FOLLOW UP OF THE AUDITOR-GENERAL'S PERFORMANCE AUDITS APRIL 2012 – AUGUST 2012

Organisation: Audit Office of New South Wales

Name: Mr Grant Hehir

Position: Auditor General

Date Received: 23/01/2014

PA6489

Mr Jonathan O'Dea MP
Chair
Public Accounts Committee
Parliament House, Macquarie Street
SYDNEY NSW 2000

23   December 2013

Dear Mr O'Dea

Follow up of the Auditor-General's Performance Audits April 2012 – August 2012
Your letter of 28 November, Ref: LAC13/387

As requested, I attach our comments on the progress reported to PAC by the agencies in relation to the recommendations in the reports listed below.

- Settling humanitarian entrants in NSW
- Physical activity in government primary schools
- Managing Overtime
- Improving the literacy of Aboriginal students in NSW public schools

Please note, we have not undertaken specific audit work to substantiate the submissions made by the agencies.

I would be happy to provide any further assistance the Committee may need in completing its examination.

Yours sincerely

Grant Hehir
Auditor-General

Encl

Comment by the Auditor-General on agency response to the audit included in the initial report

Comments raised by the Director General reiterate the comments made at the time of the report. In response to these the previous Auditor-General made the following comments.

Settlement planning

I note in my report that the Commonwealth has the constitutional responsibility for immigration.

The point that I am seeking to make is that New South Wales needs to identify the necessary opportunities and support that will best assist humanitarian entrants to make a life here by:

- working in collaboration with the Commonwealth
- holding agencies accountable
- developing partnerships with NSW local government organisations.

Outcomes for humanitarian entrants

The response states that my report does not provide comparative information for the broader population. I stand by the information in my report and I consider that it contains the most relevant comparisons, namely to outcomes of other migration streams and other States.

Recommendations

I am pleased to note that despite the differences of opinion noted above, the response indicates substantial agreement with my recommendations.

In particular I note that "DPC and the CRC will commit to a broader review of the NSW Government Immigration and Settlement Planning Committee (the Committee) as well as seeking to improve information flows between the Commonwealth and NSW to assist in coordinating and improving the delivery of services to this very vulnerable group of NSW citizens". I agree with the DPC and CRC that this information will greatly assist New South Wales in planning service provision.

IMPLEMENTATION OF RECOMMENDATIONS – Department of Premier and Cabinet

Department of Premier and Cabinet and Community Relations Commission
To support permanent residents who come into New South Wales under the humanitarian migration stream, the Department of Premier and Cabinet and the Community Relations Commission:

	Recommendation	Response	Action taken	AO comment
1.	by January 2013, ensure that the Community Relations Commission has explicit responsibility and authority for leading engagement with the Commonwealth and other stakeholders on humanitarian settlement matters (page 22)	Not supported	The NSW Government Immigration Settlement and Planning Committee has been recognised as the conduit for Commonwealth consultations with NSW Government agencies on immigration and settlement issues	Good progress
2.	by January 2013, revise the existing immigration, planning and settlement structure (the NSW Government Immigration Settlement and Planning Committee) or develop an alternate structure that has the responsibility and authority to be the central point for New South Wales to develop, coordinate and implement its statewide settlement policy and planning, including to: • hold agencies accountable • work in collaboration with the Commonwealth • develop partnerships with NSW local government organisations (page 22)	Not supported	DPC and the CRC undertook a review of the composition of the Committee and its Terms of Reference. As a result the composition of the Committee has been expanded and the seniority of its membership increased, to ensure that it is able to drive strategic, collaborative planning of government service delivery relevant to settlement in NSW. Specifically, its Terms of reference include: • To strengthen and increase the effectiveness of formal partnerships with the Commonwealth, NSW local government organisations and other relevant stakeholders.	Good progress
3.	by June 2013, use the above structure to ensure humanitarian entrants are included in settlement planning at a State level (page 22).	Not supported	It is expected that the first meeting of the Committee will be held in December 2013. DPC and the CRC are working together to develop a draft work plan for the Committee ahead of this meeting. Objectives of the Committee Include: 1. To monitor and assess the impact of migrant settlement in NSW. 2. To drive the strategic, collaborative planning of government service delivery relevant to migrant settlement in NSW. 3. To coordinate the development of positions on settlement issues and provide advice to Government	Good progress

PERFORMANCE AUDIT – *SETTLING HUMANITARIAN ENTRANTS IN NEW SOUTH WALES*

IMPLEMENTATION OF RECOMMENDATIONS – Community Relations Commission   PAC submission No 1

RECOMMENDATION	ACCEPTED OR REJECTED	ACTIONS TO BE TAKEN	DUE DATE	STATUS and COMMENT	RESPONSIBILITY
To support permanent residents who come into New South Wales under the humanitarian migration stream, the Department of Premier and Cabinet and the Community Relations Commission will:	Accepted	1. ensure that the Community Relations Commission has explicit responsibility and authority for leading engagement with the Commonwealth and other stakeholders on humanitarian settlement matters	January 2013	This outcome is linked to action 2. Through the revision of the NSW Government Immigration and Settlement Planning Committee (NSWGISPC), the Department of Premier Cabinet (DPC) and the Community Relations Commission (CRC) have aimed to ensure the Committee has the responsibility and authority to be the central point for settlement matters in NSW.	Department of Premier and Cabinet and Community Relations Commission
	Accepted	2. by January 2013, revise the existing immigration, planning and settlement structure (the NSW Government Immigration	January 2013	A NSWGISPC Review Committee comprising DPC, CRC and the Department of Trade and Investment (T&I) was established.	Department of Premier and Cabinet and Community Relations Commission

AUDIT OFFICE COMMENTS

1. Good progress

2. Good progress

						AUDIT OFFICE COMMENTS
		Settlement and Planning Committee) or develop an alternate structure that has the responsibility and authority to be the central point for New South Wales to develop, coordinate and implement its statewide settlement policy and planning, including to: • hold agencies accountable • work in collaboration with the Commonwealth • develop partnerships with NSW local government organisations		New Draft Terms of Reference and a Workplan have been developed. CRC and DPC are currently negotiating the first meeting date of the new Committee (expected to meet prior to the end of 2013).		
	Accepted (contingent on 2)	3. by June 2013, use the above structure to ensure humanitarian entrants are included in settlement planning at a State level	June 2013	Humanitarian entrants are identified as a target group in the new Terms of Reference	Department of Premier and Cabinet and Community Relations Commission	3. Good progress

To support permanent residents who come into New South Wales under the humanitarian migration stream, the Community Relations Commission will:		4. develop, implement and publicise an information portal to become a central access point for information for: • local service providers to assist in planning and service delivery • humanitarian entrants to assist in accessing NSW Government services (page 29)	June 2013		Community Relations Commission
		5. develop a 'New South Wales Card' and explore how it may best be offered to new entrants. The card is to provide information for assistance in engaging with NSW Government agencies (page 29)	January 2013		Community Relations Commission
	Accepted	6. from June 2014, for five years: • require all key agencies nominated	June 2014	Letters have been written to all Multicultural Policies and Services Program	Community Relations Commission

AUDIT OFFICE COMMENTS
4. The report identified that service providers struggle to obtain information about humanitarian entrants, and humanitarian entrants with language, transport and financial difficulties struggle to make contact with the services they need.
In their published response to the report the DPC and CRC accepted that services to humanitarian entrants could be better coordinated, that the responsibilities of respective Commonwealth and State agencies could be better articulated and managed through collaborative mechanisams.
It would be useful to see if there have been any specific actions to better connect humanitarin entrants and service providers, or to make information more accessible.

5. It appears there has been no progress with this initiative, even though the CRC had previously produced just such a guide for international students

		by the Community Relations Commission to include a summary of current issues and outcomes for humanitarian entrants identified in the delivery of agency programs and services in their Multicultural Policies and Services Program report • the Community Relations Commission to publicly report on humanitarian entrant issues and outcomes in the Community Relations Report		(MPSP) key agencies advising that the 2013 Community Relations Report will focus on three priorities, including services for humanitarian entrants. The Report will be tabled in Parliament in March 2014.	
		7. review the purpose and focus of: • the Multicultural Coordinators Forum • the Settlement Service Coalition • the Community Relations Commission Community Consultations and ensure that	January 2013	These forums are valuable to the NSWGISPC as they provide up-to-date information about new and emerging issues from the community and government sectors. Once the new NSWGISPC is instated	Community Relations Commission

AUDIT OFFICE COMMENTS

6. Good progress

7. Progress should be reviewed after the NSWGISPC has begun meeting

						AUDIT OFFICE COMMENTS
		humanitarian settlement issues are elevated to the immigration, planning and settlement structure for action as required (page 29)		and the workplan is finalized, it may be appropriate to modify aspects of the forums to ensure they provide relevant and timely input to the Committee and other mechanisms, such as the National Settlement Framework (NSF).		
		8. identify opportunities to work collaboratively with stakeholders to collect better New South Wales data on settlement outcomes, e.g. the Commonwealth's Longitudinal Survey of Refugees and other Migrants. Use the data to monitor and improve outcomes for humanitarian entrants (page 29)	January 2013	The Commission maintains its view that the better coordination of data and information between the Commonwealth and States/Territories could improve outcomes for humanitarian entrants. CRC now has access to GOVDEX which supports collaboration across governments, and the Department of Immigration and Border Protection (DIBP) Settlement	Community Relations Commission	8. Good progress

						AUDIT OFFICE COMMENTS
				Reporting Facility. These databases provide a range of information not previously available to the NSWGISPC.		
		9. improve public promotion of the responsibility of NSW Government agencies to provide interpreters	January 2013	The Commission recognises the need for increased public awareness about access to interpreters. The Commission ensures State government agencies fulfil their responsibilities to culturally diverse clients through MPSP and promotes this service through its community engagement events.	Community Relations Commission	9. While the documented initiatives are important, the CRC has not advised whether any additional inititives have been implemented since the report

PERFORMANCE AUDIT – *PHYSICAL ACTIVITY IN GOVERNMENT PRIMARY SCHOOLS*

IMPLEMENTATION OF RECOMMENDATIONS – EDUCATION AND COMMUNITIES   PAC submission No 2

Overall, progress is slower than we had anticipated and a number of the recommendations appear to be only partially addressed by the reported actions and status/comments.

Recommendation	AO comment on DEC submission
1. Enhance existing arrangements to effectively monitor and report: • publicly on physical activity programs and outcomes in each Government primary school, including whether planned physical activity requirements are met • on each child's aptitude, attitude, skills and level of activity to his/her parents or guardians (page 17).	The actions partially address the recommendations. The PAC may wish to seek further advice from DEC on whether they intend to: • include a physical activity section in school annual reports • report to parents or guardians on their child's aptitude, attitude, skills and level of activity.
2. Once reliable information is available, use the results of monitoring to identify schools in most need and facilitate assistance to them (page17).	The actions are consistent with the recommendations. The PAC may, however, wish to seek further advice from DEC on whether they have determined the best selection tool (expected October 2013) and what that is.
3. Provide greater recognition for staff involved in student physical activity, especially sport. This could include greater acknowledgment of the value of physical education teaching and sports organising skills in appointments and promotions (page 18).	The actions partially address the recommendations. The PAC may wish to seek further advice from DEC on whether they intend to acknowledge the value of physical education teaching and sports organising skills in appointments and promotions.
4. Ensure schools make best use of the existing time available for physical activity by: • maximising time spent on moderate to vigorous physical activity • keeping students active by minimising time spent waiting their turn, for equipment to be set up or travelling to venues, etc • scheduling some activity each day of the week • maximising opportunities to incorporate physical activity into other key learning areas, including literacy, numeracy and science, and vice versa (page 18).	The actions partially address the recommendations. They focus, however, on providing schools with the information to make best use of available time. The PAC may therefore wish to seek further advice from DEC on how it intends to ensure schools implement this advice and make best use of available time.
5. Consider additional options to further motivate teachers and students including: • encouraging local community leaders and business people (who adopt and advocate an active lifestyle) to visit schools and champion the lifelong	The actions are consistent with the recommendations. The PAC may, however, wish to seek further advice from DEC on what action has been taken to help schools engage with local sporting

benefits of physical activity • helping schools engage with local sporting organisations to encourage greater sharing of expertise (page 19).	organisations to encourage greater sharing of expertise.
6. Increase the skill levels of the primary school teacher workforce in teaching physical activity and sport education. This may include: • providing training to those teachers who need it • recruiting physical education specialists to teach and/or provide on-the-job training and support for classroom teachers. • recruiting more teachers with substantial training or experience in physical education • liaising with universities on initiatives to enhance the physical education and sport coaching skills and experience of teacher graduates (page 20).	The actions partially address the recommendations. The focus of the actions seem to be on making learning opportunities available. The concerns identified in the audit, and the recommendations, were focused more on: • training of teachers who were not already motivated • schools being willing and able to release teachers to undergo training • recruiting teachers who already have skills in physical activity, including specialists. The PAC may, therefore, wish to seek further advice from DEC on what action has been taken to regarding these matters. Also, the PAC may wish to clarify the meaning of the action "review and revise all current DEC policies containing the mandatory requirements of physical activity". In particular, it would be useful to know whether the intent is to make the requirement clearer (eg two hours of moderate to vigorous physical activity per week) or to remove the requirement.
7. Do more to identify best practice in schools and promote its wider adoption. This may include: • developing exemplar programs • conducting seminars • arranging site visits between schools whereby best practice schools can demonstrate attributes of their physical activity programs • assisting schools to tailor solutions which meet their needs (page 21).	The actions are consistent with the recommendations.
8. Further assist schools and groups of schools to develop agreements with local councils to facilitate access to ovals and other facilities at little or no cost (page 21).	The status/comment indicates that 'options are currently being investigated within the current DEC and Health NSW partnerships to identify actions to deliver outcomes'. The PAC may wish to seek advice from DEC on what action has been taken or planned to gain cost-effective access to local council grounds and facilities.

PERFORMANCE AUDIT – *PHYSICAL ACTIVITY IN GOVERNMENT PRIMARY SCHOOLS*

IMPLEMENTATION OF RECOMMENDATIONS – EDUCATION AND COMMUNITIES

Rec.	Accepted or Rejected	Actions	Due Date	Status / Comments	Responsibility
1	Accepted	1.1 Investigate the inclusion of a physical activity section being included in the Annual School Report process and school reports to parents.	November 2014	On Track - meetings held with relevant business units.	Learning and Leadership
		1.2 Strengthen the Principal Assessment and Review Schedule to include a systematic monitoring process related to physical activity in schools.	February 2015	On Track – planning underway to include a physical activity section as part of the self-regulation dashboard for principals.	Learning and Leadership
		1.3 Develop and implement a *Physical Activity Continuum* to assess and enhance physical activity practise in schools	February 2015	On Track – continuum layout has been established and stage specific characteristics are in development. Consultation with industry leaders has commenced and review of the resource by schools and teachers will begin in July 2014.	Learning and Leadership
2	Accepted	2.1 Identify the 100 government primary schools most in need of support in the delivery of physical activity programs.	February 2014	On Track – consultation with Project Control Group has occurred regarding identification options and meetings will be held in late October 2013 to identify the best selection tool.	Learning and Leadership
		2.2 Provide targeted assistance to schools in most need to meet mandatory physical activity requirements.	February 2014	On Track – targeted grants and / or teacher professional learning programs will be available to identified schools.	Learning and Leadership Learning and Engagement
		2.3 Develop a *Physically Active Schools* website that provides centralised information regarding school planning and delivery of physical education, sport and physical activity.	February 2015	On Track – survey completed identifying available DEC content and meetings held regarding website design.	Learning and Leadership Learning and Engagement
3	Accepted	3.1 Develop annual awards and recognition opportunities for teachers involved in sport and physical activity.	May 2013	Completed - the NSW Premier's Sporting Challenge *Excellent Service to School Sport* awards have been instigated and nominations sought. The Department is investigating available recognition options.	Learning and Leadership Human Resources

AUDIT OFFICE COMMENTS

Please refer to Pages one and two for ALL comments.

		3.2 Develop professional learning and other opportunities for teachers involved in sport and physical activity	May 2013	Completed - over 25 registered NSWIT courses are now available to support teachers in the area of sport and physical activity and ongoing development of courses as appropriate, will continue. Available courses can be accessed through MyPL@Edu.	**Learning and Leadership**
		3.3 Develop a set of sport organiser specific workshops and online modules.	November 2013	On Track - Sports Organiser workshops are currently happening across NSW and 5 online modules 'Building Skills as a Sports Organisers' are awaiting final approval with the NSW Institute of Teachers. Once approved these courses will be available at MyPL@Edu.	**Learning and Leadership**
4	Accepted	4.1 Develop a *Physically Active Schools* website that provides centralised information on: • Best practice ideas • Scheduling of physical activity • Benefits of physical activity • How physical activity can occur across KLA's • Community partnerships • Motivational ideas for teachers	February 2015	On Track – survey completed identifying available DEC content and meetings held regarding website design.	**Learning and Leadership** Learning and Engagement
5	Accepted	5.1 Develop a *Physically Active Schools* website to highlight exemplar programs in community partnerships which benefits student outcomes in physical activity.	February 2015	On Track – survey completed identifying available DEC content and meetings held regarding website design.	**Learning and Leadership** Learning and Engagement
		5.2 Review and revise all current DEC policies regarding school use by external providers of physical activity and community use of school playing fields.	February 2015	On Track – planning of policy review underway.	**Learning and Leadership** Learning and Business Systems

					AUDIT OFFICE COMMENTS
6	Accepted	6.1 Develop and implement a *Physical Activity Continuum* to assess and enhance physical activity practise in schools.	February 2015	On Track – continuum layout has been established and stage specific characteristics are in development. Consultation with industry leaders has commenced and review of the resource by schools and teachers will begin in July 2014.	**Learning and Leadership**
		6.2 Develop professional learning and other opportunities for teachers involved in sport and physical activity	May 2013	Completed - over 25 registered NSWIT courses are now available to support teachers in the area of sport and physical activity and ongoing development of courses as appropriate, will continue. Available courses can be accessed through MyPL@Edu.	**Learning and Leadership**
		6.3 Review and revise all current DEC policies containing the mandatory requirements of physical activity ie *Policy Standards for Curriculum Planning and Programming, Assessing and Reporting to Parents K – 12* and *Sport and Physical Activity Safety Policy for Schools.*	June 2014	On Track – planning of policy review underway.	**Learning and Leadership** **Learning and Business Systems**
		6.4 Strengthen the Principal Assessment and Review Schedule to include a systematic monitoring process related to physical activity in schools.	February 2015	On Track – planning underway to include a physical activity section as part of the self-regulation dashboard for principals.	**Learning and Leadership**
7	Accepted	7.1 Develop a *Physically Active Schools* website that provides centralised information on: Best practice ideas Scheduling of physical activity Benefits of physical activity How physical activity can occur across KLA's Community partnerships Motivational ideas for teachers	February 2015	On Track – survey completed identifying available DEC content and meetings held regarding website design.	**Learning and Leadership** **Learning and Engagement**

		7.2 Develop and implement a *Physical Activity Continuum* to assess and enhance physical activity practise in schools.	February 2015	Completed - over 25 registered NSWIT courses are now available to support teachers in the area of sport and physical activity and ongoing development of courses as appropriate, will continue. Available courses can be accessed through MyPL@Edu.	**Learning and Leadership**
8	Accepted	8.1 Develop a *Physically Active Schools* website to highlight exemplar programs in community partnerships which benefits student outcomes in physical activity.	February 2015	On Track – survey completed identifying available DEC content and meetings held regarding website design.	**Learning and Leadership** Sport and Recreation
		8.2 Investigate options with the Division of Local Government, Transport NSW and Office of Communities regarding opportunities to assist schools deliver physical activity outcomes.	February 2015	On Track –options are currently being investigated within the current DEC and Health NSW partnership to identify actions to deliver outcomes.	**Learning and Leadership** Sport and Recreation

AUDIT OFFICE COMMENTS

PERFORMANCE AUDIT – *MANAGING OVERTIME: ROADS AND MARITIME*

IMPLEMENTATION OF RECOMMENDATIONS –NSW Transport, Roads and Maritime Services   PAC submission No 5

Recommendation	Accepted or Rejected	Actions to be taken	Due Date	Status (completed, on track, delayed) and comment	Responsibility (Section of agency responsible for implementation)
Overtime targets and acceptable levels of overtime					
1. Determine acceptable levels of overtime for operational purposes. (#1)	Accept	RMS will determine what an appropriate and acceptable level of overtime should be across the different major business branches operating independently within the organisation, using similar industry-based benchmark targets. These targets would also take into account annual changes in the size of the organisational workload and budgetary limits. Once the appropriate targets are determined, RMS commits to publicly disclosing, as a minimum, annual performance against these targets	31 December 2014 (revised from 31 December 2012)	Delayed – over the past two years since inception, RMS has undertaken substantial organisational restructure and reform including road maintenance contestability program, a strategic review of the Engineering Technology Services business and the transition of RMS Customer Services operations to Service NSW. This macro focus has delayed the detailed micro review and setting of overtime targets across RMS as initially planned following the release of the AG's Performance Audit in mid 2012. The recently announced outsourced Sydney road maintenance delivery arrangements will be fully operable in April 2014 and the transition of customer services operations to Service NSW will continue through to financial year 2014-15. Upon completion of these structural reforms, it is expected that the level of overtime payments in RMS will have reduced by a further 45 per cent or in the vicinity of $18 million. The expected residual overtime payment amount of $23 million per annum will represent approximately 0.4 per cent of RMS' total annual budgeted	All Divisions to determine acceptable levels and coordinated by Corporate Division, Financial Management Branch.
3. Revise its overall overtime target of ten per cent to reflect its commitment to reducing overtime and disclosure performance in future annual reports (#3)	Accept				Target setting coordinated by Corporate Division, Financial Management Branch and inclusion in Annual Report managed by Strategy & Engagement Division.
4. Ensure that individual overtime targets are set for all major branches, consistent with achieving the overall agency target. (#4)	Accept				All Divisions & major Branches to determine overtime targets and coordinated by Corporate Division, Financial Management Branch.

AUDIT OFFICE COMMENTS

Significant operational changes have delayed RMS's implementation of the three recommendations. We note RMS's commitment to taking appropriate actions on overtime targets from mid-2014 when the restructure completed.

The PAC may wish to consider requesting RMS report back on progress in 2014-15.

Recommendation	Accepted or Rejected	Actions to be taken	Due Date	Status (completed, on track, delayed) and comment	Responsibility (Section of agency responsible for implementation)
				expenditure over the forward estimates. RMS will commence a review of its overtime targets in early to mid 2014 based on the substantially revised RMS organisational structure when fully implemented.	
Overtime management, monitoring and reporting					
9. Regularly monitor performance, including overtime levels, against established industry benchmarks. (#9)	Accept	RMS will further review and refine reporting and undertake more detailed analysis to enable better management and monitoring of overtime performance.	Ongoing	On track - RMS continues to provide overtime performance reports that are reviewed each month by the RMS Executive and HR & Finance also provide monthly reporting and analysis at a more detailed level with local Divisional management & operational Managers. Improved monitoring and management processes introduced by RMS (including Road & Fleet Service business) in 2011 have realised an overall $5 million per	All Divisions

AUDIT OFFICE COMMENTS

Actions noted for the four recommendations to improve overtime management, monitoring and reporting.

AG Volume 8, 2013 p55 reports a small reduction in RMS overtime expense and in overtime expenditure as a percentage of total salaries and wages for 2012-13.

Recommendation	Accepted or Rejected	Actions to be taken	Due Date	Status (completed, on track, delayed) and comment	Responsibility (Section of agency responsible for implementation)	AUDIT OFFICE COMMENTS
6. Make better use of its systems to analyse overtime trends as suggested in recent internal reviews. This will support its understanding of the required levels of overtime and assist monitoring of performance against targets. (#6)	Accept		Ongoing	annum or 10 per cent real reduction in absolute overtime dollars over the past two years. This represents a 14 per cent real reduction in overtime expressed as a percentage of base salary and wages.	All Divisions	
5. Maintain a continuing focus on high earners of overtime as part of its strategy to reduce overtime (ongoing). (#5)	Accept	At a branch level, RMS work is ongoing to reduce the number of high earners of overtime relative to their base pay.	Ongoing	On track - RMS continues to provide overtime performance reports that are reviewed each month by the RMS Executive and HR & Finance also provide monthly reporting and analysis at a more detailed level with local Divisional management & operational Managers. Since 2010-2011, the number of high earners of overtime greater than 60 per cent of their base pay has continued to decrease over the past two years both in absolute numbers and as a percentage of total overtime earners.	All Divisions	
2. Further investigate the extent of overtime caused by sick leave and develop strategies to address problem areas (#2)	Accept	RMS has already introduced separate improved sick leave management processes and initiatives across the business that has resulted in reduced levels of sick leave. RMS will further investigate the extent of overtime caused by sick leave and determine if existing sick leave management processes need to be further refined.	31 December 2014 (revised from 31 December 2012)	Delayed - RMS will review further investigate the extent of overtime caused by sick leave and determine if existing sick leave management processes need to be further refined in mid 2014 once the substantial organisational structural reforms within RMS are largely completed.	Corporate Division, Human Resources Branch	

Recommendation	Accepted or Rejected	Actions to be taken	Due Date	Status (completed, on track, delayed) and comment	Responsibility (Section of agency responsible for implementation)
Work practices and industrial Award reforms					
7. Identify opportunities for savings in overtime resulting from changes to work practices suggested in recent internal management reviews of RFS and timetable their implementation. (#7)	Accept	Currently, RMS is undertaking a detailed analysis and contestability review of its road maintenance delivery arrangements on behalf of NSW Treasury and central Government. One of the possible outcomes is the delivery of road maintenance services across the network that will involve more competitive tendering. As part of the business case evaluation process, RMS will assess the net benefits of any initiative proposed to ensure overall efficiency gains, including potential overtime savings, are positive.	4 November 2013 (revised from 31 December 2012)	Completed – in early November 2013, RMS recently announced the awarding of two contracts to external providers for the delivery of road maintenance in the Sydney area. This followed a rigorous tender and business case evaluation process sanctioned by RMS and NSW Treasury that will deliver overall positive net benefits and efficiency gains.	Asset Maintenance Division and Corporate Division, Human Resources Branch
8. Before implementing initiatives, such as the increased use of sub-contractors in place of overtime, assess the overall net benefits leading to improved efficiency. (#8)	Accept				Asset Maintenance Division and Corporate Division, Human Resources Branch
10. Include allowances paid for work outside normal hours when reviewing work practices and reforms in future. (#10)	Accept	RMS is investigating the opportunity of a single industrial award for all salaries staff (effective from 1 July 2013) that will cover a significant number of ex. RTA and ex. NSW Maritime staff. As part of this negotiation process, RMS will investigate and review potential changes to rostering and work practices, shift patterns, allowance arrangements and other work place reforms in consultation with respective employee Union representatives, that may be beneficial in achieving overall labour productivity gains in the cost of delivering works and services, including potential overtime savings.	30 June 2014 (revised from 31 December 2012)	Delayed – given the substantial organisational structural reform in progress during 2013, RMS elected to defer the industrial award consolidation process and rolled over the existing awards to 2014 including any potential changes to rostering and work practices, shift patterns, allowance arrangements and other work place reforms. RMS will review its industrial relations strategy in early to mid 2014 once the substantial organisational structural reforms within RMS are fully implemented.	All Divisions and coordinated by Corporate Division, Human Resources Branch

AUDIT OFFICE COMMENTS

Actions on work practices and industrial award reforms affected by reforms taking place.

We note that the outsourcing of metropolitan road maintenance can result in lower costs as this was a high overtime area with significant numbers of individual high overtime earners.

RMS have committed to revisiting their industrial relations strategy in mid-2014, including revisions and reforms to rostering and work practices, shift patterns and allowance arrangements.

PAC may wish to revisit in 2014-15.

PERFORMANCE AUDIT – *MANAGING OVERTIME: RAILCORP*

IMPLEMENTATION OF RECOMMENDATIONS – NSW TRANSPORT, SYDNEY TRAINS   PAC submission No 6

RECOMMENDATION	ACCEPTED OR REJECTED	ACTIONS TO BE TAKEN	DUE DATE	STATUS AND COMMENT	RESPONSIBILITY
1 RailCorp should determine acceptable levels of overtime for operational purposes (by 31 December 2012).	Accepted	Further analysis and reporting of overtime will be undertaken that focuses on the drivers of overtime to enable better transparency of the amount of overtime that is required for planned operations.	31/12/2012	**In Progress.** Overtime is principally driven by operational requirements. As a 24 hour, 365 day operation overtime is, under the current industrial arrangements, a key enabler to ensure that frontline operations are staffed and that access can be obtained to infrastructure and rollingstock assets outside of normal operating hours in order to perform necessary maintenance and construction which supports the delivery of customer service. Staffing of operations also utilises overtime to meet peak demands such as special events, increased project work and critical skill shortages. The trade-off between staff levels and use of overtime is managed within both the current industrial arrangements, as well as considerations of customer service, health, fatigue and safety.	All Directorates in conjunction with Finance, & People and Corporate Services

AUDIT OFFICE COMMENTS

Sydney Trains is committed to determining the amounts of overtime required for its activities.
This should be achieved as soon as possible.
Commitment to a date to achieve this is desirable.

The PAC may wish to review progress on overtime control in 2014–15, once the new Enterprise Agreement has been implemented (see covering letter)

RECOMMENDATION	ACCEPTED OR REJECTED	ACTIONS TO BE TAKEN	DUE DATE	STATUS AND COMMENT	RESPONSIBILITY
				Enhanced reporting on the drivers of overtime is expected to come from the current extended rollout of rostering tools as well as a new time and attendance system.	
2 RailCorp should further investigate and report on the impact of high levels of sick leave and job vacancies on overtime (by 31 December 2012).	Accepted	Analysis of overtime will be undertaken to identify how much is being driven by sick leave and job vacancies. In addition further initiatives are in place to reduce the level of sick leave in the organisation.	31/12/2012	**Ongoing** It is recognised that high levels of absenteeism and vacancies may have an unfavourable impact on overtime levels. There are a range of strategies and reporting in place to address this. The rollout out of "Visual Management Centre" reporting across the organisation has been established. This approach, which monitors operational performance metrics on a weekly basis, also incorporates reporting on overtime, staff absences and headcount. Measures and key performance indictors on a number of people related issues including staff attendance levels have also been incorporated into senior and middle management business plan scorecards. There have also been a range of	People & Corporate Services

AUDIT OFFICE COMMENTS

The PAC may wish to review progress on reducing sick leave and identifying how much overtime is being driven by sick leave and job vacancies in 2014–15.

	RECOMMENDATION	ACCEPTED OR REJECTED	ACTIONS TO BE TAKEN	DUE DATE	STATUS AND COMMENT	RESPONSIBILITY
					attendance management activities that have focused on staff with high levels of sick leave, excess levels of annual leave as well as staff that are off roster.	
3	Railcorp should revise its current overtime targets and introduce further targets that focus on overtime costs across all divisions as part of broader reforms (by 31 December 2012).	Accepted	In addition to current overtime budgeting and reporting, further reporting will be introduced focusing on overtime cost ratios and will extend to all significant divisions. As in the past all groups will have specific overtime budgets.	31/12/2012	**Completed.** In addition to overtime budgets and associated financial reporting, Directorate targets for overtime hours were established in December 2012. RailCorp achieved a reduction in overtime hours to normal hours from 8.02% in 2011/12 to 7.93% in 2012/13 and a year on year reduction in overtime expense of 4.5% (or 7.7% wage adjusted) over the same period. Given the ongoing Rail reform cost based ratios were not deemed an appropriate measure during such a period of change. This will be revisited once the reform is further advanced. Following the disaggregation of RailCorp, Sydney Trains has adopted an equivalent target for overtime hours of <10.2%.	All Directorates in conjunction with Finance & People and Corporate Services
4	RailCorp should strive to achieve international benchmarks for train crewing to improve	Accepted	Railcorp already has a number of initiatives in place to improve efficiency in train crewing. These will continue to	Ongoing	**In progress.** The Fixing the Trains reform includes various initiatives to	Operations

AUDIT OFFICE COMMENTS

The action is shown as 'completed' although we note cost targets have not yet been implemented.

Overtime expenses and overtime hours as a percentage of normal hours reduced in 2012-13.

However, overtime as a percentage of total salaries and wages did increase (from 7.6 to 7.8 %). See AG Volume 8, 2013 p55.

PAC may wish to ask when cost targets will be revisited.

RECOMMENDATION	ACCEPTED OR REJECTED	ACTIONS TO BE TAKEN	DUE DATE	STATUS AND COMMENT	RESPONSIBILITY
efficiency and reduce overtime. This should include better aligning shifts and rosters to meet demand (ongoing).		be pursued and further opportunities will be considered within the constraints of the current Enterprise Agreement, as part of the Fixing the Trains program.		improve train crewing efficiency and "footplate time". In addition the area of train crew productivity has been an area identified for discussion with unions as part of the 2014 Enterprise Agreement.	
5 RailCorp should prepare a plan to accelerate the revision of work practices in infrastructure maintenance and renewals divisions, similar to rolling stock initiatives, to create greater flexibility and improve productivity (by 31 December 2012).	Accepted	Consideration has been given to such work practice revisions and the planning of these will be progressed as recommended.	31/12/2012	**Planning completed. Implementation in Progress** A program for maintenance reform has commenced. Key work streams focus on aligning operational models to work flows, maximising labour productivity through rostering and scheduling, increased maintenance productivity through capacity and maintenance planning improvements and streamlining and amalgamation of work teams and sites.	Maintenance
6 RailCorp should prepare a plan to include the equally significant allowances and penalties relating to work outside normal hours when reviewing overtime practices (by 31 December 2012).	Accepted	Penalty payment arrangements are specified in the current Enterprise Agreement and in many cases are functions of the timeframes in which operations are provided to the travelling public and the timeframes operational and maintenance activities can be performed without	31/12/2012	**Planning completed. Implementation in Progress** The Fixing the Trains reform is focusing on opportunities for improved work practices and increased productivity. In conjunction a key discussion	All Directorates in conjunction with Reform, Finance, & People and Corporate Services

AUDIT OFFICE COMMENTS

The PAC may wish to review progress in improving train crewing efficiency in 2014–15, once the new Enterprise Agreement has been implemented.

The PAC may wish to review implementation of maintenance reform against the plan in 2014-15.

The PAC may wish to review the quantum of allowances and penalties paid following implementation of the 2014 Enterprise Agreement.

RECOMMENDATION	ACCEPTED OR REJECTED	ACTIONS TO BE TAKEN	DUE DATE	STATUS AND COMMENT	RESPONSIBILITY	AUDIT OFFICE COMMENTS
		disrupting services. However, as part of ongoing reform, consideration will be given to rostering and work scheduling that minimises, to the extent possible, penalty payments.		area with unions as part of the 2014 Enterprise Agreement will be in relation to rostering and utilisation aligned with customer and organisational needs.		
7 RailCorp should further improve reporting to monitor the achievement of overtime targets across all divisions (by 31 December 2012).	Accepted	Targets will be established for separate operational areas based on the nature of their operations and reporting against these targets will be introduced.	31/12/2012	Completed. As noted in 2) above there have been a range of reporting enhancements that incorporate overtime among other key operational and performance metrics. These include the rollout of Visual Management Centres to key areas of the business; enhanced overtime reporting to the executive; and the development of business plan scorecards for senior and middle management.	All Directorates in conjunction with Finance & People and Corporate Services	Sydney Trains are committed to establishing relevant operational overtime targets. Further to our comments against 3 above, these targets should include cost targets, and PAC may wish to ask when these are to be in place.

PERFORMANCE AUDIT - *IMPROVING THE LITERACY OF ABORIGINAL STUDENTS IN NSW PUBLIC SCHOOLS*

IMPLEMENTATION OF RECOMMENDATIONS – Department of Education and Communities   PAC submission No 3

	RECOMMENDATION	ACCEPTED OR REJECTED	ACTIONS TO BE TAKEN	DUE DATE	STATUS (completed, on track, delayed) and COMMENT	RESPONSIBILITY (Section of agency responsible for implementation)
1	By December 2013, the Department needs more realistic targets with which to assess its progress in improving the literacy of Aboriginal students. All schools should set targets for Aboriginal students based on a realistic assessment of each individual's capability.	**Accepted in revised form:** "All schools should set targets for Aboriginal students identified as "at risk" in terms of literacy attainment based on a realistic assessment of each individual's capability"	• New school based assessment and accountability framework involving schools as part of the Local Schools, Local Decisions reform. • The establishment of personalised learning and support plans involving all schools as part of the implementation of the reform "Every Student, Every School".	December 2013	**On track** The development of the new school based assessment and accountability framework is underway. Personalised learning and support is made available through the NSW Government's education reform, Every Student, Every School. Work is being undertaken to develop a functional assessment tool to ascertain where a student needs an adjustment to their learning, to inform the development and provision of personalised learning and support for that student. Other relevant actions: The *Best Start Kindergarten Assessment* is being used across the state to recognise every Kindergarten student's literacy understanding at point of entry to school and to identify their individual learning needs.	Learning and Leadership – new school based assessment and accountability framework Learning and Engagement (Disability, Learning and Support) – Personalised learning and support

AUDIT OFFICE COMMENTS

1.
We note the Department's revised recommendation specifically addresses how school should set targets for Aboriginal students. Their response does not address the setting of realistic targets at the regional and Departmental level. Our audit report states the State-wide target for closing the gap was not proving very useful at region and school level. The PAC may wish to enquire what work has been done to set realistic targets to allow the performance of regions and the Department to be assessed as a whole.

The new 'personal learning and support plans' and 'functional assessment tool' are a move in the right direction in tracking and reporting on individual student performance. This project was targeted for completion in December 2013.

PAC may wish to check whether it is now complete and see examples of improved tracking and reporting of Aboriginal students' progress.

	RECOMMENDATION	ACCEPTED OR REJECTED	ACTIONS TO BE TAKEN	DUE DATE	STATUS (completed, on track, delayed) and COMMENT	RESPONSIBILITY (Section of agency responsible for implementation)
2	By December 2013, the Department needs more standardised, consistent and practical tools for assessing and diagnosing student performance. A wider use of the Literacy Continuum and further development of diagnostic tools like Best Start appear to offer the best prospect of this.	Accepted with a revised delivery date of: "December 2013 and ongoing"	Develop • Literacy Continuum K-6 and Best Start - teacher professional development. • Literacy Continuum 7-10.	December 2013 and ongoing	On track Literacy Continuums K-6 and 7-10 developed. Professional learning and support for teachers in Literacy is available through a range of programs including: • Best Start Kindergarten Assessment and Stage 1 Professional Learning • Language, Learning and Literacy (L3) • New Focus on Reading 3-6. Teachers are also supported through access to the Interactive Literacy Continuum, *Literacy K-12 Policy*, DEC Literacy website and literacy publications – *An introduction to quality literacy teaching, Literacy teaching guide – Phonics* and *Literacy teaching guide – Phonemic Awareness*. Registered professional learning courses on using the Literacy and Numeracy K-10 continuums in both primary and secondary school contexts are being developed for publication in 2014. The Best Start software has been extended from Kindergarten, so that by the end of 2013 all government primary school teachers will have access to *Planning Literacy and Numeracy* (PLAN) software that supports tracking and monitoring student progress in literacy and numeracy across the primary school years K-6. By the end of 2014 all teachers	Learning and Leadership – Literacy Continuum and EAL/D

AUDIT OFFICE COMMENTS

2.
We note that the Best Start Software and Literacy Continuum will extend to Year 6 and secondary school for assessing and diagnosing student performance. The 'functional assessment tool' also appears to address this recommendation.

However, the target date of completion has been revised to 'December 2013 and ongoing' with some action items not expected until 2014.

PAC may wish to check on current completion status.

RECOMMENDATION	ACCEPTED OR REJECTED	ACTIONS TO BE TAKEN	DUE DATE	STATUS (completed, on track, delayed) and COMMENT	RESPONSIBILITY (Section of agency responsible for Implementation)	AUDIT OFFICE COMMENTS
		• EAL/D Learning Progression professional learning, including how it can be used with the Literacy Continuum • Functional assessment tool to be developed by December 2013.		K-8 will be able to use the software to track individual student achievement in Literacy. EAL/D: The English as an Additional Language or Dialect (EAL/D) Learning progression has been developed by ACARA to support implementation of Australian Curriculum by assisting teachers to identify students' levels of English language proficiency and to plan teaching and learning activities. Professional learning in the use of the Learning Progression has been available during 2013 (completed by 1,298 participants) and will continue in 2014. Work is currently being carried out to finalise individual student profile reporting for schools. The Personalised Learning and Support Signposting Tool is expected to be available to be used by schools early in 2014. Other relevant actions: Under the Improving Literacy and Numeracy National Partnership, all 402 schools (213 primary, 174 secondary and 15 central schools) were required to assess targeted students against either the NSW DEC Literacy or Numeracy K-10 Continuum-. The same targeted students will be reassessed against the Literacy Continuum in November 2013.	Learning and Engagement (Disability, Learning and Support) – Functional assessment tool	

	RECOMMENDATION	ACCEPTED OR REJECTED	ACTIONS TO BE TAKEN	DUE DATE	STATUS (completed, on track, delayed) and COMMENT	RESPONSIBILITY (Section of agency responsible for implementation)
					The Early Action for Success Strategy (EA4S) aims to improve students' performance through a targeted approach within the early years of schooling (K-2). There are currently 92 schools participating in EA4S. Of these schools: • 83 schools (90%) have more than 5% Aboriginal students in K-2 • 26% of all K-2 enrolments in EA4S schools are Aboriginal students. Under EA4S Instructional Leaders coordinate the identification of the literacy and numeracy achievement of all Kindergarten to Year 2 students, strategically plan tiered interventions and work with the school executive to determine the professional learning needs of staff to differentiate instruction.	
3	by December 2014, the Department needs to ensure that all Aboriginal students who perform at or below National standards in literacy are provided with the additional support they need • Setting criteria to identify those Aboriginal students eligible for additional	**Accepted in a Revised form** By December 2014, the Department needs to ensure that all Aboriginal students who perform below National Standards in literacy are supported through a personalised learning and support plan that	• New school based assessment and accountability framework involving all schools as part of the Local Schools, Local Decisions reform. • Implementation of the reform Every Student, Every School – embedded in the work of student learning support	December 2014	**On track** The development of the New School based assessment and accountability framework is underway. Through the strategy Every Student, Every School, a range of projects have been developed and implemented to build the capability of Departmental staff to understand and respond to the additional	Learning and Leadership – new school based assessment and accountability framework Learning and Engagement (Disability, Learning and Support) – Every Student,

AUDIT OFFICE COMMENTS

3.
The Department's revised recommendation does not include Aboriginal students who perform <u>at</u> National Standards in literacy as requiring additional support. Our recommendation did consider these students as being at risk of falling behind and requiring additional support. PAC may wish to ask why this was changed.

Other than the above, the Department's response appears to address our recommendation in principle provided:
- the newly allocated specialist learning and support teacher's role are equipped to ensure all Aboriginal students requiring additional support are identified

RECOMMENDATION	ACCEPTED OR REJECTED	ACTIONS TO BE TAKEN	DUE DATE	STATUS (completed, on track, delayed) and COMMENT	RESPONSIBILITY (Section of agency responsible for implementation)
literacy support, and the nature of the support required • Keeping data on the targeted use of literacy support programs in schools • Specifying the interventions needed for Aboriginal students who have scored in the bottom two bands of NAPLAN for their year • Systematically tracking students in need, the instances of intervention and the resulting performance outcomes • Conducting routine educational audits.	directly addresses each student's individual literacy development needs. • School learning support teams and specialist learning and support teachers will provide advice about and monitor the success of the Personalised Literacy Intervention program developed for each student. • Interventions and outcomes for students in need will be systematically tracked via their personalised learning and support plan. • Routine educational audits will be undertaken.	teams, student learning and support teachers and the required use of learning and support plans for identified students (lead: Disability, Learning and Support Unit). • Teaching English Language Learners (TELL) professional learning provided to increase teacher capacity to meet the needs of students learning English as an additional language or dialect.		learning and support needs of students. Every regular school is now allocated a specialist learning and support teacher and annual flexible funding to support students with additional learning needs and their classroom teachers. The allocation of these resources is based on index of student learning need in the school drawn from longitudinal NAPLAN data over three years. An extensive range of professional learning is also being progressively implemented for teachers and support staff. TELL: Information about community engagement and effective assessment practices, including assessment for learning, is included in teacher professional learning through online Classroom Teacher Program modules and the 6 module professional learning program, *Teaching English Language Learners (TELL)*. TELL also provides professional learning in ESL pedagogy to address the needs of students learning English as an additional language or dialect. In 2013, 1,298 teachers completed the program. Other relevant actions: Under the Improving Literacy and Numeracy National Partnership (ILNNP), the final list of schools was formed by identifying schools with the greatest	Every School Learning and Leadership - TELL Learning and Leadership - Improving Literacy and Numeracy National Partnership

AUDIT OFFICE COMMENTS

and the levels of intervention needed are met in their school; and
- the new 'personalised learning and support plan' will systematically track student's needs and progress.

PAC may wish to clarify this.

The Department's response provides limited information on the 'new school based assessment and accountability framework'. It would be helpful to know more about this framework and how it will address the audit recommendations.

RECOMMENDATION	ACCEPTED OR REJECTED	ACTIONS TO BE TAKEN	DUE DATE	STATUS (completed, on track, delayed) and COMMENT	RESPONSIBILITY (Section of agency responsible for implementation)	AUDIT OFFICE COMMENTS
				numbers of students in the bottom two bands on NAPLAN. The schools involved in the ILNNP have been provided with additional resources to assess targeted students against the continuum, develop actions to improve outcomes and reassess the students. In the *Early Action for Success* strategy, Instructional Leaders coordinate the identification of the literacy and numeracy achievement of all Kindergarten to Year 2 students, strategically plan tiered interventions and work with the school executive to determine the professional learning needs of staff to differentiate instruction. They lead the professional learning of teachers in effective literacy and numeracy teaching practices. The Department is using a consistent and coordinated approach across all participating schools in evaluating *Early Action for Success*. Key components of the evaluation framework include: • collection of baseline data against which improvements in student achievement, teacher learning and school leadership practices can be measured • ongoing monitoring and reporting against key milestones highlighted within the *Early Action for Success* 2013 Implementation Plan	Learning and Leadership - Early Action for Success	

	RECOMMENDATION	ACCEPTED OR REJECTED	ACTIONS TO BE TAKEN	DUE DATE	STATUS (completed, on track, delayed) and COMMENT	RESPONSIBILITY (Section of agency responsible for implementation)
					• development of common performance measures against which student progress is judged • tracking the progress of individual students from Kindergarten to Year 3 NAPLAN using some of the above measures.	
4	by December 2014, the Department needs to ensure its new management systems are fully developed and quickly put to use to enable the effective tracking analysis of students performance and students needs over time.	Accepted	a) First component of the new Student Administration and Learning Management (SALM) solution - Wellbeing - implemented for initial 229 schools participating in the Empowering Local Schools National Partnership.	September 2013	**Completed** SALM provides schools with an online student-centric view of student information including: • personalised learning and support • additional learning and support needs • counselling and referrals • custody and access • suspensions and expulsions	Learning Management and Business Reform (LMBR)
			b) Second component of the new SALM solution – Student Management – implemented for initial 229 schools participating in the Empowering Local Schools National Partnership.	November 2013	**On track** – SALM will provide schools with a tool to manage and organise the many activities of individuals and groups of students including: • class attendance • timetabling • curriculum • attendance • health and behaviour • sick bay/first aid • administration of medication • behaviour incidents; and • student finance	Learning Management and Business Reform (LMBR)
			c) Both components of SALM implemented for the remaining 2000 plus NSW public schools.	End of 2014	**On track**	Learning Management and Business Reform (LMBR)

AUDIT OFFICE COMMENTS

4.
PAC may wish to see examples of improved tracking and reporting of Aboriginal students' progress once implemented.

	RECOMMENDATION	ACCEPTED OR REJECTED	ACTIONS TO BE TAKEN	DUE DATE	STATUS (completed, on track, delayed) and COMMENT	RESPONSIBILITY (Section of agency responsible for implementation)
5	By December 2013, the Department needs a means of routinely evaluating the effectiveness of schools' efforts to promote the involvement and support of Aboriginal parents and the Aboriginal community.	**Accepted in revised form** By December 2013, the Department needs a means of routinely evaluating the involvement and support of Aboriginal parents and the Aboriginal community.	Develop a monitoring process, in consultation with the Aboriginal Education Consultative Group (AECG).	December 2013	**Completed** In collaboration with the NSW AECG, a monitoring process has been developed. This involves the NSW AECG regularly collecting information about what schools the AECG supports, the level of support given by the AECG to those schools and the number of schools that have staff who regularly attend AECG meetings. The NSW AECG will collect this information from regional AECGs using a mutually agreed template as part of the AECG's routine internal data collection and dissemination processes. The NSW AECG will then forward this information to the Department's Aboriginal Education and Community Engagement Unit annually.	Learning and Engagement (Aboriginal Education and Community Engagement)
6	By December 2012, the Department needs to periodically review the resourcing and allocation of Aboriginal field staff.	**Supported in principle** This recommendation is supported in principle, however, there are planned timelines for these actions currently in place that preclude actioning this by December 2012.	Review resourcing and allocation of field staff within the context of the Department's Aboriginal Human Resources Development Plan 2012-2017 and broader departmental reforms.	December 2013	**Completed** In 2010, the Department established a new paraprofessional classification of staff that now includes: • Aboriginal Community Engagement Officers • Write it Right Support Officers The Department has developed the Resource Allocation Methodology (RAM) in the context of *Local Schools, Local Decisions*. Under this reform, principals and school communities will be able to make decisions about the employment of Aboriginal field staff based on local needs. Through the Public Schools NSW realignment, Aboriginal field positions	Human Resource Directorate

AUDIT OFFICE COMMENTS

5.
The Department's response does not recognise the school's responsibility and accountability to increase involvement and support of the Aboriginal community. We found schools did use a variety of means to do this but their efforts were not measured.

We note the Department has collaborated with the AECG on the monitoring process. Although the involvement of AECG is important, it is it is not the only way to promote involvement of Aboriginal parents and community. It would be helpful to have more information on what data/information is collected in the agreed template to cover all efforts made by the schools.

6.
No comment.

	RECOMMENDATION	ACCEPTED OR REJECTED	ACTIONS TO BE TAKEN	DUE DATE	STATUS (completed, on track, delayed) and COMMENT	RESPONSIBILITY (Section of agency responsible for implementation)
					have been reviewed and allocated according to local community and departmental needs.	
7	By December 2012, the Department needs to ensure all AECG representatives are provided with information on the performance of Aboriginal students and their progress at school level, where the biggest problems are and where intervention is needed.	Accepted in revised form By December 2012, the Department needs to ensure that the NSW AECG is provided with regular information concerning the performance of Aboriginal students at a school level including identifying areas of greatest concern. NOTE: further revision of this recommendation was required in order to protect students' entitlement to privacy.	A monitoring process will be developed in consultation with the AECG.	December 2012	Completed, with data provided by AECG region, rather than by school. The publication of data by Aboriginality and by school would enable some Aboriginal students to be identified, and thereby breach their entitlement to privacy. In view of the potential breach of some Aboriginal students' entitlement to privacy, the NSW AECG did not support the release of data by school. The Department liaised with the NSW AECG to determine the level of disaggregation that would be most appropriate and helpful for AECG use. It was agreed that providing data by AECG regions would enable areas of concern to be identified, support the NSW AECG in its strategic planning and provision of support to schools, and therefore would be consistent with the intent of Recommendation 7.	Learning and Engagement (Aboriginal Education and Community Engagement) coordinates the data provision. The data is supplied by the Statistics Unit and the High Performance Unit.
8	By June 2013, the Department needs to evaluate the design and effectiveness of PLPs, now that it has several years of experience in their use by schools. It needs to specify minimum	Accepted in revised form Change date to December 2013 and ongoing to align with the development of personalised learning and support plans.	Establish a working party with representatives from the NSW AECG, Aboriginal Education and Community Engagement, Disability, Learning and Support, Student Engagement and Interagency Partnerships	December 2013	On track A working party with representatives from the nominated sections has been established. Data about PLP implementation has been collected from each of the Department's 10 former school regions. This includes regional PLP guidelines, summaries of regional	Learning and Engagement (Aboriginal Education and Community Engagement)

AUDIT OFFICE COMMENTS

7.
No comment.

8.
The target date of completion has been revised to 'December 2013 and ongoing'.

Based on the Department's response, the actioning of this recommendation will feed into other actions related to the development of the new 'personalised learning and support plans' (refer recommendation 1 and 3).

RECOMMENDATION	ACCEPTED OR REJECTED	ACTIONS TO BE TAKEN	DUE DATE	STATUS (completed, on track, delayed) and COMMENT	RESPONSIBILITY (Section of agency responsible for implementation)
content and frequency, with the inclusion of a literacy component for all students at risk of falling behind.		and High Performance to analyse data.		evaluations, PLP templates used in a sample of schools and interviews with a sample of teachers involved with PLPs. This data is being analysed. PLP guidelines are also being drafted.	
9 By June 2013, the Department needs to routinely evaluate the efficiency and effectiveness of its programs and measures to improve the literacy of Aboriginal students.	**Accepted with revised timeline** Change date to December 2013 to align with broader reform agenda.	Develop: • New school based assessment and accountability framework involving all schools as part of the Local Schools, Local Decisions reform. • Centre for Education Statistics and Evaluation to systemically evaluate the effectiveness and efficiency of programs across DEC	December 2013	**On track** The development of the New School based assessment and accountability framework is underway. The Department has established the Centre for Education Statistics and Evaluation (CESE) to improve the effectiveness, efficiency and accountability of education in NSW. CESE is working with DEC business centres to implement the new NSW Government Evaluation Framework introduced in August 2013. The Department will prioritise more rigorous, systematic and transparent evaluation of programs that are aligned to government priorities in the NSW 2021 Plan. The Ministerial Advisory Group on Literacy and Numeracy provides advice to the NSW Government on the *Literacy and Numeracy Action Plan*. In response to the Advisory Group's recommendations a 2013 priority action for Early Action for Success is trialling additional strategies to strengthen the partnership between home and school, using place based	Learning and Leadership -- new school based assessment and accountability framework Centre for Education Statistics and Evaluation Learning and Leadership -- Ministerial Advisory Group on Literacy and Numeracy

RECOMMENDATION	ACCEPTED OR REJECTED	ACTIONS TO BE TAKEN	DUE DATE	STATUS (completed, on track, delayed) and COMMENT	RESPONSIBILITY (Section of agency responsible for implementation)
				approaches that work best to identify areas of literacy and numeracy need.	