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# New South Wales Auditor-General's Report

## Performance Audit

### Management of casual teachers

Department of Education and Communities

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## The role of the Auditor-General

The roles and responsibilities of the Auditor-General, and hence the Audit Office, are set out in the *Public Finance and Audit Act 1983*.

Our major responsibility is to conduct financial or 'attest' audits of State public sector agencies' financial statements. We also audit the Total State Sector Accounts, a consolidation of all agencies' accounts.

Financial audits are designed to add credibility to financial statements, enhancing their value to end-users. Also, the existence of such audits provides a constant stimulus to agencies to ensure sound financial management.

Following a financial audit the Audit Office issues a variety of reports to agencies and reports periodically to parliament. In combination these reports give opinions on the truth and fairness of financial statements, and comment on agency compliance with certain laws, regulations and government directives. They may comment on financial prudence, probity and waste, and recommend operational improvements.

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ISBN 978 1921252 761



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In accordance with section 38E of the *Public Finance and Audit Act 1983*, I present a report titled **Management of casual teachers: Department of Education and Communities**.

A handwritten signature in black ink, reading 'A. T. Whitfield'.

**A T Whitfield**  
Acting Auditor-General  
3 October 2013

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# Executive summary

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## Background

Over 60,000 people teach in 2,223 NSW Government schools. All government school teachers must be approved to teach by the Department of Education and Communities (the Department).

Half of the 98,000 teachers currently approved by the Department have permanent positions and the others can work on a casual or temporary basis. Casual teaching covers short-term absences of less than four weeks full-time or two terms part-time. Casual teaching is necessary to ensure the continuity of education and supervision of children.

Each year casual teachers provide over one million teaching days in NSW schools. This represents eight per cent of total teaching days and costs over \$350 million. Casual teaching days have remained stable over the last six years and the cost has increased by 2.5 per cent a year.

Historically schools engaged casual teachers directly with minimal involvement from the Department. In the late 1990's there was concern that too many short term teacher absences were unfilled, leaving children unsupervised and disrupting learning. These problems were most evident in, but not confined to, hard-to-staff schools in rural New South Wales and Western and South Western Sydney.

In 2002, the Department introduced the Casual Teacher Plan to minimise times when classes were without teachers. This plan introduced a number of strategies including a teacher advertising service, better management of leave by principals and a casual teacher recruitment campaign. It also introduced Casual.Direct and Temporary Teacher Programs (TTPs) as strategies to assist hard-to-staff schools.

Casual.Direct is a call centre that helps schools fill casual vacancies. It takes requests from schools, then finds and assigns teachers from the Department's database of approved casual teachers. It aims to save schools time and give them access to a larger pool of casual teachers. The Department advises that Casual.Direct is now not limited to a safety-net role and is available to all schools that choose to use it.

The call centre model depends on teachers being available locally and at short notice to fill vacancies. Some hard-to-staff schools may not have a sufficient supply of casual teachers. For these areas, the Department provides additional assistance through TTPs. TTPs engage suitable teachers to cover casual vacancies by providing temporary (four weeks or more) or permanent employment through the:

- teacher relief scheme (TRS) which places a teacher in a school
- variations of the TRS which employ a pool of teachers prepared to work across clusters of schools. These are known as the Local Area Relief and Rural Area Relief schemes.

This audit assessed whether the Department manages the supply, availability and performance of casual teachers effectively. A survey of 263 schools, selected on the basis of location and type, together with departmental data and internal reviews informed our audit. See Appendix 2 for more information.

## Conclusion

The Department manages the supply and availability of casuals in a way that enables most schools to cover teacher absences. Since 2002, the Department has improved the assignment of casual teachers to schools in Western and South Western Sydney. However, its strategies to provide suitable casuals to hard-to-staff rural schools could work better.

The Department does not maintain complete and accurate information on the availability of casual teachers. This may delay Casual.Direct assigning teachers to schools.

The Department has systems to collect feedback on casual teacher performance but schools do not routinely use them.

If a school has a problem with the performance of a casual teacher, it will generally not re-employ them. However, Casual.Direct continues to assign such teachers to different schools.

The Department cannot exclude casual teachers from employment at other schools without sufficient evidence that their performance is a problem. It finds it difficult to collect the level of evidence needed to respond to performance issues when a teacher is employed casually across a number of schools.

## Supporting findings

### Does the Department manage the supply and availability of casual teachers effectively?

The Department oversees a system that enables most schools to get the casuals they need most of the time. It decides who can teach in government schools. In our survey, principals reported that on average only one per cent of teaching days were unfilled in March 2013. The supply and quality of casuals is generally adequate, but there are shortages in some locations.

The Department's register of 49,300 casual teachers consists of teachers, who during the last five years either, were approved to teach, or who taught at least one day in government schools.

Not all of these teachers are necessarily interested in casual work and almost one quarter did not work in 2010-11. Calling teachers who are no longer seeking work takes time. It increases the number of calls that Casual.Direct must make to find a casual and may delay the arrival of a casual at the school.

Schools organise 91 per cent of casual teacher days by directly contacting teachers they know are interested in casual work. Three out of four schools do not require any departmental assistance to find casuals. Some of these schools use casual teachers who have been introduced to them by Casual.Direct.

The Department helps one in four schools organise the remaining nine per cent of casual relief days. Casual.Direct fills six per cent by finding and assigning casual and Area Relief teachers. Teacher relief scheme teachers located in individual schools fill a further three per cent.

Primary schools in Western and South Western Sydney, Western New South Wales, and the Riverina make the most requests for assistance. Schools seek more help in winter when teacher absence is highest and casuals are harder to find.



Casual.Direct meets around nine out of ten of the school requests it receives for casuals. Its ability to fill positions depends on casual staff being available to work in the area. Together with TTPs, it has contributed to the reduced level of unfilled casual vacancies in Sydney. The situation may have also improved because the number of people approved to teach and without a permanent position has doubled since 2006.

Some rural schools still find it hard to fill casual vacancies. For example, the Department assists schools in Broken Hill, Moree, Griffith and Dubbo with temporary teachers under teacher and Area Relief schemes. These schools can call Casual.Direct to have an Area Relief or a local casual teacher assigned. Nevertheless these four rural towns accounted for one third of the 1,432 requests that Casual.Direct was unable to fill in 2012. Other rural principals told us that they do not ask the call-centre for help because there are no casual or relief scheme teachers in their area. The TTP schemes are intended to support these schools.

Schools also reported concerns about the quality of casuals assigned by Casual.Direct. The Department's systems do not allow it to easily differentiate between casual teachers when assigning them to schools they have not worked in before. When assigning teachers Casual.Direct does not give preference to casuals with good reports from other schools.

Between 2005 and 2012 the number of requests for Casual.Direct to fill vacancies has fallen by 50 per cent and the number of schools using TTPs has fallen by 23 per cent. Casual.Direct has not adjusted its staffing levels in response to this fall in demand. The Department advises that it allocates Casual.Direct staff to other human resources functions at times of lower demand.

The Department advises that it will not use TTPs in its current form to assist hard-to-staff schools under the Local Schools, Local Decisions initiative. Under this initiative to devolve responsibility and budgets, schools will have the capacity to engage temporary teachers to provide regular relief. The Department will continue to help schools to identify suitable temporary teachers.

### Does the Department have effective systems for induction and for feedback on the performance of casual teachers?

While 80 per cent of the schools surveyed reported that casual teachers provided competent instruction, this fell to 25 per cent for those schools that use teachers assigned by Casual.Direct. While Casual.Direct has procedures for collecting feedback on the performance of its casuals, schools provided feedback on two per cent of assignments in 2012. Although principals are responsible for reporting the performance issues of teachers, there may be a role for the Department to actively seek this feedback.

If a school has a problem with the performance of a casual teacher, it will generally not re-employ them. However, Casual.Direct continues to assign excluded teachers to different schools. The Department states that it cannot exclude casual teachers from employment at other schools without sufficient evidence that their performance is a problem. This evidence can be difficult to collect when the teacher is employed on a casual basis across a number of schools. We found only one instance where Casual.Direct was not assigning a teacher to schools because of performance issues. It did this after the teacher had been excluded by 22 different schools.

The Department has revoked the approval to teach of a small number of teachers who were only approved on the condition that they obtained satisfactory reports from principals about their performance. Apart from this, the Department has not revoked any casual teacher's approval on the grounds of unsatisfactory performance.

The Department has induction material on its website and around 60 per cent of schools surveyed routinely provide induction to casual teachers. The Department should encourage all schools to provide induction to casual teachers.

## Recommendations

### The Department should for the 2015 school year:

1. improve information about teachers willing to teach casually by:
  - requiring those who have not taught in the last year to indicate whether they want to remain active on Casual.Direct’s register. This should be done each year
  - making it easier for casuals to update their details (page 13)
2. improve its monitoring of a school’s ability to access casual teachers to determine whether additional assistance is required (page 18)
3. encourage schools to provide feedback on the performance of casual teachers (page 20)
4. improve the way it identifies and responds to casual teachers with performance issues (page 22)
5. assist schools to improve their induction practices for casual teachers (page 22)

### The Department should:

6. when updating its human resources systems, review how to make more use of a teacher’s performance history when deciding which casual teacher to assign (page 14).

## Response from the Department of Education and Communities



Mr Tony Whitfield  
Deputy Auditor-General  
Audit Office of NSW  
GPO Box 12  
SYDNEY NSW 2001

DGL13/1901

Dear Mr Whitfield

I write in response to your letter of 26 August 2013 regarding the performance audit of the management of casual teachers by the NSW Department of Education and Communities.

The Department acknowledges that improvement is always possible and is committed to implementing the recommendations of the audit report. The Department has provided detailed comments on the final report to your office, but I reiterate the following matters.

Casual and temporary teachers are an important part of the teacher workforce employed by the Department in NSW public schools. The report quite correctly acknowledges that the supply and quality of casual teachers is “generally adequate” and further that the Department “oversees a system that enables most schools to get the casuels they need most of the time”.

The report fails to adequately acknowledge that the prime responsibility for the engagement of casual teachers resides with principals, and that since 2002, the Department has put in place significant strategies to enhance the prospects of schools being able to provide relief for absent teachers.

It also fails to acknowledge that under the Government's *Local Schools, Local Decisions* reform, NSW public schools will receive a greater share of the school education budget and principals will have more authority to decide how best to use the resources to meet student needs. In the future principals of NSW public schools will be better able to utilise casual teachers locally to meet their individual school needs and, as such, some of the services currently provided centrally by the Department will no longer be required. An example of this is the Teacher Relief Scheme, where the Department employs temporary teachers to provide day to day relief for schools. Under *Local Schools, Local Decisions*, schools will have the capacity to manage this initiative locally.

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As previously discussed, the Department is of the opinion that the survey methodology used in the audit report was not of a standard upon which an audit of this importance should rely. It was essentially an attitudinal survey, and the Department is not aware of any attempt to validate responses. Some of the survey responses have been included in the text of the report and relied upon as evidence.

I would like to thank the Audit Office review team for their work on this audit and recognise also the work of the officers within the Department of Education and Communities who assisted with the audit.

Yours sincerely



Peter Riordan  
**R/DIRECTOR-GENERAL OF EDUCATION AND COMMUNITIES**  
23 September 2013

# Introduction

## 1. Background

The full time equivalent of 61,664 people teach in 2,223 NSW government schools. All government teachers must be approved to teach by the Department of Education and Communities (the Department), which considers quality teaching essential to improving student learning. Over 47,000 teachers approved by the Department have permanent positions. A further 49,300 have an approval to teach on a casual or temporary basis.

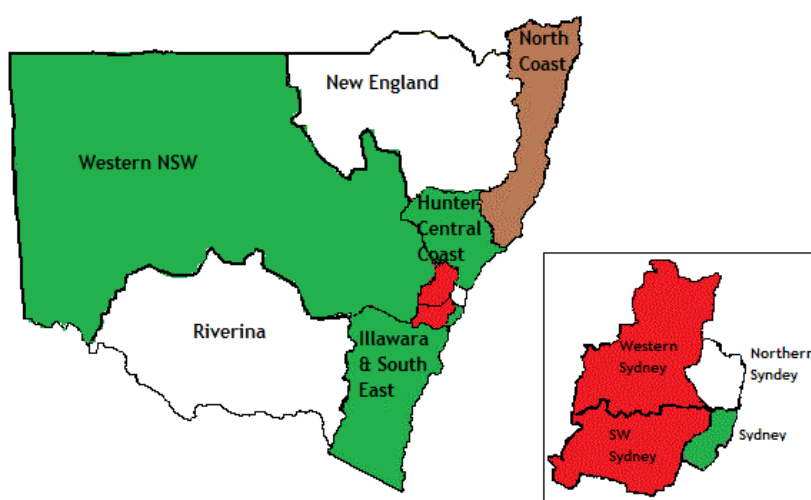
Casual teaching covers short-term absences of less than four weeks full-time or two terms part-time. These absences can be due to teachers being on leave, secondment and training or unfilled positions.





Schools must engage a teacher on a temporary basis to cover longer vacancies. An individual may work on both a casual and a temporary basis during a year.

Casual and temporary teaching is necessary to ensure the continuity of education and supervision of children.

Casual and Temporary Teacher Program (TTP) teachers teach over one million days each year. This represents eight per cent of total teaching days and costs over \$350 million. According to the Department a significant proportion of this is within its salaries budget and not an additional cost. Casual teaching days have remained stable over the last six years and the cost has increased by 2.5 per cent a year due to pay increases.

**Exhibit 1: Short term relief as a proportion of total teaching days in 2012**



	10% of teaching days provided by casual and TTP
	9% of teaching days provided by casual and TTP
	8% of teaching days provided by casual and TTP (state average)
	7% of teaching days provided by casual and TTP

Source: Department of Education and Communities 2013

The Department advises that both the demographic profile of teachers and the allocation of funding contribute to differences in the regional use of casual teaching.

TTP support increases the proportion of short-term relief teaching days in Western NSW from seven to nine per cent.

Eight per cent  
of teaching  
days are  
taught by  
casuals

Casual.Direct  
is a central  
call-centre  
that finds and  
assigns  
casuals

Historically schools engaged casual teachers directly with the help of regional lists provided by the Department. In the late 1990's there was concern that too many short-term teacher absences were unfilled, leaving children unsupervised and disrupting learning. These problems were most evident in, but not confined to, hard-to-staff schools in rural New South Wales and Western and South Western Sydney.

In 2002, the Department introduced the Casual Teacher Plan to minimise the number of classes without teachers. This plan introduced a number of strategies including a teacher advertising service and a casual teacher recruitment campaign. It also introduced Casual.Direct and Temporary Teacher Programs (TTPs) as strategies to assist hard-to-staff schools. The Department also advised principals on how to reduce the demand for casuals by better managing the leave taken by teachers.

Casual.Direct is a call centre to help schools fill casual vacancies. It takes requests from schools, then finds and assigns teachers from the Department's database of approved casual teachers. It aims to save schools time and give them access to a larger pool of casual teachers. Casual.Direct does not charge a fee to participating schools or teachers and is available to all schools that choose to use it.

In most other jurisdictions schools are responsible for arranging their own casuals and there is no departmental call-centre. The state with an approach most similar to New South Wales is Queensland.

#### **Exhibit 2: Queensland's TRACER approach to managing casual teachers**

TRACER is the Queensland Department of Education, Training and Employment (QDETE) unit that arranges replacement teachers for government schools. Its objectives are to reduce costs and to ensure that the most suitable applicant is appointed to each vacancy.

TRACER's integration with human resource systems reduces the administrative burden on schools by providing prompt bookings, automated leave capture for the absent teacher, comprehensive online reporting for schools and quick and efficient payment of replacement teachers.

QDETE ranks the suitability of teachers, which TRACER uses to differentiate between teachers who meet the teaching and location requirements of each vacancy. QDETE tells teachers their ranking and provides advice and resources for professional development. Teachers can apply to have their suitability ranking reassessed.

TRACER requires casuals to re-register their interest in working each year and encourages schools and teachers to keep their information up-to-date and to use it to arrange work.

Schools often contact a casual directly and enter the booking into TRACER because it reduces paperwork. It benefits the casual by streamlining pay and it benefits other schools by immediately updating the teacher's (un)availability.

If a nominated teacher is unavailable, TRACER will search and seek to assign the most appropriate casual. It gives priority to teachers who have been preferred by the school, have taught the same class before, have a high suitability ranking and live near the school.

TRACER is a user pays system. The maximum annual charge for a school is \$3,726 per annum. This does not include the casual teacher's wages.

TRACER employs call-centre operators on a casual basis according to the largely predictable seasonal demand.

Source: TRACER website and interview with TRACER staff 2013.

Temporary  
Teacher  
Programs help  
hard-to-staff  
schools

The call centre model requires teachers to be available locally and at short notice to fill vacancies. Some schools may not have sufficient casual teachers available. For these areas, the Department provides Temporary Teacher Programs (TTPs). TTPs attract suitable teachers to cover casual vacancies by providing temporary (four weeks or more) or permanent employment through:

- teacher relief scheme (TRS) which places a teacher in a school. This provides continuity for the teacher, school and students
- variations of the TRS which employ a pool of teachers prepared to work across clusters of schools. These are known as the Local Area Relief and Rural Area Relief schemes.

Area Relief schemes currently operate in rural New South Wales and South Western Sydney. Participating schools must arrange the day-to-day allocation of Area Relief Scheme teachers through Casual.Direct.

South Australia, Western Australia and Queensland, operate similar systems to help remote schools.

# Key findings

## 2. Does the Department manage the supply and availability of casual teachers effectively?

The Department oversees a system that enables most schools to engage casual teachers most of the time. Since 2002, the Department has improved the assignment of casuals to schools in Western and South Western Sydney. These regions previously had the highest level of unfilled requests. However, there are shortages in some rural locations.

The Department's register of 49,300 casual teachers consists of teachers, who during the last five years either, were approved to teach, or who taught at least one day in government schools.

Not all of these teachers are necessarily interested in casual work and almost one quarter did not work in 2010-11. Calling teachers who are no longer seeking work takes time. It increases the number of calls that Casual.Direct must make to find a casual and may delay the arrival of a casual at the school.

### 2.1 Does the Department approve candidates for casual teaching and maintain complete and accurate information on their availability?

**Finding:** The Department approves more than 6,000 teachers each year to teach in government schools.

The majority of principals in our survey reported that casual teachers provided excellent or competent educational instruction. However, only one in four schools using Casual.Direct rated its teachers as highly.

The Department does not maintain complete and accurate information on the availability of casuals. Teachers on the Casual.Direct register are not necessarily seeking work and this may delay casual teachers being assigned to schools.

#### Approvals for teaching

A teacher must have an approval to teach in NSW government schools. The Department grants these approvals to individuals who have:

- appropriate accreditation with the Institute of Teachers if a new scheme teacher (employed as a teacher in New South Wales after 2004 or re-employed after a five year break) .
- satisfied the Department's qualification requirements if not a new scheme teacher
- passed employment screening and working with children checks
- established their suitability to teach through an interview process.

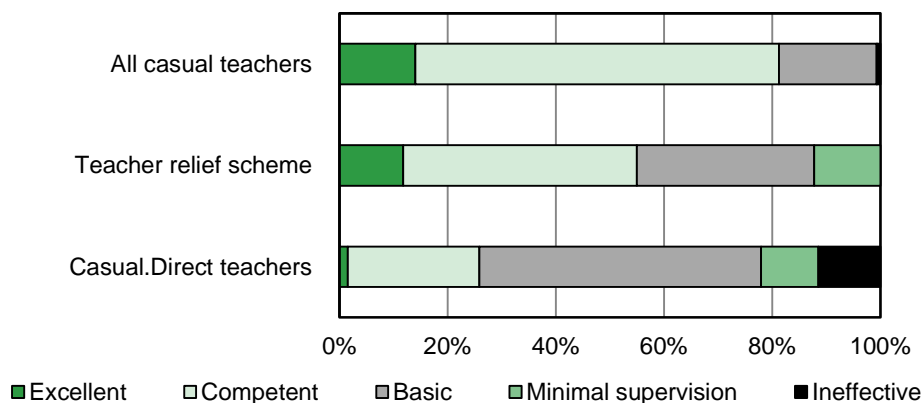
The Department approves more than 6,000 teachers each year. There are currently over 49,000 teachers in New South Wales without a permanent position, who are eligible to teach casually in government schools. This has doubled since 2005. Over 37,000 of these teachers are seeking a permanent position. The remaining 12,000 may be retired, uninterested in a permanent position or working in other industries.

Some locations and teaching subjects have a greater supply of teachers than others. For example, in March 2012 there were only 918 maths teachers with an approval to teach (and seeking permanent work) but over 2,600 art, 2,900 physical education and 21,000 primary teachers.

The pool of casual teachers has doubled since 2005

In our survey, over 80 per cent of principals report that casual teachers generally provided excellent or competent educational instruction. However, only one in four schools using Casual.Direct rate its teachers highly in the survey. This result for teachers assigned by Casual.Direct is consistent with its own survey undertaken in 2011, where almost half of the 104 responses reported concern with the quality of teachers assigned by Casual.Direct.

### Exhibit 3: Principals' perception of quality of instruction provided by teachers filling casual vacancies

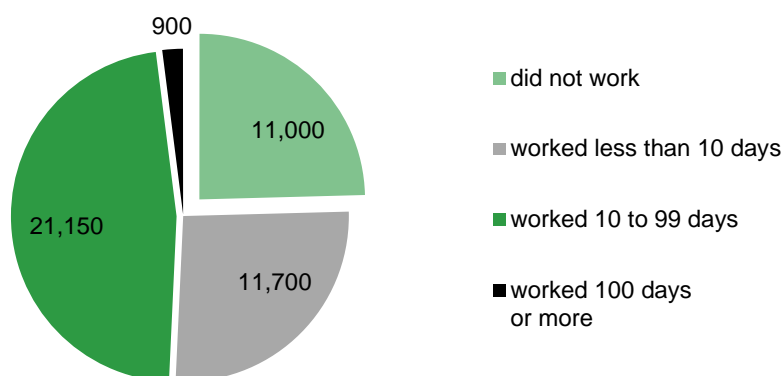


Source: Audit Office 2013 survey.

### Complete and accurate information

Casual.Direct automatically registers all teachers when they are initially approved to teach in government schools and maintains them on the register if they have taught at least one day in a government school over the last five years. A quarter of all registered casual teachers did not teach in a government school in 2010-11, as the following exhibit illustrates.

### Exhibit 4: How often casuels worked in 2010-11



Source: Ernst and Young Review 2010-11.

Some of these teachers may not have worked because they were not called; some may have been unavailable for the days required; and some may no longer want work. The more teachers are in these latter categories, the more redundant phone calls will be made by Casual.Direct before it makes a successful assignment. On average Casual.Direct made four to six calls and took over 30 minutes to assign a casual in 2012.



The onus is on the teacher to inform the Department of their intention to work or not. Casual.Direct will update its register of teacher's availability to teach what, where and when, if advised by phone or e-mail. Teachers cannot update their availability online.

The Department provides limited information to schools about teachers that could teach casually in their area. Our survey indicated that schools want more information. One principal commented:

A list of casual teachers and their skills should be regularly provided to schools. This would enable us to match the skills that are needed and also try out new casuals.

The Department advises that this would not be efficient because such a list would date quickly, lead to several schools calling the same casual teacher and be a return to the inefficient processes of pre-2002.

### Recommendation

The Department should, for the 2015 school year, improve information about teachers willing to teach casually by:

- requiring those who have not taught in the last year to indicate whether they want to remain active on Casual.Direct's register. This should be done each year
- making it easier for casuals to update their details.

## 2.2 Does the Department effectively provide casual teachers that match school needs?

**Finding:** The Department oversees a system that enables most schools to get casuals most of the time. The Department's strategies to provide suitable casuals to hard-to-staff schools do not work as well as they could, particularly in rural areas.

### When and how the Department helps hard-to-staff schools

Most schools can get casuals when needed. In our survey, principals reported that on average only one per cent of teaching days remained unfilled in March 2013. Some principals also indicated that it is more difficult to find casuals in winter.

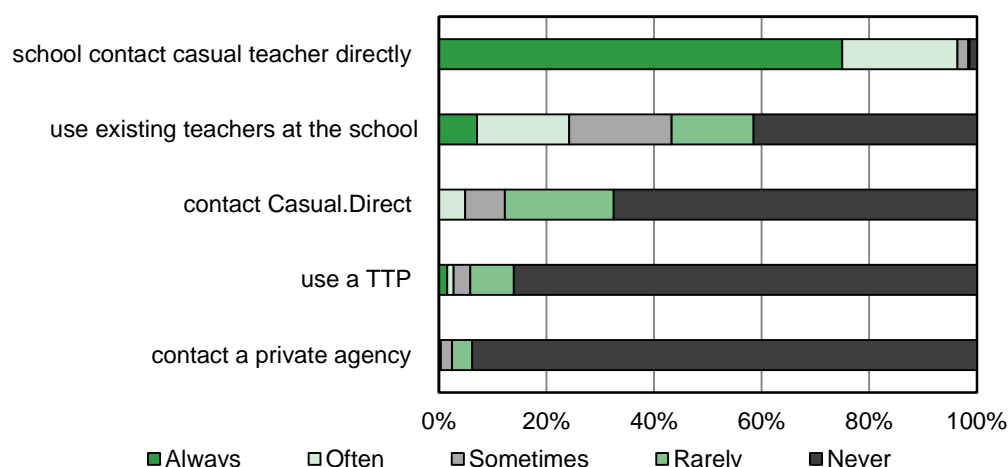
Overall, schools organise 91 per cent of casual teacher days by directly contacting teachers they know are interested in casual work. Some of these schools would use casual teachers who had been introduced to them by Casual.Direct.

The Department helps organise the remaining nine per cent of casual relief days. Casual.Direct fills five per cent by finding and assigning casual teachers and one per cent by assigning Area Relief teachers. Temporary teachers located in individual schools fill a further three per cent.

Earlier reviews indicate that three out of four schools do not require any departmental assistance to find casuals. Our survey of schools supports this finding as a minority of schools report that they seek the Department's help through Casual.Direct and Temporary Teacher Programs (TTPs). A few schools reported using private employment agencies to fill all or some of their vacancies.

Most schools  
get a casual  
by contacting  
them directly

## Exhibit 5: Methods used to engage casual teachers



Source: Audit Office 2013 survey.

When schools ask Casual.Direct to help find a casual they can request a specific individual, or specific skills such as maths or primary teaching. If the school has employed the casual in the past it may have indicated that it wants the teacher back (preferred) or excluded (least preferred). Casual.Direct records these preferences to inform future searches for that school.

Casual.Direct offers the job to the school's preferred teachers first. Area relief teachers are deemed to be preferred teachers for schools in their cluster.

If these teachers are unavailable, Casual.Direct will extend the search to find teachers that match the school's request and are prepared to work at the school. Casual.Direct relies on the knowledge of staff and Google maps to identify potential casuals near the school.

Schools also reported concerns about the quality of casuals assigned by Casual.Direct. The Department's systems do not allow it to easily differentiate between casual teachers when assigning them to schools they have not worked in before. When assigning teachers Casual.Direct does not give preference to casuals with good reports from other schools.

### Recommendation

The Department should, when updating its human resource systems, review how to make more use of a teacher's performance history when deciding which casual teacher to assign.

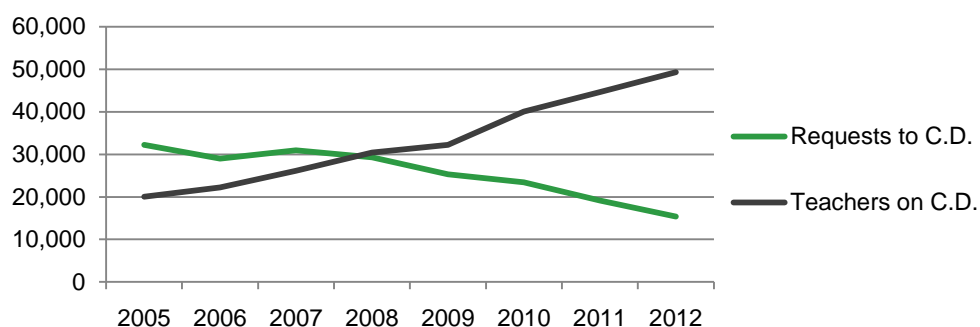
### Declining use of the Department's strategies for hard-to-staff schools

In 2012 Casual.Direct assigned less than 1,900 of the 49,300 casuals registered.

Exhibit 6 shows that over the last eight years, the number of requests from schools to Casual.Direct has fallen by 50 per cent while the number of teachers approved to teach has doubled.

## Exhibit 6: Casual.Direct usage

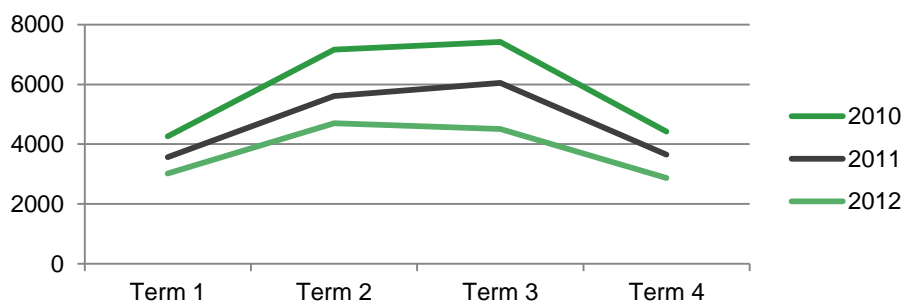
The use of Casual.Direct has fallen by half since 2005



Source: Department of Education and Communities 2013.

Exhibit 7 shows that, while schools make more requests to Casual.Direct for teachers in winter, these peaks have fallen in recent years.

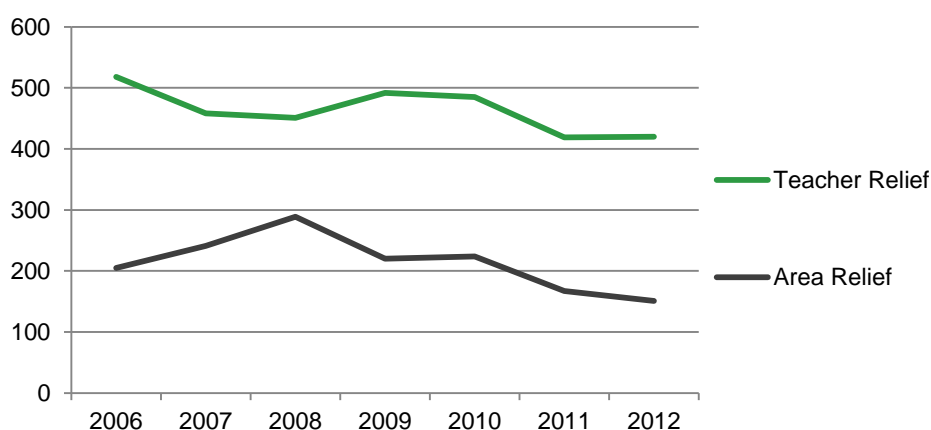
## Exhibit 7: Casual.Direct requests by school term 2010-12



Source: Department of Education and Communities 2013.

Exhibit 8 shows that the number of schools using TTPs fell by 23 per cent over the last seven years.

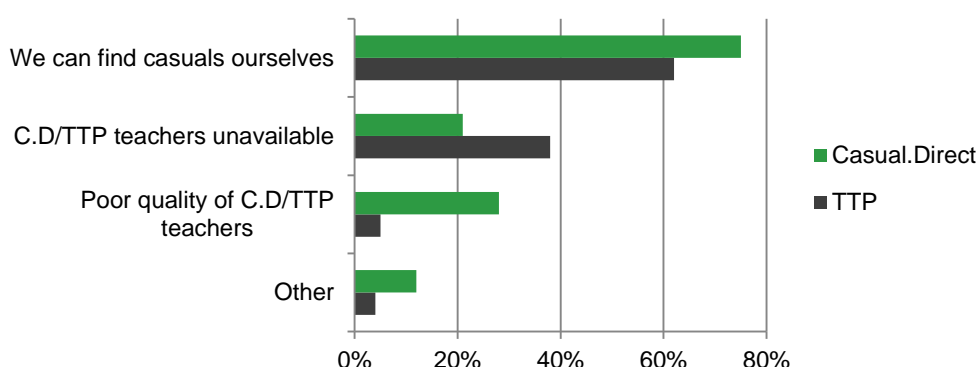
## Exhibit 8: Number of schools using Temporary Teacher Programs



Source: Department of Education and Communities 2013.

Exhibit 9 shows the reasons given by principals in our survey for not using Casual.Direct and TTP more often.

### Exhibit 9: Reasons for not using Casual.Direct and Temporary Teacher Programs



Source: Audit Office survey 2013.

The most common reason given was that they could find casual teachers themselves. It is easier for schools to find casuals when twice as many teachers have approval to work casually. When Casual.Direct assigns a teacher and the school thinks they have done a good job, the school may take their details and contact them directly in the future. This is a successful outcome for the school even though it results in fewer future requests to Casual.Direct. One principal said:

It is difficult for Casual.Direct because there must be many out there like myself that pillage the quality teachers. Every time we receive a good one, we continue to ring them directly. And the cycle goes on.

Schools organising their own casuals often make many calls to find a teacher. Alternatively they can make one call to Casual.Direct. Our survey indicates that schools spend around the same time organising casuals regardless of whether they use Casual.Direct or not. This could be because schools contact Casual.Direct only after attempting to find teachers themselves.

One third of principals surveyed said that Casual.Direct was unable to provide teachers to their schools, often because of remoteness. The Department advises that where there is sufficient demand, TTP's can provide relief teachers to schools that cannot attract casuals. However, the onus is on principals to request such assistance from the Department. Nevertheless, 38 per cent of schools surveyed said the reason they did not use TTP's was because teachers were unavailable.

Schools surveyed that used Casual.Direct also reported concern about the quality of instruction provided by its casuals. As seen in Exhibit 3, only a quarter of schools reported that the teachers assigned by Casual.Direct provided competent or excellent instruction. One half reported that they provided basic instruction and another quarter said that they provided minimal supervision or were ineffective. One principal describing teachers assigned by Casual.Direct said:

These teachers lack a presence in the room. The students sense this immediately and cause complete chaos.

Schools expressed similar views about the quality of teachers provided by Casual.Direct in the Department's own survey in 2011.

A few schools use private agencies to source casual teachers who are approved by the Department, paid by the Department and available through Casual.Direct. These schools report that they pay the agencies \$25 to \$50 per casual day for the additional screening provided.

One in four schools ask for help to find casuals

### Focusing on hard to place schools and times

One in four schools ask the Department to help fill some or all of their casual vacancies. Five per cent of the schools we surveyed often ask Casual.Direct to find and assign a casual teacher to fill vacancies. Some use it to organise all of their casuals, some use it to provide the last one or two casuals needed each day.

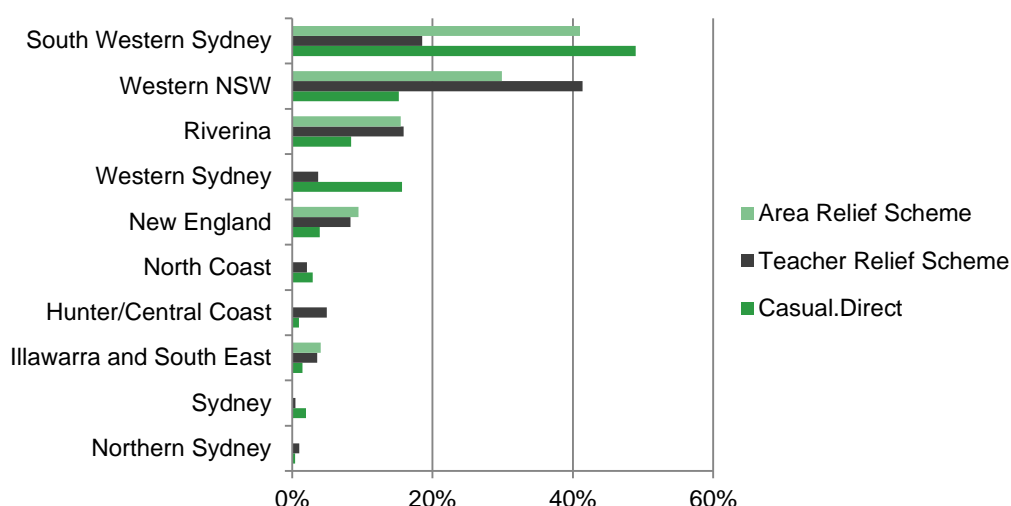
Primary schools are more reliant on casuals, using 55 per cent of all casual teaching days in 2012. Primary schools make over 80 per cent of the requests to Casual.Direct.

A principal of a large Western Sydney Primary School commented:

I use Casual.Direct often and usually have exhausted available local casuals before contacting Casual.Direct. Often I book casual teachers when I am unable to contact casuals myself, this is time saving and an invaluable support. Quite simply our school would have great difficulty functioning as well as we do without Casual.Direct.

The following exhibit indicates that schools away from coastal regions use the Casual.Direct and TTP more.

### Exhibit 10: Use of Casual.Direct and Temporary Teacher Programs by region 2012



Source: Department of Education and Communities 2013.

Schools in South Western Sydney made up almost half of the requests to Casual.Direct. Area and teacher relief schemes are concentrated in Western New South Wales and South Western Sydney. Many of the requests to Casual.Direct from Western New South Wales relate to the assignment of Area Relief teachers.

Until 2006, Western and South Western Sydney were the hardest regions for Casual.Direct to staff. These regions had the highest level of unfilled Casual.Direct requests. Since 2011, none of the schools in these regions are amongst those with the highest levels of unfilled requests. This is an improvement.

On the other hand, some rural schools still find it hard to fill casual vacancies. For example, the Department assists schools in Broken Hill, Moree, Griffith and Dubbo with temporary teachers under teacher and Area Relief schemes. These schools can call Casual.Direct to have an Area Relief or a local casual teacher assigned. Nevertheless these four rural towns accounted for one third of the 1,432 requests that Casual.Direct was unable to fill in 2012.

The Department has improved the assignment of casuals to Western and South Western Sydney

## Exhibit 11: Locations with over 40 unmet requests for casual teachers 2012

Some rural communities struggle to find casuals

Town - (Region)	Requests	Unfilled requests	% of requests filled
Broken Hill - (Western NSW)	1,314	235	82
Moree - (New England)	363	109	70
Griffith - (Riverina)	477	85	82
Dubbo - (Western NSW)	54	49	9

Source: Department of Education and Communities 2013.

Exhibit 11 possibly understates the problems faced by rural schools because some principals may not bother contacting Casual.Direct, especially if they are not part of an Area Relief scheme. One rural principal said:

It is difficult for Casual.Direct to match a teacher on short notice as most of the pool do not live close enough ... it takes over four hours to travel from Sydney where most of the pool would live.

The TTPs were designed to assist schools such as this.

Access to TTPs is based on schools using the teacher to provide relief on at least nine days per fortnight. Some schools have lost access to relief because they failed to reach this level of utilisation. However, low utilisation may be due to a variety of reasons. We found two recent cases where schools were not using the TTP teacher due to performance issues and stress leave. This led to the schools losing access to TTP assistance. The Department advises that in such cases schools should ask it to replace the Teacher Relief or Area Relief teacher.

The Department would be best to focus its attention on areas of greatest need. It needs to be able to identify those schools that require additional assistance and to develop appropriate strategies and incentives to help these schools.

### Recommendation

The Department should, for the 2015 school year, improve its monitoring of a school's ability to access casual teachers to determine whether additional assistance is required.

More schools ask Casual.Direct for help in winter

While the overall use of casuals increases by less than eight per cent in winter, Exhibit 7 shows that the number of requests to Casual.Direct increases by 50 per cent. Despite this spike in demand, Casual.Direct manages to fill 89 per cent of requests in winter, compared to 92 per cent in the rest of the year.

Casual.Direct has not adjusted its staffing level in response to the 50 per cent fall in requests from schools since 2005. The Department advises that it allocates Casual.Direct staff to other human resources functions at times of lower demand.

The Department advises that it will not use TTPs in their current form to assist hard-to-staff schools under the Local Schools, Local Decisions initiative. This initiative is part of a state and national strategy to devolve responsibility and budgets to schools. Schools will have the capacity under this initiative to engage temporary teachers to provide regular relief. The Department will continue to assist schools to identify suitable temporary teachers.

Other jurisdictions including Victoria and Western Australia have been implementing devolutionary policies for a number of years. Reviews by Auditors-General in those States found that it is important for State education departments to manage the risks around staffing when devolving responsibility. We plan to monitor how the Department manages these risks as it implements Local Schools, Local Decisions.



### 3. Does the Department have effective systems for induction and feedback on the performance of casual teachers?

The Department has procedures to collect feedback on casual teacher performance but principals do not routinely use them.

If a school has a problem with the performance of a casual teacher, it will generally not re-employ them. However, Casual.Direct continues to assign such teachers to different schools.

The Department cannot exclude casual teachers from employment at other schools without sufficient evidence that their performance is a problem. This evidence can be difficult to collect when the teacher is employed on a casual basis across a number of schools.

The Department has revoked the approval of a small number of teachers who were only approved on the condition that they obtained satisfactory reports from principals about their performance. Apart from this, the Department has not revoked any casual teacher's approval on the grounds of unsatisfactory performance.

We found only one instance where Casual.Direct was currently not assigning a teacher to schools because of performance issues. It did this after the teacher had been excluded from 22 different schools.

The Department has induction material on its website and around 60 per cent of schools surveyed routinely provide induction to casual teachers. The Department should encourage all schools to provide induction to casual teachers.

#### 3.1 Does the Department seek feedback on the performance of casual teachers?

**Finding:** The Department has procedures for collecting feedback about the performance of casual teachers but principals do not routinely use these. In 2012, schools provided Casual.Direct with feedback on only two per cent of its assignments.

Under the Department's 2005 policy for *Managing Casual Teachers Who Are Experiencing Difficulties With Their Teaching Performance*:

- principals are responsible for supporting, monitoring and managing the performance of casual teachers
- principals can escalate concerns about a casual's performance by formally reporting them to the Department's Employee Performance and Conduct Unit (EPAC) even though the teacher may have left the school before the principal became aware of the issue.

The Department records information about the performance of casual teachers when the principal:

- escalates the matter by making a formal report to EPAC, or
- provides feedback to Casual.Direct about a teacher it has assigned.

Prior to 2011, Casual.Direct would only exclude a teacher from future assignments at a school if its principal escalated the matter to EPAC. An internal review found that schools considered this process onerous. As a result, Casual.Direct made it easier for schools to provide feedback.

Since 2011, when Casual.Direct assigns a teacher, it asks the school to indicate via e-mail:

- whether the school wants the teacher assigned again (preferred)
- whether the school wants to exclude the teacher (least preferred)
- comments on the teacher's performance
- whether the school wants to speak to Casual.Direct about the teacher.

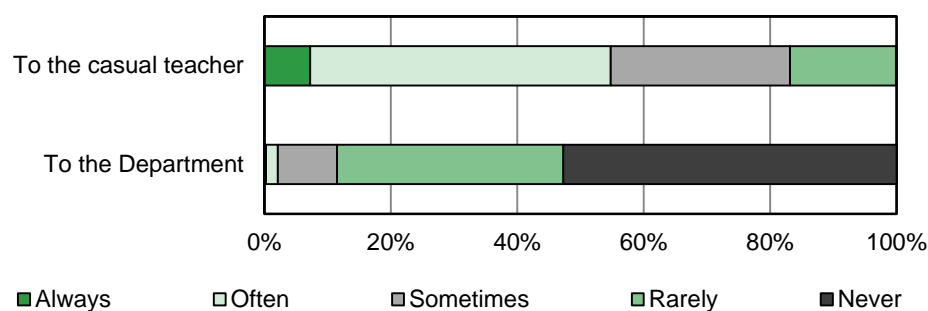
Despite these changes, schools provided Casual.Direct with feedback on only two per cent of its assignments in 2012. This consisted of schools excluding 147 and preferring 193 teachers.

Schools also send Casual.Direct an average of 18 exclusions a year in relation to casual teachers that they have engaged themselves.

In our survey, 55 per cent of schools reported that they regularly provided performance feedback to the individual casual teacher. Nine out of ten schools surveyed, reported that they rarely or never provided feedback to the Department. Two-thirds of schools indicated that they found it difficult to provide feedback to the Department, even though Casual.Direct simplified its feedback process in 2011.

Few schools give the Department feedback on casual teacher performance

**Exhibit 12: Providing feedback on casual teacher performance**



Source: Audit Office Survey 2013.

### Recommendation

The Department should, for the 2015 school year, encourage schools to provide feedback on the performance of casual teachers.

### 3.2 Does the Department respond to the performance issues of casual teachers?

**Finding:** The Department finds it difficult to collect the level of evidence needed to respond to performance issues when a teacher is employed casually across a number of schools.

If a school has a problem with the performance of a casual teacher, it will generally not re-employ them. However, Casual.Direct continues to assign such teachers to different schools. The Department states that it cannot exclude casual teachers from employment at other schools without sufficient evidence that their performance is a problem. This evidence can be difficult to collect when the teacher is employed on a casual basis.

The Department has revoked the approval of a small number of teachers who were only approved on the condition that they obtained satisfactory reports from principals about their performance. Apart from this, the Department has not revoked any casual teacher's approval on the grounds of unsatisfactory performance.

Casual.Direct  
re-assigns  
excluded  
casual  
teachers to  
other schools

The Department is committed to ensuring that it has efficient casual teachers, who are skilled and committed to meeting the needs of students and schools. The Department's policy requires it to provide appropriate support to teachers with performance issues and to withdraw their casual teaching approval if performance fails to improve following provision of support.

Principals are responsible for providing support to casual teachers with performance issues. The majority of schools that source their own casuals will generally not re-employ a casual whose performance they felt was inadequate.

However, Casual.Direct continues to assign teachers, who have been excluded by one school, to different schools. It advises that it cannot exclude casual teachers from employment at other schools without sufficient evidence that their performance is a problem.

Casual.Direct advised that once five schools have excluded a casual teacher, it asks the schools to formally report their concerns to EPAC. Casual.Direct does not advise casual teachers when schools exclude them and does not monitor the number of formal reports made to EPAC.

EPAC focuses on serious misconduct and safety concerns. When EPAC receives a report about casual teacher performance, it advises the teacher that it may monitor him or her. Under departmental policy, three reports to EPAC about performance can trigger an investigation into whether the casual's approval to teach should be revoked.

Between 2007 and 2012, EPAC received 580 formal reports concerning casual teacher performance. It advises that all of these were low level concerns that did not require performance management.

Procedural fairness requires a level of evidence about poor performance, which can be difficult to collect when the teacher is employed on a casual basis across a number of schools.

The Department requires that a small number of casual teachers with a restricted approval to teach, obtain reports from principals attesting to their satisfactory performance. The Department advises that it has revoked the approval of some of these teachers who were unable to provide such reports. Apart from this, we have no evidence of the Department revoking the teaching approval of any casual teacher on the grounds of unsatisfactory performance.

We found only one instance where Casual.Direct is not assigning a teacher to schools because of performance issues. This happened after the teacher was assigned to, and excluded from, 22 schools.

### Recommendations

The Department should, for the 2015 school year, improve the way it identifies and responds to casual teachers with performance issues.

### 3.3 Does the Department ensure that schools provide appropriate induction to casual teachers?

**Finding:** The Department has induction material on its website. Around 60 per cent of schools surveyed routinely provide casual teachers with the basic information they need to be effective when they arrive at the school.

The Department should encourage all schools to provide induction to casual teachers.

The Department publishes guidance about what is expected from schools and casuals on its website.

Sixty per cent of schools surveyed say that they routinely provide casuals with the basic information described in the Department guidelines:

- a clear outline of what the school expects from the casual
- a clear outline of what the casual can expect from the school
- an induction to the school.

Some schools provide comprehensive induction that includes information about the children in the class, their needs and behavioural management procedures. Three in four principals surveyed rate the quality of induction provided by their schools as comprehensive or better.

In some cases the casual teacher knows the school well having worked there before.

However, some principals reported that it is often difficult for them to provide quality induction. For example:

When a casual first comes to a school it is often because they are the only person available to fill an otherwise impossibly complex day, with many staff absent, extras flying to all and sundry, some possibly being argued about, and on top of that hundreds of kids and parents ... and you wonder whether there is a quality induction program in place!

### Recommendation

The Department should, for the 2015 school year, assist schools to improve their induction practices for casual teachers.

60 per cent of schools routinely give casuals the information they need

# Appendices

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## Appendix 1: About the audit

### Audit objective

This audit examined whether the Department of Education and Communities (the Department) effectively manages the supply, availability and performance of casual teachers.

### Audit lines of inquiry

To assess the Department performance against this objective we addressed the following questions:

- Does the Department manage the supply and availability of casual teachers effectively?
- Does the Department have effective systems for induction and for feedback on the performance of casual teachers?

### Audit scope and criteria

In examining the supply, availability and performance of casual teachers, we focused on Departmental strategies, policies and procedures and the implementation of these by a selection of primary and secondary government schools.

We considered how well:

- the Department approves candidates for casual teaching and maintains complete and accurate information on their availability
- the Department efficiently and effectively provides casual teachers that match school needs
- the Department seeks feedback from schools on the performance of casual teachers
- the Department responds to the performance issues of casual teachers
- the Department ensures that schools provide appropriate induction to casual teachers.

The audit did **not** focus on:

- private schools
- the management of permanent teachers
- the management of temporary teachers. However, we looked at Temporary Teacher Programs where casual vacancies are covered by a pool of temporary teachers
- management of the demand for casual teachers
- the accreditation of teachers by the NSW Institute of Teachers
- whether teachers have specialist qualifications to teach a particular subject area
- a range of devolutionary reforms associated with *Local Schools*, *Local Decisions* that may affect principals' decisions to engage casual staff.

### Audit approach

We acquired subject matter expertise and evidence through:

- examination of relevant data and documents including policies, legislation, guidelines, reports, strategies and reviews relating to casual teachers
- discussions with relevant staff at the Department, including principals and school staff
- discussions with representatives of key stakeholders
- comparisons where appropriate with processes in other jurisdictions and the Catholic Education Commission
- observing Casual.Direct call-centre staff responding to school requests for relief staff
- surveying 263 schools which were selected via a stratified random sample based on location and school type (Appendix 2).

### **Fieldwork visits**

We had discussions with relevant staff in the Department. We also interviewed principals and/or relevant staff at the following schools:

- Auburn North Public School
- Berala Public School
- Blayney Public School
- Burke Ward Public School
- Camden High School
- Nyngan High School
- St Andrews Public School
- St Clair High School
- Taree West Public School

### **Audit selection**

We use a strategic approach to selecting performance audits which balances our performance audit program to reflect issues of interest to parliament and the community. Details of our approach to selecting topics and our forward program are available on our website.

### **Audit methodology**

Our performance audit methodology is designed to satisfy Australian Audit Standards ASAE 3500 on performance auditing, and to reflect current thinking on performance auditing practices. Our processes have also been designed to comply with the auditing requirements specified in the *Public Finance and Audit Act 1983*.

### **Acknowledgements**

We gratefully acknowledge the cooperation and assistance provided by the Department. In particular we wish to thank our liaison officer and staff who participated in interviews and provided material relevant to the audit.

We were also assisted by discussions with people from Catholic Education Commission of New South Wales and Queensland Department of Education, Training and Employment.

### **Audit team**

Our team leader for the performance audit was Michael Johnston, assisted by Sandra Tomasi and Suzanne Mousallem. Jane Tebbatt provided direction and quality assurance.

### **Audit cost**

Including staff costs, printing costs and overheads, the estimated cost of the audit is \$248,000.



## Appendix 2: About the survey

The Audit Office of New South Wales commissioned ORIMA Research to conduct a survey of school principals of government schools. The survey aimed to collate responses on the management of casual teachers by their school and the Department.

The survey was conducted from 25 March to 12 April 2013 in accordance with international quality standard ISO 20252.

We invited 781 principals to complete the survey themselves or to ask the person at their school who manages casual teachers on a more regular basis to complete the survey. In total, 263 schools responded to the survey.

### Sample design

The survey was conducted via a stratified random sample of schools based on location and school type.

**Exhibit 13: Survey response rates by stratum**

Location and type	Population (N=)	Sample (n=)	Completions (n=)	Sample response rate (%)	Population response rate (%)
Metropolitan Primary	919	150	54	36%	6%
Metropolitan Secondary	265	150	61	41%	23%
Metropolitan Combined	4	4	1	25%	25%
Metropolitan Special	74	74	17	23%	23%
Provincial Primary	664	150	34	23%	5%
Provincial Secondary	127	127	56	44%	44%
Provincial Combined	47	47	17	36%	36%
Provincial Special	25	25	9	36%	36%
Remote/Very remote - All school types	54	54	14	26%	26%
<b>TOTAL</b>	<b>2179</b>	<b>781</b>	<b>263</b>	<b>34%</b>	<b>12%</b>

A total of 2,216 schools were listed in the spreadsheet of school contact and enrolment details provided to ORIMA. Location and school type information was missing for 37 of these schools (primarily Environmental Education Centres) and they were therefore excluded from the sample design. This left a total population of 2,179 in-scope schools.

### Rationale for weighting

As the table above illustrates, schools belonging to small strata were fully sampled (i.e. 100 per cent were invited to complete the survey). Schools belonging to larger strata were sampled at a proportional rate (i.e. no more than 150 schools per stratum were invited to complete the survey). If the results were *not* weighted, schools belonging to small strata would be over-represented in the results, and schools belonging to large strata would be under-represented. The weighting ensured that the survey results were reflective of each stratum's share of the underlying population.

### Levels of Confidence

When over 220 respondents answered a question, the level of confidence at the 90 per cent confidence interval is plus or minus seven per cent. The confidence interval is greater where the number of responses is lower. For example in Exhibit 3, 67 schools using Casual.Direct teachers responded giving a confidence interval of plus or minus 12.7 per cent. Twenty eight schools using area relief teachers responded giving a confidence level of plus or minus 19.4 per cent.

# Performance auditing

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## What are performance audits?

Performance audits determine whether an agency is carrying out its activities effectively, and doing so economically and efficiently and in compliance with all relevant laws.

The activities examined by a performance audit may include a government program, all or part of a government agency or consider particular issues which affect the whole public sector. They cannot question the merits of government policy objectives.

The Auditor-General's mandate to undertake performance audits is set out in the *Public Finance and Audit Act 1983*.

## Why do we conduct performance audits?

Performance audits provide independent assurance to parliament and the public.

Through their recommendations, performance audits seek to improve the efficiency and effectiveness of government agencies so that the community receives value for money from government services.

Performance audits also focus on assisting accountability processes by holding managers to account for agency performance.

Performance audits are selected at the discretion of the Auditor-General who seeks input from parliamentarians, the public, agencies and Audit Office research.

## What happens during the phases of a performance audit?

Performance audits have three key phases: planning, fieldwork and report writing. They can take up to nine months to complete, depending on the audit's scope.

During the planning phase the audit team develops an understanding of agency activities and defines the objective and scope of the audit.

The planning phase also identifies the audit criteria. These are standards of performance against which the agency or program activities are assessed. Criteria may be based on best practice, government targets, benchmarks or published guidelines.

At the completion of fieldwork the audit team meets with agency management to discuss all significant matters arising out of the audit. Following this, a draft performance audit report is prepared.

The audit team then meets with agency management to check that facts presented in the draft report are accurate and that recommendations are practical and appropriate.

A final report is then provided to the CEO for comment. The relevant minister and the Treasurer are also provided with a copy of the final report. The report tabled in Parliament includes a response from the CEO on the report's conclusion and recommendations. In multiple agency performance audits there may be responses from more than one agency or from a nominated coordinating agency.

## Do we check to see if recommendations have been implemented?

Following the tabling of the report in parliament, agencies are requested to advise the Audit Office on action taken, or proposed, against each of the report's recommendations. It is usual for agency audit committees to monitor progress with the implementation of recommendations.

In addition, it is the practice of Parliament's Public Accounts Committee (PAC) to conduct reviews or hold inquiries into matters raised in performance audit reports. The reviews and inquiries are usually held 12 months after the report is tabled. These reports are available on the parliamentary website.

## Who audits the auditors?

Our performance audits are subject to internal and external quality reviews against relevant Australian and international standards.

Internal quality control review of each audit ensures compliance with Australian assurance standards. Periodic review by other Audit Offices tests our activities against best practice.

The PAC is also responsible for overseeing the performance of the Audit Office and conducts a review of our operations every four years. The review's report is tabled in parliament and available on its website.

## Who pays for performance audits?

No fee is charged for performance audits. Our performance audit services are funded by the NSW Parliament.

## Further information and copies of reports

For further information, including copies of performance audit reports and a list of audits currently in-progress, please see our website [www.audit.nsw.gov.au](http://www.audit.nsw.gov.au) or contact us on 9275 7100.

## Performance audit reports

No	Agency or Issues Examined	Title of performance Audit Report or Publication	Date Tabled in Parliament or Published
237	Department of Education and Communities	<i>Management of casual teachers</i>	3 October 2013
236	Department of Premier and Cabinet Ministry of Health – Cancer Institute NSW Transport for NSW – Rail Corporation NSW	<i>Government Advertising 2012–13</i>	23 September 2013
235	NSW Treasury NSW Police Force NSW Ministry of Health Department of Premier and Cabinet Department of Attorney General and Justice	<i>Cost of alcohol abuse to the NSW Government</i>	6 August 2013
234	Housing NSW NSW Land and Housing Corporation	<i>Making the best use of public housing</i>	30 July 2013
233	Ambulance Service of NSW NSW Ministry of Health	<i>Reducing ambulance turnaround time at hospitals</i>	24 July 2013
232	NSW Health	<i>Managing operating theatre efficiency for elective surgery</i>	17 July 2013
231	Ministry of Health NSW Treasury NSW Office of Environment and Heritage	<i>Building energy use in NSW public hospitals</i>	4 June 2013
230	Office of Environment and Heritage - National Parks and Wildlife Service	<i>Management of historic heritage in national parks and reserves</i>	29 May 2013
229	Department of Trade and Investment, Regional Infrastructure and Services – Office of Liquor, Gaming and Racing Independent Liquor and Gaming Authority	<i>Management of the ClubGRANTS scheme</i>	2 May 2013
228	Department of Planning and Infrastructure Environment Protection Authority Transport for NSW WorkCover Authority	<i>Managing gifts and benefits</i>	27 March 2013
227	NSW Police Force	<i>Managing drug exhibits and other high profile goods</i>	28 February 2013
226	Department of Education and Communities	<i>Impact of the raised school leaving age</i>	1 November 2012
225	Department of Premier and Cabinet Division of Local Government	<i>Monitoring Local Government</i>	26 September 2012
224	Department of Education and Communities	<i>Improving the literacy of Aboriginal students in NSW public schools</i>	8 August 2012
223	Rail Corporation NSW Roads and Maritime Services	<i>Managing overtime</i>	20 June 2012
222	Department of Education and Communities	<i>Physical activity in government primary schools</i>	13 June 2012
221	Community Relations Commission For a multicultural NSW Department of Premier and Cabinet	<i>Settling humanitarian entrants in NSW services to permanent residents who come to NSW through the humanitarian migration stream</i>	23 May 2012
220	Department of Finance and Services NSW Ministry of Health NSW Police Force	<i>Managing IT Services Contracts</i>	1 February 2012

No	Agency or Issues Examined	Title of performance Audit Report or Publication	Date Tabled in Parliament or Published
219	NSW Health	<i>Visiting Medical Officers and Staff Specialists</i>	14 December 2011
218	Department of Family and Community Services Department of Attorney General and Justice Ministry of Health NSW Police Force	<i>Responding to Domestic and Family Violence</i>	8 November 2011
217	Roads and Traffic Authority	<i>Improving Road Safety: Young Drivers</i>	19 October 2011
216	Department of Premier and Cabinet Department of Finance and Services	<i>Prequalification Scheme: Performance and Management Services</i>	25 September 2011
215	Roads and Traffic Authority	<i>Improving Road Safety: Speed Cameras</i>	27 July 2011
214	Barangaroo Delivery Authority Department of Transport NSW Treasury	<i>Government Expenditure and Transport Planning in relation to implementing Barangaroo</i>	15 June 2011
213	Aboriginal Affairs NSW Department of Premier and Cabinet	<i>Two Ways Together - NSW Aboriginal Affairs Plan</i>	18 May 2011
212	Office of Environment and Heritage WorkCover NSW	<i>Transport of Dangerous Goods</i>	10 May 2011
211	NSW Police Force NSW Health	<i>The Effectiveness of Cautioning for Minor Cannabis Offences</i>	7 April 2011
210	NSW Health	<i>Mental Health Workforce</i>	16 December 2010

### Performance audits on our website

A list of performance audits tabled or published since March 1997, as well as those currently in progress, can be found on our website [www.audit.nsw.gov.au](http://www.audit.nsw.gov.au).

## Our vision

To make the people of New South Wales  
proud of the work we do.

## Our mission

To perform high quality independent audits  
of government in New South Wales.

## Our values

**Purpose** – we have an impact, are  
accountable, and work as a team.

**People** – we trust and respect others  
and have a balanced approach to work.

**Professionalism** – we are recognised  
for our independence and integrity  
and the value we deliver.

**Professional people with purpose**

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