

Role Description

Performance Reporting Analyst



Education

-Cluster	Education
Agency	Department of Education
Division/Branch/Unit	Information Technology Directorate
Role number	226043
Classification/Grade/Band	CL9/10
Senior executive work level standards	Not Applicable
ANZSCO Code	261311
PCAT Code	3116492
Date of Approval	February 2021
Agency Website	https://education.nsw.gov.au/

Agency overview

The NSW Department of Education serves the community by providing world-class education for students of all ages.

We ensure young children get the best start in life by supporting and regulating the early childhood education sector. We are the largest provider of public education in Australia with responsibility for delivering high-quality public education to two-thirds of the NSW student population. We are committed to fostering vibrant, sustainable and high-performing vocational and higher education sectors.

We are responsible for enacting NSW Government policy, driving improvement in education, and overseeing policy, funding and compliance issues relating to non-government schools. We respect and value Aboriginal and Torres Strait Islander people as First Peoples of Australia.

Primary purpose of the role

The Performance Reporting Analyst is responsible for monitoring, evaluating and reporting on the ICT initiatives specific to the Schools Digital Strategy. The role will review that the strategic initiatives meet the needs of schools and achieve their intended result- closing the rural access gap (RAG).

The Performance Reporting Analyst is responsible for all performance reporting for the RAG program initiatives. This involves benchmarking, evidence gathering, KPI monitoring, benefits tracking. This information will monitor Return on Investment and that RAG program initiatives are achieving the right outcomes for schools.

Key accountabilities

- Manage performance reporting measures and governance practices to track, monitor program deliverables and evaluate the realisation of benefits from initiatives associated with building schools digital maturity.

- Implement processes to understand digital maturity benchmarks, evidence gathering, KPI monitoring, benefits tracking.
- Draft the preparation of reports or briefings for the Leadership team and other senior managers to on delivery of project outcomes and the achievement of outcomes.
- Design and implement effective collaborative processes to effect change to ensure trajectory to success is maintained.
- Design solutions that innovate and are based on high level analysis of data.
- Research the current processes and effective practices to ensure program success.

Key challenges

- Implementing standard performance reporting processes in a large, highly diverse and complex environment
- Ensuring reporting processes have widespread leadership support and ensure compliance with reporting and evidence gathering requirements.

Key relationships

Who	Why
Internal	
Manager	<ul style="list-style-type: none"> • Discuss business objectives, priorities, projects and issues as they arise • Provide specialist advice on reporting practices; inform decision-making and challenge current thinking as appropriate
Work team	<ul style="list-style-type: none"> • Build and maintain collaborative working relationships to resolve technical and/or service delivery issues; monitor performance and provide regular, appropriate feedback • Share technical advice and/or subject matter expertise; participate in decisions regarding innovation and best practice
External	
Other agencies, learning networks and/or communities of practice	<ul style="list-style-type: none"> • Seek/maintain specialist knowledge and advice • Keep abreast of best practice in digital technology for learning and Education.

Role dimensions

Decision making

The Performance Reporting Analyst:

- Establishes performance reporting processes to inform planning and strategy in accordance with broad directions and guidance from their manager
- Exercises high-level, independent judgement and initiative in managing and prioritising work to deliver outputs in accordance with agreed timeframes
- Actively contributes to the development of strategic and operational plans
- Is accountable for the quality, integrity, accuracy and content of performance reporting processes and reports.

Reporting line

The role reports to the Planning & Strategy Lead

Direct reports

Nil

Budget/Expenditure

The role has financial delegation in accordance with Departmental policy.

Key knowledge and experience

- Demonstrated experience in designing and implementing performance reporting frameworks in a complex ICT environment.
- Ability to synthesize a wide range of inputs to understand digital maturity benchmarks, and gather evidence that monitors progress against KPIs and tracks realization of benefits.
- Ability to communicate and present complex data sets to diverse audiences.

Essential requirements

- Tertiary qualifications and/or relevant performance reporting experience, preferably within an ICT or schools environment.
- Knowledge of and commitment to the Department's Aboriginal education policies.
- Hold a valid clearance to work with Children (Working with Children Check)

Capabilities for the role

The [NSW public sector capability framework](#) describes the capabilities (knowledge, skills and abilities) needed to perform a role. There are four main groups of capabilities: personal attributes, relationships, results and business enablers, with a fifth people management group of capabilities for roles with managerial responsibilities. These groups, combined with capabilities drawn from occupation-specific capability sets where relevant, work together to provide an understanding of the capabilities needed for the role.

The capabilities are separated into **focus capabilities** and **complementary capabilities**.


Focus capabilities

Focus capabilities are the capabilities considered the most important for effective performance of the role. These capabilities will be assessed at recruitment.

The focus capabilities for this role are shown below with a brief explanation of what each capability covers and the indicators describing the types of behaviours expected at each level.

FOCUS CAPABILITIES

Capability group/sets	Capability name	Behavioural indicators	Level
 Personal Attributes	Manage Self Show drive and motivation, an ability to self-reflect and a commitment to learning	<ul style="list-style-type: none">• Act as a professional role model for colleagues, set high personal goals and take pride in their achievement• Actively seek, reflect and act on feedback on own performance• Translate negative feedback into an opportunity to improve• Take the initiative and act in a decisive way• Demonstrate a strong interest in new knowledge and emerging practices relevant to the organisation	Advanced
	 Relationships	Commit to Customer Service Provide customer-focused services in line with public sector and organisational objectives	<ul style="list-style-type: none">• Take responsibility for delivering high-quality customer-focused services• Design processes and policies based on the customer's point of view and needs• Understand and measure what is important to customers• Use data and information to monitor and improve customer service delivery• Find opportunities to cooperate with internal and external stakeholders to improve outcomes for customers• Maintain relationships with key customers in area of expertise• Connect and collaborate with relevant customers within the community
		Work Collaboratively Collaborate with others and value their contribution	<ul style="list-style-type: none">• Encourage a culture that recognises the value of collaboration• Build cooperation and overcome barriers to information sharing and communication across teams and units• Share lessons learned across teams and units• Identify opportunities to leverage the strengths of others to solve issues and develop better processes and approaches to work• Actively use collaboration tools, including digital technologies, to engage diverse audiences in solving problems and improving services
 Results	Plan and Prioritise Plan to achieve priority outcomes and respond flexibly to changing circumstances	<ul style="list-style-type: none">• Consider the future aims and goals of the team, unit and organisation when prioritising own and others' work• Initiate, prioritise, consult on and develop team and unit goals, strategies and plans• Anticipate and assess the impact of changes, including government policy and economic	Adept





		conditions, on team and unit objectives and initiate appropriate responses	
		<ul style="list-style-type: none">• Ensure current work plans and activities support and are consistent with organisational change initiatives• Evaluate outcomes and adjust future plans accordingly	
	Think and Solve Problems Think, analyse and consider the broader context to develop practical solutions	<ul style="list-style-type: none">• Research and apply critical-thinking techniques in analysing information, identify interrelationships and make recommendations based on relevant evidence• Anticipate, identify and address issues and potential problems that may have an impact on organisational objectives and the user experience• Apply creative-thinking techniques to generate new ideas and options to address issues and improve the user experience• Seek contributions and ideas from people with diverse backgrounds and experience• Participate in and contribute to team or unit initiatives to resolve common issues or barriers to effectiveness• Identify and share business process improvements to enhance effectiveness	Adept
 Business Enablers	Technology Understand and use available technologies to maximise efficiencies and effectiveness	<ul style="list-style-type: none">• Demonstrate a sound understanding of technology relevant to the work unit, and identify and select the most appropriate technology for assigned tasks• Use available technology to improve individual performance and effectiveness• Make effective use of records, information and knowledge management functions and systems• Support the implementation of systems improvement initiatives, and the introduction and roll-out of new technologies	Intermediate

Complementary capabilities

Complementary capabilities are also identified from the Capability Framework and relevant occupation-specific capability sets. They are important to identifying performance required for the role and development opportunities.

Note: capabilities listed as 'not essential' for this role are not relevant for recruitment purposes however may be relevant for future career development.

COMPLEMENTARY CAPABILITIES			
Capability group/sets	Capability name	Description	Level
	Display Resilience and Courage	Be open and honest, prepared to express your views, and willing to accept and commit to change	Adept

 Personal Attributes	Act with Integrity	Be ethical and professional, and uphold and promote the public sector values	Intermediate
	Value Diversity and Inclusion	Demonstrate inclusive behaviour and show respect for diverse backgrounds, experiences and perspectives	Intermediate
 Relationships	Communicate Effectively	Communicate clearly, actively listen to others, and respond with understanding and respect	Intermediate
	Influence and Negotiate	Gain consensus and commitment from others, and resolve issues and conflicts	Intermediate
 Results	Deliver Results	Achieve results through the efficient use of resources and a commitment to quality outcomes	Intermediate
	Demonstrate Accountability	Be proactive and responsible for own actions, and adhere to legislation, policy and guidelines	Intermediate
 Business Enablers	Finance	Understand and apply financial processes to achieve value for money and minimise financial risk	Intermediate
	Procurement and Contract Management	Understand and apply procurement processes to ensure effective purchasing and contract performance	Intermediate
	Project Management	Understand and apply effective planning, coordination and control methods	Intermediate