

# APPENDIX C

## Scope of this audit

### Who we audited

DET

### What the audit cost

The cost of this audit was \$895,000.

### What we assessed

The audit used the following lines of inquiry and criteria:

Line of inquiry	Criteria
DET ensures that schools have equitable access to core ICT infrastructure, resources, and services.	<ol style="list-style-type: none"> <li>1. DET clearly defines technical specifications, performance standards and service levels for minimum core ICT infrastructure, resources and services based on the needs of all government schools.</li> <li>2. DET ensures all government schools have access to its core ICT infrastructure, resources and services at predefined technical specifications, performance standards and service levels.</li> </ol>
DET and schools obtain value for money in their procurement of ICT hardware, software and services.	<ol style="list-style-type: none"> <li>1. DET's ICT procurement is underpinned by a business case/s (or equivalent documentation) that outlines alternative solutions, expected outcomes/benefits and cost savings and an evaluation strategy specifying when and how the achievement of outcomes will be measured.</li> <li>2. DET's supplier contracts have clear scope and deliverables, reporting requirements and performance measures and DET monitors performance against contract requirements.</li> <li>3. DET oversees and monitors all ICT procurement to track expenditure, purchasing trends and the use of contract panels, and to measure the realisation of expected outcomes.</li> </ol>
DET supports schools to strategically plan for current and emerging ICT needs.	<ol style="list-style-type: none"> <li>1. DET collects and maintains data on all DET and school ICT assets that is accurate, comprehensive and up to date.</li> <li>2. DET has a strategy to transition schools from legacy ICT infrastructure and service provision to contemporary solutions, such as cloud computing services.</li> </ol>

### Audit scope

The audit examined if DET and government schools are equipped with the ICT infrastructure and resources necessary for ICT-facilitated teaching and learning.

In addition to DET, we planned to survey all principals and teachers to understand the use, access and adequacy of ICT provisioning at DET's schools. Due to COVID-19 and

the consequent pressure on schools, we instead interviewed school principals and a small selection of teachers from nine schools. We chose these schools based on a range of different school types, such as primary and secondary, low and high SIPS scores, large and small, and metro and regional.

We conducted our audit in accordance with the *Audit Act 1994* and ASAE 3500 *Performance Engagements*. We complied with the independence and other relevant ethical requirements related to assurance engagements. We also provided a copy of the report to the Department of Premier and Cabinet.