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**Government Responses to the Recommendations of**  
**PUBLIC ACCOUNTS AND ESTIMATES COMMITTEE'S**  
**121<sup>st</sup> Report to Parliament - *Review of the Auditor-General's Reports 2009-2011***

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Consolidated Response

Pursuant to Section 36 of the *Parliamentary Committees Act 2003*, this paper provides a response to the recommendations contained in the Public Accounts and Estimates Committee's (PAEC) 121<sup>st</sup> Report.

**Guide for readers** - Following is the explanation of the format of this paper.

<b>1</b>		
<b>Title</b>		
<b>2</b>		
<b>Chapter number and topic</b>		
<b>1</b>	<b>2</b>	<b>3</b>
<b>PAEC recommendation</b>	<b>Response</b>	<b>Action taken to date and commitment to further action</b>

Row 1: Indicates the title of this paper.

Row 2: Indicates the number and topic of the response to the PAEC recommendations.

Column 1: Contains PAEC's recommendations as published in its 121st Report.

Column 2: Indicates the Government's response to each recommendation: 'Support', 'Support-in-Principle', 'Not Support' or 'Under Review'.

Column 3: Provides an explanation of the Government's position on the recommendation indicates the actions that have been taken to date, relevant to the implementation of the recommendation and outlines commitment to further action, relevant to the implementation of the recommendation.

PAEC recommendation	Response	Action taken to date and commitment to further action
<b>Recommendation 1, p10, Chapter 2: Key Observations from the Inquiry</b>		
<p>The Department of Treasury and Finance review the presentation of the annual Government Response to the Auditor-General's report, with a view to developing an improved format which includes detailed information about:</p> <p>(a) what specifically will be done to implement each audit recommendation;</p> <p>(b) timeframes for the implementation of each audit recommendation; and</p> <p>(c) the assignment of responsibility within the agency for implementing each audit recommendation.</p>	Support	<p>The Government is committed to the principles of accountability and transparency embodied in Government Responses. The Government intends to continue to further deepen its responses to the Auditor-General's recommendations as part of the Auditor-General's new follow-up process on performance audit recommendations. As required by the Auditor-General, the report to Parliament will include the actions and implementation timeframes for each audit recommendation.</p>
<b>Recommendation 2 p12, Chapter 2: Key Observations from the Inquiry</b>		
<p>Agencies need to implement effective internal processes to monitor and track the complete and timely implementation of the Auditor-General's recommendations. Agency senior management, internal audit and audit committees all have an important role to play in this area. Agencies should develop detailed action plans for the implementation of audit recommendations which ensure that:</p> <p>(a) responsibilities for implementation are clearly assigned;</p> <p>(b) a timeframe for implementation is specified; and</p> <p>(c) regular reporting and acquittal of audit recommendations is made to the agency's senior management and audit</p>	Support	<p>The Government supports agencies planning and monitoring the implementation of Auditor-General's recommendations.</p>

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committee.		
<b>Recommendation 3, p13, Chapter 2: Key Observations from the Inquiry</b>		
<p>Agencies that gain responsibility for a previously audited policy or program following a machinery of government change:</p> <p>(a) ensure that any outstanding audit recommendations are carried over and actioned appropriately; and</p> <p>(b) consider liaising with the Auditor-General's Office to ensure they fully understand the issues and audit recommendations and are able to appropriately respond to the recommendations made.</p>	Support	The Government supports the recommendation that agencies gaining responsibility for a program following a machinery of government change will implement outstanding actions from any previous audit of the program.
<b>Recommendation 4, p14 Chapter 2: Key Observations from the Inquiry</b>		
<p>Lead agencies strengthen their leadership and governance with regard to their operational and subsidiary agencies to ensure that those entities are fully appraised of the issues and recommendations raised in the Auditor-General's reports and to actively promote the effective implementation of the Auditor-General's recommendations.</p>	Support	The Government supports the recommendation that lead agencies ensure operational and subsidiary agencies are fully appraised of issues, recommendations and implementation responsibilities raised in Auditor-General reports.
<b>Recommendation 5, p16 Chapter 2: Key Observations from the Inquiry</b>		
<p>Lead agencies ensure that effective monitoring and oversight arrangements are put in place with respect to programs, policies and service delivery for which they are ultimately accountable.</p>	Support	The Government will continue to promote effective oversight and monitoring arrangements of the implementation of supported recommendations made by the Auditor-General.

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<b>Recommendation 6, p17 Chapter 2: Key Observations from the Inquiry</b>		
<p>Public sector agencies put in place an effective system of performance measurement and evaluation for key programs, policies and services. Elements of an effective system include:</p> <p>(a) setting clear objectives and targets for programs;</p> <p>(b) collecting baseline data at the outset for later comparison;</p> <p>(c) designing appropriate measures which are linked to program outcomes; and</p> <p>(d) putting in place regular and systematic reporting.</p>	Support	<p>The Government supports the principle of effective systems of performance management for all public sector agencies. The Government will consider this principle in any future reforms.</p>
<b>Recommendation 7, p27 Chapter 3: The Effectiveness of Student Wellbeing Programs and Services</b>		
<p>The Department of Education and Early Childhood Development undertake a review of the student health and wellbeing guidance and support material available on its website in an effort to:</p> <p>(a) confirm that the material and references provided are relevant and up to date; and</p> <p>(b) simplify and rationalise the material and references provided.</p>	Support	<p>The Department of Education and Training's (DET) overarching strategic framework for health and wellbeing, the Principles for Health and Wellbeing, forms part of student health and wellbeing guidance and is available on the Department's website. DET is committed to ensuring that the guidance and materials on the site are relevant, current, and easy to access and navigate.</p> <p>Part of the work delivered by the University of Melbourne under the Building Resilience project was an audit of current wellbeing materials on the DET website. This audit made recommendations as to what content should be retained, updated and archived, and will be implemented as the next phase of work in Building Resilience. The Building Resilience portal also highlights key, core resources around wellbeing that are linked to building resilience, and connects directly to them from the interactive model providing a directory of key internal and external resources in this space.</p>
<b>Recommendation 8, p37 Chapter 3: The Effectiveness of Student Wellbeing Programs and Services</b>		
<p>The Department of Education and Early Childhood Development progress with its review of the Attitudes to School Survey (ATSS) to identify whether:</p> <p>(a) the ATSS remains a relevant and</p>	Support in principle	<p>The Attitude to School Survey is currently under review. The current survey includes a small number of health and wellbeing questions. The survey review will provide an opportunity to canvas views on the suitability of the survey for collecting health and wellbeing data in the future.</p> <p>In addition DET is currently implementing the Victorian Student Health and Wellbeing Survey (VSHAWS) in selected primary and secondary schools. This tool was developed in line with national and international best practice in the assessment of health and</p>

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<p>useful method for obtaining information upon which an individual school and the Department can assess the health and wellbeing of students;</p> <p>(b) the ATSS could be revised to enable the capture of information relevant to assessing the effectiveness of student wellbeing programs and interventions or whether other methods for assessing program effectiveness are more appropriate; and</p> <p>(c) better methods for measuring student wellbeing exist in other similar jurisdictions which could inform the design of data collection methods in Victoria.</p>		<p>wellbeing of students.</p> <p>The survey will gather information relating to a range of health and wellbeing outcomes including physical health, healthy behaviours, psychological/emotional wellbeing, perceived academic performance, school satisfaction and school and family relationships. Findings from the survey will be reported at a state and local level on the Victorian Child and Adolescent Monitoring System. A trial of the use of school level data to support planning will also be undertaken.</p>
<b>Recommendation 9, p39 Chapter 3: The Effectiveness of Student Wellbeing Programs and Services s</b>		
<p>The Department of Education and Early Childhood Development identify how information collected through the Victorian Child and Adolescent Monitoring System can be used to develop new student wellbeing initiatives and better target the departmental resources to improve student wellbeing outcomes.</p>	Support	<p>DET is committed to improving data collection and dissemination to better understand health and wellbeing needs and inform service planning and delivery. This includes a range of data collections which are reported through the Victorian Child and Adolescent Monitoring System and other means.</p> <p>The Department will initiate a strategic evaluation of the DET health and wellbeing system in 2014-15. The strategic evaluation will consider arrangements for the provision of health and wellbeing services to improve service provision and ensure resources are invested in the areas of greatest need, as well as with the greatest impact on outcomes.</p>
<b>Recommendation 10, p43 Chapter 3: The Effectiveness of Student Wellbeing Programs and Services</b>		
<p>The Department of Education and Early Childhood Development review how it measures student wellbeing outcomes and ensure that meaningful performance measures and targets are established which provide some context around:</p>	Support	<p>Wellbeing is one of four strategic outcomes for DET. The Department has recently completed a project to strengthen its indicators and measures for monitoring wellbeing outcomes across the life course.</p> <p>The Department has released its health and wellbeing policy, the Principles for Health and Wellbeing, which outlines health and wellbeing priorities. Aligning with these priorities, the Department has developed the new Performance and Outcomes Framework. The Department has also introduced a new School Performance Framework which introduces enhanced performance and development arrangements for schools and school staff, delivering more meaningful accountability, feedback and support to improve practice in schools. The Framework measures schools' performance in four main areas: student achievement,</p>

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(a) what is desirable in terms of student wellbeing outcomes; and (b) how much progress is being made in achieving the desired outcomes.		engagement, wellbeing and productivity. The new school-based accountability arrangements assist schools to engage in a process of annual self-evaluation, which includes wellbeing issues, and undertake either a peer review or priority review at least once every four years.
<b>Recommendation 11, p43 Chapter 3: The Effectiveness of Student Wellbeing Programs and Services</b>		
The Department of Education and Early Childhood Development consider appropriate measures to assess student wellbeing performance across the early years of schooling (Prep to Year Four) and include these in its performance reporting in its Annual Report	Support	<p>The new School Performance Framework applies from Prep to Year 12. The new Framework will introduce enhanced performance and development arrangements for schools and school staff, delivering more meaningful accountability, feedback and support to improve practice in schools. The Framework measures schools' performance in four main areas: student achievement, engagement, wellbeing and productivity.</p> <p>The new school-based accountability arrangements assist schools to engage in a process of annual self-evaluation, which includes wellbeing issues, and undertake either a peer review or priority review at least once every four years.</p>
<b>Recommendation 12, p43 Chapter 3: The Effectiveness of Student Wellbeing Programs and Services</b>		
The Department of Education and Early Childhood Development provide more commentary in its Annual Report about the performance measures reported and what they represent in terms of outcomes and whether the results are expected or unexpected.	Support	<p>In 2012-13, the Department adopted four new outcomes to lift Victorian education performance into the global top tier: achievement; engagement; wellbeing and productivity. The effectiveness of student wellbeing programs and services are now prominently and clearly articulated in the Department's Annual Report. Objectives are measured through a range of indicators. Trends in these indicators demonstrate the Department's performance story, where gains have been made and where improvement is needed.</p> <p>In 2014-15, the Department will finalise a review of its indicators to ensure they are effectively tracking our progress. This review will draw on best-available evidence and identify gaps in existing data collections to strengthen our monitoring of performance.</p>
<b>Recommendation 13, p46 Chapter 3: The Effectiveness of Student Wellbeing Programs and Services</b>		
<p>The Department of Education and Early Childhood Development establish a regular and systematic program of review to assess the effectiveness of its major student wellbeing programs and interventions to ensure that:</p> <p>(a) resources are being used effectively to achieve desired student wellbeing objectives and outcomes; and</p> <p>(b) information is obtained to facilitate the continuous improvement of future student wellbeing program design and</p>	Support	<p>DET continues to monitor and evaluate key student wellbeing programs to ensure they are meeting their objectives. Recent examples include the Primary Welfare Officer Initiative, School Focused Youth Service and ongoing evaluation of the Bully Stoppers initiative.</p> <p>The DET Plan for Health and Wellbeing commits to the regular and ongoing evaluation of the Department's health and wellbeing programs in order to ensure the best health and wellbeing outcomes for Victorian children and young people. A strategic evaluation of Health and Wellbeing is currently being scoped for commencement in 2015. This will include consideration of service effectiveness and the performance measures used to monitor them.</p>

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delivery.		
<b>Recommendation 14, p60 Chapter 4: Literacy and Numeracy Achievement</b>		
<p>The Department of Education and Early Childhood Development consider the introduction of mandatory assessment of numeracy for students entering primary school in order to more effectively identify those students requiring early numeracy support.</p>	Support	<p>There is currently no mandated numeracy assessment tool for students entering primary school, however, principals and teachers are expected to use high-quality assessment tools and analyse evidence to evaluate the impact of teaching practice and monitor student learning progress, in particular identifying those students requiring additional numeracy support. These assessments include the Mathematics Online Interview. The Interview consists of appropriate hands-on assessment tasks where students demonstrate mathematical understanding and preferred strategies for solving increasingly complex tasks. This tool can provide school entry data to teachers which enable targeted and differentiated learning for students who require additional numeracy support.</p> <p>In 2014, 52 per cent of students were assessed using the interview on entry to school. Schools also have access to Australian Early Development Index (AEDI) (2012) data to support identification of Prep students at risk, on school entry, across five domains including school-based cognitive skills. Schools receive core funding for early years literacy and numeracy including Year 1 intervention funding. The Insight Online Assessment Portal provides schools, principals and teachers with high quality assessment advice, information, resources and research to better understand and support the needs of all students, including those entering school for the first time. The Insight Online Assessment Portal strongly emphasises the need to understand children's learning progress including the use of diagnostic information to support educators differentiate curriculum and assessment to effectively identify and support those students requiring early and sustained numeracy support.</p> <p>As the Department conducts further research and consultations, it will consider options for mandatory numeracy assessment.</p>
<b>Recommendation 15, p60 Chapter 4: Literacy and Numeracy Achievement</b>		
<p>The Department of Education and Early Childhood Development review the effectiveness of its online assessment tools in identifying students requiring numeracy support and investigate whether those students actually receive the support they need and ensure that the support provided effectively impacts those students' learning outcomes.</p>	Support in principle	<p>DET provides high-quality, evidenced-based mathematics tools that assess students' mathematics knowledge and skills including the Mathematics Online Interview and the Fractions and Decimals Online Interviews. The Mathematics Online Interview is currently undergoing further review and development to enhance the tool and the data sets it provides. These tools allow teachers to differentiate their teaching to ensure students receive the targeted support they require to improve student learning outcomes. Schools can also access the VCAA's NAPLAN data service reports which provide information on student gain (from Year 3 to Year 5, 5 to 7 and 7 to 9) as either high, medium, or low, relative to their peers who achieved exactly the same NAPLAN score two years earlier.</p> <p>The Department agrees there is further opportunity to expand its assessment platform and provide access to a quality assured suite of online assessment tools in numeracy and other learning areas. The Department's Insight Online Assessment Portal provides high quality assessment advice to assist schools to investigate whether students actually receive the support they need and ensure that the support provided effectively impacts those students' learning outcomes. The Department's Performance Framework sets thresholds in areas such as numeracy for schools and privileges growth in student learning outcomes as a key determinant of school performance.</p>

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<b>Recommendation 16, p62 Chapter 4: Literacy and Numeracy Achievement</b>		
<p>The Department of Education and Early Childhood Development needs to ensure that major initiatives and programs directed at improving outcomes are linked to evaluation and reviews which provide an indication of their success and/or impact.</p>	<p>Support in principle</p>	<p>The Department has embedded evaluation and review in all project development processes and requires a robust evaluation framework to be in place before major projects can commence. The Department has implemented recommendations from past VAGO performance reports and undertakes evaluation and review of all major literacy and numeracy initiatives. The Department is strengthening the way it measures outcomes and performance by taking a systems view to describe indicators which will enable us to track performance and its impact on learners.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>- the Australian Council of Educational Research was contracted to provide an independent assessment of the Primary Maths and Science Specialists (Cohort 1 - 2012/13) which found increased teacher capacity and confidence and improved student engagement and outcomes in science and mathematics.</li> <li>- A second evaluation is currently under way to evaluate outcomes for Cohort 2 (2014/15) and provide a synthesised evaluation of the whole initiative.</li> <li>- DET's Literacy Strategy 2014 - 2024 has a Literacy Outcomes Evaluation Framework to measure our progress in literacy performance which will guide future investments.</li> <li>- Linking Learning Birth - 12 initiative evaluation has identified indicators of progress that can identify improvement of children's learning in the short, medium and long term as well as regular feedback to the lead locations to identify quickly what is working and what isn't and therefore adapt interventions for greater growth in children's learning outcomes.</li> <li>- A longitudinal, cross-sectoral oral language research project The Classroom Promotion of Oral Language (CPOL) is a randomised control trial and includes progressive measures of teacher knowledge of oral language and evidence-based oral language teaching practices. The three year evaluation will investigate the impact of these practices on improving student outcomes in standardised measures of oral language and reading proficiency.</li> </ul>
<b>Recommendation 17, p62 Chapter 4: Literacy and Numeracy Achievement</b>		
<p>The Department of Education and Early Childhood Development ensure that it has a workforce management system in place which collects accurate and complete data in relation to teacher skills and capacity in respect to teaching numeracy in government primary and secondary schools.</p>	<p>Support</p>	<p>DET's Teacher Supply and Demand Report presents information about the early childhood and school teaching workforce in Victoria. This report collects data on teachers who are qualified to teach the Mathematics specialisation, the supply of and demand for Victorian mathematics teachers, characteristics such as age and gender and identifies which geographical areas experience difficulty in filling mathematics teaching positions. The Teacher Supply and Demand Report collects significant data at VCE level. The Staff in Australia's Schools Survey 2013 has national measures of the numeracy skills of teachers which will be considered for inclusion in future Teacher Supply and Demand Reports. The Department will review existing data sets to identify gaps in workforce data.</p>
<b>Recommendation 18, p62 Chapter 4: Literacy and Numeracy Achievement</b>		
<p>Recommendation18: The Department of Education and Early Childhood</p>	<p>Support in principle</p>	<p>a) DET supports matching workforce data to student outcomes in numeracy (finding a relationship between teacher capacity and student learning outcomes). The Primary Mathematics and Science Specialists evaluation (Cohort 1 – 20-12/13) found a link</p>

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<p>Development consider matching workforce data to student outcomes in numeracy to:</p> <p>(a) assess the effectiveness of initiatives implemented by the Department to improve teacher capacity such as: professional development programs; mentoring; and specialist coaching;</p> <p>(b) identify gaps between demand for maths and science teaching skills in schools and the actual skill set available to deliver numeracy programs competently and effectively; and</p> <p>(c) determine strategies to address workforce skill shortages in an effort to optimise student learning outcomes in Victorian government schools.</p>		<p>between increased teacher capacity and confidence and improved student engagement and outcomes in science and mathematics. A second evaluation is currently under way to evaluate outcomes for Cohort 2 (2014/15) and provide a synthesised evaluation of the whole initiative.</p> <p>b) The Department already utilises the Teacher Supply and Demand Report to identify gaps in workforce capacity. The Department will undertake a review of where the data sets are available in terms of skill sets and where additional data sets are required to identify where additional gaps occur particularly in secondary mathematics.</p> <p>c) As part of developing a new maths and science education plan the Department has reviewed existing data sets linking teacher confidence delivering maths with student achievement (e.g. the four-yearly Trends in International Mathematics and Science Studies). The Department is addressing workforce skill shortages in numeracy by attracting high achieving individuals into the teaching profession through the use of alternative initial teacher education pathways. Scholarships are offered to attract teachers to skill areas.</p>
<b>Recommendation 19, p68 Chapter 4: Literacy and Numeracy Achievement</b>		
<p>The Department of Education and Early Childhood Development undertake systemic analysis of student achievement in low-SES schools to identify the reasons for differences in performance between those schools and to inform future resource allocation.</p>	Support	<p>DET analyses student achievement data from sources including AusVELS teacher judgements and the National Assessment Program for Literacy and Numeracy (NAPLAN) by socio-economic status. The Department's internal analysis has shown that there has been improvement in student achievement in some low SES schools but not consistently across all low SES schools. The Department provides funding to schools who qualify as low SES. The funding is allocated to schools that are in the 25th percentile of neediest schools as measured by the Student Family Occupation (SFO). This funding enables schools to develop locally owned, tailored and targeted approaches to produce the highest effect on student learning outcomes. The Department is continually researching ways to improve its resource allocation funding for low SES schools.</p>
<b>Recommendation 20, p73 Chapter 4: Literacy and Numeracy Achievement</b>		
<p>The Department of Education and Early Childhood Development identify those areas of poorest student achievement in Victoria (low-SES schools and rural and regional schools) and develop detailed evidence-based initiatives to target resources in an effort to have an improvement in student outcomes in</p>	Support	<p>DET analyses student achievement data from sources including AusVELS teacher judgements and the National Assessment Program for Literacy and Numeracy by socio-economic status. The Department's internal analysis has shown that there has been improvement in student achievement in some low SES schools but not consistently across all low SES schools. The Department provides funding to schools who qualify as low SES. The funding is allocated to schools that are in the 25th percentile of neediest schools as measured by the Student Family Occupation (SFO).</p> <p>This funding enables schools to develop locally owned, tailored and targeted approaches to produce the highest effect on student learning outcomes. Research shows that diagnosis and response to particular literacy and numeracy issues has to be done locally to</p>

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those schools.		<p>have greatest effect. The Department has an obligation to respond when a school does not demonstrate sufficient progress or where there is other evidence of significant risk to students' achievement, wellbeing or engagement. In such circumstances, the Department will determine the level of support or intervention required to restore the ability and autonomy of that school to self-improve.</p> <p>The Department's Rural and Regional Education Strategy, recognises the particular challenges faced by learners in regional Victoria, and the difference and disparity in education and development outcomes in comparison to their metropolitan peers. This strategy has a range of actions to improve student outcomes including supporting more effective teaching and learning and improving service provision in rural and regional communities.</p> <p>Rural and regional providers also benefit from a range of state-wide efforts to support high-quality education, such as the Primary Maths and Science Specialists, the School Specialisation grants and the range of courses provided by the Bastow Institute of Educational Leadership. Every Toddler Talking and Classroom Promotion of Oral Language are two initiatives aimed at the early years of learning and schooling currently being implemented that address children most at risk of achieving below expected levels of oracy and literacy achievement due to low socio economic status among other risk factors. These initiatives target educators and children in low SES areas and are preventative in intent while also providing capacity building for Maternal Child Health professionals, allied health professionals and educators in both the promotion of effective oracy teaching and learning and integrated service delivery. Both programs will be rigorously evaluated to measure impact and effectiveness on learning outcomes.</p>
<b>Recommendation 21, p73 Chapter 4: Literacy and Numeracy Achievement</b>		
The Department of Education and Early Childhood Development expedite the implementation of its Rural Education Strategy in an effort to strategically address the poor educational performance of students living in rural and regional Victoria. The Strategy should include clear objectives, evidence-based and targeted initiatives and actions, and specified improvement targets and outcomes for both literacy and numeracy achievement levels.	Support in principle	<p>There are already a number of initiatives in place to improve learning outcomes in rural and regional Victoria. This includes initiatives such as the \$20 million Regional Partnership Facilitation Fund and the \$5 million Local Solutions Year 12 Retention Fund, which support rural and regional communities to pursue a range of learning pathways. Rural and regional providers also benefit from a range of state-wide efforts to support high quality education, such as the Primary Maths and Science Specialists, the School Specialisation grants and the range of courses provided by the Bastow Institute of Educational Leadership.</p> <p>The rural and regional plan will build on these initiatives to improve learning outcomes for learners, providers, families and communities. Research tells us that schools are best placed to identify and diagnose their issues on the ground, and develop tailored approaches to produce the highest effect on student learning outcomes. The achievement of literacy and numeracy goals and targets are established by individual schools in School Strategic Plans and are monitored by the schools themselves, their school councils, senior regional office staff, and every four years by a review team through either a peer or priority review. From 2014, performance of schools has been reported against key performance thresholds as outlined in the School Performance Framework. The Department is developing a comprehensive Outcomes Framework across all stages of learning identifying critical data to monitor and assess impact and progress and evaluate effectiveness of improvement initiatives and interventions.</p>
<b>Recommendation 22, p79 Chapter 4: Literacy and Numeracy Achievement</b>		

PAEC recommendation	Response	Action taken to date and commitment to further action
<p>The Department of Education and Early Childhood Development monitor the impacts and outcomes of initiatives directed at targeting students achieving well below expected levels in literacy and numeracy in the early years of schooling through an appropriate monitoring and reporting system.</p>	<p>Support</p>	<p>English Online Interview (mandatory for Prep) and Mathematics Online Interview assessment tool "Prep Detour" (at the school's discretion) assess literacy and numeracy skills of students starting Prep and provide baseline data relating to individual student achievement to support effective learning progress. Diagnostic Assessment Tools in English assist teachers to identify students requiring early intervention. Teachers are supported to make reliable and consistent judgements of student achievement by using the AusVELS achievement standards, progressions points and the English Developmental Continua F-10. Schools also receive core funding for early years literacy and numeracy including Year 1 intervention funding.</p> <p>Schools use the Australian Early Development Index (AEDI) (2012) data to support identification of Prep students at risk on school entry across five domains including school based language and cognitive skills. Principals and their teachers, in every school, are expected to lead improvement in student learning through, documented, school-wide curriculum, based on AusVELS, targeted at student learning needs and used as the reference point for monitoring improved student learning outcomes. Principals and teachers use high-quality assessment and analysis of evidence to evaluate the impact of teaching practice on student learning progress. Through the Schools Performance Framework all schools are required to engage in self-evaluation every year against evidenced-based thresholds, including literacy and numeracy achievement, to determine effectiveness of teacher practice on student learning outcomes.</p> <p>DET's Literacy Strategy Birth to Skills will support educators to improve their diagnostic capability through development of new and or existing oracy assessment tools and advice as well as assisting teachers and schools to use current tools effectively to ensure all students at risk of not achieving at expected levels, including students with learning difficulties, are identified early and appropriate support is provided. Every Toddler Talking and Classroom Promotion of Oral Language are two initiatives aimed at the early years of learning and schooling currently being implemented that address children most at risk of achieving below expected levels of oracy and literacy achievement. Both programs are being rigorously evaluated to measure impact and effectiveness on learning outcomes.</p>

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<b>Recommendation 23, p85 Chapter 4: Literacy and Numeracy Achievement</b>		
<p>The Department of Education and Early Childhood Development consider developing both interim and longer-term targets for literacy and numeracy achievement in Victoria. Such targets should comprise realistic progressive improvement targets and also longer-term aspirational targets against which the performance of the government school system can be assessed.</p>	Support	<p>DET's Strategic Plan 2013-2017 includes the priority to 'achieve large gains in literacy and numeracy'. Currently, progressive and long term achievement goals and targets are established by individual schools in School Strategic Plans and continue to be monitored by the schools themselves, their school councils, senior regional office staff, and every four years by a review team through either a peer or priority review. From 2014 school performance has been reported to schools against key performance thresholds as outlined in the School Performance Framework.</p> <p>The Department is developing a comprehensive Outcomes Framework across all stages of learning identifying critical data to monitor and assess impact and progress and therefore evaluate effectiveness of improvement initiatives and interventions. As part of the maths and science plan and Literacy Strategy the Department has identified a range of high impact drivers such as supporting teachers to continually build on their professional practice. The Literacy Strategy is implementing a number of actions that will address building teacher capacity, monitoring student literacy achievement and accountability for student literacy outcomes with both the classroom teacher and the school principal. The Literacy Strategy will align closely with the School Performance Framework to provide more tools to measure individual learning gain and learning performance across a number of measures including growth in literacy and oracy in AusVELS English and Mathematics and NAPLAN. The Department analyses student achievement data from sources including the National Assessment Program for Literacy and Numeracy and PISA in which the performance of the government school system can be assessed against national and international jurisdictions and will continue to do so into the future.</p>
<b>Recommendation 24, p85 Chapter 4: Literacy and Numeracy Achievement</b>		
<p>The Department of Education and Early Childhood Development ensure that its performance management framework takes into account both quantitative and qualitative educational outcomes and that its analysis of performance improvement includes both overall system performance and also individual and collective performance (i.e. specific groupings or cohorts of schools and/or students).</p>	Support	<p>Victorian schools use the School Performance Framework to improve their performance by engaging their peers in a cycle of performance feedback that includes performance planning, self-evaluation, review, and performance reporting. The types of review a school undertakes will be determined following assessment of the school's performance against a consistent set of state-wide measures about students' achievement, engagement and wellbeing, and the productivity of their school. Measures will be drawn from the School Performance Framework. Schools performing above key performance thresholds including literacy and numeracy will engage in a peer review. Schools performing below key thresholds, or for which there is other evidence of a significant risk to student achievement, wellbeing or engagement, will participate in school reviews.</p> <p>The Victorian Student Number (VSN), which is unique to each student, is a key identifier on a student's school records, and will remain with the student throughout his or her education, until reaching the age of 25. The VSN is progressively being used to support the analysis of individual and student cohort performance outcomes and contribute to the evaluation of programs. English Online Interview (mandatory for Prep) and Mathematics Online Interview assessment tools "Prep Detour" (at the school's discretion) assess literacy and numeracy skills of students starting Prep and provide baseline data relating to individual student achievement to support teaching to point of need. Diagnostic Assessment Tools in English and VCAA On Demand Assessment Program, assist teachers to identify students requiring intervention in literacy and numeracy across all stages of schooling. Resources are available to support teachers to make reliable and consistent judgements of student achievement, including the AusVELS achievement standards, progressions points and the English Developmental Continua F-10.</p>

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<b>Recommendation 25, p91 Chapter 4: Literacy and Numeracy Achievement</b>		
<p>The Department of Education and Early Childhood Development:</p> <p>(a) establish a structured framework for the system-wide evaluation of major literacy and numeracy support programs and interventions; and</p> <p>(b) ensure that evaluations undertaken seek, as far as practicable, to directly link interventions and actions with measurable outcomes, supported by hard evidence and data in relation to student achievement.</p>	Support	<p>a) To ensure that literacy investments are focused on moving Victoria closer to the quality teaching and learning conditions found in high performing jurisdictions, DET will develop a literacy outcomes evaluation framework to measure its progress in literacy performance and guide future investments which will:</p> <ul style="list-style-type: none"> <li>- benchmark and then biannually review our systemic literacy performance</li> <li>- develop investment and evaluation guidance for providers to support more effective investment in programs/approaches to increase their literacy performance.</li> </ul> <p>b) Measuring Outcomes and Performance</p> <p>The Department is strengthening the way it measures outcomes and performance through analysis of learning gains and its impact on learners. Short, medium and long term indicators have been developed to track performance and measure learning gains and these will be reported against in a dashboard format.</p> <p>The Department has embedded evaluation and review in all project development processes and requires a robust evaluation framework to be in place before major projects can commence.</p>
<b>Recommendation 26, p93 Chapter 4: Literacy and Numeracy Achievement</b>		
<p>The Department of Education and Early Childhood Development establish a timetable for the development and implementation of enhancements to analytical capabilities in relation to the Department's Enterprise Reporting and Business Intelligence data warehouse to ensure timely management and implementation of the project.</p>	Support	<p>All new data sets are being incorporated into the Enterprise Reporting and Business Intelligence (ERBI) Analytical Enterprise Data Warehouse as a matter of course. Analytical capability is being enhanced with the establishment of data linkages using the VSN and or other student identifiable data.</p>
<b>Recommendation 27, p99 Chapter 4: Literacy and Numeracy Achievement</b>		
<p>Recommendation 27: In order to effectively measure performance and implement a more strategic continuous improvement approach, the Department of Education and Early Childhood Development needs to:</p> <p>(a) set clear literacy and numeracy achievement objectives and targets;</p>	Support in principle	<p>a) Achievement objectives and targets are established by individual schools in School Strategic Plans. These objectives are monitored by the schools themselves, their school councils, senior regional office staff, and every four years by a review team through either a peer or priority review. Through this process schools are supported to modify and adapt interventions and programs based on student learning data.</p> <p>b) To support this work the Department is developing a comprehensive Outcomes Framework across all stages of learning, identifying critical data to monitor and assess impact and progress and therefore evaluate effectiveness of improvement initiatives and interventions. The Department have identified a range of high impact drivers such as supporting teachers to continually build on their professional practice.</p>

PAEC recommendation	Response	Action taken to date and commitment to further action
<p>(b) identify the critical data required to evaluate the effectiveness of major improvement programs and interventions; and</p> <p>(c) develop regular and systematic performance reporting to enable:</p> <ul style="list-style-type: none"> <li>• results to be monitored and for modifications or changes to be made where necessary;</li> <li>• targeted interventions to be effectively monitored and assessed; and</li> <li>• literacy and numeracy support programs and interventions to be sustained for as long as results support their continuation</li> </ul>		<p>c) Research shows that to achieve sustained change at a system level, literacy and numeracy improvement strategies and interventions must be locally owned and have as a focus building internal capacity. Schools are expected to identify and diagnose their issues on the ground, and develop tailored approaches to produce the highest effect on student learning outcomes. The Department provides quality evidence-based resources and accountability mechanisms to support the achievement of student learning gain.</p> <p>As evidenced by the School Performance Framework, Principals and teachers in every school lead improvement in student learning through, documented, school-wide curriculum, based on AusVELS, targeted at student learning needs and used as the reference point for monitoring improved student learning outcomes. Principals and teachers use high-quality assessment tools and analyse evidence to evaluate the impact of teaching practice and monitor student learning progress. These assessments include standards-based measurement of student achievement in fundamental areas including literacy and numeracy. Schools can also access the VCAA's NAPLAN data service reports which provides information on student gain (from Year 3 to Year 5, 5 to 7 and 7 to 9) as either high, medium, or low, relative to their peers who achieved exactly the same NAPLAN score two years earlier. DET's Literacy Strategy will identify gaps in student literacy assessments and provide tools that will be both diagnostic and enable monitoring of student progress at both the individual and system levels.</p> <p>The Literacy Strategy will also develop processes for improving the sharing of student literacy achievement data across educational settings to enable faster and more targeted interventions, a more collaborative approach to a child's learning and to assist with seamless transition across learning settings to improve learning outcomes. DET in conjunction with VCAA provide support to educators to implement and assess outcomes in the Victorian Early Years Learning and Development Framework and to report against standards in AusVELS English and Mathematics to enable targeted teaching and interventions where appropriate.</p>
<b>Recommendation 28, p99 Chapter 4: Literacy and Numeracy Achievement</b>		
<p>In light of the range of initiatives and reforms being implemented by the Department of Education and Early Childhood Development to drive performance and achieve improved educational outcomes in Victoria, the Auditor-General consider undertaking an audit of the Department's progress at regular intervals (say every three years: 2016-17; 2019-20; and 2022-23).</p>	Support	<p>Through the Literacy Strategy and maths and science plan monitoring of activities and learning outcomes will be undertaken. The Department welcomes VAGO audits into progress at regular intervals.</p>

PAEC recommendation	Response	Action taken to date and commitment to further action
<b>Recommendation 29, p106 Chapter 5: Maintaining the Integrity and Confidentiality of Personal Information</b>		
The Department of Justice ensure that the roles and responsibilities for information security are clearly delineated following the enactment of the Privacy and Data Protection Bill 2014.	Support in Principle	Following the recent Machinery of Government Changes effective from 1 January 2015, the Privacy and Data Protection Act 2014 now falls within the Department of Premier and Cabinet.  The Department of Premier and Cabinet, in consultation with relevant agencies, will work to ensure that the roles and responsibilities for information security are clearly delineated following the commencement of the Privacy and Data Protection Act 2014.
<b>Recommendation 30, p109 Chapter 5: Maintaining the Integrity and Confidentiality of Personal Information</b>		
The Commissioner for Privacy and Data Protection ensure that public sector agencies are provided with adequate guidance and support to implement the proposed Victorian protective data security regime.		The Commissioner for Privacy and Data Protection will respond directly to this recommendation.
<b>Recommendation 31, p121 Chapter 5: Maintaining the Integrity and Confidentiality of Personal Information</b>		
Information security training be compulsory for all staff in public sector agencies that collect or store personal information and this training be offered on a periodic basis.	Support	The Government supports information security training being compulsory for all staff in public sector agencies that collect or store personal information and this training being offered on a periodic basis. The Government, in consultation with the Commissioner for Privacy and Data Protection, will explore the possibility of including such training in the proposed data security standards.
<b>Recommendation 32, p128 Chapter 5: Maintaining the Integrity and Confidentiality of Personal Information</b>		
Public sector agencies that regularly share personal information with third party service providers put in place suitable monitoring arrangements to gain assurances that the necessary information security controls are in place.	Support	The Government supports public sector agencies that regularly share personal information with third party providers putting in place suitable monitoring arrangements. The Government will look into opportunities to better incorporate monitoring practices, such as independent certification and spots checks, through standard contracts and the proposed data security standards (the latter in consultation with the Commissioner for Privacy and Data Protection).

PAEC recommendation	Response	Action taken to date and commitment to further action
<b>Recommendation 33, p128 Chapter 5: Maintaining the Integrity and Confidentiality of Personal Information</b>		
The Auditor-General consider re-auditing the status of information security arrangements with third party service providers in the future.		The Auditor-General will respond directly to this recommendation.
<b>Recommendation 34, p135 Chapter 6: Management of the Community Support Fund</b>		
The Department of Treasury and Finance review the objectives and priorities contained in the policy framework for the Community Support Fund, with a view to clarifying what the Fund is designed to achieve for the community.	Support	As part of the regular review of the Community Support Fund objectives and priorities, the Department of Treasury and Finance will undertake a review of the current presentation of information to ensure there is clarity around the outcomes being pursued. In addition, there will be a need to ensure that there is alignment with the objectives of the government of the day.
<b>Recommendation 35, p143 Chapter 6: Management of the Community Support Fund</b>		
The Department of Treasury and Finance collectively publish information on the overall performance of the Community Support Fund.	Support	In line with the objectives for the Community Support Fund concerning transparency and public accountability, considerable performance information is published on the CSF website ( <a href="http://www.dtf.vic.gov.au/communitysupportfund">www.dtf.vic.gov.au/communitysupportfund</a> ). DTF proposes that performance information published on the CSF website will be expanded to include a succinct statement of outcomes related to the objectives and performance measures for CSF funded initiatives.
<b>Recommendation 36, p163 Chapter 7: Security of Infrastructure Control Systems for Water and Transport</b>		
The Department of Environment and Primary Industries conduct, or commission, periodic independent audits of water operators to verify that their infrastructure control systems meet the relevant security standards.	Support	<p>The Government supports this recommendation.</p> <p>The Department of Environment, Land Water and Planning (DELWP) commissioned an Information and Communication Technology (ICT) Systems audit of the 19 Victorian water corporations through the Essential Services Commission. The audit process commenced in June 2014 and audit reports were completed in December 2014.</p> <p>DELWP will be monitoring the implementation of the audit recommendations. DELWP will also be developing a longer term assurance program in consultation with water corporations by June 2015. This will ensure that regular monitoring of their infrastructure control systems is undertaken to meet relevant security standards and good practice.</p>

PAEC recommendation	Response	Action taken to date and commitment to further action
<b>Recommendation 37, p183 Chapter 8: Taking Action on Problem Gambling</b>		
The Victorian Commission for Gambling and Liquor Regulation consult with the Department of Justice to determine the status of the revisions to the Benchmarks and Criteria for Responsible Gambling Codes of Conduct and Self-Exclusion Programs with a view to accelerating their formal adoption and implementation.	Support	<p>The Responsible Gambling Ministerial Advisory Council endorsed a number of recommendations for Responsible Gambling Codes of Conduct at its August 2014 meeting.</p> <p>Consistent with the Council's recommendation, the two self-exclusion program administrators have been working to move to a single self-exclusion program. Implementation of a single program by industry has been slow. The department will advise the Minister of actions she can take to require the development of a single program. The Commission is awaiting the development of a single program before finalising its benchmarks and criteria.</p>
<b>Recommendation 38, p188 Chapter 8: Taking Action on Problem Gambling</b>		
The Department of Justice take action to progress the adoption of the Responsible Gambling Ministerial Advisory Council working group's recommendations aimed at improving the quality and effectiveness of Responsible Service of Gaming Training in Victoria.	Support	<p>The Department of Justice and Regulation, the Victorian Responsible Gambling Foundation and the Victorian Commission for Gambling and Liquor Regulation are working together on a new model for the training to be delivered in two stages – an online program and a face to face module.</p> <p>The Department consulted with gaming industry peak stakeholders about the draft content in November and December 2014. The feedback from stakeholders about the new content was positive and constructive. New content has been developed for the online component.</p> <p>The Department is currently working with the Foundation and Commission to identify options for a new delivery model for the new Responsible Service of Gaming content in line with recommendations made by the Victorian Auditor-General's Office and the Responsible Gambling Ministerial Advisory Council.</p>
<b>Recommendation 39, p194 Chapter 8: Taking Action on Problem Gambling</b>		
The Department of Justice and the Victorian Responsible Gambling Foundation needs to ensure that goals and objectives relating to responsible gambling and the reduction of problem gambling are translated into quantifiable targets and outcomes against which performance and success can be measured.	Support	The Department of Justice and Regulation and the Victorian Responsible Gambling Foundation have established a Memorandum of Understanding on the delivery of a major study into the prevalence of problem gambling in Victoria and its associated harms. This study will measure the prevalence of problem gambling in the adult Victorian community and provide key data on gambling in the state. This study will be able to be compared with previous studies to see how the state is tracking in terms of problem gambling and its consequences and provide key baseline data for use by the Department of Justice and Regulation and the Victorian Responsible Gambling Foundation. Each of these requirements have been met.

PAEC recommendation	Response	Action taken to date and commitment to further action
<b>Recommendation 40, p194 Chapter 8: Taking Action on Problem Gambling</b>		
The Department of Justice and the Victorian Responsible Gambling Foundation establish regular reporting against key performance targets and outcomes to enable effective monitoring and oversight of performance and to provide data to assist future decision-making and resource allocation.	Support	As a public entity, the Victorian Responsible Gambling Foundation must provide an annual report under section 45 of the Financial Management Act 1994. Section 24 of the Victorian Responsible Gambling Foundation Act 2011 also requires the Victorian Responsible Gambling Foundation develop an annual business plan, in consultation with the Minister, which sets out the Foundation's actions for the next financial year, and its objectives, priorities and financial projections for the next 4 financial years. The Victorian Responsible Gambling Foundation must ensure this report is published on the Internet within a reasonable time after its approval by its Board.
<b>Recommendation 41, p226 Chapter 10: Use of Development Contributions by Local Government</b>		
Councils ensure that processes and procedures in relation to the administration of development contributions are clearly documented and regularly reviewed and updated to ensure a standardised approach throughout the organisation and to provide for business continuity.	Support	Recent amendments to the <i>Local Government Act</i> (1989) have strengthened the development of councils' four year Strategic Resource Plans, including financials statements and Capital Works Plans (CWP). The CWP must identify funding sources for the following four years, including all infrastructure and developer contributions.  The Annual Report of Council and the audited financial statements require the reporting of all development or infrastructure contributions. As directed by the Model Financial Statements issued annually by Local Government Victoria, the audited statements must also identify the nature of the contribution and any 'restricted funds' held as a consequence.
<b>Recommendation 42, p226 Chapter 10: Use of Development Contributions by Local Government</b>		
Councils periodically review and reassess the controls and systems in place over the collection of development contributions to confirm that controls are appropriate and are operating effectively.	Support	The financial statements of councils are subject to annual audit by the Victorian Auditor-General's Office. This includes the audit of recognition and reporting of contributions.  All councils must have in place an Audit Committee and internal audit program based upon risk profiles. Contributions are also assessed in this format.

PAEC recommendation	Response	Action taken to date and commitment to further action
<b>Recommendation 43, p226 Chapter 10:Use of Development Contributions by Local Government</b>		
Councils consider regular quality review checks and oversight of building surveyors to ensure that they are fully aware of their responsibilities with regards to the legislative requirements and administrative arrangements relating to the collection of development contributions.	Support	This is an internal matter for individual councils. Councils will be reminded of the recommendation. Audit Committees may assign sufficient risk in some instances to require internal audit program review.
<b>Recommendation 44, p230 Chapter 10:Use of Development Contributions by Local Government</b>		
Local councils ensure that quality control standards and specific timeframes are clearly documented and applied to the delivery of infrastructure funded through development contributions and levies.	Support	This is an internal matter for individual councils. Councils will be reminded of the recommendation. Audit Committees may assign sufficient risk in some instances to require internal audit program review.

PAEC recommendation	Response	Action taken to date and commitment to further action
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**Recommendation 45, p233 Chapter 10: Use of Development Contributions by Local Government**

<p>The Department of Transport, Planning and Local Infrastructure (DTPLI), through Local Government Victoria, and working with the Department of Treasury and Finance if necessary, consider providing more prescriptive guidance in its future model financial report in relation to terminology and presentation of information relating to development contributions and open space levies, particularly as they are presented in council annual budgets, including their capital works budget and capital works programs. Achievement of more standardised terminology and presentation in the annual budget would enable users (i.e. ratepayers, councillors, DTPLI, auditors, consultants, researchers, etc.) to extract common data and would enable more accurate and meaningful analysis and comparison across the local government sector.</p>	<p>Support</p>	<p>Local Government Victoria undertakes an annual review of the Local Government Model Financial Statements in accordance with legislated responsibilities.</p> <p>This review must also be cognisant of the Australian Accounting Standards. Currently a council must identify as revenue all open space contributions and development levies and unless detailed as expenditure in the Capital Works Plans then the funds must be reported as 'Restricted Cash'.</p> <p>Progression towards common data continues with the introduction in 2014-15 council budgets of standard classification of capital works categories.</p>
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PAEC recommendation	Response	Action taken to date and commitment to further action
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<b>Recommendation 46, p234 Chapter 10: Use of Development Contributions by Local Government</b>		
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<p>Councils develop an effective monitoring and reporting framework which provides management with regular and relevant information to ensure that:</p> <p>(a) all contributions and levies due are in fact received;</p> <p>(b) contributions and levies collected are applied for their intended purposes; and</p> <p>(c) infrastructure delivered through development contributions and levies are delivered efficiently (on time) and effectively (to a specified standard of quality appropriate for its intended use).</p>	Support	This reform is required at a local council level and would be subject to the normal audit processes.
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PAEC recommendation	Response	Action taken to date and commitment to further action
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**Recommendation 47 p110 Chapter 10:Use of Development Contributions by Local Government**

<p>Councils ensure that their development contributions system include an effective governance framework comprising:</p> <p>(a) assignment of a senior management group or steering committee to oversight the efficient and effective management of development contributions and open space levies;</p> <p>(b) regular and timely reporting on key performance indicators relevant to the efficient and effective collection and application of development contributions and open space levies;</p> <p>(c) systems in place to record, monitor and report on the infrastructure planning and commitments arising from the collection of development contributions and open space levies;</p> <p>(d) an effective risk management framework for the collection and appropriation of development contributions and open space levies; and</p> <p>(e) regular review of the policies, procedures and systems in place to administer development contributions to ensure that they remain effective and current.</p>	Support	This is an internal reporting mechanism required of individual councils. Additional instructions will be issued across the sector reminding councils of their obligations.
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PAEC recommendation	Response	Action taken to date and commitment to further action
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**Recommendation 48 p242 Chapter 10:Use of Development Contributions by Local Government**

<p>Councils implement a comprehensive risk management framework for the management of Development Contribution Plans (DCPs) and for significant section 173 Voluntary Agreements. Such a framework should include:</p> <p>(a) the development of a comprehensive risk register identifying:</p> <p>(i) any administrative risks associated with the development contributions system as administered by council, including an assessment of the likelihood and impact of each risk; and</p> <p>(ii) the identification of risks associated with individual DCPs and section 173 Voluntary Agreements including an assessment of the likelihood and impact of each risk;</p> <p>(b) the formulation and documentation of mitigation strategies to be applied to identified risks; and</p> <p>(c) a formalised process of regular reporting and review in relation to the management of risks, including re-assessment and update of the risk register as required.</p>	Support	This is an internal matter for council implementation. These requirements will be subject to normal audit practices and inclusion in relevant risk registers. Councils will be reminded of their obligations.
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PAEC recommendation	Response	Action taken to date and commitment to further action
<b>Recommendation 49 p248 Chapter 10:Use of Development Contributions by Local Government</b>		
Councils need to make a greater effort to improve the quality and adequacy of public disclosure in their annual reports in relation to the collection and use of development contributions (including cash; land; 'works-in-kind'; and gifted assets) and open space levies.	Support	Current accounting standards require the disclosure of all contributions, being cash and non cash or in kind contributions. Recognition of the dollar values in the financial statements is supported also by explanatory notes. The adequacy of such reporting will also be assessed as part of the annual Local Government Victoria review of the model guidance material.
<b>Recommendation 50 p261 Chapter 10:Use of Development Contributions by Local Government</b>		
<p>Transparency and accountability around the collection of development contributions and open space levies needs to be improved by councils ensuring that they:</p> <p>(a) develop and document clear policies and procedures for the management of levies collected for specific purposes from developers and individuals;</p> <p>(b) separately account for levies collected for specific purposes such as, specific capital works projects and open space; and</p> <p>(c) provide full and clear public disclosure in their annual reports and budget documentation to enable ratepayers and other interested parties to identify the amount and nature of all development contributions and open space levies collected together with details of their acquittal (actual and planned).</p>	Support	<p>Current accounting standards require the disclosure of all contributions, being cash and non cash or in kind contributions. Recognition of the dollar values in the financial statements is supported also by way of explanatory note. The adequacy of such reporting will also be assessed as part of the annual Local Government Victoria review of the model guidance material.</p> <p>Reporting through the Strategic Resource Plan and annual budget has further strengthened the transparency and accountability.</p>

PAEC recommendation	Response	Action taken to date and commitment to further action
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Recommendation 51 p261 Chapter 10:Use of Development Contributions by Local Government		
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<p>The Auditor-General consider reviewing the management of funds collected for specific purposes, such as public open space, to ensure that local councils are accounting and recording the receipt and expenditure of funds appropriately; investing the funds prudently; and spending the funds efficiently and effectively (i.e. in a timely manner and for their intended purposes). Such a review could include policies and objectives for specific purpose funds and full and transparent disclosure so that local residents and ratepayers can clearly identify the source of the funds and how they are appropriated within the municipality.</p>		<p>The Auditor-General will respond directly to Parliament.</p>
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PAEC recommendation	Response	Action taken to date and commitment to further action
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Recommendation 52 p263 Chapter 10:Use of Development Contributions by Local Government		
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<p>All councils consider the development and regular review of an Open Space Strategy for their municipality. Such a strategy should include:</p> <p>(a) identification of purpose and principles around the provision of open space in the municipality;</p> <p>(b) consideration of current and future demographics;</p> <p>(c) consultation with ratepayers, residents and other community stakeholders;</p> <p>(d) strategic priorities and forward plans; and</p> <p>(e) provision for regular review and update of the strategy.</p>	Support	<p>This remains an internal matter for all local governments. Councils will be reminded of their responsibilities.</p> <p>Local Government Victoria has released new guidance material around the preparation of the Strategic Resource Plan. This guidance emphasises the need to cater for all council plans and for the CWP to reflect the use of infrastructure levies and developer contributions.</p> <p><i>Plan Melbourne</i> also contains an initiative (4.5.1) for the Metropolitan Planning Authority to develop a new Metropolitan Open Space Strategy, including publication of information to help guide planning for open space.</p>
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