

Report on Government Services 2012

Volume 1:

*Early childhood, education
and training; Justice;
Emergency management*

*Steering Committee
for the Review of
Government
Service Provision*

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ISSN 1328 181X

ISBN 978-1-74037-383-8 (Volume 1)

ISBN 978-1-74037-384-5 (Volume 2)

ISBN 978-1-74037-385-2 (Set)

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An appropriate citation for this Report is:

SCRGSP (Steering Committee for the Review of Government Service Provision) 2012, *Report on Government Services 2012*, Productivity Commission, Canberra.

Foreword

The Report on Government Services (the Report) was commissioned in 1993 by Heads of Government (now COAG), to help inform improvements to the effectiveness and efficiency of government services. Improving government services is important to us all: everyone relies on these services at different stages, and the services are particularly important for disadvantaged members of our society. Improving government services is also important economically: governments spent over \$164 billion on the services covered by this Report, equivalent to around 12.5 per cent of Australia's gross domestic product.

Over the past year, the Steering Committee has continued implementing the recommendations of the 2009 COAG review of the Report. In particular, the Steering Committee has responded to a review of all the indicators in the Report, continued aligning indicators with those under the Intergovernmental Agreement on Federal Financial Relations, further extended time series reporting and developed case studies for selected service areas.

An improvement to this year's Report is the inclusion of sector summaries. Key features of these include performance indicator frameworks which outline the sector objectives, establish agreed sector wide indicators and provide a link to service-specific indicators; and an overview of performance reporting from the related chapters.

The Report again devotes particular attention to the delivery of mainstream services to Indigenous Australians. Of particular interest, the School education chapter contains additional reporting by Indigenous status on learning outcomes for recent student cohorts.

The production of this series of reports relies on the efforts of people from many government departments and agencies. On behalf of the Steering Committee, I would like to thank the members of the twelve working groups that provide advice and input for this Report, and the statistical bodies, including the ABS and AIHW, that provide invaluable technical advice and assistance. In particular, I would like to thank the Review Secretariat within the Productivity Commission, which ably supports the Steering Committee and working groups, and produces the Report.

Gary Banks AO
Chairman

January 2012

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This Report is in two volumes: Volume 1 contains Part A (Introduction), Part B (Early Childhood, Education and Training), Part C (Justice), Part D (Emergency Management), Appendix A (Statistical appendix); Volume 2 contains Part E (Health), Part F (Community Services) and Part G (Housing and Homelessness).

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Steering Committee

This Report was produced under the direction of the Steering Committee for the Review of Government Service Provision (SCRGSP). The Steering Committee comprises the following current members:

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Acronyms and abbreviations

AACR	Australasian Association of Cancer Registries
AAGR	average annual growth rates
AAT	Administrative Appeals Tribunal
ABS	Australian Bureau of Statistics
ACAM	Australian Centre for Asthma Monitoring
ACAP	Aged Care Assessment Program
ACAT	aged care assessment team
ACE	adult community education
ACER	Australian Council for Educational Research
ACFI	aged care funding instrument
ACHS	Australian Council on Healthcare Standards
ACIR	Australian Childhood Immunisation Register
ACOSS	Australian Council of Social Services
ACRRM	Australian College of Rural and Remote Medicine
ACSAA	Aged Care Standards and Accreditation Agency
ACSES	The Australian Council of State Emergency Services
ACSQHC	Australian Commission for Safety and Quality in Health Care
ACT	Australian Capital Territory
ADL	activities of daily living
ADR	Alternative Dispute Resolution

AEDI	Australian Early Development Index
AFAC	Australasian Fire and Emergency Services Authorities Council
AFP	Australian Federal Police
AGCCCS	Australian Government Census of Child Care Services
AGCCPS	Australian Government Child Care Provider Survey
AGPAL	Australian General Practice Accreditation Limited
AGPN	Australian General Practice Network
AHCA	Australian Health Care Agreements
AHMAC	Australian Health Ministers' Advisory Council
AHMC	Australian Health Ministers' Conference
AHV	Aboriginal Housing Victoria
AIC	Australian Institute of Criminology
AIFS	Australian Institute of Family Studies
AIHW	Australian Institute of Health and Welfare
AIJA	Australian Institute of Judicial Administration
AIPAR	Australian Institute for Population Ageing Research
AJJA	Australasian Juvenile Justice Administrators
ALLS	Adult Literacy and Life Skills
ANZPAA	Australia and New Zealand Police Advisory Agency
ANZSCO	Australian and New Zealand Standard Classification of Occupations
ANZSIC	Australian and New Zealand Standard Industrial Classification

AODTS-NMDS	Alcohol and Other Drug Treatment Services National Minimum Data Set
AQF	Australian Qualifications Framework
AQTF	Australian Quality Training Framework
AR-DRG v 5.1	Australian refined diagnosis related group, version 5.1
AR-DRGs	Australian refined diagnosis related groups
ARHP	Aboriginal Rental Housing Program
ARIA	Accessibility and Remoteness Index for Australia
ARO	Authorised Review Officer
ASGC	Australian Standard Geographical Classification
ASM	Active Service Model
ASO	ambulance service organisation
ASOC	Australian Standard Offence Classification
ASSNP	core activity need for assistance
ATC	Australian Transport Commission
Aust	Australia
AVETMISS	Australian Vocational Education and Training Management Information Statistical Standard
BBF	Building a Better Future
BEACH	Bettering the Evaluation and Care of Health
BMI	Body Mass Index
C&K	Crèche and Kindergarten
CAA	Council of Ambulance Authorities
CACP	Community Aged Care Package
CAD	computer aided dispatch

CAEPR	Centre for Aboriginal Economic Policy Research
CALD	culturally and linguistically diverse
CAP	conditional adjustment payment
CAP	Crisis Accommodation Program
CAWG	Court Administration Working Group
CCB	Child Care Benefit
CCMS	Child Care Management System
CCR	Child Care Rebate
CCTR	Child Care Tax Rebate
CDC	Community Directed Care
CD-ROM	Compact Disc Read Only Memory
CDSMAC	Community and Disability Services Ministers' Advisory Council
CFA	Country Fire Authority
CFCs	Child and Family Centres
CHIP	Community Housing and Infrastructure Program
CHOS	Canadian National Occupancy Standard
CI	confidence interval
CIS	Complaints Investigation Scheme
CMHC	Community Mental Health Care
COAG	Council of Australian Governments
CPG	Court Practitioners Group
CRA	Commonwealth Rent Assistance
CRC	COAG Reform Council

CRS	Commonwealth Rehabilitation Services
CRS	Complaints Resolution Scheme
CRYPAR	Coordinated Response to Young People at Risk
CSASAW	Commonwealth-State Agreement for Skilling Australia's Workforce
CSDWG	Children's Services Data Working Group
CSHA	Commonwealth State Housing Agreement
CSMAC	Community Services Ministers' Advisory Council
CSTDA	Commonwealth State/Territory Disability Agreement
CURF	confidentialised unit record file
DDHCS	Department of Disability, Housing and Community Services
DEEWR	Department of Education, Employment and Workplace Relations
DET	Department of Education (NSW)
DGP	Divisions of General Practice
DGPP	Divisions of General Practice Program
DHAC	Department of Health and Aged Care
DHS	Department of Human Services (Vic)
DHSH	Department of Human Services and Health
DiRCS	Differences in Recorded Crime Statistics
DoCS	Department of Community Services (NSW)
DoHA	Department of Health and Ageing
DPEM	Department of Police and Emergency Management (Tas)

DPIE	Department of Primary Industries and Energy
DQI	data quality information
DSE	Department of Sustainability and Environment
DVA	Department of Veterans' Affairs
EACH	Extended Aged Care at Home
EACH-D	EACH Dementia
ECD	Early Childhood Development
ECET	Early childhood, education and training
EMA	Emergency Management Australia
EMS	emergency medical service
ERP	estimated resident population
ESO	emergency services organisation
EYL	early years learning
FaCS	Department of Family and Community Services
FaCSIA	Department of Families, Community Services and Indigenous Affairs
FaHCSIA	Department of Families, Housing, Community Services and Indigenous Affairs
FDC	family day care
FDCQA	Family Day Care Quality Assurance
FESA	Fire and Emergency Services Authority (WA)
FSO	fire services organisation
FTE	full time equivalent
FWE	full time workload equivalent
FYA	Foundation for Young Australians

GDP	gross domestic product
GFS	Government Finance Statistics
GP	general practitioner
GPA Accreditation plus	General Practice Australia ACCREDITATION plus
GPII	General Practice Immunisation Incentives Scheme
GSP	gross state product
GSS	General Social Survey
GST	goods and services tax
HACC	Home and Community Care
HAF	Housing Affordability Fund
HDSC	Health Data Standards Committee
HECS	Higher Education Contribution Scheme
HELP	Higher Education Loan Program
HILDA	Household Income and Labour Dynamic Australia
HIP	Home Independence Project
HMAC	Housing Ministers' Advisory Council
HOIST	New South Wales Population Health Survey 2007
HoTS	Heads of Treasuries
HREOC	Human Rights and Equal Opportunity Commission
HRSCEET	House of Representatives Standing Committee on Employment, Education and Training
ICD	International Classification of Diseases
ICD-10-AM	Australian modification of the International Standard Classification of Diseases and Related Health Problems, version 10

ICH	Indigenous community housing
ICHO	Indigenous Community Housing Organisation
ICT	information and communication technologies
IGA	Intergovernmental Agreement
IPD	Implicit Price Deflator
IRSD	Index of Relative Socio-economic Disadvantage
ISO	International Organisation for Standardisation
ISS	Inclusion Support Subsidy
JJNMDS	Juvenile Justice National Minimum Data Set
JJRIG	Juvenile Justice Research and Information Group
K10	Kessler Psychological Distress Scale
KPIs	key performance indicators
LBOTE	Language background other than English
LCL	lower confidence limit
LDC	long day care
LGCSA	Local Government Community Services Association of Australia
LMO	local medical officer
LOTE	Language other than English
LSAC	Longitudinal Study of Australian Children
LSAY	Longitudinal Surveys of Australian Youth
MBI	Modified Barthel Index
MBS	Medicare Benefits Schedule
MCATSIA	Ministerial Council on Aboriginal and Torres Strait Islander Affairs

MCEECDYA	Ministerial Council for Education, Early Childhood Development and Youth Affairs
MCEETYA	Ministerial Council on Education, Employment, Training and Youth Affairs
MCTEE	Ministerial Council of Tertiary Education and Employment
MCVTE	Ministerial Council on Vocational and Technical Education
MECS	Mobile Early Childhood Services
MFS	Metropolitan Fire Service
MHE	Mental Health Establishments
MHS	mental health services
MPS	multi-purpose services
NA	National Agreement
na	not available
NAHA	National Affordable Housing Agreement
NAPLAN	National Assessment Program – Literacy and Numeracy
NASWD	National Agreement for Skills and Workforce Development
NMVTRC	National Motor Vehicle Theft Reduction Council
NATSISS	National Aboriginal and Torres Strait Islander Social Survey
NBCC	National Breast Cancer Centre
NCAC	National Childcare Accreditation Council
NCAG	National Corrections Advisory Group
NCCH	National Centre for Classification in Health

NCIRS	National Centre for Immunisation Research and Surveillance of Vaccine Preventable Diseases
NCJSF	National Criminal Justice Statistical Framework
NCPASS	National Child Protection and Support Services data working group
NCSIMG	National Community Services Information Management Group
NCVER	National Centre for Vocational Education Research
NDA	National Disability Agreement
NEA	National Education Agreement
NEAT	Department of Natural Resources Environment and the Arts
NEMC	National Emergency Management Committee
NESB	non-English speaking background
NGOs	non-government organisations
NHA	National Healthcare Agreement
NHIMPC	National Health Information Management Principal Committee
NHMP	National Homicide Monitoring Program
NHMRC	National Health and Medical Research Council
NHPAC	National Health Priority Action Council
NHPC	National Health Performance Committee
NHS	National Health Survey
NIA ECEC	National Information on Agreement on Early Childhood Education and Care
NIDP	National Information Development Plan

NIHEC	National Indigenous Health Equality Council
NIRA	National Indigenous Reform Agreement
NISC	National Industry Skills Committee
NMDS	national minimum data set
NMHS	National Mental Health Strategy
NNDSS	National Notifiable Diseases Surveillance System
no.	number
NOOSR	National Office of Overseas Skills Recognition
NP	National Partnership
np	not published
NPA _s	National Partnership Agreements
NPC	National Preschool Census
NQC	National Quality Council
NQS	National Quality Standard
NRC _P	National Respite for Carers Program
NRF	National Reporting Framework
NRSS	National Road Safety Strategy
NSCSP	National Survey of Community Satisfaction with Policing
NSOC	National Senior Officials Committee
NSSC	National Schools Statistics Collection
NSW RFS	New South Wales Rural Fire Service
NSW	New South Wales
NSWFB	New South Wales Fire Brigade

NT	Northern Territory
NTCE	Northern Territory Certificate of Education
NTES	National Territory Emergency Services
NTSC	National Training Statistics Committee
NYPR	National Youth Participation Requirement
OCYFS	Office for Children, Youth and Family Support (ACT)
OECD	Organisation for Economic Co-operation and Development
OID	Overcoming Indigenous Disadvantage
OMP	other medical practitioner
OSHC	outside school hours care
OSHCQA	Outside School Hours Care Quality Assurance
PBS	Pharmaceutical Benefits Scheme
PC	Productivity Commission
PDF	Portable Document Format
PDWG	Performance and Data Working Group
PEP	Personal Enablement Program
PhARIA	Pharmacy Access/Remoteness Index of Australia
PHCRIS	Primary Health Care Research and Information Service
PIP	Practice Incentives Program
PIRP	Preschool Investment and Reform Plan
PISA	Program for International Student Assessment
PSM	ABS Population Survey Monitor
PWI	personal wellbeing index

QFRS	Queensland Fire and Rescue Service
QIAS	Quality Improvement and Accreditation System
Qld	Queensland
QMP	Quality Management Framework
RACGP	Royal Australian College of General Practitioners
RAV	Rural Ambulance Victoria
RCS	resident classification scale
RFDS	Royal Flying Doctor Service
RISS	Remote and Indigenous Service Support
ROGS	Report on Government Services
ROSC	return of spontaneous circulation
RPBS	Repatriation Pharmaceutical Benefits Scheme
RPL	recognition of prior learning
RRMA	Rural, Remote and Metropolitan Areas
RSE	relative standard error
RTO	Registered Training Organisation
S/TES	State/Territory Emergency Service
SA	South Australia
SAAP CAD	SAAP Coordination and Development Committee
SAAP NDCA	SAAP National Data Collection Agency
SAAP	Supported Accommodation Assistance Program
SAAS	SA Ambulance Service
SAR	Service Activity Reporting
SAT	school-based apprenticeships and traineeships

SCOTESE	Standing Council on Tertiary Education, Skills and Employment
SCRCSSP	Steering Committee for the Review of Commonwealth/State Service Provision
SCRGSP	Steering Committee for the Review of Government Service Provision
SDAC	Survey of Disability, Ageing and Carers
SE	standard error
SEIFA	Socio Economic Indexes for Areas
SEM	standard error of the mean
SES	socioeconomic status
SES	State Emergency Services
SEWB	National Framework for Aboriginal and Torres Strait Islander Mental Health and Social and Emotional Wellbeing 2004-05
SEWB	Social and Emotional Wellbeing
SIQ	standard Indigenous question
SLA	statistical local area
SMHWB	National Survey of Mental Health and Wellbeing
SMR	standardised mortality ratios
SOMIH	State owned and managed Indigenous housing
SPP	special purpose payment
SPRC	Social Policy Research Centre
SSAT	Social Security Appeals Tribunal
SWPE	standardised whole patient equivalent
TAFE	technical and further education

Tas	Tasmania
TAS	Tasmanian Ambulance Service
TCP	Transition Care Program
TFS	Tasmania Fire Service
TGR	total growth rate
TIMSS	Trends in International Mathematics and Science Study
TVET	technical and vocational education and training
UCC	user cost of capital
UCL	upper confidence limit
URTI	upper respiratory tract infection
USAR	Urban Search and Rescue
U-Turn	U-Turn diversionary program for young motor vehicle offenders
VCAT	Victorian Civil and Administrative Tribunal
VET	vocational education and training
VF	ventricular fibrillation
VHC	Veterans' Home Care
Vic	Victoria
VT	ventricular tachycardia
WA	Western Australia
WGIR	Working Group on Indigenous Reform
WHO	World Health Organisation
YPIRAC	Younger people in residential aged care

Glossary

Definitions of indicators and other terms can also be found at the end of each chapter.

- Access** Measures how easily the community can obtain a delivered service (output).
- Appropriateness** Measures how well services meet client needs and also seeks to identify the extent of any underservicing or overservicing.
- Constant prices** See ‘real dollars’.
- Cost effectiveness** Measures how well inputs (such as employees, cars and computers) are converted into outcomes for individual clients or the community. Cost effectiveness is expressed as a ratio of inputs to outcomes. For example, cost per life year saved is a cost effectiveness indicator reflecting the ratio of expenditure on breast cancer detection and management services (including mammographic screening services, primary care, chemotherapy, surgery and other forms of care) to the number of women’s lives that are saved.
- Current prices** See ‘nominal dollars’.
- Descriptors** Descriptive statistics included in the Report that relate, for example, to the size of the service system, funding arrangements, client mix and the environment within which government services are delivered. These data are provided to highlight and make more transparent the differences among jurisdictions.
- Effectiveness** Reflects how well the outputs of a service achieve the stated objectives of that service (also see program effectiveness).

Efficiency	Reflects how resources (inputs) are used to produce outputs and outcomes, expressed as a ratio of outputs to inputs (technical efficiency), or inputs to outcomes (cost effectiveness). (Also see ‘cost effectiveness’ and ‘technical efficiency’.)
Equity	Measures the gap between service delivery outputs or outcomes for special needs groups and the general population. Equity of access relates to all Australians having adequate access to services, where the term adequate may mean different rates of access for different groups in the community (see chapter 1 for more detail).
Inputs	The resources (including land, labour and capital) used by a service area in providing the service.
Nominal dollars	Refers to financial data expressed ‘in the price of the day’ and which are not adjusted to remove the effects of inflation. Nominal dollars do not allow for inter-year comparisons because reported changes may reflect changes to financial levels (prices and/or expenditure) and adjustments to maintain purchasing power due to inflation.
Output	The service delivered by a service area, for example, a completed episode of care is an output of a public hospital.
Outcome	The impact of the service on the status of individuals or a group, and the success of the service area in achieving its objectives. A service provider can influence an outcome but external factors can also apply. A desirable outcome for a school, for example, would be to add to the ability of the students to participate in, and interact with, society throughout their lives. Similarly, a desirable outcome for a hospital would be to improve the health status of an individual receiving a hospital service.
Process	Refers to the way in which a service is produced or delivered (that is, how inputs are transformed into outputs).
Program effectiveness	Reflects how well the outcomes of a service achieve the stated objectives of that service (also see effectiveness).

Quality	Reflects the extent to which a service is suited to its purpose and conforms to specifications.
Real dollars	Refers to financial data measured in prices from a constant base year to adjust for the effects of inflation. Real dollars allow the inter-year comparison of financial levels (prices and/or expenditure) by holding the purchasing power constant.
Technical efficiency	A measure of how well inputs (such as employees, cars and computers) are converted into service outputs (such as hospital separations, education classes or residential aged care places). Technical efficiency reflects the ratio of outputs to inputs. It is affected by the size of operations and by managerial practices. There is scope to improve technical efficiency if there is potential to increase the quantity of outputs produced from given quantities of inputs, or if there is potential to reduce the quantities of inputs used in producing a certain quantity of outputs.
Unit costs	Measures average cost, expressed as the level of inputs per unit of output. This is an indicator of efficiency.

Terms of Reference

The Report on Government Services

1. The Steering Committee will measure and publish annually data on the equity, efficiency and cost effectiveness of government services through the Report on Government Services (ROGS).
Outputs and objectives
2. The ROGS facilitates improved service delivery, efficiency and performance, and accountability to governments and the public by providing a repository of meaningful, balanced, credible, comparative information on the provision of government services, capturing qualitative as well as quantitative change. The Steering Committee will seek to ensure that the performance indicators are administratively simple and cost effective.
3. The ROGS should include a robust set of performance indicators, consistent with the principles set out in the Intergovernmental Agreement on Federal Financial Relations; and an emphasis on longitudinal reporting, subject to a program of continual improvement in reporting.
4. To encourage improvements in service delivery and effectiveness, ROGS should also highlight improvements and innovation.
5. The Steering Committee exercises overall authority within the ROGS reporting process, including determining the coverage of its reporting and the specific performance indicators that will be published, taking into account the scope of National Agreement reporting and avoiding unnecessary data provision burdens for jurisdictions.
Steering Committee authority
6. The Steering Committee will implement a program of review and continuous improvement that will allow for changes to the scope of the ROGS over time, including reporting on new service areas and significant service delivery areas that are jurisdiction-specific.
7. The Steering Committee will review the ROGS every three years and advise COAG on jurisdictions' compliance with data provision requirements and of potential improvements in data collection. It may also report on other matters, for example, ROGS's scope, relevance and usefulness; and other matters consistent with the Steering Committee's terms of reference and charter of operations.
Reporting to COAG



PART A

INTRODUCTION



1 The approach to performance measurement

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1.1 Aims of the Review and the Report on Government Services

Heads of government (now the Council of Australian Governments or COAG) established the Review of Government Service Provision (the Review) to provide information on the equity, efficiency and effectiveness of government services in Australia, through the publication of the annual Report on Government Services (RoGS).

A Steering Committee, comprising senior representatives from the central agencies of each of the Australian, State and Territory governments, and chaired by the Chairman of the Productivity Commission, manages the Review with the assistance of a Secretariat provided by the Productivity Commission.

The Review was established in 1993 to:

- provide ongoing comparisons of the performance of government services
- report on service provision reforms that governments have implemented or that are under consideration.

The RoGS, now in its seventeenth edition, is a tool for government (see terms of reference for the RoGS, p. XXXVI). It has been used:

- for strategic budget and policy planning, for policy evaluation and to demonstrate government accountability
- to assess the resource needs and resource performance of government agencies
- to identify jurisdictions with which to share information on services.

The data in the RoGS can also provide an incentive to improve the performance of government services, by:

- enhancing measurement approaches and techniques in relation to aspects of performance, such as unit costs and service quality
- helping jurisdictions identify where there is scope for improvement
- promoting greater transparency and informed debate about comparative performance.

In 2009, a high level review of RoGS was endorsed by COAG. COAG recognised the RoGS as ‘the key tool to measure and report on the productive efficiency and cost effectiveness of government services’ and in 2010 agreed to a new terms of reference and charter of operations for the Review, as well as a separate terms of reference for the RoGS (www.pc.gov.au/gsp/review/tor; COAG 2010).

The Steering Committee has begun implementation of recommendations of the high level review, including:

- alignment of RoGS and National Agreement indicators
- a review of the RoGS Performance Indicator Framework by an Independent Reference Group (IRG 2010) (outcomes implemented in this edition of RoGS)
- a review of all performance indicators and measures by the IRG against the principles in the Intergovernmental Agreement on Federal Financial Relations (most outcomes implemented in this edition of RoGS, others to be progressively implemented in future editions)
- development of formal criteria to determine whether the RoGS should include particular service sectors (provided to COAG for endorsement)

-
- developing sector summaries for the six broad service areas (as a precursor to streamlining the hard copy RoGS)
 - the introduction of data quality information for indicators (being iteratively introduced over time)
 - expanding time-series reporting
 - the introduction of mini-case studies.

The Steering Committee anticipates completing the implementation of the remaining recommendations over the next RoGS edition (chapter 2).

1.2 The role of government in delivering services

All services included in the RoGS affect the community in significant ways. Some services form an important part of the nation's social welfare system (for example, public housing and other community services), some are provided to people with specific needs (for example, aged care and disability services), and others are typically used by each person in the community at some stage during their life (for example, education and training, health services, police services and emergency services).

The current focus of the RoGS is on social services, such as health, education, justice and community services, which aim to improve the wellbeing of people and communities, by supporting people's ability to participate in social and economic activities. Services typically aim at providing intangible outcomes (such as health, education, safety), rather than provision of physical products, general income support or the creation of capital assets (although physical products, targeted income support or capital assets may be associated with the delivery of some services).

Generally, the services that governments deliver are largely concerned with:

- providing 'public goods',¹ including:
 - creating a legal framework that determines the rules for ownership of property and the operation of markets (for example, enforcing property rights, checking abuses of power and upholding the rule of law) — a

¹ Public goods are those where one person's consumption does not reduce consumption by others, and where it is not possible to exclude individuals from access (for example, national defence). These goods tend not to be produced in private markets because people can consume the goods without paying for them.

framework that encompasses the work of the courts, police and corrective services agencies in maintaining law and order

- managing adverse events, including the work of emergency services (such as fire and flood control) and some aspects of the health system (such as vaccinations)
- enabling higher levels, higher quality and/or more equitable consumption of services that governments consider to have particular merit or that generate beneficial spillover effects for the community.² Examples of such services include education, health services, ambulance services, community services and housing.

How governments deliver services

Governments use a mix of methods to deliver services to the community, including:

- delivering or providing the services directly (a ‘delivery/provider’ role)
- funding external providers through grants or the purchase of services (a ‘purchaser’ role)
- subsidising users (through vouchers or cash payments) to purchase services from external providers
- imposing community service obligations on public and private providers
- providing incentives to users and/or providers, such as reducing tax obligations in particular circumstances (known as ‘tax expenditures’).

1.3 Reasons for measuring comparative performance

Comparative information on the performance of governments delivering services contributes to the wellbeing of all Australians. Improving government service provision can lead to major social and economic benefits. Governments themselves need to know whether their policies are effective and being implemented efficiently, and whether services are reaching those people for whom they are intended. Public reports such as RoGS improve government accountability and create incentives for better performance.

² In private markets, the production of services that result in positive (or beneficial) spillover effects tends to be lower than is desirable for society as a whole, because producers cannot charge for the wider benefits to society.

Traditionally, much of the effort to improve the effectiveness of government services has focused on increasing the level of resources devoted to them. Another important way of improving services is finding better ways to use existing resources. RoGS facilitates improved service delivery, efficiency and performance, and accountability to governments and the public by providing a repository of meaningful, balanced, credible, comparative information on the provision of government services, capturing qualitative as well as quantitative change.

Performance measurement provides one means of shifting the focus from the level of resources to the efficient and effective use of those resources. Performance measurement can:

- help clarify government objectives and responsibilities
- promote analysis of the relationships between agencies and between programs, enabling governments to coordinate policy within and across agencies
- make performance more transparent, enhancing accountability, by enabling assessment of whether and how well program objectives are being met
- provide governments with indicators of their policy and program performance over time
- inform the wider community about government service performance
- encourage ongoing performance improvements in service delivery and effectiveness, by highlighting improvements and innovation.

The three main reasons for reporting *comparative* performance information across jurisdictions are:

- to verify high performance and identify agencies and service areas that are successful
- to enable agencies to learn from peers that are delivering higher quality and/or more cost effective services
- to generate additional incentives for agencies and services to improve performance.

The Review terms of reference (paragraph 2) identify the importance of ‘enabling performance comparisons and benchmarking between jurisdictions and within a jurisdiction over time’. Comparative data are particularly important for government services, given that limited information is available to those supplying, and receiving, services. Each jurisdiction has, for example, one police service and one protection and support service. As a result, those responsible for delivering the services do not have access to the same level of information that is available to providers in competitive markets. Comparisons across jurisdictions also offer a

level of accountability to consumers, who have little opportunity to express their preferences by accessing services elsewhere.

Reporting comparative performance also facilitates interjurisdictional learning, particularly where governments have adopted different policy approaches.

Governments have considered a range of general policy approaches when deciding how to deliver services. These approaches include:

- moving from historical or input based funding to output based funding (for example, casemix funding in public hospitals in Victoria)
- separating the purchaser and provider roles for government organisations (for example, corporatisation of agencies providing services)
- outsourcing the provider roles (for example, competitive tendering for service delivery)
- devolving and decentralising decision making by government service providers (for example, devolving decision making in schools to local school communities)
- examining alternative delivery mechanisms (for example, deinstitutionalising community services and offering greater consumer choice)
- implementing user charging (for example, the use of co-payments to help ration service use).

While the RoGS does not extend to recommendations on how best to provide government services, the information in the RoGS assists governments to make such assessments. Reliable comparative performance information can help governments better understand the strengths and weaknesses of each approach, and the circumstances in which each can work best.

1.4 Scope

This RoGS contains performance information on 15 service areas (box 1.1). These government services have two important features:

- their key objectives are common or similar across jurisdictions (lending themselves to comparative performance reporting)
- they make an important contribution to the community and/or economy (meaning there are potentially significant gains from improved effectiveness or efficiency).

The high level review of RoGS recommended that the Steering Committee develop a set of formal criteria to determine whether the RoGS should include particular service sectors, and to consider the inclusion of significant services that are jurisdiction-specific. Draft criteria have been provided to COAG for endorsement.

Box 1.1 Services included in the 2012 RoGS

Early childhood, education & training

- Children’s services (chapter 3)
- School education (chapter 4)
- Vocational education and training (chapter 5)

Justice

- Police services (chapter 6)
- Court administration (chapter 7)
- Corrective services (chapter 8)

Emergency management

- Fire, road rescue and ambulance (chapter 9)

Health

- Public hospitals (chapter 10)
- Primary and community health (chapter 11)
- Mental health management (chapter 12)

Community services

- Aged care services (chapter 13)
- Services for people with disability (chapter 14)
- Protection and support services (chapter 15)

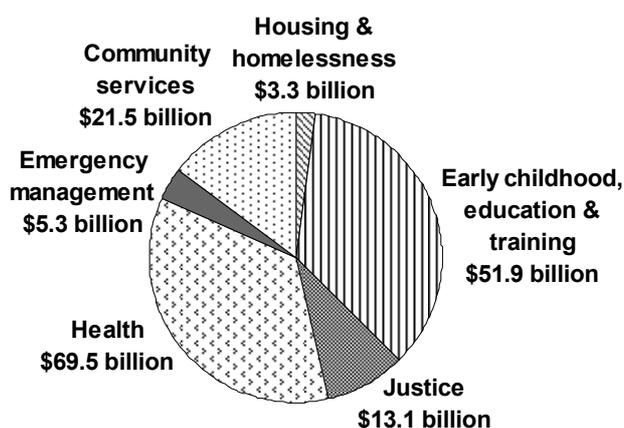
Housing and homelessness

- Public housing and mainstream community housing, State owned and managed Indigenous housing and Indigenous community housing (chapter 16)
- Homelessness services (chapter 17)

The services in the RoGS absorb a significant level of government expenditure. While not all data relate to the same time period, the services in the 2012 RoGS accounted for approximately \$164.7 billion in government expenditure (figure 1.1), representing around 68.6 per cent of total government recurrent expenditure³ in 2010-11. This is equivalent to about 12.5 per cent of gross domestic product.

Funding from government may not meet the full cost of delivering a service to the community. Users of services and not-for-profit organisations can also contribute funding and other resources. However, the scope of the RoGS is confined to the cost to government, for reasons explained in box 1.2.

Figure 1.1 Estimated government recurrent expenditure on services covered by the 2012 RoGS^{a, b, c, d}



^a Data for 2010-11 were not available for all services. Table 2.1 in chapter 2 indicates the latest year for which data are available for each service area. ^b Early childhood, education and training expenditure excludes higher education. ^c Health: expenditure includes only the health services reported on in the health chapters of this Report — public hospitals, primary and community health services, and specialised mental health services. There is a net effect of about \$0.2 billion less in this Report than would have been reported if breast cancer expenditure was included. Breast cancer expenditure was included in previous reports. ^d Emergency management: there is a net effect about \$0.1 billion more in 2012 RoGS than there would have been if S/TES expenditure was not reported. State and Territory Emergency Services (S/TES) expenditure has been included in this Report for the first time. ^e Housing and homelessness: there is a net effect of about \$2.6 billion less in the 2012 RoGS than would have been reported if Commonwealth Rent Assistance (CRA) expenditure was included. CRA expenditure was included in previous reports. ^f Data exclude user cost of capital.

Source: Sector summaries C, F and G; Chapters 3–17.

³ General Government Final Consumption Expenditure, sourced from ABS *National Income, Expenditure and product, Australian National Accounts Cat. no. 5206.0*.

Box 1.2 Cost to government and total cost

This RoGS provides information about the cost to government of providing services. Governments aim to maximise the benefit to the community from the use of government funds. It may be argued that the RoGS should also account for the costs where non-government groups such as charities, not-for-profit organisations, private providers and users of services contribute resources for the services covered by the RoGS. Although the contributions of these other groups are not negligible, the purpose of the RoGS is to provide information to assist governments in making decisions about the effectiveness and efficiency of government expenditures.

If a government provides services directly, then it is accountable for all resources used. In such circumstances, the RoGS aims to include the full costs of providing the service, including the cost of capital. This approach allows governments to compare the internal management of their services with that of counterparts in other jurisdictions.

The RoGS also includes information on the cost to government of services delivered in other ways, including the purchase of services from government and non-government providers. This information can assist governments in assessing their purchase decisions.

Sometimes, a private organisation will offer to deliver a service at a lower cost to government than the cost of government providing that service directly, even though the private organisation may use at least as many resources as the government provider. This situation can arise for not-for-profit organisations such as charities, which may be able to charge less because they operate the service as an adjunct to another activity or because they have access to resources that are not costed at market rates (such as donations, church buildings and volunteers).

The RoGS does not seek to facilitate comparisons between the internal management of government providers and the internal management of non-government providers, and there would be difficulties in collecting data to make such comparisons. As a result, there is no attempt to compare the full cost of delivery by non-government organisations with the full cost of delivery by government service providers.

The focus of the RoGS is on the effectiveness and efficiency of government purchase or supply of specific services, rather than on general government income support. That is, the RoGS covers aged care but not the aged pension, disability services but not disability pensions, and children's services but not family payments (although descriptive information on income support is provided in some cases). The impact of child care subsidies on the affordability of childcare services is reported (chapter 3), and some information on Commonwealth Rent Assistance is reported on the basis that it is a targeted payment to assist in the purchase of housing services, and is not general income support (chapter 16).

1.5 Approach

The RoGS uses a common method for reporting comparative performance for a range of services. Adopting a common method has several benefits:

- a convenient and useful resource for people interested in multiple service areas
- insights into approaches to performance assessment across services
- progress in performance reporting in any one service area demonstrates what is possible and encourages improved reporting by other services
- a capacity to address issues that arise across service areas (for example, how to measure timeliness and other aspects of quality)
- an opportunity to address issues that have an impact on (or are affected by) multiple service areas.

A number of the services covered by the RoGS are also subject to other performance measurement exercises. Distinguishing features of the approach taken in the RoGS are:

- a focus on non-technical information, making it accessible to non-specialists
- regular publication, allowing monitoring of performance over time
- inclusion of much otherwise unpublished data to present comprehensive performance information
- the compilation of performance reporting across a number of service areas in a single report, facilitating the sharing of insights across service areas.

Guiding principles

The primary aim of the RoGS is to provide objective performance information to facilitate informed policy judgments. The guiding principles in box 1.3 are drawn from extensive Steering Committee experience, the Review and RoGS, the terms of reference and charter of operations, and performance reporting criteria set out in the Intergovernmental Agreement on Federal Financial Relations.

Box 1.3 **Guiding principles of RoGS**

The RoGS primary purpose is to provide comparative information to governments about the equity, effectiveness and efficiency of government services. An important, but secondary purpose is to promote public accountability.

The Steering Committee will use its influence to encourage working groups, parallel exercises and technical experts to develop collections, definitions, counting rules and measurement standards to implement the following guiding principles.

Comprehensiveness — performance indicator frameworks should be comprehensive, assessing performance against all important objectives.

Streamlined reporting — performance indicator frameworks aim to provide a concise set of information about performance against the identified objectives of a sector or service. Annual strategic plans will review performance indicator frameworks to identify redundant or unnecessary indicators, or gaps in reporting.

A focus on outcomes — high level performance indicators should focus on outcomes, reflecting whether service objectives have been met.

Hierarchical — where a greater level of sector specific detail is required, high-level outcome indicators should be underpinned by lower level output indicators (such as those reported in chapters) and additional disaggregated data (such as information in attachment tables).

Meaningful — reported data must measure what it claims to measure. Proxy indicators will be clearly identified as such and the Steering Committee will encourage the development of more meaningful indicators to replace proxy indicators where practicable.

Comparability — the ultimate aim is data that are comparable — across jurisdictions and over time. However, comparability may be affected by progressive data availability. Where data are not yet comparable across jurisdictions, time series analysis within jurisdictions is particularly important. Sometimes, there will be a trade-off between continuing a time series and reporting performance indicators that change when improved or more appropriate performance indicators are developed.

Progressive data availability — progress may vary across jurisdictions and data are generally presented for those jurisdictions that can report (not waiting until data are available for all).

(continued on next page)

Box 1.3 (continued)

Timeliness — to be relevant and enhance accountability, the data published will be the most recent possible — incremental reporting when data become available, and then updating all relevant data over recent years, is preferable to waiting until all data are available. Sometimes, there will be a trade-off between the degree of precision of data and its timely availability, because more recent data has had less time for validation.

Use acceptable (albeit imperfect) performance indicators — use relevant performance indicators that are already in use in other national reporting arrangements *wherever appropriate*. Adopting existing indicators can ensure consistency with other, relevant reports where this adds value, lowers the costs of data collection and avoids delays in reporting.

Understandable — to improve public accountability, data must be reported in a way that is meaningful to a broad audience, many of whom will not have technical or statistical expertise. Reported data will be accessible, clear and unambiguous so that the community can come to its own judgements on the performance of governments in delivering services.

Accurate — data published will be of sufficient accuracy to provide confidence in analysis based on information in the RoGS.

Source: Steering Committee for the Review of GSP (unpublished); Ministerial Council for FFR (2009).

Benchmarking

The terms ‘comparative performance reporting’ and ‘benchmarking’ are sometimes used interchangeably. However, ‘benchmarking’ can have a particular connotation of measuring performance against a predetermined standard (box 1.4). Using the terms in box 1.4, the RoGS can be considered as a form of results or process benchmarking, but the RoGS does not generally establish best practice benchmarks. However, governments can use the information in the RoGS to identify appropriate benchmarks.

Box 1.4 Benchmarking

Benchmarking is a systematic process of searching for and encouraging the introduction of best practice. The three main forms of benchmarking are: (1) results benchmarking (comparing performance within and between organisations using performance indicators of effectiveness and efficiency); (2) process benchmarking (analysing systems, activities and tasks that turn inputs and outputs into outcomes); and (3) setting best practice standards (establishing goals and standards to which organisations can aspire).

Benchmarking typically involves a number of steps. Whatever the chosen approach or focus, the steps usually include:

- deciding why, when, and what to benchmark
- analysing plans and performance (reviewing objectives and identifying performance indicators and own performance)
- establishing benchmarking partners
- obtaining performance data and analysing differences in performance
- identifying best practice and the most useful improvements
- implementing improvements in practice
- assessing improvements and re-benchmarking (MAB/MIAC 1996).

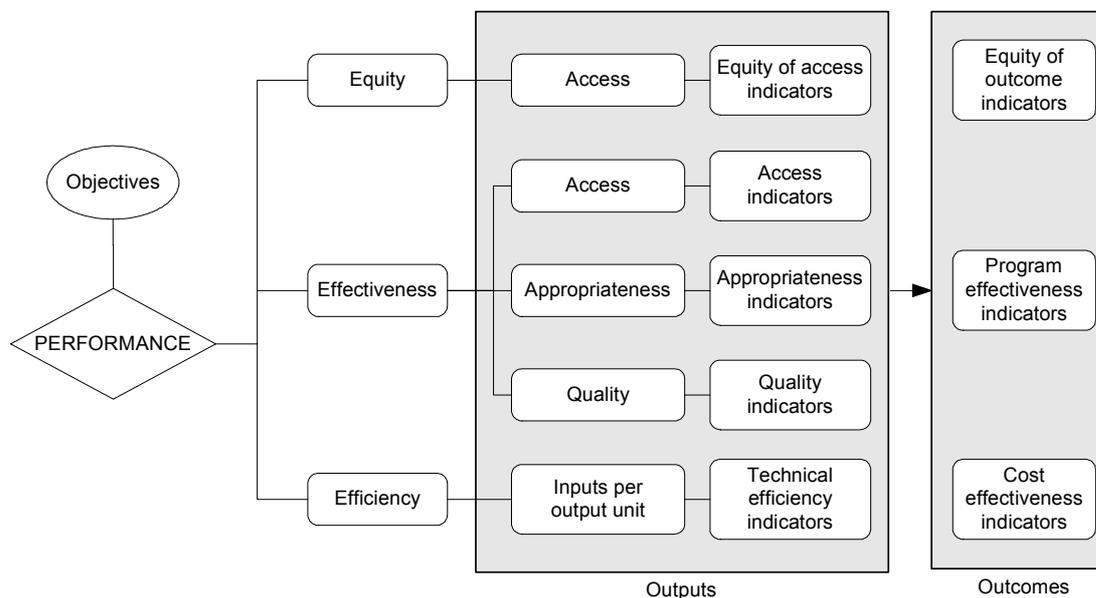
The performance information in the RoGS can contribute to many of the above steps in a results benchmarking cycle, and assist governments to implement best practice.

The general performance indicator framework

The RoGS' general performance indicator framework is set out in figure 1.2. The framework depicts the Review's focus on outcomes, consistent with demand by governments for outcome oriented performance information. This outcome information is supplemented by information on outputs. Output indicators are grouped under 'equity', 'effectiveness' and 'efficiency' headings.

In response to review of RoGS recommendations, an Independent Reference Group (IRG) reviewed the RoGS' general performance indicator framework. The Steering Committee endorsed the IRG's report in September 2010 (IRG 2010). An extensive literature review and case studies of other performance reporting exercises confirmed that the RoGS possesses a robust performance indicator framework. This conclusion is consistent with the findings of the review of the RoGS (COAG 2009). However, the IRG report identified some potential improvements to the RoGS' framework, which will be implemented in the 2013 RoGS. The IRG report is available at www.pc.gov.au/gsp/independent-reference-group-report.

Figure 1.2 A general framework and examples of performance indicators



The service process

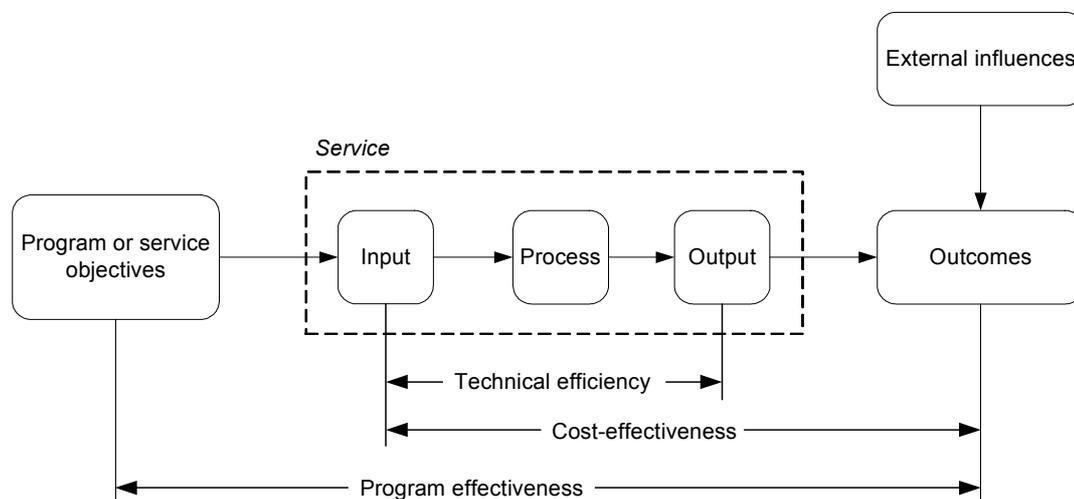
The general framework reflects the service process through which service providers transform inputs into outputs and outcomes in order to achieve desired policy and program objectives.

For each service, governments have a number of objectives that relate to desired outcomes for the community. To achieve these objectives, governments provide services and/or fund service providers. Service providers transform resources (inputs) into services (outputs). The rate at which resources are used to make this transformation is known as ‘technical efficiency’.

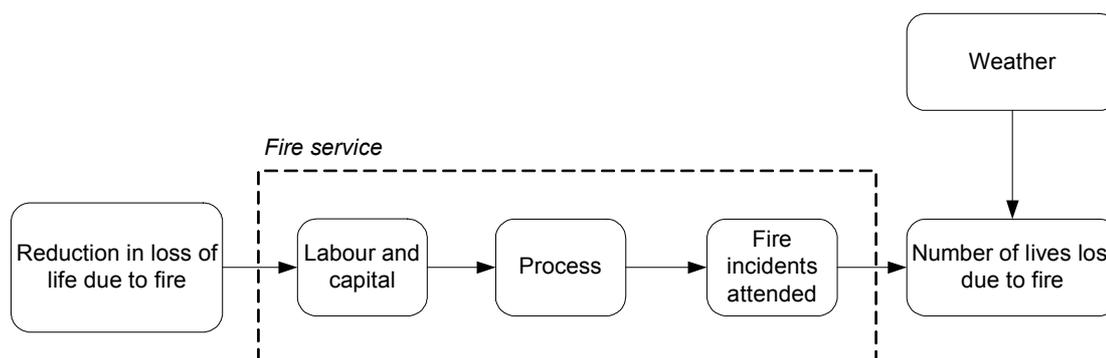
The impact of these outputs on individuals, groups and the community are the outcomes of the service. In RoGS, the rate at which inputs are used to generate outcomes is referred to as ‘cost effectiveness’. Often, outcomes (and to a lesser extent, outputs) are influenced by factors external to the service. Figure 1.3 distinguishes between technical efficiency (the ratio of inputs to outputs) and cost-effectiveness (the ratio of inputs to outcomes), and also recognises that other influences affect overall program effectiveness (the extent to which outcomes achieve the objectives of the service).

Figure 1.3 **Service process**

Example: general model



Example: fire services



Objectives

A number of the objectives (or desired outcomes) for each government funded service are similar across jurisdictions, although the priority that each jurisdiction gives to each objective may differ. The Steering Committee's approach to performance reporting is to focus on the extent to which each common or *shared* objective for a service has been met. In each chapter, the objectives for the service are outlined, and performance indicators that measure the achievement of those objectives are reported.

Distinguishing outcomes and outputs

Outcome indicators provide information on the impact of a service on the status of an individual or a group, and on the success of the service area in achieving its objectives. In contrast, outputs are the services delivered.

Outcomes may be short term (intermediate) or longer term (final). A short term police random breath testing ‘blitz’, for example, may achieve the intermediate outcome of fewer drunk drivers and lead to a short term reduction in road deaths. A longer term outcome of a permanent reduction in road deaths is likely to reflect external factors such as the design quality of cars and capital investment in improved roads.

The approach in the RoGS is to:

- use both short term (or intermediate) and long term (or final) outcome indicators, as appropriate
- explain that government provided services are often only one contributing factor and, where possible, point to data on other factors, including different geographic and demographic characteristics across jurisdictions. (Appendix A contains detailed statistics and short profiles on each State and Territory, which may assist in interpreting the performance indicators presented in the RoGS.)

While the aim of the Review is to focus on outcomes, they are often difficult to measure. The RoGS therefore includes measures of outputs (which are often easier to measure), with an understanding that there is a relationship between those outputs and desired outcomes, and that the measures of outputs are, in part, proxies for measures of outcomes. Output information is also critical for efficient and effective management of government services, and is often the level of performance information that is of most interest to individuals who access services.

The indicator framework groups output indicators according to the desired characteristics of a service — for example, accessibility, appropriateness or quality (figure 1.2). By contrast, outcome indicators are not grouped according to desired characteristics, as outcomes typically depend on a number of service characteristics and are usually influenced by other service-sectors and extraneous factors.

Equity, effectiveness and efficiency

The Steering Committee takes a comprehensive view of performance reporting, and the RoGS framework gives equal prominence to equity, effectiveness and efficiency, as the three overarching dimensions of performance. There are inherent trade-offs in allocating resources and dangers in analysing only some aspects of a

service. A unit of service may have a high cost but be more effective than a lower cost service, and therefore be more cost effective. Similarly, improving outcomes for a group with special needs may lead to an increase in the average cost per unit of providing a service.

Equity

The term ‘equity’ has a number of interpretations, which are explained in box 1.5. Equity indicators in the RoGS measure how well a service is meeting the needs of particular groups that have special needs. While effectiveness indicators are generally absolute measures of performance, equity indicators relate to the gap in outputs and outcomes between special needs groups and the general population. Equity indicators may reflect equity of access, whereby all Australians are expected to have adequate access to services, and equity of outcome, whereby all Australians are expected to achieve similar outcomes arising from service use.

Box 1.5 Equity

Equity is an important concept in economic literature, with two elements:

- horizontal equity — the equal treatment of equals
- vertical equity — the unequal but equitable (‘fair’) treatment of unequals.

In the context of this RoGS:

- *horizontal* equity is exhibited when services are equally accessible to everyone in the community with a similar level of need
- *vertical* equity is exhibited when services account for the special needs of particular groups in the community. This approach may be needed where geographic, cultural or other reasons mean some members of the community have difficulty accessing a standard service.

A number of criteria can be used to classify groups who may have special needs or difficulties in accessing government services. These include:

- language or literacy proficiency
- gender
- age
- physical or mental capacity, including people with disability
- race or ethnicity
- geographic location.

Identifying those service recipients who belong to groups with special needs or access difficulties poses challenges, particularly when relying on client self-identification. If members of such groups are required to identify themselves, then the accuracy of the data will depend in part on how a group perceives the advantages (or disadvantages) of identification, and whether such perceptions change over time (see for example, SCRGSP 2009). Comparability problems also arise where different data collections and different jurisdictions have different definitions of special needs groups.

The RoGS often uses the proportion of each target group in the broader community as a point of comparison when examining service delivery to special needs groups. This approach is suitable for services that are provided on a virtually universal basis (for example, school education), but must be treated with caution for other services, where service provision is based on the level of need, which may vary between groups (for example, disability services). Another option is to collect a more accurate profile of need (for example, the estimation of the ‘potential population’ of people with the potential to require specialist disability services at some time).

Where geographic location is used to identify groups with special needs, data are usually disaggregated according to a geographical classification system. Geographical classifications are generally based on population density and/or the distance that residents need to travel to access services. The geographic classification system used in each service area is outlined in chapter 2.

All geographic classification systems are imperfect indicators of the time and cost of reaching a service; for example, they do not consider the client’s capacity to bear the cost of accessing the service (Griffith 1998). Moreover, for some services, classification systems based on distance or population are not useful indicators of access to services — for example, ambulances can sometimes respond more quickly in rural areas over longer distances than in metropolitan areas over shorter distances, because of differences in traffic flows.

Effectiveness

Effectiveness indicators measure how well the outputs of a service reflect the stated objectives of that service. The reporting framework groups effectiveness indicators according to characteristics that are considered important to the service. For most chapters, these characteristics include access, appropriateness and/or quality.

Access

Access indicators measure how easily the community can obtain a service. In the RoGS, access has two main dimensions:

- undue delay (timeliness) — for example, waiting times in public hospitals and for aged care services
- undue cost (affordability) — for example, the proportion of income spent on particular services, such as out-of-pocket expenses in children's services).

Appropriateness

Appropriateness indicators measure how well services meet client needs. In primary and community care, for example, a series of indicators measure whether patients with particular health conditions are receiving the clinically endorsed treatments.

Appropriateness indicators also seek to identify the extent of any underservicing or overservicing (Renwick and Sadkowsky 1991). Some services have developed measurable standards of service need, against which levels of service can be assessed. The 'overcrowding' measure in housing, for example, measures the appropriateness of the size of the dwelling relative to the size of the household. Other services have few measurable standards of service need; for example, the desirable number of medical treatments for particular populations is not known. However, data on differences in service levels can indicate where further work could identify possible underservicing or overservicing.

Quality

Quality indicators reflect the extent to which a service is suited to its purpose and conforms to specifications. Information about quality is particularly important when there is a strong emphasis on increasing efficiency (as indicated by lower unit costs). There is usually more than one way in which to deliver a service, and each alternative has different implications for both cost and quality. Information about quality is needed to ensure all relevant aspects of performance are considered.

The Steering Committee's approach is to identify and report on aspects of quality, particularly actual or implied competence. Actual competence can be measured by the frequency of positive (or negative) events resulting from the actions of the service (for example, deaths resulting from health system errors such as an incorrect dose of drugs). Implied competence can be measured by proxy indicators, such as the extent to which aspects of a service (such as inputs, processes and outputs)

conform to specifications — for example, the level of accreditation of public hospitals and aged care facilities.

The reporting framework includes quality as one aspect of effectiveness, and distinguishes it from access and appropriateness (figure 1.2). This distinction is somewhat artificial because these other aspects of service provision also contribute to a meaningful picture of quality.

Efficiency

The concept of efficiency has a number of dimensions. Overall economic efficiency requires satisfaction of technical, allocative and dynamic efficiency:

- technical efficiency requires that goods and services be produced at the lowest possible cost
- allocative efficiency requires the production of the set of goods and services that consumers value most, from a given set of resources
- dynamic efficiency means that, over time, consumers are offered new and better products, and existing products at lower cost.

The RoGS focuses on technical (or productive) efficiency. Technical efficiency indicators measure how well services use their resources (inputs) to produce outputs for the purpose of achieving desired outcomes. Government funding per unit of output delivered is a typical indicator of technical efficiency — for example, recurrent funding per annual curriculum hour for vocational education and training.

Comparisons of the unit cost of a service should reflect the full cost to government. Problems can occur when some costs are not included or are treated inconsistently across jurisdictions (for example, superannuation, overheads or the user cost of capital). The Steering Committee's approach, where full cost information is not available in the short term, is that:

- data should be calculated consistently across jurisdictions
- data treatment should be fully transparent.

Where there are shortcomings in the data, other indicators of efficiency are used (including partial productivity ratios such as staff levels per student in government schools and administrative costs as a proportion of total expenditure in services for people with disability).

The Commonwealth Grants Commission, when calculating relativities across states and territories to distribute Australian Government general purpose grants, accounts for both a jurisdiction's ability to raise revenue, and influences beyond a

jurisdiction's control (called 'disabilities') that affect the jurisdiction's cost of providing services and capacity to raise revenue. This assessment may include factors such as the size of the jurisdiction, the dispersed nature of the population and the socio-demographic distribution of the population (CGC 2007). The RoGS does not make cost adjustments based on any of these factors, but appendix A provides a short statistical profile of each State and Territory, which may assist readers to interpret the RoGS performance indicators.

Variations to the general framework

In the health and emergency management areas of the RoGS, the general framework has been adapted to align more closely with the specific objectives and functions of the relevant services. These variations are explained in detail in the Health sector summary (sector summary E) and the Emergency management sector summary (sector summary D) and Fire, road rescue and ambulance chapter (chapter 9).

1.6 Using the data in this RoGS

The Steering Committee is progressively introducing data quality information for performance indicators in the RoGS. The data quality information for each indicator addresses in detail many of the data issues discussed below.

Data comparability

For each service, the performance indicator framework and indicator interpretation boxes show which data are provided on a comparable basis and which are not directly comparable. Where data are not directly comparable, appropriate qualifying commentary is provided in the text or footnotes. Data may not be directly comparable if:

- definitions or counting rules differ or are so broad that they result in different interpretations (for example, depreciation rules)
- the scope of measurement varies (for example, waiting times for elective surgery)
- where data are drawn from samples (such as surveys) and the sample size is too small for statistical reliability.

These issues do not always lead to material differences, and even where the differences are significant, relatively simple adjustments can resolve them in many cases. For example, payroll tax exemption has a material influence on the

comparability of unit cost indicators, but cost data are adjusted in most chapters to account for payroll tax (SCRCSSP 1999).

Validation

Data contained in the RoGS vary in the extent to which they have been reviewed or validated. At a minimum, all data have been endorsed by the contributor and subjected to peer review by the Working Group for each service. Some data are formally audited and a large proportion of reported data are supplied and verified by data collection agencies such as the ABS and the Australian Institute of Health and Welfare.

Timeliness and accuracy

Timeliness of data is an important consideration for policy makers. Sometimes there is a trade-off between the precision of data and its timely availability — data that are provided in a timely manner have had less time to undergo rigorous validation.

The Steering Committee manages this trade-off between timeliness and precision by publishing available data with appropriate qualifications. The ongoing nature of the RoGS provides an opportunity for the data to be improved over time. Publication increases scrutiny of the data and encourages timely improvements in data quality.

Improving the timeliness and accuracy of the data requires a high level of cooperation between the Steering Committee and participating agencies from all jurisdictions. Users of the RoGS are also an important source of feedback on issues relating to the improvement of performance reporting. The Steering Committee welcomes feedback, which can be forwarded to the Secretariat (see the contact details inside the front cover of this RoGS).

Effects of factors beyond the control of agencies

The different environments in which service agencies operate affect the outcomes achieved by the agencies. Any comparison of performance across jurisdictions should consider the potential impact of differences in clients, geography, available inputs and input prices. Relatively high unit costs, for example, may result from inefficient performance, or from a high proportion of special needs clients, geographic dispersal, or a combination of these and other factors. Similarly, a poor result for an effectiveness indicator may have more to do with client characteristics than service performance.

The RoGS provides information on some of the differences that might affect service delivery, to assist readers to interpret performance indicator results. This information takes the form of profiles of each service area, footnotes to tables and figures, data quality information (for many indicators) and a statistical appendix (appendix A). The statistical appendix provides a range of general descriptive information for each jurisdiction, including the age profile, spatial distribution, income levels and education levels of the population, the tenure of dwellings and cultural heritage (such as Indigenous and ethnic status).

The RoGS does not attempt to adjust reported results for differences that can affect service delivery. Users of the RoGS will often be better placed to make the necessary judgments, perhaps with the benefit of additional information about the circumstances or priorities of specific jurisdictions.

1.7 Other performance measurement exercises

Related performance measurement exercises

Three other COAG performance measurement exercises are closely related to the RoGS:

- National Agreements and National Partnerships performance reporting under the Intergovernmental Agreement on Federal Financial Relations (IGA)
- *Overcoming Indigenous Disadvantage: Key Indicators* report
- *Indigenous Expenditure Report*.

The governance arrangements of these other COAG performance measurement exercises and their relationship with the RoGS are outlined below.

National Agreement performance reporting

In November 2008, COAG endorsed a new Intergovernmental Agreement on Federal Financial Relations (2009). The Ministerial Council for Federal Financial Relations (MCFFR) has general oversight of the operations of the IGA [para. A4(a)]. The IGA included six new National Agreements (NAs):

- *National Healthcare Agreement*
- *National Education Agreement*
- *National Agreement for Skills and Workforce Development*
- *National Affordable Housing Agreement*

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- *National Disability Agreement*
 - *National Indigenous Reform Agreement.*

COAG also agreed to a new form of payment — National Partnership (NP) payments — to fund specific projects and to facilitate and/or reward states and territories that deliver on nationally significant reforms.

Five of the NAs are associated with a national Specific Purpose Payment (SPP) that can provide funding to the states and territories for the sector covered by the NA. These five SPPs cover school education, vocational education and training (VET), disability services, healthcare and affordable housing. The *National Indigenous Reform Agreement* is not associated with a specific SPP, but draws together Indigenous elements from the other NAs and is associated with several NP agreements.

Under the reforms, each NA contains the objectives, outcomes, outputs and performance indicators for each sector, and clarifies the respective roles and responsibilities of the Australian and State and Territory governments in the delivery of services. The performance of all governments in achieving mutually agreed outcomes and benchmarks specified in each NA will be monitored and assessed by the COAG Reform Council (CRC).

The Steering Committee was requested by COAG to collate information relevant to the NA performance indicators and provide this to the CRC for its analysis (COAG 2008a). The Steering Committee recognises the importance of ensuring that related COAG performance reporting exercises are aligned. The Steering Committee has aligned all relevant RoGS performance indicators with those in related NAs.

The Steering Committee also has a role in NP reporting:

- Schedule C of the NP on hospital and health workforce reform (subacute care) specifies that states and territories must provide reports against annual growth targets, measured on a regional basis, to the Steering Committee (COAG 2009)
- To date, the CRC has requested that the Steering Committee collate the performance information for the following reward NPs:
 - NP Agreement on Youth Attainment and Transitions (Youth Attainment NP)
 - NP Agreement on Essential Vaccines (Essential Vaccines NP)
 - NP Agreement on the Elective Surgery Waiting List Reduction Plan (Elective Surgery NP)

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- NP Agreement in Improving Public Hospital Services (Improving Public Hospitals NP).

Further, the MCFER has stated that the Review Secretariat must be consulted on the design of performance benchmarks for reward payments, and that reviewers of NPs should consult with the Review Secretariat (MCFER 2010).

Overcoming Indigenous Disadvantage report

In 2002, COAG commissioned the Steering Committee to produce a regular public report on progress in overcoming Indigenous disadvantage. The terms of reference for this report were updated in March 2009. Five editions of the *Overcoming Indigenous Disadvantage: Key Indicators* (OID) report have been published (SCRGSP 2003, 2005, 2007, 2009, 2011). The sixth edition of the OID report is anticipated to be published in 2014.

In contrast to the RoGS, which focuses on the efficiency and effectiveness of specific services, as well as the outcomes of these services, the OID report focuses on priority outcomes for Indigenous people. It does not report on individual government services. The reporting framework has two tiers of indicators ‘COAG targets and headline indicators’ for the longer term outcomes sought and a second tier of ‘strategic areas for action’ that are potentially responsive to government policies and programs in the shorter term.

COAG endorsed an alignment of the OID report framework and the NIRA indicators in March 2009. The Steering Committee is also committed to ensuring alignment with relevant indicators in the RoGS.

Indigenous Expenditure Report

In December 2007, COAG committed to reporting on expenditure on services to Indigenous Australians. In October 2008, Treasury requested the Secretariat for the Review to provide secretariat services to the Indigenous Expenditure Report (IER) Steering Committee, an arrangement endorsed by COAG in 2009.

The IER Steering Committee developed a national framework for collecting and reporting information on government expenditure on services to Indigenous and non-Indigenous Australians. A high-level overview of the reporting approach was endorsed by COAG at its July 2009 meeting.

The *2010 Indigenous Expenditure Report* (IER), containing data on the levels and patterns of government expenditure in 2008-09, was published in February 2011.

An *Australian Government Supplement* was published in September 2010. The second edition of the IER is anticipated to be published in mid-2012.

In February 2011, COAG transferred responsibility for future editions of the IER to the Steering Committee for the Review of Government Service Provision. The former IER Steering Committee is continuing as a working group providing expert advice to the Review Steering Committee.

Other performance monitoring in Australia and overseas

Performance reporting exercises are undertaken in other countries using various approaches. International case studies of the following performance reporting exercises are available in Appendix B of the *Review of the Report on Government Services' performance indicator framework report* (IRG 2010). These exercises remained active in late-2011:

- *Social Report*, New Zealand (Ministry of Social Development 2011)
- *Scotland Performs* (The Scottish Government 2011)
- *Performance Information* (Audit Scotland 2011)
- *National Indicator Set*, UK (Audit Commission 2011)
- *System of Social Indicators*, European Union (GESIS 2011)
- *Community Accounts*, Canada (Government of Newfoundland & Labrador 2011)
- *Virginia Performs*, USA (CoV 2011)
- *Government at a Glance*, OECD (OECD 2011)
- *OECD Factbook* (OECD 2010).

Case studies of Australian State and Territory performance reporting exercises are also available in Appendix C of the Review of the Report on Government Services' performance indicator framework. These exercises remained active in late-2011 (except where identified):

- *NSW State Plan* (renamed *NSW 2021*) (NSW Government 2011)
- *Growing Victoria Together* (DPC 2001) no longer active
- *Toward Q2: Tomorrow's Queensland* (Queensland Government 2011)
- *South Australia's Strategic Plan* (SA Government 2011)
- *Tasmania Together 2020* (Tasmanian Government 2011)
- *The Canberra Plan* (ACT Government 2011)
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2 Recent developments in the Report

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2.1 Developments in reporting

This is the seventeenth Report on Government Services (RoGS) produced by the Review. Each year, the Review endeavours to build on developments of previous years. Major enhancements to the RoGS fall into four categories:

- the inclusion of new performance indicators and reporting against indicators for the first time
- improvements to the meaningfulness and/or clarity of existing performance indicators
- improvements to the data reported against existing performance indicators, including:
 - improved comparability, timeliness and/or quality of data
 - expanded reporting for special needs groups (such as Indigenous Australians)
 - improved reporting of full costs to government.
- improvements to information reported about data quality.

Improvements to specific areas of the RoGS are summarised in each chapter.

The review of the RoGS

COAG agreed at its 7 December 2009 meeting to recommendations of a Senior Officials and Heads of Treasuries Working Group review of the RoGS. The review examined the ongoing usefulness of the RoGS to its government, non-government and community stakeholders. Developments arising from the review will continue to be implemented over the next two editions.

The review noted the central role of the RoGS in reporting comparative information on government performance, and that:

- the RoGS' original role as a tool for government had been complemented by a public accountability function
- the preponderance of submissions to the review were very supportive of the RoGS, but there was scope for improvement in the comparability, timeliness, and quality of performance data
- some submissions suggested the RoGS' scope be expanded to include government services that are not currently reported.

The review recommended that new terms of reference be prepared for the Review of Government Service Provision (subsequently endorsed by COAG 2010; www.pc.gov.au/gsp/review/tor), and set out a series of activities for the Steering Committee over the next few years:

- by the end of 2010 (in time for the 2012 RoGS), the Steering Committee, with an independent six member reference group drawn from First Ministers and Treasury officials, to review the RoGS general performance indicator framework (PIF) and individual performance indicators, to determine their consistency with the characteristics of performance indicators as defined in the IGA. An Independent Reference Group was formed in early-2010 and its three stage work program is completed, comprising (1) a desktop review of the general PIF, (2) a review of indicators and associated measures against the IGA characteristics and (3) development of formal Data Quality Information (DQI) for each indicator.
- during 2011, the Steering Committee to develop a set of formal criteria to determine whether the RoGS should include particular service sectors in its reporting regime — the criteria are completed and with COAG for endorsement
- every three years (commencing at the end of 2011-12), the Steering Committee to review the operation of RoGS and report to COAG. The Steering Committee has established an annual internal reporting process to inform the three-yearly report to COAG.

Other review recommendations aimed to enhance the RoGS' accessibility. The 2012 RoGS contains sector summaries for all six broad reporting areas, in preparation for a future streamlined hard-copy report, and the Steering Committee is investigating possible improvements to the electronic publication of the RoGS and associated data and DQI.

Improvements to the 2012 RoGS flowing from review of RoGS recommendations include:

- introduction of sector summaries for all six broad reporting areas
- inclusion of mini-case studies in police services and emergency management
- introduction of DQI for additional indicators and updating of previously reported DQI
- further extension of time series reporting in some service areas.

2.2 Key data issues

Notwithstanding the 'Improvements in reporting' section (above), there remains scope to improve reporting, both by addressing gaps in reporting, and by improving the timeliness, comparability and quality of reported data.

Gaps in reporting

An examination of reporting across service areas identified the following gaps:

- There continues to be a paucity of information about cost-effectiveness (that is, measures of cost per outcome achieved). The lack of cost-effectiveness data partly reflects the difficulty of collecting robust quantitative information on outcomes.
- There are relatively few indicators of output quality, compared to the number of indicators for other output characteristics (effectiveness, access and appropriateness).

The Steering Committee has identified the following ongoing data issues that affect the quality of information in the RoGS: timeliness of data; comparability of data; changes to administrative data collections; full costing of government services; and reporting of data for special needs groups.

Timeliness

As noted in chapter 1, recent data are more useful for policy decision making but there can be a trade-off between the accuracy of data and their timeliness. The Steering Committee's approach is to publish imperfect data with caveats on an annual basis wherever possible. This approach allows increased scrutiny of the data and reveals the gaps in critical information, providing the foundation for developing better data over time. Table 2.1 summarises the time periods for data included in this RoGS. The following items are of particular note:

- Some data for literacy and numeracy are sourced from *Adult Literacy and Life Skills Survey 2006* (ABS 2008 and unpublished).
- Timeliness of deaths in custody data sourced from the Australian Institute of Criminology's *Deaths in Custody* collection has been improved. Moving to a financial year disaggregation has enabled provision of 2010-11 data.
- The most recent maternity services quality data are for 2009.
- Data for management of asthma are sourced from the ABS *National Health Survey*, which is conducted approximately every three years. The most recent data available are for 2007-08.
- All data for specialised mental health services are provided one year in arrears (that is, 2009-10 data for the 2012 RoGS).
- Data for users of specialist disability services are provided one year in arrears (that is, 2009-10 data for the 2012 RoGS). Data for social participation of people with disability are sourced from the ABS Survey of Disability, Ageing and Carers, which has been conducted approximately every six years (but is moving to a three-yearly cycle). Data from the 2009 survey were available for the first time for the 2012 RoGS.
- The most recent data on the amenity/location and customer satisfaction of State owned and managed Indigenous housing are for 2007. Data for net recurrent cost per dwelling and rent collection rate for community housing, and all data for Indigenous community housing are provided one year in arrears (2009-10 data for the 2012 RoGS).
- Data for homelessness services (formerly the Supported Accommodation Assistance Program [SAAP]), are provided one year in arrears (that is, 2009-10 data for the 2012 RoGS) and data for Australians who are homeless are available infrequently, with the most recent available data for 2006.

Table 2.1 Time period of reported performance results, 2012 RoGS

<i>Service area/indicator framework</i>	<i>At or earlier than 2008 or 2008-09</i>	<i>Previous year (2009 or 2009-10)</i>	<i>Current year (2010 or 2010-11)</i>	
Early childhood education and training	Early childhood, education and training	Literacy and numeracy (2006); Selected VET qualifications by Indigenous status (2006); Indigenous status (population data are for 2009); Participation in employment education and training; Year 12 or equivalent, or Certificate II; Without qualifications at or above Certificate III	Most government expenditure; Proportion of children developmentally on track in language and cognitive skills as they enter school	Selected government expenditure measures; All others
	Children's services	Preschool services costs; Family work related needs; Demand for formal care	Hospital separations	All others
	School education	Learning outcomes — Information and communication technologies; Completion rate (year 10)	School expenditure; Participation — achievement of VET competencies; Learning outcomes — Science literacy	All others
	VET	..	Number of VET qualifications completed (Skill profile); Employer engagement with VET; Employer satisfaction with VET	All others
Justice	Justice	..	Crime victimisation; Higher court defendants resulting in a guilty plea or finding	All others
	Police services	..	Victims of homicide; Crime victimisation; Reporting rates; Outcomes of investigations; Land transport hospitalisations; Defendants resulting in a guilty plea or finding	All others
	Court administration	..	..	All
	Corrective services	..	..	All
Emergency management	Emergency management		Deaths from emergency events	All others
	Fire events	Level of safe fire practices in the community; residential structures with smoke alarms	Fire deaths from all causes (combined); Fire injuries	Deaths from landscape fires
	Ambulance events	..	Emergency department patients by arrival method	All others
	Road rescue events	..	..	All

Continued on next page

Table 2.1 (continued)

<i>Service area/indicator framework</i>	<i>At or earlier than 2008 or 2008-09</i>	<i>Previous year (2009 or 2009-10)</i>	<i>Current year (2010 or 2010-11)</i>	
Health	Health	Health workforce; Access to services compared to need by type of service; Health risk factors	All others	Mortality rates; Life expectancy; Median age at death
	Public hospitals	..	All others	Patient satisfaction; Emergency department waiting times; Total elective surgery waiting times
	Maternity services	Recurrent cost per maternity separation	All others	Caesareans and Inductions for selected primiparae; Apgar scores
	Primary and community health ^a	Management of asthma	Selected potentially preventable hospitalisations — Potentially preventable hospitalisations for vaccine preventable, acute and chronic conditions; Hospitalisations for diabetes; Hospitalisations of older people for falls. Availability of public dentists; Influenza vaccination coverage for older people; Participation in breast, and cervical, cancer screening.	All others
	Mental health management	Social and economic inclusion of people with a mental illness; Prevalence of mental disorders	All	Rates of licit and illicit drug use; Primary mental health care for children and young people

Continued on next page

Table 2.1 (continued)

Service area/indicator framework	At or earlier than 2008 or 2008-09	Previous year (2009 or 2009-10)	Current year (2010 or 2010-11)	
Community services	Aged care services	..	Longer care arrangements; selected adverse events in residential aged care; Long term aged care in public hospitals; Complaints; Cost per output unit	All others
	Services for people with disability	..	All others	Administrative efficiency
	Child protection and out-of-home care	..	..	All
	Juvenile justice	..	Average rates of young people under juvenile justice supervision (both in detention and in the community) ^b	All others
Housing and homelessness services	Housing and homelessness	Australians who are homeless (2006); Indigenous households living in overcrowded conditions (2008); Indigenous households living in houses of an acceptable standard (2008)	Low income households in rental stress	..
	Social housing	Dwelling condition for ICH (2006); Amenity/location, Customer satisfaction for SOMIH (2007)	Net recurrent cost per dwelling and rent collection rate for community housing; All indicators for ICH (except dwelling condition)	All indicators for public housing and SOMIH (except amenity/location and customer satisfaction)
	Homelessness services (formerly Supported Accommodation Assistance Program [SAAP])	..	All others	Some financial data

GP = general practitioner. ICH = Indigenous community housing. SOMIH = State-owned and managed housing. ^a Asthma management data are from a survey conducted approximately every three years. The most recent available data are from the 2007-08 survey. ^b Previous year juvenile justice material is the profile data for the JJ NMDS that is delayed by one year. All the performance indicator data are current year. .. Not applicable.

Comparability of data

Data are generally considered to be directly comparable when definitions, counting rules and the scope of measurement are consistent (and if applicable, the sample size is large enough to be statistically reliable — explained in the statistical appendix). Performance indicator framework (PIF) diagrams in each chapter are shaded to reflect indicator comparability. Table 2.2 summarises the proportions of performance indicators in each service area (1) with comparable data and (2) with data reported, both comparable and not directly comparable. Of the 19 service area PIFs, 12 have over 50 per cent of indicators reported on a comparable basis.

Table 2.2 reports on indicators with data reported. It does not reflect the work undertaken to identify new indicators and associated measures, develop definitions and counting rules and identify relevant data collections. In addition, table 2.2 does not capture other aspects of improvements in reporting, for example:

- streamlining PIFs, by including previously separate indicators as measures under an overarching indicator, which reduces the number of indicators, without reducing the information available
- splitting of some indicators, as indicators and measures develop
- refining DQI, counting rules, data collection and data completeness, but without changing the overall status of an indicator
- replacing previously reported indicators with more meaningful indicators
- changing the scope of reporting to reflect changes to government policy priorities. In this RoGS, as a result of implementing the IRG's recommendations:
 - two frameworks have been removed — breast cancer detection and management and its 14 performance indicators (of which 50 per cent were comparable) and Commonwealth Rent Assistance and its ten performance indicators (of which 90 per cent were comparable)
 - three frameworks have been merged into one social housing framework — public housing and SOMIH (of which 100 per cent were comparable), community housing (of which 20 per cent were comparable) and Indigenous community housing (of which 11 per cent were comparable). Overall, 29 indicators were streamlined into 11 indicators, without reducing the information available.

Table 2.2 shows that, overall, 52.6 per cent (or 142) of the 270 indicators are comparable. Notwithstanding that there have been significant changes to PIF's since the 2011 RoGS, this proportion is similar to that of the 2011 RoGS, where 54.7 per cent (or 175) of the 320 indicators were comparable.

Table 2.2 Comparability of indicators, 2012 RoGS^{a, b}

<i>Service area indicator framework (year first reported)</i>	<i>Indicators reported on a comparable basis</i>		<i>Total indicators</i>
	<i>no.</i>	<i>% of all reported</i>	<i>no.</i>
<i>Early childhood, education and training</i>			
Children's services (1997)	13	59.1	22
School education (1995)	5	62.5	8
Vocational education and training (1995)	10	83.3	12
<i>Justice</i>			
Police services (1995)	14	73.7	19
Court administration (1995)	4	66.7	6
Corrective services (1995)	10	83.3	12
<i>Emergency management</i>			
Fire events (1998)	2	18.2	11
Road rescue events (2004)	1	6.3	16
Ambulance events (1998)	2	25.0	8
<i>Health</i>			
Public hospitals (1995)	5	35.7	14
Maternity services (2001)	2	25.0	8
Primary and community health (1999)	21	91.3	23
Mental health management (1999)	12	60.0	20
<i>Community services</i>			
Aged care services (1997)	11	64.7	17
Services for people with disability (1997)	9	64.3	14
Child protection and out-of-home care (1995)	4	20.0	20
Juvenile justice (2009)	4	28.6	14
<i>Housing and homelessness</i>			
Social housing (1995 to 2008)	1	100	11
Homelessness services (1995)	12	80	15
Total or average	142	52.6	270

^a Changes can reflect merging of some indicators and splitting of others, as indicators and measures develop. Data do not capture changes in indicators over time, or replacement of indicators with more meaningful indicators. ^b Information is based only on indicators with data reported and does not reflect many conceptual developments. ... Not applicable. – Nil or rounded to zero.

Source: SCRCSSP (1995–2002); SCRGSP (2003–2011a).

Changes to administrative data collections

The discontinuation of data sets and the establishment of new data sets have implications for performance reporting by the Review. Time series comparisons, scope, comparability and accuracy of data can be affected. There can be, for example, significant delays between data collection and the public release of data from new data sets, and implementation problems can affect data quality for several years. This can affect reporting scope and data quality for some time, until new data sets are fully operational.

Major data developments currently underway will improve the quality of reporting in RoGS in the future:

- for children's services — under the National Information Agreement on Early Childhood Education and Care (NIA ECEC), an Early Childhood Education and Care National Minimum Data Set (ECEC NMDS) is being implemented, which provides a framework for collecting a set of nationally comparable data for child care and preschool services. The ECEC NMDS is being developed by the AIHW, under the guidance of the Early Childhood Data Sub Group (ECDSG) — a working group that operates under the auspices of the MCEECDYA. The ABS, in partnership with the Australian Government and the State and Territory Governments, has established a National ECEC Data Collection (Preschool Education Australia), based on the ECEC NMDS. The first issue of the annual publication was released in early 2011 (ABS 2011)
- for homelessness services — the specialist homelessness services (SHS) data collection became operational on 1 July 2011. Reported SAAP/homelessness services data currently lag by one year (that is, data for 2009-10 data were provided for the 2012 RoGS) and improving data timeliness is a high priority. Data from the SHS collection are not yet available for reporting, but data for 2011-12 are expected to be available for the 2013 RoGS.

Costing of services

In addition to the Review objective that expenditure on services be measured and reported on a comparable basis, a further objective of the Review is that efficiency estimates reflect the full costs to government. The Review has identified three priority areas for improving the comparability of unit costs, and developed appropriate guidelines in each case:

- including superannuation on an accrual basis (SCRCSSP 1998a)
- accounting for differences in the treatment of payroll tax (SCRCSSP 1999a)
- including the full range of capital costs (SCRCSSP 2001).

Other issues influence the comparability of cost estimates. Where possible, the Review has sought to ensure consistency in:

- accounting for the goods and services tax (GST)
- reporting accrued benefits to employees (such as recreation and long service leave)
- apportioning applicable departmental overhead costs
- reporting non-government sourced revenue.

Reforms to treasury and finance department accounting guidelines in most jurisdictions require government agencies to adopt accrual accounting in their financial reporting frameworks. Accrual accounting is based on the principle that the agency recognises revenue and expenses when they are earned and incurred, respectively. Cash accounting, in contrast, recognises revenue and expenses when they are collected and paid, respectively. The majority of agencies and jurisdictions have adopted accrual accounting. Table 2.3 provides an overview of the Review's progress in reporting on an accrual basis, meeting the principle of reporting full cost to government (incorporating depreciation and the user cost of capital) and adjusting for differences in superannuation and payroll tax.

The Steering Committee's preference is to remove payroll tax from reported cost figures, where feasible, so cost differences between jurisdictions are not caused by differences in jurisdictions' payroll tax policies. In some chapters, however, it has not been possible to separately identify payroll tax, so a hypothetical amount is included in cost estimates for exempt services.

Capital costs

Under accrual accounting, the focus is on the capital used (or consumed) in a particular year, rather than on the cash expenditure incurred in its purchase (for example, the purchase costs of a new building). Capital costs comprise two distinct elements:

- depreciation — defined as the annual consumption of non-current physical assets used in delivering government services
- the user cost of capital — the opportunity cost of funds tied up in the capital used to deliver services (that is, the return that could be generated if the funds were employed in their next best use), calculated as 8 per cent of the value of physical, non-current assets.

Table 2.3 Progress of unit cost comparability, 2012 RoGS

Service area/indicator framework	Accounting regime ^a	Full cost to government — element included			
		Depreciation	User cost of capital	Superannuation on accrual basis	Payroll tax consistent
<i>Early childhood, education and training</i>					
Children's services	Accrual	✓	x	✓	x
School education	Accrual	✓	✓	✓	✓
VET	Accrual	✓	✓	✓	✓
<i>Justice</i>					
Police services	Accrual	✓	✓	✓	✓
Court administration	Accrual	✓	x	✓	✓
Corrective services	Accrual	✓	✓	✓	✓
<i>Emergency management</i>					
Fire events	Accrual	✓	✓	x	✓
Road rescue events	..	x	x	x	x
Ambulance events	Accrual	✓	✓	x	✓
<i>Health</i>					
Public hospitals	Accrual	✓	✓	✓	✓
Maternity services	Accrual	✓	x	✓	✓
Primary and community health ^b	Accrual	..	..	..	..
Mental health management	Accrual	x	x	✓	x
<i>Community services</i>					
Aged care services ^b	Accrual	..	..	..	✓
Services for people with disability	Accrual	✓	x	✓	✓
Child protection and out-of-home care ^b	Accrual	✓	x	✓	x
Juvenile justice services	..	x	x	x	x
<i>Housing and homelessness</i>					
Social housing	Accrual	✓	✓	✓	✓
Homelessness services ^b	Accrual	..	..	..	..

✓ = Most jurisdictions include this item or report it separately, or include it on an accrual basis. x = Most jurisdictions do not include or report this item, or do not include it on an accrual basis. ^a Accrual: most jurisdictions reported in accrual terms for the data in the 2012 RoGS. Transition: most jurisdictions have not reported on either a pure cash or accrual basis. ^b Costs comprise mostly Australian Government transfer payments to private service providers or households. ^c Costs comprise mostly Australian Government transfers to individuals as part of their social security or family assistance payments. There is no separate appropriation for the Rent Assistance component of these payments and reported expenditure is based on a cash accounting regime. .. Not applicable.

Source: Chapters 3–17.

To improve the comparability of unit costs, the Steering Committee decided that both depreciation and the user cost of capital should be included in unit cost calculations (with the user cost of capital for land to be reported separately). The Steering Committee also agreed that the user cost of capital rate should be applied to all non-current physical assets, less any capital charges and interest on borrowings already reported by the agency (to avoid double counting). The rate

applied for the user cost of capital is based on a weighted average of rates nominated by jurisdictions (currently 8 per cent).

Differences in asset measurement techniques can have a major impact on reported capital costs (SCRGSP 2001). However, the differences created by these asset measurement effects are generally relatively small in the context of total unit costs because capital costs represent a relatively small proportion of total cost (except for housing). In housing, where the potential for asset measurement techniques to influence total unit costs is greater, the adoption under the Commonwealth State Housing Agreement (replaced by the NAHA from 1 January 2009) of a uniform accounting framework has largely prevented this from occurring. The adoption of national uniform accounting standards across all service areas would be a desirable outcome for the Review.

Other costing issues

Other costing issues include accounting for the GST, the apportionment of costs shared across services (mainly overhead departmental costs) and the treatment of non-government sourced revenue.

- Government agencies are treated in the same manner as other businesses for GST. That is, government agencies are not exempt from GST on their purchases, and can claim input tax credits for the GST paid on inputs. Data reported in this RoGS are net of GST paid and input tax credits received unless otherwise specified. The GST appears to have little quantifiable impact on the performance indicators in this RoGS.
- Full apportionment of departmental overheads is consistent with the concept of full cost recovery. The practice of apportioning overhead costs varies across the services in the RoGS.
- For non-government sourced revenue, some services deduct such revenue from their estimates of unit costs where it is relatively small (for example, in police services and court administration). The costs reported are therefore an estimate of net cost to government. However, where revenue from non-government sources is significant (such as with public hospitals, fire services and ambulance services), it is necessary to report both the gross cost and the net cost to government to obtain an adequate understanding of efficiency.

Reporting for special needs groups

Some chapters of the RoGS focus on the performance of agencies in providing services to specific groups in society — for example, the chapters on aged care

services, services to people with disability and children's services. Across the RoGS, the Review also seeks to report on the performance of agencies providing services for three identified special needs groups: Indigenous people; people living in communities outside the capital cities (that is, people living in other metropolitan areas, or rural and remote communities); and people from a non-English speaking background. There is a paucity of data on outcomes for these groups.

Indigenous Australians

In May 1997, the (then) Prime Minister asked the Review to give particular attention to the performance of mainstream services in meeting the needs of Indigenous Australians. Table 2.4 provides an indication of which service areas report at least one data item on Indigenous Australians.

Since 2003, the Steering Committee has compiled all of the RoGS information on Indigenous Australians into a separate Indigenous compendium. The most recent compendium (of data from the 2011 RoGS) was released in April 2011 (SCRGSP 2011b). A compendium of Indigenous data from this RoGS will be released by mid-2012.

Overcoming Indigenous Disadvantage: Key Indicators report

In April 2002, the Council of Australian Governments (COAG) commissioned the Steering Committee to produce a regular report on key indicators of Indigenous disadvantage. The terms of reference for this report was updated in March 2009 and the new terms of reference for the Review, endorsed by COAG in 2010, encompasses the *Overcoming Indigenous Disadvantage: Key Indicators* (OID) report. Five editions of the OID report have been published (SCRGSP 2003, 2005, 2007, 2009, 2011c). The sixth edition of the *Overcoming Indigenous Disadvantage* (OID) report is anticipated to be released in 2014.

Indigenous Expenditure Report

In December 2007, COAG committed to expenditure reporting on services to Indigenous Australians. In October 2008, Treasury requested the Secretariat for the Review to provide secretariat services to the Indigenous Expenditure Report (IER) Steering Committee, an arrangement endorsed by COAG in 2009. In 2011, COAG transferred responsibility for developing and producing future editions of the IER to the Steering Committee for the Review. The former IER Steering Committee will continue as the IER Working Group providing expert advice to the Review's Steering Committee.

Table 2.4 Reporting of at least one data item on Indigenous Australians, 2012 RoGS

<i>Service area/indicator framework</i>	<i>Descriptive</i>	<i>Outcomes</i>	<i>Outputs</i>		
			<i>Equity</i>	<i>Effectiveness</i>	<i>Efficiency</i>
<i>Early childhood, education and training</i>					
Children's services	x	x	✓	x	x
School education	✓	✓	✓	✓	x
VET	x	✓	✓	✓	x
<i>Justice</i>					
Police services	✓	✓	✓	✓	x
Court administration	x	x	x	x	x
Corrective services	✓	x	x	✓	x
<i>Emergency management</i>					
Fire events	x	x	x	x	x
Road rescue events	x	x	x	x	x
Ambulance events	x	x	x	x	x
<i>Health</i>					
Public hospitals	✓	x	x	✓	x
Maternity services	x	✓	x	x	x
Primary and community health	✓	✓	✓	✓	x
Mental health management	✓	✓	✓	x	x
<i>Community services</i>					
Aged care services	✓	x	✓	✓	x
Services for people with disability	✓	x	✓	✓	x
Child protection and out-of-home care	✓	x	x	✓	x
Juvenile justice services	✓	x	x	✓	x
<i>Housing and homelessness</i>					
Social housing	✓	✓	✓	x	✓
Homelessness services	x	✓	✓	✓	x

Source: Chapters 3–17.

The first IER, released in 2011, notes that identifying the share of government expenditure that relates to Indigenous people is a complex exercise, and the quality of reporting is likely to improve across subsequent reports. An Australian government Supplement to the IER was published in September 2011. The next IER is anticipated to be released in mid-2012.

Data collection issues relating to Indigenous Australians

National work on improving Indigenous identification is ongoing. The robustness of Indigenous identification cuts across jurisdictions' collections, and a joint ABS and AIHW paper on national Indigenous identification is forthcoming.

Many administrative data collections do not have accurate or complete identification of the Indigenous status of their clients. In some instances, the method and level of identification of Indigenous people appear to vary across jurisdictions. Further, while many surveys now include an Indigenous identifier, many do not include a sufficiently large sample to provide reliable results for the Indigenous population.

The ABS and AIHW undertake important roles in improving data for the Indigenous population, including:

- an ongoing program to improve the identification of Indigenous status of clients in Australian, State and Territory governments' administrative systems. Priority is being given to the improvement of births and deaths statistics in all states and territories, as well as data for hospital separations, community services, education, housing and crime and justice
- work with other agencies to develop and support national Indigenous information plans, Indigenous performance indicators and Indigenous taskforces on a number of topics
- improving Indigenous enumeration in the five-yearly Census of Population and Housing, including data for small geographic areas
- an established cycle of Indigenous-specific surveys as part of the ABS Household Survey Program to provide Indigenous statistics on a three-yearly basis and an annual series of Indigenous labour force estimates
- producing publications related to improving methods for Indigenous statistics.

The (then) Ministerial Council on Aboriginal and Torres Strait Islander Affairs (MCATSIA) commissioned work to identify methodological issues in Indigenous data collections, outline how these are being addressed and identify any remaining gaps. The findings are presented in *Population and Diversity: Policy Implications of Emerging Indigenous Demographic Trends*, released in mid-2006 by the Centre for Aboriginal Economic Policy Research (CAEPR) (Taylor 2006). In mid-2007, MCATSIA commissioned further work on Indigenous population statistics from the CAEPR constructed around four projects:

- detailed regional analysis of change in Indigenous social indicators

-
- assessment of social and spatial mobility among Indigenous people in metropolitan areas
 - development of conceptual and methodological approaches to the measurement of short term mobility
 - case-study analyses of multiple disadvantage in select city neighbourhoods and regional centres.

Working Papers related to these projects are co-badged with MCATSIA and released as part of the CAEPR Working Paper Series (CAEPR 2011).

In December 2007, COAG established a Working Group on Indigenous Reform (WGIR) to support the achievement of COAG's Indigenous targets. It is chaired by the Hon Jenny Macklin MP, Australian Government Minister for Families, Housing, Community Services and Indigenous Affairs and comprises senior officials from each jurisdiction. The WGIR has developed a Closing the Gaps framework and the Steering Committee is committed to aligning relevant indicators in this RoGS with the WGIR framework.

The Coordinator-General for Remote Indigenous Services (CGRIS) provides a six monthly report to the Minister for Families Community Services and Indigenous Affairs. The first report was noted at COAG on 7 December 2009. COAG decided that the WGIR will provide a progress report to COAG on recommendations in the CGRS report. The first WGIR progress report was noted by COAG at its April 2010 meeting. COAG also committed to continuing its monitoring of progress of the National Partnership on Remote Service Delivery (COAG 2010). The fourth CGRIS report was released in October 2011 (CGRIS 2011).

The Review will draw on these initiatives in future RoGS.

People living in rural and remote areas

The Steering Committee selectively reports on the performance of governments in delivering services to people in communities outside the capital cities. Table 2.5 indicates which service sectors are reporting at least one data item on services delivered to people in rural and remote areas.

Table 2.5 Reporting of at least one data item on rural and remote communities, 2012 RoGS

Service area/indicator framework	Descriptive	Outcomes	Outputs		
			Equity	Effectiveness	Efficiency
<i>Early childhood, education and training</i>					
Children's services	x	x	✓	✓	x
School education	✓	✓	x	x	x
VET	x	✓	✓	x	x
<i>Justice</i>					
Police services	x	x	x	x	x
Court administration	x	x	x	x	x
Corrective services	x	x	x	x	x
<i>Emergency management</i>					
Fire events	x	x	x	✓	x
Ambulance events	x	x	x	x	x
Road rescue events	x	x	x	x	x
<i>Health</i>					
Public hospitals	✓	x	x	✓	x
Maternity services	x	x	x	x	x
Primary and community health	x	✓	✓	✓	x
Mental health management	x	✓	✓	x	x
<i>Community services</i>					
Aged care services	✓	x	✓	✓	x
Services for people with disability	x	x	✓	✓	x
Child protection and out-of-home care	x	x	x	x	x
Juvenile justice services	x	x	x	x	x
<i>Housing</i>					
Social housing	✓	x	x	x	x
Homelessness services	x	x	x	x	x

Source: Chapters 3–17.

Where geographic location is used to identify groups with special needs, data are usually disaggregated according to a geographic classification system, either:

- the Rural, Remote and Metropolitan Areas (RRMA) classification system developed in 1994 by the Department of Primary Industries and Energy, and the then Department of Human Services and Health (now Australian Government Department of Health and Ageing), or a variant of RRMA, or
- the Australian Bureau of Statistics' (ABS 2009) Australian Standard Geographical Classification of remoteness areas based on the Accessibility/Remoteness Index of Australia (ARIA) developed by

Commonwealth Department of Health and Aged Care and the National Key Centre For Social Applications of Geographic Information Systems.

- The first three volumes of the ABS' ASGS were released in 2010 and 2011 for Main Structure and Greater Capital City Statistical Areas (ABS 2011a), Indigenous Structure (ABS 2011b), and Non ABS Structures (ABS 2011c).
- Future volumes will detail the: Urban Centres and Localities/Section of State and Remoteness Areas.

Reporting data on rural and remote communities is complicated by the number of classification systems that exist. The chapters on children's services, VET, emergency management, aged care services, disability services and housing use the ABS Australian Standard Geographical Classification of remoteness areas.

A number of other services (public hospitals, primary and community health and protection and support services) use the Rural, Remote and Metropolitan Areas (RRMA) classification or a variant (DPIE and DSHS 1994). The chapter on school education uses its own system developed for education ministers, known as the Geographic Location Classification, which draws on the RRMA classification and ABS's Accessibility and Remoteness Index of Australia (Jones 2000).

People from a non-English speaking background

A number of chapters in the RoGS include data on the performance of governments in providing services to people from a non-English speaking background. Table 2.6 indicates which services have reported at least one performance indicator for all jurisdictions.

Reporting data on people from a non-English speaking background is complicated by the number of classification systems that exist. Various chapters of the RoGS use different classification systems based on: people speaking a language other than English at home (reported for children's services, VET, and breast cancer detection); people with a language background other than English (reported for school education); and people born in a non-English speaking country (reported for aged care services, services for people with disability and homelessness services).

Table 2.6 Reporting of at least one data item on people from a non-English speaking background, 2012 RoGS

Service area/indicator framework	Descriptive	Outcomes	Outputs		
			Equity	Effectiveness	Efficiency
<i>Early childhood, education and training</i>					
Children's services	x	x	✓	x	x
School education	✓	✓	x	x	x
VET	x	✓	✓	x	x
<i>Justice</i>					
Police services	x	x	x	x	x
Court administration	x	x	x	x	x
Corrective services	x	x	x	x	x
<i>Emergency management</i>					
Fire events	x	x	x	x	x
Road rescue events	x	x	x	x	x
Ambulance events	x	x	x	x	x
<i>Health</i>					
Public hospitals	x	x	x	x	x
Maternity services	x	x	x	x	x
Primary and community health	x	x	x	x	x
Mental health management	x	x	x	x	x
<i>Community services</i>					
Aged care services	x	x	✓	x	x
Services for people with disability	x	x	✓	✓	x
Child protection and out-of-home care	x	x	x	x	x
Juvenile justice services	x	x	x	x	x
<i>Housing</i>					
Social housing	x	x	x	x	x
Homelessness services	x	x	✓	✓	x

Source: Chapters 3–17.

2.3 'Cross-cutting' issues

There is growing emphasis on the management of policy issues that cover more than one service-sector, service area or ministerial portfolio — for example, government policies aimed at specific client groups such as older people, females, children, Indigenous Australians, people in rural and remote areas and people from non-English speaking backgrounds. Improving the management of these issues can contribute to more effective and efficient service provision. Greater efficiency can come from more clearly defined priorities and from the elimination of duplicated or

inconsistent programs. Improved outcomes can also result from a more holistic and client centred approach to service delivery.

Cross-cutting issues arise in several areas of the RoGS. The frameworks in the sector summaries are one means of reporting outcomes for a range of different services working in combination. The frameworks and the scope of services reported are evolving over time. Mental health management, for example, currently focuses on the performance of specialised mental health services, but people with a mental illness also access: primary and community health services (such as general practitioners, and drug and alcohol services) (chapter 11), whereby, general practitioners often refer people to specialist health and health-related services, and the quality of their links with these services and of their referral practices can influence the appropriateness of services received by clients; aged care services (chapter 13); services for people with disability (chapter 14); housing (chapter 16); and, some people with a mental illness also enter corrective services (chapter 8).

Other references in this RoGS to cross-cutting issues include:

- workforce participation and the availability of child care services, and VET in schools and non-linear education and training pathways (Early childhood, education and training sector summary)
- mortality rates and life expectancy are influenced by education, public health, housing, primary and community health, and hospital services (as well as external factors) (Health sector summary)
- potentially preventable hospitalisations are influenced by primary and community health services (chapter 11)
- long term aged care in public hospitals (chapter 13)
- younger people with disability in residential aged care facilities (chapter 14)
- community services pathways and Home and Community Care (HACC) across the community services sector (Community services sector summary)
- rates of return to prison and community corrections are influenced by the activities of police, courts and corrective services (as well as other factors) (Justice sector summary)
- changes in education outcomes over time for children on custody or guardianship orders, compared to changes in education outcomes over time for all children (chapter 15)
- the contributions of many services to child protection services. Police services investigate serious allegations of child abuse and neglect, courts decide whether a child will be placed on an order, education and child care services provide services for these children, and health services support the assessment of child

protection matters and deliver therapeutic, counselling and other services (discussed primarily in chapter 15)

- close links between Homelessness services and other forms of housing assistance reported in Housing , particularly crisis accommodation (Housing and homelessness sector summary).

Counter-terrorism

A number of service areas included in this RoGS contribute to government initiatives to improve security throughout Australia. In particular, emergency services, police and public hospitals are key services involved in the inter-jurisdictional National Counter Terrorism Plan.¹ While performance data in this RoGS do not explicitly include the details of these government activities, such activities need to be kept in mind when interpreting performance results — for example:

- counter-terrorism activities might have led to an increase in government expenditure, but the outputs or outcomes (for example, increased security patrols, emergency planning or improved security) may not show up in the data in the chapters. In this case, performance results for efficiency indicators might suggest a decrease in value for money
- counter-terrorism requirements might have been accommodated by an increase in productivity rather than an increase in expenditure, but if the additional outputs or outcomes are not recorded in the chapters, then performance results will not reflect the improvement in productivity.

The agencies with the primary responsibilities for counter-terrorism (such as the defence forces, the Australian Security Intelligence Organisation and the relevant coordinating bodies) are not within scope for this RoGS, so comprehensive reporting of counter-terrorism is not included.

¹ A National Counter Terrorism Committee with officials from the Australian, State and Territory governments has developed a National Counter Terrorism Plan. All governments have responsibilities under the Plan to prevent acts of terrorism or, if such acts occur, to manage their consequences in Australia (Attorney-General's Department 2009). The Counter-Terrorism White Paper 2010, *Securing Australia – Protecting our Community*, sets out Australia's counter-terrorism objectives and the means by which the Government will pursue them and provides that in relation to global counter-terrorism, Australia is committed to all United Nations counter-terrorism agreements. The White Paper reflects a number of improvements to Australia's approach to counter-terrorism and brings together for the first time, in a comprehensive manner, Australia's response to terrorism both domestically and internationally (DPM&C 2010).

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PART B

EARLY CHILDHOOD,
EDUCATION AND TRAINING



B Early childhood, education and training sector summary

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Attachment tables

Attachment tables are identified in references throughout this sector summary by a 'BA' prefix (for example, table BA.1). A full list of attachment tables is provided at the end of this sector summary, and the attachment tables are available from the Review website at www.pc.gov.au/gsp.

B.1 Introduction

The sector summary provides an introduction to the early childhood, education and training (ECET) chapters of this Report: Children's services (Chapter 3), School education (Chapter 4) and Vocational education and training (Chapter 5). It provides an overview of the ECET sector presenting both contextual information and high level performance information.

Major improvements in reporting in the ECET sector this year are identified in each of the service-specific ECET chapters.

Policy context

The Australian, State and Territory governments are working cooperatively to undertake national reforms in the early childhood, education and training sector. In 2008, the importance of early childhood development and education and training was formally acknowledged when COAG agreed to the following aspirations for the ECET sector:

- children are born healthy and have access to the support, care and education throughout early childhood that equips them for life and learning, delivered in a way that actively engages parents, and meets the workforce participation needs of parents
- all Australian school students acquire the knowledge and skills to participate effectively in society and employment in a globalised economy
- all working aged Australians have the opportunity to develop skills and qualifications needed, including through a responsive training system, to enable them to be effective participants in and contributors to the modern labour market (COAG 2008a).

To achieve the COAG aspirations governments have endorsed a number of major funding agreements and initiatives. These are detailed in the service specific chapters and the broadest of these COAG initiatives are outlined in box B.1. There are also a range of State and Territory based policy initiatives across the early childhood, education and training sector to support these broader COAG initiatives.

Box B.1 COAG initiatives in the ECET sector

- The *National Early Childhood Development Strategy* aims to improve outcomes for all children and their families and includes the following initiatives:
 - the *National Partnership Agreement on Early Childhood Education* to achieve universal access to early childhood education for all children in the year before full time school by 2013
 - the *National Partnership Agreement on Indigenous Early Childhood Development*
 - the *National Quality Framework (NQF)* that incorporates a new *National Quality Standard* to ensure high quality and consistent care across Australia. The NQF will be implemented via the *National Partnership Agreement on the National Quality Agenda for Early Childhood Education and Care*
 - workforce initiatives for the early childhood education and care workforce.
- The *National Education Agreement (NEA)* covers school education, consisting of objectives and outcomes for all schools and school systems, including the roles and responsibilities of the Australian and State and Territory governments and a framework for performance reporting.
- The *National Agreement for Skills and Workforce Development (NASWD)* sets out the commitment between the Australian government and the state and territory governments to work towards increasing the skill levels of all Australians.
- The *National Indigenous Reform Agreement (NIRA)* provides an integrated framework for closing the gap in Indigenous disadvantage based on the seven building blocks of early childhood schooling, health, economic participation, healthy homes, safe communities, and governance and leadership.
- The Australian Government and the State and Territory governments have also agreed to a number of additional National Partnerships related to education and training, including:
 - The *Smarter Schools National Partnership* which incorporates: the *National Partnership on Literacy and Numeracy*; the *National Partnership on Low Socio-Economic Status School Communities* and the *National Partnership on Improving Teacher Quality*.
 - The *National Partnership Agreement on the Nation Building and Jobs Plan: Building Prosperity for the Future and Supporting Jobs Now* facilitates payments by the Australian Government for the Building the Education Revolution.
 - The *Digital Education Revolution*
 - The *Trade training centres in Schools program*.
 - The *National Partnership on Youth Attainment and Transitions*
 - The *National Partnership Agreement for Productivity Places Program*

Further information on COAG National Agreements and National Partnerships is available at www.federalfinancialrelations.gov.au.

Source: COAG (2009a and 2009b).

Sector scope

Education is a life-long activity, beginning with learning and development in the home through to formal settings including child care, preschool, school education, vocational education and training (VET) and higher education. Education and training aims to develop capacities and talents of students, to ensure necessary knowledge, understanding, skills and values for a productive and rewarding life.

Quality early childhood education and care programs can assist children with the transition to formal schooling, preparing them emotionally and assisting with motor skills, language, cognitive development and concentration:

- Early childhood education can assist to develop increased independence and sociability.
- The benefits of quality early childhood services for children from disadvantaged backgrounds are particularly significant (AIHW 2011; COAG 2008a).

Regular primary school attendance provides children with the basic skills for learning and educational outcomes, and assists social skills development including communication, self-esteem, teamwork and friendship building:

- Children absent from primary and secondary school risk missing out on critical development that may result in long-term difficulties with learning and lead to fewer educational and employment opportunities.
- Literacy and numeracy skills acquired during schooling are crucial for further educational attainment, social development and employment outcomes. National minimum standards in literacy and numeracy represent the level below which a student will have difficulty making sufficient progress during schooling years (AIHW 2009; 2011).

Post-school education and training allows individuals to gain the knowledge and skills to contribute to the growth of human capital in Australia:

- VET plays a key role in building human capital, providing students with new and/or improved competencies that can make them more productive and innovative workers.
- Higher education is central to boosting productivity and equipping Australians with the knowledge needed for the workforce (PC 2011; DEEWR 2011a).

Information on the scope of the chapters that comprise section B of the Report (Early childhood, education and training) is detailed in box B.2. The sector summary also includes information on the broader sector including higher education.

Box B.2 Scope of the ECET section service level chapters

The Children's services chapter (chapter 3) reports on services relating to early childhood, comprising child care and preschool services. Child care services are reported for children aged 0–12 years and preschool services are reported for children in the years immediately prior to the commencement of full time schooling. Child care and preschool services are administered by a wide range of providers including government, local government, community organisations, schools (both government and non-government) and private organisations. Data in the chapter relate to services that are supported by the Australian, and/or State and Territory governments.

The School education chapter (chapter 4) reports on formal schooling consisting of six to eight years of primary school education followed by five to six years of secondary schooling. The data in the School education chapter relate to government funded school education in Australia. State and Territory governments are directly responsible for the administration of government schools, for which they provide the majority of government expenditure. Non-government schools also receive government funding, the majority of which is provided by the Australian Government.

The Vocational education and training chapter (chapter 5) focuses on services delivered by providers receiving government funding. These services include the provision of VET programs in government owned technical and further education (TAFE) institutes and universities with TAFE divisions and other government and community institutions, and government funded activity by private registered training organisations (RTOs). Some data on total VET provision is also reported.

Source: Chapters 3, 4 and 5.

Profile

This section examines the size and scope of the ECET sector and the role of government in providing ECET services. Detailed profiles for the services within the ECET sector are reported in chapters 3, 4 and 5, and cover:

- size and scope of the individual service types
- funding and expenditure.

Sector outline

Preschools provide a range of educational and developmental programs (generally on a sessional basis) to children in the year immediately before they commence full time schooling (generally children aged 4 years) and also, in some jurisdictions, to younger children. Depending on the State or Territory, the compulsory years of full time schooling in Australia in 2010 commenced from 5 or 6 years of age. The National Youth Participation Requirement includes a mandatory requirement for

young people to participate in schooling (in school or an approved equivalent) until they complete year 10 (see section 4.1 of the School education chapter for more details).

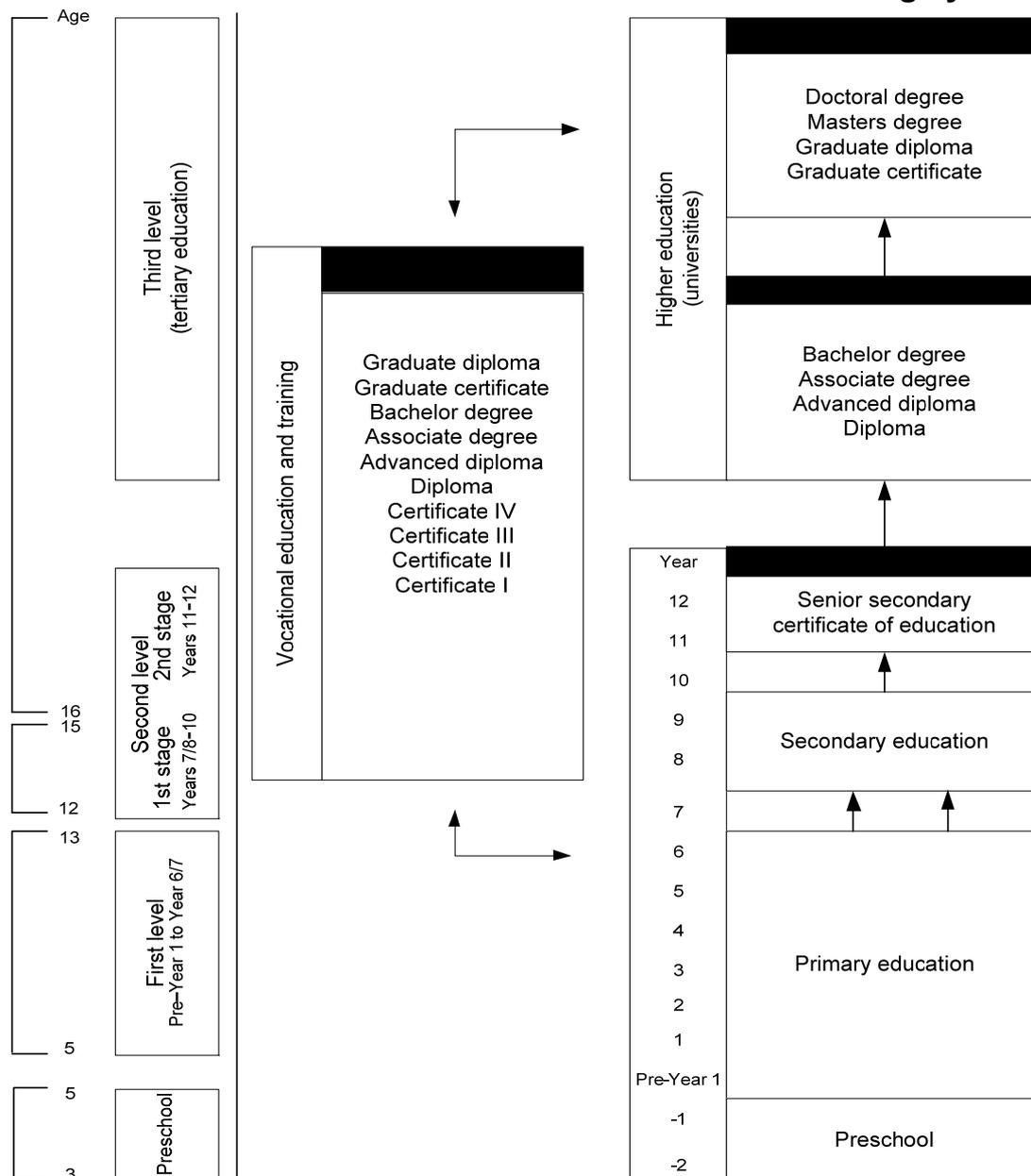
Box B.3 provides an outline of the early childhood, education and training system, from preschool through the years of compulsory schooling and to post school education.

The traditional view that formal learning progresses in a linear fashion from secondary school to either VET or university has shifted over the last decade. Research indicates that today there are many learning pathways that an individual may take over their lifetime between the school, VET and university sectors. In addition people may work in a range of roles and industries and continue to learn throughout their lives including, for example, mature age students returning to complete senior schooling qualifications. This shift reflects the changing needs of individuals and the workplace and the recognition that education and training is a dynamic process, which has been facilitated by government funded policy initiatives (NCVER 2011).

Research also shows that most disadvantaged students are more likely to follow non-linear or fragmented pathways of education (Abbott-Chapman 2011).

In addition to the formal learning outlined in box B.3, people can also develop skills through engagement in informal learning. Informal learning occurs outside the education and training system and does not lead to a qualification. It may occur through a range of activities including on-the-job training, individual learning, and everyday family or leisure activities (NCVER 2011).

Box B.3 Outline of the Australian education and training system^{a, b}



^a There are different starting ages for preschool (see table 3A.1) and school education (see section 4.1) across jurisdictions. The name of the first year of primary education (Pre-Year 1) also varies across jurisdictions. ^b Providers deliver qualifications in more than one sector. Schools, for example, are delivering certificates I–II and in some cases certificate III, universities are delivering certificates II–IV, and VET providers are delivering undergraduate degrees, graduate certificates and graduate diplomas (higher education qualifications in some jurisdictions, but in others also VET), all subject to meeting the relevant quality assurance requirements.

Source: Australian, State and Territory governments (unpublished).

Government roles and responsibilities

Different levels of government fulfil different roles with regard to ECET services. A broad overview of the Australian, and State and Territory Governments involvement in the ECET sector is provided in box B.4. Additional, detailed information on the roles and responsibilities of governments is outlined in individual chapters.

Box B.4 Government roles and responsibilities in the ECET sector

Children's services

Responsibility for child care and preschool is shared between the Australian, and State and Territory governments. The Australian Government has policy responsibility for formal care (long day care, family day care, outside school hours care, and some occasional care). It administers a fee subsidy (Child Care Benefit), an out-of-pocket subsidy (Child Care Tax Rebate) and provides some funding to Australian Government approved services for specific purposes. It also oversees quality accreditation systems and supports specialised preschool for Indigenous Australians.

Preschool education is delivered using a variety of funding and delivery models. State and Territory governments are responsible for the policy and funding of preschools and some occasional care centres with some governments also contributing financially to outside school hours care, long day care and other such services.

School education

The Australian Government and State and Territory governments are jointly responsible for school education and share responsibility for developing, progressing and reviewing national objectives and outcomes for schooling and the national curriculum.

Under constitutional arrangements, State and Territory governments are responsible for ensuring all school aged children have the opportunity to enrol in a safe and supportive school that provides a high quality education, including where students have particular needs. States and territories are also responsible for ensuring that children of compulsory school-age attend school and for: developing policy, delivering services, monitoring and reviewing performance of individual schools, regulating schools, and implementing the national curriculum. State and Territory governments are responsible for the administration of government schools, for which they provide the majority of government funding. Non-government schools operate under conditions determined by State and Territory government registration authorities and receive Australian, State and Territory government funding.

(Continued next page)

Box B.4 (continued)

The Australian Government is responsible for allocating funding to states and territories to support improved service delivery and reform to meet nationally agreed outcomes, including for students with particular needs. It is also responsible for ensuring that the funding arrangements for the non-government school system and schools are consistent with, and support, the responsibilities of the states and territories in regulation, educational quality, performance and reporting on educational outcomes.

The major element of Australian Government funding is provided through the National Schools Specific Purpose Payment under the Intergovernmental Agreement (IGA) on Federal Financial Relations. The non-government schools funding component of the National Schools SPP is determined by the *Schools Assistance Act 2008*.

The Australian Government also provides supplementary funding for government schools and non-government schools through National Partnerships associated with the *National Education Agreement*. Other payments are made directly to school communities, students and other organisations to support schooling (COAG 2008a).

Vocational education and training

The Australian and State and Territory governments provide direction on vocational education and training (VET) through the Standing Council on Tertiary Education, Skills and Employment (SCOTESE) on national policy, strategy priorities, goals and objectives, in partnership with industry and private training providers.

Australian and State and Territory governments allocate funding for VET services and to support the maintenance of public training infrastructure. They oversee the delivery of publicly funded training and facilitate the development and training of the public VET workforce. State and Territory governments ensure the effective operation of the training market.

The Australian Government provides funding to State and Territory governments to support training systems and provide specific incentives, interventions and assistance for national priority areas.

Higher education

Regulation and governance for higher education are shared between the Australian and State and Territory governments and the higher education institutions. Universities are generally established under State or Territory legislation and once established become self-accrediting and responsible for their own standards. The Australian Government has the primary responsibility for public funding of higher education through the *Higher Education Support Act 2003* (DEEWR 2011a).

Descriptive information on the ECET sector in Australia

Engagement in early childhood, education and training

In March 2011, 945 534 children aged 12 years or younger attended Australian Government approved child care services. In 2011 there were 117 615 children that attended State and Territory funded and/or provided child care services, and 224 699 children were enrolled in State and Territory funded and/or provided preschool services (tables 3A.9, 3A.11 and 3A.13).

There is a distinction between the number of places provided in children's services, and the number of children who attend these services. Due to the sessional or episodic nature of some services, it is possible for one place to accommodate more than one child, and for one child to occupy more than one place over time (see chapter 3 for more information on children attending services).

In 2010, there were 3.5 million full time school students and 23 996 part time students attending 9468 schools in Australia, including 2.3 million students (full time and part time) attending 6743 government schools and 1.2 million (full time and part time) students attending 2725 non-government schools (tables 4A.1–3).

Of the 1.8 million people who undertook VET programs in 2010, 1.4 million students (75.6 per cent) participated in government funded programs (NCVER unpublished). In 2010, government funded students completed over 388.4 million annual hours at 16 741 locations across Australia (that is, TAFE, government funded locations and the locations of all other registered training providers, including private providers that receive government funding for VET delivery). Of these locations, 1176 were TAFE provider locations (tables 5A.3–4).

There were 1.2 million domestic and international students enrolled at all higher education providers in 2010, an increase of 5.1 per cent from 2009. This comprised 857 384 domestic students and 335 273 international student enrolments. The majority of students (1 111 352 students) were enrolled at public universities, while there were 81 305 students privately enrolled. Students undertook a variety of courses, ranging from diplomas to doctorates across a range of public and private providers. The most common course was a bachelor degree, which accounted for around two thirds of all students. The majority of students undertook their course on campus on a full time basis (DEEWR 2011b).

Overall for the VET and higher education sector in 2009, the total number of equivalent full time students in tertiary education and training was 1.4 million. This

comprised 609 600 equivalent full time students enrolled in VET and 813 000 enrolled in higher education (NCVER 2011).

Government expenditure on ECET sector

The Australian, State and Territory governments fund government and non-government providers to deliver child care, preschool, school education and VET services. Government providers include preschools, government schools (primary and secondary), TAFE institutes, and universities. Non-government providers (some of which receive government funding as their majority funding source) include child care services, privately operated preschools and schools (primary and secondary), registered training organisations in the VET sector and private higher education institutions.

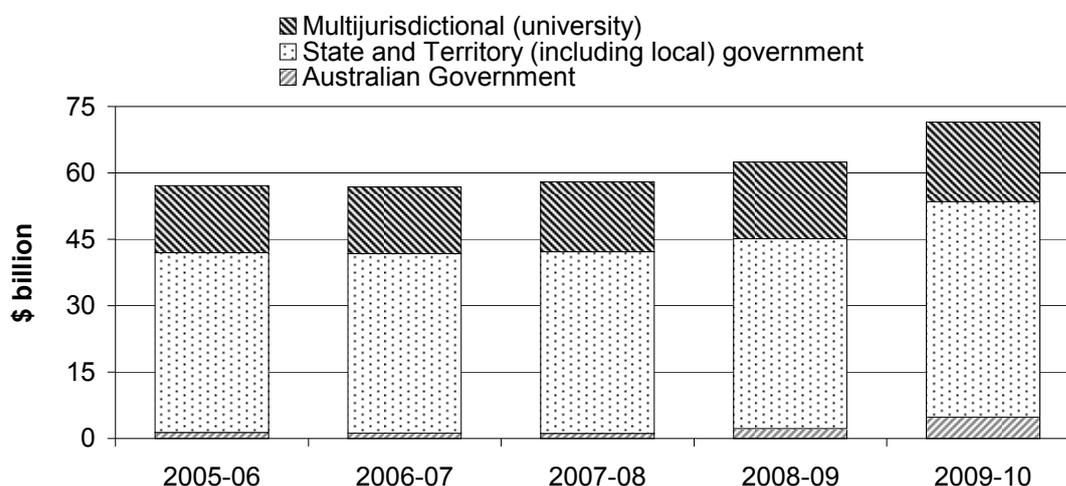
Government Finance Statistics (GFS) data from the Australian Bureau of Statistics (ABS) are used in this section for all ECET services with the exception of child care services (GFS data are not separately available for child care). Child care expenditure data are sourced from the Children's services chapter in this Report, and are not directly comparable with GFS data.

In 2009-10, total government operating expenditure net of transfers (transactions between different levels of government) for preschool, school education, VET and higher education was \$71.5 billion for all governments. This was equivalent to 5.5 per cent of GDP in that year (figure B.1; table BA.2 and ABS 2011).

In 2009-10 total recurrent expenditure for child care services was \$3.9 billion. This was equivalent to 0.3 per cent of GDP in that year (table BA.1 and ABS 2011).

In 2009-10, operating expenditure (net of transfers) for preschool, school education, VET and higher education was \$4.8 billion for the Australian Government, \$48.7 billion for State, Territory and local government and \$18.0 billion for multijurisdictional (university) (figure B.1).

Figure B.1 Australian, State and Territory (including local) government real operating expenses, net of transfers for education and training (2009-10 dollars)^{a, b, c}

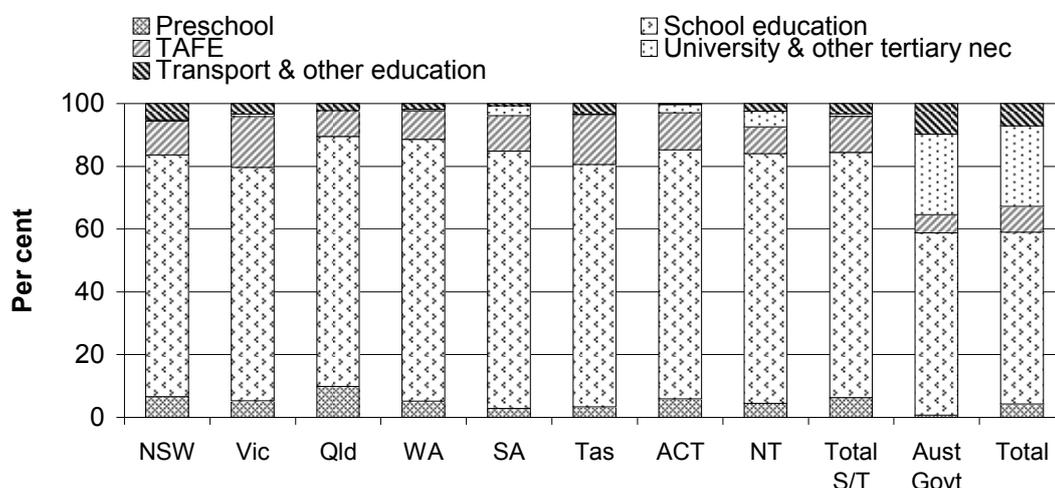


^a Based on accrual operating expenses for education. ^b The ABS provided nominal data and real expenditure was calculated from these based on the ABS GDP price deflator (2009-10 = 100) (table AA.39). ^c Excludes expenditure on child care services.

Source: ABS (2011 and unpublished) *Government Finance Statistics, Education*, 2009-10, Cat. no. 5518.0.55.001, Canberra; table BA.2.

Of the combined \$71.5 billion total government expenditure on ECET in 2009-10 (excluding child care), schools accounted for the highest proportion (54.7 per cent), followed by universities (25.6 per cent), TAFE institutes (8.2 per cent) and preschool services (4.3 per cent) (figure B.2). School education (primary and secondary) received the largest proportion of State and Territory government expenditure (78.1 per cent), TAFE received 11.5 per cent, preschool services (including education not definable by level) received 6.3 per cent, and transportation of students and other education received 2.8 per cent (figure B.2).

Figure B.2 **Government expenditure on education and training, 2009-10^{a, b, c}**



nec. Not elsewhere classified. **a** Expenditure for TAFE from ABS Government Finance Statistics excludes outlays on vocational training programs not provided by TAFE institutions (such as outlays on administration of apprenticeship schemes designed to facilitate workplace entry of people currently not employed or in need of retraining). **b** Preschool includes education not definable by level. **c** Transport and other education includes transportation of students and education nec. Data are reported separately in tables BA.3 and BA.4.

Source: ABS (2011) *Government Finance Statistics, Education, 2009-10*. Cat. no. 5518.0.55.001; tables BA.3 and BA.4.

The ECET workforce

Nationally in 2010, there were 87 362 primary contact staff employed in Australian Government approved child care services (table 3A.29).¹ There were 17 494 primary contact staff employed in State and Territory government funded preschool services in 2010-11, excluding Tasmania and the ACT where data were unavailable (tables 3A.48, 3A.55, 3A.62, 3A.69, 3A.76, 3A.83, 3A.90, 3A.97).

Nationally, government primary schools employed 126 146 full time equivalent teaching staff in 2010, and government secondary schools employed 98 415 full time equivalent teaching staff (table 4A.1). Non-government primary schools employed 53 256 full time equivalent teaching staff in 2010 and non-government secondary schools employed 71 274 full time equivalent teaching staff (table 4A.2).

There is no single accepted measure of the VET workforce, although it was estimated that nationally there were 42 290 TAFE teachers in 2002 (NCVER 2004).

¹ Data are not available for the majority of jurisdictions for primary contact staff employed by State and Territory government funded and/or managed child care. Available data are provided in the attachment tables to the Children's services (chapter 3).

There were an estimated 32 500 teachers working in all TAFE and other VET institutions nationally in 2006-07 with 69 per cent employed full time (ABS 2008a).

There were 31 313 teaching and research staff employed at Australian universities in 2010. In addition there were 56 882 staff (non-teaching or non-research) employed by Australian universities in other roles in 2010 (DEEWR 2011c).

Social and economic impacts of education and training

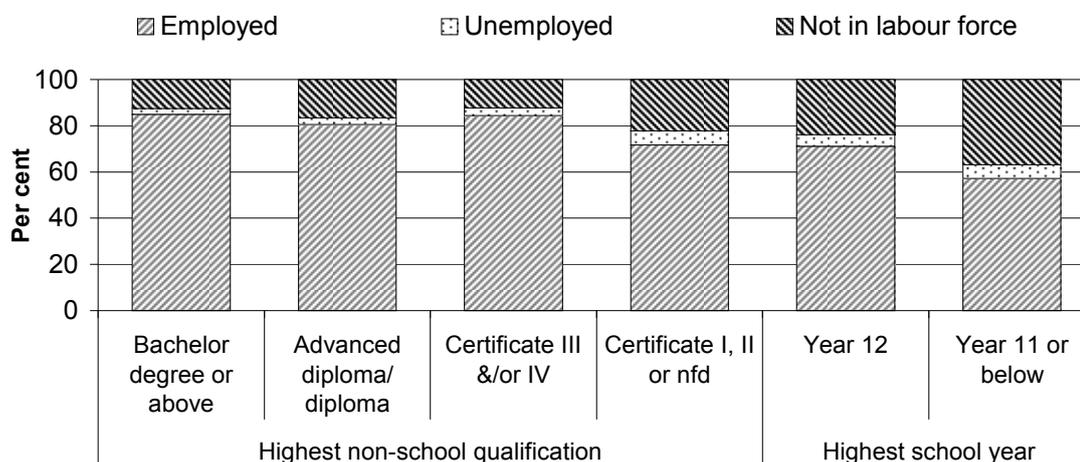
Benefits of education and training

A rich learning environment at home has been shown to assist children in reaching cognitive development milestones, improving reading, vocabulary, general information, letter recognition skills — all factors that contribute to school readiness and therefore flow through to educational attainment later in life (AIHW 2011). Participation in formal early childhood education and care services also impacts on early learning, which in turn impact on long term educational attainment.

Education and training across a lifetime accrues significant economic and social benefits to the individual in addition to wider positive impacts for society. This is of particular significance with an economic outlook of increasing international competition and an ageing population. High educational standards and educational achievement is of major importance for maintaining and raising living standards (OECD 2008a).

The level of educational attainment can impact positively on the employment status of the individual. In 2010 there were 6.7 million employed people who had a non-school qualification, representing 82.8 per cent of people with a non-school qualification aged 15–64 years (table BA.5). People whose highest non-school qualification was a bachelor degree or higher were most likely to be employed (85.0 per cent), while people who did not complete secondary school were the least likely to be employed (57.2 per cent) (figure B.3).

Figure B.3 Level of highest non-school qualification, or school year completed for those without a non-school qualification, by labour force status, (15–64 year olds), May 2010^{a, b, c}

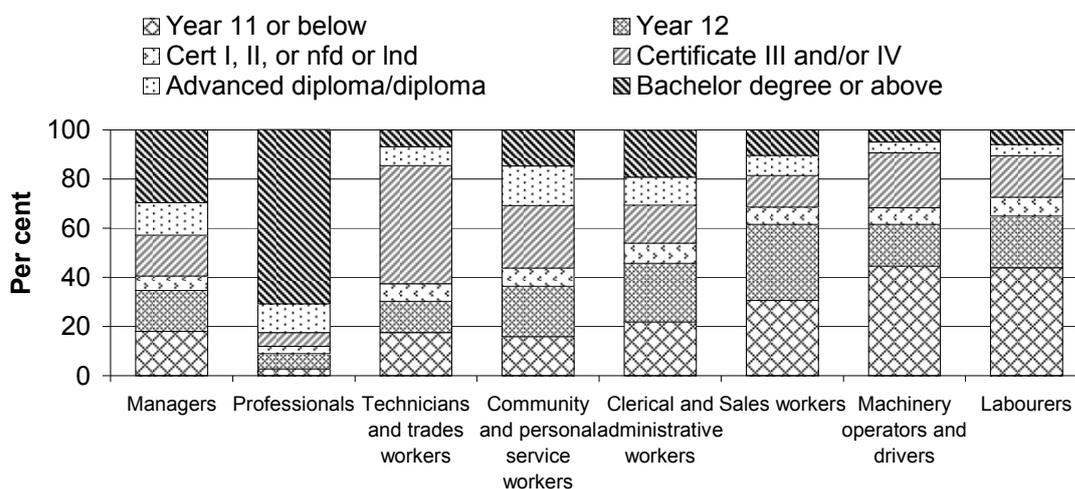


nfd = Not further defined. **a** The levels of qualifications are not necessarily listed in order from highest to lowest (that is, certificate I, II or nfd are not necessarily higher than year 12). **b** The denominator for the proportion of people with a non-school qualification is the level of education attained and the denominator for people without a non-school qualification is the highest year of schooling completed (for example the denominator for the proportion of those with year 12 is the number of people with year 12 as their highest year of schooling completed). **c** The ABS Survey of Education and Work is not conducted in Indigenous communities in very remote areas.

Source: ABS (2010) *Education and Work*, 2010, Cat. no. 6227.0; table BA.5.

People employed as professionals were most likely to have completed a bachelor or higher degree as their level of highest non-school qualification (70.9 per cent in 2010), while the highest non-school qualification for technicians and trade workers was most likely to be a certificate III or IV (48.1 per cent). People employed as sales workers, machinery operators and drivers, and labourers were most likely to be without a non-school qualification (greater than 60 per cent) (figure B.4).

Figure B.4 Occupation of employed people, by level of highest non-school qualification or school year completed for those without a non-school qualification, (15–74 year olds), May 2010^{a, b}



nfd = Not further defined. **Ind** = Level not defined. ^a The levels of qualifications are not necessarily listed in order from highest to lowest (that is, certificate I, II or nfd are not necessarily higher than year 12). ^b The ABS Survey of Education and Work is not conducted in Indigenous communities in very remote areas.

Source: ABS (2010 and unpublished), *Education and Work*, 2010, Cat. no. 6227.0; table BA.6.

Extensive research has investigated the effect of education on the wage levels of individuals. Leigh (2007) examined the *Household Income and Labour Dynamics in Australia* data and found that in Australia education had a significant positive effect on participation and productivity and that higher levels of educational attainment had a statistically significant positive effect on wages. The results suggested that individuals holding a degree qualification or higher earn wages between 30 to 45 per cent higher than people with otherwise similar characteristics who have not completed year 12 (PC 2010).

Shomos (2010) found that an improvement in literacy and numeracy skills from level 1 (low) to level 3 (that deemed to be required for an individual to function effectively in a complex environment) is associated with an increase in hourly wage rates of about 30 and 25 per cent for men and women, respectively (PC 2011).

In addition to providing benefits to the individual, improvements in educational attainment also yield long-term, public, economic and social benefits (OECD 2008a).

Education and training can result in improved productivity as higher educational attainment is positively associated with lower unemployment rates and higher labour force participation rates (ABS 2010). Increased educational attainment also

results in improved productivity through accelerated rates of innovation, the development of basic knowledge capabilities and the dissemination of new ideas (Murray 2009; PC 2011).

Further education and training are key drivers in improving competitiveness and are critical to Australia's future prosperity by improving productivity of the labour force. A highly skilled and educated workforce can result in innovation, the implementation of technological advances and the accumulation of physical capital (AGD 2010).

Factors impacting on engagement in the ECET sector

A key challenge for Australia across the ECET sector is to address the achievement and attainment gaps of the lowest performing students. A range of factors may contribute to performance inequality including socioeconomic disadvantage, geography and Indigenous status.

Socioeconomic disadvantage generally relates to factors including low-quality living environments, family unemployment, low income, poor health outcomes and parental education levels. Socioeconomic disadvantage can result in poor school attendance and lower retention rates, less readiness for schooling and poorer average outcomes at school as students are less likely to have resources that stimulate learning or parental academic support. Research suggests that non-attendance in schooling may also relate to poor parental attitudes towards schooling, society insufficiently valuing education as well as poor teacher quality (AIHW 2010).

Several Australian education researchers have identified a strong and enduring relationship between socioeconomic disadvantage and poor educational attainment and outcomes. James (2008) demonstrated that senior school completion rates and achievement levels are strongly correlated with socioeconomic status. The significance of these socioeconomic barriers to education is illustrated by COAG's endorsement of the *National Partnership Agreement on Low Socio-economic Status school communities* (DEECD 2010; COAG 2008b; Perry and McConney 2010).

Geographical barriers to engagement in the ECET sector are faced mainly by people living in rural and remote areas and relate to limited access to quality education and training resources. Schools in rural and remote areas tend to be smaller with more limited resourcing, resulting in more limited program offerings. These schools are often difficult to staff and have limited numbers of teachers and teaching styles (DEEWR 2010). However, VET sector participation in rural and remote areas is higher than in urban areas. This trend could be due to the higher prevalence of early

school leavers who may be seeking post school options to support entry into the workforce.

Indigenous Australians overall have a lower level of participation in education and training than non-Indigenous Australians. In addition to facing issues affecting the broader population, Indigenous-specific reasons for non-attendance in school education have been proposed. These Indigenous-specific issues relate to a lack of recognition by schools of Indigenous culture and history, failure to fully engage parents and carers of Indigenous children and the Indigenous community and ongoing disadvantage in many areas of the daily lives of Indigenous Australians (AIHW 2010).

The Western Australian Aboriginal Child Health Survey conducted in 2001 and 2006 found that when the period of compulsory education ends the proportion of Indigenous children who no longer attend school is substantially higher than that for non-Indigenous children. Of those Indigenous children who left school soon after the period of compulsory education one-third were neither working nor undertaking any form of education (SCRGSP 2009).

Service-sector objectives

Australia's ECET sector has a range of objectives, some of which are common across all sector components while others are more specific to a particular sub-sector. Specific objectives of children's services, school education, VET and higher education service areas are detailed in box B.5.

Box B.5 Objectives of the early childhood, education and training sector

The objectives of children's services as based on the common objectives agreed to by the *Community and Disability Services Ministers' Advisory Council* are to meet the care and education needs of all children in developmentally appropriate ways, in a safe and nurturing environment, to provide support for families in caring for their children, and to provide these services across a range of settings in an equitable and efficient manner (box 3.2). Children's services have both education and care objectives.

The objectives of school education services (box 4.1), as reflected in the national goals for schooling agreed by education Ministers in the *Melbourne Declaration on Educational Goals for Young Australians* (and consistent with the *National Education Agreement*) are that (1) Australian schooling promotes equity and excellence and (2) All young Australians become: successful learners; confident and creative individuals and active and informed citizens.

(Continued next page)

Box B.5 (Continued)

The objectives of VET services, as reflected in the *National Agreement for Skills and Workforce Development* (box 5.3) are to ensure all working age Australians have the opportunity to develop the skills and qualifications needed, including through a responsive training system, to enable them to be effective participants in and contributors to the modern labour market. VET services aim to assist individuals to overcome barriers to education, training and employment, and to be motivated to acquire and utilise new skills. VET also aims to ensure Australian industry and businesses develop, harness and utilise the skills and abilities of the workforce, and to provide opportunities for Indigenous Australians to acquire skills to access viable employment.

The objectives of higher education services, as reflected in the *Commonwealth Higher Education Support Act 2003*, include contributing to the development of cultural and intellectual life in Australia, and appropriately meeting Australia's social and economic needs for a highly educated and skilled population.

B.2 Sector performance indicator framework

This sector summary is based on a sector performance indicator framework (figure B.5). This framework is made up of the following elements.

- Sector objectives — three sector objectives are a précis of the key commitments agreed to by the Council of Australian Governments (COAG), including the *National Partnership on Early Childhood Education*, the *National Education Agreement* and the *National Agreement on Skills and Workforce Development*. Although these goals are based on outcomes in these commitments wording has been amended for relevance to the ECET sector summary reporting (box B.5).
- Sector-wide indicators — three sector-wide headline indicators are high level indicators that reflect activity across the sector and there are several measures that support each indicator.
- Information from the service-specific performance indicator frameworks that relate to early childhood, education and training services. Discussed in more detail in chapters 3, 4 and 5, the service-specific frameworks provide comprehensive information on the equity, effectiveness and efficiency of these services.
- This sector summary provides an overview of relevant performance information. Chapters 3, 4 and 5 and their associated attachment tables provide more detailed information.

Figure B.5 Early childhood, education and training sector performance indicator framework

Sector objectives

That all children have access to the support, care and education throughout early childhood that equips them for life and learning, delivered in a way that actively engages parents and meets the workforce participation needs of parents

That all Australian school students acquire the knowledge and skills to participate effectively in society and employment in a globalised economy

That all working aged Australians have the opportunity to develop the skills and qualifications needed, including through a responsive training system, to enable them to be effective participants in and contributors to the modern labour market

Sector-wide indicators

School readiness

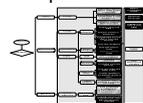
Participation

Attainment

Service-specific performance indicator frameworks

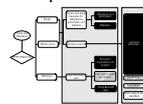
Chapter 3 - Children's services

Children's services
p. 3.16



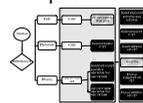
Chapter 4 – School Education

School Education
p. 4.17



Chapter 5 – Vocational Education and Training

Vocational Education and Training
p. 5.14



Sector-wide indicators

This section includes high level indicators of ECET outcomes. Many factors are likely to influence outcomes — not solely the performance of government services.

However, these outcomes inform the development of appropriate policies and delivery of government services.

School readiness

‘School readiness’ is an indicator of governments broad objectives that all children have access to the support, care and education throughout early childhood that equips them for life and learning, delivered in a way that actively engages parents, and meets the workforce participation needs of parents (box B.6).

Box B.6 School readiness

School readiness includes two measures:

- Transition to primary school, defined as the proportion of children developmentally 'on track' in language and cognitive skills as they enter school.
- Early learning (home based), a proxy measure, defined as the number of days per week that a parent/guardian told stories, read to child or listened to child read for children aged 3-8 years.

School readiness refers to the level of development at which a child can fulfil schooling requirements and can be described in terms of a range of factors including a child's emotional and social competence, language and cognitive skills, and resilience.

Even if the child appears to be ready for primary school, the actual transition to school represents a major change in the child's life. Children displaying higher levels of development are more likely to make a successful transition to primary school and have higher levels of achievement compared with those who have difficulty making this transition (AIHW 2011; NSW DoCS 2003).

Transition to primary school is one measure of school readiness. This measure reports the proportion of children in the language and cognitive domain of the Australian Early Development Index (AEDI) that are developmentally 'on track' with basic literacy, interest in literacy/numeracy and memory, advanced literacy and basic literacy/numeracy. Children entering school with basic skills for life and learning are more likely to have a successful transition to primary school. Children who are considered developmentally on track possess adequate language and cognitive skills — those that have results above the 25th percentile.

The AEDI also reports against four other domains: physical health and well-being; social competence; emotional maturity and communication skills and general knowledge. Along with the language and cognitive domain, these domains are all inter-related aspects of school readiness (see box 3.28 in the Children's services chapter for more information on the AEDI). Further information on AEDI results are available at the website www.aedi.org.au.

A supportive home learning environment through shared learning activities between the parent/carer and the young child including reading to children on a regular basis is a key requirement to assist young children to reach cognitive development milestones. Specifically, home literacy activities have been found to improve children's reading, vocabulary, general information and letter recognition skills when entering school. Parent/carer education levels may also influence a supportive home learning environment (McTurk et al 2011, AIHW 2011).

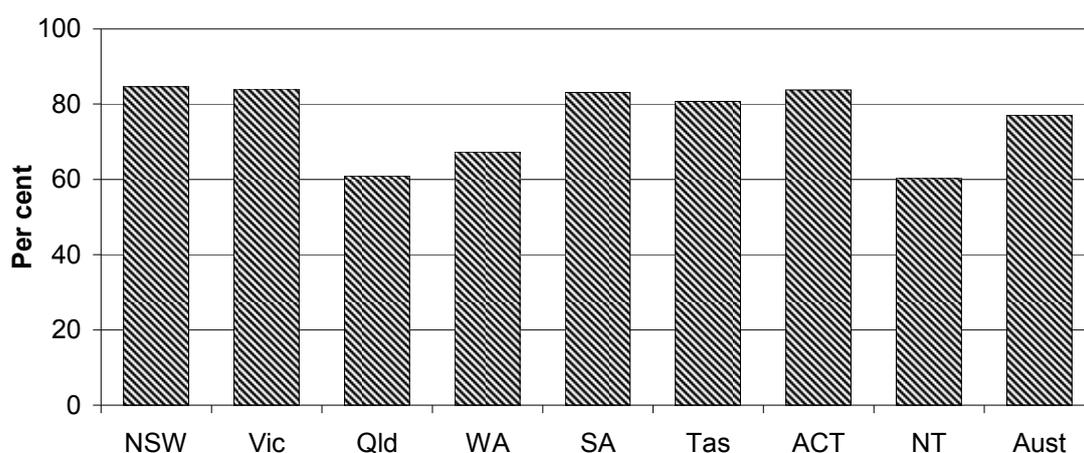
Data for this indicator are comparable.

Data quality information for this indicator is under development.

Transition to primary school

Nationally, 77.1 per cent of children are developmentally on track in language and cognitive skills as they enter school. These proportions vary across jurisdictions (figure B.6).

Figure B.6 Proportion of children developmentally on track in language and cognitive skills as they enter school, 2009^{a, b, c, d}



^a Data are reported from a population measure of young children's development based on a teacher-completed checklist. ^b Children who score above the 25th percentile (in the top 75 per cent) of the AEDI population are classified as developmentally 'on track'. AEDI cut-offs have been set for each domain. The cut-offs have been created on the basis of all children who participated in the AEDI nationally. ^c The language and cognitive skills domain reflects teachers' scores for children's language and cognitive skills based on those necessary for school (with English as the language of instruction) and does not reflect the child's proficiency in their home language. ^d The AEDI also reports against four additional domains including: physical health and well-being; social competence; emotional maturity and communication skills; and general knowledge which, along with the language and cognitive domain are all inter-related aspects of school readiness.

Source: Royal Children's Hospital (2011 Reissue), *Australian Early Development Index*; Table BA.7.

Early learning (home based)

Nationally, it was reported that 49.0 per cent of children aged 3–8 years were told stories at home, read to or listened to each day while 4.0 per cent of children were not engaged at all in these reading activities at home. These proportions varied across jurisdictions. Nationally 51.0 per cent of children aged 0–2 years were read to at home from a book or told a story each day while 20.0 per cent were not engaged at all in these reading activities at home (table BA.8).

Participation

‘Participation’ is an indicator of governments’ objectives to develop the talents and competencies of the population through the education and training system, to enable them to have the learning and skills required to participate in the productive economy (box B.7).

Box B.7 Participation

There are six measures against the participation indicator.

- participation in early childhood education and schooling for children, defined as the proportion of children aged 3–14 years participating in early childhood education or school education.
- participation in education and training by sector (school education, TAFE, Higher education, other education and training), defined as the proportion of the population aged 15-24 years participating in education and training by sector.
- school leaver participation in full time post school education and training, defined as the proportion of 15-19 year old school leavers participating in full time post school education and training.
- school leaver destination by sector, defined as the proportion of school leavers who have left school by destination (Higher education, TAFE or other study, not enrolled).
- participation in higher education by selected groups, defined as the proportion of the population participating in higher education by selected disadvantaged groups.
- full time participation in employment, education or training by Indigenous status, defined as the proportion of population participating in full time employment, education or training.

Holding other factors constant, a higher or increasing participation in the early childhood, education, training and higher education sector suggests an improvement in educational outcomes through greater access.

The level of participation in education and training varies across jurisdictions for many reasons. These include different age/grade structures, starting ages at school, minimum leaving age and the level of service provision. In addition there are influences beyond the direct control of governments, such as labour market changes, population movements, urbanisation, and socioeconomic status.

(Continued next page)

Box B.7 (Continued)

Additionally, the level of full time participation in either education, training or work indicates the proportion of the population at risk of marginal participation (or non participation) in the labour market. Young people who are not participating full time in education, training, work or some combination of these activities are more likely to have difficulty making a transition to full time employment by their mid 20s (ACER 2005, FYA 2008).

The participation measures reported in the ECET sector summary reflect outcomes where participation in school and non-school based education are regarded as valid pathways.

Data for this indicator are comparable.

Data quality information for two measures of this indicator is at www.pc.gov.au/gsp/reports/rogs/2012. DQI for other measures is under development.

Participation in early childhood education and schooling

The ABS is currently undertaking data development work to report consistent data across early childhood education and schooling. Data are not available for this measure for the 2012 Report.

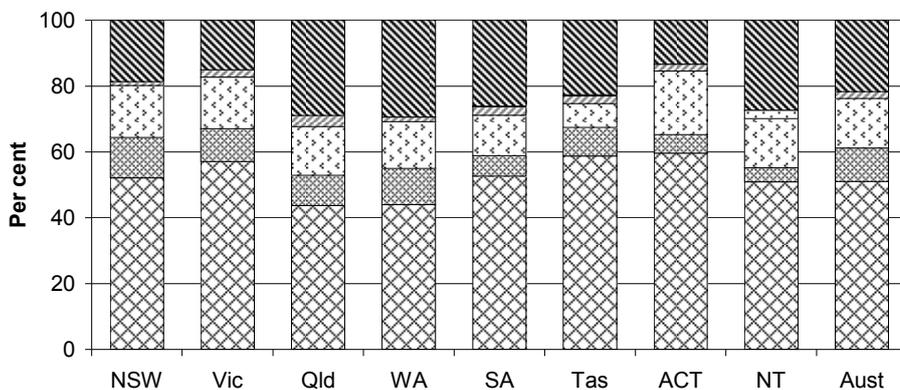
Participation in education and training by sector

Beyond the age of compulsory school education, the proportion of people participating in education and training declines. Nationally in 2010, the participation rate for 15-19 year olds was 78.3 per cent compared to 41.1 per cent for 20-24 year olds (figure B.7).

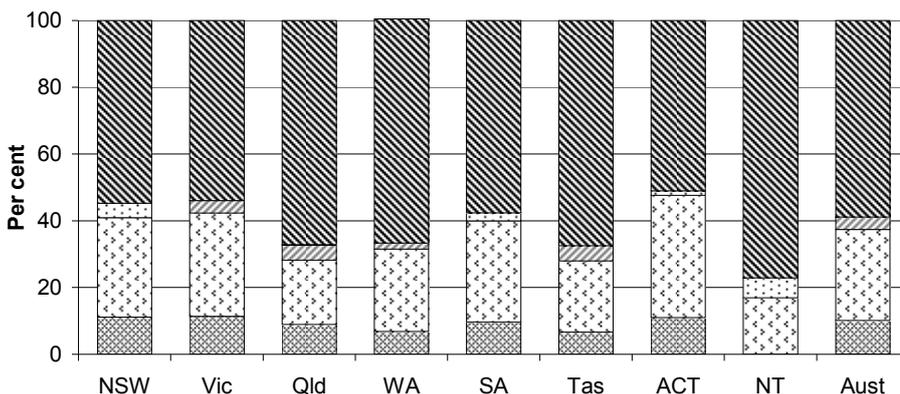
Figure B.7 Participation in education and training by sector, 2010^{a, b, c}

- ☒ School
- ☒ Higher education
- ☒ Enrolled (category breakdown not published)
- ☒ TAFE
- ☒ Other education and training
- ☒ Not enrolled

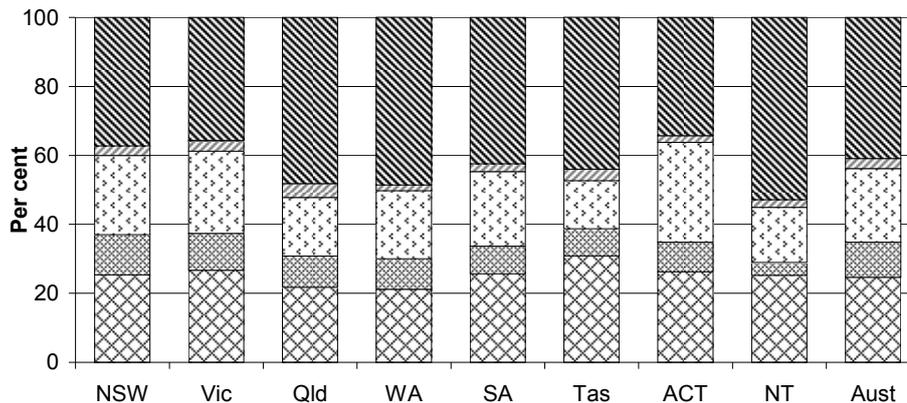
(a) 15-19 year olds



(b) 20-24 year olds



(c) 15-24 year olds



^a Data for participation in education and training during May. Student participation may be underestimated because data are not for the whole year. ^b 95 per cent confidence intervals are included in table BA.9. ^c The ABS Survey of Education and Work is not conducted in Indigenous communities in very remote areas, which affects the comparability of NT results as these communities account for around 15 per cent of the NT population.

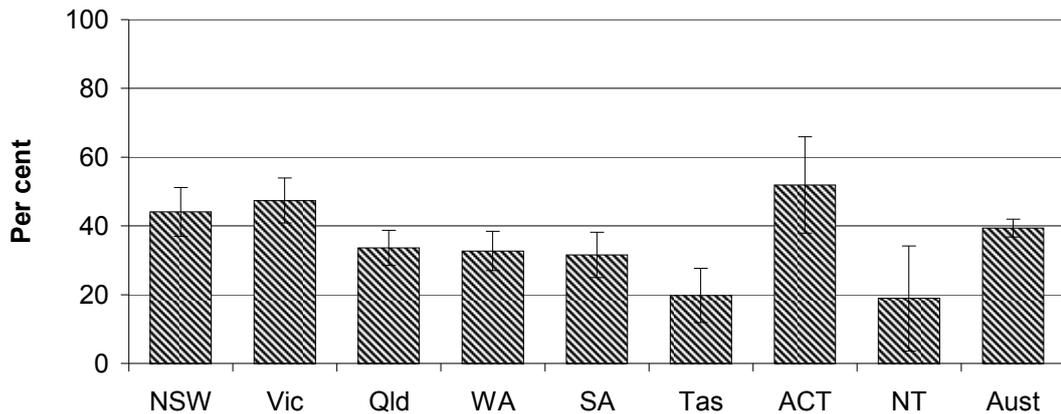
Source: ABS (unpublished) *Survey of Education and Work*; table BA.9.

Participation rates for the 25-29 and 15-64 year age groups are also presented in table BA.9. National data on participation in education and training by sector are presented for single year ages from 15-24 years and for various age groups in table BA.10. Time series for various age groups is presented in table BA.11.

School leaver participation in full time post school education and training

Nationally in 2010, 39.4 per cent of all 15-19 year old school leavers were fully participating in further education and training. This proportion varied across jurisdictions (figure B.8).

Figure B.8 School leaver participation in full time post school education and training (15-19 years), 2010^{a, b, c, d}



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b Data are for people who left school at any time who are fully participating in non-school education and/or training. Includes apprenticeships and traineeships. Earlier reports presented data for those who attended school in the previous year and for participation on either a full time or part time basis. Therefore data up to 2008 cannot be compared with subsequent years. ^c Proportions are determined using the number of students educated in the jurisdiction divided by the estimated resident population for the jurisdiction in the age group. In some cases students are educated in a different jurisdiction to their place of residence. These students are counted in their jurisdiction of education for the numerator (number of students educated in the jurisdiction) and their jurisdiction of residence for the denominator (estimated resident population). ^d The ABS survey of Education and Work is not conducted in Indigenous communities in very remote areas, which affects the comparability of NT results as these communities account for around 15 per cent of the NT population.

Source: ABS (2010) *Education and Work*, 2010, Cat. no. 6227.0; table BA.12.

Additional data by jurisdiction on school leaver participation in post school education, training and work by socioeconomic status are presented in table BA.13.

Data on applications to enrol in an educational institution are presented in tables BA.14–16. In 2010, 96.6 per cent of people aged 15-19 years who applied to enrol in an educational institution gained placement and commenced study,

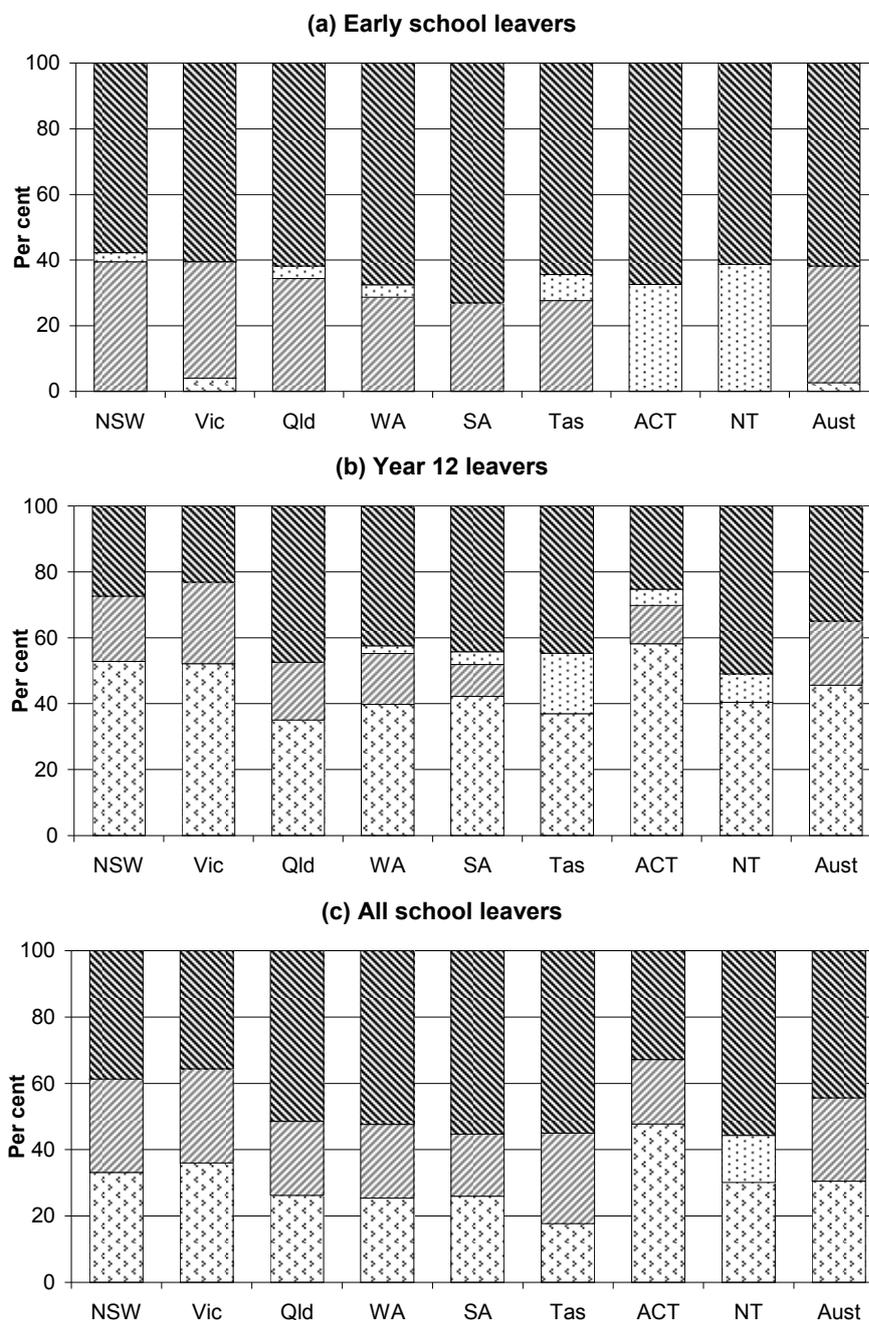
2.5 per cent gained placement but deferred study, and 0.9 per cent applied but could not gain placement (table BA.14). Data for 20-24 year olds and 15-64 year olds are presented in tables BA.15 and BA.16 respectively.

School leaver destination by sector

Nationally in 2010, 30.5 percent of 15-19 year old school leavers were enrolled in higher education, 25.1 were enrolled in TAFE or other study, and 44.4 per cent were not enrolled in further education. Year 12 leavers were more likely to go on to further education than early school leavers (65.1 per cent compared to 38.1 per cent respectively) (figure B.9).

Figure B.9 School leaver destination by sector (15-19 years), 2010 ^{a, b, c, d, e}

Higher education
 TAFE or other study
 Enrolled (category breakdown not reported)
 Not enrolled



^a Data are for people who left school at any time. ^b Early school leavers are those who left school earlier than year 12. ^c 'Other study' includes study undertaken at business colleges, industry skill centres and other educational institutions. ^c 95 per cent confidence intervals associated with proportions are included in table BA.17 ^d The ABS Survey of Education and Work is not conducted in Indigenous communities in very remote areas, which affects the comparability of NT results as these communities account for around 15 per cent of the NT population.

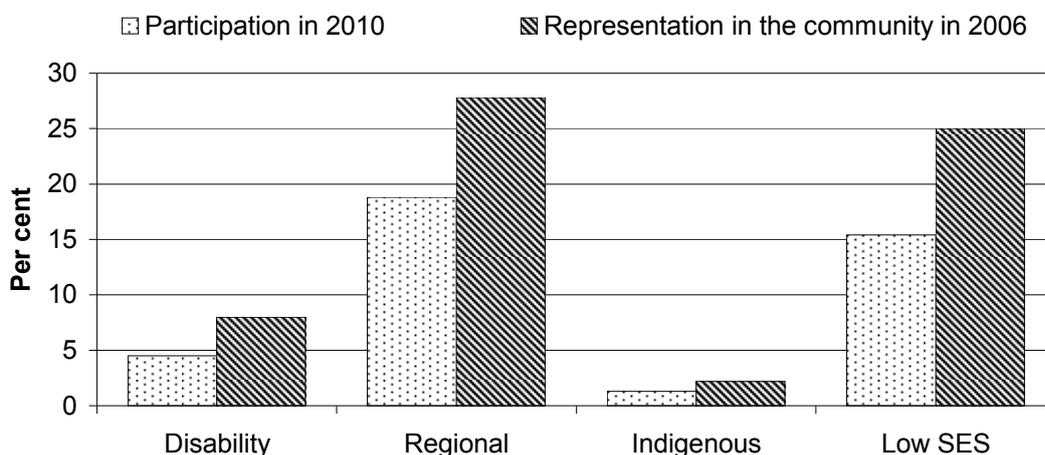
Source: ABS (unpublished) *Survey of Education and Work*; table BA.17.

Additional national data on school leaver destination by sector are also reported by sex, for the age groups 15-19 and 15-24 (table BA.18 and BA.19).

Participation in higher education by selected groups

In higher education, there is an under-representation (compared to the proportion of the relative group in the community) among people from regional areas of Australia, people with disability, those with disadvantaged/low socioeconomic backgrounds and Indigenous Australians (figure B.10).

Figure B.10 Participation in higher education by selected groups, 2010
a, b



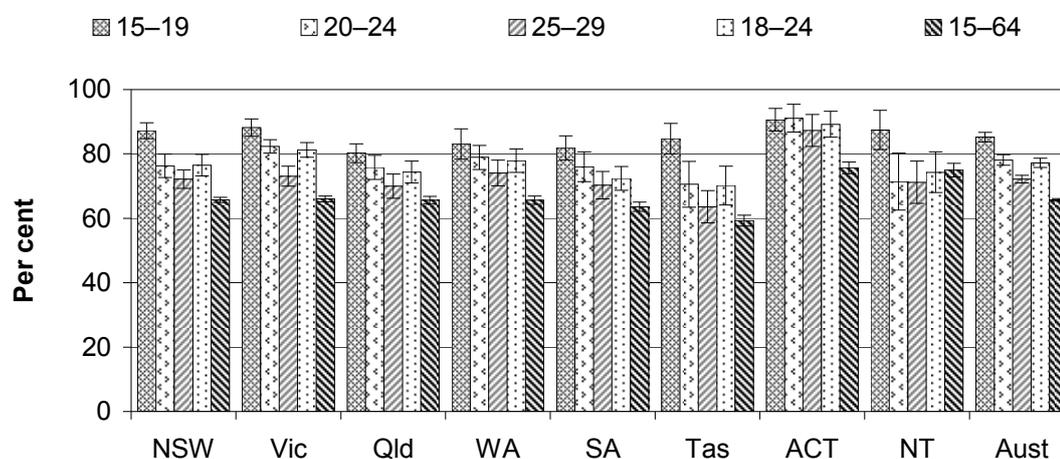
a Students can be included in more than one selected group. **b** Regional includes regional, remote, rural and isolated areas.

Source: DEEWR (unpublished) Higher Education Student Statistics, 2010; table BA.20.

Full time participation in employment, education or training (by Indigenous status)

Full time participation in employment, education or training (school education, vocational training and higher education) for age groups 15-19; 20-24; 25-29; 18-24 and 15-64 years are presented in figure B.11.

Figure B.11 Full time participation in employment, education or training, 2010 ^{a, b, c, d, e}



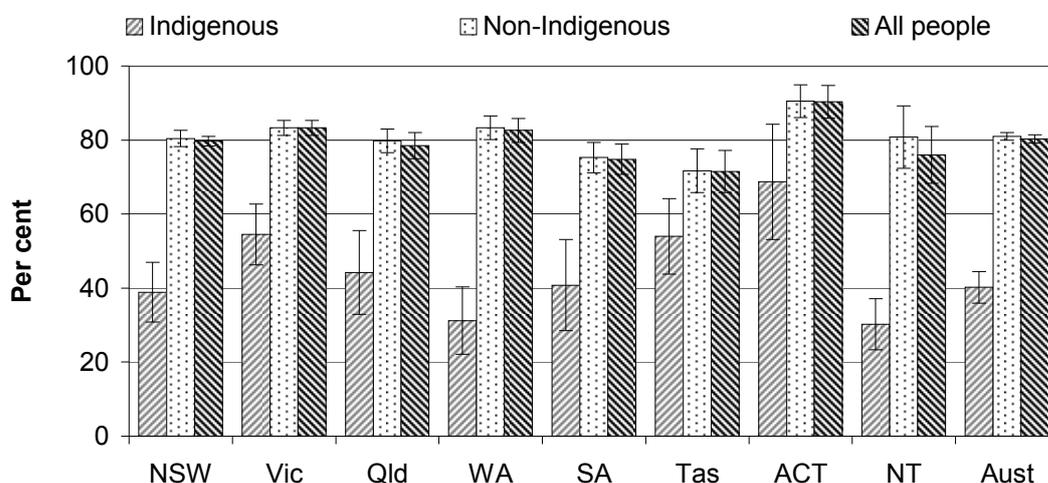
^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b Full time participation is defined as participation in full time education or training or full time work, or a combination of both part time education or training and part time work. ^c Education or training includes school education, vocational training and higher education. ^d Proportions are determined using the number of students educated in the jurisdiction divided by the estimated resident population for the jurisdiction for the age group. In some cases students are educated in a different jurisdiction to their place of residence. These students are counted in their jurisdiction of education for the numerator (number of students educated in the jurisdiction) and their jurisdiction of residence for the denominator (estimated resident population). ^e The ABS Survey of Education and Work is not conducted in Indigenous communities in very remote areas, which affects the comparability of NT results as these communities account for around 15 per cent of the NT population.

Source: ABS (2010) *Education and Work*, 2010 Cat. no. 6227.0; table BA.21.

Participation rates in full time employment, education or training are presented for additional age categories, including single year ages from 15-24, in table BA.21. Full time participation in employment, education or training at or above certificate III level are also presented for these age categories in table BA.22.

Nationally in 2008, non-Indigenous 18-24 year olds were more likely than Indigenous 18-24 year olds to be engaged in full time employment, education or training (81.0 per cent and 40.2 per cent respectively) (figure B.12).

Figure B.12 Proportion of 18–24 year olds engaged in full time employment, education or training, by Indigenous status, 2008^{a, b, c, d, e, f, g, h, i}



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b Full time participation is defined as participation in full time employment, full time education or training, or a combination of both part time employment and part time education or training. ^c Data for Australia for non-Indigenous people and 'all people' includes 'Other Territories'. ^d All people aged 18–24 years excludes people whose fully engaged employment or education status was unknown. ^e All people includes those for whom Indigenous status is unknown. ^f Proportions are determined using the number of students educated in the jurisdiction divided by the estimated resident population for the jurisdiction in the age group. In some cases students are educated in a different jurisdiction to their place of residence. These students are counted in their jurisdiction of education for the numerator (number of students educated in the jurisdiction) and their jurisdiction of residence for the denominator (estimated resident population). ^g Data for Indigenous people are sourced from the ABS *National Aboriginal and Torres Strait Islander Social Survey*. ^h Data for non-Indigenous and 'all people' are sourced from the ABS *Survey of Education and Work*. ⁱ The ABS *Survey of Education and Work* was not conducted in very remote areas in 2008 which affects the comparability of NT results as this accounts for 20 per cent of the NT population.

Source: ABS (unpublished) *National Aboriginal and Torres Strait Islander Social Survey* and *Survey of Education and Work*; table BA.23.

Data on participation in full time employment, education or training and participation in full time employment, education or training at certificate level III or above are presented by socio-economic status, in tables BA.24 and BA.25.

Attainment

'Attainment' is an indicator of governments' objective for people to possess adequate skills to enable them to contribute to society and the economy (box B.8).

Box B.8 Attainment

Attainment is defined by five measures:

- level of highest qualification completed, defined as the level of highest qualification completed of the working age population.
- completion of year 12 or equivalent, or certificate level II or above, defined as the proportion of population completing year 12 or equivalent, or certificate II or above (by Indigenous status).
- completion of year 12 or equivalent, or certificate III or above defined as the proportion of population completing year 12 or equivalent, or certificate level III or above.
- population who do not have qualifications at or above certificate III, is defined as the proportion of 20-64 year olds who do not have qualifications at or above certificate III. This measure is also reported by Indigenous status.
- achievement at skill level 3 or above (prose, document and numeracy), defined as the proportion of 15-64 year olds who have achieved at skill level 3 or above (prose, document and numeracy).

An important objective of the education system is to add to the skill base of the population, with the benefits of improving employment, worker productivity and economic growth.

Educational attainment is used as a proxy indicator for the stock of skills. Holding other factors constant, a higher or increasing attainment level indicates an improvement in educational outcomes.

However attainment should be interpreted with caution as it understates the skill base because it does not capture skills acquired through partially completed courses, courses not leading to a formal qualification, or informal learning (including training and experience gained at work). Industry endorsed skill sets are also an important consideration for industry in course design. Skill sets recognise part qualifications and groups of competencies, however data on skill sets are not included in this Report.

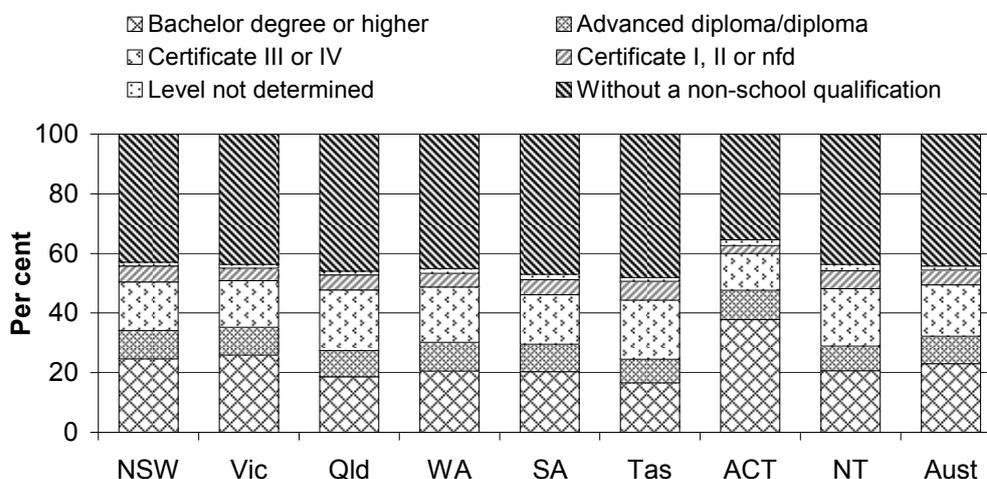
Data for this indicator are comparable.

Data quality information for two measures of this indicator is at www.pc.gov.au/gsp/reports/rogs/2012. DQI for other measures is under development.

Level of highest qualification completed

In 2010, 55.7 per cent of people aged 15-64 years had a non-school qualification and of these people 57.9 per cent had an advanced diploma/diploma, bachelor degree or higher as their highest non-school qualification (figure B.13).

Figure B.13 Level of highest qualification completed (15-64 years), 2010^{a, b}



^a The ABS Survey of Education and Work is not conducted in Indigenous communities in very remote areas, which affects the comparability of NT results as these communities account for around 15 per cent of the NT population. ^b The 95 per cent confidence intervals associated with these proportions are included in table BA.26.

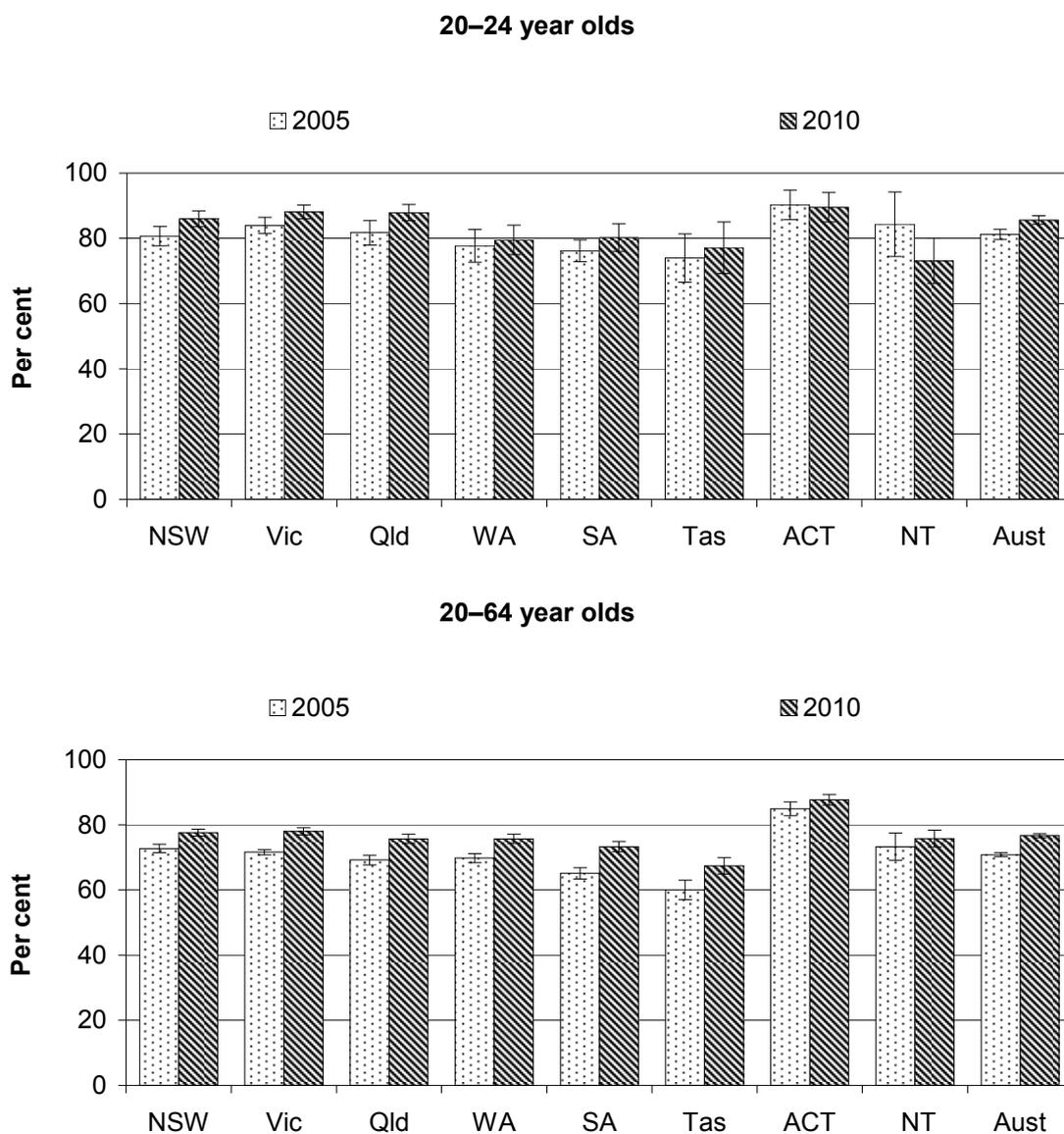
Source: ABS (2010) Education and Work, 2010, Cat. no. 6227.0; Table BA.26.

Completion of year 12 or equivalent, or certificate level II or above

Achieving year 12 (or equivalent) improves employment and earning outcomes for young people (ACER 2000).

Nationally, the proportion of 20-24 year olds who had completed year 12 or equivalent or gained a qualification at certificate level II or above increased from 81.2 per cent in 2005 to 85.6 per cent in 2010. The proportion of 20-64 year olds who had completed year 12 or equivalent or gained a qualification at certificate level II or above increased from 70.8 per cent in 2005 to 76.7 per cent in 2010. The overall proportions for 20-24 year olds and 20-64 year olds varied across jurisdictions (figure B.14).

Figure B.14 **Completion of year 12 or equivalent, or certificate level II or above** ^{a, b, c}



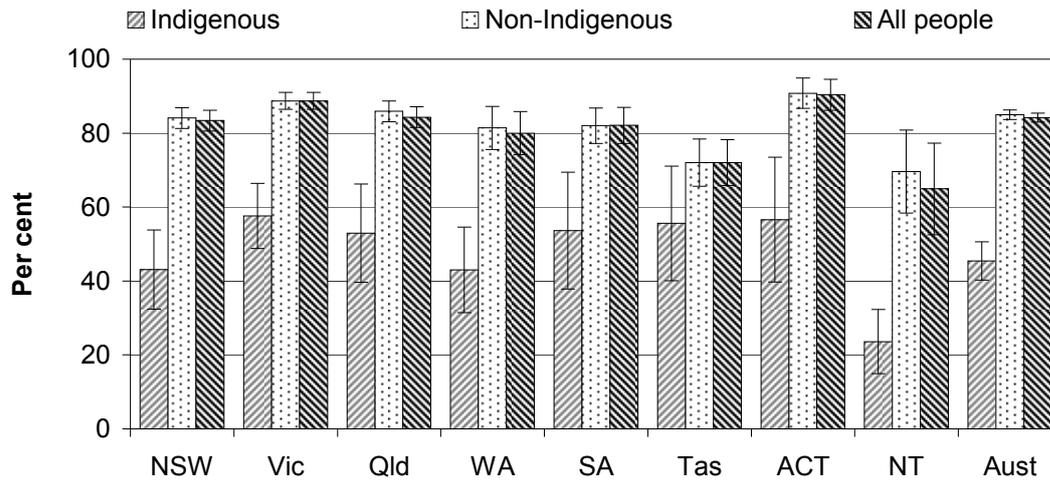
^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b Proportions are determined using the number of students educated in the jurisdiction divided by the estimated resident population for the jurisdiction in the age group. In some cases students are educated in a different jurisdiction to their place of residence. These students are counted in their jurisdiction of education for the numerator (number of students educated in the jurisdiction) and their jurisdiction of residence for the denominator (estimated resident population). ^c The ABS Survey of Education and Work was not conducted in very remote areas prior to 2009 which affects the comparability of NT results as this accounts for 20 per cent of the NT population. The survey was not conducted in Indigenous communities in very remote areas since 2009, which affects the comparability of NT results as these communities accounts for 15 per cent of the NT population.

Source: ABS (2010) *Education and Work*, Cat. no. 6227.0, Canberra; table BA.27.

Nationally in 2008, non-Indigenous 20-24 year olds were more likely than Indigenous 20-24 year olds to have completed year 12 or equivalent, or gained a

qualification at certificate II or above (85.0 per cent and 45.4 per cent respectively) (figure B.15).

Figure B.15 Proportion of 20–24 year olds who have completed year 12 or equivalent, or gained a qualification at certificate level II or above, by Indigenous status, 2008^{a, b, c, d, e, f, g}



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b Australia includes 'Other Territories'. ^c People aged 20–24 years who have completed year 12 or certificate II or above includes certificate I or II nfd but excludes people with a certificate nfd and people whose level of non-school qualification could not be determined. ^d All people include those for whom Indigenous status is unknown and consequently the proportion of Indigenous students may be under-represented in some jurisdictions. ^e Data for Indigenous people are sourced from the ABS (unpublished) *National Aboriginal and Torres Strait Islander Social Survey*. ^f Data for non-Indigenous and all people are sourced from the ABS (unpublished) *Survey of Education and Work*. ^g The ABS *Survey of Education and Work* was not conducted in very remote areas in 2008 which affects the comparability of NT results as this accounts for 20 per cent of the NT population.

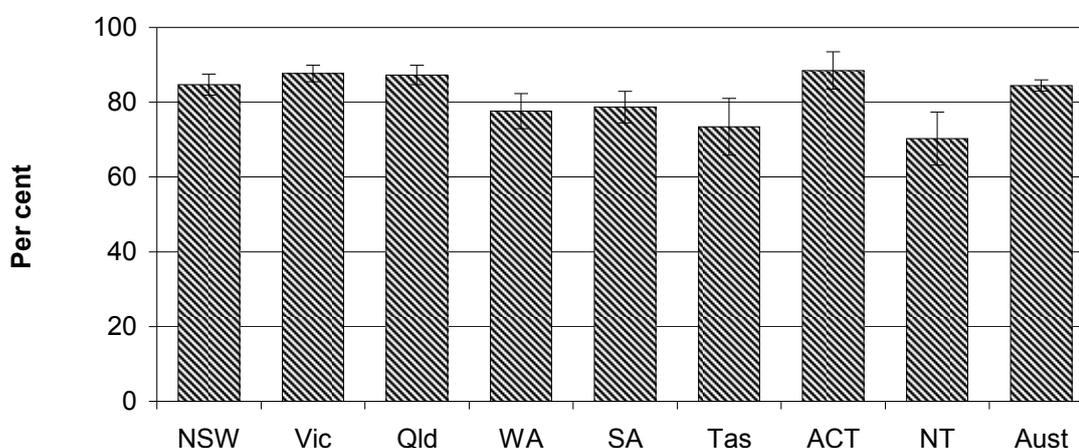
Source: ABS (unpublished) *National Aboriginal and Torres Strait Islander Social Survey* and *Survey of Education and Work*; table BA.28.

The proportion of the Indigenous population who have completed year 12 or equivalent, or gained a qualification at certificate level II or above are presented for 20-64 year olds in table BA.28. Similar data are also presented by socioeconomic status in table BA.29.

Completion of year 12 or equivalent, or certificate level III or above

Nationally in 2010 the proportion of 20-24 year olds who had achieved year 12 or a certificate III or above was 84.5 per cent. This figure varied across jurisdictions (figure B.16).

Figure B.16 **Proportion of 20-24 year olds who have achieved year 12 or equivalent or certificate III or above, 2010^{a, b, c, d}**



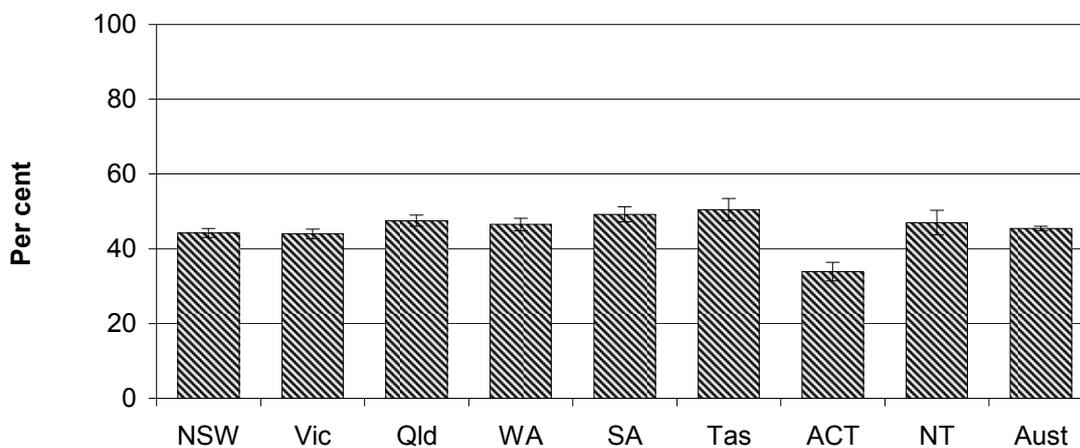
^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b People aged 20–24 years who have completed year 12 or certificate III or above includes certificate I or II nfd but excludes people with a certificate nfd and people whose level of non-school qualification could not be determined. ^c Proportions are determined using the number of students educated in the jurisdiction divided by the estimated resident population for the jurisdiction in the age group. In some cases students are educated in a different jurisdiction to their place of residence. These students are counted in their jurisdiction of education for the numerator (number of students educated in the jurisdiction) and their jurisdiction of residence for the denominator (estimated resident population). ^d The ABS Survey of Education and Work is not conducted in Indigenous communities in very remote areas, which affects the comparability of NT results as these communities account for around 15 per cent of the NT population.

Source: ABS (2010) *Education and Work, 2010*, Cat. no. 6227.0; table BA.30.

Population who do not have qualifications at or above certificate III (by Indigenous status)

Nationally 45.4 per cent of the population aged 20-64 years do not have a qualification at or above certificate III (figure B.17).

Figure B.17 Proportion of 20-64 year olds who do not have qualification at or above certificate III, 2010 ^a



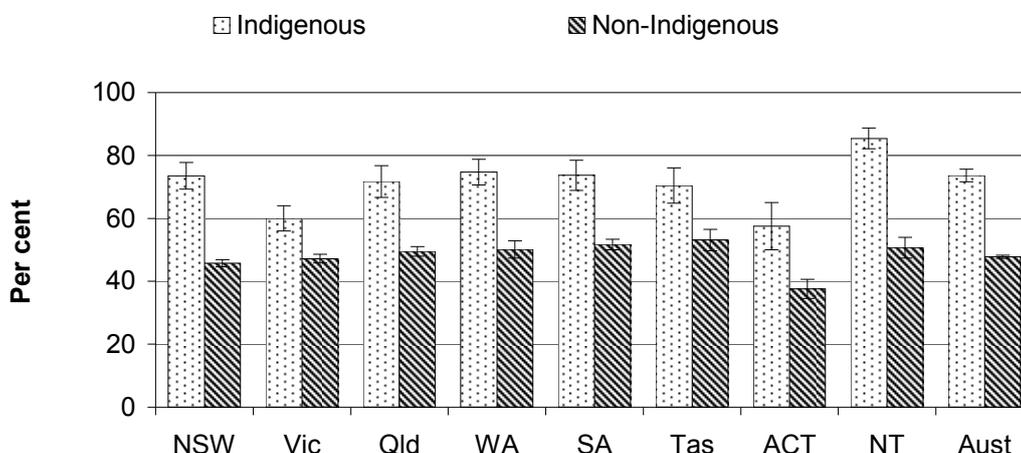
^a The ABS Survey of Education and Work is not conducted in Indigenous communities in very remote areas, which affects the comparability of NT results as these communities account for around 15 per cent of the NT population.

Source: ABS (2010) Education and Work, 2010, Cat. no. 6227.0; Table BA.31.

Additional age categories on the proportion of population who do not have qualifications at or above certificate III are also presented in table BA.31.

In 2008 Indigenous 20–64 year olds were more likely to be without qualifications at or above a certificate III than non-Indigenous 20–64 year olds (nationally, 73.6 per cent and 47.8 per cent respectively) (figure B.18).

Figure B.18 **Proportion of 20–64 year olds without qualifications at or above certificate III, by Indigenous status, 2008^{a, b, c, d, e}**



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b Certificate III or above includes certificate III, IV, diploma, advanced diploma, bachelor degree and above, based on ABS decision tree for determination of level of highest education attainment. ^c Data for Indigenous people are sourced from the ABS (unpublished) *National Aboriginal and Torres Strait Islander Social Survey*. ^d Data for non-Indigenous people are sourced from the ABS (unpublished) *Survey of Education and Work*. ^e The ABS *Survey of Education and Work* was not conducted in very remote areas in 2008 which affects the comparability of NT results as this accounts for 20 per cent of the NT population.

Source: ABS (unpublished) *National Aboriginal and Torres Strait Islander Social Survey* and *Survey of Education and Work*; table BA.32.

The proportions of 20-64 year olds without qualifications at or above certificate III by level of socioeconomic disadvantage (based on SEIFA IRSD), are presented in table BA.33. Nationally and in all jurisdictions, in 2010, 20-64 year olds from geographic areas of most socioeconomic disadvantage (SEIFA IRSD Quintile 1) were more likely to be without qualifications at or above a certificate III than 20-64 year olds from geographic areas of least socioeconomic disadvantage (SEIFA IRSD Quintile 5).

Data on the proportions of 25-29 year olds who have gained a post-secondary qualification at certificate III or above are shown in table BA.34.

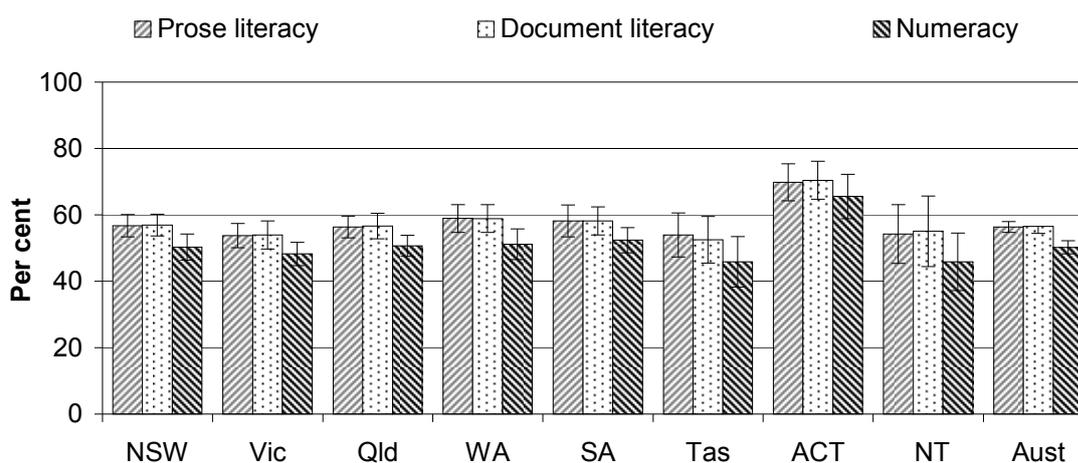
The proportions of the population with or working towards a post school qualification are presented by Indigenous status in table BA.35. Nationally in 2006, 35.3 per cent of 20-64 year olds had, or were working towards, a post school qualification at certificate III, IV, diploma or advanced diploma level. Non-Indigenous 20-64 year olds were more likely than Indigenous 20-64 year olds to have, or be working towards, a certificate III, IV, diploma or advance diploma (35.5 per cent and 25.6 per cent respectively).

Achievement at skill level 3 or above (prose, document and numeracy)

Data are sourced from the Australian Bureau of Statistics' *Adult Literacy and Life Skills Survey (ALLS)* (ABS 2008b). Skills were ranked on a scale from level 1 (lowest skill) to level 5 (highest skill), with level 3 considered 'the minimum level required for individuals to meet the demands of everyday life and work in the emerging knowledge-based economy'. Individuals with skills at level 1 or level 2 may be unable to effectively participate in education, the labour market, and/or the broader community.

Nationally in 2006, the proportion of people aged 15-64 years that scored level 3 or above were 56.4 per cent for prose literacy, 56.5 per cent for document literacy and 50.2 per cent for numeracy skills (figure B.19).

Figure B.19 Proportion of 15–64 year olds who have achieved at skill level 3 or above, 2006^{a, b}



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b The Adult Literacy and Life Skills sample does not include people from very remote areas, and is not designed to be representative of the Indigenous population. Consequently, data for the NT should be treated with caution as the proportion of the population who are Indigenous or live in very remote areas of the NT is greater than in other states and territories accounting for over 20 per cent of the population.

Source: ABS (2008 and unpublished) *Adult Literacy and Life Skills Survey 2006*, Cat. no. 4228.0; table BA.36.

The 2006 ALLS survey also found that:

- people who either did not complete schooling to year 12 (or equivalent) or spoke English as a second language comprised 83 per cent of those who did not have the minimum level of prose literacy skills to adequately meet the demands of everyday life (ABS 2008b)

-
- literacy levels tended to decrease with age from 25 years, with lower proportions of people in the older age groups attaining level 3 or higher (table BA.37).
 - fewer than half of 15–19 year olds (43.3 per cent) had the necessary numeracy skills to meet the demands of everyday life. A lower proportion of unemployed people than employed people had the necessary numeracy skills to meet the demands of everyday life (table BA.38).
 - the proportion of people with literacy levels to meet the demands of everyday life declined for those in the most socioeconomic disadvantaged areas (based on ABS SEIFA IRSD) (table BA.39)
 - people with a higher level of educational attainment had higher literacy and numeracy skills than people with a lower level of educational attainment (table BA.40).

Service-specific performance indicator frameworks

This section summarises information from the three Early childhood, education and training service specific indicator frameworks:

- children’s services (see chapter 3 for more detail)
- school education (see chapter 4 for more detail)
- vocational education and training (see chapter 5 for more detail).

Additional information is available to assist the interpretation of these results:

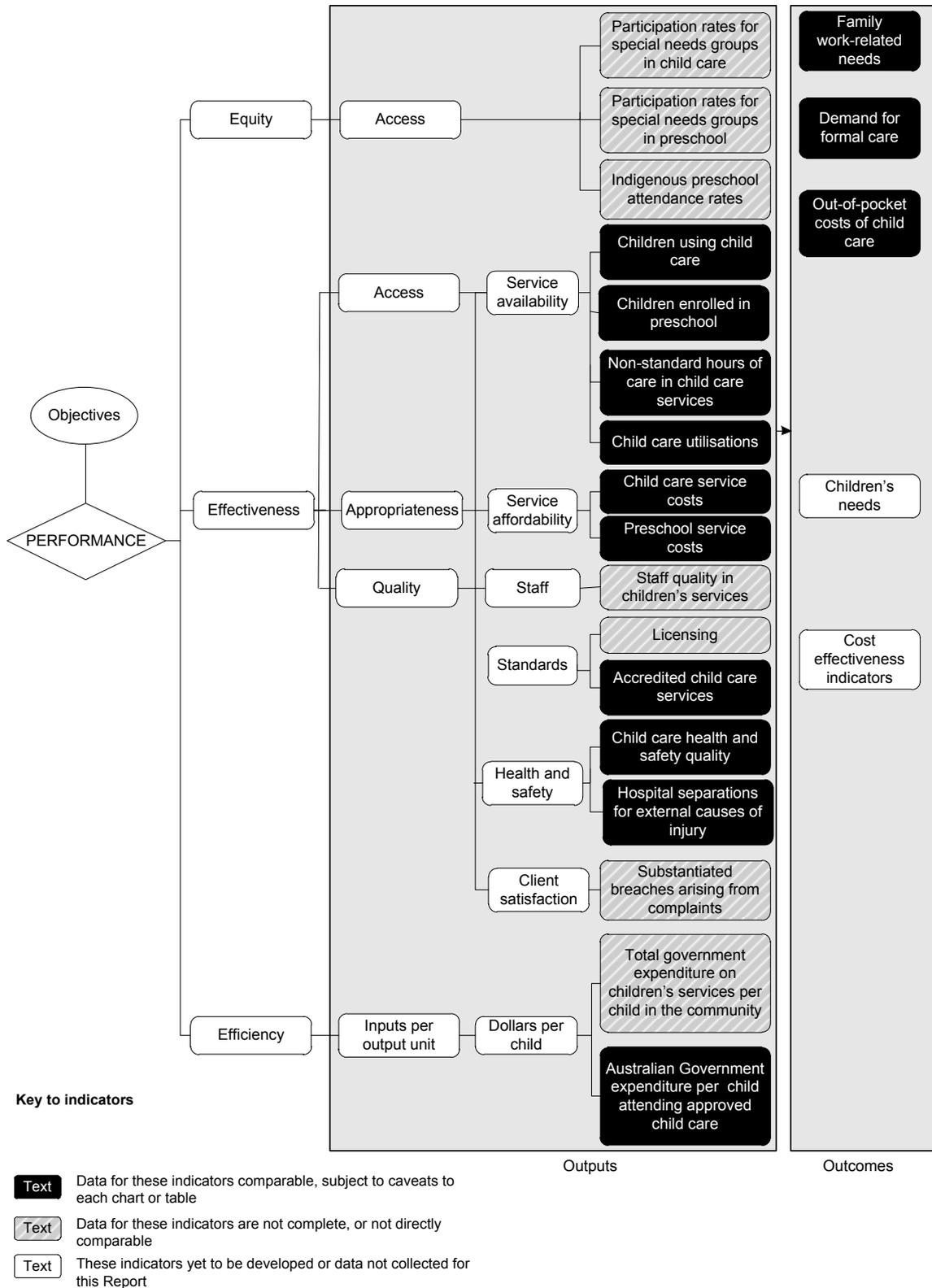
- indicator interpretation boxes, which define the measures used and indicate any significant conceptual or methodological issues with the reported information (chapter 3, 4 and 5)
- caveats and footnotes to the reported data (chapter 3, 4 and 5)
- additional measures and further disaggregation of reported measures (for example by Indigenous status, socioeconomic status and age (chapter 3, 4 and 5 and Attachment 3A, 4A and 5A)
- data quality information for several indicators, based on the ABS Data Quality Framework (chapter 3, 4 and 5 Data Quality Information).

A full list of attachment tables and available data quality information is provided at the end of chapters 3, 4 and 5.

Children's services

The performance indicator framework for children's services is presented in figure B.20. This framework provides comprehensive information on the equity, effectiveness, efficiency and the outcomes of children's services.

Figure B.20 Children's services performance indicator framework



An overview of the Children's services performance indicator results for the most recent period are presented in table B.1. Information to assist the interpretation of these data can be found in the indicator interpretation boxes in chapter 3 and the footnotes in attachment 3A.

Table B.1 Performance indicators for children's services^{a, b}

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	Source
Equity — Access indicators											
<i>Participation rates for special needs groups in child care</i>											
Data for this indicator are not directly comparable (chapter 3)											
Indigenous children (0-12 years), 2010											
in service	%	2.1	0.6	2.9	2.1	1.4	1.5	0.9	9.3	2.0	3A.15
community	%	4.4	1.2	6.5	5.9	3.6	7.0	2.4	43.4	1.7	
Children from non-English speaking backgrounds (0-12 years), 2010											
in service	%	19.7	17.2	6.5	9.8	7.8	3.2	13.1	11.0	13.7	3A.15
Community	%	23.2	21.7	11.9	15.5	13.7	7.2	16.2	36.8	18.8	
(2006)											
<i>Participation rates for special needs groups in preschool (Indigenous children 3-5 years), 2010-11</i>											
Data for this indicator are not directly comparable (chapter 3)–											
in service	%	5.1	1.4	6.8	8.8	6.3	6.3	4.6	42.9	5.4	3A.16
community	%	4.4	1.2	6.7	5.8	3.6	6.9	2.4	42.5	4.7	
<i>Indigenous preschool attendance rates</i>											
Data for this indicator are not directly comparable (chapter 3)											
<i>Enrolled children absent from non-government preschool, 2010-11</i>											
Indigenous	%	23.8	35.9	28.1	32.1	45.5	np	np	68.9	28.7	3A.18
Non-Indigenous	%	12.0	18.8	12.8	17.2	17.8	np	np	21.5	15.8	
Effectiveness — indicators											
<i>Children using child care (Australian and State and Territory government, 0-12 years), 2010-11</i>											
Data for this indicator are not directly comparable (chapter 3)											
	%	35.2	24.5	30.2	18.0	29.6	28.4	33.4	17.3	28.9	3A.11
<i>Children enrolled in preschool (year before full time school), 2010-11</i>											
Data for this indicator are comparable, subject to caveats (chapter 3)–											
	%	56.0	98.7	30.8	101.7	87.8	91.7	84.6	85.4	69.9	3A.13
<i>Non-standard hours of care in child care services</i>											
Data for this indicator are comparable, subject to caveats (chapter 3)											
LDC	%	88.6	96.8	95.7	89.4	95.4	88.5	86.4	81.9	92.0	3A.20
FDC	%	3.2	23.2	28.1	88.9	-	66.7	-	-	22.5	
Vacation	%	63.9	77.9	92.7	89.2	91.7	75.3	58.3	74.4	79.2	
OSH	%	33.5	26.6	41.9	34.3	36.7	26.8	18.2	31.7	33.0	
Occasional	%	5.1	-	30.0	22.2	-	33.3	-	-	9.4	
Other	%	16.7	12.5	22.7	50.0	-	50.0	-	-	20.9	
<i>Child care service costs, 2011</i>											
Data for this indicator are comparable, subject to caveats (chapter 3)											
LDC	\$/week	335	310	285	305	285	300	375	295	300	3A.23
FDC	\$/week	290	270	300	310	260	305	355	320	280	
<i>Preschool service costs (real median weekly cost) 2008</i>											
Data for this indicator are comparable, subject to caveats (chapter 3)											
	\$/week	64	19	50	2	6	np	np	6	28	3A.26

Table B.1 (continued)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	Source	
Staff quality in children's services											
Data for this indicator are not directly comparable (chapter 3)											
Paid primary contact staff employed by Australian Government approved child care services with a relevant formal qualification (at or above Certificate level III), 2011											
%	63.9	69.3	73.6	64.2	55.6	67.3	46.8	49.4	66.2	3A.29	
Accredited child care services											
Data for this indicator are comparable, subject to caveats (chapter 3)											
Accredited centres as a proportion of centres fully assessed under the Quality Improvement and Accreditation System, 2011											
%	95.6	94.0	94.5	92.2	95.2	96.9	98.9	88.1	94.8	3A.33	
Child care Health and safety quality											
Data for this indicator are comparable, subject to caveats (chapter 3)											
<i>Proportion of family day care schemes that achieved satisfactory or above ratings for NCAC health, hygiene, nutrition, safety and wellbeing quality area 2010-11</i>											
%	68.0	76.0	84.0	80.0	100.0	75.0	33.0	75.0	76.0	3A.34	
<i>Proportion of long day care centres that achieved satisfactory or above ratings for NCAC protective care and safety quality area, 2010-11</i>											
%	93.0	94.0	97.0	93.0	99.0	98.0	98.0	91.0	94.0	3A.34	
Hospital separations for external causes of injury (children aged 0-4 by place of occurrence), 2009-10											
Data for this indicator are comparable, subject to caveats (chapter 3)											
Children's service/school	%	1.9	2.4	2.0	1.8	2.3	3.1	5.2	2.0	2.1	3A.35
Home	%	35.4	26.7	46.1	31.6	46.2	36.7	26.3	23.0	36.3	
Other place	%	28.5	35.2	25.4	27.0	28.7	28.9	34.1	28.1	38.4	
Not specified	%	34.6	36.2	27.1	40.3	23.2	31.8	34.8	48.0	33.0	
Substantiated breaches arising from complaints, 2010-11											
Data for this indicator are not directly comparable (chapter 3)											
%	na	40.7	na	100.0	na	68.4	100.0	100	na		
		3A.58		3A.72		3A.86	3A.93	3A.100			
Efficiency indicators											
<i>Total government expenditure on children's services per child in the community (aged 0-12 years), 2010-11</i>											
Data for this indicator are not directly comparable (chapter 3)											
\$/child	1 325	1 370	1 539	1 365	1 796	1 725	1 920	2 805	1 455	3A.36	
										3A.37	
<i>Australian government expenditure per child attending approved child care services (aged 0-12 years), 2011</i>											
Data for this indicator are comparable, subject to caveats (chapter 3)											
\$/child attending	4 397	4 568	4 449	4 495	4 533	4 826	4 286	10 262	4 532	3A.38	

(continued)

Table B.1 (continued)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	Source	
<i>Family work related needs</i>											
Data for this indicator are comparable, subject to caveats (chapter 3)											
<i>Proportion of children aged 0-12 years in working families who required any/additional formal care for work related reasons but were unable to access this care, 2008</i>											
%	2.4	2.6	2.7	2.0	np	2.3	2.3	np	2.3	3A.39	
<i>Demand for formal care</i>											
Data for this indicator are comparable, subject to caveats (chapter 3)											
<i>Proportion of children aged under 12 years who required but were unable to access any/additional formal child care or preschool, 2008</i>											
%	3.7	3.8	3.7	3.3	2.5	3.4	3.1	4.5	3.6	3A.40	
<i>Out-of-pocket costs (families with two children in full time centre based long day care as a proportion of weekly disposable income for gross annual income \$75 000), 2011</i>											
Data for this indicator are comparable, subject to caveats (chapter 3)											
Before subsidy	%	50.8	46.6	42.3	46.7	43.1	44.8	56.2	43.8	46.1	3A.43
After subsidy	%	14.9	12.8	10.7	12.9	11.1	11.9	17.6	11.5	12.6	

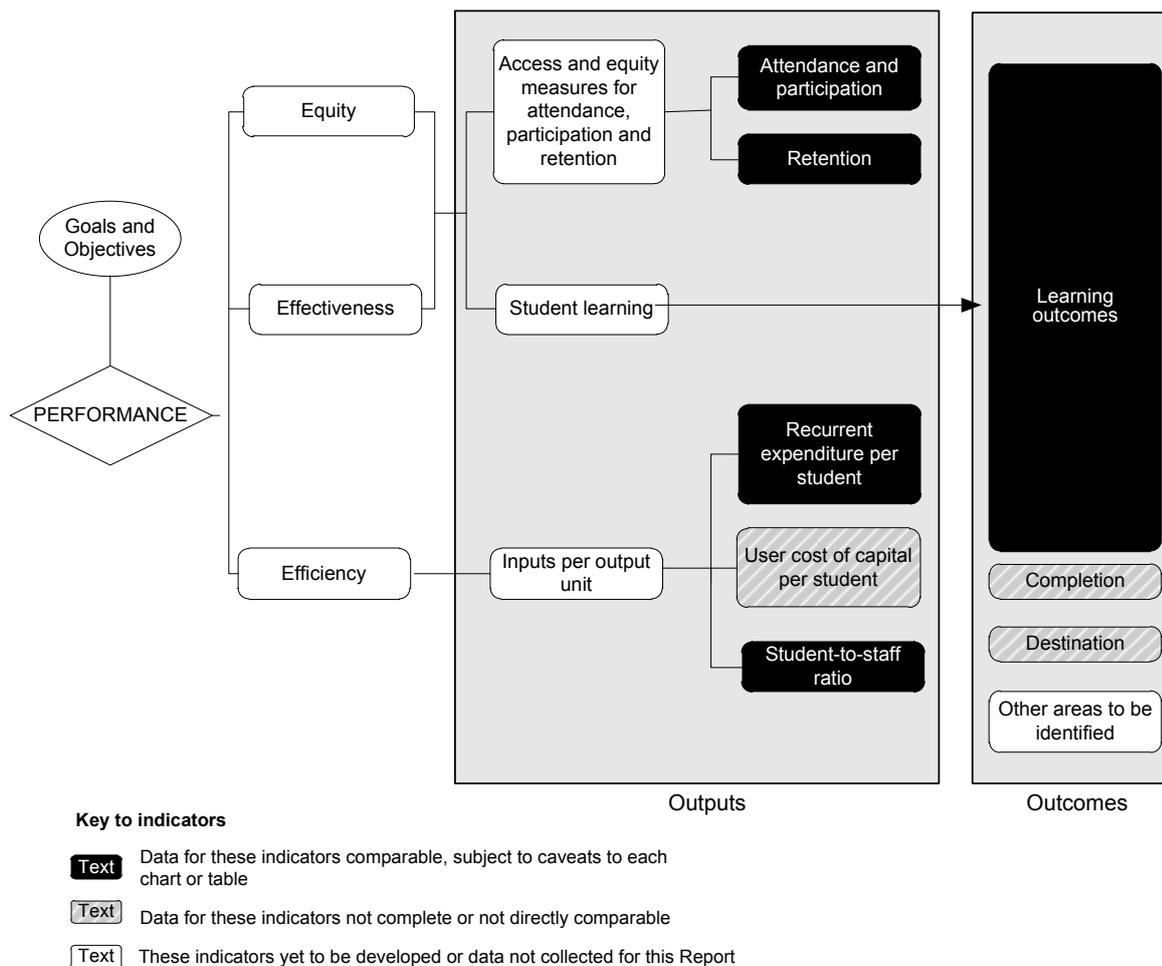
^a Caveats for these data are available in Chapter 3 and Attachment 3A. Refer to the indicator interpretation boxes in chapter 3 for information to assist with the interpretation of data presented in this table. ^b These data are derived from detailed data in Chapter 3 and Attachment 3A. **na** Not available. – Nil or rounded to zero. **np** Not published.

Source: Chapter 3 and Attachment 3A.

School education

The performance indicator framework for school education is presented in figure B.21. This framework provides comprehensive information on the equity, effectiveness, efficiency and the outcomes of school education.

Figure B.21 School education performance indicator framework



An overview of the school education performance indicator results for the most recent period are presented in table B.2. Information to assist the interpretation of these data can be found in the indicator interpretation boxes in chapter 4 and the footnotes in attachment 4A.

Table B.2 Performance indicators for school education^{a, b, c}

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>	<i>Source</i>
Equity — access indicators										
<i>Attendance and participation, 2010</i>										
This indicator has multiple measures and data comparability and completeness vary (chapter 4)										
Year 10 attendance rate, all students, government schools										
%	88	90	87	86	85	87	86	77	..	4A.110
Participation – proportion of all children aged 6-15 years enrolled in school										
%	98.5	99.3	98.6	98.4	99.7	99.9	109.6	93.5	98.9	4A.97
<i>Retention, 2010</i>										
Data for this indicator are comparable, subject to caveats (chapter 4)										
Apparent retention rate, year 7/8-10, full time secondary students, government schools										
%	99.8	101.9	102.4	102.7	102.4	101.0	104.0	91.1	101.3	4A.100
Apparent retention rate, year 10-12, full time students, government schools										
%	70.8	76.7	74.9	72.1	74.7	73.0	108.5	67.7	74.1	4A.103
Apparent retention rate, year 10-12, full time Indigenous students, government schools										
%	43.1	50.9	58.1	41.6	62.3	41.5	94.1	48.0	49.7	4A.103
Efficiency indicators										
<i>Recurrent expenditure per student, 2009-10</i>										
Data for this indicator are comparable, subject to caveats (chapter 4)										
Government expenditure per FTE student, government schools										
\$	14 123	13 001	14 148	17 854	13 909	14 251	18 003	21 087	14 380	4A.8
Government expenditure per FTE student, non-government schools										
\$	7 510	6 967	7 673	7 874	7 121	7 880	6 602	10 962	7 427	4A.9
Government recurrent expenditure on staff per FTE student in government schools										
\$	9 385	8 170	8 572	10 558	9 354	9 070	10 957	12 580	9 099	4A.12
<i>User cost of capital per student, 2009-10</i>										
Data for this indicator are not directly comparable (chapter 4)										
UCC per FTE student, government schools										
\$	1 733	1 865	2 558	3 328	1 329	1 340	3 267	1 873	2 089	4A.14
<i>Student-to-staff ratio, 2010</i>										
Data for this indicator are comparable, subject to caveats (chapter 4)										
Ratio of FTE students to FTE teaching staff, government primary schools										
no.	15.7	15.6	15.4	15.4	15.3	14.3	13.5	12.2	15.4	4A.17
Ratio of FTE students to FTE teaching staff, government secondary schools										
no.	12.5	11.8	12.6	11.2	13.0	13.1	11.5	11.0	12.3	4A.17

(continued)

Table B.2 (continued)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>	<i>Source</i>
Outcome indicators										
<i>Learning outcomes, 2010</i>										
Data for this indicator are comparable, subject to caveats (chapter 4)										
Reading performance – proportion of all year 3 students achieving at or above national minimum standard										
%	95.3 ±0.3	95.4 ±0.4	92.1 ±0.6	91.7 ±0.7	93.2 ±0.8	93.8 ±1.0	95.7 ±1.1	69.7 ±5.9	93.9 ±0.2	4A.31
Reading performance – proportion of Indigenous year 3 students achieving at or above national minimum standard										
%	85.5 ±1.6	87.0 ±2.5	77.4 ±2.2	67.4 ±3.5	74.9 ±4.6	87.7 ±4.8	83.0 ±9.0	43.0 ±6.5	75.1 ±1.7	4A.31
Reading performance – proportion of all year 9 students achieving at or above national minimum standard										
%	91.2 ±0.6	93.3 ±0.7	89.5 ±0.9	89.3 ±1.4	89.9 ±1.6	90.2 ±2.2	93.7 ±1.9	68.1 ±8.5	90.8 ±0.4	4A.31
Reading performance – proportion of Indigenous year 9 students achieving at or above national minimum standard										
%	71.2 ±2.2	76.6 ±3.8	65.8 ±3.0	54.7 ±4.6	58.6 ±6.0	79.8 ±5.8	84.0 ±10.4	32.1 ±8.5	64.2 ±1.9	4A.31
Numeracy performance – proportion of all year 3 students achieving at or above national minimum standard										
%	95.0 ±0.3	95.4 ±0.4	93.4 ±0.5	93.5 ±0.6	93.2 ±0.8	94.6 ±1.0	96.6 ±1.0	72.4 ±5.9	94.3 ±0.2	4A.59
Numeracy performance – proportion of Indigenous year 3 students achieving at or above national minimum standard										
%	83.9 ±1.7	86.5 ±2.4	79.7 ±2.5	73.7 ±3.0	75.8 ±4.8	89.0 ±3.7	84.4 ±9.5	46.1 ±6.5	76.6 ±1.7	4A.59
Numeracy performance – proportion of all year 9 students achieving at or above national minimum standard										
%	93.1 ±0.6	94.8 ±0.6	93.1 ±0.7	92.0 ±1.1	92.1 ±1.4	92.4 ±1.9	94.7 ±1.8	70.5 ±8.0	93.1 ±0.3	4A.59
Numeracy performance – proportion of Indigenous year 9 students achieving at or above national minimum standard										
%	74.9 ±2.5	80.9 ±3.5	74.5 ±2.9	63.7 ±4.6	66.1 ±6.2	84.9 ±6.0	83.1 ±8.9	36.3 ±8.0	70.4 ±1.9	4A.59

(continued)

Table B.2 (continued)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>	<i>Source</i>
Science literacy performance – proportion of year 6 students achieving at or above proficient standard, (2009)										
%	53.0	54.6	48.8	53.3	46.5	49.8	61.2	33.6	51.9	4A.73
	±5.0	±4.6	±3.8	±4.5	±5.0	±6.0	±4.8	±7.5	±2.2	
Civics and citizenship performance – proportion of year 6 students achieving at or above proficient standard										
%	57	56	41	51	48	54	64	32	52	4A.76
	± 4.5	± 5.9	± 5.9	± 5.8	± 5.5	± 4.7	± 5.5	± 6.2	± 2.4	
Civics and citizenship performance – proportion of year 10 students achieving at or above proficient standard										
%	61	47	40	44	35	39	50	35	49	4A.76
	±8.1	±6.7	±7.8	±7.4	±5.3	±5.2	±8.7	±7.5	±3.7	
<i>Completion, 2010</i>										
This indicator has multiple measures and data comparability and completeness vary (chapter 4)–										
Year 12 completion rate										
%	67	66	66	70	65	41	78	30	66	4A.106
VET in Schools – proportion of the population aged 15–19 years who successfully completed at least one Unit of Competency as part of a VET qualification at AQF Certificate II or above (2009)										
%	20.8	29.1	26.2	22.5	18.2	25.6	26.0	18.6	24.1	4A.109
<i>Destination, 2010</i>										
Data for this indicator are not directly comparable (chapter 4)–										
Proportion of year 12 students attending further education ^d										
%	75.0	73.2	45.8	53.8	54.9	53.5	64.8	43.4	63.7	4A.108
	±7.3	±7.2	±8.9	±15.9	±13.2	±18.7	±16.0	±26.9	±4.4	

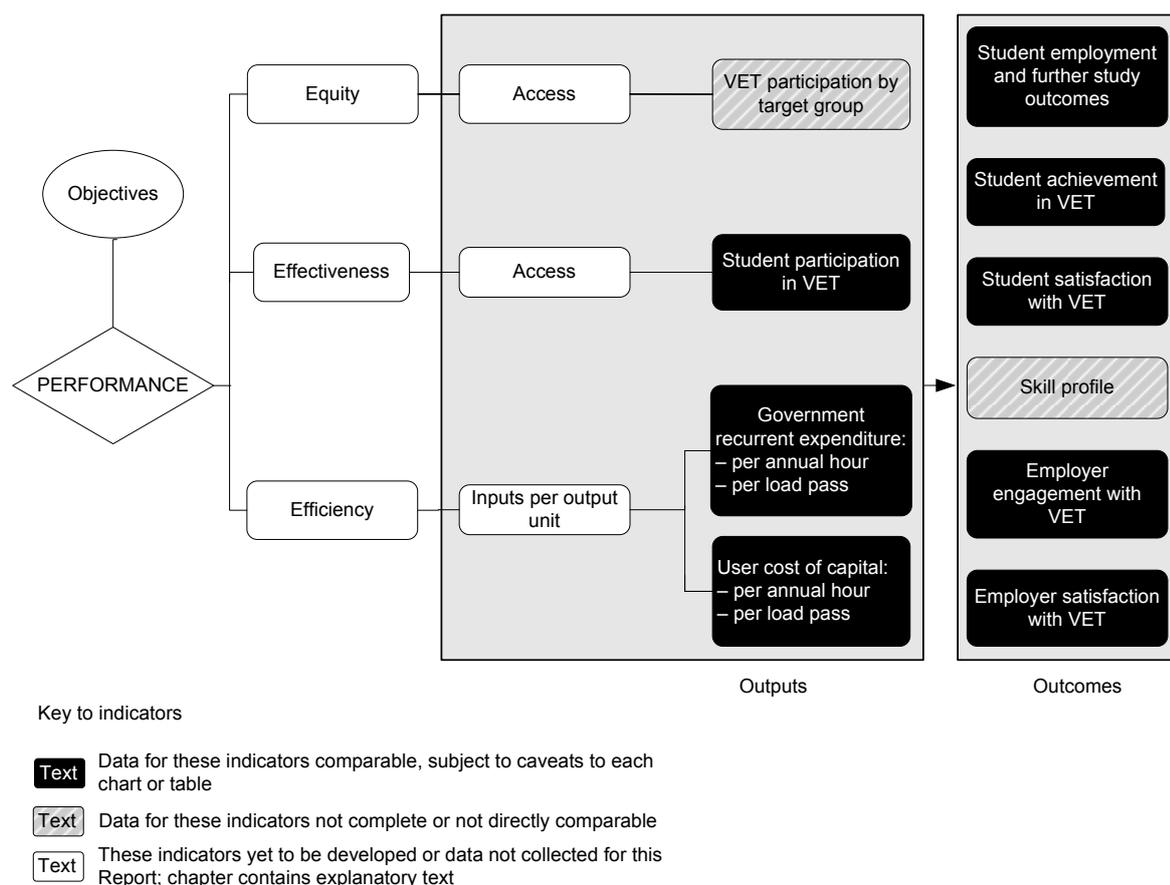
FTE = Full time equivalent. ^a Caveats for these data are available in Chapter 4 and Attachment 4A. Refer to the indicator interpretation boxes in chapter 4 for information to assist with the interpretation of data presented in this table. ^b These data are derived from detailed data in Chapter 4 and Attachment 4A. ^c Some percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). ^d Estimates in italics have relative standard errors greater than 25 per cent and should be used with caution. – Nil or rounded to zero. ... Not applicable.

Source: Chapter 4 and Attachment 4A.

Vocational education and training

The performance indicator framework for VET is presented in figure B.22. This framework provides comprehensive information on the equity, effectiveness, efficiency and the outcomes of VET.

Figure B.22 VET performance indicator framework



An overview of the VET performance indicator results for the most recent period are presented in table B.3. Information to assist the interpretation of these data can be found in the indicator interpretation boxes in chapter 5 and the footnotes in attachment 5A.

Table B.3 Performance indicators for VET^{a, b, c}

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>	<i>Source</i>
Equity — access indicators										
<i>Participation in government funded VET by target groups</i>										
Data for this indicator are not directly comparable (chapter 5)										
Participation rate for Indigenous Australians aged 15-64 years (2010)										
%	26.8	21.0	14.5	23.3	24.5	11.0	21.5	20.1	20.9	5A.10
Effectiveness indicators										
<i>Participation in government funded VET</i>										
Data for this indicator are comparable, subject to caveats (chapter 5)										
Participation rate for the population aged 15-64 years (2010)										
%	9.3	8.9	7.4	8.9	8.8	9.1	9.6	12.4	8.8	5A.9
Efficiency indicators										
<i>Government recurrent expenditure per government funded annual hour (2010)</i>										
Data for this indicator are comparable, subject to caveats (chapter 5)										
\$	11.92	10.85	14.81	13.10	13.76	15.55	16.71	25.22	12.61	5A.19
<i>Government recurrent expenditure per government funded load pass (2010)</i>										
Data for this indicator are comparable, subject to caveats (chapter 5)										
\$	15.34	14.05	17.60	16.57	16.04	19.95	20.64	33.17	15.90	5A.20
<i>User cost of capital per government funded annual hour (2010)</i>										
Data for this indicator are comparable, subject to caveats (chapter 5)										
\$	1.94	1.88	2.43	1.85	2.19	2.43	4.84	3.57	2.08	5A.21
<i>User cost of capital per government funded load pass (2010)</i>										
Data for this indicator are comparable, subject to caveats (chapter 5)										
\$	2.50	2.43	2.89	2.34	2.56	3.12	5.99	4.70	2.63	5A.24
Outcome indicators										
<i>Student employment and further study outcomes</i>										
Data for this indicator are comparable, subject to caveats (chapter 5)										
Proportion of government funded VET graduates who were employed and/or continued on to further study in 2010 after completing their course in 2009										
%	85.8	88.0	82.6	88.8	84.2	87.3	93.6	85.0	86.1	5A.25
	±1.3	±1.3	±1.5	±1.3	±3.0	±2.2	±2.1	±3.0	±0.6	
<i>Student achievement in VET</i>										
Data for this indicator are comparable, subject to caveats (chapter 5)										
Load pass rate (government funded VET) (2010)										
%	79.0	78.2	87.5	79.8	86.8	79.0	82.6	76.6	80.7	5A.53

(continued)

Table B.3 (Continued)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>	<i>Source</i>
<i>Student satisfaction in VET</i>										
Data for this indicator are comparable, subject to caveats (chapter 5)										
Proportion of government funded VET graduates who were satisfied with the quality of their completed VET course (2010)										
%	89.5	87.3	89.2	89.0	90.2	88.8	87.9	89.7	88.8	5A.68
	±1.2	±1.2	±1.2	±1.3	±2.2	±2.1	±3.0	±2.6	±0.6	
<i>Skill profile</i>										
This indicator has multiple measures and data comparability and completeness vary (chapter 5)										
Annual change in the number of qualifications completed (2008 to 2009) by government and non-government funded VET students										
%	9.8	11.3	16.2	14.3	10.8	6.3	32.6	18.7	12.0	5A.79
<i>Proportion of employers who were engaged with the VET system in the last 12 months (2009) — Engagement with formal vocational qualification as a job requirement</i>										
Data for this indicator are comparable, subject to caveats (chapter 5)										
%	36.9	34.8	30.5	34.2	28.9	30.2	36.7	41.7	34.2	5A.95
	±4.4	±4.5	±4.3	±5.0	±5.7	±5.7	±5.0	±6.7	±2.2	
<i>Proportion of employers who were engaged with the VET system in the last 12 months, and were satisfied with VET in meeting their skill needs (2009) — Satisfaction with formal vocational qualifications as a job requirement</i>										
Data for this indicator are comparable, subject to caveats (chapter 5)										
%	81.3	84.5	83.6	87.2	85.2	86.9	79.6	83.9	83.4	5A.96
	±6.1	±5.5	±6.3	±5.5	±7.8	±5.8	±7.1	±7.2	±3.0	

^a Caveats for these data are available in Chapter 5 and Attachment 5A. Refer to the indicator interpretation boxes in chapter 5 for information to assist with the interpretation of data presented in this table. ^b These data are derived from detailed data in Chapter 5 and Attachment 5A. ^c Some percentages reported in this table include 95 per cent confidence intervals (for example, 80 per cent ± 2.7 per cent).

Source: Chapter 5 and Attachment 5A.

B.3 Cross-cutting and interface issues

Experiences of children in the early years has consequences right through the course of their lives. Learning and development during childhood and the quality of a child's earliest environments are crucial in shaping their development and has consequences for overall wellbeing and connection with the wider community in later life (AIHW 2011; AEDI 2011).

Research suggests that for the individual an increased level of educational attainment is associated with benefits such as improved employment prospects, higher social status and better health outcomes (Murray 2009).

Ongoing investigation of cross-cutting issues might allow improved reporting for ECET services as a whole.

B.4 Future directions

This ECET sector summary will continue to be developed in future reports. In particular, data developments spanning ECET services will be considered.

The Children's services, School education and Vocational education and training chapters contain a service-specific section on future directions in performance reporting.

Review of National Agreements and National Partnership Agreements

COAG has agreed to progress the recommendations of the Heads of Treasuries (HoTs) Review of National Agreements, National Partnerships and Implementation Plans and reports of the COAG Reform Council (CRC). A working group, led by Senior Officials from First Ministers' and Treasury agencies, will review the performance frameworks of a limited number of agreements, including the *National Education Agreement* and the *National Agreement on Skills and Workforce Development*. The reviews will be concluded by June 2012. The recommendations of the review of these agreements will be considered by the Steering Committee and may be reflected in future reports.

B.5 List of attachment tables

Attachment tables are identified in references throughout this sector summary by a 'BA' prefix (for example, table BA.1). Attachment tables are available on the Review website (www.pc.gov.au/gsp).

Table BA.1	Australian, State and Territory government real recurrent expenditure on child care services, (2009-10 dollars)
Table BA.2	Australian, State and Territory (including local) government real expenditure on education, (2009-10 dollars)
Table BA.3	Total government real expenditure on education, by purpose (\$ million) (2009-10 dollars)
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Table BA.5	Level of highest non-school qualification, or school year completed for those without a non-school qualification, people aged 15–64 years, by labour force status, 2010
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Table BA.7	Language and cognitive skills as children enter school, 2009

Table BA.8	Children engaged in informal reading learning activities, 2008
Table BA.9	Participation in education and training, by sector, 2010
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Table BA.14	Applications to enrol in an educational institution, people aged 15–19 years
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Table BA.20	Higher education participation by selected groups
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Table BA.27	People who have completed year 12 or equivalent or gained a qualification at certificate level II or above, by selected age groups (per cent)
Table BA.28	Proportion of people who have completed year 12 or equivalent or gained a qualification at certificate level II or above, by Indigenous status, 2008
Table BA.29	Proportion of population having attained at least a year 12 or equivalent or certificate II or above, by SES based on SEIFA IRSD, 2010
Table BA.30	Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Certificate III or above, 2010
Table BA.31	Proportion of 20–64 year old population who do not have qualifications at or above certificate III, 2010
Table BA.32	Proportion of 20–64 year old population who do not have qualifications at or above certificate III, by Indigenous status, 2008
Table BA.33	Proportion of 20–64 year old population who do not have qualifications at or above certificate III, 2010 (by SES based on SEIFA IRSD)

Table BA.34	Proportion of 25–29 year olds who have gained a post-secondary qualification at certificate III or above
Table BA.35	Proportion of 20–64 year old population with or working towards post school qualification in certificate III, IV, diploma and advanced diploma, by Indigenous status, 2006
Table BA.36	Proportion of 15–64 year olds who achieved at skill level 3 or above, 2006
Table BA.37	Proportion of 15–64 year olds at level 3 or above for prose and document literacy skills, by age
Table BA.38	Proportion of 15–64 year olds at level 3 or above for numeracy, by age and employment status, 2006
Table BA.39	Proportion of people aged 15–64 years at literacy levels 3 and above by SES, Australia (SES based on SEIFA IRSD), 2006
Table BA.40	Proportion of people aged 15–64 years at literacy level 3 and above, by SES, Australia (SES based on highest level of educational attainment), 2006

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3 Children's services

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Attachment tables

Attachment tables are identified in references throughout this chapter by a '3A' prefix (for example, table 3A.1). A full list of attachment tables is provided at the end of this chapter, and the attachment tables are available from the Review website at www.pc.gov.au/gsp.

Children's services aim to meet the care, education and development needs of children. In this chapter, child care services are those provided to children aged 0–12 years, usually by someone other than the child's parents or guardian. Preschool services are provided to children, mainly in the year or two before they begin full time schooling.

Most of the data in this chapter relate to services that are supported by the Australian, State and Territory governments and provided for children aged 0–12 years. Local governments also plan, fund and deliver children's services. Due

to data limitations, the only local government data included are where Australian, State and Territory government funding and/or licensing are involved.

The major improvements to reporting on children's services this year include:

- refinement of the presentation of indicators and measures reported, including specification as to whether the indicator relates to child care or preschool or both
- an additional measure on children using child care indicator — average hours of attendance at Australian Government approved child care
- inclusion of contextual information on integrated children's services, and
- inclusion for the first time of new data quality information (DQI) documentation for the indicators 'children using child care' and 'children enrolled in preschool'.

3.1 Profile of children's services

Service overview

Children's services are provided using a variety of service delivery models that can be grouped into the following six broad categories.

Centre-based long day care — centre based child care services providing all-day or part-time care for children (services may cater to specific groups within the general community). Long day care primarily provides services for children aged 0-5 years. Some long day care may also provide preschool and kindergarten programs and care for school children before and after school and during school holidays, where State and Territory government regulations allow this. The service may operate from stand-alone or shared premises, including those on school grounds.

Family day care — comprises services providing small group care for children in the home environment of a registered carer. Care is primarily aimed at children aged 0-5 years, but primary school children may also receive care before and after school, and during school holidays. Educators work in partnership with scheme management and coordination unit staff.

Occasional care — comprises services usually provided at a centre on an hourly or sessional basis for short periods or at irregular intervals for parents who need time to attend appointments, take care of personal matters, undertake casual and part time employment, study or have temporary respite from full time parenting. These services provide developmental activities for children, and are aimed primarily at

children aged 0-5 years. Centres providing these services usually employ a mix of qualified and other staff.

Preschool — comprises services that deliver early childhood education programs provided by a qualified teacher that are aimed at children in the year before they commence full time schooling, although different starting ages occur across jurisdictions. Preschool program names and starting ages for each State and Territory are presented in table 3.1.

Table 3.1 Preschool programs in Australia

<i>State/Territory</i>	<i>Program name</i>	<i>Age of entry</i>
NSW	Preschool	Generally aged 3 and 4
Victoria	Kindergarten	4 by 30 April
Queensland	Kindergarten and Pre-Preparatory	4 by 30 June
Western Australia	Kindergarten	4 by 30 June
South Australia	Preschool and Kindergarten	Entry after 4th birthday
Tasmania	Kindergarten	4 by 1 January
Australian Capital Territory	Preschool	4 by 30 April
Northern Territory	Preschool	4 by 30 June, or 3 for Indigenous children in remote areas

Source: State and Territory governments (unpublished); table 3A.1.

Outside school hours care — comprises services that provide care for school aged children before school, after school, during school holidays and on pupil free days. Outside school hours care may use stand-alone facilities, share school buildings and grounds and/or share facilities such as community halls.

Other services — comprise government funded services to support children with additional needs or in particular situations (including children from an Indigenous or non-English speaking background, children with disability or of parents with disability, and children living in regional and remote areas). ‘Other services’ include in-home care where an approved carer provides care in the child’s home.

Roles and responsibilities

The Australian Government and the State and Territory governments have different, but complementary roles in supporting children’s services. Both levels of government contribute funding to services, provide information and advice to parents and service providers, and help plan, set and maintain operating standards.

The Australian Government's roles and responsibilities for child care include:

- paying Child Care Benefit (CCB) to eligible families using approved child care services or registered carers
- paying Child Care Rebate (CCR), formerly the Child Care Tax Rebate (CCTR), to eligible families using approved child care services
- providing funding to State and Territory governments to support the achievement of universal access to early childhood education
- funding the National Childcare Accreditation Council (NCAC) to administer quality assurance systems for child care services (until 31 December 2011 when the NCAC ceased operation). The National Quality Framework (NQF) for Early Childhood Education and Care replaced the NCAC and commenced on 1 January 2012.
- funding organisations to provide information, support and training to service providers
- providing operational and capital funding to some providers.

State and Territory governments' roles and responsibilities vary across jurisdictions. Generally, State and Territory governments are responsible for funding and/or providing preschool services. Other roles and responsibilities can include:

- providing a legislative framework in which child care services are provided
- licensing and setting standards for children's services providers
- monitoring and resourcing licensed and/or funded children's services providers
- providing operational and capital funding to non-government service providers
- delivering services directly (especially preschool services)
- developing new child care and preschool services
- providing information, support, training and development opportunities for children's services providers
- providing curriculum and policy support and advice, as well as training and development for management and staff
- planning to ensure the appropriate mix of services is available to meet the needs of the community
- providing information and advice to parents and others about operating standards and the availability of services
- providing dispute resolution and complaints management processes.

The arrangements for departmental responsibility for early childhood education and care vary across State and Territory governments. There are also differences across states and territories for early childhood education program names and starting ages. Table 3A.1 shows basic information on child care and preschool education programs, such as agency responsibility, program names and starting ages.

The Australian Government and State and Territory governments are working cooperatively to undertake national reforms in the area of early childhood education and care. Through the Council of Australian Governments (COAG), governments have endorsed a number of major funding agreements and initiatives as part of a wider early childhood reform agenda (box 3.1).

Box 3.1 The COAG Early Childhood Reform Agenda

The main COAG national reform initiatives that are linked specifically to early childhood development, education and care include:

- the *National Early Childhood Development Strategy – Investing in the Early Years* that is a collaboration between the Australian, State and Territory governments. The strategy broadly covers children from before birth to 8 years of age, and aims to improve outcomes for all children and their families, including reducing inequalities in outcomes between groups of children. The strategy, endorsed by COAG in July 2009, includes a range of long term national reform initiatives in the areas of education and care, health, protection, family support and housing that seek to improve early childhood outcomes
- the *National Partnership Agreement on Early Childhood Education* that aims to achieve universal access to quality early childhood education for all children in the year before full time school by 2013. These reforms are being implemented progressively from 2009–2013
- the *National Indigenous Reform Agreement* that includes a target to ensure all Indigenous children aged 4 years in remote communities have access to early childhood education by 2013. These reforms are being implemented progressively from 2009–2013
- the *National Partnership Agreement on Indigenous Early Childhood Development* that aims to establish 35 new Children and Family Centres (CFCs). The locations for 38 CFCs have been agreed, exceeding the original target of 35. These reforms are being implemented progressively until June 2014
- national workforce initiatives to improve the quality and supply of the early childhood education and care workforce

(Continued next page)

Box 3.1 (Continued)

- the *National Partnership Agreement on the National Quality Agenda for Early Childhood Education and Care*. This incorporates a *National Quality Framework (NQF) for Early Childhood Education and Care* that commenced on 1 January 2012. The NQF will incorporate a new *National Quality Standard* to ensure high quality and consistent early childhood education and care across Australia, including streamlined regulatory approaches, an assessment and rating system and an *Early Years Learning Framework* and a *Framework for School Age Care*.

The Australian Government will implement these changes in partnership with each of the State and Territory governments.

Source: COAG (2009a and 2009b); Department of Education, Employment and Workplace Relations (DEEWR) (unpublished).

Quality of care

Governments seek to ensure that children's services provide a satisfactory quality of care, through:

- licensing, quality assurance, measuring performance against standards, and funding linked to outcomes
- providing curriculum and policy support and advice
- training and development of management and staff.

Licensing

Providers of children's services must meet legislative and regulatory requirements regarding safety standards, staff qualifications, child/staff ratios, health and safety requirements, and child development to obtain a licence to operate. State and Territory governments set the requirements, monitor performance and administer licences.

The Australian, State and Territory governments have jointly developed national standards for centre-based long day care, family day care and outside school hours care services. These standards express a national view about the level of care all Australians can expect from the different models of child care services available to them. The extent of implementation of these standards varies across jurisdictions.

Under the National Quality Framework (NQF) for Early Childhood Education and Care a new National Quality Standard and new national regulation applied from 1 January 2012 to long day care, family day care, outside school hours care services and preschools. There may be a small number of services that continue to be

licensed by relevant jurisdiction legislation, for example mobile preschools. A legislative framework supports the introduction of this aspect of the NQF in each State and Territory with a uniform national system using a cooperative legislative model. Box 3.15 provides additional information on the NQF.

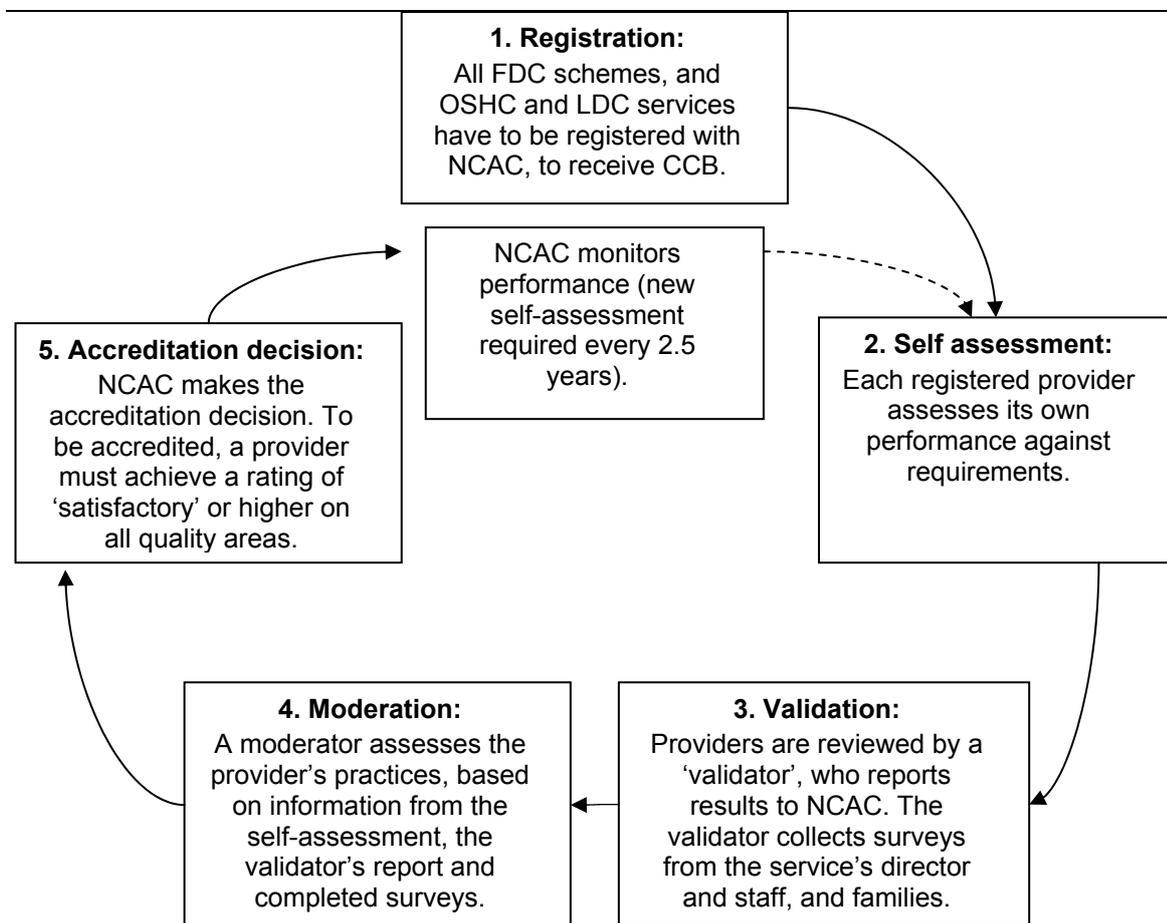
Quality assurance

The Australian Government has implemented quality assurance systems for centre-based long day care services, family day care services and outside school hours care services. To be eligible to offer CCB as a fee reduction to parents and for some services to obtain funding support, child care services must register and participate satisfactorily in quality assurance systems. Quality assurance is designed to build on and complement the State and Territory government licensing requirements (where these exist).

The broad objective of the quality assurance systems is to ensure that children in care have stimulating, positive experiences and interactions that nurture all aspects of their development. Quality assurance systems do this by defining quality child care, providing a way to measure the quality of care provided by the service, and identifying areas for ongoing quality improvement. Services participating in the quality assurance system are required to progress through a five step accreditation process, outlined in figure 3.1.

The current quality assurance system ceased on 31 December 2011 and was replaced by the new National Quality Framework (NQF) on Early Childhood Education and Care from 1 January 2012. Box 3.15 provides additional information on the NQF.

Figure 3.1 **Accreditation process for quality assurance systems administered by the National Childcare Accreditation Council^a**



FDC = Family Day Care schemes. **OSHC** = Outside School Hours Care. **LDC** = Long Day Care services. **CCB** = Child Care Benefit payments.

^a The accreditation process for quality assurance systems administered by the National Childcare Accreditation Council ceased on 31 December 2011.

Source: adapted from National Child Care Accreditation Council (NCAC) *Outside School Hours Care Quality Assurance: Technical information about the Accreditation Decision Process*, August 2004; NCAC *Quality Improvement and Accreditation System: Technical Information about the Accreditation Decision Process*, August 2004; NCAC *Family Day Care Quality Assurance: Technical Information about the Accreditation Decision Process*, July 2005.

Funding performance standards and outcomes

State and Territory governments impose varying performance requirements for funding children's services. These requirements can include:

- the employment of higher qualified staff than required by licensing or minimum standards
- self assessment of quality

-
- a demonstration of the delivery of quality educational and recreational programs.

Funding

Total Australian, State and Territory government expenditure on children's services was \$5.4 billion in 2010-11, compared with \$5.0 billion (in real terms) in 2009-10. Nationally, real expenditure increased by 56.7 per cent (\$1.9 billion) between 2006-07 and 2010-11 (table 3A.3).

Australian Government expenditure accounted for 80.0 per cent (\$4.3 billion) of total government expenditure on children's services in 2010-11 (tables 3A.3 and 3A.4). State and Territory government expenditure on children's services in 2010-11 was \$1.1 billion (table 3A.5). Total Australian, State and Territory government expenditure reporting on children's services is also available by jurisdiction (tables 3A.3-5, 3A.45, 3A.52, 3A.59, 3A.66, 3A.73, 3A.80, 3A.87 and 3A.94).

In 2010-11, the provision of preschool services accounted for the largest proportion of total State and Territory government expenditure across all children's services models (84.9 per cent, or \$911.0 million) (table 3A.5).

The Australian Government provides supplementary funding to support the participation of Indigenous children in eligible preschool programs. In 2010, \$13.0 million was provided on a per person and project basis to 1538 government and non-government preschools. The funding covered 9707 full time equivalent Indigenous preschool enrolments (DEEWR unpublished).

Size and scope

Services by management type

Children's services are managed by governments (State, Territory and local), the community sector, the private sector and non-government schools. The management structure of services indicates the involvement of these sectors in the direct delivery of children's services. Data on the management type of child care services need to be interpreted with care because data are incomplete and the scope of data collection varies across jurisdictions. Available data on the management type of preschool services are more complete than those for child care services, and indicate considerable variation across jurisdictions (table 3.2).

Table 3.2 Proportion of State and Territory licensed and/or registered children's services, by management type, 2010-11 (per cent)^{a, b}

	NSW	Vic ^c	Qld	WA	SA ^d	Tas ^e	ACT	NT ^f
<i>Child care</i>								
Community managed	26.2	47.1	29.9	18.5	42.7	48.9	72.3	66.3
Private	72.1	39.8	57.0	79.0	32.4	31.1	18.8	20.0
Non-government schools	na	2.5	9.3	–	–	5.6	8.9	13.8
Government managed	1.7	10.6	3.8	2.5	24.8	14.4	–	–
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
<i>Preschool</i>								
Community managed	52.8	74.6	85.7	na	4.5	–	na	na
Private	40.2	0.9	1.4	na	na	–	na	na
Non-government schools	na	5.6	5.1	na	na	27.0	12.9	3.3
Government managed	7.0	18.9	7.7	100.0	95.5	73.0	87.1	96.7
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

^a Includes all Australian, State and Territory government supported services. ^b Management type relates to the legal status of the preschool or child care and does not relate to whether the provider is a for-profit or not-for-profit organisation. ^c All government managed preschools in Victoria are managed by local government. ^d The majority of government managed child care services in SA are small occasional care programs attached to government preschools. ^e Preschools in Tasmania include funded non-government preschools. ^f Government preschool services in the NT are directly provided by the Department of Education and Training, but a range of management functions are devolved to school councils and parent management committees. **na** Not available. – Nil or rounded to zero.

Source: State and Territory governments (unpublished); tables 3A.50, 3A.57, 3A.64, 3A.71, 3A.78, 3A.85, 3A.92 and 3A.99.

Child care services

It is necessary to distinguish between the number of child care places provided and the number of children who attend services, because of the episodic nature of some services. For example many children attend on a part time basis, for some sessions or on some days, so it is possible for one place to accommodate more than one child. Therefore, it is difficult to measure accurately how many children access multiple services.

There is no limit to the number of places in Australian Government approved child care services and for most State and Territory government child care services. Data on places should be considered as only indicative of service capacity.

Data are not available on the total number of Australian Government supported child care places due to the unreliability of these data, although the Australian Government supported at least 335 395 centre-based long day care places in 2011 (table 3A.8). Data on the number of child care places supported by State and

Territory governments are presented in tables 3A.46, 3A.53, 3A.60, 3A.67, 3A.74, 3A.81, 3A.88 and 3A.95.

In the March quarter of 2011, 945 534 children aged 12 years or younger attended Australian Government approved child care services (table 3A.9). There were 117 615 children attending State and Territory funded and/or provided child care services (table 3A.11).

Child care usage throughout the year is not consistent as children enter and leave care at different points of the year, depending on the child's situation. The number of children that have utilised child care across a given year is greater than the number collected at any point in time. Child care flow data counted across an entire year illustrate the variability of child care usage. For example, in the 2010 calendar year there were over 1.1 million children aged 12 years or younger attending Australian Government approved child care services (DEEWR unpublished), compared with 874 335 in the March quarter of 2010 (table 3A.9).

Preschool services

Preschools provide a range of educational and developmental programs (generally on a sessional basis) to children in the year or two years before they commence full time schooling. The age from which children can attend preschool varies across jurisdictions and information for each State and Territory is presented in table 3.1.

This disparity in the age from which children can access preschool services reduces the comparability of preschool data across jurisdictions. Data on the age of children enrolled in preschool are presented in this chapter, and to improve comparability, data are also presented for:

- children enrolled in preschool in the year or two years before they commence full time schooling (these data are generally presented on a comparable basis for all jurisdictions)
- younger children enrolled in preschool services.

There is no limit to the number of places in most State and Territory government funded and/or provided preschool services. Data on services should be considered as only indicative of service capacity. Data on the number of preschool places are presented in tables 3A.46, 3A.53, 3A.60, 3A.67, 3A.74, 3A.81, 3A.88 and 3A.95.

In 2010-11, 224 699 children were enrolled in State and Territory government funded and/or provided preschool services. The majority (88.7 per cent, or

199 365 children) were to begin full time schooling the following year (table 3A.13). Incomplete data on preschool attendance are available for reporting.

The difference between the number of places and the number of children enrolled in preschool is largely due to more than one child being able to fill one place, as many children attend preschool services on a part time basis in some jurisdictions.

Non-government preschools

Non-government preschools deliver preschool programs and can be managed by entities from the community sector, the private sector or the non-government schools sector.

Non-government preschool programs can be delivered in stand alone preschools, non-government schools, government schools and child care centres (for example, long day care centres). Non-government preschools are required by State and Territory governments to be licensed and/or registered, and licensing and registration arrangements vary across jurisdictions.

Non-government preschool programs that are government funded are within the scope of this chapter (table 3.3).

Table 3.3 Characteristics of non-government preschools in receipt of government funding, 2011

	NSW	Vic	Qld ^a	WA	SA	Tas	ACT ^b	NT ^c
<i>Management type</i>								
Community sector	✓	✓	✓	✓	✓	✓	x	x
Private sector	✓	✓	✓	✓	x	x	x	x
Non-government schools sector	✓	✓	✓	✓	na	✓	x	✓
<i>Service delivery setting</i>								
Stand alone preschools	✓	✓	✓	✓	✓	✓	x	x
Non-government schools sector	✓	✓	✓	✓	✓	✓	x	✓
Government schools	✓	✓	na	✓	na	x	x	x
Child care centres	✓	✓	✓	x	✓	✓	x	x
Registration and licensing requirements	R, L	L	L	R	L	R	L	R

X Not government funded. **R** Registered. **L** Licensed. **na** not available.

^a In Queensland a non-government kindergarten program may be delivered on a government school site but is not operated by the school. ^b Non-government preschools in the ACT are licensed, but not government funded. ^c In the NT, only 4 Catholic remote schools receive NT government funding for preschool services.

Source: State and Territory governments (unpublished).

Some data are also included on non-government preschools which are licensed, registered and/or approved by State and Territory governments (box 3.6).

Integrated children's services

An increasing trend across the children's services sector is the provision of integrated services designed to provide families with seamless access to a range of services for children.

Integrated services fit along an 'integration continuum' from cooperation (with some information sharing between services) to full integration where services are merged. All states and territories provide children's services in an integrated way, but the range of services offered and the extent and model of integration differs across states and territories and between service providers.

Traditionally, integrated children's services related to a preschool program are offered in a child care setting, and nationally in 2010 there were 2124 child care centres offering a preschool program (DEEWR 2010).

The trend is towards a broader range of integrated services to children and families, including not only preschool and child care but also maternal and child health, and family support services. The range of integrated services differs according to community need, and integrated children's services are more commonly placed in

disadvantaged communities, which leads to the provision of particular specialised services.

3.2 Framework of performance indicators

COAG has agreed to six National Agreements (NAs) to enhance accountability to the public for the outcomes achieved or outputs delivered by a range of government services, (see chapter 1 for more detail on reforms to federal financial relations).

There are no service specific NAs that relate to children's services. However, the *National Indigenous Reform Agreement* (NIRA) establishes specific outcomes for reducing the level of disadvantage experienced by Indigenous Australians, and includes an indicator relating to access to quality early childhood education for Indigenous children. Data developments for reporting against the agreed indicator were underway at the time of preparing this Report. It is anticipated that this indicator will be included in the 2013 Report.

The framework of performance indicators for children's services is based on common objectives for children's services endorsed by the former Community Services Ministers' Advisory Council (CSMAC), now the Community and Disability Services Ministers' Advisory Council (CDSMAC) (box 3.2). The relative emphasis placed on each objective varies across jurisdictions.

Box 3.2 Objectives for children's services

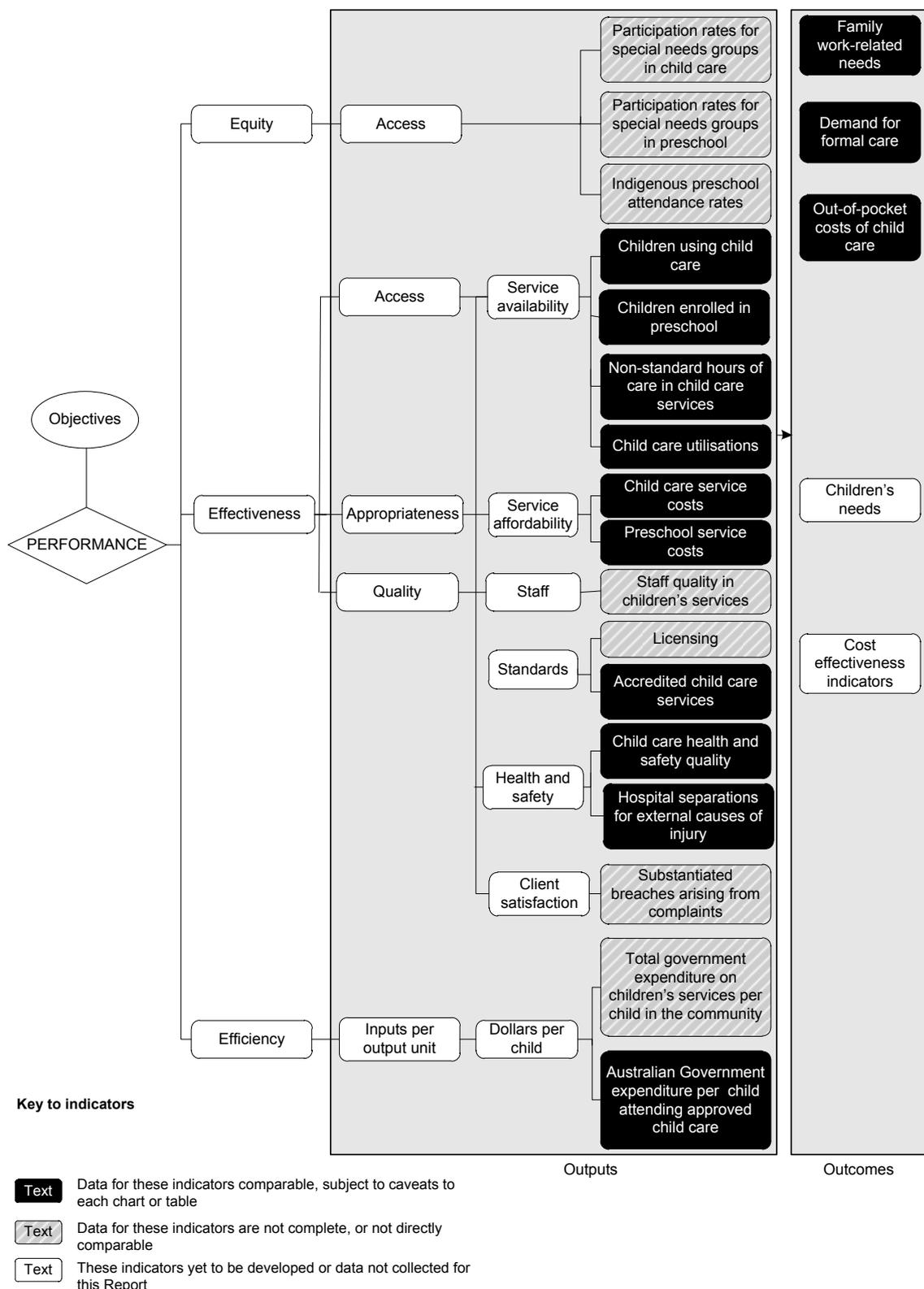
Children's services aim to:

- meet the care and education needs of all children in developmentally appropriate ways, in a safe and nurturing environment
- provide support for families in caring for their children
- provide these services across a range of settings in an equitable and efficient manner.

A performance indicator framework consistent with these objectives is shown in figure 3.2. The performance indicator framework provides information on equity, efficiency and effectiveness, and distinguishes the outputs and outcomes of Children's services. The framework shows which data are provided on a comparable basis in the 2012 Report. For data that are not considered directly comparable, the text includes relevant caveats and supporting commentary. Chapter 1 discusses data comparability from a Report-wide perspective (see section 1.6).

The Report's statistical appendix contains data that may assist in interpreting the performance indicators presented in this chapter. These data cover a range of demographic and geographic characteristics, including age profile, geographic distribution of the population, income levels, education levels, tenure of dwellings and cultural heritage (including Indigenous and ethnic status) (appendix A).

Figure 3.2 Children’s services performance indicator framework



3.3 Key performance indicator results

Different delivery contexts, locations and types of clients can affect the equity, effectiveness and efficiency of children's services. Definitions of key terms and indicators are in section 3.6.

Outputs

Outputs are the services delivered (while outcomes are the impact of these services on the status of an individual or group) (see chapter 1, section 1.5).

Equity

Access — participation rates for special needs groups in child care

'Participation rates for special needs groups in child care' is an indicator of governments' objective to ensure that services are provided in an equitable manner to all special needs groups in the community, and that there is consideration of the needs of those groups which can have special difficulty in accessing services (box 3.3).

Box 3.3 Participation rates for special needs groups in child care

'Participation rates for special needs groups in child care' is defined as the proportion of children using child care services who are from targeted special needs groups, compared with the representation of these groups in the community. Data are reported for children in child care aged 0–5 and 6–12 years.

Targeted special needs groups include children from non-English speaking backgrounds, Indigenous children, children from low income families, children with disability, and children from regional and remote areas.

A high or increasing participation rate is desirable. If the representation of special needs groups among child care services users is broadly similar to their representation in the community, this suggests more equitable access.

Data reported for this indicator are not directly comparable.

Data quality information for this indicator is under development.

Data for participation by special needs groups using Australian Government approved child care services for 2010 were drawn from the *National ECEC*

Workforce Census 2010 and DEEWR administrative systems. Box 3.4 contains more information on the census.

Box 3.4 Australian Government National Early Childhood Education and Care Workforce Census

The *National Early Childhood Education and Care Workforce Census* (National ECEC Workforce Census) was conducted in 2010 and is an initiative of the Australian Government in partnership with State and Territory governments. The information collected aims to provide comprehensive, current and nationally consistent data on access to early childhood education and care services, and staff qualifications and experience.

This chapter presents final data for 2010 from the 2010 National ECEC Workforce Census, updating preliminary data for 2010 included in the 2011 Report.

This National ECEC Workforce Census replaced the Australian Government Child Care Provider Survey (AGCCPS) conducted in 2008-09 and the Australian Government Census of Child Care services (AGCCC) conducted in earlier years, as the source of non-administrative data available from the Australian Government.

The National ECEC Workforce Census collected information on children with special needs and staff in Australian Government approved child care services. The same information was collected in the AGCCPS and the AGCCC, although different methods were used. Variations in collection methods and different weighting methods affect the comparability of data across the collections. Therefore comparisons across time should be made with caution.

Source: DEEWR (2010).

At a national level, patterns for children from special needs groups attending Australian Government approved child care varied:

- Children from non-English speaking backgrounds aged 0–12 years had a lower representation in child care (13.7 per cent) than this group’s representation in the community (18.8 per cent). This was also the case for both the 0–5 years age group and the 6–12 years age group.
- Indigenous children aged 0–12 years had a lower representation in child care services (2.0 per cent) than their representation in the community (4.7 per cent). This was also the case for both the 0–5 years age group and the 6–12 years age group.
- Children aged 0–12 years from low income families had a lower representation in child care services (23.9 per cent) compared to their representation in the community (26.6 per cent). This was also the case for both the 0–5 years age group and the 6–12 years age group.

-
- Children aged 0–12 years with disability had a lower representation in child care (2.6 per cent) compared with their representation in the community (6.6 per cent). This was also the case for both the 0–5 years age group and the 6–12 years age group.
 - Children aged 0–12 years from regional areas had a lower representation in child care services (28.0 per cent) compared to their representation in the community (33.0 per cent). This was also the case for both the 0–5 years age group and the 6–12 years age group.
 - Children aged 0–12 years from remote areas had a lower representation in child care (0.9 per cent) compared to their representation in the community (3.0 per cent). This was also the case for both the 0–5 years age group and the 6–12 years age group (tables 3.4 and 3A.14).

Data on representation of special needs groups in State and Territory government funded and/or provided child care for children aged 0–12 years are presented in table 3A.16.

Table 3.4 Proportion of children aged 0–12 years attending Australian Government approved child care services from special needs groups, 2010 (per cent)^{a, b, c, d}

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<i>Children from non-English speaking backgrounds</i>									
In child care services	19.7	17.2	6.5	9.8	7.8	3.2	13.1	11.0	13.7
In the community, 2006	23.2	21.7	11.9	15.5	13.7	7.2	16.2	36.8	18.8
<i>Indigenous children</i>									
In child care services	2.1	0.6	2.9	2.1	1.4	1.5	0.9	9.3	2.0
In the community, 2010	4.4	1.2	6.5	5.9	3.6	7.0	2.4	43.4	4.7
<i>Children from low income families</i>									
In child care services	24.1	24.0	24.9	22.7	24.1	24.8	8.8	14.4	23.9
In the community, 2009-10	28.4	26.6	26.9	23.8	23.9	30.5	11.5	23.0	26.6
<i>Children with disability</i>									
In child care services	3.3	2.2	1.9	2.2	3.6	2.0	1.9	2.7	2.6
In the community, 2009	7.4	5.7	5.8	8.2	5.9	8.4	8.3	5.4	6.6
<i>Children from regional areas</i>									
In child care services	26.0	23.6	32.4	20.6	18.7	100.4	1.1	79.9	28.0
In the community, 2006	28.8	28.2	45.6	24.7	26.6	97.7	0.2	51.0	33.0
<i>Children from remote areas</i>									
In child care services	0.2	–	1.2	3.3	1.8	0.6	–	20.2	0.9
In the community, 2006	0.7	0.1	4.4	8.6	4.4	2.0	–	50.3	3.0

^a Data on children in child care services represent the population of children attending child care in 2010. Data on representation in the community are reported for different years due to the availability of data and are sourced from either the ABS *Survey of Disability, Ageing and Carers 2009*, the *2006 Census of Population and Housing*, the *Survey of Income and Housing 2009-10*, or *Experimental Estimates and Projections of the Aboriginal and Torres Strait Islander Population, 1991 to 2009*. ^b Data on children in child care services for 2010 are not directly comparable with previous years data (presented in table 3A.15) due to a change in data source. 2010 data in this report are updated final data from the National ECEC Workforce Census (preliminary 2010 data were reported in the 2011 Report). Refer to box 3.4 and table 3A.15 for more information. ^c See table 3A.15 for complete footnotes and definitions. ^d Data in italics have relative standard errors above 25 per cent, and need to be used with caution. – Nil or rounded to zero

Source: DEEWR (unpublished) administrative data collection and *National Early Childhood Education and Care Workforce Census, 2010*; ABS (unpublished) *Survey of Income and Housing 2009-10*, Cat. no. 6523.0, *2006 Census of Population and Housing*, Cat. no. 2031.0; *Survey of Disability, Ageing and Carers 2009*, Cat. no. 4430.0 and *Experimental Estimates and Projections of the Aboriginal and Torres Strait Islander Population, 1991 to 2009* (Series B), Cat. no. 3238.0; table 3A.15.

Access — participation rates for special needs groups in preschool

‘Participation rates for special needs groups in preschool’ is an indicator of governments’ objective to ensure that services are provided in an equitable manner to all special needs groups in the community, and that there is consideration of the needs of those groups which can have special difficulty in accessing services (box 3.5).

Box 3.5 Participation rates for special needs groups in preschool

'Participation rates for special needs groups in preschool' is defined as the proportion of children using preschool services who are from targeted special needs groups, compared with the representation of these groups in the community. Data are reported for children enrolled in preschool services aged 3–5 years.

Targeted special needs groups include children from non-English speaking backgrounds, Indigenous children, children with disability, and children from regional and remote areas.

A high or increasing participation rate is desirable. If the representation of special needs groups among preschool services users is broadly similar to their representation in the community, this suggests more equitable access.

Data reported for this indicator are not directly comparable.

Data quality information for this indicator is under development.

Data on the representation of special needs groups for children in State and Territory government funded and/or provided preschools are provided in table 3.5. For jurisdictions that were able to provide data, the patterns for children from special needs groups in preschool varied:

- For jurisdictions where data were available (NSW, Victoria, Queensland, SA and ACT), the representation of children aged 3–5 years from non-English speaking backgrounds in preschool was 12.3 per cent. Across these jurisdictions, 18.7 per cent of children aged 3–5 years in the community were children from non-English speaking backgrounds.
- Nationally, the representation of Indigenous children aged 3–5 years in preschool (5.4 per cent) was higher than their representation in the community (4.7 per cent) though this varies across jurisdictions.
- For jurisdictions where data were available (all except Tasmania), the representation of children with a disability in preschool aged 3–5 years was 5.4 per cent. Across these jurisdictions, 6.3 per cent of children aged 3–5 years in the community had a disability.
- For jurisdictions where data were available (all except WA), the representation of children aged 3–5 years from regional areas was 31.4 per cent. Across these jurisdictions, 32.3 per cent of children in the community were from regional areas.
- Nationally, the representation of children aged 3–5 years in preschool from remote areas (3.6 per cent) was higher than their representation in the community (3.2 per cent) (table 3.5).

Data on the representation of special needs groups in preschool in the year before full time school are presented in table 3A.16.

Table 3.5 Proportion of children (aged 3–5 years) enrolled in State and Territory government funded or provided preschools from special needs groups, 2010-11 (per cent)^{a, b, c}

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust^d</i>
Children from non-English speaking backgrounds									
In preschool services	11.2	14.2	7.8	na	11.9	na	23.0	na	12.3
In the community, 2006	23.2	21.6	11.6	15.6	13.5	7.2	16.1	38.7	18.7
Indigenous children									
In preschool services	5.1	1.4	6.8	8.8	6.3	6.3	4.6	42.9	5.4
In the community, 2010	4.4	1.2	6.7	5.8	3.6	6.9	2.4	42.5	4.7
Children with disability									
In preschool services ^e	6.2	4.2	2.8	3.1	13.0	na	4.7	5.0	5.4
In the community, 2009	7.3	3.9	7.3	6.8	5.5	7.2	7.3	np	6.3
Children from regional areas									
In preschool services	38.0	24.7	37.4	21.5	26.7	98.4	1.6	48.0	31.4
In the community, 2006	28.0	27.5	45.1	24.5	26.2	97.7	0.1	48.2	32.3
Children from remote areas									
In preschool services	1.3	0.1	7.0	8.0	5.2	1.6	..	52.0	3.6
In the community, 2006	0.7	0.1	4.7	9.0	4.4	2.0	..	53.1	3.2

^a Data on children in preschool services represent the population of children enrolled in preschool in 2010-11. Data on representation in the community are reported for different years due to the availability of data and are sourced from the ABS *Survey of Disability, Ageing and Carers 2009*, *2006 Census of Population and Housing* and the *Experimental Estimates and Projections of the Aboriginal and Torres Strait Islander Population, 1991 to 2009*. ^b See table 3A.16 for complete footnotes and definitions. ^c Data exclude innovative or flexible services that receive direct funding from the Australian Government and are targeted towards children from these groups. Data on preschool services can include some children aged 3 years or 5 years for all jurisdictions. Preschool data in the NT include some children aged greater than 5 years. ^d Data for Australia for children from non-English speaking backgrounds, children with disability and children from remote areas, in preschool, are the total of the sum of the states and territories for which data are available, and should not be interpreted as national data. Data for Australia for Indigenous children in preschool, and data on the representation in the community represent all states and territories and can be interpreted as national data. ^e Data on children with a disability are not directly comparable because the definition of disability varies across jurisdictions. **na** Not available. **np** Not published. **..** Not applicable.

Source: State and Territory governments (unpublished); ABS (unpublished) *2006 Census of Population and Housing*, Cat. no. 2031.0; *Survey of Disability, Ageing and Carers 2009*, Cat. no. 4430.0 and *Experimental Estimates and Projections of the Aboriginal and Torres Strait Islander Population, 1991 to 2009* (Series B), Cat. no. 3238.0; table 3A.16.

Access — Indigenous preschool attendance

Indigenous preschool attendance is an indicator of governments' objective to ensure that services are provided in an equitable manner to all special needs groups in the community, and that there is consideration of the needs of those groups which can have special difficulty in accessing services (box 3.6).

Box 3.6 Indigenous preschool attendance

'Indigenous preschool attendance' is measured by absentee rates. The measure is defined as the number of Indigenous children absent from non-government preschools, as a proportion of all Indigenous children enrolled in non-government preschools.

Data on Indigenous preschool attendance rates are limited to Indigenous children enrolled in non-government preschools, as data on Indigenous children enrolled in government preschools are not available. Non-government preschools include preschool programs delivered in government funded, registered, licensed and/or approved services, and these arrangements vary across jurisdictions. Preschool programs operated by commercial providers are excluded.

A child is deemed absent if they missed one or more of the sessions they were enrolled in during the reference week. Preschool attendance is not compulsory (DEEWR unpublished).

A low or decreasing absentee rate indicates a high or increasing rate of attendance at preschools, and is desirable.

Data reported for this indicator are not complete.

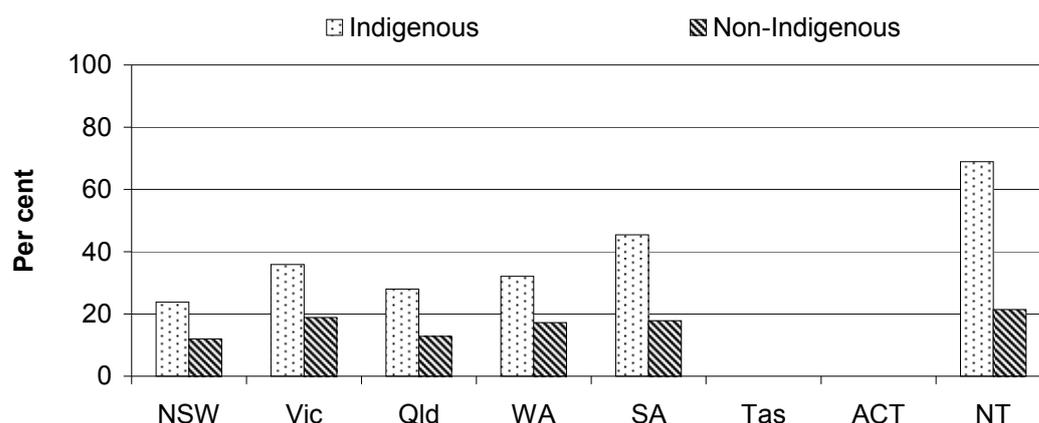
Data quality information for this indicator is under development.

Indigenous preschool enrolments provide a broad indication of access to preschool. Data on Indigenous preschool enrolments were provided for all jurisdictions. Nationally in 2010-11, 12 052 Indigenous children were enrolled in State and Territory government funded and/or provided preschool. Of these Indigenous children, at least 6457 were enrolled in preschool in the year before full time school (table 3A.16). Data on Indigenous children's representation in preschool compared with their representation in the community are presented in table 3.5. Data on Indigenous children enrolled in preschool for the period 2006-07 to 2010-11 are presented in 3A.17.

'Indigenous preschool attendance' provides a broad indication of the participation of Indigenous children in preschools. These data are sourced from the National Preschool Census (NPC) and relate only to non-government preschools. These data can overlap with the preschools data provided by State and Territory governments and are therefore not directly comparable with other preschool data included in this Report. The NPC collected data from 97.5 per cent of the 3367 non-government preschools in scope for the 2010 NPC (DEEWR unpublished). This represents approximately 68.2 per cent of all government and non-government preschools, though this proportion varies considerably across jurisdictions (table 3A.18). Data for jurisdictions with a small number of non-government preschools should be interpreted with care.

In 2010, for jurisdictions where data were available (all except Tasmania and ACT), non-attendance by Indigenous children was higher than non-attendance by non-Indigenous children (figure 3.3).

Figure 3.3 Enrolled children absent from non-government preschools, 2010^{a, b, c, d, e}



^a Data on attendance are limited to non-government preschools. At the national level, approximately 68 per cent of children are in preschools deemed to be non-government, though this percentage varies across jurisdictions: 89.7 per cent in NSW, 100 per cent in Victoria, 93.1 per cent in Queensland, 27.6 per cent in WA, 16.5 per cent in SA, 25.7 per cent in Tasmania, 14.1 per cent in the ACT, and 7.1 per cent in the NT. Preschool attendance data for jurisdictions with a small proportion of non-government preschools should be interpreted with care. ^b Preschool attendance is not compulsory. ^c Attendance was measured during the week of 2-6 August 2010. Children are counted as absent if they are absent for one or more of the sessions that they were enrolled in during this week. Absences due to illness can be higher during winter than at other times of the year. ^d Data for non-Indigenous children are derived from data on Indigenous children and all children. ^e Tasmania and ACT Indigenous data and non-Indigenous data were not published for 2010 due to privacy reasons, therefore the Australian total was not published.

Source: DEEWR (unpublished) *National Preschool Census 2010*; table 3A.18.

Effectiveness

Service availability — children using child care

‘Children using child care’ is an indicator of governments’ objective to ensure that all families have equitable access to child care services (box 3.7).

Box 3.7 Children using child care

'Children using child care' is defined as the proportion of children using child care services in the target age groups, reported on by three measures:

- the proportion of children using Australian Government approved plus State and Territory government funded and/or provided child care
Data for this measure are not directly comparable. There may be some double counting of children.
- the proportion of children aged 0-12 years using Australian Government approved child care
Data for this measure are comparable.
- the average hours of attendance at Australian Government approved child care services by service model
Data for this measure are comparable.

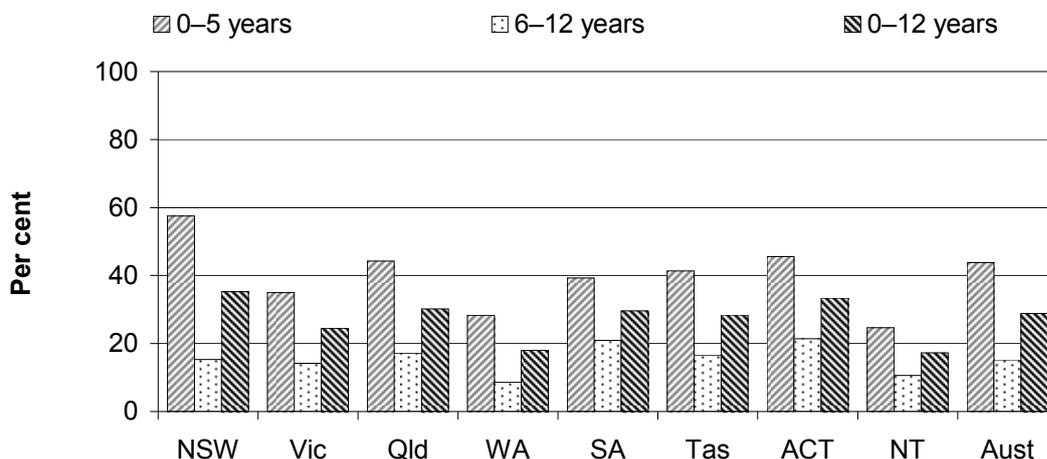
A higher or increasing proportion of children using the services can indicate a higher level of service availability. This indicator does not provide information on parental preferences for using child care, or other factors, such as school starting age, which can affect use of child care.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2012.

The employment status of parents can influence children's access to services, depending on the service model. Those services eligible for CCB, for example, must follow the Australian Government's 'priority of access' guidelines when filling vacant places. The guidelines give a high priority to children at risk and children of parents with work-related child care needs (see section 3.6 for more detail). Details of the employment status of parents whose children use these services are shown in table 3A.19.

Nationally, 28.9 per cent of children aged 0–12 years attended Australian government approved and State and Territory government funded and/or provided child care in 2010-11. Amongst children aged 0–5 years, 43.8 per cent attended and amongst children aged 6–12 years, 15.2 per cent attended (figure 3.4). Nearly all children aged 0-12 years (88.9 per cent) attended Australian Government approved child care services (table 3A.11).

Figure 3.4 Proportion of children using Australian Government approved plus State and Territory government funded and/or provided child care, 2010-11^{a, b, c, d}

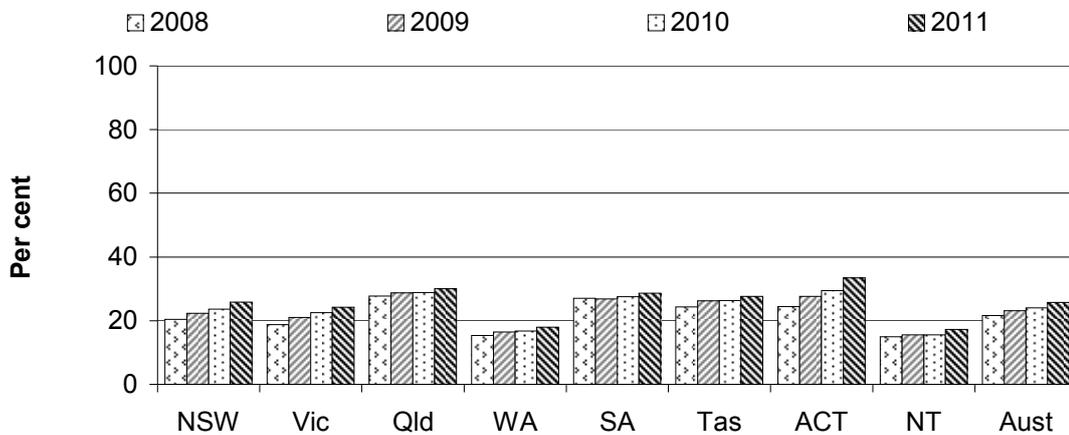


^a The population measure is the estimated resident population as at 31 December 2010. The Australian total includes children in other territories. ^b All NSW licensed and funded long day care centres offer a preschool program. Due to the integrated nature of early childhood education and care in NSW, children attending either service are counted in both categories, resulting in a potential over count. Therefore the NSW proportion of children using child care is not comparable with other jurisdictions. ^c Due to the non-comparability of NSW data with data of other jurisdictions, the Australian total should be interpreted with caution. ^d There may be some double counting of children across the State and Territory, and Australian, governments collections.

Source: ABS (unpublished) *Australian Demographic Statistics*, DEEWR (unpublished); State and Territory governments (unpublished); Cat. no. 3101.0; table 3A.11.

Nationally in 2011, 25.7 per cent of all children aged 0–12 years attended Australian Government approved child care (figure 3.5). The majority of children attending Australian Government approved child care in 2011 (671 455, or 71.0 per cent) were aged 0–5 years (table 3A.9). In 2011, 50.4 per cent of all children aged 2 years, 58.4 per cent of all children aged 3 years, and 50.6 per cent of all children aged 4 years attended Australian Government approved child care (table 3A.10).

Figure 3.5 Proportion of children aged 0–12 years using Australian Government approved child care^{a, b, c}

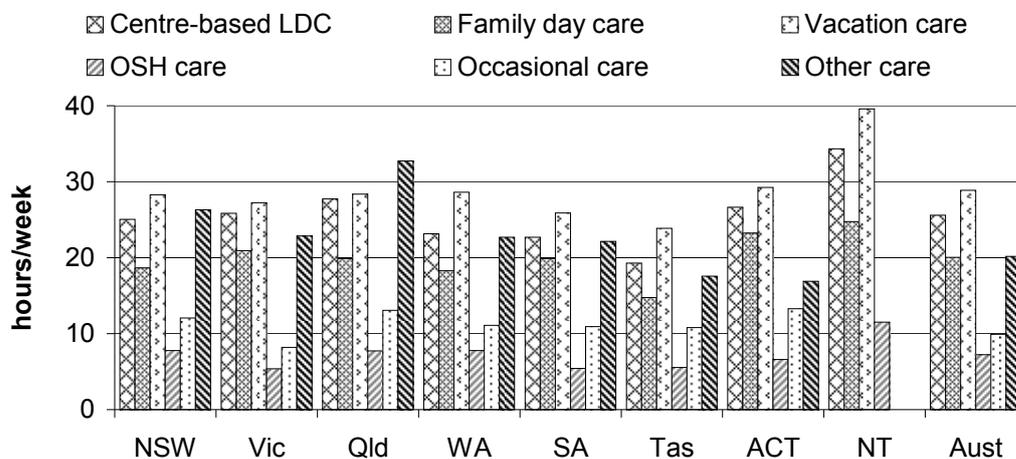


^a The population measure is the estimated resident population as at 31 December. ^b Children can use more than one type of care. In 2008 and 2009 each child attending child care is counted once, even if they attend more than one type of care. In 2010 and 2011 children are counted once for each type of care they use. ^c Attendance counted as the number of children attending during the weeks 23-29 March for 2009 and for 17-24 February for 2008. Attendance data relate to the March quarter for 2010 and 2011.

Source: DEEWR (unpublished); ABS (unpublished) *Australian Demographic Statistics*, Cat. no. 3101.0; tables 3A.2 and 3A.9.

The average hours of attendance in Australian Government approved child care in 2011 varied considerably across jurisdictions, for all service models. Nationally, average attendance per child at centre-based long day care centres was 25.6 hours per week, while the average attendance per child at family day care was 20.0 hours per week. Nationally, the average attendance per child at occasional care was 9.9 hours per week, the average attendance per child at outside school hours care was 7.2 hours per week, and the average attendance at vacation care during school holidays was 28.9 hours per week (figure 3.6).

Figure 3.6 Average hours of attendance at Australian Government approved child care, 2011^{a, b}



^a Average attendance hours are defined as the total hours attended within each sector and dividing by the number of children who attended in the reference week (excludes allowable absences). ^b Average hours of attendance at occasional care and other care in the NT was zero during 2011.

Data source: DEEWR (unpublished) administrative data collection; table 3A.12.

Service availability — children enrolled in preschool

‘Children enrolled in preschool’ is an indicator of governments’ objective to ensure that all families have equitable access to preschool services (box 3.8).

Box 3.8 Children enrolled in preschool

'Children enrolled in preschool' is defined as the proportion of children enrolled in preschool services in the target age groups. Two measures are reported:

- the proportion of children enrolled in preschool in the year before the commencement of full time schooling (where 'children aged 4 years' is used as a proxy for 'children in the year before full time schooling')
- the proportion of children aged 3, 4 and 5 years enrolled in preschool.

A high or increasing proportion of children enrolled in services can indicate a high or increasing level of service availability, and is desirable. However, this indicator can be difficult to interpret as:

- the preschool starting age for children varies across states and territories. A higher proportion of children enrolled at a particular age can reflect the preschool starting age in a particular jurisdiction.
- participation in preschool is not compulsory. This indicator does not provide information on parental preferences for using preschool, or other factors, such as school starting age, which can affect use of preschool.
- overestimation of enrolment in some states and territories (for example, where enrolment rates exceed 100 per cent) can be due to children: moving interstate during a preschool year; attending multiple providers to access an appropriate amount of care; attending multiple service types and/or attending preschool for more than one year.

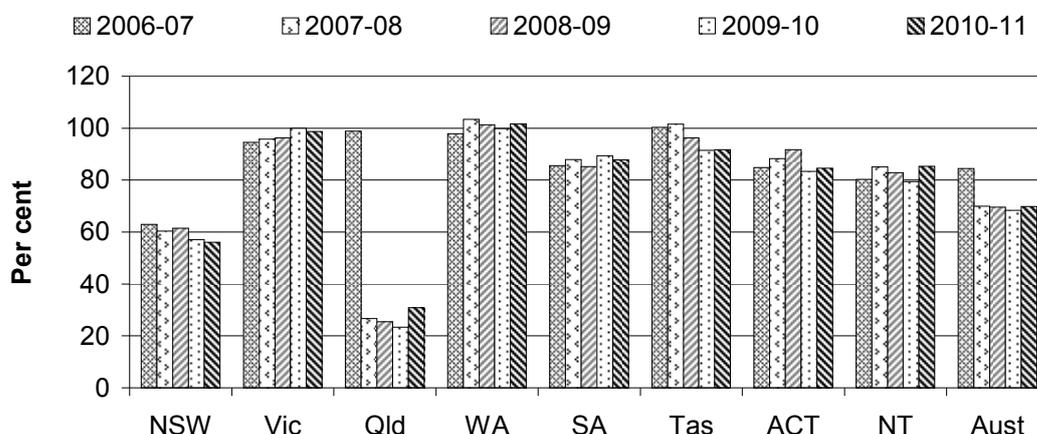
Data reported for this indicator are comparable.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2012.

Data for the proportion of children enrolled in preschool in the year before full time school are based on the number of children aged 4 years in the population, even though older or younger children can be enrolled in preschool. This can result in an overestimation of the proportion of children enrolled in preschool in the year before full time school.

Nationally in 2010-11, 69.9 per cent of children in the year immediately before they commenced full time school were enrolled in government funded and/or provided preschool services (figure 3.7).

Figure 3.7 Proportion of children in year before commencement of full time schooling enrolled in State and Territory government funded preschool^{a, b, c, d, e, f, g, h, i}



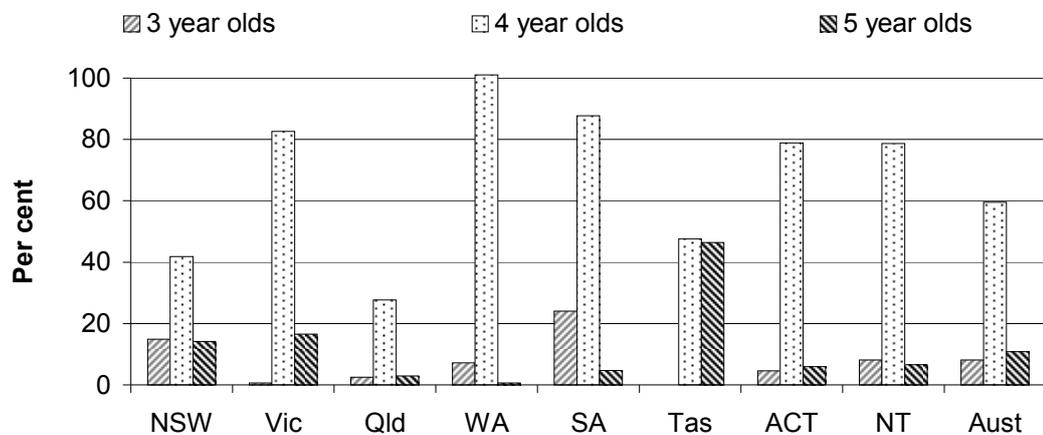
^a The preschool starting age varies across jurisdictions (table 3.1). Differences in school starting age and years of schooling across jurisdictions can affect the proportion of children in preschool services. ^b Children aged four years enrolled in preschool is a proxy for children in preschool in the year before full time school. Some children of other ages are included. ^c To calculate the proportions in this figure, enrolment data (from State and Territory governments) are divided by the number of children aged 4 years in each jurisdiction (using ABS estimated resident population at 31 December). The enrolment data and population data are estimated at different times of the year. ^d There is some double counting of children in NSW, Queensland (from 2007-08) and WA because some children moved in and out of the preschool system throughout the year and some children accessed more than one sessional program. As a result, the number of children reported in preschool may exceed the number of children in the target population. ^e National total for preschool enrolments from 2007-08 are not directly comparable with earlier years due to the cessation of Queensland Government provided preschool and the introduction of a Preparatory Year in Queensland from 2007. The national average from 2007-08 will therefore be lower than in earlier years. ^f NSW data include children aged 4 years to 5 years, 11 months enrolled in and attending licensed State funded preschool programs or licensed State funded preschool programs in Long Day Care Centres. Children attending unfunded preschools or unfunded preschool programs in other licensed children's services in NSW cannot be discretely counted and are excluded. NSW data from 2006-07 include preschools managed by the NSW Department of Education and Training. ^g In Victoria between 3 and 4 per cent of children each year are assessed as being eligible for a second year of funded kindergarten and in these cases entry into the first year of school is delayed. ^h In Queensland, 2010-11 data are not comparable to previous years. Data previously included some places provided for younger children as it was not possible to disaggregate places provided to younger children from the total. 2010-11 data include children in Indigenous pre-preparatory programs and services funded under the Queensland Kindergarten Funding Scheme. Data relates to places for four year old children and does not include younger children. ⁱ Data include remote Catholic preschools funded by the NT government. All other non-government preschools are excluded.

Source: State and Territory governments (unpublished); ABS (unpublished) *Australian Demographic Statistics*, Cat. no. 3101.0; table 3A.13.

Nationally in 2010-11, 24 444 younger children were enrolled in government funded preschool services. The proportions of younger children participating in 2010-11 differed across jurisdictions, in part due to variation in policies on access to funded preschool services (table 3A.13).

All jurisdictions were able to provide data on the age of children enrolled in preschool. Although the preschool starting age varies across jurisdictions (table 3.1), the majority of children enrolled in preschool in 2010-11 were 4 years of age for each jurisdiction (table 3A.13). Figure 3.8 shows the proportions of all children aged 3 years, 4 years and 5 years enrolled in preschool. These proportions vary across jurisdictions.

Figure 3.8 Proportions of children aged 3, 4 and 5 years enrolled in State and Territory government funded and/or provided preschool, by age, 2010-11^{a, b, c}



^a The starting age for preschool varies across jurisdictions. ^b Although younger children can attend preschool in Tasmania, there were no children aged 3 years old at the time of data collection. ^c Data for Australia are the total of the states and territories for which data are available.

Source: State and Territory governments (unpublished); table 3A.13.

All jurisdictions except NSW and Victoria provided data on the average hours of attendance for government funded and/or provided preschool services in 2010-11. For those jurisdictions that provided data for 2010-11, the average attendance of children in the year immediately before they commenced full time schooling was between 12.0 and 14.5 hours per week (tables 3A.60, 3A.67, 3A.74, 3A.81, 3A.88 and 3A.95).

Service availability — non-standard hours of care in child care services

‘Non-standard hours of care in child care services’ is an indicator of governments’ objective to ensure that government funded and/or provided child care services meet the needs of all users (box 3.9).

Box 3.9 Non-standard hours of care in child care services

'Non-standard hours of care in child care services' is defined as the number of child care services providing non-standard hours of care divided by the total number of services. Data are reported by service model. Definitions of 'standard hours' and 'non-standard hours' are presented in section 3.6 Definitions of key terms and indicators.

A high or increasing proportion of services providing non-standard hours of care can suggest a greater flexibility of services to meet the needs of families.

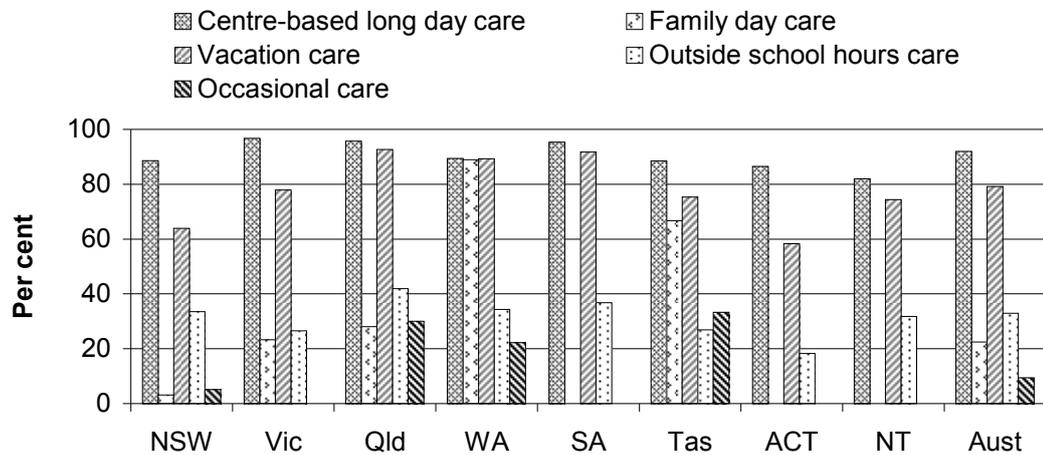
This indicator does not provide information on the demand for non-standard hours of care. Further, it provides no information on how non-standard hours services meet the needs of users.

Data reported for this indicator are comparable.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2012.

Provision of non-standard hours of care can be influenced by a range of factors, such as costs to services and parents, demand for care, availability of carers, and compliance with occupational and health and safety requirements. Figure 3.9 shows the proportion of services that provided non-standard hours of care by service model.

Figure 3.9 **Australian Government approved child care services providing non-standard hours of care, by service model, 2011^a**



^a In the March quarter of 2011 a small number of family day care provided non-standard hours of care in SA, the ACT and the NT and a small number of occasional care provided non-standard hours of care in Victoria, SA, the ACT and the NT. Due to the small number of services, the proportion of services offering non-standard hours of care can vary over time and these data are not published for these jurisdictions.

Source: DEEWR (unpublished); table 3A.20.

Limited data are available on State and Territory government funded and/or provided child care services that offer non-standard hours of care (see table 3A.21).

Data are also provided for contextual information for NSW, Queensland and SA on the proportion of preschools that offered non-standard hours of care in 2010-11 (table 3A.21).

Service availability — Child care utilisation

‘Child care utilisation’ is an indicator of governments’ objective to ensure that all families have equitable and adequate access to children’s services (box 3.10).

Box 3.10 Child care utilisation

‘Child care utilisation’ is defined as the total child hours paid for as a percentage of total available hours, for centre-based long day care and family day care. Utilisation refers to the level of usage of a service and can be measured in a number of ways, including vacancy levels and capacity to provide more hours of care. Utilisation rates can also measure how efficiently assets are used.

The desired level of utilisation will depend on a number of factors. High levels of utilisation can be desirable as a measure of efficiency in situations where a community does not require additional services. An alternative view of high utilisation rates is that services are less accessible as there is less spare capacity.

This indicator is under re-development and there are no new data available for the 2012 Report.

Data quality information for this indicator is under development.

Child care utilisation rate data are available for 2010 by State and Territory at table 3A.22.

Service affordability — child care service costs

‘Child care service costs’ is an indicator of governments’ objective to ensure that all families have equitable access to children’s services irrespective of their financial circumstances (box 3.11).

Box 3.11 Child care service costs

‘Child care service costs’ is defined as the median weekly cost for 50 hours of care by service model. Median costs represent the middle value of the range of costs.

Provided the service quality is held constant, lower service costs are desirable.

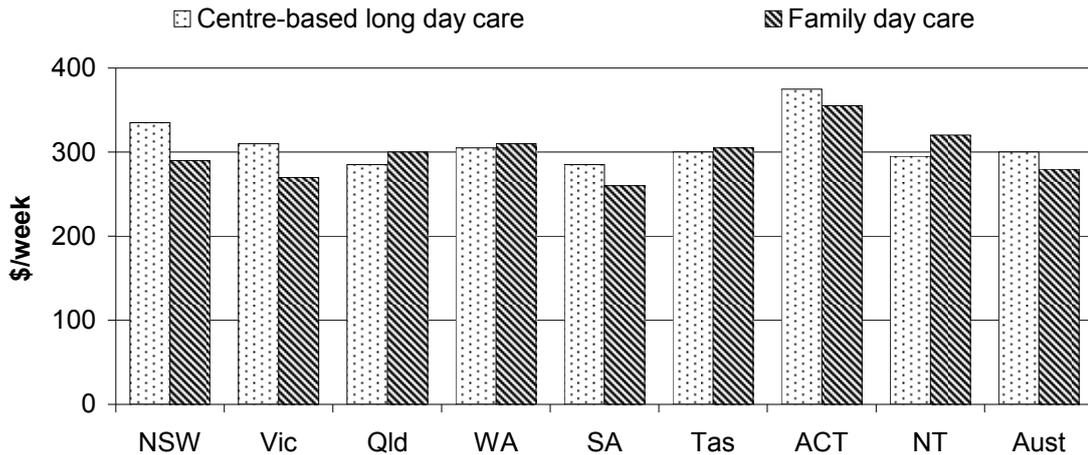
Cost data need to be interpreted with care because fees are independently set by service providers. Charging practices, including fees, are commercial decisions made by individual services, so there is significant variation in the fees charged across services. Variation in costs occurs as a result of factors including State and Territory licensing requirements, award wages, and whether fees include charges for additional services such as nappies and meals.

Data reported for this indicator are comparable.

Data quality information for this indicator is under development.

Nationally the median weekly cost for 50 hours of care in 2011 was higher for centre-based long day care (\$300) than for family day care (\$280) (figure 3.10).

Figure 3.10 Median cost of Australian Government approved child care services, 2011 (\$/week)^{a, b, c}



^a Median costs are based on 50 hours of care in the reference week. ^b Family day care data exclude in-home care. ^c Family day care fee includes parent levy.

Source: DEEWR (unpublished); table 3A.23.

Median weekly costs paid to Australian Government approved long day care services, by remoteness area are presented in table 3A.24. Nationally in 2011, the median weekly cost of long day care in major cities and inner regional areas was higher than in other regions (\$305 and \$285 respectively). The median weekly costs varied across jurisdictions.

Service affordability — preschool service costs

‘Preschool service costs’ is an indicator of governments’ objective that all families have equitable access to children’s services irrespective of their financial circumstances (box 3.12).

Box 3.12 **Preschool service costs**

'Preschool service costs' is defined as the weekly cost of preschool per child, after subsidies received by families. Data are reported as the median weekly cost per child. Median costs represent the middle value of the range of costs.

Provided the service quality and quantity is held constant, lower weekly costs represent more affordable preschool.

Various factors influence preschool costs and care needs to be exercised when interpreting results, as:

- there can be differences between jurisdictions in the number of hours and sessions attended by children each week
- preschool services are provided by a mix of providers (community, private and government). Differences in charging practices, including fees, can be due to commercial or cost recovery decisions made by individual services. Fee variation can also occur as a result of charges for additional services such as meals and materials
- fees can reflect higher land values and rental fees charged in major cities
- some jurisdictions provide targeted fee relief that lowers fees for some children.

Data reported for this indicator are comparable.

Data quality information for this indicator is under development.

Data for preschool service costs for 2008 were obtained from the ABS 2008 *Childhood Education and Care Survey* (CEaCS). Box 3.13 contains additional information on the CEaCS.

Box 3.13 ABS Childhood Education and Care Survey

The CEaCS was conducted for the first time in June 2008, integrating the ABS Child Care Survey (last conducted in 2005) with a new topic on Early Years Learning. The CEaCS collected information on 3.5 million children aged 0–12 years living in a sample of private dwellings.

The CEaCS collected information on families' requirements for formal care (or additional formal care) for their children, but some changes were introduced for the CEaCS. The CEaCS focused on families' current requirements for formal care (rather than requirements for formal care in the previous four weeks), collected in the child care surveys, collected more information on the steps taken to obtain formal care, and whether the families would have used formal care if it became available.

Estimates from the surveys are subject to sampling variability. Estimates for the smaller jurisdictions are based on small sample sizes and are subject to higher sampling error, in particular data for Tasmania, the ACT and the NT. Aggregated survey data also need to be interpreted with care, because oversupply and undersupply of child care places can be specific to particular areas, including small and remote communities.

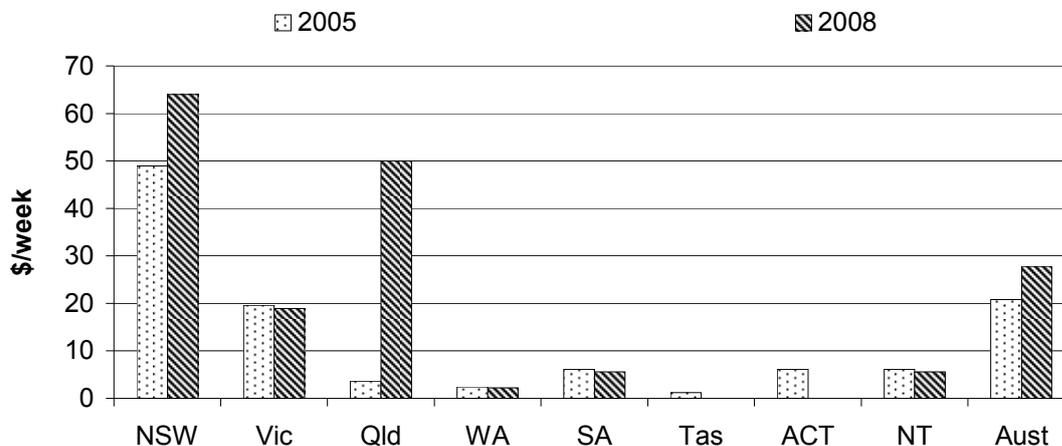
In addition the CEaCS is a household survey, with parents responding to questions on use of services. Some children attend a preschool program within a child care setting, for example in a long day care service, where the costs would generally be higher than in preschool. It is expected that the parent would report the service model as a long day care centre, rather than preschool, but the parent might report the service model as preschool.

ABS (2009).

Further detail about the mix of providers of preschool (community, private, non-government schools and government) is provided in tables 3A.50, 3A.57, 3A.64, 3A.71, 3A.78, 3A.85, 3A.92 and 3A.99.

Nationally the median cost for preschool (after subsidies) per child (in 2010-11 dollars) was \$21 per week in 2005 and \$28 per week in 2008 (figure 3.11). Additional information on the preschool service costs for children by cost range are presented in table 3A.25.

Figure 3.11 Children who attended preschool, real median weekly cost per child (after subsidies) (2010-11 dollars)^{a, b, c, d, e}



^a Data for Tasmania and the ACT for 2008 were not published due to small numbers, but are included in the Australian total. ^b The 2005 *Child Care Survey* collected data based on preschool arrangements in the previous 4 weeks. The 2008 CEaCS collected data based on usual preschool arrangements. Data for 2005 and 2008 are not directly comparable, and care should be taken in interpreting these data. ^c There can be differences between jurisdictions in the number of hours and sessions attended by children each week. Preschool services are provided by a different mix of providers (community, private and government). Differences in charging practices, including fees, can be due to commercial or cost recovery decisions made by individual services. Fee variation can also occur as a result of charges for additional services such as meals and materials. ^d The increase in costs in Queensland is largely due to the cessation of State school provided preschool when the Preparatory Year was introduced in Queensland schools from 2007. This means community kindergartens are the main provider of government funded preschool in 2008 and parent fees apply to this service. ^e There may be variations in weekly cost reported from the 2011 Report, as data have been adjusted to 2010-11 dollars for the 2012 Report (previously presented 2007-08 dollars) (table AA.39).

Source: ABS (unpublished) *Child Care Survey 2005* and *Childhood Education and Care Survey 2008*; Cat. no. 4402.0; table 3A.26.

Data on the median weekly cost of preschool by remoteness area are presented in table 3A.27. Nationally in 2008, the median weekly cost of preschool in major cities and inner regional areas was \$30 (after subsidies) in 2010-11 dollars. These median weekly costs varied across jurisdictions.

Quality

An important focus of Australian, State and Territory governments is to set and maintain appropriate quality standards in child care and preschool services. Indicators of the quality of children's services are:

- staff quality in children's services
- the extent of licensing of services
- the proportion of services that have achieved accreditation relating to quality

-
- child care services' performance against the NCAC's quality principles related to health and safety
 - the number of injuries requiring hospitalisation suffered while in care
 - the number of substantiated breaches arising from complaints.

Data for these indicators relating to quality in this report need to be treated with caution because there are differences in reporting across jurisdictions.

Staff — quality

'Staff quality' in children's services is an indicator of governments' objective to ensure that staff in government funded or provided children's services are able to provide services which meet the needs of children. In particular, this means ensuring staff have the training and experience to provide a safe and nurturing environment that fulfils the educational and development needs of children (box 3.14).

Box 3.14 Staff quality in children's services

Staff quality is defined by three measures

- The proportion of paid primary contact staff employed by Australian Government approved child care services, by relevant formal qualifications or three or more years of relevant experience. Data reported for this measure are comparable.
- The proportion of paid primary contact staff employed by State/Territory funded and/or managed preschools with a relevant formal qualification at or above Certificate level III. Data for this measure are comparable.
- the proportion of paid primary contact staff employed by Australian Government approved child care services, who undertook relevant in-service training in the previous 12 months. Data for this measure are not directly comparable.

A relevant formal qualification relates to the highest level of qualification that a staff member has completed in an early childhood education and care related field at a Certificate level III or above.

Some studies and research (for example, OECD 2006) have shown a link between a higher proportion of qualified and experienced primary contact staff and a higher quality service, suggesting that this is desirable.

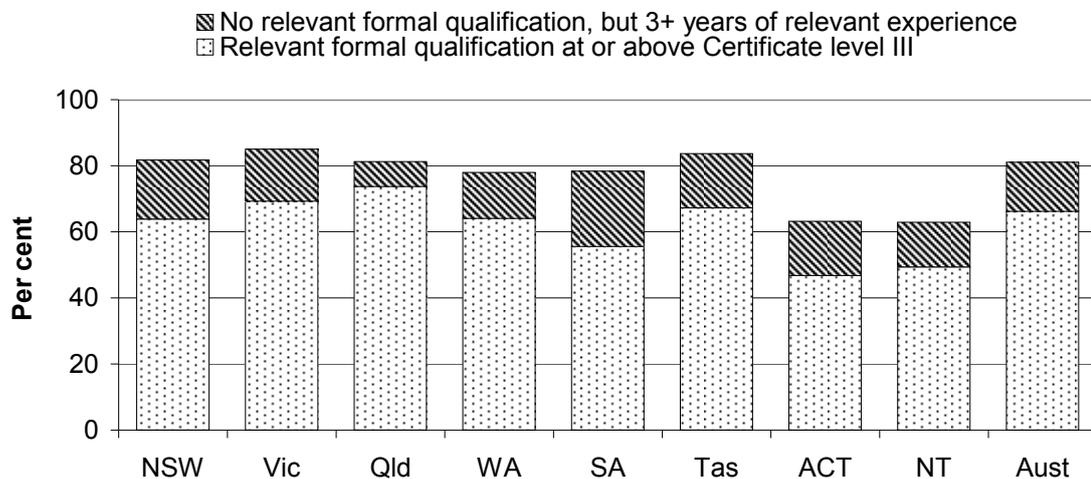
Ongoing development of the skills and competencies of child care and preschool staff is a proxy measure for staff quality. A high or increasing rate of in-service training suggests a relatively high or increasing quality of service. This measure does not provide information on whether the development undertaken by staff is adequate or sufficiently applicable to child care or preschool to improve the quality of the service provided.

Data quality information for this indicator is under development.

Data on full time equivalent staff, family day carers and unpaid staff employed by Australian Government approved child care services are presented in table 3A.28.

Nationally, there were 87 362 paid primary contact staff employed by Australian Government approved child care services in 2010 (table 3A.29). Nationally, 66.2 per cent of paid primary contact staff in 2010 held a relevant formal qualification at or above Certificate level III, and a further 14.9 per cent held no relevant formal qualification, but had three or more years of relevant experience. The proportion of paid primary contact staff with relevant formal qualifications or three or more years of relevant experience in 2010 was 81.1 per cent nationally and varied across jurisdictions (figure 3.12).

Figure 3.12 Paid primary contact staff employed by Australian Government approved child care services, by relevant qualification, 2010^{a, b}



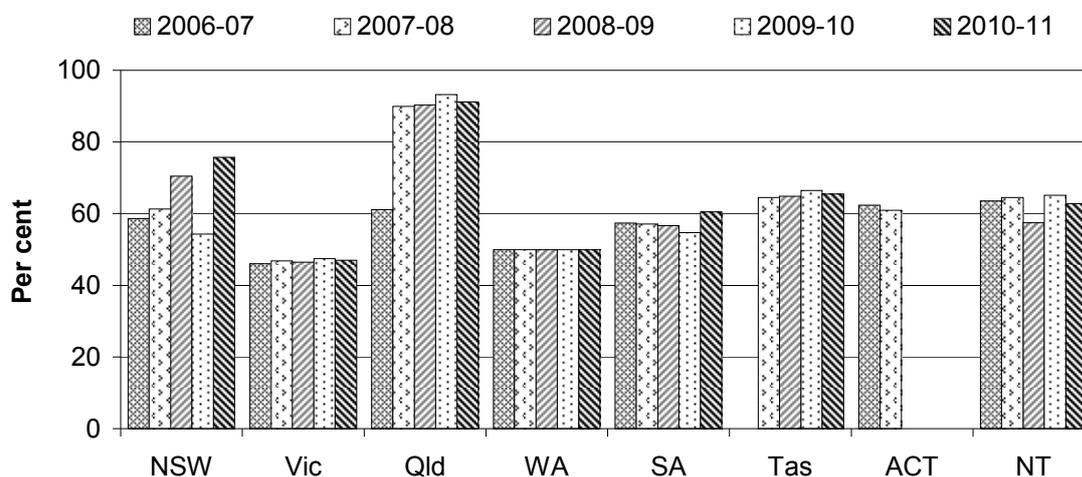
^a Data for 2010 are weighted data drawn from the National ECEC Workforce Census and are not directly comparable with data for previous years (presented in table 3A.29) due to a change in data source. ^b Data are updated final data from the National ECEC Workforce Census (preliminary 2010 data were included in the 2011 Report). Refer to box 3.4 and table 3A.29 for more information.

Source: DEEWR, *National Early Childhood Education and Care Workforce Census*, 2010; table 3A.29.

Nationally, in 2010 the majority of paid primary contact staff with relevant formal qualifications in approved Australian Government child care services held a certificate III or IV, or a diploma or advanced diploma (44.4 per cent and 40.9 per cent, respectively) (table 3A.30). Of the 8545 (or 14.8 per cent) paid primary contact staff with a bachelor degree or above, 83.3 per cent held university qualifications in the field of early childhood education (table 3A.30).

The proportion of preschool primary contact staff employed by preschool services that received funding from State and Territory governments with a relevant formal qualification is reported in figure 3.13.

Figure 3.13 Paid primary contact staff with a relevant formal qualification at or above Certificate level III, employed by State and Territory government funded and/or managed preschools^{a, b, c, d, e, f}

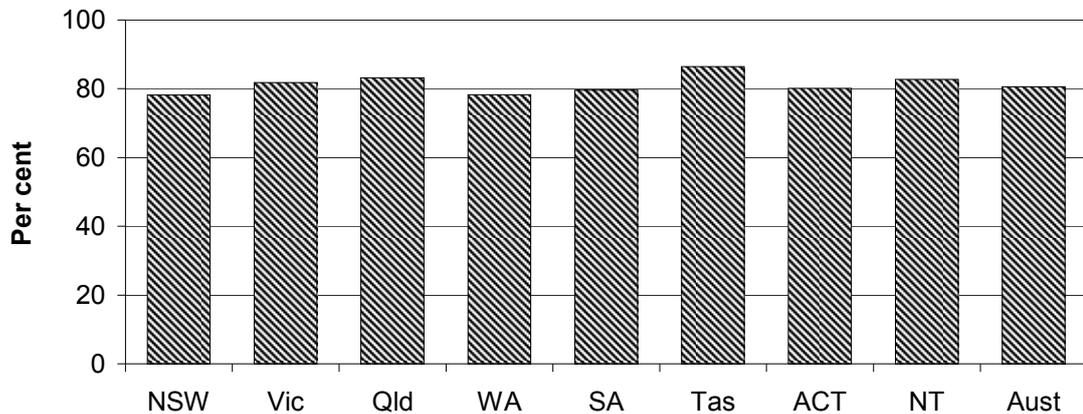


^a All preschool services in NSW, Queensland, SA and the ACT must have at least two staff, of whom one must have a formal qualification. ^b In Victoria, all preschool services must have at least two staff, of whom one must have a relevant early childhood teaching qualification. The proportion of qualified teachers is less than 50 per cent because a teacher can deliver a funded kindergarten program at more than one location. For Victoria, data for 2010-11 are not directly comparable to previous years due to changes in method and counting rules. This figure contains data based on the number of licensed funded services operating during the survey week in August 2010. ^c Queensland data from 2007-08 relate to staff with formal qualifications in Indigenous Community Pre-Preparatory schools and C&K community kindergarten services. Data for 2008-09 C&K community kindergarten services are not comparable with data for previous years, as these data include only staff working during the census week. Data for previous years relate to employed staff and include staff who were on leave or absent in the census week. The 2008-09 census had a response rate of 93.6 per cent for preschools, and data for 2008-09 are potentially under-reported. ^d In WA, all preschool teachers must have a formal qualification. The data assume that every teacher has an aide. Qualifications of aides are unknown, reported as not applicable and are assumed to be zero in the calculation of the proportion. ^e Data for 2006-07 for Tasmania and data from 2008-09 for the ACT were not available. ^f All preschool teachers in the NT are qualified teachers.

Source: State and Territory governments (unpublished); tables 3A.49, 3A.56, 3A.63, 3A.70, 3A.77, 3A.84, 3A.91 and 3A.98.

Nationally in 2010, 80.6 per cent of paid primary contact staff in Australian Government approved child care services undertook relevant in-service training in the previous 12 months (figure 3.14).

Figure 3.14 **Proportion of paid primary contact staff in Australian Government approved child care services who undertook relevant in-service training in previous 12 months, 2010^{a, b}**



^a Data for 2010 were drawn from the National ECEC Workforce Census and are not directly comparable with data for previous years (presented in table 3A.31) due to a change in data source. ^b Data for 2010 are updated final data from the National ECEC Workforce Census (preliminary 2010 data were included in the 2011 Report). Refer to box 3.4 and table 3A.31 for more information.

Source: DEEWR (unpublished) *National Early Childhood Education and Care Workforce Census, 2010*; table 3A.31.

NSW, Victoria and Queensland provided data on the proportion of preschool staff undertaking training in 2010-11 (tables 3A.49, 3A.56 and 3A.63).

Additional contextual data to support the staff-quality performance information on staff tenure in Australian Government approved child care services are reported in table 3A.32.

Standards

The Australian Government and the State and Territory governments support the quality of care provided by children's services through:

- accreditation and licensing
- provision of curriculum and policy support and advice
- training and development of management and staff.

Under the new *National Partnership Agreement on the National Quality Agenda for Early Childhood Education and Care* (box 3.1), COAG agreed to the establishment of a jointly governed National Quality Framework for Early Childhood Education

and Care and Outside School Hours Care, which replaces existing separate licensing and quality assurance processes (box 3.15).

Box 3.15 National Quality Framework

On 7 December 2009 COAG endorsed a National Quality Framework for Early Childhood Education and Care (NQF) (see also box 3.1). The NQF will be a uniform national system jointly governed by the Commonwealth and states and territories.

The new framework aims to raise quality and enable continuous improvement in early childhood education and care through:

- a National Quality Standard (NQS)
- a new rating system to complement the NQS
- streamlined regulatory system
- a new national body governed jointly by the Commonwealth and the states and territories (the Australian Children's Education and Care Quality Authority).

Implemented progressively from 1 July 2010, the NQS was operational from 1 January 2012, applied to all long day care, family day care, outside school hours care services and preschools, with the gradual introduction over subsequent years of improved ratios and qualifications. The National Quality Standard comprises guiding principles, quality areas, standards and elements. There are seven quality areas:

- educational program and practice
- children's health and safety
- physical environment
- staffing arrangements, including staff-to-child ratios and qualifications
- relationships with children
- collaborative partnerships with families and communities
- leadership and service management.

A cooperative legislative framework supports the introduction of the NQF. The states and territories will be responsible for the regulation and administration of the new system that integrates quality assurance with current licensing arrangements.

The national body will oversee the NQS and its application across jurisdictions nationally to ensure that services are meeting the new requirements.

Source: COAG (2009a); DEEWR (2010 and unpublished).

Standards — licensing

‘Licensing’ is an indicator of governments’ objective to ensure that children’s services meet the minimum standards deemed necessary to provide a safe and nurturing environment, and to meet the educational and development needs of children. State and Territory governments are responsible for licensing children’s services in their jurisdictions (box 3.16). The licensing and standards information presented in this Report relate to 2011 arrangements and were replaced from 1 January 2012 by the new system under the NQF (box 3.15).

Box 3.16 Licensing

‘Licensing’ is defined as complying with regulations covering operational requirements such as the number of children services can care for, safety standards and the qualification of carers. It has been identified for development and reporting in future. Descriptive information is reported for some jurisdictions in the interim. This information includes the number of licensed services, where licensing is indicative of regulatory control over services.

A high or increasing proportion of licensed services suggests the potential for a higher quality of services.

This indicator does not provide information on the degree to which licensing translates into higher quality service outcomes above the minimum standards of care. State and Territory governments also undertake other activities aimed at the promotion of quality, such as publishing curriculum materials and other resources, and undertaking consumer education.

Data for this indicator were not available for the 2012 Report.

State and Territory licensing requirements establish the foundations for quality of care by stipulating enforceable standards to support the health, safety, welfare and development needs of children in formal children’s services settings.

Licensed children’s services can include centre-based long day care, occasional care, preschools, family day care services and outside school hours care. Australian, State and Territory governments have developed national standards for centre-based long day care, family day care services and outside school hours care. The extent of implementation of these current standards varies across jurisdictions.

The service models covered by legislation vary across jurisdictions (table 3.6).

Table 3.6 State and Territory licensing of children’s services, 2011^a

<i>Service model</i>	<i>NSW</i>	<i>Vic^b</i>	<i>Qld</i>	<i>WA^c</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>
Centre-based long day care	L	L	L	L	L	L	L	L
Occasional care	L	L	L	L	G/L	L	L	X
Family day care schemes/agencies	L	L	L	X	G/L	L	L	X
Family day care carers	R	..	R	L	R	R	..	X
Outside school-hours care	R	L	L	L	R	L	L	X
Home-based care	L	..	X	X	L	L	..	X
Other care ^d	X	..	X	X	L	L	L	X
Preschool/kindergarten ^e	L/G	L	L/G	G	G	G/R	L/G	G/R

L = Services require a licence to operate. **R** = Services require registration or approval to operate. **G** = Services are provided by State/Territory governments. **X** = Services do not require licence, registration or approval to operate, but can be required to meet regulatory standards.

^a Children’s services are regulated in accordance with the requirements of the relevant legislation in each jurisdiction. ^b Since May 2009 all Outside School Hours Care and Family Day Care Services in Victoria are required to be licensed. ^c WA licenses individual carers, regardless of whether they belong to a scheme, and schemes are not licensed. ^d Other care refers to all other government regulated care, for example, nannies, playschools and in-home care. Jurisdictions can licence some, but not all, types of other care services. ^e NSW is progressively introducing regulation of school-based services. The NSW Department of Education and Training provides preschools in 100 government schools. In Tasmania, kindergartens not in government schools are registered with the Schools Registration Board. .. Not applicable.

Source: State and Territory governments (unpublished).

State and Territory governments also engage in monitoring and inspecting children’s services. All states and territories monitor performance against the standards set for children’s services, to ensure that high quality services are delivered to the community. Table 3.7 provides an overview of the monitoring and inspection regimes that operate across jurisdictions.

There are broad commonalities in the monitoring and inspection regimes across jurisdictions. However, there is variability in the recording of breaches and a variety of penalties applied for breaches. This has hindered reporting of comparable data across jurisdictions for monitoring and inspection.

Table 3.7 State and Territory monitoring and inspection regimes, for licensed children's services, 2010-11

<i>Monitoring activities</i>	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>
<i>Proactive monitoring^a</i>		✓	✓	✓	✓	✓	✓	✓	✓
Required frequency of inspections		Annual	Risk based	Annual	Annual	At least annual	Quarter	Quarter	Biannual
Estimated share announced visits ^b	%	25	6	43	29	5	93	60	80
Estimated share unannounced inspections ^c	%	75	94	57	71	95	7	40	20
<i>Reactive monitoring^d</i>		✓	✓	✓	✓	✓	✓	✓	✓
Data provided on substantiated breaches arising from complaints ^e		x	✓	x	✓	x	✓	✓	✓
<i>Sanctions for breaches^f</i>		✓	✓	✓	✓	✓	✓	✓	✓
Under-performing services incur follow-up or more frequent inspections		✓	✓	✓	✓	✓	✓	✓	✓
Number of prosecutions initiated against services during 2010-11 ^g	no.	6	4	na	7	na	–	–	–

^a Proactive monitoring refers to the ongoing program of visits/inspections to services that are determined by legislation and/or the monitoring policies in each jurisdiction. ^b Announced visits are scheduled with the service provider including but not limited to consultative and advisory meetings. ^c Unannounced inspections of services are used to assess performance against licence conditions including, but not limited to, investigations of complaints. Unannounced inspections allow the operation of the service to be monitored under normal operational circumstances. ^d A reactive monitoring regime can be triggered by either a complaint or a service's failure to comply with legislative requirements. ^e See detailed data in attachment tables 3A.51, 3A.58, 3A.65, 3A.72, 3A.79, 3A.86, 3A.93 and 3A.100. ^f Jurisdictions can apply a wide range of actions to underperforming services. These actions can include administrative and/or statutory sanctions including prosecution. Not all sanctions are included. ^g Prosecutions refer to all prosecutions against services that are brought under the relevant children's services Act in each jurisdiction. – Nil or rounded to zero. **na** Not available.

Source: State and Territory governments (unpublished).

Standards — accredited child care services

'Accredited child care services' is an indicator of the Australian Government's objective to ensure that government funded and/or provided child care services meet the standards deemed necessary to provide a safe and nurturing environment, and to meet the educational and development needs of children. Accredited services have been independently evaluated against a series of national quality standards for each specific child care service model. The NCAC is funded by the Australian

Government to administer the quality assurance systems for centre-based long day care, family day care schemes and outside school hours care services across Australia (box 3.17).

The accreditation information presented in this Report relate to 2011 arrangements and these arrangements were replaced from 1 January 2012 by the new system under the NQF (box 3.15).

Box 3.17 Accredited child care services

‘Accredited child care services’ is defined as the number of child care services that are accredited by NCAC as a proportion of services fully assessed. Data are also reported separately for centre-based long day care services, family day care schemes and outside school hours care services.

A high or increasing proportion of services that have been accredited is desirable.

This indicator does not provide information on the degree to which accreditation translates into higher quality service outcomes.

Data reported for this indicator are comparable.

Data quality information for this indicator is under development.

To become accredited under the quality assurance systems administered by the NCAC, service providers are required to achieve and maintain the quality standards set out for each service model. The quality standards for each service model are:

- the Quality Improvement and Accreditation System (QIAS) for centre-based long day care
- Family Day Care Quality Assurance (FDCQA) for family day care schemes
- Outside School Hours Care Quality Assurance (OSHCQA) for outside school hours care services.

The standards include the expected performance against a variety of ‘quality areas’, depending on the service model. For example, the QIAS assesses centre-based long day care performance against the following seven quality areas:

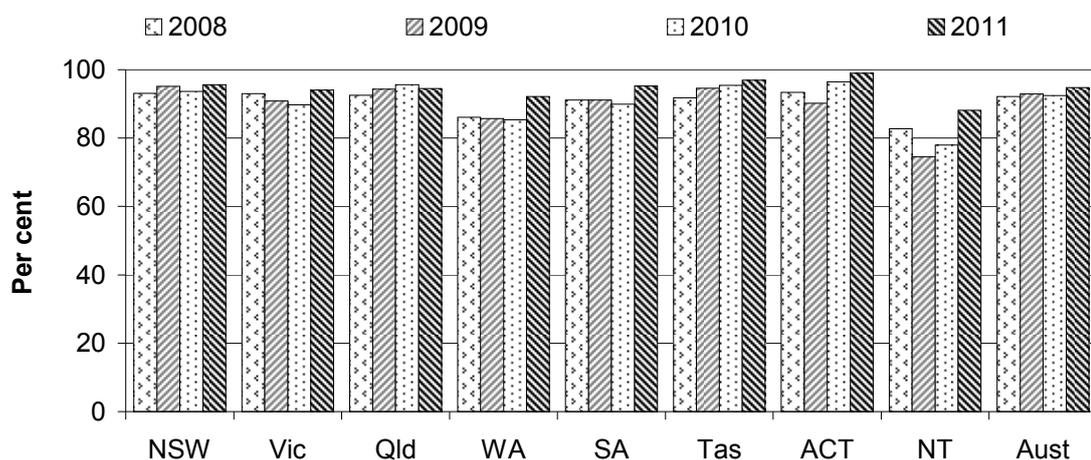
- staff relationships with children and peers
- partnerships with families
- programming and evaluation
- children’s experiences and learning
- protective care and safety

- health, nutrition and wellbeing
- managing to support quality.

The quality accreditation system administered by NCAC is an Australian Government initiative where successful participation is required to allow child care services to offer CCB fee reduction to parents. All centre-based long day care services are required to participate in the QIAS to be eligible for approval for CCB purposes, and the majority of centre-based long day care services participate.

Nationally, of the 6005 centres registered to participate in the QIAS at 30 June 2011, 4583 centres had received an accreditation decision (table 3A.33). Of the centres assessed, 94.8 per cent (4345 centres) were successful in achieving accreditation (figure 3.15). The centres that did not meet accreditation standards (238 centres) are required to submit another self study report to NCAC within six months of the date of NCAC's accreditation decision. At 30 June 2011, a further 1422 centres (23.7 per cent of those registered to participate in QIAS) were in self-study, review or moderation, or awaiting an accreditation decision (table 3A.33).

Figure 3.15 Accredited centres as a proportion of centres fully assessed under the Quality Improvement and Accreditation System^{a, b}



^a Data at 30 June in each year. Figures can fluctuate during the course of the year. ^b Results for Tasmania, the ACT and the NT can be influenced by the relatively small number of services participating in the process. See table 3A.33 for numbers of services.

Source: NCAC (unpublished); table 3A.33.

Nationally, 343 family day care schemes were registered with NCAC at 30 June 2011. Of these, 293 schemes had received an accreditation decision. Of the

schemes assessed, 97.3 per cent (285 services) were accredited. At 30 June 2011, 8 schemes were not accredited and 50 were in self-study, validation or moderation, or awaiting an accreditation decision (table 3A.33).

At 30 June 2011, there were 3575 outside school hours care services registered to participate in OSHCQA. Of the 2922 services that had received an accreditation decision at 30 June 2011, 99.0 per cent (2892 services) were successful in achieving accreditation. A further 653 services were in self-study, validation or moderation, or awaiting an accreditation decision (table 3A.33).

Child care health and safety — quality

‘Health and safety quality’ in children’s services is an indicator of governments’ objective to ensure that child care services meet the care, educational and development needs of children in a safe and nurturing environment (box 3.18).

The accreditation information presented in this Report relate to 2011 arrangements and these arrangements were replaced from 1 January 2012 by the new system under the NQF (box 3.15).

Box 3.18 Child care health and safety — quality

‘Child care health and safety quality’ is defined by three measures, one for family day care and two for long day care:

- the proportion of family day care schemes that achieved an accreditation rating of satisfactory or above for the health, hygiene, nutrition, safety and wellbeing quality area
- the proportion of long day care centres that achieved an accreditation rating of satisfactory or above ratings for the protective care and safety quality area
- the proportion of long day care centres that achieved an accreditation rating of satisfactory or above for the health, nutrition and wellbeing quality area.

All else being equal, a high or increasing proportion for the above measures can indicate that children’s services are meeting the needs of children in a safe and nurturing environment. A lower proportion of centres receiving satisfactory or above ratings does not provide information on the actual health and safety of children in these centres.

Data reported for this indicator are comparable.

Data quality information for this indicator is under development.

Data for this indicator were obtained from the NCAC. The following points should be noted in interpreting health and safety quality:

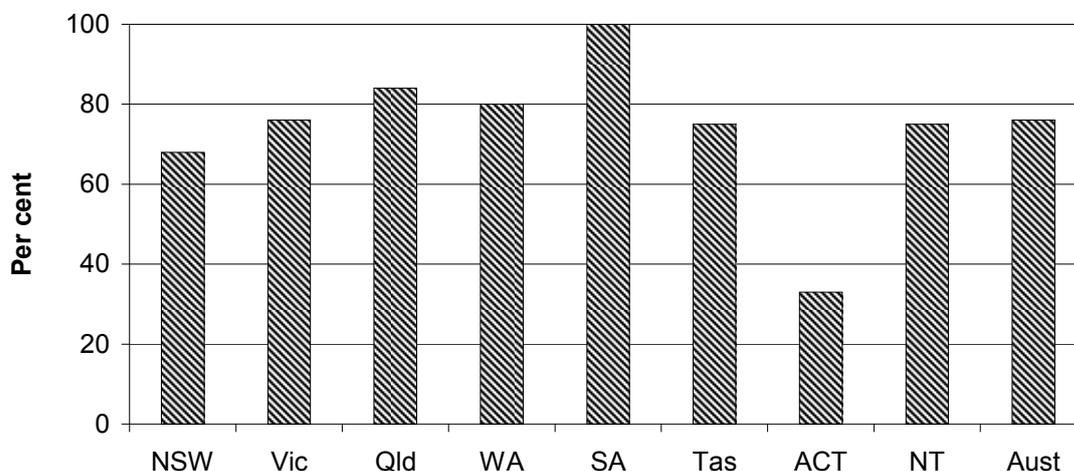
- data presented cover family day care schemes and long day care centres
- data do not include preschool/kindergarten services, as NCAC assessments are limited to child care services
- data are only presented for those services that have undergone accreditation in the 12 month reporting period (services are only accredited once during any 2.5 year period).

For family day care, the quality area ‘health, hygiene, nutrition, safety and wellbeing’ includes the following principles on which an assessment is made:

- the environments provided for children are safe
- food and drink are nutritious and culturally appropriate
- the health and safety of all children are protected
- nappy changing, toileting and bathing are positive experiences for children
- children’s needs for rest, sleep and comfort are supported
- current State or Territory legislation relating to child protection and wellbeing is implemented consistently.

Nationally, in 2010-11, 76.0 per cent of family day care schemes achieved satisfactory or above ratings for the health, hygiene, nutrition, safety and wellbeing quality area (figure 3.16).

Figure 3.16 Proportion of family day care schemes that achieved satisfactory or above ratings for NCAC health, hygiene, nutrition, safety and wellbeing quality area, 2010-11^{a, b}



^a Data are presented only for those services that have undergone accreditation in the 12 month reporting period (services are only accredited once during any 2.5 year period). ^b Results can be influenced by the relatively small number of services participating in the process. See table 3A.34 for numbers of services.

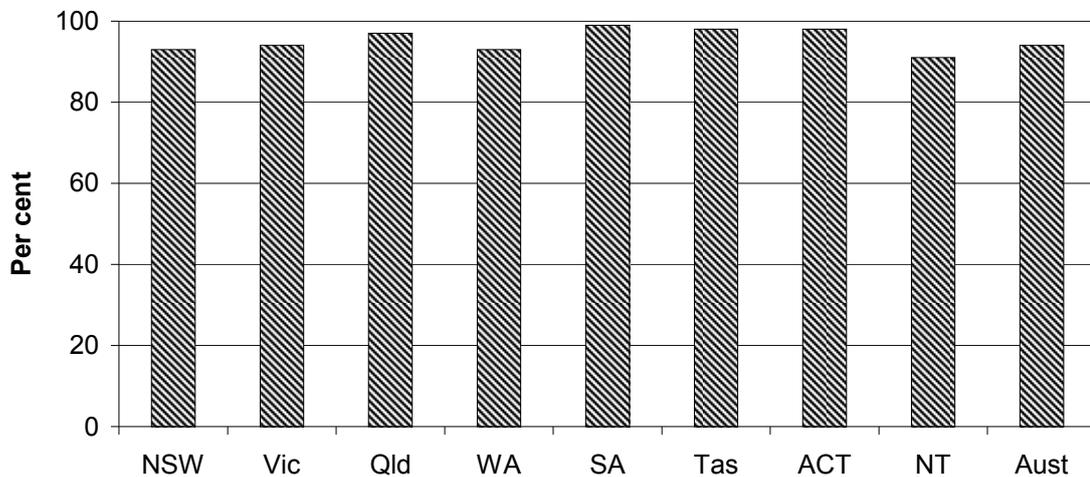
Source: NCAC (unpublished); table 3A.34.

For long day care, the quality area ‘protective care and safety’ includes the following principles on which an assessment is made:

- staff act to protect each child
- staff supervise children at all times
- staff ensure that potentially dangerous products, plants and objects are inaccessible to children
- the centre ensures that buildings and equipment are safe
- the centre promotes occupational health and safety.

Nationally, in 2010-11, 94.0 per cent of long day care centres achieved satisfactory or above ratings for the protective care and safety quality area (figure 3.17).

Figure 3.17 Proportion of long day care centres that achieved satisfactory or above ratings for NCAC protective care and safety quality area, 2010-11^{a, b}



^a Data are presented only for those services that have undergone accreditation in the 12 month reporting period (services are only accredited once during any 2.5 year period). ^b Results can be influenced by the relatively small number of services participating in the process. See table 3A.34 for numbers of services.

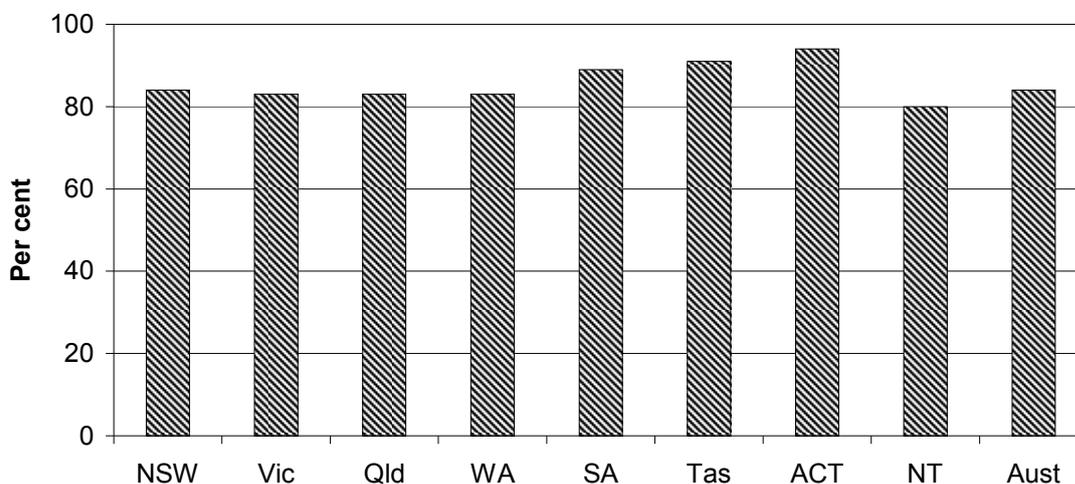
Source: NCAC (unpublished); table 3A.34.

For long day care, the quality area 'health, nutrition and wellbeing' includes the following principles on which an assessment is made:

- staff promote healthy eating habits
- staff implement effective and current food safety and hygiene practices
- staff encourage children to follow simple rules of hygiene
- staff ensure toileting and nappy changing procedures are positive experiences
- staff support each child's needs for rest, sleep and comfort
- the centre acts to control the spread of infectious diseases and maintains records of immunisations.

Nationally, in 2010-11, 84.0 per cent of long day care centres achieved satisfactory or above ratings for the health, nutrition and wellbeing quality area (figure 3.18).

Figure 3.18 Proportion of long day care centres that achieved satisfactory or above ratings for NCAC health, nutrition and wellbeing quality area, 2010-11^{a, b}



^a Data are presented only for those services that have undergone accreditation in the 12 month reporting period (services are only accredited once during any 2.5 year period). ^b Results can be influenced by the relatively small number of services participating in the process. See table 3A.34 for number of services.

Source: NCAC (unpublished); table 3A.34.

Health and safety — hospital separations for external causes of injury

‘Hospital separations for external causes of injury’ (occurring in children’s services) is a proxy indicator of governments’ objective to ensure that children’s services meet the care, educational and developmental needs of children in a safe and nurturing environment (box 3.19).

Box 3.19 Hospital separations for external causes of injury

'Hospital separations for external causes of injury' is defined as the number of hospital separations for children aged 0–4 years resulting from an external cause of injury occurring in 'school' divided by total hospital separations for children aged 0–4 years resulting from an external cause of injury. For children aged 0–4 years 'school' incorporates a range of formal children's services settings including kindergarten, preschool and centre-based child care services.

Low or decreasing hospitalisations for external causes of injury for children aged 0–4 years occurring in a 'school' can indicate better performance towards achieving the objective of providing the care, educational and development needs of children in a safe and nurturing environment.

All hospital separation data need to be interpreted with care. Nationally, no place of occurrence was reported for some of hospitalisations of children aged 0–4 years. As a result, this indicator should be interpreted as the minimum number of hospital separations for an external cause of injury that occurred in children's services.

Data reported for this indicator are comparable.

Data quality information for this indicator under development.

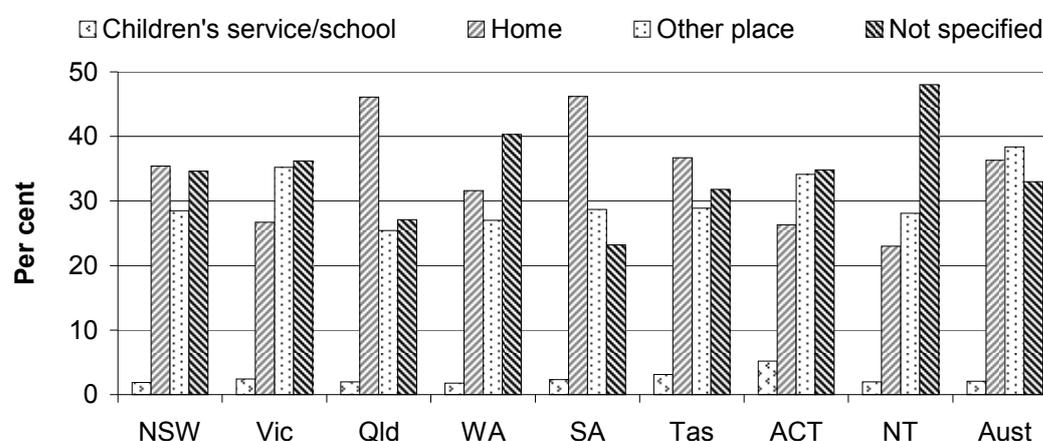
Limiting the data to children aged 0–4 years reduces the likelihood that the 'school' place of occurrence includes children in full time compulsory schooling, which children generally attend when they are aged 5 years or more. For children in the older age group it is not possible to separate injuries that occur in a children's service from those that occur in a full time formal school setting, so they are excluded from the indicator.

The data can capture children who were injured at these 'school' services without necessarily attending them. Family day care services, which are typically provided in the carer's home, are not likely to be covered under 'schools'. External cause refers to the environmental event, circumstance or condition that causes the injury. People admitted to hospital as a result of a pre-existing illness or condition (such as asthma), are excluded.

Nationally, in 2009-10, there were 33 432 injuries to children aged 0–4 years that resulted in a hospital admission in Australia (table 3A.35). Males accounted for approximately 58.1 per cent of these admissions. In total, the most common causes of injury to children aged 0–4 years were falls (29.5 per cent), complications of medical and surgical care (23.0 per cent) and exposure to mechanical forces (20.4 per cent) (Australian Institute of Health and Welfare (AIHW) unpublished). Males and females generally experienced similar causes of injury.

Nationally, in 2009-10, 36.3 per cent of injuries requiring hospitalisation occurred in the child's home. This reflects that children in this age group spend the majority of their time in the home and about half do not attend formal care. Across available jurisdictions, on average 2.1 per cent of injuries were reported as occurring at a 'school' (which includes day nursery, centre-based child care, and public or private kindergartens and preschools) (figure 3.19).

Figure 3.19 Hospital separations for external causes of injury for children aged 0–4 years, proportion by place of occurrence, 2009-10^{a, b, c, d}



^a External cause refers to the environmental event, circumstance or condition that causes the injury. People admitted to hospital as a result of a pre-existing illness or condition, such as asthma, are excluded. ^b A hospital separation is an episode of care for a person admitted to a hospital. ^c Separations without an external cause and those for which care type was reported as newborn with no qualified days, and records for hospital boarders or posthumous organ procurement are excluded. ^d Due to the high levels of non-reporting for place of occurrence, all hospital separations data need to be interpreted with care.

Source: AIHW (unpublished) *Australian Hospital Statistics 2009-10*; table 3A.35.

Client satisfaction — substantiated breaches arising from complaints

'Substantiated breaches arising from complaints' is an indicator of governments' objective to ensure that government funded or provided children's services meet the needs and expectations of users (box 3.20).

Box 3.20 Substantiated breaches arising from complaints

'Substantiated breaches arising from complaints' is defined as the number of substantiated breaches arising from complaints divided by the total number of registered or licensed services. Results are presented by service model. Data on the proportion of substantiated breaches arising from complaints against which action was taken are also reported. One complaint can include multiple breaches. Breaches identified as a result of normal monitoring and inspection visits are excluded from these data.

All else being equal, a low or decreasing rate of breaches arising from complaints can suggest a higher quality service. A high or increasing rate of complaints does not provide information on whether a jurisdiction has lower service safety and quality, or a more effective reporting and monitoring regime.

Complaints data need to be interpreted with care, because:

- clients who are well informed can be more likely to make a complaint than clients without access to this information. Some jurisdictions give priority to developing client groups who are well informed, as part of improving their service delivery
- the number of approved care providers or parent users per service differs in each service across states and territories
- complaints management systems vary across jurisdictions.

Data reported for this indicator are neither directly comparable nor complete.

Data quality information for this indicator is under development.

Breaches of legislation, regulations or conditions vary in circumstance and severity. Some breaches can have serious implications for the quality of care provided to children (such as requirements to undertake criminal record checks for staff and requirements to install smoke detectors). Other breaches do not necessarily directly affect the quality of care (such as requirements to display licensing information). Similarly, action taken by regulatory authorities in response to a breach can range from a requirement to comply within a specified time frame through to licensing action or prosecution.

Victoria, WA, Tasmania and the ACT provided data on the number of substantiated breaches arising from complaints and allegations of regulation breaches made to the State and Territory government regulatory bodies in 2010-11 (tables 3A.58, 3A.72, 3A.86 and 3A.93).

Efficiency

Differences in reported efficiency results across jurisdictions can reflect differences in counting and reporting rules for financial data and in reported expenditure (which are partly due to different treatments of various expenditure items). Information on the comparability of expenditure is shown in table 3A.6 and information on the treatment of assets is shown in table 3A.7.

Inputs per output unit — total government expenditure on children’s services per child in the community

‘Total government expenditure on children’s services per child in the community’ is an indicator of governments’ objective to maximise the availability and quality of services through the efficient use of taxpayer resources (box 3.21).

Box 3.21 Total government expenditure on children’s services per child in the community

‘Total government expenditure on children’s services per child in the community’ is defined as Australian Government expenditure and State and Territory government expenditure on children’s services per child aged 0–12 years in the community.

All Australian Government expenditure reported for this indicator is provided for child care services, whereas State and Territory government expenditure covers both child care and preschool services. Expenditure data per child are reported separately for the Australian Government and each State and Territory government, as well as total expenditure per child.

Government expenditure includes administration expenditure, other expenditure on service provision, financial support to families, and net capital expenditure on child care and preschool services. Unit cost data for children’s services do not yet contain an estimate of user cost of capital.

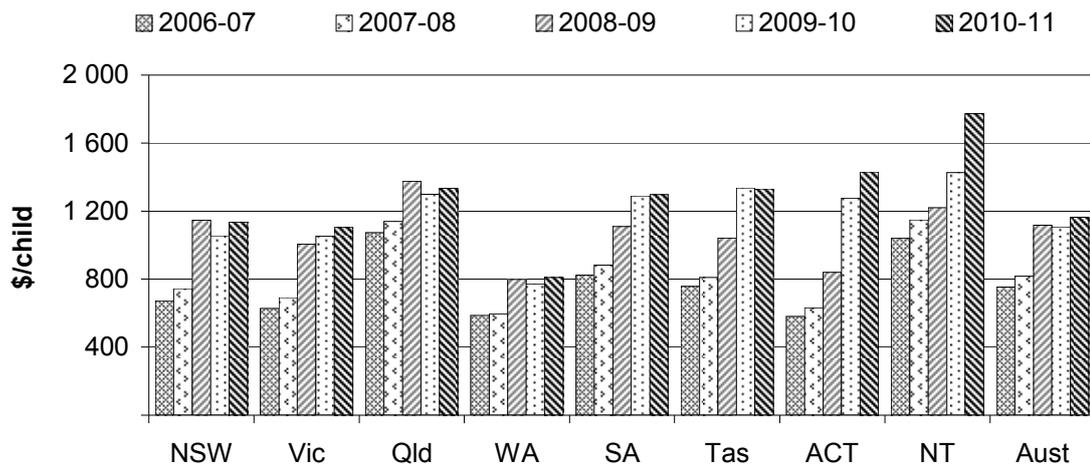
All efficiency data need to be interpreted with care. Changes in expenditure per child could represent changes in government funding policy. While high or increasing unit costs can reflect deteriorating efficiency, they can also reflect increases in the quality or quantity of service provided. Similarly, low or declining expenditure per child can reflect improving efficiency or lower quality or quantity. Provided the level and quality of, and access to, services remains unchanged, lower expenditure per child can indicate greater efficiency of government expenditure.

Data reported for this indicator are not complete and not directly comparable.

Data quality information for this indicator is under development.

Australian Government real expenditure on children's services per child in the community at a national level increased by 54.2 per cent between 2006-07 and 2010-11, from \$755 to \$1164 (figure 3.20).

Figure 3.20 Australian Government real expenditure on children's services per child aged 0–12 years in the community (2010-11 dollars)^{a, b, c, d}



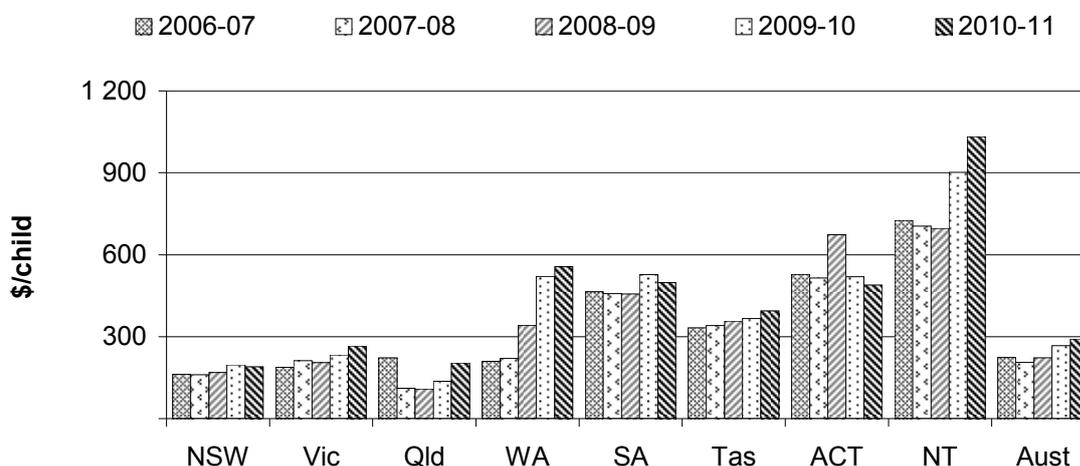
a Estimated resident population as at 31 December. The Australian total includes children in other territories. **b** Includes administration expenditure, other expenditure on service provision, financial support to families and net capital expenditure on child care services. **c** The Australian total includes a component of expenditure that cannot be disaggregated by state and territory. **d** Expenditure includes payment of CCTR.

Source: DEEWR (unpublished); ABS (unpublished) *Australian Demographic Statistics*, Cat. no. 3101.0; table 3A.36.

Additional time series data from 2002-03 are presented for Australian Government real expenditure on children's services per child in table 3A.36.

Data were supplied by all State and Territory governments on their expenditure for both child care and preschool services. Differing collection methods and changes to policies make it difficult to compare expenditure across jurisdictions and over time. Nationally in 2010-11, State and Territory government expenditure was \$291 per child (figure 3.21).

Figure 3.21 State and Territory government real expenditure on children’s services per child aged 0–12 years in the community (2010-11 dollars)^{a, b}



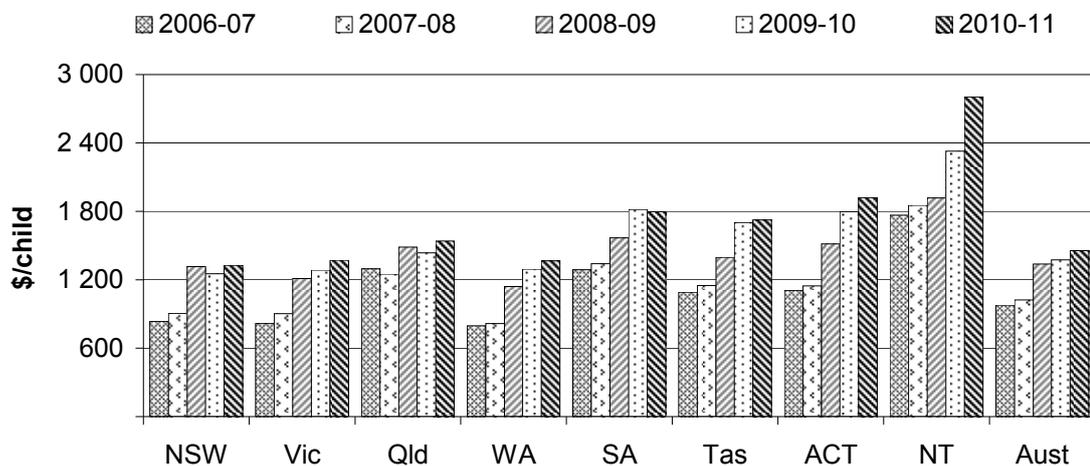
^a Includes administration expenditure, other expenditure on service provision, financial support to families, and net capital expenditure on child care and preschool services. ^b The reduction in 2007-08 Queensland expenditure data is due to the cessation of Queensland Government preschools in December 2006 and the introduction of the Preparatory Year in schools from January 2007.

Source: State and Territory governments (unpublished); ABS (unpublished) *Australian Demographic Statistics*, Cat. no. 3101.0; table 3A.37.

Additional time series data from 2002-03 are presented for State and Territory government real expenditure on children’s services in table 3A.37.

Figure 3.22 shows the combined expenditure from both the Australian Government and the State and Territory governments per child in the community aged 0–12 years over the period 2006-07 to 2010-11. Nationally the combined expenditure was \$1455 in 2010-11.

Figure 3.22 Total government real expenditure on children’s services per child in the community aged 0–12 years (2010-11 dollars)^{a, b}



a Includes administration expenditure, other expenditure on service provision, financial support to families, and net capital expenditure on child care and preschool services from both Australian Government (for child care services only) and State and Territory governments (for child care services and preschool services).
b See notes to figures 3.20 and 3.21 for further detail on the Australian Government’s and State and Territory governments’ expenditure data.

Source: DEEWR (unpublished); State and Territory governments (unpublished); ABS (unpublished) *Australian Demographic Statistics*, Cat. no. 3101.0; tables 3A.36 and 3A.37.

Inputs per output unit — Australian government expenditure per child attending approved child care services

‘Australian Government expenditure per child attending approved child care services’ is an indicator of governments’ objective to maximise the availability and quality of services through the efficient use of taxpayer resources (box 3.22).

Box 3.22 Australian Government expenditure per child attending approved child care services

‘Australian Government expenditure per child attending approved child care services’ is defined as Australian Government expenditure per child aged 0–12 years attending Australian Government approved child care services in Australia.

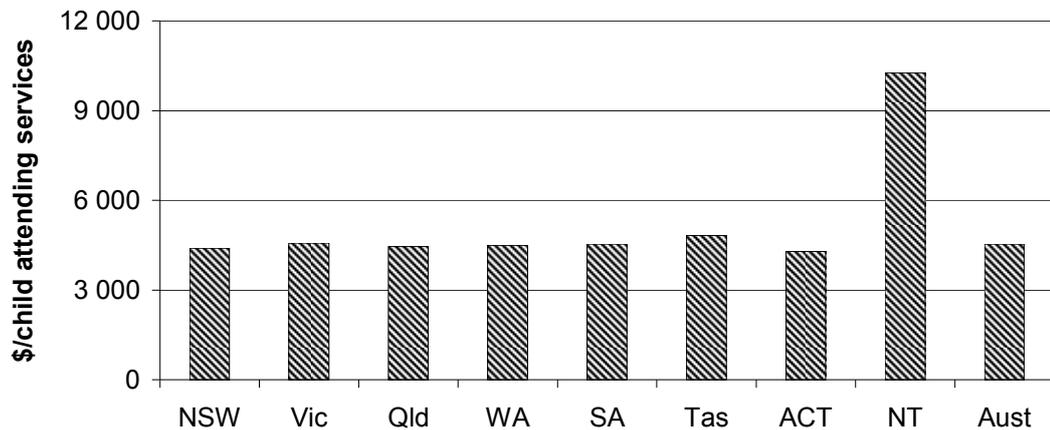
All efficiency data need to be interpreted with care. Changes in expenditure per child could represent changes in government funding policy. While high or increasing unit costs can reflect deteriorating efficiency, they can also reflect increases in the quality or quantity of service provided. Similarly, low or declining expenditure per child can reflect improving efficiency or lower quality or quantity. Provided the level and quality of, and access to, services remains unchanged, lower expenditure per child can indicate greater efficiency of government expenditure.

Data reported for this indicator are comparable.

Data quality information for this indicator is under development.

Figure 3.23 shows Australian Government expenditure on each child aged 0–12 years attending Australian Government approved child care services. Nationally in 2011, Australian Government expenditure per child attending approved child care services was \$4532.

Figure 3.23 **Australian Government expenditure per child aged 0–12 years attending Australian Government approved child care services, March quarter 2011^{a, b, c}**



^a Includes expenditure for some children aged greater than 12 years, including Indigenous children and children with special needs. ^b Children can use more than one type of care. Children are counted once for each type of care they use. ^c Attendance data relate to March quarter 2011.

Source: DEEWR (unpublished); table 3A.38.

Outcomes

Outcomes are the impact of services on the status of an individual or group (while outputs are the services delivered) (see chapter 1, section 1.5).

Family work-related needs

‘Family work-related needs’ is an indicator of governments’ objective for children’s services to provide support for families in caring for their children, to allow the needs of the family to be met (box 3.23).

Box 3.23 Family work-related needs

'Family work related needs' is defined as the proportion of children aged 0–12 years in families participating in the labour force for whom formal care, or additional hours of formal care, was required for work-related reasons but was unable to be accessed.

Families participating in the labour force include single parent families where the lone parent is employed or unemployed, and couple families where both parents are employed or unemployed.

A lower or decreasing proportion indicates more families work-related needs for formal care, or additional hours of formal care, are being met.

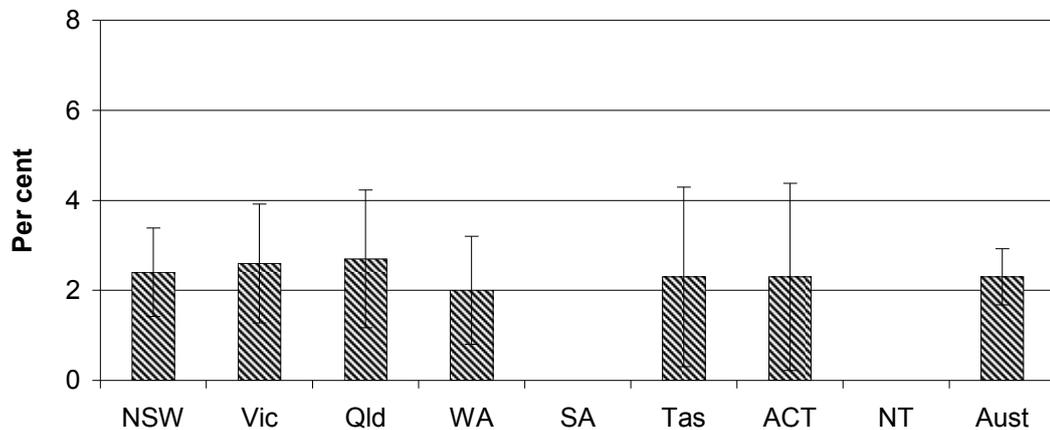
This measure addresses the need for families to participate in the labour force without child care impeding this participation. Development is underway to investigate other measures of meeting families needs.

Data reported for this indicator are comparable.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2012.

Data for this indicator were obtained from the *ABS 2008 Childhood Education and Care Survey*. Box 3.13 includes further information about the *2008 Childhood Education and Care Survey*. Nationally, 2.3 per cent of children aged 0–12 years from working families required formal care, or additional formal care for work related reasons, but were unable to access this additional formal care (figure 3.24).

Figure 3.24 Proportion of children aged 0–12 years in working families who required any/additional formal care for work related reasons but were unable to access this care, 2008^{a, b, c}



^a Data for SA and the NT were not published due to small numbers, but are included in the Australian total.

^b Error bars represent the 95 per cent confidence interval associated with each point estimate.

^c Any/additional formal care includes current requirements for a child care service for: children who do not currently use any child care; children who need additional child care services; or children who require a different type of service other than the child care service being used.

Source: ABS (unpublished) *Childhood Education and Care Survey, 2008*, Cat. no. 4402.0; table 3A.39.

Demand for formal care

‘Demand for formal care’ is an indicator of governments’ objective to ensure that children’s services meet the requirements of all Australian families. Expressed need for formal care or additional formal care indicates the extent to which children’s services are not meeting demand by families (box 3.24).

Box 3.24 Demand for formal care

‘Demand for formal care’ is defined as the proportion of children aged 0–12 years for whom formal care or additional formal care services was required but was unable to be accessed. Formal care includes child care and preschool services.

A low or decreasing proportion of children for whom additional services are required indicates demand by families is being met to a greater extent.

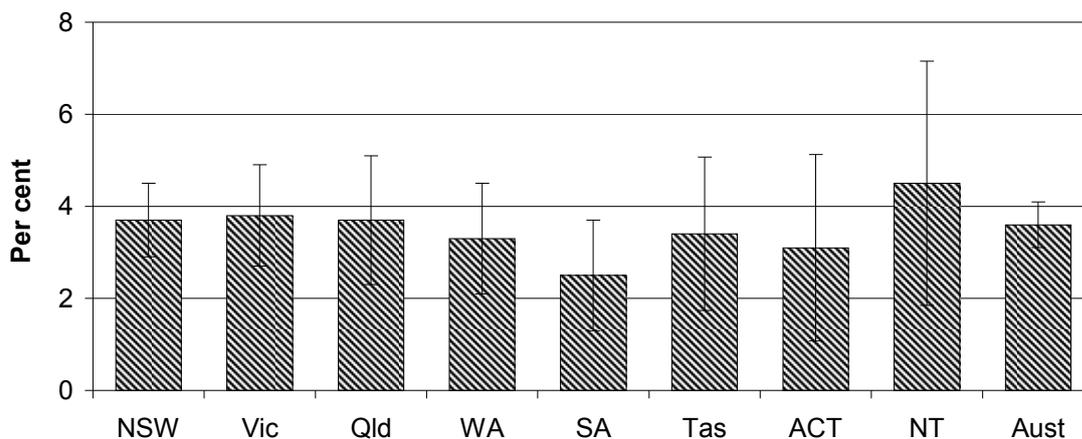
Data reported for this indicator are comparable.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2012.

The 2008 CEaCS collected data on whether formal care or additional formal child care or preschool were required currently, or in the future. Nationally in 2008, formal care or additional child care or preschool services were required, but were unable to be accessed for 3.6 per cent of children aged 0–12 years (figure 3.25). In 2008, formal care or additional child care services were required for approximately 89 300 children aged 0–12 years, and additional preschool services were required for 36 400 children (table 3A.40).

Data on demand for formal child care from the 2005 ABS *Child Care Survey* are presented in tables 3A.39 and 3A.40. The 2005 survey collected data on additional formal care required in the previous four weeks, and are not directly comparable with data from 2008.

Figure 3.25 Proportion of children aged under 12 years who required but were unable to access any/additional formal child care or preschool, 2008^{a, b, c}



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b As data for this indicator are based on the ABS *Childhood Education and Care Survey* it has some limitations as a measure of unmet demand (box 3.13). ^c Any/additional formal child care or preschool includes current requirements for a child care or preschool service for: children who do not currently use any child care or preschool; children who need additional child care or preschool services; or children who require a different type of service other than the child care or preschool service currently being used.

Source: ABS (unpublished) *Childhood Education and Care Survey 2008*, Cat. no. 4402.0; table 3A.40.

Reasons for needing any/additional formal child care or preschool in 2008 are included in table 3A.41 and barriers to access identified by respondents are included in table 3A.42.

Out-of-pocket cost of child care

‘Out-of-pocket cost of child care’ is an indicator of governments’ objective that all Australian families have equitable access to children’s services irrespective of their financial circumstances (box 3.25).

Box 3.25 Out-of-pocket cost of child care

‘Out-of-pocket cost of child care’ is defined as the proportion of weekly disposable income that families spend on child care services before and after the payment of child care subsidies. Data are estimated for families with a 60:40 income split and gross annual income of \$35 000, \$55 000, \$75 000, \$95 000, \$115 000 and \$135 000. Families are assumed to have either one or two children who attend full time care (equal to 50 hours per child per week) in centre-based long day care and family day care.

Lower out-of-pocket cost for child care as a proportion of weekly disposable income (after child care subsidies) represents more affordable child care. Similar percentages across income groups suggest a more equitable outcome.

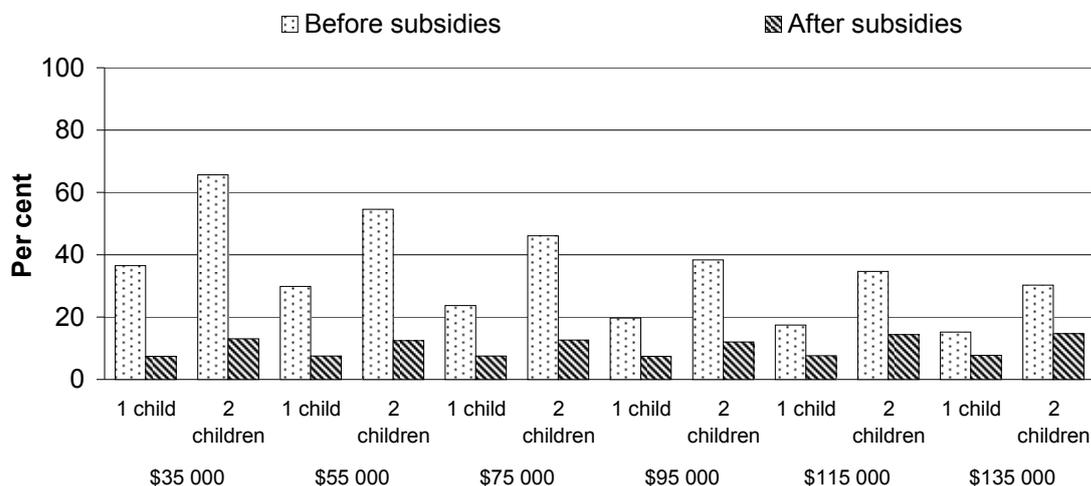
Care needs to be exercised when interpreting results, because a variety of factors (including for example rates, rental costs, localised costs of living) can influence child care costs.

Data reported for this indicator are comparable.

Data quality information for this indicator is under development.

Nationally, out-of-pocket costs of child care as a proportion of weekly family income after subsidies in 2011 showed less variation across income bands than before subsidies were taken into account (figure 3.26).

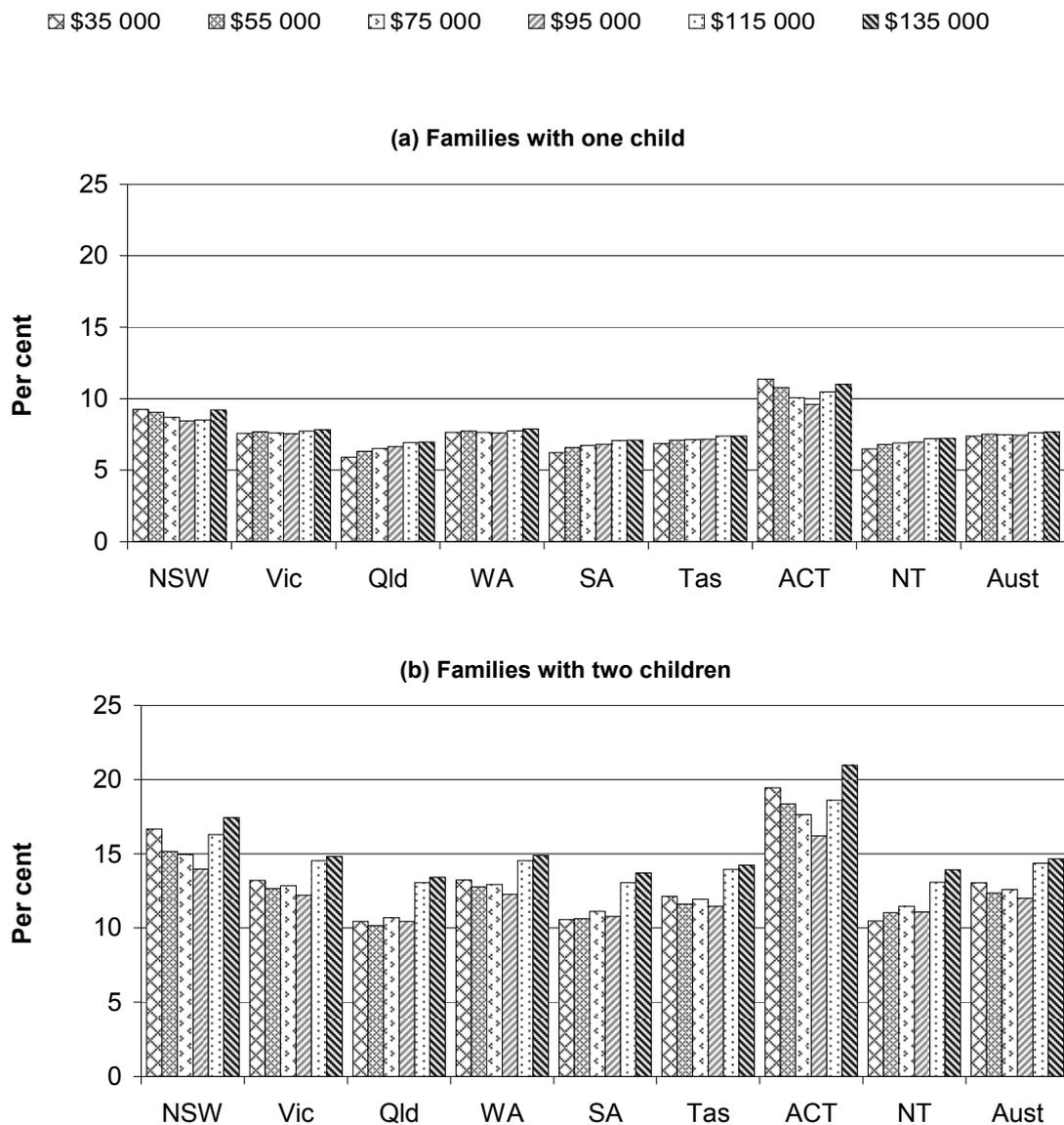
Figure 3.26 Out-of-pocket costs of child care for families with children in full time centre-based long day care, as a proportion of weekly disposable income, by gross annual family income, 2011



Source: DEEWR (unpublished); table 3A.43.

Nationally, for centre-based long day care, the out-of-pocket costs (after subsidies) for families with one child was between 7.4 per cent and 7.7 per cent of weekly disposable income, and between 12.0 per cent and 14.7 per cent of weekly disposable income for families with two children (figure 3.27).

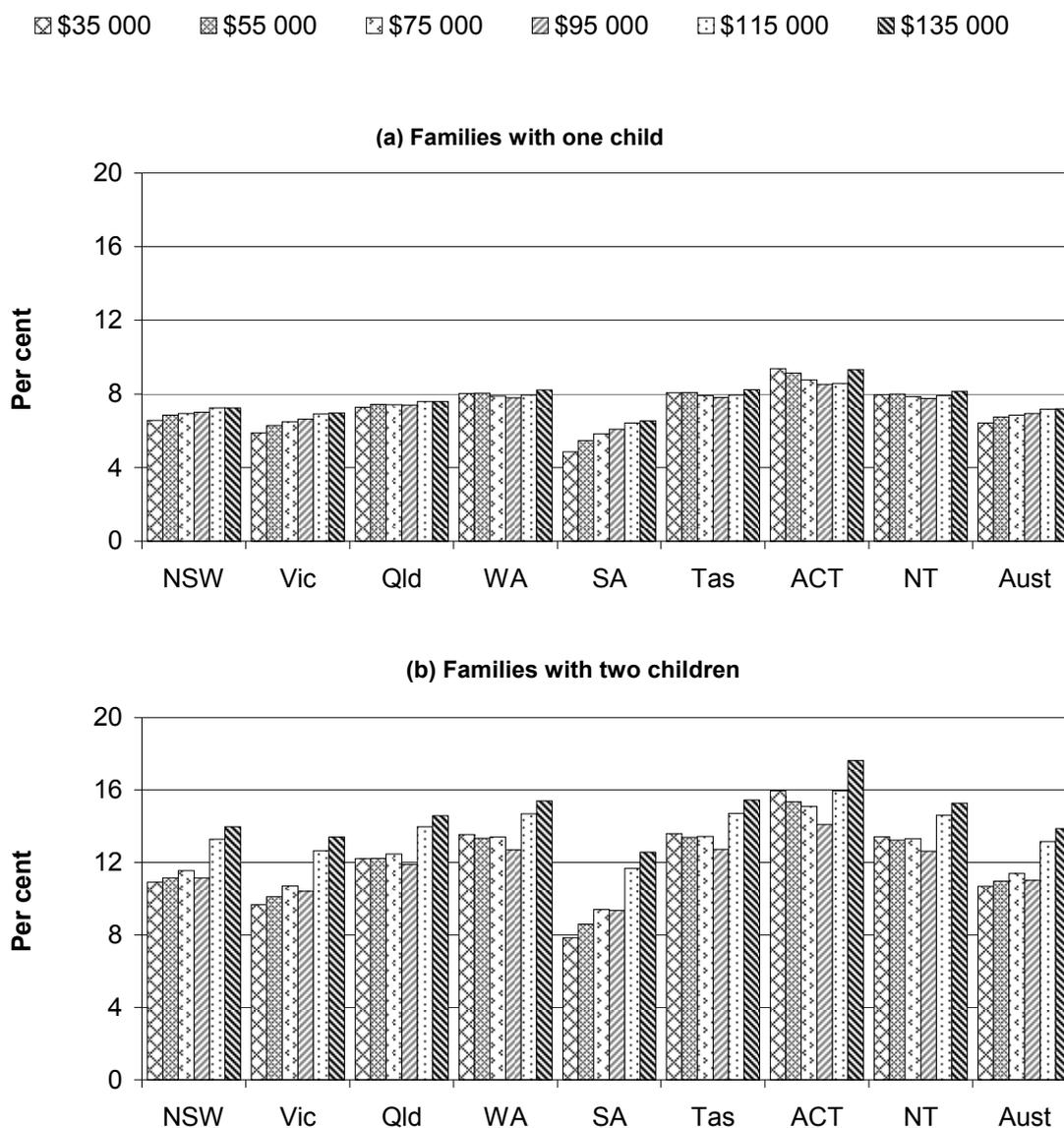
Figure 3.27 Out-of-pocket costs for centre-based long day care (after subsidies), as a proportion of weekly disposable income, by gross annual family income, 2011



Source: DEEWR (unpublished); table 3A.43.

Nationally, for family day care, the out-of-pocket costs (after subsidies) for families with one child was between 6.4 per cent and 7.2 per cent of weekly disposable income, and between 10.7 per cent and 13.9 per cent of weekly disposable income for families with two children (figure 3.28).

Figure 3.28 Out-of-pocket costs for family day care (after subsidies), as a proportion of weekly disposable income, by gross annual family income, 2011



Source: DEEWR (unpublished); table 3A.44.

Children's needs

'Children's needs' is an indicator of governments' objective to provide children's services that meet the care, education and development needs of children, in a safe and nurturing environment (box 3.26).

Box 3.26 Children's needs

'Children's needs' has been identified for development and reporting in future.

Development work is focused on outcomes measures for children's needs in the areas of:

- learning and development
- health and safety
- social and emotional wellbeing.

Development is underway to investigate a broad set of measures for children's needs using data from the Longitudinal Study of Australian Children (box 3.27) and/or the Australian Early Development Index (box 3.28).

Box 3.27 Longitudinal Study of Australian Children

The Longitudinal Study of Australian Children (LSAC) is a longitudinal study on a discrete cohort of children, that aims to examine the impact of Australia's unique social, economic and cultural environment on children growing up in Australia today (AIFS 2005a).

The LSAC was initiated and is funded by FaHCSIA, with the Australian Institute of Family Studies (AIFS) having responsibility for the design and management of the study.

The sampling unit for the LSAC is the child. During 2004, the study recruited a sample of 5107 infants (children aged 0-1 year at the time) and 4983 children (children aged 4-5 years at the time) (see AIFS 2005a for more details).

LSAC and outcomes for children

The LSAC Outcome Index, attached to each infant and child in the study, is a composite measure that indicates how children are developing across physical, social/emotional and learning domains of competence. It provides a means of summarising the development of children across multiple domains, and wherever possible incorporates both positive and negative outcomes (see AIFS 2005b for more details).

The LSAC Outcome Index is currently being investigated as a possible measure of the developmental outcomes of infants/children in child care/preschool, compared with those infants/children who are not in child care/preschool.

Box 3.28 Australian Early Development Index

The Australian Early Development Index (AEDI) is a population measure of children's development by the time they reach school age. It measures five areas of early childhood development: physical health and well-being; social competence; emotional maturity; language and cognitive skills (school based); and communication skills and general knowledge.

The AEDI provides valuable information about early childhood development at a local level and, along with other relevant data, enables governments and communities to target services, resources and infrastructure. It has been endorsed by COAG as a national progress measure of early childhood development. The AEDI is delivered by the Department of Education, Employment and Workplace Relations in partnership with State and Territory Governments, the Centre for Community Child Health, Melbourne and the Telethon Institute for Child Health Research, Perth.

The first national collection of the AEDI took place between May and July 2009 with data collected on 97.5 per cent of the estimated five year old population (261 203 children) in their first year of full time school. The 2009 results showed that the majority of children were doing well against each of the five developmental domains. However, 23.6 percent of children were reported as developmentally vulnerable against one or more domain/s and 11.8 per cent of children were developmentally vulnerable against two or more domains.

In 2011, the Australian Government made a commitment to collect these data every three years, representing an investment of \$28 million per collection cycle. The next data collection will take place from May to July 2012, with results expected in early 2013. AEDI results will be publicly available for around 96 per cent of Australian communities, including regional and remote communities.

The Early childhood, education and training sector summary includes AEDI data on the proportion of children developmentally on track in language and cognitive skills as they entered school in 2009 (p. B.23).

Additional information on the AEDI, including access to the 2009 National Report, community maps and community profiles, are available at the website www.aedi.org.au

Source: DEEWR (unpublished).

Cost-effectiveness

'Cost-effectiveness' is an indicator of children's services being provided in an effective and efficient manner (box 3.29).

Box 3.29 Cost effectiveness

'Cost effectiveness' in children's services is an indicator of governments' objective to provide children's services in an effective and efficient manner.

This indicator has been identified for development and reporting in future. Data were not available for the 2012 Report.

3.4 Future directions in performance reporting

The Steering Committee is committed to improving the comparability, completeness and overall quality of reported data for all indicators included within the performance indicator framework.

Improving reporting of existing indicators

Changes in the children's services sector have required jurisdictions to revise collection methods, and these revisions have improved the reporting of existing indicators but may have reduced the comparability of some time series data. Further work is planned to improve the consistency and comparability of performance information across jurisdictions.

Future indicator development

The Review will continue to improve the appropriateness and completeness of the performance indicator framework. Future work on indicators will focus on:

- developing indicators against the new COAG National Quality Framework for Early Childhood Education and Care and the new National Quality Standard to be applied to long day care, family day care, outside school hours care services and preschools
- alternative reporting on child care utilisation rates
- developing indicators to measure the extent to which children's services meet children's needs.

Improving the completeness and comparability of data

Potential sources of information

Several sources of information and policy or data developments may influence future reports:

- The Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) endorsed the *National Information Agreement on Early Childhood Education and Care (NIA ECEC)* on 6 November 2009. The Agreement provides a framework for cooperation between the Australian, State and Territory governments and information agencies to develop the information base required for the COAG early childhood reform agenda. The Agreement is an important step in national efforts to improve the quality and reliability of early childhood education and care data.
- Under the NIA ECEC, an Early Childhood Education and Care National Minimum Data Set (ECEC NMDS) is being implemented, which provides a framework for collecting a set of nationally comparable data for child care and preschool services. The ECEC NMDS is being developed by the AIHW, under the guidance of the Early Childhood Data Sub Group (ECDSG) — a working group that operates under the auspices of the MCEECDYA.
- In partnership with the Australian Government and the State and Territory Governments the ABS has established a National ECEC Data Collection (*Preschool Education Australia*) based on the ECEC NMDS outlined above. The first issue of the annual publication was released in early 2011 (ABS 2011).
- The developments under the COAG agreed National Quality Agenda for Early Childhood Education and Care.
- Ongoing national data collections also include the *Longitudinal Study of Australian Children* (LSAC) (box 3.27) and the *Australian Early Development Index* (AEDI) (box 3.28).

COAG developments

Report on Government Services alignment with National Agreement reporting

It is anticipated that future editions of the Children's services chapter will align with applicable NIRA indicators. Further reporting changes may result from future developments in National Agreement reporting.

Outcomes from review of Report on Government Services

The COAG endorsed recommendations (December 2009) of the review of the RoGS implemented during 2010 and 2011 are reflected in this Report. Further recommendations will be reflected in future reports.

3.5 Jurisdictions' comments

This section provides comments from each jurisdiction on the services covered in this chapter.

Australian Government comments

“ The Australian Government in collaboration with State and Territory Governments, continued to progress a range of early childhood education and care commitments and initiatives, which focus on improving the quality, access and affordability of early childhood education and child care. Major progress included:

- MCEECDYA approving the *Education and Care Services National Regulations 2011*, which positions the sector for the implementation of the *National Quality Framework* (NQF) from 1 January 2012
- the establishment of the *Australian Children’s Education and Care Quality Authority* and wind up of the *National Childcare Accreditation Council*
- implementation of sector support initiatives for the NQF including: publication and distribution of guides to the *Education and Care Services National Law, National Regulations, National Quality Standard* and *Quality Improvement Plans*; grants of \$5000 to 1000 services to assist with the implementation of the NQF; a further \$9.2 million to support workforce development through the Recognition of Prior Learning initiative; and to support implementing approved learning frameworks
- progressing universal access to early childhood education for all children in the year before school by 2013
- improved payment flexibility for families by introducing fortnightly Child Care Rebate payments from July 2011
- 15 new locations for the Home Interaction Program for Parents and Youngsters and funding continued for 35 existing sites across Australia
- the official opening of the first of 38 Children and Family Centres funded through the *National Partnership Agreement on Indigenous Early Childhood Development* at West Belconnen in Canberra in May 2011
- the continued implementation of the \$59.4 million budget measure to improve standards in centre-based Budget Based Funded child care services by delivering infrastructure improvements, increasing the number of qualified staff and improving governance capacity
- the second national implementation of the AEDI commenced, following Australian Government commitment to collect these data every three years.
- improved information available to parents to support their child care choices through further development of the www.mychild.gov.au website
- continued implementation of the *National Information Agreement for Early Childhood Education and Care* and working towards nationally consistent information under *National Partnership Agreement on Early Childhood Education, National Partnership Agreement on Indigenous Early Childhood Development* and *Closing the Gap* commitments.

New South Wales Government comments

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The NSW Government recognises that early learning begins at birth and that the early years of a child's life are crucial to a child's future development and learning. The NSW Government is committed to supporting a sector that provides good quality early childhood education and care which is responsive to the needs of children and their families, whatever their circumstances may be. The transfer of responsibility for early childhood education and care to the Department of Education and Communities is a reflection of this commitment.

During 2010-11, the NSW Government continued to invest significant effort in implementing the *National Partnership Agreement on the National Quality Agenda for Early Childhood Education and Care* and the *National Partnership Agreement on Early Childhood Education*.

Since signing the *National Partnership Agreement on the National Quality Agenda for Early Childhood Education and Care* in December 2009, the NSW Government has worked closely with the Australian Government and other States and Territories to develop the legislative framework for the new system, the quality assessment instrument and other aspects of the system.

The NSW Government continued work to align its existing legislative framework with the *National Quality Framework*. Changes to the legislation commencing on 1 January 2011 introduced streamlined licensing and approvals processes, expanded compliance and enforcement powers, and a 1:4 ratio for children under 2 years of age at centre based services. These measures will all enable a smoother transition to the *National Quality Framework* when it commences in January 2012.

In 2010-11, the \$26.9 million available through the *National Partnership Agreement on Early Childhood Education* enabled the NSW Government to maintain increased levels of renewable funding to community preschools, further improving access to preschool programs. Results for 2010 show increased preschool participation for all children, but especially those from Indigenous and disadvantaged backgrounds. Average preschool fees for Aboriginal children and disadvantaged children decreased further and remained significantly below average overall preschool fees. And compared to 2009, the attendance rate for Aboriginal children increased by 17.1 and for disadvantaged children by 14.3 percentage points.

Due to the integrated nature of early childhood education and care in NSW, the structure of the Children's services chapter continues to pose difficulties in comparing the performance of NSW with that of other jurisdictions, and in accurately reporting NSW data. The chapter continues to distinguish preschool services from child care services, whereas in NSW the same regulatory standards for educational programs and early childhood teachers apply across all centre-based and mobile children's services and there is no regulatory distinction between preschool and long day care.

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Victorian Government comments

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The Victorian Government is partnering with families, communities and local government to achieve improved outcomes for Victorian families. The Victorian Government is committed to meeting the challenges of a growing population and increasing access to high quality early childhood health, education and care services for all children and their families.

Victoria is well advanced in implementing the *National Partnership Agreement on the National Quality Agenda for Early Childhood Education and Care*. Services' capacity to comply with legislation has been supported by a range of strategies to promote the delivery of quality programs for children. Victoria enacted the *Education and Care Services National Law Act 2010* on 12 October 2010 and led on the development of the National Regulations. The approval of the Regulations is a major milestone in achieving nationally consistent quality of education and care for Australian children.

Work is well underway on implementing the *National Partnership Agreement on Early Childhood Education*, with a focus on municipal planning, workforce and capital investment. Evaluation of the first round of pilots to inform different models for delivering a 15-hour kindergarten program has begun. The number of Long Day Care services offering preschool programs grew from 547 to 670, giving families more choice. Victoria participated in the *National Early Childhood Education and Care Collection*, collecting for the first time unit record level data for the 70 000 children attending kindergarten programs.

To help meet Victoria's National Partnership commitments, and in recognition of the importance of a skilled and professional early childhood workforce, Victoria has continued the expansion of initiatives to support the early childhood workforce, and commenced a new state-wide mentoring program for early childhood teachers. The Victorian *Early Years Learning and Development Framework* continues to be embedded in the practice of all early childhood professionals.

To help more children reach their potential, an *Early Home Learning Study* is directly supporting up to 2000 families with children aged from birth to three over the next three years and promoting the home as a positive learning environment for children in vulnerable families.

Government funding has also been allocated to expand kindergarten cluster management, the Maternal and Child Health Scholarship program and Kindergarten Inclusion Support Services, to provide for the continuation of the kindergarten fee subsidy, for capital investment in infrastructure of children's services and to assist small rural services.

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Queensland Government comments

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Under *Toward Q2: Tomorrow's Queensland* the Queensland Government is committed to giving all children a flying start to learning, including providing all children in the year prior to Prep access to a quality early childhood education. Significant initiatives progressed in 2010-11 to support the early childhood sector include:

- opening 22 kindergarten services as part of the Queensland Government's \$321 million investment in establishing 240 additional kindergarten services in areas of need by 2014
- extending the Queensland Kindergarten Funding Scheme (QKFS) to 265 long day care services creating an additional 7420 kindergarten places and providing increased flexibility for families
- releasing the Queensland Kindergarten Learning Guideline to provide clear expectations for the delivery of approved kindergarten programs
- offering more than 200 scholarships to existing staff working in early childhood education and care services to upgrade their qualifications
- funding Early Years Centres to provide a range of integrated programs to increase the participation of children with diverse needs, including mobile playgroups in locations accessible to Aboriginal and Torres Strait Islander and culturally and linguistically diverse families
- consulting the community on the draft National Quality Framework (NQF) through the development of National Regulations, including public forums across Queensland, and commenced consultation on a regulatory assessment statement for services not captured under the NQF
- trialling the new NQF assessment and ratings process in 35 Queensland services against new national standards in preparation for commencement on 1 January 2012
- introducing legislative changes to the *Child Care Act 2002* to require child care services to keep and maintain a compliance history log book, allowing parents to access compliance history information at the service
- approving five organisations to operate as central governing bodies in Queensland to provide support to kindergarten services to provide quality and inclusive kindergarten programs
- implementing a state-wide community awareness raising campaign promoting the benefits of kindergarten programs, opportunities to teach kindergarten in Queensland and establishing a Kindy Hotline to provide a direct enquiry point for parents and service providers
- amending the *Child Care Regulation 2003* to allow approximately 87 services affected by cyclone and flood disasters apply for a refund or waiver of certain licensing fees and enable services to operate under temporary guidelines.

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Western Australian Government comments

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The Department for Communities, the Department of Education and the Department of Education Services continue to progress the Council of Australian Governments (COAG) Reform Agenda for early childhood education and care. This includes the *National Quality Standard*, the new assessment and rating system and the nationally agreed legislation and regulations. During 2011, Western Australia was engaged in the development of its corresponding legislation to support the *National Quality Agenda*, although it has yet to pass through its Parliament.

The Department for Communities administers the *WA Child Care Services Act 2007*. In 2011, the Act was amended to reflect some of the new national provisions. The *Child Care Services (Rural Family Care) Regulations 2010* took effect in May 2010 and was gazetted on 21 May 2011. Three services were licensed under these regulations in 2010-11.

In 2010-11, 2205 inspection visits of licensed child care services occurred. There were 538 long day care centres, 782 family day care services, 242 outside school hours care services and 24 vacation care services licensed as at 28 September 2011. Additionally, the state government increased funding by \$268 000 for 25 rural child care services following the Australian Government's announcement of its intention to stop funding these services from 1 July 2010. Three services in the metropolitan area transitioned to long day care in order to continue to receive funding.

In Western Australia, the year before full time schooling is known as kindergarten and is provided through public, Catholic and independent schools.

For many years, universal access to a kindergarten has been available for age-eligible children, for a minimum 11 hours per week (increasing to 15 hours per week by 2013 through the *National Partnership Agreement on Early Childhood Education*). Kindergarten is free of compulsory charges at public schools and community kindergartens, and is subsidised by the State in Catholic and Independent schools. The kindergarten participation rate in WA was 97.5 per cent in 2011. All kindergarten teachers in WA schools are degree qualified.

Children eligible for kindergarten are those who reach the age of 4 years on or before 30 June. A total of 857 (610 public and 247 non-government) schools provide a kindergarten program.

All schools implement the *WA K-12 Curriculum Framework* which aligns with the outcomes and pedagogies of the *Early Years Learning Framework* (EYLF). The *K-12 Curriculum Framework* emphasises the development of social, emotional, and physical wellbeing; literacy and numeracy; and positive attitudes to learning. An integrated and inclusive curriculum is provided in kindergarten through a balance of child initiated and adult-directed learning experiences.

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South Australian Government comments

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The Strategic Plan 2012-2016 for South Australian Public Education and Care was recently released and has been followed with significant organisation level changes to build a state government agency around the developmental and educational needs of individual children. The Department for Education and Child Development was established in October 2011 to align key services for children and families including child protection and family support services, child health and parenting, and education and child development functions with the common goal of providing the best start in life for children regardless of socioeconomic circumstance, culture or ability.

The South Australian Government is committed to the reform of existing education and early childhood services legislation to develop a modern legislative framework. This reform will integrate with the new nationally applied laws being implemented by all jurisdictions to underpin the national early childhood education and care quality reform agenda.

Three early childhood education and care National Partnerships (NP) are being implemented through the Department in South Australia. They are the:

- *NP Agreement on the National Quality Agenda for Early Childhood Education and Care* which establishes a unified and consistent regulatory system to deliver quality preschool, family day care, long day care and out of school hours care
- *NP Agreement on Early Childhood Education* which provides every child with access to a preschool program in the year prior to full time schooling, delivered by a four-year university qualified early childhood teacher
- *NP Agreement on Indigenous Early Childhood Development* which provides, in Element One, integrated education, care, and family support programs for four Aboriginal communities.

From the start of the 2013 school year children in South Australia will start public preschool at the beginning of the year instead of in the term following their fourth birthday as is currently the case. The new policy will bring South Australia inline with other states and territories by taking a consistent approach with one entry.

South Australia continues to invest significantly in the early years by committing to the establishment of a further 10 Children's Centres for children from birth to age eight and their families, building on the existing initial commitment of 24 Children's Centres.

The South Australian approach to developing Child Friendly Cities is based on a network of individual child friendly communities and cities linking together to realise a state-wide child friendly vision. This has significant benefit to South Australia, from providing the optimum environment for each child's wellbeing and development to promoting South Australia as a friendly place to visit, live, and work.

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Tasmanian Government comments

“ Tasmania continues its commitment to the early years, education, development and care sector. A new Children’s portfolio was established in 2010 and this has facilitated cross-agency discussions including the development of an *Agenda for Children and Young People*. The Agenda incorporates three main areas: nurture, educate and protect and there are 13 initial action areas. An Office for Children has recently been established and is staffed by people from Police, Health, Human Services and Education.

Major initiatives in 2010-2011 included:

- *Child and Family Centres*. 11 centres have been funded by the state government and two centres by the Australian Government. The purpose of the centres is to improve the health, well-being, learning and care of Tasmania’s very young children by supporting parents and enhancing accessibility of services in the local community. Four centres are now operating with three more due for completion by the end of 2011.
 - *Launching into Learning (LiL)*. An allocation was made of \$4.25 million per annum in 2009-10 to continue the program which supports young children and their families before they commence kindergarten. Additional recurrent funding of \$1.6 million was allocated in the 2011-12 State Budget. There are 122 schools currently involved. *The Launching into Learning Longitudinal Study 2010* results show that involvement in LiL had a significant impact in improving literacy and numeracy skills as measured by Performance Indicators in Primary Schools (PIPS). LiL has a significantly positive influence on children’s performance from all socio-economic backgrounds but the biggest performance gains occurred in children from more disadvantaged socioeconomic backgrounds.
 - *Recognition Project (Early Years Recognition of Child Care Qualifications)*. In 2009-10, \$250 000 per annum was provided for 3 years to target recognition of existing skills and experience as a qualification pathway for child carers. This project is now completed with a significant number of staff either having completed (or only having to study a small number of units to complete) their Diploma.
 - *15 hours of Early Childhood Education*. Australian Government funding was first allocated in 2009-10 to increase kindergarten hours to 15 from the 10 hours of universal access already funded by the State Government. By June 2011, 115 government and non-government schools were providing 15 hours of kindergarten.
 - *Stakeholder Workforce Forum*. A forum was established at the end of 2010 to discuss issues critical to the education and care sector. The group met a number of times and will provide advice to the Minister on the following subjects: information and data relating to the existing workforce teacher registration, Certificate level 3 qualification for teacher aides, professional learning and support for services.
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Australian Capital Territory Government comments

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The ACT Government has engaged with the Australian Government and other jurisdictions to progress the development of the *National Quality Agenda for Early Childhood Education and Care*. The focus has been on continuing to support the sector with a focus on the *Early Years Learning Framework*, the *My Time, Out Place Framework*, the *National Quality Standard* and the *Education and Care Services National Law and Regulations*.

The ACT Government continues to implement the ACT Children’s Plan 2010-2014, with a vision to build Canberra as a child friendly city. On 27 October 2011 the ACT Government released the first *Picture of ACT Children and Young People*, providing key data on 29 indicators against 9 outcomes of children’s health, wellbeing, learning and development.

The Office for Children Youth and Family Support (OCYFS) within the Community Services Directorate provides early intervention services, family and community support and care and protection services to children and young people. The Children’s Policy and Regulation Unit within OCYFS has responsibility for monitoring and licensing of education and care services in the ACT.

The West Belconnen Child and Family Centre was opened on 2 May 2011 and provides a range of universal and targeted early intervention and prevention services for families with young children. The Centre, funded through the *National Partnership on Indigenous Early Childhood Development*, has a strong focus on supporting Aboriginal and Torres Strait Islander children and their families.

The ACT Education and Training Directorate continues to provide Preschool Education, Early Intervention programs and Koori Preschool program to all eligible children aged 2–5 years. Preschool education is available for all ACT children aged 4 years by 30 April. These programs are designed to meet the individual needs of young children and ensure they have the best possible start to their education.

As part of the ACT Government’s commitment to the *National Partnership Agreement for Early Childhood Education* (Universal Access to Preschool Education) there are 13 public preschools currently offering 15 hours of preschool education. All public preschools will offer 15 hours of preschool education by 2013.

The ACT Education and Training Directorate is working towards meeting the required workforce qualifications as outlined in the National Quality Framework. This year 28 teachers have undertaken targeted scholarships in Early Childhood Education through the University of Canberra, and 120 preschool assistants have undertaken the Certificate III in Children’s Service through the Canberra Institute of Technology.

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Northern Territory Government comments

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The NT Department of Education and Training, Early Childhood Policy and Regulations (ECPR) oversees the delivery of quality early childhood education and care services across the NT.

Managing the NT's contribution towards the early childhood national reform agenda has been a priority area for ECPR. This includes the introduction of the *Education and Care Services National Law and Regulations* and the establishment of the NT's regulatory authority, *Quality Education and Care NT* (QECNT) to implement the National Quality Framework in 2012.

The NT implemented a range of early childhood education and care initiatives including:

- construction of two early learning and care centres funded under the Australian Government capital works program are complete. The Farrar Early Learning Centre and Wulagi Early Learning Centre will be operational at the start of 2012
- continued implementation of integrated family services in the 20 Territory Growth Towns including the development of an Integrated Family Services system that delivers comprehensive, connected, culturally appropriate and accessible services which are responsive to the needs of children and their families. Indigenous staff work with professional staff and the community to develop and deliver place based programs. Fifteen Indigenous staff have completed Certificate level 3 in Community Services
- identification of four Child and Family Centre sites in Maningrida, Ngukurr, Gunbalanya and Yuendumu with \$42.4 million over six years under the *National Partnership on Indigenous Early Childhood Development*
- implementation of Universal Access to Early Childhood Education across the NT with 58 per cent of preschools now offering education programs for 15 hours or more per week
- establishment of a business support program for community based childcare services designed to strengthen community based child care services as independent viable businesses by enhancing and promoting coordinated support services tailored to their needs.
- Provide the *Families as First Teachers* program in 20 NT Growth Towns to deliver early childhood education and family support programs to more than 1500 children and 1800 family members.

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3.6 Definitions of key terms and indicators

Administration expenditure	Administration expenditure includes all expenditure by the responsible departments associated with the provision of licensing, advice, policy development, grants administration and training services. Responsible departments include those departments that administer policy for, fund, and license/accredit child care and preschool services in each jurisdiction.
Australian Government approved child care service	A service approved by the Australian Government to receive Child Care Benefit (CCB) on behalf of families.
Centre-based long day care	<p>Centre based child care services providing all-day or part-time care for children (services may cater to specific groups within the general community).</p> <p>Long day care primarily provide services for children aged 0-5 years. Some long day care may also provide preschool and kindergarten programs and care for school children before and after school and during school holidays, where State and Territory government regulations allow this. The service may operate from stand-alone or shared premises, including those on school grounds.</p>
Child care services	The meeting of a child's care, education and developmental needs by a person other than the child's parent or guardian. The main models of service are centre-based long day care, family day care, outside school hours care (before/after school hours and 'pupil free days' care), vacation care, occasional care and other care.
Children	All resident male and female Australians aged 12 years or younger at 30 June of each year (unless otherwise stated).
Children from low income families	Families who are receiving the maximum rate of Child Care Benefit.
Children from non-English speaking backgrounds	Children living in situations where the main language spoken at home is not English.
Children's services	All government funded and/or provided child care and preschool services (unless otherwise stated).
Counting rules	Prescribed standards, definitions and mathematical methods for determining descriptors and performance indicators for monitoring government services.
Disability related care	Care of children who have a developmental delay or disability (including an intellectual, sensory or physical impairment), or who have parent(s) with disability.
External cause (of injury)	The environmental event, circumstance or condition that causes an injury.
Family day care	Comprises services providing small group care for children in the home environment of a registered carer. Care is primarily aimed at 0-5 year olds, but primary school children may also receive care before and after school, and during school holidays. Educators work in partnership with scheme management and coordination unit staff.
Financial support to families	Financial support to families includes any form of fee relief paid by governments to the users of children's services (for example, Child Care Benefit).

Formal child care	Organised care provided by a person other than the child's parent or guardian, usually outside of the child's home — for example, centre based long day care, family day care, outside school hours care, vacation care and occasional care (excluding babysitting).
Formal qualifications	Early childhood-related teaching degree (three or four years), a child care certificate or associate diploma (two years) and/or other relevant qualifications (for example, a diploma or degree in child care [three years], primary teaching, other teaching, nursing [including mothercraft nursing], psychology and social work).
Full time equivalent staff numbers	A measure of the total level of staff resources used. A full time staff member is employed full time and engaged solely in activities that fall within the scope of children's services covered in the chapter. The full time equivalent of part time staff is calculated on the basis of the proportion of time spent on activities within the scope of the data collection compared with that spent by a full time staff member solely occupied by the same activities.
Government funded or/and provided	All government financed services — that is, services that receive government contributions towards providing a specified service (including private services eligible for Child Care Benefit) and/or services for which the government has primary responsibility for delivery.
Hospital separation	An episode of care for a person admitted to a hospital. It can be a total hospital stay (from admission to discharge, transfer or death) or portions of hospital stays beginning or ending in a change of type of care (for example from acute to rehabilitation) that cease during a reference period.
Indigenous children	Children of Aboriginal or Torres Strait Islander origin who self identify or are identified by a parent or guardian to be of Aboriginal or Torres Strait islander origin.
Informal child care	Child care arrangements provided privately (for example, by friends, relatives, nannies) for which no government assistance (other than the minimum rate of Child Care Benefit for Registered Care) is provided. Such care is unregulated in most states and territories.
In-home care	Care provided by an approved carer in the child's home. Families eligible for in-home care include those where the parent(s) or child has an illness/disability, those in regional or remote areas, those where the parents are working shift work or non-standard hours, those with multiple births (more than two) and/or more than two children under school age, and those with a breastfeeding mother working from home.
In-service training	Formal training only (that is, structured training sessions that can be conducted in-house or externally), including training in work or own time but not training towards qualifications included in obtaining formal qualifications. It includes: <ul style="list-style-type: none"> • management or financial training • training for additional needs children (such as children with disability, Aboriginal or Torres Strait Islander children and children from a culturally diverse background) • other child care-related training • other relevant courses (such as a first aid certificate).
Licensed services	Those services that comply with the relevant State or Territory licensing regulations. These regulations cover matters such as the number of children whom the service can care for, safety requirements and the required qualifications of carers.

Net capital expenditure	Expenditure on the acquisition or enhancement of fixed assets, less trade-in values and/or receipts from the sale of replaced or otherwise disposed of items. Capital expenditure does not include expenditure on fixed assets which fall below threshold capitalisation levels, depreciation or costs associated with maintaining, renting or leasing equipment.
Non-standard hours of care	<p>Defined by service model as:</p> <ul style="list-style-type: none"> • centre-based long day care — providers of service for more than 10 hours per day on Monday to Friday and/or service on weekends • preschool — providers of service for more than six hours per day, for stand alone preschools only • family day care — providers of service for more than 50 hours per week and/or service overnight and/or on weekends • outside school hours care: <ul style="list-style-type: none"> – before/after school care (providers of service for more than two hours before school and three hours after school) • vacation care (providers of service for more than 10 hours per day) • occasional care — providers of service for more than eight hours per day • other — providers of service for more than 10 hours per day.
Occasional care	Comprises services usually provided at a centre on an hourly or sessional basis for short periods or at irregular intervals for parents who need time to attend appointments, take care of personal matters, undertake casual and part time employment, study or have temporary respite from full time parenting. These services provide developmental activities for children, and are aimed primarily at 0-5 year olds. Centres providing these services usually employ a mix of qualified and other staff.
Other expenditure on service provision	Expenditure on service provision includes all recurrent expenditure on government funded and/or provided child care and preschool services except administration and financial support to families. It includes one-off, non-capital payments to peak agencies that support child care and preschool service providers.
Other services	Comprise government funded services to support children with additional needs or in particular situations (including children from an Indigenous or non-English speaking background, children with disability or of parents with disability, and children living in regional and remote areas). 'Other services' include in-home care which comprises services where an approved carer provides care in the child's home.
Other territories	A separate category for data collections, which includes Jervis Bay Territory, the Territory of Christmas Island and the Territory of Cocos (Keeling) Islands.
Outside school hours care	Comprises services that provide care for school aged children before school, after school, during school holidays, and on pupil free days. Outside school hours care may use stand-alone facilities, share school buildings and grounds and/or share facilities such as community halls.
Preschool services	Comprises services that deliver early childhood education programs provided by a qualified teacher that are aimed at children in the year before they commence full time schooling, although different starting ages occur across jurisdictions.
Primary contact staff	Staff whose primary function is to provide child care and/or preschool services to children.

Priority of access

The Australian Government funds child care with a major purpose of meeting the child care needs of Australian families. However, the demand for child care sometimes exceeds supply in some locations. When this happens, it's important for services to allocate available places to those families with the greatest need for child care support. The Government has determined Guidelines for allocating places in these circumstances. These Guidelines apply to centre based long day care, in-home care, family day care and outside school hours care services. They set out the following three levels of priority, which child care services must follow when filling vacant places:

- priority 1: a child at risk of serious abuse or neglect
- priority 2: a child of a single parent who satisfies, or of parents who both satisfy, the work/training/study test under section 14 of the Family Assistance Act
- priority 3: any other child.

Within these main categories priority should also be given to the following children:

- children in Aboriginal and Torres Strait Islander families
- children in families which include a disabled person
- children in families on lower incomes
- children in families with a non-English speaking background
- children in socially isolated families
- children of single parents.

Real expenditure

Actual expenditure adjusted for changes in prices. Adjustments were made using the GDP price deflator and expressed in terms of final year prices.

Recurrent expenditure

Expenditure that does not result in the creation or acquisition of fixed assets (new or second hand). It consists mainly of expenditure on wages, salaries and supplements, purchases of goods and services, and the consumption of fixed capital (depreciation).

Regional and remote areas

Geographic location is based on the ABS's Australian Standard Geographical Classification of Remoteness Areas, which categorises areas as 'major cities', 'inner regional', 'outer regional', 'remote', 'very remote' and 'migratory'. The criteria for remoteness areas are based on the Accessibility/Remoteness Index of Australia, which measures the remoteness of a point based on the physical road distance to the nearest urban centre in each of five size classes.

The 'regional' classification used in the chapter is derived by adding data for inner regional and outer regional areas. The 'remote' classification is derived by adding data for remote, very remote and migratory areas.

Service model

The categories for which data were collected, namely:

- centre-based long day care
- family day care
- outside school hours care
 - before/after school care
- vacation care
- occasional care
- 'other' care
- preschool services.

Special needs group	An identifiable group within the general population who can have special difficulty accessing services. Special needs groups for which data are reported in this chapter include: children from a non-English speaking background; Indigenous children; children from low income families (Australian Government child care only); children with disability; and children from regional or remote areas.
Standard hours of care	<p>Defined by service model as:</p> <ul style="list-style-type: none"> • centre-based long day care — less than or equal to 10 hours per day on Monday to Friday • preschool — less than or equal to six hours per day on Monday to Friday, for stand alone preschools only. • family day care — less than or equal to 10 hours per day on Monday to Friday, where no hours are overnight hours • outside school hours care: <ul style="list-style-type: none"> – before/after school care — less than or equal to two hours before school and three hours after school • vacation care — less than or equal to 10 hours per day on Monday to Friday • occasional care — less than or equal to eight hours per day Monday to Friday • other care — less than or equal to 10 hours per day Monday to Friday.
Substantiated breach arising from a complaint	An expression of concern about a child care or preschool service, made orally, in writing or in person to the regulatory authority, which constitutes a failure by the service to abide by the State or Territory legislation, regulations or conditions. This concern is investigated and subsequently deemed to have substance by the regulatory body.

3.7 List of attachment tables

Attachment tables are identified in references throughout this chapter by an ‘3A’ prefix (for example, table 3A.1). Attachment tables are available on the Review website (www.pc.gov.au/gsp).

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3.8 References

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4 School education

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Attachment tables

Attachment tables are identified in references throughout this chapter by a '4A' prefix (for example, table 4A.1). A full list of attachment tables is provided at the end of this chapter, and the attachment tables are available from the Review website at www.pc.gov.au/gsp.

This chapter focuses on performance information — equity, effectiveness and efficiency — for government funded school education in Australia. Reporting relates to government funding only, not to the full cost to the community of providing school education. Descriptive information and performance indicators are variously reported for:

- government primary and secondary schools
- non-government primary and secondary schools

-
- school education as a whole (government plus non-government primary and secondary schools).

Data in this chapter generally relate to 2010 and for the 2009-10 financial year.

Schooling aims to provide education for all young people. The main purposes of school education are to assist students in:

- attaining knowledge, skills and understanding in key learning areas
- developing their talents, capacities, self-confidence, self-esteem and respect for others
- developing their capacity to contribute to Australia's social, cultural and economic development.

Major improvements in reporting on school education this year include:

- consolidating reporting on learning outcomes across a range of domains as measures under a single indicator 'learning outcomes', including:
 - further alignment with National Education Agreement (NEA) and National Indigenous Reform Agreement (NIRA) indicators
 - disaggregating learning outcomes by parental education and occupation
 - reporting learning outcomes 'gain' for student cohorts from 2008 to 2010, by Indigenous status
 - reporting the outcomes of the years 6 and 10 2010 Civics and Citizenship National Assessment Program (NAP)
- including the proportion 15–19 year olds who have successfully completed at least one unit of competency as part of a Vocational Education and Training (VET) qualification at AQF Certificate II or above, in the access/equity indicator 'attendance and participation'
- inclusion of additional data quality information (DQI) documentation.

4.1 Profile of school education

Service overview

Schools are the institutions within which organised school education takes place. They are differentiated by the type and level of education they provide, their ownership and management, and the characteristics of their student body. The formal statistical definition of schools used for this chapter is:

an establishment (other than a special school) that satisfies all of the following criteria:

- its major activity is the provision of full time day primary or secondary education or the provision of primary or secondary distance education
- it is headed by a principal (or equivalent) responsible for its internal operation
- it is possible for students to enrol for a minimum of four continuous weeks, excluding breaks for school vacations (ABS 2011).

Student performance can be affected by factors that may be partly or totally outside the influence of the school system, such as student commitment, family environment (including socioeconomic status, parents' educational attainment and support for the child) and the proximity of the school to other educational facilities. It is beyond the scope of this Report to consider the effect of all such factors, but this section provides some context for the performance information presented later in the chapter. Further contextual information about population and household characteristics in each State and Territory is provided in appendix A.

Roles and responsibilities

Under constitutional arrangements, the State and Territory governments have responsibility to ensure the delivery of schooling to all children of school age. They determine curricula, regulate school activities and provide most of the funding. State and Territory governments are directly responsible for the administration of government schools, for which they provide the majority of government funding. Non-government schools operate under conditions determined by State and Territory government registration authorities and also receive State and Territory government funding.

The major element of Australian Government funding is provided through the National Schools Specific Purpose Payment (SPP), which is associated with the NEA under the Intergovernmental Agreement (IGA) on Federal Financial Relations. The non-government schools funding component of the National Schools SPP is determined by the *Schools Assistance Act 2008*. Both the NEA and the *Schools Assistance Act 2008* came into effect on 1 January 2009. The Australian Government also provides supplementary funding for government schools and non-government schools through National Partnerships associated with the NEA. Other Australian Government payments of a smaller scale are made directly to school communities, students and other organisations to support schooling.

The Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA)¹ — comprising Australian, State and Territory, and New Zealand education ministers — is the principal forum for developing national priorities and strategies for schooling.

Funding

Australian, State and Territory government recurrent expenditure on school education was \$41.8 billion in 2009-10 (table 4.1). Expenditure on government schools was \$32.9 billion, or 78.7 per cent of the total. Government schools account for most of the expenditure by State and Territory governments. These governments also contribute to the funding of non-government schools and provide services used by both government and non-government schools.

Nationally, State and Territory governments provided 89.2 per cent of total government recurrent expenditure on government schools in 2009-10, and the Australian Government provided 10.8 per cent. In contrast, government expenditure on non-government schools in that year was mainly provided by the Australian Government (73.2 per cent), with State and Territory governments providing 26.8 per cent (table 4.1).

More information can be found in tables 4A.7, 4A.11 and 4A.12.

¹ The Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) was established on 1 July 2009 following agreement of the Council of Australian Governments (COAG) to a realignment of the roles and responsibilities of two previously existing councils — the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) and the Ministerial Council for Vocational and Technical Education (MCVTE).

Table 4.1 Government recurrent expenditure on school education, 2009-10 (\$ million)^{a, b, c, d}

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Government schools									
Australian Government	1 192	803	687	351	275	100	51	94	3 552
State and Territory governments	9 251	6 204	6 209	3 830	2 030	735	569	514	29 343
Total	10 443	7 007	6 896	4 181	2 305	835	620	609	32 894
Non-government schools									
Australian Government	2 018	1 680	1 297	666	509	137	123	78	6 510
State and Territory governments	812	475	517	307	144	48	46	33	2 383
Total	2 831	2 156	1 814	974	653	185	170	111	8 893
All schools									
Australian Government	3 210	2 484	1 984	1 017	783	237	174	173	10 062
State and Territory governments	10 063	6 679	6 726	4 138	2 174	783	615	547	31 726
Total	13 273	9 163	8 710	5 155	2 958	1 020	789	720	41 787

^a See notes to table 4A.7 for definitions and other data caveats. Data presented here include notional user cost of capital (UCC) and exclude capital grants. ^b Based on accrual accounting. ^c Totals may not add due to rounding. ^d Depreciation and user cost of capital expenses relating to government schools have been attributed to states/territories based on ownership of the underlying assets. A portion of these assets will have been acquired through Australian Government capital contributions, with states and territories responsible for maintenance costs. Australian Government expenditure data in this table include only Australian Government specific purpose payments. Other Australian Government funding for schools and students is not included.

Source: MCEECDYA (unpublished) *National Schools Statistics Collection (NSSC)*; Department of Education, Employment and Workplace Relations (DEEWR) (unpublished); Australian, State and Territory governments (unpublished); table 4A.7.

This chapter reports on government funding of non-government schools. Caution needs to be taken when comparing data on the relative efficiency of government and non-government schools, because governments provide only part of the funding for non-government schools. Governments provided 63.8 per cent of non-government school funding in 2010, with the remaining 36.2 per cent sourced from private fees and fundraising (DEEWR unpublished). Section 4.3 contains additional information on government expenditure per student.

Size and scope

Descriptive information on the numbers of students, staff and schools can be found in tables 4A.1–6.

Structure

The structure of school education varies across states and territories. These differences can influence the comparability and interpretation of data presented under common classifications. Formal schooling consists of six to eight years of primary school education followed by five to six years of secondary school education, depending on the State or Territory (figure 4.1). All states and territories divide school education into compulsory and non-compulsory components based primarily on age. Schooling is generally full time, although an increasing proportion of part time study occurs in more senior years.

In 2010, the age at which a child's attendance in school education became compulsory for school education in states and territories was:

- 5 years of age (Tasmania)
- 6 years of age (NSW, Victoria, Queensland, WA, SA, ACT and NT) (ABS 2011).

Children may commence school at an age younger than the statutory age at which they are required to attend school. Most children commence full-time schooling in the year preceding Year 1 (pre-year 1) (figure 4.1).

As part of the Compact with Young Australians COAG implemented a National Youth Participation Requirement (NYPR) (which commenced on 1 January 2010). The NYPR includes:

- a mandatory requirement for all young people to participate in schooling (in school or an approved equivalent) until they complete Year 10
- a mandatory requirement for all young people that have completed Year 10 to participate full-time in education, training or employment, or a combination of these activities, until age 17 (COAG 2009).

For the purpose of the NYPR, education or training will be considered full-time if the provider considers the course to be full-time or if it includes 25 hours per week of formal course requirements.

Some exemptions from the National Youth Participation Requirements will continue in line with existing State and Territory practice.

Figure 4.1 Structure of primary and secondary schooling, 2010^{a, b}

Level	NSW, Vic, Tas ^c , ACT ^d , NT	Qld, WA, SA
Year 12	SECONDARY	SECONDARY
Year 11		
Year 10		
Year 9		
Year 8		
Year 7	PRIMARY	PRIMARY
Year 6		
Year 5		
Year 4		
Year 3		
Year 2		
Year 1		
Pre-year 1	Kindergarten (NSW, ACT) Preparatory (Vic, Tas) Transition (NT)	Preparatory (Qld) Pre- primary (WA) Reception (SA) ^e

^a Figure 4.1 refers to the structure utilised in *Schools Australia 2010* (ABS 2011), which is the source for a range of schools, students, participation and retention data in this chapter. ^b Figure 4.1 does not include pre-school programs, otherwise known as Pre-pre-year 1, or Year 1 minus 2, some of which are an integral part of school programs, and some of which are offered by a range of providers in some jurisdictions. Table 3.1 in the Children's services chapter describes the entry points for the range of part and full time preschool services across states and territories. Box B.3 in the Early childhood, education and training sector summary describes the structure of education and training more generally. ^c Tasmania denotes years 11 and 12 as post-secondary. ^d ACT students transition to a senior college for years 11 and 12. ^e SA has an intake for each term.

Source: Adapted from ABS (2011) *Schools Australia 2010*, Cat. no. 4221.0.

Schools

At the beginning of August 2010, there were 9468 schools in Australia (6357 primary schools, 1409 secondary schools, 1286 combined schools and 416 special schools). The majority of schools were government owned and managed (71.2 per cent) (table 4.2). Settlement patterns (population dispersion), the age distribution of the population, and educational policy influence the distribution of schools by size and level in different jurisdictions. Nationally, 63.0 per cent of all secondary schools enrolled over 600 students (table 4A.21). A breakdown of primary and secondary schools by size for government, non-government and all schools is reported in tables 4A.19–21 respectively.

Table 4.2 Summary of school characteristics, August 2010

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Government schools (no.)									
Primary	1 630	1 153	920	509	414	136	55	62	4 879
Secondary	370	248	179	99	71	36	17	14	1 034
Combined ^a	66	71	90	93	75	25	7	71	498
Special schools ^b	110	76	46	67	19	5	4	5	332
Total	2 176	1 548	1 235	768	579	202	83	152	6 743
Non-government schools (no.)									
Primary	499	427	230	150	106	29	26	11	1 478
Secondary	151	101	73	11	19	6	5	9	375
Combined ^a	231	154	150	127	68	30	12	16	788
Special schools ^b	35	21	14	9	3	1	1	–	84
Total	916	703	467	297	196	66	44	36	2 725
All schools (no.)									
Primary	2 129	1 580	1 150	659	520	165	81	73	6 357
Secondary	521	349	252	110	90	42	22	23	1 409
Combined ^a	297	225	240	220	143	55	19	87	1 286
Special schools ^b	145	97	60	76	22	6	5	5	416
Total	3 092	2 251	1 702	1 065	775	268	127	188	9 468
Proportion of schools that are government schools (%)									
Primary	76.6	73.0	80.0	77.2	79.6	82.4	67.9	84.9	76.8
Secondary	71.0	71.1	71.0	90.0	78.9	85.7	77.3	60.9	73.4
Combined ^a	22.2	31.6	37.5	42.3	52.4	45.5	36.8	81.6	38.7
Special schools ^b	75.9	78.4	76.7	88.2	86.4	83.3	80.0	100.0	79.8
All schools	70.4	68.8	72.6	72.1	74.7	75.4	65.4	80.9	71.2
Proportion of schools that are primary schools (%)									
Government	74.9	74.5	74.5	66.3	71.5	67.3	66.3	40.8	72.4
Non-government	54.5	60.7	49.3	50.5	54.1	43.9	59.1	30.6	54.2
All schools	68.9	70.2	67.6	61.9	67.1	61.6	63.8	38.8	67.1

^a Combined primary and secondary schools. ^b Special schools provide special instruction for students with a physical and/or mental disability/impairment, or with social problems. Students must exhibit one or more of the following characteristics before enrolment is allowed: mental or physical disability or impairment, slow learning ability, social or emotional problems, and in custody, on remand or in hospital. – Nil or rounded to zero.

Source: ABS (2011 and unpublished) *Schools Australia 2010*, Cat. no. 4221.0; tables 4A.1–3.

Student body

There were 3.5 million full time equivalent (FTE) student enrolments in primary and secondary schools in August 2010 (see section 4.6 for a definition of FTE student). Nationally, 49.0 per cent of FTE students in all schools were female (table 4.3).

A higher proportion of FTE students was enrolled in primary schools (57.5 per cent) than in secondary schools (42.5 per cent) (table 4.3). Differences in schooling

structures influence enrolment patterns. Primary school education in Queensland, WA and SA, for example, includes year 7, whereas all other jurisdictions include year 7 in secondary school (figure 4.1). The proportion of students enrolled in primary school education would be expected to be higher in jurisdictions that include year 7 in primary school (table 4.3).

Nationally, the proportion of FTE students enrolled in government schools was 65.5 per cent. A higher proportion of FTE students was enrolled in government schools at primary level (69.1 per cent) than at secondary level (60.7 per cent) (table 4.3).

Table 4.3 FTE student enrolments, August 2010^{a, b}

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Total FTE student enrolments at level of education ('000)									
Primary schools	621.3	461.7	444.0	229.9	156.2	43.9	31.6	23.6	2 012.2
Secondary schools	499.1	389.1	283.4	129.2	101.8	38.1	28.8	15.7	1 485.4
All schools	1 120.4	850.9	727.4	359.1	258.0	82.1	60.4	39.4	3 497.6
Proportion of FTE students who were enrolled in government schools (%)									
Primary schools	69.5	67.7	70.4	69.6	66.3	74.0	59.9	78.2	69.1
Secondary schools	62.1	58.2	62.0	57.5	61.2	68.2	54.1	67.5	60.7
All schools	66.2	63.4	67.1	65.3	64.3	71.3	57.1	74.0	65.5
Proportion of FTE students who were female (all schools) (%)									
Primary schools	48.6	48.7	48.5	48.7	48.7	48.6	48.7	48.9	48.6
Secondary schools	49.5	49.7	49.4	49.1	49.8	50.1	49.6	48.5	49.5
All schools	49.0	49.1	48.9	48.8	49.2	49.3	49.1	48.7	49.0
Proportion of FTE students who were enrolled in primary education, by sector (%)									
Government schools	58.2	58.0	64.0	68.3	62.4	55.5	54.9	63.5	60.7
Non-government schools	50.0	47.9	55.0	56.0	57.2	48.6	48.9	50.1	51.6
All schools	55.5	54.3	61.0	64.0	60.5	53.5	52.3	60.0	57.5

^a Students enrolled in special schools are included, with special school students of primary school age and/or year level included in the primary figures and those of secondary school age and/or year level included in the secondary figures. ^b Results of calculations may vary from the table due to rounding differences.

Source: ABS (2011 and unpublished) *Schools Australia 2010*, Cat. no. 4221.0; tables 4A.1–4.

Total full time student enrolments in schools in Australia were relatively stable over the 5 years to 2010, increasing by approximately 0.9 per cent each year (table 4A.23). Full time school students represented 15.6 per cent of the Australian population in 2010 (table 4A.5).

The proportion of full time students enrolled in non-government schools increased between 2006 and 2010 in all states and territories. Full time non-government school enrolments increased by 1.8 per cent per year, while full time government school enrolments increased by an average of 0.4 per cent per year (table 4A.23).

The expansion of full time enrolments in non-government schools was from a lower base than that for government schools. In absolute terms, the number of full time students in government schools increased from 2 248 229 in 2006 to 2 282 357 in 2010. The number of full time students in non-government schools increased from 1 120 498 in 2006 to 1 204 522 in 2010 (table 4A.22).

Part time students form a significant proportion of secondary school enrolments in some jurisdictions (table 4.4). Part time courses are available to secondary students, including mature age students attending colleges and those studying years 11 or 12 or short courses (lasting five to 22 weeks). The proportion of secondary school students who were enrolled part time in 2010 varied considerably across jurisdictions, partly because jurisdictions' education authorities have different policy and organisational arrangements for part time study, as well as different definitions of what constitutes part time study. The number of part time courses available also varied considerably across jurisdictions.

Table 4.4 Part time secondary school students in government schools

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Part time secondary school students in government schools (no.) ^a									
2006	2 425	2 802	3 635	2 492	6 630	1 762	8	1 109	20 863
2007	2 243	2 292	3 226	2 315	6 716	1 620	3	743	19 158
2008	2 045	2 324	2 843	1 747	6 226	1 503	–	338	17 026
2009	1 857	2 839	2 926	952	6 330	1 955	6	211	17 076
2010	1 956	2 701	3 155	2 089	6 135	2 143	6	42	18 227
Proportion of secondary school students in government schools who were part time students (%) ^b									
2006	0.8	1.2	2.1	3.0	10.4	6.5	0.1	11.4	2.3
2007	0.7	1.0	1.9	2.8	10.5	6.1	–	8.0	2.1
2008	0.7	1.0	1.6	2.1	9.8	5.7	–	3.1	1.9
2009	0.6	1.2	1.7	1.2	9.7	7.4	–	2.0	1.9
2010	0.6	1.2	1.8	2.8	9.3	7.9	–	0.4	2.0

^a Absolute number of part time secondary students. ^b Absolute number of part time secondary students divided by absolute number of full time and part time secondary students. – Nil or rounded to zero.

Source: ABS (2011 and unpublished) *Schools Australia 2010*, Cat. no. 4221.0; table 4A.1.

Special needs groups

Some groups of students in school education have been identified as having special needs. These special needs groups include:

- Indigenous students
- students from language backgrounds other than English (LBOTE)

- students with disabilities
- geographically remote students
- students from families of low socioeconomic status.

Government schools provide education for a high proportion of students from special needs groups. In 2010, 85.3 per cent of Indigenous students and 78.4 per cent of students with disabilities, attended government schools (tables 4A.24 and 4A.26). Further information on student body mix in government, non-government and all schools is in tables 4A.27–29. Care needs to be taken in interpreting this information because definitions of special needs students may differ across states and territories.

Indigenous students

The number and proportion of full time Indigenous students varies greatly across jurisdictions (table 4.5). In all jurisdictions, the proportion of full time Indigenous students was higher in government schools than in non-government schools. Nationally, the proportion of full time Indigenous students was 6.0 per cent in government schools and 2.0 per cent in non-government schools in 2010 (table 4.5).

Table 4.5 Indigenous full time students, 2010

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Indigenous full time students (000) ^a									
Government schools	42.8	8.6	40.4	19.2	8.3	4.6	1.1	13.0	138.0
Non-government schools	6.5	1.2	7.3	3.6	1.0	0.8	0.3	2.9	23.8
All schools^b	49.3	9.8	47.7	22.8	9.4	5.4	1.4	16.0	161.8
Indigenous full time students as a proportion of all full time students (%)									
Government schools	5.8	1.6	8.3	8.2	5.1	8.1	3.1	44.8	6.0
Non-government schools	1.7	0.4	3.1	2.9	1.1	3.4	1.1	28.7	2.0
All schools	4.4	1.2	6.6	6.4	3.7	6.7	2.2	40.6	4.6

^a Students counted as Indigenous are those who have identified as being of Indigenous origin. It is possible that the number of Indigenous students may be under-represented in some jurisdictions. ^b Totals may not add as a result of rounding.

Source: ABS (2011) *Schools Australia 2010*, Cat. no. 4221.0; table 4A.24.

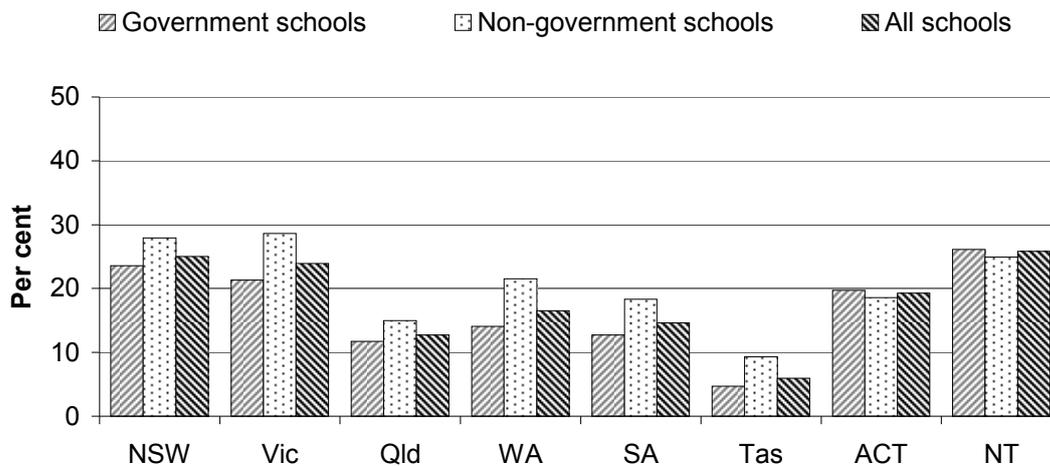
Students from language backgrounds other than English

The proportion of LBOTE students is based on data from the Australian Bureau of Statistics (ABS) 2006 Census of Population and Housing. Students are counted as having a language background other than English if their home language is not

English or if they (or at least one parent) were born in a non-English speaking country.

The proportion of LBOTE students in government and non-government schools varied across jurisdictions in 2006 (figure 4.2).

Figure 4.2 Students from a language background other than English as a proportion of all students, 2006^{a, b}



^a Absolute numbers of LBOTE students are sourced from the 2006 Census of Population and Housing, whilst data on all full time students are sourced from the ABS Schools Australia collection. ^b See table 4A.25 for details of LBOTE definitions.

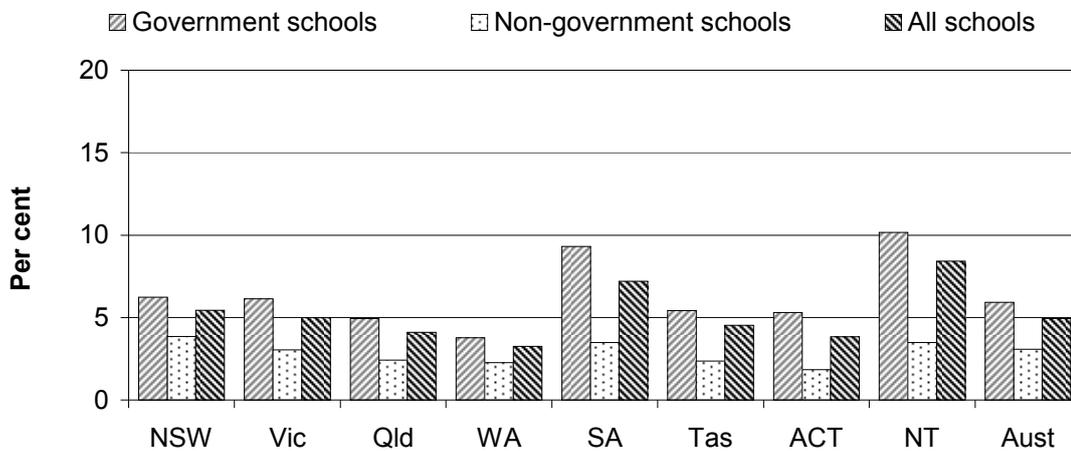
Source: DEEWR (unpublished) based on the ABS 2006 Census of Population and Housing; table 4A.25.

Students with disabilities

Students with disabilities are educated in both mainstream and special schools. Students with disabilities are those students who satisfy the criteria for enrolment in special education services or programs provided in the State or Territory in which they are enrolled. These criteria vary across jurisdictions.

Nationally in 2010, the proportion of students with disabilities for all schools was 4.9 per cent and almost twice as high in government schools (5.9 per cent), compared with non-government schools (3.1 per cent) (figure 4.3). Information regarding attainment and participation for students with disabilities, based on the ABS 2009 Survey of Education and Training Experience and the 2006 Census of Population and Housing are included in the attachment to the Services for people with disability chapter of the 2012 Report (tables 14A.135–138).

Figure 4.3 **Funded students with disabilities as a proportion of all students, 2010^{a, b, c}**



^a The ABS total student data refer to the absolute number of full time students (not FTE students). ^b To be an eligible student with disabilities, the student (among other things) must satisfy the criteria for enrolment in special education services or special education programs provided by the government of the State or Territory in which the student resides. Data should be used with caution as these criteria vary across jurisdictions; for example, SA data include a large number of students in the communication and language impairment category. This subset of students is not counted by other states and territories under funded students with disabilities, as other states and territories fund these students with other specific programs. ^c Excludes Full Fee Paying Overseas students and students on Christmas and Cocos Islands from both the government and non-government sectors.

Source: ABS (2011) *Schools Australia 2010*, Cat. no. 4221.0; DEEWR (unpublished); table 4A.26.

Geographically remote students

Identification of geographically remote students is based on the school location according to the metropolitan zone, provincial zone, remote areas and very remote areas as defined in the MCEETYA agreed classification² (see section 4.6 for a definition of the geographic classification used). The proportion of students attending schools in remote areas varies greatly across jurisdictions (table 4.6).

Nationally in 2010, the proportion of students enrolled in schools in remote areas was 1.4 per cent, and more than twice as high in government schools (1.7 per cent) than in non-government schools (0.8 per cent). Nationally, the proportion of students enrolled in schools in very remote areas was 0.9 per cent, and four times as

² To investigate the possibility that these data may understate the proportion of students in remote areas as a result of relying on school location rather than students' home location, the 2001 MCEETYA data were compared with data derived from the 2001 Census. The two data sets were found to be similar, except that Tasmania had about one third more remote area students in the Census data. This result may be indicative for the data in this Report.

high in government schools (1.2 per cent), than non-government schools (0.3 per cent) (table 4.6).

Table 4A.30 includes data relating to students attending primary and secondary schools located in metropolitan and provincial zones, as well as remote and very remote areas.

Table 4.6 Students attending schools in remote and very remote areas as a proportion of all students, 2010^{a, b}

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Remote areas									
Government schools	0.5	0.1	2.1	5.8	3.7	0.9	..	17.2	1.7
Non-government schools	0.2	–	0.8	1.9	1.3	0.5	..	29.8	0.8
All schools	0.4	0.1	1.6	4.4	2.9	0.8	..	20.5	1.4
Very remote areas									
Government schools	0.1	..	1.6	3.1	1.1	0.4	..	29.7	1.2
Non-government schools	–	..	0.3	1.2	0.1	–	..	11.9	0.3
All schools	0.1	..	1.2	2.4	0.8	0.3	..	25.0	0.9

^a Proportions are based on school sector (for example, students in government schools in remote areas as a proportion of all government school students). ^b Victoria has no very remote areas. The ACT has no remote or very remote areas. .. Not applicable. – Nil or rounded to zero.

Source: DEEWR (unpublished); table 4A.30.

Students from families of low socioeconomic status

A range of socioeconomic status measures, such as learning outcomes by parental occupation and parental education are included in this Report. Approximately 1700 schools in Australia (over 17 per cent of all schools) have been identified to participate in the Smarter Schools National Partnership for Low Socio-economic Status School Communities. These disadvantaged schools were identified using the ABS Index of Relative Socio-economic Disadvantage (IRSD), based on student address or school location. Further measures of socio-economic status are being developed.

4.2 Framework of performance indicators

This chapter provides performance information on the equity, effectiveness and efficiency of government expenditure on all schools in Australia.

Governments own and operate government schools, and have a direct interest in the equity, efficiency and effectiveness of their operation. In addition, governments are committed to providing access to education for all students and contribute to the funding of non-government schools. However, this chapter does not report on non-government sources of funding, and so does not compare the efficiency of government and non-government schools.

Box 4.1 describes the educational goals for young Australians, agreed by education Ministers in the Melbourne Declaration. Commitments to action by governments in eight inter-related areas are also included in the Melbourne Declaration (MCEETYA 2008).³

Box 4.1 National goals for schooling in the 21st century

In December 2008, the MCEETYA endorsed the following national goals for school education.

Improving educational outcomes for all young Australians is central to the nation's social and economic prosperity and will position young people to live fulfilling, productive and responsible lives. Young Australians are therefore placed at the centre of the Melbourne Declaration on Educational Goals.

These goals are:

Goal 1: Australian schooling promotes equity and excellence

Goal 2: All young Australians become:

- successful learners
- confident and creative individuals
- active and informed citizens.

Source: Adapted from MCEETYA (2008).

The performance of school education is reported against the indicator framework in figure 4.4. This framework reflects the objectives in box 4.1, and is aligned with the NEA and NIRA.

COAG has agreed six National Agreements to enhance accountability to the public for the outcomes achieved or outputs delivered by a range of government services (see chapter 1 for more detail on reforms to federal financial relations).

³ The Melbourne Declaration replaced the Adelaide Declaration (MCEETYA 1999), released in 1999. Some years of data reported in this chapter coincide with the operation of the Adelaide Declaration. However, the performance indicators reported are consistent with both the Adelaide and Melbourne Declarations.

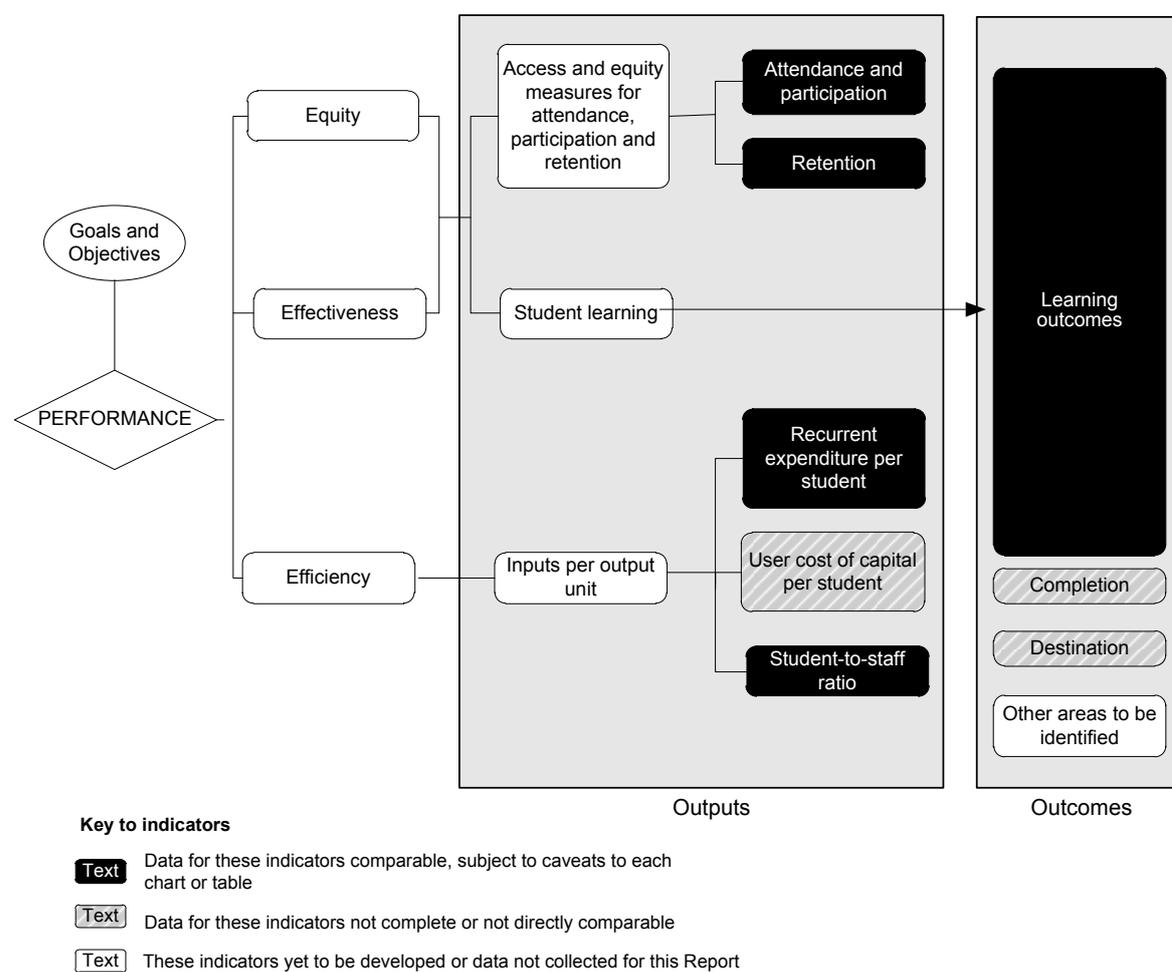
The NEA covers the area of school education, and education and training indicators in the NIRA establish specific outcomes for reducing the level of disadvantage experienced by Indigenous Australians. Both agreements include sets of performance indicators, for which the Steering Committee collates performance information for analysis by the COAG Reform Council (CRC). Performance indicators reported in this chapter are aligned with school education performance indicators in the NEA.

The performance indicator framework provides information on equity, efficiency and effectiveness, and distinguishes the outputs and outcomes of school education (figure 4.4). The performance indicator framework shows which data are comparable in the 2012 Report. For data that are not considered directly comparable, the text includes relevant caveats and supporting commentary. Chapter 1 discusses data comparability from a Report-wide perspective (see section 1.6).

Different delivery contexts and locations influence the equity, effectiveness and efficiency of school education services. Results are also affected by the broader education environment (for example, availability of employment and further educational alternatives, population movements).

The Report's statistical appendix contains data that may assist in interpreting the performance indicators presented in this chapter. These data cover a range of demographic and geographic characteristics, including age profile, geographic distribution of the population, income levels, education levels, tenure of dwellings and cultural heritage (including Indigenous and ethnic status) (appendix A).

Figure 4.4 School education performance indicator framework



4.3 Key performance indicator results

The framework of performance indicators provides information on equity, efficiency and effectiveness, and distinguishes the outputs and outcomes of school education. This approach is consistent with the Steering Committee’s general performance indicator framework and service process diagram outlined in chapter 1 (see figures 1.2 and 1.3).

Outputs

Outputs are the actual services delivered (while outcomes are the impact of these services on the status of an individual or group) (see chapter 1, section 1.5).

Equity and effectiveness

Access and equity measures for attendance and participation, and retention, are reported in this section.

Attendance and participation

‘Attendance and participation’ is an indicator of governments’ objective to develop fully the talents and capacities of young people through equitable access to, and participation in, education and learning necessary to enable completion of school education to year 12 or its equivalent (box 4.2). National and international research confirms a link between attendance and student achievement, although numerous interrelated factors influence attendance and achievement in complex ways.

In addition, attendance and participation rates for special needs groups are an indication of the equity of access to school education (box 4.2).

Box 4.2 Attendance and participation

This indicator is defined by four measures:

Attendance

- the number of actual full time equivalent ‘student days attended’ over the collection period as a percentage of the total number of possible student days attended over the collection period. Holding other factors equal, a high student attendance rate is desirable.

Data on student attendance are collected for each State and Territory by school sector (government, Catholic and independent), sex, year level (1–10) and Indigenous status (Indigenous and non-Indigenous students).

Data for this measure are not directly comparable.

It is intended to measure student attendance over a single consistent time period (the first semester) for all schools. However, current reporting against the measure is transitional, with most jurisdictions providing government school data for the first semester, and non-government schools providing data over a period including the last 20 days in May.

Participation

- the total number of children aged 6–15 years and enrolled in school (full time and part time enrolments) as a proportion of the estimated resident population of the same age, reported by Indigenous status

(Continued next page)

Box 4.2 (continued)

- the number of full time and part time school students of a particular age expressed as a proportion of the estimated resident population of the same age, for each year for 14–19 year olds.

Holding other factors constant, a higher or increasing participation rate suggests an improvement in educational outcomes through greater access to school education. Participation rates in school education need to be interpreted with care because rates are influenced by jurisdictional differences in age/grade structures, and the participation rate is an age-based rate. The rate is comparable over time within a jurisdiction, but may not be directly comparable across jurisdictions where there are differences in the age/grade structure.

These measures do not provide information on young people who develop their talents and capacities through other options for delivering post-compulsory education and training — for example, work-based training and enrolment in technical and further education (TAFE) delivered programs. A broader participation indicator that accounts for some of these factors is reported in the ‘Early childhood, education and training sector summary’.

- the proportion of 15–19 year olds who have successfully completed at least one unit of competency as part of a VET qualification at AQF Certificate II or above

Data for these three measures are comparable.

Care should be exercised in relation to the data for Indigenous students, particularly in some jurisdictions and in the non-government sectors, due to small population sizes.

Data quality information for attendance, participation (6–15 years) and participation for each year for 14–19 year olds is at www.pc.gov.au/gsp/reports/rogs/2012. Data quality information for the proportion 15–19 year olds who have successfully completed at least one unit of competency as part of a VET qualification at AQF Certificate II or above is under development.

Attendance

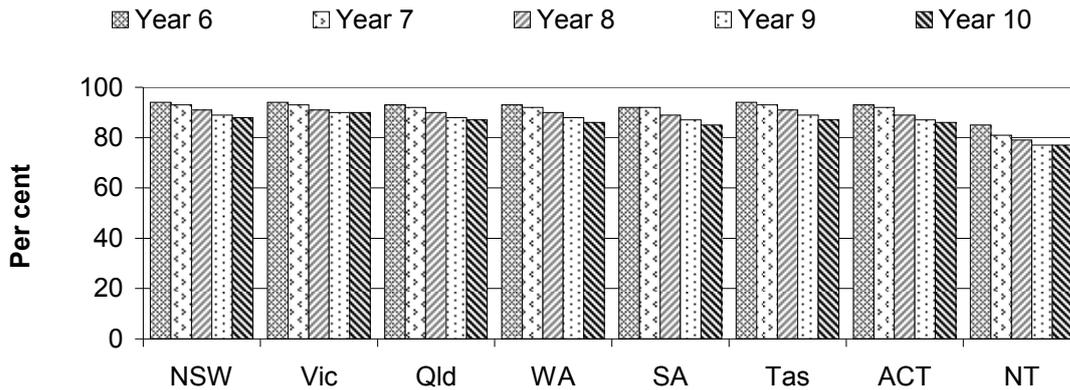
School attendance is measured in a specific collection period during the school year (see box 4.2 for details), and results may not be representative of school attendance throughout the school year.

For all students in 2010, attendance was fairly stable across years 1–5. In general, from year 6 attendance gradually declined to year 10 (typically the end of compulsory schooling) (tables 4A.110–115).

For government schools, the total student attendance rate ranged from 77 per cent to 95 per cent across year levels and jurisdictions (figure 4.5 and table 4A.110). Non-Indigenous students had higher attendance rates than Indigenous students

across all year levels in all jurisdictions (figure 4.6 and table 4A.111). The differences varied across states and territories.

Figure 4.5 Student attendance rate, all students, government schools, 2010^a



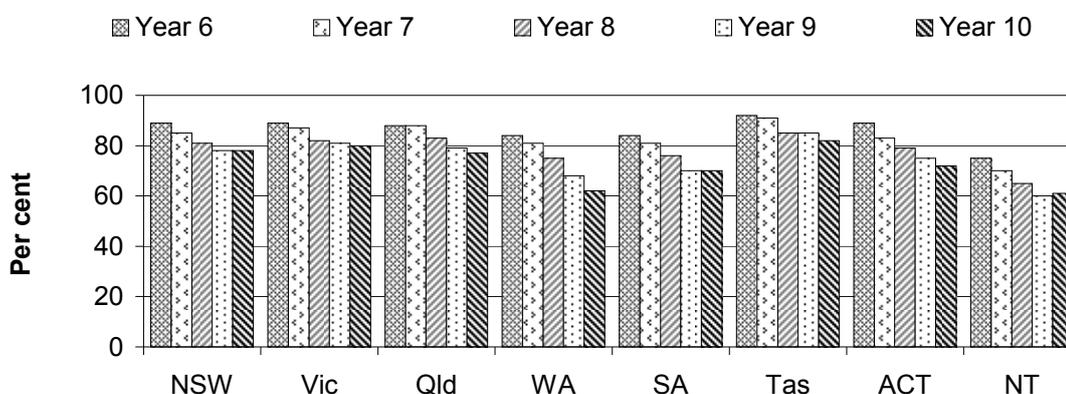
^a Attendance rates are the number of actual full time equivalent 'student days' attended as a percentage of the total number of possible student days attended over the period. Student attendance data are reported for full time students in years 1–10, but are not collected uniformly across jurisdictions and schooling sectors and therefore are not comparable.

Source: Australian Curriculum and Assessment Reporting Authority (ACARA) (unpublished); table 4A.110.

A similar pattern to the government schools was observed for non-government schools (independent and Catholic schools) in most jurisdictions (tables 4A.113 and 4A.115).

Data on student attendance rates for all school sectors, disaggregated by sex are available in tables 4A.110, 4A.112 and 4A.114.

Figure 4.6 **Student attendance rate, Indigenous students, government schools, 2010^a**



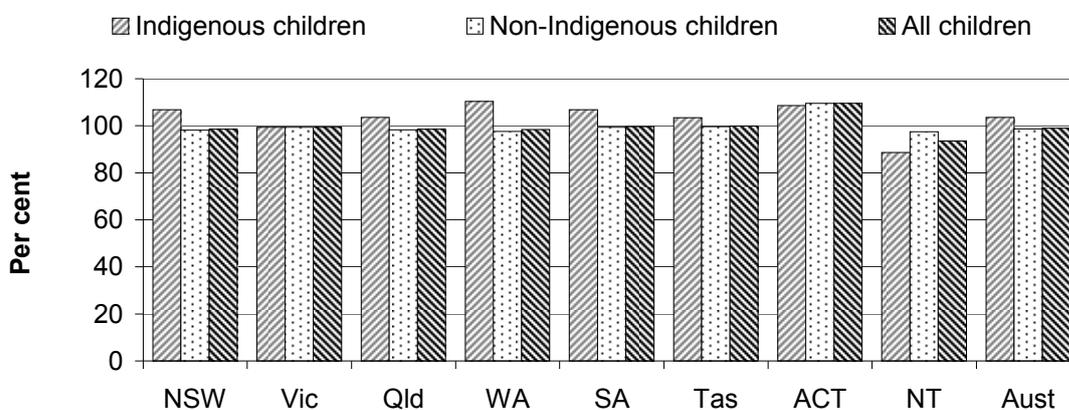
^a Attendance rates are the number of actual full time equivalent 'student days' attended as a percentage of the total number of possible student days attended over the period. Student attendance data are reported for full time students in years 1–10, but are not collected uniformly across jurisdictions and schooling sectors and therefore are not comparable.

Source: ACARA (unpublished); table 4A.111.

Participation — proportion of children aged 6–15 years enrolled in school

Nationally, 98.9 per cent of children aged 6–15 years were enrolled (either full or part time) in school in 2010. Nationally, the enrolment rate for Indigenous children was 103.6 per cent compared with 98.7 per cent for non-Indigenous children (figure 4.7). These proportions are determined using the number of students educated in the jurisdiction divided by the estimated residential population for the age group in the jurisdiction. Proportions that exceed 100 per cent may reflect disparities between the sources of data for students and residential population (including the Indigenous population undercount), multiple enrolments by individual students or students residing in one jurisdiction enrolling in schools in another jurisdiction.

Figure 4.7 Proportion of children aged 6–15 years enrolled in school, by Indigenous status, 2010^{a, b, c}



^a In the absence of population estimates by Indigenous status for inter-censal years, non-Indigenous population figures are calculated by subtracting projections of the Indigenous population from estimates of the total population. ^b See footnotes to table 4A.97 for further information on derivations of population figures. ^c Some students' Indigenous status is not stated and are included in the data for 'non-Indigenous students', and 'all students'. Consequently, the number of Indigenous students counted in the Indigenous rates may be under-represented in some jurisdictions. Refer to footnote (b) in table 4A.97.

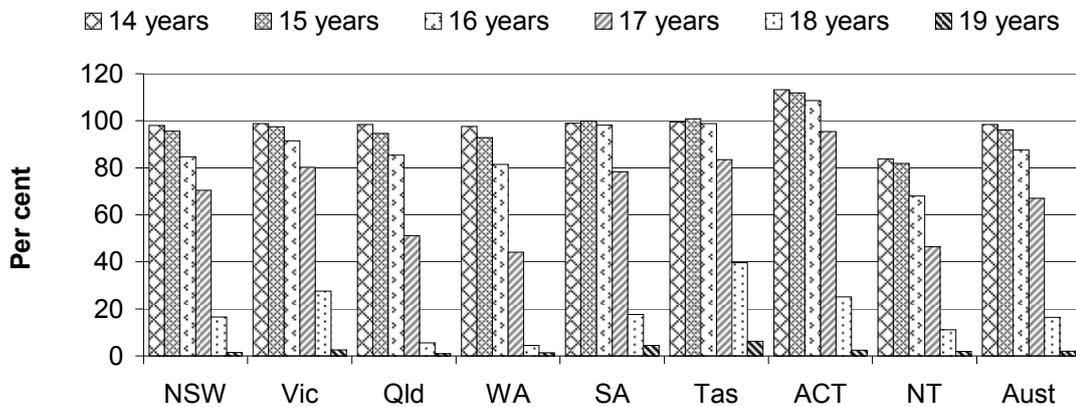
ABS (2011) *Schools Australia, 2010*, Cat. No. 4221.0; ABS (2010) *Population by Age and Sex, Australian States and Territories, June 2010*, Cat. No. 3201.0; table 4A.97.

Participation — 14–19 year olds enrolled in school

Nationally, 59.9 per cent of 14–19 year olds were enrolled in schools in 2010 (table 4A.98). School participation rates declined as students exceeded the maximum compulsory school age (figure 4.8) and varied by jurisdiction, age and sex. School participation rates for females (60.8 per cent) were 1.6 percentage points higher than those for males (59.2 per cent) (table 4A.98).

Data on school participation rates since the 2009 Report differ to those presented in earlier Reports, as the scope has been expanded to include part time students and students aged 14 years (earlier Reports included full time students aged 15–19 years only). Data for 14–19 year olds from 2006 to 2010 are included in table 4A.99.

Figure 4.8 School participation rate of people aged 14–19 years in school education, all schools, 2010^{a, b, c}



^a Proportion of the population who were enrolled as full time or part time students in August 2010.

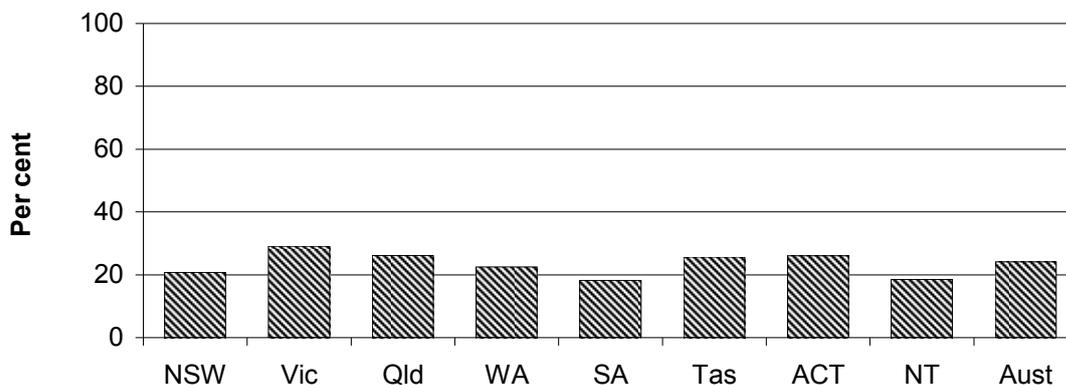
^b Proportions are determined using the number of students enrolled in the jurisdiction divided by the estimated residential population for the jurisdiction, for the age group. In some cases students may be enrolled in a different jurisdiction to their place of residence. Participation rates in the ACT exceed 100 per cent as a result of NSW residents from surrounding areas enrolling in ACT schools. ^c Different school commencement ages across some state and territories may affect comparisons between jurisdictions.

Source: ABS (2011) *Schools Australia 2010*, Cat. No. 4221.0; table 4A.98.

Participation — achievement of VET competencies

The number of young people undertaking VET in Schools programs in 2009 was 216 700 with approximately 320 600 additional young people undertaking publicly funded VET outside of the school system (NCVER 2009). The proportion of 15–19 year olds who had successfully completed at least one unit of competency as part of a VET qualification at AQF Certificate II or above was 24.1 per cent nationally in 2009 (figure 4.9). This proportion includes both VET in Schools students and school-aged students who have left school but are still engaged in education through a campus of TAFE or other VET Registered Training Organisation (RTO).

Figure 4.9 Proportion of 15–19 year olds who have successfully completed at least one unit of competency as part of a VET qualification at AQF Certificate II or above, 2009



Source: NCVET, *National VET Provider Collection 2009*; NCVET, *National VET in Schools Collection 2009*; ABS (2009) *Population by Age and Sex, Australian States and Territories, June 2009* (Cat. No. 3201.0); table 4A.109.

Retention

‘Retention’ to the final years of schooling is an indicator of governments’ objective that all students have access to high quality education and training necessary to enable the completion of education to year 12 or its equivalent (box 4.3).

Box 4.3 Retention

'Retention' (apparent retention rate) is defined as the number of full time school students in a designated level/year of education as a percentage of their respective cohort group (either at the commencement of their secondary schooling at year 7 or 8, or at year 10). Data are reported for:

- the proportion of students commencing secondary school at year 7 or 8 and continuing to year 10
- the proportion of students commencing secondary school at year 7 or 8 and continuing to year 12
- the proportion of year 10 students continuing to year 12.

Data are reported for all students, Indigenous and non-Indigenous students, and for students in government and non-government schools.

Holding other factors constant, a higher or increasing apparent retention rate suggests that a larger proportion of students are continuing to participate in school education, which is likely to result in improved educational outcomes.

This indicator does not include part time students or provide information on students who pursue year 12 (or equivalent qualifications) through non-school pathways.

The term 'apparent' is used because the indicator is derived from total numbers of students in each of the relevant year levels, rather than by tracking the retention of individual students. Care needs to be taken in interpretation because the apparent retention rate does not take account of factors such as:

- students repeating a year of education or returning to education after a period of absence
- movement or migration of students between school sectors, between states/territories and between countries
- the impact of full fee paying overseas students.

Data for this indicator are comparable.

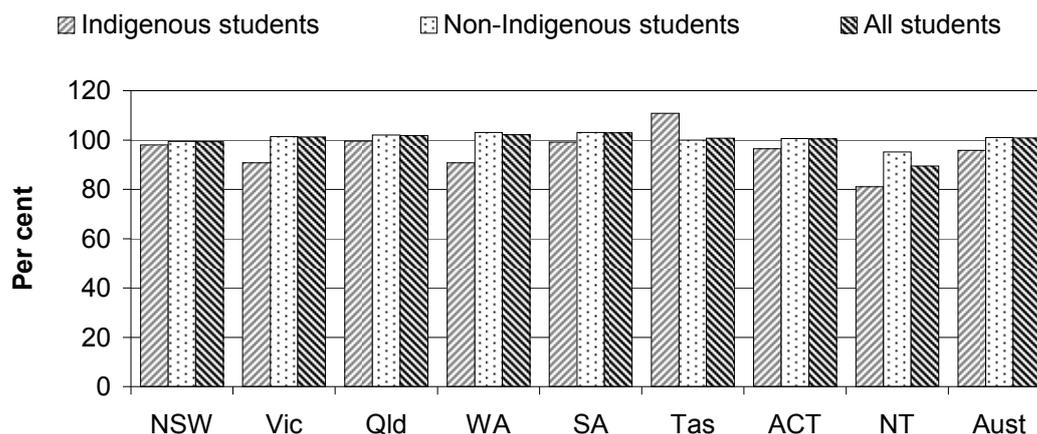
Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2012

In most jurisdictions, in 2010, apparent retention rates from the commencement of secondary school at year 7 or 8 (figure 4.1 shows the differences across jurisdictions) to year 10, were 99–103 per cent, with a national rate of 100.8 per cent (figure 4.10). High rates are to be expected, because normal year level progression means students in year 10 are generally of an age at which schooling is compulsory.

Retention rates for Indigenous students provide one measure of the equity of access to schooling. Retention rates to year 10 for Indigenous students were lower than those for non-Indigenous students and all students in most jurisdictions, with

national retention rate for Indigenous students of 95.8 per cent, 5.2 percentage points lower than that for non-Indigenous students and 5.0 percentage points lower than that for all students (figure 4.10).

Figure 4.10 Apparent retention rate from year 7 or 8 to year 10, full time secondary students, all schools, 2010^{a, b, c, d, e}

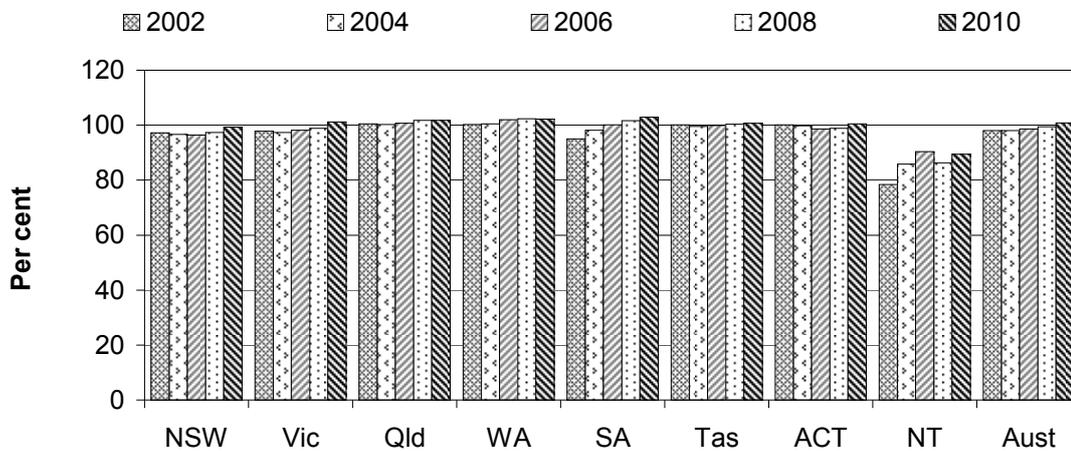


^a Apparent retention rates are affected by factors that vary across jurisdictions. For this reason, variations in apparent retention rates over time within jurisdictions may be more useful than comparisons across jurisdictions (see figure 4.11). ^b Retention rates can exceed 100 per cent for a variety of reasons, including student transfers between jurisdictions. ^c The standard apparent retention rate calculation excludes part time students, which has implications for the interpretation of results for all jurisdictions (table 4.4). ^d Ungraded students are not included in the calculation of apparent retention rates. ^e Some students' Indigenous status is not stated. Consequently, the number of Indigenous students counted in the Indigenous rates may be under-represented in some jurisdictions. Students for whom Indigenous status is not stated are not included in the data for 'Non-Indigenous students', but are included in the data for 'All students'.

Source: ABS (2011) *Schools Australia 2010*, Cat. no. 4221.0; table 4A.100.

The national apparent retention rate from the commencement of secondary schooling at year 7 or year 8 (figure 4.1 shows the differences across jurisdictions) to year 10 for all full time students was 98.1 per cent in 2002, rising to 98.6 per cent in 2006 and 100.8 per cent in 2010 (figure 4.11). Data for intervening years and by Indigenous status are in table 4A.102. Data for government schools and non-government schools are in tables 4A.103 and 4A.104.

Figure 4.11 **Apparent retention rate from year 7 or 8 to year 10, full time secondary students, all schools^{a, b, c}**

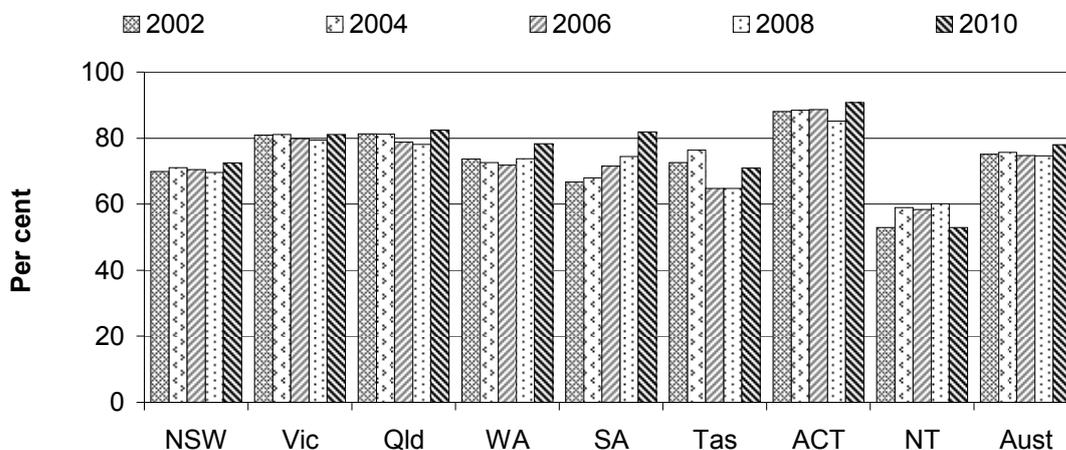


^a Apparent retention rates are affected by factors that vary across jurisdictions. For this reason, variations in apparent retention rates over time within jurisdictions may be more useful than comparisons across jurisdictions. ^b The standard apparent retention rate calculation excludes part time students, which has implications for the interpretation of results for all jurisdictions (table 4.4). ^c Ungraded students are not included in the calculation of apparent retention rates. This exclusion has particular implications for the NT, (which has a high proportion of Indigenous students) prior to 2008, where 10.9 per cent of Indigenous secondary students were ungraded in 2007 (compared with an average of 4.2 per cent for the rest of Australia, but since 2008 the NT proportion of ungraded students has substantially reduced) and this should be considered when interpreting the data.

Source: ABS (2011) *Schools Australia 2010*, Cat. no. 4221.0; table 4A.102.

The national apparent retention rate, from the commencement of secondary school at year 7 or 8 (figure 4.1 shows the differences across jurisdictions) to year 12, for all full time students was 75.1 per cent in 2002, rising to 78.0 per cent in 2010 (figure 4.12). Data for intervening years and by Indigenous status are in table 4A.102. Data for government schools and non-government schools are in tables 4A.103 and 4A.104.

Figure 4.12 Apparent retention rate from year 7 or 8 to year 12, full time secondary students, all schools^{a, b, c}



^a Apparent retention rates are affected by factors that vary across jurisdictions. For this reason, variations in apparent retention rates over time within jurisdictions may be more useful than comparisons across jurisdictions. ^b The standard apparent retention rate calculation excludes part time students, which has implications for the interpretation of results for all jurisdictions (table 4.4). ^c Ungraded students are not included in the calculation of apparent retention rates. This exclusion has particular implications for the NT, (which has a high proportion of Indigenous students) prior to 2008, where 10.9 per cent of Indigenous secondary students were ungraded in 2007 (compared with an average of 4.2 per cent for the rest of Australia, but since 2008 the NT proportion of ungraded students has substantially reduced) and this should be considered when interpreting the data.

Source: ABS (2011) *Schools Australia 2010*, Cat. no. 4221.0; table 4A.102.

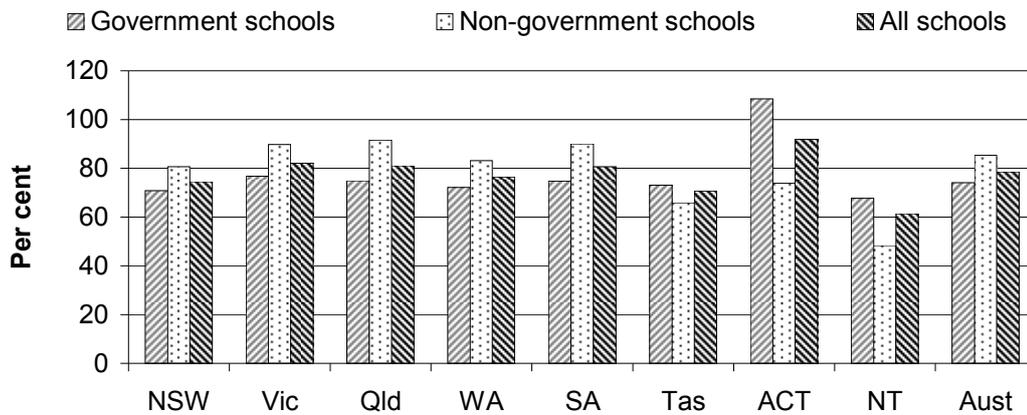
The apparent rate of retention from year 10 to year 12 has been derived by expressing the number of full time school students enrolled in year 12 in 2010 as a proportion of the number of full time school students enrolled in year 10 in 2008.

Factors affecting apparent retention can combine to result in a year 12 cohort that is substantially different in composition from the corresponding year 10 cohort — for example:

- in SA, if part time students are included in the 2010 year 12 total, then the apparent retention rate becomes 93.0 per cent, compared with 80.6 per cent for full time students only (table 4A.101)
- in some jurisdictions, young people may choose to complete their post compulsory education in the TAFE system rather than continue at school, and may do so after periods of time spent away from the formal education system. In NSW, for example, 6053 young people (under the age of 30) undertook their Higher School Certificate or other tertiary preparation studies through TAFE institutes in 2010 (NSW Government unpublished).

Nationally, the apparent retention rate from year 10 to year 12 for all schools was 78.5 per cent in 2010. The rate for government schools was 74.1 per cent, and for non-government schools was 85.4 per cent. The apparent retention rates for both government schools and non-government schools varied across jurisdictions (figure 4.13).

Figure 4.13 Apparent retention rate from year 10 to year 12, full time secondary students, by school type, 2010^{a, b, c, d}



^a Apparent retention rates are affected by factors that vary across jurisdictions. For this reason, variations in apparent retention rates over time within jurisdictions may be more useful than comparisons across jurisdictions (see figure 4.15). ^b Retention rates can exceed 100 per cent for a variety of reasons, including student transfers between jurisdictions and government and non-government schools after the base year. ^c The standard apparent retention rate calculation excludes part time students, which has implications for the interpretation of results for all jurisdictions (table 4.4). ^d Ungraded students are not included in the calculation of apparent retention rates.

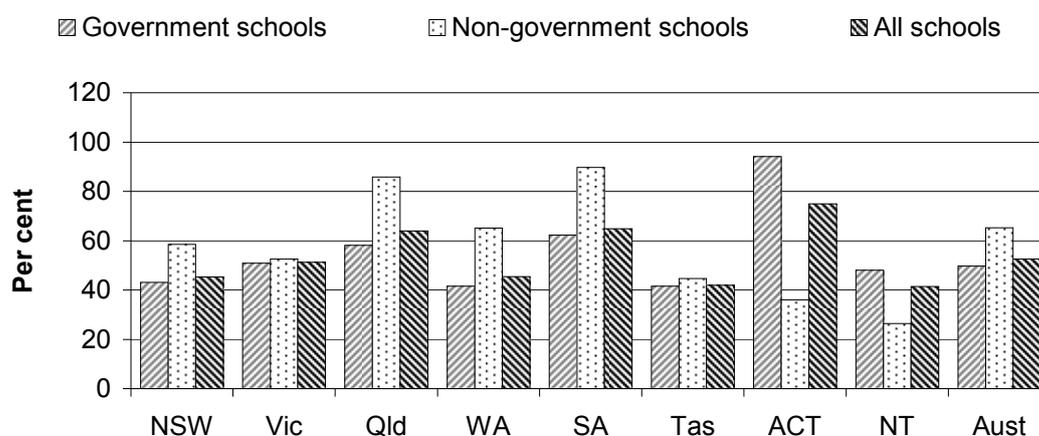
Source: ABS (2011) *Schools Australia 2010*, Cat. no. 4221.0; table 4A.101.

For government and non-government schools, apparent rates of retention from year 10 to year 12 for Indigenous students in 2010 were consistently lower than rates for all students (figure 4.13) but varied across jurisdictions (figure 4.14). In interpreting this indicator, it should be noted that nationally 4.2 per cent of Indigenous students left school before year 10 (figure 4.10), and so are not included in the base year for retention from year 10 to year 12. Further, Indigenous students made up 6.0 per cent of all students in government schools compared with 2.0 per cent in non-government schools and some jurisdictions have very low numbers of Indigenous students (table 4.5).

Nationally, Indigenous retention from year 10 to year 12 for all schools in 2010 was 52.5 per cent (figure 4.14), compared with 78.5 per cent for all students and 79.5 per cent for non-Indigenous students (table 4A.102). However, Indigenous retention from year 10 to year 12 for all schools has risen from 45.8 per cent in

2002 to 52.5 per cent in 2010, with the gap between Indigenous students and all students decreasing from 31.2 percentage points in 2002 to 26.0 percentage points in 2010, and the gap between Indigenous students and non-Indigenous students decreasing from 32.0 percentage points in 2002 to 27.0 percentage points in 2010 (table 4A.102).

Figure 4.14 Apparent retention rates from year 10 to year 12, Indigenous full time secondary students, 2010^{a, b, c, d}

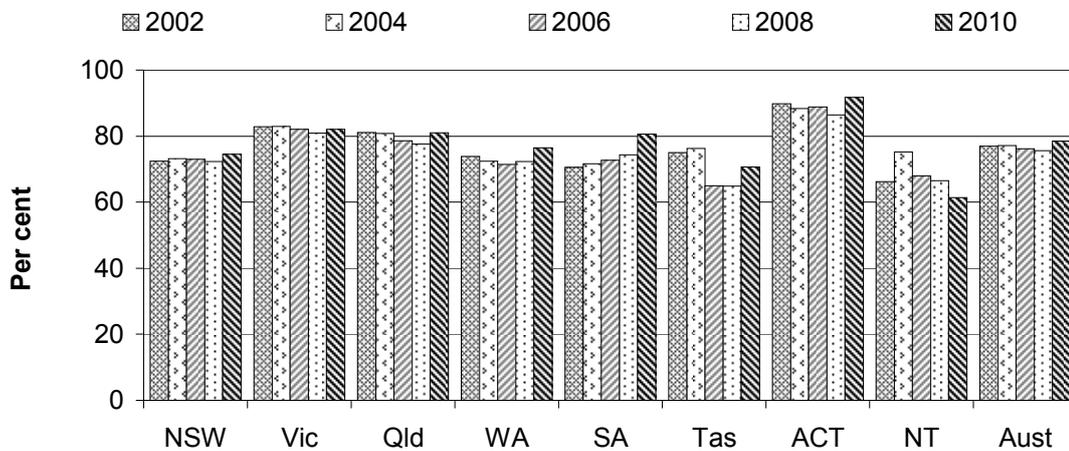


^a Apparent retention rates are affected by factors that vary across jurisdictions. For this reason, variations in apparent retention rates over time within jurisdictions may be more useful than comparisons across jurisdictions (see tables 4A.102–104). ^b The standard apparent retention rate calculation excludes part time students, which has implications for the interpretation of results for all jurisdictions (table 4.4). ^c Ungraded students are not included in the calculation of apparent retention rates. ^d Some students' Indigenous status is not stated. Consequently, the number of Indigenous students counted in these rates may be under-represented in some jurisdictions.

Source: ABS (2011) *Schools Australia 2010*, Cat. no. 4221.0; tables 4A.102–104.

Nationally, apparent rates of retention for all full time students from year 10 to year 12 have been relatively stable, around 77.0 per cent from 2002 to 78.5 per cent in 2010 (figure 4.15). Data for intervening years and by Indigenous status are in table 4A.102. Data for government schools and non-government schools are in tables 4A.103 and 4A.104.

Figure 4.15 **Apparent rates of retention from year 10 to year 12, full time secondary students, all schools^{a, b, c}**



^a Apparent retention rates are affected by factors that vary across jurisdictions. For this reason, variations in apparent retention rates over time within jurisdictions may be more useful than comparisons across jurisdictions. ^b The standard apparent retention rate calculation excludes part time students, which has implications for the interpretation of results for all jurisdictions (table 4.4). ^c Ungraded students are not included in the calculation of apparent retention rates. This exclusion has particular implications for the NT, (which has a high proportion of Indigenous students) prior to 2008, where 10.9 per cent of Indigenous secondary students were ungraded in 2007 (compared with an average of 4.2 per cent for the rest of Australia, but since 2008 the NT proportion of ungraded students has substantially reduced) and this should be considered when interpreting the data.

Source: ABS (2011) *Schools Australia 2010*, Cat. no. 4221.0; table 4A.102.

Efficiency

Governments have an interest in achieving the best results from their expenditure on schooling, both as owners and operators of government schools, and as major providers of funds to the non-government school sector. An objective of the Steering Committee is to publish comparable estimates of costs. Ideally, such comparison should include the full range of costs to government. Where the full costs cannot be measured, estimating costs on a consistent basis is the best approach. Table 4A.15 shows the treatment of assets by school education agencies. Table 4A.16 shows information on the comparability of the source expenditure data for government schools used for this chapter.

Recurrent expenditure per student

‘Recurrent expenditure per student’ is an indicator of governments’ objective to fund and/or provide education in an efficient manner (box 4.4).

Box 4.4 Recurrent expenditure per student

'Recurrent expenditure per student' is defined by two measures:

- government recurrent expenditure per FTE student, reported for government schools by in-school primary, in-school secondary, out-of-school services and aggregations and for non-government schools
- government recurrent staff expenditure per FTE student in government schools. Expenditure on staff is the major component of spending on schools.

Holding other factors constant, a low or decreasing government recurrent expenditure or staff expenditure per FTE student may represent better or improved efficiency. Both of these measures include the user cost of capital (see box 4.5).

Care should be taken in interpretation of efficiency data:

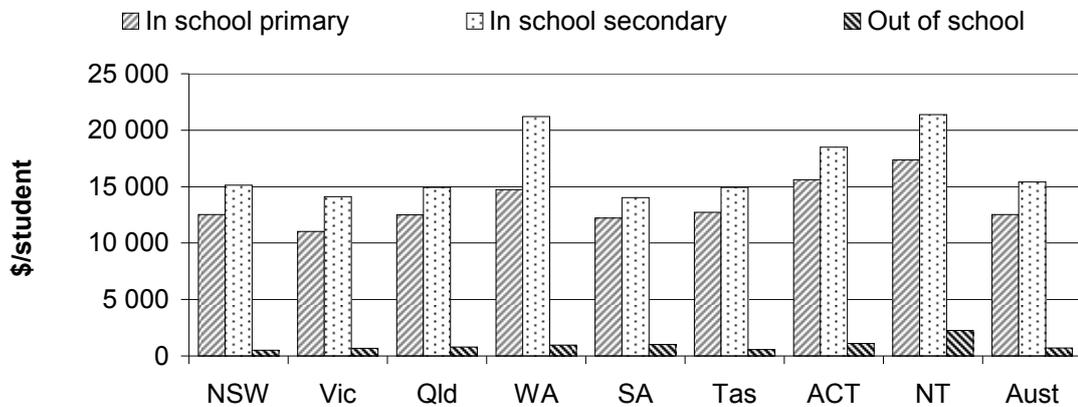
- a number of factors beyond the control of governments, such as economies of scale, a high proportion of geographically remote students and/or a dispersed population, and migration across states and territories, may influence expenditure (see Commonwealth Grants Commission reference in chapter 1, section 1.5 for further details). This Report does not make any cost adjustments based on these or other factors
- efficiency data should be interpreted within the context of the effectiveness and equity indicators to derive an holistic view of performance. While high or increasing expenditure per student may reflect deteriorating efficiency, it may also reflect changes in aspects of schooling (increasing school leaving age, improving outcomes for Indigenous students and students from low socioeconomic backgrounds, broader curricula or enhancing teacher quality), or the characteristics of the education environment (such as population dispersion)
- the staff expenditure per student measure is partial in nature, as it does not reflect the full cost per student. While high or increasing government expenditure on staff per student may reflect lower efficiency, it may also reflect improvements in teacher quality.

Data for this indicator are comparable.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2012.

Nationally, in-school government expenditure per FTE student in government primary schools was \$12 522 and in government secondary schools was \$15 414 in 2009-10. Out-of-school government expenditure per FTE student in all government schools was \$718 in 2009-10 (figure 4.16).

Figure 4.16 Government recurrent expenditure per FTE student, government schools, 2009-10^{a, b}

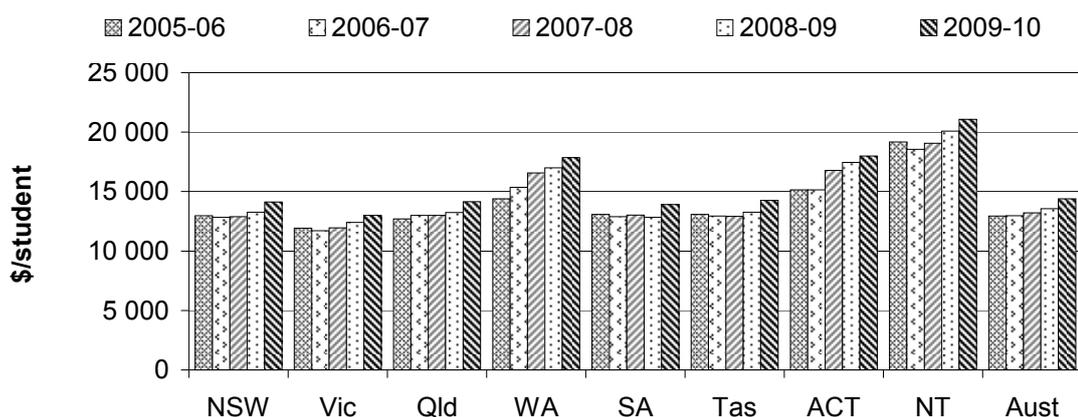


^a See notes to tables 4A.12 for definitions and data caveats. ^b Payroll tax estimates include notional payroll tax for WA and the ACT, which are payroll tax exempt.

Source: ABS (2011) *Schools Australia 2010*, Cat. no. 4221.0; MCEECDYA (unpublished) NSSC; table 4A.12.

Nationally, government expenditure per FTE student in all government schools was \$14 380 in 2009-10. It increased (in average annual real terms) between 2005-06 and 2009-10 by 2.7 per cent per year (figure 4.17).

Figure 4.17 Government real recurrent expenditure per FTE student, government schools (2009-10 dollars)^{a, b, c}

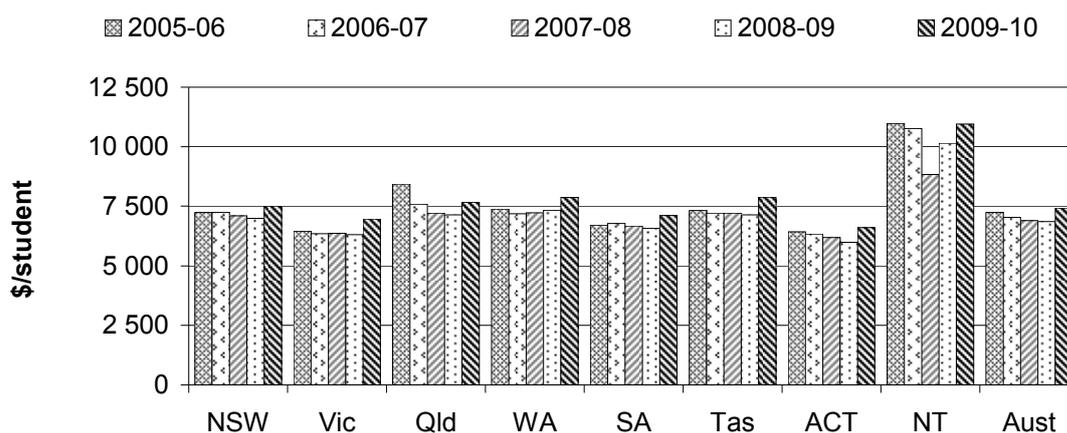


^a See notes to table 4A.8 for definitions and data caveats. ^b Data for 2005-06 to 2008-09 have been adjusted to 2009-10 dollars using the gross domestic product (GDP) price deflator. ^c Payroll tax estimates have been included for WA and the ACT for comparability reasons.

Source: ABS (2011) *Schools Australia 2010*, Cat. no. 4221.0; MCEECDYA (unpublished) NSSC; table 4A.8.

Nationally, government expenditure per FTE student in all non-government schools was \$7427 in 2009-10 (figure 4.18). It has increased in average annual real terms between 2005-06 and 2009-10 by 0.7 per cent per year (table 4A.9).

Figure 4.18 Government real recurrent expenditure per FTE student, non-government schools (2009-10 dollars)^{a, b, c}



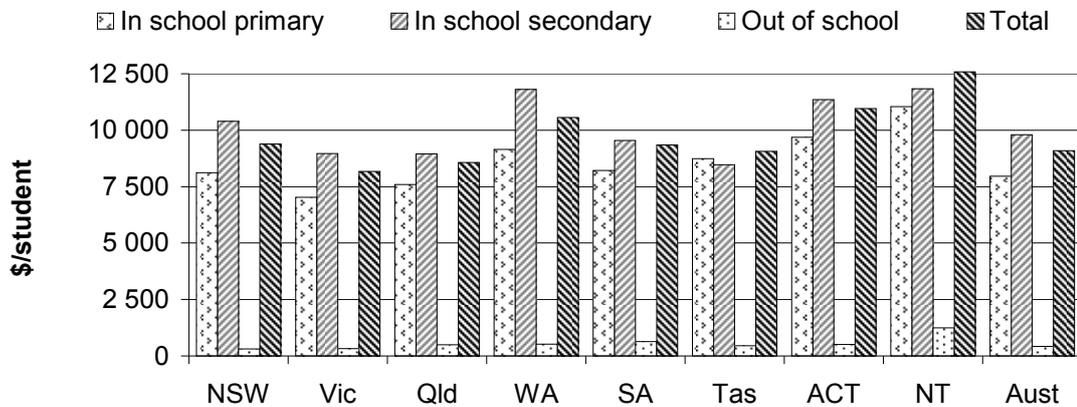
^a See notes to table 4A.9 for definitions and data caveats. ^b Data for 2005-06 to 2008-09 have been adjusted to 2009-10 dollars using the gross domestic product (GDP) price deflator. ^c The sum of Australian Government specific purpose payments for non-government schools, and State and Territory government payments to non-government schools. Data on State and Territory government payments to non-government schools are not fully comparable across jurisdictions.

Source: ABS (2011) *Schools Australia 2010*, Cat. no. 4221.0; DEEWR (unpublished); State and Territory governments (unpublished); table 4A.9.

Nationally, government real recurrent expenditure per FTE student in all schools (government plus non-government) was \$11 991 in 2009-10. It increased (in average annual real terms) between 2005-06 and 2009-10 by 2.1 per cent per year (table 4A.10).

Government recurrent expenditure on staff in government schools accounted for \$20.8 billion (63.3 per cent) of total recurrent expenditure in 2009-10 (table 4A.12). Nationally, expenditure on staff per FTE student was \$7955 for in-school primary, \$9793 for in-school secondary and \$420 for out-of-school (figure 4.19).

Figure 4.19 **Government recurrent expenditure on staff in government schools, per FTE student, 2009-10^{a, b}**



^a See notes to table 4A.12 for definitions and data caveats. ^b Expenditure on staff includes teaching staff and other staff, and includes expenditure on redundancy payments.

Source: ABS (2011) *Schools Australia 2010*, Cat. no. 4221.0; MCEECDYA (unpublished) NSSC; table 4A.12.

User cost of capital per student

‘User cost of capital (UCC) per student’ is an indicator of governments’ objective to provide education in an efficient manner (box 4.5).

Box 4.5 User cost of capital per student

‘UCC per student’ is defined as the notional costs to governments of the funds tied up in capital used to produce services (for example, land and buildings owned by government schools) per FTE student. The notional UCC makes explicit the opportunity cost of using the funds to provide services rather than investing elsewhere or retiring debt. When comparing the costs of government services, it is important to account for the notional UCC because it is:

- often a significant component of the cost of services
- often treated inconsistently (that is, included in the costs of services delivered by most non-government service providers, but effectively costed at zero for many government service providers).

Notional UCC reflects the annual UCC per FTE student, and is set at 8 per cent of the value of non-current physical assets (for example, land, buildings, plant and equipment) which are re-valued over time.

(Continued next page)

Box 4.5 (continued)

Holding other factors constant, a low or decreasing UCC per student may represent better or improved efficiency.

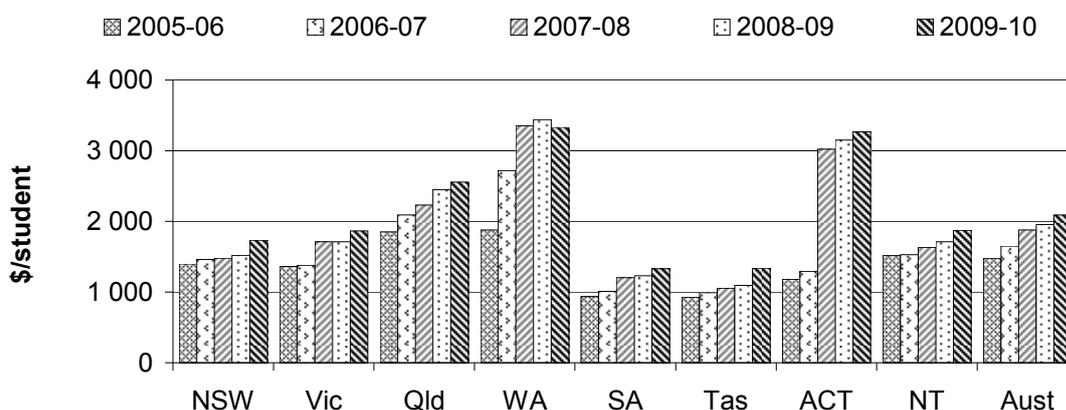
Efficiency data are difficult to interpret and this indicator in particular is only partial in nature, as it does not reflect the full cost per student. While high or increasing UCC per student may reflect deteriorating efficiency, it may also reflect changes in aspects of schooling (broader curricula, enhanced facilities), or the characteristics of the education environment (such as population dispersion and/or rapid growth and more geographically remote students). Similarly, low or decreasing UCC per student may reflect improving efficiency or lower quality (less effective education) or fewer facilities or reduced capital maintenance. Efficiency data need to be interpreted within the context of the effectiveness and equity indicators to derive an holistic view of performance.

Data for this indicator are not directly comparable.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2012.

The notional UCC per FTE government school student in 2009-10 averaged \$2089 nationally (figure 4.20).

Figure 4.20 Notional UCC per FTE student, government schools^{a, b}



^a See notes to table 4A.14 for definitions and data caveats. ^b Notional UCC is set at 8 per cent of the value of non-current physical assets, which are re-valued over time. The frequency and year of most recent revaluation are include in table 4A.15.

Source: ABS (2011) *Schools Australia 2010*, Cat. no. 4221.0; MCEECDYA (unpublished) NSSC; table 4A.14.

Student-to-staff ratio

‘Student-to-staff ratio’ is an indicator of governments’ objective to provide education in an efficient manner (box 4.6).

Box 4.6 Student-to-staff ratio

The ‘student-to-staff ratio’ is defined as the number of FTE students per FTE staff. Data are reported for primary, secondary and all schools, and for teaching and non-teaching staff. The student-to-staff ratio presents the number of students per teacher, where teachers are classified in a way that can be compared across jurisdictions. However, the ratio is not a measure of class size.

A low ratio means there are a small number of students per teacher. Holding other factors constant, a high or increasing student-to-teacher ratio represents better or improved efficiency.

Care should be taken in interpretation of efficiency data:

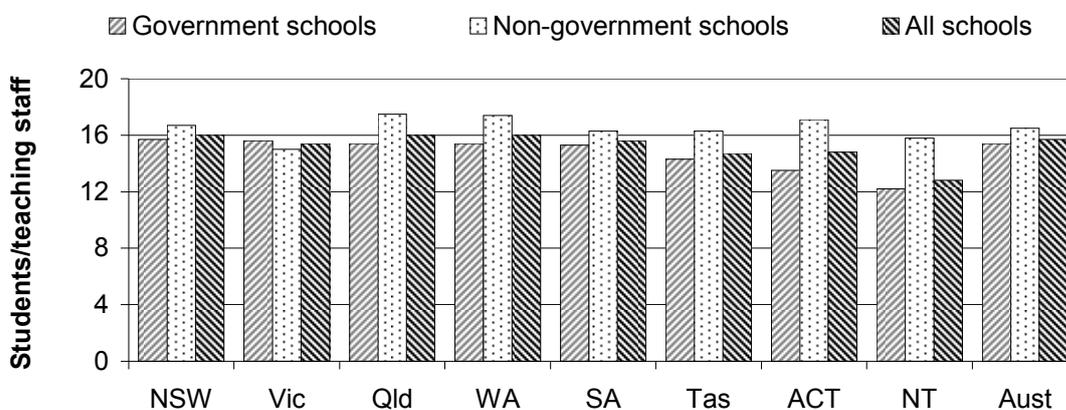
- efficiency data should be interpreted within the context of the effectiveness and equity indicators to derive an holistic view of performance. While a low or decreasing student-to-teacher ratio may reflect decreasing efficiency, it may also reflect a higher quality education system, if a lower ratio leads to better student outcomes
- the student-to-staff ratio is aggregated across all subjects and year levels, and does not distinguish between subjects and/or year levels where different ratios may be appropriate
- the student-to-staff ratio is affected by factors that may differ across the states and territories, including population dispersion (leading to a larger proportion of small schools), the proportion of special needs students, the degree to which administrative work is undertaken by people classified as teachers (such as principals, deputy principals and senior teachers), and the level of other inputs to school education (for example, non-teaching staff, computers, books and laboratory equipment).

Data for this indicator are comparable.

Data quality information for this indicator is under development.

Nationally in 2010, the student-to-teacher ratio for government primary schools was 15.4, and for non-government primary schools was 16.5. For all primary schools, the student-to-teacher ratio was 15.7 (figure 4.21).

Figure 4.21 Ratio of FTE students to FTE teaching staff, primary schools, 2010^a

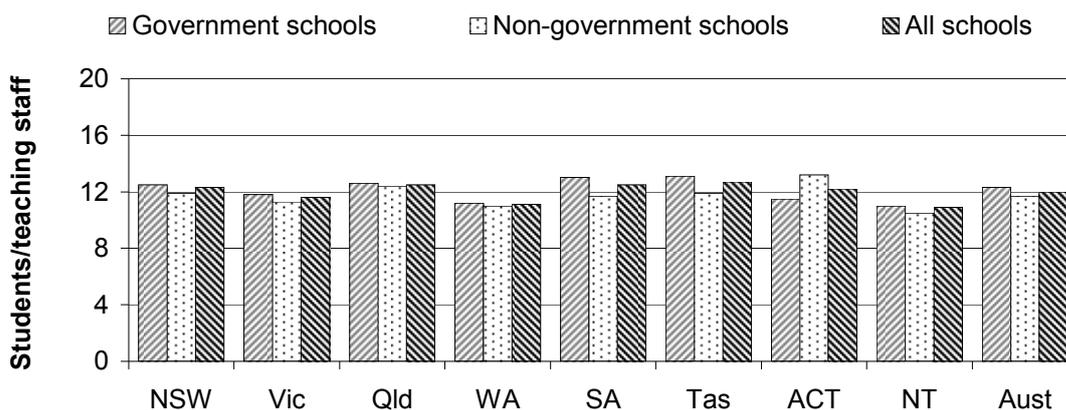


^a See notes to table 4A.17 for definitions and data caveats.

Source: ABS (2010) *Schools Australia 2010*, Cat. no. 4221.0; table 4A.17.

Nationally in 2010, the student-to-teacher ratio for government secondary schools was 12.3 and for non-government secondary schools, was 11.7. For all secondary schools, the student-to-teacher ratio was 12.0 (figure 4.22).

Figure 4.22 Ratio of FTE students to FTE teaching staff, secondary schools, 2010^a



^a See notes to table 4A.17 for definitions and data caveats.

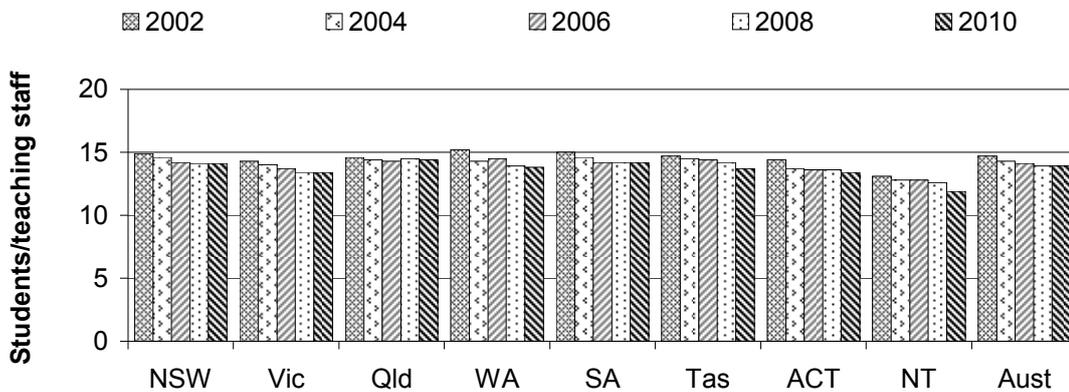
Source: ABS (2011) *Schools Australia 2010*, Cat. no. 4221.0; table 4A.17.

Nationally in 2010, the student-to-teacher ratio for all government schools was 14.0 and for all non-government schools was 13.7. For all schools, the student-to-teacher ratio was 13.9 (table 4A.17).

Table 4A.17 provides further detail on student-to-staff ratios in 2010, including those for non-teaching school staff and all staff, for all jurisdictions.

The student-to-teacher ratio for all schools (primary and secondary combined) has decreased from 14.7 in 2002 to 13.9 in 2010 (figure 4.23). Data for intervening years and for government and non-government schools are in table 4A.18.

Figure 4.23 Ratio of FTE students to FTE teaching staff, all schools^{a, b}



^a Includes primary and secondary schools. ^b See notes to table 4A.18 for definitions and data caveats.
 Source: ABS (2011) *Schools Australia 2010*, Cat. no. 4221.0; table 4A.18.

Outcomes

Outcomes are the impact of services on the status of an individual or group (while outputs are the actual services delivered) (see chapter 1, section 1.5).

Nationally comparable learning outcomes

‘Learning outcomes’ measures students’ attainment of a range of skills, in literacy and numeracy and in areas such as science literacy, information and communication technology and civics and citizenship.

The ‘learning outcomes’ indicator examines outcomes in these areas and draws on two main sources of information:

-
- the National Assessment Program – Literacy and Numeracy (NAPLAN), and NAP sample assessments). These are MCEECDYA-endorsed tests developed to measure student performance in relation to the National Goals for Schooling
 - Australia’s participation in two international tests: the Organisation for Economic Co-operation and Development (OECD) Programme for International Student Assessment (PISA); and the Trends in International Mathematics and Science Study (TIMSS).

National Assessment Program

This chapter reports NAPLAN proportions of students undertaking NAPLAN testing in years 3, 5, 7 and 9 achieving the national minimum standard, and mean scale score learning outcomes, for reading, writing and numeracy performance in 2010, including by Indigenous status and geolocation. Data comparing a range of outcomes for 2008 and 2010 for reading and numeracy are also included in the chapter.

Achieving (but not exceeding) the national minimum standard represents achievement of the basic elements of literacy or numeracy for the year level. Students who have not achieved the national minimum standard for that year need focused intervention and additional support to help them achieve the skills they require to progress in schooling (ACARA 2010). The chapter and attachment tables also include additional data on NAPLAN mean scale scores for 2010.

Detailed NAPLAN data for 2010, including outcomes by socio-economic status, are included in the attachment tables (tables 4A.31–38 for reading performance, tables 4A.45–52 for writing performance and tables 4A.59–66 for numeracy performance). More detailed NAPLAN time series data for 2008, 2009 and 2010 are included in tables 4A.39–44 for reading performance, tables 4A.53–58 for writing performance and tables 4A.67–72 for numeracy performance.

The NAP also undertakes triennial national sample assessments on a rotating basis. This chapter reports years 6 and 10 civics and citizenship performance data for 2004, 2007 and 2010 (2010 data are available for the first time in this Report). The attachment tables include additional data on civics and citizenship performance (tables 4A.76–78); year 6 science literacy performance for 2003, 2006 and 2009 (tables 4A.73–75); and year 6 and year 10 information and communication technologies literacy performance for 2005 and 2008 (tables 4A.79–80).

International tests

This chapter reports outcomes of PISA triennial assessments in reading literacy, mathematical literacy and scientific literacy. The attachment tables include additional information in tables 4A.81–92.

The TIMSS focuses on the mathematics and science curriculum, in a quadrennial assessment. The attachment tables include information on the most recent TIMSS years 4 and 8 learning outcomes data, for 2006-07 (tables 4A.93–96).

Interpreting learning outcomes data

To assist with making comparisons between jurisdictions, where appropriate, 95 per cent confidence intervals are presented in charts and attachment tables. Confidence intervals are a standard way of expressing the degree of uncertainty associated with survey estimates or performance measurement. An estimate of 80 per cent with a confidence interval of ± 2.0 , for example, means that if another sample had been drawn, or if another combination of test items had been used, there is a 95 per cent chance that the result would lie between 78 per cent and 82 per cent. Each learning outcomes proportion can be thought of in terms of a range. If one jurisdiction's rate ranges from 78–82 per cent and another's from 77–81 per cent, then it is not possible to say with confidence that one differs from the other (because there is unlikely to be a statistically significant difference). Where ranges do not overlap, there is a high likelihood that there is a statistically significant difference. A statistically significant difference means there is a high probability that there is an actual difference; it does not imply that the difference is necessarily large or important.

Participation in NAPLAN testing

NAPLAN testing reports the number of assessed, exempt, absent and withdrawn students in years 3, 5, 7 and 9. Assessed students include all students who attempt the test and exempt students. Exempt students are students with a language background other than English, who arrived from overseas less than a year before the test, or students with significant intellectual and/or functional disabilities unable to access the test/s within the guidelines for accommodations. Participating students are those who were assessed or deemed exempt, other students were either absent or withdrawn. Holding other factors constant, a higher or increasing proportion of students participating in NAPLAN testing suggests an improvement in that aspect of educational participation. The proportion of assessed, exempt, absent and withdrawn students in years 3, 5, 7 and 9 for reading, writing and numeracy in 2010

are in tables 4A.37, 4A.51 and 4A.65 respectively. Participation in the 2010 NAPLAN tests, by Indigenous status, for reading, writing and numeracy are included in tables 4A.38, 4A.52 and 4A.66 respectively. In all domains and year levels, a lower proportion of Indigenous students than non-Indigenous or all students participated in NAPLAN testing.

Learning outcomes

‘Learning outcomes’ is an indicator of governments’ objective that all students should attain: a range of skills, including English literacy, such that every student should be able to read, write, spell and communicate at an appropriate level; skills in numeracy; and skills and becoming informed in areas such as science literacy, information and communications technologies and civics and citizenship (box 4.7).

Box 4.7 Learning outcomes

‘Learning outcomes’ is defined by five measures:

- the percentage of years 3, 5, 7 and 9 students achieving at or above the national minimum standard in NAPLAN testing for reading, writing and numeracy for a given year, reported by Indigenous status, sex, LBOTE, socioeconomic status and geolocation (section 4.1 identifies the profile of equity groups in each State and Territory).
- the mean scale score achieved by years 3, 5, 7 and 9 students in NAPLAN assessment for reading, writing and numeracy for a given year reported by Indigenous status. This Report also includes a time series for student ‘gain’ for the cohort (e.g between year 3 in 2008 and year 5 in 2010) based on the mean scale score outcomes.
- the proportion of sampled year 6 and year 10 students achieving at or above the proficient standard in civics and citizenship, information and communication technologies and science literacy (year 6 only). National data from the triennial National Assessment Program tests are reported by sex, Indigenous status, LBOTE status and geolocation
- the percentage of sampled 15 year old students achieving at or above the proficient standard on the OECD PISA combined reading, mathematical literacy and science literacy scales in a triennial international assessment. National data are also reported by sex, Indigenous status, socioeconomic status and geolocation
- the percentage of sampled students achieving at or above the proficient standard on the TIMSS mathematical literacy and science literacy scales in a quadrennial assessment (assessed year 4 and year 8 students who achieve at or above the proficient standard on the TIMSS mathematical literacy scale for a given year).

(Continued next page)

Box 4.7 (continued)

A high or increasing proportion of students achieving at or above the national minimum standard or proficient standard, or a high or increasing mean scale score for learning outcomes is desirable.

Data for this indicator are comparable across jurisdictions. Most data are comparable across years, except where specifically identified.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2012.

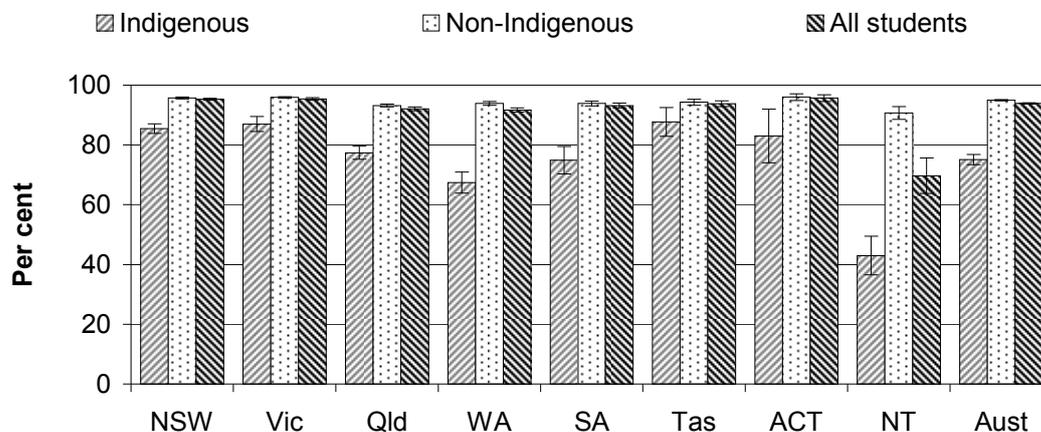
NAPLAN Reading

This section of the ‘learning outcomes’ indicator provides key outcomes for NAPLAN testing (years 3, 5, 7 and 9) in the reading domain. Indigenous outcomes are highlighted, but outcomes for a range of other equity groups including male, female, LBOTE, geolocation and socio-economic status (parental education and parental occupation) are included in tables 4A.31–44.

All students and Indigenous students

The proportion of year 3 students who achieved at or above the reading national minimum standard in 2010 was 93.7–94.1 per cent nationally. The proportion of Indigenous students (73.4–76.8 per cent) was significantly lower than for non-Indigenous students (94.8–95.2 per cent) (figure 4.24). These proportions varied across jurisdictions.

Figure 4.24 Proportion of year 3 students achieving at or above the reading national minimum standard, 2010^{a, b}

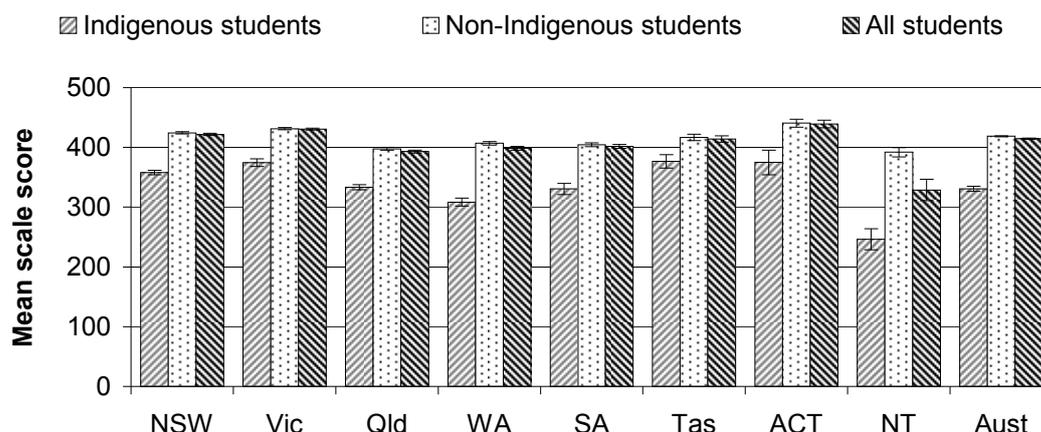


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.31.

Source: ACARA (2010 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*; table 4A.31.

The mean scale score for year 3 reading in 2010 for all students was 413.2–415.4 nationally. The mean scale score for Indigenous students (326.5–335.1) was significantly lower than for non-Indigenous students (417.6–419.6) (figure 4.25). Mean scale scores varied across jurisdictions.

Figure 4.25 Mean scale scores for year 3 students for reading, 2010^{a, b}

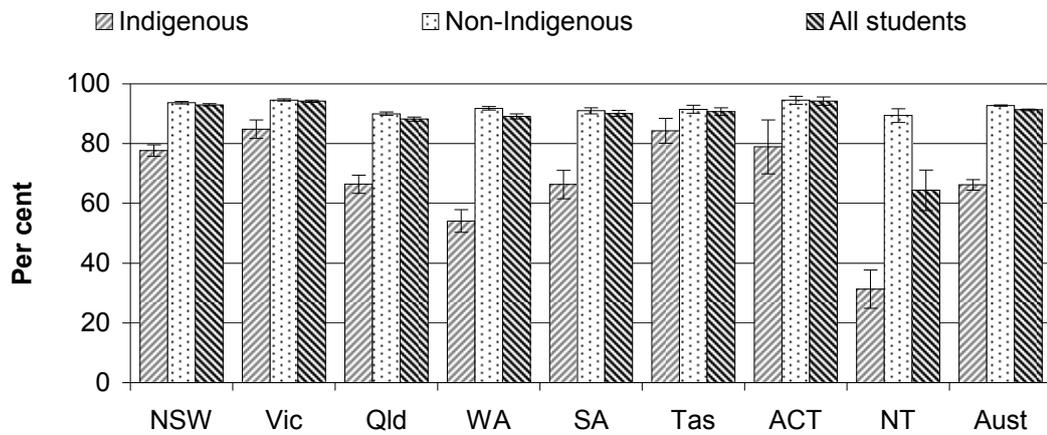


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.34.

Source: ACARA (2010 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*; table 4A.34.

The proportion of year 5 students who achieved at or above the reading national minimum standard in 2010 was 91.0–91.6 per cent nationally. The proportion of Indigenous students (64.4–68.0 per cent) was significantly lower than for non-Indigenous students (92.5–92.9 per cent) (figure 4.26). These proportions varied across jurisdictions.

Figure 4.26 Proportion of year 5 students achieving at or above the reading national minimum standard, 2010^{a, b}

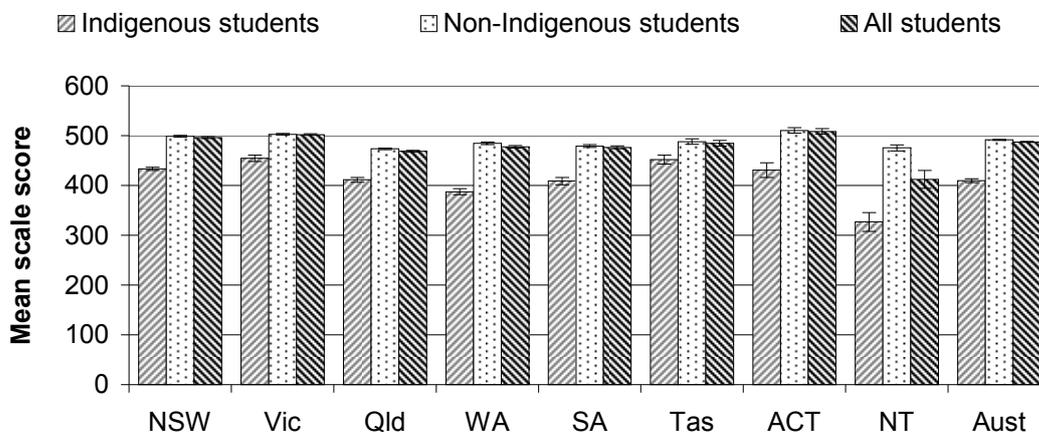


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.31.

Source: ACARA (2010 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*; table 4A.31.

The mean scale score for year 5 reading in 2010 for all students was 486.3–488.5 nationally. The mean scale score for Indigenous students (405.8–413.4) was significantly lower than for non-Indigenous students (490.4–492.4) (figure 4.27). Mean scale scores varied across jurisdictions.

Figure 4.27 Mean scale scores for year 5 students for reading, 2010^{a, b}

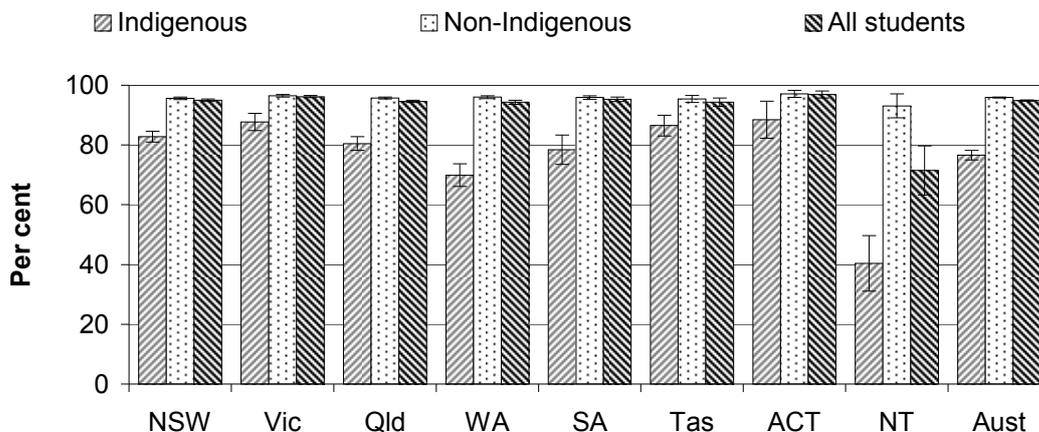


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.34.

Source: ACARA (2010 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*; table 4A.34.

The proportion of year 7 students who achieved at or above the reading national minimum standard in 2010 was 94.7–95.1 per cent nationally. The proportion of Indigenous students (75.0–78.2 per cent) was significantly lower than for non-Indigenous students (95.7–96.1 per cent) (figure 4.28). These proportions varied across jurisdictions.

Figure 4.28 Proportion of year 7 students achieving at or above the reading national minimum standard, 2010^{a, b}

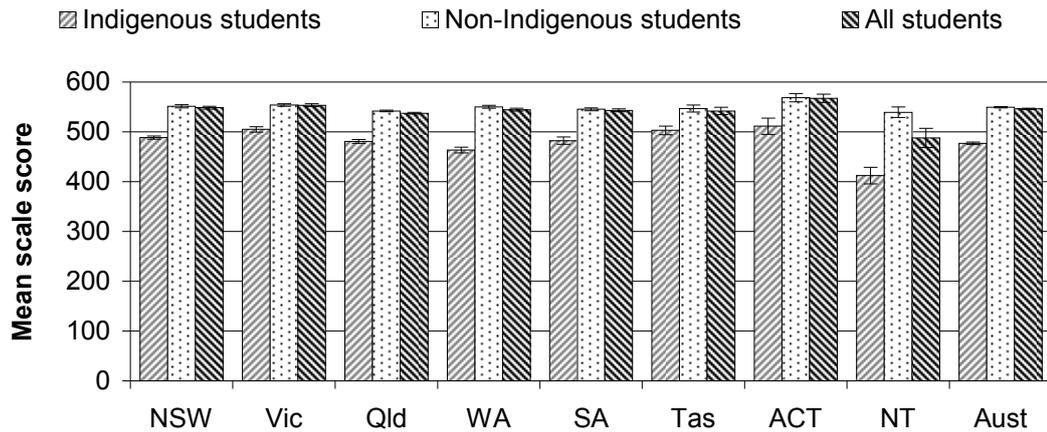


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.31.

Source: ACARA (2010 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*; table 4A.31.

The mean scale score for year 7 reading in 2010 for all students was 544.6–547.4 nationally. The mean scale score for Indigenous students (474.2–479.8) was significantly lower than for non-Indigenous students (548.3–550.9) (figure 4.29). Mean scale scores varied across jurisdictions.

Figure 4.29 Mean scale scores for year 7 students for reading, 2010^{a, b}

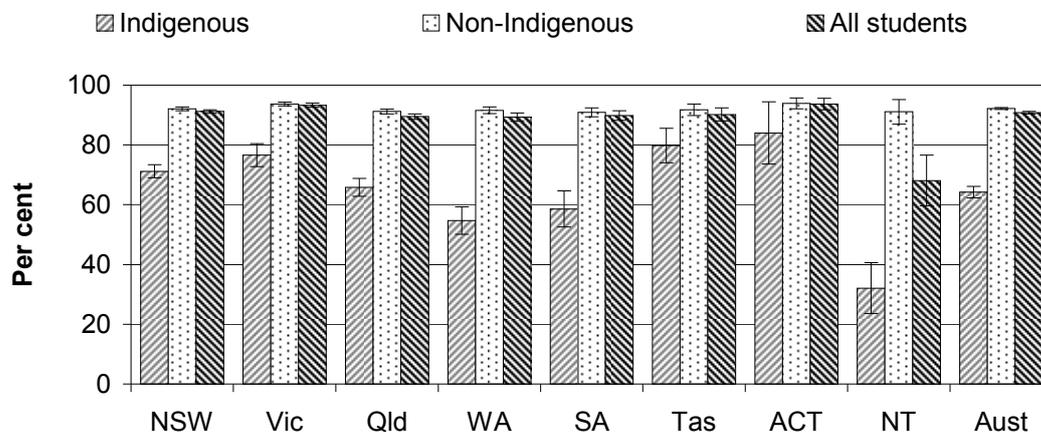


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.34.

Source: ACARA (2010 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*; table 4A.34.

The proportion of year 9 students who achieved at or above the reading national minimum standard in 2010 was 90.4–91.2 per cent nationally. The proportion of Indigenous students (62.3–66.1 per cent) was significantly lower than for non-Indigenous students (91.9–92.5 per cent) (figure 4.30). These proportions varied across jurisdictions.

Figure 4.30 Proportion of year 9 students achieving at or above the reading national minimum standard, 2010^{a, b}

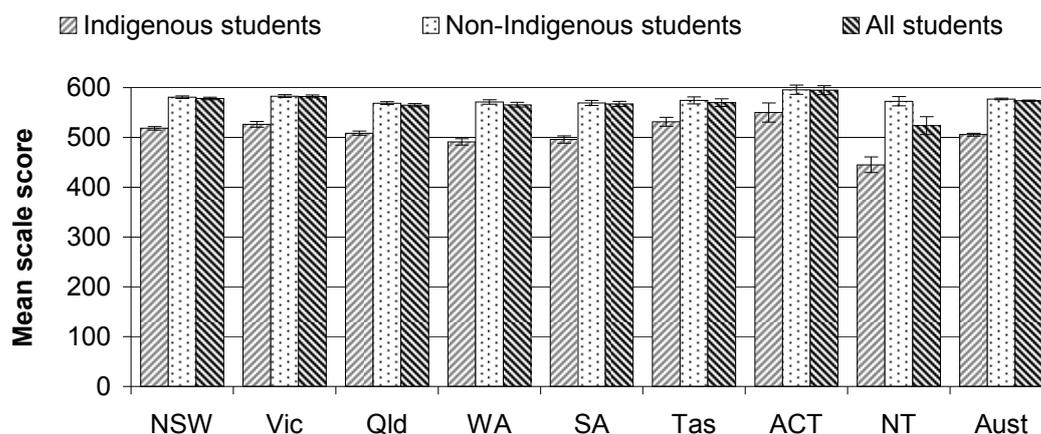


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.31.

Source: ACARA (2010 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*; table 4A.31.

The mean scale score for year 9 reading in 2010 for all students was 572.2–575.2 nationally. The mean scale score for Indigenous students (502.7–508.5) was significantly lower than for non-Indigenous students (575.6–578.6) (figure 4.31). Mean scale scores varied across jurisdictions.

Figure 4.31 Mean scale scores for year 9 students for reading, 2010^{a, b}



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.34.

Source: ACARA (2010 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*; table 4A.34.

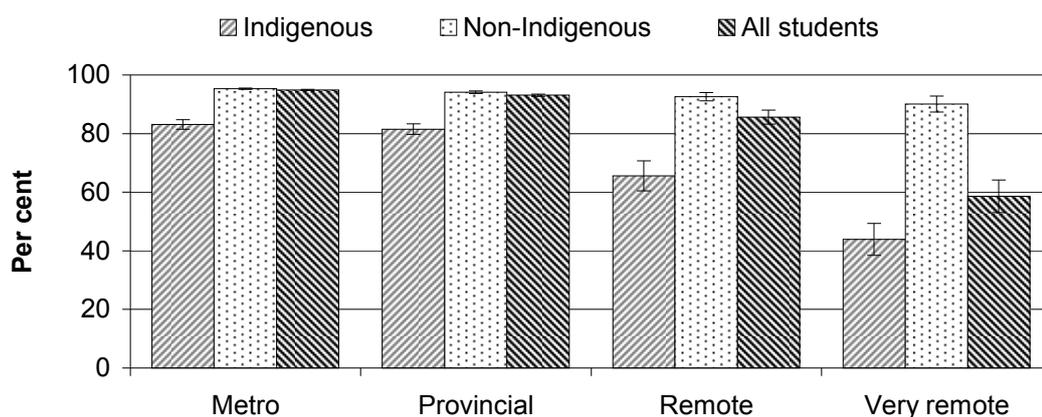
Geolocation

Nationally, in 2010, reading outcomes tended to decline with remoteness. In year 3, for example, 94.7–95.1 per cent of students in metropolitan areas achieved at or above the reading national minimum standard, higher than the proportions of provincial students (92.7–93.5 per cent), remote students (83.2–88.0 per cent) and very remote students (53.0–64.2 per cent) (figure 4.32).

For all geolocation categories across years 3, 5, 7 and 9, reading outcomes nationally for Indigenous students were lower than those for non-Indigenous students and all students. Nationally, outcomes for Indigenous students generally declined as remoteness increased, and the gap in learning outcomes between Indigenous students and non-Indigenous students, and between Indigenous students and all students, was generally greater in remote and very remote areas than in metropolitan and provincial areas.

State and Territory results by Indigenous status and geolocation for years 3, 5, 7 and 9 reading literacy are in table 4A.32. The general pattern in jurisdictions appears similar to the national results. However, due to relatively large confidence intervals, caution should be exercised when making comparisons for some data. Mean scale score results by Indigenous status and geolocation are provided in table 4A.35.

Figure 4.32 National proportion of year 3 students achieving at or above the reading national minimum standard, by Indigenous status and geolocation, 2010^{a, b, c}



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b Data for year 3 students are shown and may not be representative of students in years 5, 7 and 9 which are detailed in table 4A.32. ^c Insufficient or no students in an area of geographic classification are not included.

Source: ACARA (2010 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*; table 4A.32.

Socio economic status

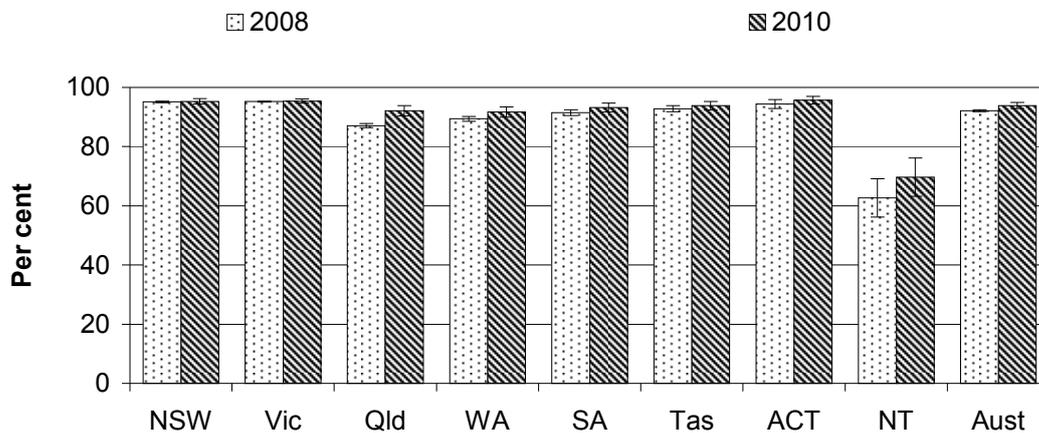
State and territory data on the proportions of students achieving at or above the national minimum standard and mean scale scores in reading assessment for years 3, 5, 7 and 9 by parental education and parental occupation for 2010 are included in tables 4A.33 and 4A.36. National data on the proportions of students achieving at or above the national minimum standard for 2008 and 2009 were included in the 2011 Report.

Time series analysis of NAPLAN reading outcomes

The 95 per cent confidence intervals applied in this section to compare NAPLAN data across years may differ from those used for the single year analysis.

Nationally, there was a statistically significant increase in the proportions of year 3 students achieving at or above the national minimum standard for reading, from 91.8–92.4 in 2008 to 92.9–94.9 in 2010. These proportions varied across jurisdictions (figure 4.33).

Figure 4.33 Proportion of year 3 students achieving at or above the reading national minimum standard^{a, b, c}



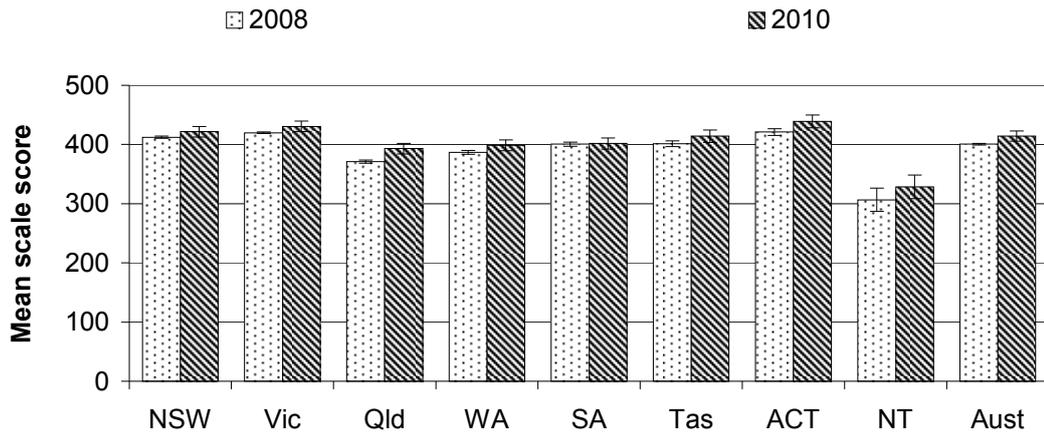
^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b Confidence intervals in this figure for 2010 are equated to 2008 data to which they are compared and may differ from those in figure 4.24. ^c For further information and caveats see table 4A.39.

Source: MCEETYA (2008) *2008 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*; ACARA (2010 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*; table 4A.39.

Nationally, there was a statistically significant increase in the proportion of Indigenous year 3 students achieving at or above the national minimum standard for reading, from 66.3–70.3 per cent in 2008 to 71.2–79.0 per cent in 2010. There was also a statistically significant increase in the proportion of non-Indigenous year 3 students achieving at or above the national minimum standard, from 93.3–93.7 per cent in 2008 to 94.1–95.9 per cent in 2010. These proportions varied across jurisdictions (table 4A.39). The attachment tables include information for years 3, 5, 7 and 9 for 2008, 2009 and 2010, by Indigenous status, sex and LBOTE (tables 4A.39–42).

Nationally, there was also a statistically significant increase in the mean scale scores for reading of year 3 students, from 399.3–401.7 in 2008 to 405.5–423.1 in 2010. These mean scale scores varied across jurisdictions (figure 4.34).

Figure 4.34 Mean scale scores for year 3 students for reading^{a, b, c}



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b Confidence intervals in this figure for 2010 are equated to 2008 data to which they are compared and may differ from those used in figure 4.25. ^c For further information and caveats see table 4A.43.

Source: MCEETYA (2008) *2008 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*; ACARA (2010 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*; table 4A.43.

Nationally, there was a statistically significant increase in the mean scale scores of Indigenous year 3 students for reading, from 308.8–318.6 in 2008 to 321.1–340.5 in 2010. There was also a statistically significant increase in the mean scale scores of non-Indigenous year 3 students for reading, from 403.9–406.1 in 2008 to 409.9–427.3 in 2010 respectively (table 4A.43). Table 4A.43 also includes 2008, 2009 and 2010 outcomes by Indigenous status for years 3, 5, 7 and 9.

Analysis of NAPLAN mean scale score data for the years 2008 and 2010 enables comparisons of outcomes for the same cohort of students over time (box 4.8). This chapter reports on gains in reading and numeracy from year 3 in 2008 to year 5 in 2010. Student gain for year 3 writing and other cohorts are included in attachment tables.

Box 4.8 Achievement and gain

Gain is the difference in mean scale scores in a domain for the same cohort of students between two testing years, for example between 2008 and 2010.

A feature of gain in NAPLAN performance is that the size of the gain tends to be associated with the level of prior performance: the lower the prior performance, the more likely the possibility of greater gain. This is evident in the results for year 3 reading in 2008 to year 5 reading in 2010 — the largest gains were in the Northern Territory, which had the lowest reading outcomes in 2008. Further, for literacy and numeracy, student gain is greater in the early years.

Few of the differences across States and Territories in the gains made between 2008 and 2010 are statistically significant. This report includes confidence intervals, which provide an indication of the level of uncertainty of the gain over the two year period.

Source: ACARA (2010)

From year 3 in 2008 to year 5 in 2010, the gain in reading mean scale score was between 79.0 and 94.8 points nationally. For Indigenous students, the gain was between 85.9 and 105.9 points and for non-Indigenous students, it was between 78.5 and 94.3 points. These gains varied across jurisdictions (table 4.7). Data for years 5–7 and years 7–9 gain are in table 4A.44.

Table 4.7 Gain in mean scale score for reading: year 3 (2008) to year 5 (2010)^a

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous students									
2008	347.5 ±	368.9 ±	309.5 ±	292.7 ±	329.7 ±	376.6 ±	359.5 ±	208.1 ±	313.7 ±
Year 3	3.6	6.3	7.6	7.1	8.7	9.4	17.6	19.5	4.9
2010	433.3 ±	454.4 ±	411.3 ±	387.3 ±	408.8 ±	451.9 ±	430.6 ±	326.7 ±	409.6 ±
Year 5	3.4	6.5	4.7	6.1	7.5	8.8	14.7	18.8	3.8
Gain									
2008-	85.8 ±	85.5 ±	101.8 ±	94.6 ±	79.1 ±	75.3 ±	71.1 ±	118.6 ±	95.9 ±
2010	9.2	11.9	11.8	12.2	13.9	15.0	24.1	28.2	10.0
Non-Indigenous students									
2008	414.9 ±	420.6 ±	375.9 ±	394.5 ±	403.9 ±	403.4 ±	422.8 ±	382.5 ±	405.0 ±
Year 3	1.7	1.6	2.4	2.7	3.1	5.2	5.7	8.1	1.1
2010	498.7 ±	502.7 ±	473.4 ±	484.5 ±	479.1 ±	488.0 ±	510.4 ±	475.4 ±	491.4 ±
Year 5	1.9	1.7	1.9	2.6	2.9	5.3	5.4	6.1	1.0
Gain									
2008-	83.8 ±	82.1 ±	97.5 ±	90.0 ±	75.2 ±	84.6 ±	87.6 ±	92.9 ±	86.4 ±
2010	8.2	8.1	8.4	8.6	8.9	10.7	11.0	12.8	7.9
All students									
2008	412.3 ±	419.9 ±	371.1 ±	386.7 ±	400.5 ±	401.2 ±	421.0 ±	306.6 ±	400.5 ±
Year 3	1.8	1.6	2.6	3.1	3.3	4.9	5.9	19.9	1.2
2010	496.2 ±	502.2 ±	468.7 ±	477.5 ±	476.5 ±	484.6 ±	508.6 ±	412.1 ±	487.4 ±
Year 5	1.9	1.7	2.1	2.8	3.0	5.5	5.5	18.1	1.1
Gain									
2008-	83.9 ±	82.3 ±	97.6 ±	90.8 ±	76.0 ±	83.4 ±	87.6 ±	105.5 ±	86.9 ±
2010	8.2	8.1	8.4	8.8	9.0	10.7	11.1	27.7	7.9

^a The mean scale scores for 2008 and 2010 reported in this table include 95 per cent confidence intervals (for example, a mean scale score of 400.0 ± 2.7, or a gain from 2008 to 2010 of 80.1 ± 2.7). Confidence intervals for the gain provide an indication of the level of uncertainty of the gain over the two year period.

Source: ACARA (2010 and unpublished) *2010 National Assessment Program — Literacy and Numeracy: Achievement in Numeracy, Writing, Language Conventions and Numeracy*, table 4A.44.

NAPLAN Numeracy

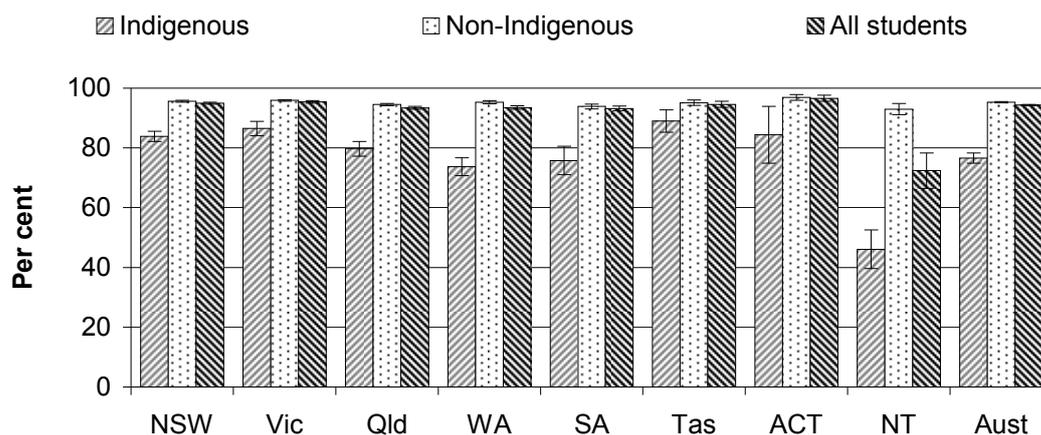
This section of the ‘learning outcomes’ indicator provides key outcomes for NAPLAN testing (years 3, 5, 7 and 9) in the numeracy domain. Indigenous outcomes are highlighted, but outcomes for a range of other equity groups, including male, female, LBOTE, geolocation and socio-economic status (parental education and parental occupation) are included in tables 4A.59–72.

All students and Indigenous students

The proportion of year 3 students who achieved at or above the numeracy national minimum standard in 2010 was 94.1–94.5 per cent nationally. The proportion of Indigenous students (74.9–78.3 per cent) was significantly lower than for

non-Indigenous students (95.1–95.5 per cent) (figure 4.35). These proportions varied across jurisdictions.

Figure 4.35 Proportion of year 3 students achieving at or above the numeracy national minimum standard, 2010^{a, b}

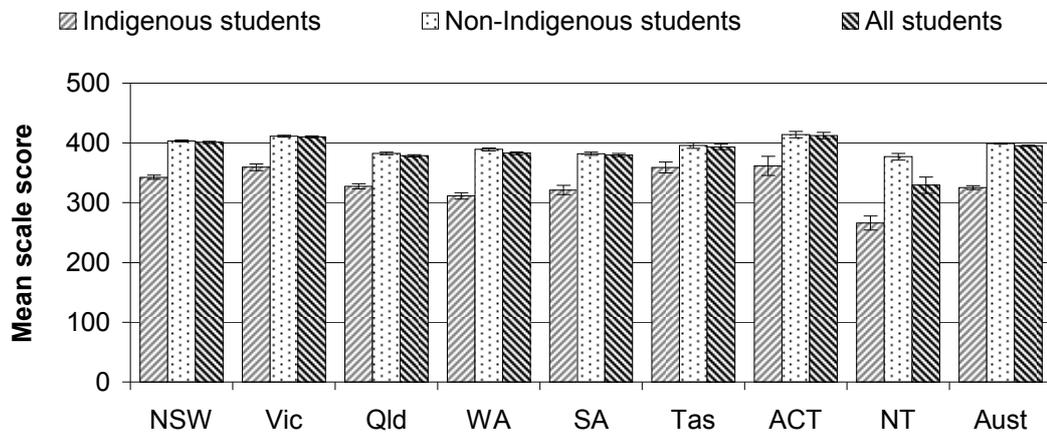


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.59.

Source: ACARA (2010 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*; table 4A.59.

Nationally, the mean scale score for year 3 numeracy in 2010 for all students was 394.4–396.4. The mean scale score for Indigenous students (322.2–328.4) was significantly lower than for non-Indigenous students (398.1–399.9). Mean scale scores varied across jurisdictions (figure 4.36).

Figure 4.36 Mean scale scores for year 3 students for numeracy, 2010^{a, b}

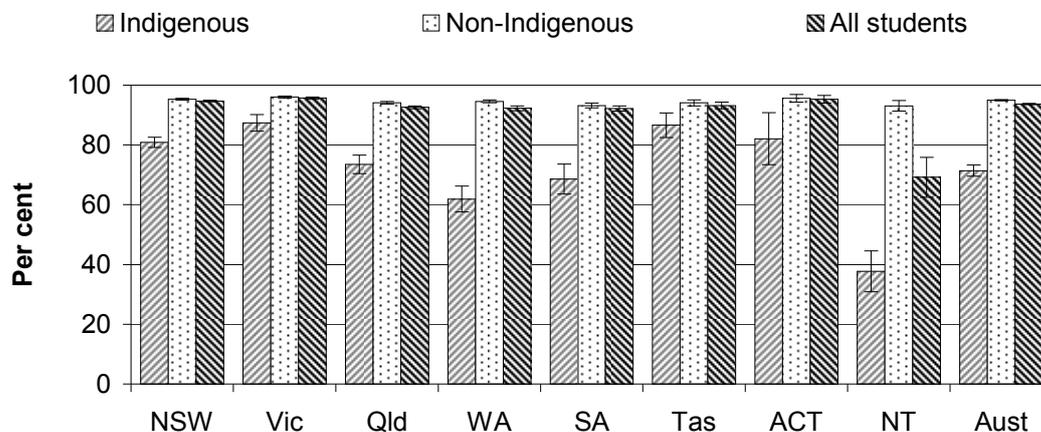


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.62.

Source: ACARA (2010 and unpublished) *2010 National Assessment Program — Literacy and Numeracy: Achievement in Numeracy, Writing, Language Conventions and Numeracy*; table 4A.62.

The proportion of year 5 students who achieved at or above the numeracy national minimum standard in 2010 was 93.5–93.9 per cent nationally. The proportion of Indigenous students (69.5–73.3 per cent) was significantly lower than for non-Indigenous students (94.8–95.2 per cent) (figure 4.37). These proportions varied across jurisdictions.

Figure 4.37 Proportion of year 5 students achieving at or above the numeracy national minimum standard, 2010^{a, b}

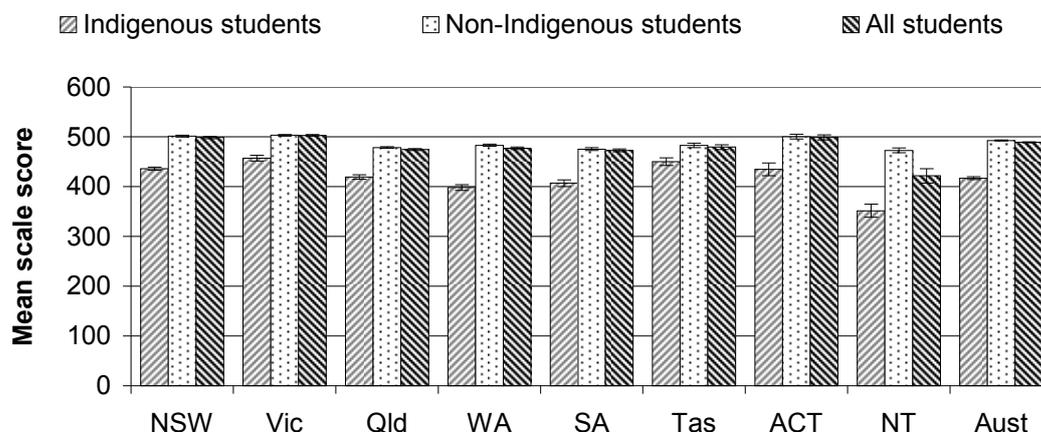


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.59.

Source: ACARA (2010 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*; table 4A.59.

Nationally, the mean scale score for year 5 numeracy in 2010 for all students was 487.8–489.8. The mean scale score for Indigenous students (413.8–420.0) was significantly lower than for non-Indigenous students (491.6–493.6) (figure 4.38). Mean scale scores varied across jurisdictions.

Figure 4.38 Mean scale scores for year 5 students for numeracy, 2010^{a, b}

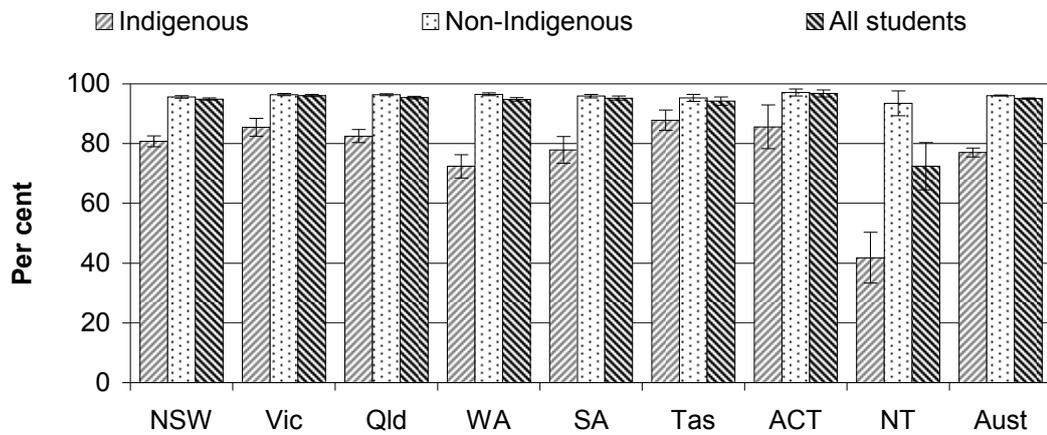


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.62.

Source: ACARA (2010 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*; table 4A.62.

The proportion of year 7 students who achieved at or above the numeracy national minimum standard in 2010 was 94.9–95.3 per cent nationally. The proportion of Indigenous students (75.5–78.5 per cent) was significantly lower than for non-Indigenous students (95.9–96.3 per cent) (figure 4.39). These proportions varied across jurisdictions.

Figure 4.39 Proportion of year 7 students achieving at or above the numeracy national minimum standard, 2010^{a, b}

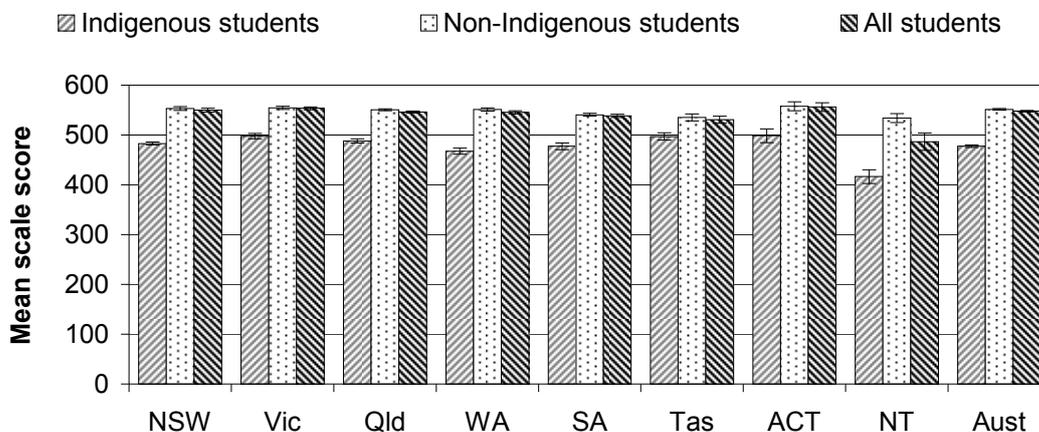


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.59.

Source: ACARA (2010 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*; table 4A.59.

Nationally, the mean scale score for year 7 numeracy in 2010 for all students was 546.2–549.4. The mean scale score Indigenous students (474.9–480.1) was significantly lower than for non-Indigenous students (549.9–552.9) (figure 4.40). Mean scale scores varied across jurisdictions.

Figure 4.40 Mean scale scores for year 7 students for numeracy, 2010^a,
b

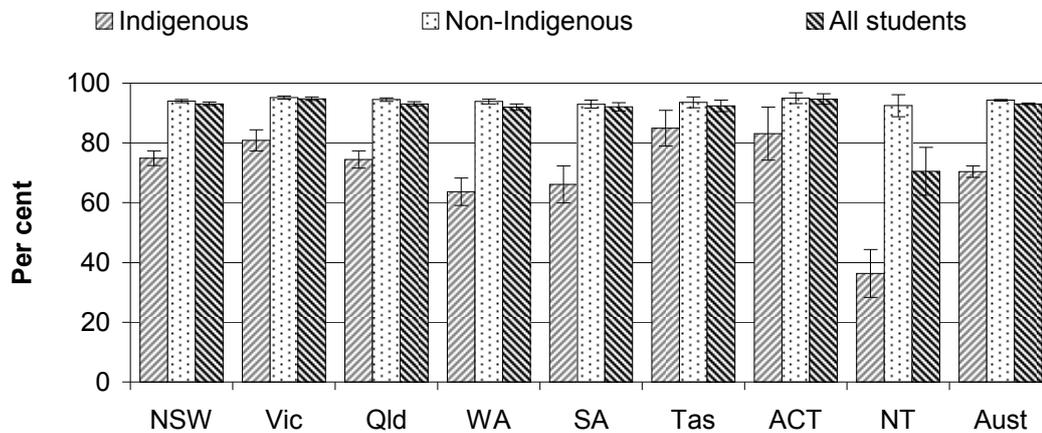


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.62.

Source: ACARA (2010 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*; table 4A.62.

The proportion of year 9 students who achieved at or above the numeracy national minimum standard in 2010 was 92.8–93.4 per cent nationally. The proportion of Indigenous students (68.5–72.3 per cent) was significantly lower than for non-Indigenous students (94.0–94.6 per cent) (figure 4.41). These proportions varied across jurisdictions.

Figure 4.41 Proportion of year 9 students achieving at or above the numeracy national minimum standard, 2010^{a, b}

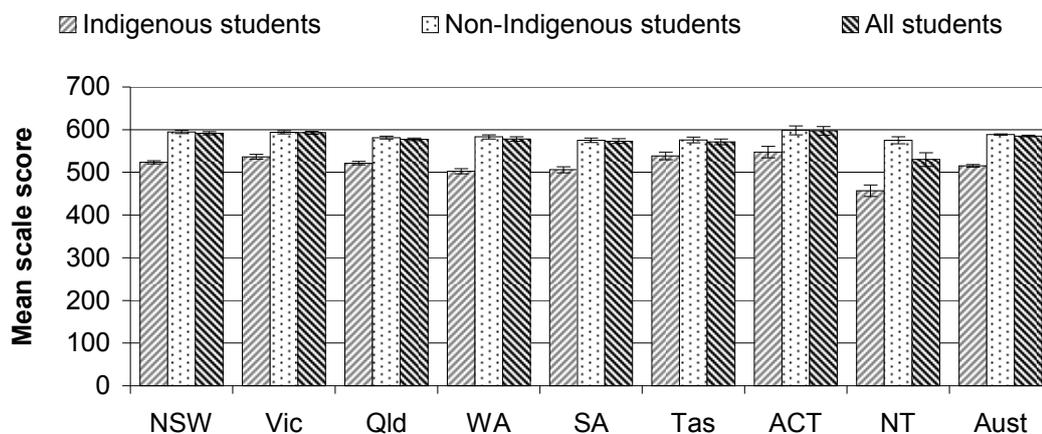


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.59.

Source: ACARA (2010 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*; table 4A.59.

Nationally, the mean scale score for year 9 numeracy in 2010 for all students was 583.3–586.9. The mean scale score for Indigenous students (512.4–518.0) was significantly lower than for non-Indigenous students (586.7–590.3) (figure 4.42). Mean scale scores varied across jurisdictions.

Figure 4.42 Mean scale scores for year 9 students for numeracy, 2010^{a, b}



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.62.

Source: ACARA (2010 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*; table 4A.62.

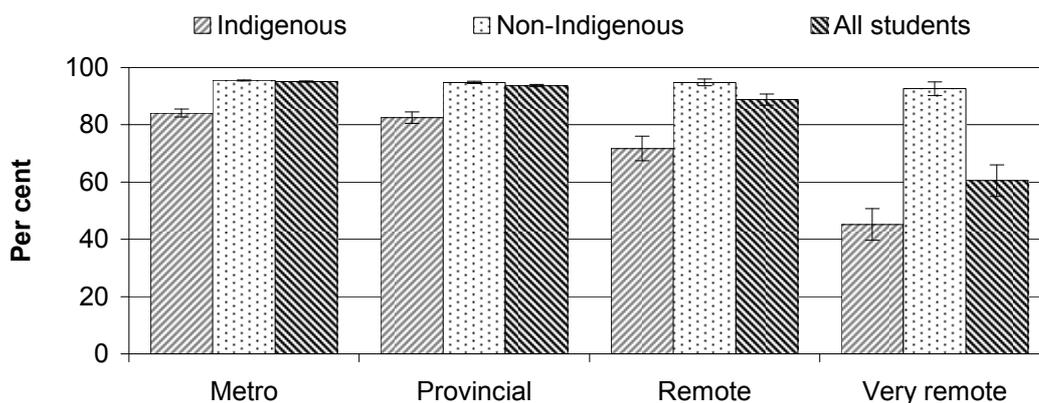
Geolocation

Across all year levels, numeracy outcomes tended to decline with remoteness. For year 3, for example, 94.9–95.3 per cent of students in metropolitan areas achieved at or above the national minimum standard, higher than the proportion for provincial students (93.3–94.1 per cent), remote students (86.8–90.8 per cent) and very remote students (55.0–66.0 per cent) (figure 4.43).

For all geolocation categories across years 3, 5, 7 and 9, the numeracy outcomes nationally for Indigenous students were lower than those for non-Indigenous students and all students. Nationally, outcomes for Indigenous students generally declined as remoteness increased, and the gap in learning outcomes between Indigenous students and non-Indigenous students, and between Indigenous students and all students, was generally greater in remote and very remote areas than in metropolitan and provincial areas.

State and Territory results by Indigenous status and geolocation for years 3, 5, 7 and 9 numeracy literacy are in table 4A.60. The general pattern in jurisdictions appears similar to the national results. However, due to relatively large confidence intervals, caution should be exercised when making comparisons for some data. Mean scale score results by Indigenous status and geolocation are provided in table 4A.63.

Figure 4.43 National proportion of year 3 students achieving at or above the numeracy national minimum standard, by Indigenous status and geolocation, 2010^{a, b, c}



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b Data for year 3 students are shown and may not be representative of students in years 5, 7 and 9 which are detailed in table 4A.60. ^c Insufficient or no students in an area of geographic classification are not included.

Source: ACARA (2010 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*; table 4A.60.

Socio-economic status

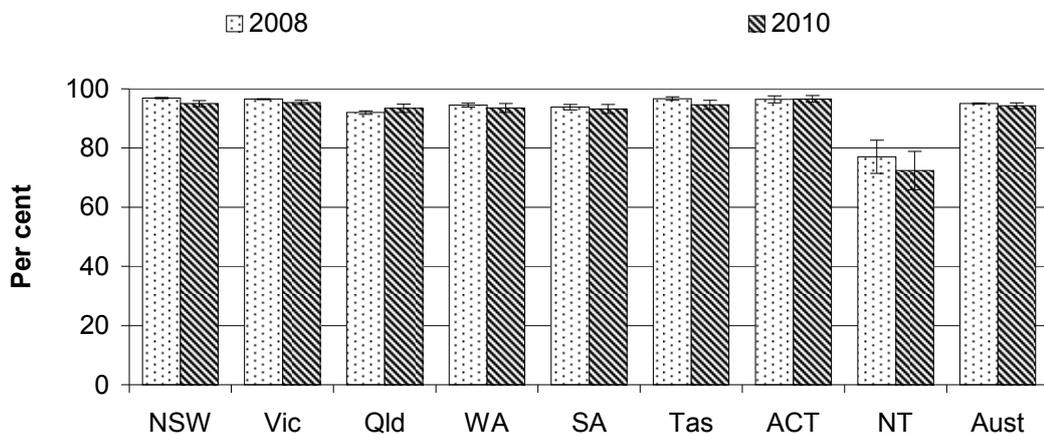
State and territory data on the proportions of students achieving at or above the national minimum standard and mean scale scores in numeracy assessment for years 3, 5, 7 and 9 by parental education and parental occupation for 2010 are included in tables 4A.61 and 4A.64. National data for 2008 and 2009 were included in the 2011 Report.

Time series analysis of NAPLAN numeracy outcomes

The 95 per cent confidence intervals applied in this section to compare NAPLAN data across years may differ from used for the single year analysis.

Nationally, there was not a statistically significant increase in the proportions of year 3 students achieving at or above the national minimum standard for numeracy, from 94.8–95.2 in 2008 to 93.3–95.3 in 2010. These proportions varied across jurisdictions (figure 4.44).

Figure 4.44 Proportion of year 3 students achieving at or above the numeracy national minimum standard^{a, b, c}



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b Confidence intervals in this figure for 2010 are equated to 2008 data to which they are compared and may differ from those in figure 4.35. ^c For further information and caveats see table 4A.67.

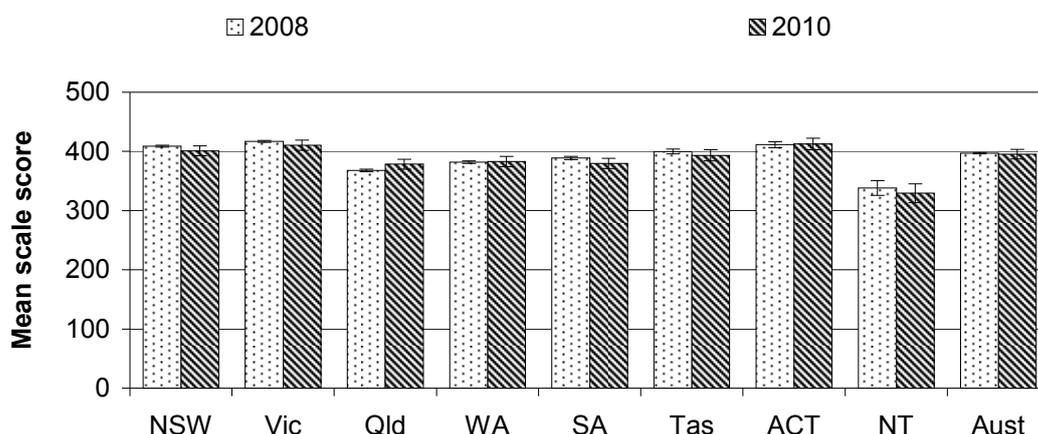
Source: MCEETYA (2008) *2008 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*; ACARA (2010 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*; table 4A.67.

Nationally, there was no statistically significant change in the proportions of Indigenous year 3 students achieving at or above the national minimum standard for

numeracy, from 76.9–80.3 per cent in 2008 to 72.7–80.5 per cent in 2010. Similarly, there was no statistically significant change in the proportion of non-Indigenous year 3 students achieving at or above the national minimum standard (95.8–96.2 per cent in 2008 to 94.4–96.2 per cent in 2010). These proportions varied across jurisdictions (table 4A.67). The attachment tables provide information for years 3, 5, 7 and 9 for 2008, 2009 and 2010, by Indigenous status, sex and LBOTE (tables 4A.67–70).

Nationally, there was no statistically significant increase in the mean scale scores of year 3 students for numeracy, from 395.9–397.9 in 2008 to 387.1–403.7 in 2010. Mean scale scores varied across jurisdictions (figure 4.45).

Figure 4.45 Mean scale scores for year 3 students for numeracy^{a, b, c}



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b Confidence intervals in this figure for 2010 are equated to 2008 data to which they are compared and may differ from those used in figure 4.36. ^c For further information and caveats see table 4A.71.

Source: MCEETYA (2008) *2008 National Assessment Program — Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy*; Source: ACARA (2010 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*; table 4A.71.

Nationally, there was no statistically significant difference in the mean scale scores of Indigenous year 3 students for numeracy, from 324.3–330.9 in 2008 to 316.5–334.1 in 2010. Similarly, there was no statistically significant difference in the mean scale scores of non-Indigenous year 3 students for numeracy, from 399.5–401.5 in 2008 to 390.7–407.3 in 2010 (table 4A.71). Table 4A.71 also includes 2008, 2009 and 2010 outcomes by Indigenous status for years 3, 5, 7 and 9.

The concept of gain in mean scale scores between 2008 and 2010 is discussed in box 4.8. From year 3 in 2008 to year 5 in 2010, the gain in numeracy mean scale score was between 83.6 and 100.2 points nationally. For Indigenous students, the

gain was between 80.0 and 98.6 points and for non-Indigenous students, it was between 83.8 and 100.4 points nationally. These gains varied across jurisdictions (table 4.8). Data for years 5–7 and years 7–9 gain are included in table 4A.72.

Table 4.8 Gain in mean scale score for numeracy: year 3 (2008) to year 5 (2010)^a

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Indigenous students									
2008	350.3 ±	376.9 ±	316.2 ±	313.9 ±	330.7 ±	377.1 ±	355.1 ±	275.0 ±	327.6 ±
Year 3	3.1	5.5	6.4	5.1	6.5	8.2	16.2	11.0	3.3
2010	435.8 ±	457.0 ±	419.5 ±	398.0 ±	406.9 ±	450.0 ±	434.7 ±	351.6 ±	416.9 ±
Year 5	3.0	5.8	4.5	6.0	6.8	8.0	12.8	13.0	3.1
Gain	85.5 ±	80.1 ±	103.3 ±	84.1 ±	76.2 ±	72.9 ±	79.6 ±	76.6 ±	89.3 ±
2008-2010	9.2	11.4	11.3	11.3	12.4	14.1	22.1	18.9	9.3
Non-Indigenous students									
2008	411.3 ±	417.5 ±	371.9 ±	387.4 ±	391.7 ±	401.6 ±	413.1 ±	386.9 ±	400.5 ±
Year 3	1.6	1.4	2.1	2.2	2.5	4.5	5.0	5.9	1.0
2010	501.0 ±	503.2 ±	478.5 ±	483.0 ±	475.2 ±	482.8 ±	500.2 ±	472.7 ±	492.6 ±
Year 5	1.9	1.6	1.8	2.4	2.7	4.6	5.0	5.0	1.0
Gain	89.7 ±	85.7 ±	106.6 ±	95.6 ±	83.5 ±	81.2 ±	87.1 ±	85.8 ±	92.1 ±
2008-2010	8.5	8.4	8.6	8.8	9.0	10.4	10.7	11.2	8.3
All students									
2008	408.9 ±	416.9 ±	367.9 ±	381.9 ±	388.8 ±	399.9 ±	411.5 ±	338.4 ±	396.9 ±
Year 3	1.6	1.4	2.2	2.4	2.7	4.2	5.1	12.4	1.0
2010	498.4 ±	502.7 ±	474.1 ±	476.8 ±	472.6 ±	479.4 ±	498.7 ±	421.5 ±	488.8 ±
Year 5	2.0	1.6	1.9	2.6	2.8	4.8	5.1	14.4	1.0
Gain	89.5 ±	85.8 ±	106.2 ±	94.9 ±	83.8 ±	79.5 ±	87.2 ±	83.1 ±	91.9 ±
2008-2010	8.5	8.4	8.6	8.9	9.0	10.3	10.8	20.5	8.3

^a The mean scale scores for 2008 and 2010 reported in this table include 95 per cent confidence intervals (for example, a mean scale score of 400.0 ± 2.7, or a gain from 2008 to 2010 of 80.1 ± 2.7). Confidence intervals for the gain provide an indication of the level of uncertainty of the gain over the two year period.

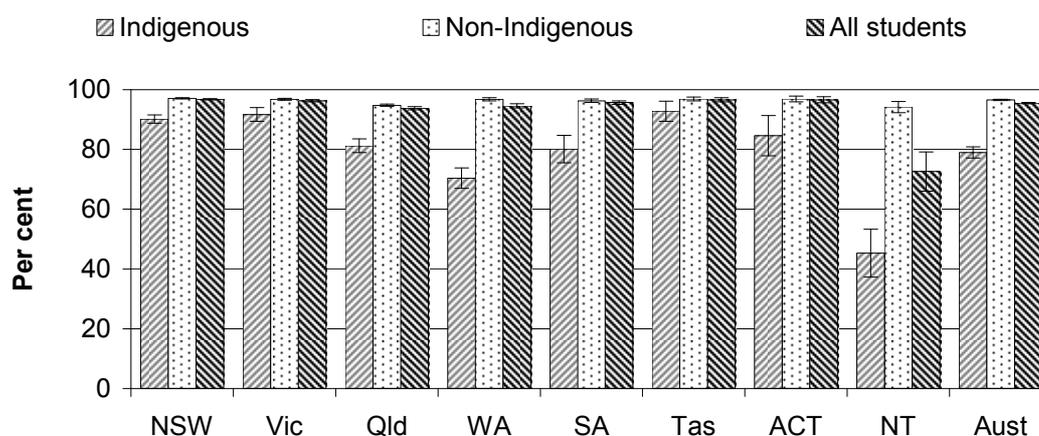
Source: ACARA (2010 and unpublished) *2010 National Assessment Program — Literacy and Numeracy: Achievement in Numeracy, Writing, Language Conventions and Numeracy*, table 4A.72.

NAPLAN Writing

This section of the ‘learning outcomes’ indicator provides key outcomes for NAPLAN testing (years 3, 5, 7 and 9) in the writing domain. Indigenous outcomes are highlighted, but outcomes for a range of other equity groups including male, female, LBOTE, geolocation and socio-economic status (parental education and parental occupation) and data for earlier years and student gain are included in tables 4A.45–58.

The proportion of year 3 students who achieved at or above the writing national minimum standard in 2010 was 95.3–95.7 per cent nationally. The proportion of Indigenous students (77.1–80.9 per cent) was significantly lower than for non-Indigenous students (96.4–96.8 per cent). These proportions varied across jurisdictions (figure 4.46).

Figure 4.46 Proportion of year 3 students achieving at or above the writing national minimum standard, 2010^{a, b}

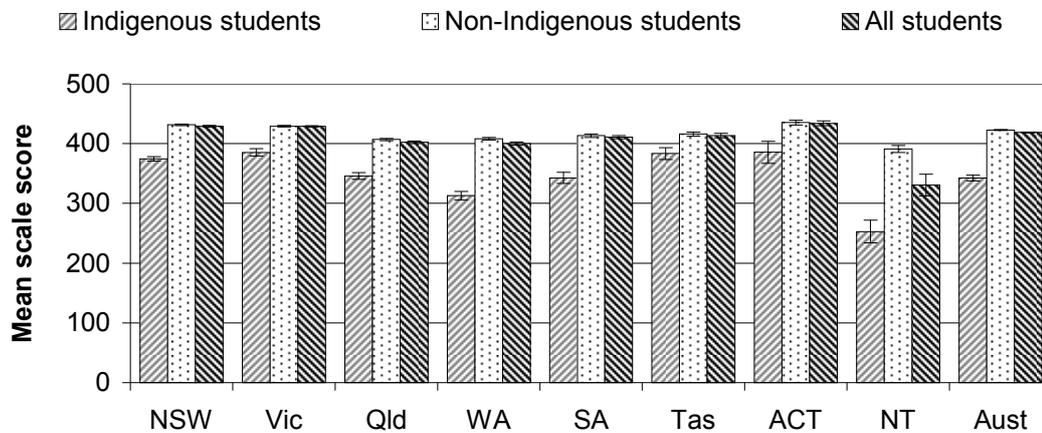


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.45.

Source: ACARA (2010 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*; table 4A.45.

Nationally, the mean scale score for year 3 writing in 2010 for all students was 417.7–419.5. The mean scale score for Indigenous students (337.4–347.0) was significantly lower than for non-Indigenous students (421.8–423.4). Mean scale scores varied across jurisdictions (figure 4.47).

Figure 4.47 Mean scale scores for year 3 students for writing, 2010^{a, b}



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.48.

Source: ACARA (2010 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*; table 4A.48.

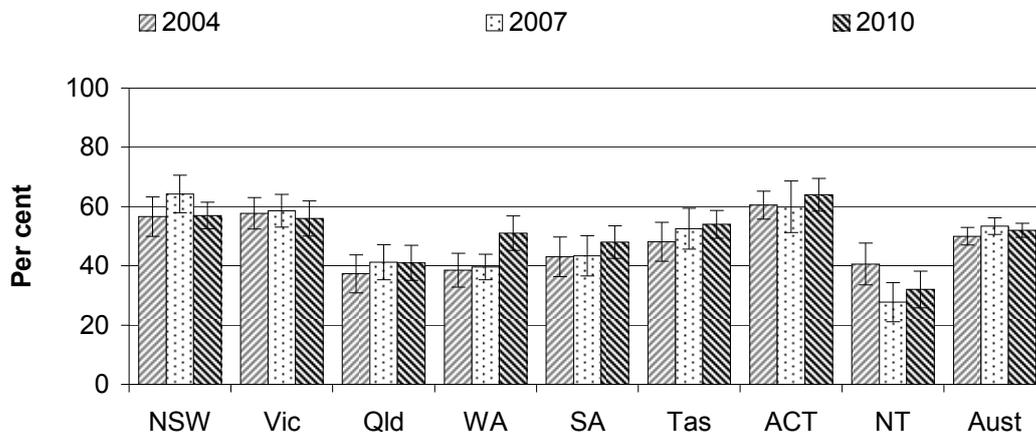
National Assessment Program

National Assessment Program – Civics and citizenship performance

The National Years 6 and 10 Civics and Citizenship assessment was conducted for the first time in 2004, and is conducted triennially. In 2010, 7246 year 6 students from 335 government and non-government schools and 6409 year 10 students from 312 government and non-government schools from all states and territories participated in the national civics and citizenship assessment (ACARA 2011a).

Nationally, the proportion of participating students who achieved at the proficient standard or above in civics and citizenship performance in 2010 was 49.6–54.4 per cent for year 6 students and 45.3–52.7 per cent for year 10 students. These proportions varied across jurisdictions (figures 4.48 and 4.49).

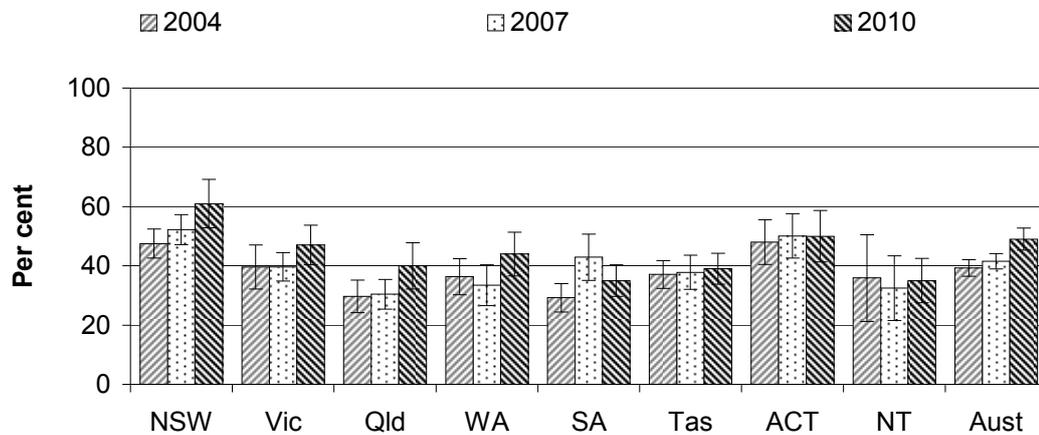
Figure 4.48 Proportion of year 6 students achieving at the proficient standard or above, civics and citizenship performance^{a, b}



^a Error bars represent the 95 per cent confidence intervals associated with each point estimate. ^b National minimum standards such as those set in literacy and numeracy have not been set for civics and citizenship performance. The proficient standard for civics and citizenship performance is set at proficiency level 2 for year 6 (of levels 1 to 5 or above), a challenging but reasonable level of performance, with students needing to demonstrate more than minimal or elementary skills expected at that year level to be regarded as reaching it. Data represent the proportion of students at or above the proficient standard.

Source: MCEETYA (2006), *National Assessment Program Civics and Citizenship Years 6 and 10 Report 2004*, Melbourne; MCEETYA (2009), *National Assessment Program Civics and Citizenship Years 6 and 10 Report 2007*, Melbourne; ACARA (2011) *2010 National Assessment Program - Civics and Citizenship Year 6 and 10 Report 2010*, Sydney; table 4A.76.

Figure 4.49 Proportion of year 10 students achieving at the proficient standard or above, civics and citizenship performance^{a, b}



^a Error bars represent the 95 per cent confidence intervals associated with each point estimate. ^b National minimum standards such as those set in literacy and numeracy have not been set for civics and citizenship performance. The proficient standard for civics and citizenship performance is set at proficiency level 3 for year 10 (of levels 1 to 5 or above), a challenging but reasonable level of performance, with students needing to demonstrate more than minimal or elementary skills expected at that year level to be regarded as reaching it. Data represent the proportion of students at or above the proficient standard.

Source: MCEETYA (2006), *National Assessment Program Civics and Citizenship Years 6 and 10 Report 2004*, Melbourne; MCEETYA (2009), *National Assessment Program Civics and Citizenship Years 6 and 10 Report 2007*, Melbourne; ACARA (2011) *2010 National Assessment Program - Civics and Citizenship Year 6 and 10 Report 2010*, Sydney; table 4A.76.

Nationally in 2010:

- 8.2–23.8 per cent of Indigenous year 6 students achieved at the proficient standard or above in civics and citizenship performance, significantly lower than the proportion for non-Indigenous students (51.4–56.6 per cent) (table 4A.78)
- 9.3–24.7 per cent of Indigenous year 10 students achieved at the proficient standard or above in civics and citizenship performance, significantly lower than the proportion for non-Indigenous students (46.2–53.8 per cent) (table 4A.78).

Civics and citizenship performance by geolocation and sex are summarised in tables 4A.77–78. Further details, including outcomes by socio-economic status (parental occupation and parental educational attainment) are reported in ACARA (2011a).

National Assessment Program – Science literacy performance

The National Year 6 Scientific literacy assessment was conducted for the first time in 2003, and is conducted triennially. Nationally, in 2009, 49.7–54.1 per cent of year 6 students achieved at the proficient standard or above, not a statistically

significant difference to the result in 2006 (52.2–56.4 per cent) of students. Detailed outcomes of the 2009 assessment were included in the 2011 Report. Relevant data are reported in tables 4A.73–75.

National Assessment Program – Information and Communication Technologies (ICT) literacy performance

The National Years 6 and 10 ICT literacy assessment was conducted for the first time in 2005, and is conducted triennially. Nationally, in 2008, 53.9–59.5 per cent of year 6 students achieved at the proficient standard or above, a statistically significant increase from 45.6–51.6 per cent in 2005. Nationally, in 2008, 63.0–69.0 per cent of year 10 students achieved at the proficient standard or above, not a statistically significant difference from 2005 (58.1–64.3 per cent). Detailed outcomes of the 2008 assessment were included in the 2011 Report. Relevant data are reported in tables 4A.79–80.

PISA assessment

PISA assessments are conducted triennially (box 4.9).

Box 4.9 Programme for International Student Assessment

The PISA provides learning outcomes data for 15 year olds in three core assessment domains: reading literacy, mathematical literacy and scientific literacy. In 2009, almost 470 000 students from 65 countries and economies participated in the PISA assessment. From Australia, this included over 14 251 students from 353 schools. Reading literacy was the major domain tested in the PISA 2009 cycle.

Time series comparisons can only be made across PISA data once a subject has been a major assessment domain. All domains have now been the subject of a major assessment, but in different years.

This chapter contains detailed results for each 2009 PISA domain and the attachment tables provide summary data from earlier PISA rounds (tables 4A.81–92). Detailed results from earlier PISA rounds were included in earlier reports. Further information on PISA is available at the PISA website: www.acer.edu.au/ozpisa/reports.

Source: Australian Council for Educational Research (ACER) (2010)

PISA – Reading literacy

Reading literacy was the major domain tested in the PISA 2000 and 2009 surveys. Subsequent PISA surveys for reading literacy may be compared with the 2000

survey. The proportion of Australian 15 year old students who achieved at level 3 or above in reading literacy in PISA 2009 (63.5–67.1 per cent) was not statistically significantly different to the results in PISA 2000 or 2006. However, outcomes varied across jurisdictions (table 4A.81).

Further information on PISA reading literacy domain outcomes is provided:

- by equity group (Indigenous status, sex and remoteness) for 2000, 2003, 2006 and 2009 (table 4A.82)
- by socio-economic status for 2006 and 2009 (table 4A.83)
- by achievement level for 2009, including the top and bottom two bands (table 4A.84).

PISA – Mathematical literacy

Mathematical literacy was the major domain tested in the PISA 2003 survey. Subsequent PISA surveys for mathematical literacy may be compared with the 2003 survey. The proportion of Australian 15 year old students who achieved at level 3 or above in mathematical literacy in PISA 2009 (62.0–65.8 per cent) was not statistically significantly different to the results from PISA 2003 and 2006. However, outcomes varied across jurisdictions (table 4A.85).

Further information on PISA mathematical literacy domain outcomes is provided:

- by equity group (Indigenous status, sex and remoteness) for 2003, 2006 and 2009 (table 4A.86)
- by socio-economic status for 2006 and 2009 (table 4A.88)
- by achievement level for 2009, including the top and bottom two bands (table 4A.87).

PISA – Scientific literacy

Scientific literacy was the major domain tested in the PISA 2006 survey. Subsequent PISA surveys for scientific literacy may be compared with the 2006 survey. The proportion of Australian 15 year old students who achieved at level 3 or above in scientific literacy in PISA 2009 (65.8–69.2 per cent) was not statistically significantly different to the results in PISA 2006. However, outcomes varied across jurisdictions (table 4A.89).

Further information on PISA scientific literacy domain outcomes is provided:

-
- by equity group (Indigenous status, sex and remoteness) for 2006 and 2009 (table 4A.90)
 - by socio-economic status for 2006 and 2009 (table 4A.92)
 - by achievement level for 2009, including the top and bottom two bands (table 4A.91).

Other outcomes

Completion

‘Completion’ is an indicator of governments’ objective that all students have access to high quality education and training to year 12 or equivalent, that provides clear and recognised pathways to further education, training and employment (box 4.10).

Box 4.10 Completion

‘Completion’ (completion rate) is defined by two measures:

Year 12 completion rate

- the number of students who meet the requirements of a year 12 certificate or equivalent expressed as a percentage of the estimated potential year 12 population. The estimated potential year 12 population is an estimate of a single year age group that could have attended year 12 that year, calculated as the estimated resident population aged 15–19 divided by five. The completion rate is reported by socioeconomic status, geolocation and sex.

Data for this measure are not directly comparable

- The criteria for obtaining a year 12 or equivalent certificate vary across jurisdictions.
- The aggregation of all postcode locations into three socioeconomic status categories — high, medium and low deciles — means there may be significant variation within the categories. Low deciles, for example, will include locations ranging from those of extreme disadvantage to those of moderate disadvantage.

Year 10 completion rate

- the number of people aged 17–19 years who have completed year 10 or above, divided by the total population aged 17–19 years, by Indigenous status.

Data for this measure are comparable

Holding other factors constant, a higher or increasing completion rate against each of these three measures suggests an improvement in educational outcomes.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2012

Year 12 completion rate

Completion rates are primarily used as indicators of trends and are used, in part, because information on participation and retention rates is generally not available by socioeconomic background or geographic location. Comparisons across jurisdictions are not recommended and need to be made with care, for the following reasons:

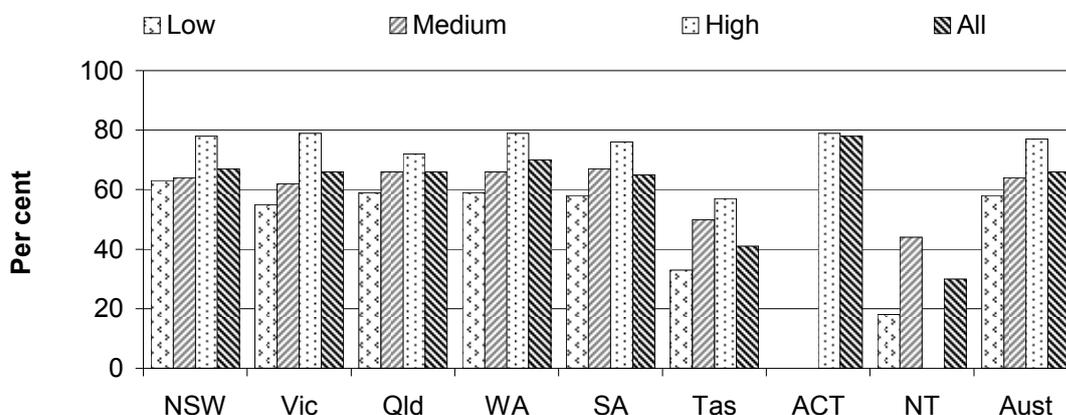
- assessment, reporting and requirements for obtaining year 12 certificates or equivalent vary across states and territories — for example, from moderated school-based assessment to a mix including external and internal assessment, and from completion of a pattern of study to a prescribed level of attainment
- inaccuracies arise from using both home postal address and school location address in compiling completion rates data
- small changes in population or completions can affect the estimates of completion rates, particularly for states and territories with smaller populations
- students completing their secondary education in TAFE institutes are included in reporting for some jurisdictions and not in others, and the proportion of such students varies across jurisdictions.

Nationally, the year 12 completion rate for all students was 66 per cent in 2010. The completion rate for males was 60 per cent compared with 71 per cent for females (table 4A.105).

Socioeconomic status is determined according to the ABS Postal Area Index of Relative Socio-economic Disadvantage, on the basis of postcode of students' home addresses. Low socioeconomic status is the average of the 3 lowest deciles, medium socioeconomic status is the average of the 4 middle deciles and high socioeconomic status is the average of the 3 highest deciles.

Nationally, year 12 completion rates for students from low (58 per cent) and medium socioeconomic backgrounds (64 per cent) were 19 percentage points and 13 percentage points respectively below those for students from a high (77 per cent) socioeconomic background in 2010 (figure 4.50). Completion rates were higher for female students than for male students in all socioeconomic categories (table 4A.105).

Figure 4.50 Completion rates, year 12, by socioeconomic status, 2010 (per cent)^{a, b, c, d, e}



^a Completion rates are estimated by calculating the number of students who meet the requirements of a year 12 certificate or equivalent expressed as a percentage of the potential year 12 population. The potential year 12 population is an estimate of a single year age group which could have attended year 12 that year, calculated as the estimated resident population aged 15–19 years divided by 5. ^b The ABS Postal Area Index of Relative Socio-economic Disadvantage has been used to calculate socioeconomic status, on the basis of postcode of students' home addresses. ^c Low socioeconomic status is the average of the 3 lowest deciles, medium socioeconomic status is the average of the 4 middle deciles and high socioeconomic status is the average of the 3 highest deciles. ^d A common total for socioeconomic status and geolocation is selected for reporting all students' rates and this may mean totals for socioeconomic status differ slightly to those in other publications. ^e The populations for the low and medium socioeconomic status deciles in the ACT and the high socioeconomic status deciles in the NT are not published due to small numbers.

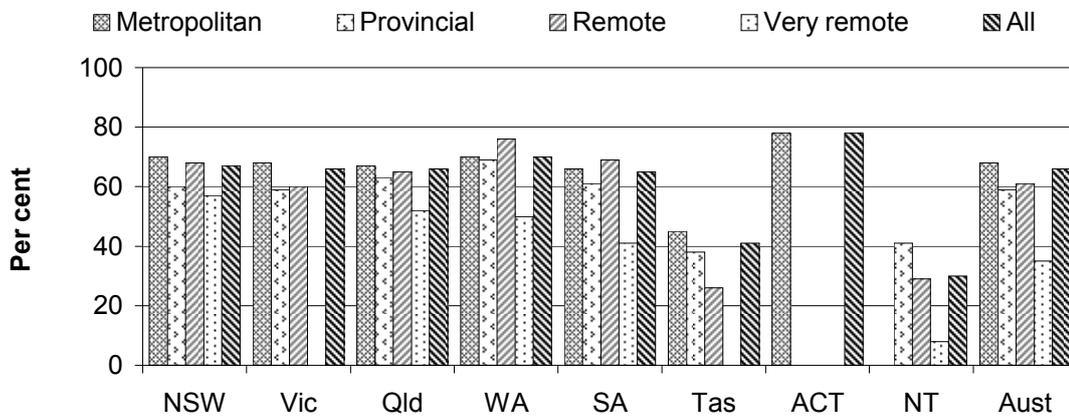
Source: DEEWR (unpublished); table 4A.105.

Geographic isolation is determined using the MCEECDYA Geographic Location Classification.

Nationally, the completion rate was highest in the metropolitan zone (68 per cent) in 2010. The completion rate was lower in the provincial zone (59 per cent), remote areas (61 per cent) and very remote areas (35 per cent) (figure 4.51).

Completion rates were higher for females in all localities. In the metropolitan zone, the female completion rate was 73 per cent, compared with 64 per cent for males in 2010. In the remote zone, the female completion rate was 71 per cent, compared with 53 per cent for males (table 4A.106). Time series data on national completion rates are reported in tables 4A.105–106.

Figure 4.51 **Completion rates, year 12, by geolocation, 2010 (per cent)^a,
b, c, d, e**



^a Completion rates are estimated by calculating the number of students who meet the requirements of a year 12 certificate or equivalent expressed as a percentage of the potential year 12 population. The potential year 12 population is an estimate of a single year age group which could have attended year 12 that year, calculated as the estimated resident population aged 15–19 divided by 5. ^b Definitions are based on the MCEECDYA Geographic Location Classification. ^c The ACT is included in the metropolitan zone. ^d There are no metropolitan areas in the NT. ^e There are no very remote areas in Victoria and the ACT. The very remote population in Tasmania is too small to give meaningful results and has been combined with the remote population.

Source: DEEWR (unpublished); table 4A.106.

Year 10 completion rate

The proportion of the Indigenous 17–19 year old population who had completed year 10 or above in 2008 was 83.2 per cent nationally, compared to 96.6 per cent of the non-Indigenous 17–19 year old population (table 4A.107). These data, derived from the National Aboriginal and Torres Strait Islander Social Survey and the Survey of Education and Work (SEW), are not directly comparable with the rates derived from the 2006 Census of Population and Housing that were published in the 2011 Report.

The Early childhood, education and training (ECET) sector summary includes data on the proportions of the 20–24 and 20–64 year old populations having attained at least a year 12 or equivalent or AQF Certificate II; and the proportions of the 20–24 and 20–64 year old Indigenous and low socioeconomic status populations having attained at least a year 12 or equivalent or AQF Certificate II (tables BA.27–29).

Destination

'Destination' is an indicator of governments' objective of ensuring that school leavers make successful transitions from school and continue to improve their skills through further post-school education, training and/or employment. It is an indicator of students' post-school transitions into education, training and employment (box 4.11).

Box 4.11 Destination

'Destination' (school leaver destination rate) is defined as the estimated number of school students who left school in a given year and who, in May the following year, were participating in post-school education, training or full time employment, as a percentage of the estimated number of all school leavers in that given year and is reported by highest level of schooling completed (year 12 or year 11 and below). Data are sourced from the ABS Survey of Education and Work.

Holding other factors constant, a higher or increasing estimated proportion of school leavers participating in further education, training or full time employment is likely to result in improved educational and employment outcomes in the longer term.

Data for this indicator are not directly comparable:

- The data reported for this indicator relate to the jurisdiction in which the young person was resident the year after they left school and not necessarily the jurisdiction in which they attended school.
- The small number of young people included in this sample survey means that disaggregation of destination estimates by jurisdiction can be unreliable, particularly for states and territories with smaller populations.

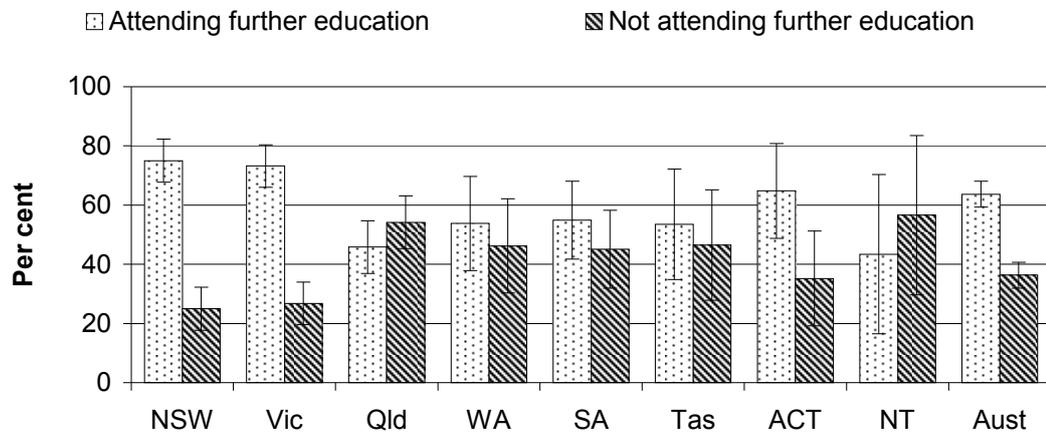
Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2012

School leaver destination data disaggregated by jurisdiction need to be used with caution, especially for jurisdictions with smaller populations, due to the large confidence intervals associated with these survey data.

Nationally, in 2010, 63.7 per cent of year 12 school leavers were enrolled in further study (43.8 per cent attending higher education and 19.9 per cent attending TAFE courses or other study) and 11.1 per cent were employed full time. Around one quarter were either employed part time, unemployed or not in the labour force (figure 4.52 and table 4A.108).

For year 11 and below school leavers, 40.3 per cent were attending further education, almost all in TAFE or other study (table 4A.108). Approximately 13 per cent were working full time.

Figure 4.52 Destination of year 12 students, 2010^{a, b, c}



^a Data are for year 12 students who left school in 2009. ^b Error bars represent the 95 per cent confidence interval associated with each point estimate. ^c The ABS Survey of Education and Work is not conducted in Indigenous communities in very remote areas. This has a minor impact on national or state and territory estimates, but affects the comparability of NT results, as people from Indigenous communities in very remote areas account for around 15 per cent of the NT population.

Source: ABS (unpublished) *Survey of Education and Work 2010, Australia*; table 4A.108.

Detailed information relating to year 12, year 11 and below and all school leavers across jurisdictions is in table 4A.108.

The ECET sector summary of this Report includes 2010 national school leaver destination data for those who attended school at any time previously and examines the proportions of male and female students attending other educational institutions in 2010 after leaving school (table BA.18).

Box 4.12 summarises school leaver destination survey results from six jurisdictions' state/territory-specific surveys. These surveys use different research methods and data collection instruments, and were not designed for comparative national reporting. These data are presented as supplementary information to the available ABS data, providing some context, until better nationally comparable data become available (box 4.12).

Box 4.12 School leaver destination survey results

Victoria

In Victoria, a survey of post-school destinations (On Track) has been conducted annually since 2003. Consenting year 12 or equivalent completers and early leavers (from years 10, 11 and 12) from all Victorian schools participate in a telephone survey early in the year after they leave school.

The 2011 On Track Survey contacted 35 002 (80.0 per cent) of the eligible 2010 year 12 or equivalent cohort from 573 schools, both government and non-government, as well as TAFE and Adult Community Education providers. Of these students, 75.5 per cent were in further education and training (49.4 per cent were enrolled at university, 18.2 per cent were TAFE enrolled and 7.9 per cent had taken up apprenticeships or traineeships). Of the 24.5 per cent who were not in further education and training, 10.8 per cent were in full or part time employment, 10.3 per cent had deferred a tertiary place and 3.0 per cent were looking for work.

Queensland

The annual Queensland Next Step destination survey, first conducted in 2005, targets all students who completed year 12 in government and non-government schools approximately six months after the completion of year 12.

The 2011 Next Step survey collected responses from 37 207 year 12 graduates, an 80.8 per cent response rate. The results showed that 88.9 per cent were studying or in paid employment at the time of the survey, including 60.9 per cent who continued in some recognised form of education or training. The most likely destinations were university studies (35.9 per cent) and VET (25.1 per cent), which includes apprenticeships (8.0 per cent) and traineeships (3.9 per cent). Of year 12 completers, 39.1 per cent did not enter post-school education or training, but were either employed (28.0 per cent), seeking work (9.1 per cent), or neither studying nor in the labour force (1.9 per cent). Young people who deferred a university offer represented 7.3 per cent of the total cohort, most of whom were working (83.3 per cent).

Western Australia

The WA School Leaver Destinations survey has been conducted annually since 1996. This telephone survey is designed to collect destinations data from government school year 12 completers. In 2011, information was collected from 7967 students who had been in Year 12 the previous year.

Of the 7967 responses, 59.7 per cent were in either education or training, with 31.1 per cent enrolled in university studies, 15.7 per cent in TAFE studies, 10.1 per cent having taken up an apprenticeship or a traineeship, and 2.8 per cent either repeating year 12 studies or engaged in other training. In addition, 14.6 per cent were engaged in full time and 14.5 per cent in part time employment, 8.4 per cent were looking for a work or a study opportunity, and 2.8 per cent were neither working nor seeking work.

(Continued next page)

Box 4.12 (continued)**Tasmania**

Since 2007, all Year 10 students lodge a participation plan with the Tasmanian Qualifications Authority in the year they complete this final year of compulsory school. Students are required to be in an eligible option (education, training or employment) until they turn 17. Since 2008, the Authority has collected attainment data from most providers of post year 10 education and training and conducted early leavers/destination surveys for persons aged 15–19 years. Of the year 10 cohort in 2008, 67.0 per cent continued in education or training at half time or better in 2009 and 51.1 per cent continued at half time or better in 2010. Of the 2009 year 10 cohort, 66.7 per cent continued in education or training at half time or better in 2010. A telephone survey of Year 10, 11 and 12 leavers (persons not recorded as continuing in education and training from the previous year) was conducted in 2010. A comprehensive analysis of the results, identifying risk factors associated with not continuing, was released in mid 2011 (<http://www.tqa.tas.gov.au/2349>).

ACT

Since 2007, the ACT has conducted a telephone-based survey of government and non-government students who successfully completed an ACT Year 12 Certificate in the preceding year. The survey seeks information on the destinations of students six months after completion of year 12 and satisfaction with their experience in year 11 and 12. In 2010, responses were received from 82 per cent of the 2009 graduates who were contacted.

The 2010 survey found that 90 per cent were employed or studying in 2010 and overall 97 per cent found year 11 and 12 worthwhile. Of the 53 per cent of 2009 graduates studying in 2010, 64 per cent reported that they were studying at a Bachelor level or higher, 14 per cent at Certificate III level, eight per cent at Certificate IV level, six per cent at Diploma or Associate Diploma level, three per cent at Advanced Diploma or Associate Degree level and four per cent at other levels. Students who speak a language other than English at home were more likely to be studying (73 per cent) than those who did not (50 per cent).

NT

Post school destinations surveys of the Year 12 Northern Territory Certificate of Education (NTCE) completers were first undertaken in 2011. The online survey was completed five months after school completion, by consenting Year 12 students. The 1037 completers included students from government and non government schools.

From the responses collected, 63 per cent of the young people were in employment (40 per cent were employed full time, and 60 per cent in part time or casual employment) Eleven per cent of respondents were working and studying and 48 per cent of respondents had entered into further education or training. Of these, 70 per cent were studying a University degree, the remainder undertaking Certificate and Diploma courses. Fifty-one per cent of NTCE completers applied for a University place, of whom 68 per cent accepted a place and 29 per cent deferred.

Source: State and Territory governments (unpublished).

4.4 Future directions in performance reporting

COAG developments

Report on Government Services alignment with National Agreement reporting

Further alignment between the Report and National Agreement indicators might occur in future reports as a result of developments in NA reporting and MCEECDYA's review of its Key Performance Measurement Framework relating to the Melbourne Declaration and COAG agreed measures.

Review of National Agreements and National Partnership Agreements

COAG has agreed to progress the recommendations of the Heads of Treasuries (HoTs) Review of National Agreements, National Partnerships and Implementation Plans and reports of the COAG Reform Council (CRC). A working group, led by Senior Officials from First Ministers' and Treasury agencies, will review the performance frameworks of a limited number of agreements, including the NEA and the NIRA. The reviews will be concluded by June 2012. The recommendations of the review of the NEA and NIRA will be considered by the Steering Committee and may be reflected in future reports.

Outcomes from review of Report on Government Services

The COAG endorsed recommendations (December 2009) of the review of the RoGS implemented during 2010 and 2011 are reflected in this Report. Implementation of other recommendations will be reflected in future reports.

Completion rates, and Participation and retention rates

The year 12 completion rate included in this Report is expected to be reviewed and a nationally comparable measure included in future Reports.

The participation rate for 14–19 year olds includes part time students. However, the traditional year 7/8 to year 12 apparent retention rate, and the year 10–12 apparent retention rate, are based on full time school students only. These measures are under examination, and additional participation measures are reported in the ECET sector summary.

Nationally comparable reporting of learning outcomes

The National Summary Report of results from the 2011 NAPLAN was released in September 2011 (ACARA 2011b). Results from a second report with more detailed information (including disaggregation by Indigenous status and geolocation) will be included in the 2013 Report.

Nationally consistent definitions

Nationally consistent definitions of most student background characteristics have been adopted for national reporting on students' educational achievement and outcomes. Ministers have endorsed standard definitions of sex, Indigenous status, socioeconomic background, language background and geographic location.

Student background information collected from parents through the enrolment process using the agreed data collection specifications and methodology is linked to student assessment results. A definition of students with disabilities for nationally comparable reporting on students' outcomes is under development.

Other areas to be identified

Additional indicators may be added to the school education performance indicator framework as further developments occur.

4.5 Jurisdictions' comments

This section provides comments from each jurisdiction on the services covered in this chapter.

Australian Government comments

“ The Australian Government provides educational leadership and works in partnership with State and Territory governments and non-government school authorities, parents, educators and other organisations so that teaching and learning for all Australian school-age children is of the highest quality.

Building on advances that have already been made, the Australian Government is addressing educational disadvantage and investing in priority areas such as supporting quality teaching and school leadership, standards, assessment and reporting, and national curriculum.

The development of a rigorous and world-class Australian Curriculum from Foundation to Year 12 continued in 2010-11. All Australian education ministers endorsed Australia's first national curriculum from Foundation to Year 10 in the learning areas of English, mathematics, science and history. State and Territory education ministers agreed to work toward substantial implementation of the Foundation to Year 10 national curriculum in the first four learning areas by the end of 2013.

To improve the quality of education and provide greater transparency and accountability of school performance, the release of My School 2.0 by the Australian Curriculum, Assessment and Reporting Authority in March 2011 provided an even more comprehensive range of nationally comparable information about schools. For the first time data were published about National Assessment Program — Literacy and Numeracy gains in student achievement over time and school finance data, which included information on each school's recurrent income and capital expenditure.

The Australian Government is committed to Closing the Gap in educational outcomes between Aboriginal and Torres Strait Islander students and other Australian students. The Aboriginal and Torres Strait Islander Education Action Plan 2010–2014 launched in June 2011 provides an important platform for all governments to improve the educational outcomes and economic participation of Aboriginal and Torres Strait Islander students over the coming years.

The development of the National Professional Standards for Teachers is a crucial milestone in the national education reforms of Australia. The National Professional Standards for Teachers were endorsed by all Australian and State and Territory Ministers for Education in December 2010. The Standards will promote excellence in teaching and provide a nationally consistent basis for recognising quality teaching.

The Trade Training Centres in Schools Program helps to address national skills shortages in traditional trades and other eligible occupation areas by improving the relevance and responsiveness of trade training programs in secondary schools. The Program is an important element of the Australian Government's workforce development agenda and the Australian Government will continue the rollout of \$2.5 billion over 10 years for all secondary students to access vocational education through Trade Training Centres. ”

New South Wales Government comments

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In the literacy and numeracy tests held in 2011, NSW mostly maintained, and in some areas exceeded previous levels of high achievement. The participation rates for NSW are the highest of all jurisdictions for every test and at every year level. NSW ranked first in Spelling at all year levels and has the highest percentage of students in the highest band in Numeracy at all year levels except Year 3. However, the NSW Government has set aspirational targets to raise the attainment of all students.

NSW 2021 is the Government's 10 year strategic business plan to guide policy and to deliver on community priorities. *NSW 2021* commits to improved learning outcomes for all students, particularly in the foundation areas of literacy and numeracy and Year 12 or equivalent completion. It also commits to maintaining high expectations for all students, including Aboriginal students and others from disadvantaged backgrounds. *NSW 2021* is aligned to the COAG targets.

A Ministerial Advisory Group has been established to advise on implementation of a NSW Literacy and Numeracy Action Plan, including the timeline and the progressive allocation of resources to schools most in need of literacy and numeracy support. A variety of Kindergarten screening assessments, including the results of the Best Start Literacy and Numeracy Assessment and Australian Education Development Index, are being used to identify Kindergarten-Year 2 students at risk of not meeting literacy and numeracy standards.

Quality teaching is essential to improve outcomes for students. NSW is committed to ensuring rigorous preparation of teachers and to implementing effective systems to recognise and reward quality teaching that improves achievement.

NSW 2021 extends the expectation of Year 12 or equivalent completion beyond the broad COAG targets to similar completion levels among students from low socio-economic backgrounds and those in rural and regional areas. Evidence-based school and regional plans are being implemented to improve retention and transitions between the school sector and the training, tertiary education and employment services sectors.

Personalised learning and support plans are being implemented for students with particular needs including Aboriginal and Torres Strait Islander students and students with a confirmed disability.

NSW already has very efficient systems supporting frontline delivery of education and has the lowest out-of-school costs in Australia. However, a commitment to new and better ways of delivering services will ensure that NSW principals are empowered to use evidence to make local decisions that will deliver improved student outcomes.

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Victorian Government comments

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The Victorian Government is implementing a comprehensive program to strengthen the standards, quality and reputation of Victoria's education system. Major new investments are being rolled out for infrastructure and resourcing, curriculum, student support and welfare services and teacher quality.

The Victorian Government is committed to providing parents with greater choices in schooling. An additional \$239.5 million will be provided to Catholic and independent schools over the next four years through the *Fair Funding for Non-Government Schools* commitment. This commitment lifts funding levels to 25 per cent of the recurrent cost of educating a student in a government school.

In January 2011, the new state-of-the-art Victorian Deaf Education Institute was opened to improve educational outcomes for the 3000 Victorian deaf children aged from birth to 18 years. The Institute's business plan incorporates three strategies that will impact positively on deaf student learning outcomes: a professional learning and workforce capacity-building strategy; an applied research strategy to encourage innovation in teaching practice; and a technology strategy to improve classroom learning opportunities for students.

Over the past year, Victoria has increased its focus on languages, English as a second language and multicultural education. A Ministerial Advisory Council has been established to advise Ministers on the implementation of all education-related policy commitments in the Government's Plan for a Multicultural Victoria. Annual per capita funding has also increased for approximately 35 000 students attending the state's 177 accredited Community Languages Schools.

In line with Council of Australian Governments commitments, Victoria is working to improve educational opportunities for Aboriginal students. Key recent initiatives have included the reform of the Koorie Education Workforce with an increased number of workers, higher pay levels and a changed focus to engagement with parents and communities. Over 45 per cent of Aboriginal students in Victorian government schools have tutorial assistance provided if they are not at the expected grade level in English or Mathematics or are in Years 11 and 12. Five Clontarf Sports and three Koorie Dance Academies have been established to engage students at risk of not completing school.

The Government announced \$14.5 million under its Stamp Out Bullying plan, which includes \$10.5 million for the eSmart cyber-safety initiative run in partnership with the Alannah and Madeline Foundation. The Building Respectful and Safe Schools resource was released to help schools prevent and intervene in instances of bullying and cyberbullying.

The Teach for Australia program, which prepares outstanding graduates from all degree disciplines for teaching in disadvantaged schools, continued in Victoria. In its second year, 77 associates are working in government schools. From the first cohort, 43 of the 45 associates returned to their placement schools to commence the second year of the program.

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Queensland Government comments

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Queensland is driving reforms to deliver world-class education for all students. Key initiatives under *Flying Start for Queensland Children* announced in 2011 include promoting early literacy, transitioning Year 7 to high school and establishing a single authority to accredit all schools against shared standards.

Queensland continues to have a strong focus on improving student literacy and numeracy and our success in these efforts is reflected in our achievement of performance targets under the Literacy and Numeracy National Partnership.

Initiatives which focus on improving student literacy and numeracy include:

- conducting summer schools to deliver intensive support to students in Years 5, 6 and 7 not meeting national minimum standards in literacy and numeracy
- delivering ongoing professional development for teachers to increase their skills and knowledge in assisting students under-performing in literacy and numeracy
- more than 40 schools participating in the *Next Steps* initiative, under which schools receive expert guidance and assistance from the Smarter Stronger Institute on methods that have proven effective in improving results for Indigenous students.

Other priorities that have been progressed are:

- establishing an additional four Teacher Education Centres of Excellence, creating a total of five centres
- completing a review of teacher education and school induction
- partnering with The Alannah and Madeline Foundation to offer the eSmart *framework* to help guide and support Queensland state schools to implement an effective system to deal with bullying, cyberbullying and cybersafety
- expanding the number of environmentally sustainable *Earth Smart Science Schools*.

These initiatives support the Department's commitment to achieving goals set by the Queensland Government's *Toward Q2: Tomorrow's Queensland* strategy.

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Western Australian Government comments

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The Western Australian Government supports a strong school education system that ensures all students leave school well prepared for their future; and have opportunities to develop the skills, knowledge and confidence they need to achieve their individual potential and play an active part in civic and economic life.

The Department continued its focus on raising standards in literacy and numeracy, strengthening early childhood education, improving student behaviour and attendance, supporting teachers and school leaders, and (allowing/providing) greater flexibility and autonomy for schools to address local needs.

To align with the focus on local decision making and empowerment of school communities, district-level services delivery was replaced with eight education regions. These commenced operation at the start of 2011. Networks of schools within each region were established to more directly support schools and to encourage schools to work together.

The Western Australian Government's commitment to a more empowered public education system now sees 98 public schools operating as Independent Public Schools. While these schools remain part of the public school system, the initiative offers school communities greater flexibilities in the areas of curriculum, student services, human resources, financial management, and buildings and facilities to support improved performance.

A number of operational changes were rolled out to all public schools to allow for greater flexibility. Principals now have much greater capacity to select and appoint staff to meet the distinctive needs of their schools.

The *Better attendance: Brighter futures* strategy continued in 2011. This strategy aims to improve attendance by developing programs linked directly to the local causes of irregular attendance. Schools are encouraged to work in partnership with parents and local communities to promote the benefits of regular student attendance.

An on-entry literacy and numeracy assessment was taken by more than 20 000 public school Pre-primary students in 2011. This assessment will allow schools to better target students' individual needs in literacy and numeracy.

WA continued its commitment to improving the educational outcomes of Aboriginal students through a range of programs and approaches such as Follow the Dream. This strategy has continued to target successful Aboriginal secondary students and supports them to complete school and go on to university.

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South Australian Government comments

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The Strategic Plan 2012–2016 for South Australian Public Education and Care was recently released and has been followed with significant organisation level changes to build a state government agency around the developmental and educational needs of individual children. The Department for Education and Child Development was established in October 2011 to align key services for children and families including child protection and family support services, child health and parenting, and education and child development functions with the common goal of providing the best start in life for children regardless of socio-economic circumstance, culture or ability.

Subjects, capabilities and performance standards for the new South Australian Certificate of Education (SACE) have been designed to align with the proposed directions of the Australian Curriculum. The first phase of the Australian Curriculum for senior secondary includes English, mathematics, science and history. From the start of 2011, VET qualifications can be used to gain credits for both Stage 1 and Stage 2 of the SACE.

The Industry Skills Program is part of the department's contribution to the South Australian Government's School to Work Strategy, to support sustainable vocational programs for young people. Industry Pathways Programs are being developed in all government schools as part of the new SACE to link students into vocational training pathways to Certificate III level. Students are developing literacy, numeracy and employability skills while gaining qualifications for industry sectors with recognised skill shortages.

A focus on pedagogy, using South Australia's *Teaching for Effective Learning* (TfEL) Framework to design teaching, learning and assessment will support schools and teachers to implement the Australian Curriculum. The Primary Mathematics and Science Strategy, through online learning modules, workshops and trials of specific support strategies is supported by guaranteed instruction time for these learning areas. The Teach SA Program, a four year initiative to address a shortage of specialist maths and science teachers, began in 2011.

The South Australian Government has opted for an open labour market approach to teacher recruitment with guaranteed placement rights for the small number of teachers who return from the country each year. The new Teacher Recruitment Policy is being implemented in the latter half of 2011 and will be fully operational in 2012.

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Tasmanian Government comments

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The Department of Education's priorities include the early years, literacy and numeracy and retention into post-Year 10 education. Initiatives to progress these key priorities ensure we achieve our two overarching goals of enabling every Tasmanian to reach their potential, at all stages of life and to nurture a culturally rich, socially cohesive and economically productive community.

The Launching into Learning (LiL) initiative continues to advance the department's early years priority. In 2010, research revealed the significant and positive influence that LiL is having on student performance from all socioeconomic backgrounds, particularly for the most disadvantaged students.

The early years priority is also being addressed through the establishment of Child and Family Centres across the state. The centres provide a local setting for families, service providers, the local community, and organisations to work together to provide quality, accessible and integrated support, programs and services to families of young children.

Through the Raising the Bar Closing the Gap (RTBCTG) initiative work to increase leadership and teacher capacity to deliver improved literacy and numeracy outcomes for our students has continued. From 2011, the RTBCTG initiative was extended to include secondary schools. As with the primary initiative, schools with the highest concentration of need receive this support. The RTBCTG strategy is also being implemented into a further five schools, through an Australian Government funded RTBCTG Indigenous Extension initiative.

Principals and teachers are translating their National Assessment Program – Literacy and Numeracy (NAPLAN) findings into revised Literacy and Numeracy Plans at the school level, and implementing teaching and learning strategies to address the identified areas of future focus.

The enactment of the post-Year 10 reforms is a key element of the department's strategic focus. The Tasmanian Polytechnic and the Tasmanian Academy (including all colleges) continued as educational institutions but within the Department of Education this year. This positions the department as a whole, to tackle key issues such as retention and attainment with even greater cooperative energy.

The Retention and Attainment Strategy will guide the work of the department in improving the transition of students from Year 10 to further education and training and engaging students so they stay in education and training and gain a meaningful Year 12 or equivalent qualification.

The expansion of the LINC Tasmania network (formerly known as Community Knowledge Network) is allowing more Tasmanians to access information and community learning opportunities through the statewide network of physical service points as well as online through the Virtual LINC. LINC Tasmania's vision is to enrich the lives of Tasmanians by linking them to learning and information, their history and their community.

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Australian Capital Territory Government comments

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The ACT had an ambitious program of delivering strategic educational reforms in 2011. This included continuing to develop, retain and attract high quality leaders and teachers, building on existing high community confidence in our administration of education, and being innovative in implementing reform. The focus was on the wellbeing and development of children and young people, guiding and supporting students to achieve their best, in addition to building and maintaining high quality learning environments.

ACT schools began implementing the Australian Curriculum Phase 1 (English, mathematics and science) from the beginning of 2011. ACT teachers attended workshops to support their understanding of the intention, structure and content of Phase 1 and received a Bridging Document covering: development of the Australian Curriculum; the ACT's strategic plan for its implementation, and answers to frequently asked questions. Ten Lead Schools are developing processes and best practice exemplars to be shared across public schools as additional support in the implementation of the Australian Curriculum.

The Directorate released the Excellence and Enterprise framework aimed at delivering a more distinctive secondary school system by increasing the diversity and choice of learning available to students. The framework encourages better support to students with learning difficulties, a wider range of options to address behavioural and engagement issues, and recognises the needs of talented students by offering a range of flexible learning options.

The ACT Teacher Quality Institute commenced full operations on 1 January 2011. Its aim is to create, manage and maintain leading edge teaching standards in the ACT. Major responsibilities of the institute are teacher registration, accreditation of pre-service teacher education programs, and certification of teachers in the ACT against national standards.

ACT public schools have benefited from significant funding from both the ACT and Australian Governments to improve school facilities and infrastructure. Major achievements included the opening of Gungahlin College and Namadgi School. These schools model teaching and learning for the new millennium and will be analysed to identify best practice exemplars for other schools.

The Directorate established partnerships for better educational outcomes for students. A partnership with the University of Canberra involved activities and initiatives for achieving the shared vision for public schools and tertiary education. A partnership with the Gugan Gulwan Community Centre focussing on Closing the Gap will run over 2011 and 2012 to support and improve literacy outcomes of at risk years 6–9 Aboriginal and Torres Strait Islander students.

The Directorate implemented the Excellence in Disability Education in ACT Public Schools: Strategic Plan 2010–2013 for improving special education in public schools. An important element of the plan is the delivery of online learning for teachers and learning support assistants in behaviour management and disability education.

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Northern Territory Government comments

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The role of the department is to improve educational and training outcomes and options for Territorians from their early years to adulthood. Throughout 2010–11 the NT continued to contribute to and embed national directions in legislation, regulation and policy in line with national reforms and National Partnerships.

Amendments to the Education Act relating to school enrolment, attendance and participation became effective from 1 June 2011. These reforms complement the *Every Child Every Day* strategy by providing a strengthened regulatory framework to help students re-engage with education and/or training. Ensuring stronger community and industry ties was also a focus with school community partnership agreements active at eight sites, nine agreements in draft and 38 under negotiation.

The Northern Territory had the largest gains in Australia between 2008 and 2010, made by Indigenous students in years 3, 5, 7 and 9 reading, spelling and grammar and punctuation. The Prioritising Literacy and Numeracy 2010–12 strategy, launched 1 July 2010, aims to improve students' literacy and numeracy achievement by working at a whole of school level to develop professional learning communities led by the principal and school leadership team. In late 2010, Professor Geoff Masters at the Australian Council for Educational Research was commissioned to review and evaluate initiatives to improve educational outcomes, particularly in the areas of literacy and numeracy. Preliminary strategic advice from this review will assist in identifying strategies to improve literacy and numeracy outcomes for Territory students.

The department established three Strong Start Bright Future colleges in remote regions with strong community involvement, in support of the NT Government's Working Futures initiative. The colleges support a child's development from birth through to jobs. The department is progressively establishing Centres for Excellence for high ability students in Years 10, 11 and 12, starting with Darwin High School and Casuarina Senior College in 2011.

The More Indigenous Teachers initiative aims to see an additional 200 Indigenous Territorians being awarded a Bachelor of Teaching and Learning qualification, resulting in more than 5000 school students being taught by a quality Indigenous teacher. The NT is also leading the National Alliance for Remote Indigenous Schools (NARIS) initiative which involves over 170 remote and very remote schools located in Indigenous communities across NT, Queensland, NSW, SA and WA. The NARIS recently received Australian Government recognition and \$5 million will be invested over the next two years to develop and implement programs such as the Teach Remote initiative.

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4.6 Definitions of key terms and indicators

Apparent retention rates	The number of full time students in a designated year of schooling, expressed as a percentage of their respective cohort group at an earlier base year. For example, the year 12 retention rate is calculated by dividing the total number of full time students in year 12 in the target year by the total number of full time students in year 10 two years before the target year.
Full time equivalent student	The FTE of a full time student is 1.0. The method of converting part time student numbers into FTEs is based on the student's workload compared with the workload usually undertaken by a full time student.
Full time student	A person who satisfies the definition of a student and undertakes a workload equivalent to, or greater than, that usually undertaken by a student of that year level. The definition of full time student varies across jurisdictions.
Geographic classification	<p>Geographic categorisation is based on the agreed MCEECDYA Geographic Location Classification which, at the highest level, divides Australia into three zones (the metropolitan, provincial and remote zones). A further disaggregation comprises five categories: metropolitan and provincial zones each subdivided into two categories, and the remote zone. Further subdivisions of the two provincial zone categories and the remote zone category provide additional, more detailed, classification options. When data permit, a separate very remote zone can be reported along with the metropolitan, provincial and remote zones, as follows.</p> <p>A. Metropolitan zone</p> <ul style="list-style-type: none">• Mainland State capital city regions (Statistical Divisions (SDs)): Sydney, Melbourne, Brisbane, Adelaide and Perth SDs.• Major urban Statistical Districts (100 000 or more population): ACT–Queanbeyan, Cairns, Gold Coast–Tweed, Geelong, Hobart, Newcastle, Sunshine Coast, Townsville, Wollongong. <p>B. Provincial zone (non-remote)</p> <ul style="list-style-type: none">• Provincial city Statistical Districts plus Darwin SD.<ul style="list-style-type: none">• Provincial city statistical districts and Darwin statistical division (50 000–99 999 population): Albury–Wodonga, Ballarat, Bathurst–Orange, Burnie–Devonport, Bundaberg, Bendigo, Darwin, Launceston, La Trobe Valley, Mackay, Rockhampton, Toowoomba, Wagga Wagga.• Provincial City Statistical Districts (25 000–49 999 population): Bunbury, Coffs Harbour, Dubbo, Geraldton, Gladstone, Shepparton, Hervey Bay, Kalgoorlie–Boulder, Lismore, Mandurah, Mildura, Nowra–Bomaderry, Port Macquarie, Tamworth, Warrnambool.• Other provincial areas (CD ARIA Plus score ≤ 5.92)<ul style="list-style-type: none">• Inner provincial areas (CD ARIA Plus score ≤ 2.4)• Outer provincial areas (CD ARIA Plus score > 2.4 and ≤ 5.92) <p>C. Remote zone</p> <ul style="list-style-type: none">• Remote zone (CD ARIA Plus score > 5.92)<ul style="list-style-type: none">• Remote areas (CD ARIA Plus score > 5.92 and ≤ 10.53)• Very remote areas (CD ARIA Plus score > 10.53)

Government recurrent expenditure per full time equivalent student	Total government recurrent expenditure divided by the total number of FTE students. Expenditure is based on the National School Statistics Collection (MCEECDYA unpublished), with adjustments for notional UCC charges and payroll tax. Notional UCC is included for all jurisdictions and payroll tax estimates are included for those jurisdictions not subject to it (WA and the ACT). Expenditure figures are in financial years and student numbers are in calendar years, so the total number of students is taken as the average of the two years spanned by the calendar year. When calculating the 2009-10 average expenditure per student, for example, the total expenditure figure is at 2009-10 but the total student number figure is the average of student numbers from 2009 and 2010.
Indigenous student	A student of Aboriginal or Torres Strait Islander origin who identifies as being an Aboriginal or Torres Strait Islander or from an Aboriginal and Torres Strait Islander background. Administrative processes for determining Indigenous status vary across jurisdictions. For NAPLAN data, a student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin.
In-school costs	Costs relating directly to schools. Staff, for example, are categorised as being either in-school or out-of-school. They are categorised as in-school if they usually spend more than half of their time actively engaged in duties at one or more schools or ancillary education establishments. In-school employee related expenses, for example, represent all salaries, wages awards, allowances and related on costs paid to in-school staff.
Language background other than English (LBOTE) student	A status that is determined by administrative processes that vary across jurisdictions. For NAPLAN data, a student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.
Out-of-school costs	Costs relating indirectly to schools. Staff, for example, are categorised as being either in-school or out-of-school. They are categorised as out-of-school if they do not usually spend more than half of their time actively engaged in duties at one or more schools or ancillary education establishments. Out-of-school employee related expenses, for example, represent all salaries, wages awards, allowances and related on costs paid to out-of-school staff.
Part time student	A student undertaking a workload that is less than that specified as being full time in the jurisdiction
Participation rate	The number of full time and part time school students of a particular age (as at 1 July), expressed as a proportion of the estimated resident population of the same age (as at 30 June).
Potential year 12 population	An estimate of a single-year age group that could have participated in year 12 that year, defined as the estimated resident population aged 15–19 years, divided by 5.
Real expenditure	Nominal expenditure adjusted for changes in prices, using the GDP price deflator and expressed in terms of final year prices.
Science literacy	Science literacy and scientific literacy: the application of broad conceptual understandings of science to make sense of the world, understand natural phenomena, and interpret media reports about scientific issues. It also includes asking investigable questions, conducting investigations, collecting and interpreting data and making decisions.

Socioeconomic status	As identified in footnotes to specific tables.
Source of income	In this chapter, income from either the Australian Government or State and Territory governments. Australian Government expenditure is derived from specific purpose payments (current and capital) for schools. This funding indicates the level of monies allocated, not necessarily the level of expenditure incurred in any given financial year. The data therefore provide only a broad indication of the level of Australian Government funding.
Student-to-staff ratios	The number of FTE students per FTE teaching staff. Students at special schools are allocated to primary and secondary (see below). The FTE of staff includes those who are generally active in schools and ancillary education establishments.
Student	A person who is formally (officially) enrolled or registered at a school, and is also active in a primary, secondary or special education program at that school. Students at special schools are allocated to primary and secondary on the basis of their actual grade (if assigned); whether or not they are receiving primary or secondary curriculum instruction; or, as a last resort, whether they are of primary or secondary school age.
Student, primary	A student in primary education, which covers pre-year 1 to year 6 in NSW, Victoria, Tasmania, ACT and the NT, pre-year 1 to year 7 in Qld, WA and SA.
Student, secondary	A student in secondary education, which commences at year 7 in NSW, Victoria, Tasmania, ACT and the NT, and at year 8 in Queensland, WA, and SA.
Students with a disability	Students included in the annual system reports to DEEWR. The definitions of students with disabilities are based on individual State and Territory criteria, so data are not comparable across jurisdictions.
Teacher	Teaching staff have teaching duties (that is, they are engaged to impart the school curriculum) and spend the majority of their time in contact with students. They support students, either by direct class contact or on an individual basis. Teaching staff include principals, deputy principals and senior teachers mainly involved in administrative duties, but not specialist support staff (who may spend the majority of their time in contact with students but are not engaged to impart the school curriculum). For the Northern Territory, Assistant Teachers in Homeland Learning Centres and community school are included as teaching staff.
Ungraded student	A student in ungraded classes who cannot readily be allocated to a year of education. These students are included as either ungraded primary or ungraded secondary, according to the typical age level in each jurisdiction.
VET in Schools	VET in Schools is a program which allows students to combine vocational studies with their general education curriculum. Students participating in VET in Schools continue to work towards their senior secondary school certificate, while the VET component of their studies gives them credit towards a nationally recognised VET qualification. The program may involve structured work placements and includes the options of a school-based apprenticeship and traineeship or VET subjects and courses.

4.7 List of attachment tables

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4.8 References

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5 Vocational education and training

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Attachment tables

Attachment tables are identified in references throughout this chapter by a '5A' prefix (for example, table 5A.1). A full list of attachment tables is provided at the end of this chapter, and the attachment tables are available from the Review website at www.pc.gov.au/gsp.

This chapter reports performance information about the equity, effectiveness and efficiency of government funded vocational education and training (VET) in Australia. The VET system delivers employment related skills across a wide range of vocations. It provides Australians with the skills to enter or re-enter the labour force, retrain for a new job or upgrade skills for an existing job. The VET system includes government and privately funded VET delivered through a number of methods by a wide range of training institutions and enterprises.

The focus of this chapter is on VET services delivered by providers receiving government funding, which includes training activity funded under the *National Agreement for Skills and Workforce Development* (NASWD). These services

include the provision of VET programs in government owned technical and further education (TAFE) institutes and universities with TAFE divisions, other government and community institutions, and government funded activity by private registered training organisations (RTOs). The scope of this chapter does not extend to VET services provided in schools (which are within the scope of School education, chapter 4) or university education (some information on university education is included in Early childhood, education and training, sector summary B).

The major improvements to reporting on VET this year include:

- reporting additional data for participation by qualification level for non-Indigenous students under the output indicator ‘student participation in VET’
- reporting additional data for Indigenous graduates under the outcome indicator ‘student employment and further study outcomes’ for the proportion of graduates employed after completing their course who were unemployed before the course; and for the proportion of graduates who undertook their course for employment-related reasons and were employed after completing their course, who reported at least one job-related benefit from completing the course
- expansion of time series data to:
 - nine years for participation in VET by Indigenous status under the output indicator ‘VET participation by target group’, for the output indicator ‘Government recurrent expenditure per load pass’, and load pass rate by Indigenous status under the outcome indicator ‘student achievement in VET’
 - six years for proportion of students who were satisfied with the quality of their completed VET course under the outcome indicator ‘student satisfaction with VET’, and the proportion of graduates who improved their employment circumstances after completing their course under the outcome indicator ‘student employment and further study outcomes’
- inclusion of additional ‘data quality information’ (DQI) documentation.

5.1 Profile of vocational education and training

Service overview

The general roles of the VET system, and the main reasons that students participate in VET programs, are to:

- obtain a qualification to enter the labour force
- retrain or update labour force skills
- develop skills, including general education skills such as literacy and numeracy, that enhance students' ability to enter the labour force
- provide a pathway to further tertiary education, including entrance to higher education.

The VET system involves the interaction of students, employers, the Australian, State, Territory and local governments (as both purchasers and providers), and an increasing number of private and community RTOs. Students have access to a diverse range of programs and qualification levels, with course durations varying across modules or units of competency (a stand-alone course component or subject) (box 5.1).

Box 5.1 Diversity of the VET system

Vocational education and training (VET) programs range from a single module or unit of competency (which can involve fewer than 10 contact hours) to advanced diplomas (which can involve up to four years of study). All training in the VET system needs to be assessed, because many students complete modules or units of competency without intending to complete a course or qualification.

The types of training range from formal classroom learning to workplace-based learning, and can include flexible, self-paced learning and/or online training, often in combination. The availability of distance education has increased, with off-campus options such as correspondence, Internet study and interactive teleconferencing.

The types of training organisation include: institutions specialising in VET delivery, such as government owned technical and further education (TAFE) institutes, agricultural colleges and private training businesses; adult community education (ACE) providers; secondary schools and colleges; universities; industry and community bodies with a registered training organisation (RTO) arm; and businesses, organisations and government agencies that have RTO status to train their own staff. Group Training Organisations are RTOs and some RTOs may also be Australian

(Continued on next page)

Box 5.1 (Continued)

Apprenticeship Centres (formerly New Apprenticeship Centres). Schools and universities provide dual award courses that combine traditional studies with VET, with an award from both the VET provider and the secondary school or university. In addition to formal VET delivered by an RTO, many people undertake on-the-job training in the workplace or attend training courses that do not lead to a recognised VET qualification.

Expenditure

Recurrent expenditure on VET by Australian, State and Territory governments totalled \$4.9 billion in 2010 — an increase of 4.3 per cent (in real terms) from 2009 (table 5A.1). Government recurrent expenditure was equal to \$324.60 per person aged 15–64 years across Australia in 2010 (table 5A.2). Further information on the breakdown of real funding by jurisdictions over a 5 year period is available in attachment tables 5A.1, 5A.2 and 5A.8.

Government funded activity is the primary focus of this Report. However, not all data can be limited to government funded activity. A representation of data used for statistical reporting is provided in figure 5.1. A detailed explanation of data inclusions and exclusions in this chapter is provided in box 5.2.

Figure 5.1 Scope of reporting

Training Funding Type	Registered Training Organisations		
	TAFE and other government providers	Community providers	Private providers
Government Funded			
Fee-for-Service (domestic and international)			

-  Data available for reporting and used to report government funded activity
-  Data available for reporting and used to report VET activity
-  Data not available for reporting

Box 5.2 Scope of VET reporting

Where this chapter refers to 'government funded' activity, it is defined as VET activity that is funded under Commonwealth and State recurrent, Commonwealth specific and State specific funding. This includes activity funded under the NASWD. This definition of 'government funded' activity has been broadened, commencing with the 2011 Report. Until the 2010 Report, the VET activity reported was that funded by Commonwealth and State recurrent funding under the *Commonwealth–State Agreement for Skilling Australia's Workforce* (CSASAW) (replaced by the NASWD on 1 January 2009). Historical data in this chapter have been amended to reflect the revised definition of 'government funded' activity.

Where the chapter refers to 'VET' activity, it is defined as all VET data available for reporting unless otherwise specified.

Data on student participation, efficiency measures, student achievement, Qualification Equivalents, and competencies/modules completed in this chapter are limited to services that are government funded. These include VET services provided by:

- TAFE and other government providers, including multi-sector higher education institutions
- registered community providers and registered private providers.

Data on qualifications completed include both government and non-government funded VET students attending TAFE, and only government funded students from private providers.

The discussion in this chapter of student outcomes and student satisfaction focuses on students undertaking government funded training (that is, both recurrent and specific). Additional data relating to all VET providers are available in the attachment tables.

Data on employer engagement and satisfaction are on all nationally recognised training, from all provider types, irrespective of funding source.

Size and scope

In 2010, 31.4 per cent of Australians aged 15–64 years held a certificate or diploma as their highest level qualification (table BA.26). These qualifications could have been completed in schools, VET institutions or higher education institutions.

The VET sector is large and varied. Qualifications vary significantly in length, level and field. Approximately 1.8 million people were reported as participating in VET programs at 16 741 locations across Australia in 2010 (NCVER unpublished, table 5A.3). This represented 11.6 per cent of the population aged 15–64. The number of VET students increased by 5.4 per cent between 2009 and 2010, and increased by 7.3 per cent between 2006 and 2010 (NCVER unpublished).

Of the approximately 1.8 million VET students who were reported as participating in VET programs in 2010, 1.4 million students (75.6 per cent) were government funded (NCVER unpublished). The remaining 438 900 students participated on a fee-for-service basis as domestic students (21.9 per cent of all VET students) or were international students (2.5 per cent of all VET students). The proportion of domestic fee-for-service students decreased from 24.1 per cent of all VET students in 2006 to 21.9 per cent in 2010 (NCVER unpublished).

Students

Student participation data presented in this chapter refer to VET students who were government funded and where the program was delivered by TAFE or other government providers (including multi-sector higher education institutions), registered community providers or registered private providers only. The data do not include students who participated in VET programs where the delivery was undertaken by schools, or students who undertook ‘recreation, leisure or personal enrichment’ education programs. Students who undertook VET in schools programs at TAFE are in-scope for this chapter.

Nationally, 1.4 million students participated in VET programs funded by government through State and Territory agencies (table 5A.4). Between 2009 and 2010, the number of government funded students increased by 6.7 per cent (approximately 85 300 students) (table 5A.5). Between 2006 and 2010, the number of government funded VET students increased by 8.9 per cent (table 5A.5). In 2010, participation in government funded VET by females aged 15–64 years was 8.5 per cent and participation by males aged 15–64 years was 9.0 per cent. The participation rate for the total population aged 15–64 years was 8.8 per cent (table 5A.11).

Of the 1.4 million government funded VET students who participated in government funded VET programs in 2010, 6.7 per cent (91 764) gained some recognition of prior learning (RPL) (table 5A.4).

Hours

Government funded VET students participated in 388.4 million government funded annual hours in 2010. On average, each government funded VET student in 2010 received 285.7 hours of VET (table 5A.4).

Courses

Vocational education and training (VET) qualifications range from non-award courses to certificates (levels I–IV), diplomas and above. In 2010, 13.6 per cent of government funded VET students were undertaking a diploma or above, 50.9 per cent were enrolled in a certificate level III or IV, 23.9 per cent were enrolled in a certificate level I or II or lower, and 11.6 per cent were enrolled in a course that did not lead directly to a qualification (table 5A.5).

Fields of study also varied. In 2009, 28.1 per cent of qualifications completed by total VET students were in management and commerce, 17.0 per cent in society and culture, 15.8 per cent in engineering and related technologies and 8.7 per cent in food, hospitality and personal services. Other fields studied by government funded VET students included architecture and building; education; health; agriculture, environment and related studies; creative arts; information technology; and natural and physical sciences (NCVER unpublished).

Institutions

In 2010, government funded programs were delivered at 16 741 locations (that is, TAFE, government funded locations and the locations of all other registered training providers, including private providers that receive government funding for VET delivery) (table 5A.3).

The infrastructure (physical non-current assets) of government owned TAFE institutions and TAFE divisions of universities was valued at \$10.1 billion in 2010, of which 92.2 per cent comprised the value of land and buildings (table 5A.21). The value of net assets of government VET providers was \$674.36 per person aged 15–64 years across Australia in 2010. Asset values per person varied across jurisdictions (table 5A.6).

Roles and responsibilities in 2010

The Ministerial Council for Tertiary Education and Employment (MCTEE) was the body through which the Australian, State and Territory governments provided direction on national policy, strategy, priorities, goals and objectives, in partnership with industry, and private and public training providers. The MCTEE had responsibility for higher education, vocational education and training, non school international education, the Australian Qualifications Framework (AQF), employment, and youth policy relating to participation in tertiary education, work and workforce productivity. The vision for the MCTEE is that Australia's current

and future workforce needs are met through increased participation, educational attainment, skills development and skills use to achieve greater productivity. Following a review of Council of Australian Governments (COAG) ministerial councils, the MCTEE was replaced in 2011 by the COAG Standing Council on Tertiary Education, Skills and Employment (SCOTESE).

State and Territory governments allocate funding for VET services and to support the maintenance of public training infrastructure. They oversee the delivery of publicly funded training and facilitate the development and training of the public VET workforce. State and Territory governments ensure the effective operation of the training market.

The Australian Government provides funding contributions to states and territories to support their training systems and also provides specific incentives, interventions and assistance for national priority areas.

National Training System Framework in 2010

The NASWD, which came into effect on 1 January 2009, sets out the commitment between the Australian Government and the State and Territory governments, to work towards increasing the skill levels of all Australians, including Indigenous Australians. The national reporting relationships for 2010 are summarised below and in figure 5.2, and reflect the situation in mid 2010. Some roles and reporting relationships have since changed.

The MCTEE established four Principal Committees to support it in focussing on strategic issues. They communicate directly with both the MCTEE and the National Senior Officials Committee (NSOC). Industry advice, formerly provided to the MCTEE by the National Industry Skills Council, is now provided by industry representation on each Principal Committee. The four Committees are:

- Workforce Development, Supply and Demand — provides advice on matters relating to short and long term issues requiring national cooperation and coordination in addressing emerging skills demand and impediments to workforce reforms and programs of national significance.
- Access and Participation — provides advice on matters relating to impediments to accessing tertiary education and employment, particularly amongst disadvantaged groups, and considers strategies to increase participation in tertiary education and employment.
- Data and Performance Measurement — provides advice on matters relating to performance against tertiary education national targets, data collection and

measurement and opportunities to resolve data issues such as common definitions and comparability.

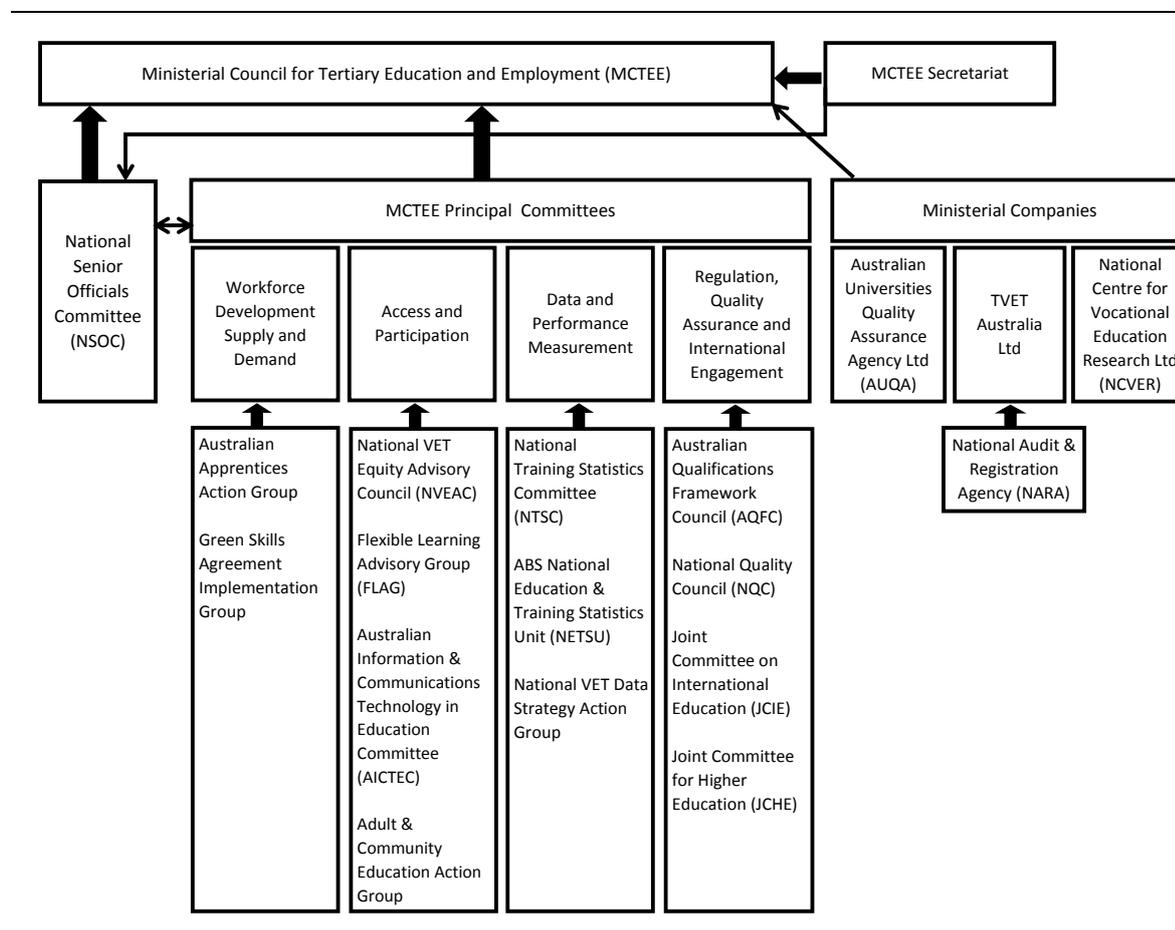
- Regulation, Quality Assurance and International Engagement — provides advice on matters relating to the regulatory framework, including training standards and maintenance of the quality and international reputation of tertiary education in Australia.

In addition to the four Principal Committees, a number of other bodies report or provide advice to the MCTEE, either directly or indirectly. These include:

- Skills Australia, an independent body established in 2008 to provide advice to the Federal Minister for Education on Australia's current, emerging and future workforce development needs, and on current, emerging and future workforce skills needs. The Skills Australia Act 2008 specifies that members of Skills Australia must have experience in academia, the provision of education and training, economics and industry.
- The NSOC, which is the administrative arm of the MCTEE, implements decisions of the MCTEE, promotes national collaboration, and monitors the effectiveness of the national training system.
- The National Quality Council (NQC), a committee of the MCTEE, oversees quality assurance and ensures national consistency in the application of the Australian Quality Training Framework (AQTF) standards for the audit and registration of training providers and endorsed training packages.
- In 2010 there were three client advisory taskforces, which advised ministers on how to improve outcomes for their respective client groups. These taskforces (the Disability Advisory Taskforce, Equity Advisory Taskforce, and Indigenous Advisory Taskforce) reported to the NSOC through the Advisory Alliance (part of National Action Groups and Taskforces figure 5.2).
- The VET Data Strategy Action Group was established to co-ordinate and direct several streams of work to improve the availability, depth, and quality of data on the Australian training system (the role of the VET Data Strategy Action Group was subsumed by the Data and Performance Measurement Principle Committee [DPMPC] in 2011).
- The National Training Statistics Committee (NTSC) was the key strategic and policy advisory forum for data collection and reporting. The National Centre for Vocational Education Research (NCVER), a ministerial company, provides secretariat services to the NTSC, and manages a VET research programme and VET statistical services (the role of the NTSC was subsumed by the DPMPC in 2011).

- Technical and Vocational Education and Training (TVET), another ministerial company, had functions including providing the secretariat for the NQC, the Flexible Learning Advisory Group (FLAG) and the National VET Equity Advisory Council (NVEAC). TVET also offered eligible training providers national registration and management of registration and audit arrangements, through the National Audit and Registration Agency (NARA).
- Industry Skills Councils are funded by the Department of Education, Employment and Workplace Relations (DEEWR), and deliver Training Packages to the NQC for endorsement (figure 5.2).

Figure 5.2 National reporting relationships within the VET system in 2010



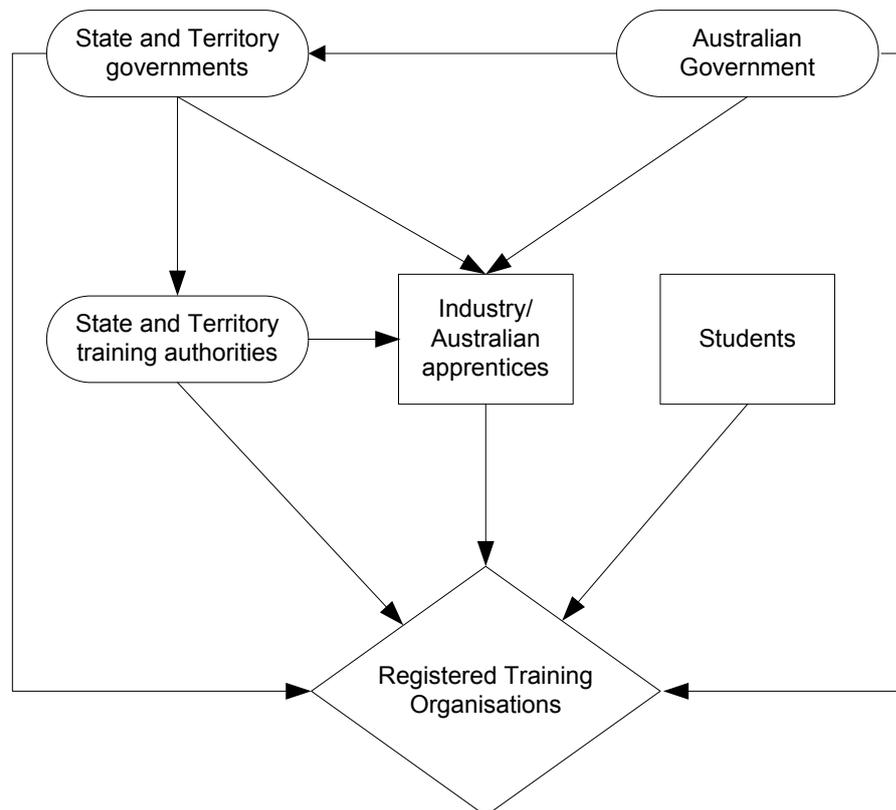
VET funding flows

State and Territory governments provide funding to VET providers, students and employers through State and Territory training authorities to support the delivery of training, improve student services and provide incentives for employers and apprentices. State and Territory governments provided \$3.3 billion in 2010

— 68.3 per cent of government funding. The Australian Government provided the remainder of government funding (\$1.6 billion) (table 5A.8). Information on the comparability of funding data is provided in box 5.6.

Registered training organisations (RTOs) also received revenue from individuals and organisations for fee-for-service programs, ancillary trading revenue, other operating revenue and revenue from Australian, State and Territory government specific purpose funds. The Australian, State and Territory governments provide funding for apprenticeships in the form of employer incentives and subsidies. The Australian Government also provides funding for Australian Apprenticeship Centres and employer incentives for Australian Apprenticeships (figure 5.3).

Figure 5.3 Major funding flows within the VET system



Allocation of VET funding

The majority of government VET funds are allocated to government VET providers based on the planned activity set by State and Territory training authorities. The disbursement of a component of VET funding on a competitive basis was

introduced in the early 1990s to allocate additional Australian Government funds. Processes used to allocate funds on a competitive basis include:

- *user choice*, whereby the employer and apprentice/trainee choose a registered training provider and negotiate key aspects of their training, and then government funds flow to that provider
- *competitive tendering*, whereby government and private RTOs compete for funding contracts from State and Territory training authorities in response to government offers (tenders)
- *preferred supplier arrangements*, an extension of competitive tendering, whereby a contract is awarded to providers (chosen by the tender process) to provide training on a longer term basis.

In 2010, \$1.6 billion (32.0 per cent) of government VET funding was allocated on a competitive basis (including user choice arrangements) — 46.1 per cent more in real terms than in 2009 (table 5A.8). A further \$819.7 million was allocated to non-government providers — a 55.6 per cent increase in real terms from 2009 (table 5A.7). The degree of competition in the tendering process varies across and within jurisdictions, depending on the program. Some tenders can be contested by any RTO (open competitive tendering), while some other tenders are restricted to RTOs able to deliver a specific type of training, for example, in a selected industry or to a particular client group (limited competitive tendering). Similarly, the scope for competition, in terms of the size of the market of potential providers, varies across jurisdictions.

5.2 Framework of performance indicators

COAG has agreed six National Agreements to enhance accountability to the public for the outcomes achieved or outputs delivered by a range of government services (see chapter 1 for more detail on reforms to federal financial relations). The NASWD (COAG 2009) covers the areas of VET, and education and training indicators in the *National Indigenous Reform Agreement* (NIRA) (COAG 2011) establish specific outcomes for reducing the level of disadvantage experienced by Indigenous people. The agreements include sets of performance indicators, for which the Steering Committee collates annual performance information for analysis by the COAG Reform Council (CRC). The performance indicator results reported in this chapter and supporting data in attachment tables, have been revised where necessary, to align with the performance indicators in the National Agreements.

The NASWD was implemented on 1 January 2009, and contains objectives for VET (box 5.3) that inform the performance indicator framework for this chapter.

Box 5.3 Objectives for VET

The objectives for VET, sourced from the *National Agreement for Skills and Workforce Development*, are:

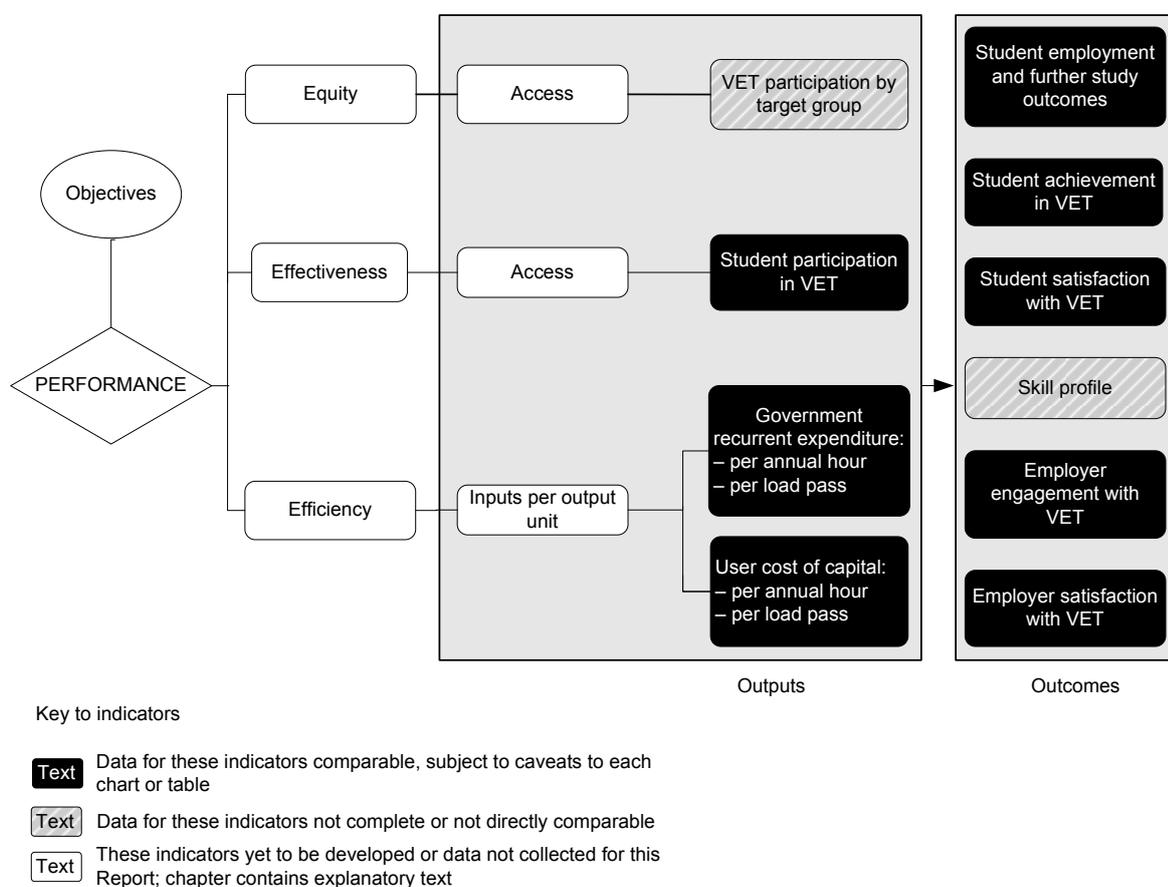
- All working aged Australians have the opportunity to develop the skills and qualifications needed, including through a responsive training system, to enable them to be effective participants in and contributors to the modern labour market.
- Individuals are assisted to overcome barriers to education, training and employment, and are motivated to acquire and utilise new skills.
- Australian industry and businesses develop, harness and utilise the skills and abilities of the workforce.

Source: COAG (2009a).

The performance indicator framework provides information on equity, efficiency and effectiveness, and distinguishes the outputs and outcomes of VET services (figure 5.4). The framework is consistent with the VET objectives (box 5.3). The performance indicator framework shows which data are comparable in the 2012 Report. For data that are not considered directly comparable, the text includes relevant caveats and supporting commentary. Chapter 1 discusses data comparability from a Report-wide perspective (see section 1.6).

The Report's statistical appendix contains data that may assist in interpreting the performance indicators presented in this chapter. These data cover a range of demographic and geographic characteristics, including age profile, geographic distribution of the population, income levels, education levels, tenure of dwellings and cultural heritage (including Indigenous and ethnic status) (appendix A).

Figure 5.4 VET performance indicator framework



5.3 Key performance indicator results

The equity, effectiveness and efficiency of VET services may be affected by different delivery environments, locations and types of client.

Outputs

Outputs are the services delivered (while outcomes are the impact of these services on the status of an individual or group) (see chapter 1, section 1.5).

Equity

A key national goal of the VET system is to increase opportunities and outcomes for disadvantaged groups. The designated equity groups are Indigenous people, residents of remote and very remote areas, people with disability and people

speaking a language other than English at home. This section includes indicators of access to VET by these target groups.

VET participation by target group

‘VET participation by target group’ is an indicator of governments’ objective to achieve equitable access to the VET system by target groups (Indigenous people, residents of remote and very remote areas, people with disability, and people speaking a language other than English at home), compared with that of the general population (box 5.4).

Box 5.4 VET participation by target group

‘VET participation by target group’ is defined as the number of government funded participants in the VET system who self-identified that they are from a target group, as a proportion of the total number of people in the population in that group. The four target groups are:

- Indigenous people
- people from remote and very remote areas
- people with disability
- people speaking a language other than English (LOTE) at home.

It is desirable that VET participation by target group is at a similar level to that for all students. A lower participation rate means the target group is underrepresented in VET; a higher participation rate means the group is overrepresented in VET.

Care needs to be taken in interpreting the participation rates presented for people with disability, people speaking a LOTE at home, and Indigenous people, because the data depend on self-identification at the time of enrolment and the number of non-responses (that is, students who did not indicate whether or not they belong to these groups) varies across jurisdictions.

Data on participation by Indigenous status are for students identified as aged 15–64 years, and data on participation for other groups are reported for students of all ages. Data on participation are for students who have participated in Australia’s government funded VET system.

Data reported for this indicator are not directly comparable.

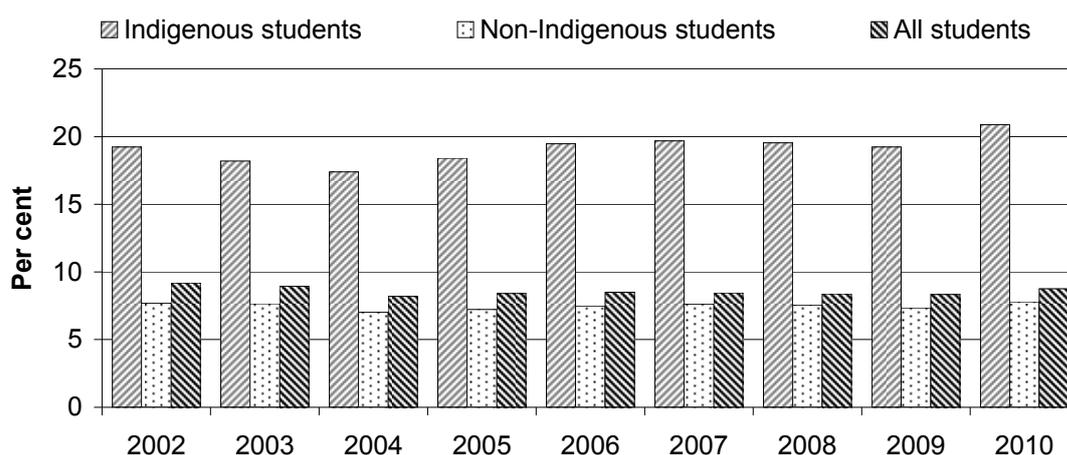
Data quality information for this indicator is under development.

VET participation by target group — Indigenous people

Nationally, the participation rate for the Indigenous population aged 15–64 years in government funded VET was 20.9 per cent in 2010, compared with 19.5 per cent in 2006 and 19.2 per cent in 2002. The participation rate for the non-Indigenous population aged 15–64 years was 7.8 per cent in 2010, compared with 7.5 per cent in 2006 and 7.7 per cent in 2002. The participation rate for all people aged 15–64 years was 8.8 per cent in 2010, compared with 8.5 per cent in 2006 and 9.2 per cent in 2002 (figure 5.5).

These student participation data are not age standardised, so the younger age profile of the Indigenous population relative to all Australians is likely to affect the results.

Figure 5.5 National VET participation rate for people aged 15–64 years, by Indigenous status^{a, b, c}

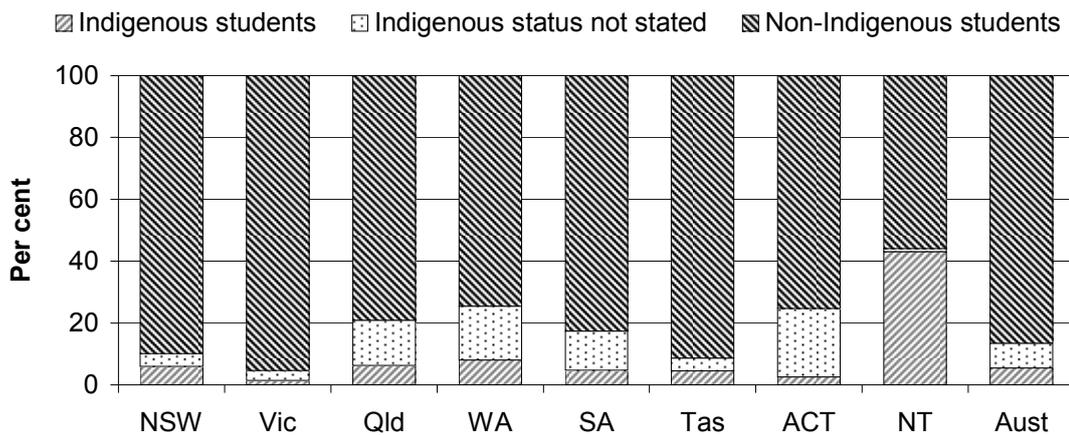


^a Data are for government funded VET students. ^b The Indigenous students participation rate is the number of Indigenous students as a percentage of the estimates of the Indigenous population for 30 June. The all students participation rate is the number of students as a percentage of the estimated total population as at 30 June. The non-Indigenous students participation rate is the number of students as a percentage of the estimated non-Indigenous population as at 30 June, calculated by subtracting the experimental estimates of Indigenous population from estimates of the total resident population. ^c Indigenous students are defined as those who self-identify on enrolment forms that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question on the enrolment form (see table 5A.10). Care needs to be taken in comparing participation data due to the high non-response rates in some jurisdictions.

Source: NCVET (unpublished) National VET provider collection; ABS 2007, *Population by Age and Sex, Australian States and Territories, June 2007*, Cat. no. 3201.0, Canberra; ABS 2008, 2009, 2010 *Population by Age and Sex, Australian States and Territories*, various years, Cat. no. 3201.0; ABS (2009) *Experimental Estimates and Projections, Aboriginal and Torres Strait Islanders*, Cat. no. 3238.0; table 5A.10.

Nationally in 2010, 5.5 per cent of government funded VET students (of all ages) identified themselves as Indigenous, while 8.0 per cent of students did not report their Indigenous status (figure 5.6). The proportion of government funded VET students who identified themselves as Indigenous (5.5 per cent) was higher than the proportion of Indigenous people in the total population (2.5 per cent) (table 5A.15).

Figure 5.6 VET students, all ages, by Indigenous status, 2010^{a, b}



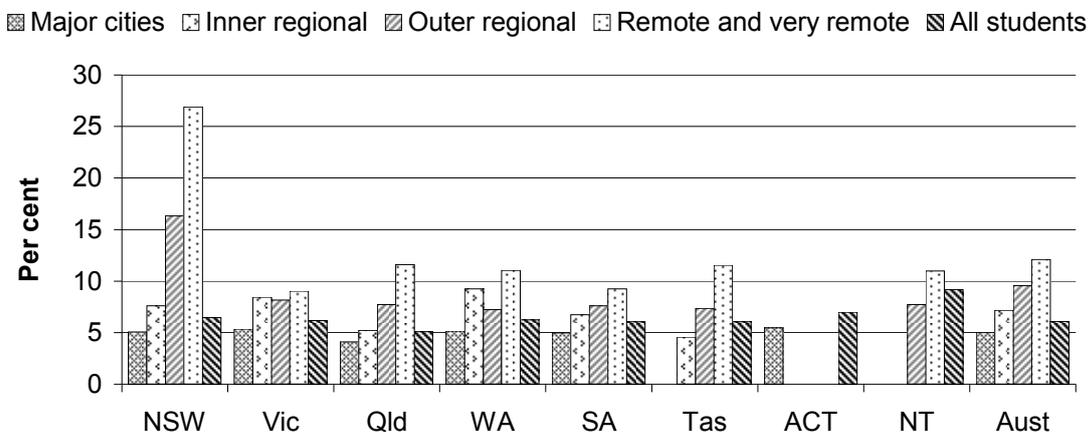
^a Data are for government funded VET students. ^b Indigenous students are defined as those who self-identify on enrolment forms that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question on the enrolment form (see table 5A.15).

Source: NCVET (unpublished) National VET provider collection; table 5A.15.

VET participation by target group — people from remote and very remote areas

VET student data by region are based on students' home postcode using the Accessibility and Remoteness Index for Australia (ARIA) classification system. Nationally, the government funded VET participation rate increased with remoteness. Participation was higher for people from remote and very remote areas (12.1 per cent) than for people from other geographic regions (9.6 per cent for outer regional areas, 7.2 per cent for inner regional areas and 5.0 per cent for major cities) compared with 6.1 per cent for all students (figure 5.7). Employment opportunities and the availability of alternative education services in regional and remote areas can affect the level of VET participation in these areas.

Figure 5.7 VET participation rate for people of all ages, by region, 2010^{a, b, c}



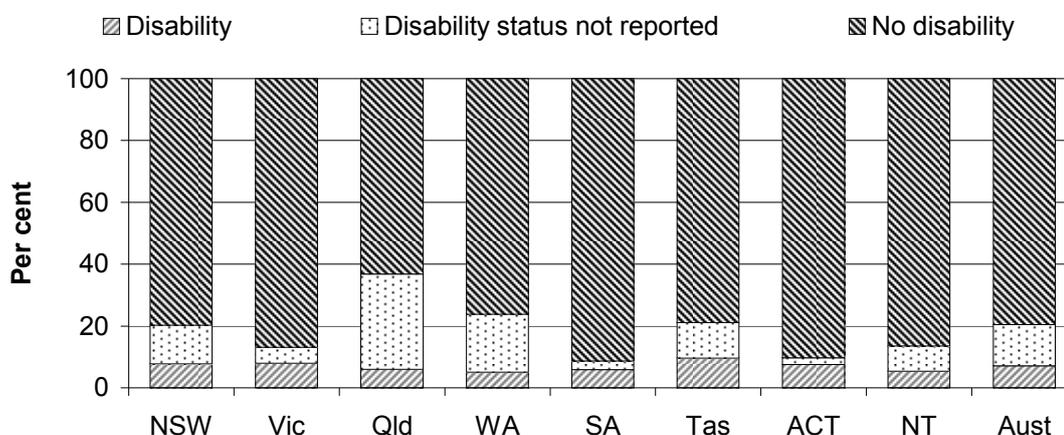
^a Data are for government funded VET students. ^b The participation rate for students from the various regions is the number of students participating in VET (based on students' home postcode) as a proportion of the total population that resides in that region. ^c There are no very remote areas in Victoria, no major cities in Tasmania, no outer regional areas, remote areas or very remote areas in the ACT, and no major cities or inner regional areas in the NT. Data for ACT inner regional areas are not published due to a high proportion of these areas sharing postcodes with NSW that cannot be disaggregated, but are included in the Australian totals.

Source: NCVET (unpublished) National VET provider collection; ABS (2011), *Regional Population Growth, Australia, 2009-10*, Cat. no. 3218.0; table 5A.12.

VET participation by target group — People with disability

Nationally, 7.1 per cent of government funded VET students in 2010 reported having disability, an impairment or a long-term condition (figure 5.8). Based on the 2009 ABS *Survey of Disability, Ageing and Carers (SDAC)* data, an estimated 14.8 per cent of all 15–64 year olds in the population and 18.5 per cent of the total population reported having disability (derived from ABS 2010). The proportion of VET students reporting disability is not directly comparable with the proportion of the population reporting disability, as the classifications of disabilities differ across the two collections. Within the VET system, the focus is on identifying students that require additional teaching and learning support.

Figure 5.8 VET students of all ages, by disability status, 2010^{a, b}



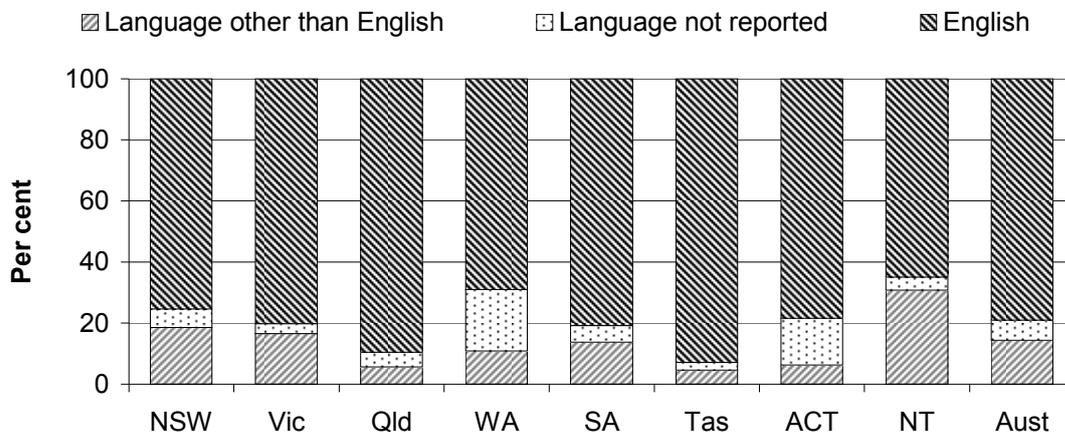
^a Data are for government funded VET students. ^b People with disability are defined as those who self-identify on enrolment forms that they have disability, an impairment or a long-term condition. Not all students respond to the relevant question on the enrolment form.

Source: NCVET (unpublished) National VET provider collection; table 5A.13.

VET participation by target group — people speaking a language other than English at home

In 2010, 14.4 per cent of government funded VET students reported speaking a LOTE at home (figure 5.9). By comparison, 15.8 per cent of the total population of Australia in 2006 spoke a LOTE at home (derived from ABS 2006 *Census of Population and Housing*, table AA.8).

Figure 5.9 VET students of all ages, by language spoken at home, 2010^{a, b}



^a Data are for government funded VET students. ^b Students reported as speaking a language other than English at home are those who self-identify on their enrolment form that they speak a language other than English at home. Not all students responded to the relevant question on the enrolment form.

Source: NCVET (unpublished) National VET provider collection; table 5A.14.

Effectiveness

A key national goal of the VET system is to enable development of a highly skilled workforce.

Student participation in VET

‘Student participation in VET’ is an indicator of governments’ objective to provide people aged 15–64 years with the level of access to the VET system that is necessary for a highly skilled workforce (box 5.5).

Box 5.5 Student participation in VET

'Student participation in VET' is defined by three measures:

- the number of people aged 15–64 years participating in VET as a proportion of the population aged 15–64 years
- the number of people aged 15–64 years participating in VET at certificate level III and above as a proportion of the population aged 15–64 years
- the number of people aged 15–64 years participating in VET at diploma level and above as a proportion of the population aged 15–64 years.

High or increasing VET participation rates indicate high or increasing levels of access to the VET system by the general population. High or increasing participation in VET certificate level III and above, and in VET diploma level and above, indicate greater or increasing participation in higher skill level courses, which is desirable.

Data for VET diploma level and above are a sub-set of data for the larger group of VET certificate III level and above. Data are for government funded VET students.

Data reported for this indicator are comparable.

Data quality information for this indicator is under development.

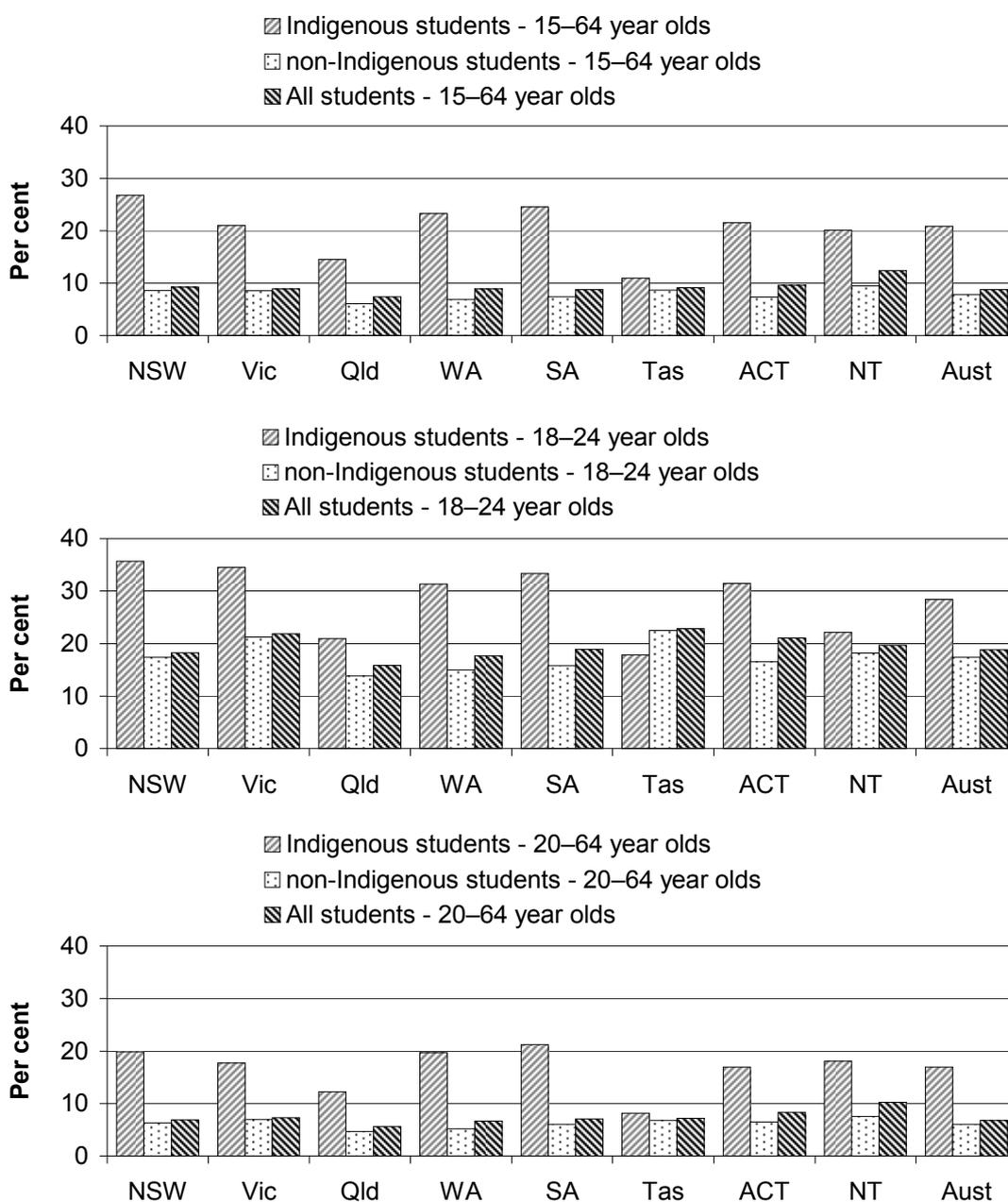
In 2010, 1.3 million people aged 15–64 years participated in government funded VET programs. This is equivalent to 8.8 per cent of people aged 15–64 years nationally. The proportion of people participating in VET declined in older age groups. The 1.3 million government funded VET students include:

- 402 600 or 26.8 per cent of all people aged 15–19 years
- 240 600 or 14.6 per cent of all people aged 20–24 years
- 681 200 or 5.7 per cent of all people aged 25–64 years (table 5A.9).

Figures 5.10–5.12 show VET participation rates for the 15–64 year old population by Indigenous status, and on the target age groups of 18–24 years and 20–64 years. The national participation rate for the general population aged 15–64 years was 8.8 per cent in 2010, compared with 20.9 per cent for the Indigenous population and 7.8 per cent for the non-Indigenous population aged 15–64 years (figure 5.10).

Nationally in 2010, 18.8 per cent of all people aged 18–24 years participated in government funded VET, compared with 28.4 per cent of the Indigenous population and 17.4 per cent of the non-Indigenous population in the same age group. Nationally, 6.8 per cent of all people aged 20–64 years participated, compared with 16.9 per cent of the Indigenous population and 6.0 per cent of the non-Indigenous population aged 20–64 years (figure 5.10).

Figure 5.10 VET participation rate, by target age group and Indigenous status, 2010^{a, b, c}



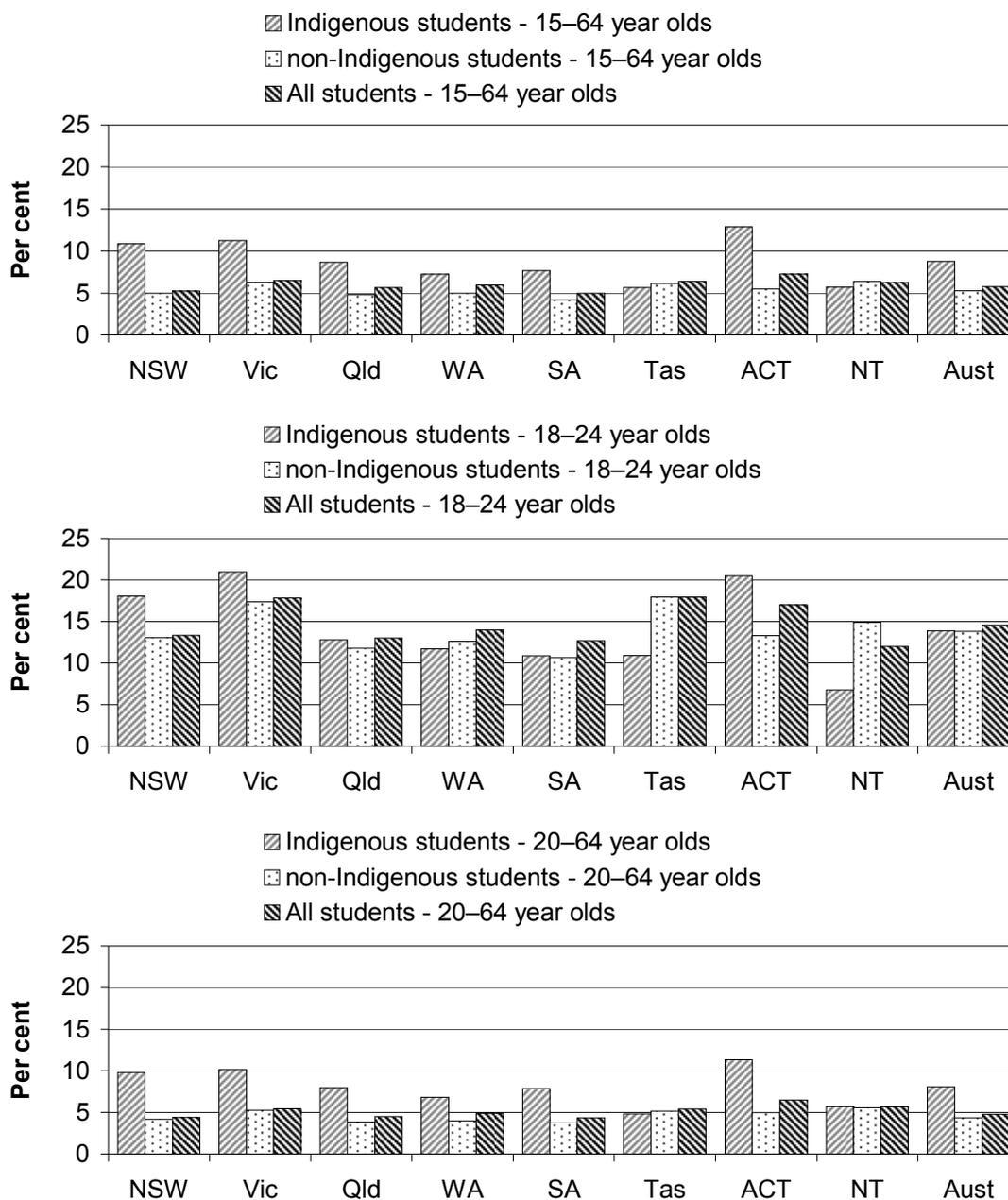
^a Data are for government funded VET students. ^b The Indigenous students participation rate is the number of Indigenous students as a percentage of the estimates of the Indigenous population. The all students participation rate is the number of students as a percentage of the estimated total population. ^c Indigenous students are defined as those who self-identify on enrolment forms that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question on the enrolment form (see table 5A.10). Care needs to be taken in comparing participation data due to the high non-response rates in some jurisdictions.

Source: NCVET (unpublished) National VET provider collection; ABS (2010) *Population by Age and Sex, Australian States and Territories*, Cat. no. 3201.0; ABS (2009) *Experimental Estimates and Projections, Aboriginal and Torres Strait Islanders*, Cat. no. 3238.0; table 5A.10.

In 2010, approximately 869 600 people aged 15–64 years participated in a government funded VET program at the certificate III level or above, representing 5.8 per cent of the population aged 15–64 years (figure 5.11 and table 5A.17). This compares with 8.8 per cent of the Indigenous population and 5.3 per cent of the non-Indigenous population aged 15–64 years (figure 5.11).

Nationally in 2010, 14.6 per cent of all people aged 18–24 years participated in government funded VET at the certificate III level or above, compared with 13.9 per cent of the Indigenous population and 13.8 per cent of the non-Indigenous population aged 18–24 years. Nationally, 4.8 per cent of all people aged 20–64 years participated, compared with 8.1 per cent of the Indigenous population and 4.4 per cent of the non-Indigenous population aged 20–64 years (figure 5.11).

Figure 5.11 VET participation rate in certificate III and above, by target age group and Indigenous status, 2010^{a, b, c, d}



^a Data are for government funded VET students. ^b Data are for the highest level qualification attempted by a student in a reporting year. ^c The Indigenous students participation rate is the number of Indigenous students as a percentage of the estimates of the Indigenous population. The all students participation rate is the number of students as a percentage of the estimated total population. ^d Indigenous students are defined as those who self-identify on enrolment forms that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question on the enrolment form (see table 5A.17). Care needs to be taken in comparing participation data due to the high non-response rates in some jurisdictions.

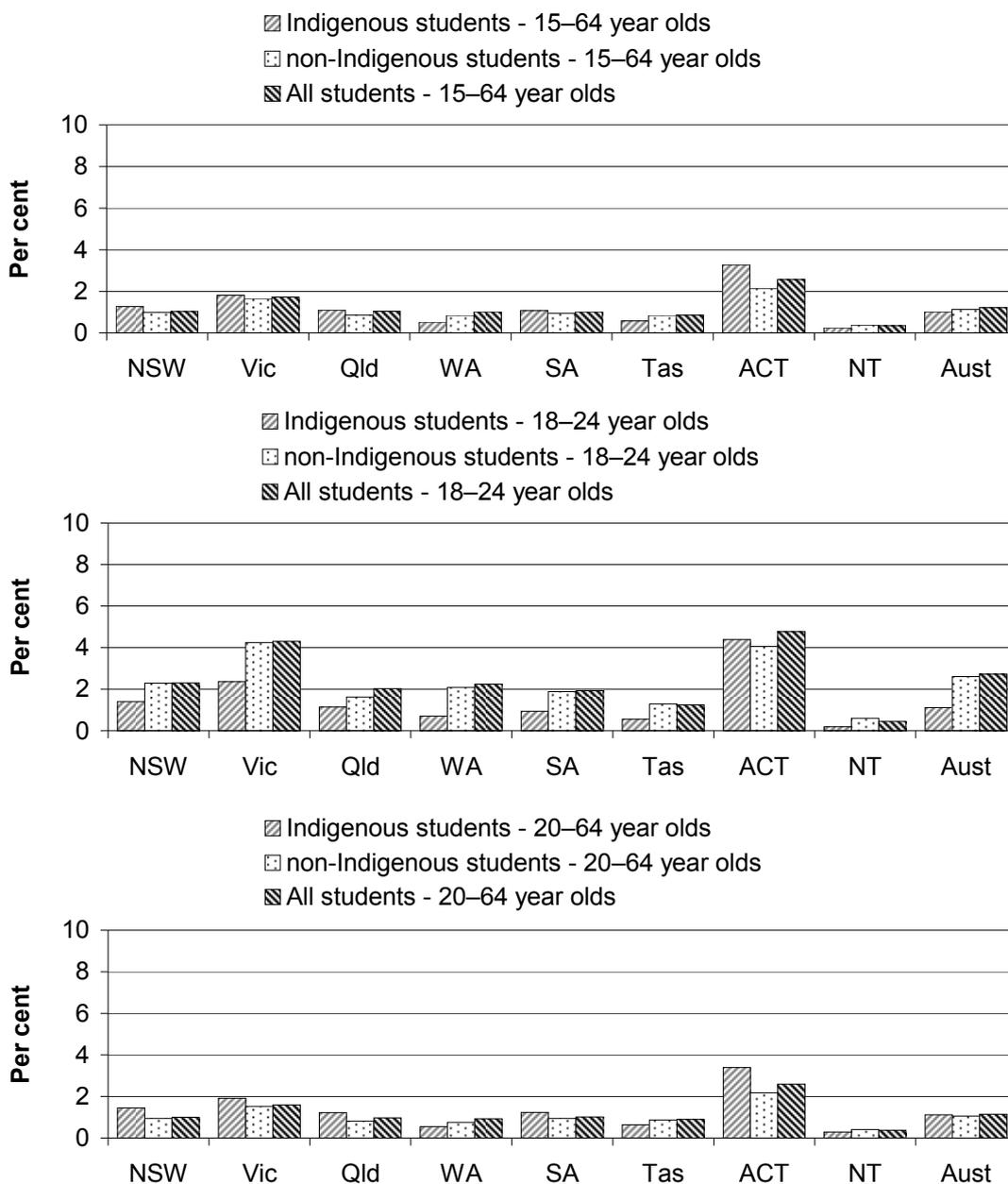
Source: NCVET (unpublished) National VET provider collection; ABS (2010) *Population by Age and Sex, Australian States and Territories*, Cat. no. 3201.0; ABS (2009) *Experimental Estimates and Projections, Aboriginal and Torres Strait Islanders*, Cat. no. 3238.0; table 5A.17.

In 2010, approximately 184 000 people aged 15–64 years participated in a government funded VET program at the diploma level or above, representing 1.2 per cent of the population aged 15–64 years (figure 5.12 and table 5A.18). This compares with 1.0 per cent of the Indigenous population and 1.1 per cent of the non-Indigenous population aged 15–64 years (figure 5.12).

Nationally in 2010, 2.7 per cent of all people aged 18–24 years participated in government funded VET at the diploma level or above, compared with 1.1 per cent of the Indigenous population and 2.6 per cent of the non-Indigenous population aged 18–24 years. Nationally, 1.2 per cent of all people aged 20–64 years participated, compared with 1.1 per cent of the Indigenous population and 1.1 per cent of the non-Indigenous population aged 20–64 years (figure 5.12).

Additional data for participation in a government funded VET program at the certificate III level or above are provided in table 5A.16 for all VET students aged 15–19 years, 20–24 years, 25–64 years and 15–24 years.

Figure 5.12 VET participation rate in diploma and above, by target age group and Indigenous status, 2010^{a, b, c, d, e}



^a Data are for government funded VET students. ^b Data are for the highest level qualification attempted by a student in a reporting year. ^c Course levels classified as diploma and above are included in the group of courses classified as certificate III and above. ^d The Indigenous students participation rate is the number of Indigenous students as a percentage of the estimates of the Indigenous population. The all students participation rate is the number of students as a percentage of the estimated total population. ^e Indigenous students are defined as those who self-identify on enrolment forms that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question on the enrolment form (see table 5A.18). Care needs to be taken in comparing participation data due to the high non-response rates in some jurisdictions.

Source: NCVET (unpublished) National VET provider collection; ABS (2010) *Population by Age and Sex, Australian States and Territories*, Cat. no. 3201.0; ABS (2009) *Experimental Estimates and Projections, Aboriginal and Torres Strait Islanders*, Cat. no. 3238.0; table 5A.18.

Efficiency

A proxy indicator of efficiency is the level of government inputs per unit of output (unit cost). The indicators of unit cost reported are ‘Recurrent expenditure per annual hour’ and ‘Recurrent expenditure per load pass’. The Steering Committee has addressed four areas that could improve the comparability of efficiency indicators: superannuation; depreciation; user cost of capital; and payroll tax (see chapter 2) across jurisdictions. In VET, the user cost of capital is not included in estimates of recurrent expenditure, although it is reported separately in the measures ‘user cost of capital per annual hour’ (box 5.9) and, ‘user cost of capital per load pass’ (box 5.10). To promote accuracy and comparability of reported efficiency measures some adjustments are made to improve the data (box 5.6).

Box 5.6 Comparability of cost estimates

Government recurrent expenditure is calculated using data prepared by states and territories under the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS) for VET financial data. These data are prepared annually on an accrual basis and are audited. Supplementary information is also provided by DEEWR.

The method for calculating government recurrent expenditure for VET was changed commencing with the 2011 Report, and includes Commonwealth and State recurrent funding, Commonwealth specific purpose funding and State specific purpose funding. This includes activity funded under the NASWD. The definition of government recurrent expenditure has been broadened since the 2010 Report, which included only funding under Commonwealth and State recurrent funding under the CSASAW (replaced by the NASWD on 1 January 2009). Government recurrent expenditure is calculated by adding the following AVETMISS financial statements revenue items for the government recurrent payments received by states and territories: Commonwealth National Agreement revenue, State recurrent revenue, Commonwealth Administered Programs revenue and revenue for VET expenses and liabilities of State/Territory training departments undertaken by another department or agency but required to be reported in the financial accounts of the training department. VET in schools revenue can no longer be separated from the other specific purpose program payments made by the Australian Government to the states and territories. Hence, the government recurrent expenditure figures presented in this Report include payments received by states and territories for VET in schools programs. Historical government expenditure has been recalculated to reflect this revised approach, and is not comparable with expenditure included in earlier editions of the Report.

(Continued on next page)

Box 5.6 (Continued)

The reported government recurrent expenditure excludes capital expenditure, and the user cost of capital (which is the opportunity cost of funds tied up in the capital used to deliver services, calculated as 8 per cent of the total value of the physical non-current assets) is reported separately. The method for calculating user cost of capital is unchanged from the earlier editions of the Report (referred to as 'cost of capital' in this chapter prior to the 2011 Report).

To promote comparability of the financial data between states and territories, as well as comparability between the financial and activity data, expenditure is adjusted by course mix weights where used for calculating unit costs (that is, efficiency indicators per government funded annual hour) to recognise the different proportions of relatively more expensive and less expensive training programs that occur in jurisdictions. New course mix weights were developed and applied to 2008, 2009 and 2010 data in this Report. As course mix weights cannot be back cast, there is a break in the time series and applicable unit costs for 2008, 2009 and 2010 are not comparable with those for earlier years. The indicators affected by this are: 'Government expenditure per annual hour', and 'User cost of capital per annual hour'.

Expenditure data for years prior to 2010 are adjusted to real dollars (2010 dollars) using the gross domestic product (GDP) chain price index (table 5A.97).

Annual hours are adjusted for invalid enrolment rates based on formal advice of the NCVET auditors. Invalid enrolments are those student enrolments reported in the national collection as participating in a module or unit of competency but for which the auditors could find no confirmed evidence that the student had participated in that enrolment within the collection period.

In 2007, Victoria adopted standard nominal hour values for common units of competency as the basis of calculating total annual hours of delivery, thereby achieving consistency with all other states and territories. To enable comparison over time, standard nominal hour values have been used to revise the time series back to 2003, except for Victoria, where data prior to 2007 cannot be rebased from scheduled hours to standard nominal hours.

Prior to the 2009 Report, annual hours were not calculated on an enrolment activity end date reporting, and recognition of prior learning (RPL) was discounted on an agreed formula. As a result, care should be taken in making comparisons between reports.

Government recurrent expenditure per annual hour and per load pass

‘Government recurrent expenditure per annual hour’ is an indicator of governments’ objective to provide VET services in an efficient manner. Recurrent cost per annual hour of training measures the average cost of producing a training output of the VET system (a unit cost) (box 5.7).

Box 5.7 Government recurrent expenditure per annual hour

‘Government recurrent expenditure per annual hour’ is defined as government recurrent expenditure (as defined in box 5.6) divided by government funded annual hours.

Low or decreasing unit costs can indicate efficient delivery of VET services.

Government recurrent expenditure per annual hour needs to be interpreted carefully because low or decreasing unit costs do not necessarily reflect a lessening of quality. The factors that have the greatest impact on efficiency include:

- training related factors, such as class sizes, teaching salaries, teaching hours per full time equivalent staff member and differences in the length of training programs
- differences across jurisdictions, including socio-demographic composition, administrative scale, and dispersion and scale of service delivery
- VET policies and practices, including the level of fees and charges paid by students.

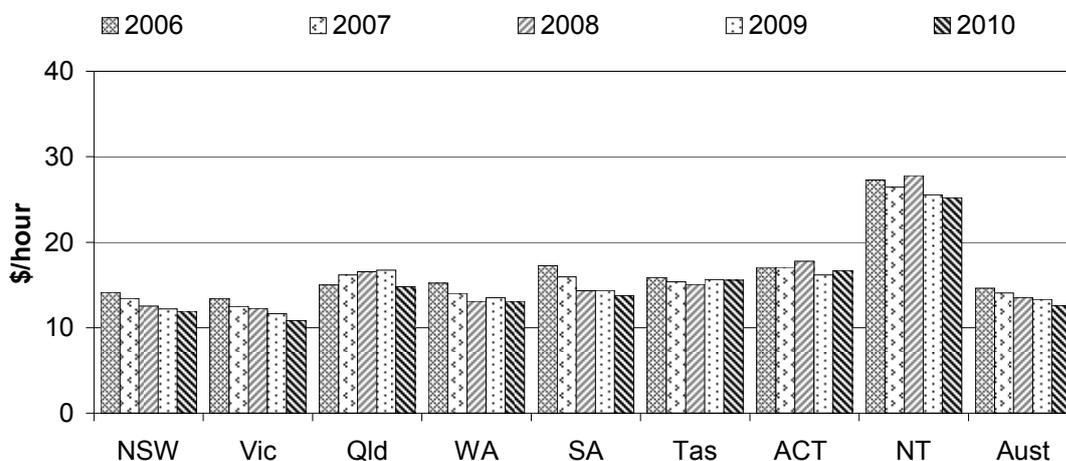
Expenditure is adjusted for course mix differences across jurisdictions. Due to the adoption of a revised method for calculating course mix weights for 2008, 2009 and 2010, data for those years are not comparable with earlier data in this Report (more information is provided in box 5.6). The reported government recurrent expenditure excludes capital expenditure, and the user cost of capital is reported separately.

Data reported for this indicator are comparable.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2012.

Government real recurrent expenditure per annual hour of government funded VET programs in 2010 was \$12.61 nationally, a decrease from \$13.33 in 2009 (figure 5.13).

Figure 5.13 Government real recurrent expenditure per annual hour (2010 dollars)^{a, b, c, d}



^a Expenditure per annual hour is weighted to recognise the different proportions of relatively more expensive and less expensive training programs that occur in jurisdictions. A new set of course mix weights have been used for 2008, 2009 and 2010. As course mix weights cannot be back cast, there is a break in the time series and data for 2008, 2009 and 2010 are not comparable with those for earlier years. ^b The ACT sector is exempt from payroll tax in the ACT. A payroll tax estimate based on the ACT payroll tax rate has been included in the expenditure data for the ACT. ^c Data for Australia exclude the ACT payroll tax estimate. ^d Historical data have been adjusted to 2010 dollars using the GDP chain price index (table 5A.97).

Source: NCVET (unpublished) National financial and VET provider collections; table 5A.19.

‘Government recurrent expenditure per load pass’ is an indicator of governments’ objective to provide VET services in an efficient manner. It is the cost to government of each successfully completed VET module or unit of competency (that is, the cost per successfully achieved output) (box 5.8).

Box 5.8 Government recurrent expenditure per load pass

'Government recurrent expenditure per load pass' is defined as government recurrent expenditure (as defined in box 5.6) divided by hours of government funded load pass. Load pass is based on assessable enrolments of modules and units of competency achieved/passed and RPL, and does not include non-assessable enrolments.

Low or decreasing unit costs can indicate efficient delivery of VET services per successfully completed load pass hour.

The factors that have the greatest impact on efficiency include:

- training related factors, such as class sizes, teaching salaries, teaching hours per full time equivalent staff member, and differences in the length of training programs
- differences across jurisdictions, including socio-demographic composition, administrative scale, and dispersion and scale of service delivery
- VET policies and practices, including the level of fees and charges paid by students.

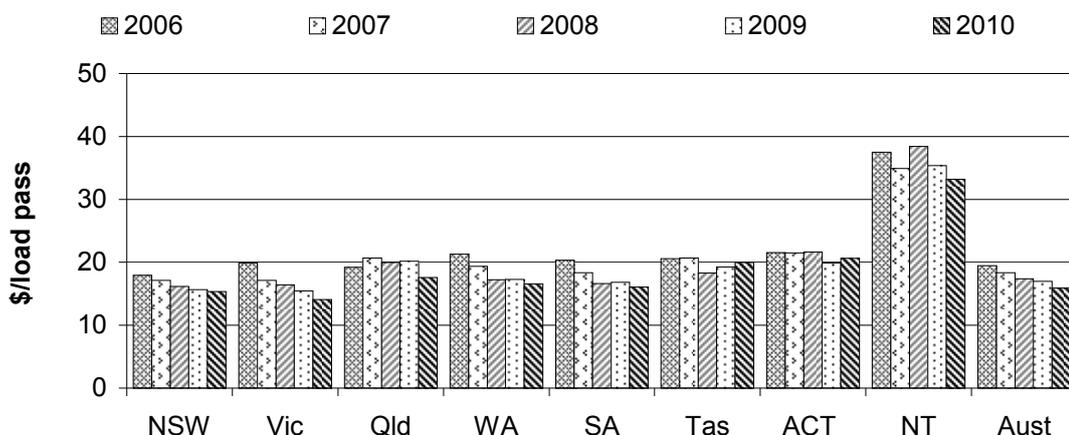
The reported government recurrent expenditure excludes capital expenditure, and the user cost of capital is reported separately.

Data reported for this indicator are comparable.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2012.

Government real recurrent expenditure per load pass hour of government funded VET programs in 2010 was \$15.90 nationally, a decrease from \$16.96 in 2009 and an decrease from \$20.84 in 2002 (figure 5.14 and table 5A.20).

Figure 5.14 Government real recurrent expenditure per hour of load pass (2010 dollars)^{a, b, c}



^a The ACT does not levy payroll tax on its VET employees. A payroll tax estimate based on the ACT payroll tax rate has been included in the expenditure data for the ACT. ^b Data for Australia exclude the ACT payroll tax estimate. ^c Historical data have been adjusted to 2010 dollars using the GDP chain price index (table A.97).

Source: NCVET (unpublished) National financial and VET provider collections; table 5A.20.

User cost of capital per annual hour and per load pass

‘User cost of capital per annual hour’ is an indicator of governments’ objective to provide VET services in an efficient manner. The user cost of capital is included in estimates of the cost of government services because it reflects the opportunity cost of government assets. Not reporting the user cost of capital underestimates the cost to government of service provision (box 5.9).

Box 5.9 User cost of capital per annual hour

‘User cost of capital per annual hour’ is defined as the user cost of capital (adjusted for course mix weight) divided by government funded annual hours. User cost of capital is 8 per cent of the value of total physical non-current assets. Annual hours are the total hours of delivery based on the standard nominal hour value for each subject undertaken. These represent the hours of supervised training under a traditional delivery strategy.

Low or decreasing total costs per annual hour can reflect higher efficiency in the delivery of VET services.

User cost of capital per annual hour needs to be interpreted carefully because low unit costs may not necessarily reflect a lessening of quality. Differences in some input costs (for example, land values) can affect reported costs across jurisdictions without necessarily reflecting the efficiency of service delivery. The user cost of capital for land is presented separately from the cost of other assets, to allow users assessing the results to consider any differences in land values across jurisdictions. The Steering Committee has adopted a nominal user cost of capital rate of 8 per cent, although the actual rate may vary across jurisdictions. The basis for the 8 per cent capital charge is discussed in chapter 2.

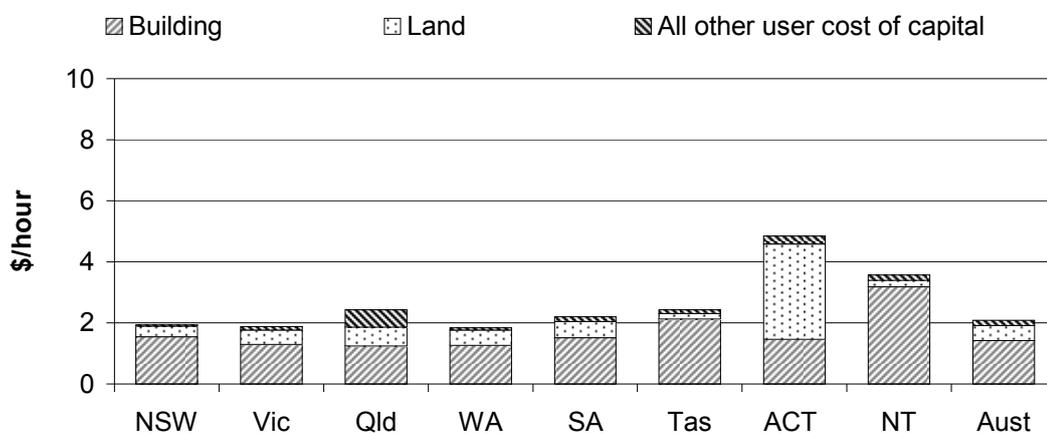
Due to the adoption of a revised method for calculating course mix weights for 2008, 2009 and 2010, data for those years are not comparable with earlier data in this Report (more information is provided in box 5.6).

Data reported for this indicator are comparable.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2012.

Nationally, the user cost of capital per annual hour in 2010 was \$2.08. The largest components of user cost of capital per annual hour were building costs (\$1.42) followed by land costs (\$0.49) (figure 5.15).

Figure 5.15 **User cost of capital per annual hour, 2010^a**



^a 'All other user cost of capital' includes plant, equipment, motor vehicles and other capital. See table 5A.21 for further information.

Source: NCVET (unpublished) National financial and VET provider collections; table 5A.21.

Table 5A.22 provides additional information on the total cost to government of funding VET per annual hour (includes both the user cost of capital and recurrent costs).

'User cost of capital per load pass' is an indicator of governments' objective to provide VET services in an efficient manner. The user cost of capital is included in estimates of the cost of government services because it reflects the opportunity cost of government assets. Not reporting the user cost of capital underestimates the cost to government of service provision (box 5.10).

Box 5.10 User cost of capital per load pass

'User cost of capital per load pass' is defined as the user cost of capital divided by hours of government funded load pass. User cost of capital is 8 per cent of the value of total physical non-current assets. Load pass is based on assessable enrolments of modules and units of competency achieved/passed and RPL, and does not include non-assessable enrolments.

Low or decreasing total costs per load pass hour can reflect higher efficiency in the delivery of VET services.

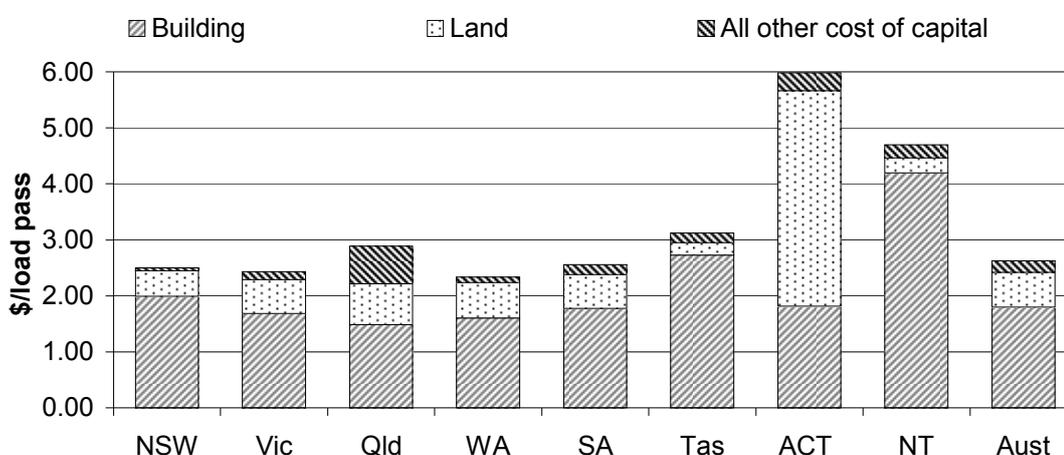
User cost of capital per load pass needs to be interpreted carefully because differences in some input costs (for example, land values) could affect reported costs across jurisdictions without necessarily reflecting the efficiency of service delivery. The user cost of capital for land is presented separately from the cost of other assets, to allow users assessing the results to consider any differences in land values across jurisdictions. The Steering Committee has adopted a nominal user cost of capital rate of 8 per cent, although the actual rate may vary across jurisdictions. The basis for the 8 per cent capital charge is discussed in chapter 2.

Data reported for this indicator are comparable.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2012.

In 2010, the user cost of capital per load pass hour was \$2.63 nationally. The largest components were building (\$1.80) and land (\$0.62) costs (figure 5.16).

Figure 5.16 User cost of capital per hour of load pass, 2010^{a, b}



^a Load pass is based on assessable enrolments of modules and units of competency achieved/passed and RPL. It does not include non-assessable enrolments. ^b 'All other user cost of capital' includes plant, equipment, motor vehicles and other capital.

Source: NCVET (unpublished) National financial and VET provider collections; table 5A.24.

Table 5A.23 provides additional information on the total cost to government of funding VET per load pass hour (includes both the user cost of capital and recurrent costs).

Outcomes

Outcomes are the impact of services on the status of an individual or group (while outputs are the services delivered) (see chapter 1, section 1.5). The objectives for VET services are to achieve a range of outcomes for students and employers (box 5.3). A range of indicators relating to student and employer outcomes have been identified.

Student outcomes

The annual *Student Outcomes Survey* conducted by the NCVET identifies training outcomes for students who graduated with a qualification from a course (graduates) and students who successfully completed some training below the level of full qualification and who were no longer engaged in training when the survey was undertaken (module completers). The students must have been undertaking activity within the VET system in Australia in the previous year (box 5.11).

Box 5.11 Student Outcomes Survey

The data collected about graduates and module completers describes their general characteristics, fields of study, employment outcomes, occupations, industries of employment, satisfaction with their course of study, and further study outcomes.

The survey collects the opinions of a sample of VET students, so the results are estimates of the opinions of the total VET student population. The sample is randomly selected and stratified for graduates and module completers by TAFE institute, field of study, sex and age. Responses are weighted to population benchmarks to minimise non-response bias.

The precision of survey estimates depends on the sample size and the distribution of sample responses. Consequently, jurisdictional comparisons need to be made with care. To assist with making comparisons across jurisdictions, error bars representing the 95 per cent confidence intervals associated with each point estimate are presented in the survey figures. These confidence intervals can be used to indicate whether there are likely to be statistically significant differences across jurisdictions. When comparing the estimates, if the confidence intervals for the jurisdictions do not overlap, then the estimates are statistically significantly different (at the 95 per cent confidence level). Confidence intervals are also included in the associated attachment tables.

The Student Outcomes Survey yields data on all VET providers, capturing government funded students (TAFE, private and community education providers) as well as those training on a fee-for-service basis (TAFE and some private and community education providers). The discussion of student outcomes in the chapter focuses on government funded VET graduates, that is, students who undertook government funded VET activity.

Additional data relating to all VET providers (all reported VET graduates) are in the attachment tables. Comparisons between outcomes for government funded VET graduates and those for all reported VET graduates must take into account the demographic characteristics of students as well as the level of qualifications offered across training provider types.

Care needs to be taken when comparing student outcomes across states and territories, because each jurisdiction has different economic, demographic and social profiles that are likely to have an effect on a range of training related outcomes. In particular, economic parameters beyond the control of the VET system may affect employment outcomes for graduates (see appendix A).

Student employment and further study outcomes

‘Student employment and further study outcomes’ is an indicator of governments’ objective for the VET system to meet individual students’ objectives. It reports on the benefits students gained from the VET system. These benefits include employment, improved employment circumstances, a pathway for further study/training, and personal development (box 5.12).

Box 5.12 Student employment and further study outcomes

‘Student employment and further study outcomes’ is defined by four measures:

- the proportion of graduates who were employed and/or continued on to further study after completing their course, reported by VET target groups
- the proportion of graduates employed after completing their course who were unemployed before the course
- the proportion of graduates who improved their employment circumstances after completing their course, reported by VET target groups. The definition of ‘improved employment circumstances’ is at least one of:
 - employment status changing from not employed before training (both unemployed and not in the labour force) to employed either full-time or part-time after training
 - employed at a higher skill level after training
 - received a job-related benefit after completing their training, including set up or expanded their own business, got a promotion, increased earnings, or other job-related benefits
- the proportion of graduates who undertook their course for employment-related reasons and were employed after completing their course, who reported at least one job-related benefit from completing the course.

Data are provided for VET target groups (students with disability, students speaking a language other than English at home, students from remote and very remote areas and Indigenous students).

Holding other factors constant, high or increasing proportions indicate positive employment or further study outcomes after training. The proportion of students who improved their employment outcomes or were engaged in further study can overlap, since students may realise the two outcomes simultaneously.

Comparison of labour market outcomes must also account for the general economic conditions in each jurisdiction (see appendix A).

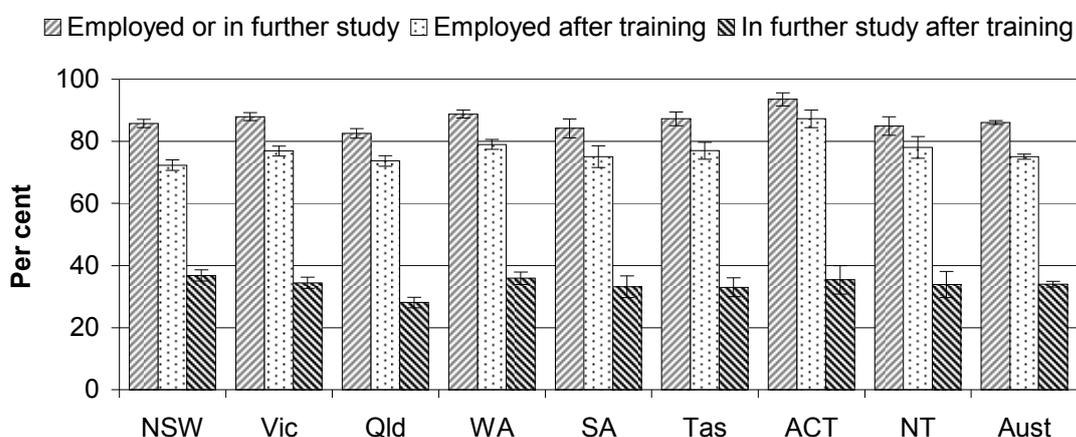
Data reported for this indicator are comparable.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2012.

Student employment and further study outcomes —the proportion of graduates who were employed and/or continued on to further study after completing their course

Nationally, 86.1 per cent of government funded VET graduates surveyed indicated that they were either in employment and/or pursuing further study after completing a VET course in 2010 — compared with 87.3 per cent in 2006. Of all government funded VET graduates in 2010, 75.1 per cent said they were in employment while 34.0 per cent continued on to further study (figure 5.17 and table 5A.25).

Figure 5.17 Proportion of government funded VET graduates in employment and/or who continued on to further study in 2010 after completing a course in 2009^{a, b}



^a Graduates employed after training and graduates in further study after training are subsets of graduates who are employed or in further study. Graduates can be both employed and in further study. ^b The error bars in the figure represent the 95 per cent confidence interval associated with each point estimate.

Source: NCVET (unpublished) *Student Outcomes Survey*; table 5A.25.

Nationally, 78.5 per cent of Indigenous government funded VET graduates in 2010 indicated that they were employed and/or in further study after completing a course — compared with 77.6 per cent in 2006. Of Indigenous government funded VET graduates in 2010, 64.7 per cent indicated that they were employed after completing a course (compared with 75.1 per cent of all government funded VET graduates) and 35.1 per cent continued on to further study (compared with 34.0 per cent of all government funded VET graduates) (figure 5.18 and table 5A.26).

Figure 5.18 Proportion of Indigenous government funded VET graduates in employment and/or who continued on to further study in 2010 after completing a course in 2009^{a, b}



^a Graduates employed and graduates in further study are subsets of graduates who are employed or in further study. Graduates can be both employed and in further study. ^b The data for SA and the ACT 'In further study' has a relative standard errors greater than 25 per cent and needs to be used with caution. The error bars in the figure represent the 95 per cent confidence interval associated with each point estimate.

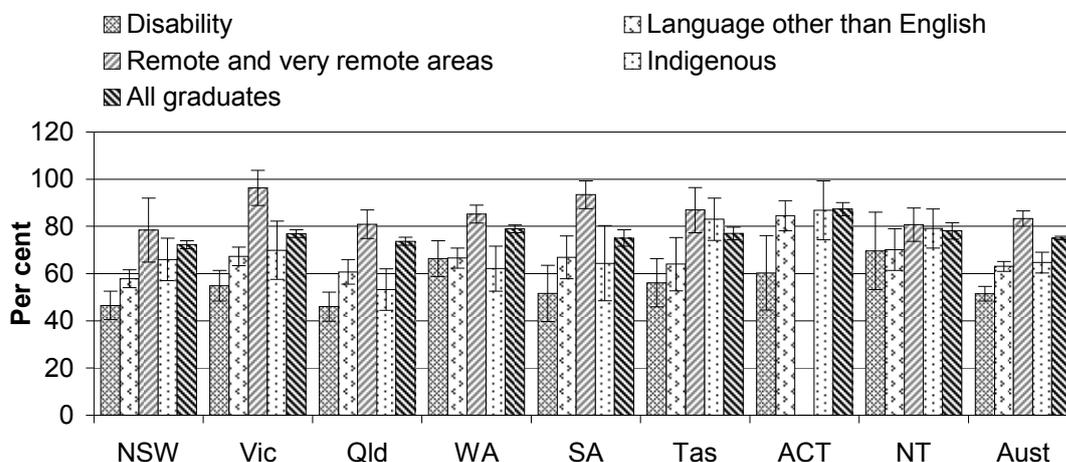
Source: NCVET (unpublished) *Student Outcomes Survey*; table 5A.26.

The proportion of graduates by target groups who were in employment after completing their course (figure 5.19) or continued onto further study (figure 5.20) can also indicate the equity of outcomes for these groups.

Nationally, 51.5 per cent of government funded VET graduates with disability, 63.1 per cent of graduates who spoke a language other than English at home, 83.3 per cent of graduates from remote and very remote areas and 64.7 per cent of Indigenous graduates, were employed in 2010 after completing a course in 2008. In comparison, 75.1 per cent of all government funded VET graduates were employed (figure 5.19).

Further information for non-Indigenous graduates, female graduates and graduates by geolocation are reported in tables 5A.27–31.

Figure 5.19 Proportion of government funded VET graduates in employment after completing a course, by target group, 2010^{a, b, c}

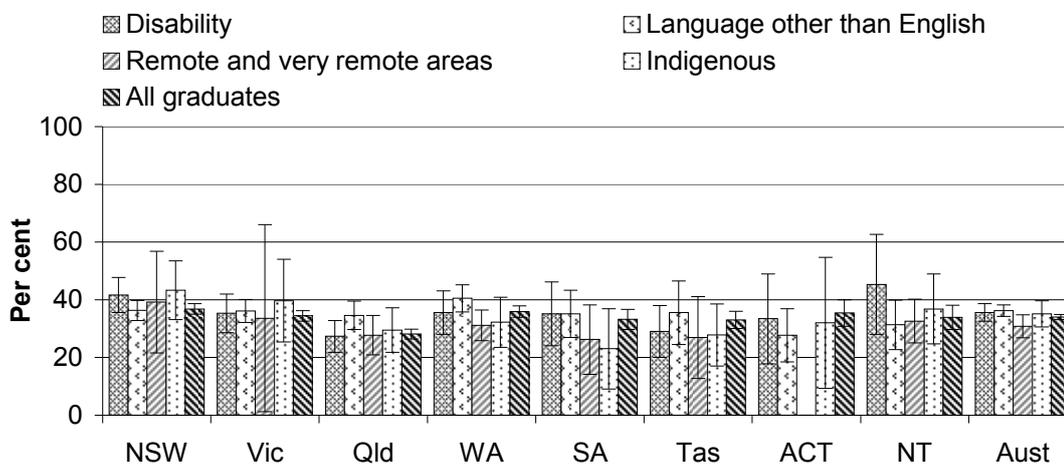


^a Students reported as having disability are defined as those who self-identify that they have disability, and impairment or a long-term condition. Disabilities include hearing/deaf, physical, intellectual, learning, mental illness, acquired brain impairment, vision, medical condition and other unspecified disabilities. ^b The error bars in the figure represent the 95 per cent confidence interval associated with each point estimate. ^c There are no very remote areas in Victoria and no remote or very remote areas in the ACT. The remote data for Victoria are for students from remote areas throughout Australia studying in Victoria (there are no remote data for the ACT).

Source: NCVET (unpublished) *Student Outcomes Survey*; tables 5A.25–26 and 5A.32–34.

Nationally, 35.6 per cent of government funded VET graduates with disability, 36.2 per cent of graduates who spoke a language other than English at home, 30.8 per cent of graduates from remote and very remote areas and 35.1 per cent of Indigenous graduates, continued on to further study after completing a course in 2009. In comparison, 34.0 per cent of all government funded VET graduates continued on to further study (figure 5.20).

Figure 5.20 Proportion of government funded VET graduates who continued on to further study after completing a course, by target group, 2010^{a, b, c}

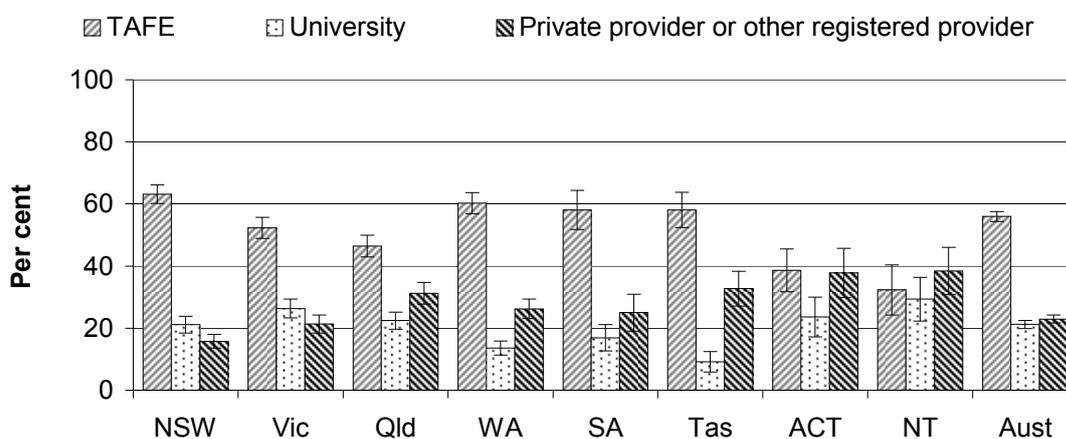


^a Students reported as having disability are defined as those who self-identify that they have disability, and impairment or a long-term condition. Disabilities include hearing/deaf, physical, intellectual, learning, mental illness, acquired brain impairment, vision, medical condition and other unspecified disabilities. ^b The error bars in the figure represent the 95 per cent confidence interval associated with each point estimate. The data for graduates from remote and very remote areas in Victoria and Tasmania, and Indigenous graduates in SA and the ACT have relative standard errors greater than 25 per cent and need to be used with caution. ^c There are no very remote areas in Victoria and no remote or very remote areas in the ACT. The remote and very remote data for Victoria are for students from remote and very remote areas throughout Australia studying in Victoria (there are no remote and very remote data for the ACT).

Source: NCVET (unpublished) *Student Outcomes Survey*; tables 5A.25–26 and 5A.32–34

Of those government funded VET graduates who continued on to further study, 56.0 per cent pursued their further study within the TAFE system, while 21.2 per cent went on to further study at universities and 22.9 per cent went on to further study at private providers or other registered providers (figure 5.21).

Figure 5.21 Proportion of government funded VET graduates who continued on to further study after completing a course, by type of continuing institution, 2010^a

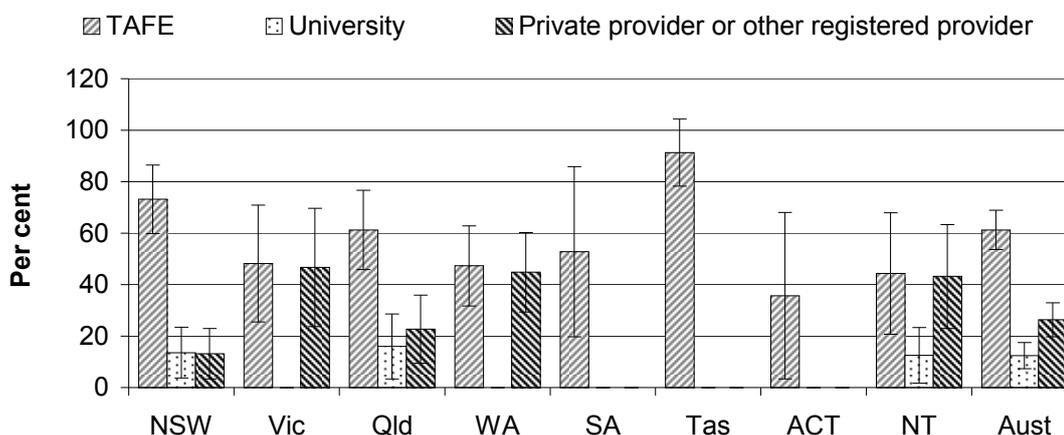


^a The error bars in the figure represent the 95 per cent confidence interval associated with each point estimate.

Source: NCVET (unpublished) *Student Outcomes Survey*; table 5A.25.

Of those Indigenous government funded VET graduates who went on to further study, 61.3 per cent continued on to further study within the TAFE system (compared with 56.0 per cent for all government funded VET graduates), while 12.4 per cent went to university (compared with 21.2 per cent for all government funded VET graduates) and 26.3 per cent went on to further study at private providers or other registered providers (compared with 22.9 per cent for all government funded VET graduates) (figure 5.22 and table 5A.25).

Figure 5.22 Proportion of Indigenous government funded VET graduates who continued on to further study after completing a course, by type of continuing institution, 2010^{a, b}



^a The data for graduates who continued at TAFE for SA, the ACT and the NT, at University data for NSW, Queensland and the NT, and data for graduates at private provider or other registered provider for Victoria and Queensland have relative standard errors greater than 25 per cent and should be used with caution. Some data for Victoria, WA, SA, Tasmania and the ACT are not published due to 5 or fewer responses. ^b The error bars in the figure represent the 95 per cent confidence interval associated with each point estimate.

Source: NCVET (unpublished) *Student Outcomes Survey*; tables 5A.26.

Student employment and further study outcomes — the proportion of graduates employed after completing their course who were unemployed before the course

Nationally, of the government funded VET graduates surveyed in 2010 who were unemployed before the course, 46.2 per cent indicated they were employed after the course, 44.7 per cent were unemployed and 8.9 per cent were not in the labour force (figure 5.23).

Figure 5.23 Labour force status after the course of government funded VET graduates who were unemployed before the course, 2010^a



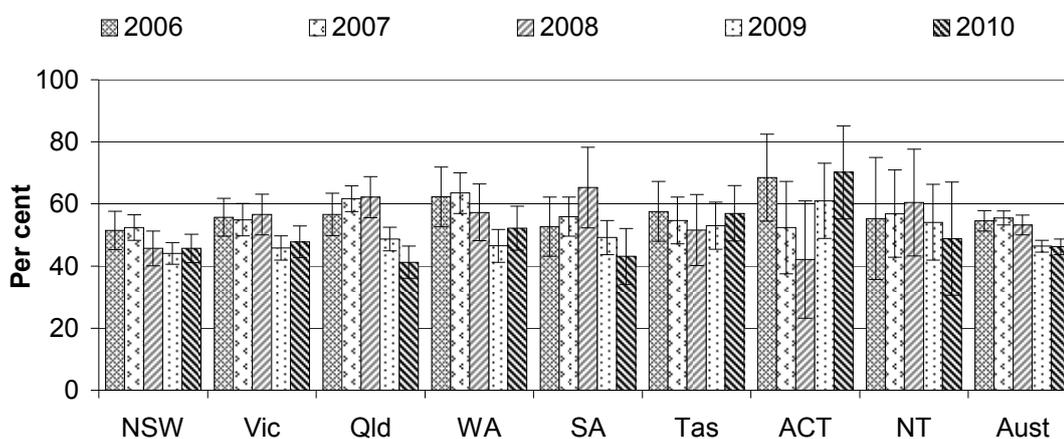
NFI = No further information

^a The 95 per cent confidence intervals for the percentage estimates are reported in table 5A.35. Not in the labour force estimates for SA, Tasmania and the ACT, and the unemployed estimate for the ACT have relative standard errors greater than 25 per cent and need to be used with caution. The not in the labour force estimate for the NT are not published due to 5 or fewer responses.

Source: NCVET (unpublished) *Student Outcomes Survey*; table 5A.35.

Between 2006 and 2010, the proportion of all government funded VET graduates who were unemployed before the course and who became employed after the course decreased by 8.4 percentage points to 46.2 per cent (figure 5.24). This compares with a decrease of 9.5 percentage points over the same period for Indigenous government funded VET graduates to 35.4 per cent (table 5A.36).

Figure 5.24 **Proportion of government funded VET graduates who were unemployed prior to commencing a course and were employed after completing a course^a**



^a The error bars in the figure represent the 95 per cent confidence interval associated with each point estimate.

Source: NCVET (unpublished) *Student Outcomes Survey*; table 5A.35.

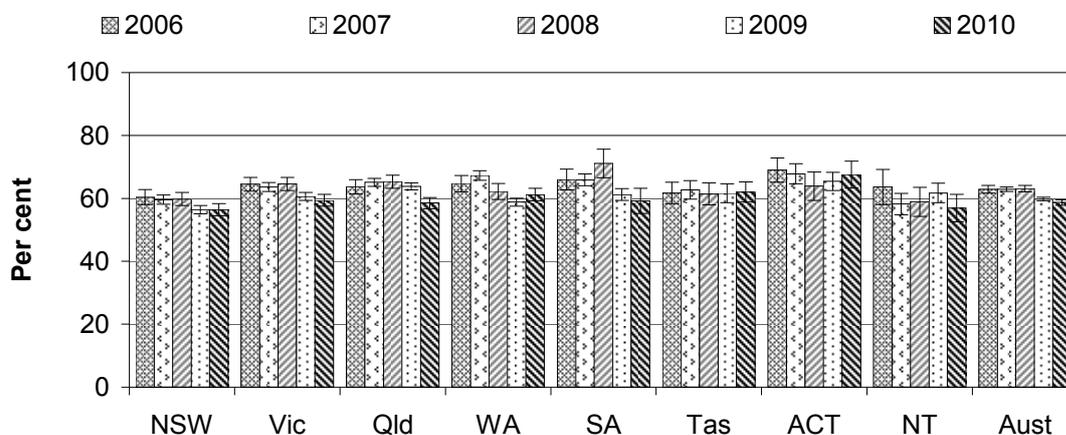
Tables 5A.38-41 provide additional background information on the proportion of graduates employed, unemployed, and not in the labour force before their course, by their employment status after completing their course (government funded and total reported VET graduates, by Indigenous status and socio-economic status).

Additional information is provided in attachment 5A.37 on the labour force status after the course, of graduates who were employed prior to the course.

Student employment and further study outcomes — the proportion of graduates who improved their employment circumstances after completing their course

Nationally, 58.7 per cent of all government funded VET graduates in 2010 indicated they had improved their employment circumstances after completing their course, a decrease of 5.5 percentage points from 2005 (figure 5.25 and table 5A.45).

Figure 5.25 Proportion of government funded VET graduates who improved their employment circumstances after training^a



^a The error bars in the figure represent the 95 per cent confidence interval associated with each point estimate.

Source: NCVET (unpublished) *Student Outcomes Survey*; table 5A.45.

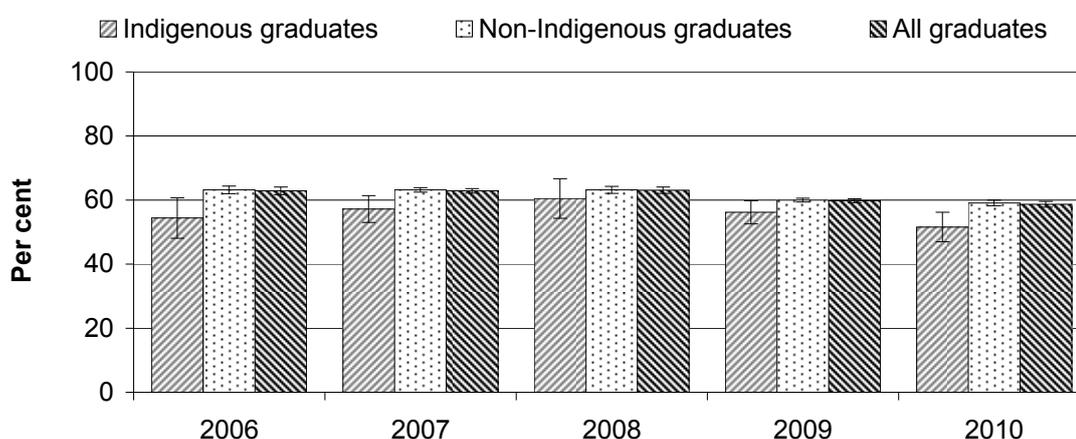
Government funded VET graduates nationally in 2010 indicated that:

- the employment status of 12.9 per cent changed from not employed before training to employed after training
- 12.8 per cent were employed at a higher skill level after training
- 54.2 per cent received a job-related benefit after completing their training (table 5A.50).

Table 5A.46 includes national data for female graduates, graduates who speak a language other than English at home, graduates with disability, and graduates from remote and very remote areas. Of these groups, government funded VET graduates who reported disability were the least likely to indicate that they had improved employment circumstances in 2010 (39.7 per cent).

Nationally, 51.6 per cent of all Indigenous government funded VET graduates in 2010 indicated they had improved their employment circumstances after completing their course – a decrease of 5.7 percentage points from 2005 (table 5A.47) – compared with 59.1 per cent of non-Indigenous government funded VET graduates and 58.7 per cent of all government funded VET graduates in 2010 (figure 5.26).

Figure 5.26 Proportion of government funded VET graduates who improved their employment circumstances after training, by Indigenous status^a



^a The error bars in the figure represent the 95 per cent confidence interval associated with each point estimate.

Source: NCVET (unpublished) *Student Outcomes Survey*; table 5A.45; tables 5A.47-48.

Indigenous government funded VET graduates nationally in 2010 indicated that:

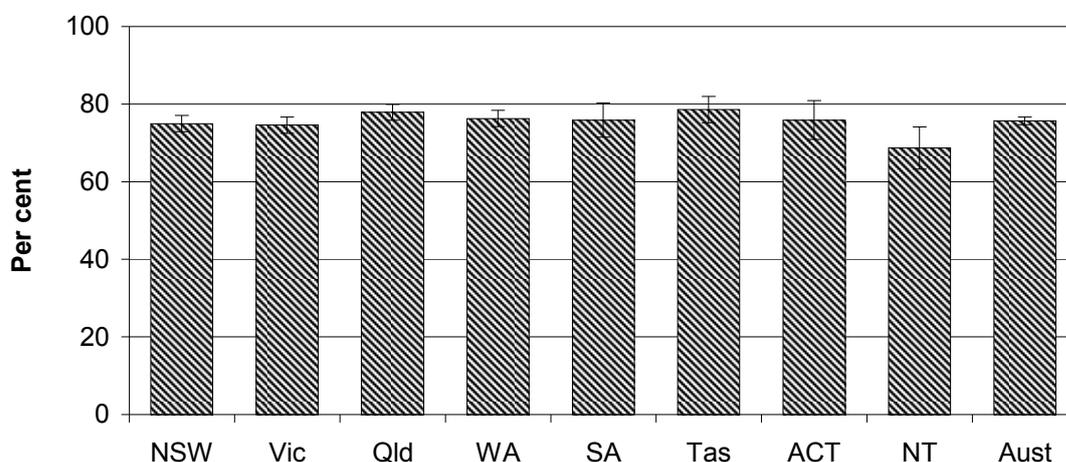
- the employment status of 14.8 per cent changed from not employed before training to employed after training
- 10.1 per cent were employed at a higher skill level after training
- 47.1 per cent received a job-related benefit after completing their training (table 5A.50).

Tables 5A.49–52 provide information on the percentage of graduates who improved their employment circumstances after completing their training (government funded and total reported VET graduates, by Indigenous status and socio-economic status).

Student employment and further study outcomes — the proportion of graduates who undertook their course for employment-related reasons and were employed after completing their course, who reported at least one job-related benefit from completing the course

Nationally in 2010, of all government funded VET graduates who were employed after their training and undertook their course for employment related reasons, 75.7 per cent indicated they had gained at least one job-related benefit from completing the course (figure 5.27). This compares with 73.6 per cent for Indigenous government funded VET graduates (table 5A.44).

Figure 5.27 Proportion of government funded VET graduates who undertook their course for employment-related reasons and who received at least one job-related benefit from completing the course, 2010^a



^a The error bars in the figure represent the 95 per cent confidence interval associated with each point estimate.

Source: NCVET (unpublished) *Student Outcomes Survey*; table 5A.43.

Individual graduates could receive more than one benefit. The benefits reported by graduates included that they had:

- obtained a job (33.5 per cent)
- achieved an increase in earnings (29.3 per cent)
- achieved a promotion or an increased status at work (30.4 per cent)
- a change of job or new job (18.2 per cent)
- gained the ability to start their own business (8.4 per cent) (table 5A.43).

Attachment table 5A.42 provides information on the reported relevance to the main job, for those graduates who were employed after completing their course and undertook their course for employment related reasons.

Further information on VET employment outcomes is available from the *Down the Track* survey of long term VET outcomes for 15–24 year olds, which is referred to in the 2006 Report (SCRGSP 2006, box 4.13) and is available in *Down the track: TAFE outcomes for young people two years on* (NCVER 2006).

Student achievement in VET

‘Student achievement in VET’ is an indicator of governments’ objective for students to achieve success in VET (box 5.13).

Box 5.13 Student achievement in VET

‘Student achievement in VET’ is defined by two measures:

- ‘Load pass rate’ is the ratio of hours attributed to students who gained competencies/passed assessment in an assessable module or unit of competency to all hours of students who were assessed and either passed, failed or withdrew. The calculation is based on the annual hours for each assessable module or unit of competency and includes competencies achieved/units passed through RPL.
- ‘Number of students who commenced and completed’ is defined as the number of VET students in a given year who commenced a course and eventually completed their course, expressed as a proportion of all course commencing enrolments in that year.

Data are provided for VET target groups (students with disability, students speaking a language other than English at home, students from remote and very remote areas and Indigenous students). Achievement by VET target groups can also indicate the equity of outcomes for these groups.

Load pass rate is a measure of students’ success, which has an impact on a student’s attainment of skills. High or increasing load pass rates and number of students who commenced and completed indicate that student achievement is high or improving, which is desirable. The rates for target groups, relative to those for the general student population, indicate whether students from target groups are as successful as other students.

Care needs to be taken in comparing data across jurisdictions because average module durations vary across jurisdictions.

Reporting on the number of students who commenced and completed, expressed as a proportion of all course commencing enrolments in that year is dependent on the capacity to track individual students over more than one calendar year. Data were not available for the 2012 Report.

Data reported for this indicator are comparable.

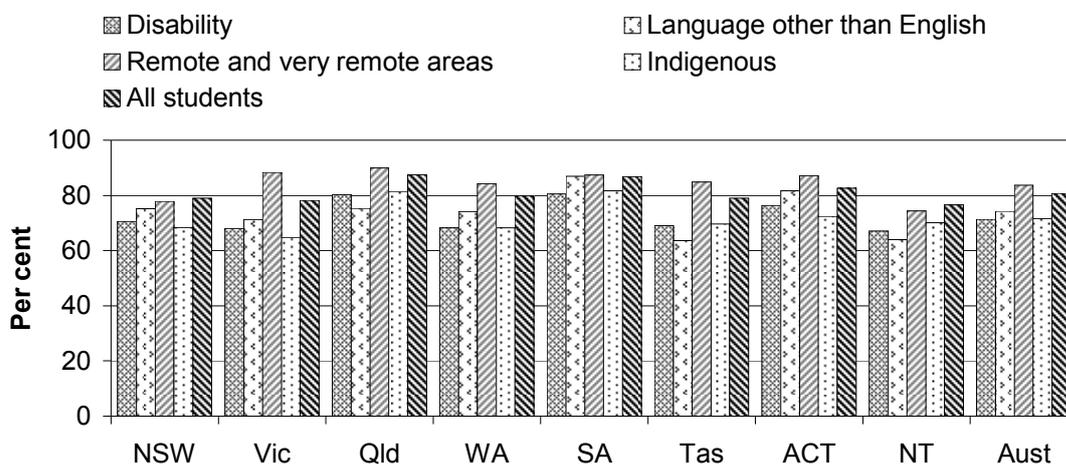
Data quality information for ‘load pass rate’ is at www.pc.gov.au/gsp/reports/rogs/2012.

Student achievement in VET — Load pass rate

In 2010, the load pass rate for all government funded students was 80.7 per cent, similar to load pass rates for students from remote and very remote areas (83.7 per cent). The load pass rates for Indigenous students (71.6 per cent), students with

disability (71.4 per cent) and students speaking a language other than English at home (74.2 per cent) were lower than for all students (figure 5.28).

Figure 5.28 Load pass rates, by target groups, 2010^{a, b, c, d}



^a Data are for government funded hours. ^b People with disability are defined as those who self-identify on enrolment forms that they have disability, and impairment or a long-term condition. Not all students respond to the relevant question on the enrolment form. ^c Care needs to be taken in comparing load pass rates for students reporting disability, students speaking a language other than English at home and for Indigenous students because the non-identification rates for these groups are high. ^d There are no very remote areas in Victoria and no remote or very remote areas in the ACT. The remote data for Victoria and the ACT are for students from remote areas throughout Australia studying in these jurisdictions.

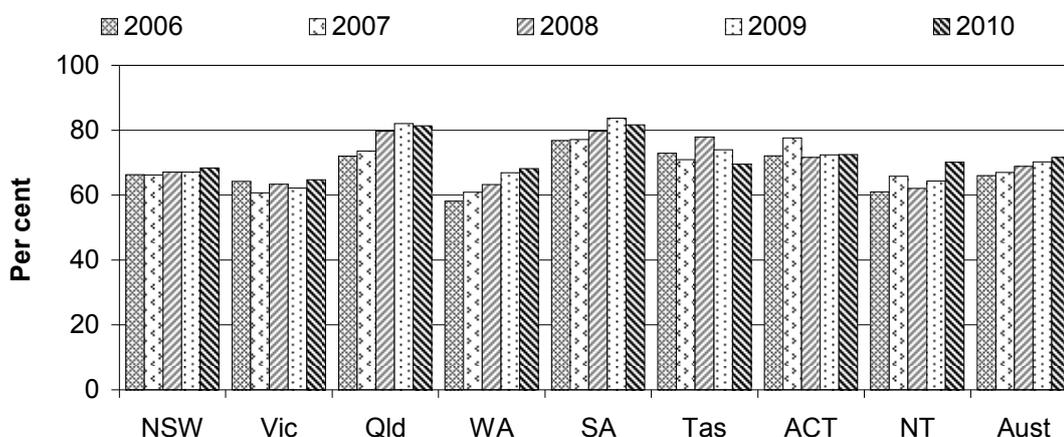
Source: NCVET (unpublished) National VET provider collection; tables 5A.54–57.

Nationally, between 2006 and 2010, load pass rates increased for all students by 2.5 percentage points to 80.7 per cent (table 5A.54) and for:

- students with disability by 1.7 percentage points to 71.4 per cent (table 5A.56)
- students speaking a language other than English at home by 2.1 percentage points to 74.2 per cent (table 5A.57)
- students from remote and very remote areas by 4.2 percentage points to 83.7 per cent (table 5A.55)
- Indigenous students by 5.6 percentage points to 71.6 per cent (figure 5.29).

Load pass rates by sex are also provided in table 5A.53.

Figure 5.29 Load pass rate, Indigenous students^a

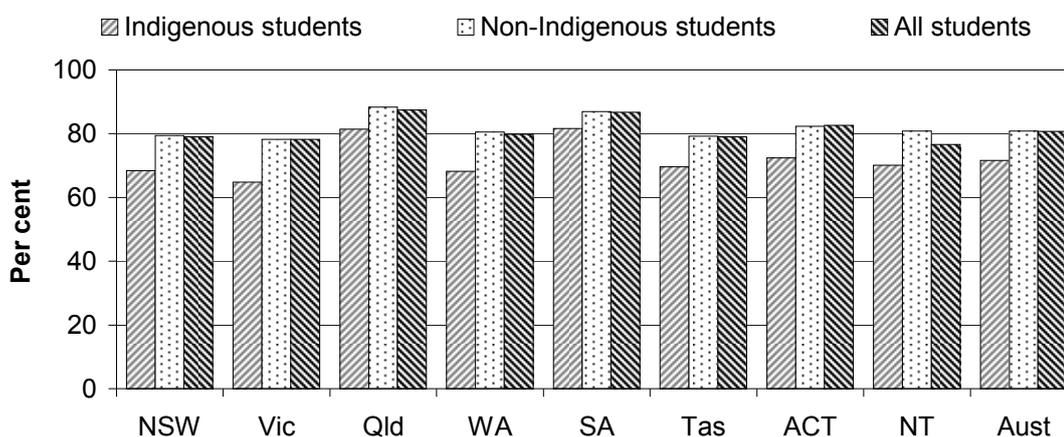


^a Data are for government funded hours. See table 5A.54 for further information.

Source: NCVET (unpublished) National VET provider collection; table 5A.54.

In 2010, the national load pass rate for Indigenous students (71.6 per cent) was lower than the national load pass rate for non-Indigenous students (80.9 per cent) and for all students (80.7 per cent) (figure 5.30).

Figure 5.30 Load pass rate, by Indigenous status 2010^{a, b}



^a Data are for government funded hours. ^b Indigenous students are defined as those who self-identify on enrolment forms that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question on the enrolment form. Care needs to be taken in comparing rates for Indigenous and non-Indigenous students. See table 5A.54 for further information.

Source: NCVET (unpublished) National VET provider collection; table 5A.54.

Load pass rates for Indigenous students increased by 8.1 percentage points nationally between 2002 and 2010, to 71.6 per cent. This compares with an increase

of 3.9 percentage points over the same period for non-Indigenous students (to 80.9 per cent in 2010) and an increase of 4.5 percentage points over the same period for all students (to 80.7 per cent) (table 5A.54).

Student satisfaction with VET

‘Student satisfaction with VET’ is an indicator of governments’ objective of enabling students’ satisfaction with their training program (box 5.14).

Box 5.14 Student satisfaction with VET

‘Student satisfaction with VET’ is defined by two measures:

- ‘proportion of students who achieve their main reason for doing a VET course’ is defined as the proportion of graduates in the Student Outcomes Survey who indicate that they achieved or partly achieved their main reason for doing the course
- ‘proportion of students who were satisfied with the quality of their completed VET course’ is defined as the proportion of graduates in the Student Outcomes Survey who indicate that they were satisfied or very satisfied with their VET training program.

Satisfaction with VET by target groups (students with disability, students speaking a language other than English at home, students from remote and very remote areas and Indigenous students) can also indicate the equity of outcomes for these groups.

A high or increasing percentage of perceived satisfaction is desirable. The proportion of graduates who achieve their training objectives varies according to their objectives (employment related, further study and/or developmental), so it is useful to distinguish amongst types of student objectives.

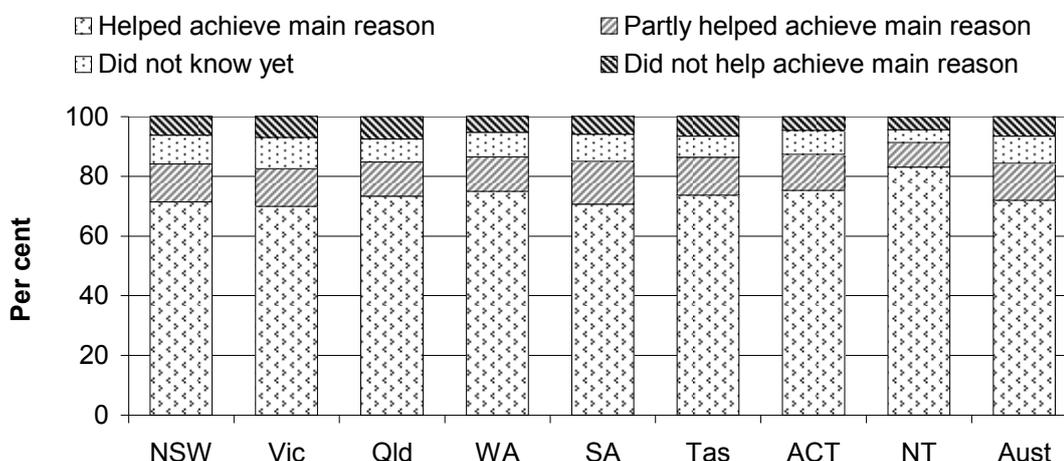
Data reported for this indicator are comparable.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2012.

Student satisfaction with VET — students who achieve their main reason for doing a course

In 2010, 84.4 per cent of government funded VET graduates surveyed nationally indicated that their course helped (72.0 per cent) or partly helped (12.4 per cent) them achieve their main reason for doing the course — compared with 86.1 per cent total reported in 2006. Of those graduates surveyed in 2010, 6.5 per cent indicated their course did not help them achieve the main reason they did the course, compared with 5.4 per cent in 2006 (table 5A.58, figure 5.31).

Figure 5.31 Proportion of government funded VET graduates who achieved their main reason for doing the course, 2010^a

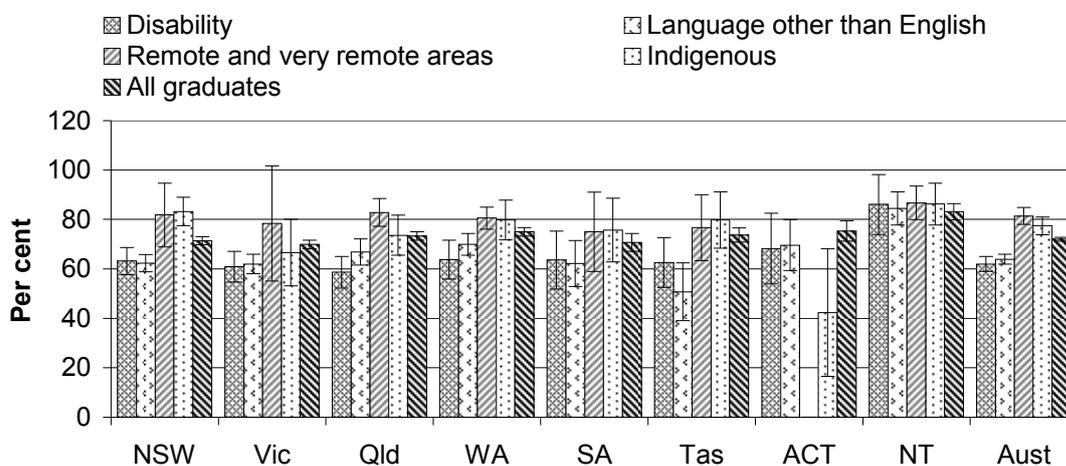


^a The 95 per cent confidence intervals for the percentage estimates are reported in table 5A.58.

Source: NCVET (unpublished) *Student Outcomes Survey*; table 5A.58.

Of all government funded VET graduates surveyed, 72.0 per cent indicated that the course helped them achieve their main reason for doing the course. Nationally in 2010, of the target groups, graduates from remote and very remote areas were the most likely to indicate that the course helped them achieve their main reason for doing the course (81.4 per cent), while graduates reporting disability were the least likely to do so (62.0 per cent) (figure 5.32).

Figure 5.32 Proportion of government funded VET graduates who achieved their main reason for doing the course, by target group, 2010^{a, b, c}



^a Students reported as having disability are defined as those who self-identify that they have disability, and impairment or a long-term condition. Disabilities include hearing/deaf, physical, intellectual, learning, mental illness, acquired brain impairment, vision, medical condition and other unspecified disabilities. ^b There are no very remote areas in Victoria and no remote or very remote areas in the ACT. The remote data for Victoria are for students from remote areas throughout Australia studying in Victoria (there are no remote data for the ACT). ^c The error bars in the figure represent the 95 per cent confidence interval associated with each point estimate.

Source: NCVET (unpublished) *Student Outcomes Survey*; tables 5A.58–59 and 5A.65–67.

Tables 5A.60–64 provide additional information on whether the course helped non-Indigenous graduates, female graduates, graduates from major cities, from inner regional areas and from outer regional areas, achieve their main reason for undertaking training.

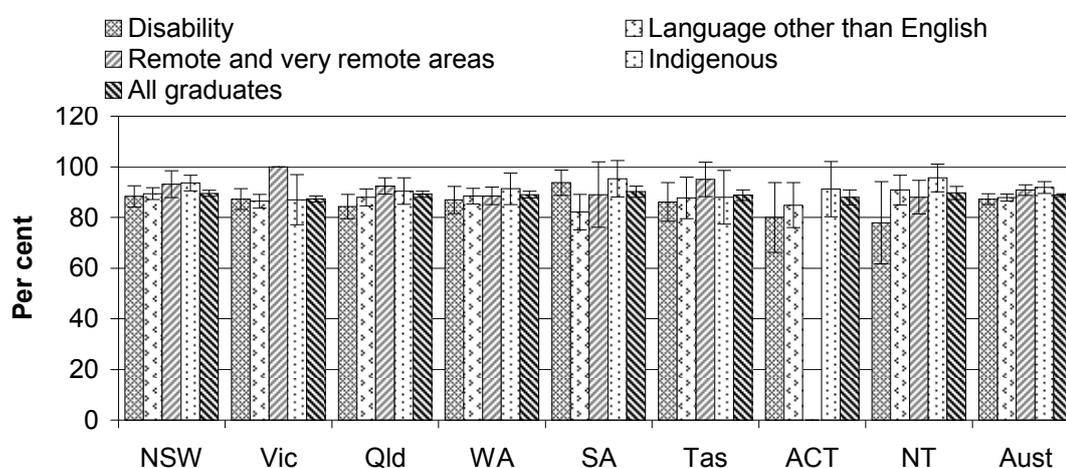
Student satisfaction with VET — students who were satisfied with the quality of their completed training

In 2010, 88.8 per cent of all government funded VET graduates surveyed nationally indicated that they were satisfied with the quality of their completed training, representing an increase of 1.6 percentage points from 2005 (table 5A.68).

The satisfaction levels across target groups in 2010 were as follows:

- graduates with disability (87.2 per cent)
- graduates speaking a language other than English at home (87.8 per cent)
- graduates from remote and very remote areas (90.8 per cent)
- Indigenous graduates (91.8 per cent) (figure 5.33).

Figure 5.33 Proportion of government funded VET graduates who were satisfied with the quality of their completed course, by target group, 2010^{a, b, c, d}

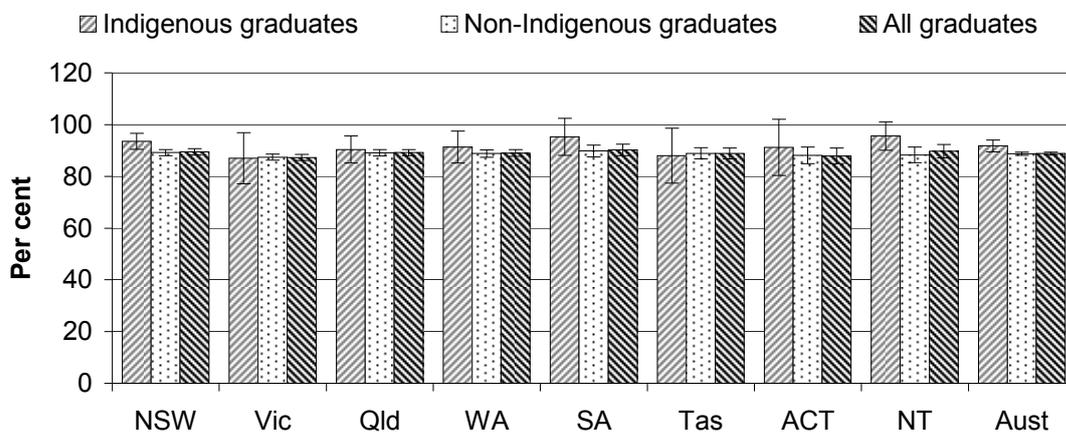


^a Satisfaction with overall quality of training was rated as satisfied or very satisfied (4 or 5 on a 5 point scale). ^b There are no very remote areas in Victoria and no remote or very remote areas in the ACT. The remote data for Victoria are for students from remote areas throughout Australia studying in Victoria (there are no remote data for the ACT). ^c The error bars in the figure represent the 95 per cent confidence interval associated with each point estimate. ^d Students reported as having disability are defined as those who self-identify that they have disability, and impairment or a long-term condition. Disabilities include hearing/deaf, physical, intellectual, learning, mental illness, acquired brain impairment, vision, medical condition and other unspecified disabilities.

Source: NCVET (unpublished) *Student Outcomes Survey*; tables 5A.68–69 and 5A.75–77.

Nationally in 2010, 91.8 per cent of Indigenous graduates indicated that they were satisfied — an increase of 6.4 percentage points from 2005 (table 5A.69) — compared with 88.7 per cent of non-Indigenous graduates and 88.8 per cent of all graduates in 2010 (figure 5.34).

Figure 5.34 Proportion of government funded VET graduates who were satisfied with the quality of their completed course, by Indigenous status, 2010^{a, b}

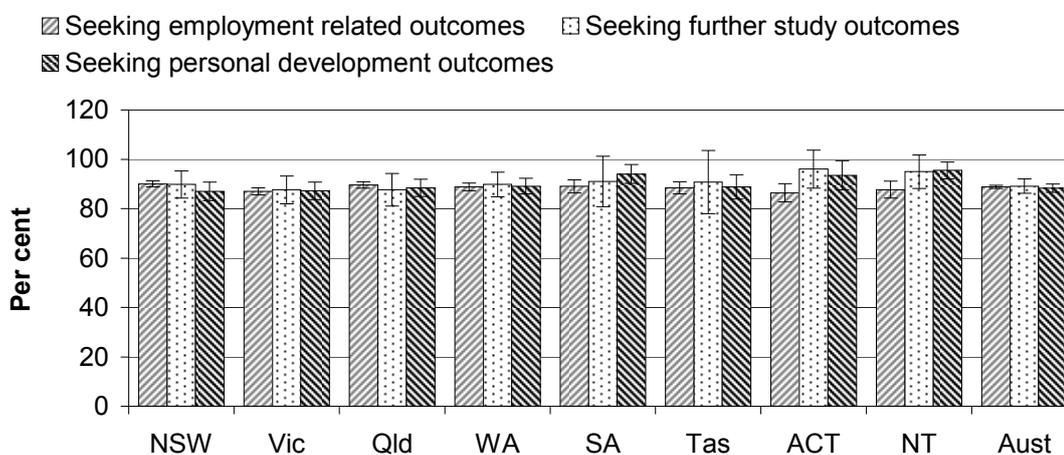


^a Satisfaction with overall quality of training was rated as satisfied or very satisfied (4 or 5 on a 5 point scale).
^b The error bars in the figure represent the 95 per cent confidence interval associated with each point estimate.

Source: NCVET (unpublished) *Student Outcomes Survey*; tables 5A.68–70.

Nationally in 2010, the satisfaction levels across all graduates undertaking training with different objectives were similar — graduates who had been seeking employment related outcomes (88.8 per cent), those seeking further study outcomes (89.1 per cent) and those seeking personal development outcomes (88.3 per cent) (figure 5.35).

Figure 5.35 Proportion of government funded VET graduates who were satisfied with the quality of their completed course, by purpose of study, 2010^{a, b}

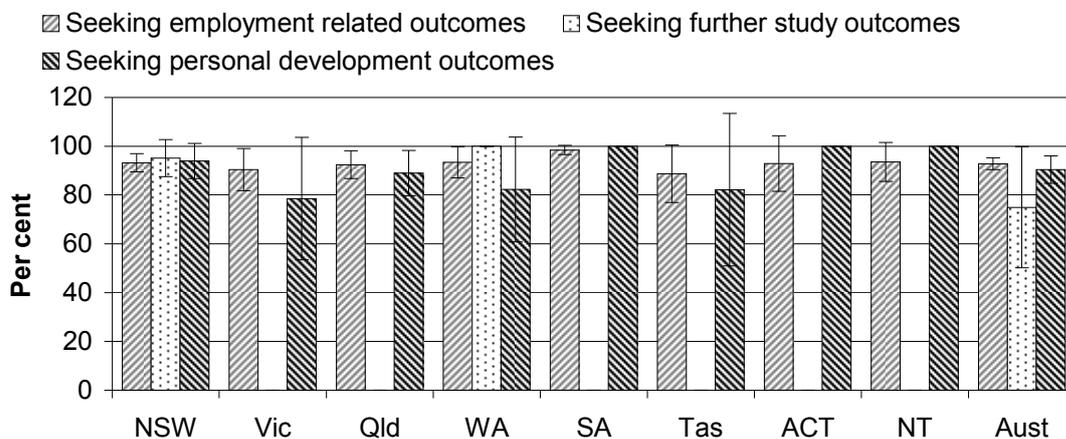


a Satisfaction with overall quality of training was rated as satisfied or very satisfied (4 or 5 on a 5 point scale).
b The error bars in the figure represent the 95 per cent confidence interval associated with each point estimate.

Source: NCVET (unpublished) *Student Outcomes Survey*; table 5A.68.

Nationally in 2010, 92.8 per cent of Indigenous graduates who had been seeking employment related outcomes indicated that they were satisfied, compared with 75.0 per cent of Indigenous graduates seeking further study outcomes and 90.4 per cent of Indigenous graduates seeking personal development outcomes (figure 5.36).

Figure 5.36 Proportion of Indigenous government funded VET graduates who were satisfied with the quality of their completed course, by purpose of study, 2010^{a, b, c, d, e}



^a Satisfaction with overall quality of training was rated as satisfied or very satisfied (4 or 5 on a 5 point scale). ^b Proportions for those seeking further study outcomes are not published for Victoria, Queensland and the NT due to 5 or fewer responses. ^c No data were collected for Tasmania and the ACT for this item (no respondents seeking further study outcomes answered the satisfaction question). ^d All responses for SA for this item were 'neither satisfied nor dissatisfied'. ^e The error bars in the figure represent the 95 per cent confidence interval associated with each point estimate.

Source: NCVET (unpublished) *Student Outcomes Survey*; table 5A.69

A further disaggregation of graduates by target groups and by ARIA geographical classifications, by the purpose of study, can be found in attachment tables 5A.71–77.

Skill profile

'Skill profile' is an indicator of governments' objective to create and maintain a national pool of skilled Australian workers that is sufficient to support internationally competitive commerce and industry. It measures the stock of VET skills held by Australians (box 5.15).

Box 5.15 Skill profile

'Skill profile' is currently unable to be measured, and in the interim 'skill outputs from VET' is reported as a proxy for skill profile. 'Skill outputs from VET' is defined by five measures of students' skill outputs from the VET system in a given year:

- 'Qualifications completed' is defined as the number of qualifications achieved/passed each year by both government funded and non-government funded VET students, where a qualification is a certification to a person on successful completion of a course in recognition of having achieved particular knowledge, skills or competencies.

Data reported for this measure are comparable.

- 'Units of competency completed' is defined as the number of units of competency achieved/passed each year by government funded VET students, where a unit of competency is defined as a component of a competency standard and/or a statement of a key function or role in a particular job or occupation.

Data reported for this measure are not directly comparable.

- 'Modules completed' is defined as the number of modules (outside training packages) achieved/passed each year by government funded VET students, where a module (also called a subject) is a unit of education or training which can be completed on its own or as part of a course. Modules may also result in the attainment of one or more units of competency.

Data reported for this measure are not directly comparable.

- 'Annual change in qualifications completed, units of competency completed and modules completed' is defined as the percentage change of qualifications, units of competency or modules achieved/passed from year to year.

Data reported for this measure are not directly comparable.

- 'Qualification Equivalentents' is defined as the number of training activity (annual hours) associated with successful completions of modules and units of competency by government funded VET students, divided by an agreed value of training activity representing a qualification.

Data reported for this measure are comparable.

Data are provided for VET target groups (residents of remote and very remote areas, people with disability, people speaking a language other than English at home and by Indigenous status). Further details are provided for individual measures in section 5.6.

Holding other factors constant, high or increasing numbers of qualifications completed and units of competency or modules achieved/passed results in an increase in the stock of VET skills.

The latest available data for qualifications completed are for 2009.

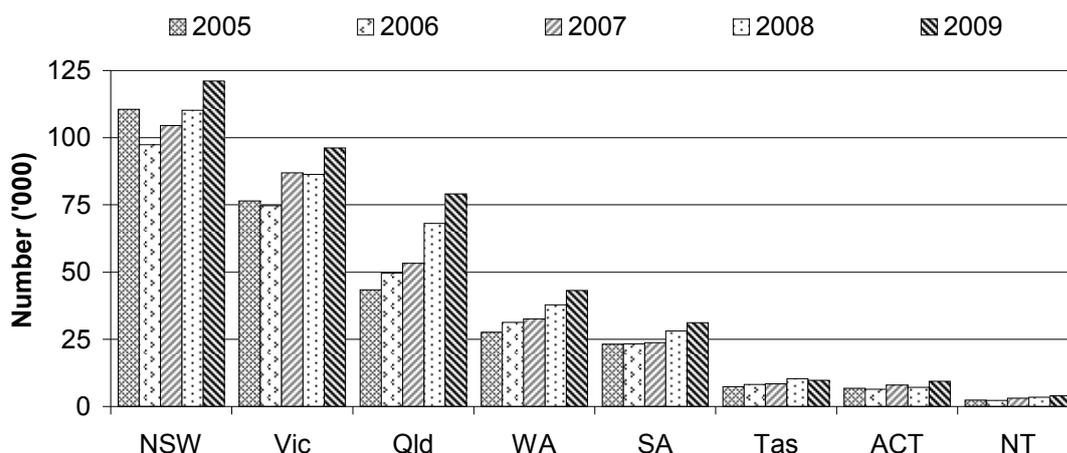
Data quality information for this indicator is under development.

The VET sector is focussed on delivering nationally recognised training through training packages (qualifications and units of competency) and accredited courses (and their associated modules). Most accredited courses and modules have been phased out over several years as more industry training packages are endorsed. However, there are some niche markets where accredited courses will be maintained and new courses developed, for example, English proficiency courses, courses in viticulture and performing arts, dance and professional writing. Typically these are in training areas not covered by the Industry Skills Councils.

Skill outputs from VET — qualifications completed

Nationally, approximately 393 900 VET qualifications were completed in 2009 (table 5A.79). The number of qualifications completed includes both government and non-government funded VET students (figure 5.37).

Figure 5.37 Qualifications completed, all students^{a, b}

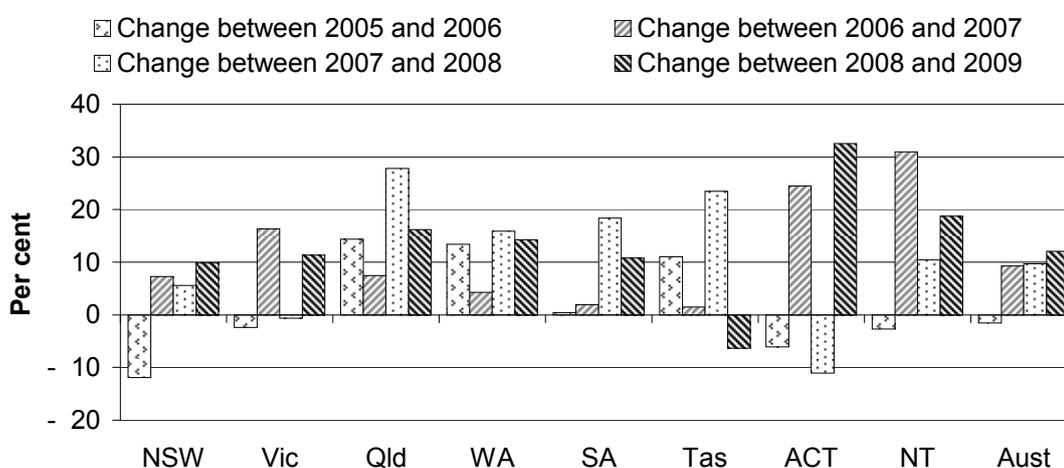


^a Qualifications completed includes courses accredited or approved by a local State/Territory authority, and represents students eligible to be awarded a qualification. ^b The number of qualifications completed includes both government funded and non-government funded VET students.

Source: NCVET (unpublished) National VET provider collection; table 5A.79.

Nationally, the number of qualifications completed increased by 12.0 per cent between 2008 and 2009, and increased by 9.7 per cent between 2007 and 2008 (figure 5.38). Overall, VET qualifications increased by 32.2 per cent between 2005 and 2009 (table 5A.79).

Figure 5.38 **Qualifications completed, by change from previous year, all students^{a, b}**



^a Qualifications completed includes courses accredited or approved by a local State/Territory authority, and represents students eligible to be awarded a qualification. ^b The number of qualifications completed includes both government funded and non-government funded VET students.

Source: NCVET (unpublished) National VET provider collection; table 5A.79.

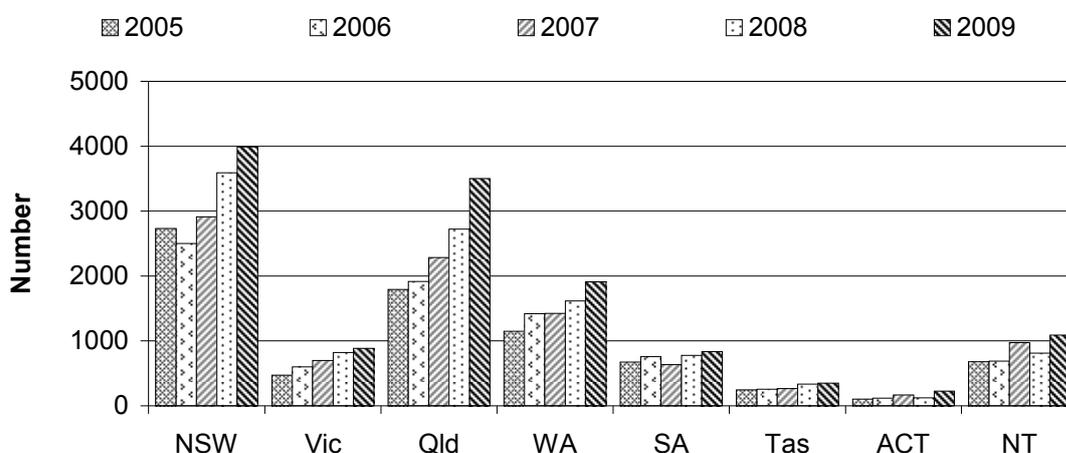
Amongst the VET target groups, between 2005 and 2009 the number of qualifications completed nationally increased by:

- 33.1 per cent for students with disability (table 5A.81)
- 41.7 per cent for students speaking a language other than English at home (table 5A.82)
- 37.3 per cent for students from remote and very remote areas (table 5A.80)
- 62.8 per cent for Indigenous students (table 5A.78).

Additional information is provided in table 5A.79 on the number of VET qualifications completed from 2005 to 2009 by sex.

Nationally, Indigenous students completed 12 786 VET qualifications in 2009, an increase of 18.4 per cent from 10 803 in 2008. Indigenous students accounted for 3.2 per cent of all the qualifications completed in 2009 (table 5A.78). The number of qualifications completed by Indigenous students varied across jurisdictions (figure 5.39).

Figure 5.39 Qualifications completed, Indigenous students^{a, b}



^a Qualifications completed includes courses accredited or approved by a local State or Territory authority, and represents students eligible to be awarded a qualification. ^b The number of qualifications completed includes both government funded and non-government funded VET students.

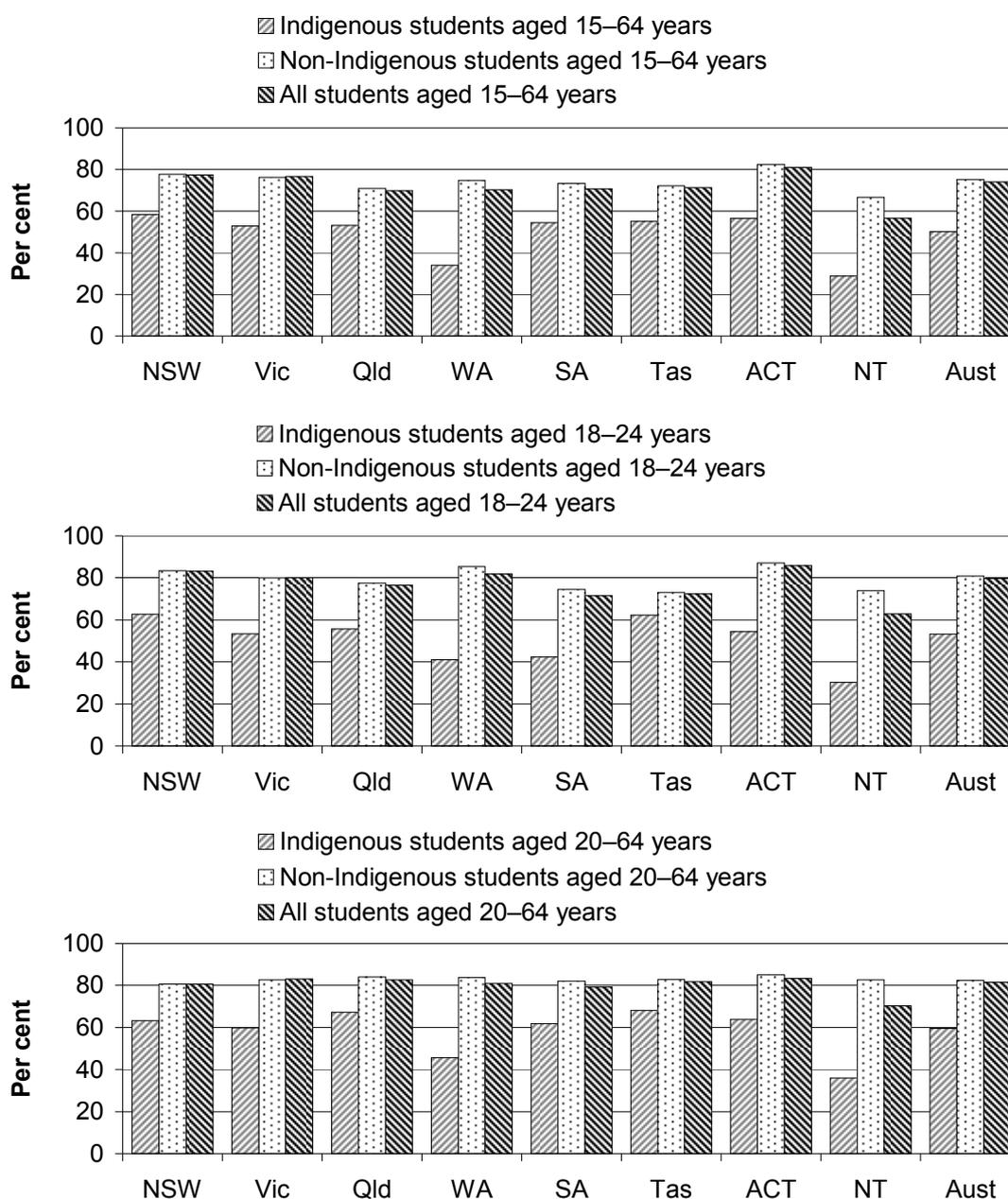
Source: NCVET (unpublished) National VET provider collection; table 5A.78.

Nationally in 2009, 14.0 per cent of qualifications completed by all students were at the diploma or advanced diploma level, 59.8 per cent at certificate level III or IV and 26.2 per cent at certificate level I or II or lower (table 5A.83).

Nationally in 2009:

- 74.1 per cent of qualifications completed by all students aged 15–64 years were at the certificate III level or above, compared with 50.2 per cent of qualifications completed by Indigenous students aged 15–64 years and 75.3 per cent for non-Indigenous students aged 15–64 years
- 79.7 per cent of qualifications completed by all students aged 18–24 years were at the certificate III level or above, compared with 53.2 per cent of qualifications completed by Indigenous students aged 18–24 years and 80.7 per cent for non-Indigenous students aged 18–24 years
- 81.5 per cent of qualifications completed by all students aged 20–64 years were at the certificate III level or above, compared with 59.5 per cent of qualifications completed by Indigenous students aged 20–64 years and 82.3 per cent for non-Indigenous students aged 20–64 years (figure 5.40).

Figure 5.40 Qualifications completed in certificate III and above, by target age group and Indigenous status, 2009^{a, b, c}



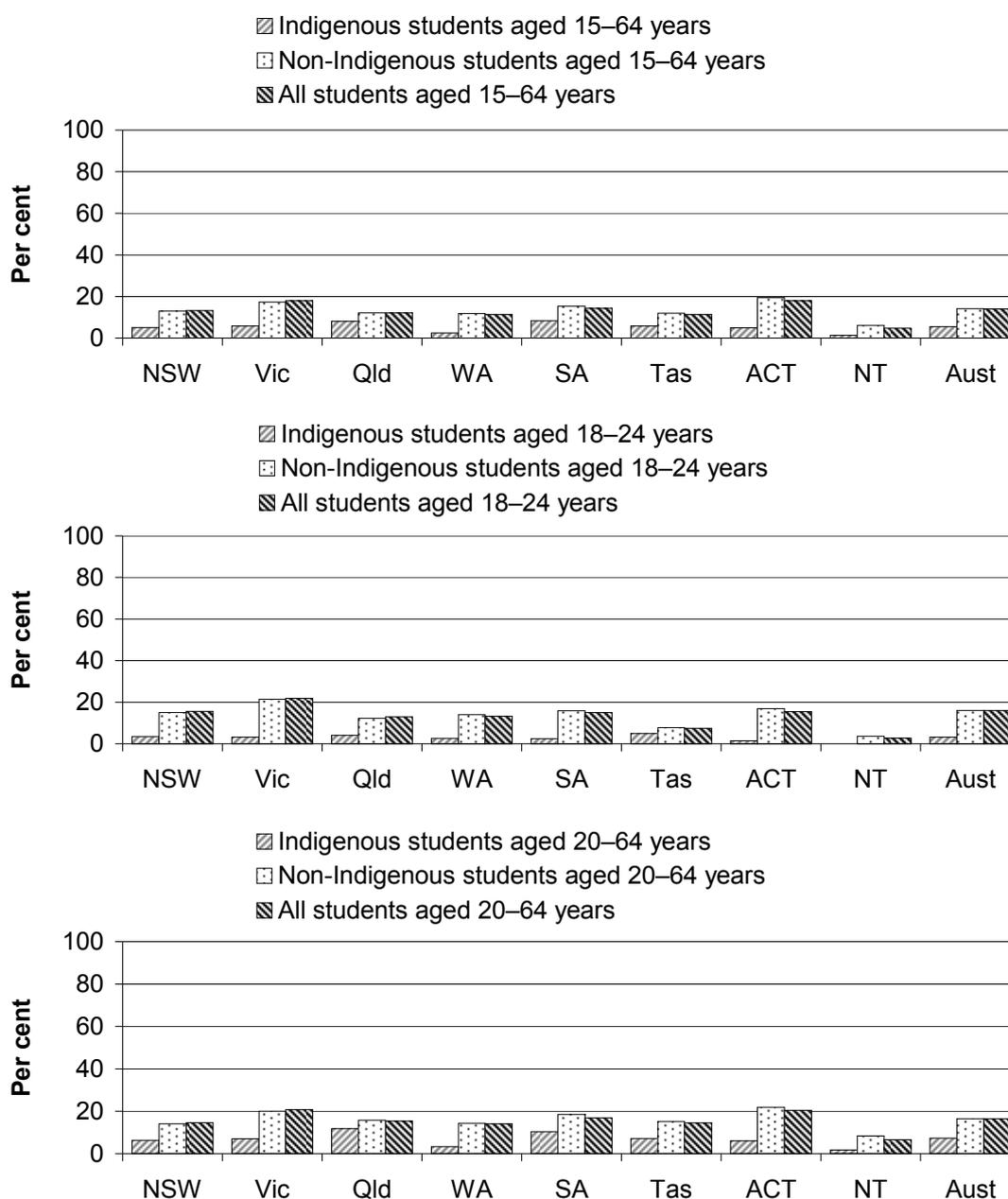
^a Qualifications completed includes courses accredited or approved by a local State or Territory authority and represents students eligible to be awarded a qualification. ^b The number of qualifications completed includes both government funded and non-government funded VET students. ^c Indigenous students are defined as those who self-identify on enrolment forms that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question on the enrolment form (see table 5A.84). Care needs to be taken in comparing qualifications completed due to the high non-response rates in some jurisdictions.

Source: NCVET (unpublished) National VET provider collection; table 5A.84.

Nationally in 2009:

- 14.1 per cent of qualifications completed by all students aged 15–64 years were at diploma level or above, compared with 5.5 per cent of qualifications completed by Indigenous students aged 15–64 years and 14.1 per cent for non-Indigenous students aged 15–64 years
- 16.1 per cent of qualifications completed by all students aged 18–24 years were at diploma level or above, compared with 3.2 per cent of qualifications completed by Indigenous students aged 18–24 years and 16.0 per cent for non-Indigenous students aged 18–24 years
- 16.5 per cent of qualifications completed by all students aged 20–64 years were at diploma level or above, compared with 7.3 per cent of qualifications completed by Indigenous students aged 20–64 years and 16.5 per cent for non-Indigenous students aged 20–64 years (figure 5.41).

Figure 5.41 **Qualifications completed in diploma and above, by target age group and Indigenous status, 2009^{a, b, c, d, e}**



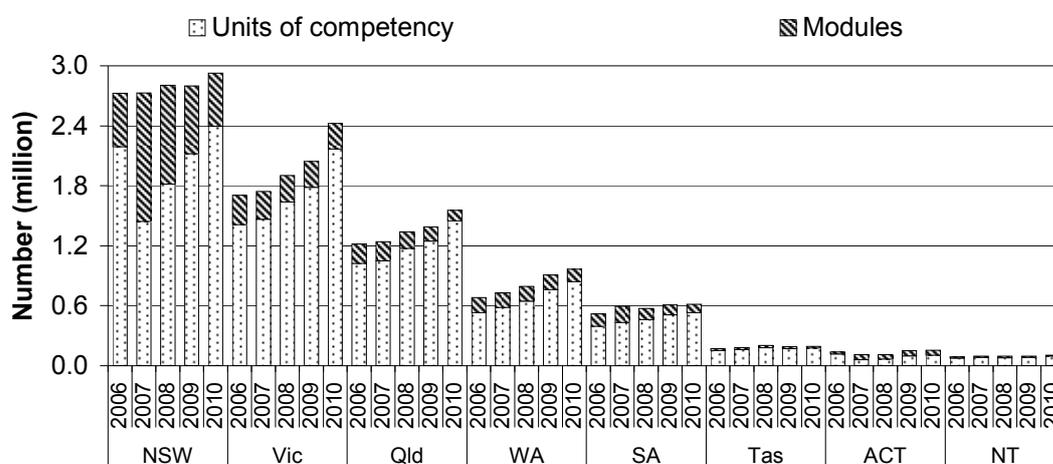
^a Qualifications completed includes courses accredited or approved by a local State or Territory authority and represents students eligible to be awarded a qualification. ^b The number of qualifications completed includes both government funded and non-government funded VET students. ^c Course levels classified as diploma and above are included in the group of courses classified as certificate III and above. ^d Indigenous students are defined as those who self-identify on enrolment forms that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question on the enrolment form (see table 5A.84). Care needs to be taken in comparing qualifications completed due to the high non-response rates in some jurisdictions. ^e No qualifications were recorded as having been completed in diploma and above by Indigenous graduates aged 18-24 years in the NT in 2010.

Source: NCVET (unpublished) National VET provider collection; table 5A.84.

Skill outputs from VET — Units of competency and modules completed

Nationally, all students completed 7.8 million units of competency in 2010, a 31.7 per cent increase from 5.9 million in 2006 (table 5A.86). Nationally, all students completed 1.2 million modules in 2010, a 13.1 per cent decrease from 1.4 million modules in 2006 (table 5A.90). The number of units of competency and number of modules completed varied across jurisdictions (figure 5.42).

Figure 5.42 Units of competency and modules completed, all students^{a, b}

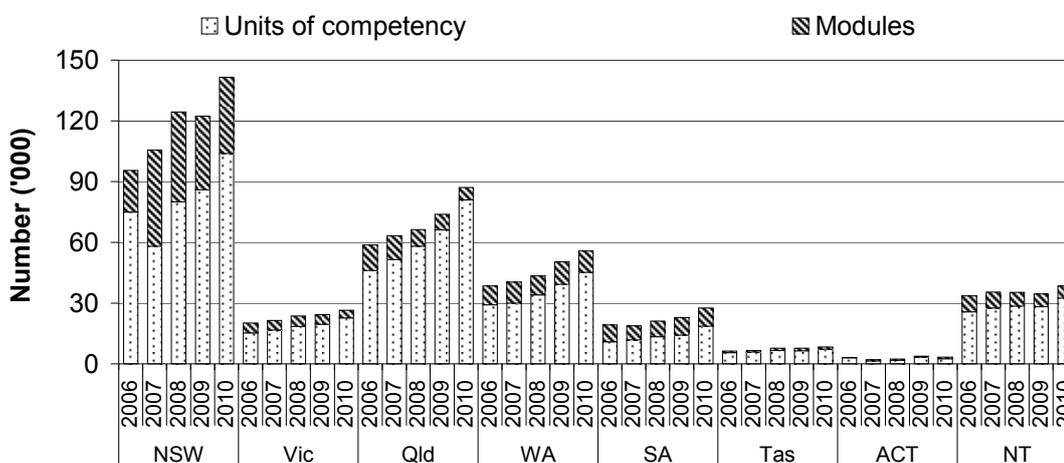


^a Data are for government funded VET students. ^b Due to changes in the AVETMISS and the method of implementation of these changes by some training providers and jurisdictions, a large number of units of competency that NSW and the ACT reported in previous years were not reported in 2007. In addition, a large number of modules that would not have been reported in previous years were reported in 2007 by NSW and the ACT. As a result, reported units of competency significantly decreased and the number of modules significantly increased in 2007 in NSW and the ACT.

Source: NCVET (unpublished) National VET provider collection; tables 5A.86 and 5A.90.

Nationally, Indigenous students completed approximately 313 700 units of competency in 2010, a 48.8 per cent increase from 210 800 units in 2006 (table 5A.94). Nationally, Indigenous students completed 74 900 modules in 2010, a 16.2 per cent increase from 64 400 modules in 2006 (table 5A.94). The number of units of competency and number of modules completed by Indigenous students varied across jurisdictions (figure 5.43).

Figure 5.43 **Units of competency and modules completed, Indigenous students^{a, b}**

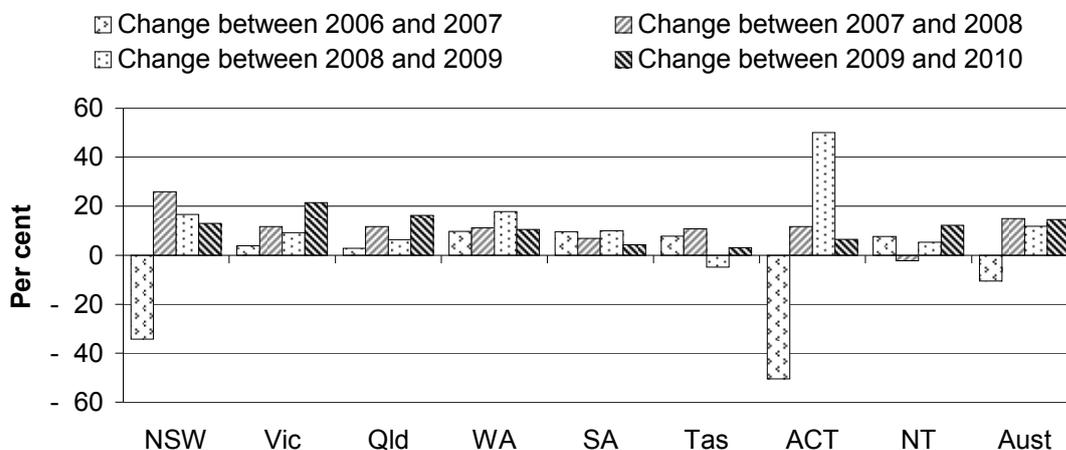


^a Data are for government funded VET students. ^b Due to changes in the AVETMISS and the method of implementation of these changes by some training providers and jurisdictions, a large number of units of competency that NSW and the ACT reported in previous years were not reported in 2007. In addition, a large number of modules that would not have been reported in previous years were reported in 2007 by NSW and the ACT. As a result, reported units of competency significantly decreased and the number of modules significantly increased in 2007 in NSW and the ACT.

Source: NCVET (unpublished) National VET provider collection; table 5A.94.

Figure 5.44 shows the annual changes in the number of units of competency completed for all students since 2006, indicating that the national number of units of competency completed increased by 14.5 per cent from 2009 to 2010.

Figure 5.44 Units of competency completed by all students, by change from previous year^{a, b}



^a Data are for government funded VET students. ^b Due to changes in the AVETMISS and the method of implementation of these changes by some training providers and jurisdictions, a large number of units of competency that NSW and the ACT reported in previous years were not reported in 2007. As a result, reported units of competency significantly decreased in 2007 in NSW and the ACT, and these changes were reflected in national data.

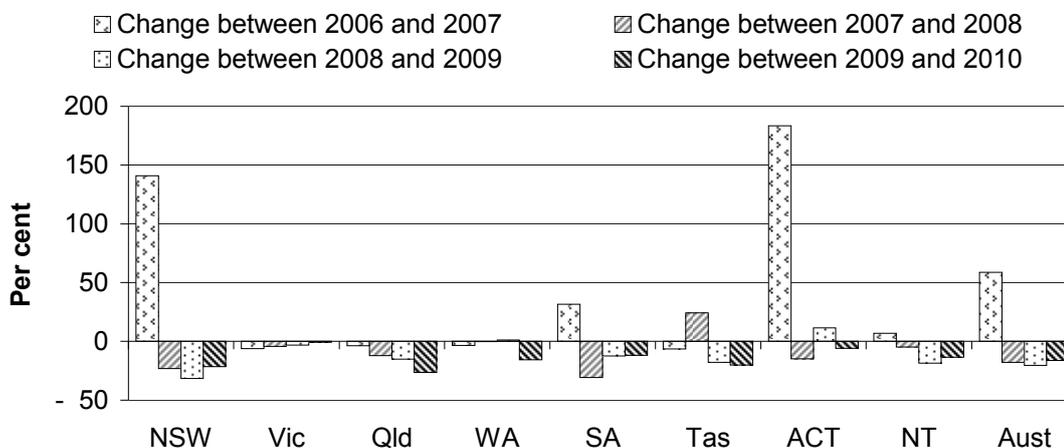
Source: NCVET (unpublished) National VET provider collection; table 5A.86.

Amongst the VET target groups, between 2006 and 2010 the number of units of competency completed nationally increased:

- 23.9 per cent for students reporting disability (table 5A.88)
- 31.4 per cent for students speaking a language other than English at home (table 5A.89)
- 25.4 per cent for students from remote and very remote areas (table 5A.87)
- 48.8 per cent for Indigenous students (table 5A.94).

The number of modules completed by all students nationally decreased by 16.3 per cent from 2009 to 2010 (figure 5.45).

Figure 5.45 **Modules completed by all students, by change from previous year^{a, b}**



^a Data are for government funded VET students. ^b Due to changes in the AVETMISS and the method of implementation of these changes by some training providers and jurisdictions, a large number of modules that would not have been reported in previous years were reported in 2007 by NSW and the ACT. As a result, the reported number of modules significantly increased in 2007 in NSW and the ACT, and these changes were reflected in national data.

Source: NCVET (unpublished) National VET provider collection; table 5A.90.

Amongst the VET target groups, the number of modules completed nationally between 2006 and 2010 decreased by 26.7 per cent for students from remote and very remote areas (table 5A.91), and increased for other target groups as follows:

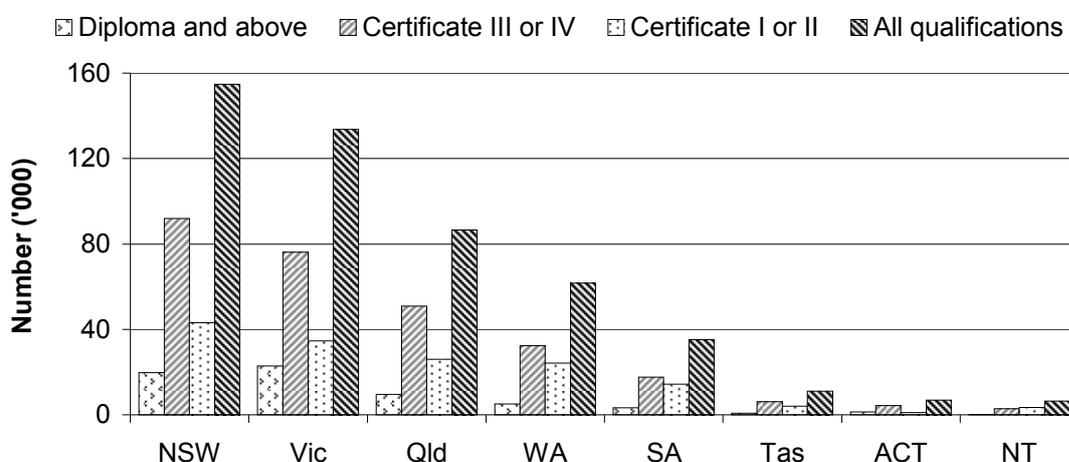
- 15.3 per cent for students who reported disability (table 5A.92)
- 18.5 per cent for students speaking a language other than English at home (table 5A.93)
- 16.2 per cent for Indigenous students (table 5A.94).

Additional information on the number of units of competency and modules completed for female and male students is provided in tables 5A.86 and 5A.90.

Skill outputs from VET — Qualification Equivalents

Nationally, government funded VET students undertook training equivalent to approximately 496 200 VET qualifications in 2010, an increase from 445 700 in 2009 and from 360 600 in 2006. The change from 2006 to 2010 represents a 37.6 per cent increase (table 5A.85). The number of Qualification Equivalents varied across jurisdictions (figure 5.46).

Figure 5.46 Qualification Equivalents, all students, 2010^a

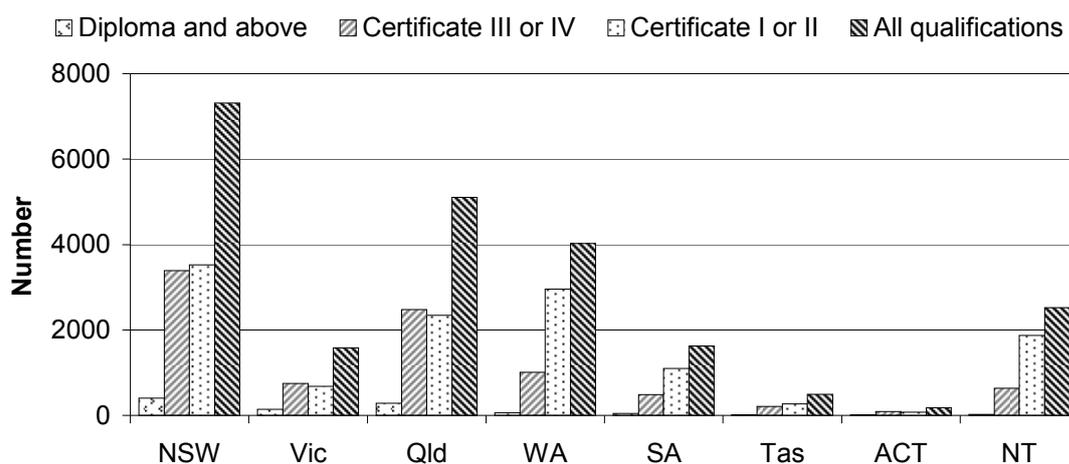


^a Data are for government funded VET students.

Source: NCVET (unpublished) National VET provider collection; table 5A.85.

Nationally, government funded VET Indigenous students undertook training equivalent to 22 847 VET qualifications in 2010, an increase from 19 675 in 2009 and from 15 650 in 2006. The change from 2006 to 2010 represents a 46.0 per cent increase (compared with a 37.6 per cent increase for all government funded students over the same period) (table 5A.85). The number of Qualification Equivalents varied across jurisdictions (figure 5.47).

Figure 5.47 Qualification Equivalents, Indigenous students, 2010^a



^a Data are for government funded VET students.

Source: NCVET (unpublished) National VET provider collection; table 5A.85.

Employer outcomes

The biennial *Survey of Employers' Use and Views of the VET System* (NCVER 2009) captures the extent to which employers make use of, and are satisfied with, aspects of the VET system. The survey reveals the reasons why employers make the choices they do to meet their skill needs, and their levels of satisfaction with the products and services of the VET system. The findings represent the responses of all employers with at least one employee and their training experiences in the 12 months prior to the survey.

The Survey of Employers' Use and Views includes responses from employers in relation to satisfaction with 'formal vocational qualifications as a job requirement' where their employees in that category may have completed their required 'formal vocational qualifications' prior to the last 12 months (that is, earlier than the survey period), and irrespective of the timing, the training may have been provided by a non-VET provider. This presents a different scope to this Report, which aims to report data relating to government funded VET programs for specific reporting periods.

Employer engagement with VET

'Employer engagement with VET' is an indicator of governments' objective that employers and individuals will be at the centre of VET (box 5.16).

Box 5.16 Employer engagement with VET

'Employer engagement with VET' is defined as the proportion of Australian employers who in the last twelve months:

- had employees undertaking apprenticeships/traineeships, or
- arranged or provided nationally recognised training (other than apprenticeships/traineeships) for employees, or
- had employees with formal vocational qualifications as a requirement of their job.

A high or increasing proportion of employers who had employees undertaking apprenticeships/traineeships, who arranged or provided nationally recognised training (other than apprenticeships/traineeships) for employees or who had employees with formal vocational qualification as a requirement of their job is desirable, indicating greater employer engagement with VET.

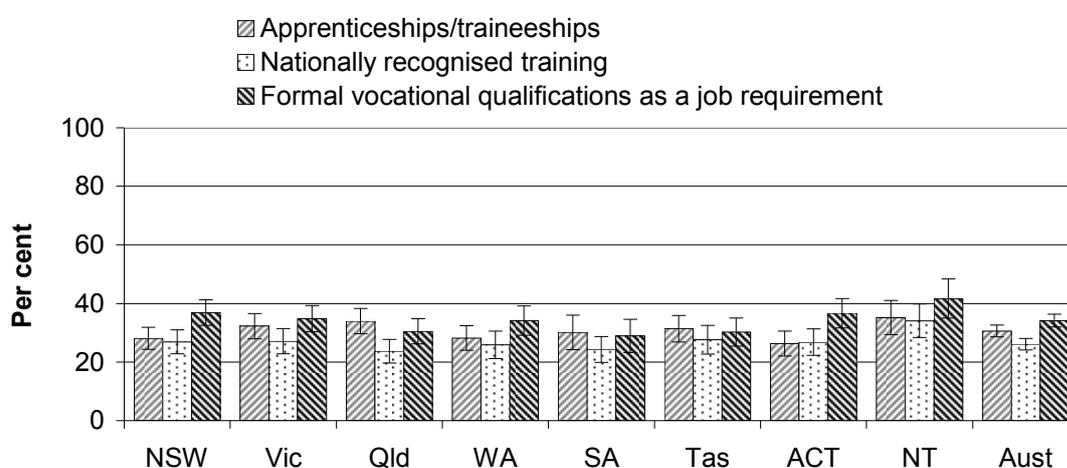
Data reported for this indicator are comparable.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2012.

Nationally in 2009:

- 30.6 per cent of employers reported that they were engaged with apprenticeships or traineeships in the last twelve months (figure 5.48). This varied by industry, from 9.4 per cent in agriculture, forestry and fishing, to 63.1 per cent in construction (NCVER 2009)
- 26.1 per cent of employers reported that they were engaged with nationally recognised training in the last twelve months (figure 5.48). Engagement with nationally recognised training varied by industry from 17.0 per cent in agriculture, forestry and fishing, to 41.9 per cent in education and training (NCVER 2009)
- 34.2 per cent of employers reported that they were engaged with employing people with a formal vocational qualification as a job requirement in the last twelve months (figure 5.48). Employers with vocational qualifications as a job requirement varied from 9.7 per cent in agriculture, forestry and fishing, to 57.5 per cent in education and training (NCVER 2009).

Figure 5.48 Proportion of employers who are engaged with aspects of the VET system, 2009^{a, b, c, d}



^a Engagement with apprenticeships/traineeships means an employer had employees undertaking an apprenticeship or traineeship in the last 12 months. ^b Engagement with nationally recognised training means an employer arranged or provided nationally recognised training to employees over the last 12 months. ^c Engagement with formal vocational qualifications means an employer had employees in the last 12 months with a formal vocational qualification that was a requirement of their job. ^d The error bars in the figure represent the 95 per cent confidence interval associated with each point estimate.

Source: NCVER (unpublished) *Survey of Employers' Use and Views of the VET System*; table 5A.95.

Employer satisfaction with VET

‘Employer satisfaction with VET’ is an indicator of governments’ objective that industry will have a highly skilled workforce to support strong performance in the global economy (box 5.17).

Box 5.17 Employer satisfaction with VET

‘Employer satisfaction with VET’ is defined as the proportion of Australian employers who engaged in an aspect of VET, and who are satisfied with VET in meeting the skill needs of their workforce.

A high or increasing proportion of employers who are satisfied with VET in meeting the skill needs of their workforce is desirable.

Data reported for this indicator are comparable.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2012.

Nationally in 2009:

- 83.2 per cent of employers engaged with apprenticeships or traineeships in the 2009 survey were satisfied with VET as a way of providing employees with skills required for the job (figure 5.49). Satisfaction was 83.3 per cent in the 2007 survey (table 5A.96). Employer satisfaction with using apprenticeships or traineeships as a way of meeting skill needs varied across industry, with the lowest satisfaction levels in the 2009 survey in accommodation and food services (66.8 per cent) (NCVER 2009)
- 85.8 per cent of employers who arranged or provided nationally recognised training to employees over the past 12 months were satisfied with nationally recognised training as a way of providing employees with skills required for the job (figure 5.49). Satisfaction was 80.5 per cent in the 2007 survey (table 5A.96). Employer satisfaction with using nationally recognised training as a way of providing employees with skills required for the job in the 2009 survey was lowest in agriculture, forestry and fishing (62.6 per cent) (NCVER 2009)
- 83.4 per cent of employers who had employees in the last 12 months with a formal vocational qualification that was a requirement of their job were satisfied with formal vocational requirements as a way of meeting their skill needs for the job (figure 5.49). Satisfaction was 80.8 per cent in the 2007 survey (table 5A.96). Employer satisfaction with using vocational qualifications as a job requirement as a way of meeting skill needs in the 2009 survey was lowest in agriculture, forestry and fishing (68.6 per cent) (NCVER 2009).

Figure 5.49 Proportion of employers who engaged with an aspect of the VET system and are satisfied with VET as a way of meeting their skill needs, 2010^{a, b, c, d, e}



^a Satisfaction is measured on a 5 point scale, 'satisfied' includes employers who were satisfied or very satisfied and 'dissatisfied' includes employers who were dissatisfied or very dissatisfied. ^b Satisfaction with apprenticeships/traineeships (now referred to as Australian Apprenticeships) means an employer had employees undertaking an apprenticeship or traineeship in the last 12 months and was satisfied with apprenticeships/traineeships as a way of providing employees with skills required for the job. ^c Satisfaction with nationally recognised training means an employer arranged or provided nationally recognised training to employees over the last 12 months and was satisfied with nationally recognised training as a way of providing employees with skills required for the job. ^d Satisfaction with formal vocational qualifications means an employer had employees in the last 12 months with a formal vocational qualification that was a requirement of their job and was satisfied with formal vocational qualifications as a way of meeting skills. ^e The error bars in the figure represent the 95 per cent confidence interval associated with each point estimate.

Source: NCVET (unpublished) *Survey of Employers' Use and Views of the VET System*; table 5A.96.

5.4 Future directions in performance reporting

Improving reporting of indicators

Aspects of some VET indicators are not yet fully developed or comparable, and developments for future reports include:

- improving the quality of Indigenous outcomes data
- reporting on students who commenced and completed courses and developing related skill profile indicators
- improving the timeliness of qualifications completed data.

Data for employer outcomes are unavailable on an annual basis. Unpublished data from the *Survey of Employers' Use and Views of the VET System 2011* will be available for the 2013 Report, to update reporting on employer outcomes.

Outcomes from the review of the Report on Government Services

The COAG endorsed recommendations (December 2009) of the review of the RoGS implemented during 2010 and 2011 are reflected in this Report. Further recommendations will be reflected in future reports.

Review of National Agreements and National Partnership Agreements

COAG has agreed to progress the recommendations of the Heads of Treasuries (HoTs) Review of National Agreements, National Partnerships and Implementation Plans and reports of the COAG Reform Council (CRC). A working group, led by Senior Officials from First Ministers' and Treasury agencies, will review the performance frameworks of a limited number of agreements, including the NASWD. The reviews will be progressively concluded by June 2012. The recommendations of the review of the NASWD will be considered by the Steering Committee and may be reflected in future reports.

5.5 Jurisdictions' comments

This section provides comments from each jurisdiction on the services covered in this chapter.

Australian Government comments

“ In 2010, the Australian Government concentrated on assisting Australia’s industries and workers to consolidate recovery from the Global Financial Crisis retraction, and to address skills bottlenecks.

Continuing and new initiatives included the 2010-11 Budget package, *Skills for Sustainable Growth*, followed the recommendations in the Skills Australia report, *Australian Workforce Futures*. *Skills for Sustainable Growth* had three major components:

- *Skills for Recovery*, with \$299.5 million for strategies to address emerging skill shortages and increase flexibility of the apprenticeship system
- the foundation skills package of \$119.2 million to address language, literacy and numeracy deficits, allowing more Australians to become ready for work and learning
- a training system for the future, a reform package backed with \$242.5 million to renew and lift the quality of vocational education, and to increase the transparency of teaching and learning outcomes.

Other activities included:

- securing agreement for a national VET regulation system
 - establishment of an expert panel to review the Australian Apprenticeships system and make reform recommendations.
- ”

New South Wales Government comments

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NSW continues to deliver high quality Vocational Education and Training (VET) to meet the skill needs of industry and the people of NSW. In 2010, 146.9 million hours of training were delivered throughout the State, with 31 per cent of all Australian VET qualifications being completed by NSW students in 2009.

NSW has introduced a number of initiatives to ensure that we have an educated and skilled workforce to drive a productive and growing economy. These include:

- setting tertiary qualification targets to ensure that NSW has the most highly skilled workforce in the country
- providing access to high quality training to all members of our community so they can fully participate in the workforce
- working with key industry sectors to identify skill shortages, develop specialised training programs and prioritise the delivery of training to support high growth industries and occupations with strong job prospects.

In 2011, TAFE NSW continued to focus on providing innovative services that meet the changing needs of individuals and industry, and are responsive to evolving patterns of employment. Achievements included:

- delivering customised training and assessment in the workplace
- responding innovatively to workforce development needs and skill shortages
- addressing the training and employability needs of those facing disadvantage, including Aboriginal students
- enhancing partnerships with schools and universities to enable broader access to more qualifications, particularly for students in rural and regional areas.

A high priority for NSW is helping young people to make a successful transition from school to further education, training and employment and improving the completion rates of apprentices and trainees. Initiatives to achieve these goals included:

- increasing the number of apprenticeships completed through competency-based assessment, shorter term apprenticeships and credits towards an apprenticeship or traineeship where lower level vocational training has already been completed
- working with industry to review the current length of apprenticeships and reduce duration where appropriate as well as improve the workplace capacity to train and supervise apprentices and trainees.

NSW is also developing customised programs for Aboriginal people including courses in leadership, family education, entrepreneurial and small business skills and mentoring programs which will help build community capacity and enhance employment outcomes.

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Victorian Government comments

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Victoria has continued to implement the reforms announced in August 2008. These reforms introduced a student entitlement model, aimed at making the vocational educational and training (VET) system more responsive to employer and student needs. The entitlement was introduced over four years, with full implementation from 1 January 2011.

Significant features of the reforms are the creation of the *Victorian Training Guarantee* (VTG) — a personal entitlement to a government subsidised place in recognised training, uncapping of government funding for subsidised places, enabling registered providers to compete for government funding by competing for students, and provision of more choice and flexibility for students.

There was a significant increase during 2010 in training delivery under the VTG. More than 220 000 enrolments were reported in Youth Compact courses at Diploma level and above — an increase of over 46 000 enrolments since 2008.

Under the COAG Youth Compact, the VTG was extended to all qualification levels for young people aged 15-19 years from 1 July 2009 and aged 20-24 years from 1 January 2010. Nearly 150 000 Youth Compact enrolments were reported in 2010, exceeding 2008 figures (117 000 approx) by 28 per cent.

Concession fees were reinstated for Health Care Card holders aged 15-24 years enrolling at a TAFE institute to study at Diploma or Advanced Diploma level.

Apprentice and trainee completions in Victoria represented 27 per cent of all national completions - above Victoria's population share. At the end of 2010, an estimated 110 700 apprentices and trainees were in training in Victoria.

Other significant outcomes were:

- more training providers delivered government funded training, leading to increased student choice. Over 300 private providers reported government funded delivery, a more than 70 per cent increase over 2008 numbers
- all provider types (TAFE, ACE and private) increased VTG enrolments in 2010 against comparable figures in previous years
- total enrolments in government funded training by students not holding qualifications at AQF 3 level or above, were in excess of 250 000, a 15 per cent improvement on the 2008 figures
- 13.5 per cent of Victoria's working age population were engaged with the VET system, up from 12.6 per cent in 2009.

Significant legislative amendments were also advanced. Regulatory powers have been expanded to strengthen consumer protection, regulation, registration and governance, including the incorporation of a stricter set of rules for assessing the competence and financial viability of training providers.

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A range of grants to support innovative service models to encourage greater training and workforce participation for disadvantaged groups were introduced.

Queensland Government comments

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Queensland remains committed to meeting its Q2 qualifications target of three out of four Queenslanders holding a trade, training or tertiary qualification by 2020, by working with industry and supporting Queenslanders to access training and complete qualifications that will lead to sustainable employment.

The State is making progress towards this goal, with Australian Bureau of Statistics data indicating the proportion of people aged 25-64 years with Certificate III or higher qualifications was 54.1 per cent in 2010, up from 50 per cent in 2006.

Queensland's vocational education and training (VET) sector continues to achieve strong results in producing job-ready graduates. In 2010-11, 74 300 Certificate III and above qualifications were awarded — more than double the completions reported in 2006-07.

Queensland also continues to be a leader in the uptake of school-based apprenticeships and traineeships (SAT), accounting for about half of all SAT commencements in Australia. In 2010, 14.8 per cent of Year 12 students had completed or were completing a SAT, representing a slight increase on the previous year's figure of 13.4 per cent.

In 2011, a final evaluation of the Queensland Skills Plan (the State's blueprint for the VET sector since 2006) was completed. Overall, the evaluation found that the plan had improved the capacity of Queensland's VET system to respond to market demand, strengthened industry leadership of VET through new industry engagement strategies and improved student outcomes, particularly at the higher levels. An additional 17 000 apprenticeship and 14 000 higher-level training places were created under the plan. While the economic downturn meant that not all apprenticeship places were taken up by the end of 2010, the 14 000 higher-level training places target was achieved.

In 2011, the Queensland Government released the results of an independent review of post-secondary education and training in the State. The findings and will inform a five year plan for reform across an integrated tertiary education and training system. The plan will include a focus on widening access and improving pathways, and will be developed in close consultation with stakeholders and industry for release in 2012. Our continuing priorities for 2011-12 also include:

- working with Skills Queensland to drive skills investment and reform, strengthen partnerships with industry, and align funding programs with skills and jobs priorities
- continuing reform of the TAFE system to increase flexibility and responsiveness to meet the needs of industry and the community
- further developing the skills of teachers in innovative teaching, learning and assessment across the VET sector
- delivering statewide training and career information services through Skilling Solutions Queensland and the Apprenticeships Info line.

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Western Australian Government comments

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The defining achievement of the Department of Training and Workforce Development during its first full financial year of operation was the launch of *Skilling WA – A workforce development plan for Western Australia* (Skilling WA). *Skilling WA* is Western Australia’s overarching workforce development planning framework which includes short, medium and long term priority actions designed to meet the challenges of ongoing demand for skills by the State’s industries.

The five strategies of *Skilling WA* have now become the basis for the Department’s planning and operations. The Department’s strategic plan and budget initiatives are based on this workforce planning framework. The broader agenda of workforce planning seeks to reach all people with a potential to contribute to Western Australia’s economic development.

Key achievements in 2011 included:

- over 40 000 apprentices and trainees were in training as at 30 June 2011
- 143 400 course enrolments at State and private Training Providers. The number of applications for publicly funded full-time training places reached a record 25 745 in 2010-2011. Around 93 per cent of applicants received offers for their first choice of course
- students are increasingly happy with training options in WA, with 87 per cent of surveyed students expressing satisfaction with their area of study
- 80 per cent of graduates are finding employment after study
- 87.2 per cent of employers are satisfied with the skills of their employees.

The Department opened regional Aboriginal Workforce Development Centres (AWDCs) in Geraldton, Broome, Kalgoorlie and Bunbury. These centres are a key part of the *Training together – working together* initiative, and AWDCs in Perth and regional WA join the dots between existing service providers and Aboriginal people to help them access training and employment opportunities.

Key Aboriginal training achievements included the following:

- 669 Aboriginal School Based Training Program students were in training as at 30 June 2011
- 90 per cent of Aboriginal students were happy with their courses
- the number of Aboriginal people who commenced higher level traineeships and apprenticeships increased by 25.9 percent.

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The Department completed \$10.7 million of infrastructure projects to increase the trades training capability of publicly funded colleges.

South Australian Government comments

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In 2010 the South Australian Government announced a \$194 million investment over six years which, when added to the *Productivity Places Program* investment, supports 100 000 additional training places. This is in parallel with an objective to create 100 000 new jobs. The government consulted on the direction of the Vocational Education and Training (VET) system and announced Skills for All, a significant reform to increase the productivity and participation of the workforce by raising skill levels, increasing the number of people with post school qualifications and labour force participation through the following priority reform areas: a government funded training place for people over 16 on a prescribed training pathway, more support for disadvantaged learners, a demand-driven training market based on learner choice, better training and career information and stronger quality assurance mechanisms for providers.

To improve entry level and foundation skills the government committed to at least an additional \$1 million per annum over six years (an additional \$6.4 million) to Adult Community Education (ACE), and to improving pathways between ACE and VET.

The government implemented the recommendations of the 2009 review of *South Australia Works*, which was refocussed to provide more accessible and responsive learning, training and employment assistance. Over 2009-10 the government invested \$30.4 million to support 30 700 skills development, training and work opportunities for people with barriers to employment. Over 16,690 people participated in employment programs and over 7500, including 1135 Aboriginal people, were employed.

There was further growth in South Australian apprenticeship and traineeship commencements and completions, with 22 600 commencements in the twelve months to 30 September 2010, an increase of 10.1 per cent on the previous year. Total completions for this period increased nearly 4 per cent to an estimated 11 900. Other achievements included:

- the government announced a 15 per cent employment target for apprentices, trainees, Aboriginal people, local people with barriers to employment and through upskilling on major government-funded infrastructure projects, to commence from 1 January 2011
- the Aboriginal Employment Industry Champions Network was established comprising 24 industry champions across seven industry clusters to develop training and sustainable employment opportunities for Aboriginal people
- in September 2010, the Government announced the \$125 million Sustainable Industries Education Centre to be developed on the former Mitsubishi site at Tonsley Park. This will provide a world class training hub for sustainable skills in industries such as building and construction
- the government committed \$9.6 million (over four years) to *Building Family Opportunities*, to provide over 400 jobless families with the support necessary to gain sustainable employment.

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Tasmanian Government comments

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In 2010, Tasmania focused on building skills for individual learners and industry in line with the themes of the Tasmanian Skills Strategy, with outstanding results. For example:

- the number of apprentices and trainees in Tasmania continued to be above the national level, with 4.9 per cent of employed Tasmanians undertaking an apprenticeship or traineeship compared to 3.8 per cent of employed Australians
- over 155 000 hours of training were delivered to apprentices working on Tasmanian Government-funded projects through the Tasmanian Government Building and Construction Policy
- Tasmanian Jason Bryan was named Apprentice of the Year at the 2010 National Training Awards.

Overall, 49 557 Tasmanians increased their skills through VET studies. Tasmanian participation in VET increased 14.6 per cent from 2009.

The Tasmanian Government released its Tasmanian Adult Literacy Action Plan 2010-15, which included the establishment of an Adult Literacy Coordinator Network with 24 Coordinators and 120 volunteer literacy tutors appointed across Tasmania. Through this network 500 adults were assisted to improve their literacy levels over the 2010-11 financial year. The Tasmanian Government has invested \$11 million over four years to support the Action Plan.

The Tasmanian Government worked with industry bodies, individual enterprises and community organisations to develop new models for skills development:

- three Innovative Partnership Projects were funded as ‘demonstration projects’ to explore brokerage arrangements, support industry networks to improve their access to training and investigate new ways to reach enterprises that are not participating in training. Sectors included: aged care and community services; mining; and disability and employment services
- Industry Skills Plans were used to identify areas of training need, and point to further opportunities for partnerships in a range of sectors including community services, transport and logistics, and agriculture
- the North-west and Northern Tasmania Skills Initiative used a collaborative approach to support retrenched workers gain skills in a diverse range of industries and occupations.

Tasmania’s commitment to gaining the highest standards of industry knowledge and skills through VET was recognised with Tasmania receiving two other major awards at the 2010 National Training Awards:

- Tasmanian registered training organisation Industrylink Training won Small Training Provider of the Year
- Anvers Confectionary won the Agri-Food Industry Award, as part of the Employer of the Year Award.

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Australian Capital Territory Government comments

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In 2010 the ACT continued to experience high employment and labour force participation rates. The proportion of the ACT working age population without a formal qualification at Certificate III or above remained the lowest in the nation and the proportion of 15-24 year old engaged in a full-time or part-time course of study remained high. However, the ACT must continue to build on its skills base and lift productivity to maintain its high standard of living as its population ages.

The ACT Government strives to engage those who have traditionally been unable to participate, or participate fully, in the workforce and post-school education. One approach the ACT Government has taken to address participation of disadvantaged groups is to embed equity into all its VET programs. Additional support funding is provided for disadvantaged learners and higher weightings are given to training proposals targeting equity groups in competitive funding programs. In addition, the Priorities Support Program was remodelled in 2010 to target foundation skills — certificate I to certificate III — specifically to improve disadvantaged learners' ability to transition to higher level training and improved employment outcomes.

Participation in publically funded VET programs in the ACT by:

- Indigenous students increased by 30.9 per cent between 2009 and 2010
- students with a disability increased by 16.1 per cent between 2009 and 2010
- students from non-English speaking backgrounds increased by 3.9 per cent between 2009 and 2010

The number of ACT students participating in publically funded VET training at:

- certificate IV level increased by 23.7 per cent between 2009 and 2010
- diploma level increased by 17.9 per cent between 2009 and 2010
- advanced diploma level increased by 5.2 per cent between 2009 and 2010.

In 2010 the ACT continued to have the lowest percentage in the nation of VET graduates — unemployed before training — who remained unemployed after training.

The ACT also endeavours to support workers to increase their productivity by further increasing the skill levels within the current ACT workforce. In 2010 the ACT continued to have the highest proportion in the nation of VET graduates reporting improved employment status after training. Under the *Productivity Places Program* in 2010, of the qualifications undertaken by ACT existing workers, 95 per cent were at certificate IV level or above. The ACT prioritises engagement with industry, employers and other stakeholders to identify demand and ensure the provision of relevant training.

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Northern Territory Government comments

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In 2010, the Commonwealth Department of Education, Employment and Workplace Relations (DEEWR), the Northern Territory Department of Education and Training (DET) and Northern Territory Department Business and Employment (DBE) entered into a three year Memorandum of Understanding. This initiative sets out to work collaboratively across the broad agenda of employment and training, to achieve the priorities and outcomes of Governments, by targeting four key outcomes: Indigenous Employment, Young People, Remote Workforce, and Business and Employers.

The collaboration will streamline the delivery of initiatives, allow for transparent engagement between the parties and key stakeholders and reduce duplicated effort

The *Productivity Places Program* has continued its success in 2010 with an allocation of places across various industry sectors including, building and construction, community services and health, mining and electro technology. Of the places in 2010, 20 per cent were allocated to the building and construction industry, which currently has a completion rate of approximately 84 per cent with 47 per cent of the places finished. This has been one of the success stories to this joint initiative.

The Northern Territory's apprentice and trainee commencement and in-training numbers continue to grow. In 2010 the number of in-training increased by 7.5 per cent, with an average increase of 8.5 per cent between 2006 and 2010. Commencements have seen a similar increase of 2.5 per cent from 2009 and an average increase of 4.7 per cent between 2006 and 2010.

Additional highlights of 2010 include:

- the continued successful delivery of programs specifically aimed at developing 'Green Skills'
- 23% of the Northern Territory's apprentices/trainees who were in-training in 2010 were Indigenous
- another successful completion of the Department of Defence, DEEWR and DET training initiative known as the *Defence Indigenous Development Program* graduating students into full time employment after an eight month residential up skilling program
- successful completion of an Indigenous focussed, mining industry lead initiative to prepare Indigenous Territorians for employment in the mining industry.

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5.6 Definitions of key terms and indicators

Adult and community education providers	Organisations that deliver community-based adult education and training intended principally for adults, including general, vocational, basic and community education, and recreation, leisure and personal enrichment programs.
Annual hours	The total hours of delivery based on the standard nominal hour value for each subject undertaken. These represent the hours of supervised training under a traditional delivery strategy. Annual hours are adjusted to account for invalid module enrolments.
AVETMISS	Australian Vocational Education and Training Management Information Statistical Standard. A nationally consistent standard for the collection, analysis and reporting of vocational education and training information throughout Australia. This standard was observed in the collection and preparation of data for this Report.
Completions	<p>Fulfilment of all of the requirements of a course enrolment or module enrolment. Completion of a qualification or course is indicated by acknowledging eligibility for a qualification (whether or not the student physically received the acknowledgment).</p> <p>Data on qualifications completed includes both government and non-government funded VET students attending TAFE, and only government funded students from private providers. This differs to other data under the outcome indicator 'skill profile', such as data for units of competency and modules completed, which are reported for government-funded students only (in keeping with the scope of the VET chapter focusing on government-funded activity). This is due to a limitation of the data, that does not enable correct disaggregation of completions by funding source.</p>
Course	A structured program of study that leads to the acquisition of identified competencies and includes assessment leading to a qualification.
Course mix weight	Expenditure per annual hour is weighted to recognise the different proportions of relatively more expensive and less expensive training programs that occur in jurisdictions. Two methods of calculating these course mix weights apply. For 2005 to 2007, course mix weights are derived by applying a set of cost relativities by funding industry to a tabulation of annual hours by funding industry and State/Territory. For 2008 and 2009, a new set of cost relativities by subject field of education is derived from the old set of cost relativities, based on a tabulation of annual hours by funding industry and subject field of education at the Australia level in 2008. This new set of cost relativities is then applied to tabulations of annual hours by subject field of education and State/Territory to derive the new course mix weights. The funding scope of the annual hours is consistent with the scope of the expenditure data for corresponding years. A course mix weighting greater than 1.000 indicates that the State or Territory is offering relatively more expensive programs compared with the national profile.

Employer engagement with VET

The proportion of Australian employers who in the last 12 months had employees undertaking apprenticeships/traineeships (now referred to as Australian Apprenticeships), or arranged or provided nationally recognised training (other than apprenticeships/traineeships) for employees, or had employees with formal vocational qualification as a requirement of their job.

Employer satisfaction with VET

The proportion of Australian employers who engaged in an aspect of VET, and who were satisfied with VET in meeting the skill needs of their workforce. The components of satisfaction with the VET system are satisfaction with apprentices/trainees, nationally recognised training, and formal vocational qualifications as a job requirement. Satisfaction is measured on a 5 point scale, 'satisfied' includes employers who were satisfied or very satisfied and 'dissatisfied' includes employers who were dissatisfied or very dissatisfied.

Enrolment

The registration of a student at a training organisation's delivery location for the purpose of undertaking a program of study. The enrolment is considered valid only if the student has undertaken enrolment procedures, met their fee obligations, and has engaged in learning activity regardless of the mode of delivery.

A VET student may be enrolled in more than one VET training program, and therefore there are more 'enrolments' in the VET system than 'students'. This may be of importance if comparing VET data in this chapter with other VET data.

Fee-for-service activity

Training for which most or all of the cost is borne by the student or a person or organisation on behalf of the student.

Government funded VET students

Government funded VET students who are funded under Commonwealth and State recurrent, Commonwealth specific and State specific funding. This includes activity funded under the NASWD, and excludes students participating in VET programs delivered in schools (where the delivery was undertaken by schools) or who undertook 'recreation, leisure or personal enrichment' education programs. Fee for-service by private providers, delivery undertaken at overseas campuses of Australian VET institutions, and credit transfer are also excluded.

Government recurrent expenditure per annual hour

Government recurrent expenditure divided by the number of government funded annual hours (adjusted for invalid enrolment rates). Expenditure is adjusted for course mix weight.

Government recurrent expenditure per load pass

Government recurrent expenditure divided by the number of hours successfully completed from assessable government funded enrolments of modules and units of competency achieved/passed and RPL.

Graduate

A person who has completed a VET program.

Graduates' main reason for undertaking a VET course

Either seeking an employment-related outcome (to get a job, to try for a different career, to meet job requirements, to get extra job skills), seeking a further study outcome (to get into another course) or seeking a personal development outcome (for personal interest, for other reasons).

Language spoken at home

Students speaking a language other than English at home are those who self-identify on their enrolment form that they speak a language other than English at home.

Load pass rate	The ratio of hours attributed to students who gained competencies/passed assessment in an assessable module or unit of competency to the hours of all students who were assessed and either passed, failed or withdrew. Load pass rate is calculated as the total competency achieved/passed and RPL divided by the total competency achieved/passed, RPL, competency not achieved/failed and withdrawn.
Module	A unit of training in which a student can enrol and be assessed.
Private provider	A commercial organisation that provides training to individuals and industry.
Program of study	A generic term to describe Training Package qualifications, nationally recognised accredited courses, other courses (not nationally recognised accredited courses), units of competency and modules.
Qualification Equivalents (QE)	<p>Qualification Equivalents (QE) expresses skill outputs in terms of equivalent qualifications within each AQF level and field of education. QEs are based on the training activity (annual hours) associated with completions of modules and units of competency, divided by an agreed value of training activity representing a qualification.</p> <p>All courses have a nominal hour value reported as part of the national VET provider collection. This value provides a guide to the amount of activity that is required to complete the qualifications. These courses are classified by Australian Standard Classification of Education (ASCED) field of education and qualification level. For example, the median hours associated with a course in the field of education Food, Hospitality and Personal Services at diploma level for 2005 was 1660 hours. The number of hours successfully completed in modules and units of competency from these courses was 353 052. These 353 052 nominal hours represent 213 equivalent diploma qualifications.</p>
Real	Actual expenditure/funding/assets adjusted for changes in prices. Adjustments are made using the GDP chain price deflator and expressed in terms of final year prices.
Recognition of prior learning (RPL)	RPL is an assessment process through which students may gain formal recognition for the skills they already have. An enrolment where the student has been assessed competent for the whole unit of competency or module by a trainer. The result of the assessment is on the basis of the student's prior skills and knowledge acquired through previous training, work or life experience.
Recurrent funding	Funding provided by the Australian, State and Territory governments to cover operating costs, salaries and rent.
Registered training organisation (RTO)	RTOs are organisations registered by a State or Territory recognition authority to deliver specified VET and/or assessment services, and issue nationally recognised qualifications in accordance with the AQTF. RTOs include TAFE colleges and institutes, adult and community education providers, private providers, community organisations, schools, higher education institutions, commercial and enterprise training providers, industry bodies and other organisations meeting the registration requirements.
TAFE	Technical and further education colleges and institutes, which are the primary providers of government funded VET.

Training packages	<p>An integrated set of nationally endorsed standards, guidelines and qualifications for training, assessing and recognising people's skills, developed by industry to meet the training needs of an industry or group of industries. Training packages consist of core endorsed components of competency standards, assessment guidelines and qualifications, and optional non-endorsed components of support materials such as learning strategies, assessment resources and professional development materials.</p> <p>A Training Package is the grouping together of the training components designed to assist in achieving the competencies for a specific industry. Units of competency are packaged together which, when combined at various levels, can form qualifications (Certificate, Diploma etc.).</p>
Unit of competency	<p>A unit of competency is the smallest component of a VET program that can be assessed and recognised in the VET system for collection purposes.</p>
User cost of capital per annual hour	<p>User cost of capital (which is the opportunity cost of funds tied up in the capital used to deliver services, calculated as 8 per cent of the total value of the physical non-current assets) divided by government funded annual hours and course mix weight..</p>
User cost of capital per load pass	<p>User cost of capital (which is the opportunity cost of funds tied up in the capital used to deliver services, calculated as 8 per cent of the total value of the physical non-current assets) divided by successfully completed government funded VET modules or units of competency.</p>
VET participation	<p>VET student participation data presented in this Report refer only to VET students who were funded by government expenditure and delivered by TAFE and other government providers (including multi-sector higher education institutions), registered community providers and registered private providers. They do not include students who participated in VET programs delivered in schools (where the delivery was undertaken by schools) or undertook 'recreation, leisure or personal enrichment' education programs. Fee-for-service by private providers, delivery undertaken at overseas campuses of Australian VET institutions, and credit transfer are also excluded.</p> <p>A VET student may be enrolled in more than one VET training program, and therefore there are more 'enrolments' in the VET system than 'students'. This distinction between 'student' numbers and the number of 'enrolments' (or 'student enrolments') may be of importance if comparing VET data in this chapter with other VET data.</p>
VET participation by Indigenous people	<p>The number of government funded participants of all ages in the VET system reported as Indigenous as a proportion of the number of Indigenous people aged 15–64 years in the Australian population.</p>
VET participation by students speaking a language other than English	<p>The number of government funded participants of all ages in the VET system speaking a language other than English at home as a proportion of the number of all people in the Australian population speaking a language other than English at home.</p>
VET participation rate for people aged 15–64 years	<p>The number of government funded participants aged 15–64 years in the VET system as a proportion of the number of people in Australia (or each jurisdiction) aged 15–64 years.</p>

VET participation rate for people of all ages by region

The number of government funded participants of all ages in the VET system based on students' home postcodes using the Accessibility and Remoteness Index for Australia (that is, major cities; inner regional areas; outer regional areas; remote and very remote areas) as a proportion of the total population of people in those geographic areas.

VET program

A course or module offered by a training organisation in which students may enrol and gives people work-related knowledge and skills.

Whether the VET course helped graduates achieve their main reason for doing the course

Whether 'the course helped', 'the course partly helped', 'the course did not help' or the graduates 'cannot say'.

5.7 List of attachment tables

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5.8 References

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PART C

JUSTICE



C Justice sector summary

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Attachment tables

Attachment tables are identified in references throughout this sector summary by a 'CA' prefix (for example, table CA.1). A full list of attachment tables is provided at the end of this sector summary, and the attachment tables are available on the Review website at www.pc.gov.au/gsp.

C.1 Introduction

This sector summary provides an introduction to justice services, comprising police services (chapter 6), civil and criminal courts administration (chapter 7) and adult corrective services (chapter 8). It provides an overview of the justice sector, presenting both contextual information and high-level performance information.

Policy context

The justice system is usually divided into criminal and civil justice. Under the federal system of government in Australia, the states and territories assume responsibility for the administration of criminal justice within each individual State and Territory and, as a result, there is no single criminal justice system operating

across Australia. The eight states and territories have separate and independent systems of police, courts, prisons, community corrections systems and juvenile justice centres. There are also some criminal justice services that operate at national level, for example, the Australian Federal Police has jurisdiction for certain offences regardless of whether these are committed in a particular State or Territory. National law enforcement functions are also provided by other Commonwealth agencies, such as the Australian Crime Commission (ACC). There are also federal courts and tribunals with national jurisdiction for both civil and criminal matters, however, the majority of court and law enforcement matters are dealt with by services administered at State and Territory government level.

Civil justice services are provided at state and territory government levels, as well as at the federal level. There is a wide variety of services available for civil dispute resolution and the vast majority of civil matters are resolved outside of courts.

The operations of the civil and criminal justice systems require the provision of government services for crime prevention, detection and investigation, judicial processes and dispute resolution, prisoner and offender management, and rehabilitation services. These are mainly delivered through the three service delivery agencies that are reported on by the RoGS — police services, court administration and corrective services. Other agencies also deliver some of these functions, although more restricted in scope. For example, government departments may investigate and prosecute particular offences directly, as in the case of social security fraud or tax evasion.

Police services

Police services are the principal means through which State and Territory governments pursue the achievement of a safe and secure environment for the community. This is through the investigation of criminal offences, response to life threatening situations, provision of services to the judicial process and provision of road safety and traffic management. Police services also respond to more general needs in the community — for example, working with emergency management organisations and a wide range of government services and community groups, and advising on general policing and crime issues. Additionally, police are involved in various activities which aim to improve public safety and prevent crime.

Courts

Courts provide independent adjudication of disputes and application of the law within an environment that protects human rights. This is a necessary role to ensure that the principles of justice operate in society. Court administration provides

services which support the judiciary and court users through the efficient and effective management of court resources and court caseloads.

Corrective services

Corrective services implement the correctional sanctions determined by the courts and releasing authorities such as parole boards. Corrective services agencies operate (or contract with private operators for the operation of) prison facilities, and in some states and territories periodic detention centres, and are also responsible for managing offenders on community corrections orders. Corrective services agencies administer services and programs which aim to reduce prisoners' and offenders' risk of re-offence, and also provide advice to courts and releasing authorities.

Sector scope

The justice sector services covered in this Report (Box C.1) comprise both criminal and civil jurisdictions. Services in the criminal jurisdiction are delivered by police, court administration and corrective services. In the civil jurisdiction, police deliver services for infringements, and court administration deals with civil law matters.

Box C.1 Justice sector services covered in this Report

In this Report

- Police reporting covers the operations of police agencies of each State and Territory government but excludes the national policing function delivered by the Australian Federal Police and other national non-police law enforcement bodies such as the ACC.
- Court administration reports on service delivery in the State and Territory supreme, district/county and magistrates' courts (including children's courts, coroner's courts and probate registries). The Federal Court of Australia, Family Court of Australia, Family Court of WA and the Federal Court of Australia are included, but the High Court of Australia and tribunals and specialist jurisdiction courts such as Indigenous courts, circle sentencing courts and drug courts operating at State and Territory level are generally excluded.
- Corrective services reports on adult custodial facilities and community corrections, including prison services provided through contractual arrangements with private contractors.

Justice services for children and young offenders are covered under juvenile justice, which is part of the Community services section of the Report. Other government services that contribute to criminal and civil justice outcomes but are not covered in this Report are:

- legal aid services
- public prosecutions
- alternative dispute resolution services, such as conciliation and mediation
- offices of fair trading or consumer affairs, which operate to minimise incidences of unlawful trade practices
- victim support services, which assist victims' recovery from crime (although the processing of applications for compensation is included in the civil case processing information)
- various social services and community organisations that help people released from prison to re-integrate into society, support families of people who are in prison, and assist people who have contact with the criminal justice system
- Australian Crime Commission and federal functions of the Australian Federal Police
- the operations of tribunals and registries (except for probate and court registries, and particular matters processed by the Victorian Civil and Administrative Tribunal), and judicial outcomes
- operations of the High Court of Australia and specialist jurisdiction courts (except for family courts, children's courts and coroners' courts)
- law enforcement functions delivered by national agencies such as the Australian Transaction Reports and Analysis Centre (AUSTRAC) or Department of Immigration (in relation to illegal immigrants).

Profile of the Justice sector

Detailed profiles for each of the three services in this Report comprising the justice sector are reported in chapters 6, 7 and 8 and cover:

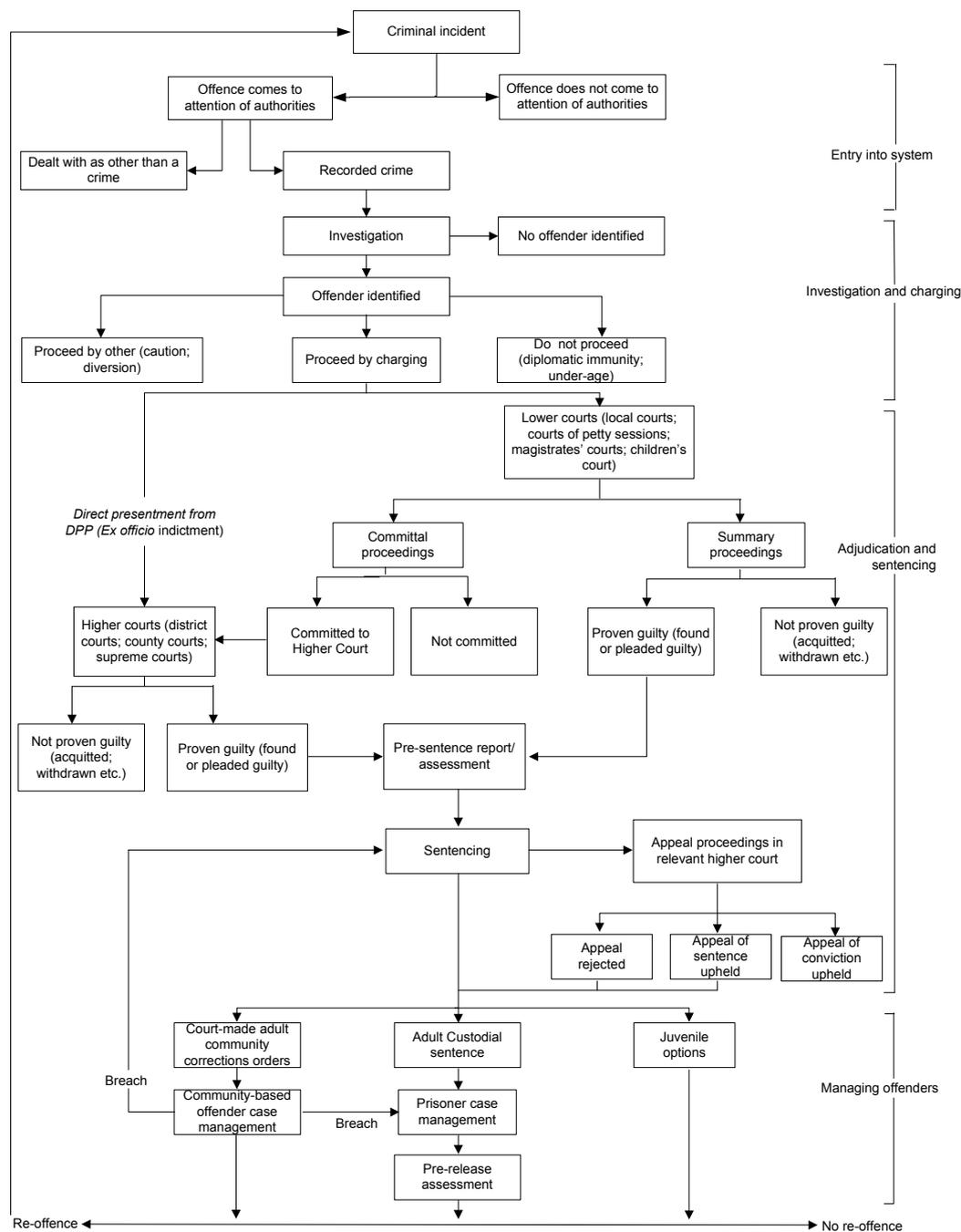
- size and scope of the individual service types
- roles and responsibilities of each level of government
- funding and expenditure.

Overview of the criminal justice system

The criminal justice system involves the interaction of many entities and their processes and practices are aimed at providing protection for the rights and freedoms of all people. For most people who come into contact with it, the criminal justice system is a sequentially structured process.

Figure C.1 shows the typical flow of events in the criminal justice system. The roles of police, courts and corrective services, and the sequencing of their involvement, are clearly shown. This depiction is broadly indicative and, for brevity and clarity, does not seek to capture all the complexities of the criminal justice system or variations across jurisdictions.

Figure C.1 Flows through the criminal justice system^{a, b, c}



^a Does not account for all variations across Australian, State and Territory governments' criminal justice systems. ^b The flow diagram is indicative and does not seek to include all the complexities of the criminal justice system. ^c Juvenile justice is covered in the Protection and support services chapter (chapter 15).

Source: ABS (2007).

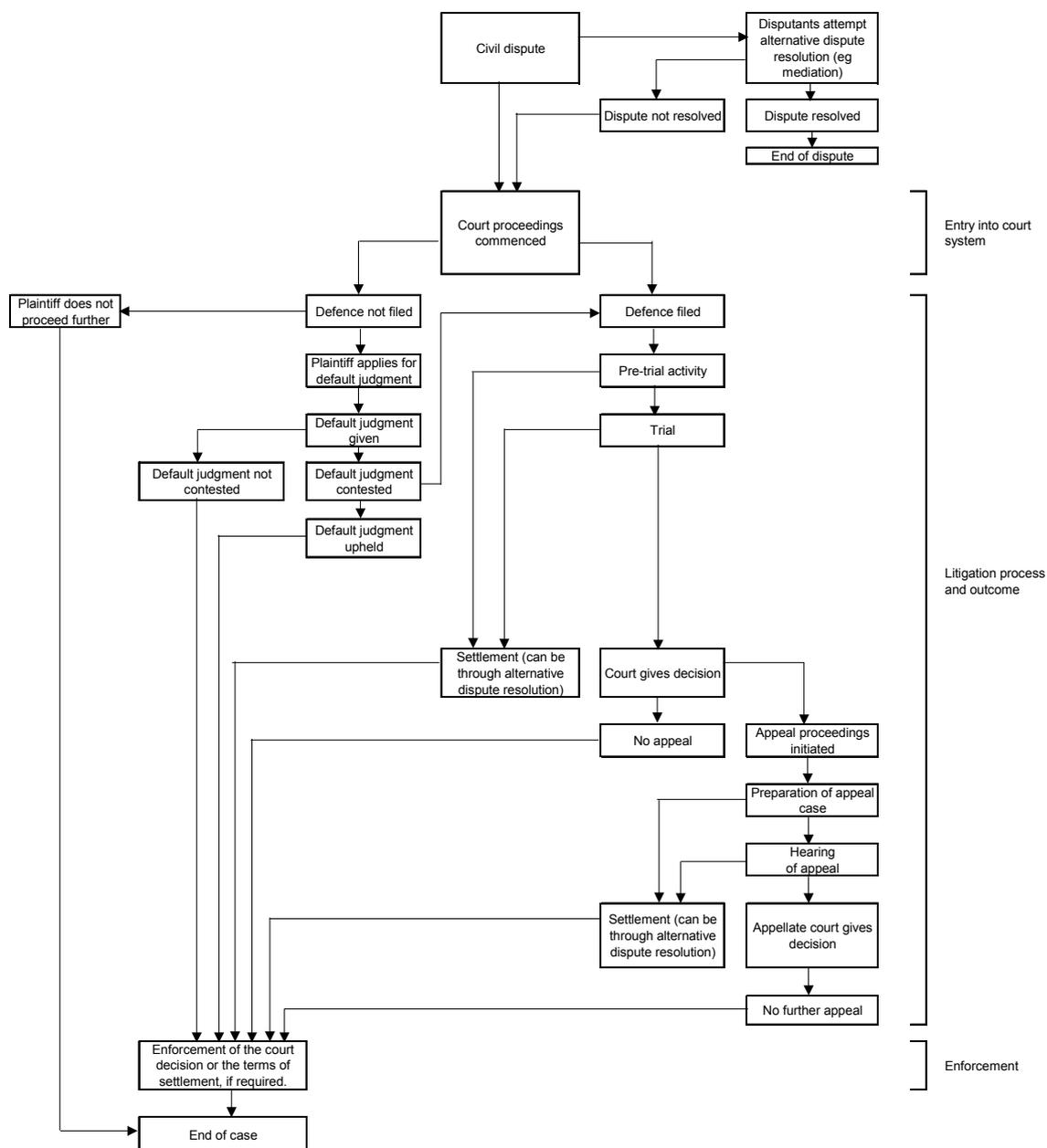
Overview of the civil justice system

In the civil justice system, courts deal with civil law matters. The civil justice system involves the interaction of a number of practices, procedures and case management processes aimed at achieving fair, accessible and effective dispute resolution.

Courts are not the primary means by which people resolve their disputes. The vast majority of disputes are settled outside of the formal court system. Methods of resolution can include legal advice and help, internal complaint mechanisms, external dispute resolution and ombudsmen, family dispute resolution services, and alternative dispute resolution processes such as mediation, negotiation and arbitration (Australian Government Attorney-General's Department 2009).

Figure C.2 is an indicative model of the flows through the civil justice system; it has been simplified because specific steps are complex, vary between jurisdictions, and cannot all be captured in a single figure. While the emphasis in figure C.2 is on the flow of disputes which proceed to court, the role of alternative dispute resolution processes is considerable in civil justice.

Figure C.2 Flows through the civil justice system^{a, b}



^a Does not account for all variations across Australian, State and Territory governments' civil justice systems.

^b The flow diagram is indicative and does not seek to include all the complexities of the civil justice system.

Government funding

In this report funding reported for policing functions and for all corrective services is provided through State and Territory governments. Court administration and services to the judiciary are funded by State and Territory governments or the Australian Government depending on the jurisdiction of the court.

Real recurrent expenditure on justice services in this Report

Recurrent expenditure relates to the annual service costs for the parts of the justice system covered in this Report, and excludes payroll tax. Real recurrent expenditure is derived by applying a Gross Domestic Product (GDP) Implicit Price Deflator (IPD) to the recurrent expenditure data. Details on the GDP IPD can be found in the statistical appendix and table AA.39. Total real recurrent expenditure (less revenue from own sources) for those parts of the justice system covered in this Report was \$13.1 billion in 2010-11 (table C.1).

Table C.1 Real recurrent expenditure (less revenue from own sources) on justice services by Australian, State and Territory governments (2010-11 dollars)^{a, b, c, d}

	2006-07	2007-08	2008-09	2009-10	2010-11	Average annual growth rate
	\$m	\$m	\$m	\$m	\$m	%
Police services	7 748	7 948	8 182	8 756	8 869	3.4
Court admin. — criminal	638	662	691	715	714	2.9
Court admin. — civil ^e	653	652	626	657	636	-0.7
Corrective services	2 577	2 706	2 867	2 983	2 929	3.3
Total justice system	11 616	11 968	12 365	13 111	13 148	3.1
	%	%	%	%	%	
Police services	66.7	66.4	66.2	66.8	67.5	..
Court admin. — criminal	5.5	5.5	5.6	5.5	5.4	..
Court admin. — civil ^e	5.6	5.5	5.1	5.0	4.8	..
Corrective services	22.2	22.6	23.2	22.8	22.3	..
Total justice system	100.0	100.0	100.0	100.0	100.0	..

^a Totals may not sum as a result of rounding. ^b Expenditure data for all services include depreciation, but exclude payroll tax and user cost of capital. This treatment has been adopted to aid comparability in the above table and may differ from the treatment used in tables within individual chapters. ^c Excludes expenditure on justice services out of the scope of this Report (for example, expenditure on specialist courts). ^d Real expenditure based on the ABS gross domestic product price deflator (2010-11 = 100). ^e Civil real net recurrent expenditure for court administration excludes real net recurrent expenditure on probate matters. .. Not applicable.

Source: Australian, State and Territory governments (unpublished); tables 6A.10, 7A.12-13, 8A.12 and AA.2.

A number of factors contribute to the significant differences in expenditure across jurisdictions. These include factors beyond the control of jurisdictions (such as geographic dispersion, economies of scale and socio-economic factors), as well as differences in justice policies and/or the scope of services that justice agencies deliver. For example, event management and emergency response services are provided by police only in some jurisdictions.

Efficiency — real recurrent expenditure (less revenue from own sources) per person

The efficiency of the justice system is reflected in the level of resources used to deliver those services. Unit cost indicators for individual justice services in the Report are presented in the related chapters, but some outcomes result from interactions among the individual services. One indicator of efficiency is annual government recurrent expenditure per person on justice services. Data in table C.2 are calculated from real recurrent expenditure (less revenue from own sources) data for corrective services, criminal and civil court administration and police services, and ABS population estimates, to derive per person results.

Nationally, real expenditure (less revenue from own sources) per person on the areas of justice reported on in 2010-11 was \$585 (table C.2).

Table C.2 Real recurrent expenditure (less revenue from own sources) per person on justice services, 2010-11^{a, b, c, d, e}

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Police services	\$	393	347	385	472	380	399	418	1 065	395
Court admin. — criminal	\$	27	32	30	44	35	30	35	82	32
Court admin. — civil ^{f,g}	\$	15	19	10	33	13	11	34	50	28
Corrective services	\$	134	94	116	217	115	128	118	446	130
Total justice system	\$	569	492	541	765	542	568	604	1 642	585
Police services	%	69.1	70.5	71.2	61.6	70.0	70.3	69.2	64.8	67.5
Court admin. — criminal	%	4.7	6.5	5.5	5.8	6.4	5.3	5.7	5.0	5.4
Court admin. — civil ^{f,g}	%	2.7	3.8	1.9	4.3	2.4	1.9	5.6	3.0	4.8
Corrective services	%	23.5	19.2	21.5	28.3	21.1	22.5	19.5	27.1	22.3
Total justice system	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

^a Totals may not sum as a result of rounding. ^b Expenditure data for all services include depreciation, but exclude payroll tax and user cost of capital. This treatment has been adopted to aid comparability in the above table and may differ from the treatment used in tables within individual chapters. ^c Population is estimated by taking the midpoint population estimate of the 2010-11 financial year. ^d Excludes expenditure on justice services out of the scope of this Report (for example, expenditure on specialist courts). ^e Real expenditure based on the ABS gross domestic product price deflator (2010-11 = 100). ^f The Australian total includes net court administration expenditure for the Federal Court of Australia, the Family Court of Australia, and the Federal Magistrates Court of Australia, which are not attributed to State or Territory jurisdictions. ^g WA civil net court administration expenditure includes the Family Court of WA, so is not directly comparable with other jurisdictions.

Source: Australian, State and Territory governments (unpublished); tables 6A.10, 7A.12–13, 8A.13 and table AA.2.

Social and economic factors affecting demand for services

Criminal jurisdiction

Links have been drawn between criminal activity and social and economic factors such as poverty, levels of substance abuse, unemployment, and levels of social and community cohesion (Weatherburn 2001). Levels of demand on justice services is also driven by changes in legislative and policy environments introduced in response to social concerns such as levels of crime and fear of crime.

It was estimated that in 2005 the costs associated with crime in Australia amounted to approximately \$21.3 billion (Rollings 2008). When combined with the costs of criminal justice, victim assistance, security and insurance the total estimated cost of crime to the community amounted to almost \$36 billion. Expenditure by governments on criminal justice accounted for just over one quarter of the estimated overall costs (Rollings 2008).

Civil jurisdiction

Demand for civil justice services are influenced by the types of legal issues people experience, which in turn are influenced by social and economic factors. Demand also varies with the way in which people respond to legal issues – do nothing, deal with the issue independently or seek advice or legal assistance (Australian Government Attorney-General's Department 2009). A survey of legal needs undertaken in New South Wales in 2003 (Law and Justice Foundation 2006) found that in disadvantaged areas, legal needs for civil issues were generally higher for people with chronic illness or disability. Age, Indigenous status and personal income also had varying influences on both the type of legal issue experienced and whether people chose to seek assistance.

In addition to expenditure by state and territory governments on civil justice, the Australian Government contributes substantially to the federal civil justice system. In 2007-08 over \$1 billion was spent on federal civil courts, tribunals, legal aid, Indigenous programs, community legal centres, commonwealth ombudsman, legal aid, community legal centres and insolvency and trustee services (Australian Government Attorney-General's Department 2009). Expenditure on the federal courts (the High Court, the Federal Court of Australia, the Family Court and the Federal Magistrates Court) comprised just under one third of the total federal gross expenditure on civil justice.

Service-sector objectives

The overarching objectives of the justice sector are

- safe communities
- a fair, equitable and accessible system of justice.

The objectives of the criminal and civil justice system are provided in box C.2. By contrast with criminal justice, civil cases involve participants using the legal system to settle disputes, and the types of parties and possible dispute resolution approaches vary considerably. Specific objectives for each of the three justice services can be found in chapters 6 (police services), 7 (court administration) and 8 (corrective services).

Box C.2 Objectives of the criminal and civil justice system

The objectives of the criminal justice system are to:

- prevent, detect and investigate crime
- administer criminal justice that determines guilt and applies appropriate, consistent and fair sanctions to offenders
- provide a safe, secure and humane custodial system and an effective community corrections system.

The objectives of the civil justice system are to:

- resolve civil disputes and enforce a system of legal rights and obligations
- respect, restore and protect private and personal rights
- resolve and address the issues resulting from family conflicts and ensure that children's and spousal rights are respected and enforced.

C.2 Sector performance indicator framework

This sector summary is based on a sector performance indicator framework (figure C.3). This framework is made up of the following elements:

- Sector objectives — two sector objectives, safe communities and a fair equitable and accessible system of justice, are based on the key objectives of the Justice sector
- Sector-wide indicators — three sector-wide indicators relate to the first sector objective and two indicators relate to the second sector objective

-
- Information from the three service-specific performance indicator frameworks in the three justice chapters. Discussed in more detail in chapters 6, 7 and 8, the service-specific frameworks provide comprehensive information on the equity, effectiveness and efficiency of specific government services.

This sector summary provides an overview of relevant performance information. Chapters 6, 7 and 8 and their associated attachment tables provide further information, including disaggregation of some indicators by Indigenous status.

Figure C.3 Criminal and civil justice sector performance indicator framework

Sector objectives

Safe communities

A fair, equitable and accessible system of justice

Sector-wide indicators

Community perceptions of safety

Justice staff

Crime victimisation

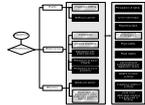
Higher court defendants resulting in a guilty plea or finding

Re-offending rates – (police and corrections data)

Service-specific performance indicator frameworks

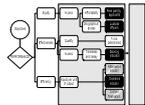
Chapter 6 Police services

Police services
p. 6.7



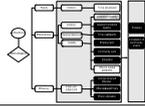
Chapter 7 Court administration

Court administration
p. 7.24



Chapter 8 Corrective services

Corrective services
p. 8.13



Sector-wide indicators

Community perceptions of safety

Community perceptions of safety is an indicator of governments' objective to maintain public safety (box C.3).

Box C.3 Perceptions of safety

'Perceptions of safety' is defined by two separate measures:

- the proportion of people who felt 'safe' or 'very safe' at home
- the proportion of people who felt 'safe' or 'very safe' in public places.

A high or increasing proportion of people who felt 'safe' or 'very safe' for either measure is desirable.

Perceptions of safety might not reflect reported crime, as reported crime might understate actual crime, and many factors (including media reporting and hearsay) might affect public perceptions of crime levels and safety.

Data reported for this indicator are comparable.

Source: Chapter 6.

Data for this indicator are derived from the National Survey of Community Satisfaction with Policing (NSCSP). The NSCSP collects information on public perceptions of crime and safety problems in the community and local area.

Nationally in 2010-11:

- 95 per cent of people felt 'safe' or 'very safe' at home alone during the day (figure C.4)
- 87 per cent of people felt 'safe' or 'very safe' at home alone during the night (figure C.4)
- 46 per cent of people felt 'safe' or 'very safe' when walking or jogging locally during the night (figure C.5)
- 25 per cent of people felt 'safe' or 'very safe' when travelling on public transport during the night in 2010-11 (figure C.5).

Figure C.4 Perceptions of safety at home alone^{a, b}



^a Data are for people aged 15 years or over. ^b Survey results are subject to sampling error. Refer to the Statistical appendix section A.5 for information to assist in the interpretation of these results.

Source: ANZPAA (unpublished), NSCSP; table CA.1.

Figure C.5 Perceptions of safety in public places during the night^{a, b, c}



^a Data are for people aged 15 years or over. ^b Survey results are subject to sampling error. Refer to the Statistical appendix section A.5 for information to assist in the interpretation of these results. ^c Tasmania, the NT and the ACT rely on buses as the primary means of public transportation.

Source: ANZPAA (unpublished) NSCSP; table CA.2.

Crime victimisation

‘Crime victimisation’ is an indicator of governments’ objective to reduce the incidence of crime against people and property (Box C.4).

Box C.4 Crimes against the person and against property

‘Crime victimisation’ in this sector summary is an indicator for which two measures of crime against the person and two measures of crime against property are reported. These data are sourced from ABS crime victimisation survey data:

- estimated victimisation rate for physical assault per 100 000 people aged 15 years or over
- estimated victimisation rate for sexual assault per 100 000 people aged 18 years or over
- estimated household victims of break-in/attempted break-in per 100 000 households
- estimated victims of motor vehicle theft per 100 000 households

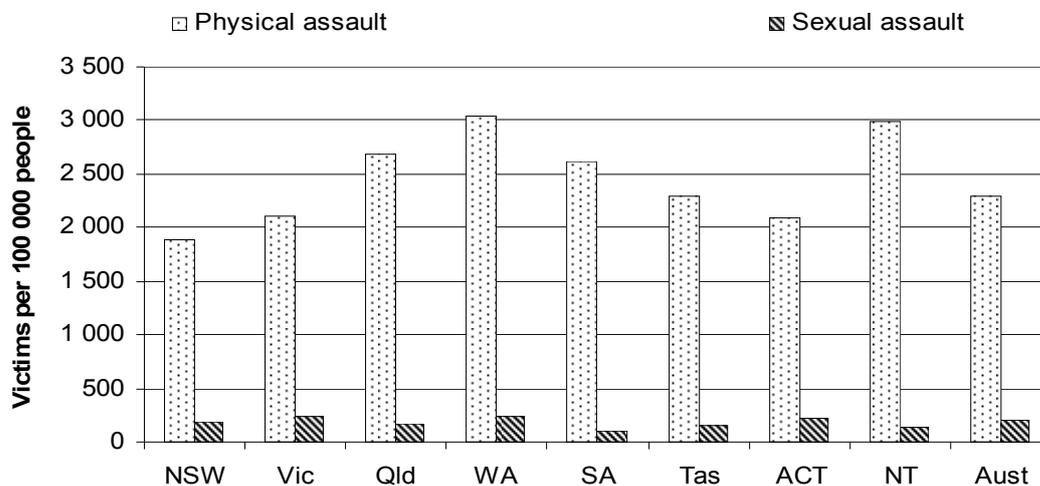
Data reported for this indicator are comparable.

Source: Chapter 6.

Based on ABS crime victimisation survey data, nationally in 2009-10, there were

- 2 300 victims of physical assault per 100 000 people (figure C.6)
- 196 victims of sexual assault per 100 000 people (figure C.6)
- 3 060 victims of break-in per 100 000 households (figure C.7)
- 2 450 victims of attempted break-in per 100 000 households (figure C.7)
- 922 victims of motor vehicle theft per 100 000 households (figure C.7).

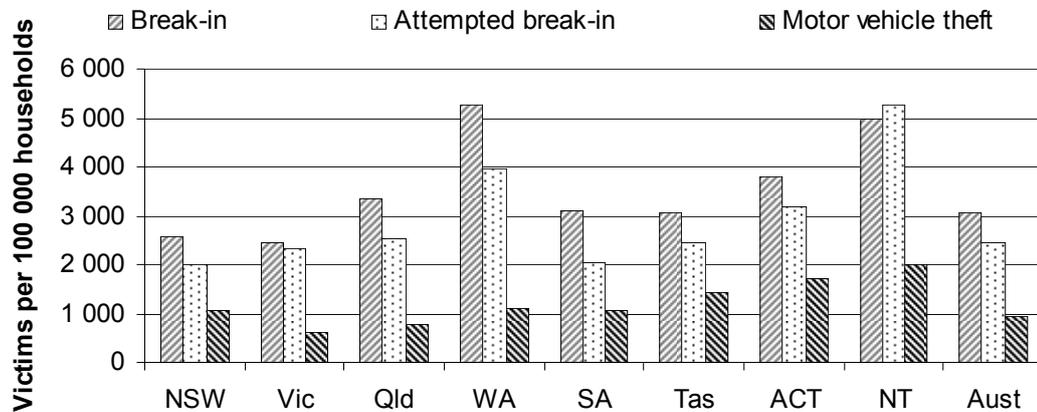
Figure C.6 **Estimated victims of physical and sexual assault, 2009-10^a,
b, c**



^a Data report only the prevalence of crime, not the incidence. A victim is defined as a person reporting at least one of the offences surveyed. Victims were counted once only for each type of offence, regardless of the number of incidents of that type. Physical assault reported is for people aged 15 years or over. Sexual assault reported is for people aged 18 years or over. ^b NT data refer to mainly urban areas only. ^c Most sexual assault components of these data are subject to standard errors of 25% to 50% and should be used with caution. NT estimate for sexual assault has a standard error greater than 50% and is considered too unreliable for general use.

Source: Based on survey data from ABS *Crime Victimization, Australia 2009-10*, Cat. no. 4530.0; table CA.3.

Figure C.7 **Estimated victims of break-in and motor vehicle theft, 2009-10^{a, b, c}**



^a Data report only the prevalence of crime, not the incidence. A victim is defined as a person reporting at least one of the offences surveyed. Victims were counted once only for each type of offence, regardless of the number of incidents of that type. ^b NT data refer to mainly urban areas only. ^c Break-in is defined as an incident where the respondent's home had been broken into. Break-in offences relating to respondents' cars or gardens are excluded. Motor vehicle theft is defined as an incident where a motor vehicle was stolen from any member of the respondent's household. It includes privately owned vehicles, as well as business/company vehicles used exclusively by members of the household

Source: : Based on *Crime Victimization, Australia 2009-10*, Cat. no. 4530.0; table CA.4.

Re-offending rates

The extent to which people who have had contact with the criminal justice system are re-arrested, re-convicted or receive further sentences can be viewed as a partial indicator of governments' objective to improve public safety by reducing the incidence of crime (box C.5). The data reported here are sourced from corrective services and police agencies. There are no data currently available on return to courts.

Box C.5 Re-offending rates

'Re-offending rates' are defined as the extent to which people who have had contact with the criminal justice system are re-arrested, re-convicted, or return to community corrections. In this sector summary re-offending is measured by

- the proportion of offenders who were proceeded against more than once by police during 2009-10
- the proportion of adults released from prison during 2008-09 who returned to corrective services (either prison or community corrections) within two years
- the proportion of adults who were discharged from community corrections orders during 2008-09 who returned with a new correctional sanction within two years.

Repeat offender data are difficult to interpret. A lower proportion of repeat offenders may indicate an effective justice system discouraging repeat offending. However, a higher proportion of repeat offenders may indicate more effective policing.

Repeat offending rates are not weighted to account for the nature of the re-offence, for example, a return to prison for a traffic offence is counted in the same manner as a return for a more serious offence such as armed robbery. Rates of return to corrective services also do not take into account any further:

- arrests
- re-offending that leads to outcomes that are not administered by corrective services, for example, fines
- correctional sanctions for a repeat offender who has previously been sentenced to only non-correctional sanctions, for example, fines.

The data presented are comparable across jurisdictions, but there are jurisdictional differences in how alleged offenders are dealt with and the range of court and non-court actions available to police.

Offenders proceeded against more than once by police

An offender can be proceeded against multiple times during a given period. Table C.3 provides data on the number of times offenders, aged 10 years and over, were proceeded against in 2009-10. The data represent each separate occasion that police initiated a legal action against an offender. In each State and Territory, the majority of offenders (around three quarters) were proceeded against only once during 2009-10.

Table C.3 Number of times offenders were proceeded against during 2009-10 (per cent)^a

	NSW	Vic	Qld	WA ^b	SA ^c	Tas	ACT ^d	NT
1	75.0	79.4	68.2	na	80.9	70.4	77.9	71.2
2	14.2	12.1	17.3	na	10.1	13.8	13.0	17.0
3	5.2	4.1	6.8	na	4.2	6.0	4.8	6.4
4	2.4	1.9	3.2	na	1.9	3.1	2.2	3.0
≥ 5	3.2	2.5	4.4	na	2.9	6.7	2.1	2.4
Total	100.0	100.0	100.0	na	100.0	100.0	100.0	100.0
Total repeat offenders	25.0	20.6	31.8	na	19.1	29.6	22.1	28.8

^a Totals may not sum as a result of rounding. ^b Data are not currently available for WA. ^c Data for SA are overstated. ^d Data for ACT are understated. **na** Not available.

Source: ABS (2011), *Recorded Crime – Offenders, selected states and territories, 2009-10*, Cat. no. 4519.0.

Adult offenders released from prison

The most recent data for adult offenders released from prison who returned to corrective services within two years relate to prisoners released during 2008-09 who returned to corrective services by 2010-11 (table C.4). Nationally, 40 per cent of released prisoners had returned to prison within two years, while 46 per cent had returned to corrective services.

Table C.4 Prisoners released during 2008-09 who returned to corrective services with a new correctional sanction within two years (per cent)^a

	NSW	Vic	Qld	WA	SA	Tas	ACT ^b	NT	Aust
Prisoners returning to:									
— prison	43.1	36.9	35.2	44.2	29.8	36.2	na	47.1	39.7
— corrective services ^c	46.2	44.8	41.1	55.7	43.4	42.2	na	48.1	45.6

^a Refers to all prisoners released following a term of sentenced imprisonment including prisoners subject to correctional supervision following release, that is, offenders released on parole or other community corrections orders. Data include returns to prison resulting from the cancellation of a parole order. ^b The ACT did not report on either indicator, because for most of the reporting period the majority of full-time prisoners sentenced in the ACT were held in NSW prisons. ^c Includes a prison sentence or a community corrections order. .. Not applicable.

Source: State and Territory governments (unpublished).

Table C.5 provides a time series on the proportion of adult offenders released from prison who returned to prison under sentence within two years. Nationally, 40 per cent of prisoners released in 2008-09 returned to prison within two years. This proportion has remained relatively stable since 2006-07.

Table C.5 Prisoners released who returned to prison under sentence within two years (per cent)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA^a</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2006-07	43.8	36.2	28.7	43.3	32.8	37.1	..	44.6	38.2
2007-08	43.0	35.6	33.6	42.3	33.2	36.0	..	44.8	38.9
2008-09	42.9	33.9	37.9	44.7	32.2	36.4	..	47.3	40.0
2009-10	42.4	33.7	33.5	45.3	30.2	31.7	..	47.9	38.5
2010-11	43.1	36.9	35.2	44.2	29.8	36.2	..	47.1	39.7

^a WA data for previous years have been revised to improve alignment with national counting rules. Australian averages have been amended accordingly. .. Not applicable.

Source: State and Territory governments (unpublished).

Adult offenders discharged from community corrections orders

Table C.6 provides data on offenders who were discharged after serving orders administered by community corrections, including post-prison orders such as parole or licence, and then returned with a new correctional sanction within two years. Nationally, of those offenders who were released during 2008-09, 14 per cent had returned with a new correctional sanction to community corrections, and 25 per cent had returned to corrective services by 2010-11.

Table C.6 Offenders discharged from community corrections orders during 2008-09 who returned with a new correctional sanction within two years (per cent)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA^a</i>	<i>Tas</i>	<i>ACT^b</i>	<i>NT</i>	<i>Aust</i>
Offenders returning to:									
— community corrections	12.4	15.2	15.3	15.1	17.1	17.7	na	9.4	14.4
— corrective services ^c	23.1	21.7	30.7	22.2	25.2	25.2	na	32.7	25.1

^a Figures for SA include breaches of supervised bail, that has a home detention component. This group has a higher rate of return than home detainees on a sentenced order. In the majority of cases, this is for a minor breach. ^b The ACT will report on recidivism rates across all categories of offenders from 2011-12. ^c Includes a prison sentence or a community corrections order. **na** Not available.

Source: State and Territory governments (unpublished).

Justice staff

The number of justice staff employed relative to the population is an indicator of governments' aim to provide justice services in an equitable and efficient manner (box C.6). Staffing for police and courts are reported per 100 000 population.

Box C.6 Justice staff for police and courts

Justice staff for police and courts are defined by two measures:

- Police staff are categorised according to operational status. An operational police staff member is any member whose primary duty is the delivery of police or police-related services to an external client (primarily members of the public but may also include other government departments). Specialised activities may be outsourced or undertaken by administrative (unsworn) staff. The number of operational and total police staff are presented relative to the population.
- Judicial officers relates to access to the number of judicial officers available to deal with cases in relation to population size. A judicial officer is defined as an officer who can make enforceable orders of the court. The number of judicial officers is expressed in full time equivalent units and where judicial officers have both judicial and non-judicial work, it refers to the proportion of time allocated to judicial work. The number of FTE judicial officers is presented relative to the population. A higher proportion of judicial officers in the population indicates potentially greater access to the judicial system.

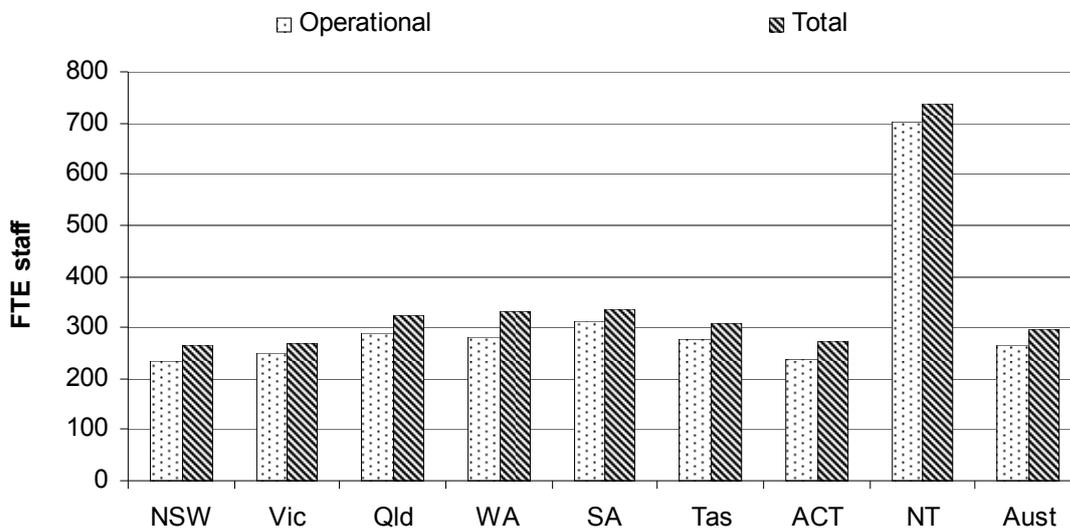
Data reported for this indicator are comparable.

Source: Chapters 6 and 7.

Police staff

Nationally, there was a total of 59 821 operational and 6 693 non-operational staff in 2010-11. Approximately 90 per cent of police staff were operational in Australia in 2010-11. Nationally, on average, there were 266 operational police staff per 100 000 people (figure C.8). The number of staff per 100 000 people varies across jurisdictions, in part, due to differing operating environments.

Figure C.8 Police staff per 100 000 people, 2010-11^a



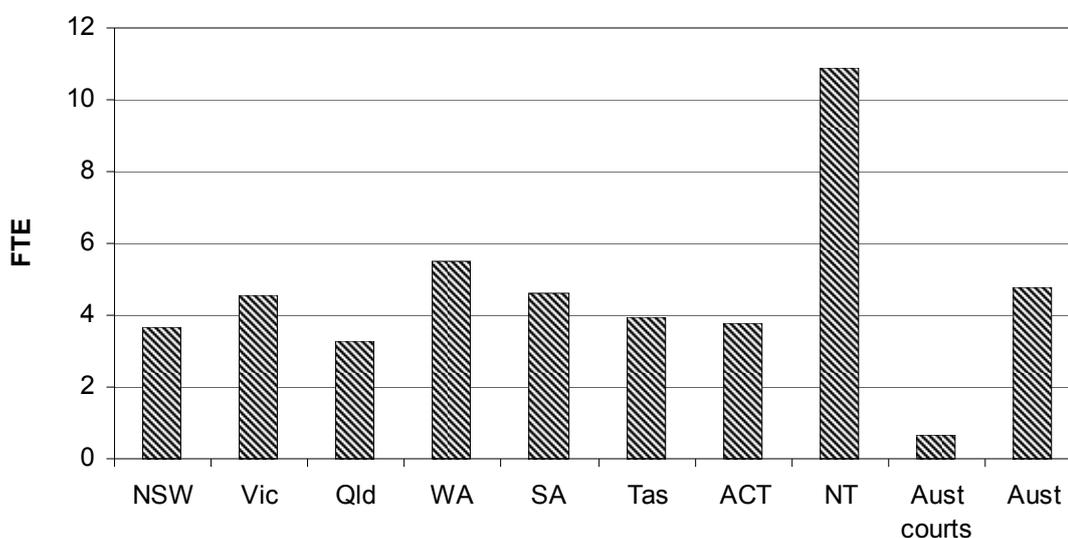
^a Data comprise all FTE staff except in the NT where data are based on a headcount at 30 June.

Source: State and Territory governments (unpublished); table CA.5.

Judicial officers

Nationally, there were five FTE judicial officers per 100 000 population in 2010-11 (figure C.9). Factors such as geographical dispersion, judicial workload and population density should be considered when comparing data concerning judicial officers.

Figure C.9 **Judicial officers per 100 000 people, 2010-11**



Source: State and Territory governments (unpublished); table CA.6.

Higher court defendants resulting in a guilty plea or finding

‘Higher court defendants resulting in a guilty plea or finding’ is an indicator of governments’ objective to achieve efficient and effective court case management for judicial processing (box C.7).

Box C.7 Higher court defendants resulting in a guilty plea or finding

‘Higher court defendants resulting in a guilty plea or finding’ is defined as the number of higher courts finalised adjudicated defendants who either submitted a guilty plea or were found guilty, as a proportion of the total number of higher courts adjudicated defendants.

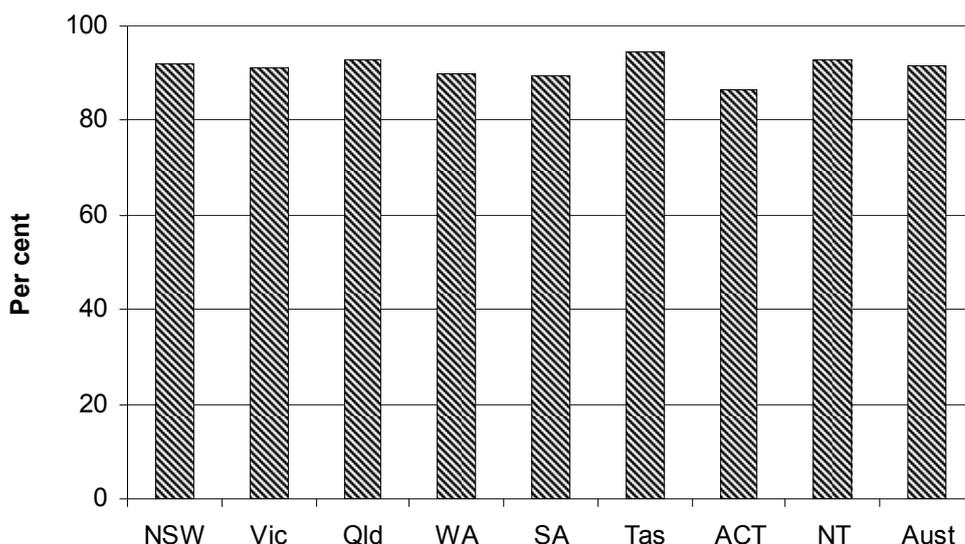
A high or increasing proportion of higher courts adjudicated defendants submitting a guilty plea or being the subject of a guilty finding is desirable.

This indicator does not provide information on the number of defendants where police have identified a likely offender, but choose not bring the likely offender to trial due to a variety of factors nor to cases that have been finalised by a non-adjudicated method.

Data reported for this indicator are comparable.

The proportion of higher court finalised adjudicated defendants who either submitted a guilty plea or were found guilty in 2009-10 was 92 per cent nationally and similar across jurisdictions (figure C.10).

Figure C.10 Proportion of higher court finalised adjudicated defendants resulting in a guilty plea or finding, 2009-10 ^a



^a A defendant can be either a person or organisation against whom one or more criminal charges have been laid.

Source: ABS *Criminal Courts, Australia* 2011 Cat. no. 4513.0; table CA.7

Service-specific performance indicator frameworks

This section summarises information from the three justice service specific indicator frameworks:

- police (see chapter 6 for more detail)
- court administration (see chapter 7 for more detail)
- corrective services (see chapter 8 for more detail).

Each performance indicator framework provides comprehensive information on the equity, effectiveness and efficiency of specific government services.

Additional information is available in each chapter and associated attachment tables to assist the interpretation of these results:

- indicator interpretation boxes, which define the measures used and indicate any significant conceptual or methodological issues with the reported information

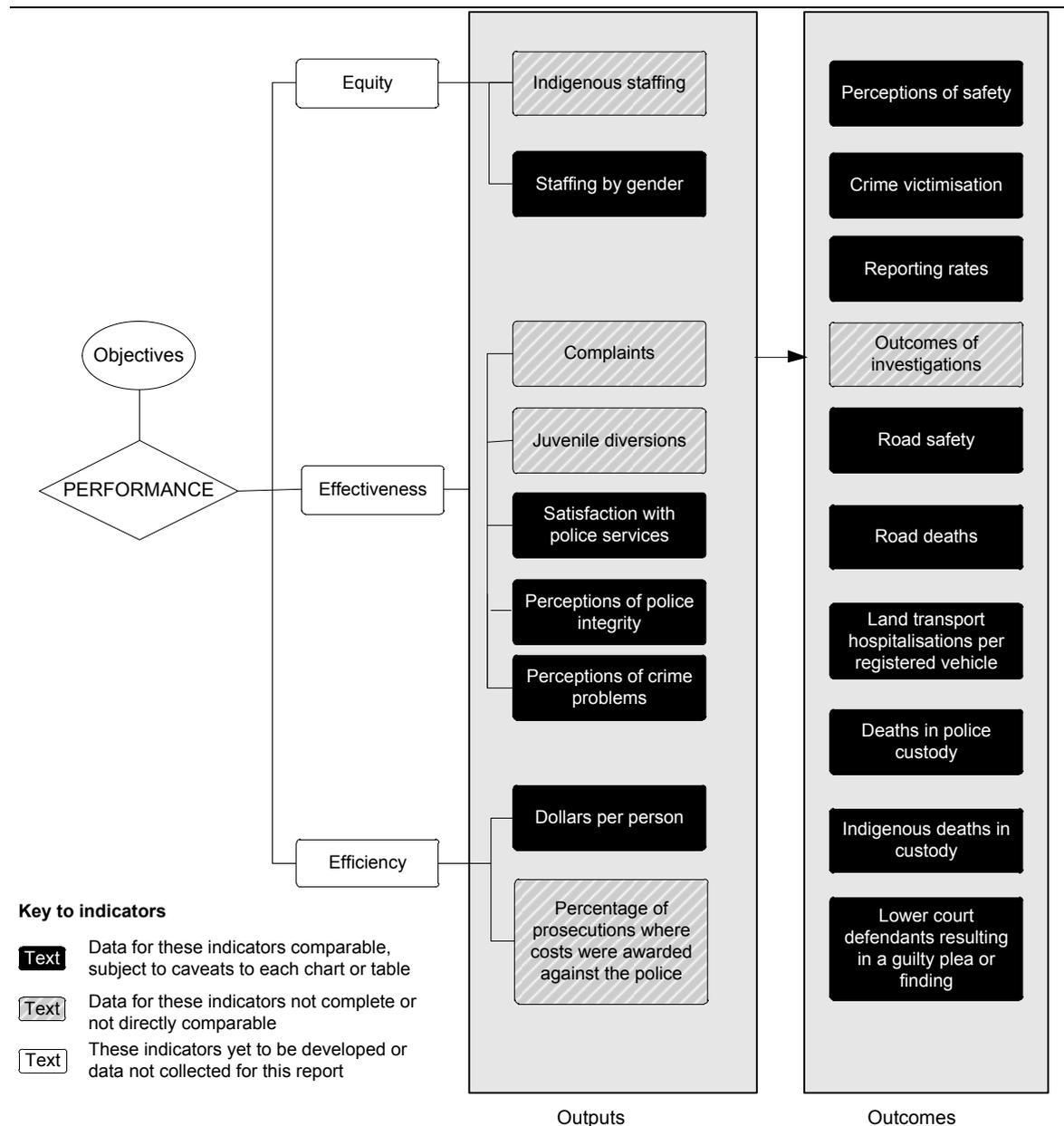
-
- caveats and footnotes to the reported data
 - additional measures and further disaggregation of reported measures
 - data quality information for many indicators, based on the ABS Data Quality Framework.

A full list of attachment tables and available data quality information are provided at the end of chapters 6, 7 and 8.

Police services

The performance indicator framework for police services is presented in figure C.11.

Figure C.11 Police services performance indicator framework



An overview of the police services performance indicator results for 2010-11 is presented in table C.7.

Table C.7 Performance indicators for police services^{a, b}

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Equity (access) indicators									
<i>Indigenous staffing, 2010-11</i>									
<i>Data for this indicator not complete or not directly comparable (chapter 6, attachment table 6A.17)</i>									
%	2	–	2	2	1	2	1	8	..
<i>Staffing by gender (proportion of all staff who are female), 2010-11</i>									
<i>Data for this indicator comparable, subject to caveats (chapter 6, attachment table 6A.18)</i>									
%	33	31	36	29	30	35	34	37	33
Effectiveness (output) indicators									
<i>Complaints against police, 2010-11</i>									
<i>Data for this indicator not complete or not directly comparable (chapter 6, attachment table 6A.16)</i>									
No. per 100 000 pop	50	20	49	42	104	30	76	94	..
<i>Juvenile diversions (as a proportion of offenders), 2010-11</i>									
<i>Data for this indicator not complete or not directly comparable (chapter 6, attachment table 6A.39)</i>									
%	57	33	44	49	51	60	38	49	..
<i>Satisfaction with police services (proportion of people 'satisfied' or 'very satisfied'), 2010-11 (%)</i>									
<i>Data for this indicator comparable, subject to caveats (chapter 6, attachment tables 6A.12)</i>									
In general	75	74	76	72	75	76	77	72	75
<i>Perceptions of police integrity (proportion of people who 'agreed' or 'strongly agreed' that police are...), 2010-11 (%)</i>									
<i>Data for this indicator comparable, subject to caveats (chapter 6, attachment tables 6A.13–6A.15)</i>									
Fair and treat people equally	74	73	74	70	74	76	76	69	73
Professional	85	86	86	84	85	87	88	83	85
Honest	73	70	73	69	75	74	78	74	72
<i>Perceptions of crime problems, ('major problem' or 'somewhat of a problem') 2010-11 (%)</i>									
<i>Data for this indicator comparable, subject to caveats (chapter 6, attachment tables 6A.22–6A.23)</i>									
Illegal drugs	52	47	40	48	40	42	38	46	46
Speeding cars, dangerous or noisy driving	72	73	69	75	76	73	71	63	72

Table C.7 (continued)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Effectiveness (outcome) indicators									
<i>Perceptions of safety, 2010-11 (%)</i>									
<i>Data for this indicator comparable, subject to caveats (chapter 6, attachment tables 6A.19–6A.21)</i>									
Home alone during the day	95	95	96	94	95	96	96	93	95
Home alone at night	86	88	90	85	85	89	89	82	87
Walking/jogging at night	46	48	47	44	43	54	49	36	46
Travelling on Public transport at night	26	22	30	20	23	24	34	17	25
<i>Crime victimisation, 2009-10 (rate per ^a100000 people/^b100000 households)</i>									
<i>Data for this indicator comparable, subject to caveats (chapter 6, attachment tables 6A.24, 6A.27, 6A.28)</i>									
Physical assault ^a	1 890	2 103	2 692	3 039	2 620	2 295	2 085	2 986	2 300
Threatened assault ^a	2 271	2 785	2 897	2 586	2 926	3 502	2 141	4 040	2 650
Sexual assault ^a	185	242	177	233	98	158	225	132	196
Robbery ^a	243	369	360	458	233	336	169	527	323
Homicide ^a	1.1	1.1	1.3	1.2	1.3	1.2	1.4	6.1	1.2
Break in ^b	2 565	2 445	3 348	5 274	3 084	3 080	3 789	4 988	3 060
Attempted break-in ^b	2 003	2 319	2 550	3 967	2 036	2 445	3 195	5 273	2 450
Vehicle theft ^b	1 046	617	792	1 083	1 079	1 418	1 709	1 995	922
Theft from vehicle ^b	3 268	4 186	3 058	5 451	3 373	2 494	4 978	5 131	3 709
Malicious damage ^b	8 576	9 592	7 367	12 432	10 362	9 730	12 705	12 257	9 246
Other theft ^b	3 119	3 471	3 753	4 591	3 297	4 401	4 161	7 411	3 582
<i>Reporting rates, 2009-10 (%)</i>									
<i>Data for this indicator comparable, subject to caveats (chapter 6, attachment tables 6A.29–6A.30)</i>									
Physical assault	55	46	52	52	43	47	61	49	51
Threatened assault	28	26	39	39	35	33	28	36	32
Sexual assault	46	32	42	23	np	np	62	–	37
Robbery	53	48	71	82	49	np	np	55	61
Break-in	70	76	77	82	78	76	86	80	76
Attempted break-in	46	36	37	45	44	50	44	38	42
Vehicle theft	85	91	100	86	93	np	np	79	90

Table C.7 (continued)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Theft from vehicle	54	62	47	54	61	61	57	44	55
Malicious damage	45	44	49	54	45	45	49	55	47
Other theft	36	42	33	39	37	37	38	35	37
<i>Outcomes of investigations, 30 day status, 2010 (% finalised)</i>									
<i>Data for this indicator not complete or not directly comparable (chapter 6, attachment tables 6A.31–6A.32)</i>									
Homicide	68	79	81	65	65	100	np	np	75
Assault	np	np	np	np	np	np	np	np	np
Sexual assault	32	38	50	46	42	60	29	65	40
Armed robbery	25	36	47	46	29	67	13	50	34
Unarmed robbery	24	31	45	33	26	62	23	47	29
Kidnapping	41	49	22	60	43	np	np	np	42
Unlawful entry	7	10	14	13	9	20	2	23	11
Vehicle theft	8	12	25	21	12	18	4	26	14
Other theft	14	18	24	15	16	29	7	22	17
<i>Road safety (people who had driven in previous 6 months 'rarely' or more often...), 2010-11 (%)</i>									
<i>Data for this indicator comparable, subject to caveats (chapter 6, attachment tables 6A.33–6A.35)</i>									
Without a seatbelt	6	7	7	5	7	8	5	11	7
Over alcohol limit	9	9	8	14	12	11	12	15	10
Speeding >10km	60	54	60	66	54	58	65	65	59
<i>Road deaths per 100 000 registered vehicles, 2010-11</i>									
<i>Data for this indicator comparable, subject to caveats (chapter 6, attachment tables 6A.36)</i>									
Rate	9	7	8	10	10	8	8	31	9
<i>Land transport hospitalisations per 100 000 registered vehicles, 2009-10</i>									
<i>Data for this indicator comparable, subject to caveats (chapter 6, attachment tables 6A.37)</i>									
Rate	261	229	223	214	257	155	356	490	240
<i>Deaths in police custody, 2010</i>									
<i>Data for this indicator comparable, subject to caveats (chapter 6, attachment tables 6A.38)</i>									
No.	7	–	1	5	2	1	–	1	17
<i>Indigenous deaths in police custody, 2010</i>									
<i>Data for this indicator comparable, subject to caveats (chapter 6, attachment tables 6A.38)</i>									
No.	1	–	1	4	–	–	–	1	7
<i>Lower court guilty plea or finding (of all adjudicated defendants), 2009-10</i>									
<i>Data for this indicator comparable, subject to caveats (chapter 6, attachment tables 6A.40)</i>									
%	95	90	99	99	100	87	97	97	96

Table C.7 (continued)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Efficiency indicators									
<i>Dollars per person (real recurrent expenditure on police services per person), 2010-11</i>									
<i>Data for this indicator comparable, subject to caveats (chapter 6, attachment table 6A.10)</i>									
\$	393	347	385	472	380	399	418	1 065	395
<i>Percentage of prosecutions where costs are awarded against the police, 2010-11</i>									
<i>Data for this indicator not complete or not directly comparable (chapter 6, attachment tables 6A.41)</i>									
%	0.2	na	–	1.8	2.0	–	1.0	0.4	..

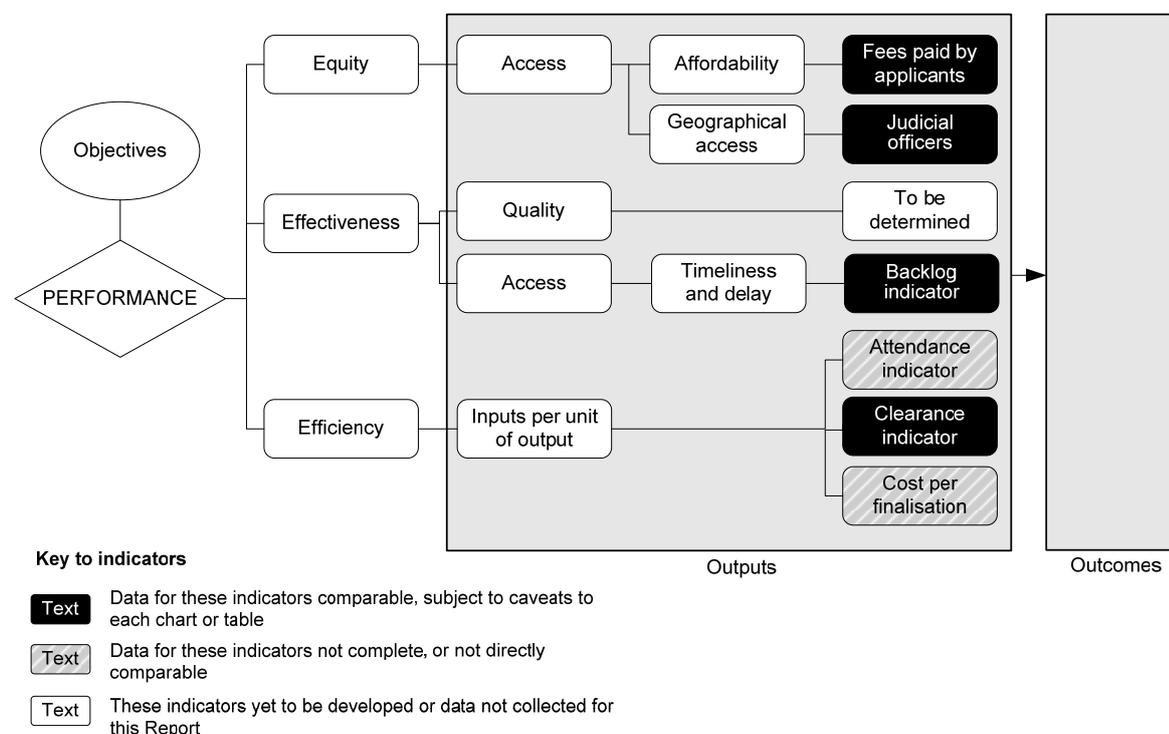
^a Caveats for these data are available in Chapter 6 and Attachment 6A. Refer to the indicator interpretation boxes in chapter 6 for information to assist with interpreting data presented in this table. ^b Some data are derived from detailed data in Chapter 6 and Attachment 6A. **na** Not available. **..** Not applicable. **np** Not published. **–** Nil or rounded to zero.

Source: Chapter 6 and Attachment 6A.

Court Administration

The performance indicator framework for court administration is presented in figure C.12.

Figure C.12 Court administration performance indicator framework



An overview of the court administration performance indicator results for 2010-11 is presented in table C.8.

Table C.8 Performance indicators for court administration^{a, b}

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aus Gov	Aust
Equity (access) indicators										
<i>Fees paid by applicants (average civil court fees collected per lodgment), 2010-11</i>										
<i>Data for this indicator comparable, subject to caveats (chapter 7, attachment table 7A.16)</i>										
<i>Civil courts</i>	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
Supreme/Federal (excl. probate)	2 420	1 068	1 003	1 790	2 290	476	1 114	633	2 098	1 721
District/County Magistrates	1 266	1 177	726	666	833	..	..	..	..	978
Family courts	121	88	118	105	135	80	49	63	..	106
Fed Magistrates	..	..	..	222	..	..	..	..	129	172
	..	..	..	..	..	..	..	..	333	333
<i>Judicial officers (full time equivalent), 2010-11</i>										
<i>Data for this indicator comparable, subject to caveats (chapter 7, attachment table 7A.20)</i>										
	no.	no.	no.	no.	no.	no.	no.	no.	no.	no.
Total number	264.9	253.1	148.1	127.8	76.1	20.8	13.7	25.0	144.1	1 073.6
Number per 100 000 people	3.6	4.5	3.3	5.5	4.6	4.0	3.8	10.9	0.6	4.8
Effectiveness (access) indicator										
<i>Backlog (percentage of lodgments pending completion as at 30 June), 2010-11</i>										
<i>Data for this indicator comparable, subject to caveats (chapter 7, attachment tables 7A.17 and 7A.18)</i>										
	%	%	%	%	%	%	%	%	%	%
<i>Criminal matters</i>										
Higher (appeal)										
>12 months	1.7	20.4	6.3	8.6	1.1	—	8.6	—	..	..
>24 months	0.1	3.4	0.1	0.5	—	—	1.0	—	..	..
Higher (non-appeal)										
>12 months	11.0	24.2	18.4	5.9	23.2	16.7	47.3	6.8	..	..
>24 months	1.1	6.1	5.1	1.0	4.1	4.6	16.6	1.0	..	..
Magistrates										
>6 months	11.0	23.7	28.1	21.0	26.9	33.9	24.1	47.9	..	..
>12 months	2.2	7.7	13.1	7.7	10.5	14.9	8.9	33.0	..	..
Children's										
>6 months	8.4	16.1	25.7	26.1	18.6	29.2	19.0	39.5	..	..
>12 months	0.9	4.4	11.7	13.1	4.9	11.7	7.3	17.6	..	..

Table C.8 (continued)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aus Gov</i>	<i>Aust</i>
<i>Civil matters</i>										
Higher (appeal)										
>12 months	24.3	31.4	14.5	13.7	12.9	9.6	20.9	13.3	6.8	..
>24 months	7.2	7.2	1.3	3.9	2.4	1.9	–	3.3	1.5	..
Higher (non-appeal)										
>12 months	24.4	26.1	26.8	27.3	39.9	32.5	51.9	37.3	34.0	..
>24 months	8.2	9.0	5.5	10.2	19.9	12.3	27.1	18.7	20.9	..
Magistrates										
>6 months	na	30.0	44.2	30.8	39.9	44.6	36.0	35.6	..	..
>12 months	na	16.0	7.4	3.6	8.3	9.7	11.4	6.8	..	..
Family - appeal										
>12 months	..	..	..	20.7	..	..	..	..	26.6	..
>24 months	..	..	..	3.4	..	..	..	..	8.4	..
Family – non appeal										
>12 months	..	..	..	33.2	..	..	..	..	29.7	..
>24 months	..	..	..	13.0	..	..	..	..	11.6	..
Fed Magistrates										
>6 months	..	..	..	..	..	..	..	..	29.1	..
>12 months	..	..	..	..	..	..	..	..	10.4	..
Coroners'										
>12 months	26.4	49.8	31.6	36.4	27.5	30.5	30.9	31.7	..	..
>24 months	4.3	31.0	11.8	14.6	8.7	10.4	12.0	13.1	..	..

Efficiency indicators

Attendance (average attendances per finalisation), 2010-11

Data for this indicator not complete or not directly comparable (chapter 7, attachment table 7A.19)

	no.	no.	no.	no.	no.	no.	no.	no.	no.	no.
<i>Criminal</i>										
Supreme	na	2.1	2.9	2.4	3.3	6.9	5.3	7.5	..	..
District/County	na	3.8	4.0	3.9	6.5	..	..	..	..	..
Magistrates	na	3.0	2.4	2.3	3.8	4.0	3.5	3.5	..	..
Children's	na	3.1	2.8	3.9	3.6	5.6	6.6	5.8	..	..
<i>Civil</i>										
Supreme (excl. probate)/Federal	na	1.1	1.3	2.6	4.3	na	4.3	3.6	3.6	..
District/Country	na	2.1	0.8	1.9	4.0	..	..	..	..	..
Magistrates	na	1.0	0.7	0.7	0.5	1.1	1.8	1.1	..	..
Children's	na	1.8	2.9	4.1	2.7	na	1.8	1.1	..	..
Family	..	..	..	1.5	..	..	..	..	2.5	..
Fed Magistrates	..	..	..	..	..	..	..	..	2.0	..
Coroners'	na	1.0	3.9	1.0	1.5	1.0	3.1	1.0	..	..

Table C.8 (continued)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aus Gov	Aust
<i>Clearance (number of finalisations in reporting period divided by number of lodgments), 2010-11</i>										
<i>Data for this indicator comparable, subject to caveats (chapter 7, attachment tables 7A.21 and 7A.22)</i>										
	%	%	%	%	%	%	%	%	%	%
<i>Criminal</i>										
Supreme – appeal	106.1	156.1	89.4	97.6	93.3	103.0	81.5	147.4	..	..
Supreme – non appeal	67.5	127.8	98.4	95.0	113.6	100.5	117.6	83.5	..	..
District/County – appeal	100.6	110.7	38.5	..	..	..	..	..	..	..
District/County – non appeal	86.8	97.6	104.4	118.8	107.7	..	..	..	..	..
Magistrates	101.1	106.6	104.4	106.0	107.4	98.4	98.5	98.9	..	..
Children's	98.4	107.8	104.7	110.5	106.1	108.9	103.9	105.2	..	..
<i>Civil</i>										
Supreme/Federal - appeal	102.5	82.6	104.6	98.8	95.2	95.7	60.4	104.7	95.9	..
Supreme (excl probate)/Federal – non appeal	87.9	88.2	129.6	93.0	95.3	101.2	131.6	97.7	93.8	..
District/County – appeal	74.3	100.0	130.8	107.8	90.0	..	..	..	..	..
District/County – non appeal	96.3	86.1	93.2	93.6	104.9	..	..	..	..	..
Magistrates	92.3	99.8	110.4	102.0	102.0	100.1	97.7	98.6	..	..
Children's	89.7	91.6	95.9	95.2	103.1	110.5	98.7	95.4	..	..
Family – appeal	..	..	..	93.1	..	..	..	..	99.1	..
Family – non appeal	..	..	..	101.4	..	..	..	..	106.2	..
Fed Magistrates	..	..	..	..	..	..	..	..	98.5	..
Coroners'	108.8	115.0	99.8	68.7	95.8	93.0	96.8	100.4	..	..
<i>Cost per finalisation (total net recurrent expenditure divided by number of finalisations), 2010-11</i>										
<i>Data for this indicator not complete or not directly comparable (chapter 7, attachment tables 7A.23 and 7A.24)</i>										
	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
<i>Criminal</i>										
Supreme	29 527	31 310	7 573	20 329	25 077	10 565	12 714	20 125	..	17 002
District/County	6 585	14 382	6 262	12 184	9 582	..	..	..	..	8 804
Magistrates	534	439	394	581	464	357	1 285	804	..	481
Children's	906	104	672	602	545	497	1 560	759	..	545
<i>Civil</i>										
Supreme (excl. probate)/Federal	4 267	5 040	1 481	8 267	4 797	3624	4 015	16 310	17 138	5 992
District/County	2 054	2 900	1 078	2 712	1 463	..	..	..	..	2 125
Magistrates	230	194	248	229	257	72	1 810	864	..	237
Children's	1 204	1 699	1 376	710	791	1 236	3 094	960	..	1 303
Family courts	..	..	..	1 356	..	..	..	..	5 315	..
Fed Magistrates	..	..	..	..	..	..	..	..	742	..
Coroners	880	2 422	2 374	2 993	1 414	1 015	1 317	3 801	..	1 830

Table C.8 (continued)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aus Gov	Aust
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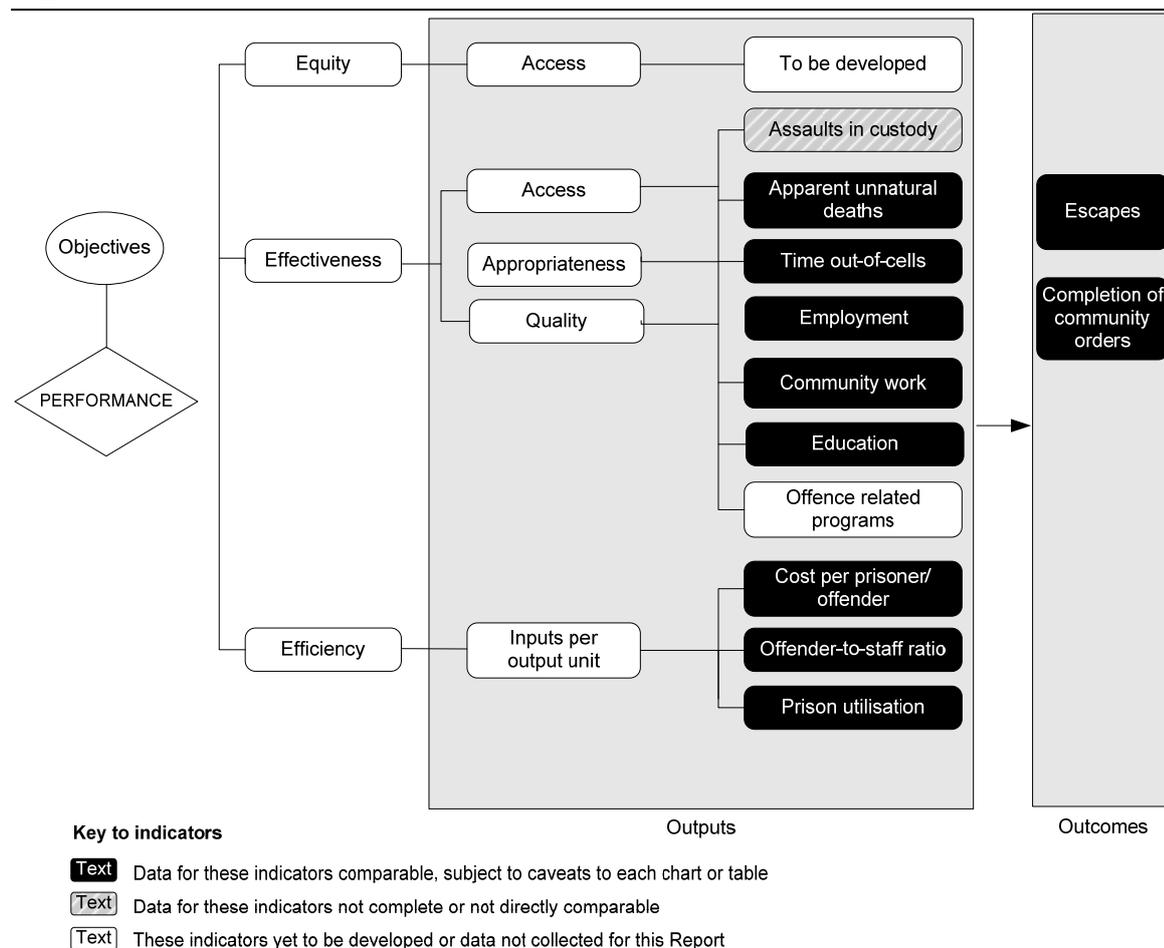
^a Caveats for these data are available in Chapter 7 and Attachment 7A. Refer to the indicator interpretation boxes in chapter 7 for information to assist with interpreting data presented in this table. ^b Some data are derived from detailed data in Chapter 7 and Attachment 7A. **na** Not available. **..** Not applicable. **-** Nil or rounded to zero.

Source: Chapter 7 and Attachment 7A.

Corrective services

The performance indicator framework for corrective services is presented in figure C.13.

Figure C.13 Corrective services performance indicator framework



An overview of the corrective services performance indicator results for 2010-11 is presented in table C.9.

Table C.9 Performance indicators for corrective services^{a, b}

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Effectiveness (access, appropriateness, quality) indicators									
<i>Assaults in custody, 2010-11 (rate per 100 prisoners)</i>									
<i>Data for this indicator not complete or not directly comparable (chapter 8, attachment table 8A.14)</i>									
Prisoner on prisoner	13.1	7.6	3.3	5.7	8.4	9.1	na	2.4	8.2
Prisoner on officer	0.3	0.6	0.7	1.3	0.8	1.5	na	0.2	0.6
<i>Apparent unnatural deaths, 2010-11 (rate per 100 prisoners)</i>									
<i>Data for this indicator comparable, subject to caveats (chapter 8, attachment table 8A.15)</i>									
Indigenous prisoners	0.04	–	–	0.06	0.21	–	–	–	0.04
All prisoners	0.10	0.04	0.05	0.02	0.10	–	–	0.09	0.07
<i>Time out of cells (average hours per day), 2010-11</i>									
<i>Data for this indicator comparable, subject to caveats (chapter 8, attachment table 8A.18)</i>									
Total	11.4	na	11.2	12.1	9.5	9.5	13.3	12.6	11.4
<i>Employment (number of prisoners employed as a percentage of those eligible to work), 2010-11</i>									
<i>Data for this indicator comparable, subject to caveats (chapter 8, attachment table 8A.20)</i>									
%	81.1	87.2	75.5	84.2	74.6	66.2	84.8	70.7	80.5
<i>Community work (ratio of number of hours directed to work and hours actually worked), 2010-11</i>									
<i>Data for this indicator comparable, subject to caveats (chapter 8, attachment table 8A.20)</i>									
Ratio	na	na	2.0	1.8	3.7	na	2.4	2.6	na
<i>Education (number of prisoners in education courses as a percentage of those eligible), 2010-11</i>									
<i>Data for this indicator comparable, subject to caveats (chapter 8, attachment table 8A.21)</i>									
%	30.3	40.4	27.8	36.3	48.9	52.5	89.8	32.7	35.0
<i>Escapes (number and rate per 100 prisoners), 2010-11</i>									
<i>Data for this indicator comparable, subject to caveats (chapter 8, attachment table 8A.17)</i>									
Number. Open	22	–	1	4	–	–	–	6	33
Number Secure	1	–	–	–	2	3	–	2	8
Rate Open	0.60	–	0.19	0.41	–	–	..	1.59	0.53
Rate Secure	0.02	–	–	–	0.11	0.71	–	0.25	0.04
<i>Completion of community orders (percentage of orders completed), 2010-11</i>									
<i>Data for this indicator comparable, subject to caveats (chapter 8, attachment table 8A.19)</i>									
%	81.1	66.3	62.7	58.4	73.1	87.9	83.5	64.0	70.7
Efficiency indicators									
<i>Cost per prisoner/offender (average net cost per day excluding capital and payroll costs), 2010-11</i>									
<i>Data for this indicator comparable, subject to caveats (chapter 8, attachment table 8A.7)</i>									
Prisoner (\$)	199.5	257.3	187.9	244.0	194.0	322.9	334.8	186.3	215.9
Offender (\$)	24.5	21.2	12.0	41.2	14.9	10.4	13.6	36.1	20.3

Table C.9 (Continued)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<i>Offender-to-staff ratio (daily average number of offenders per full time corrective services staff member), 2010-11</i>									
<i>Data for this indicator comparable, subject to caveats (chapter 8, attachment table 8A.22)</i>									
Ratio	15.6	14.9	26.2	10.8	18.9	22.5	23.4	13.5	17.4
<i>Prison utilisation (average percentage of prison design capacity used during the year), 2010-11</i>									
<i>Data for this indicator comparable, subject to caveats (chapter 8, attachment table 8A.23)</i>									
%	102.6	na	82.8	134.9	na	76.0	76.0	104.5	100.6

^a Caveats for these data are available in Chapter 8 and Attachment 8A. Refer to the indicator interpretation boxes in chapter 8 for information to assist with interpreting data presented in this table. ^b Some data are derived from detailed data in Chapter 8 and Attachment 8A. **na** Not available. **..** Not applicable. **–** Nil or rounded to zero.

Source: Chapter 8 and Attachment 8A.

C.3 Cross-cutting and interface issues

Although service areas are represented in separate chapters in this Report, performance results are to some extent interdependent. Changes to the functions and operations of each element of the justice system can affect the other parts of the system, for example, the effect of:

- police services on the courts through the implementation of initiatives such as the issue of police cautions and other diversionary strategies
- police and courts on corrective services, such as use of court diversion schemes, bail and the range of sentencing options available
- correctional systems' services on courts sentencing decisions through court advice services.

There is a trend toward the delivery of justice services through partnerships between agencies, in order to address complex issues and client needs. For example, bail or housing support programs, Neighbourhood Justice centres in Victoria, specialist courts such as Indigenous and drug courts, adoption of restorative justice principles.

C.4 Future directions in performance reporting

The Review continues to examine alternative indicators of performance, consistent with the ongoing development of performance evaluation and reporting frameworks in individual jurisdictions. New data sets such as that recently released by the ABS on the characteristics of offenders will suggest future directions in reporting.

Police services

The development of efficiency indicators for police services is a challenging and complex process. There are significantly different costing methodologies in each jurisdiction that affect the availability of comparative data. Research is ongoing into efficiency indicators used by police services overseas and other areas of government service delivery.

Court administration

Differences across states and territories in the jurisdiction of courts, and in the allocation of cases between courts, affect the comparability of equity, efficiency and effectiveness data. The different methods undertaken to collect the data can also have an impact on data consistency and quality. The Review, through the Court Administration Working Group (CAWG), the Courts Practitioner Group (CPG) and the Courts Finance Group (CFG), seeks to continuously improve performance indicators and data quality.

In July 2009, the Australasian Institute of Judicial Administrators (AIJA) held a seminar which was attended by Chief Justices, other members of the judiciary, and court administrators, to discuss the Court Administration chapter and ways in which performance indicators might be improved. A working group, funded by the AIJA, was subsequently established to investigate how performance indicators might be made more relevant and informative. The outcomes from this review group, as well as a number of other indicators, are currently being considered by the CAWG for potential inclusion in future reports.

Corrective services

In 2011 the second report on prisoner health, *The health of Australia's prisoners 2010* (AIHW 2011) was published. The report relates to the National Prisoner Health Indicators (aligned to the National Health Performance Framework), which were developed to assist in monitoring the health of prisoners and to inform and evaluate the planning, delivery and quality of prisoner health services. It is based on a survey that was conducted in 44 of the 45 public and private prisons throughout Australia (except NSW and Victoria) during late 2010 over a two week period on all prison entrants, all prisoners who visited a clinic, all prisoners who were taking prescribed medication while in custody, prison clinic services and staffing levels.

For the corrective services chapter, it is anticipated that prisoner health will be reported in the future, subject to the availability of external data sources and the development and trial of an appropriate indicator. The disaggregation of various

indicators by Indigenous and non-Indigenous status is also being trialled for possible incorporation in future reports as the basis for equity-access indicator rates.

C.5 List of attachment tables

Attachment tables are identified in references throughout this sector summary by a 'CA' prefix (for example, table CA.1). Attachment tables are available on the Review website (www.pc.gov.au/gsp).

Table CA.1	Perceptions of safety at home alone, 2010-11
Table CA.2	Perceptions of safety in public places at night, 2010-11
Table CA.3	Estimated victims of physical and sexual assault, 2009-10
Table CA.4	Estimated victims of break-in and motor vehicle theft, 2009-10
Table CA.5	Police staff per population, 2010-11
Table CA.6	Court staff per population, 2010-11
Table CA.7	Proportion of higher court defendants found guilty, 2009-10

C.6 References

ABS (Australian Bureau of Statistics) 2007, *Information Paper: National Criminal Justice Statistical Framework, 2007*, Cat. no. 4525.0.

— 2011, *Crime Victimisation Australia, 2009-10*, Cat no. 4530.0.

— 2011, *Recorded Crime — Offenders, Australia, 2009-10*, Cat. no. 4519.0.

AIHW (Australian Institute of Health and Welfare) 2011, *The health of Australia's prisoners, 2010*, Cat. no. PHE 149.

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Law and Justice Foundation of NSW 2006, *Justice made to measure: NSW legal needs survey in disadvantaged areas*. Report on access to justice and legal needs vol. 3.

Rollings, K 2008, Counting the costs of crime in Australia. *Research and Public Policy Series no. 91*, Australian Institute of Criminology.

Weatherburn, D 2001, What causes crime? *Crime and Justice Bulletin no. 54*, NSW Bureau of Crime Statistics and Research.

6 Police services

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Attachment tables

Attachment tables are identified in references throughout this chapter by a '6A' prefix (for example, table 6A.1). A full list of attachment tables is provided at the end of this chapter, and the attachment tables are available from the Review website at www.pc.gov.au/gsp.

This chapter reports on the performance of police services. These services comprise the operations of the police agencies of each State and Territory government. The national policing function of the Australian Federal Police (AFP) and other national non-police law enforcement bodies (such as the Australian Crime Commission) are not included in this Report.

Performance is reported against four activity areas: community safety; crime; road safety; and judicial services. Some equity-access, effectiveness, efficiency and outcomes indicators are reported in a general section, which combines all the activity areas.

It should be noted that the use of the term ‘offender’ in this chapter refers to a person who is alleged to have committed an offence and is not the same as the definition used in chapter 8 (‘Corrective services’), where the term ‘offender’ refers to a person who has been convicted of an offence and is subject to a correctional sentence.

This year data quality information (DQI) for crime victimisation rates, deaths in custody, homicide victims, lower court cases resulting in a guilty plea or finding, outcomes of investigations, crime reporting rates and road deaths, is available at www.pc.gov.au/gsp. Data quality information for other measures is under development. Additional measures this year include:

- updating crime and safety survey reporting to recognise the break in series for the ABS collection *Recorded Crime – Victims 2010*
- reporting deaths in custody on a more timely, financial year basis
- replacing the ‘costs awarded against the police in criminal actions’ with a more meaningful indicator ‘percentage of prosecutions where costs were awarded against the police’
- DQI documentation for the first time.

6.1 Profile of police services

Service overview

Police services are the principal means through which State and Territory governments pursue the achievement of a safe and secure environment for the community. This is through the investigation of criminal offences, response to life threatening situations, provision of services to the judicial process and provision of road safety and traffic management. Police services also respond to more general needs in the community — for example, working with emergency management organisations and a wide range of government services and community groups, and advising on general policing and crime issues. Additionally, police are involved in various activities which aim to improve public safety and prevent crime.

Roles and responsibilities

Policing services are predominantly the responsibility of State and Territory government agencies. They include the ACT community policing function performed by the AFP under an arrangement between the Minister for Home Affairs, Justice, Privacy and Freedom of Information of the Commonwealth and the ACT for the provision of police services to the ACT. This occurs through a strategic partnership with the ACT Government, underpinned by a detailed purchaser/provider agreement. The Australian Government is responsible for the AFP.

Although each jurisdiction's police service is autonomous, there is significant cooperation at a national level, including through Ministerial Councils.

Size and scope of sector

Client groups

Broadly, the whole community is a 'client' of the police. Some members of the community, who have more direct dealings with the police, can be considered specific client groups, for example:

- victims of crime
- those suspected of, or charged with, committing offences
- those reporting criminal incidents
- those involved in traffic-related incidents
- third parties (such as witnesses to crime and people reporting accidents)
- those requiring police services for non-crime-related matters.

Staffing

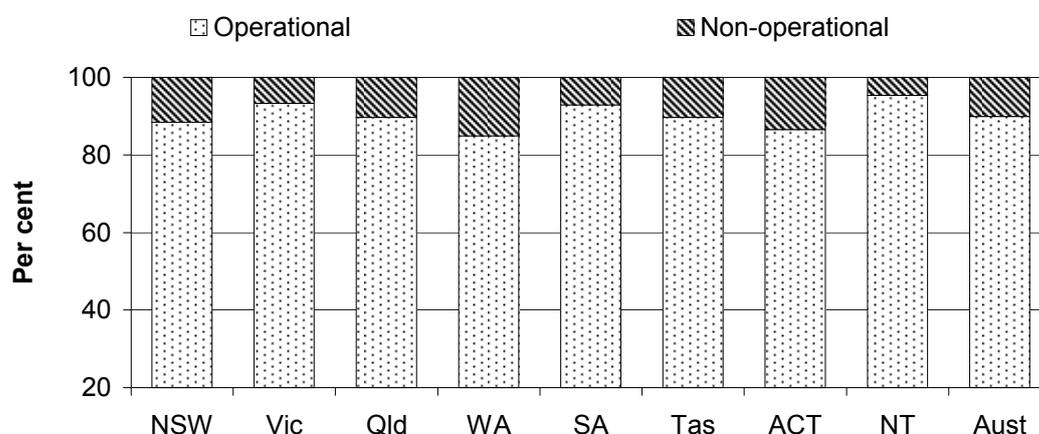
Police officers exercise police powers, including the power to arrest, summons, caution, detain, fingerprint and search. Specialised activities may be outsourced or undertaken by administrative (unsworn) staff. This 'civilianisation' of police services has three key objectives:

- to reduce the involvement of sworn police staff in duties that do not require police powers (for example, administrative work, investigation support and intelligence analysis)
- to manage the increasing need for specialist skills more effectively

- to reduce costs.

An operational police staff member is any member whose primary duty is the delivery of police or police-related services to an external client (where an external client predominately refers to members of the public but may also include law enforcement outputs delivered to other government departments). Approximately 89.9 per cent of police staff were operational in Australia in 2010-11 (figure 6.1).

Figure 6.1 Police staff, by operational status, 2010-11^a

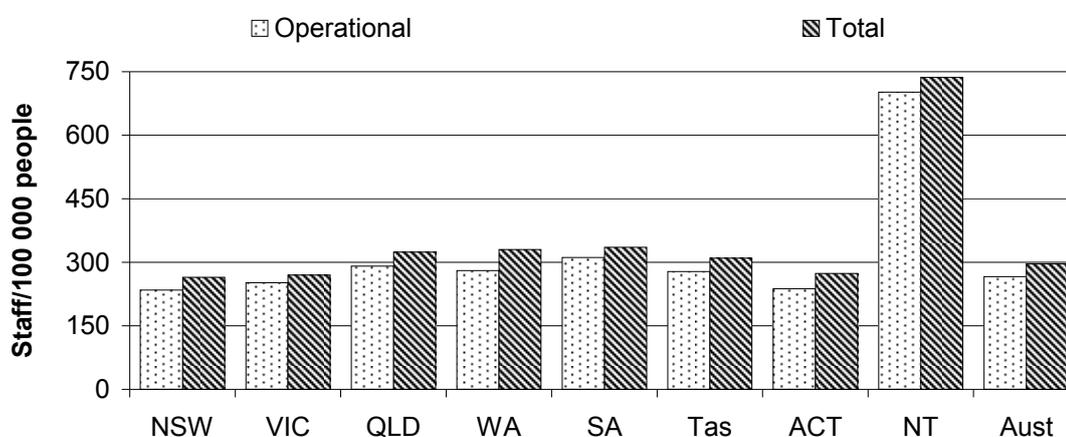


^a Data comprise all FTE staff except in the NT where data are based on a headcount at 30 June. NT police officers include police auxiliaries and Aboriginal community police officers.

Source: State and Territory governments (unpublished); table 6A.11.

Nationally, there was a total of 66 514 operational and non-operational staff in 2010-11 (table 6.1). Nationally, on average, there were 266 operational police staff per 100 000 people (figure 6.2). The number of staff per 100 000 people varies across jurisdictions, in part, due to differing operating environments.

Figure 6.2 Police staff per 100 000 people, 2010-11^a



^a Data comprise all FTE staff except in the NT where data are based on a headcount at 30 June.

Source: State and Territory governments (unpublished); table 6.1 and AA.2.

Table 6.1 Police staff per 100 000 population, 2010-11^a

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Total
Police staff numbers									
Operational	17 033	14 044	13 220	6 494	5 143	1 415	858	1 614	59 821
Total	19 266	15 063	14 739	7 648	5 536	1 578	991	1 693	66 514
Population numbers									
Estimates at 31 December 2010 (100 000)	72.7	55.9	45.5	23.2	16.5	5.1	3.6	2.3	224.8
Police staff numbers per 100 000 population									
Operational	234	251	291	280	312	278	237	702	266
Total	265	270	324	330	335	310	274	736	296

^a Data are FTE staff except in the NT where data are based on a headcount at 30 June.

Source: State and Territory governments (unpublished); tables 6A.1–6A.8 and AA.2.

Time series data for police staffing are reported in tables 6A.1–6A.8, 6A.11, 6A.17 and 6A.18.

6.2 Framework of performance indicators

Performance can be defined in terms of how well a service meets its objectives, given its operating environment. Performance indicators focus on outcomes and/or outputs aimed at meeting common, agreed objectives. The Steering Committee has identified four objectives of police services for the purposes of this Report (box 6.1).

Box 6.1 Objectives for police services

The key objectives for police services are:

- to allow people to undertake their lawful pursuits confidently and safely (reported in section 6.4, community safety)
- to bring to justice those people responsible for committing an offence (reported in section 6.5, crime)
- to promote safer behaviour on roads (reported in section 6.6, road safety)
- to support the judicial process to achieve efficient and effective court case management and judicial processing, providing safe custody for alleged offenders, and ensuring fair and equitable treatment of both victims and alleged offenders (reported in section 6.7, judicial services).

These objectives are to be met through the provision of services in an equitable and efficient manner.

The performance indicator framework provides information on equity, efficiency and effectiveness, and distinguishes the outputs and outcomes of the police services chapter (figure 6.3). The performance indicator framework shows which data are comparable in the 2012 Report. For data that are not considered directly comparable, the text includes relevant caveats and supporting commentary. Chapter 1 discusses data comparability from a Report-wide perspective (see section 1.6).

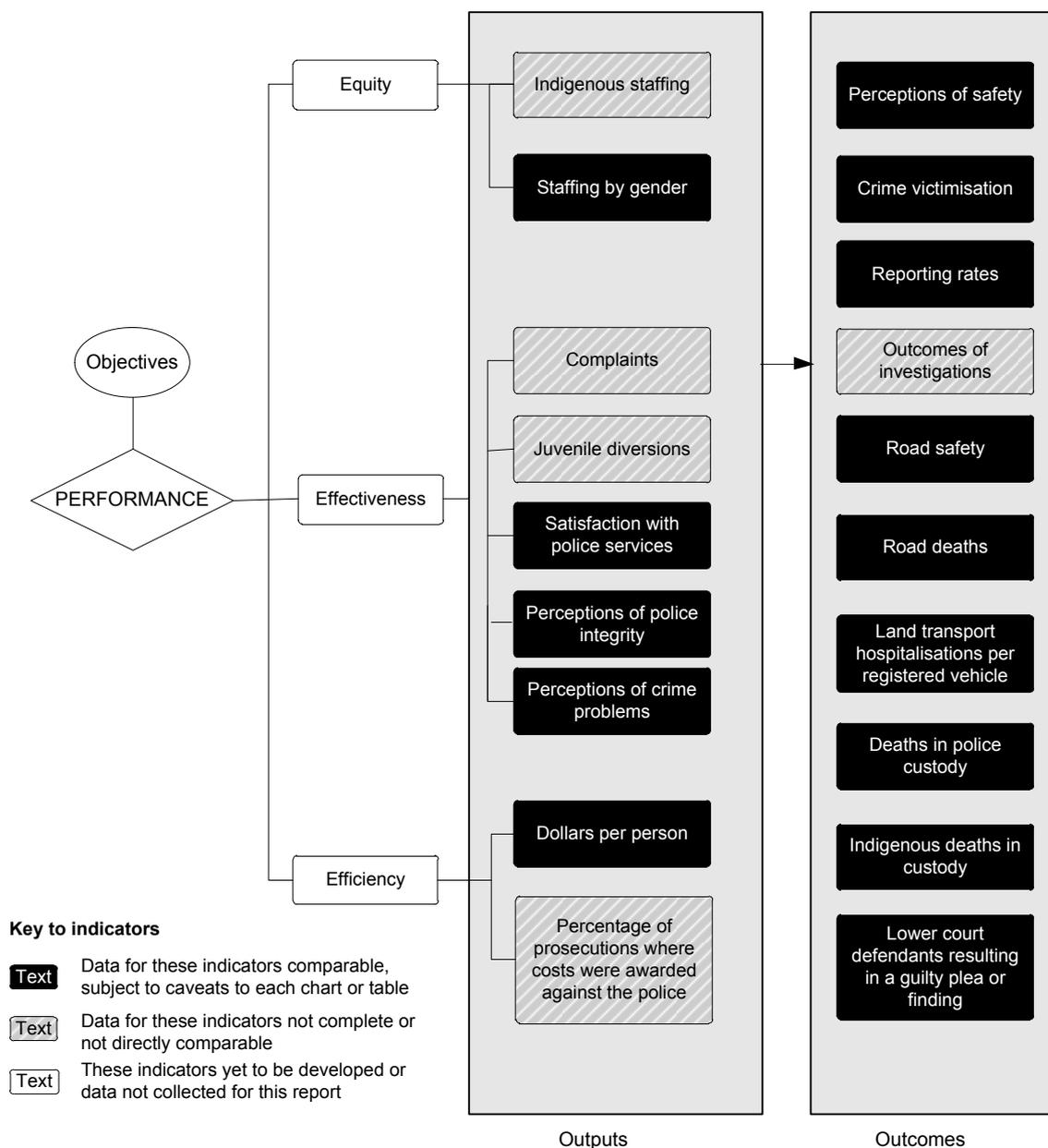
The Report's statistical appendix contains data that may assist in interpreting the performance indicators presented in this chapter. These data cover a range of demographic and geographic characteristics, including age profile, geographic distribution of the population, income levels, education levels, tenure of dwellings and cultural heritage (including Indigenous and ethnic status) (appendix A).

Indicators relevant to all police services are discussed in section 6.3. These include:

- two 'equity' output indicators 'Indigenous staffing' and 'police staff by gender'
- an 'effectiveness' output indicator 'complaints'
- an 'efficiency' output indicator 'dollars per person'.

Other indicators are discussed under the activity areas 'Community safety', 'Crime', 'Road safety' and 'Judicial services' in sections 6.4, 6.5, 6.6 and 6.7, respectively.

Figure 6.3 Police services performance indicator framework



6.3 Indicators relevant to all police services

The performance indicator framework identifies the principal police activity areas. Within this context, certain indicators of police performance are not specific to any one particular area, but are relevant for all. These indicators include ‘dollars per person’, ‘satisfaction with police services’, ‘perceptions of police integrity’, ‘complaints’, ‘Indigenous staffing’ and ‘police staff by gender’.

Outputs

Outputs are the services delivered (while outcomes are the impact of these services on the status of an individual or group) (see chapter 1, section 1.5).

Efficiency

Dollars per person

‘Dollars per person’ is an indicator of governments’ objective that provision of services occurs in an efficient manner (box 6.2). Variations in policies, socioeconomic factors and geographic/demographic characteristics affect expenditure per person for police services in each jurisdiction. The scope of activities undertaken by police services also varies across jurisdictions.

Box 6.2 Dollars per person

‘Dollars per person’ is defined as expenditure (adjusted for inflation) on policing per person.

All else being equal, a lower or decreasing expenditure per person represents an improvement in efficiency. However, care must be taken because efficiency data are difficult to interpret. Although high or increasing expenditure per person might reflect deteriorating efficiency, it might also reflect aspects of the service or characteristics of the policing environment (such as more effective policing or more challenging crime and safety situations). Similarly, low expenditure per person may reflect more desirable efficiency outcomes or lower quality (less intensive policing) or less challenging crime and safety situations.

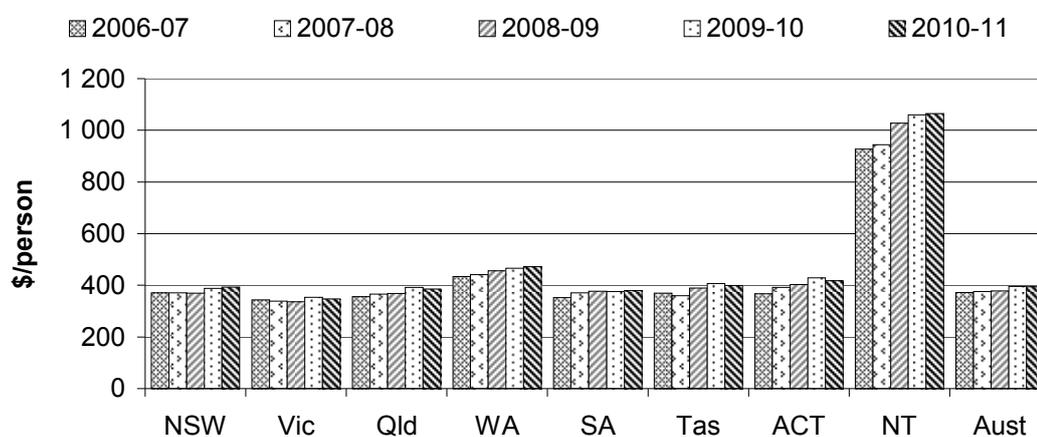
Efficiency indicators thus need to be interpreted within the context of the effectiveness and equity indicators, to derive an holistic view of performance.

Data reported for this indicator are comparable.

Data quality information for this indicator is under development.

Funding for police services comes almost exclusively from State and Territory government budgets, with some limited specific purpose Australian Government grants. Real recurrent expenditure (less revenue from own sources and payroll tax) on police services across Australia was \$8.9 billion (or \$395 per person) in 2010-11 (figure 6.4).

Figure 6.4 **Real recurrent expenditure per person (including user cost of capital less revenue from own sources and payroll tax) on police services (2010-11 dollars)^{a, b, c}**



^a Real recurrent expenditure is recurrent expenditure, including user cost of capital, less revenue from own sources and payroll tax. Revenue from own sources includes user charges and other types of revenue (for example, revenue from sale of stores and plant). It excludes fine revenue, money received as a result of warrant execution, and revenue from the issuing of firearm licences. ^b Real expenditure based on the ABS gross domestic product price deflator (2010-11 = 100) (table AA.39). ^c Population data relate to 31 December, so that ERP at 31 December 2010 is used as the denominator for 2010-11.

Source: State and Territory governments (unpublished); tables 6A.10 and AA.2.

Since 2006-07, all jurisdictions increased their real recurrent expenditure per person (figure 6.4). Nationally, real recurrent expenditure on police services per person has increased by an average of 1.4 per cent each year between 2005-06 and 2010-11 (table 6A.10).

Time series data for real recurrent expenditure by jurisdiction, are reported in tables 6A.1–6A.8 and 6A.10. Capital costs (including depreciation and the user cost of capital) for each jurisdiction are also contained in tables 6A.1–6A.8, with associated information on treatment of assets by police agencies in table 6A.9.

Equity — access

This section focuses on the performance of mainstream police services in relation to Indigenous Australians and females.

Indigenous staffing

‘Indigenous staffing’ is an indicator of governments’ objective that provision of services occurs in an equitable manner (box 6.3). Indigenous people might feel

more comfortable in ‘accessing’ police services when they are able to deal with Indigenous police staff.

Box 6.3 Indigenous staffing

‘Indigenous staffing’ is defined as the proportion of police staff (operational plus non-operational) from Indigenous backgrounds compared to the proportion of people aged 20–64 years who are from Indigenous backgrounds. These data are used because a significantly larger proportion of the Indigenous population falls within the younger non-working age groupings compared with the non-Indigenous population. Readily available ABS population projections of people aged 20–64 years provide a proxy for the estimated working population.

A proportion of police staff from Indigenous backgrounds closer to the proportion of people aged 20–64 years who are from Indigenous backgrounds represents a more equitable outcome.

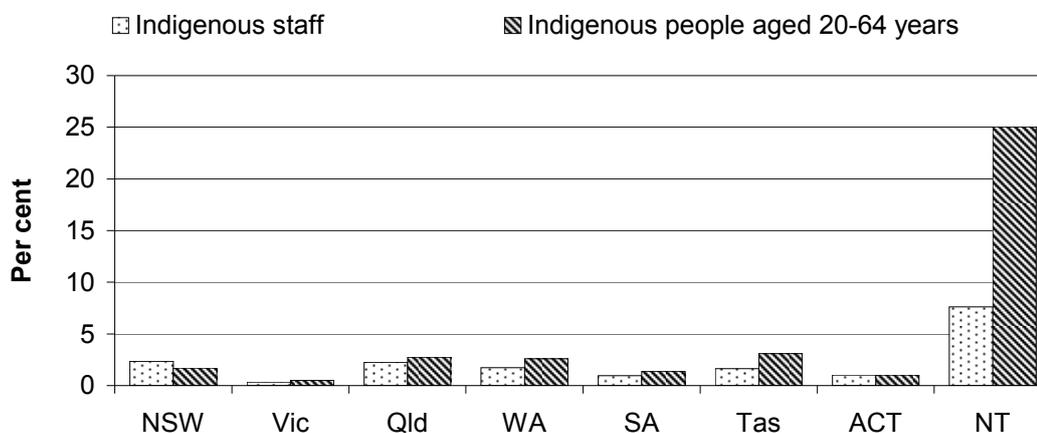
The process of identifying Indigenous staff members generally relies on self-identification as being Aboriginal and/or Torres Strait Islander. Where Indigenous people are asked to identify themselves, the accuracy of the data will partly depend on how they perceive the advantages (or disadvantages) of identification and whether these perceptions change over time. Many factors will influence the willingness of Indigenous people to access police services, including familiarity with procedures for dealing with police and confidence in the effectiveness of police services.

Data reported for this indicator are not directly comparable.

Data quality information for this indicator is under development.

The proportion of Indigenous police staff in 2010-11 was similar to the representation of Indigenous people in the population aged 20–64 years for most jurisdictions except the NT (figure 6.5).

Figure 6.5 Proportions of Indigenous staff in 2010-11 and Indigenous population aged 20–64 years^{a, b, c}



^a Indigenous staff numbers relate to those staff who self-identify as being of Aboriginal and/or Torres Strait Islander descent. ^b Information on Indigenous status is collected only at the time of recruitment. ^c Data comprise all FTE staff except in the NT, where data are based on a headcount at 30 June.

Source: ABS (2009) *Experimental Estimates and Projections, Indigenous population aged 20–64 years* Cat. no. 3238.0 (Series B); State and Territory governments (unpublished); table 6A.17.

Time series data for police Indigenous staffing are reported in tables 6A.1–6A.8 and 6A.17.

Staffing by gender

‘Staffing by gender’ is an indicator of governments’ objective to provide police services in an equitable manner (box 6.4). Women might feel more comfortable in ‘accessing’ police services in particular situations, such as in relation to sexual assault, when they are able to deal with female police staff.

Box 6.4 Staffing by gender

‘Police staffing by gender’ is defined as the number of female police staff (sworn and unsworn) divided by the total number of police staff.

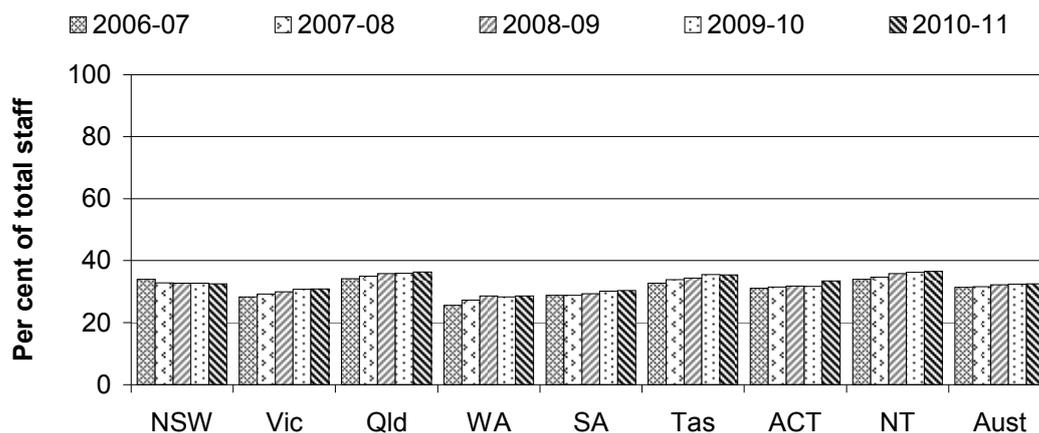
A proportion of female police staff commensurate with the proportion of females in the total population is generally more equitable.

Data reported for this indicator are comparable.

Data quality information for this indicator is under development.

Nationally, 32.6 per cent of police staff were female in 2010-11 (figure 6.6). The proportion of female police staff increased from 2006-07 to 2010-11 (from 31.4 per cent to 32.6 per cent of staff). The proportion of female police staff increased over this period in most jurisdictions (figure 6.6).

Figure 6.6 Female police staff^a



^a Data comprise all FTE staff except in NSW prior to 2007-08, and the NT from 2007-08, where data are based on a headcount at 30 June.

Source: State and Territory governments (unpublished); table 6A.18.

Effectiveness

Complaints

‘Complaints’ is an indicator of governments’ objective to provide police services in an effective manner (box 6.5). Police services across Australia encourage and foster a code of customer service that provides for openness and accountability. Complaints made against police reflect a range of issues relating to service delivery. Complaints of a more serious nature are overseen by relevant external review bodies, such as the ombudsman, the director of public prosecutions or integrity entities in each jurisdiction.

Box 6.5 Complaints

'Complaints' is defined as the number of complaints per 100 000 people in the total population. It comprises complaints made by members of the public against police.

A high or increasing number of complaints does not necessarily indicate a lack of confidence in police. Rather, it can indicate greater confidence in complaints resolution. It is desirable to monitor changes in the reported rate of complaints against police to identify reasons for such changes and use this information to improve the manner in which police services are delivered. Data can be used only to view trends over time within jurisdictions. Therefore, the trend in complaints is presented in index form comparing values over time to a base period or year allocated a value of 100. For complaints, the base value is calculated using a three year average for the period 2005-06 to 2007-08. A low or decreasing index number is a desirable outcome.

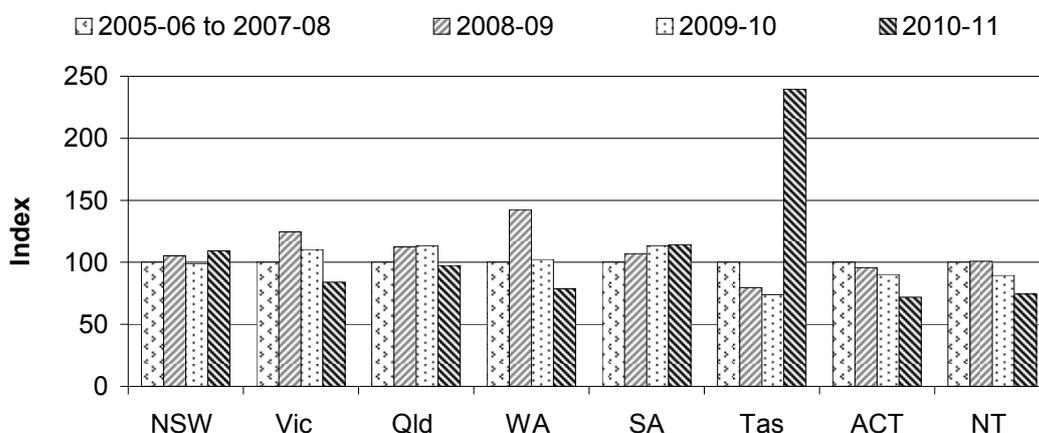
Rates of complaints against police will be influenced by factors such as familiarity with, effectiveness of and confidence in, complaint handling procedures as well as the definition of 'complaint' applicable to a particular jurisdiction.

Data for this indicator are not directly comparable. The underlying data on the number of complaints are not comparable across jurisdictions, whereby, definitions of what constitutes a 'complaint against police' can differ between jurisdictions.

Data quality information for this indicator is under development.

Complaints data are presented as an index in figure 6.7 to provide a picture of trends over time for each jurisdiction. Table 6A.16 reports numbers per 100 000 people.

Figure 6.7 Trends in complaints^{a, b, c, d, e, f, g, h, i, j}



^a The underlying data on the number of complaints are not comparable across jurisdictions. Data can be used only to view trends over time within jurisdictions. Index 3-year average 2005-06 to 2007-08 = 100. ^b Population data relate to 31 December, so that ERP at 31 December 2010 is used as the denominator for 2010-11. ^c Complaints data refer to the number of statements of complaints by members of the public regarding police conduct when a person was in police custody or had voluntary dealing with the police. ^d For NSW, data were revised during 2010 for the period 2005-06 to 2008-09. The number of complaints previously published have changed due to the late receipt or removal of complaints from the complaints database. ^e Queensland data from 2005-06 to 2010-11 have been revised due to retrospective capture of some complaints impacted by changes in Queensland Police Service's statistical reporting and to align with the Report's data dictionary. ^f For WA, the number of complaints is subject to revision. ^g SA data include complaints made to the Police Complaints Authority and internal reports of alleged breaches of the Code of Conduct. ^h For the ACT, the result for 2006-07 is not comparable with the figures for previous years, as a new complaints management model was introduced in 2006-07. ⁱ For the NT, 24 of the 2006-07 recorded complaints were preliminary enquires not counted in the data set the previous year. ^j For Tasmania, the introduction of the Graduated Management Model means that the total number of complaints handled in 2010-11 has risen to include 133 Class 1 Complaints (previously Customer Service Complaints) plus 20 Class 2 Complaints (previously Serious Complaints).

Source: State and Territory governments (unpublished); table 6A.16.

Outcomes

Outcomes are the impact of services on the status of an individual or group (while outputs are the services delivered) (see chapter 1, section 1.5).

This section provides information from the National Survey of Community Satisfaction with Policing (NSCSP) amongst other sources. The NSCSP collects information on community perceptions of police in terms of services provided and personal experiences of contact with the police. It also elicits public perceptions of crime and safety problems in the community and local area, and reviews aspects of driving behaviour.

Satisfaction with police services

‘Satisfaction with police services’ is an indicator of governments’ objective to provide police services in an effective manner, specifically, of how well police services are perceived to be delivered (box 6.6).

Box 6.6 Satisfaction with police services

‘Satisfaction with police services’ is defined as the proportion of people who were ‘satisfied’ or ‘very satisfied’ with police services. Results are reported for all people aged 15 years or over in the total population.

A high or increasing proportion of people who were ‘satisfied’ or ‘very satisfied’ is desirable.

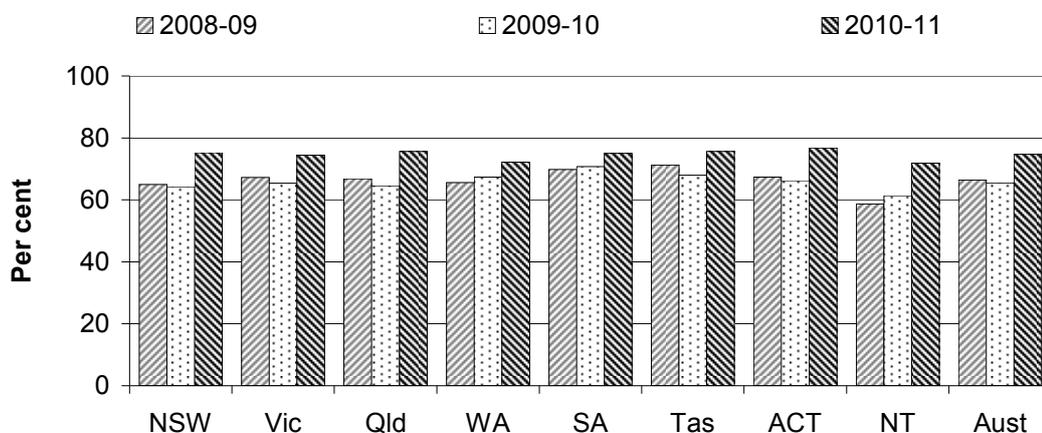
Client satisfaction is a widely accepted measure of service quality. Public perceptions might not reflect actual levels of police performance, because many factors — including individual experiences, hearsay and media reporting — can influence people’s satisfaction with police services.

Data reported for this indicator are comparable.

Data quality information for this indicator is under development.

In terms of general satisfaction, nationally, the majority of people (74.7 per cent) were ‘satisfied’ or ‘very satisfied’ with the services provided by police in 2010-11, up from 65.5 per cent in 2009-10 (figure 6.8).

Figure 6.8 People who were ‘satisfied’ or ‘very satisfied’ with police services^{a, b}



^a Data are for people aged 15 years or over. ^b Survey results are subject to sampling error. Refer to the Statistical appendix section A.5 for information to assist in the interpretation of these results.

Source: ANZPAA (unpublished); table 6A.12.

Perceptions of police integrity

‘Perceptions of police integrity’ is an indicator of governments’ objective to provide police services in an effective manner, specifically, to provide a measure of perceived integrity and professionalism (box 6.7).

Box 6.7 Perceptions of police integrity

‘Perceptions of police integrity’ refers to *public* perceptions and is defined by three separate measures:

- the proportion of people who ‘agreed’ or ‘strongly agreed’ that police treat people fairly and equally
- the proportion of people who ‘agreed’ or ‘strongly agreed’ that police perform the job professionally
- the proportion of people who ‘agreed’ or ‘strongly agreed’ that police are honest.

A high or increasing proportion of people who ‘agreed’ or ‘strongly agreed’ with these statements is desirable.

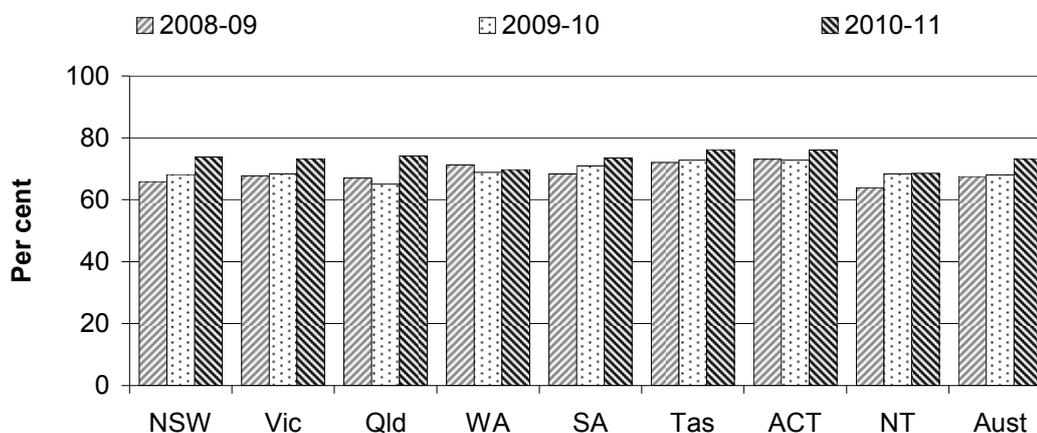
Public perceptions might not reflect actual levels of police integrity, because many factors, including hearsay and media reporting, might influence people’s perceptions of police integrity.

Data reported for this indicator are comparable.

Data quality information for this indicator is under development.

In 2010-11, 73.3 per cent of people nationally ‘agreed’ or ‘strongly agreed’ that police treat people ‘fairly and equally’, compared with 68.0 per cent in 2009-10 (figure 6.9).

Figure 6.9 People who ‘agreed’ or ‘strongly agreed’ that police treat people fairly and equally^{a, b}

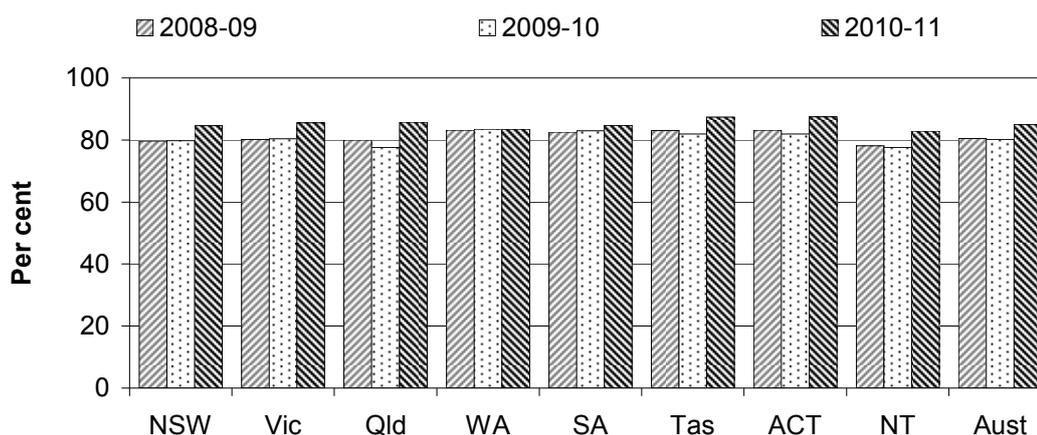


^a Data are for people aged 15 years or over. ^b Survey results are subject to sampling error. Refer to the Statistical appendix section A.5 for information to assist in the interpretation of these results.

Source: ANZPAA (unpublished); table 6A.14.

Nationally, 85.0 per cent of people ‘agreed’ or ‘strongly agreed’ in 2010-11 that police perform the job ‘professionally’, compared with the 2009-10 result of 80.2 per cent (figure 6.10).

Figure 6.10 People who ‘agreed’ or ‘strongly agreed’ that police perform the job professionally^{a, b}



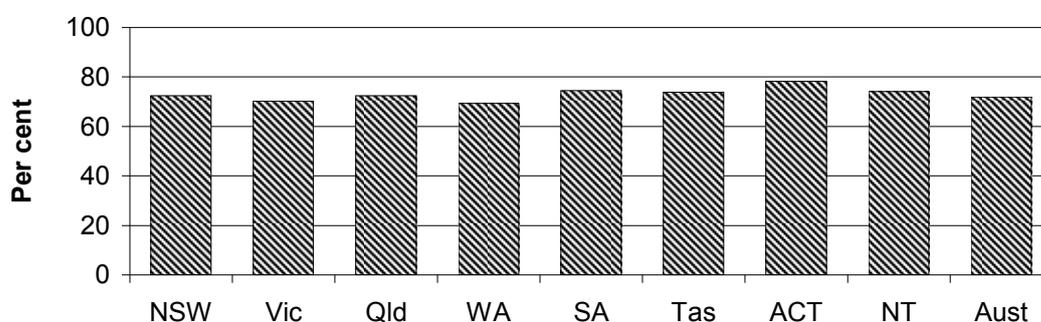
^a Data are for people aged 15 years or over. ^b Survey results are subject to sampling error. Refer to the Statistical appendix section A.5 for information to assist in the interpretation of these results.

Source: ANZPAA (unpublished); table 6A.13.

Police integrity is another important element of police services' performance. This can be judged to some extent by the public perception of police honesty.

Nationally, 71.9 per cent of people 'agreed' or 'strongly agreed' in 2010-11 that police are 'honest' (figure 6.11).

Figure 6.11 People who 'agreed' or 'strongly agreed' that police are honest, 2010-11 ^{a, b, c}



^a Due to a change in the wording of this survey question in 2010-11, there is a break in the time series for this data. ^b Survey results are subject to sampling error. Refer to the Statistical appendix section A.5 for information to assist in the interpretation of these results. ^c Data are for people aged 15 years or over.

Source: ANZPAA (unpublished); table 6A.15.

6.4 Community safety

This section reviews the role of police in preserving public order and promoting a safer community. Activities typically include:

- undertaking crime prevention and community support programs
- responding to, managing and coordinating major incidents and emergencies
- responding to calls for assistance.

Police performance in undertaking these activities is measured using a suite of indicators that incorporates information on community perceptions data. For data that are not considered directly comparable, the text includes relevant caveats and supporting commentary. Chapter 1 discusses data comparability from a Report-wide perspective (see section 1.6).

Key community safety performance indicator results

Outputs

Outputs are the services delivered (while outcomes are the impact of these services on the status of an individual or group) (see chapter 1, section 1.5).

Equity — access

The Steering Committee has identified equity and access for community safety as an area for development in future reports.

Outcomes

Outcomes are the impact of services on the status of an individual or group (while outputs are the services delivered) (see chapter 1, section 1.5).

Perceptions of safety

‘Perceptions of safety’ is an indicator of governments’ objective to maintain public safety (box 6.8).

Box 6.8 Perceptions of safety

‘Perceptions of safety’ is defined by two separate measures:

- the proportion of people who felt ‘safe’ or ‘very safe’ at home
- the proportion of people who felt ‘safe’ or ‘very safe’ in public places.

The data is then split by feelings of safety during the day and feelings of safety during the night. A high or increasing proportion of people who felt ‘safe’ or ‘very safe’ for either measure is desirable.

Perceptions of safety might not reflect reported crime, as reported crime might understate actual crime, and many factors (including media reporting and hearsay) might affect public perceptions of crime levels and safety.

Perceptions of safety on public transport might be influenced by the mix (that is, trains, buses, ferries and trams) of public transport in each jurisdiction.

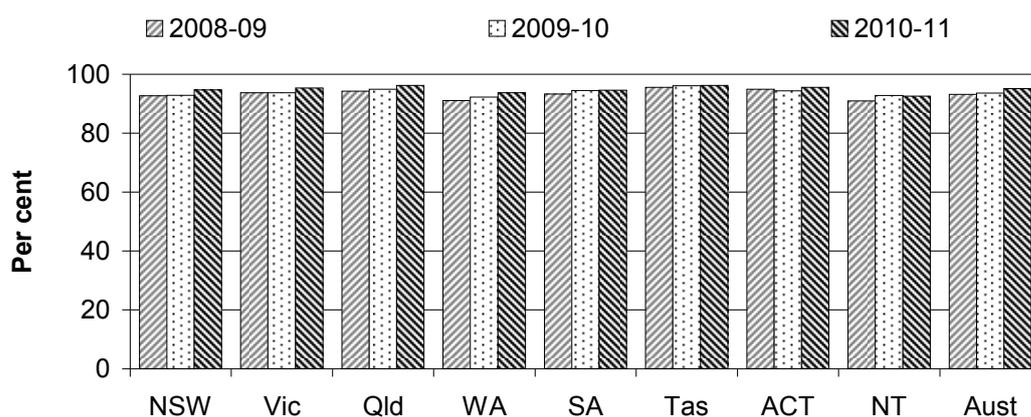
Data reported for this indicator are comparable.

Data quality information for this indicator is under development.

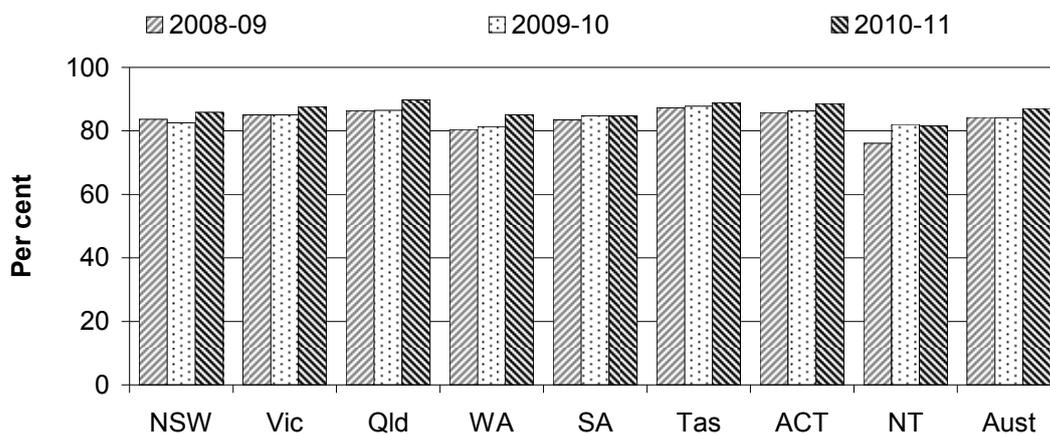
Nationally, 95.1 per cent of people felt 'safe' or 'very safe' at home alone during the day in 2010-11, compared with 93.6 per cent in 2009-10 (figure 6.12a). Nationally, 87.1 per cent of people felt 'safe' or 'very safe' at home alone during the night in 2010-11, compared with 84.2 per cent in 2009-10 (figure 6.12b).

Figure 6.12 Perceptions of safety at home alone^{a, b}

(a) Proportion who felt 'safe' or 'very safe' at home alone during the day



(b) Proportion who felt 'safe' or 'very safe' at home alone during the night



^a Data are for people aged 15 years or over. ^b Survey results are subject to sampling error. Refer to the Statistical appendix section A.5 for information to assist in the interpretation of these results.

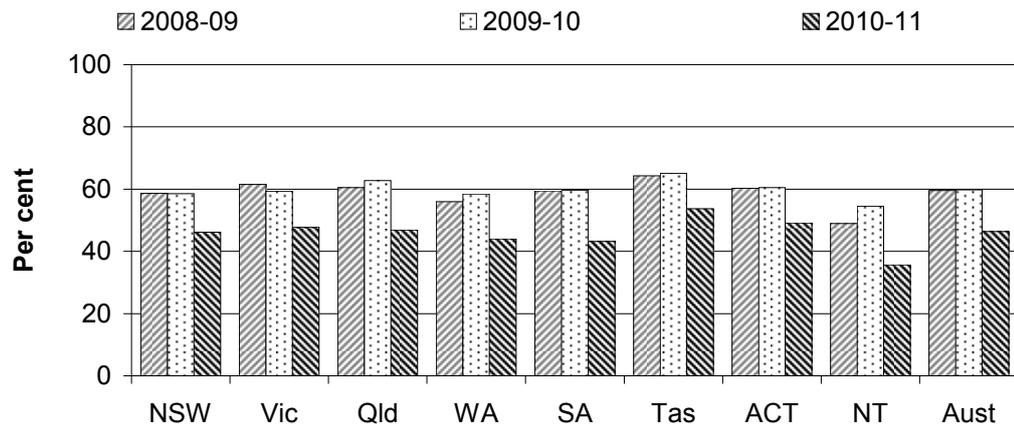
Source: ANZPAA (unpublished); table 6A.19.

Nationally, 89.9 per cent of people felt 'safe' or 'very safe' when walking or jogging locally during the day in 2010-11 (table 6A.20) and 46.4 per cent of people felt 'safe' or 'very safe' when walking or jogging locally during the night in 2010-11 (figure 6.13a). Nationally, 61.7 per cent of people felt 'safe' or 'very safe'

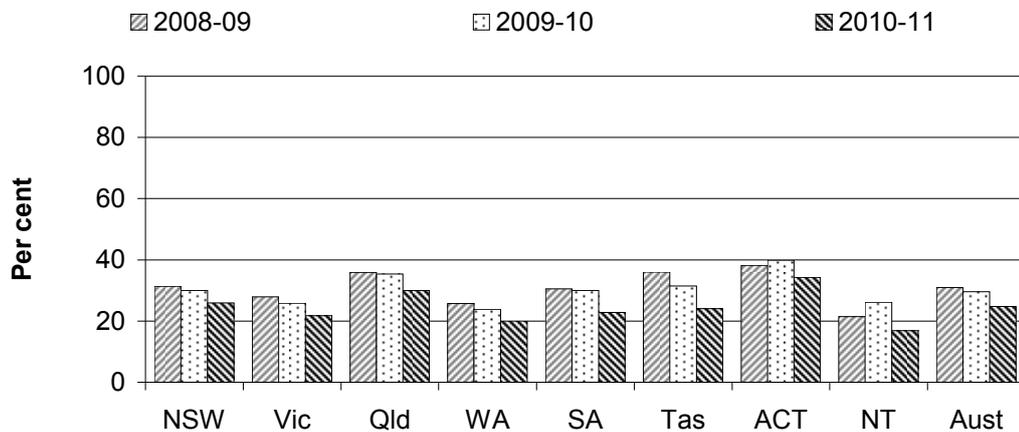
when travelling on public transport during the day in 2010-11, a decrease from 2009-10 (table 6A.21) and 24.8 per cent of people felt 'safe' or 'very safe' when travelling on public transport during the night in 2010-11, a decrease from 2009-10 (figure 6.13b).

Figure 6.13 Perceptions of safety in public places during the night^{a, b, c,}

(a) Proportion who felt 'safe' or 'very safe' walking or jogging locally



(b) Proportion who felt 'safe' or 'very safe' travelling on public transport



^a Data are for people aged 15 years or over. ^b Survey results are subject to sampling error. Refer to the Statistical appendix section A.5 for information to assist in the interpretation of these results. ^c Unlike other jurisdictions, Tasmania, the NT and the ACT do not operate a suburban train network and rely on buses as the primary means of public transportation.

Source: ANZPAA (unpublished); tables 6A.20 and 6A.21.

Time series data for perceptions of safety are reported for five years in tables 6A.20–6A.21.

Perceptions of crime problems

'Perceptions of crime problems' is an indicator governments' objective to reduce crime (box 6.9).

Box 6.9 Perceptions of crime problems

'Perceptions of crime problems' is defined as the proportion of people who thought that various types of crime were a 'major problem' or 'somewhat of a problem' in their neighbourhood.

A low or decreasing proportion of people who thought the selected types of crime were a 'major problem' or 'somewhat of a problem' in their neighbourhood, is desirable.

Care needs to be taken in interpreting data on perceptions of crime, because reducing people's concerns about crime and reducing the actual level of crime are two separate, but related challenges. Comparisons between perceptions of crime problems and the level of crime raise questions about the factors that affect perceptions. More generally, such comparisons highlight the importance of considering the full suite of performance indicators rather than assessing performance on the basis of specific measures in isolation.

Data reported for this indicator are comparable.

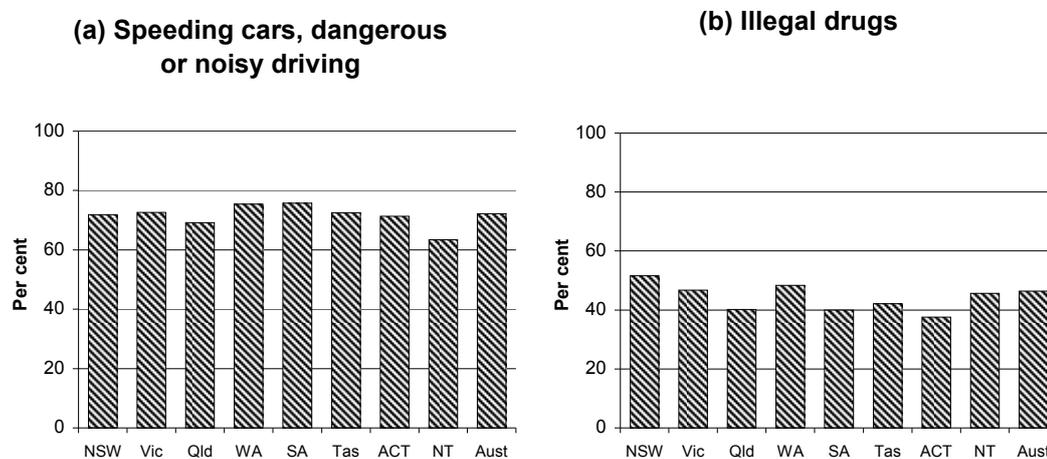
Data quality information for this indicator is under development.

The following major areas of concern were identified by people in relation to crime problems in their neighbourhood, whereby, people thought the crime to be a problem (that is, a 'major problem' or 'somewhat a problem'). Nationally:

- 72.2 per cent of people thought speeding cars, dangerous or noisy driving' to be a problem in 2010-11 (down from 73.8 in 2009-10) (figure 6.14a and table 6A.23)
- 46.4 per cent of people thought illegal drugs to be a problem in 2010-11 (down from 48.5 per cent in 2009-10) (figure 6.14b and table 6A.22)

Time series data for perceptions of crime problems are reported in tables 6A.22 and 6A.23.

Figure 6.14 **Proportion of people who consider the identified issues to be either a ‘major problem’ or ‘somewhat of a problem’ in their neighbourhood, 2010-11^{a, b}**



^a Data are for people aged 15 years or over. ^b Survey results are subject to sampling error. Refer to the Statistical appendix section A.5 for information to assist in the interpretation of these results.

Source: ANZPAA (unpublished); tables 6A.22 and 6A.23.

6.5 Crime

This section reviews the role of police in investigating crime and identifying and apprehending offenders. It also measures the extent of crime in the community and the number of crimes reported to the police.

Framework of performance indicators

Police performance in undertaking these activities is measured using a suite of indicators that incorporates information on recorded crime levels. For data that are not considered directly comparable, the text includes relevant caveats and supporting commentary. Chapter 1 discusses data comparability from a Report-wide perspective (see section 1.6).

Key crime performance indicator results

Outcomes

Outcomes are the impact of services on the status of an individual or group (while outputs are the services delivered) (see chapter 1, section 1.5).

‘Crime victimisation’, ‘Reporting rates’ and ‘Outcomes of investigations’ are outcome indicators of governments’ objective to bring to justice those people responsible for committing an offence.

Victims of crime data in Australia

Information on the level of selected crimes against the person and crimes against property is obtained from three sources for this chapter. The first source is survey data in ABS *Crime Victimisation, Australia* (ABS Cat. No. 4530.0, 2009-10). The second source is administrative data in ABS *Recorded Crime Victims* (ABS Cat. No. 4510.0, 2010). The third source is homicide data, from the Australian Institute of Criminology (AIC) (AIC unpublished).

Survey data

Crime Victimisation, Australia presents results from the national Crime Victimisation Survey, conducted from July 2009 to June 2010 for selected categories of personal and household crimes. Personal crimes include physical and threatened assault, robbery and sexual assault (reported in table 6A.27). Household crimes include break-in, attempted break-in, motor vehicle theft, theft from a motor vehicle, malicious property damage, and other theft (reported in table 6A.28).

Administrative data

Recorded Crime Victims presents data on selected offences reported to, or detected by, police, the details of which are subsequently recorded on police administrative systems. Victims in this collection can be people, premises or motor vehicles. Selected offences include homicide and related offences; kidnapping and abduction; assault and sexual assault, robbery; blackmail and extortion; unlawful entry with intent; motor vehicle theft and other theft (tables 6A.25 and 6A.26).

Merits of survey data versus administrative data

Survey data are collected in a manner such that the sample is intended to be representative of the population as a whole, whereas, administrative data represent all recorded crime. Survey questions are consistent across jurisdictions whereas there are differences in the way in which recorded crime administrative data are compiled across jurisdictions (box 6.10).

Neither the administrative data in *Recorded Crime Victims*, nor the survey data in *Crime Victimisation, Australia*, provide a definitive measure of crime victimisation

but, together, these two data sources provide a more comprehensive picture of victimisation than either data source alone.

Box 6.10 ABS crime victimisation statistics

The ABS produces two major sources of data that can inform the user about crime victimisation. The first is direct reports from members of the public about their experiences of crime as collected in ABS household surveys. The second is a measure of crimes reported to and recorded by police, sourced from administrative records obtained from State and Territory police agencies. In some instances, the results can provide different pictures of crime in the community, with administrative data indicating a trend in one direction and personal experience indicating the opposite.

The full extent of crime is unlikely ever to be captured, because not all offences are reported to, or become known by, police. The victim's confidence in the judicial process, the nature of the offence and the relationship between the victim and perpetrator are among the key factors that influence the propensity to report an offence.

Comparing recorded crime statistics across jurisdictions

A number of standards, classifications and counting rules are applied to recorded crime statistics, but care needs to be taken when comparing these statistics across states and territories, given the different business rules, procedures, systems, policies, legislation and recording of police agencies. The ABS has worked with police agencies to develop a National Crime Recording Standard, to improve the national comparability of the recorded crime victims' collection.

As noted above, the most recent data published is from the ABS survey conducted from July 2009 to June 2010. Personal crime victimisation rates from this survey are reported in figures 6.15–6.16. Property crime victimisation rates from the survey are reported in figures 6.18–6.19.

Crime victimisation

'Crime victimisation' is an indicator of governments' objective to reduce the incidence of crime victimisation (boxes 6.11 and 6.13).

Crime victimisation — crimes against the person

The prevalence of personal crime in the community is an important measure of bringing to justice those people responsible for committing an offence (box 6.11).

Box 6.11 Crime victimisation — crimes against the person

‘Crime victimisation’ is an indicator for which four measures of the level of crime against the person are reported:

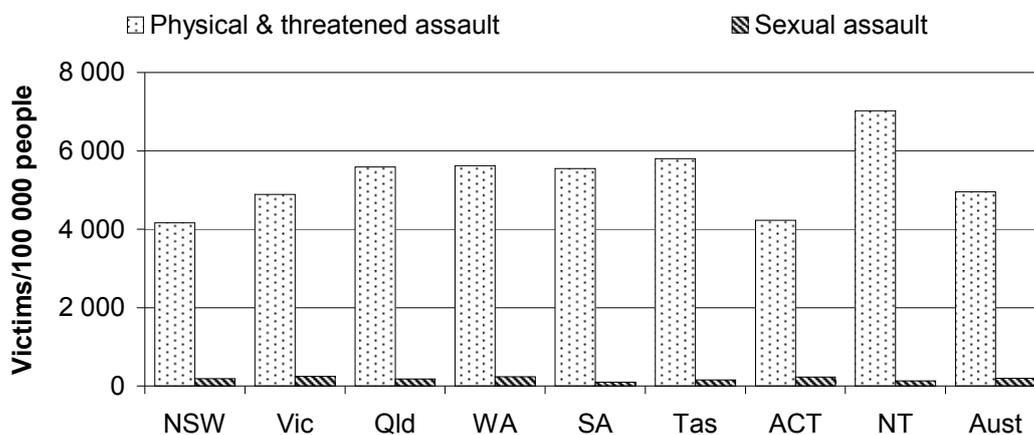
- estimated victimisation rate for physical and threatened assault per 100 000 people aged 15 years or over
- estimated victimisation rate for sexual assault per 100 000 people aged 18 years or over
- estimated victimisation rate for robbery per 100 000 people aged 15 years or over
- victims of homicide per 100 000 people of all ages.

A low or decreasing rate of crime victimisation is a desirable outcome.

Data quality information is available for this indicator.

Based on ABS crime victimisation survey data, estimated victimisation rates in 2009-10 nationally were 4950 physical and threatened assaults, 196 sexual assaults and 323 robberies per 100 000 people (figures 6.15 and 6.16).

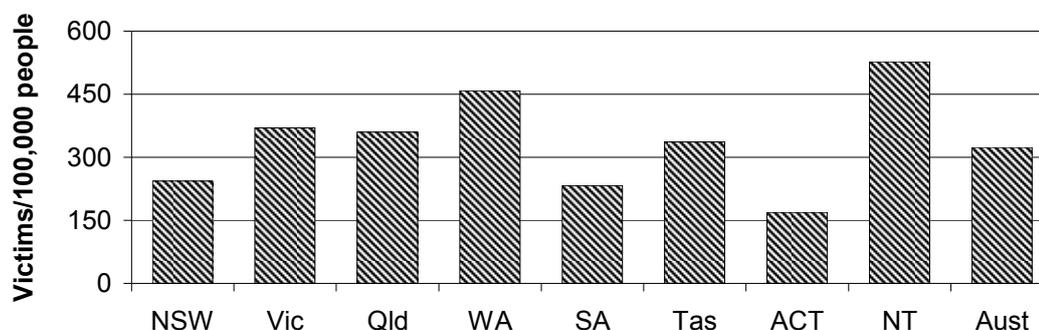
Figure 6.15 **Estimated victims of assault and sexual assault, 2009-10^a, b, c, d**



^a Data report only the prevalence of crime, not the incidence. A victim is defined as a person reporting at least one of the offences surveyed. Victims were counted once only for each type of offence, regardless of the number of incidents of that type. Physical and threatened assault reported is for people aged 15 years or over. Sexual assault reported is for people aged 18 years or over. ^b Threatened assault includes both face-to-face and non face-to-face incidents. ^c NT data refer to mainly urban areas only. ^d Most sexual assault components of these data are subject to standard errors of 25% to 50% and should be used with caution.

Source: Based on survey data from ABS *Crime Victimisation, Australia 2009-10*, Cat. no. 4530.0; table 6A.27.

Figure 6.16 Estimated victims of robbery, 2009-10^{a, b, c, d}



^a Data report only the prevalence of crime, not the incidence. A victim is defined as a person reporting at least one of the offences surveyed. Victims were counted once only for each type of offence, regardless of the number of incidents of that type. Robbery reported is for people aged 15 years or over. ^b Robbery is where someone stole (or tried to steal) property from a respondent by physically attacking them or threatening him or her with force or violence. ^c NT data refer to mainly urban areas only. ^d Most of these data are subject to standard errors of 25% to 50% and should be used with caution.

Source: Based on survey data from ABS *Crime Victimization, Australia 2009-10*, Cat. no. 4530.0; table 6A.27.

The number of recorded personal crimes per 100 000 people in 2010, based on the ABS recorded crime victims collection, is reported in table 6A.25.

As noted previously, data are also drawn from a third source, the AIC, based on State and Territory administrative data comprising police reports and coronial files (box 6.12).

Box 6.12 Australian Institute of Criminology homicide data

The AIC undertakes research in the field of criminal justice ranging from high-tech crime, transnational and organised crime issues, to the monitoring and analysis of patterns in major crimes including homicide, sexual assault, armed robbery and firearms traffic.

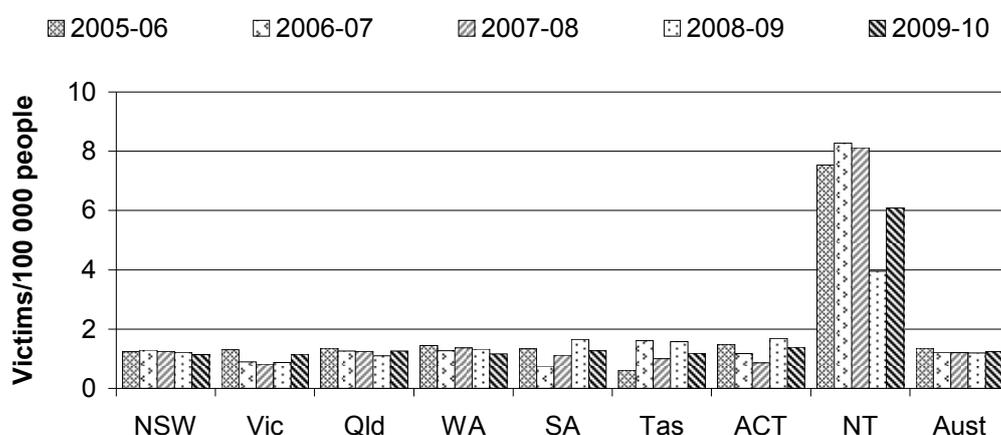
The AIC provides data on homicide through its National Homicide Monitoring Program (NHMP), which has been operating within the AIC since 1989. The program uses two main data sources:

- police reports (supplemented by information from investigating officers)
- coronial files (namely toxicology reports).

Data quality information for this indicator is under development.

Nationally, there were 1.2 recorded victims of homicide per 100 000 people in 2009-10 (figure 6.17).

Figure 6.17 **Victims of homicide**^{a, b, c}



^a Homicide is defined by the criminal law of each State and Territory. The specific wording of the definition varies between states and territories in terms of degree and culpability. ^b The AIC victims of homicide data for 2009-10 are unpublished and final data in other publications might differ. ^c Rates in this figure may differ from those in previous reports, because homicides data for 2007-08 and previous years may have been revised in this Report and population data have been revised using Final Rebased ERP data following the 2006 Census of Population and Housing.

Source: Based on data from AIC Homicide in Australia: National Homicide Monitoring Program (various years, unpublished); tables 6A.24 and AA.2.

Crime victimisation — crimes against property

The prevalence and trends in crimes against property in the community are important measures of bringing to justice those people responsible for committing an offence (box 6.13).

Box 6.13 Crime victimisation — crimes against property

‘Crime victimisation’ is an indicator for which two measures of the level of crime against property are reported:

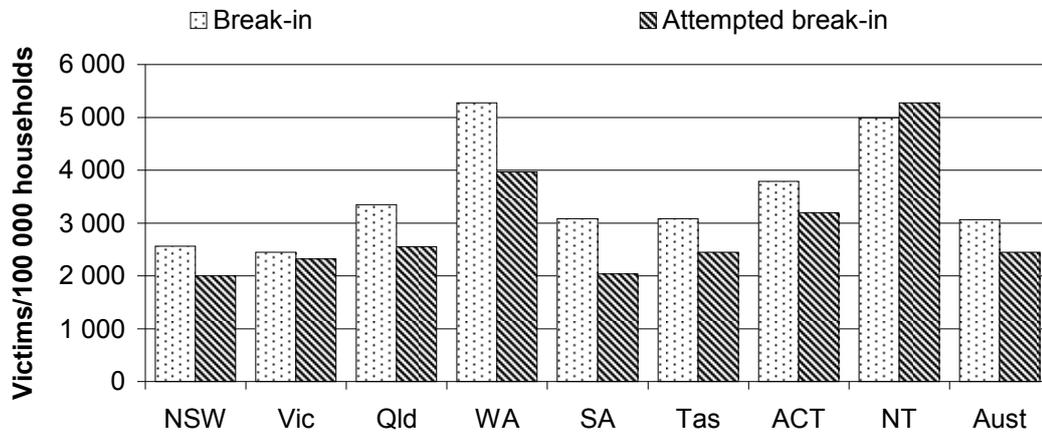
- estimated household victims of break-in/attempted break-in per 100 000 households
- estimated household victims of motor vehicle theft per 100 000 households.

A low or decreasing rate of crime victimisation is a desirable outcome.

Data quality information is available for this indicator.

Based on ABS crime victimisation survey data, nationally, there were 5510 estimated household victims of break-in/attempted break-in per 100 000 households in 2009-10 (figure 6.18).

Figure 6.18 **Estimated victims of break-in/attempted break-in, 2009-10^{a, b, c}**

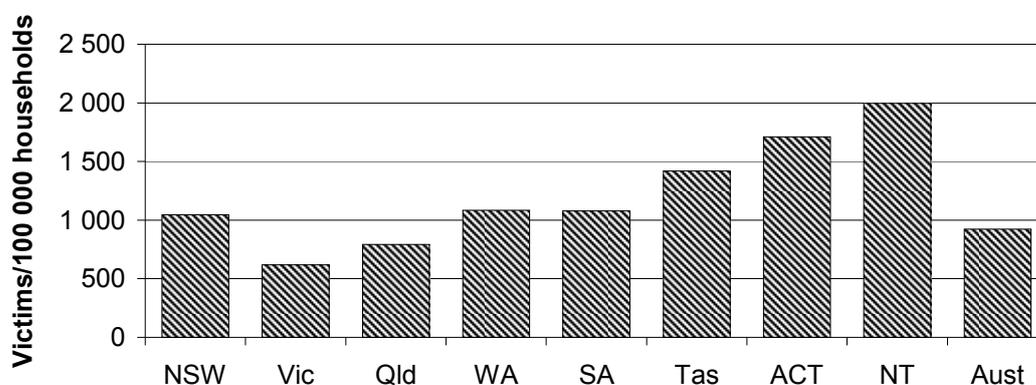


^a Data report only the prevalence of crime, not the incidence. A victim is defined as a person reporting at least one of the offences surveyed. Victims were counted once only for each type of offence, regardless of the number of incidents of that type. ^b NT data refer to mainly urban areas only. ^c A victim is defined as a household reporting at least one break-in/attempted break-in. Break-in is defined as an incident where the respondent's home had been broken into. Break-in offences relating to respondents' cars or gardens are excluded.

Source: Based on *Crime Victimization, Australia 2009-10*, Cat. no. 4530.0; table 6A.28.

Based on ABS crime victimisation survey data, nationally there were 922 estimated victims of motor vehicle theft per 100 000 households in 2009-10 (figure 6.19).

Figure 6.19 Estimated victims of motor vehicle theft, 2009-10^{a, b, c}



^a Data report only the prevalence of crime, not the incidence. A victim is defined as a person reporting at least one of the offences surveyed. Victims were counted once only for each type of offence, regardless of the number of incidents of that type. ^b NT data refer to mainly urban areas only. ^c A victim is defined as a household reporting at least one motor vehicle theft. Victims were counted once only, regardless of the number of incidents of motor vehicle theft. Motor vehicle theft is defined as an incident where a motor vehicle was stolen from any member of the respondent's household. It includes privately owned vehicles, as well as business/company vehicles used exclusively by members of the household.

Source: Based on data from ABS (2010), *Crime Victimization, Australia 2009-10*, Cat. no. 4530.0; table 6A.28.

Based on the ABS recorded crime victims collection, sourced from State and Territory administrative data, the number of recorded property crimes per 100 000 people in 2010 is reported in table 6A.26.

Reporting rates

'Reporting rates' is an indicator of governments' objective to engender public confidence in the police and judicial system (box 6.14).

Box 6.14 Reporting rates

'Reporting rates' is defined as the total number of the most recent incidents of a particular offence that were reported to police, as a percentage of the total number of victims. It is reported separately for two measures:

- total victims of crimes against the person, defined as the total number of the most recent incidents of a particular offence that were reported to police, as a percentage of the total number of victims
 - physical assault
 - threatened assault (face-to-face incidents only)
 - robbery
- total victims of crimes against property, defined as the total number of the most recent incidents of a particular offence that were reported to police, as a percentage of the total number of victims
 - break-in
 - attempted break-in
 - motor vehicle theft
 - theft from motor vehicle
 - malicious property damage
 - other theft.

A high or increasing reporting rate is desirable.

Reporting rates vary across different crime types. This indicator does not provide information on why some people choose not to report particular offences to the police.

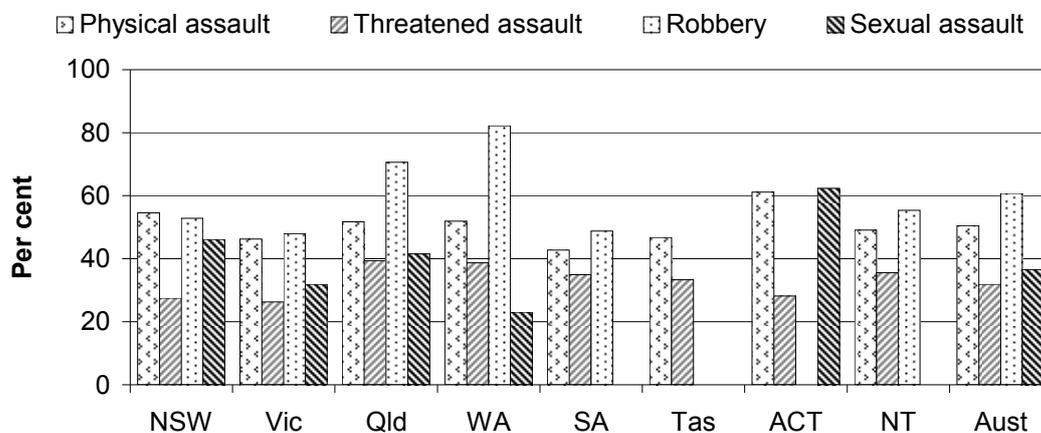
Data reported for this indicator are comparable. Although, survey data are reported for all measures, the associated standard errors can be large for some jurisdictions.

Data quality information is available for this indicator.

Based on ABS crime victimisation survey data, nationally, reporting rates for selected offences against the person for people aged 15 years or over (18 years and over for sexual assault), in 2009-10, by offence were (figure 6.20).

- 50.5 per cent for physical assault
- 31.9 per cent for threatened assault (face-to-face incidents only)
- 60.7 per cent for robbery
- 36.6 for sexual assault

Figure 6.20 Reporting rates for selected offences against the person, by offence type, 2009-10^{a, b, c, d}



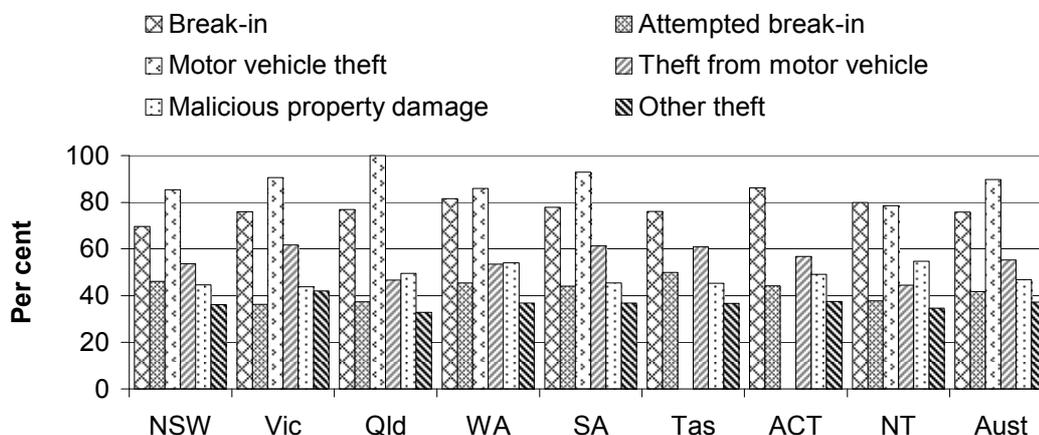
^a Data report only the prevalence of crime, not the incidence. A victim is defined as a person reporting at least one of the offences surveyed. Victims were counted once only for each type of offence, regardless of the number of incidents of that type. Data are for people aged 15 years or over. ^b Threatened assault includes face-to-face incidents only. Robbery is where someone stole (or tried to steal) property from a respondent by physically attacking them or threatening him or her with force or violence. ^c NT data refer to mainly urban areas only. ^d Most robbery and sexual assault rates are subject to standard errors of 25 to 50 per and should be used with caution.

Source: Based on ABS *Crime Victimization, Australia 2009-10*, Cat. no. 4530.0; table 6A.29.

Based on ABS crime victimisation survey data, nationally, reporting rates for selected offences against property for people aged 15 years or over, in 2009-10, by offence were (figure 6.21):

- 75.8 per cent for break-in offences
- 41.7 per cent for attempted break-in offences
- 89.8 per cent for motor vehicle theft
- 55.3 per cent for theft from motor vehicles
- 46.8 per cent for malicious property damage
- 37.3 per cent for other theft

Figure 6.21 Reporting rates for selected offences against property, by offence type, 2009-10^{a, b}



^a Data report only the prevalence of crime, not the incidence. A victim is defined as a household reporting at least one of the offences surveyed. Victims were counted once only for each type of offence, regardless of the number of incidents of that type. Data are for people aged 15 years or over. ^b NT data refer to mainly urban areas only.

Source: Based on data from ABS *Crime Victimization, Australia 2009-10*, Cat. no. 4530.0; table 6A.30.

Outcomes of investigations

‘Outcomes of investigations’ is an indicator of governments’ objective to bring offenders to justice (boxes 6.15-16).

Outcomes of investigations — personal crimes

‘Outcomes of investigations — personal crimes’ is a measure of the effectiveness of police investigations (box 6.15).

Box 6.15 Outcomes of investigations — personal crimes

‘Outcomes of investigations’ is defined by two separate measures:

- the proportion of investigations finalised within 30 days of the offence becoming known to police
- the proportion of the investigations finalised within 30 days (as above) where proceedings were instituted against the offender.

Measures are reported for a range of offences against the person including homicide and armed robbery.

A high or increasing proportion of investigations finalised within 30 days of the offence becoming known to police is desirable. Similarly, a high or increasing proportion of finalised investigations where proceedings had started against the alleged offender within 30 days of the offence becoming known to police, is desirable.

Data reported for this indicator are not directly comparable. Outcomes of investigations — personal crimes data are not directly comparable across jurisdictions because of differences in the way data are compiled.

Data quality information is available for this indicator.

Data reported for this indicator are not directly comparable.

Activities associated with ‘outcomes of investigations — personal crimes’ include gathering intelligence on suspects and locations to assist with investigations and collecting and securing evidence in relation to both the offence and the suspect.

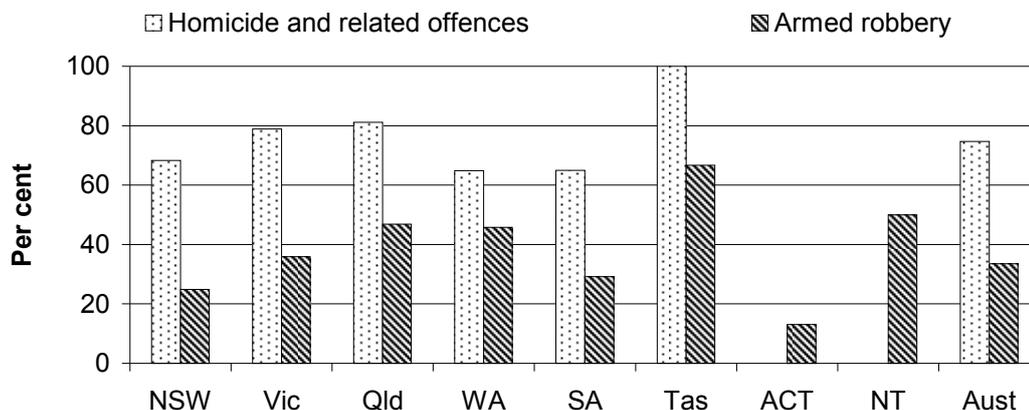
The ABS collects data on the 30 days status of investigations — that is, the stage that a police investigation has reached 30 days after the recording of the incident by the police.

Nationally, 74.7 per cent of investigations for homicide and related offences, and 33.5 per cent of armed robbery investigations were finalised within 30 days of the offence becoming known to police, in 2010 (figure 6.22a). For these finalised investigations, proceedings commenced against an alleged offender for 97.9 per cent of homicide and related offence investigations, and 89.2 per cent of armed robbery investigations (figure 6.22b).

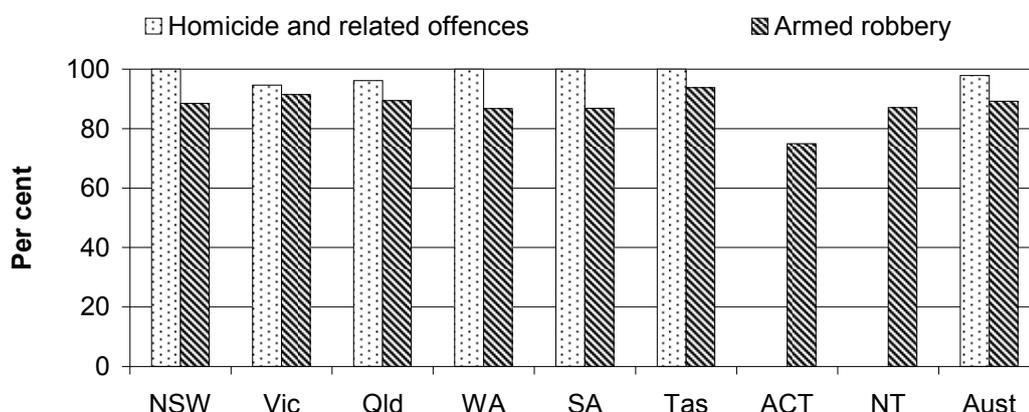
Figure 6.23a presents, for each jurisdiction in 2010, the proportion of recorded unarmed robbery investigations, kidnapping/abduction investigations and blackmail/extortion investigations that were finalised within 30 days of the offence becoming known to police. For these finalised investigations, figure 6.23b presents the proportion for which proceedings had started against an alleged offender.

Figure 6.22 **Crimes against the person: outcomes of investigations, 30 day status, 2010^{a, b}**

(a) Proportion of investigations finalised within 30 days of the offence becoming known to police



(b) Proportion of finalised investigations for which proceedings had begun within 30 days of the offence becoming known to police

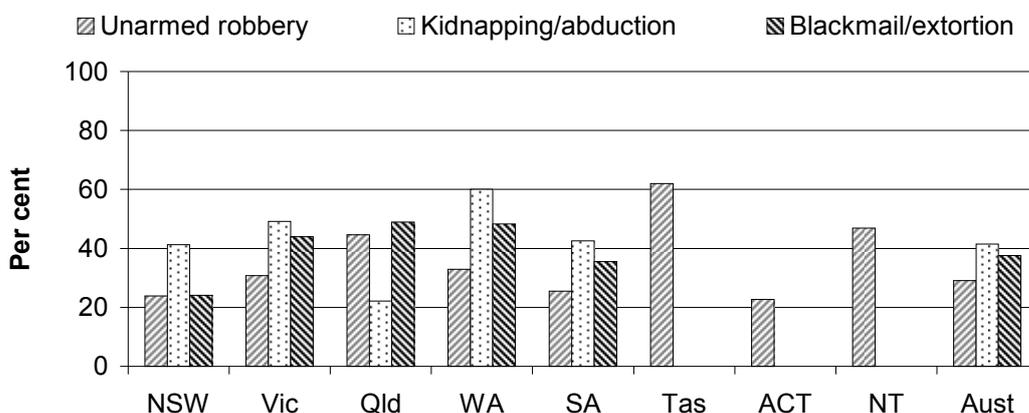


^a Homicides data on investigations finalised within 30 days of the offence becoming known to police and on proceedings commenced, are not published for the ACT and the NT due to small numbers and ABS confidentiality rules. These data are included in the Australian total. ^b Extreme caution should be used in making comparisons between states and territories. Investigation has found significant differences in business rules, procedures, systems, policies and recording practices of police agencies across Australia. Refer to the explanatory notes in ABS Cat. no. 4510.0, paragraphs 58 to 135 (ABS 2010).

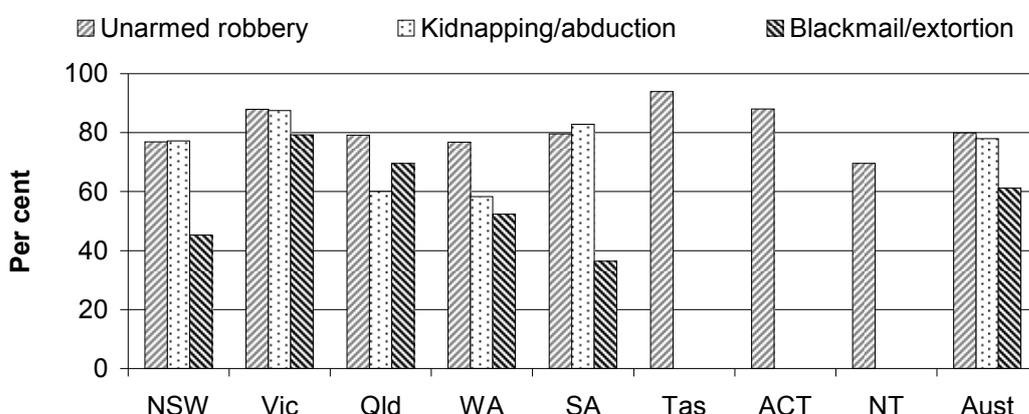
Source: ABS (2011) *Recorded Crime – Victims*, Cat. no. 4510.0; table 6A.31.

Figure 6.23 Crimes against the person: outcomes of investigations, 30 day status, 2010^{a, b}

(a) Proportion of investigations finalised within 30 days of the offence becoming known to police



(b) Proportion of finalised investigations for which proceedings had begun within 30 days of the offence becoming known to police



^a Kidnapping/abduction and blackmail/extortion data on investigations finalised are not published or rounded to zero for some jurisdictions. ^b Extreme caution should be used in making comparisons between states and territories. Investigation has found significant differences in business rules, procedures, systems, policies and recording practices of police agencies across Australia. Refer to the explanatory notes in ABS Cat. no. 4510.0, paragraphs 58 to 135 (ABS 2010).

Source: Based on data from ABS (2011) *Recorded Crime – Victims*, Cat. no. 4510.0; table 6A.31.

Outcomes of investigations — property crimes

‘Outcomes of investigations — property crimes’ is a measure of the effectiveness of police investigations (box 6.16).

Box 6.16 Outcomes of investigations — property crimes

'Outcomes of investigations — property crimes' is defined by two separate measures:

- the proportion of investigations finalised within 30 days of the offence becoming known to police
- the proportion of the investigations finalised within 30 days (as above) where proceedings were instituted against the offender.

Outcomes of investigations measures are reported for three property offences: unlawful entry with intent, motor vehicle theft and other theft.

A high or increasing proportion of investigations finalised within 30 days of the offence becoming known to police is desirable. Similarly, a high or increasing proportion of finalised investigations where proceedings had started against the alleged offender within 30 days of the offence becoming known to police is desirable.

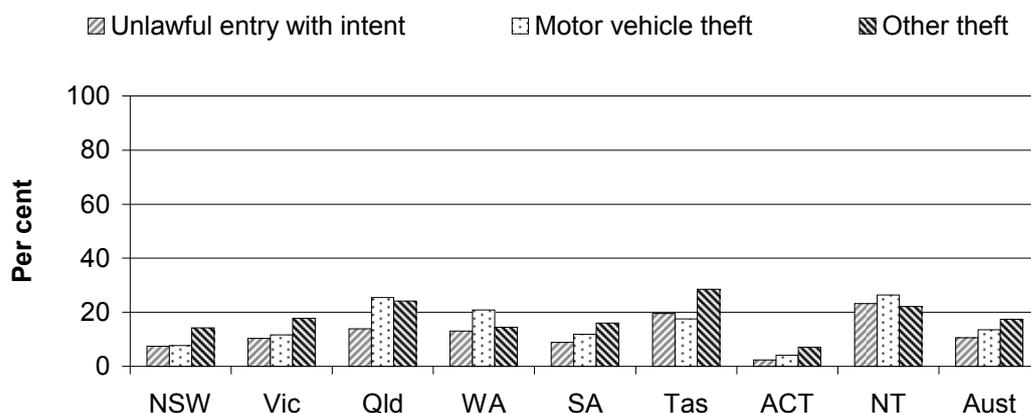
Data quality information is available for this indicator.

Data reported for this indicator are not directly comparable.

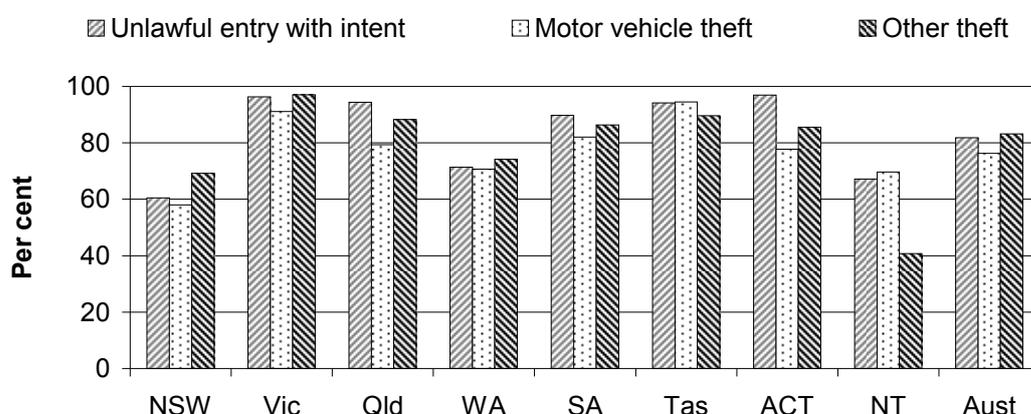
Figure 6.24a reports for each jurisdiction in 2010, the proportion of recorded unlawful entry with intent investigations, motor vehicle theft investigations and other theft investigations that were finalised within 30 days of the offence becoming known to police. For these finalised investigations, figure 6.24b presents the proportion for which proceedings had started against an alleged offender.

Figure 6.24 Crimes against property: outcomes of investigations, 30 day status, 2010^a

(a) Proportion of investigations finalised within 30 days of the offence becoming known to police



(b) Proportion of finalised investigations for which proceedings had begun within 30 days of the offence becoming known to police



^a Extreme caution should be used in making comparisons between states and territories. Investigation has found significant differences in business rules, procedures, systems, policies and recording practices of police agencies across Australia. Refer to the explanatory notes in ABS Cat. no. 4510.0, paragraphs 58 to 135 (ABS 2010).

Source: Based on data from ABS (2011) *Recorded Crime – Victims*, Cat. no. 4510.0; table 6A.32.

6.6 Road safety

This section reviews the role of police in maximising road safety through targeted operations to reduce the incidence of traffic offences and through attendance at, and investigation of, road traffic collisions and incidents.

Activities typically include:

- monitoring road user behaviour, including speed and alcohol-related traffic operations
- undertaking general traffic management functions
- attending and investigating road traffic collisions and incidents
- improving public education and awareness of traffic and road safety issues.

Police performance in undertaking road safety activities is measured using a suite of indicators that includes people's behaviour on the roads and the number of land transport hospitalisations and road fatalities. For data that are not considered directly comparable, the text includes relevant caveats and supporting commentary. Chapter 1 discusses data comparability from a Report-wide perspective (see section 1.6).

Key road safety indicator results

Outputs

Outputs are the services delivered (while outcomes are the impact of these services on the status of an individual or group) (see chapter 1, section 1.5).

Equity — access

The Steering Committee has identified equity and access for road safety as an area for development in future reports.

Outcomes

Outcomes are the impact of services on the status of an individual or group (while outputs are the services delivered) (see chapter 1, section 1.5).

The objective of police road safety programs is to promote safer behaviour on roads and influence road user behaviour so as to reduce the incidence of road collisions and the severity of road trauma. Many of these programs target the non-wearing of seat belts, excessive speed and drink driving.

This section reports data from the *National Survey of Community Satisfaction with Policing* (NSCSP) about driver behaviour.

Road safety

‘Road safety’ is an indicator of governments’ objective of promoting road safety (box 6.17).

Box 6.17 Road safety

‘Road safety’ is defined by three separate measures:

- use of seatbelts, defined as the proportion of people who had driven in the previous 6 months and, who indicated that in that time, they had driven without wearing a seatbelt
- driving under the influence, defined as the proportion of people who had driven in the previous 6 months and, who indicated that in that time, they had driven when possibly over the alcohol limit
- degree of speeding, defined as the proportion of people who had driven in the previous 6 months and, who indicated that in that time, they had driven 10 kilometres per hour or more above the speed limit.

A low or decreasing proportion of people who stated that they had driven without wearing a seatbelt, driven when possibly over the alcohol limit and/or driven 10 kilometres per hour or more above the speed limit is desirable.

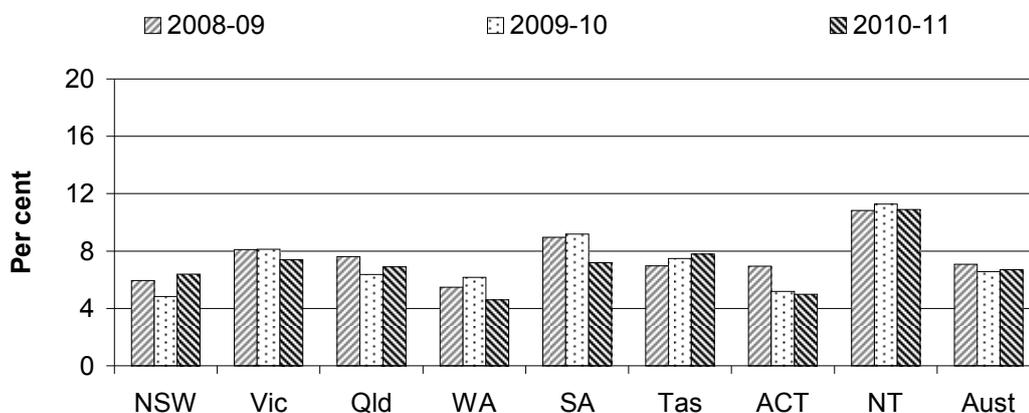
The use of seatbelts, the prevalence of driving under the influence of alcohol and speeding in the population is affected by a number of factors in addition to activities undertaken by police services, such as driver education and media campaigns.

Data reported for this indicator are comparable.

Data quality information for this indicator is under development.

Nationally, in 2010-11, 6.7 per cent of people who had driven in the previous six months, said they had ‘rarely’ or more often (‘sometimes’, ‘most of the time’ or ‘always’) driven without wearing a seat belt (down from 6.6 per cent in 2009-10 and 7.1 per cent in 2008-09) (figure 6.25).

Figure 6.25 People who had driven in the previous six months without wearing a seat belt 'rarely' or more often^{a, b}

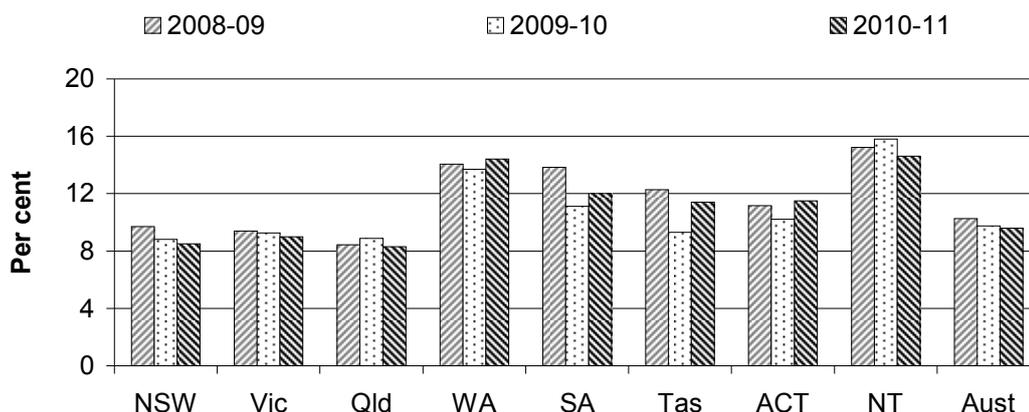


^a Data are for people aged 15 years or over. ^b Survey results are subject to sampling error. Refer to the Statistical appendix section A.5 for information to assist in the interpretation of these results.

Source: ANZPAA (unpublished); table 6A.33.

Nationally, in 2010-11, 9.6 per cent of people who had driven in the previous six months, indicated that they had 'rarely' or more often ('sometimes', 'most of the time' or 'always') driven when possibly over the blood alcohol limit (down from 9.7 per cent in 2009-10 and 10.2 per cent in 2008-09) (figure 6.26).

Figure 6.26 People who had driven in the previous 6 months when possibly over the alcohol limit 'rarely' or more often^{a, b}

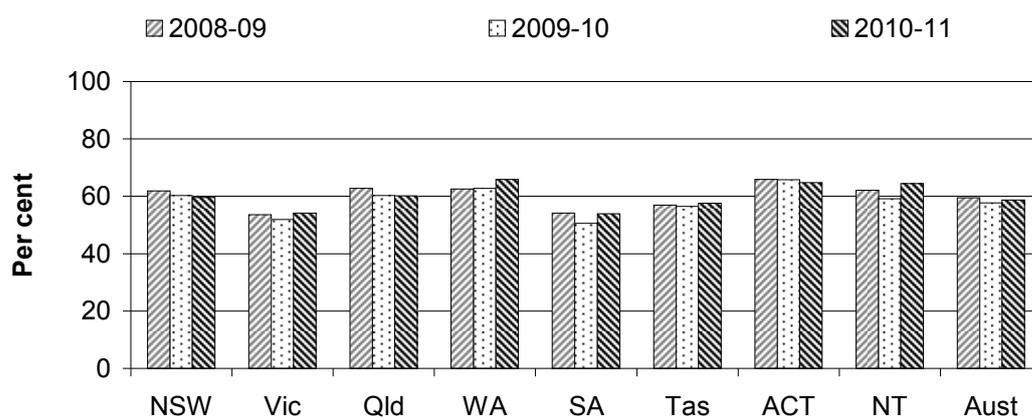


^a Data are for people aged 15 years or over. ^b Survey results are subject to sampling error. Refer to the Statistical appendix section A.5 for information to assist in the interpretation of these results.

Source: ANZPAA (unpublished); table 6A.34.

Nationally, in 2010-11, 58.7 per cent of people who had driven in the previous 6 months reported travelling 10 kilometres per hour or more above the speed limit ‘rarely’ or more often (‘sometimes’, ‘most of the time’ or ‘always’) (down from 57.7 per cent in 2009-10 and 59.5 per cent in 2008-09) (figure 6.27).

Figure 6.27 People who had driven in the previous six months 10 kilometres per hour or more above the speed limit ‘rarely’ or more often^{a, b}



^a Data are for people aged 15 years or over. ^b Survey results are subject to sampling error. Refer to the Statistical appendix section A.5 for information to assist in the interpretation of these results.

Source: ANZPAA (unpublished); table 6A.35.

Road deaths

‘Road deaths’ is an indicator of governments’ objective of promoting road safety (box 6.18). One aim of policing is to contribute to a reduction in road crashes and related road deaths and hospitalisations.

Box 6.18 Road deaths

‘Road deaths’ is defined as the number of road deaths per 100 000 registered vehicles.

A low or decreasing rate of road deaths per 100 000 registered vehicles is desirable.

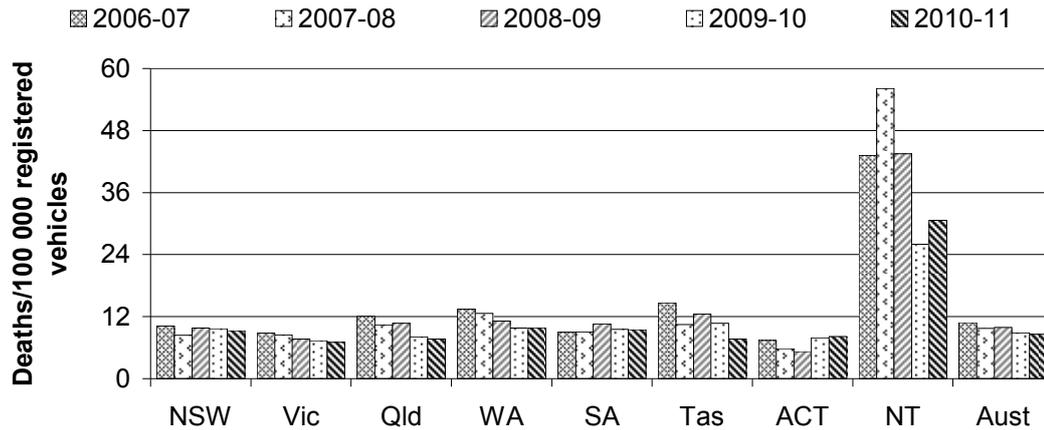
The rate of road deaths per 100 000 registered vehicles is affected by a number of factors in addition to activities undertaken by police services, such as the condition of roads, driver education and media campaigns.

Data reported for this indicator are comparable.

Data quality information is available for this indicator.

Nationally, there were 1403 road deaths in 2010-11 (down from 1426 in 2009-10). Road fatalities for all jurisdictions from 2001-02 to 2010-11 are reported in table 6A.36. There were 8.6 road deaths per 100 000 registered vehicles in Australia in 2010-11, (down from 8.9 in 2009-10) (figure 6.28).

Figure 6.28 Road deaths per 100 000 registered vehicles^a



^a Registered vehicles 2011 data have been used for the current year, and 2010 Motor Vehicle Census data for the 2009-10 year.

Source: Australian Road Fatality Statistics at www.infrastructure.gov.au/roads/safety/road_fatality_statistics/fatal_road_crash_database (data accessed on 7 September 2011); ABS *Motor Vehicle Census* (various years), Australia, Cat. no. 9309.0; table 6A.36.

Land transport hospitalisations per registered vehicle

‘Land transport hospitalisations per registered vehicle’ is an indicator of governments’ objective of promoting road safety (box 6.19).

Box 6.19 Land transport hospitalisations per registered vehicle

‘Land transport hospitalisations per registered vehicle’ is defined as the number of hospitalisations from traffic accidents per 100 000 registered vehicles.

A low or decreasing number of hospitalisations from traffic accidents per 100 000 registered vehicles is desirable.

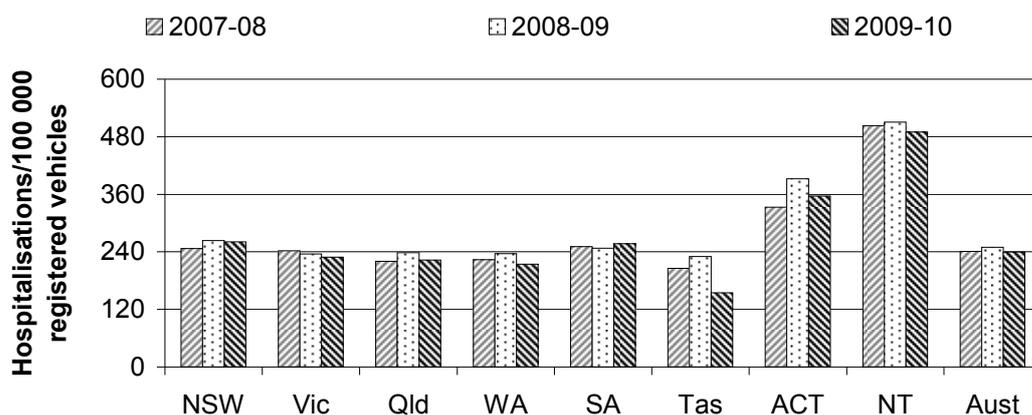
Hospitalisations from traffic accidents per 100 000 registered vehicles is affected by a number of factors in addition to activities undertaken by police services, such as the condition of roads, driver education and media campaigns.

Data reported for this indicator are comparable.

Data quality information for this indicator is under development.

Nationally, there were 240 land transport hospitalisations per 100 000 registered vehicles in 2009-10 (figure 6.29).

Figure 6.29 Land transport hospitalisations per 100 000 registered vehicles^a



^a Land transport hospitalisations data for 2010-11 were not available for this Report. This data set lags most other data in the chapter by one year.

Source: AIHW (various years) *Australian Hospital Statistics* (unpublished); ABS (various years) *Motor Vehicle Census*, Cat. no. 9309.0; table 6A.37.

Perceptions of road safety problems

‘Perceptions of road safety problems’ is an indicator of governments’ objective of promoting road safety (box 6.20).

Box 6.20 Perceptions of road safety problems

‘Perceptions of road safety problems’ is defined as the proportion of people who thought speeding cars or dangerous, noisy driving to be a ‘major problem’ or ‘somewhat of a problem’ in their neighbourhood.

A low or decreasing proportion of people who thought that speeding cars or dangerous, noisy driving was a ‘major problem’ or ‘somewhat of a problem’, is desirable.

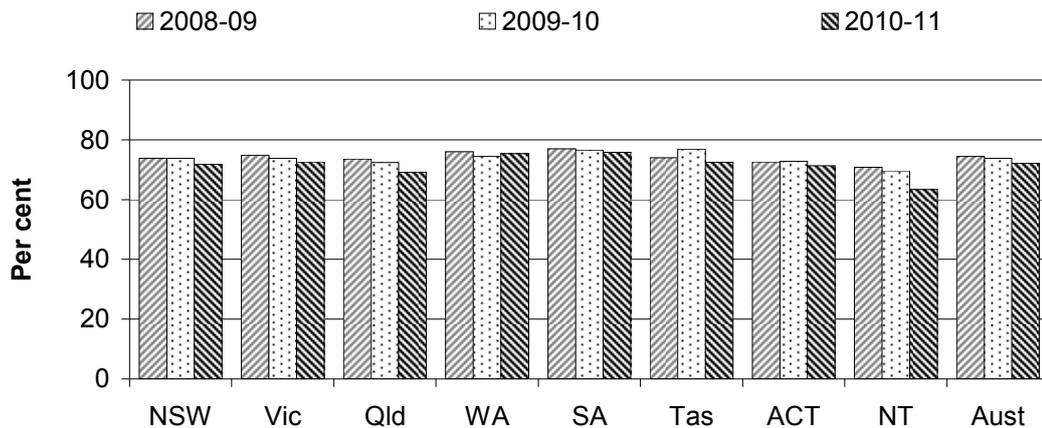
Perceptions of road safety might not reflect levels of road safety, and many factors (including individual experiences and media reporting) might influence people’s perceptions of road safety.

Data reported for this indicator are comparable.

Data quality information for this indicator is under development.

Nationally in 2010-11, 72.2 per cent of people thought speeding cars or dangerous, noisy driving to be a ‘major problem’ or ‘somewhat of a problem’ in their neighbourhood (down from 73.8 per cent in 2009-10 and 74.5 per cent in 2008-09) (figure 6.30).

Figure 6.30 Proportion of people who thought that speeding cars or dangerous, noisy driving was a ‘major problem’ or ‘somewhat of a problem’ in their neighbourhood^{a, b}



^a Data are for people aged 15 years or over. ^b Survey results are subject to sampling error. Refer to the Statistical appendix section A.5 for information to assist in the interpretation of these results.

Source: ANZPAA (unpublished); table 6A.23.

6.7 Judicial services

This section reviews the role of police in providing effective and efficient support to the judicial process, including the provision of safe custody for alleged offenders and fair and equitable treatment of both victims and alleged offenders.

Activities typically include:

- preparing briefs
- presenting evidence at court
- conducting court and prisoner security (although the role of police services in court and prisoner security differs across jurisdictions).

Police performance in undertaking these activities is measured using a suite of indicators that include the percentage of prosecutions where costs are awarded against police, the proportion of defendants pleading guilty or being found guilty, and the effectiveness of police in diverting offenders from the criminal justice

system. For data that are not considered directly comparable, the text includes relevant caveats and supporting commentary. Chapter 1 discusses data comparability from a Report-wide perspective (see section 1.6).

Key judicial services performance indicator results

Outputs

Outputs are the services delivered (while outcomes are the impact of these services on the status of an individual or group) (see chapter 1, section 1.5).

Equity — access

The Steering Committee has identified equity and access to judicial services as an area for development in future reports.

Efficiency

Percentage of prosecutions where costs are awarded against police

‘Percentage of prosecutions where costs are awarded against police’ is an indicator of governments’ objective to undertake police activities associated with the judicial process, efficiently (box 6.21).

Box 6.21 Percentage of prosecutions where costs are awarded against police

‘Percentage of prosecutions where costs are awarded against police’ is a measure of police efficiency in preparing evidence that is relevant to, and supports, a prosecution.

Court costs are generally awarded against police when a criminal action against an offender has failed; in this respect, it represents at least some of the resources expended when a prosecution fails. A low percentage of prosecutions where costs are awarded against police in criminal actions is therefore desirable.

Data reported for this indicator are not directly comparable.

Data quality information for this indicator is under development.

The process by which costs are awarded differs between jurisdictions. The proportion of prosecutions where costs were awarded against the police in 2010-11 was low in all jurisdictions (table 6A.41).

Effectiveness

Juvenile diversions

‘Juvenile diversions’ is an indicator of governments’ objective to divert juveniles from the criminal justice system where appropriate (box 6.22).

Box 6.22 Juvenile diversions

‘Juvenile diversions’ is defined as the number of juveniles who would otherwise be proceeded against (that is, taken to court) but who are diverted by police, as a proportion of all juvenile offenders formally dealt with by police.

A high or increasing proportion of juvenile diversions as a proportion of juvenile offenders represents a desirable outcome.

This indicator does not provide information on the relative success or failure of diversionary mechanisms.

When police apprehend offenders, they have a variety of options available. They can charge the offender (in which case criminal proceedings occur through the traditional court processes) or they can use their discretion to divert the offender away from this potentially costly, time consuming and stressful situation (for both the offender and victim). Diversionary mechanisms include cautions and attendances at community and family conferences. These options can be beneficial because they allow the offender to be admonished, without the necessity of traditional court processes. They are particularly useful mechanisms for dealing with juvenile offenders. Not all options are available or subject to police discretion in all jurisdictions.

The term ‘diverted’ includes diversions of offenders away from the courts by way of community conference, diversionary conference, formal cautioning by police, family conferences, and other programs (for example, drug assessment/treatment). Excluded are offenders who would not normally be sent to court for the offence detected and who are treated by police in a less formal manner (for example, those issued with warnings or infringement notices).

Data reported for this indicator are not directly comparable.

Data quality information for this indicator is under development.

The proportion of juvenile offenders undergoing diversionary programs varied across jurisdictions in 2010-11. Within most jurisdictions, proportions of juvenile

offenders undergoing diversionary programs were relatively consistent over time (table 6.2).

Table 6.2 Juvenile diversions as a proportion of juvenile offenders (per cent)^{a, b, c, d, e}

	<i>NSW^b</i>	<i>Vic^c</i>	<i>Qld</i>	<i>WA^d</i>	<i>SA</i>	<i>Tas</i>	<i>ACT^e</i>	<i>NT</i>
2006-07	49	40	48	47	52	71	43	39
2007-08	48	41	49	47	49	67	49	42
2008-09	51	40	47	47	52	61	47	41
2009-10	57	39	47	47	52	58	42	42
2010-11	57	33	44	49	51	60	38	49

^a Juvenile diversion is defined as juveniles who would otherwise be proceeded against (that is, taken to court) but who are diverted by police as a proportion of all juvenile offenders formally dealt with by police. The term diverted includes diversions of offenders away from the courts by way of: community conference; diversionary conference; formal cautioning by police; family conferences; and other diversionary programs (for example, to drug assessment/treatment). Offenders who would not normally be sent to court for the offence detected and are treated by police in a less formal manner (for example, issued warnings or infringement notices) are excluded. ^b NSW data series revised based on improved data extraction methodology. Data includes juveniles diverted by police via Caution, Compliance Notice, Youth Conference or Warning as a proportion of all juveniles so diverted or sent to court. Data excludes Breach of Bail Legal Actions and Non-NSW Charges; juveniles issued with Infringement Notices; and Cautions and Youth Conferences issued by Courts. Data collection system enhancements in 2009-10 improved recording of Warnings under the Young Offenders Act (Warnings were inconsistently recorded in previous years). ^c Victorian data reflect only those instances where a juvenile is taken into police custody and subsequently issued with a formal caution. Instances where a juvenile is released into non-police care or involving a safe-custody application are not included. ^d WA juvenile diversions include formal cautions and referrals to Juvenile Justice Teams as a proportion of the total recorded number of juveniles diverted or arrested. ^e In the ACT, the proportion of juvenile diversions has been calculated on total recorded police contacts with juveniles comprising juvenile cautions, referrals to diversionary conferencing, juveniles taken into protective custody and charges pertaining to juveniles.

Source: State and Territory governments (unpublished); table 6A.39.

Outcomes

Outcomes are the impact of services on the status of an individual or group (while outputs are the services delivered) (see chapter 1, section 1.5).

Deaths in police custody and Indigenous deaths in custody

‘Deaths in police custody’, and ‘Indigenous deaths in police custody’ are indicators of governments’ objective to provide safe custody for alleged offenders, and ensure fair and equitable treatment for both victims and alleged offenders (box 6.23).

Box 6.23 Deaths in police custody, and Indigenous deaths in police custody

‘Deaths in police custody’ and ‘Indigenous deaths in police custody’ are defined as the number of non-Indigenous and Indigenous deaths in police custody and custody-related operations.

A low or decreasing number of deaths in custody and custody-related operations is desirable.

Data reported for these indicators are comparable.

Data quality information for this indicator is under development.

Nationally, there were 17 deaths in police custody and custody-related operations in 2010-11. Of these 17 deaths, 7 were Indigenous (table 6.3).

Table 6.3 Deaths in police custody and custody-related operations^{a, b}

	NSW ^c	Vic ^d	Qld	WA	SA	Tas	ACT	NT	Aust
Non-Indigenous deaths									
2006-07	12	6	3	4	4	–	1	–	30
2007-08	8	8	4	4	2	–	–	3	30
2008-09	8	3	3	7	4	–	–	1	26
2009-10	5	3	2	2	1	–	1	–	15
2010-11	6	–	–	1	2	1	–	–	10
Indigenous deaths									
2006-07	–	1	1	–	–	–	–	1	3
2007-08	–	–	1	–	2	–	–	2	5
2008-09	–	–	1	1	2	–	–	4	8
2009-10	–	–	–	2	–	–	–	1	3
2010-11	1	–	1	4	–	–	–	1	7
Total Indigenous deaths 2006–07 to 2010-11^c	1	1	4	7	4	–	–	9	26
Total deaths									
2006-07	12	7	4	4	4	–	1	1	33
2007-08	8	8	5	4	4	–	–	5	35
2008-09	8	3	4	8	6	–	–	5	34
2009-10	5	3	2	4	1	–	1	2	18
2010-11	7	–	1	5	2	1	–	1	17
Total deaths 2006–07 to 2010-11	40	21	16	25	17	1	2	14	137

^a Deaths in police custody include: deaths in institutional settings (for example, police stations/lockups and police vehicles, or during transfer to or from such an institution, or in hospitals following transfer from an institution); and other deaths in police operations where officers were in close contact with the deceased (for example, most raids and shootings by police). Deaths in custody-related operations cover situations where officers did not have such close contact with the person as to be able to significantly influence or control the person's behaviour (for example, most sieges and most cases where officers were attempting to detain a person, such as pursuits). ^b These AIC data for 2010-11 are preliminary (unpublished) and final data in other publications might differ. Data for historic years were revised during 2010 and are now presented on a financial year basis so they differ from those in earlier reports. ^c In 2006, two deaths occurred in NSW for which Indigenous status has not been determined. ^d Data for Victoria Police is provisional and unconfirmed.

– Nil or rounded to zero.

Source: AIC (various years, unpublished) *Deaths in Custody*, Australia; table 6A.38.

Court defendants resulting in a guilty plea or finding

The police assist the judicial process in a variety of ways, including collecting evidence and providing testimony in court. Police work in this area can be measured to some extent by the success in achieving a guilty plea or finding in court.

Lower court defendants resulting in a guilty plea or finding

‘Lower court defendants resulting in a guilty plea or finding’ is an indicator of governments’ objective for police to support the judicial process to achieve efficient and effective court case management for judicial processing (box 6.24).

Box 6.24 Lower court defendants resulting in a guilty plea or finding

‘Lower court defendants resulting in a guilty plea or finding’ is defined as the number of finalised adjudicated defendants in lower courts who either submitted a guilty plea or were found guilty, as a proportion of the total number of lower courts adjudicated defendants.

A high or increasing proportion of lower courts adjudicated defendants submitting a guilty plea or being the subject of a guilty finding is desirable.

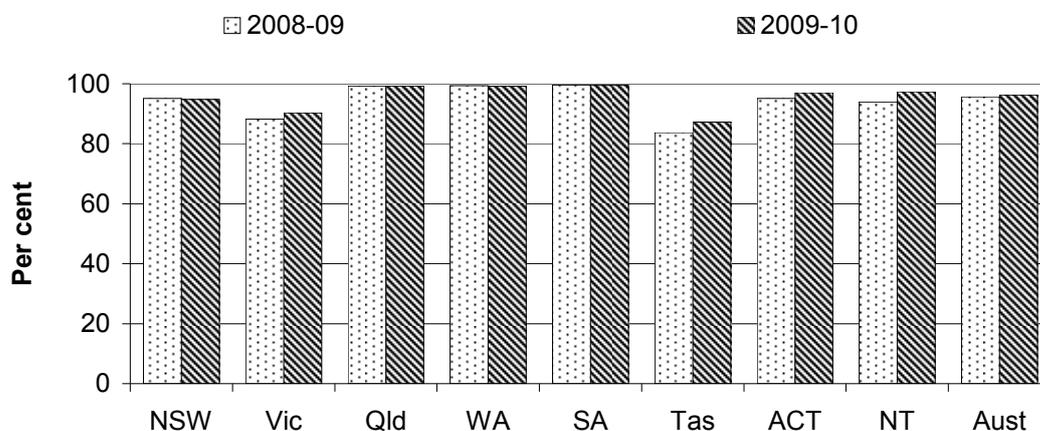
This indicator does not provide information on the number of cases where police have identified a likely offender but choose not to bring the likely offender to trial due to a number of factors.

Data reported for this indicator are comparable.

Data quality information is available for this indicator.

The proportion of lower court adjudicated defendants who either submitted a guilty plea or were found guilty was stable between 2008-09 and 2009-10 across most jurisdictions (figure 6.31).

Figure 6.31 Proportion of lower court finalised adjudicated defendants resulting in a guilty plea or finding^a



^a A defendant can be either a person or organisation against whom one or more criminal charges have been laid.

Source: ABS Criminal Courts, Australia (various years) Cat. no. 4513.0; table 6A.40.

Data for lower court finalised adjudicated defendants resulting in a guilty plea or finding are reported in table 6A.40.

6.8 Future directions in performance reporting

The Review continues to examine alternative indicators of performance, consistent with the ongoing development of performance evaluation and reporting frameworks in individual jurisdictions. New data sets such as that recently released by the ABS on the characteristics of offenders will suggest future directions in reporting.

The development of efficiency indicators for police services is a challenging and complex process. There are significantly different costing methodologies in each jurisdiction that affect the availability of comparative data. Research is ongoing into efficiency indicators used by police services overseas and other areas of government service delivery.

Two particular directions currently present challenges to performance evaluation and reporting:

- Police are increasingly required to work in close partnership with other sectors of government, including health and community services, corrections, courts, other emergency service providers and transport. These partnerships address the need to deliver agreed whole-of-government outcomes at the State and Territory and national levels. Police services are also working more frequently with

Australian Government agencies on crime data issues, to combat the threat and impact of terrorism, and to manage environmental issues such as the policing response to emergencies and natural disasters. Measuring the efficiency and effectiveness of police contributions to these outcomes is particularly challenging.

- Additionally, a number of police jurisdictions are moving towards using more locally focused service delivery models, recognising that communities and the people who live in them demand more direct participation in service delivery priorities and approaches. This accords with the now well established policing emphasis on performance planning, measurement and accountability for internal and external performance reporting purposes. However, the indicators used in this report, which generally represent state and territory and national results, are difficult to disaggregate for reflection on performance at the local community level.

Outcomes from review of Report on Government Services

The COAG endorsed recommendations (December 2009) of the review of the RoGS implemented during 2010 and 2011 are reflected in this Report. Further recommendations will be reflected in future Reports.

6.9 Jurisdictions' comments

This section provides comments from each jurisdiction on the services covered in this chapter.

New South Wales Government comments

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According to NSW reported crime data published by the NSW Bureau of Crime Statistics and Research, crime fell in three categories and remained stable in 14 others in the 24 months to June 2011. Over the past 5 years, eleven categories of offences have fallen and property crimes are now at levels not experienced since the early 1990s.

This year saw a record number of police officers employed in NSW, reaching 15,943. Our officers have built their individual capacity to counter crime through evolving training and development opportunities and have worked to develop and implement a range of crime prevention and law enforcement initiatives with the intention to make NSW a safer community.

Traditional policing continues to be an integral part of our success in crime reduction. Intelligence led policing of crime trends and hot spots, targeting of repeat offenders, and the conduct of quality investigations all contribute on a daily basis at the local level.

We have reinvigorated our approach to community engagement in the knowledge that working with the community to identify issues and working together to address those concerns has benefits not only in intelligence gathering, crime reduction and public safety, but also in increasing the community's confidence in police which impacts on future interactions and reporting of crime. We are extending to communities more ways to be involved in local crime prevention activities to improve safety and security in their neighbourhoods.

The NSW Police Force has made enhancements to the way in which our specialist services contribute to and conduct investigations. New initiatives are underway to improve the way we collect and process forensic evidence. We have continued to invest in investigative technology and are working to improve the systems through which police communicate and access information. The NSW Government has supported these endeavours and the coming year will see further enhancements in these and other technology based areas.

Throughout 2010-11, the NSW Police Force continued to forge partnerships across industry sectors, non-government bodies and public sector agencies, and across borders, driving reforms that are making crime harder and less rewarding to commit. NSW has also pursued strategic regulatory reform, with a particular focus on addressing alcohol related crime and public disorder.

Along with our colleagues, the NSW Police Force has contributed to local, national and international emergency responses during 2010-11, working tirelessly to assist those individuals and communities stricken by recent floods, tsunami and earthquakes.

We will continue to build our capacity to respond to crime and meet current and future challenges..

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Victorian Government comments

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The 2010-11 year was an extremely testing and challenging period for Victoria Police. Ongoing media focus on key policing issues such as senior command structures, the management of performance statistics and IT infrastructure placed a great deal of pressure and scrutiny on the organisation and its 15,000 members and employees. In May 2011, the Victorian Government established a review into the senior command structure of Victoria Police. The Special Inquiry was led by Mr Jack Rush QC, a member of the Victorian Bar. His report was presented to Government in November 2011.

Despite the challenges presented in 2010-11, Victoria Police maintained its focus on delivering a safer Victoria for all Victorians – by reducing crime and improving road safety. In the 2010-11 period, the total crime rate, measured as a rate per 100,000 population, was reduced by a further 3.9 per cent from the 2009-10 rate. This reduction has been driven mainly by decreases in some key categories that affect most Victorians – including public order offences, theft off/from motor vehicles, burglary and property damage offences.

During 2010-11, 293 Victorians were killed on the State's roads, and a further 5,482 Victorians were seriously injured. This represents a small decrease in fatalities (2.3 per cent) over the 2009-10 period, with serious injuries decreasing by 11.7 per cent in the same time. While these decreases are a positive result, there are still too many people being killed or seriously injured on our roads. Victoria Police will continue to work with its road safety partners in ensuring all play a part in reducing the road toll.

A primary focus for Victoria Police in 2010-11 and into 2011-12 was the commencement of a recruitment and deployment process for an additional 1,700 police and 940 protective service officers (PSOs). The PSOs are to be deployed across suburban rail stations to improve community safety on and around the transit system. The Victorian Government has committed to having those additional policing resources 'on the job' by November 2014. The additional personnel will be supported by further improvements in infrastructure, facilities and equipment, which will all contribute to enhanced community safety, especially on Victoria's streets and public transport network.

Victoria Police also continued to focus on community engagement and improving service delivery. Independent results indicate that 84.1% of Victorians surveyed report that they have confidence in Victoria Police, and that 84% of all Victorians who had direct business contact with Victoria Police during 2010-11 were satisfied with the service they received. We will continue to work towards improving these results over the next 12 months.

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Queensland Government comments

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The Queensland Police Service (QPS) is working to ensure the safety and security of the people of Queensland.

Queensland crime rates continued to fall in 2010-11. Over the last 11 years Queensland has recorded a 25 percent decrease in the rate of offences against the person and a 46 percent decrease in offences against property.

The road toll fell between 2009-10 and 2010-11, from 269 fatalities to 251, which represented a rate of 5.52 fatalities per 100 000 population—the lowest on record for a financial year since accurate records began in 1952. This met the target set by the National Road Safety Strategy, which aimed to reduce the road toll to less than 5.6 fatalities per 100 000 population by 2010.

A range of Queensland Government strategies contributed to this result. QPS strategies included high visibility police vehicles along with Q-Cars, random drug testing, random breath testing, speed cameras, static and mobile speed detection and an increased presence of marked and unmarked vehicles.

The Queensland Government has continued to target alcohol-fuelled violence and anti-social behaviour. Amendments to the *Liquor Act 1992* came into force during the year, allowing the creation of trial Drink Safe Precincts in Townsville, Fortitude Valley and Surfers Paradise. The trial supports enhanced, targeted and flexible police responses and coordination between community groups, security, police and licensed premises, to provide safe and secure entertainment precincts. Legislative changes also provided the capacity to issue fines for public nuisance offences as a viable alternative to arrest, to improve policing of social order issues across Queensland.

During the summer months Queensland experienced extreme and violent weather conditions that affected most of the State. These disasters closely followed amendments to the *Disaster Management Act 2010*, which gave the QPS new roles in disaster response coordination at both district and State levels. The flood and cyclone events resulted in almost all parts of the State being the subject of disaster declarations. Queensland police officers were on the frontline, working around the clock to assist Queenslanders in need while continuing to uphold law and order. The QPS was grateful to receive assistance from a number of interstate police contingents and the Australian Federal Police during these disasters.

The delivery of effective and efficient policing services remains a priority for the Queensland Government. The pursuit of continuous improvement and ongoing investment in police staff and infrastructure will ensure Queensland remains a safe and secure place to live, visit and do business.

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Western Australian Government comments

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In the past year, WA Police has experienced a rapidly increasing demand for services. There has been a significant increase in emergency (000) and non-emergency (131 444) calls for assistance or attendance. Call volumes to 131 444 increased by 26.5 per cent and the number of calls to '000' rose by 12.6 per cent.

In addition, we have had the challenge of preparing for and undertaking a security operation for the Commonwealth Heads of Government Meeting (CHOGM) held in Perth during October 2011, while continuing to provide police services to the community state-wide. CHOGM was the single largest police operation in the history of the WA Police, and our people were supplemented by resources from other Australian jurisdictions and New Zealand. We invested more than 8,000 training days in preparation for the security associated with such a high profile international event, and successfully recruited and trained 150 additional police officers, who were available for deployment in the lead up to and during CHOGM.

Significant gains have been made in our response to alcohol-fuelled crime and anti-social behaviour through the introduction of new legislation and policing strategies. The implementation of barring order legislation has enabled police to rapidly target repeat and serious offenders on licensed premises. This legislation complements the significant work police have already undertaken targeting problematic licensed premises with a strong focus on compliance with the *Liquor Control Act 1988*.

WA Police continues to emphasise the role of technology in more efficient and effective law enforcement. The prominent examples are the roll-out of the new forensic register, which will streamline the practices of the Forensic Division, and the development of the 'concept car' which shows the agency's ongoing commitment to trialling and evaluating new technologies that can assist police officers in the field and contribute to a safer working environment.

The right technology and resource placement will support frontline officers and provide for better recording and analysis of criminal intelligence. These strategies will ultimately lead to a more mobile policing service delivery model which will result in officers spending more time on the front line.

Work will commence in early 2012 on the replacement and expansion of the Regional Police Radio Network to ensure that our regional areas are better serviced. This is critical given the rapid expansion of some regional centres and the increasing deployment of police to these areas.

As demand for policing services continues to increase we will need to make innovative and positive change so that business practices, technological and human resources keep pace. We have robust plans in place to ensure the quality of policing in Western Australia remains high, and that the community continues to maintain a high level of confidence in our police.

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South Australian Government comments

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In 2010-11, the two interconnected and mutually supportive themes driving police services in South Australia were the provision of the best possible service delivery to the community and enhancing police operating capacity.

South Australia Police (SAPOL) continued to achieve a reduction in victim reported crime, down by 2.4% over the year, with significant reductions over the decade in some categories such as house breaking, and stealing or illegally using vehicles.

Road safety is another key area of importance for police and the community. In South Australia, whilst the fatality rate has plateaued in the last few years, improved outcomes have been achieved with reductions in serious injuries. Road safety, as with crime, requires constant attention and enhanced ways of achieving results. A new SAPOL Road Safety Strategy focuses on dangerous drivers and continues the theme that *'road safety is everyone's responsibility'*.

Emergency management is also a high priority for police, and the need for mutual support was highlighted during the year with SAPOL staff assisting other States and New Zealand to recovery from significant emergencies.

To enable closer contact with the community, and with the intent of improving service delivery capabilities, this was a year in which SAPOL planned for the recruitment of additional police.

A SAPOL Signature Service program was introduced, with the focus on each employee's quality contribution to overall organisational service delivery to the community. To reinforce this program and provide information to facilitate ongoing service improvement, a community feedback or call-back system was also established.

A number of other areas were a high priority in 2010-11 to improve police capabilities. Of particular note was a new Police Headquarters and Police Academy; both completed before the end of 2011.

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Tasmanian Government comments

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Recorded crime in Tasmania continued to reduce by a further 11%, building on the 4% reduction from last year. Contributing to this was a decrease of 10% in property offences and 11% in person offences. Assault offences decreased by 12%, and robbery offences by 14%. Burglary of motor vehicles decreased by 15%, following on last year's 7% decrease, and clearance rates across all offence categories improved on last year.

Results from the *National Survey of Community Satisfaction with Policing 2010-11* show that Tasmanians continued to feel safe both in their homes and in public places: the percentage of people who feel safe at home is at 96% in the daytime and 89% at night. Tasmanians also feel safe in public places; 92% in the daytime and 54% at night.

In 2010-11 the number of public order incidents was the lowest for the past five years, and the number of Public Place Assaults reported to Tasmania Police reduced from over 1,100 last year to 981, the lowest for five years. A social marketing campaign was implemented as part of the State Government's Assault Prevention Initiative, aimed at reducing alcohol-fuelled violence through empowering the target group to take responsibility for themselves and their mates by changing their unsafe behaviour. Key aspects included *The Good Mates Guide* on Facebook and a free iPhone application, *Mate Minder*. This educative social marketing campaign complemented law enforcement strategies including the new national public safety strategy Operation UNITE. The *National Survey* showed that 67% of Tasmanians interviewed were satisfied or very satisfied with our management of public order problems. The Tasmanian result shows an increase on 2009-10, which is also reflected nationally.

Road safety efforts and initiatives, such as vehicle clamping, high-visibility patrolling and targeted traffic operations, have helped to reduce both the number of fatal and serious injury crashes and the number of people who were fatally or seriously injured, to the lowest in over forty years.

During 2010-11, DPEM established the Professional Standards Graduated Management Model, to manage complaints and further improve professionalism. The aim is timely management of misconduct at the appropriate level with the objective of individual and organisational improvement. The new Model has encouraged a number of previously unreported matters to be registered as Class 1 Complaints, which resulted in an increase in the number of complaints registered. Many of these are internally generated and relate to minor breaches of policy or customer service. They are now managed by using additional training, education or manager intervention rather than through disciplinary sanctions. 26 Class 2 Complaints (formerly Serious Complaints) were registered (compared with 56 Serious Complaints in 2009-10), a further decrease on the previous year.

Police numbers remain at last year's level: financial pressures will mean a reduction in staff numbers in coming years.

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Australian Capital Territory Government comments

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ACT Policing achieved its best performance for the past eight years in the financial year 2010-11. An indicator of ACT Policing's strong performance is demonstrated by the reduction of overall crime rates in the ACT. The declining crime rates can be attributed to a number of crime and safety management initiatives employed by ACT Policing including participation in whole-of-government programs.

ACT Policing in partnership with ACT Government agencies participated in the development of a Volume Crime Reduction Strategy aimed to address the increase of burglaries and stolen motor vehicles across the ACT. As part of this strategy, ACT Policing established a dedicated Property Crime Targeting team to identify emerging volume crime trends and target individuals/groups through intelligence-led search warrants and aggressive bail compliance activity. Since this strategy was implemented, the ACT recorded significant decreases in all property crime offences when compared to the previous financial year.

In June 2011, ACT Policing in partnership with ACT Health launched the Mental Health Community Policing Initiative. As part of this initiative, ACT Policing implemented a world-first trial of embedding mental health clinicians in ACT Policing Operations to directly support the frontline by identifying the most effective response to an individual's mental health issues. ACT Policing also developed a mental health training package for frontline officers to learn and understand mental illness to ensure effective use of police resources and achieve better outcomes.

ACT Policing continues to actively target alcohol misuse, violence and anti-social behaviour through its participation in Operation UNITE and the implementation of the new Alcohol Crime Targeting Team. The aim of this 10-person team is to enforce new liquor legislation, reduce the prevalence of alcohol-related violence and crime through education and proactive engagement. Since the formal operation of the Alcohol Crime Targeting Team on 1 December 2010 (until 30 June 2011), there were 620 people lodged into protective custody for intoxication, a decrease of 21.6% compared to the same seven month period the previous year.

At the beginning of 2010-11, ACT Policing launched its full RAPID (Recognition and Analysis of Plates Identified) capability which consisted of three vehicles specially fitted with Automatic Number Plate Recognition technology and the introduction of six dedicated officers. Approximately one third of fatal collisions in the ACT involved unregistered/unlicensed drivers, posing a significant risk on our roads. RAPID continues to contribute to general crime reduction in the ACT by recovering stolen motor vehicles, identifying people with outstanding warrants for arrest and the monitoring of movements of registered child sex offenders under the Australian National Child Sex Offenders Register (ANCOR).”

Northern Territory Government comments

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There have been a number of significant emergencies during 2010-11 which saw an outstanding response both within the Northern Territory (NT), interstate and in New Zealand. Queensland Cyclone Yasi saw one of the largest interstate deployments of Tri-Service personnel and volunteers. Cyclone Yasi, along with Tropical Cyclone Carlos, caused flooding of vast areas of the NT's Southern Region, resulting in the coordination of 370 evacuations from communities.

In September 2010, the Tri-Service introduced WebEOC, the first multi-agency information coordination and reporting capability using the internet in the event of an emergency. The reporting period saw over 800 users and over 20 agencies utilising this system through training exercises and 20 incidents which affected the NT ranging from significant Police operations to major floods and Tropical Cyclone Carlos.

This reporting period saw the introduction of the first Tri-Service 'People Strategy' and the first formal roll out of a compulsory professional development tool. This will ensure that staff receive the training, resources and support they require to provide a quality service in the NT's challenging environment.

The NT Government introduced new legislation to give Police and the Courts the tools to target alcohol-related crime and anti-social behaviour. Alcohol is the biggest cause of crime in the Territory with 60 per cent of all assaults and 67 per cent of all domestic violence incidents involving alcohol.

Another important initiative was the completion of the NT's digital radio upgrade which implemented the latest, 'state of the art' communications system in Darwin, Alice Springs and Katherine.

The Forensic Science Branch received funding to increase staff and equipment including an extension to the existing facility.

This reporting period also saw the construction of a remote permanent police facility at Yarralin, in addition to the roll out of additional police shop fronts at Parap and Palmerston shopping precincts. Vulnerable Witness and Victim Interview Facilities were constructed at Kalkarindji, Galiwinku, Gunbalanya and Maningrida. An OPS Incident Room was constructed within the NAB Building and the New Alcohol Reform Call Centre was constructed within the Peter McAulay Centre. Cyclone shelter upgrades were also completed at Berry Springs, Marrara and Minjilang community centres.

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6.10 Definitions of key terms and indicators

Adjudicated defendant	A defendant is a person or organisation against whom one or more criminal charges have been laid and which are heard by a court level. An adjudicated finalisation is a method of finalisation based on a judgement or decision by the court as to whether or not the defendant is guilty of the charge(s) laid against them.
Armed robbery	Robbery conducted with the use (actual or implied) of a weapon, where a weapon can include, but is not restricted to: <ul style="list-style-type: none">• firearms — pistol, revolver, rifle, automatic/semi-automatic rifle, shotgun, military firearm, airgun, nail gun, cannon, imitation firearm and implied firearm• other weapons — knife, sharp instrument, blunt instrument, hammer, axe, club, iron bar, piece of wood, syringe/hypodermic needle, bow and arrow, crossbow, spear gun, blowgun, rope, wire, chemical, acid, explosive, vehicle, bottle/glass, other dangerous article and imitation weapons.
Assault	The direct (and immediate/confrontational) infliction of force, injury or violence on a person(s) or the direct (and immediate/confrontational) threat of force, injury or violence where there is an apprehension that the threat could be enacted.
Available full time equivalent staff	Any full time equivalent category where the individual is on duty performing a function. To be measured using average staffing level for the whole reporting period.
Average non-police staff salaries	Salaries and payments in the nature of salary paid to civilian and other employees, divided by the total number of such employees.
Average police salaries	Salaries and payments in the nature of salary paid to sworn police officers, divided by the number of sworn officers.
Blackmail and extortion	Unlawful demanding with intent to gain money, property or any other benefit from, or with intent to cause detriment to, another person, accompanied by the use of coercive measures, to be carried out at some point in the future if the demand is not met. This may also include the use and/or threatened use of face-to-face force or violence, provided there is a threat of continued violence if the demand is not met.
Cautioning	A formal method of dealing with young offenders without taking court proceedings. Police officers may caution young offenders instead of charging them if the offence or the circumstance of the offence is not serious.
Civilian staff	Unsworn staff, including specialists (civilian training and teaching medical and other specialists) and civilian administrative and management staff.
Complaints	Number of statements of complaint by members of the public regarding police conduct.
Death in police custody and custody-related incident	Death of a person who was in police custody; death caused or contributed to by traumatic injuries while in custody; death of a person who was fatally injured when police officers attempted to detain that person; or death of a person who was fatally injured when escaping or attempting to escape from police custody.
Depreciation	Where possible, based on current asset valuation.
Executive staff	Number of sworn and unsworn staff at the rank of chief superintendent or equivalent grade to assistant commissioner grade.

Full time equivalent (FTE)	The equivalent number of full time staff required to provide the same hours of work as performed by staff actually employed. A full time staff member is equivalent to a full time equivalent of one, while a part time staff member is greater than zero but less than one.
Higher court defendants resulting in a guilty plea or finding	<p>Total number of higher courts finalised defendants resulting in a guilty plea or finding, as a proportion of the total number of higher courts finalised defendants. A defendant can be either a person or organisation against whom one or more criminal charges have been laid.</p> <p>A higher court is either:</p> <ul style="list-style-type: none"> • an intermediate court (known either as the district court or county court) that has legal powers between those of a court of summary jurisdiction (lower level courts) and a supreme court, and that deals with the majority of cases involving serious criminal charges • a supreme court (a higher court level which deals with the most serious criminal charges and has the greatest legal powers of all the State and Territory court levels). <p>Guilty finding is an outcome of a trial in which a court determines that the criminal charge against a defendant has been proven.</p>
Indigenous staff	Number of staff who are identified as being of Aboriginal or Torres Strait Islander descent.
Juvenile diversions	Total number of juvenile offenders who are diverted by police (for example, through the use of cautions, official warnings or other diversionary programs) away from the criminal justice system, as a proportion of the total number of juvenile offenders either diverted from or dealt with by the criminal justice system (that is, those who are either diverted or prosecuted).
Land transport hospitalisations	Hospitalisations due to traffic accidents that are likely to have required police attendance; these may include accidents involving trains, bicycles and so on.
Lower court defendants resulting in guilty plea or finding	<p>Total number of cases (excluding committal hearings) heard before lower courts of law only, for which there was a plea of guilty, as a proportion of the total number of cases (excluding committal hearings) heard before lower courts of law only.</p> <p>A lower court is a court of summary jurisdiction (commonly referred to as magistrates' court, local court or court of petty sessions) that deals with relatively less serious charges and has the most limited legal powers of all State and Territory court levels. Such courts are presided over by a magistrate and have jurisdiction to hear trial and sentence matters relating to summary offences. Under some circumstances, this court level may also deal with the less serious indictable offences known as 'minor indictable' or 'triable either way' offences.</p> <p>A guilty plea is the formal statement by a defendant admitting culpability in relation to a criminal charge. A not guilty plea is the formal statement by a defendant denying culpability in relation to a charge. For this data collection, a plea of 'not guilty' should also include 'no plea', 'plea reserved' and 'other defended plea'.</p> <p>Further, these definitions:</p> <ul style="list-style-type: none"> • exclude preliminary (committal) hearings for indictable offences dealt with by a lower court • count cases that involve multiple charges as a 'lower court case resulting in a plea of guilty' if a plea of guilty has resulted for at least one of those charges.
Management full time equivalent staff	Number of management full time equivalent staff, including civilian (managers) and sworn (inspector to superintendent) staff.

Motor vehicle theft	The taking of another person's motor vehicle illegally and without permission.
Murder	The wilful killing of a person either intentionally or with reckless indifference to life.
Non-Indigenous full time equivalent staff	Number of full time equivalent staff who do not satisfy the Indigenous staff criteria.
Non-operational full time equivalent staff	Any person who does not satisfy the operational staff criteria, including functional support staff only. Functional support full time equivalent staff include any person (sworn or unsworn) not satisfying the operational or operational support staff criteria (for example, finance, policy, research, personnel services, building and property services, transport services, and management above the level of station and shift supervisors).
Offender	In the Police Services chapter, the term 'offender' refers to a person who is alleged to have committed an offence. This definition is not the same as the definition used in chapter 8 (Corrective services).
Operational staff	<p>An operational police staff member (sworn or unsworn) is any member of the police force whose primary duty is the delivery of police or police related services to an external customer (where an external customer predominately refers to members of the public but may also include law enforcement outputs delivered to other government departments).</p> <p>Operational staff include: general duties officers, investigators, traffic operatives, tactical officers, station counter staff, communication officers, crime scene staff, disaster victim identification, and prosecution and judicial support officers.</p>
Other recurrent expenditure	Maintenance and working expenses; expenditure incurred by other departments on behalf of police; expenditure on contracted police services; and other recurrent costs not elsewhere classified. Expenditure is disaggregated by service delivery area.
Other theft	The taking of another person's property with the intention of depriving the owner of the property illegally and without permission, but without force, threat of force, use of coercive measures, deceit or having gained unlawful entry to any structure, even if the intent was to commit theft.
Outcome of investigations	The stage reached by a police investigation after a period of 30 days has elapsed since the recording of the incident.
Practitioner staff	Number of practitioner staff, including civilian (administration) and sworn (constable to senior constable) staff.
Property crimes	<p>Total recorded crimes against property, including:</p> <ul style="list-style-type: none"> • unlawful entry with intent • motor vehicle theft • other theft.
Real expenditure	Actual expenditure adjusted for changes in prices, using the GDP price deflator, and expressed in terms of final year prices.
Recorded crime	Crimes reported to (or detected) and recorded by police.
Registered vehicles	Total registered motor vehicles, including motorcycles.
Reporting rate	The proportion of crime victims who told police about the last crime incident of which they were the victim, as measured by a crime victimisation survey.

Revenue from own sources	Revenue from activities undertaken by police, including revenue from the sale of stores, plant and vehicles; donations and industry contributions; user charges; and other revenue (excluding fine revenue and revenue from the issuing of firearm licenses).
Road deaths	Fatal road injury accidents as defined by the Australian Transport Safety Bureau.
Robbery	The unlawful taking of property from the immediate possession, control, custody or care of a person, with the intent to permanently deprive the owner of the property accompanied by the use, and/or threatened use of immediate force or violence.
Salaries and payments in the nature of salary	Includes: <ul style="list-style-type: none"> • base salary package • motor vehicle expenses that are part of employer fringe benefits • superannuation, early retirement schemes and payments to pension schemes (employer contributions) • workers compensation (full cost) including premiums, levies, bills, legal fees • higher duty allowances (actual amounts paid) • overtime (actual amounts paid) • actual termination and long service leave • actual annual leave • actual sick leave • actual maternity/paternity leave • fringe benefits tax paid • fringe benefits provided (for example, school fee salary sacrifice at cost to the government, car parking, duress alarms, telephone account reimbursements, 'gold passes', other salary sacrifice benefits, frequent flyer benefits, overtime meals provided and any other components that are not part of a salary package) • payroll tax.
Senior executive staff	Number of senior executive staff, including civilian (top senior executive service) and sworn (commissioner, deputy commissioner and equivalent civilian executives) staff.
Sexual assault	Physical contact of a sexual nature directed towards another person where that person does not give consent, that person gives consent as a result of intimidation or fraud, or consent is proscribed (that is, the person is legally deemed incapable of giving consent as a result of youth, temporary/permanent (mental) incapacity or a familial relationship). Includes rape, attempted rape, indecent assault and assault with intent to commit sexual assault. Excludes sexual harassment not leading to assault.
Supervisory full time equivalent staff	Number of supervisory full time equivalent staff, including civilian (team leaders) and sworn (sergeant to senior sergeant) staff.
Sworn staff	Sworn police staff recognised under each jurisdiction's Police Act.
Total capital expenditure	Total expenditure on the purchase of new or second hand capital assets, and expenditure on significant repairs or additions to assets that add to the assets' service potential or service life.
Total expenditure	Total capital expenditure plus total recurrent expenditure (less revenue from own sources).

Total FTE staff	Operational staff and non-operational staff, including full time equivalent staff on paid leave or absence from duty (including secondment and training), as measured using absolute numbers for the whole reporting period.
Total number of staff	Full time equivalent staff directly employed on an annual basis (excluding labour contracted out).
Total recurrent expenditure	Includes: <ul style="list-style-type: none"> • salaries and payments in the nature of salary • other recurrent expenditure • depreciation • less revenue from own sources.
Unarmed robbery	Robbery conducted without the use (actual or implied) of a weapon
Unavailable full time equivalent staff	Any full time equivalent category where the individual is on paid leave or absent from duty (including secondment and training), as measured using the average staffing level for the whole reporting period.
Unlawful entry with intent — involving the taking of property	The unlawful entry of a structure (whether forced or unforced) with intent to commit an offence, resulting in the taking of property from the structure. Includes burglary and break-in offences. Excludes trespass or lawful entry with intent.
Unlawful entry with intent — other	The unlawful entry of a structure (whether forced or unforced) with intent to commit an offence, but which does not result in the taking of property from the structure. Excludes trespass or lawful entry with intent.
User cost of capital	The opportunity cost of funds tied up in the capital used to deliver services. Calculated as 8 per cent of the current value of non-current physical assets (excluding land).
Value of physical assets — buildings and fittings	The value of buildings and fittings under the direct control of police.
Value of physical assets — land	The value of land under the direct control of police.
Value of physical assets — other	The value of motor vehicles, computer equipment, and general plant and equipment under the direct control of police.

6.11 List of attachment tables

Attachment tables are identified in references throughout this chapter by an '6A' prefix (for example, table 6A.1 is table 1). Attachment tables are provided on the Review website (www.pc.gov.au/gsp).

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7 Court administration

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Attachment tables

Attachment tables are identified in references throughout this chapter by a '7A' prefix (for example, table 7A.1). A full list of attachment tables is provided at the end of this chapter, and the attachment tables are available from the Review website at www.pc.gov.au/gsp.

7.1 Profile of court administration services

This chapter focuses on administrative support functions for the courts, not on the judicial decisions made in the courts. The primary support functions of court administration services are to:

- manage court facilities and staff, including buildings, security and ancillary services such as registries, libraries and transcription services
- provide case management services, including client information, scheduling and case flow management

-
- enforce court orders through the sheriff's department or a similar mechanism.

This chapter covers the State and Territory supreme, district/county and magistrates' (including children's) courts, coroners' courts and probate registries. It also covers the Federal Court of Australia, the Family Court of Australia, the Family Court of WA and the Federal Magistrates Court of Australia. The chapter does not include information on the High Court of Australia, and broadly excludes tribunals and specialist jurisdiction courts (for example, Indigenous courts, circle sentencing courts and drug courts are excluded). The 2012 Report also excludes electronic infringement and enforcement systems which have been included in previous reports.

Major improvements in reporting on court administration this year include data quality information (DQI) for all performance indicators. Improvements in consistency and integrity of data reported are ongoing by all jurisdictions and are footnoted where appropriate.

Roles and responsibilities

State and Territory court levels

In this chapter, the term 'jurisdiction' can refer to not only individual Australian states and territories, but also the roles and responsibilities that different courts have. There is a hierarchy of courts within each State and Territory. Supreme courts hear disputes of greater seriousness than those heard in the other courts. Supreme courts also develop the law and operate as courts of judicial review or appeal. For the majority of states and territories, the hierarchy of courts is as outlined below (although Tasmania, the ACT and the NT do not have a district/county court):

- supreme courts
- district/county courts
- magistrates' courts.

Within certain court levels, a number of specialist jurisdiction courts (such as Indigenous courts, circle sentencing courts and drug courts) aim to improve the responsiveness of courts to the special needs of particular service users. Tribunals can also improve responsiveness and assist in alleviating the workload of courts — for example, small claims tribunals can assist in diverting work from the magistrates' court. Specialist jurisdiction courts (other than the children's courts, family courts and coroners' courts) and tribunals are outside the scope of this Report and excluded from reported data where possible.

Differences in State and Territory court levels mean that the allocation of cases to courts varies across states and territories (boxes 7.1 to 7.3). As a result, the seriousness and complexity of cases heard in a court level can also vary across states and territories. Therefore, any comparison of administrative performance needs to account for these factors.

Box 7.1 Supreme court jurisdictions across states and territories

Criminal

All State and Territory supreme courts have jurisdiction over serious criminal matters such as murder, treason and certain serious drug offences, but significant differences exist in this court level across the states and territories:

- District/county courts do not operate in Tasmania, the ACT and the NT, so in this state and these territories the supreme courts generally exercise a jurisdiction equal to that of both the supreme and district/county courts in other states.
- The Queensland Supreme Court deals with a number of drug matters, which supreme courts in other states and territories do not hear.
- In the NSW Supreme Court, almost all indictments are for offences of murder and manslaughter, whereas the range of indictments routinely presented in other states and territories is broader.

All State and Territory supreme courts hear appeals, but the number and type of appeals vary because NSW, Victoria and Queensland also hear some appeals in their district/county courts.

Civil

All supreme courts deal with appeals and probate applications and have an unlimited jurisdiction on claims but:

NSW usually deals with complex cases, all claims over \$750 000 (except claims related to motor vehicle accidents or worker's compensation) and various other civil matters.

Victoria generally handles civil claims over \$200 000.

Queensland deals with claims over \$750 000 from 1 November 2010 and administrative law matters.

WA usually deals with claims over \$750 000.

SA exercises its unlimited jurisdiction for general and personal injury matters.

Tasmania usually deals with claims over \$50 000.

ACT usually deals with claims over \$50 000.

NT also deals with mental health, family law and *Coroners Act 1993* applications.

Source: State and Territory court administration authorities and departments (unpublished).

Box 7.2 District/county court jurisdictions across states and territories

A district/county court level exists in all states except Tasmania and does not exist in the ACT or the NT.

Criminal

The district/county courts have jurisdiction over indictable criminal matters (such as rape and armed robbery) except murder and treason, but differences exist among the states that have a district/county court. For example, appeals from magistrates' courts are heard in the district/county courts in NSW, Victoria and Queensland, but not in WA and SA. Briefly, the jurisdictions of the district/county courts are:

NSW: The NSW District Court deals with most of the serious criminal cases that come before the courts in NSW. It has responsibility for indictable criminal offences that are normally heard by a judge and jury, but on occasions by a judge alone. It does not deal with treason or murder.

Victoria: The Victorian County Court deals with all indictable offences, except the following (which must be heard in the Supreme Court): murder; attempted murder; child destruction; certain conspiracy charges; treason; and concealing an offence of treason. Examples of criminal offences heard in the County Court include: drug trafficking; serious assaults; serious theft; rape; and obtaining financial advantage by deception.

Queensland: The Queensland District Court deals with more serious criminal offences than heard by the Magistrates' Court — for example, rape, armed robbery and fraud.

WA: The WA District Court deals with any indictable offence except those that carry a penalty of life imprisonment.

SA: The SA District Court is the principal trial court and has jurisdiction to try a charge of any offence except treason or murder or offences related to those charges. Almost all matters have been referred following a committal process in the Magistrates Court.

Civil

All district/county civil courts hear appeals and deal with the following types of cases:

NSW: claims up to \$750 000 (or more if the parties consent) and has unlimited jurisdiction in motor accident injury claims.

Victoria: appeals under the *Crimes (Family Violence) Act 1987*, adoption matters and change-of-name applications. Has unlimited jurisdiction in both personal injury claims and other claims.

Queensland: claims between \$150 000 and \$750 000 from 1 November 2010.

WA: claims up to \$750 000 and unlimited claims for personal injuries, and has exclusive jurisdiction for motor accident injury claims.

SA: unlimited claims for general and personal injury matters.

Source: State and Territory court administration authorities and departments (unpublished).

Box 7.3 Magistrates court jurisdictions across states and territories

Criminal courts deal:

NSW: Summarily with matters with a maximum penalty of up to two years' imprisonment for a single offence, and up to five years' imprisonment for multiple offences, including some indictable offences.

Victoria: With summary offences and determines some indictable offences summarily.

Queensland: With summary offences and determines summarily some indictable matters where the penalty imposed by this jurisdiction may be up to three years' imprisonment.

WA: With summary offences and determines some indictable offences summarily.

SA: With matters with a maximum penalty of up to two years' imprisonment, juvenile prosecutions and intervention orders (including breaches).

Tasmania: With matters with a maximum penalty of up to two years' imprisonment for a single offence and up to five years' imprisonment for multiple offences. Also deals with some indictable offences summarily.

ACT: Summarily with matters with a maximum penalty of up to two years' imprisonment. With the DPP's consent, an offence punishable by imprisonment for longer than two years but no longer than five years. With the defendant's consent, matters with a maximum penalty of up to 14 years' imprisonment where the offence relates to money or property, and up to 10 years in other cases.

NT: With some drug and fraud charges and matters with a maximum penalty of up to 10 years' imprisonment (or 10–14 years' imprisonment if the accused consents).

Civil courts deal:

NSW: With small claims up to \$10 000 and general division claims up to \$60 000, as well as family law matters.

Victoria: With claims up to \$100 000 for monetary damages, and applications for equitable relief and applications under the *Crimes (Family Violence) Act 1987*.

Queensland: [Prior to 1 December 2009] With small claims (including residential tenancy disputes) up to \$7500, minor debt claims up to \$7500 and other claims up to \$50 000. Now deals with claims up to \$150 000 from 1 November 2010, minor civil disputes are now lodged with the Queensland Civil and Administrative Tribunal (QCAT).

WA: With claims for debt recovery and damages (not personal injury) up to \$75 000, minor cases up to \$10 000, residential tenancy applications for monies up to \$10 000, residential tenancy disputes and restraining orders.

SA: With small claims up to \$6000, commercial cases up to \$40 000 and personal injury claims up to \$80 000.

Tasmania: With claims up to \$50 000 (or more if both parties consent) for monetary damages and debt recovery, minor civil claims up to \$5000, residential tenancy disputes, restraint orders and family violence orders.

ACT: With claims between \$10 000 and \$50 000, victims financial assistance applications up to \$50 000, matters under the *Domestic Relationships Act 1994* and commercial leasing matters. Since February 2009, small claims up to \$10 000 are dealt with by the ACT Civil and Administrative Tribunal.

NT: With claims up to \$100 000 and workers' compensation claims.

Source: State and Territory court administration authorities and departments (unpublished).

State and Territory court levels — specific elements

This chapter reports data by court level for each State and Territory. In addition, the chapter separates out certain data items from each court level to improve the comparability and understanding of the data presented. In particular instances, the data sets from the following areas are reported separately from their court level:

- probate registries (separate from the supreme courts level)
- children's courts (separate from the magistrates' courts level)
- coroners' courts (separate from the magistrates' courts level).

The following section outlines the role of these areas and their coverage within each State and Territory.

Probate

In all states and territories, probate issues are heard in supreme courts and encompass applications for the appointment of an executor or administrator to the estate of a deceased person. The two most common types of application are:

- where the executor nominated by a will applies to have the will proved
- where the deceased was intestate (died without a will) and a person applies for letters of administration to be entitled to administer the estate.

Children's courts

Children's courts are specialist jurisdiction courts that, depending on the State or Territory legislation, may hear both criminal and civil matters. These courts in the main deal with summary proceedings, however some jurisdictions have the power to also hear indictable matters.

Children's courts deal with complaints of offences alleged to have been committed by young people. In all states and territories except Queensland, defendants under the age of 18 are treated legally as children or juveniles. In Queensland, defendants are treated legally as adults if aged 17 or older at the time the offence was committed. In all states and territories, children under the age of 10 years cannot be charged with a criminal offence (ABS 2011).

Children's courts may also hear matters where a child has been seriously abused or neglected. In these instances, the court has jurisdiction to determine matters relating to the child's care and protection.

Electronic infringement and enforcement systems

Electronic infringement and enforcement systems operate to process infringements, on-the-spot fines and summary offences. They have the status of courts (despite minimal judicial involvement) because they have the capacity and authority to produce enforceable orders against defendants. The orders impose penalties such as fines (which may be enforced by warrants or licence cancellation), asset seizure, garnishment, arrest, community correction orders and incarceration.

Electronic infringement and enforcement systems operate in Victoria, Queensland, WA and SA, under the ambit of the magistrates' courts. Prior to the 2012 Report, these systems were included in the court administration chapter. However, although the other jurisdictions do not operate electronic infringement and enforcement systems that fall under the jurisdiction of magistrates' courts, they have bodies that process unpaid infringement notices. These include the NSW State Debt Recovery Office, the Monetary Penalties Enforcement Service in Tasmania, the Motor Vehicle Registry in the ACT and the Fines Recovery Unit in the NT. These bodies may have a similar impact in reducing the workload of magistrates' courts. To improve comparability of reporting on magistrates' courts across all jurisdictions in this chapter, the 2012 Report excludes electronic infringement and enforcement systems.

Coroners' courts

In all states and territories, coroners' courts (which generally operate under the auspices of State and Territory magistrates' courts) inquire into the cause of sudden and/or unexpected reported deaths. The definition of a reported death differs across states and territories, but generally includes deaths for which the cause is violent, suspicious or unknown. In some states and territories, the coroner has the power to commit for hearing, while in others the coroner is prohibited from making any finding of criminal or civil liability (but may refer the matter to the Director of Public Prosecutions). Suspicious fires are generally within the jurisdiction of the coroners' courts in NSW, Victoria, Tasmania and the ACT but not in the other states and territories. Coroners' courts are distinct from other courts because they have a role in inquiring into the cause of sudden and unexpected deaths (and suspicious fires), and also because they have other functions, including reporting inadequacies in regulatory systems.

Data for coroners' courts are presented with civil jurisdiction data in this chapter.

Australian court levels — specific elements

Australian courts comprise the following courts, in order of hierarchy:

- the High Court of Australia
- the Federal Court of Australia and the Family Court of Australia
- the Federal Magistrates Court of Australia.

Data for the High Court are not published in this Report.

The following sections highlight the relationship between the other three Australian courts.

Federal Court of Australia

This court is a superior court of record and a court of law and equity. It sits in all capital cities on a continuous basis and elsewhere in Australia from time to time.

The Federal Court has jurisdiction to hear and determine any civil matter arising under laws made by the Federal Parliament, as well as any matter arising under the Constitution or involving its interpretation. The Federal Court also has original jurisdiction in respect of specific subject matter conferred by over 150 statutes of the Federal Parliament.

The Federal Court has a substantial and diverse appellate jurisdiction. It hears appeals from decisions of single judges of the Federal Court, decisions of the Federal Magistrates Court in non-family law matters, decisions of the Supreme Court of Norfolk Island and particular decisions of State and Territory supreme courts exercising federal jurisdiction.

The Federal Court has the power to exercise indictable criminal jurisdiction for serious cartel offences under the Trade Practices Act. The jurisdiction came into force on 6 November 2009. No cases have been filed in the court. The Federal Court also exercises a very small summary criminal jurisdiction, but the cases are not separately counted. There are so few cases, these would not make a material difference by being included in the civil case totals.

Family Court of Australia and Family Court of Western Australia

The Family Court of Australia has jurisdiction in all states and territories except WA (which has its own family court). It has jurisdiction to deal with matrimonial cases and associated responsibilities, including divorce proceedings, financial issues

and children's matters such as who the children will live with, spend time with and communicate with, as well as other specific issues relating to parental responsibilities. It can also deal with ex-nuptial cases involving children's matters. The Family Court of WA (since 2004) and the federal family law courts have jurisdiction (since 1 March 2009) to deal with financial matters between parties that were in a de facto relationship (including same sex relationships). A practice direction was issued by the Family Court of Australia with agreement from the Federal Magistrates Court, that from November 2003 all divorce applications are to be lodged in the Federal Magistrates Court. However, registrars of the Family Court of Australia, under delegated powers from the Federal Magistrates Court, still determine about 10 per cent of divorce applications lodged in the Federal Magistrates Court. A small number of divorce applications are initiated in the Family Court of Australia where these arise within other proceedings before the Family Court of Australia. This practice direction does not affect the Family Court of WA.

During 2008 the Family Law Courts board approved the Family Court of Australia, commencing during 2009, to provide the following administrative services to the Federal Magistrates Court:

- property management
- contracts and procurement
- information management
- financial management
- payroll management
- human resources.

These changes resulted from the increased size of the Federal Magistrates Court and its limited staffing and systems to support and sustain these services. Additionally, the Family Court agreed to also provide statistical services support for the Federal Magistrates Court. Therefore the Family Court of Australia administrative and statistical services units are now providing the Federal Magistrates Court data for this Report.

Federal Magistrates Court of Australia

The first sittings of the Federal Magistrates Court were on 3 July 2000. The court was established to provide a simpler and more accessible service for litigants, and to ease the workloads of both the Federal Court and the Family Court of Australia. Its jurisdiction includes family law and child support, administrative law, admiralty,

anti-terrorism, bankruptcy, copyright, human rights, migration, privacy and trade practices. State and Territory courts also continue to do some work in these areas.

The Federal Magistrates Court shares its jurisdiction with the Federal Court and the Family Court of Australia. The intention is for the latter two courts to focus on more complex legal matters. The Federal Magistrates Court hears most first instance judicial reviews of migration matters. In trade practices matters it can award damages up to \$750 000. In family law matters its jurisdiction is similar to that of the Family Court of Australia, except that only the Family Court of Australia can consider adoption disputes, applications concerning the nullity and validity of marriages, and dealing with parenting issues under The Hague Convention. Otherwise, the Federal Magistrates Court has jurisdiction to hear any matter transferred to it by either the Federal Court or the Family Court of Australia.

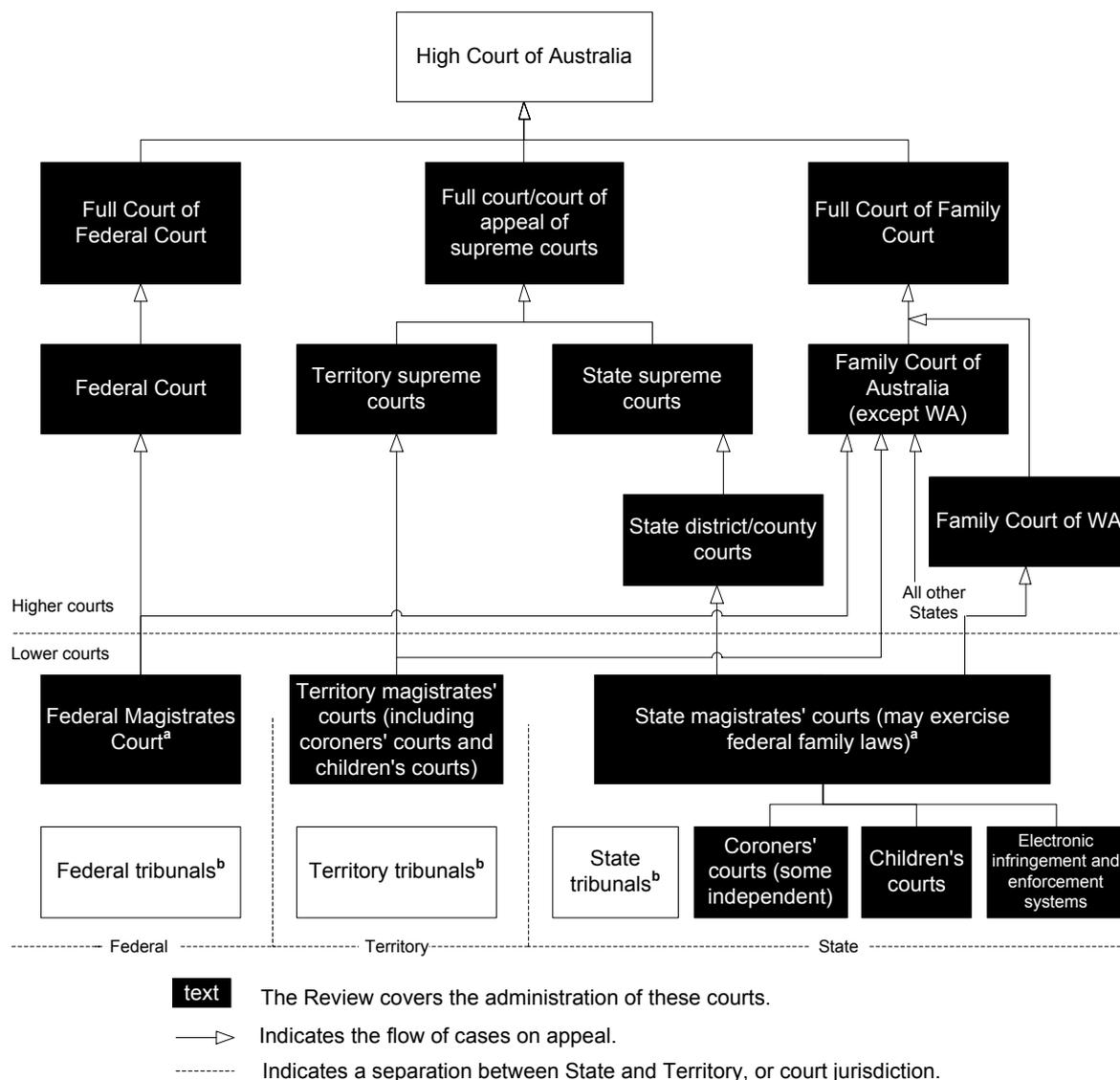
The major relationships between, and hierarchy of, courts in Australia are summarised in figure 7.1.

Administrative structures

Most courts use similar infrastructure (such as court buildings and facilities) for the civil and criminal jurisdictions. However, separate information systems and case flow management practices have been established for civil and criminal case types. The Steering Committee has therefore sought to report the criminal and civil jurisdictions separately where possible.

The allocation of responsibilities between court administration and other elements of the system (including the judiciary) varies across the Australian, State and Territory legal systems.

Figure 7.1 Major relationships of courts in Australia^a



^a In some jurisdictions, appeals from lower courts or district/county courts may go directly to the full court or court of appeal at the supreme/federal level; appeals from the Federal Magistrates Court can also be heard by a single judge exercising the Federal/Family Courts' appellate jurisdiction. ^b Appeals from federal, State and Territory tribunals may go to any higher court in their jurisdiction.

Recurrent expenditure less income

A number of factors affect court-related expenditure and income, including the volume and type of work undertaken. In some jurisdictions, court fees (which are part of income) are set by government and not by court administrators. Some states and territories apportion, while others allocate, expenditure (and income) between the criminal and civil jurisdictions of their courts.

Recurrent expenditure provides an estimate of annual service costs. Recurrent expenditure on court administration comprises costs associated with the judiciary, court and probate registries, sheriff and bailiff's offices, court accommodation and other overheads. The expenditure components include salary and non-salary expenditure, court administration agency and umbrella department expenditure, and contract expenditure. Total recurrent expenditure by Australian, State and Territory court authorities (excluding the High Court and specialist jurisdiction courts — except for family courts, children's courts and coroners' courts) was \$1.58 billion in 2010-11 (table 7.1).

Court administration income is derived from court fees, library revenue, court reporting revenue, sheriff and bailiff revenue, probate revenue, mediation revenue, rental income and any other sources of revenue (excluding fines). Total income (excluding fines) for the Australian, State and Territory courts covered in this Report was \$270 million in 2010-11 (see table 7A.11).

Nationally, the civil jurisdiction of the courts accounted for over half of all income received.

Total recurrent expenditure less income (excluding fines), for the Australian, State and Territory courts covered in this Report, was \$1.31 billion in 2010-11 (table 7.1). Expenditure exceeds income in all court jurisdictions except for probate registries in the supreme courts. Expenditure is relatively low on probate matters, as these are limited to uncontested matters that are dealt with by probate registrars (or other registry staff). Where a probate matter is contested, it is reported as part of supreme court data in the civil jurisdiction.

Table 7.1 Court administration recurrent expenditure less income (excluding fines), 2010-11 (\$ million)^{a, b}

	NSW ^c	Vic	Qld ^d	WA	SA	Tas	ACT	NT	Aust courts	Total
<i>Court administration recurrent expenditure</i>										
Civil courts ^{e, f, g}	169.2	122.7	52.9	68.6	30.9	6.5	12.5	11.0	92.8	566.9
Criminal courts ^h	205.9	179.0	136.7	110.6	63.5	16.6	13.0	19.2	..	744.5
Family courts ⁱ	..	..	..	24.2	..	..	..	..	106.6	130.8
Federal Magistrates ^j	..	..	..	..	..	..	..	..	96.5	96.5
Coroners' courts ^k	5.7	13.5	10.6	4.1	2.9	0.5	1.5	1.1	..	40.1
Probate — Supreme ^l	1.3	0.7	0.3	0.4	0.5	0.1	–	–	..	3.4
Total	382.0	316.0	200.5	207.9	97.8	23.7	27.0	31.3	295.9	1 582.2
<i>Court administration recurrent expenditure less income (excluding fines)</i>										
Civil courts ^{e, f, g}	106.8	90.4	35.9	51.2	18.8	4.8	10.7	10.3	79.7	408.7
Criminal courts ^h	194.3	179.0	134.4	102.0	57.7	15.4	12.5	19.0	..	714.4
Family courts ⁱ	..	..	..	20.7	..	..	..	..	100.1	120.8
Federal Magistrates ^j	..	..	..	..	..	..	..	..	66.3	66.3
Coroners' courts ^k	5.6	13.5	10.5	4.1	2.9	0.5	1.5	1.1	..	39.7
Probate — Supreme ^l	- 23.1	- 4.8	- 4.1	- 0.8	- 4.3	- 0.7	- 0.5	- 0.1	..	- 38.4
Total	283.6	278.2	176.7	177.2	75.1	20.1	24.3	30.2	246.1	1 311.5

^a Totals may not sum as a result of rounding. ^b Payroll tax is excluded. ^c NSW Courts and Tribunal Services are currently developing a data warehouse to extract and verify crime data in JusticeLink. Completion of the data warehouse is planned for March 2012. As a result, crime data for 2012 for the Magistrates and Children's courts are partially estimated, based on raw data that are subject to final verification. ^d Queensland has amended its methodology to calculate FTE to align with other states and territories. Expenditure data are based on FTE apportionment. ^e Includes data for the supreme, district/county and magistrates' courts (including children's courts) and the Federal Court. Excludes data for probate, family courts, the Federal Magistrates Court and coroners' courts. ^f Data for the Federal Court exclude the cost of resources provided free of charge to the Federal Magistrates Court. ^g Victorian Magistrates' Court civil data include a proportion of expenditure from the Victorian Civil and Administrative Tribunal (VCAT) and County Court civil and criminal data include the Public Private Partnership rental and associated costs for the Victorian County Court building. ^h Includes data for supreme, district/county and magistrates' courts (including children's courts). ⁱ Discounted (estimate) for resources and services (work of court staff and accommodation) provided free of charge to the FMC in accordance with the Federal Magistrates Act 1999 and appropriations transferred to FMC (shown as expenditure in Family Court of Australia annual report) arising as a result of delays in the 'Federal Courts Restructure'. In addition the Family Court of Australia provides further shared services, including IT, accommodation, work of court staff, depreciation and amortisation that cannot be quantified and as such no additional discount could be applied. ^j FMC expenditure data include resources received free of charge from the Federal Court and Family Court. Funds transferred from FCOA and FCA as income are excluded from these data as these amounts are now considered equivalent to government appropriations (noting that the full appropriation amount was returned to the court due to delays in the restructure of the federal courts). Expenditure for the FMC is based on the total net expenditure for that court and does not isolate family law work from general federal law work. Some Bankruptcy and Immigration matters filed with the FMC are delegated to be dealt with by Federal Court registrars. This work is funded by the FMC and is therefore included in its expenditure. ^k Excludes expenditure for autopsy, forensic science, pathology tests and body conveyancing fees as the inclusion of these costs in coroners' court expenditure varies between states and territories. Expenditure data for the Queensland Coroners' Court and the Victorian Coroners' Court include the full costs of government assisted burials/cremations, legal fees incurred in briefing counsel assisting for inquests and costs of preparing matters for inquest, including the costs of obtaining independent expert reports. ^l The true net revenue may not be identified because rent and depreciation attributable to probate matters may be reported with data for supreme courts. .. Not applicable. – Nil or rounded to zero.

Source: Australian, State and Territory court administration authorities and departments (unpublished); tables 7A.9–13.

Real recurrent expenditure less income (excluding fines) on court administration from 2006-07 to 2010-11, for each of the Australian, State and Territory court levels covered by this Report, is reported in tables 7A.12 and 7A.13.

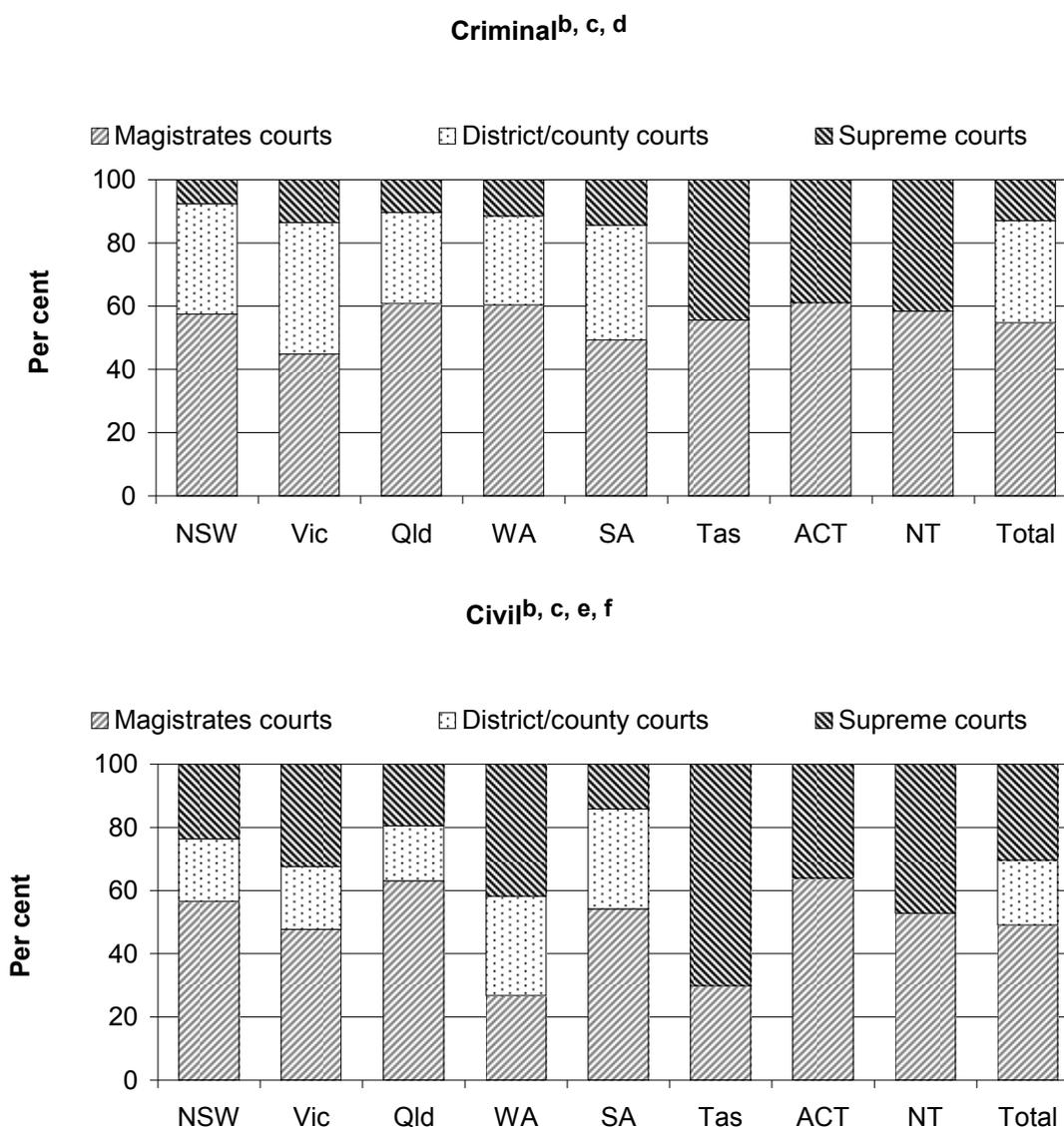
Distribution of criminal and civil court administration expenditure

The distribution of court administration expenditure (less income) on magistrates', district/county and supreme courts varied across states and territories in 2010-11. A greater proportion of funds were expended by the supreme courts of Tasmania, the ACT and the NT (under the two-tier court system) than by the supreme courts of other states and territories (under the three-tier court system) (figure 7.2).

In 2010-11, magistrates' courts in the criminal jurisdiction accounted for the largest proportion nationally of recurrent expenditure (less income) across State and Territory criminal courts (55 per cent). In the civil jurisdiction, magistrates' courts accounted for a smaller proportion of recurrent expenditure (less income) nationally (49 per cent). Further details are contained in tables 7A.12 and 7A.13.

Comparison of court expenditure across states and territories should take into account the difficulty in apportioning income and expenditure between civil and criminal jurisdictions within court levels. The apportionments are determined within individual states and territories and different approaches to apportionment are used.

Figure 7.2 **Distribution of court administration recurrent expenditure (less income), by court level, 2010-11^a**



^a Payroll tax is excluded. ^b There are no district/county courts in Tasmania, the ACT or the NT. ^c Magistrates' courts include expenditure on children's courts. ^d Civil jurisdiction supreme courts expenditure is reduced by net proceeds from probate courts. ^e In the civil jurisdiction, magistrates' courts data exclude expenditure on coroners' courts (all states and territories). ^f The Australian courts are not included.

Source: State and Territory court administration authorities and departments (unpublished); tables 7A.12-13.

Size and scope of court activity

Lodgments

Lodgments are matters initiated in the court system. Box 7.4 explains how lodgment data are collected for this chapter.

Box 7.4 Explanation of lodgment data used in this chapter

Lodgments reflect community demand for court services, such as dispute resolution and criminal justice. The different ways of counting a court's workload reflect the variety of work undertaken within the court system. The units of measurement of workload (or counting units) used within this chapter are:

- criminal courts — lodgment counts are based on the number of defendants
- civil and family courts — lodgment counts are based on the number of cases (except in children's courts where, if more than one child can be involved in an application, the counting unit is the number of children involved in the originating application)
- coroners' courts — lodgment counts are based on the number of reported deaths (and, if applicable, reported fires).

Unless otherwise noted, the following types of lodgment are excluded from the criminal and/or civil lodgment data reported in this chapter:

- any lodgment that does not have a defendant element (for example, applications for telephone taps)
- extraordinary driver's licence applications
- bail procedures (including applications and review)
- directions
- warrants
- admissions matters (original applications to practise and mutual recognition matters)
- cross-claims
- secondary processes — for example, interlocutory matters, breaches of penalties (that is, bail, suspended sentences, probation)
- applications for default judgments (because the application is a secondary process).

Table 7.2 (criminal) and table 7.3 (civil) outline the number of lodgments in 2010-11, by court level, for the Australian courts and for each State and Territory.

Nationally, in the criminal jurisdiction, there were 802 000 lodgments registered in the supreme, district/county and magistrates' courts in 2010-11 (table 7.2).

Table 7.2 Court lodgments — criminal, by court level, 2010-11 ('000)^a

	NSW ^b	Vic	Qld ^c	WA	SA	Tas	ACT	NT	Total
Supreme ^{d, e}	0.5	0.5	1.9	0.6	0.3	0.6	0.4	0.5	5.3
District/county ^e	10.7	5.0	6.5	2.0	2.0	..	..	..	26.2
Magistrates' (total)	196.0	185.4	190.4	99.2	56.1	23.4	5.9	13.9	770.5
<i>Magistrates' (only)</i>	179.2	166.8	178.6	90.9	50.2	21.5	5.3	12.7	705.1
<i>Children's</i>	16.8	18.7	11.9	8.4	5.9	1.9	0.6	1.2	65.4
All criminal courts	207.3	190.9	198.8	101.8	58.5	24.1	6.3	14.4	802.0

^a Totals may not add as a result of rounding. ^b NSW Courts and Tribunal Services are currently developing a data warehouse to extract and verify crime data in JusticeLink. Completion of the data warehouse is planned for March 2012. As a result, crime data for 2012 for the Magistrates and Children's courts are partially estimated, based on raw data that are subject to final verification. ^c In Queensland, legislative changes from 1 November 2010 have allowed the Magistrates Court to hear a larger number of indictable offences under certain conditions. This only applies to matters commenced in the court system after 1 November 2010. These changes will impact lodgments in the higher courts from 1 November 2010. ^d During 2009-10, the Supreme Court of Victoria implemented a new Case Management system and associated Courts Data Warehouse. This has required changes to work practices in registries and judges' chambers and introduced new systems and opportunities for improved data analysis. 2010-11 is the first full year of data from the new system. ^e Queensland Supreme and District Court data for the number of originating criminal lodgments are based on a count of the number of defendants who had a Court Record entered on the computerised case management system in the financial year, it is not a count of the number of defendants committed to the Supreme/District Court for trial or sentencing. .. Not applicable.

Source: State and Territory court administration authorities and departments (unpublished); table 7A.1.

Nationally, 583 600 cases were lodged in civil jurisdiction courts (excluding family courts, the Federal Magistrates Court, coroners' and probate courts), comprising 578 700 cases in the State and Territory supreme, district/county and magistrates' courts, and 4900 cases in the Federal Court (table 7.3). In the states and territories, an additional 64 000 probate matters were lodged in the supreme courts.

In the Australian court jurisdiction, approximately 4900 cases were lodged in the Federal Court, 90 700 (civil and family law) matters were lodged in the Federal Magistrates Court, and a further 32 800 family law matters were filed in the Family Court of Australia (17 800) and Family Court of WA (15 100).

In the coroners' courts, there were 21 200 reported deaths and fires. Reporting rates for deaths reported to a coroner varied across jurisdictions as a result of different reporting requirements. Deaths in institutions (such as nursing homes) of people suffering intellectual impairment of any type, for example, must be reported in SA but not in other jurisdictions. Reporting requirements also vary for fires. Fires may be reported and investigated at the discretion of the coroner in NSW, Victoria, Tasmania and the ACT, but are excluded from the coroners' jurisdiction in Queensland, WA, SA and the NT. A disaggregation of coroners' courts data by reported deaths and fires is in table 7A.2.

Table 7.3 Court lodgments — civil, by court level, 2010-11 ('000)^a

	NSW	Vic ^b	Qld	WA	SA	Tas	ACT	NT	Aust courts	Total
Supreme (excl. probate)/Federal ^c	11.3	7.3	5.4	2.8	1.4	1.0	0.8	0.3	4.9	35.4
District/County ^d	8.4	6.8	5.5	6.2	3.0	..	..	..	..	29.9
Magistrates' (total) ^{e, f}	185.1	173.0	58.4	54.7	27.5	9.9	3.6	6.3	..	518.4
<i>Magistrates' (only)</i> ^g	175.7	167.6	54.4	53.1	26.3	9.5	3.4	6.0	..	495.9
<i>Children's</i> ^{e, h, i}	9.4	5.4	4.0	1.6	1.2	0.4	0.2	0.3	..	22.4
All civil courts	204.8	187.1	69.3	63.8	31.9	10.9	4.4	6.6	4.9	583.6
Family courts ^j	..	..	..	15.1	..	..	..	..	17.8	32.8
Federal Magistrates ^d	..	..	..	..	..	..	..	..	90.7	90.7
Coroners' courts	5.8	4.9	4.4	2.0	2.1	0.6	1.2	0.3	..	21.2
Probate — Supreme ^k	22.6	18.6	8.0	6.0	5.7	2.2	0.7	0.2	..	64.0

^a Totals may not add as a result of rounding. ^b During 2009-10, the Supreme Court of Victoria implemented a new Case Management system and associated Courts Data Warehouse. This has required changes to work practices in registries and judges' chambers and introduced new systems and opportunities for improved data analysis. 2010-11 is the first full year of data from the new system. ^c Some Bankruptcy and Immigration matters filed with the Federal Magistrates Court are delegated to be dealt with by Federal Court registrars. Those matters finalised by Federal Court registrars are counted as part of the Federal Magistrates Court matters as they are filed and funded by the Federal Magistrates Court. Previously these matters were also included in Federal courts data but they are now excluded. ^d In Queensland, legislative changes from 1 November 2010 amended the monetary jurisdictional limits for each level. Legislation was enacted in January 2010 resulting in criminal compensation matters no longer being lodged in the District Court. ^e NSW lodgment data for children in the civil court are based on a count of each child listed in all new applications for care and protection, not just the originating application. ^f The number of civil cases lodged in the Queensland Magistrates Courts has decreased due to the introduction of the Queensland Civil and Administrative Tribunal (QCAT) on 1 December 2009. Previously these lodgments were included in the Magistrates Court Civil jurisdiction. In the Magistrates Courts outside the South East Queensland region, magistrates are still responsible for hearing these civil cases, in addition to other disputes lodged with QCAT, such as cases including guardianship, anti-discrimination and children's services, which are not within the scope of this Report. ^g Victorian Magistrates' Court civil data include a proportion of lodgments from VCAT. In the ACT, since 2 February 2009, small claims up to \$10 000 are no longer lodged with the Magistrates Court (they are now lodged with the ACT Civil and Administrative Tribunal). ^h Queensland Children's Court data for civil cases is based on a count of cases, not the number of children involved in the care and protection case. ⁱ In the NT a perpetual file is held for each child, therefore additional applications are not lodged separately but as part of the original application. ^j Family Court of Australia data do not include instances where its registrars are given delegation to conduct Federal Magistrates Court divorce applications, or when conducting conciliation conferences on Federal Magistrates Court matters. These services are provided free of charge to the Federal Magistrates Court. ^k Probate lodgment numbers in NSW Supreme Court for 2010-11 subject to error and should be interpreted with caution. .. Not applicable.

Source: Australian, State and Territory court administration authorities and departments (unpublished); table 7A.2.

The number of lodgments per 100 000 people can be used to assist in understanding the comparative workload of a court in relation to the population size of the State or Territory. Tables 7A.3 and 7A.4 provide data on criminal and civil lodgments (per 100 000 people) respectively for each State and Territory.

Distribution of court lodgments

The majority of both criminal and civil matters in Australia in 2010-11 were lodged in magistrates' courts (table 7.4). A greater proportion of criminal matters were lodged in district/county courts compared to supreme courts while the opposite was true for civil matters.

Table 7.4 Distribution of court lodgments, by court level, 2010-11^a

	Unit	NSW ^b	Vic	Qld	WA	SA	Tas	ACT	NT	Total
<i>Criminal courts</i>										
Supreme ^c	%	0.3	0.3	1.0	0.6	0.6	2.7	5.8	3.2	0.7
District/county	%	5.2	2.6	3.3	2.0	3.5	..	..	..	3.3
Magistrates' (total)	%	94.6	97.1	95.8	97.5	96.0	97.3	94.2	96.8	96.1
All criminal courts^d	'000	207.3	190.9	198.8	101.8	58.5	24.1	6.3	14.4	802.0
<i>Civil courts</i>										
Supreme ^d	%	5.5	3.9	7.8	4.4	4.4	9.1	18.5	4.6	5.3
District/county	%	4.1	3.6	7.9	9.8	9.4	..	..	..	5.2
Magistrates' (total) ^e	%	90.4	92.4	84.3	85.8	86.2	90.9	81.5	95.4	89.6
All civil courts^f	'000	204.8	187.1	69.3	63.8	31.9	10.9	4.4	6.6	578.7

^a Totals may not add as a result of rounding. ^b NSW Courts and Tribunal Services are currently developing a data warehouse to extract and verify crime data in JusticeLink. Completion of the data warehouse is planned for March 2012. As a result, crime data for 2012 for the Magistrates and Children's courts are partially estimated, based on raw data that are subject to final verification. ^c During 2009-10, the Supreme Court of Victoria implemented a new Case Management system and associated Courts Data Warehouse. This has required changes to work practices in registries and judges' chambers and introduced new systems and opportunities for improved data analysis. 2010-11 is the first full year of data from the new system. ^d Excludes probate matters. ^e The Victorian Magistrates' Court civil data include a proportion of lodgments from VCAT. In the ACT, since 2 February 2009, small claims up to \$10 000 are no longer lodged with the Magistrates Court (they are now lodged with the ACT Civil and Administrative Tribunal). ^f Excludes data for the Federal Court, family courts, the Federal Magistrates Court and coroners' courts. .. Not applicable.

Source: State and Territory court administration authorities and departments (unpublished); tables 7A.1-2.

Finalisations

Finalisations represent the completion of matters in the court system. Each lodgment can be finalised only once. Matters may be finalised by adjudication, transfer, or another non-adjudicated method (such as withdrawal of a matter by the prosecution or settlement by the parties involved).

Tables 7.5 (criminal) and 7.6 (civil) outline the number of finalisations in 2010-11, by court level, for the Australian courts and each State and Territory. Lodgments need not equal finalisations in any given year because not all matters lodged in one year will be finalised in the same year.

In 2010-11, there were 834 800 criminal finalisations in the supreme, district/county and magistrates' courts (table 7.5).

Table 7.5 Court finalisations — criminal, 2010-11 ('000)^a

	<i>NSW^b</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Total</i>
Supreme ^c	0.5	0.8	1.8	0.6	0.3	0.7	0.4	0.4	5.4
District/County	10.3	5.2	6.2	2.4	2.2	..	..	..	26.2
Magistrates' (total) ^d	197.7	197.9	198.8	105.5	60.2	23.2	5.8	13.8	803.1
<i>Magistrates' (only)</i>	181.1	177.8	186.4	96.3	53.9	21.2	5.2	12.6	734.5
<i>Children's</i>	16.6	20.1	12.4	9.2	6.3	2.1	0.6	1.3	68.6
All criminal courts	208.5	203.9	206.9	108.5	62.8	23.9	6.2	14.2	834.8

^a Totals may not add as a result of rounding. ^b NSW Courts and Tribunal Services are currently developing a data warehouse to extract and verify crime data in JusticeLink. Completion of the data warehouse is planned for March 2012. As a result, crime data for 2012 for the Magistrates and Children's courts are partially estimated, based on raw data that are subject to final verification. ^c During 2009-10, the Supreme Court of Victoria implemented a new Case Management system and associated Courts Data Warehouse. This has required changes to work practices in registries and judges' chambers and introduced new systems and opportunities for improved data analysis. 2010-11 is the first full year of data from the new system. ^d In Queensland, legislative changes from 1 November 2010 have allowed the Magistrates Court to finalise a larger number of indictable offences under certain conditions. This only applies to matters commenced in the court system after 1 November 2010. These changes will impact finalisations in the higher and lower courts from 1 November 2010. Queensland Magistrates Court finalisations include cases finalised due to a committal hearing .. Not applicable.

Source: State and Territory court administration authorities and departments (unpublished); table 7A.5.

Nationally, in 2010-11, 572 300 cases were finalised in the civil jurisdiction (excluding family courts, the Federal Magistrates Court, coroners' and probate courts) comprising 567 700 civil cases finalised in State and Territory supreme, district/county and magistrates' courts, and 4 600 cases finalised in the Federal Court. In addition, the Federal Magistrates Court finalised 89 300 matters (mainly family law forms and some federal law cases) and the two family courts finalised 34 100 matters. The Family Court of WA processes a mixture of work that includes elements of the work dealt with by the different federal courts. There were around 21 700 finalisations (involving reported deaths and fires) in coroners' courts (table 7.6).

Table 7.6 Court finalisations — civil, 2010-11 ('000)^a

	NSW	Vic	Qld ^b	WA	SA	Tas	ACT	NT	Aust courts	Total
Supreme ^{c, d, e} /Federal	10.1	6.5	7.0	2.6	1.3	1.0	1.0	0.3	4.6	34.4
District/County	8.0	5.9	5.1	5.9	3.1	..	..	..	..	28.0
Magistrates' (total) ^f	170.5	172.1	63.8	55.7	28.1	9.9	3.5	6.2	..	509.9
Magistrates' (only) ^g	162.1	167.2	60.0	54.2	26.8	9.5	3.3	5.9	..	489.0
Children's ^h	8.4	4.9	3.8	1.5	1.2	0.5	0.2	0.3	..	20.9
All civil courts	188.6	184.5	75.9	64.2	32.5	10.9	4.5	6.5	4.6	572.3
Family courts ^{i, j}	..	..	..	15.3	..	..	..	..	18.8	34.1
Federal Magistrates ^k	..	..	..	..	..	..	..	..	89.3	89.3
Coroners' courts	6.3	5.6	4.4	1.4	2.1	0.5	1.1	0.3	..	21.7

^a Totals may not add as a result of rounding. ^b In Queensland, legislative changes from 1 November 2010 amended the monetary jurisdictional limits for each court level. ^c During 2009-10, the Supreme Court of Victoria implemented a new Case Management system and associated Courts Data Warehouse. This has required changes to work practices in registries and judges' chambers and introduced new systems and opportunities for improved data analysis. 2010-11 is the first full year of data from the new system. ^d Supreme courts data exclude finalisations of uncontested probate cases. ^e Data for NSW Supreme Court are partially estimated and subject to verification. The data are largely derived from interim reports that have not yet completed User Acceptance Testing. ^f The number of civil cases finalised in the Queensland Magistrates Courts has decreased due to the introduction of the Queensland Civil and Administrative Tribunal (QCAT) on 1 December 2009. Previously these lodgments would have been included in the Magistrates Court civil jurisdiction. In the Magistrates Courts outside the South East Queensland region, magistrates are still responsible for hearing these civil cases, in addition to other disputes lodged with QCAT, such as cases including guardianship, anti-discrimination and children's services, which are not within the scope of this Report. ^g Victorian Magistrates' Court civil data include a proportion of finalisations from VCAT. In the ACT, since 2 February 2009, small claims up to \$10 000 are no longer lodged with the Magistrates Court (they are now lodged with the ACT Civil and Administrative Tribunal). ^h Queensland children's court data for civil cases are based on a count of cases, not the number of children involved in the care and protection case. ⁱ Family Court of Australia data do not include instances where its registrars are given delegation to conduct Federal Magistrates Court divorce applications, or when conducting conciliation conferences on Federal Magistrates Court matters. These services are provided free of charge to the Federal Magistrates Court. ^j The Family Court of Australia does not deem a matter finalised even if it has not had a court event for at least 12 months as this is not consistent with its case management practices. ^k The Federal Magistrates Court does not deem a matter finalised even if it has not had a court event for at least 12 months. Some bankruptcy and immigration matters filed with the Federal Magistrates Court are delegated to be dealt with by Federal Court registrars. Those matters finalised by Federal Court registrars are counted as part of the Federal Magistrates Court matters as they are filed and funded by the Federal Magistrates Court. .. Not applicable.

Source: Australian, State and Territory court administration authorities and departments (unpublished); table 7A.6.

The number of finalisations per 100 000 people is available in tables 7A.7 and 7A.8.

The role of deeming in finalising cases

A 'deeming' rule applies to finalising cases in the civil courts for this Report. Lodgments that have had no court action in the past 12 months are counted as finalised for the purpose of this Report. The rationale for this counting rule is to focus on those matters that are active and part of a workload that the courts can progress. When these cases are deemed finalised they reduce the pending count and increase the finalisation count. This means that a proportion of finalised cases are

only finalised for the purposes of this Report but may remain as pending in the jurisdictional court. For the purposes of this Report a case which is deemed finalised is considered closed — in the event that it becomes active again in the court after 12 months it is not counted again in this Report.

Table 7.7 shows that the proportion of cases which are deemed finalised varies across jurisdictions.

Table 7.7 Proportion of cases deemed finalised — civil, 2010-11 (%)^a

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust courts</i>
Supreme/Federal ^b	12.8	1.1	44.9	..	5.7	27.9	na	na	..
District/County	7.5	3.6	43.9	..	2.9	..	..	..	..
Magistrates' (total)	na	–	11.4	..	0.2	7.1	na	11.4	..
Family courts ^b	..	..	..	27.0	..	..	..	..	..
Federal Magistrates ^b	..	..	..	..	..	..	..	..	..

^a In some states and territories, legislation exists to finalise a matter due to inactivity. The deeming rule is applied differently in each jurisdiction. ^b The Federal Court, the Federal Magistrates Court and the Family Court of Australia (excluding Family Court of WA) do not apply the deeming rule. **na** Not available. .. Not applicable. – Nil or rounded to zero.

Source: Australian, State and Territory court administration authorities and departments (unpublished).

7.2 Framework of performance indicators

Performance indicators focus on outputs and/or outcomes aimed at meeting common, agreed objectives. The Steering Committee has identified four objectives of court administration services across Australia (box 7.5). The emphasis placed on each objective may vary across states and territories and court level.

Box 7.5 Objectives for court administration

Objectives for court administration are:

- to be open and accessible
- to process matters in an expeditious and timely manner
- to provide due process and equal protection before the law
- to be independent yet publicly accountable for performance.

In addition, all governments aim to provide court administration services in an efficient manner.

The performance indicator framework for court administration is shown in figure 7.3. For all data, the text includes relevant caveats and supporting commentary. Indicators that are considered comparable are only comparable subject to the caveats and footnotes accompanying the definition of the indicator and the tables of indicator results.

The Steering Committee focuses on providing the best available data in a timely manner. Jurisdictions, when endorsing the data, acknowledge that the data have been supplied according to the nationally agreed counting rules. Where a jurisdiction advises that it has diverged from these counting rules, this divergence is appropriately footnoted in the table and surrounding text. Chapter 1 discusses data comparability from a Report-wide perspective (see section 1.6).

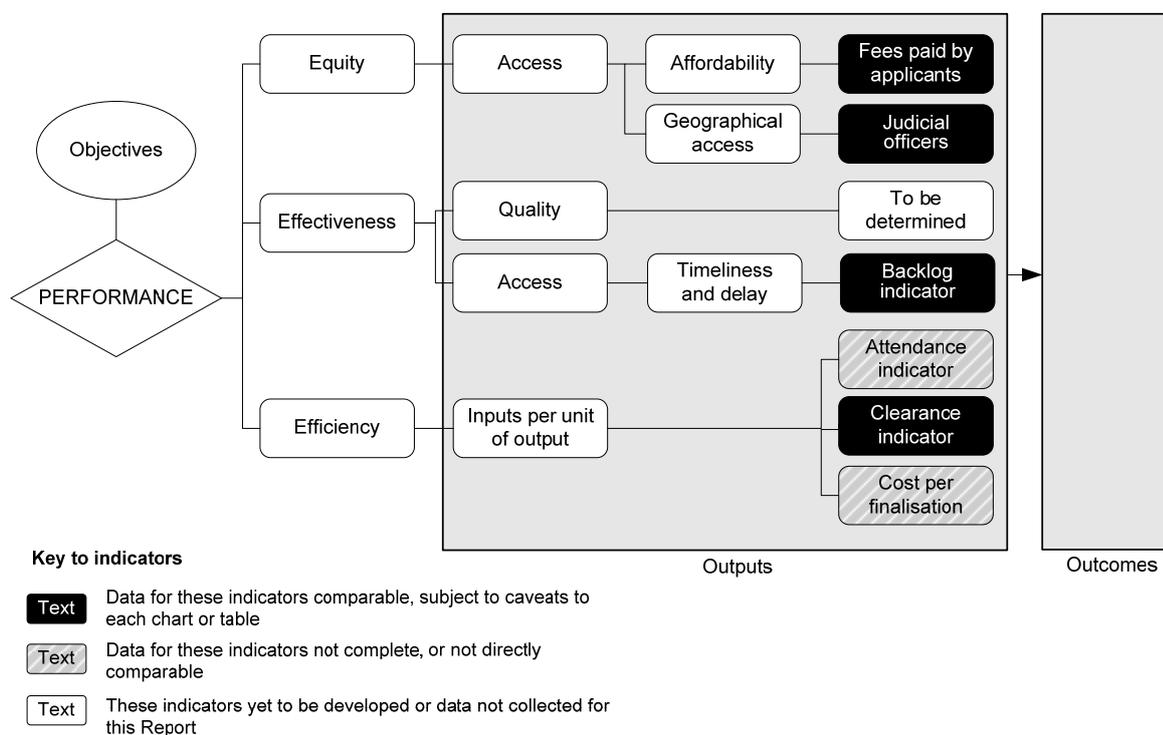
The Steering Committee recognises that this collection (unlike some other data collections) does not have an intermediary data collector or validator akin to the Australian Institute of Health and Welfare or the ABS. The reporting process in this chapter is one of continual improvement and refinement, with the long term aim of developing a national data collection that covers court administration activities across the Australian, State and Territory jurisdictions in a timely and comparable way.

As shown in figure 7.3, all of the indicators reported in this chapter are output indicators. Outputs are the services delivered, while outcomes are the impact of these services on the status of an individual or group (see chapter 1, section 1.5). Equity is currently represented through one output indicator ('fees paid by applicants'). Effectiveness is represented through two output indicators ('backlog' and 'judicial officers'). Efficiency is currently represented through three output indicators ('attendance', 'clearance' and 'cost per finalisation').

To date, no specific outcome indicators have been identified for court administration. The activities of court administrators lead to broad outcomes within the overall justice system that are not readily addressed by this service specific chapter.

The report's statistical appendix contains data that may assist in interpreting the performance indicators presented in this chapter. These data cover a range of demographic and geographic characteristics including age profile, geographic distribution of the population, income levels, education levels, tenure of dwellings and cultural heritage (such as Indigenous and ethnic status) (appendix A).

Figure 7.3 Court administration performance indicator framework



7.3 Key performance indicator results

Different delivery locations, caseloads, casemixes and government policies may affect the equity, effectiveness and efficiency of court administration services. The allocation of cases to different courts also differs across states and territories and Australian courts. Performance comparison needs to take these factors into account. In addition to the material in boxes 7.1, 7.2 and 7.3, appendix A — the statistical appendix — contains detailed statistics and short profiles on each State and Territory, and other data which may assist in interpreting the performance indicators presented in this chapter.

The court administration data collection is based on national counting rules, so data presented in this chapter may differ from data published by individual jurisdictions in their annual reports. There also can be differences from the data reported in the ABS Criminal Courts publication (ABS 2011).

Outputs

Outputs are the services delivered (while outcomes are the impact of these services on the status of an individual or group) (see chapter 1, section 1.5).

Equity — fees paid by applicants

‘Fees paid by applicants’ is an indicator of governments’ achievement against the objective of keeping services accessible. Court fees may have a range of functions, including recovering costs and sending appropriate price signals to potential litigants (with the intention of ensuring that parties consider all appropriate options to resolve disputes). This measure monitors the affordability of average court fees paid by litigants. It is important to note, however, that court fees are only part of the broader legal costs faced by applicants.

Box 7.6 Fees paid by applicants

‘Fees paid by applicants’ is defined as the average court fees paid per lodgment. It is derived by dividing the total court fees collected by the number of lodgments in a year.

Court fees largely relate to civil cases. Providing court administration service quality is held constant, lower court fees help keep courts accessible.

Court fees are only part of the costs faced by litigants (with legal fees being more significant).

Data reported for this indicator are comparable.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2012.

In 2010-11, average court fees paid per lodgment were generally greater in supreme courts than in district/county and magistrates’ courts (table 7.8). The average fees collected by the Australian, State and Territory courts vary for many reasons and caution should be used in making direct comparisons.

Table 7.8 Average civil court fees collected per lodgment, 2010-11 (dollars)^{a, b}

	NSW ^c	Vic	Qld	WA	SA	Tas	ACT	NT	Aust courts	Total
Supreme (excl. probate) ^d /Federal ^e	2 420	1 068	1 003	1 790	2 290	476	1 114	633	2 098	1 721
District/county	1 266	1 177	726	666	833	..	..	..	..	978
Magistrates' (total) ^f	115	85	110	102	129	77	46	60	..	102
<i>Magistrates' (only)</i>	121	88	118	105	135	80	49	63	..	106
<i>Children's</i>	–	..	–	–	2	..	..	..	..	–
Family courts ^e	..	..	..	222	..	..	..	..	129	172
Federal Magistrates ^e	..	..	..	..	..	..	..	..	333	333
Probate — Supreme	1 076	298	541	196	847	370	725	1 092	..	652

^a Some jurisdictions charge corporations twice the amount individuals are charged, therefore average fees can overstate the charge to individuals. ^b Totals are derived for each court level by dividing the total fees for that court level by the lodgments for that court level. ^c Probate lodgments in NSW Supreme Court for 2010-11 subject to error and should be interpreted with caution. ^d During 2009-10, the Supreme Court of Victoria implemented a new Case Management system and associated Courts Data Warehouse. This has required changes to work practices in registries and judges' chambers and introduced new systems and opportunities for improved data analysis. 2010-11 is the first full year of data from the new system. ^e During 2010-11 the federal government imposed minimum filing and hearing fees even for parties that are eligible for exemptions and waivers. ^f Victorian Magistrates Court fees include fees paid through VCAT. .. Not applicable. – Nil or rounded to zero.

Source: Australian, State and Territory court administration authorities and departments (unpublished); table 7A.16.

The level of cost recovery from the collection of court fees varied across court levels and across jurisdictions in 2010-11 (table 7.9). Nationally, for the states and territories in total, the proportion of costs recovered through court fees was greatest for district/county courts, followed by magistrates' courts and then supreme courts. Cost recovery was lowest in the children's courts and in the Family Court of Australia — in these courts many applications do not attract a fee.

Table 7.9 Civil court fees collected as a proportion of civil recurrent expenditure (cost recovery), 2010-11 (per cent)^{a, b}

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust courts	Total
Supreme ^c /Federal ^d	38.3	19.4	34.3	18.6	31.2	11.3	17.6	3.6	11.2	22.3
District/County	37.6	32.0	41.5	20.5	33.2	..	..	..	..	32.3
Magistrates' (total) ^e	30.5	25.8	23.3	26.5	27.0	33.1	2.3	6.5	..	25.9
<i>Magistrates' (only)</i>	35.7	30.2	28.9	28.0	29.2	43.8	2.4	6.9	..	29.9
<i>Children's</i>	–	..	–	–	0.3	..	..	..	..	–
Family courts ^d	..	..	..	13.8	..	..	..	..	2.1	4.3
Federal Magistrates ^d	..	..	..	..	..	..	..	..	31.3	31.3

^a Excludes payroll tax. ^b Some jurisdictions charge corporations twice the amount individuals are charged, therefore average fees can overstate the charge to individuals. ^c Excludes probate costs. ^d During 2010-11 the federal government imposed minimum filing and hearing fees even for parties that are eligible for exemptions and waivers. ^e Victorian Magistrates' Court fees include civil and criminal court fees paid through VCAT. .. Not applicable. – Nil or rounded to zero.

Source: Australian, State and Territory court administration authorities and departments (unpublished); table 7A.15.

Equity — judicial officers

‘Judicial officers’ is an indicator of governments’ achievement against the objective of providing services that are accessible to the community. This indicator relates access to the number of judicial officers available to deal with cases in relation to population size (box 7.7).

Box 7.7 Judicial officers

‘Judicial officers’ is an indicator that represents the availability of resources to provide services. Judicial officers are officers who can make enforceable orders of the court. For the purposes of this chapter, the definition of a judicial officer includes:

- judges
- associate judges
- magistrates
- masters
- coroners
- judicial registrars
- all other officers who, following argument and giving of evidence, make enforceable orders of the court.

The number of judicial officers is expressed in full time equivalent units and, where judicial officers have both judicial and non-judicial work, refers to the proportion of time allocated to judicial work.

The number of judicial officers is additionally presented in comparison to the population of each jurisdiction. A higher proportion of judicial officers in the population indicates potentially greater access to the judicial system.

Factors such as geographical dispersion, judicial workload and population density are also important to consider when comparing figures concerning judicial officers.

Data reported for this indicator are comparable.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2012.

The number of full time equivalent judicial officers for each court level is outlined in table 7.10. In all State and Territory jurisdictions with a three-tier system, there were more judicial officers in magistrates’ courts than in district/county courts. Table 7.11 shows the number of judicial officers per 100 000 people.

Table 7.10 Judicial officers, full time equivalent, 2010-11^a

	NSW ^b	Vic	Qld	WA	SA	Tas	ACT	NT	Aust courts	Total
Supreme/Federal ^c	60.4	51.5	23.7	32.5	13.7	7.0	5.7	8.1	50.0	252.6
District/County	59.5	59.9	34.7	29.0	21.4	..	..	..	..	204.5
Magistrates ^d	115.0	123.5	73.3	46.0	34.7	11.7	6.7	14.3	..	425.2
Children's	25.0	9.2	8.3	5.7	4.3	1.7	0.5	1.1	..	55.8
Family courts ^e	..	..	..	12.6	..	..	..	..	33.3	45.9
Federal Magistrates ^f	..	..	..	..	..	..	..	..	60.8	60.8
Coroners' courts	5.0	9.0	8.1	2.0	2.0	0.4	0.7	1.5	..	28.7
Total	264.9	253.1	148.1	127.8	76.1	20.8	13.7	25.0	144.1	1 073.6

^a Totals may not add as a result of rounding. ^b NSW Courts and Tribunal Services are currently developing a data warehouse to extract and verify crime data in JusticeLink. Completion of the data warehouse is planned for March 2012. As a result, crime data for 2012 for the Magistrates and Children's courts are partially estimated, based on raw data that are subject to final verification. ^c WA Supreme Court judicial FTE includes both General Division and Court of Appeal judicial officers. In 2010-11 extra judicial officers were engaged to hear the Bell Group litigation appeal. This result is expected to be maintained for next financial year as those judicial officers are appointed until the appeal is finalised. ^d Data for Victoria include a proportion of judicial officers from VCAT. ^e Family Court of Australia figures include Family Court of Australia judges assigned to the Full Court Appeals division. ^f Includes Family Court of Australia services provided free of charge. .. Not applicable. na Not available.

Source: Australian, State and Territory court administration authorities and departments (unpublished); table 7A.20.

Table 7.11 Judicial officers, full time equivalent, per 100 000 people, 2010-11

	NSW ^a	Vic	Qld	WA	SA	Tas	ACT	NT	Aust courts ^b	Total ^c
Population ('000) ^d	7 272	5 586	4 549	2 317	1 650	509	362	230	..	22 477
<i>Judicial officers per 100 000 people</i>										
Supreme/Federal ^e	0.8	0.9	0.5	1.4	0.8	1.4	1.6	3.5	0.2	1.1
District/County	0.8	1.1	0.8	1.3	1.3	..	..	..	..	0.9
Magistrates ^f	1.6	2.2	1.6	2.0	2.1	2.3	1.9	6.2	..	1.9
Children's	0.3	0.2	0.2	0.2	0.3	0.3	0.1	0.5	..	0.2
Family courts ^g	..	..	..	0.5	..	..	..	..	0.1	0.2
Federal Magistrates	..	..	..	..	..	..	..	..	0.3	0.3
Coroners' courts	0.1	0.2	0.2	0.1	0.1	0.1	0.2	0.7	..	0.1
Total	3.6	4.5	3.3	5.5	4.6	4.0	3.8	10.9	0.6	4.8

^a NSW Courts and Tribunal Services are currently developing a data warehouse to extract and verify crime data in JusticeLink. Completion of the data warehouse is planned for March 2012. As a result, crime data for 2012 for the Magistrates and Children's courts are partially estimated, based on raw data that are subject to final verification. ^b The Australian courts results have been derived using the total population figure for Australia. ^c Totals are derived by dividing the total number of judicial FTE at each court level by the Australian population (per 100 000). ^d Population total for Australia includes 'Other territories'. Population data for the financial year is the midpoint (31 December) estimate. ^e WA Supreme Court judicial FTE includes both General Division and Court of Appeal judicial officers. In 2010-11 extra judicial officers were engaged to hear the Bell Group litigation appeal. This result is expected to be maintained for next financial year as those judicial officers are appointed until the appeal is finalised. ^f Victorian Magistrates' Court data include a proportion of judicial officers from VCAT. ^g Family Court of Australia figures include Family Court of Australia judges assigned to the Full Court Appeals division. .. Not applicable. na Not available

Source: Australian, State and Territory court administration authorities and departments (unpublished).

Effectiveness — quality

‘Quality’ is an indicator of governments’ achievement against the objective of providing due process. The Steering Committee has identified quality as an important measure of court administration performance (box 7.8). However, a suitable indicator of quality for court administration has not yet been identified for inclusion in the performance framework.

Box 7.8 Indicators of quality

Indicators of quality for court administration have not yet been identified.

The perceptions of court users about the quality of the services delivered by courts may be strongly influenced by the outcomes of judicial decisions (which are not the subject of this chapter). Isolating perceptions of the quality of court administration may be difficult.

Effectiveness — backlog indicator

The ‘backlog indicator’ is an indicator of governments’ achievement against the objective of processing matters in an expeditious and timely manner. The indicator recognises that case processing must take some time, that such time does not necessarily equal delay and that the time it takes to process a case can be affected by factors outside the direct control of court administration.

Box 7.9 **Backlog indicator**

The 'backlog indicator' measures the age of a court's pending caseload against nominated time standards. The number of cases in the nominated age category is expressed as a percentage of the total pending caseload.

The following national standards have been set:

The Federal Magistrates Court, magistrates' and children's courts:

- no more than 10 per cent of lodgments pending completion are to be more than 6 months old
- no lodgments pending completion are to be more than 12 months old.

Supreme courts, the Federal Court, district/county, family and coroners' courts and all appeals:

- no more than 10 per cent of lodgments pending completion are to be more than 12 months old
- no lodgments pending completion are to be more than 24 months old.

Performance relative to the time standards indicates effective management of caseloads and timely accessibility of court services.

Time taken to process cases is not necessarily court administration delay. Some delays are caused by factors other than those related to the workload of the court (for example, a witness being unavailable).

Data reported for this indicator are not directly comparable.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2012.

Results can be affected by the complexity and distribution of cases, which may vary across court levels within each State and Territory and the Australian courts (boxes 7.1, 7.2 and 7.3). Additionally, Tasmania, the ACT and the NT have a two-tier court system (that is, they do not have a district/county court level), whereas the other states and territories have a three-tier court system. This difference needs to be taken into account when comparing the results of the backlog indicator.

Other factors that impact on backlog results are related to processes within the court system and whether cases have become inactive or remained active. Some cases require processes to be finalised outside of the court or in another court level, and the case cannot proceed until that other process has been finalised, i.e. it is 'on hold' or 'inactive'. In the criminal jurisdiction, those defendants who failed to appear when required and had warrants issued have been excluded from the pending caseload count as their cases are considered inactive until the defendant is

apprehended. Other criminal jurisdiction processes that have a similar effect on backlogs over time are:

- Referrals to Mental Health Tribunals;
- Referral to specialist courts;
- Matters on Interlocutory Appeal;
- Cases delayed by related cases or co-accused;
- Referrals to programs for rehabilitation;
- Family Law matters determined “on-hold”.

The age of the pending workload and civil case processing timeliness can be affected by several factors (box 7.10). Also differences in completion times in the civil jurisdiction of the states and territories generally reflect different case flow management practices, the individual needs of cases, and the priority given to criminal matters.

Box 7.10 Civil timeliness factors

The following factors may affect the timeliness of case processing in the civil courts:

- where civil cases are contested, a single case may involve several related applications or issues that require judgments and decisions by the court
- the parties to a case can significantly affect the conduct and timeliness of a case — that is, matters often may be adjourned at the instigation of, and by the consent of, the parties — such consent arrangements are outside the control of the court
- the court may employ case management or other dispute resolution processes (for example, mediation) that are alternatives to formal adjudication
- an inactive case is regarded as finalised (or closed) 12 months after the last action on the case (in accordance with the counting rules for this data collection).

The age of the pending caseload and case processing timeliness in criminal cases (and for some civil cases) can also be affected by orders or programs that are initiated following a court lodgment, but prior to a court finalisation. These programs or orders are commonly referred to as diversion programs and are outlined in more detail in box 7.11.

Box 7.11 **Diversion programs and the impact on timeliness**

Courts offer diversion programs to improve the quality of outcomes within the justice system and for the community generally. Diversion programs can involve processes that are outside the control of court administration. The period between lodgment and finalisation can be affected by those processes. Within the criminal justice system, diversion programs are usually focussed on rehabilitation for the defendant and/or restoration for the victim. They are most often (but not exclusively) used in magistrates' courts, and usually are voluntary. Examples include:

- referral of defendants to drug programs (from counselling through to treatment programs) — available in all states and territories
- referral of defendants to therapeutic support programs while on bail and pre-plea (Courts Integrated Support Program and CREDIT/Bail in Victoria)
- referral of defendants to a mental health court (Queensland, SA and Tasmania) or for various mental health assessments (NSW, WA and the ACT)
- referral of defendants to a family violence court (WA, SA and Tasmania) for participation in targeted programs
- referral of defendants to an Indigenous court or Circle Sentencing program (NSW, Victoria, Queensland, SA and the ACT and a pilot program in WA).

The processes listed above can range in completion times between one week and seven years. With some diversion programs, success will delay finalisation significantly. For example, some drug court programs can require compliance for 12 months or longer before the defendant is considered to have completed the program.

Within the civil justice system, diversion programs can be a quicker and cheaper form of dispute resolution. Examples include:

- mediation — referrals can be made at any time during the proceedings. A court may require parties to complete a mediation program within a specified time, or can consider the timeframe to be 'open-ended' (for example, referrals to the National Native Title Tribunal). Completion time can also be affected by the complexity of the dispute and the number of parties involved, and can therefore vary significantly from case to case. Usually all parties consent to use mediation, but in some states parties can be ordered to mediate their dispute
- arbitration — referrals are usually made early in the proceedings and the court supervises the process. The hearing is shorter than a court hearing. Participation can be voluntary or by order
- reference to a referee — technical issues arising in proceedings may be referred to suitably qualified experts (referees) for inquiry and report. The court supervises the process and may adopt, vary or reject the report.

Success at mediation (settlement of the case) or at arbitration (acceptance of the arbitrator's award) generally finalises cases earlier than if finalised by trial and judgment. Where the mediation or arbitration is unsuccessful, the delaying effect on finalisation is highly variable.

These factors mean that the impact on backlogs by changes in levels of lodgments or finalisations is not direct. The impact will be influenced by cases that go through periods of inactivity, as well as different court processes, methods of data compilation and counting rules. This means that increases in lodgments with decreasing finalisations does not necessarily result in increases in backlogs. This needs to be taken into account when comparing trends in lodgments, finalisations and backlogs across the five years of data.

Data on the backlog indicator for criminal matters at 30 June 2011 are contained in table 7.12. Data showing backlog trends over five years are shown in attachment table 7A.17.

Nationally criminal lodgments have been increasing in previous years however lodgments in 2010-11 decreased by 6 per cent, resulting in a five year trend being a decrease of 2 per cent. The overall decrease was driven by a 6 per cent decrease in 2010-11 lodgments in the lower courts. Lodgments in the higher courts increased by 1 per cent over the five year period, but decreased by 5 per cent in 2010-11. Finalisations nationally increased by 3 per cent over the last five years, with the higher courts increasing finalisations by 6 per cent, and lower courts increasing finalisations by 3 per cent over the last five years.

The decrease in lodgments and increase in finalisations resulted in a decrease in pending levels of 14 per cent nationally over the last four years. This decrease has been mainly driven by decreases in the lower courts' pending levels of 16 per cent over the last four years. The higher courts' pending levels marginally decreased by less than 1 per cent over the period.

Nationally backlogs in criminal cases in the higher courts showed signs of improving over the last five years. The proportion of pending cases in the higher courts that were longer than twelve months has decreased from 17 per cent to 15 per cent.

Table 7.12 Backlog indicator — all criminal matters, as at 30 June 2011

	Unit	NSW ^a	Vic	Qld	WA	SA	Tas	ACT	NT
Higher^{b, c} — appeal									
Pending caseload	no.	1 615	1 433	951	198	95	16	105	9
cases > 12 mths	%	1.7	20.4	6.3	8.6	1.1	—	8.6	—
cases > 24 mths	%	0.1	3.4	0.1	0.5	—	—	1.0	—
Higher^{b, c} — non-appeal^c									
Pending caseload	no.	2 440	1 907	2 542	1 044	1 329	324	338	192
cases > 12 mths	%	11.0	24.2	18.4	5.9	23.2	16.7	47.3	6.8
cases > 24 mths	%	1.1	6.1	5.1	1.0	4.1	4.6	16.6	1.0
Supreme^{c, d} — appeal									
Pending caseload	no.	194	421	196	198	95	16	105	9
cases > 12 mths	%	4.6	38.5	2.6	8.6	1.1	—	8.6	—
cases > 24 mths	%	0.5	4.3	—	0.5	—	—	1.0	—
Supreme^{c, d} — non-appeal^e									
Pending caseload	no.	116	87	549	55	40	324	338	192
cases > 12 mths	%	14.7	33.3	16.6	5.5	12.5	16.7	47.3	6.8
cases > 24 mths	%	1.7	25.3	5.1	—	—	4.6	16.6	1.0
District/County — appeal^f									
Pending caseload	no.	1 421	1 012	755	..	..	..	..	..
cases > 12 mths	%	1.3	12.8	7.3	..	..	..	..	..
cases > 24 mths	%	0.1	3.1	0.1	..	..	..	..	..
District/County^e — non-appeal									
Pending caseload	no.	2 324	1 820	1 993	989	1 289	..	..	..
cases > 12 mths	%	10.8	23.8	18.9	6.0	23.5	..	..	..
cases > 24 mths	%	1.0	5.2	5.1	1.0	4.3	..	..	..
Magistrates'									
Pending caseload	no.	23 493	30 345	25 297	10 370	17 176	8 121	1 558	2 815
cases > 6 mths	%	11.0	23.7	28.1	21.0	26.9	33.9	24.1	47.9
cases > 12 mths	%	2.2	7.7	13.1	7.7	10.5	14.9	8.9	33.0
Children's									
Pending caseload	no.	2 821	3 499	2 353	1 712	1 612	609	205	306
cases > 6 mths	%	8.4	16.1	25.7	26.1	18.6	29.2	19.0	39.5
cases > 12 mths	%	0.9	4.4	11.7	13.1	4.9	11.7	7.3	17.6

^a NSW Courts and Tribunal Services are currently developing a data warehouse to extract and verify crime data in JusticeLink. Completion of the data warehouse is planned for March 2012. As a result, crime data for 2012 for the Magistrates and Children's courts are partially estimated, based on raw data that are subject to final verification. ^b Higher refers to supreme and district/county courts combined. ^c In NSW, the criminal casemix of the Supreme Court is principally murder and manslaughter cases and therefore not directly comparable with supreme courts in other states and territories. ^d During 2009-10, the Supreme Court of Victoria implemented a new Case Management system and associated Courts Data Warehouse. This has required changes to work practices in registries and judges' chambers and introduced new systems and opportunities for improved data analysis. 2010-11 is the first full year of data from the new system. ^e For Queensland supreme and district courts, the age of non-appeal cases is calculated from the date the court record was first created in the computerised case management system in the supreme or district court, not from the date of the committal order in the magistrates' court. ^f There is no criminal appellate jurisdiction in the district courts in WA or SA. All criminal appeals from magistrates' courts go directly to supreme courts in these states. .. Not applicable. — Nil or rounded to zero.

Source: State and Territory court administration authorities and departments (unpublished); table 7A.17.

Data for the backlog indicator for civil matters are contained in table 7.13. In the civil jurisdiction, those lodgments that have not been acted upon in the past 12 months are counted as finalised for the purpose of this Report, the aim being to focus on those matters that are part of an ‘active pending’ population. Some courts (for example, the Australian courts) proactively manage all their civil cases and apply this deeming rule to very few, if any, cases.

Nationally civil lodgments have decreased over the last five years by 6 per cent and pending civil case levels have also decreased by 6 per cent (table 7A.18). However, the decreases only occurred in the lower courts, which showed an 8 per cent decrease in lodgments and an 11 per cent decrease in pending cases. In contrast, the higher courts showed an 8 per cent increase in lodgments and a 9 per cent increase in pending cases.

Table 7.13 Backlog indicator — all civil matters, as at 30 June 2011

	Unit	NSW ^a	Vic	Qld	WA	SA	Tas	ACT	NT	Aust courts
Higher^b — appeal										
Pending caseload	no.	667	430	152	205	85	52	43	30	324
cases > 12 mths	%	24.3	31.4	14.5	13.7	12.9	9.6	20.9	13.3	6.8
cases > 24 mths	%	7.2	7.2	1.3	3.9	2.4	1.9	—	3.3	1.5
Higher (excl probate)^b — non-appeal^c										
Pending caseload	no.	14 537	12 412	9 510	7 020	4 085	830	1 404	166	2 732
cases > 12 mths	%	24.4	26.1	26.8	27.3	39.9	32.5	51.9	37.3	34.0
cases > 24 mths	%	8.2	9.0	5.5	10.2	19.9	12.3	27.1	18.7	20.9
Supreme/Federal — appeal^{b, d}										
Pending caseload	no.	572	351	101	128	74	52	43	30	324
cases > 12 mths	%	27.4	34.8	—	17.2	14.9	9.6	20.9	13.3	6.8
cases > 24 mths	%	8.4	7.4	—	5.5	2.7	1.9	—	3.3	1.5
Supreme (excl probate)/Federal — non-appeal^{c, d}										
Pending caseload	no.	7 256	5 607	4 694	2 720	707	830	1 404	166	2 732
cases > 12 mths	%	26.0	28.7	33.3	34.0	28.7	32.5	51.9	37.3	34.0
cases > 24 mths	%	11.9	9.7	7.2	14.4	13.2	12.3	27.1	18.7	20.9
District/county — appeal										
Pending caseload	no.	95	79	51	77	11	..	..	..	..
cases > 12 mths	%	5.3	16.5	43.1	7.8	—	..	..	..	..
cases > 24 mths	%	—	6.3	3.9	1.3	—	..	..	..	..
District/county — non-appeal										
Pending caseload	no.	7 281	6 805	4 816	4 300	3 378	..	..	..	..
cases > 12 mths	%	22.8	23.9	20.5	23.0	42.2	..	..	..	..
cases > 24 mths	%	4.5	8.4	3.9	7.5	21.3	..	..	..	..
Magistrates^{e, f, g}										
Pending caseload	no.	na	16 944	23 287	22 769	12 899	5 728	795	2 332	..
cases > 6 mths	%	na	30.0	44.2	30.8	39.9	44.6	36.0	35.6	..
cases > 12 mths	%	na	16.0	7.4	3.6	8.3	9.7	11.4	6.8	..
Family courts — appeal										
Pending caseload	no.	..	..	..	29	..	..	..	..	203
cases > 12 mths	%	..	..	..	20.7	..	..	..	..	26.6
cases > 24 mths	%	..	..	..	3.4	..	..	..	..	8.4
Family courts — non-appeal^h										
Pending caseload	no.	..	..	..	10 500	..	..	..	..	5 190
cases > 12 mths	%	..	..	..	33.2	..	..	..	..	29.7
cases > 24 mths	%	..	..	..	13.0	..	..	..	..	11.6
Federal Magistrates^h										
Pending caseload	no.	..	..	..	..	..	..	..	..	30 207
cases > 6 mths	%	..	..	..	..	..	..	..	..	29.1
cases > 12 mths	%	..	..	..	..	..	..	..	..	10.4
Coroners' courtsⁱ										
Pending caseload	no.	2 586	4 509	2 719	2 310	1 669	357	249	344	..
cases > 12 mths	%	26.4	49.8	31.6	36.4	27.5	30.5	30.9	31.7	..
cases > 24 mths	%	4.3	31.0	11.8	14.6	8.7	10.4	12.0	13.1	..

(Continued on next page)

Table 7.13 (Continued)

^a Data for NSW Supreme Court are partially estimated and subject to verification. The pending number relies largely upon data derived from interim reports that have not yet completed User Acceptance Testing. ^b Higher refers to State and Territory supreme and district/county courts combined, and includes the Federal Court. ^c Non-appeal matters for the Federal Court include a significant number of Native Title matters which by nature are both long and complex. ^d During 2009-10, the Supreme Court of Victoria implemented a new Case Management system and associated Courts Data Warehouse. This has required changes to work practices in registries and judges' chambers and introduced new systems and opportunities for improved data analysis. 2010-11 is the first full year of data from the new system. ^e Excludes children's courts. Pending and backlog data are not available for civil matters in the NSW Magistrates Courts. ^f Victorian Magistrates' Court civil data include a proportion of pending caseload from VCAT. ^g The number of civil cases lodged and pending in the Queensland Magistrates Courts has decreased due to the introduction of the Queensland Civil and Administrative Tribunal (QCAT) on 1 December 2009. Previously these lodgments would have been included in the Magistrates Court Civil jurisdiction. In the Magistrates Courts outside the South East Queensland region, magistrates are still responsible for hearing these civil cases, in addition to other disputes lodged with QCAT, such as cases including guardianship, anti-discrimination and childrens' services, which are not within the scope of this Report. ^h The Family Court of Australia and the Federal Magistrates Court do not deem a matter as finalised even where there has been no court event for at least 12 months. Some matters may be affected by proceedings in other courts, for example, and although currently inactive they are included in the data for this indicator. The more complex and entrenched Family Law disputes commence with the Family Court so a higher proportion of its cases require more lengthy and intensive case management. ⁱ In 2009-10 the WA Coroners Court implemented a new reporting system utilising WA Coroners Court data stored in the National Coroners Information System which now includes WA State-wide data. **na** Not available. .. Not applicable. – Nil or rounded to zero.

Source: Australian, State and Territory court authorities and departments (unpublished); table 7A.18.

Efficiency — attendance indicator

The 'attendance indicator' is an indicator of governments' achievement against the objective of providing court administration services in an efficient manner (box 7.12). Court attendances act as a proxy for input costs. Attendance data can be difficult to collect. Due to system limitations, some jurisdictions supply data on listed hearings rather than actual attendances in court.

Box 7.12 Attendance indicator

The 'attendance indicator' is defined as the average number of attendances recorded (no matter when the attendance occurred) for those cases that were finalised during the year. The number of attendances is the number of times that parties or their representatives are required to be present in court to be heard by a judicial officer or mediator/arbitrator where binding orders can be made. The number includes appointments that are adjourned or rescheduled.

Fewer attendances may suggest a more efficient process. However, this should be balanced against the likelihood that the number of attendances will increase if rehabilitation or diversionary programs are used, or if intensive case management is used. Both of these paths are believed to improve the quality of outcomes:

- rehabilitation and diversionary programs aim to provide therapeutic benefits for the offenders, and benefits of reduced recidivism for the community
- intensive case management is believed to maximise the prospects of settlement (and thereby reduce the litigant's costs, the number of cases queuing for hearing, and the flow of work on to appellate courts); alternatively, it can narrow the issues for trial (thus shortening trial time and also reducing costs and the queuing time for other cases waiting for hearing).

Data reported for this indicator are not directly comparable.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2012.

Attendance indicator results for criminal proceedings are reported in table 7.14.

Table 7.14 Attendance indicator — criminal, 2010-11

	NSW ^a	Vic	Qld	WA	SA	Tas	ACT	NT
<i>Average attendances per finalisation</i>								
Supreme ^{b, c}	na	2.1	2.9	2.4	3.3	6.9	5.3	7.5
District/County ^d	na	3.8	4.0	3.9	6.5	..	..	..
Magistrates ^e	na	3.0	2.4	2.3	3.8	4.0	3.5	3.5
Children's	na	3.1	2.8	3.9	3.6	5.6	6.6	5.8

^a NSW data are not available. ^b During 2009-10, the Supreme Court of Victoria implemented a new Case Management system and associated Courts Data Warehouse. This has required changes to work practices in registries and judges' chambers and introduced new systems and opportunities for improved data analysis. 2010-11 is the first full year of data from the new system. ^c Queensland attendance data do not include attendances for appeal cases. ^d Attendance data for WA are based on number of hearings listed, not the number which actually occurred. ^e Data for Victoria include a proportion of hearings from VCAT. **na** Not available. **..** Not applicable.

Source: State and Territory court administration authorities and departments (unpublished); table 7A.19.

Attendance indicator results for civil proceedings are reported in table 7.15.

Table 7.15 Attendance indicator — civil, 2010-11

	NSW ^a	Vic	Qld	WA	SA	Tas	ACT	NT	Aust courts
<i>Average attendances per finalisation</i>									
Supreme (excl. probate) ^{b, c} /Federal	na	1.1	1.3	2.6	4.3	na	4.3	3.6	3.6
District/county ^b	na	2.1	0.8	1.9	4.0	..	..	..	..
Magistrates ^{d, e}	na	1.0	0.7	0.7	0.5	1.1	1.8	1.1	..
Children's ^{e, f}	na	1.8	2.9	4.1	2.7	na	6.1	1.7	..
Family courts ^g	..	..	..	1.5	..	..	..	..	2.5
Federal Magistrates ^h	..	..	..	..	..	..	..	..	2.0
Coroners' courts	na	1.0	3.9	1.0	1.5	1.0	3.1	1.0	..

^a NSW data are not available. ^b Queensland's supreme and district courts data diverge from the national counting rules as follows: (i) multiple attendances are counted for multi-day court events (such as multi-day trials); (ii) attendances for unfinalised cases are included in the data; (iii) case-managed court events are not included in the data; and (iv) attendances for appeal cases are not included. ^c During 2009-10, the Supreme Court of Victoria implemented a new Case Management system and associated Courts Data Warehouse. This has required changes to work practices in registries and judges' chambers and introduced new systems and opportunities for improved data analysis. 2010-11 is the first full year of data from the new system. ^d Victorian Magistrates' Court data include a proportion of hearings from VCAT. ^e ACT data are based on all listings for a case, including return of subpoenas, settlement and case management conferences. Multiple attendances are counted for a single event. ^f Queensland Children's Court data are based on a count of cases, not the number of children involved in the care and protection case. ^g Family Court of Australia data include all conference events that may have binding orders made. Data also contain events that may not require the attendance of parties (such as divorce hearings), however these are included as they form part of the lodgment and finalisation data. ^h Federal Magistrates Court attendance data exclude responses to applications. **na** Not available. **..** Not applicable.

Source: Australian, State and Territory court administration authorities and departments (unpublished); table 7A.19.

In the context of the attendance indicator, it is important to note that Alternative Dispute Resolution (ADR) can resolve some types of matters out of court and thereby reduce the need for judicial hearings. Accordingly, differences between and within states and territories in the availability and use of ADR can affect the comparability of the attendance indicator.

Efficiency — clearance indicator

The 'clearance indicator' is another indicator of governments' achievement against the objective of providing court administration services in an efficient manner (box 7.13).

Box 7.13 Clearance indicator

The 'clearance indicator' is measured by dividing the number of finalisations in the reporting period by the number of lodgments in the same period. The result is multiplied by 100 to convert to a percentage. It shows whether the volume of case finalisations has matched the number of case lodgments during the reporting period. It indicates whether a court's pending caseload would have increased or decreased over that period.

The following can assist in interpretation of this indicator:

- a figure of 100 per cent indicates that, during the reporting period, the court finalised as many cases as were lodged, and the pending caseload should be similar to the pending caseload 12 months earlier
- a figure greater than 100 per cent indicates that, during the reporting period, the court finalised more cases than were lodged, and the pending caseload should have decreased
- a figure less than 100 per cent indicates that, during the reporting period, the court finalised fewer cases than were lodged, and the pending caseload should have increased.

The clearance indicator should be interpreted alongside lodgment and finalisation data, and the backlog indicator reported earlier in this chapter. Trends over time should also be considered.

The clearance indicator can be affected by external factors (such as those causing changes in lodgment rates), as well as by changes in a court's case management practices.

Data reported for this indicator are comparable.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2012

Lodgments are a reflection of demand for court services. Lodgments need not equal finalisations in any given year because not all matters lodged in a given year will be finalised in the same year. Consequently, results for this indicator need to be interpreted within the context of changes in the volumes of lodgments, finalisations and pending caseloads over time. Clearance indicator data in 2010-11 are presented separately for the criminal and civil jurisdictions in tables 7.16 and 7.17. Where relevant, the clearance indicator data have been disaggregated between appeal and non-appeal matters.

Table 7.16 Clearance indicator — all criminal matters, 2010-11^a

	<i>unit</i>	<i>NSW^b</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>
Supreme — appeal^c									
Lodgments	'000	0.40	0.41	0.38	0.37	0.28	0.03	0.12	0.02
Finalisations	'000	0.42	0.64	0.34	0.36	0.26	0.03	0.10	0.03
<i>Clearance rate</i>	%	106.1	156.1	89.4	97.6	93.3	103.0	81.5	147.4
Supreme — non-appeal^{c, d}									
Lodgments	'000	0.12	0.11	1.53	0.22	0.06	0.61	0.24	0.44
Finalisations	'000	0.08	0.14	1.50	0.21	0.07	0.62	0.29	0.36
<i>Clearance rate</i>	%	67.5	127.8	98.4	95.0	113.6	100.5	117.6	83.5
District/County — appeal^e									
Lodgments	'000	7.16	2.58	0.87	..	..	..	..	..
Finalisations	'000	7.20	2.86	0.33	..	..	..	..	..
<i>Clearance rate</i>	%	100.6	110.7	38.5	..	..	..	..	..
District/County — non-appeal^e									
Lodgments	'000	3.58	2.38	5.61	1.99	2.03	..	..	..
Finalisations	'000	3.10	2.32	5.85	2.36	2.18	..	..	..
<i>Clearance rate</i>	%	86.8	97.6	104.4	118.8	107.7	..	..	..
Magistrates'									
Lodgments	'000	179.18	166.79	178.57	90.87	50.21	21.51	5.29	12.72
Finalisations	'000	181.12	177.82	186.40	96.29	53.94	21.16	5.21	12.58
<i>Clearance rate</i>	%	101.1	106.6	104.4	106.0	107.4	98.4	98.5	98.9
Children's									
Lodgments	'000	16.84	18.65	11.87	8.36	5.94	1.91	0.60	1.19
Finalisations	'000	16.57	20.10	12.43	9.24	6.30	2.08	0.62	1.25
<i>Clearance rate</i>	%	98.4	107.8	104.7	110.5	106.1	108.9	103.9	105.2

^a Clearance indicator results are derived from finalisation and lodgment data presented in tables 7A.1 and 7A.5. ^b NSW Courts and Tribunal Services are currently developing a data warehouse to extract and verify crime data in JusticeLink. Completion of the data warehouse is planned for March 2012. As a result, crime data for 2012 for the Magistrates and Children's courts are partially estimated, based on raw data that are subject to final verification. ^c During 2009-10, the Supreme Court of Victoria implemented a new Case Management system and associated Courts Data Warehouse. This has required changes to work practices in registries and judges' chambers and introduced new systems and opportunities for improved data analysis. 2010-11 is the first full year of data from the new system. ^d Queensland supreme and district courts data for the number of originating criminal lodgments are based on a count of the number of defendants who had an indictment presented in the financial year — it is not a count of the number of defendants committed to the supreme/district courts for trial or sentencing. ^e Appeals are not heard in the district courts in WA or SA, instead they are referred to the supreme courts in these states. .. Not applicable.

Source: Australian, State and Territory court administration authorities and departments (unpublished); tables 7A.1, 7A.5, and 7A.21.

Table 7.17 Clearance indicator — all civil matters, 2010-11^a

	<i>unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust courts</i>
Supreme/Federal — appeal^b										
Lodgments	'000	0.77	0.32	0.24	0.17	0.13	0.09	0.05	0.13	0.64
Finalisations	'000	0.79	0.27	0.25	0.16	0.12	0.09	0.03	0.13	0.61
<i>Clearance rate</i>	%	102.5	82.6	104.6	98.8	95.2	95.7	60.4	104.7	95.9
Supreme (excl probate)/Federal — non-appeal^b										
Lodgments	'000	10.55	7.02	5.19	2.66	1.27	0.89	0.77	0.17	4.30
Finalisations	'000	9.27	6.20	6.72	2.48	1.21	0.91	1.01	0.17	4.04
<i>Clearance rate</i>	%	87.9	88.2	129.6	93.0	95.3	101.2	131.6	97.7	93.8
District/County — appeal										
Lodgments	'000	0.22	0.13	0.05	0.10	0.03	..	..	..	..
Finalisations	'000	0.16	0.13	0.07	0.11	0.03	..	..	..	..
<i>Clearance rate</i>	%	74.3	100.0	130.8	107.8	90.0	..	..	..	..
District/County — non-appeal										
Lodgments	'000	8.17	6.67	5.42	6.14	2.96	..	..	..	..
Finalisations	'000	7.87	5.75	5.05	5.75	3.11	..	..	..	..
<i>Clearance rate</i>	%	96.3	86.1	93.2	93.6	104.9	..	..	..	..
Magistrates^c										
Lodgments	'000	175.69	167.60	54.40	53.08	26.31	9.46	3.42	5.96	..
Finalisations	'000	162.13	167.18	60.04	54.16	26.82	9.47	3.34	5.88	..
<i>Clearance rate</i>	%	92.3	99.8	110.4	102.0	102.0	100.1	97.7	98.6	..
Children's^{d, e}										
Lodgments	'000	9.38	5.40	3.96	1.62	1.20	0.41	0.16	0.33	..
Finalisations	'000	8.41	4.94	3.80	1.54	1.24	0.45	0.16	0.31	..
<i>Clearance rate</i>	%	89.7	91.6	95.9	95.2	103.1	110.5	98.7	95.4	..
Family — appeal										
Lodgments	'000	..	..	..	0.03	..	..	..	..	0.33
Finalisations	'000	..	..	..	0.03	..	..	..	..	0.33
<i>Clearance rate</i>	%	..	..	..	93.1	..	..	..	..	99.1
Family — non-appeal										
Lodgments	'000	..	..	..	15.02	..	..	..	..	17.43
Finalisations	'000	..	..	..	15.23	..	..	..	..	18.52
<i>Clearance rate</i>	%	..	..	..	101.4	..	..	..	..	106.2
Federal Magistrates										
Lodgments	'000	..	..	..	..	..	..	..	..	90.71
Finalisations	'000	..	..	..	..	..	..	..	..	89.34
<i>Clearance rate</i>	%	..	..	..	..	..	..	..	..	98.5
Coroners'										
Lodgments	'000	5.80	4.86	4.42	2.00	2.15	0.56	1.18	0.29	..
Finalisations	'000	6.31	5.59	4.41	1.37	2.06	0.52	1.14	0.29	..
<i>Clearance rate</i>	%	108.8	115.0	99.8	68.7	95.8	93.0	96.8	100.4	..

^a Clearance indicator results are derived from finalisation and lodgment data presented in tables 7A.2 and 7A.6. ^b During 2009-10, the Supreme Court of Victoria implemented a new Case Management system and associated Courts Data Warehouse. This has required changes to work practices in registries and judges' chambers and introduced new systems and opportunities for improved data analysis. 2010-11 is the first full year of data from the new system. ^c Victorian Magistrates' Court civil data include a proportion of lodgments and finalisations from VCAT. ^d NSW lodgment data for children in the civil court is based on a count of each child listed in all new applications for care and protection, not just the originating application. ^e Queensland children's courts data for civil cases are based on a count of cases, not the number of children involved in the care and protection case. .. Not applicable.

Source: Australian, State and Territory court administration authorities and departments (unpublished); tables 7A.2, 7A.6 and 7A.22.

All matters

Table 7.18 contains clearance indicator results for all court matters (both criminal and civil) in 2010-11, and combines appeal and non-appeal matters.

Table 7.18 Clearance indicator — all matters, 2010-11 (per cent)^a

	NSW ^b	Vic	Qld	WA	SA	Tas	ACT	NT	Aust courts
Supreme/Federal^{c, d}									..
Criminal	96.9	150.2	96.6	96.6	96.8	100.6	105.8	86.2	..
Civil	88.9	88.0	128.5	93.3	95.3	100.7	127.4	100.7	94.1
<i>Total</i>	89.2	92.1	120.2	93.9	95.6	100.7	120.7	91.9	94.1
District/county									
Criminal	96.0	104.4	95.5	118.8	107.7	..	..	..	..
Civil	95.7	86.4	93.6	93.9	104.7	..	..	..	..
<i>Total</i>	95.9	94.0	94.6	99.9	105.9	..	..	..	..
Magistrates^e									
Criminal	101.1	106.6	104.4	106.0	107.4	98.4	98.5	98.9	..
Civil	92.3	99.8	110.4	102.0	102.0	100.1	97.7	98.6	..
<i>Total</i>	96.7	103.2	105.8	104.5	105.6	98.9	98.2	98.8	..
Children's^{f, g}									
Criminal	98.4	107.8	104.7	110.5	106.1	108.9	103.9	105.2	..
Civil ^g	89.7	91.6	95.9	95.2	103.1	110.5	98.7	95.4	..
<i>Total</i>	95.3	104.1	102.5	108.0	105.6	109.2	102.8	103.1	..
Family courts	..	..	..	101.3	..	..	..	..	106.1
Federal Magistrates	..	..	..	..	..	..	..	..	98.5
Coroners' courts	108.8	115.0	99.8	68.7	95.8	93.0	96.8	100.4	..

^a Clearance indicator results are derived from finalisation and lodgment data presented in tables 7A.1-2 and 7A.5-6. ^b NSW Courts and Tribunal Services are currently developing a data warehouse to extract and verify crime data in JusticeLink. Completion of the data warehouse is planned for March 2012. As a result, crime data for 2012 for the Magistrates and Children's courts are partially estimated, based on raw data that are subject to final verification. ^c Supreme courts data exclude probate matters. ^d During 2009-10, the Supreme Court of Victoria implemented a new Case Management system and associated Courts Data Warehouse. This has required changes to work practices in registries and judges' chambers and introduced new systems and opportunities for improved data analysis. 2010-11 is the first full year of data from the new system. ^e Victorian Magistrates' Court civil data include a proportion of hearings from VCAT. ^f NSW lodgment data for children in the civil court are based on a count of each child listed in all new applications for care and protection, not just the originating application. ^g Queensland children's courts data for civil cases are based on a count of cases, not the number of children involved in the care and protection case. .. Not applicable.

Source: Australian, State and Territory court administration authorities and departments (unpublished); tables 7A.1-2, 7A.5-6, and 7A.21-22.

Efficiency — cost per finalisation

‘Cost per finalisation’ is a third indicator of governments’ achievement against the objective of providing court administration services in an efficient manner (box 7.14). Cost is taken as the total net recurrent annual expenditure, excluding payroll tax. Net expenditure refers to expenditure minus income (where income is derived from court fees and other revenue but excludes revenue from fines).

Box 7.14 Cost per finalisation

‘Cost per finalisation’ is measured by dividing the total net recurrent expenditure within each court for the financial year by the total number of finalisations for the same period. This indicator is not a measure of the actual cost per case.

The following points need to be considered in interpreting the cost per finalisation indicator results:

- some finalisations take only a short time and require few resources, whereas other finalisations may be resource intensive and involve complicated trials and interlocutory decisions
- cases in the civil jurisdiction that have not been acted upon in the last 12 months are counted (deemed) as finalised (although some jurisdictions are unable to comply with this deeming rule)
- expenditure data may include arbitrary allocation between criminal and civil jurisdictions
- net expenditure is calculated by deducting income (court fees) from total expenditure, noting that in some jurisdictions court fees are set by government rather than by court administrators
- a number of factors are beyond the control of jurisdictions, such as geographic dispersion, economies of scale and socioeconomic factors
- efficiency results need to be viewed in light of the performance indicator framework as a whole, because there can be trade-offs between efficiency on the one hand and equity, effectiveness and quality, on the other.

Data reported for this indicator are not directly comparable.

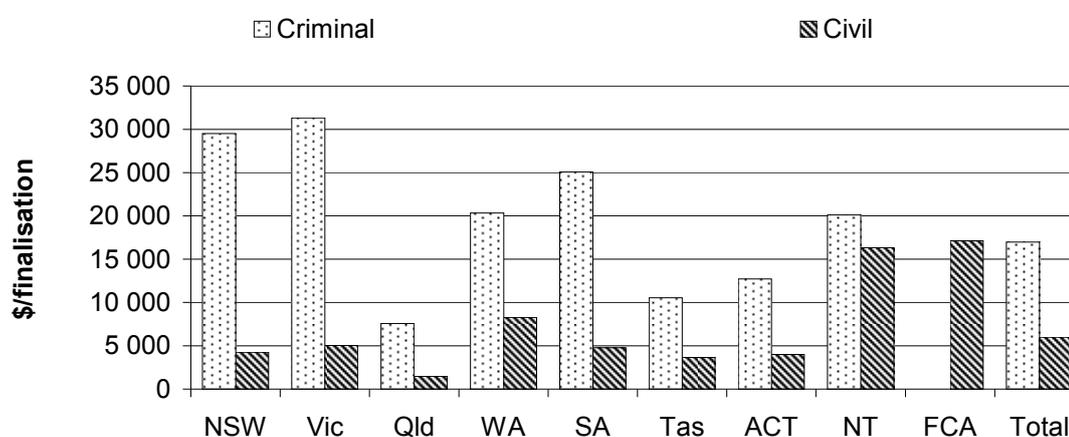
Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2012

In general, the net recurrent expenditure per finalisation for civil courts will be lower than criminal courts because relatively little income is generated by the criminal court system (table 7A.11). Civil court fee structures can also impact on cost per finalisation results (table 7A.15).

Net expenditure per finalisation for the supreme courts and the Federal Court of Australia

Nationally, in 2010-11, total net expenditure per finalisation in the criminal jurisdiction of supreme courts was generally greater than the total net expenditure per finalisation for the civil jurisdiction (figure 7.4). The Federal Court has criminal jurisdiction but the summary criminal cases are included in the civil case totals and as yet there are no indictable criminal cases (see p. 7.8).

Figure 7.4 Net recurrent expenditure per finalisation, supreme courts and the Federal Court of Australia, 2010-11^{a, b, c, d, e, f}



FCA = Federal Court of Australia

^a Excludes payroll tax. ^b Supreme courts data for the civil jurisdiction exclude uncontested probate matters. ^c During 2009-10, the Supreme Court of Victoria implemented a new Case Management system and associated Courts Data Warehouse. This has required changes to work practices in registries and judges' chambers and introduced new systems and opportunities for improved data analysis. 2010-11 is the first full year of data from the new system. ^d The Federal Court does not have criminal cases to include in the figure. ^e NSW Courts and Tribunal Services are currently developing a data warehouse to extract and verify crime data in JusticeLink. Completion of the data warehouse is planned for March 2012. As a result, crime data for 2012 for the Magistrates and Children's courts are partially estimated, based on raw data that are subject to final verification. ^f Expenditure per finalisation in the WA Supreme Court included the 'once off' costs of the Bell Group litigation appeal (\$2.1M in 2010-11).

Source: State and Territory court administration authorities and departments and the Federal Court of Australia (unpublished); tables 7A.23-24.

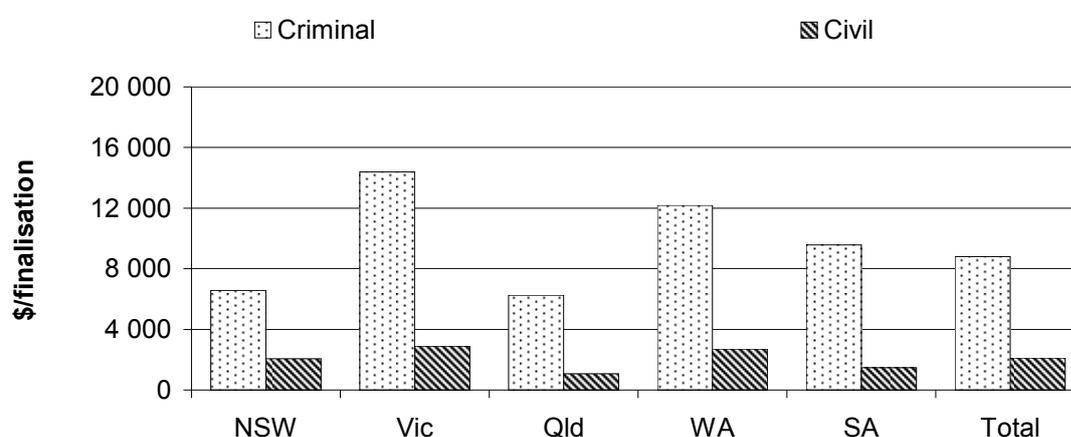
Tasmania, the ACT and the NT have a broader range of matters that are heard in their supreme courts as none of these jurisdictions have district/county courts. The difference in scope of supreme court work (box 7.1) should be considered when making comparisons between states and territories.

Net expenditure per finalisation for district/county courts

In 2010-11, total net expenditure per finalisation in the criminal jurisdiction of district/county courts was about four times that in the civil jurisdiction (figure 7.5). This trend was similar across all states and territories, and is consistent over time (tables 7A.23–24).

Tasmania, the ACT, the NT and the Australian Government do not operate district/county courts.

Figure 7.5 Net recurrent expenditure per finalisation, district/county courts, 2010-11^{a, b, c, d}



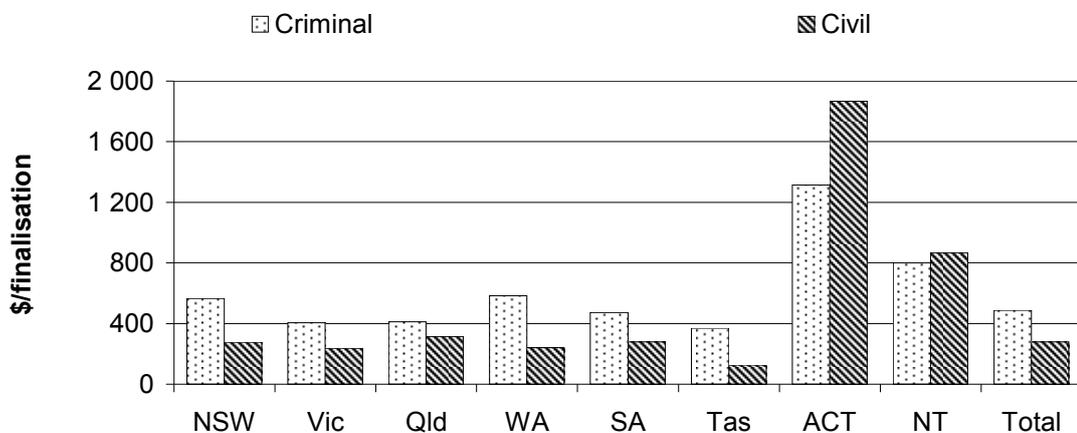
^a Excludes payroll tax. ^b In Queensland, some children's courts criminal matters are heard in the District Court but in this Report are included with children's courts data. ^c NSW Courts and Tribunal Services are currently developing a data warehouse to extract and verify crime data in JusticeLink. Completion of the data warehouse is planned for March 2012. As a result, crime data for 2012 for the Magistrates and Children's courts are partially estimated, based on raw data that are subject to final verification. ^d County Court civil and criminal data include the Public Private Partnership rental and associated costs for the Victorian County Court building.

Source: State and Territory court administration authorities and departments (unpublished); tables 7A.23-24.

Net expenditure per finalisation for magistrates' courts (including children's courts)

Nationally for magistrates' courts, net expenditure per criminal finalisation was greater than net expenditure per civil finalisation. This was also the case across most states and territories (figure 7.6).

Figure 7.6 Net recurrent expenditure per finalisation, total magistrates' courts (including magistrates' and children's courts), 2010-11^{a, b, c, d}



^a Excludes payroll tax. ^b NSW Courts and Tribunal Services are currently developing a data warehouse to extract and verify crime data in JusticeLink. Completion of the data warehouse is planned for March 2012. As a result, crime data for 2012 for the Magistrates and Children's courts are partially estimated, based on raw data that are subject to final verification. ^c Victorian Magistrates' Court civil data include a proportion of expenditure and finalisations from VCAT. ^d Queensland children's courts data for civil cases are based on a count of cases, not the number of children involved in each care and protection case.

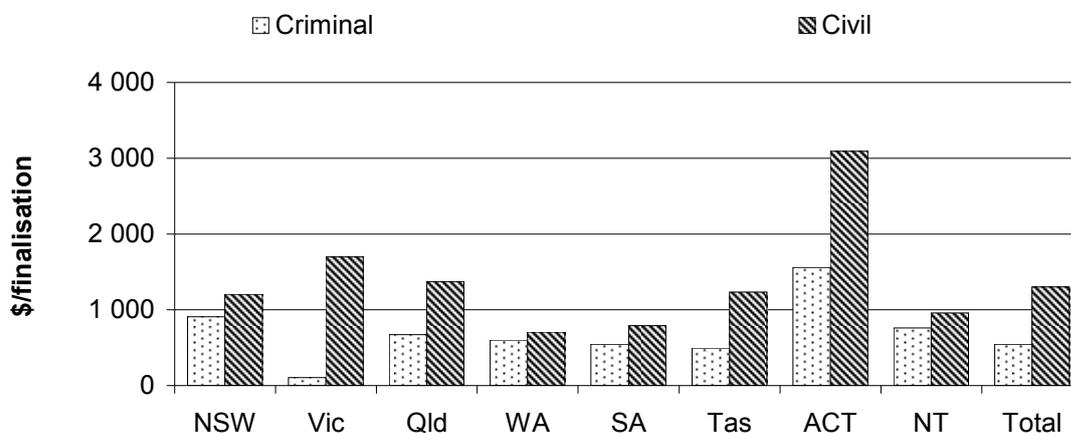
Source: State and Territory court administration authorities and departments (unpublished); tables 7A.23-24.

Net expenditure per finalisation for children's courts

Net expenditure per finalisation for children's courts varies across states and territories, particularly for civil matters, but also for criminal matters (figure 7.7). The majority of matters heard in the civil jurisdiction of children's courts are care and protection orders. However, some jurisdictions will also hear matters such as applications for intervention orders. In Tasmania, child protection matters are lodged in the criminal registry as urgent.

Nationally, and in all states and territories, net recurrent expenditure per finalisation is higher in the civil jurisdiction.

Figure 7.7 Net recurrent expenditure per finalisation, children's courts, 2010-11^{a, b, c, d}



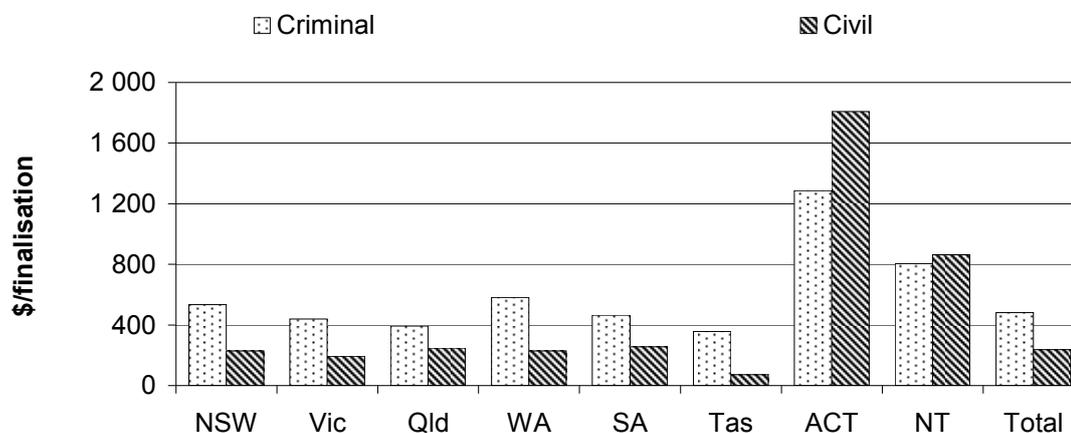
^a Excludes payroll tax. ^b NSW Courts and Tribunal Services are currently developing a data warehouse to extract and verify crime data in JusticeLink. Completion of the data warehouse is planned for March 2012. As a result, crime data for 2012 for the Magistrates and Children's courts are partially estimated, based on raw data that are subject to final verification. ^c In Victoria, children's criminal cases that are not heard in the Melbourne Children's Court are heard in the magistrates' court in regional areas. The expenditure related to those cases cannot be separately identified, and is included with the expenditure for the magistrates' court. However, the quantity of those cases is known, and the finalisations are included with children's court data. ^d Queensland children's courts data for civil cases are based on a count of cases, not the number of children involved in the care and protection case.

Source: State and Territory court administration authorities and departments (unpublished); tables 7A.23-24.

Net expenditure per finalisation for magistrates' courts only

Net expenditure per criminal and civil finalisation for magistrates' courts only, excluding children's courts for 201011, is presented in figure 7.8. Nationally, and in most states and territories, net recurrent expenditure per finalisation is higher in the criminal jurisdiction.

Figure 7.8 **Net recurrent expenditure per finalisation, magistrates' courts only (excluding children's courts), 2010-11^{a, b, c, d}**



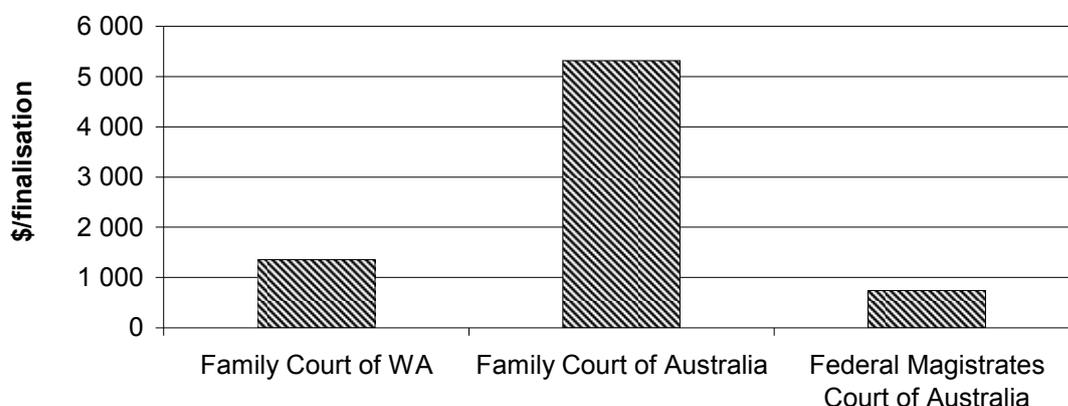
^a Excludes payroll tax. ^b NSW Courts and Tribunal Services are currently developing a data warehouse to extract and verify crime data in JusticeLink. Completion of the data warehouse is planned for March 2012. As a result, crime data for 2012 for the Magistrates and Children's courts are partially estimated, based on raw data that are subject to final verification. ^c In Victoria, children's criminal cases that are not heard in the Melbourne Children's Court are heard in the magistrates' court in regional areas. The expenditure related to those cases cannot be separately identified, and is included with the expenditure for the magistrates' court. However, the quantity of those cases is known, and the finalisations are included with children's court data. ^d Victorian Magistrates' Court civil data include a proportion of expenditure and finalisations from VCAT.

Source: State and Territory court administration departments (unpublished); tables 7A.23-24.

Net expenditure per finalisation for family courts and the Federal Magistrates Court of Australia

The Family Court of Australia, Family Court of WA and the Federal Magistrates Court are responsible for determining matters related to family law and child support, but each court has a different focus, breadth and complexity of work, which contribute to the differences in net recurrent expenditure per finalisation results presented in figure 7.9.

Figure 7.9 Net recurrent expenditure per finalisation, family courts and the Federal Magistrates Court of Australia, 2010-11^{a, b}



^a Expenditure per finalisation for the Federal Magistrates Court is based on the total net expenditure and all finalisations for that court; it does not isolate family law work from general federal law work and is therefore not strictly comparable with the results for either the Family Court of Australia or the Family Court of WA. Some bankruptcy and immigration matters filed with the Federal Magistrates Court are delegated to be dealt with by Federal Court registrars. The Federal Magistrates Court fully funds the Federal Court, through cash payments, to undertake this work on its behalf. Those matters finalised by the Federal Court registrars are appropriately counted as part of the Federal Magistrates Court matters as they form part of the Federal Magistrates Court's filings and expenditure and therefore contribute to the cost per finalisation. ^b Discounted (estimate) for resources and services (work of court staff and accommodation) provided free of charge to the Federal Magistrates Court in accordance with the Federal Magistrates Act 1999 and appropriations transferred to the Federal Magistrates Court (shown as expenditure in Family Court of Australia annual report) arising as a result of delays in the 'Federal Courts Restructure'. In addition, the Family Court of Australia provides further shared services, including IT services, accommodation, work of court staff and depreciation and amortisation that cannot be quantified and as such no additional discount could be applied. This will cause an overestimate for the Family Court of Australia data (and an underestimate for the Federal Magistrates Court data).

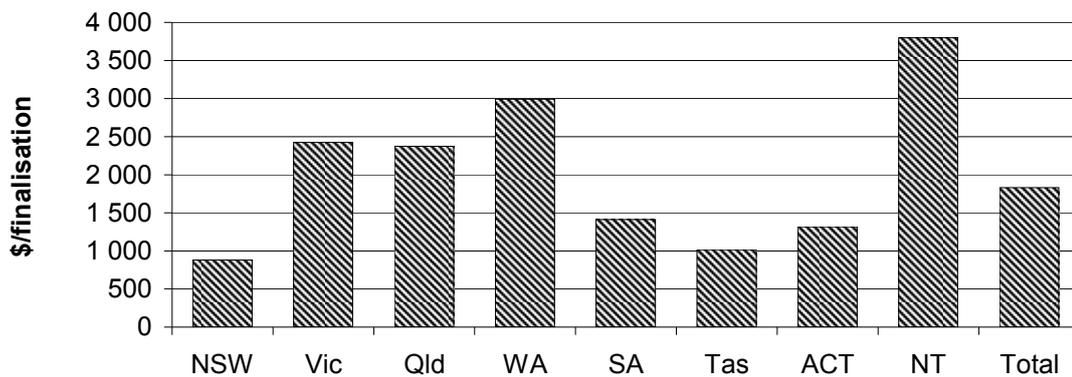
Source: Australian and state court administration authorities and departments (unpublished); table 7A.24.

The establishment of the Federal Magistrates Court in 2000 has had implications for the finalisations and expenditure reported for the Family Court of Australia, because the Federal Magistrates Court now deals with some of the matters previously managed by the Family Court of Australia. For example, before the establishment of the Federal Magistrates Court, all divorce applications (other than those lodged in the Family Court of WA) were lodged in the Family Court of Australia; now (aside from those lodged in the Family Court of WA) almost all divorce applications are lodged in the Federal Magistrates Court. In general federal law, the Federal Magistrates Court also deals with the less complex administrative law, bankruptcy law, discrimination, workplace relations and consumer protection law matters that were previously dealt with in the Federal Court of Australia.

Net expenditure per reported death and fire for coroners' courts

Nationally, expenditure per reported death and fire in coroners' courts (excluding costs associated with autopsy, forensic science, pathology tests and body conveyancing fees) was approximately \$1829 in 2010-11 (figure 7.10).

Figure 7.10 Net recurrent expenditure per finalisation, coroners' courts, 2010-11^{a, b, c, d, e, f}



^a Excludes payroll tax. ^b NSW Courts and Tribunal Services are currently developing a data warehouse to extract and verify crime data in JusticeLink. Completion of the data warehouse is planned for March 2012. As a result, crime data for 2012 for the Magistrates and Children's courts are partially estimated, based on raw data that are subject to final verification. ^c Data for NSW, Victoria and the ACT include reported fires. ^d Expenditure data for the Queensland Coroners' Court and the Victorian Coroners' Court include the full costs of government assisted burials/cremations, legal fees incurred in briefing counsel assisting for inquests and costs of preparing matters for inquest, including the costs of obtaining independent expert reports. ^e Excludes expenditure for autopsy, forensic science, pathology tests and body conveyancing fees. ^f Expenditure in the WA Coroner's Court includes the 'once off' significant costs in relation to the Christmas Island Inquest matters that occurred during 2010-11.

Source: State and Territory court administration authorities and departments (unpublished); table 7A.24.

As there are differences across jurisdictions in the way that autopsy and chemical analysis costs are managed, their inclusion in recurrent expenditure can lead to large variations in the net expenditure reported per finalisation. To improve consistency, these costs are excluded from net recurrent expenditure for coroners' courts in this Report. These costs are separately identified in Table 7A.10.

Data for NSW, Victoria, Tasmania and the ACT include fires reported to the coroner. Fires are not reported to the coroner in other jurisdictions. Care needs to be taken when making comparisons across the states and territories.

Outcomes

Outcomes are the impact of services on the status of an individual or group (while outputs are the services delivered) (see chapter 1, section 1.5).

No outcome indicators for court administration are currently reported. It is noted, however, that the activities of court administrators lead to broader outcomes within the overall justice system that are not readily addressed in this service-specific chapter. The Steering Committee has identified outcome indicators as an important element of the performance indicator framework to develop for future reports.

7.4 Future directions in performance reporting

Improving data quality

Differences across states and territories in the jurisdiction of courts, the allocation of cases between courts and the types of matters, affect the comparability of equity, efficiency and effectiveness data. The different methods undertaken to collect the data can also have an impact on data consistency and quality.

The Review, through the Court Administration Working Group (CAWG), the Courts Practitioner Group (CPG) and the Courts Finance Group (CFG), seeks to continuously improve data quality. Some of the activities and processes by which this is done include:

- clearly defining issues pertaining to the scope of the data collection and reporting within the chapter
- assessing the most appropriate way in which to collect and publish data
- amending data definitions
- improving data verification and data quality.

At a broader level, the CAWG is monitoring studies by the Australasian Institute of Judicial Administration (AIJA) of the quality and performance of court systems worldwide. The AIJA is a research and educational institute funded by the Standing Council on Law and Justice and also from subscription income from its membership. An AIJA seminar was held in July 2009, attended by Chief Justices, other members of the judiciary, and court administrators, to discuss the Court Administration chapter and ways in which performance indicators might be improved. In late 2009 a working group, funded by AIJA, was established to investigate how performance indicators might be made more relevant and

informative. Outcomes from this group are currently under consideration by the CAWG.

Proposed restructure of federal courts

The Australian Government Attorney-General has announced a proposal to restructure federal courts to more effectively deliver legal and justice services to the community. If a restructure occurs there may be an impact on the future performance reporting for federal courts in this chapter.

7.5 Jurisdictions' comments

This section provides comments from each jurisdiction on the services covered in this chapter.

New South Wales Government comments

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NSW continues to improve its performance. The NSW Supreme Court reduced the percentage of criminal non-appeal matters older than 12 months, and reduced the percentage of criminal appeal matters older than 12 and 24 months. The percentage of Supreme Court civil non-appeal matters older than 12 and 24 months also declined. The Magistrates and Children's Courts performed well, maintaining the excellent level of backlog performance for criminal matters achieved in 2009-10. The Coroner's Court also performed well, significantly reducing the percentage of matters older than 12 and 24 months. The clearance rates for the Local, Children's and Coroner's Courts all improved, with Local Court Criminal matters and Coroner's Court matters achieving clearance rates in excess of 100 per cent, indicating the efficiency of NSW courts.

NSW continues to utilise technology in the court system to improve its quality of services. In 2010-11 over 60 000 videoconferencing sessions were held, and \$1.2 million was invested in the update of remote witness facilities. The NSW Courts Service Centre answered over 74 000 calls in its first six months of operation. Redirecting enquiries away from registries allows registry staff to focus on providing face-to-face counter service and courtroom support.

Legal eServices continues to provide a service for the electronic submission of documents. In future, anyone in the community will be able to electronically lodge documents with the NSW Courts. Legal eServices will also allow a number of processes to be available online, such as online tracking of cases. Online searchable court lists were launched in April 2011, providing online access to current court listings for the NSW Supreme, District and Local Courts. The online service is a great success, with over 2200 inquiries in the first three months.

The Joined Up Justice project continued to facilitate the exchange of data between the courts and major participants in the criminal justice system using a sector wide "Common Information Model". It provides sophisticated interfaces with justice agencies, including Corrective Services NSW, Legal Aid NSW, the Office of the Director of Public Prosecutions, and other justice system partners.

NSW remained committed to promoting alternative dispute resolution:

- In July 2010 the first Australian International Disputes Centre opened in Sydney. This joint venture between the NSW and Federal Governments is a world-class facility, operating an international best practice legal framework for arbitration in Australia.
- Dispute Resolution Conferences commenced in the Children's Court in February 2011, allowing a child's family, Community Services, and the child's lawyers to have an opportunity to participate in the decision-making process and to agree on the action that should be taken in the child's best interests.
- The ADR Directorate is now a Recognised Mediator Accreditation Body, and has nationally accredited almost 200 mediators. In 2010-11 Community Justice Centres opened almost 5000 case files, and conducted almost 2000 mediations, with a settlement rate of 80 per cent.

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Victorian Government comments

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- The Supreme Court introduced major reforms to criminal appeals in February 2011, designed to reduce delays and enable the closer management of criminal appeals. Since February, initiations of applications have declined, and the clearance rate of criminal appeals has significantly increased. The early impact is evident in the measures for criminal appeals in this report. In the longer term, these measures will reduce delays in the listing and hearing of appeals, reducing court costs and benefiting both victims of crime and the accused. The Court hopes to apply similar reforms to civil appeals in the future. Outstanding backlogs in criminal cases (greater than 24 months) involve complex drug trials with multiple accused. Civil finalisations decreased due to the significant increase in cases lodged with a defence, and the continued growth of Cost Court cases because of amalgamations of these cases from other jurisdictions to the Supreme Court.
- Despite a criminal clearance rate decrease in the County court there has been a significant improvement in the case management of sexual offence cases in response to the sexual assault legislative reforms in Victoria, which mandate timelines for the conduct of sexual assault cases involving children and adults with cognitive impairment. The Court continues to address delays in the criminal list with initiatives such as the Circuit Review aimed at addressing the backlog in circuit locations and other initiatives aimed at improving trial certainty in the CBD, resulting in a decrease in cases pending for more than 12 months. The number of attendances has been incorrectly reported over the last two years due to a change from manual to electronic criminal orders. This has now been rectified. In the Civil Jurisdiction, initiations have increased by 36 per cent since 2005-06, mainly attributable to the removal of the monetary jurisdictional limit as from 1 January 2007 in the Commercial List. Personal Injury lodgments have also increased by 7.8 per cent since last year.
- The last five years in the Magistrates' Court show significant increases in its overall caseload, with the Court continuing to record relatively strong output growth in 2010-11. The criminal backlog level stabilised in 2010-11, due to the fourth consecutive clearance rate above 100 per cent. The catalyst for the criminal backlog minor decrease is attributed to strong clearance rates and the finalising of approximately 88.8 per cent of criminal cases within the first six months of the defendant's first appearance, up from 87.8 per cent. The record levels of intervention order initiations continue to dampen the Court's ability to increase clearance rates, which has influenced overall pending levels. The Court continues to address delays with listing reform initiatives. The efforts of the Court to reduce delay through tighter listing policy and administrative tools are having an effect, with matters finalised at contest mention reducing significantly and growth in matters pending more than 12 months slowing noticeably over the past year.

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Queensland Government comments

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- The appointment of an additional Supreme Court judge on 25 February 2011 increased the complement of judges in that jurisdiction from 25 to 26.
 - Creation of a Courts Performance and Reporting Unit to focus on existing processes and improve data quality across all levels of Queensland Courts. A major initiative of the unit was an audit of all active civil matters greater than 24 months old and all active criminal matters greater than 12 months old across all Supreme and District Court locations.
 - During 2010-11, the Supreme, District and Magistrates Courts achieved impressive clearance rates. In the criminal jurisdiction, the combined clearance rate for all matters across the three courts was 104%, whilst the combined clearance rate for all matters in the civil jurisdiction was 109.6%.
 - There was an increase of nearly 4% in the number of criminal matters proceeding to trial in the Supreme and District Courts. This follows an 18% increase for the previous year, and is causing significant cost pressure on jury and circuit costs.
 - The Commonwealth agreement to transfer people smuggling trials nationally has resulted in financial and resource pressures across Queensland Courts.
 - From 1 November 2010, civil monetary jurisdiction limits changed in the Supreme, District and Magistrates Courts after the introduction of the *Civil and Criminal Jurisdiction Reform and Modernisation Amendment Act 2010*. The Magistrates Court limit increased to \$150 000 and the District Court limit increased to \$750 000.
 - Amendments to the *Criminal Code Act 1899* and *Drugs Misuse Act 1986* have expanded the types of offences that can be heard in the District Court and the Magistrates Court.
 - There was a decrease of 12 per cent in criminal lodgments for the Magistrates Courts following a change in the approach of the Queensland Police Service (QPS). From 8 November 2010, QPS officers were able to use discretion to issue infringement notices for a range of ‘public nuisance’ offences.
 - A merge of Queensland Indigenous Alcohol Diversion Program (QIADP) and the Murri Court is being piloted in Townsville and will become fully operational in January 2012. This merge will provide a holistic approach, where referral to State Government and non-government support services will further benefit Indigenous communities.
 - Established in the Office of the State Coroner in January 2011, the Domestic and Family Violence Death Review Unit (DFVDRU) reviews domestic and family violence related deaths and provides investigative assistance including advice on systemic gaps in agency responses and prevention opportunities.

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Western Australian Government comments

“ In 2010-11, WA Courts provided effective state-wide services with a continued focus on reducing time delay to trial.

- In the Supreme Court, despite a slight decrease in the general division criminal clearance index, the backlog is at its lowest since 2007-08, due to close case management and the implementation of Voluntary Criminal Case Conferencing. Additional resources were provided to the Court to facilitate the Bell Group litigation appeal hearing, which began in April 2011; this is the largest and most significant commercial appeal in Western Australian history. The hearing of the appeal is finished and the judgment is anticipated at year end. In the Court of Appeal, a new procedure for criminal leave applications has improved the efficiency in finalising criminal appeals. In the District Court, criminal time to trial has remained at about twenty five weeks in 2010-11 with the criminal non-appeal backlog being reported at its lowest since 2006-07 and a clearance rate of over 100 per cent now being maintained for three years in a row.
 - The processing of Commonwealth people smuggling matters continues to place considerable operational and financial pressures on the courts.
 - The Family Court benefited from additional funding provided by the Commonwealth to continue the appointment of an acting Magistrate which has enabled the Court to address concerns with the backlog of matters awaiting trial and the total pending caseload reduced by 11 per cent in 2010-11.
 - WA Magistrates Court experienced a 13 per cent decrease in criminal lodgments from 2009-10. Significant decreases were noted in the traffic and vehicle regulatory offence category and offences against justice procedures, government security and government operations. The Court finalised more cases than were lodged and in the process, has reduced its criminal pending caseload by 8 per cent from 2009-10. The Children’s Court had additional audio visual equipment installed and existing equipment upgraded. This has enabled the Court to establish regular Saturday court sittings to limit time spent in custody for young accused. Regional courts are now able to use video links to the Perth Children’s Court on Saturdays where a young accused appears in custody and the regional magistrate is unavailable.
 - The Supreme and District Courts received an infrastructure upgrade for their criminal case management system, moving ageing legacy systems to a new platform. The Government has funded enhancements to computer systems and the increased use of online lodgment facilities that will increase the efficiency of courts and enable the provision of contemporary, high quality services to the community.
 - .Major changes to the State’s jury system came into effect on 1 July 2011 following reform to the *Juries Act 1957* designed to make jury duty a fairer system by curbing the grounds for excusal and removing some age and occupational restrictions.
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South Australian Government comments

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- In 2010-11, total finalisations for non appeal criminal matters in the District Court increased by 6.3 per cent in 2010-11 (2180) relative to 2009-10 (2051). The increase in finalisations was partly the result of the Court being able to start using two new courtrooms from September 2009, and also the appointment of two additional judges.
 - The Courts Administration Authority continues to pursue the use of Audio Visual (AVL) links in courtrooms, both to provide vulnerable witness facilities and to reduce the number of defendants transported to court from correctional institutions. In February 2011 the Supreme Court changed its rules to facilitate the use of AVL for custodial appearances in pre-trial matters. Courts across all jurisdictions are now using AVL on average approximately 253 appearances per month which is an increase from 2009-10 (150).
 - Further upgrades were undertaken in 2010-11 to the State's courtrooms with digital audio recording units and the introduction of remote and concurrent monitoring of civil proceedings for transcript production purposes.
 - In June 2011, the Government announced a 17.6 per cent increase in probate fees with effect from 1 July 2011. This resulted in a significant increase in probate lodgments in late June 2011, contributing to the increase in lodgments for the year.
 - Criminal lodgments continue to decline in the Magistrates Court, and this has contributed to the continuing high clearance rate and the reduction in the backlog. The reduced lodgments can be attributed mainly to a further reduction in unregistered/uninsured offences being referred to court.
 - Committal conferencing continues to be offered in the Adelaide Magistrates Court and has now expanded to the Holden Hill Magistrates Court. Evaluation is positive in terms of matters finalising prior to committal.

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Tasmanian Government comments

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In the reporting year Tasmanian Courts have operated in an environment of financial constraint. This is due to the ongoing impact of the issues arising from the Global Financial Crisis on the Government's fiscal strategy.

The courts are continuing to manage their caseloads efficiently within this constrained environment. The clearance indicator for each jurisdiction is close to or greater than 100 per cent, showing that the courts are managing demand effectively. The courts are delivering this outcome for one of the lowest net recurrent expenditures per finalisation of all state and territories.

A major initiative for the past financial year has been the trialling of a dedicated Youth Justice Magistrate in the Hobart Magistrates Court. The trial has the following goals:

- Improvement of timeliness to finalisation
- Development and application of specialist expertise in youth justice matters
- Better coordination of youth justice services with the Court
- Increased collaborative approaches between relevant court support agencies, and
- Provision of an initial framework for the collection of information relevant to the achievement of the objectives of the project.

The trial has delivered some early positive results. The pending youth justice caseload in Hobart has reduced by almost 30 per cent. The time in that registry between the commission of an offence and the commencement of court proceedings and time to finalise proceedings have both reduced.

The courts are continuing to pursue initiatives designed to increase their administrative efficiency and improve services. During the past year the video conferencing installation in the Burnie courts has been upgraded. These facilities continue to deliver major benefits through a reduction in prisoner transport and reduced costs in having witnesses appear.

The Tasmanian Supreme and Magistrates courts and the Workers Rehabilitation and Compensation Tribunal have all completed the implementation of a common computerised case management system for their civil and tribunals' jurisdictions. This system will form the basis of new initiatives, such as e-lodgement, in the coming years.

Together with the Department of Justice and Tasmania Police the courts will be developing a proposal for an improved criminal case management system in the coming year.

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Australian Capital Territory Government comments

“ This year the ACT saw improvements in the clearance rate of matters particularly in the Supreme Court. While criminal lodgments in the Supreme Court fell, finalisations rose leading to an overall improvement. This result was assisted by the appointment of three acting judges during the year.

The ACT Government is committed to work with the ACT Law Courts to improve waiting times in ACT Law Courts:

- The **Courts Legislation Amendment Act 2011** commenced on 25 July 2011 and will help ensure that less serious matters in the ACT are heard in the Magistrates Court, rather than the Supreme Court.
- The **Criminal Proceedings Legislation Amendment Act 2011** commenced on 7 July 2011. It removes the option of electing for a judge-alone trial in certain criminal offences. Although it was designed to ensure an appropriate role for the community in determining the most serious matters, it may also reduce delays, as jury decisions are made at the conclusion of a case and are not reserved as many judge alone trials are.
- The **Bail Amendment Act 2011** commenced on 16 May 2011 with new bail rules commencing on 1 July 2011. This ensures the issue of bail is explored fully in the Magistrates Court reducing bail hearings in the Supreme Court.
- **Single Registry** - The Magistrates and Supreme Court registries were amalgamated in mid 2011. Combining registries has provided a 'one stop shop' benefitting the public and legal practitioners. It is also expected to improve court administration.
- **Case Management Review** - A review of the ACT Supreme Court case management practices is being undertaken to improve efficiency. Reforms to promote fair settlement of civil matters and early pleas in criminal cases where appropriate and narrowing of issues to those genuinely in dispute are being considered by Government and the Supreme Court in close collaboration with the profession.
- **Feasibility into a New Case Management IT System** – The ACT Government has provided funding in 2011-12 for a feasibility study to explore information technology systems that could support improvements to case management including by improving accessibility of data.
- **New Court facility** – An additional jury court room has been provided by refurbishing rooms in the Magistrates Court building. The ACT Government has also provided funding for the pre-design of a new court building, to replace the 45-year-old Supreme Court building.

As a small jurisdiction there is less opportunity for economies of scale. Small fluctuations in numbers may lead to variations outside the normal range.

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Northern Territory Government comments

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Significant preparatory work was undertaken by Courts to roll out the Northern Territory Government's 'Enough Is Enough' Alcohol Reforms. Those reforms commenced on 1 July 2011 and included:

- The establishment of police issued alcohol banning notices and a Banned Drinkers Register;
- The establishment of the Substance Misuse and Referral for Treatment (SMART) Court; and
- The creation of the Alcohol and Other Drugs (AOD) Tribunal.

Anyone who wishes to buy take away alcohol in the Territory must have authorised ID scanned by the licensee. If they are under an alcohol ban, the ID system will indicate that they are on the Banned Drinkers Register and they will be refused service. Bans may be issued for people charged with alcohol related offences, defendants in police issued domestic violence matters, high range drink drivers, repeat drink drivers, people taken into protective custody three times in three months and people banned by the SMART Court or AOD Tribunal.

The SMART Court is a therapeutic Court that deals with offenders who are misusing illicit drugs or alcohol. It deals with both adult and youth offenders.

The AOD Tribunal deals with people who are misusing a substance even if they have not committed an offence. The Tribunal does not impose criminal sanctions. While it does make banning orders it has a key goal to guide people misusing a substance into appropriate counselling and treatment.

Other initiatives undertaken throughout the year included:

- In partnership with the North Australian Aboriginal Justice Agency, education sessions on justice processes were held in remote aboriginal communities.
- Wireless technologies were installed into the court buildings at Darwin and Alice Springs.
- Facilities for vulnerable witnesses and victims of crime were improved with the installation of state-of-the-art facilities in the Supreme Court and Magistrates Court in both Darwin and Alice Springs.
- Security upgrades were completed for Darwin Magistrates Court and Alice Springs Law Courts including the installation of CCTV and weapons detection.

Videoconferencing facilities were upgraded at Darwin, Alice Springs, Katherine and Tennant Creek.

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7.6 Definitions of key terms and indicators

Active pending population	A lodgment that is yet to be finalised but is part of the active case management of court administrators.
Average expenditure per civil case	The total cost of the administrative services provided to civil matters, divided by the total number of civil files handled. Includes salaries, sheriff expenses, juror costs, accommodation costs, library services, information technology, departmental overheads and court operating expenses.
Attendance indicator	The average number of attendances for each finalisation in the reporting period. An attendance is defined as the number of times that parties or their representatives are required to be present in court (including any appointment which is adjourned or rescheduled) for all finalised matters during the year. The actual attendance is one that is heard by a judicial officer or mediator/arbitrator.
Backlog indicator	A measure of case processing timeliness. It is the number of pending cases older than the applicable reporting standards, divided by the total pending caseload (multiplied by 100 to convert to a percentage).
Bench warrant	A warrant issued by a court for the arrest of a person who has been indicted.
Case	The measurement of workload in the civil jurisdiction. It is the issues, grievances or complaints that constitute a single and related series of disputes brought by an entity (or group of entities) against another entity (or group).
Clearance rate	An indicator that shows whether the volume of case finalisations has matched the volume of case lodgments during the reporting period. It indicates whether a court's pending caseload has increased or decreased over that period.
Cost recovery	The level of court fees divided by the level of court expenditure.
Court fees collected	Total court income from fees charged in the civil jurisdiction. Includes filing, sitting hearing and deposition fees, and excludes transcript fees.
Electronic infringement and enforcement system	A court with the capacity to produce enforceable orders against defendants (such as fines, licence cancellation and incarceration) and to process infringements, on-the-spot fines and summary offences.
Excluded courts and tribunals	This includes such bodies as guardianship boards, environment resources and development courts, and administrative appeals tribunals. The types of excluded courts and tribunals vary among the states and territories.
Extraordinary driver's licence	An extraordinary licence is a licence granted at the discretion of the court. It authorises the holder to drive in certain circumstances even though the holder's normal driver's licence has been suspended.
Finalisation	The completion of a matter so it ceases to be an item of work to be dealt with by the court. Finalisations are derived from timeliness data that may not reflect the total matters disposed by the courts in the reporting period.
Forms	The counting unit used in the family courts and family law matters pertaining to the Federal Magistrates Court. Forms are applications or notices lodged with the court.

Income	Income derived from court fees, library revenue, court reporting revenue, sheriff and bailiff revenue, probate revenue, mediation revenue, rental income and any other sources of revenue (excluding fines).
Information technology expenditure	Non-salary and salary expenditure on information technology. Excludes capital expenditure on information technology infrastructure and includes licensing costs, computer leasing costs, the cost of consumables (such as data lines, paper and disks), training fees, access fees (for example, catalogue search and Internet access) and maintenance charges for software and hardware.
Inquests and inquiries held	Court hearings to determine the cause and circumstances of deaths reported to the coroner. Includes all coronial inquests and inquiries in full court hearings.
Judicial officer	Judges, magistrates, masters, coroners, judicial registrars and all other officers who, following argument and giving of evidence, make enforceable orders of the court. The data are provided on the basis of the proportion of time spent on the judicial activity.
Judicial and judicial support salaries	All salary expenditure and payments in the nature of salary that are paid to employees of court administration. Includes base salaries, the employer contributed component of superannuation, workers compensation (full cost, inclusive of any levies, bills and legal fees), higher duty allowances, overtime, actual and accruing terminal and long service leave, fringe benefits tax and untaxed fringe benefits. (Judicial officers include judges, magistrates, masters, judicial registrars and other judicial officers who fulfil a primarily judicial function. Judicial support staff include judicial secretaries, tipstaff and associates.)
Library expenditure	Non-salary and salary expenditure on court operated libraries. Non-salary expenditure includes book purchases, journal subscriptions, fees for interlibrary loans, copyright charges, news clippings service fees and photocopying. Expenditure also includes recurrent information technology costs and court administration contributions towards the running costs of non-government operated libraries. Any costs recovered through borrowing and photocopy fees by court operated libraries are subtracted from expenditure.
Lodgment	The initiation or commencement of a matter before the court. The date of commencement is counted as the date of registration of a court matter.
Matters	<i>Coronial matters:</i> Deaths and fires reported to the coroner in each jurisdiction, including all reported deaths and fires regardless of whether the coroner held an inquest or inquiry. Coronial jurisdictions can extend to the manner of the death of a person who was killed; was found drowned; died a sudden death of which the cause is unknown; died under suspicious or unusual circumstances; died during or following the administration of an operation of a medical, surgical, dental, diagnostic or like nature; died in a prison remand centre or lockup; or died under circumstances that (in the opinion of the Attorney-General) require that the cause of death be more clearly ascertained. <i>Criminal matters:</i> Matters brought to the court by a government prosecuting agency, which is generally the Director of Public Prosecutions but could also be the Attorney-General, the police, local councils or traffic camera branches.

	<p><i>Civil matters:</i> Matters brought before the court by individuals or organisations against another party, such as small claims and residential tenancies, as well as matters dealt with by the appeal court jurisdiction.</p> <p><i>Excluded matters:</i> Extraordinary driver's licence applications; any application on a pending dispute; applications for bail directions or judgment; secondary processes (for example, applications for default judgments); interlocutory matters; investigation/examination summonses; firearms appeals; escort agents' licensing appeals; pastoral lands appeals; local government tribunals; police promotions appeals; applications appealing the decisions of workers compensation review officers.</p> <p><i>Probate matters:</i> Matters such as applications for the appointment of an executor or administrator to the estate of a deceased person.</p>
Method of finalisation	The process that leads to the completion of a criminal charge within a higher court so it ceases to be an item of work in that court.
Method of initiation	How a criminal charge is introduced to a court level.
Non-adjudicated finalisation	A non-adjudicated finalisation is where a charge is considered completed and ceases to be active in a court even though there has not been a determination on whether the defendant is guilty, that is, the charge(s) have not been adjudicated. The methods of non-adjudicated finalisation include but are not limited to defendant deceased; unfit to plead; withdrawn by the prosecution; diplomatic immunity and statute of limitation applies.
Probate registry expenditure	Salary expenditure of the probate registrar and probate clerks, along with non-salary expenditure directly attributable to probate registries.
Real expenditure	Actual expenditure adjusted for changes in prices using the Gross Domestic Product (GDP) price deflator and expressed in terms of final year prices (i.e. for the court administration chapter with 2010-11 as the base year). Additional information about the GDP index can be found in the statistical appendix and in table AA.26.
Recurrent expenditure	Expenditure that does not result in the creation or acquisition of fixed assets (new or second hand). It consists mainly of expenditure on wages, salaries and supplements, purchases of goods and services, and the consumption of fixed capital (depreciation).
Sheriff and bailiff expenditure	Expenditure on court orderlies, court security, jury management and witness payment administration. For the civil jurisdiction, it includes expenditure (by or on behalf of the court) on bailiffs to enforce court orders. In the coronial jurisdiction, it includes expenditure on police officers permanently attached to the coroner for the purpose of assisting in coronial investigations. Excludes witness payments, fines enforcement (criminal jurisdiction) and prisoner security.
Specialist jurisdiction court	A court which has exclusive jurisdiction in a field of law presided over by a judicial officer with expertise in that area. Examples of these types of courts which are within the scope of this Report are the family courts, the Children's Courts and the Coroners' Courts. Examples of specialist jurisdiction courts which are excluded from this Report include Indigenous and circle sentencing courts and drug courts.
Withdrawn	The formal withdrawal of charges by the prosecution (that is, by police, the Director of Public Prosecutions or the Attorney-General).

7.7 List of attachment tables

Attachment tables are identified in references throughout this chapter by a ‘7A’ prefix (for example, table 7A.1). Attachment tables are available on the Review website (www.pc.gov.au/gsp).

Preamble	Court administration — attachment tables
Table 7A.1	Lodgments, criminal
Table 7A.2	Lodgments, civil
Table 7A.3	Lodgments, criminal, per 100 000 people
Table 7A.4	Lodgments, civil, per 100 000 people
Table 7A.5	Finalisations, criminal
Table 7A.6	Finalisations, civil
Table 7A.7	Finalisations, criminal , per 100 000 people
Table 7A.8	Finalisations, civil, per 100 000 people
Table 7A.9	Real recurrent expenditure, criminal, 2010-11 dollars (\$'000)
Table 7A.10	Real recurrent expenditure, civil, 2010-11 dollars (\$'000)
Table 7A.11	Real income (excluding fines), criminal and civil, 2010-11 dollars (\$'000)
Table 7A.12	Real net recurrent expenditure, criminal, 2010-11 dollars (\$'000)
Table 7A.13	Real net recurrent expenditure, civil, 2010-11 dollars (\$'000)
Table 7A.14	Real net recurrent expenditure, criminal and civil, 2010-11 dollars (\$'000)
Table 7A.15	Cost recovery – civil court fees collected as a proportion of civil expenditure excluding payroll tax (per cent)
Table 7A.16	Real average civil court fees collected per lodgment, 2010-11 dollars (\$)
Table 7A.17	Backlog indicator, criminal (as at 30 June)
Table 7A.18	Backlog indicator, civil (as at 30 June)
Table 7A.19	Attendance indicator (average number of attendances per finalisation)
Table 7A.20	Judicial officers (FTE and number per 100 000 people)
Table 7A.21	Clearance rate – finalisations/lodgments, criminal (per cent)
Table 7A.22	Clearance rate – finalisations/lodgments, civil (per cent)
Table 7A.23	Real net recurrent expenditure per finalisation, criminal, 2010-11 dollars (\$)
Table 7A.24	Real net recurrent expenditure per finalisation, civil, 2010-11 dollars (\$)
Table 7A.25	Real net recurrent expenditure per finalisation, criminal and civil, 2010-11 dollars (\$)
Table 7A.26	Treatment of assets by court administration agencies

7.8 References

ABS (Australian Bureau of Statistics) 2011, *Criminal Courts, Australia, 2009–10*, Cat. no. 4513.0, Canberra.



8 Corrective services

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Attachment tables

Attachment tables are identified in references throughout this chapter by an '8A' prefix (for example, table 8A.1). A full list of attachment tables is provided at the end of this chapter, and the attachment tables are available from the Review website at www.pc.gov.au/gsp.

Corrective services aim to provide a safe, secure and humane custodial environment and an effective community corrections environment in which prisoners and offenders are effectively managed, commensurate with their needs and the risks they pose to the community. Additionally, corrective services aim to reduce the risk of re-offending by providing services and program interventions that address the causes of offending, maximise the chances of successful reintegration into the community and encourage offenders to adopt a law-abiding way of life.

In this chapter, corrective services include prison custody, periodic detention, and a range of community corrections orders and programs for adult offenders (for example, parole and community work orders). Both public and privately operated

correctional facilities are included; however, the scope of this chapter generally does not extend to:

- juvenile justice¹ (reported on in chapter 15, Protection and support services)
- prisoners or alleged offenders held in forensic mental health facilities to receive psychiatric care (who are usually the responsibility of health departments)
- prisoners held in police custody (reported on in chapter 6, Police services)
- people held in facilities such as immigration or military detention centres.

Jurisdictional data reported in this chapter provided by State and Territory governments are based on the definitions and counting rules from the National Corrections Advisory Group (unpublished) *Corrective Services Data Collection Manual 2010-11*.

Box 8.1 Terms relating to corrective services

Prisoners in this chapter refers to people held in full time custody under the jurisdiction of an adult corrective services agency. This includes sentenced prisoners serving a term of imprisonment and unsentenced prisoners held on remand.

Detainees refers to people subject to a periodic detention order, under which they are held for two consecutive days within a one-week period in a proclaimed prison or detention centre under the responsibility of corrective services.

Offenders refers to people serving community corrections orders.

This year data quality information for escapes, order completions, and unnatural deaths, is available at www.pc.gov.au/gsp.

¹ From 2004-05, NSW Corrective Services continues to manage one 40-bed facility that houses males aged 16 to 18. These young offenders are included in the daily average number of prisoners and are included in the calculation of indicators. As they represent only a very small proportion of NSW prisoners (less than one-half of one percent) they will have a negligible effect on these indicators and are not footnoted to each table and figure.

8.1 Profile of corrective services

Service overview

The operation of corrective services is significantly influenced by, and in turn influences, other components of the criminal justice system such as police services and courts. The management of prisoners and offenders serving community corrections orders is the core business of all corrective services agencies. The scope of the responsibilities of these agencies, however, varies widely. Functions administered by corrective services in one jurisdiction may be administered by a different justice sector agency in another — for example, the management of prisoners held in court cells, the supervision of juvenile offenders on community corrections orders, juvenile detention, and responsibility for the prosecution of breaches of community corrections orders, vary across jurisdictions.

Roles and responsibilities

Corrective services are the responsibility of State and Territory governments, which may deliver services directly, purchase them through contractual arrangements, or operate a combination of both arrangements. All jurisdictions maintained Government-operated prison facilities during the reporting period. Private prisons operated in five jurisdictions (NSW, Victoria, Queensland, WA and SA) in 2010-11. Two jurisdictions (NSW and the ACT) provided periodic detention for prisoners during the reporting period, for example, weekend detention in custody, whereby prisoners can return home and maintain work commitments outside corrections' facilities during the week.

Funding

Reported recurrent expenditure on prisons and periodic detention centres, net of operating revenues and excluding payroll tax and expenditure on transport/escort services², totalled \$2.3 billion nationally in 2010-11. The equivalent figure for community corrections was \$0.4 billion (table 8A.6).

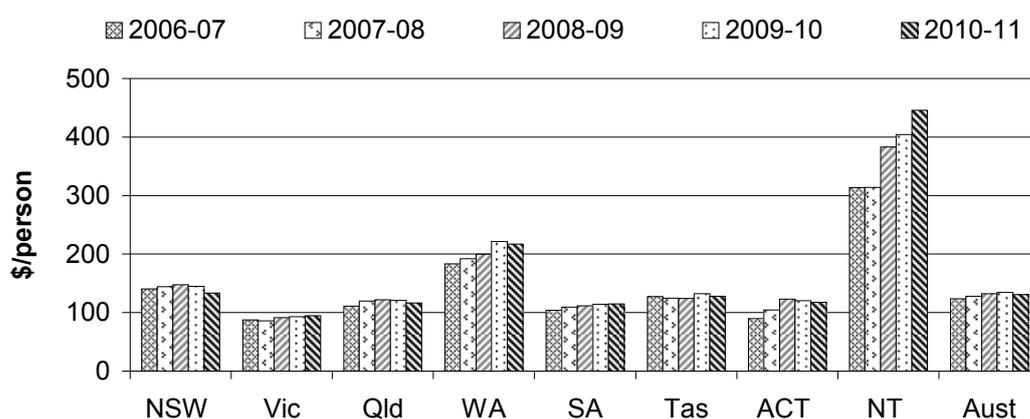
Recurrent expenditure relates to annual service costs and excludes payroll tax. For consistency with Sector Summary reporting, the annual expenditure on corrective

² Tasmania and the NT are unable to disaggregate prisoner transport costs from other prison operating costs. NSW and Queensland are unable to fully disaggregate all such costs in 2010-11 and therefore some transport and escort costs are included under operating expenditure.

services presented in figure 8.1 combines prisons and community corrections net operating expenditure plus depreciation, but excludes transport/escort services, payroll tax, and capital costs of debt servicing fees and user cost of capital. Net operating expenditure on corrective services including depreciation was \$2.9 billion in 2010-11 — a decrease of 1.8 per cent over the previous year (table 8A.12).

National expenditure per person in the population, based on net operating expenditure on prisons and community corrections plus depreciation, increased in real terms over the last five years, from \$124 in 2006-07 to \$130 in 2010-11 (figure 8.1).

Figure 8.1 Real net operating expenditure on prisons and community corrections plus depreciation, per head of population per year (2010-11 dollars)^{a, b, c}



^a Includes operating expenditure on prisons and community corrections (net of operating revenues) and depreciation; excludes payroll tax, transport/escort services costs where reported separately from prison expenditure, debt servicing fees, and user cost of capital. ^b Per person cost is calculated using total population (all ages). ^c Real expenditure based on the ABS gross domestic product price deflator (2010-11 = 100) (table AA.39).

Source: State and Territory governments (unpublished); table 8A.13; table AA.2.

Size and scope of sector

Prison custody

Corrective services operated 115 custodial facilities nationally at 30 June 2011 (table 8A.2). These comprised 89 government-operated prisons, eight privately-operated prisons, three transitional centres, one periodic detention centre,

and fourteen 24-hour court-cell complexes (holding prisoners under the responsibility of corrective services in NSW) (table 8A.2).

On average, 28 711 people per day (excluding periodic detainees) were held in Australian prisons during 2010-11 — a decrease of 0.8 per cent over the average daily number reported in the previous year (table 8A.1). In addition, on average, 456 people per day were serving periodic detention orders in NSW and the ACT in 2010-11 — a decrease of 48.3 per cent from the 2009-10 average. This is attributable to the abolition of periodic detention as a sentencing option in NSW during the reporting period.

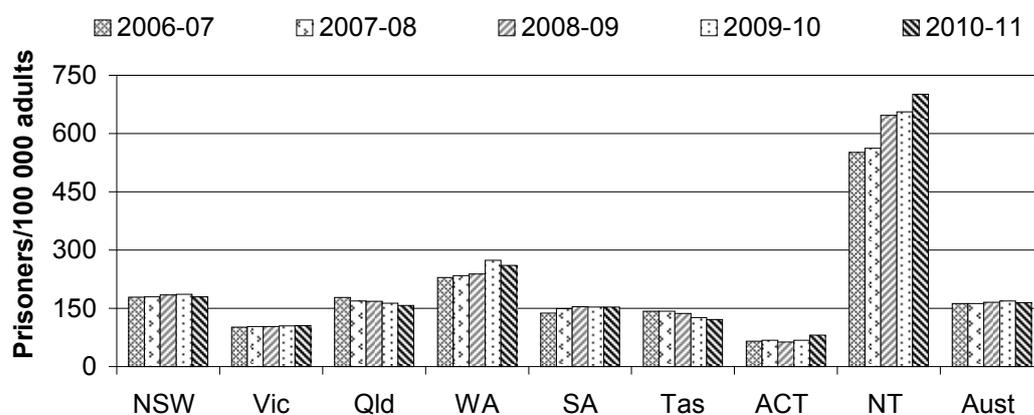
Excluding periodic detainees, 21.9 per cent of prisoners were held in open prisons and 78.1 per cent were held in secure facilities in 2010-11. A daily average of 5520 prisoners (19.2 per cent of the total Australian prisoner population, excluding periodic detainees) were held in privately operated facilities during the year (table 8A.1).

Nationally, the daily average number of prisoners (excluding periodic detainees) in 2010-11 comprised 26 650 males and 2061 females — 92.8 per cent and 7.2 per cent of the prison population respectively. The daily average number of Indigenous prisoners was 7507 — 26.1 per cent of prisoners nationally (table 8A.1).

The rate of imprisonment represents the number of prisoners (excluding periodic detainees) per 100 000 people in the corresponding adult population. The adult population refers to people at or over the minimum age at which offenders are generally sentenced as adults in each jurisdiction (17 years in Queensland and 18 years in all other jurisdictions for the reporting period).

The national (crude) imprisonment rate for all prisoners was 164.9 per 100 000 Australian adults in 2010-11, compared to 169.1 in 2009-10 (figure 8.2). On a gender basis, the national imprisonment rate was 310.2 per 100 000 adult males and 23.4 per 100 000 adult females in 2010-11 (table 8A.4).

Figure 8.2 Imprisonment rates, total prisoners, five-year trends^{a, b}



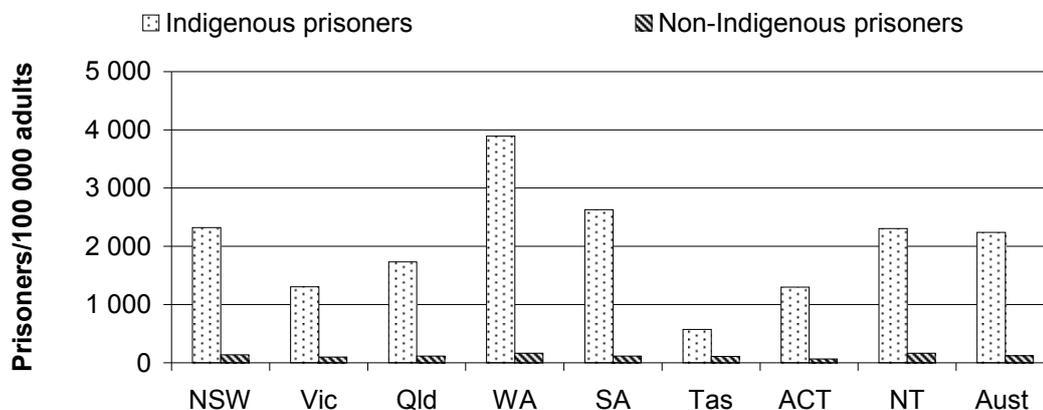
^a Non-age standardised rates, based on the daily average prisoner population numbers supplied by State and Territory governments, calculated against adult population estimates. ^b The ACT rates prior to 2009-10 include prisoners held in the ACT and ACT prisoners held in NSW prisons and NSW rates exclude ACT prisoners held in NSW prisons. As of 2009-10 all ACT prisoners were held in ACT facilities.

Source: ABS (unpublished) *Australian Demographic Statistics*, as at December of each year, Cat. no. 3101.0; State and Territory governments (unpublished); table 8A.5.

The national (crude) imprisonment rate per 100 000 Indigenous adults in 2010-11 was 2241.7 compared with a corresponding rate of 121.5 for non-Indigenous prisoners (figure 8.3).

Imprisonment rate comparisons need to be interpreted with care, especially for states and territories with relatively small Indigenous populations. This is because small changes in prisoner numbers can cause variations in rates that do not accurately represent either real trends over time or consistent differences from other jurisdictions.

Figure 8.3 **Indigenous and non-Indigenous crude imprisonment rates, 2010-11^{a, b}**



^a Non-age standardised rates based on the daily average prisoner population numbers supplied by State and Territory governments, calculated against adult Indigenous and non-Indigenous population estimates. ^b Excludes prisoners whose Indigenous status was reported as unknown.

Source: ABS (unpublished) *Australian Demographic Statistics*, December quarter, 2010 (preliminary), Cat. no. 3101.0; ABS (unpublished) *Experimental Estimates and Projections, Indigenous Australians (series B)*, Cat. no. 3238.0; State and Territory governments (unpublished); table 8A.4.

The Indigenous population has a younger age profile compared with the non-Indigenous population, and that factor will contribute to higher rates when the overall (crude) imprisonment rate is compared between the Indigenous and non-Indigenous populations. Age standardisation is a statistical method that accounts for differences in the age structures of populations, allowing a more valid comparison to be made between populations.

The national age standardised imprisonment rate per 100 000 Indigenous adults in 2010-11 was 1746.5 compared with a corresponding rate of 125.4 for non-Indigenous prisoners (figure 8.4). This represents a ratio of 13.9, compared with a ratio of 18.5 for the crude imprisonment rate.

Figure 8.4 Indigenous and non-Indigenous age standardised imprisonment rates, 2010-11^a



^a Rates are based on the indirect standardisation method, applying age-group imprisonment rates derived from Prison Census data.

Source: ABS (unpublished) *Australian Demographic Statistics*, December quarter, 2010 (preliminary), Cat. no. 3101.0; ABS (unpublished) *Experimental Estimates and Projections, Indigenous Australians* (series B), Cat. no. 3238.0; ABS (unpublished) *Prisoners in Australia*, Cat. no 4517.0; State and Territory governments (unpublished); table 8A.4.

While imprisonment rates for Indigenous people, whether calculated on a crude or age standardised basis, are far higher than those for non-Indigenous people, the majority of prisoners are non-Indigenous. Nationally, 72.3 per cent of all prisoners were non-Indigenous in 2010-11 (table 8A.1).

Statistical information on the profile of prisoners additional to that provided in the *Report on Government Services* is available through Australian Bureau of Statistics publications. For example, *Prisoners in Australia* (Cat. no. 4517.0) provides data on the offence types and length of sentences served by prisoners in each jurisdiction and nationally.

Community corrections

All jurisdictions provide community corrections services. Community corrections are responsible for a range of non-custodial sanctions (listed for each jurisdiction in table 8A.24) and also deliver post-custodial interventions, under which prisoners released into the community continue to be subject to corrective services supervision.

These services vary in the extent and nature of supervision, the conditions of the order (such as a community work component or personal development program

attendance) and the level of restriction placed on the offender's freedom of movement in the community (for example, home detention). No single objective or set of characteristics is common to all jurisdictions' community corrections services, other than that they generally provide a non-custodial sentencing alternative or a post-custodial mechanism for reintegrating prisoners into the community under continued supervision.

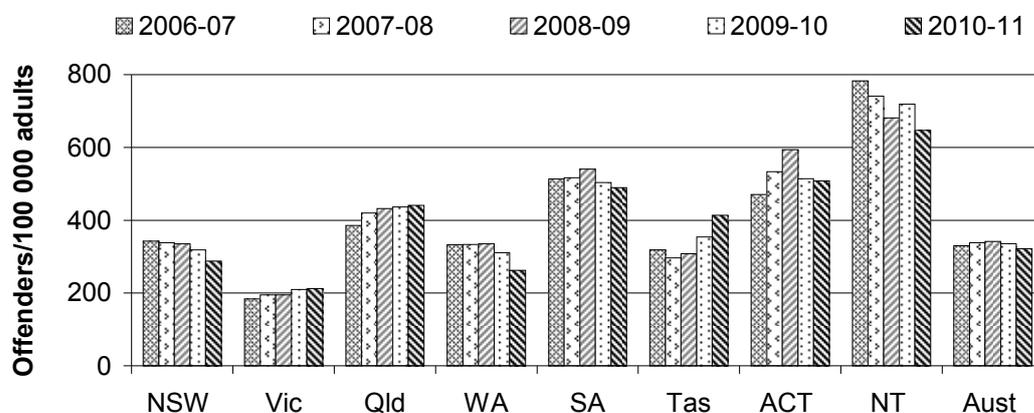
All jurisdictions have reparation and supervision orders. Restricted movement orders were available in all jurisdictions except Queensland, Tasmania and the ACT in 2010-11. In most states and territories, fine default orders are administered by community corrections. Corrective services are also involved in the supervision of unsentenced offenders in most jurisdictions. Table 8A.24 shows the range of sanctions involving corrective services that operated across jurisdictions during the reporting period.

Nationally, an average of 56 056 offenders per day were serving community corrections orders in 2010-11 — a decrease of 2.5 per cent from the previous year (table 8A.3). This daily average comprised 45 867 males (81.8 per cent), 10 136 females (18.1 per cent) and 53 offenders whose gender was not reported. The daily average comprised 10 854 Indigenous offenders (19.4 per cent of the total community correction population), 43 790 non-Indigenous offenders (78.1 per cent) and 1412 people whose Indigenous status was unknown (table 8A.3).

The community corrections rate represents the number of offenders serving community corrections orders per 100 000 people in the corresponding adult population. The adult population refers to people at or over the minimum age at which offenders are generally sentenced as adults in each jurisdiction (17 years in Queensland and 18 years in all other jurisdictions for the reporting period).

The national community corrections rate was 322.0 per 100 000 adults in 2010-11 compared to 335.9 in 2009-10 (figure 8.5).

Figure 8.5 Community corrections rates, total offenders, 5 year trends^a



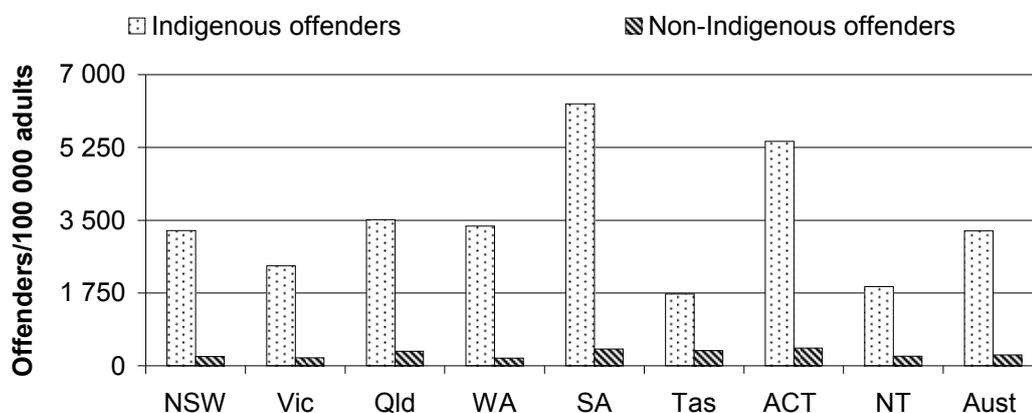
^a Non-age standardised rates based on the daily average offender population numbers supplied by State and Territory governments, calculated against adult population estimates.

Source: ABS (unpublished) *Australian Demographic Statistics*, as at December of each year, Cat. no. 3101.0; State and Territory governments (unpublished); table 8A.5.

The national rate for female offenders was 114.9 per 100 000 adult females, compared with the corresponding rate of 533.9 for adult males in 2010-11 (table 8A.4). The national rate for Indigenous offenders in 2010-11 was 3241.2 per 100 000 Indigenous adults compared with 256.4 for non-Indigenous offenders (figure 8.6).

Comparisons need to be interpreted with care, especially for those jurisdictions with relatively small Indigenous populations, because small changes in offender numbers can cause variations in rates that do not accurately represent either real trends over time or consistent differences from other jurisdictions. Further, community corrections rates presented in figure 8.6 are not age standardised (that is, they are not adjusted to account for the different age structures of the Indigenous and non-Indigenous populations). Data are not available for calculating age standardised community correction offender rates.

Figure 8.6 **Indigenous and non-Indigenous community corrections rates, 2010-11^{a, b}**



^a Non-age standardised rates based on the daily average offender population numbers supplied by State and Territory governments, calculated against adult Indigenous and non-Indigenous population estimates.
^b Excludes offenders whose Indigenous status was reported as unknown.

Source: ABS (unpublished) *Australian Demographic Statistics*, December quarter, 2010, Cat. no. 3101.0; ABS (unpublished) *Experimental Estimates and Projections, Indigenous Australians* (series B), Cat. no. 3238.0; State and Territory governments (unpublished); table 8A.4.

8.2 Framework of performance indicators

Corrective services performance is reported against objectives that are common to corrective services agencies in all jurisdictions (box 8.2). The performance indicator framework shows which data are comparable in the 2012 Report (figure 8.7). For data that are not considered directly comparable, the text includes relevant caveats and supporting commentary. Chapter 1 discusses data comparability from a Report-wide perspective (see section 1.6).

Box 8.2 Objectives for corrective services

Corrective services contribute to the whole-of-government priority, in all jurisdictions, to create safer communities through the administration of correctional sentences and orders. Objectives common to all jurisdictions are outlined below.

Provide a safe, secure and humane custodial environment

Corrective services aim to protect the community through the effective management of prisoners commensurate with their needs and the risks they pose to the community.

Provide an effective community corrections environment

Corrective services aim to protect the community through the effective management of offenders commensurate with their needs and the risks they pose to the community, and to provide advice services to courts and releasing authorities in the determination of orders and directions for offenders.

Provide program interventions to reduce the risk of re-offending

Corrective services aim to reduce the risk of re-offending among prisoners and offenders by providing services and program interventions that address the causes of offending, maximise the chances of successful reintegration into the community, and encourage offenders to adopt a law-abiding way of life.

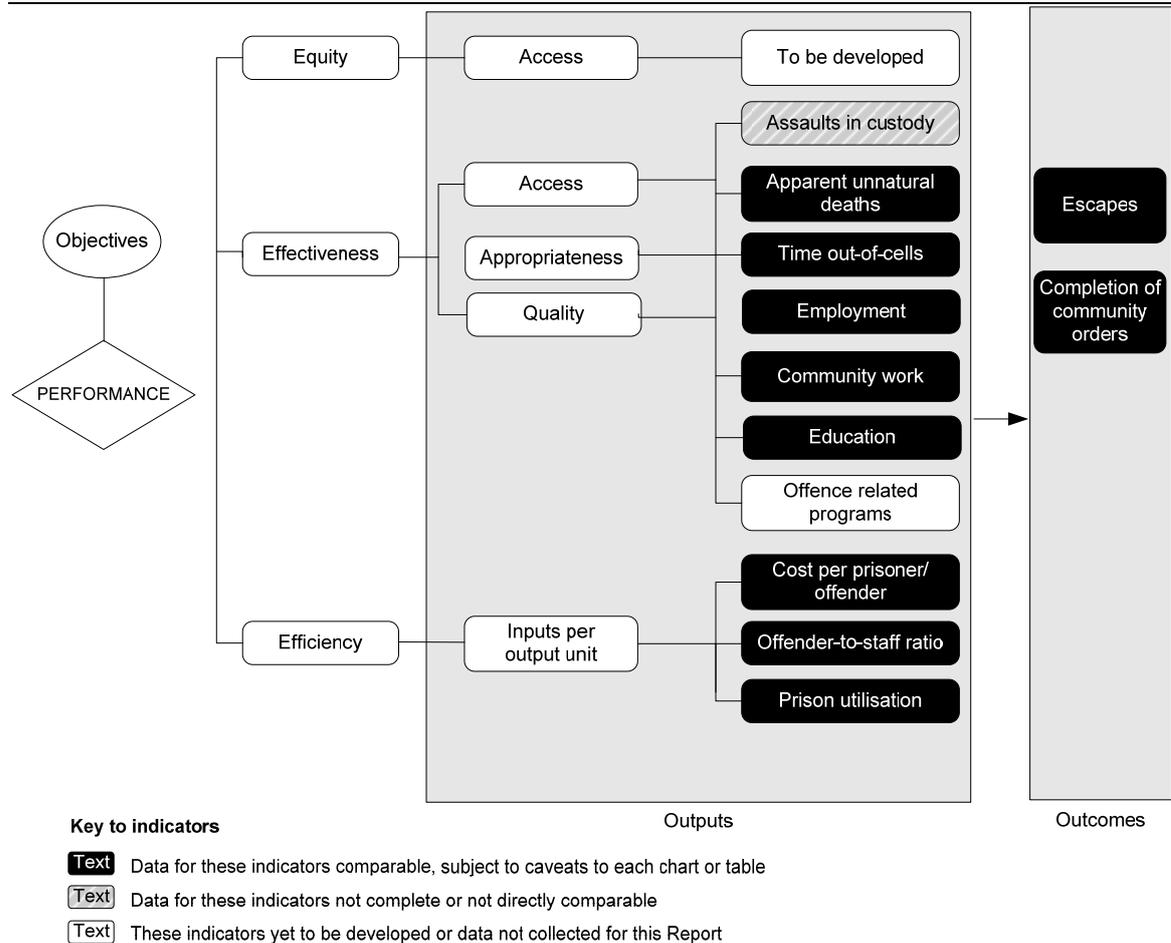
These objectives are to be met through the provision of services in an equitable and efficient manner.

Definitions and counting rules were refined during the reporting period as part of the continuing effort to improve comparability of indicators across jurisdictions. Data for previous years have been updated, where possible, in accordance with any revisions made to counting rules and definitions. As a result, this Report may present some historical data that vary from data published in previous reports. In other cases, it has not been possible to recalculate data for past years and inconsistencies within reported data are footnoted in relevant figures and tables.

Figure 8.7 specifies the performance indicators associated with the objectives identified in box 8.2. For periodic detainees, effectiveness indicators, such as assault and death rates, are reported separately. For applicable efficiency indicators (such as cost per prisoner), periodic detainees are counted as two sevenths of a prisoner, because they spend two days a week in prison.

The Report's statistical appendix contains data that may assist in interpreting the performance indicators presented in this chapter. These data cover a range of demographic and geographic characteristics, including age profile, geographic distribution of the population, income levels, education levels, tenure of dwellings and cultural heritage (such as Indigenous and ethnic status) (Appendix A).

Figure 8.7 Corrective services performance indicator framework



8.3 Key performance indicator results

Performance is reported against the objectives for corrective services set out in box 8.2, using the indicator framework shown in figure 8.7. Jurisdictional differences in service delivery settings, geographic dispersal and prisoner/offender population profiles have an impact on the effectiveness and efficiency of correctional service systems.

Outputs

Outputs are the actual services delivered (while outcomes are the impact of these services on the status of an individual or group) (see chapter 1, section 1.5).

Equity, access

Equity, access in corrective services has been identified as a key area for development in future reports (box 8.3).

Box 8.3 Performance indicator — access

An indicator of access to appropriate programs and services for people under the responsibility of corrective services has yet to be developed.

Effectiveness

Assaults in custody

‘Assaults in custody’ is an indicator of governments’ objective of providing a safe, secure and humane custodial environment, which includes providing a prison environment in which there is a low level of violence, whether perpetrated by prisoners/detainees on other prisoners/detainees or on staff (box 8.4).

Box 8.4 Assaults in custody

‘Assaults in custody’ is defined as the number of victims of acts of physical violence committed by a prisoner that resulted in physical injuries reported over the year, divided by the annual daily average prisoner/detainee population, multiplied by 100 (to give the rate per 100 prisoners or 100 detainees). Rates are reported separately for assaults against another prisoner/detainee and assaults against a member of staff. ‘Assaults’ refer to acts of physical violence resulting in a physical injury that may or may not require short-term medical intervention but do not involve hospitalisation or on-going medical treatment. ‘Serious assaults’ refer to acts of physical violence resulting in injuries requiring medical treatment involving overnight hospitalisation in a medical facility or ongoing medical treatment, as well as all sexual assaults.

(Continued next page)

Box 8.4 (continued)

Low or decreasing rates of assaults in custody indicate better performance, however rates reported for this indicator need to be interpreted with caution. A single incident in a jurisdiction with a relatively small prisoner or detainee population can significantly increase the rate in that jurisdiction, but would have only a minor impact in jurisdictions with larger prisoner or detainee populations. A relatively high rate in a jurisdiction with a small prisoner or detainee population may represent only a very small number of actual incidents.

Data reported for this indicator are not directly comparable.

Data quality information for this indicator is under development.

Nationally in 2010-11, the rate of prisoner on prisoner assaults was 8.2 per 100 prisoners and the rate of prisoner on prisoner serious assaults was 0.6. Prisoner on officer rates were 0.7 per 100 prisoners for assaults and 0.1 for serious assaults (table 8A.14). Assault rates by jurisdiction for prisoners and periodic detainees are reported in table 8A.14. The ACT did not report on this indicator in 2010-11.

Apparent unnatural deaths

‘Apparent unnatural deaths’ is an indicator of governments’ objective of providing a safe, secure and humane custodial environment including providing a custodial environment in which there is a low risk of death from unnatural causes (box 8.5).

Box 8.5 Apparent unnatural deaths

'Apparent unnatural deaths' is defined as the number of deaths, divided by the annual average prisoner or detainee population, multiplied by 100 (to give the rate per 100 prisoners or 100 detainees), where the likely cause of death is suicide, drug overdose, accidental injury or homicide, and is reported separately for Indigenous and non-Indigenous prisoners or detainees.

A zero, low or decreasing rate of apparent unnatural deaths indicates better performance, however rates for this indicator need to be interpreted with caution. A single incident in a jurisdiction with a relatively small prisoner or detainee population can significantly increase the rate in that jurisdiction, but would have only a minor impact in jurisdictions with larger populations. A relatively high rate in a jurisdiction with a small prisoner or detainee population can represent only a very small number of deaths.

Data reported for this indicator are comparable.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2012.

Nationally, the rate of deaths from apparent unnatural causes for all prisoners was 0.07 per 100 prisoners in 2010-11 (table 8A.15). Table 8.1 presents data on number and rates of death from apparent unnatural causes in 2010-11, for Indigenous and non-Indigenous prisoners.

Table 8.1 Rate and number of prisoner deaths from apparent unnatural causes, by Indigenous status, 2010-11

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Deaths/100 prisoners									
Indigenous	0.04	–	–	0.06	0.21	–	–	–	0.04
Non-Indigenous	0.12	0.05	0.08	–	0.07	–	–	0.48	0.08
Number of deaths									
Indigenous	1	–	–	1	1	–	–	–	3
Non-Indigenous	9	2	3	–	1	–	–	1	16

– Nil or rounded to zero.

Source: State and Territory governments (unpublished); tables 8A.15, 8A.26, 8A.34, 8A.40, 8A.46, 8A.52, 8A.58, 8A.64, and 8A.72.

The national rate of deaths from apparent unnatural causes has continued to show the relatively low levels reported for past years in the five-year trend series for both Indigenous prisoners at 0.04 per 100 Indigenous prisoners in 2010-11 and 0.08 for non-Indigenous prisoners (table 8.2).

Table 8.2 Rate of prisoner deaths from apparent unnatural causes, five year trends, by Indigenous status (per 100 prisoners) ^a

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Indigenous									
2006-07	0.10	–	–	0.07	–	–	–	–	0.05
2007-08	–	–	–	–	–	–	–	–	–
2008-09	0.05	–	–	0.06	–	–	–	–	0.03
2009-10	0.04	–	–	0.10	–	–	–	0.11	0.05
2010-11	0.04	–	–	0.06	0.21	–	–	–	0.04
Non-Indigenous									
2006-07	0.07	–	0.05	–	0.15	–	–	–	0.05
2007-08	0.05	0.05	0.02	0.09	–	–	–	–	0.05
2008-09	0.05	0.05	0.10	–	0.07	–	1.01	–	0.06
2009-10	0.07	0.10	0.10	0.14	–	–	–	–	0.08
2010-11	0.12	0.05	0.08	–	0.07	–	–	0.48	0.08

^a Data for previous years may vary from rates given in previous Reports. Deaths reported as 'unknown cause', where there is insufficient evidence to assess, subject to a Coroner's finding, whether the cause of death was natural or unnatural are not included in the calculation of rates. Deaths occurring in past years where cause of death was recorded as unknown at the time of the Report but were subsequently determined to have been from unnatural causes are updated in the relevant year's figures and rates when known.

– Nil or rounded to zero.

Source: State and Territory governments (unpublished); table 8A.16.

There were no deaths from apparent unnatural causes for periodic detainees in 2010-11 (table 8A.15).

Time out-of-cells

'Time out-of-cells' is an indicator of governments' objective of providing a safe, secure and humane custodial environment including managing prisoners in a manner that minimises the risks they pose to the community following discharge from prison while, at the same time, enabling them to achieve an acceptable quality of life during their period in custody (box 8.6).

Box 8.6 Time out-of-cells

'Time out-of-cells' is defined as the average number of hours in a 24-hour period that prisoners are not confined to their cells or units.

A relatively high or increasing average time out-of-cells per day indicates better performance. The periods during which prisoners are not confined to their cells or units provides them with the opportunity to participate in a range of activities that may include work, education, wellbeing, recreation and treatment programs, the opportunity to receive visits, and interacting with other prisoners and staff.

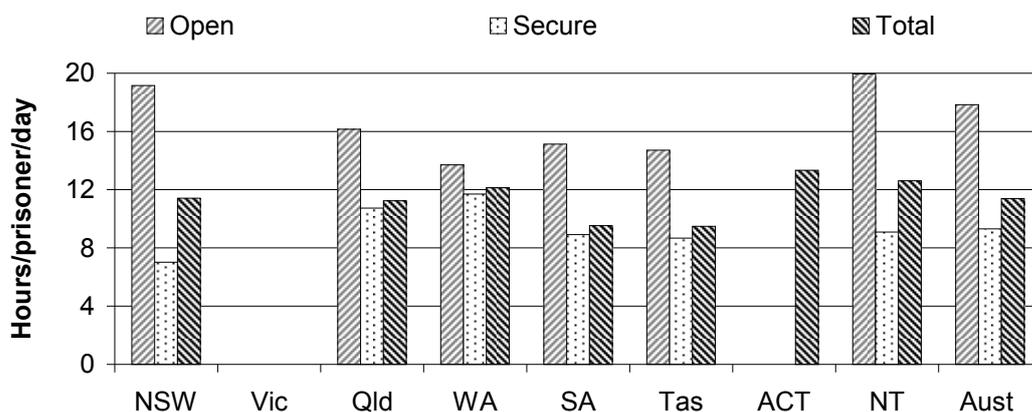
Prison systems with higher proportions of prisoners who need to be accommodated in more secure facilities because of the potentially greater risk that they pose to the community are more likely to report relatively lower time out-of-cells.

Data reported for this indicator are comparable.

Data quality information for this indicator is under development.

Nationally in 2010-11, the average number of hours of time out-of-cells per prisoner per day was 11.4 (figure 8.8). Average time out-of-cells was higher for prisoners in open custody than those held in secure custody (17.8 compared with 9.3 hours per prisoner per day, respectively).

Figure 8.8 Time out-of-cells (average hours per day), 2010-11^a



^a Victoria did not report on this indicator in 2010-11.

.. Not applicable.

Source: State and Territory governments (unpublished); table 8A.18.

Employment

‘Employment’ is an indicator of governments’ objective of providing program interventions to reduce the risk of re-offending including providing access to programs that address the causes of offending and maximise the chances of successful reintegration into the community (box 8.7).

Box 8.7 Employment

‘Employment’ for prisoners is defined as the number of prisoners employed as a percentage of those eligible to work (that is, excluding those unable to participate in work programs because of full-time education, ill health, age, relatively short period of imprisonment or other reason). Employment for detainees is calculated as a percentage of the total daily average detainee population.

A high or increasing percentage of prisoners in employment indicates better performance. Addressing the limited vocational skills and poor employment history of some prisoners has been identified as a key contributor to decreasing the risk of re-offending.

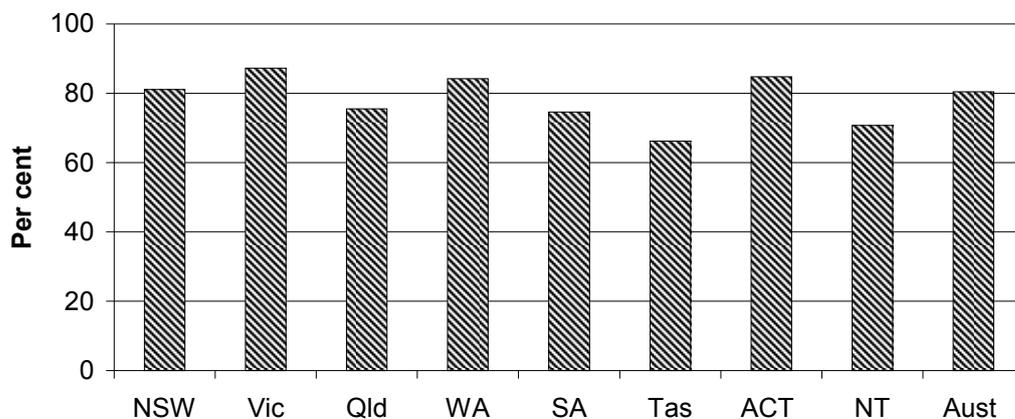
This indicator needs to be interpreted with caution because of factors outside the control of corrective services, such as local economic conditions, which affect the capacity to attract commercially viable prison industries, particularly where prisons are remote from large population centres.

Data reported for this indicator are comparable.

Data quality information for this indicator is under development.

Nationally in 2010-11, 80.5 per cent of the eligible prisoner population was employed (figure 8.9). Most prisoners were employed in service industries (47.5 per cent) or in commercial industries (32.4 per cent), with only a small percentage (0.6 per cent) on work release (table 8A.20).

Figure 8.9 Percentage of eligible prisoners employed, 2010-11



Source: State and Territory governments (unpublished); table 8A.20.

Community work

‘Community work’ is an indicator of governments’ objective of providing an effective community corrections environment including delivering a program of appropriate community work projects to enable offenders to perform unpaid community work as part of the requirements of their community corrections orders (box 8.8).

Box 8.8 Community work

‘Community work’ is measured as the ratio between (i) the number of hours directed to be worked on new orders made during the year, plus the hours of community work remaining on orders made in the previous year that were still in force and (ii) the hours actually worked during the current year.

This ratio indicates the extent to which corrective services were able to administer effectively the community work components of community corrections orders. Low or decreasing ratios of community work indicate that corrective services have been more effective in administering the community work hours required to be performed by offenders. Offenders are required to complete the community work requirements by the expiry of their orders. However, hours worked in the current counting period can relate to hours directed to be worked in orders made in the previous year and hours ordered to be worked in the current counting period may not have to be completed until the following year. Therefore, the ratio does not represent a direct correlation between the hours ordered to be worked and the hours actually worked in relation to individual orders. Neither is it a direct measure of the extent of compliance by an individual offender in completing the requirements of the order pertaining to that particular offender.

The ratio can be affected by factors such as availability of suitable community work projects in some geographic areas or for some categories of offenders, the levels of general compliance across all offenders with the requirements of their orders and by variations in the number of orders with community work requirements made by the courts. This indicator does not measure other aspects of effectiveness such as the amount of benefit incurred by the community as a result of the work.

Data reported for this indicator are comparable.

Data quality information for this indicator is under development.

Data on community work are provided in table 8A.20. NSW and Tasmania did not report on this indicator in 2010-11 and Victoria did not report on the average hours of community work ordered. For other jurisdictions, the ratio ranged between 1.8 and 3.7 (that is, for every hour worked in the year, between 1.8 and 3.7 hours had been ordered to be worked in the year or had been carried over as incomplete work hours from the previous year) (table 8A.20).

Education

‘Education’ is an indicator of governments’ objective of providing program interventions to reduce the risk of re-offending, including providing access to programs that address the causes of offending and maximise the chances of successful reintegration into the community (box 8.9).

Box 8.9 Education

'Education' is defined as the number of prisoners participating in one or more accredited education and training courses under the Australian Qualifications Framework as a percentage of those eligible to participate (that is, excluding those unable to participate for reasons of ill health, relatively short period of imprisonment or other reason). Education figures do not include participation in non-accredited education programs or a range of offence related programs that are provided in prisons, such as drug and alcohol programs, psychological programs, psychological counselling and personal development courses.

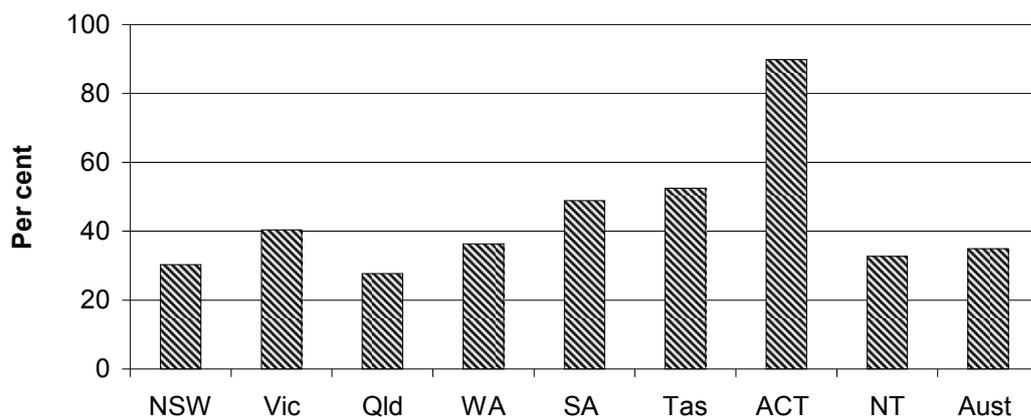
A high or increasing education participation rate of prisoners indicates better performance. The rates reported for this indicator need to be interpreted with caution as the indicator does not assess participation relative to individual prisoner needs, or measure successful completion of education programs.

Data reported for this indicator are comparable.

Data quality information for this indicator is under development.

Nationally in 2010-11, 35.0 per cent of eligible prisoners participated in accredited education and training courses (figure 8.10). Vocational Education and Training courses had the highest participation levels (27.8 per cent). Nationally, 5.3 per cent of eligible prisoners took part in secondary school education, 3.7 per cent in pre-certificate Level 1 courses, and 1.6 per cent in higher education (table 8A.21).

Figure 8.10 Percentage of eligible prisoners enrolled in education and training, 2010-11



Source: State and Territory governments (unpublished); table 8A.21.

Offence related programs

‘Offence related programs’ is an indicator of governments’ objective of providing program interventions to reduce the risk of re-offending including providing offence related programs that address criminogenic behaviour and, for prisoners released from custody, maximising their prospects for successful reintegration as law-abiding citizens into the community (box 8.10).

Box 8.10 Offence related programs

Offence related programs are yet to be defined.

Data for this indicator were not available for the 2012 Report.

A case study of an innovation in community corrections is outlined in Box 8.11.

Box 8.11 Wulgunggo Ngalu Learning Place (Victoria)

Wulgunggo Ngalu is a culturally appropriate, residential diversion program for up to 20 Indigenous adult males on Community Based Orders. The objective of the program is to reduce breach rates of Indigenous men on community based orders imposed by the courts and to increase the rate at which they successfully complete these orders.

The program logic is based on the findings of the Royal Commission into Aboriginal Deaths in Custody and on international empirical evidence that the exposure of Indigenous communities to the criminal justice system can only be successfully addressed through partnerships that respect and build on the cultural heritage of participants. It is a key initiative of the Victorian Aboriginal Justice Agreement (AJA) - a partnership between the Victorian Government and the Indigenous community of Victoria and was developed in response to the findings of the Royal Commission.

Indigenous offenders can be referred from Courts or from any Community Correctional Services location in Victoria to a purpose-built facility in the Gippsland region designed by an Indigenous architect.

Participants reside at the program for 3 to 6 months and their case plans include cultural, educational, employment and life skills programs. The program is staffed 24 hours a day, seven days a week and utilises the skills and knowledge of Indigenous staff to support the delivery of targeted programs and services.

The design of the program replicates community living wherever possible and encourages participants to take responsibility for their lives.

A state-wide Elders Group ensures the cultural integrity of the programs and provides positive support, role modelling and mentoring to participants and staff.

Learnings from this program will have relevance to other correctional jurisdictions, all of which are faced with similar challenges.

In 2010, the program won the community corrections category at the International Corrections and Prisons Association awards presented in Belgium. The award recognised the quality and innovation of its approach and it was acknowledged as a leader in its field.

Provisional data indicate a positive impact on improved order completion rates, but an independent program evaluation will be undertaken in 2012.

Efficiency

The data presented for efficiency indicators are affected by factors other than differences in efficiency, including:

-
- composition of the prisoner population (such as security classification and the number of female or special needs prisoners)
 - size and dispersion of the area serviced
 - scale of operations.

For community corrections, efficiency indicators are also affected by size and dispersion factors, particularly in jurisdictions where offenders reside in remote communities. These indicators can also be affected by differences in criminal justice system policies and practices — for example, the availability and use of sentencing options that impose particular program or supervision requirements.

Cost per prisoner/offender

‘Cost per prisoner/offender’ is an indicator of governments’ aim to provide corrective services in an efficient manner (box 8.12).

Box 8.12 Cost per prisoner/offender

‘Cost per prisoner/offender’ is defined as the average daily cost of providing corrective services per prisoner and per offender, reported separately for net operating expenditure and for capital costs per prisoner and offender and for secure and open custody for prisoners.

Unit cost per prisoner and offender provides a measure of efficient resource management by corrective services. A low or decreasing unit cost suggests better performance towards achieving efficient resource management.

Efficiency indicators are difficult to interpret in isolation and should be considered in conjunction with effectiveness indicators. A low cost per prisoner, for example, can reflect less emphasis on providing prisoner programs to address the risk of re-offending. Unit costs are also affected by differences in the profile of the prisoner and offender populations, geographic dispersion and isolation factors that limit opportunities to reduce overheads through economies of scale.

Data for this indicator are comparable.

Data quality information for this indicator is under development.

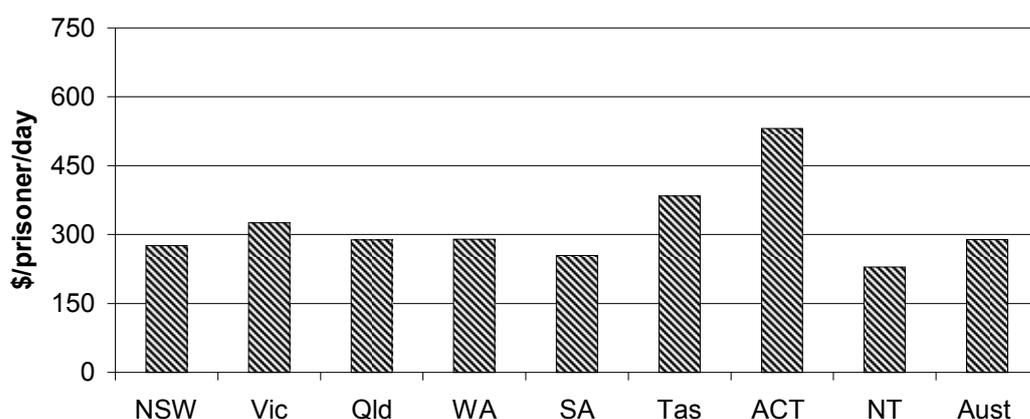
The capital costs included in this section are the user cost of capital, depreciation, and debt servicing fees. The user cost of capital is the cost of the funds tied up in government capital used to deliver services (for example, the land and buildings used to house prisoners). The user cost of capital makes explicit the opportunity cost of this capital (the return forgone by using the funds to deliver services rather than investing them elsewhere or using them to retire debt). The equivalent capital

costs for privately owned prisons are debt servicing fees. These fees are paid to private owners in addition to payments relating to prison operations.

The user cost of capital was calculated by applying a nominal cost of capital rate of 8 per cent to the value of government assets. The costs of capital for land and other assets are shown separately in table 8A.7, to allow users to consider any differences in land values across jurisdictions when comparing the data.

Nationally in 2010-11, the total cost per prisoner per day, comprising net operating expenditure, depreciation, debt servicing fees and user cost of capital, was \$289 (figure 8.11).

Figure 8.11 Total cost per prisoner per day, 2010-11^a

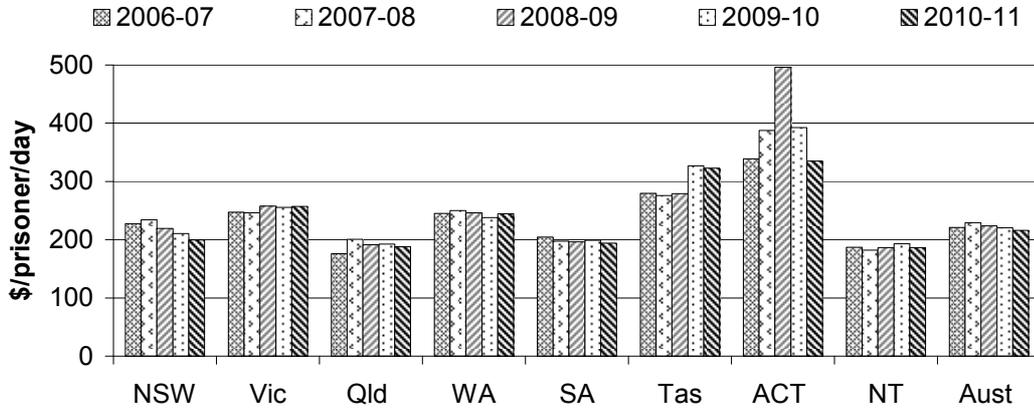


^a Total cost per prisoner per day is the combined operating expenditure and capital costs per prisoner per day, net of operating revenues and excluding payroll tax. Capital costs include the user cost of capital (including land), depreciation and debt servicing fees where applicable. Total cost excludes expenditure on transport and escort services where these are reported separately by jurisdictions.

Source: State and Territory governments (unpublished); table 8A.7.

The real net operating expenditure (which excludes capital costs and payroll tax) per prisoner per day was \$216 nationally in 2006-07 compared with \$221 in 2010-11 (figure 8.12).

Figure 8.12 Real net operating expenditure per prisoner per day (2010-11 dollars)^{a, b}

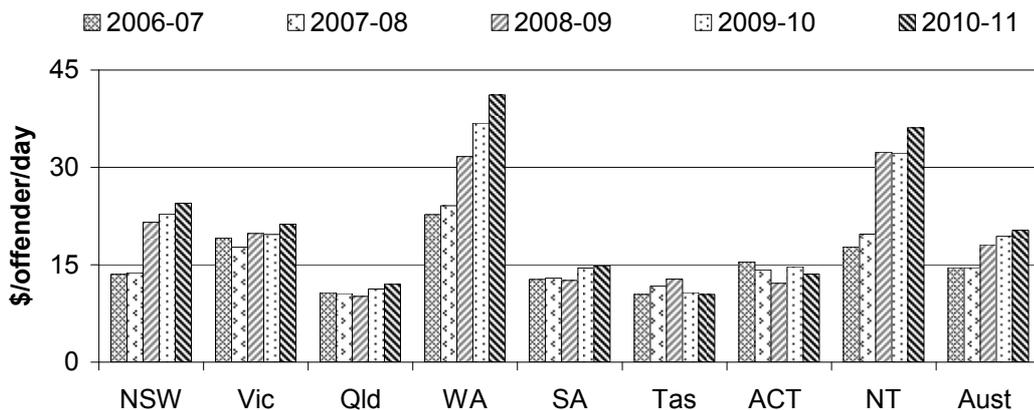


^a Based on operating expenditure on prisons, net of operating revenues, and excluding payroll tax, capital costs, and transport and escort services expenditure where this is reported separately by jurisdictions. ^b Real expenditure based on the ABS gross domestic product price deflator (2010-11 = 100) (table AA.39).

Source: State and Territory governments (unpublished); table 8A.9.

Nationally, the real net operating expenditure (which excludes capital costs and payroll tax) per offender per day increased from \$15 in 2006-07 to \$20 in 2010-11 (figure 8.13).

Figure 8.13 Real net operating expenditure per offender per day (2010-11 dollars)^{a, b}



^a Based on operating expenditure on community corrections, net of operating revenues, and excluding payroll tax and capital costs. ^b Real expenditure based on the ABS gross domestic product price deflator (2010-11 = 100) (table AA.39).

Source: State and Territory governments (unpublished); table 8A.11.

Offender-to-staff ratio

‘Offender-to-staff ratio’ is an indicator of governments’ aim to provide corrective services in an efficient manner (box 8.13).

Box 8.13 Offender-to-staff ratio

‘Offender-to-staff ratio’ is defined as the daily average number of offenders per full-time community corrections staff member employed, and is reported separately for operational staff (who are involved in the direct supervision of offenders) and other staff.

The number of staff relative to the number of offenders provides a measure of efficient resource management by corrective services. A high or increasing ratio suggests better performance.

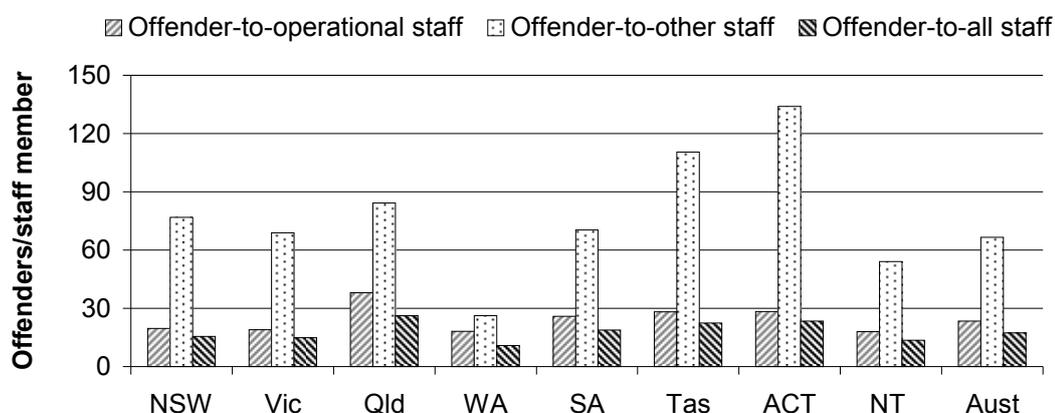
Efficiency indicators are difficult to interpret in isolation and need to be considered in conjunction with effectiveness indicators. A low or decreasing ratio can, for example, represent more intensive levels of supervision and program provision, commensurate with the risk and offence-related needs of the particular offender population, which are aimed at producing greater efficiencies in the longer-term. Offender-to-staff ratios are also affected by differences in geographic dispersion and isolation factors that limit opportunities to reduce overheads through economies of scale.

Data for this indicator are comparable.

Data quality information for this indicator is under development.

Nationally, on a daily average basis, there were 17 offenders for every one (full-time equivalent) community corrections staff member in 2010-11 (figure 8.14). The ratio was 24 offenders per operational staff member and 67 offenders per other staff member (table 8A.22).

Figure 8.14 **Community corrections offender-to-staff ratios, 2010-11**



Source: State and Territory governments (unpublished); table 8A.22.

Prison utilisation

‘Prison utilisation’ is an indicator of governments’ aim to provide corrective services in an efficient manner (box 8.14).

Box 8.14 Prison utilisation

‘Prison utilisation’ is defined as the annual daily average prisoner population as a percentage of the number of single occupancy cells and designated beds in shared occupancy cells that is provided for in the design capacity of the prisons, reported separately for open and secure prisons.

It is generally accepted that prisons require spare capacity to cater for the transfer of prisoners, special-purpose accommodation such as protection units, separate facilities for males and females and different security levels, and to manage short-term fluctuations in prisoner numbers. Percentages close to but not exceeding 100 per cent indicate better performance towards achieving efficient resource management.

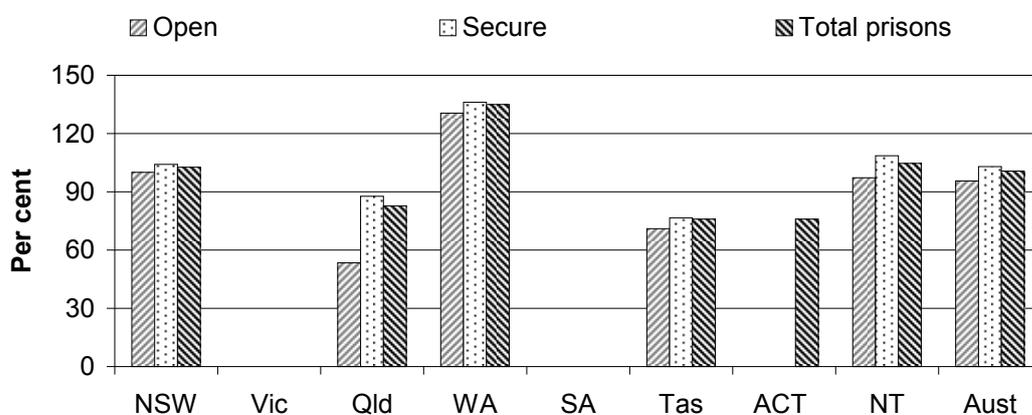
Efficiency indicators are difficult to interpret in isolation and need to be considered in conjunction with effectiveness indicators. A high utilisation percentage, for example, can impact adversely on effectiveness indicators such as ‘assaults’.

Data reported for this indicator are comparable.

Data quality information for this indicator is under development.

Nationally, prison utilisation was 101 per cent of prison design capacity in 2010-11. The figure for open prisons was 96 per cent and 103 per cent for secure facilities (figure 8.15).

Figure 8.15 Prison design capacity utilisation, 2010-11^{a, b}



^a Victoria and SA did not report on this indicator in 2010-11. ^b Open/secure breakdown is not applicable to the ACT as the Alexander Maconochie Centre was deemed to be a secure facility during the reporting period.

.. Not applicable.

Source: State and Territory governments (unpublished); table 8A.23.

Outcomes

Outcomes are the impact of services on the status of an individual or group (while outputs are the actual services delivered) (see chapter 1, section 1.5).

Escapes

‘Escapes’ is an indicator of governments’ objective to create safer communities, by effectively managing prisoners in a safe, secure and humane custodial environment, commensurate with their needs and the risks they pose to the community. This objective includes ensuring that all prisoners and detainees comply at all times with the requirements of the court order that has resulted in their imprisonment, particularly if their supervision in the community poses a risk to the safety of any person (box 8.15).

Box 8.15 Escapes

'Escapes' is defined as the number of escapes divided by the annual average prisoner/detainee population, multiplied by 100 (to give a rate per 100 prisoners or 100 detainees), and is reported separately for prisoners escaping from secure custody and from open custody.

A zero, low or decreasing rate indicates better performance, however rates reported for this indicator need to be interpreted with caution. A single incident in a jurisdiction with a relatively small prisoner or detainee population can significantly increase the rate in that jurisdiction, but would have only a minor impact in jurisdictions with larger populations. A relatively high rate in a jurisdiction with a small prisoner or detainee population can represent only a very small number of actual incidents.

Data reported for this indicator are comparable.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2012.

Table 8.3 presents data on number and rates of escapes in 2010-11. Nationally, the rate of escapes from open custody was 0.53 per 100 prisoners held in open prisons and the rate of escape from secure custody was 0.04 per 100 prisoners held in secure prisons.

Table 8.3 Rate and number of prisoner escapes, 2010-11^a

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Escapes/100 prisoners									
Open	0.60	–	0.19	0.41	–	–	..	1.59	0.53
Secure	0.02	–	–	–	0.11	0.71	–	0.25	0.04
Number of escapes									
Open	22	–	1	4	–	–	–	6	33
Secure	1	–	–	–	2	3	–	2	8

^a Open escapes are not applicable to the ACT as the Alexander Maconochie Centre was deemed to be a secure facility during the reporting period.

.. Not applicable. – Nil or rounded to zero.

Source: State and Territory governments (unpublished); tables 8A.17, 8A.26, 8A.34, 8A.40, 8A.46, 8A.52, 8A.58, 8A.64, and 8A.72.

There were no escapes by periodic detainees in 2010-11 (table 8A.17).

Completion of community orders

'Completion of community orders' is an indicator of governments' objective of providing an effective community corrections environment, including ensuring that offenders comply at all times with the requirements of the court order that has

imposed particular conditions on their behaviour. This may include restrictions on the offender's liberty (as with home detention), a requirement to undertake community work or other specified activity (such as a drug or alcohol program), regularly attending a community corrections centre as part of supervision requirements, or other conditions (box 8.16).

Box 8.16 Completion of community orders

'Completion of community orders' is defined as the percentage of orders completed during the year that were not breached for failure to meet the order requirements or because further offences were committed.

A high or increasing percentage of order completions indicates better performance towards achieving an effective community corrections environment.

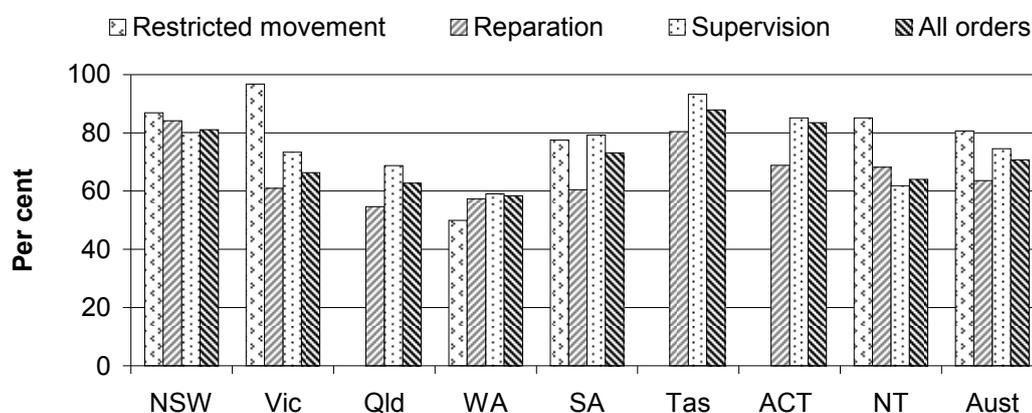
Completion rates need to be interpreted with caution. The indicator is affected by differences in the overall risk profiles of offender populations and risk assessment and breach procedure policies. High-risk offenders subject to higher levels of supervision have a greater likelihood of being detected when conditions of orders are breached. High breach rates could therefore be interpreted as a positive outcome reflecting the effectiveness of more intensive management of offenders. A high completion rate can mean either exceptionally high compliance or a failure to detect or act on breaches of compliance.

Data reported for this indicator are comparable.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2012.

In 2010-11, 71 per cent of community corrections orders were completed. National completion rates were highest for restricted movement orders (81 per cent), followed by supervision orders at 75 per cent and reparation orders at 64 per cent (figure 8.16).

Figure 8.16 **Completion of community corrections orders, by type of order, 2010-11^a**



^a Data for restricted movement orders are not applicable to Queensland, Tasmania and the ACT as these jurisdictions do not have this category of order.

Source: State and Territory governments (unpublished); table 8A.19.

8.4 Future directions in performance reporting

The Steering Committee, through the Corrective Services Working Group (CSWG) and the National Corrections Advisory Group, will continue to improve data quality of existing indicators and develop new indicators. Data quality information for three indicators has been completed (escapes, deaths in custody, and order completions) and priority will be given to developing data quality information for the remaining indicators.

Work will also continue in further improving the direct comparability of financial indicators, with a particular focus on the treatment of expenditure on prisoner health services.

The Prisoner Health Information Group led by the AIHW has been developing a set of indicators and data collection to monitor prisoner health and their access to services over time. The second report in this series was released in 2011, presenting information on the health of prisoners at the time of entry to prisons, their use of health services while in prison and some information on the prison environment. *The health of Australia's prisoners 2010* builds on the baseline national information published in the first report and this year includes some state and territory comparisons.

Box 8.17 Prisoner Health

Prisoner health is an important area of service provision for government. Information about the health status of prisoners and health service use (self-reported) is available through the results of the National Prisoner Health Census conducted by the AIHW and published in *'The health of Australia's prisoners 2010'* (AIHW 2011). The results confirmed that prisoners have significant health issues, with high rates of mental health problems, communicable diseases, alcohol misuse, smoking and illicit drug use on reception into prison.

Prisoner health services are delivered through a range of service delivery models and funding arrangements involving both corrective services agencies and health departments. In most jurisdictions, the health services to prisoners, including forensic mental health, are delivered by health departments, specialist agencies or private health services contractors rather than directly by corrective services agencies.

The setting for the delivery of the services also varies considerably – in some jurisdictions, the health facilities located within the prison system enable the delivery of secondary health care services while in others, the medical services delivered within prisons is limited to primary care and more complex services are delivered in external health facilities.

Even where medical facilities are located within prisons, performance-related information is generally maintained by the relevant health authority in the jurisdiction, and not necessarily available to corrective services. This limits the current capacity to develop and report meaningful comparative performance measures within the corrective services indicator framework.

The disaggregation of various indicators by Indigenous and non-Indigenous status is being trialled for possible incorporation in future reports as the basis for equity-access indicator rates.

8.5 Jurisdictions' comments

This section provides comments from each jurisdiction on the services covered in this chapter.

New South Wales Government comments

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NSW is responsible for managing the largest correctional system in Australia. In 2010-11, the NSW daily average prison population was 10,094, almost double that of any other State or Territory. The daily average community corrections offender population in 2010-11 was 16,217, or 28.9% of the total Australian daily average community offender population.

In 2010-11, Corrective Services NSW (CSNSW) continued to effectively manage inmate behaviour, with the result that rates for both prisoner on prisoner assaults, and prisoner on officer assaults, continued to decrease. In the past five years there have been no serious assaults on officers.

The rate of successful completions of community based orders remained high at 81.1% in 2010-11, with NSW continuing to perform above the national average. The introduction of risk assessments to identify high-risk offenders, enhanced monitoring of offenders by the Community Compliance and Monitoring Group and increases in services provided to community based offenders, including psychologists and cultural Client Service Officers, have all contributed to the high percentage of successful completions.

CSNSW has significantly reduced its total operating expenditure by over \$29 million. Workplace initiatives such as the introduction of Casual Correctional Officers, a centralised staff rostering system and correctional centre management plans have all contributed to this decrease.

On 12 November 2010, the new 500 bed South Coast Correctional Centre (SCCC) was officially opened with the first inmates arriving on 7 December 2010. The SCCC will provide maximum, medium and minimum security facilities for men and women.

On 1 October 2010, Periodic Detention ceased to be a sentencing option in NSW, and a new Intensive Correction Order (ICO) became available for offenders in the community. An ICO is a sentence of imprisonment, not exceeding 2 years, to be served in the community under intensive supervision by CSNSW. An ICO imposes strict conditions on offenders such as completing a minimum of 32 hours community work per month, and participating in programs to address offending behaviour. An ICO may also include conditions of electronic monitoring and a curfew.

In November 2010, CSNSW opened a new 30 bed Serious Offenders Assessment Unit at the Long Bay Correctional Complex. This unit identifies those sex offenders who will pose the greatest risk to community safety on their release from custody. After the initial assessment offenders are provided with a case plan for their time in custody which identifies their treatment needs.

Additionally, in 2010-11, CSNSW launched a new Aboriginal Strategic Plan. Part of this Plan includes the Affordable Housing Project, which enables selected Aboriginal inmates to participate in community-focused construction work (through Corrective Services Industries) whilst constructing modular houses for remote Aboriginal communities.

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Victorian Government comments

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Points of particular interest for Victoria in 2010-11 include the fact there were no escapes from prison custody; there were increases in the rates of prisoners in education and employment, and the daily average number of offenders under community correctional supervision increased from 8,969 to 9,226. These achievements occurred during a period of continued growth in the prison population, which increased to a daily average of 4586 prisoners in 2010-11, an increase of 2.1 per cent from the 2009-10 daily average of 4492.

Developments during 2010-11 included:

- Funding allocated in the 2011 – 12 State Budget for:
 - an additional 108 beds in the male prison system, delivering the first phase of the Victorian Coalition Government’s commitment for an extra 500 beds over four years
 - the development of a detailed business case for a new male prison, to improve the long-term management of the male prison population in Victoria
- Ongoing construction of a 350-bed expansion of the Ararat Prison, due for completion by the end of 2012, as a public-private partnership.
- Additional funding provided in the 2011 -12 State Budget for:
 - improving and expanding the scope of electronic monitoring of offenders, to enhance compliance with order conditions, improve community safety and reduce the risk of re-offending
 - enhanced management of serious sex offenders
 - the Graffiti Removal Program using offenders to remove graffiti from State and local government assets as unpaid community work.
- The introduction of a single flexible Community Correction Order to replace the existing range of community-based sentencing orders as part of the Victorian Coalition Government’s sentencing and offender management reforms. The new order will give courts a wide range of express powers to impose conditions that reflect the particular circumstance of the case and the offender. A further element of the sentencing reforms is the abolition of Home Detention.
- Service system enhancements were implemented to strengthen Community Correctional Services and to support the reforms, including additional staff, a new intensive case management model, improved program access for offenders, and an expanded community work program.

International and local recognition of innovation in service delivery in community corrections for the Wulgunggo Ngalu Learning Place and the Corrections Victoria Housing Project.

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Queensland Government comments

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The 2012 report shows that Queensland’s average daily prison population has remained stable since 2006-07, whilst the average daily number of offenders under supervision in the community continues to grow, increasing by 20.9 per cent since 2006-07. This continued growth is a positive indicator of the judiciary’s confidence in the improvements Queensland Corrective Services (QCS) continues to make in its probation and parole services.

Points of particular note in the 2012 report include no escapes from a secure custody prison; a low prisoner on prisoner assault rate; achievement of a design capacity utilisation rate for all prisons closest to 100% without exceeding capacity; and continued efficient management of both prisoners and offenders in the community.

QCS highlights for 2010-11 included:

- Launched and implemented the QCS Framework for reform 2010-14, *Delivering Justice – Improving Corrections* which sets out six key priorities for reform, how these will benefit the community and how success will be measured
- Launched and implemented the *Social Responsibility Charter* which sets out our commitment to rehabilitating offenders to become productive citizens who can participate in society within the law
- Launched the *QCS Northern Strategy* providing opportunities for northern prisoners, with a particular focus on the management of Indigenous offenders, to engage in visits, rehabilitation, reparation and case management specifically for North Queensland Communities
- Progressed our capital program to expand correctional centre infrastructure for the future including: continued construction of the first stage of the Southern Queensland Correctional Precinct at Gatton and the completion of the first stage of the redevelopment at the Lotus Glen Correctional Centre delivering 300 new cells and associated service and support areas
- Promoted prisoner and offender reparation through flood and cyclone relief assistance across the state through community work.

QCS is committed to maximising community safety and security by ensuring prisoners are securely and humanely contained in the custodial environment and carefully monitored in the community. During 2010-11 significant infrastructure projects were announced including the continuation of work to modify cells at Arthur Gorrie Correctional Centre to increase prisoner safety with suicide resistant cells; construction of the new low security accommodation for women at Numinbah Correctional Centre; and the introduction of global positioning system (GPS) technology to monitor and track the movement of offenders on continuing supervision orders.

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Western Australian Government comments

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In 2010/11, the State's adult prisoner population decreased by 2.6%, though it has been trending steadily upwards since reaching a low of 4,493 in December 2010. There was a decrease in the State's adult Aboriginal prisoner population of 5.2%, while the non-Aboriginal population dropped only marginally by 0.9%.

Adult Community Corrections managed 10,522 adults during the financial year, including 3,855 Aboriginal adults. The daily average of 4,655 offenders is down 14% from 2009/10, due principally to reductions in the number of new community corrections orders originating from the courts and in the number new parole orders granted by the Prisoner Review Board.

To meet the predicted continued growth in the prisoner population, the Department has completed an intensive construction program during 2010/11 to expand operational capacity across the prison system by 844 beds. Therefore, the Custodial Infrastructure Program, initiated in 2009, will have added 2,661 beds to the system when it is completed. Included in this project is the creation of an 80-bed Young Adults Facility designed specifically for 18-24 year old males, recognising the unique needs of this age group and focussing on creating pathways out of offending.

Since the improvements in 2008/09 to perimeter fencing and security systems at a number of prisons and the introduction of improved prisoner assessment practices, there have been no escapes from secure perimeter facilities in WA and this trend continues in 2010/11. The open perimeter escape rate for 2010/11 of 0.41 escapes per 100 prisoners is also below the Australian average.

The State's employment and education rates are both above the respective national averages, with the employment rate of 84.2% being among the highest in Australia. WA's prison industries strive to deliver industry services that contribute to a reduction in re-offending, the protection of the community and the encouragement of prisoners towards law abiding lifestyles. Prison industries produce 80% of all clothing, food and textiles used within prisons, contributing to the Department's commitment to self-sustainability.

In relation to Community work, WA is the best performer nationally in enforcing the work component of community correction orders imposed by the courts. At any one time in 2010/11, offenders in WA were operating on about 400 projects, saving taxpayers almost \$2.4 million (based on an hourly rate of \$15.95).

In terms of its future direction, the Department is committed to implementing an integrated offender management system, for adults and young offenders, in custody and the community, that will include more and enhanced partnerships with its key community and service partners. It will also implement a revised organisational structure in 2012 to improve its effectiveness and support a more integrated approach to all aspects of its activities.

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South Australian Government comments

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South Australia continues to implement an agenda of change for improved service delivery firmly based on evidence-based practice aimed to enhance public safety. Important improvements in offender program services, a risk based Community Corrections offender management model and enhanced offender information services are some of the highlights in 2010-11.

The daily average prisoner population continues to increase in line with growth forecast with the approved infrastructure expansions now keeping pace with the rise in offender numbers. It is particularly pleasing that South Australia continues to report a reduction in offenders returning to prison with 29.8% in 2010-11 compared to the national average of 39.7%. SA also continues to perform well in the offender education and vocational training with 48.9% of eligible prisoners participating in such programs (Aust avg. 35.0%).

Highlights in 2010-11 included:

- Successful completion of pilot Sierra Program, an intensive intervention program for medium to high-risk young offenders and the Pre Release Education Opportunity Program (PREOP), a strategic initiative with BHP Billiton directly aimed to improve offender employment opportunities in the growing mining industry.
- Establishment of the Serious Offender Committee with responsibility for all decisions for high-risk and serious prisoners.
- Implemented a new education approach, firmly focussed on improving prisoner literacy and numeracy and basic language skills.
- Commissioned a new 36 bed unit for low security prisoners at Port Lincoln Prison incorporating special designed accommodation for aged and infirmed offenders.
- Commenced construction of a 80-bed high-security cellblock at Port Augusta Prison; and trialled a six-cell modular accommodation unit at the Cadell Training Centre in order to determine the concept effectiveness of modular construction for future prison expansion projects.
- Opened a new Community Corrections Office in the Gawler (Adelaide's northern region), an area of regional growth.
- Implemented Enhance Community Corrections program, a risk based offender management system, more effectively targeting resources and improving public safety.
- Introduced legislative amendments aimed to improve Parole management and increase security measures for South Australian prisons.

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In line with Government Policy expanded, the community service 'Repay SA' and 'detag' programs; 'detag' is a highly successful graffiti removal program.

Tasmanian Government comments

“ Corrective Services in Tasmania are provided by the Department of Justice through Community Corrections and the Tasmania Prison Service (TPS).

Tasmania’s daily average prisoner population fell to 474 in 2010-11 from a peak of 539 three years previously. Meanwhile the average number of Community Corrections offenders has continued to increase, rising from 1,177 in 2008-09 to 1,370 in 2009-10 and to 1,614 in 2010-11. (There are also a limited number of offenders supervised under Court-Mandated Diversion for Drug Offenders (CMD), who are not included in this figure.)

In April 2011 the Department of Justice launched a ten-year strategic plan for the Tasmanian corrections system, *Breaking the Cycle*. The plan focuses on reducing re-offending, improving collaboration between Corrective Services and our government and non-government partners, protecting the rights of individuals, and ensuring the safety of the Tasmanian community by providing a safe, secure, humane and effective correctional system.

In October 2010 the Minister for Corrections and Consumer Protection, Nick McKim MP, asked Mr Mick Palmer AO APM to conduct an independent inquiry into the Risdon Prison Complex. The Inquiry was tasked to investigate, examine and report on matters relating to the design, construction and operation of the Risdon Prison Complex (RPC). The resulting report was released publicly on 15 June 2011 and is available on the Department’s website.

As part of the Government’s response to the report, funding for the progression of Stage D of the Prison Infrastructure Redevelopment Program has been brought forward in the 2011-12 State budget. This will provide additional prison facilities within the Risdon Prison Complex (RPC).

Also, on 23 June 2011 Minister McKim announced that the government had agreed to commence a process to decommission the Hayes Prison Farm. The Department will refurbish two divisions at the Ron Barwick Minimum Security Prison to enable the relocation of Hayes inmates and will develop additional prison industry facilities and pre-release accommodation at the Risdon site.

Tasmania’s figure for escapes from secure custody reflects two incidents: one in which two prisoners escaped custody very briefly during transport from court, and another in which a prisoner escaped from a temporarily re-commissioned maximum-security area and was recaptured within an hour.

Tasmania’s figure for assaults on staff reflects nine injuries to staff, two of them serious. These occurred in three separate incidents, including the court escape formerly mentioned, and a serious incident in September 2010 in which six correctional officers were injured, two of them seriously.

The TPS continues to deliver innovative programs and services including Pups in Prison, Books on CD, Risdon LINC and the NewPIN parenting program. Community Corrections also is expanding its range of offender programs, and is working with local stakeholders to diversify the range of CSO projects.

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Australian Capital Territory Government comments

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The Alexander Maconochie Centre (AMC), the ACT's human rights compliant prison, was by the end of the 2010-11 financial year, in to its third year of operation.

An independent review of the first twelve months operations at the AMC conducted by the Queensland-based consultancy firm, Knowledge Consulting, was finalised with the report being received in March 2011. The report made many positive findings, acknowledging that the AMC has a strong commitment to achieve a culture that delivers initiatives to create best practice in corrections and commends the AMC's induction processes, the case management approach, the suite of programs for detainees, the therapeutic cottage and the transitional release centre models as well as accommodation, equipment and staff training.

The report also identifies a number of areas requiring attention including changes to the Crisis Support Centre and adjustments to the prisoner diet. An AMC Taskforce, headed by the Executive Director, ACT Corrective Services, was formed to advise the Government on an appropriate response to the report and then oversee the implementation of the Government's response. The response to the report was tabled in the ACT Legislative Assembly on 28 June 2011.

A topic of considerable local media attention is the proposal to introduce a Needle and Syringe Program (NSP) at the AMC. The trialling of an NSP was proposed in a review of drug policies and procedures at the AMC by the Burnet Institute. The ACT Government acknowledges that there are divergent views in regard to this subject and has welcomed feedback from stakeholders to assist it with its final considerations.

The average prisoner population rose 20 per cent during 2010-11 and although the ACT again recorded the highest costs per prisoner per day, ACT Corrective Services was successful in substantially reducing this cost. Other significant achievements include the percentage of prisoners enrolled in education and training programs being well above the national average, the high percentage of prisoners in employment and that the ACT again recorded the highest average of time out of cells.

Considerable work has been done to improve the delivery of programs aimed at meeting the specific needs of individual detainees.

We look forward to the appointment of a new Superintendent at the AMC during 2011-12, to assist in implementing the recommendations of the Knowledge Consulting review and other systemic improvements identified by the Executive Director

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Northern Territory Government comments

“ The delivery of services and programs in the Northern Territory is influenced strongly by its two distinctive climatic zones and its geography, which includes much of the desert centre of the mainland continent. The NT has an estimated populace of only c.230,000 people, spread over a vast 1.349 million square kilometres, with c.30% of the population identifying as Aboriginal or Torres Strait Islander.

The full-time custodial population continued to increase, rising from a daily average prisoner population of 1,081 in 2009-10 to 1,172 in 2010-11, an increase of 91 prisoners or 8.4%.

The NT Government is implementing significant policy reform aimed at reducing recidivism under the New Era in Corrections.

The Barkly Work Camp opened on 23 May 2011 and is able to accommodate up to 50 low security prisoners who have two years or less to serve of their sentence. Those prisoners from the Barkly region are prioritised for placement in the work camp, the primary goals of which are: community reparation; rehabilitation; and vocational training opportunities. The camp provides prisoners with the opportunity to be involved in meaningful work in a community environment which develops employability skills, thereby assisting prisoners to successfully transition to the community upon their release from full-time imprisonment. Community-based projects that are not currently undertaken by paid labour are undertaken by the prisoners, with a preference given to projects that provide a vocational training component.

In the NT, the overwhelming majority of sentenced prisoners are Indigenous, with extremely low levels of literacy and numeracy, and are serving short sentences. These factors limit their ability to complete certificate level courses or other qualifications. To address this limitation, prisoners attend basic literacy and numeracy courses. Meaningful prisoner education is an on-going focus for NT Correctional Services (NTCS) through partnerships with the Batchelor Institute of Indigenous Tertiary Education (BIITE) and Charles Darwin University. In 2010, the *Chief Minister's Award for Excellence in the Delivering Quality Education and Training Category* was awarded to the Department of Justice (NTCS), Darwin Correctional Centre and BIITE for a training and construction partnership. Numerous construction and training projects have been undertaken by BIITE using prisoner labour, thereby delivering valuable construction industry training and work experience to Indigenous prisoners.

The NT Government has entered into a Project Deed with SeNTinel Partnership Pty Ltd for the design, construction and finance of the new Darwin Correctional Precinct which will be commissioned in July 2014. The site will include: the new correctional centre; the Mental Health and Behavioural Management Unit; the Supported Accommodation and Program Centre; and the staff training centre. ”

Note: Owing to the NT's small prisoner and offender population minor changes in numbers may result in significant changes to rates and/or percentages.

8.6 Definitions of key terms and indicators

24-hour court cell

Cells located in a court and/or police complex that are administered by corrective services.

Assault

An act of physical violence committed by a prisoner that resulted in physical injuries that may or may not have required medical treatment, but not overnight hospitalisation or on-going medical treatment. An assault is recorded where either:

- a charge is proved either by a jurisdictional correctional authority, a Governor's hearing or a court of law, or
- there is evidence that an assault took place because at least one of the following circumstances apply:
 - there is at least one apparently reliable witness to the assault, or the victim claims assault and there is no obvious reason to doubt this claim, or
 - a visible injury has occurred and there is sufficient circumstantial or other evidence to make an assault the most likely cause of the injury on the basis of the balance of probabilities.

The rate is expressed per 100 prisoners, calculated by dividing the total number of assaults by the daily average prisoner population, multiplied by 100. It is based on a count of victims of assaults not incidents, that is, an assault by two prisoners on one other prisoner is counted as one assault, whereas a single incident in which one prisoner assaults two other prisoners is counted as two assaults.

Apparent unnatural death

The death of a person:

- who is in corrective services custody (which includes deaths that occur within prisons and periodic detention centres, during transfer to or from prison, within a medical facility following transfer from prison, or in the custody of corrective services outside a custodial facility)
- whose death is caused or contributed to by traumatic injuries sustained, or by lack of proper care, while in such custody
- who dies or is fatally injured in the process of prison officers attempting to detain that person
- who dies or is fatally injured in the process of that person escaping or attempting to escape from prison custody
- there is sufficient evidence to suggest, subject to a Coroner's finding, that the most likely cause of death is homicide, suicide, an accidental cause or a drug overdose.

The rate is expressed per 100 prisoners, calculated by dividing the number of deaths by the daily average prisoner population, multiplied by 100.

Average number of hours ordered per offender

The total of community work hours ordered to be worked per offender with active work orders containing community hours on the first day of the counting period and/or imposed new community work hours ordered during the counting period.

Average number of hours worked per offender

The number of actual hours worked per offender with a work order in the counting period.

Capital costs per prisoner/offender	The daily cost per prisoner/offender, based on the user cost of capital (calculated as 8 per cent of the value of government assets), depreciation, and debt servicing fees for privately owned facilities.
Community corrections	Community-based management of court-ordered sanctions, post-prison orders and administrative arrangements and fine conversions for offenders, which principally involve one or more of the following requirements: supervision; program participation; or community work.
Community corrections rate	The annual average number of offenders per 100 000 population aged 17 years or over in those jurisdictions where persons are remanded or sentenced to adult custody at 17 years of age, or 18 years or over in those jurisdictions where the age for adult custody is 18 years old.
Community corrections staff	Full-time equivalent staff employed in community corrections. Operational staff refers to staff whose main responsibility involves the supervision or provision of support services directly to offenders, for example, probation/parole/community corrections officers, home detention officers, case managers, program co-ordinators, and court advice workers. Other staff refers to staff based in Head Office or officers in the field whose responsibilities are managerial or administrative in relation to offender management. Staff members who perform a mix of caseload and administrative functions are allocated proportionately to each category based upon the workload assigned to that position.
Community work (offenders)	Unpaid community work (hours) by offenders serving community corrections orders during the counting period.
Completion of community orders	The percentage of community orders that were completed successfully within the counting period (by order type). An order is successfully completed if the requirements of the order are satisfied. An order is unsuccessfully completed if the requirements of the order were breached for failure to meet the order requirements or because further offences were committed.
Detainee	A person subject to a periodic detention order.
Education	The number of prisoners actively participating in education as a percentage of those who are eligible for education. Prisoners excluded as ineligible for education may include: <ul style="list-style-type: none"> • prisoners in centres where education programs are not provided as a matter of policy or where education programs are not available (for example, remand centres, 24-hour court cells) • remandees for whom access to education is not available • hospital patients who are medically unable to participate • fine defaulters (who are incarcerated for only a few days at a time).

Employment	<p>The number of prisoners or periodic detainees employed as a percentage of those eligible to participate in employment. Prisoners excluded as ineligible for employment includes those undertaking full time education and prisoners whose situation may exclude their participation in work programs, for example:</p> <ul style="list-style-type: none"> • remandees who choose not to work • hospital patients or aged prisoners who are unable to work • prisoners whose protection status prohibits access to work • fine defaulters (who are only incarcerated for a few days at a time).
Escapes	<p>The escape of a prisoner under the direct supervision of corrective services officers or private providers under contract to corrective services, including escapes during transfer between prisons, during transfer to or from a medical facility and escapes that occurred from direct supervision by corrective services outside a prison, for example during escort to a funeral or medical appointment. The rate is expressed per 100 prisoners, calculated by dividing the number of escapes by the daily average open/secure prison population, multiplied by 100. The rate for periodic detainees relates to those detainees who have been convicted of escape from lawful custody, and is calculated by dividing the number of escapes by the daily average detainee population, multiplied by 100.</p>
Home detention	<p>A corrective services program requiring offenders to be subject to supervision and monitoring by an authorised corrective services officer while confined to their place of residence or a place other than a prison.</p>
Imprisonment rate	<p>The annual average number of prisoners per 100 000 population aged 17 years or over in those jurisdictions where persons are remanded or sentenced to adult custody at 17 years of age, or 18 years or over in those jurisdictions where the age for adult custody is 18 years old.</p>
Indigenous status	<p>Persons identifying themselves as either an Aboriginal or Torres Strait Islander person if they are accepted as such by an Aboriginal or Torres Strait Islander community.</p>
Net operating expenditure per prisoner/offender	<p>The daily cost of managing a prisoner/offender, based on operating expenditure net of operating revenues (see definitions below) divided by (i) the number of days spent in prison or detention by the daily average prisoner population and the daily average periodic detention population on a 2/7th basis or (ii) the number of days spent under community corrections supervision by the daily average community corrections population respectively.</p>
Offence-related programs	<p>A structured, targeted, offence focused learning opportunity for prisoners/offenders, delivered in groups or on a one-to-one basis, according to assessed need.</p>
Offender	<p>An adult person subject to a current community-based corrections order (including bail supervision by corrective services).</p>
Offender-to-staff ratio	<p>The daily average number of offenders divided by the number of fulltime (equivalent) staff employed in community corrections.</p>

Open prison	A custodial facility where the regime for managing prisoners does not require them to be confined by a secure perimeter physical barrier, irrespective of whether a physical barrier exists.
Operating expenditure	Expenditure of an ongoing nature incurred by government in the delivery of corrective services, including salaries and expenses in the nature of salary, other operating expenses incurred directly by corrective services, grants and subsidies to external organisations for the delivery of services, and expenses for corporate support functions allocated to corrective services by a broader central department or by a 'shared services agency', but excluding payroll tax.
Operating revenues	Revenue from ordinary activities undertaken by corrective services, such as prison industries.
Periodic detention	An order of confinement, imposed by a court of law, requiring that a person be held in a legally proclaimed prison or periodic detention facility for two consecutive days within a one-week period.
Periodic detention rate	The annual average number of periodic detainees per 100 000 population aged 17 years or over in those jurisdictions where persons are remanded or sentenced to adult custody at 17 years of age, or 18 years or over in those jurisdictions where the age for adult custody is 18 years old.
Periodic detention utilisation	The extent to which periodic detention centre capacity meets demand for periodic detention accommodation, calculated as the total daily average periodic detention population attending a residential component of the order, divided by average periodic detention design capacity.
Prison	A legally proclaimed prison or remand centre, which holds adult prisoners, excluding police prisons or juvenile detention facilities.
Prison utilisation	The extent to which prison design capacity meets demand for prison accommodation, calculated as the total daily average prisoner population divided by average prison design capacity.
Prisoner	A person held in full time custody under the jurisdiction of an adult corrective services agency.
Private prison	A government or privately owned prison (see prison) managed under contract by a private sector organisation.
Recurrent expenditure	The combined total of operating expenditure (see previous definitions) and capital costs, that is, depreciation, debt servicing fees, and user cost of capital.
Remand	A legal status where a person is held in custody pending outcome of a court hearing, including circumstances where the person has been convicted but has not yet been sentenced.
Reparation order	A subcategory of community-based corrections orders that refers to an order with a community service bond/order or fine option that requires them to undertake unpaid work.

Restricted movement order	A subcategory of community-based corrections that refers to an order that limits the person's liberty to their place of residence unless authorised by corrective services to be absent for a specific purpose, for example, Home Detention Orders.
Secure prison	A custodial facility where the regime for managing prisoners requires them to be confined by a secure perimeter physical barrier.
Serious assault	An act of physical violence committed by a prisoner that resulted in physical injuries requiring medical treatment involving overnight hospitalisation in a medical facility (e.g. prison clinic, infirmary, hospital or a public hospital) or on-going medical treatment. Serious assaults include all sexual assaults. The criteria for reporting described for 'assaults' above also apply.
Supervision order	A subcategory of community-based corrections that refers to an order that includes a range of conditions other than those categorised as restricted movement or reparation.
Time out-of-cells	The average number of hours in a 24-hour period that prisoners are not confined to their own cells or units, averaged over the year.
Total cost per prisoner/offender	The combined operating expenditure and capital costs per prisoner per day, net of operating revenues and excluding transport/escort expenditure where reported separately by jurisdictions.
Transitional Centres	Transitional Centres are residential facilities administered by corrective services where prisoners are prepared for release towards the end of their sentences.
Transport and escort services	Services used to transport prisoners between prisons or to/from external locations (for example, court), whether by corrective services officers or external contractors involved in escorting prisoners as part of the transport arrangements.

8.7 List of attachment tables

Attachment tables are identified in references throughout this appendix by an '8A' prefix (for example, table 8A.1). Attachment tables are provided on the Review website (www.pc.gov.au/gsp).

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PART D

EMERGENCY MANAGEMENT



D Emergency management sector summary

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Attachment tables

Attachment tables are identified in references throughout this sector summary by a 'DA' prefix (for example, table DA.1). A full list of attachment tables is provided at the end of this sector summary, and the attachment tables are available from the Review website at www.pc.gov.au/gsp.

D.1 Introduction

This sector summary provides an introduction and the policy context for the government services reported in 'Fire, road rescue and ambulance' (chapter 9) by providing an overview of the 'emergency management' sector.

Major improvements in reporting on particular emergency management services this year are identified in the Fire, road rescue and ambulance chapter (chapter 9).

Policy context

The emergency management sector involves government policies that affect a range of government, voluntary and private organisations engaged in areas as diverse as risk assessment, legislation, community development, emergency response, urban development and land use management, and community recovery.

The Australian, State and Territory governments have recognised that a national, coordinated and cooperative effort is needed to enhance Australia's capacity to withstand and recover from emergencies and disasters (COAG 2009). Accordingly, the Council of Australian Governments (COAG) adopted the *National Strategy for Disaster Resilience* on 13 February 2011 (COAG 2011).

The strategy promotes a 'resilience' based approach to natural disaster policy and programs (COAG 2009). It provides high-level guidance on emergency management to: Australian, State, Territory and local governments; business and community leaders; and the not-for-profit sector. The strategy focuses on priority areas for building disaster resilient communities across Australia. It also recognises that disaster resilience is a shared responsibility for individuals, businesses and communities, as well as for governments.

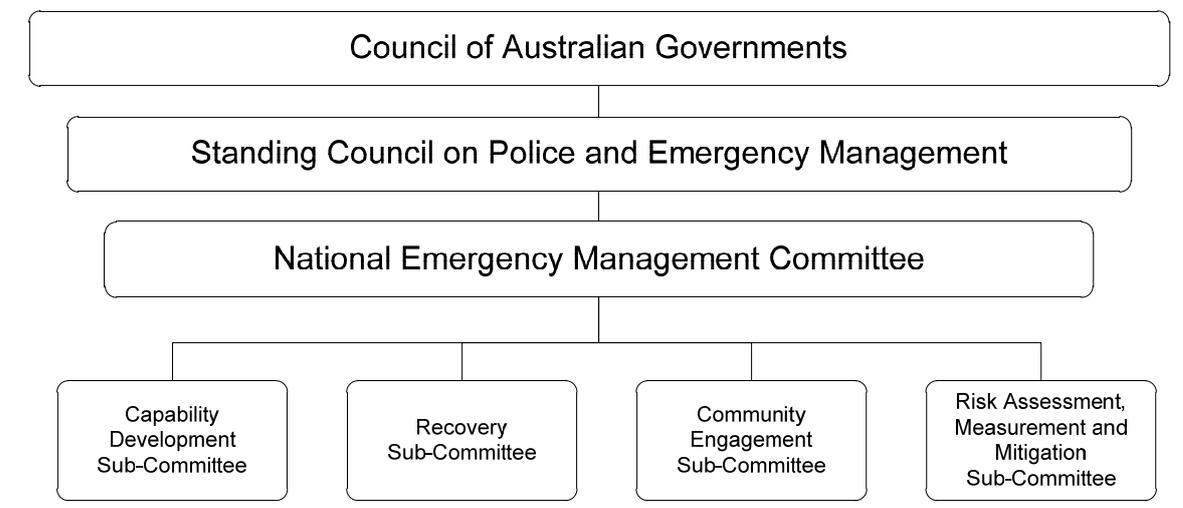
A number of recent natural disasters, including the 2009 Victorian bushfires and the 2010-11 Queensland floods, have highlighted the importance of adopting this resilience based approach.

National forums

The National Emergency Management Committee (NEMC), established by COAG, is Australia's national consultative emergency management forum and works to strengthen the nation's resilience to disasters by providing strategic leadership on nation-wide emergency management policy (figure D.1). The Committee meets at least twice a year, comprising relevant senior officials from the Australian, State and Territory governments, and a representative from the Australian Local Government Association.

The NEMC reports to the Standing Council on Police and Emergency Management and to other standing councils as required. The standing council replaces the former Ministerial Council for Police and Emergency Management, which has been subject (along with all ministerial councils) to a review by COAG. Recognising that many aspects of emergency management require the ability to influence work outside the mandate of emergency management ministers, the NEMC also has a direct reporting line to COAG for matters requiring whole-of-government consideration.

Figure D.1 **National Emergency Management Committee**



The NEMC is supported by four sub-committees:

- the Capability Development Sub-Committee supports strategic nation-wide whole-of-governments emergency management capability initiatives
- the Recovery Sub-Committee develops and promotes comprehensive disaster recovery policy and planning consistent with the National Principles for Disaster Recovery
- the Community Engagement Sub-Committee develops and promotes national community engagement policies and programs, to contribute to the enhancement of community disaster resilience nationally
- the Risk Assessment Measurement and Mitigation Sub-Committee contributes to the management of disaster risk by developing national approaches to risk assessment, measurement and mitigation.

Sector scope

Emergency management is defined as a range of measures to manage risks from emergency events (box D.1) to individuals, communities and the environment (EMA 2004). Emergency management aims to create and strengthen safe, sustainable and resilient communities that can avoid or minimise the effects of emergencies and, at the same time, have the ability to recover quickly and restore their socioeconomic vitality after an emergency event.

The practice of emergency management requires cooperation between Australian, State and Territory, and local governments, industry, community organisations, and the community in general.

Box D.1 **Emergency events**

An emergency event is an event, actual or imminent, which endangers or threatens to endanger life, property or the environment, and which requires a significant and coordinated response (EMA 1998). It encompasses:

- natural disaster events — that is, bushfire (landscape fire), earthquake, flood, storm, cyclone, storm surge, landslide, tsunami, meteorite strike, and tornado. This list of natural disaster events is based on the Natural Disaster Relief and Recovery Arrangements Determination 2011 (EMA 2011)
- other natural events — such as drought, frost, heatwave, or epidemic
- disaster events resulting from poor environmental planning, commercial development, or personal intervention
- other emergency events — such as structure fires, medical emergencies and transport, rescues, or consequences of acts of terrorism
- technological and hazardous material incidents — such as chemical spills, harmful gas leaks, radiological contamination, explosions, and spills of petroleum and petroleum products
- quarantine and control of diseases and biological contaminants.

Emergency events can directly affect a mixture of:

- individuals — such as medical emergency events or road crash rescue events
- household/business assets and premises — such as structure fires (houses and other building)
- community, economy and the environment — such as natural disasters and acts of terrorism.

Australian Government

The primary role of the Australian Government is to support the development, by the states and territories, of a national emergency management capability.

Australian Government assistance may take the form of:

- financial assistance for natural disaster relief and recovery. The Natural Disaster Relief and Recovery Arrangements provides for the Australian Government to reimburse State and Territory governments for a proportion of their expenditure on natural disasters (EMA 2011)
- material and technical assistance to states and territories in the event of large scale emergencies

-
- financial assistance for natural disaster resilience, mitigation and preparedness measures
 - support for emergency relief and community recovery and for helping to bear the cost of natural disasters
 - funding for risk management programs and undertaking comprehensive risk assessment
 - community awareness activities.

Australian Government agencies also have specific emergency management responsibilities, including: the control of exotic animal and plant diseases; aviation and maritime search and rescue; the management of major marine pollution and meteorological and geological hazards; the provision of firefighting services at some airports and some defence installations; human quarantine; and research and development.

State and Territory governments

State and Territory governments are responsible for regulatory arrangements with the objective of protecting life, property and the environment, and they have primary responsibility for delivering emergency services (including fire and ambulance services) directly to the community.

Local governments

Local governments in some states and territories are involved to varying degrees in emergency management. Their roles and responsibilities may include:

- considering community safety in regional and urban planning by assessing risks, and developing mitigation measures and prevention plans to address emergencies such as bushfires and structure fires, floods, storms, landslides and hazardous materials incidents
- improving community preparedness through local emergency and disaster planning
- issuing hazard reduction notices to private land holders and clearing vegetation in high risk public areas
- collecting statutory levies to fund fire and other emergency services
- allocating resources for response and recovery activities
- providing financial and operational assistance to rural fire brigades and/or other voluntary emergency service units.

Profile of the emergency management sector

Emergency service organisations

State and Territory and local governments provide emergency management services to the community through a range of emergency services organisations. The governance and reporting lines of emergency services organisations vary across jurisdictions. These organisations range from government departments to statutory authorities, and to smaller branches, agencies or services within larger departments or authorities (table DA.1). In some instances, non-government organisations also provide emergency management (and other ambulance event) services, such as St John Ambulance in WA and the NT.

In all jurisdictions, there is considerable cooperation and coordination among emergency services organisations in response to emergency events. There can also be substantial cooperative efforts across governments, particularly in the recovery stages after a major incident. Events of considerable magnitude and duration, such as earthquakes, cyclones and bushfires, can involve international, interstate and other cooperation and support. Jurisdictions are increasingly interacting and contributing to programs and operational response to a number of significant emergency events around the Pacific and Indian Ocean rim.

The ‘all-hazards all-agencies’ approach to emergency management means that there are many organisations involved in different aspects of emergency management. This Report focuses on selected event types in State and Territory jurisdictions, and in particular the roles of:

- *fire service organisations* — work closely with other government departments and agencies (such as State/Territory Emergency Services, police and ambulance services, and community service organisations) to minimise the impact of fire and other emergencies on the community. The fire and non-fire related activities of fire services organisations for each jurisdiction are described in table DA.2
- *State/Territory Emergency Services* — have a major role in each state and territory (except ACT) in attending road crash rescue incidents and performing extrications. State/Territory Emergency Services in various jurisdictions are the lead agency for hazards as diverse as flood, earthquake, tsunami, tropical cyclone and marine search and rescue. State/Territory Emergency Services also provide land search, urban search and rescue, and technical rescue services. The emergency service activities of State/Territory Emergency Services for each jurisdictions are described in table DA.3.

-
- *Ambulance service organisations* — work within the health system to improve the health of the community by providing emergency and non-emergency patient care and transport, as well as to foster public education in first aid. In emergency situations they are responsible for providing responsive, high quality specialised medical care. This includes working with other emergency services organisations to provide pre-hospital care, rescue, retrieval and patient transport services in a range of emergency events.

This Report contains some information on the scope of emergency services organisations activities, although it does not report on the total range of State, Territory and local government activities. For example, this Report does not include direct information on the performance of Australian Government or local government emergency management services or their agencies.

Descriptive statistics

Detailed profiles for the events within the emergency management sector are reported in chapter 9, and cover:

- size and scope of the individual service types
- funding and expenditure.

Descriptive statistics for fire, ambulance and emergency service organisations are presented, by jurisdiction, in chapter 9 and in tables DA.1–DA.5.

Total costs and funding

Total cost data presented in table D.1 reflect the costs of the Australian, State and Territory governments for emergency management services delivered by fire agencies and ambulance services in 2010-11, and recurrent expenditure for State/Territory Emergency Services in 2009-10. More information on government expenditure can be found in chapter 9.

The funding of emergency services organisations varies by service and jurisdiction (chapter 9) but generally occurs via a mix of:

- government grants — provided to emergency services organisations from State and Territory governments
- fire levies — governments usually provide the legislative framework for the imposition of fire levies on property owners or, in some jurisdictions, from levies on both insurance companies and property owners

- ambulance transport fees — from government, hospitals, private citizens and insurance companies
- other revenue — subscriptions, donations and miscellaneous revenue (table D.1).

Table D.1 Emergency management sector, descriptive statistics, Australia, 2010-11^{a, b, c}

	<i>FSOs</i>	<i>ASOs</i>	<i>S/TES</i>
Financial year	2010-11	2010-11	2009-10
Total costs (\$m)	3 158.3	2 060.3	123.2
Source of organisation revenue			
Government grants and indirect government funding (%)	32.5	68.1	na
Fees/charges (%)	4.1	23.2	na
Levies (%)	60.5	..	na
Other (%)	2.9	8.7	na

FSO = Fire service organisation; **ASO** = Ambulance service organisation; **STES** = State/Territory emergency service organisation

^a Data may not be comparable across service areas and comparisons could be misleading. Chapter 9 provides further information. ^b For 2010-11 SA ambulance financial and workforce data are not available for inclusion in these national totals due to reporting system issues, which will be rectified for the 2013 Report. ^c Data for STES are for budgeted expenditure in 2009-10. The figures provided for WA include total costs of services for the SES, Fire & Rescue Services, Bush Fire Services and Volunteer Marine Rescue Services. na Not available. .. Not applicable.

Source: State and Territory governments; table 9A.2, 9A.24, 9A.29, 9A.40 and DA.4.

Volunteers in emergency management

In 2010-11, approximately 250 000 fire, ambulance and State/Territory Emergency Services volunteers played a significant role in the provision of emergency services in Australia (table D.2).

The input by volunteers is particularly important in rural and remote service provision where caseload/incident levels are low, compared with urban areas, but community safety needs are as high a priority.

Volunteers in many emergency services organisations (including fire, ambulance, State/Territory Emergency Services, marine rescue, and recovery and relief agencies) provide services relating to emergency situations and disasters resulting from natural hazards such as bushfires, floods, severe storms, earthquakes, cyclones, and human caused and technological events as well as medical emergencies.

Table D.2 Volunteers in emergency service organisations, 2010-11^{a, b, c, d, e, f, g}

	NSW ^c	Vic ^d	Qld ^e	WA ^f	SA	Tas	ACT	NT ^g	Aust
FSOs	77 410	58 063	34 000	28 922	14 583	4 777	1 233	777	219 765
ASOs	326	460	132	3 169	1 309	457	–	–	5 853
S/TES	10 828	5 171	7 000	1 994	1 701	615	240	377	27 926
Total	88 564	63 694	41 132	34 085	17 593	5 849	1 473	1 154	253 544

ASO = ambulance service organisation. FSO = fire service organisation. S/TES = State and Territory emergency services. ^a Numbers for FSOs include volunteer support staff plus part paid volunteers for all jurisdictions except WA and the ACT. ^b Jurisdictions totals are a count of volunteers. People who volunteer in more than one emergency service organisation may be double counted. ^c NSW: Numbers for FSOs include retained firefighters and community fire unit members. ^d Vic: ASOs data include some volunteers who were remunerated for some time (usually response), but not for other time (usually on-call). ^e Qld. Volunteer numbers may fluctuate as members leave the service, new members are recruited and data cleansing occurs. ^f WA: SES data exclude volunteer emergency service members who also may undertake an SES role. WA: Support staff data include all non-fire specific staff, including those that support SES and volunteer marine rescue. Volunteer firefighter data include volunteers from local government bush fire brigades, volunteer fire and rescue brigades, volunteer fire services and multi-skilled volunteer emergency services. Data for the Department of Environment and Conservation are not included. ^g NT: Transient people in the NT result in fluctuations in the numbers of volunteers. – Nil or rounded to zero.

Source: State and Territory governments (unpublished); chapter 9; table DA.5.

Information on the estimated value of volunteers to State/Territory Emergency Services is outlined in box D.2.

Although volunteers make a valuable contribution, they are not a free resource to governments. Governments incur costs in supporting volunteers to deliver emergency services in their communities, by providing funds and support through infrastructure, training, uniforms, personal protective equipment, operational equipment and support for other operating costs.

Volunteer activity has implications for the interpretation of financial and non-financial performance indicators. Notional wages costs for volunteers are not reflected in monetary estimates of inputs or outputs, which means that data for some performance indicators may be misleading where the input of volunteers is not counted but affects outputs and outcomes.

Box D.2 Value of volunteers to State/Territory Emergency Services

State/Territory Emergency Services are dedicated to helping communities prepare for and respond to unexpected events, and play a vital role in emergency management in all states and territories. The Australian Council of State Emergency Services funded a study to estimate the value of State/Territory Emergency Services volunteer time based on data provided by the agencies in NSW, Victoria, SA and Tasmania.

Two approaches were used to estimate the economic value of State/Territory Emergency Services volunteer time:

- the global substitution method, where an average wage rate is used to value all activities
- the task specific substitution method, where each task is valued at its market wage rate.

In both approaches operational tasks and time, including emergency response and community activities, were valued, as well as time spent on training, travel, administration and other tasks.

The value of volunteer time for community preparedness services, operational response, training and unit management (without stand-by time) from 1994-95 to 2004-05 averaged around \$52 million (NSW), \$19 million (Victoria) and \$12 million (SA) a year.

Stand-by time accounts for about 94 per cent of the total time in NSW and Victoria and about half the total value for NSW and 39 per cent for Victoria. The total time volunteers made available including stand-by time is worth more than \$86 million and \$41 million a year to NSW and Victoria respectively. For NSW the annual value of a volunteer's contribution was estimated as \$15 903. While the indirect or secondary benefits that may arise through volunteerism as explained through social capital theory were not valued, the study clearly shows the significant value volunteers provide to their communities.

Source: Ganewatta, G. and Handmer, J. (2007).

Social and economic factors affecting demand for services

Australian communities are varied in their composition and in their level of exposure to disaster risk. Factors that can influence disaster resilience include remoteness, population density and mobility, socio-economic status, age profile, and percentage of population for whom English is a second language. Within individual communities, certain members are more vulnerable and may need tailored advice and support.

Many known factors are increasing our vulnerability to emergency events (COAG 2011). Work-life patterns, lifestyle expectations, demographic changes,

domestic migration, and community fragmentation are increasing community susceptibility and demand for emergency management services in two ways (Victorian Bushfires Commission 2010):

- the personal resources available to individuals and households to prepare for and protect themselves in an emergency event
- levels of direct participation by individual community members in volunteer emergency service organisations.

Research shows socially-disadvantaged communities are more heavily impacted by emergency events. For example, the fire death and injury rates of Australia's most disadvantaged areas (as defined by the 2001 Socio-Economic Indexes for Areas (SEIFA)) are 3.6 (Australia) and 2.6 (South Australia) times that of the least disadvantaged areas respectively (Dawson and Morris 2008). Similarly, in WA it has been found that culturally and linguistically diverse communities are more vulnerable to fire events (FESA 2010).

Population growth has also been experienced across Australian regional centres, coastal areas, rural areas around major cities, alpine areas and along inland river systems (Victorian Bushfires Commission 2010). Such areas are both more susceptible to emergency events and require greater resources to respond to an emergency. Pressures for urban development to extend into areas of higher risk from natural disasters compounds the problem, as does the expectation that the same services and facilities will be available wherever people choose to live.

The communities' capacity to respond to emergency events does not necessarily increase at the same rate as its population growth. This is particularly because people who first move to rural and regional areas typically have little or no awareness/experience of how to prepare and respond to emergency events. In more remote mining communities the impact of 'fly-in-fly-out' workforces affect the availability of a volunteer workforce where volunteering rates are generally lower.

Population change is expected to lead to an increased proportion of older Australians living in the community (Australian Government 2010). As more people fall into the older age groups their need to call for assistance in an emergency generally increases — be it individual medical emergencies requiring an ambulance, or assistance in preparing and/or responding to a community wide emergency (such as for a natural disaster).

The size, severity, timing, location and impacts of disasters are difficult to predict. Scientific modelling suggests that climate change will likely result in an increased frequency and severity of extreme weather events. Rising sea levels are increasing the likelihood of coastal erosion and severe inundation (COAG 2009).

Service-sector objectives

The broad aim of emergency management is to reduce the level of risk to the community from emergencies. The framework of performance indicators in this sector summary is based on objectives for emergency management established in the *National Strategy for Disaster Resilience* and that are common to all Australian emergency management services organisations (box D.3).

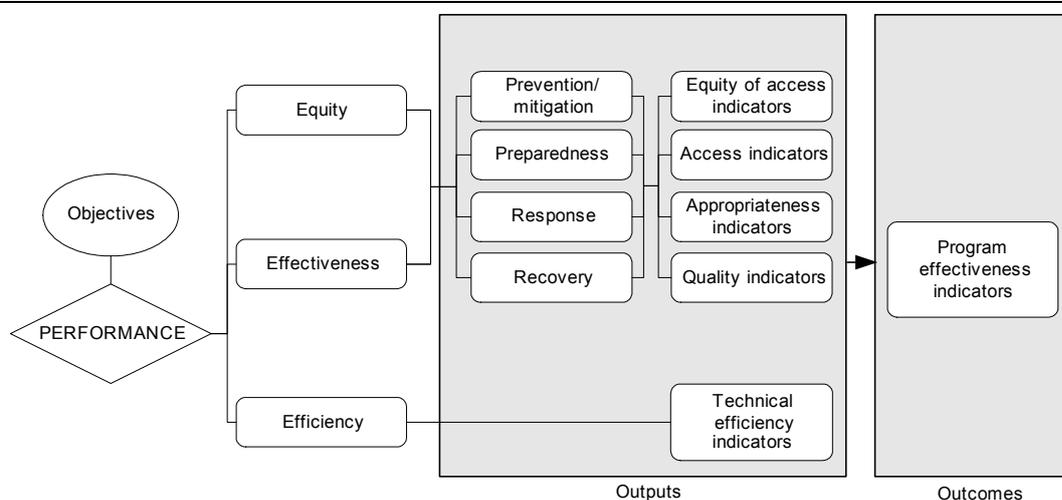
Box D.3 Objectives for emergency management

Emergency management services aim to build disaster resilient communities that work together to understand and manage the risks that they confront. Emergency management services provide highly effective, efficient and accessible services that:

- reduce the adverse effects of emergencies and disasters on the community (including people, property, infrastructure, economy and environment)
- contribute to the management of risks to the community
- enhance public safety.

Emergency service organisations aim to reduce the number of emergency events through prevention activities, and to reduce the impact of emergency events through community and operational preparedness. Fast, effective response and recovery services are critical to containing hazards and managing the consequences of emergency events. To reflect these activities, performance reporting in this sector summary and in chapter 9 (for fire and road crash rescue events) reflects the prevention/mitigation, preparedness, response and recovery framework (figure D.2).

Figure D.2 The prevention/mitigation, preparedness, response and recovery framework for emergency management



The framework uses the widely accepted ‘comprehensive approach’ to classify the key functions common to emergency services organisations in managing emergency events. Outputs in the emergency event frameworks are grouped accordingly.

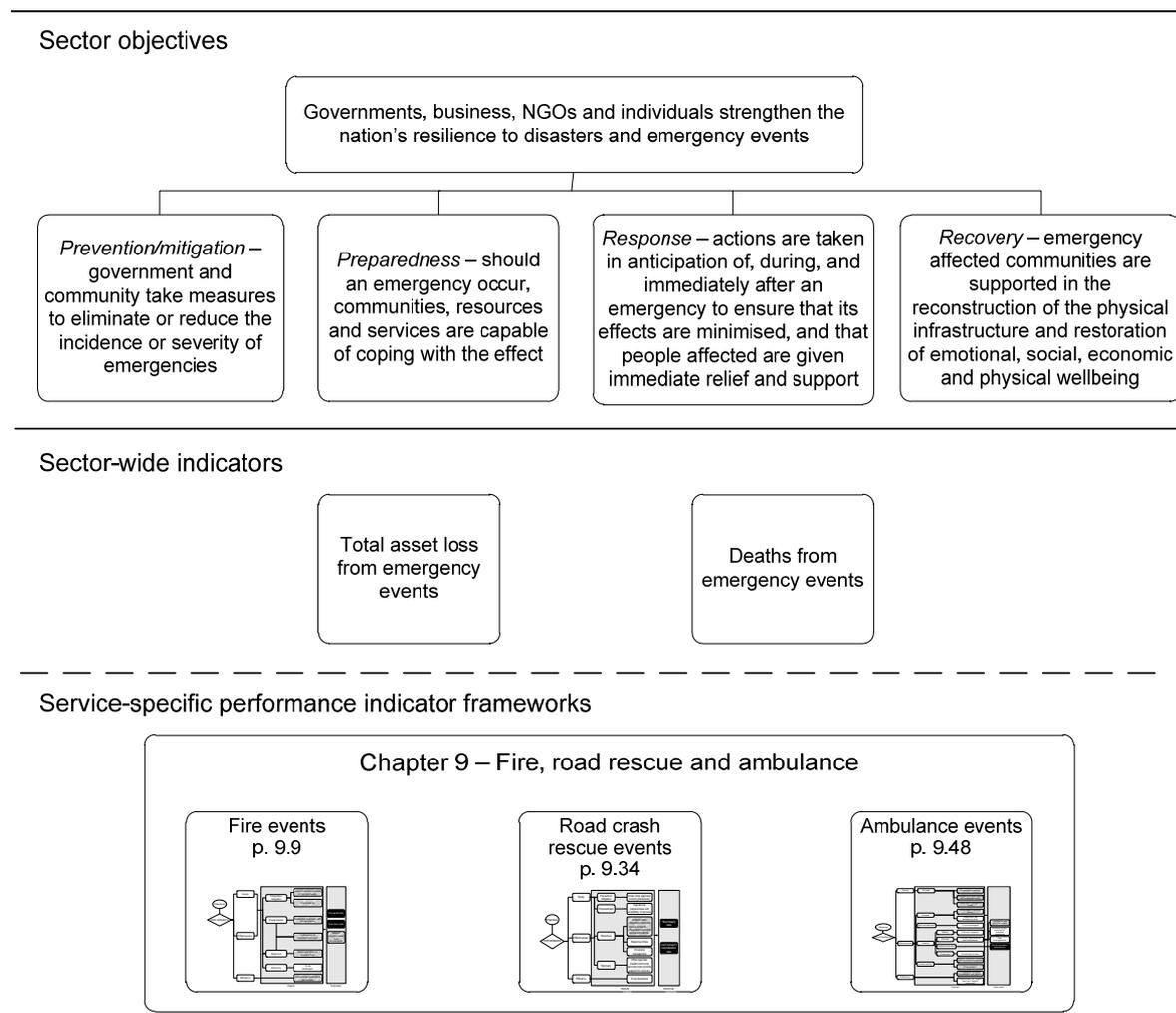
- *Prevention/mitigation* — the results of measures taken in advance of an emergency aimed at decreasing or eliminating its impact on the community and the environment. Activities that contribute to prevention and mitigation include: advice on land management practice and planning; the inspection of property and buildings for hazards, compliance with standards and building codes, and levels of safe practices; the preparation of risk assessment and emergency management plans; risk categorisation for public information campaigns; and public information campaigns and educational programs to promote safe practices in the community.
- *Preparedness* — the results of measures to ensure, if an emergency occurs, that communities, resources and services are capable of responding to, and coping with, the effects. Activities that contribute to preparedness include: public education and training; emergency detection and response planning (including the installation of smoke alarms and/or sprinklers); hazardous chemicals and material certification, and the inspection of storage and handling arrangements; the exercising, training and testing of emergency service personnel; and standby and resource deployment and maintenance. Preparedness also involves establishing equipment standards and monitoring adherence to those standards.
- *Response* — the results of strategies and services to control, limit or modify the emergency to reduce its consequences. Activities that contribute to response include: the implementation of emergency plans and procedures; the issuing of emergency warnings; the mobilisation of resources in response to emergency incidents; the suppression of hazards (for example, fire containment); the provision of immediate medical assistance and relief; and search and rescue.
- *Recovery (community)* — the results of strategies and services to support affected individuals and communities in their reconstruction of physical infrastructure and their restoration of emotional, social, economic and physical wellbeing. Activities that contribute to community recovery include: the restoration of essential services; counselling programs; temporary housing; long term medical care; and public health and safety information.
- *Recovery (emergency services organisations)* — the results of strategies and services to return agencies to a state of preparedness after emergency situations. Activities that contribute to emergency services recovery include: critical incident stress debriefing; and the return of emergency services organisations resources to the state of readiness specified in response plans.

D.2 Sector performance indicator framework

This sector summary is based on a sector performance indicator framework (figure D.3). This framework is made up of the following elements:

- Sector objectives — five sector objectives are a précis of the key objectives of emergency management (box D.3).
- Sector-wide indicators — two sector-wide indicators relate to the overarching service sector objectives identified in the *National Disaster Resilience Statement* (COAG 2009) and the *National Strategy for Disaster Resilience* (COAG 2011).
- Information from the service-specific performance indicator frameworks that relate to emergency services. Discussed in more detail in chapter 9, the service-specific frameworks provide comprehensive information on the equity, effectiveness and efficiency of these services.

Figure D.3 **Emergency management sector performance indicator framework**



This sector summary provides an overview of relevant performance information. Chapter 9 and its associated attachment tables provide more detailed information.

Sector-wide indicators

This section includes high level indicators of emergency management outcomes. Many factors are likely to influence these outcomes — not just the performance of government services. However, these outcomes inform the development of appropriate policies and the delivery of government services.

Total asset loss from emergency events

‘Total asset loss from emergency events’ is an indicator of the objective of governments to reduce the adverse consequences of emergency events on community assets through its prevention/mitigation, preparedness, and response measures (box D.4).

Box D.4 Total asset loss from emergency events

‘Total asset loss from emergency events’ data are derived from the submissions of general insurance companies following large events incurring cost to the community and insurers. It does not represent the entire cost of the event. Costs not currently taken into account include emergency response by emergency services; local, State, Territory and Commonwealth governments; non-government organisations; local government clean-up; remedial and environmental damage costs (including pollution of foreshores and riverbanks and beach erosion); community dislocation; loss of jobs; rehabilitation/recovery services; and basic medical and funeral costs associated with injuries and deaths. Events are only recorded where there is a potential for the insured loss to exceed \$10 million. Additionally, many large single losses occur on a day to day basis in Australia that are not part of a larger emergency event.

The prevention/mitigation, preparedness, and response activities of government contribute to reduce the value of total asset loss from emergency events. A low or decreasing value of total asset loss from emergency events is desirable.

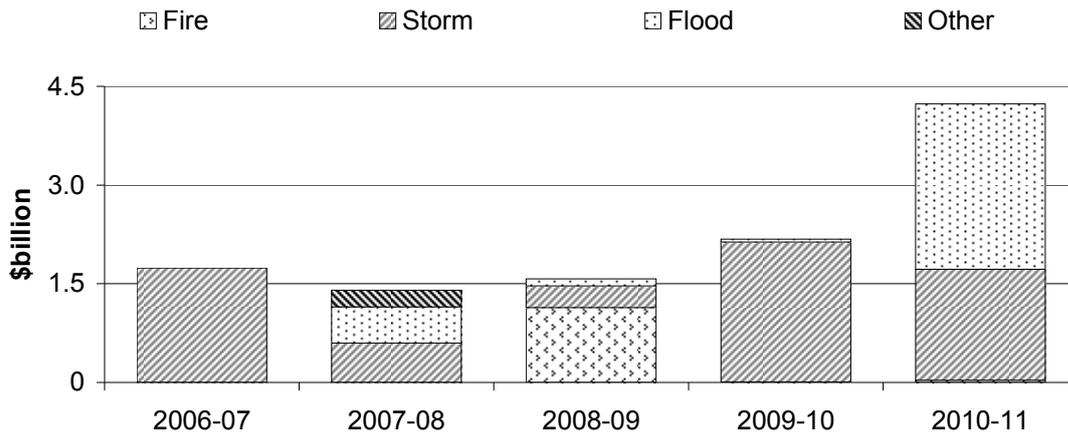
Data reported for this indicator are comparable and complete.

Source: Insurance Council of Australia (2011); Australian Government (2011a).

Nationally, the insured asset loss from emergency events was \$4.2 billion in 2010-11. Other than in 2008-09 — the year of the Victorian bushfires (chapter 9) — insured asset losses are generally related to flood and storm damage (figure D.4). In

2010-11, the Queensland flood emergency caused extensive damage in south-east Queensland, resulting in an estimated \$2.4 billion in insured asset losses (box D.5).

Figure D.4 Total asset loss from emergency events (2010-11 dollars)^{a, b}



^a Costs not currently taken into account: emergency response by emergency services; local, State, Territory and Commonwealth governments; non-government organisations; local government clean-up; remedial and environmental damage costs (including pollution of foreshores and riverbanks and beach erosion); community dislocation; loss of jobs; rehabilitation/recovery services; and basic medical and funeral costs associated with injuries and deaths. ^b Total Asset Loss: all insurance losses (claims by policy holders, based on figures from the Insurance Council of Australia). The data are derived from the submissions of general insurance companies following large events incurring cost to the community and insurers. Events are only recorded where there is a potential for the insured loss to exceed \$10 million. – Nil or rounded to zero.

Source: Insurance Council of Australia 2011, *Historical & current disaster statistics*, www.insurancecouncil.com.au/Default.aspx?tabid=1572 (accessed 10 October 2011); Australian Government 2011, *Attorney-General's Department Disasters Database*, www.disasters.ema.gov.au/ (accessed 10 October 2011); table DA.6.

Box D.5 Queensland floods

Prolonged and intensive rainfall over large areas of Queensland, coupled with already saturated catchments led to significant flooding in Queensland in December 2010 and January 2011. Thirty-five people lost their lives, and thousands more suffered destruction and despair. More than 78 per cent of the State (an area bigger than NSW and Victoria combined) was declared a disaster zone, with over 2.5 million people affected. Some 29 000 homes and businesses suffered some form of inundation.

The Queensland Government established the Queensland Reconstruction Authority in 2011 to develop, implement and manage a state-wide plan for rebuilding and reconnecting affected communities. The Queensland Reconstruction Authority has estimated that the total cost of flooding events alone will be in excess of \$5 billion. (The Insurance Council of Australia (2011) reports insured asset losses of \$2.4 billion.)

Continued next page

Box D.5 (Continued)

On 17 January 2011, the Queensland Government established the Commission of Inquiry into the 2010-11 flood events. The Commission delivered its Interim Report on 1 August 2011 and examines a range of issues relating to flood preparedness (Queensland Floods Commission of Inquiry 2011). The report makes 175 recommendations focused on changes which can be implemented prior to Queensland's next summer wet season.

The final report is due to be provided to the Queensland Government by 24 February 2012, and will examine a range of issues in the Inquiry's terms of reference, with a particular focus on insurance and land planning.

Source: Insurance Council of Australia (2011); Queensland Government (unpublished).

Deaths from emergency events

'Deaths from emergency events' is an indicator of governments' objective to reduce the risk of loss of life in the event of an emergency event, or by preventing an emergency event, through prevention/mitigation, preparedness, and response measures (box D.6).

Box D.6 Deaths from emergency events

'Deaths from emergency events' is defined as the number of deaths per calendar year in three categories:

- transport deaths — deaths primarily caused by accidents involving transport vehicles (mainly cars)
- fire deaths — deaths primarily caused by exposure to smoke, fire or flames
- deaths from exposure to forces of nature — including exposure to excessive natural heat, exposure to excessive natural cold, exposure to sunlight, victim of lightning, victim of earthquake, victim of volcanic eruption, victim of avalanche, landslide and other earth movements, victim of cataclysmic storm, and victim of flood.

Additional information related to deaths from fire events and road rescue events are available in the Ambulance, fire and road rescues chapter (chapter 9).

A low or decreasing number of deaths from emergency events is desirable.

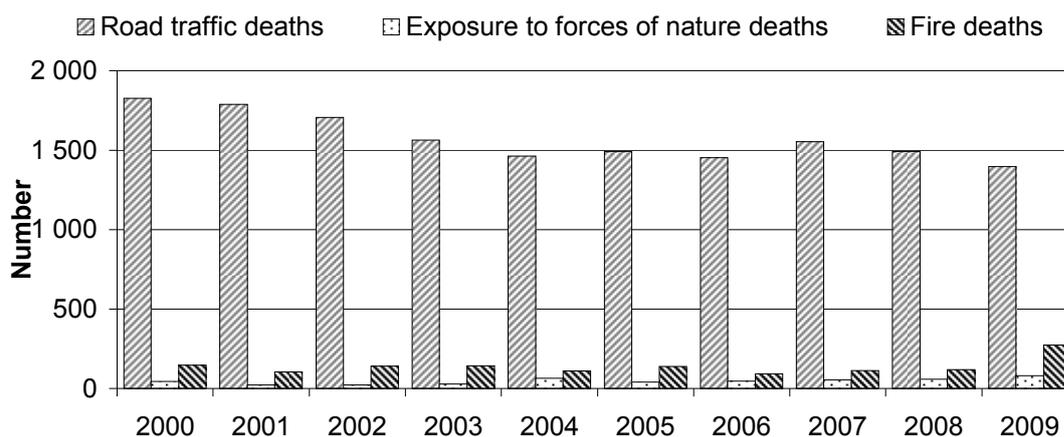
Data for this indicator are comparable.

Data quality information for this indicator is under development.

Transport deaths

Nationally, most deaths from emergency events covered in this Report are related to road traffic incidents, the number of which have been declining (figure D.5).

Figure D.5 Deaths from emergency events^{a, b, c}



^a Deaths are coded according to the ICD and Related Health Problems Revision 10 (ICD-10). Deaths data are reported by the year the death was registered. Road traffic deaths includes ICD codes V01-V99, X82, Y03 and Y32. Exposure to forces of nature includes ICD codes X30-X39. Fire deaths include ICD fire death codes X00-X09 plus X76, X97 and Y26. ^b The small number of fire and exposure to forces of nature deaths means it is difficult to establish patterns and provide detailed analysis. ^c The number of road traffic deaths provided in *Causes of Death* (ABS Cat. no. 3303.0) is different to the number of 'Road fatalities' presented in chapter 9. The ABS source their data from death registrations recorded by the State and Territory Registrars of Births, Deaths and Marriages (where each death must be certified by either a doctor using the Medical Certificate of Cause of Death, or by a coroner). 'Road fatalities' in chapter 9 provides more recent data sourced by the Australian Road Deaths Database (Australian Government 2011a) as reported by the police each month to the State and Territory road safety authorities.

Source: ABS (various years) *Causes of Death, Australia*, Cat. no. 3303.0 (unpublished); table DA.7.

Fire deaths

The number of fire deaths can vary from year to year, often impacted by large bushfires. In 2009 there was a large increase in the number of fire deaths, primarily related to the 2009 Victorian bushfires (chapter 9).

Deaths from exposure to forces of nature

Relatively few deaths are primarily caused by exposure to forces of nature (although the impact of floods and storms can have a considerable impact on the community by way of asset loss as discussed above).

The most number of deaths in this category were from exposure to excessive natural heat, which accounted for 31 deaths in 2009 (63 per cent of deaths in this category) (ABS 2011). Extreme heatwaves occurred in southern Australia in the summers of 2008 and 2009. Research indicates that intense and long heatwaves can exceed the capacity of some sections of the community to cope. For example, in 2008 and 2009 the total SA Ambulance Service daily call-outs during heatwaves increased by 10 per cent and 16 per cent when compared to previous heatwaves (Nitschke et al. 2011).

Service-specific performance indicator frameworks

This section summarises information from the ‘fire events’, ‘road crash rescue events’ and ‘ambulance events’ service-specific indicator frameworks in chapter 9. At present it is not possible to report on government services for ‘all-hazards’ (box D.7).

Box D.7 Reporting on all-hazards

Increasingly the sector adopts an ‘all-hazards all-agencies’ approach to managing emergency risks. Chapter 9 specifically reports on ‘fire events’; ‘road crash rescue events’; and ‘ambulance events’ (pre-hospital care, treatment and transport).

While the sector covers a broader array of events, the potential to expand the chapter to cover ‘all hazards’ is limited. Many hazards are sporadic in nature (floods, cyclones, acts of terrorism and so on) and do not lend themselves to annual, comparative reporting. Resource constraints and data availability also restricts more detailed analysis.

Jurisdictions often hold inquiries to review and compare government performance following significant emergency events. Recent reports include inquiries from Victoria and WA into fires and Queensland into floods (Victorian Bushfires Commission 2010, Keelty 2011, Queensland Floods Commission of Inquiry 2011).

Source: Chapter 9.

Additional information is available to assist the interpretation of these results:

- indicator interpretation boxes, which define the measures used and indicate any significant conceptual or methodological issues with the reported information (chapter 9)
- caveats and footnotes to the reported data (chapter 9 and Attachment 9A)
- additional measures and further disaggregation of reported measures (for example, by remoteness) (chapter 9 and Attachment 9A)

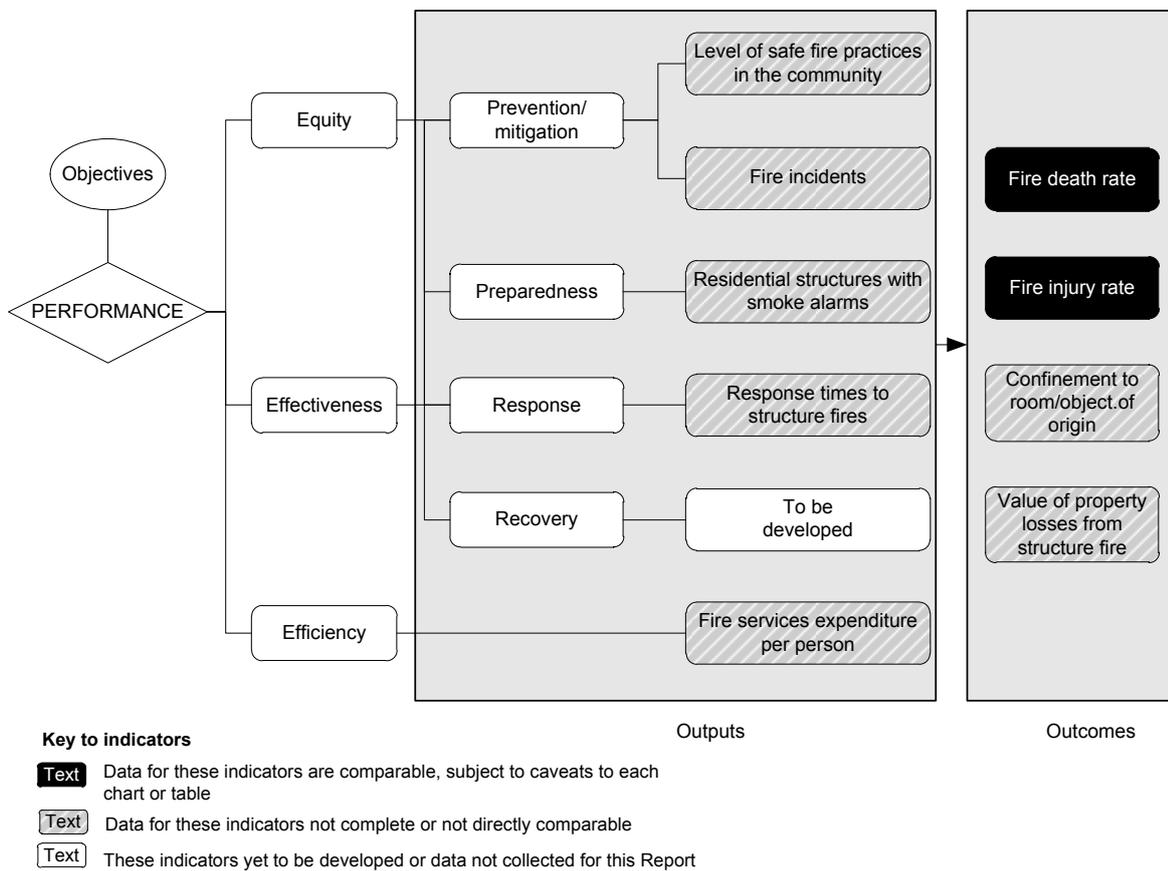
- data quality information for many indicators, based on the ABS Data Quality Framework (chapter 9 Data quality information).

A full list of attachment tables and available data quality information is provided at the end of chapter 9.

Fire events

The performance indicator framework for fire events is presented in figure D.6. This framework provides comprehensive information on the equity, effectiveness, efficiency and the outcomes of fire events.

Figure D.6 Fire events performance indicator framework



An overview of the fire events indicator results for 2010-11 is presented in table D.3. Information to assist the interpretation of these data can be found in the indicator interpretation boxes in chapter 9 and the footnotes in attachment 9A.

Table D.3 Performance indicators for fire events^{a, b}

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	Source
Equity and effectiveness — prevention/mitigation indicators										
<i>Level of safe fire practices in the community, October 2007</i>										
Data for this indicator not complete or not directly comparable (chapter 9)										
Presence of selected safety precautions — Written or rehearsed emergency plan										
%	13.3	15.1	19.7	na	na	na	14.7	na	na	9A.20
<i>Number of fire incidents, 2010-11</i>										
Data for this indicator not complete or not directly comparable (chapter 9)										
Fire incidents attended by fire service organisations per 100 000 people										
no.	467	318	303	512	398	718	249	803	402	9A.14
Equity and effectiveness — preparedness										
<i>Proportion of residential structures with smoke alarms, 2010-11</i>										
Data for this indicator not complete or not directly comparable (chapter 9)										
%	94.2	97.2	86.6	90.0	na	na	na	na	na	9A.19
Equity and effectiveness — response										
<i>State-wide response times to structure fires, 2010-11</i>										
Data for this indicator not complete or not directly comparable (chapter 9)										
Including call processing time, 90th percentile										
minutes	14.0	14.8	12.2	14.6	na	16.9	10.7	15.0	na	9A.21
Excluding call processing time, 90th percentile										
minutes	12.6	9.6	11.1	13.0	13.0	15.4	9.1	11.1	na	9A.21
Efficiency indicators										
<i>Fire service organisations' expenditure per person, 2010-11</i>										
Data for this indicator not complete or not directly comparable (chapter 9)										
\$	125.47	192.55	107.46	140.43	110.54	128.22	188.57	175.52	140.52	9A.25
Outcome indicators										
<i>Fire death rate, per million people, 2009</i>										
Data for this indicator are comparable, subject to caveats (chapter 9)										
no.	4.5	36.2	3.4	3.6	7.4	11.9	11.4	4.4	12.4	9A.7
<i>Fire injury rate, per 100 000 people, 2009-10</i>										
Data for this indicator are comparable, subject to caveats (chapter 9)										
no.	12.3	13.3	17.1	16.2	20.0	17.4	4.8	89.6	15.3	9A.9
<i>Confinement to room/object of origin, 2010-11</i>										
Data for this indicator not complete or not directly comparable (chapter 9)										
Confinement of building fires to room of origin, all ignition types										
%	69.7	75.6	72.3	65.0	67.0	59.2	75.9	75.5	na	9A.10
Confinement of building and other structure fires to room/object of origin, all ignition types										
%	82.0	83.6	87.6	76.3	73.0	85.3	77.1	86.9	na	9A.11
<i>Value of property losses from structure fire — Median dollar loss from structure fire, 2010-11</i>										
Data for this indicator not complete or not directly comparable (chapter 9)										
\$	2 000	3 000	2 000	3 750	10 000	2 000	1 000	1 000	na	9A.12

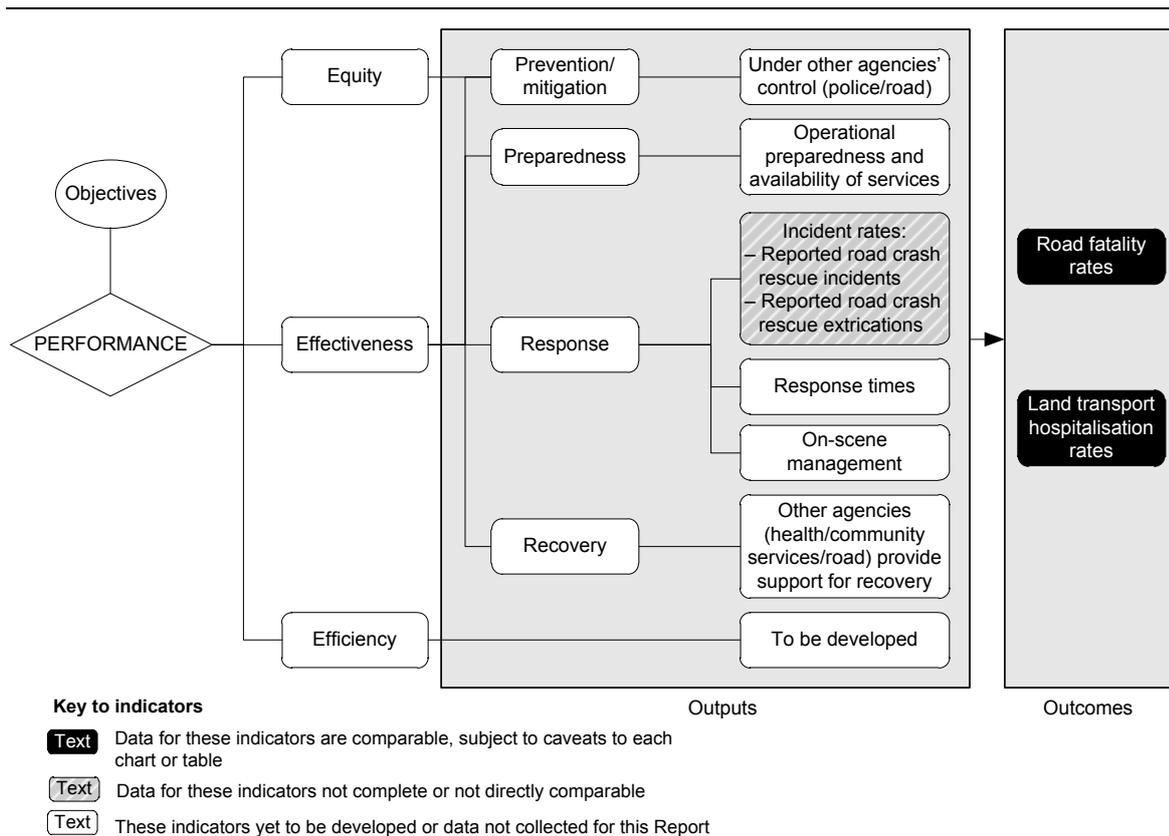
^a Caveats for these data are available in chapter 9 and attachment 9A. Refer to the indicator interpretation boxes in chapter 9 for information to assist with the interpretation of data presented in this table. ^b Some data are derived from detailed data in chapter 9 and attachment 9A. **na** Not available ... Not applicable.

Source: Chapter 9 and attachment 9A.

Road rescue events

The performance indicator framework for road crash rescue events is presented in figure D.7. This framework provides comprehensive information on the equity, effectiveness, efficiency and the outcomes of road crash rescue events.

Figure D.7 **Road crash rescue events performance indicator framework**



An overview of the road crash rescue events indicator results for 2010-11 is presented in table D.4. Information to assist the interpretation of these data can be found in the indicator interpretation boxes in chapter 9 and the footnotes in attachment 9A.

Table D.4 Performance indicators for road crash rescue events^a

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>	<i>Source</i>
<i>Incident rates, 2010-11</i>										
Data for this indicator not complete or not directly comparable (chapter 9)										
Reported road crash rescue incidents, per 100 000 people										
no.	72.2	38.6	99.9	90.8	401.9	97.0	174.1	144.4	98.5	9A.27
Reported road crash rescue extrications, per 100 000 registered vehicles										
no.	85.9	60.0	37.9	28.6	46.7	39.6	100.8	89.0	58.6	9A.28
<i>Road fatality rate, per 100 000 registered vehicles, 2010-11</i>										
Data for this indicator are comparable, subject to caveats (chapter 6)										
no.	9.3	7.0	7.6	9.9	9.5	7.6	8.1	30.6	8.6	6A.36
<i>Number of land transport hospitalisation, per 100 000 registered vehicles, 2009-10</i>										
Data for this indicator are comparable, subject to caveats (chapter 6)										
no.	261	229	223	214	257	155	356	490	240	6A.37

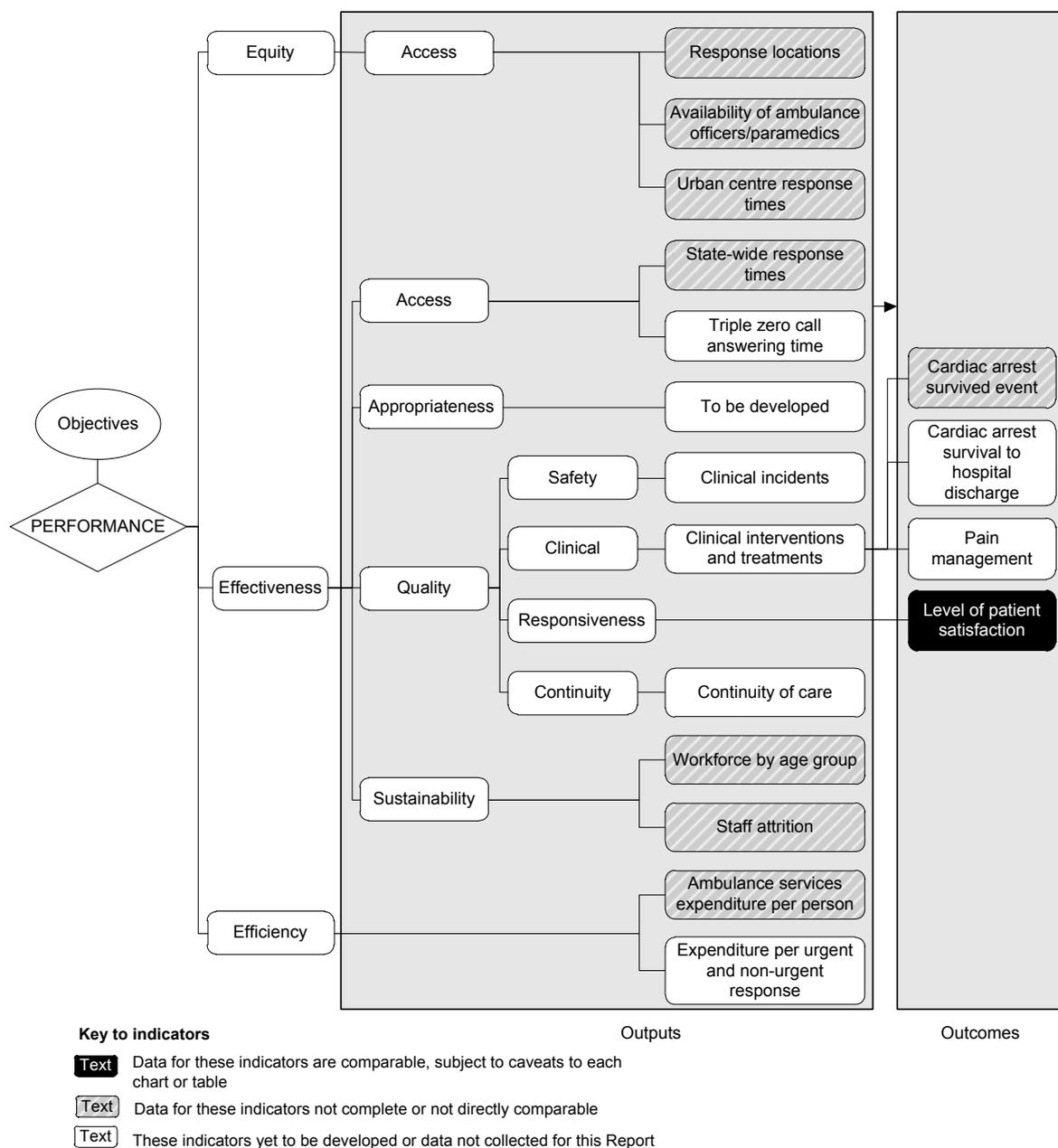
^a Caveats for these data are available in chapter 9 and attachment 9A and chapter 6 and attachment 6A. Refer to the indicator interpretation boxes in chapter 9 for information to assist with the interpretation of data presented in this table.

Source: Chapter 9 and attachment 9A and chapter 6 and attachment 6A.

Ambulance events

The performance indicator framework for ambulance events is presented in figure D.8. This framework provides comprehensive information on the equity, effectiveness, efficiency and the outcomes of ambulance events.

Figure D.8 Ambulance events performance indicator framework



An overview of the ambulance events indicator results for 2010-11 is presented in table D.5. Information to assist the interpretation of these data can be found in the indicator interpretation boxes in chapters 6 and 9 and the footnotes in attachment 9A.

Table D.5 Performance indicators for ambulance events^{a, b}

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	Source
Equity — Access indicators										
<i>Response locations, 2010-11</i>										
Data for this indicator not complete or not directly comparable (chapter 9)										
Number of paid, mixed and volunteer locations per 100 000 people										
no.	3.7	4.2	5.8	8.3	6.7	9.6	1.9	3.9	5.0	9A.35
<i>Availability of ambulance officers/paramedics, 2010-11</i>										
Data for this indicator not complete or not directly comparable (chapter 9)										
Number of full time equivalent ambulance officers/paramedics per 100 000 people										
no.	42.7	44.1	57.1	24.1	na	44.2	34.0	41.3	40.8	9A.32
<i>Capital city centre response times, 90th percentile, 2010-11</i>										
Data for this indicator not complete or not directly comparable (chapter 9)										
minutes	19.1	17.2	15.1	15.9	14.5	17.6	15.8	16.9	na	9A.39
Effectiveness — Access indicators										
<i>State-wide response times, 90th percentile, 2010-11</i>										
minutes	21.7	21.0	16.7	18.8	16.4	23.2	15.6	23.9	na	9A.39
Effectiveness — Sustainability indicators										
<i>Workforce by age group — Operational workforce under 50 years of age, 2010-11</i>										
Data for this indicator not complete or not directly comparable (chapter 9)										
%	79.6	77.0	80.8	85.1	na	75.2	85.0	92.5	79.8	9A.33
<i>Staff attrition, 2010-11</i>										
Data for this indicator not complete or not directly comparable (chapter 9)										
%	5.0	5.2	2.9	6.0	na	2.2	4.6	na	4.5	9A.33
Efficiency indicators										
<i>Ambulance service expenditure per person, 2010-11</i>										
Data for this indicator not complete or not directly comparable (chapter 9)										
\$	95.48	102.82	119.39	60.38	na	107.04	91.19	91.31	91.65	9A.41
Outcome indicators										
<i>Cardiac arrest survived event, 2010-11</i>										
Data for this indicator not complete or not directly comparable (chapter 9)										
Adult cardiac arrest survived event rate — where resuscitation attempted (excluding paramedic witnessed)										
%	na	32.7	21.1	14.3	25.3	31.8	25.0	na	na	9A.37
<i>Level of patient satisfaction — overall satisfaction rate, 2011</i>										
Data for this indicator are comparable, subject to caveats (chapter 9)										
%	98.0 ±1.1	98.0 ±0.9	98.0 ±1.4	98.0 ±1.4	98.0 ±1.0	98.0 ±1.0	96.0 ±1.9	98.0 ±1.9	98.0 ±0.4	9A.38

^a Caveats for these data are available in chapter 9 and attachment 9A. Refer to the indicator interpretation boxes in chapter 9 for information to assist with the interpretation of data presented in this table. ^b Some data are derived from detailed data in chapter 9 and attachment 9A. **na** Not available.

Source: Chapter 9 and attachment 9A.

D.3 Cross-cutting and interface issues

The effective development of a ‘resilient community’ — one that works together to understand and manage the risks that it confronts — requires the support and input of a range of community stakeholders, including from other government services:

- *Police services* have a critical role in effective emergency management within each jurisdiction. They generally assume critical roles in a jurisdiction’s disaster management plans and coordination authorities (Victorian Bushfires Commission 2010; Queensland Floods Commission of Inquiry 2011). For example, the Queensland Police Service is responsible for coordinating the response phase of disaster management.

Police services (and the justice system) also have a critical role in implementing many of the prevention strategies of a jurisdiction — such as enforcing road laws.

- *Health services* in particular emergency departments of public hospitals, have an important role in the preparation and response to emergency events.

Similarly, ambulance services are an integral part of a jurisdiction’s health service providing emergency as well as non-emergency patient care and transport.

- In large scale emergencies, a range of agencies may be called upon to provide assistance. For example, the Australian Defence Force have been called upon to assist local emergency services organisations in responding to emergency events such as for the 2011 Queensland floods (Queensland Floods Commission of Inquiry 2011).

Emergency management policies need also to consider how government services cut across populations and communities with special needs. Recently the Standing Council on Police and Emergency Management reiterated that the cross-cutting issues of Indigenous disadvantage, access to services, gender equality, and inclusion for people with disability, as well as the specific needs of regional Australia need to be taken into account in implementing the *National Strategy for Disaster Resilience* (ANZPEM 2011). The National Emergency Management Committee will keep cross-cutting issues under regular review.

The development of the National Emergency Management Strategy for Remote Indigenous Communities was initiated by the Australian Emergency Management Committee in 2004. The completed Strategy has been endorsed by the Augmented Australasian Police Ministers’ Council (now the Standing Council on Police and Emergency Management). The strategy aims to improve the disaster resilience of remote Indigenous communities.

D.4 Future directions in performance reporting

This emergency management sector summary will continue to be developed in future reports.

It is anticipated that work undertaken to achieve the COAG aspirations will lead to improvements in performance reporting for the emergency management sector. There are several important national initiatives currently underway. These include:

- development of a risk register, that assesses the likelihood and potential impacts to each jurisdiction of particular emergency events
- development of the disasters database to provide more information on the costs of disasters beyond insured asset losses compiled by the Insurance Council of Australia
- a review of effectiveness of Australian, State and Territory government relief and recovery payments by the end of 2011
- development of an expanded action plan to enhance disaster resilience in the built environment, including consideration of land use planning, building codes and property resilience ratings.

The Fire, road rescue and ambulance chapter contains a service-specific section on future directions in performance reporting.

D.5 List of attachment tables

Attachment tables are identified in references throughout this sector summary by a 'DA' prefix (for example, table DA.1). A full list of attachment tables is provided at the end of this sector summary, and the attachment tables are available from the Review website at www.pc.gov.au/gsp.

Table DA.1	Summary of emergency management organisations by event type
Table DA.2	All activities of fire service organisations
Table DA.3	All activities of State Emergency Services and Territory Emergency Services
Table DA.4	S/TES recurrent expenditure (\$'000) (2009-10 dollars)
Table DA.5	S/TES volunteer human resources (number)
Table DA.6	Total asset loss from emergency events (\$ million) (2010-11 dollars)
Table DA.7	Deaths from emergency events

D.6 References

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- Victorian Bushfires Commission 2010, *2009 Victorian Bushfires Commission: Final Report*, by Commissioner Teague B., McLeod R., and Pascoe S., Parliament of Victoria, Melbourne.



9 Fire, road rescue and ambulance

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Attachment tables

Attachment tables are identified in references throughout this chapter by a '9A' prefix (for example, table 9A.1). A full list of attachment tables is provided at the end of this chapter, and the attachment tables are available from the Review website at www.pc.gov.au/gsp.

Emergency management aims to reduce the level of risk to the community of emergencies occurring, reduce the adverse effects of emergency events, and improve the level and perception of safety in the community (see the Emergency management sector summary). This chapter reports on selected emergency events, including fire, emergency road crash rescue and ambulance (pre-hospital care, treatment and transport). Information regarding the policy context, scope, profile, social and economic factors, and objectives of the emergency management sector (and related data) are included in the Emergency management sector summary.

The major improvements to reporting in Fire, road rescue and ambulance include:

- data quality information for structure fire response times, landscape fire death rate, and value of asset loss for the first time
- additional measures reported for fire events for the:
 - fire deaths indicator (to include landscape fire deaths)
 - structure fire response time indicator (to include data for response times including and excluding call processing time)
 - confinement to room of origin indicator (to include data for confinement of building and other structure fires to room/object of origin).
- additional measures now available in the attachment tables (previously only reported in the chapter) include:
 - fire events — hazardous materials incidents
 - ambulance events — emergency department triage categories
 - ambulance events — aero-medical resources.
- removed indicator ‘Commercial structures with sprinklers’ as data have never been reported and it is not expected that they will become available in the future.

9.1 Profile of emergency services for fire events

Fire events overview

A fire event is an incident that is reported to a fire service organisation and requires a response. Fire events include (but are not limited to):

- structure fires (that is, fires inside a building or structure), regardless of whether there is damage to the structure

-
- landscape fires, including bushfires and grass fires, regardless of the size of the area burnt
 - other fires, including vehicle and other mobile property fires, and outside rubbish fires.

Fire service organisations are the primary agencies involved in providing emergency management services for fire events.

State and Territory governments, through fire service organisations, provide an expanding range of emergency management activities (box 9.1). The role of fire service organisations varies but commonly includes prevention/mitigation, preparedness, response and recovery activities/services for each jurisdiction (see the Emergency management sector summary, figure D.2).

Box 9.1 Fire service organisations

The role of fire service organisations varies across jurisdictions and includes involvement in an expanding range of activities (see the Emergency management sector summary — attachment, table DA.2) including:

- developing building fire safety codes and inspecting fire safety equipment and practices
- training and educating the community to achieve community awareness and behavioural change in relation to fire and road safety issues
- assisting individuals and communities to prepare for bushfires and other hazards
- responding to structure, bush, vehicle and other fires
- providing rural land management advice on the role and use of fire
- providing road crash rescue and other rescue services (road crash rescue is reported in sections 9.4 to 9.6)
- managing hazardous material incidents
- administering legislation relating to fire safety, hazardous materials facilities and hazard mitigation
- investigating fire cause and origin
- wide ranging industry research activities
- a number of specialist rescue capabilities, including Urban Search and Rescue
- providing emergency medical services such as Community First Responder
- counter-terrorist preparedness work with Police agencies and consequence management relating to a terrorist attack.

Source: State and Territory governments (unpublished).

Fire service organisations work closely with other government departments and agencies who may also have responsibilities in the case of fire events. These include ambulance service organisations, State/Territory Emergency Services, police services, and community services (see the Emergency management sector summary — attachment, table DA.1).

While governance arrangements differ across jurisdictions, separate urban and rural fire service organisations deliver fire services in most jurisdictions (table 9A.1). Land management agencies typically also provide fire services within designated areas. However, currently only NSW, Victoria, WA and Tasmania are able to report fire activity for land management agencies, and financial information relating to these agencies is limited to Victoria. Jurisdictions with more than one fire authority can separate services in different ways — for example, NSW separates fire services based on service function and geographic area, whereas Victoria separates fire services by geographic area only.

Some jurisdictions have particular arrangements for the provision of fire services in Indigenous communities. (For more information on fire services in Indigenous communities see SCRCSSP 2002, p. 572. and SCRGSP 2009, p. 11.35.)

Full reporting would ideally include information on the resources allocated by all emergency service organisations to managing fire events. Although this information is currently unavailable, work is underway to improve data for future reports. The descriptive information provided below on funding, incidents and human resources relate to fire service organisations only.

Funding

Total funding of the fire service organisations covered in this chapter was nearly \$3.2 billion in 2010-11. Real funding to fire service organisations grew, on average, 2.0 per cent annually over the period 2006-07 to 2010-11. Within this period there are fluctuations for individual jurisdictions resulting from expenditure related to specific major emergencies (table 9.1).

Fire levies were the primary source of funding in 2010-11 in all jurisdictions except the ACT and the NT, where Territory governments were the largest source of funds. Governments usually provide the legislative framework for the imposition of fire levies, rather than directly collecting the levies themselves. In 2010-11, fire levies were raised from levies on property owners or, in some jurisdictions, from levies on both insurance companies and property owners (table 9A.2). In addition to relying on funded resources, all states and territories rely on volunteer firefighters, who make a significant contribution to community safety.

Table 9.1 Real funding of fire service organisations (2010-11 dollars) (\$ million)^a

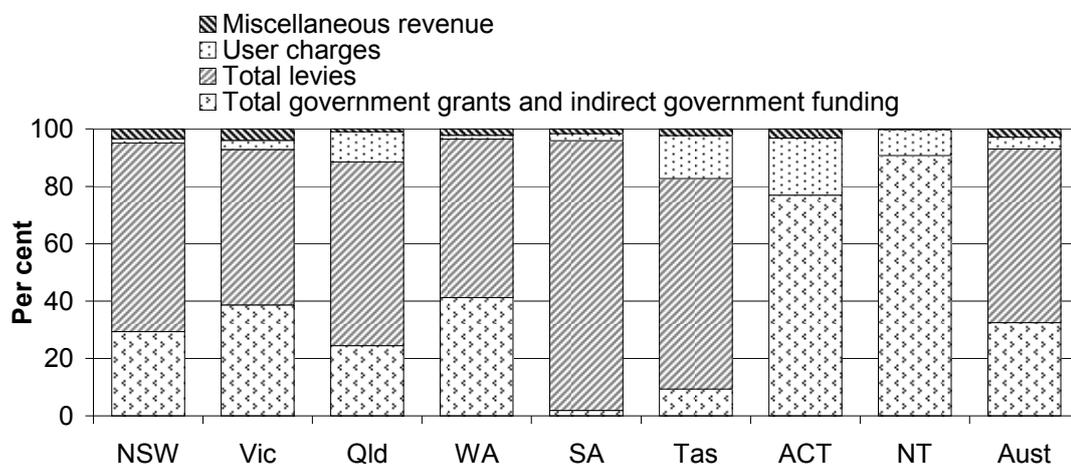
	NSW ^b	Vic ^c	Qld	WA ^d	SA	Tas	ACT	NT	Aust
2006-07	899.6	1 033.5	399.4	264.6	170.3	62.0	58.6	25.6	2 913.6
2007-08	852.4	843.7	402.0	258.1	184.2	63.3	53.9	21.3	2 679.0
2008-09	948.0	1 279.8	426.2	246.5	185.6	64.1	52.8	25.5	3 229.6
2009-10	973.6	1 008.1	475.0	264.1	182.3	72.8	55.6	27.4	3 059.0
2010-11	958.3	1 001.9	489.8	395.9	166.4	64.9	49.4	29.5	3 156.0

^a Data are adjusted to 2010-11 dollars using the GDP price deflator (2010-11 = 100) (table AA.39). ^b NSW: The data for 2009-10 for the first time include data from the Department of Environment, Climate Change and Water. ^c Increase in 2008-09 is due to emergency funding arising from the Black Saturday Bushfires. ^d WA: FESA provides a wide range of emergency services under an integrated management structure.

Source: State and Territory governments (unpublished); table 9A.2.

Nationally, 32.5 per cent of funding for fire service organisations was provided by government as government grants and indirect government revenue in 2010-11, an increase from 29.7 per cent in 2009-10. The proportions of funding sources varied across jurisdictions (figure 9.1).

Figure 9.1 Major sources of fire service organisation revenue, 2010-11 (per cent)



Source: State and Territory governments (unpublished); table 9A.2.

Human resources

Human resources refers to any person delivering a firefighting or firefighting-related service, or managing the delivery of this service, including:

- firefighters (qualified paid and volunteer firefighters)

-
- support personnel (any paid person or volunteer directly supporting operational providers, including administrative, technical and communications personnel).

Nationally, 17 545 full time equivalent (FTE) paid personnel were employed by fire service organisations in 2010-11. Nationally, 13 229 FTE or 75.4 per cent of the FTE were paid firefighters. A large number of volunteer firefighters (219 765 people) also participated in the delivery of fire services in 2010-11 (table 9A.3).

Fires and other emergency incidents

Various urban and rural fire service organisations operate within jurisdictions (table 9A.1). Complete data on reported fires and other incidents were not available in all jurisdictions.

Nationally, 24.1 per cent (or 90 322 of the 374 728) reported incidents attended to by fire service organisations were fires, and 75.4 per cent were other emergencies and incidents in 2010-11 (0.5 per cent of incidents were ‘not determined or not classified’), with these proportions varying across jurisdictions (table 9A.4). A significant proportion of calls for assistance across all jurisdictions are found, upon investigation, to be false alarms. Fire service organisations are required by legislation to respond to all calls. An incident cannot be deemed to be a false report until the fire service organisation has responded and investigated the site.

Ignition factor for structure fires

Cause identification assists fire service organisations and other emergency management stakeholders to formulate fire prevention, community safety and public education programs. Cause identification also helps formulate legislation and standards, and is used to assist in recovery through the provision of information to facilitate insurance claims and settlements.

The most prevalent ignition factors causing structure fires varies across jurisdictions (table 9A.5). Nationally in 2010-11, the ignition factor for 23.0 per cent of structure fires was ‘undetermined or not reported’. For structure fires where the cause of ignition could be determined, the most significant factors reported were:

- unattended heat sources (15.3 per cent)
- short-circuit, ground fault and other electrical failure (10.6 per cent)
- suspicious (7.5 per cent) (table 9A.5).

Hazardous materials incidents

Hazardous materials include paints, adhesives, solvents, fuels, soap, detergents, cosmetics, pharmaceuticals, cleaners, household chemicals, acids, farm and garden chemicals, explosives, industrial chemicals, plastics raw materials, gases and many others. All of these materials have hazardous properties that must be controlled or contained. The materials must be effectively managed and cleaned up in an emergency, when the primary controls have failed.

Australian governments aim to minimise the adverse effects of hazardous materials incidents on the community to enhance public safety. There is increasing community expectation that governments and fire service organisations will:

- prevent hazardous materials incidents that threaten community safety and the environment
- respond to incidents and minimise their impact on the environment.

Fire service organisations provide hazardous material services that contribute to achieving enhanced community safety and quality of life, business confidence and protection of the environment by:

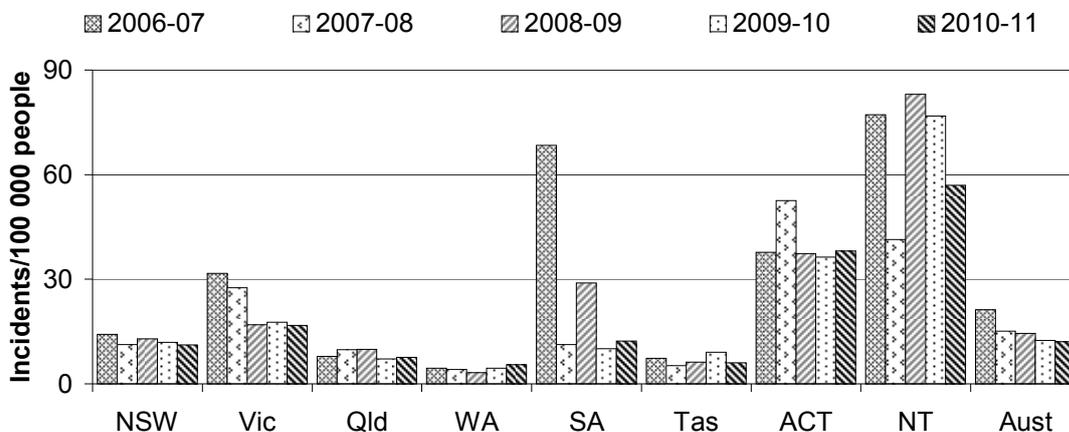
- influencing government policy and legislation to ensure integration of prevention and response activities
- effective planning, prevention, safe response and recovery from incidents.

The prevention/mitigation, preparedness, response and recovery services provided and delivered by fire service organisations for hazardous materials incidents have the potential to avoid the need for downstream services. The use of downstream services may be undesirable because it reflects negative outcomes and/or involves significant social costs.

Nationally, fire service organisations responded to 2722 hazardous materials incidents in 2010-11, or 12.1 incidents per 100 000 households (figure 9.2 and table 9A.6).

In addition to fire service organisations, other agencies and organisations contribute to the emergency management and risk management of hazardous materials incidents. Different arrangements exist across jurisdictions (see the Emergency management sector summary — attachment, table DA.1).

Figure 9.2 Number of hazardous materials incidents attended to by fire service organisations, per 100 000 people^{a, b, c, d, e}



^a Data may differ from those in table 9A.4 which include fires involving or releasing hazardous materials. Data also exclude minor fuel or other flammable liquid spills/leaks less than 200 litres except for SA for in 2006-07 and the ACT for all years. ^b Data represent incidents attended by FSOs. FSOs may not be notified of all hazardous materials incidents occurring in the community. ^c Coding of hazardous materials incidents is based on the judgment of the reporting fire officer shortly after the time of the incident. Some coding of incidents may be inaccurate due to the information available at the time of reporting. ^d Changes to hazardous materials incident reporting were accepted and ratified by the AFAC SIMSG in November 2005 for implementation from July 2006. However, each fire service may have implemented these changes at different times, with implementation complete in the 2009-10 year. ^e Accurate identification of incidents attended by QFRS Rural brigades is not possible at this stage due to incomplete voluntary reporting procedures.

Source: State and Territory governments (unpublished); table 9A.6.

9.2 Framework of performance indicators for fire events

Figure 9.3 presents the performance indicator framework for fire events, based on the general framework for all emergency events (see the Emergency management sector summary box D.3) and governments' objectives for emergency services for fire events (box 9.2). Definitions of all indicators are provided in section 9.12.

The performance indicator framework provides information on equity, efficiency and effectiveness and distinguishes the outputs and outcomes of emergency services for fire events (figure 9.3). To reflect the activities of the emergency management sector, performance reporting also reflects the prevention/mitigation, preparedness, response and recovery framework (see the Emergency management sector summary). The performance indicator framework shows which data are comparable in the 2012 Report. For data that are not considered directly comparable, the text includes relevant caveats and supporting commentary. Chapter 1 discusses data comparability from a Report-wide perspective (see section 1.6).

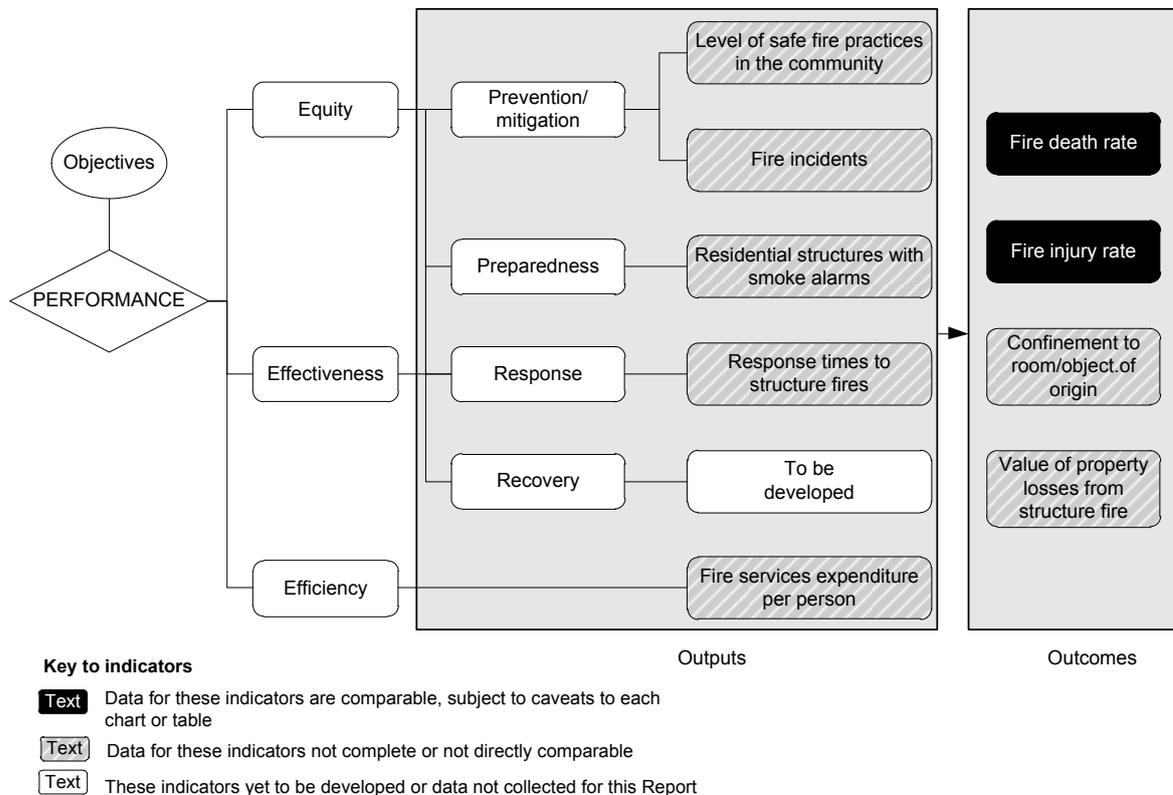
Box 9.2 Objectives for emergency services for fire events

Emergency services for fire events aim to build fire resilient communities that work together to understand and manage the fire risks that they confront. Emergency management services provide highly effective, efficient and accessible services that:

- reduce the adverse effects of fire events on the community (including people, property, infrastructure, economy and environment)
- contribute to the management of fire risks to the community
- enhance public safety.

The Report’s statistical appendix contains data that may assist in interpreting the performance indicators presented in this chapter. These data cover a range of demographic and geographic characteristics, including age profile, geographic distribution of the population, income levels, education levels, tenure of dwellings and cultural heritage (including Indigenous and ethnic status) (appendix A).

Figure 9.3 Fire events performance indicator framework



Performance information is reported for a number of indicators. These results might have been influenced by factors such as differences in climatic and weather conditions, the socio-demographic and topographic composition of jurisdictions,

property values and dwelling construction types. Importantly, jurisdictions also have diverse legislative fire protection requirements.

Results need to be interpreted with care because data might have been derived from small samples (for example, jurisdictions' fire safety measures surveys) or may be highly variable as a result of relatively small populations (as in Tasmania, the ACT and the NT).

The role of volunteers also needs to be considered when interpreting some indicators (such as fire service organisation expenditure per person). Volunteer personnel provide a substantial proportion of fire services (and emergency services more generally). While costs such as the training and equipment associated with volunteers are included in the cost of fire service provision, the labour costs of providing fire services would be much greater without volunteers (assuming these functions were still performed).

Information has not been reported for all fire events in each jurisdiction consistently over time. Reported results sometimes exclude rural fire events, so performance data are not always directly comparable across jurisdictions. Fire service organisations are cooperating to improve the standards for the collection of fire events data, which is evident by the inclusion of rural fire service organisations data by more jurisdictions in recent years. Improvements in data comparability are expected in future reports.

9.3 Key performance indicator results for fire events

Outputs

Outputs are the actual services delivered (while outcomes are the impact of these services on the status of an individual or group) (see chapter 1, section 1.5).

Equity and effectiveness — prevention/mitigation

Equity and effectiveness indicators are linked for fire events. The equity dimension of prevention/mitigation indicators relates to whether specific parts of the community with special needs or difficulties in accessing government services benefit from fire services' activities — this chapter currently provides data on services provided in remote locations, but not other special needs groups. The effectiveness dimension of prevention/mitigation indicators relates to fire service organisations' ability to prevent fires and mitigate fire damage.

Level of safe fire practices in the community

‘Level of safe fire practices in the community’ is an indicator of governments’ objective to reduce the adverse effects of fires on the community and manage the risk of fires (box 9.3).

Selected fire risk management/mitigation strategies across jurisdictions are identified in table 9A.18.

The most recent cross-sectional, nationally consistent data available relevant to the preparedness aspect of ‘level of safe fire practices in the community’ are for four jurisdictions on a variety of safety precautions (NSW, Victoria, Queensland and the ACT), for October 2007 (table 9A.20). Results indicated that across the four jurisdictions 13.3 and 19.7 per cent of households have a written or rehearsed emergency plan (ABS 2008a).

Box 9.3 Level of safe fire practices in the community

‘Level of safe fire practices in the community’ is defined as the number of households with household fire safety measures installed or prevention procedures followed, divided by the total number of households.

The higher the proportion of households with a fire safety measure installed or prevention measure followed, the less likely fires will occur or cause excessive damage. This indicator does not provide information on the degree to which practices under consideration contribute to fire prevention and mitigation.

Data for this indicator are not available for the 2012 Report.

Some jurisdictions have also conducted their own surveys of household fire safety measures installed or prevention procedures followed. These surveys have focused on local priorities (for example, where there are already high levels of reported smoke alarms in homes).

Fire incidents

‘Fire incidents’ is an indicator of governments’ objective to manage the risk of fires by preventing (or reducing) the number of structure, landscape and other fires (box 9.4).

Total fire incidents attended by fire service organisations per 100 000 people

Nationally, 402 fire incidents per 100 000 people were attended in 2010-11, a decrease from the rate of 491 in 2009-10 (figure 9.4). Rates are more variable across jurisdictions (and within jurisdictions over time) than the national averages.

Box 9.4 Fire incidents

'Number of fire incidents' is defined as events that are reported to a fire service and require a response. Measures are provided for:

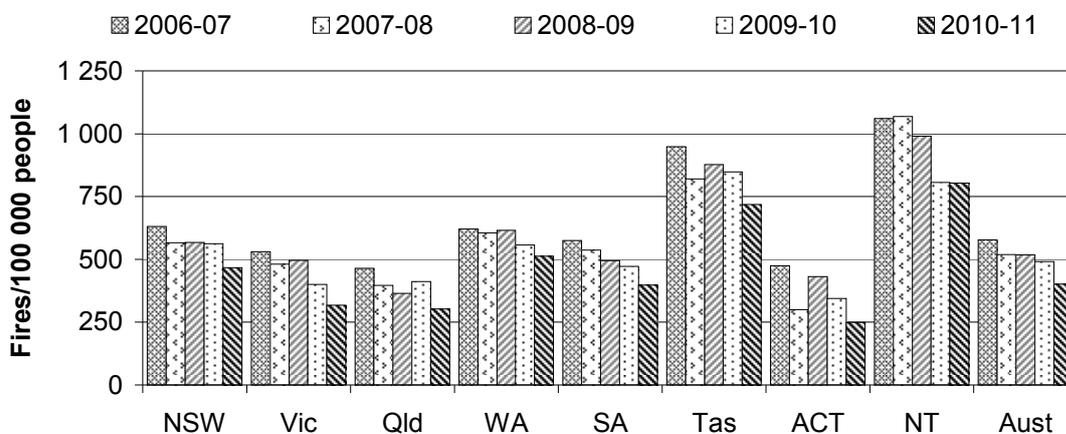
- fire incidents attended by fire service organisations per 100 000 people
- accidental residential structure fires reported to fire service organisations per 100 000 households
- fire service organisations and land management agencies reported total landscape (bush and grass) fire incidents.

A low or decreasing number of fire incidents, suggests the greater is the likelihood that the adverse effects of fire will be avoided or reduced.

Data reported for this indicator are not directly comparable.

Data quality information for this indicator is under development.

Figure 9.4 Fire incidents attended by fire service organisations per 100 000 people^{a, b, c, d, e, f, g}



^a Qld: Accurate identification of incidents attended by QFRS Rural brigades is not possible at this stage due to incomplete voluntary reporting procedures. QFRS Urban stations are estimated to serve 87.6 per cent of Queensland's population. Flooding and wet weather in 2010-11 resulted in a lower than anticipated number of landscape fires. ^b WA: Data include reported turnouts by career and volunteer services for all areas of the State. ^c Tas: Data include all fire brigades, both full-time and volunteer. Due to industrial action 90 incident reports are incomplete in 2008-09. ^d ACT: Includes data for urban and rural fire service organisations. ^e NT: The high number of incidents per 100 000 people can be attributed to deliberately lit fires and the large number of grass fires in northern Australia that are caused by the annual growth of vegetation following the wet season. ^f The average for Australia excludes rural fire service data for some years as per the jurisdictions' caveats. ^g Historical rates in this figure may differ from those in previous reports. Population data are revised using Final Rebased ERP data following each Census of Population and Housing (the most recent census for which data are available is 2006). Financial year population estimates are the midpoint estimate of the relevant financial year (that is, as at 31 December).

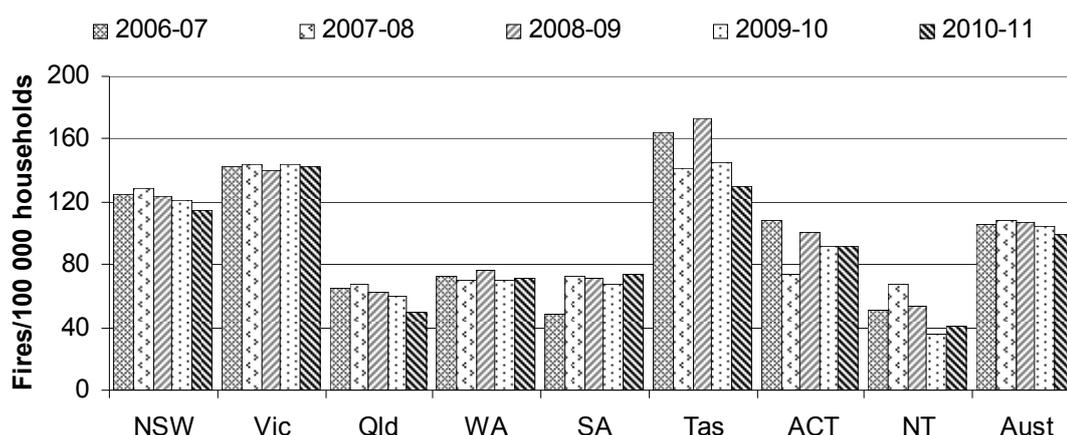
Source: State and Territory governments (unpublished); table 9A.14.

Accidental residential structure fires reported to fire service organisations per 100 000 households

The rate of accidental residential structure fires per 100 000 households should be interpreted with caution because the data are not directly comparable across jurisdictions. In particular, rates are affected by differences in the practice of fire service personnel in each jurisdiction, who determine and classify accidental structure fires from structure fires resulting from other causes.

Although the national rate has been relatively constant, rates for jurisdictions show more variability over the five year period (figure 9.5).

Figure 9.5 Accidental residential structure fires reported to fire service organisations^{a, b, c, d, e,}



^a Rates may not be entirely comparable. The numerator (accidental residential structure fires) is affected by the number of fires where the cause has been determined and classified by fire service personnel. Data for the denominator are derived from ABS Australian Demographic Statistics Household projection series to estimate the number of households at the financial year midpoint. For example, household data for the 2010-11 financial year are the average of total households as at 30 June 2010 and as at 30 June 2011. ^b Qld: Accurate identification of incidents attended by QFRS Rural brigades is not possible at this stage due to incomplete voluntary reporting procedures. QFRS Urban stations are estimated to serve 87.6 per cent of Queensland's population. ^c WA: Data include reported turnouts by career and volunteer services. ^d Tas: Data include all fire brigades, both full-time and volunteer. Due to industrial action 90 incident reports are incomplete in 2008-09. ^e NT: Data are for NT Fire and Rescue Service permanent fire stations only.

Source: ABS (2011) *Australian Demographic Statistics* Table 20 Projected number of households, states and territories—at 30 June, Cat. no. 3101.0; State and Territory governments (unpublished); table 9A.15.

Reported number of landscape fire incidents

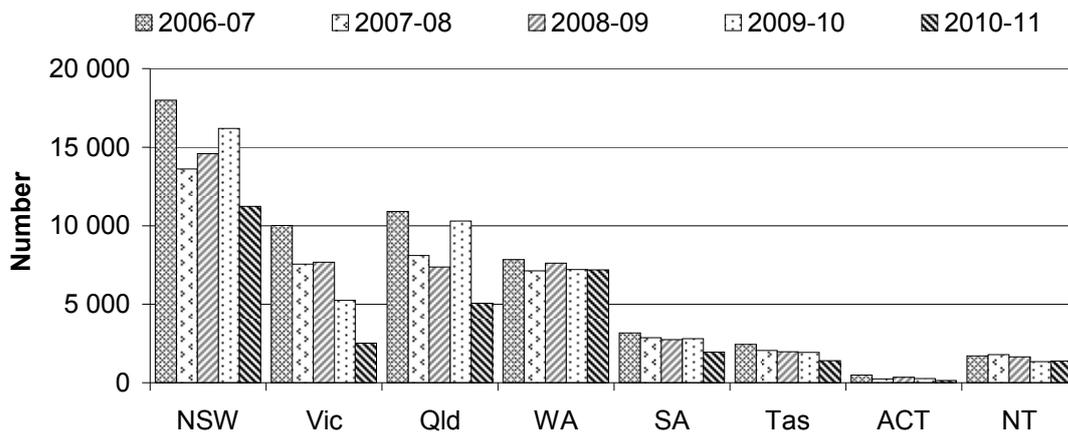
Landscape fire incidents include all vegetation fires (such as bushfires or grassfires), irrespective of the size of the area burnt and can vary substantially in their impact on fire resources, the community and longer term consequences. The

number and severity of landscape fires is influenced by many factors, including environmental factors such as weather and climate, with the majority of landscape fires triggered by human activity (AIC 2008).

Nationally, 30 881 landscape (bush and grass) fire incidents were reported by fire service organisations and land management agencies in 2010-11 (table 9A.16).

The numbers of reported landscape fire incidents are in figure 9.6. Incidents reported to land management agencies are not included for some jurisdictions. Rates per 100 000 people and by area per 100 000 hectares are provided in table 9A.16.

Figure 9.6 Fire service organisations and land management agencies reported total landscape (bush and grass) fire incidents^{a, b, c, d, e, f, g, h}



^a These data may be different to those reported elsewhere because they reflect responses from fire service organisations and, where stated, land management agencies. ^b NSW: Data include fires from the NSW Department of Environment and Climate Change, the NSW Rural Fire Service and the NSW Fire Brigades for all bush and grass fires regardless of size of area burnt. ^c Vic: Data include incidents from the Department of Sustainability and Environment. Black Saturday (Victorian fires 2009) is treated as a single landscape fire event in 2008-09. ^d Qld: Accurate identification of incidents attended by QFRS Rural brigades is not possible at this stage due to incomplete voluntary reporting procedures. Flooding and wet weather in 2010-11 resulted in a lower than anticipated number of landscape fires. ^e WA: Data include landscape fires reported by the Department of Environment and Conservation as a lead agency, with 629 fires recorded for 2010-11. ^f Tas: Data include all vegetation fires, regardless of size, from all fire brigades (full time and volunteer) and land management agencies. Due to industrial action 90 incident reports are incomplete in 2008-09. ^g ACT: A 51 per cent decrease in landscape fires during 2007-08 corresponds with a milder fire season than the previous year. This number is in line with prior years. ^h NT: Excludes data from Bushfires NT and some NT Fire and Rescue Service volunteer brigades.

Source: State and Territory governments (unpublished); table 9A.16.

Equity and effectiveness — preparedness

The equity dimension of preparedness indicators relates to whether specific parts of the community with special needs or difficulties in accessing government services benefit from fire services' activities — this chapter provides data on services provided in remote locations, but not other special needs groups. The effectiveness dimension of preparedness indicators relates to fire service organisations' ability to prepare, and assist the community to prepare, for fire events.

Residential structures with smoke alarms

'Residential structures with smoke alarms' is an indicator of governments' objective to reduce the adverse effects of fire on the community through preparedness measures (box 9.5).

Box 9.5 Residential structures with smoke alarms

'Proportion of residential structures with smoke alarms' is defined as the number of households with a smoke alarm installed, divided by the total number of households.

High or increasing numbers of households with a smoke alarm installed, increases the likelihood that the adverse effects of fire will be avoided or reduced.

Data reported for this indicator are not directly comparable.

No new data were available for the 2012 Report.

Current nationally comparable and complete time series data are not available on the proportion of residential structures with smoke alarms. Nationally consistent data for all jurisdictions were last available for the reference period February to November 2000, from the discontinued ABS PSM. Where available, subsequent data suggest over 86.6 per cent of households in the selected jurisdiction have installed a smoke alarm/detector (table 9A.19).

Equity and effectiveness — response

The equity dimension of response indicators relates to whether specific parts of the community with special needs or difficulties in accessing government services benefit from fire services' activities — this chapter provides data on services provided in remote locations, but not other special needs groups. The effectiveness dimension of response indicators relates to fire service organisations' ability to respond to and suppress fires.

Response times to structure fires

'Response times to structure fires' is an indicator of governments' objective to reduce the adverse effects of fire on the community through timely response activities (box 9.6).

Box 9.6 Response times to structure fires

'Response times to structure fires' is defined by the times within which structure fires are responded to, measured by when the first fire appliance arrives at the scene. Structure fires are those fires in housing and other buildings.

Response time is defined in two ways:

- Response times to structure fires (including call processing time) reflects the jurisdiction's overall responsiveness to the notification of a structure fire event. It is the interval between the receipt of the call at the communications centre and the arrival of the first appliance at the scene (that is, when the vehicle is stationary and the handbrake is applied).
- Response times to structure fires (excluding call processing time) reflects the jurisdiction's fire service organisations responsiveness to the notification of a structure fire event. It is the interval between the dispatch of the fire crew and the arrival of the first appliance at the scene (that is, when the vehicle is stationary and the handbrake is applied).

These and other intervals are illustrated in figure 9.7.

Response time measures are provided State-wide and by remoteness area.

Percentile calculations are based on emergency responses to structure fire incidents and include responses by both permanent and volunteer brigades (unless otherwise noted in jurisdictions' caveats).

Shorter response times suggest the adverse effects on the community of emergencies requiring fire services are reduced.

Data reported for this indicator are not directly comparable.

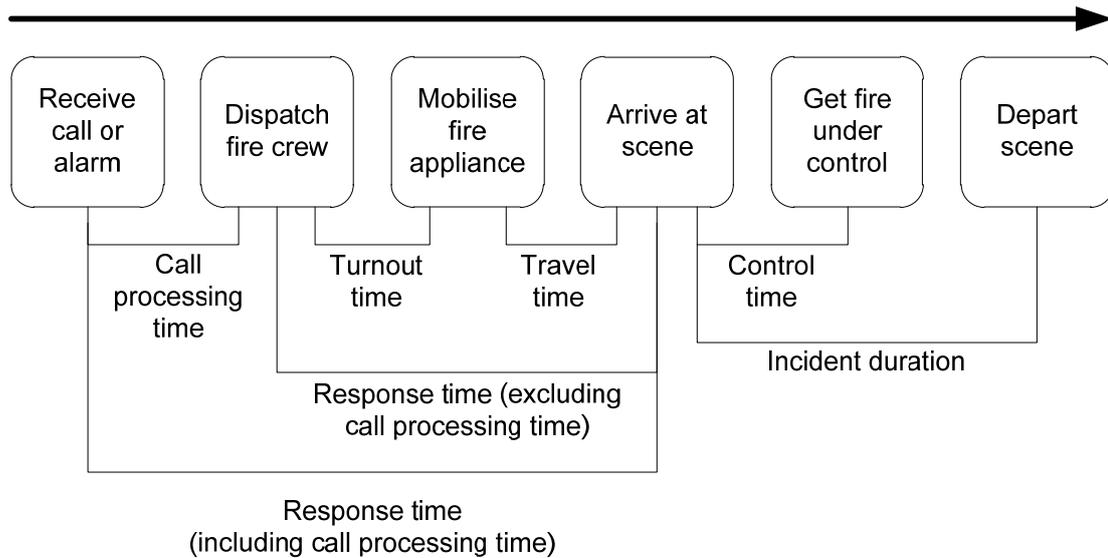
Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2012.

Response times need to be interpreted with caution because the data are not directly comparable across jurisdictions. There are many factors that influence response times including:

- land area, and population size and density
- topography, road/transport infrastructure and traffic densities
- crewing configurations, response systems and processes, and travel distances.

In addition, reported response times can be affected by data collection systems. Jurisdictions use a combination of computer aided dispatch (CAD) and manual systems. The majority of data are retrieved from CAD systems, with manual systems providing approximately 10 per cent of data across all jurisdictions (table 9A.43, Fire, road rescue and ambulance data quality information).

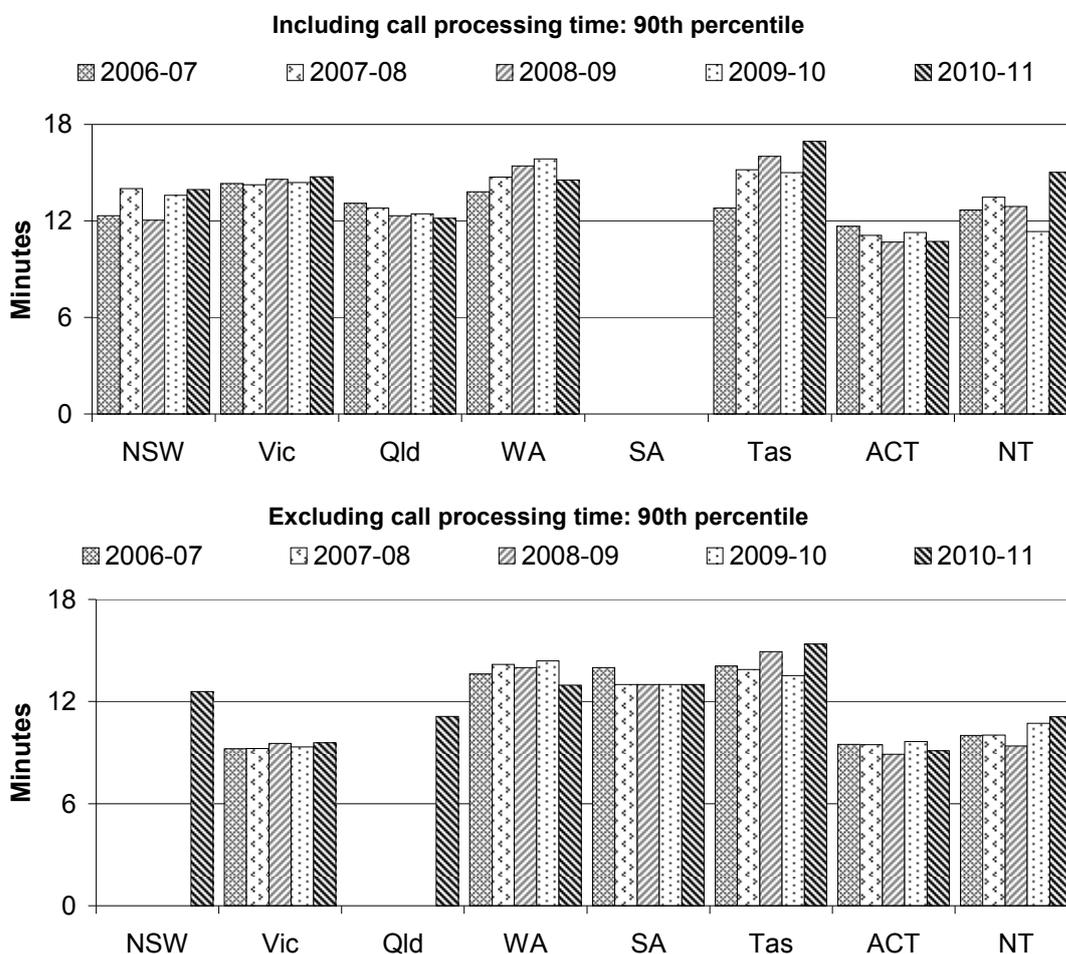
Figure 9.7 Response time points and indicators for fire events



The times within which 90 per cent of structure fires are responded to vary across jurisdictions (figure 9.8). Median response time (at the 50th percentile) are available in tables 9A.21–9A.23.

Response times can be segmented into remoteness areas based on the ABS Australian Standard Geographical Classification (figure 9.9).

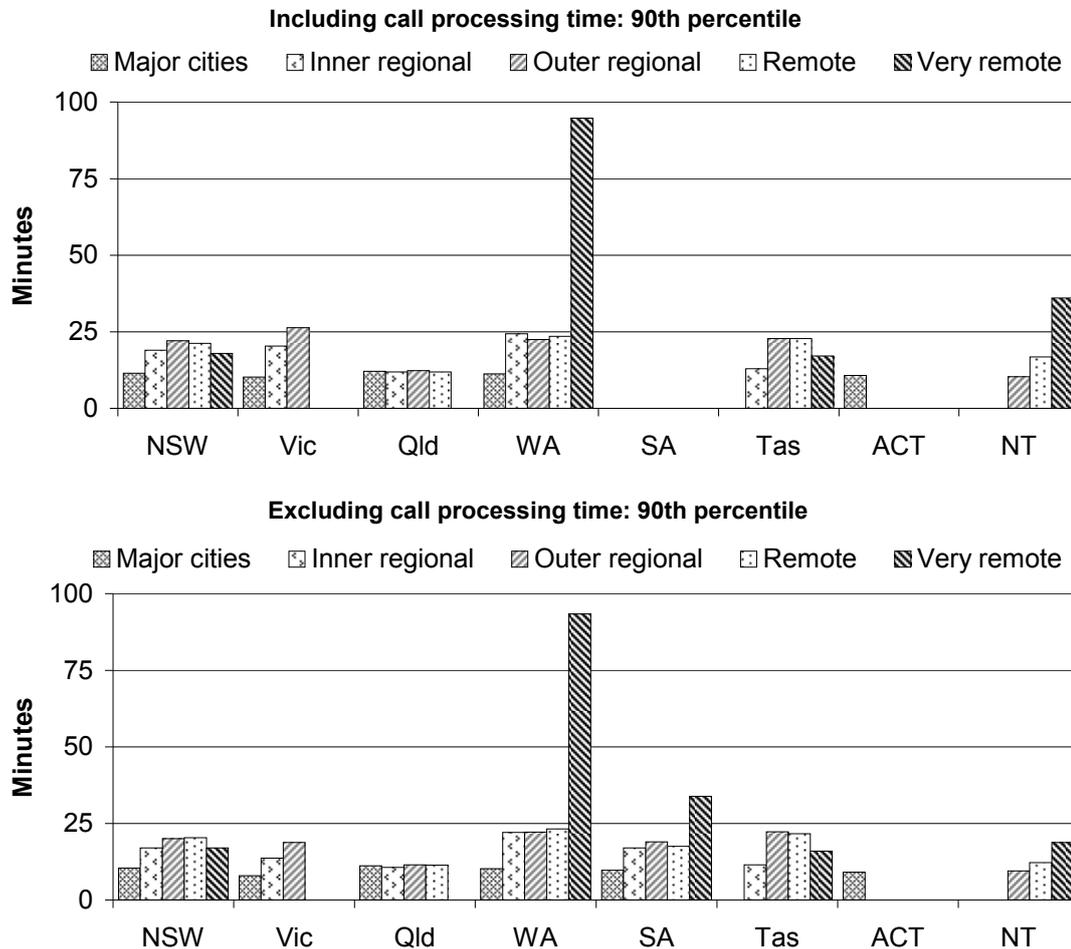
Figure 9.8 Response times to structure fires, state-wide^{a, b, c, d, e, f}



^a Differences between jurisdictions in definitions of response times, geography, personnel mix, and system type (manual or CAD), affect the comparability of response times data. Percentile calculations are based on emergency responses to structure fire incidents and include responses by both permanent and volunteer brigades (unless otherwise noted in jurisdictions' caveats). Different methods of calculating percentiles may affect results. Data in this table are not directly comparable (this chapter provides data on services provided in remote locations) ^b NSW: Data excluding call processing time are not available prior to 2010-11. ^c Qld: Data excluding call processing time are not available prior to 2010-11. Structure fires within the Urban Levy Boundary are included. Excluded are calls where QFRS experienced delays due to either extreme weather conditions or where the initial response was by another agency or brigade. Only primary exposure incidents are included. ^d WA: Data include both career and volunteer responses where response was provided under emergency conditions (lights and sirens). Incidents where response time information is incomplete are excluded from response time calculations. Response time for major cities, regional and remote areas are impacted by volunteer data that, particularly in remote areas of the state, are affected by significant travel time to incidents. ^e SA: Data including call processing time are not available. Incomplete data are excluded from percentile calculations. Excludes response times of 12 hours or more. ^f Tas: Due to industrial action 90 incident reports are incomplete in 2008-09.

Source: State and Territory governments (unpublished); table 9A.21.

Figure 9.9 **Response times to structure fires, by remoteness area, 2010-11**^{a, b, c, d, e, f}



^a Differences between jurisdictions in definitions of response times, geography, personnel mix, and system type (manual or CAD), affect the comparability of response times data. For some jurisdictions, some remoteness areas do not exist or data are not available. Data with incomplete time details are excluded from percentile calculations. ^b Vic: There are no very remote areas in Victoria. Remote structure fires are rolled into the outer regional classification due to the low numbers of events. Excludes: calls attended under NRC, late notifications, calls with Event Create time stamp blank. ^c Qld: Structure fires within the Urban Levy Boundary are included. Excluded are calls where QFRS experienced delays due to either extreme weather conditions or where the initial response was by another agency or brigade. Only primary exposure incidents are included. In 2009-10, two incidents, and in 2010-11, 11 incidents, were unable to be classified by remoteness and have been excluded in the area breakdown. However, these incidents have been included in the 'All areas' calculations. ^d WA: Data include both career and volunteer responses where the response was provided under emergency conditions (lights and sirens). Incidents where response time information is incomplete are excluded from response time calculations. Response times for major cities, regional and remote areas are impacted by volunteer data that, particularly in remote areas of the State, are affected by significant travel time to incidents. ^e SA: Data including call processing time are not available. The CFS and the MFS do not have geocoded data. Incomplete data are excluded from percentile calculations. Excludes response times of 12 hours or more. The high percentile results for the 'very remote' category is due to the small number of reported fires, with some fires having a response time of 1 to 3 hours. ^f NT: Fire and Rescue Services respond to structure fires outside gazetted Emergency Response Areas in the NT when required impacting on some response times.

Source: State and Territory governments (unpublished); tables 9A.22 and 9A.23.

Equity and effectiveness — recovery

The equity dimension of recovery indicators relates to whether specific parts of the community with special needs or difficulties in accessing government services benefit from recovery strategies, services and activities — this chapter provides data on services provided in remote locations, but not other special needs groups. The effectiveness dimension of recovery indicators relates to community restoration, and to communities' and fire service organisations' ability to return to a state of preparedness (box 9.7).

Box 9.7 Performance indicators — recovery

There are two elements to recovery: supporting communities in reconstruction of the physical infrastructure and restoration of emotional, social, economic, ecological and physical wellbeing following a fire event, and return of communities and fire service organisations to a state of preparedness after experiencing a fire event.

Recovery indicators are identified as a key development area for future reports.

Efficiency

Fire service organisations' expenditure per person

'Fire service organisations' expenditure per person' is a proxy indicator of the efficiency of governments in delivering emergency management services (box 9.8).

Box 9.8 Fire service organisations' expenditure per person

'Fire service organisations' expenditure per person' is defined as total fire service organisation expenditure per person in the population.

All else being equal, lower expenditure per person represents greater efficiency. However, efficiency data are difficult to interpret. While high or increasing expenditure per person may reflect deteriorating efficiency, it may also reflect changes in aspects of the service (such as improved response) or the characteristics of fire events (such as more challenging fires). Similarly, low or declining expenditure per person may reflect improving efficiency or lower quality (response times) or less challenging fires.

Expenditure per person is employed as a proxy for efficiency. Expenditure per fire is not used as a proxy for fire service organisation efficiency because an organisation that applies more resources to the prevention and preparedness components to reduce the number of fire incidents could erroneously appear to be less efficient.

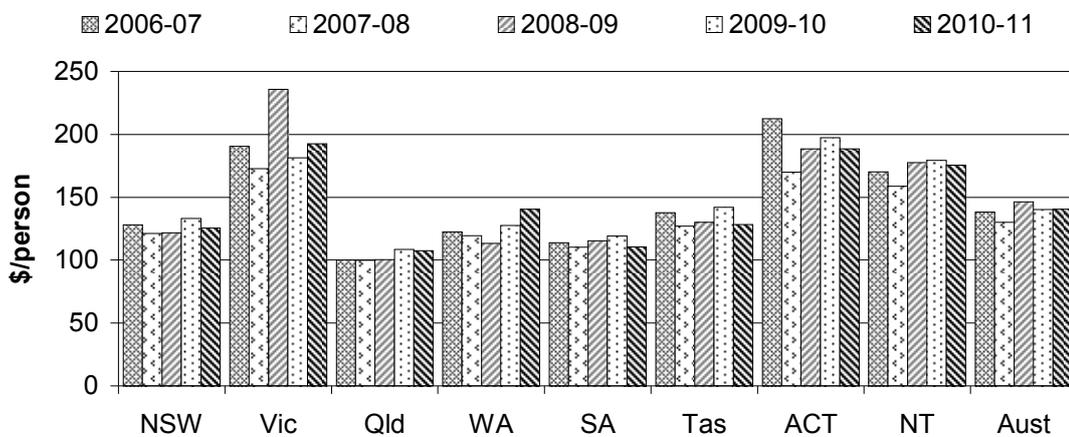
Data reported for this indicator are not directly comparable.

Data quality information for this indicator is under development.

Total cost of fire service organisations and the cost to government of funding fire service organisations are reported. Both are reported, because revenue from fire levies is significant for a number of jurisdictions.

Nationally, the total expenditure on fire service organisations per person in 2010-11 was approximately \$141 (figure 9.10).

Figure 9.10 Fire service organisations expenditure per person (2010-11 dollars)^{a, b, c, d, e, f}

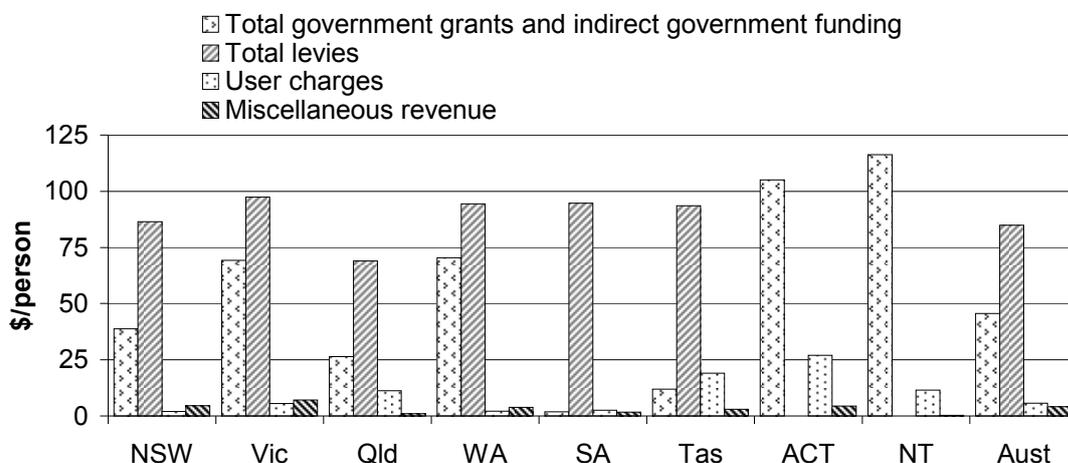


^a Data are adjusted to 2010-11 dollars using the gross domestic product (GDP) price deflator (2010-11 = 100) (table AA.39). Due to differences in definitions and counting rules, data reported may differ from those in agency annual reports and other sources. Totals may not sum as a result of rounding. Data exclude the user cost of capital associated with land, interest on borrowings and payroll tax. Total fire expenditure includes levies on insurance companies and property owners, user charges, fundraising and donations and indirect revenue. ^b Historical rates in this figure may differ from those in previous reports. Population data are revised using Final Rebased ERP data following each Census of Population and Housing (the most recent census for which data are available is 2006). Financial year population estimates are the midpoint estimate of the relevant financial year (that is, as at 31 December). ^c 2008-09 data include a significant increase in expenditure due to emergency funding arising from the Black Saturday Bushfires. ^d WA: FESA provides a wide range of emergency services under an integrated management structure. Data for 2006-07 and subsequent years cannot be segregated by service and include SES and volunteer marine services as well as fire. Data for the Department of Environment and Conservation are not included. ^e ACT: In 2006-07 expenditure included the placement of an Ericson sky crane in the ACT as part of the National Aerial Firefighting Strategy. ^f Qld: Expenditure in 2009-10 included costs of \$6.8 million associated with the Natural Disaster Relief and Recovery Arrangements declared bushfire event in September-October 2009.

Source: State and Territory governments (unpublished); table 9A.25.

Nationally, total government grants and indirect government funding of fire service organisations per person in 2010-11 was \$45.65. Levies per person in 2010-11 averaged \$84.95 nationally, with relatively minor contributions from user charges and miscellaneous revenue (table 9A.26). The major sources of funding varied considerably across jurisdictions (figure 9.11).

Figure 9.11 Fire service organisation funding per person, 2010-11



Source: State and Territory governments (unpublished); table 9A.26.

Outcomes

Outcomes are the impact of services on the status of an individual or group (while outputs are the services delivered) (chapter 1, section 1.5). These outcome indicators: ‘fire death rate’, ‘fire injury rate’, and ‘value of asset losses’, relate to the objective of fire services to minimise the effect of fire on life, property and the environment. Caution should be exercised in interpreting data for some indicators, given the significant fluctuations from year to year, particularly for jurisdictions with relatively small populations.

Fire death rate

‘Fire death rate’ is an indicator of governments’ objective to minimise the adverse effects of fire events on the community and enhance public safety (box 9.9).

Box 9.9 Fire death rate

‘Fire death rate’ is defined as the number of fire deaths per million people.

There are two measures presented for the fire death rate:

- Annual fire death rate presents all deaths whose underlying cause of death is fire related to smoke, fire and flames, including all (structure and landscape) fires — as recorded in *Causes of Death, Australia* (ABS cat. no. 3303.0).

(Continued next page)

Box 9.9 (Continued)

Fire deaths are identified from cause of death information supplied by the medical practitioner certifying the death or by a Coroner. Fire deaths are reported by year of registration of death at State and Territory Registrars of Births, Deaths and Marriages.

- Landscape fire death rate records deaths resulting from a landscape fires (such as bushfires) only (excluding self harm deaths).

As separate landscape death data are not available from ABS, these data are sourced from the Australasian Fire and Emergency Service Authorities Council Landscape Fire Deaths database. Data are sourced from media reports, agency reports, PerilAus from Risk Frontiers and records in the National Coroners' Information System.

The landscape fire death rate and the annual fire death rate are different. The scope and definition of the two measures differ according to:

- Fire type — the scope of the landscape fire death rate is landscape fires only (such as bushfires).
- Location of death — the landscape fire death rate records the location of death according to the location of the fire (not residential address of the victim).
- Cause of death — the annual fire death rate (ABS) includes only deaths primarily caused due to smoke, fire and flames. The landscape fire death rate includes all deaths that may have resulted from the landscape fire, but whose primary cause may be related to other factors (such as the onset of a stress related coronary death or from attempting to flee fire — for example a road crash accident).

A low or decreasing fire death rate represents a better outcome.

Data reported for these indicators are comparable.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2012.

Annual fire death rate

Nationally, *Causes of Death, Australia* (ABS cat. no. 3303.0) reported 273 fire deaths for 2009. The annual fire death rate was 12.4 deaths per million people in 2009 up from 5.4 deaths per million people in 2008 (figure 9.12). Exposure to smoke, fire and flames accounted for 218 deaths, primarily related to the Black Saturday Victorian bushfires (box 9.10). Intentional self-harm by smoke, fire and flames accounted for 24 deaths and 7 deaths were due to assault by smoke, fire and flames. The remaining fire deaths were of undetermined intent (table 9A.7).

Annual fire death rates need to be interpreted with caution as they can be particularly volatile over time, because of the small number of fire deaths and the

incidence of large irregular fire events. One method to overcome data volatility is to present fire death rates as three-year averages. Three-year average fire death rates are reported in the data attachment tables for each jurisdiction (table 9A.7).

Box 9.10 Black Saturday (Victorian fires 2009)

In February 2009 Victoria was devastated by one of the worst bushfires in Australia's history. The Black Saturday fires caused many deaths and injuries and directly affected many towns and communities; destroying homes, businesses, schools and kindergartens. Key statistics from the Victorian Bushfire Reconstruction and Recovery Authority are:

- deaths 173
- area burnt 430 000 hectares (including 51 towns, 78 communities)
- total property dollar losses \$1.35 billion
- homes lost 2129, valued at \$713 million (includes contents and outbuildings).

Rebuilding homes and towns, supporting local economies, regenerating the natural environment and restoring community identity is an enormous task — for government, businesses and communities. The Victorian and Australian governments responded to this challenge by establishing the Bushfire Reconstruction and Recovery Authority to coordinate and oversee the rebuilding program.

The response to these fires involved cooperation and resources from Australian, State and Territory governments. Governments have been committed to responding to the findings and recommendations of the Victorian Bushfire Royal Commission and improving policy and processes as a result of this event.

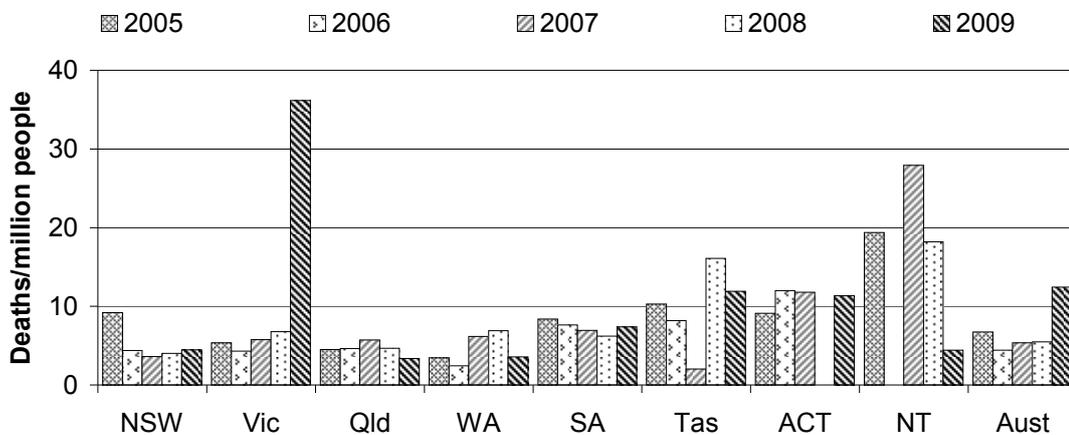
Measurement differences in the number of 2009 'Black Saturday' deaths

The Victorian Bushfire Royal Commission investigated 173 deaths resulting from the Black Saturday fires. An Australasian Fire and Emergency Service Authorities Council investigation of Victorian Coroner's Office places the number of deaths resulting from or related to the Black Saturday fires (and other fires in February 2009) as 175 deaths.

ABS (2011) recorded fewer Victorian deaths resulting from the 2009 Black Saturday fires. ABS statistics have been coded according to 'International Classification of Diseases' standard. This results in some deaths, which occurred during the bushfires, being attributed to a different 'primary' cause of death.

Source: Victorian Bushfire Reconstruction and Recovery Authority (2009), Victorian Bushfire Royal Commission (2010), ABS (2011) *Causes of Death*, Cat. no. 3303.0.

Figure 9.12 Annual fire death rate^{a, b, c, d, e, f, g, h}



^a Data for 2009 are preliminary and subject to a revisions process. See *Causes of Death, Australia* (Cat. no. 3303.0) Technical Note: Causes of Death Revisions. Data for 2008 have been subject to revisions. Cells in this table have been randomly adjusted to avoid the release of confidential data. ^b Fire deaths are coded according to the ICD and Related Health Problems Revision 10 (ICD-10) and include ICD fire death codes X00-X09 plus X76, X97 and Y26. Fire deaths data are reported by the State or Territory of the deceased's usual residence, and by the year the death was registered. ^c The small number of deaths means it is difficult to establish patterns and provide detailed analysis. ^d Australian totals includes Other Territories. ^e Significant increases in the number of deaths of undetermined intent in 2007 relate to a change in ABS coding practice. ABS advises that the number of deaths attributed to undetermined intent codes for the 2007 reference year is expected to decrease as data are revised. ^f Total fire deaths are unpublished data from the ABS. Totals have been adjusted separately to the component cells and revised totals are not necessarily the sum of the component cells. ^g The Black Saturday Victorian bushfires occurred in February 2009. The large number of deaths resulting from this event has a significant impact on the time-series of the total fire death rate. ^h Historical population data in this table may differ from those in previous reports. Population data are revised using Final Rebased Estimated Resident Population (ERP) data following each Census of Population and Housing (the most recent census for which data are available is 2006). Calendar year population estimates are the midpoint estimate of the relevant calendar year (i.e. as at 30 June).

Source: ABS (various years) *Causes of Death, Australia*, Cat. no. 3303.0 (unpublished); table 9A.7.

Landscape fire death rate

The landscape fire death rate is punctuated by large, irregular, events (table 9.2) (such as the Black Saturday fires).

Nationally, relatively few deaths are related to landscape fires annually (usually less than 0.3 deaths per million people). However, the Black Saturday 2009 Victorian Bushfires accounted for 173 deaths (box 9.10).

Table 9.2 Landscape fire death rate, per million people^{a, b, c}

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2006-07	0.1	0.2	–	0.5	–	2.0	–	–	0.2
2007-08	–	–	–	1.4	0.6	–	–	4.6	0.2
2008-09	–	32.6	–	–	–	–	–	–	8.1
2009-10	–	0.2	–	–	–	–	–	–	0.0
2010-11	0.1	–	–	0.4	–	–	–	–	0.1

^a The small number of deaths means it is difficult to establish patterns and provide detailed analysis.

^b Population estimates are the midpoint estimate of the relevant financial year (that is, as at 31 Dec). ^c The landscape fire death rate and the total fire death rate in table 9A.7 are different. The scope and definition of the two measures differ according to fire type (landscape fire death rate is landscape fires only), cause of death (the landscape fire death rate includes deaths that may have resulted from the landscape fire, but whose primary cause may be related to other factors) and location of death (the landscape fire death rate records the location of death according to the location of the fire).

Source: Australasian Fire and Emergency Service Authorities Council (unpublished); table 9A.8.

Fire injury rate

‘Fire injury rate’ is an indicator of governments’ objective to minimise the adverse effects of fire events on the community and enhance public safety and is measured by the annual fire hospitalisation rate (box 9.11).

Box 9.11 Annual fire injury rate

‘Annual fire injury rate’ is defined as the number of fire injuries per 100 000 people.

A lower fire injury rate represents a better outcome.

Fire injuries are represented by hospital admissions (excluding emergency department non-admitted casualties) and are reported by the State or Territory where the admission occurs. A person injured by fire may be treated more than once, and in more than one State or Territory. Deaths from fire injuries after hospitalisation have been removed from the fire injuries data for the time series because these are counted in the fire death rate.

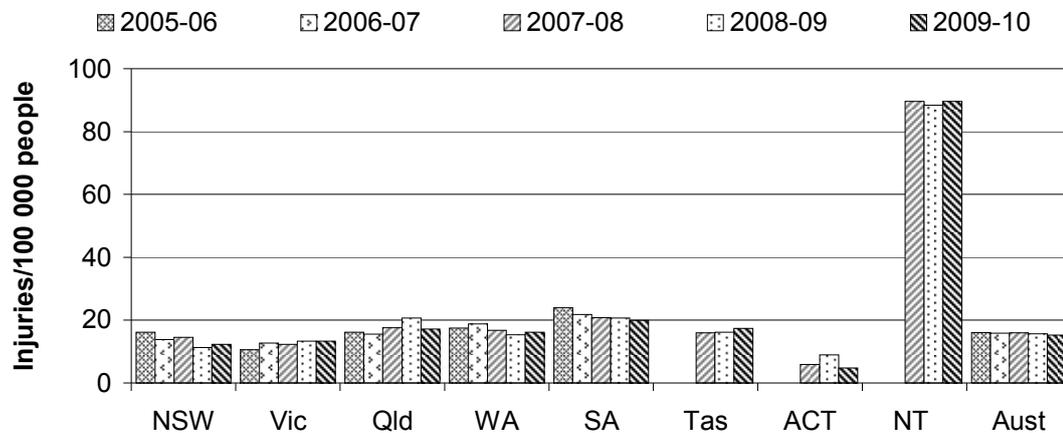
Data reported for this indicator are comparable.

Data quality information for this indicator is under development.

Nationally in 2009-10, there were 3385 hospital admissions due to fire injury (table 9A.9) and the rate per 100 000 people was 15.3 (figure 9.13).

Fire hospitalisation rates need to be interpreted with caution because of the small number of fire injuries. One method to overcome data volatility is to present fire hospitalisation rates as three-year averages. Three-year average fire hospitalisation rates are reported in the data attachment tables for each jurisdiction (table 9A.9).

Figure 9.13 Annual fire hospitalisation rate^{a, b, c}



^a Fire injuries are coded to the ICD and Related Health Problems Revision 10 (ICD-10) and include ICD fire injury codes X00-X09 plus X76, X97 and Y26. Fire injuries are reported by the State or Territory where the injury is treated. Excludes secondary fires resulting from explosions, transport incidents, and emergency department non-admitted casualties. ^b Tas, ACT and NT: data for reference years 2005-06 to 2006-07 are not available. For the period 2005-06 to 2007-08, the average is calculated on only one year of data for these jurisdictions, and two years of data for the period 2006-07 to 2008-09. ^c Historical rates in this figure may differ from those in previous reports. Population data are revised using Final Rebased ERP data following each Census of Population and Housing (the most recent census for which data are available is 2006). Financial year population estimates are the midpoint estimate of the relevant financial year (that is, as at 31 December).

Source: Australian Institute of Health and Welfare (AIHW), *National Hospital Morbidity Database* (unpublished); table 9A.9.

Confinement to room/object of origin

‘Confinement to room/object of origin’ is an indicator of governments’ objective to reduce the adverse effects of fire emergency events on the community through a combination of its prevention/mitigation, preparedness, and response (box 9.12).

Box 9.12 **Confinement to room/object of origin**

‘Confinement to room/object of origin’ is measured by the proportion of structure fires confined to its point of origin. Structure fires are those fires in housing and other buildings.

Confinement to room/object of origin is defined in two ways:

- *Confinement of building fires to room of origin* — A building fire is a fire that has caused some damage to a building structure (such as a house). Confinement of building fires to room of origin is a measure of the proportion of building fires confined to the room in which the fire originated.

Confinement of building fires to room of origin is reflective of the response strategies of the fire services to extinguish structure fires before they cause extensive building damage. It also reflective of the community’s overall mitigation and preparedness strategies such as constructing buildings that are fire resistant, installing and maintaining operational smoke alarms, and other fire safety practises.

- *Confinement of building and other structure fires to room/object of origin* — Other structure fires are fires within a building structure (such as fires confined to rubbish bins, burnt foodstuffs and fires confined to cooking equipment) that requires a fire service response. Confinement of building and other structure fires to object, part room and room of origin is a measure of the both the proportion of building fires and other structure fires confined to the room and/or object from which the fire originated.

Other structure fires confined to object of origin is reflective of the community’s overall mitigation and preparedness strategies such as constructing ‘objects’ (such as electronic appliances, cooking equipment, and chimneys) that are fire resistant. It is also reflective of the community’s response abilities to contain a fire by having working fire alarms, fire extinguishers and/or fire blankets.

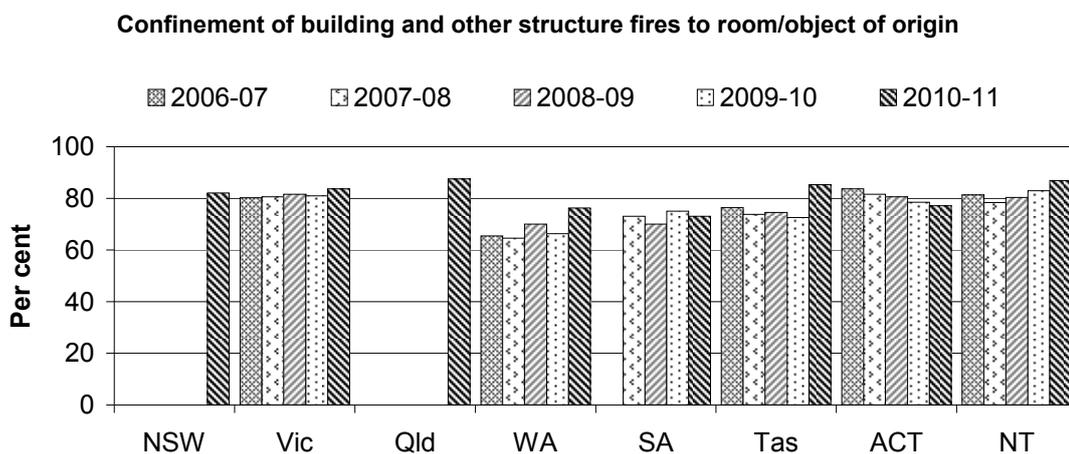
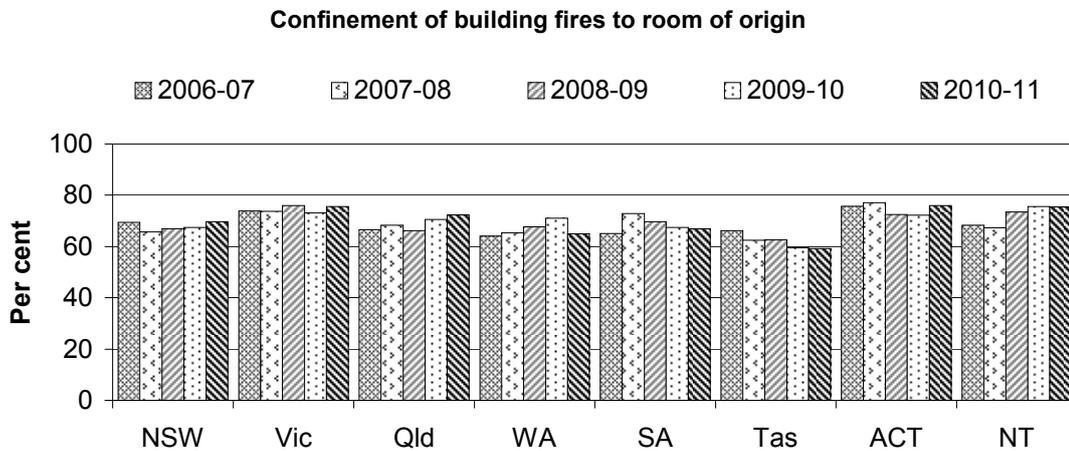
A higher proportion of structure fires confined to the object or room of origin is more desirable.

Data reported for this indicator are not directly comparable.

Data quality information for this indicator is under development.

The proportion of fires, from all ignition types, confined to the object or room of origin varies across jurisdictions, and within jurisdictions over time (figure 9.14).

Figure 9.14 **Structure fires confined to the room/object of origin^{a, b, c, d, e, f}**



^a NSW: The decline in the percentage of structure fires confined to the object or room of origin between 2006-07 and 2007-08 is artificial. The data for 2007-08 for the first time conform to the nationally agreed definition for this measure by including data from both the NSW Rural Fire Service and the NSW Fire Brigade.

^b NSW: Data for other structure fires confined to object of origin are not available prior to 2010-11. ^c Qld: Data for other structure fires confined to object of origin are not available prior to 2010-11. Structure fires within the Urban Levy Boundary are included. Excluded are non-emergency calls and those where QFRS experienced delays due to either extreme weather conditions or where the initial response was by another agency or brigade. ^d WA: Total confinement percentages include fires confined but not classified as either accidental or suspicious. ^e SA: Data include MFS, but exclude the CFS as they do not routinely collect the source data. Data for confinement of other structure fires to object of origin are not available in 2006-07 and exclude incendiary incidents prior to 2010-11. ^f Tas: Data are for all fire brigades, both full-time and volunteer. Due to industrial action 90 incident reports are incomplete in 2008-09.

Source: State and Territory governments (unpublished); tables 9A.10 and 9A.11.

In all jurisdictions, the proportion of incendiary and suspicious structure fires confined to the object or room of origin was less than for accidental structure fires. Rates are relatively stable over the 5 years to 2010-11 (table 9A.10, 9A.11). However, trends in individual jurisdictions' rates have varied.

Value of asset losses from structure fire

‘Value of asset losses from structure fire’ (box 9.13) is an indicator of the effect of fire on property. These data are expressed in real terms.

Box 9.13 Value of asset losses from structure fire

‘Value of asset losses from structure fire’ is measured as the estimated monetary value of the damage to property and contents caused by the fire and fire-fighting operations. It does not include land value.

Structure fires are those fires in housing and other buildings.

Value of asset losses from structure fire is defined in two ways:

- *Median dollar losses from structure fire* is the median dollar losses from structure fire (a fire in a house or other building), adjusted for inflation. The median is the middle number in a sequence and is regarded as a more appropriate measure of ‘typical’ losses than the average (or mean) loss.
- *Property losses from structure fire per person* is defined as the property loss from structure fire (a fire in housing or other building) per person, adjusted for inflation.

Lower or decreasing dollar losses represent a better outcome.

Data reported for this indicator are not directly comparable.

Data quality information for this indicator is under development.

Value of asset losses need to be interpreted with caution because the data are not directly comparable across jurisdictions. There are many factors that influence asset losses including:

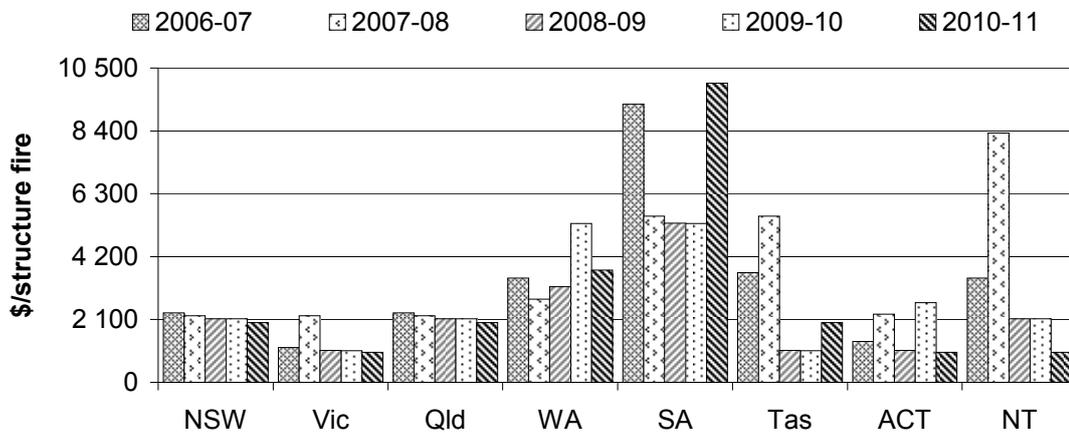
- these data have not been adjusted for jurisdictional differences in the costs and values of various types of building
- the method of valuing property loss from fire varies across jurisdictions.

In addition, the value of asset loss estimates exclude losses from landscape fires, such as the 2009 Victorian Bushfires and the 2011 Perth Hills fires.

Median dollar loss per structure fire

The median dollar loss varies across jurisdictions and over time. No clear national trends are evident (figure 9.15).

Figure 9.15 **Median dollar loss per structure fire (2010-11 dollars)^{a, b, c, d, e, f, g}**



^a Data are adjusted to 2010-11 dollars using the gross domestic product (GDP) price deflator (2010-11 = 100) (table AA.39). Estimates are not validated by the insurance industry, or adjusted for interstate valuation differences. ^b NSW: Some structure fires resulted in direct dollar loss in excess of \$1 million each. In 2006-07 there were 15 such structure fires, all of these at \$1+ million each; 2007-08, 19 at \$1+ million each with four at \$5+ million each and one of \$100 million. ^c Vic: 2008-09 data do not include loss arising from the Black Saturday Bushfires in 2009. ^d Qld: Accurate identification of incidents attended by QFRS rural brigades is not possible at this stage due to incomplete voluntary reporting procedures. QFRS Urban stations are estimated to serve 87.6 per cent of Queensland's population. The 2010-11 result is based on the values over the previous five years due to a systems issue. It is anticipated that this issue will be resolved during 2011-12. ^f SA: In 2006-07 there was a \$15 million fire that accounted for 35 per cent of the reported dollar loss. In 2008-09 two fires accounted for 35 per cent of reported dollar loss. MFS data entry for 2006-07 reported property loss from structure fire was incomplete. ^g Tas: Data are for all fire brigades, both full-time and volunteer. Property loss does not include losses as a result of vegetation fires. Due to industrial action 90 incident reports are incomplete in 2008-09.

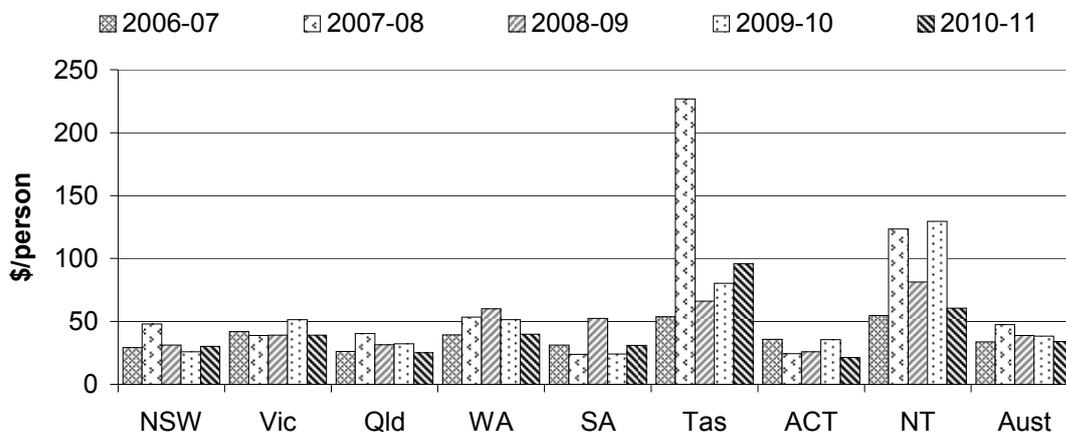
Source: State and Territory governments (unpublished); table 9A.12.

Property loss per person

The property loss per person (expressed in real terms) has fluctuated over time in all jurisdictions (figure 9.16).

Data for the three year average property loss per person are also available in the attachment tables (table 9A.13).

Figure 9.16 Property loss from structure fire per person (2010-11 dollars)^{a, b, c, d, e, f, g, h, i, j}



^a Data are adjusted to 2010-11 dollars using the gross domestic product (GDP) price deflator (2010-11 = 100) (table AA.39). Estimates are not validated by the insurance industry, or adjusted for interstate valuation differences. ^b Historical rates in this table may differ from those in previous reports, as historical population data are revised using Final Rebased ERP data following each Census of Population and Housing (the most recent census for which data are available is 2006). Financial year population estimates are the midpoint estimate of the relevant financial year (i.e. as at 31 December). ^c NSW: Some structure fires resulted in direct dollar loss in excess of \$1 million each. In 2006-07 there were 15 such structure fires, all of these at \$1+ million each; 2007-08, 19 at \$1+ million each with four at \$5+ million each and one of \$100 million. ^d Vic: 2008-09 data do not include loss arising from the Black Saturday Bushfires in 2009. During 2010-11 there were 15 structure fires with significant dollar losses (\$1 million and above) totalling \$31.2 million. ^e Qld: Accurate identification of incidents attended by QFRS Rural brigades is not possible at this stage due to incomplete voluntary reporting procedures. QFRS Urban stations are estimated to serve 87.6 per cent of Queensland's population. The 2010-11 result is understated due to a systems issue. It is anticipated that this issue will be resolved during 2011-12. ^f WA: Dollar losses are based on estimated values provided by firefighters. ^g SA: In 2006-07 there was a \$15 million fire that accounted for 35 per cent of the reported dollar loss. In 2008-09 two fires accounted for 35 per cent of reported dollar loss. MFS data entry for 2006-07 reported property loss from structure fire was incomplete. ^h Tas: Data are for all fire brigades, both full time and volunteer. For 2007-08, data include two significant fires where the property loss was \$60 million and \$20 million respectively. Property loss does not include losses as a result of vegetation fires. Due to industrial action 90 incident reports are incomplete in 2008-09. ⁱ Tas, ACT and NT: Due to small population sizes, rates in these jurisdictions may be affected significantly by single large-loss events. ^j Average for Australia excludes rural fire service data for some years as per the jurisdictions' caveats.

Source: State and Territory governments (unpublished); table 9A.13.

9.4 Profile of emergency services for road crash rescue events

A road crash rescue event is an incident involving a motor vehicle and the presumption that assistance is required from emergency service organisations.

A primary aim of governments is to reduce death and injury and the personal suffering and economic costs of road crashes. Achieving this aim is challenging and

complex. It requires a range of activities, including design and maintenance of vehicles and roads, driver training, road user education, enforcement of road rules, emergency response and health care in the event of an incident. The agencies involved in this include emergency services organisations, police services, road and transport authorities, health and community services.

Emergency service organisations provide services that contribute to governments' aims through the provision of effective and efficient medical and rescue services. These rescue services are provided by a diverse range of emergency service organisations; nationally, road crash rescue services are provided by over 20 organisations (see the Emergency management sector summary — attachment, table DA.1).

Some aspects of police activities that are relevant to road crash rescue are addressed in the Police services chapter (chapter 6, section 6.6).

9.5 Framework of performance indicators for road crash rescue events

Figure 9.17 presents the performance indicator framework for road crash rescue events, based on the general framework for all emergency events (see the Emergency management sector summary) and governments' objectives for emergency services for road rescue event (box 9.14). Definitions of all indicators are provided in section 9.12.

Box 9.14 Objectives for emergency services for road rescue events

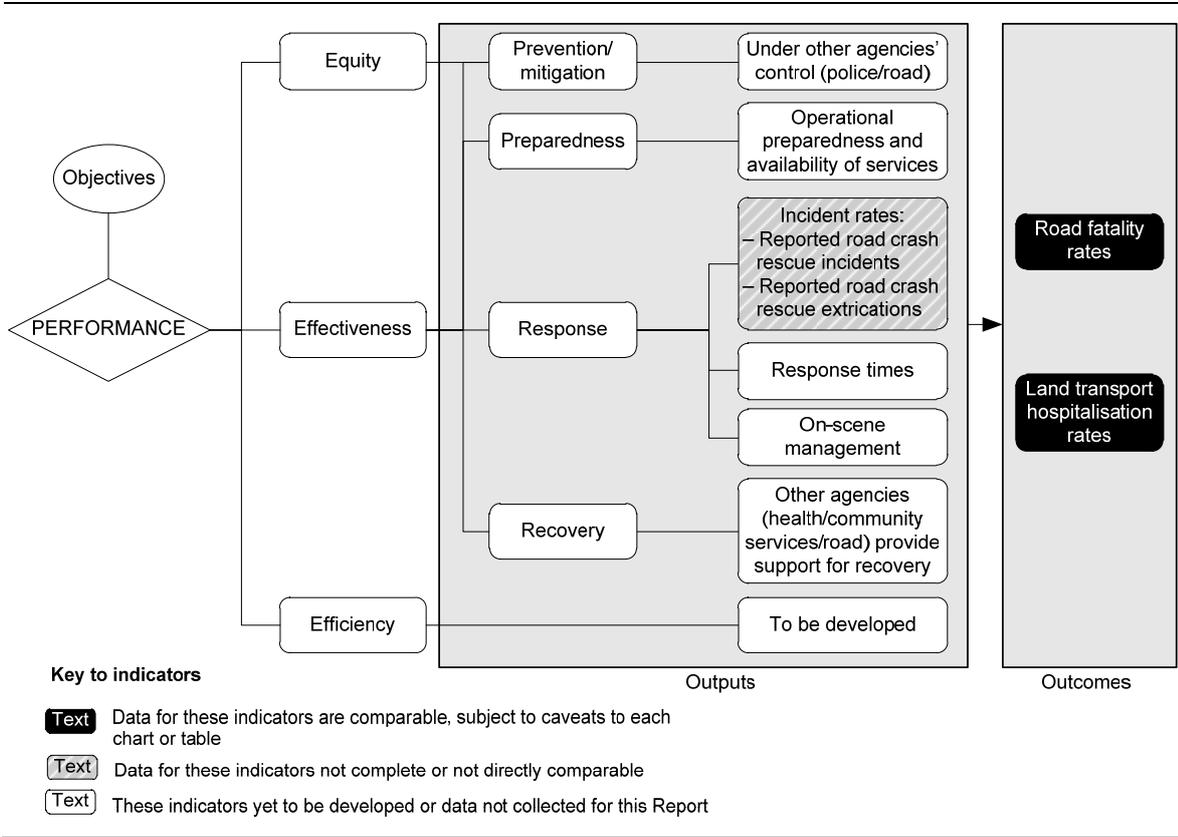
Emergency services for road rescue events aim to build resilient communities that work together to understand and manage the road traffic risks that they confront. Emergency services for road rescue events provide highly effective, efficient and accessible services that:

- respond to road crash rescue incidents
- reduce the adverse effects of road incidents on the community (including people, property, infrastructure, economy and environment)
- contribute to the management of road traffic risks to the community
- enhance public safety.

The performance indicator framework provides information on equity, efficiency and effectiveness, and distinguishes the outputs and outcomes of emergency

services for road rescue events (figure 9.17). To reflect the activities of the emergency management sector, performance reporting also reflects the prevention/mitigation, preparedness, response and recovery framework (see the Emergency management sector summary). The performance indicator framework shows which data are comparable in the 2012 Report. For data that are not considered directly comparable, the text includes relevant caveats and supporting commentary. Chapter 1 discusses data comparability from a Report-wide perspective (see section 1.6).

Figure 9.17 Road crash rescue events performance indicator framework



The Report’s statistical appendix contains data that may assist in interpreting the performance indicators presented in this chapter. These data cover a range of demographic and geographic characteristics, including age profile, geographic distribution of the population, income levels, education levels, tenure of dwellings and cultural heritage (including Indigenous and ethnic status) (appendix A).

The framework represents the key elements of a road crash rescue reporting framework. A number of complex issues require further work to develop indicator definitions and identify key measures and data sources. This work will be undertaken progressively for future editions of the Report.

The focus of reporting in this section is on the preparedness, response and efficiency indicators for road crash rescue events. Related road safety reporting is included in the Police services chapter under road safety (chapter 6, section 6.6). Data relating to patient transportation are incorporated into ambulance events reporting later in this chapter (section 9.6).

9.6 Key performance indicator results for road crash rescue events

Outputs

Outputs are the actual services delivered (while outcomes are the impact of these services on the status of an individual or group) (see chapter 1, section 1.5).

Equity and effectiveness — prevention/mitigation

The prevention/mitigation and recovery elements of the performance framework for road crash rescue are largely controlled by agencies other than the emergency service organisations covered by this chapter; for example, prevention of road crashes through community safety campaigns, regulation and law enforcement is predominately a police activity. Agencies involved in recovery range from traffic authorities reopening roadways, to the health and community sectors responsible for rehabilitation of patients.

The National Road Safety Strategy (NRSS), and related Action Plan (ATC 2000 and 2009) provide the framework and priority areas for coordinating the road safety initiatives of Australian, State, Territory and local governments, as well as other major organisations with road safety responsibilities.

Equity and effectiveness — preparedness

‘Operational preparedness and availability of services’ indicators are linked to the NRSS and aim to improve trauma, medical and retrieval services. Indicators will focus on the number and availability of appropriately trained and authorised personnel (staff and volunteers), and location of facilities. Definitions and data are yet to be developed for reporting on a nationally comparable basis (box 9.15).

Box 9.15 Operational preparedness and availability of services

Specific measures of operational preparedness and availability of services are yet to be defined.

This indicator and associated measures are currently under development.

Equity and Effectiveness — response

The effectiveness dimension of response indicators relates to emergency service organisations' ability to respond to road crash rescue events.

Reported road crash rescue incidents and extrications

'Reported road crash rescue incidents and extrications' is an indicator of governments' objective to reduce the adverse effects of road incidents on the community through appropriate response activities (box 9.16).

Box 9.16 Reported road crash rescue incidents and extrications

'Reported road crash rescue incidents' is defined as the number of reported incidents involving a motor vehicle and the presumption that assistance is required from emergency services organisations. It is measured by the rate of reported road crash rescue incidents per 100 000 people.

'Reported road crash rescue extrications' is defined as an assisted release and removal of trapped people (usually casualties) from motor vehicles by specially equipped and trained emergency service crews, arising from incidents reported. It is measured by the rate of reported extrications per 100 000 people; per 100 000 registered vehicles; and per million vehicle kilometres travelled.

A lower or decreasing number of reported road crash rescue incidents and extrications, adjusted for population, indicates a better community outcome. Higher or increasing proportions of reported road crash rescue incidents and extrications indicate higher emergency response workloads.

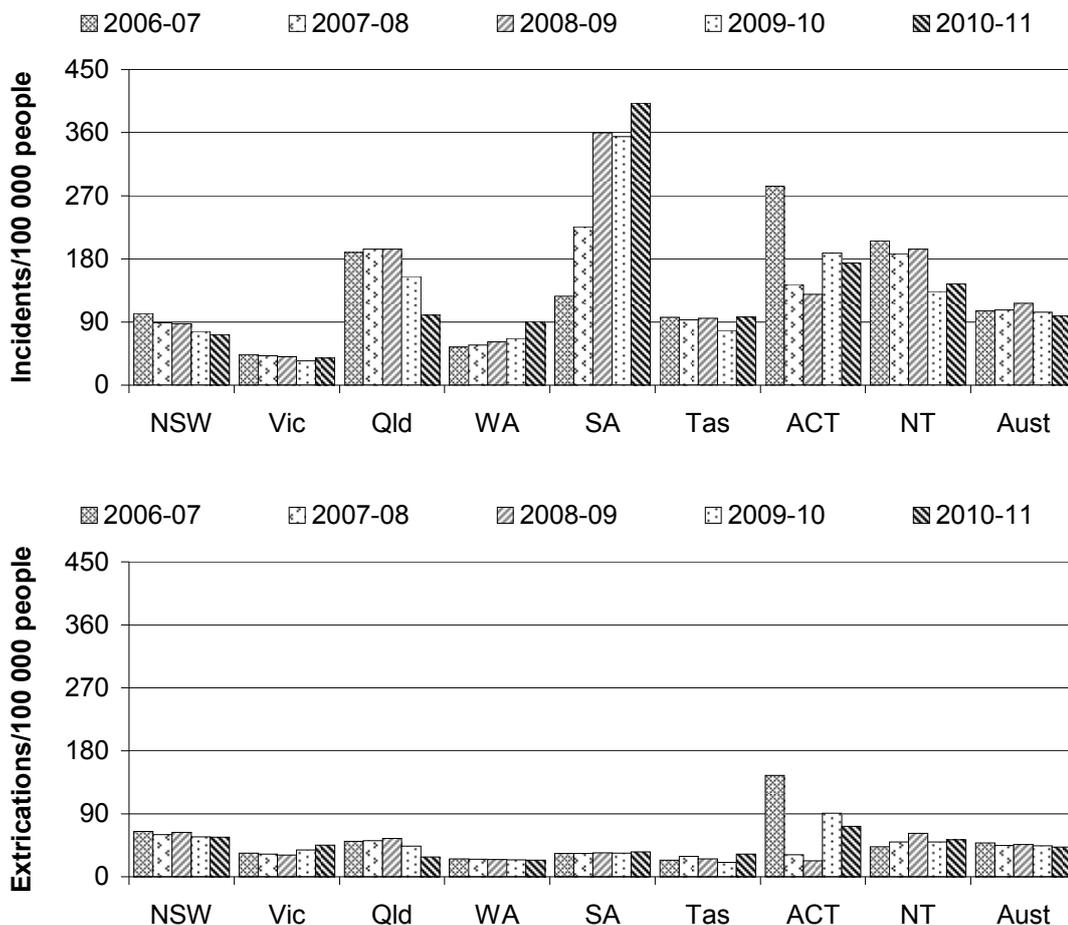
Data for this indicator are not directly comparable.

Data quality information for this indicator is under development.

Nationally, there were 22 140 road crash rescue incidents in 2010-11, or 98.5 incidents per 100 000 people (table 9A.27), and 9597 (or 43.3 per cent) of reported incidents required an extrication response (table 9A.28 and figure 9.18).

Data for road crash rescue incidents and extrications per 100 000 people display some marked variations across jurisdictions — this may reflect different collection methods and the lack of comparability between jurisdictions. Although a five year time series is presented in figure 9.18, collection methods are improving over time, making trend analysis difficult.

Figure 9.18 **Reported road crash rescue incidents and extrications^{a, b, c, d, e, f}**



^a Vic: A higher number of extrications has been observed for 2009-10 due to incidents involving a greater number of vehicles. ^b Qld: The decrease in QFRS attendance at traffic incidents in 2009-10 and 2010-11 can be attributed to the revised road crash rescue protocols implemented in September 2009 to reduce unnecessary attendance by the QFRS at mobile property crashes. Flooding and wet weather in 2010-11 also resulted in a lower than anticipated number of road rescue incidents and extrications. ^c WA: Data exclude extrications performed by State Emergency Services volunteers. ^d Tas: Data include responses by fire services, ambulance services and SES. ^e NT: Data include corrections to the 2006-07 and 2008-09 data in this Report, therefore data will differ to data presented in previous reports. ^f Historical rates in this figure may differ from those in previous reports. Population data are revised using Final Rebased Estimated ERP data following each Census of Population and Housing (the most recent census for which data are available is 2006). Financial year population estimates are the midpoint estimate of the relevant financial year (that is, as at 31 December).

Source: State and Territory governments (unpublished); tables 9A.27-9A.28.

Response times

Response times are an important element of a comprehensive road crash rescue framework. Timely, reliable, effective and safe emergency response services reduce the negative impacts of road crash events. Definitions and data are yet to be developed for reporting on a nationally comparable basis (box 9.17).

Box 9.17 Response times

Specific response times indicators and associated measures for road crash rescue are currently under development.

On-scene management

On-scene management (involving coordination of emergency response personnel, traffic control and securing the scene to prevent new crashes, clean up of hazardous materials, coordination of public cooperation, etc.) is an important factor in achieving the NRSS outcomes of improved trauma, medical and retrieval services (box 9.18).

Box 9.18 On-scene management

On-scene management indicators and associated measures are currently under development.

Equity and effectiveness — recovery

The recovery element of the performance framework for road crash rescue is largely controlled by agencies other than the emergency service organisations reporting in this chapter.

Complex interface and cross-cutting issues are associated with recovery indicators. For example the level of recovery from injury after major road emergency incidents can be influenced by a number of services including: ambulance, hospital, community and primary health care and disability services.

Efficiency

The Steering Committee has identified efficiency indicators as an important element of the performance indicator framework (chapter 1, section 1.5) (box 9.19).

Box 9.19 Efficiency

Appropriate efficiency indicators, and associated data sources, for road crash rescue events are yet to be developed.

Identifying the cost of road crashes supports policy development and cost-benefit analysis for road safety programs and infrastructure projects, and is consistent with the overall objectives of emergency management. Road crash costs in Australia have recently been analysed by the Bureau of Infrastructure, Transport and Regional Economics (BITRE) (box 9.20).

Box 9.20 The cost of road crashes in Australia

In February 2010, the Bureau of Infrastructure, Transport and Regional Economics (BITRE) released an evaluation report updating previous research and cost estimates for road crashes in Australia.

The social cost of road crashes in 2006 was an estimated \$17.85 billion (1.7 per cent of GDP). This was a real decrease of 7.5 per cent compared to 1996 (2006 dollars). Estimated human losses were approximately \$2.4 million per fatality, losses for a hospitalised injury were approximately \$214 000 per injury (including disability-related costs), and losses for non-hospitalised injury were approximately \$2200 per injury.

The research found that the estimated real cost of road crashes has declined in the ten years from 1996 to 2006. Road crash fatalities peaked in 1970 and many factors have contributed to reductions in the number of fatalities since then. These include investments in road infrastructure and road safety programs, regulated changes in vehicle safety standards (for example, mandatory seat belts), and better vehicle design and safety equipment such as airbags.

Source: BITRE (2009) Road Crash Costs in Australia 2006.

Outcomes

Outcomes are the impact of services on the status of an individual or group (while outputs are the services delivered) (see chapter 1, section 1.5).

Road fatality rates and land transport hospitalisation rates

Road fatality rates and land transport hospitalisation rates are indicators of governments' objective to reduce death and injury from road crash incidents. Many agencies and factors affect these outcomes. Relevant data for road deaths and land transport hospitalisations are reported in chapter 6 (section 6.6). Nationally, road

transport incidents accounted for 1403 deaths in 2010-11, (table 6A.36) and 38 516 hospitalisations in 2009-10 (table 6A.37).

9.7 Profile of emergency services for ambulance events

This section provides information on the performance of emergency service organisations in providing services for ambulance events and in preparing the community to respond to emergencies. Ambulance events are incidents that result in demand for ambulance services to respond, including: emergency and non-emergency pre-hospital and out-of-hospital patient care; transport; inter-hospital patient transport; specialised rescue services; ambulance services to multi-casualty events; and capacity building for emergencies.

Ambulance service organisations

Ambulance service organisations are the primary agencies involved in providing services for ambulance events. In a limited number of cases, other organisations provide services such as medical transport for emergencies (see the Emergency management sector summary — attachment, table DA.1). The descriptive information provided below on funding, incidents and human resources are for ambulance service organisations only. Ambulance assets are reported in table 9A.34.

State and Territory governments provide ambulance services in most jurisdictions. In WA and the NT, St John Ambulance is under contract to the respective governments as the primary provider of ambulance services (box 9.21). Across jurisdictions the role of ambulance service organisations serves as an integral part of the health system. Services generally include:

- providing emergency and non-emergency pre-hospital and out-of-hospital patient care and transport
- undertaking inter-hospital patient transport including the movement of critical patients
- conducting specialised rescue services
- preparing for and providing capacity for the ambulance component of multi-casualty events
- enhancing the community's capacity to respond to emergencies.

Funding responsibilities of State and Territory governments include ambulance services and, jointly with the Australian Government, emergency responses, including responding to public emergencies and support for emergency air retrieval (COAG 2009).

There are fixed and rotary wing (helicopter) ambulance services in all jurisdictions. In most jurisdictions these services are provided by the ambulance service organisations through various contractual arrangements. In WA, SA, Queensland and the NT, all or most of the cost of air ambulance services falls outside of the ambulance service organisations.

Box 9.21 Relationships of primary ambulance response and management organisations to government

<i>NSW</i>	<i>Ambulance Service of NSW</i> — a division of the Department of Health reporting to the Minister for Health
<i>Vic</i>	<i>Ambulance Victoria</i> — a separate statutory body reporting to the Minister for Health
<i>Qld</i>	<i>Queensland Ambulance Service</i> — a division of the Department of Community Safety, reporting to the Director-General, who reports to the Minister for Police, Corrective Services and Emergency Services
<i>WA</i>	<i>St John Ambulance</i> — an incorporated not-for-profit organisation under contract to the WA Government
<i>SA</i>	<i>SA Ambulance Service</i> — an identifiable incorporated entity under the SA Health Care Act
<i>Tas</i>	<i>Ambulance Tasmania</i> — a statutory service of the Department of Health and Human Services
<i>ACT</i>	<i>ACT Ambulance Service</i> — one of four operational services that comprise the ACT Emergency Services Agency, Justice and Community Safety Directorate (the other operational services are the ACT Fire Brigade, ACT Rural Fire Service and ACT State Emergency Service). The Department reports to the ACT Minister for Police and Emergency Services
<i>NT</i>	<i>St John Ambulance</i> — an incorporated not-for-profit organisation under contract to the NT Government

Source: State and Territory governments (unpublished).

Revenue

Total revenue of ambulance service organisations covered in this chapter was approximately \$2.1 billion in 2010-11 (excluding SA — due to the implementation of new workforce system SA Ambulance Service were unable to provide 2010-11 financial year data within reporting timelines) (table 9.3). Nationally (excluding SA), revenue increased each year from 2006-07 to 2010-11 (in real terms), with an average annual growth rate of 5.6 per cent.

Ambulance service organisations are funded by a variety of sources, with non-government sources making a significant contribution.

Table 9.3 Revenue of ambulance service organisations (2010-11 dollars) (\$ million)^{a, b}

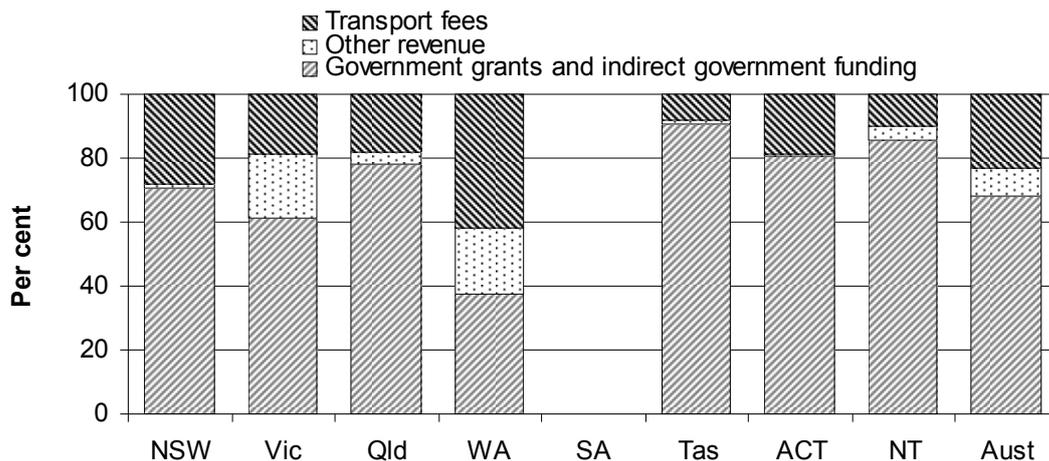
	NSW	Vic	Qld	WA	SA ^c	Tas	ACT	NT	Aust ^d
2006-07	541.2	496.6	429.1	124.6	139.1	35.0	21.9	20.5	1 808.1
2007-08	603.8	520.1	455.4	132.1	153.1	36.9	23.7	22.0	1 947.0
2008-09	656.0	543.7	490.1	128.5	189.5	46.1	24.6	23.4	2 101.9
2009-10	693.7	575.0	521.9	144.1	191.6	54.1	24.7	20.0	2 225.1
2010-11	675.6	576.8	542.9	173.4	na	54.2	28.0	22.0	2 072.9

^a Data are adjusted to 2010-11 dollars using the GDP price deflator (2010-11 = 100) (table AA.39). Due to differences in definitions and counting rules, data reported may differ from data in agency annual reports and other sources. ^b Totals may not sum due to rounding. ^c SA: For 2010-11 ambulance financial and workforce data are not available due to reporting system issues, which will be rectified for the 2013 Report. ^d Australian total excludes SA for 2010-11.

Source: State and Territory governments (unpublished); table 9A.29.

The primary sources of revenue across all jurisdictions in 2010-11 were grants from State and Territory governments, transport fees (from public hospitals, private citizens and insurance) and other revenue (subscriptions, donations and miscellaneous revenue) (figure 9.19).

Figure 9.19 Major sources of ambulance service organisation revenue, 2010-11^{a, b, c}



^a Other revenue is equal to the sum of subscriptions, donations and miscellaneous revenue. ^b SA: For 2010-11 ambulance financial and workforce data are not available due to reporting system issues, which will be rectified before the 2013 Report. ^c Australian total exclude SA for 2010-11.

Source: State and Territory governments (unpublished); table 9A.29.

Nationally, 68.1 per cent of funding for ambulance service organisations in 2010-11 was provided as direct government revenue and indirect government revenue, with the remainder sourced from transport fees and other revenue (table 9A.29).

Demand for ambulance services

Incidents

For Ambulance services an incident is an event that results in one or more responses by an ambulance service. Ambulance service organisations prioritise incidents as:

- emergency — immediate response under lights and sirens required
- urgent — undelayed response required without lights and sirens
- non-emergency — non-urgent response required by ambulance service
- casualty room attendance.

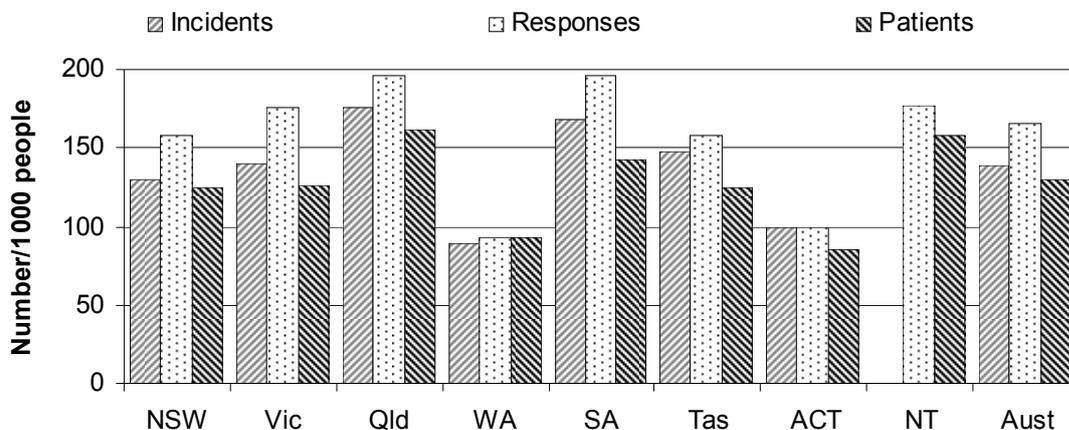
Nationally, Ambulance service organisations attended 3.1 million incidents in 2010-11 (excluding the NT) (table 9A.30). Most of these were emergency incidents (41.5 per cent). Ambulance service organisations also attended a large number of urgent incidents (24.4 per cent) and non-emergency incidents (33.9 per cent).

Ambulance incidents, responses and patients per 1000 people

The numbers of incidents, responses and patients are interrelated. Multiple responses/vehicles may be sent to a single incident, and there can be more than one patient per incident. There can also be responses to incidents that do not have people requiring treatment and/or transport.

Nationally, there were 165 responses per 1000 people and 130 patients per 1000 people, in 2010-11 (figure 9.20).

Figure 9.20 Reported ambulance incidents, responses and patients, 2010-11^{a, b, c, d, e}



^a An incident is an event that results in a demand for ambulance resources to respond. An ambulance response is a vehicle or vehicles sent to an incident. There can be multiple responses/vehicles sent to a single incident. A patient is someone assessed, treated or transported by the ambulance service. ^b Vic: Incidents and responses are for road ambulances only. ^c WA: Does not have a policy of automatically dispatching more than one unit to an incident unless advised of more than one patient. Separate statistics are not kept for incidents and responses. Numbers shown under incidents are cases. ^d NT: A response is counted as an incident. Data for incidents are not available and are not included in the rate for Australia. ^e Historical rates in this figure may differ from those in previous reports. Population data are revised using Final Rebased ERP data following each Census of Population and Housing (the most recent census for which data are available is 2006). Financial year population estimates are the midpoint estimate of the relevant financial year (that is, as at 31 December).

Source: State and Territory governments (unpublished); table 9A.30.

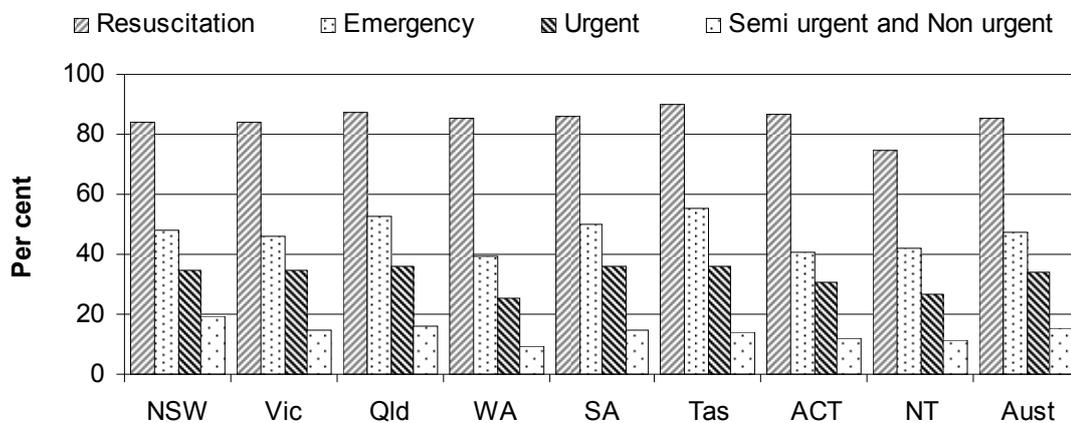
Emergency department triage category by ambulance transport rate

Emergency department presentation rates and demand for ambulance services are closely linked. The majority of people who are acutely ill or injured and need to attend a hospital emergency department will call the ambulance service to provide immediate pre-hospital care and then take them to hospital.

The Emergency Department National Triage Scale category allocates priority to a patient on *arrival* at the emergency department. (Note, the triage category assigned by emergency departments may differ to the priority originally assigned by ambulance service organisations.) It is a nationally comparable measure of how acutely ill the patient is on arrival at the hospital, ranging from ‘Resuscitation’ (for a patient in immediate need of attention) to ‘Non urgent’ (for patients who have a presenting condition that indicates they can safely wait for 2 hours to see a doctor) (chapter 10, box 10.4).

Nationally, in 2009-10 (later data are not available), 85.0 per cent of emergency department patients in triage category ‘Resuscitation’ and 47.6 per cent of ‘Emergency’ patients arrived by ambulance, air ambulance or helicopter rescue services. For all triage categories, 23.5 per cent of patients arrived by ambulance, air ambulance or helicopter rescue services (figure 9.21).

Figure 9.21 Emergency department patients who arrived by ambulance, air ambulance or helicopter rescue services, by triage category 2009-10 (per cent)^a



^a Data represent the 78 per cent of emergency department presentations for which patient-level data were available. Data include all presentations.

Source: AIHW (2011) *Australian Hospital Statistics*, National Non-admitted Patient Emergency Department Care Database; table 9A.31.

Aero-medical arrangements in Australia

Arrangements for air ambulance or aero-medical services vary throughout Australia. Some of these arrangements involve services provided entirely by State and Territory ambulance services or by sub-contractors to these services, while others are provided completely externally to the State ambulance services. Some arrangements involve a mix of the two, where external organisations provide aircraft and/or air crew while ambulance service organisations provide paramedics to staff the air ambulances. The result is that the revenue (funding) and expenditure for air ambulance services are included in ambulance reports from some jurisdictions while in other jurisdictions none of these costs are included.

The Australian Government also provides some capital and recurrent funding for aero-medical service provision through the Royal Flying Doctor Service, mainly for

primary health services to rural and remote communities. In some jurisdictions, these same aircraft are used to transfer patients requiring higher level care.

It is not possible for ambulance service organisations to provide full activity and financial data for air ambulance services in Australia. The Council of Ambulance Authorities (CAA) has tried to identify, as comprehensively as possible, air ambulance services provided by ambulance service organisations directly, or by other service providers such as the Royal Flying Doctor Service. In doing so, the CAA has counted the total number of aircraft available in each jurisdiction during 2010-11, and the component of expenditure that is funded through ambulance service expenditure (that is, the expenditure figures do not represent total expenditure, only that component funded through ambulance services) (table 9.4).

Table 9.4 Aero medical resources and expenditure, 2010-11^{a, b, c, d}

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Operated by State Ambulance Service									
Fixed wing	4	4	na	na	na	1	na	na	9
Helicopter	5	5	na	na	na	na	na	na	10
Operated by other service providers									
Fixed wing	1	–	14	13	7	–	–	–	35
Helicopter	5	–	11	3	3	1	1	–	24
Total aircraft	15	9	25	16	10	2	1	–	78
Expenditure (\$'000)	82 988	48 743	–	1 311	–	3 815	600	–	137 458

^a These figures do not represent the total air ambulance medical expenditure for jurisdictions, but only that funded through ambulance services and reported as part of the total ambulance service expenditure. ^b Qld: The fixed wing network comprises of a total of 14 aircraft, which is made up of 11 primary response aircraft that are solely responsible for patient retrieval and transfers, and three traditional based aircraft that are utilised when not being used for day clinics. In addition, there are there spare aircraft to support the fixed wing network. The helicopter network comprises of a total of 11 helicopters, which is supported by nine spare helicopters. ^c WA, SA and NT: Fixed wing services are provided by the Royal Flying Doctor Service (RFDS). In addition, AMS, a NT Government operated aero medical service, operates in the 'top end' of the NT. ^d Tas: Aircraft and pilot are provided by the RFDS under contract, aero medical crew are provided by the State. – Nil or rounded to zero. na Not available.

Source: Council of Ambulance Authorities (CAA) (unpublished); table 9A.36.

Human resources

Data on human resources are reported by operational status on a full time equivalent (FTE) basis. Human resources include any person involved in delivering and/or managing the delivery of ambulance services, including:

- ambulance operatives (including patient transport officers, students and base level ambulance officers, qualified ambulance officers, other clinical personnel and communications operatives)

-
- operational and corporate support personnel (including management, operational planners and coordinators, education and training personnel, corporate support personnel, non-operative communications and technical personnel)
 - remunerated and non-remunerated volunteers and ambulance community first responders. Ambulance community first responders are a type of volunteer that provide an emergency response (with no transport capacity) and first aid care before ambulance arrival.

Due to implementation of a new workforce system, SA Ambulance Service are unable to provide 2010-11 Human Resource data within reporting timelines. Nationally, 13 125 FTE salaried personnel were involved in the delivery of ambulance services in 2010-11 (excluding SA). The majority of salaried ambulance personnel in 2010-11 were ambulance operatives (82.2 per cent) (table 9A.32).

Nationally, 4544 volunteer personnel (comprising 4234 operatives and 310 support personnel) participated in the delivery of ambulance services in 2010-11 (excluding SA). The proportion of volunteer personnel and the nature of their role varied across jurisdictions. Given the decentralised structure of its ambulance service operations, WA has a relatively higher number of volunteer operational and corporate support personnel (table 9A.32).

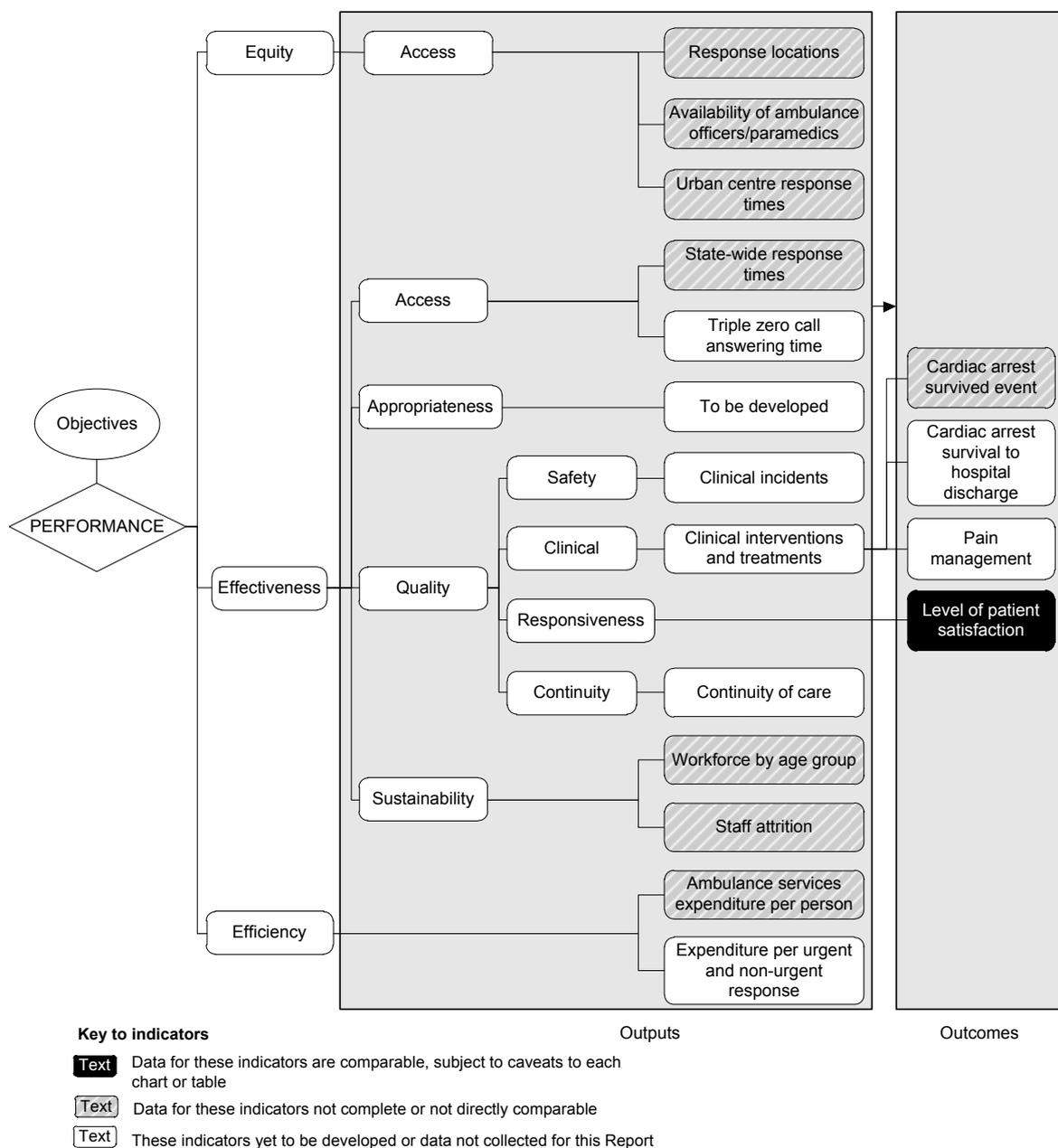
Nationally, there were 1562 ambulance community first responders in 2010-11 (excluding SA) (table 9A.32). In some locations the first responder service is provided by another emergency service agency, for example, a fire service.

9.8 Framework of performance indicators for ambulance events

Figure 9.22 presents the performance indicator framework for ambulance events and governments' objectives for emergency services for ambulance events (box 9.22). Definitions of all indicators are provided in section 9.12. This framework is based on the general framework for the health section of the Report. It was introduced in the 2009 Report to replace the framework presented in previous reports — which was based on the general framework for all emergency events.

The performance indicator framework for ambulance events shows which data are comparable in the 2012 Report. For all data, supporting text and footnotes include caveats relevant to interpretation. Indicators that are considered comparable are only comparable subject to accompanying caveats. Chapter 1 discusses data comparability from a Report wide perspective (see section 1.6). Definitions of all indicators are provided in section 9.8.

Figure 9.22 Ambulance events performance indicator framework



Caution should be exercised in making comparisons between the ambulance service organisations because of differences in geography, population dispersal and service delivery models. The Report’s Statistical Appendix contains demographic and socioeconomic data that may assist in interpreting the performance indicators presented in this section.

Box 9.22 Objectives for emergency services for ambulance events

Government involvement in ambulance service is aimed at providing pre-hospital and out-of-hospital care and patient transport services, that:

- are high quality, timely, and meet clients' needs through delivery of coordinated and responsive health care
- are equitable and accessible
- are effectively, efficiently and sustainably delivered
- reduce the adverse effects of emergency events on the community by providing specialised medical care in emergency situations.

Ambulance services also contribute to managing community risks and enhancing public safety through various measures including fostering public education in first aid.

9.9 Key performance indicator results for ambulance events

Outputs

Outputs are the services delivered (while outcomes are the impact of these services on the status of an individual or group) (see chapter 1, section 1.5).

Equity — access

Equity of access indicators measure access to services by groups in the community who may have special needs — this chapter provides data on services provided in remote locations, but not other special needs groups.

Response locations

'Response locations' is an indicator of governments' objective of providing accessible emergency ambulance services to communities (box 9.23).

Box 9.23 Response locations

'Response locations' is defined as the number of paid (or salaried), mixed and volunteer response locations per 100 000 people. Locations are primary ambulance response locations where paid, volunteer or a mix of paid and volunteer ambulance operatives are responding in an ambulance vehicle and providing pre-hospital care.

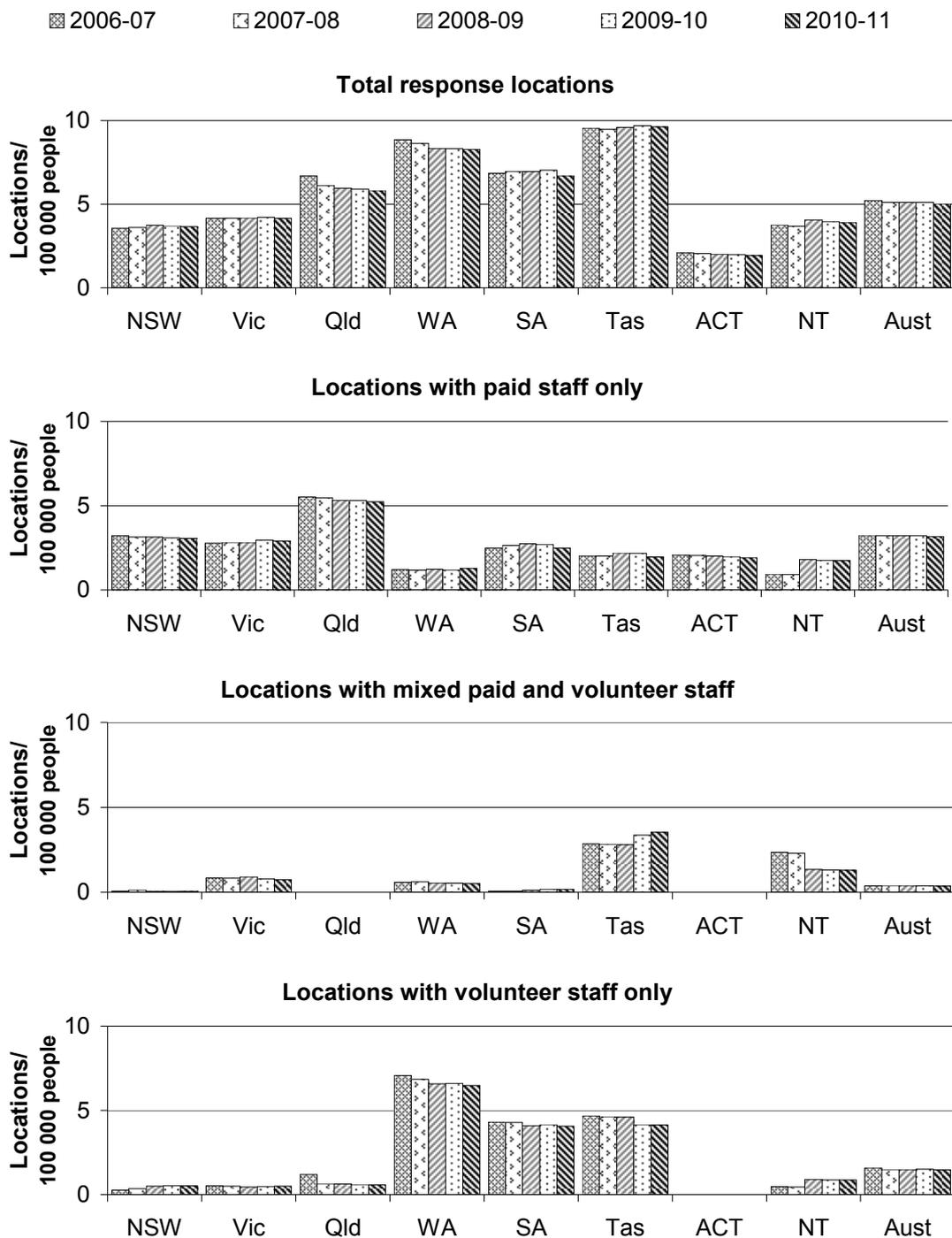
Higher or increasing numbers of paid, mixed and/or volunteer response locations, after adjusting for population, suggests better ambulance service response capacity.

This indicator complements the 'availability of paramedics' indicator, as some jurisdictions' ambulance workforce comprises a large proportion of volunteers, particularly in rural and remote locations. This indicator also helps explain variation in expenditure for ambulance services across jurisdictions. For example, in some jurisdictions, smaller rural areas are serviced by paid ambulance personnel whereas in others, there may be a mix of paid and volunteer personnel or wholly volunteer personnel. Service delivery strategies have a significant impact on cost and help explain differentials in expenditure per person between jurisdictions.

Data for this indicator are not directly comparable.

Data quality information for this indicator is under development.

Figure 9.23 Number of paid, mixed and volunteer response locations, per 100 000 people^{a, b, c, d}



^a Historical rates in this figure may differ from those in previous reports. Population data are revised using Final Rebased ERP data following each Census of Population and Housing (the most recent census for which data are available is 2006). Financial year population estimates are the midpoint estimate of the relevant financial year (that is, as at 31 December). ^b Some jurisdictions do not satisfy the criteria for all the staffing categories. ^c Response locations data for 2007-08 and subsequent years reflect changes in the new data definition, which does not include first responder locations. ^d ACT: There are no mixed or volunteer only response locations in the ACT.

Source: State and Territory governments (unpublished); table 9A.35.

Nationally, there were 5.0 paid, mixed and volunteer response locations per 100 000 people in 2010-11 (table 9A.35). The number of salaried, mixed and volunteer response locations per 100 000 people varied across jurisdictions (figure 9.23).

WA and Tasmania have the highest numbers of response locations per person yet they have lower than average expenditure per person (figure 9.30), which is in part explained by their relatively higher reliance on volunteers for rural service delivery.

Availability of ambulance officers/paramedics

‘Availability of ambulance officers/paramedics’ is another indicator of governments’ objective of providing equitable and accessible ambulance services to communities (box 9.24).

Box 9.24 Availability of ambulance officers/paramedics

‘Availability of ambulance officers/paramedics’ is defined as the number of full time equivalent ambulance officers/paramedics per 100 000 people. Ambulance officers/paramedics includes student and base level ambulance officers and qualified ambulance officers but excludes patient transport officers.

Higher or increasing availability of ambulance officers/paramedics, after adjusting for population, suggests higher or increasing ambulance service response capacity.

The role of paramedics is expanding to provide primary health care, improve emergency response capabilities and strengthen community healthcare collaborations in rural and remote communities (Stirling et al. 2007). Many rural and remote communities do not have access to adequate health care due, in part, to the difficulty recruiting and retaining health professionals. Paramedics provide some of these communities with extended access to health service delivery. Expanding roles are also developing in metropolitan areas as a response to overstretched emergency departments where paramedics can continue caring for patients on arrival at hospital.

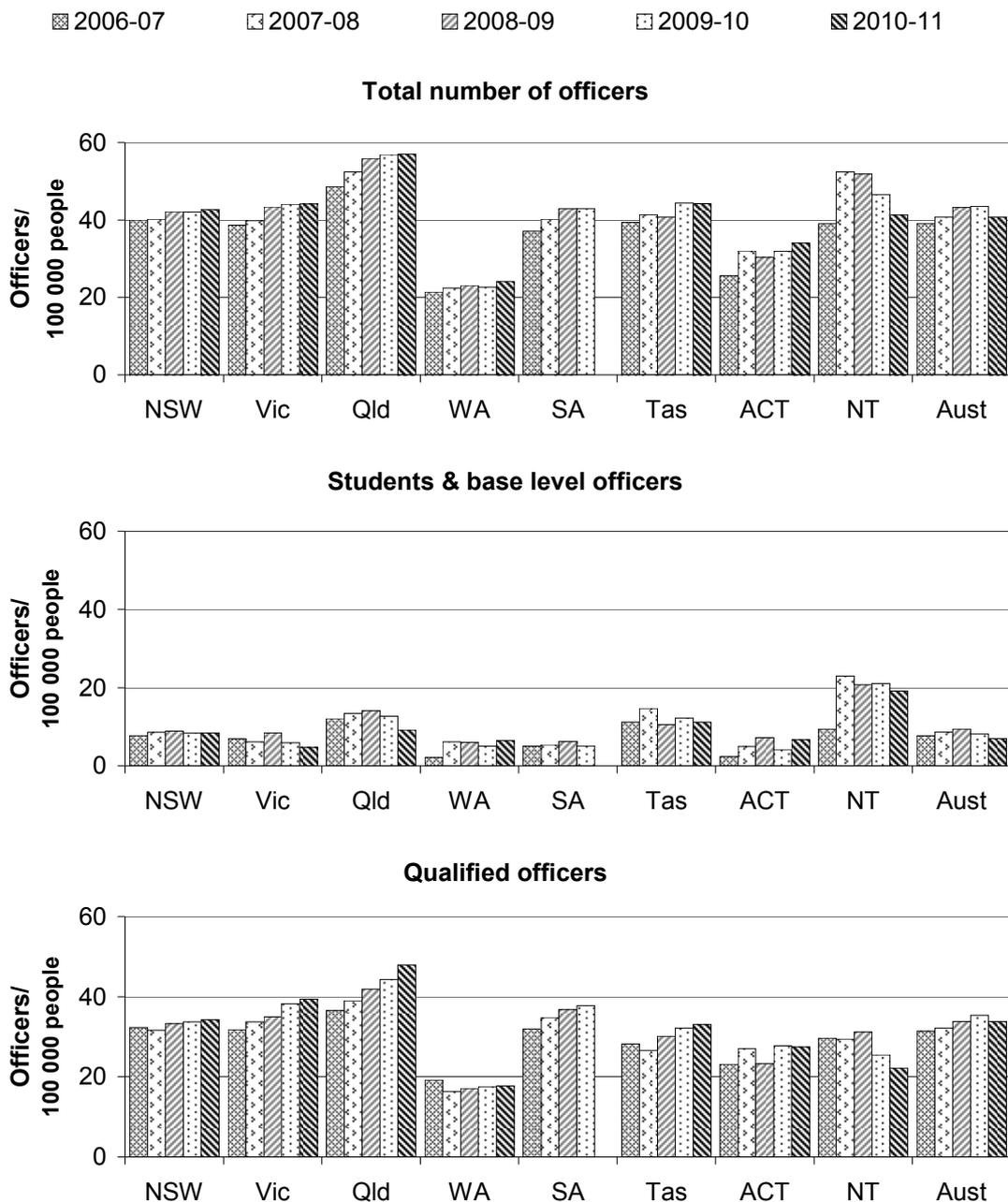
This indicator needs to be interpreted with care because ambulance responses in some jurisdictions, particularly in rural and remote locations, are predominantly provided by volunteers. Therefore the results reported may indicate a lower level of access for these jurisdictions. However, this indicator is complemented by the response locations indicator, which identifies jurisdictions that provide an ambulance response utilising volunteers. The higher the proportion of paramedics in a jurisdiction the higher the cost of service provision. In small rural areas which have low frequency of medical emergencies it is very costly to provide paramedic personnel and it also raises issues with skills maintenance for paramedics when the caseload they are exposed to is low.

Data for this indicator are not directly comparable.

Data quality information for this indicator is under development.

Nationally, there were 40.8 FTE ambulance officers (including student and base level officers) per 100 000 people in 2010-11, which varied across jurisdictions (table 9A.32 and figure 9.24).

Figure 9.24 Number of full time equivalent ambulance officers^{a, b, c, d}



^a Data relate to paid staff only. ^b Historical rates in this figure may differ from those in previous reports. Population data are revised using Final Rebased ERP data following each Census of Population and Housing (the most recent census for which data are available is 2006). Financial year population estimates are the midpoint estimate of the relevant financial year (that is, as at 31 December). ^c SA: For 2010-11 ambulance financial and workforce data are not available due to reporting system issues, which will be rectified before the 2013 Report. ^d Australian total exclude SA for 2010-11.

Source: State and Territory governments (unpublished); table 9A.32.

Response times

‘Response times’ are indicators of governments’ objective of providing equitable, accessible and effective ambulance services to communities (box 9.25).

Box 9.25 Response times

‘Response times’ is defined by two measures:

- the time within which 50 per cent of the first responding ambulance resources arrive at the scene of an emergency in code 1 situations
- the time within which 90 per cent of the first responding ambulance resources arrive at the scene of an emergency in code 1 situations.

The response time is defined as the time taken between the initial receipt of the call for an emergency ambulance and the ambulance’s arrival at the scene of the emergency (figure 9.25). Emergency responses are categorised by an assessment of the severity of the medical problem:

- code 1 — responses to potentially life threatening situations using warning devices
- code 2 — responses to acutely ill patients (not in life threatening situations) where attendance is necessary but no warning devices are used.

Short or reducing response times suggest the adverse effects on patients and the community of emergencies requiring ambulance services are reduced.

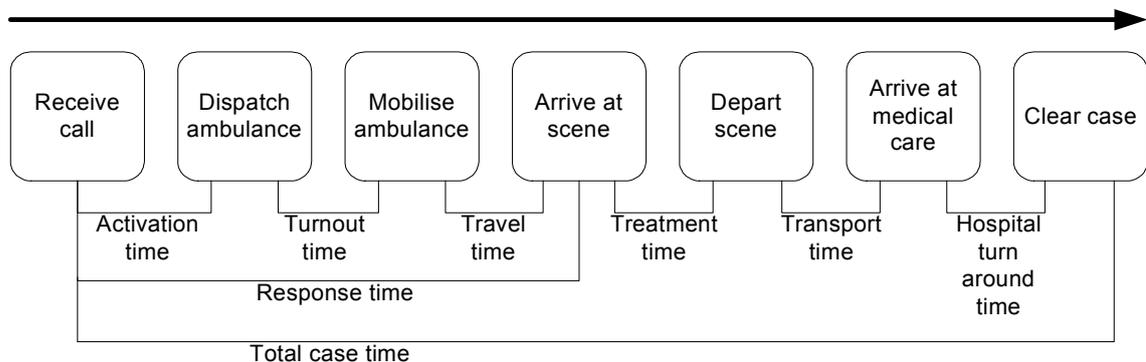
Response time data need to be interpreted with care, because performance is not directly comparable across jurisdictions.

- Response time data for some jurisdictions (when calculated on a State-wide basis) represent responses to urban, rural and remote areas, while others include urban centres only.
- Response time data in some jurisdictions include responses from volunteer stations where turnout times are generally longer because volunteers are on call as distinct from being on duty.
- Response times can be affected by the dispersion of the population (particularly rural/urban population proportions), topography, road/transport infrastructure and traffic densities.

Although definitions of response times are consistent, not all jurisdictions have systems in place to capture all components of response time for all cases, from the time of the call to arrival at the scene. Differences across jurisdictions in definitions of geography, personnel mix, and system type for capturing data, affect the comparability of response times data. The commencement of recording ambulance service response times varies as per the jurisdictions’ caveats.

Data quality information for this indicator is under development.

Figure 9.25 Response time points and indicators for ambulance events



Urban centre response times

‘Urban centre response times’ is an indicator of governments’ objective of providing equitable and accessible ambulance services to communities and are currently measured by the response times within each jurisdictions’ capital city (box 9.26).

Box 9.26 Urban centre response times

‘Urban centre response times’ is the response time, as defined in box 9.25. Urban centre response times are currently measured by the response times within each jurisdictions’ capital city — boundaries based on the ABS Urban Centres Localities structure. Capital cities are Sydney, Melbourne, Brisbane, Perth, Adelaide, Hobart, Canberra and Darwin.

Shorter or reducing response times suggest the adverse effects on patients and the community of emergencies requiring ambulance services are reduced.

Population density across Australian capital cities varies considerably and this can impact on response time performance. This indicator might be further developed to report data for urban centres with populations of 50 000 and above in future reports.

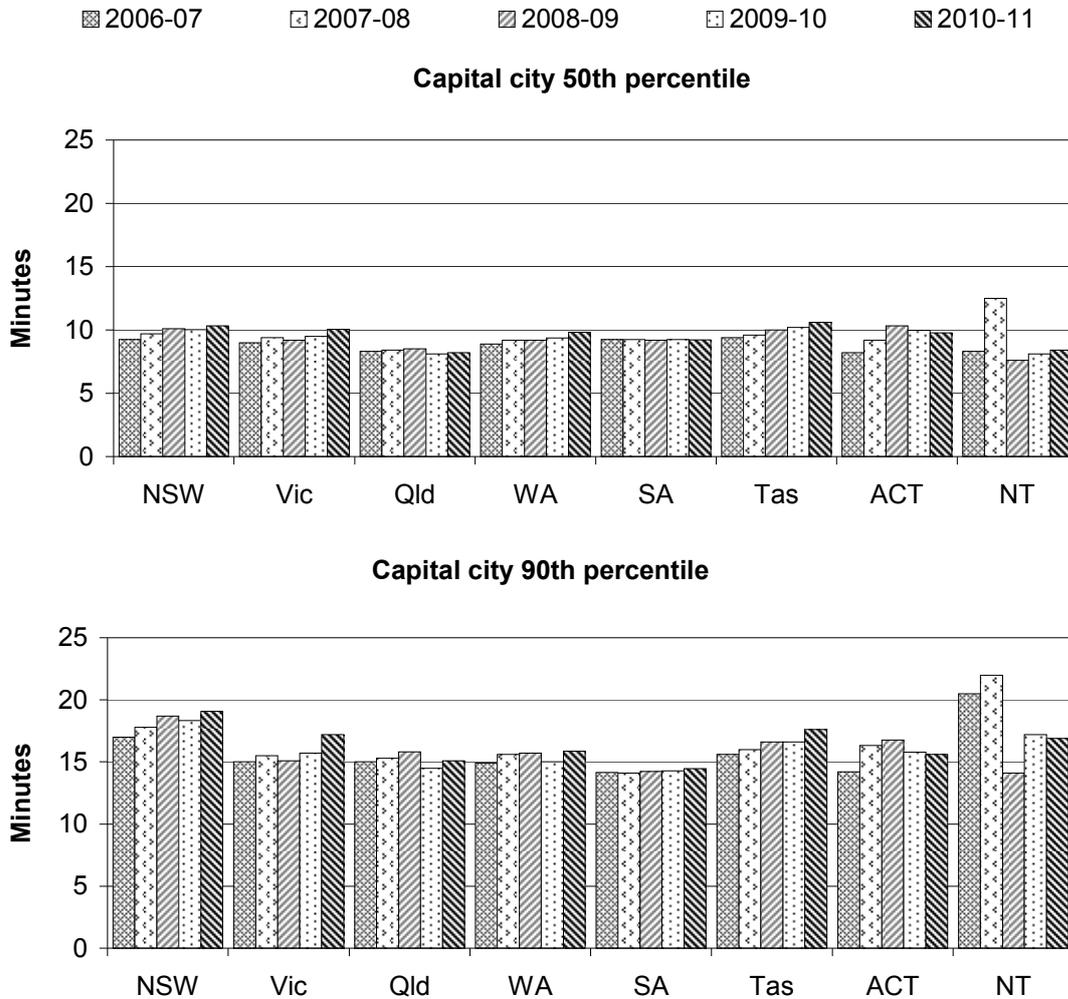
Data for this indicator are not directly comparable.

Data quality information for this indicator is under development.

In 2010-11, the time within which 50 per cent of the capital city first responding ambulance resources arrived at the scene of an emergency in code 1 situations ranged across jurisdictions from 8.2 to 10.6 minutes (table 9A.39). The time within which 90 per cent of the capital city first responding ambulance resources arrived at the scene of an emergency in code 1 situations ranged from 14.5 to 19.1 minutes across jurisdictions (table 9A.39).

Capital city response times within most jurisdictions remained steady between 2006-07 and 2010-11 (figure 9.26).

Figure 9.26 **Ambulance response times (capital city)^{a, b, c}**



^a Response times commence from the following time points: Victoria, SA and Tasmania first key stroke; NSW, Queensland and WA transfer to dispatch; and the NT crew dispatched. In 2007-08 the ACT response times commence from the first key stroke, whereas, in 2006-07 response times commenced from incident creation. Therefore, ACT data across years are not directly comparable. Capital city response times are calculated using urban centre boundaries based on the ABS Urban Centres Localities structure. Response times for NSW and SA do not strictly adhere to the urban centre boundaries. ^b Vic: Prior to 2007-08, data were sourced from Patient Care Records completed by paramedics; from 2007-08 metropolitan data were sourced from CAD system and not directly comparable with previous years. ^c Qld: Casualty room attendances are not included in response count and, therefore, are not reflected in response times data. Response time calculations for percentiles for both Capital city and State-wide were sourced from the CAD system.

Source: ABS (2008 and unpublished) *Statistical Geography: Volume 3 — Australian Standard Geographical Classification (ASGC) Urban Centres Localities, 2006*, Cat. no. 2909.0, Canberra; State and Territory governments (unpublished); table 9A.39.

Effectiveness — access

Effectiveness of access indicators measure how well the outputs of a service achieve the stated objective(s) of that service in a timely and affordable manner to the community.

State-wide response times

‘State-wide response times’ is an indicator of governments’ objective of providing accessible and effective ambulance services to communities (box 9.27).

Box 9.27 State-wide response times

‘State-wide response times’ is the response time, as defined in box 9.25, for state-wide responses.

Shorter or reducing response times suggest the adverse effects on patients and the community of emergencies requiring ambulance services are reduced.

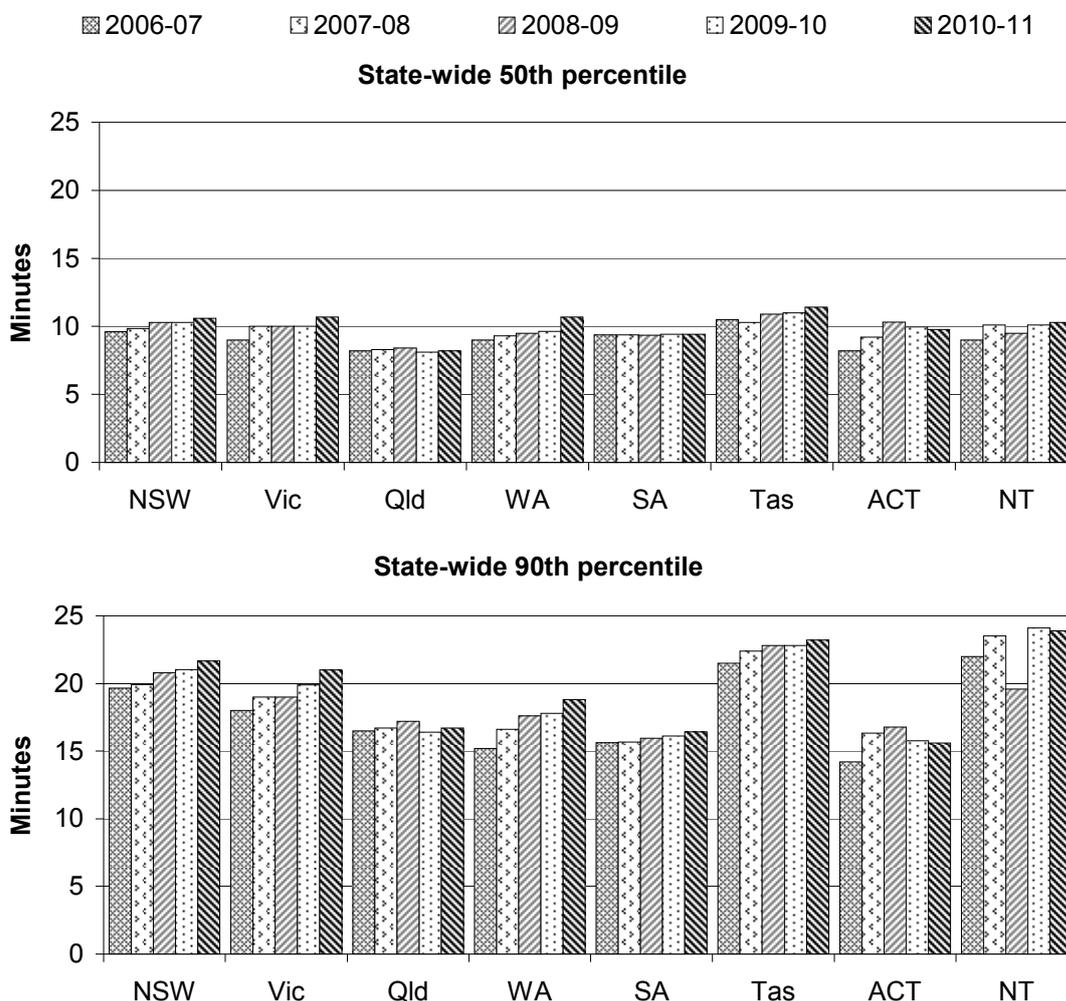
Data for this indicator are not directly comparable.

Data quality information for this indicator is under development.

In 2010-11, the time within which 50 per cent of the State-wide first responding ambulance resources arrived at the scene of an emergency in code 1 situations ranged across jurisdictions from 8.2 to 11.4 minutes (table 9A.39). The time within which 90 per cent of the State-wide first responding ambulance resources arrived at the scene of an emergency in code 1 situations ranged from 15.6 to 23.2 minutes (table 9A.39).

State-wide response times within most jurisdictions remained relatively steady between 2006-07 and 2010-11 (figure 9.27). Some jurisdictions’ data indicate increases in response times over this 5 year period (table 9A.39).

Figure 9.27 Ambulance response times, State-wide^{a, b, c}



^a Response times commence from the following time points: Victoria, SA and Tasmania first key stroke; NSW, Queensland and WA transfer to dispatch; and the NT crew dispatched. In 2007-08 the ACT response times commence from the first key stroke, whereas, in 2006-07 response times commenced from incident creation. Therefore, ACT data across years are not directly comparable. Capital city response times are calculated using urban centre boundaries based on the ABS Urban Centres Localities structure. Response times for NSW and SA do not strictly adhere to the urban centre boundaries. ^b Vic: Prior to 2007-08, data were sourced from Patient Care Records completed by paramedics; from 2007-08 metropolitan data were sourced from CAD system and not directly comparable with previous years. ^c Qld: Casualty room attendances are not included in response count and, therefore, are not reflected in response times data. Response time calculations for percentiles for both Capital city and State-wide were sourced from the CAD system.

Source: State and Territory governments (unpublished); table 9A.39.

Triple zero call answering time

‘Triple zero call answering time’ has been identified for development as an indicator of governments’ objective of providing accessible and effective ambulance services to the community (box 9.28).

Box 9.28 Triple zero call answering time

'Triple zero call answering time' is yet to be defined.

This indicator has been identified for development (through the CAA) and reporting in future.

Effectiveness — appropriateness

Appropriateness indicators measure governments' objective to deliver ambulance services that meet clients' needs (box 9.29).

Box 9.29 Performance indicator — appropriateness

'Appropriateness' indicators measure how well services meet clients' needs.

Appropriateness has been identified as a key area for development in future reports.

Effectiveness — quality — safety

Quality indicators reflect the extent to which a service is suited to its purpose and conforms to specifications where specific aspects of quality can be reported against.

Safety is the avoidance, or reduction to acceptable levels, of actual or potential harm from ambulance services. Safety has been identified as a key area for development in future reports.

Clinical incidents

'Clinical incidents' has been identified as an overarching indicator of governments' objective to deliver safe ambulance services to the community (box 9.30).

Box 9.30 Clinical incidents

'Clinical incidents' are broadly defined as adverse events that occur because of ambulance service deficiencies and which result in death or serious harm to a patient.

Clinical incidents will incorporate a wider range of categories than sentinel events. (A sentinel event is an adverse event that occurs because of health system and process deficiencies and which results in the death of, or serious harm to, a patient.)

This indicator has been identified for development (through the CAA and in accordance with national health-wide reporting standards) and reporting in future.

Effectiveness — quality — clinical

Clinical indicators measure the effectiveness and quality of clinical interventions and treatments. Clinical indicators have been identified as a key area for development in future reports.

Clinical interventions and treatments

‘Clinical interventions and treatments’ has been identified as an overarching indicator of governments’ objective to meet clients’ needs through delivery of quality ambulance services (box 9.31).

Box 9.31 Clinical interventions and treatments

‘Clinical interventions and treatments’ is yet to be defined.

In the short to medium term, the clinical dimension is likely to provide indicators of service outputs and outcomes. In the longer term additional clinical measures might include indicators of the effectiveness of ambulance services interventions and treatments.

Current development work is focused on an indicator of ‘cardiac arrest survival to hospital discharge’ in the short term and, in the medium term, an indicator of ‘pain management’ (in the ambulance events outcomes section).

This indicator has been identified for development (through the CAA) and reporting in future.

The indicator ‘cardiac arrest survived event rate’ reported in the outcomes section of this chapter has strong links to clinical interventions and treatments.

Effectiveness — quality — responsiveness

Responsiveness is the provision of services that are client orientated and respectful of clients’ dignity, autonomy, confidentiality, amenity, choices, and social and cultural needs.

The indicator ‘patient satisfaction’ reported in the outcomes section of this chapter has strong links to responsiveness.

Effectiveness — quality — continuity

Continuity is the provision of uninterrupted, timely, coordinated healthcare, interventions and actions across programs, practitioners and organisations. The Steering Committee has identified continuity as a key area for development in future reports.

Continuity of care

‘Continuity of care’ is an indicator of governments’ objective to meet clients’ needs through delivery of coordinated health care, including ambulance services (box 9.32).

Box 9.32 Continuity of care

‘Continuity of care’ has been broadly defined as transporting the right patient to the right hospital. Some ambulance services are using secondary triage strategies where patients with particular conditions (for example, cardiac and stroke) are transported directly to the hospital or specialised centre where the best treatment for their needs can be provided, rather than transported to the closest hospital where those services may not be available.

This indicator has been identified for development (through the CAA) and reporting in future.

Effectiveness — sustainability

Sustainability is the capacity to provide infrastructure (that is, workforce, facilities, and equipment) into the future, be innovative and respond to emerging needs of the community.

Workforce by age group

‘Workforce by age group’ is an indicator of governments’ objective to deliver sustainable ambulance services (box 9.33).

Box 9.33 Workforce by age group

‘Workforce by age group’ is defined as the age profile of the workforce, measured by the proportion of the operational workforce in 10 year age brackets (under 30, 30–39, 40–49, 50–59 and 60 and over). The data are reported as percentages, by jurisdiction.

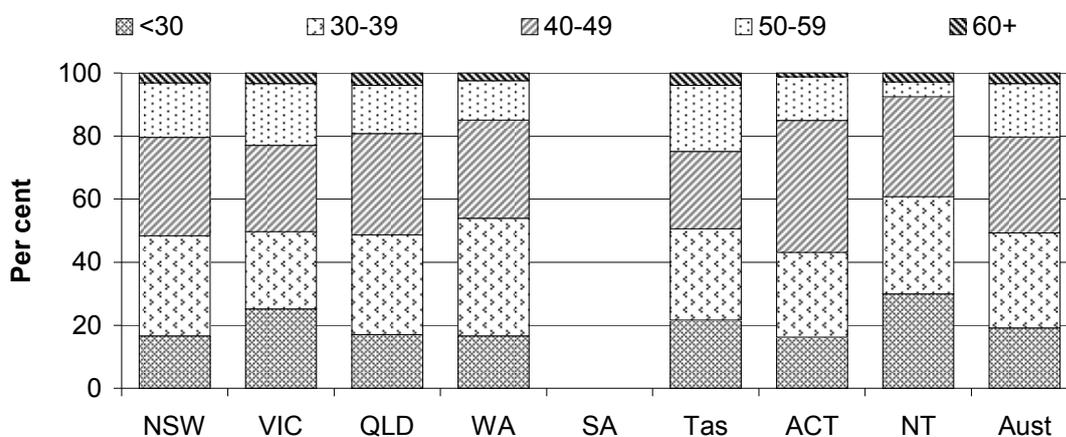
The smaller the proportion of the workforce who are in the younger age groups and/or the larger the proportion who are closer to retirement, the more likely sustainability problems are to arise in the coming decade as the older age group starts to retire.

Data for this indicator are not directly comparable.

Data quality information for this indicator is under development.

The age profile of the ambulance workforce for each jurisdiction is shown in figure 9.28. Nationally in 2010-11, around 79.8 per cent of the ambulance workforce were aged under 50. A four year time series is available in attachment table 9A.33.

Figure 9.28 Ambulance workforce, by age group, 2010-11^{a, b}



^a SA: For 2010-11 ambulance financial and workforce data are not available due to reporting system issues, which will be rectified before the 2013 Report. ^b Australian total exclude SA for 2010-11.

Source: State and Territory governments (unpublished), table 9A.33.

Staff attrition

‘Staff attrition’ is an indicator of governments’ objective to deliver sustainable ambulance services (box 9.34).

Box 9.34 Staff attrition

'Staff attrition' is defined as level of attrition in the operational workforce. It is calculated as the number of FTE employees who exit the organisation as a proportion of the number of FTE employees. It is based on staff FTE defined as 'operational positions where paramedic qualifications are either essential or desirable to the role'.

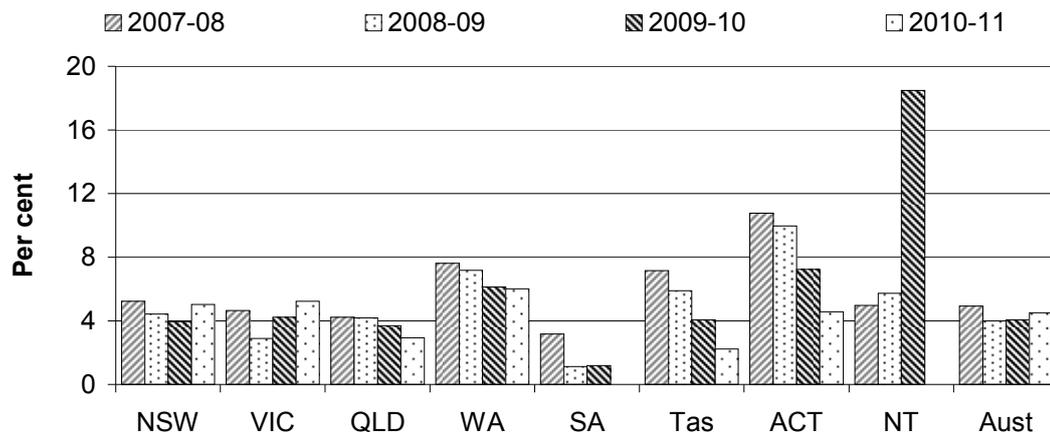
Low or decreasing levels of staff attrition are desirable.

Data for this indicator are not directly comparable.

Data quality information for this indicator is under development.

The proportion of attrition in the ambulance workforce for each jurisdiction is shown in figure 9.29. Nationally, staff attrition fell from 4.9 per cent in 2007-08 to 4.5 per cent in 2010-11 (excluding SA).

Figure 9.29 Ambulance staff attrition ^{a, b}



^a SA: For 2010-11 ambulance financial and workforce data are not available due to reporting system issues, which will be rectified before the 2013 Report. ^b Australian total exclude SA for 2010-11.

Source: State and Territory governments (unpublished), table 9A.33.

Efficiency

Care needs to be taken when comparing efficiency data across jurisdictions because there are differences in the reporting of a range of cost items and funding arrangements (funding policies and taxing regimes). Some jurisdictions, for example, have a greater proportion of government funding relative to levies compared with other jurisdictions. Also, differences in geographic size, terrain,

climate, and population dispersal may affect costs of infrastructure and numbers of service delivery locations per person.

Ambulance service organisations' expenditure per person

'Ambulance service organisations' expenditure per person' is an indicator of governments' objective to deliver efficient ambulance services (box 9.35).

Box 9.35 Ambulance service expenditure per person

'Ambulance service expenditure per person' is defined as ambulance service organisations' expenditure divided by the population. Expenditure, and funding, per person are employed as proxies for efficiency. Two measures are reported:

- total expenditure (from all government and non-government sources) on ambulance service organisations per person — this measure indicates efficiency of use of resources from all sources
- total government grants and indirect government funding of ambulance service organisations per person — this measure indicates efficiency of use of resources from government sources.

Holding other factors constant, a decrease in expenditure per person represents an improvement in efficiency. However, efficiency data are difficult to interpret. Although high or increasing expenditure per person may reflect deteriorating efficiency, it may also reflect changes in aspects of the service (such as improved response) or changes in the characteristics of emergencies requiring ambulance services (such as more serious para-medical challenges). Similarly, low or declining expenditure per person may reflect improving efficiency or lower quality (slower response times) or less severe cases.

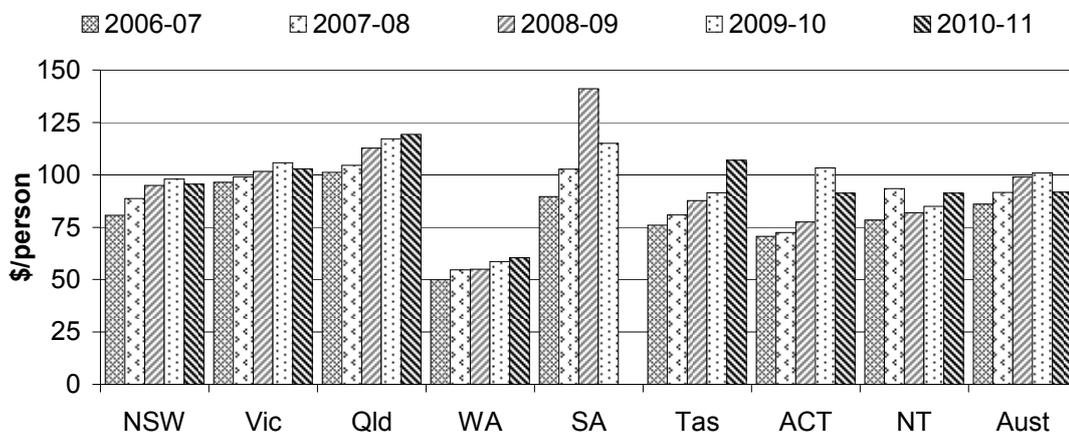
Data for this indicator are not directly comparable.

Data quality information for this indicator is under development.

Nationally, total expenditure on ambulance service organisations per person was \$91.65 in 2010-11 (excluding SA) (figure 9.30).

Nationally, total government grants and indirect government funding of ambulance service organisations per person was \$62.84 in 2010-11 (excluding SA) (figure 9.31).

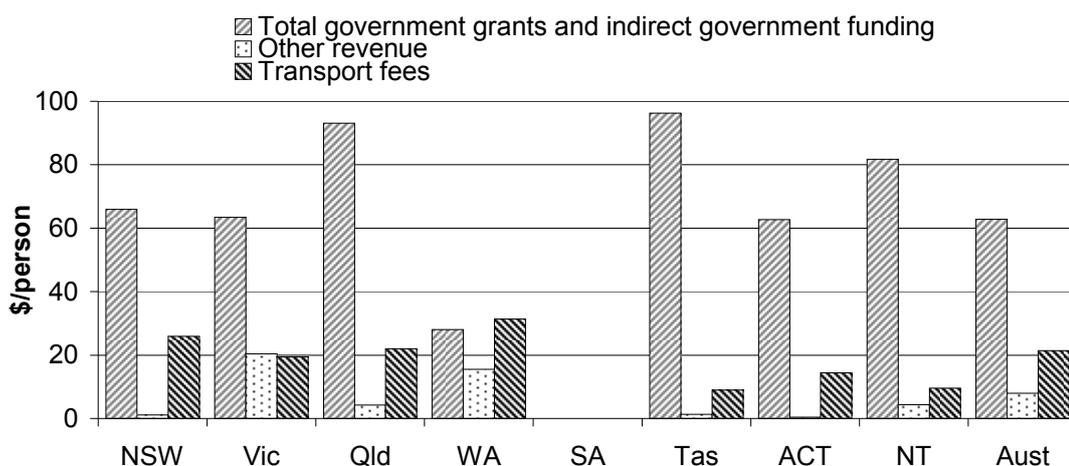
Figure 9.30 **Ambulance service organisations' expenditure per person (2010-11 dollars)**^{a, b, c, d, e, f}



^a Data are adjusted to 2010-11 dollars using the GDP price deflator (2010-11 = 100) (table AA.39). ^b Historical rates in this figure may differ from those in previous reports. Population data are revised using Final Rebased ERP data following each Census of Population and Housing (the most recent census for which data are available is 2006). Financial year population estimates are the midpoint estimate of the relevant financial year (that is, as at 31 December). ^c WA and NT: use a contracted service model for ambulance services. ^d SA: 2008-09 data reflect three significant events that year: (1) increase in wages (2) subsequent back pay paid to frontline paramedics as a result of the 'work value' case (from the 2007 enterprise bargaining agreement) reaching finalisation and (3) an increase in the number of frontline paramedics recruited. ^e SA: For 2010-11 ambulance financial and workforce data are not available due to reporting system issues, which will be rectified before the 2013 Report. ^f Australian total exclude SA for 2010-11.

Source: State and Territory governments (unpublished); table 9A.41.

Figure 9.31 **Sources of ambulance service organisations' revenue per person, 2010-11**^{a, b, c}



^a SA: For 2010-11 ambulance financial and workforce data are not available due to reporting system issues, which will be rectified before the 2013 Report. ^b Australian total exclude SA for 2010-11. ^c Other revenue is equal to the sum of subscriptions, donations and miscellaneous revenue.

Source: State and Territory governments (unpublished); table 9A.42.

Expenditure per urgent and non-urgent response

‘Expenditure per urgent and non-urgent response’ has been identified for development as an indicator of governments’ objective to deliver efficient ambulance services (box 9.36).

Box 9.36 Expenditure per urgent and non-urgent response

‘Expenditure per urgent and non-urgent response’ is yet to be defined.

This indicator has been identified for development (through the CAA) and reporting in future.

Outcomes

Outcomes are the impact of services on the status of an individual or group (while outputs are the services delivered) (see chapter 1, section 1.5).

Cardiac arrest survived event rate

‘Cardiac arrest survived event rate’ is an indicator of governments’ objective to deliver effective ambulance services (box 9.37).

Box 9.37 Cardiac arrest survived event rate

‘Cardiac arrest survived event rate’ is defined by two measures as:

- the percentage of patients aged 16 years and over who:
 - were in out-of-hospital cardiac arrest (excluding paramedic witnessed)
 - where any chest compressions and/or defibrillation was undertaken by ambulance/Emergency Medical Services (EMS) personnel, and
 - who have a return to spontaneous circulation (ROSC) on arrival at hospital.
- the percentage of patients aged 16 years and over who:
 - were in out-of-hospital cardiac arrest (excluding paramedic witnessed)
 - where the arrest rhythm on the first ECG assessment was either Ventricular Fibrillation or Ventricular Tachycardia (VF/VT), and
 - who have a return of spontaneous circulation (ROSC) on arrival at hospital.

For the out-of-hospital setting, a survived event means a sustained ROSC with spontaneous circulation (that is, the patient having a pulse) until administration and transfer of care to the medical staff at the receiving hospital (Jacobs, et al. 2004).

(Continued on next page)

Box 9.37 (Continued)

Patients in Ventricular Fibrillation (VF) or Ventricular Tachycardia (VT) are more likely to have better outcomes compared with other causes of cardiac arrest as these conditions are primarily correctable through defibrillation.

Paramedic witnessed cardiac arrests are included in the measures reported to show that cardiac arrests that are treated immediately by the paramedic have a better likelihood of survival due to this immediate and rapid intervention. This is substantially different to cardiac arrests occurring prior to the ambulance arriving where such increasing periods of treatment delay are known to negatively influence outcome.

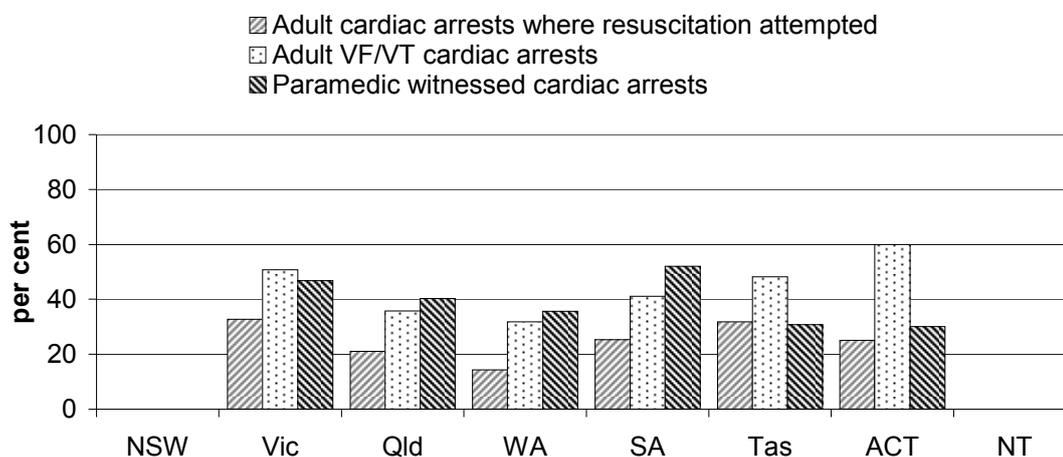
A higher or increasing rate for each measure is desirable.

Data for this indicator are not directly comparable.

Data quality information for this indicator is under development.

The survival rate from out-of-hospital witnessed cardiac arrests varied across jurisdictions in 2010-11 (figure 9.32). Cardiac arrest data are not comparable across jurisdictions and the CAA is undertaking a review to improve data comparability for this indicator. Available data on the further breakdown of this indicator are reported in attachment table 9A.37.

Figure 9.32 Cardiac arrest survived event rate, 2010-11^{a, b, c, d, e, f, g}



^a A 'survived event' is defined as the patient having return of spontaneous circulation (ROSC) on arrival to hospital (that is, the patient having a pulse). This is not the same as the patient surviving the cardiac arrest as having ROSC is only one factor that contributes to the overall likelihood of survival. ^b The measure 'adult cardiac arrests where resuscitation attempted' provides an overall indicator of outcome without specific consideration to other factors known to influence survival. ^c NSW: Data consistency issues mean that this measure is unable to be reported in 2010-11. NSW is awaiting the development of a national methodology for calculation of this measure prior to revising its internal processes. ^d Vic: Excludes patients with unknown rhythm on arrival at hospital. ^e Tas: Data for 2010-11 only includes data for the first half year. ^f NT: VF/VT and Adult paramedic witnessed data for 2010-11 are not available. ^g Cardiac arrest data are not comparable between jurisdictions due to different methods of reporting. Data are only comparable between years for each individual jurisdiction (unless caveats say otherwise).

Source: State and Territory governments (unpublished); table 9A.37.

Cardiac arrest survival to hospital discharge

‘Cardiac arrest survival to hospital discharge’ has been identified for development as an indicator of governments’ objective to deliver effective ambulance services (box 9.38).

Box 9.38 Cardiac arrest survival to hospital discharge

‘Cardiac arrest survival to hospital discharge’ is yet to be defined.

A higher or increasing survival rate is a desirable outcome.

This indicator has been identified for development (through the CAA) and reporting in future.

Pain management

‘Pain management’ has been identified for development as an indicator of governments’ objective to deliver effective ambulance services (box 9.39).

Box 9.39 Pain management

‘Pain management’ is yet to be defined.

This indicator has been identified for development (through the CAA) and reporting in future.

Level of patient satisfaction

‘Level of patient satisfaction’ is an indicator of governments’ objective to deliver responsive ambulance services (box 9.40). The performance of ambulance service organisations can be measured in terms of the satisfaction of those people who directly used the service.

The estimated overall satisfaction levels for ambulance patients were similar across all jurisdictions and all years (time series data are reported in table 9A.38). Standard errors for the 95 per cent confidence interval, available for 2009–2011 patient satisfaction data, indicate that there are no statistically significant differences across jurisdictions for overall patient satisfaction. Similarly, there are small differences across jurisdictions for particular aspects of the ambulance service (figure 9.33).

Box 9.40 Level of patient satisfaction

'Level of patient satisfaction' is defined as the total number of patients who were either 'satisfied' or 'very satisfied' with ambulance services they had received in the previous 12 months, divided by the total number of patients that responded to the *National Patient Satisfaction Survey* (CAA 2011).

A higher level or increase in the proportion of patients who were either 'satisfied' or 'very satisfied' suggests greater success in meeting patient needs.

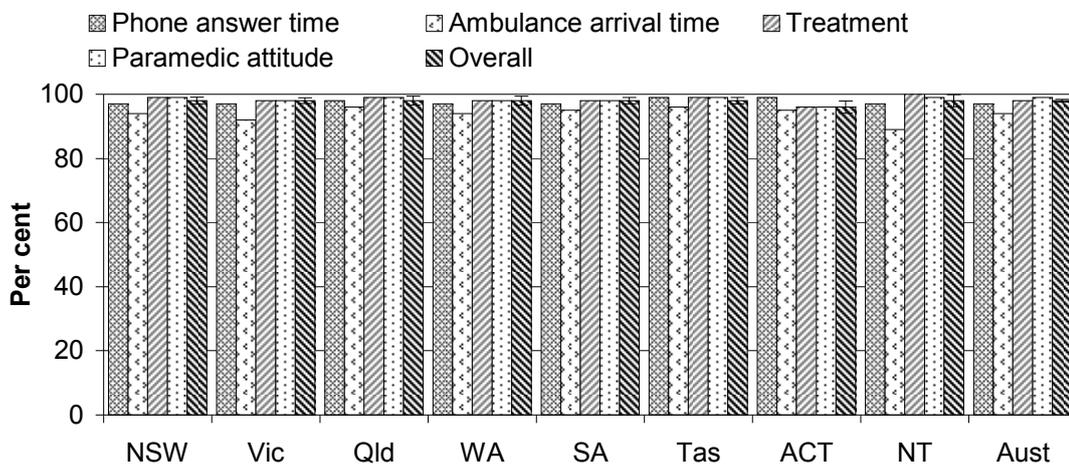
This indicator does not provide information on why some patients were not satisfied. It also does not provide information on the level of patient expectations.

Data for this indicator are comparable.

Data quality information for this indicator is under development.

Data were collected annually by jurisdictions in May each year, using the same core questionnaire, and collated by the CAA. The CAA survey obtained 4183 usable responses nationally from a randomly selected sample of emergency and urgent patients who were transported within two months of the sample date (table 9A.38).

Figure 9.33 Proportion of ambulance users who were satisfied or very satisfied with the ambulance service, 2011^a



^a Based on a survey of people who used an ambulance service in the previous 12 months. Jurisdictions conducted the surveys at various times during each year. Standard errors for the 95 per cent confidence interval for overall patient satisfaction are included for 2011.

Source: CAA 2007–11 *National Patient Mailout Satisfaction Research*; table 9A.38.

9.10 Future directions in performance reporting

A number of developments are underway to improve the comparability and accuracy of data, and to expand the scope of reporting on emergency services. Performance indicators for fire, road crash rescue and ambulance services are being improved with the assistance of the Australasian Fire and Emergency Service Authorities Council, the Australian Council of State Emergency Services and the CAA.

Fire events

Performance measures are currently being developed for the reporting of fires in the landscape. The long-term aim is to report annually on the measures for each relevant jurisdiction across Australia. The key landscape fire performance measures that have been agreed to in concept, subject to the availability of data, for inclusion in future editions of the Report are:

- landscape fire injuries per 100 000 people

and, subject to identification of appropriate denominators to facilitate comparative reporting:

- number of primary dwellings affected by landscape fire
- total number of hours by volunteers on landscape fire suppression.

The focus of current work is on developing agreed data definitions and identifying appropriate data sources.

Road crash rescue events

An updated performance indicator framework was included in the 2010 Report, along with text to provide a more comprehensive picture of the strategies and programs delivered by governments to reduce the impact of road trauma.

The section continues to provide road crash rescue information on the number of road crash rescue incidents and the number of events in which extrications occurred, and to reference other sections of the Report where data relevant to the performance indicator framework for road crash rescue events are published. Nevertheless, the challenge remains to demonstrate the cost, benefits and value of the full range of emergency risk management services related to road trauma.

The focus of development work in the immediate future will be to derive indicator definitions, identify appropriate measures and develop data for reporting against the

preparedness and response elements of the emergency management performance indicator framework.

Ambulance events

Ambulance event reporting continues to focus upon further developing the indicators introduced in the 2009 Report. This will entail continuing development and implementation of data collections for some indicators, and refining those indicators that already have data reported, with ongoing work to increase data completeness and comparability.

Other event types

Other event type services for which performance reporting has yet to be developed include: rescues (other than road crash rescues); natural emergency events (other than landscape fires); emergency relief and recovery; and quarantine and disease control.

COAG developments

The Australian, State and Territory governments have recognised that a national, coordinated and cooperative effort is needed to enhance Australia's capacity to withstand and recover from emergencies and disasters (COAG 2009). Accordingly, NEMC developed the *National Strategy for Disaster Resilience*, which COAG adopted on 13 February 2011 (COAG 2011).

It is anticipated that work undertaken to achieve the COAG aspirations will lead to improvements in performance reporting for the emergency management sector (see the Emergency management sector summary).

Outcomes from review of Report on Government Services

The COAG endorsed recommendations (December 2009) of the review of the RoGS implemented during 2010 and 2011 are reflected in this Report. Further recommendations will be reflected in future reports.

9.11 Jurisdictions' comments

This section provides comments from each jurisdiction on the services covered in this chapter.

New South Wales Government comments

“ In 2010-11, the Commonwealth and NSW Governments agreed to the 2011-12 Implementation Plan under the National Partnership Agreement on Natural Disaster Resilience, with \$10 million in State and Commonwealth funding allocated in 2010-11. 100 projects continued to be administered under the previous Natural Disaster Mitigation Program.

The Ambulance Service of NSW provided nearly 1 150 000 responses; an average of 3150 responses per day or a call for help every 27 seconds. Clinical service improvements included establishing a Service Planning Unit to identify ambulance services required to meet projected population requirements. A Between the Flags and Clinical Handover project helped to ensure that patients are safe in care by improving the clinical capability to identify, manage and respond to deteriorating patients. Low Acuity Pathway training was delivered to all qualified paramedics to ensure that patients not requiring transport to an emergency department receive appropriate care.

The NSW Rural Fire Service (RFS) expanded its community risk management framework. This included delivering 216 new and refurbished tankers; 40 new and 46 upgraded brigade stations; property protection works (over 279 071); hazard clearing under the Assist Infirm, Disabled and Elderly Residents program (over 718 properties); 7368 fire-prone development assessments (over 2303 hazard reduction certificates issued); 1711 educational and other programs; 50 cadet programs (around 800 student completions); and over 5450 defibrillators state-wide. Initiatives supporting development opportunities for RFS members are also underway. Fire and Rescue NSW (FRNSW) responded to 130 979 emergency incidents. Multi agency urban search and rescue task forces led by FRNSW responded to several major natural disasters, including Queensland, Christchurch New Zealand, and Japan. FRNSW delivered a range of prevention activities, visiting the homes of 12 001 seniors to install smoke alarms or check batteries, delivering 148 road safety presentations to high school students and 3 031 child fire safety presentations to primary schools and preschools. The 2011 Winter Home Fire Safety Campaign resulted in an 8 per cent reduction in residential fires, an 8 per cent reduction in fire injuries and a drop in fire fatalities from 15 to 12 on the previous year. Over 11 000 home fire safety audits have been completed on line since July 2011. The Community Fire Unit program grew to 577 CFUs operated by more than 7140 volunteers.

Due to the intense wet weather experienced across eastern Australia, 2010-11 saw the busiest operational period in NSW SES history. A total of 20 690 Requests for Assistance culminated in 549 803 volunteer hours for emergency incidents, including 540 flood rescue operations. This included 520 volunteers deployed to Queensland and 30 to Victoria. Eleven Canine USAR Search and Rescue dogs and handlers were trained to support FRNSW in USAR operations. The Cadet Program grew with another 336 cadets progressing through the program.

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Victorian Government comments

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This year, Victoria had its wettest summer in 111 years of record keeping. Between July 2010 and February 2011, the state experienced eight floods or storms, three of which had significant impacts on the Victorian community.

During this period, some 2000 State Emergency Service (VICSES) volunteers and 100 staff, supported by other Victorian agencies, jurisdictions and the Australian Defence Force responded to more than 26 000 requests for assistance. A total of 147 towns, 4291 buildings and about 25 000 people were affected. More than 137 000 emergency alert messages were sent to landlines and mobile phones to warn and advise communities at risk.

During the floods, Ambulance Victoria (AV) evacuated more than 350 patients from hospitals and nursing homes. AV established a field primary care clinic in the western Victoria town of Charlton, where more than 1300 patients were treated during its nine weeks of operation.

In February, the Government announced a review into the flood warnings and response. The review is examining issues such as flood predictions and warnings, emergency services command and control arrangements, clean-up and recovery efforts and service delivery by federal, state and local governments. An interim report was delivered at the end of June, with the final report due on 1 December 2011.

In October 2010, the Victorian Government appointed an independent Bushfire Implementation Monitor to assess progress of the implementation of the Bushfires Royal Commission recommendations and report to Parliament by 31 July 2012. The Victorian Government is committed to the implementation of all 67 recommendations.

The Emergency Services Commissioner undertook a review of a fire that occurred in and around Tostaree, East Gippsland on 1 February 2011. This was the first significant fire in Victoria since February 2009 and provided the opportunity to review changes to emergency management and fire arrangements in an operational context. The review report is scheduled to be presented to the Fire Services Commissioner in July 2011.

On 30 June 2010, the Emergency Services Telecommunications Authority (ESTA) and AV commenced a project to transition AV regional calltaking and dispatch services to ESTA. The project is scheduled for completion by the end of 2011/2012.

In April 2011, AV began carrying blood product on its helicopters to administer to patients in need of urgent transfusion. This initiative is a world-first, provides immediate intervention and will make a significant difference to patient outcomes. Other initiatives include the recruitment of 240 new paramedics and the provision of new mobile intensive care ambulance single responder units across five major regional centres.

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Queensland Government comments

“ Over the summer of 2010-11, Queensland experienced widespread natural disasters, with serious flooding and multiple cyclones impacting our communities.

Queensland’s revised disaster management arrangements, which came into force on 1 November 2010, were promptly tested by this unprecedented scale of cyclone and flooding events. The new arrangements saw the Queensland Police Service taking the lead for the first time in the response phase, supported by Emergency Management Queensland and other emergency services agencies.

The Queensland Floods Commission of Inquiry was subsequently established to examine the extraordinary flood events that occurred throughout the state. An interim report containing 175 recommendations was handed down on 1 August 2011 to assist with preparations for the 2011-12 storm season and the Queensland Government has undertaken to implement all recommendations relating to its agencies. The final report is due to be delivered by 24 February 2012.

The Queensland Emergency Operations Centre has also been completed during the year. This state-of-the-art communication and incident control facility provides front-line staff with enhanced capacity to meet increasing operational demands and to support large scale disasters. Further efforts are underway to bolster disaster resilience in Queensland, informed by the National Strategy for Disaster Resilience.

The Queensland Government response to the final recommendations of the Victorian Bushfires Royal Commission was released in December 2010, with many arrangements already in place that reflect the intent of the recommendations. These include an all-hazards approach promoting cooperation across all levels of government and partnerships with non-government organisations; Emergency Alert; adoption of the nationally consistent six-category fire severity rating scale; and the launch of the PREPARE.ACT.SURVIVE. community awareness campaign.

During 2010-11, an additional 24 operational firefighting personnel were recruited to enhance service delivery for front-line fire and rescue services, supporting the Queensland Fire and Rescue Service’s commitment to enhancing community safety. The effectiveness of education and fire safety activities is reflected in the 23.8 per cent decrease in the number of accidental residential structure fires per 100,000 households since 2006-07.

Queensland continued to manage demand for ambulance services throughout the period, with the recruitment of an additional 75 ambulance officers, bringing the total number of additional ambulance officers employed since July 2007 to 630. These additional officers, along with our low attrition rate of 2.9 per cent, have helped to maintain the percentage of front-line staff at 82.9 per cent, ensuring as many resources as possible are directed to front-line service delivery.

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Western Australian Government comments

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In 2010-11 Western Australia faced major challenges with significant flooding and devastating bushfires. The overlap of the northern cyclone season and southern bushfire season stretched resourcing and WA was very grateful for the support it received from other jurisdictions.

La Nina weather patterns increased cyclone activity off the northwest coastline and brought record rainfall to northern regions. Major flooding occurred in the northern parts of the state and intense storm activity in other areas. Flood response and recovery efforts, over an extended period, included evacuation, emergency resupply of medical supplies, food and water and support to communities in clean-up efforts.

The bushfire season was also particularly severe, impacted by ongoing drought conditions in the lower south west of the state, with a higher than normal number of significant fires occurring between October 2010 and April 2011.

Three large bushfires at Lake Clifton, Red Hill and Roleystone in a one month period resulted in the loss of 71 homes and major disruption to communities. Increased fuel loads, very dry conditions in 2010 and local governments' hesitance to declare bushfire prone areas were all identified as contributing factors.

Two reviews were conducted following these fires: an internally commissioned Major Incident Review and the Perth Hills Bushfires February 2011 Review. Recommendations are now being assessed in relation to their implementation.

Personnel from the WA Fire and Rescue Service and the State Emergency Service also supported the response efforts following the Queensland floods and the Christchurch earthquake. The opportunity to share knowledge of techniques and extend 'special risk' networks across jurisdictions is valued by our teams.

St. John Ambulance (WA) Inc. continued as the principal provider of road ambulance services for the Western Australian community.

WA reported an 11.3 per cent increase in emergency ambulance responses and a 3.2 per cent increase in non-emergency transports. There were a total of 197 715 patients transported which is an increase of 4.6 per cent on the previous year.

Additional ambulance resources being funded through the contract with government are being rolled out over a 3 year period. This first year has seen the additional resources directed across both the metropolitan and country regions.

Over 3000 volunteers continue to play important roles through ambulance operatives and business support functions in ensuring delivery of ambulance services for rural and remote communities.

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South Australian Government comments

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Fire and Emergency Services

To improve public safety the SA Government published a *Strategic Direction 2008-2014 Statement* for fire and emergency services that commits the sector to Community Engagement, Seamless Integration, Improved Communication, Building Partnerships, Improving Community Resilience and Being Accountable.

Several key projects and initiatives were undertaken during 2010-11 including:

- developing the State Emergency Risk Assessment System and its component State Emergency Risk Register
- implementing Stage 2 of the national Emergency Alert system
- merging response and recovery call-taking capabilities under a State Emergency Call Centre.

SA Ambulance Service (SAAS)

Highlights for 2010-11 included:

- meeting more safety performance targets — eight out of 13, compared with five out of 12 last year
- transitioning the MedSTAR Emergency Medical Retrieval Service into SAAS's governance framework in July 2010
- expanding the contingent of extended care paramedics to a team of 30 including part-time staff, responding to 3545 incidents of which 2075 resulted in emergency department avoidances
- developing a motorbike response unit to provide faster response to emergencies, for trialling in August 2011
- achieving emergency medical dispatch performance targets, answering 91 per cent of triple zero (000) calls within 10 seconds, despite 000 call volume increasing by 5.7 per cent
- developing a targeted package for community education about heart attack warning signs in conjunction with the Heart Foundation.

Fire, emergency and ambulance service

Initiatives for 2012-2013 include:

- implementing the Strategic Priorities of the National Strategy for Disaster Resilience
- providing a Zone Emergency Management Framework requiring risk assessment consistent with the National Emergency Risk Assessment Guidelines
- cutting over to the new SA Computer Aided Dispatch (SACAD) system
- working closely with the Council of Ambulance Authorities and the Australasian Fire Authorities Councils' initiatives for service excellence.

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Tasmanian Government comments

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Tasmania has a number of unique characteristics that influence the provision of emergency services throughout the State and affect response/turnout times and infrastructure costs. These characteristics include a small and dispersed population, diseconomies of scale, reliance on a network of dedicated volunteers in rural and remote areas and the State's rugged topography. Tasmania's two major urban centres have low population density compared to the large urban centres in other states.

Tasmania's data includes both urban and rural fire and ambulance service performance. As Tasmania has the highest percentage of all jurisdictions of its population in rural areas and the lowest proportion (34.9 per cent, compared to a national average of 68 per cent) in highly accessible areas, reliable comparisons of response performance to other jurisdictions are difficult.

Tasmania Fire Service (TFS) comprises four career brigades and 229 volunteer brigades that respond to fires in all metropolitan and rural areas. Tasmania reports all incidents attended by these brigades, and the TFS bears the full cost of funding both the operating and capital costs of its brigades.

TFS continues to deliver a broad range of educational and promotional programs to assist at risk sectors of the community prevent fires and minimise the impact of fires that occur. Figures including independent survey results indicate that fire safety programs targeting at risk households are particularly effective, with significant decreases in house fire rates over the last 10 years.

TFS was assigned responsibility for road crash rescue in and around metropolitan areas in 2006-07. Tasmania's State Emergency Services (SES) volunteers continue to provide road crash rescue services outside the main urban centres. SES comprises 36 volunteer units, 23 of which have road crash rescue as their primary role.

Ambulance Tasmania (AT) provides emergency ambulance care, medical retrieval services and a non emergency patient transport service. In addition, AT provides fixed wing and staff for helicopter aero medical services.

Tasmania is currently one of two States that provide a free-of-charge ambulance service to the public and consequently there is a far greater reliance on government funding for ambulance services than in jurisdictions that are not government funded. The State Government has increased funding to improve services in both urban and rural areas.

Tasmania continues to enjoy a high level of ambulance patient satisfaction. This factor reflects positively on its ambulance personnel.

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Australian Capital Territory Government comments

“ The ACT Emergency Services Agency (ESA), which is part of the Justice and Community Safety Directorate, comprises the ACT Ambulance Service, the ACT Fire Brigade, the ACT Rural Fire Service and the ACT State Emergency Service along with emergency management and support areas. It also incorporates the affiliated Snowy Hydro Southcare aero-medical service.

The ACT ESA provides services across a broad geographic base to encompass the Bush Capital Planning Model. This geographic spread provides challenges to meet benchmark response standards and community expectations.

Over the past twelve months the ESA has continued to foster the ‘all hazards all agencies’ approach to delivering emergency services and emergency management for the ACT and surrounding region. The operational capability of the ESA was further improved or enhanced through the continued work of the following key projects:

- commissioning of a new purpose built headquarters incorporating a state of the art workshop, with all services and support functions co-located
- continuing commitment to the operation of Snowy Hydro Southcare aero-medical service to the ACT and surrounding region of South East NSW
- significant training initiatives to further staff and volunteer capabilities
- Provide assistance to communities in Queensland, New South Wales, Christchurch (New Zealand) and Japan
- Implementation of the Victoria Ambulance Clinical Information System (VACIS) and initiation of the Mobile Data Project.

During 2010-11 the four services of the ACT Emergency Services Agency provided in excess of 49 000 responses to incidents within the ACT as well as eight Remote Area Firefighting Teams to assist with fire suppression in the Blue Mountains, Hawkesbury Shire and Armidale. The ACT Rural Fire Service also provided support to the NSW Rural Fire Service during the year.

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Northern Territory Government comments

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As a result of the recommendations of the Royal Commission into the Victorian Bushfires, the Northern Territory Fire and Rescue Service (NTFRS) in conjunction with Bushfires NT (BFNT) launched a Bushfire Awareness campaign at the beginning of the 2011 NT fire season to promote the need for good management of fire breaks and other fire safety measures that are the responsibility of property owners.

The 2010-11 Wet Season resulted in record breaking rainfall figures throughout the Territory. Fuel loads in most regions reached serious proportions with NTFRS and BFNT acutely aware of the threat of wild fires across the Northern Territory. Significant hazard reduction was undertaken by both Agencies to reduce the impact of fire on Territory Communities.

Due to the vast expanse of the NT, the NTFRS and BFNT work closely together with other fire land management groups in the areas of fuel reduction and bushfire mitigation. The Annual Fire Hazard Abatement Program continued with approximately 350 planned strategic burns covering some 5500 hectares in 2010-11 in NTFRS Emergency Response Areas.

The NTFRS and the NT Emergency Service (NTES) sent a four person USAR Team to Brisbane to assist in the aftermath of the January 2011 floods. The Team surveyed affected areas and provided survey reports to the Operations Centre to assist in recovery.

Cyclone Carlos hit the Top End in February 2011, the NTFRS conducted survey and rescue operations, and provided chain saw operators to support NTES in post cyclone clean up. Soon after, another four person NTFRS and NTES USAR Team was deployed to Christchurch to assist in the enormous search and rescue operation that followed the earthquake of 22 February 2011.

NTES responded to a total of 444 international, interstate and jurisdictional tasks involving 10 513 volunteer hours. Major activities included responding to the South East Queensland Floods, Tropical Cyclone Yasi in North Queensland, Tropical Cyclone Carlos in Darwin, the evacuation of the Nauiyi community in Daly River, flooding events in Alpururulam, Ampilatwatja, Arlpara, Ramingining and Ngukurr, along with several vertical rescue responses in the Darwin area.

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9.12 Definitions of key terms and indicators

Alarm notification not involving fire	Fire alarm notification due to the accidental operation of an alarm, the failure to notify fire services of an incorrect test by service personnel or a storm induced voltage surge.
All agencies	<p>All agencies should be involved to some extent in emergency management. The context of emergency management for specific agencies varies and may include:</p> <ul style="list-style-type: none">• ensuring the continuity of their business or service• protecting their own interests and personnel• protecting the community and environment from risks arising from the activities of the organisation• protecting the community and environment from credible risks. <p>Emergency management measures may be referred to in a number of organisational and community contexts, including risk management, environmental management, occupational health and safety, quality management, and asset management.</p>
All hazards	The all hazards approach concerns arrangements for managing the large range of possible effects of risks and emergencies. This concept is useful to the extent that a large range of risks can cause similar problems and such measures as warning, evacuation, medical services and community recovery will be required during and following emergencies. Many risks will, however, require specific response and recovery measures and will almost certainly require specific prevention and mitigation measures.
Ambulance community first responders	A type of volunteer that provide an emergency response (with no transport capacity) and first aid care before the ambulance arrival.
Ambulance service response times	<p>The response time is defined as the time taken between the initial receipt of the call for an emergency ambulance and the ambulance's arrival at the scene of the emergency. Emergency responses are categorised by an assessment of the severity of the medical problem:</p> <ul style="list-style-type: none">• code 1 — responses to potentially life threatening situations using warning devices• code 2 — responses to acutely ill patients (not in life threatening situations) where attendance is necessary but no warning devices are used. <p>Response times are reported as percentiles in this report.</p>
Ambulance expenditure	Includes salaries and payments in the nature of salaries to ambulance personnel, capital expenditure (such as depreciation and the user cost of capital) and other operating expenditure (such as running expenditure, contract expenditure, provision for losses and other recurrent expenditure). Excludes interest on borrowings.
Ambulance incident	An event that results in one or more responses by an ambulance service.
Ambulance non-government revenue	Includes revenue from subscription fees, transport fees, donations and other non-government revenue. Excludes funding revenue from Australian, State and local governments.
Ambulance patient	A person assessed, treated or transported by the ambulance service.

Ambulance personnel	Any person employed by the ambulance service provider who delivers an ambulance service, manages the delivery of this service or provides support for the delivery of this service. Includes salaried ambulance personnel, remunerated volunteer and nonremunerated volunteer ambulance personnel.
Ambulance response	A vehicle or vehicles sent to an incident. There may be multiple responses/vehicles sent to a single incident.
Ambulance services	Provide emergency and non-emergency pre-hospital and out-of-hospital patient care and transport, inter-hospital patient transport, specialised rescue services, ambulance services to multi-casualty events, and community capacity building to respond to emergencies.
Availability of ambulance officers/paramedics	The number of full time equivalent ambulance officers/paramedics per 100 000 people. Ambulance officers/paramedics includes student and base level ambulance officers and qualified ambulance officers but excludes patient transport officers.
Cardiac arrest survived event rate	For the out-of-hospital setting, survived event rate means sustained return of spontaneous circulation (ROSC) with spontaneous circulation until administration and transfer of care to the medical staff at the receiving hospital (Jacobs, et al. 2004)
Community first responder	See 'Ambulance community first responders'
Emergency ambulance response	An emergency ambulance response (code 1) to a pre-hospital medical incident or accident (an incident that is potentially life threatening) that necessitates the use of ambulance warning (lights and sirens) devices.
Events in which extrication(s) occurred	An event in which the assisted removal of a casualty occurs. An incident with multiple people extricated is counted the same as an incident with one person extricated.
Extrication	Assisted removal of a casualty.
False report	An incident in which the fire service responds to and investigates a site, and may restore a detection system.
Fire death	A fatality where fire is determined to be the underlying cause of death. This information is verified by coronial information.
Fire death rate	The number of fire deaths per 100 000 people in the total population.
Fire expenditure	Includes salaries and payments in the nature of salaries to fire personnel, capital expenditure (such as depreciation and the user cost of capital) and other operating expenditure (such as running expenditure, training expenditure, maintenance expenditure, communications expenditure, provision for losses and other recurrent expenditure). Excludes interest on borrowings.
Fire incident	A fire reported to a fire service that requires a response.
Fire injury	An injury resulting from or relating to a fire or flames, requiring admission to a public or private hospital. Excludes emergency department outpatients and injuries resulting in a fire death.
Fire injury rate	The number of fire injuries per 100 000 people in the total population.
Fire personnel	Any person employed by the fire service provider who delivers a firefighting or firefighting-related service, or manages the delivery of this service. Includes paid and volunteer firefighters and support personnel.

Fire safety measure	<ul style="list-style-type: none"> • Operational smoke alarm or detector • Fire sprinkler system • Safety switch or circuit breaker • Fire extinguisher • Fire blanket 	<ul style="list-style-type: none"> • Fire evacuation plan • External water supply • The removal of an external fuel source • External sprinkler • Other fire safety measure.
Indirect revenue	All revenue or funding received indirectly by the agency (for example, directly to Treasury or other such entity) that arises from the agency's actions.	
Landscape fires	Vegetation fires (for example, bush, grass, forest, orchard and harvest fires), regardless of the size of the area burnt.	
Median dollar loss per structure fire	The median (middle number in a given sequence) value of the structure loss (in \$'000) per structure fire incident.	
Non-urgent ambulance response	A non-urgent response (code 3 and code 4) by required ambulance or patient transport services that does not necessitate the use of ambulance warning devices (lights and sirens).	
Non-structure fire	A fire outside a building or structure, including fires involving mobile properties (such as vehicles), a rubbish fire, a bushfire, grass fire or explosion.	
Other incident	<p>An incident (other than fire) reported to a fire service that requires a response. This may include:</p> <ul style="list-style-type: none"> • overpressure ruptures (for example, steam or gas), explosions or excess heat (no combustion) • rescues (for example, industrial accidents or vehicle accidents) • hazardous conditions (for example, the escape of hazardous materials) • salvages • storms or extreme weather. 	
Percentiles		
50th / 90th percentile ambulance service response times	The time within which 50 per cent / 90 per cent of emergency (code 1) incidents are responded to by an ambulance	
50th / 90th percentile fire service response times	The time within which 50 per cent / 90 per cent of first fire resources respond.	
Response locations (ambulance)	The number of paid, mixed and volunteer response locations per 100 000 people. Locations are primary ambulance response locations where salaried, volunteer or mixed ambulance operatives are responding in an ambulance vehicle and providing pre-hospital care.	
Response time (fire services)	The interval between the receipt of the call at the dispatch centre and the arrival of the vehicle at the scene (that is, when the vehicle is stationary and the handbrake is applied).	
Road crash rescue	An incident involving a motor vehicle and the presumption that assistance is required from emergency services organisations.	

Staff attrition (ambulance)	The level of attrition in the operational workforce. It is calculated as the number of FTE employees who exit the organisation as a proportion of the number of FTE employees. It is based on staff FTE defined as 'operational positions where paramedic qualifications are either essential or desirable to the role'.
Structure fire	A fire inside a building or structure, whether or not there is damage to the structure.
Structure fire confined to object or room of origin	A fire where direct fire/flame is confined to the room of origin (that is, excludes landscape fire and vehicle fire in unconfined spaces). A room is an enclosed space, regardless of its dimensions or configuration. This category includes fires in residential and non-residential structures.
Urgent ambulance response	An urgent (code 2) undelayed response required (arrival desirable within 30 minutes) that does not necessitate the use of ambulance warning devices (lights and sirens).
User cost of capital	The opportunity cost of funds tied up in the capital used to deliver services. Calculated as 8 per cent of the current value of non current physical assets (including land, plant and equipment).
Volunteer (ambulance)	<p><i>Remunerated volunteer ambulance operatives:</i> all personnel who volunteer their availability, however are remunerated in part for provision of an ambulance response (with transport capability).</p> <p><i>Non-remunerated volunteer ambulance operatives:</i> all personnel engaged on an unpaid casual basis who provide services generally on an on-call basis and are principally involved in the delivery of ambulance services. These staff may include categories on the same basis as permanent ambulance operatives (with transport capability).</p> <p><i>Non remunerated volunteer operational and corporate support staff:</i> all personnel engaged on an unpaid casual basis who provide services generally on an on-call basis and are principally involved in the provision of support services. These staff may include categories on the same basis as permanent ambulance operatives.</p>
Volunteer (fire)	<p><i>Volunteer firefighters:</i> staff of the fire service organisation, who deliver or manage a firefighting service directly to the community and who are formally trained and qualified to undertake firefighting duties but do not receive remuneration other than reimbursement of 'out of pocket expenses'.</p> <p><i>Volunteer support staff:</i> all staff that are not remunerated of the fire service organisation, staff shared with other services, and umbrella department's staff. For fire service organisations, any staff that are not remunerated whose immediate client is the firefighter. These can be people in operational support roles provided they do not receive payment for their services other than reimbursement of 'out of pocket expenses'.</p>
Volunteer (State/Territory Emergency Services)	Staff/volunteers of State/Territory Emergency Services organisations that do not receive payment for their services other than some reimbursement of 'out of pocket expenses'.
Workforce by age group	The age profile of the workforce, measured by the proportion of the operational workforce in 10 year age brackets (under 30, 30–39, 40–49, 50–59 and 60 and over).

9.13 List of attachment tables

Attachment tables are identified in references throughout this chapter by an '9A' prefix (for example, table 9A.3 is table 3). Attachment tables are provided on the Review website (www.pc.gov.au/gsp).

Fire events

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Table 9A.41 Ambulance service organisations' expenditure per person (2010-11 dollars)

Table 9A.42 Ambulance service organisations' revenue per person (2010-11 dollars)

Contextual and other information

Table 9A.43 Communications and dispatching systems

Table 9A.44 Treatment of assets by emergency management agencies

9.14 References

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APPENDIX



A Statistical appendix

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Attachment tables

Attachment tables are identified in references throughout this appendix by an 'AA' prefix (for example, table AA.1). A full list of attachment tables is provided at the end of this appendix, and the attachment tables are available from the Review website at www.pc.gov.au/gsp.

A.1 Introduction

This appendix contains contextual information to assist the interpretation of the performance indicators presented in the Report. The following key factors in interpreting the performance data are addressed:

- Australia's population
- family and household
- income, education and employment
- statistical concepts used in the Report.

A.2 Population

The Australian people are the principal recipients of the government services covered by this Report. The size, trends and characteristics of the population can have a significant influence on the demand for government services and the cost of delivery. This section provides a limited description of the Australian population to support the interpretation of performance data provided in the Report. More detail is provided in the Australian Bureau of Statistics (ABS) quarterly publication *Australian Social Trends* (ABS 2010b and previous issues).

In this appendix and associated attachment tables, population totals for the same year can vary because they are drawn from different ABS sources depending on the information required — for example, some data are from the *Census of Population and Housing* (ABS 2007) and others from the *Australian Demographic Statistics* (ABS 2010a).

Most of the service areas covered by the Report use estimated resident population (ERP) data from tables AA.1 and AA.2 for descriptive information (such as expenditure per person in the population) and performance indicators (such as participation rates for vocational education and training [VET]).

Population size and trends

More than three quarters of Australia's 22.3 million people lived in the eastern mainland states as at 30 June 2010, with NSW, Victoria and Queensland accounting for 32.4 per cent, 24.8 per cent and 20.2 per cent, respectively, of the nation's population. Western Australia and SA accounted for a further 10.3 per cent and 7.4 per cent, respectively, of the population, while Tasmania, the ACT and the NT accounted for the remaining 2.3 per cent, 1.6 per cent and 1.0 per cent, respectively (table AA.1). As the majority of Australia's population lives in the eastern mainland states, these jurisdictions generally have a large influence on national averages.

Nationally, the average annual growth rate of the population between 2006 and 2010 was approximately 1.9 per cent. The growth across jurisdictions ranged from 2.7 per cent in WA to 0.9 per cent in Tasmania (table AA.2, 31 December estimates).

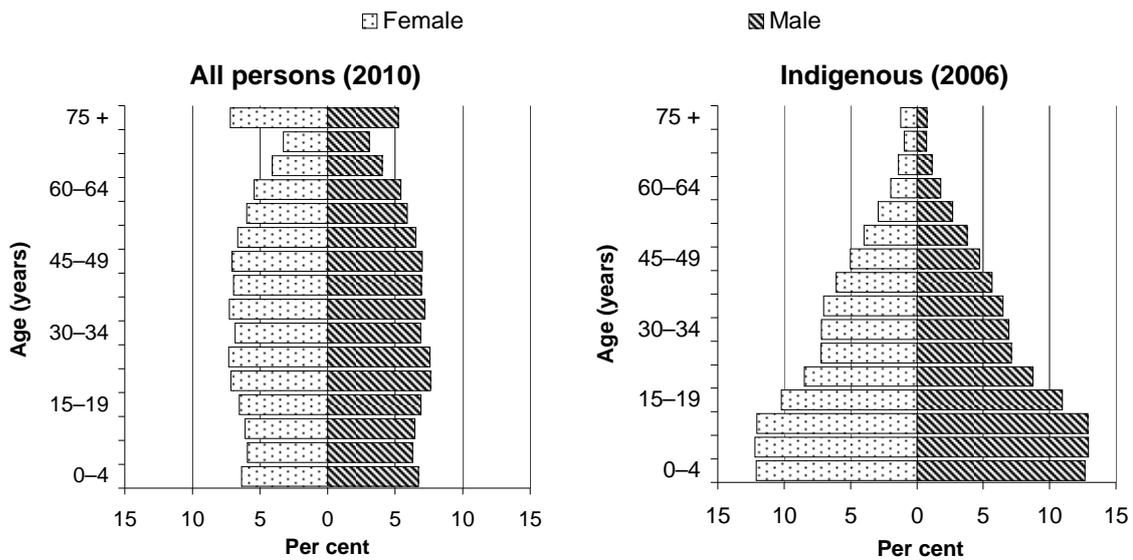
Population, by age and sex

As in most other developed economies, greater life expectancy and declining fertility have contributed to an 'ageing' of Australia's population. However, the age

distribution of Indigenous Australians is markedly different (figure A.1). At 30 June 2010, 9.4 per cent of Australia's population was aged 70 years or over, in contrast to 1.8 per cent of Australia's Indigenous population, as at 30 June 2006 (tables AA.1 and AA.11). Across jurisdictions, the proportion of all people aged 70 years or over ranged from 11.2 per cent in SA to 3.1 per cent in the NT (table AA.1).

Half of the population at June 2010 was female (50.2 per cent). This distribution was similar across all jurisdictions except the NT, which had a slightly lower representation of women in its population (48.2 per cent) (table AA.1). The proportion of women in the population varies noticeably by age. Nationally, approximately 55.8 per cent of people aged 70 years or over were female, compared with 48.7 per cent of people aged 14 years or less (table AA.1).

Figure A.1 Population distribution, Australia, by age and sex, 30 June^{a, b}



^a Includes other territories. ^b Experimental estimates at 30 June 2006 are preliminary rebased estimates and are based on the 2006 Census of Population and Housing.

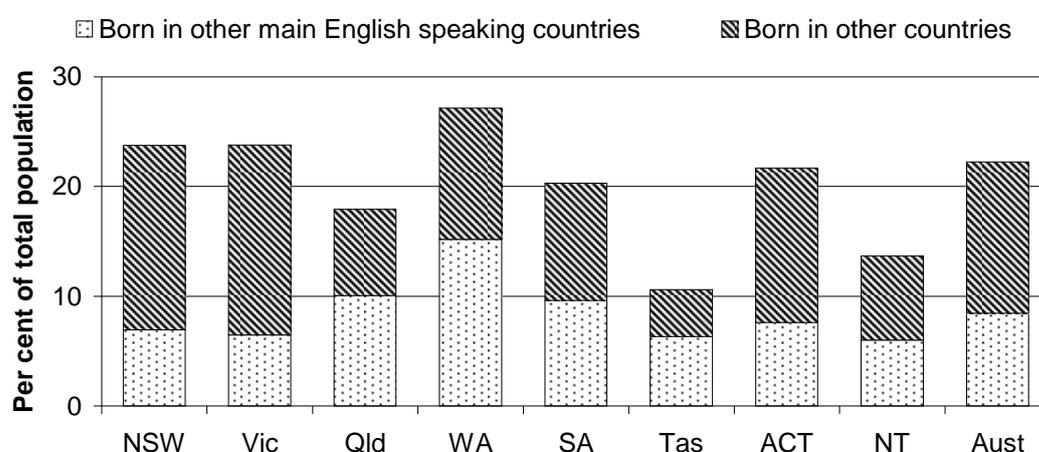
Source: ABS (2010) *Population by Age and Sex, Australian States and Territories, June 2010*, Cat. no. 3201.0; ABS (2007) *Australian Demographic Statistics, March 2007*, Cat. no. 3101.0; tables AA.1 and AA.11.

Population, by ethnicity and proficiency in English

New Australians face specific problems when accessing government services. Language and cultural differences can be formidable barriers for otherwise capable people. Cultural backgrounds can also have a significant influence on the support

networks offered by extended families. People born outside Australia accounted for 22.2 per cent of the population in August 2006 (8.4 per cent from the main English speaking countries and 13.8 per cent from other countries). Across jurisdictions, the proportion of people born outside Australia ranged from 27.1 per cent in WA to 10.6 per cent in Tasmania. The proportion from countries other than the main English speaking countries ranged from 17.3 per cent in Victoria to 4.2 per cent in Tasmania (figure A.2).

Figure A.2 People born outside Australia, by country of birth, 2006^{a, b}



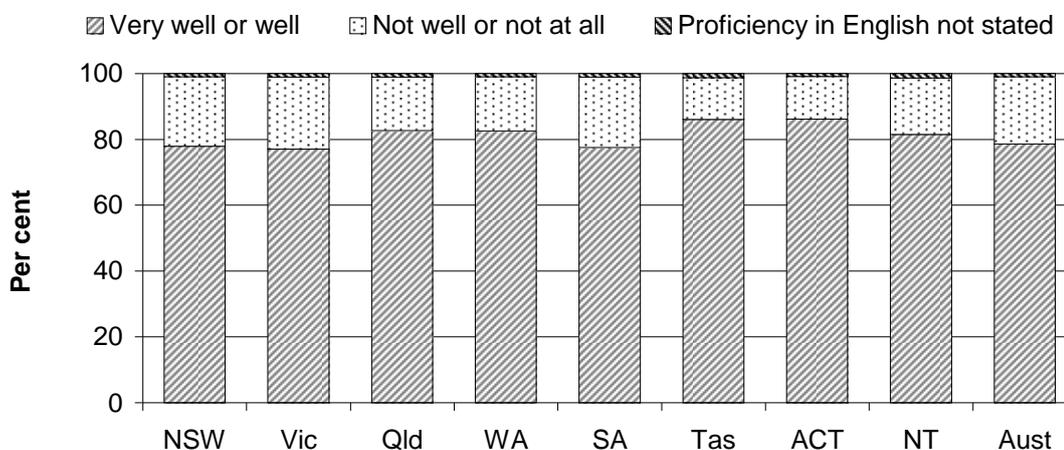
^a 'Australia' includes other territories. ^b The ABS defines the other main English speaking countries as Canada, Ireland, New Zealand, South Africa, the United States of America and the United Kingdom.

Source: ABS (unpublished) 2006 Census of Population and Housing, Cat. no. 2068.0; table AA.6.

Of the population born outside Australia, in August 2006, 89.0 per cent spoke only English, or spoke another language as well as speaking English very well or well. Figure A.3 shows proficiency in English of people born overseas who speak a language other than English at home. Of those people born overseas who spoke another language, 78.6 per cent also spoke English very well or well. The proportion of people born overseas who spoke another language and who did not speak English well or at all ranged from 21.9 per cent in Victoria to 12.8 per cent in Tasmania (table AA.4).

Nationally, the proportion of all people born overseas who did not speak English well or at all was 10.0 per cent, and ranged from 12.9 per cent in Victoria to 3.1 per cent in Tasmania (table AA.4).

Figure A.3 People born overseas who spoke a language other than English at home, by proficiency in English, 2006^a



^a Excludes people who did not state their country of birth.

Source: ABS (2007) *2006 Census of Population and Housing*, Cat. no. 2068.0; table AA.4.

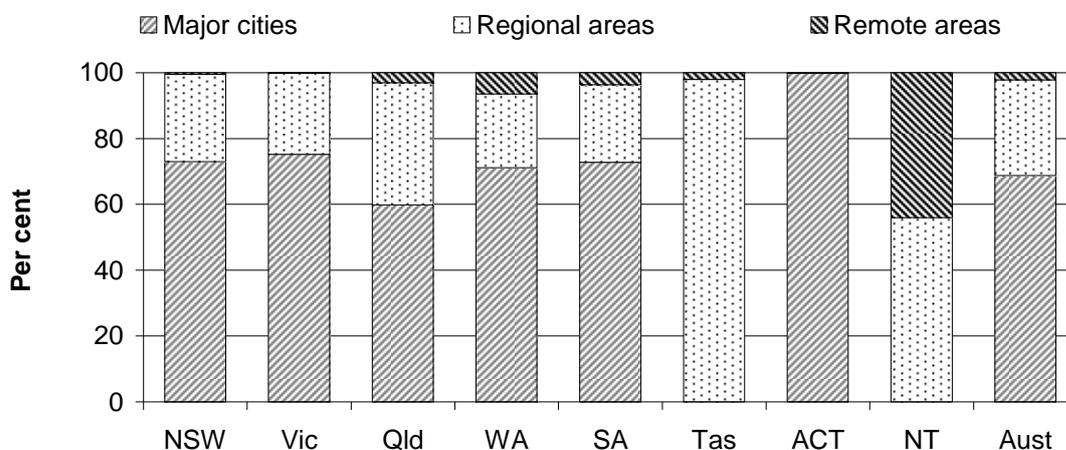
Approximately 15.8 per cent of Australians spoke a language other than English at home in August 2006. Across jurisdictions, this proportion ranged from 23.2 per cent in the NT to 3.5 per cent in Tasmania (table AA.8). Apart from English, the most common languages spoken were Chinese languages, Italian, Greek and Arabic.

In the NT, 15.1 per cent of people spoke an Australian Indigenous language (65.3 per cent of the total people in the NT who spoke a language other than English in their homes) (table AA.8).

Population, by geographic location

The Australian population is highly urbanised, with 68.7 per cent of the population located in major cities as at 30 June 2010 (figure A.4). Across jurisdictions, this proportion ranged from 99.8 per cent in the ACT to 59.8 per cent in Queensland (table AA.9). Tasmania and the NT, by the ABS *Australian Standard Geographical Classification 2006* definitions, have no major cities. In Tasmania, 97.9 per cent of the population lived in regional areas. Nationally, 2.3 per cent of people lived in remote areas. The NT was markedly above this average, with 44 per cent of people living in remote areas.

Figure A.4 Population, by remoteness area, June 2010^{a, b}



^a Preliminary ERP data based on the *Australian Standard Geographical Classification 2006*. ^b 'Australia' includes other territories.

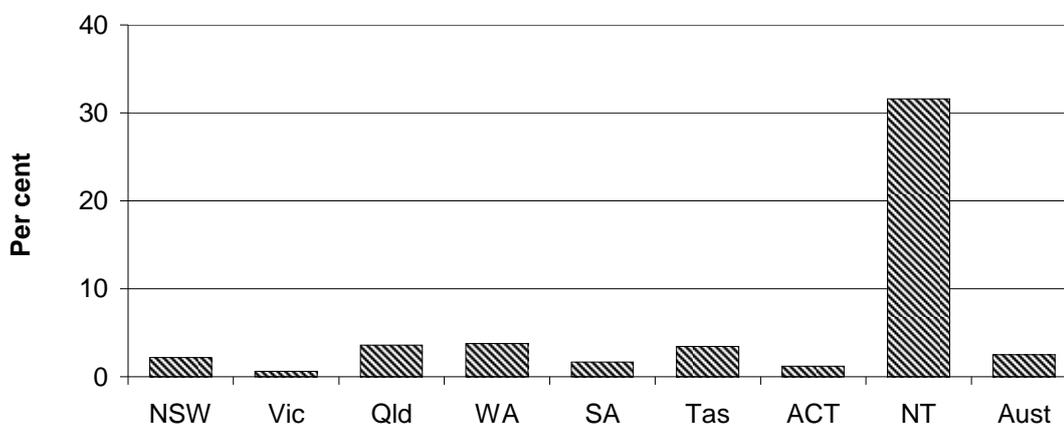
Source: ABS (2011) *Regional Population Growth, Australia, 2009-2010*, Cat. no. 3218.0; table AA.9.

Indigenous population profile

There were an estimated 517 174 Indigenous people (259 693 female and 257 481 male) in Australia at 30 June 2006, accounting for approximately 2.5 per cent of the total population (tables AA.2 and AA.11). The proportion of people who identified as Indigenous were significantly higher in the NT (31.6 per cent) than in any other jurisdiction. Across the other jurisdictions, the proportion ranged from 3.8 per cent in WA to 0.6 per cent in Victoria (figure A.5). Nationally, the Indigenous population is projected to grow to 615 309 people in 2014 (table AA.12).

The majority of Indigenous people (81.8 per cent) at August 2006 spoke only English at home, while a further 9.0 per cent spoke an Indigenous language and also spoke English very well or well. However, 2.2 per cent did not speak English well or at all (up to 12.2 per cent in the NT). Nationally, 5.2 per cent of Indigenous people did not state whether they spoke a language other than English at home (table AA.14).

Figure A.5 **Indigenous people as a proportion of the population, 30 June 2006^{a, b, c}**



^a 'Australia' includes other territories. ^b Experimental estimates of the Australian Indigenous population at 30 June 2006 are preliminary rebased estimates and are based on the *2006 Census of Population and Housing*. ^c Historical rates in table AA.2 may differ from those in reports prior to 2010, as historical data have been revised using final rebased ERP data following the *2006 Census of Population and Housing* (for 30 June 2006).

Source: ABS (2010) *Australian Demographic Statistics, December Quarter 2009*, Cat. no. 3101.0; ABS (2007) *Australian Demographic Statistics, March Quarter 2007*, Cat. no. 3101.0; tables AA.2 and AA.11.

A.3 Family and household

Family structure

There were 6.3 million families in Australia in 2010.¹ Across jurisdictions, the number of families ranged from 2.0 million in NSW to 63 000 in the NT. The average family size across Australia was 3.0 people. Across jurisdictions, the average family size ranged from 3.1 people in the NT to 2.9 people in SA and Tasmania. Nationally, 37.3 per cent of families had at least one child aged under 15 years, and 17.5 per cent of families had at least one child aged under 5 years (table AA.15).

Lone parent families might have a greater need for government support and particular types of government services (such as child care for respite reasons).

¹ The ABS *Census Dictionary* (ABS 2006) defines a family as two or more persons, one of whom is aged 15 years or over, who are related by blood, marriage (registered or de facto), adoption, step or fostering; and who are usually resident in the same household. The basis of a family is formed by identifying the presence of a couple relationship, lone parent-child relationship or other blood relationship. Some households contain more than one family.

Nationally, 18.5 per cent of children aged under 15 years lived in one parent families in 2010. Lone mother families made up 17.7 per cent of families with children aged under 15 years. Lone father families made up 2.7 per cent of families with children aged under 15 years. Across jurisdictions, the proportion of children aged under 15 years living in lone parent families ranged from 23.5 per cent in the NT to 14.7 per cent in the ACT (table AA.16).

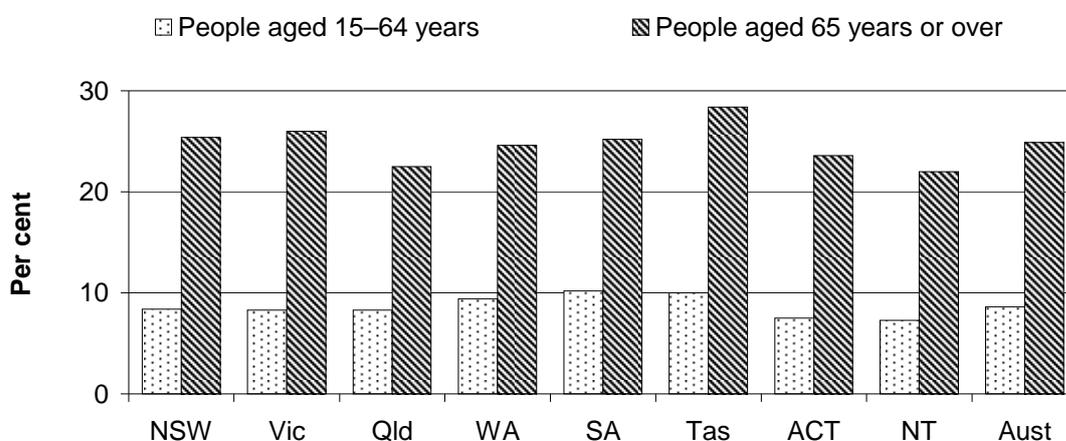
Employment status also has implications for the financial independence of families. Nationally, 15.4 per cent of children aged under 15 years lived in families where no resident parent was employed in 2009-10 (table AA.17).

Household profile

There were 8.4 million households in Australia in 2010 (some households may contain more than one family) (table AA.21). Of these, 25.0 per cent were lone person households. Across jurisdictions, the proportion of lone person households ranged from 28.5 per cent in SA to 21.8 per cent in the NT.

In June 2010, the proportion of people aged 65 years or over who lived alone (24.9 per cent) was considerably higher than that for people aged 15–64 years (8.6 per cent). Across jurisdictions, the proportion of people aged 65 years or over who lived alone ranged from 28.4 per cent in Tasmania to 22.0 per cent in the NT (figure A.6). Times series data for household structure for earlier years are available in table AA.20.

Figure A.6 Proportion of population who lived alone, by age group, June 2010

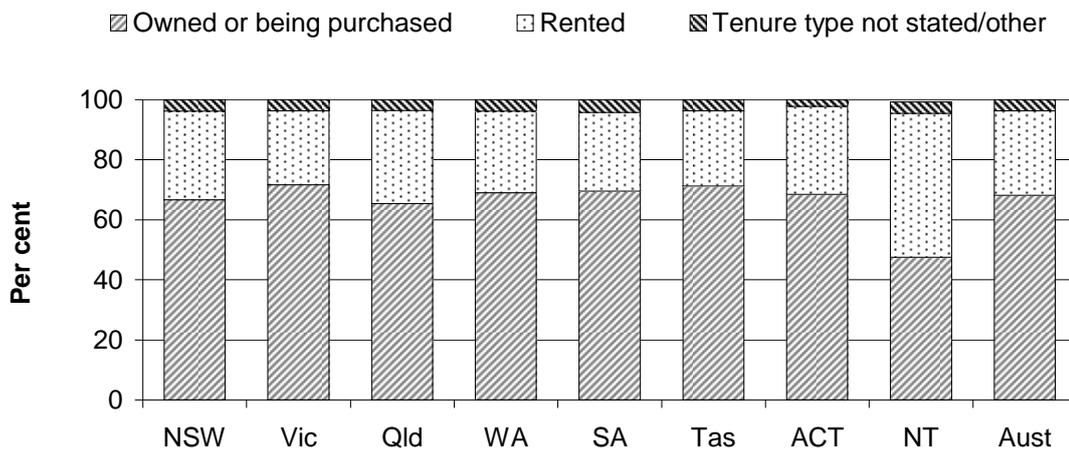


Source: ABS (2010) *Household and Family Projections, 2006 to 2031*, Cat. no. 3236.0; table AA.21.

Approximately 15.4 million people in families lived in private dwellings in August 2006 (table AA.19).² Home ownership can reflect on a family's wealth and savings, and is often positively related to employment and income.

Nationally, the majority of occupied private dwellings (68.1 per cent, or 4.9 million dwellings) in August 2006 were owned or were being purchased. Home ownership was highest in Victoria (71.6 per cent) and lowest in the NT (47.6 per cent). Australians rented 2.0 million dwellings, or 28.1 per cent of dwellings (of these, 50.9 per cent were from real estate agents and 15.1 per cent from State or Territory housing authorities) (table AA.23). Across jurisdictions, the proportion of dwellings that were rented was highest in the NT (47.8 per cent) and lowest in Victoria (24.6 per cent) (figure A.7).

Figure A.7 Occupied private dwellings, by tenure type, 2006^{a, b, c}



^a 'Australia' includes other territories. ^b 'Owned or being purchased' includes dwellings being purchased under a rent/buy scheme. ^c 'Other tenure type' includes dwellings being occupied under a life tenure scheme.

Source: ABS (2007) *2006 Census of Population and Housing*, Cat. no. 2068.0; table AA.23.

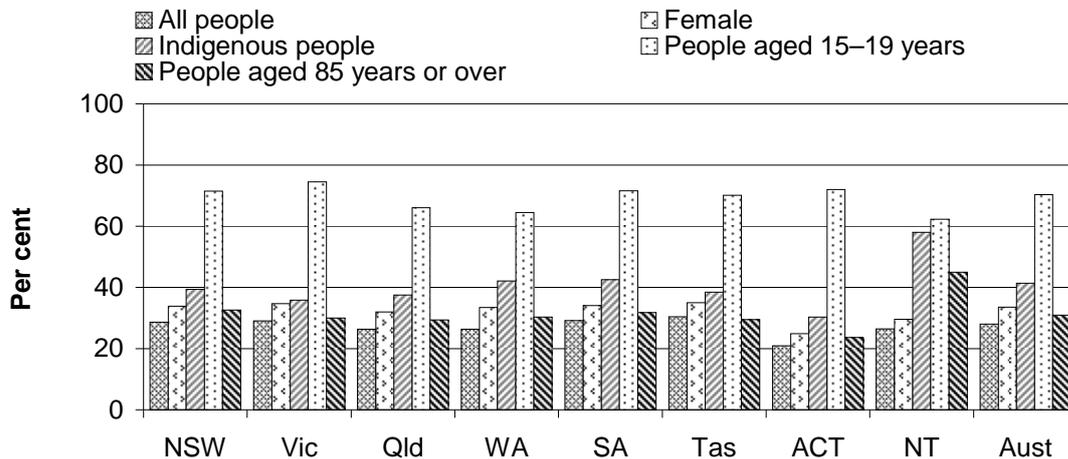
² The ABS *Census Dictionary* (ABS 2006) defines an occupied private dwelling as a private dwelling occupied by one or more people. A private dwelling is normally a house, flat, or even a room. It can also be a caravan, houseboat, tent or a house attached to an office, or rooms above a shop.

A.4 Income, education and employment

Income

Nationally, 28.0 per cent of people aged 15 years or over in August 2006 had a relatively low weekly individual income of \$249 or less (table AA.25). The proportion was considerably higher for younger people (70.3 per cent for people aged 15–19 years), Indigenous people (41.4 per cent) and females (33.5 per cent) but similar for older people (30.9 per cent for people aged 85 years or over) (figure A.8).

Figure A.8 **Weekly individual income of \$249 or less, by sex, Indigenous status and age, 2006^a**



^a 'Australia' includes other territories.

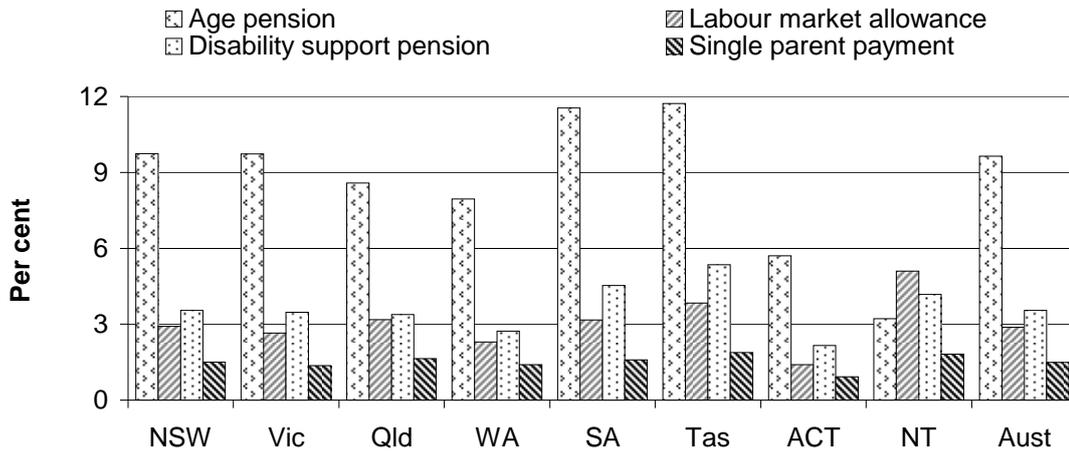
Source: ABS (2007 and unpublished) *2006 Census of Population and Housing*, Cat. no. 2068.0; tables AA.25, AA.27 and AA.29.

Nationally, 17.6 per cent of the total population was receiving income support in 2010. The age pension was received by 9.6 per cent of the population, while 3.5 per cent received a disability support pension and 1.5 per cent received a single parent payment. A further 2.7 per cent of the population received some form of labour market allowance in 2010 (figure A.9).

The proportion of the population receiving the age pension in 2010 ranged from 11.7 per cent in Tasmania to 3.2 per cent in the NT; the proportion receiving a disability support pension ranged from 5.4 per cent in Tasmania to 2.2 per cent in the ACT; and the proportion receiving a single parent payment ranged from 1.9 per cent in Tasmania to 0.9 per cent in the ACT. The proportion receiving a

labour market allowance in 2010 ranged from 5.1 per cent in the NT to 1.4 per cent in the ACT (figure A.9).

Figure A.9 Proportion of total population on income support, June 2010^{a, b}



^a Data for 'Australia' include recipients living overseas and recipients whose residential location was not known. ^b 'Labour market allowance' data include recipients of Newstart Allowance (excluding Community Development Employment Projects participants and those who did not receive a payment) and recipients of Youth Allowance for jobseekers.

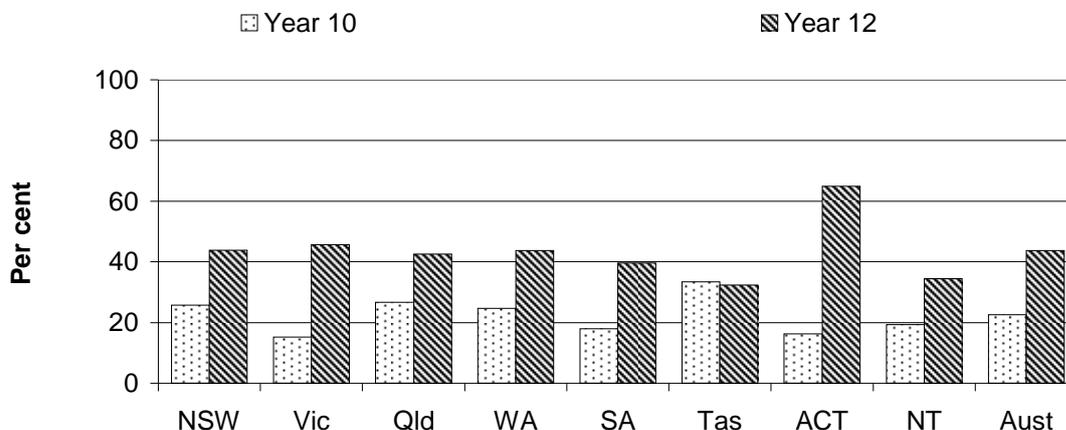
Source: ABS (2010) *Australian Social Trends, September 2010*, Cat. no. 4102.0; table AA.30.

Educational attainment

Employment outcomes and income are closely linked to the education and skill levels of individuals. At August 2006, 43.7 per cent of people aged 15 years or over (approximately 6.7 million people) had completed year 12. A further 22.6 per cent (3.4 million people) had a highest level of schooling of year 10. Across jurisdictions, the proportion of people aged 15 years or over who had completed year 12 schooling ranged from 64.9 per cent in the ACT to 32.4 per cent in Tasmania (figure A.10).

At August 2006, a much higher proportion of non-Indigenous people (46.5 per cent) aged 15 years or over had completed year 12 as their highest year of school (this is the highest level of primary or secondary school a person has completed) than Indigenous people (20.1 per cent). Across jurisdictions, the proportions of Indigenous people aged 15 years or over who had completed year 12 schooling ranged from 43.4 per cent in the ACT to 8.6 per cent in the NT. The proportion of non-Indigenous people who had completed year 12 schooling was highest in the ACT (68.1 per cent) and lowest in Tasmania (34.1 per cent) (figure A.11).

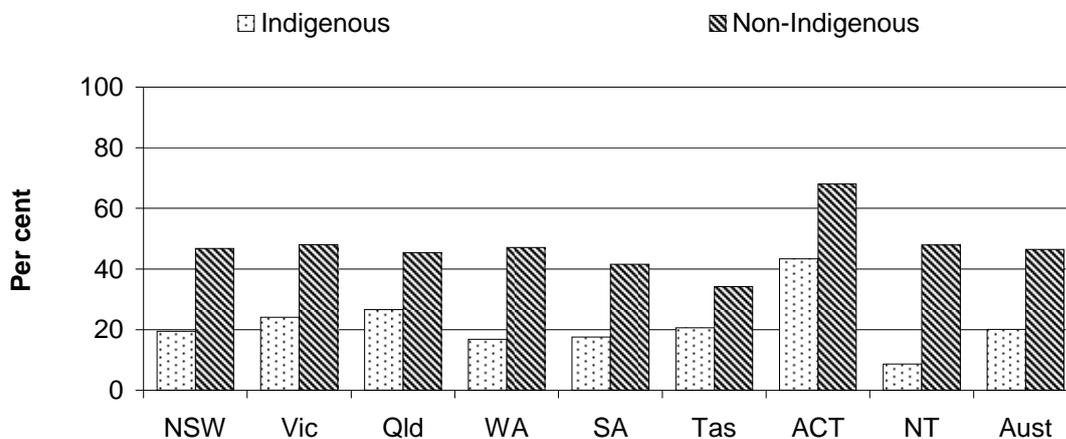
Figure A.10 Proportion of people aged 15 years or over whose highest level of schooling was year 10 and year 12, 2006^a



^a 'Australia' includes other territories.

Source: ABS (unpublished) 2006 Census of Population and Housing, Cat. no. 2068.0; table AA.32.

Figure A.11 Proportion of people aged 15 years or over who have completed year 12, by Indigenous status, 2006^{a, b, c}



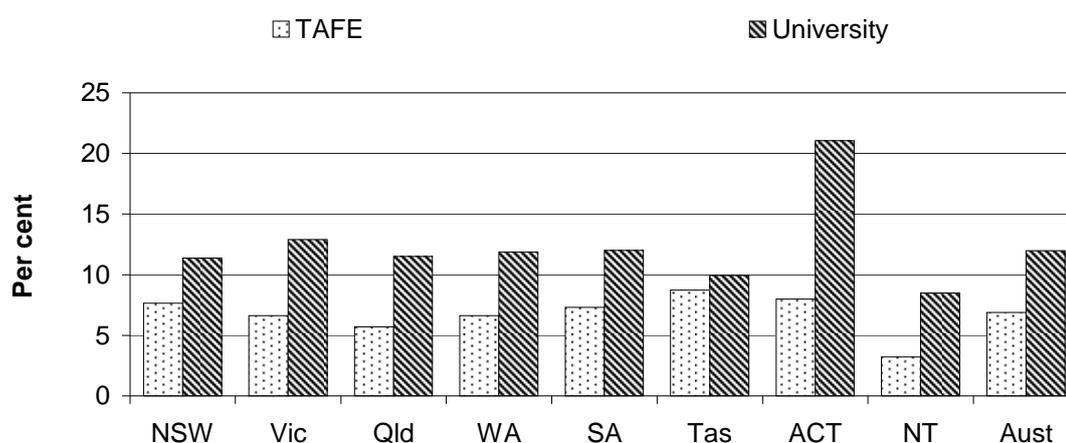
^a 'Australia' includes other territories. ^b Includes people who did not state their highest year of school completed. ^c Includes 'Aboriginal', 'Torres Strait Islander' and 'both Aboriginal and Torres Strait Islander'.

Source: ABS (unpublished) 2006 Census of Population and Housing, Cat. no. 2068.0; table AA.32.

Tertiary education in Australia is principally provided by universities and VET institutions. Technical and further education [TAFE] institutes provide the majority of government funded VET education. Nationally, 18.9 per cent of those attending

an educational institution³ were attending university or TAFE in August 2006 (12.0 per cent at university and 6.9 per cent at TAFE). Across jurisdictions, the proportion of students attending TAFE ranged from 8.7 per cent in Tasmania to 3.2 per cent in the NT; the proportion attending university ranged from 21.1 per cent in the ACT to 8.5 per cent in the NT (figure A.12).

Figure A.12 Proportion of students attending tertiary education institutions, 2006^{a, b}



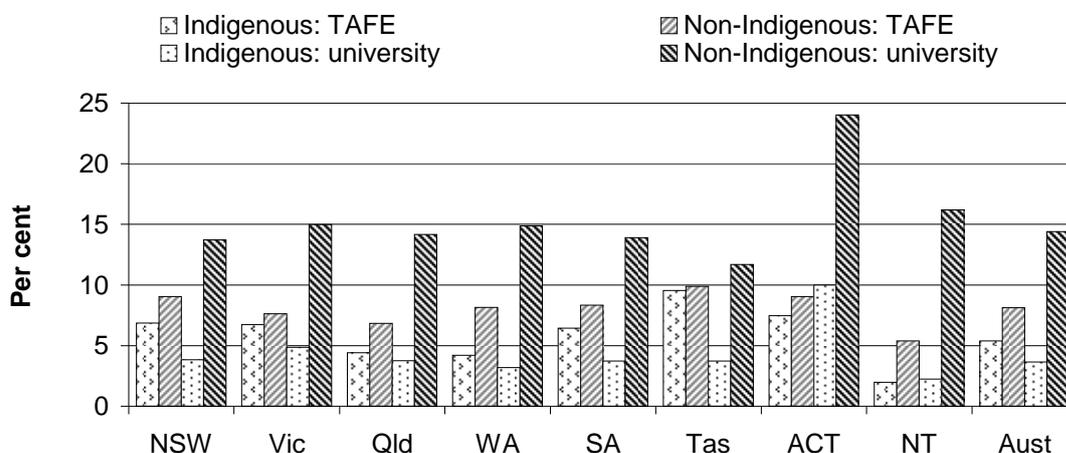
^a 'Australia' includes other territories. ^b Includes 'technical and further educational institution (including TAFE colleges)'.

Source: ABS (2007) *2006 Census of Population and Housing*, Cat. no. 2068.0; table AA.34.

In August 2006, the proportion of Indigenous tertiary students who were attending TAFE was highest in Tasmania (9.5 per cent) and lowest in the NT (2.0 per cent). The proportion of non-Indigenous students attending university (14.4 per cent) was considerably higher than the proportion of Indigenous students (3.7 per cent). Across jurisdictions, the proportion of non-Indigenous students attending university ranged from 24.0 per cent in the ACT to 11.7 per cent in Tasmania. For Indigenous students the proportion ranged from 10.0 per cent in the ACT to 2.2 per cent in the NT (figure A.13).

³ Educational institutions include pre-school, infants/primary school, secondary school, tertiary institutions and other educational institutions.

Figure A.13 Proportion of students attending tertiary education institutions, by Indigenous status, 2006^{a, b}



^a 'Australia' includes other territories. ^b Includes 'technical and further educational institution (including TAFE colleges)'.

Source: ABS (2007) 2006 Census of Population and Housing, Cat. no. 2068.0; table AA.34.

Employment and workforce participation

There were 12 million people aged 15 years or over in the labour force in Australia in June 2011. Of these, 95.2 per cent were employed and 4.8 per cent unemployed at June 2011. The majority of employed people (70.1 per cent) were in full time employment. Of the 579 200 people looking for work, 71.7 per cent were seeking full time work and 28.3 per cent were seeking part time work (table AA.35).

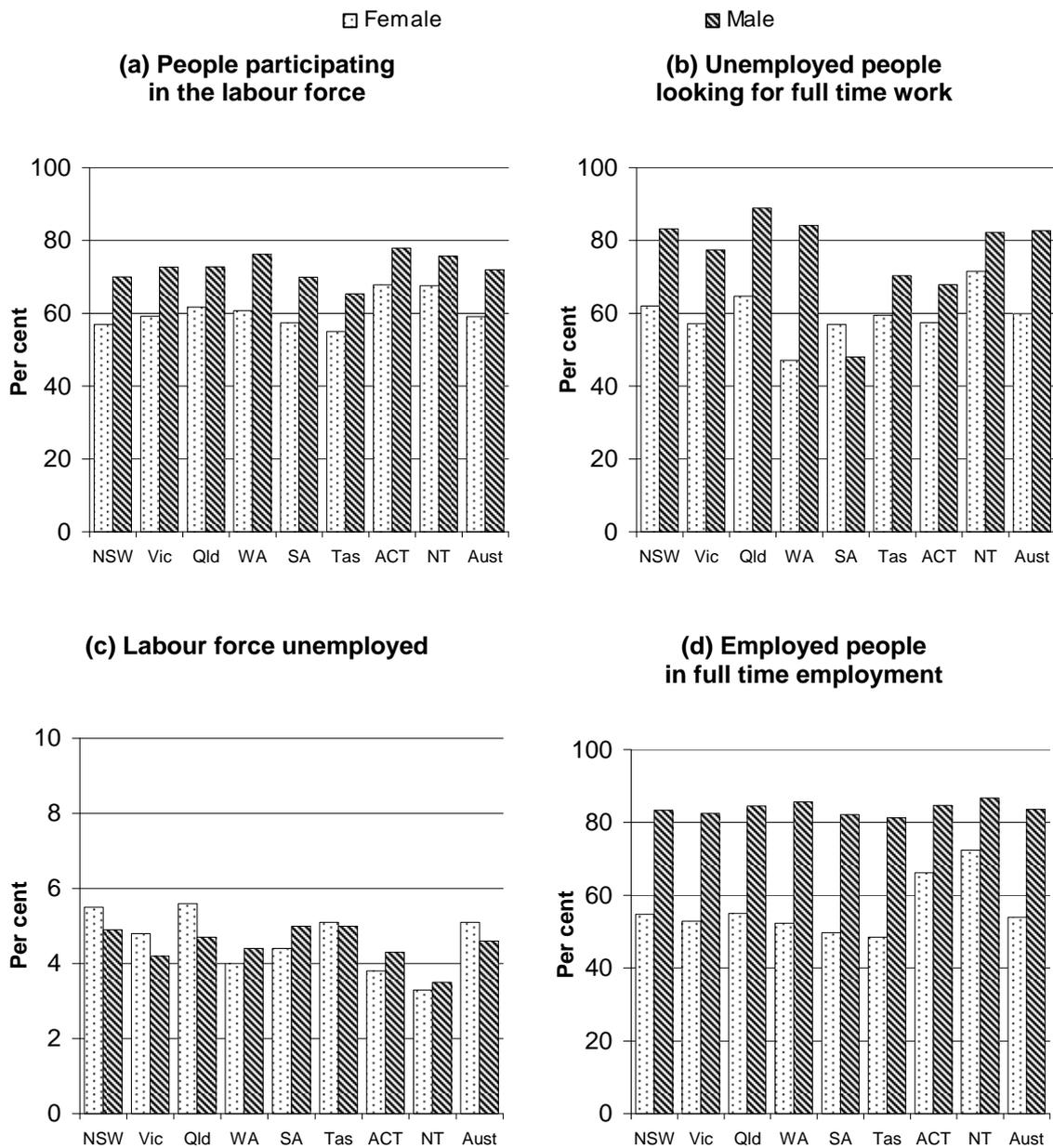
Across jurisdictions, the proportion of employed people in full time employment in June 2011 ranged from 80.0 per cent in the NT to 66.0 per cent in Tasmania. The unemployment rate ranged from 5.2 per cent in NSW to 3.4 per cent in the NT. The proportion of unemployed people looking for full time work ranged from 77.5 per cent in the NT to 63.2 per cent in the ACT (tables AA.35 and AA.37).

The unemployment rate needs to be interpreted within the context of labour force participation rates, which were higher for males than for females in all jurisdictions (figure A.14a, table 11A.36). In all jurisdictions, fewer unemployed females were looking for full time work than males (59.9 per cent and 82.7 per cent respectively) (figure A.14b).

The unemployment rate for females was higher than that for males in all jurisdictions except for NSW, Tasmania and the NT (figure A.14c). A greater proportion of employed males than of employed females had full time employment

in all jurisdictions. The difference between male and female full time employment ranged from 33.3 percentage points in WA to 14.3 percentage points in the NT (figure A.14d).

Figure A.14 Labour force outcomes for people aged 15 years or over, by sex, June 2011



Source: ABS (2011) *Labour Force, Australia, Detailed – Electronic Delivery, June 2011*, Cat. no. 6291.0.55.001; tables AA.35–AA.37.

General economic indicators

Gross Domestic Product (GDP) is the total net market value of goods and services produced in Australia within a given period. Australia's GDP is the total of all State and Territory Gross State Product (GSP). Gross State Product is the same as GDP, except that it relates to production in a State or Territory.

A GDP deflator is applied to deflate nominal dollar values to real dollar values. The purpose of applying the GDP deflator is to account for general price movements over time — caused by either deflation or inflation. The GDP deflator is derived by dividing the current price value by its 'real' value counterpart (the chain volume measure). The GDP deflator relates to a broader range of goods and services in the economy than that represented by any other price index (such as the consumer price index). Movements in the deflator reflect both changes in the price and/or the composition of the aggregate for which it is calculated.

In 2009-10, the GSP for NSW accounted for 31.7 per cent of national gross product, compared with 1.3 per cent for the NT. Growth from the previous year's GSP (in 2009-10 dollars) was highest for WA (8.4 per cent) and lowest for the NT (-5.5 per cent). Across Australia, the GSP per person was \$57 965 in 2009-10 (table AA.38).

A.5 Statistical concepts used in the Report

Reliability of estimates

Data for some outcome and quality indicators in this Report are based on samples, either from surveys or from a selection of observations from, for example, administrative data sets. The potential for sampling error — that is, the error that occurs by chance because the data are obtained from a sample and not the entire population — means that the reported estimates might not accurately reflect the true value.

This Report indicates the reliability of estimates based on samples, by reporting either relative standard errors (RSEs) or confidence intervals (CIs). RSEs and CIs are calculated based on the standard error (SE). The larger the SE, RSE or CI, the less reliable is the estimate as an indicator for the whole population (ABS 2008a, 2008b).

Standard error

The SE measures the sampling error of an estimate (box A.1). (There can also be non-sampling error, or systematic biases, in the data.) There are several types of SE. A commonly used type of SE in this Report is the SE of the mean (average). Sampling error results from using a sample of the population to derive an estimate of the whole population mean — the SE measures how much the estimated mean value might differ from the true population mean value.

Box A.1 Technical concepts and formulas — standard error

The SE of a method of measurement or estimation is the estimated standard deviation of the error in that method. Specifically, it estimates the standard deviation of the difference between the measured or estimated values and the true values. Standard deviation is a measure of how spread out the data are, that is, a measure of variability.

The SE of the mean (SEM), an unbiased estimate of expected error in the sample estimate of a population mean, is the sample estimate of the population standard deviation (sample standard deviation) divided by the square root of the sample size (assuming statistical independence of the values in the sample):

$$SE_x = \frac{s}{\sqrt{n}} \quad (\text{equation A.1})$$

Where:

SE_x is the SE of the sample estimate of a population mean

s is the sample's standard deviation (the sample based estimate of the standard deviation of the population)

n is the size (number of items) of the sample.

Decreasing the uncertainty of a mean value estimate by a factor of two requires the sample size to increase fourfold. Decreasing SE by a factor of ten requires the sample size to increase hundredfold.

Relative standard error

The RSE is used to indicate the reliability of an estimate (box A.2). The RSE shows the size of the error relative to the estimate, and is derived by dividing the SE of the estimate by the estimate.

The RSE is useful for comparing the size of the SE across different sample estimates. As with the SE, the higher the RSE, the less confidence there is that the estimate from the sample is close to the true value of the population mean.

Box A.2 Technical concepts and formulas — reliability of estimates

Relative standard error

The SE can be expressed as a proportion of the estimate — known as the RSE. The formula for the RSE of an estimate is:

$$\text{RSE}(x) = \frac{\text{SE}(x)}{x} \quad (\text{equation A.2})$$

Where:

x is the estimate

$\text{SE}(x)$ is the SE of the estimate.

The resultant RSEs are generally multiplied by 100 and expressed as a percentage.

Proportions and percentages formed from the ratio of two estimates are also subject to sampling error. The size of the error depends on the accuracy of both the numerator and the denominator. One method for calculating the RSE of a proportion is expressed through the following formula:

$$\text{RSE}\left(\frac{x}{y}\right) = \sqrt{[\text{RSE}(x)]^2 + [\text{RSE}(y)]^2} \quad (\text{equation A.3})$$

Where:

x is the numerator of the estimated proportion

y is the denominator of the estimated proportion.

Confidence intervals

The formula for calculating CIs is:

$$\text{LCL} = x - z_i \text{SE}(x) \quad (\text{equation A.4})$$

$$\text{UCL} = x + z_i \text{SE}(x)$$

Where:

LCL is the lower confidence limit

UCL is the upper confidence limit

x is the estimate

$\text{SE}(x)$ is the SE of the estimate

z_i is the factor used to determine the CI (the factor varies according the level of confidence required).

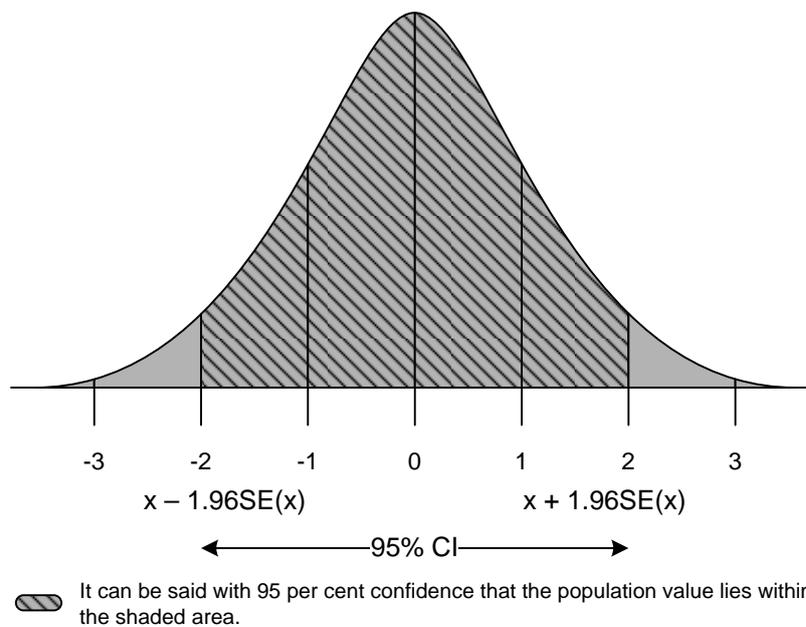
The most commonly used CIs are calculated for the 95 per cent ($p = 0.05$; $z = 1.96$) level of probability. That is, there is a 95 per cent likelihood that the true value lies within the estimate confidence interval.

A rule of thumb adopted in this Report is that estimates with an RSE between 25 and 50 per cent are to be used with caution and estimates with an RSE greater than 50 per cent are unreliable for general use.

Confidence intervals

Confidence intervals are used to indicate the reliability of an estimate (ABS 2008a). A CI is a specified interval, with the sample statistic at the centre, within which the corresponding population value can be said to lie with a given level of confidence (ABS 2008b). Increasing the desired confidence level will widen the CIs (figure A.15). CIs are useful because a range, rather than a single estimate, is more likely to encompass the real figure for the population value being estimated.

Figure A.15 Normal distribution with 95 per cent confidence intervals



Confidence intervals are calculated from the population estimate and its associated SE. The most commonly used CI is calculated for 95 per cent levels of probability. For example, if the estimate from a survey was that 628 300 people report having their needs fully met by a government service, and the associated SE of the estimate was 10 600 people, then the 95 per cent CI would be calculated by:

- lower confidence limit = $628\,300 - (2 \times 10\,600) = 628\,300 - 21\,200 = 607\,100$
- upper confidence limit = $628\,300 + (2 \times 10\,600) = 628\,300 + 21\,200 = 649\,500$

This indicates that, at the 95 per cent confidence level, the true number of people who perceive that their needs are met by a government service is between 607 100 and 649 500.

The smaller the SE of the estimate, the narrower the CIs and the closer the estimate can be expected to be to the true value.

Confidence intervals also test for statistical differences between sample results (box A.3). For example, assume survey data estimated that 50 per cent of people for jurisdiction A perceived that their needs were met by government services, with a 95 per cent CI of ± 5 per cent, and 25 per cent of people for jurisdiction B, with a 95 per cent CI of ± 10 per cent (figure A.16). These results imply that we can be 95 per cent sure the true result for jurisdiction A lies between 55 and 45 per cent, and the true result for jurisdiction B lies between 15 and 35 per cent. As these two ranges do not overlap, it can be said that the results for jurisdiction A and jurisdiction B are statistically significantly different.

Box A.3 Technical concepts and formulas — statistical significance

Using confidence intervals to test for statistical significance

The CIs — the value ranges within which estimates are likely to fall — can be used to test whether the results reported for two estimated proportions are statistically different. If the CIs for the results do not overlap, then there can be confidence that the estimated proportions differ from each other. To test whether the 95 per cent CIs of two estimates overlap, a range is derived using the following formulas.

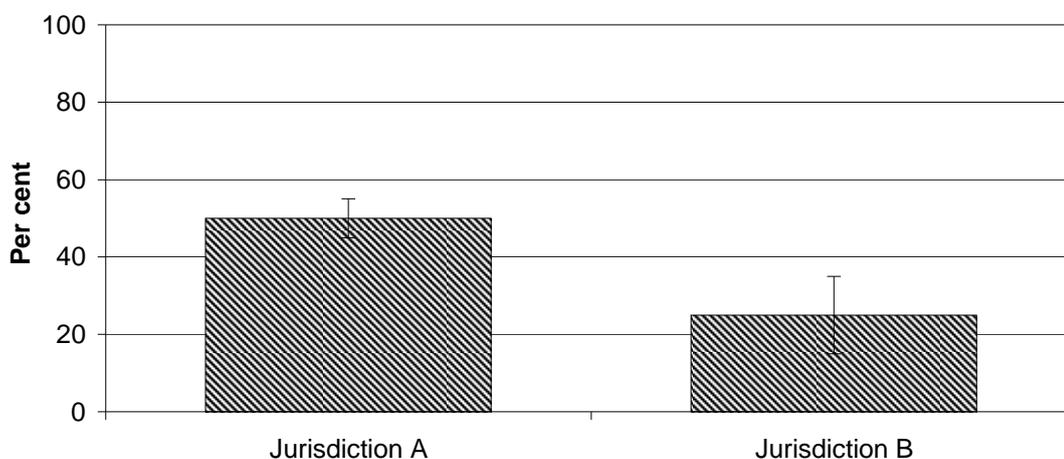
$$R_1 = \left(\frac{x_2}{y_2} - \frac{x_1}{y_1} \right) - 1.96 \sqrt{\left(\text{RSE} \left(\frac{x_2}{y_2} \right) \times \left(\frac{x_2}{y_2} \right) \right)^2 + \left(\text{RSE} \left(\frac{x_1}{y_1} \right) \times \left(\frac{x_1}{y_1} \right) \right)^2} \quad (\text{equation A.5})$$

and

$$R_2 = \left(\frac{x_2}{y_2} - \frac{x_1}{y_1} \right) + 1.96 \sqrt{\left(\text{RSE} \left(\frac{x_2}{y_2} \right) \times \left(\frac{x_2}{y_2} \right) \right)^2 + \left(\text{RSE} \left(\frac{x_1}{y_1} \right) \times \left(\frac{x_1}{y_1} \right) \right)^2} \quad (\text{equation A.6})$$

If none of the values in this range is zero, then the difference between the two estimated proportions is statistically significant.

Figure A.16 **Using confidence intervals to test for statistical significance**



Confidence intervals do not overlap so the difference is statistically significant.

Population measures

Data are frequently expressed relative to population in this Report. For example, expenditure per person, or proportion of people who utilise a service. This enables comparison of data across populations of different sizes using relative numbers — standardised by population size — as distinct from absolute numbers.

Estimated resident population (ERP) data are available quarterly — that is, as at end March, June, September and December of each year. The mid point ERP is typically used for the calculation of population rates in this Report — for example, the 30 June ERP for calendar year and the 31 December ERP for financial year data. As this Report presents annual data where available and appropriate, the mid point ERP was adopted following the consideration of four options:

1. *Average population data* — the average population over the reference period — is the most statistically robust option. However, the ERP for the fourth quarter of the most recent financial year is not available in time for this Report.
2. *End point population data* — the ERP at the end of the reference period. Where the reference period is the most recent financial year, the end point ERP is not available in time for this Report.
3. *Projected population data* — population projections, as distinct from estimates, could be used for the fourth quarter of the most recent financial year. However, population projections are less accurate than population estimates.

-
4. *Mid point population data* — the mid point ERP is available for the reported reference periods, including calendar and financial years, in time for this Report. The mid point ERP was therefore adopted as a proxy for the average population over the reference period. Data sourced from other reports do not necessarily use the mid point ERP.

Growth rates

The Review uses growth rates to facilitate meaningful comparisons of data movements over time (box A.4). Two growth rates methods are generally used:

1. *Average annual growth rate (AAGR)*. The AAGR is the uniform growth rate that would need to have applied each year for the value in the first year to grow to the value in the final year of the period of analysis. This method is also called a compound annual growth rate, as it allows for the ‘cumulative’ effect of growth in later periods ‘compounding’ growth in earlier periods.
2. *Total growth rate (TGR)*. The TGR is the growth rate between two periods/years. Two methods can be used to calculate TGR.

The first and most commonly used method calculates TGR by subtracting the value in the first period from the value in the last period then dividing the result by the value in the first period. This is generally multiplied by 100 to express the growth rate as a percentage (equation A.8).

The second method uses a composite of the growth rates between each of the sub-periods within the overall period of analysis. For example, for the period 2006-07 to 2009-10, a composite of the growth rates between 2006-07 to 2007-08, 2007-08 to 2008-09 and 2008-09 to 2009-10 would be used. Box A.4 includes an example of how sub-period growth rates can be used to derive the TGR.

Box A.4 Technical concepts and formulas — growth rates

Growth rate formulas

Average annual growth rate

The formula for calculating a compound annual growth rate (AAGR) is:

$$\text{AAGR}(t_0, t_n) = \left[\left(\frac{P(t_n)}{P(t_0)} \right)^{\left(\frac{1}{t_n - t_0} \right)} - 1 \right] \times 100 \quad (\text{equation A.7})$$

Where:

$P(t_0)$ is the value in the initial period

$P(t_n)$ is the value in the last period

$t_n - t_0$ is the number of periods.

Total growth rate

The formula for calculating the total growth rate (TGR) is:

$$\text{TGR} = \frac{P(t_n) - P(t_0)}{P(t_0)} \times 100 \quad (\text{equation A.8})$$

Where:

$P(t_0)$ is the value in the initial period

$P(t_n)$ is the value in the last period

The formula for calculating a total growth rate (TGR) using a composite of growth rates between sub-periods within the overall period of analysis is:

$$\text{TGR} = \left(\prod_t (1 + r_t) - 1 \right) \times 100 \quad (\text{equation A.9})$$

That is, the TGR over the period is found by taking the product (\prod_t) of each $(1 + r_t)$ and deducting 1. This is multiplied by 100 so the growth rate is expressed as a percentage. If, for example, the sample ranges of growth rates are:

6 per cent in 2006-07 to 2007-08

6 per cent in 2007-08 to 2008-09

8 per cent in 2008-09 to 2009-10

then the total growth over the period 2006-07 to 2009-10 can be calculated as:

$$\begin{aligned} \text{TGR} &= [(1.06) \times (1.06) \times (1.08) - 1] \times 100 \\ &= (1.213488 - 1) \times 100 \\ &= 21.3 \text{ per cent.} \end{aligned}$$

Gross domestic product deflators

The GDP deflator is used to convert raw financial data into constant (real) dollars (box A.5). Raw or ‘nominal’ financial data are converted to ‘real’ dollars so that comparisons over time are not affected by inflation. (Not all financial data in the Report are deflated using the GDP Implicit Price Deflator (IPD). The exceptions include some health chapters and the chapter on VET, which use service-specific deflators to calculate real dollars.)

The calculations to achieve constant (real) dollars are in two steps:

Step 1. Re-referencing of GDP deflators.

The Review re-references the period where the GDP IPD (published by the ABS) is at 100, as this Report requires a current year deflator (2010-11 = 100). The ABS publishes the GDP IPD to the third most current year only (for example, if the current year is 2010-11, the available deflator is 2008-09 = 100). Table A.1 shows how the GDP deflator is re-based.

Table A.1 Re-basing the GDP deflator

<i>Financial year</i>	<i>ABS index value (2008-09 = 100)^a</i>	<i>Calculation</i>	<i>Re-based GDP deflator (2010-11=100)</i>
2006-07	91.6	91.6/106.4*100	86.1
2007-08	95.8	95.8/106.4*100	90.0
2008-09	100.0	100.0/106.4*100	94.0
2009-10	100.1	100.1/106.4*100	94.1
2010-11	106.4	106.4/106.4*100	100.0

^a Index values from ABS (2011), *Australian National Accounts: National Income, Expenditure and Product, June 2011*, Cat. no. 5206.0, table 32, Expenditure on Gross Domestic Product (GDP), Chain volume measures and Current prices, Annual (Series ID. A2304682C).

Source: ABS (2011) *Australian National Accounts: National Income, Expenditure and Product, June 2011*, Cat. no. 5206.0; table AA.39.

Table AA.39 in the attachment contains GDP deflators for 2001-02 to 2010-11. Five GDP deflator series are published, from 2006-07 = 100 through to the latest year, where 2010-11 = 100.

Step 2. Transforming nominal dollars into constant dollars.

Nominal dollars are transformed into constant (or real) dollars by dividing the nominal dollars with the GDP deflator for the applicable financial year and multiplying by 100. The deflator used may vary according to the most current year for which the particular financial data are available. For example, if the most current year for the data is 2009-10 then the data are deflated using the deflator series for

2009-10 = 100. If the most current year is 2010-11 then the data are deflated using the deflator series for 2010-11 = 100. Table A.2 shows how the GDP deflator for 2010-11 = 100 is applied.

Table A.2 Applying the GDP IDP to derive constant (real) dollars

<i>Financial year</i>	<i>Nominal data</i>	<i>GDP deflator (2010-11 = 100)</i>	<i>Calculation</i>	<i>Real data</i>
2006-07	6 200	86.1	(6 200/86.1)*100	7 201
2007-08	6 300	90.0	(6 300/90.0)*100	7 000
2008-09	6 350	94.0	(6 350/94.0)*100	6 755
2009-10	6 485	94.1	(6 485/94.1)*100	6 892
2010-11	7 020	100.0	(7 020/100.0)*100	7 020

Box A.5 Technical concepts and formulas — GDP deflator formulas

Gross Domestic Product deflator re-base

The general formula used to re-base GDP deflators is:

$$N_t = 100 \times \frac{O_t}{B} \quad (\text{equation A.10})$$

Where:

N_t is the new index based in year t

O_t is the current index for year t

B is the current index for the year that will be the new base.

GDP deflator application

The general formula for applying the deflator to convert nominal dollars to real dollars is:

$$R_t = \frac{D_t}{N_t} \times 100 \quad (\text{equation A.11})$$

Where:

R_t is real dollars in year t

D_t is nominal dollars in year t

N_t is the new index based in year t .

Age standardisation of data

Rationale for age standardisation of data

The age profile of Australians varies across jurisdictions, periods of time, geographic areas and/or population sub-groups (for example, between Indigenous and non-Indigenous populations). Variations in age profiles are important because they can affect the likelihood of using a particular service (such as a public hospital) or particular 'events' occurring (such as death, incidence of disease or incarceration). Age standardisation adjusts for the effect of variations in age profiles when comparing service usage, or rates, of particular events across different populations.

Calculating age standardised rates

Age standardisation adjusts each of the comparison/study populations (for example, Indigenous and non-Indigenous) against a standard population (box A.6). The standard population generally used is the final 30 June estimated Australian resident total population for the most recent year ending in '1' (for example, 1991 and 2001) (AIHW 2008). The result is a standardised estimate for each of the comparison/study populations.

The Review generally reports age-standardised rates that have been calculated using either one of two methods, as appropriate. The direct method is generally used for comparisons between study groups. The indirect method is recommended when the age-specific rates for the population being studied are not known (or are unreliable), but the total number of events is known (AIHW 2008).

- The *direct method* has three steps:

Step 1: Calculate the age-specific rate for each age group for the study/comparison group.

Step 2: Calculate the expected number of 'events' in each age group by multiplying the age-specific rates by the corresponding standard population.

Step 3: Sum the expected number of cases in each age group and divide by the total of the standard population (box A.6, equation A.12).

- The *indirect method* has four steps:

Step 1: Calculate the age-specific rates for each age group in the standard population.

Step 2: Apply the age-specific rates resulting from step 1 to the number in each age group of the study population and sum to derive the total ‘expected’ number of cases for the study population.

Step 3: Divide the observed number of events in the study population by the ‘expected’ number of cases for the study population derived in step 2.

Step 4: Multiply the result of step 3 by the crude rate in the standard population (box A.6, equation A.13).

Box A.6 Technical concepts and formulas — direct and indirect age standardisation

The formula for deriving the age standardised rate using the direct method is:

$$SR = \frac{\sum(r_i P_i)}{\sum P_i} \quad (\text{equation A.12})$$

The formula for deriving the age standardised rate using the indirect method is:

$$SR = \frac{C}{\sum(R_i p_i)} \times R \quad (\text{equation A.13})$$

The formula for deriving the age standardised ratio using the indirect method is:

$$SR_a = \frac{C}{\sum(R_i p_i)} \quad (\text{equation A.14})$$

Where:

SR is the age-standardised rate for the population being studied

SR_a is the standardised ratio for the population being studied

r_i is the age-group specific rate for age group i in the population being studied

P_i is the population of age group i in the standard population

C is the observed number of events in the population being studied

$\sum(R_i p_i)$ is the expected number of events in the population being studied

R_i is the age-group specific rate for age group i in the standard population

p_i is the population for age group i in the population being studied

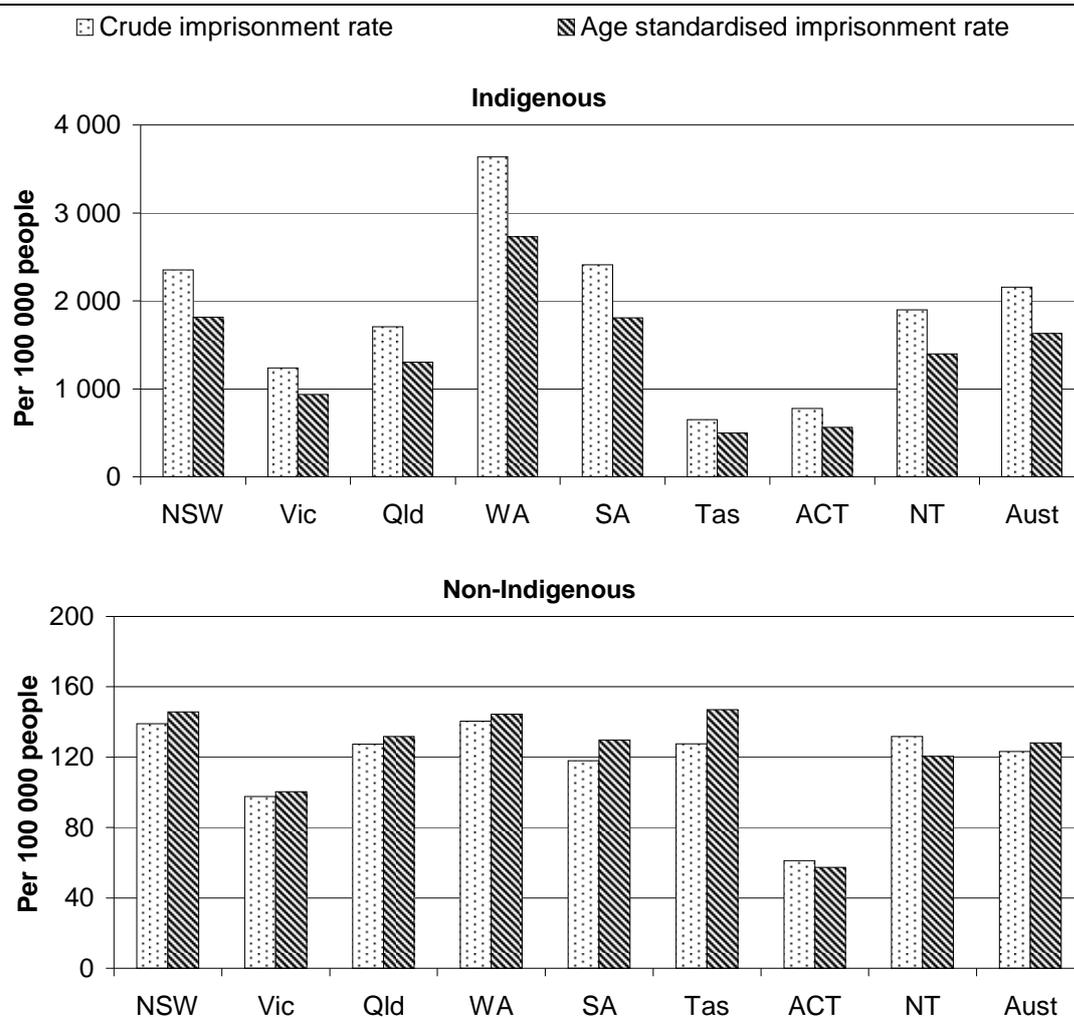
R is the crude rate in the standard population.

Source: AIHW (2008).

Tables AA.40 and AA.41 in the attachment contain examples of the application of direct and indirect age standardisation, respectively. Standardised rates are generally multiplied by 1000 or 100 000 to avoid small decimal fractions. They are then reported as age standardised rates per 1000 or 100 000 population (AIHW 2008).

Figure A.17 compares crude imprisonment rates and imprisonment rates standardised against the age profile of the total Australian prisoner population for Indigenous and non-Indigenous people.

Figure A.17 Indigenous and non-Indigenous crude and age standardised imprisonment rates, 2007-08^{a, b}



^a For detailed notes relating to these figures, please see the *Report on Government Services 2009*, table 8A.4. ^b Rates are based on the indirect standardisation method, applying age-group imprisonment rates derived from Prison Census data.

Source: ABS (unpublished) *Australian Demographic Statistics, December 2007*, Cat. no. 3101.0; ABS (unpublished) *Experimental Projections Aboriginal and Torres Strait Islander Population*, Cat. no. 3231.0; ABS (unpublished) *Prisoners in Australia*, Cat. no. 4517.0; State and Territory governments (unpublished); SCRGSP (2009) *Report on Government Services 2009*, table 8A.4; table AA.41.

Calculating age standardised ratios

A variation of the *indirect method* is used to calculate age standardised ratios (box A.6). These ratios express the overall experience of a study population in terms

of a standard population, where the standard population is the population to which the study population is being compared.

Application of age standardised ratios

Standardised Mortality Ratios (SMRs) have been used to compare death rates between the Indigenous and non-Indigenous populations (table A.3). The SMR is the ratio between the observed number of deaths in the Indigenous population and the expected number of deaths that would have occurred if the Indigenous population experienced the same age-specific death rates as the non-Indigenous population. If the SMR is greater than 1.0, there were more deaths than expected; if the ratio is less than 1.0, there were fewer deaths than expected (ABS and AIHW 2008).

New developments in age standardisation techniques

The ABS and the AIHW have recently worked on improving age-standardisation techniques. These developments will be considered by the Steering Committee during 2012.

Principles on the use of direct age-standardisation in administrative data collections: for measuring the gap between Indigenous and non-Indigenous Australians (AIHW 2011) recommends that the direct method of age-standardisation be used for purposes of comparing health and welfare outcome measures (for example, mortality rates, life expectancy, hospital separation rates and disease incidence rates) of the Indigenous population and non-Indigenous population. The report provides consistency and guidance on when and how to use the direct age-standardisation method and under what circumstances it should not be used.

Table A.3 Indigenous deaths, main causes and standardised mortality ratios, 2001–2005^{a, b}

	Male			Female		
	Number Observed	Number Expected	SMR	Number Observed	Number Expected	SMR
Diseases of the circulatory system	1 150	360	3.2	856	320	2.7
External causes	851	292	2.9	369	105	3.5
Neoplasms	592	406	1.5	547	351	1.6
Endocrine, nutritional and metabolic diseases	315	42	7.5	367	36	10.1
Diabetes	281	26	10.8	319	22	14.5
Diseases of the respiratory system	378	88	4.3	281	77	3.6
Diseases of the digestive system	251	43	5.8	182	36	5.1
Symptoms, signs and abnormal clinical and laboratory findings, not elsewhere classified	169	28	6.0	85	19	4.6
Certain conditions originating in the perinatal period	126	44	2.9	82	36	2.3
Diseases of the genitourinary system	79	16	4.8	119	20	6.0
Diseases of the nervous system	122	42	2.9	69	44	1.6
Certain infectious and parasitic diseases	102	20	5.1	72	14	5.0
Mental and behavioural disorders	101	17	5.8	72	23	3.1
All causes	4329	1438	3.0	3215	1123	2.9

SMR = Standardised Mortality Ratio. ^a Data for Queensland, WA, SA and NT combined. Deaths are based on year of registration of death. Disease groupings are based on ICD-10 chapter. ^b Standardised mortality ratio is the observed Indigenous deaths divided by expected Indigenous deaths, based on the age, sex and cause-specific rates for non-Indigenous people.

Source: ABS and AIHW (2008) *Health and Welfare of Australia's Aboriginal and Torres Strait Islander Peoples, 2008*, Cat. no. 4704.0.

A.6 List of attachment tables

Attachment tables are identified in references throughout this appendix by an ‘AA’ prefix (for example, table AA.1 is table 1). Attachment tables are provided on the Review website (www.pc.gov.au/gsp).

Population

Table AA.1	Estimated resident population by age and sex
Table AA.2	Estimated resident population (ERP) by calendar and financial year
Table AA.3	Proficiency in spoken English of people born overseas, 2001
Table AA.4	Proficiency in spoken English of people born overseas, 2006
Table AA.5	People by country of birth, 2001
Table AA.6	People by country of birth, 2006
Table AA.7	People by language spoken at home, 2001 ('000)
Table AA.8	People by language spoken at home, 2006 ('000)
Table AA.9	Estimated resident population (ERP) by remoteness area
Table AA.10	Preliminary estimated resident Indigenous population by age and sex, 30 June 2001
Table AA.11	Experimental estimated resident Australian Indigenous population, 30 June 2006
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