



**Schools Administration System – Benefits Realisation Review**  
ACT Education Directorate  
Draft Report  
Education Directorate Response  
15 November 2022



# Contents

1	Executive Summary	2
2	Background	8
3	Review observations – Benefits realisation	10
4	Future SAS enhancements and issues	22
	Appendix A – Documents reviewed	25
	Appendix B – Scope and Approach	26
	Appendix C – Risk Matrix	28

## ***Limitations***

*Our Internal Audit work was limited to that described in this report and was performed in accordance with International Standards for the Professional Practice of Internal Auditing from the Institute of Internal Auditors. It did not constitute an examination or a review in accordance with generally accepted auditing standards or assurance standards.*

# 1 Executive Summary

## 1.1 Introduction

The Schools Administration System (SAS) has been funded by the ACT Government to improve the support systems available to schools. After a competitive tender in 2016, the product Sentral was selected given the capabilities it offered to support schools in areas such as student information, incident management and academic reporting.

SAS has been rolled out since April 2018. The system is designed so that ‘modules’ can be configured and then brought online incrementally. The technology supporting SAS has been used at many schools across Australia, however the ACT is the first jurisdiction to utilise it at a system level across its 90 schools.

To ensure successful delivery, the program has adopted a phased implementation and comprehensive change management approach to support all schools in progressively implementing and embedding modules of the new system. Modules are being released using a staged approach to align with quieter periods within schools.

## 1.2 Objectives

The objective of the review was to provide independent assurance that the expected benefits for an effective and efficient digital solution replacing the MAZE administration system, have been realised. This included confirmation that expected operational outcomes have been delivered through the SAS program across all schools and reporting of gaps in program delivery have been rectified.

## 1.3 Conclusion

In 2016-17, the Directorate developed an *ICT Business Case* which detailed 12 desired benefits to be achieved through the implementation of SAS<sup>1</sup>. This internal audit has assessed that the implementation of SAS has partially delivered on the 12 anticipated business benefits. This review has identified the following observations in relation to the status of the anticipated SAS business benefits:

- two out of the 12 benefits have been fully realised
- seven of the 12 benefits have been partially realised
- three benefits remain unrealised.

Refer to Section 3 of this report for a detailed assessment of the anticipated business benefits. The following table outlines internal audit’s assessment of the 12 business benefits:

Benefit	Assessment	Benefit	Assessment
Benefit 1 Teacher administrative activities		Benefit 2 Administrative staff activities	
Benefit 3 Interactions with parents		Benefit 4 Automated submission of permission forms	
Benefit 5 Single source of truth for student data		Benefit 6 Resolution of data integrity issues	
Benefit 7 Reduction of system customisation		Benefit 8 Positive impact on data accuracy, compliance and timeliness	
Benefit 9 Reduction of manual interventions		Benefit 10 Reporting against local and national targets	

<sup>1</sup> School Administration System Project ICT Business Case 2016-17, 19 February 2016. Additional benefits may have been realised following development of the initial business case, through development of the SAS system.

– Benefits Realisation Review

Benefit	Assessment	Benefit	Assessment
Benefit 11 Improved stakeholder confidence		Benefit 12 Improved data interrogation and reporting	

Key

	Anticipated benefit not realised		Anticipated benefit partially realised
	Anticipated benefit fully Realised		

Internal Audit’s conclusion of the status of SAS benefits has been developed based on:

- review of SAS project documentation
- discussion with a sample of 16 schools (including 30 teachers and administration staff) across ACT public schools utilising the system
- discussion with seven members from Digital Strategy, Services and Transformation (DSST) to validate observations from discussions with schools.

This review notes that while there was a specific project to implement components of SAS, it is an ongoing implementation which is still being carried out as at the time of this report. This development work aims to achieve the benefits originally defined in the 2016-17 *ICT Business Case*. To facilitate this continuous improvement of SAS, DSST has developed a 2022 Work Program, which includes future projects to increase the functionality of SAS. The delivery of the Program is the responsibility of the SAS Enhancements Team. Projects included within the Program may address several of the partial and unrealised business benefits discussed in Section 3 of this report.

DSST maintains a register of issues which have been raised with Sentral for review and actioning. Internal audit performed analysis of the issues recorded in the register to identify trends and assess the timeliness in resolving outstanding issues. The review identified the following:

- there are currently 157 issues recorded which are waiting on the vendor to rectify
- the average age of raised issues is 266 days
- key themes in cases reported include issues relating to attendance, enrolments, reporting, and data duplication.

Details of the assessment against the list of issues have been included in Section 4.2 of this report.

A summary of the observations noted throughout the review are documented below.

Review observations	Reference	Risk
<p>Single source of truth for student data</p> <p>The following observations were noted in relation to SAS capabilities as a single source of truth for student data:</p> <ul style="list-style-type: none"> <li>• SAS does not have the capability to record and retain all the necessary student information required by schools. Examples of this include the ACT Certification System (ACS) data required for college reporting and external software for recording partial absences outside of the Truancy Wizard module</li> <li>• SAS does not transfer student information between schools once the student has left the school. Administration staff have to print hard copy student records, which must be provided to the next school the student is enrolled in. The hard copy files must include:                             <ul style="list-style-type: none"> <li>○ attendance records</li> <li>○ enrolments data</li> <li>○ wellbeing information</li> <li>○ incident reports.</li> </ul> </li> </ul>	3.1	High Risk

Review observations	Reference	Risk
<ul style="list-style-type: none"> <li>there is inconsistent understanding between school administration staff regarding which information is to be saved and printed in a student's hard copy file</li> <li>schools have implemented their own workarounds (such as use of Google Documents and jot forms) to store student information.</li> </ul> <p>Business benefits relating to this observation<sup>2</sup>: five and nine</p>		
<p><b>Attendance module</b></p> <p>There is limited integration between the attendance module and excursion module within SAS, which has resulted in the entry of duplicate attendance data. Truancy Wizard, which is used to monitor and report on student absences, is not effective in managing and reporting on partial absences. Students who arrive late are reported as fully attending the class instead of being recorded as only partially attending a class.</p> <p>Business benefits relating to this observation: one, six and eight</p>	3.2	
<p><b>Interaction with parents</b></p> <p>Parents are not able to submit excursions notes, medical information directly using SAS. Schools are still managing permissions notes and medical information via manual forms.</p> <p>Business benefits relating to this observation: three and four</p>	3.3	
<p><b>Admissions and enrolments module</b></p> <p>The following issues were noted in relation to the SAS enrolment's module:</p> <ul style="list-style-type: none"> <li>the admissions module was not integrated with the student enrolment forms through Access Canberra for the 2021 student intake. As a result, the DSST team had to manually enter this enrolment data into SAS. Discussions with a sample of schools utilising SAS identified a significant number of errors in student and household data as a result of this manual entry.</li> <li>interviews with schools highlighted inefficiencies in enrolling new students in SAS, compared to the enrolment process within MAZE:                             <ul style="list-style-type: none"> <li>student data is duplicated across various tabs within the SAS enrolments module (such as medical data, court order and flag information)</li> <li>consent permissions (such as publishing student information, IT access and permissions to be photographed) must be individually and manually added for every student. This can be- more than 20 permissions per student</li> <li>as SAS is an off the shelf system, the enrolments module has not been configured to align to the student enrolment form in Access Canberra. Administration staff are having to move back and forth between enrolment tabs within SAS when entering student information</li> <li>overall, it is estimated to take 45 minutes to enrol a student in SAS compared to the 10 minutes for an enrolment to be processed in MAZE.</li> </ul> </li> </ul> <p>Business benefits relating to this observation: two, six, eight and nine</p>	3.4	
<p><b>College academic reporting</b></p> <p>The following was noted relating to SAS capability to be used as a timetabling solution and facilitate college academic reporting:</p> <ul style="list-style-type: none"> <li>data from the ACS cannot be reported using the Academic Reporting function</li> <li>colleges have purchased external software to provide student academic reports to parents with all the information required by the ACS</li> <li>there is poor integration between the Sentral enrolments module, Timetable Solutions and the ACS system and the same student information is required to be entered into all three systems.</li> </ul> <p>Business benefits relating to this observation: 10</p>	3.5	
<p><b>Reporting module</b></p> <p>The SAS reporting module has provided functionality not previously available in the MAZE system. However, schools have reported issues querying and reporting on student data and</p>	3.6	

<sup>2</sup> Refer to section 3 of this report for a detailed list of the SAS business benefits.

– Benefits Realisation Review

Review observations	Reference	Risk
<p>administration staff are having to export reports to Microsoft Excel then manually edit student data.</p> <p>Interviews with schools highlighted difficulties in generating reports from SAS to monitor the attendance of individual students. Current reporting capabilities are only able to generate attendance reports for all the students in that roll class.</p> <p>Discussions with DSST clarified that this reporting functionality exists within SAS, highlighting the need for further reporting training or guidance materials to be provided to schools.</p> <p>Business benefits relating to this observation: 12</p>		

Refer to Section 3 of this report for detailed analysis against each observation and recommendations to address findings. Overall, the audit identified one high-risk finding with eight recommendations made to address this finding.

## 1.4 Summary of Recommendations

### Management Statement

Noting that this review occurred in 2021 and evidence was gathered at that time a significant portion of this work is completed. Prior to finalising this report Education Directorate committed to providing evidence and assurance that the tasks have been completed as documented in the management responses of this summary of recommendations. Education Directorate will review the benefits of the program established in 2016 to make appropriate recommendations for changes if required.

Recommendation	Report section	Finding risk rating	Management response	Action Officer	Action date
<p>1. The Directorate should consider providing the following.</p> <p>1.1 develop guidance to be disseminated to all ACT public schools regarding specific documentation required to be stored in student hard-copy files to ensure compliance with the <i>Territories Records ACT (2002)</i></p> <p>1.2 developing a long-term solution to provide schools with a digital records management system or provide direct access to the TRIM/Content Manager system currently being used by the ACT Government.</p>	3.1	High	<p>1.1 Agreed. Procedures, training and reminder communications are regularly sent out to schools, all school records are required to be physical records.</p> <p>1.2 Agreed. DSST will develop options for a consideration by the Digital Strategy Committee and EGC. To implement this change a business case would be required to be submitted for a government decision on funding. The business case would require endorsement from the Digital Strategy Committee (DSC), Education Governance Committee (EGC) and the Minister before being submitted to Government. Next business case submissions are scheduled for mid-2024 (FY 24/25).</p>	1.1 EBM-DSST 1.2 DSC / EGC	Mid-2024
2. The Directorate should provide schools with a system capable of recording partial attendance through either an enhancement to Truancy Wizard or a development of an edge system with this capability.	3.2	High	<p>Agreed. Partial day absences are now available and being used by schools. On 18 November 2022 DSST performed an internal check of the new functionality.</p>	EBM-DSST	18 November 2022
3. The Directorate should liaise with Sentral to determine if there is the ability to integrate attendance and excursion modules to avoid the manual re-entry of student attendance.	3.2	High	<p>Agreed. Following an internal review a bug has been found that is preventing this transfer from working. This issue has been reported and is being tracked as a priority issue for rectification.</p>	EBM-DSST	Mid 2023
4. It is recommended that DSST provide an update of the 'Parent Portal' project progress to the Executive Governance Committee (EGC). These status updates should be periodically presented to EGC and provide an overview of any anticipated issues, delays, and completion timeframes.	3.3	Medium	<p>Agreed. Parent portal is expected to be available to schools in Term 3, 2023. DSST provides quarterly reports to the Executive Governance Committee (EGC) on the progress of all active DSST projects.</p>	EBM-DSST	Term 3 2023



Recommendation	Report section	Finding risk rating	Management response	Action Officer	Action date
5. The Directorate should consider developing, through either a smart form or enhancement of the enrolment's module, to enable the automated upload of student enrolment data between Access Canberra and the SAS enrolments module.	3.4	Medium	Agreed. The Admission System has been successfully integrated with SAS. The Admission System now facilitates new student information from enrolment forms to be uploaded into SAS (since 29 July 2022). Student transfers are also facilitated by the Admission System (since 16 September 2022).	EBM-DSST	29 July 2022
6. The Directorate should consider revising the enrolment form through Access Canberra to align with the fields within the SAS enrolments module	3.4	Medium	Agreed. Since the integration of the Admission System on 29 July 2022 manual entry form is no longer required.	EBM-DSST	29 July 2022
7. It is recommended that DSST provide an update of the 'Timetabling Solutions' and 'College Academic Reports' projects progress to the EGC. These status updates should be periodically presented to EGC and provide an overview of any anticipated issues, delays, and completion timeframes.	3.5	Medium	Agreed. DSST provides quarterly reports to the Executive Governance Committee (EGC) on the progress of all active DSST projects.	EBM-DSST	July 2022
8. It is recommended that DSST provide an update of the 'Report Writer Enhancement' project progress to the EGC. These status updates should be periodically presented to EGC and provide an overview of any anticipated issues, delays, and completion timeframes of this project should be reported regularly to Senior Management until implementation.	3.6	Medium	Agreed. DSST provides quarterly reports to the Executive Governance Committee (EGC) on the progress of all active DSST projects.	EBM-DSST	July 2022
9. It is recommended that the Directorate continues to escalate the rectification of issues with Sentral. Issues should be prioritised in order of importance, followed by time outstanding.	4.2	Medium	Agreed. This process has been implemented. The Directorate holds weekly meetings with Sentral about the resolution of issues. A recent update to the Sentral contract allows ACT Education to hold the vendor more stringently to account, when agreed timeframes are not met.	EBM-DSST	Ongoing

## 2 Background

### 2.1 Feasibility study

In late 2013, the ACT Education Directorate carried out a feasibility study on the MAZE system used by ACT public primary and senior schools. Oakton Services Pty Ltd was appointed to conduct analysis to determine MAZE's suitability to be used as the main school administration system. The review was completed in September 2014 and identified a number of recommendations and a set of business requirements for a new school administration system.<sup>3</sup>

The review identified that MAZE was no longer fit for purpose as the primary administration system due to:

- the system was heavily customised and there was little to no integration
- processes for handling student information varied greatly across schools and many processes were largely paper based
- the system required significant manual entries and workarounds to compensate for limited functionality. This resulted in the directorate utilising 26 external systems to achieve the required functionality.

Following the review and market analysis performed by Oakton, the Directorate commenced the procurement process to replace MAZE with a fit for purpose, cloud based, off the shelf system. As part of this process the *School Administration System Project ICT Business Case 2016-17*<sup>4</sup> was developed to identify key business requirements as per *SAS RFT Business and Non-functional Requirements*<sup>5</sup> and associated benefits to be realised through the implementation of SAS.

#### Project Governance Structure

##### SAS Steering Committee

The SAS Steering Committee was established in 2016 and provided governance and oversight of the SAS implementation project for the period 2016 - 2021. The role of this committee was to:

- monitor the progress of the SAS implementation project to ensure milestones were achieved
- make decisions about the project and respond to identified key risks
- ensure that the long- and short-term plans of the SAS implementation align with corporate goals
- allocate sufficient personnel and equipment to ensure projects have adequate resources.

The membership of the Steering Committee included representatives from each of the organisations who are party to the contract which included:

- Deputy Director General (Chair)
- Executive Group Manager (EGM), Service Design and Delivery (Deputy Chair)
- EGM, Strategic Policy
- EGM, Business Services
- EGM, School Improvement
- Executive Branch Manager (EBM), Strategic Finance and Procurement
- EGM, Shared Services.

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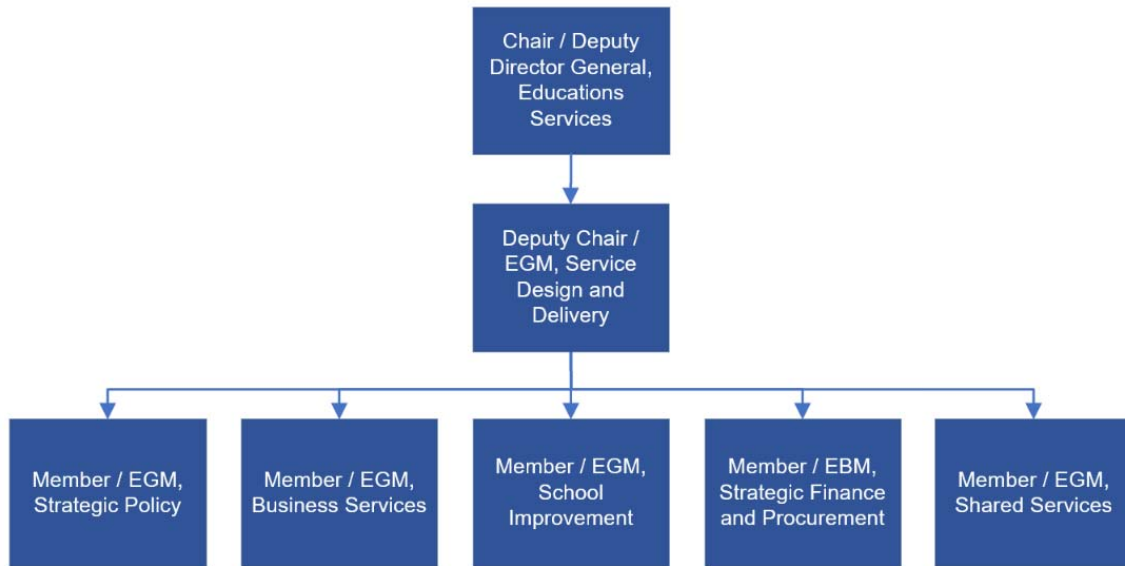
<sup>3</sup> School Administration System Market Scan.

<sup>4</sup> School Administration System Project ICT Business Case 2016-17

<sup>5</sup> SAS RFT Business and Non-functional Requirements

Membership of the Steering committee is documented in Figure 1 below.

Figure 1: SAS implementation Steering Committee membership



### 3 Review observations – Benefits realisation

Risk Rating

High Risk

To gain an understanding of the desired outcomes and associated expected benefits of the implementation of SAS, Internal Audit reviewed the following key project planning documents:

- ICT Business Case - School Administration System Upgrade
- SAS RFT Business and Non-functional Requirements
- School Administration System - Market Scan
- SAS Benefits Realization Covering Paper
  - Attachment A: Benefits Management Strategy
  - Attachment B: Benefits Management Plan.

The *SAS Project ICT Business Case 2016-17* identified a list of 12 anticipated business benefits to flow from the implementation of SAS:

Anticipated Business Benefits
1. Teachers spending less time in conducting administration activities (such as checking the roll and ensuring that the paperwork for excursions is complete)
2. School administration staff spending less time on basic administration tasks such as enrolling a student, accepting payments for excursions, and recording medical information on students.
3. Parents will have simplified interactions with the school. For instance, the ability for a parent to only supply medical information when it has changed rather than for every excursion.
4. Students will also benefit as permission forms will no longer “get lost in transit” when students no longer have to take part in the transaction. For instance, forms will be electronically submitted by the parent (through iConnect) directly to the school administration staff.
5. Provision of a real time data store with a single point of truth for data on students, teachers, families, classes, attendance, academic achievements, and school finances.
6. Resolution of current data integrity issues including: reduction in data duplication and inaccuracies, removal of manual data matching workarounds and the current inability for data to be satisfactorily moved between separate databases.
7. Reduction of system customisation which would allow for additional “off the shelf” functionality to be provided rather than more costly custom development
8. Adoption of best practice business processes with consequent positive impact on data accuracy, compliance, and timeliness
9. Reduction of manual interventions to remove and address data issues such as duplicate records and storage and manipulation of data by schools in local systems. reduction in manual data entry
10. Improved data and more efficient reporting against local and national performance indicators and targets
11. Improved stakeholder confidence in and use of the Directorate school administration system.
12. Improved data interrogation with the ability to identify trends and to monitor program performance.

To validate whether the implementation of SAS has achieved its benefits, internal audit conducted interviews with 30 staff members across 16 schools to discuss the capabilities of the system and any opportunities for improvement. Consultation was with key/experienced users of SAS at the 16 schools who participated in the review. The breakdown of these schools included:

- three primary schools
- three high schools
- four multi-campus schools (primary school to high school)
- five colleges
- one preschool.




To verify issues identified during school interviews, internal audit held meetings with members of the DSST team to clarify inconsistencies and confirm the accuracy of the issues raised by the schools. Internal Audit also performed an analysis of the SAS 2022 Work Program to cross check issues raised against future SAS enhancements to determine the future state of the realisation of the anticipated benefits post implementation of the SAS 2022 Work Program.





Detail supporting these summaries are included in Sections 3.1 to 3.6 of this report.







DSST maintains a register of issues which have been raised with Sentral for rectification. There are currently 157 outstanding issues within the register. Of these issues, 11 were carried over from the closure of the SAS implementation, and an additional 146 of the issues have been raised since the project closure. Key themes raised for rectification include attendance, enrolments, reporting, and data duplication. Details of the assessment against the list of issues currently being resolved by the SAS support team have been included in Section 4.2 of this report.

The table below includes an assessment of the progress made against each of the 12 anticipated benefits identified in the SAS business case. The current state is based on the state of each benefit realised at the time of this review based on feedback provided by the schools. The future state is based on the anticipated state of the benefit after the completion of the SAS 2022 Work Program.




Key





	Anticipated benefit not realised		Anticipated benefit partially realised
	Anticipated benefit fully Realised		

Anticipated Business Benefit	Assessment (current state)	Assessment (future state)
1. Teachers spending less time in conducting administration activities (such as checking the roll and ensuring that the paperwork for excursions is complete)		
<p>Anticipated business benefit 1 has been partially realised. The following assessment supports partial realisation:</p> <p>Positive observations</p> <p>SAS allows teachers to mark rolls electronically using the attendance module. This was raised as a positive observation by the schools throughout the interview process.</p> <p>Opportunities for improvement</p> <p>The following opportunities for improvement were identified:</p> <ul style="list-style-type: none"> <li>SAS does not record partial attendances in Truancy Wizard. Refer to Section 3.2 for details</li> <li>limited integration between the attendance module and other modules within SAS. Administration staff are required to duplicate attendance data into both the attendance and excursion modules. Refer to Section 3.2 for details</li> <li>paperwork for excursions is completed externally to SAS through manual forms. This has resulted in an additional administrative burden for school staff. Refer to Section 3.3 for details.</li> </ul>		
2. School administration staff spending less time on basic administration tasks such as enrolling a student, accepting payments for excursions and recording medical information on students.		
<p>Anticipated business benefit 2 has not been realised. The following assessment supports no realisation of this benefit:</p> <p>Opportunities for improvement</p> <p>The admissions module was not integrated with the student enrolment forms for the 2021 student intake. As a result, the DSST team had to manually enter enrolment data into SAS. Discussions with a sample of schools utilising SAS identified a significant number of errors in student and household data because of this manual entry. School administration staff have spent a significant amount of time rectifying these errors.</p> <p>Interviews with schools highlighted inefficiencies in enrolling new students in SAS, compared to the enrolment process within MAZE:</p> <ul style="list-style-type: none"> <li>as SAS is an off the shelf system, the enrolments module has not been configured to align to the student enrolment form in Access Canberra. Administration staff are having to move back and forth between enrolment tabs within SAS when entering student information</li> </ul>		






Anticipated Business Benefit	Assessment (current state)	Assessment (future state)
<ul style="list-style-type: none"> <li>student data is duplicated across various tabs within the SAS enrolments module (such as medical data, court order and flag information)</li> <li>consent permissions (such as publishing student information, IT access and permissions to be photographed) must be individually and manually added for every student. This can be up to 20 permissions per student.</li> <li>overall, it takes 45 minutes to enrol a student in SAS compared to the 10 minutes for an enrolment to be processed in MAZE<sup>6</sup></li> <li>paperwork for excursions is completed externally to SAS, through manual forms. This has resulted in additional administrative burden for school staff as this information must be manually entered into SAS.</li> </ul> <p>Refer to Section 3.4 of this report for further information.</p> <p>Review of DSST’s 2022 SAS Work Program and discussions with the DSST team identified that the following upcoming projects aimed at rectifying the issues identified above to fully realise business benefit 2:</p> <ul style="list-style-type: none"> <li>Admissions application – Implementation of an automatic upload of enrolment data directly into SAS</li> <li>Parent portal – Capability for parents to manage excursion notes through the portal.</li> </ul> <p>Refer to Section 4 for details of future enhancements included in the 2022 SAS Work Program.</p>		
3. Parents will have simplified interactions with the school. For instance, the ability for a parent to only supply medical information when it has changed rather than for every excursion.		
<p>Anticipated business benefit 3 has been partially realised. The following assessment supports partial realisation:</p> <p><b>Positive Observations</b></p> <p>Schools have provided positive feedback relating to SAS’s ability to use SMS messaging and email to communicate and record interactions with parents.</p> <p><b>Opportunities for Improvement</b></p> <p>Schools are currently reliant on manual forms to manage student permission notes and medical information. Refer to Section 3.3 of this report for further information.</p> <p>The capability for parents to provide permissions and medical information through the parent portal has been included in the 2022 SAS Work Program. Implementation of this project aims to allow business benefit 3 to be fully realised.</p> <p>Refer to Section 4 of this report for details.</p>		
4. Students will also benefit as permission forms will no longer “get lost in transit” when students no longer have to take part in the transaction. For instance, forms will be electronically submitted by the parent (through iConnect) directly to the school administration staff.		
<p>Anticipated business benefit 4 has not been realised. The following assessment supports this conclusion:</p> <p><b>Opportunities for Improvement</b></p> <p>Schools are reliant on manual permission slips, excursion information and medical information. Refer to Section 3.3 of this report for further information.</p> <p>Internal Audit identified that the capability for parents to manage excursion notes through the parent portal has been included in the 2022 SAS Work Program. Implementation of this project aims to allow business benefit 4 to be fully realised. Refer to Section 4 for details.</p>		
5. Provision of a real time data store with a single point of truth for data on students, teachers, families, classes, attendance, academic achievements and school finances.		
<p>Anticipated business benefit 5 has not been realised. The following assessment supports this conclusion:</p> <p><b>Opportunities for Improvement</b></p> <p>SAS is not currently being utilised as a single point of truth for student data. SAS does not have the capability to record and retain all the necessary student information required by schools. Examples of this include the ACS</p>		

<sup>6</sup> Based on discussions with members of the DSST team and interviews with school administration staff.

Anticipated Business Benefit	Assessment (current state)	Assessment (future state)
<p>data required for college reporting and separate documents for recording partial absences outside of the Truancy Wizard module.</p> <p>SAS does not transfer student information between schools once the student has left the school. The hard copy file retained by the previous school must be provided to the next school in which the student is enrolled.</p> <p>Schools have been advised to print hard copy files of each student’s data, which requires significant storage space and creates administrative burden. Discussions with schools also highlighted varying levels of understanding regarding which information is to be saved and printed in a student’s hard copy file. The hard copy file must include:</p> <ul style="list-style-type: none"> <li>• attendance records</li> <li>• enrolments data</li> <li>• wellbeing information</li> <li>• incident reports.</li> </ul> <p>Schools have implemented their own workarounds (such as use of Google Documents/Jot Forms) to store student information.</p> <p>Refer to Section 3.1 of this report for further information.</p> <p>Internal audit identified that there is currently a project within the 2022 SAS Work Program to allow student’s history, enrolment data, wellbeing, and attendance records to be transferred between schools. Refer to Section 4 of this report for further information. However, this will not completely address the issues regarding SAS capabilities to be used as a single source of truth for student data.</p>		
6. Resolution of current data integrity issues including: reduction in data duplication and inaccuracies, removal of manual data matching workarounds and the current inability for data to be satisfactorily moved between separate databases.		
<p>Anticipated business benefit 6 has been partially realised. The following assessment supports partial realisation:</p> <p><b>Positive observations</b></p> <p>SAS has partly improved issues relating to data duplication and inaccuracy. Student data within the same household is shared in real-time across the schools they attend. Therefore, any updates to student or household details are updated across each school.</p> <p><b>Opportunities for Improvement</b></p> <p>There are several areas within SAS where administration staff are required to enter duplicate or manual student data. These include:</p> <ul style="list-style-type: none"> <li>• recording student data in the attendance and excursions module (Refer to Section 3.2 of this report)</li> <li>• student data entered into SAS, Timetable Solutions and ACS (Refer to Section 3.5 of this report)</li> <li>• multiple sections within the enrolment’s module (Refer to Section 3.4 of this report).</li> </ul> <p>The 2020 SAS Work Program includes a College Academic Reports and Timetable Solutions upgrade, which aims to improve the integration between ACS and SAS and allow colleges to use Sentral Academic Reports. However, there is currently no project in place to correct the issues identified in the attendance and enrolments modules. Refer to Section 4 of this report for further information.</p>		
7. Reduction of system customisation which would allow for additional “off the shelf” functionality to be provided rather than more costly custom development.		
<p>Anticipated business benefit 7 has been realised.</p> <p>Sentral has been purchased as an “off the shelf” product and DSST has been working with the software developers to implement further modules to improve the functionality of the system. The primary goal here was to reduce systems customisation and utilise existing SAS modules. Internal Audit considers this benefit realised.</p>		

<p>8. Adoption of best practice business processes with consequent positive impact on data accuracy, compliance and timeliness.</p>		
<p>Anticipated business benefit 8 has been partially realised. The following assessment supports partial realisation:</p> <p><b>Positive observations</b></p> <p>SAS has partly improved issues relating to data duplication and inaccuracy. Student data within the same household is shared in real-time across the schools they attend. Therefore, any updates to student or household details are updated across each school.</p> <p><b>Opportunities for Improvement</b></p> <p>The following observations have been identified in relation to the accuracy and timeliness of data within SAS:</p> <ul style="list-style-type: none"> <li>• when a household (i.e. information about a family and students within that family) is shared over several schools, if a student becomes “removed” from a household by one of the schools, this student will be removed from the records of all the schools which share the same household. Discussions with the DSST team noted that this is a training issue and further guidance should be provided to the schools. The system’s ability to provide live household data is a positive benefit</li> <li>• Internal Audit identified instances where duplicate students and parents would exist within SAS</li> <li>• student data is required to be entered into multiple different locations within Sentral (such as court orders, flags, attendance and excursions).</li> <li>• in addition, SAS does not transfer student information between schools once the student has left the school. Hard copy files retained by the previous school must be provided to the next school the student is enrolled in. As identified in benefit 5, schools are having to print hard copy files of student data as a workaround, which requires significant storage space and takes administration staff a significant amount of time.</li> </ul> <p>There is currently no project within the 2022 SAS Work Program which will rectify issues relating to data accuracy, compliance and timeliness. Issues relating to a single source of truth of student data have been further discussed in Section 3.2 and 3.4 of this report.</p>		
<p>9. Reduction of manual interventions to remove and address data issues such as duplicate records, storage and manipulation of data by schools in local systems and reduction in manual data entry.</p>		
<p>Anticipated business benefit 9 has been partially realised. The following assessment supports partial realisation:</p> <p><b>Positive observations</b></p> <p>Interventions to change back-end data are now managed centrally within ACT Education and require approval. Additionally, Sentral has the capability to store a greater variety of student data compared to MAZE, providing teachers and administration staff with access to more student information which is easily available. The SAS household functions has partly improved issues relating to data duplication and inaccuracy.</p> <p><b>Opportunities for Improvement</b></p> <p>Internal Audit noted the following in relation to manual interventions and duplicate storage of student data:</p> <ul style="list-style-type: none"> <li>• as identified in anticipated benefit 2, the admissions module was not integrated with the student enrolment forms for the 2021 student intake. As a result, the DSST team had to manually enter enrolment data into SAS (this was a one-off exercise in 2021 as the module is now operational). Discussions with a sample of schools utilising SAS identified a significant number of errors in student and household data because of this manual entry. School administration staff have spent a significant amount of time rectifying these errors</li> <li>• as identified in anticipated benefit 5, SAS does not have the capability to record and retain all the necessary student information required by schools. Schools have been advised to print hard copy files of each student’s data, which is requiring significant storage space and creating administrative burden. Interviews also highlighted varying levels of understanding regarding which information is to be saved and printed in a student’s hard copy files</li> <li>• as identified in anticipated benefit 5, SAS does not transfer student information between schools once the student has left the school. The hard copy file retained by the previous school must be provided to the next school the student is enrolled in. As such, a number of interviewed schools have implemented their own workarounds (such as use of Google Documents/Jot Forms) to store student information.</li> </ul> <p>Interviews held with DSST team identified that the Admissions Application project aims to rectify issues identified above and fully realise business benefit 2. Internal Audit identified that there is currently a project within the 2022 SAS Work Program to allow transfer of student’s history, enrolment data, wellbeing and attendance records after students changes schools (benefit 5). Refer to Section 4 of this report for further information.</p> <p>However, no project is currently in train which will address data duplication issues, and the storage and manipulation of data by schools in external systems.</p>		



<p>10. Improved data and more efficient reporting against local and national performance indicators and targets</p>		
<p>Anticipated business benefit 10 has been partially realised. The following assessment supports partial realisation:</p> <p>Positive observations</p> <p>SAS provides a secure export tool which provides users with a variety of reports against local and national performance indicators. Previous MAZE functionality allowed users with knowledge of the Sequel programming language to directly export student data from a database in an unsecure manner.</p> <p>Opportunities for Improvement</p> <p>ACS data cannot be reported using the Sentral Academic Reporting function. Refer to Section 3.4 of this report for further information.</p> <p>The College Academic Reporting upgrade within the 2022 SAS Work Program aims to improve the integration between ACS and SAS and allow colleges to use Sentral Academic Reports to generate reports for college students. Refer to Section 4 of this report for further information.</p>		
<p>11. Improved stakeholder confidence in and use of the Directorate school administration system.</p>		
<p>Prior to the introduction of Sentral, very few staff understood and had access to the MAZE system. Sentral is being utilised wholistically by teaching and administration staff. Regular new user and refresher training is conducted.</p> <p>Feedback regarding DSST has been positive. Schools report that DSST are responsive and will assist when possible. However, many of the issues raised by schools require DSST to engage with the Sentral software providers to rectify these issues. DSST has created a running list of 157 issues which have been forwarded to Sentral for actioning. Of these issues:</p> <ul style="list-style-type: none"> <li>• 43 were created within three months</li> <li>• 26 were created within three to six months</li> <li>• 88 are aged greater than six months.</li> </ul> <p>Refer to Section 4.2 of this report for further information.</p>		
<p>12. Improved data interrogation with the ability to identify trends and to monitor program performance.</p>		
<p>Anticipated business benefit 12 has been partially realised. The following assessment supports partial realisation:</p> <p>Positive observations</p> <p>The Directorate introduced the Data Insights Program (DIP) which has been producing data dashboard reports from Sentral and other system information related to school performance, academic development, and attendance. Trends in items such as attendance across schools and the whole Directorate were developed using current Sentral information.</p> <p>Opportunities for Improvement</p> <p>SAS does not currently have the capability to report against ACS reporting requirements. Further, SAS is unable to filter data within reports, resulting in users having to manually export to Microsoft Excel to edit data. Internal Audit notes that a root cause of this issue is related to user error, and further training may assist users with this issue. Refer to Sections 3.5 and 3.6 of this report for further information.</p> <p>The Report Writer enhancement within the 2022 SAS Work Program aims to provide the schools with a suite of additional reports to meet their operational requirements. Implementation of this enhancement will fully realise benefit 12. Refer to Section 4 of this report.</p>		

## 3.1 Single source of truth for student data

### Finding

An anticipated benefit of the implementation of SAS was to create “a real time data store with a single point of truth for data on students, teachers, families, classes, attendance, academic achievements and school finances”. Discussions held with a sample of 30 staff across 16 schools and seven members from within DSST identified that SAS is not currently being utilised as a single source of truth for student data.

SAS does not have the capability to record and retain all the necessary student information required by schools. An example of this is the ACT Certification System data required for college reporting and separate documents for recording partial absences outside the Truancy Wizard module.

SAS does not transfer student information between schools once the student has left the school. These hard copy files retained by the previous school must be provided to the next school in which the student is enrolled.

The Directorate has advised schools to print and retain hard copy files of each student’s data. This has resulted in schools requiring significant storage space to retain the files and has increased administrative burden. Feedback during interviews also highlighted varying levels of understanding regarding which information is to be saved and printed in a student’s hard copy files. This information includes:

- attendance records
- enrolments data
- wellbeing information
- incident reports.

Several interviewed staff at schools advised that they have implemented their own workarounds (such as use of Google Documents/ Jot Forms) to store student information.

Internal audit identified that there is currently a project within the 2022 SAS Work Program to allow student’s history, enrolment data, wellbeing and attendance records student information to be transferred between schools. However, this will not completely address the issues regarding SAS capabilities to be used as a single source of truth for student data.

### Implication

The lack of a single source of truth for student data exposes the Directorate to the following risks:

- records generated and stored by the schools may not be compliant with the *Territories Records Act (2002)*
- student information may be unavailable should a child leave a school and the appropriate documents have not been retained in the hard copy files
- there is a significant cost to the schools in administration time to create the hard copy files and storage space which is required to store these records
- if schools start implementing alternative solutions to facilitate digital records management, these systems may not meet the required security standards.

### Recommendation 1

The Directorate should consider providing the following:

1.1 develop guidance to be disseminated to all ACT public schools regarding specific documentation which is required to be stored in student hard copy files to ensure compliance with the *Territories Records ACT (2002)*

1.2 developing a long-term solution to provide schools with a digital records management system or provide direct access to the TRIM/Content Manager system currently being used by the ACT Government.

## Management Response

Agreed.

### 1.1 Agreed.

Procedures, training, and reminder communications are regularly sent out to schools, all school records are required to be physical records.

Action Officer Executive Branch Manager, Digital Strategy Services and Transformation.

Action Date: Mid 2024

### 1.2 Agreed.

DSST will develop options for a consideration by the Digital Strategy Committee and EGC. To implement this change a business case would be required to be submitted for a government decision on funding. The business case would require endorsement from the Digital Strategy Committee (DSC), Education Governance Committee (EGC) and the Minister before being submitted to Government. Next business case submissions are scheduled for mid-2024 (FY 24/25).

Action Officer Digital Strategy Committee, Education Governance Committee

Action Date: Mid 2024

## 3.2 Attendance module

### Finding

An expected benefit of the implementation of SAS was to result in school administration staff spending less time on basic administration tasks, such as student enrolment, accepting payments and recording medical information (anticipated benefit 2).

Interviews with schools highlighted inefficiencies in SAS modules related to attendance, which included:

- limited integration between the attendance module and other modules within SAS. For example, student attendance data has to be recorded in both the excursion module and the attendance module. This doubles the workload for teachers and administrative staff as they are required to enter information into separate locations
- Truancy Wizard, which is used to monitor and report on student absences, is not effective in managing and reporting on partial absences. Students who arrive late are reported as fully attending the class instead of being recorded as only partially attending a class. School administration staff are having to rely on alternate methods for monitoring partial attendance (e.g. Schools are using Microsoft Excel spreadsheets to record partial absences).

### Implication

Limitations in recording partial attendances in Truancy Wizard may result in schools implementing external methods (such as Microsoft Excel) to achieve the desired functionality. Entry of student data into multiple modules increases the workload on teachers and administrative staff due to double handling of student information and increases the risk of incorrect data being entered.

### Recommendation 2

The Directorate should provide the schools with a system capable of recording partial attendance through either an enhancement to Truancy Wizard or a development of an edge system with this capability.

### Management Response

**Agreed.** Partial day absences are now available and being used by schools. On 18 November 2022 DSST performed an internal check of the new functionality

Action Officer Executive Branch Manager, Digital Strategy Services and Transformation.

Action Date: 18 November 2022

### Recommendation 3

The Directorate should liaise with Sentral to determine if there is the ability to integrate attendance and excursion modules to avoid the manual re-entry of student attendance.

#### Management Response

**Agreed.** Following an internal review a bug has been found that is preventing this transfer from working. This issue has been reported and is being tracked as a priority issue for rectification.

Action Officer Executive Branch Manager, Digital Strategy Services and Transformation.

Action Date Mid 2023

## 3.3 Interaction with parents

### Finding

The simplified interaction between parents and schools was a proposed benefit with the implementation of SAS. This specifically included the ability for parents to submit medical information when it has changed, rather than for every excursion.

Review of the current mechanisms for parents interacting with schools identified that paperwork for excursions is still completed externally to SAS, through manual forms. This has resulted in an additional administrative burden for school staff as this information must be manually entered into SAS.

The capability for parents to provide permission slips and medical information are enhancements which are aimed to be delivered with full implementation of the parent portal. These enhancements have been included in the 2022 SAS Work Program.

### Implication

Failure to implement the parent portal will result in SAS not fully facilitating simplified interactions with parents. Schools will still have to use manual excursion forms and payments for excursions will still not be made through SAS.

#### Recommendation 4

It is recommended that DSST provide an update of the 'Parent Portal' project progress to the Executive Governance Committee (EGC). These status updates should be periodically presented to EGC and provide an overview of any anticipated issues, delays, and completion timeframes.

#### Management Response

**Agreed.** Parent portal is expected to be available to schools in Term 3, 2023. DSST provides quarterly reports to the Executive Governance Committee (EGC) on the progress of all active DSST projects.

Action Officer Executive Branch Manager, Digital Strategy Services and Transformation.

Action Date Term 3 2023

### 3.4 Admissions and enrolments module

#### Finding

A key benefit of the implementation of SAS was to reduce administrative burden when enrolling new students at a school.

As of the 2021 student enrolment intake, the attendance module was yet to be integrated with the electronic student enrolment forms through Access Canberra. As a result, the DSST team manually entered enrolment data into SAS. Discussions with a sample of schools utilising SAS identified a significant number of errors in student and household data because of this manual entry. School administration staff have spent a significant amount of time rectifying these errors.

Interviews with a selected sample of schools also identified the following observations in relation to the enrolment module:

- as SAS is an off the shelf system, the enrolments module has not been configured to align to the student enrolment form in Access Canberra. Administration staff are having to move back and forth between enrolment tabs within SAS when entering student information
- student data is duplicated across areas and therefore required to be entered multiple times (such as medical data, court order and flag information) within various tabs within the SAS enrolments module
- consent permissions (such as publishing student information, IT access and permissions to be photographed) must be individually and manually added for every student. This can be up to 20 permissions per student.

Overall, school administration staff have reported that it takes 45 minutes to enrol a student in SAS compared to the 10 minutes for an enrolment to be processed in MAZE.

#### Implication

The observations identified above relating to the enrolment's module pose the following risks to the schools:

- the data clean-up presents a significant cost to the schools as they are required to review data for all students entered
- a lengthier process for entering student information requires additional administration time for processing enrolments
- duplicate data being manually entered into the system may unnecessarily increase administration time and the risk of errors in student data.

#### Recommendation 5

The Directorate should consider developing, through either a smart form or enhancement of the enrolment's module, to enable the automated upload of student enrolment data between Access Canberra and the SAS enrolments module.

### Management Response

**Agreed.** The Admission System has been successfully integrated with SAS. The Admission System now facilitates new student information from enrolment forms to be uploaded into SAS (since 29 July 2022). Student transfers are also facilitated by the Admission System (since 16 September 2022).

Action Officer Executive Branch Manager, Digital Strategy Services and Transformation.

Action Date 29 July 2022

### Recommendation 6

The Directorate should consider revising the enrolment form through Access Canberra to align with the fields within the SAS enrolments module.

### Management Response

**Agreed.** Since the integration of the Admission System on 29 July 2022 manual entry form is no longer required.

Action Officer Executive Branch Manager, Digital Strategy Services and Transformation.

Action Date 29 July 2022

## 3.5 College Academic Reporting

### Finding

Internal audit noted that data from the ACS cannot be reported using the Sentral Academic Reporting functions. The following information is required for each student:

- Mark
- Z score
- Mean
- Standard deviation.

As this functionality is not available in SAS, colleges have resorted to purchasing third party software so that student academic reports can be provided to parents with necessary information.

Additionally, there is poor integration between SAS enrolments module, Timetable Solutions and the ACS system. The same student information is required to be entered into each of these systems. An example of student information which is required to be entered into both the enrolments module and Timetable Solutions includes:

- Contact details
- House and home group information
- Year level
- Roll class
- Contact details.

The issues relating to integration between Sentral, ACS and Timetable Solutions and college academic reporting is aimed to be addressed upon the completion of the following SAS projects included in the SAS 2022 Work Plan:

- Timetabling Solutions upgrade
- College Academic Reports.

### Implication

Lack of functionality to support college academic reporting has resulted in colleges procuring additional software. A number of colleges have implemented the Accelerus academic reporting software which costs these schools approximately \$12,000 each annually to produce academic reports.

Poor integration between Sentral, Timetable Solutions and ACS results in duplicate data being manually entered into multiple systems increasing administration time and the risk of errors in student data.

### Recommendation 7

It is recommended that DSST provide an update of the 'Timetabling Solutions' and 'College Academic Reports' projects progress to the EGC. These status updates should be periodically presented to EGC and provide an overview of any anticipated issues, delays, and completion timeframes.

### Management Response

**Agreed.** DSST provides quarterly reports to the Executive Governance Committee (EGC) on the progress of all active DSST projects.

Action Officer Executive Branch Manager, Digital Strategy Services and Transformation.

Action Date: July 2022

## 3.6 SAS reporting functionality

### Finding

The previous MAZE system provided schools with the ability to use structured query language (SQL) database queries to extract, sort and filter student data. This provided schools with the ability to report on specific information and analyse trends in student data. This functionality has not been included within the SAS reporting module. Discussions with a sample of selected schools highlighted that some administration staff are now exporting data to Microsoft Excel to filter and edit student data.

The enhancement of SAS reporting capabilities has been included in the 2022 Work Program. The Report Writer enhancement aims to provide the schools with a suite of additional reports to meet their operational requirements.

### Implication

Limited capability to query student data using the reporting module will result in administration staff spending additional time manually editing data in excel to obtain the required student information.

### Recommendation 8

It is recommended that DSST provide an update of the 'Report Writer Enhancement' project progress to the EGC. These status updates should be periodically presented to EGC and provide an overview of any anticipated issues, delays, and completion timeframes of this project should be reported regularly to Senior Management until implementation.

### Management Response

**Agreed.** DSST provides quarterly reports to the Executive Governance Committee (EGC) on the progress of all active DSST projects.

Action Officer Executive Branch Manager, Digital Strategy Services and Transformation.

Action Date July 2022

## 4 Future SAS enhancements and issues

### 4.1 2022 SAS Work Plan

To facilitate the continuous improvement of SAS, DSST has developed a 2022 Work Plan, which includes future projects to increase the functionality of SAS. The delivery of the work plan is responsibility of the SAS Enhancements Team.

Projects included within the SAS 2022 Work Plan aim to address several of the unrealised SAS business benefits previously discussed in this report. The following projects have been included in the SAS 2022 Work Plan and will directly address several of the unrealised business benefits raised in Section 3 above.

Project Name	Key benefit identified	Relevant anticipated benefit
Parent Portal	The parent portal will allow for simpler interactions between the schools and students families through facilitating the following: <ul style="list-style-type: none"> <li>• book parent teacher interviews</li> <li>• communicate between parents and schools</li> <li>• manage attendance and timetabling</li> <li>• facilitate finance payments for excursions</li> <li>• allow parents to electronically submit excursions note and medical information through the portal.</li> </ul>	Anticipated benefits two, three and four
Timetabling solutions upgrade	This upgrade will facilitate automatic timetable syncing between Sentral and Timetable Solutions for closer to real-time changes.	Anticipated benefit two Anticipated benefit five
Transfer of Students history	This upgrade will allow SAS to transfer a student's history, enrolment data, wellbeing and attendance records after students changes schools.	Anticipated benefit five
College Academic Reports	This upgrade will improve the integration between ACS and Sentral and allow colleges to use Sentral Academic Reports with ACS information.	Anticipated benefit 10
Report Writer	Enhancement to the Report Writer, and Student Enquiry modules will allow generation of better operational reports for schools and compliance obligations.	Anticipated benefits 10 and 12

#### Recommendation

No additional recommendations have been made in relation to this observation. Refer to sections 3.3, 3.5 and 3.6 of this report for recommendations relating to monitoring the implementation status of the 2022 Work Plan.



## 4.2 SAS issues register

DSST maintains a register of issues and cases which have been raised with Sentral for review and actioning. Internal audit reviewed the list of open cases to confirm the status of issues raised by the schools and identify trends in cases recorded.

There are currently 157 outstanding cases within the register. There are 11 issues which carried over from the closure of the SAS implementation and 146 of the issues have been raised since the project closure. Review of the status of open cases note that 157 (100%) of the issues recorded are waiting on the vendor to be addressed.

The following table provides a summary of the trends identified and the timeliness of outstanding issues as at 4 August 2022.

Analysis observations														
Timeliness of case implementation														
<p>Review of the 157 outstanding issues identified the following:</p> <ul style="list-style-type: none"> <li>• 43 out of 157 (27%) outstanding issues were created within the last 3 months</li> <li>• 26 out of 157 (17%) outstanding issues were created within the last three to six months</li> <li>• 88 out of 157 (56%) outstanding issues were created over six months ago</li> <li>• the average number of days for outstanding issues is 266 days.</li> </ul>														
<h3>Timeliness of outstanding issues</h3> <table border="1"> <caption>Timeliness of outstanding issues</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Cases created within three months</td> <td>27%</td> </tr> <tr> <td>Cases created within the last three to six months</td> <td>17%</td> </tr> <tr> <td>Cases created more than six months ago</td> <td>56%</td> </tr> </tbody> </table>	Category	Percentage	Cases created within three months	27%	Cases created within the last three to six months	17%	Cases created more than six months ago	56%						
Category	Percentage													
Cases created within three months	27%													
Cases created within the last three to six months	17%													
Cases created more than six months ago	56%													
Trends in case data														
<p>Internal audit performed analysis over the issues recorded in the case register to identify any trends in the issues raised. These issues were categorised into six high level themes, including:</p> <ul style="list-style-type: none"> <li>• Attendance – 15 out of 157 (10%)</li> <li>• Reporting – 19 out of 157 (12%)</li> <li>• Data errors and discrepancies – 41 out of 157 (26%)</li> <li>• Enrolments – 10 out of 157 (6%)</li> <li>• Duplication data – 34 out of 157 (22%)</li> <li>• Other issues raised – 38 out of 157 (24%).</li> </ul>														
<h3>Trends in case data</h3> <table border="1"> <caption>Trends in case data</caption> <thead> <tr> <th>Theme</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Attendance</td> <td>10%</td> </tr> <tr> <td>Reporting</td> <td>12%</td> </tr> <tr> <td>Data errors and discrepancies</td> <td>26%</td> </tr> <tr> <td>Enrolments</td> <td>6%</td> </tr> <tr> <td>Duplicate data</td> <td>22%</td> </tr> <tr> <td>Other</td> <td>24%</td> </tr> </tbody> </table>	Theme	Percentage	Attendance	10%	Reporting	12%	Data errors and discrepancies	26%	Enrolments	6%	Duplicate data	22%	Other	24%
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Attendance	10%													
Reporting	12%													
Data errors and discrepancies	26%													
Enrolments	6%													
Duplicate data	22%													
Other	24%													

### Recommendation 9

It is recommended that the Directorate escalates the rectification of issues with Sentral. Issues should be prioritised in order of importance, followed by time outstanding.

### Management Response

**Agreed.** This process has been implemented. The Directorate holds weekly meetings with Sentral about the resolution of issues. A recent update to the Sentral contract allows ACT Education to hold the vendor more stringently to account, when agreed timeframes are not met.

Action Officer Executive Branch Manager, Digital Strategy Services and Transformation

Action Date Ongoing

## Appendix A – Documents reviewed

Documents reviewed (Name and extension)
PwC Governance Documentation Report
Strategic and Operational Benefits Realisation Review v2
MIN16-68 - ED 1 - ICT Business Case - School Administration System Upgrade
MIN16-68 - ED 1 - Attachment B.1 - SAS REOI Consideration Risk Register
MIN16-68 - ED 1 - Attachment B.2 - Risk Management Plan - SAS RFT 05Aug2015
MIN16-68 - ED 1 - Attachment C.2 - School Administration System - Market Scan
MIN16-68 - ED 1 - Attachment A- SAS RFT Business and Non-functional Requirements v1.1
SAS Program Status Reports July – May 2018
SAS Steering Committee meeting minutes August 2018 – June 2021
REC21 45062 Attachment 2.1 - SAS Program Closure Report - Signed
EGM Brief - School Administration System (SAS) Work Plan 2022
SAS Update 2021 Review - 2022 Plan
SAS Program High level timeline
1 REC21 16352 Communication Plan V1.0 Signed
67611 SAS Project - Project Management Plan V1.0 signed
SAS Program - Finance Module Update
6.1c Transition to Digital Records Management incl Audit Recommendations Update
6.1 - Attachment A - SAS SUD Report
Digital Roadmap
TRIM transition Records Management Attachment
SAS Benefit Register
BENEFITS ASSESSMENT - NEW TECHNOLOGIES FOR THE EDUCATION DIRECTORATE
5-2 REC21 5819 Benefits for All Six Pilot Schools - 2019 update
SAS F1 Benefits Realisation Plan
SAS F2.1 Benefits Realisation Plan
SAS F2.2 Benefits Realisation Plan
Agenda Item 5.3 – Business Benefits Review

## Appendix B – Scope and Approach

The audit approach was to:

### Planning

Hold entry meetings with relevant executive and management to introduce the audit team, discuss the audit approach, timing and obtain key contacts for the audit. As part of this process, we will:

- gain an overall understanding of the implementation of the software and roadmap
- gain an understanding of the proposed business benefits, and the systems and processes implemented to achieve these
- ascertain any areas of concern and/or focus
- obtain and review relevant management reports, agreements, procedures, processes, guidelines
- obtain and review the implementation roadmap and relevant Project Management Plans where available
- obtain and review key project information, risk and governance reports, meeting documentation to assist in developing a detailed audit plan that addresses the Internal Audit objectives.

### Audit Fieldwork

As part of audit fieldwork, we performed the following:

- selected a sample of schools across all networks and levels/types to review implementation of SAS and its impact on school activities, records management, information recording, reporting and analysis and to ensure SAS is meeting its objectives at an operational level. This step where relevant will include:
  - reviewed post implementation review reports, status updates and governance papers to assess whether good practices were followed for completed projects associated with software implementation
  - reviewed the governance and oversight of current projects associated with software implementation and assessing how management obtains assurance that these projects are likely to deliver planned outcome.
  - held discussion with relevant school management to obtain direct feedback in relation to the implementation of the system.
- held discussions with members of DSST to validate observations identified through discussions with schools and request additional supporting information
- determined whether SAS has adequately delivered anticipated benefits to the sample of schools, including discussing any gaps or process deficiencies identified as a result of phasing out legacy systems
- determined whether project implementation has been successful from a school perspective. As part of this step with reference to ACT Education methodologies and better practice frameworks<sup>i</sup>, we will observe implemented processes to:
  - plan, manage and control project scopes and timeframe
  - identify, respond to and monitor key risks
  - manage issues, including escalation procedures
  - determine budget and manage expenditure
  - track benefits associated with each project, including the extent to which projects have delivered strategic outcomes
  - monitor and oversight individual projects, and the overall programme of activity.

- identify risks and opportunities to improve the SAS implementation, post implementation and future large projects.

### Reporting

As part of audit reporting, we performed:

- discussed issues and remediation options with the nominated stakeholders at regular intervals during fieldwork, and with the audit sponsor at a formal exit interview
- prepared a draft report to be issued to the audit sponsor with documented findings and recommendations, and a request for formal management responses to the findings and recommendations.
- finalise the report (including the overall audit opinion) for sign-off.

# Appendix C – Risk Matrix



Last Update: 30 September 2021

Consequence **					
Category of Risk	Insignificant	Minor	Moderate	Major	Catastrophic
<b>Financial</b>	1% of Project / Entity Budget or <-\$5K	2.5% of Project / Entity Budget or <-\$50K	> 5% of Project / Entity Budget or <-\$500K	> 10% of Project / Entity Budget or <-\$5M	>25% of Project / Entity Budget or >-\$5M
<b>Business Operations</b>	Minor errors in systems or processes requiring corrective action and/or minor delay without impact on overall schedule and/or insignificant impact on business outcomes and strategic objectives.	Services (including those of providers) do not fully meet needs and/or minor impact on business outcomes and strategic objectives and/or subsidiary services experience minor disruptions.	One or more key accountability requirements not met and /or inconvenient but not client welfare threatening and/or moderate impact on business outcomes and strategic objectives and/or a number of objectives not met, minor or subsidiary services	Significant impact on business and / or strategic objectives and/or strategies not consistent with Government's agenda and/or trends show service is degraded and/or key service delivery impaired.	Strategic business outcomes/ processes fail, control /infrastructure failure, critical business objectives not met.
<b>Compliance/ Regulation</b>	Non-compliance with policies, procedures & guidelines and standard operating procedures which are not legislated or regulated.	Numerous instances of non-compliance with work policy and standard operating procedures which are not legislated or regulated.	Non-compliance with work policy and standard operating procedures which are regulated or legislated.	Restriction of business operations by regulator due to non-compliance with relevant guidelines and / or significant non-compliance with policy and procedures which threaten business delivery.	Operations shut down by regulator for failing to comply with relevant guidelines / legislation and /or significant non-compliance with internal procedures which could result in failure to provide business outcomes and service delivery.
<b>Service Delivery</b>	No loss of an essential/critical service and/or loss of, or interruption to, non critical/non-core services up to 3 days.	Loss of an essential/critical service for less than 4 hours and/or loss of, or interruption to, non critical/non-core services for 3 - 5 days.	Loss of one or more essential/critical services for more than 4 hours and up to 3 days, and/or loss of, or disruption to, non critical/non-core services for up to 10 days.	Loss of one or more essential/critical services for more than 3 days and up to 4 or more weeks, and/or loss of part of an essential service that is high risk (life based) and/or disruption to non-critical services over subsequent weeks.	Loss of one or more essential/critical services for more than 4 weeks that continues for months and/or loss of an essential service that is high risk (life based) and/or disruption to non-critical services over subsequent months.
<b>Reputation &amp; Image</b>	Internal review and/or minor dissatisfaction across a small number of demographic groups or stakeholders.	Scrutiny required by internal committees or internal audit to prevent escalation and/or moderate dissatisfaction across a small number demographic groups or several stakeholders.	Local media scrutiny (1 week) and/or scrutiny required by external committees or ACT Auditor General's Office, or Inquest, etc and/or dissatisfaction across a few demographic groups or multiple stakeholders.	Intense public, political and national media scrutiny (1 week) and/or Minister / Chief Minister involvement and/or dissatisfaction across a large range of demographic groups and stakeholders.	Adverse finding from Assembly Inquiry or Commission of Inquiry or sustained adverse international media and/or loss of public confidence in Government or Public Service forcing changes to the machinery of Government.

Likelihood of Consequence	Description	Historical Frequency	Expectation	Matrix	1	2	3	4	5
	<b>Almost Certain</b>	Occurs on most occurrences of the activity	Expected to happen this time	5	Medium	High	High	Extreme	Extreme
	<b>Likely</b>	Occurs on some occurrences of the activity	Expected to occur on one of the next few occasions	4	Medium	Medium	High	High	Extreme
	<b>Possible</b>	Infrequently occurs here	Could occur at some time in the future. Would not be surprised if occurred	3	Low	Medium	Medium	High	Extreme
	<b>Unlikely</b>	Has never occurred here	Might occur but unlikely. Would be surprised if it occurred	2	Low	Medium	Medium	High	High *
	<b>Rare</b>	Has never occurred here, but may have occurred somewhere	Might occur, but only in exceptional circumstances. Would be very surprised if occurred	1	Low	Low	Medium	Medium	High *

Risk Control Effectiveness	
Control Effectiveness	Guide
<b>Adequate</b>	Controls are well designed and operating effectively in treating the root cause of the risk. Additional controls exist to appropriately manage consequence. Controls are largely preventative and management believes that they are effective and reliable at all times. Nothing further to be done except review and monitor the existing controls.
<b>Room for Improvement</b>	Some deficiencies in controls have been identified however most controls are designed and implemented effectively in treating some root causes of the risk. While some preventative controls exist, controls are largely reactive. There are opportunities to improve the design/implementation of some controls to improve operational effectiveness.
<b>Inadequate</b>	Significant control deficiencies identified. Either controls do not treat root cause or they do not operate effectively. Controls, if they exist are just reactive. Management has little confidence on the effectiveness of the controls due to poor control design and/or very limited operational effectiveness.

Priority for Attention/Action			
Priority	Indicative Escalation *	Suggested timing for treatment	Authority for tolerance of risk
<b>Extreme</b>	Within 24 hours	Short-term - normally within one month.	Director-General
<b>High</b>	Within 7-14 days	Medium term – normally within three months.	Senior Executive
<b>Medium</b>	Within 1-3 months	Normally within one year.	Managers
<b>Low</b>	1-3 months in course of normal business	Ongoing control as part of a management system.	All Staff

Category of Risk	Contextual definition	Consequence of risk in the most normal form				
		Insignificant	Minor	Moderate	Major	Catastrophic
<b>Business Operations</b>	Achievement of strategic and operational business objectives	Minor errors in systems or processes requiring corrective action and/or minor delay without impact on overall schedule and/or insignificant impact on business outcomes and strategic objectives.	Services (including those of providers) do not fully meet needs and/or minor impact on business outcomes and strategic objectives and/or subsidiary services experience minor disruptions.	One or more key accountability requirements not met and/or inconvenient but not client welfare threatening and/or moderate impact on business outcomes and strategic objectives and/or a number of objectives not met, minor or subsidiary services impaired.	Significant impact on business and / or strategic objectives and/or strategies not consistent with Government's agenda and/or trends show service is degraded and/or key service delivery impaired.	Strategic business outcomes/ processes fail, control infrastructure failure, critical business objectives not met.
<b>Service Delivery</b>	Delivery of functions of the business/branch/ entity depending on their classification as essential/critical or not	No loss of an essential/critical service and/or loss of, or interruption to, non critical/non-core services up to 3 days.	Loss of an essential/critical service for less than 4 hours and/or loss of, or interruption to, non critical/non-core services for 3 - 5 days.	Loss of one or more essential/critical services for more than 4 hours and up to 3 days, and/or loss of, or interruption to, non critical/non-core services for up to 10 days.	Loss of one or more essential/critical services for more than 3 days and up to 4 or more weeks, and/or loss of part of an essential service that is high risk (life based) and/or disruption to non-critical services over subsequent weeks.	Loss of one or more essential/critical services for more than 4 weeks that continues for months and/or loss of an essential service that is high risk (life based) and/or disruption to non-critical services over subsequent months.
<b>Compliance/Regulation</b>	Non compliance with legislation, regulation, policy or procedure (including conflicts of interest), and the associated consequences to operations	Non-compliance with policies, procedures & guidelines and standard operating procedures which are not legislated or regulated.	Numerous instances of non-compliance with work policy and standard operating procedures which are not legislated or regulated.	Non-compliance with work policy and standard operating procedures which are regulated or legislated.	Restriction of business operations by regulator due to non-compliance with relevant guidelines and / or significant non-compliance with policy and procedures which threaten business delivery.	Operations shut down by regulator for failing to comply with relevant guidelines / legislation and /or significant non-compliance with internal procedures which could result in failure to provide business outcomes and service delivery.
<b>Cultural &amp; Heritage</b>	Damage or adverse outcomes to items or places of cultural or heritage value	Consists of, but is not limited to, repairable damage to the heritage place or object and/or Unauthorised conduct to the heritage place or object, including Aboriginal places and object. The conduct has no or repairable impact.	Consists of, but is not limited to, repairable damage to the heritage place or object and/or Unauthorised conduct that diminishes the heritage significance of the place or object, including Aboriginal places and objects. The conduct has minor repairable adverse heritage impact.	Consists of, but not limited to, repairable or irreparable damage to the heritage place or object and/or Unauthorised conduct that diminishes the heritage significance of the place or object, including Aboriginal places and objects. The conduct may or may not have an acceptable heritage impact.	Consists of, but not limited to, significant, or irreparable damage, or total loss of the heritage place or object and/or Unauthorised conduct, including negligent conduct, that diminishes the heritage significance of the place or object, including Aboriginal places and objects. The conduct has an unacceptable heritage impact.	Consists of, but not limited to, permanent or irreparable damage, or total loss of the heritage place or object and/or Unauthorised conduct, including reckless conduct, that diminishes the heritage significance of the place or object, including Aboriginal places and objects. The conduct has an unacceptable heritage impact.
<b>Financial</b>	Financial losses from the project or entity represented as either a percentage of the project/entity budget or a dollar amount, whichever is the greater	1% of Project / Entity Budget or <\$5K	2.5% of Project / Entity Budget or <\$50K	> 5% of Project / Entity Budget or <\$500K	> 10% of Project / Entity Budget or <\$5M	>25% of Project / Entity Budget or >\$5M
<b>Information &amp; Records Management</b>	Access to and security of information and records that enable the conduct of business and provision of services	A product or service which services up to 10% of the workforce or impacts a small number of the community in a minor way and/or System breach to business administration system with no personal or classified information stored.	A product or service which services 10 - 30% of the workforce or impacts a small number of the community in a moderate way and/or System breach to business administration system with some identifiable information but non-client threatening (data access known).	A product or service which services 30-70% of the workforce or impacts a moderate number of the community in a moderate way and/or System breach to business administration system with some identifiable information but non-client threatening (data access unknown).	A product or service which services greater than 70% of the workforce or impacts a moderate number of the community in a major way and/or Systems breach to business administration system with identifiable/classified information stored but non-client welfare threatening.	A product or service which services 100% of the workforce or impacts a moderate or substantial number of the community in a major way and/or total loss of confidence in data/record integrity and/or Systems breach to Government or business critical systems with client and/or business welfare threatened.
<b>Natural Environment</b>	Adverse outcomes for the natural environment	Environmental harm to an ecosystem and species is limited to a localised area with rapid recovery without effort.	Minimal environmental harm to an ecosystem and species recognised at the local or regional level and/or Localised but minor instances of environmental harm that can be reversed with minimal efforts.	Moderate environmental harm to an ecosystem and species recognised at the state level and/or Semi-permanent loss of environmental value and risk of continuing environmental harm.	Major environmental harm to an ecosystem and species recognised at the state or regional level and/or Difficulty recovering from environment damage and stemming ongoing environmental harm.	Severe Damage and/or significant loss and/ or impairment and/or Permanent destruction of an ecosystem or species recognised at the local, regional, state or national level and/or Permanent and widespread loss of environmental value and progressive irrecoverable environmental harm.
<b>People Injuries (physical &amp; psychological)</b>	Direct physical and psychological injuries to people (staff, contractors, customers) arising from the risk occurring.  The impact to people arising from Natural Disaster related events is covered under the Emergency / Disaster Management categories	No injury or treatment required.	Injury which: • Requires treatment (not hospitalisation); and/or • Impacts capacity to work for a period of one week or less; and/or multiple people sustain injury/ies not requiring treatment.	Injury which: • Requires hospitalisation; and/or • Impacts on capacity to work for a period of greater than one week; and/or multiple people sustain injury/ies which: • Require treatment • Impact their capacity to work for a period of one week or less.	Single injury which: • Life-threatening (including loss of limbs); and/or • Results in permanent disability; and /or • Results in permanent (partial or total) impact on capacity to work; and /or multiple people sustain injury/ies which: • Require hospitalisation • Impact their capacity to work for greater than one week.	Death and/or multiple injury/ies which result in: • Permanent impact on capacity to work; and/or • Permanent disability.
<b>Reputation &amp; Image</b>	Observable measures of how the risk may impact the reputation or image of the ACT Government	Internal review and/or minor dissatisfaction across a small number of demographic groups or stakeholders.	Scrutiny required by internal committees or internal audit to prevent escalation and/or moderate dissatisfaction across a small number demographic groups or several stakeholders.	Local media scrutiny (1 week) and/or scrutiny required by external committees or ACT Auditor General's Office, or Inquest, etc and/or dissatisfaction across a few demographic groups or multiple stakeholders.	Intense public, political and national media scrutiny (1 week) and/or Minister / Chief Minister involvement and/or dissatisfaction across a large range of demographic groups and stakeholders.	Adverse finding from Assembly inquiry or Commission of Inquiry or sustained adverse international media and/or loss of public confidence in Government or Public Service forcing changes to the machinery of Government.
<b>Emergency / Disaster Management (social impact)</b>	Measures of the social impact to the ACT arising from emergencies (eg bushfire, flood, storm damage etc)	The community's social connectedness is disrupted, such that the reprioritisation and / or reallocation of existing resources is required to return the community to functioning effectively, with no permanent dispersal.	The community's social connectedness is disrupted, such that community requires some external resources to return the community to functioning effectively, with no permanent dispersal.	The community's social connectedness is disrupted, such that community requires significant external resources to return the community to functioning effectively, with some permanent dispersal.	The community's social connectedness is significantly disrupted, such that extraordinary external resources are required to return the community to functioning effectively, with significant permanent dispersal.	The community's social connectedness is irreparably disrupted, such that the community ceases to function effectively, breaks down and disperses in its entirety.
<b>Emergency / Disaster Management (community / people impact)</b>	Outcomes on the community or people of the ACT arising from emergencies (eg bushfire, flood, storm damage etc).	Minor injuries to 10 or less people.	Less than 4 serious injuries, or more than 10 minor injuries directly from the emergency.	Less than 4 deaths or critical injuries with long term or permanent incapacitation, directly from the emergency, or more than 4 serious injuries.	4 – 40 deaths or critical injuries with long term or permanent incapacitation, directly from the emergency, or more than 40 serious injuries.	More than 40 deaths or critical injuries with long term or permanent incapacitation, directly from the emergency.

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**Bray, Kate**

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**From:** EDU, Audit Committee Secretariat  
**Sent:** Thursday, 1 June 2023 1:17 PM  
**To:** Bartlett, Kelly; EBM, DSST  
**Cc:** EDU, Audit Committee Secretariat; Plummer, Kellie; Vavrina, Stan  
**Subject:** Updated - [Action Required] DSST Audit Recommendations - meeting with Audit and Assurance team

**OFFICIAL**

Good Afternoon Kelly,

Just an update to the below, we have now received sufficient evidence for Audit Recommendation Unique ID 239. We appreciate you sending that through to us.

We have amended the table for this item and filled it in green to reflect that it is ready to be proposed for closure to Audit Committee (AC) in June.

Notes in the audit recommendations register (SharePoint List) under 'audit and assurance team notes' field will reflect what is in the notes below.

Worth noting (as mentioned below), we still require progress updates across all recommendations that are not being considered for closure ahead of the June AC meeting.

These updates are due in line with the rest of the AC tasking, today 1 June.

FYI –

We have amended your audit recommendation view on SharePoint to hide items that have been sufficiently evidenced to ensure that your view is only including items that still need your attention (either update or evidence). If this is not your preference, let me know and we can amend back.

Kind Regards,  
Kate

**Kate Bray** | Internal Auditor

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Audit and Assurance | Governance | Education | ACT Government

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Please note, I work part time hours:

Monday (unavailable)

Tuesday, hours may vary

Wednesday to Friday, I can usually be reached between 9:30 AM – 4:30 PM

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**From:** EDU, Audit Committee Secretariat

**Sent:** Wednesday, 24 May 2023 5:26 PM

**To:** Bartlett, Kelly <Kelly.Bartlett@act.gov.au>; EBM, DSST <ebm.dsst@act.gov.au>

**Cc:** EDU, Audit Committee Secretariat <EDUAuditCommittee@act.gov.au>; Plummer, Kellie <Kellie.Plummer@act.gov.au>; Vavrina, Stan <Stan.Vavrina@act.gov.au>

**Subject:** [Action Required] DSST Audit Recommendations - meeting with Audit and Assurance team

**OFFICIAL**

Hi Kelly,

Thanks for taking the time to meet with the Audit and Assurance team today relating to DSST audit recommendations.

I have included notes in the table below that I have added to the 'Audit and Assurance Team Notes' field of each of the recommendations on the register.

Green items are ready to propose to the AC for closure, and I have highlighted any pieces that require further action or evidence from DSST.

Please note that you should still look to add your 'progress to date' notes to any recommendations that are not listed as being considered for closure ahead of the June Audit Committee.

Unique ID 197 & 233 were not discussed at this meeting, and will also require progress updates from DSST.

Recommendation	Notes
Unique ID 204	<p>May 2023 (Audit team)</p> <p>Audit and Assurance team met with EBM DSST 24/5/23 to discuss ongoing work to meet the risks associated with this recommendation (and others).</p> <p>DSST to provide feedback to Audit team on next steps for this recommendation, noting that it is 'not agreed' in management comments.</p>
Unique ID 211	<p>May 2023 (Audit team)</p> <p>Audit and Assurance team met with EBM DSST 24/5/23 to discuss ongoing work to meet the risks associated with this recommendation (and others). It will be proposed for closure to the Audit Committee as it is sufficiently being tracked in a more relevant recommendation (UniqueID 231).</p> <p>AC to consider for closure in June 2023 meeting.</p>
Unique ID 230	<p>May 2023 (Audit team)</p> <p>Audit and Assurance team met with EBM DSST 24/5/23 to discuss ongoing work to meet the risks associated with this recommendation (and others). DSST advised that evidence will be supplied to the Audit Office to support the closure of this recommendation ahead of 30 June 2023.</p> <p>The Audit team will await advice from AGO on the closure of this recommendation.</p> <p>Note: This recommendation requires a status update for the Audit Committee from DSST. Papers due 1 June 2023.</p>
Unique ID 231	<p>May 2023 (Audit team)</p> <p>Audit and Assurance team met with EBM DSST 24/5/23 to discuss ongoing work to meet the risks associated with this recommendation (and others). Unique ID 211 is being proposed for closure at the June 2023 Audit Committee meeting as it relates closely to this recommendation (Unique ID 231).</p> <p>Unique ID 231 will be changed from suggested to closure 'yes', to 'no' as per conversation with EBM DSST as work is ongoing relating to TRIM access for schools.</p>
Unique ID 232	<p>May 2023 (Audit team)</p> <p>Audit and Assurance team met with EBM DSST 24/5/23 to discuss ongoing work to meet the risks associated with this recommendation (and others).</p> <p>Can see regular reporting to EGC on attendance, but EGC reporting does not mention partial attendance that DSST advise was tested in November 2022.</p> <p>Further evidence requested to demonstrate the testing of partial attendance referred to by DSST.</p>
Unique ID 234	<p>May 2023 (Audit team)</p> <p>Audit and Assurance team met with EBM DSST 24/5/23 to discuss ongoing work to meet the risks associated with this recommendation (and others).</p> <p>Evidence has been provided by DSST to the Audit team to demonstrate EGC reporting on the parent portal project progress.</p> <p>AC to consider for closure in June 2023 meeting.</p>
Unique ID 235	<p>May 2023 (Audit team)</p>

	<p>Audit and Assurance team met with EBM DSST 24/5/23 to discuss ongoing work to meet the risks associated with this recommendation (and others). Evidence has been provided by DSST to the Audit team to demonstrate EGC reporting which includes confirmation that attendance is managed through SAS.</p> <p><b>AC to consider for closure in June 2023 meeting.</b></p>
Unique ID 236	<p>May 2023 (Audit team)</p> <p>Audit and Assurance team met with EBM DSST 24/5/23 to discuss ongoing work to meet the risks associated with this recommendation (and others). Evidence has been provided by DSST to the Audit team to demonstrate EGC reporting which includes confirmation that enrolment is managed through SAS.</p> <p><b>AC to consider for closure in June 2023 meeting.</b></p>
Unique ID 237	<p>May 2023 (Audit team)</p> <p>Audit and Assurance team met with EBM DSST 24/5/23 to discuss ongoing work to meet the risks associated with this recommendation (and others). Evidence has been provided by DSST to the Audit team to demonstrate EGC reporting on the timetabling solutions and College academic report project progress.</p> <p><b>AC to consider for closure in June 2023 meeting.</b></p>
Unique ID 238	<p>May 2023 (Audit team)</p> <p>Audit and Assurance team met with EBM DSST 24/5/23 to discuss ongoing work to meet the risks associated with this recommendation (and others). Evidence has been provided by DSST to the Audit team to demonstrate EGC reporting on the report writer enhancement project progress.</p> <p><b>AC to consider for closure in June 2023 meeting.</b></p>
Unique ID 239	<p>May 2023 (Audit team)</p> <p>Audit and Assurance team met with EBM DSST 24/5/23 to discuss ongoing work to meet the risks associated with this recommendation (and others). DSST to provide the Audit team with evidence to present this recommendation to AC for closure.</p> <p><del>Further evidence requested to demonstrate regular communications with Sentral on issues. Evidence suggested by EBM DSST included monthly reporting from Sentral with issues logged by DSST/EDU.</del></p> <p>Evidence has been provided by DSST to the Audit team to demonstrate regular meetings with Sentral on outstanding actions relating to SAS.</p> <p><b>AC to consider for closure in June 2023 meeting.</b></p>

Kind Regards,  
Kate

**Kate Bray** | Internal Auditor

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Please note, I work part time hours:

Monday (unavailable)

Tuesday, hours may vary

Wednesday to Friday, I can usually be reached between 9:30 AM – 4:30 PM

AUDIT COMMITTEE COVER SHEET/PAPER

Date: 15 June 2023

Agenda Item: 8.3

**Audit Recommendations Status Update - Prepared for the June Audit Committee**

**Recommendations**

That the Committee:

- Note the overall status of the implementation of the Directorate’s audit recommendations (Attachment A) as of 6 June 2023,
- Note the ‘*Adopted risk-based matrix for recommendations tracking*’ (Attachment B),
- Note the audit recommendations closed following the 9 March 2023 Audit Committee meeting (Attachment C),
- Agree to the closure of 14 audit recommendations (Attachment D), noting that some require additional evidence to support closure,
- Note that four outstanding audit recommendation for the Directorate are high-risk and delayed/significantly delayed (not suggested for closure) (Attachment E).

**Key discussion points**



Audit and summary of recommendation/s	Latest update
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**SAS Audit Management Report FY22**  
(1 Recommendation), in relation to audit logging

*Update as of May 2023 (Audit team) Audit and Assurance team met with EBM DSST 24/5/23 to discuss ongoing work to meet the risks associated with this recommendation (and others). DSST advised that evidence will be supplied to the Audit Office to support the closure of this recommendation ahead of 30 June 2023. The Audit team will await advice from AGO on the closure of this recommendation.*

## Background

- The Chief Internal Auditor produces a quarterly brief for the Committee on the status of the implementation of all audit recommendations, including open, high-risk, and delayed / significantly delayed recommendations.
- The Chief Internal Auditor recommends to the Committee audit recommendations for closure, where there is supporting evidence from Business Units.
- The Audit Committee Secretariat works with Business Units over a four-week cycle to disseminate requests for updates to recommendations, review information provided, and prepare updates for Audit Committee meetings. The four-week cycle provides a reasonable timeframe for Business Units to seek Executive Branch Manager (EBM) and Executive Group Manager (EGM) clearance.
- The Audit and Assurance team transferred the Audit Recommendations register from Excel format to SharePoint List ahead of the June 2023 Audit Committee meeting. This is the first time that business units have been asked to provide their progress updates into the new format. Feedback received from business units has been positive, with several reaching out to the team to see how they might implement similar systems. The new system will mean that attachments to this report will appear different for the Committee, as we are no longer using Excel.

## Issues and actions

1. *All outstanding audit recommendations*
  - A summary of all outstanding audit recommendations across the Directorate is included at Attachment A.
2. *Adopted risk-based matrix for recommendations tracking*
  - For the Committee's reference, the 'Adopted risk-based matrix for recommendations tracking' is included at Attachment B.
3. *Detailed updates relating to 'proposed closure' of audit recommendations*
  - Detailed updates, as received by Business Units, proposing the closure of audit recommendations is provided for the Committee's attention at Attachment D.
    - This information is maintained and recorded in the Directorate's Audit Recommendation Tracking database.
4. *High-risk audit recommendations*
  - As of 6 June, there are a total of 15 high-risk recommendations across the Directorate, broken down as follows:
    - 10 high-risk recommendations are 'on track',
    - 5 of which are 'significantly delayed'
5. *Audit and Assurance engagement with Business Units*
  - The Audit and Assurance team engaged with business units ahead of the June Audit Committee to support the progress updates and implementation of recommendations:
    - On 24 May 2023, Audit met with EBM DSST to discuss recommendations suggested for closure by the business unit. **Outcomes:** Evidence was able to be provided for some recommendations, and they are included in Attachment D.

**Strategic Risks**

The activity outlined in this report supports mitigation of the following strategic risk (SR):

- SR6: Poor governance and lack of integrity

Kellie Plummer  
A/g Chief Internal Auditor  
06 June 2023

**Attachments**

<b>Attachment</b>	<b>Title</b>
Attachment A	Overall status of Education Directorate's audit recommendations
Attachment B	Adopted risk-based matrix for recommendations tracking
Attachment C	Audit recommendations closed following the 9 March 2023 Audit Committee meeting
Attachment D	Audit recommendations suggested for closure (Evidenced and evidence pending)
Attachment E	High risk and delayed/significantly delayed audit recommendations



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**Attachment A - Overall status of Education Directorate's audit recommendations as of 6 June 2023**







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**Attachment A (continued) - Overall status of Education Directorate’s audit recommendations as of 6 June 2023**

Group and Audit Title	1. On Track	2. Some Delays	3. Significant Delays	Grand Total
Suggested for Closure (No)	33	12	18	63





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Service Design and Delivery	[Redacted]			
[Redacted]				
SAS Audit Management Report FY22			1	1
[Redacted]				
Schools Administration System (SAS) Benefits Realisation Review	2			2
[Redacted]				
Suggested for Closure (Yes)	8	6	9	23
[Redacted]				



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[Redacted]				
Service Design and Delivery	[Redacted]			
[Redacted]				
Schools Administration System (SAS) Benefits Realisation Review	2		5	7
[Redacted]				

**Attachment B - Adopted risk-based matrix for recommendations tracking**

Audit recommendation implementation status matrix				
Risk rating				
Months past due date	Risk rating as specified in audit report			
	Low	Medium	High	Extreme
0	On Track	On Track	On Track	On Track
1	On Track	On Track	Some delays	Significant Delays
2	On Track	Some delays	Some delays	Significant Delays
3	Some delays	Some delays	Significant Delays	Significant Delays
4	Some delays	Some delays	Significant Delays	Significant Delays
5	Some delays	Significant Delays	Significant Delays	Significant Delays
6	Some delays	Significant Delays	Significant Delays	Significant Delays
7	Significant Delays	Significant Delays	Significant Delays	Significant Delays
Classification commences when agreed implementation timeframe is reached				



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**Attachment D - Audit recommendations suggested for closure (Evidenced) as of 6 June 2023**





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### Attachment D - Audit recommendations suggested for closure (Evidenced) as of 6 June 2023



Business Unit  
Digital Strategy, Services and Transformati...

Audit Title  
Schools Administration System (SAS) Benefits R...

Unique ID  
234

Recommendation  
It is recommended that DSST provide an update of the 'Parent Portal' project progress to the Exec

Current Due Date  
22/09/2023

Progress to Date  
-

Risk Rating  
Medium

Evidence Received  
Yes - Reviewed

Audit and Assurance Team Notes  
May 2023 (Audit team)  
Audit and Assurance team met with EBM DSST 2

Status  
On track



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Attachment D - Audit recommendations suggested for closure (Evidenced) as of 6 June 2023

Business Unit  
Digital Strategy, Services and Transformati...

Audit Title  
Schools Administration System (SAS) Benefits R...

Unique ID  
236

Recommendation  
The Directorate should consider revising the enr olment form through Access Canberra to align w

Current Due Date  
29/07/2022

Progress to Date  
-

Risk Rating  
Medium

Evidence Received  
Yes - Reviewed

Audit and Assurance Team Notes  
May 2023 (Audit team)  
Audit and Assurance team met with EBM DSST 2

Status  
Significant delays

Business Unit  
Digital Strategy, Services and Transformati...

Audit Title  
Schools Administration System (SAS) Benefits R...

Unique ID  
237

Recommendation  
It is recommended that DSST provide an update of the 'Timetabling Solutions' and 'College Acad

Current Due Date  
30/07/2022

Progress to Date  
-

Risk Rating  
Medium

Evidence Received  
Yes - Reviewed

Audit and Assurance Team Notes  
May 2023 (Audit team)  
Audit and Assurance team met with EBM DSST 2

Status  
Significant delays

Business Unit  
Digital Strategy, Services and Transformati...

Audit Title  
Schools Administration System (SAS) Benefits R...

Unique ID  
238

Recommendation  
It is recommended that DSST provide an update of the 'Report Writer Enhancement' project prog

Current Due Date  
30/07/2022

Progress to Date  
-

Risk Rating  
Medium

Evidence Received  
Yes - Reviewed

Audit and Assurance Team Notes  
May 2023 (Audit team)  
Audit and Assurance team met with EBM DSST 2

Status  
Significant delays

Business Unit  
Digital Strategy, Services and Transformati...

Audit Title  
Schools Administration System (SAS) Benefits R...

Unique ID  
239

Recommendation  
It is recommended that the Directorate continue s to escalate the rectification of issues with Sentr

Current Due Date  
17/04/2023

Progress to Date  
-

Risk Rating  
Medium

Evidence Received  
Yes - Reviewed

Audit and Assurance Team Notes  
June 2023 (Audit team)  
Evidence has been provided by DSST to the Audi

Status  
On track





**UNCLASSIFIED**  
**For-Official-Use-Only**

**Attachment D - Audit recommendations suggested for closure (Evidenced) as of 6 June 2023**

	Business Unit	Digital Strategy, Services and Transformati...
	Audit Title	Schools Administration System (SAS) Benefits R...
	Unique ID	235
	Recommendation	The Directorate should consider developing, thr ough either a smart form or enhancement of the
	Current Due Date	29/07/2022
	Progress to Date	-
	Risk Rating	Medium
	Evidence Received	Yes - Reviewed
	Audit and Assurance Team Notes	May 2023 (Audit team) Audit and Assurance team met with EBM DSST 2
	Status	Significant delays



**UNCLASSIFIED**  
**For-Official-Use-Only**

**Attachment D - Audit recommendations suggested for closure (Evidence pending) as of 6 June 2023**





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### Attachment D - Audit recommendations suggested for closure (Evidence pending) as of 6 June 2023



Business Unit  
Digital Strategy, Services and Transformati...

Audit Title  
Schools Administration System (SAS) Benefits R...

Unique ID  
232

Recommendation  
The Directorate should provide schools with a sy  
stem capable of recording partial attendance thr

Current Due Date  
18/11/2022

Progress to Date  
-

Audit and Assurance Team Notes  
May 2023 (Audit team)  
Audit and Assurance team met with EBM DSST 2

Risk Rating  
High

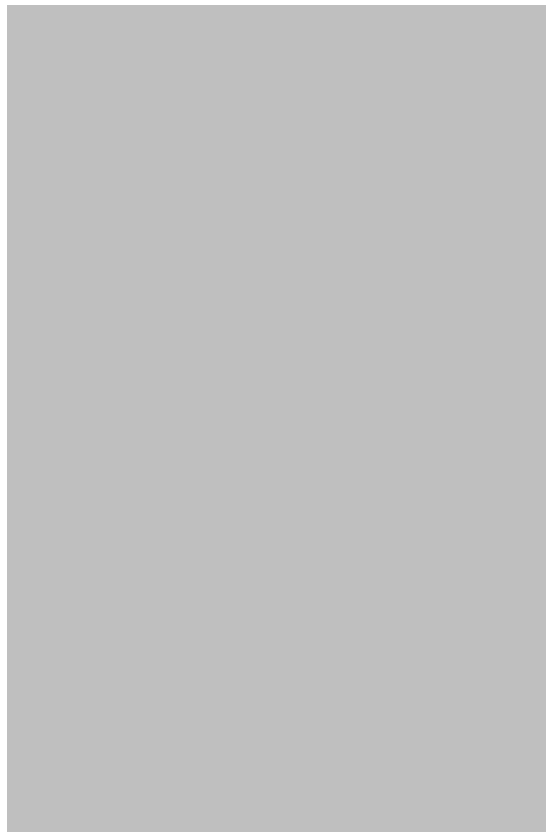
Evidence Received  
Pending

Status  
Significant delays



**UNCLASSIFIED**  
**For-Official-Use-Only**

**Attachment D - Audit recommendations suggested for closure (Evidence pending) as of 6 June 2023**





UNCLASSIFIED  
For-Official-Use-Only

**Attachment E - High risk and delayed/significantly delayed (not suggested for closure) audit recommendations as of 6 June 2023**



Business Unit  
**Digital Strategy, Services and Tran...**

Audit Title  
SAS Audit Management Report FY22

Unique ID  
230

Recommendation  
The Directorate should document an event logging strategy and formalise res

Progress to Date  
January 2023:  
The AG released this new finding in the

Audit and Assurance Team Notes  
May 2023 (Audit team)  
Audit and Assurance team met with EB

Risk Rating  
**High**

Status  
**Significant delays**

Suggest for Closure  
**No**

**Audit Title**

Schools Administration System (SAS) Benefits Realisation Review

Schools Administration System (SAS) Benefits Realisation Review

Schools Administration System (SAS) Benefits Realisation Review

Schools Administration System (SAS) Benefits Realisation Review

Schools Administration System (SAS) Benefits Realisation Review

Schools Administration System (SAS) Benefits Realisation Review

Schools Administration System (SAS) Benefits Realisation Review

Schools Administration System (SAS) Benefits Realisation Review

Schools Administration System (SAS) Benefits Realisation Review



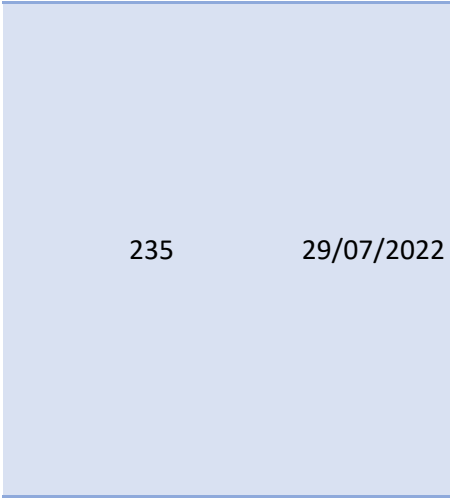
Unique ID	Current Due Date
231	30/06/2024

232 18/11/2022

233	30/06/2023
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234 22/09/2023



235 29/07/2022

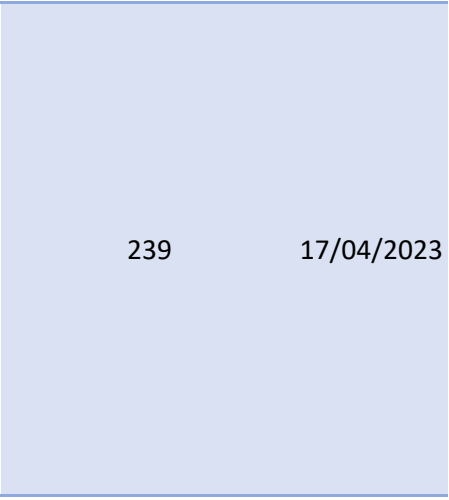
236 29/07/2022

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237 30/07/2022

238 30/07/2022

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239 17/04/2023

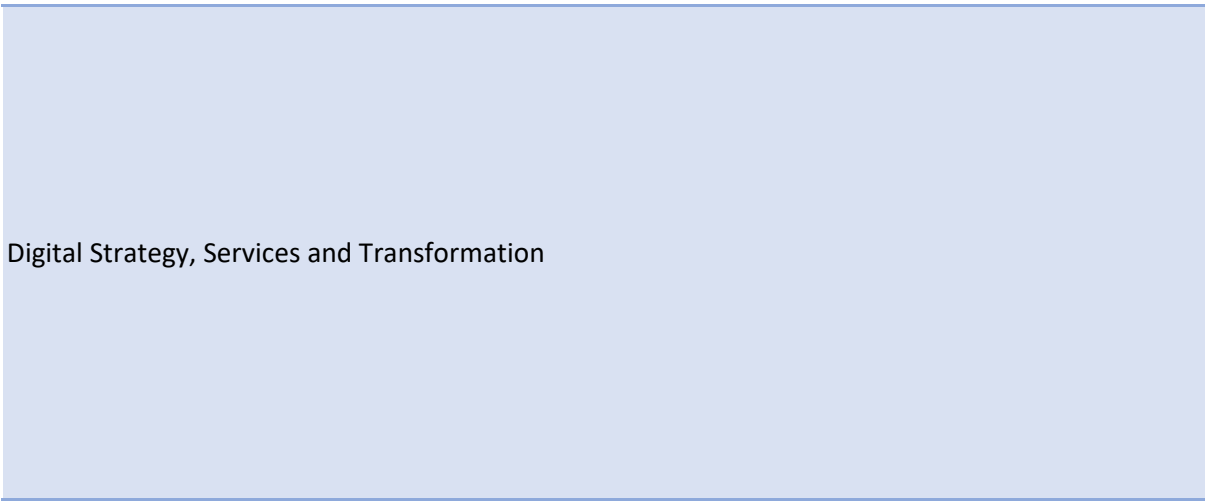
Business Unit

Digital Strategy, Services and Transformation

Digital Strategy, Services and Transformation

Digital Strategy, Services and Transformation

Digital Strategy, Services and Transformation



Digital Strategy, Services and Transformation

Digital Strategy, Services and Transformation

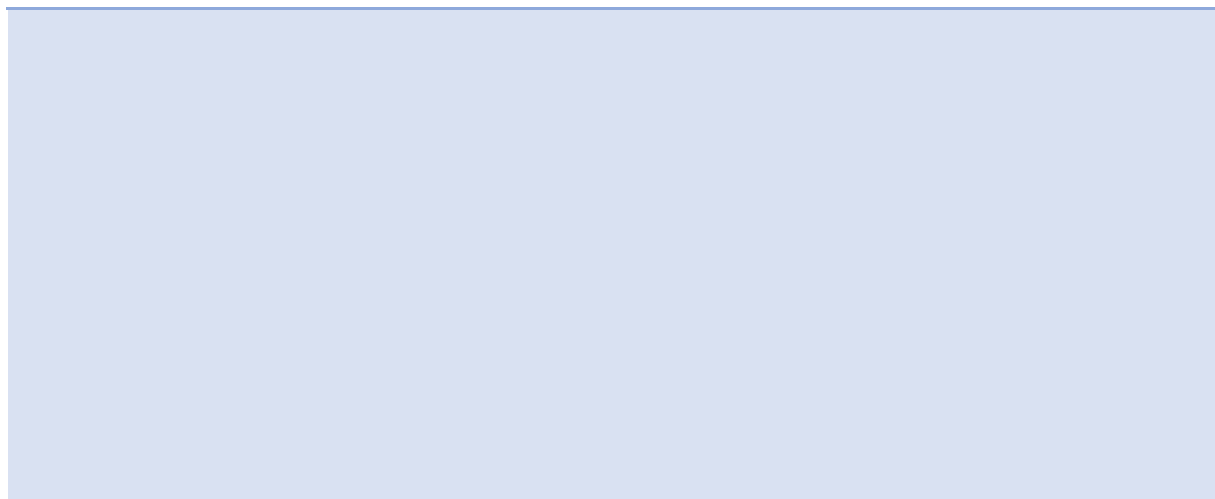
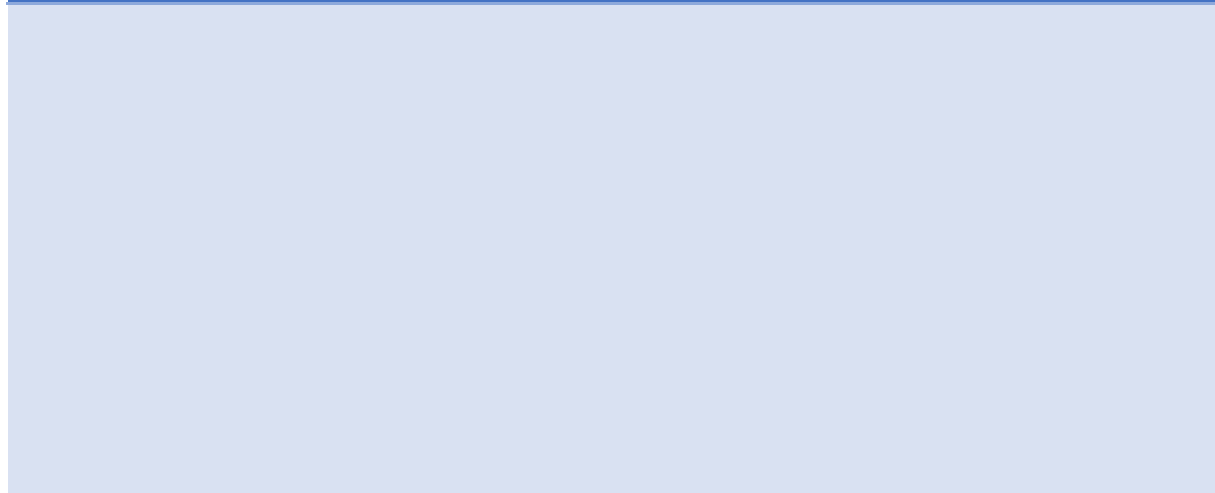
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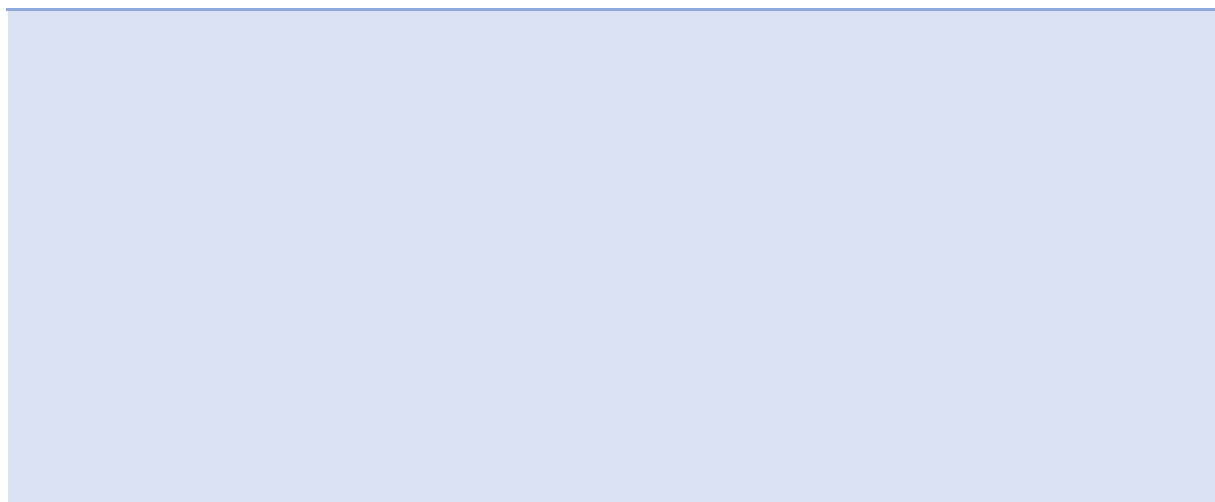
Digital Strategy, Services and Transformation

Digital Strategy, Services and Transformation

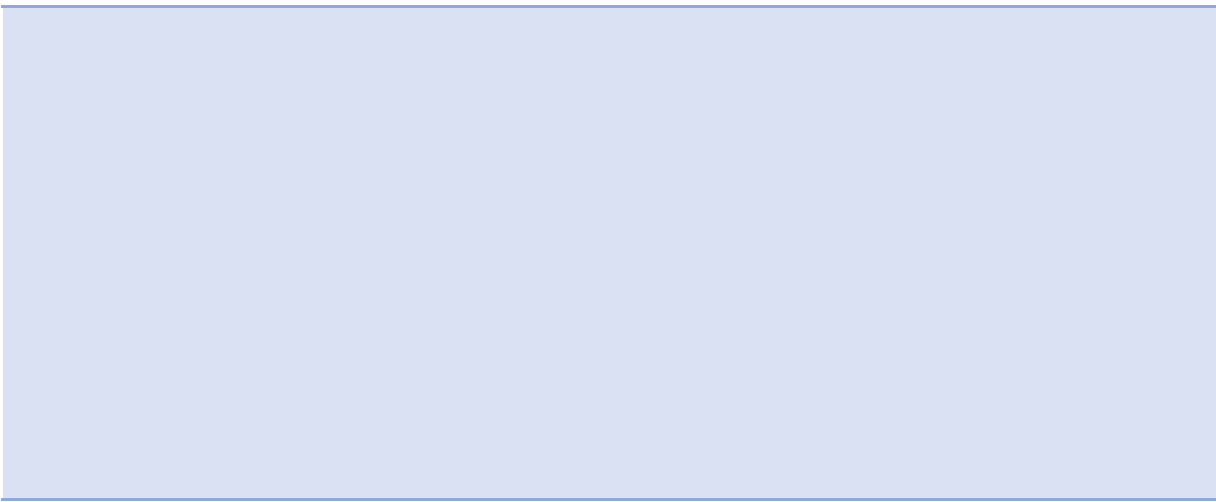
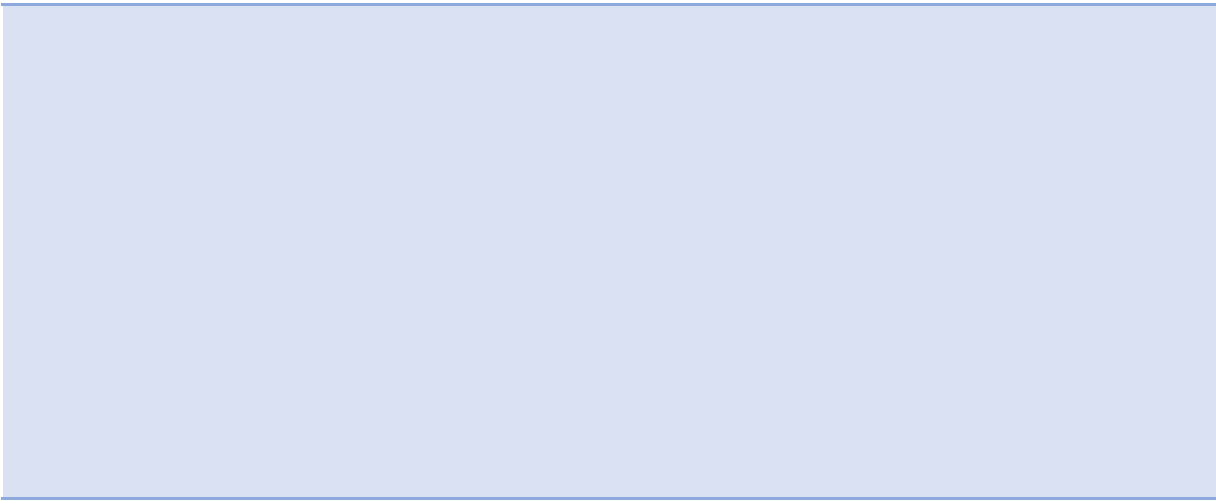
Digital Strategy, Services and Transformation

Progress to Date









## Recommendation

The Directorate should consider providing the following.

1.1 develop guidance to be disseminated to all ACT public schools regarding specific documentation required to be stored in student hard-copy files to ensure compliance with the Territories Records ACT (2002)

1.2 developing a long-term solution to provide schools with a digital records management system or provide direct access to the TRIM/Content Manager system currently being used by the ACT Government.

The Directorate should provide schools with a system capable of recording partial attendance through either an enhancement to Truancy Wizard or a development of an edge system with this capability.

The Directorate should liaise with Sentral to determine if there is the ability to integrate attendance and excursion modules to avoid the manual re-entry of student attendance.

It is recommended that DSST provide an update of the 'Parent Portal' project progress to the Executive Governance Committee (EGC). These status updates should be periodically presented to EGC and provide an overview of any anticipated issues, delays, and completion timeframes.

The Directorate should consider developing, through either a smart form or enhancement of the enrolment's module, to enable the automated upload of student enrolment data between Access Canberra and the SAS enrolments module.

The Directorate should consider revising the enrolment form through Access Canberra to align with the fields within the SAS enrolments module

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It is recommended that DSST provide an update of the 'Timetabling Solutions' and 'College Academic Reports' projects progress to the EGC. These status updates should be periodically presented to EGC and provide an overview of any anticipated issues, delays, and completion timeframes.

It is recommended that DSST provide an update of the 'Report Writer Enhancement' project progress to the EGC. These status updates should be periodically presented to EGC and provide an overview of any anticipated issues, delays, and completion timeframes of this project should be reported regularly to Senior Management until implementation.

It is recommended that the Directorate continues to escalate the rectification of issues with Sentral. Issues should be prioritised in order of importance, followed by time outstanding.

## Management Comments

### 1.1 – Agreed.

Procedures, training, and reminder communications are regularly sent out to schools, all school records are required to be physical records.

### 1.2 - Agreed.

DSST will develop options for a consideration by the Digital Strategy Committee and EGC. To implement this change a business case would be required to be submitted for a government decision on funding. The business case would require endorsement from the Digital Strategy Committee (DSC), Education Governance Committee (EGC) and the Minister before being submitted to Government. Next business case submissions are scheduled for mid-2024 (FY 24/25).

Previous Mgt Comments for 1.2:

Agreed.

Partial day absences are now available and being used by schools. On 18 November 2022 DSST performed an internal check of the new functionality.

Agreed.

Following an internal review a bug has been found that is preventing this transfer from working. This issue has been reported and is being tracked as a priority issue for rectification.

Agreed.

Parent portal is expected to be available to schools in Term 3, 2023.

DSST provides quarterly reports to the Executive Governance Committee (EGC) on the progress of all active DSST projects.

Agreed.

The Admission System has been successfully integrated with SAS. The Admission System now facilitates new student information from enrolment forms to be uploaded into SAS (since 29 July 2022). Student transfers are also facilitated by the Admission System (since 16 September 2022).

Agreed.

Since the integration of the Admission System on 29 July 2022 manual entry form is no longer required.

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Agreed.

DSST provides quarterly reports to the Executive Governance Committee (EGC) on the progress of all active DSST projects.

Agreed.

DSST provides quarterly reports to the Executive Governance Committee (EGC) on the progress of all active DSST projects.

Agreed.

This process has been implemented. The Directorate holds weekly meetings with Sentral about the resolution of issues. A recent update to the Sentral contract allows ACT Education to hold the vendor more stringently to account, when agreed timeframes are not met.

## Audit and Assurance Team Notes

September 2023

Audit team reached out to DSST EO and confirmed that there was no update input ahead of the September Audit Committee meeting. Offered support ahead of the next AC meeting.

May 2023 (Audit team)

Audit and Assurance team met with EBM DSST 24/5/23 to discuss ongoing work to meet the risks associated with this recommendation (and others). Unique ID 211 is being proposed for closure at the June 2023 Audit Committee meeting as it relates closely to this recommendation (Unique ID 231).

Unique ID 231 will be changed from suggested to closure 'yes', to 'no' as per conversation with EBM DSST as work is ongoing relating to TRIM access for schools.

May 2023 (Audit team)

June 2023 (Audit team)

EBM DSST has sent through evidence demonstrating that attendance is recorded through SAS, including partial attendance. Evidence includes instruction guides for schools and professional learning. Item to be proposed for closure at the September Audit Committee meeting.

May 2023 (Audit team)

Audit and Assurance team met with EBM DSST 24/5/23 to discuss ongoing work to meet the risks associated with this recommendation (and others). Can see regular reporting to EGC on attendance, but EGC reporting does not mention partial attendance that DSST advise was tested in November 2022.

Further evidence requested to demonstrate the testing of partial attendance referred to by DSST.

April 2023

September 2023

Audit team reached out to DSST EO and confirmed that there was no update input ahead of the September Audit Committee meeting. Offered support ahead of the next AC meeting.

April 2023

Audit Recommendation added to SharePoint List Register for tracking purposes as Report has been endorsed by the Audit Committee and is now Final.

Progress to date update will be requested for the June 2023 Audit Committee meeting.



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June 2023

Audit Committee has accepted item for closure 15 June 2023.

May 2023 (Audit team)

Audit and Assurance team met with EBM DSST 24/5/23 to discuss ongoing work to meet the risks associated with this recommendation (and others).

Evidence has been provided by DSST to the Audit team to demonstrate EGC reporting on the parent portal project progress.

AC to consider for closure in June 2023 meeting.

April 2023

Audit Recommendation added to SharePoint List Register for tracking purposes as Report has been endorsed by the Audit Committee and is now Final.

June 2023

Audit Committee has accepted item for closure 15 June 2023.

May 2023 (Audit team)

Audit and Assurance team met with EBM DSST 24/5/23 to discuss ongoing work to meet the risks associated with this recommendation (and others). Evidence has been provided by DSST to the Audit team to demonstrate EGC reporting which includes confirmation that attendance is managed through SAS.

AC to consider for closure in June 2023 meeting.

April 2023

Audit Recommendation added to SharePoint List Register for tracking purposes as Report has been endorsed by the Audit Committee and is now Final.

June 2023

Audit Committee has accepted item for closure 15 June 2023.

May 2023 (Audit team)

Audit and Assurance team met with EBM DSST 24/5/23 to discuss ongoing work to meet the risks associated with this recommendation (and others).

Evidence has been provided by DSST to the Audit team to demonstrate EGC reporting which includes confirmation that enrolment is managed through SAS.

AC to consider for closure in June 2023 meeting.

April 2023

Audit Recommendation added to SharePoint List Register for tracking purposes as Report has been endorsed by the Audit Committee and is now Final.

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June 2023

Audit Committee has accepted item for closure 15 June 2023.

May 2023 (Audit team)

Audit and Assurance team met with EBM DSST 24/5/23 to discuss ongoing work to meet the risks associated with this recommendation (and others).

Evidence has been provided by DSST to the Audit team to demonstrate EGC reporting on the timetabling solutions and College academic report project progress.

AC to consider for closure in June 2023 meeting.

April 2023

Audit Recommendation added to SharePoint List Register for tracking purposes as Report has been endorsed by the Audit Committee and is now Final.

June 2023

Audit Committee has accepted item for closure 15 June 2023.

May 2023 (Audit team)

Audit and Assurance team met with EBM DSST 24/5/23 to discuss ongoing work to meet the risks associated with this recommendation (and others).

Evidence has been provided by DSST to the Audit team to demonstrate EGC reporting on the report writer enhancement project progress.

AC to consider for closure in June 2023 meeting.

April 2023

Audit Recommendation added to SharePoint List Register for tracking purposes as Report has been endorsed by the Audit Committee and is now Final.

June 2023

Audit Committee has accepted item for closure 15 June 2023.

June 2023 (Audit team)

Evidence has been provided by DSST to the Audit team to demonstrate regular meetings with Sentral on outstanding actions relating to SAS.

AC to consider for closure in June 2023 meeting.

May 2023 (Audit team)

Audit and Assurance team met with EBM DSST 24/5/23 to discuss ongoing work to meet the risks associated with this recommendation (and others). DSST to provide the Audit team with evidence to present this recommendation to AC for closure.

Further evidence requested to demonstrate regular communications with Sentral on issues.

Responsible Officer	Risk Rating	Status	Suggest for Closure
Stirling, Mark;#185	High	On track	No

Bartlett, Kelly;#31                      High                      Significant delays    Yes

Stirling, Mark;#185	High	Some delays	No
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Bartlett, Kelly;#31                      Medium              Complete              Yes

Bartlett, Kelly;#31                      Medium              Complete              Yes

Bartlett, Kelly;#31                      Medium              Complete              Yes

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Bartlett, Kelly;#31

Medium

Complete

Yes

Bartlett, Kelly;#31

Medium

Complete

Yes

Bartlett, Kelly;#31

Medium

Complete

Yes

Group

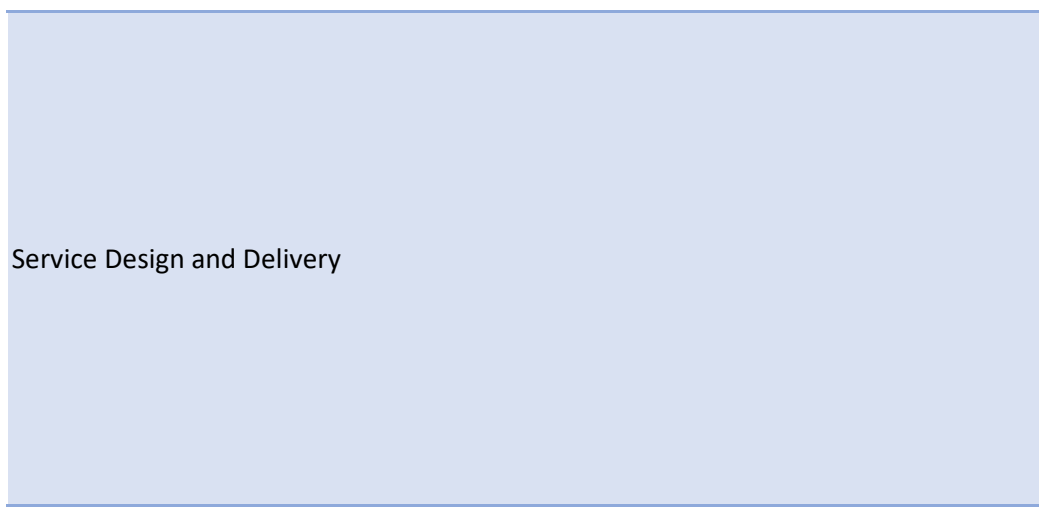
Service Design and Delivery

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Service Design and Delivery



Evidence Received	Report Source	Recommendation No.	Item Type
Not suggested for closure at this time	Internal Audit		1 Item

Yes - Reviewed Internal Audit 2 Item

Not suggested for closure at this time	Internal Audit		3 Item
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Yes - Reviewed

Internal Audit

4 Item

Yes - Reviewed

Internal Audit

5 Item

Yes - Reviewed

Internal Audit

6 Item

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Yes - Reviewed

Internal Audit

7 Item

Yes - Reviewed

Internal Audit

8 Item

Yes - Reviewed

Internal Audit

9 Item

Path

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