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Victorian Auditor-General's Office

Performance Reporting Systems in Education

Victorian Auditor-General's Report

Tabled 18 September

The Victorian Auditor-General's Office

- **Purpose** – assurance to Parliament on the accountability and performance of the Victorian public sector.

- **Legislation** – *Audit Act 1994* defines powers and responsibilities of the Auditor-General and the Victorian Auditor-General's Office.

- **Mandate** – financial and performance audits of around 550 entities.

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Background to the audit

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- Effective performance reporting is central to well-run organisations.

- For government, performance reporting is also an important element of accountability to the public.

- The *Financial Management Act 1994* requires government departments to prepare annual reports.

- Budget Paper 3 contains departments' performance against specified measures and targets.

Building for Growth
2013-14 VICTORIAN BUDGET

Service Delivery
Budget Paper No. 3

Presented by the Hon. Michael O'Brien MP
Treasurer of the State of Victoria

Department of Education and Early Childhood Development

Department of Education and
Early Childhood Development
Annual Report 2011–12

Department of Education and Early Childhood Development

The Department of Education and Early Childhood Development (DEECD) provides birth to adulthood learning and development services to millions of Victorians each year, with a budget of $11.5 billion.

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Early childhood development	School	Higher education and skills
Birth to 8 years	**5 to 18 years**	**15 years and beyond**
• Maternal & child health • Early years learning • Early intervention	• Primary education • Secondary education • Special education • Health and wellbeing	• Vocational education and training • Higher education • Apprenticeships/ traineeships • Adult education
• 400 000 children and families.	• 800 000 students	• 890 000 learners

Audit objective and scope

Audit objective

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To assess the effectiveness of DEECD's information management systems, processes and controls.
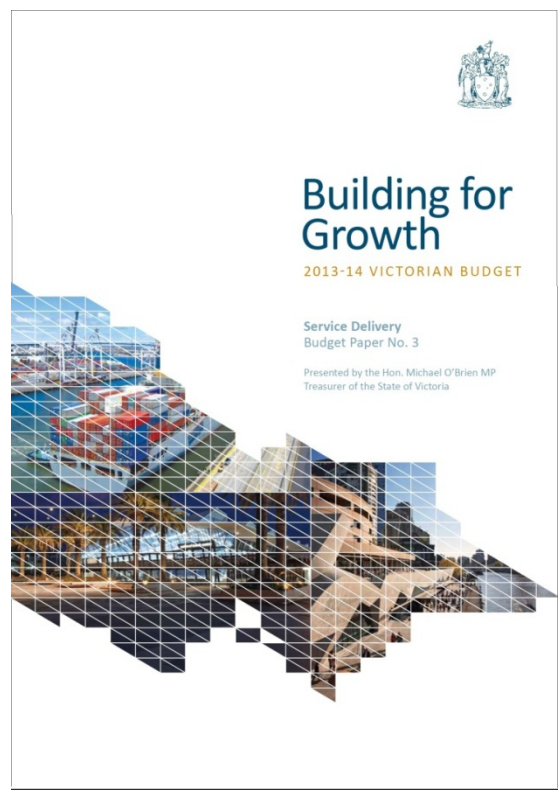
Audit scope

Six information systems within DEECD.

Audit objectives and scope – *continued*

We assessed six systems, which contribute half of DEECD's BP3 measures.

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Cases 21
– School admin system

On Track
– Survey of school leavers

Census of Computers in Schools
– No. of school computers

Skills Victoria Training System
– VET training delivered

Maternal & Child Health
– Data on MCH from local government

Centaur
– Analysis of school admin data

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Conclusion

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- DEECD's information management is inconsistent:

  - good practice is evident in some systems

  - notable gaps in others.

- DEECD does not have an overarching information management strategy driving better practice.

- Despite a lack of strategy, four of the six systems we examined were fundamentally sound.

- Two systems have multiple weaknesses that raise doubts about the reliability of their information.

Findings—Information strategy

- For several years, DEECD has been without an information management strategy.

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- Previous attempts to develop a strategic approach were never fully implemented.

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- This has left DEECD without the leadership needed to drive better practice in information management.

- It has also led to recurrence of information management issues.

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Findings—Information strategy – *continued*

VAGO audits identified recurring information management issues

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VAGO audits with information related issues
Early Childhood Development Services: Access and Quality – 2011
Indigenous Education Strategies for Government Schools – 2011
Casual Relief Teacher Arrangements – 2012
Science and Mathematics Participation Rates and Initiatives – 2012
Programs for Students with Special Learning Needs – 2012
Student Completion Rates – 2012
Implementation of School Infrastructure Programs – 2013
The State of Victoria's Children: Performance Reporting – 2013
Management of Staff Occupational Health and Safety in Schools – 2013

Findings—Information strategy – *continued*

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- DEECD does not adequately link information between the sectors.

- A unique student number could provide invaluable information on the outcomes of policies and programs over time.

- The Victorian Student Number is limited in its coverage.

- There is potential for DEECD to expand the Victorian Student Number to include early childhood, and education beyond the age of 24.

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Findings—Management of key information systems

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Strong	**Centaur** Strengths in: • completeness • validity • timeliness • consistency • accuracy	**On Track** Strengths in: • completeness • validity • timeliness • consistency • accuracy

Medium

Skills Victoria Training System

Strengths in:	Weaknesses in:
• completeness	• timeliness
• consistency	
• validity	
• accuracy	

CASES21

Strengths in:	Weaknesses in:
• completeness	• consistency
• validity	• accuracy
• timeliness	

Weak

Maternal and Child Health

Weaknesses in:
• completeness
• validity
• timeliness
• consistency
• accuracy

Census of Computers in Schools

Strengths in:	Weaknesses in:
• validity	• completeness
• timeliness	• consistency
	• accuracy

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Findings–The future of information management at DEECD

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- DEECD has been working on a number of initiatives to enhance its information management practices.

- Developing a new information strategy is the key component of this work.

- The draft strategy is aligned with Department of Treasury and Finance principles and contains 46 individual initiatives.

- This work is promising, however, DEECD has not developed implementation plans, nor secured funding for it.

Recommendations

	Accept
The Department of Education and Early Childhood Development should:	
• adopt system-wide processes and controls that ensure that all of its information systems are regularly reviewed, managed to consistent standards and contain reliable and accurate data	✓
• develop a detailed project plan for the implementation of its information strategy that describes the scope of activities, required resources and time lines, and implement actions in accordance with this plan.	✓

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