

OUTPUTS AND PERFORMANCE MEASURES

SCHOOL EDUCATION

Outputs for school education involve:

- policy development, regulation and management of the Victorian government school system, including provision of a safe and effective learning environment staffed by appropriately trained and qualified teachers and conducted in a properly resourced and maintained physical environment
- high-quality curriculum delivery to prescribed content and performance standards in the eight Key Learning Areas in Years P–10 and in accordance with the requirements of the VCE and the VCAL in Years 11 and 12
- provision of programs specifically designed to improve the quality of student learning and school management
- provision of specialist services designed to improve the quality of student learning or social needs
- financial support to and regulation of non-government schooling.

These outputs make a significant contribution to the achievement of the following Departmental objectives:

- improve the standards of literacy and numeracy in primary schooling
- increase the percentage of young people successfully completing Year 12 or its equivalent
- increase the percentage of adults taking up education and training and so increase the overall level of educational attainment and literacy levels in Victoria
- increase the level of participation and achievement in education and training in rural and regional Victoria and among groups where it is presently low

- make near-universal participation in post-school education and training the norm in our society.

These objectives make a significant contribution to the achievement of the following key Government outcomes:

- valuing and investing in lifelong education
- growing and linking all of Victoria
- more jobs and thriving, innovative industries across Victoria
- building cohesive communities and reducing inequalities
- promoting rights and respecting diversity.

Major outputs and deliverables

Primary education

Delivery of education services in Victorian government schools for students in Years P–6.

<i>Major outputs/deliverables</i>	<i>Unit of measure</i>	<i>2003–04 Target*</i>	<i>2003–04 Actual*</i>	<i>Comment</i>
Quantity				
Average P–2 class size	number	21	21	
Average Years 3–6 class size	number	24.8	24.3	
Teacher–student ratio: primary	ratio	1:16.3	1:16.2	
Primary school welfare officers employed ^(a)	number	65	65	
Year 1 cohort accessing one-to-one literacy intervention programs such as Reading Recovery	per cent	20	19.6	
Schools with a 1:5 or better computer-to-student ratio: primary	per cent	95	83.3	Retirement of computers by schools is occurring at a faster rate than expected, with more than 26,000 computers retired during 2003 as part of a cycle of technology replacement and modernisation. A strategy is being put in place to improve the percentage of schools achieving the target in future years.
Teachers and principals with a notebook computer: primary	per cent	95	91.4	
Students accessing education through distance education: primary	number	365	352	
New-arrival students receiving intensive or targeted support: primary	number	1,150	1,161	
Eligible students in regular schools receiving ESL support: primary	per cent	92.1	91.2	
Percentage of schools with an Early Years numeracy coordinator	per cent	100	95.4	Actual result reflects the level of vacancies at a particular point in time.
Koorie Home School Liaison Officers employed	number	6	6	
Koorie Educators employed	number	15	15	
Average rate of student attendance at Year 5	per cent	95	94	
Average rate of student attendance at Year 6	per cent	95	93	
Quality				
Student attainment at text level 1 at end of Prep in reading (metropolitan and non-metropolitan students) ^(b)	per cent	96	96.1	
Students in non-metropolitan regions achieving at text level 1 at end of Prep in reading ^(b)	per cent	96	95.6	
Student attainment at text level 5 at end of Year 1 reading (metropolitan and non-metropolitan students) ^(c)	per cent	99.6	99.4	
Percentage of Year 3 students reaching national benchmarks in reading	per cent	92	Not available	National benchmark results have not yet been released.
Percentage of Year 3 Indigenous students reaching national benchmarks in reading	per cent	70	Not available	National benchmark results have not yet been released.
Percentage of Year 3 students reaching national benchmarks in numeracy	per cent	95	Not available	National benchmark results have not yet been released.

<i>Major outputs/deliverables</i>	<i>Unit of measure</i>	<i>2003–04 Target*</i>	<i>2003–04 Actual*</i>	<i>Comment</i>
Percentage of Year 3 Indigenous students reaching national benchmarks in numeracy	per cent	79	Not available	National benchmark results have not yet been released.
Percentage of Year 5 students reaching national benchmarks in reading	per cent	92	Not available	National benchmark results have not yet been released.
Percentage of Year 5 Indigenous students reaching national benchmarks in reading	per cent	73	Not available	National benchmark results have not yet been released.
Percentage of Year 5 students reaching national benchmarks in numeracy	per cent	95	Not available	National benchmark results have not yet been released.
Percentage of Year 5 Indigenous students reaching national benchmarks in numeracy	per cent	82	Not available	National benchmark results have not yet been released.
Primary schools identified as performing at or above expected levels as identified in the triennial review process	per cent	93	91	
Parent satisfaction with primary schooling on a 100-point scale	per cent	85	85	
Teachers reporting routine use of learning technologies in curriculum planning and delivery: primary	per cent	90	Not measured	Measure is no longer relevant due to the changing nature of teacher and student use of ICT and the shift from basic skills to pedagogical integration.

^(a) 2003–04 financial year measure and result

^(b) Students deemed as capable read unseen text with 90 per cent accuracy at text level 1.

^(c) Students deemed as capable read unseen text with 90 per cent accuracy at text level 5.

* Refers to 2003 calendar year unless otherwise indicated.

Junior secondary education

Delivery of education services in Victorian government schools for students in Years 7–10.

<i>Major outputs/deliverables</i>	<i>Unit of measure</i>	<i>2003–04 Target*</i>	<i>2003–04 Actual*</i>	<i>Comment</i>
Quantity				
Teacher–student ratio: secondary	ratio	1:12.1	1:12.1	
Years 7–10 English class sizes less than 26 students	per cent	86	85.4	
Average rate of student attendance in Years 7–10	per cent	93	90	
Schools with a 1:5 or better computer to student ratio: secondary	per cent	95	80.1	Retirement of computers by schools is occurring at a faster rate than expected, with more than 26,000 computers retired during 2003 as part of a cycle of technology replacement and modernisation. A strategy is being put in place to improve the percentage of schools achieving the target in future years.
Teachers and principals with a notebook computer: secondary	per cent	95	91.7	
Additional principals accessing new leadership programs	per cent	8	9	
Students accessing education through distance education: secondary	number	3,500	4,196	
New-arrival students receiving intensive or targeted support: secondary	number	882	940	
Eligible students in regular schools receiving ESL support: secondary	per cent	95.9	96	

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<i>Major outputs/deliverables</i>	<i>Unit of measure</i>	<i>2003–04 Target*</i>	<i>2003–04 Actual*</i>	<i>Comment</i>
Centres of Excellence in Languages established by February 2004	number	3	0	It was announced on 3 June 2004 that Centres of Excellence in Languages will be established at Berwick Secondary College, the Warrnambool network of secondary schools and the Western Region cluster of schools, with a revised start date of Term 4, 2004.
Additional Victorian School of Languages centres in regional Victoria by February 2004	number	5	5	
Percentage of eligible after-hours ethnic schools provided with grants	per cent	100	100	
Quality				
Percentage of Year 7 Restart students whose reading improved	per cent	75	70	This was a new measure in 2003–04. The target was set at 75 per cent without the benefit of accurate performance data.
Years 10–12 apparent retention rate (August census)	per cent	78	77.3	
Parent satisfaction with secondary schooling on a 100-point scale	per cent	75	77	
Secondary schools identified as performing at or above expected levels as identified in the triennial review process	per cent	90	89	
Teachers reporting routine use of learning technologies in curriculum planning and delivery: secondary	per cent	90	Not measured	Measure is no longer relevant due to the changing nature of teacher and student use of ICT and the shift from basic skills to pedagogical integration.
Percentage of Year 8 students assessed as 'consolidating' at CSF Level 5 or above in English: Reading	per cent	85	84	
Percentage of Year 8 students assessed as 'consolidating' at CSF Level 5 or above in English: Writing	per cent	85	83	
Percentage of Year 8 students assessed as 'consolidating' at CSF Level 5 or above in Mathematics: Chance & Data	per cent	83	83	
Percentage of Year 8 students assessed as 'consolidating' at CSF Level 5 or above in Mathematics: Algebra	per cent	82	81	
Percentage of Year 10 students assessed as 'consolidating' at CSF Level 6 or above in English: Reading	per cent	81	83	
Percentage of Year 10 students assessed as consolidating' at CSF Level 6 or above in English: Writing	per cent	82	82	
Percentage of Year 10 students assessed as 'consolidating' at CSF Level 6 or above in Mathematics: Chance & Data	per cent	74	77	
Percentage of Year 10 students assessed as 'consolidating' at CSF Level 6 or above in Mathematics: Algebra	per cent	73	74	
Statewide rate of transition from Year 10 to Year 11	per cent	95.5	96.8	
Years 5–9 students' opinion of their connectedness with school	number 1–5	3.8	3.12	This is a new measure so the target was set without the benefit of any historic data.
Years 5–9 students' opinion of their motivation to learn	number 1–5	4.5	4.07	This is a new measure so the target was set without the benefit of any historic data.
Years 5–9 students' opinion of the quality of instruction they receive	number 1–4	3	2.99	
Years 5–9 students' opinion of the level of expectations their teachers have of them	number 1–4	3	3.09	

*Refers to 2003 calendar year unless otherwise indicated.

Senior secondary education

Delivery of education services in Victorian government schools for students in Years 11–12.

<i>Major outputs/deliverables</i>	<i>Unit of measure</i>	<i>2003–04 Target*</i>	<i>2003–04 Actual*</i>	<i>Comment</i>
Quality				
Students participating in VET in the VCE programs (government and non-government schools)	number	30,000	32,043	Implementation of the VCAL has been associated with increased enrolments in VET in the VCE (including school-based apprenticeships).
Average number of VCE studies provided per school	number	27	34	Schools are responding to student demand for more senior school study options by widening their range of VCE studies, particularly with VET in Schools, and by the provision of the VCAL.
Annual student contact hours in VET in the VCE programs (government and non-government schools)	number (million)	7.6	8.7	The implementation of the VCAL has been associated with increased hours delivered in VET in the VCE (including school-based apprenticeships).
Number of providers offering the VCAL	number	300	239	A significant number of schools have chosen to engage in additional planning prior to introducing VCAL programs.
Number of students undertaking the VCAL	number	5,000	5,137	
Students accessing technology-enabled curriculum choices	number	3,000	Not available	Measure is no longer relevant due to the changing nature of teacher and student use of ICT and the shift from basic skills to pedagogical integration.
Percentage of government school students with a MIPs plan	per cent	100	97.4	
Quality				
Students continuing past Year 10 in VCAL sites	per cent	90	96.3	
Students satisfactorily completing the VCAL	per cent	50	56	
VET in the VCE students progressing to further education, training or work (government and non-government schools)	per cent	90	89.6	
Median VCE study score	number	29	28	
VET in the VCE students completing a qualification (government and non-government schools)	number	12,000	12,405	
Enrolments in VET in the VCE units as a proportion of total VCE unit enrolments (government and non-government schools)	per cent	5	5.6	The implementation of the VCAL has been associated with increased enrolments in VET in the VCE.
Average rate of student attendance in Years 11 and 12 (government and non-government schools)	per cent	93	91	
Years 7–12 apparent retention rate (August census)	per cent	75	74.9	
Proportion of government school students in Years 10–12 with a MIPs plan	per cent	100	97.4	
Proportion of students leaving government schools after Year 9 but before completing Year 12 who were tracked by a school six months after exiting	per cent	60	67	
Percentage of Years 10–12 school students provided with initial (mail) follow-up in the year after exit	per cent	95	100	
Percentage of Years 10–12 school students provided with detailed (mail and phone) follow-up in the year after exit	per cent	70	68	
Timeliness				
Percentage of participating Years 10–12 school students provided with detailed follow-up by June in the year after exit (six months after the school year completes)	per cent	90	100	All exit students identified by VCAA records were contacted by mail or phone prior to June. Additional exit students were identified at the school level in May 2003 but have not been included in this measure.

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Non-government school education

Provision of services for non-government students including payment of State recurrent and specific purpose grants to non-government schools, including student support services; targeted assistance to needy non-government schools and students, including supplementary funding and needs-based capital assistance; monitoring of non-government school accountability requirements; registration of non-government schools and non-government teachers; registration reviews of non-government schools; and endorsement of non-government schools to accept full fee-paying overseas students.

<i>Major outputs/deliverables</i>	<i>Unit of measure</i>	<i>2003–04 Target*</i>	<i>2003–04 Actual*</i>	<i>Comment</i>
Quantity				
Non-government students receiving supplementary funding as a percentage of all non-government school students	per cent	79	79	
Quality				
Recommendations of non-government school registration reviews approved by Registered Schools Board	per cent	99	99	

*Refers to 2003 calendar year unless otherwise indicated.

Student welfare and support

Provision of education services relating to student welfare, including drug education and mental health issues; and student support services in the area of student wellbeing including speech pathology, visiting teacher services for hearing, visually, health and physically impaired students, curriculum services and alternative programs.

<i>Major outputs/deliverables</i>	<i>Unit of measure</i>	<i>2003–04 Target*</i>	<i>2003–04 Actual*</i>	<i>Comment</i>
Quantity				
Percentage of Victorian government schools meeting minimum requirements of the Framework for Student Support Services in Victorian Government Schools	per cent	98	Not measured	Data on this measure was not collected in the August 2003 School Census pending the outcomes of the review of the Framework for Student Support Services.
Quality				
Government schools who have completed an Individual School Drug Education strategy or an action plan as part of the review process	per cent	100	99	
Percentage of students who participated in an alternative program who, on completion of the program, are engaged in education, training or employment	per cent	90	Not applicable	Alternative programs are one of a range of student support strategies that will be subject to the review of the Framework for Student Services. This review will include consideration of more appropriate and effective output-based measures.
School satisfaction with student support services	per cent	82	94	
Percentage of parents participating in drug education activities who believe they will be better able to address drug-related issues with their children	per cent	90	95	

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Services to students with disabilities

Provision of education services to Victorian students with disabilities in government regular and specialist schools.

<i>Major outputs/deliverables</i>	<i>Unit of measure</i>	<i>2003–04 Target*</i>	<i>2003–04 Actual*</i>	<i>Comment</i>
Quantity				
Students funded under the disabilities program in government schools as a proportion of the total student population	per cent	3	3.4	
Regular schools with students with disabilities	per cent	89	89	
Quality				
Parent satisfaction with special education on a 100-point scale	per cent	92	92	

*Refers to 2003 calendar year unless otherwise indicated.

Education Maintenance Allowance

Provision of the EMA to eligible parents of school students up to the age of 16 years in government and non-government schools.

<i>Major outputs/deliverables</i>	<i>Unit of measure</i>	<i>2003–04 Target*</i>	<i>2003–04 Actual*</i>	<i>Comment</i>
Quantity				
School students receiving the EMA	number	205,000	201,037	
Timeliness				
EMA payments processed according to published timelines	per cent	100	99	

*Refers to 2003 calendar year unless otherwise indicated.

Student transport

Administration of student conveyance allowances and the transport of government and non-government school students, including those attending specialist schools.

<i>Major outputs/deliverables</i>	<i>Unit of measure</i>	<i>2003–04 Target*</i>	<i>2003–04 Actual*</i>	<i>Comment</i>
Quantity				
Government school students supported by conveyance allowance	number	11,500	12,200	The introduction of a new rate of payment and increased public awareness have resulted in an increase in the number of students seeking support.
Non-government school students supported by conveyance allowance	number	28,000	29,000	The introduction of a new rate of payment and increased public awareness have resulted in an increase in the number of students seeking support.
Eligible special school students provided with appropriate travel	number	5,800	5,800	
Timeliness				
Student transport payments made according to published schedule	per cent	100	100	

*Refers to 2003 calendar year unless otherwise indicated.

Training and tertiary education

These outputs involve the provision of training and tertiary education services to the Victorian community. These services are provided through a number of programs and service providers. The role of the Department varies from direct service provision to accreditation and monitoring.

These outputs make a significant contribution to the achievement of the following Departmental objectives:

- increase the percentage of young people successfully completing Year 12 or its equivalent
- increase the percentage of adults taking up education and training and so increase the overall level of educational attainment and literacy levels in Victoria
- increase the level of participation and achievement in education and training in rural and regional Victoria and among groups where it is presently low
- make near-universal participation in post-school education and training the norm in our society.

These objectives make a significant contribution to the achievement of the following key Government outcomes:

- valuing and investing in lifelong education
- growing and linking all of Victoria
- more jobs and thriving, innovative industries across Victoria
- building cohesive communities and reducing inequalities
- promoting rights and respecting diversity.

Training and further education places

Provision of training and further education places by TAFE institutes and other registered training organisations in accordance with priorities set by Government, industry and the community. This output also includes provision of services to providers and the community to ensure and enhance the quality of the education and training places purchased.

<i>Major outputs/deliverables</i>	<i>Unit of measure</i>	<i>2003-04 Target*</i>	<i>2003-04 Actual*</i>	<i>Comment</i>
Quantity				
Annual Government-funded module enrolments	number (million)	2.65	2.31	The Government purchases student contact hours rather than enrolments. Students are participating in longer programs, with the average duration of individual modules increasing.
Government-funded student contact hours of training and further education provided	number (million)	69.55	72.94	
Number of apprenticeship/traineeship commencements by new employees ^(a)	number	64,325	71,229	
School-based apprentices/trainees in training ^(a)	number	1,800	1,935	
Number of apprentices/trainees completions who qualify for the Completion Bonus ^(a)	number	7,670	7,542	
Number of people assisted by Parents Returning to Work grants ^(a)	number	2,475	4,017	
Number of individuals assisted through the Skill Up program ^(a)	number	600	190	Access to Skill Up funding is approved as the need arises and the number of individuals assisted is determined by the extent of workplace closures and take-up by eligible retrenched workers.
Audit of contract compliance by registered training organisations and other State Training System organisations	number	350	427	

<i>Major outputs/deliverables</i>	<i>Unit of measure</i>	<i>2003-04 Target*</i>	<i>2003-04 Actual*</i>	<i>Comment</i>
Quality				
TAFE graduates in employment six months following graduation	per cent	75	77.5	
Participation rate of 15–19-year-olds in training and further education in Victoria: all Victoria ^(b)	per cent	27.8	28	This result is based on the Estimated Resident Population figures (ABS Release No. 3235.2.55.001).
Participation rate of 15–19-year-olds in training and further education in Victoria: non-metropolitan Victoria ^(b)	per cent	31.1	33.1	This result is based on the Estimated Resident Population figures (ABS Release No. 3235.2.55.001).
Persons aged 15–64 participating in TAFE programs as a proportion of population	per cent	14.8	15	This result is based on the Estimated Resident Population figures (ABS Release No. 3235.2.55.001).
Successful training completions as measured by module load pass rate	per cent	75.3	77.5	
TAFE students funded through Youth Pathways program with a MIPs plan	per cent	100	100	Target and result excludes students who withdrew before a MIPs plan was completed and students who were unwilling to participate.
TAFE students funded through Youth Pathways program leaving TAFE who are tracked by a provider six months after exiting	per cent	100	100	Target and result excludes students who did not respond or who were not contactable.
Percentage of TAFE graduates who rate quality of training as 8 or more out of 10	per cent	65	Not applicable	The national survey that provided data for this measure has changed and no longer assesses TAFE graduate ratings of the quality of training out of 10. Victoria will implement its own survey to gauge student satisfaction.
Timeliness				
Performance agreements with TAFE institutes in place according to agreed timelines	per cent	100	100	

^(a)2003–04 financial year measure and result

^(b)Excludes participation undertaken through ACE organisations and adult education institutions.

*Refers to 2003 calendar year unless otherwise indicated.

Adult and community education places and community support

Provision of education and training places and support for education for adults in approximately 450 community settings and in adult education institutions (AMES and the CAE), in accordance with priorities established by the Government and regional demand. This output also includes provision of support services to providers, networks and the community to ensure and enhance the quality of the education and training places purchased.

<i>Major outputs/deliverables</i>	<i>Unit of measure</i>	<i>2003-04 Target*</i>	<i>2003-04 Actual*</i>	<i>Comment</i>
Quantity				
Government-funded annual module enrolments – ACE organisations and adult education institutions	number	129,000	195,000	
Government-funded student contact hours of vocational education and training activity provided through ACE providers and adult education institutions	number (million)	3.68	5.9	
Quality				
Student satisfaction with ACE courses meeting overall needs	per cent	80	Not applicable	The national survey to gauge student satisfaction with ACE courses is no longer conducted. Victoria will implement its own survey.
Persons aged 15 and over participating in ACE as a proportion of the population	per cent	4.6	4.3	The slight fall in the participation rate is due to greater levels of students participating in longer programs, with the average duration of individual modules increasing.

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<i>Major outputs/deliverables</i>	<i>Unit of measure</i>	<i>2003–04 Target*</i>	<i>2003–04 Actual*</i>	<i>Comment</i>
Successful completions as measured by module load completion rate – ACE organisations and adult education institutions	per cent	78.5	79.8	
ACE students funded through Youth Pathways program with a MIPs plan	per cent	100	100	Target and result excludes students who withdrew before a MIPs plan was completed and students who were unwilling to participate.
ACE students funded through Youth Pathways program leaving ACE who are tracked by a provider six months after exiting	per cent	100	100	Target and result excludes students who did not respond or who were not contactable.
Timeliness				
Performance agreements with Regional Councils signed within agreed timelines	number	9	9	

*Refers to 2003 calendar year unless otherwise indicated.

Higher education

Effective provision of services to universities, higher education private providers and the public, including: liaison with the Commonwealth Department of Education, Science and Training regarding appropriate levels of Commonwealth resources for universities, approval of private providers to deliver higher education courses, monitoring the performance of higher education private providers, endorsement of Victorian higher education courses for placement on the Commonwealth Register of Institutions and Courses for Overseas Students, and provision of information to the public and liaison between the public and universities.

<i>Major outputs/deliverables</i>	<i>Unit of measure</i>	<i>2003–04 Target*</i>	<i>2003–04 Actual*</i>	<i>Comment</i>
Quantity				
Universities participating in cooperative arrangements in regional areas ^(a)	number	9	9	
Teacher scholarships taken up	number	220	217	
Quality				
Private providers complying with quality standards ^(a)	per cent	100	100	
Direct costs of accrediting for-profit providers recovered through fees ^(a)	per cent	100	80	A new national approval process for accrediting a course delivered by a for-profit provider has cost more than the fee collected. The new fee regulations in place from 28 June 2004 will increase cost recovery.
Timeliness				
Private provider applications assessed within six months ^(a)	per cent	75	89	

^(a)2003–04 financial year measure and result

*Refers to 2003 calendar year unless otherwise indicated.

Policy, strategy and information services

These outputs involve provision of policy and strategy advice to the Ministers, and Ministerial and support services for the various statutory authorities and advisory bodies in the portfolio. Services relating to international education and public information and promotion are also included.

These outputs make a significant contribution to the achievement of the following Departmental objectives:

- improve the standards of literacy and numeracy in primary schooling

- increase the percentage of young people successfully completing Year 12 or equivalent
- increase the percentage of adults taking up education and training and so increase the overall level of educational attainment and literacy levels in Victoria
- increase the level of participation and achievement in education and training in rural and regional Victoria and among groups where it is presently low
- make near-universal participation in post-school education and training the norm in our society.

These outputs make a significant contribution to the achievement of the following key Government outcomes:

- valuing and investing in lifelong education
- sound financial management
- growing and linking all of Victoria
- more jobs and thriving, innovative industries across Victoria
- building cohesive communities and reducing inequalities
- promoting rights and respecting diversity.

Policy, strategy and executive services

Provision of strategic policy advice and administrative support, including services relating to parliamentary and legislative responsibilities, to Ministers and Boards in the areas of Department-wide resource management, planning and budgeting; school education; training and further education; adult and community education; and higher education.

<i>Major outputs/deliverables</i>	<i>Unit of measure</i>	<i>2003-04 Target*</i>	<i>2003-04 Actual*</i>	<i>Comment</i>
Quantity				
Correspondence prepared for Ministers' and Executive Group's signature or responded to on behalf of Ministers ^(a)	number	9,000	7,305	The actual result differs from the target because of a significant reduction in the number of letters sent to the Ministers in the first half of 2004.
Briefings prepared for Ministers' and Executive Group's signature ^(a)	number	5,000	3,532	The target was not reduced for 2003–04 compared to earlier years and therefore has not taken into account the transfer of the Office for Youth and the Office of Employment from the Department of Education & Training.
Proportion of LLENs with a membership of every government secondary school and TAFE institute and ACE provider present within their boundary	per cent	100	Not available	97.4% of government secondary schools and all TAFE institutes are involved in LLENs. Sixty per cent of medium-to-large ACE organisations are involved in LLENs and the ACE sector is represented through broad membership of LLENs and on committees of management.
LLEN strategic plans forwarded to and approved by the VLESC	per cent	100	100	
Quality				
Executive satisfaction that services received meet relevant quality standards	per cent	90	90	
Timeliness				
Correspondence prepared for Ministers' signatures or responded to on behalf of Ministers within predetermined timelines	per cent	95	74	The 2003–04 actual result is a significant improvement over the 2002–03 result (50 per cent). New processes were implemented in 2003 to improve timeliness, the full effect of which will be realised in 2004.

^(a)2003–04 financial year measure and result

*Refers to 2003 calendar year unless otherwise indicated.

International education

Services include marketing, recruitment, assessment and placement services for full fee-paying overseas students in Victorian government schools and provision of generic marketing support for TAFE providers and the higher education sector; marketing of the Department's capabilities, programs and services to national and international markets; organisation of overseas delegations and study tours to visit the Department and Victorian education and training institutions; and organisation and implementation of teacher and principal exchange programs and study tours, registration of student exchange organisations and student study tours.

<i>Major outputs/deliverables</i>	<i>Unit of measure</i>	<i>2003–04 Target*</i>	<i>2003–04 Actual*</i>	<i>Comment</i>
Quantity				
Overseas student study tour days into Victoria	number	15,000	9,848	Reduced activity in 2003–04 was due to the impact of SARS and the higher Australian currency exchange rate.
Overseas students recruited to study in Victorian government schools in the year	number	800	1,088	
Proportion of costs met by revenue raised from delivery of adult international study tours into Victoria ^(a)	per cent	150	159	
Proportion of costs met by revenue raised from delivery of international projects and programs ^(a)	per cent	80	76	The variance is due to delays in the receipt of payments from the Australian managing contractor.
Quality				
Satisfaction of agents with overseas student programs/services offered	per cent	80	80	
Satisfaction of clients with services provided in relation to projects and programs	per cent	80	85	

^(a)2003–04 financial year measure and result

*Refers to 2003 calendar year unless otherwise indicated.

Public information and promotion

Provision of information services about education and training to the community, including: advertising services, newspaper supplements, *Education Times*, *Success* and dissemination of information on Departmental policies and initiatives; telephone information services (Education Line and TAFE Course Line); and public promotions such as Education Week and Adult Learners' Week.

<i>Major outputs/deliverables</i>	<i>Unit of measure</i>	<i>2003–04 Target*</i>	<i>2003–04 Actual*</i>	<i>Comment</i>
Quantity				
Responses to telephone and email information queries ^(a)	number	60,000	56,695	The Department's information and Referral Line numbers (TAFE Course Line and Education Line) were not as extensively promoted in 2003–04 as in previous years.
Percentage of publications published online ^(a)	per cent	50	70	
Quality				
Reader satisfaction with news publications ^(a)	per cent	95	100	
Customer satisfaction with quality of telephone information service	per cent	95	Not applicable	This performance measure is not monitored as it is no longer relevant. The measure no longer reflects industry standards.

^(a)2003–04 financial year measure and result

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