equipment, are tested for impairment whenever there is an indication that the asset may be impaired.

The assets concerned are tested as to whether their carrying value exceeds their recoverable amount. Where an asset's carrying value exceeds its recoverable amount, the difference is written off as an 'other economic flow', except to the extent that it can be debited to an asset revaluation surplus amount applicable to that class of asset.

If there is an indication there has been a reversal in impairment, the carrying amount shall be increased to its recoverable amount. However, this reversal should not increase the asset's carrying amount above what would have been determined, net of depreciation or amortisation, if no impairment loss had been recognised in prior years.

4.1.3 Reconciliation of movements in carrying values of property, plant and equipment.

	Leasehold building and improvements		Furniture and fittings		Plant and equipment		Total	
	2026	2025	2026	2025	2026	2025	2026	2025
	$	$	$	$	$	$	$	$
Opening balance	3,112,216	3,706,212	136,332	124,278	110,746	137,818	3,359,294	3,968,307
Additions	-	-	-	33,176	2,865	15,477	2,865	48,653
Depre-ciation expense	(593,995)	(593,995)	(21,384)	(21,121)	(44,222)	(42,549)	(659,602)	(657,665)
Impairment	-	-	-	-	-	-	-	-
Closing balance	**2,518,220**	**3,112,216**	**114,949**	**136,332**	**69,387**	**110,746**	**2,702,557**	**3,359,295**

4.2 Intangible assets

	Work in progress		Other software		Total	
	2026	2025	2026	2025	2026	2025
	$	$	$	$	$	$
Carrying amount						
Opening balance	268,499	268,086	4,675,240	4,675,240	4,943,739	4,943,326
Additions	-	413	-	-	-	413
Disposals	-	-	(41,396)	-	(41,396)	-
Transfers	-	-	-	-	-	-
Closing balance	**268,499**	**268,499**	**4,633,844**	**4,675,240**	**4,902,343**	**4,943,739**
Opening balance	-	-	(4,507,527)	(3,624,551)	(4,507,527)	(3,624,551)
Disposals	-	-	41,396	-	41,396	-
Amortisation expense (i)	-	-	(167,713)	(882,976)	(167,713)	(882,976)
Closing balance	**-**	**-**	**(4,633,844)**	**(4,507,527)**	**(4,633,844)**	**(4,507,527)**
Net book value at end of financial year	**268,499**	**268,499**	**-**	**167,713**	**268,499**	**436,212**

(i) The consumption of intangible produced assets is included in 'depreciation and amortisation' line item, whereas the consumption of the intangible non-produced assets is included in 'net gain / (loss) on non-financial assets' line item on the comprehensive operating statement.

Initial recognition: Purchased intangible assets are initially recognised at cost. When the recognition criteria in AASB 138 Intangible Assets are met, internally generated intangible assets are recognised at cost. Subsequently, intangible assets with finite useful lives are carried at cost less accumulated amortisation and accumulated impairment losses. Amortisation begins when the asset is available for use, that is, when it is in the location and condition necessary for it to be capable of operating in the manner intended by management.

An internally-generated intangible asset arising from development (or from the development phase of an internal project) is recognised if, and only if, all of the following are demonstrated

- technical feasibility of completing the intangible asset so that it will be available for use or sale
- ability to use or sell the intangible asset
- intention to complete the intangible asset and use or sell it
- intangible asset will generate probable future economic benefits
- availability of adequate technical, financial and other resources to complete development and use / sell the intangible asset; and
- ability to reliably measure the expenditure attributable to the intangible asset during its development.

Subsequent measurement: Intangible produced assets with finite useful lives are amortised as an 'expense from transactions' on a straight-line basis over their useful lives. Produced intangible assets have useful lives of 5 years, and was fully amortised in September 2025.

Impairment of intangible assets: Goodwill and intangible assets with indefinite useful lives (and intangible assets not yet available for use) are tested annually for impairment and whenever there is an indication that the asset may be impaired. Intangible assets with finite useful lives are tested for impairment whenever an indication of impairment is identified. Management assessment showed no impairment indicator.

Note 5
Other assets and liabilities

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

5.1 Receivables

	2026	2025
	$	$
Current receivables		
Contractual		
Trade receivables	111,387	23,106
Total current contractual receivables	**111,387**	**23,106**
Statutory		
Net GST receivables	227,020	226,038
Total current statutory receivables	**227,020**	**226,038**
Total current receivables	**338,407**	**249,114**
Total receivables	**338,407**	**249,114**

Contractual receivables are classified as financial instruments and categorised as 'financial assets at amortised cost'. They are initially recognised at fair value plus any directly attributable transaction costs. Subsequent to initial measurement, they are measured at amortised cost using the effective interest method, less any impairment.

Statutory receivables do not arise from contracts and are recognised and measured similarly to contractual receivables (except for impairment) but are not classified as financial instruments for disclosure purposes. The VIT applies AASB 9 for initial measurement of the statutory receivables and as a result statutory receivables are initially recognised at fair value plus any directly attributable transaction cost.

Management assessment showed no indicator of impairment.

5.2 Payables

	2026	2025
	$	$
Current payables		
Contractual		
Trade creditors and accruals	1,304,356	400,589
Total current contractual payables	**1,304,356**	**400,589**
Total payables	**1,304,356**	**400,589**

Contractual payables are classified as financial instruments and are measured at amortised cost. Accounts payable represent liabilities for goods and services provided to VIT prior to the end of the financial year that are unpaid.

Payables for supplies and services have an average credit period of 30 days. No interest is charged on the payables. The increase in payables at 30 June 2026 is primarily attributable to an outstanding invoice of approximately $0.8 million relating to the Salesforce Enterprise Licence Agreement. The corresponding invoice was not outstanding at 30 June 2025, resulting in a higher payables balance at year end. This represents a timing difference between reporting periods.

Note 6
How VIT financed operations

This section provides information on the sources of finance utilised by VIT during its operations.

6.1 Commitments for expenditure

	2026 $	2025 $
Payables		
Other commitments payable	2,090,794	1,664,051
Total commitments (inclusive of GST)	**2,090,794**	**1,664,051**
Less GST recoverable from the Australian Taxation Office	190,072	151,277
Total commitments (exclusive of GST)	**1,900,721**	**1,512,773**

	2026 $	2025 $
Payables		
Not longer than 1 year	888,682	887,648
Longer than 1 year but not longer than 5 years	1,202,111	776,403
Longer than 5 years	-	-
Total commitments (inclusive of GST)	**2,090,794**	**1,664,051**
Less GST recoverable from the Australian Taxation Office	190,072	151,277
Total commitments (exclusive of GST)	**1,900,721**	**1,512,773**

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

1 During 2025-26, management identified future lease payments were incorrectly included in the expenditure commitments in the prior years. The error has been corrected retrospectively, and comparative figures have been restated in the 2025–26 financial report.

Note 7
Financial instruments, contingencies and valuation judgements

This section sets out financial instrument specific information as well as those items that are contingent in nature or require a higher level of judgement to be applied, which relates mainly to fair value determination.

7.1 Financial instruments specific disclosures

VIT's financial instruments primarily include cash and cash equivalents, receivables, and payables.

Categories of financial assets

Financial assets at amortised cost

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

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

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

The VIT recognises the following assets in this category

- cash and deposits; and
- receivables (excluding statutory receivables).

Derecognition of financial assets

A financial asset (or, where applicable, a part of a financial asset or part of a group of similar financial assets) is derecognised when

- the rights to receive cash flows from the asset have expired
- VIT retains the right to receive cash flows from the asset but has assumed an obligation to pay them in full without material delay to a third party under a 'pass through' arrangement.
- VIT has transferred its rights to receive cash flows from the asset and has
  - either transferred substantially all the risks and rewards of the asset, or
  - neither transferred nor retained substantially all the risks and rewards of the asset but has transferred control of the asset.

Where VIT has neither transferred nor retained substantially all the risks and rewards, or transferred control, the asset is recognised to the extent of VIT's continuing involvement in the asset.

Categories of financial liabilities

Financial liabilities at amortised cost

Financial liabilities at amortised cost are initially recognised on the date they originated. They are initially measured at fair value plus any directly attributable transaction costs. Subsequent to initial recognition, these financial instruments are measured at amortised cost, with any difference between the initial recognised amount and the redemption value being recognised in profit and loss over the period of the interest-bearing liability, using the effective interest rate method.

Financial instrument liabilities measured at amortised cost include payables and lease liabilities.

The VIT recognises the following liabilities in this category

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

Derecognition of financial liabilities

A financial liability is derecognised when the obligation under the liability is discharged, cancelled or expires.

When an existing financial liability is replaced by another from the same lender on substantially different terms, or the terms of an existing liability are substantially modified, such an exchange or modification is treated as a derecognition of the original liability and the recognition of a new liability. The difference in the respective carrying amounts is recognised as an 'other economic flow' in the Comprehensive Operating Statement.

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

	Carrying amount $	Net gain/(loss) $	Interest income/ (expense) $
2026			
Contractual financial assets			
Cash and deposits	26,009,888	-	1,210,937
Receivables			
Trade receivables (j)	111,387	-	-
Total contractual financial assets	**26,121,275**	**-**	**1,210,937**
Contractual financial liabilities			
Payables (j)	-	-	(1,304,356)
Lease liabilities	2,958,177	-	(133,592)
Total contractual financial liabilities	**2,958,177**	**-**	**(1,437,948)**
2025			
Contractual financial assets			
Cash and deposits	21,497,340	-	1,151,411
Receivables			
Trade receivables (j)	23,106	-	-
Total contractual financial assets	**21,520,446**	**-**	**1,151,411**
Contractual financial liabilities			
Payables (j)	-	-	(400,589)
Lease liabilities	3,503,696	-	(154,814)
Total contractual financial liabilities	**3,503,696**	**-**	**(555,403)**

(j) The total amounts disclosed here exclude statutory amounts (e.g. amounts owing from Victorian Government and GST input tax credit recoverable and taxes payable).

7.2 Contingent assets and contingent liabilities

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

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

Contingent assets are possible assets that arise from past events, whose existence will be confirmed only by the

occurrence or non-occurrence of one or more uncertain future events not wholly within the control of the entity.

Contingent liabilities are

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

As of 30 June 2026, VIT has no material contingent assets or liabilities that require disclosure (2025: $0).

7.3 Fair value determination

Significant judgement: Fair value measurements of assets and liabilities

Fair value determination requires judgement and the use of assumptions.

This section discloses the most significant assumptions used in determining fair values. Changes to assumptions could have a material impact on the results and financial position of VIT.

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

The following assets and liabilities are carried at fair value

- furniture and fittings
- plant and equipment

The VIT determines the policies and procedures for determining fair values for both financial and non-financial assets and liabilities as required.

Fair value hierarchy

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

The levels are as follows

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

The VIT considers the carrying amount of financial assets and liabilities recorded in the financial instruments to be a fair approximation of their fair values because of the short-term nature of the financial instruments and the expectation that they will be paid in full.

All non-financial physical assets are classified as Level 3 and there were no movements between levels during the year.

Description of significant unobservable inputs to Level 3 valuations

	Valuation technique	Significant unobservable inputs
Furniture and fittings	Current replacement cost	Cost per unit
		Useful life of furniture and fittings
Plant and equipment	Current replacement cost	Cost per unit
		Useful life of plant and equipment

Note 8
Other disclosures

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

8.1 Changes in accounting policies

Changes in accounting policy for right-of-use (ROU) asset subsequent measurement. As a result of a change in FRD 104 Leases effective for reporting periods from 30 June 2026, right-of-use assets are measured at cost for reporting period 2026. The comparative information for reporting period 2025 is not restated and is reported at the previously determined fair value.

8.2 Responsible persons

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

Names

The persons who held the positions of Ministers and Accountable Officers in VIT are as follows:

The Hon. B Carroll, MP – Deputy Premier and Minister for Education – 1 July 2025 to 30 June 2026

Mr M Fletcher – Accountable officer (Chief Executive Officer) – 1 July 2025 to 30 June 2026

Ms L Aloni – Accountable officer (Acting Chief Executive Officer) – 16 March 2026 to 19 March 2026

Members of the responsible body - 1 July 2025 to 30 June 2026

Member Name	Position	Term
Mr D Pearce (i)	Council Chairperson	1 July 2025 to 30 June 2026
Kate Fogarty (i)	Deputy Chairperson	1 July 2025 to 30 June 2026
Mr D Baker (i)	Council Member	1 July 2025 to 10 October 2025
Ms M Pontikis (i)	Council Member	1 July 2025 to 30 June 2026
Ms R Vine (i)	Council Member	1 July 2025 to 30 June 2026
Ms L Holt (i)	Council Member	1 July 2025 to 30 June 2026
Mr G Young (i)	Council Member	1 July 2025 to 30 June 2026
Ms J Garner (i)	Council Member	1 July 2025 to 30 June 2026
Ms E Ward (i)	Council Member	1 July 2025 to 30 June 2026
Ms S McNicol	Council Member	1 July 2025 to 30 June 2026
Ms S Knight	Council Member	1 July 2025 to 30 June 2026
Professor L McLean Davies	Council Member	1 July 2025 to 30 June 2026
Mr B Morris (i)	Council Member	1 July 2025 to 30 June 2026
Ms K Dullard(i)	Council Member	22 March 2026 to 30 June 2026
Ms G Steward (i)	Council Member	1 July 2025 to 30 June 2026

(i) The above Councillors have paid teacher registration fees to VIT in the amount of $127.80 each.

Remuneration received or receivable by the Responsible Persons in connection with the management of VIT during the reporting period was in the range below.

Income range $	2026	2025
0-9,999	14	13
10,000-19,999	-	-
20,000-29,999	-	-
40,000-49,999	1	1
50,000-59,999	-	-
60,000-69,999	-	1
190,000-199,999	-	1
430,000-439,999	1	-
Total	**16**	**16**

8.3 Remuneration of executives and other personnel

8.3.1 Remuneration of executives

The number of senior executive service members, other than ministers and accountable officers, and their total remuneration during the reporting period are shown below. Total annualised employee equivalents provide a measure of full-time equivalent executive officers over the reporting period. The key management personnel are not included in this note.

Remuneration comprises employee benefits in all forms of consideration paid, payable or provided by the entity, or on behalf of the entity, in exchange for services rendered, and is disclosed in the following categories.

As per FRD21 Disclosure of responsible persons and executive officers in the financial report (April 2022), the only VIT staff member at VIT who is employed as an executive under Part 3 of the Public Administration Act 2004 or is a person whom the Victorian Government's Policy on Executive Remuneration in Public Entities applies, is the Chief Executive Officer. The remuneration of the Chief Executive Officer, including any acting appointments, is disclosed in this note.

	2026	2025
	$	$
Total remuneration	432,434	314,672
Total number of executives	**2**	**2**
Total annualised employee equivalents	**1**	**1**

8.4 Related parties

The VIT is a wholly owned and controlled statutory authority. Related parties for VIT include

- all key management personnel, their close family members and personal business interests (controlled entities, joint ventures and entities they have significant influence over);
- all Council members and their close family members;
- all departments and public sector entities that are controlled and consolidated into the whole of state consolidated financial statements; and
- Minister for Education and their close family members.

All related party transactions have been entered into on an arm's length basis.

The VIT did not engage any contractors charged with significant management responsibilities during the reporting period (2025: $0).

Remuneration of key management personnel

The compensation detailed below excludes the Minister's remuneration and allowances set by the Parliamentary Salaries and Superannuation Act 1968, reported within the State's Annual Financial Report.

Key management personnel of VIT include

- Minister for Education
- Council members
- Chief Executive Officer

	2026	2025
	$	$
Compensation of KMPs	538,812	402,348
Total key management personnel compensation	**538,812**	**402,348**

For FY 2025-26, higher duties allowance has been included to account for periods of acting in the Chief Executive Officer role by one other employee for 4 days. Also included is sitting fees paid to Council members for the attendance of Council meetings during the financial year, amounting to a total of $106,378.

Transactions and balances with key management personnel and other related parties

Given the breadth and depth of state government activities, related parties transact with the Victorian public sector in a manner consistent with other members of the public (e.g. stamp duty and other government fees and charges). Further employment of processes within the Victorian public sector occurs on terms and conditions consistent with the Public Administration Act 2004 and Codes of Conduct and Standards issued by the Victorian Public Sector Commission. Procurement processes occur on terms and conditions consistent with the Victorian Government Procurement Board requirements.

Outside normal citizen type transactions, there were no related party transactions that involved key management personnel, their close family members and / or their personal business interests.

No provision has been required, nor any expense recognised, for impairment of receivables from related parties.

8.5 Remuneration of auditors

	2026	2025
	$	$
Victorian Auditor-General's Office		
Audit of financial statements	44,800	36,500
Total remuneration of auditors	**44,800**	**36,500**

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

8.6 Subsequent events

No significant events occurred after balance sheet date to materially impact on the operations.

8.7 Glossary of technical terms

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

AMORTISATION

Amortisation is the expense which results from the consumption, extraction or use over time of a non-produced physical or intangible asset.

COMMITMENTS

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

COMPREHENSIVE RESULT

The comprehensive result is the net result of all items of income and expense recognised for the period. It is the aggregate of operating result and other comprehensive income.

DEPRECIATION

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

EMPLOYEE BENEFITS EXPENSES

Employee benefits expenses include all costs related to employment, including wages and salaries, fringe benefits tax, leave entitlements, redundancy payments, defined benefits superannuation plans and defined contribution superannuation plans.

EX GRATIA EXPENSES

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

FINANCIAL ASSET

A financial asset is any asset that is

(a) cash

(b) an equity instrument of another entity

(c) a contractual or statutory right

- to receive cash or another financial asset from another entity
- to exchange financial assets or financial liabilities with another entity under conditions that are potentially favourable to the entity

(d) a contract that will or may be settled in the entity's own equity instruments and is

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

FINANCIAL INSTRUMENT

A financial instrument is any contract that gives rise to a financial asset of one entity and a financial liability or equity instrument of another entity. Financial assets or liabilities that are not contractual are not financial instruments.

FINANCIAL LIABILITY

A financial liability is any liability that is a contractual obligation to

- deliver cash or another financial asset to another entity
- exchange financial assets or financial liabilities with another entity under conditions that are potentially unfavourable to the entity.

FINANCIAL STATEMENTS

Financial statements in the Model Report comprises

- balance sheet as at the end of the period
- comprehensive operating statement for the period
- statement of changes in equity for the period

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

INTANGIBLE ASSETS

Intangible assets represent identifiable non-monetary assets without physical substance.

INTEREST EXPENSE

Costs incurred in connection with the borrowing of funds include interest on bank overdrafts and short- and long-term borrowings, amortisation of discounts or premiums relating to borrowings, interest component of lease repayments, and the increase in financial liabilities and non-employee provisions due to the unwinding of discounts to reflect the passage of time.

INTEREST INCOME

Interest revenue includes interest earned on bank term deposits, interest from investments and other interest received.

LEASES

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

LEASE LIABILITIES

Interest-bearing liabilities mainly raised from public borrowings, raised through the lease liabilities arrangements and other interest-bearing arrangements. Lease borrowings also include non-interest-bearing advances from government that are acquired for policy purposes.

NET RESULT

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

NET RESULT FROM TRANSACTIONS / NET OPERATING BALANCE

Net result from transactions or net operating balance is a key fiscal aggregate and is revenue from transactions minus expenses from transactions. It is a summary measure of the ongoing sustainability of operations. It excludes gains and losses resulting from changes in price levels and other changes in the volume of assets. It is the component of the change in net worth that is due to transactions and can be attributed directly to government policies.

NET WORTH

Assets less liabilities, which is an economic measure of wealth.

NON-FINANCIAL ASSETS

Non-financial assets are all assets that are not 'financial assets'. They include plant and equipment, and intangible assets.

OTHER ECONOMIC FLOWS

Other economic flows are changes in the volume or value of an asset or liability that do not result from transactions. They include gains and losses from disposals, revaluations and impairments of non-current physical and intangible assets; actuarial gains and losses arising from defined benefit superannuation plans; fair value changes of financial instruments and agricultural assets; and depletion of natural assets (non-produced) from their use or removal. In simple terms, other economic flows are changes arising from market re-measurements.

PAYABLES

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

RECEIVABLES

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

SALES OF GOODS AND SERVICES

Refers to revenue from the direct provision of goods and services, and includes fees and charges for services rendered, sales of goods and services, fees from regulatory services and work done as an agent for private enterprises. It also includes rental income under operating leases and on produced assets such as buildings and entertainment but excludes rent income from the use of non-produced assets such as land. User charges include sale of goods and services revenue.

SUPPLIES AND SERVICES

Supplies and services generally represent cost of goods sold and the day-to-day running costs, including maintenance costs, incurred in the normal operations of VIT.

TAXATION

Taxation is regarded as mutually agreed interactions between the government and taxpayers.

TRANSACTIONS

Transactions are those economic flows that are considered to arise as a result of policy decisions, usually an interaction between two entities by mutual agreement. They also include flows within an entity (such as depreciation where the owner is simultaneously acting as the owner of the depreciating asset and as the consumer of the service provided by the asset).

Transactions can be in-kind (e.g. assets provided / given free of charge or for nominal consideration) or where the final consideration is cash. In simple terms, transactions arise from the policy decisions of the government.

STYLE CONVENTIONS

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

The notation used in the tables is as follows

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

The financial statements and notes are presented based on the illustration for a government department in the 2023-24 Model Report for Victorian Government departments. The presentation of other disclosures is generally consistent with the other disclosures made in earlier publications of VIT's annual reports.

Declaration in the financial statements

The attached financial statements for the Victorian Institute of Teaching have been prepared in accordance with Direction 5.2 of the Standing Directions of the Minister of Finance under the *Financial Management Act 1994*, applicable Financial Reporting Directions, Australian accounting standards including interpretations, and other mandatory professional reporting requirements.

We further state that, in our opinion, the information set out in the comprehensive operating statement, balance sheet, statement of changes in equity, cash flow statement and accompanying notes, presents fairly the financial transactions during the year ended 30 June 2026 and financial position of the Victorian Institute of Teaching at 30 June 2026.

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

We authorise the attached financial statements for issue on 7 October 2026.



Dale Pearce
Chairperson

Docklands, in the State of Victoria
7 October 2026

Martin Fletcher
Chief Executive Officer

Docklands, in the State of Victoria
7 October 2026

Christos Dimopoulos
Chief Financial Officer

Docklands, in the State of Victoria
7 October 2026

717 Bourke Street, Docklands VIC 3008 PO Box 531, Collins Street West VIC 8007
vit@vit.vic.edu.au 1300 888 067 www.vit.vic.edu.au

Independent Auditor's Report

Victorian Auditor-General's Office

To the Council of the Victorian Institute of Teaching

Opinion	I have audited the financial report of the Victorian Institute of Teaching (the institute) which comprises the: • balance sheet as at 30 June 2026 • comprehensive operating statement for the year then ended • statement of changes in equity for the year then ended • cash flow statement for the year then ended • notes to the financial statements, including material accounting policy information • declaration in the finanical statements. In my opinion, the financial report presents fairly, in all material respects, the financial position of the institute as at 30 June 2026 and its financial performance and cash flows for the year then ended in accordance with the financial reporting requirements of Part 7 of the *Financial Management Act 1994* and Australian Accounting Standards - Simplified Disclosures.
Basis for Opinion	I have conducted my audit in accordance with the *Audit Act 1994* which incorporates the Australian Auditing Standards. I further describe my responsibilities under that Act and those standards in the *Auditor's Responsibilities for the Audit of the Financial Report* section of my report. My independence is established by the *Constitution Act 1975.* My staff and I are independent of the institute in accordance with the ethical requirements of the Accounting Professional and Ethical Standards Board's APES 110 *Code of Ethics for Professional Accountants (including Independence Standards)* (the Code) that are relevant to my audit of the financial report in Victoria. My staff and I have also fulfilled our other ethical responsibilities in accordance with the Code. I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my opinion.
Council's responsibilities for the financial report	The Council of the institute is responsible for the preparation and fair presentation of the financial report in accordance with Australian Accounting Standards - Simplified Disclosures and the *Financial Management Act 1994*, and for such internal control as the Council determines is necessary to enable the preparation and fair presentation of the financial report that is free from material misstatement, whether due to fraud or error. In preparing the financial report, the Council is responsible for assessing the institute's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless it is inappropriate to do so.

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

Auditor's responsibilities for the audit of the financial report	As required by the *Audit Act 1994,* my responsibility is to express an opinion on the financial report based on the audit. My objectives for the audit are to obtain reasonable assurance about whether the financial report as a whole is free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes my opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with the Australian Auditing Standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of this financial report. As part of an audit in accordance with the Australian Auditing Standards, I exercise professional judgement and maintain professional scepticism throughout the audit. I also: • identify and assess the risks of material misstatement of the financial report, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for my opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. • obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the institute's internal control. • evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Council. • conclude on the appropriateness of the Council's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the institute'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 institute 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 Council regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that I identify during my audit.



MELBOURNE
13 October 2026

Kevin Chan
as delegate for the Auditor-General of Victoria

Appendices: Appendix A

Australian accounting standards issued that are not yet effective

Certain Australian accounting standards have been issued but are not effective for the 2025-26 reporting period. These accounting standards have not been applied to the financial statements.

Standard / interpretation	Summary	Applicable for annual reporting periods beginning on	Impact on public sector entity financial statements
AASB 18 Presentation and Disclosure in Financial Statements	AASB 18 replaces AASB 101 as the standard describing the primary financial statements and sets out requirements for the presentation and disclosure of information in AASB-compliant financial statements. Amongst other changes, it introduces the concept of the "management-defined performance measure" to financial statements and requires the classification of transactions presented within the statement of profit or loss within one of five categories – operating, investing, financing, income taxes, and discontinued operations. It also provides enhanced requirements for the aggregation and disaggregation of information.	1 January 2028	Minimal impact

Appendix B
Details of consultancies

Details of consultancies (valued at $10,000 or greater)

In 2025-26, there were three consultancies where the total fees payable to the consultants were $10,000 or greater. The total expenditure incurred during 2025-26 in relation to these consultancies was $135,400 (excl GST). Details of individual consultancies are outlined below.

Consultant	Purpose of consultancy	Total approved project fee $ (excl. GST)	Expenditure 2025-26 $ (excl. GST)	Future Expenditure $ (excl. GST)
Headbench Omnip Pty Ltd	Expert advice and review of project management for professional conduct reform program.	24,000	24,000	0
Vicissitude Pty Ltd	Expert advice and review of People and Culture functions and follow up staff and leadership development	71,400	71,400	0
Peter Styles HR Services Pty Ltd	Industrial relations advice	40,000	40,000	0
	TOTAL	**135,400**	**135,400**	**0**

Details of consultancies under $10,000

In 2025-26, there were three consultancies engaged during the year, where the total fees payable to the individual consultancies were less than $10,000. The total expenditure incurred during 2025-26 in relation to these consultancies was $17,641 (excl GST). There were no contracts related to the Victorian Industry Participation Policy.

Appendix C
Images in this report

Front Cover	Kelson Holt - Melton Christian College
Front Cover	Nicole Polson - Home Road Kindergarten (early childhood)
Page 2	Brian Hanley - St Monica's College - Epping
Page 8	Kara Baxter - Strathcona Girls Grammar (independent)
Page 13	Welcome to the Profession Conference
Page 15	Welcome to the Profession Conference
Page 16	Ashleigh Giampaolo - St Patrick's College (catholic)
Page 19	Marist-Sion College - Warragul
Page 21	Ben Ashkenazi, Niki Preston, Shae Grinsted - Haileybury Coeducational Private School Melbourne
Page 24	Lucy Maxwell - Box Hill High School (government)
Page 26	Lydia Palmieri - Melton Christian College
Page 31	Lucy Price - Strathcona Girls Grammar School
Page 37	Klara Baka - Salesian College (independent)
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Appendix D
Statement of Expectations

Official

State Government of Victoria

1 Treasury Place
Melbourne Victoria 3002
Telephone: +61 3 9651 5000

BRI24135690

Ms Lesley Lamb
Chair
Victorian Institute of Teaching
lesley.lamb@vit.vic.edu.au

Dear Ms Lamb

STATEMENT OF EXPECTATIONS 2024 FOR THE VICTORIAN INSTITUTE OF TEACHING

We are pleased to provide you with the Statement of Expectations (SOE) for the Victorian Institute of Teaching (VIT) to guide its strategic plan and business planning processes. This SOE replaces the VIT's 2020–22 SOE and applies from the date this letter is signed until otherwise amended or replaced.

Legislative framework
The Minister for Education is responsible for administering the *Education and Training Reform Act 2006* (the Act) which provides for a high standard of education and training for all Victorians, including setting out the VIT's functions and powers. The Minister for Education shares this responsibility jointly and severally with the Minister for Children for certain provisions of the Act relating to the VIT.

This SOE should be read in the context of the objectives, obligations and functions in the Act and other legislative and non-legislative obligations of the VIT.

Emerging risks and priorities
Based on consultation with the VIT about the government's priorities and emerging risks, our expectations for the VIT are set out below.

As Victoria's regulator of members of the teaching profession, in order to ensure quality teaching and provide for the safety and wellbeing of children, we expect the VIT to discharge its legislative and regulatory duties as set out in relevant legislation.

Our expectation is that the VIT focuses on the following:

A. Promoting the safety and wellbeing of children and young people in early childhood, school and non-school settings

1. Work with the Department of Education (the department) and appropriate agencies to review the VIT's processes that require notifications and information sharing, including but not limited to:
   - VIT's disciplinary functions and assessment of suitability to teach
   - the Disability Worker Regulation Scheme
   - the Reportable Conduct Scheme.

Your details will be dealt with in accordance with the *Public Records Act 1973* and the *Privacy and Data Protection Act 2014*. Should you have any queries or wish to gain access to your personal information held by this department please contact our Privacy Officer at the above address.

This is to identify and implement efficiencies, to reduce regulatory burden and improve timeliness of notifications and information sharing.

2. Address the increasing caseload of referrals, notifications and investigations through policy and process improvements, and provide regular progress reports through quarterly briefings to the Minister for Education.
3. Delivery of training and other education activities for VIT staff and hearing panel pool members, as informed by conduct matter trends and data.
4. Contribute as required to consideration and/or implementation of the recommendations of the Review of Child Safety Arrangements under the National Quality Framework.

B. Improving the teacher registration framework to support teacher supply in schools, early childhood and non-school settings

1. Continue to improve and modernise the teacher registration framework while upholding standards of teacher quality and child safety, including but not limited to:
   - improvements to streamline and simplify registration policy and processes, and unless otherwise specified in this letter, maintaining performance standards set out in the previous SOE, including 90% of application tasks to be completed by published timeframes
   - development of a digital registration card
   - participation in activities that promote national consistency of regulatory processes and outcomes, where possible within the VIT's legislative framework.
2. Continue to improve teacher registration and permission to teach (PTT) application processing and approval times, including for applications for international teachers, and improve responsiveness to queries from schools and other stakeholders regarding applications.
3. Continue to engage with teachers, unions and stakeholders to inform registration policy and processes, including improving feedback mechanisms for teachers and responding to ministerial priorities. Performance measures set out in the previous SOE should continue to be improved where practical, including participation in and results of staff and employer satisfaction surveys, and stakeholder engagement activities with the education sector and other child safety and education sector regulators.

C. Supporting teacher supply and mobility of teachers already registered in other jurisdictions across Australia, and implementation of the National Teacher Workforce Action Plan

1. Partner with the department, unions and applicable stakeholders on the design and implementation of:
   - PTT policy development and initiatives, including supporting the implementation of the senior secondary pathways reforms, which are anticipated to increase the demand for vocational education and training (VET) in schools and the VET delivered to secondary students (VDSS) workforce
   - initiatives to support pre-service teachers with PTT working in schools
   - the provision of supported pathways for returning teachers that reduce barriers for those seeking to return to the profession without compromising quality teaching or child safety
   - improving the capability of teachers in the mentorship of graduate and early service teachers, and pre-service teachers, to support workforce retention
   - advising on and responding to the recommendations from the Teacher Education Expert Panel (Panel) with respect to improving the quality of initial teacher education (ITE)
   - supporting Victorian ITE providers to respond to relevant recommendations of the Panel
   - advising on and implementing the actions of the National Teacher Workforce Action Plan.

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2. Support ongoing innovation in ITE, including through:
   - the timely processing and accreditation of new and amended ITE programs and pathway programs into ITE
   - the development of PTT policy for employment-based models of ITE programs
   - the timely processing and approval of PTT applications with respect to employment-based models of ITE programs.
3. As agreed at the Education Ministers Meeting in July 2023 and communicated to the VIT by the Minister for Education in December 2023, to support the Victorian Government's implementation of Action 5 of the National Teacher Workforce Action Plan (Action Plan) regarding efficient national teacher mobility and streamlining registration processes for prospective teachers, the VIT is to implement the following principles where possible within the VIT's legislated processes:
   - There will be a continued focus on improving national consistency in teacher registration processes.
   - To maximise teacher supply, the registration processes for prospective teachers should be as efficient as possible while upholding acceptable standards of teacher quality and child safety.
   - Within relevant legislative frameworks, registration processes should be streamlined and simple and, where appropriate, barriers to registering as a teacher, and duplication of registration processes, should be removed.
   - All policies and processes related to teacher registration should be very clear for prospective teachers, including those moving to Australia from overseas, and retired and unregistered teachers who intend to return to the profession.
   - Particular consideration should be given to whether alternative authorisation to teach arrangements for ITE students can be improved while still upholding acceptable standards of quality and child safety. Alternative authorisation to teach arrangements should be conditional upon the ITE student continuing to progress towards registration as a fully qualified teacher.

D. Supporting early childhood teaching workforce supply and mobility of teachers already registered in other jurisdictions across Australia, and implementing the *Best Start, Best Life* reforms

1. Work in partnership with the department and applicable stakeholders in relation to both the Victorian Best Start, Best Life Workforce Strategy and the National Children's Education and Care Workforce Strategy.
2. Consider where the adoption of principles from the Action Plan would benefit the early childhood sector. As outlined above at paragraph C(3), this should include a specific focus on streamlining and clarifying teacher registration processes, particularly for prospective teachers, including those moving to Australia from overseas and those seeking to return to the profession.

E. Enhancing reporting, information and data sharing on early childhood teacher and school teacher workforce supply

1. Work with the department to assess options for the development and implementation of an early childhood education information sharing agreement (ISA) that provides critical information in relation to the profile of the current early childhood teaching workforce. An early childhood education ISA would provide the department with regular critical information to better monitor and evaluate the effectiveness of workforce supports. It would also enable effective early childhood teacher workforce planning, and better inform investment in initiatives for improved workforce attraction, retention, and quality.

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2. Continue to develop and implement the ITE ISA with the department and Victorian ITE providers to continue to monitor and report on the Victorian Selection Framework, enhance shared understanding of the ITE pipeline and support responsiveness to system demand.

F. Supporting good governance and a positive workplace culture within the organisation by ensuring the VIT has strong internal frameworks and processes

1. Ensure there is a people and culture strategy in place which is clearly aligned with the Victorian Public Sector Code of Conduct, informed by staff engagement and includes agreed organisational values.
2. Review corporate policies for the management of Conflicts of Interest for all VIT staff and VIT Council members, to ensure compliance with guidance published by the Victorian Public Sector Commission for public sector organisations.
3. Work collaboratively and cooperatively with the Department of Education to develop shared protocols for briefing and advising portfolio Ministers, communicating shared risks and issues and managing potential conflicts of interest between the VIT and the department as an employer of registered teachers. These protocols should draw on the Victorian Public Sector Commission's *Establishing portfolio governance guide*, where appropriate.

Integration into business planning and review

VIT should publish this SOE on its website as soon as practicable after receipt of this letter.

We request that the VIT incorporate these expectations into its strategic plan and business planning, including setting milestones for when VIT will meet these expectations, and report on progress against these expectations in the VIT's Annual Report. These plans should also include appropriate milestones for when this SOE should be reviewed.

We further expect that the VIT, in conjunction with the department, will undertake reviews of the expectations in this SOE as part of its annual reporting process, and will identify and recommend any updates the VIT considers may be necessary, or recommend that the SOE needs to be renewed.

We look forward to seeing the VIT continue to work towards achieving best practice in its critical role as the regulator of teachers in Victoria.

Yours sincerely

Hon. Ben Carroll MP
Deputy Premier
Minister for Education
Minister for Medical Research

10 / 7 / 2024

Hon Lizzie Blandthorn MP
Deputy Leader of the Government in the Legislative Council
Minister for Children
Minister for Disability

11 / 7 / 2024

CC: Jenny Atta, Secretary, Department of Education

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Victorian Institute of Teaching
717 Bourke Street, Docklands VIC 3008
PO Box 531, Collins Street West VIC 8007

t. 1300 888 067
e. vit@vit.vic.edu.au
w. vit.vic.edu.au