

# Appendix C:

## Audit scope and method

### Scope of this audit

#### Who we examined

We examined the Department of Education.

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#### Our audit objective

To determine whether the department's DI program is set up to provide reasonable adjustments that allow students with disability to access and participate in education on the same basis as students without disability.

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#### What we examined

This audit examined the department's implementation model for DI and its Year 1 rollout in 3 areas in 3 regions. These are:

- the Barwon area in the South Western Victoria Region
  - the Bayside Peninsula area in the South Eastern Victoria Region
  - the Loddon Campaspe area in the North Western Victoria Region.
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### Conducting this audit

#### Assessing performance

To form our conclusion against our objective we used the following lines of inquiry and associated evaluation criteria:

Line of inquiry		Criteria	
1.	The department's DI implementation model supports schools to identify, assess and implement reasonable adjustments for students with disability.	1.1	The department and its regional and AIT work so that schools understand and apply the DI system capability initiatives.
		1.2	The department and its regional and AIT support schools to apply the tiered DI model as intended.
2.	The department monitors implementation and addresses issues in a timely and effective manner and leads to continuous improvement.	2.1	The department identifies and addresses barriers to effectively implement DI in regions and schools.
		2.2	The department's monitoring and evaluation progress towards outcomes is timely, effective and leads to continuous improvement.

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## Our methods

As part of the audit we:

- created a case study framework to understand implementation in 3 regions
- conducted interviews with:
  - 11 schools
  - RITs
  - regional and area leadership teams
- assessed evidence provided by the department, including:
  - meeting packs from its central governance and advisory groups, and regional and AIT
  - policy and guidance on all aspects of DI
  - internal data on the funding and support model
- created a framework to assess the department's evaluation approach.

We did not examine DI outcomes for students with disability as part of this audit.

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## Case studies

We examined DI rollout in the 3 areas the department selected for Year 1 rollout. This means that we had full coverage of the regions and areas implementing the funding and support model in 2021.

For each of these areas, we looked at how they implemented DI in the context of the department's Learning Places model. We considered evidence of their planning, implementation and monitoring at the local level.

We also examined how these regions implemented the system capability initiatives. These initiatives were available statewide but we focused on those areas implementing both the initiatives and the funding and support model at the same time. We looked at evidence about how regions and areas worked with IOC and DLH staff to implement the initiatives, and how these staff engaged with schools.

Our findings from each case study helped us understand the effectiveness of the department's implementation approach and its role as a system manager.

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## Compliance

We conducted our audit in accordance with the *Audit Act 1994* and ASAE 3500 *Performance Engagements* to obtain reasonable assurance to provide a basis for our conclusion.

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.

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## Cost and time

The full cost of the audit and preparation of this report was \$515,000.

The duration of the audit was 9 months from initiation to tabling.

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