

Report on Government Services 2013

Volume 1:

*Child care, education
and training; Justice;
Emergency management*

*Steering Committee
for the Review of
Government
Service Provision*

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The Productivity Commission acts as the Secretariat for the Steering Committee.

Secretariat:

Steering Committee for the Review of Government Service Provision
Productivity Commission
Locked Bag 2 Collins Street East
Melbourne VIC 8003

Level 12
530 Collins Street
Melbourne Vic 3000

Tel: (03) 9653 2100 or Free call: 0800 020 083
Fax: (03) 9653 2199
Email: gsp@pc.gov.au
Web: www.pc.gov.au/gsp

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Foreword

It gives me great pleasure, as one of my final tasks as Chairman of the Productivity Commission, to write this foreword on behalf of the Steering Committee for the Review of Government Service Provision, which it has been my privilege to chair for the past 14 years.

The Report on Government Services was commissioned in 1993 by Heads of Government (now COAG), to help drive necessary improvements to government services. This is the eighteenth report in the series, the first three having been overseen by my predecessor at the Industry Commission, Bill Scales. Over those years, the Report has grown in scope and content, becoming a comprehensive repository of comparative information on the effectiveness and efficiency of a wide range of services. Visitors from other countries are often astonished at this achievement and its bold and innovative nature.

The conviction of governments that greater transparency about service performance would promote improvements across our federation has by now been vindicated. This reporting series has been remarkable, not only for what it has achieved, but also for the ongoing commitment of heads of government to what is effectively an annual ‘report card’ on the performance of their administrations.

I pay tribute to the many officials around the country who have contributed to the work of the Review. I have found it personally rewarding to work with the senior officials who have been on the Steering Committee over the past decade and a half. The long-standing cooperative involvement of officers from the ABS and AIHW has also been much appreciated. Last but not least, I acknowledge the commitment and enthusiasm of the people in the Review Secretariat, who are instrumental in producing the Report each year. The Productivity Commission has played a central role in this important exercise from the start, and remains committed to its ongoing success.

Gary Banks AO
Chairman

December 2012

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This Report is in two volumes: Volume 1 contains Part A (Introduction), Part B (Child care, education and training), Part C (Justice), Part D, (Emergency Management) and 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:

Mr Gary Banks	Chairman	Productivity Commission
Mr Robert Fitzgerald	Commissioner	Productivity Commission Acting Chairman, Review of Government Service Provision
Ms Madonna Morton	Aust Govt	Department of Prime Minister and Cabinet
Mr Peter Robinson	Aust Govt	Department of the Treasury
Mr Mark Thomann	Aust Govt	Department of Finance and Deregulation
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Mr Kevin Cosgriff	NSW	NSW Treasury
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Mr Jeremy Nott	Vic	Department of Treasury and Finance
Mr Paul Cantrall	Qld	Department of the Premier and Cabinet
Ms Janelle Thurlby	Qld	Queensland Treasury
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Mr Chris McGowan	SA	Department of the Premier and Cabinet
Mr David Reynolds	SA	Department of Treasury and Finance
Ms Rebekah Burton	Tas	Department of Premier and Cabinet
Ms Pam Davoren	ACT	Chief Minister's Department
Ms Jenny Coccetti	NT	Department of the Chief Minister
Mr Craig Graham	NT	NT Treasury
Mr Peter Harper		Australian Bureau of Statistics
Mr David Kalisch		Australian Institute of Health and Welfare

People who also served on the Steering Committee during the production of this Report include:

Mr Ron Perry	Aust Govt	Department of Prime Minister and Cabinet
Mr Tony Bates	Vic	Department of the Treasury and Finance
Ms Amanda Scanlon	Qld	Department of the Premier and Cabinet
Ms Nicole Tabb	Qld	Department of the Premier and Cabinet
Mr David Christmas	WA	Department of Treasury and Finance
Mr Warren Hill	WA	Department of the Premier and Cabinet
Mr Trevor Sutton		Australian Bureau of Statistics

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
ACARA	Australian Curriculum and Assessment Reporting Authority
ACE	adult community education
ACECQA	Australian Children's Education and Care Quality Authority
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
AGCCC	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
AGSRC	Average Government School Recurrent Costs
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
ANZEMC	Australia-New Zealand Emergency Management Committee
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
AQFC	Australian Qualifications Framework Council
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
ASCED	Australian Standard Classification of Education
ASGC	Australian Standard Geographical Classification
ASGS	Australian Statistical Geography Standard
ASM	Active Service Model
ASO	ambulance service organisation
ASOC	Australian Standard Offence Classification
ASR	Age-standardised rate

ASSNP	core activity need for assistance
ASQA	Australian Skills Quality Authority
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
Cat. no.	Catalogue number
CAWG	Court Administration Working Group
CCB	Child Care Benefit
CCET	Child care, education and training
CCMS	Child Care Management System
CCR	Child Care Rebate
CCTR	Child Care Tax Rebate

CDC	Community Directed Care
CDC	consumer directed care
CD-ROM	Compact Disc Read Only Memory
CDSMAC	Community and Disability Services Ministers' Advisory Council
CEaCS	Childhood Education and Care Survey
CFA	Country Fire Authority
CFCs	Child and Family Centres
CGC	Commonwealth Grants Commission
CGRIS	Coordinator-General for Remote Indigenous Services
CHDSMC	Community, Housing and Disability Services Ministers' Conference
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
CR	Crude rate
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
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
DHSH	Department of Human Services and Health
DIISRTE	Department of Industry, Innovation, Science, Research and Tertiary Education
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
ECDSG	Early Childhood Data Sub Group
ECEC	Early Childhood Education and Care
ECEC NMDS	Early Childhood Education and Care National Minimum Data Set
EMA	Emergency Management Australia
EMS	emergency medical service
ERP	estimated resident population
ESO	emergency services organisation
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
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

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
HHWR	Hospitals and Health Workforce Reform
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

IER	Indigenous Expenditure Report
IGA	Intergovernmental Agreement
IMR	Infant mortality rate
IPD	Implicit Price Deflator
IRG	Independent Reference Group
IRSD	Index of Relative Socio-economic Disadvantage
ISO	International Organisation for Standardisation
ISS	Inclusion Support Subsidy
JCHE	Joint Committee on Higher Education
JJ NMDS	Juvenile Justice National Minimum Data Set
JJ RIG	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
LSOP	Long Stay Older Patients
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
MCFFR	Ministerial Council on Federal Financial Relations
MCTEE	Ministerial Council of Tertiary Education and Employment
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
NAP	National Assessment Program
NAPLAN	National Assessment Program — Literacy and Numeracy
NASWD	National Agreement for Skills and Workforce Development
NATESE	National Advisory for Tertiary Education, Skills and Employment
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
NDIS	National Disability Insurance Scheme
NEA	National Education Agreement
NEAT	Department of Natural Resources Environment and the Arts
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
NPAs	National Partnership Agreements
NPC	National Preschool Census
NP ECE	National Partnership for Early Childhood Education
NQC	National Quality Council
NQF	National Quality Framework
NQS	National Quality Standard
NRCP	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
NSMHS	National Standards for Mental Health Services
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
NVEAC	National VET Equity Advisory Council
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
OSR	Online services report
PBS	Pharmaceutical Benefits Scheme
PC	Productivity Commission
PDF	Portable Document Format

PDWG	Performance and Data Working Group
PEP	Personal Enablement Program
PES	Post Enumeration Survey
PhARIA	Pharmacy Access/Remoteness Index of Australia
PHCRIS	Primary Health Care Research and Information Service
PIF	performance indicator framework
PIP	Practice Incentives Program
PIRP	Preschool Investment and Reform Plan
PISA	Program for International Student Assessment
PKI	Public Key Infrastructure
PSM	ABS Population Survey Monitor
PWI	personal wellbeing index
QE	Qualification Equivalents
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
SAT	school-based apprenticeships and traineeships
SCCHDS	Standing Council on Community, Housing and Disability Services
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
SCSEEC	Standing Council for School Education and Early Childhood
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
SHSC	Specialist Homelessness Services collection
SIQ	standard Indigenous question
SLA	statistical local area
SMHWP	National Survey of Mental Health and Wellbeing
SMR	standardised mortality ratios
SOMIH	State-owned and managed Indigenous housing
SPP	specific purpose payment or 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
TEQPPC	Tertiary Education Quality and Pathways Committee
TFS	Tasmania Fire Service
TGR	total growth rate
TIMSS	Trends in International Mathematics and Science Study
UCC	user cost of capital

UCL	upper confidence limit
UK	United Kingdom
URTI	upper respiratory tract infection
USAR	Urban Search and Rescue
USA	United States of America
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
YAT	Youth Attainment and Transitions
YPIRAC	Younger people in residential aged care

Glossary

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

CONTENTS

1.1 Aims of the Review and the Report on Government Services	1.1
1.2 The role of government in delivering services	1.3
1.3 Reasons for measuring comparative performance	1.5
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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.

RoGS, now in its eighteenth edition, is a tool for government (see terms of reference for 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 RoGS can also provide an incentive to improve the performance of government services, by:

- enhancing measurement approaches and techniques, such as activity based costing
- 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 RoGS as ‘the key tool to measure and report on the productive efficiency and cost effectiveness of government services’. In 2010, COAG agreed to a new terms of reference and charter of operations for the Steering Committee, as well as a separate terms of reference for RoGS (www.pc.gov.au/gsp/review/tor; COAG 2010).

The Steering Committee has implemented the recommendations of the review, including:

- alignment of RoGS’ and National Agreement indicators
- a review of RoGS’ Performance Indicator Framework by an Independent Reference Group (IRG 2010) (outcomes implemented in the 2012 RoGS)
- a review of all performance indicators and measures by the IRG against the principles in the Intergovernmental Agreement on Federal Financial Relations (outcomes implemented in the 2012 and this edition of RoGS)
- development of formal criteria to determine whether RoGS should include particular service sectors (endorsed by Senior Officials in February 2012)
- developing sector overviews for the six broad service areas and emphasising its commitment to further streamlining of RoGS
- introducing data quality information for indicators (being iteratively introduced over time)

-
- expanding time-series reporting
 - introducing mini-case studies

Under its new terms of reference, the Steering Committee is required to produce a triennial report on its operations to COAG. The first report was provided to COAG in September 2012. In December 2012, COAG:

- noted the triennial report
- re-endorsed the Steering Committee's terms of reference
- agreed to commit, on behalf of all governments, to improving the quality and timeliness of data provided to the Steering Committee through:
 - working with data agencies to reduce data lags (where data are not available for the most recent financial or calendar year)
 - improving data comparability by agreeing and implementing national definitions and, where required, updating definitions to accommodate new models of service
 - providing data in accordance with the Steering Committee's deadlines
- agreed to make the report public
- agreed that future triennial reports be considered by COAG Senior Officials on COAG's behalf.

The full report and a link to COAG's response is available from the Review website.

1.2 The role of government in delivering services

All services included in 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 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 to provide intangible outcomes (such as health, education, safety), rather than the provision of physical products, general income

support or the creation of capital assets (although physical products, targeted income support and 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 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

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.

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.

-
- 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 government service delivery contributes to the wellbeing of all Australians, by encouraging improvements in those services. Public reports such as RoGS improve government accountability and create incentives for better performance. In turn, improving government service provision can lead to major social and economic benefits.

Traditionally, much of the effort to improve the effectiveness of government services has focused on increasing the level of resources devoted to them. Another way of improving services is finding better ways to use existing resources. 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, and enhance accountability
- 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 Steering Committee’s terms of reference (paragraph 2) emphasise 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 child 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 inter-jurisdictional 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)
- 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 school decision making in 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).

RoGS facilitates improved service delivery and accountability to governments and the public, by providing a repository of meaningful, balanced, credible and comparative information on the provision of government services. Although RoGS does not extend to recommendations on how best to provide government services, the information in 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 broad 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).

Box 1.1 **Services included in the 2013 RoGS**

Early childhood, education and training

Early childhood education and care (chapter 3)

School education (chapter 4)

Vocational education and training (chapter 5)

Justice

Police services (chapter 6)

Courts (chapter 7)

Corrective services (chapter 8)

Emergency management

Fire and ambulance services (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)

Child protection and youth justice services (chapter 15)

Housing and homelessness

Housing (chapter 16)

Homelessness services (chapter 17)

The Steering Committee has developed a set of formal criteria to determine whether RoGS should include particular service sectors, and to consider the inclusion of significant services that are jurisdiction-specific. The criteria were endorsed by Senior Officials at their meeting on 17 February 2012 (summarised in box 1.2). All current service areas will be assessed against the criteria during 2013.

Box 1.2 **Criteria for selecting service provision sectors**

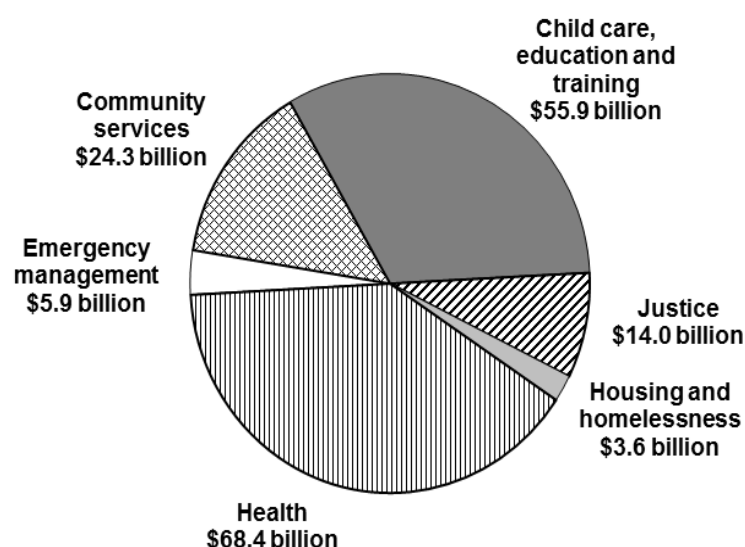
The Steering Committee will apply the following criteria to ensure that new services included in RoGS offer the greatest potential return for the resources invested in performance reporting. Services already included in RoGS will be reviewed from time to time to ensure that they continue to satisfy the criteria for inclusion.

1. RoGS' focus will be the effectiveness and efficiency of services provided directly to the community by or on behalf of government. Information on targeted income support or subsidies may be reported where it provides contextual information relevant to service performance or influences the achievement of service objectives.
2. Services included in RoGS should either:
 - have common or similar objectives across jurisdictions, lending themselves to comparative performance reporting; or if jurisdiction-specific
 - be of such community or economic significance to the national context in its own right that time series analysis in RoGS is appropriate
 - make a significant contribution to the outcomes of services provided by other governments
 - be part of a suite of services delivered across government.
 - or make an important contribution to the community and/or economy, such that there is a significant public interest in the effectiveness and efficiency of service provision.
 - Significance to the community may be indicated by the recognition of a service as a COAG priority or other measures of national public importance, recognising that priorities change over time. Significance to the economy may be indicated by the level of government expenditure or by the direct or indirect economic impact of a service.
3. In making a decision about including new services in RoGS, the Steering Committee will consider:
 - the scope to rationalise or reduce reporting in other areas of the Report (particularly when Review resourcing costs are likely to be significant)
 - whether proposed reporting will add sufficient value to other existing reporting exercises to offset the reporting burden
 - whether relevant data collections to enable reporting according to the Steering Committee's guiding principles exist
 - the benefits and costs of establishing any new reporting requirements.
 - Relevant benefits of establishing new data collections include those to potential users of RoGS, and other users of the data, such as service clients, service providers, government purchasers of services, policy makers and researchers.
 - Relevant costs of establishing new data collections include those to jurisdictions, service providers, data providers and the Productivity Commission in resourcing the Review Secretariat.

Source: SCRGSP (2012).

The services reported in RoGS absorb a significant level of government expenditure. While not all data relate to the same time period, the services in the 2013 RoGS accounted for approximately \$172 billion in government recurrent expenditure (figure 1.1), representing around 65.6 per cent of total government recurrent expenditure in 2011-12. This expenditure is equivalent to about 11.8 per cent of gross domestic product.³

Figure 1.1 Estimated government recurrent expenditure on services covered by the 2013 RoGS^{a, b, c, d, e}



^a Data for 2011-12 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 Child care, education and training: expenditure excludes higher education. ^c Emergency management: expenditure includes fire and ambulance services only and cannot be compared with the 2012 RoGS which also included State and Territory emergency services expenditure. ^d Health: expenditure includes only the public hospitals, primary and community health services, and specialised mental health services reported on in the health chapters of this edition. ^e Data exclude user cost of capital for some services.

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

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 RoGS is confined to the cost to government, for reasons explained in box 1.3.

³ General government final consumption expenditure and gross domestic product sourced from ABS *Australian National Accounts: National Income, Expenditure and Product, Australian National Accounts, September 2012*, Cat. no. 5206.0, Canberra.

Box 1.3 **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 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 RoGS. Although the contributions of these other groups are not negligible, the purpose of RoGS is to provide information to assist governments in making decisions about the effectiveness and efficiency of government expenditure.

If a government provides services directly, then it is accountable for all resources used. In such circumstances, 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.

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).

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 RoGS is on the effectiveness and efficiency of government purchase or supply of specific services, rather than on general government income support. That is, 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 (sector overview G).

1.5 Approach

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 one service area can demonstrate what is possible and encourage 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 RoGS are also subject to other performance measurement exercises. Distinguishing features of the approach taken in 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 RoGS is to provide objective performance information, in order to facilitate informed policy judgments. The guiding principles in box 1.4 are drawn from extensive Steering Committee experience, the review of RoGS, the terms of reference and charter of operations, and performance reporting criteria set out in the Intergovernmental Agreement on Federal Financial Relations.

Box 1.4 **Guiding principles of RoGS**

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).

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.

(continued on next page)

Box 1.4 (continued)

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 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 1.5). Using the terms in box 1.5, RoGS can be considered as a form of results or process benchmarking, but RoGS does not generally establish best practice benchmarks. However, governments can use the information in RoGS to identify appropriate benchmarks.

Box 1.5 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).

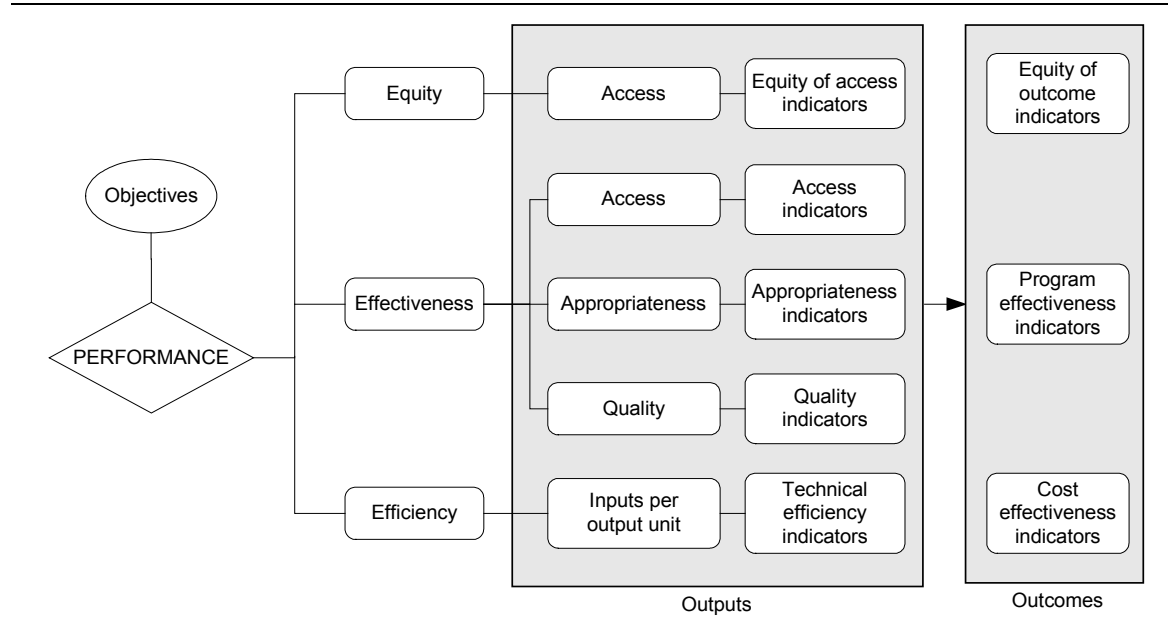
The performance information in RoGS can contribute to many of the above steps in a results benchmarking cycle, and assist governments to implement best practice.

The general performance indicator framework

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, grouped under 'equity', 'effectiveness' and 'efficiency' headings.

In response to review of RoGS recommendations, an Independent Reference Group (IRG) reviewed RoGS' general performance indicator framework, and the Steering Committee endorsed the IRG's report in September 2010 (Steering Committee 2010). An extensive literature review and case studies of other performance reporting exercises confirmed that RoGS possesses a robust performance indicator framework (consistent with the findings of the COAG review of RoGS) (COAG 2009).

Figure 1.2 A general framework and examples of performance indicators



The service process

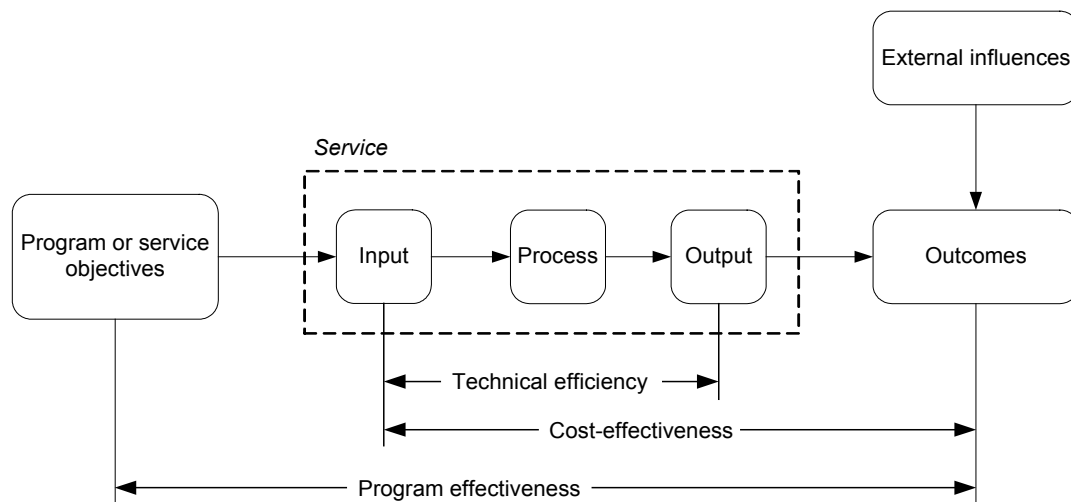
The general framework reflects the service process through which service providers transform inputs into outputs and outcomes in order to achieve desired policy and program objectives.

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’.

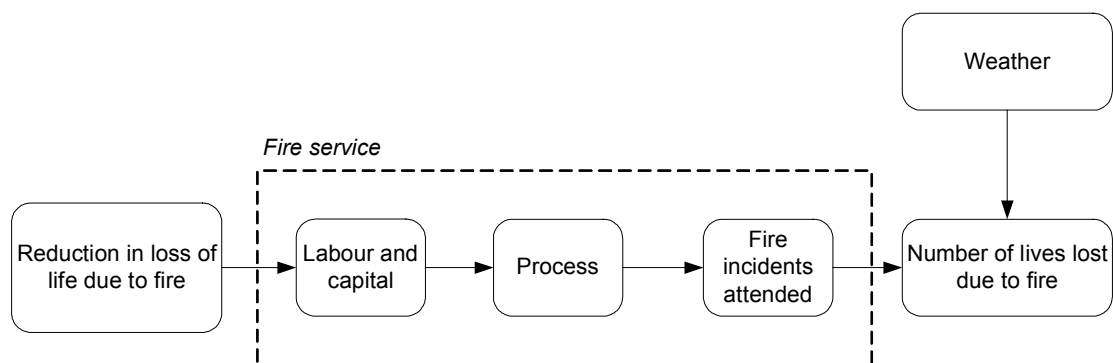
The impact of these outputs on individuals, groups and the community are the outcomes of the service. In RoGS, the rate at which inputs are used to generate outcomes is referred to as ‘cost effectiveness’. Often, outcomes (and to a lesser extent, outputs) are influenced by factors external to the service. 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

In each chapter, the objectives for the service are outlined, and performance indicators that measure the achievement of those objectives are reported.

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 shared objective for a service has been met.

Distinguishing outcomes and outputs

Outcome indicators provide information on the impact of a service on the status of an individual or a group. In contrast, outputs are the services delivered.

Outcomes may be short term (intermediate) or longer term (final). The approach in RoGS is to use both short term (or intermediate) and long term (or final) outcome indicators, as appropriate. In school education, for example, learning outcomes at years 3, 5, 7 and 9 may be considered intermediate outcomes, while completion of year 12 or school leaver destinations may be considered more final outcomes.

It is acknowledged that outcomes may be influenced by factors outside the control of governments or agencies delivering services. The approach in RoGS is to 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 RoGS.)

While the aim of the Review is to focus on outcomes, they are often difficult to measure. 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 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, explained in box 1.6. Equity indicators in RoGS measure how well a service is meeting the needs of particular groups that have special needs or difficulties in accessing government services. While effectiveness indicators are generally absolute measures of performance, equity indicators focus on any gap in performance between special needs groups and the general population. Equity indicators may reflect:

- equity of access — all Australians are expected to have appropriate access to services
- equity of outcome — all Australians are expected to achieve appropriate outcomes from service use.

Box 1.6 **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 that 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 on how members of a group perceive the advantages (or disadvantages) of identification, and whether such perceptions change over time (see for example, SCRGSP 2011). Comparability problems also arise where different data collections and different jurisdictions do not use common definitions of special needs groups.

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 congestion.

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 RoGS, access has two main dimensions:

-
- undue delay (timeliness) — for example, waiting times for patients in public hospitals and for older people receiving 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 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 and composition 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 IRG's review of RoGS' performance indicator framework (Steering Committee 2010) found that the inclusion of efficiency indicators was a distinguishing aspect of RoGS' framework. Very few performance reporting exercises explicitly assess the efficiency of government services, despite the key links between efficiency and the other aspects of performance.

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.

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, cost 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 measures such as staff levels per student in government schools, and administrative costs as a proportion of total expenditure in services for people with disability).

Many factors outside the control of governments may affect the cost of providing services. The Commonwealth Grants Commission, when calculating relativities across states and territories to distribute Australian Government general purpose grants, accounts for influences beyond a jurisdiction's control (called 'disabilities') that affect the jurisdiction's cost of providing services and capacity to raise revenue. These 'disabilities' 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 2012). 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 RoGS' performance indicators.

Cost-effectiveness

Cost-effectiveness indicators (the relationship of inputs to *outcomes*) measure how efficiently the outcomes of a service were achieved. Although no explicit cost-effectiveness indicators are currently reported in RoGS, a theoretical example would be government funding per life (or 'quality adjusted life year') saved through breast cancer screening. Implicit cost effectiveness reporting is achieved in RoGS through combinations of efficiency and effectiveness indicators, and combinations of efficiency and outcomes indicators, as distinct from through separate cost effectiveness indicators.

Variations to the general framework

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

1.6 Using the data in RoGS

The Steering Committee is progressively introducing data quality information for performance indicators in 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)
- 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 RoGS vary in the extent to which they have been reviewed or validated. 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. Some data are formally audited in fora external to the Review, such as auditing of agencies' financial statements. At a minimum, all data have been endorsed by the contributor and subjected to peer review by the Working Group for each service.

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. 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, data custodians and participating agencies from all jurisdictions. Users of RoGS are also an important source of feedback on potential improvements to RoGS. 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, can 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.

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 (being iteratively introduced for all 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).

RoGS does not attempt to adjust reported results for differences that can affect service delivery. Users of 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 Steering Committee performance measurement exercises

Three other Steering Committee performance measurement exercises are closely related to 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 RoGS are outlined below.

National Agreement performance reporting

In 2008, the Steering Committee was requested by COAG to collate information relevant to National Agreement performance indicators and provide this to the COAG Reform Council (CRC) for its analysis (COAG 2008a).

In November 2008, COAG endorsed a new Intergovernmental Agreement on Federal Financial Relations (2009). The IGA included six new National Agreements (NAs):

- *National Healthcare Agreement*
- *National Education Agreement*
- *National Agreement for Skills and Workforce Development*
- *National Disability Agreement*
- *National Affordable Housing 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 health, schools, skills and training, disability services 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, performance indicators, performance benchmarks and policy and reform directions for each sector, and clarifies the respective roles and responsibilities of the Australian and State and Territory governments in the delivery of services (COAG 2012a–f). The

performance of all governments in achieving mutually agreed outcomes and benchmarks specified in each NA is monitored and assessed by the CRC. In February 2011, COAG agreed to reviews of the NA performance indicator frameworks. The reviews have all been completed and the last recommendations relating to indicators were endorsed by COAG in December 2012. The Steering Committee recognises the importance of ensuring that related COAG performance reporting exercises are aligned. The Steering Committee has aligned relevant RoGS' performance indicators with those in related NAs.

The Steering Committee also has a role in NP reporting:

- the *National Partnership Agreement on Hospitals and Health Workforce Reform* (the NP HHWR) (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 required information for assessment against the reward benchmarks for the:
 - *National Partnership Agreement on the Elective Surgery Waiting List Reduction Plan* (Elective Surgery NP) (reporting was completed for this NP in May 2011)
 - *National Partnership Agreement on Essential Vaccines* (Essential Vaccines NP)
 - *National Partnership Agreement on Youth Attainment and Transitions* (NP YAT).

Further, the then MCFRR 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 (MCFRR 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. The Steering Committee has consulted widely with Indigenous organisations, governments and researchers in developing the report and the indicator framework on which it was based and has published consultation reports in 2003 and 2006. 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 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 Australians. 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 change indicators’ 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 RoGS.

The Steering Committee undertook a review of the Overcoming Indigenous Disadvantage report in 2012 (ACER 2012). The Steering Committee will consider responses to the OID review’s recommendations in early 2013.

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. 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.

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*, 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 *2012 Indigenous Expenditure Report* was released in September 2012. The next Indigenous Expenditure Report is planned for release in mid-2014.

Other performance monitoring in Australia and overseas

Performance reporting exercises are undertaken in other countries, using various approaches. The Steering Committee maintains a watching brief on these developments, to identify potential improvements to RoGS reporting.

International case studies of the performance reporting exercises current in 2010 are available in Appendix B of the *Review of the Report on Government Services' performance indicator framework report* (IRG 2010). Many of these exercises remained active in 2012, while others have been superseded by other reporting exercises:

- *Social Report*, New Zealand (Ministry of Social Development 2012)
- *Scotland Performs* (The Scottish Government 2012)
- *Performance Information* (Audit Scotland 2011-12)
- *National Indicator Set*, UK (Audit Commission 2011) no longer active; *Single data list*, UK (Audit Commission 2012) and *Openly Local*, UK (UK local governments 2012)
- *Social Indicators* (United Nations 2012)
- *Community Accounts*, Canada (Government of Newfoundland & Labrador 2012)
- *Virginia Performs*, USA (CoV 2012)
- *Government at a Glance*, OECD (OECD 2011)
- *OECD Factbook* (OECD 2012).

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 2012 (except where identified) and the most recent version of each available is identified below:

- *NSW State Plan* (renamed *NSW 2021*) (NSW Government 2011) and its performance report (NSW Department of Premier and Cabinet 2012)
- *Growing Victoria Together* (DPC 2001) — no longer active
- *Toward Q2: Tomorrow's Queensland* (Queensland Government 2011) and the related target delivery plans (Queensland Department of Premier and Cabinet 2012)
- *South Australia's Strategic Plan* (SA Government 2011) and the related progress report (SASPAC 2012)
- *Tasmania Together 2020* (renamed *Tasmania Together*) (TTPB 2011) and its benchmarks (TTPB 2012)

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- *The Canberra Plan* (ACT Government 2008) and its implementation reports (ACT Government 2012a) and progress indicators (ACT Government 2012b)
 - *Territory 2030* (NT Government 2011) and its scorecard (NT Government 2012).

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2 Recent developments in the Report

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2.1 Developments in reporting

This is the eighteenth Report on Government Services (RoGS) produced by the Steering Committee. Each year, the Steering Committee endeavours to build on developments of previous years. Major enhancements to RoGS are in 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 RoGS are summarised in each chapter.

The review of RoGS

In December 2009, COAG endorsed the report of a Senior Officials and Heads of Treasuries Working Group review of RoGS. The review examined the ongoing usefulness of RoGS to its government, non-government and community stakeholders.

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

- 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 RoGS, but there was scope for improvement in the comparability, timeliness, and quality of performance data
- some submissions suggested 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 and for RoGS (subsequently endorsed by COAG 2010; www.pc.gov.au/gsp/review/tor), and set out a series of ongoing activities for the Steering Committee. Most of the review recommendations were implemented in previous editions of RoGS, with remaining recommendations incorporated into standard RoGS' processes.

The review recommended that the Steering Committee report on its operations to COAG every three years (commencing at the end of 2011-12). The Steering Committee provided its inaugural Report on operations (2009-10 to 2011-12) to COAG in September 2012. In December 2012, COAG noted the report and endorsed its recommendations. The report and a link to COAG's response is available from the Review website (www.pc.gov.au/gsp/review/report-on-operations-2012).

2.2 Key data issues

Notwithstanding ongoing improvements in reporting, there remains scope to improve, 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 major gaps:

- There continues to be a paucity of measures of cost-effectiveness (that is, measures of cost per outcome achieved). The lack of cost-effectiveness measures partly reflects the difficulty of collecting robust quantitative information on outcomes. In the absence of explicit cost effectiveness *indicators*, cost effectiveness can be analysed by examining combinations of RoGS' efficiency and effectiveness indicators.
- 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 also identified the data issues that affect the quality of information in RoGS: timeliness of data and data availability; comparability of data; changes to administrative data collections; full costing of government services; and reporting of data for special needs groups.

Timeliness and data availability

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, where data are fit for purpose, to publish imperfect data with caveats. This approach allows increased scrutiny of the data and reveals the gaps in critical information, providing the foundation for developing better data over time. Three particular timeliness issues are:

- Lagged data, where data are not available for the most recent year (financial or calendar). While there have been recent improvements in several collections, this remains an issue for several annual administrative collections.
- Infrequent data, where data are not available on an annual basis. This is most often an issue for data sourced from infrequent surveys or the Census. However, the Steering Committee acknowledges that the benefits of more frequent reporting must be balanced against the costs of more frequent collection.
- Late provision of data, or resubmitted data. Notwithstanding the Steering Committee's flexibility in negotiating data deadlines to accommodate data providers, data continue to be submitted outside agreed extended timeframes, which has the potential to compromise report production processes and resultant report quality.

Table 2.1 summarises the time periods for data reported for performance indicators included in this RoGS. There have been improvements in timeliness of some collections for this edition, including:

- early childhood education and care family work related needs, and demand for formal care, data are for 2011, where the most recent previously available data were for 2008
- ambulance services emergency department patients by arrival method data are for 2011-12, where the most recent previously available data were for 2009-10
- health:
 - prevalence of health risk factors of adults data in Body Mass Index (BMI) categories, who are daily smokers and who are at risk of alcohol related harm are for 2011-12, where the most recent previously available data were for 2007-08
 - profile of employed workforce data are for 2011, where the most recent previously available data were for 2009
- housing and homelessness:
 - amenity/location and customer satisfaction data for public housing, State owned and managed Indigenous housing and community housing are for 2012, where the most recent previously available data were for 2007
 - specialist homelessness collection data are available for the first time and reported for the 2011-12 reference year — the previous homelessness data collection (Supported Accommodation Assistance Program) lagged by one year.

The following collections cannot yet provide either *descriptive or performance* data for the most current reference year (2011 or 2011-12):

- adult literacy and numeracy achievement from the ABS' *Adult Literacy and Life Skills Survey 2006* (2006) (only, other learning outcomes data are for more current years)
- school education financial (2010-11) and achievement of VET competencies data (2010)
- homicides' data (2009-10)
- fire deaths from all causes combined ABS' data (2010), (only, data from jurisdictions' administrative collections for landscape fire deaths are for 2011-12)
- fire hospitalisations' data (2010-11)

-
- maternity services appropriateness (2010), quality (2010) and efficiency data (2009-10)
 - perinatal services (2010)
 - management of asthma from the ABS *National Health Survey 2007-2008* (2007-08)
 - specialised mental health services (2010-11)
 - unmet need for aged care (2009)
 - specialist disability services (2010-11) and social participation of people with disability sourced from the ABS *Survey of Disability, Ageing and Carers* (2009)
 - people under youth justice supervision (both in detention and in the community) from the Juvenile Justice National Minimum Data Set (JJ NMDS) (2010-11) (only, data from jurisdictions' administrative collections are for 2011-12)
 - Indigenous community housing services financial (2010-11) and quality data (dwellings in need of major repair and of replacement, 2006)
 - community housing net recurrent cost per dwelling and rent collection rate and all data for Indigenous community housing (2011, and 2010-11)
 - Australians who are homeless (2011) (but a significant improvement where the most recent previously available data were for 2006).

Table 2.1 Time period of reported performance results, 2013 RoGS

<i>Indicator framework</i>		<i>At or earlier than 2009 or 2009-10^a</i>	<i>Previous year (2010 or 2010-11)</i>	<i>Current year (2011 or 2011-12)</i>
Child care education and training	Child care, education and training	School readiness — transition to primary school; Participation in employment, education and training by Indigenous people; Attainment of qualifications by Indigenous people	..	All others
	Early childhood education and care	..	Participation of special needs groups in child care; Staff quality, qualifications and training for child care; Hospital separations of children with injuries requiring hospitalisation	All others
	School education	Learning outcomes — national science literacy for years 6 and 10, international learning outcomes data for 15 year olds in reading literacy, mathematical literacy and scientific literacy; Completion — year 10	School expenditure; Participation — achievement of VET competencies; Learning outcomes — civics and citizenship literacy for years 6 and 10	All others
	VET	..	Student achievement — improved education/training status after training qualifications completed; Skill profile — qualifications completed	All others
Justice	Justice	..	Crime victimisation; Re-offending rates — offenders who were proceeded against more than once by police; Higher court defendants resulting in a guilty plea or finding	All others
	Police services	Victims of homicide	Crime victimisation; Reporting rates; Land transport hospitalisations; Magistrates court defendants resulting in a guilty plea or finding	All others
	Courts	..	..	All
	Corrective services	..	..	All
Emergency management	Emergency management		Deaths from emergency events	All others
	Fire services	Level of safe fire practices in the community; Residential structures with smoke alarms (most jurisdictions)	Fire deaths — all causes combined only; Fire injuries	Residential structures with smoke alarms (two jurisdictions); All others
	Ambulance services	..	..	All

Continued on next page

Table 2.1 (continued)

<i>Indicator framework</i>		<i>At or earlier than 2009 or 2009-10^a</i>	<i>Previous year (2010 or 2010-11)</i>	<i>Current year (2011 or 2011-12)</i>
<i>Health</i>	Health	Potentially preventable diseases — cancers; Access to services compared to need by type of service	All others	Health risk factors; Mortality rates; Life expectancy; Median age at death; Health workforce
	Public hospitals	..	All others	Emergency department waiting times; Total elective surgery waiting times; Adverse events in public hospitals healthcare associated infections; Health workforce; Patient satisfaction
	Maternity services	Recurrent cost per maternity separation; Average length of stay in public hospitals	All others	Caesareans and inductions for selected primiparae; Apgar scores
	Primary and community health	Chronic disease management — asthma; Influenza vaccination coverage for older people	Indigenous primary healthcare that provided early detection services; Selected potentially preventable hospitalisations for — vaccine preventable, acute and chronic conditions, for diabetes, and of older people for falls	All others
	Mental health management	Prevalence of severe mental disorders	All others	Primary mental health care for children and young people; Social and economic inclusion of people with a mental illness

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Table 2.1 (continued)

Indicator framework		At or earlier than 2009 or 2009-10 ^a	Previous year (2010 or 2010-11)	Current year (2011 or 2011-12)
Community services	Community services	Independence of older people and their carers; Participation of people with disability and their carers in the community; Improving child development	Wellbeing of older people; Quality of life for people with disability and their carers	Jobless families with children
	Aged care services	Unmet need for services to support older people requiring assistance with daily activities ^a	Assessed longer term care arrangements; Hospital patient days used by aged care type patients; Cost per output unit	All others
	Services for people with disability	Client and carer satisfaction (three jurisdictions); Labour force participation and employment of people with disability and of carers	All others	Quality assurance processes (five jurisdictions); Client and carer satisfaction (three jurisdictions); Administrative efficiency
	Child protection and out-of-home care	Client satisfaction (four jurisdictions)	Improved safety	All others
	Youth justice	..	..	All others

Continued on next page

Indicator framework		At or earlier than 2009 or 2009-10 ^a	Previous year (2010 or 2010-11)	Current year (2011 or 2011-12)
Housing and homelessness services	Housing and homelessness	Low income households in rental stress	..	All others
	Social housing	Dwelling condition for ICH	Rent collection rate for community housing; All other indicators for ICH	All for public housing and SOMIH; All other indicators for community housing
	Homelessness services	..	..	All

ICH = Indigenous community housing. SHSC = Specialist Homelessness Services collection. SOMIH = State-owned and managed Indigenous housing. ^a Some data are collected infrequently. The following data, for example, affect the timeliness of reporting in this edition: asthma management data are from a survey conducted approximately triennially; influenza vaccination coverage for older people data are from a survey conducted approximately biennially or triennially; national years 6 and 10 learning outcomes data for each of three learning domains are collected in a rolling triennial cycle; international learning outcomes data for students aged 15 years in reading literacy, mathematical literacy and scientific literacy were last collected in 2012 but were not available for this edition; independence of older people and their carers, unmet need of older people, and participation of people with disability and their carers in the community, data are from a survey conducted triennially; improving child development data are from an administrative collection undertaken triennially; wellbeing of older people, and quality of life for people with disability and their carers, data are from a survey conducted quadrennially; low income households in rental stress are from a survey conducted biennially; and dwelling condition for Indigenous community housing are from a survey last conducted in 2006. .. Not applicable.

Source: Sector overviews B–G and chapters 3–17.

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 18 service area PIFs, 12 have over 50 per cent of indicators reported on a comparable basis.

Table 2.2 reports the proportion of 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 separate 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.

Table 2.2 shows that, overall, 51.9 per cent (or 135) of the 260 indicators are comparable. This proportion is similar to that of the 2012 RoGS, where 52.6 per cent (or 142) of the 270 indicators were comparable.

Table 2.2 Comparability of indicators, 2013 RoGS^{a, b}

<i>Service area indicator framework (year first reported)</i>	<i>Indicators reported on a comparable basis in 2013</i>		<i>Total indicators in 2013</i>
	<i>no.</i>	<i>% of all reported</i>	<i>no.</i>
<i>Child care, education and training</i>			
Early childhood, education and care (1997)	12	50.0	22
School education (1995)	5	55.6	9
Vocational education and training (1995)	10	80.0	10
<i>Justice</i>			
Police services (1995)	14	73.7	19
Courts (1995)	4	75.0	8
Corrective services (1995)	10	83.3	12
<i>Emergency management</i>			
Fire services (1998)	2	22.2	9
Ambulance services (1998)	2	18.8	16
<i>Health</i>			
Public hospitals (1995)	5	33.3	15
Maternity services (2001)	2	25.0	8
Primary and community health (1999)	21	95.7	23
Mental health management (1999)	12	60.0	20
<i>Community services</i>			
Aged care services (1997)	11	58.8	17
Services for people with disability (1997)	9	64.3	14
Child protection and out-of-home care (1995)	4	20.0	20
Youth justice (2009)	4	28.6	14
<i>Housing and homelessness</i>			
Social housing (1995 to 2008)	1	9.1	11
Homelessness services (1995)	12	53.8	13
Total or average	142	51.9	260

^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 conceptual developments. .. Not applicable. – Nil or rounded to zero.

Source: SCRCSSP (1995–2002); SCRGSP (2003–2012a).

Changes to administrative data collections

The discontinuation of data sets and the establishment of new data sets have implications for performance reporting. The scope, comparability and accuracy of data can be affected, with particular consequences for time series comparisons. The establishment of new data collections can involve implementation problems that affect data quality for several years.

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

- for children's services — the Early Childhood Education and Care National Minimum Data Set (ECEC NMDS) is being implemented under the *National Information Agreement on Early Childhood Education and Care*, which provides a framework for collecting a set of nationally comparable data for child care and preschool services. The ECEC NMDS has been developed by the AIHW, under the guidance of the Early Childhood Data Sub Group — a working group that operates under the auspices of the Standing Council on School Education and Early Childhood (SCSEEC). In partnership with the Australian Government and the State and Territory governments, the ABS compiles a National ECEC Collection (*Experimental Estimates of Preschool Education Australia*) based on the ECEC NMDS outlined above. The first issue of the annual publication was released in early 2011 (ABS 2011). Other developments in this area include the *Longitudinal Study of Australian Children* and the *Australian Early Development Index* (AEDI)
- for school education — 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. A definition of students with disability for nationally comparable reporting on students' outcomes is under development. Student background information collected from parents through the enrolment process using the agreed data collection specifications and method is linked to student assessment results
- for courts — studies by the Australasian Institute of Judicial Administration (AIJA) of the quality and performance of court systems worldwide are underway. An AIJA seminar was held in July 2009, attended by Chief Justices, other members of the judiciary, and court administrators, to discuss the Courts 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. Some of the outcomes from this group have been implemented in this Report while others are under consideration for potential future implementation
- for disability services — under the COAG-endorsed National Disability Strategy 2010-2020, the first stage of the National Disability Insurance Scheme (NDIS) will commence on 1 July 2013, with sites in NSW, Victoria, South Australia, Tasmania and the ACT. The first stage includes the establishment of a new National Disability Transition Agency to run the delivery of care and support to people with disability, their families and carers. The establishment of the NDIS

has the potential to influence the future direction of the Disability Services National Minimum Data Set and future RoGS' reporting.

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.

Treasury and finance accounting guidelines in most jurisdictions require government agencies to adopt accrual accounting. 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 have been generated if the funds were employed in their next best use).

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 (SCRCSSP 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.

Table 2.3 Progress of unit cost comparability, 2013 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
Child care, education and training					
Early childhood, education and care	Accrual	✓	x	✓	x
School education	Accrual	✓	✓	✓	✓
VET	Accrual	✓	✓	✓	✓
Justice					
Police services	Accrual	✓	✓	✓	✓
Courts	Accrual	✓	x	✓	✓
Corrective services	Accrual	✓	✓	✓	✓
Emergency management					
Fire services	Accrual	✓	✓	x	✓
Ambulance services	Accrual	✓	✓	x	✓
Health					
Public hospitals	Accrual	✓	✓	✓	✓
Maternity services	Accrual	✓	x	✓	✓
Primary and community health ^b	Accrual	..	..	..	..
Mental health management	Accrual	x	x	✓	x
Community services					
Aged care services ^b	Accrual	..	..	..	✓
Services for people with disability	Accrual	✓	x	✓	✓
Child protection and out-of-home care ^b	Accrual	✓	x	✓	x
Youth justice services	Accrual	✓	x	✓	x
Housing and homelessness					
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 2013 RoGS. ^b Costs comprise mostly Australian Government transfer payments to private service providers or households. .. Not applicable.

Source: Chapters 3–17.

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 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 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 RoGS.
- The treatment of non-government sourced revenue varies across services in RoGS. Some services deduct such revenue from their estimates of unit costs. This is usually in cases where the amounts concerned are relatively small (for example, in police services and courts). 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), both the gross cost and the net cost to government are reported, in order to provide an adequate understanding of efficiency.

Reporting for special needs groups

Some chapters of 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 RoGS, the Steering Committee also seeks to report on the performance of agencies providing services for three identified special needs groups: Indigenous Australians; 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. However, for many services, 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 RoGS' information on Indigenous Australians into a separate Indigenous compendium. The most recent compendium (of data from the 2012 RoGS) was released in April 2012

(SCRGSP 2012b). A compendium of Indigenous data from this edition will be released by mid-2013.

Table 2.4 Reporting of at least one data item on Indigenous Australians, 2013 RoGS

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

Source: Chapters 3–17.

In this Report, the term ‘Indigenous’ is used to describe Aboriginal and/or Torres Strait Islander people in Australia. While the Steering Committee acknowledges the diversity of Australia’s Indigenous peoples, most of the available data on Indigenous Australians are for Aboriginal and Torres Strait Islander people combined.

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 the *Overcoming Indigenous Disadvantage: Key Indicators* (OID) report was updated in March 2009 and the new terms of reference for the Review, endorsed by COAG in 2010, encompasses the OID report. Five editions of the OID report have been published (SCRGSP 2003, 2005, 2007, 2009, 2011). The next edition of the 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 *Indigenous Expenditure Report* to the Steering Committee for the Review. The former IER Steering Committee is continuing as the IER Working Group, providing expert advice to the Review Steering Committee.

Two editions of the IER have been published, in 2010 and 2012. The next IER is planned for release in mid-2014.

Data collection issues relating to Indigenous Australians

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 Australians 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 AIHW (2012) has examined the identification of Aboriginal and Torres Strait Islander clients in a number of its community services data collections, by analysing where Indigenous status is missing/not stated and makes a number of recommendations for jurisdictions to improve Indigenous data collection.

National work on improving Indigenous identification is ongoing. Under Schedule F of the *National Indigenous Reform Agreement* (NIRA), the ABS and AIHW are undertaking work on improving Indigenous identification across a range

of data collections (COAG 2012). Activities by the ABS and AIHW (both under the NIRA and independently) include:

- 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 (for example, AIHW 2012).

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 CAEPR, constructed around four projects:

- detailed regional analysis of change in Indigenous social indicators
- assessment of social and spatial mobility among Indigenous Australians 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 released as part of the CAEPR Working Paper Series (CAEPR 2011) and the Indigenous Population Project Series: 2011 Census Papers (for example, CAEPR 2012).

In December 2007 and March 2008, COAG agreed to explicit targets for improving the lives of Indigenous people, and in November 2008 established the NIRA, which incorporates the COAG Closing the Gap targets and was last revised in November 2012 (COAG 2012). The NIRA provides an integrated framework for the task of Closing the Gap, setting out the policy principles, objectives and performance indicators underpinning Closing the Gap and the specific steps governments are taking to meet the targets. The Steering Committee is committed to aligning relevant indicators in this RoGS with the Working Group on Indigenous Reform (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 sixth (and most recent) CGRIS report was released in December 2012 (CGRIS 2012).

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, 2013 RoGS

Service area/indicator framework	Descriptive	Outcomes	Outputs		
			Equity	Effectiveness	Efficiency
Child care, education and training					
Early childhood, education and care	x	x	✓	✓	x
School education	✓	✓	x	x	x
VET	x	✓	✓	x	x
Justice					
Police services	x	x	x	x	x
Courts	x	x	x	x	x
Corrective services	x	x	x	x	x
Emergency management					
Fire services	x	x	x	✓	x
Ambulance services	x	x	x	x	x
Health					
Public hospitals	✓	x	x	✓	x
Maternity services	x	x	x	x	x
Primary and community health	✓	✓	✓	✓	x
Mental health management	x	✓	✓	x	x
Community services					
Aged care services	✓	x	✓	✓	x
Services for people with disability	✓	x	✓	✓	x
Child protection and out-of-home care	x	x	x	x	x
Youth justice services	x	x	x	x	x
Housing					
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
- the ABS' Australian Standard Geographical Classification (ASGC) of remoteness areas (ABS 2009a), 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. A new geographical framework, the Australian Statistical Geography Standard (ASGS) replaced the ASGC, effective from July 2011.

- The first four volumes of the new ASGS have been released: Main Structure and Greater Capital City Statistical Areas (ABS 2011a); Indigenous Structure (ABS 2011b); Non ABS Structures (ABS 2011c); and Significant Urban Areas, Urban Centres and Localities, Section of State (ABS 2012a).
- Volume five (anticipated to be released in 2013) will detail the Remoteness Structure (ABS forthcoming).

Reporting data on rural and remote communities is complicated by the number of classification systems that exist. The chapters on early childhood education and care, VET, fire and ambulance services, 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 MCEECDYA (now SCSEEC) 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 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:

- undercounting. The ABS' Post Enumeration Survey conducted after the 2011 Census found that net undercount rates for country of birth were very high (around 1 million) for people born in non-English speaking countries (ABS 2012b). Problems with self-identification are likely to be apparent with collecting data on language background, which will adversely affect the quality of data even if all collections were to adopt an ABS' standard definition as an identifier

-
- the number of classification systems that exist. Various chapters of RoGS use different classification systems based on: people speaking a language other than English at home (reported for early childhood education and care, 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).

In conjunction with a multicultural policy (Australian Government 2011a), part of the Australian Government's response to the Australian Multicultural Advisory Council's recommendations (AMAC 2010) includes a plan to work with the Steering Committee to ensure that data collected by government agencies on client services can be disaggregated by cultural and linguistic diversity items to inform reporting in RoGS (Australian Government 2011b). In June 2012 an Access and Equity Inquiry Panel (DIAC 2012) recommended that the Australian, State and Territory governments explore using the RoGS' process to better understand access and equity performance in relation to culturally and linguistically diverse clients (DIAC 2012).

Table 2.6 Reporting of at least one data item on people from a non-English speaking background, 2013 RoGS

Service area/indicator framework	Descriptive	Outcomes	Outputs		
			Equity	Effectiveness	Efficiency
Child care, education and training					
Early childhood, education and care	x	x	✓	x	x
School education	✓	✓	x	x	x
VET	x	✓	✓	x	x
Justice					
Police services	x	x	x	x	x
Courts	x	x	x	x	x
Corrective services	x	x	x	x	x
Emergency management					
Fire services	x	x	x	x	x
Ambulance services	x	x	x	x	x
Health					
Public hospitals	x	x	x	x	x
Maternity services	x	x	x	x	x
Primary and community health	x	✓	x	x	x
Mental health management	x	x	x	x	x
Community services					
Aged care services	x	x	✓	x	x
Services for people with disability	✓	x	✓	✓	x
Child protection and out-of-home care	x	x	x	x	x
Youth justice services	x	x	x	x	x
Housing					
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 RoGS. The frameworks in the sector overviews are one means of reporting outcomes for a range of different services working in combination. In other cases, the breadth of services covered by RoGS allows relevant information to be drawn from across the report (although current data limitations constrain the ability to disaggregate information for particular target groups in some services). For example, the mental health management chapter 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); 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 (sector overview B)
- mortality rates and life expectancy are influenced by education, public health, housing, primary and community health, and hospital services (as well as external factors) (sector overview E)
- 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 (sector overview F)
- rates of return to prison and community corrections are influenced by the activities of police, courts and corrective services (as well as other factors) (sector overview C)
- changes in education outcomes over time for children in custody or on 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 (sector overview G).

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 (ASIO 2012) 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

CHILD CARE, EDUCATION
AND TRAINING



B Child care, education and training sector overview

CONTENTS

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Attachment tables

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

B.1 Introduction

This sector overview provides an introduction to the Child care, education and training (CCET) chapters of this Report: Early childhood education and care (chapter 3), School education (chapter 4) and Vocational education and training (chapter 5). It provides an overview of the CCET sector, presenting both contextual information and high level performance information.

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

Policy context

The Australian, State and Territory governments are working cooperatively to undertake national reforms in the Child care, 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 CCET 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. The broadest of these COAG initiatives are outlined in box B.1, with additional detail in the service specific chapters. There are also a range of State and Territory based policy initiatives across the Child care, education and training sector that support these broader COAG initiatives.

Box B.1 COAG initiatives in the CCET 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) which 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 National Partnerships and other agreements 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*, which 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 the 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, which 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 technical and professional skills and knowledge:

- 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 2011).

Information on the scope of the chapters that comprise section B of the Report (Child care, education and training) is detailed in box B.2. This sector overview includes information on the broader sector, including higher education.

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

The Early childhood education and care 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. Data in the 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 VET 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 CCET sector and the role of government in providing CCET services. Detailed profiles for the services within the CCET sector are reported in chapters 3, 4 and 5, and cover:

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

Sector outline

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

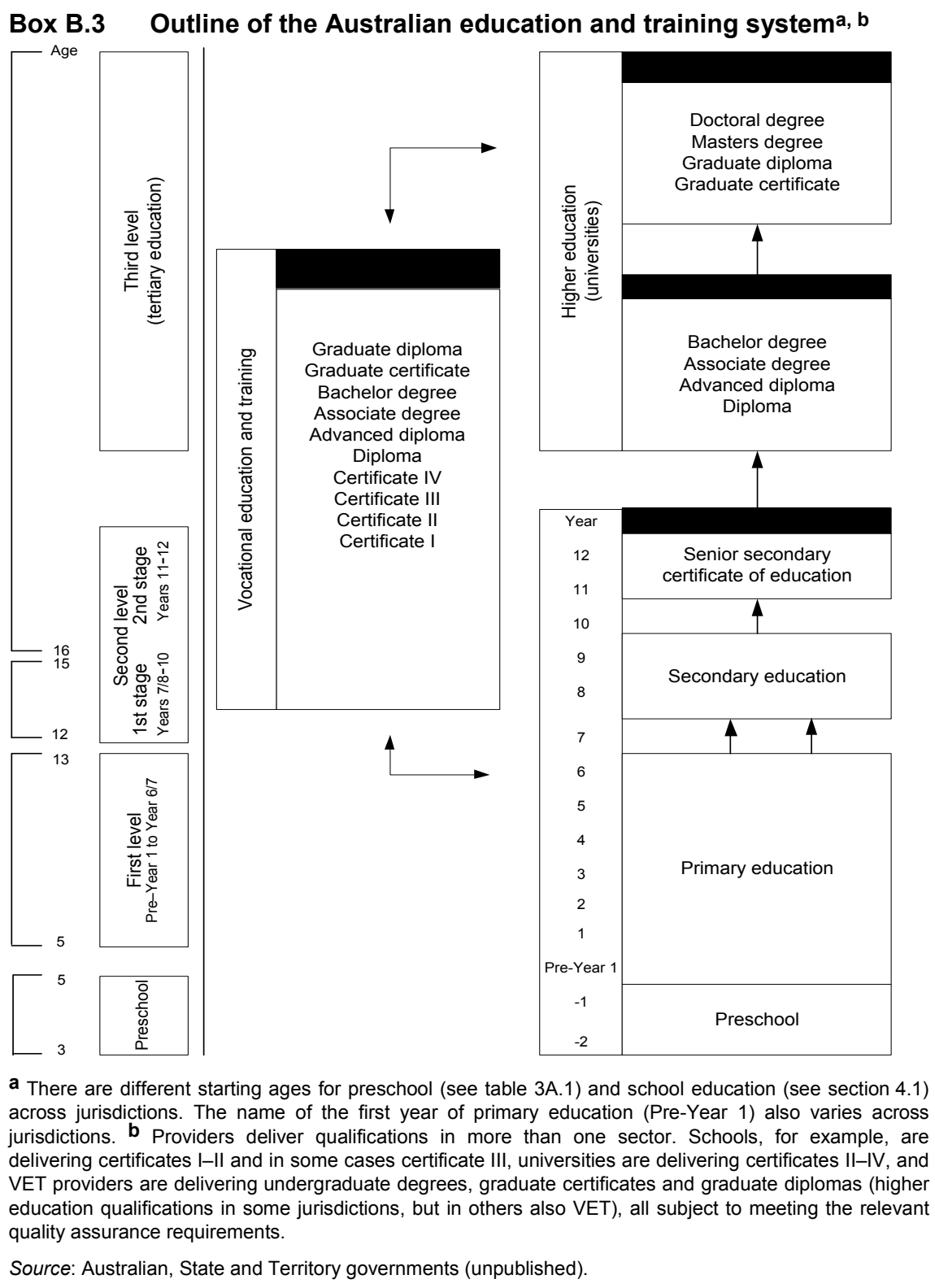
Child care services meet a child's care, education and development needs by a person other than the child's parent or guardian. Preschools provide a range of educational and developmental programs (generally on a sessional basis) to children

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 2011 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).

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).



Government roles and responsibilities

Different levels of government fulfil different roles with regard to CCET services. A broad overview of the Australian, and State and Territory government involvement in the CCET 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 CCET sector

Early childhood education and care

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 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.

Strategic direction for early childhood education and care is provided through the Standing Council on School Education and Early Childhood (SCSEEC).

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.

Strategic direction for school education is also provided through SCSEEC.

The major element of Australian Government funding is provided through the National Schools Specific Purpose Payment (SPP) 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

Strategic direction for vocational education and training (VET) is provided 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. Outcomes are monitored through the National Agreement on Skills and Workforce Development (NASWD).

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 2011).

Descriptive information on the CCET sector in Australia

Engagement in Child care, education and training

There is a distinction between the number of places provided in early childhood education and care, 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 2011, 1.2 million children aged 12 years or younger attended Australian Government approved child care services (DEEWR unpublished). In 2012, 118 621 children attended State and Territory funded and/or provided child care services, and 237 247 children were enrolled in State and Territory funded and/or provided preschool services (tables 3A.12 and 3A.14).

In 2011, there were 3.5 million full time school students and 22 277 part time students attending 9435 schools in Australia, comprising 2.3 million students (full time and part time) attending 6705 government schools and 1.2 million (full time and part time) students attending 2730 non-government schools (tables 4A.1–3).

Of the 1.9 million people who undertook VET programs in 2011, 1.5 million students (78.7 per cent) participated in government funded programs. Of these, 1.2 million students were part time, while 257 329 were full time (NCVER unpublished). In 2011, government funded students completed over 435.0 million annual hours at 20 203 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, 1139 were TAFE provider locations (tables 5A.3–4).

There were 1.2 million students enrolled at all higher education providers in 2011. This comprised 888 431 domestic students and 332 577 international student enrolments. The majority of students (1 137 511 students) were enrolled at public universities, while 83 497 students were 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 (DIISRTE 2012).

Overall for the VET and higher education sector in 2010, 1.5 million full time equivalent students were engaged in tertiary education and training. This comprised

655 800 full time equivalent students enrolled in VET and 861 500 enrolled in higher education (NCVER 2012).

The performance indicator ‘participation’ in this sector overview provides further information relating to the uptake of education and training in Australia.

Government expenditure on CCET

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.

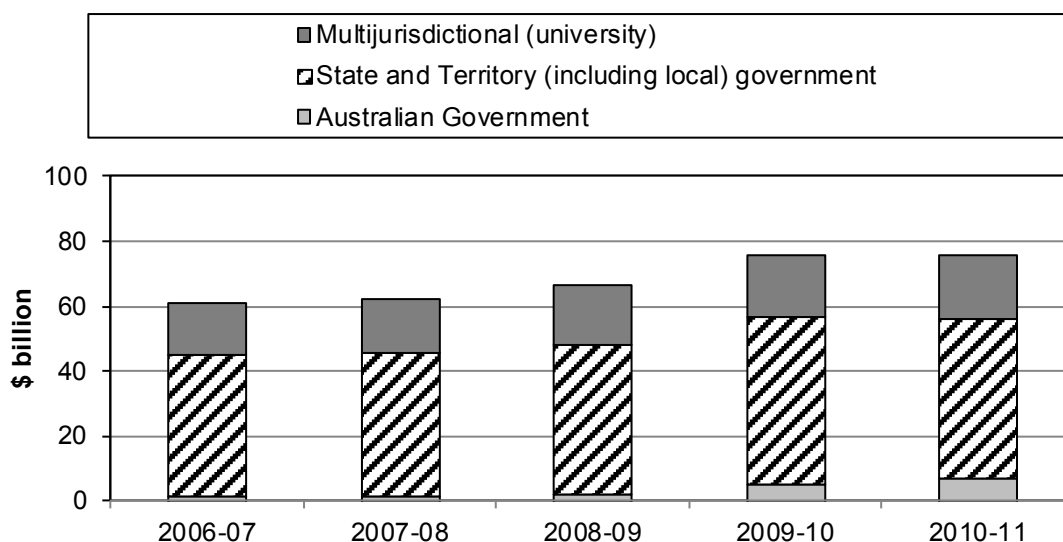
Government Finance Statistics (GFS) data from the Australian Bureau of Statistics (ABS) are used in this section for all CCET services with the exception of child care services (GFS data are not separately available for child care). Child care expenditure data are sourced from the Early childhood education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

In 2010-11, total government operating expenditure net of transfers (payments between different levels of government) for preschool, school education, VET and higher education was \$75.7 billion for all governments. This was equivalent to 5.2 per cent of GDP in that year (figure B.1; table BA.2 and ABS 2012).

In 2010-11 total recurrent expenditure for child care services was 4.4 billion. This was equivalent to 0.3 per cent of GDP in that year (table BA.1 and ABS 2012).

In 2010-11, operating expenditure net of transfers (payments between different levels of government) for preschool, school education, VET and higher education was \$6.8 billion for the Australian Government, \$49.4 billion for State, Territory and local government and \$19.4 billion for multijurisdictional (specifically, the university sector) (figure B.1).

Figure B.1 Australian, State and Territory (including local) government real operating expenses, net of transfers for education and training (2010-11 dollars)^{a, b, c}



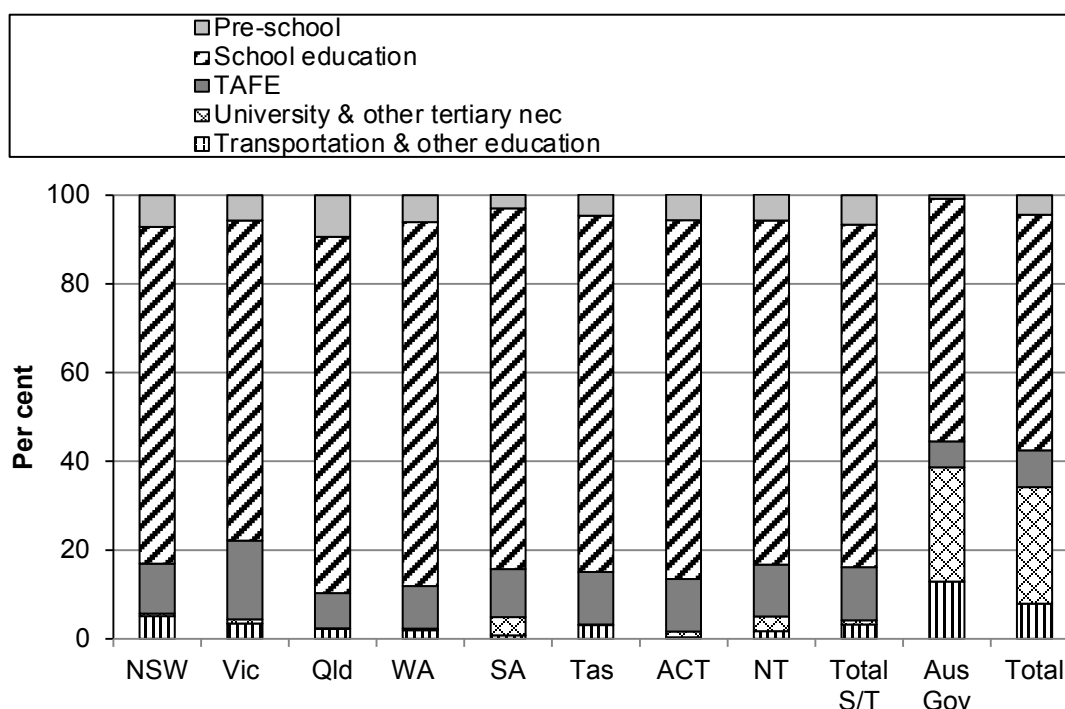
^a Based on accrual operating expenses for education. ^b The ABS provided nominal data and real expenditure was calculated from these based on the ABS GDP price deflator (2010-11 = 100) (table AA.51). Recent volatility in the GDP deflator series affects annual movements of real expenditure. See the statistical appendix (section A.5) for details ^c Excludes expenditure on child care services.

Source: ABS (2012 and unpublished) *Government Finance Statistics, Education*, 2010-11, Cat. no. 5518.0.55.001, Canberra; table BA.2.

Of the combined \$75.7 billion total government expenditure on CCET in 2010-11 (excluding child care), schools accounted for the highest proportion (53.1 per cent), followed by universities (26.2 per cent), TAFE institutes (8.3 per cent) and preschool services (4.4 per cent) (figure B.2). In 2010-11:

- for Australian Government expenditure, school education (primary and secondary) received the largest proportion of expenditure (54.7 per cent), TAFE received 5.8 per cent, preschool services (including education not definable by level) received 0.9 per cent, and transportation of students and other education received 12.9 per cent
- for State and Territory government expenditure, school education (primary and secondary) received the largest proportion of State and Territory government expenditure (77.2 per cent), TAFE received 12.0 per cent, preschool services (including education not definable by level) received 6.7 per cent, and transportation of students and other education received 3.3 per cent (figure B.2).

Figure B.2 **Government expenditure on education and training, 2010-11^{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 (2012) *Government Finance Statistics, Education, 2010-11*. Cat. no. 5518.0.55.001; tables BA.3 and BA.4.

The CCET workforce

Nationally in 2010, there were 87 362 primary contact staff employed in Australian Government approved child care services (table 3A.30).¹ There were 21 246 primary contact staff employed in State and Territory government funded preschool services in 2011-12, excluding Tasmania and the ACT where data were unavailable (tables 3A.47, 3A.54, 3A.61, 3A.68, 3A.75, 3A.82, 3A.89, 3A.96).

Nationally, government primary schools employed 128 767 full time equivalent teaching staff in 2011, and government secondary schools employed 98 792 full time equivalent teaching staff (table 4A.1). Non-government primary schools

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 Early childhood education and care chapter (chapter 3).

employed 54 872 full time equivalent teaching staff in 2011 and non-government secondary schools employed 72 848 full time equivalent teaching staff (table 4A.2).

There is no single accepted measure of the VET workforce although 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 31 757 teaching and research staff employed at Australian universities in 2011. In addition there were 58 839 staff (non-teaching or non-research) employed by Australian universities in other roles in 2011 (DIISRTE 2012).

Social and economic impacts of education and training

Benefits of education and training

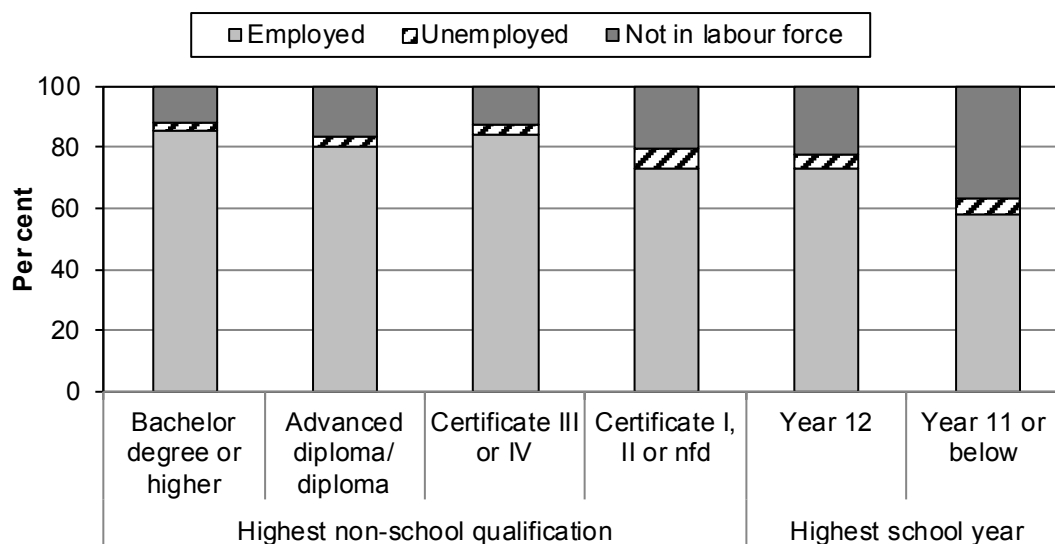
A rich learning environment at home has been shown to assist children in reaching cognitive development milestones, improving reading, vocabulary, general information, letter recognition skills — all factors that contribute to school readiness and therefore flow through to educational attainment later in life (AIHW 2011). Participation in formal early childhood education and care services also affects early learning, which in turn can affect long term educational attainment. The indicator ‘school readiness’ in this sector overview contains information on the development of children as they enter school.

Education and training across a lifetime can provide significant economic and social benefits to the individual in addition to wider benefits for society. High educational standards and educational achievement is of major importance for maintaining and raising living standards (OECD 2008a).

The performance indicator ‘attainment’ in this sector overview identifies a range of outcomes of education and training across a range of age groups.

An individual’s level of educational attainment can affect their employment status. In 2011, 82.9 per cent of people with a non-school vocational qualification aged 15-64 years were employed (table BA.5). Higher education levels are associated with higher employment levels. In 2011, people whose highest non-school qualification was a bachelor degree or higher were most likely to be employed (85.4 per cent), while people who did not complete secondary school were the least likely to be employed (57.7 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 2011^{a, b, c}**



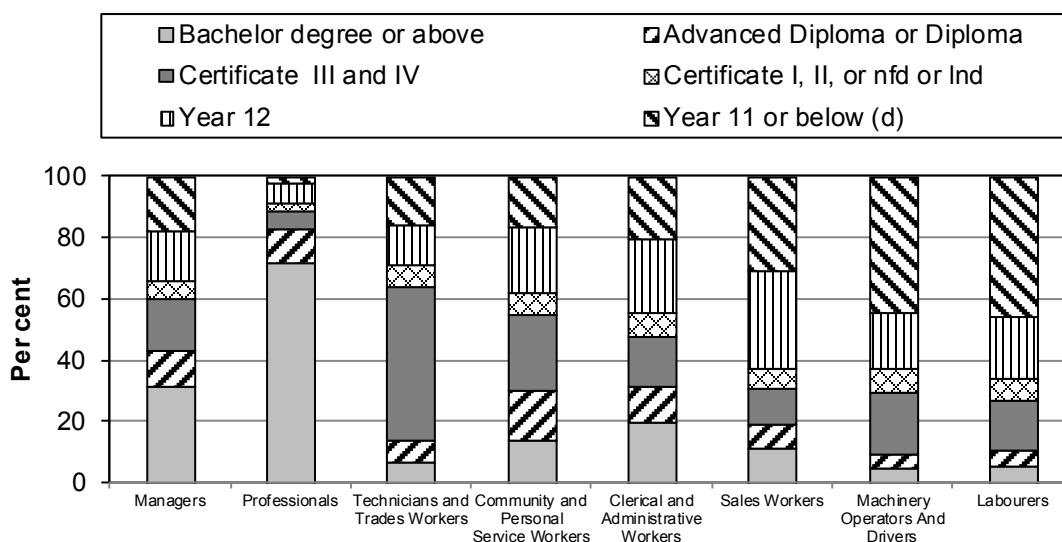
nfd = Not further defined. ^a The levels of qualifications are not necessarily listed in order from highest to lowest (that is, certificate I, II or nfd are not necessarily higher than year 12). ^b The denominator for the proportion of people with a non-school qualification is the level of education 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 (2011) *Education and Work*, 2011, Cat. no. 6227.0; table BA.5.

Levels of qualifications are also associated with types of occupation. In 2011:

- 72.0 per cent of people employed as professionals had completed a bachelor or higher degree as their level of highest non-school qualification
- 49.5 per cent of technicians and trade workers had completed a certificate III or IV as their highest level of non-school qualification
- More than 60 per cent of people employed as sales workers, machinery operators and drivers, and labourers were without a non-school qualification (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 2011^{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 (2011 and unpublished), *Education and Work*, 2011, Cat. no. 6227.0; table BA.6.

Extensive research has investigated the effect of education on the wage levels of individuals.

Shomos (2010 in PC 2011) found that an improvement in literacy and numeracy skills from level 1 (low) to level 3 (the level 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.

Leigh (2007 in PC 2010) examined *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 earned wages between 30 and 45 per cent higher than people with otherwise similar characteristics who had not completed year 12.

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 affecting engagement in the CCET sector

A key challenge across the CCET sector is to address the achievement and attainment gaps of the lowest performing students. A range of factors are associated with performance inequality, including socioeconomic disadvantage, geography and Indigenous status.

Several Australian education researchers have identified a strong and enduring relationship between socioeconomic disadvantage and poor educational attainment and outcomes.

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 parental academic support or resources that stimulate learning. Research suggests that poor school attendance in schooling may be associated with poor parental attitudes towards schooling, society insufficiently valuing education and poor teacher quality (AIHW 2010). 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 CCET 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 at least partly 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 engage fully with 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 CCET 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 early childhood education and care, school education, VET and higher education service areas are detailed in box B.5.

Box B.5 Objectives of the Child care, education and training sector

The objectives for early childhood education and care (box 3.2) are to:

- meet the education and care needs of all children in developmentally appropriate ways, in a safe and nurturing environment
- provide quality services across a range of settings delivered in an equitable and efficient manner, meeting individual need.

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.

The objectives of VET services (box 5.3), as reflected in the *National Agreement for Skills and Workforce Development* 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 overview 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 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 CCET sector overview reporting (box B.5).
- Sector-wide indicators — three sector-wide headline indicators reflect activity across the sector. Several measures support each indicator.

-
- Information from the service-specific performance indicator frameworks that relate to Child care, 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 overview provides an overview of relevant performance information. Chapters 3, 4 and 5 and their associated attachment tables provide more detailed information.

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 NEA and NASWD cover the areas of education and skill development and indicators in the National Indigenous Reform Agreement establish specific outcomes for reducing the level of disadvantage experienced by Indigenous Australians. These 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 sector overview are aligned with indicators in the NEA and NASWD. The NASWD was reviewed in 2011 and 2012 resulting in changes that have been reflected in this Report, and recent changes to the NEA will be reflected in the 2014 Report.

Figure B.5 Child care, 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 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

Sector-wide indicators

School readiness

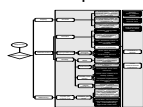
Participation

Attainment

Service-specific performance indicator frameworks

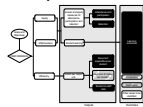
Chapter 3 – Early childhood education and care

Early childhood education and care p. 3.15



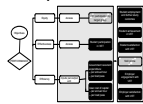
Chapter 4 – School education

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 CCET 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.

Data quality information (DQI) is being progressively introduced for all indicators in the Report. The purpose of DQI is to provide structured and consistent information about quality aspects of data used to report on performance indicators. DQI in this Report cover the seven dimensions in the ABS' data quality framework (institutional environment, relevance, timeliness, accuracy, coherence, accessibility and interpretability) in addition to dimensions that define and describe performance indicators in a consistent manner, and note key data gaps and issues identified by the Steering Committee. All DQI for the 2013 Report can be found at www.pc.gov.au/gsp/reports/rogs/2013.

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 on four or more domains of the Australian Early Development Index (AEDI).
- 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

Transition to primary school is one measure of school readiness. This measure reports the proportion of children developmentally 'on track' in four of more (of five) AEDI domains. Children who are considered developmentally on track possess adequate language and cognitive skills — those who have results above the 25th percentile.

The five AEDI domains include: language and cognitive skills; physical health and well-being; social competence; emotional maturity and communication skills and general knowledge. These domains are all inter-related aspects of school readiness (see box 3.28 in the Early childhood education and care chapter for more information on the AEDI). Further information on AEDI results are available at the website www.aedi.org.au.

Early learning

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. 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).

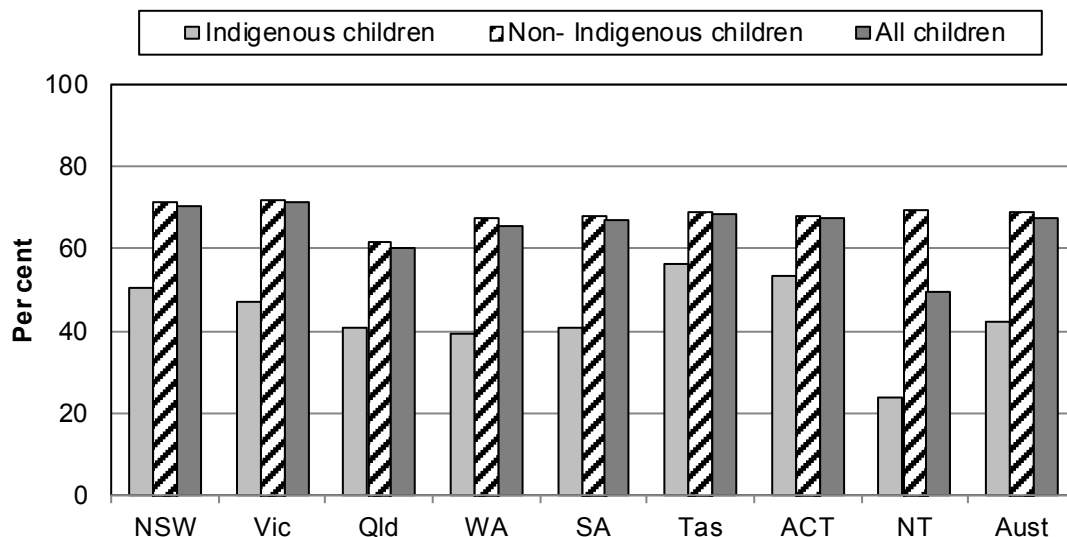
Data for this indicator are comparable.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2013.

Transition to primary school

Nationally in 2009, 67.4 per cent of children were developmentally on track on four or more domains of the Australian Early Development Index (AEDI) as they entered school. The proportion for Indigenous children was 42.5 per cent and for non-Indigenous children was 68.6 per cent. These proportions vary across jurisdictions (figure B.6). Table BA.7 includes proportions of students who were on track in one or more, two or more, three or more, and all five domains.

Figure B.6 Proportion of children developmentally on track on four or more domains of the Australian Early Development Index as they enter school, 2009^{a, b, c}



^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 AEDI also reports against five domains: language and cognitive skills; physical health and well-being; social competence; emotional maturity and communication skills; and general knowledge which are all inter-related aspects of school readiness.

Source: Centre for Community Child Health and Telethon Institute for Child Health Research A Snapshot of Early Childhood Development in Australia- AEDI National Report 2009 (Re-issue March 2011), Canberra; DEEWR (unpublished) *Australian Early Development Index*; table BA.7.

Early learning (home based)

Nationally, in the ABS *Childhood Education and Care Survey 2011* it was reported that 48.5 per cent of children aged 3–8 years were told stories at home, read to or listened to each day while 3.7 per cent of children were not engaged at all in these reading activities at home. These proportions varied across jurisdictions. Nationally 57.1 per cent of children aged 0–2 years were read to at home from a book or told a

story each day, while 19.8 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, 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)

The level of participation in education, training or work can indicate 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).

Data for this indicator are comparable.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2013.

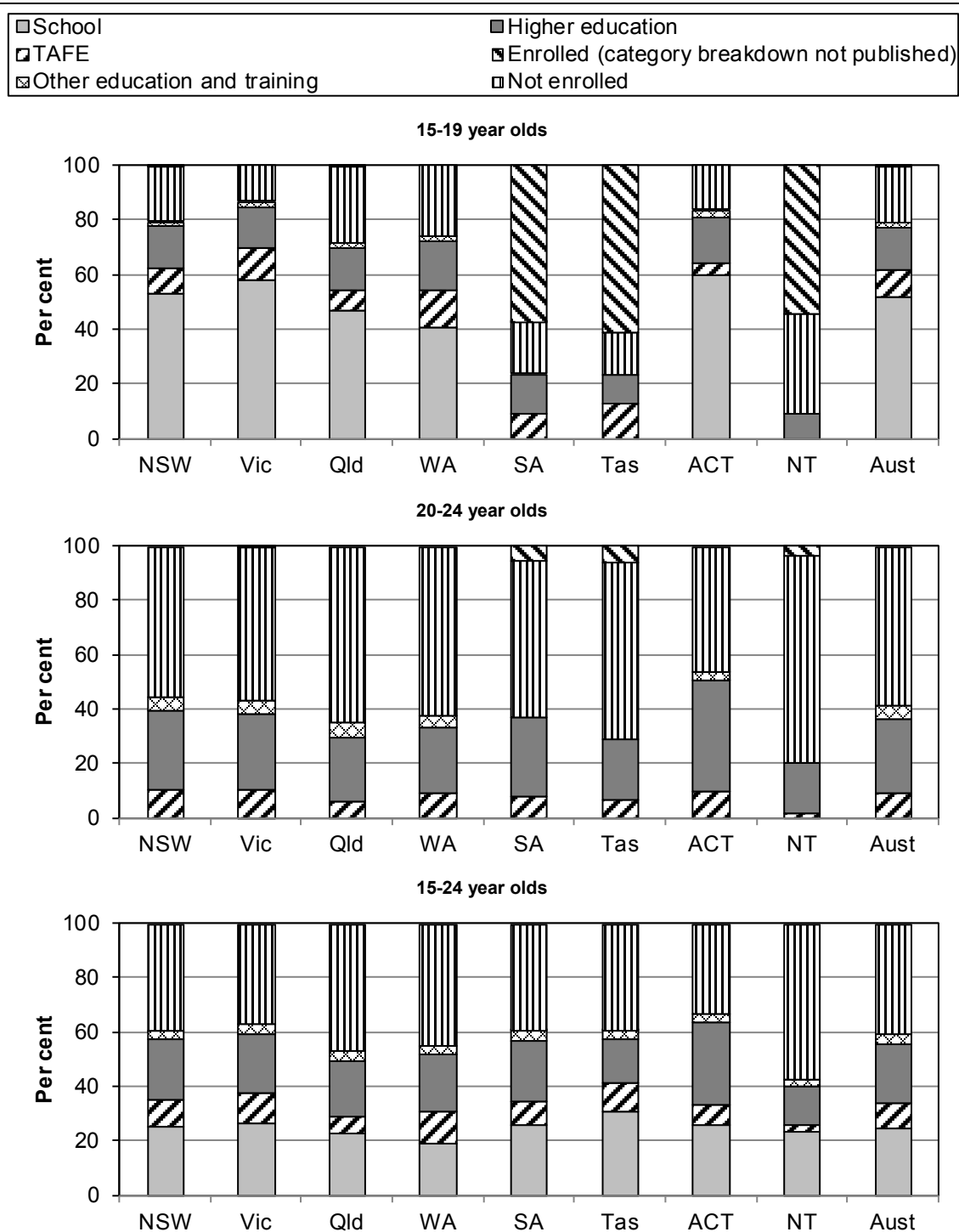
Participation in early childhood education and schooling

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 2013 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 2011, the participation rate for 15–19 year olds was 79.3 per cent, compared with 41.4 per cent for 20–24 year olds (figure B.7).

Figure B.7 Participation in education and training by sector, 2011 ^{a, b, c}



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.

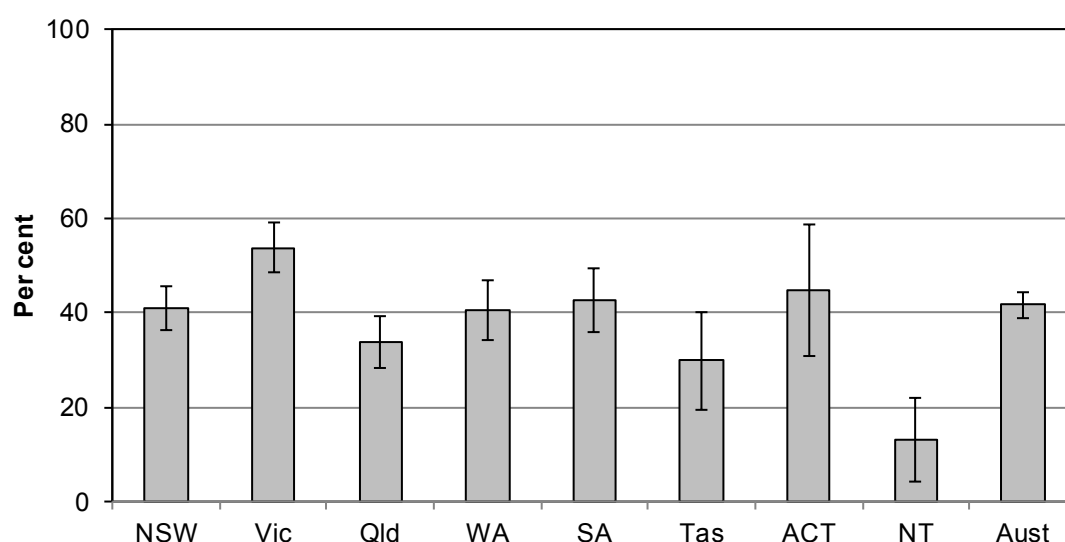
Source: ABS (unpublished) *Survey of Education and Work, 2011*; table BA.9.

Participation rates for the 25–29 and 15–64 year age groups are 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 2011, 41.8 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), 2011^{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. ^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 (2011) *Education and Work*, 2011, Cat. no. 6227.0; table BA.12.

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

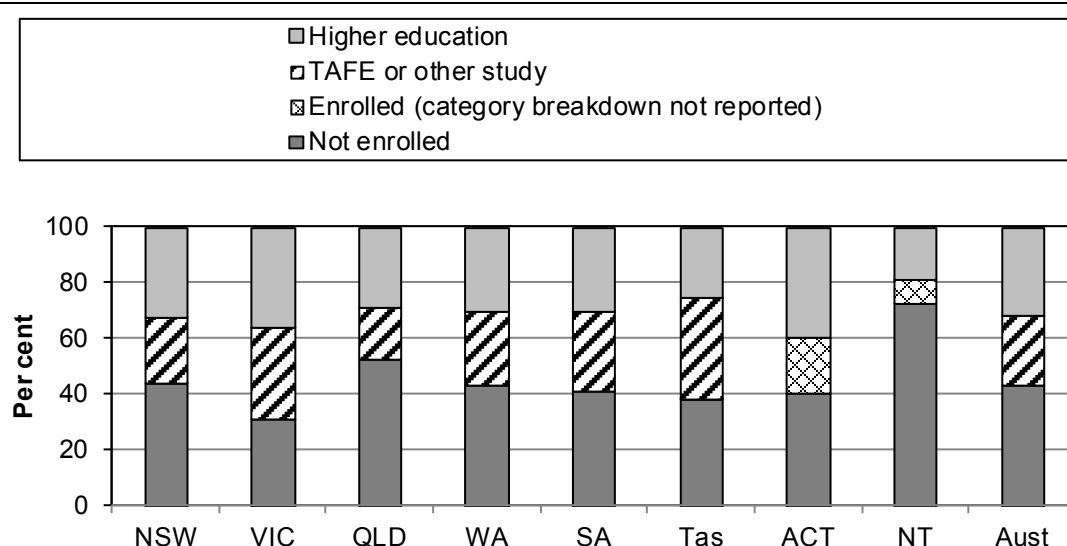
Data on applications to enrol in an educational institution are presented in tables BA.14–16. In 2011, 97.0 per cent of people aged 15–19 years who applied to enrol in an educational institution gained placement and commenced study,

2.1 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 2011, 31.9 per cent of 15–19 year old school leavers were enrolled in higher education, 25.1 were enrolled in TAFE or other study, and 43.0 per cent were not enrolled in further education (figure B.9). Year 12 leavers were more likely to go on to further education than early school leavers (67.1 per cent compared to 38.6 per cent respectively) (attachment table BA.17).

Figure B.9 School leaver destination by sector, all school leavers (15–19 years), 2011^{a, b, c, d, e}



^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. ^d 95 per cent confidence intervals associated with proportions are included in table BA.17 ^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.

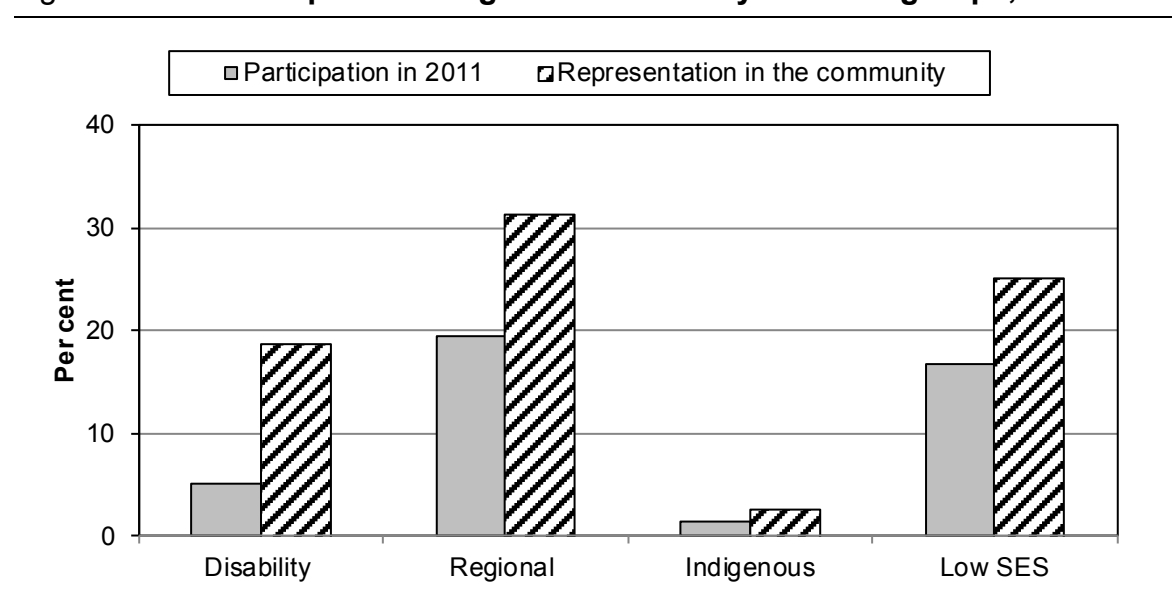
Source: ABS (unpublished) *Survey of Education and Work*; table BA.17.

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, 2011^{a, b}



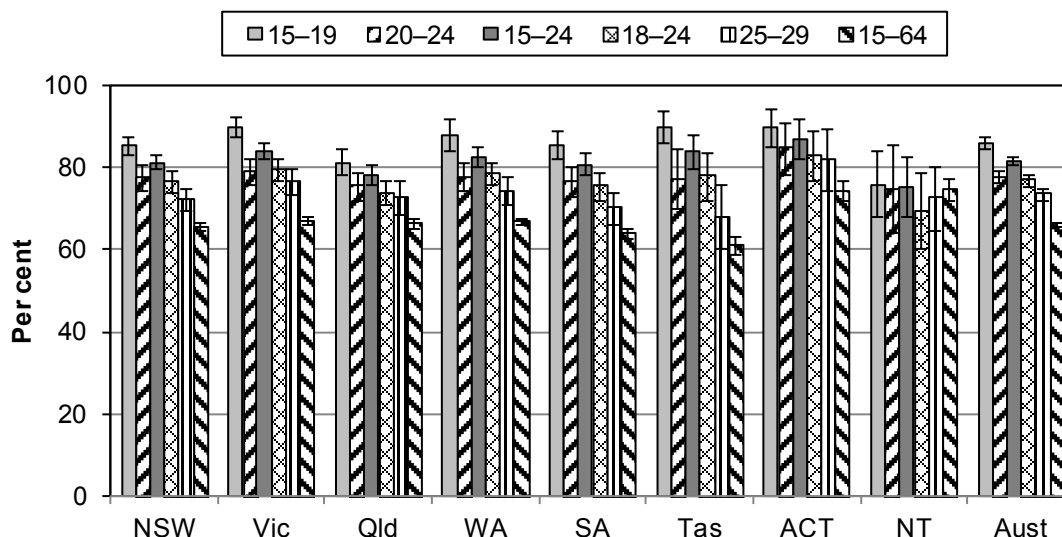
^a Students can be included in more than one selected group. ^b Participation percentages are derived from Department of Industry, Innovation, Science, Research and Tertiary Education (DIISRTE) 2011 Higher Education Statistics. For derivation of 'representation in the community' data, see table BA.20.

Source: DIISRTE (Department of Industry, Innovation, Science, Research and Tertiary Education) 2011 Statistics publications; ABS 2009 Survey of Disability and Carers. Cat. no 4430.0; ABS 2012, Regional Population Growth, Australia, 2010-11, Cat. no. 3218.0; ABS 2012, Australian Demographic Statistics, March 2012, Cat. no. 3101.0; table AA.12; table AA.15; 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, 2011** a, b, c, d, e



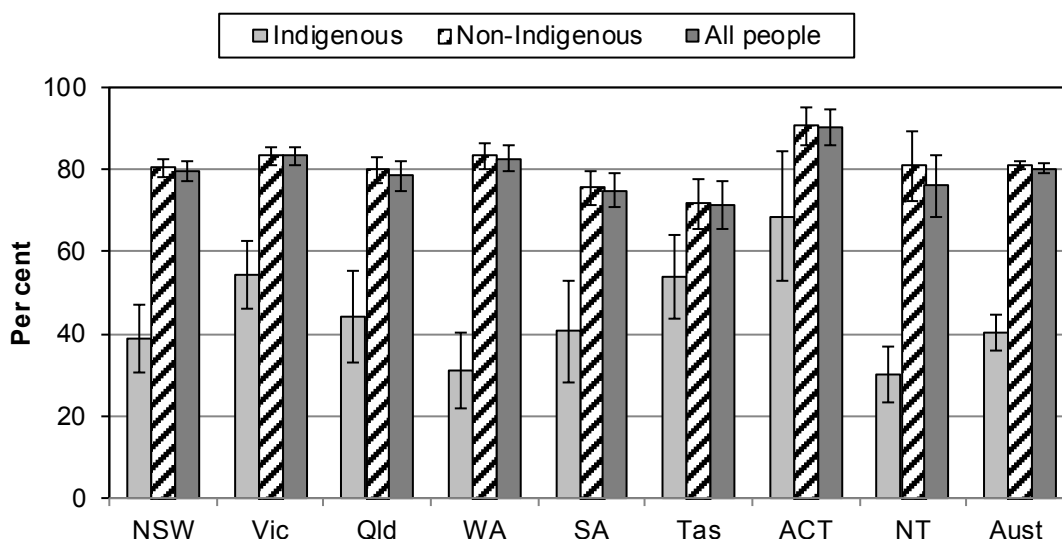
a Error bars represent the 95 per cent confidence interval associated with each point estimate. **b** Full time participation is defined as participation in full time education or training or full time work, or a combination of both part time education or training and part time work. **c** Education 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 (2011) *Education and Work*, 2011 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 age categories in table BA.22.

Nationally in 2008, non-Indigenous 18–24 year olds had higher rates of engagement in full time employment, education or training (81.0 per cent) than Indigenous 18–24 year olds to (40.2 per cent) (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 Australians 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, 2008* and *Survey of Education and Work, 2008*; 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 have qualifications at certificate level III or above', defined as the proportion of 20-64 year olds who 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. 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, but data on skill sets are not available for this Report.

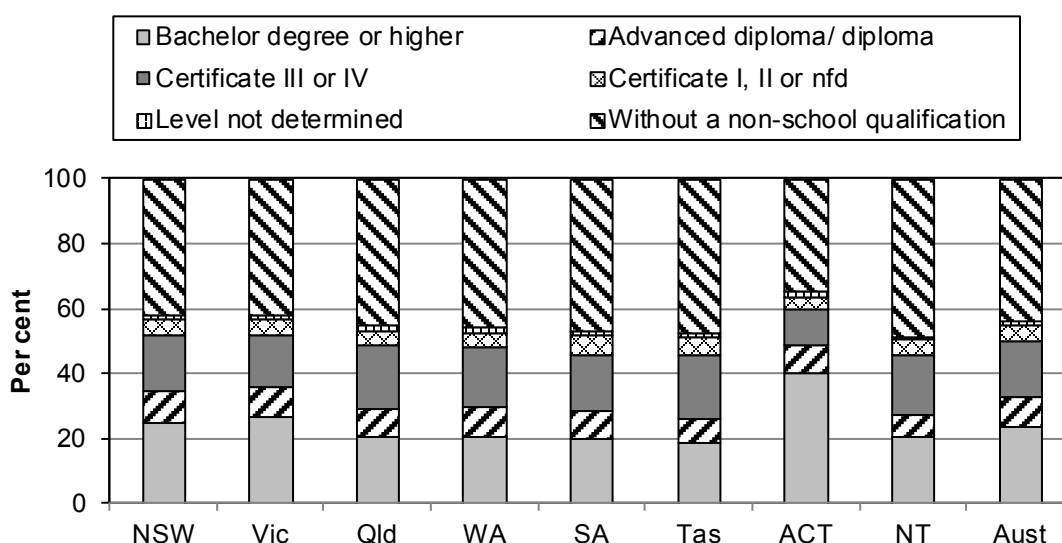
Data for this indicator are comparable.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2013.

Level of highest qualification completed

In 2011, 56.5 per cent of people aged 15–64 years had a non-school qualification and, of these people, 58.0 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), 2011^{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 (2011) Education and Work, 2011, Cat. no. 6227.0; Table BA.26.

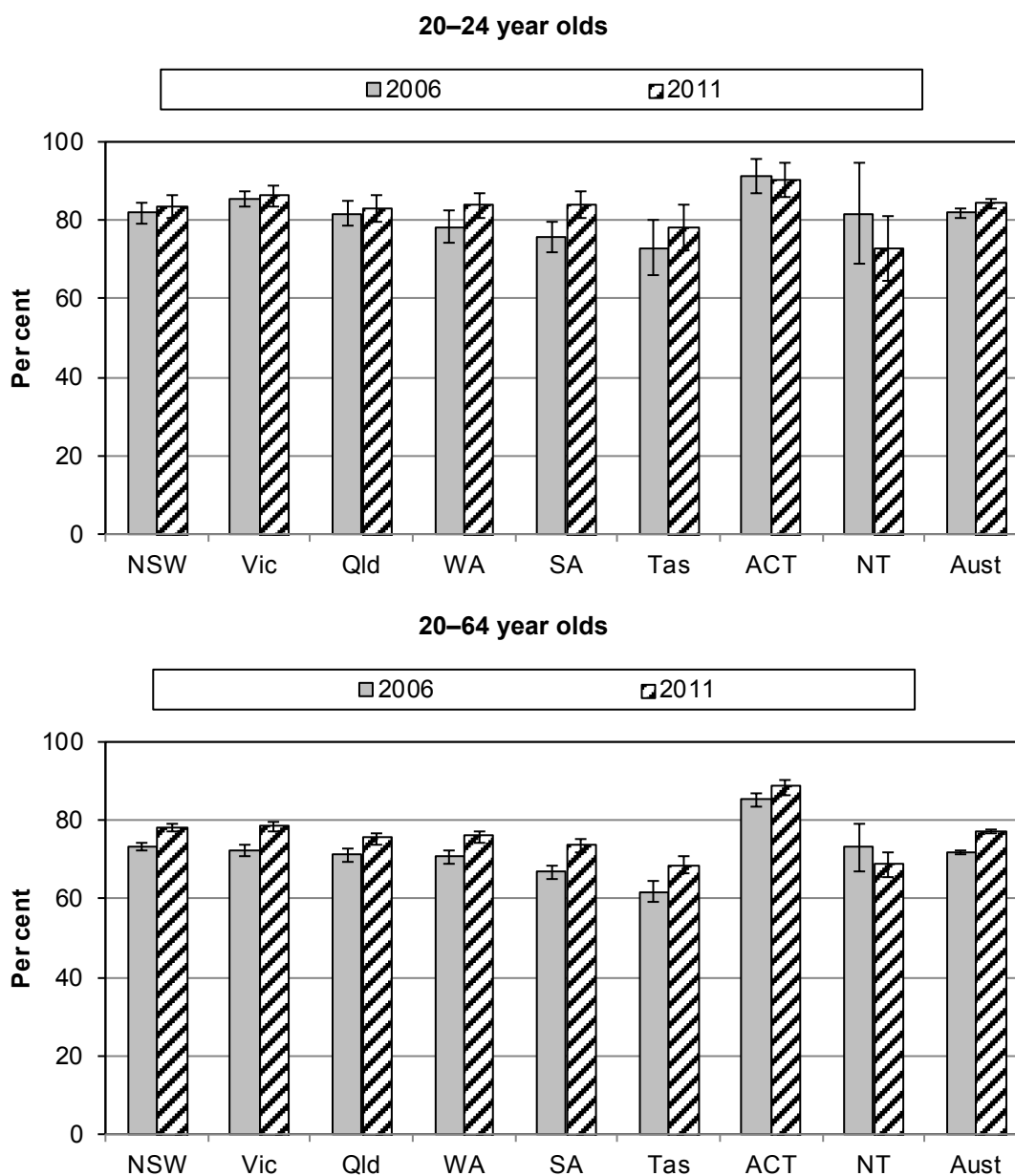
In 2011, the proportion of 20-64 year old population with or working towards a non-school AQF qualification was 66.9 per cent (table BA.27).

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, 84.1 per cent of 20-24 year olds had completed year 12 or equivalent or gained a qualification at certificate level II or above in 2011. Among 20-64 year olds, 77.0 per cent had completed year 12 or equivalent or gained a qualification at certificate level II or above. These proportions varied across jurisdictions (figure B.14).

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

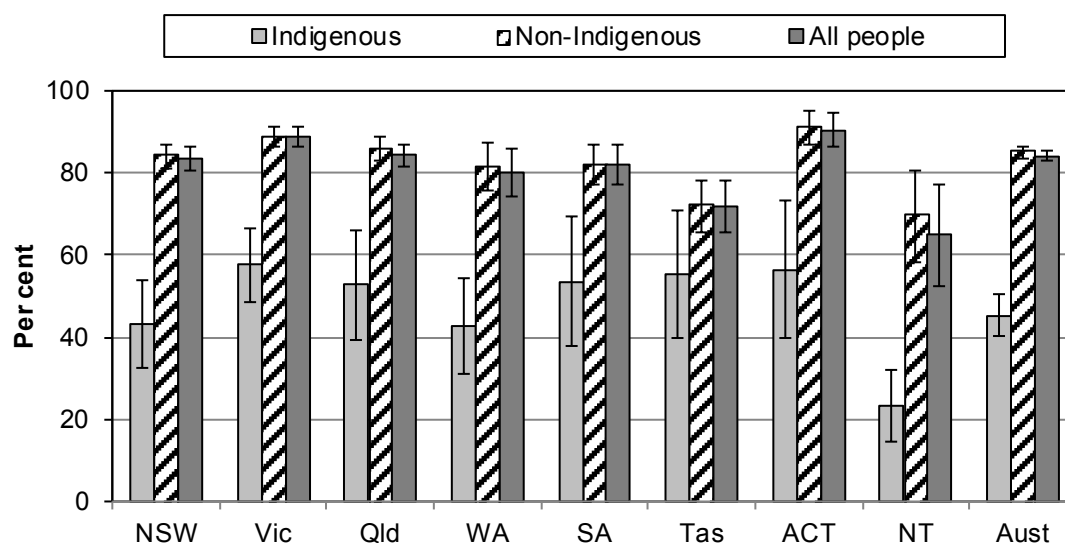


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b Proportions are determined using the number of students educated in the jurisdiction divided by the estimated resident population for the jurisdiction in the age group. In some cases students are educated 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 (2011) *Education and Work*, Cat. no. 6227.0, Canberra; table BA.28.

Nationally in 2008, 85.0 per cent of non-Indigenous 20–24 year olds had completed year 12 or equivalent, or gained a qualification at certificate II or above, compared with 45.4 per cent of Indigenous 20–24 year olds. (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 Australians 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.

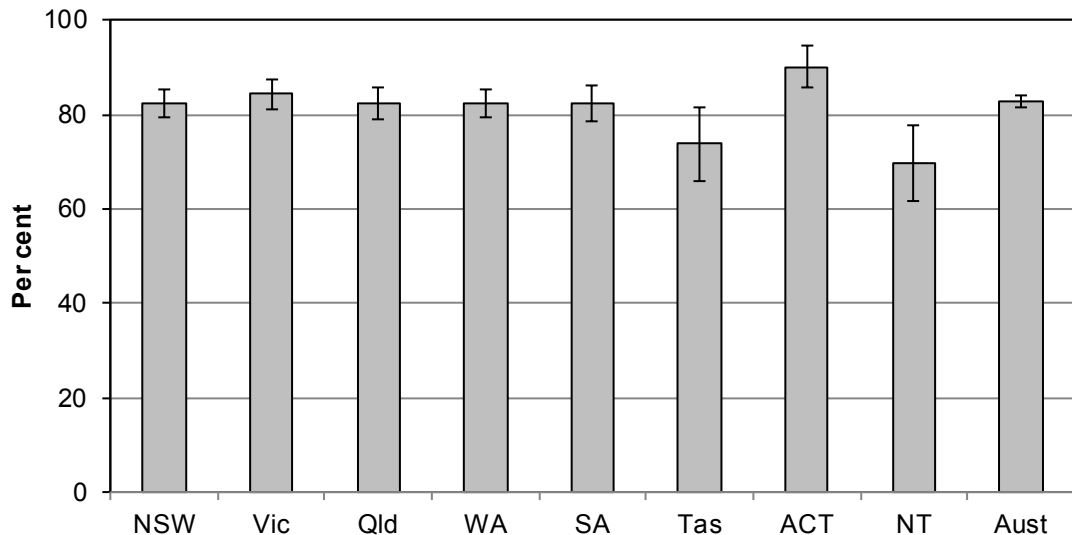
Source: ABS (unpublished) *National Aboriginal and Torres Strait Islander Social Survey* and *Survey of Education and Work*; table BA.29.

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.29. Similar data are presented by socioeconomic status in table BA.30.

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

Nationally in 2011, 82.7 per cent of 20–24 year olds had achieved year 12 or a certificate III or above. 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, 2011^{a, b, c, d}**



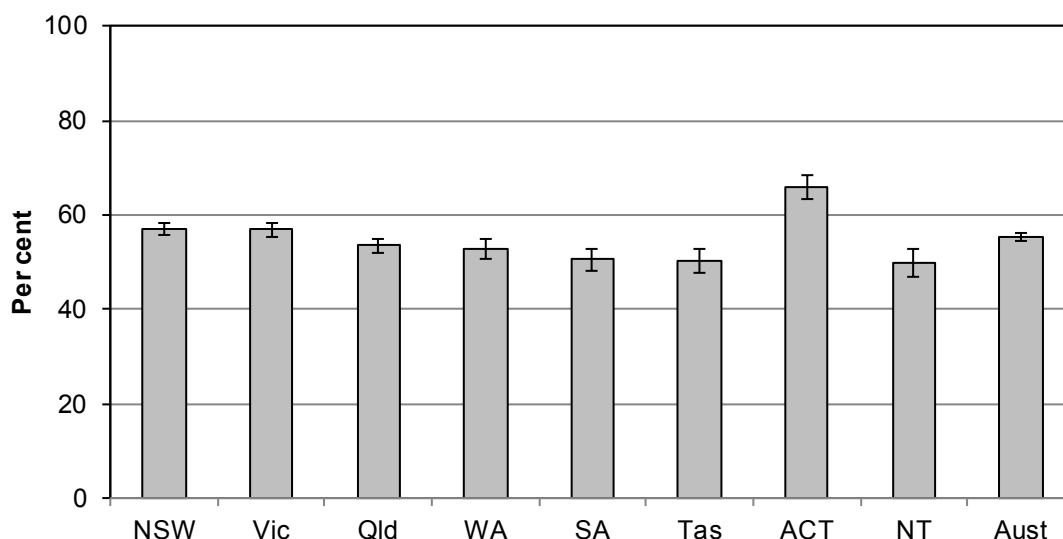
^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b People aged 20–24 years who have completed year 12 or certificate III or above includes certificate I or II nfd but excludes people with a certificate nfd and people whose level of non-school qualification 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 (2011) *Education and Work, 2011*, Cat. no. 6227.0; table BA.31.

Population with qualifications at or above certificate III (by Indigenous status)

Nationally, in 2011, 55.3 per cent of the population aged 20–64 years had attained a qualification at or above certificate III (figure B.17).

Figure B.17 Proportion of 20-64 year olds with qualifications at or above certificate III, 2011 ^{a, b}



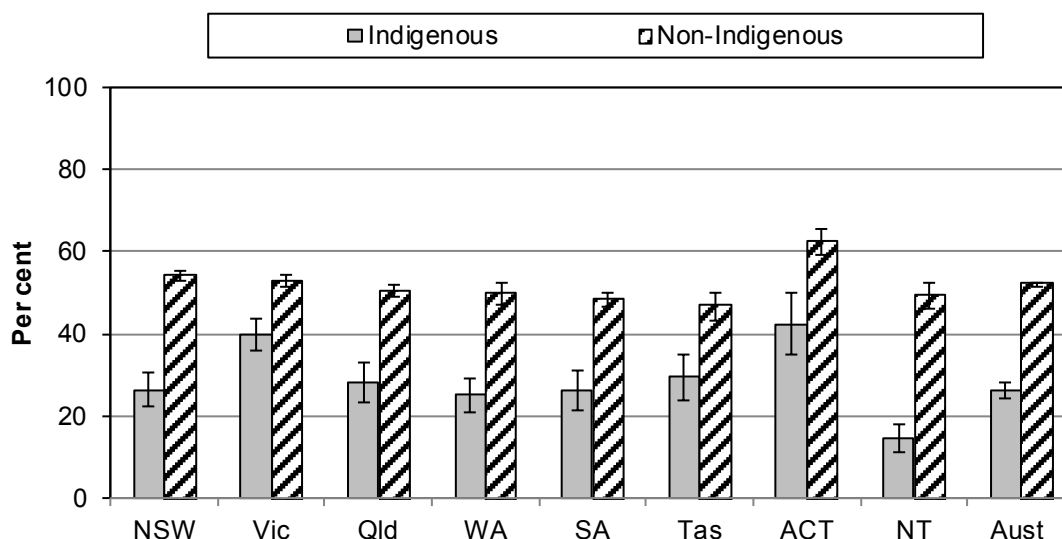
a The ABS Survey of Education and Work is not conducted in Indigenous communities in very remote areas, which affects the comparability of NT results as these communities account for around 15 per cent of the NT population. **b** 'Certificate III or above' includes certificate III, IV, diploma, advanced diploma, bachelor's degree and above. Persons whose level of non-school qualification is determined to be certificate level but is not able to be further defined (ie, Certificate nfd) are assumed to have attained below Certificate level III and are therefore included in the calculations (numerator and denominator) for these data. Persons whose level of non-school qualification cannot be determined are assumed to have attained below Certificate level III and are therefore included in the calculations (numerator and denominator) for these data.

Source: ABS (2011) Education and Work, 2011, Cat. no. 6227.0; Table BA.32.

Additional age categories on the proportion of population with qualifications at or above certificate III are presented in table BA.32.

Nationally, in 2008, 26.4 per cent of Indigenous 20–64 year olds had qualifications at or above a certificate III, compared with 52.2 per cent of non-Indigenous 20–64 year olds) (figure B.18).

Figure B.18 **Proportion of 20–64 year olds with 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 Australians 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.33.

The proportions of 20–64 year olds with qualifications at or above certificate III by level of socioeconomic disadvantage (based on SEIFA IRSD), are presented in table BA.34. Nationally and in all jurisdictions, in 2011, 20–64 year olds from geographic areas of most socioeconomic disadvantage (SEIFA IRSD Quintile 1) were less likely to have 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.35.

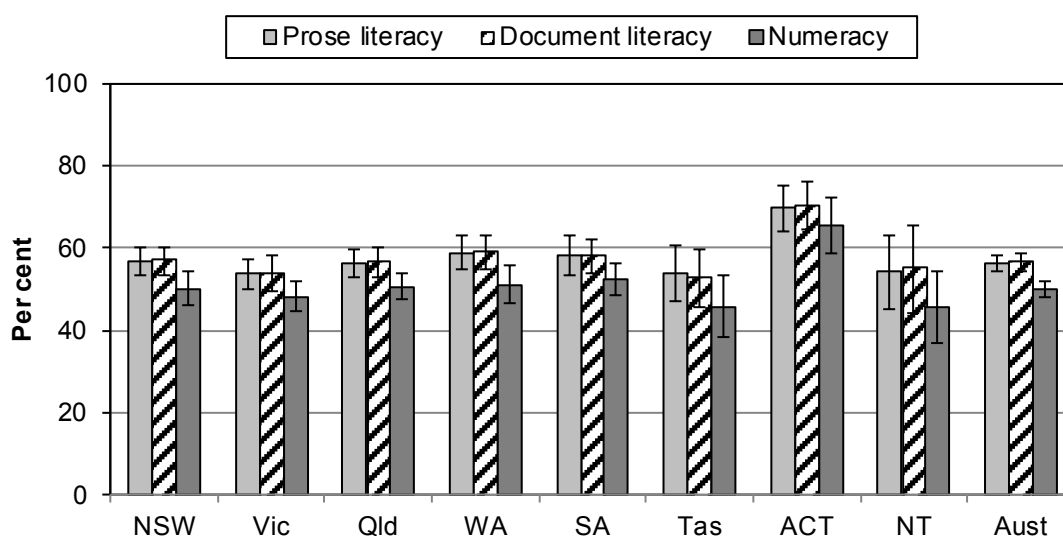
The proportions of the population with or working towards a post school qualification are presented by Indigenous status in table BA.36. Nationally in 2006, 35.3 per cent of 20–64 year olds had, or were working towards, a post school qualification at certificate III, IV, diploma or advanced diploma level. Nationally in 2006, 25.6 per cent of Indigenous 20–64 year olds had, or were working towards a certificate III, IV, diploma or advance diploma, compared to 35.5 per cent of non-Indigenous 20-64 year olds.

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.37.

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.38).
 - 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.39).
 - 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.40)
 - 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.41).

Service-specific performance indicator frameworks

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

- early childhood education and care (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:

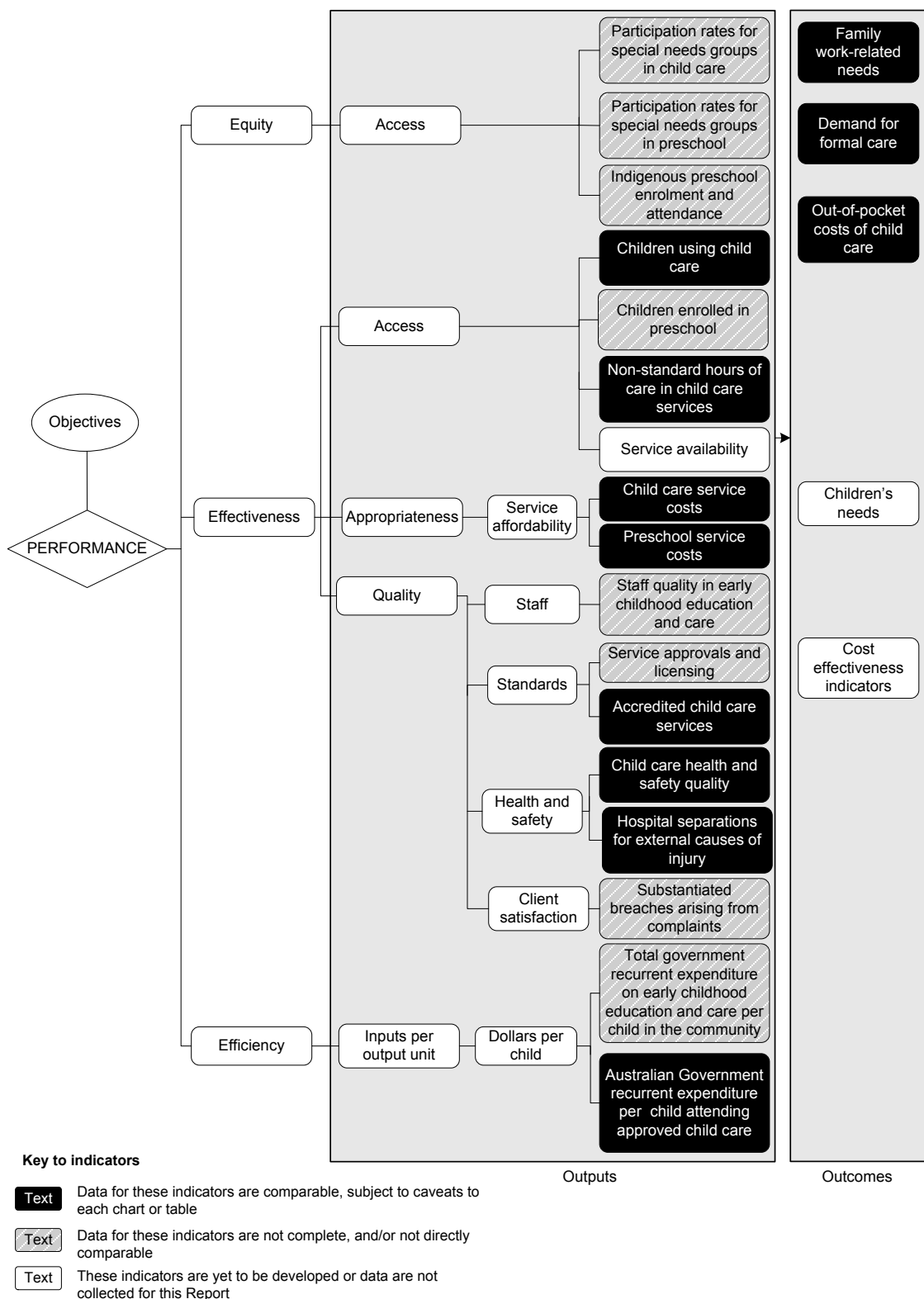
- indicator interpretation boxes, which define the measures used and indicate any significant conceptual or methodological issues with the reported information (chapters 3, 4 and 5)
- caveats and footnotes to the reported data (chapters 3, 4 and 5)
- additional measures and further disaggregation of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

Early childhood education and care

The performance indicator framework for early childhood education and care is presented in figure B.20. This framework provides comprehensive information on the equity, effectiveness, efficiency and the outcomes of early childhood education and care.

Figure B.20 Early childhood education and care performance indicator framework



An overview of the early childhood education and care 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 early childhood education and care^{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.16
community	%	4.4	1.2	6.5	5.9	3.6	7.0	2.4	43.4	4.7	
Children from non-English speaking backgrounds (0-12 years), 2011											
in service	%	19.7	17.2	6.5	9.8	7.8	3.2	13.1	11.0	13.7	3A.16
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), 2011-12</i>											
Data for this indicator are not directly comparable (chapter 3)											
in service	%	5.2	1.7	5.9	6.5	7.3	7.4	4.7	43.0	5.2	3A.17
community	%	4.6	1.2	6.7	5.7	3.6	7.0	2.5	40.9	4.8	
<i>Indigenous preschool attendance rates</i>											
Data for this indicator are not directly comparable (chapter 3)											
<i>Enrolled children absent from non-government preschool, 2011</i>											
Indigenous	%	25.0	31.3	29.7	40.8	44.0	18.4	53.3	53.1	29.2	3A.19
Non-Indigenous	%	13.1	17.7	14.4	16.2	15.2	13.2	16.6	15.7	15.7	
Effectiveness — indicators											
<i>Children using child care (Australian and State and Territory government, 0-12 years), 2011-12</i>											
Data for this indicator are not directly comparable (chapter 3)											
	%	35.9	25.2	31.1	18.5	30.1	28.2	33.8	17.6	29.2	3A.12
<i>Children enrolled in preschool (year before full time school), 2011-12</i>											
Data for this indicator are not directly comparable, subject to caveats (chapter 3)											
	%	54.9	102.7	39.1	101.0	91.8	101.6	87.9	85.6	72.5	3A.14
<i>Non-standard hours of care in child care services, 2012</i>											
Data for this indicator are comparable, subject to caveats (chapter 3)											
LDC	%	35.0	60.6	65.9	57.1	55.9	34.2	23.1	52.1	49.5	3A.22
FDC	%	44.6	64.2	62.8	65.0	83.3	46.2	20.0	40.0	57.6	
Vacation	%	10.2	12.7	23.0	17.2	14.5	10.3	2.3	19.0	14.9	
OSH	%	27.3	23.8	35.0	32.0	33.1	34.6	2.2	37.3	28.5	
Occasional	%	47.1	25.0	61.9	80.0	50.0	100.0	—	—	50.0	
Other	%	28.9	36.7	47.0	40.4	35.6	29.8	10.4	39.1	35.8	
<i>Child care service costs, 2012</i>											
Data for this indicator are comparable, subject to caveats (chapter 3)											
LDC	\$/week	369	353	309	337	318	326	409	322	341	3A.24
FDC	\$/week	315	316	339	350	294	353	369	332	323	

(continued)

Table B.1 (continued)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	Source
Preschool service costs (real median weekly cost) 2011										
<i>Data for this indicator are comparable, subject to caveats (chapter 3)</i>										
\$/week	66 ± 19.0	20 ± 1.5	56 ± 5.8	1 ± 0.5	7 ± 2.0	—	—	4 ± 3.7	22 ± 2.0	3A.27
<i>Staff quality in early childhood education and cares</i>										
<i>Data for this indicator are not directly comparable (chapter 3)</i>										
Paid primary contact staff employed by Australian Government approved child care services with a relevant formal qualification (at or above Certificate level III), 2010										
%	63.9	69.3	73.6	64.2	55.6	67.3	46.8	49.4	66.2	3A.30
<i>Accredited child care services</i>										
<i>Data for this indicator are comparable, subject to caveats (chapter 3)</i>										
<i>Hospital separations for external causes of injury (children aged 0-4 by place of occurrence), 2010-11</i>										
<i>Data for this indicator are comparable, subject to caveats (chapter 3) (data will be supplied in late October)</i>										
Children's service/school	% 2.2	% 2.1	% 2.2	% 2.1	% 2.0	% 2.0	% 4.3	% 1.4	% 2.2	3A.34
Home	% 34.6	% 27.3	% 45.6	% 34.9	% 42.4	% 36.5	% 29.0	% 22.3	% 36.0	
Other place	% 30.9	% 35.5	% 26.9	% 29.8	% 32.1	% 26.4	% 34.2	% 26.2	% 30.8	
Not specified	% 33.1	% 36.5	% 27.3	% 34.8	% 24.4	% 37.5	% 33.8	% 52.6	% 32.4	
<i>Substantiated breaches arising from complaints, 2011-12</i>										
<i>Data for this indicator are not directly comparable (chapter 3)</i>										
%	24.5	33.3	na	100.0	na	92.3	100.0	100.0	..	3A.50, 57, 64, 71, 78, 85, 92, 99.
Efficiency indicators										
<i>Australian Government recurrent expenditure on child care services per child in the community (aged 0-12 years), 2011-12</i>										
<i>Data for this indicator are not directly comparable (chapter 3)</i>										
\$/child	1 287	1 221	1 486	899	1 409	1 369	1 588	1 475	1 288	3A.35
<i>Australian government recurrent expenditure per child attending approved child care services (aged 0-12 years), 2012</i>										
<i>Data for this indicator are comparable, subject to caveats (chapter 3)</i>										
\$/child attending	4 880	4 853	4 803	4 860	4 868	4 963	4 705	8 368	4 888	3A.37

(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, 2011</i>											
%	47.3±	49.7±	50.3±	60.0±	63.0±	47.6±	62.1±	56.6±	51.1±	3A.40	
	11.0	11.3	16.7	11.8	16.4	22.2	27.4	30.6	5.9		
<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, 2011</i>											
%	17.0±	17.7±	14.9±	16.5±	12.9±	15.6±	20.6±	15.6±	16.4±	3A.39	
	1.9	2.3	2.3	1.8	2.5	4.0	4.8	5.3	0.9		
<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), 2012</i>											
Data for this indicator are comparable, subject to caveats (chapter 3)											
Before subsidy	%	55.0	52.7	46.1	50.2	47.5	48.7	61.0	48.0	50.8	3A.42
After subsidy	%	16.6	15.4	12.1	14.2	12.8	13.4	19.6	13.1	14.5	

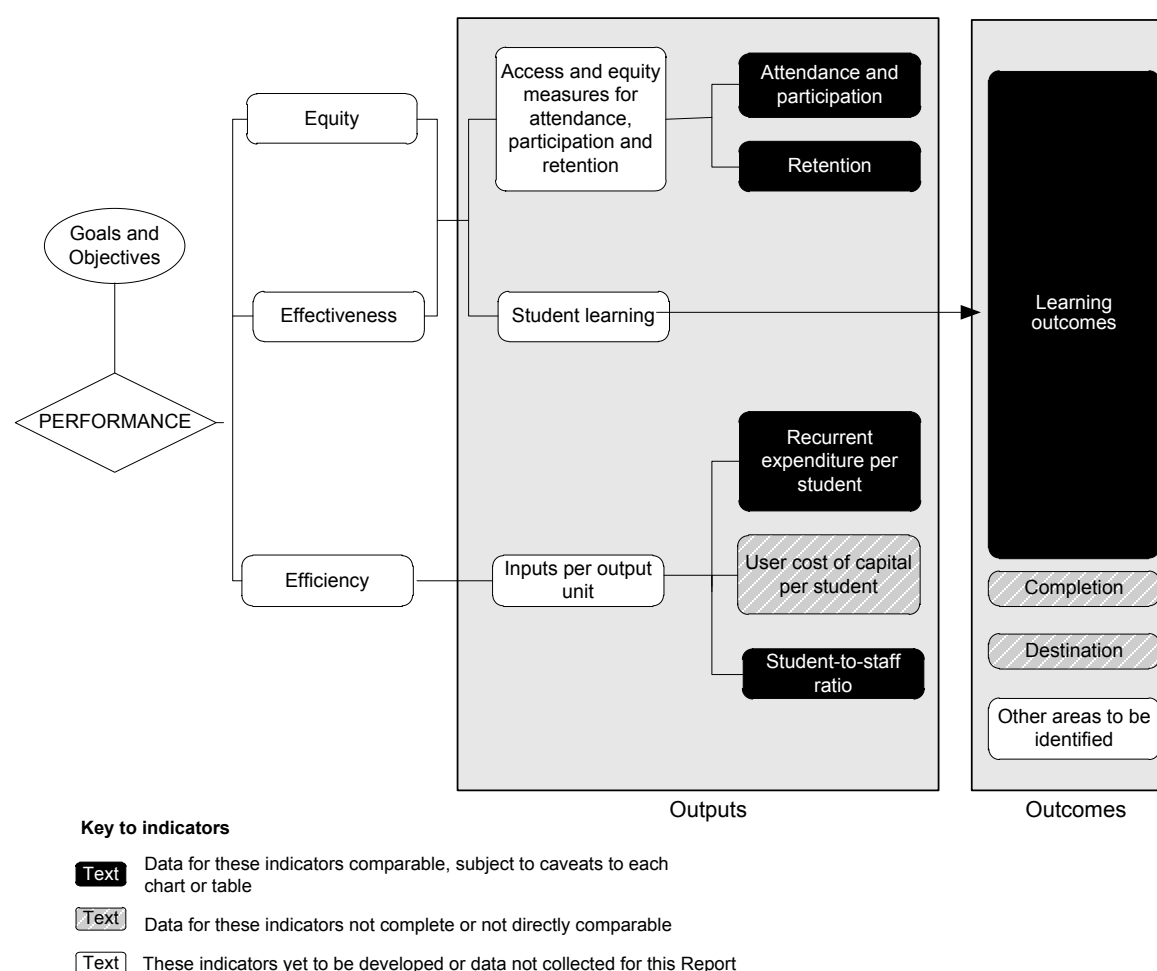
^a Caveats for these data are available in chapter 3 and attachment 3A. Refer to the indicator interpretation boxes in chapter 3 for information to assist with the interpretation of data presented in this table. ^b These data are derived from detailed data in chapter 3 and attachment 3A. **na** Not available.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

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}

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	Source
Equity — access indicators										
<i>Attendance and participation, 2011</i>										
This indicator has multiple measures and data comparability and completeness vary (chapter 4)										
Year 10 attendance rate, all students, government schools										
%	87	90	87	86	85	86	86	76	..	4A.114
Participation – proportion of all children aged 6-15 years enrolled in school										
%	98.9	96.6	99.0	96.8	99.9	99.7	109.2	94.1	98.3	4A.101
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 (2010)										
%	21.6	31.9	25.6	23.0	18.8	26.3	26.0	16.6	25.0	4A.113
<i>Retention, 2011</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										
%	102.3	101.9	101.9	103.6	104.2	102.2	101.6	84.4	102.1	4A.104
Apparent retention rate, year 10-12, full time students, government schools										
%	73.0	77.0	74.8	72.3	79.3	70.4	102.0	66.9	75.0	4A.107
Apparent retention rate, year 10-12, full time Indigenous students, government schools										
%	46.7	55.8	55.4	40.6	68.8	40.0	88.9	48.9	50.4	4A.107
Efficiency indicators										
<i>Recurrent expenditure per student, 2010-11</i>										
Data for this indicator are comparable, subject to caveats (chapter 4)										
Government expenditure per FTE student, government schools										
\$	14 448	13 449	14 853	18 500	15 586	15 139	19 863	22 727	15 002	4A.11
Government expenditure per FTE student, non-government schools										
\$	8 030	7 537	8 450	8 780	7 856	8 567	6 937	14 397	8 092	4A.13
Government recurrent expenditure on staff per FTE student in government schools										
\$	9 580	8 444	9 200	11 126	9 684	9 539	11 402	13 050	9 469	4A.12
<i>User cost of capital per student, 2010-11</i>										
Data for this indicator are not directly comparable (chapter 4)										
UCC per FTE student, government schools										
\$	1 962	2 061	2 431	3 633	1 759	1 418	4 149	2 242	2 265	4A.16
<i>Student-to-staff ratio, 2011</i>										
Data for this indicator are comparable, subject to caveats (chapter 4)										
Ratio of FTE students to FTE teaching staff, government primary schools										
no.	15.5	15.4	15.3	15.6	14.9	14.3	13.7	11.8	15.3	4A.18
Ratio of FTE students to FTE teaching staff, government secondary schools										
no.	12.5	11.7	12.5	11.4	13.4	13.0	11.8	10.5	12.2	4A.18

(continued)

Table B.2 (continued)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	Source
Outcome indicators										
<i>Learning outcomes, 2011</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										
%	95.2 ± 0.3	95.3 ± 0.4	92.8 ± 0.5	92.1 ± 0.7	92.0 ± 0.9	92.4 ± 1.2	95.6 ± 1.2	67.6 ± 6.3	93.8 ± 0.2	4A.32
Reading performance – proportion of Indigenous year 3 students achieving at or above national minimum standard										
%	85.0 ± 1.5	88.2 ± 2.8	80.0 ± 2.0	70.4 ± 3.0	72.2 ± 5.1	85.5 ± 4.3	86.8 ± 8.5	39.9 ± 6.5	76.3 ± 1.7	4A.32
Reading performance – proportion of all year 9 students achieving at or above national minimum standard										
%	93.0 ± 0.6	94.0 ± 0.6	91.6 ± 0.8	90.9 ± 1.3	91.6 ± 1.4	90.6 ± 2.1	94.4 ± 1.9	69.1 ± 8.1	92.4 ± 0.3	4A.32
Reading performance – proportion of Indigenous year 9 students achieving at or above national minimum standard										
%	77.9 ± 1.9	83.2 ± 2.9	72.1 ± 3.0	63.9 ± 4.6	69.1 ± 5.8	82.2 ± 5.3	89.0 ± 8.0	37.2 ± 9.1	71.9 ± 1.6	4A.32
Numeracy performance – proportion of all year 3 students achieving at or above national minimum standard										
%	96.5 ± 0.3	96.2 ± 0.4	95.2 ± 0.3	95.3 ± 0.5	94.1 ± 0.8	95.4 ± 0.9	96.5 ± 1.1	79.1 ± 4.7	95.6 ± 0.2	4A.58
Numeracy performance – proportion of Indigenous year 3 students achieving at or above national minimum standard										
%	89.2 ± 1.4	89.6 ± 2.3	86.9 ± 1.3	79.8 ± 2.5	79.0 ± 4.8	90.2 ± 4.5	88.9 ± 7.7	59.3 ± 5.8	83.6 ± 1.3	4A.58
Numeracy performance – proportion of all year 9 students achieving at or above national minimum standard										
%	93.0 ± 0.6	94.6 ± 0.6	92.8 ± 0.7	92.1 ± 1.2	91.7 ± 1.5	90.9 ± 2.0	94.6 ± 1.8	72.6 ± 7.7	93.0 ± 0.3	4A.58
Numeracy performance – proportion of Indigenous year 9 students achieving at or above national minimum standard										
%	74.9 ± 2.2	80.3 ± 3.8	74.5 ± 2.7	67.3 ± 5.1	68.2 ± 5.6	80.3 ± 5.4	83.0 ± 8.2	42.4 ± 8.6	72.0 ± 1.6	4A.58

(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>
Information and communications technologies performance – proportion of year 6 students achieving at or above proficient standard, 2011										
%	66 ± 4.1	64 ± 3.8	55 ± 4.8	59 ± 5.5	62 ± 4.9	51 ± 5.5	74 ± 8.3	42 ± 9.2	62 ± 2.0	4A.82
Information and communications technologies performance – proportion of year 10 students achieving at or above proficient standard, 2011										
%	66 ± 5.3	68 ± 4.9	63 ± 4.3	61 ± 4.0	63 ± 5.6	54 ± 7.1	72 ± 7.0	48 ± 8.8	65 ± 2.3	4A.82
Proportion of year 4 students achieving at or above the intermediate international benchmark in mathematics achievement in TIMSS assessment, 2011										
%	73.8 ± 5.5	75.5 ± 4.6	64.3 ± 6.0	62.5 ± 6.2	65.2 ± 6.2	68.1 ± 6.9	81.4 ± 4.9	59.1 ± 12.7	70.2 ± 2.7	4A.96
Proportion of year 8 students achieving at or above the intermediate international benchmark in mathematics achievement in TIMSS assessments, 2011										
%	66.8 ± 10.0	64.4 ± 7.3	58.7 ± 7.3	60.8 ± 9.9	58.2 ± 7.5	49.0 ± 7.4	74.4 ± 6.2	44.1 ± 14.7	62.9 ± 4.7	4A.97
Proportion of year 4 students achieving at or above the intermediate international benchmark in science achievement in TIMSS assessments, 2011										
%	73.9 ± 4.7	76.7 ± 3.8	66.0 ± 5.8	66.4 ± 5.6	67.6 ± 6.2	71.7 ± 5.9	83.3 ± 4.4	60.6 ± 12.6	71.6 ± 2.5	4A.98
Proportion of year 8 students achieving at or above the intermediate international benchmark in science achievement in TIMSS assessments, 2011										
%	72.6 ± 8.3	69.5 ± 5.9	69.2 ± 5.7	70.8 ± 9.0	67.2 ± 4.9	60.0 ± 6.3	81.1 ± 4.4	55.9 ± 18.0	70.3 ± 3.9	4A.99
<i>Completion, 2011</i>										
This indicator has multiple measures and data comparability and completeness vary (chapter 4)										
Year 12 completion rate										
%	72	68	69	72	77	43	75	36	70	4A.110
<i>Destination, 2011</i>										
Data for this indicator are not directly comparable (chapter 4)										
Proportion of year 12 students attending further education ^d										
%	65.3 ± 8.8	74.8 ± 7.3	48.1 ± 8.3	69.8 ± 11.3	68.1 ± 13.4	76.9 ± 17.3	59.8 ± 23.4	28.6 ± 27.2	64.7 ± 3.1	4A.112

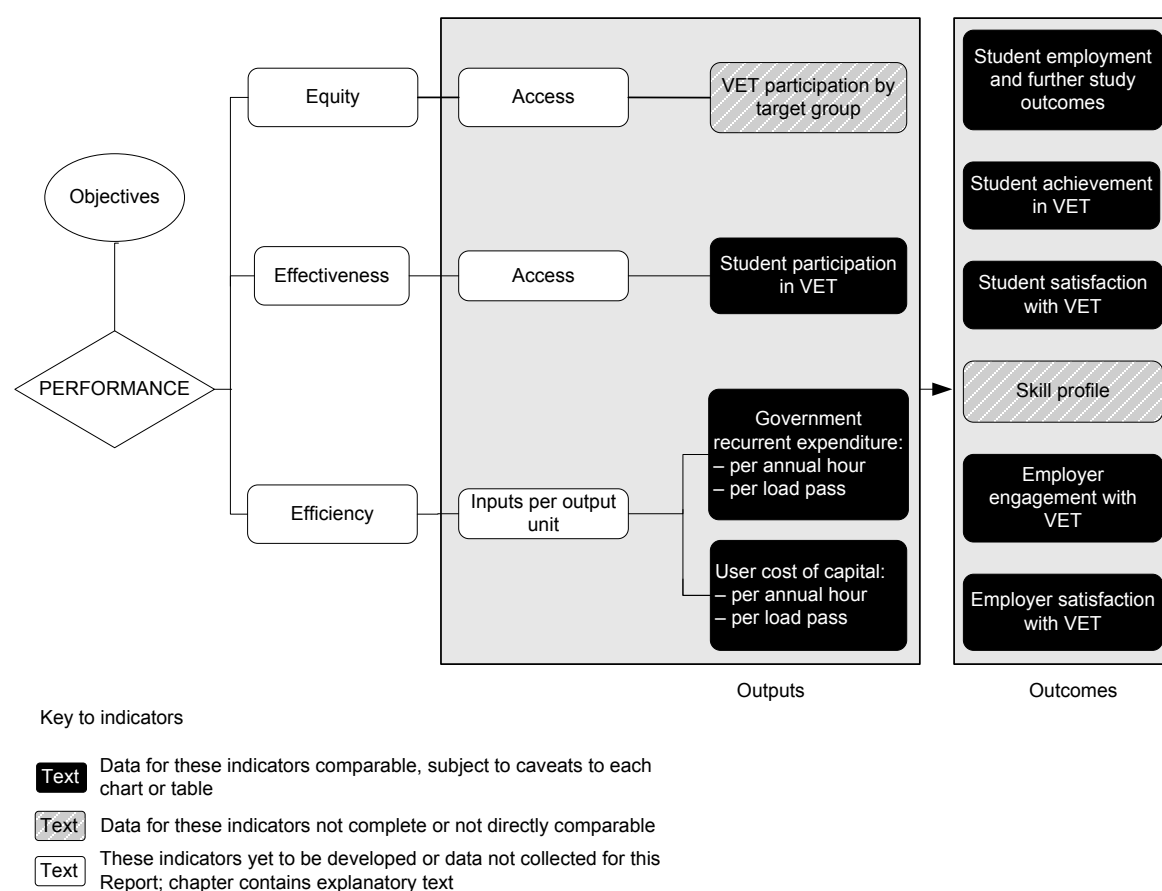
FTE = Full time equivalent. ^a Caveats for these data are available in chapter 4 and attachment 4A. Refer to the indicator interpretation boxes in chapter 4 for information to assist with the interpretation of data presented in this table. ^b These data are derived from detailed data in chapter 4 and 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}

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	Source
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 (2011)										
%	27.0	23.7	15.9	24.4	23.9	12.1	20.3	21.7	21.9	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 (2011)										
%	9.2	11.2	8.0	8.9	8.9	9.4	9.1	13.0	9.5	5A.9
Efficiency indicators										
<i>Government recurrent expenditure per government funded annual hour (2011)</i>										
Data for this indicator are comparable, subject to caveats (chapter 5)										
\$	12.57	11.18	14.83	16.66	13.65	16.58	16.50	27.88	13.24	5A.19
<i>Government recurrent expenditure per government funded load pass (2011)</i>										
Data for this indicator are comparable, subject to caveats (chapter 5)										
\$	16.09	13.55	17.06	21.15	16.25	21.12	20.34	37.76	16.26	5A.20
<i>User cost of capital per government funded annual hour (2011)</i>										
Data for this indicator are comparable, subject to caveats (chapter 5)										
\$	1.89	1.50	2.18	1.81	2.03	2.73	2.74	3.58	1.85	5A.21
<i>User cost of capital per government funded load pass (2011)</i>										
Data for this indicator are comparable, subject to caveats (chapter 5)										
\$	2.42	1.82	2.51	2.30	2.41	3.48	3.28	4.85	2.28	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 2011 after completing their course in 2010										
%	86.3	87.7	84.2	89.1	83.6	84.6	90.9	86.1	86.5	5A.25
	±0.9	±0.8	±0.8	±0.8	±1.4	±1.9	±1.9	±2.4	±0.4	
<i>Student achievement in VET</i>										
Data for this indicator are comparable, subject to caveats (chapter 5)										
Load pass rate (government funded VET) (2011)										
%	79.6	82.3	89.7	80.4	83.6	80.8	83.5	74.7	82.4	5A.47

(continued)

Table B.3 (Continued)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	Source
<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 (2011)										
%	89.7	88.4	89.1	89.3	90.1	89.5	87.6	89.9	89.2	5A.64
	±0.7	±0.7	±0.7	±0.7	±1.0	±1.5	±2.1	±1.7	±0.3	
<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 (2009 to 2010) by government and non-government funded VET students										
%	8.0	22.5	18.2	19.5	-18.5	5.5	-1.5	21.1	12.6	5A.73
<i>Proportion of employers who were engaged with the VET system in the last 12 months (2011) — Engagement with formal vocational qualification as a job requirement</i>										
Data for this indicator are comparable, subject to caveats (chapter 5)										
%	37.6	32.5	33.8	34.1	29.1	33.6	33.1	33.9	34.5	5A.89
	±2.9	±3.2	±4.1	±4.8	±4.6	±5.4	±5.1	±5.7	±1.6	
<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 (2011) — Satisfaction with formal vocational qualifications as a job requirement</i>										
Data for this indicator are comparable, subject to caveats (chapter 5)										
%	86.0	84.1	83.9	85.3	84.0	79.0	84.3	85.8	84.8	5A.90
	±3.7	±4.5	±5.7	±6.3	±6.4	±9.3	±6.4	±6.9	±2.2	

^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 Future directions in performance reporting

This CCET sector overview will continue to be developed in future reports, to reflect developments affecting the sector as a whole.

The Early childhood education and care, School education and Vocational education and training chapters contain a service-specific section on future directions in performance reporting.

B.4 List of attachment tables

Attachment tables are identified in references throughout this sector overview 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, (2010-11 dollars)
Table BA.2	Australian, State and Territory (including local) government real expenditure on education, (2010-11 dollars)
Table BA.3	Total government real expenditure on education, by purpose (\$ million) (2010-11 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, 2011
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Table BA.35	Proportion of 25–29 year olds who have gained a post-secondary qualification at certificate III or above (per cent)
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Table BA.39	Proportion of 15–64 year olds at level 3 or above for numeracy, by age and employment status (per cent), 2006
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Table BA.41	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

B.5 References

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3 Early childhood education and care

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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.

Early childhood education and care aims 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 early childhood education and care. 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 early childhood education and care this year include:

- the name of the chapter has been changed from ‘Children’s services’, to reflect the scope of the chapter and to align with terminology being used in other Council of Australian Governments (COAG) activities across the early childhood reform agenda
- inclusion of a new measure, the proportion of Indigenous children enrolled and attending preschool, under the indicator ‘Indigenous preschool enrolment and attendance’. This measure aligns with performance data reported for the National Indigenous Reform Agreement (NIRA)
- inclusion of data on funding provided by the Australian Government to State and Territory governments under the National Partnership for Early Childhood Education (NP ECE)
- revision of efficiency indicators to include only recurrent funding
- revisions to material on licensing and approvals
- reporting of data from the most recent *Childhood Education and Care Survey*, undertaken by the ABS in 2011
- inclusion for the first time of new data quality information (DQI) documentation for the indicators ‘child care service costs’, ‘preschool service costs’, ‘Australian Government expenditure per child attending child care services’ and ‘out-of-pocket-costs of child care’.

3.1 Profile of early childhood education and care

Service overview

Early childhood education and care services are provided using a variety of service delivery models that can be grouped into the following six broad categories.

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 outside school hours care (see below). 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 — A preschool program is a structured, play-based learning program, delivered by a degree qualified teacher, aimed at children in the year before they commence full-time schooling. This is irrespective of the type of institution that provides it or whether it is government funded or privately provided. Programs may be delivered in a variety of service settings including separate preschools or kindergartens, long day care centres, or in association with a school. Preschool program names and starting ages for each State and Territory are presented in table 3.1.

Table 3.1 Preschool programs in Australia^a

<i>State/Territory</i>	<i>Program name</i>	<i>Age of entry - preschool</i>	<i>Age of entry - school</i>
NSW	Preschool	Generally aged 3 and 4	5 by 31 July
Vic	Kindergarten	4 by 30 April	5 by 30 April
Qld	Kindergarten and Pre-Preparatory	4 by 30 June	5 by 30 June
WA	Kindergarten	4 by 30 June	5 by 30 June
SA	Preschool and Kindergarten	Entry after 4th birthday	Entry after 5th birthday
Tas	Kindergarten	4 by 1 January	5 by 1 January
ACT	Preschool	4 by 30 April	5 by 30 April
NT	Preschool	4 by 30 June or 3 for Indigenous children in remote areas	5 by 30 June

^a Preschool programs are also provided in some long day care centres which are classified as childcare services in this Report. These programs are not included in preschool data, resulting in an undercount of children enrolled in preschool.

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 early childhood education and care 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 through the National Partnership Agreement on Early Childhood Education to support the achievement of universal access to early childhood education
- providing funding and support to implement the National Quality Framework (NQF) through the National Partnership Agreement on the National Quality Agenda for Early Childhood Education and Care
- 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 where not covered under the NQF

-
- approval or licensing, monitoring and quality assessment of services in accordance with the NQF and other relevant regulations
 - monitoring and resourcing licensed and approved early childhood education and care 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 early childhood education and care 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 in 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 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 linked specifically to early childhood development, education and care include:

- the *National Early Childhood Development Strategy — Investing in the Early Years*, 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* which 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* which 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* which 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
- 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* and a *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 is implementing 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 services

Governments seek to ensure that early childhood education and care services are of a satisfactory quality through:

- approvals, 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 and approvals

State and Territory governments are responsible for the regulation of most early childhood education and care services. These regulatory responsibilities include the approval or licensing, monitoring and quality assessment of services in accordance with the relevant regulations. Most long day care, preschool/kindergarten, family day care and outside school hours care services fall within the scope of the NQF and are regulated in accordance with the requirements of the Education and Care Services National Law and National Regulations. A small number of services continue to be licensed by other relevant jurisdiction legislation, for example mobile preschools.

Providers of early childhood education and care services must meet legislative and regulatory requirements regarding safety standards, staff qualifications, child/staff ratios, health and safety requirements, and child development to obtain an approval or licence to operate. State and Territory governments monitor performance and compliance, and administer approvals/licences.

For services under the NQF, a person or entity must become an Approved Provider by obtaining a provider approval from the relevant State or Territory Regulatory Authority to operate one or more Approved Services. An Approved Provider must then obtain a service approval to operate an education and care service. Box 3.15 provides additional information on the NQF.

Quality assurance

The previous quality assurance system ceased on 31 December 2011 and was replaced by the NQF from 1 January 2012. Box 3.15 provides additional information on the NQF.

The National Quality Standard (NQS) sets a national benchmark for the quality of services, in seven key quality areas. Within these seven quality areas there are 18 standards. Each standard contains a number of elements that describe the outcomes that contribute to the standard being achieved. There are 58 elements in total.

The NQS is accompanied by a national assessment and rating process reporting the quality of each service, against five rating levels, ranging from ‘significant improvement required’ to ‘excellent’.

Funding performance standards and outcomes

State and Territory governments impose varying performance requirements for funding early childhood education and care 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 early childhood education and care services was \$6.0 billion in 2011-12, compared with \$5.5 billion (in real terms) in 2010-11. Nationally, real expenditure increased by 62.7 per cent (\$2.3 billion) between 2007-08 and 2011-12 (table 3A.3).

Australian Government expenditure accounted for 79.0 per cent (\$4.8 billion) of total government expenditure on early childhood education and care services in 2011-12 (tables 3A.3 and 3A.4). State and Territory government expenditure on early childhood education and care services in 2011-12 was \$1.3 billion (table 3A.5). Total Australian, State and Territory government expenditure reporting on early childhood education and care services is also available by jurisdiction (tables 3A.3–6, 3A.44, 3A.51, 3A.58, 3A.65, 3A.72, 3A.79, 3A.86 and 3A.93).

The Australian Government provided \$297 million in 2011-12 to State and Territory governments through the National Partnership Agreement on Early Childhood Education (table 3A.6). This expenditure is reflected in the data for State and Territory government recurrent expenditure (table 3A.5).

In 2011-12, the provision of preschool services accounted for the largest proportion of total State and Territory government recurrent expenditure across all service models (84.9 per cent, or \$1.1 billion nationally) (table 3A.5).

The Australian Government provides supplementary funding to support the participation of Indigenous children in eligible preschool programs. In 2011, \$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

Early childhood education and care services may be managed by governments (State, Territory and local), the community sector, the private sector and non-government schools. Data on the management type of child care services are incomplete and the scope of data collection varies across jurisdictions. 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 early childhood education and care services, by management type, 2011-12 (per cent)^{a, b}

	NSW ^c	Vic	Qld	WA	SA ^d	Tas ^e	ACT	NT ^f
<i>Child care</i>								
Community managed	30.8	31.3	40.0	16.6	42.0	56.5	74.4	61.3
Private	57.3	42.9	44.7	80.3	32.9	21.8	18.7	22.7
Non-government schools	2.1	3.6	6.6	–	–	3.8	6.9	16.0
Total non-government	90.3	77.8	91.3	96.9	74.9	82.1	100.0	100.0
Government managed	9.7	22.2	8.7	3.1	25.1	17.9	–	–
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
<i>Preschool</i>								
Community managed	82.5	71.9	85.4	na	4.3	na	na	–
Private	5.7	0.7	0.3	na	na	na	na	–
Non-government schools	1.4	5.8	5.6	na	na	28.0	19.2	3.3
Total non-government	89.6	78.3	91.3	na	4.3	28.0	19.2	3.3
Government managed	10.5	21.7	8.7	100.0	95.7	72.0	80.8	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 The majority of preschool programs in NSW are delivered by qualified staff in long day care (LDC) centres and the majority of licensed LDC centres in NSW offer a preschool program. This report classifies the services provided by LDC centres as childcare services. The majority of LDC centres in NSW are not funded by the State government but all are in receipt of some Commonwealth funding. The NSW government is responsible for the regulation, licensing, monitoring and assessment of the quality of services provided by LDC centres operating in the State. ^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.49, 3A.56, 3A.63, 3A.70, 3A.77, 3A.84, 3A.91 and 3A.98.

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.

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

Data for 2011-12 are not available on the total number of Australian Government supported child care places. Data for earlier years are in table 3A.9. Data on the number of child care places supported by State and Territory governments are presented in tables 3A.45, 3A.52, 3A.59, 3A.66, 3A.73, 3A.80, 3A.87 and 3A.94.

In the March quarter of 2012, 969 791 children aged 12 years or younger attended Australian Government approved child care services (table 3A.10). There were 118 621 children attending State and Territory funded and/or provided child care services (table 3A.12).

Child care usage is not consistent throughout the year 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 using care 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 2011 calendar year over 1.2 million children aged 12 years or younger attended Australian Government approved child care services (DEEWR unpublished), compared with 945 534 in the March quarter of 2011 (table 3A.10).

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 or must attend full time schooling, and therefore the age from which children can attend preschool, varies across jurisdictions and information for each State and Territory is presented in table 3.1.

Differences 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
- younger children enrolled in preschool services.

The number of places in most State and Territory government funded and/or provided preschool services are not formally limited and data on places should be considered as only indicative of service capacity. Data on the number of preschool places are presented in tables 3A.45, 3A.52, 3A.59, 3A.66, 3A.73, 3A.80, 3A.87 and 3A.94.

In 2011-12, 237 247 children were enrolled in State and Territory government funded and/or provided preschool services. The majority (88.8 per cent, or 210 782 children) were to begin full time schooling the following year (table 3A.14). Available data on preschool attendance are incomplete.

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 programs and may be managed and funded by entities from the community, private or the non-government schools' sectors.

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, but 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, 2012

	NSW	Vic	Qld ^a	WA	SA	Tas ^b	ACT ^c	NT ^d
<i>Management type</i>								
Community sector	✓	✓	✓	✓	✓	x	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	L	L	L	R	L	R	L	R

X Not government funded. **R** Registered. **L** Licensed.

^a In Queensland a non-government kindergarten program may be delivered on a government school site but is not operated by the school. ^b Tasmania will fund preschools with a management type of community sector, if the preschool is registered as a non-government school. ^c Non-government preschools in the ACT are licensed, but not government funded. ^d In the NT, only 4 Catholic remote schools receive NT government funding for preschool services. **na** not available.

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 early childhood education and care services

A development across the early childhood education and care 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 early childhood education and care 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 early childhood education and care services related to a preschool program being offered in a child care setting. Nationally in 2011 there were 2625 long day care centres offering a preschool program (ABS 2012a).

A broader range of integrated services is being provided 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 early childhood education and care services are more commonly placed in disadvantaged communities, and provide 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 early childhood education and care services. However, the NIRA includes an indicator relating to access to quality early childhood education for Indigenous children. Data for this indicator are available at the national level and are presented as supplementary information on ‘Indigenous preschool enrolment and attendance’.

The framework of performance indicators for early childhood education and care is based on common objectives for early childhood education and care and is endorsed by the Steering Committee (box 3.2).

Box 3.2 Objectives for early childhood education and care services

Early childhood education and care services aim to:

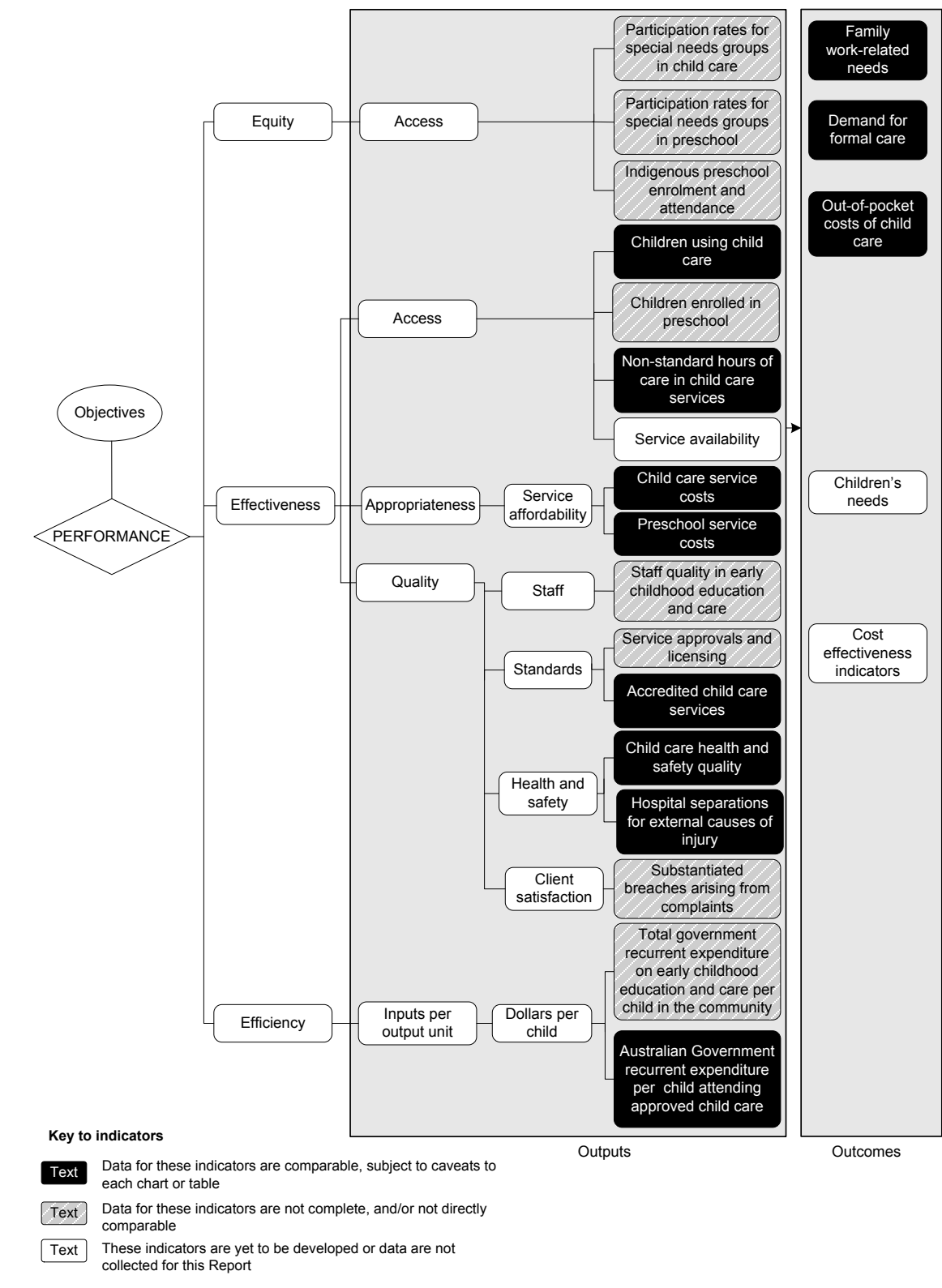
- meet the education and care needs of all children in developmentally appropriate ways, in a safe and nurturing environment
- provide quality services across a range of settings delivered in an equitable and efficient manner, meeting individual need.

A performance indicator framework consistent with these objectives is shown in figure 3.1. The performance indicator framework provides information on equity, efficiency and effectiveness, and distinguishes the outputs and outcomes of early childhood education and care. The framework shows which data are provided on a comparable basis in the 2013 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 3.1 Early childhood education and care 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 early childhood education and care. Definitions of key terms are in section 3.6.

Data quality information (DQI) is being progressively introduced for all indicators in the Report. The purpose of DQI is to provide structured and consistent information about quality aspects of data used to report on performance indicators. DQI in this Report cover the seven dimensions in the ABS' data quality framework (institutional environment, relevance, timeliness, accuracy, coherence, accessibility and interpretability) in addition to dimensions that define and describe performance indicators in a consistent manner, and note key data gaps and issues identified by the Steering Committee. All DQI for the 2013 Report can be found at www.pc.gov.au/gsp/reports/rogs/2013.

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 that 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 census aims to provide comprehensive and nationally consistent data on access to early childhood education and care services, and staff qualifications and experience. This chapter presents data for 2010 from the 2010 National ECEC Workforce Census. The next National ECEC Workforce Census is planned for 2013, and results will be available for the 2014 Report.

The 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.

The National ECEC Workforce Census collected similar information to the AGCCPS and the AGCCC, although 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 (unpublished).

Representation of children from all special needs groups were lower than their representation in the community nationally, but the extent of the difference varied:

- Children from non-English speaking backgrounds aged 0–12 years had a lower representation in child care in 2010 (13.7 per cent) than this group's representation in the community in 2006 (18.8 per cent). This was 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 in 2010 (2.0 per cent) than their representation in the community in 2010 (4.7 per cent). This was 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 slightly lower representation in child care services in 2010 (23.9 per cent) compared to their representation in the community in 2009-10 (26.6 per cent). This was 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 service in 2010 (2.6 per cent) compared with their representation in the community in 2009 (6.6 per cent). This was 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 in 2010 (28.0 per cent) compared to their representation in the community in 2006 (33.0 per cent). This was 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 in 2010 (0.9 per cent) compared to their representation in the community in 2006 (3.0 per cent). This was the case for both the 0–5 years age group and the 6–12 years age group (tables 3.4 and 3A.15).

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.17.

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}

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<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.16) due to a change in data source. 2010 data in this Report are final from the National ECEC Workforce Census. Refer to box 3.4 and table 3A.16 for more information. ^c See table 3A.16 for complete footnotes and definitions. .. Not applicable. – 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 2021 (Series B)*, Cat. no. 3238.0; table 3A.16.

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 that can have 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 aged 3–5 years enrolled in preschool services.

Targeted special needs groups include children from non-English speaking backgrounds, Indigenous children, children with disability, and children from regional, remote and very 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 12.4 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 (5.2 per cent) was higher than their representation in the community (4.8 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 5.1 per cent. Across these jurisdictions, 6.3 per cent of children aged 3–5 years in the community had a disability.
- Nationally, the representation of children aged 3–5 years from regional areas was 29.7 per cent. Nationally, 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 (3.3 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.17.

Table 3.5 Proportion of children (aged 3–5 years) enrolled in State and Territory government funded or provided preschools from special needs groups, 2011-12 (per cent)^{a, b, c}

	NSW ^d	Vic	Qld	WA	SA	Tas	ACT	NT	Aust ^e
Children from non-English speaking backgrounds									
In preschool services	12.1	14.1	8.0	na	10.9	na	24.6	na	12.4
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	5.2	1.7	5.9	6.5	7.3	7.4	4.7	43.0	5.2
In the community, 2012	4.6	1.2	6.7	5.7	3.6	7.0	2.5	40.9	4.8
Children with disability									
In preschool services ^f	6.7	3.9	3.0	3.6	10.1	na	3.6	4.2	5.1
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	32.3	25.1	35.0	21.4	24.8	98.4	2.1	48.4	29.7
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	1.1	0.1	5.1	7.5	5.1	1.6	..	51.6	3.3
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 2011-12. 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.17 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 NSW children undertaking a preschool program in a long day care (LDC) centre not in receipt of State government funding are excluded from this table. The majority of NSW children undertake a preschool program in a LDC setting. ^e 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. ^f 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 2021* (Series B), Cat. no. 3238.0; table 3A.17.

Access — Indigenous preschool enrolment and attendance

‘Indigenous preschool enrolment and 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 that can have special difficulty in accessing services (box 3.6).

Box 3.6 Indigenous preschool enrolment and attendance

‘Indigenous preschool attendance’ is defined by two measures.

Enrolled children absent from a non-government preschool

This 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 are sourced from the National Preschool Census.

Data on Indigenous preschool attendance rates are limited to Indigenous children enrolled in non-government preschools. 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.

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

Data reported for this measure are not complete.

Data quality information for this measure is under development.

Indigenous children enrolled in and attending a preschool program in the year before full time school

This measure is defined as the number of Indigenous children aged 4 and 5 years enrolled in and attending a preschool program, divided by the number of Indigenous children aged 4 years. Attendance is counted as attending for at least one hour in the reference week.

These data are provided on a national basis by remoteness categories ‘major cities’, ‘inner/outer regional areas’ and ‘remote/very remote’ areas. Data for the numbers of Indigenous children enrolled and attending preschool are from the National Early Childhood Education and Care Collection. The data cover government and non-government preschools and reflect attendance at the August reference period. The number of Indigenous children is derived from ABS population data.

Data for this measure are not provided on a jurisdiction basis.

Data quality information for this measure is at www.pc.gov.au/gsp/reports/rogs/2013.

Indigenous preschool enrolments provide a broad indication of access to preschool. Data on Indigenous preschool enrolments are available for all jurisdictions. Nationally in 2011-12, 12 239 Indigenous children were enrolled in State and Territory government funded and/or provided preschool. Of these Indigenous

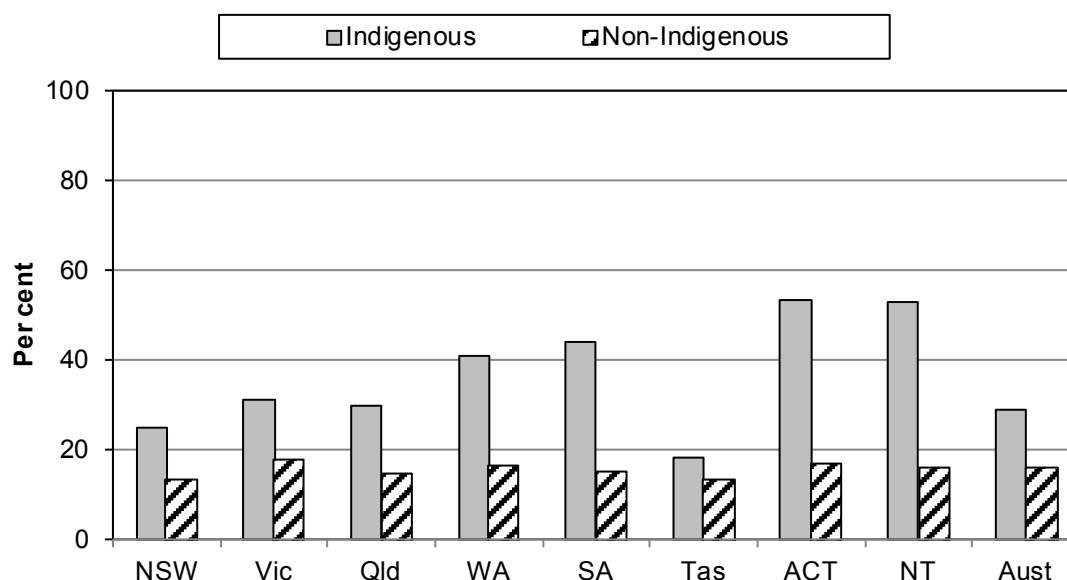
children, at least 8077 were enrolled in preschool in the year before full time school (table 3A.17). Data on Indigenous children's representation in preschool compared with their representation in the community are presented in table 3.5. Data on Indigenous children enrolled in preschool for the period 2007-08 to 2011-12 are presented in 3A.18.

Enrolled children absent from a non-government preschool

This measure 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 97.0 per cent of the 3494 non-government preschools in scope for the 2011 NPC (DEEWR unpublished). This represents approximately 69.1 per cent of all government and non-government preschools, though this proportion varies considerably across jurisdictions (table 3A.19). Data for jurisdictions with a small number of non-government preschools should be interpreted with care.

In 2011, non-attendance by Indigenous children was higher than non-attendance by non-Indigenous children in all jurisdictions and nationally (figure 3.2).

Figure 3.2 **Enrolled children absent from non-government preschools, 2011^{a, b, c, d,}**



^a Data on attendance are limited to non-government preschools. At the national level, approximately 69 per cent of children are in preschools deemed to be non-government, though this percentage varies across jurisdictions: 89.8 per cent in NSW, 100 per cent in Victoria, 93.3 per cent in Queensland, 27.6 per cent in WA, 16.2 per cent in SA, 26.3 per cent in Tasmania, 15.2 per cent in the ACT, and 7.7 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 1-5 August 2011. 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.

Source: DEEWR (unpublished) *National Preschool Census 2011*; table 3A.19.

Indigenous children enrolled in and attending a preschool program in the year before full time schooling

National data are also available on the proportion of Indigenous children enrolled and attending a preschool program in the year before full time schooling. These data are presented by remoteness areas (major cities; inner/outer regional areas; remote/very remote areas). At July 2011, amongst Indigenous children aged 4 and 5 years in major cities, 63.0 per cent were enrolled in a preschool program, with 62.0 per cent attending for at least one hour in the reference week. In regional areas, 76.0 per cent of Indigenous children aged 4 and 5 years were enrolled in a preschool program, with 71.0 per cent attending. In remote and very remote areas, 91.0 per cent of Indigenous children aged 4 and 5 years were enrolled in a preschool program, with 82.0 per cent attending for at least one hour in the reference week (table 3A.20).

Effectiveness

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 across jurisdictions as 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.

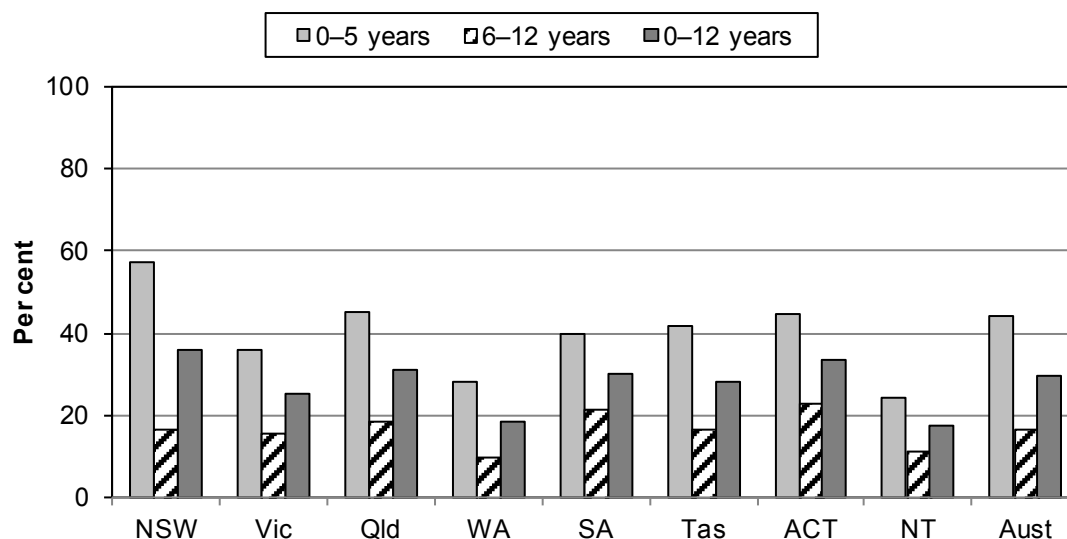
A higher or increasing proportion of children using the services can indicate a higher level of service availability. This indicator does not provide information on parental preferences for using child care, or other factors, such as school starting age, which can affect use of child care.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2013.

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.21.

Nationally, 29.6 per cent of children aged 0–12 years attended Australian Government approved and State and Territory government funded and/or provided child care in 2011–12. Amongst children aged 0–5 years, 44.2 per cent attended and amongst children aged 6–12 years, 16.2 per cent attended (figure 3.3). Of those children aged 0–12 years that attended child care, nearly all (89.1 per cent) attended Australian Government approved child care services (table 3A.12).

Figure 3.3 Proportion of children using Australian Government approved plus State and Territory government funded and/or provided child care, 2011-12^{a, b, c, d}

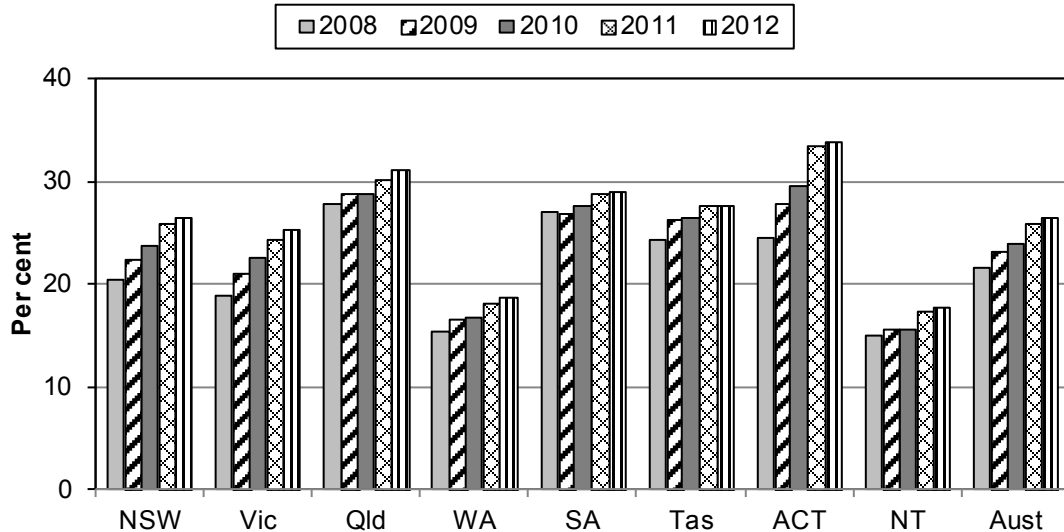


^a The population measure is the estimated resident population as at 31 December 2011. The Australian total includes children in other territories. ^b Due to the integrated nature of early childhood education and care in NSW, many children undertaking a preschool program do so in a long day care setting. This Report classifies the services provided by long day care centres as childcare services. ^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.12.

Nationally in 2012, 26.4 per cent of all children aged 0-12 years attended Australian Government approved child care (figure 3.4). The majority of children attending Australian Government approved child care in 2012 (676 280, or 69.7 per cent) were aged 0-5 years (table 3A.10). In 2012, 51.0 per cent of all children aged 2 years, 57.6 per cent of all children aged 3 years, and 51.5 per cent of all children aged 4 years attended Australian Government approved child care (table 3A.11).

Figure 3.4 Proportion of children aged 0–12 years using Australian Government approved child care^{a, b, c}

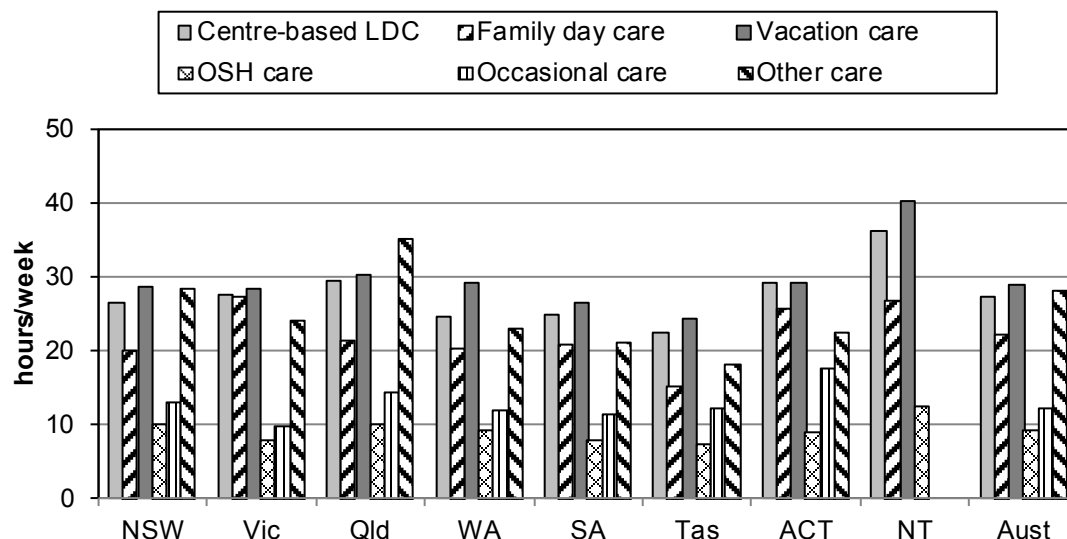


^a The population measure is the estimated resident population as at 31 December 2011. ^b Children can use more than one type of care. In 2008 and 2009, each child attending child care is counted once, even if they attend more than one type of care. In 2010, 2011 and 2012, children are counted once for 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, 2011 and 2012.

Source: DEEWR (unpublished); ABS (unpublished) *Australian Demographic Statistics*, Cat. no. 3101.0; tables 3A.2 and 3A.10.

The average hours of attendance in Australian Government approved child care in 2012 varied considerably across jurisdictions, for all service models. Nationally, average attendance per child at centre-based long day care centres was 27.3 hours per week, while the average attendance per child at family day care was 22.2 hours per week. Nationally, the average attendance per child at occasional care was 12.2 hours per week, the average attendance per child at outside school hours care was 9.2 hours per week, and the average attendance at vacation care during school holidays was 28.9 hours per week (figure 3.5).

Figure 3.5 **Average hours of attendance at Australian Government approved child care, 2012** ^{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 2012.

Data source: DEEWR (unpublished) administrative data collection; table 3A.13.

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
- children may be enrolled in preschool programs in a long day care setting not funded by a State or Territory government. These children are not included in this indicator.

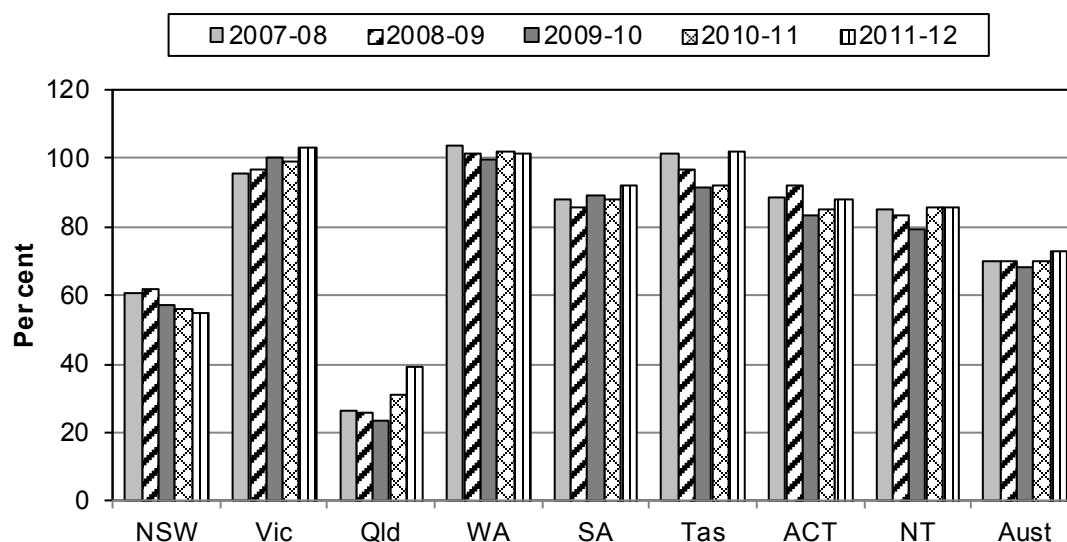
Data reported for this indicator are not fully comparable.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2013.

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 2011-12, 72.5 per cent of children in the year before they commenced full time school were enrolled in State or Territory funded and/or provided preschool services (figure 3.6), excluding children enrolled in preschool in a long day care setting.

Figure 3.6 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, based on 2006 Census). The enrolment data and population data are estimated at different times of the year. ^d There is some double counting of children in 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 in previous reports 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 and 11 months who are enrolled in and attending state government funded and licensed preschools or State government funded and licensed preschool programs within a long day care setting. The majority of preschool services in NSW are delivered by long day care (LDC) centres and the majority of these are licensed but not funded by the state government. As a result, a large number of children participating in preschool programs in LDC centres are excluded from the above table and preschool service provision in NSW is underrepresented. ^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. Children doing a second year of kindergarten are included in the enrolment data used to calculate the proportions shown. As a result, the number of children enrolled in preschool may exceed the number of 4 year old children in the population. ^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 NT preschools are excluded.

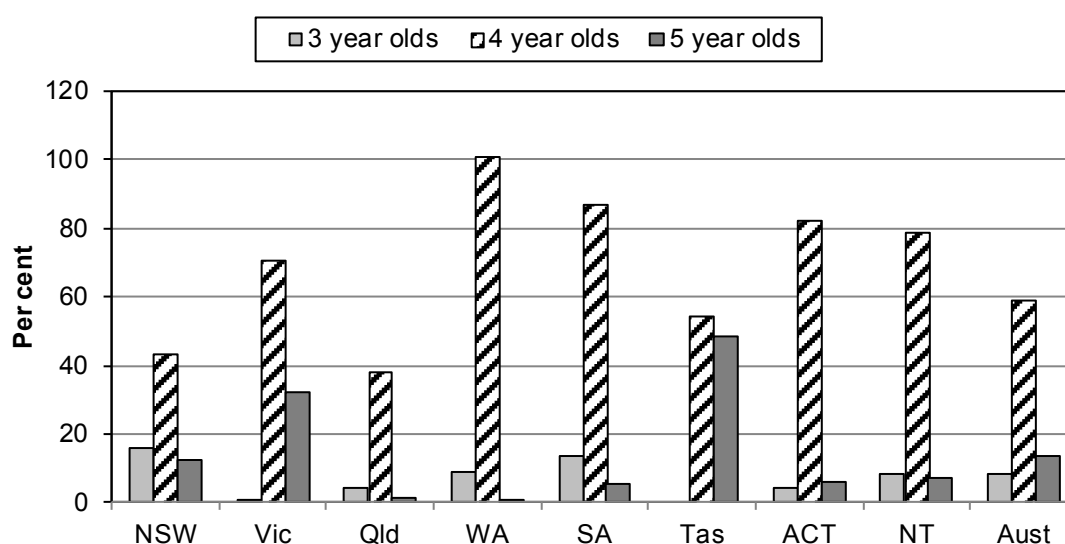
Source: State and Territory governments (unpublished); ABS (unpublished) *Australian Demographic Statistics*, Cat. no. 3101.0; table 3A.14.

Although the preschool starting age varies across jurisdictions (table 3.1), the majority of children enrolled in preschool in 2011-12 were 4 years of age for each

jurisdiction (table 3A.14). Figure 3.7 shows the proportions of all children aged 3 years, 4 years and 5 years enrolled in preschool. These proportions varied across jurisdictions.

Nationally in 2011-12, 26 465 children younger than those in the year before full time schooling were enrolled in government funded preschool services. The proportions of younger children participating in 2011-12 differed across jurisdictions, in part due to variation in policies on access to funded preschool services (table 3A.14).

Figure 3.7 Proportions of children aged 3, 4 and 5 years enrolled in State and Territory government funded and/or provided preschool, by age, 2011-12^{a, b, c}



^a The starting age for preschool varies across jurisdictions. ^b Although younger children can be enrolled in preschool in Tasmania, data for 3 year old children are not available. ^c Due to the integrated nature of early childhood education and care in NSW, many children undertaking a preschool program do so in a long day care setting. This Report classifies the services provided by long day care centres as childcare services. As a result, there is an undercount in the number of NSW children participating in preschool programs.

Source: State and Territory governments (unpublished); table 3A.14.

All jurisdictions except Victoria provided data on the average hours of attendance for government funded and/or provided preschool services in 2011-12. For those jurisdictions that provided data for 2011-12, the average attendance of children in the year before they commenced full time schooling was between 12.0 and 22.0 hours per week (tables 3A.45, 3A.59, 3A.66, 3A.73, 3A.80, 3A.87 and 3A.94).

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 provided in section 3.6.

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.

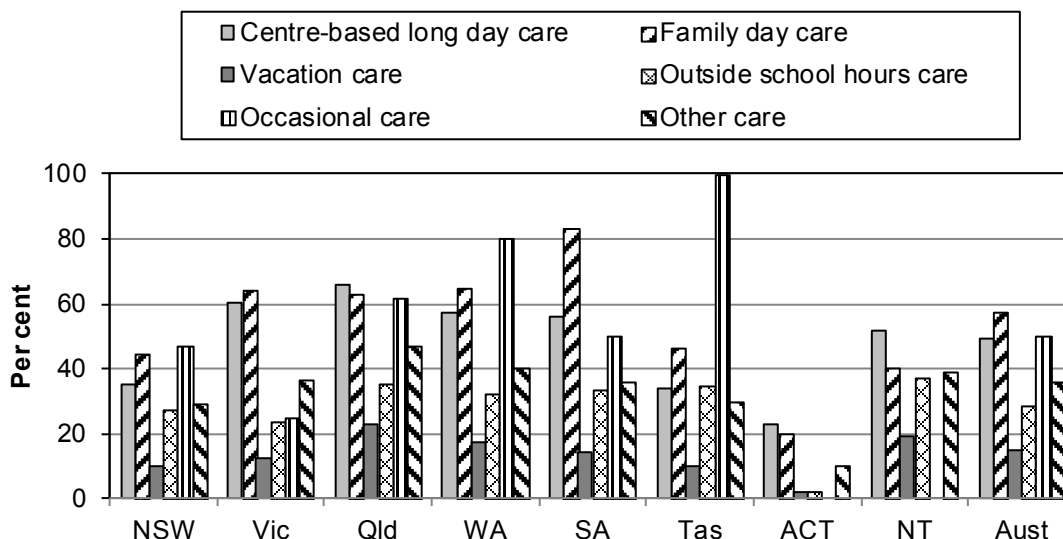
This indicator does not provide information on the demand for non-standard hours of care. If non-standard hours are available but not used, they are not included in this indicator. Further, it provides no information on whether available non-standard hours services meet the needs of users.

Data reported for this indicator are comparable.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2013.

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 3.8 shows the proportion of services that provided non-standard hours of care by service model.

Figure 3.8 Australian Government approved child care services providing non-standard hours of care, by service model, 2012^{a, b}



^a There are no occasional care services in ACT. A small number of family day care and outside school hours care services provide non-standard hours of care in the ACT and 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 should be interpreted with care. ^b In previous years, the 'other care' category included a number of services. In 2012, 'other care' includes in-home care only.

Source: DEEWR (unpublished); table 3A.22.

Limited data are available on State and Territory government funded and/or provided child care services that offer non-standard hours of care (table 3A.23).

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 2011-12 (table 3A.23).

Service availability

'Service availability' is an indicator of governments' objective to ensure that all families have equitable and adequate access to early childhood education and care services (box 3.10).

Box 3.10 Service availability

The Steering Committee has identified ‘Service availability’ for development and reporting in future reports.

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 early childhood education and care, 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.

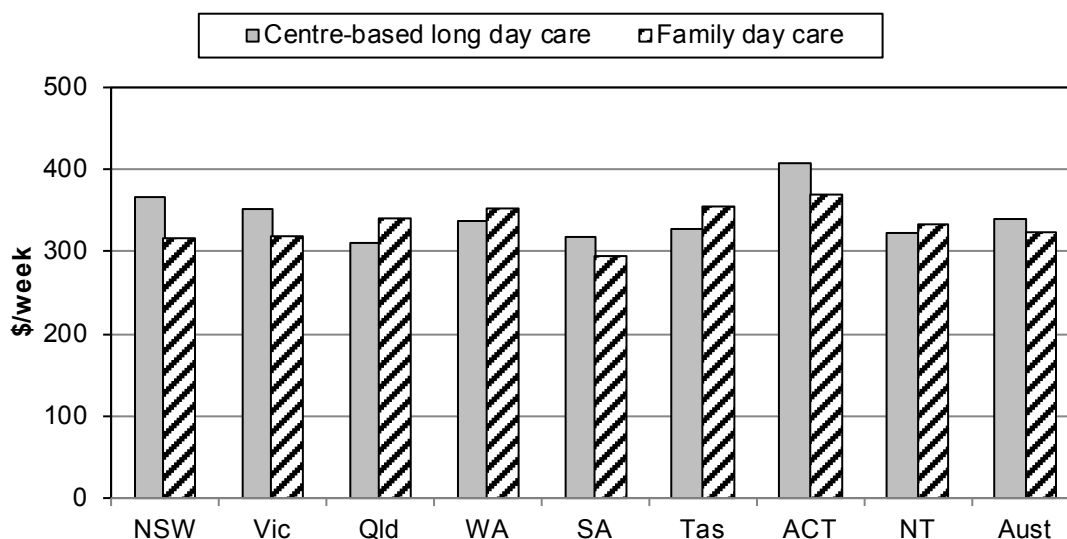
Cost data need to be interpreted with care, because fees are independently set by service providers. Charging practices, including fees, are commercial decisions made by individual services, so there is significant variation in the fees charged across services. Variation in costs occurs as a result of 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 at www.pc.gov.au/gsp/reports/rogs/2013.

Nationally, the median weekly cost for 50 hours of care in 2012 was higher for centre-based long day care (\$341) than for family day care (\$323) (figure 3.9).

Figure 3.9 **Median cost of Australian Government approved child care services, 2012 (\$/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.24.

Median weekly costs paid to Australian Government approved long day care services, by remoteness area are presented in table 3A.25. Nationally in 2012, the median weekly cost of long day care in major cities and inner regional areas (\$343) was higher than in other regions (\$312). 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 early childhood education and care 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 and within 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 at www.pc.gov.au/gsp/reports/rogs/2013.

Data for preschool service costs for 2011 were obtained from the ABS 2011 *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, and was conducted again in 2011. In 2011, the CEaCS collected information on 3.6 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, current requirements for formal care (rather than 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.

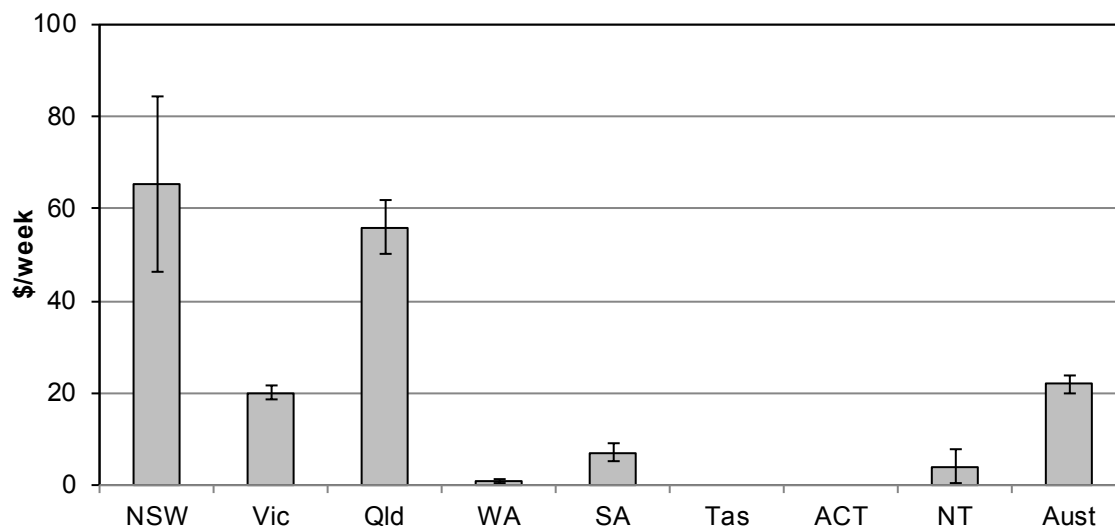
Source: ABS (2012a).

Further detail about the mix of providers of preschool (community, private, non-government schools and government) is provided in tables 3A.49, 3A.56, 3A.63, 3A.70, 3A.77, 3A.84, 3A.91 and 3A.98.

Nationally, the median cost for preschool (after subsidies) per child (in 2011-12 dollars) was \$27 per week in 2008 and \$22 per week in 2011 (table 3A.27 and figure 3.10). Nationally, the average cost of preschool (after subsidies) per child was \$49 in both 2008 and 2011 (table 3A.27).

Additional information on the preschool service costs for children by cost range for 2008 are presented in table 3A.26.

Figure 3.10 Children who attended preschool, real median weekly cost per child (after subsidies), 2011^{a, b, c, d, e, f}



^a Data for Tasmania and the ACT are zero or rounded to zero. ^b The 2011 CEaCS collected data based on usual preschool arrangements. ^c These data should be treated with caution as they are not based on standard hours across jurisdictions and these do not equate to an hourly rate. There may be significant 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 Data from the 2008 CEaCS, adjusted to 2011-12 dollars are included in table 3A.27. ^e Error bars represent the 95 per cent confidence interval associated with each point estimate. ^f For further information and caveats, see table 3A.27.

Source: ABS (unpublished) *Childhood Education and Care Survey 2011*; Cat. no. 4402.0; tables 3A.27.

Data on the median weekly cost of preschool by remoteness area are presented in table 3A.28. Nationally in 2011, the median weekly cost of preschool in major cities and inner regional areas was \$23 (after subsidies), compared to \$7 in other regions. 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.

Data for 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 early childhood education and care services is an indicator of governments’ objective to ensure that staff in government funded or provided early childhood education and care services are able to provide services that reflect national qualification requirements under the NQF and in so doing meet the needs of children, although not all services fall into the scope of the NQF (box 3.15). 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 early childhood education and care

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.

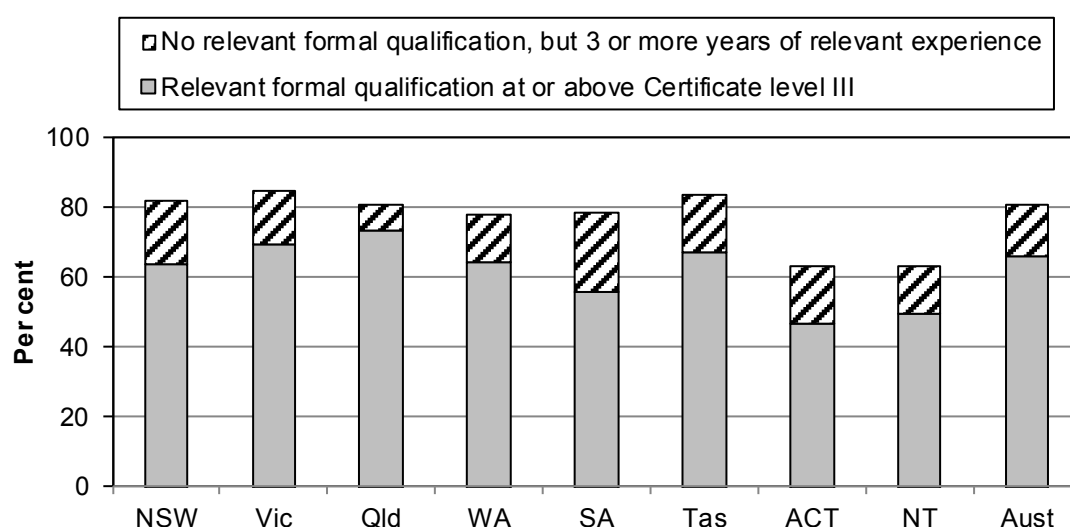
Data quality information for this indicator is under development.

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.29.

Nationally, there were 87 362 paid primary contact staff employed by Australian Government approved child care services in 2010 (table 3A.30). 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 but varied across jurisdictions (figure 3.11).

Figure 3.11 Paid primary contact staff employed by Australian Government approved child care services, by relevant qualification, 2010^{a, b}



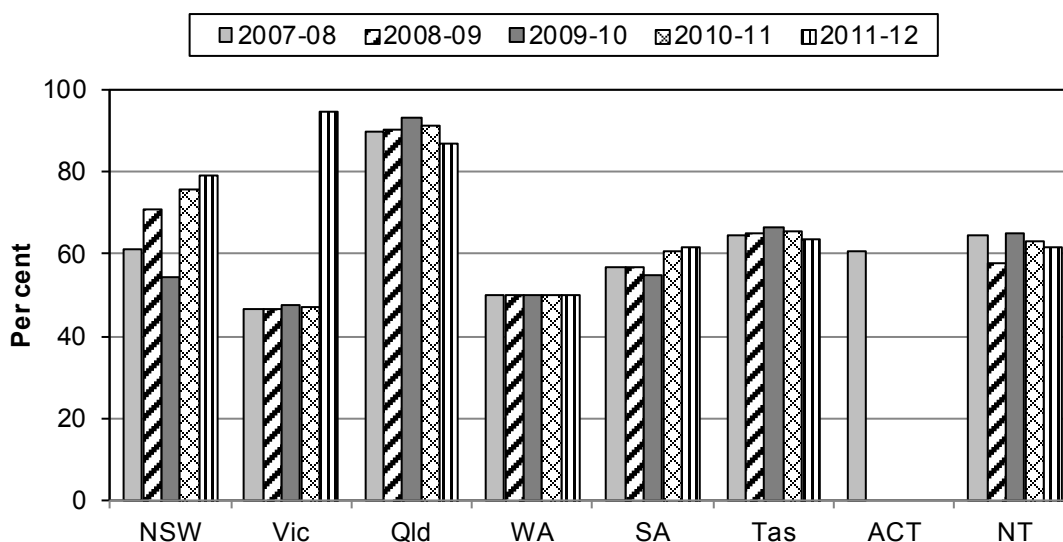
^a Data for 2010 are weighted data drawn from the National ECEC Workforce Census and are not directly comparable with data for previous years (presented in table 3A.31) due to a change in data source. ^b Data are final from the National ECEC Workforce Census. Refer to box 3.4 and table 3A.30 for more information.

Source: DEEWR, *National Early Childhood Education and Care Workforce Census*, 2010; table 3A.30.

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.31). 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.31).

The proportion of preschool primary contact staff with a relevant formal qualification employed by preschool services that received funding from State and Territory governments is reported in figure 3.12.

Figure 3.12 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}

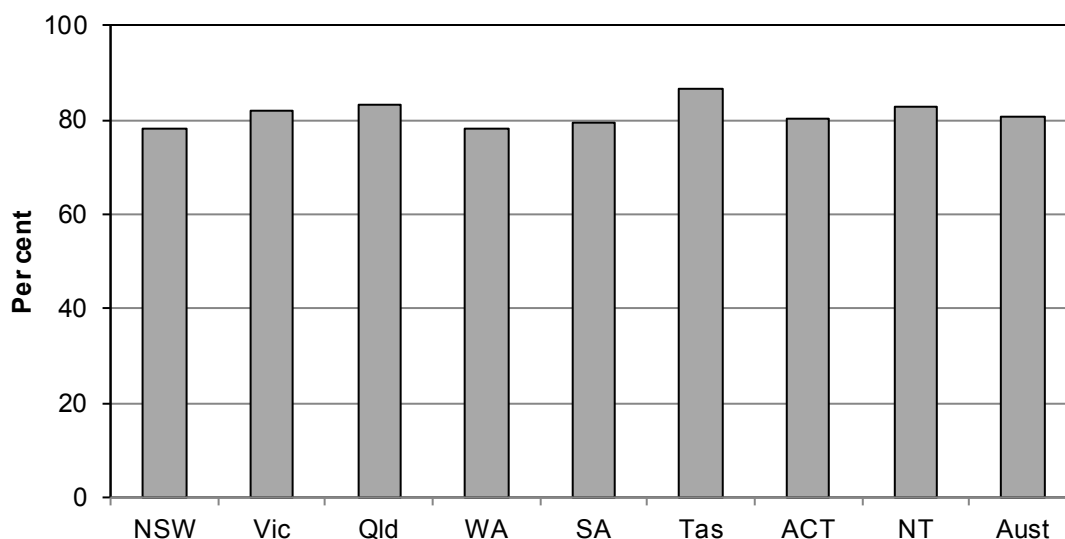


^a All preschool services in NSW, Queensland, SA and the ACT must have at least two staff, of whom one must have a formal qualification. ^b For Victoria, data for 2011-12 are not directly comparable to previous years due to changes in method and counting rules. From 2011-12, data are collected on all paid primary contact staff, not just early childhood teachers as previously collected. This figure contains data based on the number of licensed funded services operating during the survey week in April 2012. ^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 the ACT were not available for 2008-09 onwards. ^f All preschool teachers in the NT are qualified teachers.

Source: State and Territory governments (unpublished); tables 3A.48, 3A.55, 3A.62, 3A.69, 3A.76, 3A.83, 3A.90 and 3A.97.

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 3.13).

Figure 3.13 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.32) due to a change in data source. ^b Data for 2010 are final from the National ECEC Workforce Census. Refer to box 3.4 and table 3A.32 for more information.

Source: DEEWR (unpublished) *National Early Childhood Education and Care Workforce Census, 2010*; table 3A.32.

NSW, Victoria and Queensland provided data on the proportion of preschool staff undertaking training in 2011-12 (tables 3A.48, 3A.55 and 3A.62).

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.33.

Standards

Under the *National Partnership Agreement on the National Quality Agenda for Early Childhood Education and Care*, COAG has established a jointly governed National Quality Framework for Early Childhood Education and Care, which replaced previous 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
- the Australian Children's Education and Care Quality Authority (ACECQA) — the new national body responsible for providing oversight of the new system and ensuring consistency of approach.

The NQS came into effect from 1 January 2012 and applies to long day care, family day care, and 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 educator-to-child ratios and qualifications)
- relationships with children
- collaborative partnerships with families and communities
- leadership and service management.

The NQF creates a jointly governed uniform national approach to the regulation and quality assessment of education and care services. It replaces the previously separate State and Territory licensing and quality assurance processes for those services under the NQF. ACECQA oversees the NQS and its application across jurisdictions to ensure that it is implemented in a nationally consistent way.

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

As assessments and ratings against the NQS commenced in July 2012, no data are available for this Report, but some contextual information is provided about the approval and licensing of early childhood education and care services. Data are expected to be available for the 2014 Report.

Standards — service approvals and licensing

‘Service approvals and licensing’ is an indicator of governments’ objective to ensure that early childhood education and care 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 service approvals of early childhood education and care services under the National Quality Framework and for licensing those out of scope of the NQF in their jurisdictions (box 3.16).

Box 3.16 Service approvals and licensing

‘Service approvals and 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 services approved and licensed, where approval and licensing is indicative of regulatory control over services.

This indicator does not provide information on the degree to which service approvals and 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 are not available for the 2013 Report.

Service approval and 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 education and care services. The service models covered by legislation vary across jurisdictions (table 3.6).

Table 3.6 State and Territory approvals and licensing of early childhood education and care services, 2012^a

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

N = Services are regulated under the National Quality Framework and require a Provider Approval, Service Approval and a Nominated Supervisor who holds a Supervisor Certificate to operate. **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 WA licenses individual carers, regardless of whether they belong to a scheme, and schemes are not licensed. ^c 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. In the NT 'other' care refers to three year old kindergarten which are regulated under the NQF. The 2011 'other care' data has been amended to include three year old kindergarten. ^d In Tasmania, kindergartens not in government schools are registered with the Schools Registration Board.

na Not available. .. not applicable

Source: State and Territory governments (unpublished).

State and Territory governments also monitor and inspect early childhood education and care services. 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, variability in the recording of breaches and the penalties applied for breaches affect the comparability of data across jurisdictions. This has hindered reporting of comparable data across jurisdictions for monitoring and inspection.

Table 3.7 State and Territory monitoring and inspection regimes, for approved and licensed children's services, 2011-12

<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	Depends on rating/risk assessment	Annual	At least annual	Quarter	Half yearly	Half yearly
Estimated share announced visits ^b	%	31	16.5	na	44	5	93	50	70
Estimated share unannounced inspections ^c	%	69	83.5	na	56	95	7	50	30
<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 2011-12 ^g	no.	3	–	na	5	na	0	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.50, 3A.57, 3A.64, 3A.71, 3A.78, 3A.85, 3A.92 and 3A.99. ^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. **na** Not available. – Nil or rounded to zero.

Source: State and Territory governments (unpublished).

Standards — accredited child care

'Accredited child care services' is an indicator of 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 (box 3.17).

Box 3.17 Accredited child care services

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

Accreditation information against this indicator are available in the 2012 Report, as they relate to 2011 arrangements and assessments by the National Child Care Accreditation Council which ceased operation in January 2012 (table 3A.33, SCRGSP 2012)

A new quality assurance system under the new National Quality Framework commenced from 1 January 2012, and this indicator will be redeveloped for the 2014 Report.

Data reported for this indicator are comparable.

Data quality information for this indicator is under development.

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).

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.

Accreditation information against this indicator are available in the 2012 Report, as they relate to 2011 arrangements and assessments by the National Child Care Accreditation Council which ceased operation in January 2012 (table 3A.34, SCRGSP 2012)

A new accreditation system under the new National Quality Framework commenced from 1 January 2012, and this indicator will be redeveloped for the 2014 Report.

Data reported for this indicator are comparable.

Data quality information for this indicator is under development.

Health and safety — hospital separations for external causes of injury

‘Hospital separations for external causes of injury’ (occurring in early childhood education and care) is a proxy indicator of governments’ objective to ensure that early childhood education and care 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.

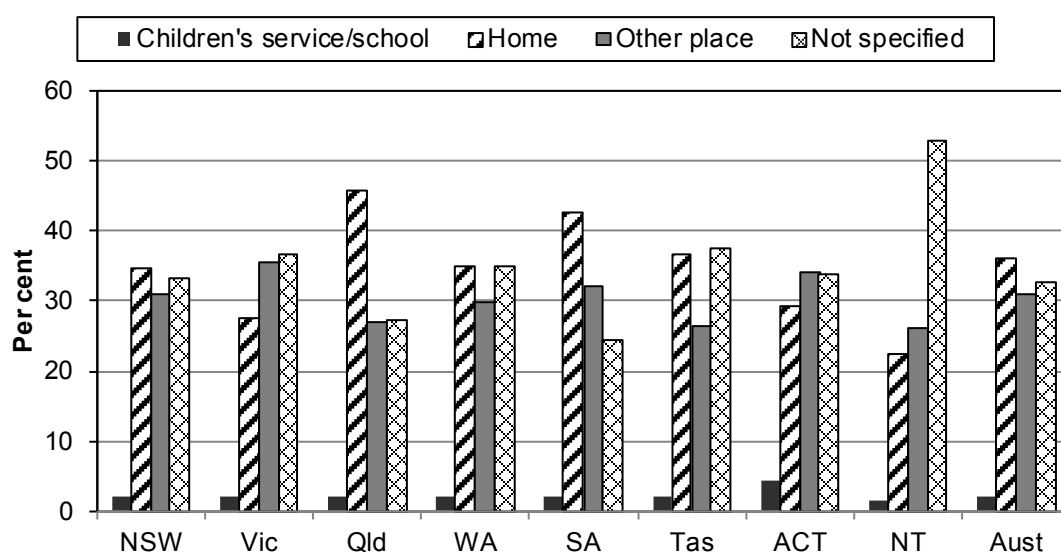
Limiting the data to children aged 0–4 years reduces the likelihood that the ‘school’ place of occurrence includes children in full time compulsory schooling, which children generally attend when they are aged 5 years or more. For children in the older age group, it is not possible to separate injuries 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 2010-11, there were 34 343 injuries to children aged 0–4 years that resulted in a hospital admission (table 3A.34). Males accounted for approximately 58.7 per cent of these admissions. In total, the most common causes of injury to children aged 0–4 years were falls (28.9 per cent), complications of medical and surgical care (24.6 per cent) and exposure to mechanical forces (21.5 per cent) (Australian Institute of Health and Welfare [AIHW] unpublished). Males and females generally experienced similar causes of injury.

Nationally, in 2010-11, 36.0 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 2.2 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 3.14)

Figure 3.14 Hospital separations for external causes of injury for children aged 0–4 years, proportion by place of occurrence, 2010-11^{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 2010-11*; table 3A.34.

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, the ACT and the NT 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 2011-12 (tables 3A.57, 3A.71, 3A.85, 3A.92 and 3A.99).

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.7 and information on the treatment of assets is shown in table 3A.8.

Inputs per output unit — total government recurrent expenditure on early childhood education and care per child in the community

‘Total government recurrent expenditure on early childhood education and care 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).

The calculation of data for this indicator has changed from previous reports. Capital expenditure, which had previously been included in the calculation, has been excluded from the data reported for this indicator. All data in this Report have been recalculated to effect this change. Therefore data in previous reports should not be compared with this Report.

Box 3.21 Total government recurrent expenditure on early childhood education and care per child in the community

‘Total government recurrent expenditure on early childhood education and care per child in the community’ is defined as Australian Government recurrent expenditure and State and Territory government recurrent expenditure on early childhood education and care per child aged 0–12 years in the community. The definition of this indicator has been changed from previous reports, to remove capital expenditure from the calculation.

All Australian Government recurrent expenditure reported for this indicator is provided for child care services, whereas State and Territory government recurrent 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 recurrent expenditure on child care and preschool services. Unit cost data for early childhood education and care do not yet contain an estimate of user cost of capital.

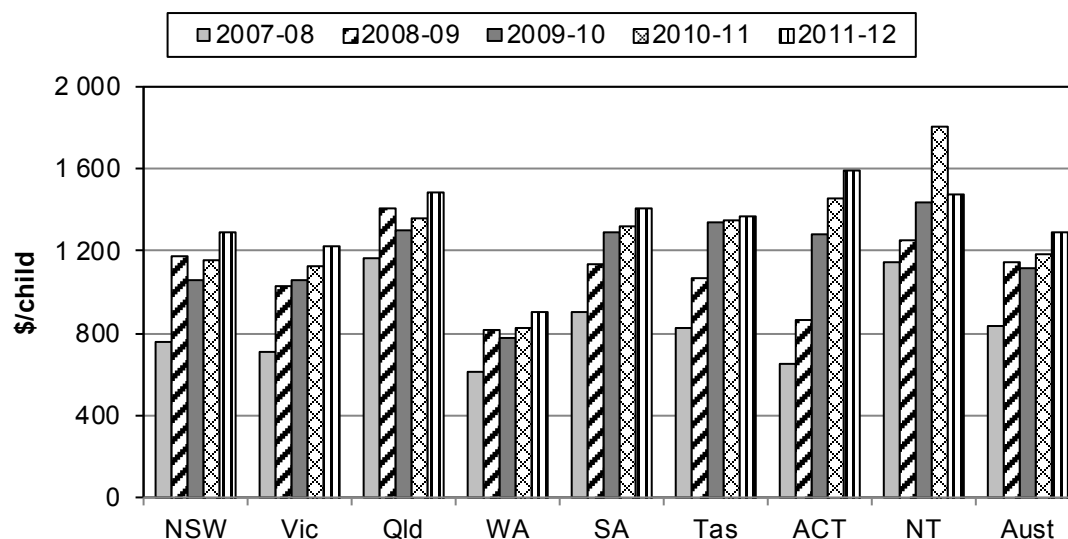
All efficiency data should be interpreted with care. Changes in expenditure per child could represent changes in government funding policy. While high or increasing unit costs can reflect deteriorating efficiency, they can also reflect increases in the quality or quantity of service provided. Similarly, 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 recurrent expenditure on early childhood education and care per child in the community at a national level increased by 53.8 per cent between 2007-08 and 2011-12, from \$838 to \$1288 (figure 3.15).

Figure 3.15 Australian Government real recurrent expenditure on early childhood education and care (child care) per child aged 0–12 years in the community (2011-12 dollars)^{a, b, c, d, e}



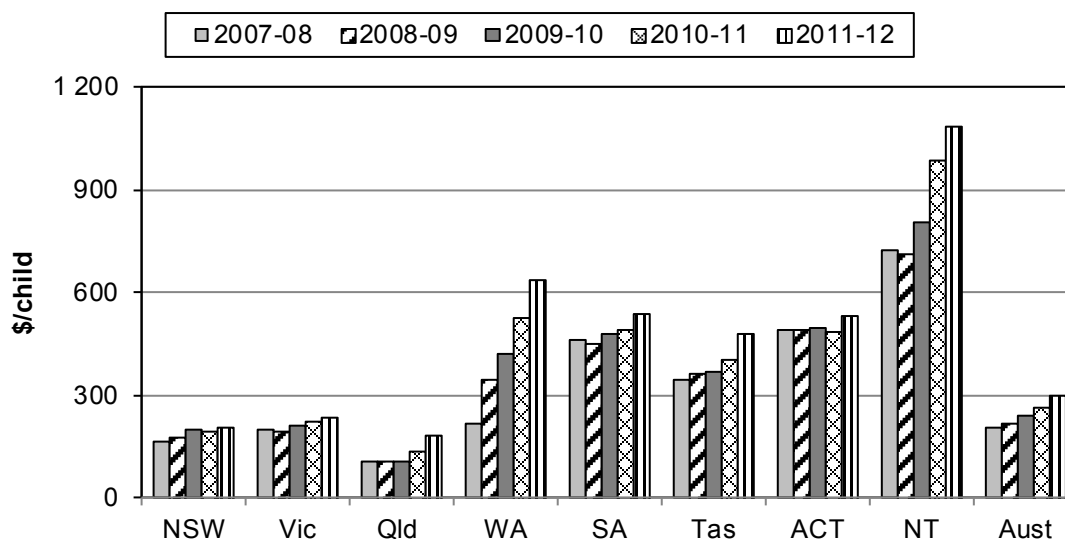
^a Estimated resident population as at 31 December in each year. The Australian total includes children in other territories. ^b Includes recurrent expenditure on child care services. Earlier reports included recurrent and capital expenditure in these calculations. ^c The Australian total includes a component of expenditure that cannot be disaggregated by state and territory. ^d Expenditure includes payment of CCTR. ^e Data for 2007-08 to 2010-11 have been adjusted to 2011-12 dollars using the gross domestic product (GDP) price deflator (table AA.51). Recent volatility in the GDP deflator series affects annual movements of real expenditure. See the Statistical appendix (section A.5) for details.

Source: DEEWR (unpublished); ABS (unpublished) *Australian Demographic Statistics*, Cat. no. 3101.0; table 3A.35.

Additional time series data from 2003-04 are presented for Australian Government real expenditure on early childhood education and care per child in table 3A.35.

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 2011-12, State and Territory government recurrent expenditure was \$296 per child (figure 3.16), increasing from \$203 in 2007-08.

Figure 3.16 **State and Territory government real recurrent expenditure on early childhood education and care per child aged 0–12 years in the community (2011-12 dollars)^{a, b, c}**



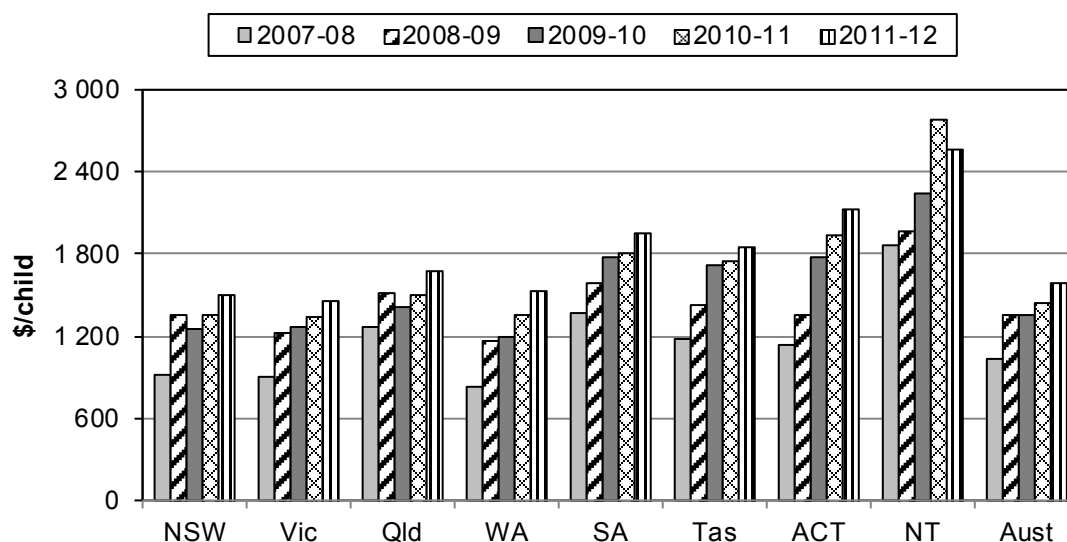
^a Includes State and Territory recurrent expenditure on child care and preschool services. ^b Includes recurrent expenditure on child care services. Earlier reports included recurrent and capital expenditure in these calculations ^c Data for 2007-08 to 2010-11 have been adjusted to 2011-12 dollars using the gross domestic product (GDP) price deflator (table AA.51). Recent volatility in the GDP deflator series affects annual movements of real expenditure. See the Statistical appendix (section A.5) for details.

Source: State and Territory governments (unpublished); ABS (unpublished) *Australian Demographic Statistics*, Cat. no. 3101.0; table 3A.36.

Additional time series data from 2003-04 are presented for State and Territory government real expenditure on early childhood education and care in table 3A.36.

Figure 3.17 shows the combined recurrent expenditure from both the Australian Government and the State and Territory governments per child in the community aged 0–12 years over the period 2007-08 to 2011-12. Nationally the combined recurrent expenditure was \$1584 in 2011-12, an increase of \$543 since 2007-08.

Figure 3.17 Total government real recurrent expenditure on early childhood education and care per child aged 0–12 years in the community (2011-12 dollars)^{a, b, c}



^a Includes recurrent 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). Earlier reports included recurrent and capital expenditure in these calculations. ^b See notes to figures 3.15 and 3.16 for further detail on the Australian Government's and State and Territory governments' recurrent expenditure data. ^c Data for 2007-08 to 2010-11 have been adjusted to 2011-12 dollars using the gross domestic product (GDP) price deflator (table AA.51). Recent volatility in the GDP deflator series affects annual movements of real expenditure. See the Statistical appendix (section A.5) for details.

Source: DEEWR (unpublished); State and Territory governments (unpublished); ABS (unpublished) *Australian Demographic Statistics*, Cat. no. 3101.0; tables 3A.35 and 3A.36.

Inputs per output unit — Australian Government recurrent expenditure per child attending approved child care services

'Australian Government recurrent 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).

The calculation of data for this indicator has changed from previous reports. Capital expenditure, which had previously been included in the calculation, has been excluded from the data in the Report. All data in this Report have been recalculated to effect this change. Therefore data in previous reports should not be compared with this Report.

Box 3.22 Australian Government recurrent expenditure per child attending approved child care services

‘Australian Government recurrent expenditure per child attending approved child care services’ is defined as Australian Government recurrent expenditure per child aged 0-12 years attending Australian Government approved child care services in Australia. The definition of this indicator has been changed from previous reports, to remove capital expenditure from the calculation.

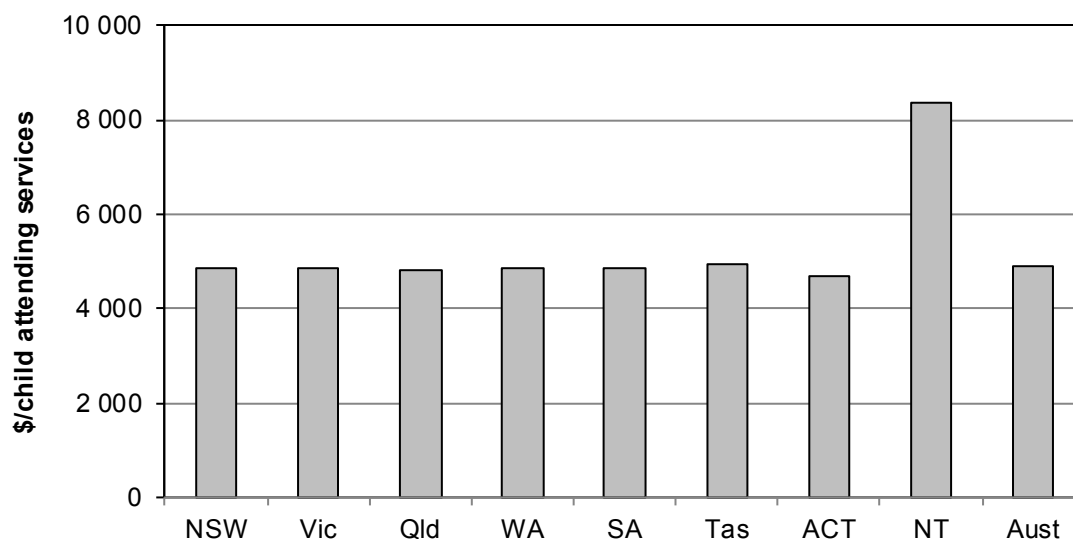
All efficiency data should be interpreted with care. Changes in expenditure per child could represent changes in government funding policy. While high or increasing unit costs can reflect deteriorating efficiency, they can also reflect increases in the quality or quantity of service provided. Similarly, 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 recurrent expenditure per child can indicate greater efficiency of government expenditure.

Data reported for this indicator are comparable.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2013.

Figure 3.18 shows Australian Government recurrent expenditure on each child aged 0–12 years attending Australian Government approved child care services. Nationally in 2012, Australian Government recurrent expenditure per child attending approved child care services was \$4888.

Figure 3.18 Australian Government recurrent expenditure per child aged 0-12 years attending Australian Government approved child care services, March quarter 2012^{a, b, c, d}



^a Includes recurrent expenditure for some children aged greater than 12 years, including Indigenous children and children with special needs. ^b Earlier reports included recurrent and capital expenditure in these calculations. ^c Children can use more than one type of care. Children are counted once for each type of care they use. ^d Attendance data relate to March quarter 2012.

Source: DEEWR (unpublished); table 3A.37.

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 early childhood education and care 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.

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.

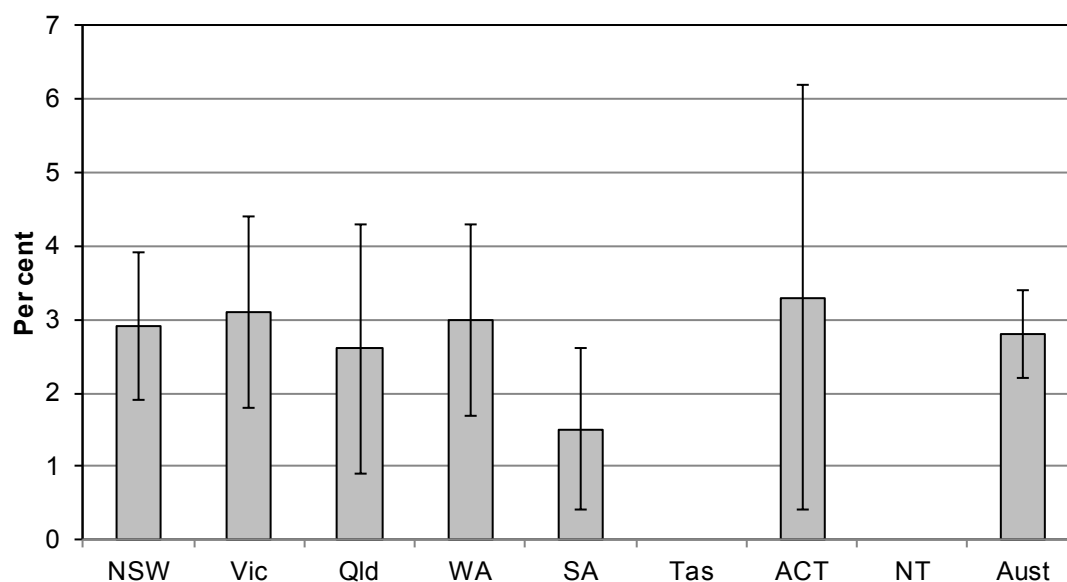
This measure addresses the impact of early childhood education and care services on families’ ability to participate in the labour force. Development is underway into measures of the impact of early childhood education and care on other family needs.

Data reported for this indicator are comparable.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2013.

Data for this indicator were obtained from the ABS *2011 Childhood Education and Care Survey*. Box 3.13 includes further information about the *2011 Childhood Education and Care Survey* (CEaCS). Nationally, 2.8 per cent of children aged 0–12 years from working families required formal care, or additional formal care for work related reasons in 2011 (figure 3.19).

Figure 3.19 **Proportion of children aged 0–12 years in working families who required any/additional formal care for work related reasons, 2011^{a, b, c}**



^a Data for Tasmania and the NT are 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, 2011*, Cat. no. 4402.0; table 3A.38.

Demand for formal care

‘Demand for formal care’ is an indicator of governments’ objective to ensure that early childhood education and care services meet the requirements of all Australian families. Expressed need for formal care or additional formal care indicates the extent to which early childhood education and care 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. 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.

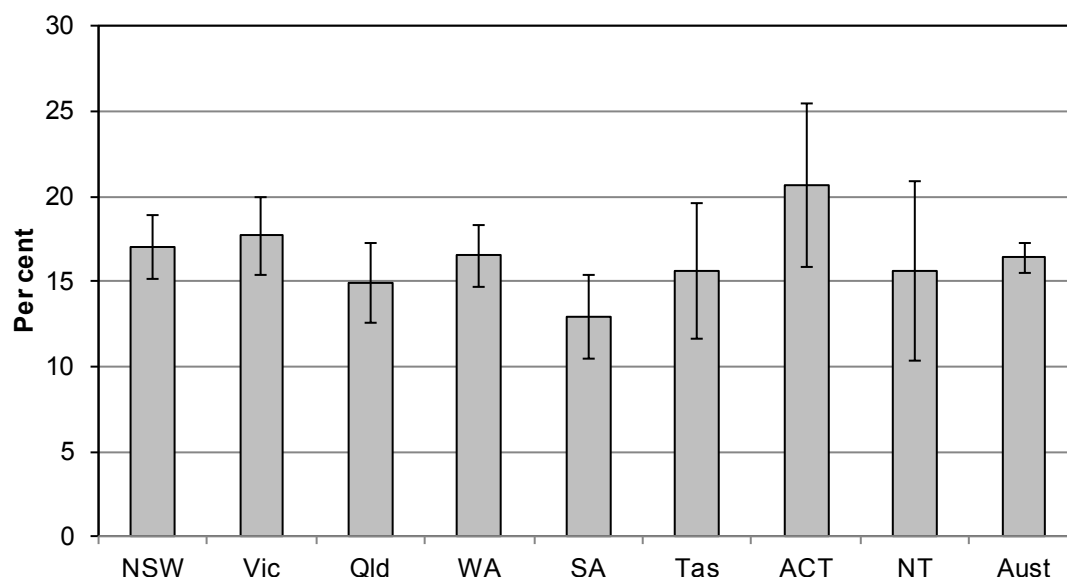
Data reported for this indicator are comparable.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2013.

The 2011 CEaCS collected data on whether formal care or additional formal child care or preschool was required currently, or in the next 12 months. Nationally in 2011, formal care or additional child care or preschool services were required, for 16.4 per cent of children aged 0–12 years (figure 3.20). In 2011, formal care or additional child care services were required for approximately 614 900 children aged 0–12 years, and additional preschool services were required for 401 700 children (table 3A.39).

Data on demand for formal child care or preschool from the 2008 and 2011 CEaCS are presented in tables 3A.38 and 3A.39. The two surveys differ, as the 2008 survey collected data on additional formal care or preschool service currently required, while the 2011 data are for additional formal care or preschool services required currently or in the next 12 months. The collection method for additional care requirements also changed between 2008 and 2011. For these reasons, the 2008 survey data are not comparable with data from the 2011 survey.

Figure 3.20 **Proportion of children aged under 12 years who required any/additional formal child care or preschool, 2011^{a, b, c, d}**



^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. ^d The 2011 CEaCS excluded persons living in very remote parts of Australia. In the Northern Territory this accounts for approximately 23 per cent of the population.

Source: ABS (unpublished) *Childhood Education and Care Survey 2011*, Cat. no. 4402.0; table 3A.39.

Reasons for needing any/additional formal child care or preschool in 2008 and 2011 are included in table 3A.40 and barriers to access identified by respondents are included in table 3A.41.

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 early childhood education and care 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.

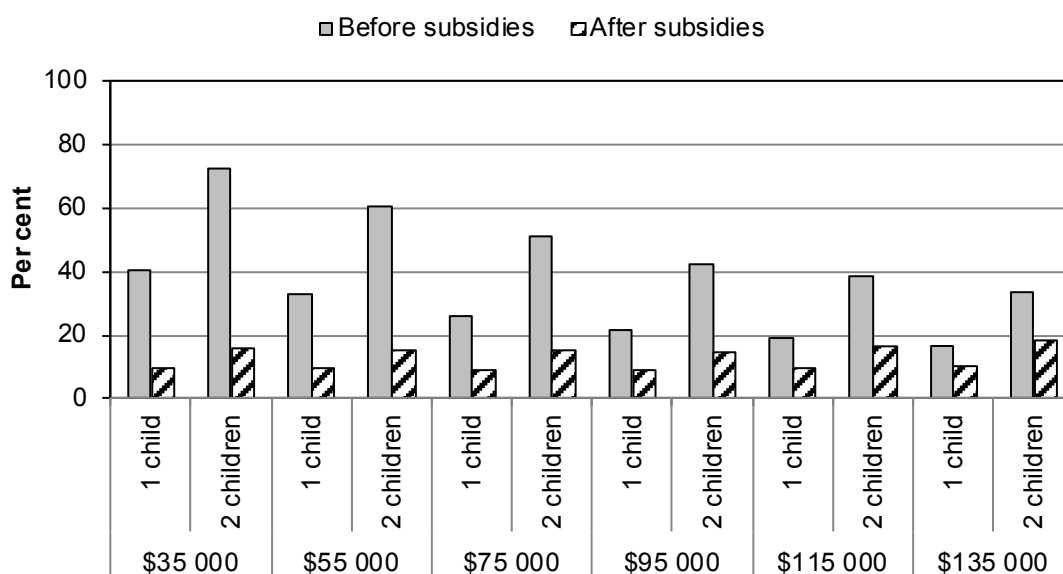
Care needs to be exercised when interpreting results, because a variety of factors (including for example rates, rental costs and localised costs of living) can influence child care costs.

Data reported for this indicator are comparable.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2013.

Nationally, out-of-pocket costs of child care as a proportion of weekly family income after subsidies in 2012 showed less variation across income bands than before subsidies were taken into account (figure 3.21).

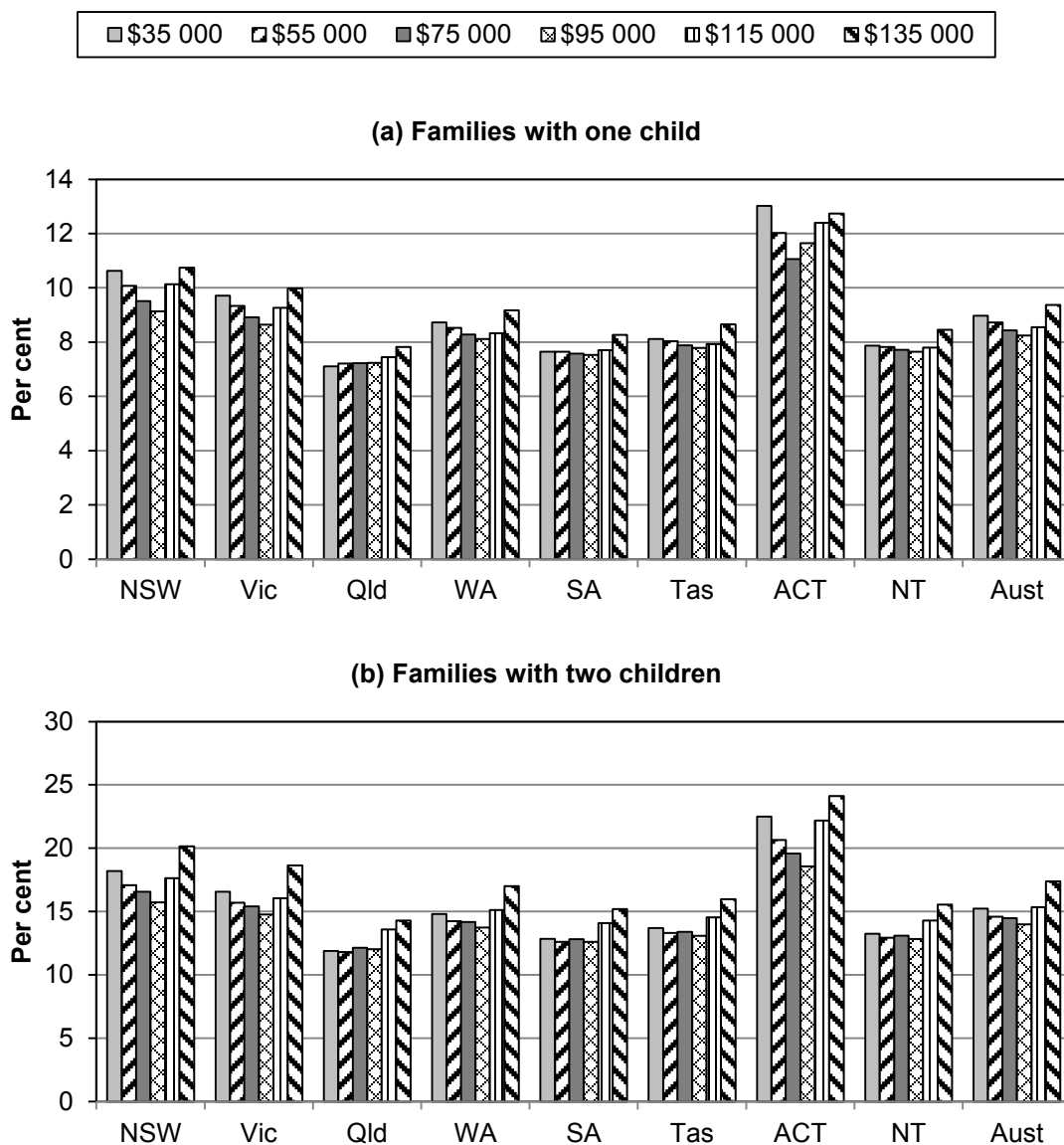
Figure 3.21 Out-of-pocket costs of child care for families with children in full time centre-based long day care, as a proportion of weekly disposable income, by gross annual family income, 2012



Source: DEEWR (unpublished); table 3A.42.

Nationally, for centre-based long day care, the out-of-pocket costs (after subsidies) for families with one child were between 8.2 per cent and 9.4 per cent of weekly disposable income, and between 14.0 per cent and 17.4 per cent of weekly disposable income for families with two children (figure 3.22).

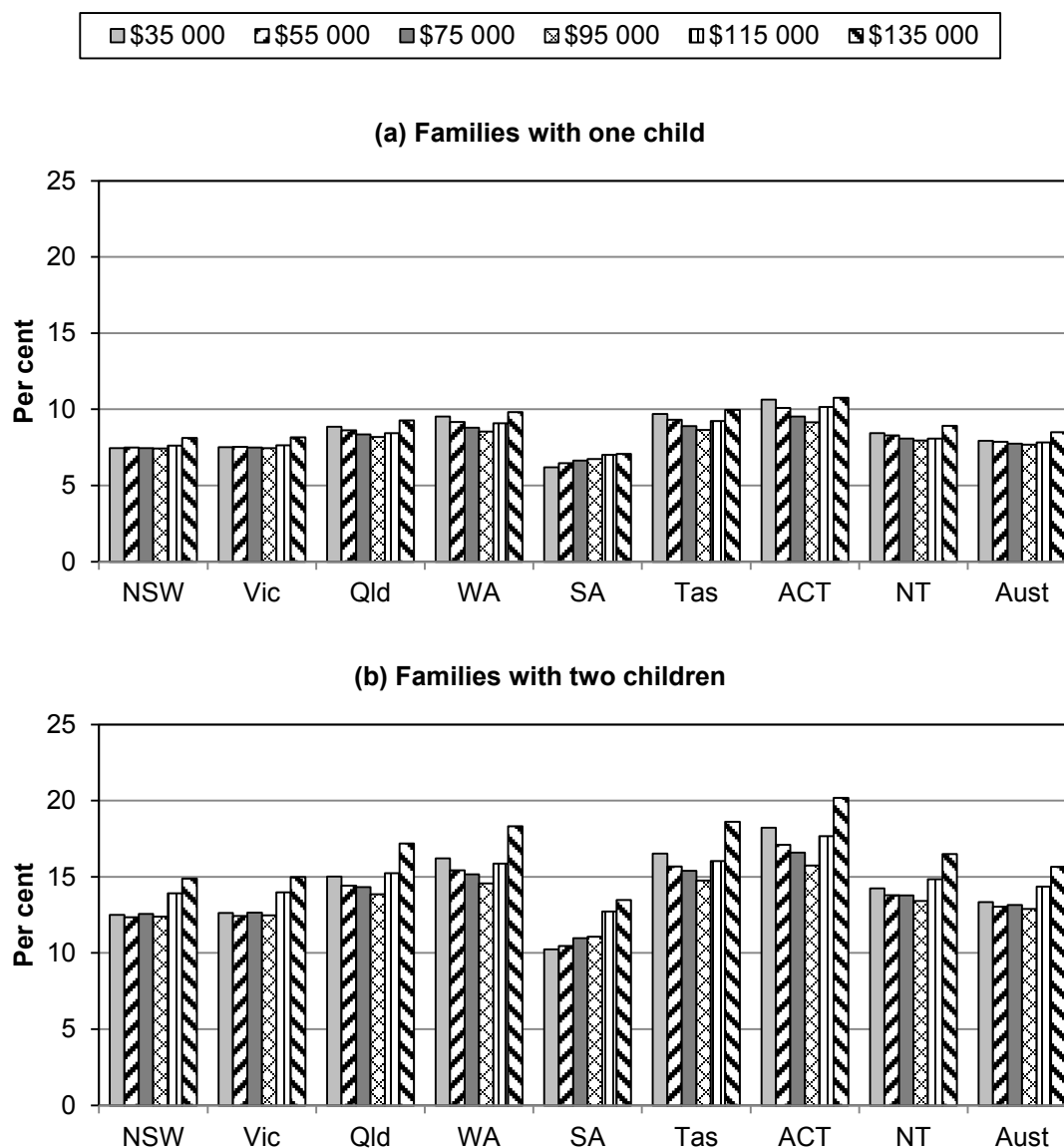
Figure 3.22 Out-of-pocket costs for centre-based long day care (after subsidies), as a proportion of weekly disposable income, by gross annual family income, 2012



Source: DEEWR (unpublished); table 3A.42.

Nationally, for family day care, the out-of-pocket costs (after subsidies) for families with one child were between 7.7 per cent and 8.5 per cent of weekly disposable income, and between 12.9 per cent and 15.7 per cent of weekly disposable income for families with two children (figure 3.23).

Figure 3.23 Out-of-pocket costs for family day care (after subsidies), as a proportion of weekly disposable income, by gross annual family income, 2012



Source: DEEWR (unpublished); table 3A.43.

Children's needs

'Children's needs' is an indicator of governments' objective to provide early childhood education and care that meets 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 into 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 based measure of how children have developed by the time they start school across five areas of early childhood development: physical health and well-being; social competence; emotional maturity; language and cognitive skills; and communication skills and general knowledge.

The AEDI results provide a snapshot of how children in the local area have developed by the time they start school. They can help governments and communities understand what is working well and what needs to be improved or developed to better support children and their families. Together with other socio demographic and community information, the AEDI results are a powerful tool for influencing planning and policy around early childhood development.

The AEDI has been endorsed by COAG as a national progress measure of early childhood development and all Australian governments have agreed to use the AEDI results to inform early development policy and investments.

The Australian Government and State and Territory governments are working in partnership with The Royal Children's Hospital Centre for Community Child Health in Melbourne, the Murdoch Children's Research Institute and the Telethon Institute for Child Health Research, Perth, to deliver the AEDI. The Social Research Centre will manage the 2012 data collection. 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 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 per cent of children were reported as developmentally vulnerable against one or more domains and 11.8 per cent of children were developmentally vulnerable against two or more domains.

The 2012 data collection took place from 1 May 2012 to 31 July 2012. Data were collected on more than 290 000 children, covering almost 7500 schools and almost 16 500 teachers. Data from the 2012 collection are scheduled for release in March 2013. AEDI results will be publicly available for around 96 per cent of Australian children.

The Child care, education and training sector overview in this Report includes AEDI data on the proportion of children developmentally on track in at least four domains as they entered school in 2009.

Additional information on the AEDI, including access to the 2009 National Report, community maps and community profiles, are available on the AEDI website www.aedi.org.au.

Source: DEEWR (unpublished).

Cost-effectiveness

‘Cost-effectiveness’ is an indicator of early childhood education and care being provided in an effective and efficient manner (box 3.29).

Box 3.29 Cost effectiveness

‘Cost effectiveness’ is an indicator of governments’ objective to provide early childhood education and care in an effective and efficient manner.

This indicator has been identified for development and reporting in future. Data were not available for the 2013 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 early childhood education and care 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 Steering Committee will continue to improve the appropriateness and completeness of the performance indicator framework. Future work on indicators will focus on:

- redeveloping a range of existing indicators and development of new indicators to reflect data from the National ECEC Collection
- developing indicators against the COAG National Quality Framework for Early Childhood Education and Care, including indicators that reflect the new National Quality Standard of quality assessment
- reporting on child care and preschool service availability

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- developing indicators to measure the extent to which early childhood education and care services meet children's needs.

Potential sources of information

Data developments in future reports may be influenced by:

- the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) — now the Standing Council on School Education and Early Childhood (SCSEEC) — 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.
- The Early Childhood Education and Care National Minimum Data Set (ECEC NMDS) is being implemented under the NIA ECEC, which provides a framework for collecting a set of nationally comparable data for child care and preschool services. The ECEC NMDS has been 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 SCSEEC. In partnership with the Australian Government and the State and Territory governments, the ABS compiles a National ECEC Collection (*Experimental Estimates of Preschool Education Australia*) based on the ECEC NMDS outlined above. The first issue of the annual publication was released in early 2011. Work is underway to use this collection to enhance and develop the framework of performance indicators for the 2014 Report
- developments under the COAG agreed National Quality Agenda for Early Childhood Education and Care
- development of 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).

3.5 Jurisdictions' comments

This section provides comments from each jurisdiction on the services covered in this chapter.

Australian Government comments

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The Australian Government in collaboration with State and Territory governments maintained its focus on improving the quality, access and affordability of early childhood education and child care. Major initiatives included:

- on 1 January 2012, the National Quality Framework for Early Childhood Education and Care commenced operation. The NQF applies to most long day care, family day care, preschool (or kindergarten) and outside school hours care services. The framework aims to raise quality and drive continuous improvement and consistency in education and care services. Reforms include improved staff to child ratios, improved qualification requirements for staff, and a new rating system so parents will be able to make informed choices about what is best for their children
- record levels of child care assistance to families and the child care sector. Over the four years to 2015-16, the Government is providing more than \$22.3 billion to help more than 900 000 Australian families with the cost of child care, including \$10.3 billion in Child Care Benefit and \$9.6 billion in Child Care Rebate
- progressing universal access to early childhood education for all children in the year before school by 30 June 2013
- the continued establishment of 38 Children and Family Centres in areas of high need as part of the National Partnership on Indigenous Early Childhood Development
- construction of the new Early Learning and Care Centres is underway; 24 centres are currently operational and providing child care for Australian families
- undertaking the second national data collection, between May and July 2012, on early childhood development through the Australian Early Development Index
- continuing the Home Interaction Program for Parents and Youngsters to 50 existing sites and providing funding for an additional 50 sites across Australia
- providing an additional 1500 university places for Early childhood professionals to get the qualifications they need through; removal of TAFE fees for diploma and advanced diploma child care courses; and expansion of the early childhood education teachers HECS-HELP scheme, which reduces the HELP debt of early childhood teachers who choose to work in rural and remote areas, Aboriginal and Torres Strait Islander communities and areas of high disadvantage.

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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 quality early childhood education and care which is responsive to the needs of children and their families, whatever their circumstances may be. Under the NSW 2021 Plan, the NSW Government has committed to all children in NSW having access to a quality early childhood education program in the 12 months prior to formal schooling by 2013.

During 2011-12, 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 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 and refine the quality assessment and rating processes.

The NSW Government continues to work on aligning its regulatory oversight of the early childhood education and care sector with the requirements of the National Quality Framework. Changes commencing in January 2012 introduced streamlined licensing and approvals processes, expanded compliance and enforcement powers, and introduced a lower staff to children ratio at centre based services. A further review of the NSW legislation applying to services outside the scope of the Framework resulted in the introduction of new training requirements for early childhood educators, providing further alignment with the provisions of the National Law and Regulations.

In 2011-12, the funding available through the National Partnership on Early Childhood Education enabled the NSW Government to maintain increased levels of renewable funding to community preschools, further improving access to preschool programs. In 2012-13 this momentum will be continued through an expected total of \$377 million in State and Partnership funding.

While progress continued to be made in terms of increased preschool participation for all children, and especially those from Indigenous and disadvantaged backgrounds, NSW looks to significant ongoing support from the Commonwealth, beyond the expiry of the current National Partnership in 2013, to ensure that momentum towards achieving the goals is maintained.

Due to the integrated nature of early childhood education and care in NSW, the structure of the Report continues to pose difficulties when 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 many children in the year before school participate in preschool programs delivered in long day care settings.

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Victorian Government comments

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The Victorian Government is committed to meeting the challenges of a growing population and to increasing access to high quality early childhood education and care (ECEC) services for all children and their families.

Victoria successfully transitioned more than 3600 ECEC services previously licensed under the Victorian *Children's Services Act 1996* to the National Law and provided information sessions and resources about National Quality Framework requirements. Significant progress was also achieved in increasing the delivery of kindergarten programs to 15 hours for children in the year prior to school.

Implementation of kindergarten enrolment-based funding ensured that funding is aligned with growth in population and participation. In addition, the Kindergarten Fee Subsidy enabled approximately 18 000 eligible children to attend kindergarten free of charge in the year before school.

Participation rates in the Maternal and Child Health 18 month, two year and 3.5 year visits continued to increase. Early Learning pilots and Early Start Kindergarten grants increased access to ECEC for three year-old children known to child protection.

Ongoing funding was provided to extend the *smalltalk* program for disadvantaged parents with children aged from six months to three years to support their children's learning and development at home. By June 2012 over 2000 families had taken part in the program.

Victoria allocated more than \$40 million in grants through the Children's Facilities Capital Program including \$17.5 million to establish 15 integrated children's centres and \$23 million in renovation and refurbishment grants to extend or upgrade 82 centres across Victoria.

Operational grants were provided to 65 small rural kindergartens to maintain accessible and affordable early childhood services in rural communities. The Bubup Wilam for Early Learning, an Aboriginal Children and Family Centre, was opened in Whittlesea and a further Centre is being established in Bairnsdale.

Victoria provided extensive support for ECEC workforce development and professional learning. During 2011-12, 394 scholarships were awarded to existing ECEC professionals to attain or upgrade their early childhood qualification, and 69 employment incentives to encourage educators to take up hard-to-staff positions.

Evidence-informed papers and practice guides were produced to strengthen the understanding and engagement of early childhood professionals with the Victorian Early Years Learning and Development Framework (VEYLDF). A series of professional development modules on the VEYLDF were delivered to support early childhood professionals to implement the Framework in their services.

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Queensland Government comments

“ The Department of Education, Training and Employment is working to ensure Queensland families have access to quality early years services that lay the foundations for learning.

Initiatives progressed towards achieving these objectives include:

- more than 1 000 long day care services now approved to deliver kindergarten programs, creating approximately 28 400 places
- 105 kindergarten services established on state and non-state school sites since 2010
- access to kindergarten programs at no or low-cost for low income families holding a Health Care Card
- piloting an e-kindy program for more than 110 children unable to regularly attend a centre-based kindergarten program
- establishment of a Kindergarten Advisory Support Service to engage and support more long day care services to deliver quality kindergarten programs
- continuing a state-wide community awareness campaign to promote the benefits of kindergarten programs to Queensland families and encourage parents to enrol their children
- establishing 10 children and family centres under the Indigenous Early Childhood Development National Partnership Agreement, including the completion of buildings at Doomadgee, Mareeba and Mornington Island
- almost 100 authorised officers successfully completing nationally consistent training to assess and rate early childhood education and care services against the National Quality Standard and related regulatory standards
- commencing assessment and rating visits under the National Quality Framework
- more than 2 300 teachers recognised as qualified early childhood teachers to deliver kindergarten programs in Queensland
- almost 2 000 teachers participating in professional development workshops relating to the delivery of quality kindergarten programs
- continued funding of integrated early childhood development services, including Early Years Centres operating in 13 communities and 25 Child and Family Support Hubs
- implementing strategies to increase kindergarten participation of children with diverse needs including additional investment to support children with disabilities, providing access to specialised equipment and resources and facilitating access to transport solutions.

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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. The National Quality Framework, comprising the National Quality Standard, nationally agreed legislation and regulations, and a new assessment and rating process, is a key plank in this reform agenda.

Western Australia commenced operation of the National Quality Framework on 1 August 2012, with the introduction of its corresponding legislation, the *Education and Care Services National Law (Western Australia)* and Regulations. Department for Communities is the lead regulator for the Framework and provides the state's point of contact for the national body, the Australian Children's Education and Care Quality Authority (ACECQA).

Prior to implementation of the National Law and Regulations, education and care services were regulated under the *Child Care Services Act 2007* administered by Department for Communities. In 2011-12, 2 033 inspection visits of licensed child care services occurred. A small number of services which are out of scope of the National Law and Regulations will continue to be regulated under the Act.

Funding of \$9.3 million has been provided by the Royalties for Regions budget, over four years for a Regional Community Child Care Development Fund to increase the viability and sustainability of regional community-managed education and care services.

The year before full time schooling is known as 'kindergarten'. Universal access to 11 hours per week of kindergarten has existed for many years and will increase to 15 hours by 2013. Children eligible for kindergarten are those who reach the age of 4 years on or before 30 June. In 2012, 96 per cent of age-eligible children enrolled in a total of 884 public and non-government schools and community kindergartens. Kindergarten is free of compulsory charges in public schools and subsidised by the State in non-government schools. Kindergarten in schools is delivered in accordance with the Early Years Learning Framework while also incorporating the general capabilities of the Australian Curriculum.

In 2013 pre-primary, the first full time year of schooling, becomes compulsory for children who will reach the age of 5 years on or before 30 June. This coincides with formal implementation of Phase 1 of the Australian Curriculum.

In 2012, two more Early Learning and Care and the first two Children and Family centres commenced operations on or close to public school sites. Three more Children and Family Centres are progressing. In addition, ten State-funded Child and Parent Centres will be established by 2014 on public school sites across WA.

In 2012, over 99 per cent of schools contributed to the Australian Early Development Index. WA now has data from two points (2009 and 2012). The data helps create a comprehensive picture of childhood development for WA.

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South Australian Government comments

“ The Department for Education and Child Development (DECD), established in October 2011, has progressed significant realignment of government functions. Integrating functions such as child protection and family support services, child health and parenting, and education and child development aims for the common goal of providing the best start in life for children regardless of socioeconomic circumstance, culture or ability. This realignment is a key support for South Australia’s Cabinet Taskforce priority “Every chance for every child”.

A major contributing initiative is the development of Children’s Centres for children from birth to age eight and their families. Twenty five Children’s Centres are now operational across South Australia, bringing together care, learning, family support, community development and health services at the one location.

The Child and Family Health Service is working with Children’s Centres to establish improved partnerships that more effectively link children with developmental-delay with a child and family health nurse. This initiative will also assist in meeting the National Quality Standards (recording child development and establishing referral pathways).

South Australia is working to develop a network of individual "child friendly" communities and cities, to realise a state-wide child friendly vision based on existing UNICEF models. Children’s voices and active participation are strong features. The "Child Friendly South Australia" initiative will be strengthened by the proposed Child Development legislation, which also aims to embed children’s valued citizenship within South Australian legislation. The aim is to bring significant benefit to the state, from providing the optimum environment for every child’s wellbeing and development to promoting South Australia as a friendly place to visit, live, and work.

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. The Ernabella Children and Family Centre, opened in August 2012, is the first of the South Australian centres established under this National Partnership Agreement.

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Tasmanian Government comments

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Tasmania is continuing its cross-agency commitment to the early years sector, and the Department of Education has made the early years one of its three main priorities focusing on:

- ensuring quality education and care programs and services for young children so they develop as confident and curious learners prior to commencing full-time school
- engaging with children and families in a cohesive way by connecting and integrating services
- developing and maintaining strong relationships between schools, families, services and the broader community from the early years.

These priorities are strengthened with the ongoing implementation of the COAG *National Early Childhood Development Strategy* and the *National Partnership Agreements on Early Childhood Education* and the *Quality Agenda for Early Childhood Education and Care*.

The Early Years area with the Department of Education provides support for schools, education and care services and their communities; and the Education and Care Unit located within the Early Years, regulates education and care in Tasmania, through the *Child Care Act 2001* and as the Regulatory Authority for the Education and Care Services National Law.

The Education and Care Unit (ECU) began implementation of the National Quality Agenda from 1 January 2012 which has required significant change in roles and responsibility for the unit. The most significant are in relation to the commencement of the quality assessment and rating of services and the need to operate within a nationally consistent framework overseen by the Australian Children's Education and Care Quality Authority (ACECQA).

Other continuing initiatives:

- *Child and Family Centres*. 10 centres funded by the State are being operated or built, in addition to the two Australian Government funded sites. All strive to cultivate partnerships with a range of collaborative services which commit to developing respectful relationships with families
- *Launching into Learning* is continuing to be a very successful program providing resources to all primary and combined schools to develop and lead initiatives with families and their community to support children's early learning prior to kindergarten. The Department of Education is conducting *The Launching into Learning Longitudinal Study 2007-2014* with the *2011 Progress Report* demonstrating that the program is continuing to have a significant impact in improving literacy and numeracy skills particularly for children from more disadvantaged socio economic backgrounds.

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Australian Capital Territory Government comments

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The ACT Government is focused on ensuring that all children have the best start in life to create a better future for themselves and the community. The Office for Children Youth and Family Support (OCYFS) within the Community Services Directorate (CSD) monitors and assesses children's services, provides early intervention services, family and community support and care and protection services to children and young people.

The ACT Government has successfully implemented the National Quality Framework (NQF) under the *Education and Care Services National Law (ACT) Act 2011* and the Education and Care Services National Regulations 2011. The ACT is focused on a system of continuous improvement leading to high quality children's services that are responsive to the diverse needs of all children and families. Given the high levels of workforce participation in the ACT community, quality education and care is vitally important.

The ACT Government has heavily invested in education and care workforce initiatives that aim to attract and retain educators and improve quality. A multi-media campaign encourages people into education and care careers, with an emphasis on attracting early childhood teachers to long day care services.

The Early Childhood Scholarship Program commenced on 7 March 2012. The program provides funding for existing and new educators to gain a Certificate III in Children's Services and will assist the education and care sector to meet the qualification requirements under the NQF.

The ACT Government is committed to building Canberra as a child friendly capital and the *ACT Children's Plan 2010 – 2014*, provides the strategic direction in achieving this vision. In addition, the *Picture of ACT Children and Young People 2011* reflects an ecological understanding of child wellbeing and development and highlights the key protective risk factors that may impact on children and young people's health and wellbeing in the ACT.

The ACT's three Child and Family Centres deliver a range of therapeutic, counselling, case management, child health and parenting services. Many of these programs are delivered in partnership with community organisations. The West Belconnen Child and Family Centre has a strong focus on supporting Aboriginal and Torres Strait Islander children and their families.

The Child and Family Centres will continue to be responsible for the implementation of the Australian Early Childhood Development Index (AEDI). The AEDI is included as a headline indicator in the Community Services Directorate *Strategic Plan 2012 - 2015* and will assist the ACT Government to monitor children's development over time and to assess the impact of programs and services on children and their families.

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Northern Territory Government comments

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The NT Department of Education and Children's Services (DECS) oversees the delivery of quality early childhood education and care services across the NT.

DECS provides policy advice, standard setting and monitoring and financial assistance to promote children's early learning and development as well as parenting information and education. Activities include assistance to, and regulation of, early childhood education and care services and providing resources to toy libraries, mobile services, playgroups and parenting support and information programs.

Key highlights during the 2011-12 financial period include:

- the NT regulatory authority, Quality Education and Care NT, commenced operating and implementing the National Quality Framework. Services in scope of regulation include long day care, three-year-old kindy, family day care schemes, preschools and outside school hours care services comprising approximately 216 services
- Government launched its NT Early Childhood Development Workforce Plan to provide a platform for building partnerships across government, non-government and industry organisations to build on the quality and capacity of the early childhood workforce. A key initiative from this plan is the NT More Early Childhood Teachers Scholarship Program which is helping to meet workforce challenges posed by the early childhood sector reforms
- The Farrar Early Learning Centre and Wulagi Early Learning Centre commenced operating in 2012 offering education and care for up to 56 and 63 places respectively
- DoE is leading the establishment of new child care facilities at Umbakumba and Ntaria. A further two sites have been identified at Alekarenge and Kalkaringi
- ECPR has eight child and family leaders located in larger remote NT communities to help coordinate services for children and families
- the Families as First Teachers program (FaFT) is reaching approximately 1700 Indigenous children and their family's located in 45 remote communities. FaFT provides a culturally responsive early learning and parent education program for families with children aged 0–3 years to help improve developmental outcomes, increase school readiness, develop a culture of attendance and give children the best start in life. Through this program the evidence-based Abecedarian approach is being implemented
- in 2012, 89 per cent of Territory preschools commenced implementing Universal Access to Early Childhood Education providing education programs for 15 hours or more per week.

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3.6 Definitions of key terms

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 a 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 and/or 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	Defined by service model as: <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	<p>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:</p> <ul style="list-style-type: none"> • 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. <p>Within these main categories priority should also be given to the following children:</p> <ul style="list-style-type: none"> • 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	<p>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.</p> <p>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.</p>
Service model	<p>The categories for which data were collected, namely:</p> <ul style="list-style-type: none"> • centre-based long day care • family day care • outside school hours care <ul style="list-style-type: none"> – 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	Defined by service model as: <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

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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 mostly relate to the 2011 calendar year and the 2010-11 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:

- presentation improvements to the efficiency indicator 'recurrent expenditure per student'
- further developments in the 'learning outcomes' indicator, including:
 - reporting the outcomes of the years 6 and 10 Information and Communication Technologies National Assessment Program (NAP) in 2011
 - reporting the outcomes of the years 4 and 8 2011 Trends in International Mathematics and Science Study (TIMSS), for mathematics and science achievement.
- data quality information (DQI) documentation is available for the first time for the indicators 'attendance and participation — achievement of VET competencies' and 'student-to-staff ratio'.

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 which 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 2012).

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 and 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 National Education Agreement (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 Standing Council for School Education and Early Childhood (SCSEEC)¹ — comprising Australian, State and Territory, and New Zealand education ministers

¹ Following agreement by the Council of Australian Governments (COAG), the Standing Council for School Education and Early Childhood (SCSEEC) replaced the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) in January 2012.

— is the principal forum for developing national priorities and strategies for schooling.

Funding

Australian, State and Territory government recurrent expenditure on school education was \$44.3 billion in 2010-11 (table 4.1). Expenditure on government schools was \$34.5 billion, or 77.8 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 88.6 per cent of total government recurrent expenditure on government schools in 2010-11, and the Australian Government provided 11.4 per cent. In contrast, government expenditure on non-government schools in that year was mainly provided by the Australian Government (72.6 per cent), with State and Territory governments providing 27.4 per cent (table 4.1).

More information can be found in tables 4A.7 and 4A.8.

Table 4.1 Government recurrent expenditure on school education, 2010-11 (\$ 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	1 308	866	785	379	300	109	55	111	3 913
State and Territory governments	9 439	6 399	6 492	3 983	2 285	777	631	551	30 558
Total	10 747	7 265	7 277	4 362	2 585	885	687	662	34 471
Non-government schools									
Australian Government	2 209	1 824	1 444	724	570	149	135	83	7 137
State and Territory governments	853	543	600	383	157	53	46	65	2 700
Total	3 061	2 367	2 043	1 107	727	202	181	148	9 837
All schools									
Australian Government	3 517	2 690	2 228	1 103	870	258	190	193	11 050
State and Territory governments	10 292	6 943	7 092	4 365	2 442	830	677	616	33 258
Total	13 809	9 632	9 320	5 469	3 313	1 088	867	810	44 308

^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: SCSEEC (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 also reports on government funding of non-government schools. Caution should 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 59.6 per cent of non-government school funding in 2011, with the remaining 40.4 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 2011, 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, the ACT and the NT) (ABS 2012).

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 who have completed Year 10 to participate full time in education, training or employment, or a combination of these activities, until 17 years of age (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 continue in line with existing State and Territory practice.

Figure 4.1 Structure of primary and secondary schooling, 2011^{a, b}

Level	NSW, Vic, Tas, ACT ^c , 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) ^d

^a Figure 4.1 refers to the structure utilised in *Schools Australia 2011* (ABS 2012), 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 Early childhood education and care chapter describes the entry points for the range of part and full time preschool services across states and territories. Box B.3 in the Child care, education and training sector overview describes the structure of education and training more generally. ^c ACT students transition to a senior college for years 11 and 12. ^d SA has an intake for each term.

Source: Adapted from ABS (2012) *Schools Australia 2011*, Cat. no. 4221.0.

Schools

At the beginning of August 2011, there were 9435 schools in Australia (6312 primary schools, 1397 secondary schools, 1306 combined schools and 420 special schools). The majority of schools were government owned and managed (71.1 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, 61.7 per cent of all secondary schools enrolled over 600 students (table 4A.22). A breakdown of primary and secondary schools by size for government, non-government and all schools is reported in tables 4A.20–22 respectively.

Table 4.2 Summary of school characteristics, August 2011

	<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	1 631	1 140	921	513	395	128	53	66	4 847
Secondary	370	244	179	99	68	31	18	14	1 023
Combined ^a	66	76	91	91	76	26	9	69	504
Special schools ^b	110	76	46	67	18	5	4	5	331
Total	2 177	1 536	1 237	770	557	190	84	154	6 705
Non-government schools (no.)									
Primary	493	423	231	150	104	28	25	11	1 465
Secondary	153	100	72	10	19	5	6	9	374
Combined ^a	235	155	152	130	69	32	13	16	802
Special schools ^b	39	20	16	11	3	–	–	–	89
Total	920	698	471	301	195	65	44	36	2 730
All schools (no.)									
Primary	2 124	1 563	1 152	663	499	156	78	77	6 312
Secondary	523	344	251	109	87	36	24	23	1 397
Combined ^a	301	231	243	221	145	58	22	85	1 306
Special schools ^b	149	96	62	78	21	5	4	5	420
Total	3 097	2 234	1 708	1 071	752	255	128	190	9 435
Proportion of schools that are government schools (%)									
Primary	76.8	72.9	79.9	77.4	79.2	82.1	67.9	85.7	76.8
Secondary	70.7	70.9	71.3	90.8	78.2	86.1	75.0	60.9	73.2
Combined ^a	21.9	32.9	37.4	41.2	52.4	44.8	40.9	81.2	38.6
Special schools ^b	73.8	79.2	74.2	85.9	85.7	100.0	100.0	100.0	78.8
All schools	70.3	68.8	72.4	71.9	74.1	74.5	65.6	81.1	71.1
Proportion of schools that are primary schools (%)									
Government	74.9	74.2	74.5	66.6	70.9	67.4	63.1	42.9	72.3
Non-government	53.6	60.6	49.0	49.8	53.3	43.1	56.8	30.6	53.7
All schools	68.6	70.0	67.4	61.9	66.4	61.2	60.9	40.5	66.9

^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 (2012 and unpublished) *Schools Australia 2011*, 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 2011 (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 (57.8 per cent) than in secondary schools (42.2 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 65.3 per cent. A higher proportion of FTE students was enrolled in government schools at primary level (68.9 per cent) than at secondary level (60.3 per cent) (table 4.3).

Table 4.3 FTE student enrolments, August 2011^{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	627.5	468.3	451.5	235.2	157.1	43.8	32.0	23.7	2 039.0
Secondary schools	502.3	389.4	284.6	129.5	101.8	38.3	28.8	15.7	1 490.5
All schools	1 129.7	857.7	736.1	364.6	258.9	82.2	60.9	39.4	3 529.5
Proportion of FTE students who were enrolled in government schools (%)									
Primary schools	69.4	67.5	70.1	69.3	66.1	73.8	59.8	78.3	68.9
Secondary schools	61.7	57.9	61.7	57.4	60.9	68.2	53.6	67.5	60.3
All schools	66.0	63.1	66.8	65.0	64.1	71.1	56.9	74.0	65.3
Proportion of FTE students who were female (all schools) (%)									
Primary schools	48.6	48.8	48.4	48.8	48.7	48.6	48.8	49.3	48.6
Secondary schools	49.5	49.5	49.4	49.0	49.8	49.8	49.8	47.9	49.5
All schools	49.0	49.1	48.8	48.9	49.1	49.1	49.3	48.7	49.0
Proportion of FTE students who were enrolled in primary education, by sector (%)									
Government schools	58.4	58.4	64.3	68.7	62.6	55.3	55.3	63.6	61.0
Non-government schools	49.9	48.1	55.3	56.7	57.2	48.5	49.0	50.1	51.7
All schools	55.5	54.6	61.3	64.5	60.7	53.3	52.6	60.1	57.8

^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 (2012 and unpublished) *Schools Australia 2011*, Cat. no. 4221.0; tables 4A.1–4.

Total full time student enrolments in schools in Australia were relatively stable from 2007 to 2011, increasing by 0.7 per cent each year (table 4A.24). Full time school students represented 15.6 per cent of the Australian population in 2011 (table 4A.5).

The proportion of full time students enrolled in non-government schools increased between 2007 and 2011 in all states and territories. Full time non-government school enrolments increased by 1.6 per cent per year, while full time government school enrolments increased by an average of 0.3 per cent per year (table 4A.24). 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 2 268 377 in 2007 to 2 294 958 in 2011. The number of full time students in non-government schools increased from 1 148 146 in 2007 to 1 224 574 in 2011 (table 4A.23).

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 2011 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									
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
2011	1 915	2 252	3 385	2 000	4 059	2 463	46	228	16 348
Proportion of secondary school students in government schools who were part time students (%) ^b									
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
2011	0.6	1.0	1.9	2.6	6.3	9.1	0.3	2.1	1.8

^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 (2012 and unpublished) *Schools Australia 2011*, 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 disability

- 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 2011, 85.2 per cent of Indigenous students and 77.4 per cent of students with disability, attended government schools (tables 4A.25 and 4A.27). Further information on student body mix in government, non-government and all schools is in tables 4A.28–30. 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 students that are Indigenous varies greatly across jurisdictions (table 4.5). In all jurisdictions, the proportion of full time Indigenous students was much higher in government schools than in non-government schools. Nationally, the proportion of full time students who were Indigenous was 6.2 per cent in government schools and 2.0 per cent in non-government schools in 2011 (table 4.5).

Table 4.5 Indigenous full time students, 2011

	<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	45.1	9.2	41.4	19.5	8.6	4.7	1.1	13.1	142.7
Non-government schools	7.1	1.4	7.5	3.6	1.1	0.9	0.3	2.9	24.9
All schools^b	52.2	10.6	48.9	23.1	9.8	5.5	1.4	16.1	167.5
Indigenous full time students as a proportion of all full time students (%)									
Government schools	6.1	1.7	8.5	8.2	5.3	8.2	3.2	45.1	6.2
Non-government schools	1.9	0.5	3.1	2.9	1.2	3.6	1.1	28.8	2.0
All schools	4.6	1.2	6.7	6.4	3.8	6.9	2.3	40.8	4.8

^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.

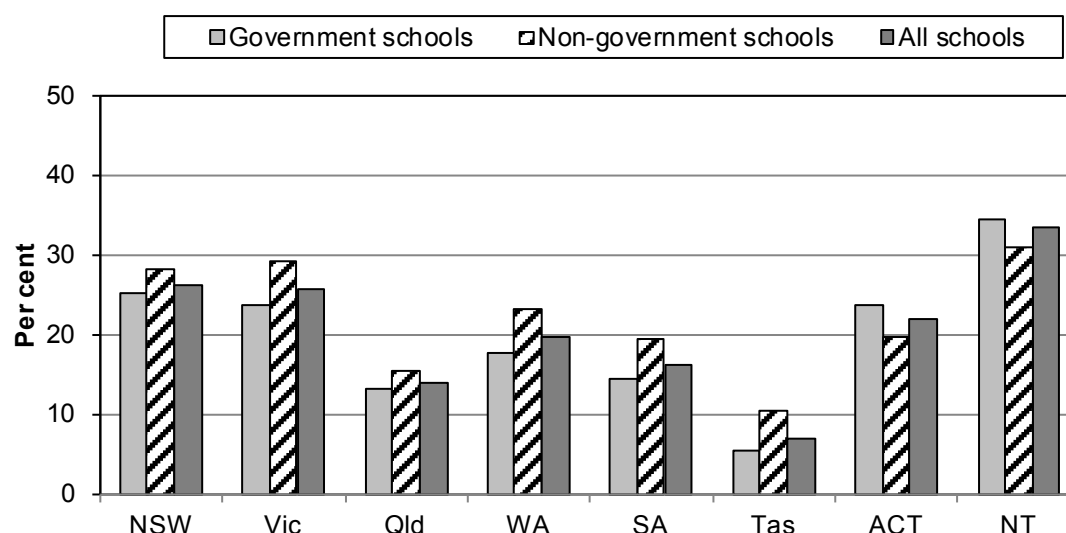
Source: ABS (2012) *Schools Australia 2011*, Cat. no. 4221.0; table 4A.25.

Students from language backgrounds other than English

The proportion of LBOTE students is based on data from the Australian Bureau of Statistics (ABS) 2011 Census of Population and Housing. Students are counted as having a LBOTE 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 students that are LBOTE in government and non-government schools varied across jurisdictions in 2011 (figure 4.2).

Figure 4.2 Students from a language background other than English as a proportion of all students, 2011^{a, b}



^a Absolute numbers of LBOTE students are sourced from the 2011 Census of Population and Housing, whilst data on all full time students are sourced from the ABS Schools Australia collection. ^b See table 4A.26 for details of LBOTE definitions.

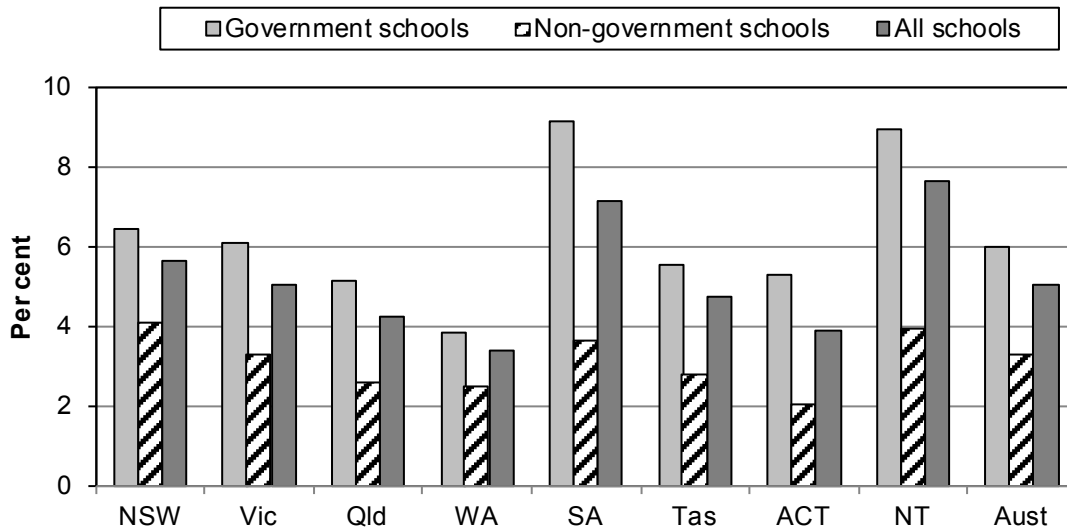
Source: DEEWR (unpublished) based on the ABS 2011 Census of Population and Housing; ABS (2012) *Schools Australia 2011*, Cat. no. 4221.0; table 4A.26.

Students with disability

Students with disability are educated in both mainstream and special schools. Students with disability 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 2011, the proportion of students with disability for all schools was 5.1 per cent and almost twice as high in government schools (6.0 per cent), compared with non-government schools (3.3 per cent) (figure 4.3). Information regarding attainment and participation for students with disability, based on the ABS 2009 Survey of Education and Training Experience and the 2011 Census of Population and Housing, are included in the attachment to the Services for people with disability chapter of this Report (tables 14A.144–147).

Figure 4.3 Funded students with disability as a proportion of all students, 2011^{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 disability, 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 disability, 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: DEEWR (unpublished); ABS (2012) *Schools Australia 2011*, Cat. no. 4221.0; table 4A.27.

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 former MCEETYA (now replaced by SCSEEC) 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 2011, 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

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.

students enrolled in schools in very remote areas was 0.9 per cent, and four times as high in government schools (1.2 per cent), than in non-government schools (0.3 per cent) (table 4.6).

Table 4A.31 includes data relating to students attending primary and secondary schools located in metropolitan and provincial zones, as well as in remote and very remote areas.

Table 4.6 Students attending schools in remote and very remote areas as a proportion of all students, 2011^{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	2.0	5.6	3.6	0.9	..	16.4	1.7
Non-government schools	0.2	–	0.8	1.9	1.4	0.4	..	29.7	0.8
All schools	0.4	0.1	1.6	4.3	2.8	0.7	..	19.9	1.4
Very remote areas									
Government schools	0.1	..	1.6	3.2	1.2	0.4	..	29.9	1.2
Non-government schools	–	..	0.3	1.1	0.1	–	..	12.1	0.3
All schools	0.1	..	1.2	2.5	0.8	0.3	..	25.3	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.31.

Students from families of low socioeconomic status

A range of measures by socioeconomic status, 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 National Indigenous Reform Agreement (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.

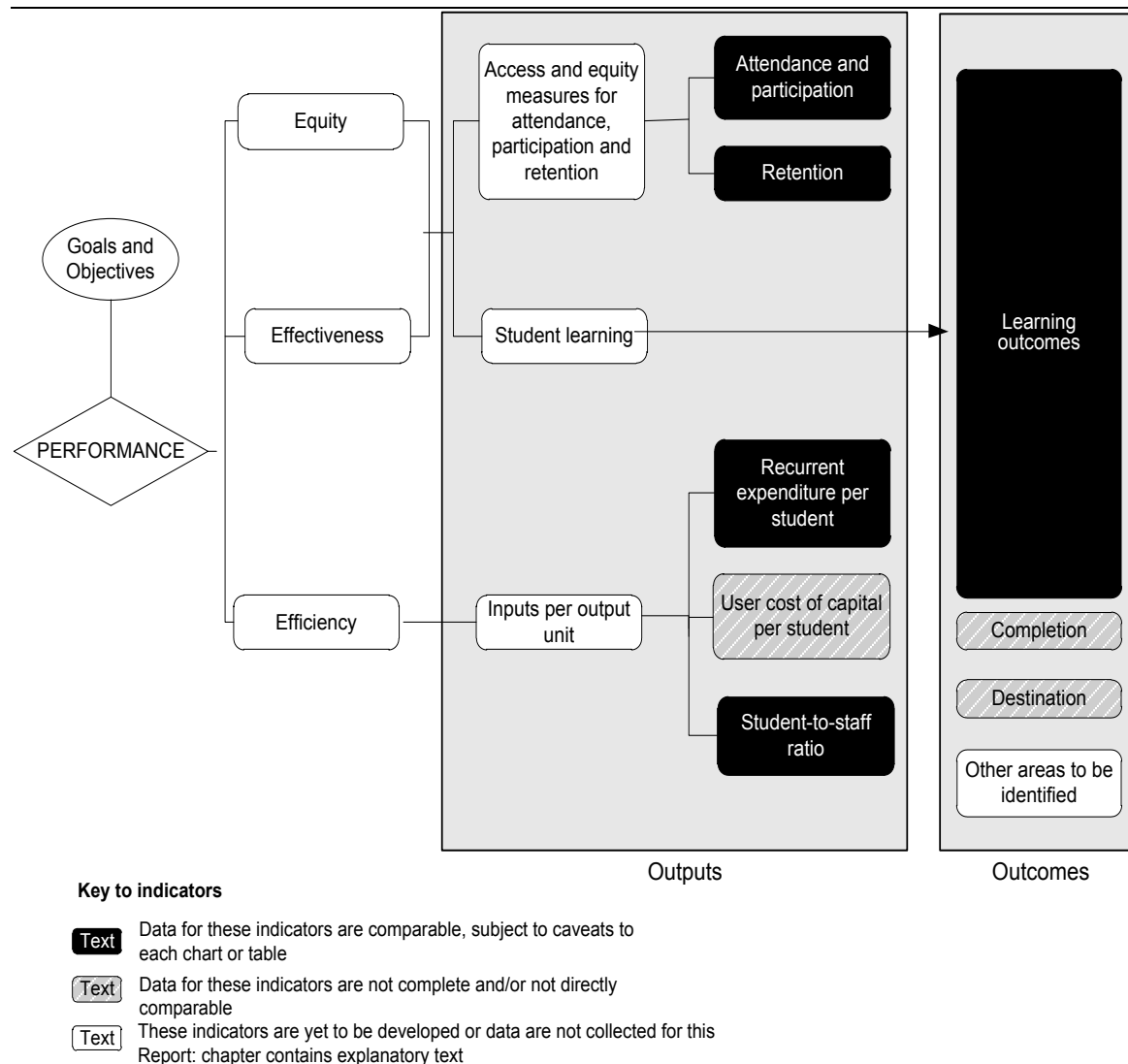
The NEA covers the area of school education, and education and training indicators in the NIRA establish specific outcomes for reducing the level of disadvantage experienced by Indigenous Australians. Both agreements include sets of performance indicators, for which the Steering Committee collates performance 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 NEA was reviewed in 2011 and 2012 resulting in changes that will be included in the 2014 Report.

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 2013 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 and 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).

Data quality information (DQI) is being progressively introduced for all indicators in the Report. The purpose of DQI is to provide structured and consistent information about quality aspects of data used to report on performance indicators. DQI in this Report cover the seven dimensions in the ABS' data quality framework

(institutional environment, relevance, timeliness, accuracy, coherence, accessibility and interpretability) in addition to dimensions that define and describe performance indicators in a consistent manner, and note key data gaps and issues identified by the Steering Committee. All DQI for the 2013 Report can be found at www.pc.gov.au/gsp/reports/rogs/2013.

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 and effectiveness

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 to complete 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

‘Attendance and participation’ 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. 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.

(Continued next page)

Box 4.2 (continued)

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.
- 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.

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 Child care, education and training sector overview.

- 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 and complete.

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.

Information about data quality for this indicator is at www.pc.gov.au/gsp/reports/rogs/2013.

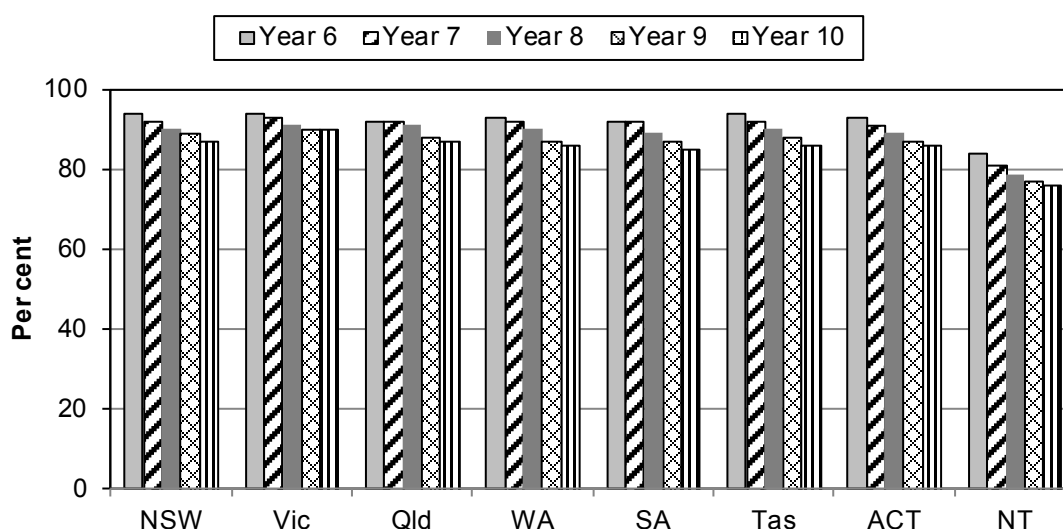
Attendance

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 2011, attendance was relatively stable across years 1–5. In general, from year 6 attendance gradually declined to year 10 (typically the end of compulsory schooling) (tables 4A.114–119).

For government schools, the total student attendance rate ranged from 76 per cent to 94 per cent across year levels and jurisdictions (figure 4.5 and table 4A.114).

Figure 4.5 Student attendance rate, all students, government schools, 2011^a



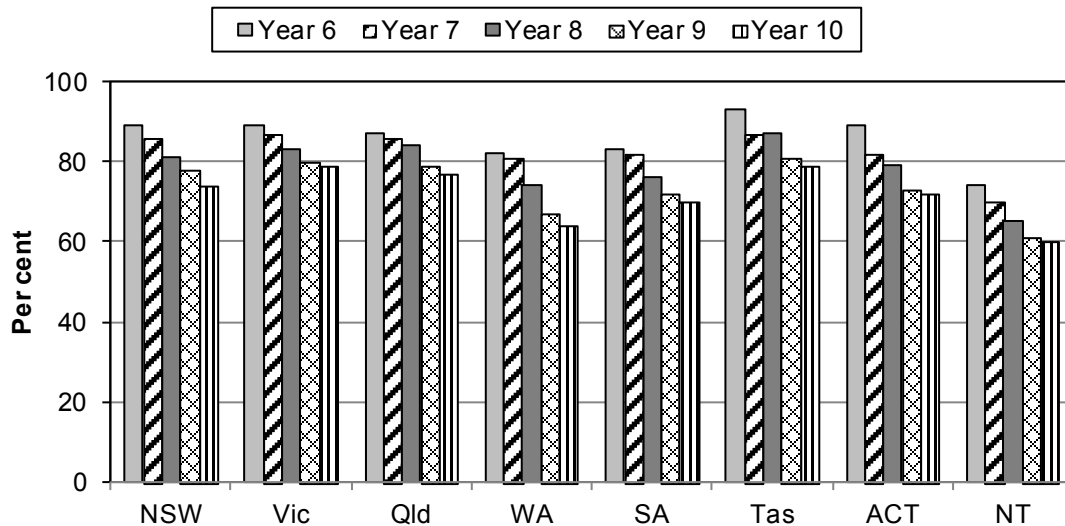
^a Attendance rates are the number of actual full time equivalent 'student days' attended as a percentage of the total number of possible student days attended over the period. Student attendance data are reported for full time students in years 1–10, but are not collected uniformly across jurisdictions and schooling sectors and therefore are not comparable.

Source: Australian Curriculum and Assessment Reporting Authority (ACARA) (unpublished); table 4A.114.

Data on student attendance rates for all school sectors, disaggregated by sex, are available in tables 4A.114, 4A.116 and 4A.118.

Non-Indigenous students in government schools had higher attendance rates than Indigenous students across all year levels in all jurisdictions (figure 4.6 and table 4A.115). The differences varied across states and territories. A similar pattern to the government schools was observed for non-government schools (independent and catholic schools) in most jurisdictions (tables 4A.117 and 4A.119).

Figure 4.6 Student attendance rate, Indigenous students, government schools, 2011^a



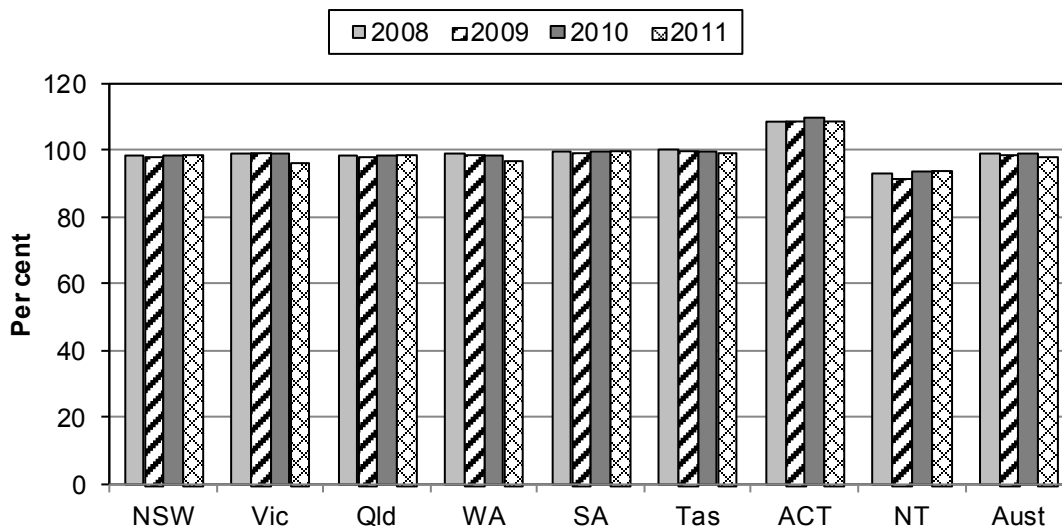
^a Attendance rates are the number of actual full time equivalent 'student days' attended as a percentage of the total number of possible student days attended over the period. Student attendance data are reported for full time students in years 1–10, but are not collected uniformly across jurisdictions and schooling sectors and therefore are not comparable.

Source: ACARA (unpublished); table 4A.115.

Participation — proportion of children aged 6–15 years enrolled in school

Nationally, 98.3 per cent of children aged 6–15 years were enrolled (either full or part time) in school in 2011 (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, 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^{a, b}**



^a See footnotes to table 4A.101 for further information on derivations of population figures. ^b Earlier reports also presented data for Indigenous and non-Indigenous students, for this measure. See table 4A.101 for further details.

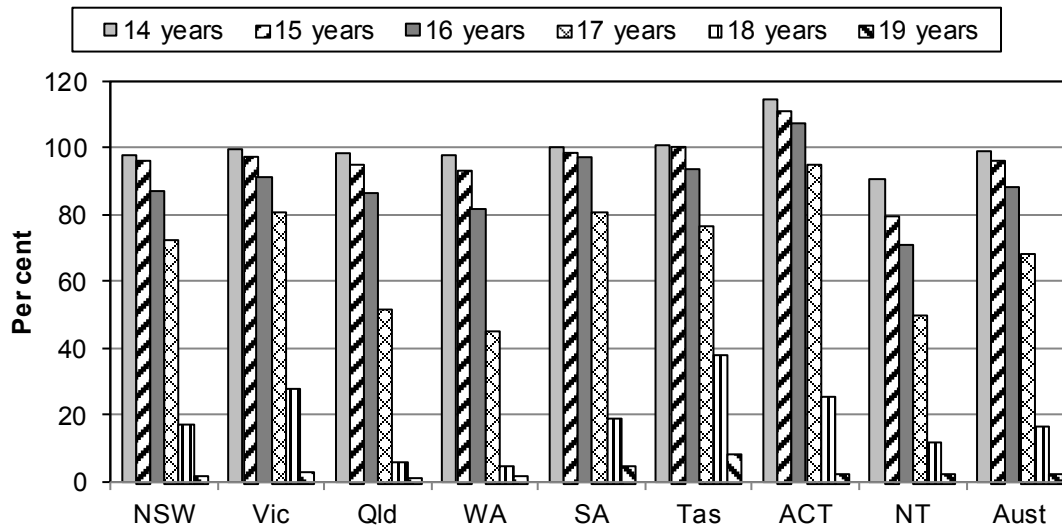
ABS (2012) *Schools Australia, 2012*, Cat. no. 4221.0; ABS (2011) *Population by Age and Sex, Australian States and Territories, June 2011*, Cat. no. 3201.0; table 4A.101.

Participation — 14–19 year olds enrolled in school

Nationally, 60.7 per cent of 14–19 year olds were enrolled in schools in 2011 (table 4A.102). 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 (61.4 per cent) were 1.4 percentage points higher than those for males (60.0 per cent) (table 4A.102).

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 2007 to 2011 are included in table 4A.103.

Figure 4.8 School participation rate of people aged 14–19 years in school education, all schools, 2011^{a, b, c}



^a Proportion of the population who were enrolled as full time or part time students in August 2011.

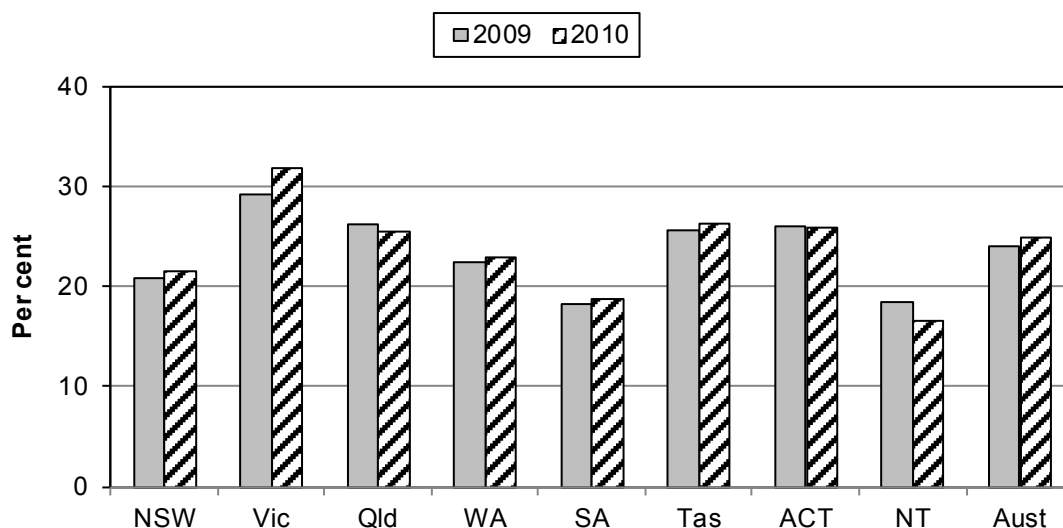
^b Proportions are determined using the number of students enrolled in the jurisdiction divided by the estimated residential population for the jurisdiction, for the age group. In some cases students may be enrolled in a different jurisdiction to their place of residence. Participation rates in the ACT exceed 100 per cent as a result of NSW residents from surrounding areas enrolling in ACT schools. ^c Different school commencement ages across some states and territories may affect comparisons between jurisdictions.

Source: ABS (2012) *Schools Australia 2011*, Cat. no. 4221.0; table 4A.102.

Participation — achievement of VET competencies

The number of young people undertaking VET in Schools programs in 2010 was 220 900 (NCVER 2011). 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 25.0 per cent nationally in 2010 (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



Source: NCVER, *National VET Provider Collection* (various years); NCVER, *National VET in Schools Collection 2010*; ABS *Population by Age and Sex, Australian States and Territories*, (various years) (Cat. no. 3201.0); table 4A.113.

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 complete 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.

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, not by tracking the retention of individual students. Care needs 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 and complete.

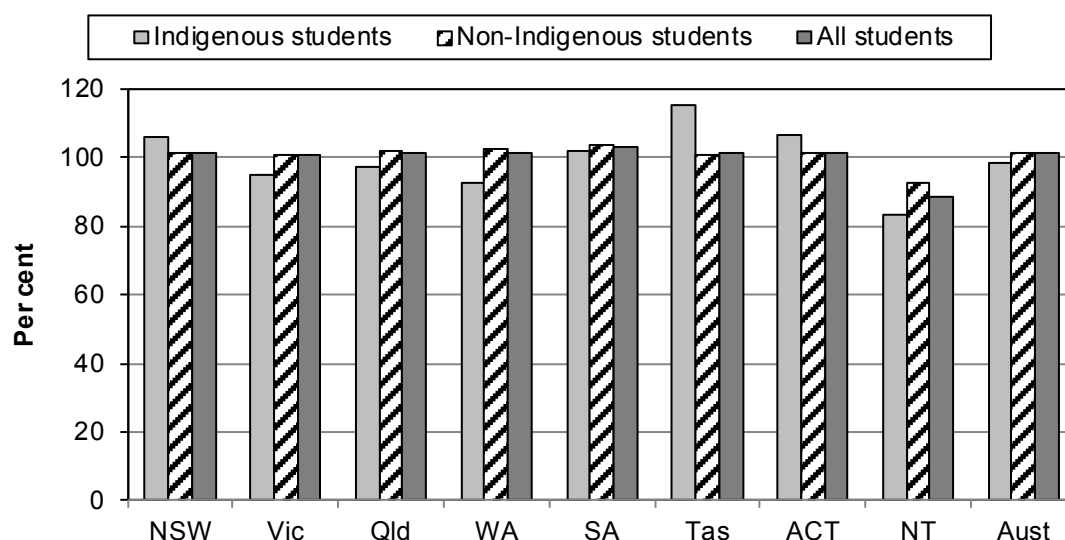
Information about data quality for this indicator is at www.pc.gov.au/gsp/reports/rogs/2013.

In most jurisdictions, in 2011, apparent retention rates from the commencement of secondary school at year 7 or 8 (figure 4.1 shows the starting years across jurisdictions) to year 10, were 100 per cent to 102 per cent, with a national rate of 101.1 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 a national retention rate for Indigenous students of 98.7 per cent, 2.6 percentage points lower than that for non-Indigenous students and 2.4 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, 2011^{a, b, c, d, e}

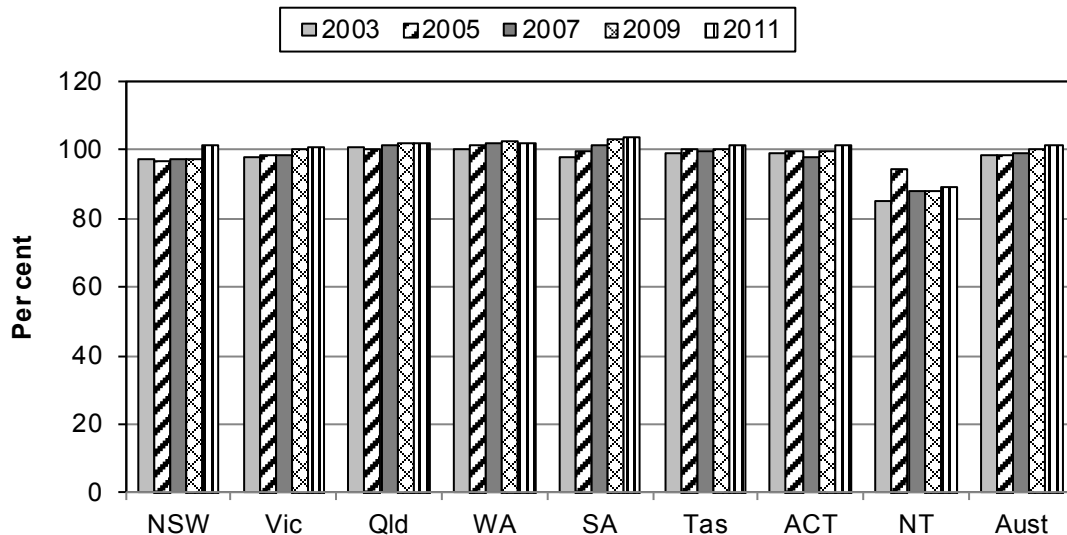


^a Apparent retention rates are affected by factors that vary across jurisdictions. For this reason, variations in apparent retention rates over time within jurisdictions may be more useful than comparisons across jurisdictions (see figure 4.11). ^b Retention rates can exceed 100 per cent for a variety 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 (2012) *Schools Australia 2011*, Cat. no. 4221.0; table 4A.104.

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 98.5 per cent in 2003, rising to 99.1 per cent in 2007 and 101.1 per cent in 2011 (figure 4.11). Data for intervening years and by Indigenous status are in table 4A.106. Data for government schools and non-government schools are in tables 4A.107 and 4A.108.

Figure 4.11 Apparent retention rate from year 7 or 8 to year 10, full time secondary students, all schools^{a, b, c, d}

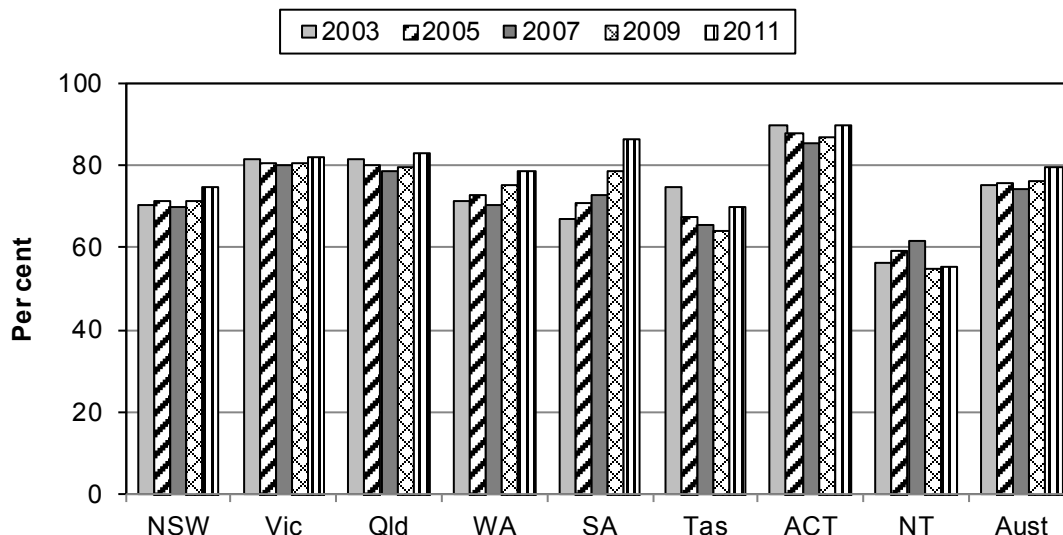


^a Apparent retention rates are affected by factors that vary across jurisdictions. For this reason, variations in apparent retention rates over time within jurisdictions may be more useful than comparisons across jurisdictions. ^b The standard apparent retention rate calculation excludes part time students, 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. ^d Retention rates can exceed 100 per cent for a variety of reasons, including student transfers between jurisdictions.

Source: ABS (2012) *Schools Australia 2011*, Cat. no. 4221.0; table 4A.106.

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 75.4 per cent in 2003, rising to 79.3 per cent in 2011 (figure 4.12). Data for intervening years and by Indigenous status are in table 4A.106. Data for government schools and non-government schools are in tables 4A.107 and 4A.108.

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 (2012) *Schools Australia 2011*, Cat. no. 4221.0; table 4A.106.

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 2011 as a proportion of the number of full time school students enrolled in year 10 in 2009.

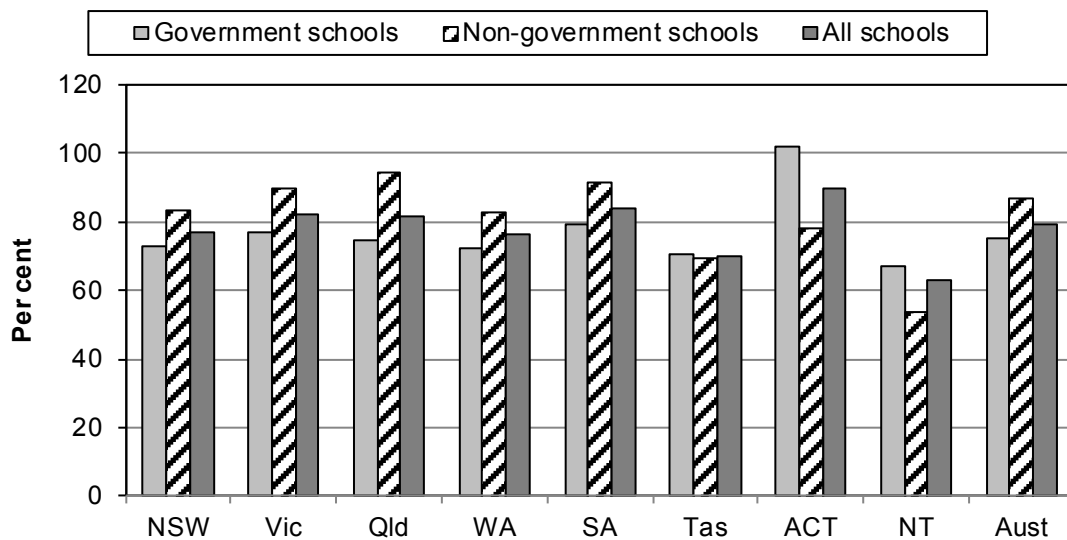
Factors affecting apparent retention can combine to result in a year 12 cohort that is substantially different in composition from the corresponding year 10 cohort — for example:

- in SA, if part time students are included in the 2011 year 12 total, then the apparent retention rate becomes 92.2 per cent, compared with 83.9 per cent for full time students only (table 4A.105)
- 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.

Nationally, the apparent retention rate from year 10 to year 12 for all schools was 79.5 per cent in 2011. The rate for government schools was 75.0 per cent, and for non-government schools was 86.7 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, 2011^{a, b, c, d}



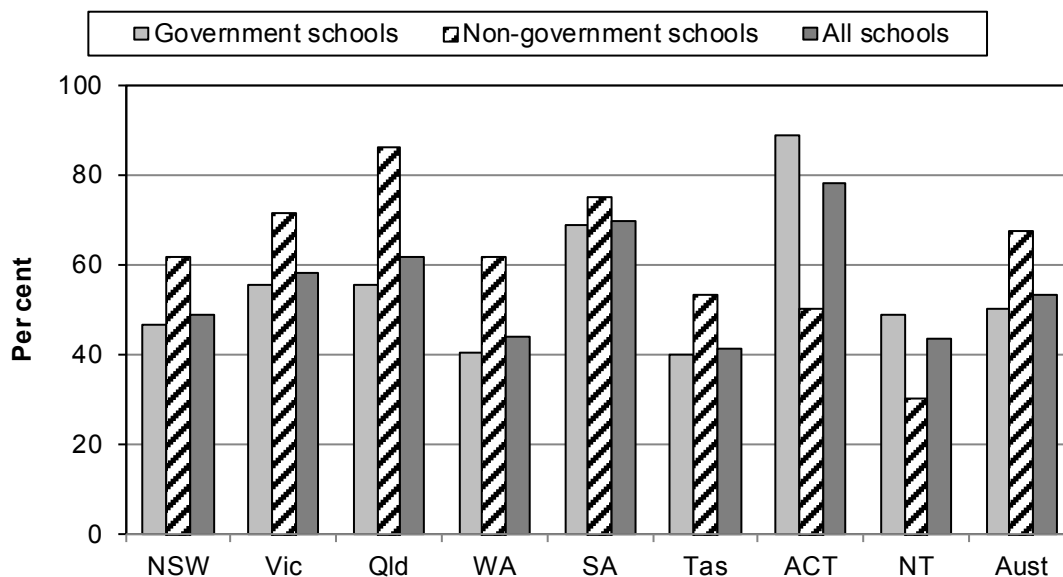
^a Apparent retention rates are affected by factors that vary across jurisdictions. For this reason, variations in apparent retention rates over time within jurisdictions may be more useful than comparisons across jurisdictions (see figure 4.15). ^b Retention rates can exceed 100 per cent for a variety 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 (2012) *Schools Australia 2011*, Cat. no. 4221.0; table 4A.105.

For government and non-government schools, apparent rates of retention from year 10 to year 12 for Indigenous students in 2011 were consistently lower than rates for all students (figure 4.13) but varied across jurisdictions (figure 4.14). In interpreting Indigenous apparent retention rates, it should be noted that, nationally, 1.3 per cent of Indigenous students left school before year 10 (figure 4.10 and table 4A.104), and so are not included in the base year for retention from year 10 to year 12. Further, Indigenous students made up 6.2 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 2011 was 53.5 per cent (figure 4.14), compared with 80.6 per cent for non-Indigenous students (table 4A.106). However, Indigenous retention from year 10 to year 12 for all schools has risen from 45.7 per cent in 2003 to 53.5 per cent in 2011, with the gap between Indigenous students and non-Indigenous students decreasing from 32.0 percentage points in 2003 to 27.1 percentage points in 2011 (table 4A.106).

Figure 4.14 Apparent retention rates from year 10 to year 12, Indigenous full time secondary students, 2011^{a, b, c, d}

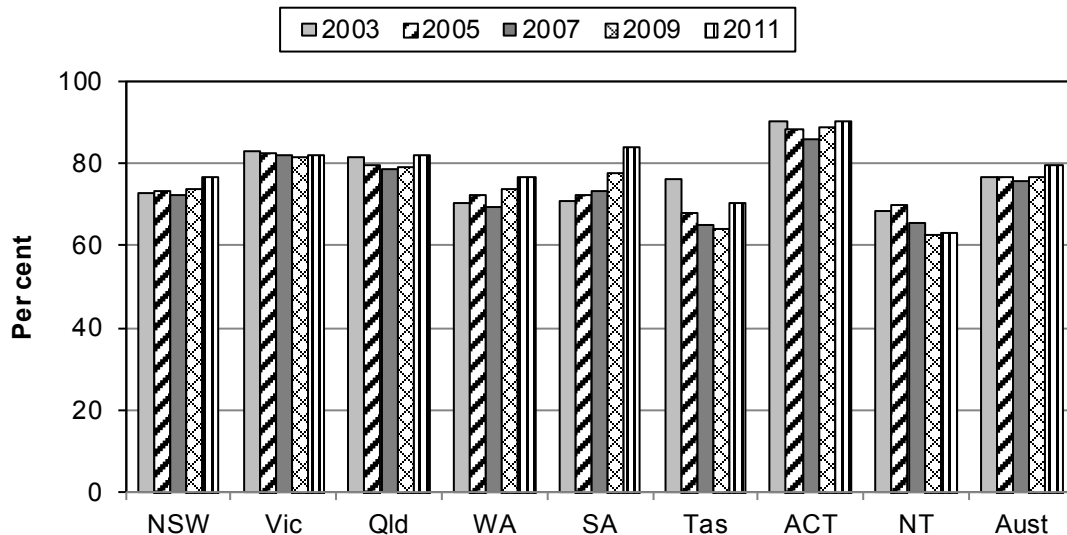


^a Apparent retention rates are affected by factors that vary across jurisdictions. For this reason, variations in apparent retention rates over time within jurisdictions may be more useful than comparisons across jurisdictions (see tables 4A.106–108). ^b The standard apparent retention rate calculation 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 (2012) *Schools Australia 2011*, Cat. no. 4221.0; tables 4A.106–108.

Nationally, apparent rates of retention for all full time students from year 10 to year 12 have risen slightly from 76.9 per cent in 2003 to 79.5 per cent in 2011 (figure 4.15). Data for intervening years and by Indigenous status are in table 4A.106. Data for government schools and non-government schools are in tables 4A.107 and 4A.108.

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 (2012) *Schools Australia 2011*, Cat. no. 4221.0; table 4A.106.

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.17 shows the treatment of assets by school education agencies. Table 4A.10 shows information on the comparability of the source expenditure data for government schools used for this chapter. Box 4.4 includes information on identification and allocation of funding for the Report.

Box 4.4 **School expenditure data reported in this chapter**

Efficiency indicators in this chapter are based on financial year recurrent expenditure on government and non-government schools by the Australian Government and State and Territory governments. Capital expenditure is generally excluded, but as the National Schools Specific Purpose Payment (SPP) cannot be separated into capital and recurrent expenditure, the SPP is treated as recurrent expenditure in this chapter. Expenditure relating to funding sources other than government (such as parent contributions and fees) are excluded.

Sources of data — government recurrent expenditure on government schools

Total recurrent expenditure on government schools is unpublished data sourced from the National Schools Statistical Collection, under the auspices of the SCSEEC:

- Each State and Territory government reports to the SCSEEC on its expenditure on government schools (see table 4A.9)
- The Australian Government reports its allocation to each State and Territory for government schools, consistent with Treasury Final Budget Outcomes (including the National Schools SPP and a range of National Partnerships (NP) payments (see table 4A.8).
- To avoid double counting, Australian Government allocations are subtracted from the State and Territory expenditure to identify 'net' State and Territory government expenditure (table 4A.7).

The SCSEEC provides unpublished data on the user cost of capital for government schools, imputed as 8 per cent of the written down value of assets (table 4A.15).

Sources of data — government recurrent expenditure on non-government schools.

Total recurrent expenditure on non-government schools is a combination of unpublished data from the NSSC and unpublished data sourced directly from State and Territory governments:

- Each State and Territory government provides unpublished data on its contributions to non-government schools (table 4A.7).
- The Australian Government reports its allocation to each State and Territory for non-government schools, consistent with Treasury Final Budget Outcomes (including the National Schools SPP and a range of National Partnerships (NP) payments (see table 4A.8).
- Together these comprise total government recurrent expenditure on non-government schools (table 4A.7).

Table 4A.7 also includes expenditure data from government sources for all schools.

Derivation of performance indicators

Expenditure in the various categories identified above is divided by the numbers of FTE students to derive measures of cost per FTE student (tables 4A.11–14 and figures 4.16–19). The numbers of FTE students (table 4A.6) are drawn from the ABS publication *Schools Australia 2011* (Cat. No. 4221.0) and averaged over two calendar years to match the financial year expenditure data.

(Continued next page)

Box 4.4 (Continued)

Legislative framework

In 2009 COAG agreed to a new framework for federal financial relations. The major element of Australian Government funding is provided through the National Schools SPP under the Intergovernmental Agreement on Federal Financial Relations and State and Territory governments have discretion as to how to apply the National Schools SPP to achieve the agreed outcomes. The non-government schools funding component of the National Schools SPP is determined by the *Schools Assistance Act 2008*. States and territories fund school education under their own legislation.

Changes in recurrent expenditure between years — Australian Government

Average Government School Recurrent Costs (AGSRC) are the benchmark for general recurrent funding levels and relate to the recurrent cost of educating a student in a government school.

The primary and secondary AGSRC amounts are national averages based on total recurrent State and Territory expenditure per government student and are based on expenditure data submitted to SCSEEC. Capital-related costs such as user cost of capital and depreciation are excluded, and accrual expenses are also adjusted to a cash basis. These AGSRC are changed annually to reflect movements in the data. AGSRC are the basis of Australian Government recurrent funding for both government and non-government schools. All school systems are funded using a formula that includes student numbers and a percentage of AGSRC.

For government schools, annual changes in the Australian government recurrent payments reflect the changes to the AGSRC and the changes in full time equivalent enrolments in government schools. These payments are included in the National Schools SPP, allocated to states and territories. This SPP also includes other Australian Government allocations for government schools. As noted above, Australian Government National Partnership payment allocations categorised as recurrent expenditure are also used to calculate expenditure in this Report.

For non-government schools, Australian Government recurrent payments are also based on a proportion of AGSRC. This proportion is calculated for each school (taking account of the school's socio-economic status based on student location and other funding arrangements) plus an allocation based on the number of enrolments. These payments are included in the National Schools SPP, allocated to states and territories. As noted above, Australian Government NP allocations for non-government schools categorised as recurrent expenditure are also used in this Report.

Changes in recurrent expenditure between years — State and Territory governments

States and Territories continue to fund specific school education initiatives for their jurisdictions. For government schools, changes in State and Territory government expenditure between years in this Report reflect movements in the difference between Australian Government recurrent allocation and total recurrent expenditure by State and Territory governments.

Source: ACARA (2012a) National Report on Schooling 2010.

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 4.5).

Box 4.5 Recurrent expenditure per student

‘Recurrent expenditure per student’ is defined by two measures:

- government recurrent expenditure per FTE student, reported for government schools and disaggregated by in-school primary, in-school secondary, out-of-school services; 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 user cost of capital for government schools (see box 4.6).

Care should be taken in interpretation of efficiency data as:

- 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. The basis for allocation of numbers of staff between teaching and non-teaching roles and the allocation of staff expenditure may differ. While high or increasing government expenditure on staff per student may reflect lower efficiency, it may also reflect improvements in teacher quality.

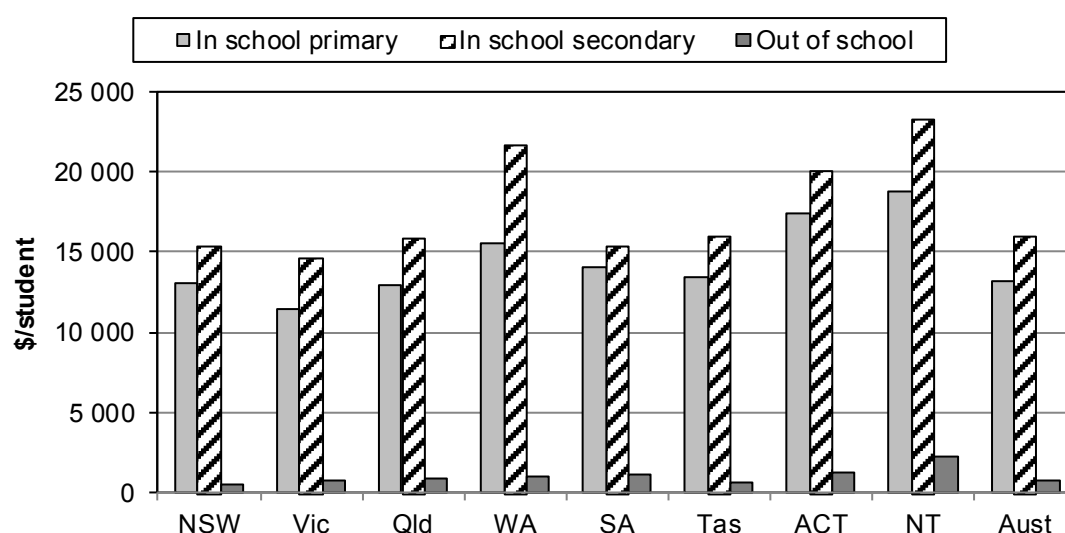
Data for this indicator are comparable and complete.

Information about data quality for this indicator is at www.pc.gov.au/gsp/reports/rogs/2013.

Nationally, in 2010-11, in-school government expenditure per FTE student in government primary schools was \$13 171 and in government secondary schools

was \$15 966. Out-of-school government expenditure per FTE student in all government schools was \$724 in 2010-11 (figure 4.16).

Figure 4.16 Government recurrent expenditure per FTE student, government schools, 2010-11^{a, b}

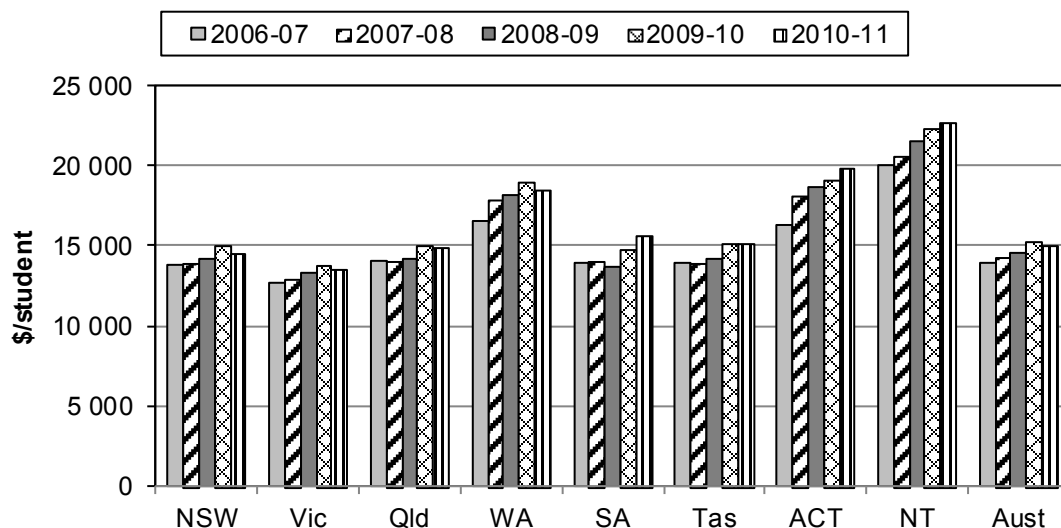


^a See notes to table 4A.12 for definitions and data caveats. ^b Payroll tax estimates include notional payroll tax for WA and the ACT, which are payroll tax exempt.

Source: ABS (2012) *Schools Australia 2011*, Cat. no. 4221.0; SCSEEC (unpublished) NSSC; table 4A.12.

Nationally, in 2010-11, government expenditure per FTE student in all government schools was \$15 002. It increased (in average annual real terms) between 2006-07 and 2010-11 by 1.8 per cent per year (figure 4.17).

Figure 4.17 Government real recurrent expenditure per FTE student, government schools (2010-11 dollars)^{a, b, c}

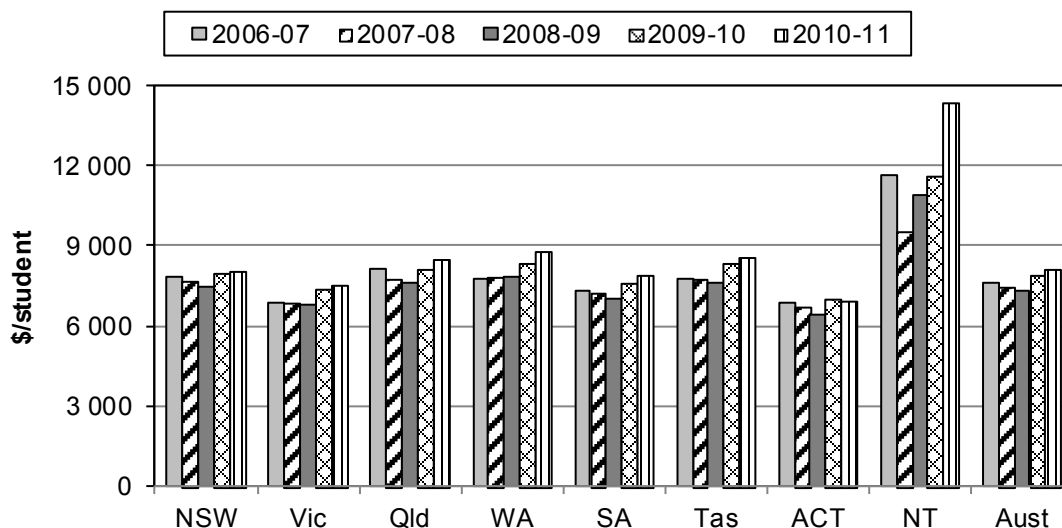


^a See notes to table 4A.11 for definitions and data caveats. ^b Data for 2006-07 to 2009-10 have been adjusted to 2010-11 dollars using the gross domestic product (GDP) price deflator (table AA.51). Recent volatility in the GDP deflator series affects annual movements of real expenditure. See the Statistical appendix (section A.5) for details. ^c Payroll tax estimates include notional payroll tax for WA and the ACT, which are payroll tax exempt.

Source: ABS (2012) *Schools Australia 2011*, Cat. no. 4221.0; SCSEEC (unpublished) NSSC; table 4A.11.

Nationally, in 2010-11, government expenditure per FTE student in all non-government schools was \$8 092. It has increased in average annual real terms between 2006-07 and 2010-11 by 1.6 per cent per year (figure 4.18).

Figure 4.18 **Government real recurrent expenditure per FTE student, non-government schools (2010-11 dollars)^{a, b, c}**



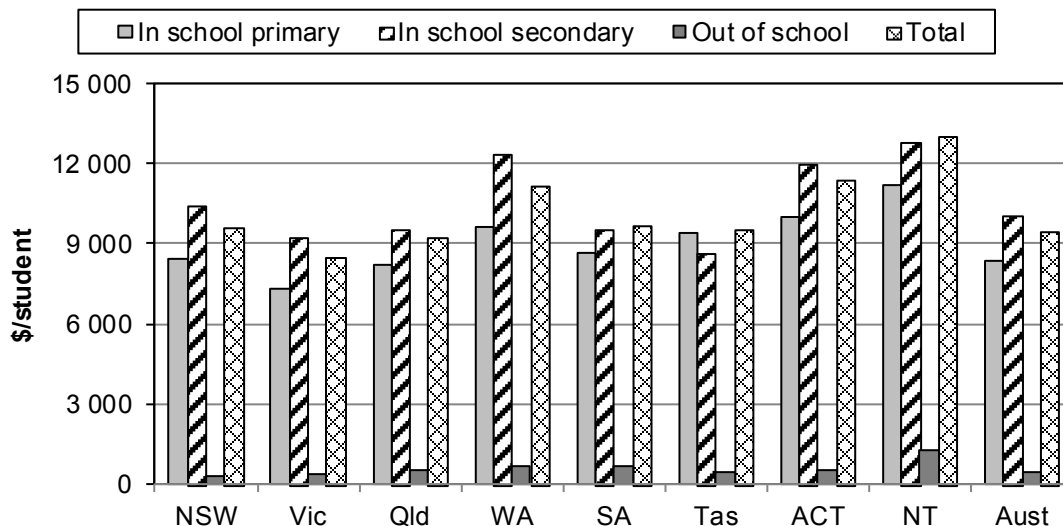
^a See notes to table 4A.13 for definitions and data caveats. ^b Data for 2006-07 to 2009-10 have been adjusted to 2010-11 dollars using the gross domestic product (GDP) price deflator (table AA.51). Recent volatility in the GDP deflator series affects annual movements of real expenditure. See the Statistical appendix (section A.5) for details. ^c Data are 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 (2012) *Schools Australia 2011*, Cat. no. 4221.0; DEEWR (unpublished); State and Territory governments (unpublished); table 4A.13.

Nationally, in 2010-11, government real recurrent expenditure per FTE student in all schools (government plus non-government) was \$12 611. It increased (in average annual real terms) between 2006-07 and 2010-11 by 1.6 per cent per year (table 4A.14).

Government recurrent expenditure on staff in government schools accounted for \$21.8 billion (63.1 per cent) of total recurrent expenditure in 2010-11 (table 4A.9). Nationally, expenditure on staff per FTE student was \$8340 for in-school primary, \$10 062 for in-school secondary and \$454 for out-of-school (figure 4.19).

Figure 4.19 Government recurrent expenditure on staff in government schools, per FTE student, 2010-11^{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 (2012) *Schools Australia 2011*, Cat. no. 4221.0; SCSEEC (unpublished) NSSC; table 4A.12.

User cost of capital per student

‘User cost of capital (UCC) per student’ is an indicator of governments’ use of capital assets to provide education (box 4.6).

Box 4.6 User cost of capital per student

‘UCC per student’ is defined as the notional costs to governments of the funds tied up in capital (for example, land and buildings owned by government schools) used to produce services, 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 which are re-valued over time.

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.

Fluctuations in asset values such as land market values, the varying proportions of the written down value of assets which relates to land and the interval between revaluations (which vary from annual to five yearly), may affect the outcomes across jurisdictions and within jurisdictions over time. Values also fluctuate across jurisdictions due to variations in accounting policies.

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.

Information about data quality for this indicator is at www.pc.gov.au/gsp/reports/rogs/2013.

The notional UCC per FTE government school student in 2010-11 averaged \$2265 nationally (table 4A.16). Data from 2006-07 to 2010-11 showing the various components of the written down value of assets are included in table 4A.15. Information on the treatment of assets for each State and Territory, including the most recent year of revaluation, is in table 4A.17.

Student-to-staff ratio

‘Student-to-staff ratio’ is an indicator of governments’ objective to provide education in an efficient manner (box 4.7).

Box 4.7 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. 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

Care should be taken in interpretation of efficiency data:

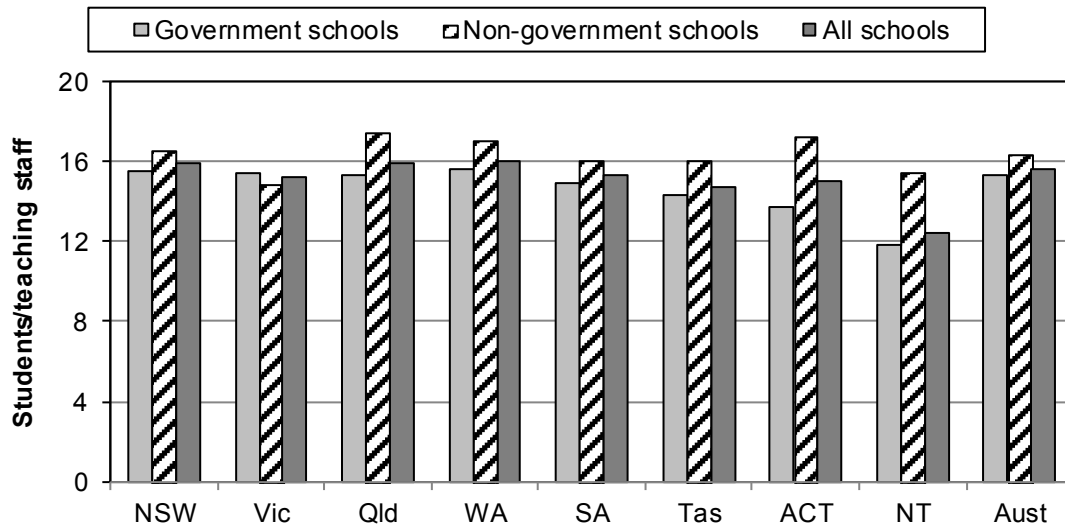
- efficiency data should be interpreted within the context of the effectiveness and equity indicators to derive an holistic view of performance. the student-to-staff ratio is aggregated across all subjects and year levels, and does not distinguish between subjects and/or year levels where different ratios 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 and complete.

Information about data quality for this indicator is at www.pc.gov.au/gsp/reports/rogs/2013.

Nationally in 2011, the student-to-teacher ratio for government primary schools was 15.3 and for non-government primary schools was 16.4. For all primary schools, the student-to-teacher ratio was 15.6 (figure 4.20).

Figure 4.20 Ratio of FTE students to FTE teaching staff, primary schools, 2011^a

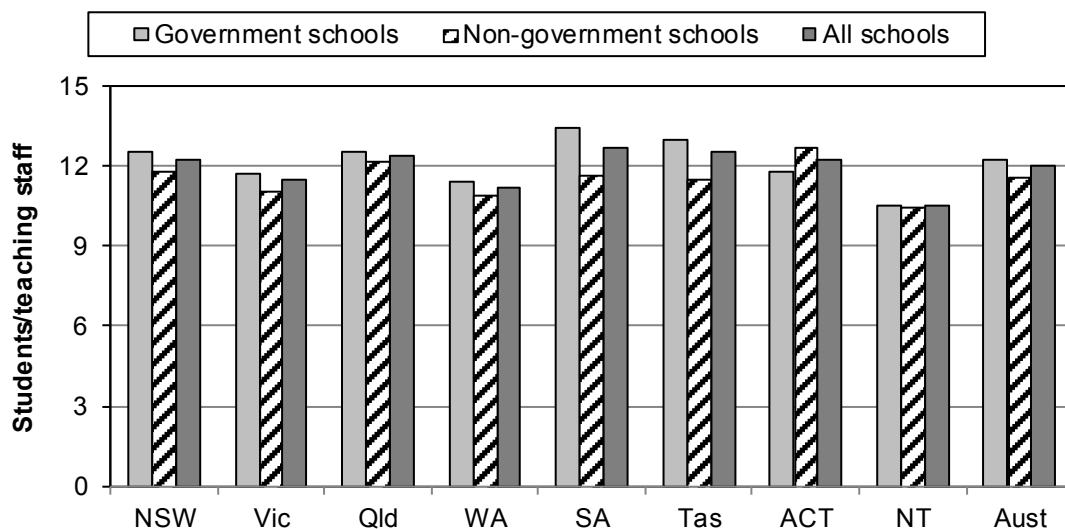


^a See notes to table 4A.18 for definitions and data caveats.

Source: ABS (2012) *Schools Australia 2011*, Cat. no. 4221.0; table 4A.18

Nationally in 2011, the student-to-teacher ratio for government secondary schools was 12.2 and for non-government secondary schools, was 11.6. For all secondary schools, the student-to-teacher ratio was 12.0 (figure 4.21).

Figure 4.21 Ratio of FTE students to FTE teaching staff, secondary schools, 2011^a



^a See notes to table 4A.18 for definitions and data caveats.

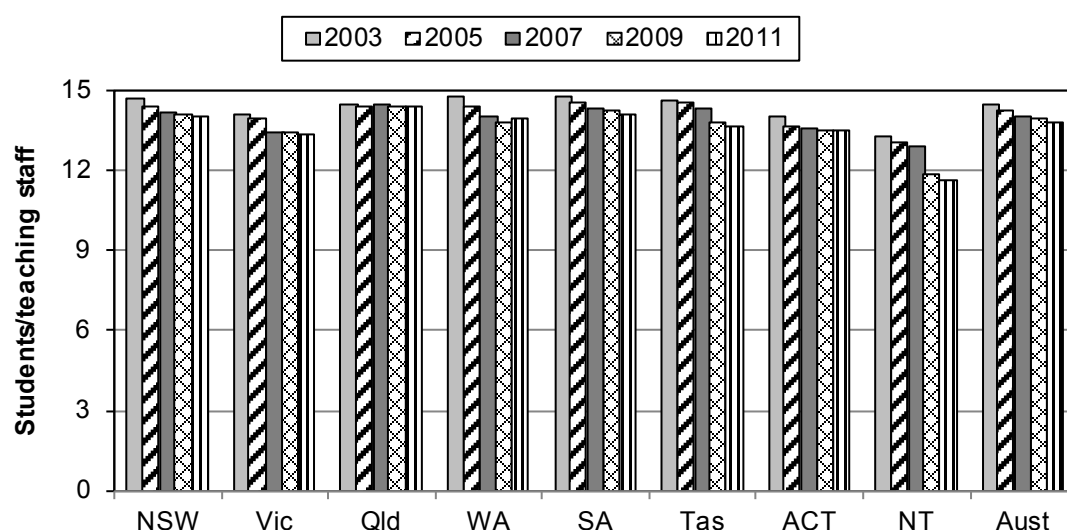
Source: ABS (2012) *Schools Australia 2011*, Cat. no. 4221.0; table 4A.18.

Nationally in 2011, the student-to-teacher ratio for all government schools was 13.9 and for all non-government schools was 13.6. For all schools, the student-to-teacher ratio was 13.8 (table 4A.18).

Table 4A.18 provides further detail on student-to-staff ratios in 2011, 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 14.5 in 2003 to 13.8 in 2011 (figure 4.22). Data for intervening years and for government and non-government schools are in table 4A.19.

Figure 4.22 Ratio of FTE students to FTE teaching staff, all schools^{a, b}



^a Includes primary and secondary schools. ^b See notes to table 4A.19 for definitions and data caveats.

Source: ABS (2012) *Schools Australia 2011* Cat. no. 4221.0; table 4A.19.

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 measure 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 SCSEEC-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 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, persuasive writing and numeracy performance in 2011, including by Indigenous status and geolocation. Data comparing a range of outcomes from 2008 to 2011 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 2011). The chapter and attachment tables also include additional data on NAPLAN mean scale scores for 2011.

Detailed NAPLAN data for 2011, including outcomes by socio-economic status, are included in the attachment tables (tables 4A.32–39 for reading performance, tables 4A.50–57 for persuasive writing performance and tables 4A.58–65 for numeracy performance). More detailed NAPLAN time series data for 2008, 2009 and 2010 are included in tables 4A.40–48 for reading performance, and tables 4A.66–74 for numeracy performance. In 2011, NAPLAN writing testing changed from narrative to persuasive writing, leading to a break in the time series. No NAPLAN data for narrative writing prior to 2011 are included in this Report. Data on narrative writing for 2008, 2009 and 2010 are included in earlier reports.

The NAP also undertakes triennial national sample assessments on a rotating basis. This chapter reports years 6 and 10 information and communication technologies literacy performance data for 2005, 2008 and 2011 (2011 data are available for the first time in this Report). The attachment tables include additional data on information and communication technologies literacy performance

(tables 4A.82–83); year 6 science literacy performance for 2006 and 2009 (tables 4A.76–78); and year 6 and year 10 civics and citizenship literacy performance for 2004, 2007 and 2010 (tables 4A.79–81).

International tests

This chapter reports outcomes of:

- the four-yearly TIMSS assessments on mathematics and science achievement for year 4 and year 8. Data from the 2011 test are included for the first time in this Report, as well as data from 2003 and 2007 (tables 4A.96–100)
- PISA triennial assessments in reading literacy, mathematical literacy and scientific literacy. The attachment tables include additional information on the most recent PISA data (2009) (tables 4A.84–95).

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. Students with a language background other than English who arrived from overseas less than a year before the test, and students with significant intellectual disabilities may be exempted from testing. Participating students are those who were assessed or deemed exempt — other students were

either absent or withdrawn. 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, persuasive writing and numeracy in 2011 are in tables 4A.39, 4A.57 and 4A.65 respectively. Participation in the 2011 NAPLAN tests, by Indigenous status, for reading, writing and numeracy are included in tables 4A.38, 4A.56 and 4A.64 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 4.8).

Box 4.8 Learning outcomes

'Learning outcomes' is defined by five measures:

- the proportion of years 3, 5, 7 and 9 students achieving at or above the national minimum standard in NAPLAN testing for reading, persuasive writing and numeracy for a given year, reported by Indigenous status, sex, LBOTE, socioeconomic status and MCEECDYA categories of 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, persuasive writing and numeracy for a given year reported by Indigenous status. This Report also includes a time series for student 'gain' for the cohort (between year 3 in 2009 and year 5 in 2011) based on the mean scale score outcomes for reading and numeracy.
- 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, MCEECDYA categories of geolocation and socioeconomic status
- the proportion 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). National data are also reported by sex, Indigenous status and MCEECDYA categories of geolocation
- the proportion 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.

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 and complete.

Information about data quality for this indicator is at www.pc.gov.au/gsp/reports/rogs/2013.

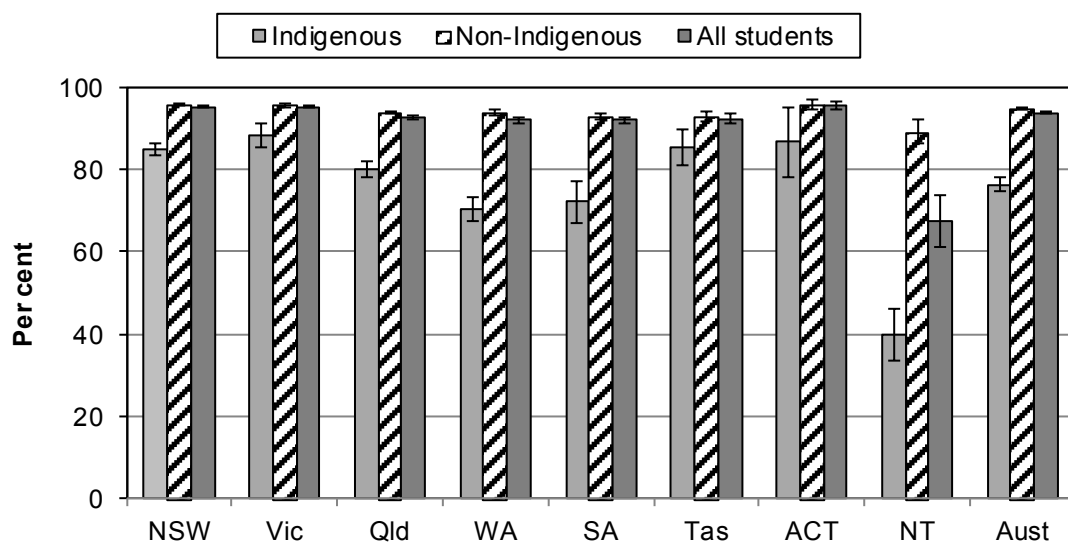
NAPLAN Reading

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.32–49.

All students and Indigenous students

The proportion of year 3 students who achieved at or above the reading national minimum standard in 2011 was 93.6–94.0 per cent nationally. The proportion of Indigenous students (74.6–78.0 per cent) was significantly lower than for non-Indigenous students (94.7–95.1 per cent) (figure 4.23). These proportions varied across jurisdictions.

Figure 4.23 Proportion of year 3 students achieving at or above the reading national minimum standard, 2011^{a, b}

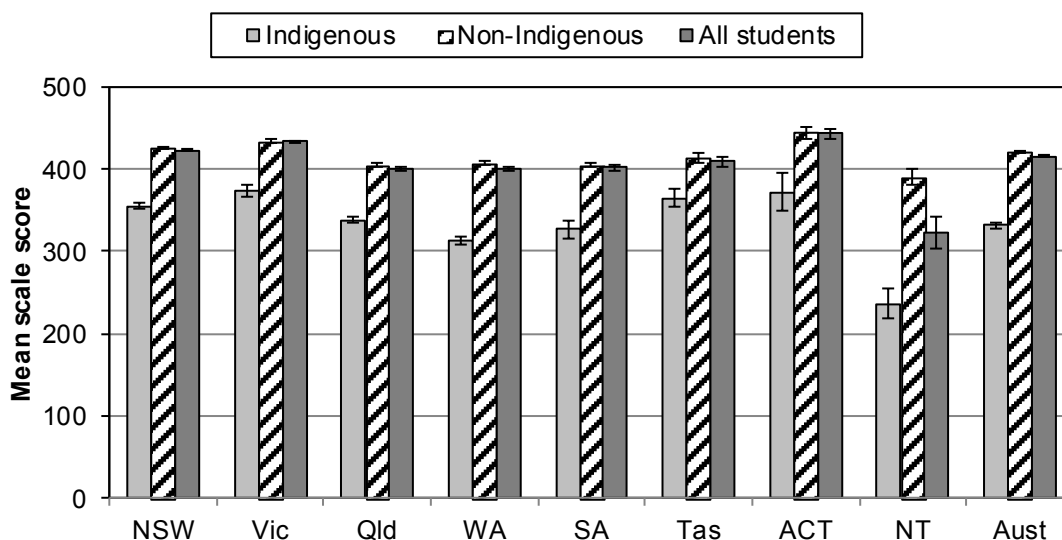


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.32.

Source: ACARA (2011 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011*; table 4A.32.

The mean scale score for year 3 reading in 2011 for all students was 414.5–416.9 nationally. The mean scale score for Indigenous students (327.6–335.6) was significantly lower than for non-Indigenous students (419.3–421.5) (figure 4.24). Mean scale scores varied across jurisdictions.

Figure 4.24 Mean scale scores for year 3 students, reading, 2011^{a, b}

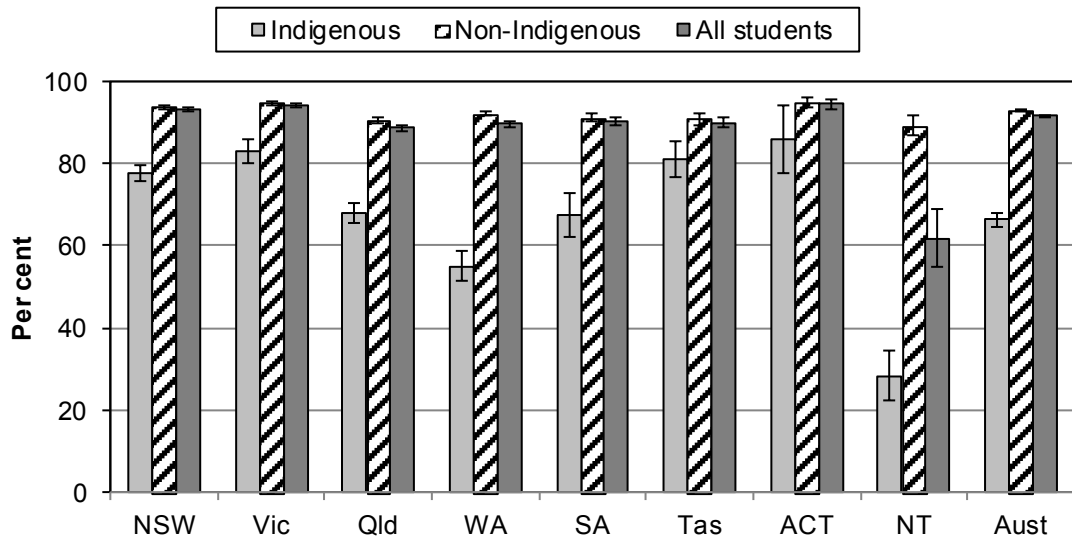


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.35.

Source: ACARA (2011 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011*; table 4A.35.

The proportion of year 5 students who achieved at or above the reading national minimum standard in 2011 was 91.2–91.8 per cent nationally. The proportion of Indigenous students (64.7–68.1 per cent) was significantly lower than for non-Indigenous students (92.7–93.1 per cent) (figure 4.25). These proportions varied across jurisdictions.

Figure 4.25 Proportion of year 5 students achieving at or above the reading national minimum standard, 2011^{a, b}

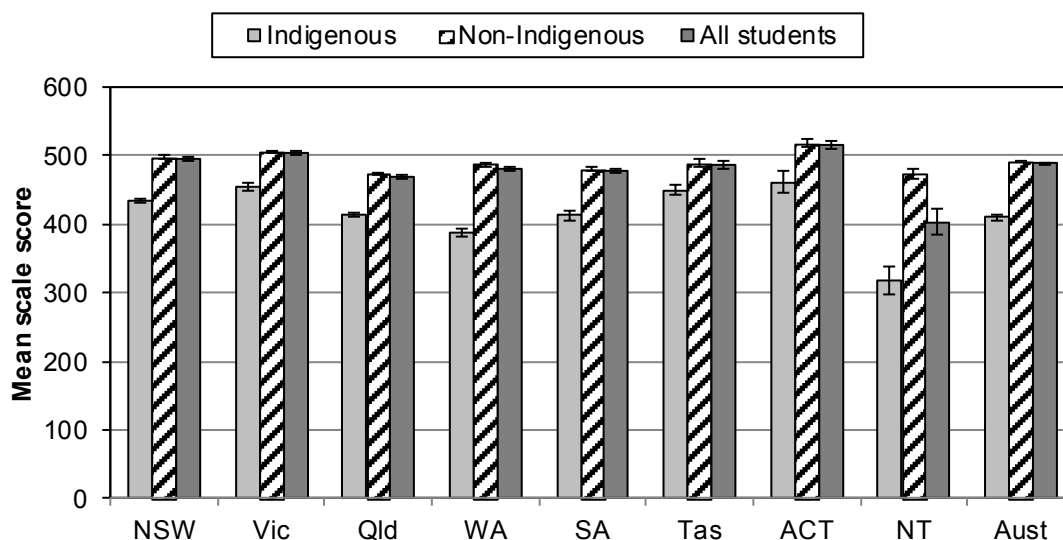


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.32.

Source: ACARA (2011 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011*; table 4A.32.

The mean scale score for year 5 reading in 2011 for all students was 487.0–489.2 nationally. The mean scale score for Indigenous students (405.7–413.9) was significantly lower than for non-Indigenous students (491.3–493.3) (figure 4.26). Mean scale scores varied across jurisdictions.

Figure 4.26 Mean scale scores for year 5 students, reading, 2011^{a, b}

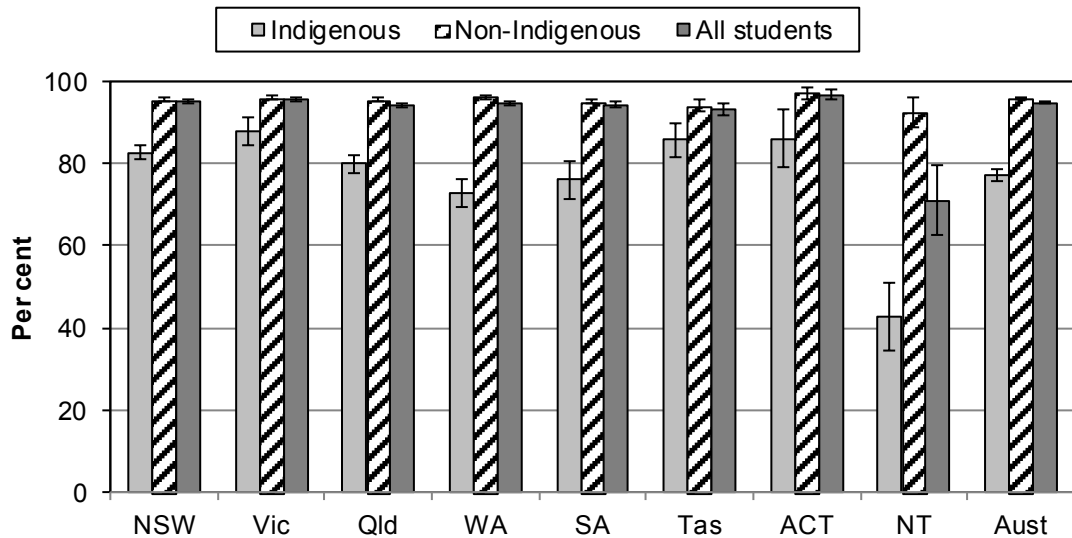


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.35.

Source: ACARA (2011 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011*; table 4A.35.

The proportion of year 7 students who achieved at or above the reading national minimum standard in 2011 was 94.4–95.0 per cent nationally. The proportion of Indigenous students (75.7–78.5 per cent) was significantly lower than for non-Indigenous students (95.5–95.9 per cent) (figure 4.27). These proportions varied across jurisdictions.

Figure 4.27 Proportion of year 7 students achieving at or above the reading national minimum standard, 2011^{a, b}

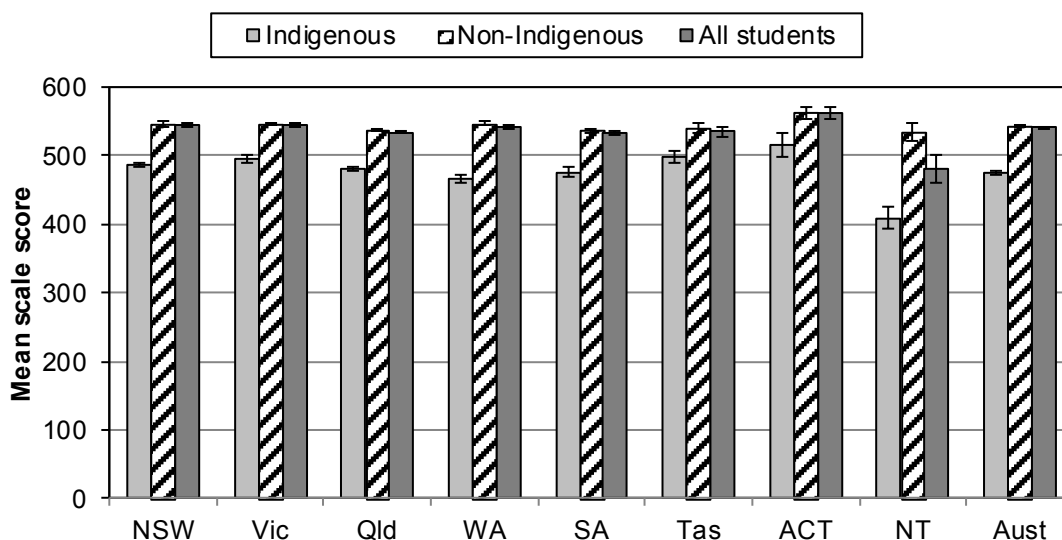


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.32.

Source: ACARA (2011 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011*; table 4A.32.

The mean scale score for year 7 reading in 2011 for all students was 538.9–541.5 nationally. The mean scale score for Indigenous students (472.7–477.9) was significantly lower than for non-Indigenous students (542.4–545.0) (figure 4.28). Mean scale scores varied across jurisdictions.

Figure 4.28 Mean scale scores for year 7 students, reading, 2011^{a, b}

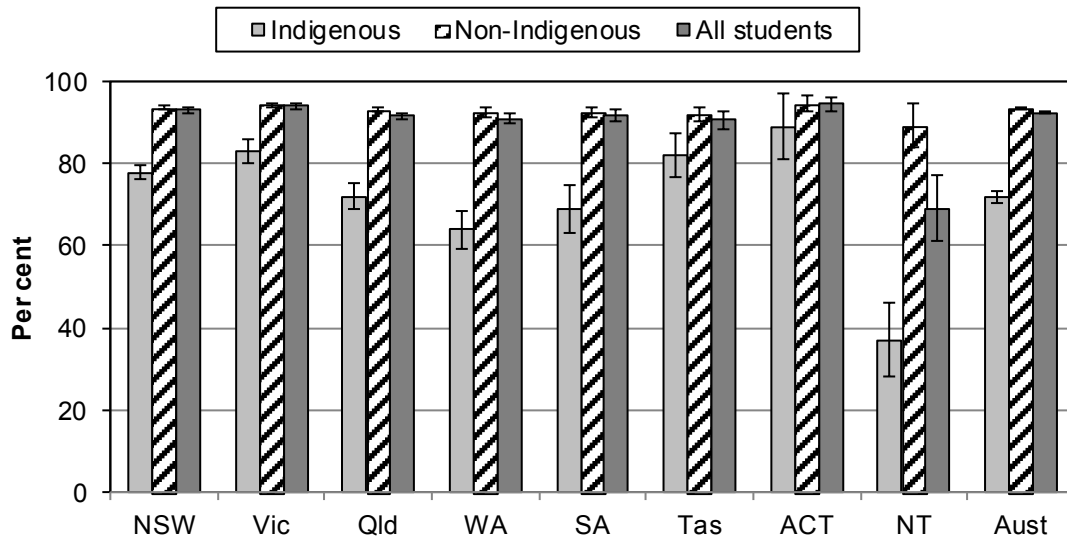


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.35.

Source: ACARA (2011 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011*; table 4A.35.

The proportion of year 9 students who achieved at or above the reading national minimum standard in 2011 was 92.1–92.7 per cent nationally. The proportion of Indigenous students (70.3–73.5 per cent) was significantly lower than for non-Indigenous students (93.2–93.8 per cent) (figure 4.29). These proportions varied across jurisdictions.

Figure 4.29 Proportion of year 9 students achieving at or above the reading national minimum standard, 2011^{a, b}

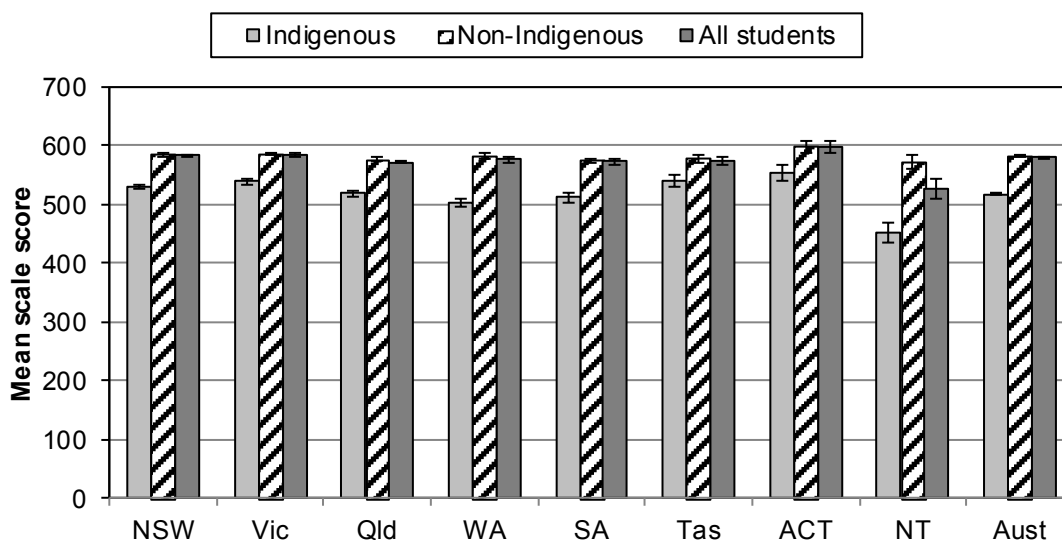


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.32.

Source: ACARA (2011 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011*; table 4A.32.

The mean scale score for year 9 reading in 2011 for all students was 578.0–581.0 nationally. The mean scale score for Indigenous students (515.4–520.8) was significantly lower than for non-Indigenous students (581.0–584.0) (figure 4.30). Mean scale scores varied across jurisdictions.

Figure 4.30 Mean scale scores for year 9 students, reading, 2011^{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.35.

Source: ACARA (2011 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011*; table 4A.35.

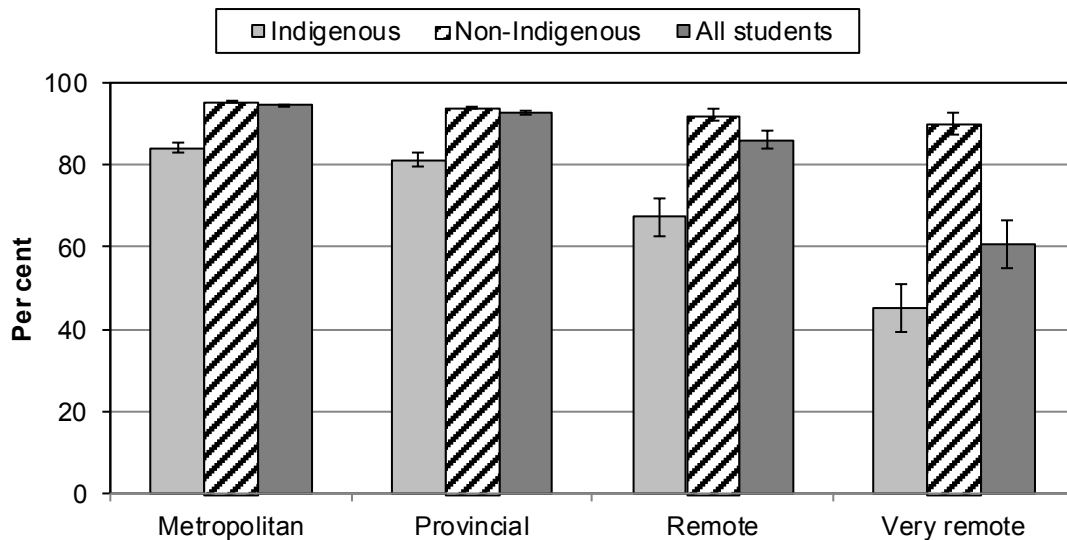
Geolocation

Nationally, in 2011, reading outcomes tended to decline with remoteness. In year 3, for example, 94.6–95.0 per cent of students in metropolitan areas achieved at or above the reading national minimum standard, higher than the proportions of provincial students (92.4–93.2 per cent), remote students (83.8–88.2 per cent) and very remote students (55.0–66.4 per cent) (figure 4.31).

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. Nationally, outcomes for Indigenous students generally declined as remoteness increased, and the gap in learning outcomes between Indigenous students and non-Indigenous 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.33. 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.36.

Figure 4.31 National proportion of year 3 students achieving at or above the reading national minimum standard, by Indigenous status and geolocation, 2011^{a, b}



^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.33.

Source: ACARA (2011 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011*; table 4A.33.

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 2011 are included in tables 4A.34 and 4A.37. Data for 2010 were included in the 2012 Report.

Time series analysis of NAPLAN reading outcomes — Statistical significance of differences between years

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 2008 to 2011. Over this period there was also a statistically significant increase in year 3 mean scale scores for reading on a national basis (table 4.7).

There was a statistically significant increase in the proportions at and above national minimum standard for year 3 Indigenous students and non-Indigenous students from 2008 to 2011. There was also a statistically significant increase in the mean scale score for both Indigenous students and non-Indigenous students (table 4.7).

Table 4.7 provides a summary of differences in achievement for mean scale score and proportions at and above national minimum standard, by Indigenous status, on a national basis across various years. Data for states and territories are in tables 4A.40–47. These data are not comparable across jurisdictions and can only be used for a comparison across time for a jurisdiction, or nationally.

Data for years 5, 7 and 9 and proportions at or above national minimum standard for LBOTE students and by sex are included separately for each state and territory and nationally in tables 4A.40–48. Data for years 5, 7 and 9 and proportions at or above national minimum standard for LBOTE students and by sex are included in attachment tables 4A.40–48.

Table 4.7 Mean scale scores and proportion of students who achieved at or above the national minimum standard for year 3 reading, and statistical significance of differences, Australia^{a, b}

	Year				Statistical significance of difference in average achievement				
	2008	2009	2010	2011	2008 & 2009	2008 & 2010	2009 & 2010	2008 & 2011	2010 & 2011
Indigenous students									
Mean scale score	313.7 ± 4.9	327.4 ± 4.2	330.8 ± 4.3	331.6 ± 4.0	↑	↑	●	↑	●
At or above NMS	68.3 ± 2.0	75.1 ± 1.7	75.1 ± 1.7	76.3 ± 1.7	↑	↑	●	↑	●
Non-Indigenous students									
Mean scale score	405.0 ± 1.1	415.0 ± 1.1	418.6 ± 1.0	420.4 ± 1.1	↑	↑	●	↑	●
At or above NMS	93.5 ± 0.2	94.8 ± 0.2	95.0 ± 0.2	94.9 ± 0.2	↑	↑	●	↑	●
All students									
Mean scale score	400.5 ± 1.2	410.8 ± 1.2	414.3 ± 1.1	415.7 ± 1.2	↑	↑	●	↑	●
At or above NMS	92.1 ± 0.3	93.7 ± 0.2	93.9 ± 0.2	93.8 ± 0.2	↑	↑	●	↑	●

NMS = National Minimum Standard. ↑ = Average achievement significantly higher, statistically ● = No significant difference, statistically.

^a The mean scale scores and proportions at or above national minimum standard reported in this table include 95 per cent confidence intervals (for example, a mean scale score of 400.0 ± 2.7). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant differences between years. See section A.5 of the statistical appendix for more information on confidence intervals. ^b For further information and caveats see table 4A.48.

Source: ACARA (2011 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011*, ACARA, Sydney; table 4A.48.

Analysis of NAPLAN mean scale score data for the years 2009 and 2011 enables comparisons of outcomes for the same cohort of students over time (box 4.9). This chapter reports on gains in reading and numeracy from year 3 in 2009 to year 5 in 2011. Student gain for other cohorts (year 5 in 2009 to year 7 in 2011 and year 7 in 2009 to year 9 in 2011) are included in attachment tables. Data for cohort gain from 2008 to 2010 were included in the 2012 Report.

Box 4.9 Achievement and gain

For national reporting purposes, gain is the difference in mean scale scores in a domain for the same cohort of students between two testing years, for example between 2009 and 2011. The cohorts between the two years are not matched — that is, there will be differences between the exact composition of the student body in any given State or Territory.

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. 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 2009 and 2011 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 (2011)

From year 3 in 2009 to year 5 in 2011, the gain in reading mean scale score was between 68.1 and 86.5 points nationally. For Indigenous students, the gain was between 71.6 and 93.2 points and for non-Indigenous students, it was between 68.2 and 86.4 points. These gains varied across jurisdictions (table 4.8). Data for years 5–7 and years 7–9 gain are in table 4A.49.

Table 4.8 Gain in mean scale score for reading: year 3 (2009) to year 5 (2011)^{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>
Indigenous students									
2009	355.6 ±	375.3 ±	327.9 ±	304.4 ±	329.5 ±	365.4 ±	361.6 ±	239.4 ±	327.4 ±
Year 3	3.8	7.7	4.5	6.0	8.7	10.4	18.2	18.6	4.2
2011	434.4 ±	455.1 ±	413.7 ±	387.7 ±	412.9 ±	449.0 ±	461.0 ±	317.7 ±	409.8 ±
Year 5	3.7	6.0	4.0	6.1	7.7	7.6	16.1	21.0	4.1
Gain	78.8 ±	79.8 ±	85.8 ±	83.3 ±	83.4 ±	83.6 ±	99.4 ±	78.3 ±	82.4 ±
2009-2011	10.5	13.3	10.8	12.4	14.7	15.7	25.9	29.4	10.8
Non-Indigenous students									
2009	425.0 ±	431.0 ±	390.0 ±	403.8 ±	401.6 ±	408.2 ±	435.7 ±	383.2 ±	415.0 ±
Year 3	1.9	1.9	2.1	2.9	3.2	5.4	6.1	7.3	1.1
2011	498.0 ±	504.3 ±	474.2 ±	487.2 ±	480.6 ±	488.9 ±	517.5 ±	473.7 ±	492.3 ±
Year 5	1.9	1.7	2.0	2.7	3.1	5.5	6.2	6.9	1.0
Gain	73.0 ±	73.3 ±	84.2 ±	83.4 ±	79.0 ±	80.7 ±	81.8 ±	90.5 ±	77.3 ±
2009-2011	9.4	9.4	9.5	9.8	10.1	11.9	12.5	13.5	9.1
All students									
2009	422.3 ±	430.4 ±	385.9 ±	395.5 ±	399.0 ±	404.7 ±	433.6 ±	322.2 ±	410.8 ±
Year 3	1.9	1.9	2.3	3.2	3.3	5.2	6.2	17.5	1.2
2011	495.4 ±	503.7 ±	469.4 ±	480.2 ±	478.0 ±	485.9 ±	516.3 ±	403.3 ±	488.1 ±
Year 5	2.0	1.8	2.1	3.0	3.2	5.6	6.3	19.8	1.1
Gain	73.1 ±	73.3 ±	83.5 ±	84.7 ±	79.0 ±	81.2 ±	82.7 ±	81.1 ±	77.3 ±
2009-2011	9.4	9.4	9.5	10.0	10.1	11.8	12.6	27.9	9.2

^a The mean scale scores for 2009 and 2011 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 2009 to 2011 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. ^b The confidence interval provided is for the specific jurisdictional gain and should not be used for comparisons between jurisdictions or between subgroups.

Source: ACARA (2011 and unpublished) *2011 National Assessment Program — Literacy and Numeracy: Achievement in Numeracy, Writing, Language Conventions and Numeracy*; table 4A.49.

NAPLAN Numeracy

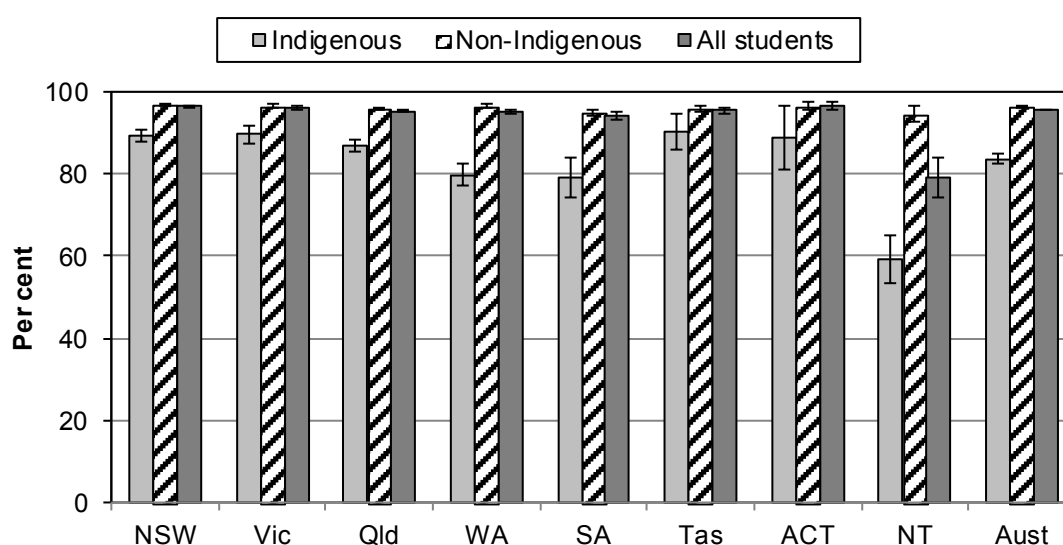
This section of the learning outcomes indicator provides key outcomes for NAPLAN testing (years 3, 5, 7 and 9) in the numeracy domain. Indigenous outcomes are highlighted, but outcomes for a range of other equity groups, including male, female, LBOTE, geolocation and socio-economic status (parental education and parental occupation) are included in tables 4A.58–75.

All students and Indigenous students

The proportion of year 3 students who achieved at or above the numeracy national minimum standard in 2011 was 95.4–95.8 per cent nationally. The proportion of Indigenous students (82.3–84.9 per cent) was significantly lower than for

non-Indigenous students (96.3–96.5 per cent) (figure 4.32). These proportions varied across jurisdictions.

Figure 4.32 Proportion of year 3 students achieving at or above the numeracy national minimum standard, 2011^{a, b}

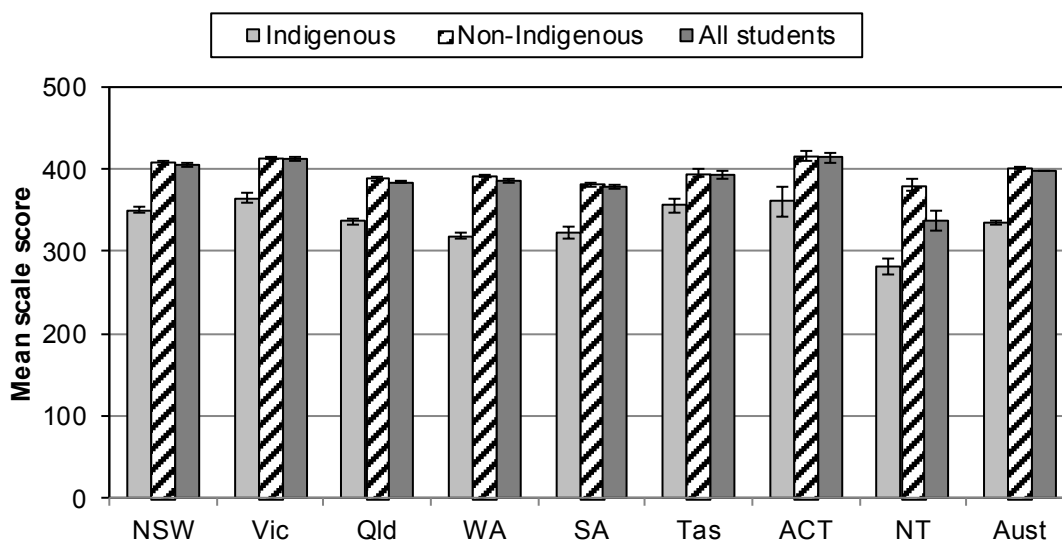


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.58.

Source: ACARA (2011 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011*; table 4A.58.

Nationally in 2011, the mean scale score for year 3 numeracy for all students was 397.2–399.0. The mean scale score for Indigenous students (332.0–336.8) was significantly lower than for non-Indigenous students (400.8–402.6). Mean scale scores varied across jurisdictions (figure 4.33).

Figure 4.33 Mean scale scores for year 3 students, numeracy, 2011^{a, b}

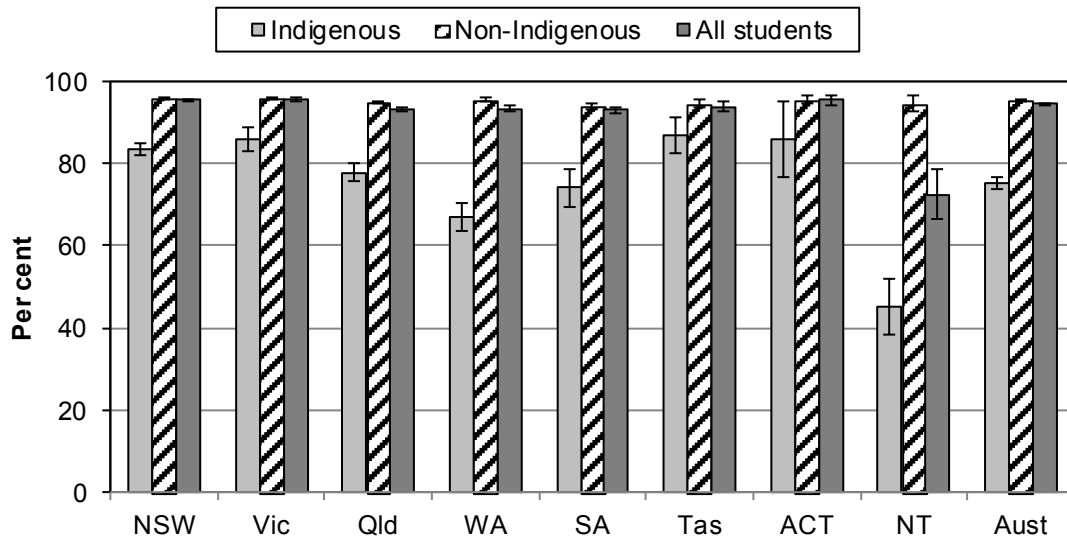


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.61.

Source: ACARA (2011 and unpublished) *2011 National Assessment Program — Literacy and Numeracy: Achievement in Numeracy, Writing, Language Conventions and Numeracy*; table 4A.61.

The proportion of year 5 students who achieved at or above the numeracy national minimum standard in 2011 was 94.2–94.6 per cent nationally. The proportion of Indigenous students (73.7–76.7 per cent) was significantly lower than for non-Indigenous students (95.3–95.7 per cent) (figure 4.34). These proportions varied across jurisdictions.

Figure 4.34 **Proportion of year 5 students achieving at or above the numeracy national minimum standard, 2011^{a, b}**

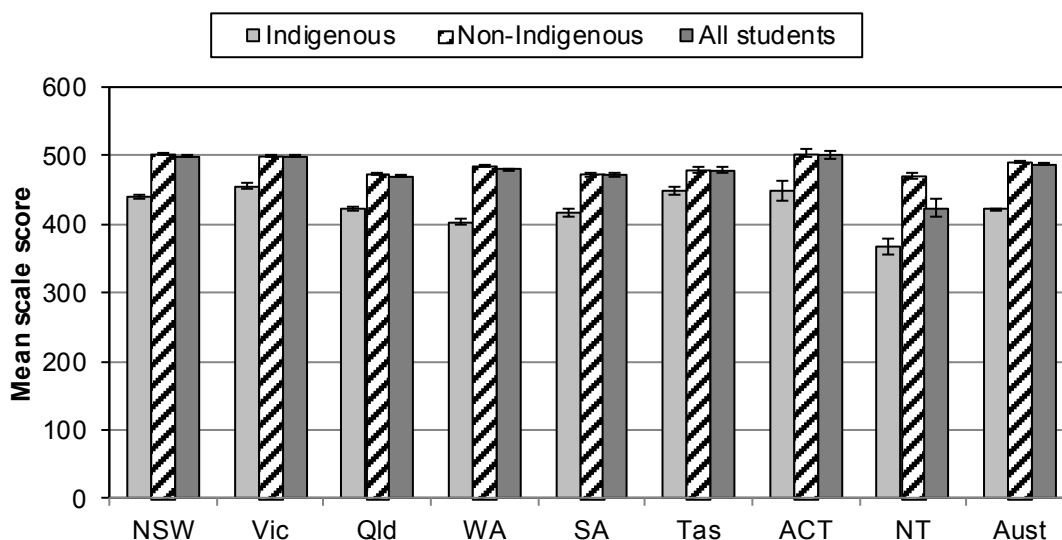


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.58.

Source: ACARA (2011 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011*; table 4A.58.

Nationally in 2011, the mean scale score for year 5 numeracy for all students was 486.7–488.9. The mean scale score for Indigenous students (418.4–423.8) was significantly lower than for non-Indigenous students (490.3–492.3) (figure 4.35). Mean scale scores varied across jurisdictions.

Figure 4.35 Mean scale scores for year 5 students, numeracy, 2011^{a, b}

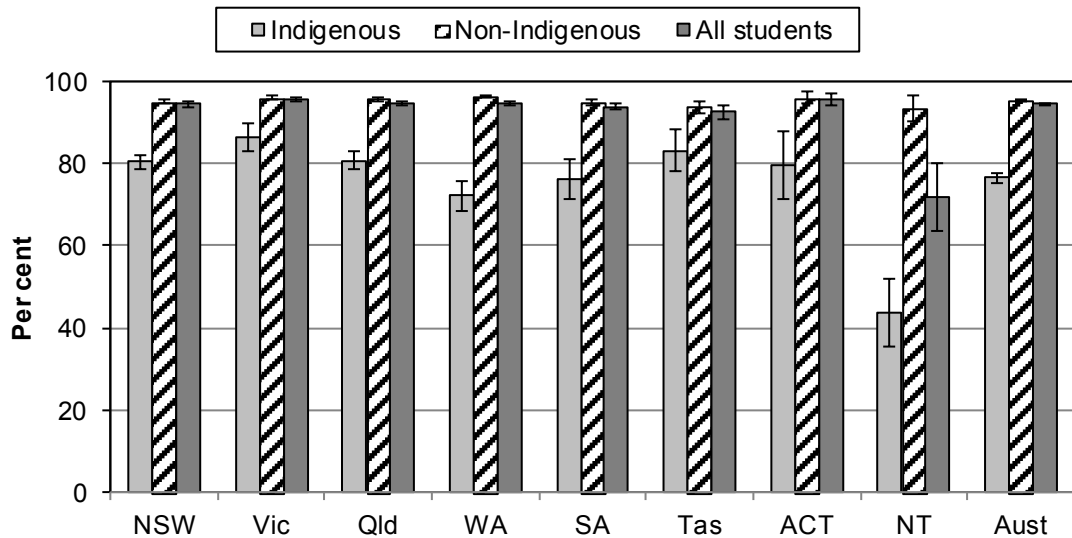


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.61.

Source: ACARA (2011 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011*; table 4A.61.

The proportion of year 7 students who achieved at or above the numeracy national minimum standard in 2011 was 94.3–94.7 per cent nationally. The proportion of Indigenous students (75.1–77.9 per cent) was significantly lower than for non-Indigenous students (95.3–95.7 per cent) (figure 4.36). These proportions varied across jurisdictions.

Figure 4.36 Proportion of year 7 students achieving at or above the numeracy national minimum standard, 2011^{a, b}

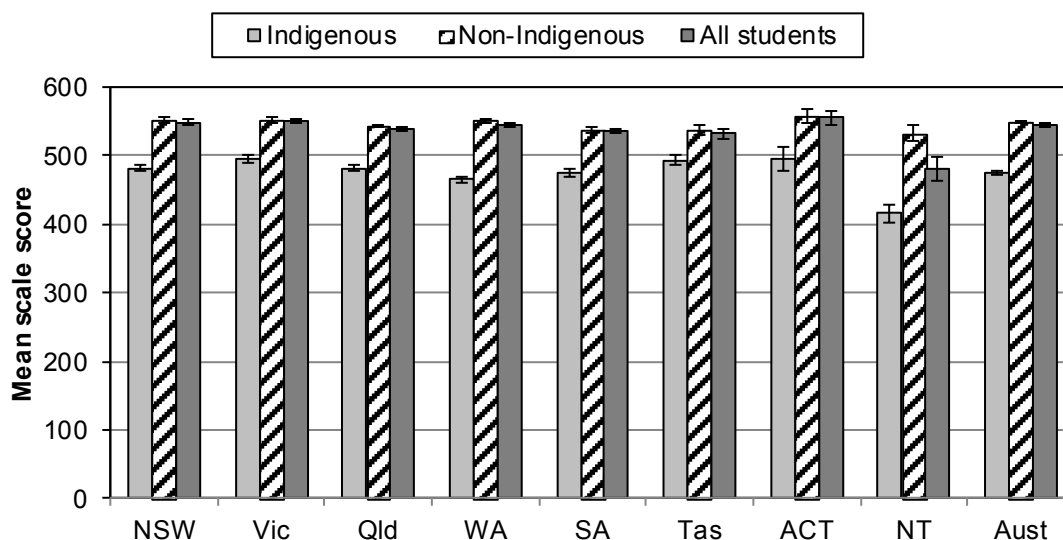


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.58.

Source: ACARA (2011 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011*; table 4A.58.

Nationally in 2011, the mean scale score for year 7 numeracy for all students was 543.0–546.2. The mean scale score Indigenous students (472.4–477.2) was significantly lower than for non-Indigenous students (546.9–550.1) (figure 4.37). Mean scale scores varied across jurisdictions.

Figure 4.37 Mean scale scores for year 7 students, numeracy, 2011^{a, b}

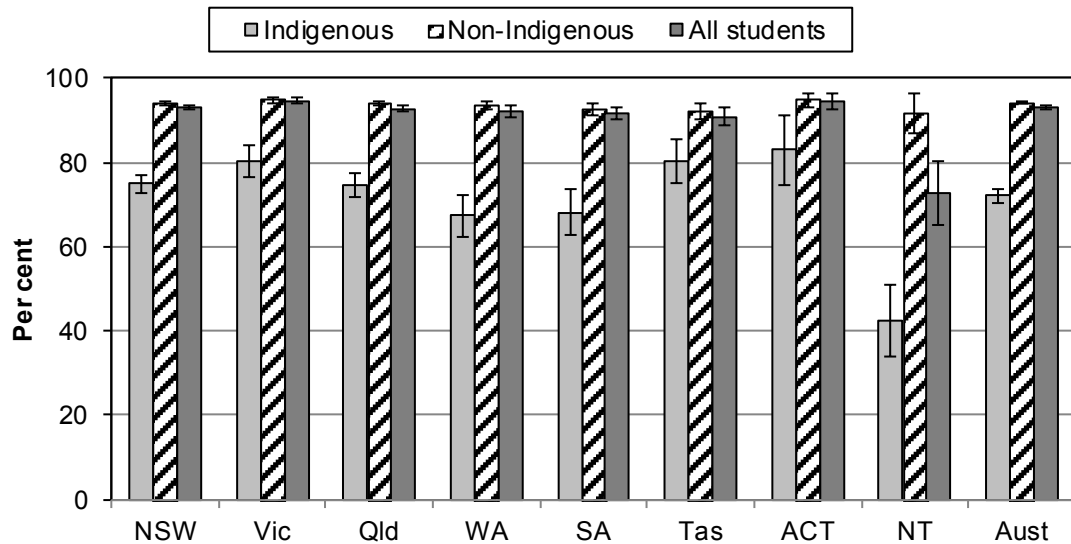


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.61.

Source: ACARA (2011 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011*; table 4A.61.

The proportion of year 9 students who achieved at or above the numeracy national minimum standard in 2011 was 92.7–93.3 per cent nationally. The proportion of Indigenous students (70.4–73.6 per cent) was significantly lower than for non-Indigenous students (93.8–94.4 per cent) (figure 4.38). These proportions varied across jurisdictions.

Figure 4.38 Proportion of year 9 students achieving at or above the numeracy national minimum standard, 2011^{a, b}

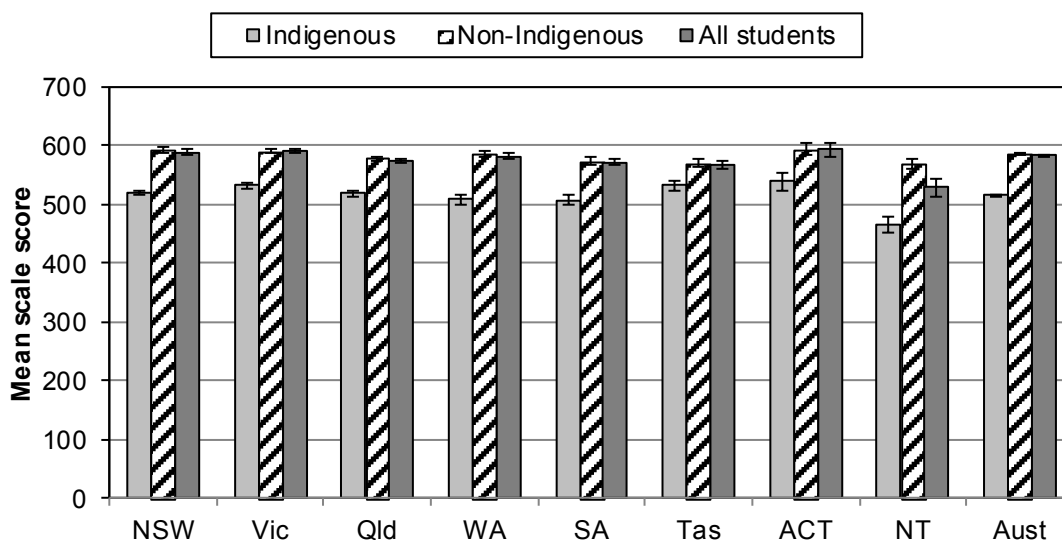


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.58.

Source: ACARA (2011 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011*; table 4A.58.

Nationally in 2011, the mean scale score for year 9 numeracy for all students was 581.5–585.3. The mean scale score for Indigenous students (513.5–518.1) was significantly lower than for non-Indigenous students (584.8–588.6) (figure 4.39). Mean scale scores varied across jurisdictions.

Figure 4.39 Mean scale scores for year 9 students, numeracy, 2011^{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.61.

Source: ACARA (2011 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011*; table 4A.61.

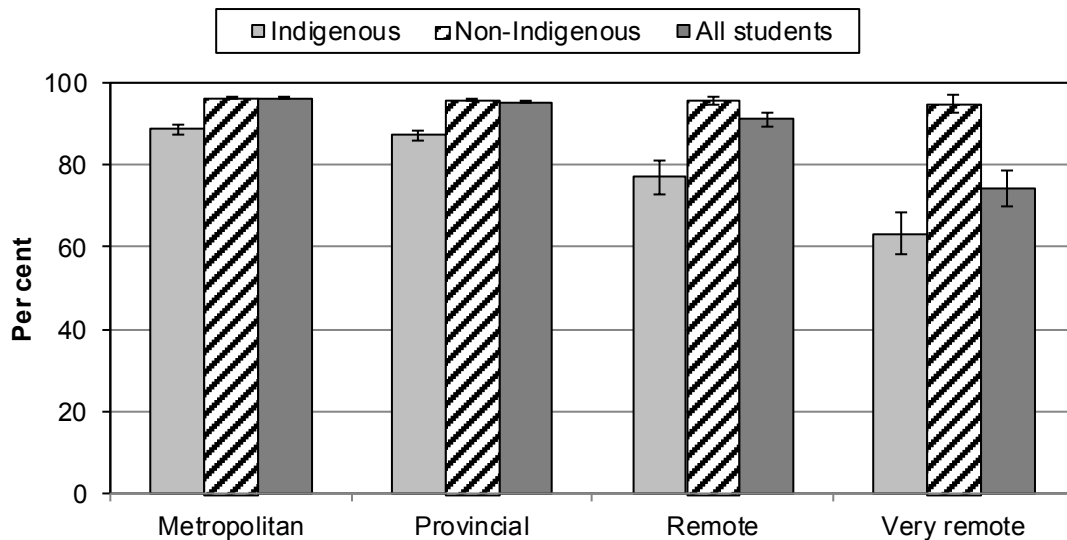
Geolocation

Across all year levels, numeracy outcomes tended to decline with remoteness. For year 3, for example, 96.0–96.4 per cent of students in metropolitan areas achieved at or above the national minimum standard, higher than the proportion for provincial students (94.9–95.5 per cent), remote students (89.4–92.8 per cent) and very remote students (69.9–78.5 per cent) (figure 4.40).

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. Nationally, outcomes for Indigenous students generally declined as remoteness increased, and the gap in learning outcomes between Indigenous students and non-Indigenous 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.59. 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.62.

Figure 4.40 National proportion of year 3 students achieving at or above the numeracy national minimum standard, by Indigenous status and geolocation, 2011^{a, b}



^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.59.

Source: ACARA (2011 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011*; table 4A.59.

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 2011 are included in tables 4A.60 and 4A.63. Data for 2010 were included in the 2012 Report.

Time series analysis of NAPLAN numeracy outcomes — Statistical significance of differences between years

Nationally, there was no statistically significant difference in the proportions of year 3 students achieving at or above the national minimum standard for numeracy, from 2008 to 2011. Over this period there was no statistically significant difference in year 3 mean scale scores for numeracy on a national basis (table 4.9).

There was no statistically significant difference in the mean scale score for year 3 Indigenous students and non-Indigenous students from 2008 to 2011. For Indigenous students there was a statistically significant increase in the proportions at and above national minimum standard, and for non-Indigenous students, no

statistically significant difference in the proportions at and above national minimum standard from 2008 to 2011 (table 4.9).

Table 4.9 provides a summary of differences in achievement for mean scale score and proportions at and above national minimum standard, by Indigenous status, on a national basis across various years. These data are not comparable across jurisdictions and can only be used for a comparison across time for a jurisdiction, or nationally. Data for states and territories are in tables 4A.66–73. Data for years 5, 7 and 9 and proportions at or above national minimum standard for LBOTE students and by sex are included in attachment tables 4A.66–74.

Table 4.9 Mean scale scores and proportion of students who achieved at or above the national minimum standard for year 3 numeracy, and statistical significance of differences, 2008, 2009, 2010 and 2011, Australia^{a,b}

	Year				Statistical significance of difference in average achievement				
	2008	2009	2010	2011	2008 & 2009	2008 & 2010	2009 & 2010	2008 & 2011	2010 & 2011
Indigenous students									
Mean scale score	327.6 ± 3.3	320.5 ± 3.6	325.3 ± 3.1	334.4 ± 2.4	•	•	•	•	↑
At or above NMS	78.6 ± 1.7	74.0 ± 1.7	76.6 ± 1.7	83.6 ± 1.3	•	•	•	↑	↑
Non-Indigenous students									
Mean scale score	400.5 ± 1.0	397.7 ± 1.0	399.0 ± 0.9	401.7 ± 0.9	•	•	•	•	•
At or above NMS	96.0 ± 0.2	95.2 ± 0.2	95.3 ± 0.2	96.4 ± 0.1	•	•	•	•	↑
All students									
Mean scale score	396.9 ± 1.0	393.9 ± 1.0	395.4 ± 1.0	398.1 ± 0.9	•	•	•	•	•
At or above NMS	95.0 ± 0.2	94.0 ± 0.2	94.3 ± 0.2	95.6 ± 0.2	•	•	•	•	↑

NMS = National Minimum Standard. ↑ = Average achievement significantly higher, statistically • = No significant difference, statistically.

^a The mean scale scores and proportions at or above national minimum standard reported in this table include 95 per cent confidence intervals (for example, a mean scale score of 400.0 ± 2.7). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant differences between years. See section A.5 of the statistical appendix for more information on confidence intervals. ^b For further information and caveats see table 4A.74.

Source: ACARA (2011 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011*, ACARA, Sydney; ACARA (unpublished); table 4A.74.

From year 3 in 2009 to year 5 in 2011, the gain in numeracy mean scale score was between 87.5 and 100.3 points nationally. For Indigenous students, the gain was

between 92.9 and 108.3 points and for non-Indigenous students, it was between 87.2 and 100.0 points. These gains varied across jurisdictions (table 4.10). Data for years 5–7 and years 7–9 gain are in table 4A.75. Data for cohort gain from 2008 to 2010 were included in the 2012 Report.

Table 4.10 Gain in mean scale score for numeracy: year 3 (2009) to year 5 (2011)^{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>
Indigenous students									
2009	344.4 ±	369.1 ±	317.2 ±	304.1 ±	312.4 ±	358.6 ±	344.9 ±	251.7 ±	320.5 ±
Year 3	3.4	6.1	4.3	5.3	7.6	8.5	14.2	16.3	3.6
2011	439.8 ±	455.1 ±	421.8 ±	402.7 ±	415.5 ±	447.9 ±	448.1 ±	366.5 ±	421.1 ±
Year 5	3.2	5.0	3.2	4.9	6.0	6.2	14.0	11.2	2.7
Gain	95.4 ±	86.0 ±	104.6 ±	98.6 ±	103.1 ±	89.3 ±	103.2 ±	114.8 ±	100.6 ±
2009-2011	7.8	10.0	8.2	9.5	11.5	12.2	20.9	20.7	7.7
Non-Indigenous students									
2009	407.7 ±	411.3 ±	376.4 ±	386.6 ±	381.8 ±	393.8 ±	409.8 ±	374.4 ±	397.7 ±
Year 3	1.7	1.6	1.8	2.4	2.8	4.8	5.5	5.7	1.0
2011	501.8 ±	499.8 ±	474.4 ±	485.1 ±	473.0 ±	480.2 ±	502.9 ±	470.1 ±	491.3 ±
Year 5	2.0	1.6	1.7	2.5	2.7	4.4	5.5	5.0	1.0
Gain	94.1 ±	88.5 ±	98.0 ±	98.5 ±	91.2 ±	86.4 ±	93.1 ±	95.7 ±	93.6 ±
2009-2011	6.7	6.6	6.7	7.1	7.3	9.0	10.0	9.8	6.4
All students									
2009	405.3 ±	410.8 ±	372.4 ±	379.7 ±	379.2 ±	390.0 ±	408.0 ±	322.4 ±	393.9 ±
Year 3	1.7	1.6	1.9	2.6	2.9	4.4	5.5	15.1	1.0
2011	499.3 ±	499.2 ±	470.3 ±	479.2 ±	470.9 ±	478.2 ±	502.0 ±	423.6 ±	487.8 ±
Year 5	2.0	1.6	1.9	2.7	2.8	4.6	5.7	12.2	1.1
Gain	94.0 ±	88.4 ±	97.9 ±	99.5 ±	91.7 ±	88.2 ±	94.0 ±	101.2 ±	93.9 ±
2009-2011	6.8	6.6	6.8	7.3	7.4	8.9	10.1	20.3	6.4

^a The mean scale scores for 2009 and 2011 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 2009 to 2011 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. ^b The confidence interval provided is for the specific jurisdictional gain and should not be used for comparisons between jurisdictions.

Source: ACARA (2011 and unpublished) *2011 National Assessment Program — Literacy and Numeracy: Achievement in Numeracy, Writing, Language Conventions and Numeracy*, table 4A.75.

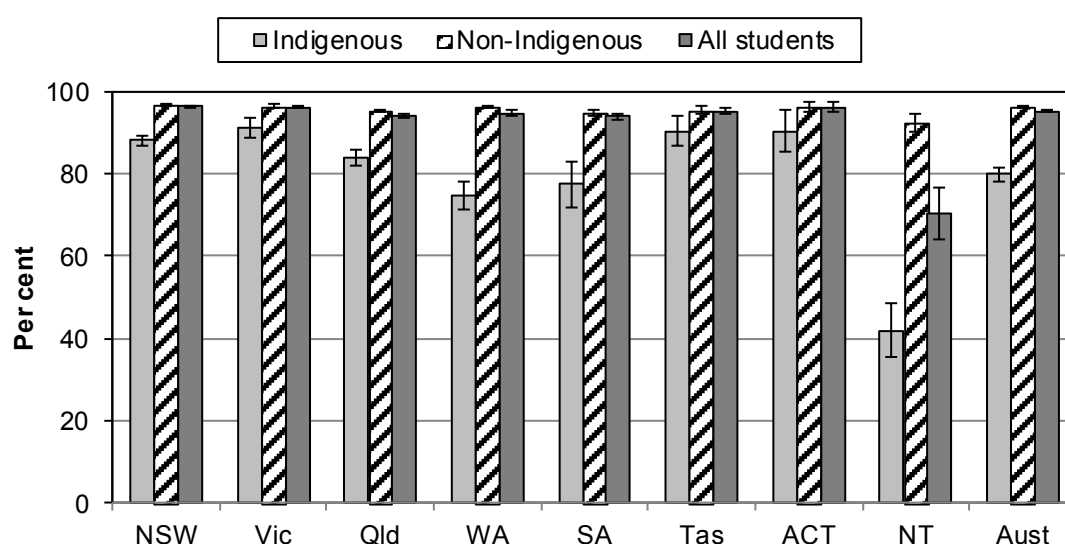
NAPLAN Persuasive Writing

This section of the learning outcomes indicator provides key outcomes for NAPLAN testing (years 3, 5, 7 and 9) in the persuasive 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) for 2011 are included in tables 4A.50–57. Because of the

change in NAPLAN testing from narrative to persuasive writing in 2011, no NAPLAN data prior to 2011 are included in this Report, but data for 2008, 2009 and 2010 are included in earlier reports.

The proportion of year 3 students who achieved at or above the persuasive writing national minimum standard in 2011 was 95.1–95.5 per cent nationally. The proportion of Indigenous students (78.3–81.5 per cent) was significantly lower than for non-Indigenous students (96.0–96.4 per cent). These proportions varied across jurisdictions (figure 4.41).

Figure 4.41 Proportion of year 3 students achieving at or above the persuasive writing national minimum standard, 2011^{a, b}

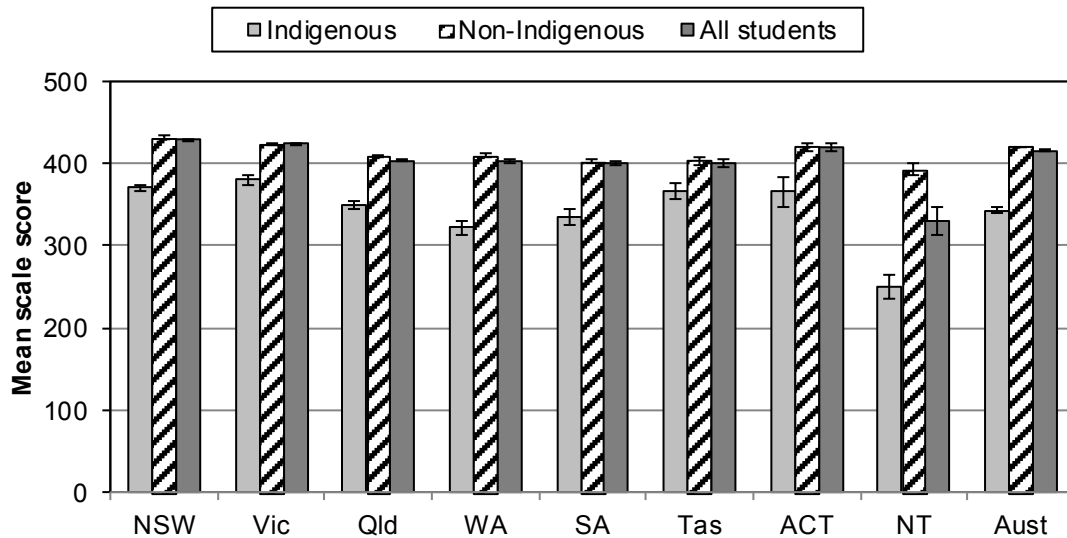


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.50.

Source: ACARA (2011 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011*; table 4A.50.

Nationally in 2011, the mean scale score for year 3 writing for all students was 415.0–416.8. The mean scale score for Indigenous students (339.5–347.5) was significantly lower than for non-Indigenous students (419.3–420.9). Mean scale scores varied across jurisdictions (figure 4.42).

Figure 4.42 **Mean scale scores for year 3 students, persuasive writing, 2011^{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.53.

Source: ACARA (2011 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011*; table 4A.53.

Data for years 5, 7 and 9, and outcomes by equity group, geolocation, parental education and parental occupation are in tables 4A.50–55.

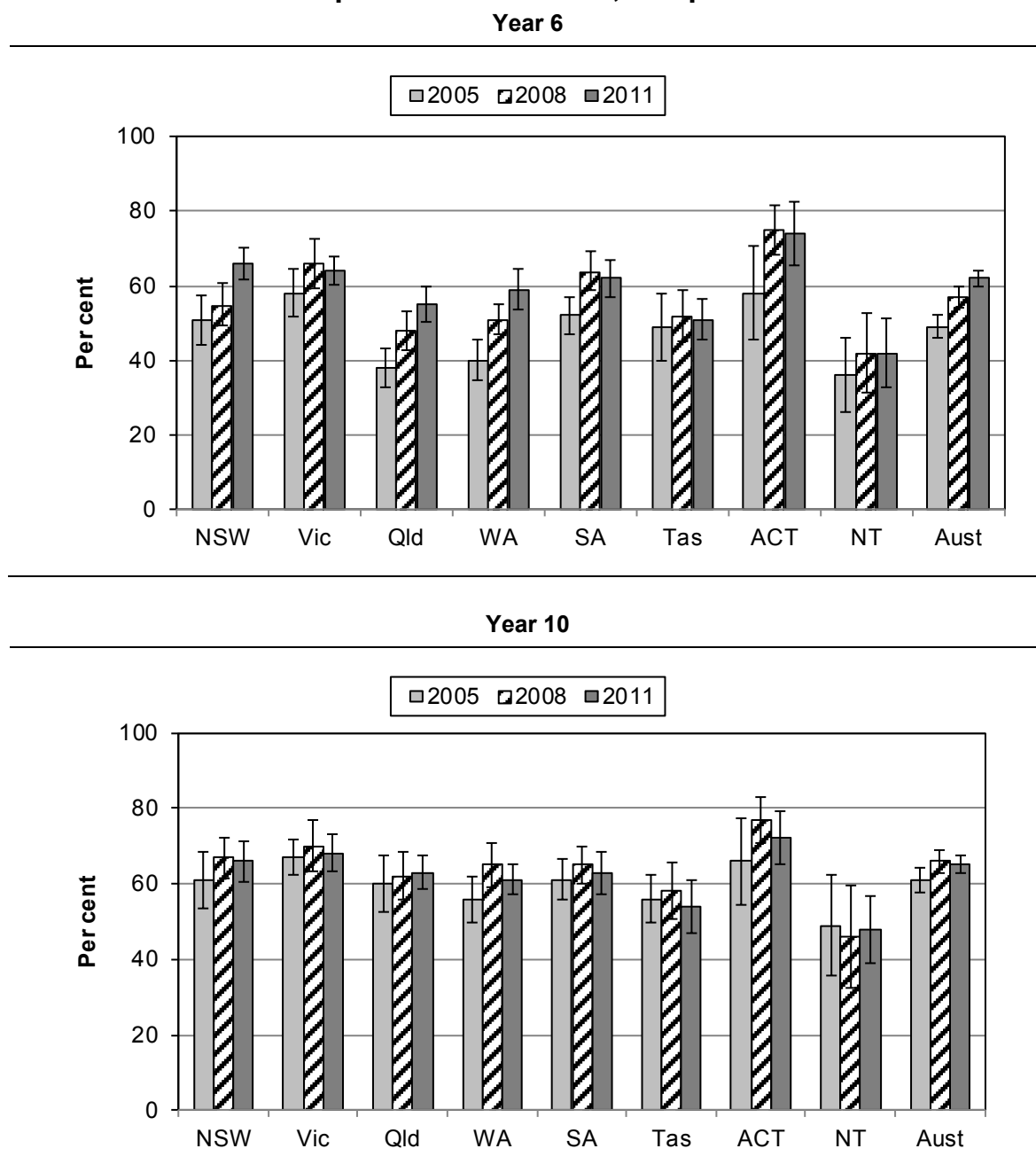
National Assessment Program

National Assessment Program – Information and communications technologies (ICT)

The triennial National Years 6 and 10 ICT assessment was conducted for the first time in 2005 and repeated in 2008 and 2011. In 2011, 5710 year 6 students and 5313 year 10 students from 649 government and non-government schools from all states and territories participated in the national ICT assessment (ACARA 2012b).

Nationally in 2011, the proportion of participating students who achieved at or above the proficient standard in ICT performance in 2011 was 60.0–64.0 per cent for year 6 students and 62.7–67.3 per cent for year 10 students. These proportions varied across jurisdictions (figure 4.43).

Figure 4.43 Proportion of year 6 and year 10 students achieving at or above the proficient standard, ICT 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 ICT performance. The proficient standard for ICT performance is set at proficiency level 3 for year 6 (of levels 1 to 5 or above), and proficiency level 4 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: ACARA (2012), *National Assessment Program ICT Literacy Years 6 and 10 Report 2011*, Sydney; table 4A.82.

Nationally in 2011:

- 22.6–39.4 per cent of Indigenous year 6 students achieved at the proficient standard or above in ICT performance, significantly lower than the proportion for non-Indigenous students (61.9–66.1 per cent) (table 4A.83)
- 24.5–47.5 per cent of Indigenous year 10 students achieved at the proficient standard or above in ICT performance, significantly lower than the proportion for non-Indigenous students (63.7–68.3 per cent) (table 4A.83).

ICT performance by geolocation and sex are summarised in table 4A.83. Further details, including data by country of birth, and mean scores for all categories are reported in ACARA (2012b).

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 from 52.2–56.4 per cent in 2006. Detailed outcomes of the 2009 assessment were included in the 2011 Report. Relevant data are reported in tables 4A.76–78.

National Assessment Program – Civics and citizenship performance

The National Years 6 and 10 Civics and citizenship performance assessment was conducted for the first time in 2004, and is conducted triennially. Nationally, in 2010, 49.6–54.4 per cent of year 6 students achieved at the proficient standard or above, not a statistically significant increase from 50.6–56.2 per cent in 2007. Nationally, in 2010, 45.3–52.7 per cent of year 10 students achieved at the proficient standard or above, a statistically significant improvement from 2007 (38.9–44.1 per cent). Detailed outcomes of the 2010 assessment were included in the 2012 Report. Relevant data are reported in tables 4A.79–81.

TIMSS assessment

TIMSS assessments are conducted each four years (box 4.10). Data from the 2011 TIMSS are included for the first time in this Report.

Box 4.10 Trends in International Mathematics and Science Study

The TIMSS provides learning outcomes data for students in year 4 and year 8 in two assessment domains: mathematics achievement and science achievement. In 2011, 600 000 students from 52 countries participated in the TIMSS assessment. From Australia, this included over 13 700 students from 555 schools.

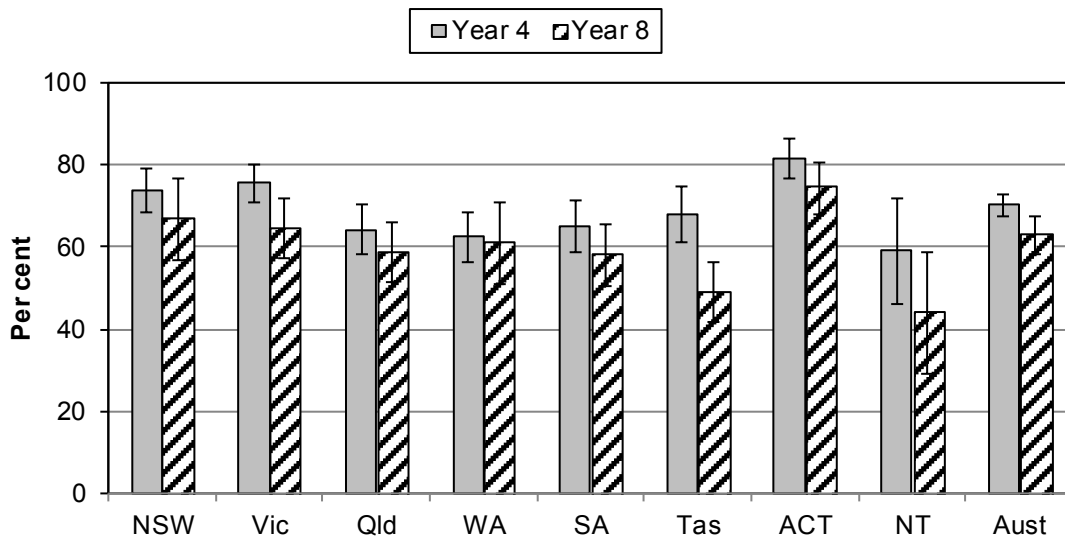
The attachment tables (tables 4A.96–100) contain detailed results for the 2003, 2007 and 2011 TIMSS assessments. Further information on TIMSS is available at the TIMSS website: <http://www.acer.edu.au/timss>.

Source: Australian Council for Educational Research (ACER) (2012a)

Mathematics achievement

In TIMSS 2011 the proportion of tested Australian year 4 students who achieved at or above the intermediate international benchmark (a score of 475) in mathematics achievement was 67.5–72.9 per cent, compared to 67.2–73.8 in 2007. The proportion of tested Australian year 8 students who achieved at or above the intermediate international level in mathematics achievement was 58.2–67.6 per cent in 2011, compared to 57.1–64.5 in 2007 (figure 4.44 and tables 4A.96–97). These outcomes varied across jurisdictions.

Figure 4.44 **Proportion of year 4 and year 8 students at or above the intermediate international benchmark in mathematics achievement, 2011**



^a Error bars represent the 95 per cent confidence intervals associated with each point estimate. ^b The intermediate international benchmark is set a score of 475. Data represent the proportion of students at or above the intermediate international benchmark.

Source: ACER (2012) and unpublished; tables 4A.96-97.

The proportion by equity group who achieved at or above the intermediate international benchmark in mathematics achievement in TIMSS 2011 on a national basis was:

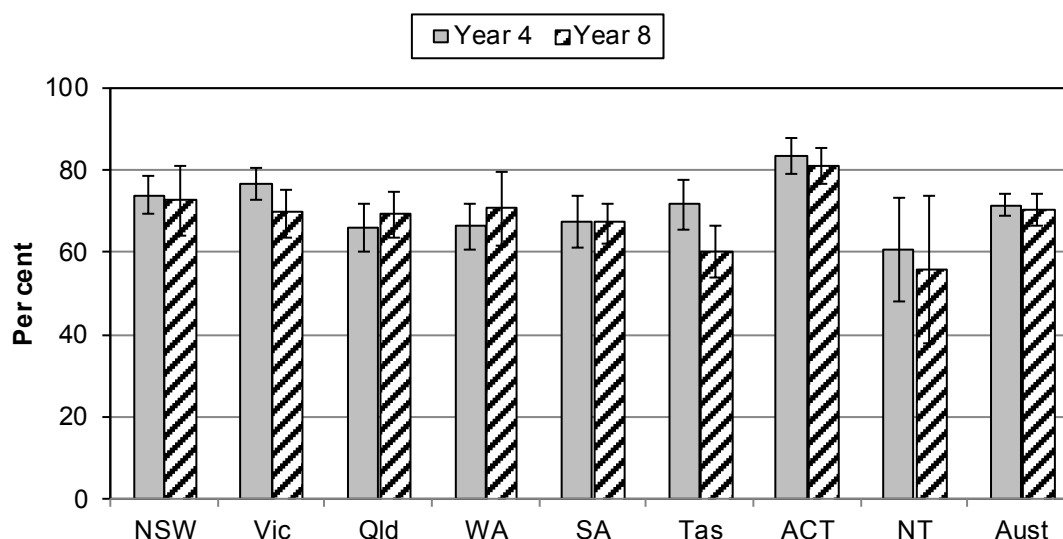
- 68.4–74.8 per cent for year 4 male students, compared with 66.4–72.4 per cent for year 4 female students; and 58.3–70.5 per cent for year 8 male students, compared with 56.9–66.7 per cent for year 8 female students (table 4A.100);
- 37.3–54.1 per cent for year 4 Indigenous students, compared with 70.2–75.2 per cent for year 4 non-Indigenous students; and 25.5–38.1 per cent for year 8 Indigenous students, compared with 60.1–70.1 per cent for year 8 non-Indigenous students (table 4A.100).

Science achievement

In TIMSS 2011 the proportion of tested Australian year 4 students who achieved at or above the intermediate international benchmark in science achievement was 69.1–74.1 per cent, compared to 73.3–79.5 in 2007. The proportion of tested Australian year 8 students who achieved at or above the intermediate international benchmark in science achievement in 2011 was

66.4–74.2 per cent, compared to 66.6–73.2 in 2007 (figure 4.45 and tables 4A.98-99). These outcomes varied across jurisdictions.

Figure 4.45 Proportion of year 4 and year 8 students at or above the intermediate international benchmark in science achievement, 2011



^a Error bars represent the 95 per cent confidence intervals associated with each point estimate. ^b The intermediate international benchmark is set a score of 475. Data represent the proportion of students at or above the intermediate international benchmark.

Source: ACER (2012) and unpublished; tables 4A.98-99.

The proportion by equity group who achieved at or above the intermediate international benchmark in science achievement in TIMSS 2011 on a national basis was:

- 68.4–74.6 per cent for year 4 male students, compared with 69.4–75.4 per cent for year 4 female students; and 68.6–77.4 per cent for year 8 male students, compared with 63.3–72.7 per cent for year 8 female students (table 4A.100);
- 38.8–55.0 per cent for year 4 Indigenous students, compared with 72.0–76.6 per cent for year 4 non-Indigenous students; and 36.1–48.3 per cent for year 8 Indigenous students, compared with 68.3–76.3 per cent for year 8 non-Indigenous students (table 4A.100).

Table 4A.100 also includes national data by geographic location of the schools and by parental education for year 8.

PISA assessment

PISA assessments are conducted triennially, with the most recent round in 2009 (box 4.11). The attachment tables contain detailed results for the 2009 PISA and summary data from earlier PISA rounds (tables 4A.84–95). Detailed results from earlier PISA rounds were included in earlier reports. PISA 2012 data are anticipated to be included in the 2014 Report.

Box 4.11 Programme for International Student Assessment

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.

Further information on PISA is available at the PISA website: www.acer.edu.au/ozpisa/reports.

Source: Australian Council for Educational Research (ACER) (2010)

Results of the PISA 2009 Digital Reading Literacy Assessment were released in 2012. Students in every state and territory performed significantly higher in digital than print reading literacy (ACER 2012b).

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 4.12).

Box 4.12 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.
- 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.

Data for this measure are not directly comparable.

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 and complete

A high or increasing completion rate against each of these measures suggests an improvement in educational outcomes.

Information about data quality for this indicator is at www.pc.gov.au/gsp/reports/rogs/2013.

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 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

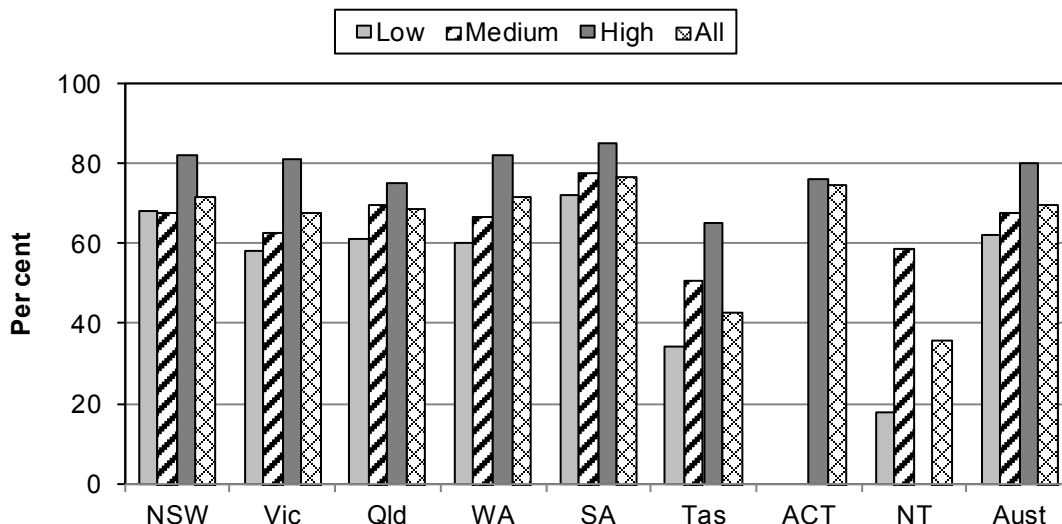
-
- students completing their secondary education in TAFE institutes are included in reporting for some jurisdictions and not in others, and the proportion of such students varies across jurisdictions.

Nationally in 2011, the year 12 completion rate for all students was 70 per cent. The completion rate for males was 66 per cent compared with 73 per cent for females (table 4A.109).

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 in 2011, year 12 completion rates for students from low (62 per cent) and medium (68 per cent) socioeconomic backgrounds were below those for students from a high socioeconomic background (80 per cent) (figure 4.46). Nationally, completion rates were higher for female students than for male students in all socioeconomic categories (table 4A.109).

Figure 4.46 Completion rates, year 12, by socioeconomic status, 2011 (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.

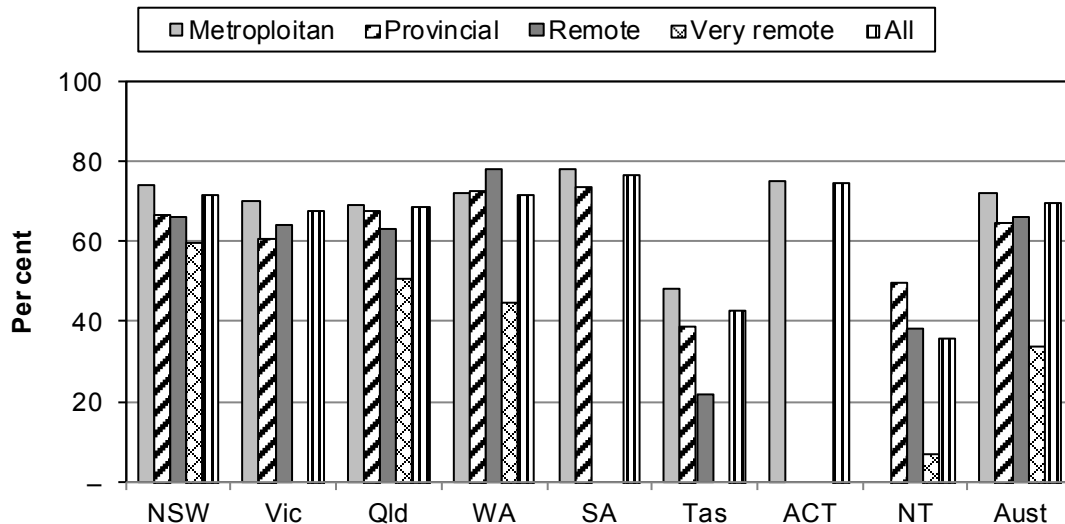
Source: DEEWR (unpublished); table 4A.109.

Geographic isolation is determined using the MCEECDYA (now SCSEEC) Geographic Location Classification.

Nationally, the completion rate was highest in the metropolitan zone (72 per cent) in 2011. The completion rate was lower in the provincial zone (65 per cent), remote areas (66 per cent) and very remote areas (34 per cent) (figure 4.47).

Nationally, completion rates were higher for females in all geographic zones. In the metropolitan zone, the female completion rate was 74 per cent, compared with 69 per cent for males in 2011. In the remote zone, the female completion rate was 74 per cent, compared with 59 per cent for males (table 4A.110). Time series data on national completion rates are reported in tables 4A.109–110.

Figure 4.47 **Completion rates, year 12, by geolocation, 2011 (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. Remote and very remote data for South Australia are not published. The very remote population in Tasmania is too small to give meaningful results and are not published.

Source: DEEWR (unpublished); table 4A.110.

Year 10 completion rate

The proportion of the Indigenous population aged 17–19 years 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 population aged 17–19 years (table 4A.111). 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 Child care, education and training sector overview includes data on the proportions of the population aged 20–24 and 20–64 years 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.28–30).

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 4.13).

Box 4.13 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.

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.

Information about data quality for this indicator is at www.pc.gov.au/gsp/reports/rogs/2013.

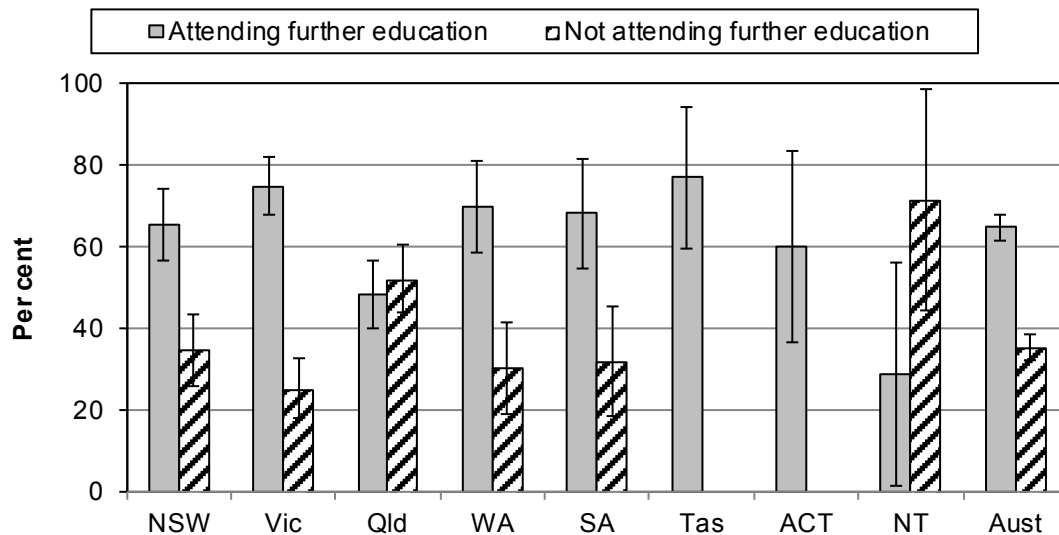
School leaver destination data disaggregated by jurisdiction need to be used with caution, especially for jurisdictions with smaller populations, due to the large confidence intervals associated with these survey data.

Nationally, in 2011, 64.7 per cent of year 12 school leavers were enrolled in further study (44.2 per cent attending higher education and 20.5 per cent attending TAFE courses or other study) and 10.7 per cent were employed full time. Around one quarter were not studying, and either employed part time, unemployed or not in the labour force (figure 4.48 and table 4A.112).

For year 11 and below school leavers, 39.4 per cent were attending further education, almost all in TAFE or other study (table 4A.112). Approximately

14.9 per cent were working full time. the remaining 45.7 per cent were not studying and either employed part time, unemployed or not in the labour force (table 4A.112).

Figure 4.47 Destination of year 12 students, 2011^{a, b, c, d}



^a Data are for year 12 students who left school in 2010. ^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 and jurisdictional estimates, but affects the comparability of the NT results, as people from Indigenous communities in very remote areas account for around 15 per cent of the NT population. ^d Data for 'not attending' for Tasmania and the ACT are not published.

Source: ABS (unpublished) *Survey of Education and Work 2011, Australia*; table 4A.112.

Detailed information relating to year 12, year 11 and below and all school leavers across jurisdictions is in table 4A.112.

The Child care, education and training sector overview of this Report includes 2011 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 2011 after leaving school (table BA.18).

Box 4.14 summarises school leaver destination survey results from six jurisdictions. each jurisdiction uses different research methods and data collection instruments, and the surveys were not designed for comparative national reporting. These data are presented as supplementary information to the Survey of Education and Work data, providing some context, until nationally comparable data become available (box 4.14).

Box 4.14 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 2012 On Track Survey contacted 33 901 (76.0 per cent) of the eligible 2011 year 12 or equivalent cohort from 541 schools, both government and non-government, as well as TAFE and Adult Community Education providers. Of these students, 76.5 per cent were in further education and training (52 per cent were enrolled at university, 17.1 per cent were TAFE enrolled and 7.4 per cent had taken up apprenticeships or traineeships). Of the 23.5 per cent who were not in further education and training, 9.8 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 2012 Next Step survey collected responses from 38 411 year 12 completers, an 81.4 per cent response rate. The results showed that 63.0 per cent were in some recognised form of education or training, with 38.4 per cent undertaking a university degree and 24.7 per cent in vocational education and training (VET). Of year 12 completers, 13.1 per cent were in campus-based VET study, with 7.5 per cent studying at certificate IV level or higher. A further 11.5 per cent were in employment-based VET training, either as an apprentice (7.9 per cent) or trainee (3.6 per cent). The remaining 37.0 per cent did not enter post-school education or training and were either employed (26.2 per cent), seeking work (8.8 per cent), or not in the labour force, education or training (1.9 per cent). Young people who deferred a university offer represented 7.1 per cent of the total cohort, most of whom were working (81.6 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 year 12 completers. In 2012 the survey was extended to include all government schools, most Catholic schools and some independent schools. Information was collected from 13 838 students representing 76.3 per cent of the total 2011 Year 12 student population.

Of the responses, 77.3 per cent were in either education or training, with 52.2 per cent enrolled in university studies, 16.4 per cent in TAFE studies, 6.9 per cent having taken up an apprenticeship or a traineeship, and 1.8 per cent either repeating year 12 studies or engaged in other training. In addition, 7.9 per cent were engaged in full time employment and 8.2 per cent in part time employment, 5.2 per cent were looking for a work or a study opportunity, and 1.4 per cent were neither working nor seeking work.

(Continued next page)

Box 4.14 (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 all 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 2009, 68.3 per cent continued in education or training at half time or better in 2010 and 53.5 per cent continued at half time or better in 2011. Of the 2010 Year 10 cohort, 68.6 per cent continued in education or training at half time or better in 2011. A telephone survey of Year 10 and 11 leavers (persons not recorded as continuing in education and training from the previous year) and all Year 12 leavers was conducted in 2011 and 2012. A comprehensive analysis of the results, identifying risk factors associated with not continuing, is due for release early in 2013. An analysis of the 2010 survey data was released in mid 2011.

Australian Capital Territory

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 2011, responses were received from 82 per cent of the 2010 graduates who were contacted. The 2011 survey found that 94 per cent of 2010 graduates were employed or studying in 2011 and overall 97 per cent found year 11 and 12 worthwhile. Of the 55 per cent of 2010 graduates studying in 2011, 66 per cent reported that they were studying at a Bachelor level or higher, 14 per cent at Certificate III level, 5 per cent at Certificate IV level, 5 per cent at Diploma or Associate Diploma level, 3 per cent at Advanced Diploma or Associate Degree level and 6 per cent at other levels. Students who speak a language other than English at home were more likely to be studying (77 per cent) than those who did not (51 per cent).

Northern Territory

Post school destination surveys of the Year 12 Northern Territory Certificate of Education and Training (NTCET) completers were carried out from late April to early June 2012, a period that was 5 to 6 months after the NTCET students had completed school. The 2012 survey had a 46.4 per cent response rate from a total cohort of 1144 students. From the responses collected, 71.2 per cent of the young people were in employment (48.5 per cent were employed fulltime, and 51.5 per cent in part time or casual employment). Amongst respondents, 63.6 per cent of NTCET completers applied for University/TAFE, of which 94.9 per cent received an offer. Of those students who received an offer, 58.2 per cent accepted the offer, 36.2 per cent deferred and 5.6 per cent either deferred or entered another study option. Of those who entered into further education or training, 70.5 per cent were studying a University degree. The remainder were undertaking Certificate and Diploma courses.

Source: State and Territory governments (unpublished).

4.4 Future directions in performance reporting

COAG developments

Review of National Agreements and National Partnership Agreements

In July 2012, COAG endorsed revisions to the performance frameworks of a number of National Agreements, including the NEA and NIRA. Changes to the NEA will be reflected in the 2014 Report.

SCSEEC review of Key Performance Measurement Framework

Future revisions may occur as a result of SCSEEC's review of its Key Performance Measurement Framework relating to the Melbourne Declaration and COAG agreed measures. The Steering Committee will consider any implications of this review for 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 old students 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 Child care, education and training sector overview.

Nationally comparable reporting of learning outcomes

The National Summary Report of results from the 2012 NAPLAN was released in September 2012 (ACARA 2012c). Results from a second report with more detailed information (including disaggregation by Indigenous status and geolocation) will be included in the 2014 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. A definition of students with disability for nationally comparable reporting on students' outcomes is under development.

Student background information collected from parents through the enrolment process using the agreed data collection specifications and methodology is linked to student assessment results.

4.5 Jurisdictions' comments

This section provides comments from each jurisdiction on the services covered in this chapter.

Australian Government comments

“ The Australian Government has maintained investment in priority areas such as addressing educational disadvantage, supporting quality teaching and school leadership, improving literacy and numeracy, monitoring national standards through improved assessment and reporting, and continued funding to develop an Australian curriculum in addition to promoting school improvement.

The Government continued its contribution to major reforms in schooling during the year and has maintained support for the integration of information and communications technology in schools so that students have the skills they need to live and work in the digital world. At 15 July 2012, more than 967 000 computers have been installed under the *National Secondary School Computer Fund* – exceeding the national target of 786 000.

Recent investment in school buildings and equipment has provided new facilities and refurbishments that will create a lasting legacy of new learning centres, halls, classrooms, and science and language centres. As part of the Government's *Nation Building and Jobs Plan*, \$16.2 billion was invested over four years (2008-2012) under the Building the Education Revolution (BER) program. At 30 June 2012, 99.6 per cent of all BER projects had been completed, delivering 23 608 projects across 9485 schools.

All Australian education ministers have agreed that the Australian Curriculum from Foundation to Year 10 in English, mathematics, science and history will be phased in, with substantial implementation to be achieved by the states and territories by the end of 2013.

With high-quality teaching being recognised as having the single most important impact on student results, the Government implemented a number of workforce initiatives to attract and retain teachers, including the Reward for Great Teachers initiative.

The Council of Australian Governments endorsed the *Aboriginal and Torres Strait Islander Education Action Plan* in May 2011 as part of a joint commitment across governments to closing the gap in educational outcomes of Aboriginal and Torres Strait Islander Australians. For its part, the Australian Government has invested \$128.6 million between 2010 and 2014 in support of the Action Plan, including projects to improve the education workforce, enhance attendance and target activity in schools that most need extra assistance.

In September 2012, the Australian Government announced a new National Plan for School Improvement, following on from the Review of Funding for Schooling. Under the *National Plan for School Improvement*, a new school funding model and increased funding will be tied to and drive concrete improvements in all schools. The aim of these improvements is to provide our children with a high-quality and high-equity education system and to ensure that by 2025, Australia is ranked as a top 5 country in the world performance of our students in Reading, Science and Mathematics.

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New South Wales Government comments

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NSW 2021, the NSW Government's 10 year strategic business plan, is aligned to COAG targets and provides the overall direction and priorities for education and training in NSW. *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 students from disadvantaged backgrounds.

In the 2012 NAPLAN tests, NSW largely 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 is ranked first in Spelling at all Year levels for mean score and has the highest percentage of students in the highest band in Numeracy at all Year levels. Regardless, the NSW Government has set aspirational targets to continue to raise the attainment of all students.

The NSW Literacy and Numeracy Action Plan, a five-year plan to improve student outcomes in literacy and numeracy, commenced in 2012. The Plan relies on high quality leadership, combined with a focus on the needs of each student, early intervention and ongoing monitoring of progress in literacy and numeracy. In this way, every student at risk of not achieving expected outcomes in literacy and numeracy is identified and receives appropriate support. A key feature of the commitment is the appointment of high quality Instructional Leaders, Literacy and Numeracy, to work in identified schools.

The NSW Government is also committed to increasing local decision making in areas of critical service delivery. Changes being introduced under the NSW Government's Local Schools, Local Decisions reform will provide schools with more authority about how best to use the school's resources to improve student outcomes.

Every Student, Every School was announced in 2012 and is the NSW Government's strategy for strengthening the provision of learning and support for the full range of students with disability. The strategy builds on NSW Government provisions in special education, and is supported by additional funding in 2012 and 2013 under the More Support for Students with Disabilities National Partnership Agreement. The strategy focuses on quality learning experiences for students and building school and workforce capability through professional learning and support for teachers.

Personalised learning and support plans are also being implemented for students with particular needs including Aboriginal and Torres Strait Islander students and students with a confirmed disability.

The NSW Government is committed to advancing the teacher quality agenda and in 2012, was the first state to establish a framework of Professional Teaching Standards to meet the needs of teachers and school leaders at all stages of their careers.

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Victorian Government comments

“ In 2011-12 the Victorian Government released two key strategic policy papers that establish a new wave of system reform to drive improvement in all schools and see Victoria move into the global top tier of international education performance and competitiveness.

The *Victoria as Learning Community* special lecture, and forthcoming policy statement, sets out new arrangements for school autonomy and local decision making, a clearer and more effective accountability regime, more targeted and evidence-based support from a restructured bureaucracy and a renewed commitment to real partnerships as key drivers of better student outcomes. This includes a new Compact for government schools that clarifies the respective requirements, roles and responsibilities of schools and central and regional functions of the Department.

The *New Directions for School Leadership and the Teaching Profession* paper identifies key reforms necessary to improve teacher and leadership quality and performance. These include the development of initiatives to enhance the status of profession, teacher preparation, performance management, and strengthening of principal roles.

In parallel, the Department also implemented a number of key initiatives:

- *The Literacy and Numeracy 6–18 Month Strategy* was released to provide school leaders with a common approach to assessing improvements in literacy and numeracy, providing a foundation for a whole-school approach.
- A model was implemented to build a critical mass of expertise to support Mathematics and Science teaching and learning within schools and clusters. Sixty Mathematics specialists are working in nine clusters across 26 schools and 40 Science specialists are working in eight clusters across 29 schools.
- The *Victorian Government's Vision for Languages Education*, which reinforces the Government's commitment to compulsory languages learning for all government school students Prep to Year 10 by 2025, commencing with Prep in 2015 was released. The vision statement articulates why languages education has been made a priority and signals the development of an implementation plan to ensure the Government's languages education commitments are achieved.
- The *Local Solutions Year 12 Retention Fund* was established to provide grants to government and non-government schools in rural and regional areas to design and deliver programs or initiatives to increase Year 12 retention and expand pathway options for senior students.
- The *Abilities Based Learning and Educational Support* resource was developed to provide school communities with outstanding teaching and learning resources aimed at improving teaching, assessment, curriculum content and reporting for students with intellectual disabilities and significant learning disabilities.

Queensland Government comments

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The Queensland Government is committed to providing all Queenslanders with the knowledge, skills and confidence to maximise their potential and contribute productively to the economy.

Throughout 2012, Queensland implemented initiatives and continued reforms to ensure Queensland students have the best possible schooling experience.

Queensland's focus on improving literacy and numeracy outcomes continues to yield positive results, with students continuing to demonstrate improvements in the *National Assessment Program – Literacy and Numeracy* tests over the longer term.

To further build on these improvements, Queensland has committed to invest:

- \$4 million over four years in the *Step Up Into Education* initiative to better prepare children for school; and
- \$26 million over four years in the *Getting the Basics Right – Literacy and Numeracy* initiative to enable state schools to tailor literacy and numeracy programs to match the specific needs to their students.

Queensland has also committed to increasing schools' autonomy in decision-making, cutting red tape and removing layers of management to improve outcomes for students through the *Independent Public Schools* initiative.

In recognition of the important links between wellbeing, attendance and learning outcomes, Education Queensland has developed a *Learning and Wellbeing Framework* for Queensland state schools. This Framework aims to support development of a positive school culture and create a sense of belonging and responsibility, leading to positive behaviour, improved student attendance and achievement. It also supports schools to connect the learning environment, curriculum and teaching practices, school policies and procedures and partnerships with parents, carers and other community groups.

In line with Council of Australian Government commitments, Queensland continues its commitment to 'close the gap' on educational outcomes between Indigenous and non-Indigenous students in Queensland's state schools by implementing strategies under the *Closing the Gap Education Strategy*.

Queensland recognises that quality teaching is essential to improving outcomes for students and remains committed to supporting teaching practices that focus on maximising the achievement of every student.

The *2012 Next Step Survey* shows Queensland students continue to make successful transitions, with more Year 12 graduates from 2011 studying, training or working six months after leaving school than in 2010.

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Western Australian Government comments

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The Western Australian Government supports a high quality school education system that ensures all students are provided with the opportunities they need to achieve the highest possible standards and their personal best – whatever their ability, wherever they live and whatever their background.

The Department is focused on achieving the twin goals of excellence and equity through four key priorities: ensuring every student has the opportunity to achieve success, providing distinctive schools that have the autonomy, flexibility and diversity required to respond to the needs of students, providing high quality teaching and leadership, and developing a capable and responsive organisation.

The regional structure that was introduced in 2011 is now fully operational, with networks of schools providing extensive local level support and the essential services of school psychologists and other specialists now in or closer to schools.

The Western Australian Government's commitment to a more empowered public education system now sees 171 public schools operating as Independent Public Schools. Although still 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 facilities.

Early childhood education continues to be strengthened, with the introduction of legislation making the pre-primary year of schooling compulsory for every child in Western Australia from 2013. Pre-primary is also the year when every public school student completes the on-entry assessment program, enabling schools to better plan for and address students' individual early learning needs in literacy and numeracy.

Improving student attendance remains a priority, particularly for Aboriginal students. A range of strategies are being implemented as part of the Department's *Aboriginal Education Plan for WA Public Schools 2011–14*, *Better Attendance: Brighter Futures* attendance strategy and the national *Aboriginal and Torres Strait Islander Education Action Plan*. The Aboriginal Innovation Schools initiative is one such strategy, identifying and supporting six schools to lead the way in developing and sharing innovative practice to close the attendance and achievement gap between Aboriginal and non-Aboriginal students.

The new Australian Curriculum was also a key focus throughout the year with many exciting and innovative ways to support its implementation. This support was primarily led by teachers as they developed and revised resources, shared their expertise, worked collaboratively, and contributed to national and State programs and projects.

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South Australian Government comments

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The Department for Education and Child Development (DECD), established in October 2011, has progressed significant realignment of government functions. Integrating functions such as child protection and family support services, child health and parenting, and education and child development aims for the common goal of providing the best start in life for children regardless of socioeconomic circumstance, culture or ability. This realignment is a key support for South Australia's Cabinet Taskforce priority “Every chance for every child”.

As part of the DECD reform process an Aboriginal, Student and Family Services (ASFS) directorate was established to provide support services for groups with particular needs. There is a focus on people with disability, disengaged youth, Aboriginal people, people with wellbeing needs and children under the Guardianship of the Minister. The ASFS approach is to work in partnership with children, young people, families and communities in order to achieve the outcomes that they require.

Other important initiatives and programs:

- Implementation of the Australian Curriculum provides an opportunity for schools to focus on the quality of teaching and learning offered to all students. The Teaching for Effective Learning (TfEL) Framework describes well researched, effective pedagogy and is being used by schools across the state. South Australian schools commenced implementation of the Australian Curriculum Phase 1 (English, history, mathematics and science) from the beginning of 2011. The Primary Mathematics and Science Strategy supported primary schools to meet guaranteed instruction times in those Australian Curriculum learning areas during 2012.
- The Vocational Pathways strategy's two initiatives “Trade Schools for the Future” and “Industry Skills Program” enable young people to begin a Certificate III qualification whilst at school and to be funded beyond school in an apprenticeship, traineeship. The strategy supports effective transitions from school to training for young people completing the South Australian Certificate of Education (SACE) via a school based apprenticeship/traineeship or a Training Guarantee.
- The Teacher Recruitment and Selection policy was introduced in 2011 to support teacher workforce consolidation and regeneration. The policy provides schools with increased stability and more choice when selecting teachers who can best meet the needs of their students and communities. The government established a Teacher Education Taskforce to examine ways to better manage supply of high quality teachers. The taskforce includes members from each South Australian university that trains teachers and each school-education sector. The taskforce continues to explore better ways to attract, train and develop quality teachers for South Australian schools and how to best ensure undergraduate teachers have classroom experience before they commence employment.

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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 mission to provide every Tasmanian with the opportunity to continue to learn and reach their potential, to lead fulfilling and productive lives and to contribute positively to the community.

The department's successful Launching into Learning program, now offered in all government primary and combined schools in the state, clearly demonstrates the effectiveness of working in partnership with parents before their children begin Kindergarten.

Child and family centres are making a significant contribution to the education of Tasmania's young children through early intervention and improving family and community connections. By the end of 2012, 11 centres will have been completed across the state in a number of urban and regional locations.

The intention of the department's Literacy and Numeracy Framework is to ensure improved student outcomes in these core skills. Based on the framework, every school incorporates an explicit literacy and numeracy strategy into its school improvement plan. Further commitment to improving the literacy and numeracy outcomes of students is demonstrated through the department's successful needs-based Raising the Bar Closing the Gap (RTBCTG) initiative.

During 2012, teachers were given improved access to NAPLAN results with an interactive online resource—the NAPLAN Toolkit. The toolkit enables teachers, principals and leaders across the department to more easily view and analyse NAPLAN results for individual students, subject/role classes and year levels.

A new public VET provider to be known as TasTAFE will be established in Tasmania in 2013. It will be created using the combined resources of the Tasmanian Polytechnic and the Tasmanian Skills Institute (TSI). Importantly, it will retain the capacity to effectively service both industry and business in Tasmania as well as individual VET students.

The Retention and Attainment Strategy guides the work of the department in improving the transition of students from Year 10 to further education and training, and engaging students so they remain in education and training, and gain a meaningful Year 12 or equivalent qualification.

Learning and Information Network Centres (LINC) Tasmania has four main service areas – archives and heritage, library and information, literacy and courses, and online and computers. It focuses on making information, learning and literacy services more accessible to all Tasmanians – where, when and how they need them, building on the strength of existing services along with a fresh focus on second-chance learning and adult literacy.

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The Professional Learning Institute (PLI) supports the growth of a successful, skilled, innovative workforce and inspiring leadership in the department. Initiated in 2011, the work of the PLI is integral to the mission of the department.

Australian Capital Territory Government comments

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The ACT is committed to ongoing strategic education reforms to promote excellence, opportunity and appropriate pathways for all students. The success of our work is demonstrated by the continuing excellent results of the ACT education and training system.

In NAPLAN 2011 the ACT performed equal to, or better than, other jurisdictions in most assessments by domain and year level. In reading the ACT excelled, performing the highest in the country for all year levels and significantly ahead of the Australian mean. By year 9, on average, ACT students were effectively performing in reading one year ahead of their national peers. The ACT continued to have the nation's highest retention rate to year 12 and the highest proportion of 20-24 year-olds who achieved a year 12 or equivalent qualification.

In 2012, high quality professional development was provided to support the implementation of the Australian Curriculum with English, mathematics and science taught from kindergarten to year 10 and history from primary to year 9. Fourteen ACT public 'Lead Schools' contributed to the work samples project.

The 2011-12 Budget provided an additional \$20 million over four years to support the increasing number of students with a disability and the implementation of the actions and priorities of the *Excellence in Disability Education Strategic Plan 2010-2013*. This included provision of Disability Education Coordinators at 82 of 84 schools to build capacity to meet the needs of students with disability.

A continuing priority is to close the learning and achievement gap for Aboriginal and Torres Strait Islander students. The placement of Aboriginal and Torres Strait Islander Education Officers in high schools to improve attendance, support high school to college transition and strengthen relationships between schools and Aboriginal and Torres Strait Islander families and communities.

To provide greater support for young people disengaged or at risk of disengaging from education, four Re-engaging Youth Network Boards were established as collaboration between government and community. Moving Forward Officers are located in all colleges to facilitate the transition of students into and out of the sector and to facilitate access to further education, training or employment.

The INSPIRE Centre was opened in 2012 as a joint collaboration with the University of Canberra to facilitate research and promote innovative, state-of-the-art use of ICT in education and maintain the ACT as a national leader in ICT.

A new Teachers' Enterprise Agreement was negotiated recognising the critical importance our teachers and school leaders to achieve positive educational outcomes. The agreement included an increase of nearly 15 per cent for remuneration for most classroom teachers, a new career pathway, accelerated incremental progression, professional development support for beginning teachers and enhanced support for school counsellors.

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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.

The Department's Strategic Plan 2011-14, participation in national partnerships and the national reform agenda continue to support many strategic initiatives that bring a stronger focus on formal education across government and non-government sectors.

The Every Child, Every Day strategy underpins a suite of initiatives targeting community perception and involvement in education and has resulted in positive improvements in student participation over 2011-12. A key area of reform was the amended *Northern Territory Education Act* which strengthened the provisions around enrolment, attendance and participation and provided a firm legislative foundation on which other initiatives can build.

Work continued with schools, families and communities to roll out the Strong Start, Bright Future (SSBF) college model across the Territory Growth Towns. This is a flexible model of schooling, focusing on learning from early childhood to adult learning and pathways to jobs. Key outcomes to date include increased attendance and retention, re engagement of students and strong links built with the wider community through initiatives such as the 3-9 Program and partnerships with local business and industry.

The NAPLAN results showed that once students attend school on a regular basis, they do better. On average and since 2008, student performance in reading and numeracy across all year levels has improved. Clear progress has also been made to close the gap between indigenous and non-indigenous student performance, on average reducing the difference by 11 per cent between 2008 and 2011.

Professor Geoff Masters of the Australian Council for Education Research, conducted research focused on improving literacy and numeracy achievement in schools. All 15 key recommendations across departmental levels are being implemented to ensure an ongoing focus on improving literacy and numeracy.

The VET in Schools program is an important strategic priority of the department and in 2011, the proportion of students who successfully completed a full VET qualification was more than double the strategic plan target of 20 per cent. With positive feedback from business on quality of students, the department is continuing to work in developing partnerships with industry groups and individual businesses to help provide pathways for school leavers.

The Centre for School Leadership Learning and Development (CSLLD), a joint venture between the Department and Charles Darwin University, was launched in August 2011. The Centre delivers a suite of quality programs and initiatives for teachers, aspiring leaders in schools, new and experienced principals and remote school leaders designed to enhance theoretical knowledge, promote the achievement of personal learning goals and develop greater expertise in educational practice and research.

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4.6 Definitions of key terms

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.• 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 (SCSEEC 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 2010-11 average expenditure per student, for example, the total expenditure figure is at 2010-11 but the total student number figure is the average of student numbers from 2010 and 2011.
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. Separately, data are also sourced from the 2011 Census of Population and Housing, and earlier census publications
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

Attachment tables are identified in references throughout this chapter by an '4A' prefix (for example, table 4A.1). Attachment tables are available on the Review website (www.pc.gov.au/gsp).

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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 the Child care, education and training sector overview B).

Major improvements to reporting on VET in this edition include:

- reporting the new measure ‘proportion of graduates with improved education/training status after training’ under the outcome indicator ‘student achievement in VET’
- reporting additional data for annual percentage changes in the number of Qualification Equivalents at certificate levels III or IV and at diploma level and above
- expansion of time series data in attachment tables for measures across various indicators
- data quality information (DQI) available for the first time for the indicators ‘VET participation by target group’, ‘student participation in VET’ and ‘skill outputs from VET’, and the measure ‘proportion of VET graduates with improved education/training status after training’ under the indicator ‘student achievement in VET’.

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 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 \$5.8 billion in 2011 — an increase of 10.8 per cent (in real terms) from 2010, and a 19.1 per cent increase (in real terms) from 2007 (table 5A.1). Government recurrent expenditure was equal to \$377.74 per person aged 15–64 years across Australia in 2011 (table 5A.2). Further information on the breakdown of real funding by jurisdictions 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 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/Territory recurrent, Commonwealth specific and State/Territory 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 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.

(Continued on next page)

Box 5.2 (Continued)

The discussion in this chapter of student outcomes and student satisfaction focuses on students undertaking government funded training (that is, both recurrent and specific).

Data on employer engagement and satisfaction are on all nationally recognised training, from all provider types, irrespective of funding source.

Size and scope

In 2011, 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 1.9 million people were reported as participating in VET programs at 20 203 locations across Australia in 2011 (NCVER unpublished, table 5A.3). The number of VET students increased by 4.6 per cent between 2010 and 2011, and increased by 13.0 per cent between 2007 and 2011 (NCVER unpublished).

Of the approximately 1.9 million VET students who were reported as participating in VET programs in 2011, 1.5 million students (78.7 per cent) were government funded (NCVER unpublished). The remaining 401 500 students participated on a fee-for-service basis as domestic students (19.4 per cent of all VET students) or were international students (2.0 per cent of all VET students). The proportion of domestic fee-for-service students decreased from 23.2 per cent of all VET students in 2007 to 19.4 per cent in 2011 (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, 1.5 million students participated in VET programs funded by government through State and Territory agencies (table 5A.4). Between 2010 and 2011, the number of government funded students increased by 8.9 per cent (approximately 120 600 students) (table 5A.5). Between 2007 and 2011, the number of government funded VET students increased by 19.0 per cent (table 5A.5). In 2011, participation in government funded VET by females aged 15–64 years was 9.3 per cent and participation by males aged 15–64 years was 9.6 per cent. The participation rate for the total population aged 15–64 years was 9.5 per cent (table 5A.11).

Of the 1.5 million government funded VET students who participated in government funded VET programs in 2011, 106 935 (7.2 per cent) gained some recognition of prior learning (RPL) (table 5A.4).

Hours

Government funded VET students participated in 435.0 million government funded annual hours in 2011. On average, each government funded VET student in 2011 received 293.9 hours of VET (table 5A.4).

Courses

VET qualifications range from non-award courses to certificates (levels I–IV), diplomas and above. In 2011, 14.1 per cent of government funded VET students were undertaking a diploma or above, 53.9 per cent were enrolled in a certificate level III or IV, 22.8 per cent were enrolled in a certificate level I or II or lower, and 9.3 per cent were enrolled in a course that did not lead directly to a qualification (table 5A.5).

Fields of study also varied. In 2010 (for which the latest data for qualifications completed are available), 27.8 per cent of qualifications completed by total VET students were in management and commerce, 17.7 per cent in society and culture, 15.5 per cent in engineering and related technologies and 8.0 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 2011, government funded programs were delivered at 20 203 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 2011, of which 92.4 per cent comprised the value of land and buildings (table 5A.21). The value of net assets of government VET providers was \$680.0 per person aged 15–64 years across Australia in 2011. Asset values per person varied across jurisdictions (table 5A.6).

Roles and responsibilities in 2011

VET is an area of shared responsibility between governments and industry. Governments provide funding, develop national and jurisdictional policies for the training system and share responsibility for the regulation, governance and quality assurance of the VET sector.

State and Territory governments manage the delivery of VET within their jurisdictions and have traditionally provided approximately two thirds of the funding in the VET system. They facilitate the development and training of the public VET workforce and 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.

The NASWD, which came into effect on 1 January 2009, set out the commitment between the Australian Government and State and Territory governments, to work towards increasing the skill levels of all Australians, including Indigenous Australians. A revised NASWD and a new National Partnership Agreement on Skills Reform were negotiated throughout 2011 and agreed by all states and territories at the Council of Australian Governments (COAG) meeting on 13 April 2012. The new national reporting relationships for 2011, summarised below and in figure 5.2, reflect changes agreed by the Ministerial Council for Tertiary Education and Employment (MCTEE) in September 2011.

Governance of the national training system

Until September 2011 MCTEE was the body through which the Australian, State and Territory governments provided direction on national policy, strategy, priorities, goals and objectives. MCTEE had responsibility for higher education, vocational education and training, non-school international education, Adult and Community Education, the Australian Qualifications Framework (AQF), employment, and youth policy relating to participation in tertiary education, work and workforce productivity.

Following a review of Council of Australian Governments (COAG) ministerial councils, MCTEE was replaced in September 2011 by the COAG Standing Council on Tertiary Education, Skills and Employment (SCOTESE). SCOTESE has high-level policy responsibility for the national tertiary education, skills and employment system, including strategic policy, priority setting, planning and performance, and key cross-sectoral issues. Membership of SCOTESE comprises Australian Government, State and Territory government and New Zealand Government ministers with responsibility for tertiary education, skills and employment. SCOTESE is chaired by the member who represents the Australian Government.

SCOTESE is supported by a National Senior Officials Committee (NSOC) and four Principal Committees. Principal Committees are action orientated groups that are generally chaired by Senior Officials, focus on strategic issues and report to SCOTESE through NSOC. The four Committees are:

- Workforce Development, Supply and Demand — provides advice on matters relating to short and long term workforce development, supply and demand issues to address emerging skills needs and impediments to workforce reforms with a view to improving productivity, participation and skills utilisation.
- 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 and attainment outcomes 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, approaches to the public provision of high quality information and opportunities to resolve data issues such as common definitions and comparability.

-
- Tertiary Education Quality and Pathways (previously named Regulation, Quality Assurance and International Engagement) — provides advice on matters relating to tertiary education pathways and integration as well as the regulatory framework, including maintenance of the quality and international reputation of tertiary education in Australia. The Joint Committee on International Education supports the work of this Principal Committee. The Joint Committee on Higher Education also supported this Principal Committee until December 2011 when it was subsumed by this Principal Committee.

In addition to the four Principal Committees, a number of other bodies report or provide advice to SCOTese, either directly or indirectly. These include:

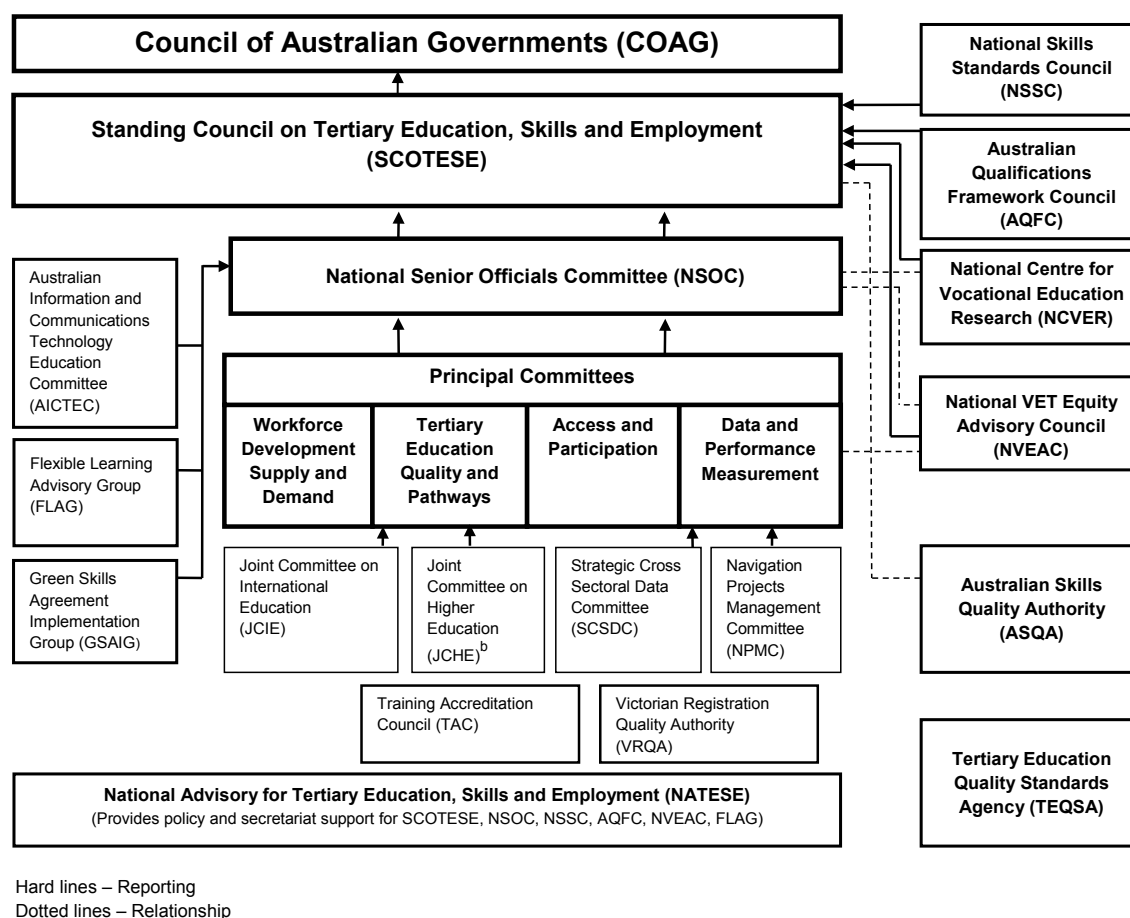
- The National Skills Standards Council (NSSC), which commenced operation on 1 July 2011 following the dissolution of the National Quality Council on 30 June 2011. The NSSC develops, maintains and provides advice on the implementation of national standards for the regulation of VET to SCOTese and has responsibility for endorsing national Training Packages.
- The National VET Equity Advisory Council (NVEAC) provides high-level strategic advice to SCOTese on improving outcomes for equity groups in VET.
- The Australian Qualifications Framework Council (AQFC) develops, maintains and provides ministers with strategic and authoritative advice on the Australian Qualifications Framework.
- The National Centre for Vocational Education Research (NCVER) is Australia's clearing house for VET data and research, responsible for the collection of VET statistics and for providing statistical and other information to a wide range of stakeholders involved in Australia. It also facilitates and disseminates research and undertakes employer, student and graduate surveys relating to VET outcomes and performance.
- The Flexible Learning Advisory Group (FLAG) is an advisory committee to NSOC on national directions and priorities for information and communication technologies in VET, and in Adult and Community Education.

The National Advisory for Tertiary Education, Skills and Employment (NATESE) provides policy and secretariat support for a number of committees and advisory groups (SCOTese, NSOC, NSSC, NVEAC and FLAG). Policy and secretariat services for the AQFC are provided on a shared platform of support with NATESE.

The Australian Skills Quality Authority (ASQA) is the national regulator for Australia's VET sector. ASQA regulates courses and training providers to ensure nationally approved quality standards, set by the NSSC, are met. ASQA has jurisdiction over all RTOs, except those operating solely in Victoria and/or Western

Australia that do not offer services to overseas students. These providers are regulated by the Victorian Registration and Qualifications Authority for those providers operating in Victoria and the Training Accreditation Council if operating in Western Australia. The function of registering RTOs within its jurisdiction transferred to ASQA in stages from July 2011 to June 2012.

Figure 5.2 National reporting relationships within the VET system in 2011^a



^a This is a summarised reflection of the governance environment at September 2011, and does not reflect all stakeholders and their interactions in the VET sector. ^b JCHE was subsumed by Tertiary Education Quality and Pathways Principal Committee (TEQPPC) in December 2011.

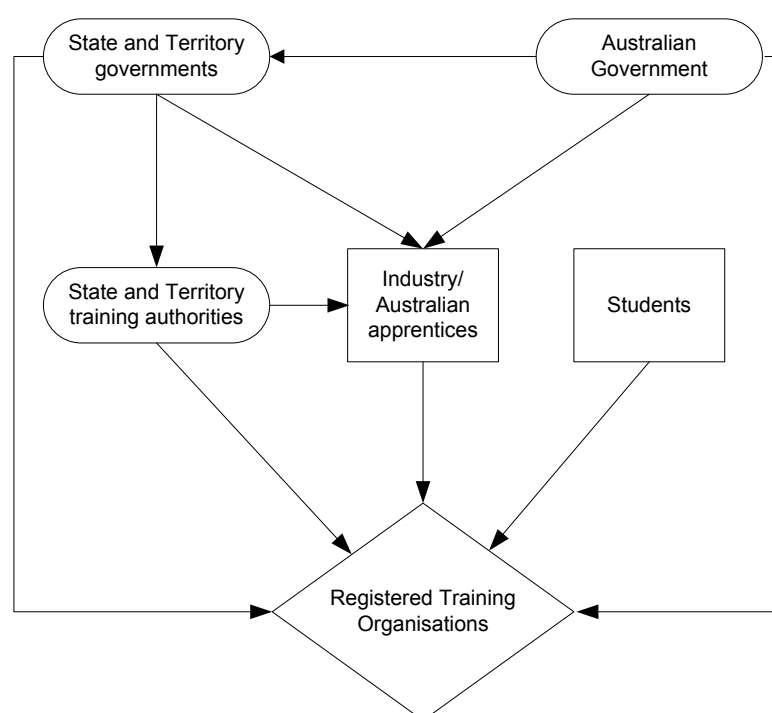
VET funding flows

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 \$4.0 billion in 2011 — 68.8 per cent of government funding. The Australian Government provided the

remainder of government funding (\$1.8 billion) (table 5A.8). Information on the comparability of funding data is provided in box 5.6.

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 level of training delivery agreed with 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 2011, \$2.3 billion (39.4 per cent) of government VET funding was allocated on a competitive basis (including user choice arrangements) — 36.3 per cent more in real terms than in 2010 (table 5A.8). A further \$1.1 billion was allocated to non-government providers — a 31.3 per cent increase in real terms from 2010 (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 2012) 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 Australians. The agreements include sets of performance indicators, for which the Steering Committee collates annual performance information for analysis by the COAG Reform Council (CRC). Performance indicators reported in this chapter are aligned with VET indicators in the NASWD. The NASWD was reviewed in 2012, resulting in changes that have been reflected in this Report, as relevant.

The NASWD was implemented on 1 January 2009 and revisions were agreed by COAG in April 2012. The NASWD identifies the long-term objectives of the Australian Government and the State and Territory governments in the areas of skills and workforce development. The objectives and outcomes outlined in the NASWD for the VET sector (box 5.3) inform the performance indicator framework for this chapter.

Box 5.3 **Objectives for VET**

The objective for the VET system, as outlined in the NASWD, is:

- a system that delivers a productive and highly skilled workforce and which enables all working age Australians to develop the skills and qualifications needed to participate effectively in the labour market and contribute to Australia's economic future, and supports the achievement of increased rates of workforce participation.

Success in meeting the objective for the VET system is underpinned in the NASWD by the following target outcomes:

- the skill levels of the working age population are increased to meet the changing needs of the economy
- all working age Australians have the opportunity to develop skills
- training delivers the skills and capabilities needed for improved economic participation for working age Australians.

The NASWD also acknowledges the need for the VET system to address the particular needs of individuals experiencing disadvantage or disengagement with gaining skills that lead to employment or other meaningful engagement in society.

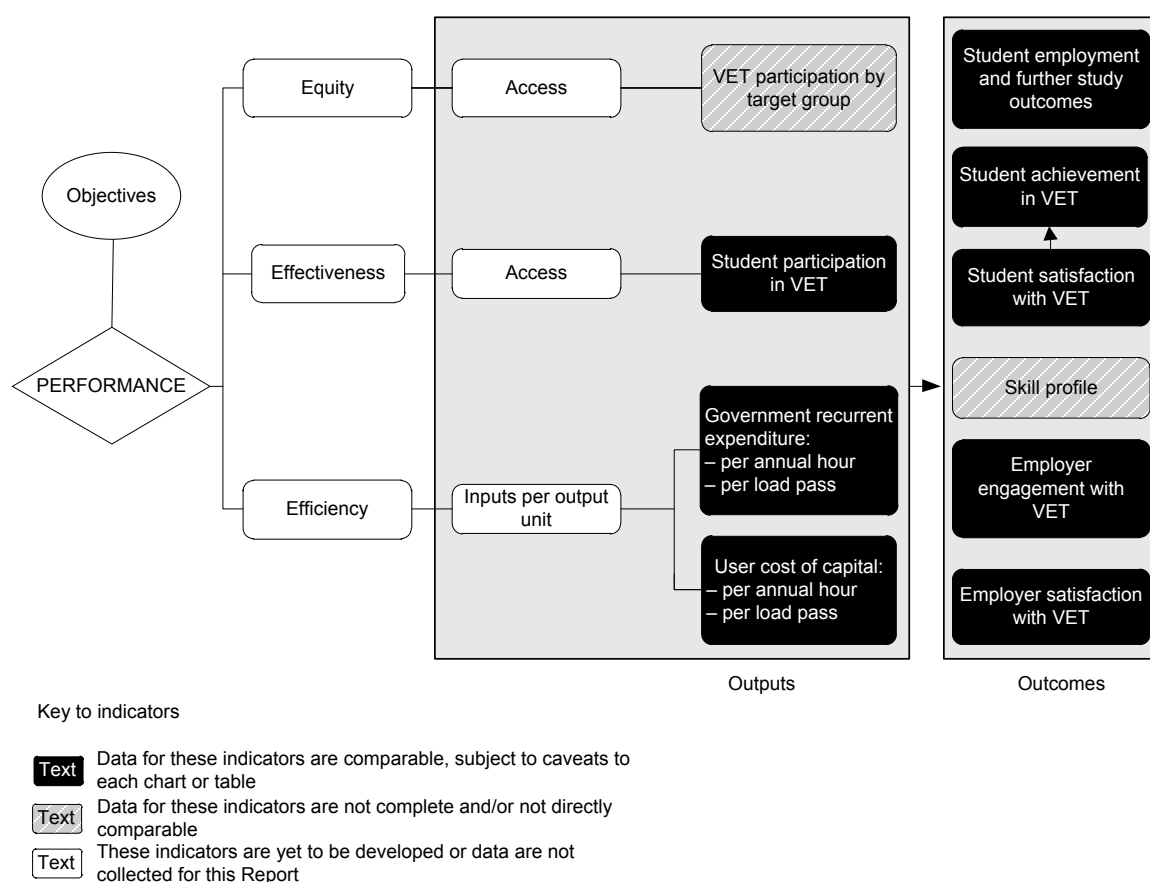
These objectives are to be met through the provision of services in an efficient manner.

Source: COAG (2012).

The performance indicator framework provides information on equity, efficiency and effectiveness, and distinguishes the outputs and outcomes of VET services (figure 5.4). The performance indicator framework shows which data are comparable in the 2013 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



Data quality information (DQI) is being progressively introduced for all indicators in the Report. The purpose of DQI is to provide structured and consistent information about quality aspects of data used to report on performance indicators. DQI in this Report cover the seven dimensions in the ABS' data quality framework (institutional environment, relevance, timeliness, accuracy, coherence, accessibility and interpretability) in addition to dimensions that define and describe performance indicators in a consistent manner, and note key data gaps and issues identified by the Steering Committee. All DQI for the 2013 Report can be found at www.pc.gov.au/gsp/reports/rogs/2013.

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 Australians, 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 Australians, 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 Australians
- 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 Australians, 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.

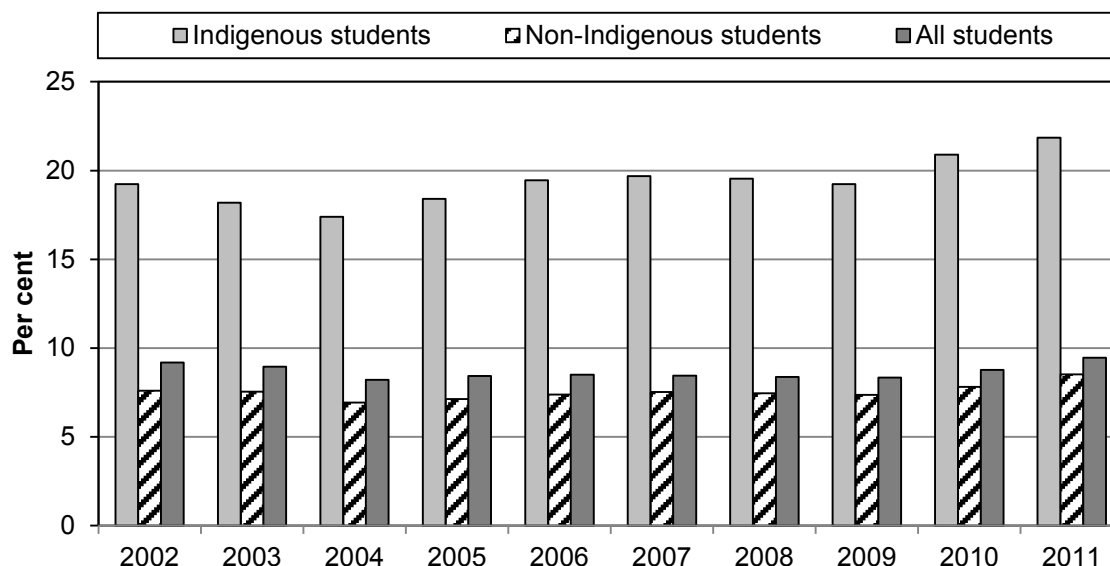
Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2013.

VET participation by target group — Indigenous Australians

Nationally, the participation rate for the Indigenous population aged 15–64 years in government funded VET was 21.9 per cent in 2011, compared with 19.7 per cent in 2007 and 19.2 per cent in 2002. The participation rate for the non-Indigenous population aged 15–64 years was 8.5 per cent in 2011, compared with 7.5 per cent in 2007 and 7.6 per cent in 2002. The participation rate for all people aged 15–64 years was 9.5 per cent in 2011, compared with 8.5 per cent in 2007 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}

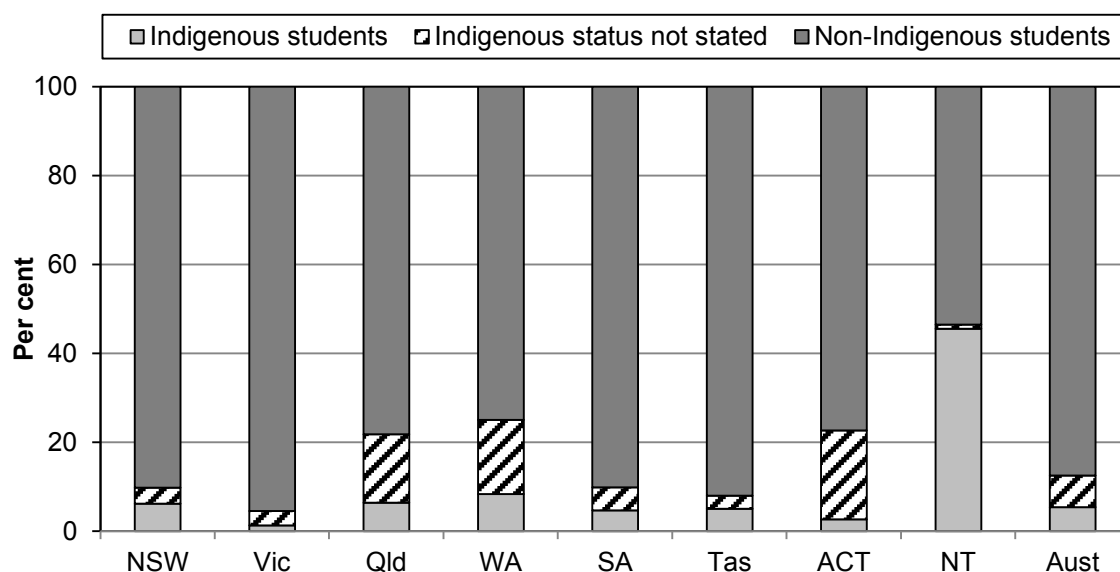


^a Data are for government funded VET students. ^b The Indigenous students participation rate is the number of Indigenous students as a percentage of the estimates of the Indigenous population for 30 June. The all students participation rate is the number of students as a percentage of the estimated 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: NCVER (unpublished) National VET provider collection; ABS (2011 and previous years), *Australian Demographic Statistics, June 2011*, Cat. no. 3101.0, Canberra; ABS 2008, *Australian Historical Population Statistics*, Cat. no. 3105.0.65.001, Canberra; ABS (2009) *Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians*, Cat. no. 3238.0; table 5A.10.

Nationally in 2011, 5.4 per cent of government funded VET students (of all ages) identified themselves as Indigenous, while 7.1 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 (5.4 per cent) was higher than the proportion of Indigenous Australians in the total population (2.5 per cent) (table 5A.16).

Figure 5.6 VET students, all ages, by Indigenous status, 2011^{a, b}



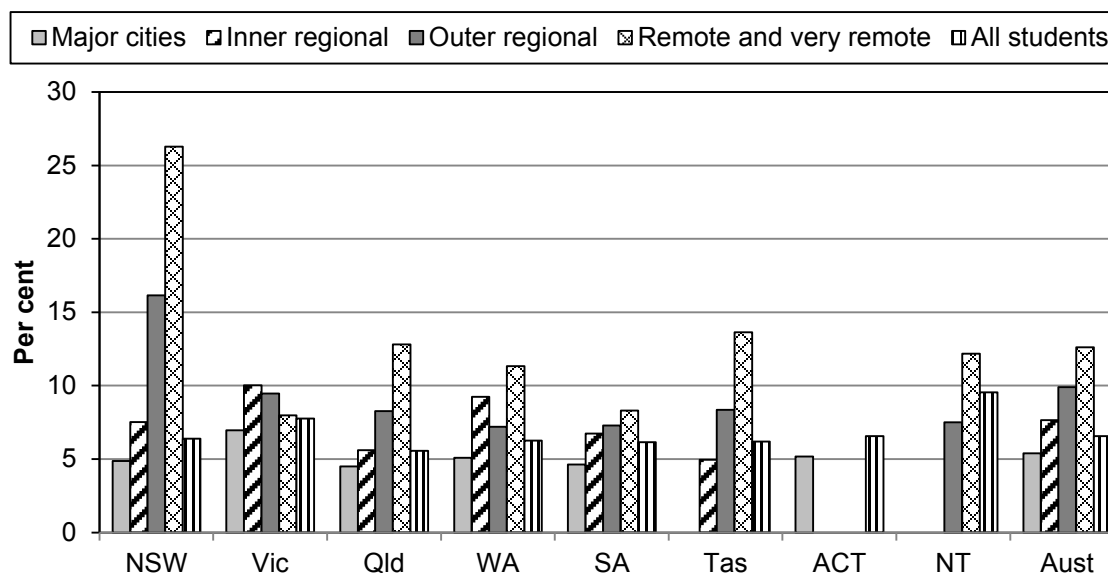
^a Data are for government funded VET students. ^b Indigenous students are defined as those who self-identify on enrolment forms that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question on the enrolment form (see table 5A.16).

Source: NCVER (unpublished) National VET provider collection; table 5A.16.

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 (12.6 per cent) than for people from other geographic regions (9.9 per cent for outer regional areas, 7.6 per cent for inner regional areas and 5.4 per cent for major cities) compared with 6.5 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, 2011^{a, b, c}**



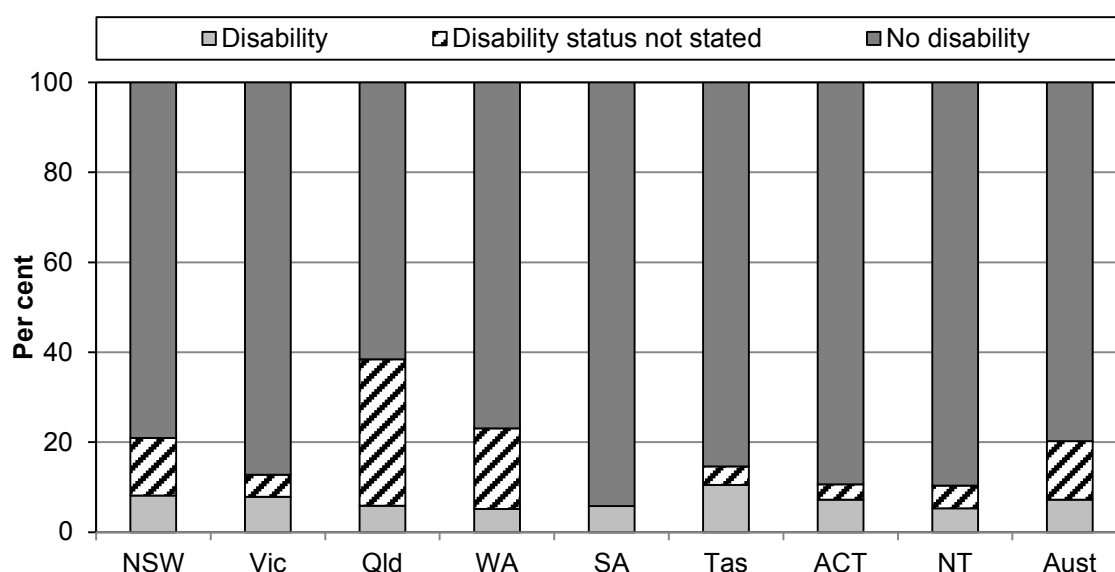
^a Data are for government funded VET students. ^b The participation rate for students from the various regions is the number of students participating in VET (based on students' home postcode) as a proportion of the total population that resides in that region. ^c There are no very remote areas in Victoria, 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: NCVER (unpublished) National VET provider collection; ABS (2012), *Regional Population Growth, Australia, 2010-11*, Cat. no. 3218.0; table 5A.12.

VET participation by target group — people with disability

Nationally, 7.2 per cent of government funded VET students in 2011 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, 2011^{a, b}



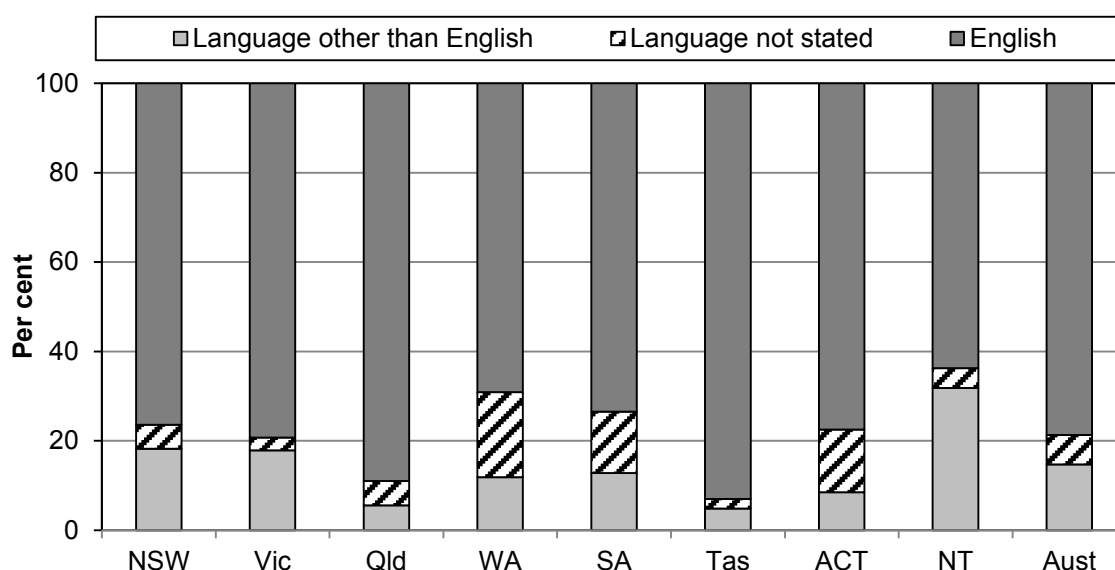
^a Data are for government funded VET students. ^b People with disability are defined as those who self-identify on enrolment forms that they have disability, an impairment or a long-term condition. Not all students respond to the relevant question on the enrolment form.

Source: NCVER (unpublished) National VET provider collection; table 5A.13.

VET participation by target group — people speaking a language other than English at home

In 2011, 14.7 per cent of government funded VET students reported speaking a LOTE at home (figure 5.9). By comparison, 18.2 per cent of the total population of Australia in 2011 spoke a LOTE at home (table 5A.14) (derived from ABS 2011 *Census of Population and Housing*, table AA.11).

Figure 5.9 **VET students of all ages, by language spoken at home, 2011^{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: NCVER (unpublished) National VET provider collection; table 5A.14.

Participation in government funded VET for people speaking a LOTE at home is estimated to be 5.6 per cent nationally in 2011, compared with 7.1 per cent for people who spoke only English at home, and 6.5 per cent for the general population. The estimated national participation rate in 2006 for people speaking a LOTE at home was similar at 5.5 per cent (table 5A.15) (derived from ABS 2006 and 2011 *Census of Population and Housing*, tables AA.10 and AA.11).

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 at www.pc.gov.au/gsp/reports/rogs/2013.

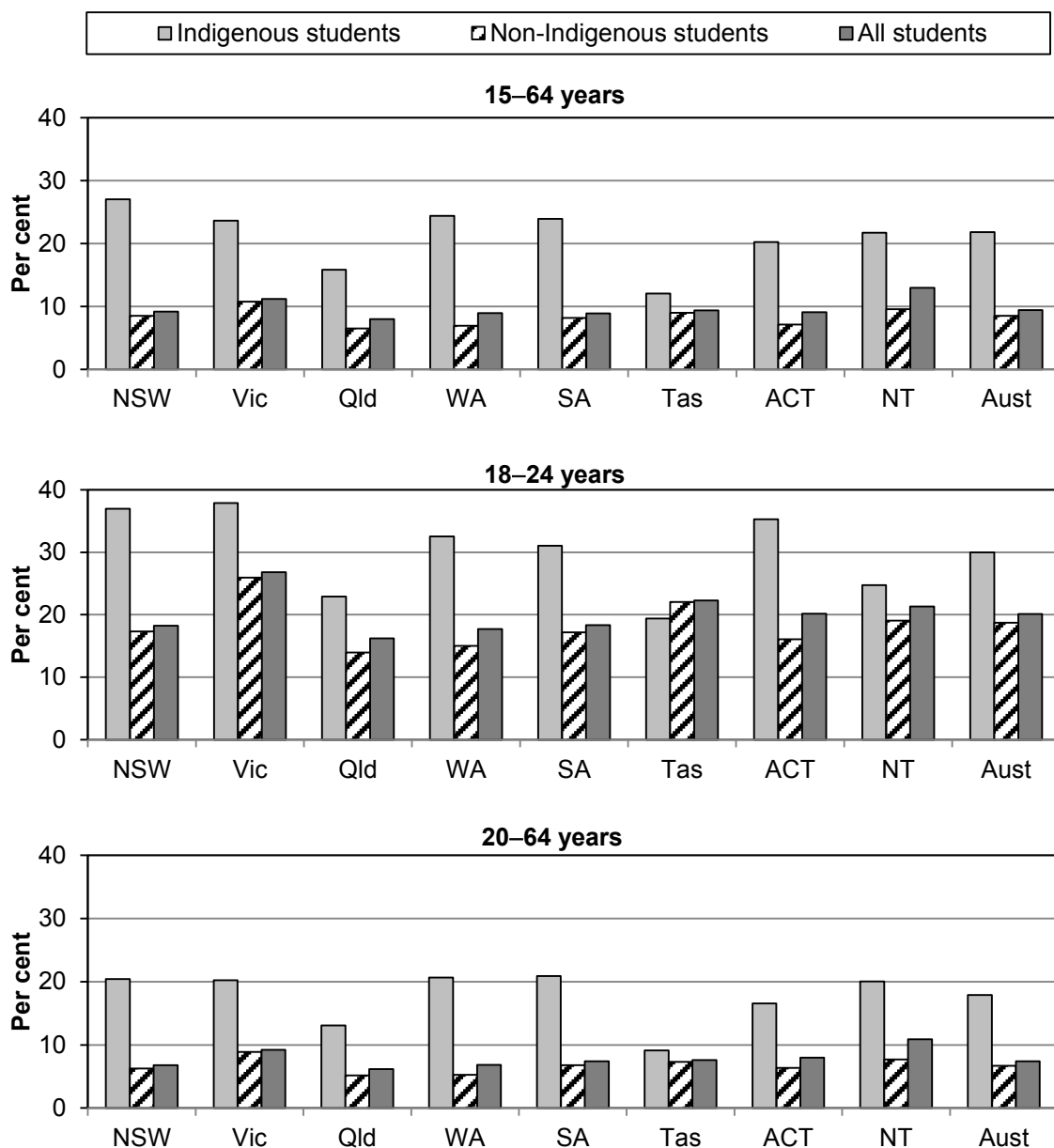
In 2011, 1.4 million people aged 15–64 years participated in government funded VET programs. This is equivalent to 9.5 per cent of people aged 15–64 years nationally. The 1.4 million government funded VET students include:

- 423 800 or 28.4 per cent of all people aged 15–19 years
- 260 000 or 15.7 per cent of all people aged 20–24 years
- 759 500 or 6.3 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 9.5 per cent in 2011, compared with 21.9 per cent for the Indigenous population and 8.5 per cent for the non-Indigenous population aged 15–64 years (figure 5.10).

Nationally in 2011, 20.1 per cent of all people aged 18–24 years participated in government funded VET, compared with 30.0 per cent of the Indigenous population and 18.7 per cent of the non-Indigenous population in the same age group. Nationally, 7.4 per cent of all people aged 20–64 years participated, compared with 17.9 per cent of the Indigenous population and 6.7 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, 2011^{a, b, c}**



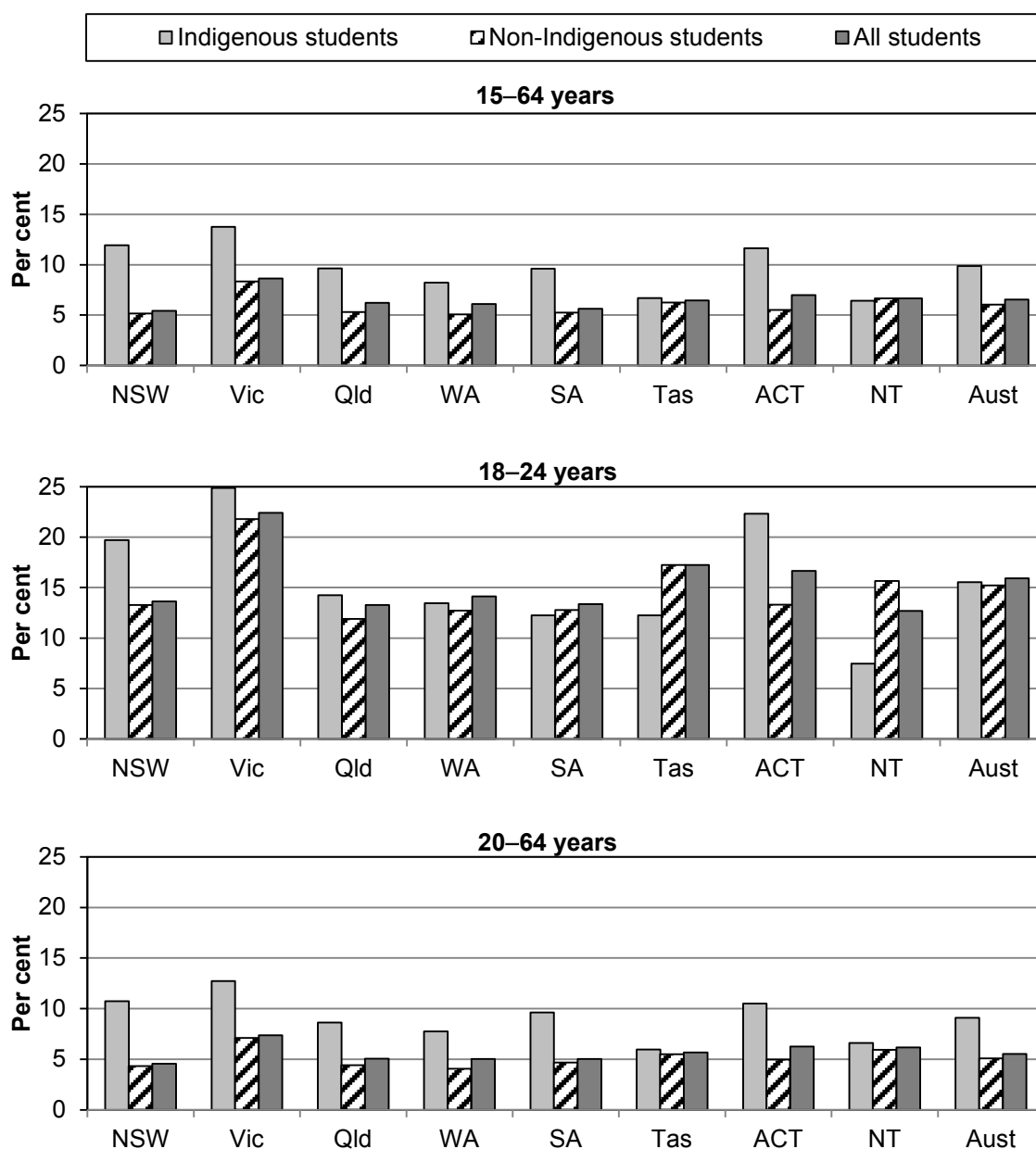
^a Data are for government funded VET students. ^b The Indigenous students participation rate is the number of Indigenous students as a percentage of the estimates of the Indigenous population. The all students participation rate is the number of students as a percentage of the estimated total population. ^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: NCVER (unpublished) National VET provider collection; ABS (2011), *Australian Demographic Statistics, June 2011*, Cat. no. 3101.0, Canberra; ABS (2009) *Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians*, Cat. no. 3238.0; table 5A.10.

In 2011, approximately 996 900 people aged 15–64 years participated in a government funded VET program at the certificate III level or above, representing 6.5 per cent of the population aged 15–64 years (figure 5.11 and table 5A.17). This compares with 9.9 per cent of the Indigenous population and 6.0 per cent of the non-Indigenous population aged 15–64 years (figure 5.11).

Nationally in 2011, 15.9 per cent of all people aged 18–24 years participated in government funded VET at the certificate III level or above, compared with 15.5 per cent of the Indigenous population and 15.2 per cent of the non-Indigenous population aged 18–24 years. Nationally, 5.5 per cent of all people aged 20–64 years participated, compared with 9.1 per cent of the Indigenous population and 5.1 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, 2011^{a, b, c, d}



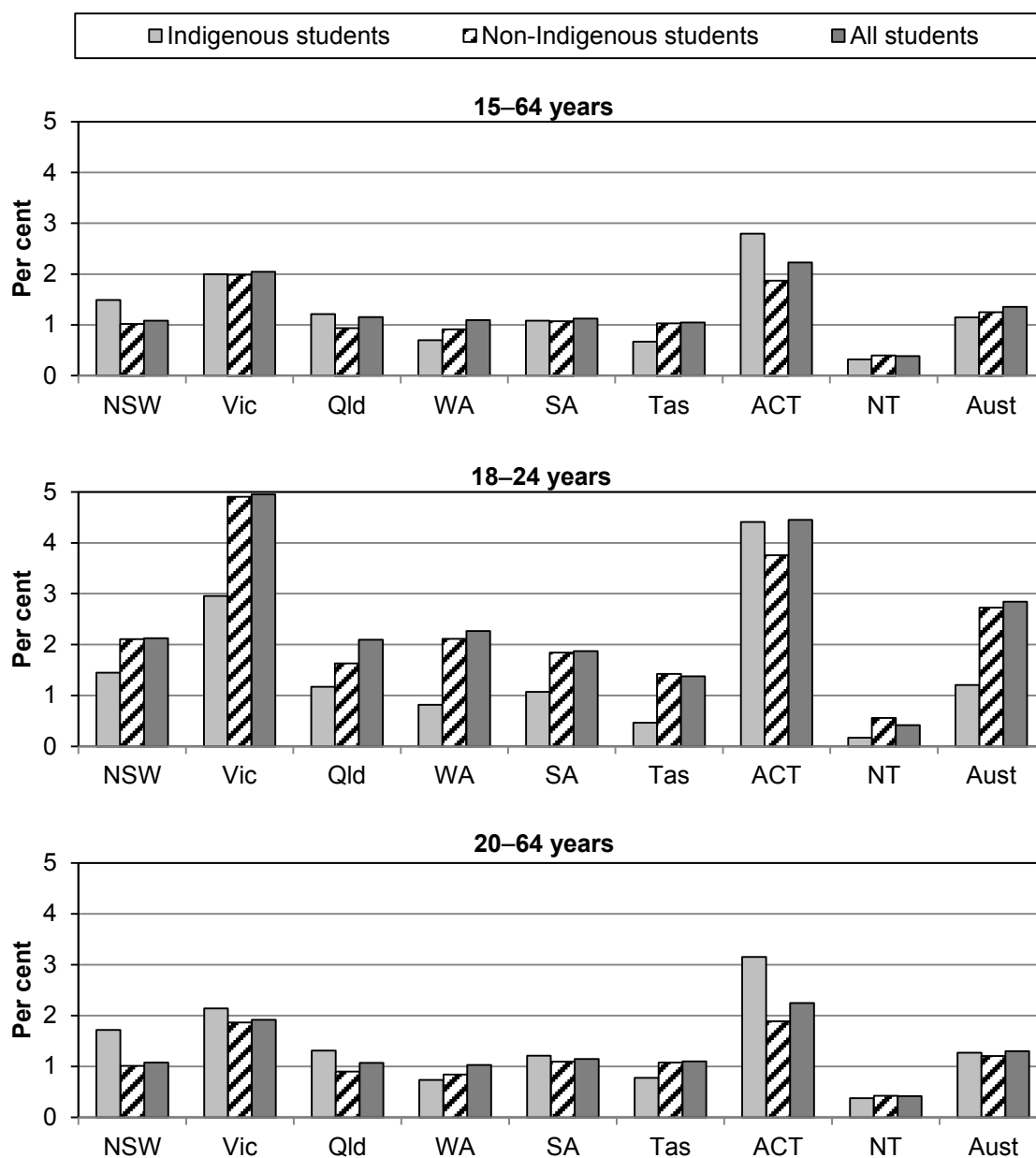
^a Data are for government funded VET students. ^b Data are for the highest level qualification attempted by a student in a reporting year. ^c The Indigenous students participation rate is the number of Indigenous students as a percentage of the estimates of the Indigenous population. The all students 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: NCVER (unpublished) National VET provider collection; ABS (2011), *Australian Demographic Statistics, June 2011*, Cat. no. 3101.0, Canberra; ABS (2009) *Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians*, Cat. no. 3238.0; table 5A.17.

In 2011, approximately 206 600 people aged 15–64 years participated in a government funded VET program at the diploma level or above, representing 1.4 per cent of the population aged 15–64 years (figure 5.12 and table 5A.18). This compares with 1.1 per cent of the Indigenous population and 1.3 per cent of the non-Indigenous population aged 15–64 years (figure 5.12).

Nationally in 2011, 2.8 per cent of all people aged 18–24 years participated in government funded VET at the diploma level or above, compared with 1.2 per cent of the Indigenous population and 2.7 per cent of the non-Indigenous population aged 18–24 years. Nationally, 1.3 per cent of all people aged 20–64 years participated, compared with 1.3 per cent of the Indigenous population and 1.2 per cent of the non-Indigenous population aged 20–64 years (figure 5.12).

Figure 5.12 VET participation rate in diploma and above, by target age group and Indigenous status, 2011^{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: NCVER (unpublished) National VET provider collection; ABS (2011), *Australian Demographic Statistics, June 2011*, Cat. no. 3101.0, Canberra; ABS (2009) *Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians*, 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 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.

The method for calculating government recurrent expenditure for VET was changed commencing with the 2011 Report, and includes Commonwealth and State/Territory recurrent funding, Commonwealth specific purpose funding and State/Territory 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/Territory 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 for 2010 and later years can no longer be separated from the other specific purpose program payments made by the Australian Government to the states and territories. Hence, commencing with the 2011 Report, the government recurrent expenditure figures include payments received by states and territories for VET in schools programs. Historical government expenditure has been recalculated to reflect this revised approach.

(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. The same method of calculating course mix weights has been implemented across all years for relevant data, providing comparability across all years for the indicators: 'government recurrent expenditure per annual hour' and 'user cost of capital per annual hour'. This represents a change from the two previous editions of the Report, where data for these indicators prior to 2008 were not comparable with data for 2008 and onwards.

Expenditure data for years prior to 2011 are adjusted to real dollars (2011 dollars) using the gross domestic product (GDP) chain price index (table 5A.91).

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.

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.

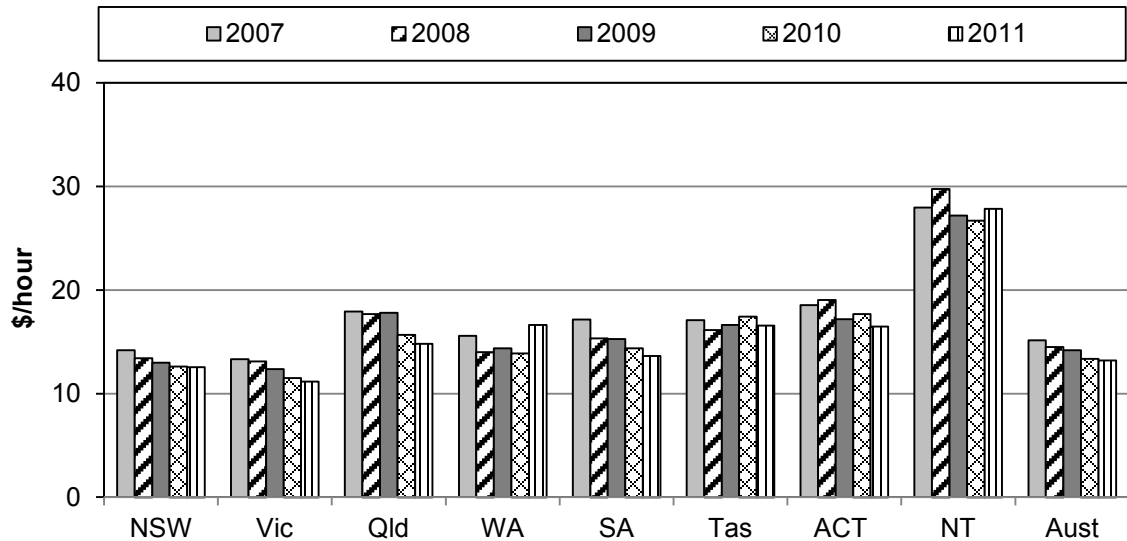
Expenditure per annual hour is adjusted for course mix differences across jurisdictions (more information is provided in box 5.6). The reported government recurrent expenditure excludes capital expenditure, and the user cost of capital is reported separately.

Data reported for this indicator are comparable.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2013.

Government real recurrent expenditure per annual hour of government funded VET programs in 2011 was \$13.24 nationally, a decrease from \$13.37 in 2010 (figure 5.13).

Figure 5.13 **Government real recurrent expenditure per annual hour (2011 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 2011 dollars using the GDP chain price index deflator (table 5A.91). Recent volatility in the deflator series affects annual movements of real expenditure.

Source: NCVER (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.

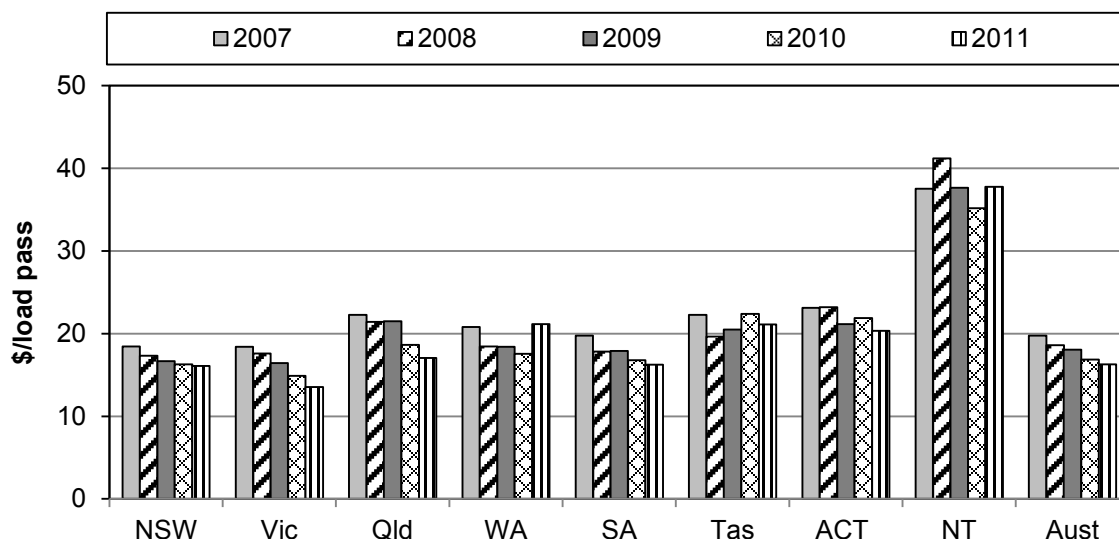
The reported government recurrent expenditure excludes capital expenditure, and the user cost of capital is reported separately.

Data reported for this indicator are comparable.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2013.

Government real recurrent expenditure per load pass hour of government funded VET programs in 2011 was \$16.26 nationally, a decrease from \$16.87 in 2010 and from \$22.43 in 2002 (figure 5.14 and table 5A.20).

Figure 5.14 **Government real recurrent expenditure per hour of load pass (2011 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 2011 dollars using the GDP chain price index deflator (table 5A.91). Recent volatility in the deflator series affects annual movements of real expenditure.

Source: NCVER (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.

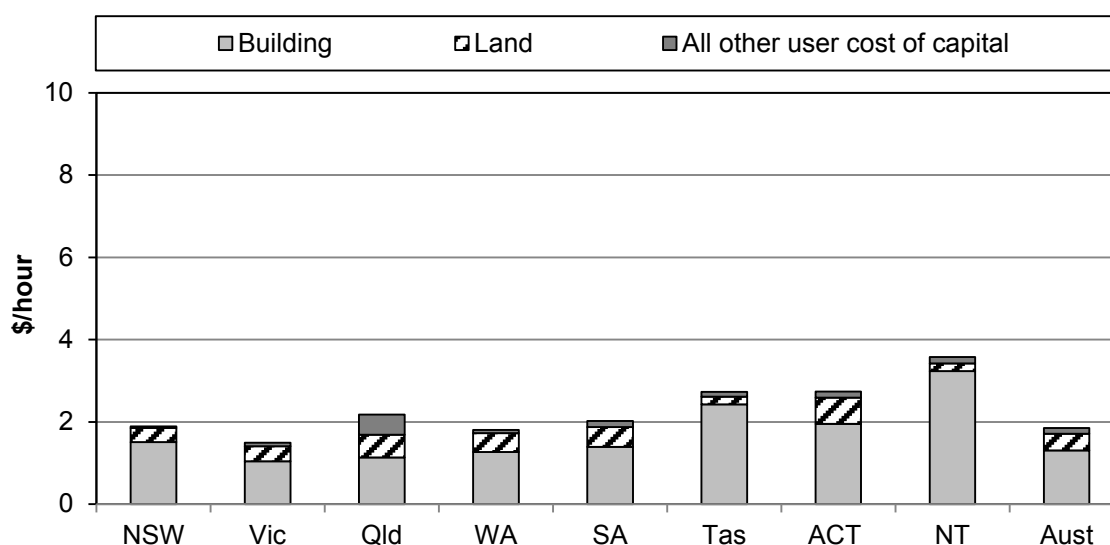
User cost of capital per annual hour is adjusted for course mix differences across jurisdictions (more information is provided in box 5.6).

Data reported for this indicator are comparable.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2013.

Nationally, the user cost of capital per annual hour in 2011 was \$1.85. The largest components of user cost of capital per annual hour were building costs (\$1.31) followed by land costs (\$0.40) (figure 5.15).

Figure 5.15 User cost of capital per annual hour, 2011^a



^a 'All other user cost of capital' includes plant, equipment, motor vehicles and other capital. See table 5A.21 for further information.

Source: NCVER (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.

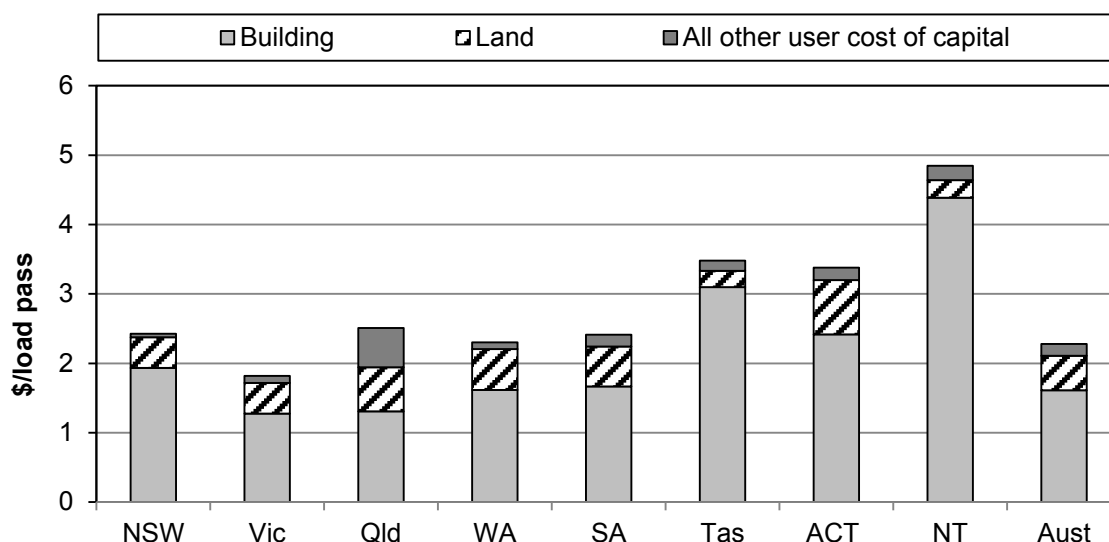
User cost of capital per load pass needs to be interpreted carefully because differences in some input costs (for example, land values) could affect reported costs across jurisdictions without necessarily reflecting the efficiency of service delivery. The user cost of capital for land is presented separately 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/2013.

In 2011, the user cost of capital per load pass hour was \$2.28 nationally. The largest components were building (\$1.61) and land (\$0.50) costs (figure 5.16).

Figure 5.16 User cost of capital per hour of load pass, 2011^{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 NCVER 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.

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).

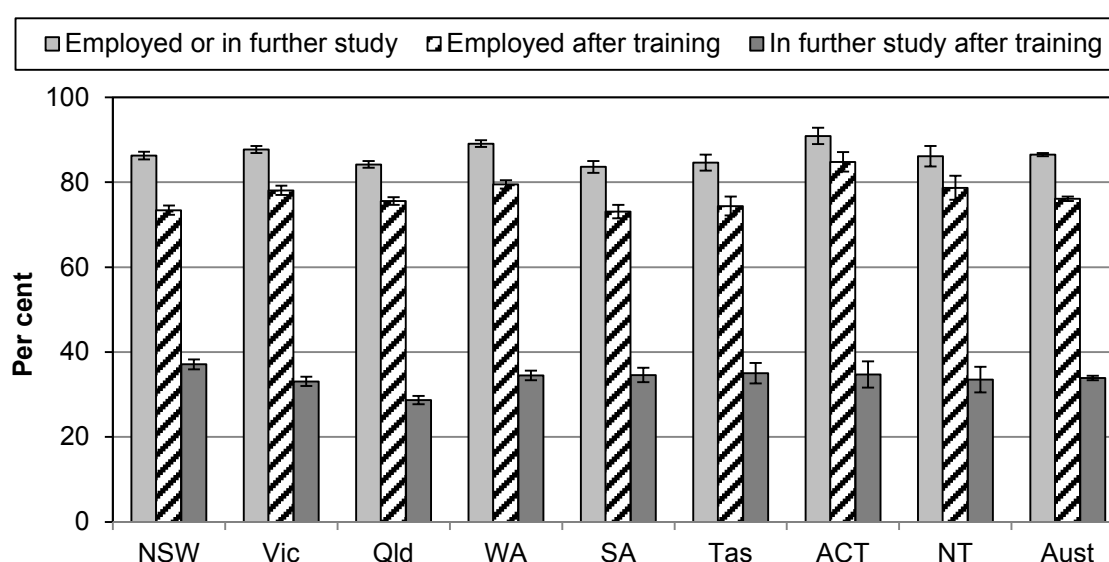
Data reported for this indicator are comparable.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2013.

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, 86.5 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 2011 — compared with 88.9 per cent in 2007. Of all government funded VET graduates in 2011, 76.1 per cent said they were in employment while 33.9 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 2011 after completing a course in 2010^{a, b}

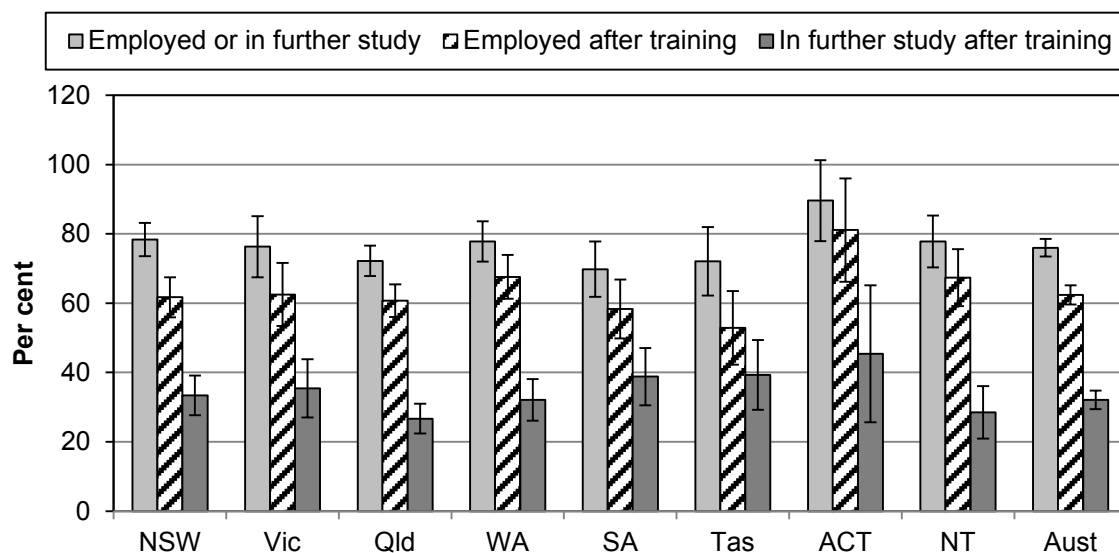


^a Graduates employed after training and graduates in further study after training are subsets of graduates who are employed or in further study. Graduates can be both employed and in further study. ^b The error bars in the figure represent the 95 per cent confidence interval associated with each point estimate.

Source: NCVER (unpublished) *Student Outcomes Survey*; table 5A.25.

Nationally, 76.0 per cent of Indigenous government funded VET graduates in 2011 indicated that they were employed and/or in further study after completing a course — compared with 82.1 per cent in 2007. Of Indigenous government funded VET graduates in 2011, 62.4 per cent indicated that they were employed after completing a course (compared with 76.1 per cent of all government funded VET graduates) and 32.1 per cent continued on to further study (compared with 33.9 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 2011 after completing a course in 2010^{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 error bars in the figure represent the 95 per cent confidence interval associated with each point estimate.

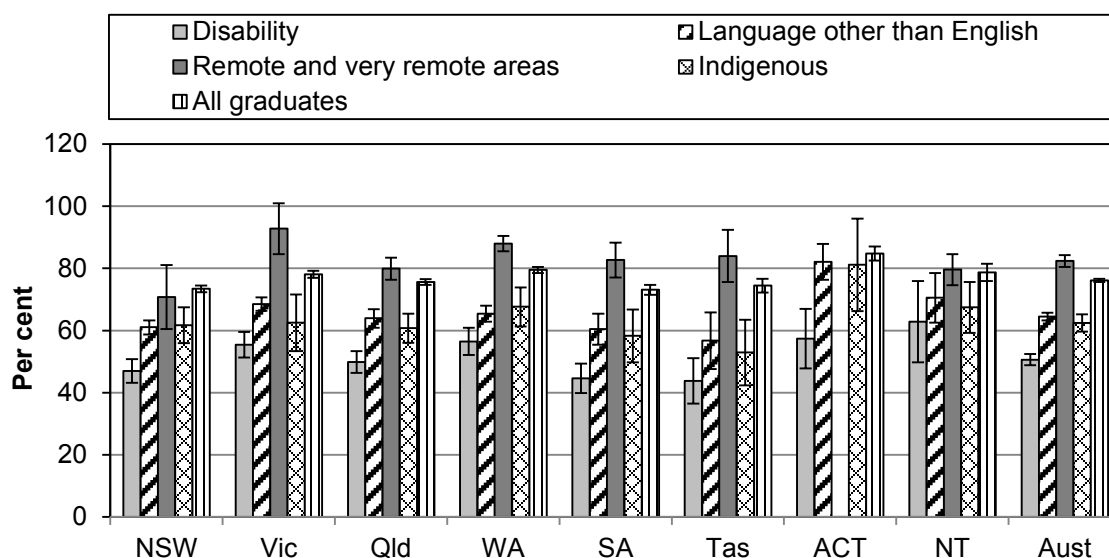
Source: NCVER (unpublished) *Student Outcomes Survey*; table 5A.26.

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, 50.6 per cent of government funded VET graduates with disability, 64.5 per cent of graduates who spoke a language other than English at home, 82.4 per cent of graduates from remote and very remote areas and 62.4 per cent of Indigenous graduates, were employed in 2011 after completing a course in 2010. In comparison, 76.1 per cent of all government funded VET graduates were employed (figure 5.19).

Further information for non-Indigenous graduates and graduates from other geographical locations are reported in tables 5A.27–30.

Figure 5.19 Proportion of government funded VET graduates in employment after completing a course, by target group, 2011^{a, b, c}

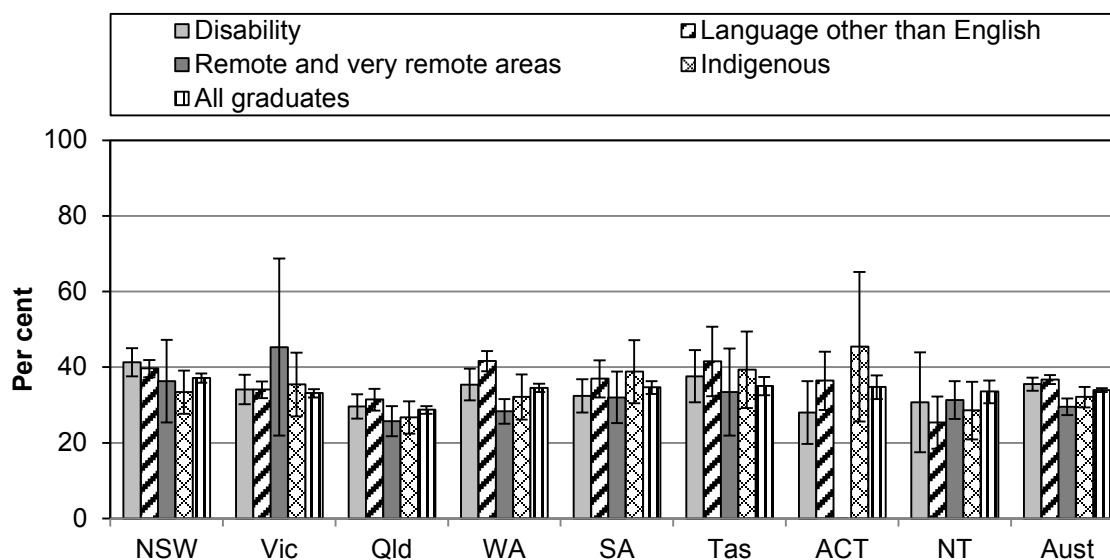


^a Students reported as having disability are defined as those who self-identify that they have disability, and impairment or a long-term condition. Disabilities include hearing/deaf, physical, intellectual, learning, mental illness, acquired brain impairment, vision, medical condition and other unspecified 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: NCVER (unpublished) *Student Outcomes Survey*; tables 5A.25-26 and 5A.31-33.

Nationally, 35.5 per cent of government funded VET graduates with disability, 36.7 per cent of graduates who spoke a language other than English at home, 29.5 per cent of graduates from remote and very remote areas and 32.1 per cent of Indigenous graduates, continued on to further study in 2011 after completing a course in 2010. In comparison, 33.9 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, 2011^{a, b, c}**

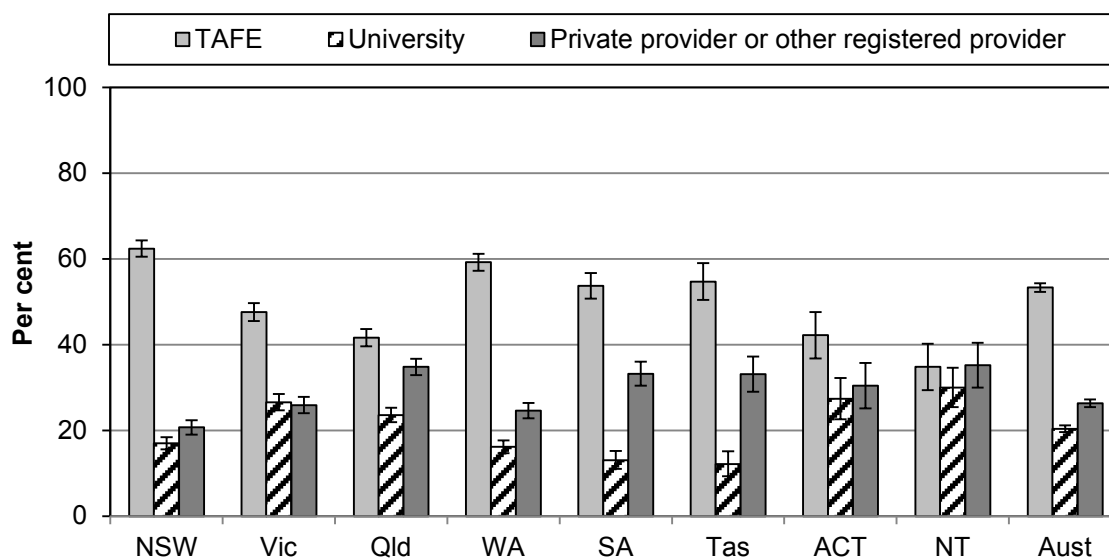


^a Students reported as having disability are defined as those who self-identify that they have disability, and impairment or a long-term condition. Disabilities include hearing/deaf, physical, intellectual, learning, mental illness, acquired brain impairment, vision, medical condition and other unspecified 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 have relative standard errors greater than 25 per cent and need to be used with caution. ^c There are no 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: NCVER (unpublished) *Student Outcomes Survey*; tables 5A.25-26 and 5A.31-33.

Of those government funded VET graduates who continued on to further study, 53.3 per cent pursued their further study within the TAFE system, while 20.4 per cent went on to further study at universities and 26.3 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, 2011^a

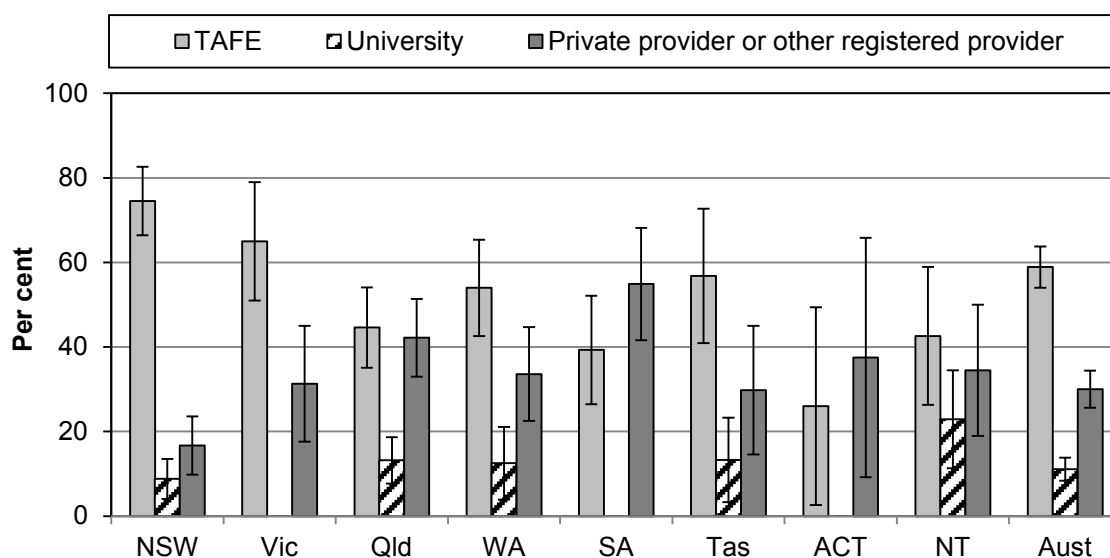


^a The error bars in the figure represent the 95 per cent confidence interval associated with each point estimate.

Source: NCVER (unpublished) *Student Outcomes Survey*; table 5A.25.

Of those Indigenous government funded VET graduates who went on to further study, 58.9 per cent continued on to further study within the TAFE system (compared with 53.3 per cent for all government funded VET graduates), while 11.1 per cent went to university (compared with 20.4 per cent for all government funded VET graduates) and 30.0 per cent went on to further study at private providers or other registered providers (compared with 26.3 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, 2011^{a, b}



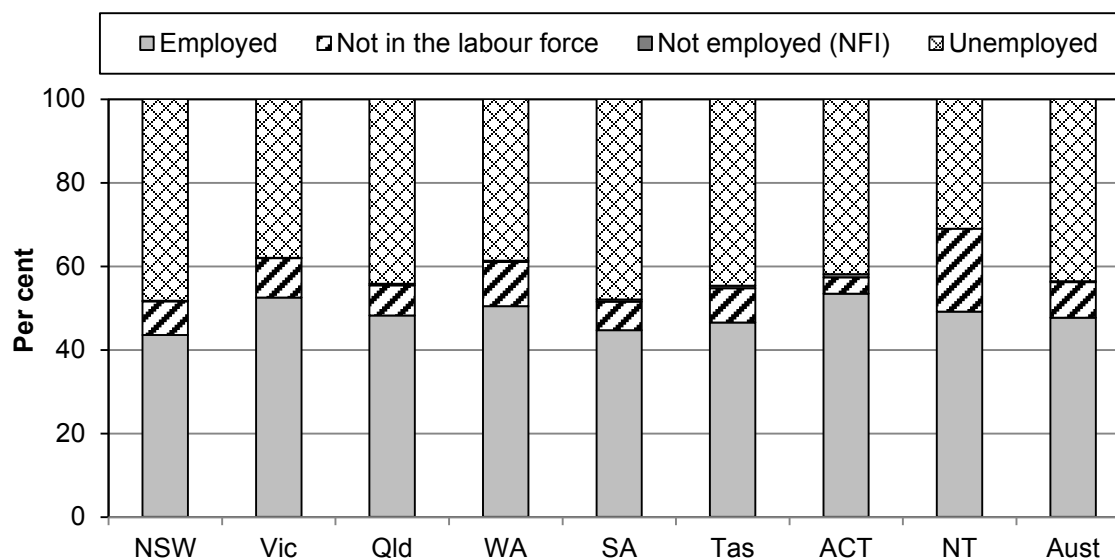
^a The data for graduates who continued at TAFE for the ACT, at University for NSW, WA, Tasmania and the NT, and for graduates at private provider or other registered provider for Victoria and the ACT have relative standard errors greater than 25 per cent and should be used with caution. Some data for Victoria, SA and the ACT are not published due to 5 or fewer responses, but are included in the national totals for Australia. ^b The error bars in the figure represent the 95 per cent confidence interval associated with each point estimate.

Source: NCVER (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 2011 who were unemployed before the course, 47.7 per cent indicated they were employed after the course, 43.6 per cent were unemployed and 8.5 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, 2011^a



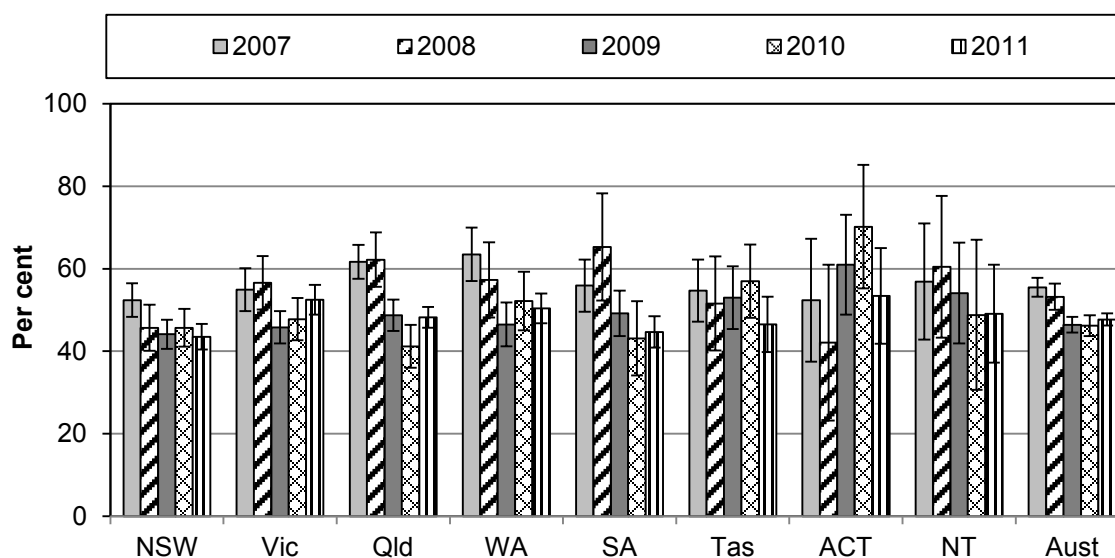
NFI = No further information

^a The 95 per cent confidence intervals for the percentage estimates are reported in table 5A.34. Not in the labour force estimates for the ACT and the NT have relative standard errors greater than 25 per cent and need to be used with caution.

Source: NCVER (unpublished) *Student Outcomes Survey*; table 5A.34.

Between 2007 and 2011, the proportion of all government funded VET graduates who were unemployed before the course and who became employed after the course decreased by 7.8 percentage points to 47.7 per cent (figure 5.24). This compares with a decrease of 11.9 percentage points over the same period for Indigenous government funded VET graduates to 38.6 per cent (table 5A.35).

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.

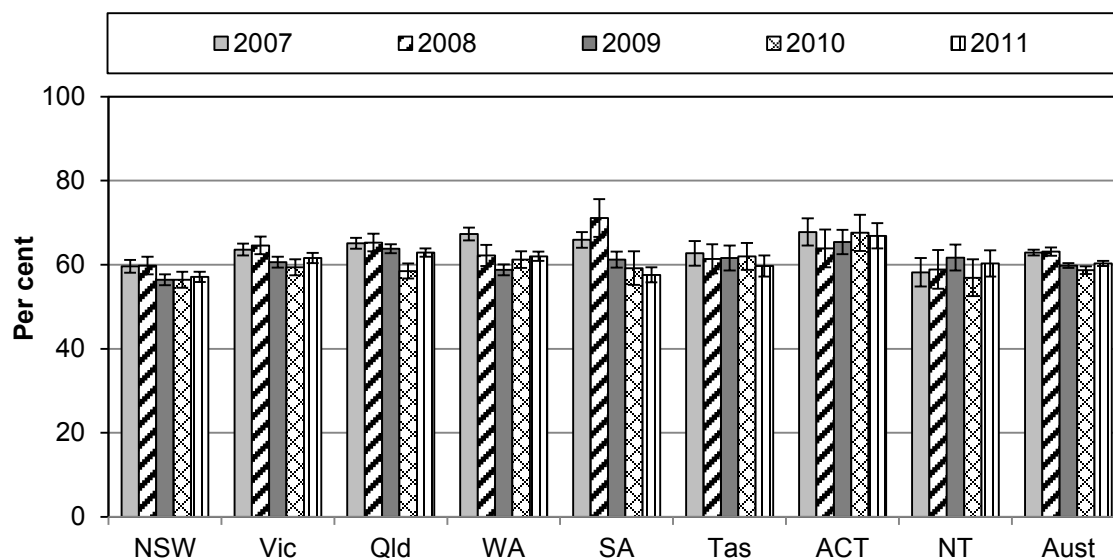
Source: NCVER (unpublished) *Student Outcomes Survey*; table 5A.34.

Additional information is provided in tables 5A.36-37 on the labour force status after the course, of non-Indigenous graduates and 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, 60.3 per cent of all government funded VET graduates in 2011 indicated they had improved their employment circumstances after completing their course, a decrease of 2.6 percentage points from 2007 and a decrease of 3.9 percentage points from 2005 (figure 5.25 and table 5A.41).

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: NCVER (unpublished) *Student Outcomes Survey*; table 5A.41.

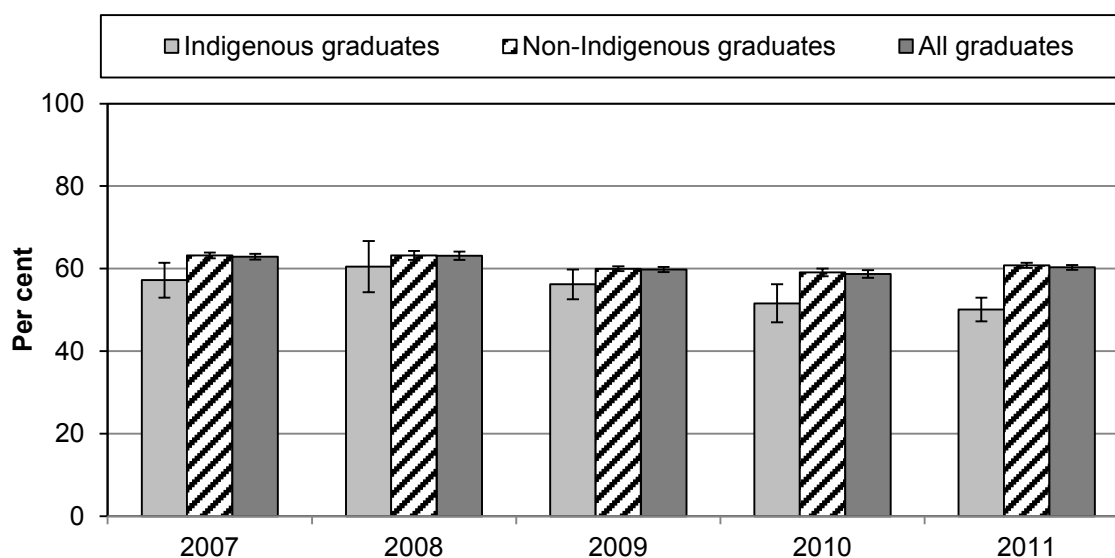
Nationally, government funded VET graduates in 2011 indicated that:

- the employment status of 13.2 per cent changed from not employed before training to employed after training
- 11.9 per cent were employed at a higher skill level after training
- 56.5 per cent received a job-related benefit after completing their training (table 5A.45).

Table 5A.42 includes national data for 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 2011 (40.4 per cent).

Nationally, 50.1 per cent of all Indigenous government funded VET graduates in 2011 indicated they had improved their employment circumstances after completing their course — a decrease of 7.1 percentage points from 2007 (table 5A.43) — compared with 60.8 per cent of non-Indigenous government funded VET graduates and 60.3 per cent of all government funded VET graduates in 2011 (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: NCVER (unpublished) *Student Outcomes Survey*; tables 5A.41 and 5A.43-44.

Indigenous government funded VET graduates nationally in 2011 indicated that:

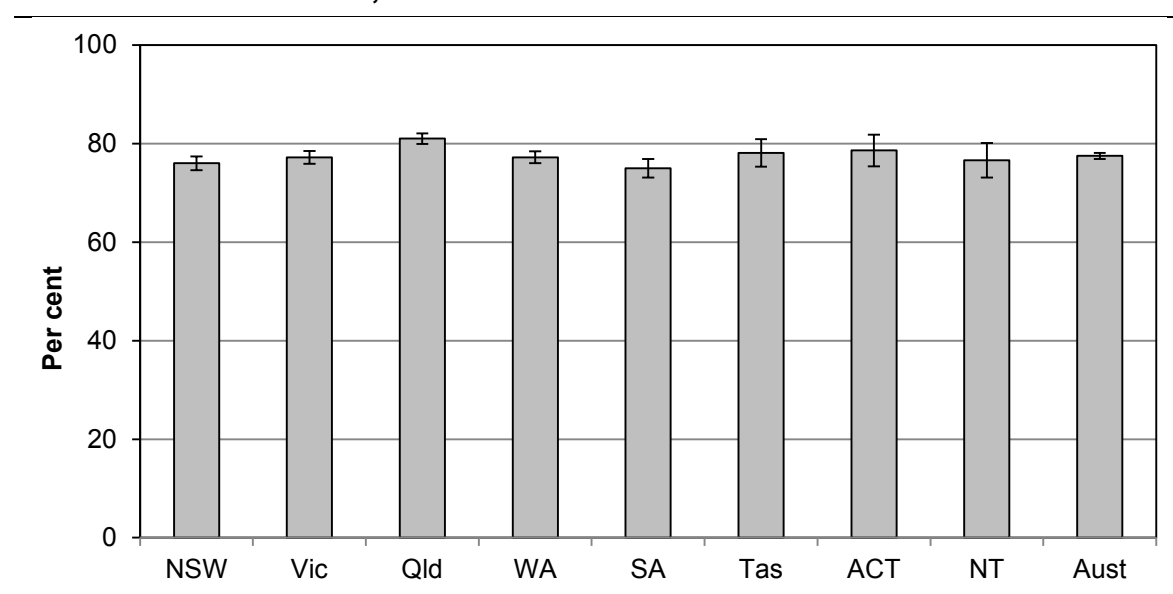
- the employment status of 16.8 per cent changed from not employed before training to employed after training
- 8.1 per cent were employed at a higher skill level after training
- 45.3 per cent received a job-related benefit after completing their training (table 5A.45).

Table 5A.46 provides information on the percentage of graduates aged 20-64 years who improved their employment circumstances after completing their training, by Indigenous 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 2011, of all government funded VET graduates who were employed after their training and undertook their course for employment related reasons, 77.5 per cent indicated they had gained at least one job-related benefit from completing the course (figure 5.27). This compares with 76.2 per cent for Indigenous government funded VET graduates (table 5A.40).

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, 2011^a



^a The error bars in the figure represent the 95 per cent confidence interval associated with each point estimate.

Source: NCVER (unpublished) *Student Outcomes Survey*; table 5A.39.

Individual graduates could receive more than one benefit. The benefits reported by graduates included that they had:

- obtained a job (31.4 per cent)
- achieved an increase in earnings (25.6 per cent)
- achieved a promotion or an increased status at work (31.0 per cent)
- a change of job or a new job (17.7 per cent)
- gained the ability to start their own business (7.8 per cent) (table 5A.39).

Attachment table 5A.38 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 three 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.
- ‘Proportion of graduates with improved education/training status after training’ is defined as the number of VET qualifications completed by students who have completed a course at a higher education level than their previous highest education level achieved (based on AQF), divided by the number of VET course enrolments.
- ‘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.

Changes in the proportion of graduates with improved education/training status after training may be affected by relatively large changes in enrolments, due to the time lag between course enrolment (the numerator used for deriving the proportion) and qualification completion (the denominator). Care therefore needs to be taken when interpreting changes over time in the proportion of graduates with improved education/training status after training.

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 2013 Report.

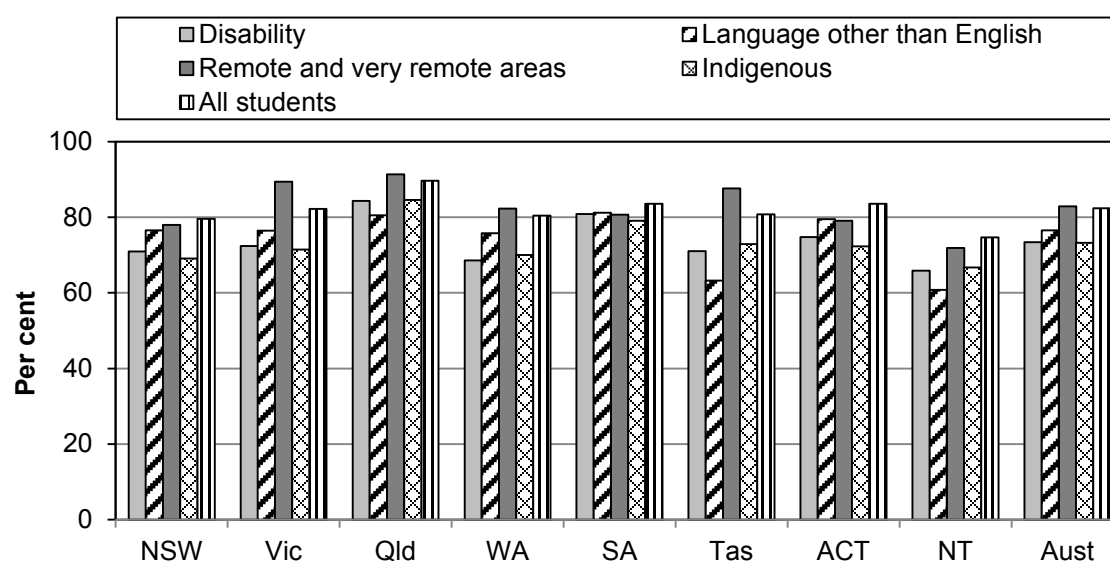
Data reported for this indicator are comparable.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2013.

Student achievement in VET — load pass rate

In 2011, the load pass rate for all government funded students was 82.4 per cent, similar to load pass rates for students from remote and very remote areas (82.9 per cent). The load pass rates for Indigenous students (73.2 per cent), students with disability (73.4 per cent) and students speaking a language other than English at home (76.6 per cent) were lower than for all students (figure 5.28).

Figure 5.28 Load pass rates, by target group, 2011^{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.

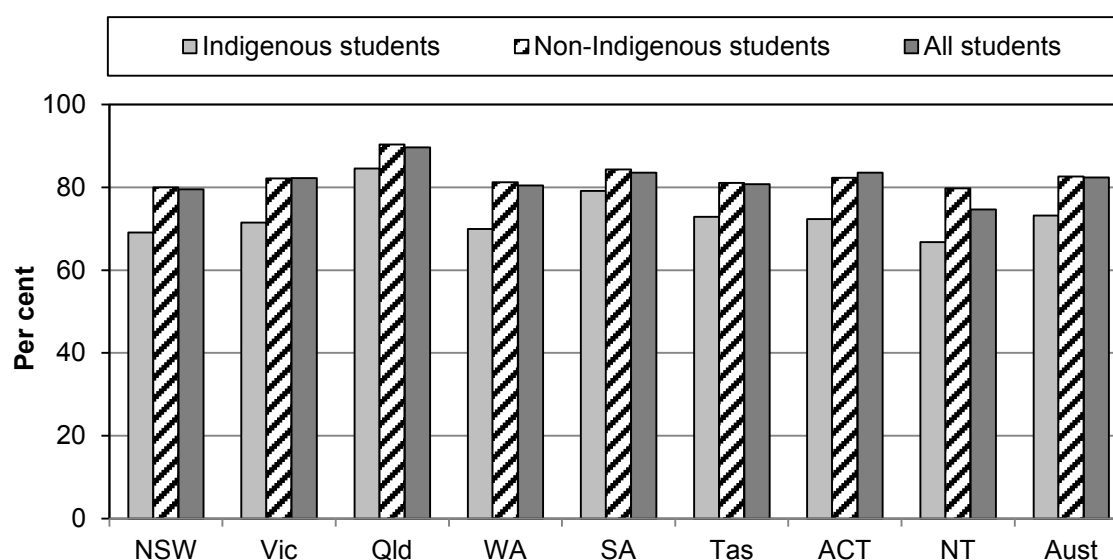
Source: NCVER (unpublished) National VET provider collection; tables 5A.47–50.

Nationally, between 2007 and 2011, load pass rates increased for all students by 3.9 percentage points to 82.4 per cent (table 5A.47) and for:

- students with disability by 4.8 percentage points to 73.4 per cent (table 5A.49)
- students speaking a language other than English at home by 3.6 percentage points to 76.6 per cent (table 5A.50)
- students from remote and very remote areas by 2.8 percentage points to 82.9 per cent (table 5A.48)
- Indigenous students by 6.2 percentage points to 73.2 per cent (table 5A.47).

In 2011, the national load pass rate for Indigenous students (73.2 per cent) was lower than the national load pass rate for non-Indigenous students (82.6 per cent) and for all students (82.4 per cent) (figure 5.29).

Figure 5.29 Load pass rate, by Indigenous status 2011^{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.47 for further information.

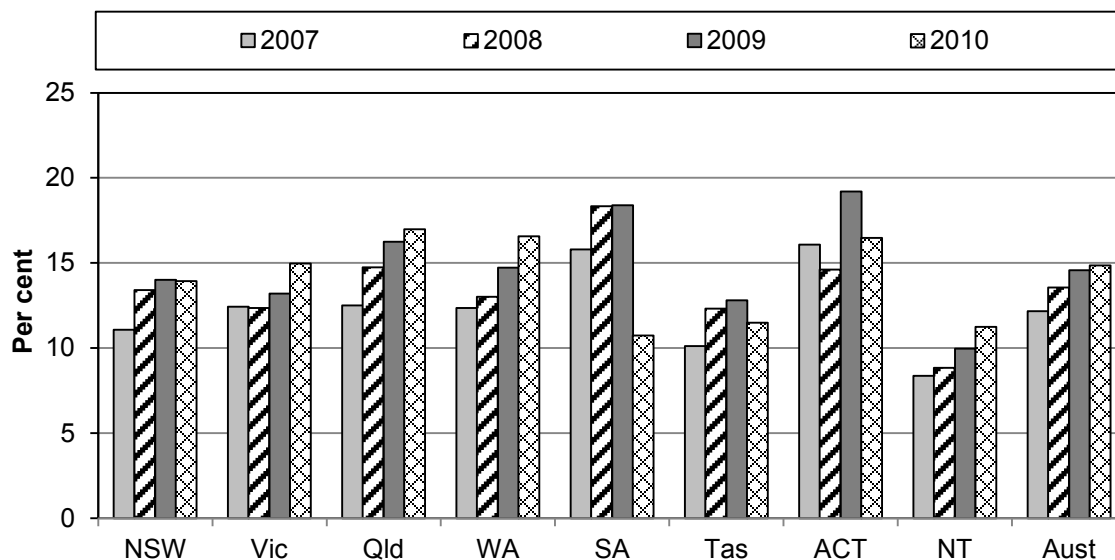
Source: NCVER (unpublished) National VET provider collection; table 5A.47.

Load pass rates for Indigenous students increased by 9.7 percentage points nationally between 2002 and 2011, to 73.2 per cent. This compares with an increase of 5.6 percentage points over the same period for non-Indigenous students (to 82.6 per cent in 2011) and an increase of 6.2 percentage points over the same period for all students (to 82.4 per cent) (table 5A.47).

Student achievement in VET — proportion of graduates with improved education/training status after training

Qualification completions in 2010 by students with improved education/training status after training, as a percentage of course enrolments by students in 2010, was 14.9 per cent. This increased from 12.2 per cent in 2007, representing an increase of 2.7 percentage points over the period (figure 5.30).

Figure 5.30 **Qualifications completed by students with improved education/training status after training, as a percentage of course enrolments^{a, b}**

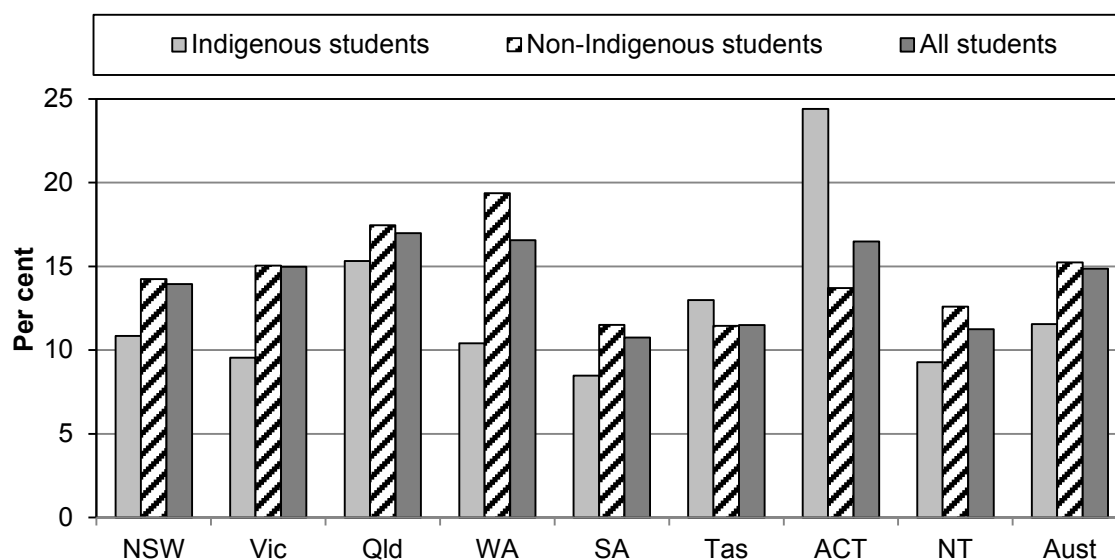


^a Qualifications completed includes courses accredited or approved by a local State/Territory authority, and represents students eligible to be awarded a qualification. ^b The number of qualifications completed includes both government funded and non-government funded VET students.

Source: NCVER (unpublished) National VET provider collection; table 5A.51

Qualification completions in 2010 by Indigenous students with improved education/training status after training, as a percentage of course enrolments by Indigenous students in 2010, was 11.6 per cent (figure 5.31) — an increase of 2.6 percentage points from 9.0 per cent in 2007 (table 5A.51). This increase is similar to the increase by 2.4 percentage points for non-Indigenous students between 2007 (12.9 per cent) and 2010 (15.2 per cent) (table 5A.51).

Figure 5.31 Qualifications completed by students with improved education/training status after training, as a percentage of course enrolments, by Indigenous status 2010^{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: NCVER (unpublished) National VET provider collection; table 5A.51.

Qualification completions in 2010 by students from remote and very remote areas with improved education/training status after training, as a percentage of course enrolments by those students in 2010, was 11.6 per cent. This represents an increase of 2.5 percentage points from 9.1 per cent in 2007 — similar to the 2.7 percentage points increase for all students (table 5A.53).

Tables 5A.52 and 5A.54 provide additional information for this measure for students aged 20-64 years.

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.

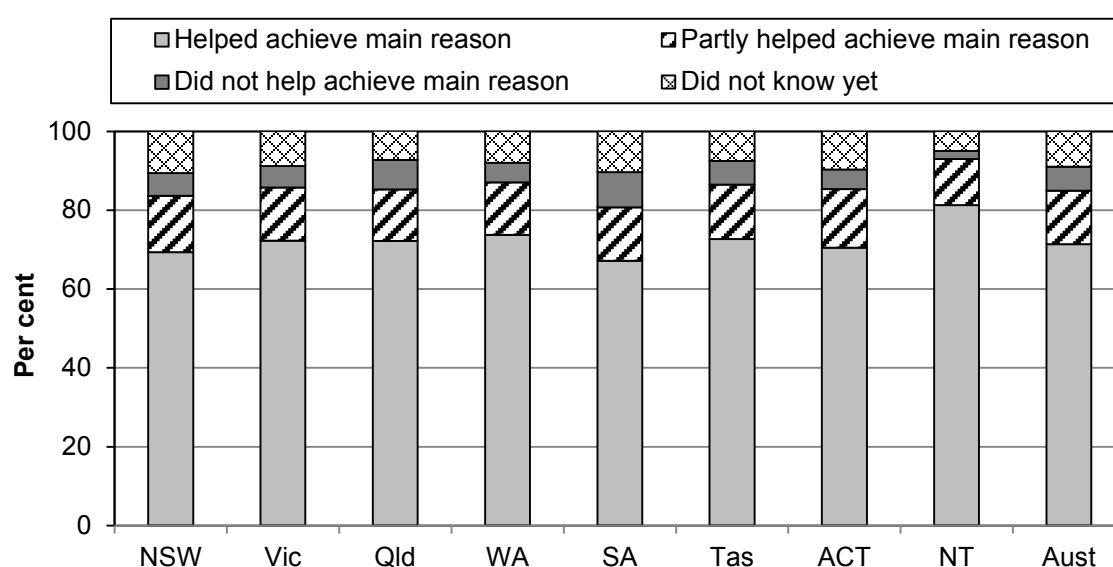
Data reported for this indicator are comparable.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2013.

Student satisfaction with VET — students who achieve their main reason for doing a course

In 2011, 84.9 per cent of government funded VET graduates surveyed nationally indicated that their course helped (71.3 per cent) or partly helped (13.6 per cent) them achieve their main reason for doing the course — compared with 86.0 per cent reported in 2007. Of those graduates surveyed in 2011, 6.1 per cent indicated their course did not help them achieve the main reason they did the course, compared with 5.1 per cent in 2007 (table 5A.55, figure 5.32).

Figure 5.32 Proportion of government funded VET graduates who achieved their main reason for doing the course, 2011^a

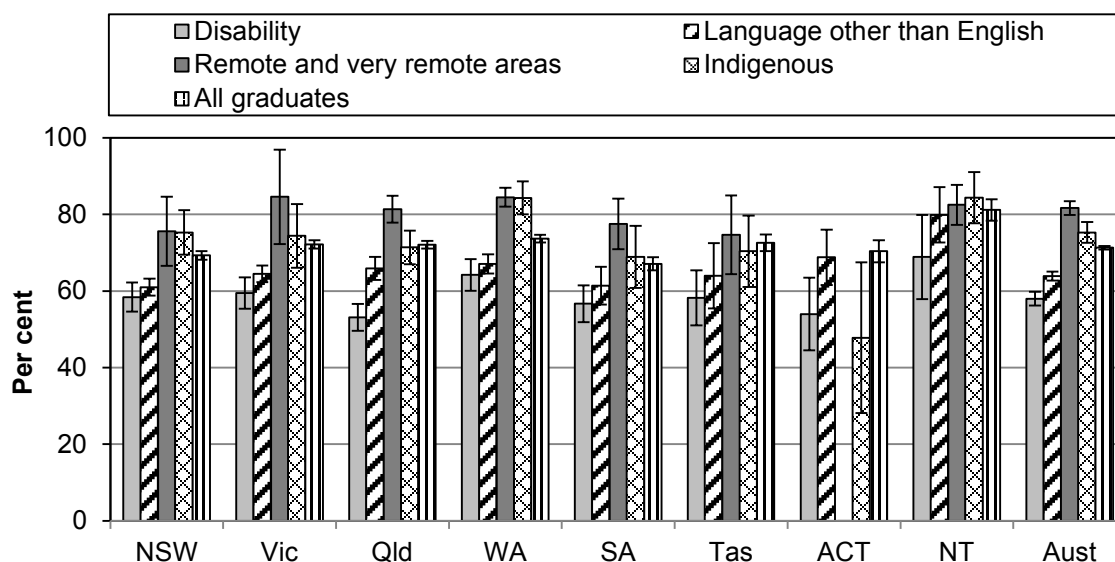


^a The 95 per cent confidence intervals for the percentage estimates are reported in table 5A.55.

Source: NCVER (unpublished) *Student Outcomes Survey*; table 5A.55.

Of all government funded VET graduates surveyed, 71.3 per cent indicated that the course helped them achieve their main reason for doing the course. Nationally in 2011, 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 (81.7 per cent), while graduates reporting disability were the least likely to do so (58.0 per cent). Approximately 75.3 per cent of Indigenous graduates indicated that the course helped them achieve their main reason for doing the course (figure 5.33).

Figure 5.33 Proportion of government funded VET graduates who achieved their main reason for doing the course, by target group, 2011^{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 include 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.55–56 and 5A.61–63.

Tables 5A.57–60 provide additional information on whether the course helped non-Indigenous graduates, graduates from major cities, from inner regional areas and from outer regional areas, achieve their main reason for undertaking training.

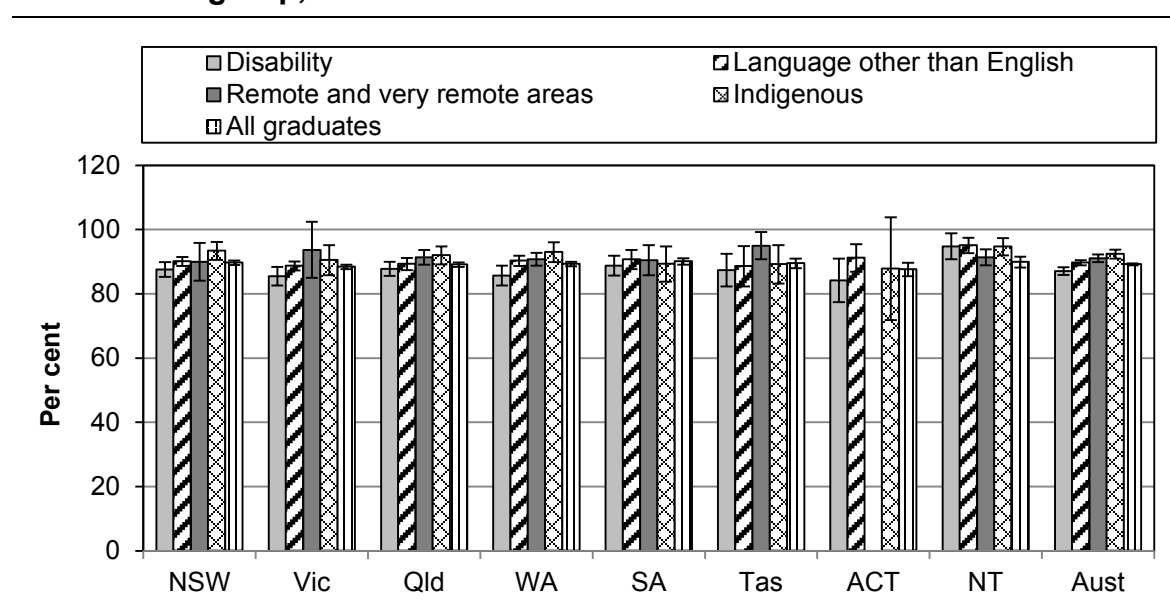
Student satisfaction with VET — students who were satisfied with the quality of their completed training

In 2011, 89.2 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 2.0 percentage points from 2005 (table 5A.64).

The satisfaction levels across target groups in 2011 were as follows:

- graduates with disability (87.1 per cent)
- graduates speaking a language other than English at home (89.7 per cent)
- graduates from remote and very remote areas (91.1 per cent)
- Indigenous graduates (92.4 per cent) (figure 5.34).

Figure 5.34 Proportion of government funded VET graduates who were satisfied with the quality of their completed course, by target group, 2011^{a, b, c, d}

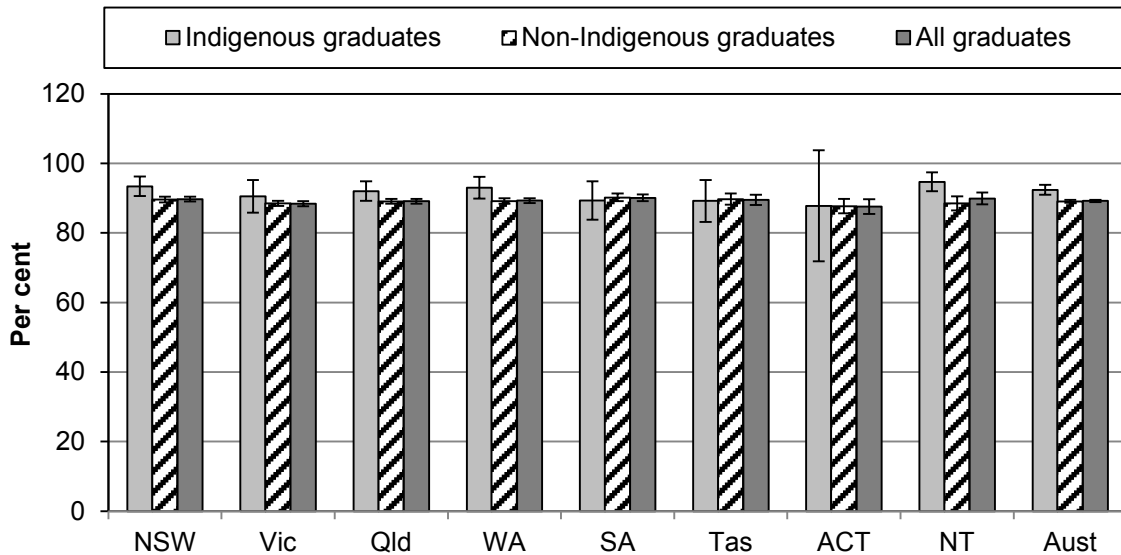


^a Satisfaction with overall quality of training was rated as satisfied or very satisfied (4 or 5 on a 5 point scale). ^b There are no very remote areas in Victoria and no remote or very remote areas in the ACT. The remote data for Victoria include students from remote areas throughout Australia studying 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: NCVER (unpublished) *Student Outcomes Survey*; tables 5A.64–65 and 5A.70–72.

Nationally in 2011, 92.4 per cent of Indigenous graduates indicated that they were satisfied — an increase of 7.0 percentage points from 2005 (table 5A.65) — compared with 89.1 per cent of non-Indigenous graduates and 89.2 per cent of all graduates in 2011 (figure 5.35).

Figure 5.35 Proportion of government funded VET graduates who were satisfied with the quality of their completed course, by Indigenous status, 2011^{a, b}

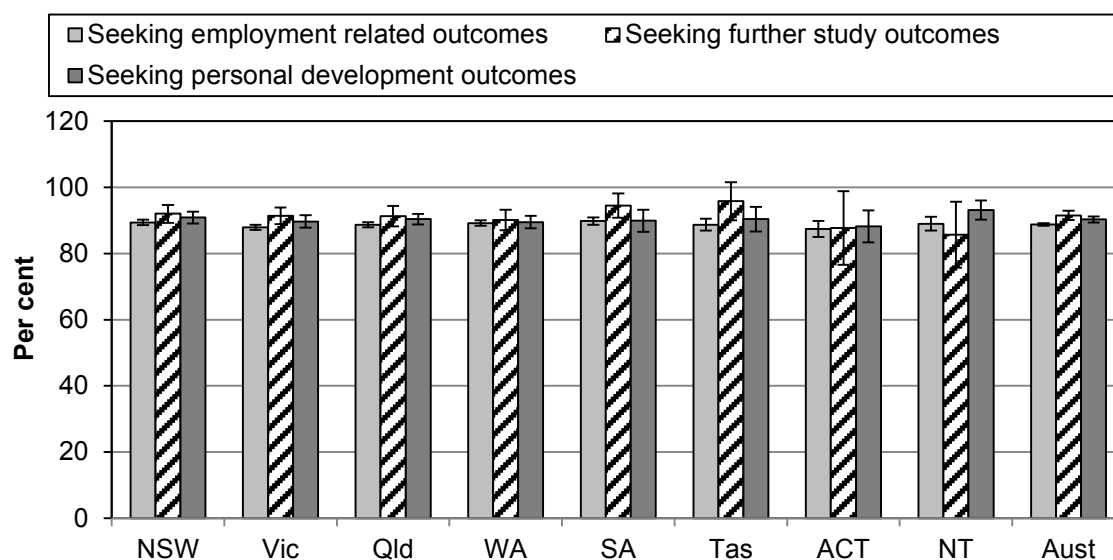


^a Satisfaction with overall quality of training was rated as satisfied or very satisfied (4 or 5 on a 5 point scale). ^b The error bars in the figure represent the 95 per cent confidence interval associated with each point estimate.

Source: NCVER (unpublished) *Student Outcomes Survey*; tables 5A.64–66.

Nationally in 2011, 88.8 per cent of graduates who had been seeking employment related outcomes indicated that they were satisfied with the quality of their completed training, compared with 91.5 per cent of graduates seeking further study outcomes and 90.3 per cent of those seeking personal development outcomes (figure 5.36).

Figure 5.36 Proportion of government funded VET graduates who were satisfied with the quality of their completed course, by purpose of study, 2011^{a, b}

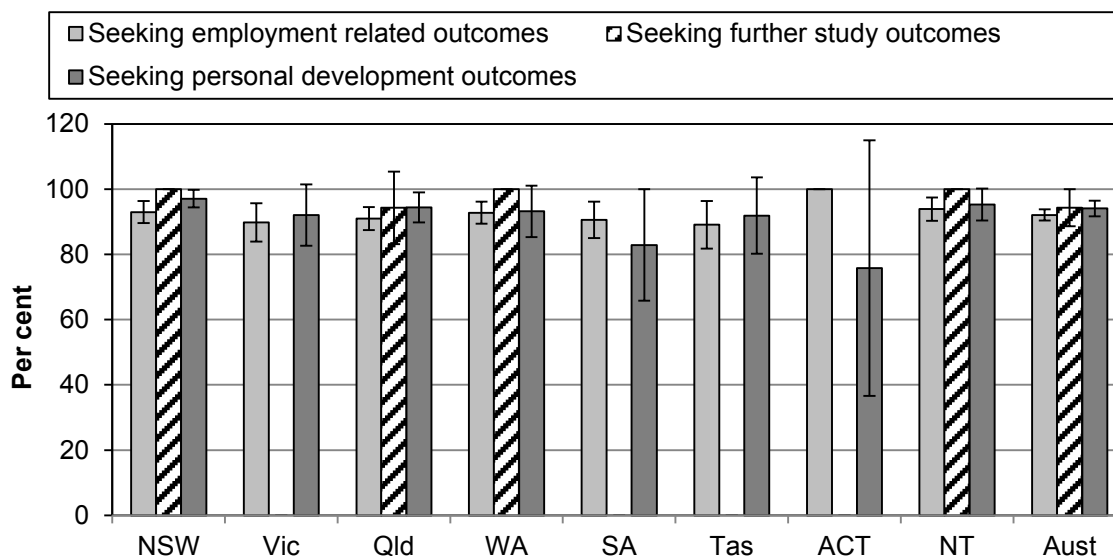


^a Satisfaction with overall quality of training was rated as satisfied or very satisfied (4 or 5 on a 5 point scale). ^b The error bars in the figure represent the 95 per cent confidence interval associated with each point estimate.

Source: NCVER (unpublished) *Student Outcomes Survey*; table 5A.64.

Nationally in 2011, 92.1 per cent of Indigenous graduates who had been seeking employment related outcomes indicated that they were satisfied, compared with 94.3 per cent of Indigenous graduates seeking further study outcomes and 94.1 per cent of Indigenous graduates seeking personal development outcomes (figure 5.37).

Figure 5.37 Proportion of Indigenous government funded VET graduates who were satisfied with the quality of their completed course, by purpose of study, 2011^{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 Proportions for those seeking further study outcomes are not published for Victoria, SA and Tasmania due to 5 or fewer responses. ^c All responses for the ACT for those seeking further study outcomes were 'neither satisfied nor dissatisfied'. ^d 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.65.

A further disaggregation of graduates by target groups and by geographical classifications, can be found in attachment tables 5A.67–72.

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.

- 'Qualification Equivalents' is defined as the number of annual hours of training activity associated with successful completions of modules and units of competency by government funded VET students, divided by an agreed value of annual hours of training activity representing a qualification.

Data reported for this measure are comparable.

- 'Annual change in qualifications completed, units of competency completed, modules completed and Qualification Equivalents' is defined as the percentage change of qualifications, units of competency or modules achieved/passed and Qualification Equivalents from year to year.

Data reported for this measure are not directly 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 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 2010.

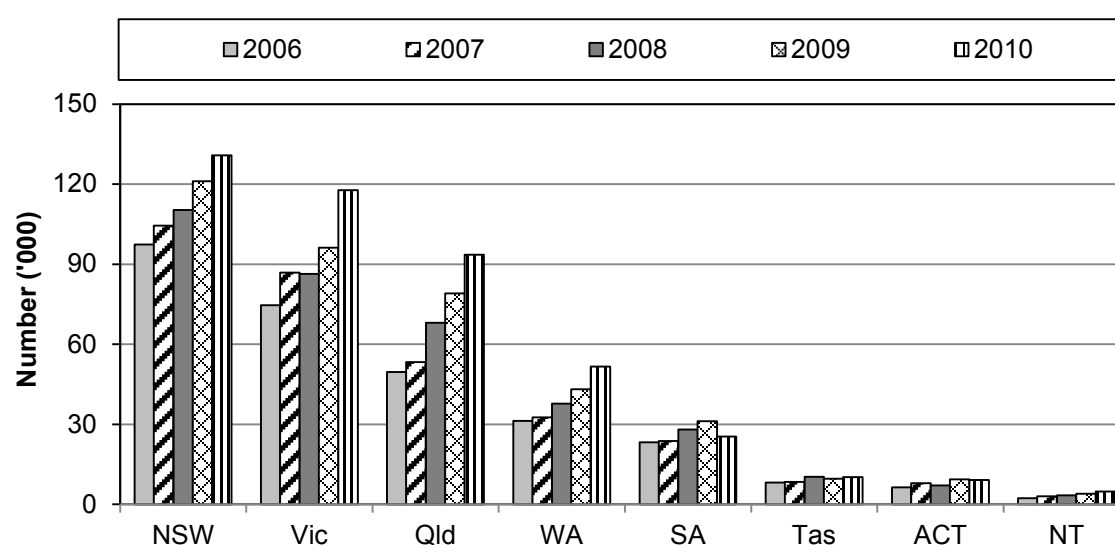
Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2013

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 443 603 VET qualifications were completed in 2010 (table 5A.73). The number of qualifications completed includes both government and non-government funded VET students (figure 5.38).

Figure 5.38 Qualifications completed, all students^{a, b}

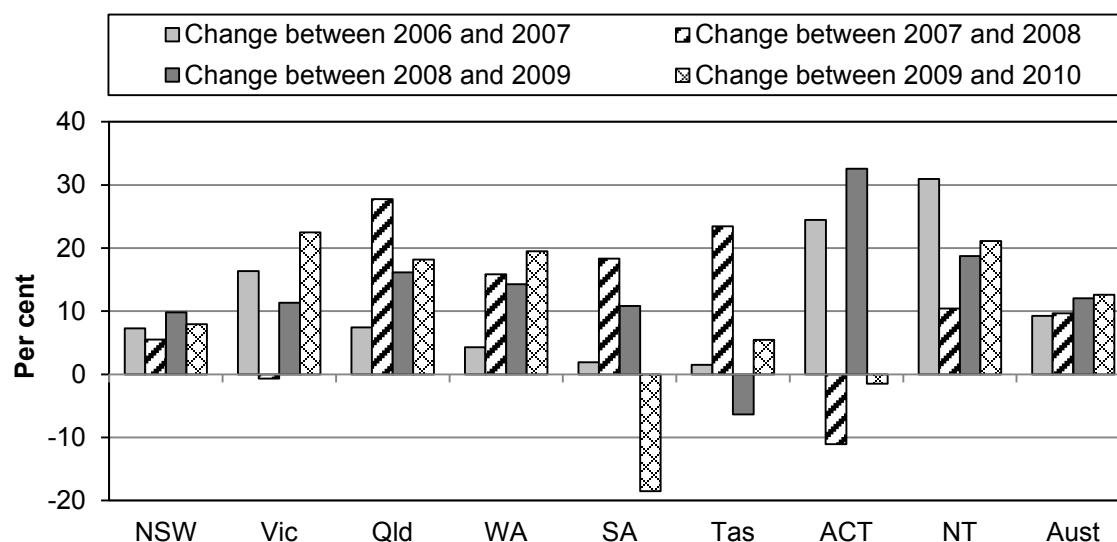


^a Qualifications completed includes courses accredited or approved by a local State/Territory authority, and represents students eligible to be awarded a qualification. ^b The number of qualifications completed includes both government funded and non-government funded VET students.

Source: NCVER (unpublished) National VET provider collection; table 5A.73.

Nationally, the number of qualifications completed increased by 12.6 per cent between 2009 and 2010, and increased by 12.0 per cent between 2008 and 2009 (figure 5.39). Overall, VET qualifications increased by 51.2 per cent between 2006 and 2010 (table 5A.73).

Figure 5.39 **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.

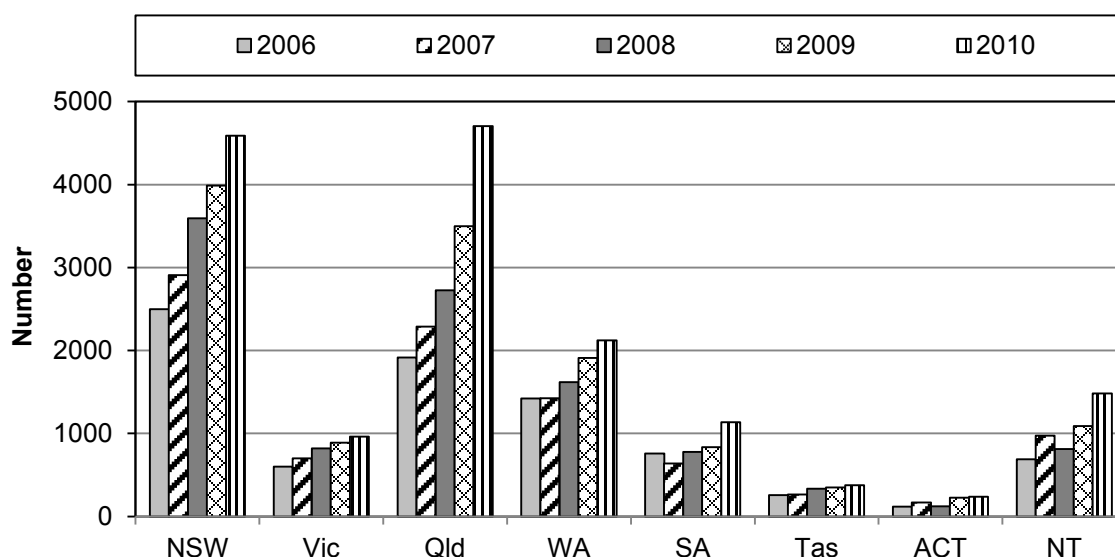
Source: NCVER (unpublished) National VET provider collection; table 5A.73.

Amongst the VET target groups, between 2006 and 2010 the number of qualifications completed nationally increased by:

- 44.2 per cent for students with disability (table 5A.75)
- 63.3 per cent for students speaking a language other than English at home (table 5A.76)
- 56.8 per cent for students from remote and very remote areas (table 5A.74)
- 89.1 per cent for Indigenous students (table 5A.73).

Nationally, Indigenous students completed 15 613 VET qualifications in 2010, an increase of 22.1 per cent from 12 786 in 2009. Indigenous students accounted for 3.5 per cent of all the qualifications completed in 2010 (table 5A.73). The number of qualifications completed by Indigenous students varied across jurisdictions (figure 5.40).

Figure 5.40 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.

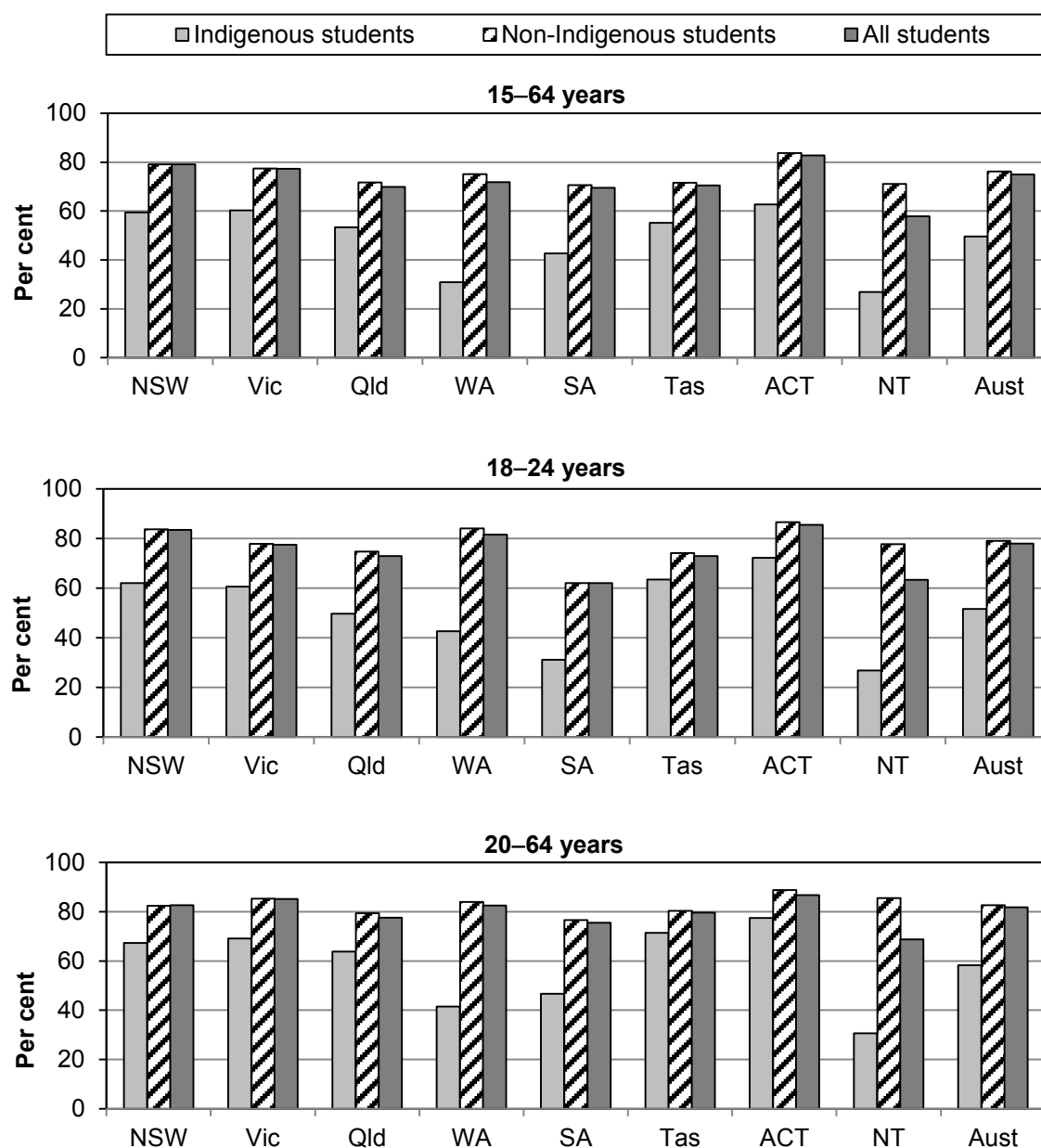
Source: NCVET (unpublished) National VET provider collection; table 5A.73.

Nationally in 2010, 15.2 per cent of qualifications completed by all students were at the diploma or advanced diploma level, 59.4 per cent at certificate level III or IV and 25.4 per cent at certificate level I or II or lower (table 5A.77).

Nationally in 2010:

- 75.0 per cent of qualifications completed by all students aged 15–64 years were at the certificate III level or above, compared with 49.6 per cent of qualifications completed by Indigenous students aged 15–64 years and 76.2 per cent for non-Indigenous students aged 15–64 years
- 78.0 per cent of qualifications completed by all students aged 18–24 years were at the certificate III level or above, compared with 51.7 per cent of qualifications completed by Indigenous students aged 18–24 years and 79.0 per cent for non-Indigenous students aged 18–24 years
- 81.7 per cent of qualifications completed by all students aged 20–64 years were at the certificate III level or above, compared with 58.2 per cent of qualifications completed by Indigenous students aged 20–64 years and 82.6 per cent for non-Indigenous students aged 20–64 years (figure 5.41).

Figure 5.41 Qualifications completed in certificate III and above, by target age group and Indigenous status, 2010^{a, b, c}



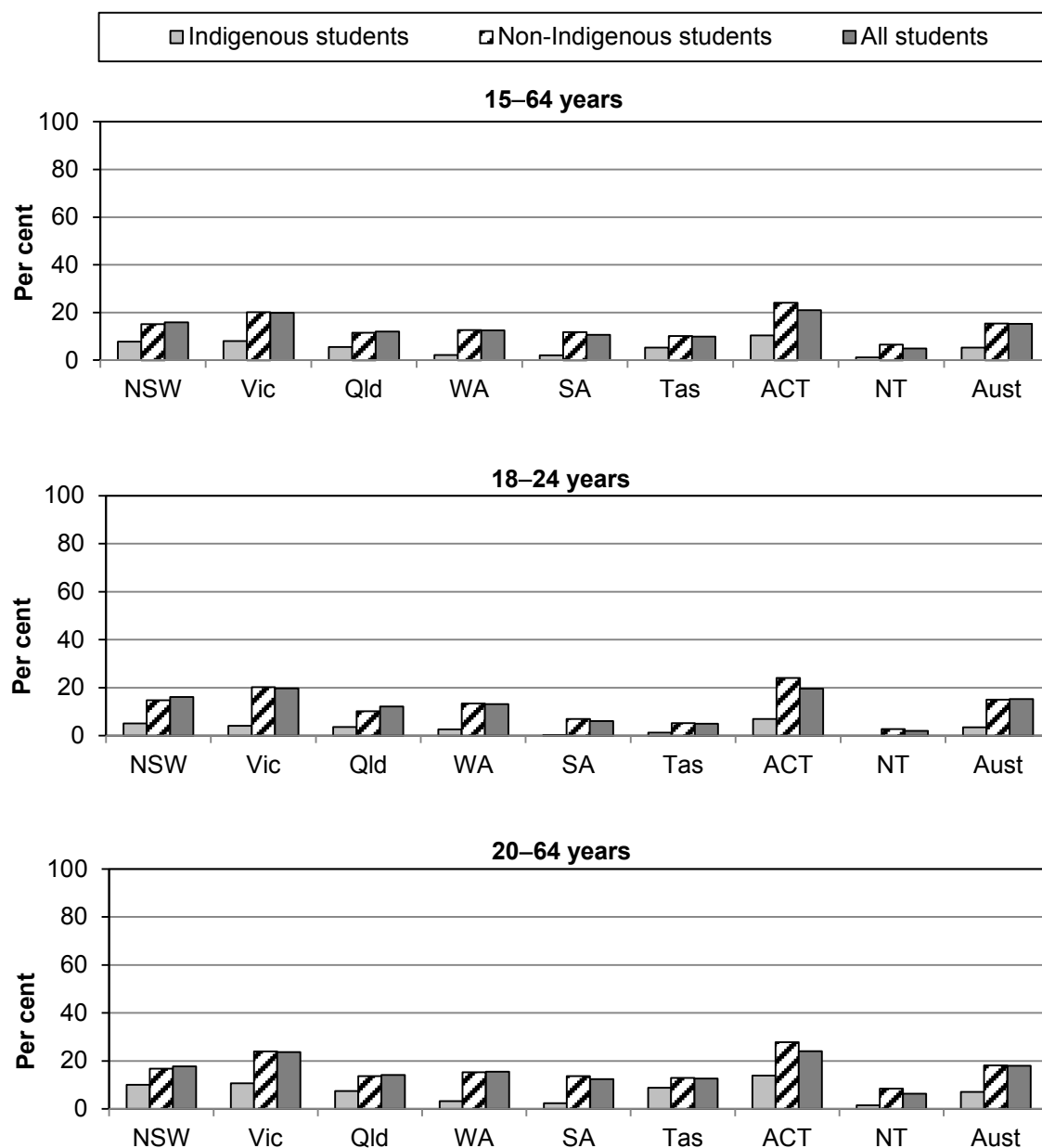
^a Qualifications completed includes courses accredited or approved by a local State or Territory authority and represents students eligible to be awarded a qualification. ^b The number of qualifications completed includes both government funded and non-government funded VET students. ^c Indigenous students 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.78). Care needs to be taken in comparing qualifications completed due to the high non-response rates in some jurisdictions.

Source: NCVER (unpublished) National VET provider collection; table 5A.78.

Nationally in 2010:

- 15.3 per cent of qualifications completed by all students aged 15–64 years were at diploma level or above, compared with 5.3 per cent of qualifications completed by Indigenous students aged 15–64 years and 15.5 per cent for non-Indigenous students aged 15–64 years
- 15.2 per cent of qualifications completed by all students aged 18–24 years were at diploma level or above, compared with 3.5 per cent of qualifications completed by Indigenous students aged 18–24 years and 15.0 per cent for non-Indigenous students aged 18–24 years
- 18.0 per cent of qualifications completed by all students aged 20–64 years were at diploma level or above, compared with 7.0 per cent of qualifications completed by Indigenous students aged 20–64 years and 18.1 per cent for non-Indigenous students aged 20–64 years (figure 5.42).

Figure 5.42 **Qualifications completed in diploma and above, by target age group and Indigenous status, 2010^{a, b, c, d, e}**



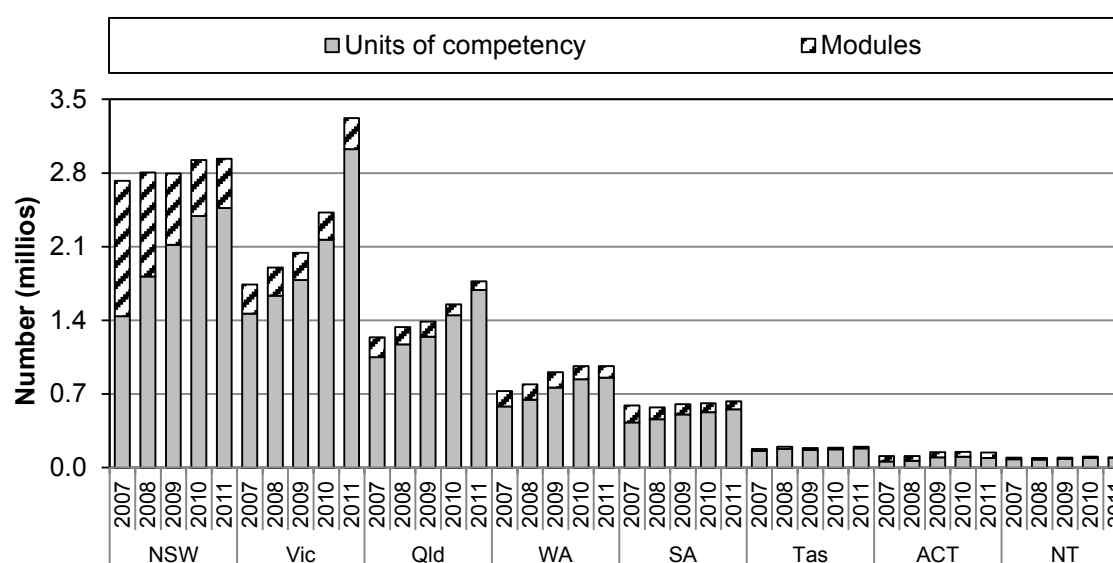
^a Qualifications completed includes courses accredited or approved by a local State or Territory authority and represents students eligible to be awarded a qualification. ^b The number of qualifications completed includes both government funded and non-government funded VET students. ^c Course levels 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.78). 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: NCVER (unpublished) National VET provider collection; table 5A.78.

Skill outputs from VET — units of competency and modules completed

Nationally, all students completed 9.0 million units of competency in 2011, a 70.1 per cent increase from 5.3 million in 2007 (table 5A.80). Nationally, all students completed 1.1 million modules in 2011, a 48.4 per cent decrease from 2.1 million modules in 2007 (table 5A.84). The number of units of competency and number of modules completed varied across jurisdictions (figure 5.43).

Figure 5.43 Units of competency and modules completed, all students^a

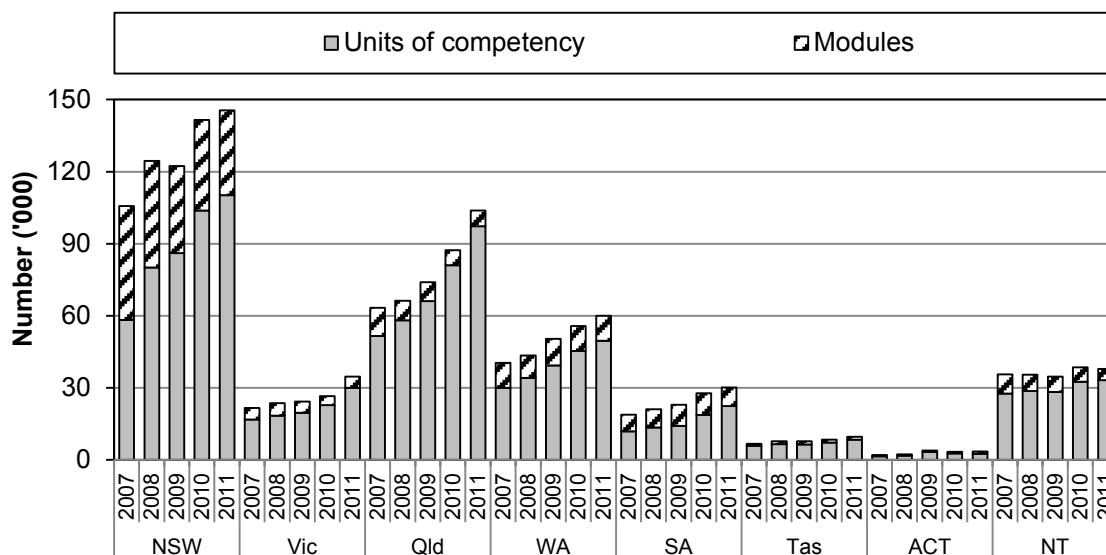


^a Data are for government funded VET students.

Source: NCVER (unpublished) National VET provider collection; tables 5A.80 and 5A.84.

Nationally, Indigenous students completed approximately 353 400 units of competency in 2011, a 74.0 per cent increase from 203 100 units in 2007 (table 5A.88). Nationally, Indigenous students completed 71 500 modules in 2011, a 21.3 per cent decrease from 90 900 modules in 2007 (table 5A.88). The number of units of competency and number of modules completed by Indigenous students varied across jurisdictions (figure 5.44).

Figure 5.44 Units of competency and modules completed, Indigenous students^a

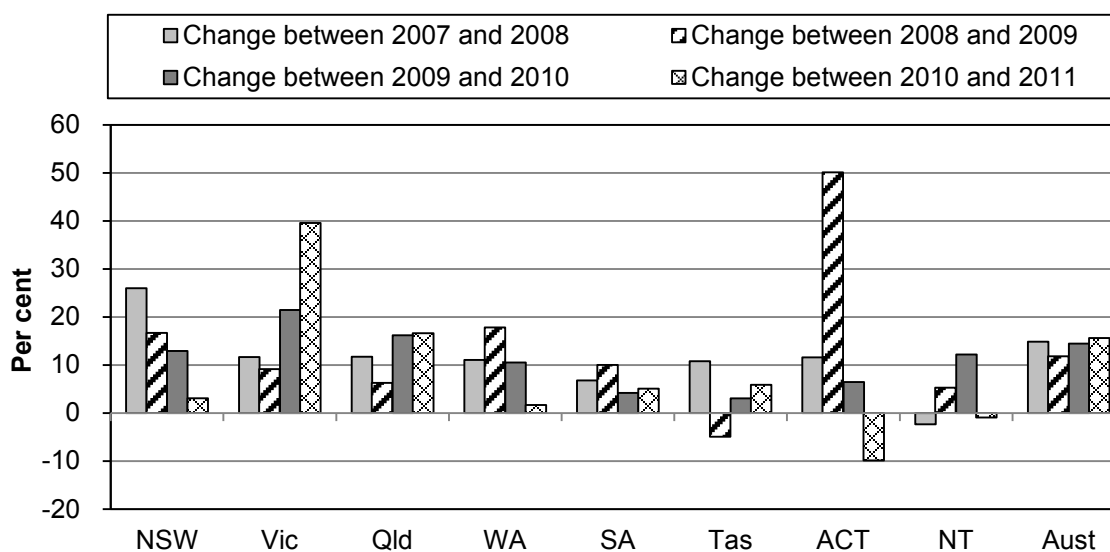


^a Data are for government funded VET students.

Source: NCVER (unpublished) National VET provider collection; table 5A.88.

Figure 5.45 shows the annual changes in the number of units of competency completed for all students since 2007, indicating that the national number of units of competency completed increased by 15.6 per cent from 2010 to 2011.

Figure 5.45 Units of competency completed by all students, by change from previous year^a



^a Data are for government funded VET students.

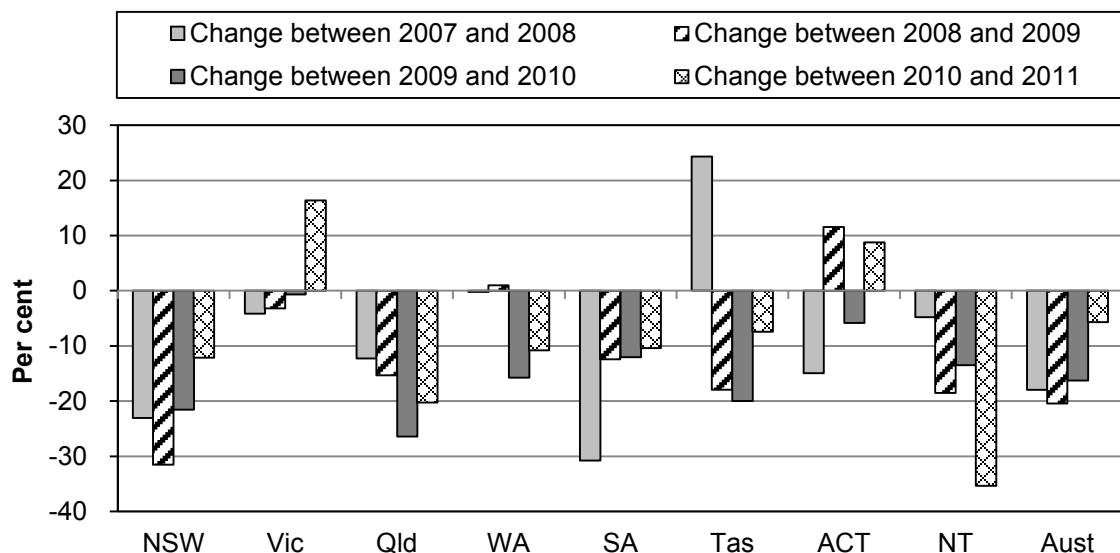
Source: NCVER (unpublished) National VET provider collection; table 5A.80.

Amongst the VET target groups, between 2007 and 2011 the number of units of competency completed nationally increased:

- 86.1 per cent for students reporting disability (table 5A.82)
- 97.6 per cent for students speaking a language other than English at home (table 5A.83)
- 33.7 per cent for students from remote and very remote areas (table 5A.81)
- 74.0 per cent for Indigenous students (table 5A.88).

The number of modules completed by all students nationally decreased by 5.6 per cent from 2010 to 2011 (figure 5.46).

Figure 5.46 Modules completed by all students, by change from previous year^a



^a Data are for government funded VET students.

Source: NCVER (unpublished) National VET provider collection; table 5A.84.

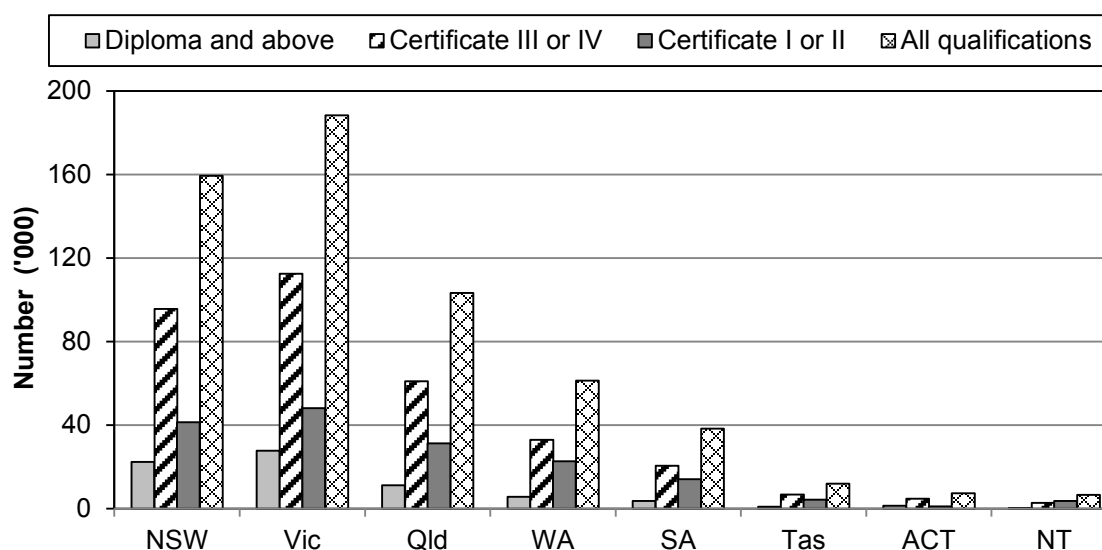
The number of modules completed nationally between 2007 and 2011 decreased for all VET target groups as follows:

- 53.1 per cent for students from remote and very remote areas (table 5A.85)
- 15.2 per cent for students reporting disability (table 5A.86)
- 35.7 per cent for students speaking a language other than English at home (table 5A.87)
- 21.3 per cent for Indigenous students (table 5A.88).

Skill outputs from VET — Qualification Equivalents

Nationally, government funded VET students undertook training equivalent to approximately 575 900 VET qualifications in 2011, an increase from 496 200 in 2010 and from 395 100 in 2007. The change from 2007 to 2011 represents a 45.8 per cent increase (table 5A.79). The number of Qualification Equivalents varied across jurisdictions (figure 5.47).

Figure 5.47 Qualification Equivalents, all students, 2011^a

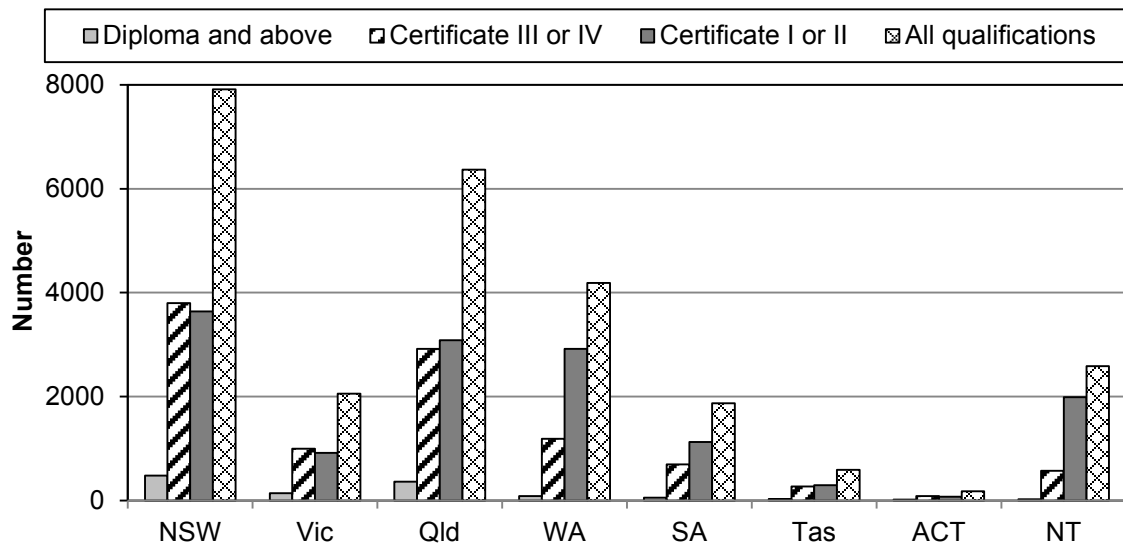


^a Data are for government funded VET students.

Source: NCVER (unpublished) National VET provider collection; table 5A.79.

Nationally, government funded VET Indigenous students undertook training equivalent to 25 744 VET qualifications in 2011, an increase from 22 852 in 2010 and from 16 730 in 2007. The change from 2007 to 2011 represents a 53.9 per cent increase (compared with a 45.8 per cent increase for all government funded students over the same period) (table 5A.79). The number of Qualification Equivalents varied across jurisdictions (figure 5.48).

Figure 5.48 Qualification Equivalents, Indigenous students, 2011^a

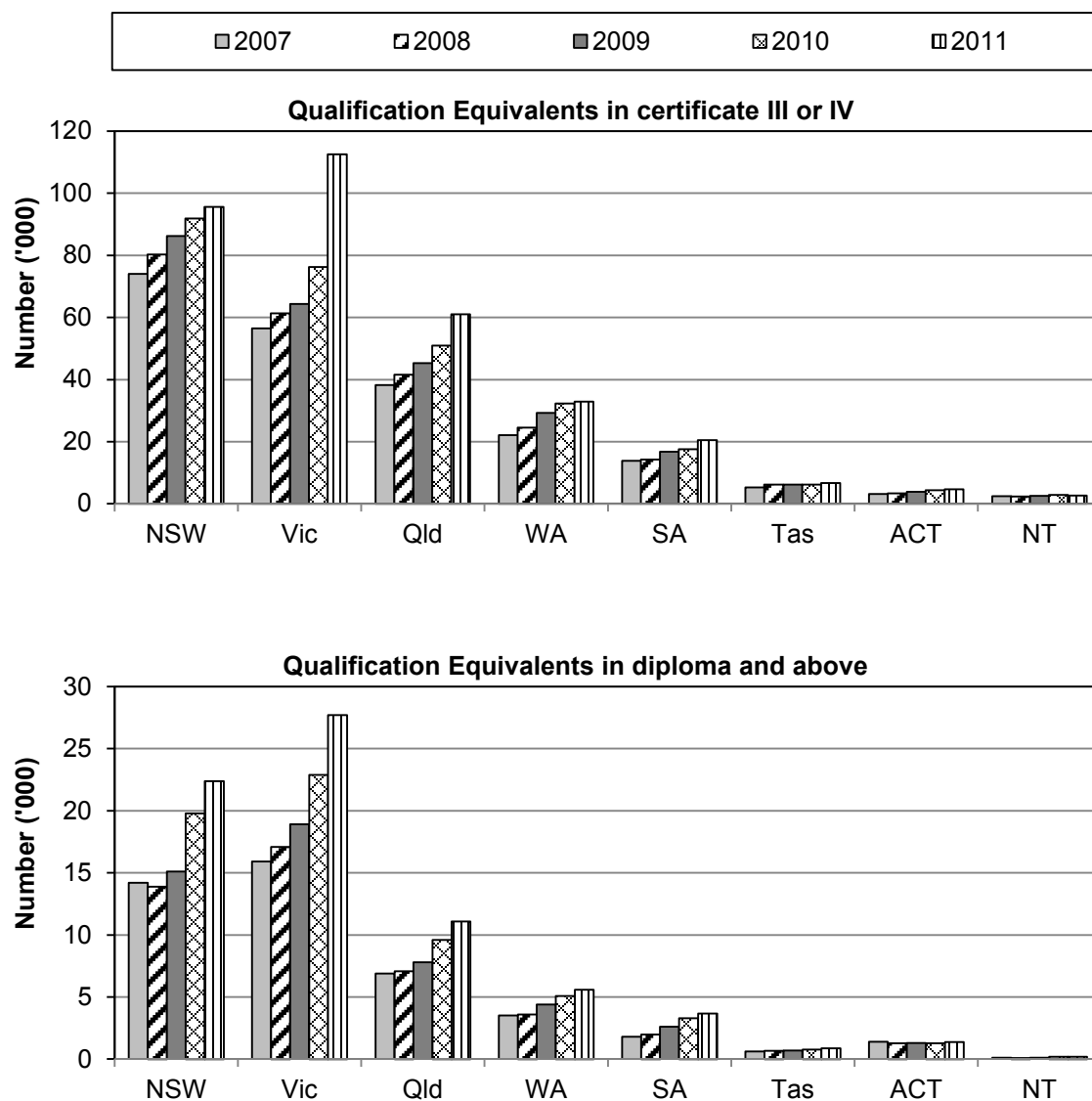


^a Data are for government funded VET students.

Source: NCVER (unpublished) National VET provider collection; table 5A.79.

Figure 5.49 shows the number of Qualification Equivalents since 2007 for all students at certificate levels III or IV and at diploma level and above. Nationally from 2007 to 2011, the number of Qualification Equivalents increased by 56.2 per cent at certificate levels III or IV, and by 64.2 per cent at diploma level and above (table 5A.79).

Figure 5.49 **Qualification Equivalents in selected qualification levels, all students^a**



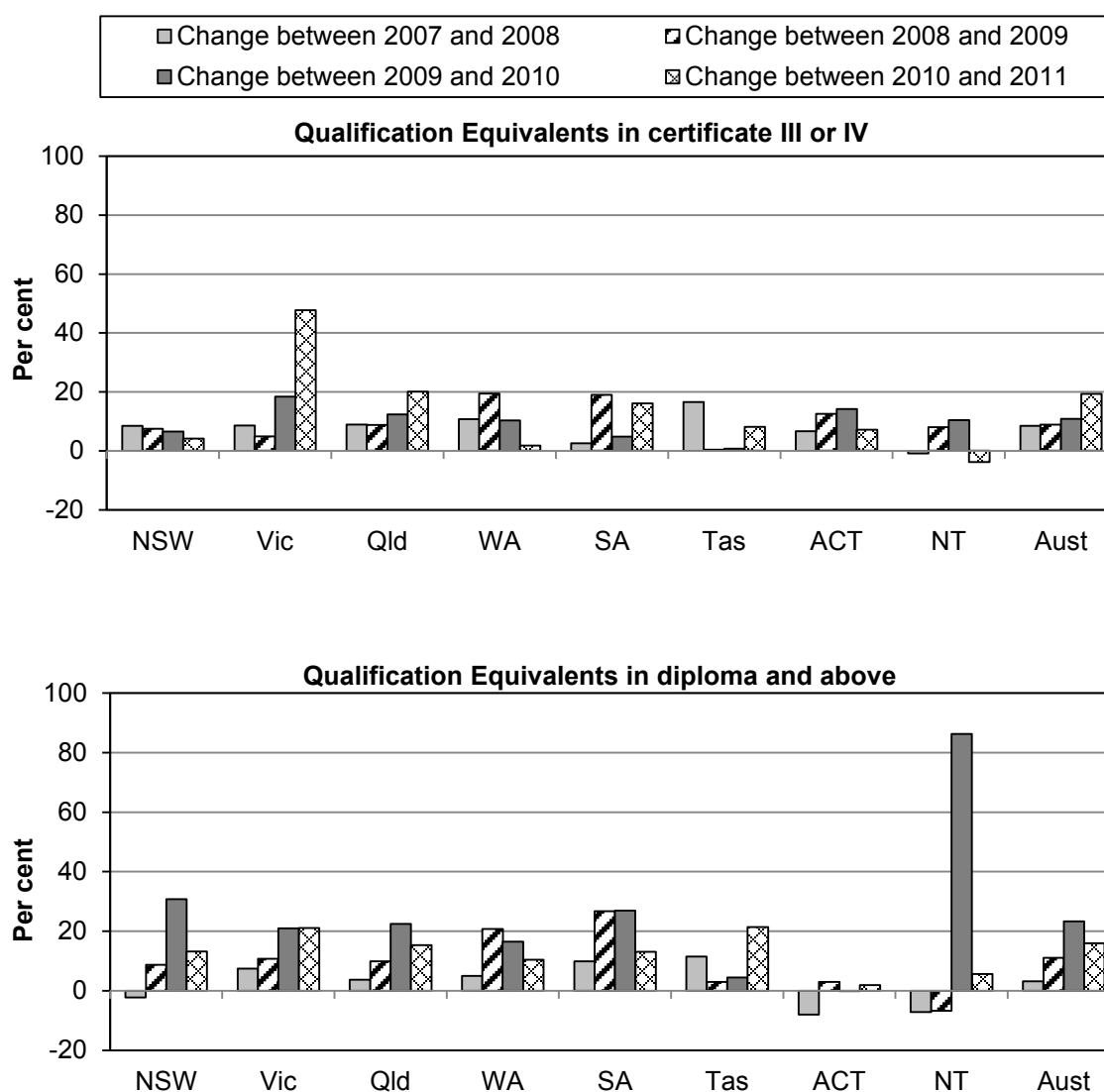
^a Data are for government funded VET students.

Source: NCVER (unpublished) National VET provider collection; table 5A.79.

Figure 5.50 shows the annual changes in Qualification Equivalents at certificate levels III or IV and at diploma level and above since 2007, indicating that Qualification Equivalents increased nationally from 2010 to 2011 by:

- 19.2 per cent at certificate levels III or IV
- 16.0 per cent at diploma level and above.

Figure 5.50 Qualification Equivalents in selected qualification levels for all students, by change from previous year^a



^a Data are for government funded VET students.

Source: NCVER (unpublished) National VET provider collection; table 5A.79.

Employer outcomes

The biennial *Survey of Employers' Use and Views of the VET System* (NCVER 2011) 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 the needs of employers and individuals will be the focus 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 a formal vocational qualification as a requirement of their job is desirable, indicating greater employer engagement with VET.

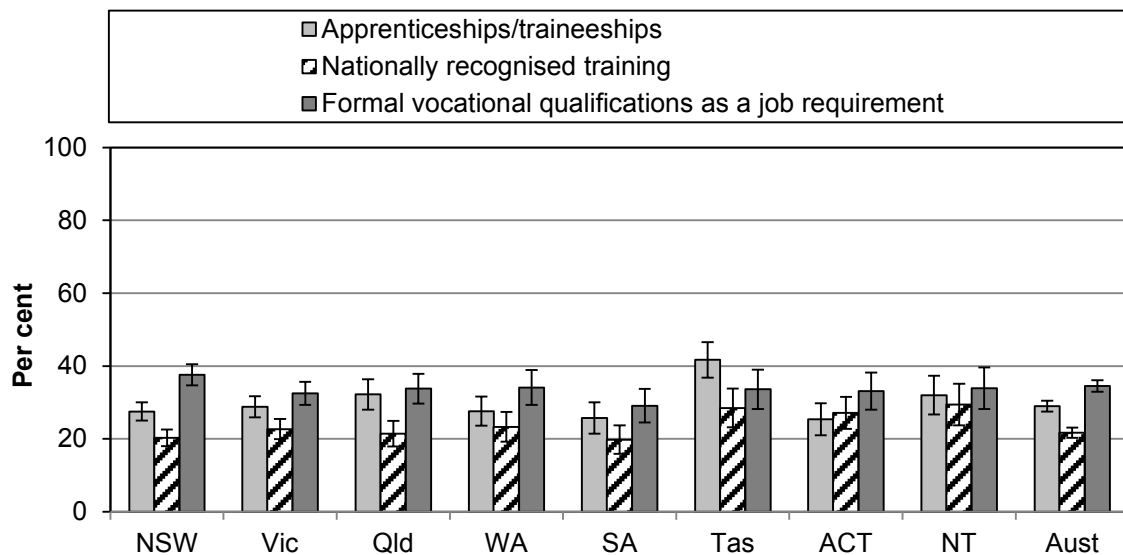
Data reported for this indicator are comparable.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2013.

Nationally in 2011:

- 29.0 per cent of employers reported that they were engaged with apprenticeships or traineeships in the last twelve months (figure 5.51). This varied by industry, from 8.5 per cent in transport, postal and warehousing, to 61.7 per cent in construction (NCVER 2011)
- 21.7 per cent of employers reported that they were engaged with nationally recognised training in the last twelve months (figure 5.51). Engagement with nationally recognised training varied by industry from 11.1 per cent in information, media and telecommunications, to 46.8 per cent in mining (NCVER 2011)
- 34.5 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 5.51). Employers with vocational qualifications as a job requirement varied from 13.3 per cent in agriculture, forestry and fishing, and in transport, postal and warehousing to 53.4 per cent in education and training (NCVER 2011).

Figure 5.51 **Proportion of employers who are engaged with aspects of the VET system, 2011^{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.89.

Table 5A.89 provides additional historical information on employer engagement with VET from 2005 to 2011.

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.

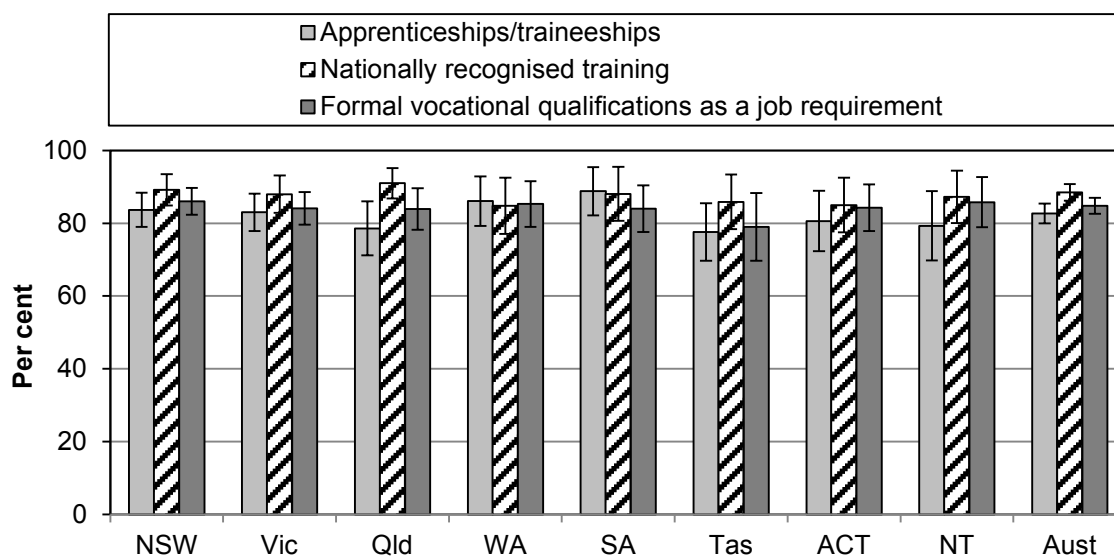
Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2013.

Nationally in 2011:

- 82.7 per cent of employers engaged with apprenticeships or traineeships were satisfied with VET as a way of providing employees with skills required for the job (figure 5.52). Satisfaction was 83.2 per cent in the 2009 survey (table 5A.90). Employer satisfaction with using apprenticeships or traineeships as a way of meeting skill needs varied across industry, with the lowest satisfaction levels in the 2011 survey in information, media and telecommunications (69.6 per cent) (NCVER 2011)
- 88.5 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 5.52). Satisfaction was 85.8 per cent in the 2009 survey (table 5A.90). Employer satisfaction with using nationally recognised training as a way of providing employees with skills required for the job in the 2011 survey was lowest in information, media and telecommunications (76.6 per cent) (NCVER 2011)
- 84.8 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 5.52). Satisfaction was 83.4 per cent in the 2009 survey

(table 5A.90). Employer satisfaction with using vocational qualifications as a job requirement as a way of meeting skill needs in the 2011 survey was lowest in information, media and telecommunications (78.8 per cent) (NCVER 2011).

Figure 5.52 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, 2011^{a, b, c}



^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 Further information concerning employer satisfaction are provided in the footnotes of table 5A.90. ^c 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.90.

Table 5A.90 provides additional historical information on employer satisfaction with VET from 2005 to 2011.

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.

5.5 Jurisdictions' comments

This section provides comments from each jurisdiction on the services covered in this chapter.

Australian Government comments

“

In 2011, the Australian Government's VET effort focused on providing skills necessary to support increased participation in the workforce in the context of strong but uneven economic growth.

Australian Government expenditure on skills training totalled approximately \$3.8 billion, including the \$1.8 billion in funding provided to states and territories for the public VET system included in the scope of this report.

A key priority was working with industry to address areas of skill shortage and better position the system to meet not only the needs of emerging and booming industries but also those confronting the pressures of structural adjustment, through increased industry-focused training places, improved support for apprenticeships and additional investment in training services provided through State and Territory Governments.

Major new initiatives in 2011 included the 2011-12 Budget package, *Building Australia's Future Workforce*, which included \$3.0 billion over six years for reform of the training system. *Building Australia's Future Workforce* included the following components:

- partnering with industry to deliver training outcomes that meet the needs of the growing economy through a new \$558 million National Workforce Development Fund
- apprenticeship reform initiatives providing \$201 million to support new approaches to training and mentoring support
- committing to additional investment of \$1.75 billion over five years under a new National Partnership with states and territories, conditional on reforms to make the VET system more transparent and productive, in addition to the \$1.4 billion already being provided through the National Agreement on Skills and Workforce Development
- funding for skills for workforce participation by disadvantaged jobseekers, with \$263 million provided for a range of targeted initiatives including additional Language, Literacy and Numeracy training.

2011 also saw the establishment of Skills Connect and the Australian Workforce and Productivity Agency to better target and bring together the Australian Government's skills effort to more effectively support the needs of workers and industry and respond to the needs of the changing economy.

”

New South Wales Government comments

“ The NSW Government has an on-going commitment to ensure that vocational education and training (VET) programs and services respond to industry and community needs. In 2011, 150.2 million hours of training were delivered throughout the State.

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:

- more students enrolling in higher level qualifications (certificate III, diploma) and, more importantly, a higher proportion completing their qualifications
- students graduating in the first TAFE NSW bachelor degree level qualification
- the launch of the Smart and Skilled: making NSW number one reforms to strengthen the vocational education and training sector in NSW.

In 2012, TAFE NSW continued to focus on ensuring students, employers, industry and communities have access to high quality education and training services aligned to the skill needs of the State. Achievements include:

- responding to the wide range of learning needs across the community by providing flexible and customised training and support services for those facing disadvantage, including Aboriginal students
- developing stronger partnerships with industry and the community to provide the NSW workforce with the skills needed to increase productivity and economic growth in this State. This includes increasing enrolments and completions in higher level qualifications and degree courses
- strengthening links with schools and universities to expand delivery of both vocational and higher education programs, 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 include:

- implementing training options for retrenched workers in rural and remote areas of the State
- reducing nominal terms for apprenticeships in 28 trades, with further reductions where there is relevant prior learning.

NSW also continues to develop successful programs to increase the participation rates of Aboriginal and Torres Strait Islanders and disadvantaged people seeking to access vocational education and training.

”

Victorian Government comments

“

2011 saw the first full year of implementation of the Victorian Training Guarantee. This introduced a student entitlement model, aimed at making the vocational education and training (VET) system more responsive to employer and student needs. Across Victoria, the government funded training market was more than one quarter larger than it was twelve months earlier, with enrolments up 29 per cent, hours up 31 per cent and student numbers up 27 per cent in 2011 compared with the previous year.

These market based reforms provided more choice in the number of providers offering government funded training, expanded the capacity of the training system and delivered students improved access and greater choice. By the end of 2011, 768 providers were delivering government funded enrolments (including Adult and Community Education pre-accredited training) in Victoria.

Government funded enrolments increased across all qualification levels in 2011, with Certificates III and IV up 43 per cent from 2010. This coincides with 2011 being the first year that the student entitlement had been available at these qualification levels. Government funded enrolments at diploma level and above have also continued to grow strongly in 2011 (up 22 per cent) compared with 2010, building on gains that were driven by the earlier introduction of the entitlement at these qualification levels in mid-2009.

Consistent with the Council of Australian Government's (COAG) National Agreement for Skills and Workforce Development, the Victorian training system is delivering progress against the two COAG targets. In 2011, there were 43.1 per cent of Victorians aged 20 to 64 years without qualifications at certificate III level and above; an improvement on the 2009 figure of 47.5 per cent. Similar progress was made against the target of doubling the number of higher qualification completions (diploma and advanced diploma) between 2009 and 2020, with the number of completions increasing by 71 per cent between 2009 and 2011.

Student participation in VET between 2010 and 2011 showed significant increases in enrolments across all equity groups, increased labour market engagement, especially with unemployed students (up 44 per cent on the previous year) and responsiveness to industry need, with enrolments in identified skills shortage occupation areas up 16 per cent, specialised occupation areas (up 12 per cent) and apprentices/trainees (up 24 per cent).

Levels of student and employer satisfaction with training remain high in Victoria with 88 per cent of graduates satisfied with the quality of their training.

The Victorian Government has also implemented a number of initiatives to support participation in the State's regions, such as the Regional Partnership Facilitation Fund, which provides funding for innovative partnerships between providers to improve participation; and Skilling the Bay, which is designed to grow existing and new industries in Geelong by linking future job creation to skill development.

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Queensland Government comments

“ The Queensland Government is committed to supporting growth in the four pillar economy based on tourism, agriculture, resources and construction through working with industry to support training investment, skills alignment and improved pathways.

Over recent years, there has been a significant increase in the number of Queensland students undertaking government-funded vocational education and training (VET) courses, and growth in the proportion undertaking higher level VET courses. In 2011 there were 253 800 government-funded VET students in Queensland, with 77 per cent of the students enrolled in certificate III or above courses.

Moreover, an increasing number of students are completing their courses. There was an 18.2 per cent increase in qualifications completed in Queensland in 2010 over the previous year, compared with an average 12.6 per cent increase in completions nationally.

Queensland has also achieved significant increases in the number of Indigenous students completing qualifications, including at higher qualification levels. In 2010, the rate of increase in government-funded Indigenous students completing a VET qualification was 34.4 per cent over the previous year, compared with 21.1 per cent nationally. The number of government-funded Indigenous students completing VET qualifications at certificate III level or higher was 31.6 per cent above the previous year, compared with 19.0 per cent nationally.

More than 4500 qualifications were completed by persons with a disability in 2010, an increase of 900 completions over the previous year.

More than 89 per cent of government-funded VET graduates in Queensland were satisfied with the quality of the courses they had completed.

Significant challenges remain to increase participation in VET in Queensland which continues to be below the national average participation rate. However, only a small proportion of school-based VET in Queensland is included in the participation measure. Queensland has the strongest participation nationally in school-based VET.

The Queensland Government is working with industry to develop workforce strategies that meet skills and labour needs to contribute to the government objectives of growing the economy and reducing unemployment. The Government is committed to providing 10 000 additional apprentices over six years to meet current and future skills shortages.

In 2012, the Queensland Government established a Skills and Training Taskforce to advise on the reform of the VET system in Queensland with a focus on developing skilled, job-ready Queenslanders through a demand-driven training system.”

Western Australian Government comments

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In 2011-12, Western Australia continued working towards the strategic goals of *Skilling WA – A workforce development plan for Western Australia*. This plan identifies training as a vital mechanism for meeting the short-term and long-term skills needs of the state's economy and increasing the workforce participation of under-represented groups. Western Australia's training system made sound progress towards these goals in 2011-12:

- 85 per cent of employers were satisfied that vocational qualifications provide employees with the skills they need for the job
- 80 per cent of students found employment after training
- 88 per cent of students were satisfied with their course.

Western Australia is committed to providing a flexible VET system, with a range of pathways into training to make it accessible to a wider range of people.

- In addition to traditional apprenticeships, students can choose part-time apprenticeships and traineeships, pre-apprenticeships and school-based apprenticeships and traineeships.
- VET students with low levels of literacy and numeracy can enrol in a foundation skills course concurrently with their main course. This integrates foundation skills into industry training at all levels, and avoids 'singling out' students for remedial teaching.

A high priority for Western Australia is increasing the participation of under-represented groups, and 2011-12 saw successes in this area.

- In 2011-12, the Office of the Auditor General found that the support services for Aboriginal students at State Training Providers are making an important contribution to improved social and economic outcomes for Aboriginal communities. In addition, survey results showed that 91 per cent of Aboriginal students were happy with their courses.
- Significant investment created new and upgraded training facilities in remote and regional areas, including a purpose-built training centre for Aboriginal communities in the Fitzroy Valley.

Workforce Development Centres and Aboriginal Workforce Development Centres across the State, as well as the Career Centre in Perth, continued to provide long-term career planning services, which includes promoting VET as a means for changing or advancing careers.

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South Australian Government comments

“ Over 123 000 South Australians were recorded in the vocational education and training (VET) data collection as participating in VET in 2011. TAFE SA provided training to over 77 000 of these students from an offering of more than 800 courses across 50 campuses.

Over 91 per cent of TAFE SA graduates expressed satisfaction with the overall quality of their training and 95 per cent of TAFE SA graduates would recommend to others the training they undertook. Furthermore, 91 per cent of employers were satisfied with the quality of training delivered by TAFE SA to apprentices and trainees and 94 per cent were satisfied with the quality of nationally recognised training.

Preparation for the implementation of *Skills for All* was a major priority throughout 2011. *Skills for All* is the strategic direction for South Australia's VET system. It fundamentally changes the way training is accessed and funded. These changes will make the training system more responsive to demand by providing employers and students with increased choice of training and provider. *Skills for All* positions the sector to respond quickly and flexibly to the skill needs of industry and individuals within a framework that emphasises the critical role of quality and industry linkages and partnerships.

South Australia has exceeded its target for the National Partnership Agreement on Productivity Places Program. Approximately \$44.8 million in funding was allocated towards 14 000 existing worker enrolments and almost 5500 job seeker enrolments. Funding supported the development of skills in key industry sectors including the South Australian defence and the mining industry. Growth funding was also provided to support an extension of subsidies to existing worker traineeship positions in higher level qualifications.

Increasing participation and improving pathways to training and employment are very important objectives of the *Skills for All* reforms. The Government's investment in Adult and Community Education (ACE) has been significantly increased, and the learning pathways from ACE to further education strengthened.

The articulation between the school system and the VET system has also been clarified with the implementation of the Training Guarantee for South Australian Certificate of Education (SACE) Students. School students aged 16 and over and undertaking a substantial component of their SACE as VET can access a training entitlement that commences at school and carries through to the completion of their VET qualification post school.

The prevalence of disadvantage in VET, and the impact this can have on learning outcomes has been prioritised through programs that provide support services to learners. This includes the Learner Support Services (LSS) program which is trialling the systematic provision of the support necessary to reduce barriers to learning and significantly increase the rate at which disadvantaged students complete their qualification. The service model provides additional service capacity in the VET system and linkages with other services as required.

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Tasmanian Government comments

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In 2011, Tasmania continued to focus on the four key themes in the *Tasmanian Skills Strategy*: workforce development, a better system for clients, skills for the future, and increasing opportunity.

The Tasmanian VET system performed well in 2011 with:

- 47 422 Tasmanians increasing their skills through VET studies
- 12 168 Tasmanian Apprentices and Trainees in training
- 14.1 per cent of working age Tasmanians participating in VET.

A strong emphasis on building a workforce development approach in skills development programs continued in 2011. Through their participation in industry-led workforce plans and partnerships, Tasmanian employers and industry associations are involved in pinpointing workforce challenges for an industry, region or community, and implementing effective responses to those challenges.

The Productivity Places Project (PPP) continued to be successful in Tasmania in 2011. Contemporary performance management practices were applied to PPP in 2011 and are being used to monitor contract compliance and the quality of subsidised programs. These practices have formed a benchmark for future Skills Tasmania competitive programs.

The Office of Tertiary Education was established within Skills Tasmania in February 2011. The office's main role is to co-ordinate State Government agencies' roles, functions and operations relating to tertiary education in Tasmania, including national and Commonwealth relationships and matters.

In late 2011, Tasmania began negotiating reforms to the national training system through the Council of Australian Governments. The reforms will aim to increase the quality, equity, transparency and efficiency of the training system.

In 2011, Skills Tasmania, in partnership with TAFE NSW, was appointed to manage the National Broadband Network (NBN) E-Learning Program. The Program will demonstrate how high speed broadband networks will contribute to Australia's productivity, global competitiveness and improved access for individuals, businesses and communities.

With the early roll-out of the NBN, Tasmania is well positioned to capitalise on the acceptance of more accessible training options through technology.

Guided by the *Tasmanian Skills Strategy* and the *Equity Policy and Action Plan*, Tasmania invested significantly in 2011 to increase opportunities through VET. Highlights in 2011 include almost \$1.4 million in funding for the Skills Equip and Equity Small Grants programs, approximately \$1 million in funding for programs under the Adult Literacy Investment Fund, and the expansion of the Adult Literacy Network to include more literacy coordinators and volunteer tutors.

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Australian Capital Territory Government comments

“ The ACT is consistently the best performing jurisdiction for the proportion of its residents with a formal qualification at certificate III level or above. Between 2008 and 2011, the proportion of persons aged 20 to 64 years residing in the ACT without a certificate III or above decreased from 38 per cent to 34.1 per cent. Compared to other states and territories, the ACT also had the highest proportion of VET graduates employed or in further study after training in 2011.

In 2011, 15–24 year olds were well represented in vocational education and training (VET) in the ACT. Students aged 24 and under represented 43.7 per cent of all students in VET in the ACT, excluding VET delivered by schools. Participation by 15–19 year olds grew by 396 students in 2011. This was a growth rate of 7.1 per cent, compared to the national rate of 3.5 per cent. Participation by 20–24 year olds grew by 6.3 per cent in 2011, compared to the national rate of 4.7 per cent.

Indigenous students were well represented in higher qualifications in the ACT in 2011. The participation rate in certificate III and above qualifications by ACT Indigenous students aged 15–64 years was 11.6 per cent compared with the national rate of 9.9 per cent. This rate also compares well to the 5.5 per cent participation rate of ACT non-Indigenous students aged 15–64 years.

The trades in the ACT employed a higher proportion of their workers as apprentices or trainees than was the case nationally in 2011. As at December 2011, 15.7 per cent of trades workers were employed as an apprentice or trainee, compared to 11.9 per cent nationally. In addition, 59.4 per cent of apprentices and trainees in the ACT who commenced in trades occupations in 2011 were aged 19 years or younger, compared with 52.1 per cent nationally.

Overall commencement and completion outcomes have remained steady in the ACT after a period of significant growth in key areas starting in 2008. The growth may be attributed to the significant injections of additional funds by the ACT Government into the ACT VET sector from 2007-08 to 2010-11, as well as the impact of the Productivity Places Program.

Commencements of higher qualifications (certificate III and above) remained steady in 2011, after an average growth of 21 per cent per annum in 2008–2010. Commencements in certificate IV qualifications continued to grow in 2011 by 7.4 per cent compared with 2010.

Aggregate completions of AQF qualifications remained steady in 2010 after a 32.6 per cent increase in 2009, compared with 12 per cent national increase in 2009. Areas of growth in 2010 were diploma and above completions — which increased by 14.6 per cent in 2010 compared with 2009, and in certificate IV completions — which grew by 12.4 per cent in the same period. Completions of diploma or above qualifications by mature age existing workers increased by 8.4 per cent in 2010 compared with 2009.

Northern Territory Government comments

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In 2011, the Northern Territory Government made a decision to move the State Training Authority into the agency responsible for business and industry. This was an important move to realign the focus of the authority to industry needs, ensuring that the Northern Territory is in the best position to develop a workforce that can meet the needs of Territory businesses and the demands of current and future major projects such as the:

- Ichthys Liquefied Natural Gas Project
- Bayu-Undan Gas field in the Timor Sea
- Marine Supply Base, which will service the oil and gas industry.

The *Productivity Places Program* has continued its success in 2011 with an allocation of both job seeker and existing worker places across various industry sectors including building and construction, community services and health, mining and electro-technology, primary industries, tourism and hospitality, occupational health and safety and training and assessment. Of the places which commenced in 2011 (1132 places), 65 per cent have already completed (735 places), noting that some participants are still in the process of completing their qualifications.

The Northern Territory continues to have the highest VET participation rate for the nation, with almost one in every ten (9.5 per cent) Territorians and 13 per cent of the working age population (ages 15-64) participating in government funded vocational training.

Additional highlights of 2011 include:

- the continued successful delivery of programs specifically aimed at developing 'Green Skills'
- 45 per cent of the Northern Territory's government funded vocational students were indigenous
- 25 per cent of the Northern Territory's apprentices/trainees who were in-training in 2011 were indigenous
- 44 per cent of students studying under the apprentice/trainee scheme were training in a traditional trade occupation.

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5.6 Definitions of key terms

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 which occur across jurisdictions. One method of calculating these course mix weights applies to all years in this Report. Under this method, cost relativities by subject field of education are applied to tabulations of annual hours by subject field of education and state/territory. 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	<p>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.</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 may be of importance if comparing VET data in this chapter with other VET data.</p>
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 other than English (LOTE) 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) is a measure of the quantum of training relative to the effort required to fully complete a VET qualification.</p> <p>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 Australians	<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 Australians aged 15–64 years in the Australian population.</p> <p>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.</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**

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.

**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 overview

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Attachment tables

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

C.1 Introduction

This sector overview 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 agency types that are reported in this Report — police services, courts 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, courts and corrective services. In the civil jurisdiction, police deliver services for infringements, and courts 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 Australian Crime Commission (ACC).
- Courts reporting covers 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 Magistrates 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 providers.

Justice services for children and young offenders are covered under youth justice in chapter 15 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 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.

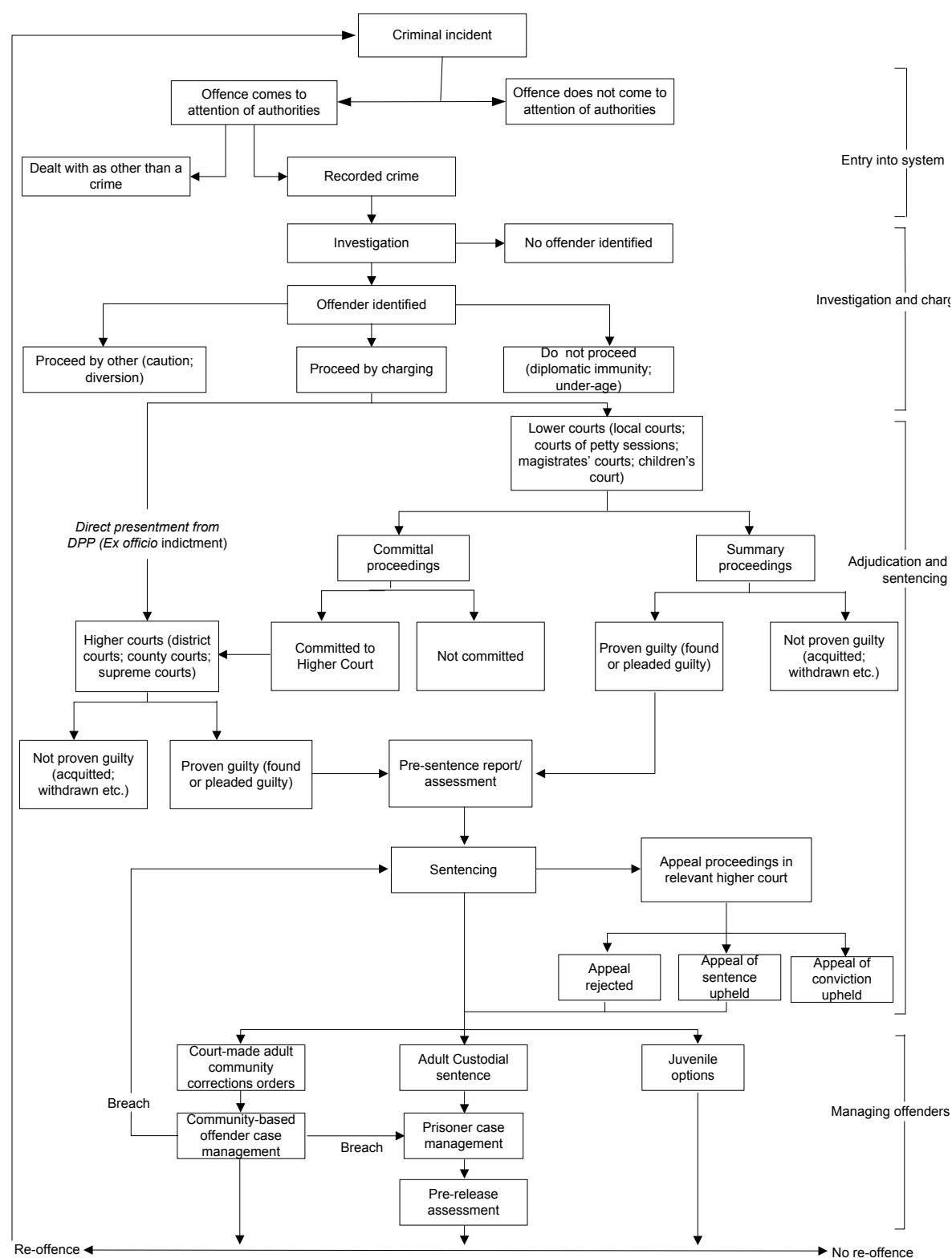
Overview of the criminal justice system

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 Youth justice is covered in the Protection and support services chapter (chapter 15).

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, tribunals, 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.

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1 0 9

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.51. Total real recurrent expenditure (less revenue from own sources) for those parts of the justice system covered in this Report was \$14 billion in 2011-12 (table C.1).

Table C.1 Real recurrent expenditure (less revenue from own sources) on justice services by Australian, State and Territory governments (2011-12 dollars)^{a, b, c, d}

	2007-08	2008-09	2009-10	2010-11	2011-12	Average annual growth rate
	\$m	\$m	\$m	\$m	\$m	%
Police services	8 175	8 369	8 879	9 013	9 459	3.7
Courts — criminal	680	705	727	727	780	3.5
Courts — civil ^e	658	628	653	634	654	-0.2
Corrective services	2 783	2 937	3 030	2 982	3 126	2.9
Total justice system	12 297	12 639	13 288	13 356	14 019	3.3
	%	%	%	%	%	
Police services	66.5	66.2	66.8	67.5	67.5	..
Courts — criminal	5.5	5.6	5.5	5.4	5.6	..
Courts — civil ^e	5.4	5.0	4.9	4.7	4.7	..
Corrective services	22.6	23.2	22.8	22.3	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 outside the scope of this Report (for example, specialist courts, legal aid, public prosecutions). ^d Real expenditure based on the ABS gross domestic product price deflator (2011-12 = 100). ^e Civil real net recurrent expenditure for court administration includes the Federal Court of Australia, the Family Court of Australia and the Federal Magistrates Court but 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.51.

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 some 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 2011-12 was \$624 (table C.2).

Table C.2 Real recurrent expenditure (less revenue from own sources) per person on justice services, 2011-12^{a, b, c, d, e}

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Police services	\$	422	371	414	499	409	384	429	1 052	421
Courts — criminal	\$	30	33	32	51	38	33	35	86	35
Courts — civil ^{f, g}	\$	17	19	11	30	13	11	31	50	29
Corrective services	\$	137	107	129	217	129	126	121	481	139
Total justice system	\$	606	530	586	797	588	554	616	1 669	624
Police services	%	69.6	70.0	70.7	62.6	69.5	69.3	69.7	63.0	67.5
Courts — criminal	%	5.0	6.2	5.4	6.4	6.4	5.9	5.7	5.2	5.6
Courts — civil ^{f, g}	%	2.8	3.6	1.8	3.8	2.1	2.0	5.0	3.0	4.7
Corrective services	%	22.6	20.2	22.0	27.2	21.9	22.7	19.6	28.8	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 2011-12 financial year. ^d Excludes expenditure on justice services outside the scope of this Report (for example, specialist courts, legal aid, public prosecutions). ^e Real expenditure based on the ABS gross domestic product price deflator (2011-12 = 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 are 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 is 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 over a quarter 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 (courts) 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 overview 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

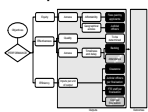
Chapter 6 Police services

Police services
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Chapter 7 Courts

Courts
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 Community perceptions of safety

‘Community 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.

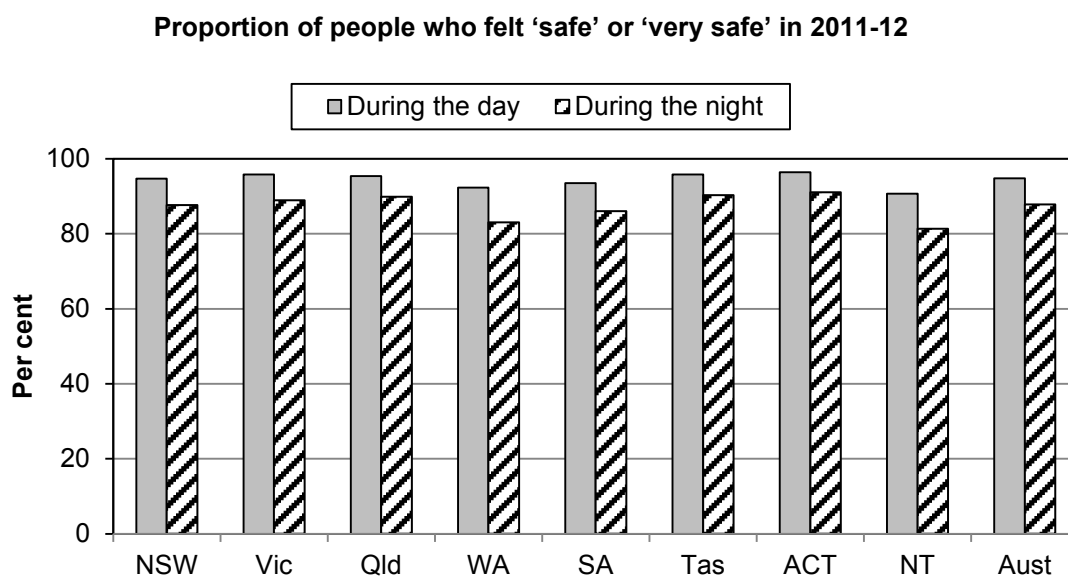
Source: Chapter 6.

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 2011-12:

- 94.8 per cent of people felt ‘safe’ or ‘very safe’ at home alone during the day (figure C.4)
- 87.8 per cent of people felt ‘safe’ or ‘very safe’ at home alone during the night (figure C.4)
- 51.6 per cent of people felt ‘safe’ or ‘very safe’ when walking alone locally during the night (figure C.5)
- 25.4 per cent of people felt ‘safe’ or ‘very safe’ when travelling on public transport during the night (figure C.5).

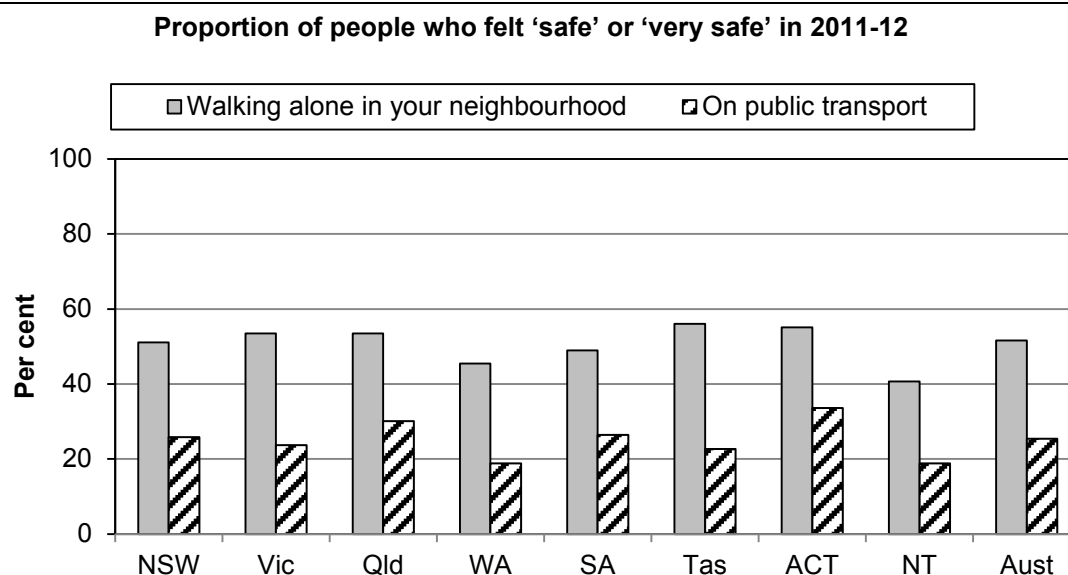
Figure C.4 **Perceptions of safety at home alone^{a, b}**



^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 overview 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

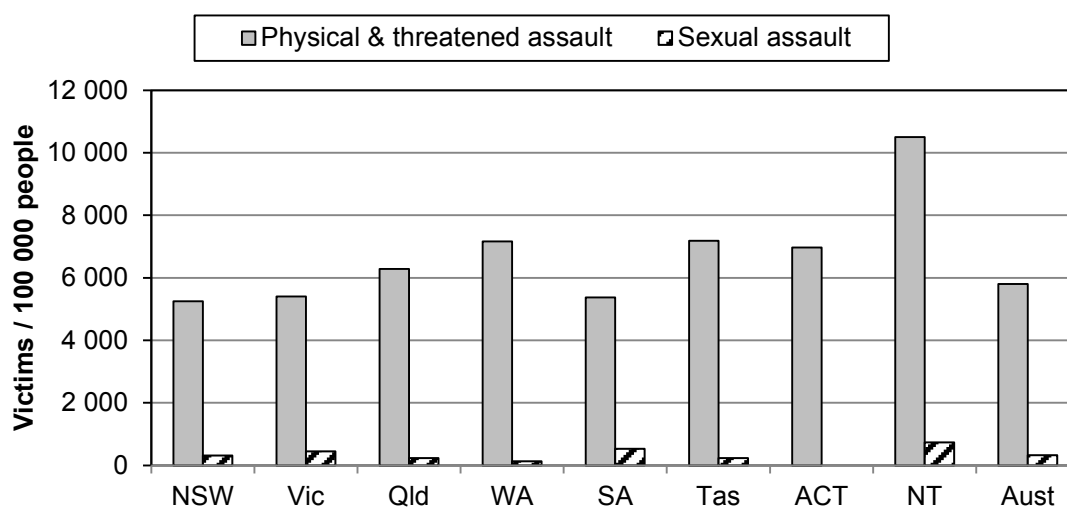
Data reported for this indicator are comparable.

Source: Chapter 6.

Based on ABS crime victimisation survey data, nationally in 2010-11, there were

- 5808 victims of physical and threatened assault per 100 000 people (figure C.6)
- 326 victims of sexual assault per 100 000 people (figure C.6)
- 2845 victims of break-in per 100 000 households (figure C.7)
- 2191 victims of attempted break-in per 100 000 households (figure C.7)
- 824 victims of motor vehicle theft per 100 000 households (figure C.7).

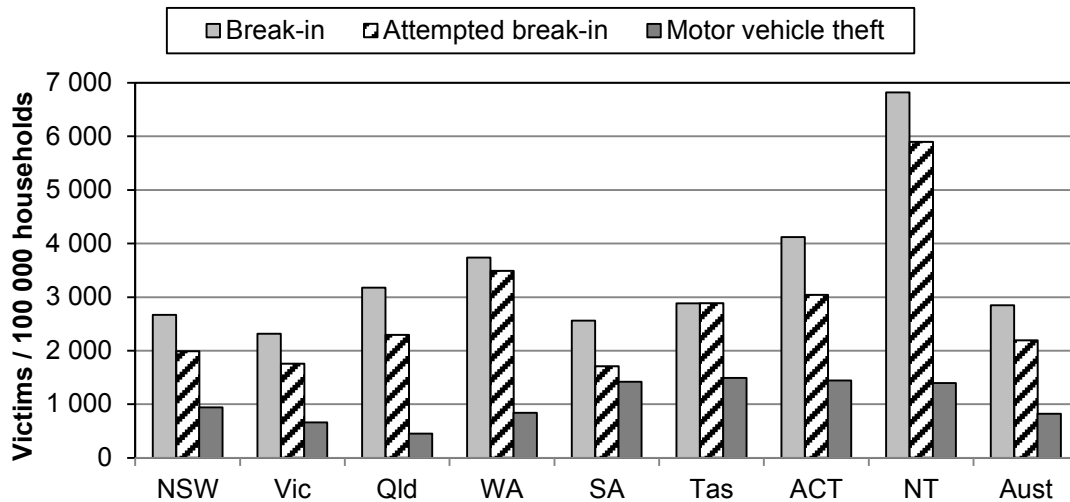
Figure C.6 **Estimated victims of physical and sexual assault, 2010-11^{a, b, c, d}**



^a A victim is defined as a person reporting at least one of the offences included in the Crime Victimisation Survey. Persons who have been a victim of multiple offence types during the reference period were counted once for each offence type for which they were a victim of at least one incident. Individuals may be counted multiple times across offence types and consequently the estimated total number of victims cannot be calculated from this graph. ^b Threatened assault includes face-to-face incidents only. ^c NT data refer to mainly urban areas only. ^d Some robbery and sexual assault rates include data points with large standard errors so that comparisons between jurisdictions and between years should be interpreted with caution. For ACT, the nil or rounded to zero estimate for sexual assault is still subject to error, and despite having a relative standard error of zero (as sampling error is not measured for counts of zero) may differ from the estimate that would be obtained if all persons in the population were included in the survey.

Source: Based on survey data from ABS *Crime Victimisation, Australia 2010-11*, Cat. no. 4530.0; tables 6A.27, CA.3.

Figure C.7 Estimated victims of break-in, attempted break-in and motor vehicle theft, 2010-11^{a, b, c}



^a A victim is defined as a household reporting at least one of the offences included in the Crime Victimization Survey. Households that have been a victim of multiple offence types during the reference period were counted once for each offence type for which they were a victim of at least one incident. Individuals may be counted multiple times across offence types and consequently the estimated total number of victims cannot be calculated from this graph. ^b NT data refer to mainly urban areas only. ^c Break-in is defined as an incident where the respondent's home, including a garage or shed, 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 and excludes vehicles used mainly for commercial business/business purposes.

Source: Based on *Crime Victimization, Australia 2010-11*, Cat. no. 4530.0; tables 6A.28, 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 overview re-offending is measured by:

- the proportion of offenders who were proceeded against more than once by police during 2010-11
- the proportion of adults released from prison during 2009-10 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 2009-10 who returned with a new correctional sanction within two years.

Repeat offender data are difficult to interpret. A low proportion of repeat offenders may indicate an effective justice system discouraging repeat offending. However, a high 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.

Source: ABS (2012) Recorded Crime – Offenders, 2010-11, Cat. no. 4519.0; State and Territory governments (unpublished).

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 2010-11. 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 2010-11.

Table C.3 Number of times offenders were proceeded against during 2010-11 (per cent)^a

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA^b</i>	<i>SA^c</i>	<i>Tas</i>	<i>ACT^d</i>	<i>NT</i>
1	73.8	82.9	69.2	na	81.8	70.5	77.1	71.8
2	14.2	9.8	16.9	na	9.8	13.8	13.4	16.5
3	5.5	3.5	6.5	na	3.6	5.9	5.6	6.7
4	2.6	1.6	3.1	na	1.9	3.1	2.4	2.6
≥ 5	3.9	2.2	4.3	na	3.0	6.7	1.6	2.4
Total	100.0	100.0	100.0	na	100.0	100.0	100.0	100.0
Total repeat offenders	26.2	17.1	30.8	na	18.2	29.5	22.9	28.2

^a Totals may not sum as a result of rounding. ^b Excludes WA data, as police proceedings may be overstated. ^c Data for SA are overstated. ^d Data for ACT are understated. **na** Not available.

Source: ABS (2012), *Recorded Crime – Offenders, selected states and territories, 2010-11*, 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 2009-10 who returned to corrective services by 2011-12 (table C.4). Nationally, 39.3 per cent of released prisoners had returned to prison within two years, while 46.1 per cent had returned to corrective services.

Table C.4 Prisoners released during 2009-10 who returned to corrective services with a new correctional sanction within two years (per cent)^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>
Prisoners returning to:									
— prison	42.5	35.1	37.7	36.1	29.1	36.4	40.8	52.4	39.3
— corrective services ^b	46.9	44.6	43.1	49.8	41.3	48.0	56.1	53.2	46.1

^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 Includes a prison sentence or a community corrections order.

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. Approximately 4 in 10 released prisoners return to prison within two years and this ratio has remained relatively stable since 2007-08.

Table C.5 Prisoners released who returned to prison under sentence within two years (per cent)

	<i>NSW</i> ^a	<i>Vic</i> ^{b, c}	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i> ^c
2007-08	43.0	35.5	33.6	42.3	33.2	36.0	..	44.8	38.8
2008-09	42.9	34.0	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	43.3	37.1	35.2	44.2	29.8	36.2	na	47.1	39.8
2011-12	42.5	35.1	37.7	36.1	29.1	36.4	40.8	52.4	39.3

^a NSW data for 2010-11 have been revised to include a small number of prisoners discharged from prison into the Community Offender Support Program. ^b Victoria's data for 2007-08 to 2010-11 have been updated to take into account a small number of returned prisoners whose recorded status changed from unsentenced to sentenced after the data for that year had been submitted and who therefore fell within the scope of the counting rule. ^c Australian averages have been amended accordingly. Both the jurisdictional and the national percentages have changed only marginally as a result of these revisions. **na** Not available. **..** 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 2009-10, 14.2 per cent had returned with a new correctional sanction to community corrections, and 24.1 per cent had returned to corrective services by 2011-12.

Table C.6 Offenders discharged from community corrections orders during 2009-10 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</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Offenders returning to:									
— community corrections	11.8	14.3	17.1	12.6	16.0	18.7	18.7	8.6	14.2
— corrective services ^a	21.5	21.3	32.2	17.6	24.2	23.8	21.3	28.2	24.1

^a Includes a prison sentence or a community corrections order.

Source: State and Territory governments (unpublished).

Justice staff

‘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.

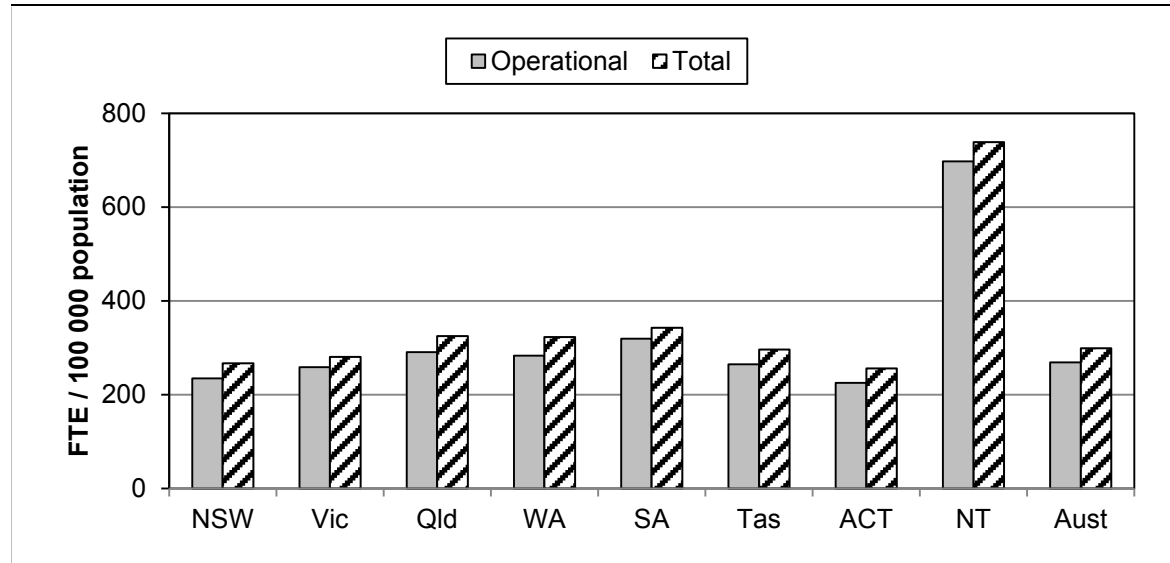
Data reported for this indicator are comparable.

Source: Chapters 6 and 7.

Police staff

Nationally, there was a total of 60 364 operational and 6792 non-operational staff in 2011-12. Approximately 90 per cent of police staff were operational in Australia in 2011-12. Nationally, on average, there were 268 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 population, 2011-12^a**



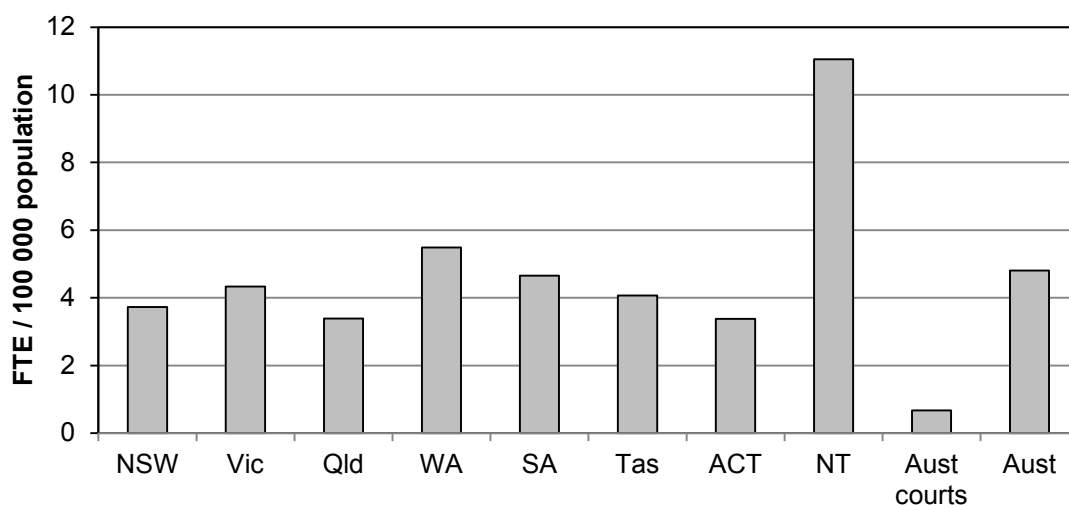
^a Data comprise all FTE staff except in the NT where data are based on a headcount at 30 June.

Source: State and Territory governments (unpublished); table CA.5.

Judicial officers

Nationally, there were 4.8 FTE judicial officers per 100 000 population in 2011-12 (figure C.9). Factors such as geographical dispersion, judicial workload and population density should be considered when comparing data on judicial officers.

Figure C.9 **Judicial officers per 100 000 population, 2011-12**



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.

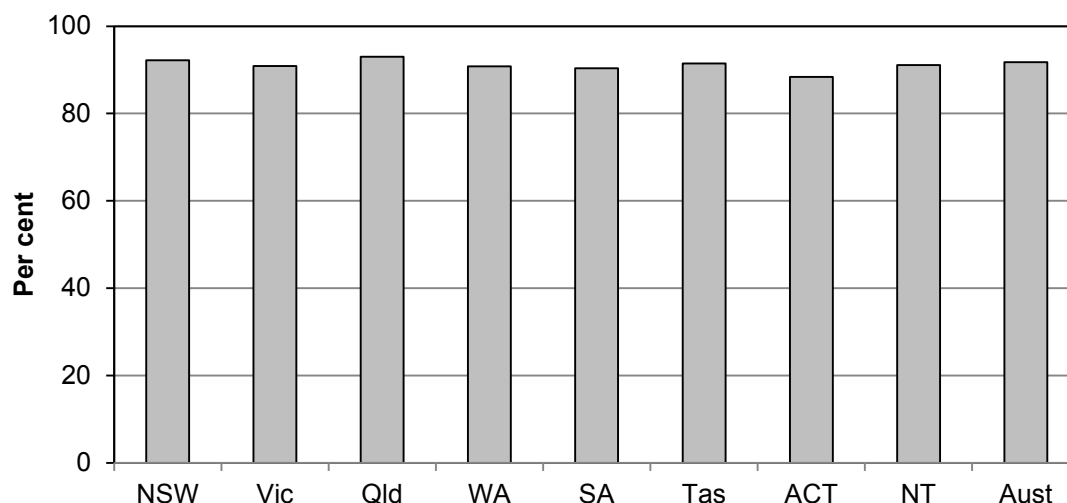
A high or increasing proportion of higher courts adjudicated defendants submitting a guilty plea or being the subject of a guilty finding is desirable.

This indicator does not provide information on the number of defendants where police have identified a likely offender, but choose not to 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 2010-11 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, 2010-11^{a, b}**



^a A defendant can be either a person or organisation against whom one or more criminal charges have been laid. ^b Higher courts comprise the Supreme Court and the District courts.

Source: ABS *Criminal Courts, Australia* 2012 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 services (see chapter 6 for more detail)
- courts (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:

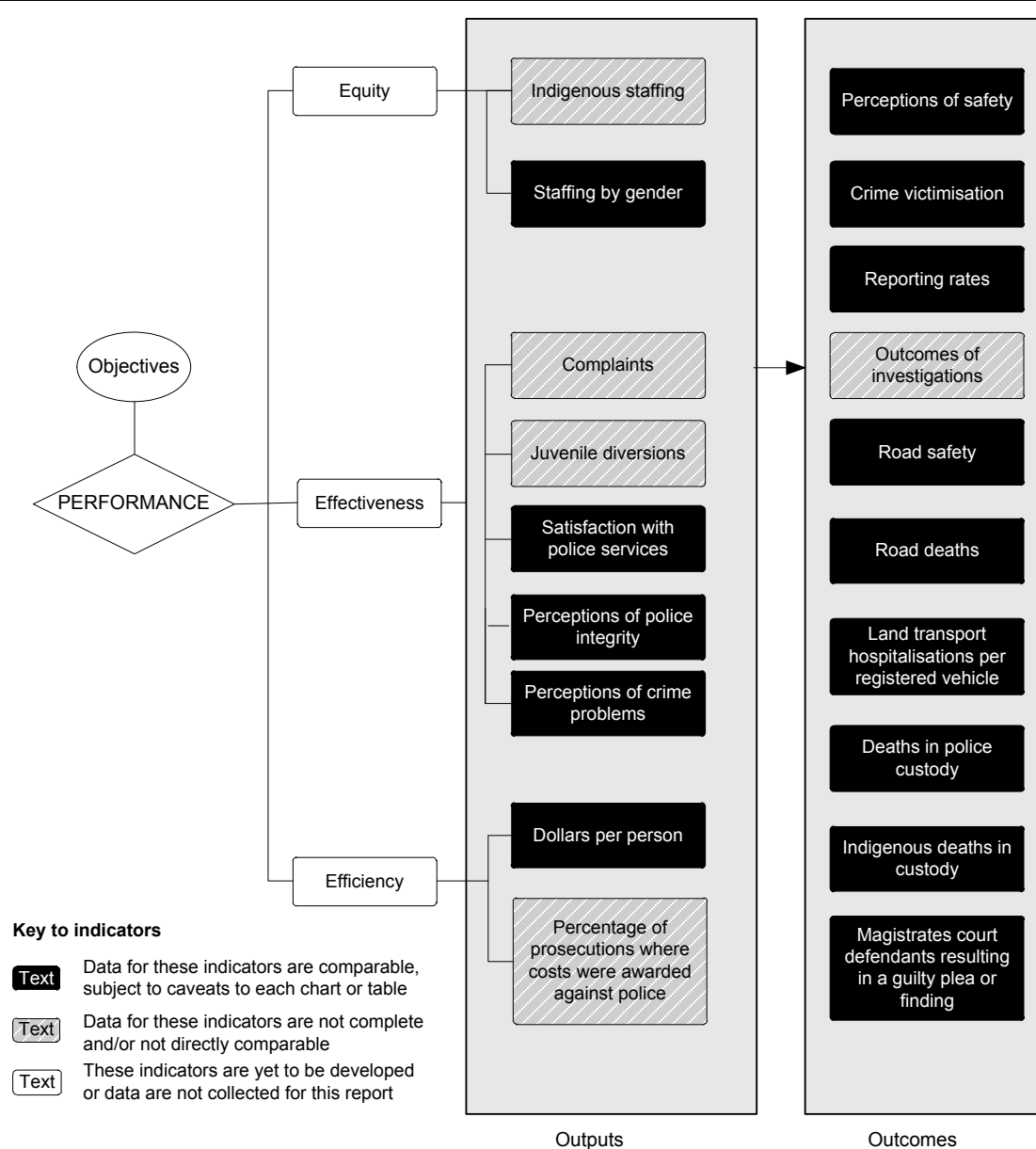
- indicator interpretation boxes, which define the measures used and indicate any significant conceptual or methodological issues with the reported information
- caveats and footnotes to the reported data
- additional measures and further disaggregation of reported measures
- data quality information 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 2011-12 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, 2011-12</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	7	..
<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	36	32
Effectiveness (output) indicators										
<i>Complaints against police, 2011-12</i>										
<i>Data for this indicator not complete or not directly comparable (chapter 6, attachment table 6A.16)</i>										
No. per 100 000 pop		48	17	46	37	105	20	62	133	
<i>Juvenile diversions (as a proportion of offenders), 2011-12</i>										
<i>Data for this indicator not complete or not directly comparable (chapter 6, attachment table 6A.39)</i>										
%		61	31	39	50	47	61	40	35	
<i>Satisfaction with police services (proportion of people 'satisfied' or 'very satisfied'), 2011-12 (%)</i>										
<i>Data for this indicator comparable, subject to caveats (chapter 6, attachment tables 6A.12)</i>										
In general	%	73	76	79	70	74	77	76	70	75
<i>Perceptions of police integrity (proportion of people who 'agreed' or 'strongly agreed' that police are...), 2011-12 (%)</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	75	77	73	72	80	80	69	75
Professional	%	85	86	86	83	84	88	89	81	85
Honest	%	75	73	75	70	75	77	81	74	74
<i>Perceptions of crime problems, ('major problem' or 'somewhat of a problem') 2011-12 (%)</i>										
<i>Data for this indicator comparable, subject to caveats (chapter 6, attachment tables 6A.22–6A.23)</i>										
Illegal drugs	%	49	46	41	47	42	44	40	46	45
Speeding cars, dangerous or noisy driving	%	69	71	69	73	72	72	73	64	70

Table C.7 (continued)

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Effectiveness (outcome) indicators										
<i>Perceptions of safety, 2011-12 (%)</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	96	95	92	94	96	96	91	95
Home alone at night	%	88	89	90	83	86	90	91	81	88
Walking alone at night	%	51	54	54	46	49	56	55	41	52
Travelling on public transport at night	%	26	24	30	19	26	23	34	19	25
<i>Crime victimisation, 2010-11 (rate per 100000 people^a/100000 households^b)</i>										
<i>Data for this indicator comparable, subject to caveats (chapter 6, attachment tables 6A.24, 6A.27, 6A.28)</i>										
Physical assault ^a	Rate	2 839	2 012	3 095	3 445	2 401	3 134	3 237	5 714	2 743
Threatened assault ^a	Rate	2 412	3 394	3 185	3 723	2 971	4 055	3 730	4 788	3 065
Robbery ^a	Rate	344	398	545	629	441	398	352	463	436
Sexual assault ^a	Rate	317	444	231	129	526	236	–	735	326
Break in ^b	Rate	2 669	2 316	3 178	3 739	2 560	2 886	4 121	6 822	2 845
Attempted break-in ^b	Rate	1 988	1 756	2 291	3 488	1 707	2 886	3 037	5 891	2 191
Vehicle theft ^b	Rate	941	663	452	844	1 417	1 491	1 446	1 395	824
Theft from vehicle ^b	Rate	2 811	3 432	3 008	5 483	3 505	2 309	5 857	8 527	3 417
Malicious damage ^b	Rate	8 185	8 157	6 991	10 898	9 220	9 668	13 883	15 659	8 484
Other theft ^b	Rate	2 943	3 558	3 584	3 785	2 575	4 185	3 471	5 426	3 343
<i>Reporting rates, 2010-11 (%)</i>										
<i>Data for this indicator comparable, subject to caveats (chapter 6, attachment tables 6A.29–6A.30)</i>										
Physical assault	Rate	55	50	47	54	39	53	45	54	51
Threatened assault	Rate	37	32	31	35	38	41	38	35	34

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>
Robbery	Rate	69	51	49	63	72	na	100	na	60
Sexual assault	Rate	39	16	40	na	45	na	na	na	31
Break-in	Rate	81	75	79	80	85	69	88	85	80
Attempted break-in	Rate	55	46	40	40	41	47	37	43	46
Vehicle theft	Rate	na	na	100	80	na	na	na	100	95
Theft from vehicle	Rate	48	61	46	51	61	64	55	53	53
Malicious damage	Rate	50	44	50	49	51	46	57	54	49
Other theft	Rate	36	36	35	33	38	48	41	43	36

Outcomes of investigations, 30 day status, 2011 (% finalised)

Data for this indicator not complete or not directly comparable (chapter 6, attachment tables 6A.31–6A.32)

Homicide	%	61	69	76	67	65	70	na	na	67
Assault	%	na	na	na	na	na	na	na	na	na
Sexual assault	%	37	41	49	42	42	64	34	57	42
Armed robbery	%	28	33	51	41	32	58	23	61	35
Unarmed robbery	%	27	31	43	32	32	52	16	54	31
Kidnapping	%	38	36	24	47	55	na	na	na	38
Unlawful entry	%	7	10	15	11	8	20	3	22	10
Vehicle theft	%	7	11	27	20	12	22	5	24	14
Other theft	%	13	17	21	12	16	31	9	25	16

Road safety (people who had driven in previous 6 months 'rarely' or more often...), 2011-12 (%)

Data for this indicator comparable, subject to caveats (chapter 6, attachment tables 6A.33–6A.35)

Without a seatbelt	%	5	7	7	5	6	8	5	11	6
Over alcohol limit	%	10	9	9	14	13	11	10	14	10
Speeding >10km	%	66	52	63	64	51	60	67	61	60

Road deaths per 100 000 registered vehicles, 2011-12

Data for this indicator comparable, subject to caveats (chapter 6, attachment tables 6A.36)

Rate	8	6	8	9	7	4	2	37	8
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Table C.7 (continued)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<i>Land transport hospitalisations per 100 000 registered vehicles, 2010-11</i>									
Data for this indicator comparable, subject to caveats (chapter 6, attachment tables 6A.37)									
Rate	258	237	208	241	224	147	362	432	238
<i>Deaths in police custody, 2011-12</i>									
Data for this indicator comparable, subject to caveats (chapter 6, attachment tables 6A.38)									
No.	4	6	3	5	3	0	0	2	23
<i>Indigenous deaths in police custody, 2011</i>									
Data for this indicator comparable, subject to caveats (chapter 6, attachment tables 6A.38)									
No.	-	-	-	-	-	-	-	2	2
<i>Magistrates' court guilty plea or finding (of all adjudicated defendants), 2010-11</i>									
Data for this indicator comparable, subject to caveats (chapter 6, attachment tables 6A.40)									
%	95	96	99	99	99	84	97	97	97
Efficiency indicators									
<i>Dollars per person (real recurrent expenditure on police services per person), 2011-12</i>									
Data for this indicator comparable, subject to caveats (chapter 6, attachment table 6A.10)									
\$	422	371	414	499	409	384	429	1052	421
<i>Percentage of prosecutions where costs are awarded against the police, 2011-12</i>									
Data for this indicator not complete or not directly comparable (chapter 6, attachment tables 6A.41)									
%	0.30	0.38	0.05	na	1.88	0.01	1.25	0.54	..

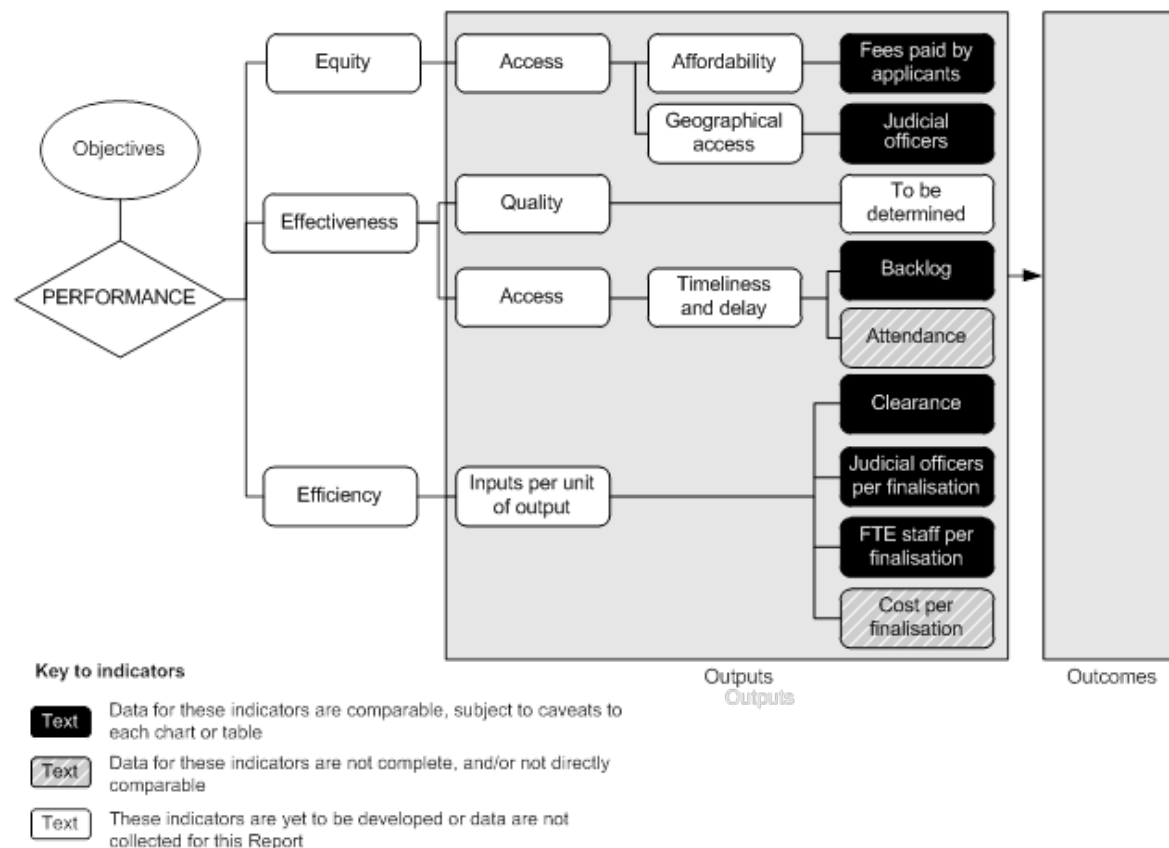
^a Caveats for these data are available in Chapter 6 and Attachment 6A. Refer to the indicator interpretation boxes in chapter 6 for information to assist with interpreting data presented in this table. ^b Some data are derived from detailed data in Chapter 6 and Attachment 6A. **na** Not available. **..** Not applicable. **-** Nil or rounded to zero.

Source: Chapter 6 and Attachment 6A.

Courts

The performance indicator framework for courts is presented in figure C.12.

Figure C.12 **Courts performance indicator framework**



An overview of the courts performance indicator results for 2011-12 is presented in table C.8.

Table C.8 Performance indicators for courts^{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), 2011-12</i>										
<i>Data for this indicator comparable, subject to caveats (chapter 7, attachment table 7A.16)</i>										
Civil courts	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
Supreme/Federal (excl. probate)	2 977	1 168	1 482	1 840	2 988	439	1 601	560	1 962	1 991
District/County	1 459	1 229	883	810	1 033	..	..	..	..	1 123
Magistrates	159	134	113	100	133	72	90	52	..	133
Family courts	..	..	..	245	..	..	..	..	136	185
Fed Magistrates	..	..	..	..	..	..	..	..	339	339
<i>Judicial officers (full time equivalent), 2011-12</i>										
<i>Data for this indicator comparable, subject to caveats (chapter 7, attachment table 7A.22)</i>										
	no.	no.	no.	no.	no.	no.	no.	no.	no.	no.
Total number	270.3	241.4	152.8	131.1	76.5	20.8	12.5	25.7	150.4	1 081.5
Number per 100 000 people	3.7	4.3	3.4	5.5	4.7	4.1	3.4	11.0	0.7	4.8
Effectiveness (access) indicator										
<i>Backlog (percentage of lodgments pending completion as at 30 June), 2011-12</i>										
<i>Data for this indicator comparable, subject to caveats (chapter 7, attachment tables 7A.17 and 7A.18)</i>										
	%	%	%	%	%	%	%	%	%	%
<i>Criminal matters</i>										
<i>Higher (appeal)</i>										
>12 months	2.4	14.7	52.9	3.0	2.6	5.6	23.8	—	..	..
>24 months	0.2	6.2	1.7	—	—	—	4.1	—	..	..
<i>Higher (non-appeal)</i>										
>12 months	11.4	23.4	19.5	12.0	19.6	13.1	42.6	5.2	..	..
>24 months	1.6	5.2	5.7	3.7	5.4	5.7	16.5	1.3	..	..
<i>Magistrates</i>										
>6 months	12.6	25.9	25.0	25.5	24.2	31.8	23.8	24.2	..	..
>12 months	2.3	8.7	11.2	8.8	8.8	13.8	7.7	10.0	..	..

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>
Children's										
>6 months	15.6	15.4	23.3	28.8	20.0	25.9	23.2	20.8	..	..
>12 months	2.4	3.7	9.1	11.5	4.8	7.0	8.6	6.5	..	..
Civil matters										
Higher (appeal)										
>12 months	15.8	21.6	6.7	21.0	11.2	24.6	36.2	3.6	9.4	..
>24 months	5.2	4.4	1.3	3.5	2.2	—	6.4	—	1.5	..
Higher (non-appeal)										
>12 months	25.3	27.8	22.2	34.6	43.2	30.2	50.3	38.3	45.2	..
>24 months	8.4	10.4	5.8	13.6	21.4	9.2	27.3	12.8	26.1	..
Magistrates										
>6 months	24.3	40.2	41.0	45.1	39.2	45.0	29.5	29.9	..	..
>12 months	0.5	22.6	8.0	9.2	8.6	13.0	9.6	8.0	..	..
Family - appeal										
>12 months	..	..	..	4.8	..	..	..	..	26.0	..
>24 months	..	..	..	—	..	..	..	..	9.5	..
Family – non appeal										
>12 months	..	..	..	15.1	..	..	..	..	27.2	..
>24 months	..	..	..	8.5	..	..	..	..	10.8	..
Fed Magistrates										
>6 months	..	..	..	..	..	..	..	..	30.7	..
>12 months	..	..	..	..	..	..	..	..	11.7	..
Coroners'										
>12 months	12.4	41.3	30.0	28.6	24.6	23.3	28.8	26.7	..	..
>24 months	2.5	24.3	14.1	13.0	10.6	10.0	16.0	18.4	..	..

Table C.8 (continued)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aus Gov	Aust
<i>Attendance (average attendances per finalisation), 2011-12</i>										
<i>Data for this indicator not complete or not directly comparable (chapter 7, attachment table 7A.19)</i>										
	no.	no.	no.	no.	no.	no.	no.	no.	no.	
<i>Criminal</i>										
Supreme	na	2.9	3.0	2.6	3.5	5.4	7.4	6.6	..	..
District/County	na	5.1	4.0	4.3	6.3	..	..	..	..	..
Magistrates	na	3.0	2.4	2.5	3.7	4.0	3.6	3.3	..	..
Children's	na	2.9	2.9	3.9	3.8	5.2	5.6	4.7	..	..
<i>Civil</i>										
Supreme (excl. probate)/Federal	na	1.4	1.4	2.2	4.0	na	4.9	4.5	3.2	..
District/Country	na	1.2	0.8	1.1	3.7	..	..	..	..	..
Magistrates	na	0.9	0.8	0.7	0.7	0.8	1.6	1.3	..	..
Children's	na	1.4	3.2	4.5	2.6	10.9	7.9	2.4	..	..
Family	..	..	..	1.6	..	..	..	..	2.4	..
Fed Magistrates	..	..	..	..	..	..	..	..	2.0	..
Coroners'	na	1.0	3.4	2.1	1.5	1.0	2.6	1.0	..	..

Table C.8 (continued)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aus Gov	Aust
Efficiency indicators										
<i>Clearance (number of finalisations in reporting period divided by number of lodgments), 2011-12</i>										
<i>Data for this indicator comparable, subject to caveats (chapter 7, attachment tables 7A.20 and 7A.21)</i>										
	%	%	%	%	%	%	%	%	%	
<i>Criminal</i>										
Supreme – appeal	87.6	151.1	104.1	90.4	105.1	92.9	103.5	114.3	..	..
Supreme – non appeal	79.6	141.5	105.8	91.4	98.3	95.2	99.3	101.2	..	..
District/County – appeal	102.8	103.6	83.4	..	..	..	..	..	..	..
District/County – non appeal	98.7	109.6	104.5	93.7	99.8	..	..	..	..	..
Magistrates	104.9	104.9	100.1	102.9	101.3	97.3	103.8	110.0	..	..
Children's	105.6	101.6	101.8	108.5	101.9	94.8	107.6	88.9	..	..
<i>Civil</i>										
Supreme/Federal - appeal	78.9	106.2	98.5	93.9	98.2	89.3	95.3	81.9	111.6	..
Supreme (excl probate)/Federal – non appeal	125.3	114.5	129.2	109.6	98.8	102.7	172.3	107.9	109.7	..
District/County – appeal	106.6	109.6	109.2	117.2	102.8	..	..	..	..	..
District/County – non appeal	107.0	96.8	94.9	123.0	124.5	..	..	..	..	..
Magistrates	101.9	98.0	99.9	97.9	102.1	100.9	98.0	100.4	..	..
Children's	102.7	98.3	94.0	86.1	96.3	96.3	87.2	91.9	..	..
Family – appeal	..	..	..	147.6	..	..	..	..	89.0	..
Family – non appeal	..	..	..	100.8	..	..	..	..	99.6	..
Fed Magistrates	..	..	..	..	..	..	..	..	96.8	..
Coroners'	131.9	98.4	106.9	115.6	113.9	96.7	100.9	93.4	..	..

Table C.8 (continued)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aus Gov	Aust
<i>Judicial officers per 100 finalisations, 2011-12</i>										
Data for this indicator comparable, subject to caveats (chapter 7, attachment table 7A.23)										
Supreme (excl. probate)/Federal	0.48	0.58	0.35	0.89	0.81	0.43	0.36	0.99	0.98	0.60
District/Country	0.35	0.53	0.29	0.36	0.40	..	..	..	..	0.38
Magistrates	0.04	0.04	0.03	0.03	0.04	0.04	0.06	0.07	..	0.04
Children's	0.12	0.04	0.06	0.05	0.06	0.07	0.07	0.07	..	0.07
Family	..	..	..	0.09	..	..	..	..	0.17	0.14
Fed Magistrates	..	..	..	..	..	..	..	..	0.07	0.07
Coroners'	0.06	0.19	0.21	0.11	0.08	0.09	0.06	0.53	..	0.13
Total	0.07	0.07	0.06	0.07	0.08	0.06	0.10	0.10	0.13	0.08
<i>FTE staff per 100 finalisations, 2011-12</i>										
Data for this indicator comparable, subject to caveats (chapter 7, attachment table 7A.24)										
Criminal courts	0.8	0.4	0.4	0.5	0.6	0.4	0.9	0.4	..	0.5
Civil courts	0.6	0.5	0.5	0.4	0.6	0.4	1.1	0.8	5.2	0.6
Family courts	..	..	..	0.9	..	..	..	..	2.0	1.5
Federal Magistrates	..	..	..	..	..	..	..	..	0.5	0.5
Coroners courts	0.5	1.8	1.7	1.0	0.9	0.5	0.4	1.4	..	1.1
Total	0.7	0.5	0.4	0.5	0.6	0.4	0.9	0.5	1.0	0.6
<i>Cost per finalisation (total net recurrent expenditure divided by number of finalisations), 2011-12</i>										
Data for this indicator not complete or not directly comparable (chapter 7, attachment tables 7A.26 and 7A.27)										
	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
<i>Criminal</i>										
Supreme	43 316	33 297	9 758	20 236	23 049	13 345	12 907	15 315	..	19 063
District/County	7 458	14 721	6 918	20 063	10 400	..	..	..	..	9 982
Magistrates	737	452	435	756	516	424	1209	675	..	563
Children's	781	123	691	782	619	496	1752	835	..	535

Table C.8 (continued)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aus Gov	Aust
<i>Civil</i>										
Supreme (excl. probate)/Federal	3 992	4 538	2 126	6 914	4 235	3 736	3 822	18 408	14 582	5 767
District/County	2 124	3 041	621	1 774	1 324	..	..	..	..	1 860
Magistrates	296	226	275	197	245	92	1 566	759	..	275
Children's	777	1 743	1 620	790	653	1 034	4 813	895	..	1 184
Family courts	..	..	..	1 520	..	..	..	..	5 560	..
Fed Magistrates	..	..	..	..	..	..	..	..	811	811
Coroners	553	2 835	2 615	2 129	1 243	933	834	4025	..	1 701

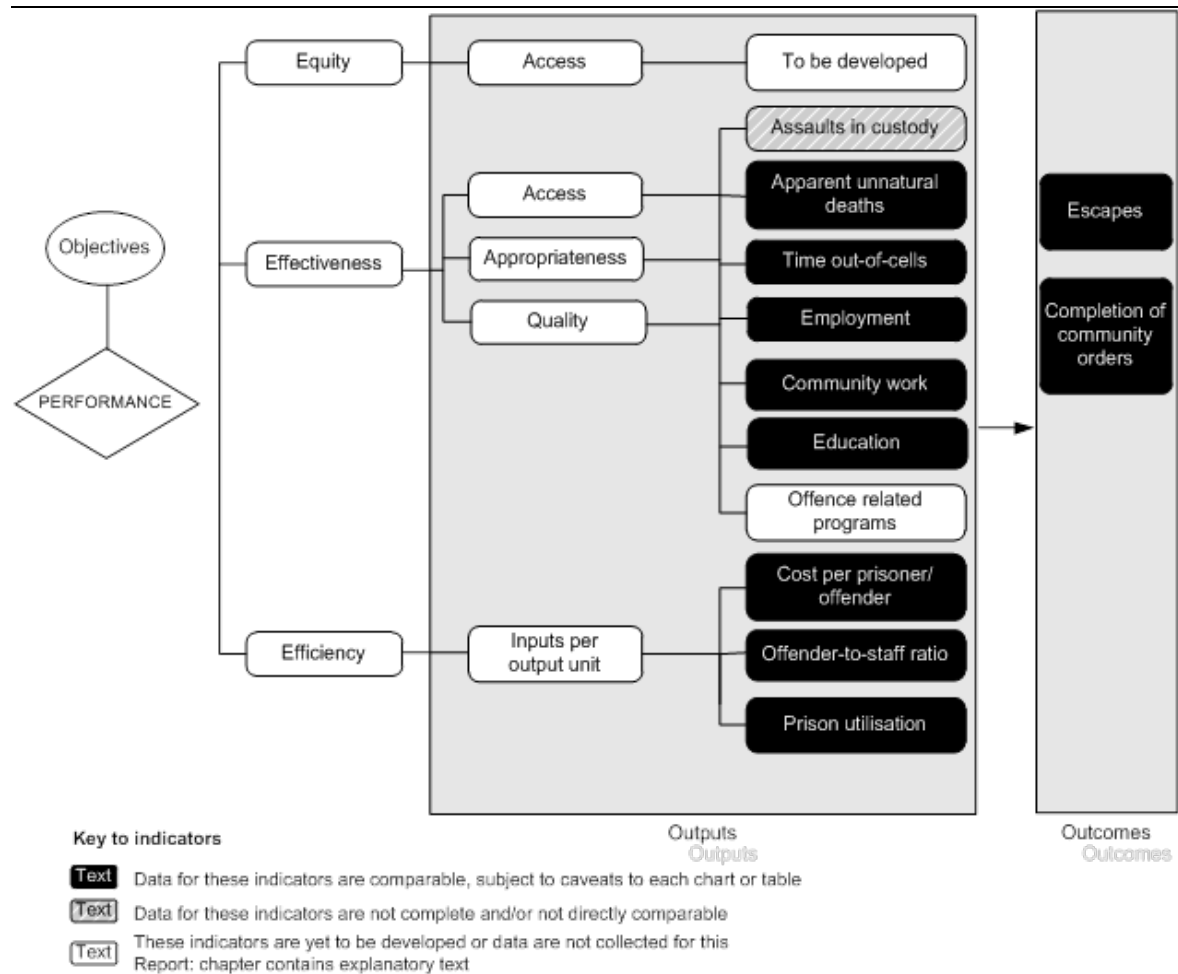
^a Caveats for these data are available in Chapter 7 and Attachment 7A. Refer to the indicator interpretation boxes in chapter 7 for information to assist with interpreting data presented in this table. ^b Some data are derived from detailed data in Chapter 7 and Attachment 7A. **na** Not available. **..** 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 2011-12 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, 2011-12 (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										
Serious assault	rate	0.19	2.17	1.01	0.33	1.01	0.98	1.55	0.37	0.79
Assault	rate	12.3	9.4	3.8	5.8	7.3	8.6	15.8	3.1	8.3
Prisoner on officer										
Serious assault	rate	0.02	0.04	0.12	0.06	–	0.39	–	0.07	0.06
Assault	rate	0.6	1.2	0.6	0.9	0.8	1.2	0.8	0.2	0.8
<i>Apparent unnatural deaths, 2011-12 (rate per 100 prisoners)</i>										
<i>Data for this indicator comparable, subject to caveats (chapter 8, attachment table 8A.15)</i>										
Deaths/100 prisoners										
Indigenous	rate	0.05	–	0.06	–	–	–	–	–	0.03
Non-indigenous	rate	0.07	–	0.03	–	0.06	0.23	–	–	0.04
All prisoners	rate	0.06	–	0.04	–	0.05	0.20	–	–	0.03
Number of deaths										
Indigenous	no.	1	–	1	–	–	–	–	–	2
Non-indigenous	no.	5	–	1	–	1	1	–	–	8
All prisoners	no.	6	–	2	–	1	1	–	–	10
<i>Time out of cells (average hours per day), 2011-12</i>										
<i>Data for this indicator comparable, subject to caveats (chapter 8, attachment table 8A.18)</i>										
Total	hours	11.0	10.9	10.7	12.5	9.2	9.2	10.5	12.9	11.1
<i>Employment (number of prisoners employed as a percentage of those eligible to work), 2011-12</i>										
<i>Data for this indicator comparable, subject to caveats (chapter 8, attachment table 8A.20)</i>										
%		76.0	88.9	75.5	53.3	68.7	60.5	85.5	68.9	72.3
<i>Community work (ratio of number of hours directed to work and hours actually worked), 2011-12</i>										
<i>Data for this indicator comparable, subject to caveats (chapter 8, attachment table 8A.20)</i>										
Ratio		na	na	2.0	2.0	3.7	na	1.6	2.2	na

Table C.9 (Continued)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<i>Education (number of prisoners in education courses as a percentage of those eligible), 2011-12</i>									
<i>Data for this indicator comparable, subject to caveats (chapter 8, attachment table 8A.21)</i>									
%	35.3	37.2	26.5	31.8	46.4	28.5	85.1	22.4	33.8
<i>Escapes (number and rate per 100 prisoners), 2011-12</i>									
<i>Data for this indicator comparable, subject to caveats (chapter 8, attachment table 8A.17)</i>									
Number. Open	12	1	1	3	–	4	1	6	28
Number Secure	3	–	–	2	–	5	–	–	10
Rate Open	0.34	0.18	0.20	0.29	–	9.52	13.25	1.30	0.44
Rate Secure	0.05	–	–	0.05	–	1.07	–	–	0.04
<i>Completion of community orders (percentage of orders completed), 2011-12</i>									
<i>Data for this indicator comparable, subject to caveats (chapter 8, attachment table 8A.19)</i>									
%	79.7	58.7	72.6	55.6	71.8	90.2	81.6	65.1	71.2
Efficiency indicators									
<i>Cost per prisoner/offender (average net cost per day excluding capital and payroll costs), 2011-12</i>									
<i>Data for this indicator comparable, subject to caveats (chapter 8, attachment table 8A.7)</i>									
Prisoner (\$)	212.3	267.6	204.9	246.2	211.4	288.9	313.3	176.1	226.1
Offender (\$)	26.2	26.0	13.8	42.6	16.8	11.7	15.0	43.2	22.5
<i>Offender-to-staff ratio (daily average number of offenders per full time corrective services staff member), 2011-12</i>									
<i>Data for this indicator comparable, subject to caveats (chapter 8, attachment table 8A.22)</i>									
Ratio	15.6	13.3	24.1	9.5	20.1	25.1	22.1	12.0	16.6
<i>Prison utilisation (average percentage of prison design capacity used during the year), 2011-12</i>									
<i>Data for this indicator comparable, subject to caveats (chapter 8, attachment table 8A.23)</i>									
%	95.6	na	84.9	103.7	na	79.6	78.0	111.0	94.3

^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

This justice sector overview will continue to be developed in future reports.

The Police services, courts and corrective services chapters contain a service-specific section on future directions in performance reporting.

C.5 List of attachment tables

Attachment tables are identified in references throughout this sector overview 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	Feelings of safety at home alone during the day and night
Table CA.2	Feelings of safety in public places during the night
Table CA.3	Estimated victims of selected personal crimes, 2010-11
Table CA.4	Estimated victims of selected property crimes, 2010-11
Table CA.5	Police staff, FTE and per population
Table CA.6	Judicial officers, FTE and per population
Table CA.7	Proportion of higher courts finalised adjudicated defendants resulting in a guilty plea or finding

C.6 References

ABS (Australian Bureau of Statistics)

—— 2011, *Crime Victimisation Australia, 2009-10*, Cat no. 4530.0.

—— 2011, *Recorded Crime — Offenders, Australia, 2010-11*, 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

CONTENTS

6.1 Profile of police services	6.2
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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. A general section reports on performance across all police activity areas.

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.

Data quality information (DQI) is being progressively introduced for all indicators in the Report. The purpose of DQI is to provide structured and consistent information about quality aspects of data used to report on performance indicators. DQI in this Report cover the seven dimensions in the ABS’ data quality framework (institutional environment, relevance, timeliness, accuracy, coherence, accessibility and interpretability) in addition to dimensions that define and describe performance indicators in a consistent manner, and note key data gaps and issues identified by the Steering Committee. All DQI for the 2013 Report can be found at www.pc.gov.au/gsp/reports/rogs/2013.

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 ACT and the Commonwealth Minister for Home Affairs, Justice, Privacy and Freedom of Information for the provision of police services to the ACT. A strategic partnership with the ACT Government is 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 the Standing Council on Police and Emergency Management (SCPEM).

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 collisions)
- those requiring police services for non-crime-related matters.

Funding for police services comes almost exclusively from State and Territory government budgets, with some limited specific purpose Australian Government grants. Total recurrent expenditure was \$9.5 billion, nationally, in 2011-12 (table 6A.10).

Staffing

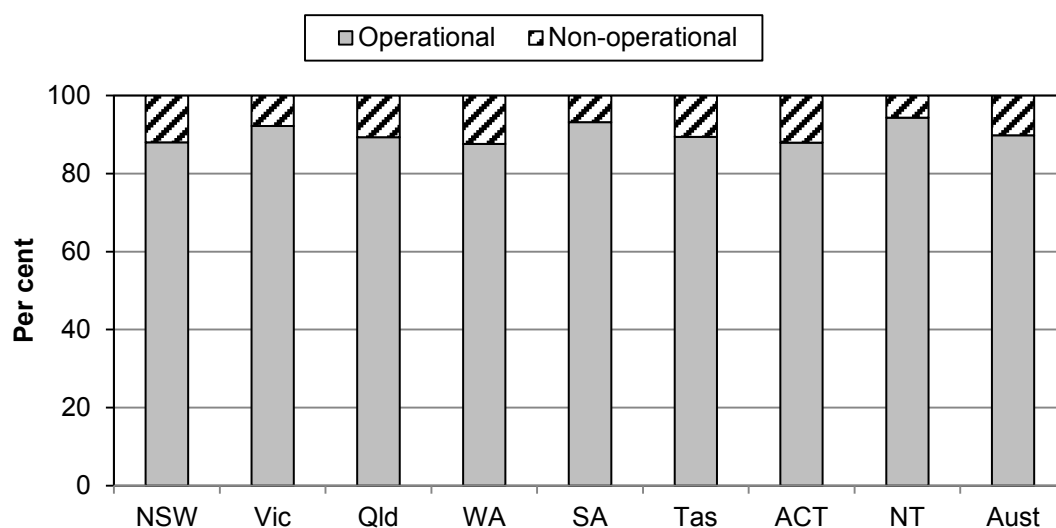
Police staff may be categorised in two different ways:

- by 'sworn' status — sworn 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 effectively the need for specialist skills
- to reduce costs.
- by 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 (where an external client predominately refers to members of the public but may also include law enforcement outputs delivered to other government departments).

Operational status is considered the better proxy for the number of police staff actively engaged in the delivery of police-related services. Approximately 89.9 per cent of police staff were operational in Australia in 2011-12 (figure 6.1).

Figure 6.1 **Police staff, by operational status, 2011-12^a**

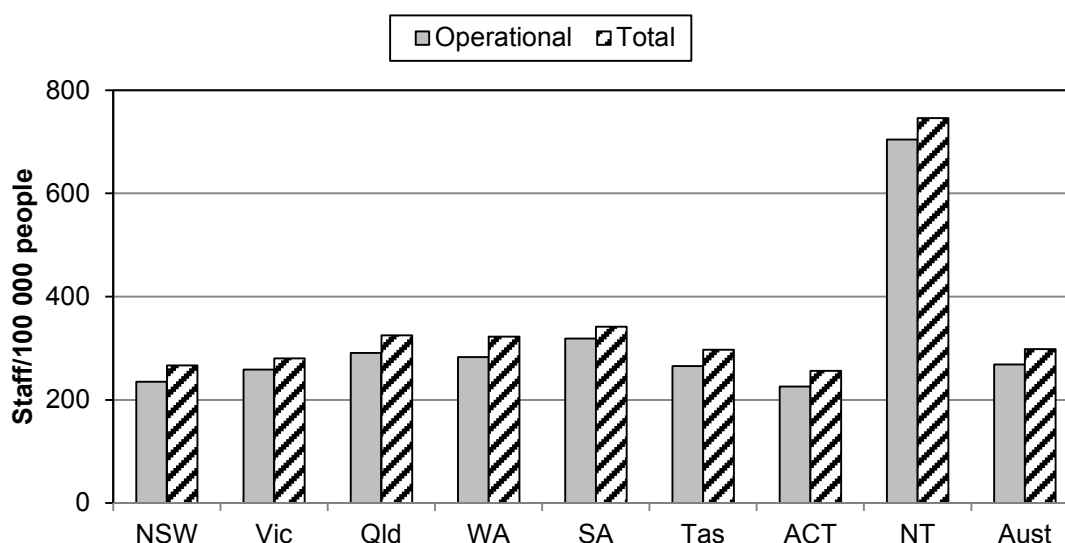


^a Data comprise all FTE staff except in the NT where data are based on a headcount at 30 June. NT police officers include police auxiliaries and Aboriginal community police officers.

Source: State and Territory governments (unpublished); table 6A.11.

Nationally, there was a total of 67 156 operational plus non-operational staff in 2011-12 (table 6.1). Nationally, on average, there were 268 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, 2011-12^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, 2011-12^a

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Total
Police staff numbers									
Operational	17 029	14 410	13 106	6 754	5 256	1 354	835	1 620	60 364
Total	19 332	15 626	14 672	7 708	5 639	1 514	949	1 716	67 156
Population numbers									
Estimates at 31 December 2011 (100 000)	72.5	55.7	45.1	23.9	16.5	5.1	3.7	2.3	224.9
Police staff numbers per 100 000 population									
Operational	235	258	290	283	320	265	225	697	268
Total	267	280	325	323	343	296	256	738	299

^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.

The community expects police to be available and capable of responding to calls for assistance within a reasonable time. The number of police staff per 100 000 population is sometimes used as a proxy for police responsiveness. The Steering Committee is attempting to develop more robust measures of police responsiveness, building on current response times reporting in individual jurisdictions. Comparisons of response times across jurisdictions is subject to

significant variables such as legislation, systems capability and practices, infrastructure, geography and the operational environment. To date it has been suggested that further work is required on the costs and benefits of a national standard for police response times.

For illustrative purposes, the Steering Committee notes the following response times reporting in the Annual Reports of several Australian police agencies.

- NSW reports the number of urgent response calls and the percentage attended to within a target time (NSW Police Force 2011). Urgent calls are where there is an imminent threat to life or property. In 2010-11, NSW Police responded to 113 633 urgent response calls. The target was for police response to arrive at 80 per cent of urgent duty jobs within 12 minutes. In 2010-11, they did so for 79.5 per cent of urgent duty jobs.
- WA police reports the average time taken to respond to two categories of call, priority 1&2 calls combined and priority 3 calls (WA Police 2011). Priority 1 calls concern life threatening incidents and because there are relatively few of these, they are combined with priority 2 incidents where life or property is or may be in danger. Priority 3 tasks cover incidents requiring immediate attention but are not life-threatening at that time. In 2010-11, the average time to respond to priority 1 and 2 calls was 8 minutes (within the target of 9 minutes) and 21 minutes for priority 3 calls (within the target of 25 minutes).
- SA Police reported that 64.4 per cent of the 73 846 category 1 tasks in the metropolitan area, were responded to within 15 minutes (with a 65 per cent target) (SA Police 2011).
- ACT Police report response times for three incident categories. The target for Priority 1 incidents – life threatening or critical situations – is 60 per cent or more of response within 8 minutes (87.7 per cent achieved) and 90 per cent or more within 12 minutes (97.4 per cent achieved). The targets for Priority 2 incidents were 60 per cent within 20 minutes (93.7 per cent achieved) and 95 per cent within 30 minutes (97.9 per cent achieved). The target for Priority 3 incidents is 90 per cent within 48 hours (99.9 per cent achieved) (ACT Police 2011).
- NT Police has a target of dispatching to 80 per cent of Priority 1 incidents in the Greater Darwin Metropolitan area within 10 minutes (83.3 per cent achieved) (2010-11 NT Police, Fire and Emergency Services Annual Report).

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 police services (figure 6.3). The performance indicator framework also shows which data are comparable in the 2013 Report. For data that are not considered directly comparable, the text includes relevant caveats and supporting commentary. Formal Data Quality Information is being progressively developed for all indicators in the Report and is available at www.pc.gov.au/gsp/reports/rogs/2013. Chapter 1 refers to 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).

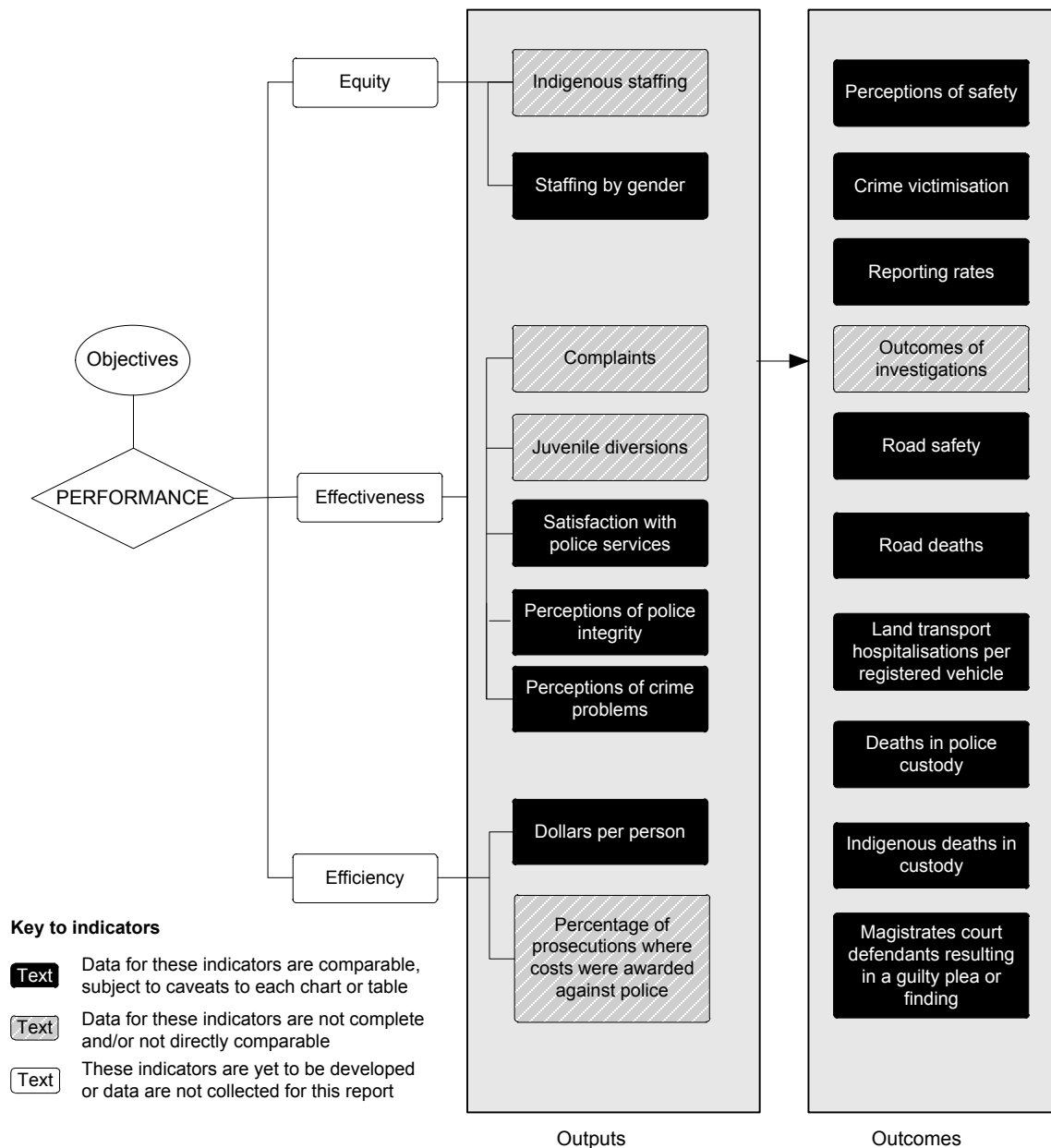
Indicators relevant to all police services are discussed in section 6.3. These include:

- 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 low 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.

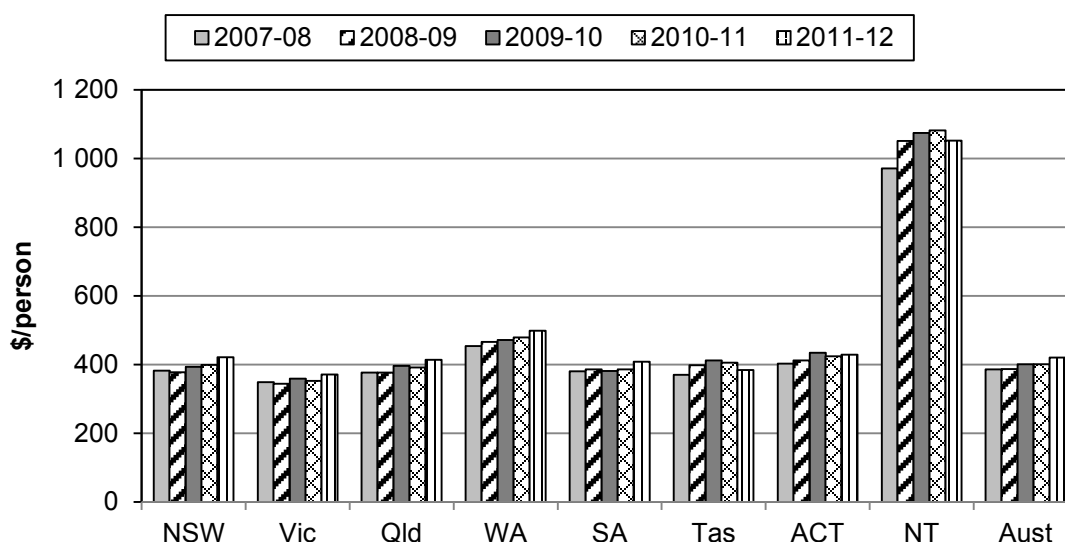
Efficiency indicators should be interpreted within the context of the effectiveness and equity indicators, to derive an holistic view of performance.

Data reported for this indicator are comparable.

Data quality information for this indicator is under development.

Recurrent expenditure (less revenue from own sources and payroll tax) on police services across Australia was \$9.5 billion (or \$421 per person) in 2011-12 (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 (2011-12 dollars)^{a, b}



^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. Data are adjusted to 2011-12 dollars using the gross domestic product (GDP) price deflator (2011-12 = 100) (table AA.51). Recent volatility in the GDP deflator series affects annual movements of real expenditure. See the Statistical appendix (section A.5) for details.

Source: State and Territory governments (unpublished); tables 6A.10 and AA.2.

Since 2007-08, all jurisdictions increased their real recurrent expenditure per person (figure 6.4). Nationally, real recurrent expenditure on police services per person increased by an average of 1.9 per cent each year between 2006-07 and 2011-12 (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. However, many factors 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.

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.

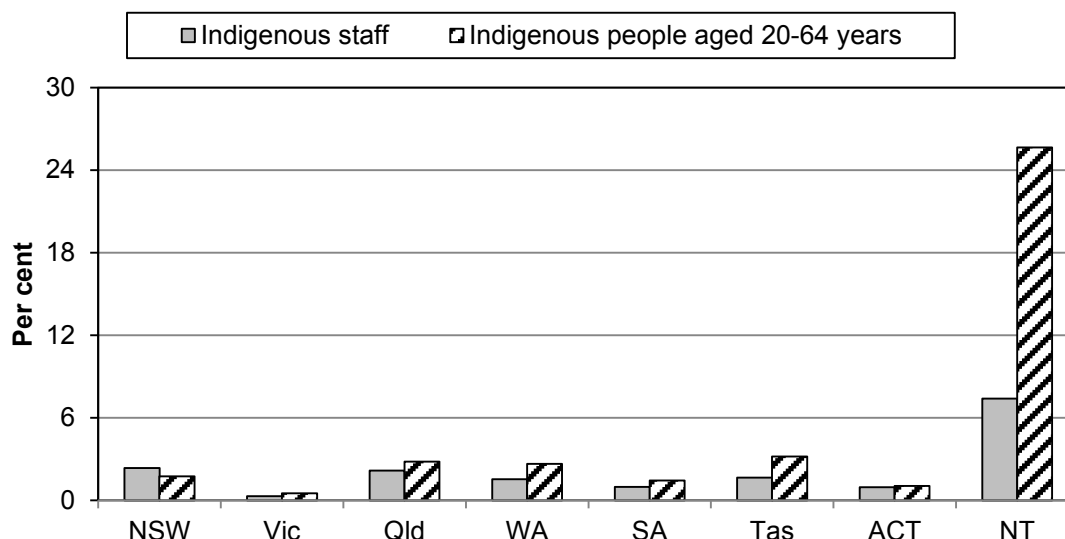
The process of identifying Indigenous staff members generally relies on self-identification as being Aboriginal and/or Torres Strait Islander. Where Indigenous people are asked to identify themselves, the accuracy of the data will partly depend on how they perceive the advantages (or disadvantages) of identification and whether these perceptions change over time.

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 2011-12 was similar to the representation of Indigenous people in the population aged 20–64 years for all jurisdictions except the NT, noting the NT far exceeds any other jurisdiction (figure 6.5).

Figure 6.5 **Proportions of Indigenous staff in 2011-12 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 generally 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.

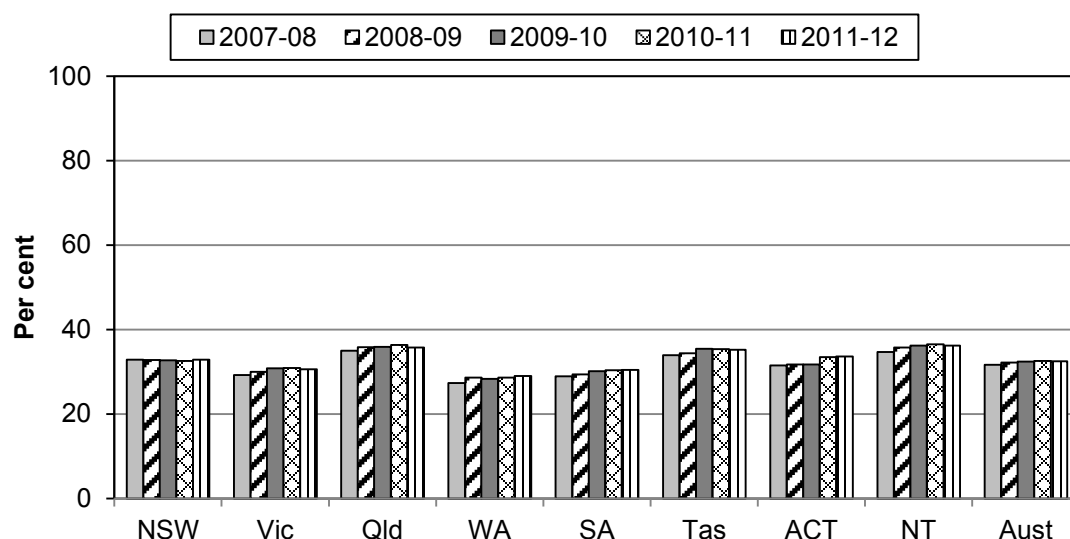
A proportion of female police staff commensurate with the proportion of females in the total population is generally more equitable.

Data reported for this indicator are comparable.

Data quality information for this indicator is under development.

Nationally, 32.5 per cent of police staff were female in 2011-12 (figure 6.6). The proportion of female police staff increased from 2007-08 to 2011-12 (from 31.6 per cent to 32.5 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 as a proportion of all staff^a



^a Data comprise all FTE staff except 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 should 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 2006-07 to 2008-09. A low or decreasing index number is a desirable outcome.

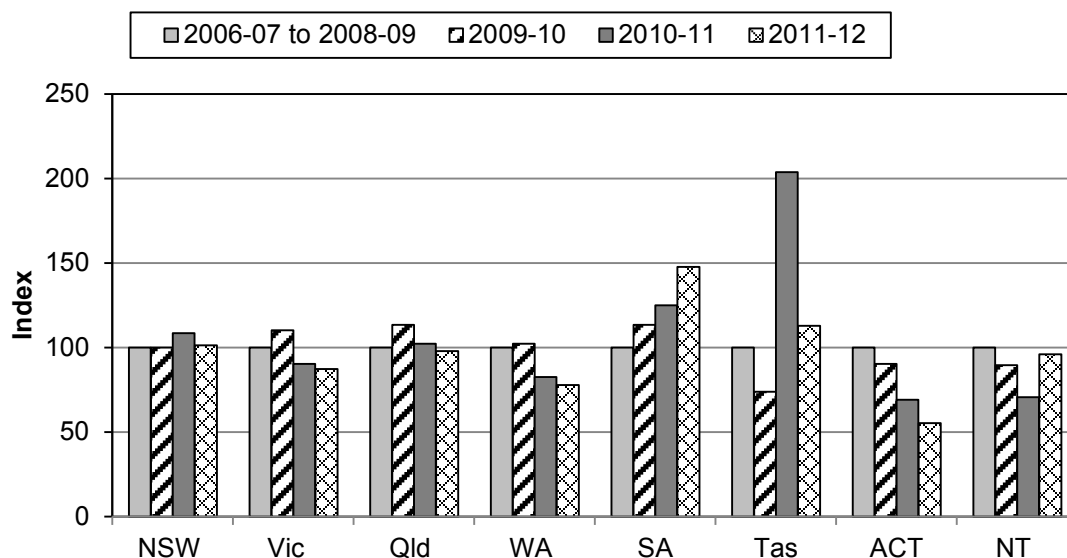
Rates of complaints against police are influenced by factors such as familiarity with, effectiveness of and confidence in, complaint handling procedures, as well as the definition of ‘complaint’ applicable to a particular jurisdiction.

Data for this indicator are not directly comparable. The underlying data on the number of complaints are not comparable across jurisdictions, because definitions of what constitutes a ‘complaint against police’ differ across 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}



^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 2006-07 to 2008-09 = 100. ^b Population data relate to 31 December, so that ERP at 31 December 2011 is used as the denominator for 2011-12. ^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 2006-07 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 2006-07 to 2009-10 were revised in the 2012 RoGS due to retrospective capture of some complaints and improved alignment 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 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). ⁱ For NT, the introduction of IaPro, an holistic complaint and investigation system, has resulted in the consolidation and consistency of data into one system.

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), plus other sources. The NSCSP collects information on community perceptions of police 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.

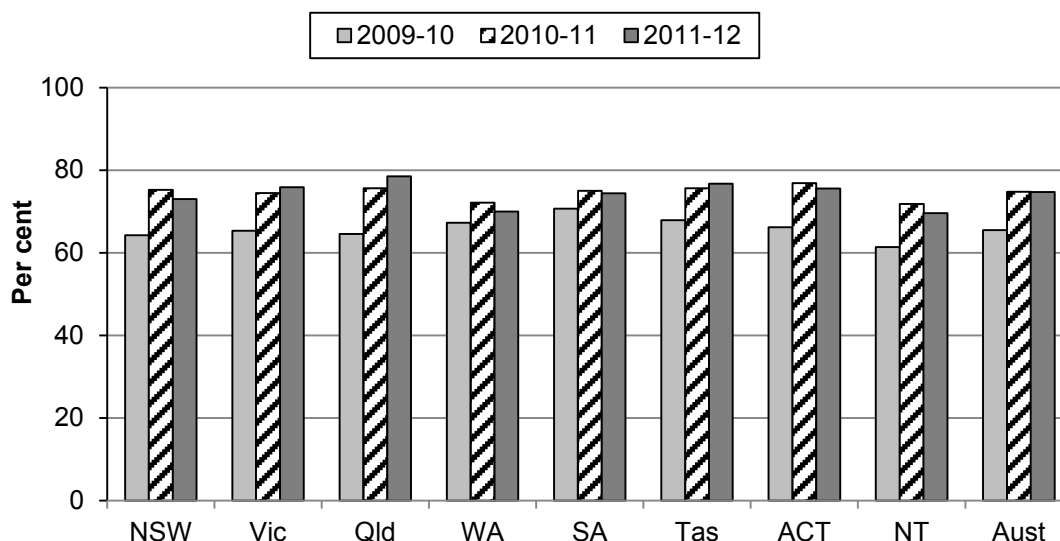
Client satisfaction is a widely accepted measure of service quality. Public perceptions might not reflect actual levels of police performance, because many factors — including individual experiences, hearsay and media reporting — can influence people’s satisfaction with police services.

Data reported for this indicator are comparable.

Data quality information for this indicator is under development.

Across the general population (whether or not people had had contact with the police), the majority of people nationally (74.7 per cent) were ‘satisfied’ or ‘very satisfied’ with the services provided by police in 2011-12, the same as in 2010-11 (figure 6.8).

Figure 6.8 People who were 'satisfied' or 'very satisfied' with police services^{a, b}

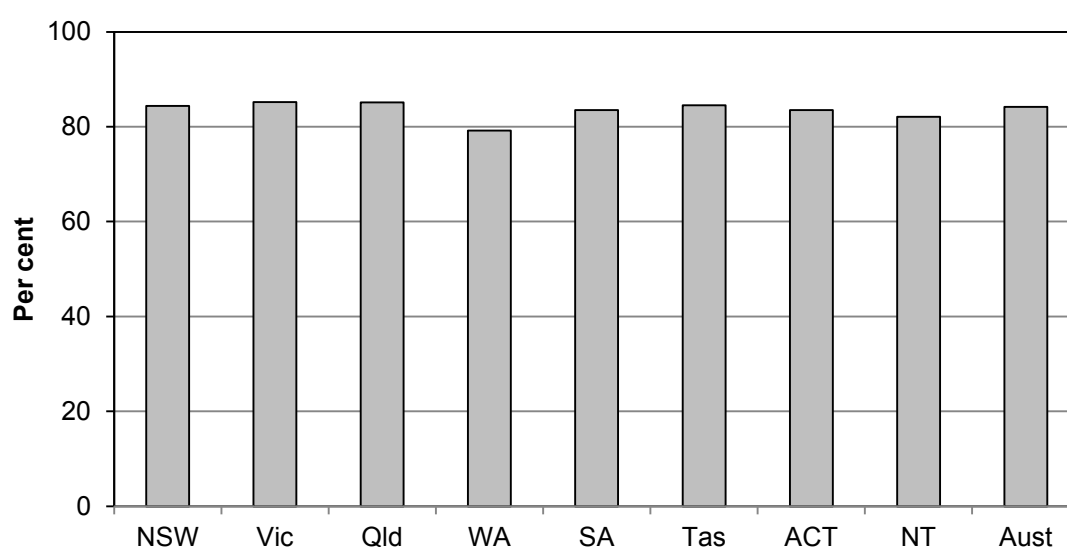


^a Data are for people aged 15 years or over. ^b Survey results are subject to sampling error. Refer to the Statistical appendix section A.5 for information to assist in the interpretation of these results.

Source: ANZPAA (unpublished); table 6A.12.

Of those people who had contact with police in 2011-12, 84.2 per cent nationally were 'satisfied' or 'very satisfied' with the service they received during their most recent contact (figure 6.9).

Figure 6.9 People who were 'satisfied' or 'very satisfied' with police in their most recent contact, 2011-12^{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.42.

Time series data for general satisfaction with police services (and those who had contact with police in the preceding 12 months) are reported in tables 6A.12 and 6A.42 respectively.

Perceptions of police integrity

‘Perceptions of police integrity’ is an indicator of governments’ objective to provide police services in an effective manner. It specifically aims to provide measures 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.

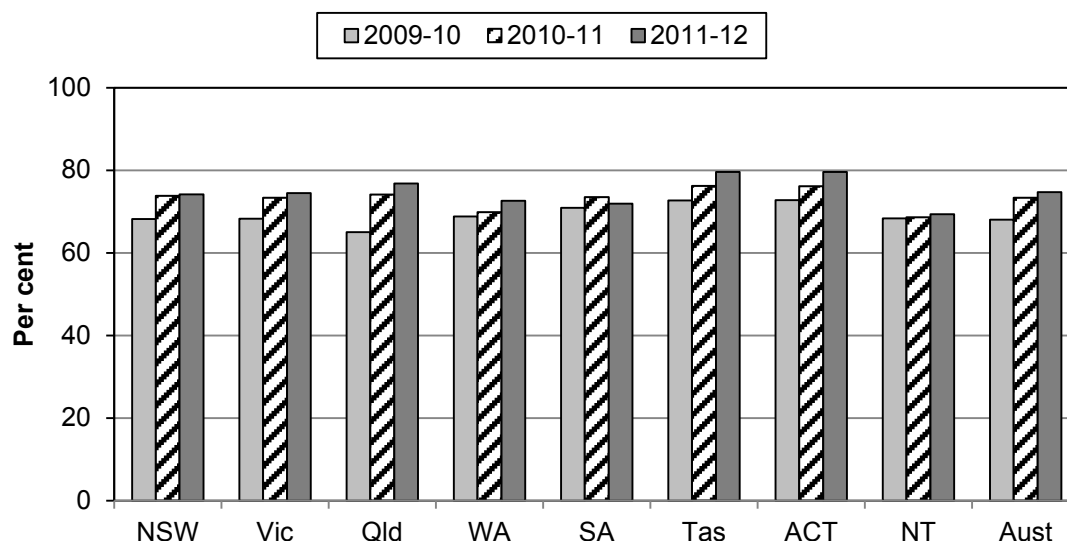
Public perceptions might not reflect actual levels of police integrity, because many factors, including hearsay and media reporting, might influence people’s perceptions of police integrity.

Data reported for this indicator are comparable.

Data quality information for this indicator is under development.

In 2011-12, 74.7 per cent of people nationally ‘agreed’ or ‘strongly agreed’ that police treat people ‘fairly and equally’, compared with 73.3 per cent in 2010-11 (figure 6.10).

Figure 6.10 People who ‘agreed’ or ‘strongly agreed’ that police treat people fairly and equally^{a, b}

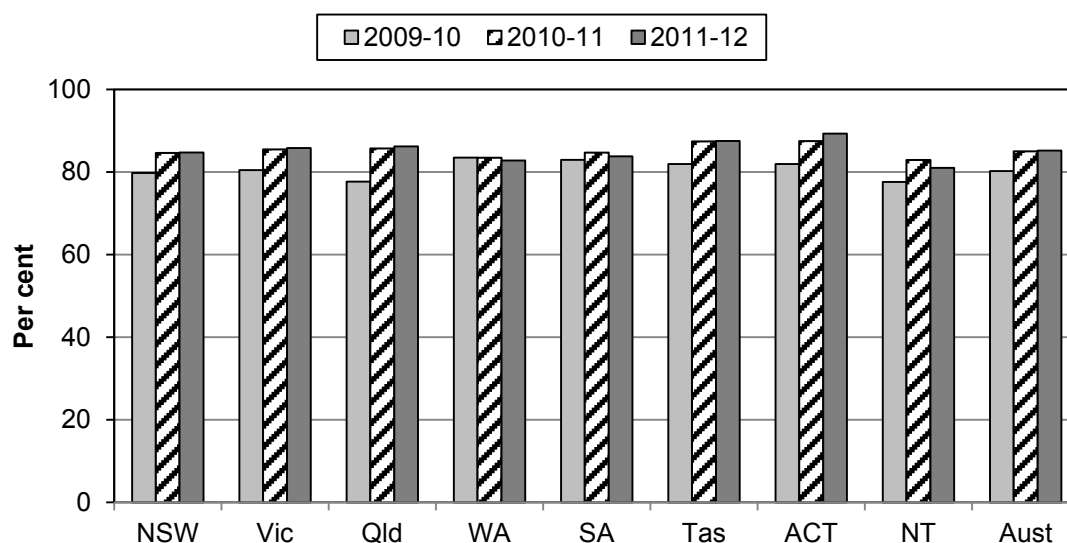


^a Data are for people aged 15 years or over. ^b Survey results are subject to sampling error. Refer to the Statistical appendix section A.5 for information to assist in the interpretation of these results.

Source: ANZPAA (unpublished); table 6A.14.

Nationally, 85.2 per cent of people ‘agreed’ or ‘strongly agreed’ in 2011-12 that police perform the job ‘professionally’, compared with the 2010-11 result of 85.0 per cent (figure 6.11).

Figure 6.11 People who ‘agreed’ or ‘strongly agreed’ that police perform the job professionally^{a, b}

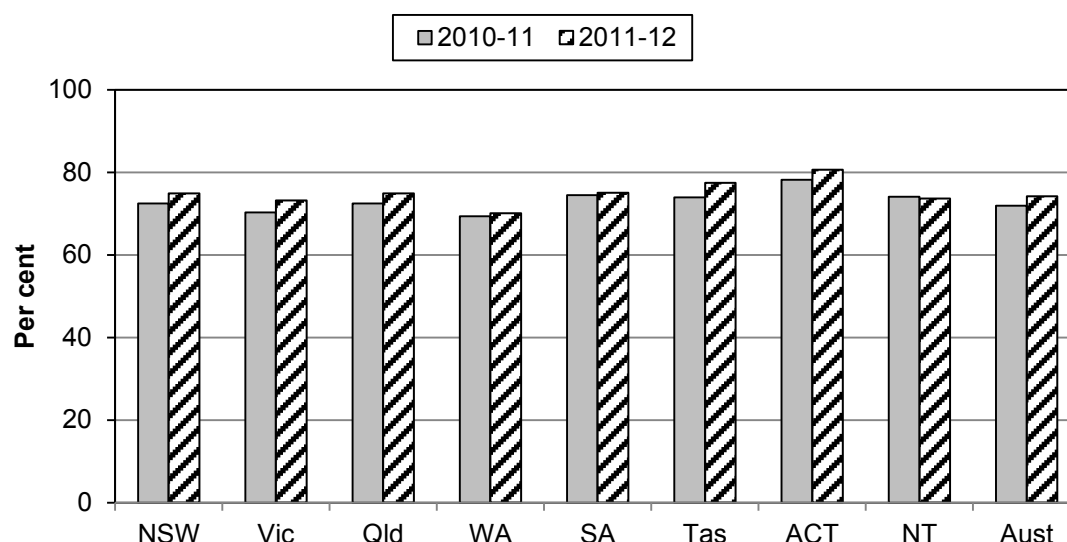


^a Data are for people aged 15 years or over. ^b Survey results are subject to sampling error. Refer to the Statistical appendix section A.5 for information to assist in the interpretation of these results.

Source: ANZPAA (unpublished); table 6A.13.

Police integrity can be judged to some extent by the public perception of police honesty. Nationally, 74.2 per cent of people ‘agreed’ or ‘strongly agreed’ in 2011-12 that police are ‘honest’ (figure 6.12), compared with 71.9 per cent in 2010-11.

Figure 6.12 **People who ‘agreed’ or ‘strongly agreed’ that police are honest^{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 these 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 draw 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.

Data are disaggregated by feelings of safety during the day and feelings of safety during the night.

For either measure, a high or increasing proportion of people who felt 'safe' or 'very safe' 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.

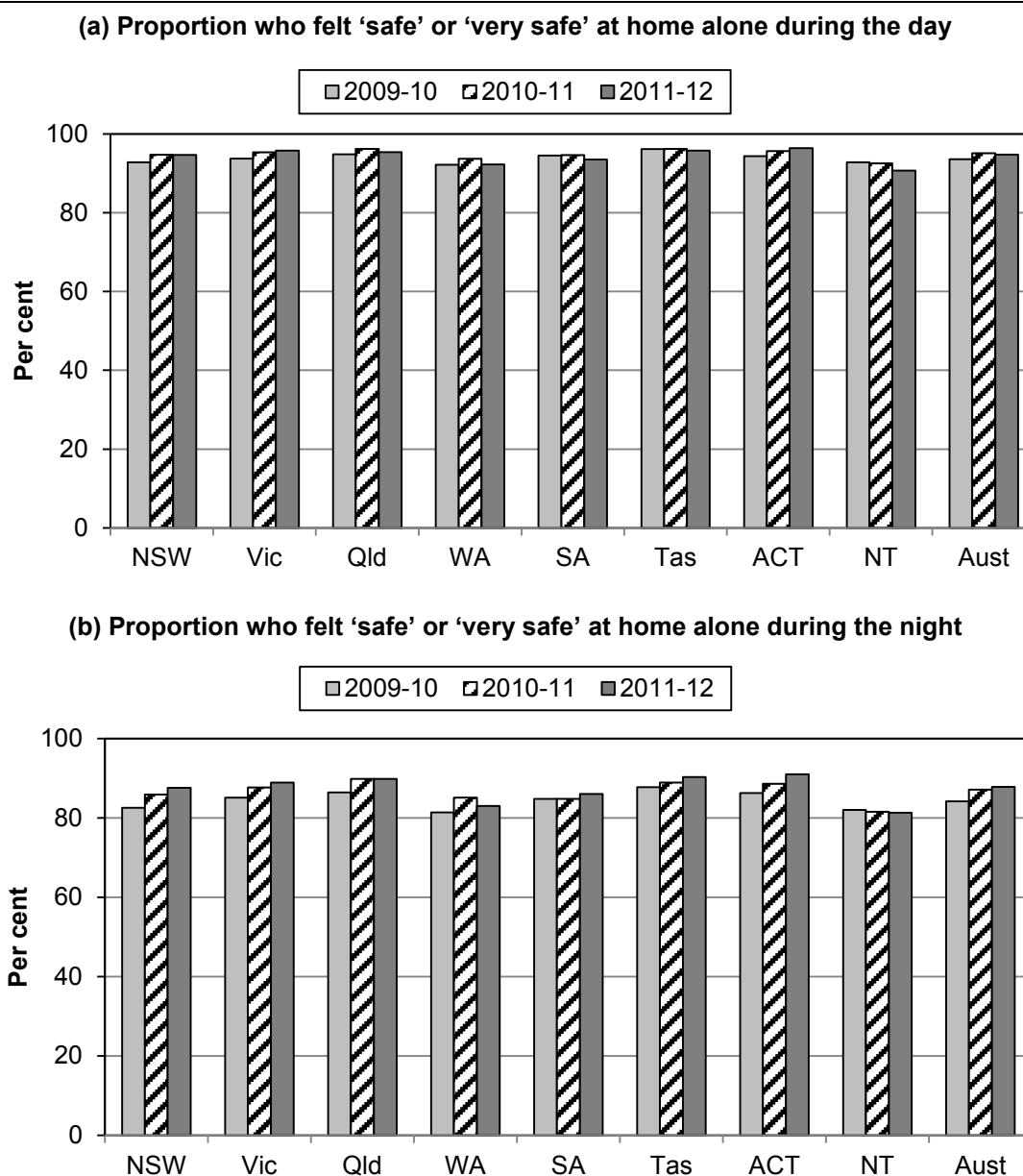
Perceptions of safety on public transport might be influenced by the availability and types (that is, trains, buses, ferries and trams) of public transport in each jurisdiction (i.e. availability and density).

Data reported for this indicator are comparable.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2013.

Nationally, 94.8 per cent of people felt 'safe' or 'very safe' at home alone during the day in 2011-12, very similar to 95.1 per cent in 2010-11 (figure 6.13a). Nationally, 87.8 per cent of people felt 'safe' or 'very safe' at home alone during the night in 2011-12, very similar to 87.1 per cent in 2010-11 (figure 6.13b).

Figure 6.13 Perceptions of safety at home alone^{a, b}



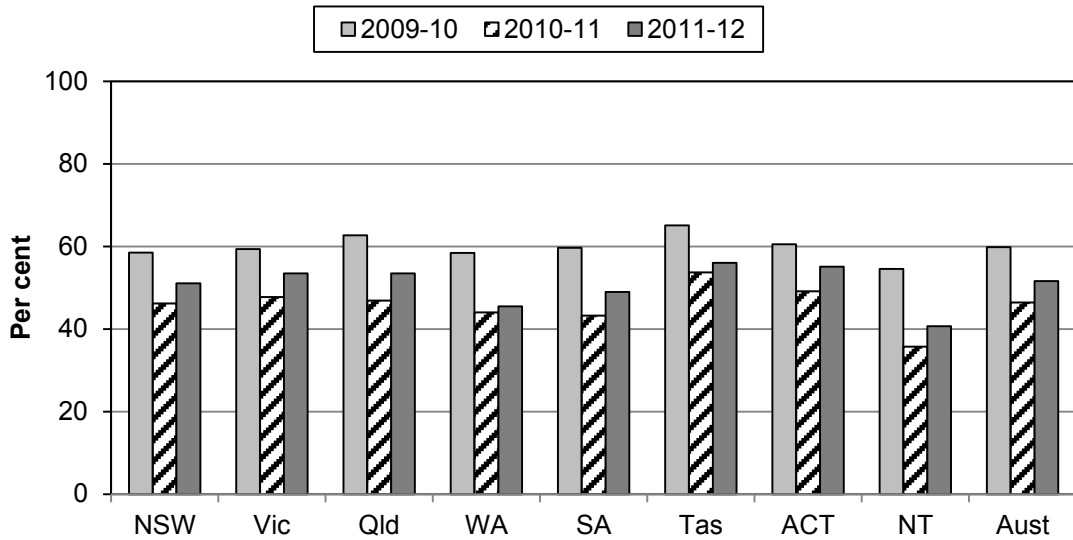
^a Data are for people aged 15 years or over. ^b Survey results are subject to sampling error. Refer to the Statistical appendix section A.5 for information to assist in the interpretation of these results.

Source: ANZPAA (unpublished); table 6A.19.

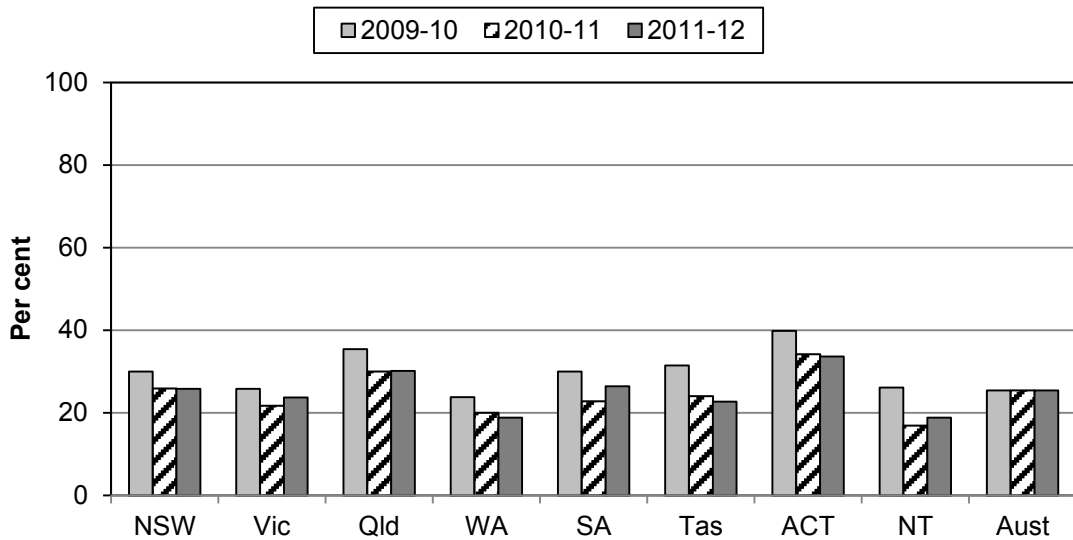
Nationally, 91.6 per cent of people felt 'safe' or 'very safe' when walking locally during the day in 2011-12 (table 6A.20) and 51.6 per cent of people felt 'safe' or 'very safe' when walking locally during the night in 2011-12 (figure 6.14a). Nationally, 62.1 per cent of people felt 'safe' or 'very safe' when travelling on public transport during the day in 2011-12, the same as in 2010-11 (table 6A.21) and 25.4 per cent of people felt 'safe' or 'very safe' when travelling on public transport during the night in 2011-12, the same as in 2010-11 (figure 6.14b).

Figure 6.14 Perceptions of safety in public places during the night^{a, b, c,}

(a) Proportion who felt 'safe' or 'very safe' walking 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 in public places are reported in tables 6A.20–6A.21.

Perceptions of crime problems

‘Perceptions of crime problems’ is an indicator of 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.

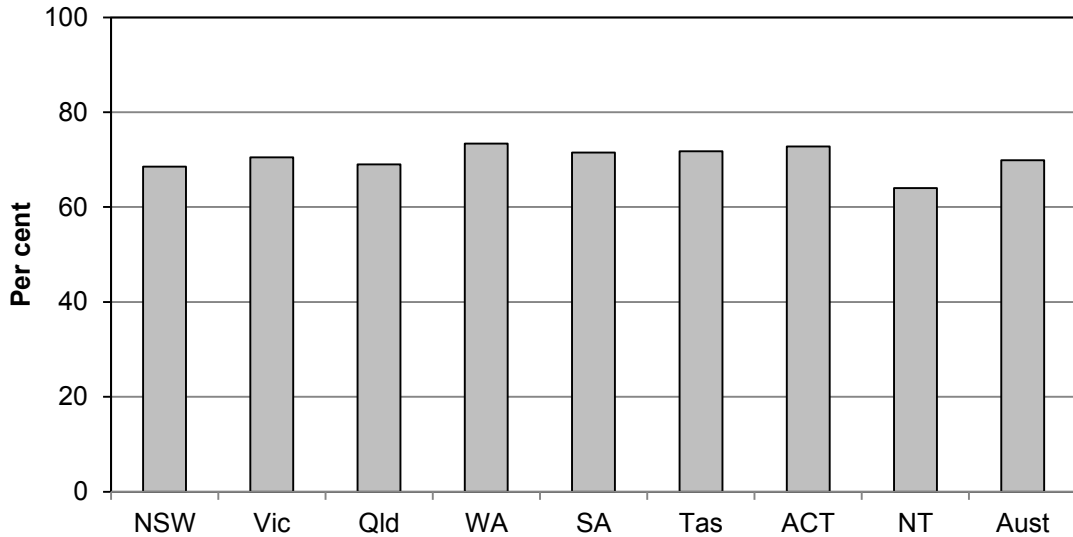
Nationally, people identified the following issues as a ‘major problem’ or ‘somewhat a problem’) in their neighbourhoods:

- 69.9 per cent of people thought speeding cars, dangerous or noisy driving’ to be a problem in 2011-12 (figure 6.15a), down from 72.2 in 2010-11 (table 6A.23)
- 45.3 per cent of people thought illegal drugs to be a problem in 2011-12 (figure 6.15b), down from 46.4 per cent in 2010-11 (table 6A.22).

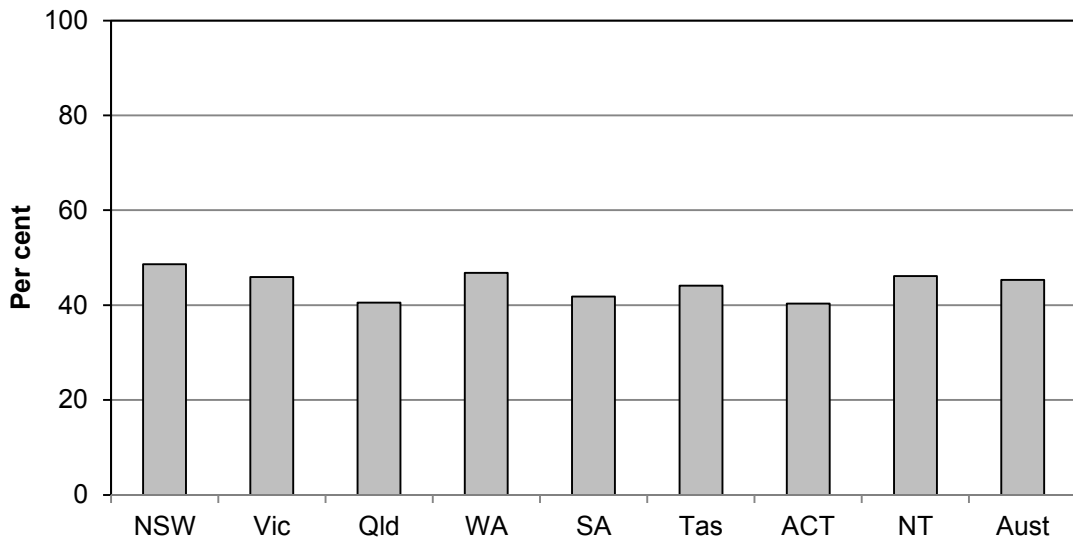
Time series data for perceptions of crime problems are reported in tables 6A.22 and 6A.23.

Figure 6.15 **Proportion of people who consider the identified issues to be either a 'major problem' or 'somewhat of a problem' in their neighbourhood, 2011-12^{a, b}**

(a) Speeding cars, dangerous or noisy driving



(b) Illegal drugs



^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, 2010-11). The second source is administrative data in ABS *Recorded Crime Victims Australia* (ABS Cat. no. 4510.0, 2011). 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 2010 to June 2011 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 Australia 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 and administrative data

Survey data are collected in such a way 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.

The most recent data available is from the ABS survey conducted from July 2010 to June 2011. Personal crime victimisation rates from this survey are reported in figures 6.16–6.18. Property crime victimisation rates from the survey are reported in figures 6.19–6.20.

Crime victimisation

‘Crime victimisation’ is an indicator of governments’ objective to reduce the incidence of crime (boxes 6.11 and 6.13).

Crime victimisation — crimes against the person

Box 6.11 Crime victimisation — crimes against the person

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.

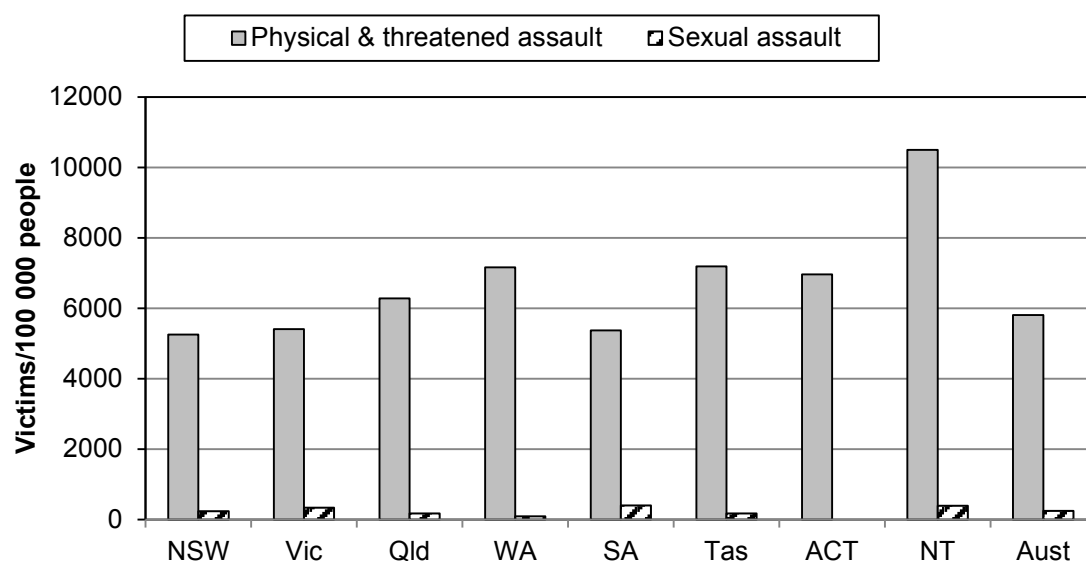
A low or decreasing rate of crime victimisation is a desirable outcome.

Data reported for this indicator are comparable.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2013.

Based on ABS crime victimisation survey data, estimated victimisation rates in 2010-11 nationally there were 5808 physical and threatened assaults, 326 sexual assaults and 436 robberies per 100 000 people (figures 6.16 and 6.17).

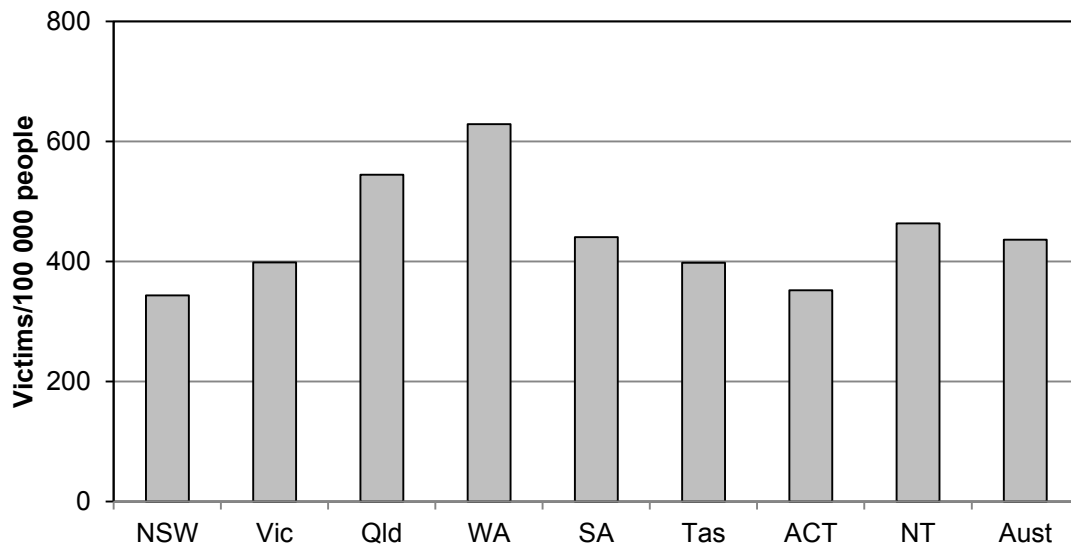
Figure 6.16 **Estimated victims of assault and sexual assault, 2010-11^{a, b, c, d}**



^a A victim is defined as a person reporting at least one of the offences included in the Crime Victimisation Survey. Persons who have been a victim of multiple offence types during the reference period were counted once for each offence type for which they were a victim of at least one incident. Individuals may be counted multiple times across offence types and consequently the estimated total number of victims cannot be calculated from this graph. ^b Threatened assault includes face-to-face incidents only. ^c NT data refer to mainly urban areas only. ^d Some robbery and sexual assault rates include data points with large standard errors so that comparisons between jurisdictions and between years should be interpreted with caution. For ACT, the nil or rounded to zero estimate for sexual assault is still subject to error, and despite having a relative standard error of zero (as sampling error is not measured for counts of zero) may differ from the estimate that would be obtained if all persons in the population were included in the survey.

Source: Based on survey data from ABS *Crime Victimisation, Australia 2010-11*, Cat. no. 4530.0; table 6A.27.

Figure 6.17 Estimated victims of robbery, 2010-11^{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. Includes incidents of physical assault and threatened assault which also involved robbery or attempted robbery. ^c NT data refer to mainly urban areas. ^d Most of these data are subject to standard errors of 25 per cent to 50 per cent 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 2011, 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:

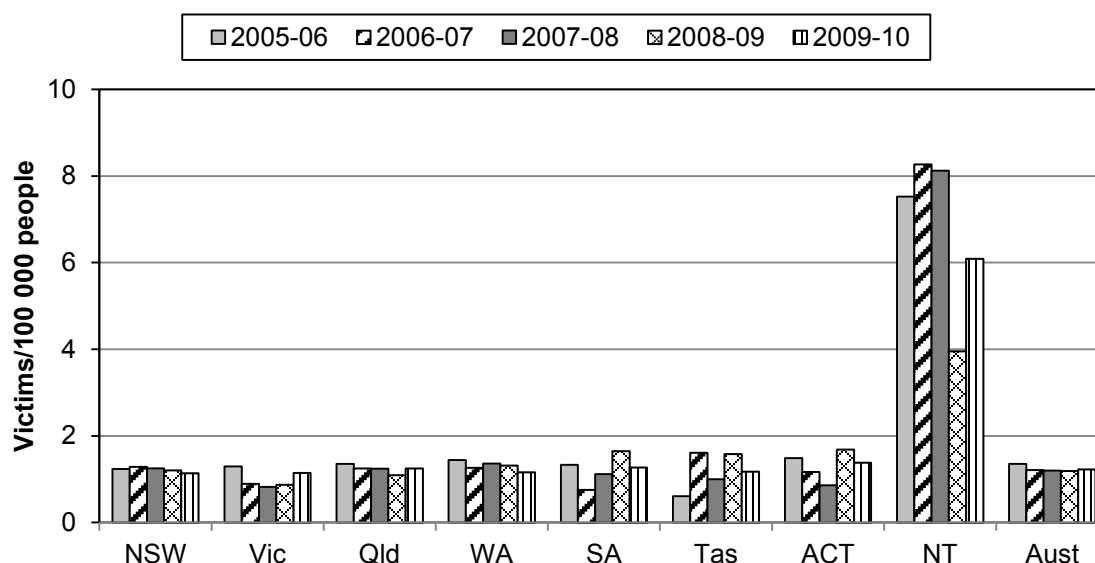
- police reports (supplemented by information from investigating officers)
- coronial files.

Data reported for this indicator are comparable.

Data quality information for homicides is at www.pc.gov.au/gsp/reports/rogs/2013.

Nationally, there were 1.2 recorded victims of homicide per 100 000 people in 2009-10 (figure 6.18).

Figure 6.18 Victims of homicide^{a, b}



^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. ^b 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; tables 6A.24 and AA.2.

Box 6.13 Crime victimisation — crimes against property

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.

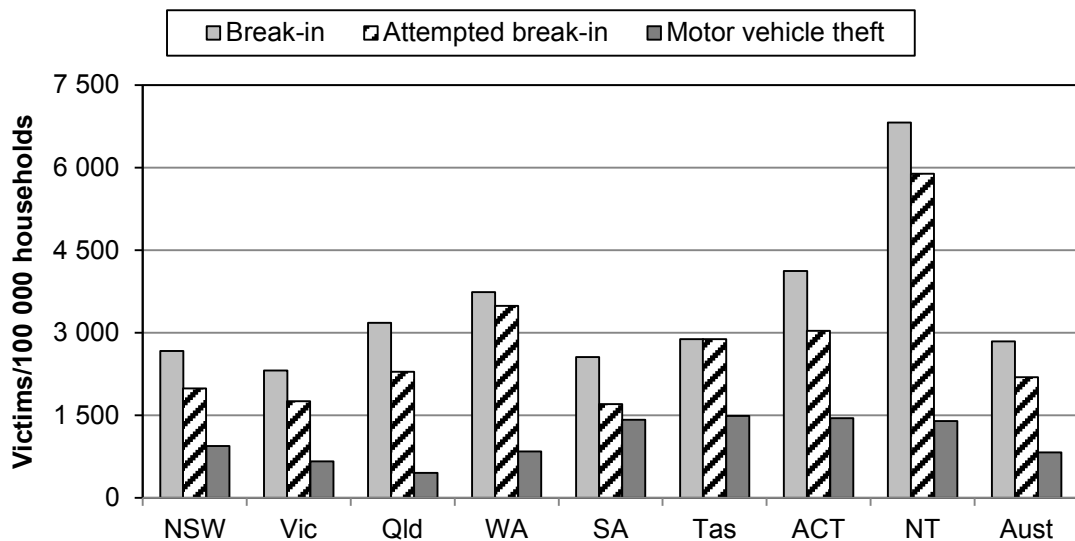
A low or decreasing rate of crime victimisation is a desirable outcome.

Data reported for this indicator are comparable.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2013.

Based on ABS crime victimisation survey data, nationally, there were 5036 estimated household victims of break-in/attempted break-in per 100 000 households in 2010-11 and 824 victims of motor vehicle theft (figure 6.19).

Figure 6.19 Estimated victims of property crime, 2010-11^{a, b, c}



^a A victim is defined as a household reporting at least one of the offences included in the Crime Victimisation Survey. Households that have been a victim of multiple offence types during the reference period were counted once for each offence type for which they were a victim of at least one incident. Individuals may be counted multiple times across offence types and consequently the estimated total number of victims cannot be calculated from this graph. ^b NT data refer to mainly urban areas only. ^c Break-in is defined as an incident where the respondent's home, including a garage or shed, 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 and excludes vehicles used mainly for commercial business/business purposes.

Source: Based on *Crime Victimisation, Australia 2010-11*, Cat. no. 4530.0; table 6A.28.

The number of recorded property crimes per 100 000 people in 2011 is based on the ABS recorded crime victims collection, sourced from State and Territory administrative data, 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 several categories of crimes against the person and crimes against property.

- Reporting rates for crimes against the person are 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, reported separately for:
 - physical assault
 - threatened assault (face-to-face incidents only)
 - robbery.
- Reporting rates for crimes against property are 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, reported separately for:
 - 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.

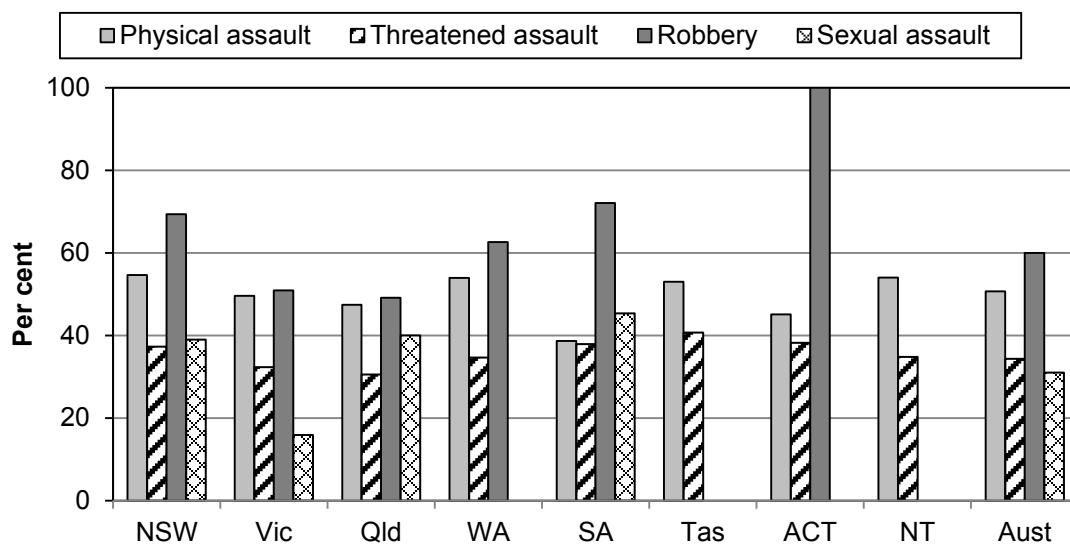
Data reported for this indicator are comparable. Although survey data are reported for all measures, the associated standard errors can be large for some jurisdictions.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2013.

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 2010-11, by offence were (figure 6.20):

- 50.7 per cent for physical assault
- 34.3 per cent for threatened assault (face-to-face incidents only)
- 60.0 per cent for robbery
- 31.0 for sexual assault.

Figure 6.20 **Reporting rates for selected offences against the person, by offence type, 2010-11^{a, b, c, d, e}**



^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 for all except sexual assault (18 years and 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 and were available for physical assault only. Robbery also includes incidents of physical assault and threatened assault which also involved robbery or attempted robbery. ^d Most robbery and sexual assault rates are subject to standard errors of 25 to 50 per cent and should be used with caution. ^e Sexual assault data were not available for the ACT.

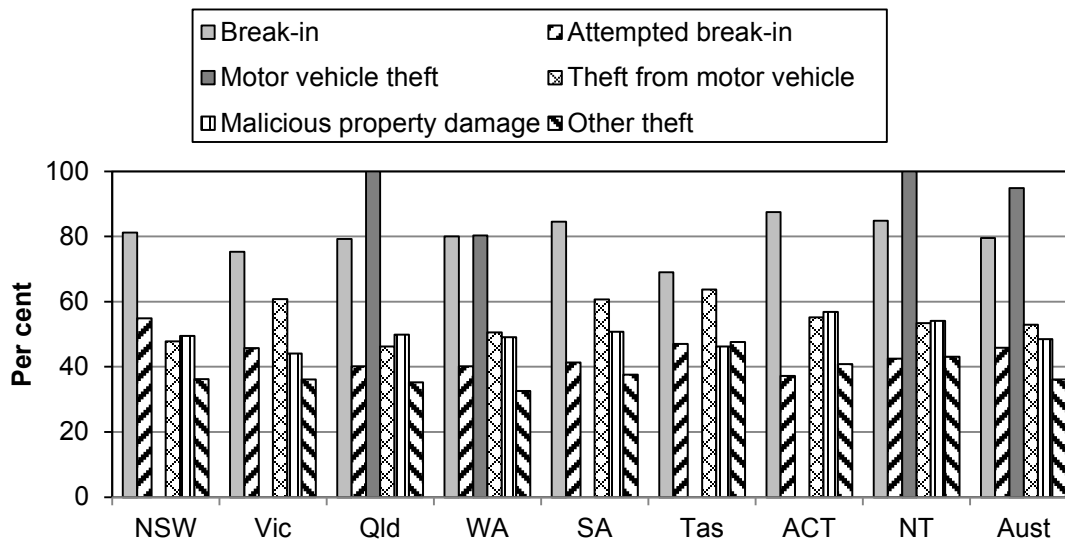
Source: Based on ABS *Crime Victimization, Australia 2010-11*, Cat. no. 4530.0; table 6A.29.

Based on ABS crime victimisation survey data, nationally, reporting rates for selected offences against property for people aged 15 years or over, in 2010-11, by offence were (figure 6.21):

- 79.5 per cent for break-in offences
- 45.8 per cent for attempted break-in offences
- 94.9 per cent for motor vehicle theft
- 52.9 per cent for theft from motor vehicles
- 48.5 per cent for malicious property damage

- 36.1 per cent for other theft.

Figure 6.21 **Reporting rates for selected offences against property, by offence type, 2010-11^{a, b, c}**



^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. ^c Data on reporting rates for motor vehicle theft are not available for most jurisdictions.

Source: Based on data from ABS *Crime Victimization, Australia 2010-11*, 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 for this indicator is at www.pc.gov.au/gsp/reports/rogs/2013.

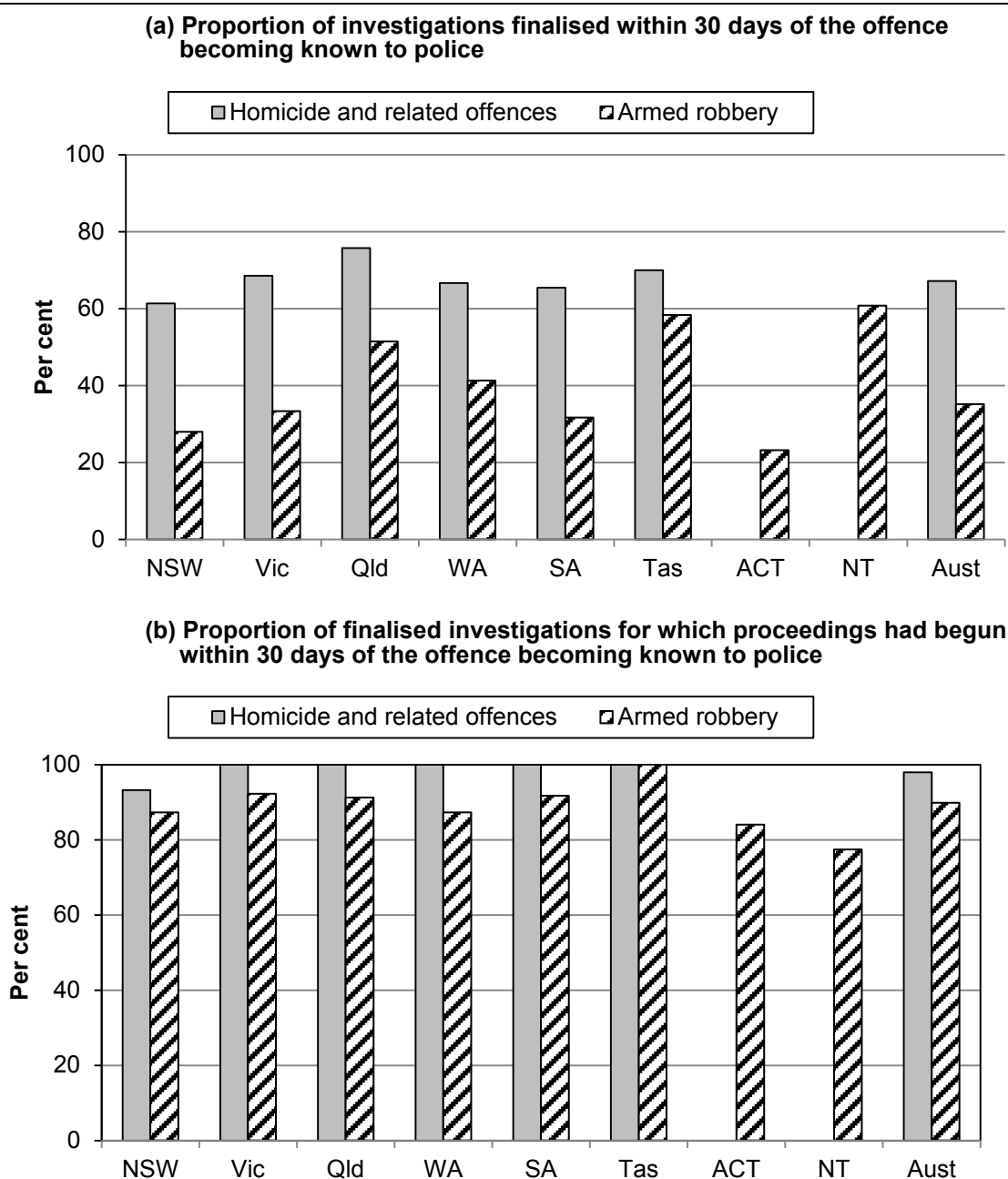
Activities associated with ‘outcomes of investigations — personal crimes’ include gathering intelligence on suspects and locations to assist with investigations and collecting and securing evidence in relation to both the offence and the suspect.

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, 67.2 per cent of investigations for homicide and related offences, and 35.1 per cent of armed robbery investigations were finalised within 30 days of the offence becoming known to police, in 2011 (figure 6.22a). For these finalised investigations, proceedings commenced against an alleged offender for 98.0 per cent of homicide and related offence investigations, and 89.8 per cent of armed robbery investigations (figure 6.22b).

Figure 6.23a presents, for each jurisdiction in 2011, 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.

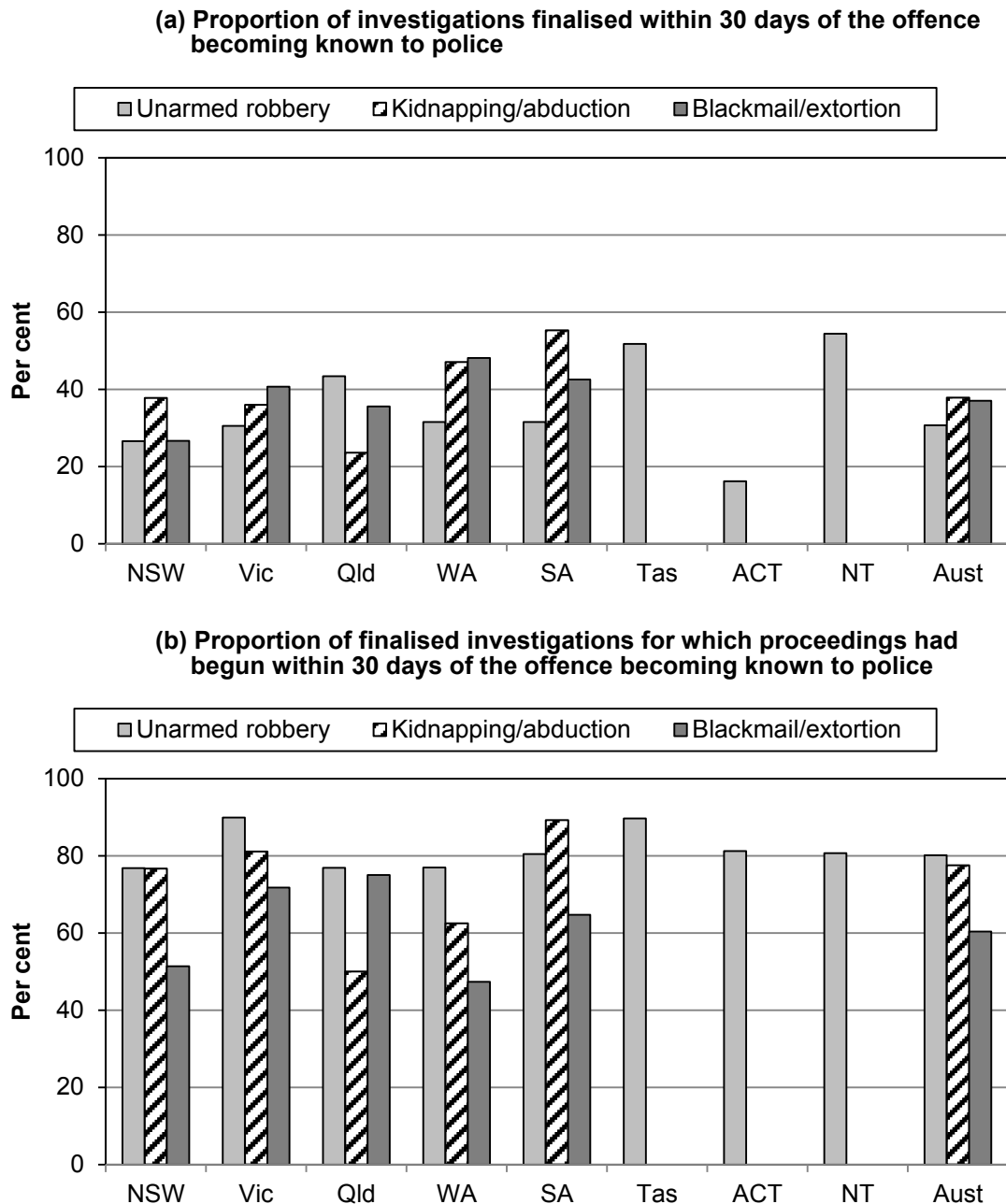
Figure 6.22 Crimes against the person: outcomes of investigations, 30 day status, 2011^{a, b}



^a Homicides data on investigations finalised within 30 days of the offence becoming known to police and on proceedings commenced, are not available for the ACT and the NT due to small numbers and ABS confidentiality rules. These data are included in the Australian total. Homicide and related offence data exclude driving causing death. Armed robbery data include persons and organisations. ^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 36 to 45 (ABS 2011).

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, 2011^{a, b, c, d}



^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 36-45 (2011). ^c Blackmail/extortion may include instances of food tampering in South Australia. ^d For kidnapping/abduction in NSW, counts may be slightly understated.

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.

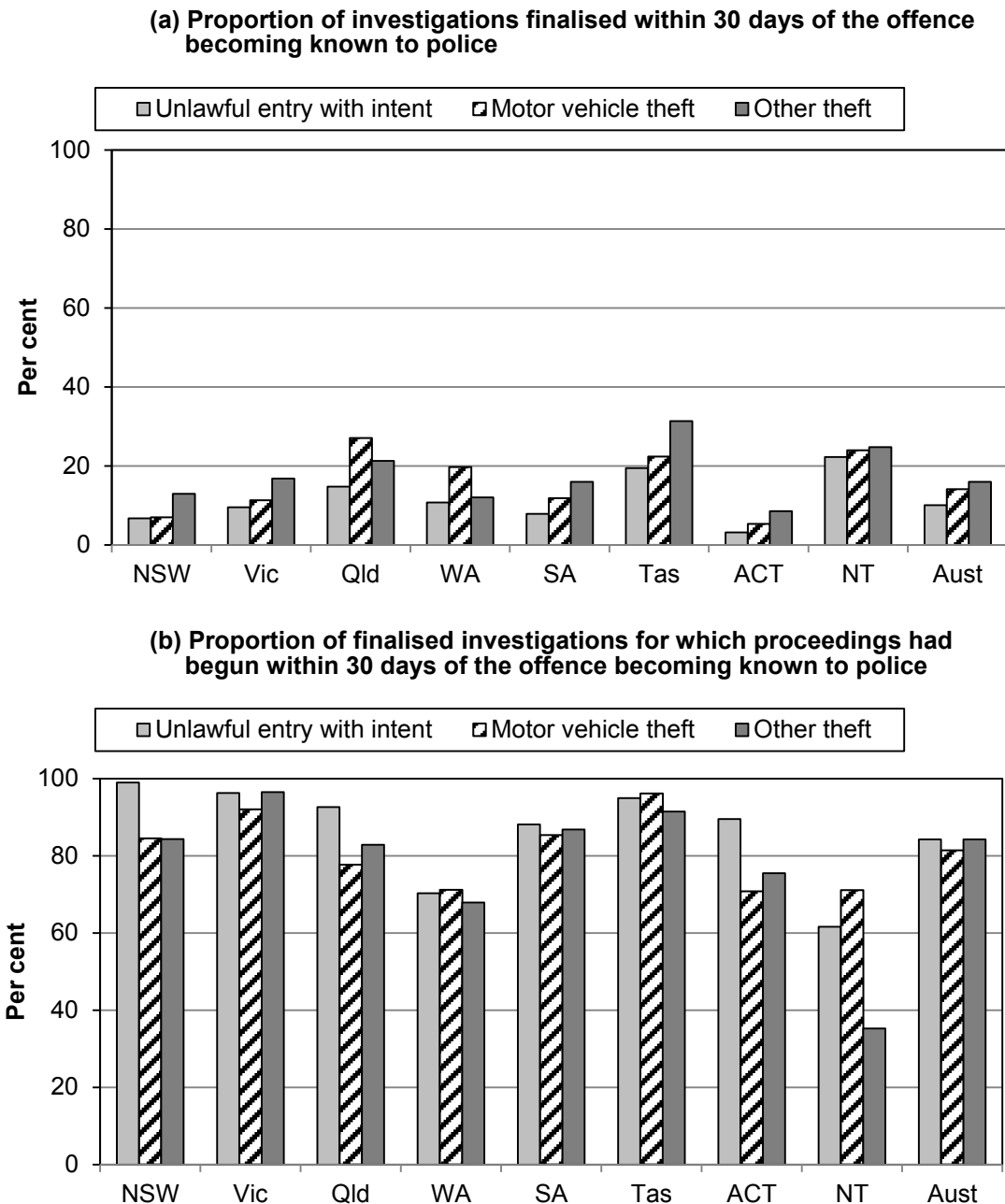
A high or increasing proportion of investigations finalised within 30 days of the offence becoming known to police is desirable. Similarly, a high or increasing proportion of finalised investigations where proceedings had started against the alleged offender within 30 days of the offence becoming known to police is desirable.

Data reported for this indicator are not directly comparable.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2013.

Figure 6.24a reports for each jurisdiction in 2011, 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, 2011^{a, b, c, d, e}**



^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 36-45 (2011). ^b The offences included in 'Other theft' can vary between states and territories. ^c 'Other theft' includes the offence of 'theft from a person', which is not a property crime. ^d WA data for motor vehicle theft includes theft of caravans and trailers which are out of scope for this offence type. ^e For motor vehicle theft in SA, counts may be slightly undercounted.

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

Three separate road safety measures are reported:

- 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.

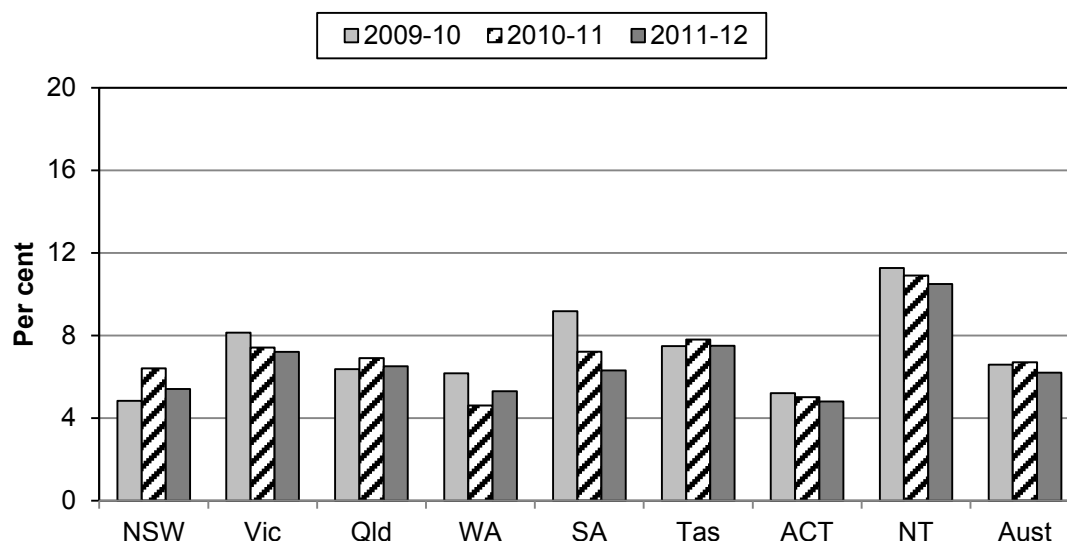
The use of seatbelts, the prevalence of driving under the influence of alcohol and speeding in the population is affected by a number of factors in addition to activities undertaken by police services, such as driver education and media campaigns.

Data reported for this indicator are comparable.

Data quality information for this indicator is under development.

Nationally, in 2011-12, 6.2 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 6.7 per cent in 2010-11 and 6.6 per cent in 2009-10) (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}

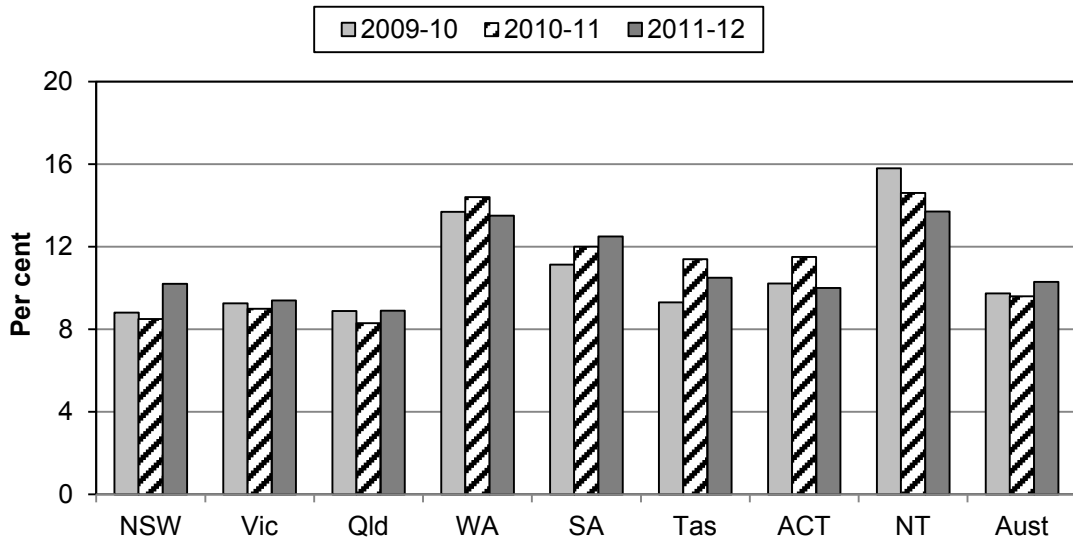


^a Data are for people aged 15 years or over. ^b Survey results are subject to sampling error. Refer to the Statistical appendix section A.5 for information to assist in the interpretation of these results.

Source: ANZPAA (unpublished); table 6A.33.

Nationally, in 2011-12, 10.3 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 (up from 9.6 per cent in 2010-11 and 9.7 per cent in 2009-10) (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}

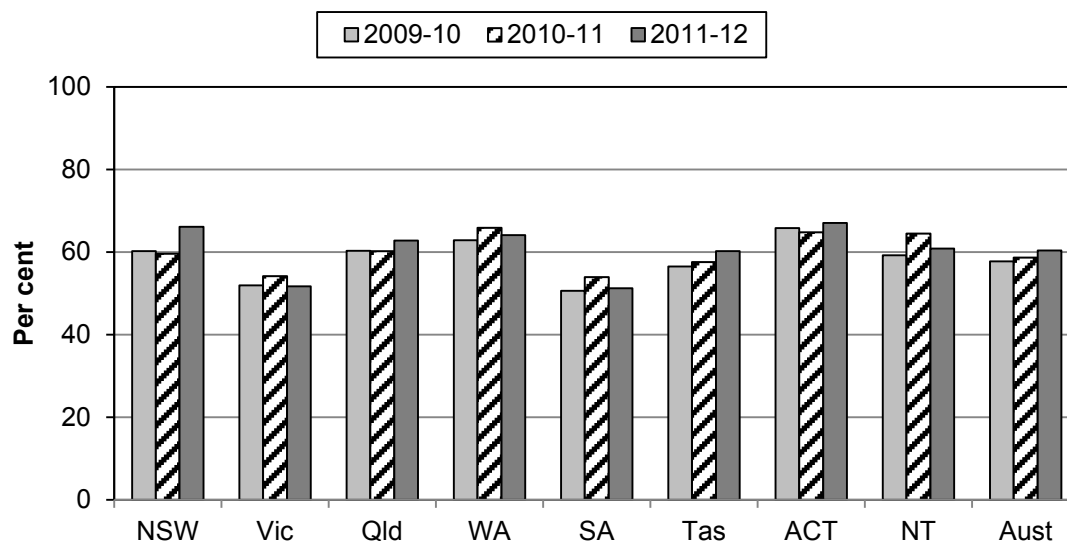


^a Data are for people aged 15 years or over. ^b Survey results are subject to sampling error. Refer to the Statistical appendix section A.5 for information to assist in the interpretation of these results.

Source: ANZPAA (unpublished); table 6A.34.

Nationally, in 2011-12, 60.4 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’) (up from 58.7 per cent in 2010-11 and 57.7 per cent in 2009-10) (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.

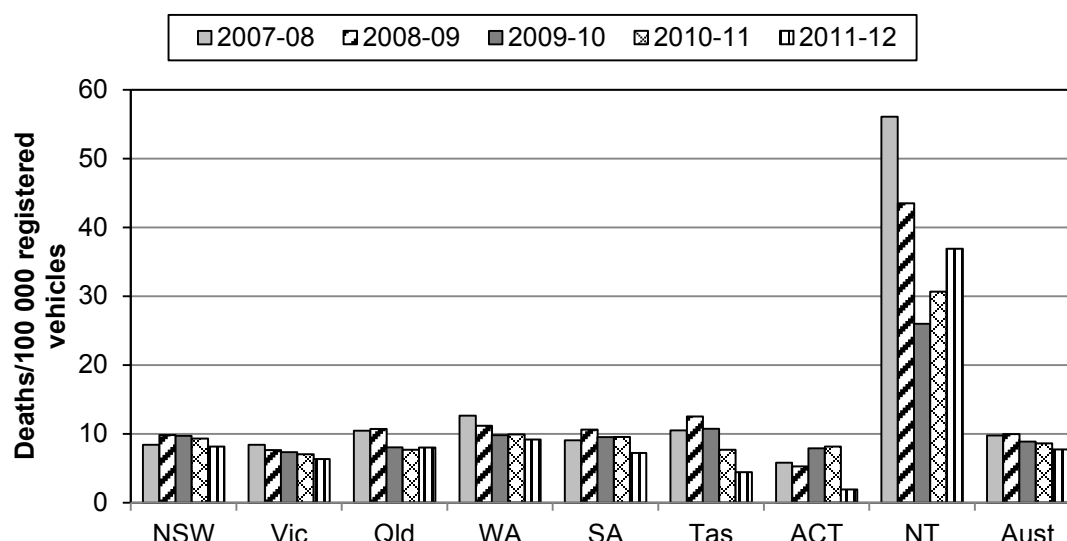
Data reported for this indicator are comparable.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2013.

Nationally, there were 1294 road deaths in 2011-12 (down from 1403 in 2010-11). Road fatalities for all jurisdictions from 2001-02 to 2011-12 are reported in

table 6A.36. There were 7.7 road deaths per 100 000 registered vehicles in Australia in 2011-12, (down from 8.6 in 2010-11) (figure 6.28).

Figure 6.28 **Road deaths per 100 000 registered vehicles^a**



^a Registered vehicles data have been used for earlier years and Motor Vehicle Census data have been used for the 2011-12 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 2012); 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.

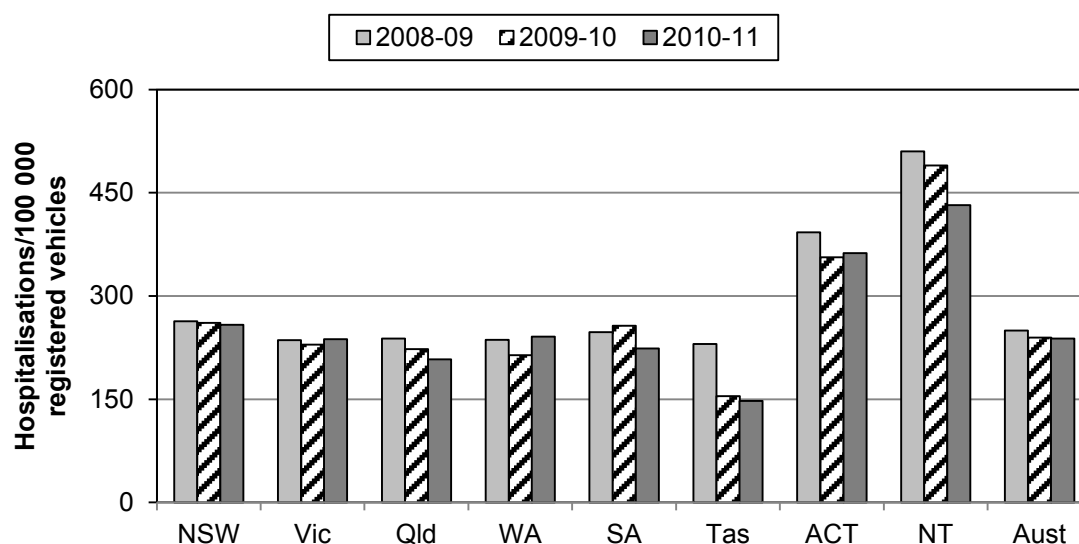
Hospitalisations from traffic accidents per 100 000 registered vehicles is affected by a number of factors in addition to activities undertaken by police services, such as the condition of roads, driver education and media campaigns.

Data reported for this indicator are comparable.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2013.

Nationally, there were 238 land transport hospitalisations per 100 000 registered vehicles in 2010-11 (figure 6.29).

Figure 6.29 Land transport hospitalisations per 100 000 registered vehicles



Source: AIHW (various years) *Australian Hospital Statistics* (unpublished); ABS (various years) *Motor Vehicle Census*, Cat. no. 9309.0; table 6A.37.

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 6.20).

Box 6.20 Percentage of prosecutions where costs are awarded against police
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‘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 or decreasing percentage of prosecutions where costs are awarded against police in criminal actions is therefore desirable.
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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 2011-12 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 6.21).

Box 6.21 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 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 2011-12. 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>
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
2011-12	61	31	39	50	47	61	40	35

^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 infringement notices) are excluded. ^b NSW data series revised based on improved data extraction methodology. Data include 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 exclude 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 6.22).

Box 6.22 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 at www.pc.gov.au/gsp/reports/rogs/2013.

Nationally, there were 23 deaths in police custody and custody-related operations in 2011-12. Of these 23 deaths, 2 were Indigenous (table 6.3).

Table 6.3 Deaths in police custody and custody-related operations^{a, b}

	NSW	Vic ^c	Qld	WA	SA	Tas	ACT	NT	Aust
Non-Indigenous deaths									
2007-08	7	8	4	4	2	1	–	3	29
2008-09	6	3	8	7	4	–	–	1	29
2009-10	3	6	6	2	1	1	1	2	22
2010-11	4	2	6	1	2	2	1	–	18
2011-12	4	6	3	5	3	–	–	–	21
Indigenous deaths									
2007-08	–	–	1	–	2	–	–	2	5
2008-09	–	–	1	1	2	–	–	4	8
2009-10	2	–	–	2	–	–	1	2	6
2010-11	1	–	1	5	–	–	1	1	8
2011-12	–	–	–	–	–	–	–	2	2
Total Indigenous deaths 2007–08 to 2011-12^c	3	–	3	8	4	–	2	11	31
Total deaths									
2007-08	7	8	5	4	4	1	–	5	34
2008-09	6	3	9	8	6	–	–	5	37
2009-10	5	6	6	4	1	2	1	4	28
2010-11	5	2	7	6	2	–	1	1	26
2011-12	4	6	3	5	3	–	–	2	23
Total deaths 2007–08 to 2011-12	27	25	30	27	16	4	2	17	148

^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 The AIC data for 2011-12 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 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.

Magistrates court defendants resulting in a guilty plea or finding

‘Magistrates 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 6.23).

Box 6.23 Magistrates court defendants resulting in a guilty plea or finding

‘Magistrates 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 magistrates court adjudicated defendants.

A high or increasing proportion of magistrates court adjudicated defendants submitting a guilty plea or being the subject of a guilty finding is desirable.

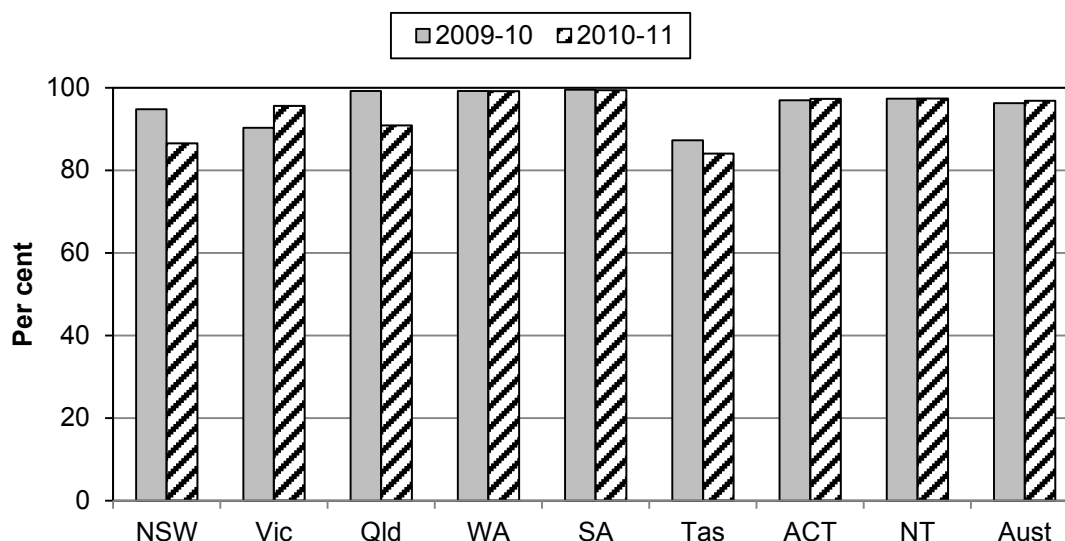
This indicator does not provide information on the number of cases where police have identified a likely offender but choose not to bring the likely offender to trial due to a number of factors.

Data reported for this indicator are comparable.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2013.

Nationally, the proportion of magistrates court adjudicated defendants who either submitted a guilty plea or were found guilty was 96.8 per cent in 2010-11 and 96.3 per cent in 2009-10 (figure 6.30), although there were larger changes for some jurisdictions.

Figure 6.30 **Proportion of magistrates 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.

Time series data for magistrates 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 Steering Committee 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 issues 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. 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. These partnerships address the need to deliver agreed whole-of-government outcomes at the State and Territory and national levels. Measuring the efficiency and effectiveness of police contributions to these outcomes is particularly challenging.

- 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 localised 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.

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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In March 2012 the NSW Police Force achieved an important milestone: 150 years of service to the people of New South Wales. From the most basic of police forces in 1862, just 800 men patrolling on foot and horseback, it has grown to become one of the largest and most sophisticated policing organisations in the English-speaking world, with close to 20 000 men and women, sworn officers and unsworn staff.

Throughout 2012 the community celebrated the rich history and proud achievements of policing in New South Wales and we look forward to continuing those proud traditions into the future through the priorities and strategies articulated in the recently released *NSW Police Force Corporate Plan 2012-16*.

The complex environment in which policing is undertaken, presents us with a range of significant challenges as we strive for safe and secure communities across New South Wales. A number of opportunities have been identified to address a range of important policing priorities and improve our internal management arrangements to provide safe, innovative, cost-effective, and equitable policing services to the community.

The initiative, commitment and application from everyone within the NSW Police Force in partnership with the justice cluster and other agencies will enable us to build on our achievements, particularly our efforts to reduce crime. NSW reported crime data published by the NSW Bureau of Crime Statistics and Research (BOCSAR) confirms that 15 of the 17 major offence categories remained stable or were falling in the 24 months to June 2012, a pleasing result.

During the year laws were passed to restrict the sale of ammunition and strengthen offences relating to firearms and gang crime. Consorting laws were modernised, making it easier for police to break up criminal gangs.

At a local level, police continued to work with communities across New South Wales to tackle alcohol related violence and antisocial behaviour. These efforts were assisted by the introduction of new laws allowing police to move-on intoxicated and disorderly persons from public places, thereby improving public amenity.

The Police Transport Command commenced operation in May and is working closely with industry bodies to improve crime rates and safety on trains, buses and ferries, positively impacting the lives of commuters across metropolitan and regional New South Wales.

The NSW Police Force maintained our focus on customer service and continued to look for ways to improve our communication. Project Eyewatch, modernised the former Neighbourhood Watch program, and now allows police and the community to exchange information on a range of issues, including operational outcomes and public safety messages, via an internet based platform.

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Victorian Government comments

“ In 2011-12, Victoria Police maintained its focus on delivering a safer Victoria for all Victorians. A highlight in this period was the continued deployment of additional frontline police, and Protective Services Officers (PSOs) on Victoria's train network. Currently the organisation is on track to deliver the State Government targets of an additional 1700 frontline police, and 940 PSOs by June 2014.

In 2011-12, Victoria Police deployed an additional 644 frontline police across Victoria and 88 PSOs to Flinders Street, Southern Cross, Footscray, Dandenong and Melbourne Central railway stations.

During 2011-12, 270 Victorians were killed on the State's roads, and a further 18 739 Victorians were injured. This represents a small decrease in fatalities (8.2 per cent) compared to the 2010-11 period, with total injuries increasing by 1.7 per cent. Whilst the decrease in fatalities is a positive result, there are still too many people being killed or injured on Victoria's roads. Victoria Police will continue to work with our road safety partners in ensuring all Victorians play a part in reducing the road toll.

In the 2011-12 period, the total crime rate, measured as a rate per 100 000 population, increased by 6.8 per cent from the 2010-11 rate. While there has been some level of increase across a range of offence types, the greater part of this increase can be attributed to the deployment of extra frontline police resulting in more offences being reported, an increased focus on family violence reporting, and increases in reported and detected drug offences.

Family violence continues to be responsible for a significant portion of all crime across Victoria. Responding effectively to violence against women and children requires all parts of the system to work together. Victoria Police will continue to collaborate with its key partners to provide effective responses to family violence, sexual assault and child abuse.

Victoria Police have continued to focus on community engagement and improving service delivery. 85.1 per cent of Victorians surveyed in the National Survey of Community Satisfaction in Policing report that they have confidence in Victoria Police, and that 85.3 per cent of all Victorians who have had direct contact with Victoria Police during 2011-12 were satisfied with the service they received. Victoria Police will continue to focus on its core mission of delivering a safe, secure and orderly society for all Victorians.

23.6 per cent of all Victorians surveyed said that they felt safe travelling on Public Transport at night (a 1.9 per cent increase from 2010-11). Despite this increase, perceived levels of safety on public transport in Victoria, particularly at night, remain quite low. The impact of the rollout of the 940 PSOs is likely to see results for this measure improve over the next few reporting cycles.

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Queensland Government comments

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Over the ten years from 2002-03 to 2011-12 the overall crime rate in Queensland has decreased by 17 per cent, including decreases in the rate of offences against the person (19 per cent) and offences against property (30 per cent). More recently however, crime has started to rise, highlighting the importance of continuing our efforts to prevent crime and reduce repeat offending.

Queensland police undertake a range of initiatives targeting people at risk of being victims of crime or offenders. These include the development of products to educate the community and reduce the risk posed to children by the Internet and related technologies.

Project Booyah is a multi-agency initiative that aims to engage selected youths aged 13 to 17 years old, who are 'at risk' of criminal activities, anti-social behaviour, self-harm or substance abuse, or who are regularly exposed to these.

Walk Away, Chill Out is a partnership between the Matthew Stanley Foundation and the Queensland Police Service's (QPS) Metropolitan South Region to promote walking away as a viable option for young people dealing with conflict.

Measures to reduce alcohol-related violence included the Drink Safe Precincts trial, Queensland Early Intervention Pilot Project and Party Safe initiative.

The QPS is strengthening its partnership with the community to prevent crime by revitalising Neighbourhood Watch and Crime Stoppers and expanding School-Based Police Officers and Adopt-a-Cops.

Queensland police also maintain a range of road safety initiatives such as tougher vehicle impoundment laws, roadside drug driving detection, new technologies, and congestion and speed management.

Queensland's road toll for 2011 was 269, with 6.01 fatalities per 100 000 population. This is the second lowest fatality rate recorded in Queensland for a calendar year since accurate records began in July 1952.

Targeting major and organised crime has also been a priority. The QPS successfully conducted operations against outlaw motor cycle gangs, firearms and drug trafficking. During 2011-12, it expanded the Major and Organised Crime Squad on the Gold Coast and established the Firearms Investigation Team.

Also, during this reporting period, the QPS commenced helicopter policing to provide air support to criminal investigations and high speed pursuits, and to assist as a surveillance and information gathering platform.

To further improve professionalism, the QPS implemented a new Safe Driving (Police Pursuits) Policy in December 2011, and a Gifts and Benefits Policy on 1 January 2012.

Investments in 1100 new officers over the next four years and associated infrastructure will help ensure the ongoing safety and security of the Queensland community.

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Western Australian Government comments

“ With continuing strong population growth in Western Australia, the demand for policing services and responses has reached unprecedented levels. In the last 12 months, 1.1 million calls were taken at the Police Communications Division. This is the greatest call volume ever recorded in any 12 month period. Call volumes are predicted to reach 1.48 million by 2017-18. To address this increase in call volumes we are transitioning to greater centralisation of call-taking and dispatch across the State. In addition, Police Communications Division is more closely vetting call dispatch with a view to minimising unnecessary tasking. This will ensure that high grades of service are maintained.

Many of the tasks undertaken by police are alcohol-related and research has shown that between 60–75 per cent of all requests for police assistance can be linked to alcohol with the percentage rising to approximately 90 per cent between 10 pm and 2 am. With the underlying cause and effects being highly complex and requiring initiatives to be implemented across a wide range of stakeholders, WA police will be focusing on a broader range of cross-government and non-government strategies to ensure that long term measures are in place to address this issue.

Excessive consumption of alcohol has caused a rise in the occurrence of antisocial behaviour as evidenced by an increase in the reported number of unruly parties in the suburbs. The WA Police and the WA Government are currently reviewing strategies and legislation to address this issue.

The introduction of fixed speed cameras, complementing mobile speed cameras, red light cameras and cameras at intersections, has reduced speeding behaviour and road trauma on our streets. The WA Police Road Policing Strategy 2011–2014 remains the cornerstone of our contribution to the state's collaborative 'Towards Zero Strategy' to reduce serious and fatal crashes.

In October 2011, the Commonwealth Heads of Government Meeting in Perth resulted in the largest and most complex security operation ever undertaken by the agency and provided a rare opportunity to test our counter terrorism capabilities in a 'live' environment. It involved a massive logistics exercise, mobilising 3879 police officers including 757 interstate and international officers.

Changing crime and antisocial behaviour trends means that strategies to tackle crime and keep the community safe need to be considered in the context of alcohol and drug harm, growing levels of violence and greater youth offending. In light of this, the WA Police Plan 2012-13 reiterates its commitment to addressing these areas which have a significant impact on the community. The plan which requires new partnerships with other government agencies to develop a much broader 'front' to address deep-seated social problems, speaks to the continuation of the 'back to basics' approach to policing with the key message of 'make every contact count', highlighting the importance of quality policing whether dealing with an offender, a victim or a customer.

South Australian Government comments

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In 2011-12, under Commissioner Mal Hyde, SAPOL continued to provide police services based on a platform of safety, security and order and responsive to the needs and expectations of the growing South Australian community.

New police buildings, including a new Police Academy and Police Headquarters, and new communications and information technology, police uniform and equipment, are visible evidence of a long-term sustained whole-of-organisation period of reform aimed at staying in touch with evolving community needs.

Public feedback to police occurs in many ways, and one of these is through the national community satisfaction with policing survey. This shows South Australians are feeling safer when out locally or using public transport at night.

Engagement with the public now also occurs online, with the interaction between police and the public growing steadily, with 48 927 Facebook and 6500 Twitter followers to date. While not published in this Report, the Roy Morgan Image of Professionals Survey released in May 2012 had police in South Australia very highly rated at 84 per cent for ethics, honesty and professionalism.

With a sustained effort over time using innovative strategies for the best use of available resources, victim reported crime continued to trend down in South Australia in 2011-12, by 5.6 per cent, an overall reduction in crime since 2000-01 of around 40 per cent.

Community concern remains however about serious firearm crime, organised crime including motor cycle gangs and the wider impact of cybercrime — and these issues remain a key SAPOL focus. As does working in partnership with the community on important issues such as the continuing harm to society from the incidence of crimes around the mis-use of alcohol and illicit drugs.

The latest SAPOL Road Safety Strategy released in 2011 maintained the central theme of pro-active low-tolerance policing of any reckless or unsafe road use behaviour, as this is a crucial area where police can make a difference to the state. A sustained law enforcement and educational effort over 2011 in high risk locations and with high-risk groups such as motorcyclists and pedestrians, was a high priority for police, reflected in a reduction in the numbers of fatalities and serious injuries.

There will be a renewed focus on frontline policing in the next twelve months under a new SAPOL Police Commissioner, Gary Burns APM. Ensuring the public feel and are safe, and are confident in their police, will be the priority.

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Tasmanian Government comments

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The 2011-12 year has seen excellent results for Tasmania Police with crime in Tasmania falling by 11 per cent to its lowest level for 15 years. As crime continues to trend downward clearance rates are increasing and Tasmanians continue to value their Police Service. Contributing to the reduction in crime was a decrease of 13 per cent in Offences Against Property. There were reductions in burglary, stealing, injure/destroy property, stolen motor vehicles and arson and related offences. There were also reductions in assault and sexual assault offences. National recorded crime statistics also indicate that Tasmania's victimisation rate in 2011 was the lowest in the country for the vast majority of offence categories.

Tasmanians continue to rate Tasmania Police and its services higher than the national average. The *National Survey of Community Satisfaction with Policing 2011-12* indicates that Tasmanians continue to rate higher than the national average in their level of confidence in police and also in their belief that their Police Service is fair, honest and professional.

Tasmanians continue to feel safer than the national average with 95.8 per cent feeling safe at home alone during the day and 90.3 per cent during the night. Tasmanians surveyed also feel safe walking or jogging locally in their neighbourhood: 92.5 per cent during the day and 56.1 per cent during the night.

The efficacy of Tasmania Police in addressing public order issues is demonstrated in the continued reductions in both public order incidents and public place assaults. In 2011-12 the Department utilised social marketing to target alcohol-fuelled violence. This included the ongoing initiatives: *The Good Mates Guide* on Facebook and the free iPhone application *Mate Minder*.

Traffic policing strategies are used by Tasmania Police including targeting high-risk behaviours and locations. The number of fatal and serious injury crashes reduced from 301 in 2010-11 to 254 in 2011-12, the lowest number recorded in over forty years.

Tasmania Police continued to progress the Information Technology Reform Program (IT15) in 2011-12. The program aims to modernise and integrate the infrastructure and applications used by Tasmania Police.

Tasmania Police has had outstanding results in 2011-12 in a climate of budgetary restraint and reducing staff numbers. Financial difficulties and reductions in staff will continue to affect policing in Tasmania.

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Australian Capital Territory Government comments

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In 2011-12, ACT Policing met or exceeded the majority of its key performance indicators (KPIs) and recorded the lowest rate of property offences in more than 10 years.

ACT Policing continues its commitment to its Volume Crime Reduction Strategy to address burglaries and stolen motor vehicles in the ACT. This strategy was established on the basis of an intelligence-led model to identify emerging volume crime trends and target individuals/groups through the execution of search warrants, a pro-arrest approach and aggressive bail compliance activity. The development of this strategy and the implementation of the ACT Crime Targeting team represent a significant component of ACT Policing's commitment and success of reducing property offences in the ACT.

During 2011-12 ACT Policing announced the new online interactive crime mapping tool as part of the ACT Policing website. The new online crime statistics tool provides the ACT community direct access to uncensored information for various crime types with the capacity to draw comparisons between suburbs and trends over time. By increasing the accessibility of crime statistics to the ACT community through a single communication source, it is anticipated the new Interactive Online Crime Mapping tool will improve community engagement and influence community attitudes in relation to crime.

ACT Policing, by working closely with road safety stakeholders and partnering agencies, has played a key role in the development of various road safety initiatives designed to educate and enforce the road rules applicable to the ACT with a strong focus on reducing trauma. In 2011-12, ACT Policing expanded its road safety efforts with the introduction of the Road Safety Operations Team. The Road Safety Operations Team consists of an integrated traffic targeting approach that combines RAPID (Recognition and Analysis of Plates Identified) and Random Roadside Drug Testing (RRDT) capabilities with the primary objective to combat and deter dangerous driving behaviour. RRDT is a key strategy in ACT Policing's road safety campaign that focuses on removing impaired drivers from ACT roads. Given drug driving is a major contributor to road crashes with injury and road fatalities across Australia, ACT Policing are committed to the timely detection of drug affected individuals.

Throughout 2011-12, ACT Policing also developed and implemented various strategies to encourage safe and responsible drinking practices in order to reduce community effects of alcohol-related harm and crime. The recent signing of a Memorandum of Understanding (MoU) with the Sobering Up Shelter (operated by Catholic Care) allows ACT Policing members to treat intoxicated people without the need for placing them into protective custody in the ACT Watch House, and enables officers to refer intoxicated people to the Sobering Up Shelter so that they recover in a safe environment and be treated by professional alcohol and other drug workers.

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Northern Territory Government comments

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In 2011-12, the Northern Territory Police continued its focus on keeping the people of the Northern Territory safe. A new strategic direction — *Operational Excellence* — was launched, ensuring a clear and consistent direction for the agency on three key areas: reducing crime, customer service and professionalism.

On 17 November 2011, the NT Police undertook the largest community safety and security operation in its history for the visit to Darwin by the President of the United States of America, Barack Obama. This operation involved extensive planning, coordination and collaboration with a number of government and community agencies, including the Australian Defence Force and the United States Secret Service. This operation was led by the NT Police and was supported by officers from most police jurisdictions across Australia.

The reporting period also saw the commencement of Operation Marathon in Alice Springs. This operation provided a whole of government, whole of community integrated and coordinated response to addressing social dysfunction in Alice Springs and surrounding regions in order to improve the quality of life for citizens of Alice Springs. This included a focus on collaborative approaches to the delivery of services required to meet the needs of vulnerable people who come into contact with the criminal justice system as victims or offenders.

2011-12 saw the introduction of a major initiative in conjunction with the NT Department of Health to place nurses in the Darwin, Katherine and Alice Springs Watch Houses during peak intake periods. This ensures the presence of necessary skills to assess and monitor vulnerable members of the public.

WebEOC continued to be used extensively in 2011-12 to manage and coordinate incidents. This included emergencies (including road crashes, Tropical Cyclone Grant), search and rescue, planned events (including New Years Eve, Operation Unite) and special operations. The number of operational users across the NT Government more than doubled from the previous year, increasing from 800 in 2010-11 to 1813 in 2011-12.

A Police Post at Angurugu on Groote Eylandt was opened in February 2012. The post is an operational base for Groote Eylandt Police Officers based in Alyangula. In addition, the Mandorah Police Post began operating in early 2012 to service the Cox Peninsula area.

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6.10 Definitions of key terms

Adjudicated defendant	A defendant is a person or organisation against whom one or more criminal charges have been laid and which are heard together as one unit of work 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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6.12 References

ABS (Australian Bureau of Statistics) 2010, *Crime Victimisation, Australia*, Cat. no. 4530.0, Canberra.

—— 2011, *Recorded Crime Victims, Australia*, Cat. no. 4510.0, Canberra.

NSW Police Force, *Annual Report 2010-11*, p. 23.

WA Police, *Annual Report 2010-11*, p. 119.

SA Police Force, *Annual report 2010-11*, p. 154.

ACT Policing, *Annual report 2010-11*, pp. 75-76.

Northern Territory Police, Fire and Emergency Services *Annual report 2010-11*, p. 24.

7 Courts

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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 services

This chapter focuses primarily 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 chapter also excludes electronic infringement and enforcement systems.

Major improvements in reporting on courts this year include:

- changing the name of the chapter to 'Courts' to better reflect the content of the chapter
- adding 'judicial officers per finalisation' as an efficiency indicator
- adding 'full time equivalent (FTE) staff per finalisation' as an efficiency indicator
- reporting 'full time equivalent staff per judicial officer' in the attachment
- including an experimental table of 'homicide case type' data for 2011-12.

Improvements in consistency and integrity of data reported are ongoing by all jurisdictions and are footnoted where applicable.

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 to 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 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 prior to 25 July 2011 dealt with claims over \$50 000, and from 25 July 2011 deals with claims over \$250 000.

NT also deals with mental health, family law and *Coroners Act 1993* applications.

Source: State and Territory court 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 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 \$250 000 (since July 2011), 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 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 youths. 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 2012).

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 courts' 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 Report now 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 of Australia agreed to also provide statistical services support for the Federal Magistrates Court. Therefore the Family Court of Australia's 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. In 2013 it is expected that the Federal Magistrates Court will be renamed as the Federal Circuit Court of Australia following the introduction of legislation.

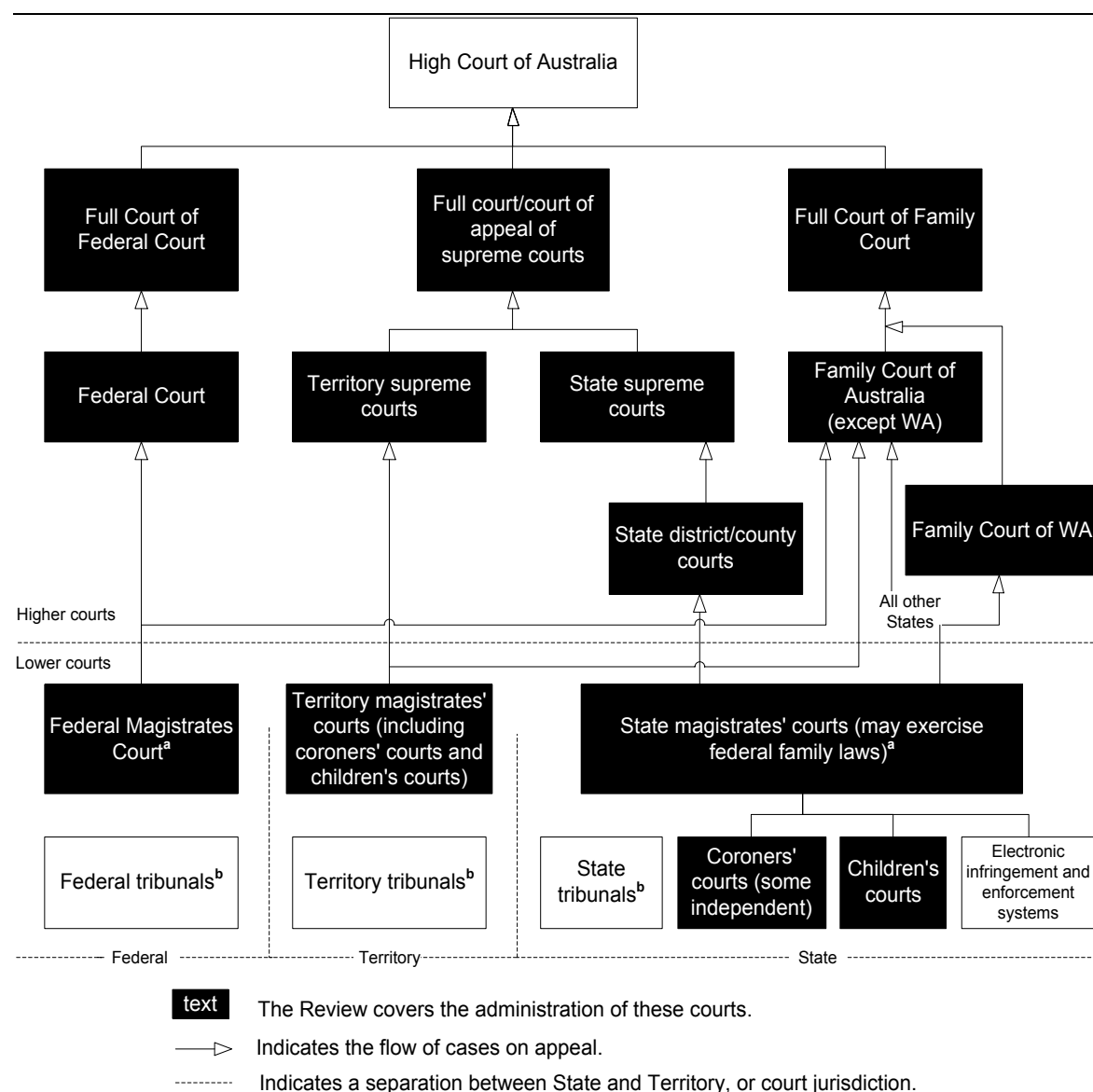
The major relationships between, and hierarchy of, courts in Australia are summarised in figure 7.1.

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 \$1.68 billion in 2011-12 (table 7.1).

Court 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 \$287 million in 2011-12 (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 \$1.39 billion in 2011-12 (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 Courts' recurrent expenditure less income (excluding fines), 2011-12 (\$ million)^{a, b}

	NSW	Vic	Qld	WA ^c	SA	Tas	ACT	NT	Aust courts	Total
<i>Courts' recurrent expenditure</i>										
Civil ^{d, e, f}	187.5	124.0	54.8	59.7	31.3	6.8	12.3	11.2	99.6	587.3
Criminal ^g	232.3	182.9	146.0	130.5	67.3	17.6	13.2	20.2	..	809.9
Family ^h	..	..	..	26.8	..	..	..	..	105.7	132.5
Federal Magistrates ⁱ	..	..	..	..	..	..	..	..	104.2	104.2
Coroners ^{j, k}	4.5	14.0	12.6	4.8	3.0	0.4	1.1	1.1	..	41.5
Probate — Supreme ^l	0.8	0.7	0.2	0.4	0.5	0.1	—	—	..	2.9
Total	425.0	321.6	213.6	222.2	102.1	25.0	26.6	32.6	309.5	1 678.3
<i>Courts recurrent expenditure less income (excluding fines)</i>										
Civil ^{d, e, f}	117.8	91.0	35.6	44.3	17.7	5.3	10.3	10.5	84.5	417.0
Criminal ^g	219.1	182.9	143.7	122.6	62.1	16.7	12.9	20.0	..	780.0
Family ^h	..	..	..	23.0	..	..	..	..	100.2	123.1
Federal Magistrates ⁱ	..	..	..	..	..	..	..	..	72.6	72.6
Coroners ^{j, k}	4.3	14.0	12.5	4.7	3.0	0.4	1.1	1.1	..	41.1
Probate — Supreme ^l	- 25.5	- 5.3	- 4.5	- 0.8	- 5.0	- 0.7	- 0.5	- 0.1	..	- 42.3
Total	315.8	282.6	187.2	193.8	77.8	21.7	23.8	31.5	257.3	1 391.6

^a Totals may not sum as a result of rounding. ^b Payroll tax is excluded. ^c From 2011-12 WA Courts have employed a new model to calculate the number of FTE and financial data. The revised method has mapped the data in a more accurate manner against the RoGS counting rules. The model has implemented a more definitive civil and criminal apportionment methodology, which has led to greater accuracy. ^d 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 (FMC) and coroners' courts. ^e Data for the Federal Court of Australia (FCA) exclude the cost of resources provided free of charge to the FMC. ^f County Court civil and criminal data include the Public Private Partnership rental and associated costs for the Victorian County Court building. ^g Includes data for supreme, district/county and magistrates' courts (including children's courts). ^h 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 the FMC (shown as expenditure in Family Court of Australia (FCoA) annual report) arising as a result of delays in the 'Federal Courts Restructure'. In addition the FCoA 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. ⁱ FMC expenditure data include resources received free of charge from the FCA and FCoA. Funds transferred from the 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. ^j 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. ^k Income for the WA Coroners Court excludes a refund of an autopsy invoice for \$415,000, as this amount was reimbursed income from expenses of autopsy from the previous year. ^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 authorities and departments (unpublished); tables 7A.9–13.

Real recurrent expenditure less income (excluding fines) on courts from 2007-08 to 2011-12, for each of the Australian, State and Territory court levels covered by this Report, is reported in tables 7A.12 and 7A.13.

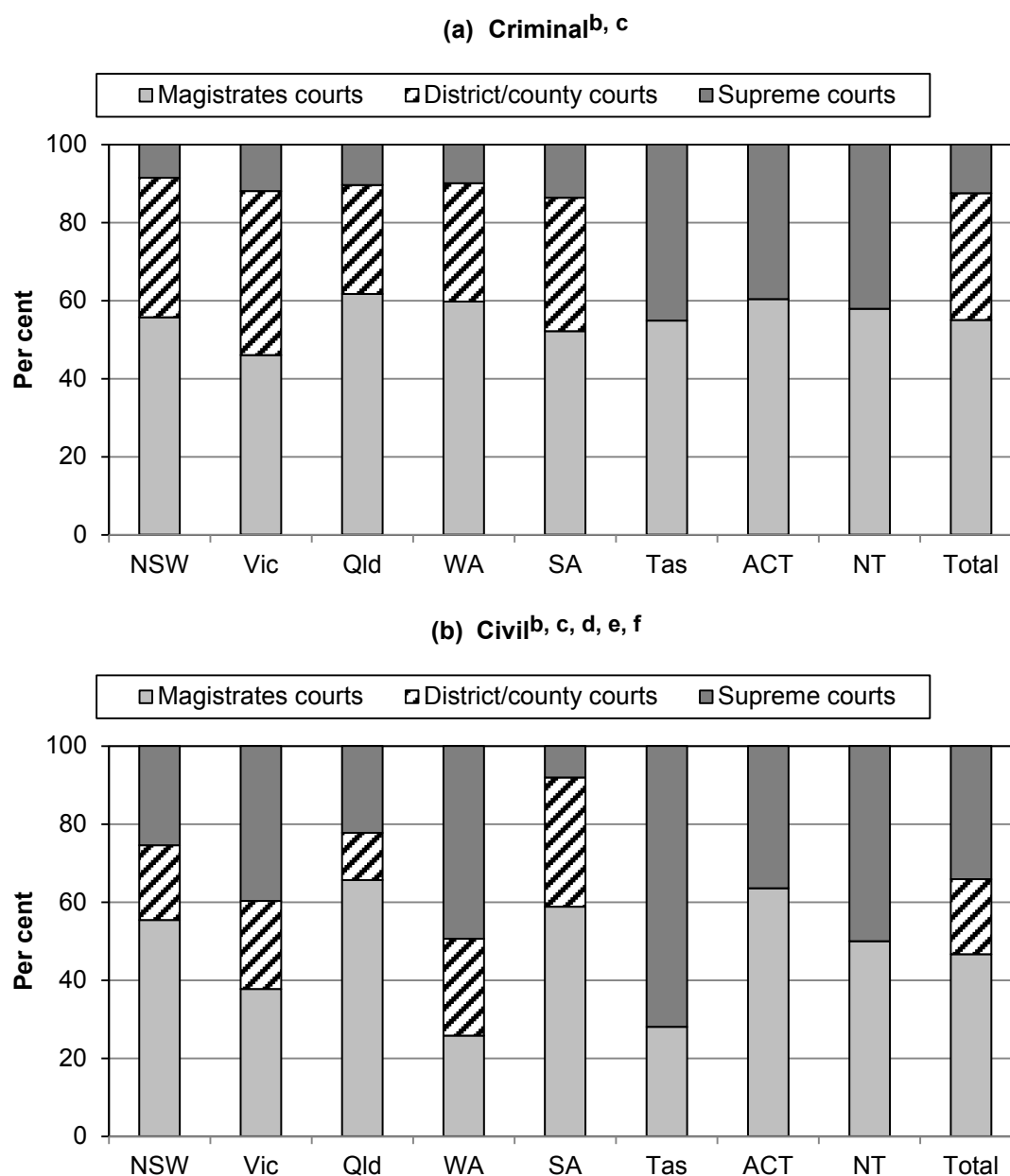
Distribution of criminal and civil court expenditure

The distribution of court expenditure (less income) on magistrates', district/county and supreme courts varied across states and territories in 2011-12. A greater proportion of funds were expended in the criminal jurisdiction of 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 7.2a).

In 2011-12, 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 (figure 7.2b), magistrates' courts accounted for a smaller proportion of recurrent expenditure (less income) nationally (47 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 courts' recurrent expenditure (less income), by court level, 2011-12^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 Supreme courts data for the civil jurisdiction exclude uncontested probate matters. ^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 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 2011-12, by court level, for the Australian courts and for each State and Territory.

Nationally, in the criminal jurisdiction, there were 772 700 lodgments registered in the supreme, district/county and magistrates' courts in 2011-12 (table 7.2).

Table 7.2 Court lodgments — criminal, by court level, 2011-12 ('000)^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>Total</i>
Supreme ^b	0.5	0.4	1.5	0.7	0.4	0.6	0.4	0.5	4.9
District/county ^b	10.4	4.9	5.6	2.0	2.0	..	..	..	24.9
Magistrates' (total)	157.0	192.1	196.0	93.5	60.8	21.9	6.0	15.6	742.8
<i>Magistrates' (only)</i>	146.5	172.3	183.7	86.3	54.8	19.8	5.4	13.7	682.5
<i>Children's</i>	10.6	19.7	12.3	7.2	6.0	2.1	0.5	1.8	60.3
All criminal courts	167.9	197.4	203.1	96.1	63.2	22.5	6.4	16.1	772.7

^a Totals may not add as a result of rounding. ^b 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 authorities and departments (unpublished); table 7A.1.

Nationally, 481 900 cases were lodged in civil jurisdiction courts (excluding family courts, the Federal Magistrates Court, coroners' and probate courts), comprising 476 600 cases in the State and Territory supreme, district/county and magistrates' courts, and 5300 cases in the Federal Court (table 7.3). In the states and territories, an additional 65 800 probate matters were lodged in the supreme courts.

In the Australian court jurisdiction, approximately 5300 cases were lodged in the Federal Court, 92 500 (civil and family law) matters were lodged in the Federal Magistrates Court, and a further 33 100 family law matters were filed in the Family Court of Australia (18 100) and Family Court of WA (15 000).

In the coroners' courts, there were 21 500 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, 2011-12 ('000)^a

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust courts	Total
Supreme (excl. probate)/Federal ^b	10.1	7.6	4.2	3.0	1.4	1.1	0.6	0.3	5.3	33.6
District/County	7.8	6.5	6.4	5.0	2.6	..	..	..	..	28.2
Magistrates' (total)	155.2	107.2	56.9	53.3	27.9	8.9	3.9	6.8	..	420.1
<i>Magistrates' (only)</i>	146.6	101.5	53.1	51.4	26.6	8.4	3.7	6.5	..	397.7
<i>Children's^{c, d, e}</i>	8.7	5.8	3.8	1.9	1.3	0.5	0.1	0.3	..	22.4
All civil courts	173.1	121.4	67.5	61.2	31.9	10.0	4.5	7.1	5.3	481.9
Family ^f	..	..	..	15.0	..	..	..	..	18.1	33.1
Federal Magistrates ^f	..	..	..	..	..	..	..	..	92.5	92.5
Coroners'	6.0	5.0	4.5	1.9	2.1	0.5	1.3	0.3	..	21.5
Probate — Supreme	24.2	18.7	8.2	6.0	5.5	2.3	0.7	0.2	..	65.8

^a Totals may not add as a result of rounding. ^b 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. ^c 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. ^d 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. ^e 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. ^f 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. .. Not applicable.

Source: Australian, State and Territory court 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 vast majority of both criminal and civil matters in Australia in 2011-12 were lodged in magistrates' courts (table 7.4).

Table 7.4 Distribution of court lodgments, by court level, 2011-12^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>Total</i>
<i>Criminal courts</i>										
Supreme	%	0.3	0.2	0.7	0.7	0.6	2.6	6.2	3.3	0.6
District/county	%	6.2	2.5	2.8	2.1	3.2	..	..	..	3.2
Magistrates' (total)	%	93.5	97.3	96.5	97.3	96.2	97.4	93.8	96.7	96.1
All criminal courts^b	'000	167.9	197.4	203.1	96.1	63.2	22.5	6.4	16.1	772.7
<i>Civil courts</i>										
Supreme	%	5.8	6.3	6.3	4.8	4.5	10.7	14.2	4.3	5.9
District/county	%	4.5	5.4	9.4	8.1	8.0	..	..	..	5.9
Magistrates' (total)	%	89.7	88.3	84.3	87.1	87.5	89.3	85.8	95.7	88.1
All civil courts^c	'000	173.1	121.4	67.5	61.2	31.9	10.0	4.5	7.1	476.6

^a Totals may not add as a result of rounding. ^b Excludes probate matters. ^c Excludes data for the Federal Court, family courts, the Federal Magistrates Court and coroners' courts. .. Not applicable.

Source: State and Territory court 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 2011-12, by court level, for the Australian courts and each State and Territory. Lodgments will not equal finalisations in any given year because not all matters lodged in one year will be finalised in the same year.

In 2011-12, there were 795 000 criminal finalisations in the supreme, district/county and magistrates' courts (table 7.5).

Table 7.5 Court finalisations — criminal, 2011-12 ('000)^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>Total</i>
Supreme	0.4	0.7	1.5	0.6	0.4	0.6	0.4	0.5	5.1
District/County	10.5	5.2	5.8	1.9	2.0	..	..	..	25.4
Magistrates' (total)	164.8	200.8	196.5	96.6	61.6	21.2	6.2	16.8	764.5
<i>Magistrates' (only)</i>	153.6	180.8	184.0	88.8	55.5	19.2	5.6	15.1	702.7
<i>Children's</i>	11.2	20.1	12.5	7.8	6.1	2.0	0.6	1.6	61.8
All criminal courts	175.7	206.7	203.8	99.1	64.0	21.8	6.6	17.3	795.0

^a Totals may not add as a result of rounding. .. Not applicable

Source: State and Territory court authorities and departments (unpublished); table 7A.5.

Nationally, in 2011-12, 489 000 cases were finalised in the civil jurisdiction (excluding family courts, the Federal Magistrates Court, coroners' and probate courts) comprising 483 200 civil cases finalised in State and Territory supreme, district/county and magistrates' courts, and 5800 cases finalised in the Federal Court. In addition, the Federal Magistrates Court finalised 89 600 matters (mainly family law forms and some federal law cases) and the two family courts finalised 33 100 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 24 200 finalisations (involving reported deaths and fires) in coroners' courts (table 7.6).

Table 7.6 Court finalisations — civil, 2011-12 ('000)^a

	<i>NSW</i>	<i>Vic</i>	<i>Qld^b</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust courts</i>	<i>Total</i>
Supreme ^b /Federal	12.3	8.7	5.4	3.2	1.4	1.1	1.1	0.3	5.8	39.2
District/County	8.3	6.4	6.0	6.1	3.2	..	..	..	..	30.0
Magistrates' (total)	158.2	105.1	56.6	52.0	28.4	9.0	3.8	6.8	..	419.8
<i>Magistrates' (only)</i>	149.3	99.4	53.0	50.3	27.1	8.5	3.7	6.5	..	397.8
<i>Children's^c</i>	8.9	5.7	3.5	1.6	1.3	0.5	0.1	0.3	..	22.0
All civil courts	178.8	120.1	68.0	61.3	33.0	10.1	4.8	7.1	5.8	489.0
Family ^{d, e}	..	..	..	15.1	..	..	..	..	18.0	33.1
Federal Magistrates ^{e, f}	..	..	..	..	..	..	..	..	89.6	89.6
Coroners'	7.9	4.9	4.8	2.2	2.4	0.5	1.3	0.3	..	24.2

^a Totals may not add as a result of rounding. ^b Supreme courts data exclude finalisations of uncontested probate cases. ^c 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. ^d 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. ^e The Family Court of Australia and the Federal Magistrates Court do 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 case management practices. ^f 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 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 non-appeal 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 deemed as 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 non-appeal cases deemed finalised — civil, 2011-12 (per cent)^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	8.8	0.2	46.9	..	5.8	31.7	na	—	..
District/County	7.8	6.5	39.0	..	1.9	..	..	..	..
Magistrates' (total)	na	—	27.4	..	0.3	43.5	na	16.5	..
Family courts ^b	..	..	..	24.8	..	..	..	..	..
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 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 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 courts

Objectives for courts 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 services in an efficient manner.

The performance indicator framework for courts 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. The Australian, State and Territory governments and court authorities, 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).

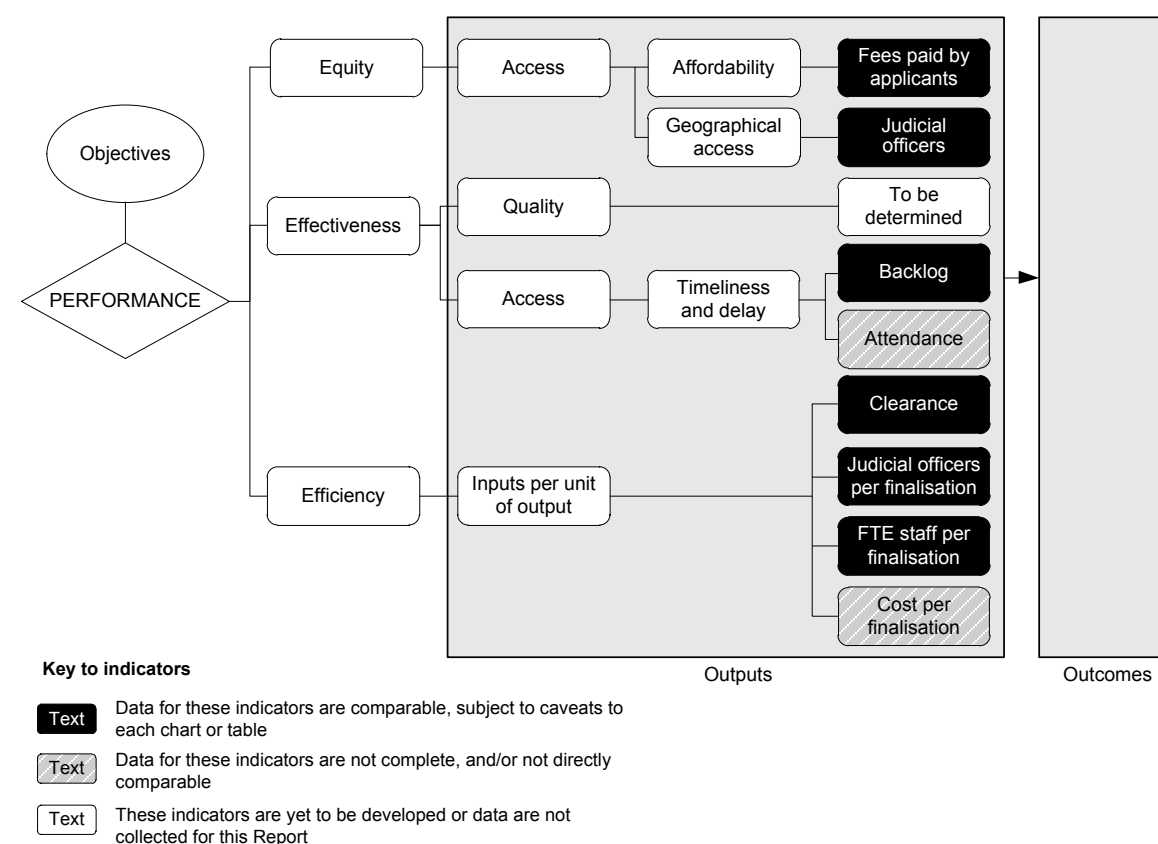
The Steering Committee recognises that this collection (unlike some other data collections) does not have an intermediary data collector or validator akin to the Australian Institute of Health and Welfare or the ABS. The reporting process in this chapter is one of continual improvement and refinement, with the long term aim of developing a national data collection that covers court 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 two output indicators ('fees paid by applicants' and 'judicial officers'). Effectiveness is represented through two output indicators ('backlog' and 'attendance'). Efficiency is represented through four output indicators ('clearance', 'judicial officers per finalisation', 'full time equivalent staff per finalisation' and 'cost per finalisation').

To date, no specific outcome indicators have been identified for courts. The activities of courts 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 Courts 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 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 courts 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 2012) — the ABS publication provides information about judicial decisions relating to finalised and adjudicated defendants.

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 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/2013.

In 2011-12, average court fees paid per lodgment were 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, 2011-12 (dollars)^{a, b}

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust courts	Total
Supreme (excl. probate) /Federal	2 977	1 168	1 482	1 840	2 988	439	1 601	560	1 962	1 991
District/county	1 459	1 229	883	810	1 033	..	..	..	..	1 123
Magistrates' (total)	159	134	113	100	133	72	90	52	..	133
<i>Magistrates' only</i>	169	142	121	103	139	76	92	54	..	141
<i>Children's</i>	–	..	–	–	2	..	..	..	..	–
Family courts	..	..	..	245	..	..	..	..	136	185
Federal Magistrates	..	..	..	..	..	..	..	..	339	339
Probate — Supreme	1 086	322	575	203	999	367	748	1 045	..	688

^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. .. Not applicable. – Nil or rounded to zero.

Source: Australian, State and Territory court 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 2011-12 (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), 2011-12 (per cent)^{a, b}

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust courts	Total
Supreme ^c /Federal	37.6	18.4	35.0	19.4	38.5	10.2	19.8	3.0	10.4	22.3
District/County	38.0	29.4	59.3	26.8	36.3	..	..	..	..	35.6
Magistrates' (total)	31.8	29.7	23.5	31.7	28.6	28.9	4.8	6.3	..	28.2
<i>Magistrates' (only)</i>	34.9	37.4	29.9	34.4	30.6	37.6	5.2	6.6	..	32.5
<i>Children's</i>	–	..	–	–	0.4	..	..	..	..	–
Family courts	..	..	..	13.7	..	..	..	..	2.3	4.6
Federal Magistrates	..	..	..	..	..	..	..	..	30.2	30.2

^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. .. Not applicable. – Nil or rounded to zero.

Source: Australian, State and Territory court 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 high or increasing 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/2013.

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, by court level, 2011-12^a

	NSW	Vic	Qld	WA ^b	SA	Tas	ACT	NT	Aust courts	Total
Supreme/Federal ^{c, d}	60.7	53.8	24.4	34.0	14.4	7.0	5.3	8.3	57.0	264.9
District/County	65.6	60.9	34.9	28.3	21.0	..	..	..	..	210.7
Magistrates	114.0	107.2	74.4	47.4	34.7	11.7	6.0	14.4	..	409.8
Children's	25.0	10.0	8.9	4.9	4.4	1.7	0.4	1.4	..	56.8
Family ^e	..	..	..	14.0	..	..	..	..	31.0	45.0
Federal Magistrates ^f	..	..	..	..	..	..	..	..	62.4	62.4
Coroners	5.0	9.5	10.2	2.5	2.0	0.4	0.8	1.5	..	31.9
Total	270.3	241.4	152.8	131.1	76.5	20.8	12.5	25.7	150.4	1081.5

^a Totals may not add as a result of rounding. ^b From 2011-12 WA Courts have employed a new model to calculate the number of FTE and financial data. The revised method has mapped the data in a more accurate manner against the RoGS counting rules. The model has implemented a more definitive civil and criminal apportionment methodology, which has led to greater accuracy. ^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 was expected to be maintained for 2011-12 as those judicial officers are appointed until the appeal is finalised. ^d ACT Supreme Court numbers include both acting and visiting judges. ^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.

Source: Australian, State and Territory court authorities and departments (unpublished); table 7A.22.

Table 7.11 Judicial officers, full time equivalent, per 100 000 people, by court level, 2011-12

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust courts ^a	Total ^b
Population ('000)^c	7 248	5 574	4 513	2 387	1 645	512	371	232		22 485
Judicial officers per 100 000 people										
Supreme/Federal ^d	0.8	1.0	0.5	1.4	0.9	1.4	1.4	3.6	0.3	1.2
District/County	0.9	1.1	0.8	1.2	1.3	..	..	..	..	0.9
Magistrates	1.6	1.9	1.6	2.0	2.1	2.3	1.6	6.2	..	1.8
Children's	0.3	0.2	0.2	0.2	0.3	0.3	0.1	0.6	..	0.3
Family ^e	..	..	..	0.6	..	..	..	..	0.1	0.2
Federal Magistrates	..	..	..	..	..	..	..	..	0.3	0.3
Coroners	0.1	0.2	0.2	0.1	0.1	0.1	0.2	0.6	..	0.1
Total	3.7	4.3	3.4	5.5	4.7	4.1	3.4	11.0	0.7	4.8

^a The Australian courts' results have been derived using the total population figure for Australia. ^b Totals are derived by dividing the total number of judicial FTE at each court level by the relevant Australian population (per 100 000). ^c Population total for Australia includes 'Other territories'. Population data for the financial year is the midpoint (31 December) estimate. ^d 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 was expected to be maintained for 2011-12 as those judicial officers are appointed until the appeal is finalised. ^e Family Court of Australia figures include Family Court of Australia judges assigned to the Full Court Appeals division. .. Not applicable.

Source: Australian, State and Territory court authorities and departments (unpublished) table 7A.22.

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 performance (box 7.8). However, a suitable indicator of quality for courts has not yet been identified for inclusion in the performance indicator framework.

Box 7.8 Indicators of quality

Indicators of quality for courts 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

‘Backlog’ is an indicator of governments’ achievement against the objective of processing matters in an expeditious and timely manner (box 7.9). 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**

‘Backlog’ is defined as a measure of 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.

For 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.

For 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 due to court 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 comparable.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2013.

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, that is, 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 are usually 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 for criminal matters at 30 June 2012 are contained in table 7.12. Data showing backlog trends over five years are shown in attachment table 7A.17.

Table 7.12 **Backlog — all criminal matters, at 30 June 2012**

	<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>
Higher^{a, b} — appeal									
Pending caseload	no.	1 480	1 130	1 035	236	76	18	122	6
<i>cases > 12 mths</i>	%	2.4	14.7	52.9	3.0	2.6	5.6	23.8	—
<i>cases > 24 mths</i>	%	0.2	6.2	1.7	—	—	—	4.1	—
Higher^{a, b} — non-appeal									
Pending caseload	no.	2 516	1 674	2 259	1 189	1 414	351	340	153
<i>cases > 12 mths</i>	%	11.4	23.4	19.5	12.0	19.6	13.1	42.6	5.2
<i>cases > 24 mths</i>	%	1.6	5.2	5.7	3.7	5.4	5.7	16.5	1.3
Supreme^{b, c} — appeal									
Pending caseload	no.	246	238	180	236	76	18	122	6
<i>cases > 12 mths</i>	%	11.4	19.3	3.9	3.0	2.6	5.6	23.8	—
<i>cases > 24 mths</i>	%	1.2	9.7	—	—	—	—	4.1	—
Supreme^{b, c} — non-appeal									
Pending caseload	no.	144	87	502	120	44	351	340	153
<i>cases > 12 mths</i>	%	23.6	33.3	25.1	5.0	31.8	13.1	42.6	5.2
<i>cases > 24 mths</i>	%	4.2	17.2	6.4	0.8	9.1	5.7	16.5	1.3
District/County^{c, d} — appeal									
Pending caseload	no.	1 234	892	855	..	..	..	..	..
<i>cases > 12 mths</i>	%	0.6	13.5	63.3	..	..	..	..	..
<i>cases > 24 mths</i>	%	—	5.3	2.1	..	..	..	..	..
District/County^c — non-appeal									
Pending caseload	no.	2 372	1 587	1 757	1 069	1 370	..	..	..
<i>cases > 12 mths</i>	%	10.6	22.9	17.9	12.8	19.2	..	..	..
<i>cases > 24 mths</i>	%	1.4	4.5	5.5	4.0	5.3	..	..	..
Magistrates'									
Pending caseload	no.	31 645	32 149	29 300	10 696	19 583	7 380	1 574	2 341
<i>cases > 6 mths</i>	%	12.6	25.9	25.0	25.5	24.2	31.8	23.8	24.2
<i>cases > 12 mths</i>	%	2.3	8.7	11.2	8.8	8.8	13.8	7.7	10.0
Children's									
Pending caseload	no.	2 924	3 668	2 574	1 266	1 604	718	185	525
<i>cases > 6 mths</i>	%	15.6	15.4	23.3	28.8	20.0	25.9	23.2	20.8
<i>cases > 12 mths</i>	%	2.4	3.7	9.1	11.5	4.8	7.0	8.6	6.5

^a Higher refers to supreme and district/county courts combined. ^b 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. ^c 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. ^d 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 authorities and departments (unpublished); table 7A.17.

Backlog data 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.

Table 7.13 **Backlog — all civil matters, as at 30 June 2012**

	<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>
Higher^a — appeal										
Pending caseload	no.	640	388	150	200	89	61	47	56	266
cases > 12 mths	%	15.8	21.6	6.7	21.0	11.2	24.6	36.2	3.6	9.4
cases > 24 mths	%	5.2	4.4	1.3	3.5	2.2	—	6.4	—	1.5
Higher (excl probate)^a — non-appeal^b										
Pending caseload	no.	14 116	11 023	8 637	6 258	3 981	802	1 042	133	2 337
cases > 12 mths	%	25.3	27.8	22.2	34.6	43.2	30.2	50.3	38.3	45.2
cases > 24 mths	%	8.4	10.4	5.8	13.6	21.4	9.2	27.3	12.8	26.1
Supreme/Federal — appeal^a										
Pending caseload	no.	543	322	105	138	75	61	47	56	266
cases > 12 mths	%	16.2	22.4	—	18.1	13.3	24.6	36.2	3.6	9.4
cases > 24 mths	%	6.1	4.0	—	1.4	2.7	—	6.4	—	1.5
Supreme (excl probate)/Federal — non-appeal^b										
Pending caseload	no.	7 402	4 205	3 512	2 618	736	802	1 042	133	2 337
cases > 12 mths	%	28.3	26.8	28.1	37.5	26.4	30.2	50.3	38.3	45.2
cases > 24 mths	%	12.2	10.6	10.1	15.5	11.5	9.2	27.3	12.8	26.1
District/county — appeal										
Pending caseload	no.	97	66	45	62	14	..	..	..	..
cases > 12 mths	%	13.4	18.2	22.2	27.4	—	..	..	..	..
cases > 24 mths	%	—	6.1	4.4	8.1	—	..	..	..	..
District/county — non-appeal										
Pending caseload	no.	6 714	6 818	5 125	3 640	3 245	..	..	..	..
cases > 12 mths	%	21.9	28.4	18.1	32.4	47.0	..	..	..	..
cases > 24 mths	%	4.2	10.3	3.0	12.2	23.7	..	..	..	..
Magistrates^c										
Pending caseload	no.	58 977	12 079	23 289	22 192	12 876	4 755	864	2 386	..
cases > 6 mths	%	24.3	40.2	41.0	45.1	39.2	45.0	29.5	29.9	..
cases > 12 mths	%	0.5	22.6	8.0	9.2	8.6	13.0	9.6	8.0	..
Family courts — appeal^d										
Pending caseload	no.	..	..	..	21	..	..	..	..	273
cases > 12 mths	%	..	..	..	4.8	..	..	..	..	26.0
cases > 24 mths	%	..	..	..	—	..	..	..	..	9.5
Family courts — non-appeal^d										
Pending caseload	no.	..	..	..	10 392	..	..	..	..	5 155
cases > 12 mths	%	..	..	..	15.1	..	..	..	..	27.2
cases > 24 mths	%	..	..	..	8.5	..	..	..	..	10.8
Federal Magistrates^d										
Pending caseload	no.	..	..	..	..	..	..	..	..	31 444
cases > 6 mths	%	..	..	..	..	..	..	..	..	30.7
cases > 12 mths	%	..	..	..	..	..	..	..	..	11.7

(Continued on next page)

Table 7.13 (Continued)

	<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>
Coroners' courts										
Pending caseload	no.	2 543	4 956	2 333	1 994	1 249	481	281	397	..
<i>cases > 12 mths</i>	%	12.4	41.3	30.0	28.6	24.6	23.3	28.8	26.7	..
<i>cases > 24 mths</i>	%	2.5	24.3	14.1	13.0	10.6	10.0	16.0	18.4	..

^a Higher refers to State and Territory supreme and district/county courts combined, and includes the Federal Court. ^b Non-appeal matters for the Federal Court include a significant number of Native Title matters which by nature are both long and complex. ^c Excludes children's courts. ^d 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. .. Not applicable. – Nil or rounded to zero.

Source: Australian, State and Territory court authorities and departments (unpublished); table 7A.18.

Effectiveness — attendance

‘Attendance’ is an indicator of governments’ achievement against the objective of providing court 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

'Attendance' 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/2013.

Attendance indicator results for criminal proceedings are reported in table 7.14.

Table 7.14 Attendance — criminal, 2011-12

	NSW ^a	Vic	Qld ^b	WA ^c	SA	Tas	ACT	NT
<i>Average attendances per finalisation</i>								
Supreme	na	2.9	3.0	2.6	3.5	5.4	7.4	6.6
District/County	na	5.1	4.0	4.3	6.3	..	..	..
Magistrates'	na	3.0	2.4	2.5	3.7	4.0	3.6	3.3
Children's	na	2.9	2.9	3.9	3.8	5.2	5.6	4.7

^a NSW data are not available. ^b Queensland attendance data do not include attendances for appeal cases. ^c Attendance data for WA are based on number of hearings listed, not the number which actually occurred. na Not available. .. Not applicable.

Source: State and Territory court authorities and departments (unpublished); table 7A.19.

Attendance indicator results for civil proceedings are reported in table 7.15.

Table 7.15 **Attendance — civil, 2011-12**

	NSW ^a	Vic	Qld	WA	SA	Tas	ACT ^b	NT	Aust courts
<i>Average attendances per finalisation</i>									
Supreme (excl. probate) ^c /Federal	na	1.4	1.4	2.2	4.0	na	4.9	4.5	3.2
District/county ^c	na	1.2	0.8	1.1	3.7	..	..	..	..
Magistrates	na	0.9	0.8	0.7	0.7	0.8	1.6	1.3	..
Children's ^d	na	1.4	3.2	4.5	2.6	10.9	7.9	2.4	..
Family courts ^e	..	..	..	1.6	..	..	..	..	2.4
Federal Magistrates ^f	..	..	..	..	..	..	..	..	2.0
Coroners' courts	na	1.0	3.4	2.1	1.5	1.0	2.6	1.0	..

^a NSW data are not available. ^b 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. ^c 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) case-managed court events are not included in the data; and (iii) attendances for appeal cases are not included. ^d Queensland Children's Court data are based on a count of cases, not the number of children involved in the care and protection case. ^e 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. ^f Federal Magistrates Court attendance data exclude responses to applications. **na** Not available. **..** Not applicable.

Source: Australian, State and Territory court 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

'Clearance' is an indicator of governments' achievement against the objective of providing court services in an efficient manner (box 7.13).

Box 7.13 Clearance

‘Clearance’ 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/2013

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 2011-12 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 — all criminal matters, 2011-12^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>
Supreme — appeal^b									
Lodgments	'000	0.37	0.36	0.39	0.41	0.30	0.03	0.12	0.02
Finalisations	'000	0.32	0.54	0.41	0.37	0.31	0.03	0.12	0.02
Clearance rate	%	87.6	151.1	104.1	90.4	105.1	92.9	103.5	114.3
Supreme — non-appeal^b									
Lodgments	'000	0.14	0.08	1.07	0.26	0.06	0.56	0.28	0.52
Finalisations	'000	0.11	0.12	1.13	0.24	0.06	0.54	0.28	0.53
Clearance rate	%	79.6	141.5	105.8	91.4	98.3	95.2	99.3	101.2
District/County — appeal^{b, c}									
Lodgments	'000	6.73	2.70	0.53	..	..	..	..	..
Finalisations	'000	6.92	2.79	0.44	..	..	..	..	..
Clearance rate	%	102.8	103.6	83.4	..	..	..	..	..
District/County — non-appeal^b									
Lodgments	'000	3.64	2.21	5.12	1.98	2.05	..	..	..
Finalisations	'000	3.59	2.42	5.35	1.85	2.04	..	..	..
Clearance rate	%	98.7	109.6	104.5	93.7	99.8	..	..	..
Magistrates'									
Lodgments	'000	146.45	172.32	183.72	86.30	54.83	19.76	5.43	13.74
Finalisations	'000	153.65	180.75	183.96	88.85	55.52	19.22	5.64	15.12
Clearance rate	%	104.9	104.9	100.1	102.9	101.3	97.3	103.8	110.0
Children's									
Lodgments	'000	10.57	19.75	12.31	7.16	5.97	2.13	0.53	1.84
Finalisations	'000	11.16	20.06	12.53	7.77	6.08	2.02	0.57	1.64
Clearance rate	%	105.6	101.6	101.8	108.5	101.9	94.8	107.6	88.9

^a Clearance indicator results are derived from finalisation and lodgment data presented in tables 7A.1 and 7A.5. ^b 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. ^c 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 authorities and departments (unpublished); tables 7A.1, 7A.5, and 7A.20.

Table 7.17 Clearance — all civil matters, 2011-12^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										
Lodgments	'000	0.78	0.42	0.27	0.18	0.11	0.08	0.04	0.14	0.61
Finalisations	'000	0.61	0.44	0.27	0.17	0.11	0.08	0.04	0.11	0.69
<i>Clearance rate</i>	%	78.9	106.2	98.5	93.9	98.2	89.3	95.3	81.9	111.6
Supreme (excl probate)/Federal — non-appeal										
Lodgments	'000	9.30	7.19	3.96	2.78	1.32	0.98	0.59	0.16	4.66
Finalisations	'000	11.64	8.23	5.12	3.05	1.31	1.01	1.02	0.18	5.11
<i>Clearance rate</i>	%	125.3	114.5	129.2	109.6	98.8	102.7	172.3	107.9	109.7
District/County — appeal										
Lodgments	'000	0.23	0.19	0.07	0.10	0.04	..	..	..	..
Finalisations	'000	0.24	0.21	0.07	0.12	0.04	..	..	..	..
<i>Clearance rate</i>	%	106.6	109.6	109.2	117.2	102.8	..	..	..	..
District/County — non-appeal										
Lodgments	'000	7.57	6.35	6.30	4.86	2.53	..	..	..	..
Finalisations	'000	8.10	6.15	5.97	5.97	3.14	..	..	..	..
<i>Clearance rate</i>	%	107.0	96.8	94.9	123.0	124.5	..	..	..	..
Magistrates										
Lodgments	'000	146.58	101.46	53.11	51.43	26.55	8.41	3.74	6.46	..
Finalisations	'000	149.32	99.40	53.05	50.33	27.11	8.49	3.66	6.48	..
<i>Clearance rate</i>	%	101.9	98.0	99.9	97.9	102.1	100.9	98.0	100.4	..
Children's^{b, c}										
Lodgments	'000	8.66	5.78	3.78	1.88	1.32	0.52	0.12	0.35	..
Finalisations	'000	8.90	5.69	3.55	1.62	1.28	0.50	0.10	0.32	..
<i>Clearance rate</i>	%	102.7	98.3	94.0	86.1	96.3	96.3	87.2	91.9	..
Family — appeal										
Lodgments	'000	..	..	..	0.02	..	..	..	..	0.37
Finalisations	'000	..	..	..	0.03	..	..	..	..	0.33
<i>Clearance rate</i>	%	..	..	..	147.6	..	..	..	..	89.0
Family — non-appeal										
Lodgments	'000	..	..	..	14.97	..	..	..	..	17.76
Finalisations	'000	..	..	..	15.10	..	..	..	..	17.68
<i>Clearance rate</i>	%	..	..	..	100.8	..	..	..	..	99.6
Federal Magistrates										
Lodgments	'000	..	..	..	..	..	..	..	..	92.54
Finalisations	'000	..	..	..	..	..	..	..	..	89.56
<i>Clearance rate</i>	%	..	..	..	..	..	..	..	..	96.8
Coroners'										
Lodgments	'000	5.95	5.03	4.46	1.92	2.09	0.48	1.27	0.30	..
Finalisations	'000	7.85	4.95	4.77	2.22	2.38	0.46	1.28	0.28	..
<i>Clearance rate</i>	%	131.9	98.4	106.9	115.6	113.9	96.7	100.9	93.4	..

^a Clearance indicator results are derived from finalisation and lodgment data presented in tables 7A.2 and 7A.6. ^b 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. ^c 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 authorities and departments (unpublished); tables 7A.2, 7A.6 and 7A.21.

All matters

Table 7.18 contains clearance indicator results for all court matters (both criminal and civil) in 2011-12, and combines appeal and non-appeal matters.

Table 7.18 Clearance — all matters, 2011-12 (per cent)^a

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust courts
Supreme/Federal^b									
Criminal	85.4	149.3	105.3	90.8	104.0	95.1	100.5	101.7	..
Civil	121.7	114.0	127.3	108.7	98.7	101.6	167.1	96.0	109.9
<i>Total</i>	<i>119.9</i>	<i>116.0</i>	<i>121.6</i>	<i>105.4</i>	<i>99.8</i>	<i>99.3</i>	<i>141.6</i>	<i>99.6</i>	<i>109.9</i>
District/county									
Criminal	101.4	106.3	102.5	93.7	99.8	..	..	..	..
Civil	107.0	97.2	95.0	122.9	124.2	..	..	..	..
<i>Total</i>	<i>103.8</i>	<i>101.1</i>	<i>98.5</i>	<i>114.6</i>	<i>113.3</i>	<i>..</i>	<i>..</i>	<i>..</i>	<i>..</i>
Magistrates'									
Criminal	104.9	104.9	100.1	102.9	101.3	97.3	103.8	110.0	..
Civil	101.9	98.0	99.9	97.9	102.1	100.9	98.0	100.4	..
<i>Total</i>	<i>103.4</i>	<i>102.3</i>	<i>100.1</i>	<i>101.0</i>	<i>101.5</i>	<i>98.4</i>	<i>101.4</i>	<i>106.9</i>	<i>..</i>
Children's c, d									
Criminal	105.6	101.6	101.8	108.5	101.9	94.8	107.6	88.9	..
Civil	102.7	98.3	94.0	86.1	96.3	96.3	87.2	91.9	..
<i>Total</i>	<i>104.3</i>	<i>100.8</i>	<i>100.0</i>	<i>103.8</i>	<i>100.9</i>	<i>95.1</i>	<i>103.9</i>	<i>89.3</i>	<i>..</i>
Family courts	..	..	..	100.9	..	..	..	..	99.4
Federal Magistrates	..	..	..	..	..	..	..	..	96.8
Coroners' courts	131.9	98.4	106.9	115.6	113.9	96.7	100.9	93.4	..

^a Clearance indicator results are derived from finalisation and lodgment data presented in tables 7A.1-2 and 7A.5-6. ^b Supreme courts data exclude probate matters. ^c 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. ^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. .. Not applicable.

Source: Australian, State and Territory court authorities and departments (unpublished); tables 7A.1-2, 7A.5-6, and 7A.20-21.

Experimental case type data – Homicide and related offences

Table 7.19 presents experimental data for backlog, attendance and clearance indicator results for homicide and related matters processed by the Supreme, District, Magistrates and Children's courts during 2011-12. A lodgment for homicide is counted in the following table where any criminal matter initiated, commenced, lodged or filed in a particular court level includes a charge of murder, attempted murder, manslaughter or driving causing death. A defendant may have multiple charges of this type on the same file.

It is important to note:

- lodgments are based on defendant count, not the number of homicide charges brought before the court
- lodgments are counted independently at each court level — for example, if a homicide-related lodgment in a court is transferred to another court level it will be counted at each court level. This is because the objective is to quantify court workload for each court level and assess relevant indicators at each court level
- the charge(s) against a defendant may change once a matter has been lodged in the courts and proceeds through the court process
- the lodgments in table 7.19 do not reflect whether a defendant has been found guilty or not
- homicide-related lodgments in table 7.19 differ from homicide victims data presented in the Police Services Chapter 6 (the latter reflects the number of victims killed unlawfully and does not include attempted murder)
- homicide-related lodgments in table 7.19 differ from the ABS Criminal Courts data due to different counting rules. This report presents data from a lodgments perspective — based upon a defendant being charged with one or more homicide offences at the time of entering each court level. The ABS publication presents data from a finalisations perspective — based upon the 'principal offence' being a homicide offence at the time that a defendant is sentenced, acquitted or otherwise finalised in the criminal court system. As a defendant may have been charged with more than one offence, the ABS selects the principal offence based on how the offences were finalised and/or the rankings in the National Offence Index 2009
- table 7.19 and the ABS Criminal Courts data refer to the committal, trial and sentencing processes, not to any subsequent appeal case.

Given that homicide-related lodgments are generally small in number, percentages in the table should be interpreted with caution. As these data are experimental for 2011-12, time series data are not presented in the attachment tables for homicide.

Table 7.19 **Experimental case type data — homicide and related offences, 2011-12^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>
Supreme									
Lodgments	no.	106	65	93	35	38	6	7	8
Finalisations	no.	101	67	101	38	54	6	2	19
Pending	<i>no.</i>	104	53	76	21	29	5	7	3
Backlog >12 mths	%	21.2	17.0	28.9	14.3	27.6	60.0	14.0	33.0
Backlog >24 mths	%	—	4.0	7.9	4.8	13.8	—	—	—
Attendance	no.	na	12.6	4	6.6	7.9	17	14	11.7
Clearance rate	%	95.3	103.0	108.6	108.6	142.1	100.0	29.0	237.5
District/County									
Lodgments	no.	88	19	11	17	17	..	..	..
Finalisations	no.	95	37	7	13	34	..	..	..
Pending	<i>no.</i>	79	9	6	4	16	..	..	..
Backlog >12 mths	%	10.1	33.0	16.7	25.0	25.0	..	..	..
Backlog >24 mths	%	1.3	—	—	—	—	..	..	..
Attendance	no.	na	7	5.1	4.1	5.9	..	..	..
Clearance rate	%	108.0	195.0	63.6	76.5	200.0	..	..	..
Magistrates'									
Lodgments	no.	286	123	98	79	65	10	17	24
Finalisations	no.	335	100	81	73	75	7	21	11
Pending	<i>no.</i>	219	100	102	54	31	3	11	19
Backlog >6 mths	%	82.2	45.0	49.0	3.7	19.4	—	20.0	47.0
Backlog >12 mths	%	17.8	12.0	24.5	1.8	—	1.0	10.0	0.0
Attendance	no.	na	7.1	9.7	5.9	6.7	4.6	6	8.9
Clearance rate	%	117.1	81.3	82.7	92.4	115.4	70.0	124.0	45.8
Children's									
Lodgments	no.	19	na	3	5	na	na	1	1
Finalisations	no.	28	na	1	6	na	na	4	—
Pending	<i>no.</i>	17	na	3	2	na	na	—	1
Backlog >6 mths	%	76.5	na	66.7	—	na	na	na	na
Backlog >12 mths	%	23.5	na	—	—	na	na	na	na
Attendance	no.	na	na	8	11.2	na	na	6	—
Clearance rate	%	147.4	na	33.3	120.0	na	na	400.0	—

^a 'Homicide and related offences' is defined according to the Australian and New Zealand Standard Offence Classification (ANZSOC) coding and includes murder, attempted murder, manslaughter and driving causing death. A lodgment is counted where any criminal matter initiated, commenced, lodged or filed in a particular court level includes a charge of murder, attempted murder, manslaughter or driving causing death. **na** Not available. **..** Not applicable. **—** Nil or rounded to zero.

Source: Australian, State and Territory court authorities and departments (unpublished).

Efficiency — judicial officers per finalisation

‘Judicial officers per finalisation’ is a second indicator of governments’ achievement against the objective of providing court services in an efficient manner (box 7.14).

Box 7.14 Judicial officers per 100 finalisations

‘Judicial officers per finalisation’ is an indicator that represents efficiency of judicial services. It is measured by dividing the number of full time equivalent judicial officers within each court for the financial year by the total number of finalisations for the same period and multiplying this number by 100.

The following points need to be considered in interpreting the number of judicial officers 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
- factors such as geographical dispersion, judicial workload and population density are important considerations when comparing figures on judicial officers
- 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 comparable.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2013.

Table 7.20 Judicial officers per 100 finalisations, 2011-12

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust courts	Total
Supreme/Federal ^a	0.48	0.58	0.35	0.89	0.81	0.43	0.36	0.99	0.98	0.60
District/County	0.35	0.53	0.29	0.36	0.40	..	..	..	..	0.38
Magistrates	0.04	0.04	0.03	0.03	0.04	0.04	0.06	0.07	..	0.04
Children’s	0.12	0.04	0.06	0.05	0.06	0.07	0.07	0.07	..	0.07
Family ^b	..	..	..	0.09	..	..	..	..	0.17	0.14
Federal Magistrates ^c	..	..	..	..	..	..	..	..	0.07	0.07
Coroners	0.06	0.19	0.21	0.11	0.08	0.09	0.06	0.53	..	0.13
Total	0.07	0.07	0.06	0.07	0.08	0.06	0.10	0.10	0.13	0.08

^a 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 was expected to be maintained for 2011-12 as those judicial officers are appointed until the appeal is finalised. ^b Family Court of Australia figures include Family Court of Australia judges assigned to the Full Court Appeals division. ^c Includes Family Court of Australia services provided free of charge. .. Not applicable.

Source: Australian, State and Territory court authorities and departments (unpublished); table 7A.23.

Efficiency —full time equivalent staff (FTE) per 100 finalisations

‘Full time equivalent staff per 100 finalisations’ is a third indicator of governments’ achievement against the objective of providing court services in an efficient manner (box 7.15). Full time equivalent staff per judicial officer employed are provided in the attachment (table 7A.25).

Box 7.15 Full time equivalent staff per 100 finalisations

‘Full time equivalent staff per 100 finalisations’ is an indicator that represents efficiency of court services. It is measured by dividing the total number of full time equivalent staff employed by courts for the financial year by the total number of finalisations for the same period and multiplying this by 100.

FTE staff comprise the following categories of staff employed directly by court authorities or by umbrella and other departments:

- Judicial officers, judicial support staff and registry court staff
- Court security and sheriff type staff
- Court reporters
- Library and information technology staff
- Counsellors, mediators and interpreters
- Cleaning, gardening and maintenance staff
- First line support staff and probate staff
- Corporate administration staff
- Umbrella department staff

The following points need to be considered in interpreting the number of full time staff 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
- factors such as geographical dispersion, court workload and population density are important considerations when comparing figures on FTE staff
- 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 comparable.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2013.

Table 7.21 Full time equivalent staff per 100 finalisations, 2011-12

	<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>	<i>Total</i>
Criminal courts	0.8	0.4	0.4	0.5	0.6	0.4	0.9	0.4	..	0.5
Civil courts	0.6	0.5	0.5	0.4	0.6	0.4	1.1	0.8	5.2	0.6
Family courts	..	..	..	0.9	..	..	..	..	2.0	1.5
Federal Magistrates	..	..	..	..	..	..	..	..	0.5	0.5
Coroners' courts	0.5	1.8	1.7	1.0	0.9	0.5	0.4	1.4	..	1.1
Total	0.7	0.5	0.4	0.5	0.6	0.4	0.9	0.5	1.0	0.6

.. Not applicable.

Source: Australian, State and Territory court authorities and departments (unpublished); table 7A.24.

Efficiency — cost per finalisation

‘Cost per finalisation’ is a fourth indicator of governments’ achievement against the objective of providing court services in an efficient manner (box 7.16). Cost is taken as the total recurrent annual expenditure, excluding payroll tax. Both gross and net expenditure per finalisation are reported. Net expenditure refers to expenditure minus income (where income is derived from court fees and other revenue but excludes revenue from fines).

Box 7.16 Cost per finalisation

‘Cost per finalisation’ is measured by dividing the total recurrent expenditure (gross and net) 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/2013

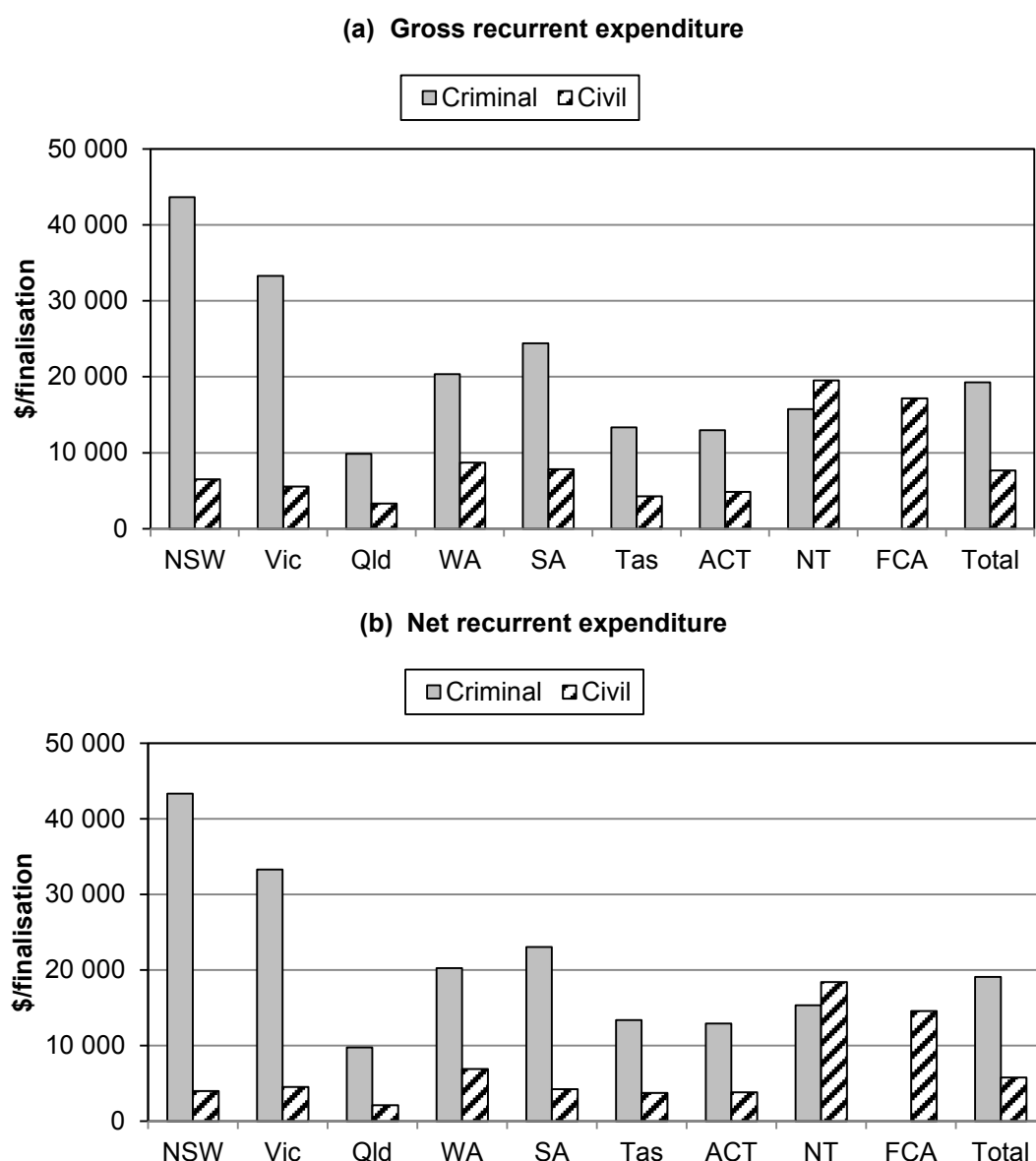
In general, the net recurrent expenditure per finalisation for civil courts will be lower than criminal courts because relatively little income is generated by the criminal court system (table 7A.11). Civil court fee structures can also impact on cost per finalisation results (table 7A.15).

Expenditure per finalisation for the supreme courts and the Federal Court of Australia

Nationally, in 2011-12, 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).

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.

Figure 7.4 Recurrent expenditure per finalisation, supreme courts and the Federal Court of Australia, 2011-12^{a, b, c}



FCA = Federal Court of Australia

^a Excludes payroll tax. ^b Supreme courts data for the civil jurisdiction exclude uncontested probate matters. ^c The Federal Court does not have criminal cases to include in the figure.

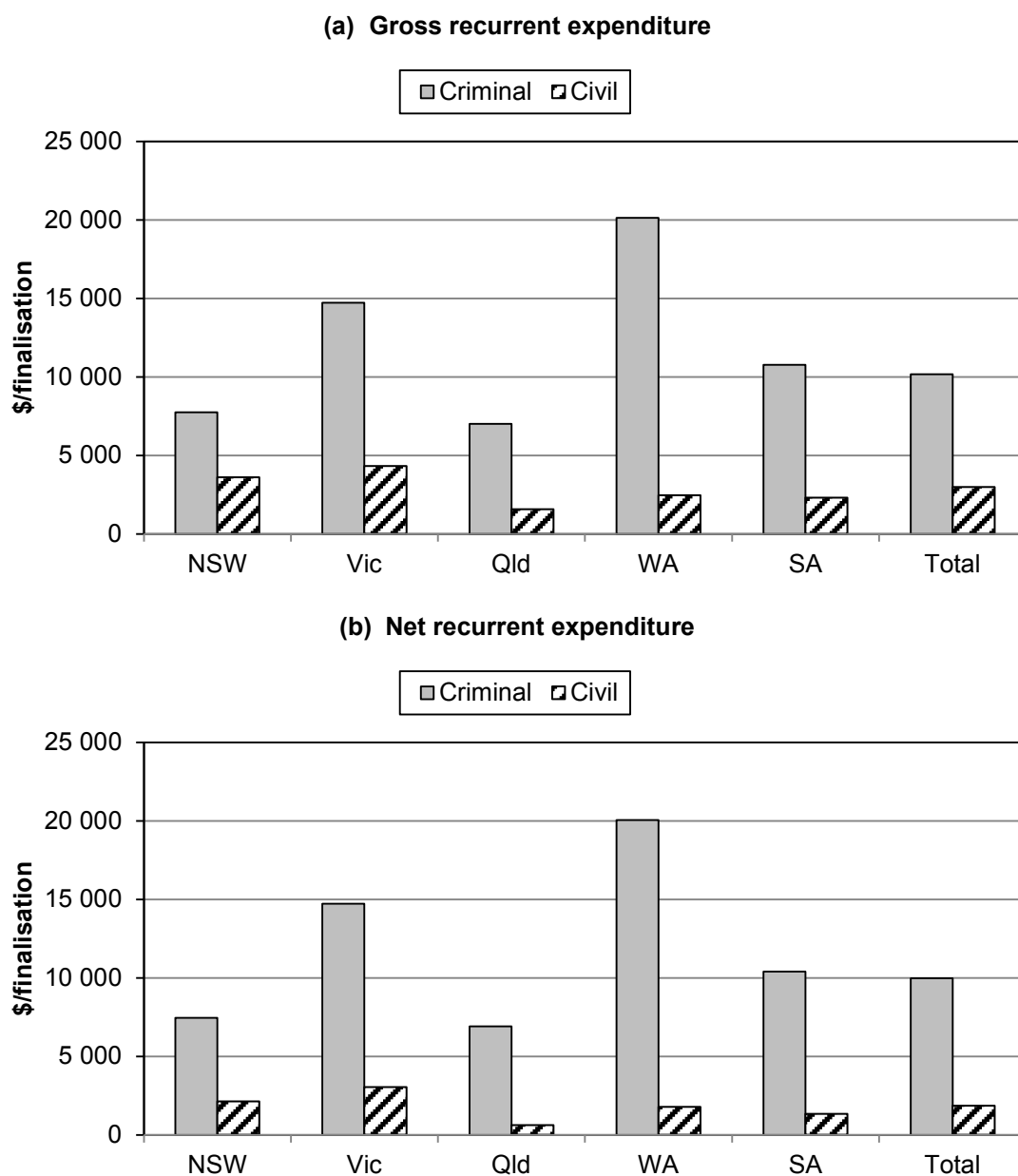
Source: State and Territory court authorities and departments and the Federal Court of Australia (unpublished); tables 7A.26–30.

Expenditure per finalisation for district/county courts

In 2011-12, 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.26–30).

Tasmania, the ACT, the NT and the Australian Government do not operate district/county courts.

Figure 7.5 **Recurrent expenditure per finalisation, district/county courts, 2011-12^{a, b, c, d}**



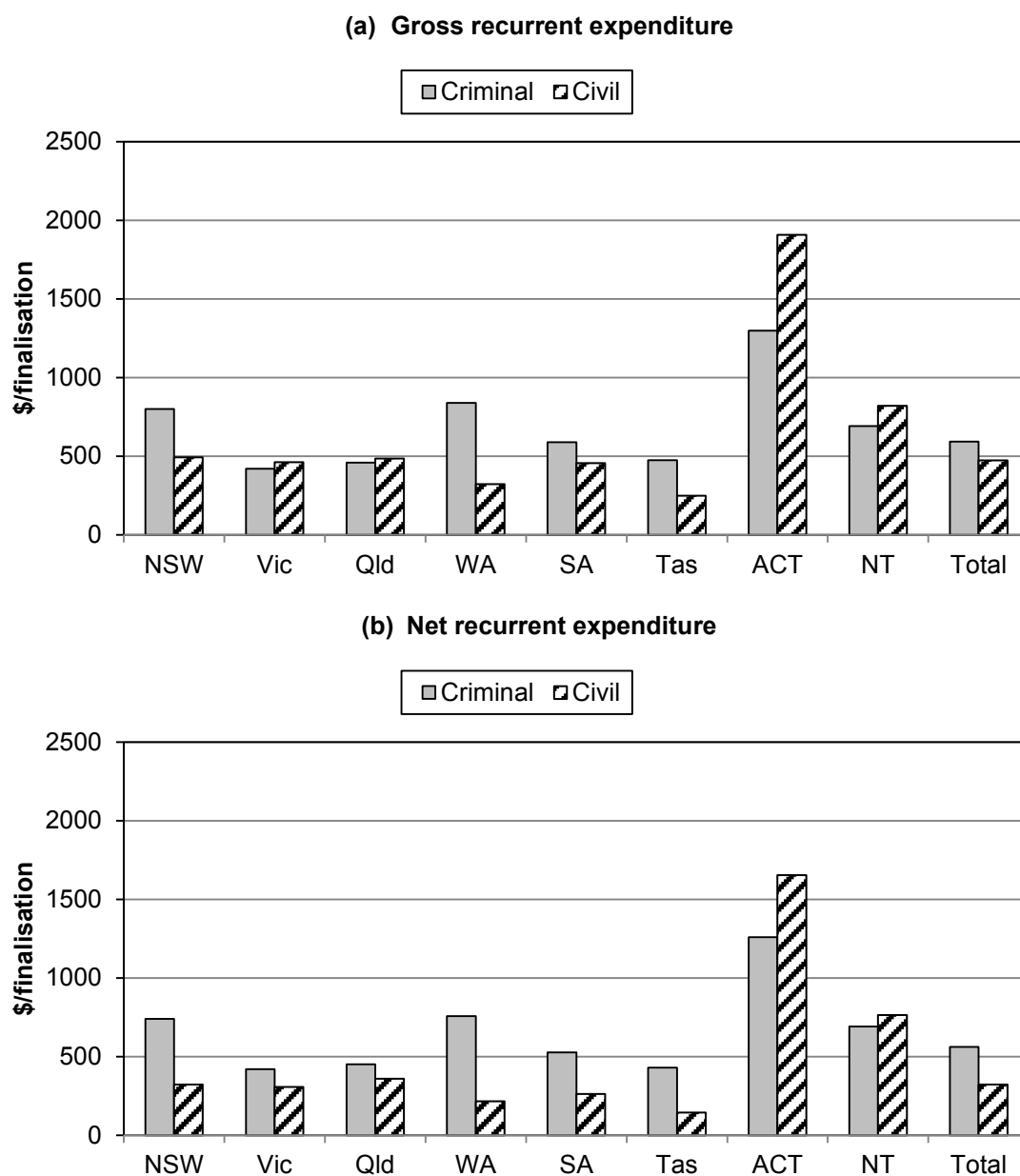
^a Excludes payroll tax. ^b In Queensland, some children's courts criminal matters are heard in the District Court but in this Report are included with children's courts data. ^c County Court civil and criminal data include the Public Private Partnership rental and associated costs for the Victorian County Court building.

Source: State and Territory court authorities and departments (unpublished); tables 7A.26-30.

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 Recurrent expenditure per finalisation, total magistrates' courts (including magistrates' and children's courts), 2011-12^{a, b}



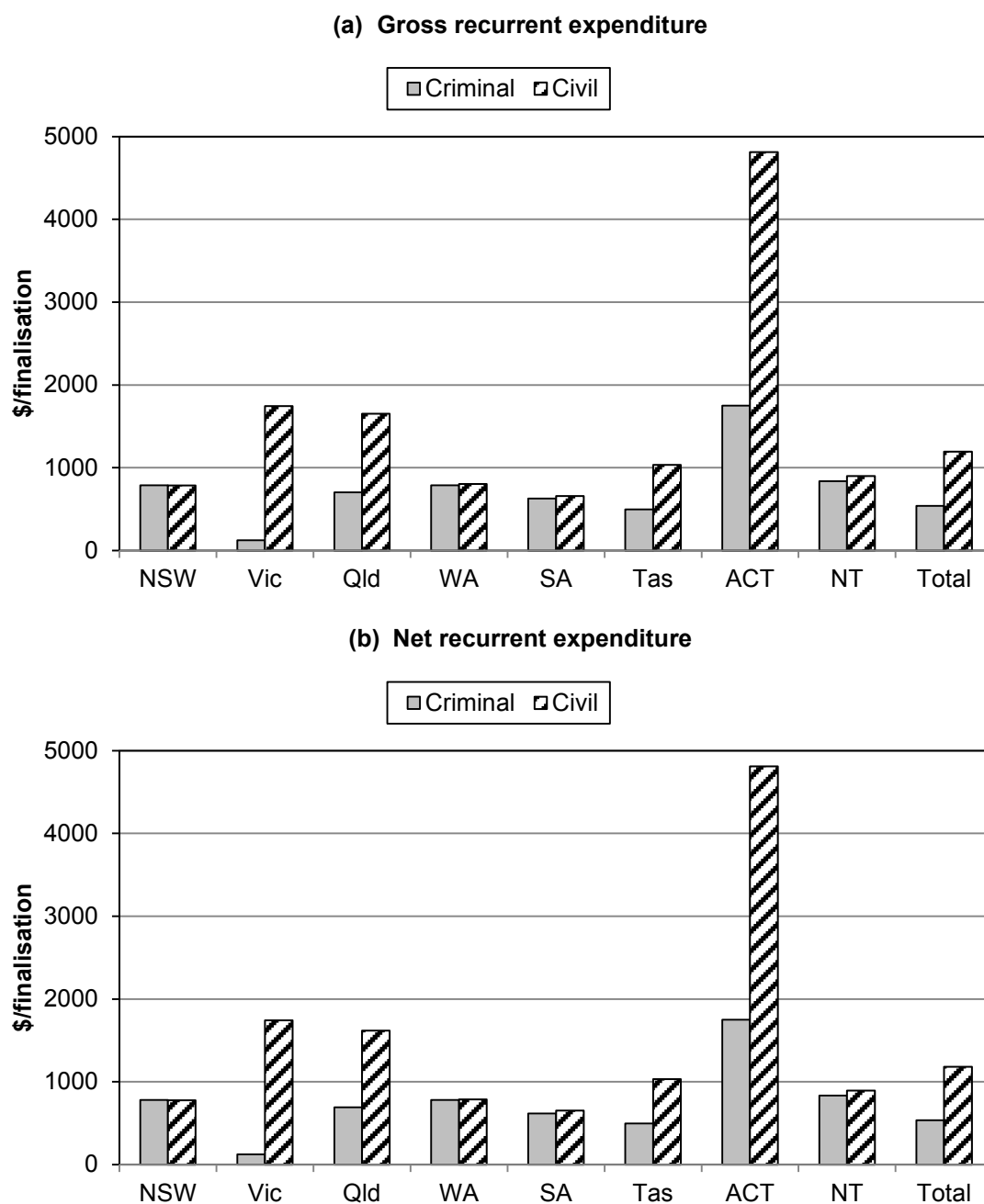
^a Excludes payroll tax. ^b Queensland children's courts data for civil cases are based on a count of cases, not the number of children involved in each care and protection case. *Source:* State and Territory court authorities and departments (unpublished); tables 7A.26-30.

Expenditure per finalisation for children's courts

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 **Recurrent expenditure per finalisation, children's courts, 2011-12^{a, b, c}**



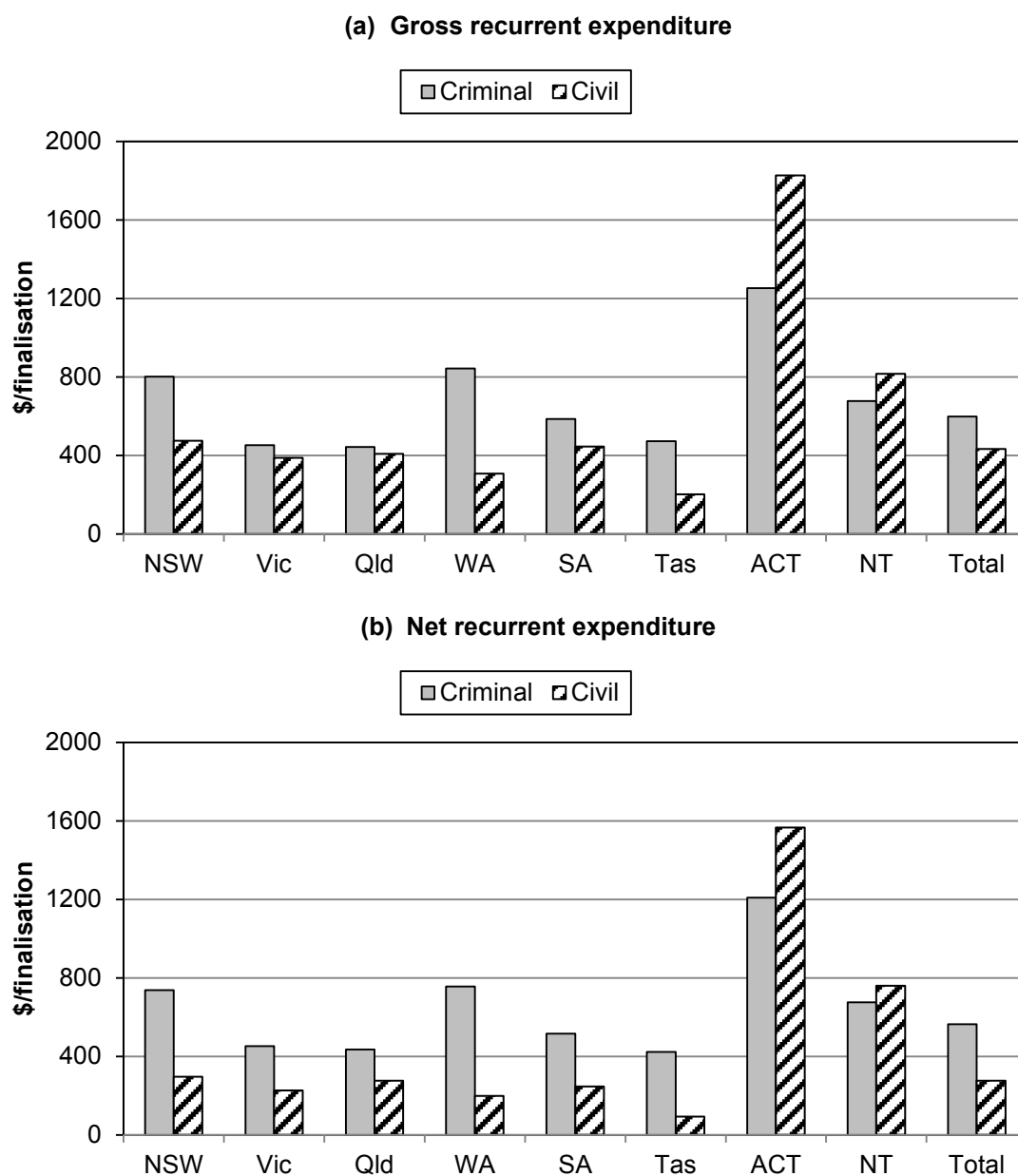
a Excludes payroll tax. **b** In Victoria, children's cases that are not heard in the Melbourne Children's Court are heard in the magistrates' court in regional areas. The expenditure related to those cases cannot be separately identified, and is included with the expenditure for the magistrates' court. However, the quantity of those cases is known, and the finalisations are included with children's court data. **c** 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 authorities and departments (unpublished); tables 7A.26-30.

Expenditure per finalisation for magistrates' courts only

Expenditure per criminal and civil finalisation for magistrates' courts only, excluding children's courts for 2011-12, 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 Recurrent expenditure per finalisation, magistrates' courts only (excluding children's courts), 2011-12^{a, b}



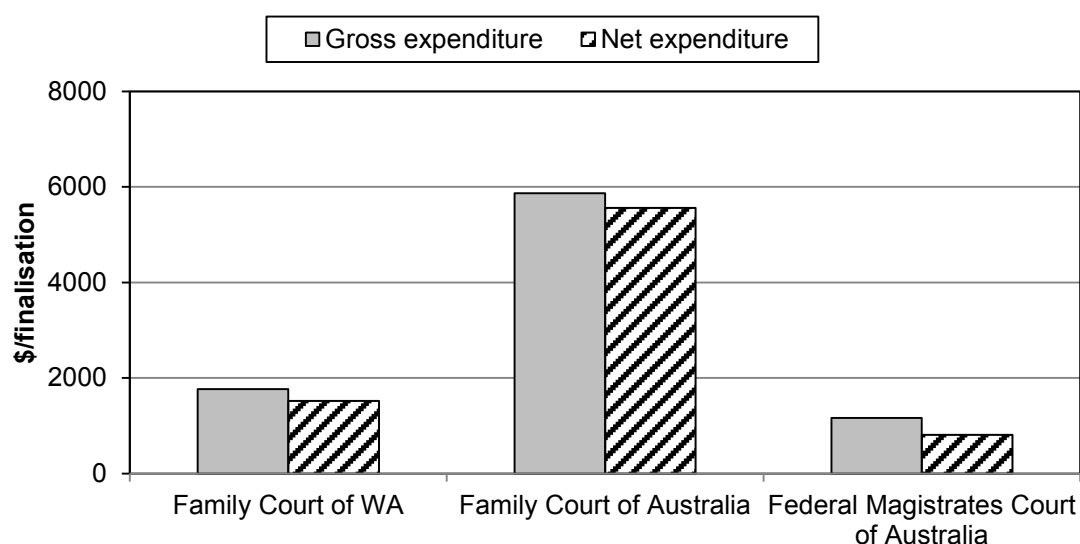
^a Excludes payroll tax. ^b In Victoria, children's criminal cases that are not heard in the Melbourne Children's Court are heard in the magistrates' court in regional areas. The expenditure related to those cases cannot be separately identified, and is included with the expenditure for the magistrates' court. However, the quantity of those cases is known, and the finalisations are included with children's court data.

Source: State and Territory court departments (unpublished); tables 7A.26-30.

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 recurrent expenditure per finalisation results presented in figure 7.9.

Figure 7.9 Recurrent expenditure per finalisation, family courts and the Federal Magistrates Court of Australia, 2011-12^{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. 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 authorities and departments (unpublished); tables 7A.27, 7A.30.

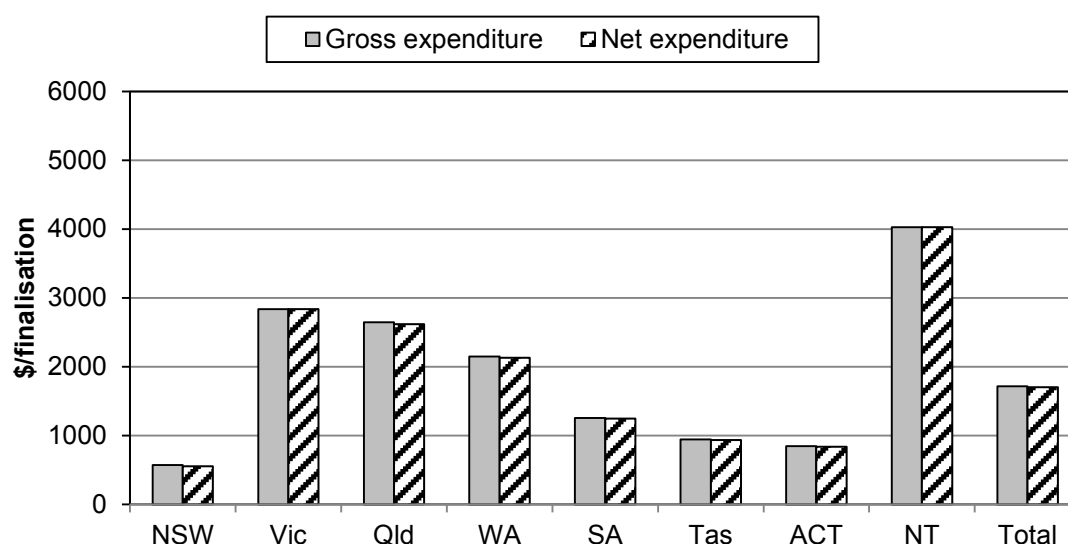
The establishment of the Federal Magistrates Court in 2000 has had implications for the finalisations and expenditure reported for the Family Court of Australia, because the Federal Magistrates Court now deals with some of the matters previously managed by the Family Court of Australia. For example, 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.

Expenditure per reported death and fire for coroners' courts

Nationally, net expenditure per reported death and fire in coroners' courts (excluding costs associated with autopsy, forensic science, pathology tests and body conveyancing fees) was approximately \$1684 in 2011-12 (figure 7.10).

Figure 7.10 Recurrent expenditure per finalisation, coroners' courts, 2011-12^{a, b, c, d, e}



^a Excludes payroll tax. ^b Data for NSW, Victoria and the ACT include reported fires. ^c 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. ^d Excludes expenditure for autopsy, forensic science, pathology tests and body conveyancing fees. ^e Data for the WA Coroners' court excludes a refund of an autopsy invoice for \$415,000 as this amount was reimbursed income from expenses of autopsy from the previous year.

Source: State and Territory court authorities and departments (unpublished); tables 7A.27, 7A.30.

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 courts are currently reported. It is noted, however, that court activities 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 Courts Working Group (CWG), 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.

Improving performance indicators

The CWG 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 Courts 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. Some of the outcomes from this group have been implemented in this chapter while others are under consideration by the CWG for potential future implementation.

Work is also in progress to capture financial data related to court fees which are waived, reduced or exempted. This will help to quantify court resources which are expended but not recouped, essentially providing substantial but currently unacknowledged benefits to the community.

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 civil appeal matters older than 12 and 24 months. District Court civil and criminal non-appeal 12 month backlogs declined. The Local and Children's Courts continued the excellent level of backlog performance for criminal matters achieved over the last two years. The Coroner's Court also continued the outstanding performance from last year, reducing by more than fifty per cent the percentage of matters older than 12 months. Overall clearance rates for all NSW Courts improved, with all NSW Courts achieving clearance rates in excess of 100 per cent. This is an exceptional achievement, indicating the high level of efficiency within NSW courts.

NSW continued to utilise technology to improve its quality of services. In 2011-12 over 63,000 videoconferencing sessions were held, and \$1.35 million was invested in remote witness facilities. The Multi-Court Remote Monitoring pilot program was launched, allowing up to four courts to be monitored simultaneously by one person, generating both productivity savings and opportunity for improvements in service delivery.

The NSW Courts Service Centre expanded to include new courts, and received almost 380,000 calls. It processed over \$7 million in payments across 18,000 payment transactions. Redirecting enquiries away from registries allows registry staff to focus on providing face-to-face counter service and courtroom support.

NSW Courts continued its expansion of online and electronic service delivery, in 2011-12:

- 14 new websites were developed. There were over 540,000 website visits, including more than 284,000 unique visitors.
- Over 1.23 million searches were undertaken on the Online Court List, representing an average of almost 3,375 per day.
- An average of 11,500 civil matter related documents were filed electronically per month.
- Over 98 per cent of the approximately 300,000 annual Court Attendance Notices were received electronically.
- Electronic court outcomes information is now being delivered to Corrective Services NSW, the Office of the Director of Public Prosecutions and Legal Aid NSW.

NSW commitment to promoting Alternative Dispute Resolution (ADR) strengthened. In 2011-12 Community Justice Centres opened 5,079 case files, and conducted 1,764 mediations, with a settlement rate of almost 80 per cent. The ADR Directorate also initiated a project encouraging NSW Government agencies to report their use of ADR. From July 2012, agencies will report this use annually, providing data to measure savings in legal services expenditure arising from the use of ADR and also to inform policy development.

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Victorian Government comments

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The 2011-12 year has seen the Supreme Court of Victoria continue its dual directions of reform and innovation. Special highlights were the criminal appeal reforms in the Court of Appeal, the expansion of the Commercial Court, the management of significant class actions, especially the bushfire litigation and significant reduction in delays in criminal trials. The year saw significant demand growth matched by outstanding clearance rates. While the court had an increase in applications to the Court of Appeal and the Trial Division, finalisations also increased significantly leading to a clearance rate greater than 100 per cent. As a result of this performance the number of pending cases fell.

In the County Court of Victoria the criminal clearance rate has increased from last year which is largely due to the pro-active management of cases older than 2 years. The Court continues to address delays in the criminal list and implement initiatives aimed at reducing adjournments with pre-appeal mentions for Intervention Order appeals and Protection and Care Order appeals from the Family Division of the Children's Court. Other key initiatives have been aimed at maximising listing potential and providing support to the Criminal Listing Judges. In the Civil Jurisdiction, the number of pending cases greater than 2 years has increased by 22 per cent from 2010-11. In response, the court temporarily transferred two Judges from the criminal jurisdiction to the civil jurisdiction to assist in reducing delays in the civil jurisdiction. These Judges have since returned to the criminal jurisdiction.

The Magistrates' Court of Victoria continues to experience significant increases in its overall caseload. The growth experienced in both the criminal and intervention order jurisdictions over the past five years is a clear example of this. In contrast to the national trend, Victoria's criminal caseload in the Court has increased since 2007-08, with both lodgments and finalisations growing at 11 per cent and 16 per cent respectively. Intervention order caseloads also continue to grow to record levels in Victoria. The Court has recorded a criminal caseload clearance rate above the 100 per cent threshold for five consecutive years. The Court continues to maintain high levels of efficiency despite substantial pressures resulting from annually increasing caseloads. However, the Court has significant immediate caseload challenges. Backlog growth over recent years means the Court is faced with the challenge of disposing existing matters that are awaiting finalisation, while managing the pressures associated with an increasing caseload.

For the last four years, the number of lodgments has increased in the Children's Court civil jurisdiction, which incorporates child protection and intervention order matters. The court has experienced strong growth in finalisations and in 2011-12 recorded a clearance rate of 98.3 per cent, up from 85.1 per cent in 2009-10. This is consistent with an increase in judicial officers over the same period. A contributing factor to the increased clearance rate is the Court's commencement of an enhanced alternative dispute resolution process, which targets appropriate cases for more timely diversion to a case conference. This process is gradually being introduced to all court venues.

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Queensland Government comments

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Queensland Courts make significant contributions to the objectives of improving the administration of the justice system and services for Queenslanders.

- During 2011-12, the Supreme, District and Magistrates Courts achieved impressive clearance rates.
- In the criminal jurisdiction, the Supreme and District Courts achieved a combined clearance rate of 103.1 per cent. The Magistrates Courts criminal clearance rate was 100.1 per cent.
- In the civil jurisdiction, the Supreme and District Courts achieved a combined clearance rate of 107.9 per cent. In the Magistrates Courts, the civil clearance rate was 99.9 per cent.
- Whilst the numbers of criminal matters proceeding to trial in the Supreme and District Courts increased marginally from 2010-11, the increase of nearly 22 per cent for the previous two years means that significant cost pressures of juries and court circuits have continued.
- The Supreme and District Courts have commenced analysis of the length of criminal trials, with those results showing that the average length of criminal trials in the Supreme and District Courts increased from 3.5 days during 2010-11 to 3.7 days during 2011-12.
- The Queensland Courts Service developed a new regional structure that will deliver more efficient and effective court services to Queenslanders. The new structure will merge six regions into four.
- The Queensland Courts Service conducted a court users and partners survey between October and December 2011. The results of the survey demonstrated strong overall satisfaction with respect to the timeliness (87.8 per cent) and professionalism of registry staff (90.8 per cent), public facilities (76.1 per cent) and the safety standard of the courthouse (87.8 per cent).
- A new civil electronic lodgment system was developed which will enable its users to file multiple documents at once, file requests for default judgment/applications for enforcement hearings summonses and receive electronic responses online.
- The Queensland Courts Service commenced a review of the State Coroner's guidelines to streamline coronial practice and issued comprehensive autopsy guidelines which ensure that only deaths warranting investigation are brought into the coronial system and that invasive autopsies are only ordered if absolutely necessary for investigations.

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Western Australian Government comments

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- WA Supreme and District Courts continue to make improvements in operating more efficiently. In 2011-12, both jurisdictions more than met key performance indicators for time to trial at 26 weeks for criminal and the WA Magistrates Court continued to meet its time to trial at 19 weeks.
 - In the Supreme Court, the number of lodgments across all divisions increased. Despite the increase in caseload, the criminal backlog is at its lowest level since 2007-08 and the clearance rate for civil non-appeal matters is over 100 per cent due to close case management. The State Government provided additional temporary resources for a significant litigation appeal and a high profile criminal trial.
 - While the number of people smuggling cases before the District Court reduced, the complexity of these matters resulted in an increase in sitting days required to finalise these cases.
 - The Magistrates Court, in conjunction with the WA Mental Health Commission, worked towards introducing a mental health diversion and support program, to provide a sentencing option and improved clinical outcomes for mentally ill accused. A two year pilot program will commence in November 2012 for both Perth Magistrates Court and Children's Court.
 - In the Children's Court, amendments to the *Restraining Orders Act 1997* resulted in an increased number of protection applications and workload (13 per cent). This has resulted in changes to listing practices and the deployment of a magistrate on temporary basis in order to meet the increased demand.
 - For the majority of 2011-12, the Family Court had two of its five judges on extended sick leave. Financial assistance from the State Government for the appointment of an acting judge and additional funding by the Commonwealth for an acting magistrate allowed the Court to address its time to trial indicator. In 2011-12 the Court's time to trial stood at 96 weeks, an improvement from the previous year (105 weeks).
 - The State Government temporarily allocated two additional coroners and five additional staff to the Coroner's Court in the latter part of 2011-12. This increase in resources led to a significant reduction in the volume of the Court's backlog cases and the clearance rate has improved from 69 to 116 per cent.
 - The State Government is undertaking an extensive asset investment program in regional areas with the construction of the Kalgoorlie Courthouse and the Carnarvon Police and Justice Complex, and the redevelopment of Kununurra Courthouse and the Fitzroy Crossing Courthouse.
 - The Department continued the eCourts Integrated Courts Management System project to establish a single system for all jurisdictions, progressing towards a fully electronic court process.
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South Australian Government comments

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- In 2011-12, total finalisations for non appeal criminal matters in the District Court decreased by 6.3 per cent in 2011-12 (2043) relative to 2010-11 (2180). The clearance index percentage remains high at 99.8 per cent in 2011-12.
- In 2011-12, total finalisations for non appeal civil matters in the District Court increased by 1.4 per cent (3181) relative to 2010-11 (3136). The clearance index percentage increased to 124.5 per cent relative to 2010-11 (104.9 per cent).
- The use of Audio Visual (AVL) links continues in courtrooms, to provide vulnerable witness facilities and reduce the number of defendants transported to court from correctional institutions. Courts across all jurisdictions are now using AVL with approximately 558 appearances on average per month, an increase from 2010-11 (253 per month).
- Upgrades to Courtrooms with digital audio technology recording units and the introduction of remote and concurrent monitoring of civil proceedings for transcript production purposes continued in 2011-2012. 18 of 20 identified courtrooms now have this technology installed and fully operational.
- The number of applications for possession of property lodged with the Supreme Court continues to increase. There were 549 applications lodged in 2009-2010, 703 in 2010-2011 and 876 in 2011-2012. The number of orders made is also showing an upward trend, from 313 in 2009-2010, 317 in 2010-2011 and 479 in 2011-2012.
- Last financial year, criminal lodgments increased in the Magistrates Court. This can be attributed to an increase in regulatory motor vehicle offences being prosecuted by SAPol in circumstances where a person has successfully applied to review an enforcement order and to the volume of applications made under the Intervention Orders (Prevention of Abuse) Act, 2009 which commenced operation on 9 December 2011. The number of finalisations has remained above 100 per cent.
- The Magistrates Court has extended its use of special justices appointed under the Justices of the Peace Act, 2005. In 2011-12 a pilot commenced in the Adelaide Magistrates Court involving special justices hearing matters on first appearance. An evaluation will be undertaken at the conclusion of the pilot to measure resultant improvements in court efficiencies and extent to which this initiative has allowed magistrates to focus on more complex matters.

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Tasmanian Government comments

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Previous year's reports have provided data on the recurrent cost per finalisation for all court levels. Tasmanian Courts have always reported a low cost per finalisation when compared with other states and territories. In this year's report additional information is provided in the form of data on judicial officers per 100 finalisations and full time equivalent staff per 100 finalisations. Both measures show Tasmanian Courts to be the equal most efficient courts of all States and Territories. Although these results are pleasing they do raise a question as to whether the efficiency gain may be achieved following a trade off on the level of support services available to and provided by Tasmanian Courts.

Information technology is a key enabler for many services delivered by modern courts. In recent years Tasmanian Courts have invested in improving the case management systems used in the civil jurisdictions and the audio visual, including video conferencing, systems that support the courts' operation. In the past year the Courts have collaborated with other Tasmanian justice agencies in developing a business case for delivering more integrated management of information and services across the Tasmanian criminal justice system. Should this project proceed it will deliver more timely information to court and justice decision makers enabling more effective decisions to be made and enforced.

A long standing area of concern for the courts is ensuring that the age of the courts backlog remains within acceptable limits. Despite falling lodgements and a continuing reduction in the size of the pending case load in the Criminal Division of the Magistrates Court the proportion of the caseload over 6 months old remains stubbornly high at close to 32 per cent. Delays are attributable to a range of factors, many outside the court's control. For example, in many cases defendants have absconded for a period during the proceedings or have multiple cases which are being dealt with together.

To address this Magistrates are now being provided with weekly electronic updates to enable better management and monitoring of cases so they can be resolved in a timely manner.

When compared with other jurisdictions Tasmania's civil courts backlog (both Magistrates and Supreme) has a higher proportion of cases older than the specified time periods. In Tasmania's case these figures are significantly affected by the high proportion of matters that are 'deemed' finalised when no activity occurs for 12 months (31 per cent in the Supreme Court, 44 per cent in the Magistrates Court). The high deeming rate reflects the courts' practices of not actively following up on cases that have been inactive for a period. Whilst in the Magistrate's Court the majority of deemed finalised cases do not reappear, a significant proportion of Supreme Court cases are not finalised at the time of deeming and do reappear. The Supreme Court's case management process focuses on ensuring that cases are ready for trial rather than ensuring compliance with national time standards. When cases are ready for trial there is no delay in listing them before a judge.

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Australian Capital Territory Government comments

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This year saw a consolidation of work begun last year to improve waiting times in the Supreme Court. An improvement in the number of pending matters in the Supreme Court has occurred with the overall number of pending matters reduced by 25 per cent.

Other initiatives have included:

- A Docket Case Management System is being introduced in the Supreme Court during 2012-13 with a view to reducing the time taken to finalise matters. This was a recommendation arising out of the Case Management Review of ACT Supreme Court management practices held during 2011-12.
- The Supreme Court 'Blitz' assisted in clearing the backlog of cases in the Supreme Court to facilitate the introduction of the docket case management system. The ACT Government funded an increase in judicial resources to allow a pool of civil and criminal matters to be brought forward for two six week periods. A total of 115 civil matters and 99 criminal matters were dealt with in the period, with high settlement rates. The first part of the Blitz was held in the reporting period but results will not generally be reflected until the 2012-2013 year.
- The ACT Government has provided funding for the acquisition, configuration and implementation of a new Courts ICT Case Management System over the next three years, which is expected to support improvements in case management and accessibility of data.
- The continued implementation of the Single Registry saw a continued consolidation of staffing arrangements and further standardisation of practices and procedures.
- The ACT Government has provided funding for the refinement of a concept design for a proposed new ACT Courts facility, which includes the replacement of the 49 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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- Future directions for the Magistrates Court were established for the first time. The directions encompass a vision for a multi-jurisdictional summary level Court that deals with its work efficiently and determines each case fairly, justly and in a timely manner, having regard to the type of matter. The Court identified four areas for further development: the profile and identity of the Court; the resources of the Court; the facilities of the Court; and case-management. The Court also identified three areas of concern: these being the number of cases finalised per magistrate; a high adjournment rate; and an improvement on the sitting hours for magistrates. A number of initiatives were introduced during the year to address these areas of concern. These included diary improvements; a limitation on the number of matters listed on each day; greater certainty regarding listing by regulating procedures through practice direction; and the introduction of case management for all matters over 12 months old.
- Running parallel to the ‘future directions’ was a concerted effort to clear the backlog of old cases within the Magistrates Court. This included clearing out matters where summonses have been unable to be served or where warrants have been unable to be executed. Over 3,000 historical warrants and almost 800 summons matters were withdrawn. A pleasing result for the Court was the proportion of pending matters in the list over 12 months reduced from 33.0 per cent at 30 June 2011 to 7.0 per cent at 30 June 2012.
- Self-represented criminal and civil litigant guides were produced by the Supreme Court and placed onto the Court’s website. The guides were designed to address the possible disadvantage faced by unrepresented litigants due to the formality of Court processes.
- Videoconferencing facilities were upgraded across the Territory. This included new facilities at Darwin, Alice Springs and Katherine. The Supreme Court hosted a ‘Language and the Law’ Conference with particular focus on the role and function of court interpreters and how they are best able to be used in the Courts. Delegates included a very large contingent of interpreters in Aboriginal languages and as well as languages from all over the world.
- The Supreme Court entered into informal arrangements with the Supreme Court of East Timor to share information and experiences across the two Courts and jurisdictions. A delegation of Dili Judges visited Darwin during November 2011 while a reciprocal visit was planned by the Northern Territory Judges to Dili during September 2012.

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7.6 Definitions of key terms

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 2011-12 as the base year). Additional information about the GDP index can be found in the statistical appendix and in table AA.51.
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	Courts — 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, 2011-12 dollars (\$'000)
Table 7A.10	Real recurrent expenditure, civil, 2011-12 dollars (\$'000)
Table 7A.11	Real income (excluding fines), criminal and civil, 2011-12 dollars (\$'000)
Table 7A.12	Real net recurrent expenditure, criminal, 2011-12 dollars (\$'000)
Table 7A.13	Real net recurrent expenditure, civil, 2011-12 dollars (\$'000)
Table 7A.14	Real net recurrent expenditure, criminal and civil, 2011-12 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, 2011-12 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	Clearance rate – finalisations/lodgments, criminal (per cent)
Table 7A.21	Clearance rate – finalisations/lodgments, civil (per cent)
Table 7A.22	Judicial officers (FTE and number per 100 000 people)
Table 7A.23	Judicial officers per 100 finalisations
Table 7A.24	Full time equivalent (FTE) staff per 100 finalisations
Table 7A.25	Full time equivalent (FTE) staff per judicial officer employed
Table 7A.26	Real net recurrent expenditure per finalisation, criminal, 2011-12 dollars (\$)
Table 7A.27	Real net recurrent expenditure per finalisation, civil, 2011-12 dollars (\$)
Table 7A.28	Real net recurrent expenditure per finalisation, criminal and civil, 2011-12 dollars (\$)
Table 7A.29	Real recurrent expenditure per finalisation, criminal, 2011-12 dollars (\$)

Table 7A.30 Real recurrent expenditure per finalisation, civil, 2011-12 dollars (\$)

Table 7A.31 Treatment of assets by court agencies

7.8 References

ABS (Australian Bureau of Statistics) 2012, *Criminal Courts, Australia, 2010–11*, Cat. no. 4513.0, Canberra.

8 Corrective services

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8.1 Profile of corrective services	8.3
8.2 Framework of performance indicators	8.11
8.3 Key performance indicator results	8.13
8.4 Future directions in performance reporting	8.32
8.5 Jurisdictions' comments	8.36
8.6 Definitions of key terms	8.45
8.7 List of attachment tables	8.50

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 2011-12*.

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, which includes bail orders if these orders are subject to supervision by community corrections officers.

Data quality information (DQI) is being progressively introduced for all indicators in the Report. The purpose of DQI is to provide structured and consistent information about quality aspects of data used to report on performance indicators. DQI in this Report cover the seven dimensions in the ABS' data quality framework (institutional environment, relevance, timeliness, accuracy, coherence, accessibility and interpretability) in addition to dimensions that define and describe performance

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 per cent) they will have a negligible effect on these indicators and are not footnoted to each table and figure.

indicators in a consistent manner, and note key data gaps and issues identified by the Steering Committee. All DQI for the 2013 Report can be found at www.pc.gov.au/gsp/reports/rogs/2013. This year data quality information for assaults, unnatural deaths, escapes, average time out of cells, prisoner employment, order completions, and offender-to-staff ratios is available.

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 2011-12. Two jurisdictions (NSW and the ACT) operated 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. Periodic detention was abolished as a sentencing option in NSW in 2010, but a small number of detainees who have not completed the order continue to be managed during the reporting period.

Funding

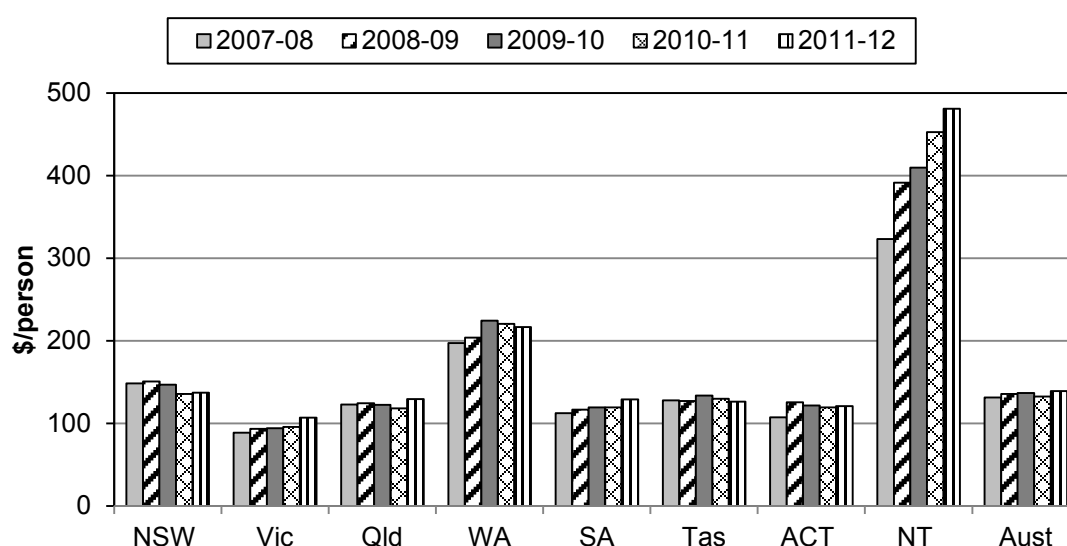
Reported recurrent expenditure on prisons and periodic detention centres, net of operating revenues and excluding payroll tax and expenditure on transport/escort

services², totalled \$2.4 billion nationally in 2011-12. The equivalent figure for community corrections was \$0.5 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 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 \$3.1 billion in 2011-12 — an increase of 4.8 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 \$131 in 2007-08 to \$139 in 2011-12 (figure 8.1).

Figure 8.1 Real net operating expenditure on prisons and community corrections plus depreciation, per head of population per year (2011-12 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 Data are adjusted to 2011-12 dollars using the gross domestic product (GDP) price deflator (2011-12 = 100) (table AA.51).

Source: State and Territory governments (unpublished); table 8A.13; table AA.2.

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 2011-12 and therefore some transport and escort costs are included under operating expenditure.

Size and scope of sector

Prison custody

Corrective services operated 114 custodial facilities nationally at 30 June 2012 (table 8A.2). These comprised 87 government-operated prisons, eight privately-operated prisons, four 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, 29 213 people per day (excluding periodic detainees) were held in Australian prisons during 2011-12 — an increase of 1.7 per cent over the average daily number reported in the previous year (table 8A.1). In addition, on average, 117 people per day were serving periodic detention orders in NSW and the ACT in 2011-12 — a decrease of 74.3 per cent from the 2010-11 average, reflecting the continuing impact of the abolition of periodic detention as a sentencing option in NSW in 2010.

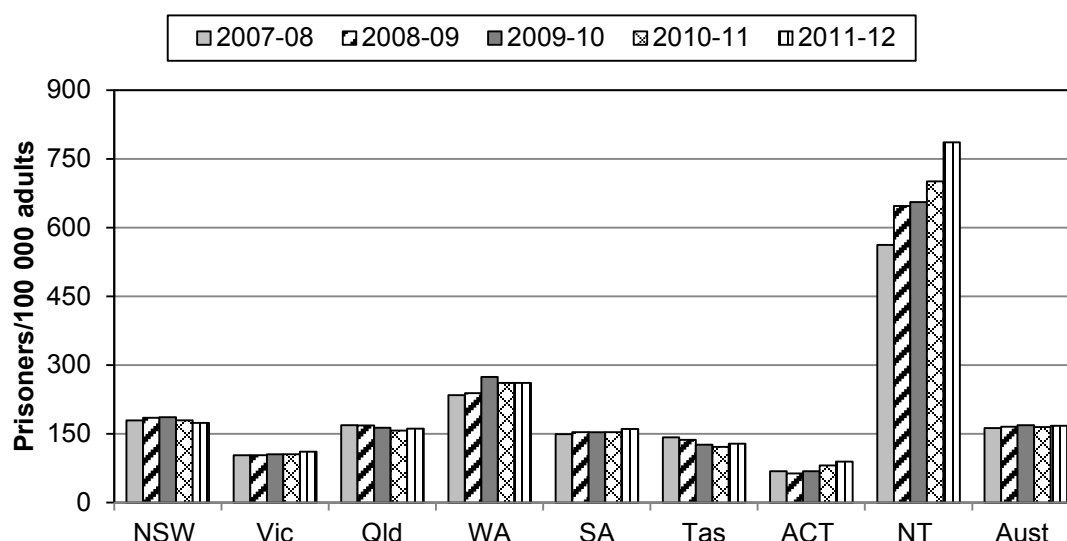
Excluding periodic detainees, 21.9 per cent of prisoners were held in open prisons and 78.1 per cent were held in secure facilities in 2011-12. A daily average of 5510 prisoners (18.9 per cent of the total Australian prisoner population, excluding periodic detainees) were held in privately operated facilities during the year (table 8A.1).

Nationally, the daily average number of prisoners (excluding periodic detainees) in 2011-12 comprised 27 144 males and 2069 females — 92.9 per cent and 7.1 per cent of the prison population respectively. The daily average number of Indigenous prisoners was 7757 — 26.6 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 167.4 per 100 000 Australian adults in 2011-12, compared to 164.9 in 2010-11 (figure 8.2). On a gender basis, the national imprisonment rate was 315.8 per 100 000 adult males and 23.4 per 100 000 adult females in 2011-12 (table 8A.4).

Figure 8.2 **Imprisonment rates, total prisoners, five-year trends^{a, b}**



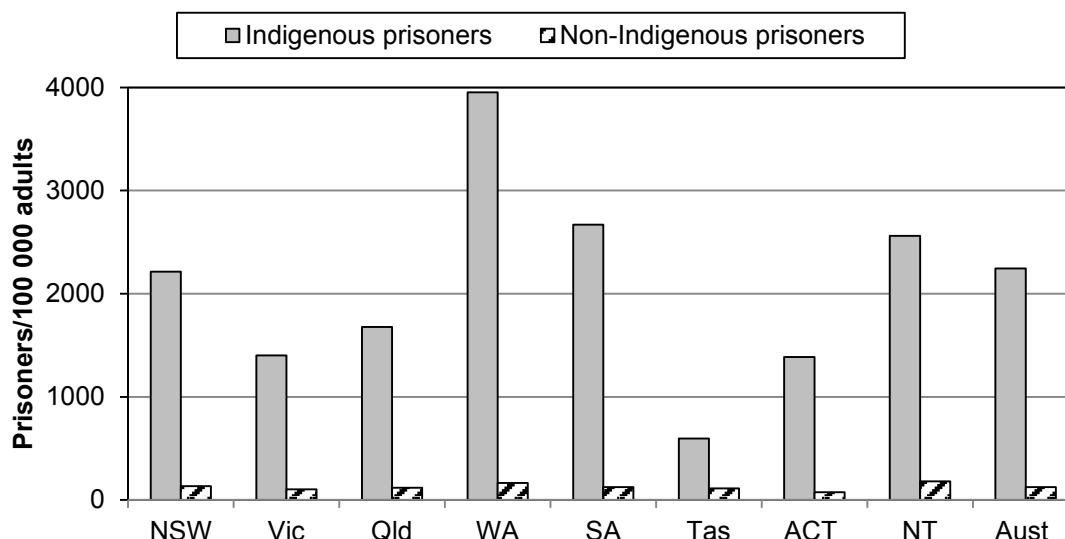
^a Non-age standardised rates, based on the daily average prisoner population numbers supplied by State and Territory governments, calculated against adult population estimates. Rates for 2011-12 use population estimates based on the 2011 Census while those for prior years are based on estimates using the 2006 Census. ^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 2011-12 was 2246.3 compared with a corresponding rate of 123.7 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, 2011-12^{a, b}**



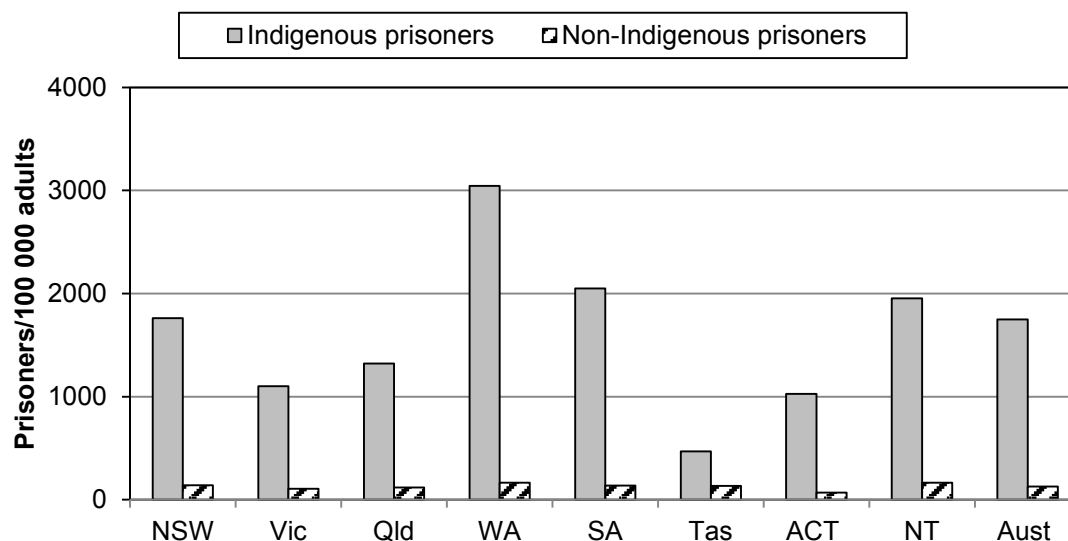
^a Non-age standardised rates based on the daily average prisoner population numbers supplied by State and Territory governments, calculated against adult Indigenous and non-Indigenous population estimates. ^b Excludes prisoners whose Indigenous status was reported as unknown.

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 2011-12 was 1749.7 compared with a corresponding rate of 129.1 for non-Indigenous prisoners (figure 8.4). This represents a ratio of 13.6, compared with a ratio of 18.2 for the crude imprisonment rate.

Figure 8.4 Indigenous and non-Indigenous age standardised imprisonment rates, 2011-12^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, 72.4 per cent of all prisoners were non-Indigenous in 2011-12 (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 and also deliver post-custodial interventions, under which prisoners released into the community continue to be subject to corrective services supervision. In some jurisdictions, community corrections responsibility includes managing offenders on supervised bail orders.

All jurisdictions have reparation and supervision orders. Restricted movement orders were available in all jurisdictions except Queensland, Tasmania and the ACT in 2011-12. Table 8A.24 shows the range of sanctions involving corrective services that operated across jurisdictions during the reporting period.

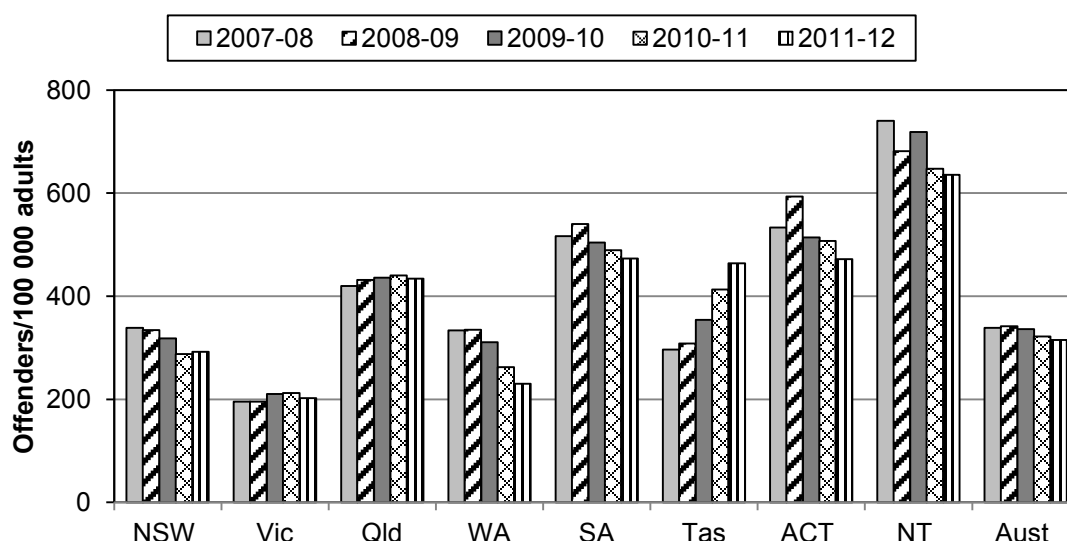
These services vary in the extent and nature of supervision, the conditions of the order (such as a community work component or personal development program attendance) and the level of restriction placed on the offender's freedom of movement in the community (for example, home detention). No single 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.

Nationally, an average of 54 996 offenders per day were serving community corrections orders in 2011-12 — a decrease of 1.9 per cent from the previous year (table 8A.3). This daily average comprised 45 101 males (82.0 per cent), 9 854 females (17.9 per cent) and 41 offenders whose gender was not reported. The daily average comprised 10 913 Indigenous offenders (19.8 per cent of the total community correction population), 43 079 non-Indigenous offenders (78.3 per cent) and 1003 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 315.2 per 100 000 adults in 2011-12 compared to 322.0 in 2010-11 (figure 8.5).

Figure 8.5 Community corrections rates, total offenders, 5 year trends^a



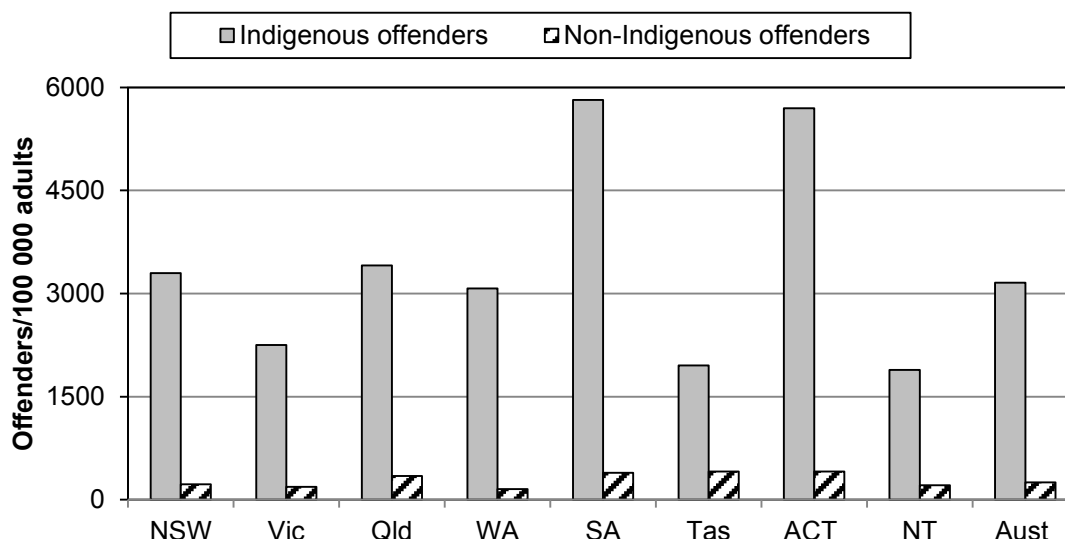
^a Non-age standardised rates based on the daily average offender population numbers supplied by State and Territory governments, calculated against adult population estimates. Rates for 2011-12 use population estimates based on the 2011 Census while those for prior years are based on estimates using the 2006 Census.

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 111.3 per 100 000 adult females, compared with the corresponding rate of 524.8 for adult males in 2011-12 (table 8A.4). The national rate for Indigenous offenders in 2011-12 was 3160.2 per 100 000 Indigenous adults compared with 251.9 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, 2011-12^{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 2013 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.

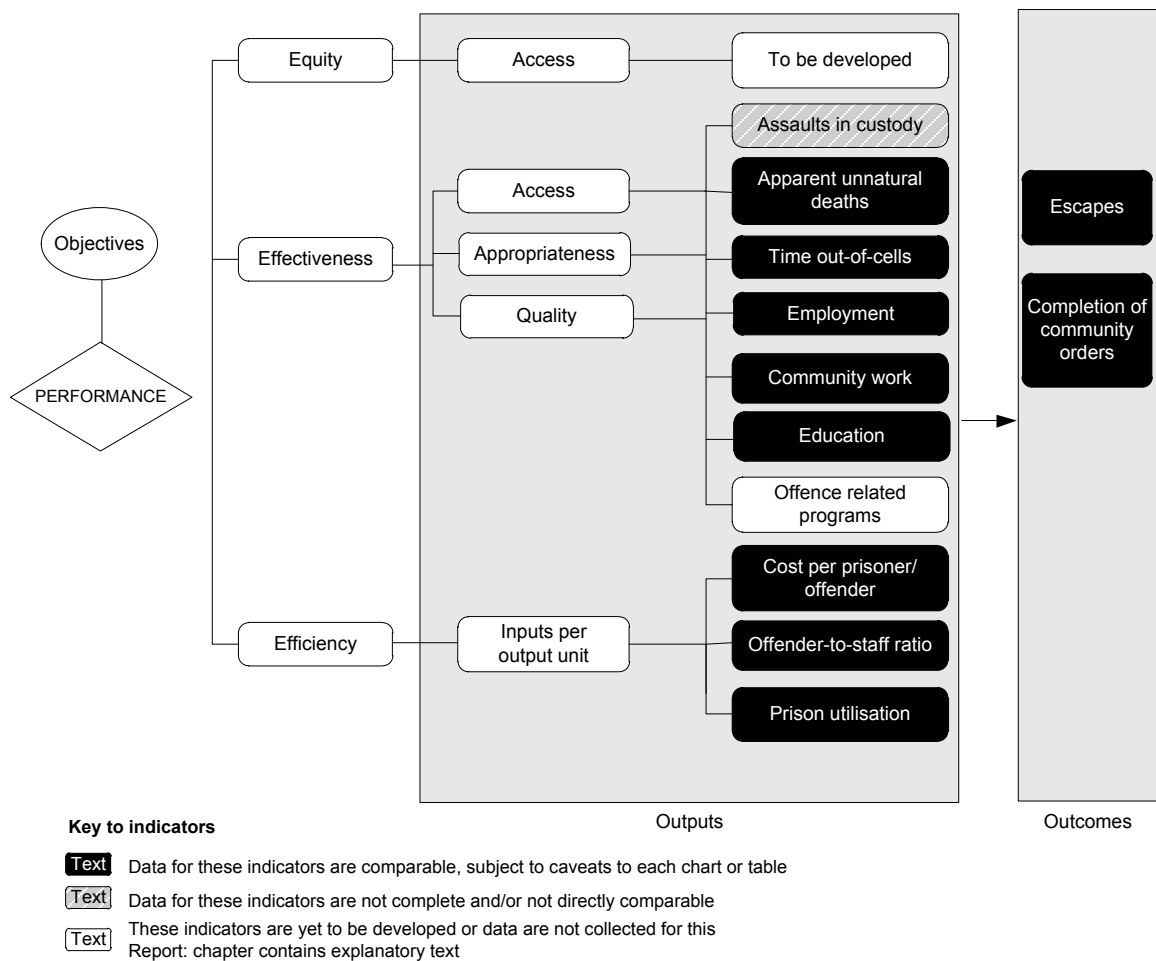
These objectives are to be met through the provision of services in an equitable and efficient manner.

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.

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 at www.pc.gov.au/gsp/reports/rogs/2013.

Nationally in 2011-12, the rate of prisoner on prisoner assaults was 8.3 per 100 prisoners and the rate of prisoner on prisoner serious assaults was 0.8. Prisoner on officer rates were 0.8 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.

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/2013.

Nationally, the rate of deaths from apparent unnatural causes for all prisoners was 0.03 per 100 prisoners in 2011-12 (table 8A.15). Table 8.1 presents data on number and rates of death from apparent unnatural causes in 2011-12, for Indigenous and non-Indigenous prisoners.

Table 8.1 Rate and number of prisoner deaths from apparent unnatural causes, by indigenous status, 2011-12

	<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	0.05	–	0.06	–	–	–	–	–	0.03
Non-indigenous	0.07	–	0.03	–	0.06	0.23	–	–	0.04
Number of deaths									
Indigenous	1	–	1	–	–	–	–	–	2
Non-indigenous	5	–	1	–	1	1	–	–	8

– 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 declined from the previous reporting period for both Indigenous prisoners at 0.03 per 100 Indigenous prisoners in 2011-12 and 0.04 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	–	–	–	–	–	–	–	–	–
2007-08	0.05	–	–	0.06	–	–	–	–	0.03
2008-09	0.04	–	–	0.10	–	–	–	0.11	0.05
2010-11	0.04	–	–	0.06	0.21	–	–	–	0.04
2011-12	0.05	–	0.06	–	–	–	–	–	0.03
Non-indigenous									
2006-07	0.07	0.05	0.02	0.09	–	–	–	–	0.05
2007-08	0.05	0.08	0.10	–	0.07	–	1.01	–	0.06
2008-09	0.05	0.10	0.10	0.14	–	–	–	–	0.08
2010-11	0.12	0.05	0.08	–	0.07	–	–	0.48	0.08
2011-12	0.07	–	0.03	–	0.06	0.23	–	–	0.04

^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 2011-12 (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.

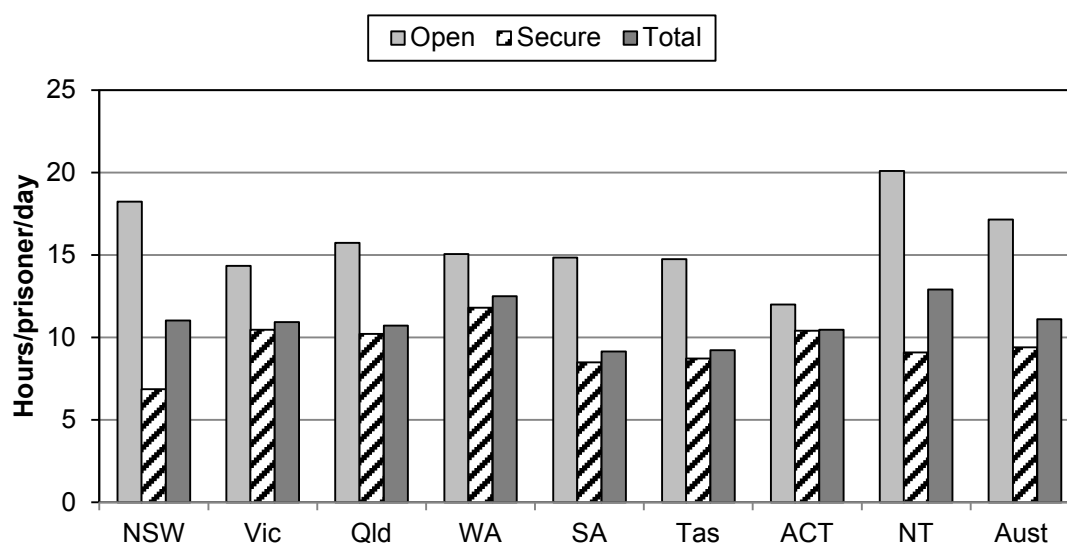
Prison systems with higher proportions of prisoners who need to be accommodated in more secure facilities because of the potentially greater risk that they pose to the community are more likely to report relatively lower time out-of-cells.

Data reported for this indicator are comparable.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2013.

Nationally in 2011-12, the average number of hours of time out-of-cells per prisoner per day was 11.1 (figure 8.8). Average time out-of-cells was higher for prisoners in open custody than those held in secure custody (17.2 compared with 9.4 hours per prisoner per day, respectively).

Figure 8.8 **Time out-of-cells (average hours per day), 2011-12**



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.

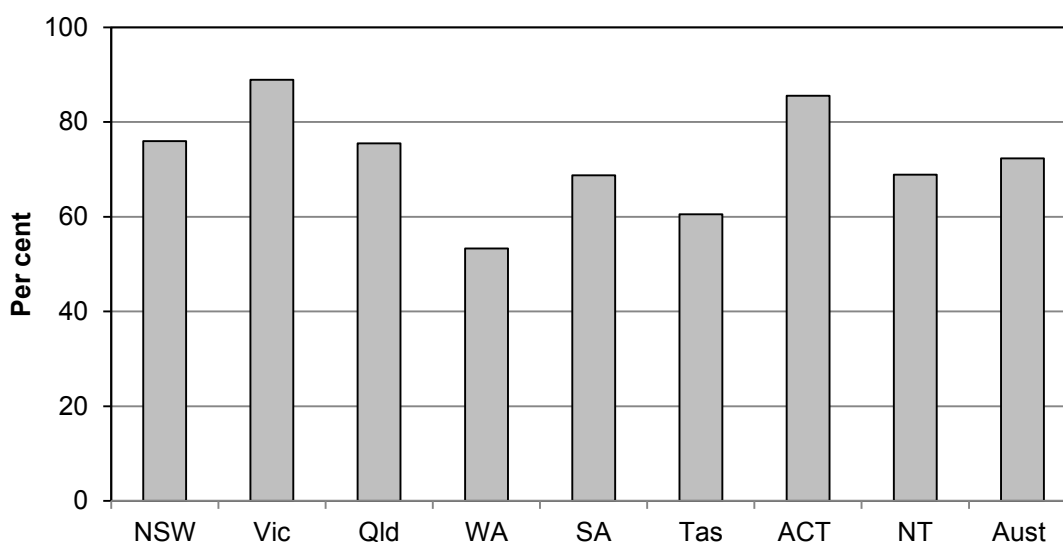
This indicator needs to be interpreted with caution because of factors outside the control of corrective services, such as local economic conditions, which affect the capacity to attract commercially viable prison industries, particularly where prisons are remote from large population centres.

Data reported for this indicator are comparable.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2013.

Nationally in 2011-12, 72.3 per cent of the eligible prisoner population was employed (figure 8.9). Most prisoners were employed in service industries (42.2 per cent) or in commercial industries (29.7 per cent), with only a small percentage (0.5 per cent) on work release (table 8A.20).

Figure 8.9 Percentage of eligible prisoners employed, 2011-12



^a For WA, the number of prisoners whose situation excludes them from employment for reasons other than being in full-time education was not available for 2011-12. Therefore the percentage is lower than if calculated against only the eligible prisoner population as defined under the national counting rules.

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 2011-12 and Victoria did not report on the average hours of community work ordered. For other jurisdictions, the ratio ranged between 1.6 and 3.7 (that is, for every hour worked in the year, between 1.6 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.

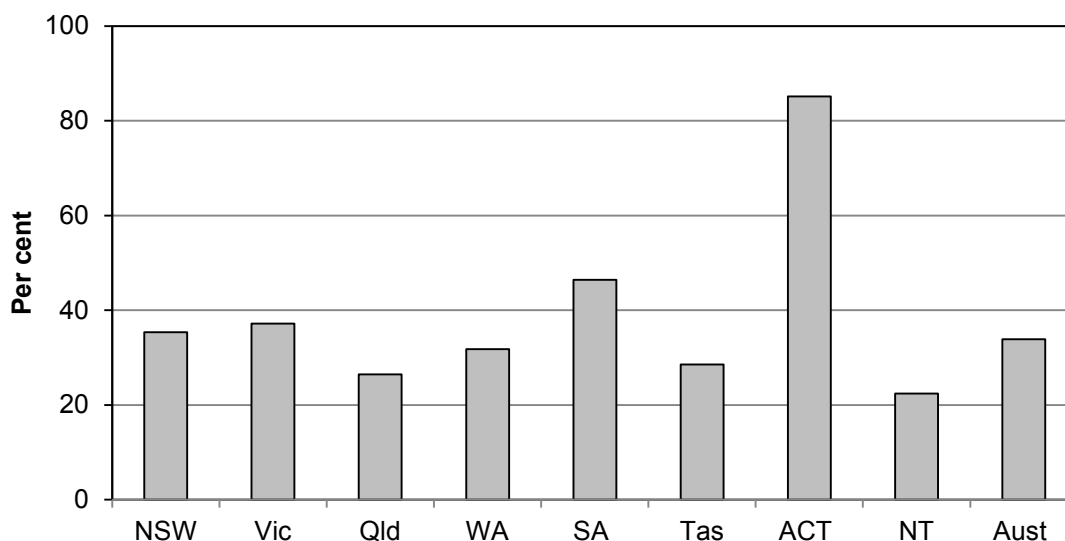
A high or increasing education participation rate of prisoners indicates better performance. The rates reported for this indicator need to be interpreted with caution as the indicator does not assess participation relative to individual prisoner needs, or measure successful completion of education programs.

Data reported for this indicator are comparable.

Data quality information for this indicator is under development.

Nationally in 2011-12, 33.8 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 (25.0 per cent). Nationally, 5.8 per cent of eligible prisoners took part in secondary school education, 4.7 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, 2011-12**



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 2013 Report.

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 8.11).

Box 8.11 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.

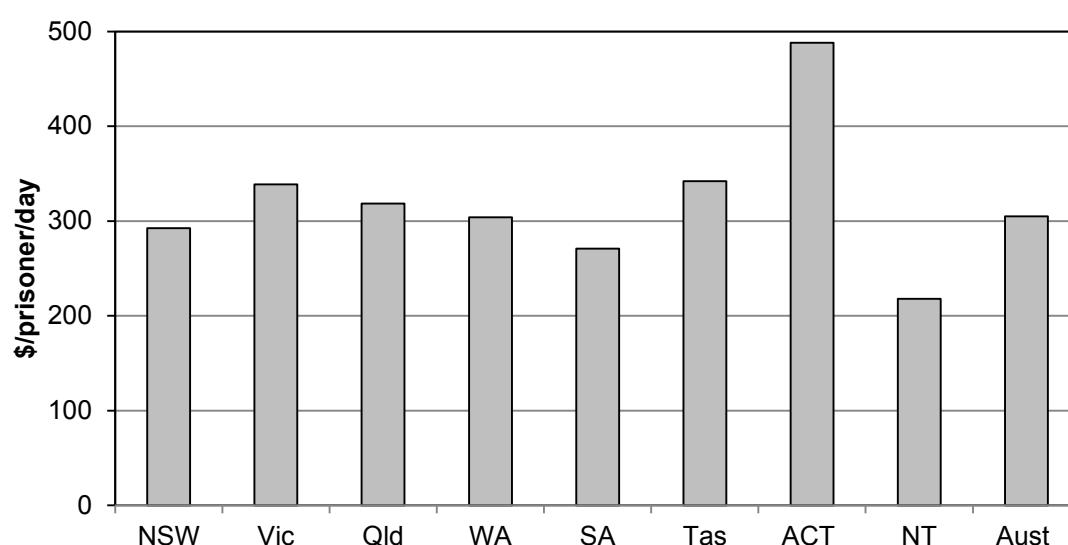
Data quality information for this indicator is under development.

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 2011-12, the total cost per prisoner per day, comprising net operating expenditure, depreciation, debt servicing fees and user cost of capital, was \$305 (figure 8.11).

Figure 8.11 Total cost per prisoner per day, 2011-12^a

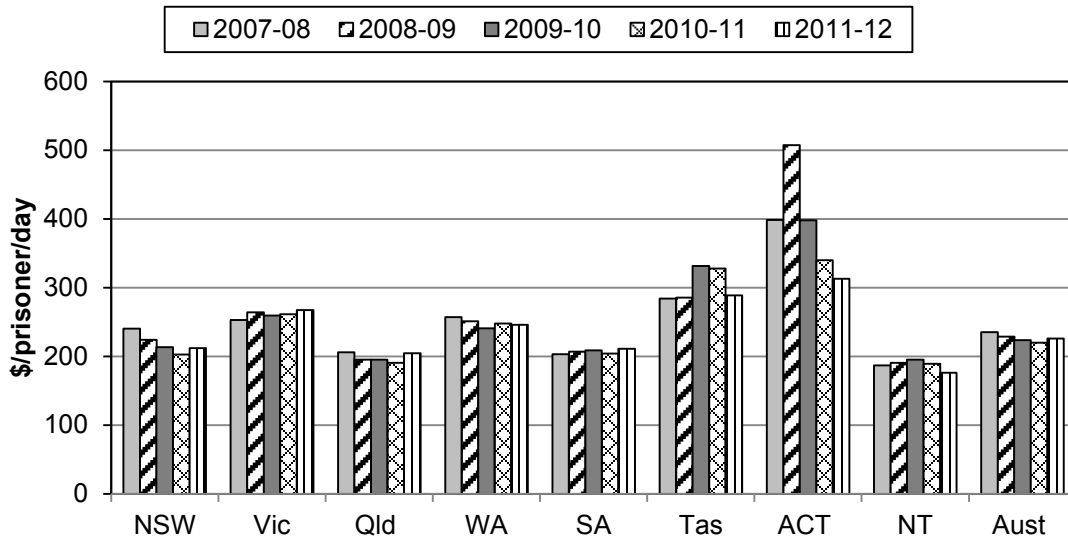


^a Total cost per prisoner per day is the combined operating expenditure and capital costs per prisoner per day, net of operating revenues and excluding payroll tax. Capital costs include the user cost of capital (including land), depreciation and debt servicing fees where applicable. Total cost excludes 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 \$235 nationally in 2007-08 compared with \$226 in 2011-12 (figure 8.12).

Figure 8.12 **Real net operating expenditure per prisoner per day
(2011-12 dollars)^{a, b}**

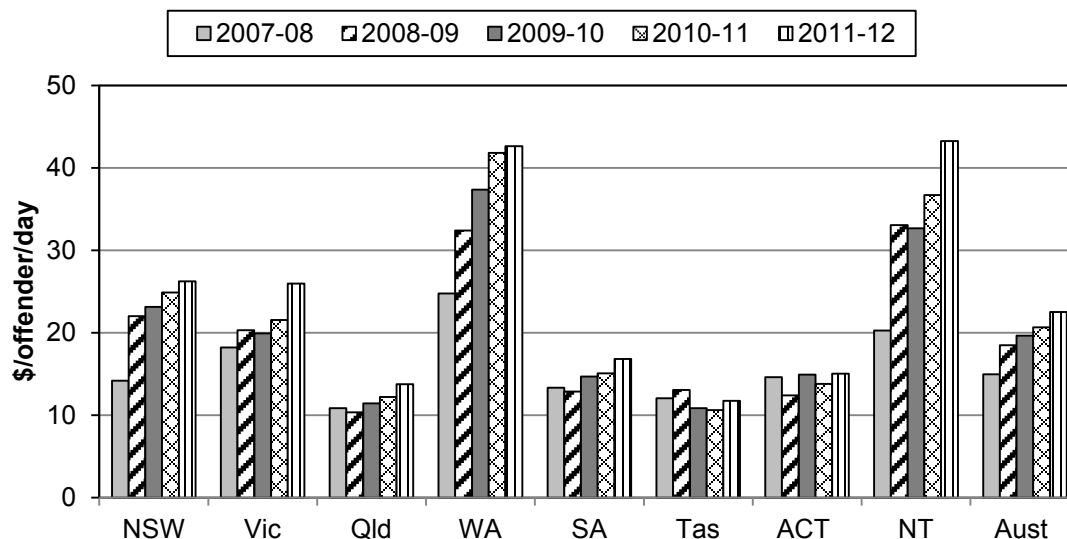


^a Based on operating expenditure on prisons, net of operating revenues, and excluding payroll tax, capital costs, and transport and escort services expenditure where this is reported separately by jurisdictions. ^b Data are adjusted to 2011-12 dollars using the gross domestic product (GDP) price deflator (2011-12 = 100) (table AA.51).

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 2007-08 to \$23 in 2011-12 (figure 8.13).

Figure 8.13 Real net operating expenditure per offender per day (2011-12 dollars)^{a, b}



^a Based on operating expenditure on community corrections, net of operating revenues, and excluding payroll tax and capital costs. ^b Data are adjusted to 2011-12 dollars using the gross domestic product (GDP) price deflator (2011-12 = 100) (table AA.51).

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 8.12).

Box 8.12 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.

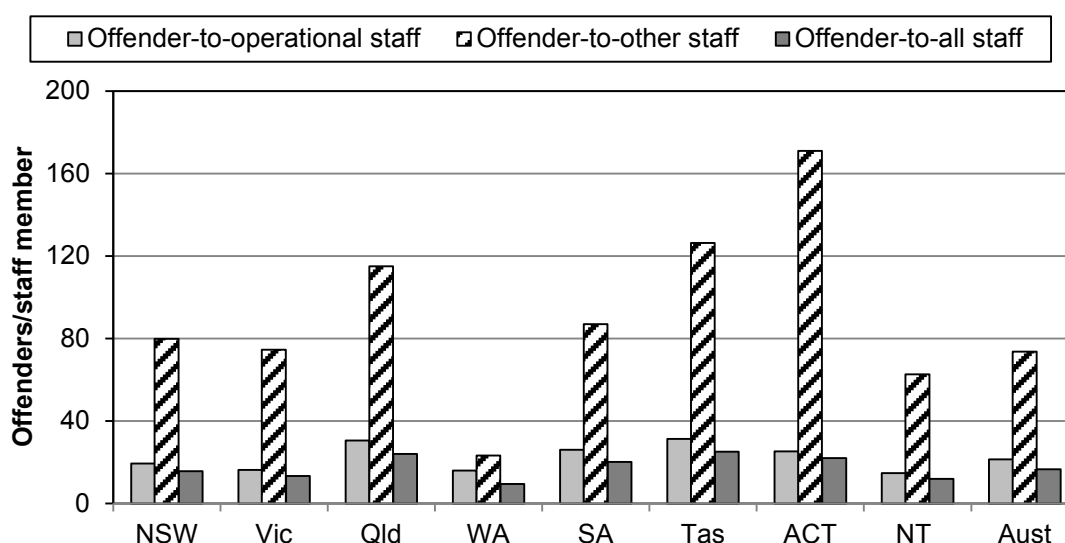
Efficiency indicators are difficult to interpret in isolation and need to be considered in conjunction with effectiveness indicators. A low or decreasing ratio can, for example, represent more intensive levels of supervision and program provision, commensurate with the risk and offence-related needs 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 at www.pc.gov.au/gsp/reports/rogs/2013.

Nationally, on a daily average basis, there were 17 offenders for every one (full-time equivalent) community corrections staff member in 2011-12 (figure 8.14). The ratio was 21 offenders per operational staff member and 74 offenders per other staff member (table 8A.22).

Figure 8.14 Community corrections offender-to-staff ratios, 2011-12



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 8.13).

Box 8.13 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.

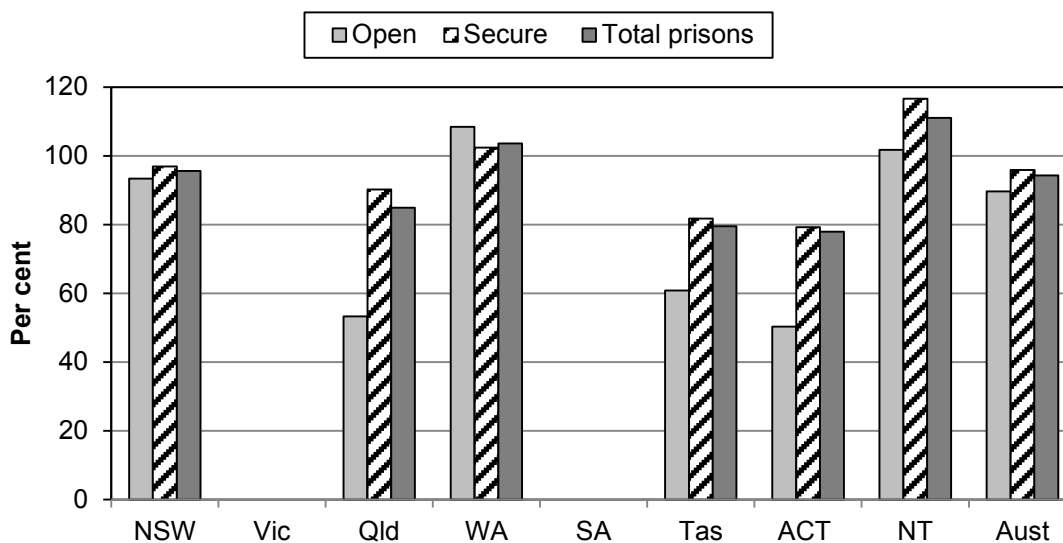
Efficiency indicators are difficult to interpret in isolation and need to be considered in conjunction with effectiveness indicators. A high utilisation percentage, for example, can impact adversely on effectiveness indicators such as ‘assaults’.

Data reported for this indicator are comparable.

Data quality information for this indicator is under development.

Nationally, prison utilisation was 94 per cent of prison design capacity in 2011-12. The figure for open prisons was 90 per cent and 96 per cent for secure facilities (figure 8.15).

Figure 8.15 Prison design capacity utilisation, 2011-12^a



^a Victoria and SA did not report on this indicator in 2011-12.

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 8.14).

Box 8.14 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/2013.

Table 8.3 presents data on number and rates of escapes in 2011-12. Nationally, the rate of escapes from open custody was 0.44 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, 2011-12**

	<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>
Escapes/100 prisoners									
Open	0.34	0.18	0.20	0.29	–	9.52	13.25	1.30	0.44
Secure	0.05	–	–	0.05	–	1.07	–	–	0.04
Number of escapes									
Open	12	1	1	3	–	4	1	6	28
Secure	3	–	–	2	–	5	–	–	10

– 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 2011-12 (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 8.15).

Box 8.15 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.

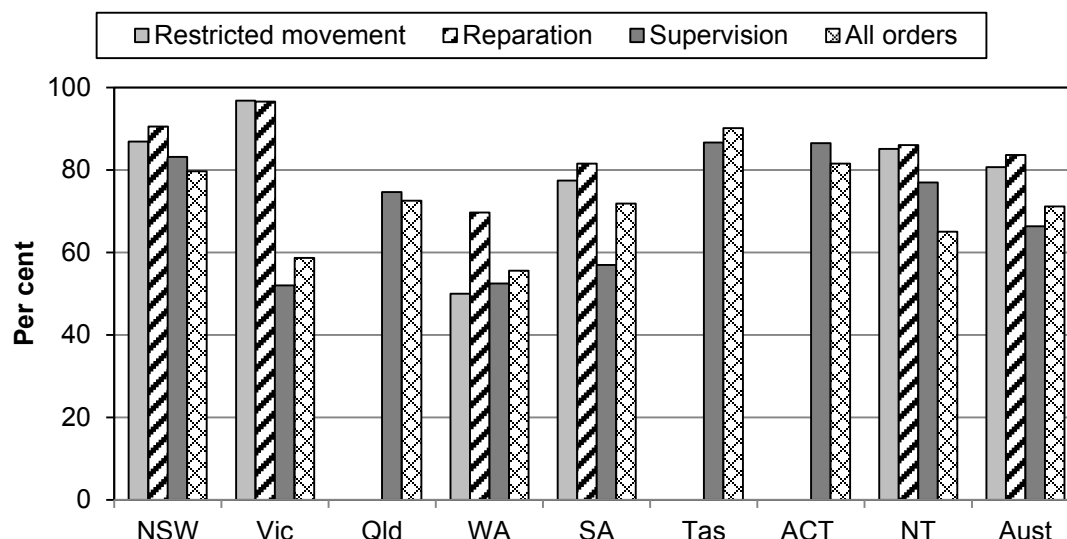
Completion rates need to be interpreted with caution. The indicator is affected by differences in the overall risk profiles of offender populations and risk assessment and breach procedure policies. High-risk offenders subject to higher levels of supervision have a greater likelihood of being detected 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/2013.

In 2011-12, 71 per cent of community corrections orders were completed. National completion rates were highest for restricted movement orders (84 per cent), followed by supervision orders at 74 per cent and reparation orders at 66 per cent (figure 8.16).

Figure 8.16 **Completion of community corrections orders, by type of order, 2011-12^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 seven indicators has been completed (assaults, unnatural deaths, escapes, average time out of cells, prisoner employment, order completions, and offender-to-staff ratios). Priority will be given in 2013 to developing data quality information for the four 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 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.

Prisoner health indicators and data collection to monitor prisoner health and their access to services over time is a focus area for the Steering Committee.

Box 8.16 Prisoner health

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 following data on prisoner health was extracted from *The health of Australia's prisoners 2010* published by the AIHW. The data relate to a census (not a survey) of 43 of Australia's prisons during a two week period in 2010. NSW and Victoria did not participate in the census. There were 610 prison entrants who participated in the Census. The census measured the health status of prisoners on entry only; it does not provide any information on changes in the health of prisoners during their detention in prison. The census does not measure the standard of health care provided to prisoners by the respective state health and/or corrective services agencies. It is descriptive data only. Work is underway to collect more performance related data in the future.

Health care staff in prisons

In 2010 there were 519 full-time equivalent health care staff working in prisons across participating jurisdictions, most of whom were registered nurses (table 8.4).

Table 8.4 Number of full-time health professionals, 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>Total</i>
Registered nurse	na	na	161	81	83	30	11	11	376
Enrolled nurse	na	na	5	5	20	1	0	1	32
Medical practitioner	na	na	8	12	5	2	2	2	30
Psychiatrist	na	na	0	5	3	0	1	1	10
Psychologist	na	na	0	19	1	0	1	1	22
Dentist	na	na	0	4		0	1	1	6
Aboriginal health worker	na	na	1	1		0	1	0	4
Nurse practitioner	na	na	0	2		0	0	0	2
Other	na	na	10	24		3	1	0	37
Total	na	na	184	153	114	36	15	17	519

^a NSW and Victoria did not participate in the data collection for *The health of Australia's prisoners, 2010*. ^b Differences between jurisdictions in service delivery arrangements mean that data may not be comparable. na Not available.

Source: AIHW *The health of Australia's prisoners, 2010*, p. 114.

Note: The data in table 8.4 could be expressed as the number of full-time equivalents per 100 prisoners. However, differences in the service delivery model across jurisdictions could make this misleading. The table includes health staff providing health services in prisons but some health services are delivered outside the prison, and those staff are not counted. The mix of in-prison and out-of-prison services differs across jurisdictions.

Visits to prison health care services

The ABS report that at 30 June 2011 there were 14 329 prisoners in Australia excluding NSW and Victoria. During the two week census period, the AIHW census indicates that there were 13 845 clinic visits, during which 18 301 problems were managed. Prisoners in custody most commonly visited the clinic for the 'other' category of problem managed, followed by 'health check', 'medication/vaccination', 'diabetes' and 'psychological/mental health' (table 8.5).

Table 8.5 Problems managed in prison clinics during the two week census period^{a, b}

<i>Problem managed</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>Total</i>
Health check	na	na	690	1 167	467	212	11	230	2 777
Medication/vaccination	na	na	921	645	269	113	31	283	2 262
Diabetes	na	na	1 204	331	399	26	0	32	1 992
Psychological/mental health	na	na	244	800	367	284	53	78	1 826
Pathology	na	na	408	534	173	69	26	215	1 425
Drug and alcohol issue	na	na	529	391	139	75	7	4	1 145
Wound care	na	na	413	283	121	29	10	148	1 004
Skin condition	na	na	154	307	112	76	8	60	717
Musculoskeletal injury	na	na	188	312	114	53	9	32	708
Dental	na	na	107	369	45	44	18	61	644
Other	na	na	1 048	1 663	419	213	41	302	3 686
Total	na	na	5 946	6 829	2 667	1 197	217	1 445	18 301

^a NSW and Victoria did not participate in the data collection for *The health of Australia's prisoners, 2010*. ^b Differences between jurisdictions in service delivery arrangements mean that data may not be comparable. na Not available.

Source: AIHW *The health of Australia's prisoners, 2010*, p. 114.

Note: The AIHW report notes that comparisons across jurisdictions are complicated by policy and practice differences. For example, in some jurisdictions mental health care may be provided within the prison by clinic staff, whereas in other jurisdictions care may be provided outside the prison facility.

Prisoner health status/general community comparisons

For both indigenous and non-indigenous people, the incidence of illicit drug use was higher among prison entrants than the general population in all age groups (table 8.6).

Table 8.6 Incidence of illicit drug use within the previous 12 months
Per cent

<i>Age group (years)</i>	<i>Prison entrants</i>		<i>General population</i>	
	<i>Indigenous</i>	<i>Non-indigenous</i>	<i>Indigenous</i>	<i>Non-indigenous</i>
18-24	76	66	40	29
25-34	69	79	35	24
35-44	68	63	29	14

Source: AIHW *The health of Australia's prisoners, 2010*, p. 128.

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. Although the NSW prison population declined in 2011-12, the NSW daily average prison population of 9752 was still almost double that of any other State or Territory. The highest daily inmate population in 2011-12 was 10 026. The daily average community corrections offender population in 2011-12 was 16 373, or 29.8 per cent of the total Australian daily average community offender population.

The rate of successful completions of community based orders remained high at 79.7 per cent in 2011-12, well above the national average of 70.7 per cent.

NSW reported the highest percentage of inmate education enrolments in 7 years in 2011-12, with enrolments increasing from 30.3 per cent in 2010-11 to 35.3 per cent in 2011-12. Corrective Services NSW (CSNSW) has achieved this increase through a review of the potential impediments to inmates in education programs and the introduction of policies and strategies to reduce barriers to education participation.

Increased emphasis on quality program provision and enhanced supervision of offenders on community-based orders appears to be having a positive impact on re-offending rates. The rate of community offenders returning to community corrections decreased from 12.44 in 2010-11 to 11.76 in 2011-12 and the rate of offenders returning to corrective services has decreased from 23.06 in 2010-11 to 21.48 in 2011-12. This is the lowest rate of community offenders returning to corrective services over the past five years. The rate of prisoners returning to prison in 2011-12 decreased from 43.35 in 2010-11 to 42.47 in 2011-12.

In February 2012, CSNSW began Stage 1 of an Intensive Drug and Alcohol Treatment Program (IDATP) at John Morony Correctional Centre, with a 62 bed dedicated Drug and Alcohol Treatment Unit. With a modified therapeutic program offering a combination of group involvement, peer support and a cognitive behaviour program it also addresses education, vocational training and employability and will include a re-settlement phase ensuring inmates continue to be supported upon their release.

During 2011-12, CSNSW closed three correctional centres. The reducing inmate population has enabled CSNSW to scale down its capital works program and review its older facilities. It was announced on 6 September 2011 that the Berrima, Parramatta and Kirkconnell Correctional Centres were to be closed. Those correctional centres were subsequently closed in October 2011.

On 29 June 2012, it was announced that Grafton Correctional Centre, on the far north coast of NSW, will be downsized. The Centre which currently provides medium and minimum security accommodation is being downsized from an operating capacity of 243 inmates (both sentenced and unsentenced) to 64 inmates. The restructured Grafton Correctional Centre will manage movements to and from courts in the northern region as an intake and transient centre.

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Victorian Government comments

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Victoria continues to implement the Government's sentencing reform agenda, which has included the introduction of a single flexible Community Correction Order on 16 January 2012. The new order replaced the previous community-based sentencing orders and allows the courts to impose a wide range of conditions that reflect the particular circumstances of the case and the offender. Supporting the implementation of the new order are a number of enhancements to Community Correctional Services, including additional staff, a new intensive case management model, improved program access for offenders, and an expanded community work program.

Victoria's prison population has continued to grow, increasing from a daily average of 4586 prisoners in 2010-11 to 4831 prisoners in 2011-12. To accommodate anticipated growth in the prison population, the 2012-13 State Budget allocated funding for a new 500-bed medium-security male prison, to be located at Ravenhall in Melbourne's north-west, and an additional 395 permanent beds at existing prisons across Victoria.

The 2012-13 State Budget also allocated funding for:

- Strengthening security systems at Barwon Prison to better manage high security prisoners.
- Further strengthening the management of serious sex offenders, with a total of \$104.4 million over four years for managing, monitoring and rehabilitating serious sex offenders who are subject to post-sentence supervision orders.

Other highlights for 2011-12 include:

- Despite continuing growth in the prison population, Victoria's real net operating expenditure on prisons and community corrections per head of population continues to be the lowest in Australia and well below the national average.
- The rate of return to prison decreased in 2011-12 to 35.1 per cent, the second lowest in Australia and well below the national average of 39.3 per cent.

Unpaid community work completed by offenders in 2011-12 contributed \$17.5 million in value to the community. Corrections Victoria continues its decade-long tradition of recognising excellence in community work partnerships with local not-for-profit organisations through its Community Work Partnership Awards.

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Queensland Government comments

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The 2013 Report shows that Queensland's average daily prison population has remained stable since 2006-07, while in comparison the average daily number of offenders under supervision in the community declined.

Points of particular note in the 2013 Report include continued cost efficient management of both prisoners and offenders in the community; a low prisoner on prisoner assault rate; and no escapes from a secure prison.

The Queensland Government continues to invest in correctional centre infrastructure to meet the demand. During 2011-12, this approach resulted in a reorganisation program for Queensland's correctional centres including:

- Opening of the new Southern Queensland Correctional Centre (SQCC) at Gatton, which received its first prisoners from Borallon Correctional Centre in early January 2012. The SQCC is a 300 bed male prison providing the most modern correctional infrastructure in Australia.
- Transition of Numinbah Correctional Centre to a female only facility in March 2012.
- Reconfiguring Woodford Correctional Centre to increase available secure capacity.

Other significant achievements for 2011-12 included:

- Introduction of global positioning system (GPS) electronic monitoring technology to monitor and track the movement of offenders on continuing supervision orders under the *Dangerous Prisoners (Sexual Offenders) Act 2003* (DPSOA).
- Successful pilot of biometric reporting in Probation and Parole District Offices providing efficient and effective solutions for managing demand as part of the Low Risk Offender Management Strategy.

2012-13 will see Queensland progress its capital program including:

- Completing the stage 2 redevelopment of Lotus Glen Correctional Centre in Far North Queensland in December 2012.
- Completing the 30 bed expansion of the low security Numinbah Women's Correctional Centre in December 2012.
- Progressing work to put in place suicide reduction measures in 112 cells at the Arthur Gorrie Correctional Centre.

During 2012-13, Queensland Corrective Services will continue to focus departmental energy and resources on maintaining essential service delivery ensuring community safety by holding offenders accountable and reducing their future risk to the community.

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Western Australian Government comments

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After a small decrease in 2010-11, the State's adult prisoner population has increased by 6.8 per cent through 2011-12, peaking at 4996 on 2 June 2012. The Aboriginal prisoner population rose by 10.9 per cent, with the non-Aboriginal population rising by 4.3 per cent. The female prisoner cohort grew by 26.7 per cent across the year.

Adult Community Corrections managed 9995 adults during the financial year, including 3815 Aboriginal adults. During 2011-12 the community corrections population dropped by 6.6 per cent, following a 13.4 per cent decrease the previous year. As at 30 June 2012 4102 adults were subject to community corrections orders.

The Department continued to expand its prison capacity to meet the growing demand in 2011-12. Recently completed and current construction forms part of the largest building program to be undertaken in WA corrections history, including a prison specifically designed for Indigenous prisoners. This also included the construction of several regional work camps, along with increased operational capacity at a number of prisons and the progressive filling of new units completed as part of the fast tracked accommodation strategy.

Despite the increasing prisoner population, WA achieved the second lowest rate in the country for serious assaults by prisoners on other prisoners. The prisoner-on-staff rate was fourth lowest, equal with the national average, and a considerable improvement over the previous year.

WA was one of four jurisdictions to report no unnatural deaths in custody in 2011-12. The Department has a number of strategies to identify and manage prisoners at risk, including comprehensive suicide prevention strategy, and the efficacy of these is evidenced by this very positive result.

Adult offenders performed 128 000 hours of (unpaid) community work at 315 projects during 2011-12, saving taxpayers more than \$2.1 million. Community work enables offenders to repay their debt to WA for their crimes by contributing to important not-for-profit community projects while gaining new skills.

Future directions for WA's community corrections include the expansion of the Riverbank facility's infrastructure to allow additional vocational and education and training programs for young people and adult offenders, and work towards the implementation of Global Positioning System (GPS) monitoring for offenders subject to the Dangerous Sexual Offenders Act 2006 which is anticipated to be in operation in early 2013.

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South Australian Government comments

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Points of particular note in the 2013 Report include nil escapes from custody; the retention of the lowest rate of any jurisdiction for the rate of prisoners returning to prison (29.1 per cent as compared to the Aust. average of 39.3 per cent); and eligible prisoners participating in accredited vocational programs in SA (46.4 per cent) continues to exceed the Aust. national average (33.8 per cent).

These are all measures of a correctional system focussed on public safety and the reduction of re-offending in SA.

The planned progression of infrastructure improvements across the state's prison system are well in hand, as follows:

- new cell block accommodation at Port Augusta Prison is scheduled to be commissioned in mid 2012-13.
- the planning for a stand-alone, high-dependency unit at Yatala Labour Prison has commenced. This facility will provide special accommodation and support services to prisoners with high level care needs due to mental health or age related conditions.
- construction of a 20 bed cell block divided into two 10 bed high security units at the Adelaide Women's Prison. Both of these units will greatly assist in managing women with complex behavioural issues and mental health needs.
- construction of a 108 bed medium security cell block using shipping containers is also being built at Mount Gambier Prison.

The Department has developed a number of new programs to complement its existing suite of interventions for offenders. A trial of a medium intensity program, co-facilitated by Disability Services for sex offenders with learning and or intellectual disabilities has commenced at Mount Gambier Prison.

The Abuse Prevention Intervention Program, one component of a range of integrated services aimed at reducing the risk of ongoing domestic violence commenced in 2011-12. After early positive results, the expansion of this Program is now planned for 2012-13.

2011-12 saw further implementation of Enhanced Community Corrections for managing offenders in the community. Focusing on a risk based approach, the initiative targets resources towards offenders with the highest risk of re-offending.

Amendments to the Correctional Services Act 1982 to further enhance public safety were introduced to Parliament in June 2011. Important changes include stronger supervision of persons on parole, improved information sharing of with SA Police, and more expeditious ways to deal with offenders who have breached their Parole Order and present a high risk to the community.

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Tasmanian Government comments

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Community Corrections

The Community Corrections offender population continues to increase to new levels. This includes increases in Probation and Community Service Orders.

Requests for court reports have also increased. Consultation with the Magistrates Court has led to the development of a brief Screening Assessment Report as an alternative to Pre-Sentence Reports.

In 2011 Community Corrections and the Parole Board created a DVD explaining parole application and what is expected should parole be granted. The DVD now airs regularly on the Tasmania Prison Service internal television service.

Court-Mandated Diversion for Drug Offenders continues to address offenders' risk of reoffending through case management and therapeutic intervention.

Tasmania Prison Service

The prison population in Tasmania surged in the spring of 2011 but then decreased and was relatively stable in the first half of 2012 at around 500.

In February 2012 Mr Brian Edwards was appointed as the TPS Change Manager to progress a number of reviews including the Palmer Inquiry, while in June the new Director of Prisons, Mr Barry Greenberry, took up his appointment. Both have experience as senior governors in the UK prison system.

The ongoing Prisons Infrastructure Redevelopment Program (PIRP) will provide additional facilities in the Risdon Prison Complex (RPC). In 2011-12 the project planning phase was concluded and the procurement phase begun, with the construction phase due to commence in 2012-13. The project includes:

- a new 30-bed self-contained maximum-security accommodation unit
- a new Industries building and an Activities and Education Centre
- additional multi-purpose rooms and exercise facilities, and
- upgrades to various security systems and staff facilities.

Also ongoing is the process of decommissioning the Hayes Prison Farm. Steps in this process in 2011-12 included the recommissioning of two divisions at the Ron Barwick Minimum Security Prison (RBMSP) and the redevelopment of cottages at the Risdon site into independent living units.

Other current directions in the TPS include:

- addressing budget pressures
- increased recruitment and training of correctional staff, and
- a closer working relationship with the Correctional Primary Health Service.

Further detail on these developments is provided in the Tasmanian Department of Justice Annual Report 2011-12, which is available online.

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Australian Capital Territory Government comments

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During 2011-12, the Alexander Maconochie Centre (AMC) management team set to work implementing wide ranging changes within the Custodial Operations wing of ACT Corrective Services and providing assistance with the implementation of the recommendations of the Knowledge Consulting review and other systemic improvements identified by the Executive Director.

The recommendations of the Knowledge Consulting Review into the Alexander Maconochie Centre have been addressed by the Task Force set up for the purpose and this process is nearing completion.

Significant achievements over the year include improvements in governance arrangements, improvements to the storage and retrieval of contract information and improvements in program delivery and detainee and offender services.

In consultation with education service provider, Auswide, a developmental program for Aboriginal and Torres Strait Islander clients was adapted to provide the basis for a formal education qualification. The program now provides an introductory education package incorporating a nationally recognised certificate II in Conservation and Land Management and Indigenous art.

The *Women in Prison Program*, run in conjunction with the community organisation Karralika and launched in September 2011, has an alcohol and drug focus and aims to reduce recidivism and improve the transition of females back into the community after incarceration through twice daily group therapy sessions.

Two major reviews were also commenced during the year: the *Management, Functional and Operational Review* of Community Based Corrections, undertaken by Dr Astrid Birgden and a *Review of Statistical Extraction and Collection Methods*, the goal of which is to achieve a more integrated approach to data management, undertaken by Price Waterhouse Coopers. Both reviews will be finalised in the 2012-13 financial year.

The ACT Government's proposal to operate a needle and syringe exchange program at the AMC has now led to a consultation process with staff on implementation of a preferred program model.

With the first group of detainees having been released from the AMC more than two years ago in 2009-10, the ACT has reported recidivism rates for the first time. The rates will be impacted in coming years as a result of improvements in programs since 2009-10.

The ACT will continue to develop programs addressing criminogenic needs, education and employment services to further reduce the risk of reoffending. In its 2012-13 budget, the ACT Government has provided \$1.12 million over two years for the establishment of a Throughcare unit to better co-ordinate service delivery for detainee case management on release. This unit will also administer brokerage money to assist service delivery to individual offenders.

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Northern Territory Government comments

“ In August 2012 a general election resulted in a change of government and the subsequent creation of the Department of Correctional Services. However, for this reporting period, the then Northern Territory Correctional Services (NTCS) was part of the then Department of Justice.

During 2011-12, NTCS continued to experience consistently rising prisoner numbers. The full-time prisoner population rose from a daily average of 1172 in 2010-11 to 1337 in 2011-12, an increase of 165 prisoners or 14.1 per cent. Notwithstanding, the Northern Territory has the lowest net operating expenditure per prisoner per day.

Despite the rising prisoner population, there has been no correlative rise in the numbers of offenders subject to community orders. In February 2012, the Community Based Order (CBO) and Community Custody Order (CCO) commenced as sentencing options. The CCO is as sentence of imprisonment for up to 12 months, to be served in the community under intensive supervision. The CBO may be imposed for up to two years and is aimed at lower-end offenders and includes treatment and access to rehabilitative courses. These sentencing options are being promoted by NTCS to the legal profession as worthwhile alternatives to full-time imprisonment.

Funding has been allocated in the 2011-12 Budget for:

- an additional 95 prisoner beds at the Darwin Correctional Centre
- an additional 50 beds and associated support infrastructure at the Alice Springs Correctional Centre, including new education and training facilities
- an additional 24 beds at the Barkly Work Camp near Tennant Creek
- the provision of 10 more alcohol and other drug treatment beds and associated programs in Darwin and Alice Springs as an alternative to imprisonment, and
- the provision of a 3-bedroom house in Tennant Creek to provide accommodation and basic support for up to six former prisoners on completion of their sentences and for those released on orders under the supervision of Northern Territory Correctional Services.

Service delivery 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. Despite the climatic difficulties, the Territory has the highest time out-of-cells average hours per day for all prisons and open prisons.

Note: Owing to the Territory's small prisoner and offender populations, minor changes in numbers may result in significant changes to rates and/or percentages.

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8.6 Definitions of key terms

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	<p>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:</p> <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 overview

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Attachment tables

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

D.1 Introduction

This sector overview provides an introduction and the policy context for the government services reported in 'Fire and ambulance services' (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 Fire and ambulance services (chapter 9).

Policy context

The emergency management sector involves government policies that affect a range of government, non-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 and the private sector.

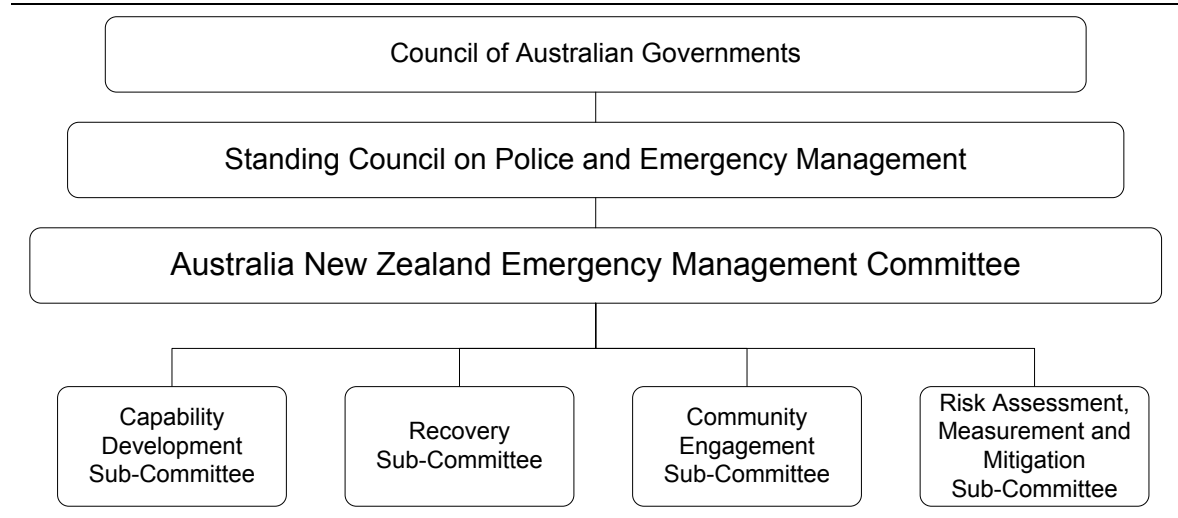
A number of recent natural disasters, including the 2009 Victorian bushfires and the 2010-11 Queensland floods, have highlighted the importance of adopting this resilience based approach.

National forums

The Australia-New Zealand Emergency Management Committee (ANZEMC), established by agreement between COAG and the New Zealand Government 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, and comprises relevant senior officials from the Commonwealth, State and Territory Governments, the Australian Local Government Association and the New Zealand Government.

The ANZEMC reports to the Standing Council on Police and Emergency Management and to other standing councils as required. Recognising that many aspects of emergency management require the ability to influence work outside the mandate of emergency management ministers, the ANZEMC also has a direct reporting line to COAG for matters requiring whole-of-government consideration.

Figure D.1 **National Emergency Management Committee**



The ANZEMC is supported by four sub-committees:

- the Capability Development Sub-Committee supports the ANZEMC by fostering and focusing strategic nation-wide whole-of-governments' emergency management capability development
- the Recovery Sub-Committee supports the development and promotion of a holistic disaster recovery policy and planning consistent with the National Principles for Disaster Recovery
- the Community Engagement Sub-Committee supports ANZEMC by fostering and focusing strategic nation-wide whole-of-governments' emergency management community engagement
- 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 the practice of managing the impact from emergency events (box D.1) to individuals, communities and the environment (AGD 2012). Emergency management in Australia has adopted an approach that aims to be:

- *comprehensive* — encompassing all hazards and recognising that dealing with the risks to community safety requires a range of activities to prevent, prepare for, respond to and recover from any emergency
- *integrated* — ensuring the involvement of governments, all relevant agencies and organisations, private sector and the community.

Box D.1 Emergency events

An emergency event is an event that endangers or threatens to endanger life, property or the environment, and which requires a significant and coordinated response (AGD 2012). It encompasses:

- natural disaster events — that is, bushfire (landscape fire), earthquake, flood, storm, cyclone, storm surge, landslide, tsunami, meteorite strike, and tornado.
- consequences of acts of terrorism
- 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, rescues (such as road crash and marine rescues), or medical emergencies and transport
- 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.

Source: AGD (2012).

Emergency management aims to create and strengthen safe, sustainable and resilient communities that minimise the effects of emergencies and, at the same time, have the ability to recover quickly within the changed environment and restore their socioeconomic vitality after an emergency event.

The practice of emergency management requires cooperation between Australian, State and Territory, and local governments, the private sector/industry, community organisations, and the community in general.

In all jurisdictions, there is considerable cooperation and coordination among emergency service 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 providing operational response to a number of significant emergency events around the Pacific and Indian Ocean rim.

State and Territory governments

State and Territory governments are responsible for regulatory arrangements with the objective of protecting life, property and the environment. They have primary responsibility for delivering emergency services directly to the community through a range of emergency service organisations. Emergency service organisations provide direct services to the community to minimise the impact of emergency events. They provide a range of prevention/mitigation, preparedness, response and recovery services to the community. In particular, for those directly affected, emergency service organisations respond with trained personnel and specialised equipment to urgent requests for assistance from the public.

Emergency service 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 provide emergency management (and other ambulance event) services, such as St John Ambulance in WA and the NT, which is either funded and/or legislatively supported by State and Territory governments. The governance and reporting lines of each emergency service organisation varies across jurisdictions.

- *Fire service organisations* — which work closely with other government departments and agencies (such as State/Territory Emergency Services, police, 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 Service organisations* — help communities prepare for, respond to, and recover from unexpected events and play a major role in each State and Territory (except ACT) for hazards as diverse as:
 - attending road crash rescue incidents and performing extrications
 - major flood, earthquake, tsunami, tropical cyclone and marine search and rescue
 - land search, urban search and rescue, and technical rescue services.

The emergency service activities of State/Territory Emergency Services for each jurisdiction are described in table DA.3.

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- *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.
 - *Marine rescue and coast guard organisations* — provide marine rescue and boating safety and communication services.
 - *Life saving organisations* — provide water safety, drowning prevention and rescue services.

Australian Government

The primary role of the Australian Government is to support the development, through State and Territory governments, of a national emergency management capability. Australian Government assistance may take the form of:

- the partial reimbursement of a State or Territory government's actual expenditure on relief and recovery efforts following an eligible emergency event via the Natural Disaster Relief and Recovery Arrangements (AGD 2011). The Natural Disaster Relief and Recovery Arrangements Determination 2011 lists eligible events as natural disaster events and consequences of acts of terrorism (as defined in box D.1)
- physical and technical assistance 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 under the constitution or by inter-jurisdictional agreement, including: the control of exotic animal and plant diseases; aviation and maritime search and rescue; the management of major marine pollution (beyond coastal waters); the prediction of meteorological and geological hazards; the provision of

firefighting services at some airports and some defence installations; human quarantine; and research and development. The Australian Government also manages the Crisis Coordination Centre (CCC), which maintains:

- a 24-hour a day situational awareness, analysis and reporting capability to across the Australian Government, through to state and territory stakeholders
- an emergency management planning capability, which consists of a suite of eight national coordination plans and provides a response planning capability for the provision of Australian Government assistance during an emergency.

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 services.

Profile of the emergency management sector

Chapter 9 of this Report focuses on selected event types in State and Territory jurisdictions, and in particular the roles of fire service organisations, State/Territory emergency service organisations, and ambulance service organisations. It does not report on the total range of Australian, State, Territory and local government activities, such as 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.7.

Emergency service organisation costs

For those jurisdictions that data are available, total expenditure across three emergency service organisations reported was between \$243 and \$325 per person in 2011-12 (table DA.5), although some caution should be taken when interpreting these data.¹ More information on government expenditure on fire and ambulance services can be found in chapter 9.

Table D.1 **Expenditure of emergency service organisations, \$ million, 2011-12^{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>
Ambulance, fire and STES organisations									
Fire and STES organisations									
STES	97	53	na	na	9	3	3	4	na
FSO	921	1 146	517	na	201	68	75	42	na
Total	1 017	1 199	na	453	210	71	78	46	na
Ambulance service organisations									
ASO	742	610	567	172	254	58	37	23	2 464
Total	1 760	1 809	na	625	464	129	115	70	na

STES = State/Territory emergency service organisation; **FSO** = Fire service organisation; **ASO** = Ambulance service organisation

^a Data are experimental and may not be comparable across service areas and comparisons could be misleading. ^b Data for the Queensland SES are not available for the 2013 RoGS. ^c The figures provided for WA as FSO expenditure in chapter 9 include total costs of services for the SES, Fire and Rescue Services, Bush Fire Services and Volunteer Marine Rescue Services. ^d Tasmania's SES expenditure includes activities that support broader whole-of-government emergency management functions. **na** Not available.

Source: State and Territory governments; table DA.5.

¹ Expenditure for STES organisations have been collected for the first time for this Report. It is anticipated that the comparability of these data will improve over time as a number of scope and data definition issues are resolved between jurisdictions.

As noted in the sector scope, emergency management extends beyond the three organisations listed above. Total government emergency management expenditure is currently not available, but would also include expenditure on activities such as:

- Australian Government or local government emergency management agencies
- government disaster coordination agencies
- the funding and support of organisations such as volunteer marine rescue organisations and lifesaving organisations.

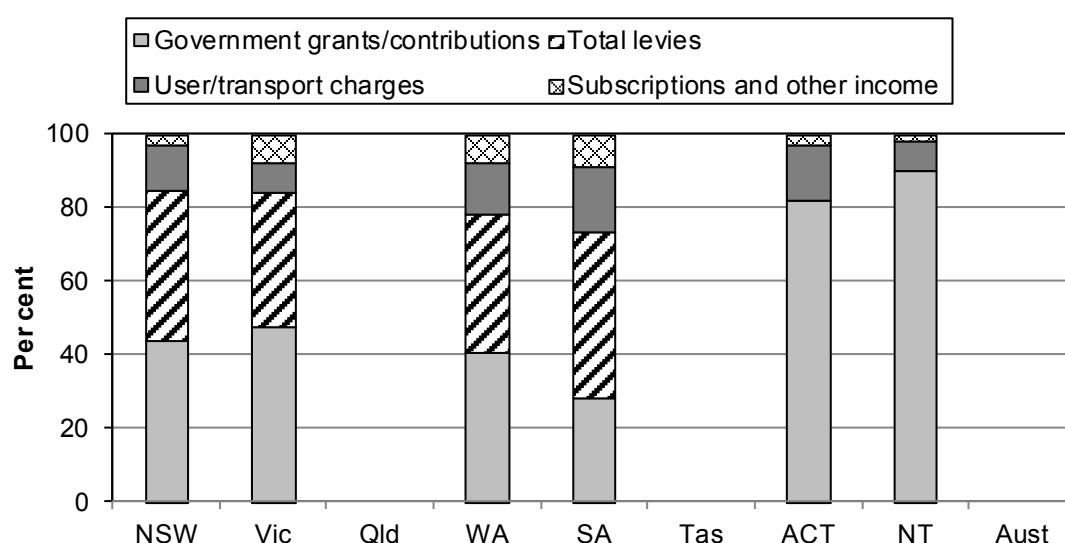
Cross-cutting and interface issues (section D.3) highlights that a range of other government agencies, such as police and health services, also bear costs in relation to emergency management.

Funding emergency service organisations

The funding of emergency services organisations varies by service and jurisdiction (chapter 9) but generally occurs through 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 (figure D.3 and table DA.4).

Figure D.2 **Emergency service organisations funding sources, 2011-12^a**



^a Data are experimental and may not be comparable across service areas and comparisons could be misleading. Chapter 9 provides further information. ^b Total emergency service organisation funding sources are not available for Queensland and Tasmania as SES data are not available for the 2013 RoGS.

Source: State and Territory governments; table DA.4.

The Australian Government provides funding (\$30 million in 2011-12) to State and Territory governments to target activities in accordance with the National Strategy for Disaster Resilience (table D.2).

Table D.2 **Australian Government, National Partnership Agreement on Natural Disaster Resilience expenditure, \$ million^{a, b, c}**

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2011-12	6.6	4.1	5.9	3.1	2.1	5.5	1.3	1.3	30.0
2010-11	6.9	4.0	6.1	3.1	2.9	1.5	1.5	0.4	26.4
2009-10	10.9	3.4	6.6	4.1	4.5	1.1	1.4	2.2	34.0

^a Totals may not sum as a result of rounding. ^b Data presented are the accrual expenses in current dollars. ^c The National Partnership Agreement began in the 2009-10 financial year, replacing the Bushfire Mitigation and Natural Disaster Mitigation agreements. Data for the 2009-10 financial year data are the net position for these three programs.

Source: The Treasury (2012) *Final Budget Outcome*, Commonwealth of Australia, Canberra.

The Australian Government also provides financial assistance to assist State and Territory governments with relief and recovery efforts following an eligible natural disaster or terrorism event under the Natural Disaster Relief and Recovery Arrangements. In 2011-12 cash payments were about \$3.0 billion for natural disaster events, predominantly related to the Queensland flood crisis in January 2011 (table D.3).

Table D.3 Australian Government, Natural Disaster Relief and Recovery Arrangements payments, \$ million^{a, b, c}

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2011-12	–	–	2 951.0	1.7	–	–	–	7.9	2 960.6
2010-11	–	500.0	2 256.0	–	–	–	–	2.4	2 758.4
2009-10	6.1	4.3	104.5	–	–	0.6	–	2.7	118.3
2008-09	–	270.5	–	–	–	–	–	9.6	280.0
2007-08	7.7	–	–	–	2.0	–	–	7.2	16.9

^a Totals may not sum as a result of rounding. ^b Data presented are the total cash payments in current dollars. ^c State/Territory expenditure for NDRRA eligible events can be made within 24 months after the end of the financial year in which the relevant disaster occurred unless an extension is granted. Therefore, costs reported for any given financial year may include payments for events that occurred in the previous years. Costs for specific events are not finalised until the claim period has passed. For accounting purposes, the Australian Government budget paper calculates expenditure as the present value of future payments expected to be made to the States and Territories governments under the Natural Disaster Relief and Recovery Arrangements. – Nil or rounded to zero.

Source: The Treasury (2012) *Final Budget Outcome 2011-12*, Australian Government, Canberra; Australian Government (unpublished)

The Australian Government has provided additional financial assistance to individuals adversely affected by natural disaster events through the Australian Government Disaster Recovery Payment (AGDRP). The Australian Government has provided \$836.8 million in AGDRP payments for events that occurred in the 2010–11 year, and about \$66.7 million (as at 5 October 2012) for events that occurred in the 2011–12 year.

Emergency management human resources

Nationally, over 34 000 FTE people were employed by emergency service organisations, a little over half of which were employed in fire and State and Territory emergency service organisations, while the remainder were employed by ambulance service organisations (table D.4).

Emergency services volunteers play a significant role in the provision of emergency services in Australia. 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 service organisations provide a valuable emergency management service to their communities (box D.2) by providing:

- response services in the event of an emergency
- community education, cadet schemes and national accredited emergency training
- emergency event support and administrative roles
- community prevention, preparedness and recovery programs.

Table D.4 Salaried personnel in ambulance, fire and STES organisations, 2011-12^a

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA^b</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Ambulance, fire and STES organisations									
Fire and STES organisations									
FSOs	5 325	5 710	3 201	na	1 081	448	413	254	na
S/TES	311	210	na	na	44	24	8	19	na
Total	5 636	5 920	na	1 422	1 125	472	421	273	na
Ambulance service organisations									
ASOs	4 360	3 449	3 895	1 126	1 210	357	224	167	14 788
Total	9 996	9 369	na	2 548	2 335	829	645	440	na

ASO = ambulance service organisation. **FSO** = fire service organisation. **STES** = State and Territory emergency services.

^a Data for the Queensland SES are not available for the 2013 RoGS. ^b Officers in Department of Fire and Emergency Services have cross hazard responsibilities and are not broken down by service. **na** Not available.

Source: State and Territory governments (unpublished); chapter 9; table DA.7.

In 2011-12, 240 844 fire, ambulance and emergency service volunteers were on the records of emergency service organisations (table D.5).

Table D.5 Volunteers in ambulance, fire and STES organisations, 2011-12^{a, b}

	<i>NSW^c</i>	<i>Vic^d</i>	<i>Qld^e</i>	<i>WA^{b,f}</i>	<i>SA^g</i>	<i>Tas</i>	<i>ACT^b</i>	<i>NT^h</i>	<i>Aust</i>
Ambulance, fire and STES organisations									
Fire and STES organisations									
FSOs ^b	70 246	57 843	34 000	28 354	14 127	4 823	1 382	1 123	211 898
S/TES	7 312	5 500	5 400	1 927	1 674	559	262	344	22 978
Total	77 558	63 343	39 400	30 281	15 801	5 382	1 644	1 467	234 876
Ambulance service organisations									
ASOs	308	505	118	3 156	1 437	488	—	—	6 012
Total	77 866	63 871	39 541	33 437	17 079	5 893	1 667	1 490	240 844

ASO = ambulance service organisation. **FSO** = fire service organisation. **S/TES** = State and Territory emergency services.

^a Totals are a count of volunteers. People who volunteer in more than one emergency service organisation may be double counted. ^b Numbers for FSOs include volunteer support staff plus part paid volunteers for all jurisdictions except WA and the ACT. ^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. ^g SA: 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. ^h 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); table DA.6–DA.7.

Although volunteers are not paid wages and salaries, governments do incur costs in supporting volunteers, by providing funds and support through infrastructure, training, uniforms, personal protective equipment, operational equipment and support for other operating costs.

Employers of volunteers, particularly self-employed volunteers, also incur costs in supporting volunteer services such as in-kind contributions, lost wages and productivity, and provision of equipment.

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

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:

- *global substitution method* — an average wage rate is used to value all activities
- *task specific substitution method* — 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 estimated to be 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 social capital benefits that may arise through volunteerism were not valued, the study shows that volunteers provide a valuable, tangible benefit to their communities.

Source: Ganewatta and Handmer (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, access to services, 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) are 3.6 (Australia) and 2.6 (SA) 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 also increases the demand, 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. People who first move to rural and regional areas typically having little or no awareness/experience of how to prepare for and respond to emergency events that are prevalent in that area. 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 and the development of informal community networks and structures that generally serve to reduce vulnerability are fragmented.

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 for 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 overview is based on objectives for emergency management established in the *National Strategy for Disaster Resilience* and that are common to all Australian emergency services organisations (box D.3).

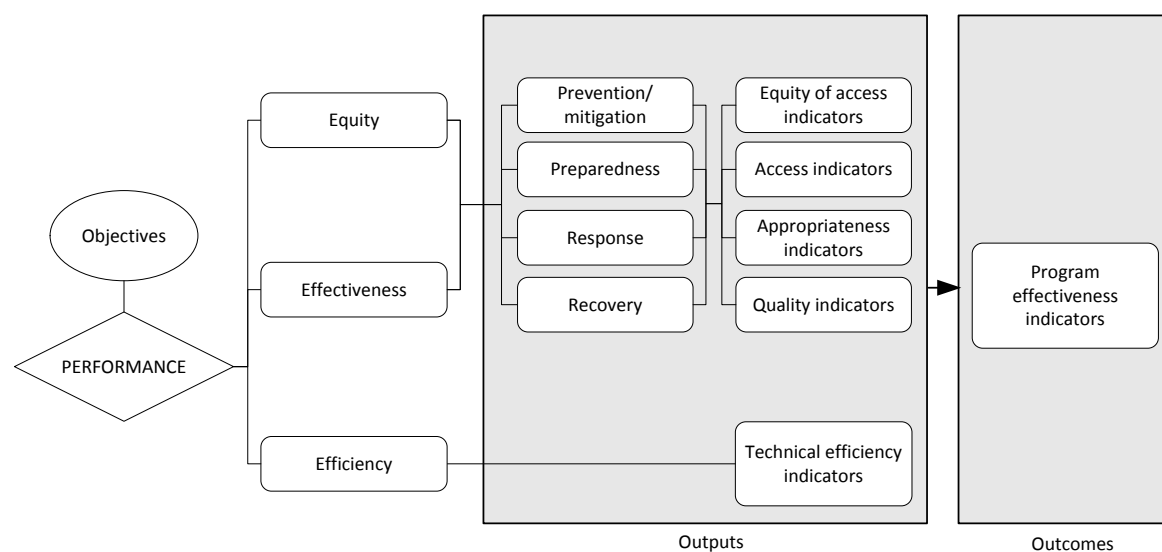
Box D.3 Objectives for emergency management

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 overview and in chapter 9 (for fire events) reflects the prevention/mitigation, preparedness, response and recovery framework (figure D.3).

Figure D.3 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 within their changed environment. Activities that contribute to community recovery include: the restoration of essential services; counselling programs; temporary housing; long term medical care; restoration of community confidence and economic viability; 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 overview is based on a sector performance indicator framework (figure D.4). This framework is made up of the following elements:

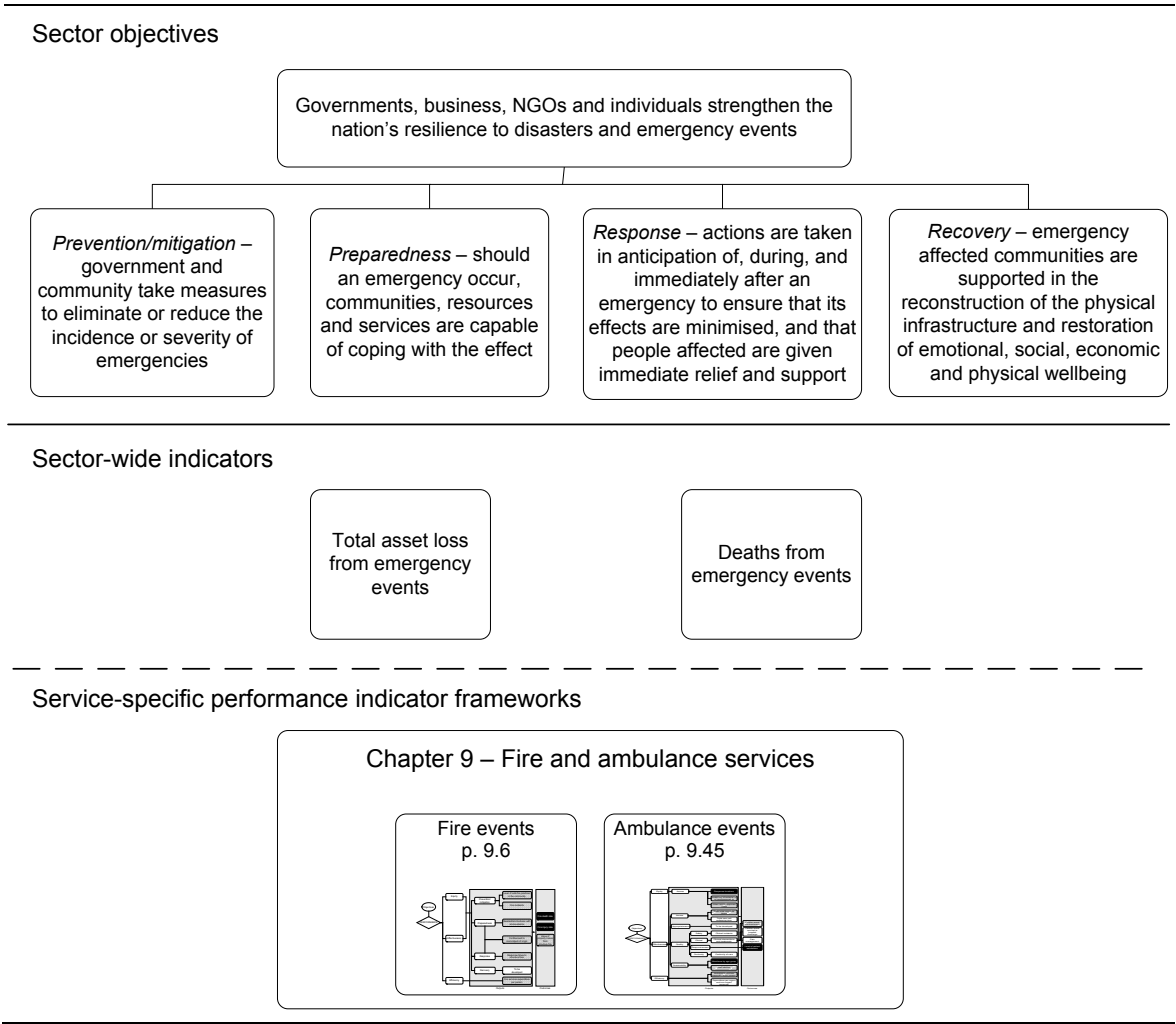
- Sector objectives — five sector objectives are a précis of the key objectives of emergency management (box D.3).
- Sector-wide indicators — two sector-wide indicators relate to the overarching service sector objectives identified in the *National Disaster Resilience Statement* (COAG 2009) and the *National 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.

This sector overview provides an overview of relevant performance information. Chapter 9 and its associated attachment tables provide more detailed information.

Data quality information (DQI) is being progressively introduced for all indicators in the Report. The purpose of DQI is to provide structured and consistent information about quality aspects of data used to report on performance indicators. DQI in this Report cover the seven dimensions in the ABS' data quality framework (institutional environment, relevance, timeliness, accuracy, coherence, accessibility

and interpretability) in addition to dimensions that define and describe performance indicators in a consistent manner, and note key data gaps and issues identified by the Steering Committee. All DQI for the 2013 Report can be found at www.pc.gov.au/gsp/reports/rogs/2013.

Figure D.4 **Emergency management sector performance indicator framework**



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 the expenses of:

- emergency response by emergency services
- local, State, Territory and the Australian governments — uninsurable assets such as roads, bridges, recreational facilities and the like are not considered. This is of greatest significance in rural and remote areas
- 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
- 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.

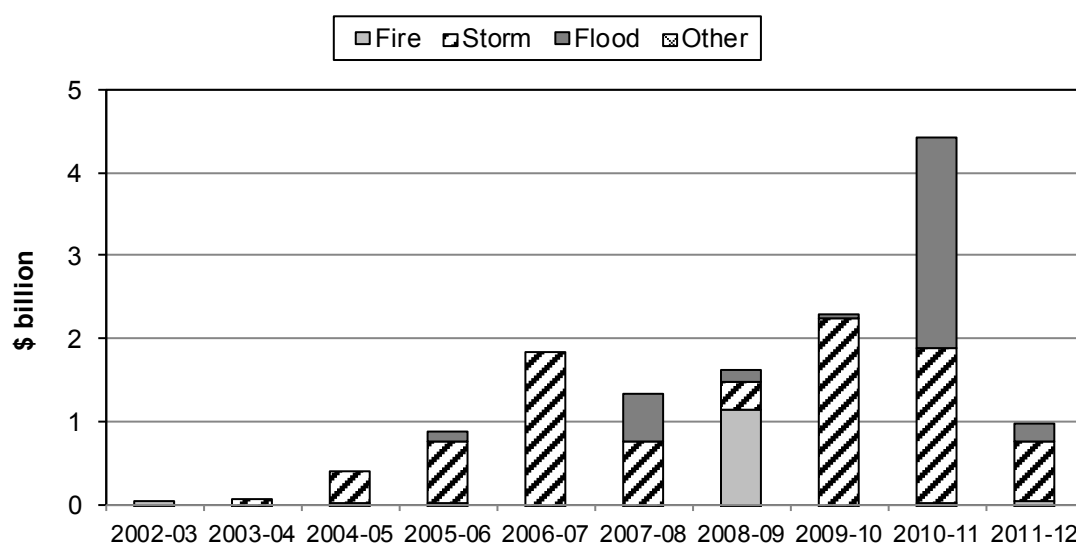
Data reported for this indicator are comparable and complete.

Source: Insurance Council of Australia (2012); Australian Government (2012).

Nationally, the insured asset loss from emergency events was \$1.0 billion in 2011-12. 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.5).

Annual insured asset losses need to be interpreted with caution as they can be particularly volatile over time because of the influence of large irregular bushfires (chapter 9) and extreme weather events, such as the 2010-11 Queensland flood emergency (box D.5).

Figure D.5 **Total asset loss from emergency events (2011-12 dollars)^{a, b}**



^a Data are adjusted to 2011-12 dollars using the gross domestic product (GDP) price deflator (2011-12 = 100) (table AA.51). Recent volatility in the GDP deflator series affects annual movements of real expenditure. See the Statistical appendix (section A.5) for details. ^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.

Source: Insurance Council of Australia (2012), Australian Government (2012); table DA.8.

Box D.5 **Extreme weather events**

Extreme weather events can bring high winds and coastal storm surges (such as cyclones in Australia's tropical zones), torrential rain, frosts and hail storms. In Australia's variable climate the Commonwealth Scientific and Industrial Research Organisation (CSIRO) notes that extreme weather events are a part of Australia's climate. The CSIRO predicts that weather events are likely to be more intense resulting in more severe flooding as a result of climate change (CSIRO 2012).

Natural disasters can have a substantial social and economic cost. Recent examples include extreme weather events leading to insured damages greater than \$1 billion:

- *WA severe thunderstorms* — Severe thunderstorms occurred on 22 March 2010 in the south-west regions of WA. Heavy rain, severe winds, and hail, large enough to badly damage cars, break car windscreens and windows of houses, caused considerable damage. The Insurance Council of Australia estimated the 2010 damage at \$1.1 billion.

Continued next page

Box D.5 Continued

- *Queensland floods* — Prolonged and extensive rainfall over large areas of Queensland, led to flooding of historic proportions in Queensland in December 2010, stretching into January 2011. Thirty-three people died in the 2010-11 floods; three remain missing. Some 29 000 homes and businesses suffered some form of inundation. The Queensland Reconstruction Authority has estimated that the cost of flooding events will be in excess of \$5 billion. (The Insurance Council of Australia reports insured asset losses of \$2.4 billion.)
- *NSW severe storms* — Heavy rain, strong winds and large ocean swells resulted in widespread damage to coastal regions of the Hunter, Central Coast and Sydney Metropolitan areas in June 2007. Thunderstorms caused record breaking flooding and storm damage in Newcastle, the Hunter Valley and many Sydney locations. There were a total of nine fatalities associated with the storm. The Insurance Council of Australia estimated the 2007 damage at \$1.5 billion (\$1.7 billion in 2012 dollars).

Source: CSIRO (2012); Australian Government (2012); ABS (2012); Council of Australia (2012); 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:

- road traffic deaths — deaths primarily caused by accidents involving road 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.

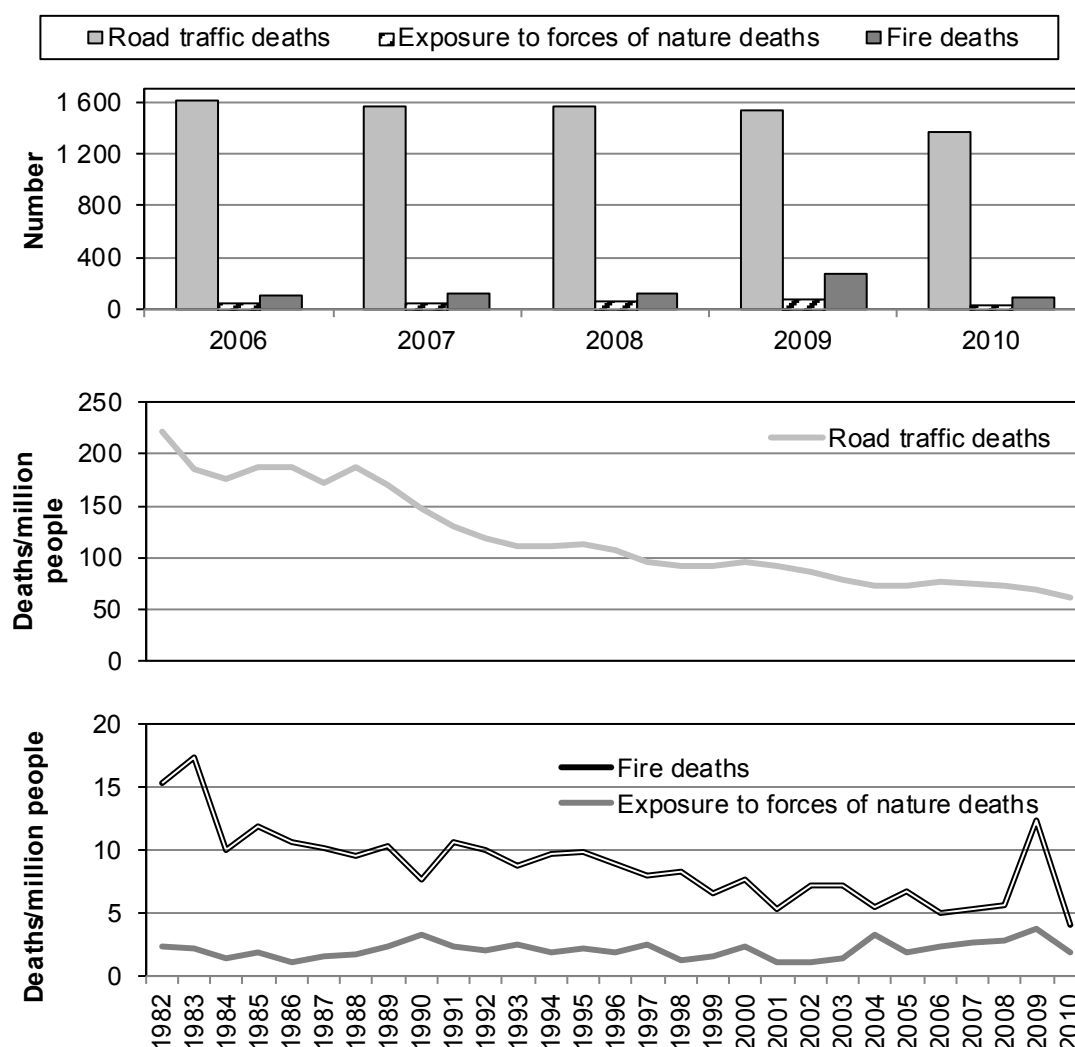
A low or decreasing number of deaths from emergency events is desirable.

Data for this indicator are comparable.

Data quality information for this indicator is under development.

Nationally, there were 1502 deaths from emergency events in 2010 (figure D.6).

Figure D.6 Deaths from emergency events^{a, b}



^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. ABS data are sourced from death registrations. 'Road fatalities' in chapter 9 provides more recent data sourced by the Australian Road Deaths Database as reported by the police each month to road safety authorities.

Source: ABS (various years) *Causes of Death, Australia*, Cat. no. 3303.0 (unpublished); tables 9A.4, DA.9-DA.11.

Road traffic deaths

Road crash incidents are the single largest contributor to deaths from emergency events reported in RoGS (by a substantial factor). Nationally, there were 1 366 road traffic deaths in 2011-12 (figure D.6).

A primary aim of governments is to reduce death and injury and the personal suffering and economic costs of road crashes (box D.7). From 1982 to 2010, road traffic deaths have declined from 222.3 to 61.1 deaths per million people (figure D.6). Road safety gains have been achieved through a range of community and government efforts including: road infrastructure improvements; safer vehicles; lower speed limits; graduated licensing; and behavioural programs targeting drink driving, seatbelt usage and speeding (ATC 2011).

Emergency service organisations provide services that contribute to governments' aims through the provision of effective and efficient medical and road crash rescue services. Nationally, road crash rescue services are provided by over 20 organisations (table DA.1).

This sector overview provides data on the number of road traffic deaths only. However, the impact of approximately 39 000 traffic injuries and traumas in 2010-11 is both ongoing and costly (box D.7 and chapter 6). Alternative data on road traffic injuries and deaths (and the Government services related to the role of police services in maximising road safety) is provided in Police services (chapter 6, section 6.6), and the number of road crash rescue incidents attended to by emergency service organisations is presented in Fire and ambulance services (chapter 9).

Deaths from exposure to forces of nature

Relatively few deaths (44 deaths in 2010) are primarily caused by exposure to forces of nature (table DA.10) (figure D.6). (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 from exposure to forces of nature were from exposure to excessive natural cold, which accounted for 28 deaths in 2010 (63 per cent of deaths from exposure to the forces of nature) (ABS 2012). Research indicates that extremely cold weather conditions and intense and long heatwaves can exceed the capacity of some sections of the community to cope. For example, with respect to heatwaves experienced in 2008 and 2009 the total SA Ambulance Service daily

call-outs increased by 10 per cent and 16 per cent when compared to previous heatwaves (Nitschke et al. 2011).

Fire deaths

The number of fire deaths can vary from year to year, often impacted by large bushfires. In 2010 there was a large decrease in the number of fire deaths, primarily related to a reduction following the 2009 Victorian bushfires (chapter 9).

Box D.7 Road safety in Australia

The cost of road crashes

An evaluation report from the Bureau of Infrastructure, Transport and Regional Economics estimated the cost of road crashes in 2006 at \$17.9 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.

National Road Safety Strategy 2011–2020

On 20 May 2011, the Standing Council on Transport and Infrastructure released an updated *National Road Safety Strategy 2011–20*. This strategy aims to elevate Australia's road safety ambitions through the coming decade and beyond. It is based on Safe System principles and is framed by the guiding vision that no person should be killed or seriously injured on Australia's roads.

The framework includes 10-year targets for governments to reduce the annual number of road crash fatalities and reduce the annual number of serious road crash injuries by at least 30 per cent each.

Achieving this aim 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.

Source: BITRE (2009); ATC (2011).

Service-specific performance indicator frameworks

This section summarises information from the ‘fire 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.8).

Box D.8 Reporting on all-hazards

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 (for example floods, cyclones and acts of terrorism) and do not lend themselves to annual, comparative reporting. Resource constraints and data availability also restrict reporting.

Jurisdictions have held 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 Royal Commission 2009, Perth Hills Bushfire February 2011 Review, Queensland Floods Commission of Inquiry 2011). Knowledge management (databases, research and evaluation) has been recognised as a key theme identified in these reports

Source: Monash Injury Research Institute (2012).

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

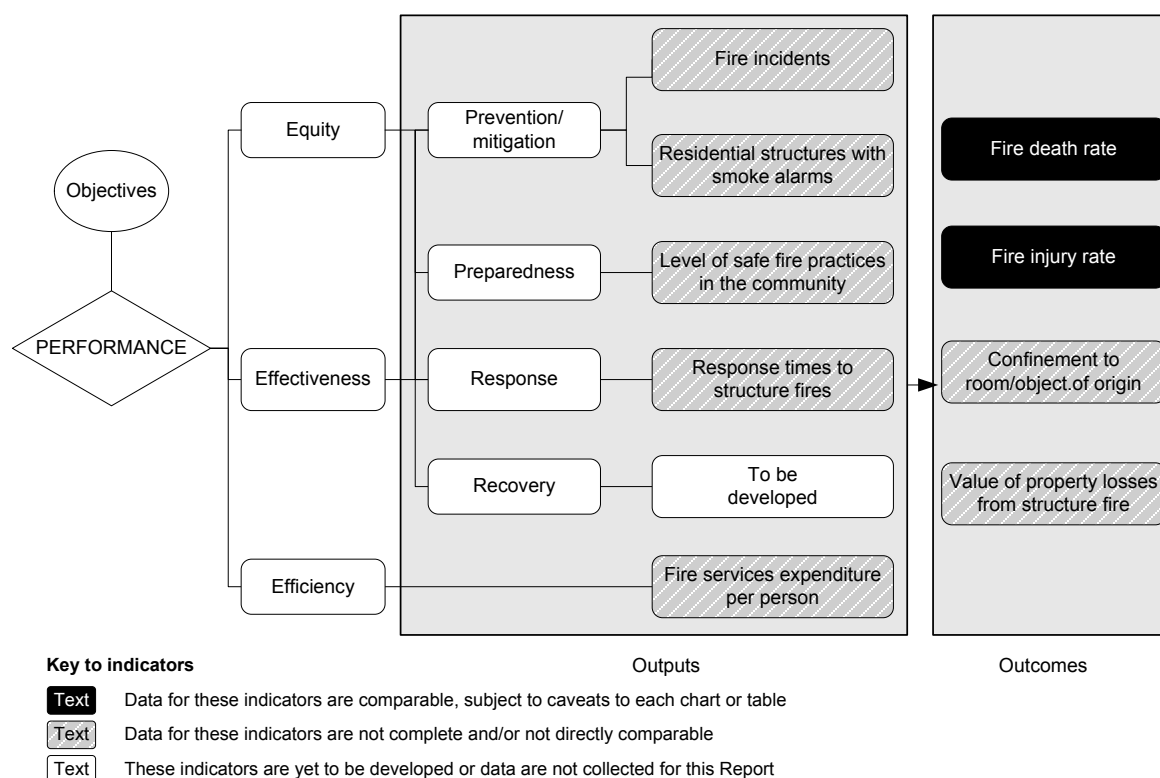
- indicator interpretation boxes, which define the measures used and indicate any significant conceptual or methodological issues with the reported information (chapter 9)
- caveats and footnotes to the reported data (chapter 9 and attachment 9A)
- additional measures and further disaggregation of reported 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.7. This framework provides comprehensive information on the equity, effectiveness, efficiency and the outcomes of fire events.

Figure D.7 Fire events performance indicator framework



An overview of the fire events indicator results for 2011-12 is presented in table D.6. 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.6 Performance indicators for fire events^{a, b}

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	Source
Equity and effectiveness — prevention/mitigation indicators										
<i>Number of fire incidents, 2011-12</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.	453	381	427	473	431	797	261	1 314	444	9A.13
<i>Estimated percentage of households with a smoke alarm/detector, 2011-12</i>										
Data for this indicator not complete or not directly comparable (chapter 9)										
%	na	97.2	94.7	92.0	na	na	na	na	na	9A.23
Equity and effectiveness — preparedness										
<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.22
Equity and effectiveness — response										
<i>State-wide response times to structure fires, 2011-12</i>										
Data for this indicator not complete or not directly comparable (chapter 9)										
Including call processing time, 90th percentile										
minutes	15.0	10.6	11.3	14.5	na	16.7	11.6	16.8	na	9A.25
Excluding call processing time, 90th percentile										
minutes	13.5	9.2	10.7	13.5	13.2	15.5	9.2	11.5	na	9A.26
Efficiency indicators										
<i>Fire service organisations' expenditure per person, 2011-12</i>										
Data for this indicator not complete or not directly comparable (chapter 9)										
\$	127.04	205.61	114.57	189.80	122.21	133.15	202.23	180.37	152.24	9A.28
Outcome indicators										
<i>Fire death rate, per million people, 2010</i>										
Data for this indicator are comparable, subject to caveats (chapter 9)										
no.	4.0	4.7	4.2	4.8	0.6	7.9	8.4	—	4.1	9A.4
<i>Fire injury rate: Annual rate of hospital admissions due to fire injury, per 100 000 people, 2010-11</i>										
Data for this indicator are comparable, subject to caveats (chapter 9)										
no.	12.6	13.8	19.7	19.4	21.2	16.9	4.7	87.0	16.4	9A.7
<i>Confinement to room/object of origin, 2011-12</i>										
Data for this indicator not complete or not directly comparable (chapter 9)										
Confinement of building fires to room of origin, all ignition types										
%	66.1	74.9	70.0	63.7	62.0	57.9	72.8	69.4	na	9A.8
Confinement of building and other structure fires to room/object of origin, all ignition types										
%	80.1	82.9	84.5	77.7	70.0	74.7	85.8	82.6	na	9A.9
<i>Value of property losses from structure fire — Median dollar loss from structure fire, 2011-12</i>										
Data for this indicator not complete or not directly comparable (chapter 9)										
\$	2 000	1 000	2 000	5 000	5 000	1 000	1 000	5 000	na	9A.10

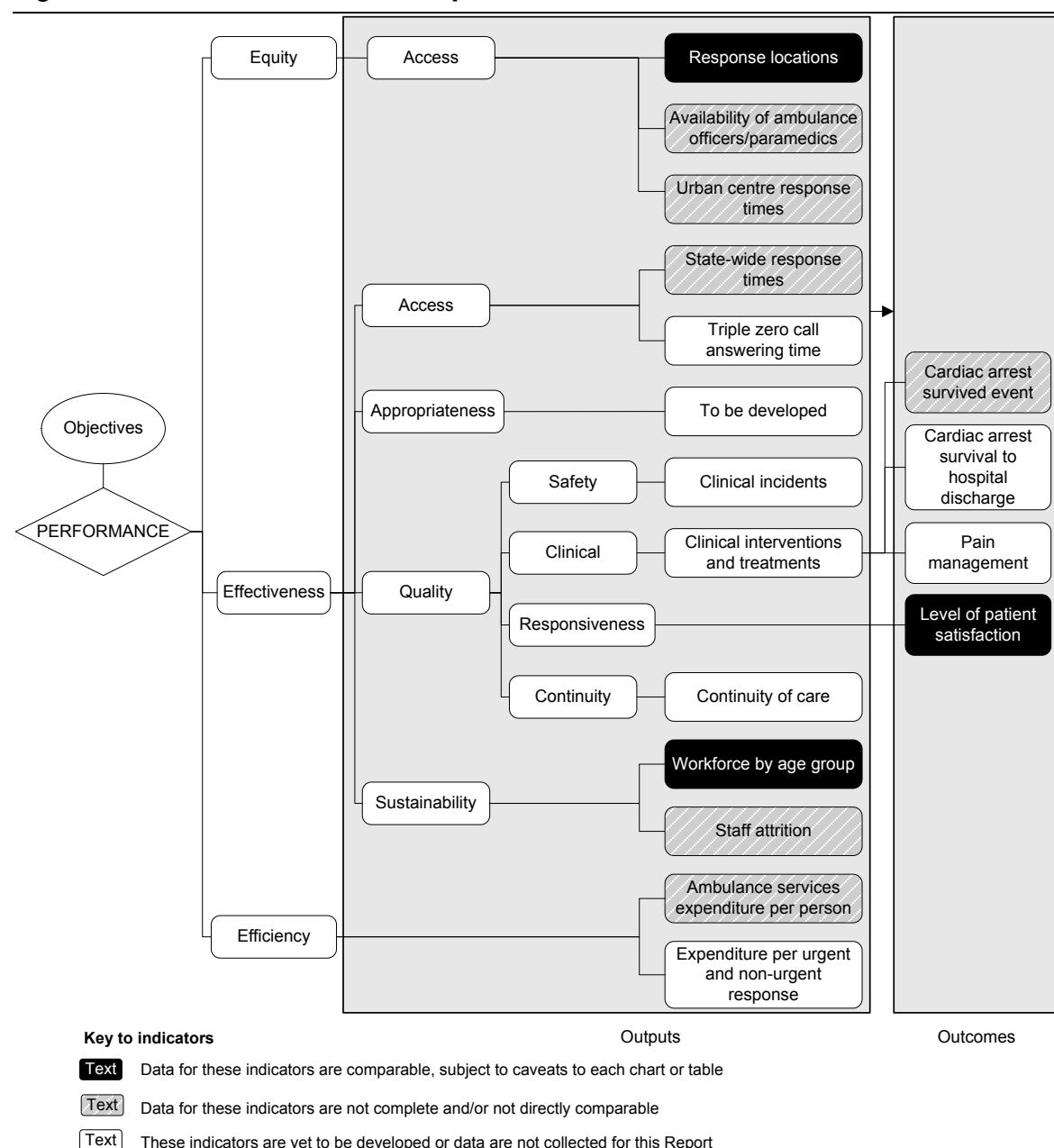
^a Caveats for these data are available in chapter 9 and attachment 9A. Refer to the indicator interpretation boxes in chapter 9 for information to assist with the interpretation of data presented in this table. ^b Some data are derived from detailed data in chapter 9 and attachment 9A. **na** Not available. — Nil or rounded to zero.

Source: Chapter 9 and attachment 9A.

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 2011-12 is presented in table D.7. 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.7 Performance indicators for ambulance events^{a, b}

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	Source
Equity — Access indicators										
<i>Response locations, 2011-12</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	4.1	5.9	7.9	6.9	9.6	1.9	3.9	5.0	9A.36
<i>Availability of ambulance officers/paramedics, 2011-12</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.	42.9	48.5	59.3	26.6	44.3	45.0	36.4	45.6	45.9	9A.33
<i>Capital city centre response times, 90th percentile, 2011-12</i>										
Data for this indicator not complete or not directly comparable (chapter 9)										
minutes	19.7	18.7	15.7	15.4	15.5	16.2	14.8	15.0	na	9A.40
Effectiveness — Access indicators										
<i>State-wide response times, 90th percentile, 2011-12</i>										
minutes	22.5	22.1	17.0	17.8	17.4	23.1	14.8	22.5	na	9A.40
Effectiveness — Sustainability indicators										
<i>Workforce by age group — Operational workforce under 50 years of age, 2011-12</i>										
Data for this indicator not complete or not directly comparable (chapter 9)										
%	76.7	76.3	81.2	86.4	78.0	76.3	83.9	90.6	78.8	9A.34
<i>Staff attrition, 2011-12</i>										
Data for this indicator not complete or not directly comparable (chapter 9)										
%	6.4	4.4	2.7	6.5	2.6	4.7	4.1	—	4.6	9A.34
Efficiency indicators										
<i>Ambulance service expenditure per person, 2011-12</i>										
Data for this indicator not complete or not directly comparable (chapter 9)										
\$	102.44	109.47	125.69	71.93	154.51	112.54	100.64	100.46	109.58	9A.42
Outcome indicators										
<i>Cardiac arrest survived event, 2011-12</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	32.2	24.0	22.9	21.9	33.5	21.8	19.5	na	9A.38
<i>Level of patient satisfaction — overall satisfaction rate, 2012</i>										
Data for this indicator are comparable, subject to caveats (chapter 9)										
%	98.0 ±1.2	97.0 ±1.0	97.0 ±1.6	98.0 ±1.4	97.0 ±1.4	98.0 ±1.1	97.0 ±1.6	98.0 ±2.0	98.0 ±0.5	9A.39

^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 (COAG 2011) — 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) have a critical role in implementing 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, through Australian Government arrangements for the provision of assistance to States/Territories, the Australian Defence Force has been called upon to assist emergency services organisations in responding to emergencies such as 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. The Standing Council on Police and Emergency Management’s terms of reference emphasise that cross-cutting issues such as Indigenous disadvantage, access to services, gender equality, and inclusion for people with disability, as well as the specific needs of regional Australia should be taken into account in pursuing its priority issues of national significance (COAG 2012).

The development of the National Emergency Management Strategy for Remote Indigenous Communities was initiated by the Australian Emergency Management Committee in 2004 (RICAC 2007). The finalised 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 overview 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 risk registers that assess the likelihood and potential impacts of particular emergency events
- development of the disasters database to provide more information on the costs of disasters beyond insured asset losses
- 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 and ambulance services chapter contains a service-specific section on future directions in performance reporting.

Road safety services

The Steering Committee agreed to discontinue the road crash rescue performance indicator framework for the 2013 Report. It will consider an alternative, more comprehensive, all agencies road safety services performance indicator framework for future reports.

D.5 List of attachment tables

Attachment tables are identified in references throughout this sector overview by a 'DA' prefix (for example, table DA.1). A full list of attachment tables is provided at the end of this sector overview, 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	Major sources of emergency service organisations revenue, 2011-12
Table DA.5	Emergency service organisations' costs (\$'000), 2011-12
Table DA.6	S/TES volunteer human resources (number)
Table DA.7	Emergency services human resources, 2011-12
Table DA.8	Total asset loss from emergency events (\$ million) (2011-12 dollars)
Table DA.9	Road traffic death rate
Table DA.10	Exposure to forces of nature death rate
Table DA.11	Total emergency event death rate

D.6 References

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9 Fire and ambulance services

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9.1 Profile of emergency services for fire events	9.2
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9.3 Key performance indicator results for fire events	9.8
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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 (sector overview D). This chapter reports on government services for fire events and emergency ambulance services (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 overview (sector overview D).

Major improvements in reporting on fire and ambulance services in this edition include:

- ten year time series are presented for 14 fire event measures and 11 ambulance service measures (previously five years were reported)
- a 30 year time series is presented for ‘fire event deaths’ to place the impact of emergency events in historical context
- data quality information (DQI) are available for the first time for the fire events indicators confinement to room/object of origin and residential structures with smoke alarms
- DQI are available for the first time for the ambulance events indicators ambulance response locations, satisfaction with ambulance service organisations, and workforce by age group.

For this Report, performance reporting on road crash rescue has been discontinued. An overview of the involvement of emergency services at road crash rescue events and the impact of road traffic deaths is provided in the Emergency management sector overview. Data on the number of road crash rescue incidents attended to by emergency service organisations is provided as context to the fire incidents indicator reported in this chapter.

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.

Roles and responsibilities

Fire service organisations are the primary agencies involved in providing emergency management services for fire events. 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 overview, table DA.2). The full range of activities include:

- 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
- 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.

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.

Fire service organisations work closely with other government departments and agencies which 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 overview — attachment, table DA.1).

Some jurisdictions have particular arrangements for the provision of fire services in Indigenous communities. (For more information on fire services in Indigenous communities see SCRGSP 2009, p. 11.35.)

Funding

Total funding of the fire service organisations covered in this chapter was nearly \$3.4 billion in 2011-12. Real funding to fire service organisations grew, on average, 5.3 per cent annually over the period 2007-08 to 2011-12. Within this period there are fluctuations for individual jurisdictions resulting from expenditure related to specific major emergencies (table 9.1).

Table 9.1 Real funding of fire service organisations (2011-12 dollars) (\$ million)^{a, b}

	<i>NSW^c</i>	<i>Vic^c</i>	<i>Qld</i>	<i>WA^c</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2007-08	876.8	867.8	413.5	265.5	189.5	65.1	55.5	21.9	2 755.5
2008-09	969.7	1 309.0	436.0	252.2	189.8	65.6	55.0	26.1	3 303.4
2009-10	987.3	1 022.3	481.7	267.8	184.9	73.8	56.4	27.8	3 101.9
2010-11	973.9	1 018.1	497.8	402.4	169.1	66.0	50.2	29.9	3 207.4
2011-12	954.8	1 166.7	503.6	409.9	179.0	68.3	64.5	36.3	3 383.1

^a Data are adjusted to 2011-12 dollars using the gross domestic product (GDP) price deflator (2011-12 = 100) (table AA.51). Recent volatility in the GDP deflator series affects annual movements of real expenditure. See the Statistical appendix (section A.5) for details. ^b Figures vary from year to year as a result of abnormal expenditure related to the response to specific major emergencies. ^c NSW: From 2009-10 data include funding for the Department of Environment, Climate Change and Water. Vic: Increase in 2008-09 is due to emergency funding arising from the Black Saturday Bushfires. WA: DFES provides a wide range of emergency services under an integrated management structure.

Source: State and Territory governments (unpublished); table 9A.2.

Fire levies were the primary source of funding 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. In 2011-12, 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.

Data on the resources allocated by all emergency service organisations to manage fire events is currently unavailable although, 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. More information on fire service organisation funding and expenditure can be found in section 9.3.

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, 17 854 full time equivalent (FTE) paid personnel were employed by fire service organisations in 2011-12, of which 76 per cent were paid firefighters. A large number of volunteer firefighters (211 898 people) also participated in the delivery of fire services in 2011-12 (table 9A.3).

Fires incidents

Various urban and rural fire service organisations operate within jurisdictions (table 9A.1). The focus of the chapter is the government services addressing emergency fire events. Nationally, fire service organisations attended a total of 99 841 fire incidents (table 9A.12).

9.2 Framework of performance indicators for fire events

Figure 9.1 presents the performance indicator framework for fire events, based on the general framework for all emergency events (see the Emergency management sector overview box D.3) and governments' objectives for emergency services for fire events (box 9.1). Definitions of all indicators are provided in section 9.9.

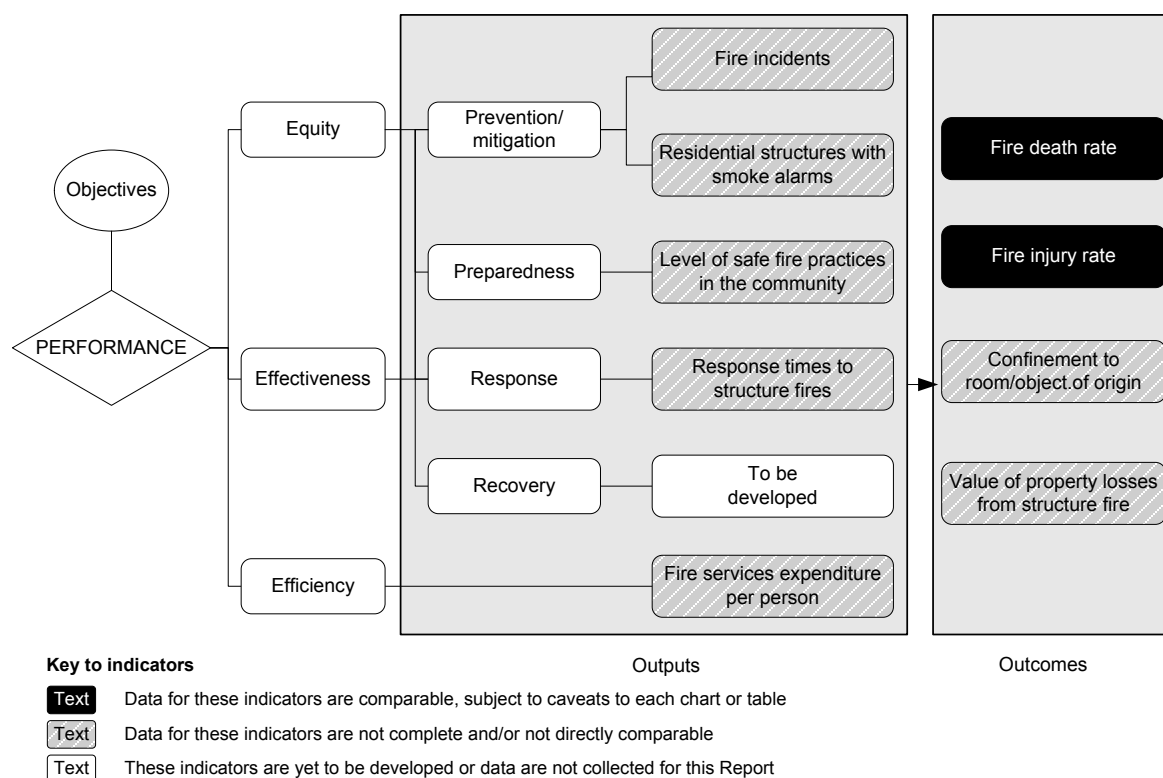
Box 9.1 Objectives for emergency services for fire events

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 performance indicator framework provides information on equity, efficiency and effectiveness and distinguishes the outputs and outcomes of emergency services for fire events (figure 9.1). To reflect the activities of the emergency management sector, performance reporting also reflects the prevention/mitigation, preparedness, response and recovery framework (sector overview D). The performance indicator framework shows which data are comparable in the 2013 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 9.1 Fire 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).

Data quality information (DQI) is being progressively introduced for all indicators in the Report. The purpose of DQI is to provide structured and consistent information about quality aspects of data used to report on performance indicators. DQI in this Report cover the seven dimensions in the ABS' data quality framework (institutional environment, relevance, timeliness, accuracy, coherence, accessibility and interpretability) in addition to dimensions that define and describe performance indicators in a consistent manner, and note key data gaps and issues identified by the Steering Committee. All DQI for the 2013 Report can be found at www.pc.gov.au/gsp/reports/rogs/2013.

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 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.

All jurisdictions undertake a range of fire risk prevention/mitigation activities to assist households, commercial businesses, and communities prepare for the risk of fire (table 9A.20). To assist, jurisdictions have implemented bushfire risk management strategies, community awareness and education programs and smoke alarm legislation (table 9A.21).

Fire incidents

'Fire incidents' is an indicator of governments' objective to manage the risk of fires by preventing/reducing the number of structure, landscape and other fires (box 9.2).

Box 9.2 **Fire incidents**

‘Fire incidents’ is defined as the number of 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
- ignition factors for structure fires
- fire service organisations and land management agencies reported total landscape (bush and grass) fire incidents.

Measures of ‘non-fire’ incidents and false alarms incidents attended to by fire service organisations is provided as contextual information relating to the broader activities of fire service organisations.

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.

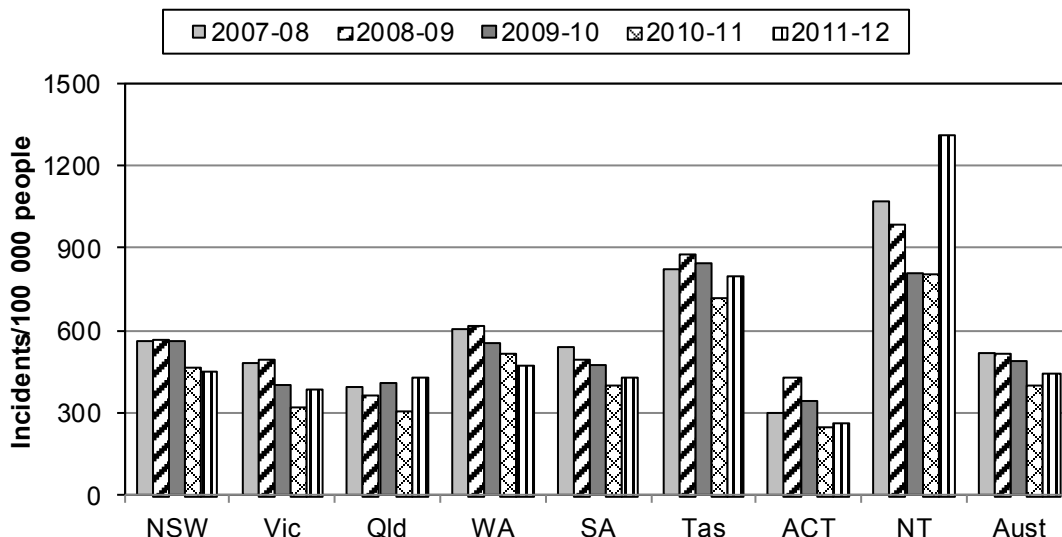
Data reported for this indicator are not directly comparable.

Data quality information for this indicator is under development.

Fire incidents — Incidents attended by fire service organisations per 100 000 people

Nationally, 444 fire incidents per 100 000 people were attended in 2011-12, an increase from the rate of 402 in 2010-11 (figure 9.2).

Figure 9.2 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).

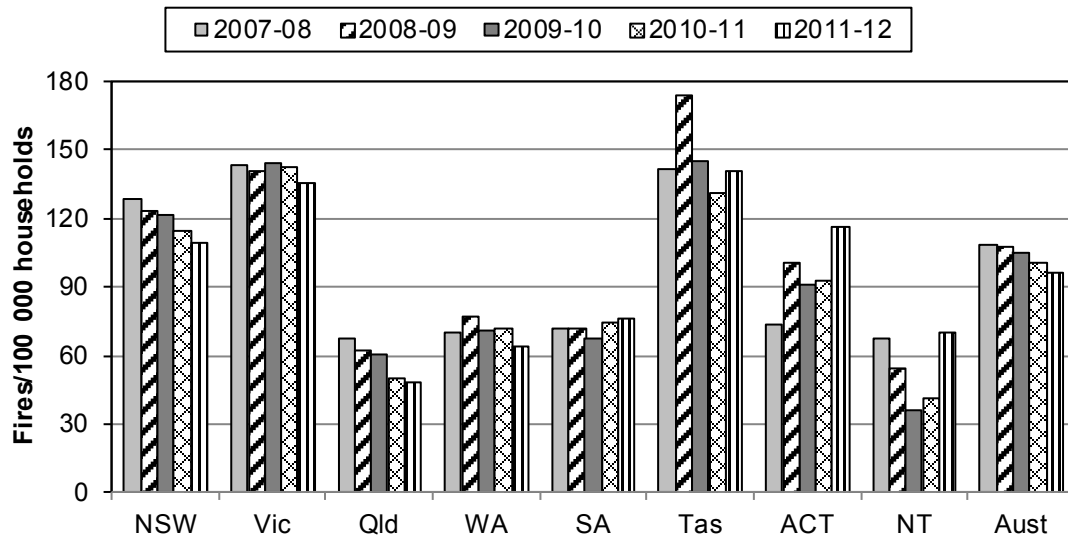
Source: State and Territory governments (unpublished); table 9A.13.

Fire incidents — 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.

The national rate has been declining over the five year period, although rates for jurisdictions show some variability over the period (figure 9.3).

Figure 9.3 **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.

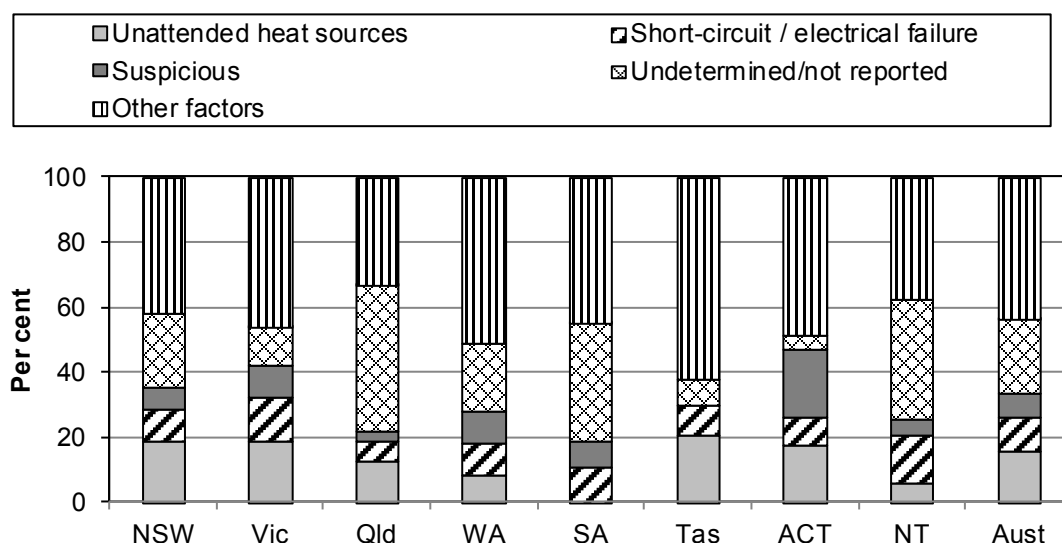
Source: ABS (2012) *Australian Demographic Statistics* Table 20 Projected number of households, states and territories, Cat. no. 3101.0; State and Territory governments (unpublished); table 9A.14.

Fire incidents — Ignition factor for structure fires

Fire 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 (figure 9.4 and table 9A.16).

Figure 9.4 Ignition factors for structure fires, 2011-12



^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. ^b SA: Ignition by unattended heat source is not available for SA.

Data source: State and Territory governments; table 9A.16.

Nationally in 2011-12, the ignition factor for 23.2 per cent of structure fires was 'undetermined or not reported'. For structure fires where the cause of ignition could be determined, the most commonly reported factors reported were:

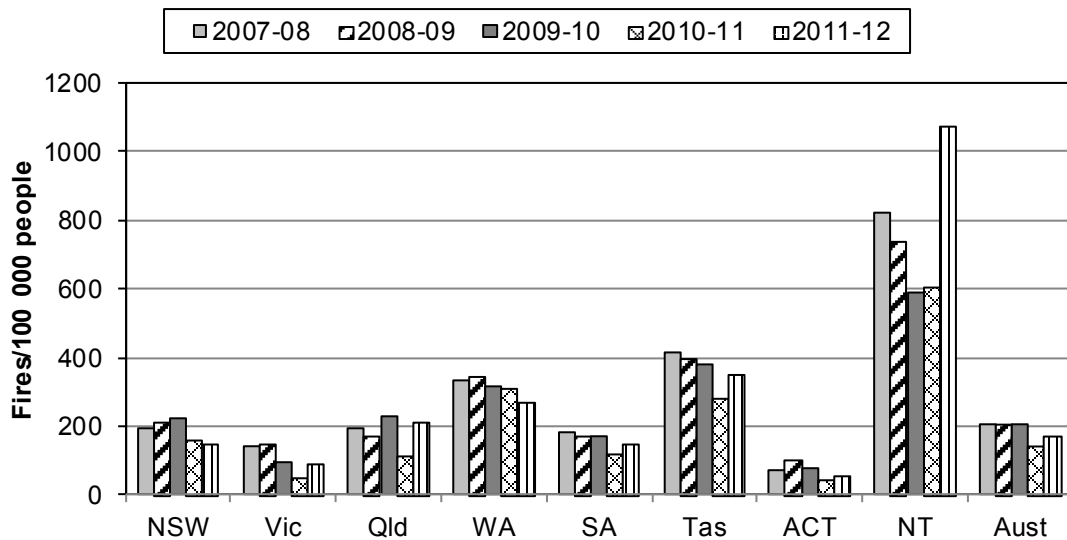
- unattended heat sources (15.4 per cent)
- short-circuit, ground fault and other electrical failure (10.6 per cent)
- suspicious (7.3 per cent) (table 9A.16).

Fire incidents — 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, 37 985 landscape (bush and grass) fire incidents were reported by fire service organisations and land management agencies in 2011-12, a rate of 169 fires per 100 000 people, or 4.9 per 100 000 hectares (figure 9.5 and table 9A.15).

Figure 9.5 Fire service organisations and land management agencies reported total landscape (bush and grass) fire incidents per 100 000 people^{a, b, c, d, e, f, g, h}



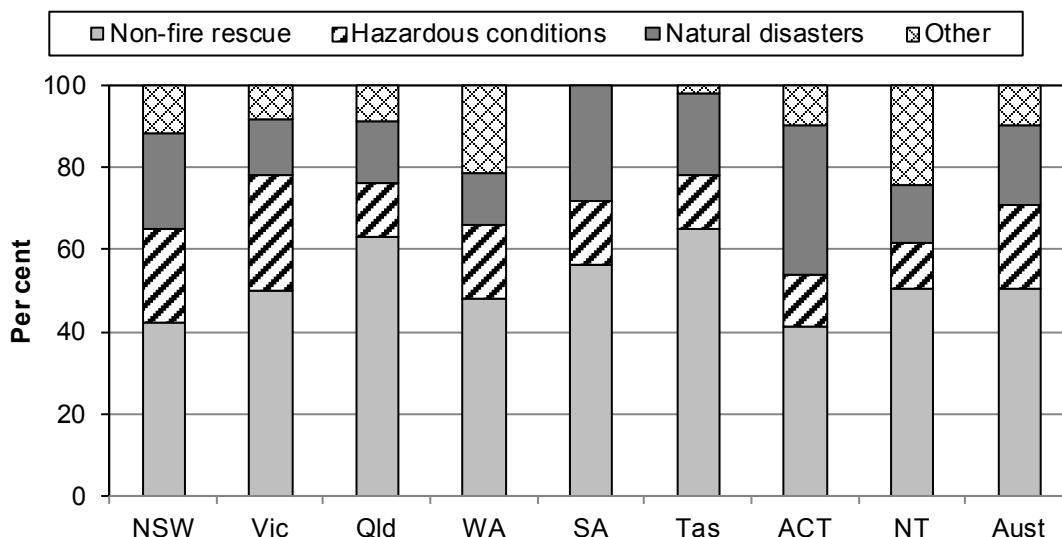
^a These data may be different to those reported elsewhere because they reflect responses from fire service organisations and, where stated, land management agencies. ^b NSW: Data include fires from the NSW Department of Environment and Climate Change, the NSW Rural Fire Service and Fire and Rescue NSW 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.15.

Non-fire incidents

Fire service organisations provide services for a range of non-fire emergency events. In 2011-12, attendance at other emergencies and incidents accounted for 54.3 per cent of total incidents (excluding false alarms) (figure 9.6).

Figure 9.6 Non-fire incidents attended to by fire service organisations (excluding false alarms), 2011-12^a



^a These data report the type of incident that reflects the most serious situation as determined by operational personnel after arriving at the scene and not the incident type relayed by the communication centre.

Source: State and Territory governments; table 9A.12.

Non-fire incidents — Non-fire rescue including road crash rescue

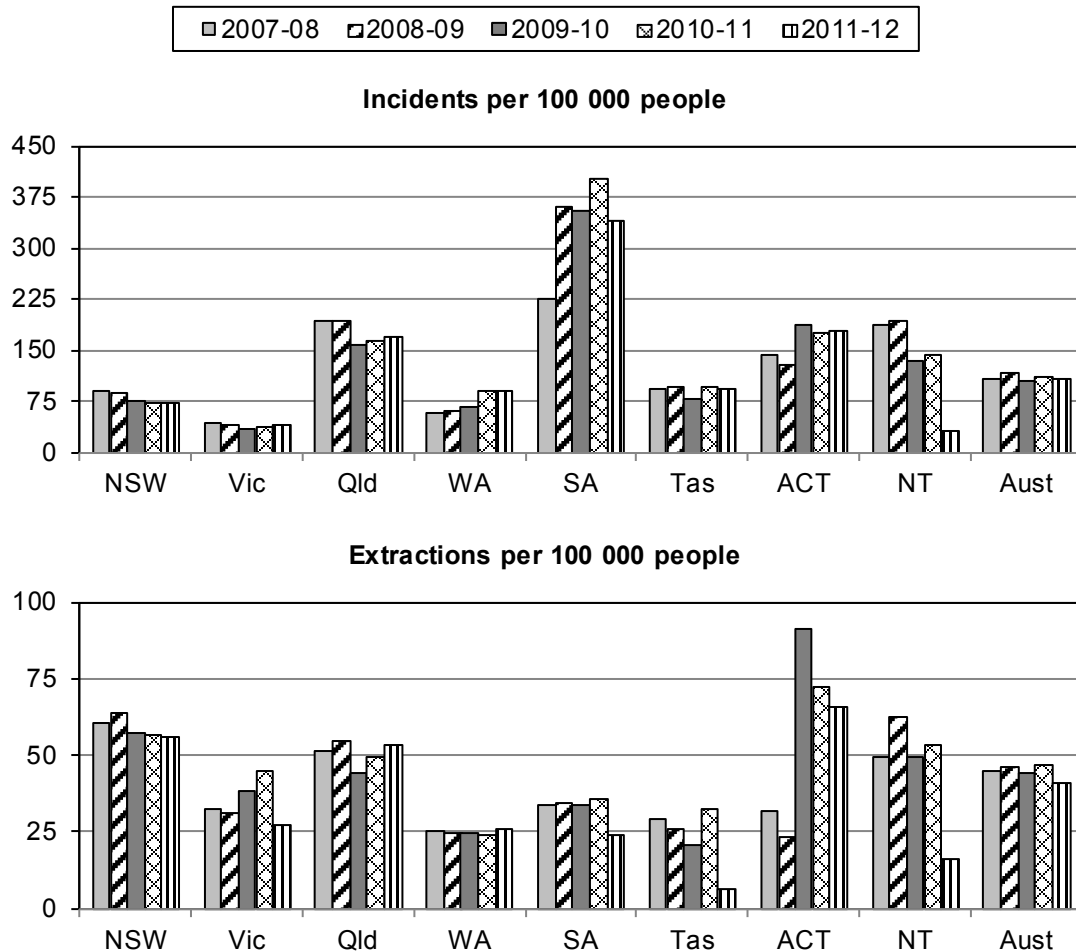
Fire service organisations attended 59 784 incidents at which they are called upon to locate, provide initial medical care, and remove entrapped persons from damaged structures (including road vehicles) and other environments in a safe and expeditious manner (table 9A.12).

A large number of these incidents involved road crash rescue at which emergency service organisations aim to reduce death and injury and the personal suffering and economic costs of road crashes. These rescue services are provided by a diverse range of emergency service organisations (including fire service organisations) (sector overview D — attachment, table DA.1).

Nationally, fire service and STES organisations attended 24 186 road crash rescue incidents in 2011-12, or 107.6 incidents per 100 000 people (table 9A.18). While responding to road crash rescue incidents, emergency service organisations performed 9265 extractions in 2011-12, or 41.2 extractions per 100 000 people (table 9A.19 and figure 9.7).

Further information on government services for road safety are available in the Emergency management sector overview (sector overview D).

Figure 9.7 Reported road crash rescue incidents and extractions^{a, b, c, d, e, f}



^a Vic: A higher number of extractions 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. Revised road crash rescue response protocols were again implemented on 18 October 2011, as part of ongoing service delivery review for QFRS attendance at mobile property crashes. Flooding and wet weather in 2010-11 also resulted in a lower than anticipated number of road rescue incidents and extractions. Data for 2009-10 and 2010-11 has been revised. ^d WA: Data excludes extractions performed by State Emergency Services volunteers. ^e Tas: Data include responses by fire services, ambulance services and SES. ^e NT: The Northern Territory Fire and Rescue Service is currently examining its data reporting and inputting processes to ensure accurate reporting in line with the counting rules as defined in the data dictionary. Inconsistencies in data input in this reporting period has resulted in a significant reduction in the number of road crash incidents and extractions. The figure for 2011-12 is likely to indicate a considerable under-reporting. ^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.18-9A.19.

Non-fire incidents — Calls to floods, storm and tempest and other natural disasters

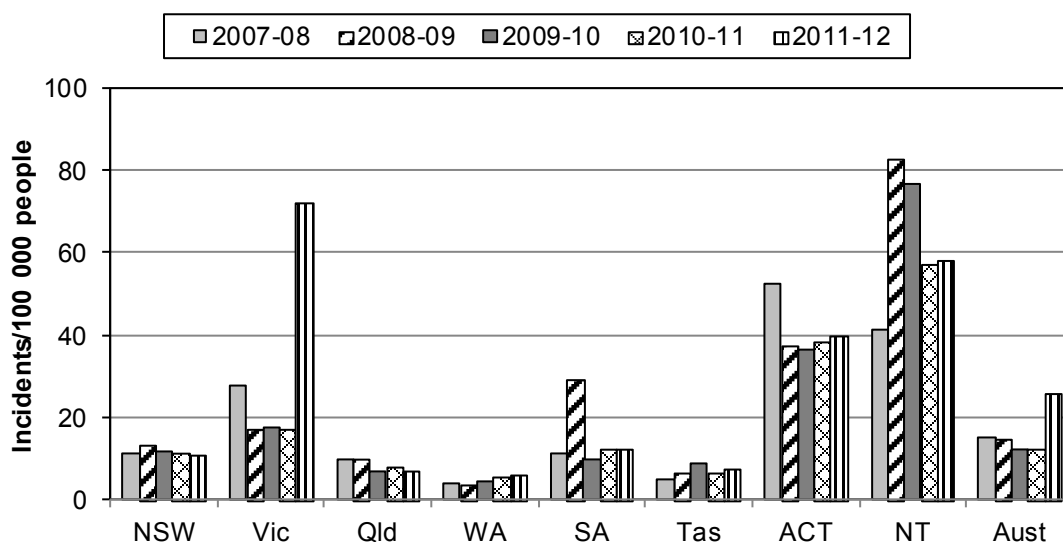
In coordination with other emergency services, fire service organisations responded to 23 149 incidents where an actual or imminent natural disaster, endangered or threatened to endanger life, property or the environment (table 9A.12).

Further information on government services in the event of natural disasters are available in the Emergency management sector overview (sector overview D).

Non-fire incidents — Hazardous materials incidents

Fire service organisations attended 23 842 incidents where materials that have hazardous properties must be controlled or contained (table 9A.12). Of these, 5734 incidents (or 25.5 incidents per 100 000 households) were categorised as having the potential to endanger, damage or destroy the health or safety of people, their property or the environment on or beyond the incident site (figure 9.8). Hazardous materials include paints, solvents, pharmaceuticals, chemicals (such as, industrial, farm household chemicals), explosives, gases, fuels, acids, and many others.

Figure 9.8 Number of hazardous materials incidents attended to by fire service organisations, per 100 000 people^{a, b, c, d}



^a Data represent incidents attended by FSOs. FSOs may not be notified of all hazardous materials incidents occurring in the community. ^b 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. ^c 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. ^d 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.17.

Fire/non-fire incidents — False alarms

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.

System initiated and malicious false calls accounted for 124 936 incidents attended to by fire service organisations nationally, or 33.1 per cent of all incidents in 2011-12. Most incidents found to be false alarms by fire service organisations are a result of system initiated false alarms (table 9A.12). On average each fire alarm system in Australia generates 2.8 false alarms per year (AFAC unpublished).

Contemporary fire alarm systems are an integral part of the built environment and have a significant role in the protection of life and property. However, attending unwanted false alarms has social and economic impacts (AFAC 2012):

- Repeated unwanted alarms can foster a culture of complacency from building occupants towards the operation of their fire alarm system, adversely affecting community fire safety.
- Community costs arise from lost working time and alarm attendance charges.
- Fire appliances can be delayed in responding to an emergency as a result of having to deal with unwanted fire alarms.

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 prevention/mitigation measures (box 9.3).

Box 9.3 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.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2013.

All jurisdictions have mandated the introduction of smoke detectors into residential structures. Nationally consistent data for all jurisdictions are not available. However, recent Queensland and WA survey data indicate that 94.7 per cent and 92.0 per cent of households, respectively, had an installed smoke alarm/detector in 2011-12, an increase from below 80 per cent a decade ago (table 9A.23).

Fire service organisations have also implemented policies encouraging households to regularly test their smoke detector/alarm to ensure that they are operational. In 2011-12, 87.0 per cent of households in Queensland had a smoke alarm that had been tested in the previous 12 months (table 9A.23).

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.

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 9.4).

Box 9.4 Level of safe fire practices in the community

'Level of safe fire practices in the community' is defined by the measure:

- *Households with fire safety measures*, 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 quality information for this indicator is under development.

The most recent cross-sectional, nationally consistent data available for households with fire safety measures are for four jurisdictions on a variety of safety precautions (NSW, Victoria, Queensland and the ACT), for October 2007 (table 9A.22). Results indicate that across the four jurisdictions between 13.3 and 19.7 per cent of households have a written or rehearsed emergency plan (ABS 2008a).

Some jurisdictions have also conducted their own surveys of household fire safety measures installed or preparedness procedures followed. These surveys have focused on local priorities.

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

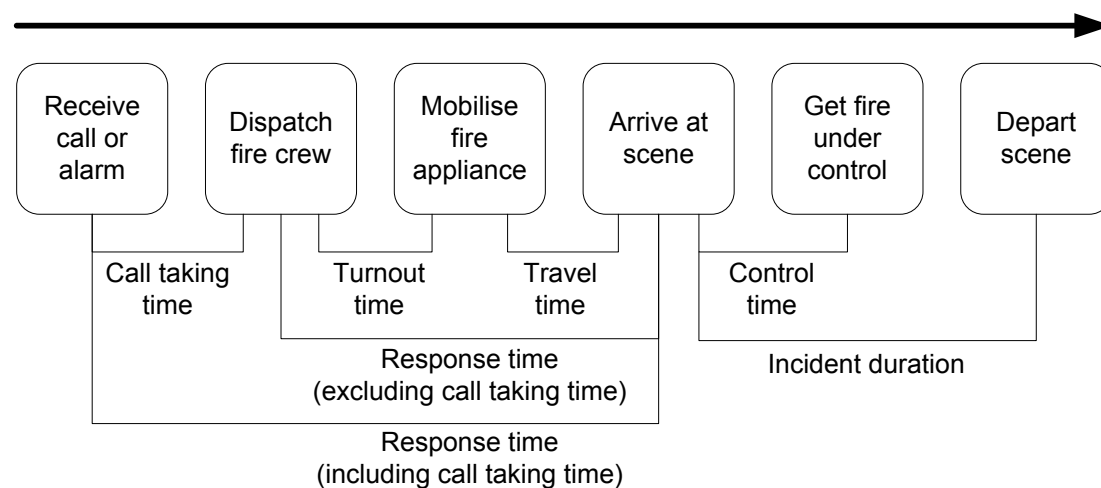
'Response times to structure fires' is an indicator of governments' objective to reduce the adverse effects of fire on the community through timely response activities (box 9.5).

Box 9.5 Response times to structure fires

'Response times to structure fires' (as illustrated below) is defined as the time taken between the arrival of the first fire crew appliance at the scene of a structure fire and:

- *the initial receipt of the call at the communications centre.* Response time (*including* call taking time) reflects the jurisdiction's overall responsiveness to the notification of a structure fire event
- *the dispatch of the responding fire crew.* Response time (*excluding* call taking time) reflects service organisations' responsiveness to the notification of a structure fire event.

Response times are calculated at the 50th and 90th percentile — the time within which 50 per cent and 90 per cent of the first responding fire appliances arrive at the scene of a structure fire, respectively.



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).

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/2013.

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 — data calculated on a state-wide basis for some jurisdictions represent responses to urban, rural and remote areas, while others include urban centres only

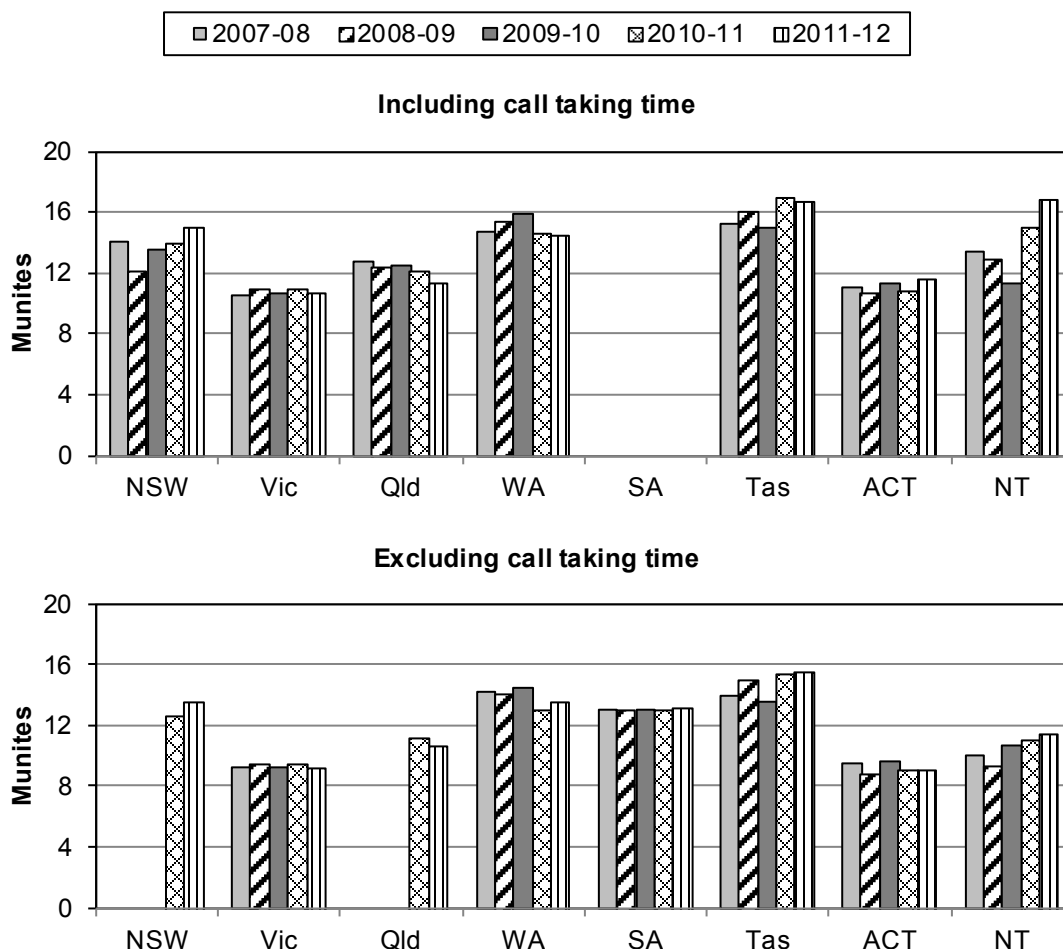
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- the dispersion of the population (particularly rural/urban population proportions), topography, road/transport infrastructure and traffic densities
 - crewing configurations, response systems and processes, and travel distances — for example, some jurisdictions include responses from volunteer stations (often in rural areas) where turnout times are generally longer because volunteers are on call as distinct from being on duty.

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.44, Fire and ambulance services data quality information).

The time within which 50 per cent and 90 per cent of the first responding fire appliances arrive at the scene of a structure fire (the response time at the 50th percentile and 90th percentile respectively) varies across jurisdictions (figure 9.9 and tables 9A.24–9A.26).

Response times can be segmented into remoteness areas based on the ABS Australian Standard Geographical Classification (figure 9.10 and tables 9A.24–9A.26).

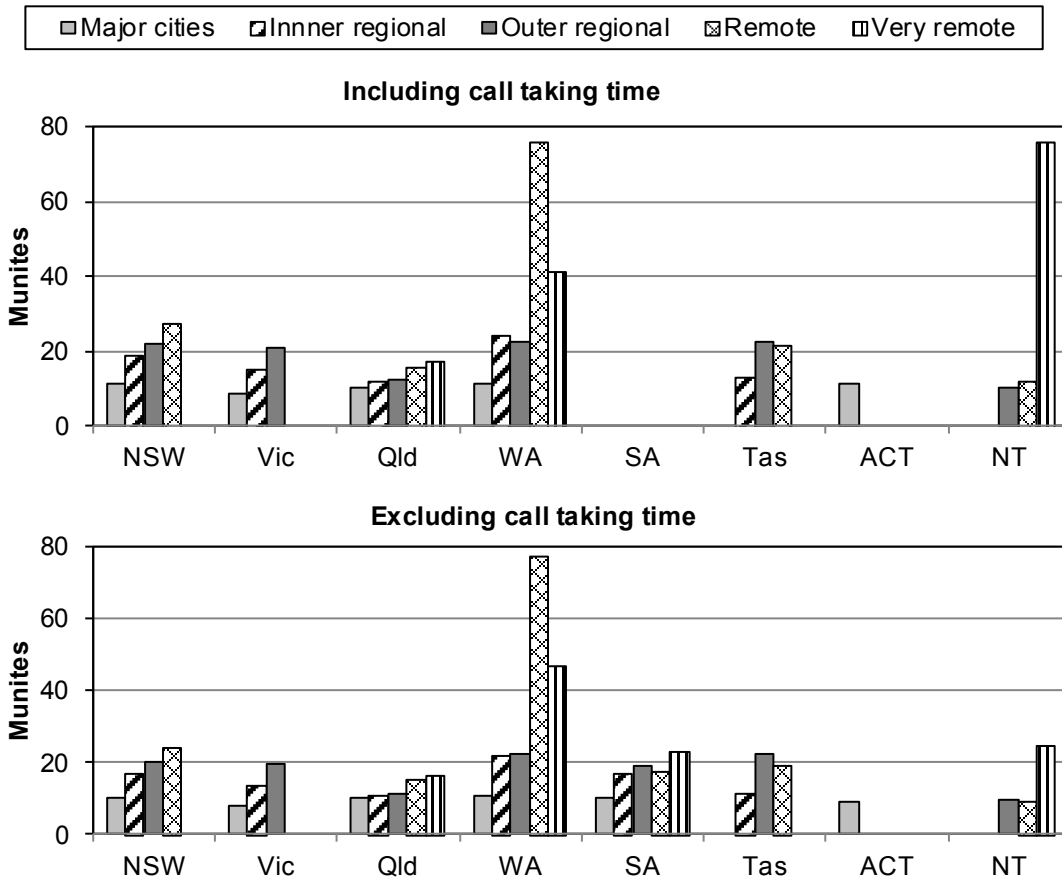
Figure 9.9 Response times to structure fires, state-wide, 90th percentile^{a, b, c, d, e, f, g}



^a 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 taking time are not available prior to 2010-11. ^c Qld: Data excluding call taking 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. Incidents that could not be identified by remoteness category have been included in the statewide calculations only. ^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 taking 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. ^g 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); table 9A.25 and 9A.26.

Figure 9.10 Response times to structure fires, by remoteness area, 2011-12, 90th percentile 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: Data excluding call taking 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. Incidents that could not be identified by remoteness category have been included in the statewide calculations only. **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 taking 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. The Northern Territory Fire and Rescue Service is currently examining its data reporting and inputting processes to ensure accurate reporting in line with the counting rules as defined in the data dictionary. Inconsistencies in data input in this reporting period has resulted in a significant increase in the times reported for responses to structure fires by remoteness of area (90th percentile). The figure for 2011-12 is likely to indicate a considerable exaggeration of times. Changes to the data reporting and inputting processes over the coming months will see this issue rectified by the next report.

Source: State and Territory governments (unpublished); tables 9A.25 and 9A.26.

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 9.6).

Box 9.6 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 9.7).

Box 9.7 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 responses 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.

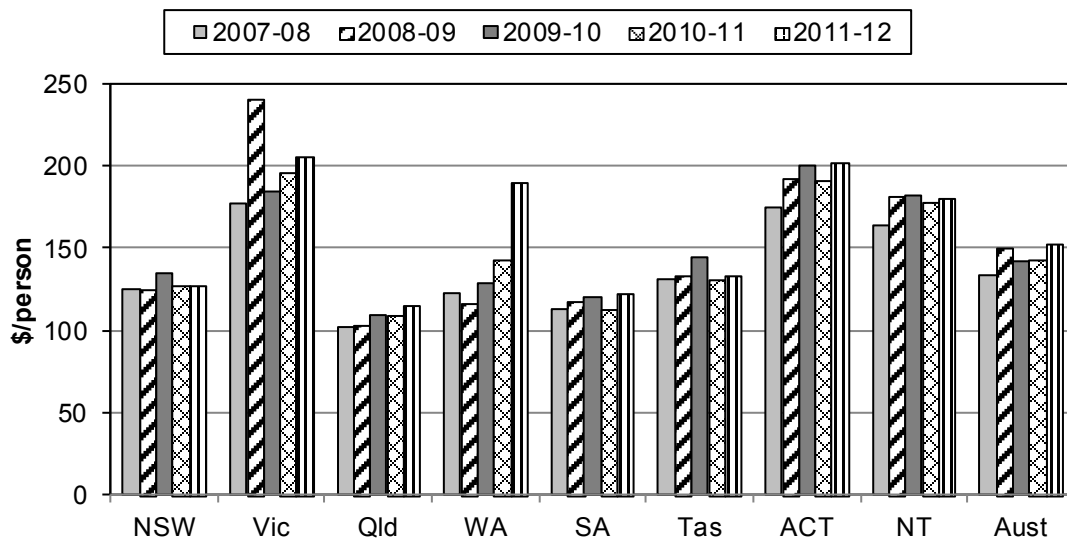
Data reported for this indicator are not directly comparable.

Data quality information for this indicator is under development.

Both government of funding fire service organisations and the total expenditure of fire service organisations are reported, because revenue from fire levies is significant for a number of jurisdictions.

Nationally, the total expenditure of fire service organisations per person in 2011-12 was \$152 (table 9A.27–9A.28 and figure 9.11).

Figure 9.11 Fire service organisations expenditure per person (2011-12 dollars)^{a, b, c, d, e}



^a Data are adjusted to 2011-12 dollars using the gross domestic product (GDP) price deflator (2011-12 = 100) (table AA.51). Recent volatility in the GDP deflator series affects annual movements of real expenditure. See the Statistical appendix (section A.5) for details. 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: DFES provides a wide range of emergency services under an integrated management structure. Data 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 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.

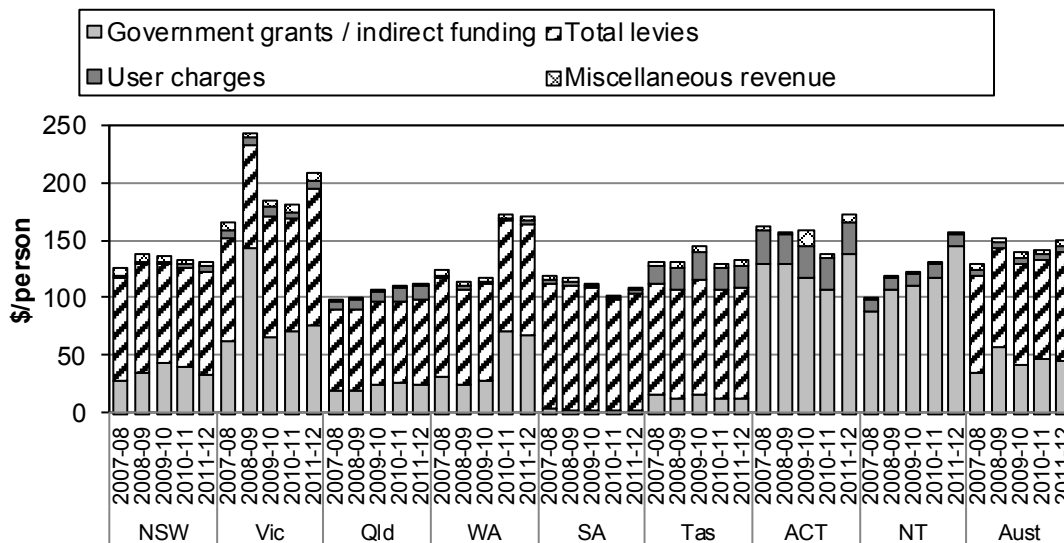
Source: State and Territory governments (unpublished); table 9A.28.

The proportions of funding sources varied across jurisdictions (figure 9.12).

- Nationally, total government grants and indirect government funding of fire service organisations per person in 2011-12 was \$45.75 (30.4 per cent of total funding for fire service organisations, a decrease from 32.5 per cent in 2010-11).

- Levies per person in 2011-12 averaged \$93.78 nationally. Fire levies were raised from levies on property owners or, in some jurisdictions, from levies on both insurance companies and property owners.
- Relatively minor contributions are raised from user charges and miscellaneous revenue (table 9A.29).

Figure 9.12 Fire service organisation funding per person, 2011-12



Source: State and Territory governments (unpublished); table 9A.29.

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). 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 9.8).

Box 9.8 Fire death rate

'Fire death rate' is defined by two measures:

- *Annual fire deaths per million people*, 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 2012).

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 deaths per million people*, 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 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/2013.

Fire death rate — Annual fire death rate

The annual fire death rate was 4.1 deaths per million people in 2010 (92 fire deaths) down from 12.3 deaths per million people in 2009 (which includes deaths related to the Black Saturday Victorian bushfires (figure 9.13). Exposure to smoke, fire and flames accounted for 58 deaths, primarily. Intentional self-harm by smoke, fire and

flames accounted for 17 deaths and 1 death was due to assault by smoke, fire and flames. The remaining fire deaths were of undetermined intent (table 9A.5).

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 influence of large irregular fire events, such as the Black Saturday Victorian bushfires (box 9.9).

Box 9.9 Recent history of Australian bushfires

Bushfire can be considered an environmental factor that has been a part of the Australian landscape for millions of years. Rather than a threat or risk, the biodiversity of Australian fauna and flora have evolved with fire and come to depend on it for their survival (CSIRO 2012).

Bushfires are most common over the savannas of tropical Australia, where some parts of the land burn on an annual basis.

The southern parts of Australia, where the majority of the population resides, are susceptible to large bushfires that threaten life and property.

- Perth Hill Bushfires (WA) — In February 2011, 71 homes were destroyed and an estimated 39 homes damaged by two major fires that affected metropolitan Perth. Approximately 1540 hectares were burned, 517 families were evacuated and at least 12 people were hospitalised. The insured cost was \$35 million.
- Black Saturday Bushfires (Vic) — In February 2009, the 'Black Saturday' fires caused 173 deaths and caused many injuries, burnt 430 000 hectares of land (including 51 towns, 78 communities) destroying homes, businesses, schools and kindergartens. The insured cost was greater than \$1 billion.
- Eyre Peninsula (SA) — In January 2005 a fire started in the Lower Eyre Peninsula. Nine people died in these fires and more than 110 people were injured. Approximately 82 000 ha were burnt, 79 houses were destroyed and 26 homes extensively damaged. The insured cost was \$41 million.

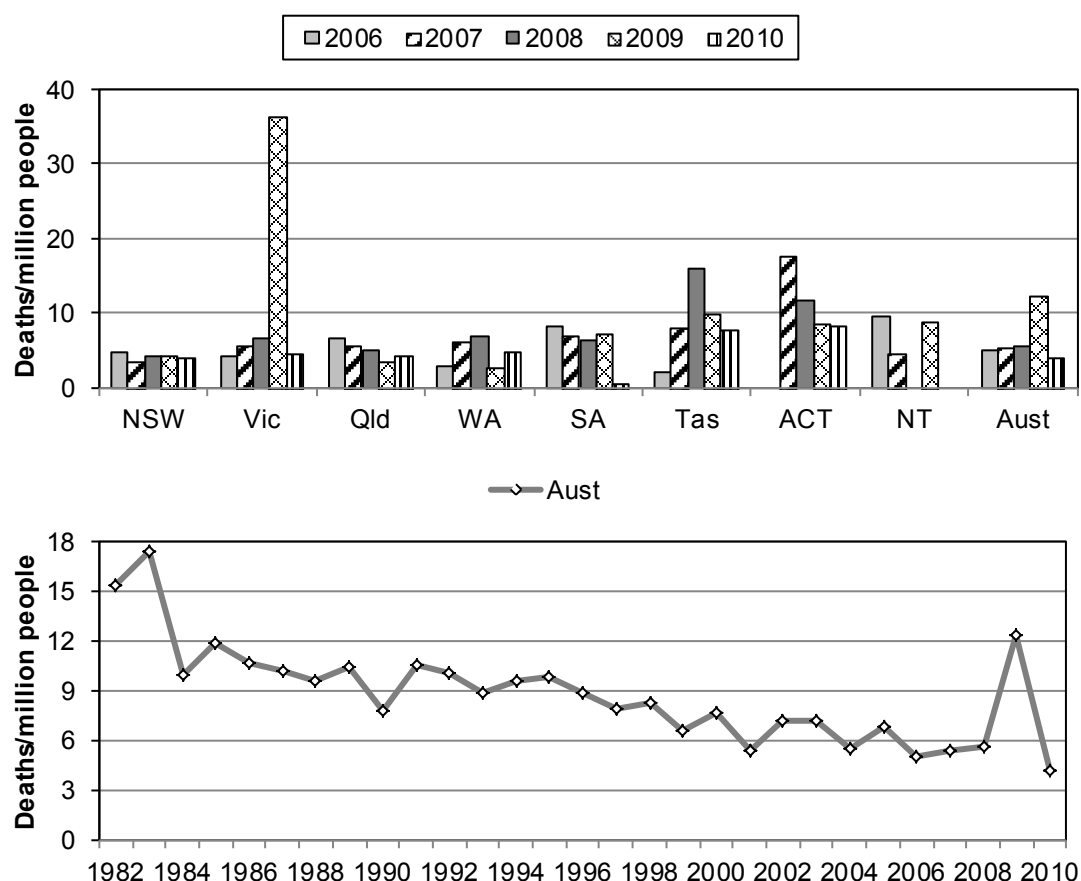
Fire services across Australia strive to establish fire management regimes that take a systematic approach to risk management and identify the assets and potential consequences of wildfires, and possible impacts of mitigation and management options.

Source: CSIRO (2012), Australian Government (2012), ABS (2012)

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.4). Alternatively, annual death rates can be viewed over a longer time series to help identify any underlying trends. In the ten

years from 1982–91 the average deaths per million people was 11.4. In the most recent decade (2001–10), the average deaths per million people was 6.4.

Figure 9.13 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.4.

Fire death rate — 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 9.9). To assist in identifying underlying trends in the annual landscape fire death series, a 30 year time series is provided in table 9A.6.

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>
2007-08	—	0.4	—	1.4	0.6	—	—	4.6	0.3
2008-09	0.1	32.6	—	—	—	—	—	—	8.1
2009-10	0.1	0.2	—	—	—	—	—	—	0.1
2010-11	0.3	—	—	0.4	—	—	—	—	0.1
2011-12	—	0.2	0.2	—	—	—	—	—	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.4 and 9A.5 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). — Nil or rounded to zero.

Source: Australasian Fire and Emergency Service Authorities Council (unpublished); table 9A.6.

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 9.10).

Box 9.10 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.

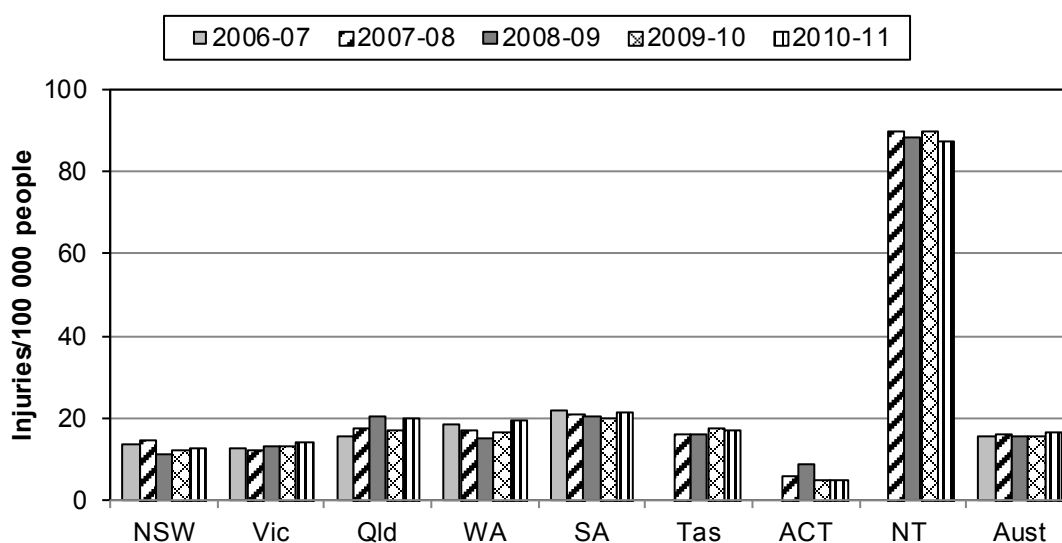
Fire injuries are represented by hospital admissions (excluding emergency department non-admitted casualties) and are reported by the State or Territory where the admission occurs. A person injured by fire may be treated more than once, and in more than one State or Territory. Deaths from fire injuries 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 2010-11, there were 3691 hospital admissions due to fire injury (table 9A.7) and the rate per 100 000 people was 16.4 (figure 9.14).

Figure 9.14 Annual fire hospitalisation rate^{a, b, c, d}



^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). ^d Tas, ACT and NT data for reference year 2006-07 are 'not published'.

Source: Australian Institute of Health and Welfare (AIHW), *National Hospital Morbidity Database* (unpublished); table 9A.7.

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.7).

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 9.11).

Box 9.11 Confinement to room/object of origin

‘Confinement to room/object of origin’ is defined by two measures:

- *Proportion of building fires confined 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 reflects 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.

- *Proportion of building and other structure fires confined 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 require 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.

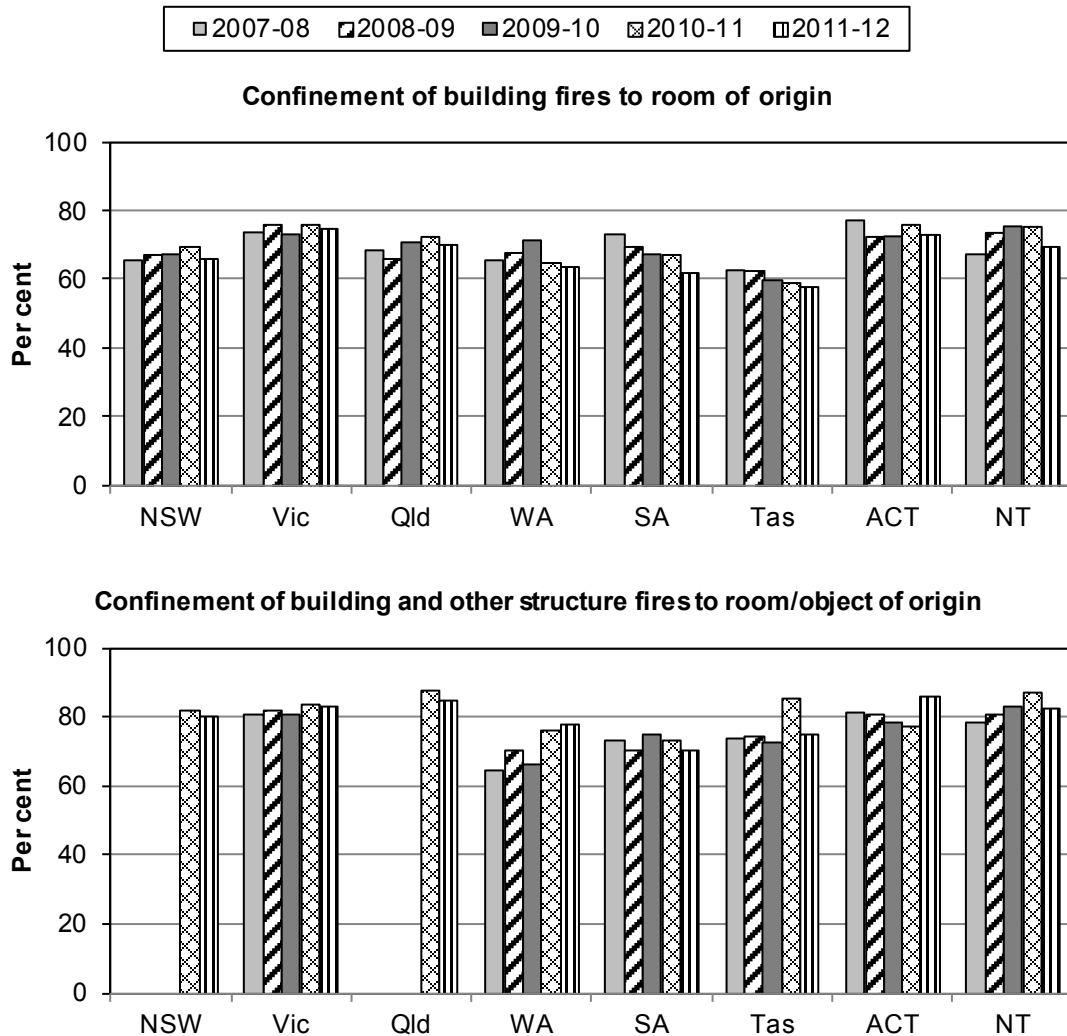
A high or increasing proportion of structure fires confined to the object or room of origin is more desirable.

Data reported for this indicator are not directly comparable.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2013.

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 9.15).

Figure 9.15 **Structure fires confined to the room/object of origin^{a, b, c, d, e}**



^a NSW: Data for other structure fires confined to object of origin are not available prior to 2010-11. ^b 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. ^c WA: Total confinement percentages include fires confined but not classified as either accidental or suspicious. ^d 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. ^e 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.8 and 9A.9.

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 2011-12 (table 9A.8, 9A.9). However, trends in individual jurisdictions' rates have varied.

Value of asset losses from structure fire

'Value of asset losses from structure fire' (box 9.12) is an indicator of the effect of fire on property. These data are expressed in real terms.

Box 9.12 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). 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.

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:

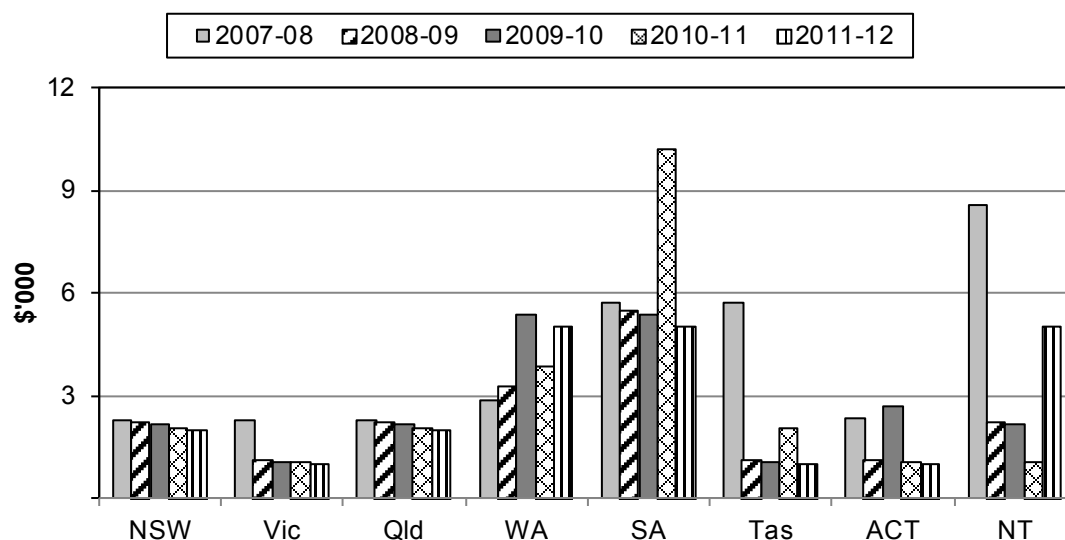
- these data have not been adjusted for jurisdictional differences in the costs and values of various types of building
- the method of valuing property loss from fire varies across jurisdictions.

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

In real terms, the median dollar loss varies across jurisdictions and over time (figure 9.16).

Figure 9.16 **Median dollar loss per structure fire (2011-12 dollars)^{a, b, c, d, e, f, g}**



^a Data are adjusted to 2011-12 dollars using the gross domestic product (GDP) price deflator (2011-12 = 100) (table AA.51). Recent volatility in the GDP deflator series affects annual movements of real expenditure. See the Statistical appendix (section A.5) for details. 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 2007-08 there were 19 structure fires 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. The 2010-11 and 2011-12 results are based on the values over the previous five years due to a systems issue. It is anticipated that this issue will be resolved during 2012-13. ^e WA: Dollar losses are based on estimated values provided by firefighters. ^f SA: In 2011-12 there was a large petrochemical fire which accounted for \$10 million loss. In 2008-09 two fires accounted for 35 per cent of reported dollar loss. ^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.

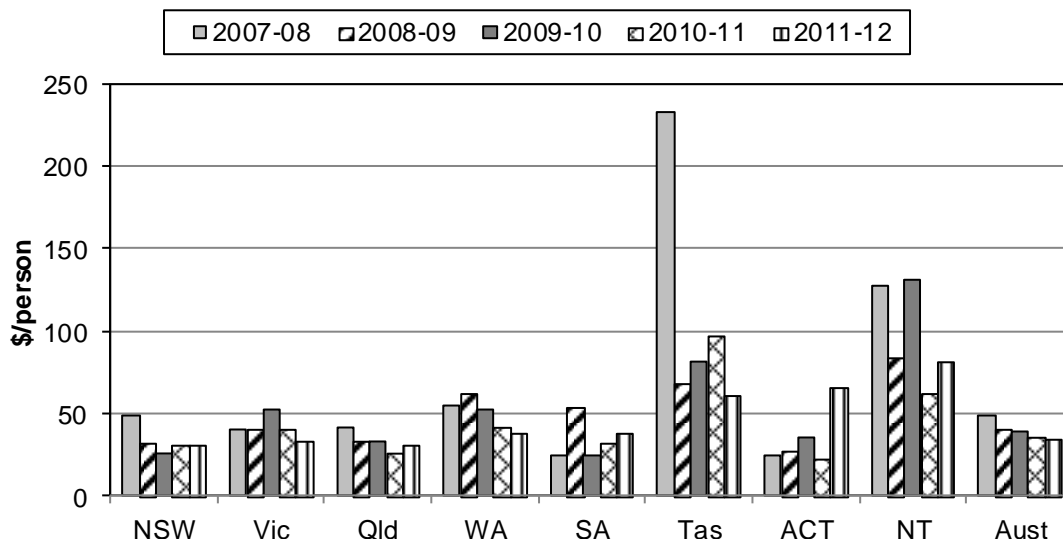
Source: State and Territory governments (unpublished); table 9A.10.

Property loss per person

The property loss per person (expressed in real terms) has fluctuated over time in all jurisdictions (figure 9.17).

Data for the three year average property loss per person are also available in the attachment tables (table 9A.11).

**Figure 9.17 Property loss from structure fire per person
(2011-12 dollars)^{a, b, c, d, e, f, g, h, i, j}**



^a Data are adjusted to 2011-12 dollars using the gross domestic product (GDP) price deflator (2011-12 = 100) (table AA.51). Recent volatility in the GDP deflator series affects annual movements of real expenditure. See the Statistical appendix (section A.5) for details. 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 2007-08 there were 19 structure fires 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. 2010-11 data are understated due to a systems issue. It is anticipated that this issue will be resolved during 2012-13. ^f WA: Dollar losses are based on estimated values provided by firefighters. ^g SA: In 2011-12 there was a large petrochemical fire which accounted for \$10 million loss. In 2008-09 two fires accounted for 35 per cent of reported dollar loss. ^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.11.

9.4 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 (Emergency management sector overview — 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.35.

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 9.13). 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 funding of air ambulance services is external to the ambulance service organisations.

Box 9.13 Relationships of primary ambulance response and management organisations to government

<i>NSW</i>	<i>Ambulance Service of NSW</i> — a division of the Ministry 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 and Community Safety.
<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 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 and Rescue, 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 \$2.4 billion in 2011-12 (table 9.3). Nationally, revenue increased each year from 2007-08 to 2011-12 (in real terms), with an average annual growth rate of 4.9 per cent.

Ambulance service organisations are funded by a variety of sources, with non-government sources making a significant contribution.

The primary sources of revenue across all jurisdictions in 2011-12 were grants from State and Territory governments, transport fees (from public hospitals, private citizens and insurance) and other revenue (subscriptions, donations and miscellaneous revenue) (table 9A.30).

**Table 9.3 Revenue of ambulance service organisations
(2011-12 dollars) (\$ million)^{a, b}**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SAC^c</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2007-08	621.0	534.9	468.4	135.9	157.5	38.0	24.4	22.6	2 002.6
2008-09	671.0	556.1	501.3	131.4	193.9	47.1	25.2	24.0	2 149.9
2009-10	703.4	583.0	529.2	146.1	194.3	54.9	25.0	20.3	2 256.3
2010-11	686.6	586.1	551.7	176.2	200.6	55.1	28.5	22.4	2 307.2
2011-12	715.3	609.6	572.1	209.3	207.3	56.0	35.8	23.5	2 428.9

^a Data are adjusted to 2011-12 dollars using the gross domestic product (GDP) price deflator (2011-12 = 100) (table AA.51). Recent volatility in the GDP deflator series affects annual movements of real expenditure. See the Statistical appendix (section A.5) for details. 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 the 2012 Report 2010-11 ambulance financial and workforce data were not available due to reporting system issues. This was rectified for the 2013 Report.

Source: State and Territory governments (unpublished); table 9A.30.

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
- casualty room attendance.

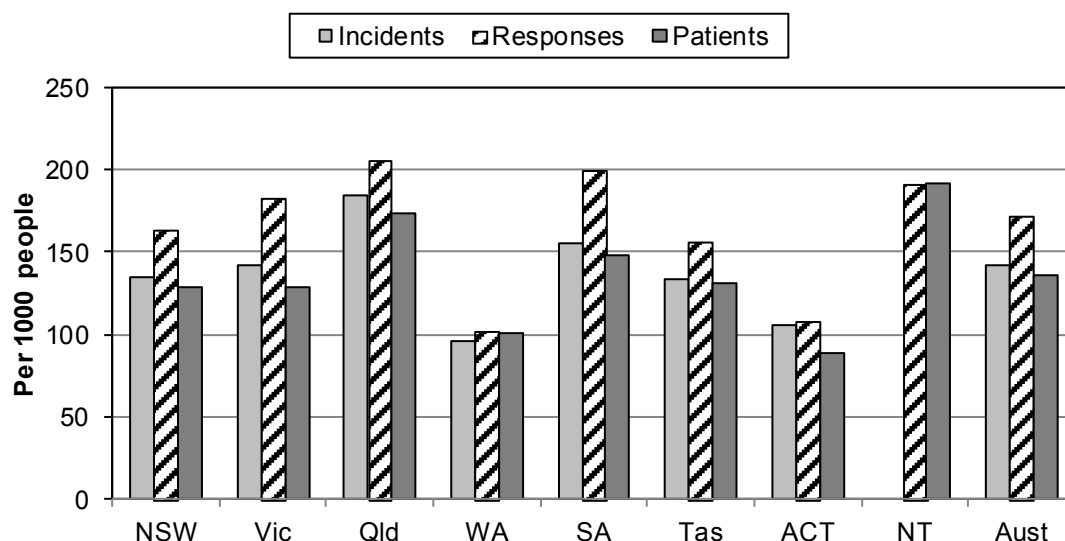
Nationally, ambulance service organisations attended 3.2 million incidents in 2011-12 (table 9A.31). Most of these were emergency incidents (44.0 per cent). Ambulance service organisations also attended a large number of urgent incidents (23.3 per cent) and non-emergency incidents (32.5 per cent).

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 172 responses per 1000 people and 136 patients per 1000 people, in 2011-12 (figure 9.18).

Figure 9.18 Reported ambulance incidents, responses and patients, 2011-12^{a, b, c, d, e, f}



^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: reports the incident and response figures that resulted in patients being attended to or transported. ^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 Aust: Data for incidents excludes NT. ^f 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.31.

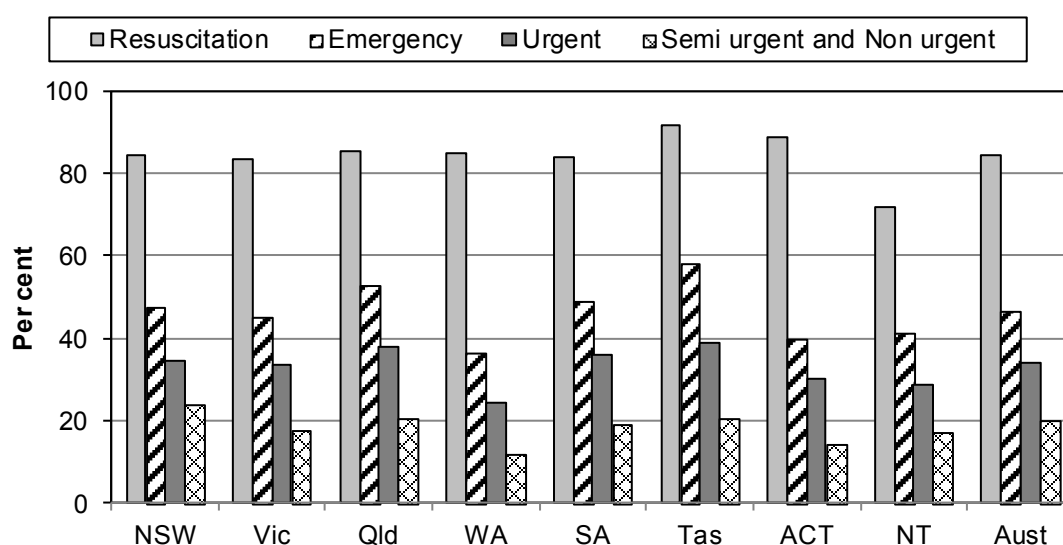
Emergency department triage category by ambulance transport rate

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. (The triage category assigned by emergency departments may differ to the priority originally assigned by ambulance service organisations.) It is a 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 2011-12, 84.6 per cent of emergency department patients in triage category 'Resuscitation' and 46.7 per cent of 'Emergency' patients arrived by ambulance, air ambulance or helicopter rescue services. For all triage categories, 24.0 per cent of patients arrived by ambulance, air ambulance or helicopter rescue services (figure 9.19).

Figure 9.19 Emergency department patients who arrived by ambulance, air ambulance or helicopter rescue services, by triage category 2011-12 (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 (2012) *Australian Hospital Statistics 2011-12: emergency department care*, Health services series. Cat. no. HSE 126; table 9A.32.

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 2011-12, 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, 2011-12^{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	–	–	–	1	–	–	9
Helicopter	5	5	–	–	–	–	–	–	10
Operated by other service providers									
Fixed wing	1	–	14	13	7	–	–	–	35
Helicopter	5	–	12	3	3	1	1	–	25
Total aircraft	15	9	26	16	10	2	1	–	79
Expenditure (\$'000)	90 899	64 387	–	1 226	9 000	3 863	592	600	170 567

^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 three spare aircraft to support the fixed wing network. The helicopter network comprises of a total of 12 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.37.

Human resources

Data on human resources are reported by operational status on a full time equivalent (FTE) basis for salaried personnel and a head count basis for volunteers. 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.

Nationally, 14 788 FTE salaried personnel were involved in the delivery of ambulance services in 2011-12. The majority of salaried ambulance personnel in 2011-12 were ambulance operatives (81.8 per cent) (table 9A.33).

Nationally, over 6012 volunteer personnel (comprising 5355 operatives and 657 support personnel) participated in the delivery of ambulance services in 2011-12. 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.33).

Nationally, there were 1670 ambulance community first responders in 2011-12 (table 9A.33). In some locations the first responder service is provided by another emergency service agency, for example, a fire service.

9.5 Framework of performance indicators for ambulance events

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 ambulance services for the purposes of this Report (box 9.14).

Box 9.14 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.

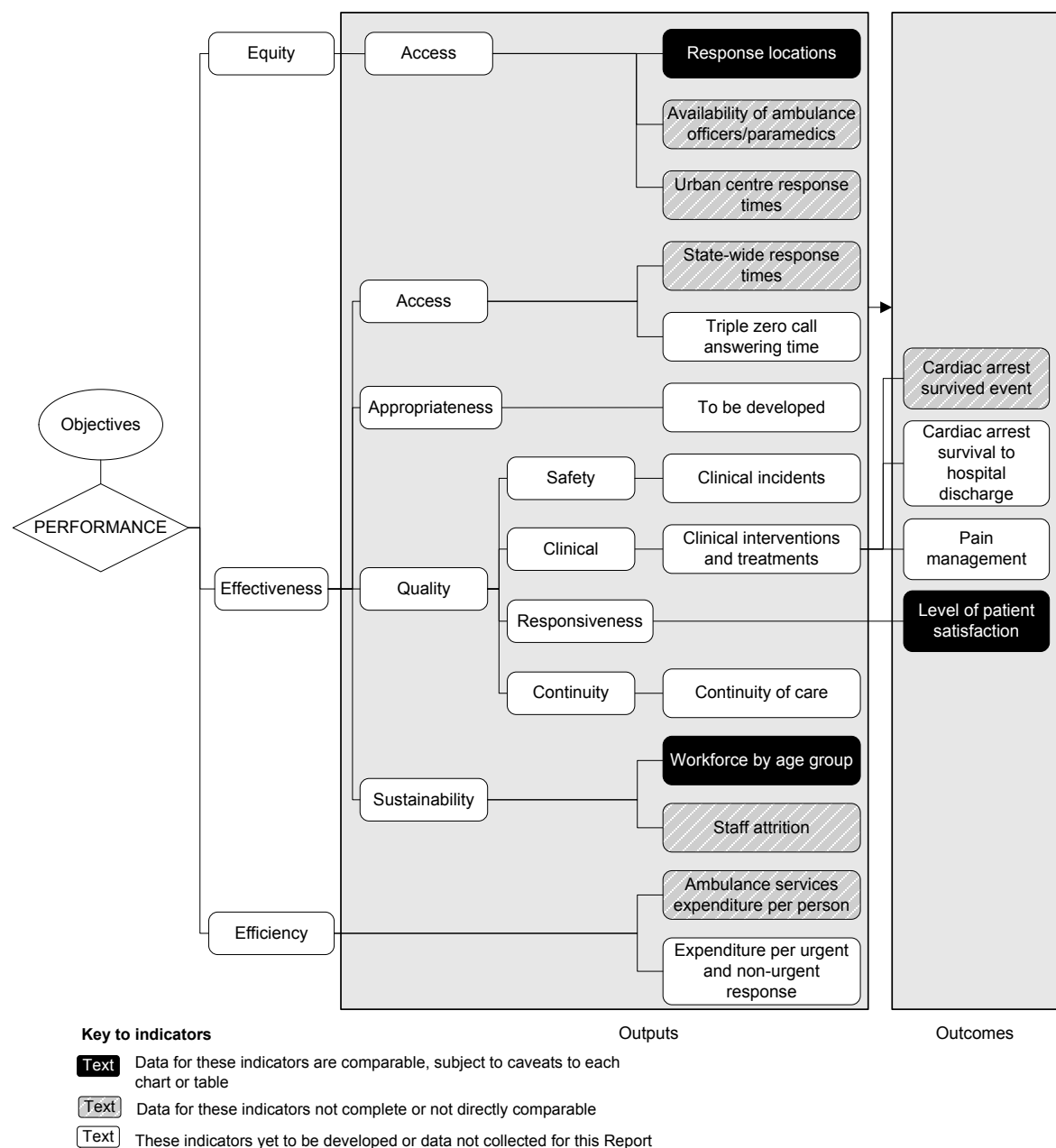
Ambulance services also contribute to managing community risks and enhancing public safety through various measures including fostering public education in first aid.

The performance indicator framework provides information on equity, efficiency and effectiveness, and distinguishes the outputs and outcomes of ambulance services (figure 9.20). This framework is based on the general framework for the health section of the 2013 Report and shows which data are comparable in the 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). Definitions of all indicators are provided in section 9.9.

Data quality information (DQI) is being progressively introduced for all indicators in the Report. The purpose of DQI is to provide structured and consistent information about quality aspects of data used to report on performance indicators. DQI in this Report cover the seven dimensions in the ABS' data quality framework (institutional environment, relevance, timeliness, accuracy, coherence, accessibility and interpretability) in addition to dimensions that define and describe performance indicators in a consistent manner, and note key data gaps and issues identified by the Steering Committee. All DQI for the 2013 Report can be found at www.pc.gov.au/gsp/reports/rogs/2013.

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.

Figure 9.20 Ambulance events performance indicator framework



9.6 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 9.15).

Box 9.15 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.

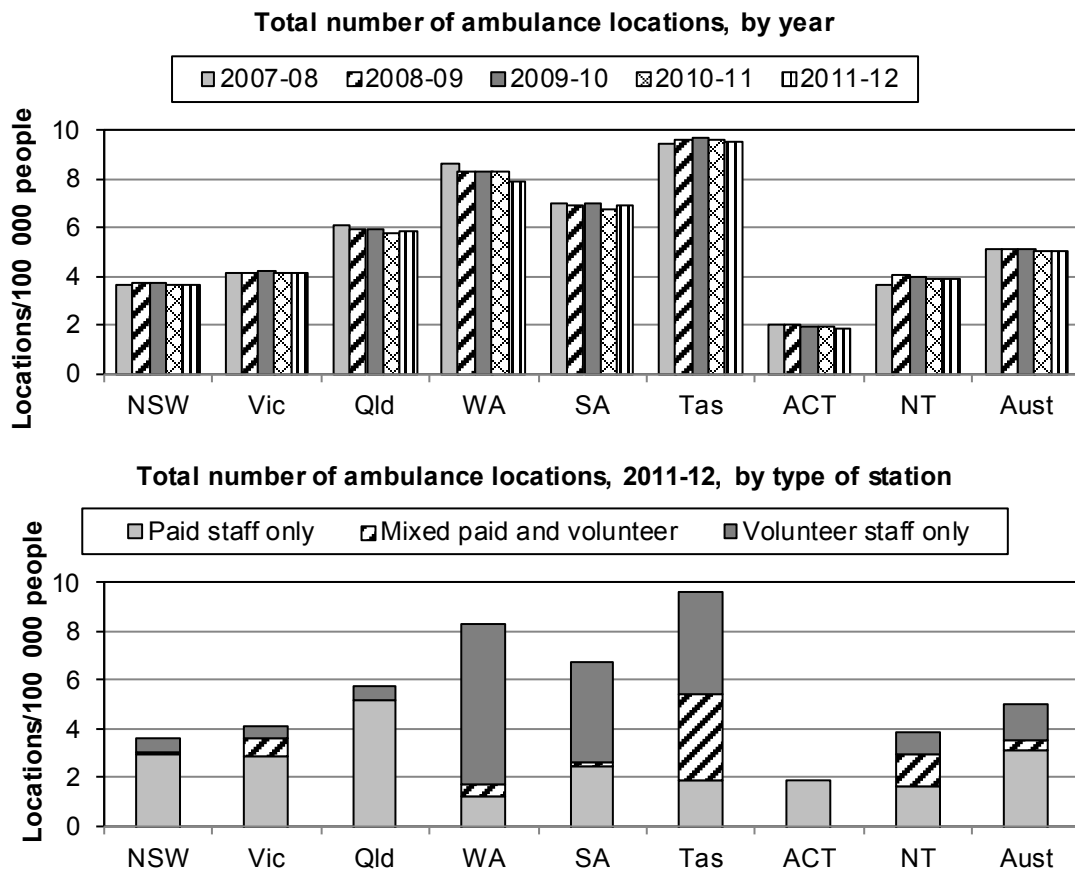
This indicator complements the ‘availability of paramedics’ indicator, as some jurisdictions’ ambulance workforce comprises a large proportion of volunteers, particularly in rural and remote locations. This indicator also helps explain variation in expenditure for ambulance services across jurisdictions. 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 reported for these indicators are comparable.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2013.

In 2011-12, the number of salaried, mixed and volunteer response locations per 100 000 people varied across jurisdictions (table 9A.36 and figure 9.21).

Figure 9.21 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.36.

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 9.16).

Box 9.16 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.

High or increasing availability of ambulance officers/paramedics per 100 000 people (indicating high or increasing ambulance service availability) is desirable.

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 of 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.

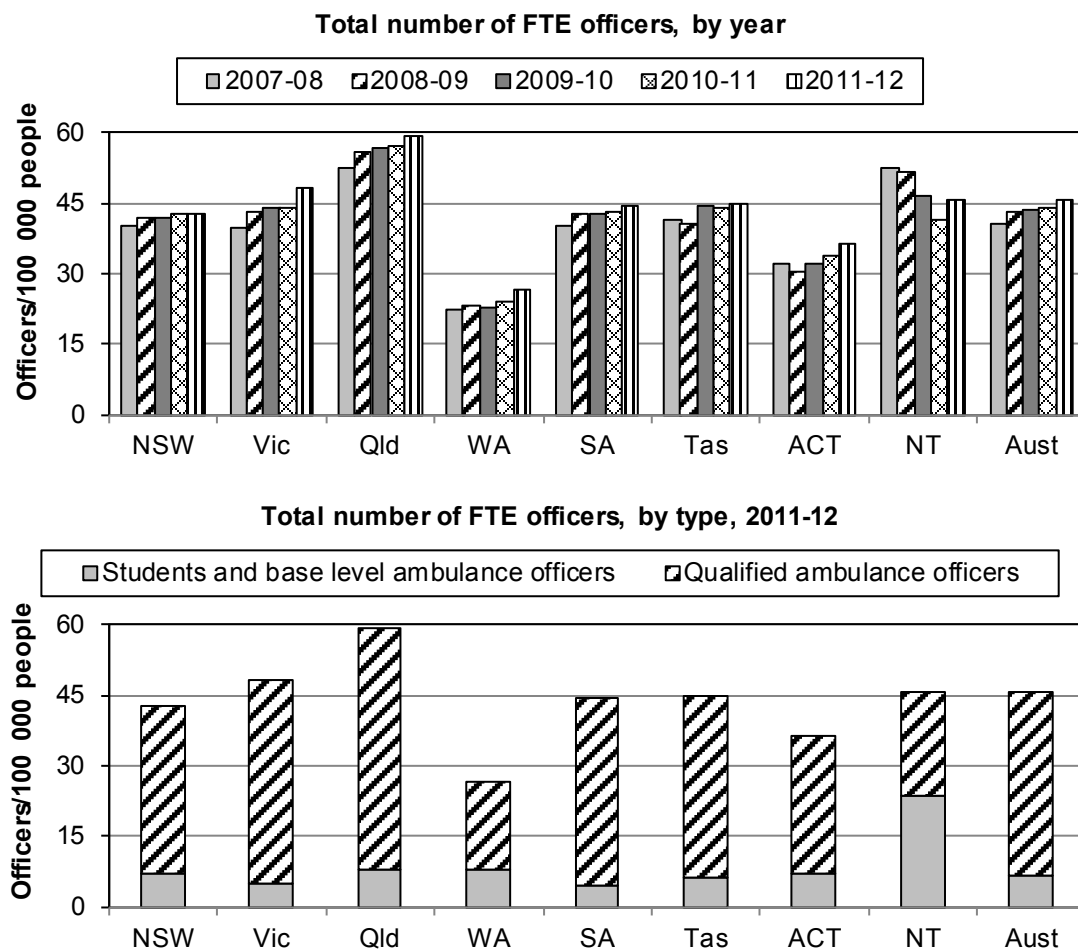
This indicator needs to be interpreted with care because ambulance responses in some jurisdictions, particularly in rural and remote locations, are predominantly provided by volunteers. Therefore the results reported may indicate a lower level of access for these jurisdictions. However, this indicator 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 45.9 FTE ambulance officers (including student and base level officers) per 100 000 people in 2011-12, which varied across jurisdictions (table 9A.33 and figure 9.22).

Figure 9.22 Number of full time equivalent ambulance officers^{a, b, c}



^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 and Aust: 2010-11 ambulance financial and workforce data have been revised as data not available for the 2012 Report due to reporting system issues.

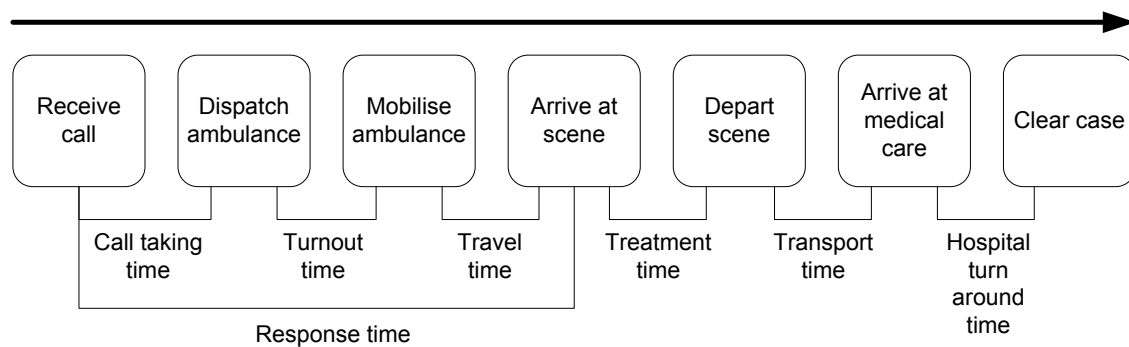
Source: State and Territory governments (unpublished); table 9A.33.

Response times

‘Response times’ are indicators of governments’ objective of providing equitable, accessible and effective ambulance services to communities (box 9.17).

Box 9.17 Response times

'Response times' (as illustrated below) is defined as the time taken between the arrival of the first responding ambulance resource at the scene of an emergency in code 1 situations and the initial receipt of the call for an emergency ambulance at the communications centre.



Response times are calculated at the 50th and 90th percentile — the time within which 50 per cent and 90 per cent of the first responding ambulance resources arrive at the scene of an emergency in code 1 situations, respectively.

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.

Data quality information for this indicator is under development.

Response time data need to be interpreted with care, because performance is not directly comparable across jurisdictions. There are many factors that influence response times including:

- land area, and population size and density — data calculated on a state-wide basis for some jurisdictions represent responses to urban, rural and remote areas, while others include urban centres only
- the dispersion of the population (particularly rural/urban population proportions), topography, road/transport infrastructure and traffic densities
- crewing configurations, response systems and processes, and travel distances — for example, some jurisdictions include responses from volunteer stations (often in rural areas) where turnout times are generally longer because volunteers are on call as distinct from being on duty.

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.

Urban centre response times

‘Urban centre response times’ is an indicator of governments’ objective of providing equitable and accessible ambulance services to communities (box 9.18).

Box 9.18 Urban centre response times

‘Urban centre response times’ is the response time, as defined in box 9.17. 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.

Short 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.

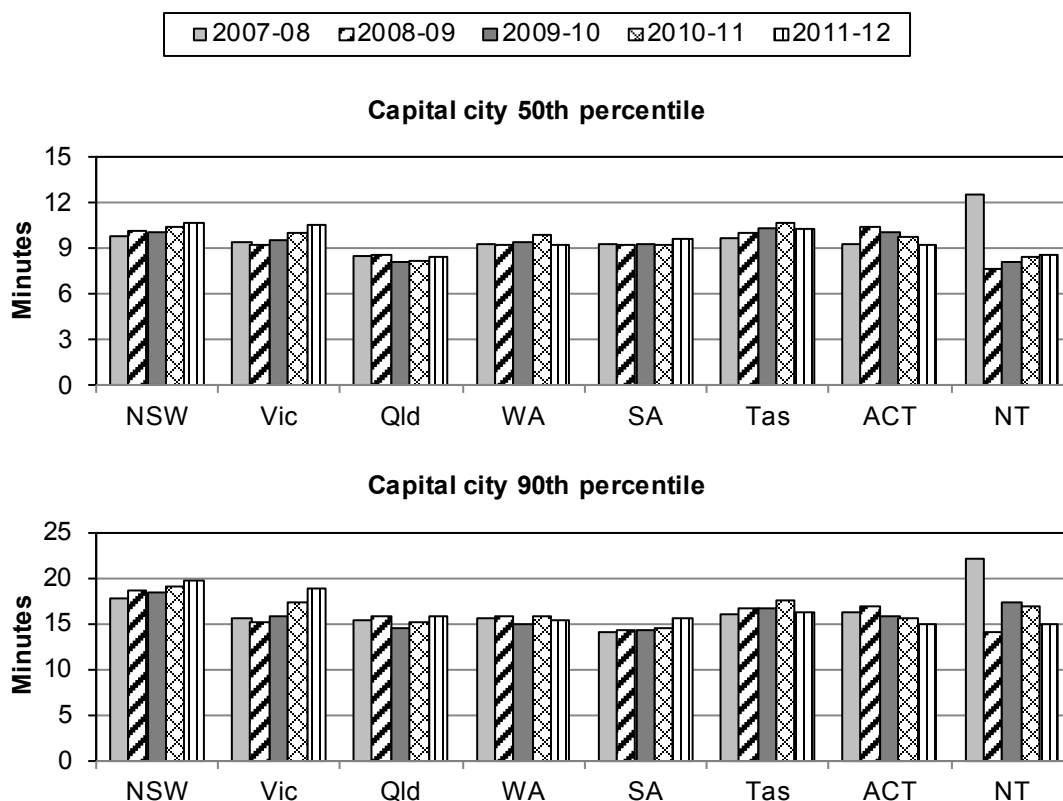
Data for this indicator are not directly comparable.

Data quality information for this indicator is under development.

In 2011-12, 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 8.5 to 10.7 minutes (table 9A.40). 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 14.8 to 19.7 minutes across jurisdictions (table 9A.40).

Capital city response times within most jurisdictions remained steady between 2007-08 and 2011-12 (figure 9.23).

Figure 9.23 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.40.

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 9.19).

Box 9.19 State-wide response times

‘State-wide response times’ is the response time, as defined in box 9.17, for state-wide responses.

Short or reducing response times suggest the adverse effects on patients and the community of emergencies requiring ambulance services are reduced.

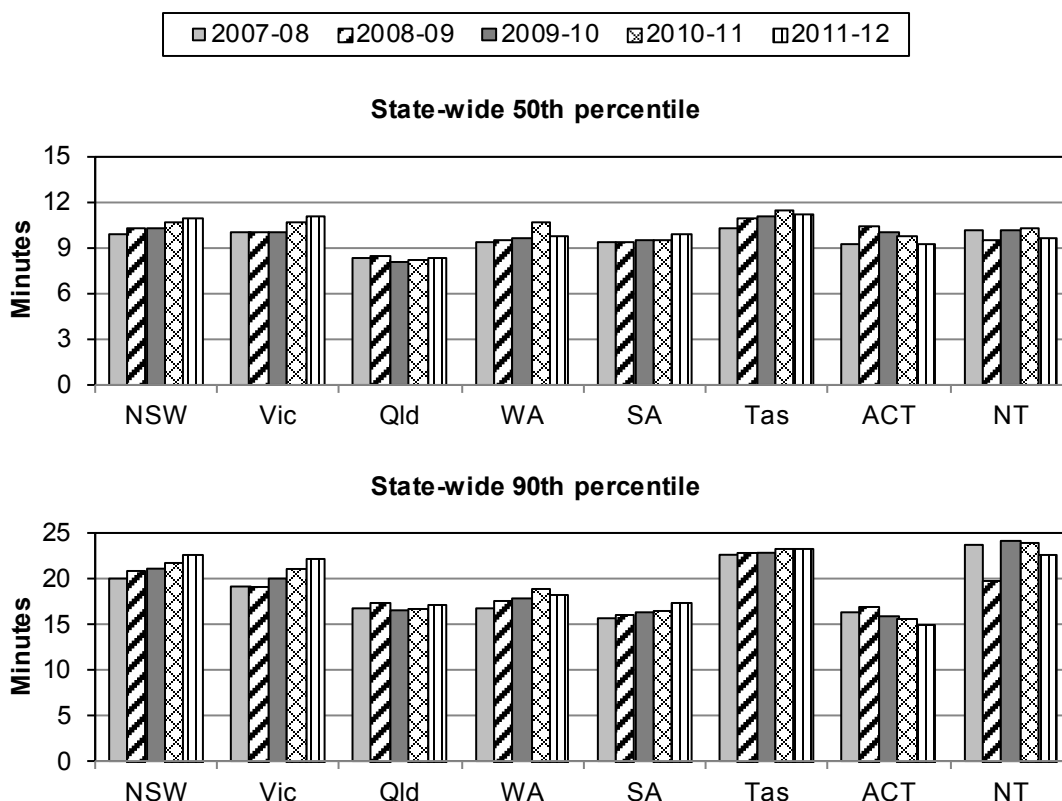
Data for this indicator are not directly comparable.

Data quality information for this indicator is under development.

In 2011-12, 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 8.3 to 11.2 minutes (table 9A.40). 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 14.8 to 23.1 minutes (table 9A.40).

State-wide response times within most jurisdictions remained relatively steady between 2007-08 and 2011-12 (figure 9.24). Some jurisdictions’ data indicate increases in response times over this 5 year period (table 9A.40).

Figure 9.24 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. 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.40.

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 9.20).

Box 9.20 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 9.21).

Box 9.21 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 measured 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 9.22).

Box 9.22 Clinical incidents

'Clinical incidents' are broadly defined as adverse events that occur because of ambulance service system failure, 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 9.23).

Box 9.23 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 9.24).

Box 9.24 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 might 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 9.25).

Box 9.25 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).

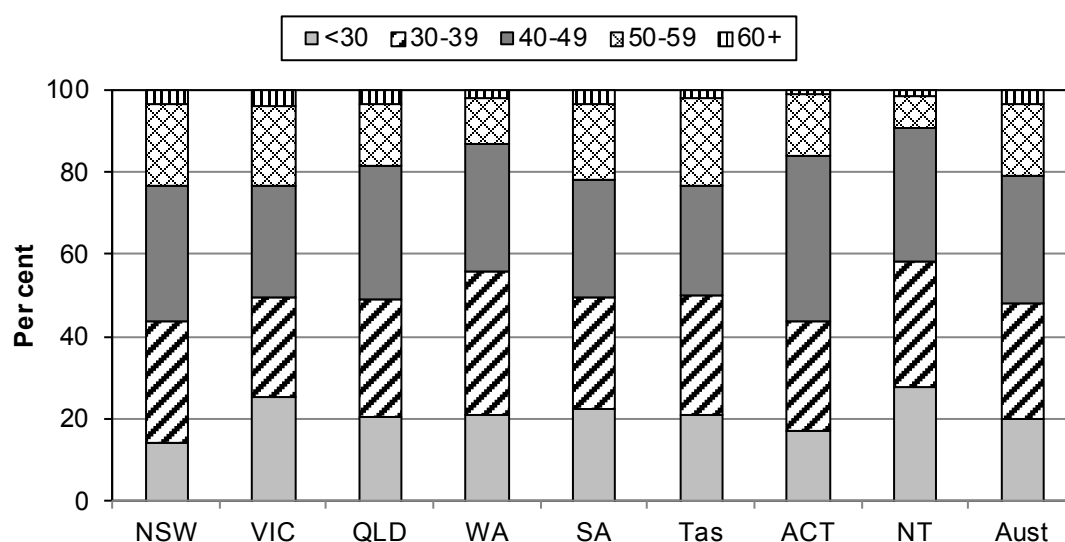
A low or decreasing proportion of the workforce who are in the younger age groups and/or a high or increasing proportion who are closer to retirement, the more likely sustainability problems are to arise in the coming decade as the older age group starts to retire.

Data reported for these indicators are comparable.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2013.

The age profile of the ambulance workforce for each jurisdiction is shown in figure 9.25. Nationally in 2011-12, around 78.8 per cent of the ambulance workforce were aged under 50 a decrease from 81.0 in 2007-08 (table 9A.34).

Figure 9.25 Ambulance workforce, by age group, 2011-12



Source: State and Territory governments (unpublished), table 9A.34.

Staff attrition

‘Staff attrition’ is an indicator of governments’ objective to deliver sustainable ambulance services (box 9.26).

Box 9.26 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.

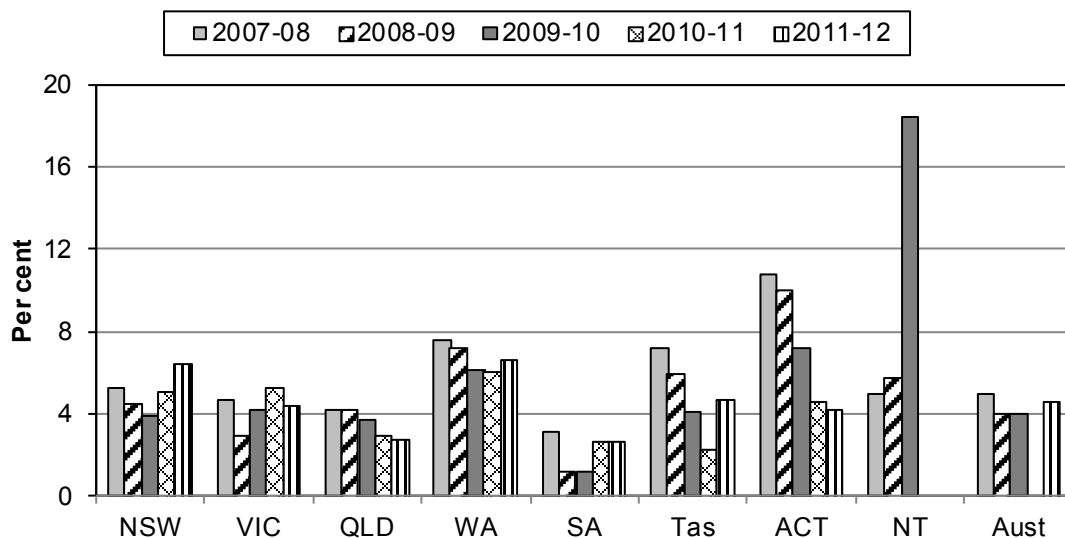
Low or decreasing levels of staff attrition are desirable.

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 9.26. Across jurisdictions, the staff attrition rate was between 2.6 per cent and 6.5 per cent in 2011-12.

Figure 9.26 **Ambulance staff attrition^{a, b}**



^a SA and Aust: 2010-11 ambulance financial and workforce data have been revised as data not available for the 2012 Report due to reporting system issues.

Source: State and Territory governments (unpublished), table 9A.34.

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 organisation's expenditure per person

'Ambulance service organisations' expenditure per person' is an indicator of governments' objective to deliver efficient ambulance services (box 9.27).

Box 9.27 Ambulance service expenditure per person

‘Ambulance service organisations’ expenditure per person’ is defined as total ambulance 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 events requiring ambulance service response fire events (such as more serious para-medical challenges). Similarly, low or declining expenditure per person may reflect improving efficiency or lower quality responses or less challenging cases.

Expenditure per person is employed as a proxy for efficiency. Expenditure per ambulance event is not used as a proxy for ambulance service organisation efficiency because an organisation that applies more resources to the prevention and preparedness components of community safety to reduce the demand for ambulance services could erroneously appear to be less efficient.

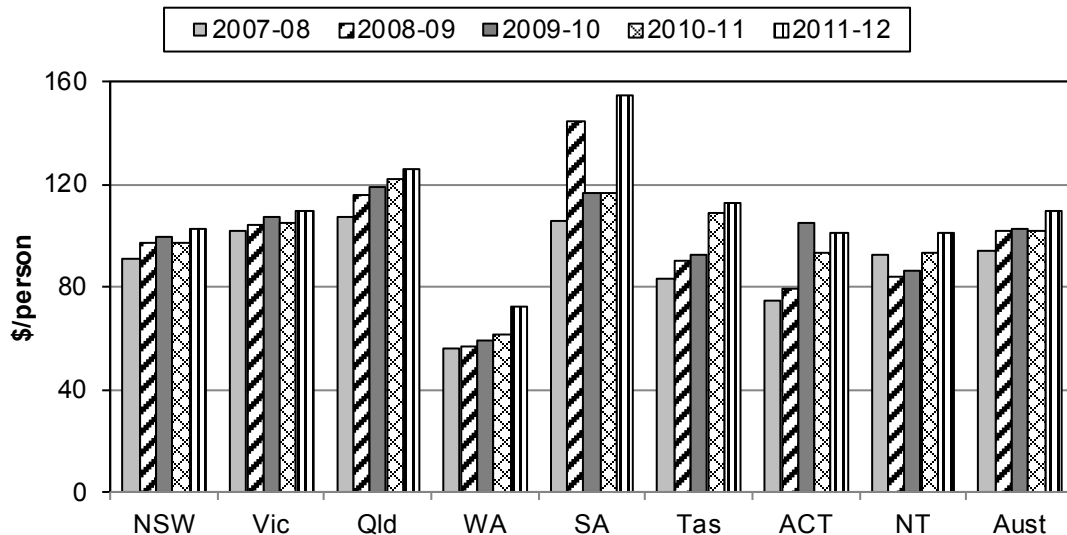
Data for this indicator are not directly comparable.

Data quality information for this indicator is under development.

Total cost of ambulance service organisations and the cost to government of funding ambulance service organisations are reported. Both are reported, because revenue from transport fees is significant for a number of jurisdictions.

Nationally, total expenditure on ambulance service organisations was \$109.58 per person in 2011-12 (figure 9.27).

Figure 9.27 **Ambulance service organisations' expenditure per person (2011-12 dollars)^{a, b, c, d, e}**



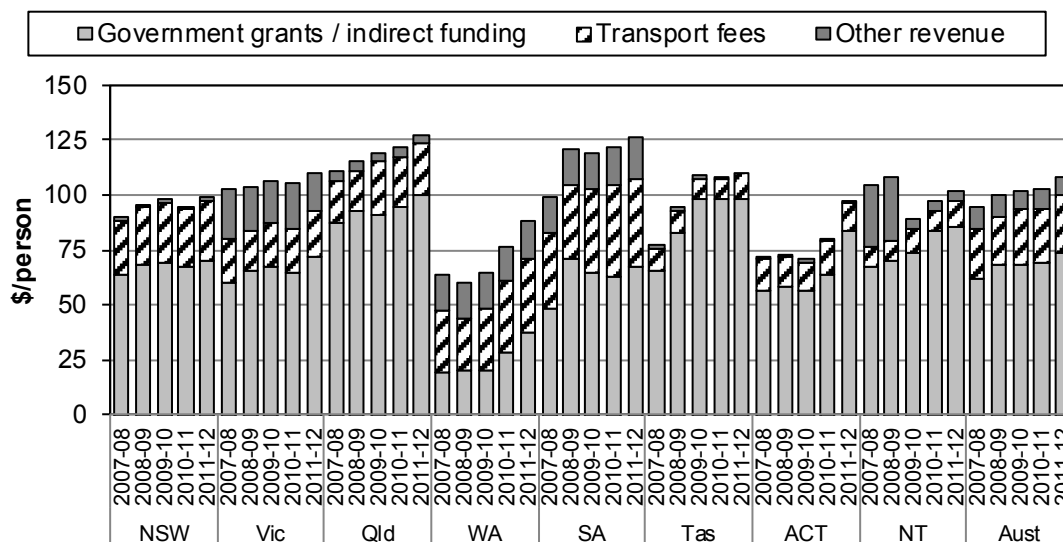
^a Data are adjusted to 2011-12 dollars using the gross domestic product (GDP) price deflator (2011-12 = 100) (table AA.51). Recent volatility in the GDP deflator series affects annual movements of real expenditure. See the Statistical appendix (section A.5) for details. ^b Historical rates in this figure 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: 2011-12 SA Ambulance Service results include some significant once-off items. There are two items involving calculations of net present value using the long term government bond rate as the long term discount rate. In 2012 that rate reduced significantly which caused increases in: (1) Long Service Leave Liability which was re-valued up by about \$9 million. (2) the Defined Benefit Superannuation Fund liability which experienced an actuarial loss of about \$24 million. The 2011-12 results also includes back-pay for an Enterprise Bargaining Agreement. The SAAS EB has a preserved commencement date and consequently once the EB is ratified some increases are backdated to end of the last agreement (31 December 2010). The 2011-12 results include a retrospective adjustment of approximately \$4 million for the 6 months from January 2011 to June 2011. 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 and Aust: 2010-11 ambulance financial and workforce data have been revised as data not available for the 2012 Report due to reporting system issues.

Source: State and Territory governments (unpublished); table 9A.42.

The proportions of funding sources varied across jurisdictions (figure 9.28).

- Nationally, total government grants and indirect government funding of ambulance service organisations per person in 2011-12 was \$73.61 (68.0 per cent of total funding for ambulance service organisations).
- Transport fees in 2011-12 averaged \$25.70 per person.
- The remaining \$8.72 funding per person was from other revenue (table 9A.43).

Figure 9.28 Sources of ambulance service organisations' revenue per person, 2011-12^{a, b}



^a SA and Aust: 2010 11 ambulance financial and workforce data have been revised as data not available for the 2012 Report due to reporting system issues. ^b Other revenue is equal to the sum of subscriptions, donations and miscellaneous revenue.

Source: State and Territory governments (unpublished); table 9A.43.

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 9.28).

Box 9.28 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 9.29).

Box 9.29 Cardiac arrest survived event rate

‘Cardiac arrest survived event rate’ is defined by three 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
 - 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)
 - have a return of spontaneous circulation (ROSC) on arrival at hospital.
- the percentage of patients aged 16 years and over who:
 - were in out-of-hospital cardiac arrest that occurred in the presence of ambulance paramedic or officer
 - 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).

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 high or increasing cardiac arrest survived event rate is desirable.

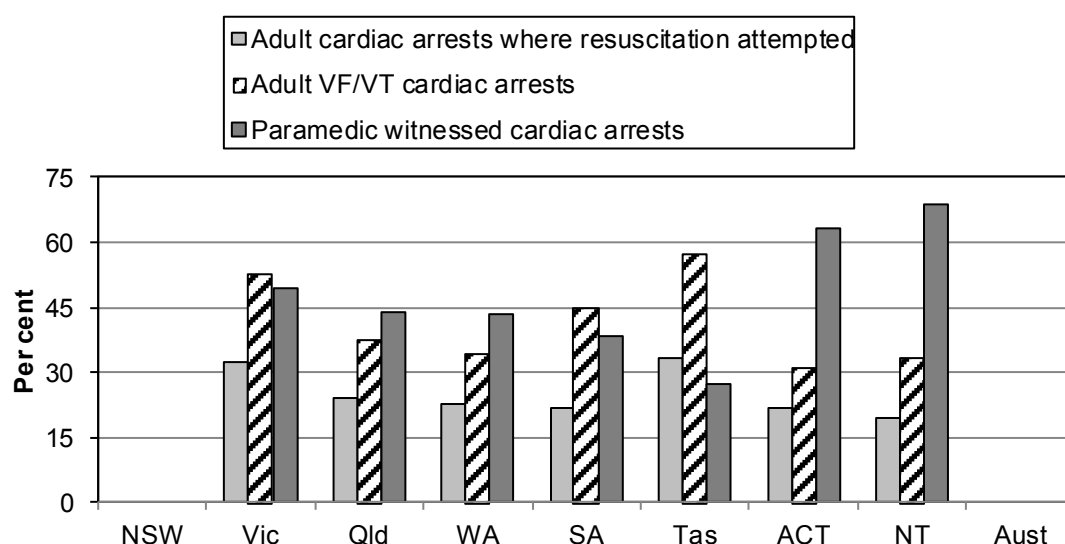
Data for this indicator are not directly comparable.

Data quality information for this indicator is under development.

The survival rate from out-of-hospital witnessed cardiac arrests varied across jurisdictions in 2011-12 (figure 9.29). 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.38.

Figure 9.29 Cardiac arrest survived event rate, 2011-12^{a, b, c, d, e}



^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. 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 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.38.

Across all jurisdictions, out of hospital cardiac survival rates have been improving. The mini-case study from Ambulance Victoria highlights some of the programs jurisdictions have introduced to help improve survival rates (box 9.30).

Box 9.30 Mini case study: Ambulance Victoria — Improvements in Cardiac Arrest Outcomes

Cardiovascular disease is the largest cause of premature death in Australia. Investing in strategies to improve cardiovascular health outcomes is one of the Australian Government's National Health Priority Areas (AIHW 2012). Nationally, survival from out-of-hospital cardiac arrest is less than 10 per cent, and access to early interventions offers the best chance of survival.

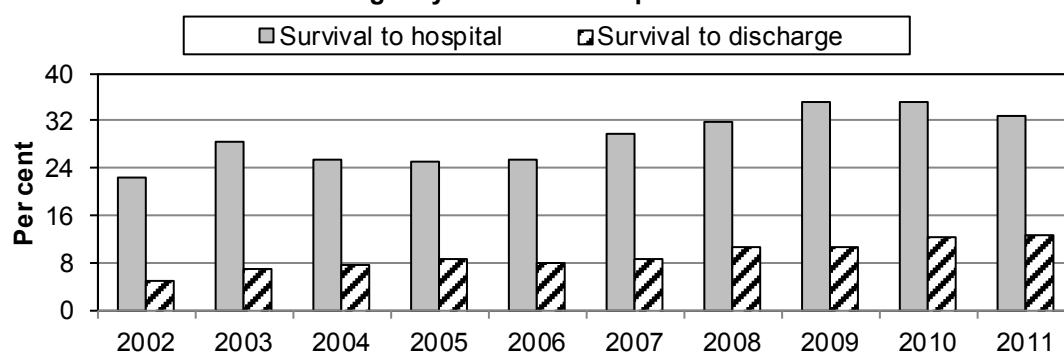
In Victoria, out-of-hospital cardiac arrest survival rates in both metropolitan and rural regions are significantly above internationally pooled rates (Sasson et. al. 2010). These

Continued next page

Box 9.30 Continued

have improved over the past decade (figure 1). In 2011, 32.8 per cent of patients survived to hospital and 13.2 per cent survived to hospital discharge. Patients with a presenting with a heartbeat (a rhythm of ventricular fibrillation/ ventricular tachycardia (VF/VT)) on arrival fair significantly better, with 52 per cent surviving to hospital and 28 per cent to hospital discharge (Victorian Government unpublished).

Figure 1: Statewide survival for adult out of hospital cardiac aetiology where emergency services attempted resuscitation



Throughout this period, Ambulance Victoria (AV) and partner agencies have sought to improve out of hospital cardiac arrest survival rates by providing an improved system of care and a range of early cardiac arrest treatment programs, supported by a sound statistical and research base.

Victorian Ambulance Cardiac Arrest Registry (VACAR)

The Victorian Ambulance Cardiac Arrest Registry (VACAR) (recently aided by VACIS — an integrated electronic patient information system) has established information dating back to 1999, for all patients in Victoria, who suffer cardiac arrest and receive an ambulance. VACAR is one of the largest statewide single service cardiac arrest registries in the world (n>60 000 patient episodes) (Sasson et. al. 2010).

VACAR has been used effectively by AV to; evaluate new approaches to treating patients (some highlighted below); inform strategy decisions; support epidemiological research; provide a baseline for clinical trials; and evaluate adherence to clinical practice guidelines and provide a quality feedback loop to paramedics and managers.

Modelling from the VACAR demonstrates that for every one-minute increase in response time, the odds of survival for cardiac arrest patients is reduced by 9 per cent (adjusted odds ratio 0.91 95 per cent CI (0.86-0.96)) (Fridman et al 2007). This has led AV to trial a range of early intervention programs to address cardiac arrest.

Emergency Medical Response

The Emergency Medical Response (EMR) Program has been fully operational since October 2001. The program involves the simultaneous dispatch of resources by both AV and the Metropolitan Fire Brigade to suspected cardiac arrest cases, with the aim of decreasing the response times and increasing their survival chances.

Continued next page

Box 9.30 Continued

Since the EMR program commenced there has been a clear positive impact on response times to cardiac arrest in metropolitan areas (Boyle et al. 2009). Recent modelling indicates that the 90th percentile response to EMR eligible events has reduced by more than one minute (Victorian Government unpublished).

For non-Metropolitan Fire Brigade regions, analysis of the first two years of a Country Fire Authority pilot has demonstrated a reduction of more than four minutes to the 90th percentile response time to EMR eligible events (Victorian Government unpublished).

Community Emergency Response Teams

Community Emergency Response Teams (CERTs) consist of ambulance volunteers who provide basic emergency care until the ambulance arrive. Operating within communities where the nearest ambulance branch is at a distance, CERTs are dispatched to an urgent job when an ambulance is also dispatched. There are 29 CERTs across Victoria with over 600 volunteers. Where CERTs have been established, AV data shows that they arrive first at 87 per cent of eligible cases, leading to a reduction of response times by an average of 10-15 minutes.

Public Access Defibrillation (PAD)

Twenty-four ambulance governed PAD sites have been implemented (including train stations, airports and busy tourist attractions). Infrastructure (Automatic External Defibrillators (AEDS)), training and insurance is provided by AV. A registry has also been established to track public automatic external defibrillators (AEDs) funded outside of AV (www.registermyaed.com.au).

Four Steps For Life CPR Awareness

Modelling from VACAR has shown that bystander CPR increases the probability of:

- ambulance paramedics finding cardiac arrest patients in VF/VT
- survival in VF/VT patients by 200 per cent (odds ratio 2.07 (95% CI 1.30 – 3.30) (Fridman et al 2007).

The 4 Steps for Life program was introduced in 2004. The program is a DVD based training program, initially aimed at the at-risk over-50 age group, but recently expanded to include Year 9 students (2010). The 4 Steps for Life program has also been extended to ethnic and regional communities, and to high-risk workplaces.

Source(s): AIHW (Australian Institute of Health and Welfare) 2012, *Health priority areas — Cardiovascular Health*, www.aihw.gov.au/cardiovascular-health-priority-area (accessed 1 October 2012); Sasson, Rogers, Dahl and Kellermann 2010, 'Predictors of Survival From Out-of-Hospital Cardiac Arrest', *Circulation: Cardiovascular Quality and Outcomes*, 2010;3(1):63-81; Fridman, M., Barnes, V. et al 2007, 'A model of survival following pre-hospital cardiac arrest based on the Victorian Ambulance Cardiac Arrest Register', *Resuscitation*, 75 (2), 311-322; Boyle, Bibblym Williams, Huggins, Morton, and Shugg 2009, 'A Review of the First Seven Years of the Metropolitan Fire Brigade Response to Cardiac Arrests', *Journal of Emergency Primary Health Care*, Vol 7, Issue 3, 2009.

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 9.31).

Box 9.31 Cardiac arrest survival to hospital discharge

‘Cardiac arrest survival to hospital discharge’ is yet to be defined.

A high 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 9.32).

Box 9.32 Pain management

‘Pain management’ is yet to be defined.

The 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 9.33).

Data were collected annually by jurisdictions in May each year, using the same core questionnaire, and collated by the CAA. The CAA survey obtained 4123 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.39).

Box 9.33 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.

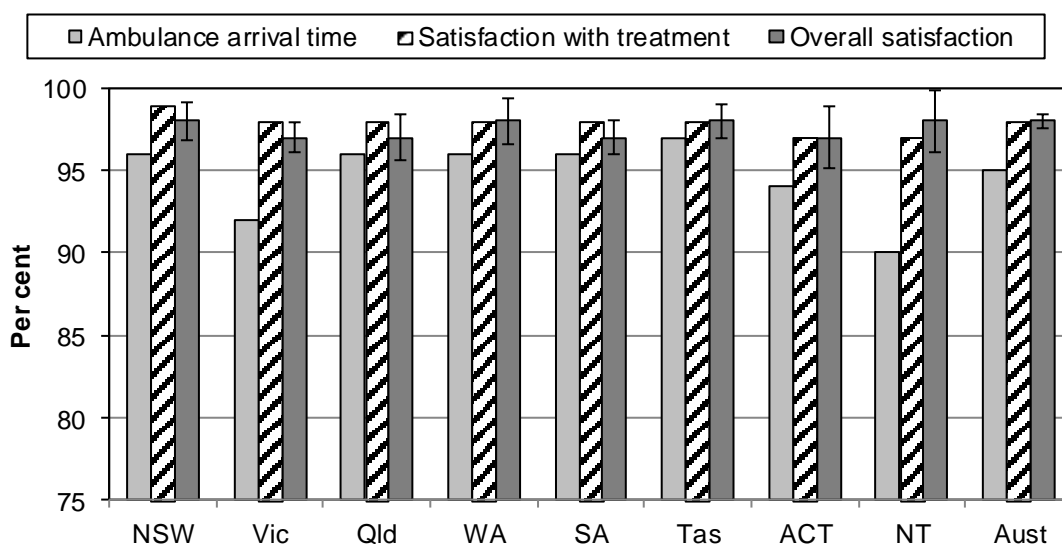
This indicator does not provide information on why some patients were not satisfied. It also does not provide information on the level of patient expectations.

Data for this indicator are comparable.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2013.

The estimated overall satisfaction levels for ambulance patients were similar across all jurisdictions and all years (time series data are reported in table 9A.39). 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 9.30).

Figure 9.30 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.

Source: CAA 2007–11 *National Patient Mailout Satisfaction Research*; table 9A.39.

9.7 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 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.

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 (including road crash rescue); natural emergency events (other than landscape fires); emergency relief and recovery; and quarantine and disease control.

The EMWG are also developing descriptive data related to the involvement of emergency services at other event types as a part of the Emergency management sector overview (sector overview D).

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 overview).

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.

9.8 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 experienced a number of significant natural disasters including the January–March 2012 north western and southern NSW floods which covered 75 per cent of the State. These floods alone resulted in 93 Local Government areas receiving Natural Disaster Declarations. Recovery Centres were established at Moree, Wagga Wagga and Griffith and provided services to approximately 3300 people. Disaster Welfare Services administered over \$1 million in Personal Hardship and Distress assistance for these floods and a total expenditure of \$1.22 million in Personal Hardship and Distress across all events for 2011-12. Overall, \$13.36 million was made available for disaster prevention and resilience projects through schemes including the Emergency Volunteer Support Scheme, Auxiliary Disaster Resilience Grants Scheme and the Bushfire Risk Management Grant Scheme.

The Ambulance Service of NSW (ASNSW) provided more than 1 180 000 emergency and non-emergency responses, an average of 3234 responses per day or a call for help every 26.7 seconds. The State Cardiac Reperfusion Program continued to be rolled out across the state. The service implemented standardised rostering processes to improve efficiency as well as rolling out the myShift website to provide a simpler and more transparent process for paramedics to request and allocate overtime for backfilling of shifts and shift swaps. Capital works enhancements included the arrival of two new Beechcraft KingAir 350s and the replacement of Batemans Bay, Byron Bay, Coonamble, Cessnock and Narrabri Ambulance stations.

The NSW Rural Fire Service attended 18 913 fires and other incidents with the Operations Customer Service Centre processing 47 859 calls. The service continued to expand its community risk management framework with over 138 000 hectares of land subject to hazard reduction activity. Property protection works were carried out for 276 050 properties, and 1165 hazard clearing activities were undertaken through the Assist Infirm, Disabled and Elderly Residents Program. The service also investigated 1947 bush fire hazard complaints and processed 5008 fire-prone development assessments.

Fire and Rescue NSW responded to 130 744 emergency incidents and delivered a range of prevention activities, visiting 11 419 homes to install smoke alarms or check batteries, conducting 2854 fire safety presentations to preschool and primary school children and conducting road safety demonstrations to 12 000 high school students. Online home fire safety audits were completed by 7381 people. This year the Community Fire Unit Program grew to 605 Units.

2011-12 required the NSW State Emergency Service to respond to 21 030 Requests for Assistance resulting in 493 112 volunteer hours to assist the community. This included over 400 flood rescue activations and over 3600 additional aviation support tasks. NSW was heavily effected with over 58 flood evacuation orders and over 100 Emergency Alert activations. 31 000 residents were supported as a result of being isolated.

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Victorian Government comments

“ Victoria is undergoing its biggest ever reform to the way it delivers a state-wide emergency management system.

Inquiries into recent disasters — the 2009 Victorian Bushfires Royal Commission and the Review of the 2010-11 Flood Warnings and Response — showed a need for an ‘all hazards, all agencies’ approach to emergency management.

To start the reform process, a Green Paper – Towards a More Disaster Resilient and Safer Victoria was released in September 2011. An Emergency Management White Paper, setting out reform plans is expected to be released late 2012.

In parallel, the Fire Services Commissioner developed Victoria’s first Fire Services Reform Action Plan, which builds on the 2009 Bushfires Royal Commission findings and recommendations. This plan is a rolling three-year program aimed at increasing the interoperability, resilience, capability and capacity of Victoria’s fire service agencies and their service delivery to the community.

In February and March of 2012, flooding affected 20 municipalities in the north-east of Victoria, damaging more than 1500 residential and 1300 agricultural properties. In addition, 13 bridges and 322 roads were impacted.

In response to the March 2012 floods, Ambulance Victoria (AV) assisted with an emergency evacuation of the Numurkah hospital and aged care facilities in the affected area. AV established a Temporary Urgent Care Centre and provided ongoing support to the Numurkah District Health Service.

During the year AV also completed the transition of its communications to the Emergency Services Telecommunications Authority delivering the capability to coordinate ambulance services on a state-wide basis. This is being further supported by the roll-out of satellite navigation equipment linked to the Computer Aided Dispatch system to all metropolitan based ambulances.

In addition, AV have expanded the electrocardiogram (ECG) capability of rural mobile intensive care ambulance units to ensure patients in rural Victoria with cardiac conditions receive appropriate hospital intervention more quickly.

The Office of the Emergency Services Commissioner manages the national telephone Emergency Alert system. This provides the ability to send voice messages to landline phones in a defined geographic area and text (SMS) messages to mobile phones based on the address information of the subscriber. In 2011-12, Emergency Alert was used 15 times in Victoria resulting in more than 33 000 intrusive warning messages being received.

The introduction of a location based capability on the Telstra network will further enhance Emergency Alert by allowing SMS messages to be sent to mobile phones based on their last known location, rather than based on the customer registered service address. A contract with Telstra — signed on 23 December 2011 — will provide this new capability from 1 December 2012.

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Queensland Government comments

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In early 2012, Queensland experienced wide spread flooding in the south west of the state, resulting in several towns being isolated. The Queensland Disaster Management Centre was activated to assist the community with evacuations, flood recovery and relief. In total, SES volunteers performed over 64 000 operational hours during 2011-12.

Front-line service delivery was boosted during 2011-12, with the relocation and opening of a new communications centre at the Emergency Services complex, providing Triple Zero (000) systems with a 24 hour, 7 day a week service. The Emergency Management Queensland (EMQ) Helicopter Rescue service also received a boost to its front-line operational capabilities with the opening of a new Emergency Management Queensland Helicopter Rescue Hangar in Brisbane.

Queensland continues to rebuild after flooding of historic proportions in December 2010 stretching into January 2011, followed by February's Tropical Cyclone Yasi in the state's north. The scale of the flooding disaster led to the establishment of the *Queensland Floods Commission of Inquiry*, which has now concluded. An interim report released in August 2011 covered matters associated with flood preparedness to enable key recommendations to be implemented before the 2011-12 wet season. A final report was delivered on 16 March 2012. The Queensland Government agreed to implement all recommendations and its formal response to the final report was tabled in Parliament on 7 June 2012.

On 1 July 2011, a levy paid through electricity accounts, which supported the Community Ambulance Cover (CAC), was abolished. Since then, Queensland residents have received ambulance services throughout Australia, free of charge. The Queensland Ambulance Service continues to provide timely ambulance response services to the community whilst experiencing increasing demand due to an ageing population and a rising incidence of chronic illness requiring access to emergency health services. Response times have remained stable, despite this growing demand. During 2011-12, eight ambulance stations were replaced, refurbished or redeveloped and one new ambulance station was completed.

The Queensland Fire and Rescue Service also continues to deliver timely services to the Queensland community. Both the 50th and 90th percentile response times have improved over recent years. During 2011-12, three replacement fire and rescue stations were completed, one station was redeveloped, and 33 new or replacement fire fighting appliances, comprising urban and rural, were completed.

The State's Rural Fire Service is undergoing a review of its future structure, functions and leadership. The review will involve consultation with rural fire volunteers across the State as well as key interest groups. The review is expected to be finalised in early 2013.

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Western Australian Government comments

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During 2011-12 emergency service organisations within Western Australia have continued to implement recommendations from major bushfire inquiries. The State Government has provided increased resourcing to support the establishment of the Department of Fire and Emergency Services, which is more structurally and strategically aligned to meet the changing needs of the Western Australian community. The establishment of an Office of Bushfire Mitigation, within the new Department, will support improved preparedness to manage fuel loads and mitigate the impact of bushfire.

In late 2011, significant bushfires in the State's South West region burnt 3620 hectares, destroyed 45 houses, nine chalets and five large sheds, and partially destroyed three more homes. The multi-agency response was managed by the Department of Environment and Conservation, with assistance from career and volunteer firefighters and emergency management partners. Volunteers from the State Emergency Service (SES) and Volunteer Marine Rescue Services provided support in logistical roles and with evacuation of tourists and residents.

The SES was heavily involved in Western Australia's response to four cyclones this year. Tropical Cyclone Iggy in January 2012 and Tropical Cyclone Lua in March 2012 posed the most serious threats, however neither caused significant infrastructure damage.

Severe storms in June 2012 affected an area from Kalbarri, to Kalgoorlie in the east and Israelite Bay on the south coast, with the brunt of the weather felt from Perth to Bunbury. More than 650 SES volunteers answered in excess of 1500 calls for assistance between 7 and 12 June 2012. They were supported by fire service and other agencies' personnel. The storm damaged an electricity supply grid leaving more than 170 000 homes without power.

There has been a reported increase of 37.5 per cent emergency ambulance response and 6.9 per cent increase of non-emergency responses in WA during the 2011-12 financial year. A total of 221 382 patients were transported representing an increase of 12 per cent from the previous year.

Service resourcing has been increased this year with eight additional 24-hour ambulances covering the Perth metropolitan area and six additional day ambulances. The ambulance service is also supported by 27 patient transfer vehicles on weekdays and 11 during weekends. In the country regions across the State, volunteer sub-centres were supported by 14 community paramedics and additional ambulance paramedics in the career sub-centres.

More than 3000 volunteers continue to play important roles as ambulance operatives and through 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

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. To this end, several initiatives were undertaken during 2011-12 including:

- merging of several committees to form a Community Emergency Information Warning Systems (CEIWS) board, which ensures consistency for public warnings and efficiencies with integrated hardware and system
- implementing the Alerts SA project and website
- the transition to a new state-wide fire alarm monitoring system
- completion of the State Emergency Information Call Capability Centre (SEICCC) to manage the overflow of agency hotlines.

SA Ambulance Service (SAAS)

Highlights for 2011-12 included:

- answering 90 per cent of triple zero (000) calls in 10 seconds or less despite receiving more than 450 calls every day
- expanding the contingent of extended care paramedics to 36 and responding to 4706 incidents (up from 3545 last year), with 64.5 per cent resulting in emergency department avoidance (up from 58.5 per cent last year)
- acquiring a specialised MedSTAR Kids ambulance for improved service delivery to neonatal and paediatric patients
- opening three new ambulance stations (metropolitan and country)
- recruiting an additional 245 volunteers, meaning a total of 1437 across SA
- establishing a new clinical simulation laboratory for realistic simulation training in complex clinical, patient and operational scenarios.

Fire, emergency and ambulance service

Initiatives for 2012-13 include:

- continued implementation of the National Strategy for Disaster Resilience
- a State Emergency Management Framework requiring risk assessment consistent with the National Emergency Risk Assessment Guidelines
- roll-out and installation of mobile data terminals (interactive dispatch devices) in every frontline ambulance and response-capable vehicle
- based on the success of the extended care paramedic program in metropolitan Adelaide, development of an equivalent regional program.

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Tasmanian Government comments

“ 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 (33.2 per cent, compared to a national average of 88.4 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.

Tasmania's State Emergency Service (SES) continues to provide road crash rescue services outside the main metropolitan centres. SES comprises 35 volunteer units, 24 of which have road crash rescue as their primary role. These units are responsible to the 3 regional headquarters. This is in addition to the primary role of storm and flood and response and general assistance provided to all emergency services and local government.

TFS has responsibility for road crash rescue in and around metropolitan areas.

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

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The ACT Emergency Services Agency (ESA), which is part of the Justice and Community Safety Directorate, comprises the ACT Ambulance Service, ACT Fire and Rescue, 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 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 expectation.

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:

- Amendments to the *Emergencies Act 2004* improved and refined existing arrangements for the management and coordination of emergency response in the ACT. These strengthen the ACT’s statutory arrangements to ensure enhanced operability of resources to provide the Canberra community with a strong and effective multi-agency response to future emergency events.
- Implementation of phase one of the ACT Emergency Services Agency Station Upgrade and Relocation Strategy commenced in 2011–12 with exhaustive due diligence work in identifying suitable sites for proposed new ambulance and fire stations in North Belconnen, South Belconnen and Tuggeranong areas.
- The opening of the new purpose built training facility at Hume which provides multi service training opportunities for ESA staff and volunteers.
- As part of its ongoing vehicle replacement program the ESA fleet was significantly enhanced with 18 new operational response vehicles and the redeployment of four all terrain (4 x 4) vehicles.
- The ESA launched a new website and social media accounts in September 2011 providing the community with a contemporary and technically advanced single source of truth for all emergency information in the Territory.

During 2011-12, the four services of the ESA provided in excess of 50 000 responses to incidents within the ACT as well as the deployment of ACT State Emergency Service teams to New South Wales to assist with flood response.

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Northern Territory Government comments

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In 2011-12, the Northern Territory Fire and Rescue Service (NTFRS) continued its focus on fire prevention, preparedness, response and recovery in order to minimise the impact of fire and other emergencies on the people of the Northern Territory.

During the reporting period, new smoke alarm legislation was successfully implemented in the NT. The implementation included a community awareness campaign advising the community of their legal requirements for installation of photo-electric smoke alarms. The NT is the first jurisdiction to mandate this type of alarm.

The NTFRS continued to work closely with and provide assistance to Bushfires NT (BFNT), particularly during the extended period of bushfires in Central Australia from August to December 2011. This assistance of additional resources included career and volunteer firefighters and vehicles. A combination of two wet years in a row followed by the third driest weather period for May through to September 2011 contributed to high fuel load accumulation across the southern half of the Territory. A total of 34 fire ban days were declared where 8 days had Fire Danger Ratings (FDR) at or above the extreme level.

The 2011-12 Wet Season resulted in the development of Tropical Cyclone Grant on 25 December. The Category 2 Cyclone generated intense rain and flash flooding, damaging road infrastructure and disrupting rail services. The response involved resources from both NTFRS and the Northern Territory Emergency Service (NTES).

The NTES had a significant year including the establishment of three new facilities in Kalkaringi, Lajamanu and Yuendumu in addition to a multi-purpose facility in Gapuwiyak. The addition of these facilities has markedly improved the ability of NTES to not only recruit but to retain volunteers in these remote growth towns, providing vital emergency service capabilities such as road crash rescue and fire response.

During the reporting period, NTES continued to develop its capability to assist remote communities improve their resilience. Highlights include the provision of Indigenous language community service announcements and the build-up of volunteer units in the Territory Growth Towns. All Local Counter Disaster Plans were reviewed to include recovery arrangements. Regional Counter Disaster Plans were also developed.

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9.9 Definitions of key terms

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. 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).

9.10 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

Table 9A.1	Delivery and scope of activity of primary fire service organisations
Table 9A.2	Major sources of fire service organisations revenue (2011-12 dollars)
Table 9A.3	Fire service organisations human resources
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Table 9A.30 Major sources of ambulance service organisations revenue (2011-12 dollars)

Table 9A.31 Reported ambulance incidents, responses, patients and transport

Table 9A.32 Emergency department patients who arrived by ambulance, air ambulance, or helicopter, by triage category

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Table 9A.37 Aero medical resources and expenditure (2011-12 dollars)

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Table 9A.39 Satisfaction with ambulance service organisations

Table 9A.40 Ambulance code 1 response times (minutes)

Table 9A.41 Ambulance service costs (\$'000) (2011-12 dollars)

Table 9A.42 Ambulance service organisations' expenditure per person (2011-12 dollars)

Contextual and other information

Table 9A.44 Communications and dispatching systems

Table 9A.45 Treatment of assets by emergency management agencies

9.11 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 significant influences on the demand for government services and the cost of delivery. This section provides a 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 2012a 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 2012b) and others are from *Australian Demographic Statistics* (ABS 2011b and ABS 2012c).

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 school education).

Population size and trends

More than three quarters of Australia's 22.6 million people lived in the eastern mainland states as at 30 June 2011, with NSW, Victoria and Queensland accounting for 32.3 per cent, 24.9 per cent and 20.3 per cent, respectively, of the nation's population. Western Australia and SA accounted for a further 10.4 per cent and 7.3 per cent, respectively, 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 2007 and 2011 was approximately 1.5 per cent. The growth across jurisdictions ranged from 2.9 per cent in WA to 0.8 per cent in SA and Tasmania (table AA.2, 31 December¹ estimates).

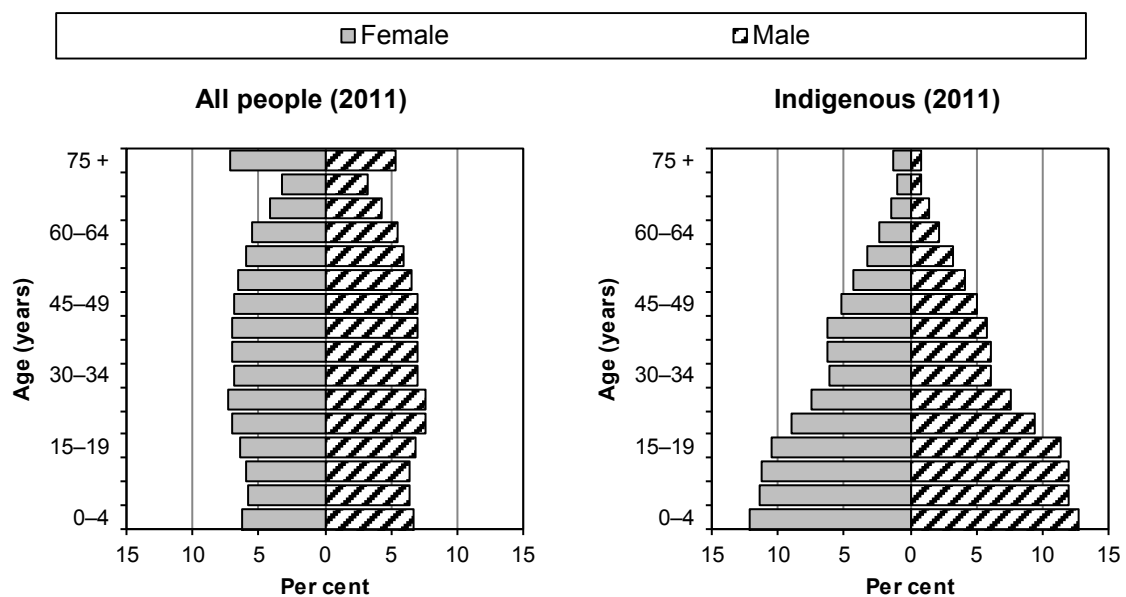
¹ The ERP used across the *Report on Government Services* are updated only twice for a given year's data: the first preliminary and the final rebased ERP are used. This approach, coupled with the ABS introducing a more accurate method for processing the 2011 Census Post Enumeration Survey (PES), which is used to calculate Census undercount, has produced an ERP for some states and territories that is lower than the preliminary ERP a year earlier. This results in negative growth for some states between 31 December 2010 and 31 December 2011. Final, rebased ERP data for

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 2011, 9.5 per cent of Australia's population was aged 70 years or over, compared with just 1.9 per cent of Australia's Indigenous population, as at 30 June 2012 (tables AA.1 and AA.15). Across jurisdictions, the proportion of all people aged 70 years or over ranged from 11.3 per cent in SA to 3.3 per cent in the NT (table AA.1).

Half of the population at June 2011 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 55.6 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 ERP data are preliminary, based on the 2011 Census of Population and Housing.

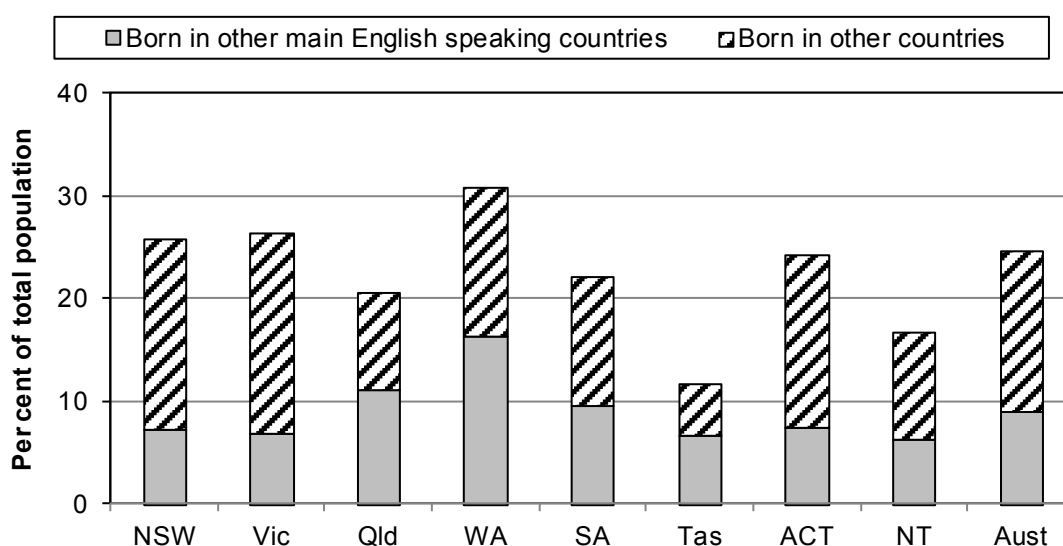
Source: ABS (2011) *Australian Demographic Statistics, June 2011*, Cat. no. 3101.0; ABS (2012) *Australian Demographic Statistics, March 2012*, Cat. no. 3101.0; tables AA.1 and AA.15.

2007 to 2011 from the 2011 Census for 30 June 2011 and 31 December 2011 will be available in 2013, and this will resolve the apparent negative growth problem.

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 24.6 per cent of the population in August 2011 (8.9 per cent from the main English speaking countries and 15.7 per cent from other countries). Across jurisdictions, the proportion of people born outside Australia ranged from 30.7 per cent in WA to 11.6 per cent in Tasmania. The proportion from countries other than the main English speaking countries ranged from 19.6 per cent in Victoria to 5.1 per cent in Tasmania (figure A.2).

Figure A.2 People born outside Australia, by country of birth, 2011^{a, b}



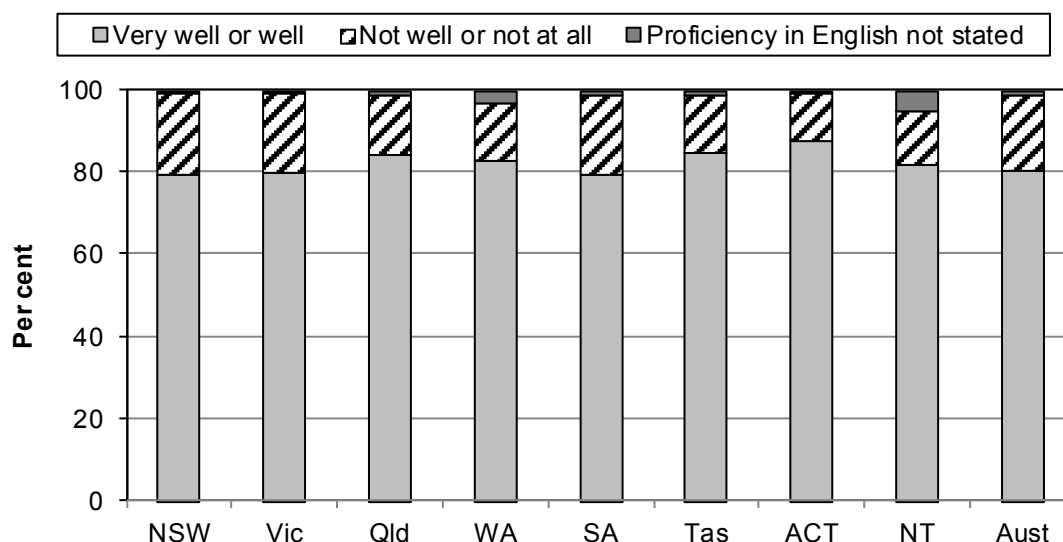
^a 'Australia' includes other territories. ^b The ABS defines the other main English speaking countries as Canada, Ireland, New Zealand, South Africa, United Kingdom, Channel Islands and Isle of Man and the United States of America.

Source: ABS (2012) *2011 Census of Population and Housing, Australia, States and Territories, Basic Community Profile, Table B09 — Country of birth of person by sex*, Cat. no. 2001.0, Canberra; table AA.8.

Of the population born outside Australia, in August 2011, 89.3 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, 80.6 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 19.8 per cent in NSW to 12.1 per cent in the ACT (table AA.5).

Nationally, the proportion of all people born overseas who did not speak English well or at all was 9.7 per cent, and ranged from 12.3 per cent in NSW to 4.1 per cent in Tasmania (table AA.5).

Figure A.3 People born overseas who spoke a language other than English at home, by proficiency in English, 2011^a



^a Excludes people born in Australia and people who did not state their country of birth.

Source: ABS (2012) *2011 Census of Population and Housing, Australia, States and Territories, Expanded Community Profile, Table X04c — Proficiency in spoken English/language by year of arrival in Australia by age*, Cat. no. 2005.0, Canberra; table AA.5.

Approximately 18.2 per cent of Australians spoke a language other than English at home in August 2011. Across jurisdictions, this proportion ranged from 26.7 per cent in the NT to 4.5 per cent in Tasmania (table AA.11). Apart from English, the most common languages spoken were Chinese languages, Italian, Arabic, Greek and Vietnamese.

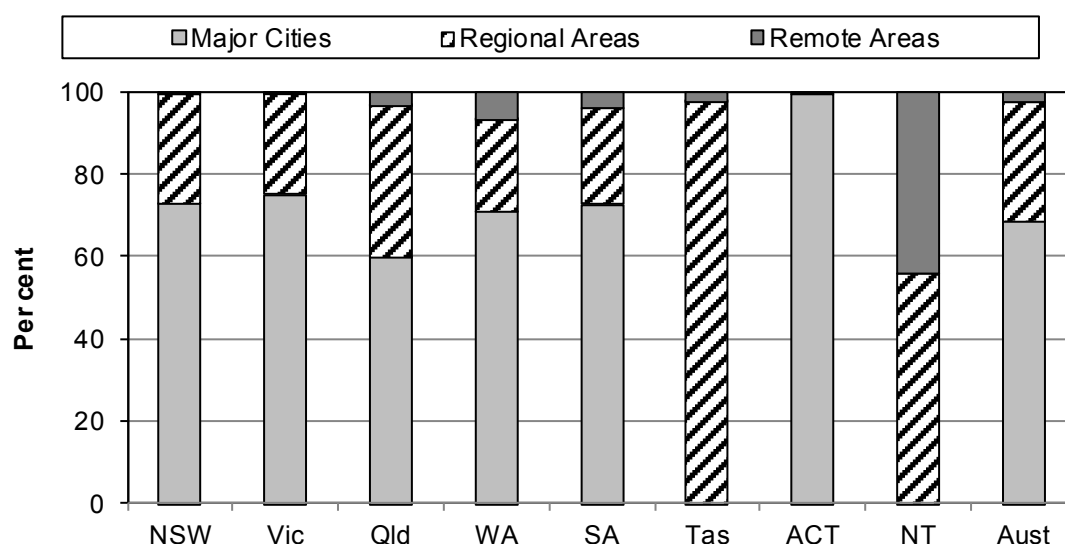
In the NT, 16.3 per cent of people spoke an Australian Indigenous language at home (26.7 per cent of the total people in the NT spoke a language other than English in their homes) (table AA.11).

Population, by geographic location

The Australian population is highly urbanised, with 68.8 per cent of the population located in major cities as at 30 June 2011 (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.12). Tasmania and the NT, by the ABS *Australian Standard Geographical Classification 2006* definitions, have no major cities. In Tasmania,

98.0 per cent of the population lived in regional areas. Nationally, 2.2 per cent of people lived in remote or very remote areas. The NT was markedly above this average, with 43.9 per cent of people living in remote or very remote areas.

Figure A.4 **Population, by remoteness area, June 2011^{a, b, c}**



^a Final ERP data based on the *Australian Standard Geographical Classification 2006*. ^b There are no very remote areas in Victoria; no major cities in Tasmania; no outer regional, remote or very remote areas in the ACT; and no inner regional or major cities in the NT (*Australian Standard Geographical Classification 2006*). ^c 'Australia' includes other territories.

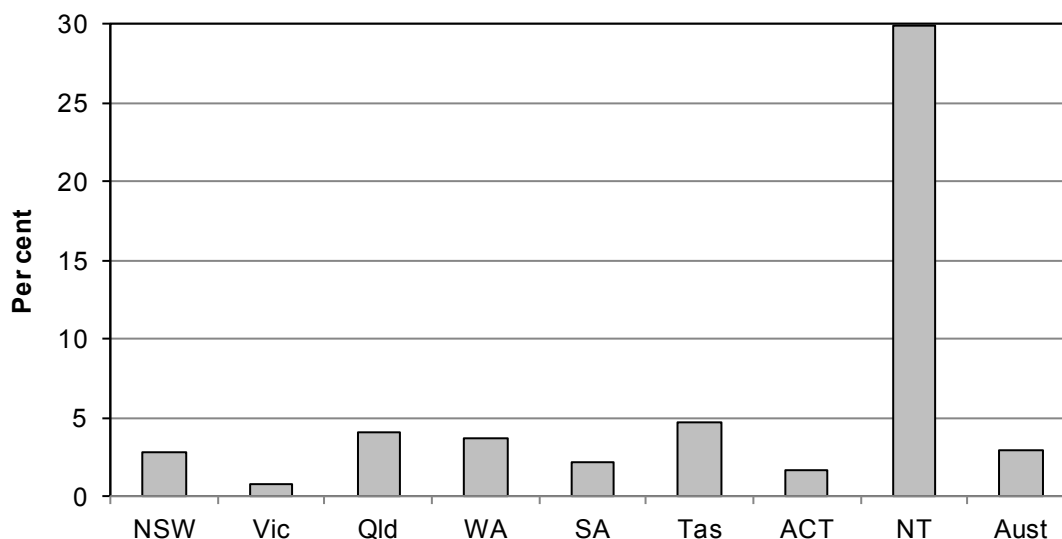
Source: ABS (2012) *Regional Population Growth, Australia, 2011*, Cat. no. 3218.0, Canberra; table AA.12.

Indigenous population profile

There were an estimated 669 736 Indigenous Australians (335 788 female and 333 948 male) in Australia at 30 June 2011, accounting for approximately 3.0 per cent of the total population (tables AA.1 and AA.15). The proportion of people who identified as Indigenous was significantly higher in the NT (29.9 per cent) than in any other jurisdiction. Across the other jurisdictions, the proportion ranged from 4.7 per cent in Tasmania to 0.8 per cent in Victoria (figure A.5). Nationally, the Indigenous population is projected to grow to 721 064 people in 2021 (table AA.16).

The majority of Indigenous Australians (82.8 per cent) at August 2011 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, 1.8 per cent did not speak English well or at all (up to 12.1 per cent in the NT) (table AA.19).

Figure A.5 **Indigenous Australians as a proportion of the population, 30 June 2011^{a, b}**



^a 'Australia' includes other territories. ^b Estimates of the total Australian and the Australian Indigenous populations at 30 June 2011 are preliminary based on the *2011 Census of Population and Housing*.

Source: ABS (2011) *Australian Demographic Statistics, June 2011*, Cat. no. 3101.0; ABS (2012) *Australian Demographic Statistics, March 2012*, Cat. no. 3101.0; tables AA.1 and AA.15.

A.3 Family and household

Family structure

There were 6.4 million families in Australia in 2011.² Across jurisdictions, the number of families ranged from 2.1 million in NSW to 62 000 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, 37.0 per cent of families had at least one child aged under 15 years, and 17.6 per cent of families had at least one child aged under 5 years (table AA.20).

Lone parent families might have a greater need for government support and particular types of government services (such as child care for respite reasons).

² The ABS *Census Dictionary* (ABS 2011a) 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, 19.0 per cent of all children aged under 15 years lived in one parent families in 2011. Lone mother families made up 17.8 per cent of families with children aged under 15 years. Lone father families made up 3.0 per cent of families with children aged under 15 years. Across jurisdictions, the proportion of all children aged under 15 years living in lone parent families ranged from 24.5 per cent in Tasmania to 13.2 per cent in the ACT (table AA.21).

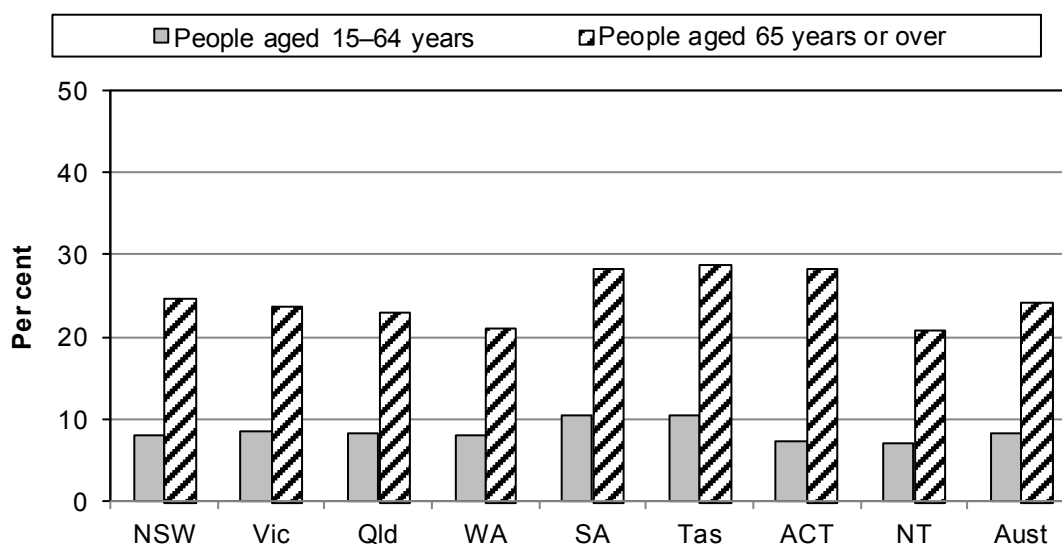
Employment status also has implications for the financial independence of families. Nationally, 15.4 per cent of all children aged under 15 years lived in families where no resident parent was employed in 2009-10 (table AA.22).

Household profile

There were 8.6 million households in Australia in 2011 (some households may contain more than one family) (table AA.27). Of these, 25.3 per cent were lone person households. Across jurisdictions, the proportion of lone person households ranged from 28.9 per cent in SA to 22.2 per cent in the NT.

In June 2011, the proportion of people aged 65 years or over who lived alone (24.2 per cent) was around three times higher than that for people aged 15–64 years (8.4 per cent). Across jurisdictions, the proportion of people aged 65 years or over who lived alone ranged from 28.8 per cent in Tasmania to 20.9 per cent in the NT (figure A.6). Times series data for household structure for earlier years are available in table AA.27.

Figure A.6 **Proportion of population who live alone, by age group, June 2011**



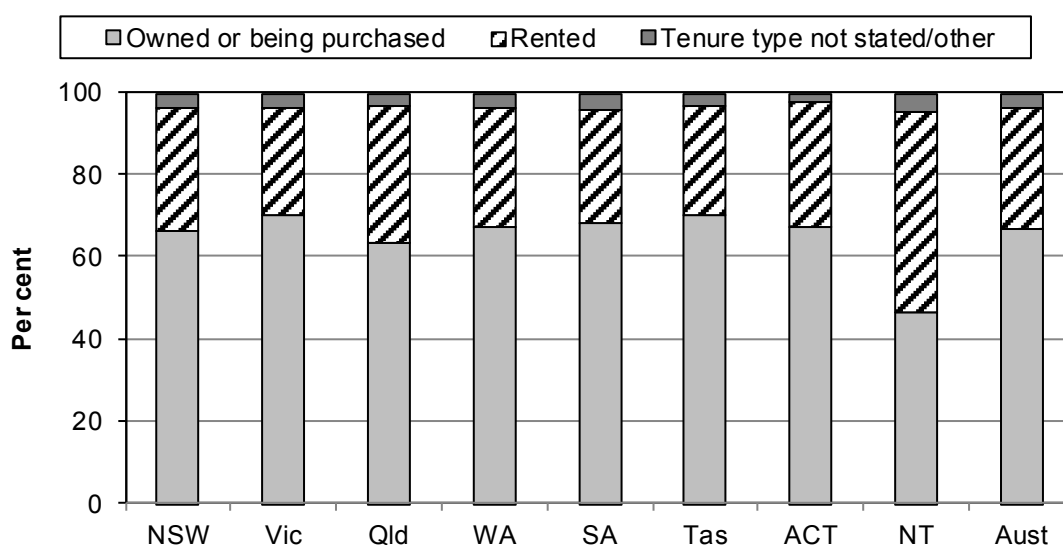
Source: ABS (2011) *Australian Social Trends, December 2011*, Cat. no. 4102.0, Canberra; table AA.27.

Approximately 16.6 million people in families lived in private dwellings in August 2011 (table AA.25).³ Home ownership can reflect a family's wealth and savings, and is often positively related to employment and income.

Nationally, the majority of occupied private dwellings in August 2011 (67.0 per cent, or 5.2 million dwellings) were owned or were being purchased. Home ownership was highest in Tasmania (70.4 per cent) and lowest in the NT (46.2 per cent). Australians rented 2.3 million dwellings, or 29.6 per cent of dwellings (of these, 54.3 per cent were from real estate agents and 13.7 per cent from State or Territory housing authorities) (table AA.30). Across jurisdictions, the proportion of dwellings that were rented was highest in the NT (49.1 per cent) and lowest in Tasmania (26.4 per cent) (figure A.7).

³ The ABS *Census Dictionary* (ABS 2011a) defines a dwelling as structure which is intended to have people live in it, and which is habitable on Census Night. Some examples of dwellings are houses, motels, flats, caravans, prisons, tents, humpies and houseboats. Private dwellings are enumerated using household forms, which obtain family and relationship data as well as information on the dwelling itself, such as rent or mortgage payments and ownership.

Figure A.7 **Occupied private dwellings, by tenure type, 2011^{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.

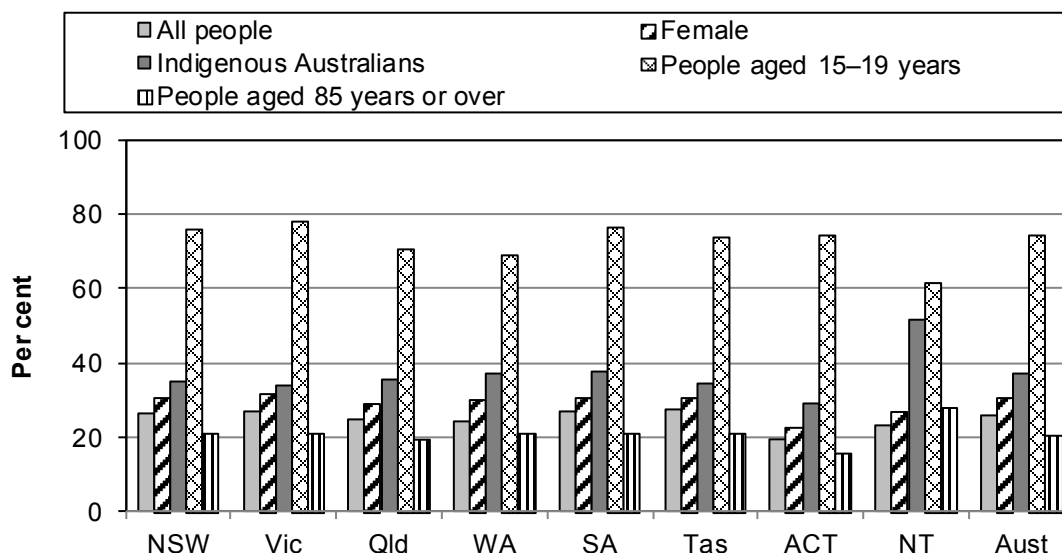
Source: ABS (2012) *2011 Census of Population and Housing, Australia, States and Territories, Aboriginal and Torres Strait Islander (Indigenous) Profile, Table 110c — Tenure and landlord type by dwelling structure by Indigenous status of household*, Canberra; table AA.30.

A.4 Income, education and employment

Income

Nationally in August 2011, 25.9 per cent of people aged 15 years or over had a relatively low weekly individual income of \$299 or less (table AA.33). The proportion was considerably higher for younger people (74.8 per cent for people aged 15–19 years) and Indigenous Australians (37.2 per cent), similar for females (30.4 per cent) and slightly lower for older people (20.7 per cent for people aged 85 years or over) (figure A.8).

Figure A.8 **Weekly individual income of \$299 or less, by sex, Indigenous status and age, 2011^a**



^a 'Australia' includes other territories.

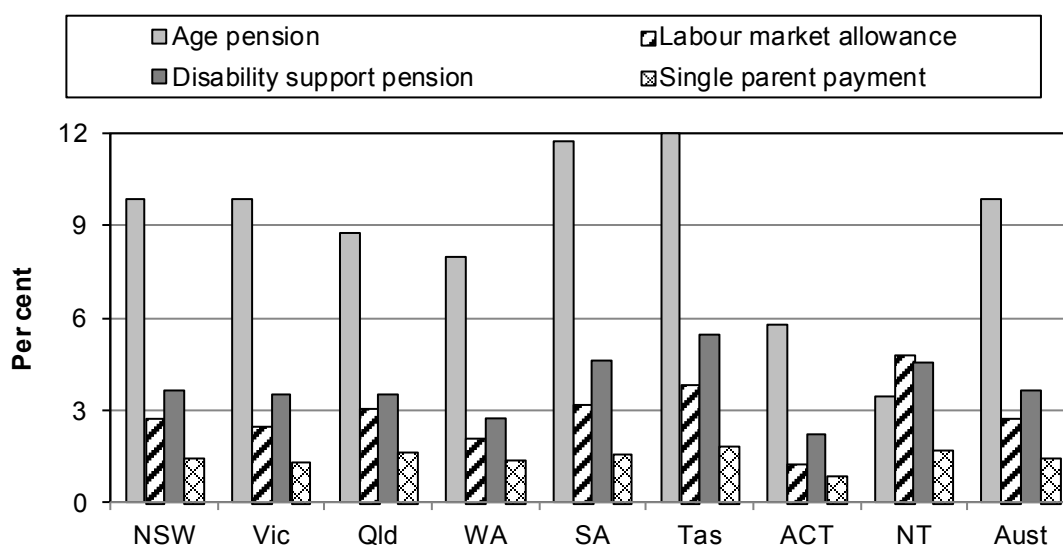
Source: ABS (2012) *2011 Census of Population and Housing, Australia, States and Territories, Basic Community Profile, Table B17 — Total personal income (weekly) by age by sex*, Cat. no. 2001.0, Canberra; ABS (unpublished) *2011 Census of Population and Housing, Australia*, Table generated on 3/10/2012 using ABS TableBuilder; tables AA.33, AA.36 and AA.39.

Nationally, 17.6 per cent of the total population was receiving income support in 2011. The age pension was received by 9.8 per cent of the population, while 3.6 per cent received a disability support pension and 1.4 per cent received a single parent payment. A further 2.7 per cent of the population received some form of labour market allowance in 2011 (figure A.9).

The proportion of the population in 2011 receiving:

- the age pension ranged from 11.9 per cent in Tasmania to 3.5 per cent in the NT
- a disability support pension ranged from 5.4 per cent in Tasmania to 2.2 per cent in the ACT
- a single parent payment ranged from 1.8 per cent in Tasmania to 0.9 per cent in the ACT
- a labour market allowance ranged from 4.8 per cent in the NT to 1.3 per cent in the ACT (figure A.9).

Figure A.9 **Proportion of total population on income support, June 2011^{a, b}**



^a Data for 'Australia' include recipients living overseas and recipients whose residential location was not known. ^b Income support data comprises Newstart Allowance (excluding Community Development Employment Projects [CDEP] participants and those who did not receive a payment) and Youth Allowance for jobseekers.

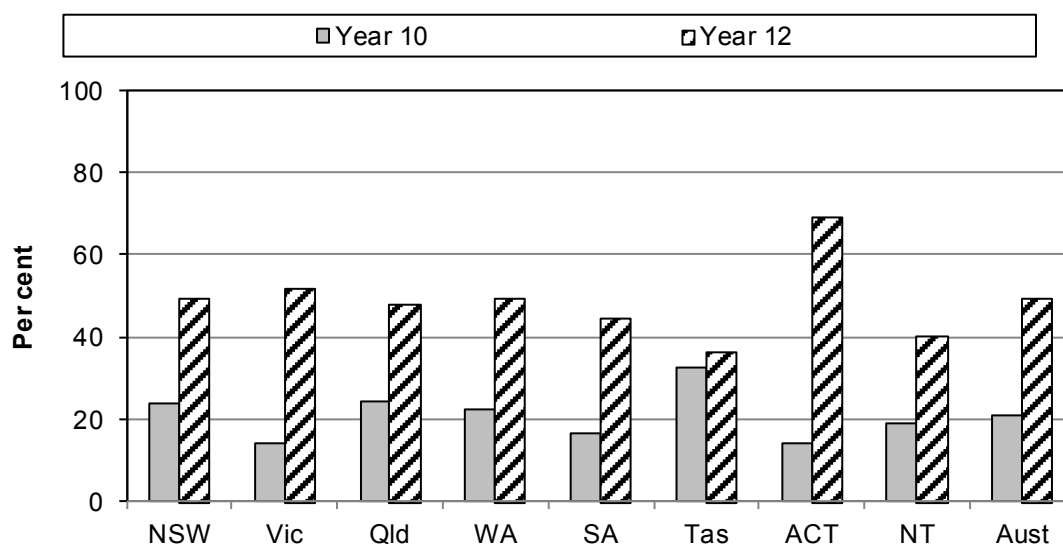
Source: ABS (2011) *Australian Social Trends, Data Cube — Economic resources*, Cat. no. 4102.0 (December release); ABS (2011) *Australian Demographic Statistics, June 2011*, Cat. no. 3101.0, Canberra; table AA.40.

Educational attainment

Employment outcomes and income are closely linked to the education and skill levels of individuals. At August 2011, 49.2 per cent of people aged 15 years or over (approximately 8.2 million people) had completed year 12. A further 20.9 per cent (3.5 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 69.1 per cent in the ACT to 36.5 per cent in Tasmania (figure A.10).

At August 2011, 52.1 per cent of non-Indigenous Australians aged 15 years or over had completed year 12 as their highest year of school (that is, the highest level of primary or secondary school a person has completed), compared with 25.0 per cent of Indigenous Australians aged 15 years or over. Across jurisdictions, the proportions of Indigenous Australians aged 15 years or over who had completed year 12 schooling ranged from 46.0 per cent in the ACT to 14.0 per cent in the NT. The proportion of non-Indigenous Australians who had completed year 12 schooling was highest in the ACT (72.1 per cent) and lowest in Tasmania (38.2 per cent) (figure A.11).

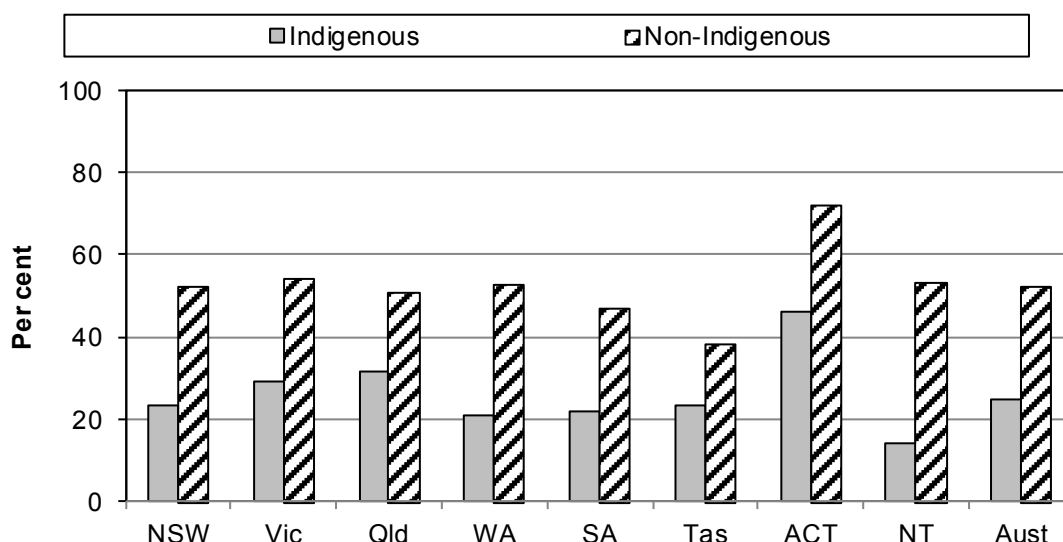
Figure A.10 Proportion of people aged 15 years or over whose highest level of schooling was year 10 and year 12, 2011^{a, b}



^a 'Australia' includes other territories. ^b Data for highest level of schooling completed by people aged 15 years or over (excluding people still attending secondary school).

Source: ABS (2012) *2011 Census of Population and Housing, Australia, Aboriginal and Torres Strait Islander People (Indigenous) Profile, Table 106 — Highest year of school completed by Indigenous status by sex*, Cat. no. 2002.0, Canberra; table AA.43.

Figure A.11 Proportion of people aged 15 years or over who have completed year 12, by Indigenous status, 2011^{a, b, c, d}



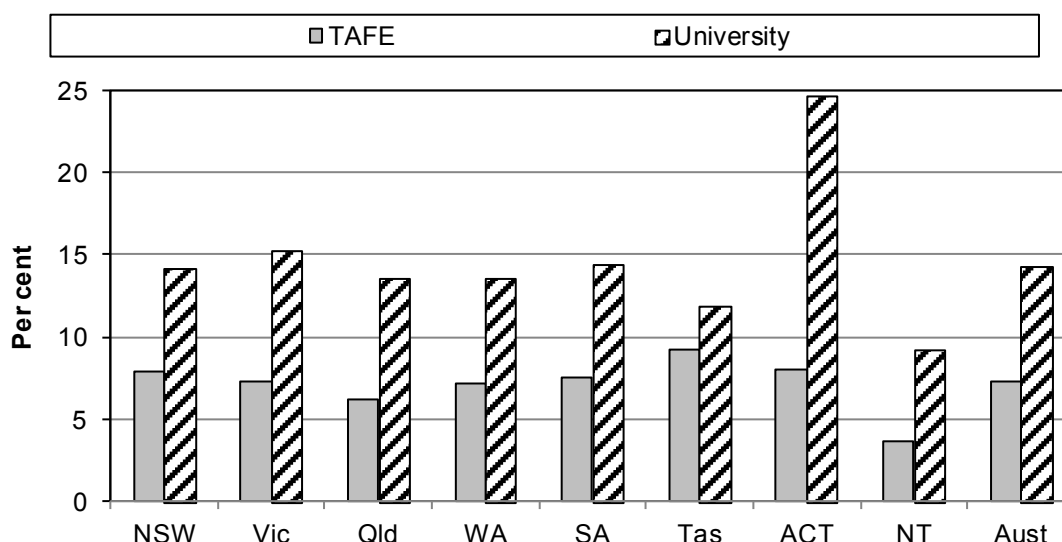
^a 'Australia' includes other territories. ^b Includes people who did not state their highest year of school completed. ^c Includes 'Aboriginal', 'Torres Strait Islander' and 'both Aboriginal and Torres Strait Islander' people. ^d Data for highest level of schooling completed by people aged 15 years or over (excluding people still attending secondary school).

Source: ABS (2012) *2011 Census of Population and Housing, Australia, Aboriginal and Torres Strait Islander People (Indigenous) Profile, Table 106 — Highest year of school completed by Indigenous status by sex*, Cat. no. 2002.0, Canberra; table AA.43.

Tertiary education in Australia is principally provided by universities and vocational education and training (VET) organisations. Technical and further education (TAFE) institutes provide the majority of government funded VET education (NCVER unpublished). Nationally, 21.6 per cent of those attending an educational institution⁴ were attending university or TAFE in August 2011 (14.3 per cent at university and 7.3 per cent at TAFE). Across jurisdictions, the proportion of students attending TAFE ranged from 9.2 per cent in Tasmania to 3.7 per cent in the NT; the proportion attending university ranged from 24.7 per cent in the ACT to 9.1 per cent in the NT (figure A.12).

⁴ Educational institutions include pre-school, infants/primary school, secondary school, tertiary institutions and other educational institutions.

Figure A.12 **Proportion of students attending tertiary education institutions, 2011^a**

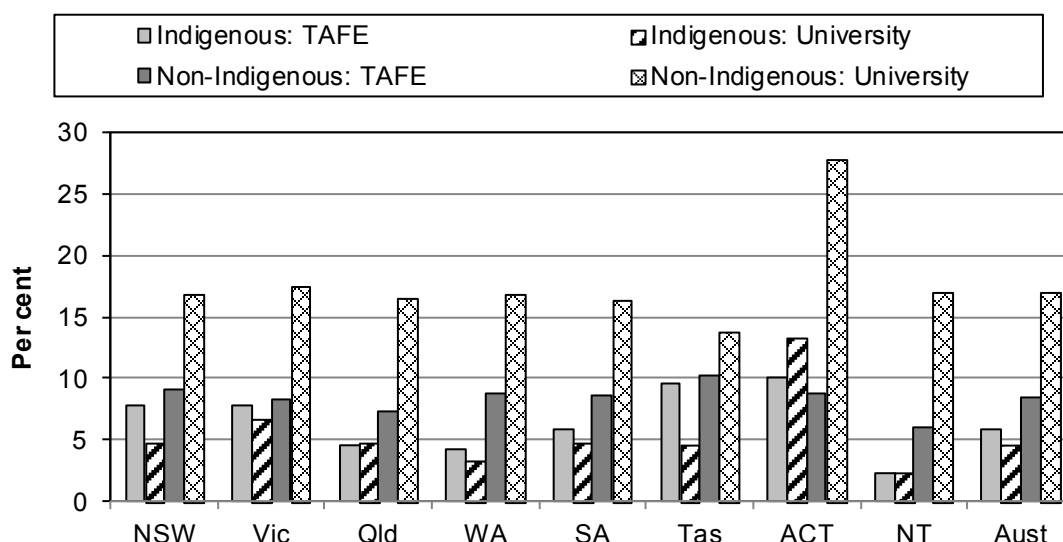


TAFE = Technical and further educational institution. ^a 'Australia' includes other territories.

Source: ABS (2012) *2011 Census of Population and Housing, Australia, Aboriginal and Torres Strait Islander People (Indigenous) Profile, Table I05 — Type of educational institution attending (full/part-time student status by age) by Indigenous status by sex*, Cat. no. 2002.0, Canberra; table AA.46.

In August 2011, the proportion of Indigenous students who were attending TAFE was 5.9 per cent, nationally. It was highest in the ACT (10.0 per cent) and lowest in the NT (2.3 per cent). The proportion of non-Indigenous students attending university (17.0 per cent) was considerably higher than the proportion of Indigenous students (4.5 per cent). Across jurisdictions, the proportion of non-Indigenous students attending university ranged from 27.7 per cent in the ACT to 13.7 per cent in Tasmania. For Indigenous students the proportion ranged from 13.3 per cent in the ACT to 2.2 per cent in the NT (figure A.13).

Figure A.13 Proportion of students attending tertiary education institutions, by Indigenous status, 2011^a



TAFE = Technical and further educational institution. ^a 'Australia' includes other territories.

Source: ABS (2012) *2011 Census of Population and Housing, Australia, Aboriginal and Torres Strait Islander People (Indigenous) Profile, Table I05 — Type of educational institution attending (full/part-time student status by age) by Indigenous status by sex*, Cat. no. 2002.0, Canberra; table AA.46.

Employment and workforce participation

There were 12.1 million people aged 15 years or over in the labour force in Australia in June 2012. Of these, 95.0 per cent were employed and 5.0 per cent were unemployed at June 2012. The majority of employed people (79.8 per cent) were in full time employment. Of the 610 400 people looking for work, 70.5 per cent were seeking full time work and 29.5 per cent were seeking part time work (table AA.47).

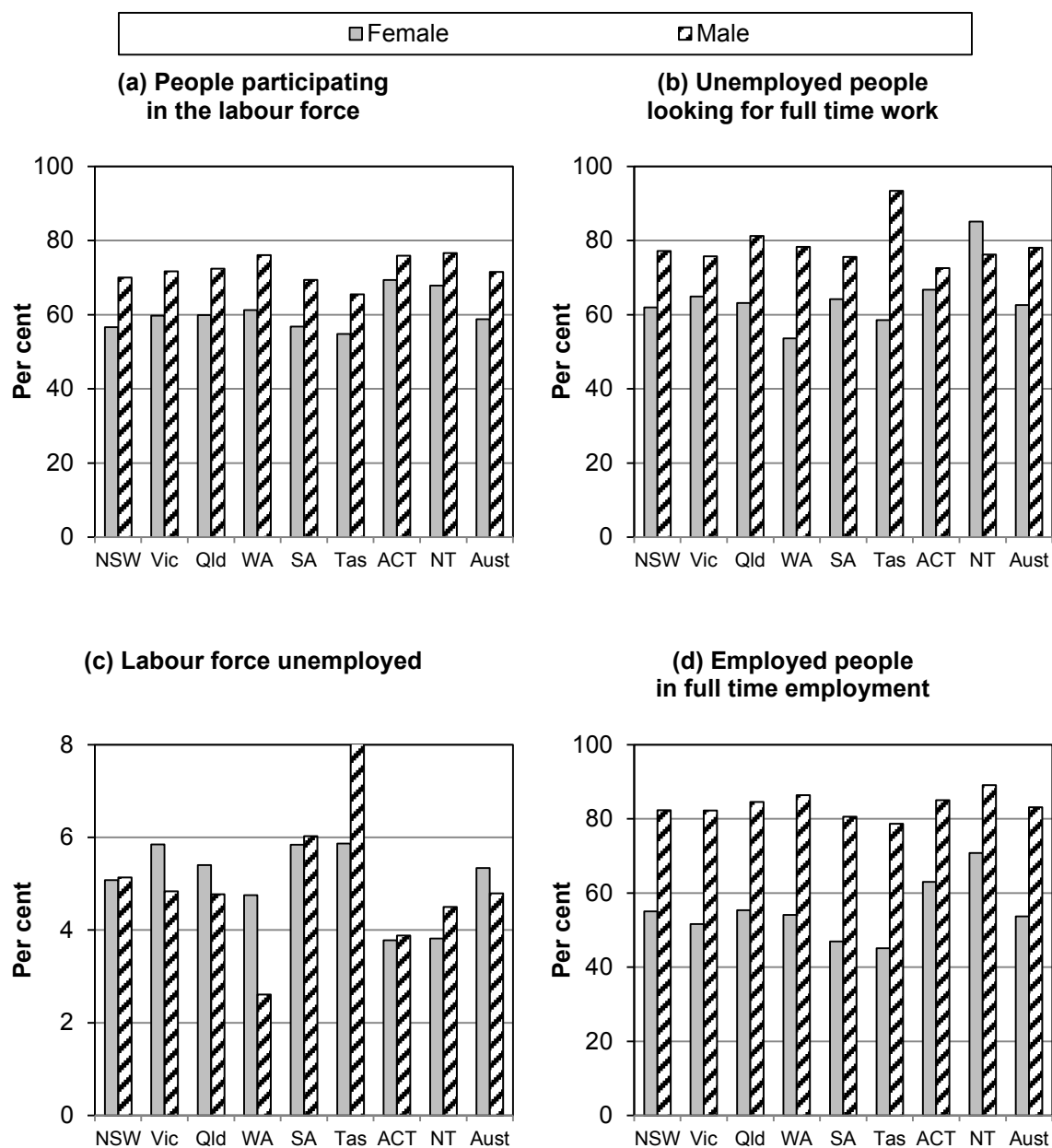
Across jurisdictions, the proportion of employed people in full time employment in June 2012 ranged from 87.5 per cent in Tasmania to 70.2 per cent in the ACT. The unemployment rate ranged from 7.0 per cent in Tasmania to 3.6 per cent in WA. The proportion of unemployed people looking for full time work ranged from 80.0 per cent in the NT to 63.7 per cent in WA (tables AA.47 and AA.49).

The unemployment rate needs to be interpreted within the context of labour force participation rates (the proportion of the working age population either in employment or actively looking for work). Nationally in June 2012, the labour force participation rate was 65.1 per cent. Labour force participation rates ranged from 60.0 per cent in Tasmania to 72.6 in the ACT, and were higher for males than for females in all jurisdictions (figure A.14a, table AA.48). In all jurisdictions except

the NT, fewer unemployed females were looking for full time work than males (62.6 per cent and 78.0 per cent respectively) (figure A.14b).

At June 2012, the unemployment rate for females was higher than that for males at the national level, and more specifically in Victoria, Queensland and WA (figure A.14c). A greater proportion of employed males than of employed females had full time employment in all jurisdictions (figure A.14d). The difference between male and female full time employment ranged from 33.6 percentage points in SA and Tasmania to 18.3 percentage points in the NT (table AA.47).

Figure A.14 Labour force outcomes for people aged 15 years or over, by sex, June 2012



Source: ABS (2012) *Labour Force, Australia, Detailed — Electronic Delivery, June 2012*, Cat. no. 6291.0.55.001, Canberra; tables AA.47–AA.49.

General economic indicators

Gross Domestic Product (GDP) is the total net market value of goods and services produced in Australia within a given period. Gross State Product is the same as

GDP, except that it relates to production in a State or Territory. Australia's GDP is the total of all State and Territory Gross State Product (GSP).

In 2010-11, the GSP for NSW accounted for 31.3 per cent of national gross product, compared with 1.2 per cent for the NT. Growth from the previous year's GSP (in 2010-11 dollars) was highest for WA (10.7 per cent) and lowest for the NT (-0.9 per cent). Across Australia, the GSP per person was \$62 424 in 2010-11 (table AA.50).

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, generally 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 2012d).

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:

$$SE(x) = \frac{SE(x)}{x} \quad (\text{equation A.2})$$

Where:

x is the estimate

$SE(x)$ 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:

$$RSE\left(\frac{x}{y}\right) = \sqrt{[RSE(x)]^2 + [RSE(y)]^2} \quad (\text{equation A.3})$$

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:

$$\begin{aligned} LCL &= x - z_i SE(x) \\ UCL &= x + z_i SE(x) \end{aligned} \quad (\text{equation A.4})$$

Where:

LCL is the lower confidence limit

UCL is the upper confidence limit

x is the estimate

$SE(x)$ 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).

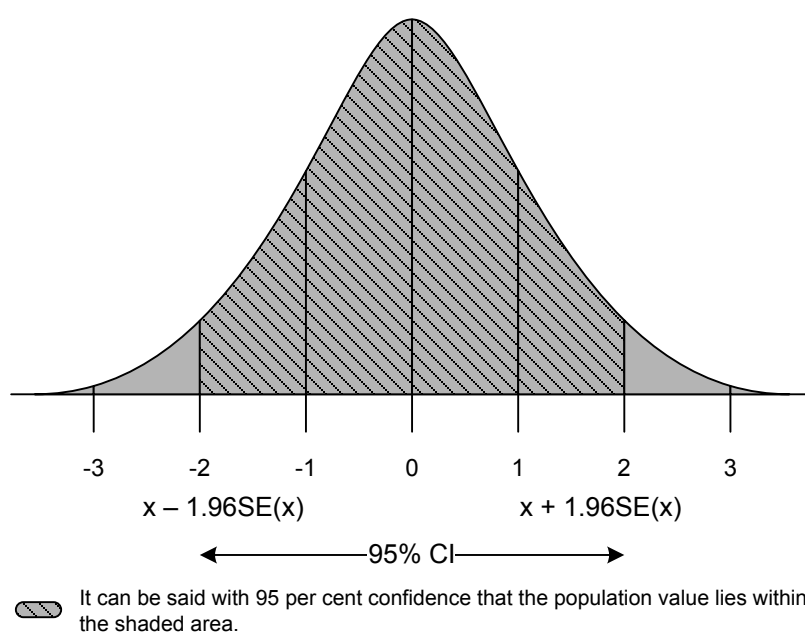
The most commonly used CIs are calculated for the 95 per cent ($p = 0.05$; $z = 1.96$) level of probability. That is, there is a 95 per cent likelihood that the true value lies within the estimate confidence interval.

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. 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 2012d). 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.

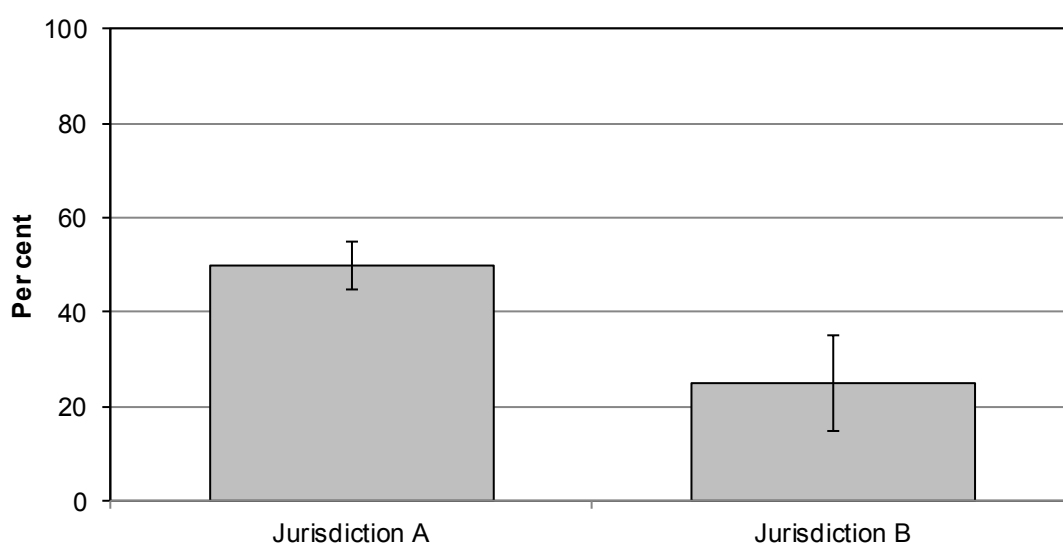
$$R_1 = \left(\frac{x_2}{y_2} - \frac{x_1}{y_1} \right) - 1.96 \sqrt{\left(RSE \left(\frac{x_2}{y_2} \right) \times \left(\frac{x_2}{y_2} \right) \right)^2 + \left(RSE \left(\frac{x_1}{y_1} \right) \times \left(\frac{x_1}{y_1} \right) \right)^2} \quad (\text{equation A.5})$$

and

$$R_2 = \left(\frac{x_2}{y_2} - \frac{x_1}{y_1} \right) + 1.96 \sqrt{\left(RSE \left(\frac{x_2}{y_2} \right) \times \left(\frac{x_2}{y_2} \right) \right)^2 + \left(RSE \left(\frac{x_1}{y_1} \right) \times \left(\frac{x_1}{y_1} \right) \right)^2} \quad (\text{equation A.6})$$

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.

Variability bands

Variability bands accompanying mortality data should be used for the purpose of comparisons at a point in time and over time (box A.4). They should not be used for comparing mortality rates at a single point in time between jurisdictions as the variability bands and mortality rates do not take into account differences in under-identification of Indigenous deaths between jurisdictions.

Rates derived from administrative data counts are not subject to sampling error but might be subject to natural random variation, especially for small counts. A 95 per cent confidence interval for an estimate is a range of values which is very likely (95 times out of 100) to contain the true unknown value. Where the confidence intervals do not overlap it can be concluded that there is a statistically significant difference between the two estimates compared (as detailed in the previous section).

Typically in this standard method, the observed rate is assumed to have natural variability in the numerator count (for example, deaths, hospital visits) but not in the population denominator count. Variations in Indigenous death rates may arise from uncertainty in the recording of Indigenous status on the death registration forms (in particular, under-identifications of Indigenous deaths) and in the *Census of Population and Housing*, from which population estimates are derived. These variations are not considered in this method. Also, the rate is assumed to have been generated from a normal distribution (figure A.15). Random variation in the

numerator count is assumed to be centred around the true value — that is, there is no systematic bias.

Box A.4 Technical concepts and formulas — variability bands

Variability bands

The variability bands to be calculated using the standard method for estimating 95 per cent confidence intervals are:

Crude rate (CR)

$$CI(CR)_{95\%} = CR \pm 1.96 \frac{CR}{\sqrt{\sum_{i=1}^I d}} \quad (\text{equation A.7})$$

Where:

d is the numerator of the estimated proportion

Age-standardised rate (ASR)

$$CI(ASR)_{95\%} = ASR \pm 1.96 \sqrt{\sum_{i=1}^I \frac{w_i^2 d_i}{n_i^2}} \quad (\text{equation A.8})$$

Where:

w_i is the proportion of the standard population in age group i

d_i is the number of deaths in age group i

n_i is the number of people in the population in age group i .

Infant mortality rate (IMR)

$$CI(IMR)_{95\%} = IMR \pm 1.96 \frac{IMR}{\sqrt{d_0}} \quad (\text{equation A.9})$$

Where:

d_0 is the number of deaths in infants aged less than 1 year.

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, 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 data 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:

- *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.
- *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.
- *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.
- *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.5). 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.11).

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.5 includes an example of how sub-period growth rates can be used to derive the TGR.

Box A.5 Technical concepts and formulas — growth rates

Growth rate formulas

Average annual growth rate

The formula for calculating a compound AAGR is:

$$AAGR_{(t_0, t_n)} = \left[\left(\frac{P_{(t_n)}}{P_{(t_0)}} \right)^{\left(\frac{1}{t_n - t_0} \right)} - 1 \right] \times 100 \quad (\text{equation A.10})$$

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 TGR is:

$$TGR = \frac{P_{(t_n)} - P_{(t_0)}}{P_{(t_0)}} \times 100 \quad (\text{equation A.11})$$

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 the TGR using a composite of growth rates between sub-periods within the overall period of analysis is:

$$TGR = \left(\prod_t (1 + r_t) - 1 \right) \times 100 \quad (\text{equation A.12})$$

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 2008-09 to 2009-10

6 per cent in 2009-10 to 2010-11

8 per cent in 2010-11 to 2011-12

then the total growth over the period 2008-09 to 2011-12 can be calculated as:

$$\begin{aligned} TGR &= [(1.06) \times (1.06) \times (1.08) - 1] \times 100 \\ &= (1.213488 - 1) \times 100 \\ &= 21.3 \text{ per cent.} \end{aligned}$$

Gross domestic product deflators

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). Movements in the deflator reflect both changes in the price and/or the composition of the aggregate for which it is calculated. 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) and has traditionally been considered the most relevant measure for deflating expenditure on government services. The Steering Committee is considering whether the GDP deflator is still the best instrument to use across the broad range of services in this Report.

The GDP deflator is used to convert raw financial data into constant (real) dollars (box A.6). 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 (2011-12 = 100). The ABS publishes the GDP IPD to the third most current year only (for example, if the current year is 2011-12, the available deflator is 2009-10 = 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 (2009-10 = 100)^a</i>	<i>Calculation</i>	<i>Re-based GDP deflator (2011-12=100)</i>
2007-08	94.3	94.3/107.8*100	87.5
2008-09	99.1	99.1/107.8*100	91.9
2009-10	100.0	100.0/107.8*100	92.8
2010-11	106.1	106.1/107.8*100	98.4
2011-12	107.8	107.8/107.8*100	100.0

^a Index values from ABS (2012), *Australian National Accounts: National Income, Expenditure and Product, June 2012*, Cat. no. 5206.0, table 32, Expenditure on Gross Domestic Product (GDP), Chain volume measures and Current prices, Annual (Series ID. A2304682C).

Source: ABS (2012) *Australian National Accounts: National Income, Expenditure and Product, June 2012*, Cat. no. 5206.0, Canberra; table AA.51.

Table AA.51 in the attachment contains GDP deflators for 1998-99 to 2011-12. Five GDP deflator series are published, from 2007-08 = 100 through to the latest year, where 2011-12 = 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 2010-11 then the data are deflated using the deflator series for 2010-11 = 100. If the most current year is 2011-12 then the data are deflated using the deflator series for 2011-12 = 100. Table A.2 shows how the GDP deflator for 2011-12 = 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 (2011-12 = 100)</i>	<i>Calculation</i>	<i>Real data</i>
2007-08	6 200	87.5	(6 200/87.5)*100	7 086
2008-09	6 300	91.9	(6 300/91.9)*100	6 855
2009-10	6 350	92.8	(6 350/92.8)*100	6 843
2010-11	6 485	98.4	(6 485/98.4)*100	6 590
2011-12	7 020	100.0	(7 020/100.0)*100	7 020

Box A.6 Technical concepts and formulas — GDP deflator formulas

GDP deflator re-base

The general formula used to re-base GDP deflators is:

$$N_t = 100 \times \frac{O_t}{B} \quad (\text{equation A.13})$$

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:

$$R_t = \frac{D_t}{N_t} \times 100 \quad (\text{equation A.14})$$

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 .

Alternative deflators

For comparison with table A.1, table A.3 shows re-basing of the CPI deflator.

Table A.3 Re-basing the CPI deflator^a

<i>Financial year</i>	<i>ABS CPI index (original value)</i>	<i>Calculation</i>	<i>Re-based CPI deflator (2011-12=100)</i>
2007-08	164.6	164.6/180.4*100	91.2
2008-09	167.0	167.0/180.4*100	92.6
2009-10	172.1	172.1/180.4*100	95.4
2010-11	178.3	178.3/180.4*100	98.8
2011-12	180.4	180.4/180.4*100	100.0

^a Index values from ABS (2012), *Consumer Price Index, Australia, June 2012*, Cat. no. 6401.0, tables 1 and 2, CPI: All Groups, Index Numbers and Percentage Changes (Series ID. A2325846C).

Source: ABS (2012) *Consumer Price Index, Australia, June 2012*, Cat. no. 6401.0, Canberra.

Both the GDP and the CPI trend upwards between 2007-08 and 2011-12. The GDP deflator has a less stable trend than that of the CPI over this period. The Steering Committee plans to reconsider the use of the GDP deflator for potential use of a suitable alternative deflator in the 2014 Report.

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.7). The standard population generally used is the final 30 June ERP for the most recent year ending in ‘1’ (for example, 2001 and 2011) (AIHW 2012). 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 2012).

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.7, equation A.15).

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.7, equation A.16).

Box A.7 Technical concepts and formulas — direct and indirect age standardisation

The formula for deriving the age standardised rate using the direct method is:

$$SR = \frac{\sum (r_i P_i)}{\sum P_i} \quad (\text{equation A.15})$$

The formula for deriving the age standardised rate using the indirect method is:

$$SR = \frac{C}{\sum (R_i p_i)} \times R \quad (\text{equation A.16})$$

The formula for deriving the age standardised ratio using the indirect method is:

$$SR_a = \frac{C}{\sum (R_i p_i)} \quad (\text{equation A.17})$$

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

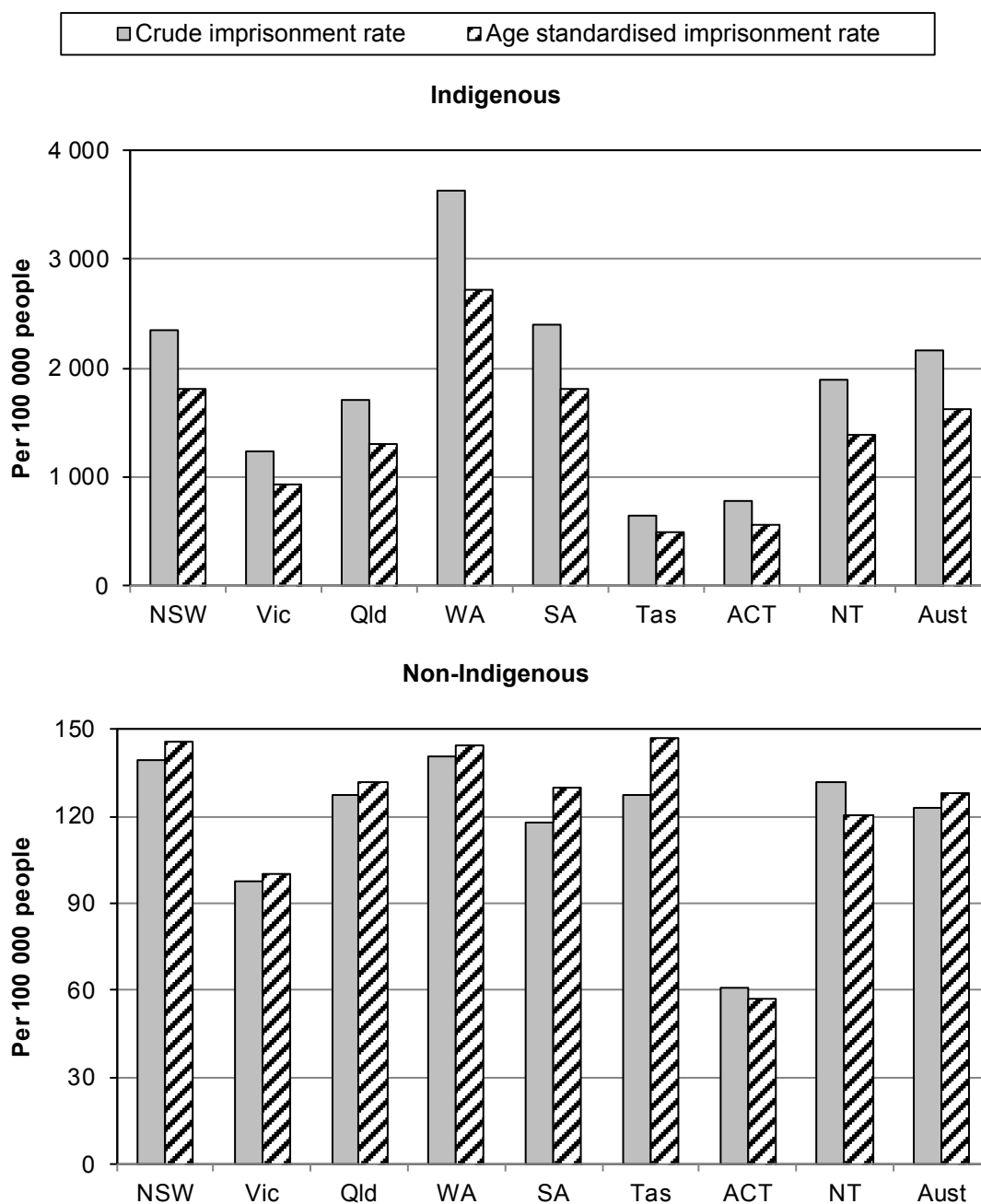
R is the crude rate in the standard population.

Source: AIHW (2012).

Tables AA.52 and AA.53 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 2012).

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 Australians.

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.53.

Calculating age standardised ratios

A variation of the *indirect method* is used to calculate age standardised ratios (box A.7). 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.4). 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.

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 principles provide 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.4 Indigenous deaths, main causes and standardised mortality ratios, 2001–2005^{a, b}

	<i>Male</i>			<i>Female</i>		
	<i>Number Observed</i>	<i>Number Expected</i>	<i>SMR</i>	<i>Number Observed</i>	<i>Number Expected</i>	<i>SMR</i>
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 Australians.

Source: ABS and AIHW (2008) *Health and Welfare of Australia's Aboriginal and Torres Strait Islander Peoples, 2008*, Cat. no. 4704.0, Canberra.

A.6 List of attachment tables

Attachment tables are identified in references throughout this appendix by an ‘AA’ prefix (for example, table AA.1). Attachment tables are provided on the Review website (www.pc.gov.au/gsp).

Population

Table AA.1	Estimated resident population (ERP) 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	Proficiency in spoken English of people born overseas, 2011
Table AA.6	People by country of birth, 2001
Table AA.7	People by country of birth, 2006
Table AA.8	People by country of birth, 2011
Table AA.9	People by language spoken at home, 2001 ('000)
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Table AA.12	Estimated resident population (ERP) by remoteness area
Table AA.13	Experimental estimated resident Australian Indigenous population, by age and sex, 30 June 2001
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Table AA.16	Experimental projections of the Indigenous population, 2006 to 2021 (number)
Table AA.17	Language spoken at home by Indigenous Australians and proficiency in spoken English, by sex, 2001 (number)
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Family and household

Table AA.20	Family structure, 2002–2011
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Table AA.22	Families and work (per cent)
Table AA.23	Families and people in families in occupied private dwellings by Indigenous status and family/household composition, 2001

Table AA.24	Families and people in families in occupied private dwellings by Indigenous status and family/household composition, 2006
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Table AA.34	People aged 15 years or over by weekly individual income and Indigenous status, 2001
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Table AA.40	Income support, June, 2002–2011
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Table AA.44	Type of educational institution attending by Indigenous status, 2001 ('000)
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Table AA.46	Type of educational institution attending by Indigenous status, 2011 ('000)
Table AA.47	Labour force profile of the civilian population aged 15 years or over by sex, June
Table AA.48	Labour force participation rate of the civilian population aged 15 years or over by sex (per cent)
Table AA.49	Unemployment rate of labour force participants aged 15 years or over by sex (per cent)

General economic indicators

Table AA.50 Gross State Product (2010-11 dollars)

Table AA.51 Gross Domestic Product price deflator (index)

Statistical concepts

Table AA.52 Age standardisation of data using the direct method

Table AA.53 Age standardisation of data using the indirect method

A.7 References

ABS (Australian Bureau of Statistics) 2011a, *Census Dictionary*, Cat. no. 2901.0, Canberra.

— 2011b, *Australian Demographic Statistics June Quarter 2011*, Cat. no. 3101.0, Canberra.

— 2012a (and previous issues), *Australian Social Trends, June 2012*, Cat. no. 4102.0, Canberra.

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— 2012c, *Australian Demographic Statistics December Quarter 2011*, Cat. no. 3101.0, Canberra.

— 2012d, *Statistical Language — Statistical Language Glossary*, www.abs.gov.au/websitedbs/a3121120.nsf/home/statistical+language (accessed 18 October 2012).

ABS and AIHW (Australian Institute of Health and Welfare) 2008, *Health and Welfare of Australia's Aboriginal and Torres Strait Islander Peoples*, Cat. no. 4704.0, Canberra.

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